Sustainability and MEP Systems – Healthfulness, Enhanced Indoor Air Quality

Environmental Literacy

- Green Educational Program
- Outdoor Classrooms
- Occupant Behaviors and Monitoring
- Green Charrette & Workshops
- **Students' Engagement in the Design Process**
- **Vocational Trade Programs integration with Sustainable design/renewable energy trades**





LCCA – Cost Effectiveness



Sustainability and MEP Systems – LCCA Cost Effectiveness

Life Cycle Cost Analysis

MSBA required

- Schematic Design
- Whole Building with 3 HVAC system options
- 50-yr. LCCA

Initial costs, maintenance and energy savings

Incremental Costs and Paybacks

Early discussions with Utility (National Grid):

- Electrification Upgrade
- Solar PV/Interconnection
- Demand Response
- EV Charging Stations
- Utility MassSave Incentives

Renewable Energy Analysis

Preliminary Solar PV / Battery Storage

- Consider as alternative [PDP cost estimate]
- Site capacity (roof/parking) vs. EUI goal
- Preliminary sizing
- Preliminary discussions with National Grid

Sustainability and MEP Systems – LCCA Cost Effectiveness

SAMPLE - Preliminary SD LCCA Analysis Summary

Estimated 50-year LCCA Costs as Net Present Value

HVAC System	Installation Cost	Replacement Cost	Maintenance Cost	Energy Cost	Total 50-year LCCA Costs	Total 50-year LCCA w/ Construction Incentives and Associated Costs
						MassSave
Code Baseline	$69,586,840	$46,041,831	$4,691,113	$38,599,898	$158,920,000	
1-Ground Source HP	$73,789,000	$19,246,00	$4,010,000	$26,267,000	$123,312,000	**$116,131,000**
2-Air Source to Water HP	$54,620,000	$20,157,00	$4,010,000	$27,799,000	$106,586,000	**$104,879,000**
3-Hybrid 1 and 2	$64,241,000	$19,701,000	$4,010,000	$27,089,000	$115,041,000	**$110,852,000**

SAMPLE

SAMPLE Notes:

1. Installation costs are based on the PSR project cost estimates. Replacement costs are specific to each system, based on ASHRAE useful life data and using unit costs for equipment and labor, brought forward as Net Present Value (NPV) costs. Maintenance costs are estimated to include third-party service to systems, but not in-house routine maintenance.
2. Energy costs based on energy modeling analysis, using the 2-yr High School utility bills' average [blended] annual $0.--/kWh (baseline $1.--0/Therm), with a 3% cost escalation rate. The energy costs do not include peak load reductions expected from a project's Solar PV/Battery Storage systems. Peak demand costs are approximately xx% of Medford High School's annual utility costs. The battery storage peak load reduction support utility energy costs benefits. The Total 50 yr. LCCA Cost is the sum of Installation, Replacement, Maintenance and Energy costs. Net Present Value modeled on a 50-year lifecycle cost, 3% cost depreciation.
3. Construction Incentives include MassSave Incentives. Post-occupancy annual incentives (revenues) are not included: Demand Response and peak load reduction utility incentive programs, and potential annual Renewable Energy Certificate (REC) for the GSHP.

Sustainability and MEP Systems – LCCA Cost Effectiveness

SAMPLE - Summary Incremental Costs & Paybacks

Installation Incremental Cost & Payback Summary Relative to HVAC Systems Code Baseline Costs			
HVAC System	**Estimated Incremental Costs (Savings)**	***Estimated Annual Energy Costs Savings***	***Estimated Payback***
	Incl. MassSave		**Vs. Baseline**
Code Baseline [ASHRAE system 7]	**SAMPLE**		
1-Ground Source HP (BOD)	($2,979,340)	$415,234	0 yr.
2-Air Source to Water HP	($16,673,840)	$363,654	0 yr.
3-Hybrid Option 1 and 2	($9,535,590)	$387,580	0 yr.

SAMPLE Notes:
1. Energy Savings: based on total annual kWh savings, using the average 2-yr $0.--/kWh (utility bills). Peak demand savings not included
2. Incremental Costs are based on the PSR Cost Estimates and include materials and labors and are based on a per cost comparison to the analysis system baseline (ASHRAE 90.1-2019 App G).
3. Code Baseline system: Natural gas boilers and water-cooled chillers (VAV) – ASHRAE App G system #7.

Next Steps



1	Listen	12/16
2	Review & Respond	1/15
3	Confirm & Recommend	3/11
4	Reconvene	TBD

Next Steps/ What to Expect in Meeting #3

Objective: The Advisory Team will review recommendations as to what sustainability and MEP systems scope elements are to be included in the project (as discussed in Meetings #1 and #2). Scope items will be characterized as givens, items warranting team discussion, or items that are not recommended for inclusion in the project.

When & Where?
March 11th at 4:00 pm
Remote / Hybrid

Thank you.



C. City of Medford Annual Comprehensive Financial Report

CITY OF MEDFORD, MASSACHUSETTS



ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the fiscal year

July 1, 2023 - June 30, 2024

On the cover: The Historic Medford City Hall which sits at 85 George P. Hassett Drive in Medford, currently houses the City's Executive, Legislative and Administrative offices. The three-story Colonial Revival style building was completed in 1937 and is a product of the Public Works Administration Program, a Federal program created in 1933 whose purpose was to create stimulus in response to the Great Depression.

Below: The City is well served with parks and recreational facilities with over 25 city parks, as well as 1,400 acres owned and operated by the Department of Conservation and Recreation (DCR). The City has a strong commitment to maintenance and upgrading of its facilities. Currently, 36 projects totaling about $16.4 million are either recently completed, underway or in the planning stages. The majority of these projects are funded from the American Rescue Plan Act Grant, the Community Development Block Grant, the Community Preservation Act Funds, Linkage and other State grants. Pictured here is a recently built playground at Morrison Park.



INTRODUCTORY SECTION



Ball Square station **is a** light rail station on the Massachusetts Bay Transportation Authority Green Line located at Ball Square in Medford and Somerville**.** The accessible station has a single island platform serving the two tracks of the Medford Branch. It opened on December 12, 2022, as part of the Green Line Extension**,** which added two northern branches to the Green Line, and is served by the E branch**.**



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CITY OF MEDFORD, MASSACHUSETTS

ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the Fiscal Year Ended June 30, 2024

Breanna Lungo-Koehn, Mayor

Prepared by Finance

Robert Dickinson, Finance Director/Auditor

CITY OF MEDFORD, MASSACHUSETTS
ANNUAL COMPREHENSIVE FINANCIAL REPORT
YEAR ENDED JUNE 30, 2024

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Mayor Breanna Lungo-Koehn

Letter of Transmittal

March 24, 2025

Honorable City Council and Residents of the City of Medford, Massachusetts:

We are pleased to acknowledge that the City of Medford has completed its eighth installment of the *Annual Comprehensive Financial Report* (ACFR). The report, which was prepared by the City's Department of Finance and Audit, is for the fiscal year ended June 30, 2024; and we are proud to be one of only about 50 communities in Massachusetts to accomplish this.

The City is responsible for the accuracy, completeness and fairness of the data presented in the ACFR. This letter of transmittal and **management's discussion and analysis**, located in the financial section, provide a comprehensive financial overview of the City and ensures that the financial and general operations of City government remain transparent and accessible.

The ACFR represents a complete set of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) and that are audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. This ACFR meets and exceeds those requirements and presents itself as an informative resource for all those interested in the financial activities of the City.

The report is designed to be used by the City's elected and appointed officials and others who are concerned with its management and progress, such as bond analysts, banking institutions and rating agencies as well as the citizens and taxpayers of the City of Medford.

Since the report consists of management's representations concerning the finances of the City, management assumes full responsibility for the completeness and reliability of all of the information presented. In addition, management is responsible for establishing and maintaining an internal control structure designed to ensure the assets of the City are protected from loss, theft, or misuse; and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in conformity with GAAP. Because the cost of internal controls should not outweigh their benefits, the City of Medford's comprehensive framework of internal controls has been designed to provide reasonable, rather than absolute, assurance that the financial statements will be free from material misstatement.

The City's Basic Financial Statements present information about the City (the primary government) and its component unit as required by the Government Accounting Standards Board (GASB). A component unit is included in the City's reporting entity because of the significance of its operational or financial relationship with the City. The inclusion of this component unit in the City's basic financial statements does not affect its separate legal standing.

The City's component unit consists of the legally separate City of Medford Contributory Retirement System (the System). Additional information on this legally separate entity can be found in the notes to the basic financial statements.

The City of Medford's financial statements have been audited by Roselli, Clark and Associates, a firm of licensed certified public accountants. The goal of the independent audit is to provide reasonable assurance on an annual basis that the City's financial statements are free of material misstatement. The independent audit involved examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. It also involved assessing the accounting principles used and significant estimates made by management as well as evaluating the overall financial statement presentation. The independent auditor concluded, based upon the audit, that there was a reasonable basis for rendering an unmodified opinion that the City of Medford's financial statements for the fiscal year ended June 30, 2024, are fairly presented in conformity with GAAP. The independent auditor's report is presented as the first component of the financial section of this report.

The independent audit of the financial statements was part of a broader, federally mandated "Single Audit" designed to meet the special needs of federal grantor agencies. The standards governing Single Audit engagements require the independent auditor to report not only on the fair presentation of the financial statements, but also on the audited government's internal controls and compliance with legal requirements; with special emphasis on internal controls and legal requirements involving the administration of federal awards. These reports are available in the City of Medford's separately issued Single Audit Reports pursuant to Title 2 US "*Code of Federal Regulations*" (CFR) Part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards".

GAAP requires that management provide a narrative introduction, overview, and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement that analysis and should be read in conjunction with it. The City of Medford's MD&A can be found immediately following the report of the independent auditors.

Profile of the City

Located in eastern Massachusetts, Medford is approximately 5 miles northwest of Boston and has a land area of approximately 8.2 square miles. It is situated in proximity to Logan Airport and includes 3 exits off Interstate 93, which connects Medford with Boston. Easy access to Routes 28, 60, 38 and 16; with Interstate 128 being only 7 miles away, make Medford a very accessible community. In fact, the proximity to Boston, access to the major roadways, public transportation and the airport make Medford an attractive option for its residents, businesses and commuters.



Medford has a population of approximately 60,000 and like most communities in the Greater Boston area, is considered very diverse.

The City offers a full range of traditional municipal services including: (1) police and fire protection, (2) education, (3) maintenance of streets and sidewalks, (4) solid waste collection, (5) health and human services, and (6) cultural and recreational services. The City is also a member community of the

Massachusetts Water Resources Authority (MWRA) who provides water and sewer services for the residents and businesses.



The City is well served by transit. The Green Line Extension project opened two Green Line stops in Medford, at Medford/Tufts and Ball Square in 2022. Wellington Station, an MBTA stop on the Orange Line, is located on the Medford end of Revere Beach Parkway (Route 16), slightly east of its intersection with Route 28. The area also has over 1,300 park and ride spaces and is connected to the Station Landing transit-oriented development by an overhead walkway. Station Landing includes residential and retail buildings and additional parking. These stops provide rapid rail connections to downtown Boston in addition to transfers to numerous bus routes which service Medford and surrounding areas.

In addition to subway stops, the City has a commuter rail station on the Lowell Line, in West Medford, one stop from North Station in Boston. Three MBTA bus routes, two local and one express, stop directly on High Street at West Medford Station.

The City is well served with parks and recreational facilities with over 25 city parks, as well as 1,400 acres owned and operated by the Department of Conservation and Recreation (DCR). Each year the city seeks and receives CPA funding to support renovations or design plans for parks and public spaces throughout the City. In 2022, 2023 and 2024, the City utilized portions of the City's Community Development Block Grant (CDBG) funds to prioritize renovations at Riverbend Park, Logan Park, Gillis Field, McGlynn Playground and Morrison Park. These park and open space improvements have also focused on ADA accessibility as part of each process. In fiscal year 2024, the City continued its investment in its open spaces, including thorough preventive maintenance with the Department of Public Works. To see a list of ongoing and planned renovations, visit www.medfordma.org/departments/planning-development-sustainability/.



In fiscal year 2024, the City completed various renovation projects including rebuilding the baseball fields and loop path at Carr Park, renovating the Morrison Park Playground, expanding accessibility at Gillis Park, completing the Tufts Pool Renovation, beginning construction at McGlynn Playground, and a reconstruction of the basketball and tennis courts at Hickey Park.

Construction for Carr Park Phase I was substantially completed in June 2024. The Office of Planning, Development, and Sustainability secured $2.6M for Phase I, allocated from the American Rescue Plan Act (ARPA), Community Preservation Act (CPA) funding, and the Federal Land & Water Conservation Fund. This portion of the project includes an accessible path that circles the entire park field, reconstruction of two baseball diamonds, a wetland area and invasive plant cleanup, four fully dedicated pickleball courts, and more. Securing the funding for Phase II of Carr Park, which consists of over $5.5M, is also in the works. A $1.0 million Federal Land and Water Conservation Fund grant has already been confirmed to support this project. Phase II of the project will include new basketball courts, one of which would be covered with solar panels on the roof, a universally designed, four-season playground with integrated water features, teen swings, an adult fitness area, a miniskatepark, and more.

CPA, ARPA, and CDBG funding were leveraged to support a $2.8M renovation at McGlynn Playground. Construction began in early spring 2023 on a new inclusive playground that prioritizes accessibility and correcting site drainage issues.

The new Morrison Park Playground is funded by a CDBG allocation that totals just over $400K. The renovation project began in March 2023 and was completed over the summer of that year. The project brought a new preschool-aged play area to the playground, which includes a sandbox, swings, balance balls, and a new fishnet climber. The entire site was resurfaced with an accessible poured-in-place rubber surface. Porous rubber surfacing was also used to protect the roots of the large pin oak tree at the park and interpretive signage at the park explains its function.

The Gillis Park accessibility renovation cost $1.2M, utilizing Parkland Acquisitions and Renovations for Communities (PARC), ARPA and CPA funding. The renovation addressed two key issues: drainage and accessibility from the street. Irrigation and correcting grades to make the park accessible from the sidewalk have been implemented. Other new features include a loop pathway, picnic area, adult fitness area, and a new concession stand and bleachers.

In 2023, the City built a beautiful new labyrinth in Riverbend Park, adjacent to the Andrews Middle School and the planned end of the Clippership Connector. This beautiful space, designed by a local artist, was funded by the CPA
.
The Tufts pool deck project that was started in 2022 was completed in the summer of 2023. Piping and drainage were installed, as well as the fencing and a water mushroom. ADA accessible improvements were made to the bathhouse in summer 2023, as well.

Other park and recreation improvements that have been completed in recent years include the creation of the Krystle Campbell Peace Garden, the construction of Medford's first Off-leash Recreation Area (dog park) with separate areas for large and small dogs, a new tennis and lacross backboard at the Dugger Park tennis courts; a canopy seating area installed at Hickey Park, and the creation of an additional municipal community garden at Tufts Park.

Additional recreational facilities in Medford include an outdoor swimming pool at Tufts Park, an indoor community swimming pool at Medford High School and two permanent ice rinks, one of which is managed by the City, and the Middlesex Fells and Wright's Pond, which is home to Medford's seasonal swimming beach.



Medford is traversed by the Mystic River, formally a tidal river and home to historic shipbuilding. Much of the land abutting the Mystic River is the property of DCR and the City has been working in partnership with the DCR and the Mystic River Watershed Association to open up access to the river. In recent years there have been many vista-pruning activities under the supervision of Medford's Tree Warden and the team has been working to fill in missing riverside-trails in the extensive network of multi-use paths that connect Boston to Concord with routes along the Mystic River through Medford.

Paths along the Mystic River, through Torbert MacDonald Park and Memorial Park have been created or re-paved recently. A key link in the network which connects Medford Square to Riverbend Park along the river is referred to as the "Clippership Connector." The Clippership Connector is currently under construction with a projected opening in summer 2025. In addition, MassDOT is pursuing a two-way cycle track on Rt 16, on the South side of the Mystic River which would provide a key off-road bike route from Medford to Assembly Row in Somerville and in to the Encore Boston Harbor Casino in Everett. The Gaming Commission has provided funding for the design and engineering of a pedestrian and bicycle boardwalk under Rte. 28 connecting Torbert MacDonald Park and Stations Landing, along the Mystic River as well as partial funding to complete the shared use trails along the Wellington MBTA station. Both of these projects are on the state Transportation Improvement Plan (TIP) with comments from the state to construct them once the design and permitting is complete.

A significant portion of the historic Middlesex Fells Reservation is located in Medford. It is over 2,500 acres of wooded trails, ponds and wildlife. It is a rare peaceful retreat for city dwellers where they can hike, bike, cross country ski, picnic, bird watch and sightsee. The Middlesex Fells have been particularly popular during the global pandemic and has provided a much needed natural retreat for residents from the region.

It's clear that education is the most important function in Medford, so creating and sustaining a conducive environment for learning is a main priority of the administration. During Mayor Lungo-Koehn's tenure, the City has routinely prioritized the schools and made significant investments in our teachers, paraprofessionals and students. We secured the financial foundation of the district in fiscal year 2022 by increasing the operating budget by over 9 percent, the largest budget increase in decades. The City also leveraged federal grant funding to support the investment on the City side and allow the school administration to provide exemplary services and resources to the school community without incurring future financial strain. In fiscal year 2024, planning for two override questions for schools began, which is outlined in the Long-term Financial Planning section of this letter.

In addition, capital upgrades have been commonplace over the past two decades. $3.5 million was invested in improvements to Medford High School during fiscal years 2010 through 2012. Energy efficiency upgrades were made system-wide, which make a major positive impact on utility costs and environmental impact. The City updated its technology school-wide during fiscal year 2013 at a cost of $3.3 million with the proceeds of a prior bond issue.

In fiscal years 2013 and 2014 Medford High School received several major investments including a complete renovation of the indoor pool, replacement of the steam boilers and a $14 million renovation to the science department, resulting in state-of-the-art high school science labs and classrooms.



The Medford Vocational Technical High School has been completely renovating many of its shops including Robotics and Engineering, Cosmetology, Media and Video Technologies which includes a new TV studio that is used in the evenings and on weekends for public access and Culinary Arts, including a new café open to the public.

Capital investments in the City's school buildings in the last 5 years, have included, but are not limited to the following:

- A full transition to LED lighting at the Curtis-Tufts High School and Andrews Middle School, as well as LED lighting in high-use areas of all schools.

- Andrews School Roof Restoration – This project was done in 2020. Repairs were done and a white liquid roof coating was applied to the roof to extend its life.

- High School Water Heater Replacement – This project was completed in early 2022.

- McGlynn School Weatherization – This project was done in 2024 through Mass Save.

- Andrews School Electrical Recircuiting – This project was done in 2024 to put additional electrical circuits on the emergency generator, to allow the school to be used as an emergency shelter. This was funded through the Massachusetts Municipal Vulnerability Program and ARPA.

Projects that were in the planning stages in Fiscal Year 2024 included:

- Andrews & McGlynn Schools HVAC Upgrades – This project, which is an estimated $25 million investment, will partially electrify the buildings by replacing the failing heating and cooling systems with heat pumps with natural gas boiler backup. Initial design and Owner's Project Manager work funded through ARPA, the rest will be funded through bonds. Due to the large scale of this project, ADA upgrades will be needed to bring the buildings up to the current code. The bulk of the installation work is expected to take place in the summer of 2025, with some prework done in the spring and final wrap-up in the fall.

- Andrews School Solar – This project will install 258.2 kW of solar on the Andrews roof. Installation will begin in fall 2025 after the roof work for the HVAC upgrades are complete. This project is being funded through ARPA.

- New High School – After submitting a Statement of Interest to the Massachusetts School Business Authority (MSBA), the City was invited in December of 2023 to participate in the first phase, the Eligibility Phase, of the MSBA's school building grant program. In June of 2024, the City allocated $3 million in Free Cash to the project. As of February of 2025, Medford was unanimously approved by to next stage of the MSBA process, the Feasibility Phase. During this stage, Medford and the MSBA will partner to find the most educationally appropriate and fiscally responsible solution towards a new Medford High school. The district is currently in the process of procuring an Owner's Project Manager (OPM) and Designer as part of forming the building project team.



Missituk Elementary School



McGlynn Elementary School



Andrews Middle School



McGlynn Middle School



Roberts Elementary School



Brooks Elementary School

The Chevalier Theatre is a staple of downtown Medford, and one of Greater Boston area's hidden gems. This performance art theatre was built in 1939 as part of the old Medford High School complex, and currently represents a historical landmark, a memorial to a hero and a cultural icon.



The exterior building, constructed in the Greek revival style, is decorated with columns and clean lines that are characteristic of this architectural period. The spacious interior features 1,800 seats, 1,100 on the floor and 700 in the Grand curved balcony.

The facility was one of four major public construction projects built from Federal funds in Medford Square during the Medford building boom of the late 1930s; the Post Office, the Old Medford High School and the Medford City Hall were the other three.

Unfortunately, in 1965 a fire occurred at the Medford High School, but miraculously, the theatre was spared the worst of the blaze, although it did suffer smoke damage.

A new Medford High School was subsequently rebuilt at another location and the theatre fell into disuse until the 1980's when a massive rehabilitation project took place by an all-volunteer Civic Commission. For the past 35 years the Civic Commission has been carefully working to preserve the Theatre's rich heritage.



In fiscal year 2017 the City completed a Request for Proposal (RFP) for a professional management company to maintain and operate the theatre. This resulted in the City engaging a professional theatre manager and booking agent who has been instrumental in booking many great performances including Boyz II Men, Gabriel Iglesias, Jane Fonda, Cheap Trick, Trevor Noah, Jennie Garth & Tori Spelling. This programming has become an economic catalyst for area businesses and the arts.

In 2019 the original historic windows were restored. In spring of 2020, an air conditioning system was installed to allow performances to occur year-round. In fiscal 2022 and 2023, façade work was done in addition to an ADA upgrade to the bathroom, a fire annunciator, and electrical updates.

In recent years the City has undertaken significant upgrades to its fire stations, including upgrading to LED lighting in all of the stations as well as HVAC and windows upgrades to several stations. In addition to beginning the needs assessment and design of a new Fire Headquarters. Medford has allocated about $1.8 million since 2021 for improvement and renovation projects at the City's five fire substations.

Projects include, but not limited to:

- Hiring Galante Architecture Studio, Inc. as Fire Headquarters design architect and initiated design.
- Hiring the Vertex Companies LLC to serve as Owner's Project Manager for Fire Headquarters design and construction.
- Roof replacements at Engines 4, 5 & 6 with repairs to roofs at all other fire buildings.
- Contracting professional services for structural review, and ultimately design for changes needed, of the Engine 3 apparatus bay floor.
- Kitchen Renovations at Engines 2 & 5, with Engine 6 in planning phase.
- Replacing light fixtures and Engines 2-6 with energy efficient fixtures.
- Replacing electrical outlets at Engines 2-6.
- Repairing or replacing overhead doors at Engines 2-6.
- Installation of water re-circulator at Engine 6.
- Engine 5 walkway, drainage, and landscaping work.
- Secured CPA funding for design of restoration to windows at historically significant stations (Engines 3, 4, & 6) with window renovation/replacements planned at all substations.
- New gear dryer, wireless headset communications system, and technology enhancements thanks to a state grant from Rep. Paul Donato.

Form of Government

The City operates under a strong Mayor/City Council form of government. Both the Mayor and the seven-member City Council are elected to two-year terms. January 2024 marked the beginning of new two-year terms. The City Council makes legislative decisions, and the Mayor is responsible for carrying out policies and for managing the day-to-day operations of the City.



Mayor Breanna Lungo-Koehn



City Councilors as of June 30, 2024 from left to right: Matt Leming, Justin Tseng, Vice President Kit Collins, President Isaac B. "Zac" Bears, Anna Callahan, George Scarpelli, Emily Lazzaro

An annual operating budget is submitted by the Mayor and approved by the City Council. The annual budget serves as the foundation for the City's financial planning and control.

The budget is prepared by fund, function (e.g. general government), department (e.g. finance) and category (e.g. personnel and non-personnel) allowing the department heads to allocate resources within the department for non-personnel costs and personnel costs. Transfers between departments, or between personnel and non-personnel need approval from the City Council unless specifically exempted by state statute.

An elected, seven-member School Committee appoints a School Superintendent who administers the public-school system of the City through enforcing policies and procedures adopted by the School Committee. The Mayor is ex-officio School Committee Chairperson, and the other six School Committee members are elected biennially.



Superintendant Dr. Marice Edouard-Vincent



School Committee members as of June 30, 2024 from left to right: Aaron Olapade, Nicole Branley, Vice Chair Jenny Graham, Paul Ruseau, Chairperson Mayor Breanna Lungo-Koehn, Erika Reinfeld, John Intoppa

In Massachusetts, cities and towns are required to follow the provisions of the Education Reform Act, which specifies, amongst other things, that communities provide a minimum net school spending amount in its annual education budget. A portion of this is subsidized by the Commonwealth of Massachusetts through a formula grant called Chapter 70 while the remainder is mostly through taxation of the City's residents.

Factors Affecting Economic Conditions

Approximately 1,400 businesses employing almost 19,000 individuals are located in Medford. The business base is quite diverse. These include manufacturers, service-oriented companies and financial institutions. Tufts University, a world-renowned higher education and research facility, is located in the City and employs over 2,400 individuals, some in facilities in nearby Somerville. This has resulted in a commercial, industrial and personal tax base that in aggregate represents about 20% of the total tax base.



The growth of the City's main source of revenue, property taxes, is capped by Proposition 2 ½ and can only be overridden by the voters. While revenue increases have been limited in recent years, fixed costs, including health insurance and pension costs, have increased substantially. The City has responded well to these challenges which has led to the fund balance trend in the graph above.

New revenue initiatives that began in fiscal 2015 and are expected to return dividends in future fiscal years revolve around the gaming industry in Massachusetts. More specifically, on November 22, 2011, the Governor signed into law, Chapter 194 "An Act Establishing Expanded Gaming in the Commonwealth." This legislation is designed to provide significant benefits to the Commonwealth by advancing job creation and economic development. The Gaming Act allowed for up to three destination resort casinos located in three geographically diverse regions across the state. To that end, the neighboring community of Everett was chosen as a destination community and Wynn Resorts became the developer. Under this arrangement, Medford was identified as an impacted surrounding community and would be entitled mitigation to offset the inherent impact the casino may cause the City. After months of negotiations with Wynn Resorts (now Encore Boston), the City entered into a surrounding community agreement that would pay Medford one million dollars per year, together with cost-of-living escalators, upon the opening of the project to the general-public for as long as the license is in force at the site.



Wynn Resorts also (1) donated $250,000 to the construction of the Krystle Campbell Peace Park (a memorial to those who were killed or injured in the marathon bombings); (2) committed to making approximately one million dollars in improvements to twelve intersections that are in proximity of the Casino; (3) committed to contributing $1.5 million to commission a permanent solution to the Wellington Circle traffic issue; and (4) numerous other perks to local vendors and residents of Medford.

Wynn Resort's gaming license went into effect on November 5, 2014 after a ballot question to reverse the Expanded Gaming Law was defeated. The $2.5 billion resort opened in fiscal 2019 and this is when the annual payment began.

Additionally, the Gaming Commission set up a grant fund that impacted communities could apply for funds to support specific projects. Between 2016 and 2023 Medford was awarded approximately $2.0 million in grant funding for projects including designing and permitting shared use paths, traffic safety vehicles, expansions of the BlueBikes system, and economic development studies. In 2024 the program was changed to be a block grant program with Medford eligible for an annual allocation of $1.0 million for eligible projects.

Long-term Financial Planning

The City has a policy of preparing rolling five-year projections. The City believes this will provide better insight when preparing annual budgets and will also alert the City to any potential budgeting issues far ahead of when these situations become real issues.

The following represents the City's five-year revenue projection:

	2025	2026	2027	2028	2029
Real Estate and Personal Property Taxes	$ 153,505,642	$ 157,343,283	$ 161,276,865	$ 165,308,787	$ 169,441,506
Intergovernmental Revenue - Local Aid	34,004,353	34,004,353	35,024,484	37,451,933	40,047,622
Local Receipts	21,124,900	21,500,000	22,000,000	22,440,000	22,888,800
Recurring Transfers from Special Revenue	500,000	532,222	548,526	570,855	594,762
Indirect Charges	2,120,000	2,120,618	2,184,236	2,249,764	2,317,257
	$ 211,254,895	$ 215,500,476	$ 221,034,111	$ 228,021,338	$ 235,289,947

In addition to this projection two Proposition 2 ½ override ballot questions were voted on in the November 2024 election, and both were approved by the voters. This added $7.0 million to the Medford Public Schools budget to provide for expanded after school programs and future contractual obligations and $0.5 million for Public Works street and sidewalk maintenance and equipment.

The City will continue to implement budget reforms and work with collective bargaining units to maximize expenditure efficiencies; consequently, the City expects that annual budget sources as forecasted will be sufficient to fund annual appropriations as they were very conservative.
The City is also undergoing numerous economic and development initiatives that if successful will substantially increase the overall tax base, both commercial and residential.

In addition, the City completed a comprehensive multi-year capital plan which was presented to the City Council in fiscal year 2023. The capital plan leverages free cash, Federal and State grant funds, trust funds, and other sources of funding and it positions Medford to maintain and modernize its assets in the future.

Economic Development

Proximity to Boston, quality school system, access to public transit, significant open space and a mix of housing choices contribute to the popularity of the City as a location to live, work and do business. Planning efforts are focusing on identifying and guiding growth and development. Using smart growth principles, the City is creating walkable, mixed use areas oriented to transit services.

In 2020, in recognition of the importance of sustainability throughout the work of the City, and particularly in the areas of planning and community development, the City chose to merge the offices of Community Development and Energy and Environment, not consolidating, but rather expanding and merging the work of both offices to bring climate planning and resiliency into all of the community development efforts. The result is a new office, the Office of Planning, Development and Sustainability.

The City, completed a Comprehensive Master Plan for the City in 2023 that sets a long-range vision for the City with corresponding policy and guidance for implementation of the Plan over the next ten years. The Plan provides a basis for decision making about economic development, land use planning and redevelopment, climate adaptation and mitigation practices, budget preparation and capital improvement planning for the City of Medford's future.

In addition, the City has created a new position of Economic Development Director within this Office who is working to recruit new industry, manage business retention/expansion efforts, and spur downtown revitalization.

The City engaged with the community to create a Housing Production Plan that identifies the Medford community's current housing needs and recommends ways to create a mix of housing types for different income levels. It acts as a roadmap to creating and maintaining a minimum of ten (10) percent of year-round housing stock that is affordable. The Housing Production Plan was adopted by the City Council in 2022 and approved by the state in 2023.

The City's Office of Planning, Development, and Sustainability continues to implement strategies identified in the 2017 Master Plan for Medford Square. In 2023, the City received a technical assistance grant from MAPC to conduct a community engagement and planning process around redevelopment of three municipal parking lots located near City Hall. Over 200 community members participated in multiple outreach events culminating in a report outlining community priorities, tradeoffs, and next steps for the redevelopment of City-owned parcels in the Square. The feedback and information collected through the planning process informed a Request for Proposal (RFP) for the three lots. The City was awarded a partial grant from MassDevelopment for technical assistance in creating the RFP. The City is currently in the process of reviewing and scoring proposals received in response to the RFP. In addition, the City also commissioned conceptual designs for revitalizing park space along the Mystic River in Medford Square and implemented a District Improvement Financing (DIF) area for Medford Square to fund future improvements. These projects will be planned and designed over the next two years, with construction and implementation occurring, ideally, over the next five years.

As discussed in detail previously, the City continues to invest in the Chevalier Theater, a major economic driver for the City and Medford Square. Over the past several years, the City has completed exterior and interior capital projects to modernize the theater and improve patron experience. Bookings and attendance have continued to grow, and several shows have sold out.

Private Development

Development interest in the City has continued in 2024 despite a continued slowdown in commercial investment and development due to higher interest rates and construction costs. Interest in Medford remains high, particularly for multi-family housing, due to Medford's proximity to Boston, a quality school system, access to public transit, significant open space, and developable land. Utilizing Medford's recently adopted Comprehensive Plan as a guide, City staff have proposed zoning code revisions to upzone areas well suited for higher density TOD development and to meet State MBTA Communities requirements. These changes have already resulted in proposals for new multi-family housing around the Wellington MBTA station. We have also received several inquiries about site redevelopment on Mystic Avenue.

The Green Line Extension, proximity to Boston and quality of living ensure the attractiveness of Medford as a location to live, work and do business in this vibrant economy.

Station Landing, the first award winning "Massachusetts Smart Growth" mixed-use, master planned development, began the last phase of proposed construction with the opening of the boutique style Marriot AC hotel. This elegantly styled state-of-the-art modern facility includes 152 well-appointed guest rooms and suites that feature the latest technology. Located 4 miles from Boston and 6 miles from Logan Airport, the accommodations are ideal for the business traveler and tourist.

River's Edge River's Edge is a partnership - the Mystic Valley Development Corporation ("MVDC") is the partnership entity - among the cities of Medford, Malden, and Everett created to redevelop a 215-acre brownfield site bordering the Malden River in the three cities.



Phase 1, the only section developed to date, is a 30-acre, mixed-use transit-oriented development entirely in Medford and is being developed by Preotle, Lane & Associates ("PLA"). To date approximately 80% of Phase 1, which includes 504 apartments, 230,000 square feet of office space, 18,000 square feet of retail/restaurant space, approximately 1,300 spaces of structured parking, the Tufts University Boat House home to the Tufts Rowing Teams, and an 11-acre, award-winning riverfront park which is open to the public, has been completed. The project is located ½ mile north of the Wellington MBTA Orange Line Station, 4.5 miles north of Boston. River's Edge is being developed in the spirit of "Smart Growth" by PLA guided by the MVDC. The Cities of Medford, Malden, and Everett share PILOT Payments (tax revenues) based on a formula in the enabling legislation that created the MVDC.

River's Edge has won various awards and honors including an Honor Design Award for the Park from the Boston Society of Landscape Architects, Brownfield Project of the Year from the Environmental Business Council of New England, Agency Award of Excellence from the National Association of Housing and Redevelopment Officials, a Brownfields Success in New England from the Environmental Protection Agency, and LEED Gold (core and shell) designation for both office buildings.

River's Edge hosts many public and private events including Tufts-sponsored regattas, the Mayor's (Medford) Cup Regatta, Movie Nights on the Great Lawn in partnership with the Malden Public Library, the Children's Art Showcase (Medford), Mystic River Watershed Events including its annual Breakfast of Champions, the Chinese Cultural Connection's Family Outing, Mystic Valley Elder Services Events, the Mystic Valley YMCA Celebrations, the Malden Chamber of Commerce Networking Meetings, Friends of the Malden River Events, and Housing Families Annual 5K Run followed by a reception.

In addition to these group events, the Park is used intensively by visitors, tenants, and residents.

The next building, which will be constructed in the northwest quadrant of Phase 1 and will replace a planned parking structure, will be a residential building with approximately 220 apartments. It will add to the critical mass and overall quality of River's Edge. The MVDC, with significant input from the Medford Office of Planning, Development, and Sustainability, has approved an amendment to the project's General Development Plan and granted Site Plan approval for this proposed residential building.

Other Major private developments include:

- **Tufts University** recently completed the Joyce Cummings Center (JCC), a new transit-oriented, energy-efficient academic building on College Avenue. The JCC includes a new Starbucks café. Tufts also added new labs at 4 Colby Street, the Central Energy Plant at 451 Boston Avenue, renovated Anderson Hall at 200 College Avenue, and rehabilitated Miller/Houston Residential Halls.

  A new restaurant, Semolina's, opened at 572 Boston Avenue. Recent renovations include Blakeley Hall, Bacon Hall, Halligan Hall, and Eaton Hall and the addition of upper-class housing at 2-4 Capen St and 50 Winthrop St.

  Tufts is currently permitting a 10-story, 677-bed dorm for Upper-class students.

- The City approved two Comprehensive Permit Projects (40Bs): Modera Mystic and DIV Fellsway. The Modera Mystic project, located at 4000 Mystic Valley Parkway, includes 350 rental units, 88 of which are affordable. The DIV Fellsway project, located at 970 Fellsway, includes a total of 289 rental units, with 73 designated as affordable.

- 200,000 square foot lab building permitted at 4060 Mystic Valley Parkway.

- A 65-unit residential building at 100 Winchester St received Special Permit approval for a Planned Development District. The development is subject to the City's Inclusionary Housing ordinance requiring the project to provide 10 affordable units. Similarly, a 45-unit residential development at 590 Boston Ave received Special Permit approval and includes 6 affordable units.

- A residential development at 16 Foster Court which includes 8 units received Certificate of Occupancy.

- 9-unit new construction apartment project at 421 High Street received variances from ZBA.

- Great American Beer Hall, a 19,000 square foot food and beverage venue, completed construction in fiscal year 2024.
- New subdivision at Mary Kenney Way of 10 single family houses.

- Monogram Foods, a commercial baking company, located at 300 Middlesex Avenue, received a TIF to expand on this site adding 250 jobs and investing $40,000,000 in real and personal property improvements to the facility.

An Inclusionary Housing Ordinance was adopted by the City which requires projects with over ten (10) units to set aside 10-15% of units as affordable in accordance with the Commonwealth's Local Initiative Program. Recent zoning updates are strengthening this, including the option to allow greater density in exchange for additional affordable housing.

Encore Boston Harbor as previously discussed, in nearby Everett has a direct positive financial impact for the City due to the Surrounding Community Agreement with Wynn Resorts. In addition, the City believes that the operation of the casino will also provide significant future economic stimulus due to its proximity to Medford.

The $2.5 billion resort opened in fiscal year 2019. Unfortunately, many of the anticipated beneficial economic impacts of the resort were initially impacted due to the Covid-19 pandemic and were delayed, but have currently returned to normal and the City is optimistic about future continued economic stimulus and local impacts.

Capital Improvements

The City maintains a comprehensive long-term capital improvement plan. This is an important component of the City's philosophy to revitalize worn and outdated infrastructure, buildings, machinery, vehicles and equipment. In that regard, the City has completed numerous capital projects over the past 10 to 15 years.

In addition to the improvements to School infrastructure, as previously discussed, the City continues to invest in accordance with its capital improvement plan in many other areas such as:

- Solar panels installed on the DPW building, as well as installing a building scale battery in 2021. These will provide a stable cost for electricity for the next twenty years in addition to resiliency in the event of grid outages.
- Streets and sidewalks funded through the Massachusetts Highway Department Chapter 90 program.
- Beautification of parks, recreational facilities and athletic fields, funded through grants, donations and bond issuances.
- Significant infrastructure upgrades to the Water and Sewer distribution system. Amounts are expected to exceed $30 million at completion. These costs have been and will continue to be funded from zero interest MWRA loans and grants, State subsidized Massachusetts Clean Water Trust loans, local user charges and federal grants. The end result will be to tighten up the distribution system by eliminating leaks and reducing the annual assessments from the MWRA.
- The purchase of its streetlights in 2017 saves $300,000 annually in maintenance payments to the electrical utility. In addition, the city completed a retrofit of all municipally owned exterior lighting to LED in 2019 and added a city-wide lighting control system. The retrofit will save an additional $300,000 annually in electricity costs.
- Renovations to municipal facilities include (1) a brand new DPW facility, (2) a renovation of the facade and roof of the historic Medford City Hall, and (3) $2 million of improvements and renovations to Medford's Fire Stations.
- The City received 2018, 2019, and 2024 Municipal Vulnerability Preparedness grants to assess the future impact of climate change on the City and the ability of the municipal storm drain infrastructure to respond. Modeling includes assessment of potential green and grey infrastructure improvements to mitigate future flood impacts.
- The City helped found the Resilient Mystic Collaborative that has collectively received over $3 million in grants supporting infrastructure and resiliency work to protect the Mystic River watershed communities from the impacts of climate change.
- Construction of a new Police Station was completed in November 2020. It is anticipated to be the most energy efficient police station in Massachusetts and includes municipally owned solar panels on the roof.

- The City was awarded a $12 million grant from the Massachusetts Board of Library Commissioners to fund a new library. A capital campaign also matched the award through private donations including a generous gift from philanthropist Michael Bloomberg who was a Medford resident and whose parents the new library was named after. The new library was designed to be all-electric and net-zero, with solar panels offsetting all the electricity needs of the new building. The construction of this building was completed and opened in January 2022.

Acknowledgements

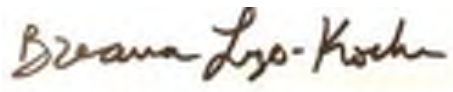
The Government Finance Officers Association of the United States and Canada (GFOA) awards a Certificate of Achievement for Excellence in Financial Reporting. This is a very prestigious award and in order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized annual comprehensive financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

The GFOA last awarded this Certificate of Achievement for Excellence in Financial Reporting to the City of Medford for its annual comprehensive financial report for the fiscal year ended June 30, 2020.

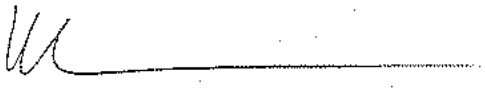
A Certificate of Achievement is valid for a period of one year only. We believe that our current annual comprehensive financial report will meet the Certificate of Achievement Program's requirements, and we are submitting it to the GFOA to determine its eligibility for this certificate.

The publication of this ACFR, represents an important achievement in the ability of the City of Medford to provide enhanced financial information and accountability to its citizens, elected and appointed officials, and investors. The preparation of this report would not have been possible without the efficient and dedicated services of the entire staff in the Finance Office. Special thanks also go to the certified public accounting firm of Roselli, Clark and Associates for their advice and assistance in the preparation of this report.

Respectfully submitted,



'Breanna Lungo-Koehn
Mayor



Robert Dickinson
Finance Director and City Auditor

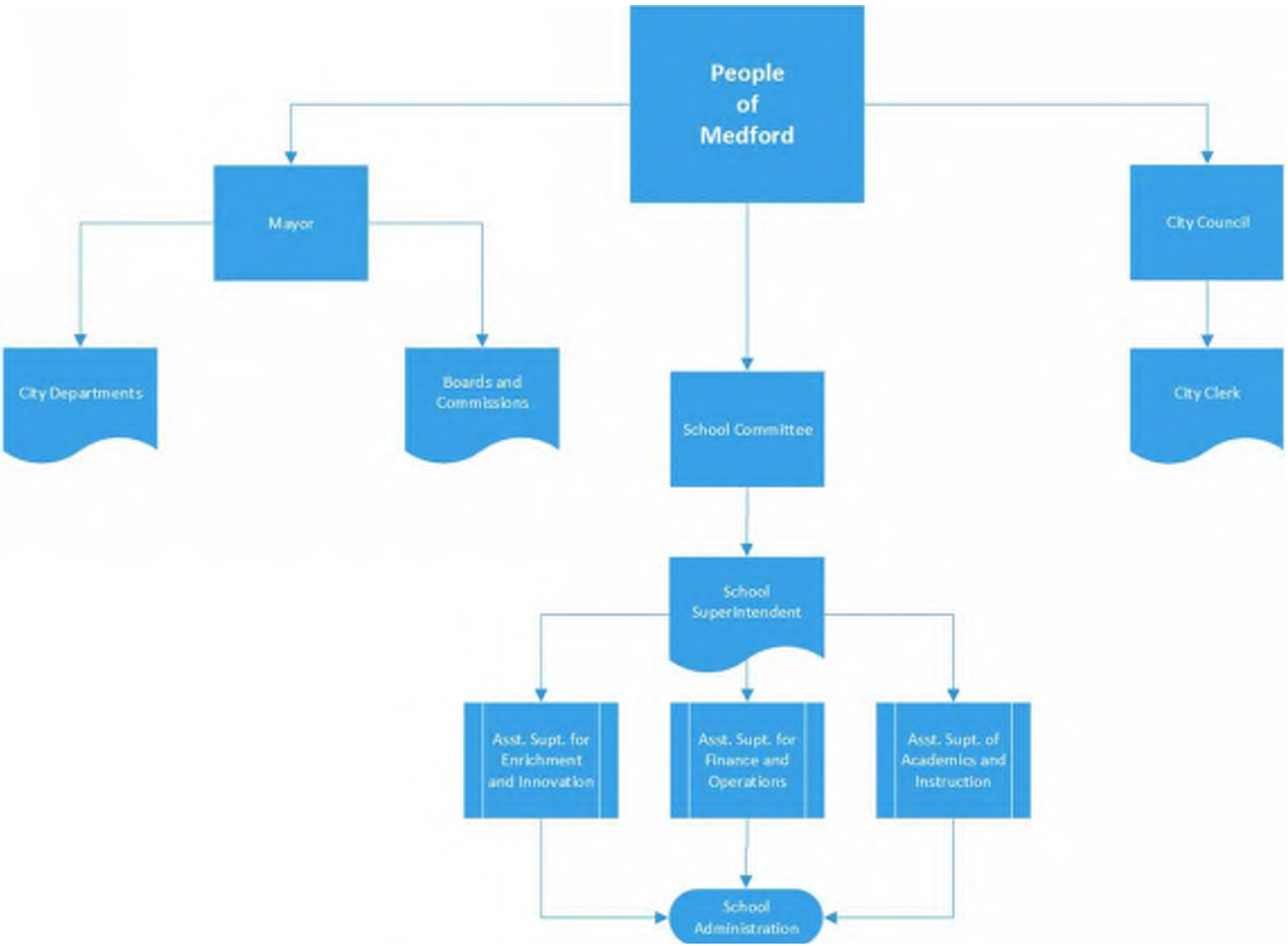
PRINCIPAL CITY OFFICIALS

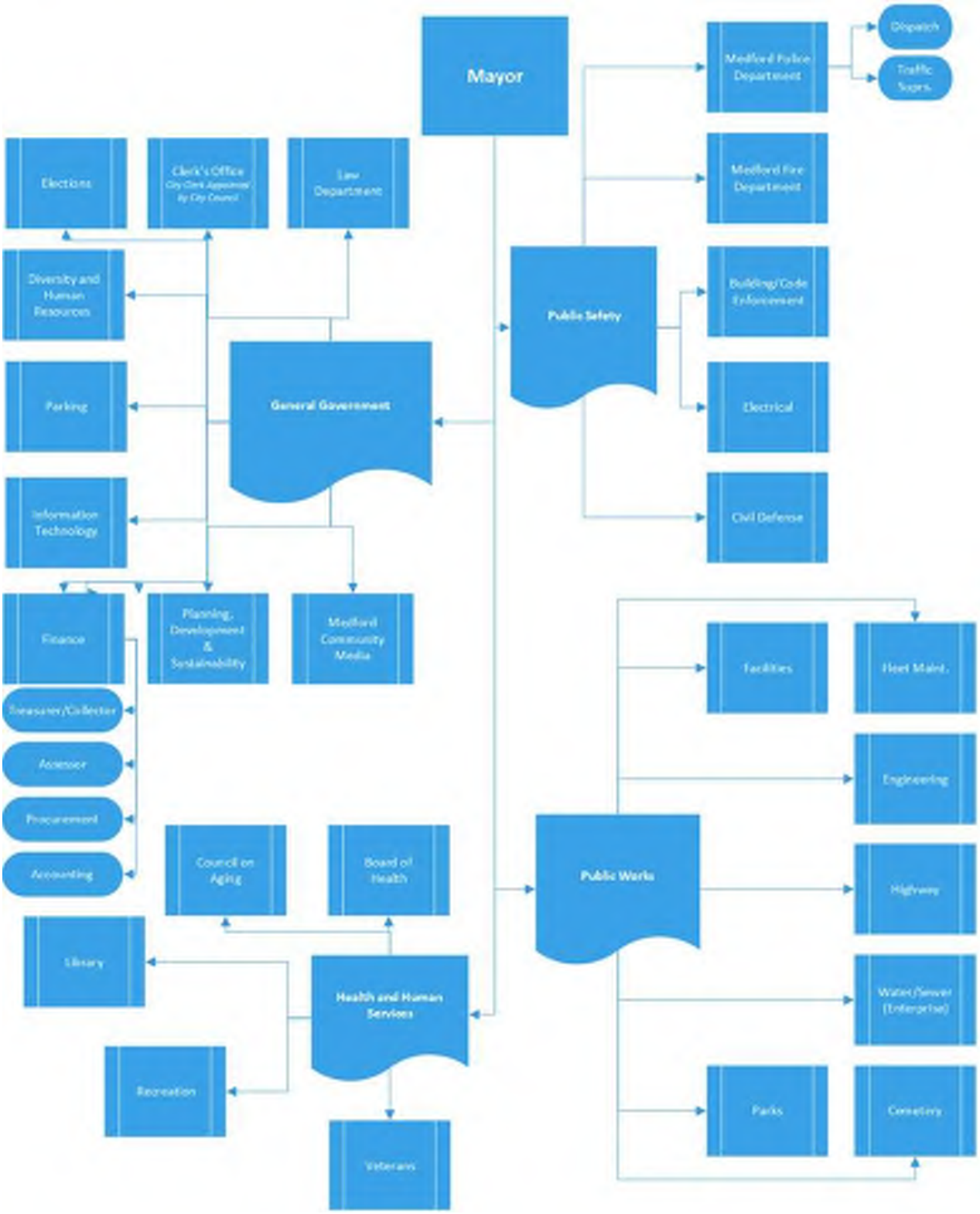
Elected Officials

Mayor	Breanna Lungo-Koehn
City Council	Isaac B. "Zac" Bears Kit Collins Matt Leming Anna Callahan Emily Lazzaro George A. Scarpelli Justin Tseng
School Committee	Mayor Breanna Lungo-Koehn Jenny Graham Paul Ruseau John Intoppa Aaron Olapade Erika Reinfeld Nicole Branley

Principal Executive Officers

Finance Director/Auditor	Robert Dickinson
Superintendent of Schools	Dr. Marice Edouard-Vincent
City Treasurer/Collector	Judith Johnston
City Clerk	Adam L. Hurtubise


People of Medford
Mayor
City Council
City Departments
Boards and Commissions
School Committee
City Clerk
School Superintendent
Asst. Supt. for Enrichment and Innovation
Asst. Supt. for Finance and Operations
Asst. Supt. of Academics and Instruction
School Administration


Mayor
Elections
Clerk's Office
City Clerk Appointed By City Council
Law Department
Diversity and Human Resources
Parking
General Government
Information Technology
Finance
Planning, Development & Sustainability
Medford Community Media
Treasurer/Collector
Assessor
Procurement
Accounting
Council on Aging
Board of Health
Library
Health and Human Services
Recreation
Veterans
Medford Police Department
Dispatch
Traffic Signs
Medford Fire Department
Public Safety
Building/Code Enforcement
Electrical
Civil Defense
Facilities
Fleet Maint.
Engineering
Public Works
Highway
Water/Sewer (Enterprise)
Parks
Cemetery



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FINANCIAL SECTION



Above: The Andrews Middle School Garden. A student centered garden located at the Middle School.



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ROSELLI, CLARK & ASSOCIATES
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INDEPENDENT AUDITOR'S REPORT

Honorable Mayor and Honorable Members of the City Council
City of Medford, Massachusetts

Opinions

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund and the aggregate remaining fund information of the City of Medford, Massachusetts, (the "City") as of and for the year ended June 30, 2024 and the related notes to the financial statements, which collectively comprise the City's basic financial statements as listed in the table of contents, (except for the Medford Contributory Retirement System, (the " System" or "Retirement System") which is as of December 31, 2023).

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the City as of June 30, 2024, (except for the System which is as of December 31, 2023) and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the City and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the City's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the City's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the City's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and the schedules listed under the required supplementary information section in the accompanying table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the City's basic financial statements. The combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information in the annual report. The other information comprises the introductory and statistical sections but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion of any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 24, 2025 on our consideration of the City's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contract, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the City's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the City's internal control over financial reporting and compliance.

Roselli, Clark & Associates

Roselli, Clark and Associates
Certified Public Accountants
Woburn, Massachusetts 01801
March 24, 2025



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Management's Discussion and Analysis

MANAGEMENT'S DISCUSSION AND ANALYSIS

As the management of the City, we offer readers of the accompanying financial statements this narrative overview and analysis of the financial activities of the City and its component unit for the fiscal year ended June 30, 2024.

Financial Highlights

- The City's liabilities and deferred inflows of financial resources exceeded its assets and deferred outflows of financial resources at the close of the most recent fiscal year by over $145.5 million (*total net deficit*).

- The governmental activities net deficit was approximately $166.2 million. This was offset by a net position of $20.6 million in the business-type activities.

- The government's total net position increased by about $15.7 million; this was primarily due to favorable operating results driven by property taxes and capital grants received in the governmental activities, and an increase in user charges due to increased use and rates in the business-type activities.

- The City's unassigned fund balance reported in the General Fund was almost $44.6 million (21.9% of General Fund expenditures). Total fund balance in the General Fund was almost $45.4 million (22.3% of General Fund expenditures).

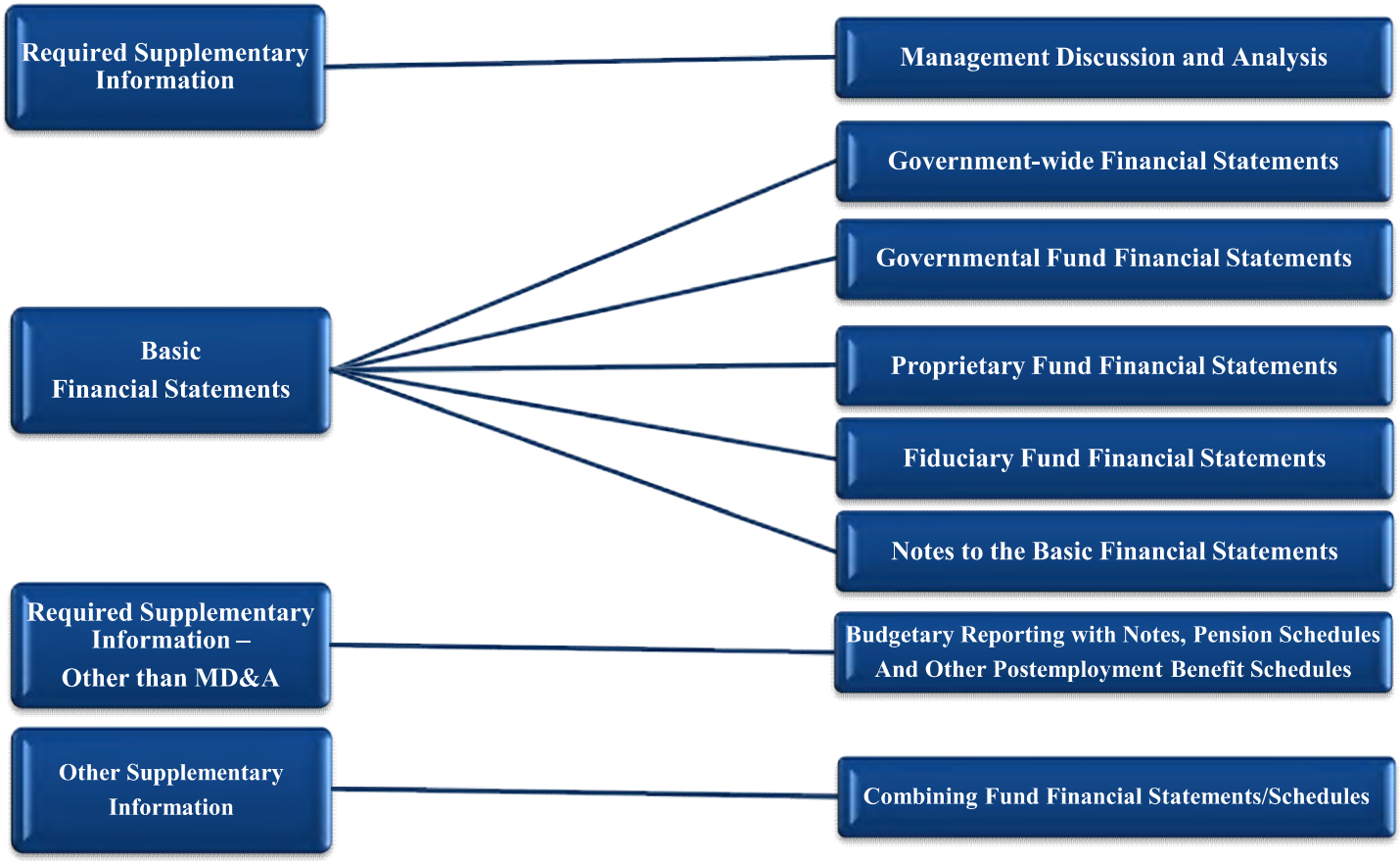
- The City's total debt increased by nearly $1.4 million, detail of which is described under the long-term debt section herein.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the City's basic financial statements. The City's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

The layout and relationship of the financial statements and supplementary information is visually illustrated in *Illustration 1*.

Illustration 1 – Relationship of Financial Statement information



Government-wide Financial Statements – The *government-wide financial statements* are designed to provide readers with a broad overview of the City's finances, in a manner similar to a private-sector business. The *statement of position* presents information on all of the City's assets and liabilities, with the difference between the two reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the City is improving or deteriorating. The *statement of activities* presents information showing how the government's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave.)

The government-wide financial statements consist of three classifications; (1) those whose activities are principally supported by taxes and intergovernmental revenue (*governmental activities*); and (2) those whose activities are intended to recover all or a significant portion of their costs through user fees and charges (*business-type activities*).

The governmental activities of the City include general government, public safety, highways and streets, sanitation, education, economic development, debt service, fringe benefits and culture and recreation. The business-type activities of the City are comprised completely of the water and sewer enterprise fund.

Fund Financial Statements - A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The City, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the City can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

Accounting guidelines distinguish fund balance between amounts that are considered nonspendable, such as fund balance associated with inventories, and other amounts that are classified based on the relative strength of the constraints that control the purposes for which specific amounts can be spent. Beginning with the most binding constraints, fund balance amounts will be reported in the following classifications:

- Restricted — amounts constrained by external parties, constitutional provision, or enabling legislation
- Committed — amounts constrained by a government using its highest level of decision-making authority
- Assigned — amounts a government intends to use for a particular purpose
- Unassigned — amounts that are not constrained at all will be reported in the general fund or in other major funds if negative

Governmental funds – *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus *on near-term inflows and outflows of spendable resources*, as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions.

The City maintains numerous individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the General Fund, ARPA Grant Fund, Capital Projects Fund and Cemetery Perpetual Care Fund which are considered to be major funds. Data from the other governmental funds are combined into a single, aggregated presentation. Individual fund data for each of these Nonmajor governmental funds is provided in the form of combining statements.

The City adopts an annual appropriated budget for its general fund and its enterprise fund. A budgetary comparison schedule has been provided for the general fund to demonstrate compliance with this budget and is included in this report as required supplementary information.

Proprietary funds – The City maintains two types of proprietary funds. *Enterprise funds* are used to report the same functions presented as *business-type activities* in the government-wide financial statements. The City uses an enterprise fund to account for its water and sewer enterprise. *Internal service funds* are used to report activities that service all other City Departments. The City uses internal service funds to account for its self-insured Group Dental Insurance Plan.

Fiduciary funds – Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statement because

the resources of those funds are not available to support the City's own programs. The accounting used for fiduciary funds is much like that used for proprietary funds.

The System is a Pension Trust that is a legally separate entity reported as a fiduciary fund. Because the System services almost entirely to the City, it is presented as if it were part of the primary government as a fiduciary fund due to the significance of its operations.

Notes to the Financial Statements - The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information - In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information concerning the City's Pension and Other Postemployment Benefit Plans as well as the Schedule of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General Fund and notes to this schedule.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the City, its liabilities and deferred inflows of financial resources exceeded its assets and deferred outflows of financial resources thus reporting a deficit at the close of the most recent fiscal year of over $145.5 million.

Condensed net position data is presented as follows:

	Governmental Activities		Business-Type Activities		Total	
	2024	2023	2024	2023	2024	2023
Assets						
Currrent and other assets	$ 113,933,945	$ 116,446,369	$ 34,202,160	$ 30,316,197	$ 148,136,105	$ 146,762,566
Capital assets, net	200,526,195	192,783,431	23,678,346	21,175,856	224,204,541	213,959,287
Total Assets	314,460,140	309,229,800	57,880,506	51,492,053	372,340,646	360,721,853
Deferred outflows of resources	15,807,933	35,183,896	631,826	1,557,934	16,439,759	36,741,830
Liabilities						
Current liabilities	23,651,164	32,687,251	861,454	151,547	24,512,618	32,838,798
Long-term liabilities	436,137,382	457,977,715	34,530,050	33,436,393	470,667,432	491,414,108
Total Liabilities	459,788,546	490,664,966	35,391,504	33,587,940	495,180,050	524,252,906
Deferred inflows of resources	36,636,431	32,266,404	2,482,677	2,157,951	39,119,108	34,424,355
Net Position						
Net investment in capital assets	137,927,331	124,595,804	21,195,900	19,378,372	159,123,231	143,974,176
Restricted	32,098,432	34,745,674	-	-	32,098,432	34,745,674
Unrestricted	(336,182,667)	(337,859,152)	(557,749)	(2,074,276)	(336,740,416)	(339,933,428)
Total Net Position	$ (166,156,904)	$ (178,517,674)	$ 20,638,151	$ 17,304,096	$ (145,518,753)	$ (161,213,578)

By far, the largest portion (approximately $159.1 million) of the City's net position reflects its investment in capital assets (e.g. land, buildings, infrastructure, machinery, and equipment) less any related debt used to acquire those assets that is still outstanding. The City uses these capital assets to provide services to citizens; consequently, these assets are not available for future spending. Although the City's investment

in its capital assets is reported net of related debt, the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

An additional portion, nearly $32.1 million, of the City's net position represents resources that are subject to external restrictions on how they may be used. U*nrestricted net position* is reported as a deficit, of about $336.7 million. This is due to the recognition of significant net pension and net other postemployment benefit liabilities. This deficit is expected to continue to grow as an adequate funding schedule for other postemployment benefit liabilities is not in place.

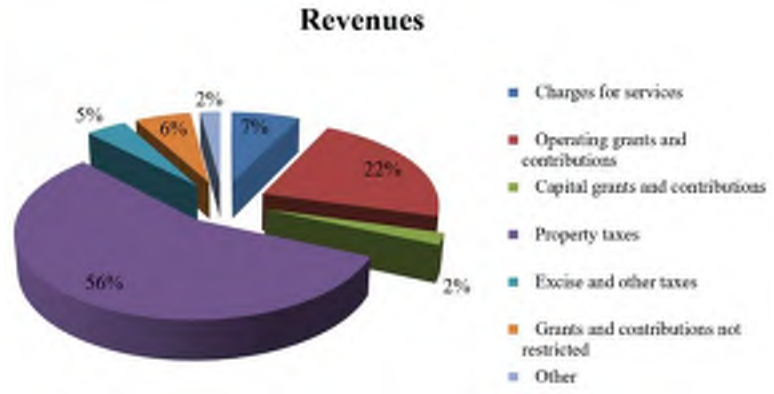
Condensed changes in net position data is presented as follows:

	Governmental Activities		Business-Type Activities		Total	
	2024	2023	2024	2023	2024	2023
Revenues						
Program revenues:						
Charges for services	$ 18,120,073	$ 16,938,554	$ 29,981,576	$ 28,280,729	$ 48,101,649	$ 45,219,283
Operating grants and contributions	55,539,329	54,474,094	-	-	55,539,329	54,474,094
Capital grants and contributions	5,534,371	2,490,025	-	45,000	5,534,371	2,535,025
General revenues:						
Property taxes	141,196,857	133,758,993	-	-	141,196,857	133,758,993
Excise and other taxes	10,739,259	9,570,297	-	-	10,739,259	9,570,297
Grants and contributions not restricted	14,755,091	14,135,288	-	-	14,755,091	14,135,288
Other	5,287,798	3,264,925	612,038	322,638	5,899,836	3,587,563
Total Revenues	251,172,778	234,632,176	30,593,614	28,648,367	281,766,392	263,280,543
Expenses						
General government	15,357,458	14,248,244	-	-	15,357,458	14,248,244
Public safety	57,814,706	55,451,674	-	-	57,814,706	55,451,674
Education	130,339,226	130,496,321	-	-	130,339,226	130,496,321
Public works	21,833,575	20,879,569	-	-	21,833,575	20,879,569
Health and human services	3,506,238	3,378,609	-	-	3,506,238	3,378,609
Culture and recreation	7,624,385	5,969,725	-	-	7,624,385	5,969,725
Interest expense	1,945,016	2,003,454	-	-	1,945,016	2,003,454
Water and sewer	-	-	27,650,963	27,651,016	27,650,963	27,651,016
Total Expenses	238,420,604	232,427,596	27,650,963	27,651,016	266,071,567	260,078,612
Increase (decrease) in net position before transfers	12,752,174	2,204,580	2,942,651	997,351	15,694,825	3,201,931
Transfers	(391,404)	(477,850)	391,404	477,850	-	-
Increase (decrease) in net position	12,360,770	1,726,730	3,334,055	1,475,201	15,694,825	3,201,931
Net position, beginning of year	(178,517,674)	(180,244,404)	17,304,096	15,828,895	(161,213,578)	(164,415,509)
Net position, end of year	$ (166,156,904)	$ (178,517,674)	$ 20,638,151	$ 17,304,096	$ (145,518,753)	$ (161,213,578)

Governmental Activities – The governmental activities increased net position by approximately $1.7 million and business-type activities increased net position by approximately $1.5 million. This is primarily due to continued robust operations in the general fund and increased consumption in the enterprise funds.

Total revenues increased nearly $6.9 million. Major sources of revenue for governmental activities consist of:

(1) **Property taxes** which represented 56.2% of total revenues or an increase of over $7.4 million over the prior year. Under Massachusetts General Laws, communities are allowed to assess taxes at 2 ½% of the prior year (added almost $3.3 million) plus any new growth (added almost $2.8 million) in addition to a reduction in excess levy capacity of $1.8 million. Therefore, this net increase met a net increase that was expected from year to year. The economy continues to remain robust and thus the City collects the majority of the expected property taxes it bills on an annual basis.

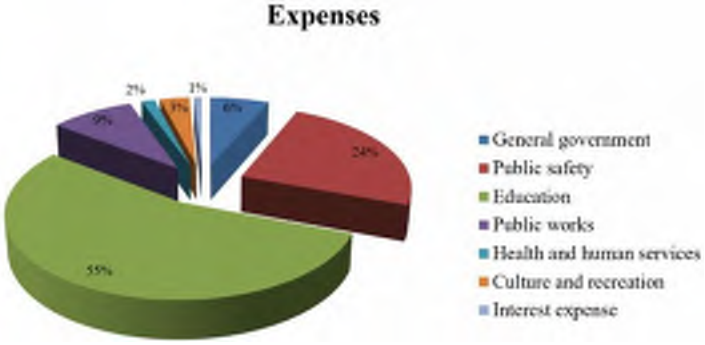


(2) **Operating grants and contributions** represent 22.1% of total revenues. This amount was consistent in dollar terms as the prior year. These grants represent Chapter 70 school reimbursement and Massachusetts Teacher's Retirement Payments in addition to ARPA and other grants.

(3) All **other revenue** categories were either not significant or did not experience major fluctuations from year to year.

Total expenses increased by about $6.0 million. Major expense outlays incurred by governmental activities are summarized as follows:

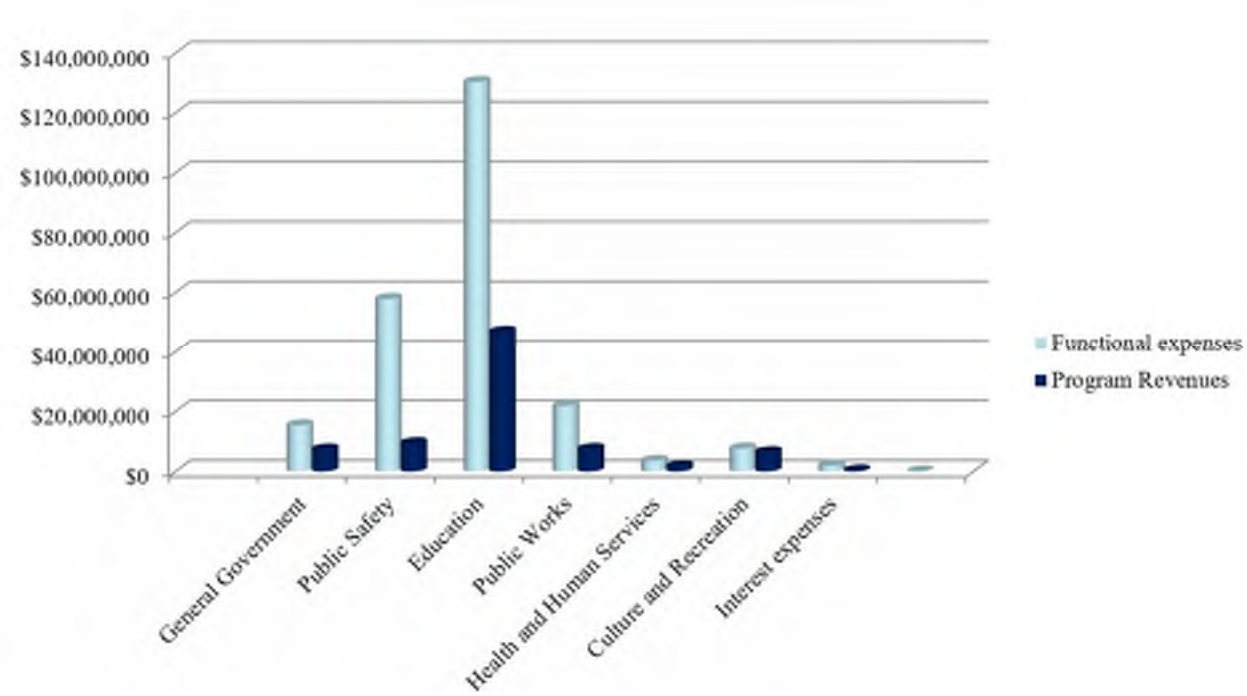
- Public Safety (24.2%) increased about $2.4 million year over year. This is due to cost of living increases in addition to higher expense realization of benefits based on actuarial calculations.



- Education (54.7%) consistent year over year. Like public safety above, actuarial valuations resulted in higher recorded costs. More specifically, MTRS and OPEB costs were much greater than the prior year. However those were offset by less costs from stimulus grants.

- All other functional expenses were about 21.1% in aggregate and were consistent with the prior year.

A comparison of functional expenses and program revenues is illustrated in the graph below.



Business-type Activities – Net position of the business-type activities increased by approximately $3.3 million over the prior year balances. This was due to increased revenue from a higher consumption amount and greater transfers from the governmental activities to support capital improvement.

Fund-wide Financial Analysis of the Government's Funds

As noted earlier, the City uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds – The focus of the City's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the City's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

The City's unassigned fund balance reported in the General Fund was approximately $44.6 million (21.9% of General Fund expenditures). Total Fund Balance in the General Fund was approximately $45.4 million (22.3% of General Fund expenditures). The overall increase in the General Fund was approximately $5.2 million, bolstered by positive results in motor vehicle excise, departmental receipts and investment income. These were a direct result of the economic productivity in the area continuing at a robust pace.

The City reported a restricted fund balance of $10.6 million and an unassigned deficit of $0.4 million in its Capital Projects Fund. This increased over the prior year by about $4 million. This was the result of bond issuances and transfers from the general fund received during the year which were not completely spent at year-end.

The City reported a restricted fund balance in its Cemetery Perpetual Care Funds of $6.6 million and a nonspendable (due to corpus of endowment) fund balance of nearly $4.2 million. The total fund balance increased $1.0 million almost entirely due to positive investment returns.

The remainder of the governmental fund balances are included as nonmajor funds which maintained nearly $20.9 million as restricted, $0.4 million as nonspendable and an unassigned deficit of $2.2 million. The total fund balance decreased $4.2 million due to the City spending down its stimulus and other grant funds that had accumulated in prior years.

Proprietary funds – The City's proprietary funds are made up of (1) the Water and Sewer Enterprise Fund which provides the same type of information found in the government-wide financial statements under business-type activities, but in more detail; and (2) the City's Internal Service Fund which accounts for the City's Group Dental Insurance Plan and whose activities are not material.

Fiduciary Fund – The City's fiduciary fund is comprised primarily of the City's Retirement System whose net position is approximately $245.4 million. These assets are used strictly to pay retiree pensions and annuities and may not be used for City operating purposes. The increase over the prior year of $17.9 million is due to robust market conditions.

General Fund Budgetary Highlights

Differences between the original budget and the final amended budget were not material by function.

Major budget to actual differences on the revenue side in aggregate were about $5.2 million positive, and on the expenditure side about $2.6 million positive. As previously discussed, the City enjoyed a strong performance in permits, licenses, excise tax and other departmental receipts due to a very strong local economy. Investment income tripled expectations due to increased cash levels invested at a stronger yield.

Expenditure performance was bolstered by strong budgetary controls and the positive variance was spread ratably across most functions.

Further detail of budget to actual comparisons may be reviewed as part of the Required Supplementary Information following the footnotes to this report.

Capital Asset and Debt Administration

Capital Assets – The City's investment in capital assets for its governmental and business type activities as of June 30, 2024 amounts to approximately $225.6 million (net of accumulated depreciation) an increase over the previous year's balance of approximately $11.6 million. This investment in capital assets includes land, buildings and improvements, infrastructure, machinery, equipment, and software. The total increase is due to capital asset additions exceeding depreciation.

The City has in recent years undergone major renovations and building of its educational facilities. Under pertinent Massachusetts general school construction regulations, the City is allowed to recoup a percentage of the construction costs including interest over the period of time in which the City is to pay back bonds undertaken for the various projects.

Large capital items recently completed include a new Library and new Police facilities.

Additional information on the City's capital assets can be found in the Notes to the financial statements.

Long-term Debt – At the end of the current fiscal year, the City had total debt outstanding of approximately $79.1 million inclusive of unamortized bond premium of almost $2.4 million. The entire amount comprises debt backed by the full faith and credit of the government. The City's total debt increased by approximately $1.4 million during the fiscal year. Detail of this decrease is summarized in the table below:

Regular Scheduled Maturities:		
Governmental Activities	$	(3,481,227)
Business-Type Activities		(1,169,700)
Premium additions		
Governmental Activities		339,165
Business-Type Activities		-
Amortization of premiums		
Governmental Activities		(200,609)
Business-Type Activities		-
Issuance of Long-term Note or Bond		
Governmental Activities		2,485,000
Business-Type Activities		3,400,000
	$	1,372,629

The City's most recent credit evaluation resulted in maintaining a "AA+" rating –from Standard and Poor's Investment Services for general obligation debt.

State statutes limit the amount of general obligation debt a governmental entity may issue to 5.0 % of its total assessed valuation. The current debt limitation for the City is approximately $694 million, which is significantly in excess of the City's outstanding general obligation debt classified as inside the debt limit.

The City also holds a proportionate share of debt of other governmental units that provide services within the City's boundaries. The debt service from such arrangements is assessed annually to the City.

Additional information on the City's short-term and long-term debt can be found in Notes to the financial statements.

Economic Factors and Next Year's Budget and Rates

- The City's real estate tax base is made up predominantly of residential taxes, which comprise nearly 81% of the City's real estate tax base. The City also relies heavily on its commercial and industrial real estate tax base, which in aggregate comprise 19% of the City's real estate tax base. In addition, Chapter 580 of the Acts of 1980, more commonly referred to as Proposition 2 ½, limits the City's ability to increase taxes in any one year by more than two and one-half percent (2 ½%) of the previous year tax levy.

- The City expects to receive $153.5 million in revenues from property taxes in addition to $34 million in State Aid during fiscal 2025. These represent nearly 90% of total revenues in the General Fund and were used to certify the tax rate.

- The City's housing market has been very strong for the past several years. This has been bolstered by mortgage rates at historic lows and strong economic activity in the Greater Boston area. Current actions by the Federal Open Market Committee to soften the economy due to inflation have caused mortgage rates to increase. Such trends may have an adverse effect on the housing market, and the City is monitoring this.

- Inflation has stabilized from its near 40-year historic highs. However, costs remain volatile and this could have adverse impacts on labor, construction, energy and supplies. The City continues to monitor this situation.

All of the above items were considered when the City developed its budget for fiscal year 2025. The budget was adopted in June of 2024 and the City's tax rate was certified in December 2024.

Requests for Information

This financial report is designed to provide a general overview of the City's finances for all those with an interest in the government's finances. Questions concerning any of the information provided in this report or request for additional financial information should be addressed to the Office of Finance and Auditing, Medford City Hall, 85 George P. Hassett Drive, Medford, Massachusetts 02155.

Complete stand-alone financial statements of the Retirement System can be obtained from the Retirement Office, Medford City Hall, 85 George P. Hassett Drive, Medford, Massachusetts 02155.



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Basic Financial Statements

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF NET POSITION
JUNE 30, 2024

	Primary Government		
	Governmental Activities	Business-Type Activity	Total
Assets			
Cash and cash equivalents	$ 91,243,650	$ 26,973,760	$ 118,217,410
Investments	11,684,524	-	11,684,524
Deposits held by third parties	105,000	-	105,000
Receivables, net of allowance for uncollectibles:			
Real estate and personal property taxes	1,333,132	-	1,333,132
User fees	-	5,628,718	5,628,718
Tax title	2,095,526	225,845	2,321,371
Departmental and other	1,876,527	-	1,876,527
Intergovernmental	5,595,586	-	5,595,586
Capital assets not being depreciated	15,511,961	1,373,837	16,885,798
Capital assets, net of accumulated depreciation	185,014,234	23,678,346	208,692,580
Total Assets	314,460,140	57,880,506	372,340,646
Deferred Outflows of Resources			
Related to net other postemployment benefits liability	3,107,884	216,054	3,323,938
Related to net pension liability	12,700,049	415,772	13,115,821
Total Deferred Outflows of Resources	15,807,933	631,826	16,439,759
Liabilities			
Warrants and accounts payable	2,681,187	834,560	3,515,747
Accrued payroll and withholdings	1,962,889	26,894	1,989,783
Retainage payable	32,696	-	32,696
Accrued interest expense	829,515	-	829,515
Unearned revenue	16,152,325	-	16,152,325
Claims incurred but not reported	44,379	-	44,379
Other liabilities	448,173	-	448,173
Bond anticipation notes payable	1,500,000	-	1,500,000
Noncurrent liabilities:			
Due in one year or less	5,341,920	1,523,857	6,865,777
Due in more than one year	430,795,462	33,006,193	463,801,655
Total Liabilities	459,788,546	35,391,504	495,180,050
Deferred Inflows of Resources			
Related to net other postemployment benefits liability	34,889,853	2,425,497	37,315,350
Related to net pension liability	1,746,578	57,180	1,803,758
Total Deferred Inflows of Resources	36,636,431	2,482,677	39,119,108
Net Position			
Net investment in capital assets	137,927,331	21,195,900	159,123,231
Restricted:			
Nonexpendable permanent funds	4,524,490	-	4,524,490
Expendable permanent funds	7,945,803	-	7,945,803
Federal and State grants	3,132,593	-	3,132,593
Community preservation	6,190,652	-	6,190,652
Other specific purposes	10,304,894	-	10,304,894
Unrestricted	(336,182,667)	(557,749)	(336,740,416)
Total Net Position	$ (166,156,904)	$ 20,638,151	$ (145,518,753)

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF ACTIVITIES
FISCAL YEAR ENDED JUNE 30, 2024

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position: Governmental Activities	Net (Expenses) Revenues and Changes in Net Position: Business-Type Activity	Net (Expenses) Revenues and Changes in Net Position: Total
Primary Government:							
Governmental Activities:							
General government	$ 15,357,458	$ 4,465,234	$ 2,814,972	$ -	$ (8,077,252)	$ -	$ (8,077,252)
Public safety	57,814,706	7,492,364	1,831,927	69,818	(48,420,597)	-	(48,420,597)
Education	130,339,226	3,999,223	42,585,122	175,000	(83,579,881)	-	(83,579,881)
Public works	21,833,575	1,098,167	4,200,816	2,122,547	(14,412,045)	-	(14,412,045)
Health and human services	3,506,238	330,346	1,332,935	-	(1,842,957)	-	(1,842,957)
Culture and recreation	7,624,385	734,739	2,773,557	2,881,014	(1,235,075)	-	(1,235,075)
Interest expense	1,945,016	-	-	285,992	(1,659,024)	-	(1,659,024)
Total Governmental Activities	238,420,604	18,120,073	55,539,329	5,534,371	(159,226,831)	-	(159,226,831)
Business-Type Activity:							
Water and sewer services	27,650,963	29,981,576	-	-	-	2,330,613	2,330,613
Total Business Type Activity	27,650,963	29,981,576	-	-	-	2,330,613	2,330,613
Total Primary Government	$ 266,071,567	$ 48,101,649	$ 55,539,329	$ 5,534,371	(159,226,831)	2,330,613	(156,896,218)
		General Revenues:					
		Real and personal property taxes			141,196,857	-	141,196,857
		Motor vehicle and other excise			10,739,259	-	10,739,259
		Penalties and interest on taxes			652,515	-	652,515
		Grants and contributions not restricted to specific programs			14,755,091	-	14,755,091
		Unrestricted investment income			4,635,283	612,038	5,247,321
		Transfers (net)			(391,404)	391,404	-
		Total General Revenues and Transfers			171,587,601	1,003,442	172,591,043
		Change in Net Position			12,360,770	3,334,055	15,694,825
		Net Position:					
		Beginning of year			(178,517,674)	17,304,096	(161,213,578)
		End of year			$ (166,156,904)	$ 20,638,151	$ (145,518,753)

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2024

	General	ARPA Grant Fund	Capital Projects	Cemetery Perpetual Care Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets:						
Cash and short-term investments	$ 45,752,571	$ 16,152,325	$ 11,860,328	$ 438,638	$ 16,410,925	$ 90,614,787
Investments	-	-	-	10,346,103	1,338,421	11,684,524
Receivables, net of allowance for uncollectibles:						
Real estate and personal property taxes	1,264,720	-	-	-	68,412	1,333,132
Tax title	2,095,526	-	-	-	-	2,095,526
Departmental and other	1,599,962	-	-	-	276,565	1,876,527
Intergovernmental	757,250	-	-	-	4,838,336	5,595,586
Due from other funds	2,416,350	-	-	-	-	2,416,350
Total Assets	53,886,379	16,152,325	11,860,328	10,784,741	22,932,659	115,616,432
Total Deferred Outflows of Resources	-	-	-	-	-	-
Total Assets and Deferred Outflows of Resources	$ 53,886,379	$ 16,152,325	$ 11,860,328	$ 10,784,741	$ 22,932,659	$ 115,616,432
Liabilities:						
Warrants and accounts payable	$ 1,256,601	$ -	$ 168,044	$ 4,300	$ 1,252,242	$ 2,681,187
Accrued payroll and withholdings	1,887,499	-	-	-	75,390	1,962,889
Retainage payable	-	-	-	-	32,696	32,696
Unearned revenue	-	16,152,325	-	-	-	16,152,325
Bond anticipation notes payable	-	-	1,500,000	-	-	1,500,000
Other liabilities	423,535	-	-	3,250	21,388	448,173
Due to other funds	-	-	-	-	2,416,350	2,416,350
Total Liabilities	3,567,635	16,152,325	1,668,044	7,550	3,798,066	25,193,620
Deferred Inflows of Resources:						
Unavailable revenues - property taxes	3,360,246	-	-	-	68,412	3,428,658
Unavailable revenues - other	1,599,962	-	-	-	-	1,599,962
Total Deferred Inflows of Resources	4,960,208	-	-	-	68,412	5,028,620
Fund Balances:						
Nonspendable	-	-	-	4,158,659	365,831	4,524,490
Restricted	-	-	10,578,123	6,618,532	20,886,998	38,083,653
Assigned	791,630	-	-	-	-	791,630
Unassigned	44,566,906	-	(385,839)	-	(2,186,648)	41,994,419
Total Fund Balances	45,358,536	-	10,192,284	10,777,191	19,066,181	85,394,192
Total Liabilities, Deferred Inflows of Resources, and Fund Balances	$ 53,886,379	$ 16,152,325	$ 11,860,328	$ 10,784,741	$ 22,932,659	$ 115,616,432

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TOTAL FUND BALANCES TO THE STATEMENT OF NET POSITION
JUNE 30, 2024

		Total
Total Governmental Fund Balances		**$ 85,394,192**
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.		200,526,195
Assets and liabilities of the City's internal service funds are included in the Statement of Net Position, but are not reported in the governmental funds.		689,484
Other long-term assets are not available to pay for current-period expenditures and, therefore, are reported as unavailable revenue in the funds.		5,028,620
Deferred outflows and inflows of resources to be recognized in future years' expense are not available resources and, therefore, are not reported in the funds:		
Deferred outflows related to net pension liability	12,700,049	
Deferred outflows related to net other postemployment benefits liability	3,107,884	
Deferred inflows related to net pension liability	(1,746,578)	
Deferred inflows related to net other postemployment benefits liability	(34,889,853)	
Net effect of reporting deferred outflows and inflows of resources		(20,828,498)
In the Statement of Net Position, interest is accrued on outstanding long-term debt whereas in governmental funds interest is not reported until due.		(829,515)
Long-term liabilities are not due and payable in the current period and therefore, are not reported in the government funds:		
Bonds and notes payable	(63,683,862)	
Unamortized bond premiums	(2,424,163)	
Compensated absences	(3,722,205)	
Workers' compensation liability	(1,373,682)	
Net pension liability	(106,682,599)	
Net other postemployment benefits liability	(258,250,871)	
Net effect of reporting long-term liabilities		(436,137,382)
Net Position of Governmental Activities		**$ (166,156,904)**

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FISCAL YEAR ENDED JUNE 30, 2024

	General	ARPA Grant Fund	Capital Projects	Cemetery Perpetual Care Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues:						
Real estate and personal property taxes, net	$ 139,163,730	$ -	$ -	$ -	$ 1,794,131	$ 140,957,861
Intergovernmental	47,145,009	8,897,631	956,202	-	17,310,034	74,308,876
Motor vehicle and other excise	10,482,422	-	-	-	-	10,482,422
Licenses and permits	3,979,201	-	-	-	-	3,979,201
Departmental and other	5,120,358	-	-	-	9,007,248	14,127,606
Penalties and interest on taxes	652,515	-	-	-	-	652,515
Fines and forfeitures	1,048,970	-	-	-	-	1,048,970
Interest and investment income	3,219,219	-	52,082	1,237,356	114,545	4,623,202
Contributions and donations	-	-	-	-	480,283	480,283
Total Revenues	210,811,424	8,897,631	1,008,284	1,237,356	28,706,241	250,660,936
Expenditures:						
Current:						
General government	6,093,334	1,313,080	75,744	-	998,315	8,480,473
Public safety	33,290,701	457,225	384,854	-	4,708,522	38,841,302
Education	71,152,446	878,178	58,467	-	16,266,941	88,356,032
Public works	15,607,272	2,698,083	2,177,089	-	3,980,921	24,463,365
Health and human services	1,356,264	379,742	-	-	901,231	2,637,237
Culture and recreation	2,685,937	2,262,961	426,431	-	5,511,710	10,887,039
Pension and fringe benefits	55,277,926	-	-	-	-	55,277,926
State and county tax assessments	12,483,520	-	-	-	-	12,483,520
Debt service:						
Principal	3,210,000	-	-	-	271,227	3,481,227
Interest expense	2,097,300	-	-	-	51,653	2,148,953
Total Expenditures	203,254,700	7,989,269	3,122,585	-	32,690,520	247,057,074
Excess (Deficiency) of Revenues Over (Under) Expenditures	7,556,724	908,362	(2,114,301)	1,237,356	(3,984,279)	3,603,862
Other Financing Sources (Uses):						
Transfers in	703,107	-	3,250,000	-	300,783	4,253,890
Transfers out	(3,000,000)	(908,362)	-	(228,764)	(508,168)	(4,645,294)
Issuance of bond and notes	-	-	2,485,000	-	-	2,485,000
Premiums from issuance of bonds and notes	-	-	339,165	-	-	339,165
Total Other Financing Sources (Uses)	(2,296,893)	(908,362)	6,074,165	(228,764)	(207,385)	2,432,761
Net Change in Fund Balance	5,259,831	-	3,959,864	1,008,592	(4,191,664)	6,036,623
Fund Balances - Beginning	40,098,705	-	6,232,420	9,768,599	23,257,845	79,357,569
Fund Balances - Ending	$ 45,358,536	$ -	$ 10,192,284	$ 10,777,191	$ 19,066,181	$ 85,394,192

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FISCAL YEAR ENDED JUNE 30, 2024

		Total
Net Change in Fund Balances - Total Governmental Fund Balances		**$ 6,036,623**
Governmental funds report capital outlays as expenditures. However, in the Statement of Activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. The net amounts are reflected here as reconciling items:		
Capital outlays	$ 17,171,912	
Depreciation expense	(9,429,148)	
Net effect of reporting capital assets		7,742,764
In the Statement of Activities, Internal Service Funds established to administer the City's health insurance costs are included within the activity; whereas, these activities are not presented in the Statement of Revenues, Expenditures and Changes in Fund Balances.		(16,049)
The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the financial resources of governmental funds. Neither has any effect on net position. Also governmental funds report the effect of issuance costs, premiums, discounts, and similar items when debt is first issued; whereas these amounts are amortized in the Statement of Activities. The net amount presented here as a reconciling item represents the following differences:		
Premiums from bond issuances	(339,165)	
Proceeds from bond issuances	(2,485,000)	
Amortization of bond premiums	200,609	
Repayments of debt	3,481,227	
Net effect of reporting long-term debt		857,671
Revenues in the Statement of Activities that do not provide current financial resources are not reported as revenues in the funds.		499,761
In the Statement of Activities, interest is accrued on outstanding long-term debt; whereas in governmental funds interest is not reported until due. The net amount presented here as a reconciling item represents the difference in a accruals between this year and the prior year.		3,328
Some expenses reported in the Statement of Activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds:		
Compensated absences	134,798	
Other postemployment benefits	(1,329,494)	
Pension benefits	(1,452,326)	
Workers' compensation	(116,306)	
Net effect of reporting long-term liabilities		(2,763,328)
Change in Net Position of Governmental Activities		**$ 12,360,770**

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF NET POSITION - PROPRIETARY FUNDS
JUNE 30, 2024

	Business-Type Activity	Governmental Activity
	Water and Sewer Enterprise Fund	Internal Service Fund
Assets:		
Current assets:		
Cash and cash equivalents	$ 26,973,760	$ 628,863
User fees, net of allowance for uncollectibles	5,628,718	-
Total current assets	32,602,478	628,863
Noncurrent assets:		
Utility liens	225,845	-
Working deposit held by others	-	105,000
Capital assets not being depreciated	1,373,837	-
Capital assets, net of depreciation	23,678,346	-
Total noncurrent assets	25,278,028	105,000
Total Assets	57,880,506	733,863
Deferred Outflows of Resources		
Related to net other postemployment benefits liability	216,054	-
Related to net pension liability	415,772	-
Total Deferred Outflows of Resources	631,826	-
Liabilities:		
Current liabilities:		
Warrants and accounts payable	834,560	-
Accrued payroll and withholdings	26,894	-
Claims incurred but not reported	-	44,379
Current portion of debt	1,509,700	-
Compensated absences	14,157	-
Total current liabilities	2,385,311	44,379
Noncurrent liabilities:		
Compensated absences	42,472	-
Net other postemployment benefits liability	17,953,269	-
Net pension liability	3,492,552	-
Noncurrent portion of debt	11,517,900	-
Total noncurrent liabilities	33,006,193	-
Total Liabilities	35,391,504	44,379
Deferred Inflows of Resources		
Related to net other postemployment benefits liability	2,425,497	-
Related to net pension liability	57,180	-
Total Deferred Inflows of Resources	2,482,677	-
Net Position:		
Net investment in capital assets	21,195,900	-
Unrestricted	(557,749)	689,484
Total Net Position	$ 20,638,151	$ 689,484

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION - PROPRIETARY FUNDS
FISCAL YEAR ENDED JUNE 30, 2024

	Business-Type Activity	Governmental Activities
	Water and Sewer Enterprise Fund	Internal Service Fund
Operating Revenues:		
Charges for services	$ 29,865,509	$ -
Employee contributions	-	795,761
Employer contributions	-	793,346
Other revenues	116,067	-
Total Operating Revenues	29,981,576	1,589,107
Operating Expenses:		
Operating costs	4,991,700	-
Water and sewer assessment	21,400,948	-
Dental claims	-	1,617,237
Depreciation	1,235,146	-
Total Operating Expenses	27,627,794	1,617,237
Operating Income	2,353,782	(28,130)
Nonoperating Revenues (Expenses):		
Interest income	612,038	12,081
Interest expense	(23,169)	-
Total Nonoperating Revenues (Expenses)	588,869	12,081
Income Before Capital Contributions and Transfers	2,942,651	(16,049)
Transfers in	607,579	-
Transfers out	(216,175)	-
Change in Net Position	3,334,055	(16,049)
Total Net Position - Beginning	17,304,096	705,533
Total Net Position - Ending	$ 20,638,151	$ 689,484

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF CASH FLOWS - PROPRIETARY FUNDS
FISCAL YEAR ENDED JUNE 30, 2024

	Business-Type Activity	Governmental Activities
	Water and Sewer Enterprise Fund	Internal Service Fund
Cash Flows from Operating Activities:		
Receipts from users	$ 29,297,970	$ -
Employee contributions	-	795,761
Employer contributions	-	793,346
Other revenues	116,067	-
Payments to vendors	(24,686,158)	-
Payments to employees	(1,639,610)	-
Payments for interfund services used	-	(1,623,588)
Net Cash Provided by (Used for) Operating Activities	3,088,269	(34,481)
Cash Flows from Noncapital Financing Activities:		
Transfers out	(216,175)	-
Net Cash Provided By (Used for) Noncapital Financing Activities	(216,175)	-
Cash Flows from Capital and Related Financing Activities:		
Capital grants	-	-
Capital transfers in	607,579	-
Proceeds from issuance of bonds	3,400,000	-
Acquisition and construction of capital assets	(4,350,038)	-
Principal payments on bonds and notes	(1,169,700)	-
Interest expense	(23,169)	-
Net Cash (Used for) Capital and Related Financing Activities	(1,535,328)	-
Cash Flows from Investing Activities:		
Interest income	612,038	12,081
Net Cash Provided by Investing Activities	612,038	12,081
Net Change in Cash and Cash Equivalents	1,948,804	(22,400)
Cash and Cash Equivalents:		
Beginning of year	25,024,956	651,263
End of year	$ 26,973,760	$ 628,863
Reconciliation of Operating Income to Net Cash Provided By Operating Activities:		
Operating income	$ 2,353,782	$ (28,130)
Depreciation	1,235,146	-
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources:		
Receivables	(567,539)	-
Deferred outflows of resources	926,108	-
Warrants and accounts payable	(74,205)	-
Accrued payroll and withholdings	26,894	-
Compensated absences	(25,779)	-
Net other postemployment benefits liability	(802,418)	-
Net pension liability	(308,446)	-
Deferred inflows of resources	324,726	-
Claims incurred but not reported	-	(6,351)
Net Cash Provided by (Used for) Operating Activities	$ 3,088,269	$ (34,481)

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2024

	Pension and Other Employee Benefit Trust Funds	Private Purpose Trust Funds
Assets:		
Cash and cash equivalents	$ 1,314,320	$ -
Investments at fair value:		
Fixed income securities	25,106,553	-
Equity securities	1,743	505,740
Mutual funds	144,230,400	-
Private equity limited partnership	2,094,850	-
State Treasurer investment pool - PRIT	72,313,980	-
Total Investments	243,747,526	505,740
Receivables:		
Interest receivable	167,409	-
Other	253,242	-
Total Receivables	420,651	-
Total Assets	245,482,497	505,740
Liabilities:		
Warrants and accounts payable	53,001	-
Accrued payroll and withholdings	-	-
Other liabilities	-	-
Total Liabilities	53,001	-
Net Position:		
Restricted for pensions	245,339,034	-
Restricted for other postemployment benefits	90,462	-
Held in trust for private purposes	-	505,740
Total Net Position	$ 245,429,496	$ 505,740

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FISCAL YEAR ENDED JUNE 30, 2024

	Pension and Other Employee Benefit Trust Funds	Private Purpose Trust Funds
Additions:		
Contributions:		
Employer	$ 27,151,724	$ -
Employee	5,123,941	-
Other contributions	882,407	23,673
Total contributions	33,158,072	23,673
Investment earnings:		
Interest and dividends	5,905,265	75,050
Net change in fair value of investments	17,991,085	-
Less - management fees	(1,458,022)	-
Net investment income	22,438,328	75,050
Other income	23,501	-
Total Additions	55,619,901	98,723
Deductions:		
Benefit payments to retirees and beneficiaries	35,464,803	-
Member refunds	177,883	-
Transfers and reimbursements to other systems	1,665,151	-
Payroll expenses of the System	317,274	-
Other administrative expenses	111,044	-
Scholarships	-	12,389
Total Deductions	37,736,155	12,389
Change in Net Position	17,883,746	86,334
Net Position - Beginning of Year	227,545,750	419,406
Net Position - End of Year	$ 245,429,496	$ 505,740

See accompanying notes to basic financial statements.

I. Summary of Significant Accounting Policies

The accompanying basic financial statements of the City have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to state and local governments. GAAP is prescribed by the Governmental Accounting Standards Board (GASB), which is the primary standard-setting body for state and local government entities. The following is a summary of the more significant policies and practices used by the City:

A. Reporting Entity

The City is located in Middlesex County, three miles northwest of Boston. It was first established as a Town in 1630 and incorporated as a City in 1892. An elected Mayor who serves a two-year term and a seven-member City Council who are elected biennially govern the City. The City provides governmental services for the territory within its boundaries, including police and fire protection, disposal of garbage and rubbish, public education in grades K-12, water and sewer services, street maintenance, parks and recreational facilities. The water and sewer services are provided via connections to the Massachusetts Water Resources Authority. These services are funded almost entirely with user charges.

Component units, while separate entities, are in substance part of the governmental operations if the significance of their operations and/or financial relationship with the City meet certain criteria.

The entity discussed below is included in the City's reporting entity because of the significance of its operations or financial relationships with the City.

Medford Contributory Retirement System – The System was established to provide retirement benefits to City employees, the Medford Housing Authority employees and their beneficiaries. While legally separate, the System provides services almost entirely to the City and is reported as a pension trust fund in the fiduciary fund financial statements.

Complete financial statements of the System as of December 31, 2023 were issued and are available at the Retirement Office, 85 George P. Hassett Drive, Room 215, Medford, Massachusetts.

B. Government-Wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the primary government and its component units. For the most part, the effect of interfund activity has been removed from these statements. Interfund services provided and used are not eliminated in the process of consolidation. *Governmental activities,* which normally are supported by taxes and intergovernmental revenues, are reported separately from *business-type activities,* which rely primarily on fees and charges for support. Likewise the primary government is reported separately from the legally separate component unit for which the primary government is financially accountable.

Separate financial statements are provided for governmental funds, proprietary funds and fiduciary funds, even though the fiduciary funds are excluded from the government-wide financial statements. Major individual government funds and major individual enterprise funds are reported as separate columns in the fund financial statements. Nonmajor funds are aggregated and presented in a single column.

Major Fund Criteria – Major funds must be reported if both of the following criteria are met:

1) The total assets and deferred outflows, liabilities and deferred inflows, revenues, or expenditures/expenses of an individual governmental or enterprise fund are at least ten percent of the corresponding element (assets and deferred outflows, liabilities and deferred inflows, etc.) for all funds of that category or type (total governmental or total enterprise funds), and

2) The total assets and deferred outflows, liabilities and deferred inflows, revenues, or expenditures/expenses of the individual governmental fund or enterprise fund are at least five percent of the corresponding element for all governmental and enterprise funds combined.

Additionally, any other governmental or enterprise fund that management believes is particularly significant to the basic financial statements may be reported as a major fund.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Under this method, revenues are recorded when earned and expenses are recorded when a liability is incurred. Property taxes are recognized as revenues in the fiscal year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider are met.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment is offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include: 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as *general revenues*.

The governmental fund financial statements are reported using *the current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized when susceptible to accrual (i.e. measurable and available). Revenues are considered to be *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures are recorded when the related fund liability is incurred, except for unmatured interest on general long-term debt which is recognized when due, certain compensated absences, claims and judgments which are recognized when the obligations are expected to be liquidated with current expendable available resources.

The City considers property tax revenues to be available if they are collected within 60 days after the end of the fiscal year. Investment income associated with the current fiscal period is susceptible to accrual and has been recognized as revenue of the current fiscal period. All other

revenue items are considered to be measurable and available only when the cash is received and are recognized as revenue at that time.

The government reports the following major Governmental Funds:

General Fund – is the government's primary operating fund. It accounts for all financial resources of the general government except those required to be accounted for in another fund.

ARPA Grant Fund – is used to account for activities of the City's ARPA federal grant program.

Capital Projects Fund – is used to account for all financial resources relating to the City's capital construction activities and other capital purchases.

Cemetery Perpetual Care Fund – is used to account for all financial resources relating to the City's cemetery operations funded from monies held in trust.

Nonmajor Governmental Funds – consist of other special revenue, and permanent funds that are aggregated and presented in the Nonmajor Governmental Funds column on the Governmental Funds financial statements. The following describes the general use of these fund types:

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects.

The Permanent Funds are used to account for financial resources that are restricted to the extent that only earnings, not principal, may be used for purposes that support the governmental programs.

The proprietary fund financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Under this method, revenues are recognized when earned and expenses are recorded when the liabilities are incurred.

Proprietary funds distinguish *operating* revenues and expenses from *non-operating* items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues are user charges and fees, while operating expenses consist of salaries, ordinary maintenance, assessments, indirect costs and depreciation. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

The government reports the following major proprietary fund:

Water and Sewer Enterprise Fund – is used to account for the operation of the water and sewer department. Costs associated with maintaining the related infrastructure and providing services to the general public on a continuing basis, including depreciation, are financed or recovered primarily through user charges. This activity was established as one single enterprise fund by the City Council. The department services a user base that is homogenous to both water and sewer and as such the water and sewer transactions, including

billing/collection, disbursements, capital assets and budgeting are not administered in a separately distinguishable manner.

Additionally, the following proprietary fund type is reported:

Internal Service Fund – is used to account for the City's self-insured Group Dental Insurance Plan related activities. Because these services primarily benefit governmental rather than business-type activities, they have been included within *governmental activities* in the government-wide financial statements.

Fiduciary fund financial statements are reported using the *economic resources measurement focus* and use the *accrual basis of accounting*. Fiduciary funds are used to account for assets held in a trustee capacity and cannot be used to support the governmental programs.

The government reports the following fiduciary funds:

Pension and Other Employee Benefit Trust Funds – is used to account for the activities of the System, which accumulates resources for pension benefits to retired City employees and to accumulate funds for future payments of other postemployment benefits for retirees, such as health and life insurance.

Private-Purpose Trust Fund – is used to account for trust arrangements under which principal and income benefit individuals, private organizations or other governments. This fund is primarily used for educational scholarships.

When both restricted and unrestricted resources are available for use, it is the City's policy to use restricted resources first, then unrestricted resources, as they are needed.

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balance

Deposits and Investments – The City's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

Investments of the City and System are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

Receivables – Real estate and personal property taxes are assessed on January 1 every year. Bills are sent quarterly and are due on August 1, November 1, February 1, and May 1, or thirty days subsequent to the mailing date. Interest accrues on delinquent taxes at the rate of 14% per annum. Property taxes levied are recorded as receivables in the fiscal year of the levy. Real estate taxes and water and sewer user fees are secured through a lien process within 60 days after the due date and are considered 100% collectible. Accordingly, an allowance for uncollectible balances for these receivables is not reported. All personal property tax, excise tax and other departmental receivables are shown net of an allowance for uncollectible balances comprised of those outstanding amounts greater than five years old.

Inventories and Prepaid Items – Inventories, which are not material to the basic financial statements, are considered to be expenditures at the time of purchase.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

Capital Assets – Capital assets, which include land, land improvements, buildings and improvements, machinery and equipment, vehicles, software and infrastructure (e.g. roads, water and sewer mains, and similar items), are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. Capital assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are reported as acquisition value rather than fair value. Interest incurred during the construction phase of capital assets of business-type activities is included as part of the capitalized value of the assets constructed.

All purchases and construction costs in excess of $10,000 are capitalized at the date of acquisition or construction, respectively, with expected lives of greater than two years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

Capital assets (excluding land and construction-in-process) are depreciated by the City on a straight-line-basis.

The estimated useful lives of capital assets being depreciated are as follows:

Land improvements	10-30 years
Buildings and improvements	20-50 years
Machinery and equipment	5-20 years
Vehicles	3-15 years
Infrastructure	20-50 years

Interfund Balances – Activity between funds that are representative of lending arrangements outstanding at the end of the fiscal year are referred to as either *due to/from other funds* or *advances to/from other funds*. All other outstanding balances between funds are reported as due to/from other funds.

Any residual balances outstanding between the governmental activities and business-type activities are reported in the government-wide financial statements as *internal balances*.

Interfund Transfers – During the course of its operations, resources are permanently reallocated between and within funds. These transactions are reported as transfers in and transfers out in the individual fund statements. Transfers between and within governmental and fiduciary funds are eliminated from the governmental activities in the statement of activities. Any residual balances outstanding between the governmental activities and the business–type activities are reported in the statement of activities as *transfers, net*.

Investment Income – Excluding the permanent funds, investment income derived from major and nonmajor governmental funds is legally assigned to the general fund unless otherwise directed by state law. Investment income of the proprietary funds is retained in the respective funds.

Compensated Absences – It is the City's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. Compensated absence liabilities related to both governmental and business-type activities are normally paid from the funds reporting payroll and

related expenditures. Amounts related to these benefits are accrued when incurred in the government-wide and proprietary fund financial statements. A liability for these amounts is reported in Governmental Funds only if they have matured.

Long-term Obligations – Long-term debt is reported as liabilities in the government-wide and proprietary fund statement of net position. Bond premiums and discounts are amortized over the life of the bonds using the straight line and effective interest methods.

In the governmental fund financial statements, the face amount of long-term debt issued is reported as other financing sources. Premiums received on a debt issuance are reported as other financing sources while discounts are reported as other financing uses. Issuance costs are exclusively reported as general government expenditures regardless of whether they are withheld from the actual proceeds.

Deferred Outflows/Inflows of Resources – In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net assets that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The City has two items that are reported on the government-wide statement of net position which relate to outflows from changes in the net pension liability and the net other postemployment benefit liability. The deferred pensions will be recognized in pension expense in future years as more fully described in Note III, subsection A. The deferred other postemployment benefits will be recognized in employee benefits expense in future years as more fully described in Note III, subsection C.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net assets that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The City has three items that are reported as deferred inflows of resources. The first arises only under a modified accrual basis of accounting and, accordingly, the item *unavailable revenue* is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from two sources: property taxes and other. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The other items are reported on the government-wide statement of net position and relate to inflows from changes in the net pension liability and the net other postemployment benefit liability. The deferred pensions will be recognized in pension expense in future years as more fully described in Note III, subsection A. The deferred other postemployment benefits will be recognized in employee benefits expense in future years as more fully described in Note III, subsection C.

Net Position – In the government-wide financial statements, net position reported as "net investment in capital assets" includes capital assets, net of accumulated depreciation, less the principal balance of outstanding debt used to acquire capital assets. Unspent proceeds of capital related debt are not considered to be capital related debt.

Net position is reported as restricted when amounts are not available for appropriation or are legally restricted by outside parties for a specific use. Net position has been *restricted for* the following:

Nonexpendable permanent funds represent the endowment portion of donor restricted trusts that support governmental programs.

Expendable permanent funds represent the portion of donor restricted trusts that may be spent to support governmental programs.

Federal and State grants represent assets that have restrictions placed on them from federal and state *granting* agencies.

Community preservation represents assets that are restricted by state law for the purposes of acquiring or developing open space and recreational facilities, historic resources and affordable housing.

Other specific purposes represent assets that are restricted by donors for specific governmental programs and uses.

Fund Balance – In the fund financial statements, fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily to the extent in which the City is required to honor constraints on the specific purpose for which amounts in the funds can be spent.

Fund balance is reported in five components – nonspendable, restricted, committed, assigned, and unassigned as described below:

Nonspendable represents amounts that cannot be spent because they are either (a) not in spendable form (i.e. inventory or prepaid) or (b) legally or contractually required to be maintained intact such as the corpus of an endowment.

Restricted represents amounts that have constraints placed either externally by third-parties (creditors, grantors, contributors, or laws or regulations of other governments) or by law through constitutional provisions or enabling legislation. Enabling legislation authorizes the City to assess, levy, charge or otherwise mandate payment of resources (from external resource providers) and includes a legally enforceable requirement (compelled by external parties) that those resources be used only for the specific purposes stipulated in the legislation.

Committed represents amounts that can only be used for specific purposes pursuant to formal action of the City Council through City Council Orders, which represent the most binding constraint that give rise to committed fund balance. Those committed amounts cannot be used for any other purpose unless the City Council removes or changes the specified use by taking the same type of action (through City Council Orders) it employed previously to commit those amounts. The City does not report any committed fund balances.

Assigned represents amounts that are constrained by the City's intent to be used for specific purposes, but are neither restricted nor committed. The City Council has by ordinance authorized the City Auditor to assign fund balance. The City Council may also assign fund balance as it does when appropriating fund balance to cover a gap between estimated revenue and appropriations in the subsequent year's appropriated budget.

Unassigned represents amounts that have not been restricted, committed or assigned to specific purposes within the general fund. The general fund is the only fund that reports a positive unassigned fund balance amount. Other governmental funds besides the general fund can only report a *negative* unassigned fund balance amount.

When both restricted and unrestricted resources are available for use, it is the City's policy to use restricted resources first, then unrestricted resources (committed, assigned and unassigned) as they are needed. When unrestricted resources (committed, assigned and unassigned) are available for use it is the City's policy to use committed resources first, then assigned, and then unassigned as they are needed. It is the goal of the City to achieve and maintain a combination of an unreserved General Fund balance between 5.0% - 15.0% of general fund expenditures. The City considers a combined balance of less than 5.0% to be cause for concern, barring unusual or deliberate circumstances, and a balance of more than 15% as excessive. An amount in excess of 15% should be designated depending upon priorities of the Administration and City Council.

Stabilization Fund – The City maintains $6 million in a general purpose stabilization fund and $5 million in a capital stabilization fund. These were initiated in fiscal 2024. Transfers to these funds require a majority vote of the City Council. Appropriations from the general purpose stabilization fund requires a majority vote and for the capital stabilization requires a 2/3rd vote of the City Council. Both are included as unassigned fund balance in the general fund.

Encumbrances – The City's encumbrance policy regarding the general fund is to (1) classify encumbrances that arise from the issuance of purchase orders resulting from normal purchasing activity approved by the City Auditor as assigned, and (2) classify encumbrances that result from an action of the City Council as committed. Encumbrances of funds already restricted, or committed are included within the classification of those fund balances and not reported separately. The City reports $791,630 of encumbrances from normal purchasing activity in the general fund as assigned. There are no encumbrances reported in any other fund.

The following table reflects the City's fund equity categorizations:

	General	ARPA Grant Fund	Capital Projects	Cemetery Perpetual Care Fund	Nonmajor Governmental Funds	Total
Nonspendable:						
Nonexpendable trust funds	$ -	$ -	$ -	$ 4,158,659	$ 365,831	$ 4,524,490
Restricted:						
City federal and state grants	-	-	-	-	3,033,688	3,033,688
School federal and state grants	-	-	-	-	98,905	98,905
Receipts reserved for appropriation	-	-	-	-	1,817,526	1,817,526
City revolving funds	-	-	-	-	2,237,648	2,237,648
School revolving funds	-	-	-	-	4,889,619	4,889,619
City gift and other funds	-	-	-	-	943,326	943,326
School gift and other funds	-	-	-	-	416,775	416,775
Community preservation	-	-	-	-	6,122,240	6,122,240
Capital outlay - roadways	-	-	787,893	-	-	787,893
Capital outlay - schools	-	-	327,554	-	-	327,554
Capital outlay - buildings	-	-	5,377,650	-	-	5,377,650
Capital outlay - equipment	-	-	2,182,062	-	-	2,182,062
Capital outlay - public transportation	-	-	1,266,013	-	-	1,266,013
Capital outlay - other	-	-	636,951	-	-	636,951
Cemetery trust funds	-	-	-	6,618,532	-	6,618,532
Linkage funds	-	-	-	-	355,895	355,895
School trust funds	-	-	-	-	280,105	280,105
Public safety trust funds	-	-	-	-	227,094	227,094
Other trust funds	-	-	-	-	464,177	464,177
Assigned:						
Public safety	242,505	-	-	-	-	242,505
Education	145,570	-	-	-	-	145,570
Public works	257,758	-	-	-	-	257,758
Other purposes	145,797	-	-	-	-	145,797
Unassigned	44,566,906	-	(385,839)	-	(2,186,648)	41,994,419
	$45,358,536	$ -	$10,192,284	$10,777,191	$19,066,181	$ 85,394,192

E. Excess of Expenditures Over Appropriations and Deficits

During fiscal year 2024, expenditures exceeded appropriations in the general fund for fire department, snow and ice removal, workers' compensation and employee insurance costs by $60,023, $351,836, $82,403 and $57,759, respectively. These deficits will be funded through available revenues in the subsequent year.

The City incurred deficits totaling $385,839 and $2,186,648 in the capital project major fund and several special revenue funds reported in the nonmajor governmental funds, respectively. These deficits will be funded through available revenues, grant funds or bond proceeds in future fiscal years.

F. Use of Estimates

The preparation of basic financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure for contingent assets and liabilities at the date of the basic financial statements and the reported amounts of the revenues and expenditures/expenses during the fiscal year. Actual results could vary from estimates that were used.

II. Detailed Notes to All Funds

A. Deposits and Investments

A cash and investment pool is maintained that is available for use by all funds. Each fund type's portion of this pool is displayed on the balance sheet as "cash and cash equivalents". The deposits and investments of trust funds are held separately from those of other funds.
State laws and regulations require the City to invest funds only in pre-approved investment instruments which include but are not necessarily limited to bank deposits, money markets, certificates of deposit, U.S. obligations, repurchase agreements, and State Treasurer's investment pool (the Pool). In addition, the statutes impose various limitations on the amount and length of investments and deposits. Repurchase agreements cannot be for a period of over ninety days, and the underlying security must be a United States obligation. During the fiscal year, the City did not enter into any repurchase agreements.

The Pool meets the criteria of an external investment pool. The Pool is administered by the Massachusetts Municipal Depository Trust (the MMDT), which was established by the Treasurer of the Commonwealth who serves as Trustee. The fair value of the position in the Pool is the same as the value of the Pool shares.

Primary Government (City)

Custodial Credit Risk: Deposits - In the case of deposits, this is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The City does not have a deposit policy for custodial credit risk relative to cash holdings. At year-end, the carrying amount of the City's deposits was $98,033,224 and the bank balance was $103,587,211. Of the City's bank balance, $6,240,449 was covered by federal depository insurance or the depositors' insurance fund; the remainder was exposed to custodial credit risk because it was uninsured and uncollateralized.

Custodial Credit Risk: Investments – In the case of investments, this is the risk that in the event of the invested party not being able to provide required payments to investors, ceasing to exist, or filing of bankruptcy, the City may not be able to recover the full amount of its principal investment and/or investment earnings. The City's investments in U.S. government and agency obligations, municipal government obligations, corporate bonds, common stock and equity mutual funds are exposed to custodial credit risk because the related securities are uninsured, unregistered and are held by the counterparty. The City does not have a formal investment policy related to custodial credit risk.

Fair Value of Investments – The City reports its investments at fair value. When actively quoted observable prices are not available, the City generally uses either implied pricing from similar investments or valuation models based on net present values of estimated future cash flows (adjusted as appropriate for liquidity, credit, market and/or other risk factors).

The City categorizes its fair value measurements within the fair value hierarchy established by GAAP. This hierarchy is based on valuation inputs used to measure the fair value of the asset or liability. The three levels of the hierarchy are as follows:

- *Level 1* – Inputs are quoted prices in active markets for identical investments at the measurement date.
- *Level 2* – Inputs (other than quoted prices included in Level 1) are either directly or indirectly observable for the investment through correlation with market data at the measurement date and for the duration of the instrument's anticipated life.
- *Level 3* – Inputs reflect the City's best estimate of what market participants would use in pricing the investment at the measurement date.

The following table presents the City's investments carried at fair value on a recurring basis in the statement of net position at June 30, 2024:

		Fair Value Measurements Using		
	6/30/24	**Level 1**	**Level 2**	**Level 3**
Investments by fair value level				
Debt securities:				
U.S. Government and agencies	$ 137,734	$ -	$ 137,734	$ -
Corporate bonds	2,191,125	-	2,191,125	-
Bond mutual funds	36,751	-	36,751	-
Total debt securities	2,365,610	-	2,365,610	-
Equity securities:				
Common stock	5,119,985	5,119,985	-	-
Exchange traded funds	3,296,077	3,296,077	-	-
Equity mutual funds	1,496,432	-	1,496,432	-
Total equity securities	9,912,494	8,416,062	1,496,432	-
Total investments by fair value level	$ 12,278,104	$ 8,416,062	$ 3,862,042	$ -
Investments measured at amortized cost				
MMDT	20,186,808			
Total investments	$ 32,464,912			

Equity securities classified in Level 1 are valued using prices quoted in active markets for those securities. US. Government and agency obligations and corporate bonds in Level 2 are valued using matrix pricing based on the securities' relationship to benchmark quoted prices. Mutual funds classified in Level 2 are valued at the published fair value per share (unit). The State Treasurer's investment pool (MMDT) is valued at amortized cost. The MMDT's investment advisor may value the pool using an alternative valuation method that more accurately reflects the fair value in accordance with the pools fair value pricing policies should amortized cost not approximate the fair value of the pool. There are no restrictions or limits on withdrawals from the pool and no direct fees are charged to participants.

Interest Rate Risk – The City does not have formal investment policies that limit investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

At June 30, 2024, the City's investments had the following maturities:

		Maturities in Years			
Investments	**6/30/24**	**Less than 1**	**1 - 5**	**6 - 10**	**More than 10**
U.S. Government and agencies	$ 137,734	$ -	$ -	$ 137,734	$ -
Corporate bonds	2,191,125	49,234	405,938	1,643,675	92,278
Bond mutual funds	36,751	36,751	-	-	-
MMDT	20,186,808	20,186,808	-	-	-
Total investments with maturities	$ 22,552,418	$ 20,272,793	$ 405,938	$ 1,781,409	$ 92,278

Concentration of Credit Risk – The City does not place a limit on the amount that may be invested in any one issuer. The City has 62% of its investments in MMDT.

Credit Risk – The City has not adopted a formal policy related to credit risk.

At June 30, 2024, the credit quality ratings of investments were as follows:

Quality Ratings (S & P)	U.S. Government Agencies	Corporate Bonds	Totals
AAA	$ 137,734	$ -	$ 137,734
AA	-	289,317	289,317
A+	-	81,310	81,310
A	-	362,522	362,522
A-	-	837,746	837,746
BBB+	-	403,655	403,655
BBB	-	216,575	216,575
Totals - All	$ 137,734	$ 2,191,125	$ 2,328,859

The City's investments in bond mutual funds and MMDT are unrated.

The System

Massachusetts General Laws Chapter 32 and PERAC regulations require the System to invest funds only in pre-approved investment instruments, which include but are not necessarily limited to bank deposits, money markets, certificates of deposit, U.S. obligations, repurchase agreements, certain corporate bonds and equities and investment pools.

Custodial Credit Risk: Deposits – Deposits are subject to the risk of bank failure. The System may be unable to recover the full amount of its deposits in any one bank institution in the event of a bank failure. The System's policy for custodial credit risk of deposits is to rely on Federal Deposit Insurance Corporation ("FDIC") insurance coverage for the first $250,000 of deposits held at each financial institution. At December 31, 2023, $366,840 of the System's bank deposits was not covered by FDIC or other depository insurance.

Fair Value of Investments – The carrying amounts of the System's investments approximate their fair value. When actively quoted observable prices are not available, the System generally uses either implied pricing from similar investments or valuation models based on net present values of estimated future cash flows (adjusted as appropriate for liquidity, credit, market and/or other risk factors).

The System categorizes its fair value measurements within the fair value hierarchy established by GAAP. This hierarchy is based on valuation inputs used to measure the fair value of the asset or liability. The three levels of the hierarchy are as follows:

- *Level 1* – Inputs are quoted prices in active markets for identical investments at the measurement date.

- *Level 2* – Inputs (other than quoted prices included in Level 1) are either directly or indirectly observable for the investment through correlation with market data at the measurement date and for the duration of the instrument's anticipated life.

- *Level 3* – Inputs reflect the System's best estimate of what market participants would use in pricing the investment at the measurement date.

The remaining investments not categorized under the fair value hierarchy are shown at net asset value ("NAV"). These are investments in non-governmental entities for which a readily determinable fair value is not available, such as member units or an ownership interest in partners' capital to which a proportionate share of net assets is attributed. Investments at NAV are commonly calculated by subtracting the fair value of liabilities from the fair value of assets.

The following table presents the fair value of the System's investments by type as of December 31, 2023:

Investments by Fair Value Level	December 31, 2023	Fair Value Measurements Using Level 1	Level 2	Level 3
Debt securities:				
U.S. government notes and obligations	$ 21,656,178	$ 10,806,254	$ 10,849,924	$ -
Corporate bonds	3,413,624	-	3,413,624	-
Total debt securities	25,069,802	10,806,254	14,263,548	-
Equity securities	1,743	1,743	-	-
Private equity limited partnership	2,094,850	-	-	2,094,850
Mutual funds	125,323,443	-	125,323,443	-
Total investments by fair value level	152,489,838	$ 10,807,997	$ 139,586,991	$ 2,094,850
Investments measured at NAV:				
Mutual funds	18,855,868			
PRIT funds	72,313,980			
Total investments measured at NAV	91,169,848			
Total investments	$ 243,659,686			

Equity and debt securities and mutual funds classified in Level 1 are valued using prices quoted in active markets for those securities. Debt securities and mutual funds classified in Level 2 were valued using observable inputs from similar securities, including basing value on yield currently available on comparable securities of issued with similar credit ratings.

Investments Measured at NAV by Asset Class	Fair Value	Unfunded Commitments	Redemption Frequency	Redemption Notice Period
Private equity limited partnership	$ 2,094,850	$ 6,120,000	Varies	unavailable
Private equity mutual funds	18,855,868	-	Varies	30 to 60 days
PRIT funds	72,313,980	10,431,216	Monthly	30 days
	$ 91,169,848	$ 10,431,216		

Investments measured at NAV include comingled/pooled funds in a private equity mutual fund and private equity fund and investments in the State Treasurer investment pool, referred to as PRIT funds.

Private equity funds generally include investments in which the System is a general partner in a private equity, venture capital fund or similar investment vehicle. The value of these investments are recorded at values determined in good faith by the general partners of the private equity and venture capital firms after consideration of pertinent information, including current financial position and operative results, price-earnings multiples and available market prices of similar companies' securities, the nature of the securities, marketability, restrictions on disposition and other appropriation and do not necessarily represent amounts which might ultimately be realized, since such amounts depend on future circumstances and cannot reasonably be determined until individual securities are liquidated. In addition, fair values of real estate funds are generally based on independent, third-party appraisals. By their very nature, these investments are illiquid and typically cannot be resold or redeemed. Distributions from each fund will be received as the underlying investments are liquidated. It is expected that the underlying assets for the funds will be liquidated over an average of ten years.

The State Treasurer investment pool is administered by the Commonwealth of Massachusetts' Pension Reserve Investment Management Board, or PRIM. The System maintains several Massachusetts Pension Reserve Investment Trust, or PRIT funds, each of which consists of a diverse set of investments that includes private equity, venture and real estate investments. The determination of the fair value of these investments is very subjective and the period-end values are reported to the System as NAV. Investments in the PRIT funds are more liquid than investments in private equity and real estate holdings, but generally cannot be resold to third parties. The System may liquidate its investment in the PRIT funds at any time with less than thirty days' notice. Distributions from the PRIT funds may be received regularly and, upon receipt, are deposited into an accompanying short-term cash investment account.

Because of the inherent uncertainty of valuations used in many of the System's investments measured at NAV, estimated values may differ significantly from the values that would have been used had a readily available market for positions in privately held companies or the real estate existed at December 31, 2023. These differences could have a material adverse effect on the System's financial statements.

Custodial Credit Risk: Investments – Custodial credit risk for investments is the risk that in the event of a failure of the counterparty the System will not be able to recover the value of its investments or collateral securities that are in the possession of the outside party. The System's policy for custodial credit risk of investments intends that all investments are either insured and/or registered in the name of the System. At December 31, 2023, the System was not exposed to custodial credit risk on its investments.

At December 31, 2023, short-term investments with fair values of $732,964 were reported as cash equivalents. These funds represent temporary holdings of excess cash resources. The System intends to reinvest these amounts in less than one year. Accordingly, the fair value of these short-term investments has been classified as cash equivalents in these financial statements

Interest Rate Risk: Investments – Debt securities are subject to interest rate risk. Debt securities may be adversely affected by changes in interest rates, which may negatively affect the fair value of individual debt instruments. The System does not have a formal investment policy that limits investments maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

At December 31, 2023, the System had the following investments and maturities:

		Investment Maturities (in years)			
Investment Type	Fair Value	Less than 1	1 to 5	6 to 10	More than 10
U.S. Treasury notes	$ 10,806,254	$ -	$ -	$ 7,287,260	$ 3,518,994
U.S. Agencies obligations	10,849,924	-	-	-	10,849,924
Corporate bonds	3,413,624	-	-	3,413,624	-
Investments with maturities	25,069,802	$ -	$ -	$ 10,700,884	$ 14,368,918
Equity securities	1,743				
Private equity limited partnership	2,094,850				
Mutual funds	144,179,311				
PRIT funds	72,313,980				
Investments without maturities	218,589,884				
Total investments	$ 243,659,686				

Credit Risk: Investments – This is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. As previously noted, MGL and PERAC have enacted regulations to reduce this risk. In evaluating its credit risk, the System relies on credit ratings assigned by nationally recognized credit rating agencies such as Moody's Investor Services, Inc. and Standard and Poor's Financial Services, LLC. The System does voluntarily self-impose certain investment restrictions; however, those can be changed at the Board's discretion.

None of the System's equities, mutual funds or other pooled investments were subject to credit quality ratings from credit rating agencies. The following table summarizes the credit ratings for the System's fixed income securities:

Quality Rating (Moody's)	U.S. Government Treasuries & Agencies	Corporate Bonds	Total
Aaa	$ 21,656,178	$ 852,148	$ 22,508,326
Aa3	-	362,214	362,214
A1	-	1,346,217	1,346,217
A3	-	606,127	606,127
Not Rated	-	246,918	246,918
	$ 21,656,178	$ 3,413,624	$ 25,069,802

Concentration of Credit Risk: Investments – The following investments held by the System at December 31, 2023 represent approximately 67.3% of the System's total investments:

Rhumbline Advisers S&P 500 Pooled Index Fund	14.0%
Lazard International Strategic Equity Portfolio	11.2%
PRIM Core Real Estate Fund	10.4%
Loomis Salyes MSFD Fund	10.2%
Rhumbline Advisers S&P 1000 Value Pooled Index Fund	8.5%
City of London Emerging Markets Country Fund	7.7%
PRIM Hedge Fund	5.3%

B. Receivables

Receivables as of year-end for the City's major governmental funds, non-major governmental funds and internal service funds in the aggregate, including the applicable allowances for uncollectible accounts, are as follows:

	Gross Amount	Allowance for Uncollectibles	Net Amount
Receivables:			
Real estate and personal property taxes	$ 1,548,033	$ (214,901)	$ 1,333,132
Tax liens	2,095,526	-	2,095,526
Excise	2,989,519	(1,389,557)	1,599,962
Public safety details	276,565	-	276,565
Intergovernmental	5,595,586	-	5,595,586
Total	$ 12,505,229	$(1,604,458)	$ 10,900,771

Receivables as of year-end for City's water and sewer enterprise fund are as follows:

	Gross Amount	Allowance for Uncollectibles	Net Amount
Receivables:			
User fees	$ 5,628,718	$ -	$ 5,628,718
Utility liens	225,845	-	225,845
Total	$ 5,854,563	$ -	$ 5,854,563

Governmental funds report deferred inflows of resources in connection with receivables for revenues that are unavailable to liquidate liabilities of the current period. The following identifies the components of deferred inflows of resources in the governmental funds:

	General Fund	Other Governmental Funds	Total
Receivable type:			
Real estate and personal property taxes	$ 1,264,720	$ 68,412	$ 1,333,132
Tax liens	2,095,526	-	2,095,526
Excise	1,599,962	-	1,599,962
Total	$ 4,960,208	$ 68,412	$ 5,028,620

C. Interfund Receivables, Payables and Transfers

The composition of interfund balances at June 30, 2024 is as follows:

Receivable Fund	Payable Funds	Amount
General Fund	Nonmajor Governmental Funds -	
	School Federal Grants	$ 860,892
	City State Grants	816,879
	School State Grants	330,814
	Community Development Fund	407,765
Total		$ 2,416,350

The outstanding balances between funds result mainly from the timing difference between the dates that (1) reimburseable expenditures occur, (2) the intergovernmental reimbursements are received and (3) the payments to the general fund are made.

The composition of interfund transfers for the fiscal year ended June 30, 2024 is as follows:

	Transfers In				
Transfers Out	General Fund	Capital Projects Fund	Nonmajor Governmental Funds	Water and Sewer Enterprise Fund	Total
General Fund	$ -	$ 3,000,000	$ -	$ -	$ 3,000,000 (1)
ARPA Grant Fund	-	-	300,783	607,579	908,362 (2)
Cemetery Perpetual Care Fund	228,764	-	-	-	228,764 (3)
Nonmajor Governmental Funds	258,168	250,000	-	-	508,168 (4)
Water and Sewer Enterprise Fund	216,175	-	-	-	216,175 (5)
Total	$ 703,107	$ 3,250,000	$ 300,783	$ 607,579	$ 4,861,469

(1) Transfers to capital projects fund for various capital outlays.
(2) Transfers to nonmajor fund and water and sewer enterprise for projects funded from the City's ARPA funds.
(3) Transfers to general fund to supplement operating budgets.
(4) Transfers to general fund to supplement operating budgets and transfers to capital projects for capital outlays.
(5) Transfers to general fund for debt service.

D. Capital Assets

Capital asset activity for the year ended June 30, 2024, was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental Activities:				
Capital assets not being depreciated:				
Land	$ 7,149,756	$ -	$ -	$ 7,149,756
Construction in progress	4,453,370	7,685,407	(3,776,572)	8,362,205
Total capital assets not being depreciated	11,603,126	7,685,407	(3,776,572)	15,511,961
Capital assets being depreciated:				
Land improvements	24,055,248	1,023,425	-	25,078,673
Buildings and improvements	240,202,487	2,309,154	-	242,511,641
Infrastructure	37,491,096	6,229,278	-	43,720,374
Machinery and equipment	16,679,813	3,426,093	-	20,105,906
Vehicles	11,146,471	275,127	-	11,421,598
Total capital assets being depreciated	329,575,115	13,263,077	-	342,838,192
Less accumulated depreciation for:				
Land improvements	(16,489,496)	(820,151)	-	(17,309,647)
Buildings and improvements	(93,510,499)	(6,181,742)	-	(99,692,241)
Infrastructure	(18,634,396)	(707,359)	-	(19,341,755)
Machinery and equipment	(10,278,923)	(1,230,356)	-	(11,509,279)
Vehicles	(9,481,496)	(489,540)	-	(9,971,036)
Total accumulated depreciation	(148,394,810)	(9,429,148)	-	(157,823,958)
Total capital assets being depreciated, net	181,180,305	3,833,929	-	185,014,234
Total governmental activities capital assets, net	$ 192,783,431	$ 11,519,336	$ (3,776,572)	$ 200,526,195

	Beginning Balance	Increases	Decreases	Ending Balance
Business-Type Activities: Water and Sewer				
Capital assets not being depreciated:				
Land	$ 4,217	$ -	$ -	$ 4,217
Construction in progress	-	1,369,620	-	1,369,620
Total capital assets not being depreciated	4,217	1,369,620	-	1,373,837
Capital assets being depreciated:				
Infrastructure	31,945,774	476,375	-	32,422,149
Machinery and equipment	7,897,802	3,030,012	-	10,927,814
Vehicles	1,213,962	231,249	-	1,445,211
Total capital assets being depreciated	41,057,538	3,737,636	-	44,795,174
Less accumulated depreciation for:				
Infrastructure	(13,863,065)	(665,585)	-	(14,528,650)
Machinery and equipment	(5,344,534)	(449,431)	-	(5,793,965)
Vehicles	(674,083)	(120,130)	-	(794,213)
Total accumulated depreciation	(19,881,682)	(1,235,146)	-	(21,116,828)
Total capital assets being depreciated, net	21,175,856	2,502,490	-	23,678,346
Total business-type activities capital assets, net	$ 21,180,073	$ 3,872,110	$ -	$ 25,052,183

Depreciation expense was charged to functions/programs of the primary government as follows:

Governmental Activities:	
General government	$ 273,104
Public safety	1,678,183
Education	4,129,910
Public works	1,760,607
Health and human services	61,956
Culture and recreation	1,525,388
	$ 9,429,148
Business-Type Activities:	
Water and sewer	$ 1,235,146

E. Temporary Debt

The City is authorized to borrow on a temporary basis to fund the following:

Current Operating Costs – Prior to collection of revenues, expenditures may be financed through the issuance of revenue or tax anticipation notes (RANS or TANS).

Capital Projects and Other Approved Costs – Projects may be temporarily funded through the issuance of bond anticipation notes (BANS) or grant anticipation notes (GANS). In certain cases, prior to the issuance of these temporary notes, the governing body must take the necessary legal steps to authorize the issuance of the general obligation bonds. Temporary notes may not exceed the aggregate amount of bonds authorized or the grant award amount.

Temporary notes are general obligations of the City and carry maturity dates that are limited by state law. Interest expenditures and expenses for temporary borrowings are accounted for in the general fund and enterprise funds, respectively.

Temporary notes outstanding at June 30, 2024, are payable as follows:

Type	Interest Rate	Maturity Date	July 1, 2023	Additions	Retirements	June 30, 2024
BAN	4.50%	matured	$ 2,750,000	$ -	$ (2,750,000)	$ -
BAN	4.00%	04/04/25	-	1,500,000	-	1,500,000
Total Notes Payable			$ 2,750,000	$ 1,500,000	$ (2,750,000)	$ 1,500,000

The debt was used entirely for fire station planning costs.

F. Long–Term Obligations and Debt

The City issues general obligation bonds and notes to provide funds for the acquisition and construction of major capital facilities. General obligation bonds and notes have been issued for both governmental and business-type activities. Additionally, the City incurs various other long-term obligations relative to associated personnel costs.

State law permits a City, under the provisions of Chapter 44, Section 10, to authorize indebtedness up to a limit of 5.0 percent of its equalized valuation. Debt issued in accordance with this section of the law is designated as being "inside the debt limit." In addition, a City may authorize debt in excess of that limit for specific purposes. Such debt, when issued, is designated as being "outside the debt limit".

The following reflects the current year activity in the long-term liability accounts:

	Beginning Balance	Additions	Deletions	Ending Balance	Due within one year
Governmental Activities:					
General obligation bonds	$ 62,575,000	$ 2,485,000	$ (3,235,000)	$ 61,825,000	$ 3,565,000
Unamortized bond premium	2,285,607	339,165	(200,609)	2,424,163	252,070
Notes from direct borrowings and placements	2,105,089	-	(246,227)	1,858,862	250,878
Workers' compensation	1,257,376	1,093,080	(976,774)	1,373,682	343,421
Compensated absences	3,857,003	829,456	(964,254)	3,722,205	930,551
Net pension liability	80,480,084	26,202,515	-	106,682,599	-
Net other postemployment benefits liability	255,771,396	2,479,475	-	258,250,871	-
Total Governmental Activities	$408,331,555	$ 33,428,691	$ (5,622,864)	$436,137,382	$ 5,341,920
Business-Type Activities - Water and Sewer:					
General obligation bonds	$ 860,000	$ -	$ (60,000)	$ 800,000	$ 60,000
Notes from direct borrowings and placements	9,937,300	3,400,000	(1,109,700)	12,227,600	1,449,700
Compensated absences	82,408	(5,177)	(20,602)	56,629	14,157
Net pension liability	2,634,740	857,812	-	3,492,552	-
Net other postemployment benefits liability	17,780,899	172,370	-	17,953,269	-
Total Business-Type Activities	$ 31,295,347	$ 4,425,005	$ (1,190,302)	$ 34,530,050	$ 1,523,857

The governmental activities liabilities will be liquidated by the general fund. The business-type liabilities will be liquidated by the water and sewer enterprise fund.

The following is a summary of outstanding long-term debt obligations as of June 30, 2024:

Description of Issue	Interest Rate	Beginning Balance	Additions	Maturities	Ending Balance
Governmental Activities:					
General Obligation Bonds	2.00 - 5.00%	$ 62,575,000	$ 2,485,000	$ (3,235,000)	$ 61,825,000
Add: Unamortized bond premium		2,285,607	339,165	(200,609)	2,424,163
Total General Obligation Bonds, net		64,860,607	2,824,165	(3,435,609)	64,249,163
Capital financing	0.00%	2,105,089	-	(246,227)	1,858,862
Total notes from direct borrowings and placements		2,105,089	-	(246,227)	1,858,862
Total Governmental Activities debt		$ 66,965,696	$ 2,824,165	$ (3,681,836)	$ 66,108,025
Business-Type Activities - Water and Sewer:					
General Obligation Bonds	2.00 - 5.00%	$ 860,000	$ -	$ (60,000)	$ 800,000
Total General Obligation Bonds		860,000	-	(60,000)	800,000
Massachusetts Water Resources Authority	0.00%	9,937,300	3,400,000	(1,109,700)	12,227,600
Total notes from direct borrowings and placements		9,937,300	3,400,000	(1,109,700)	12,227,600
Total Business-Type Activities debt		$ 10,797,300	$ 3,400,000	$ (1,169,700)	$ 13,027,600

Payments on outstanding bond balances due in future years consist of the following:

	Governmental Activities			
Year Ending	General Obligation Bonds		Direct Borrowings and Placements	
June 30,	Principal	Interest	Principal	Interest
2025	$ 3,565,000	$ 2,006,181	$ 250,878	$ 35,114
2026	3,420,000	1,871,152	255,617	30,375
2027	3,510,000	1,733,409	260,446	25,546
2028	3,415,000	1,590,527	265,366	20,626
2029	3,465,000	1,445,239	270,379	15,614
2030-2034	18,130,000	5,167,585	556,176	15,808
2035-2039	8,640,000	3,003,206	-	-
2040-2044	9,115,000	1,840,093	-	-
2045-2049	7,445,000	638,050	-	-
2050	1,120,000	16,800	-	-
Total	$ 61,825,000	$ 19,312,242	$ 1,858,862	$ 143,083

Year Ending June 30,	*Business-Type Activities: Water and Sewer*			
	General Obligation Bonds		Direct Borrowings and Placements	
	Principal	Interest	Principal	Interest
2025	$ 60,000	$ 21,769	$ 1,449,700	$ -
2026	60,000	20,269	1,449,700	-
2027	65,000	18,719	1,449,700	-
2028	65,000	17,085	1,449,700	-
2029	65,000	15,416	1,242,200	-
2030-2034	290,000	52,375	5,186,600	-
2035-2039	75,000	29,389	-	-
2040-2044	80,000	15,950	-	-
2045-2046	40,000	1,600	-	-
Total	$ 800,000	$ 192,572	$ 12,227,600	$ -

Massachusetts Water Resource Authority (MWRA)

The City's has four outstanding notes from direct borrowings and placements issued to the MWRA on September 11, 2017, August 23, 2021, November 14, 2022 and March 18, 2024 for $2,075,000, $1,222,000, $7,800,000 and $3,400,000, respectively. The notes are payable without interest in ten equal annual installments. Any imputed interest is immaterial to the water and sewer enterprise fund.

The following represents authorized and unissued debt as of June 30, 2024:

Project	Amount
Governmental:	
School buildings	$ 1,817,816
Library construction	8,092,018
Fire station	1,500,000
Streetlights	351,030
Park improvements	349,000
Sidewalks	2,500,000
Other	325,000
Business-type:	
Sewer system	1,447,150
Total Authorized and Unissued	$ 16,382,014

III. Other Information

A. Retirement System

Pension Plan Description – The City contributes to the System, a cost-sharing multiple-employer defined benefit pension plan that includes the City and the Medford Housing Authority as employers. The System was established under Chapter 32 of Massachusetts General Laws. The System is administered by the City and is included as part of the reporting entity as a fiduciary fund. Stand-alone audited financial statements for the year ended December 31, 2023 were issued and are available at the Retirement Office, 85 George P. Hassett Drive, Room 215, Medford, Massachusetts.

Current membership in the System for all employers as of December 31, 2023 was as follows:

Active and inactive employees	1,085
Retirees and beneficiaries currently receiving benefits and terminated employees entitled to benefits yet to receive them	633
	1,718

Benefit Terms – Membership in the System is mandatory for all full-time employees and non-seasonal, part-time employees who, in general, regularly work more than twenty hours per week. Teachers and certain administrative personnel employed by the school department participate in a separate pension plan administered by the Massachusetts Teachers' Retirement System, which is the legal responsibility of the Commonwealth of Massachusetts. Members of the System do not participate in the federal Social Security retirement system.

Massachusetts contributory retirement system benefits are uniform from retirement system to retirement system. The System provides for retirement allowance benefits up to a maximum of 80% of a participant's highest three-year or five-year average annual rate of regular compensation, depending on the participant's date of hire. Benefit payments are based upon a participant's age, length of creditable service, level of compensation and job classification.

The most common benefits paid by the System include normal retirement, disability retirement and survivor benefits.

Normal retirement generally occurs at age 65. However, participants may retire after twenty years of service or at any time after attaining age 55, if hired prior to April 2, 2012 or at any time after attaining age 60 if hired on or after April 2, 2012. Participants with hire dates subsequent to January 1, 1978 must have a minimum of ten years' creditable service in order to retire at age 55. Participants become vested after ten years of service. Benefits commencing before age 65 are provided at a reduced rate. Members working in certain occupations may retire with full benefits earlier than age 65.

Ordinary disability retirement is where a participant is permanently incapacitated from a cause unrelated to employment. Accidental disability retirement is where the disability is the result of an injury or illness received or aggravated in the performance of duty. The amount of benefits to be received in such cases is dependent upon several factors, including the age at which the disability retirement occurs, the years of service, average compensation and veteran status.

Survivor benefits are extended to eligible beneficiaries of participants whose death occurs prior to or following retirement.

Cost-of-living adjustments granted to members of Massachusetts retirement systems granted between 1981 and 1997 and any increases in other benefits imposed by the Commonwealth during those years have been the financial responsibility of the Commonwealth. Beginning in 1998, the funding of cost-of-living amounts became the responsibility of the participating units like the Retirement System.

The System may be amended or terminated in whole or in part at any time by the Massachusetts Legislature, provided that no such modification, amendment or termination shall be made that would deprive a current member of superannuation pension rights or benefits provided under applicable laws of Massachusetts, if such member has paid the stipulated contributions specified in sections or provisions of such laws.

Contributions Requirements – The City has elected provisions of Chapter 32, Section 22D (as amended) of Massachusetts General Laws, which require that a funding schedule be established to fully fund the pension plan by June 30, 2040. Under provisions of this law, participating employers are assessed their share of the total retirement cost based on the entry age, normal actuarial cost method.

The City contributed $15,318,597 to the System in fiscal year 2024, which equaled the actuarially determined contribution requirement for the fiscal year and was approximately 32.4% of the covered payroll.

Net Pension Liability – At June 30, 2024, the City reported a liability of $110,175,151 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2023 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2024. There were no material changes made in this update to the actuarial assumptions (see below) nor were there any material changes to the Retirement System's benefit terms since the actuarial valuation.

The City's proportion of the net pension liability is based on a projection of the City's long-term share of contributions to the System relative to the projected contributions of all employers. The City's proportion was approximately 94.56% at December 31, 2023, which was consistent with the proportion measured at January 1, 2024.

Fiduciary Net Position – The elements of the System's basic financial statements (that is, all information about the System's assets, deferred outflows of resources, liabilities, deferred inflows of resources and fiduciary net position) can be found in the fiduciary fund financial statements. The System's full financial statements as of and for the year ended December 31, 2023 can be obtained by contacting the Retirement Board.

The System's fiduciary net position was determined using the accrual basis of accounting. The System's accounting records are maintained on a calendar-year basis in accordance with GAAP and the standards and procedures established by PERAC. Contributions from employers and employees are recognized in the period in which they become due pursuant to formal commitments, and statutory or contractual requirements. Benefit payments (including refunds of employee contributions) are recorded when incurred, regardless of the timing of payment. Investments are reported at fair value; fair value is determined as the price one would receive in an orderly transaction between market participants at a measurement date.

Pension Expense – The City recognized $16,818,468 in pension expense in the statement of activities in fiscal year 2024.

Deferred Outflows of Resources and Deferred Inflows of Resources – At June 30, 2024, the City reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	$ 673,339	$ -
Net differences between projected and actual investment earnings	12,024,274	-
Changes in proportion differences	112,626	228,788
Differences between expected and actual experience	305,582	1,574,970
	$ 13,115,821	$ 1,803,758

The deferred outflows of resources and deferred inflows of resources are expected to be recognized in the City's pension expense as follows:

June 30,	
2025	$ 2,093,620
2026	2,715,656
2027	7,716,325
2028	(1,213,538)
	$ 11,312,063

Actuarial Valuation – The measurement of the System's total pension liability is developed by an independent actuary. The latest actuarial valuation was performed as of January 1, 2024. The significant actuarial assumptions used in the January 1, 2024 actuarial valuation included:

Investment rate of return	7.25%
Projected salary increases	3.50%
Single Equivalent Discount Rate	7.25%
Asset valuation method	Fair value
Cost of living adjustments	3% of first $18,000 of benefits
Mortality	SOA Pub-2010 public retirement plans mortality tables specific to group, with scale MP-2019 improvements until 2025
Actuarial Cost Method	Individual Entry age normal

The investment rate of return assumption is a long-term assumption and is based on capital market expectations by asset class, historical returns and professional judgment. The market expectations analysis used a building-block approach, which included expected returns by asset

class and the target asset allocation. The target allocation and best estimates of arithmetic real returns for each major asset class are summarized in the following table:

Asset Class	Target Allocation
Equities:	
Domestic - large cap	22%
Domestic - small/mid cap	7%
International	11%
Emerging markets	8%
Fixed Income:	
Core bonds	12%
Emerging blended debt	4%
Global multi-sector	8%
TIPS	6%
Real Estate	10%
Private Equity	7%
Hedge Funds	5%

Discount Rate – The discount rate used to measure the total pension liability in the actuarial valuation report was 7.25%. The projection of cash flows used to determine the discount rate assumed plan member contributions were made at the current contribution rate and that employer contributions will be made at rates equal to the actuarially determined contribution rates and the member rate. Based on those assumptions, the Retirement System's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity Analysis – The following presents the City's proportionate share of the net pension liability calculated using the discount rate of 7.25% as well as the City's proportionate share of the net pension liability using a discount rate that is one percentage point lower or one percentage point higher than the current rate (dollar amounts are in thousands):

Total Proportionate Share of Net Pension Liability - Discount Rate			
Current Rate	1% lower	Current	1% greater
7.25%	$ 144,528,724	$ 110,175,151	$ 80,789,554

Massachusetts Teachers' Retirement System – Teachers and certain administrative employees of the School Department participate in the Massachusetts Teachers' Retirement System ("MTRS"), a cost-sharing multiple employer defined benefit pension plan. The MTRS is managed by the Commonwealth on behalf of municipal teachers and municipal teacher retirees. Like the System, MTRS was established under Chapter 32 of Massachusetts General Laws. The Commonwealth's legislature has the authority to amend or modify the MTRS's funding policies.

The Commonwealth is a nonemployer contributor to the MTRS and is legally responsible by statute for all actuarially determined employer contributions and future benefit requirements of the MTRS. Therefore, the City is considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*.

For the year ended June 30, 2024, the Commonwealth contributed $12,150,679 to the MTRS on behalf of the City. The City's proportionate share of the collective MTRS net pension liability at this reporting date was 0.565496%, which was based on the actual, actuarially determined contribution made by the Commonwealth on behalf of the City as a percentage of the total annual contribution made by the Commonwealth on behalf of all employers.

The table below presents the City's proportionate share of the following:

	Commonwealth Portion	Paid (or assumed) On Behalf of the City	City Portion
Net pension liability	$ 148,670,457	$ (148,670,457)	$ —
Pension expense	13,881,381	(13,881,381)	—

The City has recognized intergovernmental revenue and pension expense of $13,881,381 associated with this arrangement.

B. Other Postemployment Benefits

The City administers a single-employer defined benefit healthcare plan (the "OPEB Plan") that provides health, dental and life insurance benefits (other postemployment benefits) to retirees and their dependents/beneficiaries in accordance with Section 20 of Massachusetts General Law Chapter 32B. The OPEB Plan does not issue a stand-alone financial report and is presented as a fiduciary fund in the City's financial statements.

An employee shall become eligible to retire under this plan upon the completion of 10 years of creditable service and the attainment of age 55 as an active member with 20 years of service regardless of age. Individuals whose employment has been terminated are also eligible if they have reached age 55 and have completed 10 years of creditable service. Employees who cease working due to a disability only need to complete 10 years of creditable service.

Specific benefit provisions and contribution rates are established by collective bargaining agreements, state law and City ordinance. All benefits are provided through the City's premium-based medical and life insurance and self-insured dental insurance programs

With respect to OPEB plan reporting, GASB issued GASB Statement No.'s 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pensions,* and Statement No, 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Reporting requirements for governments who administer an OPEB plan as defined under the accounting standard are required to present disclosures under both GASB 74 and GASB 75.

GASB 74 requires specific disclosures and required supplementary information that relate directly to the fiduciary fund in which the OPEB Plan is recorded. GASB 75 address disclosures related to the net OPEB liability required to be recorded by the government in its applicable financial statements. A number of these disclosures are identical, especially if the measurement date under GASB 75 is the same as the plan year-end date. When a different measurement date is used different assumptions and calculations will result.

OPEB Plan disclosures that impact the City's net OPEB liability using a measurement date of June 30, 2024 are summarized as follows:

Employees Covered by Benefit Terms – The following employees were covered by the benefit terms as of June 30, 2024:

Active employees	1,345
Inactives currently receiving benefits	1,444
Total	2,789

Contributions – Retirees contribute 10% of gross cost of medical if retired prior to July 1, 1990 and 15% if retired after July 1, 1990. Retirees contribute 50% of life insurance and dental costs.

The City currently contributes enough money to the Plan to satisfy current obligations on a pay-as-you-go basis. The costs of administering the OPEB Plan are paid by the City.

For the year ended June 30, 2024, the City's average contribution rate was 11.56% of covered-employee payroll.

Net OPEB Liability – The City's net OPEB liability was measured as of June 30, 2024 using an actuarial valuation as of July 1, 2022. The components of the net OPEB liability of the City were as follows:

Total OPEB Liability	$ 276,294,602
Plan fiduciary net position	(90,462)
Net OPEB liability	$ 276,204,140
Plan fiduciary net position as a percentage of the total OPEB liability	0.03%

The total OPEB liability in the most recent actuarial valuation was determined using the following key actuarial assumptions applied to all periods included in the measurement, unless otherwise specified:

Investment rate of return	4.00%
Muncipal bond rate	4.00%
Single Equivalent Discount Rate	4.00%
Inflation	4.00%
Health Care Trend Rate	4.50%
Mortality	For healthy participants and retirees: the mortality rates are from the RP-2014 Blue Collar Mortality table with Scale MP-2017, fully generational
Disabled Mortality	For disabled participants: the mortality rates are from the RP-2000 Combined Health Table set forward 2 years
Actuarial Cost Method	Entry age normal

Key Assumption Changes – The investment rate of return, municipal bond rate, single equivalent discount rate and inflation rate all increased from 3.5% to 4.0%.

Discount Rate – The discount rate used to measure the total OPEB liability was 4.0% (increase from prior year of 3.5%) which was based on the high-quality municipal bond rate for 20-year maturities as of June 30, 2024.

Sensitivity Analyses – The following presents the City's net OPEB liability as well as what the City's net OPEB liability would be if it were calculated using a discount rate that is 1.0% lower or 1.0% higher than the current discount rate as well as if the healthcare cost trend rates are 1% lower or higher than the current healthcare cost trend rates:

	Discount Rate			
	Current Rate	1% lower	Current	1% greater
Net OPEB Liability	4.00%	$ 322,299,468	$ 276,204,140	$ 239,511,246

	Health Care Trend Rate			
	Current Rate	1% lower	Current	1% greater
Net OPEB Liability	4.50%	$ 234,431,291	$ 276,204,140	$ 330,057,065

Changes in the Net OPEB Liability – The following table summarizes the changes in the net OPEB liability for the year ended June 30, 2024:

	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balances at June 30, 2023	$ 288,631,021	$ 81,993	$ 288,549,028
Changes for the year:			
Service cost	8,639,105	-	8,639,105
Interest	10,214,439	-	10,214,439
Change in assumptions	(20,237,774)	-	(20,237,774)
Net investment income	-	8,469	(8,469)
Employer contributions	-	10,952,189	(10,952,189)
Benefit payments withdrawn from trust	-	(10,952,189)	10,952,189
Benefit payments	(10,952,189)	-	(10,952,189)
Net changes	(12,336,419)	8,469	(12,344,888)
Balances at June 30, 2024	$ 276,294,602	$ 90,462	$ 276,204,140

Long Term Expected Rate of Return – The long-term expected rate of return on OPEB Plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of OPEB Plan investment expense and inflation) are developed for each major asset class.

These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target allocation and best estimates of arithmetic real rates of return were as reflected in the following table:

Asset Class	Target Allocation	Expected Investment Rate of Return
Large cap funds	30.00%	4.9%
International equity	10.00%	5.3%
Taxable fixed income	30.00%	2.3%
International fixed income	3.00%	2.0%
Diversifying funds	15.00%	6.3%
Diversifying taxable funds	10.00%	6.3%
Money market mutual funds	2.00%	0.0%
	100.00%	

OPEB Expense and Deferred Outflows/Inflows of Resources Related to OPEB – For the year ended June 30, 2024, the City recognized OPEB expense of $12,374,108. Deferred outflows of resources and deferred inflows of resources related to OPEB at June 30, 2024 were reported as follows:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	$ -	$ 35,144,146
Differences between expected and actual earnings	-	5,621
Differences between expected and actual experience	3,323,938	2,165,583
	$ 3,323,938	$ 37,315,350

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense (benefit) as follows:

June 30,	
2025	$ (13,823,395)
2026	(12,153,788)
2027	(4,228,815)
2028	(3,785,414)
	$ (33,991,412)

GASB Statement No. 74

OPEB Plan disclosures that impact the City's net OPEB liability using a reporting date of June 30, 2024 are summarized in this section except disclosures under GASB 74 that are identical to GASB 75 are not repeated.

Investment Custody – In accordance with Massachusetts General Laws, the City Treasurer is the custodian of the OPEB Plan and since the City has not designated a Board of Trustees, the City Treasurer is also the Trustee and as such is responsible for the general supervision of the management, investment and reinvestment of the OPEB Plan assets. OPEB Plan assets may be invested and reinvested by the custodian consistent with the prudent investor rule established in Chapter 203C and may, with the approval of the State Retiree Benefits Trust Fund Board of Trustees, be invested in the State Retiree Benefits Trust Fund established in Section 24 of Chapter 32A. OPEB Plan assets must be segregated from other funds and not be subject to the claims of any general creditor of the City.

Investment Policy – The OPEB Plan follows the same investment policies that apply to all other City Trust funds. Notably it can be invested in accordance with State Statutes that govern Trust investments including PRIM which is an external investment pool managed by the State.

Investment Rate of Return – For the year ended June 30, 2024 the annual money-weighted rate of return on investments, net of investment expense, was 9.8%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

C. Pension and Other Employee Benefit Trust Funds

The City reports a pension and other postemployment benefit trust funds in a single column in the Statement of Net Position and Statement of Changes in Net Position in the Fiduciary Funds. The City's Other Postemployment Benefits Trust Fund does not issue stand-alone financial statements and must be reported separately.

The Statement of Net Position of the City's pension and other postemployment benefit trust funds are as follows:

	Pension Trust Fund (December 31, 2023)	Other Postemployment Benefits Trust Fund	Total
Assets:			
Cash and cash equivalents	$ 1,311,698	$ 2,622	$ 1,314,320
Investments (at fair value):			
Fixed income securities	25,069,802	36,751	25,106,553
Equity securities	1,743	-	1,743
Mutual funds	144,179,311	51,089	144,230,400
Private equity limited partnership	2,094,850	-	2,094,850
State Treasurer investment pool - PRIT	72,313,980	-	72,313,980
Total Investments	243,659,686	87,840	243,747,526
Receivables:			
Interest receivable	167,409	-	167,409
Other	253,242	-	253,242
Total Receivables	420,651	-	420,651
Total Assets	245,392,035	90,462	245,482,497
Liabilities:			
Warrants and accounts payable	53,001	-	53,001
Total Liabilities	53,001	-	53,001
Net Position:			
Restricted for pensions	245,339,034	-	245,339,034
Restricted for other postemployment benefits	-	90,462	90,462
Total Net Position	$ 245,339,034	$ 90,462	$ 245,429,496

The Statement of Changes in Net Position of the City's pension and other postemployment benefit trust funds are as follows:

	Pension Trust Fund (December 31, 2023)	Other Postemployment Benefits Trust Fund	Total
Additions			
Contributions:			
Employer	$ 16,199,535	$ 10,952,189	$ 27,151,724
Employee	5,123,941	-	5,123,941
Other contributions	882,407	-	882,407
Total Contributions	22,205,883	10,952,189	33,158,072
Investment income:			
Interest and dividends	5,902,314	2,951	5,905,265
Net change in fair value of investments	17,985,347	5,738	17,991,085
Less - investment management fees	(1,457,802)	(220)	(1,458,022)
Net investment earnings	22,429,859	8,469	22,438,328
Other income	23,501	-	23,501
Total Additions (net)	44,659,243	10,960,658	55,619,901
Deductions			
Benefit payments to retirees and beneficiaries	24,512,614	10,952,189	35,464,803
Member refunds	177,883	-	177,883
Transfers and reimbursements to other systems	1,665,151	-	1,665,151
Payroll expenses of the System	317,274	-	317,274
Other administrative expenses	111,044	-	111,044
Total Deductions	26,783,966	10,952,189	37,736,155
CHANGE IN NET POSITION	17,875,277	8,469	17,883,746
NET POSITION AT BEGINNING OF YEAR	227,463,757	81,993	227,545,750
NET POSITION AT END OF YEAR	$ 245,339,034	$ 90,462	$ 245,429,496

D. Risk Financing

The City is exposed to various risks of loss related to torts: theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the City carries commercial insurance. The amount of claim settlements has not exceeded insurance coverage in any of the previous three years.

Group Dental Insurance Plan – The City maintains a "reinsured cost reimbursement program" which covers the group dental insurance requirements of a majority of City employees. The Plan is essentially a self-insurance program with the employees contributing 50 percent and the City contributing the remaining 50 percent. The City accrues an amount representing claims incurred but not reported (IBNR), which is based on a one month claims paid average. At June 30, 2024, the amount of the liability for IBNR dental insurance claims totaled $44,379. This liability is the best estimate based on available information. In the fund-wide financial statements, the City reports the activities of the Group Dental Insurance Plan in the Internal Service Fund where revenues are recorded when earned and expenses are recorded when the liability is incurred.

Changes in the reported liability since July 1, 2022, are as follows:

	Balance at Beginning of Year	Claims and Changes in Estimates	Claims Payments	Balance at End of Year	Current Portion
Fiscal Year 2024	$ 50,730	$ 1,617,227	$(1,623,578)	$ 44,379	$ 44,379
Fiscal Year 2023	68,105	1,592,619	(1,609,994)	50,730	50,730

Workers' Compensation – The City is also self-insured for their workers' compensation activities which are accounted for in the funds incurring the expenditures. Workers' compensation claims are administered by a third-party and are funded on a pay-as-you-go basis from annual appropriations. The estimated future workers' compensation liability is based on history and injury type. At June 30, 2024, the amount of the liability for workers' compensation claims totaled $1,373,682.

Changes in the reported liability since July 1, 2022:

	Balance at Beginning of Year	Claims and Changes in Estimates	Claims Payments	Balance at End of Year	Current Portion
Fiscal Year 2024	$ 1,257,376	$ 1,093,080	$(976,774)	$ 1,373,682	$ 343,421
Fiscal Year 2023	1,484,702	624,155	(851,481)	1,257,376	314,344

E. Commitments

The City is in the process of completing parks projects and improvements to its water system. The City has entered into or is planning to enter into contracts to expend approximately $1,000,000 and $2,000,000, respectively to complete the projects.

F. Contingencies

The City is party to certain legal claims, which are subject to many uncertainties, and the outcome of individual litigation matters in these situations cannot be reasonably estimated. Although the amount of liability, if any, in these situations at June 30, 2024, cannot be ascertained, management believes that the resulting liability, if any, should not materially affect the basic financial statements of the City at June 30, 2024. Other amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal and state governments. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the City expects such amounts, if any, to be immaterial.

The City is subject to certain Federal arbitrage laws in accordance with long-term borrowing agreements. Failure to comply with the rules could result in the payment of penalties. The City does not believe it has failed to comply with any of these agreements.

G. Implementation of GASB pronouncements

Current Year Implementations –

In June 2022, the GASB issued GASB Statement No. 100, *Accounting Changes and Error Corrections – An Amendment of GASB Statement No 62*. The objective of this Statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent and comparable information for decision making or assessing accountability. The provisions of this Statement are effective for financial reporting periods beginning after June 15, 2023 (fiscal year 2024). The adoption of this accounting standard did not have a material effect on the City's financial statements.

Future Implementations –

In June 2022, the GASB issued GASB Statement No. 101, *Compensated Absences*. The objective of this Statement is to update the recognition and measurement guidance for compensated absences by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. The provisions of this Statement are effective for financial reporting periods beginning after December 15, 2023 (fiscal year 2025). The City is currently evaluating whether adoption will have a material impact on the financial statements.

In December 2023, the GASB issued GASB Statement No. 102, *Certain Risk Disclosures*. The objective of this Statement is to provide users of government financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints. The provisions of this Statement are effective for financial reporting periods beginning after June 15, 2024 (fiscal year 2025). The City is currently evaluating whether adoption will have a material impact on the financial statements.

In April 2024, the GASB issued GASB Statement No. 103, *Financial Reporting Model Improvements*. The objective of this Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. The provisions of this Statement are effective for financial reporting periods beginning after June 15, 2025 (fiscal year 2026). The

City is currently evaluating whether adoption will have a material impact on its financial statements.

Required Supplementary Information

CITY OF MEDFORD, MASSACHUSETTS

REQUIRED SUPPLEMENTARY INFORMATION - PENSIONS
YEAR ENDED JUNE 30, 2024

SCHEDULE OF THE CITY'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

Year Ended December 31,	Proportion of the Net Pension Liability	Proportionate Share of the Net Pension Liability	Covered Payroll	Proportionate Share of the Net Pension Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
2023	94.56%	$ 110,175,151	$ 46,527,770	236.79%	67.8%
2022	94.63%	119,905,297	46,613,466	257.23%	64.2%
2021	94.46%	83,114,824	44,956,257	184.88%	74.7%
2020	94.77%	111,706,915	45,123,009	247.56%	65.7%
2019	94.96%	121,450,437	43,684,516	278.02%	61.8%
2018	94.65%	103,336,116	40,197,193	257.07%	62.8%
2017	94.79%	88,244,400	38,895,314	226.88%	67.6%
2016	94.25%	92,313,973	38,362,332	240.64%	64.2%
2015	94.25%	90,797,221	37,065,056	244.97%	63.9%
2014	94.91%	98,278,119	35,936,278	273.48%	62.6%

SCHEDULE OF THE CITY'S CONTRIBUTIONS TO PENSION PLAN

Year Ended June 30,	Actuarially Determined Contribution	Contributions in Relation to the Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2024	$ 15,318,597	$ 15,318,597	$ -	$ 47,225,687	32.44%
2023	14,337,732	14,337,732	-	47,312,668	30.30%
2022	13,251,414	13,251,414	-	45,630,601	29.04%
2021	12,310,219	12,310,219	-	45,799,854	26.88%
2020	11,635,777	11,635,777	-	44,339,784	26.24%
2019	10,942,155	10,942,155	-	40,800,151	26.82%
2018	10,592,790	10,592,790	-	39,478,744	26.83%
2017	10,401,268	10,401,268	-	38,937,767	26.71%
2016	9,967,363	9,967,363	-	37,621,031	26.49%
2015	9,502,069	9,502,069	-	36,475,322	26.05%

See accompanying independent auditors' report.

SCHEDULE OF THE COMMONWEALTH'S COLLECTIVE SHARE OF THE NET PENSION LIABILITY
MASSACHUSETTS TEACHER'S RETIREMENT SYSTEM

Year Ended June 30, *	Commonwealth's Proportionate Share of the Collective Net Pension Liability	City's Proportion Share of the Collective Net Pension Liability	Commonwealth's Proportionate Share of the Net Pension Liability Associated with the City	Expense and Revenue Recognized for the Commonwealth's Support	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability
2024	100.0%	0.0%	$ 148,670,457	$ 13,881,381	58.48%
2023	100.0%	0.0%	143,721,435	11,822,490	57.75%
2022	100.0%	0.0%	128,028,830	10,273,780	62.03%
2021	100.0%	0.0%	166,428,836	20,556,346	50.67%
2020	100.0%	0.0%	147,297,721	17,862,405	53.95%
2019	100.0%	0.0%	139,772,440	14,163,913	54.84%
2018	100.0%	0.0%	134,289,554	14,016,192	54.25%
2017	100.0%	0.0%	130,145,879	13,275,733	52.73%
2016	100.0%	0.0%	117,933,867	9,565,486	55.38%
2015	100.0%	0.0%	90,281,874	6,272,315	61.64%

* Amounts determined for the previous year ended June 30.

Contributions to the MTRS are the responsibilty of the Commonwealth of Massachusetts. Accordingly, the City has not recognized any portion of the net pension liability relative to City employees covered under the MTRS pension plan.

See accompanying independent auditors' report.

SCHEDULE OF CHANGES IN NET OPEB LIABILITY AND RELATED RATIOS

	Year Ended June 30,						
	2024	2023	2022	2021	2020	2019	2018
Total OPEB liability:							
Service cost	$ 8,639,105	$ 10,133,349	$ 9,696,985	$ 9,279,411	$ 6,343,238	$ 6,432,464	$ 6,155,468
Interest	10,214,439	9,749,809	7,909,021	7,948,673	9,535,694	8,889,847	8,550,963
Differences between expected and actual experience	-	5,600,608	-	(9,831,359)	-	(10,130,890)	-
Change in assumptions	(20,237,774)	-	(45,808,109)	-	52,552,972	18,202,693	-
Benefit payments	(10,952,189)	(10,480,564)	(9,608,543)	(9,194,778)	(6,217,406)	(5,949,671)	(5,943,409)
Net change in total OPEB liability	(12,336,419)	15,003,202	(37,810,646)	(1,798,053)	62,214,498	17,444,443	8,763,022
Total OPEB liability - beginning of year	288,631,021	273,627,819	311,438,465	313,236,518	251,022,020	233,577,577	224,814,555
Total OPEB liability - end of year (a)	$ 276,294,602	$ 288,631,021	$ 273,627,819	$ 311,438,465	$ 313,236,518	$ 251,022,020	$ 233,577,577
Plan fiduciary net position:							
Contributions - employer	$ 10,952,189	$ 10,480,564	$ 9,608,543	$ 9,194,778	$ 6,217,406	$ 6,019,671	$ 5,943,409
Net investment income	8,469	6,469	(6,616)	13,188	(1,048)	-	-
Benefit payments	(10,952,189)	(10,480,564)	(9,608,543)	(9,194,778)	(6,217,406)	(5,949,671)	(5,943,409)
Net change in Plan fiduciary net position	8,469	6,469	(6,616)	13,188	(1,048)	70,000	-
Plan fiduciary net position - beginning of year	81,993	75,524	82,140	68,952	70,000	-	-
Plan fiduciary net position - end of year (b)	$ 90,462	$ 81,993	$ 75,524	$ 82,140	$ 68,952	$ 70,000	$ -
Net OPEB liability - end of year (a) - (b)	$ 276,204,140	$ 288,549,028	$ 273,552,295	$ 311,356,325	$ 313,167,566	$ 250,952,020	$ 233,577,577
Plan fiduciary net position as a percentage of the total OPEB liability	0.03%	0.03%	0.03%	0.03%	0.02%	0.03%	0.00%
Covered-employee payroll	$ 94,760,480	$ 91,556,019	$ 53,851,237	$ 52,030,180	$ 50,270,706	$ 48,570,730	$ 51,021,854
Net OPEB liability as a percentage of covered-employee payroll	291.48%	315.16%	507.98%	598.41%	622.96%	516.67%	457.80%

Note: This schedule is presented to illustrate the requirement to show information for 10 years.
However, until a full 10-year trend is compiled, information is presented for those years in which information is available.

See accompanying independent auditor's report.

CITY OF MEDFORD, MASSACHUSETTS

REQUIRED SUPPLEMENTARY INFORMATION - OPEB
YEAR ENDED JUNE 30, 2024

SCHEDULE OF CONTRIBUTIONS

	Year Ended June 30,						
	2024	2023	2022	2021	2020	2019	2018
Actuarially-determined contribution	$ 28,063,364	$ 29,504,192	$ 26,726,933	$ 27,609,366	$ 26,320,149	$ 15,322,311	$ 14,706,431
Contributions in relation to the actuarially-determined contribution	(10,952,189)	(10,480,564)	(9,608,543)	(9,194,778)	(6,217,406)	(6,019,671)	(5,943,409)
Contribution deficiency (excess)	$ 17,111,175	$ 19,023,628	$ 17,118,390	$ 18,414,588	$ 20,102,743	$ 9,302,640	$ 8,763,022
Covered-employee payroll	$ 94,760,480	$ 91,556,019	$ 53,851,237	$ 52,030,180	$ 50,270,706	$ 48,570,730	$ 51,021,854
Contribution as a percentage of covered-employee payroll	11.56%	11.45%	17.84%	17.67%	12.37%	12.39%	11.65%
Valuation date	July 1, 2023	July 1, 2022	July 1, 2020	July 1, 2020	July 1, 2018	July 1, 2018	July 1, 2018
Amortization period	30 years	30 years	30 years	30 years	30 years	30 years	30 years
Investment rate of return	4.00%	3.50%	3.50%	2.50%	2.50%	3.75%	3.75%
Municipal bond rate	4.00%	3.50%	3.50%	2.50%	2.50%	3.75%	3.75%
Discount rate	4.00%	3.50%	3.50%	2.50%	2.50%	3.75%	3.75%
Inflation	4.00%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
Healthcare cost trend rates	4.50%	4.50%	4.50%	4.50%	5.5%; then 4.5%	5.5%; then 4.5%	5.5%; then 4.5%
Salary increases	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
Actuarial cost method	Individual Entry Age Normal (for all years presented)						
Asset valuation method	Fair Value of Assets as of Reporting Date (for all years presented)						

SCHEDULE OF INVESTMENT RETURNS

	Year Ended June 30,						
	2024	2023	2022	2021	2020	2019	2018
Annual money-weighted rate of return, net of investment expense	9.8%	8.2%	-8.4%	17.5%	-3.0%	0.0%	0.0%

Note: These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years in which information is available.

See accompanying independent auditor's report.

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Revenues:						
Taxes:						
Real estate taxes	$ 135,075,896	$ 135,075,896	$ 134,163,413	$ -	134,163,413	(912,483)
Personal property taxes	4,305,642	4,305,642	4,385,130	-	4,385,130	79,488
Tax title and foreclosures	-	-	615,187	-	615,187	615,187
Motor vehicle excise	6,100,000	6,100,000	7,325,633	-	7,325,633	1,225,633
Other excise	7,500	7,500	95,267	-	95,267	87,767
Meals excise	1,000,000	1,000,000	1,279,465	-	1,279,465	279,465
Room occupancy excise	1,200,000	1,200,000	1,811,442	-	1,811,442	611,442
	147,689,038	147,689,038	149,675,537	-	149,675,537	1,986,499
Intergovernmental:						
State aid - chapter 70	17,407,300	17,407,300	17,407,300	-	17,407,300	-
State aid - charter school	1,585,569	1,585,569	750,873	-	750,873	(834,696)
State aid - unrestricted	14,500,784	14,500,784	14,659,412	-	14,659,412	158,628
State aid - veterans	176,377	176,377	135,522	-	135,522	(40,855)
State aid - other	237,000	237,000	95,679	-	95,679	(141,321)
Federal aid - other	-	-	-	-	-	-
Medicaid reimbursements	300,000	300,000	214,842	-	214,842	(85,158)
	34,207,030	34,207,030	33,263,628	-	33,263,628	(943,402)
Departmental fees, charges, and other:						
Payments in lieu of taxes	2,155,000	2,155,000	2,952,403	-	2,952,403	797,403
Cable franchise fees	900,000	900,000	839,685	-	839,685	(60,315)
Parking fees	150,000	150,000	131,618	-	131,618	(18,382)
Cemetery fees	464,530	464,530	522,636	-	522,636	58,106
Library fees	25,000	25,000	27,406	-	27,406	2,406
Fire inspection fees	50,000	50,000	96,770	-	96,770	46,770
Public works fees	100,000	100,000	51,574	-	51,574	(48,426)
Public safety detail charges	200,000	200,000	195,660	-	195,660	(4,340)
City clerk fees	75,000	75,000	71,139	-	71,139	(3,861)
Other miscellaneous	76,000	76,000	198,561	-	198,561	122,561
	4,195,530	4,195,530	5,087,452	-	5,087,452	891,922
Licenses and permits:						
Liquor licenses	100,000	100,000	89,698	-	89,698	(10,302)
Building, plumbing and electrical permits	2,100,000	2,100,000	3,352,967	-	3,352,967	1,252,967
Health licenses and permits	100,000	100,000	245,915	-	245,915	145,915
Other licenses and permits	550,000	550,000	294,142	-	294,142	(255,858)
	2,850,000	2,850,000	3,982,722	-	3,982,722	1,132,722
Fines and forfeitures:						
Parking fines	790,200	790,200	958,918	-	958,918	168,718
Traffic court fines	8,800	8,800	88,852	-	88,852	80,052
Inspectional fines	1,000	1,000	1,200	-	1,200	200
	800,000	800,000	1,048,970	-	1,048,970	248,970
Penalties and interest on taxes	700,000	700,000	652,515	-	652,515	(47,485)
Interest and investment income	1,300,000	1,300,000	3,219,219	-	3,219,219	1,919,219
Total Revenues	191,741,598	191,741,598	196,930,043	-	196,930,043	5,188,445

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Expenditures:						
General Government:						
Legislative:						
Personnel	216,589	220,589	219,665	-	219,665	924
Ordinary expenses	99,364	99,364	76,325	23,017	99,342	22
	315,953	319,953	295,990	23,017	319,007	946
Executive:						
Personnel	860,910	860,910	857,209	-	857,209	3,701
Ordinary expenses	121,193	121,193	107,082	5,263	112,345	8,848
	982,103	982,103	964,291	5,263	969,554	12,549
Finance:						
Personnel	571,286	596,286	594,412	-	594,412	1,874
Ordinary expenses	153,767	158,767	139,632	16,461	156,093	2,674
	725,053	755,053	734,044	16,461	750,505	4,548
Assessors:						
Personnel	383,140	397,640	397,375	-	397,375	265
Ordinary expenses	194,087	194,088	163,895	11,500	175,395	18,693
	577,227	591,728	561,270	11,500	572,770	18,958
Treasury:						
Personnel	462,708	412,708	397,041	-	397,041	15,667
Ordinary expenses	268,417	308,417	299,454	592	300,046	8,371
	731,125	721,125	696,495	592	697,087	24,038
Law:						
Personnel	301,903	136,903	76,900	-	76,900	60,003
Ordinary expenses	261,028	311,028	303,665	5,162	308,827	2,201
	562,931	447,931	380,565	5,162	385,727	62,204
Human Resource:						
Personnel	193,597	214,597	208,014	-	208,014	6,583
Ordinary expenses	9,068	8,762	7,360	505	7,865	897
	202,665	223,359	215,374	505	215,879	7,480
Information Technology:						
Personnel	109,950	118,450	117,926	-	117,926	524
Ordinary expenses	278,082	278,082	234,465	48,832	283,297	(5,215)
	388,032	396,532	352,391	48,832	401,223	(4,691)
City Clerk:						
Personnel	365,206	365,206	359,263	-	359,263	5,943
Ordinary expenses	22,980	22,980	8,830	452	9,282	13,698
	388,186	388,186	368,093	452	368,545	19,641
Election:						
Personnel	260,146	291,146	284,362	-	284,362	6,784
Ordinary expenses	81,433	96,433	89,442	-	89,442	6,991
	341,579	387,579	373,804	-	373,804	13,775
Licensing Commission:						
Personnel	5,400	5,400	4,500	-	4,500	900
Ordinary expenses	400	400	-	-	-	400
	5,800	5,800	4,500	-	4,500	1,300
Conservation Commission:						
Personnel	7,100	7,100	4,600	-	4,600	2,500
Ordinary expenses	1,100	1,100	609	-	609	491
	8,200	8,200	5,209	-	5,209	2,991

(continued)

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Appeals Board:						
Personnel	11,000	11,000	9,750	-	9,750	1,250
Ordinary expenses	150	150	-	-	-	150
	11,150	11,150	9,750	-	9,750	1,400
Office of Community Development:						
Personnel	466,260	466,260	455,390	-	455,390	10,870
Ordinary expenses	20,143	20,143	27,292	871	28,163	(8,020)
	486,403	486,403	482,682	871	483,553	2,850
Community Development Board:						
Personnel	8,900	8,900	6,900	-	6,900	2,000
Ordinary expenses	433	433	-	-	-	433
	9,333	9,333	6,900	-	6,900	2,433
Cable:						
Personnel	154,037	139,037	128,632	-	128,632	10,405
Ordinary expenses	47,494	47,494	36,674	1,218	37,892	9,602
	201,531	186,531	165,306	1,218	166,524	20,007
Building Maintenance:						
Personnel	-	-	5,517	-	5,517	(5,517)
Ordinary expenses	227,294	202,293	174,296	13,004	187,300	14,993
	227,294	202,293	179,813	13,004	192,817	9,476
Property/Liability Insurance:						
Ordinary expenses	700,000	700,000	696,857	-	696,857	3,143
	700,000	700,000	696,857	-	696,857	3,143
Negotiated Salaries:						
Personnel	771,500	-	-	-	-	-
	771,500	-	-	-	-	-
Total General Government	7,636,065	6,823,259	6,493,334	126,877	6,620,211	203,048
Public Safety:						
Police:						
Personnel	13,830,078	13,370,078	13,213,869	-	13,213,869	156,209
Ordinary expenses	873,509	873,509	763,436	102,724	866,160	7,349
	14,703,587	14,243,587	13,977,305	102,724	14,080,029	163,558
Traffic Enforcement:						
Personnel	346,650	346,650	316,969	-	316,969	29,681
Ordinary expenses	17,012	17,012	3,995	3,376	7,371	9,641
	363,662	363,662	320,964	3,376	324,340	39,322
Bicycle Commission:						
Ordinary expenses	1,500	1,500	1,500	-	1,500	-
	1,500	1,500	1,500	-	1,500	-
Fire:						
Personnel	15,407,178	15,407,178	15,581,501	-	15,581,501	(174,323)
Ordinary expenses	686,239	686,239	539,835	32,104	571,939	114,300
	16,093,417	16,093,417	16,121,336	32,104	16,153,440	(60,023)
Building Inspection:						
Personnel	867,475	867,475	820,232	-	820,232	47,243
Ordinary expenses	12,940	12,940	10,228	365	10,593	2,347
	880,415	880,415	830,460	365	830,825	49,590
Electrical :						
Electrical Inspection - Personnel	277,120	277,120	158,776	-	158,776	118,344
Electrical Inspection - Ordinary expenses	4,897	4,897	6,997	-	6,997	(2,100)
Signal Maintenance - Personnel	17,025	47,025	167,346	-	167,346	(120,321)
Signal Maintenance - Ordinary expenses	61,863	86,863	64,844	7,925	72,769	14,094
Streetilighting - Ordinary expenses	307,601	307,601	299,100	7,039	306,139	1,462
	668,506	723,506	697,063	14,964	712,027	11,479

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Civil Defense:						
Personnel	8,840	8,840	8,840	-	8,840	-
Ordinary expenses	550	550	300	-	300	250
	9,390	9,390	9,140	-	9,140	250
Parking Enforcement:						
Personnel	682,334	682,334	649,846	-	649,846	32,488
Ordinary expenses	379,037	379,037	336,551	29,169	365,720	13,317
	1,061,371	1,061,371	986,397	29,169	1,015,566	45,805
Traffic Commission:						
Personnel	4,500	4,500	4,500	-	4,500	-
Ordinary expenses	23,343	23,343	22,300	-	22,300	1,043
	27,843	27,843	26,800	-	26,800	1,043
Energy and Environment:						
Personnel	84,974	84,974	84,762	-	84,762	212
Ordinary expenses	307,582	300,682	234,974	59,803	294,777	5,905
	392,556	385,656	319,736	59,803	379,539	6,117
Total Public Safety	34,202,247	33,790,347	33,290,701	242,505	33,533,206	257,141
Education:						
School Department:						
Personnel and ordinary expenses	71,391,763	71,391,763	71,152,446	145,570	71,298,016	93,747
Total Education	71,391,763	71,391,763	71,152,446	145,570	71,298,016	93,747
Public Works:						
Facilities:						
Personnel	109,890	116,890	115,764	-	115,764	1,126
Ordinary expenses	1,605,250	1,785,250	1,557,710	147,135	1,704,845	80,405
	1,715,140	1,902,140	1,673,474	147,135	1,820,609	81,531
Engineering:						
Personnel	409,699	428,199	448,717	-	448,717	(20,518)
Ordinary expenses	88,740	88,740	72,798	-	72,798	15,942
	498,439	516,939	521,515	-	521,515	(4,576)
Highway:						
Personnel - administration	2,383,679	2,422,179	2,288,419	2,116	2,290,535	131,644
Ordinary expenses - administration	27,175	27,175	4,977	184	5,161	22,014
Ordinary expenses - highway construction	985,824	985,824	706,708	10,952	717,660	268,164
Personnel - snow and ice control	79,000	79,000	208,630	-	208,630	(129,630)
Ordinary expenses - snow and ice control	183,050	183,050	402,082	3,174	405,256	(222,206)
Ordinary expenses - sidewalks	120,000	120,000	11,975	1,174	13,149	106,851
Ordinary expenses - garage and yard	96,825	96,825	55,366	3,282	58,648	38,177
Ordinary expenses - waste collection	8,034,923	8,034,923	7,607,843	57,380	7,665,223	369,700
	11,910,476	11,948,976	11,286,000	78,262	11,364,262	584,714
Cemetery:						
Personnel	810,261	832,261	835,550	-	835,550	(3,289)
Ordinary expenses	249,397	249,397	231,728	3,161	234,889	14,508
	1,059,658	1,081,658	1,067,278	3,161	1,070,439	11,219
Parks:						
Personnel - parks	594,076	564,076	564,251	-	564,251	(175)
Ordinary expenses - parks	362,413	337,413	247,453	13,488	260,941	76,472
Ordinary expenses - pools and ponds	151	151	-	-	-	151
	956,640	901,640	811,704	13,488	825,192	76,448
Forestry:						
Personnel	398,273	358,273	339,979	-	339,979	18,294
Ordinary expenses	235,600	235,600	207,322	15,712	223,034	12,566
	633,873	593,873	547,301	15,712	563,013	30,860
Total Public Works	16,774,226	16,945,226	15,907,272	257,758	16,165,030	780,196

(Continued)

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Health and Human Services:						
Health Department:						
Personnel	754,168	654,168	605,698	-	605,698	48,470
Ordinary expenses - health	44,995	44,995	33,134	7,524	40,658	4,337
Ordinary expenses - dog	37,250	37,250	37,608	-	37,608	(358)
	836,413	736,413	676,440	7,524	683,964	52,449
Council on Aging:						
Personnel	277,305	277,305	269,241	102	269,343	7,962
Ordinary expenses	19,478	19,478	17,530	160	17,690	1,788
	296,783	296,783	286,771	262	287,033	9,750
Veterans Services:						
Personnel	122,025	122,025	108,242	-	108,242	13,783
Ordinary expenses	307,894	257,894	179,173	346	179,519	78,375
	429,919	379,919	287,415	346	287,761	92,158
Human Diversity:						
Personnel	103,296	110,796	104,574	-	104,574	6,222
Ordinary expenses	4,700	4,700	1,064	1,899	2,963	1,737
	107,996	115,496	105,638	1,899	107,537	7,959
Total Health and Human Services	1,671,111	1,528,611	1,356,264	10,031	1,366,295	162,316
Culture and Recreation:						
Library:						
Personnel	1,555,125	1,555,125	1,555,859	-	1,555,859	(734)
Ordinary expenses	479,623	479,623	468,934	2,600	471,534	8,089
	2,034,748	2,034,748	2,024,793	2,600	2,027,393	7,355
Recreation:						
Personnel	608,535	608,535	586,723	-	586,723	21,812
	608,535	608,535	586,723	-	586,723	21,812
Historical Commission:						
Ordinary expenses	53,474	53,474	30,881	4,457	35,338	18,136
	53,474	53,474	30,881	4,457	35,338	18,136
Historical District:						
Ordinary expenses	5,000	5,000	-	-	-	5,000
	5,000	5,000	-	-	-	5,000
Chevalier Auditorium:						
Personnel	32,000	32,000	31,369	-	31,369	631
	32,000	32,000	31,369	-	31,369	631
Hormel Stadium Commission:						
Personnel	5,400	5,400	4,500	-	4,500	900
	5,400	5,400	4,500	-	4,500	900
Celebrations:						
Ordinary expenses	15,310	15,310	7,671	190	7,861	7,449
	15,310	15,310	7,671	190	7,861	7,449
Total Culture and Recreation	2,754,467	2,754,467	2,685,937	7,247	2,693,184	61,283
State and County Assessments:						
State assessments and charges	125,510	125,510	125,510	-	125,510	-
Transportation authorities assessments	4,518,990	4,518,990	4,518,990	-	4,518,990	-
Annual charges against receipts	27,561	27,561	59,983	-	59,983	(32,422)
Tuition assessments	8,973,292	8,973,292	7,779,037	-	7,779,037	1,194,255
Total State and County Assessments	13,645,353	13,645,353	12,483,520	-	12,483,520	1,161,833

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2024

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Pension and Fringe Benefits:						
Retirement:						
Non-contributory pension	84,043	88,043	85,897	-	85,897	2,146
Contributory pension	15,318,597	15,318,597	15,318,597	-	15,318,597	-
	15,402,640	15,406,640	15,404,494	-	15,404,494	2,146
Workers' Compensation:						
Workers' compensation - personnel	675,000	875,000	957,403	-	957,403	(82,403)
	675,000	875,000	957,403	-	957,403	(82,403)
Group Insurance:						
Group insurance	23,315,350	24,353,531	24,302,578	1,642	24,304,220	49,311
Medicare insurance	1,430,000	1,430,000	1,581,513	-	1,581,513	(151,513)
Unemployment	83,181	70,000	16,224	-	16,224	53,776
Employee assistance	25,000	25,000	34,333	-	34,333	(9,333)
	24,853,531	25,878,531	25,934,648	1,642	25,936,290	(57,759)
Total Pension and Fringe Benefits	40,931,171	42,160,171	42,296,545	1,642	42,298,187	(138,016)
Debt Service:						
Ordinary expenses - principal and interest	5,090,534	5,090,534	5,091,125	-	5,091,125	(591)
Total Debt Service	5,090,534	5,090,534	5,091,125	-	5,091,125	(591)
Total Expenditures	194,096,937	194,129,731	190,757,144	791,630	191,548,774	2,580,957
Other Financing Sources (Uses)						
Transfers in	2,086,932	2,086,932	2,086,932		2,086,932	-
Transfers out	-	(14,000,000)	(14,000,000)		(14,000,000)	-
Total Other Financing Sources (Uses)	2,086,932	(11,913,068)	(11,913,068)		$ (11,913,068)	-
Excess (Deficiency) of Revenues and Other Financing Sources Over Expenditures/Uses Of Prior Year Budgetary Fund Balance	(268,407)	(14,301,201)	$ (5,740,169)			$ 7,769,402

Other Budgetary Items		
Use of unassigned fund balance (free cash)	$ -	$ 14,000,000
Prior year encumbrances	837,487	837,487
Prior year deficits	(540,918)	(540,918)
Other	(28,162)	4,632
Total Other Budgetary Items	268,407	14,301,201
Net budget and actual	$ -	$ -

(Concluded)

The notes to the financial statements are an integral part of this statement.

The notes to the required supplementary information are and integral part of this statement.

I. Pension Plan

Pension Contributions – The City has elected provisions of Chapter 32, Section 22D (as amended) of Massachusetts General Laws, which require that a funding schedule be established to fully fund the pension plan by June 30, 2040. Under provisions of this law, participating employers are assessed their share of the total retirement cost based on the entry age, normal actuarial cost method. The pension appropriations are established by the Public Employee Retirement Administration Commission (PERAC) based on a funding schedule approved by the System.

Changes in Assumptions – None.

II. Other Postemployment Benefit Plan

The City administers a single employer defined benefit healthcare plan that provides health, dental and life insurance benefits (other postemployment benefits) to retirees and their dependents/beneficiaries in accordance with Section 20 of Massachusetts General Law Chapter 32B. The City is not required to fully fund the actuarially determined contribution.

Methods and assumptions used to determine contribution rates are as follows:

Investment rate of return	4.00%
Muncipal bond rate	4.00%
Single Equivalent Discount Rate	4.00%
Inflation	4.00%
Health Care Trend Rate	4.50%
Mortality	For healthy participants and retirees: the mortality rates are from the RP-2014 Blue Collar Mortality table with Scale MP-2017, fully generational
Disabled Mortality	For disabled participants: the mortality rates are from the RP-2000 Combined Health Table set forward 2 years
Actuarial Cost Method	Entry age normal

Changes in Assumptions – The investment rate of return, municipal bond rate, single equivalent discount rate and inflation rate all increased from 3.5% to 4.0%.

III. Budgetary Basis of Accounting

Budgetary Information – An annual budget is legally adopted for the General Fund and the Enterprise Fund. Financial orders are initiated by department heads, recommended by the Mayor and approved by the City Council at the City's annual meeting in June. Expenditures may not legally exceed appropriations at the department level, or in the categories of personnel and non-personnel expenses. Department heads may transfer, without City Council approval, appropriation balances from one account to another within their department or budget, and within the categories of personnel and non-personnel. The City Council and the department head however must approve any transfer of unencumbered appropriation balances between departments or agencies. At the close of each fiscal year, unencumbered appropriation balances lapse and revert to unassigned fund balance.

The City adopts an annual budget for the general fund in conformity with the guidelines described above. During fiscal year 2024, City Council approved various supplemental budgetary amendments between line-item appropriations that increased the original budget by $14.0 million. These appropriations were for capital transfers ($3.0 million) and stabilization transfers ($11.0 million).

The City Auditor has the responsibility to ensure that budgetary control is maintained in the manner in which the appropriations were voted by City Council. Budgetary control is exercised through the City's accounting system.

Budgetary-to-GAAP Reconciliation – The City's general fund is prepared on a basis of accounting other than GAAP to conform to the Uniform Municipal Accounting System basis of accounting as prescribed by the Massachusetts Department of Revenue. A reconciliation of the budgetary-basis to GAAP-basis results for the General Fund for the fiscal year ended June 30, 2024, is as follows:

	Basis of Accounting Differences	Fund Perspective Differences	Total
Revenues on a budgetary basis			$ 196,930,043
On behalf payments	$ 13,881,381	$ -	13,881,381
Revenues on a GAAP basis	$ 13,881,381	$ -	$ 210,811,424
Expenditures on a budgetary basis			$ 190,757,144
On behalf payments	$ 13,881,381	$ -	13,881,381
Transfers for enterprise indirect costs	-	(1,600,000)	(1,600,000)
Transfers for debt service	-	216,175	216,175
Expenditures on a GAAP basis	$ 13,881,381	$ (1,383,825)	$ 203,254,700
Other financing sources (uses) on a budgetary basis			$ (11,913,068)
Stabilization transfers	$ -	$ 11,000,000	11,000,000
Transfers for enterprise indirect costs	-	(1,600,000)	(1,600,000)
Transfers for debt service	-	216,175	216,175
Other financing sources (uses) on a GAAP basis	$ -	$ 9,616,175	$ (2,296,893)

Excess of Expenditures Over Appropriations – During fiscal year 2024, expenditures exceeded appropriations in the general fund for fire department, snow and ice removal, workers' compensation and employee insurance costs by $60,023, $351,836, $82,403 and $57,759, respectively. These deficits will be funded through available revenues in the subsequent year.



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Combining Statements

Nonmajor Governmental Fund

Special Revenue Funds –

Special revenue funds are used to account for certain revenue generating activities that are legally and/or programmatically restricted to expenditures for a specific purpose. From the City's financial ledgers, these activities can be distinctly categorized into the following groupings:

City Federal Grants – This fund accounts for federally funded non-school grant programs received either directly from federal agencies or indirectly through pass-through entities.

School Federal Grants – This fund accounts for federally funded educational-based grant programs received either directly from federal agencies or indirectly through pass-through entities.

City State Grants – This fund accounts for Commonwealth of Massachusetts funded non-school grant programs received directly from state agencies.

School State Grants – This fund accounts for Commonwealth of Massachusetts funded educational-based grant programs received directly from state agencies.

Receipts Reserved for Appropriation – This fund accounts for receipts collected which are reserved until appropriated for a specific purpose for which it has been segregated by law or administrative action.

City Revolving Funds – This fund accounts for the non-school related activity within revolving funds established in accordance with MGL Chapter 44, Section 53E ½ and other applicable statutes.

School Revolving Funds – This fund accounts for educational-based activities within revolving funds established in accordance with MGL Chapter 44, Section 53E ½ and Chapter 71.

Community Development Fund – This fund accounts for state and federally funded community development grant programs.

City Gift and Other Funds – This fund accounts for donated monies and other miscellaneous special revenue accounts which related to non-school activities.

School Gift and Other Funds – This fund accounts for donated monies and other miscellaneous special revenue accounts which related to educational-based activities.

Community Preservation Fund – This fund accounts for assets that are restricted by state law for the purposes of acquiring or developing open space and recreational facilities, historic resources and affordable housing.

Permanent Funds –

Permanent funds are used to report resources that are legally restricted to the extent that only earnings, not principal, may be used for purposes that support governmental programs.

School Trust Funds – This fund accounts for contributions earmarked for the support of the City's schools.

City Trust Funds – This fund accounts for all contributions including: gifts, donations and bequests for which only earnings on the original trust corpus may be expended to benefit government approved programs, other than those associated with school and cemetery activities.

Linkage Trust Funds – This fund accounts for contributions from developers earmarked for capital improvements to school facilities, public facilities, roads, affordable housing, child care facilities, job training facilities, public safety facilities and parks, playgrounds and other recreational facilities.

NONMAJOR GOVERNMENTAL FUNDS

COMBINING BALANCE SHEET
JUNE 30, 2024

	Special Revenue Funds				
	City Federal Grants	School Federal Grants	City State Grants	School State Grants	Receipts Reserved for Appropriation
Assets:					
Cash and short-term investments	$ 846,673	$ -	$ -	$ -	$ 1,828,676
Investments	-	-	-	-	-
Receivables, net of allowance for uncollectibles					
Property taxes	-	-	-	-	-
Departmental and other	-	-	-	-	-
Intergovernmental	115,701	715,816	2,339,388	381,010	-
Total Assets	962,374	715,816	2,339,388	381,010	1,828,676
Total Deferred Outflows of Resources	-	-	-	-	-
Total Assets and Deferred Outflows of Resources	$ 962,374	$ 715,816	$ 2,339,388	$ 381,010	$ 1,828,676
Liabilities:					
Warrants and accounts payable	$ 308,453	$ 72,832	$ 129,054	$ 261	$ 11,150
Accrued payroll and withholdings	19,731	-	3,024	-	-
Retainage payable	-	-	-	-	-
Other liabilities	-	-	21,388	-	-
Due to other funds	-	860,892	816,879	330,814	-
Total Liabilities	328,184	933,724	970,345	331,075	11,150
Deferred Inflows of Resources:					
Unavailable revenue - property taxes	-	-	-	-	-
Total Deferred Inflows of Resources	-	-	-	-	-
Fund Balances:					
Nonspendable	-	-	-	-	-
Restricted	757,026	48,970	2,275,834	49,935	1,817,526
Unassigned	(122,836)	(266,878)	(906,791)	-	-
Total Fund Balances	634,190	(217,908)	1,369,043	49,935	1,817,526
Total Liabilities, Deferred Inflows of Resources and Fund Balances	$ 962,374	$ 715,816	$ 2,339,388	$ 381,010	$ 1,828,676

City Revolving Funds	School Revolving Funds	Community Development Fund	City Gifts and Other Funds	School Gifts and Other Funds	Community Preservation Fund	Sub-total Special Revenue Funds
$ 1,355,775	$ 4,261,383	$ -	$ 943,326	$ 396,014	$ 6,304,785	$ 15,936,632
-	-	-	-	-	-	-
-	-	-	-	-	68,412	68,412
276,565	-	-	-	-	-	276,565
-	470,809	790,046	-	25,566	-	4,838,336
1,632,340	4,732,192	790,046	943,326	421,580	6,373,197	21,119,945
-	-	-	-	-	-	-
$ 1,632,340	$ 4,732,192	$ 790,046	$ 943,326	$ 421,580	$ 6,373,197	$ 21,119,945
$ 43,109	$ 36,188	$ 345,778	$ -	$ 4,805	$ 181,000	$ 1,132,630
48,111	-	2,979	-	-	1,545	75,390
-	-	32,696	-	-	-	32,696
-	-	-	-	-	-	21,388
-	-	407,765	-	-	-	2,416,350
91,220	36,188	789,218	-	4,805	182,545	3,678,454
-	-	-	-	-	68,412	68,412
-	-	-	-	-	68,412	68,412
-	-	-	-	-	-	-
2,237,648	4,889,619	828	943,326	416,775	6,122,240	19,559,727
(696,528)	(193,615)	-	-	-	-	(2,186,648)
1,541,120	4,696,004	828	943,326	416,775	6,122,240	17,373,079
$ 1,632,340	$ 4,732,192	$ 790,046	$ 943,326	$ 421,580	$ 6,373,197	$ 21,119,945

(Continued)

NONMAJOR GOVERNMENTAL FUNDS

COMBINING BALANCE SHEET
JUNE 30, 2024

	Permanent Funds				Total
	School Trust Funds	City Trust Funds	Linkage Trust Funds	Sub-total Permanent Funds	Nonmajor Governmental Funds
Assets:					
Cash and short-term investments	$ 62,671	$ 228,730	$ 182,892	$ 474,293	$ 16,410,925
Investments	267,684	789,669	281,068	1,338,421	1,338,421
Receivables, net of allowance for uncollectibles					
Property taxes	-	-	-	-	68,412
Departmental and other	-	-	-	-	276,565
Intergovernmental	-	-	-	-	4,838,336
Total Assets	330,355	1,018,399	463,960	1,812,714	22,932,659
Total Deferred Outflows of Resources	-	-	-	-	-
Total Assets and Deferred Inflows of Resources	$ 330,355	$ 1,018,399	$ 463,960	$ 1,812,714	$ 22,932,659
Liabilities:					
Warrants and accounts payable	$ -	$ 11,548	$ 108,064	$ 119,612	$ 1,252,242
Accrued payroll and withholdings	-	-	-	-	75,390
Retainage payable	-	-	-	-	32,696
Other liabilities	-	-	-	-	21,388
Due to other funds	-	-	-	-	2,416,350
Total Liabilities	-	11,548	108,064	119,612	3,798,066
Deferred Inflows of Resources:					
Unavailable revenue - property taxes	-	-	-	-	68,412
Total Deferred Inflows of Resources	-	-	-	-	68,412
Fund Balances:					
Nonspendable	50,250	315,581	-	365,831	365,831
Restricted	280,105	691,270	355,896	1,327,271	20,886,998
Unassigned	-	-	-	-	(2,186,648)
Total Fund Balances	330,355	1,006,851	355,896	1,693,102	19,066,181
Total Liabilities, Deferred Inflows of Resources and Fund Balances	$ 330,355	$ 1,018,399	$ 463,960	$ 1,812,714	$ 22,932,659

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NONMAJOR GOVERNMENTAL FUNDS

COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FISCAL YEAR ENDED JUNE 30, 2024

	Special Revenue Funds				
	City Federal Grants	School Federal Grants	City State Grants	School State Grants	Receipts Reserved for Appropriation
Revenues:					
Real estate and personal property taxes, net	$ -	$ -	$ -	$ -	$ -
Intergovernmental	979,357	3,503,747	5,284,131	2,433,994	-
Departmental and other	-	-	-	-	238,027
Interest and investment income	-	-	-	-	-
Contributions and donations	-	-	-	-	-
Total Revenues	979,357	3,503,747	5,284,131	2,433,994	238,027
Expenditures:					
Current:					
General government	-	-	104,004	-	14,800
Public safety	117,301	-	850,155	-	-
Education	-	4,239,065	100,000	3,018,735	-
Public works	-	-	2,904,474	-	173,639
Health and human services	246,024	-	549,028	-	-
Culture and recreation	380,000	-	1,529,909	-	-
Debt service:					
Principal	-	-	-	-	-
Interest expense	-	-	-	-	-
Total Expenditures	743,325	4,239,065	6,037,570	3,018,735	188,439
Excess (Deficiency) of Revenues Over (Under) Expenditures	236,032	(735,318)	(753,439)	(584,741)	49,588
Other Financing Sources (Uses):					
Transfers in	300,783	-	-	-	-
Transfers out	-	-	-	-	(93,350)
Total Other Financing Sources (Uses)	300,783	-	-	-	(93,350)
Net Change in Fund Balance	536,815	(735,318)	(753,439)	(584,741)	(43,762)
Fund Balances - Beginning of Year	97,375	517,410	2,122,482	634,676	1,861,288
Fund Balances - End of Year	$ 634,190	$ (217,908)	$ 1,369,043	$ 49,935	$ 1,817,526

City Revolving Funds	School Revolving Funds	Community Development Fund	City Gifts and Other Funds	School Gifts and Other Funds	Community Preservation Fund	Sub-total Special Revenue Funds
$ -	$ -	$ -	$ -	$ -	$ 1,794,131	$ 1,794,131
-	2,119,320	2,377,577	-	160,814	354,055	17,212,995
4,726,990	3,999,223	-	-	-	-	8,964,240
-	-	-	-	-	-	-
-	-	-	297,254	183,029	-	480,283
4,726,990	6,118,543	2,377,577	297,254	343,843	2,148,186	28,451,649
204,603	-	640,891	34,017	-	-	998,315
3,139,508	-	500,691	6,982	-	-	4,614,637
-	7,091,892	1,051,642	-	272,672	458,757	16,232,763
499,737	-	174,319	-	-	228,752	3,980,921
60,077	-	10,003	36,099	-	-	901,231
1,168,445	-	-	778	-	2,119,280	5,198,412
271,227	-	-	-	-	-	271,227
42,653	9,000	-	-	-	-	51,653
5,386,250	7,100,892	2,377,546	77,876	272,672	2,806,789	32,249,159
(659,260)	(982,349)	31	219,378	71,171	(658,603)	(3,797,510)
-	-	-	-	-	-	300,783
(414,818)	-	-	-	-	-	(508,168)
(414,818)	-	-	-	-	-	(207,385)
(1,074,078)	(982,349)	31	219,378	71,171	(658,603)	(4,004,895)
2,615,198	5,678,353	797	723,948	345,604	6,780,843	21,377,974
$ 1,541,120	$ 4,696,004	$ 828	$ 943,326	$ 416,775	$ 6,122,240	$ 17,373,079

(Continued)

NONMAJOR GOVERNMENTAL FUNDS

COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FISCAL YEAR ENDED JUNE 30, 2024

	Permanent Funds				Total
	School Trust Funds	City Trust Funds	Linkage Trust Funds	Sub-total Permanent Funds	Nonmajor Governmental Funds
Revenues:					
Real estate and personal property taxes, net	$ -	$ -	$ -	$ -	$ 1,794,131
Intergovernmental	-	97,039	-	97,039	17,310,034
Departmental and other	-	-	43,008	43,008	9,007,248
Interest and investment income	26,785	87,760	-	114,545	114,545
Contributions and donations	-	-	-	-	480,283
Total Revenues	26,785	184,799	43,008	254,592	28,706,241
Expenditures:					
Current:					
General government	-	-	-	-	998,315
Public safety	-	93,885	-	93,885	4,708,522
Education	34,178	-	-	34,178	16,266,941
Public works	-	-	-	-	3,980,921
Health and human services	-	-	-	-	901,231
Culture and recreation	-	-	313,298	313,298	5,511,710
Debt service:					
Principal	-	-	-	-	271,227
Interest expense	-	-	-	-	51,653
Total Expenditures	34,178	93,885	313,298	441,361	32,690,520
Excess (Deficiency) of Revenues Over (Under) Expenditures	(7,393)	90,914	(270,290)	(186,769)	(3,984,279)
Other Financing Sources (Uses):					
Transfers in	-	-	-	-	300,783
Transfers out	-	-	-	-	(508,168)
Total Other Financing Sources (Uses)	-	-	-	-	(207,385)
Net Change in Fund Balance	(7,393)	90,914	(270,290)	(186,769)	(4,191,664)
Fund Balances - Beginning of Year	337,748	915,937	626,186	1,879,871	23,257,845
Fund Balances - End of Year	$ 330,355	$ 1,006,851	$ 355,896	$ 1,693,102	$ 19,066,181

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STATISTICAL SECTION



Above: Bikers make their way to school on the annual walk, bike and roll to Schools day. Many of the schools around Medford participate in this event and it's usually a large turn out.



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Statistical Section

This part of the annual comprehensive financial report presents information as a context for understanding what the information in the financial statements, note disclosures, and required supplementary information says about the City's overall financial health.

Financial Trends

These schedules contain trend information to help the reader understand how the City's financial performance and well-being have changed over time.

Revenue Capacity

These schedules contain information to help the reader assess the City's most significant local revenue source, the property tax.

Debt Capacity

These schedules present information to help the reader assess the affordability of the City's current levels of outstanding debt; as well as the City's ability to issue additional debt in the future.

Demographic and Economic Information

These schedules offer demographic and economic indicators to help the reader understand the environment within which the City's financial activities take place.

Operating Information

These schedules contain service and infrastructure data to help the reader understand how the information in the City's financial report relates to the services the City provides and the activities it performs.

Sources: Unless otherwise noted, the information in these schedules is derived from the financial statements for the relevant year.

NET POSITION BY COMPONENT

LAST TEN FISCAL YEARS

	2015	2016	2017 (a)	2018 (b)	2019 (c)	2020	2021	2022	2023	2024
Governmental activities:										
Net investment in capital assets	$ 98,443,021	$ 98,583,704	$ 100,418,975	$ 103,823,452	$ 108,849,838	$ 120,870,178	$ 124,290,138	$ 122,490,544	$ 124,595,804	$ 137,927,331
Restricted	14,326,107	15,229,107	28,701,026	25,455,004	25,803,076	24,859,117	26,503,076	32,298,911	34,745,674	32,098,432
Unrestricted	(127,146,082)	(133,774,849)	(135,296,804)	(287,848,094)	(293,644,466)	(322,021,371)	(342,892,249)	(335,033,859)	(337,859,152)	(336,182,667)
Total governmental activities net position	$ (14,376,954)	$ (19,962,038)	$ (6,176,803)	$ (158,569,638)	$ (158,991,552)	$ (176,292,076)	$ (192,099,035)	$ (180,244,404)	$ (178,517,674)	$ (166,156,904)
Business-type activities:										
Net investment in capital assets	$ 15,577,194	$ 15,878,640	$ 16,323,496	$ 18,719,022	$ 19,658,494	$ 20,148,487	$ 20,211,999	$ 18,822,909	$ 19,378,372	$ 21,195,900
Unrestricted	1,836,915	7,526,080	10,501,992	(1,839,299)	(2,496,073)	(4,118,595)	(4,761,112)	(2,994,014)	(2,074,276)	(557,749)
Total business-type activities net position	$ 17,414,109	$ 23,404,720	$ 26,825,488	$ 16,879,723	$ 17,162,421	$ 16,029,892	$ 15,450,887	$ 15,828,895	$ 17,304,096	$ 20,638,151
Primary government:										
Net investment in capital assets	$ 114,020,215	$ 114,462,344	$ 116,742,471	$ 122,542,474	$ 128,508,332	$ 141,018,665	$ 144,502,137	$ 141,313,453	$ 143,974,176	$ 159,123,231
Restricted	14,326,107	15,229,107	28,701,026	25,455,004	25,803,076	24,859,117	26,503,076	32,298,911	34,745,674	32,098,432
Unrestricted	(125,309,167)	(126,248,769)	(124,794,812)	(289,687,393)	(296,140,539)	(326,139,966)	(347,653,361)	(338,027,873)	(339,933,428)	(336,740,416)
Total primary government net position	$ 3,037,155	$ 3,442,682	$ 20,648,685	$ (141,689,915)	$ (141,829,131)	$ (160,262,184)	$ (176,648,148)	$ (164,415,509)	$ (161,213,578)	$ (145,518,753)

(a) Restricted governmental activities net position was restated for the debt principal receivable from MSBA and other smaller restatements.
(b) Unrestricted governmental and business-type activities were restated for the net OPEB liability.
(c) Certain amounts were reclassified between net investment in capital assets and unrestricted net position in business-type activities.

CHANGES IN NET POSITION

LAST TEN FISCAL YEARS

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Expenses -										
Governmental activities:										
General government	$ 6,488,042	$ 11,386,467	$ 10,804,224	$ 10,827,647	$ 12,329,611	$ 13,704,065	$ 18,180,381	$ 14,807,091	$ 14,248,244	$ 15,357,458
Public safety	37,592,454	38,322,086	40,922,695	43,483,817	46,661,450	52,668,468	57,269,233	49,239,941	55,451,674	57,814,706
Education	89,768,795	101,843,528	103,063,652	108,570,091	112,707,072	125,890,022	129,085,966	122,109,447	130,496,321	130,339,226
Public works	13,485,264	13,268,797	15,189,045	15,807,191	16,581,326	17,950,596	18,045,164	20,075,397	20,879,569	21,833,575
Human services	1,859,470	2,031,177	1,696,867	2,232,228	2,583,100	3,136,132	3,787,310	3,216,664	3,378,609	3,506,238
Culture and recreation	2,182,160	2,014,120	2,931,906	2,787,964	3,440,583	4,442,726	4,257,954	4,709,702	5,969,725	7,624,385
Interest	2,559,197	2,091,196	1,728,553	1,640,747	1,458,388	2,060,162	2,114,761	1,996,241	2,003,454	1,945,016
Intergovernmental	8,127,171	-	-	-	-	-	-	-	-	-
Total government activities expenses	162,062,553	170,957,371	176,336,942	185,349,685	195,761,530	219,852,171	232,740,769	216,154,483	232,427,596	238,420,604
Business-type activities:										
Water and sewer operations	21,616,201	23,138,814	22,865,477	24,065,920	25,065,647	26,277,000	27,126,025	26,407,947	27,651,016	27,650,963
Total business-type activities expenses	21,616,201	23,138,814	22,865,477	24,065,920	25,065,647	26,277,000	27,126,025	26,407,947	27,651,016	27,650,963
Total primary government expenses	$ 183,678,754	$ 194,096,185	$ 199,202,419	$ 209,415,605	$ 220,827,177	$ 246,129,171	$ 259,866,794	$ 242,562,430	$ 260,078,612	$ 266,071,567
Program Revenues -										
Governmental activities:										
Charges for services:										
General government	$ 2,400,455	$ 1,959,373	$ 1,837,313	$ 2,303,830	$ 3,046,285	$ 4,246,693	$ 3,703,180	$ 4,787,122	$ 4,121,737	$ 4,465,234
Public safety	4,989,140	2,855,669	2,984,543	3,525,791	4,789,098	3,701,542	5,467,472	5,382,986	6,133,358	7,492,364
Education	3,046,803	4,123,661	4,524,278	4,272,429	4,520,195	3,122,810	1,352,076	4,171,497	4,353,929	3,999,223
Public works	910,561	951,140	854,234	999,256	1,014,017	901,288	946,778	904,506	1,092,267	1,098,167
Human services	171,268	186,788	229,339	209,457	186,411	169,869	257,771	356,515	517,739	330,346
Culture and recreation	291,749	353,201	273,702	295,774	863,183	352,212	376,472	431,240	719,524	734,739
Operating grants and contributions	30,312,244	31,940,822	36,803,180	35,646,118	36,660,262	39,754,083	49,587,692	52,407,493	54,474,094	55,539,329
Capital grants and contributions	5,239,725	4,794,539	1,208,013	6,889,062	5,877,616	7,730,868	6,870,382	6,889,544	2,490,025	5,534,371
Total government activities program revenues	47,361,945	47,165,193	48,714,602	54,141,717	56,957,067	59,979,365	68,561,823	75,330,903	73,902,673	79,193,773
Business-type activities:										
Charges for services	22,666,121	24,655,674	24,883,938	24,426,968	25,408,801	25,346,369	26,816,397	27,008,371	28,280,729	29,981,576
Capital grants and contributions	-	954,000	-	471,150	-	63,954	32,191	-	45,000	-
Total business-type activities program revenues	22,666,121	25,609,674	24,883,938	24,898,118	25,408,801	25,410,323	26,848,588	27,008,371	28,325,729	29,981,576
Total primary government program revenues	$ 70,028,066	$ 72,774,867	$ 73,598,540	$ 79,039,835	$ 82,365,868	$ 85,389,688	$ 95,410,411	$ 102,339,274	$ 102,228,402	$ 109,175,349
Net (Expense)/Program Revenue										
Governmental activities	$ (114,700,608)	$ (123,792,178)	$ (127,622,340)	$ (131,207,968)	$ (138,804,463)	$ (159,872,806)	$ (164,178,946)	$ (140,823,580)	$ (158,524,923)	$ (159,226,831)
Business-type activities	1,049,920	2,470,860	2,018,461	832,198	343,154	(866,677)	(277,437)	600,424	674,713	2,330,613
Total primary government net (expense)/program revenue	$ (113,650,688)	$ (121,321,318)	$ (125,603,879)	$ (130,375,770)	$ (138,461,309)	$ (160,739,483)	$ (164,456,383)	$ (140,223,156)	$ (157,850,210)	$ (156,896,218)

(continued)

CHANGES IN NET POSITION

LAST TEN FISCAL YEARS

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
General Revenues, Transfers and Other Changes in Net Position -										
Governmental activities:										
Real estate and personal property taxes, net of tax refunds payable	$ 96,588,090	$ 100,632,745	$ 106,775,326	$ 110,212,724	$ 114,744,424	$ 118,999,741	$ 123,874,990	$ 129,551,739	$ 133,758,993	$ 141,196,857
Motor vehicle and other excise taxes	7,454,835	7,845,104	8,665,658	8,669,911	9,084,237	8,769,289	7,973,685	8,881,741	9,570,297	10,739,259
Penalties and interest on taxes	1,483,048	1,698,277	1,000,424	933,928	692,283	467,890	642,725	860,712	788,360	652,515
Grants and contributions not restricted to specific programs	10,737,184	11,276,371	11,702,875	12,157,690	12,585,868	12,933,547	12,934,929	13,396,810	14,135,288	14,755,091
Unrestricted investment income (loss)	567,677	557,700	906,729	835,226	1,166,882	1,116,361	2,575,150	(841,554)	2,476,565	4,635,283
Miscellaneous	121,295	113,730	-	-	-	-	-	-	-	-
Gain on sale of assets	-	-	-	-	-	-	-	599,619	-	-
Transfers	1,271,946	121,975	97,534	119,562	108,855	285,454	303,506	229,144	(477,850)	(391,404)
Total governmental activities	118,224,075	122,245,902	129,148,546	132,929,041	138,382,549	142,572,282	148,304,985	152,678,211	160,251,653	171,587,601
Business-type activities:										
Unrestricted investment income	1,611	4,047	8,456	55,155	48,399	19,602	1,938	6,728	322,638	612,038
Transfers	(1,271,946)	(121,975)	(97,534)	(119,562)	(108,855)	(285,454)	(303,506)	(229,144)	477,850	391,404
Total business-type activities	(1,270,335)	(117,928)	(89,078)	(64,407)	(60,456)	(265,852)	(301,568)	(222,416)	800,488	1,003,442
Total primary government general revenues, transfers and other changes in net position	$ 116,953,740	$ 122,127,974	$ 129,059,468	$ 132,864,634	$ 138,322,093	$ 142,306,430	$ 148,003,417	$ 152,455,795	$ 161,052,141	$ 172,591,043
Changes in Net Position										
Governmental activities	$ 3,523,467	$ (1,546,276)	$ 1,526,206	$ 1,721,073	$ (421,914)	$ (17,300,524)	$ (15,873,961)	$ 11,854,631	$ 1,726,730	$ 12,360,770
Business-type activities	(220,415)	2,352,932	1,929,383	767,791	282,698	(1,132,529)	(579,005)	378,008	1,475,201	3,334,055
Total primary government changes in net position	$ 3,303,052	$ 806,656	$ 3,455,589	$ 2,488,864	$ (139,216)	$ (18,433,053)	$ (16,452,966)	$ 12,232,639	$ 3,201,931	$ 15,694,825

(concluded)

FUND BALANCES - GOVERNMENTAL FUNDS

LAST TEN FISCAL YEARS

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
General Fund:										
Assigned	$ 1,472,725	$ 743,299	$ 1,168,654	$ 939,252	$ 276,400	$ 5,972,849	$ 1,012,324	$ 594,516	$ 837,487	$ 791,630
Unassigned	9,502,058	10,939,911	11,940,233	11,656,412	14,550,692	10,800,518	18,776,145	30,293,919	39,261,218	44,566,906
Total general fund	$ 10,974,783	$ 11,683,210	$ 13,108,887	$ 12,595,664	$ 14,827,092	$ 16,773,367	$ 19,788,469	$ 30,888,435	$ 40,098,705	$ 45,358,536
All Other Governmental Funds:										
Nonspendable	4,369,510	4,223,795	4,400,430	4,450,010	4,482,890	4,524,490	4,524,490	4,524,490	4,524,490	4,524,490
Restricted	12,152,713	11,830,883	12,907,798	19,487,181	24,726,602	27,960,390	32,055,546	32,442,995	36,906,213	38,083,653
Committed	1,206,240	1,202,589	-	-	-	-	-	-	-	-
Unassigned	(870,466)	(796,263)	(1,770,538)	(2,595,501)	(4,842,792)	(1,557,906)	(1,671,939)	(2,254,945)	(2,171,839)	(2,572,487)
Total all other governmental funds	$ 16,857,997	$ 16,461,004	$ 15,537,690	$ 21,341,690	$ 24,366,700	$ 30,926,974	$ 34,908,097	$ 34,712,540	$ 39,258,864	$ 40,035,656

CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS

LAST TEN FISCAL YEARS

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Revenues:										
Real estate and personal property taxes, net of tax refunds	$ 96,795,073	$ 100,604,863	$ 106,810,370	$ 110,277,282	$ 114,812,791	$ 118,092,389	$ 124,069,338	$ 129,377,290	$ 133,863,447	$ 140,957,861
Motor vehicle and other excise taxes	7,352,602	8,110,524	8,354,578	8,582,319	8,804,595	8,616,434	8,497,913	8,365,927	9,746,382	10,482,422
Penalties and interest on taxes	1,483,048	1,698,277	1,000,424	933,928	692,283	467,890	642,725	860,712	788,360	652,515
Intergovernmental	43,914,883	46,924,102	50,348,400	56,144,528	56,633,042	61,723,972	69,328,924	67,689,953	70,679,174	74,308,876
Departmental and other	7,569,865	8,420,165	8,391,531	8,782,156	10,491,107	10,596,367	11,040,794	14,425,739	12,487,362	14,127,606
Licenses and permits	4,638,717	2,542,058	2,176,821	2,668,612	4,037,837	2,933,536	2,296,359	3,320,339	3,448,569	3,979,201
Fines and forfeitures	419,194	189,093	167,951	166,346	164,703	106,254	23,961	303,849	948,224	1,048,970
Contributions	1,677,765	552,091	1,865,092	1,193,835	997,280	447,106	1,843,228	3,002,605	420,233	480,283
Investment income (loss)	388,984	379,061	906,028	831,804	1,155,575	1,114,540	2,574,605	(841,874)	2,466,778	4,623,202
Total Revenue	164,240,131	169,420,234	180,021,195	189,580,810	197,789,213	204,098,488	220,317,847	226,504,540	234,848,529	250,660,936
Expenditures:										
General government	4,620,226	5,872,735	5,248,315	5,102,166	5,957,434	6,602,546	11,110,593	8,343,925	7,129,386	8,332,615
Public safety	25,555,767	27,360,705	27,673,941	29,065,036	29,840,665	29,086,040	32,524,686	32,455,512	32,868,930	37,521,735
Education	61,624,835	63,459,576	64,736,666	66,761,440	67,229,479	68,329,598	68,602,068	77,813,066	82,964,838	85,633,936
Public works	11,019,295	10,902,256	11,728,294	11,985,278	13,027,314	13,420,721	13,559,363	15,757,051	16,528,850	17,061,658
Health and human services	995,622	1,628,075	1,046,084	1,534,972	1,756,582	2,037,279	2,742,804	2,444,557	2,358,945	2,637,237
Culture and recreation	1,200,076	1,272,434	1,982,610	1,732,703	2,376,641	3,010,038	2,785,754	3,043,960	3,620,141	5,306,355
State and county charges	8,127,171	8,475,699	8,655,301	9,174,557	10,286,228	11,310,808	12,621,086	12,300,600	12,072,425	12,483,520
Pension and fringe benefits	35,860,999	40,266,173	44,820,084	46,201,137	46,603,441	51,433,586	55,487,576	47,114,148	50,797,875	55,277,926
Capital outlay	17,830,000	3,240,000	4,842,346	5,875,213	11,715,308	30,456,405	22,118,772	13,750,942	6,236,762	17,171,912
Debt service:										
Principal	4,833,000	4,637,000	4,830,000	5,125,000	5,290,000	5,853,000	6,125,000	3,473,249	3,771,662	3,481,227
Interest	2,440,751	2,154,325	1,964,146	1,852,093	1,596,538	1,600,832	2,505,849	2,531,884	2,264,271	2,148,953
Total Expenditures	174,107,742	169,268,978	177,527,787	184,409,595	195,679,630	223,140,853	230,183,551	219,028,894	220,614,085	247,057,074
Excess of revenues over (under) expenditures	(9,867,611)	151,256	2,493,408	5,171,215	2,109,583	(19,042,365)	(9,865,704)	7,475,646	14,234,444	3,603,862
Other Financing Sources (Uses):										
Issuance of bonds and notes	1,467,000	-	-	-	3,038,000	26,037,050	14,822,950	-	-	2,485,000
Issuance of direct financing	-	-	-	-	-	-	-	2,600,000	-	-
Proceeds from capital lease	258,000	439,335	-	-	-	-	-	-	-	-
Premiums from issuance of bonds and notes	-	-	-	-	-	1,226,410	1,668,471	-	-	339,165
Sale of capital assets	-	-	-	-	-	-	-	599,619	-	-
Transfers in	3,118,105	1,634,282	1,297,912	2,932,609	4,394,301	1,716,341	856,255	578,773	3,732,590	4,253,890
Transfers out	(1,846,159)	(1,512,307)	(1,200,378)	(2,813,047)	(4,285,446)	(1,430,887)	(552,749)	(349,629)	(4,210,440)	(4,645,294)
Total other financing sources (uses)	2,996,946	561,310	97,534	119,562	3,146,855	27,548,914	16,794,927	3,428,763	(477,850)	2,432,761
Net change in fund balance	$ (6,870,665)	$ 712,566	$ 2,590,942	$ 5,290,777	$ 5,256,438	$ 8,506,549	$ 6,929,223	$ 10,904,409	$ 13,756,594	$ 6,036,623
Debt service as a percentage of noncapital expenditures	4.65%	4.09%	3.93%	3.91%	3.74%	3.87%	4.15%	2.93%	2.82%	2.45%

ASSESSED VALUE AND ESTIMATED ACTUAL VALUE OF TAXABLE PROPERTY BY CLASSIFICATION AND TAX RATES

LAST TEN FISCAL YEARS

	Assessed Value								Tax Rates		
Fiscal Year	Residential Value	Commercial Value	Industrial Value	Personal Property	Total Commercial Value	Total City Value	State Equalized Value	Ratio of Assessed to Equalized Value	Residential Tax Rate	Commercial Tax Rate	Average Tax Rate
2015	$ 6,534,408,440	$ 654,943,460	$ 97,461,000	$ 125,684,630	$ 878,089,090	$ 7,412,497,530	$ 7,325,080,700	101.19%	$ 11.70	$ 22.77	$ 13.01
2016	7,113,829,540	737,790,960	98,416,800	135,531,970	971,739,730	8,085,569,270	7,325,080,700	110.38%	11.19	21.82	12.47
2017	7,958,487,445	775,397,455	103,413,100	147,677,450	1,026,488,005	8,984,975,450	8,962,552,200	100.25%	10.56	20.46	11.69
2018	8,623,196,642	807,672,258	105,231,500	157,260,430	1,070,164,188	9,693,360,830	8,962,552,200	108.15%	10.24	19.76	11.29
2019	9,661,238,326	858,343,674	111,967,400	170,342,310	1,140,653,384	10,801,891,710	10,557,928,900	102.31%	9.60	18.43	10.53
2020	10,541,615,485	905,169,415	118,175,100	187,406,590	1,210,751,105	11,752,366,590	10,557,928,900	111.31%	9.18	17.57	10.04
2021	10,665,994,170	916,724,973	122,944,200	210,787,400	1,250,456,573	11,916,450,743	12,501,964,700	95.32%	9.41	18.05	10.32
2022	11,690,697,675	964,578,525	132,454,200	230,424,230	1,327,456,955	13,018,154,630	12,501,964,700	104.13%	9.01	17.23	9.85
2023	12,518,031,403	1,047,977,797	141,839,500	240,804,280	1,430,621,577	13,948,652,980	13,888,346,300	100.43%	8.65	16.56	9.46
2024	13,270,196,007	1,192,206,653	185,844,900	262,379,180	1,640,430,733	14,910,626,740	13,888,346,300	107.36%	8.52	16.41	9.39

Source: Official Statements, State Division of Local Services

Note: All property in the Commonwealth of Massachusetts is assessed at 100% of full and fair cash value. The State estimates this "equalized valuation" for all municipalities every two years. Chapter 59, Section 21C of the Massachusetts General Laws, known as "Proposition 2 1/2", imposes 2 separate limits on the annual tax levy of the City. The primary limitation is that the tax levy cannot exceed 2 1/2% of the full and fair cash value. The secondary limitation is that the tax levy cannot exceed the maximum levy limit for the preceding fiscal year as determined by the State Commissioner of Revenue by more than 2 1/2%, subject to an exception for property added to the tax rolls and for certain valuation increases. This secondary limit may be exceeded in any fiscal year by majority approval of the voters, however, it cannot exceed the primary limitation.

PRINCIPAL TAXPAYERS

CURRENT YEAR AND NINE YEARS AGO

		2024			2015		
Taxpayer	Nature of Business	Assessed Valuation	Rank	Percentage of Total Taxable Assessed Value	Assessed Valuation	Rank	Percentage of Total Taxable Assessed Value
CH Realty VIII - THC MF Boston Mystic	Apartments/Retail Stores	$ 163,199,600	1	1.09%			
Station Landing LLC	Apartments/Retail Stores	148,914,500	2	1.00%	$ 104,993,500	1	1.42%
MCREF Medford Development LLC	Office	117,971,300	3	0.79%			
Mystic Place, LLC	Apartments	103,801,700	4	0.70%	57,511,300	2	0.78%
Boston Gas Company	Utility	82,008,980	5	0.55%	24,796,780	8	0.33%
Meadow Glen LLC	Retail Stores	81,320,600	6	0.55%			
One Cabot Owner LLC	Office	77,061,600	7	0.52%			
Guardian Lumiere LLC	Apartments	70,000,000	8	0.47%			
Massachusetts Electric Company	Utility	65,614,080	9	0.44%			
Simmons Properties LLC	Office	45,879,100	10	0.31%	19,431,000	9	0.26%
Station Landing V LLC	Apartments/Retail Stores				44,150,700	3	0.60%
VEF VI, LLC	Commercial Office				41,627,600	4	0.56%
MIREF Wellington LLC	Apartments				33,128,100	5	0.45%
National Grid	Utility				31,417,310	6	0.42%
BNYH Medford LLC	Warehouse/Distributor				26,046,900	7	0.35%
Medford Assoc LTD Partnership	Retail Stores				18,944,700	10	0.26%
		$ 955,771,460		6.41%	$ 402,047,890		5.42%

Source: Official Statements

PROPERTY TAX LEVIES AND COLLECTIONS

LAST TEN FISCAL YEARS

Fiscal Year	Tax Levy			Collections				
	Total Tax Levy	Less Abatements & Exemptions	Net Tax Levy	First Year Current Tax Collections	Percent of Net Levy Collected	Delinquent Tax Collections	Total Tax Collections	Percent of Total Tax Collections to Net Tax Levy
2015	$ 96,446,667	$ 745,895	$ 95,700,772	$ 94,099,676	98.33%	$ 812,104	$ 94,911,780	99.18%
2016	100,828,933	574,608	100,254,325	99,114,217	98.86%	805,939	99,920,156	99.67%
2017	105,043,572	631,486	104,412,086	103,415,981	99.05%	621,283	104,037,264	99.64%
2018	109,477,978	691,372	108,786,606	107,813,083	99.11%	741,030	108,554,113	99.79%
2019	113,770,130	893,684	112,876,446	112,087,264	99.30%	789,182	112,876,446	100.00%
2020	118,044,927	558,699	117,486,228	115,472,772	98.29%	1,757,126	117,229,898	99.78%
2021	122,937,746	1,584,949	121,352,797	120,962,603	99.68%	381,213	121,343,816	99.99%
2022	128,205,269	1,942,494	126,262,775	123,159,437	97.54%	610,162	123,769,599	98.03%
2023	131,972,065	577,863	131,394,202	130,352,871	99.21%	455,889	130,808,760	99.55%
2024	139,981,538	600,000	139,381,538	138,118,933	99.09%	-	138,118,933	99.09%

Source: Accounting Records

RATIOS OF OUTSTANDING DEBT BY TYPE

LAST TEN FISCAL YEARS

	Governmental Activities		Business-Type Activities						
Fiscal Year	General Obligation Bonds (1)	Capital Financing	General Obligation Bonds (1)	Direct Placements	Total Outstanding Debt	Personal Income	Percentage of Personal Income	U.S. Census Population	Debt Per Capita
2015	$ 58,355,000		$ 925,000	$ 2,563,180	$ 61,843,180	$ 1,944,428,395	3.18%	56,173	$ 1,101
2016	53,540,000		880,000	3,396,833	57,816,833	1,944,428,395	2.97%	56,173	1,029
2017	48,532,000		835,000	2,831,285	52,198,285	1,944,428,395	2.68%	56,173	929
2018	43,229,000		790,000	4,916,588	48,935,588	1,944,428,395	2.52%	56,173	871
2019	40,799,000		1,082,000	4,028,370	45,909,370	1,944,428,395	2.36%	56,173	817
2020	62,031,460		1,035,000	3,140,153	66,206,613	3,110,202,647	2.13%	59,659	1,110
2021	72,108,691		980,000	2,251,935	75,340,626	3,110,202,647	2.42%	59,659	1,263
2022	68,600,647	2,346,751	920,000	2,818,918	74,686,316	3,110,202,647	2.40%	59,659	1,252
2023	64,860,607	2,105,089	860,000	9,937,300	77,762,996	3,110,202,647	2.50%	59,659	1,303
2024	64,249,163	1,858,862	800,000	12,227,600	79,135,625	3,110,202,647	2.54%	59,659	1,326

Source: U. S. Census, State Division of Local Services

(1) Presented net of original issuance discounts and premiums.

RATIOS OF GENERAL BONDED DEBT OUTSTANDING

LAST TEN FISCAL YEARS

Fiscal Year	General Obligation Bonds (1)	Less: Amounts Available (2)	Total	Assessed Value	Percentage of Assessed Value	U.S Census Population	Debt Per Capita
2015	$ 59,280,000	$ (18,691,795)	$ 40,588,205	$ 7,412,497,530	0.55%	56,173	$ 723
2016	54,420,000	(16,360,900)	38,059,100	8,085,569,270	0.47%	56,173	678
2017	49,367,000	(13,925,116)	35,441,884	8,984,975,450	0.39%	56,173	631
2018	44,019,000	(11,379,721)	32,639,279	9,693,360,830	0.34%	56,173	581
2019	41,881,000	(8,719,784)	33,161,216	10,801,891,710	0.31%	56,173	590
2020	63,066,460	(5,940,149)	57,126,311	11,752,366,590	0.49%	59,659	958
2021	73,088,691	(3,035,431)	70,053,260	11,916,450,743	0.59%	59,659	1,174
2022	69,520,647	-	69,520,647	13,018,154,630	0.53%	59,659	1,165
2023	65,720,607	-	65,720,607	13,948,652,980	0.47%	59,659	1,102
2024	65,049,163	-	65,049,163	14,910,626,740	0.44%	59,659	1,090

Source: U. S. Census, State Division of Local Services

(1) General obligation bonds consist of debt of both governmental and business-type activities, net of original issuance discounts and premiums.
(2) These are restricted resources from the Massachusetts School Building Authority for debt principal on school construction.

COMPUTATION OF LEGAL DEBT MARGIN

LAST TEN FISCAL YEARS

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Equalized Valuation	$ 7,325,081,000	$ 7,325,081,000	$ 8,962,552,000	$ 8,962,552,000	$ 10,557,928,900	$ 10,557,928,900	$ 12,501,964,700	$ 12,501,964,700	$ 13,888,346,300	$ 13,888,346,300
Debt Limit	366,254,050	366,254,050	448,127,600	448,127,600	527,896,445	527,896,445	625,098,235	625,098,235	694,417,315	694,417,315
Outstanding general obligation bonds and direct placements	61,843,180	57,816,833	52,198,285	48,935,588	45,909,370	66,206,613	75,340,626	72,190,669	75,477,389	76,711,462
Authorized and unissued debt	10,500,000	15,500,000	10,500,000	3,666,966	62,586,583	30,000,683	13,610,014	14,860,014	16,360,014	16,382,014
Debt not applicable to debt limit	(29,739,180)	(26,440,833)	(22,963,485)	(21,306,137)	(17,116,090)	(12,616,443)	(7,921,595)	(8,213,748)	(15,047,300)	(16,927,600)
Legal debt margin	$ 323,650,050	$ 319,378,050	$ 408,392,800	$ 416,831,183	$ 436,516,582	$ 444,305,592	$ 544,069,190	$ 546,261,300	$ 617,627,212	$ 618,251,439
Total debt applicable to the limit as a percentage of debt limit	11.63%	12.80%	8.87%	6.98%	17.31%	15.83%	12.96%	12.61%	11.06%	10.97%

Source: State Division of Local Services, Accounting Records

DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT

AS OF JUNE 30, 2024

	Debt Outstanding	Estimated Percentage Applicable	Estimated Share of Overlapping Debt
Debt repaid with property taxes:			
Massachusetts Bay Transportation……	$ 5,469,584,000	2.398%	131,160,624
Subtotal, overlapping debt……			131,160,624
City direct debt……			64,249,163
Total direct and overlapping debt……			$ 195,409,787

Source: Official Statements, Accounting Records

Note: The estimated percentage applicable is determined based on the City's weighted percentage of the total population of the authority as provided in its enabling act.

DEMOGRAPHIC AND ECONOMIC STATISTICS

LAST TEN FISCAL YEARS

Fiscal Year	Population Estimates	Personal Income	Per Capita Personal Income	Median Age	School Enrollment	Unemployment Rate
2015	56,173	$ 1,944,428,395	$ 34,615	36.7	4,514	4.80%
2016	56,173	1,944,428,395	34,615	36.7	4,437	3.90%
2017	56,173	1,944,428,395	34,615	36.7	4,487	3.30%
2018	56,173	1,944,428,395	34,615	36.7	4,341	3.10%
2019	56,173	1,944,428,395	34,615	36.7	4,204	2.10%
2020	59,659	3,110,202,647	52,133	36.7	3,976	2.00%
2021	59,659	3,110,202,647	52,133	36.7	3,875	7.90%
2022	59,659	3,110,202,647	52,133	36.7	4,024	4.70%
2023	59,659	3,110,202,647	52,133	36.7	4,166	3.10%
2024	59,659	3,110,202,647	52,133	36.7	4,134	4.70%

N/A - Information not available at the current time.

Source: U. S. Census, Division of Local Services, Massachusetts
Department of Elementary and Secondary Education.
Median age is based on most recent census data.

PRINCIPAL EMPLOYERS (EXCLUDING CITY)

CURRENT YEAR AND NINE YEARS AGO

			2024			2015		
Employer		Nature of Business	Approximate Number of Employees	Rank	Percentage of Total City Employment	Approximate Number of Employees	Rank	Percentage of Total City Employment
Tufts University	*	Educational Institution	2,889	1	14.43%	1,846	1	9.87%
Wegman's		Retail Grocery	350	2	1.75%			
InkBit		Research and Development	355	3	1.77%			
Cross Country Group	**	Business	250	4	1.25%			
Lifetime Brands		Home Furnishings	250	5	1.25%			
Stop and Shop		Retail Grocery	250	6	1.25%	348	4	1.86%
Bond Brothers Inc		Management Services	240	7	1.20%			
Management Sciences for Health		Health and Allied Services	190	8	0.95%			
The Elizabeth Grady Company		Educational Institution	179	9	0.89%			
Cambridge Systematics, Inc.		Management Services	154	10	0.77%			
Lawrence Memorial Hospital		Health Services				760	2	4.06%
Station's Landing		Retail Stores/Office				473	3	2.53%
Century Bank		Financial Services				304	5	1.62%
Meadow Glen Mall		50 Retail Stores & Office				300	6	1.60%
Harvard Vanguard		Health Services				208	7	1.11%
Whole Foods		Retail Grocery				145	8	0.77%
BJ's Wholesale		Wholesale Club				127	9	0.68%
Marriot International		Administration				113	10	0.60%

Source: Official Statements

* = Tufts employs a total of 4,966 employees of which 2,889 are located in Medford.

FULL-TIME EQUIVALENT CITY EMPLOYEES BY FUNCTION

LAST TEN FISCAL YEARS

Function	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
General government	64	85	85	88	53	40	49	41	52	68
Public safety	287	301	305	302	239	265	235	276	259	254
Education (1)	833	947	805	968	892	772	1,035	1,010	998	1,040
Public works	66	81	69	70	35	45	45	43	46	42
Health and human services	29	31	34	34	19	12	13	15	24	25
Culture and recreation	76	81	89	89	28	32	24	26	27	30
Sub-total	1,355	1,526	1,387	1,551	1,266	1,166	1,401	1,411	1,406	1,459
Water and sewer	20	24	19	21	21	18	12	17	16	16
Total City employees	1,375	1,550	1,406	1,572	1,287	1,184	1,413	1,428	1,422	1,475

Source: City personnel records

(1) = 2021 through 2024 data includes full time and part time employees

OPERATING INDICATORS BY FUNCTION/PROGRAM

LAST TEN FISCAL YEARS

Function	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
General Government:										
City Clerk										
Registered voters	27,857	34,996	38,112	39,114	39,134	41,732	41,837	41,495	40,861	44,105
Public Safety:										
Police										
Criminal offenses										
Homicide	1	-	-	-	-	-	-	1	2	-
Rape	6	2	6	5	8	4	10	8	18	8
Robbery	24	21	13	19	12	20	18	13	10	14
Aggravated assault	72	67	65	68	94	71	68	72	105	81
Burglary	115	89	119	108	82	40	49	52	55	45
Larceny	599	555	515	556	483	438	438	457	561	600
Motor vehicle theft	69	45	52	55	50	37	45	61	94	73
Arson	-	-	1	1	-	2	2	2	-	3
Total criminal offenses	886	779	771	812	729	612	630	666	845	824
Adult arrests	452	359	343	385	445	243	249	272	392	305
Juvenile arrests	12	3	8	8	3	5	8	7	13	27
Incident reports	2,972	2,849	2,755	2,859	2,902	4,955	4,771	4,700	5,476	6,545
Citations issued	2,207	2,292	1,626	2,042	1,343	1,198	859	853	1,167	588
Fire										
Incidents										
Fires	305	249	252	244	210	283	240	226	269	156
Non-fire incidents	9,244	9,292	9,428	9,448	9,574	10,849	11,314	11,770	12,309	12,031
Total fire calls	9,549	9,541	9,680	9,692	9,784	11,132	11,554	11,996	12,578	12,187
Inspectional Services										
Number of Building permits	1,903	1,887	4,423	1,362	1,771	1,843	2,189	1,989	1,985	1,934
Estimated dollar value of new construction	255,480,990 (a)	101,036,167	87,908,119	84,004,986	193,548,693	157,734,684	116,787,300	195,332,712	147,700,301	213,095,109
Education:										
Number of students	4,514	4,437	4,487	4,341	4,204	3,976	3,875	4,024	4,166	4,134
Public Works:										
Highway										
Roads paved (miles)	3.827	1.378	0.714	1.540	0.460	2.650	1.500	1.300	1.580	1.100
Water										
Water mains replaced (miles)	-	0.256	-	1.250	1.470	0.061	-	0.390	0.340	0.800
Sewer										
Sanitary sewers replaced (miles)	0.289	0.236	0.206	0.680	1.220	-	-	0.380	0.190	0.100
Health and Human Services:										
Board of Health										
Permits issued										
Food permits	429	519	511	218	435	394	440	426	459	526
Other	1,106	1,184	1,833	1,114	885	671	1,364	1,339	1,582	2,921
Total permits	1,535	1,703	2,344	1,332	1,320	1,065	1,804	1,765	2,041	3,447
Culture and Recreation:										
Libaries										
Circulation	283,848	291,270	300,790	314,162	332,423	218,826	218,826	363,457	485,429	526,844
Holdings	199,040	209,369	225,837	233,379	214,882	222,225	161,239	246,307	274,668	291,473
Number of visits	N/A	N/A	168,233	196,747	193,583	51,220	46,875	70,288	202,067	224,584

N/A - Information not available at the current time.
Source: Various City Departments and State websites.

CAPITAL ASSET STATISTICS BY FUNCTION/PROGRAM

LAST TEN FISCAL YEARS

Function	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
General Government:										
Number of buildings	1	1	1	1	1	1	1	1	1	1
Public Safety:										
Police										
Number of stations	1	1	1	1	1	1	1	1	1	1
Fire										
Number of stations	6	6	6	6	6	6	6	6	6	6
Education:										
Number of grade Pre-K to 8 schools	7	7	7	7	7	7	7	7	7	7
Number of middle schools	2	2	2	2	2	2	2	2	2	2
Number of high schools	2	2	2	2	2	2	2	2	2	2
Public Works:										
Number of facility yards	1	1	1	1	1	1	1	1	1	1
Road miles	115.36	115.36	115.36	115.36	115.36	115.36	115.36	115.36	115.36	115.36
Water main lines (miles)	135	135	135	135	135	135	135	135	135	135
Sewer main lines (miles)	119	119	119	119	119	119	119	119	119	119
Number of cemeteries	2	2	2	2	2	2	2	2	2	2
Culture and Recreation:										
Number of libraries	1	1	1	1	1	1	1	1	1	1
Number of senior centers	1	1	1	1	1	1	1	1	1	1
Number of public parks	26	26	27	28	28	28	28	28	28	28

Source: Various City Departments and State websites.



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Above: The Mystic River provides ample opportunities for kayaking, canoeing, and rowing, as well as walking paths for Medford and neighboring communities. Pictured is a team of rowers on a glorious day.

D. LEED Preliminary Scorecard

Medford High School - LEED v5 Building Design and Construction: Schools

PRELIMINARY PDP SCORECARD

Yes	Maybe	No		Total Possible Points
			Integrative Process, Planning and Assessments (IP)	**1**
☑	☐	☐	IPp1 Climate Resilience Assessment	Required
☑	☐	☐	IPp2 Human Impact Assessment	Required
☑	☐	☐	IPp3 Carbon Assessment	Required
1	0	0	IPc1 Integrative Design Process	1
			Location and Transportation (LT)	**15**
1	0	0	LTc1 Sensitive Land Protection	1
1	1	0	LTc2 Equitable Development	2
1	1	4	LTc3 Compact and Connected Development	6
2	1	1	LTc4 Transportation Demand Management	4
2	0	0	LTc5 Electric Vehicles 10% installed	2
			Sustainable Sites (SS)	**11**
☑	☐	☐	SSp1 Minimize Site Disturbance	Required
1	1	0	SSc1 Biodiverse Habitat	2
1	0	0	SSc2 Accessible Outdoor Space	1
3	0	0	SSc3 Rainwater Management	3
2	0	0	SSc4 Enhanced Resilient Site Design	2
2	0	0	SSc5 Heat Island Reduction white-membrane roof	2
0	1	0	SSc6 Light Pollution Reduction	1
			Water Efficiency (WE)	**9**
☑	☐	☐	WEp1 Water Metering and Reporting	Required
☑	☐	☐	WEp2 Minimum Water Efficiency	Required
1	0	0	WEc1 Water Metering and Leak Detection	1
3	2	3	WEc2 Enhanced Water Efficiency 30% indoor water reduction + outdoor potable water reduction	8
			Energy and Atmosphere (EA)	**33**
☑	☐	☐	EAp1 Operational Carbon Projection and Decarbonization Plan	Required
☑	☐	☐	EAp2 Minimum Energy Efficiency	Required
☑	☐	☐	EAp3 Fundamental Commissioning MSBA mandated	Required
☑	☐	☐	EAp4 Energy Metering and Reporting	Required
☑	☐	☐	EAp5 Fundamental Refrigerant Management	Required
1	2	2	EAc1 Electrification	5
1	1	3	EAc2 Reduce Peak Thermal Loads	5
5	2	3	EAc3 Enhanced Energy Efficiency	10
3	1	1	EAc4 Renewable Energy Solar PV system	5
4	0	0	EAc5 Enhanced Commissioning MSBA mandated	4
1	0	1	EAc6 Grid Interactive Demand Response sequence of operations	2
1	0	1	EAc7 Enhanced Refrigerant Management	2
			Materials and Resources (MR)	**18**
☑	☐	☐	MRp1 Planning for Zero Waste Operations	Required
☑	☐	☐	MRp2 Quantify and Assess Embodied Carbon	Required
1	1	1	MRc1 Building and Materials Reuse	3
2	1	3	MRc2 Reduce Embodied Carbon	6
1	1	0	MRc3 Low-Emitting Materials	2
2	1	2	MRc4 Building Product Selection and Procurement Red List materials optimization	5
2	0	0	MRc5 Construction and Demolition Waste Diversion 95% diversion	2
			Indoor Environmental Quality (EQ)	**13**
☑	☐	☐	EQp1 Construction Management	Required
☑	☐	☐	EQp2 Fundamental Air Quality	Required
☑	☐	☐	EQp3 No Smoking or Vehicle Idling	Required
1	0	0	EQc1 Enhanced Air Quality	1
2	1	4	EQc2 Occupant Experience thermal comfort, daylight optimization	7
1	0	0	EQc3 Accessibility and Inclusion	1
1	1	0	EQc4 Resilient Spaces operable windows in occupied spaces	2
1	0	1	EQc5 Air Quality Testing and Monitoring	2
			Project Priorities (PR)	**10**
			PRc1 Project Priorities	9
1	0	0	Project Priority 1: *PRINc4 Ingrating Energy Modeling in the Design Process*	
1	0	0	Project Priority 2: *PRINc2 Joint Use of Facilities*	
1	0	0	Project Priority 3 *MRpc183 Design for Circularity*	
1	0	0	Project Priority 4 *MPRpc180 Triple Bottom Line-Informed Design*	
1	0	0	Project Priority 5 *MRpc181 Multi-Attribute Structure, Enclosure, Hardscape*	
0	1	0	Project Priority 6 *MRpc185 Multi-Attribute Mechanical and Electrical and Plumbing Products (TBD)*	
0	1	0	Project Priority 7 *Exemplary Performance - Construction and Demolition Waste Diversion (TBD)*	
0	1	0	Project Priority 8 *Exemplary Performance - Reduce Embodied Carbon (TBD)*	
0	1	0	Project Priority 9 *PRpc168 Resilience Information Summary or Regional Priority*	
1	0	0	PRc2 LEED AP	1
			Silver 50-59 | Gold 60-79 | Platinum 80+ (zero operational carbon, full electrification, complete WBLCA)	
57	23	30	Total	110

E. Programming Meeting Minutes

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Administration/ Directors	Meeting Date:	11/12/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, *Principal*
Chad Fallon, *CTE Executive Director*
Faiza Khan, *Director of Math*
Nicole Chiesa, *Director of Humanities*
Michael McLaughlin, *Admin. Assistant*
Maggie Fischer, *Admin. Assistant*
Suzanne Fee, *Director of Visual & Performing Arts*
Katia Marticorena, *Director of World Language*
Rocco Cieri, *Director of Science*
Ghislaine Pinto, *EL Admin. Assistant*

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Directors Overview**
		• All K-12 Directors are housed in the high school - (9) total Directors
		• Admin. Assistants: (3) total for Academics
		  ○ EL has their own admin
		  ○ (6) directors share (1) admin

Item No.	Action	Discussion
		○ (1) admin shared between PE & Health
01.03	Record	**Departmental Functions and Existing Space** • Important for all directors to have dedicated space despite limited time in offices • First year core subject directors are close together PE & Health Director • District-wide responsibilities - visits all schools, checks in with teachers (2 PE and 2 health teachers at HS, plus one adaptive PE teacher) • Purchases equipment and supplies, provides PD, evaluates teachers • Also serves as Assistant Athletic Director and Pool Director • Office across from gym; prefers adjacency to pool and gym Humanities (English/Social Studies) Director • Prefers to be located near book storage room for district-wide materials • Current issue: pipes above storage room causing book damage Visual and Performing Arts Director • Prefers proximity to auditorium and music spaces • Currently there are some travelling music teachers within the district who need a touch down/ “home base” spot. They currently have a small office for them. ○ **MPS to confirm how many spaces are required.** Science Director • Located centrally in science lab area • Near chemical storage room (pharmacy style)

Item No.	Action	Discussion
		Math Director • Need a storage space; currently using a science room for storage of both boos and manipulatives • Would like to be in a wing of the school, ideally on 1st level World Language Director • World Language Department is currently split between floors; prefers adjacency to other core subjects • Shared collaboration space desired Media Services Director • Manages library and tech staff, plus tech support. • Technology classes recently moved to library EL Director • EL Office also houses a testing room and (2) interpreters • Prefers location near main entrance for family meetings • Currently in two small cubes; potential to be part of a Welcome Center • Possible combination with District-wide Nursing functions CTE Administration Office • Ideally located near CTE shop spaces • CTE Office manages exploratory and driver's ed • Storage for student CTE supplies (work boots, jeans, etc.)
01.04	Record	**Other Desired Spaces** • Student support spaces

Item No.	Action	Discussion
		○ Humanities HUB with a writing center at the high school (quiet space to do conferencing, writing and team support) ○ Math department would like a dedicated space for math tutoring ○ Peer to peer tutoring currently happens after school in the lecture hall (with stadium seating). Used to be in the library which worked well, but staffing was cut which is why it was moved to the lecture hall ○ Ideally, there is a Tutoring/Student Hub/Resource Area that has a mix of spaces • Science lab layouts are good, but Director would like better adjacency between Robotics/Engineering CTE shop and Physics labs, and other adjacencies between CTE and related/similar academic science spaces. ○ Especially important for environmental science given the cross-disciplinary nature of the curriculum • Small gallery space to serve as welcoming areas. • Need ways to display student work • World Language would like a computer-based Language Lab • Approaching academics through Project Based Learning • What can be done to the classrooms to support PBL? • Access to a mini-theater or stage • Would like the building to have space to support interdisciplinary courses that MHS currently runs and plans to expand, like History and Art or World Language and Dance. • Painting History currently goes between a classroom and the art room

Item No.	Action	Discussion
		• Would like a yoga studio for decompression, or a type of wellness space
1.05	MHS	**Action Items** • MPS to confirm how many district-wide traveling teacher touch down spots are required.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Counseling and Student Services	Meeting Date:	11/12/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, Principal
Chad Fallon, CTE Executive Director
Tracey Riley, Psychologist
Jason Nascimento, Counselor
Rebecca Matloff, Adjustment Counselor
Nellie Broderick, Adjustment Counselor
Stacey Shulman, Director of School Counseling & Behavioral Health
Megan Taylor, Counselor

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Confirmed staffing: 6 School Counselors, 4 Adjustment Counselors, 2 Psychologists, 1 Admin Assistant • Each House Suite has 2 School Counselors and 1 Adjustment Counselor, and Assistant Principal • 4th Adjustment Counselor is connected to the STEPS Program, which is the hospital reintroduction program

Item No.	Action	Discussion
		• (1) Youth Wellness Coach Officer is at the school twice a week but MHS expects visits to be more frequent in the future. • Have (1) Substance-use and Community based clinician.

01.03	Record	**Challenges and Space Needs**
		• Counselors like having exterior access on each floor of the building.
		• Currently, the Counselors' offices are combined with the faculty lounge and teacher bathrooms, which is problematic due to privacy concerns and a lack of acoustic separation
		• Current size of Counselor offices is good but the long narrow layout of the House suites is a challenge
		• Would like to have one intern work area in each suite
		• Would like to have a dedicated Conference Room in each House Suite
		• First floor conference room is supposed to be the dedicated college and career conference room, but is used for a few different purposes
		• Would like to have the guidance suites near the front of the each House office suite, as well as shared meeting rooms
		• Would like to also have a phone booth for calls in each House Suite
		• STEPS Program
		  ○ Currently located in an interior classroom, which is a good size. However, there are no windows and the room is remote from other programs and areas of the school
		  ○ Classroom combined with an office/conf room space

Item No.	Action	Discussion
		○ Would like to have a toilet room located within the STEPS program ○ Currently have one staff member, but ideally would like to have 2 staff members; an academic lead and an emotional lead. ○ Number of students are increasing, so should plan for 2 separate office spaces for staff ○ Would like a telephone booth for students to take private tele-health calls, since they currently have to find offices for this now. • Current courtyards are nice, but noise is a concern for the classrooms which abut the courtyard • College and Career Space ○ Should be a space where students can get assistance or do work. ○ Could be staffed by teachers or counselors. ○ Colleges and employers could also come here and hold events • AP Testing ○ Currently there is only 1 space - the science Lecture hall - and it can only accommodate 35 students ○ Stadium seating is not college-board approved • Living Lab (Life Skills) ○ A model apartment that is currently connected to the Life Skills programs ○ MHS would like a space like this that is accessible to the general student population • Counselors would like to see academic and CTE space integrated, to move beyond the division that can exist between students and faculty. Challenges that Students Face • The main challenge is the overall physical space

Item No.	Action	Discussion

		• Privacy - some doors have holes in them which are acoustic and visual concerns
		• Can't currently even use white noise machines due to electric outlet limitations
		• When waiting to see a counselor, students are waiting in the hallways - which is both a privacy and an awareness issue for the counselors
		• Information spaces needed
		  ○ Visual posters since students have “email fatigue”, for upcoming events.
		  ○ Could be large screens/ digital displays
		• Students need social spaces which they do not have, aside from the Senior Workspace
		• New quiet cafeteria was just opened this year but need more of these types of spaces for students who are overwhelmed in a large cafeteria, and also for running groups out of.
		• Students need access to outdoor spaces, including outdoor dining.
		• There are students who need an area for prayer, as well as space for students who fast during Ramadan.
		• Also need to make sure there is supervision
		• Sensory room would be a nice resource as a space where staff could bring a student who is in distress.
		• Students could use access to laundry and a space to get ready in the morning
		• Students need access to food outside of breakfast and lunch hours. MHS liked the coffee bar at Waltham HS. This could address food insecurity, but also provide vocational training opportunities for Life skills students
		• Need to support students who need to move

Item No.	Action	Discussion
		• Medford does not have a teen center, so it would be nice if part of the high school serve this purpose • Curtis Tufts coming to the high school is an opportunity for all. Curtis-Tufts should and will have it's own dedicated entry • E-Sports team is a great school activity that is without a dedicated space. • After hours weight room access is tough, as it is remote and is tough to supervise.
01.04	Record	**Other** • Would love to see the culture/history of the school reflected on the walls of the school when students come in – is an opportunity to build up a sense of school pride • Color guard and marching band are proud school groups, but they do not have a lot of visibility as they practice in the parking lots and other students do not see them. • MHS wants to grow the Community Mental Health Program with a Community based Clinician / Substance abuse Suite. o 3-4 offices o Students would use their own health insurance – would only be open to the high school students. o Need visibility into spaces. o Should be near the Nursing suite. o Should have exterior access for ease of ambulance access o Potential additional input to come from upcoming Cambridge Health Alliance discussion

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Library / Media Center	Meeting Date:	11/12/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, Principal
Chad Fallon, CTE Executive Director
Ken Lord, Chief Operations Officer
Maria D'Orsi, School Librarian

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Department Overview**
		• 1 Librarian and 1 Library Aide
		  ○ Additional staff would allow the library to open earlier to better serve students who arrive early or leave late
		  ○ Tough to monitor the large space with only one staff member
		• At the beginning of the year freshmen orientation happens in the library

Item No.	Action	Discussion
		• Technology and Tech Support operates out of the LMC as well • (2) classrooms house tech classes (comp sci and the other is a mix) • The original intent was to have one location where all technology, which is good, but access classrooms to through the library is not ideal

01.03	Record	**Challenges and Space Needs**
		• Would like student-centered spaces:
		  ○ A big area in the middle of the library for student project work
		  ○ A dedicated classroom space
		  ○ Soft seating areas, located in different areas for reading
		  ○ Individual study spaces/rooms.
		  ○ Ideally 2-4 or 6 student types of spaces
		• Would like to have a conference room associated with the LMC or nearby
		• Library does not need to be a completely quiet space, but it would be nice to have quiet rooms
		• Would like to have a café function in the library, as well as student help desk
		• Would prefer to not have the library be a part of the circulation pattern
		• Would like to have access to exterior spaces
		• Chromebooks distribution happens out of the library
		  ○ Need storage and a repair area for Chromebooks
		  ○ 300 devices are distributed at the beginning of the year

Item No.	Action	Discussion
		○ Used senior-returned chromebooks are distributed to teachers as classroom loaners ○ (2) chromebook carts are stored within the library • Community Use of the Library ○ Overeaters anonymous use the space every Sunday ○ Secretaries Union meetings ○ PTO meetings ○ School psychology counsel ○ A lot of use for professional development (both district and school-based PD days). 3 times per month for school based and 5 full day district PD • School PD events happen after school, so there would be students in the building/library at the same time • Book collection ○ Currently the library collection is 8,000 volumes. Anticipate reduction of collection; they would like shelving for 5,000-6,000 volumes. ○ Some separation of non-fiction and fiction ○ Would like to be able to display books “bookstore style”, with covers facing out, so need some extra capacity ○ No reference section, and any important • Student workstations ○ 11-12 stations currently with desktops ○ Center table seating area can accommodate 50 students/teachers ○ Enough chairs currently for 100 plus

Item No.	Action	Discussion
		○ Huge need for charging capacity in the library ○ Could be reduced in quantity • Circulation desk ○ Supplies for student distribution ○ 2 staff computers ○ Size of the current desk could be reduced • Office space for the librarian • Workroom ○ Needs shelving for book donations, storage until summer reading ○ Physical yearbook archive storage (no student access). If there is more than one copy of a year, those are made accessible to the students. Yearbooks are also digitized. ○ Librarians repair books and will need a sink • Zoning: would be ideal to have clearly defined uses in different areas • Currently, 1-2 classes are the max in the library at one time, depending on the class size. It would be ideal to accommodate two classes at the same time if the space was adequate. • Would like the ability to have a large screen/projection area • Location of the library within the school ○ Currently have a great location with it being on the first floor - for access for students and the community. However, would be nice to have direct access from the lobby/ main entrance ○ Needs better signage ○ Would like good access to parking

Item No.	Action	Discussion
01.04	Record	**Makerspace** • Makerspace is currently associated with the Library/Media Center • Used to be office space, but has been converted to a maker space • Has a small sight line from the circulation desk, but could be improved • Maker space was set up just before the pandemic started and hasn't had widespread usage yet • Initiatives so far haven't been successful in getting widespread adoption • No class/elective currently makes use of the space • PBL initiatives will help drive the use of the makerspace • Newer teachers seem to be making more use of the maker space

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Principal, APs, CTE Exec. Director	Meeting Date:	11/12/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
David Blauch
Marta Cabral
Chad Fallon
Alyson MacDonald
Ryan McGowan

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases. • A follow-up meeting with this administrative group is planned at the end of the PDP programming meetings to review and recap.
01.02	Record	**Staff's Pre-existing Concerns** • Lack of "owned" classrooms and compromise on shared teacher planning. • Bathroom access for teachers and privacy needs • Student bathroom pain points and the need for gender-neutral toilet rooms.

Item No.	Action	Discussion

		• Size of CTE shops
		• Culture of being one school:
		  ○ A lot of work has been done over the course of the past three years to merge the schools under a singular identity
		  ○ MVTHS has mostly been removed from most locations through the school, in this effort to move towards "Medford High School"
		• House structure: 3 houses (M, H, S) with (2) counselors, (1) adjustment counselor, and an Assistant Principal; students remain grades 9–12 in same home.
		• CTE Executive Director title to remain as is
		  ○ Director would like to be near the CTE programs. And would prefer having the CTE programs located near each other
		  ○ CTE Director does not currently have an Assistant Principal or Assistant Director after Chad's role shifted to Executive Director
		  ○

01.03	Record	**Challenges and Space Needs**
		• Administrative offices/space distributed across 3 floors
		  ○ Each house has three offices
		  ○ MHS would like to have related conference rooms
		  ○ Used to have admin assistant in each house prior to budget cuts, but would be good to plan for them in the future
		  ○ Ideally would have more coverage over the horizontal circulation paths.
		  ○ Currently, adjacent to the toilet rooms, which is preferred.

Item No.	Action	Discussion

		• Main office is currently on the Second floor. Ideally it would be on First floor adjacent to entry.
		  ○ Should also include: SRO office, welcome area, and a family liaison.
		  ○ Design of the Main Office will be the subject of a future meeting.
		• Dead space - Nooks with no purpose that are rarely, if ever accessed by people. Goal is to eliminate these in a new building
		• Used to have 4,000 students, so building is currently oversized however, quality and types of spaces are inefficient and inadequate for today's needs.
		• Some programs need more space - some have ample space
		• Not enough collaborative spaces for people - people are crammed into smaller spaces.
		• Professional Learning spaces are inadequate for holding groups of 30 people.
		• Remoteness of central house offices
		• Accessibility is an issue – it takes a long time to get anywhere in the school with physical injuries or challenges.
		• Only one way in/out of the site is a huge challenge
		• Not enough community space. There are no spaces that can hold the entirety of the staff. MHS needs community event area where staff can all come together but also bring in other from the district and community.
		  ○ Events include: Athletics, Mustang Family Feud, First Day of School gathering
		  ○ Ideally, would get together as a school once a month or every other month

Item No.	Action	Discussion
		○ Need a District-wide kickoff space where teachers from across the district come ○ Need space for parent meetings where outside community partners can come in - ideally dispersed throughout the school to support students • "Place to hang out" ○ Will require a culture shift for staff to see students walking around ○ Students are allowed to use the theater or gym at lunch (students get the opportunity for open gym time during lunch), but remoteness of those spaces is a challenge and students end up wandering. ○ Need thoughtful placement of shared community space. ○ Senior Workspace ○ Would like high top tables in the cafeteria, outdoor areas, other possible ideas ○ Areas for students should be open, but safety/sightlines also needs to be taken into account • Marta referenced a school she visited in Memphis • Want to activate learning as much as possible • Team likes spaces that have multiple uses (cafeteria in Attleboro is an example of this) • The existing Maker space is an example of space that has a very specific use but doesn't get used much today by the staff. • Cafetorium model can be a very powerful community space that can make students feel valued
01.04	Record	**Other**

Item No.	Action	Discussion

		• How is conflict resolution handled?
		  ○ Restorative approach
		  ○ Circle discussions that are student to student or student to teachers
		  ○ A lot of these conversations happen in the house offices
		  ○ Would be ideal to have additional spaces (like Conference Rooms or Huddle Rooms) across the school to make the resource more accessible/pervasive
		  ○ Would like Restorative Rooms, perhaps one per House
		  ○ Not ideal to bring students into AP/director offices
		  ○ A lot of time in the restorative justice mindset
		  ○ Currently use the BCBA's office when they are not here for this purpose.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Academic Support	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, *Principal*
Stacey Shulman, *Director of School Counseling & Behavioral Health*
Kim Clinton, *Coordinator of Special Education*
Craig Drauschke, *TLP Teacher*
Romario Berneche, *Dean of Student Success*

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Department Overview**
		• There is no formal academic support for the General Ed. population at MHS
		  ○ There is no flex block currently which makes things challenging on the academic side
		  ○ Challenges are a combination of schedule and space
		  ▪ School is running 12-15 courses that are built on the main schedule - for Math and English learners with a teacher that is certified to provide the support

Item No.	Action	Discussion
		○ How can MHS provide support for students that is less formal and closer to their rooms? ▪ Intervention model ▪ WINN - "What I need now" approach ▪ Academic enrichment period ○ Support also provided through a shared teacher planning model • MHS is looking at the potential of creating an academy structure in each house to allow for academic support; need to determine what it would look like
01.03	Record	**Medford Academy** • Alternative academic setting in a secluded area of the building • (2) classrooms: (1) for STEM and (1) for Humanities (ELA and Social Studies) • Academy lounge – soft and comfortable seating ○ Hosts SEL conversations • Afternoon has a work block, often works in the lounge • Students take their 4 core classes in the Academy, but are integrated with the rest of Medford • Currently (14) students - Upper and lower cohort (10-12 students max per cohort) • At first thought, the overall student capacity is 40 students
01.04	Record	**Special Education** • Many students struggle with task initiation, even getting to school • Important to get students settled and in the right mindset to begin the work

Item No.	Action	Discussion

		• Would be ideal to get to full PBL approach, but currently not there with the professional development
		  ○ Space does not support the educational goals (wi-fi, Chromebooks are not reliable)
		  ○ These issues can create significant hurdles for special education students
		  ○ Would like cell phone coverage
		• Ideally, would like to have multiple classrooms in one co-located areas
		  ○ This could also be isolating - so perhaps a compromise is creating two different locations to move between areas
		  ○ Counselors are remote from the educational area; can take 10-15 minutes for a student to get there
		• Craig is a teacher in a therapeutic learning program

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SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming - CTE Proposed Programs	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, CTE Executive Director

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino

Item No.	Action	Discussion

01.01	Record	**Future Programs**
		• Grant process started two years ago
		• Plumbing and IT/ ISSN will be the first two programs
		  ○ Currently, Medford pays for students to go to Minuteman High School for Plumbing, which is expensive
		  ○ Will find out in December whether Plumbing will get funding.
		  ○ Potential options for Plumbing space at the current MHS include the former Culinary Arts space, or part of the Girls' Locker Room (which has been abandoned).
		• Initially, MHS considered Veterinary Science but was replaced with ISSN
		  ○ 15 students: 1 teacher
		  ○ Temporary space will be located between Graphic Design

Item No.	Action	Discussion
		• Dental Assisting • Protective Services and Criminal Justice: should reach out to Liz Bennett in case the program does not get implemented during the 2026-27 school year
01.02	Record	**Expansion of Existing Programs** • Automotive Technology • Cosmetology • Electrical • Health Assisting • Metal Fabrication

01.03	Record	**CTE Administrative Office Suite**
		• CTE Office staff:
		  ○ (1) FTE for Budget/Finance
		  ○ (0.5) FTE shared with Main Office currently, but design team should plan for a full time Admin. Assistant.
		• (1) CTE Executive Director
		• NEASC recommends having an Assistant Director, and (2) FTEs
		• Up until two years ago, there was a Principal Director and an Assistant Director, until the Asst. Director resigned.

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SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – English	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, *Principal*
Nicole Chiesa, *Director of Humanities*
Nicole Sanford, *ELA Teacher*
Cheryl Giordano, *ELA Teacher*

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • English, along with Social Studies, is part of the Humanities Department. • (2) Co-taught ELA classes, with Special Education (Kim Clinton to confirm the number)
01.03	Record	**Pedagogical Approaches** • Lots of variety in the types of instructional activities, like student presentations, group and pair work (5-6 sometimes, 12 sometimes), Socratic seminars, and simulations (model UN etc.) • Rectangular room geometry makes the use of group work

Item No.	Action	Discussion

		• Attached desk and chair furniture setup makes the flexibility of classroom work challenging
		• Some Chromebook work, but technology consistency and wi-fi reliability is intermittent so much of the instruction is on paper/hard copies
		• Department does co-teaching with Special Ed instructors in the same classroom.
		  ○ Could use additional adult resources / furniture
		  ○ One goal of the co-teaching is to provide in-room support services
		• Humanities has a co-taught interdisciplinary class (ELA and social studies)
		  ○ Uses two classroom spaces. Students have a double block class and can move between the two different spaces (gives students a sense of independence as they flow from one space to the next)
		  ○ Could make use of two classrooms with a moveable partition between them. Classrooms are currently across the hall from one another

01.04	Record	**Challenges and Space Needs** • Co-teaching: Hard to do parallel teaching with two teachers in a small space, due to acoustics of two teachers talking in a small space • Would like to have a Humanities Hub with small stage area for final project debates • Department has concerns about making classroom spaces feel like they are personalized to welcoming for the curriculum, projects and teachers • Student murals are located throughout the school – a great way for students to leave a mark in the building and create an authentic school culture • Would like to have a smaller space for guest lecturers and smaller productions (black box type space)

Item No.	Action	Discussion
		○ Currently have lecture hall spaces - but are used for "study hall" spaces in lieu of substitutes ○ As a result, the Lecture Hall is associated with boredom. Students should associate a different large group instructional space with exciting activities. • Need opportunities to create a sense of student belonging ○ Would like more ways to display student work but the Fire Department has concerns and tells school to remove work from walls ○ Some classrooms have a student wall of fame • Medford Academy: Having a mixture of student seating options in one space is valuable to help change mindsets • Having outdoor learning environments are tremendously valuable to support curriculum
01.05	Record	**Interdisciplinary Collaboration and Adjacencies Desired** • Humanities is a co-taught and an inherently interdisciplinary class (ELA/Social Studies) ○ Medford Academy is also inherently interdisciplinary (ELA/Social Studies) ○ Would like ELA & Social Studies teachers located closer to one another • Increased adoption is viewed moving forward and more co-teaching opportunities should be coming for grades 9/10/11 • Wary of avoiding silos in the new school of departments that have a very strong individual cultures

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Health and PE	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, *Principal*
Carla Andrew, *Adapted PE*
Matt Galusi, *PE*
Lauren Bandoian, *Health and PE*
Rachel Perry, *PE and Health Director*

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • (4) teachers and (1) Director • PE meets twice a week for a semester • Currently run (3) sections (max) at the same time • Students can opt out of PE if desired • Health meets once a week for Freshmen, and twice a week (for the whole year) for Sophomores/ Juniors/ Seniors
01.03	Record	**Pedagogical Approaches**

Item No.	Action	Discussion
		• Freshmen year - Foundational fitness taught • Co-teach adaptive PE and offer unified teams like Best Buddies • Yoga is offered but interest fluctuates • Pool: lifeguarding class, and students must take a swim test • Health: worksheets, project, posters, nutrition/ healthy cooking

01.04	Record	**Challenges and Space Needs**
		• PE spaces feel disjointed and separate from each other
		• Gym:
		  ○ PE shares the gym during school day because other MHS students can use the gym during lunch/free time.
		  ○ MHS likes the size of the gym today but it is not well organized for how classes are taught, and it has poor acoustics (is too loud for some students)
		  ○ MHS doesn't use the two halves of the gym simultaneously
		  ○ Would like to see a track incorporated - even if it's an elevated walking loop
		  ○ Gym is too loud for some students
		  ○ Would like direct access to the gym from outside
		  ○ AV: Need ability to show movies/videos, maybe in a classroom space.
		  ▪ SMMA: Could a team room that has a screen / tv work? MHS: Yes possibly
		• Pool: Lifeguarding.
		• MHS likes the Fitness center "excellent" with indoor turf

Item No.	Action	Discussion

		• Would like a Multipurpose Room for yoga/dance
		• Would like rooms with higher ceilings
		• Locker Rooms:
		  ○ Most students do not change. Only need a spot for students to put their belongings.
		  ○ SMMA to plan for around (30) PE lockers
		  ○ Locker Rooms are mostly used by athletic teams.
		  ○ Would like direct access from locker rooms to Gym - locker Rooms being on a separate floor are problematic
		  ○ Need some all-gender changing space, that also has some lockers.
		• PE Instructors' Offices: currently accessed through the Locker Rooms
		  ○ MHS would like the offices to be accessible to everyone – prefer a set up like the McGlinn and Andrew schools. Or like the Pool locker room set up.
		• Storage Room: would like easy access to equipment room for each of the PE spaces
		• Health: (3) classrooms, (2) main
		  ○ Would like space to be more relaxed
		  ○ Need locked storage
		  ○ Sinks
		• Would like Athletic Training to happen in a space with Sports Medicine elements, like taping tables.
		• Outdoors
		  ○ Turf at fields is old
		  ○ Would like to have bathrooms by the fields

Item No.	Action	Discussion
		○ PE department uses the Fells for PE throughout the year (for example, students will use snow shoes during winter walks)
01.05	Record	**Interdisciplinary Collaboration and Adjacencies Desired** • Special Education and Accessibility ○ Would like a Sensory Room off the Gym, maybe shared with OT/PT ○ MHS anticipates a lot of students in wheelchairs coming up from the younger grades ○ Would like bathrooms with Hoyer lifts and adult-size changing tables
01.06	Record	**Other** • General: want interior ramps and not being reliant on elevators ○ SMMA: refer to elementary school in Easton ○ Or ramps on the exterior on every floor because of the large amount of square footage that ramps take up

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SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Cosmetology	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, *CTE Executive Director*
Sheila Freitas-Haley, *Asst. Principal of Operations and Engagement*
Curtis Jackson, *Metal Fabrication Instructor*
Reid Moulis, *Metal Fabrication Instructor*

SMMA
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • (2) Instructors but should be planning for a 3rd instructor • Lot of growth over the course of the past few years. Program was previously underenrolled and it is now thriving. • 9th grade Exploratory: Max of 12 students • (24) students grades 10-12 • Never more than (20) students in the shop at one time, but there could be (30) if a 3rd teacher is added

Item No.	Action	Discussion
		• A/B schedule

1.03	Record	**Challenges and Space Needs**
		• Would like an increased storage area - currently has an outdoor light metal shed that houses small tools
		• Currently have a dedicated related classroom, but it is not located adjacent to the shop, which is not ideal.
		  ○ Need a related classroom for (20) students, with proper AV setup.
		• Current shop is good but is getting tight with the number of students
		• Currently have (10) welding booths. Would like (20) booths - one for every student in the shop
		• Machine shop area is crowded. Would like it to be bigger to include:
		  ○ CNC, plasma table, and mills
		  ○ Cold working area for sheet metal bending and drilling
		  ○ Mid-welding/stick welding and extraction area
		  ○ TIG welding/cleaner - has a 4x10/5x8 worktable
		• Need larger sheet metal area to accommodate 20' long pipes
		• Would like project areas with large tables
		• Would like a tool room
		• Would like an outdoor work pad.
		• Would like an overhead door for ease of moving materials
		• Need dedicated toilets and changing rooms (students change into given clothing).

Item No.	Action	Discussion
		• Need (1) locker per student (including 9th graders during 2nd semester) for a total of (42) lockers to hold boots, gloves, outfits, and weld shields. • Coat hooks needed for exploratory students (12) – are they necessary if there are lockers available?

1.04	Record	**Interdisciplinary Collaboration and Adjacencies**
		• Would like to be near other construction-related programs
		  ○ Construction, Carpentry, Electrical
		  ○ Automotive and Robotics collaborations have occurred in the past

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SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Students	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, Principal
Sydney, Student
Gauri, Student
Cooper, Student
Sofia, Student
Bia, Student

SMMA
Rosemary Park
Matt Rice

LeftField PM
Matt Gulino
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Student Experience Mapping** • Students felt most comfortable in: ○ Library - quiet for relaxing, friends are there, printing capabilities. ○ CTE Shops ○ Band room - a lot of time spent in the room, so there's time to become familiar with everyone, and good relationship with instructors

Item No.	Action	Discussion
		○ Gym and Weight Room – for those involved with Athletics, during team practices and weight training with teammates ○ Homeroom ○ House Offices • Students felt most engaged in: ○ Art room (A203) - welcoming due to the high ceilings and natural lightings ○ Lecture Hall - time to do work while teachers are out ○ Boys' Locker Room - a lot of time spent here (with athletic team) ○ CTE Shops - a lot of time spent here so there are good relationships with peers and teachers ○ Stage/ Music Wing Hallway/ Band Room for those involved in Performing Arts ○ Biology Lab (B305) ○ Gym • Students felt most stressed in: ○ Bathrooms ○ Cafeteria - loud, lots of people, very crowded ○ Lecture Hall - too big and a lot of people, there are some people who can't focus because some people are talking vs. working ○ Girls' Locker Room ○ Hallways/Corridors – too crowded and rushed ○ Classrooms • Students felt most connected to peers in: ○ Library

Item No.	Action	Discussion
		○ All three cafeterias where they have the ability to interact with friends ○ Gym, doing physical activity ○ Senior cafeteria - chill with ping pong tables and couches. It's a nice alternative to the lecture hall ○ Auditorium – for those involved with Performing Arts ○ Gymnastics Room
01.03	Record	**Obstacles/Barriers to Effective Learning Today** • Unreliable Wi-fi • Bad furniture/broken furniture/too high or low (a lot of them are too low, or do not have enough space between seat and underside of desk) • Not enough natural light and open space • Noise during the day from construction • Large temperature variations from one space to the next • Science labs have stools with no back which are very tough ergonomically after a long amount of time. Thermostats are locked. • Overly bright artificial lighting • Students often late to classes given the amount of distance between classrooms and only 3 minutes for transition time. • Sometimes classrooms are too narrow (by maybe 2 feet), especially with people in them. • Lockers are not widely used (only some are used) • Shops lack adequate materials. Seniors need to teach freshman exploratory, because there are no teachers for some shops in 2nd or 3rd periods (Health Assisting specifically)

Item No.	Action	Discussion
		• Would be good to have some of the quieter shops farther from the noisier shops
01.04	Record	**Keep, Lose, Wish** • I think the school should **keep**... ○ Gym ○ Lecture Hall ○ Open Courtyard - access to vegetation, opportunity to get fresh air ○ Library - overall good size and a good variety of seating. Students like that it is divided into different zones ○ Easy access to the pool and synthetic turf ○ Senior cafeteria - place to meet with friends ○ Variety of clubs ○ Large enough music spaces ○ CTE shops ○ Gym access during lunch ○ Multiple dining areas; students like having multiple cafeterias - might also work with different zones in one larger cafeteria. ○ Pool ▪ One swim test at the end of freshman year, but most students opt out of the test for a lower grade ▪ Swim team, rowing use ▪ After hours community use • I think the school needs to **lose**.... ○ Overall design and appearance of the school; feels like a prison

Item No.	Action	Discussion
		○ Railing outside at the bus pickup/drop-off is humiliating and awkward for students. Crushed feeling for students, exacerbated when it is raining ○ Poor site traffic design; traffic leaving school is horrible, and arrival is also challenging ○ Buses should be organized better ○ Ceilings ○ Bland appearance of the school ○ Bright and harsh lighting ○ Bathrooms ○ The dirt field • I **wish** the school had… ○ Better bathrooms and more bathrooms that were actually open during the day ○ Cleaner school ○ Better wi-fi ○ Open places for student congregation – creates connections but also a place to "be" ○ Better water fountains ○ Better lunch menu ○ Vending machines ○ Diversity ○ Enough space for all sports teams to have practice (ex: Marching band practices in the parking lot) ○ Longer lunch periods ○ Open cafeteria ○ Better practice field for football (turf)

Item No.	Action	Discussion
		○ More opportunities for charging ○ Improved nurse's office - Potential of having remote nurses offices on different levels to make those services more accessible ○ Main office and Nurse should be on the first floor near the ground ○ More elevators ○ More instruments to learn
		Bathrooms • Some bathrooms don't have mirrors, just metal plates • Stalls themselves are cracked • More than half of the bathrooms are locked during the day ○ CTE bathrooms are locked ○ Best bathrooms should always be unlocked • Only select bathrooms are in good functional condition • Some toilet rooms are used as a storage room • Need larger toilet rooms, in better condition, with better lighting • A lot of vaping occurs in the toilet rooms

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – World Language	Meeting Date:	11/13/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School	SMMA	LeftField PM
Marta Cabral	Rosemary Park	Matt Gulino
Monica Canetta	Matt Rice	Adele Sands
Leanne Cirigliano		
Katia Marticorena		

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • (9) teachers total: (2) Italian, (2) French, (5) Spanish. • No plans yet on adding additional languages
01.03	Record	**Pedagogical Approaches** • Students begin with 'turn and talk' (1–2 minutes in pairs), then share with teacher. • Proficiency-based testing via external provider (listening, reading, writing, speaking). • GLEAM professional development in place. • Learning is student-centered: focus on tasks and products.

Item No.	Action	Discussion
		○ Project-Based Learning (PBL) methodology; most project work occurs in class. • Need classrooms to be flexible in set ups for group work and movement. • Would like gallery space to showcase student projects • Department has frequent AV technology needs, like Zoom calls with other countries and music integrated into lessons.
01.04	Record	**Challenges and Space Needs** • Phones placed in caddies • Need better light control from exterior windows. • Would like purpose-built project spaces - students often work in hallways • Need consistent classroom sizes with flexible layouts • Would like dedicated bulletin boards and standardized display surfaces for clarity • Department currently does some food activities (like assembling tiramisu or affogato) that do not require actual cooking but it can be messy and would be much easier in a kitchen environment. MHS would like the ability to expand opportunities for cooking to provide more cultural immersion. • Need a shared language lab for World Languages: ○ Accreditation tests and Seal of Biliteracy tests (Apple Test). ○ AP testing currently in science lecture hall; language lab could serve multiple departments. ○ Other potential uses for a Language Lab: PBL uses for other academic disciplines, as well as an AP testing location for other departments. • Hard to find space that can accommodate the Latin American Dance activities.

Item No.	Action	Discussion
		• Centralized storage needs: books, laminator.

01.05	Record	**Adjacencies Desired**
		• Proximity to EL classes preferred.
		• Would like to be close to Art department for access to art supplies. Access to a makerspace with materials would also work.
		• Collaboration opportunities:
		  ○ Visual and Performing Arts: Latin American Music and Dance class. Used to use the theater. Would like access to art materials.
		  ○ Media and Tech: CTE teacher goes to World Language classrooms
		  ○ English: Macbeth - saw the opera and worked with English department

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Automotive	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, *CTE Executive Director*
Sheila Freitas-Haley, *Asst. Principal of Operations and Engagement*
Brian Cassidy, *Automotive Tech. Instructor*
Ron Ladue, *Automotive Tech. Instructor*
Scott Sproul, *Automotive Tech. Instructor*

SMMA
Rosemary Park
Matt Rice

Karen Maguire, *Superintendent at Tri-County Regional Vocational Technical High School*

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • 280 of the 320 freshmen this year are enrolled in CTE Exploratory • (3) Instructors but MHS think a 4th teacher should be considered for the future, with anticipated growth of program. • Program works on an A/B Schedule • (46) students currently in grades 10-12 • Currently have a wait list for the program - program has grown a lot

Item No.	Action	Discussion

01.03	Record	**Challenges and Space Needs**
		• Shop Space
		  ○ Currently have 8 bays and shop size is ideal (had recent renovations and improvements)
		  ○ Can separate the freshmen/sophomores from juniors/seniors
		  ○ Co-authored a grant (capital skills grant) to get updated equipment for EV learning - individual boards for students Section for engine learning - Intro to hand tools and power tools
		  ○ Currently have floor exhaust vents but want overhead ventilation flex system
		  ○ AV Needs: Would like a teaching surface per section taught in the shop for a total of 3 teaching surfaces.
		• Electrical Vehicles: Recently received a $404k grant for new equipment
		  ○ Will include an adjustment to EV learning
		  ○ AET Labs
		  ○ Includes EV learning boards/kits
		  ○ Would like to add (2) EV bays and EV charging stations in the shop
		  ○ There are two currently EV chargers onsite, located outside the auto tech space
		• Related Classroom needed adjacent to shop
		  ○ For theory and presentations, and visiting reps/outside partners.
		  ○ Have demonstration cart for scissor lifts, and small demo car
		  ○ Show and tell.
		  ○ Need Exhaust vent, line for compressed air, for tool demonstration

Item No.	Action	Discussion
		○ Provides an opportunity to connect more with students with discussion before going into the shops • Need staff office for (3) people • Need designated changing facilities, hand basins and restrooms, as well as lockers. • Parking ○ Want (20) parking spots with some EV chargers ○ Currently have (8) parking spots for customers. Would like to add (2) for a total of (10) customer parking spots. ○ Currently have (10) shop cars ○ Need a place for scrap tires and scrap metal ○ Prefer to have drive-thru entry and exit • Would like a place for hazard waste ○ Waste oil is disposed of in a large 250 gallon tank located inside the shop, with ventilation, but could be located outside, if protected. ○ Solid waste ○ Used batteries • Would like to have scissor gates that extend across the bay door openings to secure them while the doors are open • Lifts ○ (1) drive-on lift for alignment, two-post lifts ○ Would like (2) in-ground lifts at EVs because access to many parts of the car can be obstructed by posts. • Air compressor currently above the floor ○ SMMA: often does a centralized air compressor for noise mitigation

Item No.	Action	Discussion
		○ Currently use Quincy compressor • Storage needed for tools that aren't used daily
01.04	Record	**Interdisciplinary Collaboration** • Electrical: students are often coming in and helping. Electrical students could install the future EV chargers in the shop • CCL: has come in and put up shelving • Biotech and Metal Fab: Biodiesel go-cart (Welding program was also involved) • Welding: Swap and conversion of engines and welding showed how to bend pipe and customize • Math and Science: Precision measuring and conversion on fractions: Automotive helping students out who may be having a disconnect with math concepts or chemicals with Science
01.05	Record	**Other** • Public access and Customer Interaction ○ Teachers and Medford residents drop cars off ○ Would like an area in shop like Essex Tech, where customers get checked in where they get service advice, secure area, like in a typical auto shop. ○ Students could be put on rotation in a small reception area, that also has visibility from the shop and office ○ Payment - Square system at the shop • Potential for car show in spring • Partnership with Second Chance Cars ○ Work with Dan Holland ○ Collaborations with other 10 vocations schools ○ Roundtable each year

Item No.	Action	Discussion
		○ Currently have two cars in the shop ○ Dedication to a former student – Raymond O'Brien tool crib • Doing a car show - multiple programs • Work with Lift Works (Sullivan Tire, Hunter equipment) - Rich Maguire or sometimes Chem Nut • Snapon • Would like to show the rest of the school see Auto students working

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Biotechnology	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, *CTE Executive Director*
Sheila Freitas-Haley, *Asst. Principal of Operations and Engagement*
Norm Rousseau, *Biotechnology Instructor*

SMMA
Rosemary Park
Matt Rice

Karen Maguire, *Superintendent at Tri-County Regional Vocational Technical High School*

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • (2) Instructors currently • (34) students currently in grades 10th-12th • (24) in 10th grade, (10) in 11th-12th grade • Program works on C Schedule – Period 1-3 are exploratory (9th grade). Period 5-7 are 10th-12th grade instructional periods. ○ Tough to find co-ops because only available for 1/2 the day

Item No.	Action	Discussion
		○ Addgene - Usual partner ○ Would like to do something with Sanofi • Goal is to train students to go into the industry (at entry level lab programs) or academics • Program was started 10 years ago, originally was a part of the Science department • Seeing big increase in enrollment in this program • Had to expand into the other classroom (currently take up two classrooms) • More emphasis on biomanufacturing, as it is a viable pathway for students to go into field immediately after high school ○ Historically, most students go to college ○ Need a lab that reflects what Biomanufacturing requires ○ Students see the need to be grouped with other CTE programs
01.03	Record	**Challenges and Space Needs** • Shop Space ○ A lot of equipment needs - need enough power, including overhead power ○ Fume hoods - at least 4-6 ▪ Would any want to be solid back? Or double/see-through? ○ Autoclaves ○ -180 C freezers ○ Dishwashing ○ Mobile desks / lab benches - common shared equipment can be on fixed stations. Setups are now modular and more flexible

Item No.	Action	Discussion
		○ Prep Room needs incubators, freezer, dishwasher, chemical storage (currently shared) ○ In lab or related classroom, would like dry-erase walls or large mobile markerboards ○ Replicate Clean Room environment, similar to Davies Tech High School. MHS to confirm what level of Clean Room is needed. • Related Classroom needed ○ If they needed a space where all 3 grades needed to be in the same space, related classroom would be good to have ○ Instructor likes the way the Robotics & Engineering space is set up • Need staff office for (2) people • Would like to have designated toilets, or at least proximity to toilets. Also, would like access to drinking water. • Would like direct access to ground level ○ Use the Fells for environmental sampling • Would like to display student work • Other storage needs: ○ Need coat hooks for lab coats and backpacks for (60) students. ○ Safety Glasses and gloves • Use of other spaces: ○ Occasionally use the Science Lecture Hall for guest speakers or joint-class or lab activity, with Health Assisting
01.04	Record	**Interdisciplinary Collaboration** • Robotics and Metal Fab: aquaponics system • Auto, Culinary, Metal Fab: Bio-diesel go cart

Item No.	Action	Discussion
		• Students will conduct labs in Science classes - like in Biology and DNA sequencing • Would like to maintain access to Chemical room • Ideally located with both CTE and academics

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Business Marketing	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, *CTE Executive Director*
Sheila Freitas-Haley, *Asst. Principal of Operations and Engagement*
Dylan Pella, *Business Marketing Instructor*

SMMA
Rosemary Park
Matt Rice

Karen Maguire, *Superintendent at Tri-County Regional Vocational Technical High School*

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • (1) Instructor currently • (20) students currently in grades 10-12 – size of classes are limited by the staffing model • Seniors are on co-op • (1) laptop per student. Laptops are kept in the classroom. Use software like Canva and Microsoft programs. • Program works on C Schedule

Item No.	Action	Discussion

		• Would like students to be able to do prototyping – want to do a project like a Shark Tank episode.
		• Has helped the class of 2029 make t-shirts
		• Business Marketing program runs the Mustang Mall (school store):
		  ○ Currently located in the Bistro
		  ○ Open Tuesday – Friday, 11:30 – 1:30
		  ○ Sell apparel
		  ○ Students rotate through shifts on the four days
		  ○ Students also manage an online store
		  ○ Have used a mobile cart in the past to sell wares
		  ○ 2 weekly meetings about the Mustang Mall
		  ○ Working in small groups 4-5

01.03	Record	**Challenges and Space Needs**
		• In general, need more space because (3) different grade levels are being taught at the same time (different activities happening at once).
		• Space lacks adequate power.
		• Classroom needs:
		  ○ Would like a larger classroom
		  ○ Would like differentiated seating opportunities within the classroom
		  ○ Majority of what the program produces is digital - digital display device/screen would be ideal
		• Mustang Mall needs:
		  ○ Apparel racks, display table, storage for different sizes of apparel, cash register towards the back with an integrated display, glass display case, and mannequins

Item No.	Action	Discussion
		○ There is currently a small mock Mustang mall in the classroom to show students is what is done now, but would prefer the opportunity to bring freshmen (15 max) into the actual mall (for Mustang Bootcamp) • Need staff office for (2) people • Would like to have designated toilets, or at least proximity to toilets. Also, would like access to drinking water. • Would like to display student work – would need digital display device/screen • Other storage needs: ○ Need coat hooks for lab coats and backpacks for (60) students ○ Safety Glasses and gloves • Use of other spaces: ○ Sometimes go out into the Fells for field sampling – would be nice to have direct access ○ Occasionally use the Science Lecture Hall for guest speakers or joint-class or lab activity, with Health Assisting
01.04	Record	**Interdisciplinary Collaboration** • Ideally located near other retail CTE programs ○ Graphic Communications: work closely with the program to produce things in-house, would like to be closer to them ○ Film/TV ○ Would like to collaborate with other retail programs like Culinary • MHS: Ideal setup would have the school store adjacent to the classroom space

Item No.	Action	Discussion

		• Business Marketing produces shop uniforms for other CTE programs. Would like to produce the t-shirts through silk-screening
		• Community Partnerships:
		  ○ Outside visitors come into the Business classroom
		  ○ Would like to partner with a bank for bank teller opportunity
		  ○ Working for the City of Medford as an internship
		  ○ Chamber of Commerce
		  ○ Medford Engineering
		  ○ Medford Public Schools Finance Department
		  ▪ Worked on the grant to get vape detectors in the school
		  ○ Would like to partner with realtors and teach more about real estate
		  ○ Have worked on projects for outside groups, like Patriot Place
		  ○ Marketing of the other CTE programs
		  ○ Potential upcoming collaboration with Puma

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Carpentry	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, *CTE Executive Director*
Sheila Freitas-Haley, *Asst. Principal of Operations and Engagement*
Bret Marciano, *Carpentry Instructor*
Mark Lumino, *Carpentry Instructor*

SMMA
Rosemary Park
Matt Rice

Karen Maguire, *Superintendent at Tri-County Regional Vocational Technical High School*

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Department Overview**
		• (1) Instructor currently
		• (14) Freshmen
		  ○ Hands-on training, log hours on hand tools and power tools then move onto a small skill-building project, like a stool
		• (14) Sophomores
		  ○ Students start working on OSHA 10 certification.

Item No.	Action	Discussion
		○ Build a scale house. Usually build (7) houses which are each 4'x4'x8' • (15) Juniors & seniors (potentially 24 next year)- make custom sheds for homeowners and gain experience in every aspect of the design and construction ○ Involves a site visit, and meeting with the client ○ Sometimes sheds can be built on a slab (created by construction craft laborers) ○ Material selection with the client (will typically match siding to the house) ○ Built as a house (in terms of robust construction) vs. a shed ○ Plans are hand drawn ○ Students assemble materials/stock list - procure from local lumber yard and/or Home Depot ○ Leave school at 8am and return at 2pm ○ (2-3) sheds are created every school year, in addition to completing projects around the school and the City • A/B Schedule • Prepare students for construction level carpentry, not just small woodshop projects • Program does not do cabinetry making/millwork - carpentry focus • MHS sees potential for integration with CADD software in the future
1.03	Record	**Challenges and Space Needs** • Shop is run like a business (example: students cannot be outside if it's colder than 32 degrees). • Shop: size is optimal, but it is given that 11th/12th graders also use related classroom

Item No.	Action	Discussion

		• Ideally has a mix of fixed and flexible stations/work areas
		• Equipment
		  ○ SawStop table saw
		  ○ Two large benches with miter saws
		  ○ One large power planer and joiner (not used as frequently but they are necessary)
		  ○ Need a replacement dust collection system
		  ○ Currently there is good access to get things in and out of the shop
		• Would like an outdoor workspace as long as students don't wander
		• Could have lumber storage outside
		• Would like to have a student bathroom adjacent to shop space
		• Need changing facilities for sophomores primarily. Changing is not required for freshmen, and juniors and seniors come to school already dressed appropriately.
		• Student storage
		  ○ Currently have a cubby system
		  ○ Shared hand tool resources
		  ○ PPE (long pants, boots, shop shirt or sweatshirt program branded apparel, eye protection, optional ear plugs, hard hats for shed site)
		• Need a related classroom; used by 11th/12th graders on Mondays, Wednesdays, and Fridays.
		  ○ Currently classes use paper in small classroom due to poor wifi. With more reliable wifi, would switch to more electronic methods

1.04	Record	**Interdisciplinary Collaboration and Adjacencies**

Item No.	Action	Discussion

		• Important vocational adjacencies:
		  ○ Electrical, as they also work on the house projects
		  ○ Construction Craft Laborers
		• Would like easy access to copy machines
		• Majority of students (greater than 50%) are on an IEP; would be helpful to be near student support services and School Counselors
		• Would be good to be near the academic teachers, especially the ones on the CTE side.
		• Community work:
		  ○ Wheelchair ramps for Citizens in Need
		  ○ City of Medford projects:
		  ▪ Make cubbies for elementary schools

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Construction Craft Laborers	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, CTE Executive Director
Sheila Freitas-Haley, Asst. Principal of Operations and Engagement
Glen Noble, CCL Instructor
Jeremy Collazu, CCL Instructor
Ralph D'Alleva, CCL Instructor

SMMA
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • (3) Instructors • A/B Schedule • One of the most popular programs – there is always a waitlist. • (15-20) Freshmen will be placed. ○ 1 period a day / 2 different groups - no time to change. Basic safety and common knowledge, tool assessment, and basic labor.

Item No.	Action	Discussion

		• (15) Sophomores
		  ○ 2 periods a day, meet everyday
		  ○ Students change (boots, pants, shirt, belt)
		  ○ Students start working on OSHA 10 certification.
		  ○ Work on small masonry projects, as well as introductions to scaffolding. Introduction to all skills that a student may encounter as a junior or senior. Same projects get more developed/complicated as students move up through the years
		○ (24) Juniors/seniors (can be up to 28-30)
		  ○ Students meet all day, on/off weeks
		  ○ Projects include concrete pours, landscaping, shed projects, repair, practical upkeep and maintenance of the grounds, 2-3 levels of scaffolding
		  ○ Goal is to be proficient in any of the skills
		• In the field, kids are learning how to add inverts, work on simulated cranes, and get their 2A-1C license

01.03	Record	**Challenges and Space Needs**
		• Ideal space would be a safe simulated space like the Laborer's Training Center in Hopkinton (300 yard x 200 yard building).
		  ○ Would like this type of space because of the scaffolding built each year – 60'-70' long x 60' wide x 12' high. Currently this is built in the field at the top of the hill onsite. Simulated heat for winter conditions, and the students will pour concrete for this.
		• Shop Needs:
		  ○ Need to accommodate (30) students in shop

Item No.	Action	Discussion
		○ Larger space to operate machinery (to help students get licenses but also have experience using them) ○ Need good ventilation system/tools outfitted for dustless system ○ Backhoe is stored in shop ○ Training for scissor lifts and boom lifts, and potential for storing sample versions of lifts ○ Would like outdoor storage ○ Harness training • Storage ○ Need a larger tool crib than existing. Ideally is 25'x 10' for storage of power tools, hand tools, and PPE (existing PPE storage room is 6' x 12') ○ Need combustibles storage for diesel, gas, propane, cylinders in the heat, oxygen and acetylene • Simulator machines could be good for 10th grade prior to getting on the machines, although this does not replace need for experience for actual machines for upperclassmen. Will need quantity and specifications of the simulators. • Need a related classroom for 28-30 students • Need an outdoor workspace • Need parking for 2-3 shop vehicles, 2) trucks and (1) quad – currently store in a garage • Need office for (3) staff • Need dedicated bathrooms and changing rooms. • Need access to a washer and dryer (currently have them in the shop). • Need (45) student lockers (1 per 10th-12th grader since freshmen don't change) sized at 18" wide x 6'-

Item No.	Action	Discussion
		0” tall to hold hard hats, boots, pants, and long sleeve shirts.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Cosmetology	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, CTE Executive Director
Sheila Freitas-Haley, Asst. Principal of Operations and Engagement
Julianne Mauro, Cosmetology Instructor
Lucas Cardozo, Cosmetology Instructor

SMMA
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Department Overview**
		• (2) Instructors currently but will be getting a third
		• Cap is (12) students per instructor
		• (15-20) Freshmen will be placed.
		  ○ 4 days cycle for the students, where they focus on safety, hair, skin, nails. Start with braiding.
		• (12) Sophomores.
		  ○ Review of safety and previous year, manicures, facials, makeup, hair color theory, hair cutting (a

Item No.	Action	Discussion

		little), and textured hair (instructors would like to expand this more)
		• (22) Juniors/seniors (can be up to 24).
		  ○ Hair cutting, coloring, foils, chemical straightening, perm, waxing, manicures, gel and acrylics
		  ○ By mid-junior year, students are seeing clients, and doing basic colors and cuts
		  ○ By middle of senior year, students reach their required 1000 hours
		• In the future, would like to include the following curriculum:
		  ○ Pedicures
		  ○ Extensions
		  ○ Lace-front wigs

01.03	Record	**Challenges and Space Needs**
		• Existing space is very small
		• Would like (2) separate rooms, with a shared dispensary area
		  ○ One room for 9/10 and one room for 11/12
		  ○ Would like to have the sinks distributed between the two areas
		• Would like a separate salon area
		• Salon area should be nicely set up – there's an experiential benefit to both students and patrons.
		• Would like flexible styling stations – instructors mentioned Tony and Guy School as an example.
		• Would like (6) pedicure stations – ideally have dedicated chairs that are not attached to foot baths (portable pedicure stations). Would like massaging pedicure stations

Item No.	Action	Discussion

		• Would like a separate table for facials
		• Would like freestanding sinks that staff could stand behind
		• Reception Area
		  ○ Comfortable waiting area - for up to 4 or 5 people (this might increase if the number of staff is raised to three)
		  ○ Computer software for appointments
		  ○ POS equipment and phone
		  ○ Refreshment station
		• Need better storage
		• Need supplies to support extension and wig activities
		• Equipment:
		  ○ Hair stoves
		  ○ Curling irons and other hot tools
		  ○ Hot combs for silk press
		• Need a related classroom for (24) students
		  ○ Currently use the related classroom as the mannequin room for the sophomore space (used as a small salon space). Not ideal for makeup and facials as there are no mirrors.
		• Would like a dedicated area for facials and skincare, potentially with a tie-in to make up.
		• Storage:
		  ○ Nails
		  ○ Hair
		  ○ Mannequins
		• Need office for (3) staff

Item No.	Action	Discussion
		• Need dedicated bathrooms and changing rooms. • Need a client/staff toilet room, that can also be used for changing • Need a washer and dryer • Need (48) student lockers that are 24" cubes. • Would like the salon to be visible from the hallway and give more visibility to the work being done
01.04	Record	**Interdisciplinary Collaboration and Adjacencies** • Being near Culinary is ideal (other public-facing retail) • Could also be nice to be near the auditorium to provide hair/makeup for stage productions

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming - CTE Office and Programs	Meeting Date:	11/14/2025
Prepared by:	Rosemary Park	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Chad Fallon, CTE Executive Director
Sheila Freitas-Haley, Asst. Principal of Operations and Engagement

SMMA
Rosemary Park
Matt Rice

Karen Maguire, Superintendent at Tri-County Regional Vocational Technical High School

LeftField PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Student Enrollment and Schedule**
		• Walked through the MSBA Program Summary of Spaces
		  ○ 1,395 proposed student enrollment - will get clarity on whether this includes the Academy and the Curtis-Tufts school
		  ○ Will add an “existing # of students” column
		• Scheduling

Item No.	Action	Discussion
		○ Chad likes the week on and week off schedule for most programs, especially when it comes to providing co-ops for students ○ Block schedule make sense for certain programs like Programming and Development • 280 freshmen in exploratory - can only place 180 seats - usually have waitlist of 30-50 kids • Are in the same space with 9th grade for 2 periods, all year • Grades 10-12: 469 students. Grade 10 is a theory year • MHS believes the percentage of CTE students will increase but doesn't know if it will be above 50% of overall population, because of limitations on the non-CTE courses available to CTE students (like AP classes) • MHS will want to offer weighted CTE courses/opportunities (honors level) in the future. • KM: over next 10 years, state will enforce regulations on: if there's an open spot in a program, it MUST be filled, regardless of student's grade level (from 08/2025)
01.03	Record	**CTE Program Spaces** • DESE Chapter 74 manual will provide recommended min sf and max teacher-student ratio for shops • Baseline SF as outlined by DESE, is for the Shop only: related classroom and support spaces are in addition to the min. Shop SF • Cosmetology is regulated by Cosmetology and Salons regulations • MHS can provide the sf of the existing CTE shops. Perhaps can have CCL students work on this as a project
01.04	Record	**CTE Administrative Office Suite**

Item No.	Action	Discussion

		• CTE Office staff:
		  ○ (1) FTE for Budget/Finance
		  ○ (0.5) FTE shared with Main Office currently, but design team should plan for a full time Admin. Assistant.
		• (1) CTE Executive Director
		• NEASC recommends having an Assistant Director, and (2) FTEs
		  ○ Up until two years ago, there was a Principal Director and an Assistant Director, until the Asst. Director resigned.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Early Education and Care	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Michele Farquharson, *Early Education Teacher*
Kristin Ross, *Early Childhood Teacher*
Chad Fallon, *CTE Director*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • 'Make Way For Kids' is a Preschool program connected with EEC. • A/B Schedule for Juniors and Seniors • Enrollment: (280) students in exploratory, (3) Sophomores, (2) Juniors, (9) Seniors • Department is interested in increasing numbers but would like the extra space to accommodate • DESE guides space for school-aged students while the EEC guides space for younger children (infant to Pre-K)

Item No.	Action	Discussion

		• Any resident of Medford can enroll in the preschool program (tuitioned program).
		• Max number of (10) preschoolers to accommodate
		  ○ Preschoolers are only half-day. Do not have plans to move to full-day because kids would need to nap
		  ○ (6) children in the morning class, 3-year-olds
		  ○ (7) children in the evening class, 4-year-olds
		• Exploratory students come in 2nd and 3rd periods to engage with the younger children
		• Exploratory curriculum: freshman engage the children, observing circle time, social interaction, fine motor skills, hand-eye coordination, learning about safety, and speaking to kids positively. Also observe the upperclassmen.
		• Grade 10 have classes in the afternoon. Curriculum is theory-heavy and includes: OSHA, preschool design, 6 stages of social play, how to write up a lesson plan, etc.
		• Grades 11 & 12 curriculum includes: safety and redirection, development of 4/5-year-olds, and how to carry out evaluations.
		• Grade 11 curriculum also includes: lesson plans, frameworks (setup and implement), running and closing circle time, design gross motor activities, teach independence, clean up after students, and field trips to local preschools and daycares.
		• Seniors on co-op, while Juniors are at the school for the whole week, implementing circle time in the on-site preschool rooms.
		• Juniors/Seniors visit MEEP to work with students
		• Current hours: Monday, Wednesday, Friday 9:00-11:30am (next year will conclude at 11:15am due to lunch schedule adjustments). No children in afternoon

		Space Needs

Item No.	Action	Discussion

		• MHS would like to do more gross motor skills training, but space is limited now. If bigger, more activities could take place
		• Would like an indoor play space (could be shared). Previously, teachers used the gym in inclement weather.
		• Need a desk with file storage
		• Would like to have shop and related room adjacent to each other for concurrent teaching.
		  ○ Shop to accommodate (12) HS students
		  ○ Related classroom capacity for (24) students
		• Need an office
		• Want visibility into other spaces for observation and safety
		• Need (30) lockers for students, with a space to keep phones close to the entrance.
		• Need lockers and cubbies for the younger children
		• Would like standing desks for students
		• Locked records storage, hold on to records for 7 years. Could be moved over to a public Medford pre-K program.
		• Would like a separate playground/play structure from Kids Corner and Medford Family Network
		• Need access to (10) parking spaces at the same time for pickup and drop-off
		• Need separate room for toilets with 2 stalls (non-locking doors) and 2 lavatories
		Interdepartmental Collaboration and Adjacencies
		• MEEP program was previously integrated. MHS would like to MEEP adjacent to EEC program.

Item No.	Action	Discussion
		• Culinary Arts – would like to do combined lessons on healthy living and eating. • Cosmetology - students have previously worked with cosmetology to learn how to wash hair. • Visual Arts - doing art projects with the children • Psychology - students had to write a paper after observing. • Would like to also do work with the health assisting program.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – CTE Electrical	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Richard Cormio, *Electrical Teacher*
Ethan Roy, Electrical Teacher
Brendan Flaherty, *Electrical Teacher*
Chad Fallon, *CTE Director*
Sheila Freitas-Haley, *Assistant Principal of Operations and Management*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department overview** • (53) students in the program in 10th – 12th Grades • (18) 9th grade students coming in in February 2026 • (20) 11th grade students • (13) 12th grade students, including (5) on co-op • The program has grown considerably over time

Item No.	Action	Discussion
		○ For future, target 18 students max per year • A significant number of companies in the area emerged from the school, and the team is proud of that *Pedagogy* • Fully hands-on learning • The focus of the curriculum is on the basics, to set a good foundation. This makes the students adaptable to changes in the industry, i.e., prefab installations, solar panels, fire alarm, data, etc. • In the workshop, there are 2 mock houses built: the 1st house is in the center of the shop with a large kitchen, two other rooms, and a hallway, and the 2nd house is for first-year student use. ○ 1st house measures 187" x 167", roughly 12' x 12' ○ For seniors, the capstone project is the 1st house. ○ It would be ideal if there were no blind spots in the shop (areas blocked by house) ○ The 2nd house is for small first-year student projects (wiring, lighting). Includes (29) setups, (3) boxes connected. Significant impact on student retention • Each student has their own space (important for ownership and an essential aspect of their learning). If they do not finish a project, they can resume next semester. ○ 3' x 2' wide student booths around the house • Students draw by hand and produce wiring diagrams on paper • Instructor also teaches evening school for third year apprentices

Item No.	Action	Discussion
01.03	Record	**Existing Space Limitations and Future Needs** • Low ceilings are not ideal. The low ceilings can be instructional and simulate real world environments • It would be great to have provision for changes in industry so that the students can learn e.g. EV Chargers, Home Automation, prefab installations, solar panels, fire alarm, data, CAT 6 wiring, CAT 7 wiring, connecting specialty controls in a building too including dimmable etc. • Shop has no direct access to outdoor space but students do work outside. • The floor must be linoleum floor, insulated, and not concrete, which is a conductor *Support Spaces* • Shared office: adjacent to shop for 3 staff • Classroom: currently store teaching equipment. Promethean Mobile smartboard uses Google classroom for explanations, drawings, and demonstrations. ○ Classroom used for more detailed ideas when teaching drawings (drawings done by hand) ○ Likely to maintain hand drafting of wiring diagrams vs. going to CADD drawings. Students overlay diagrams and connections on architectural drawings for each job,. • Changing area: ideal with students' lockers for storing boots, tools, etc. for 50-55 students. ○ Lockers should be on the larger side, at least 1 sq. ft. for tools and to fit a tool bag, ○ Bathroom can be shared changing area for all the shops in the construction clusters • End of day on Fridays weekly, there's up to 40 students in workshop at a time

Item No.	Action	Discussion
		Storage • Stockroom holds tools and wire. These should be locked storage. • Pipework in racks outside the room, ladders, • Student work is stored at their desks *Adjacencies* • It would be Ideal to be close to other CTE Programs, thinking about the construction cluster, Electrical, CCL, carpentry, HVAC ○ Possible shared outdoor instructional house between construction cluster to simulate real world applications • For open school events are more convenient, having them close together

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programing – CTE Engineering & Robotics	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Sam Christy, *Engineering & Robotics Teacher*
Noah Lewkowitz, *Engineering & Robotics Teacher*
Chad Fallon, *CTE Director*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Students are on C Schedule • (27) students in the program. Previously, up to (39). There's a limit of (35) between 9-12th Grade. • Currently, there are only (24) workstations with dedicated machines. Overflow students currently use laptops in the related room, which is not ideal. • Workstations are organized in rows, (4) stations per row. Workstations are designated. Each station has (1) CPU, dual monitors, and shared power supply

Item No.	Action	Discussion
		• Work is done on Autodesk Fusion 360 (cloud based for work location flexibility). *Pedagogy* • Work-based approach to learning • Students are split by subject for teaching • Sophomores learn everything at the get go. Freshmen have one week with Coding and CAD. • The first 2 years are focused on learning the skills. • 11th-12th Grade students are more self-driven to build what they want • Projects take as long as they do, from 2 weeks to a year. • Every Monday, students put together a goal sheet. • Every Tuesday, Thursday and Friday, there's a stand-up session • Program has a daily blog where everyone sees other students' work • Students are graded on whether they're working, not on final deliverables.
01.03	Record	**Space Needs** • Lab: ideally has (35) workstations ○ Maintain current equipment set up – laser cutters, sewing machines, 3D printers, PCB printers, digital fab tools are within computer area in the same area • Robotics Team: currently meets in space. Works in the pool to prepare and practice for underwater robotics contest. It would be nice to have a small tank in shop or for the Robotics team to have their own space (they need significant storage space). • Larger projects opportunities come up and limit space for other activities

Item No.	Action	Discussion

		• A larger designated test space for engineering feats of students would be a good addition
		• Machine shop: combination of CNC machine and manual tool work in shop.
		  ○ Maintain outdoors access with overhead door. Ideally have outdoor space. There is currently a large vehicle project parked outside.
		  ○ Ideally, thicker walls or soundproofing
		  ○ Ideally have sink in workshop and in lab
		• Toilet room/changing area: ideally adjacent to shop, currently none. Changing into PPE is required (glasses, boots, work pants, aprons).
		• Student storage: work bins for each student's current projects, and lockers large enough for backpacks and PPE.
		• Ideally, there should be more enclosed rooms for private conversation. With no space for teachers now, private conversations happen in the hallway
		• Would prefer to have teacher's desk in space, not in enclosed office
		• Classroom: typically for 24 people with a projector and power supply. Ideally could be a dual-purpose room for meeting and instruction.
		• Display of Student work exhibited currently in classroom, but would be great to share elsewhere

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Film and TV	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Cat Darnell, *Film & TV Production Teacher*
Sean Hester, *Film & TV Production Teacher*
Chad Fallon, *CTE Director*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview and Space Use** • Program is on C-Schedule • There are currently 23 Students in the program in grade 10-12 • There are 7 students in Sophomore class now. Some students dropped the program because they were interested in taking AP classes which was not possible due to the schedule. • Space and equipment are set up to ideally accommodate 12 students per grade level and this is the goal for the future

Item No.	Action	Discussion
		• During class time, students split up and use the space differently, depending on the instruction to be undertaken. • Studio space was previously a classroom, and light racks were later added. Ideally, the studio space is planned from scratch, accounting for all needs • Preferably, it is possible to split the studio space to set up for multiple uses at once. • There are 2 classrooms. One of the rooms is an editing lab with Windows Computers, a soundproof room with insulated walls. There are 12 workstations in this room. The other classroom is the sound booth • All students have mac laptops • Some recordings take place in the studio space • The Teaching team and some students help coordinate AV for the school and move around with a lot of equipment • There's no 'Wardrobe' space and students change in the bathrooms • There's an equipment room with a barn door that is sometimes used for outfit changes, but it's still not ideal. • There are clothes stored in shop space for shooting videos. These are laundered in the Health Assisting Suite • Could one of the classrooms double up as a space with equipment racks and lighting? • There are 2 offices. Each Instructor has a room with each fulfilling different instructional needs. One is used for physical instruction, e.g., working with a green screen, and the other is used for digital/projector-based instruction.

Item No.	Action	Discussion
01.03	Record	**Pedagogical Approaches** • Students work on Writing, Editing, Broadcasting, Production. This is through assignments and projects in 10th grade. 11 and 12th grade students plan their own projects • Some students are interested in still photography. To support this a gallery space or community Arts Display Center could be a good addition to add to the spirit of the school • Student work is currently displayed on Instagram, YouTube, streaming on different channels
01.04	Record	**Medford Community Media (MCM) and Control Room** • Students are significantly engaged in cross-curricular collaboration: They film community games and theatre events. • Film and TV share studio space with Medford Community Media • Tricaster hardware in the control room is used by both MCM and the Film and TV program, but it has not been updated for years. Any updates to hardware need be done by MCM as it their equipment. • During the school week, space share should start after 3 pm with the school program having access beforehand, but MCM staff now sometimes come to work starting at 10am for editing which can create space usage conflicts. MCM staff and the public (who come in for MCM usage at 3pm) need to be CORI checked if they are in the space when high school students are there. • The control room can currently accommodate only 5 people comfortably at a time, and has adjustable lighting boards. It would be ideal to be able to accommodate 6 people. Existing space is a good size. • There is a weekly podcast with recorded audio and video. This takes place in the studio.

Item No.	Action	Discussion
01.05	Record	**Interdepartmental Collaboration** • Students are significantly engaged in cross-curricular collaboration: They film some community events, games and theatre events • There have been previous collaborations with Business Marketing, Graphics, and Culinary Arts. • Students are trying to make a shop profile for Metal Fabrication and the other groups at the school • A running program that is produced by the CTE students is Mustang Mornings which offers helpful tips
01.06	Record	**Space Needs** • Would like infrastructure to teach students how to operate the Lighting Board with adjustable LED lights (dimming and color changing) • Needs to have proper acoustic isolation/sound-proofing from spaces surrounding the studio and control/editing rooms. • AV wiring and racks in the control room should be accessible so that it can used for instructional purposes. This would allow for trouble-shooting practices to be integrated into the curriculum. • A dedicated wardrobe and changing space is needed

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Graphic Design	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Louis Spagnola, *Design and Visual Communications Teacher*
Chad Fallon, CTE Director
Sheila Freitas-Haley, *Assistant Principal of Operations and Management*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases
01.02	Record	**Department overview** • 20 students per week in exploratory • C Schedule • 5 sophomores, 4 juniors, 9 seniors • Ideally, program has more students, about 30 students between the grade 10 and 12, and an increase in teaching team, from 1 to 2. Ideally, another teacher with a different perspective • Staff is considering outreach to get more students.

Item No.	Action	Discussion
		• Students have class 4 times a week *Pedagogy* • The team takes in a lot of live work • Students are introduced to ICEV program through the Graphic Design Curriculum • Work also integrates AIGA guidelines • Peer to peer learning is integrated as a teaching strategy, where a more experienced students is paired with not so experienced student. This works very well in live work the students do • In sophomore year, the curriculum introduces students to all core material. By the time they are out in industry, they'll have a solid foundation • Live work: Material for local institutions, PTO, City Hall, Medford Family Network. Work includes Stickers, Posters, flyers • Focus is on getting jobs. • Software is cloud based • Teaching staff are open to collaborating with web design team. Integrating UX would be great if there are students interested in the communication side of design • For orders, there's a customer service counter with an order form that's later forwarded to students • Staff often Setup field trips to other learning institutes
01.03	Record	**Space Needs** • It would be great to have a larger triage counter so it feels like a real world setup • Room has 16 computers (brand new MACs) + TV • Essentials: Visibility of students working. Machines line the walls, horseshoe style. From vantage point,

Item No.	Action	Discussion
		teacher can see both kids working and machines in progress • Wide format printer to make signs, help cut down costs for the district • 16 spots now are good for juniors and seniors. • Sophomores are in a separate room with Laptops. • Adjacent room has 6 drafting tables; students sit at tables with laptops. Wide format room. • Silk printing is an offering teaching team has considered at length. This would require a Separate larger sink area

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Health Assisting	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Linda Trofimow, *Teacher*
Chad Fallon, *CTE Executive Director*

SMMA
Rosemary Park
Matt Rice
Soala L Ajienka

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • 12 Sophomores, 12 Juniors, 12 Seniors • Program works on an A/B Schedule • Medford High School, in their viability reporting, has written that they will be adding one more instructor in the future • One room has 6 beds. Ideally, there should be no more than 3 students per bed at a time. Currently, when sophomores are in, there are up to 6 students per bed.

Item No.	Action	Discussion
		• There used to be an entrance and phone setup, but these had to be removed to make way for more beds • Students go out on visits from time to time. The Department has a van that seats 14 but program can only take 10 students out per 1 instructor. Pedagogy • 10th grader: Positioning with patients, professionalism, communication skills, Safety, Pre-procedure, OSHA Training. Generally, a focus on building base skills • 11th Grad: Clinical • 12th Grade: All students are on Co-ops in several roles as patient clinical associates, Excel Orthopedics, OT/PT, Medical Receptionists, Spaulding Rehab • Teaching teams are interested in integrating learning by simulation. • Not all students want to be nurses. Some want to be at medical offices and psychologists, and it would be ideal to provide a range of training. The more well-rounded the students, the better • Some instruction like phlebotomy training currently happens at sister campuses • All students complete OSHA training • There is a virtual dementia program as part of student's training
01.03	Record	**Space Needs** • To further reinforce hands-on learning, teams are excited about having a related classroom for foundational work and video training. A classroom setting adjoining hospital setting

Item No.	Action	Discussion
		• An Anatomage, a digital version of human anatomy, will be an impactful addition • Sim Manikins have a lot of capital costs as well as recuring costs associated with them. These expenses should factor in the planning and procurement • There are internal conversations around offering night classes that feed into the LPN program • The new space should have a minimum of 12 beds, to keep the limits of 3 students per bed • Office space: there's one now and ideally, it's sized for 3 members of staff • Flexible space is essential but currently doesn't exist. Ideally, this would have a conference table for post-clinical and procedural training debriefs. It could also include a comfortable area for relaxation and a space for meetings • To complement curriculum for *home health aides*, Department needs kitchenette, bathroom and handicap accessible spaces • Program would like a washer and dryer in shop • Changing rooms needed • Lockers: 15 lockers required, to store clothing and belongings
01.04	Record	**Department Collaboration and Desired Adjacencies** *Early Childhood Education* • A lot of collaboration happens with Early Childhood Education program. The Health Assisting team are well poised to assist with growth and development. Would like to be adjacent to ECE. *Electrical* • Students come into Health Assisting space for health and safety training *Culinary*

Item No.	Action	Discussion
		• Both Departments collaborate on food safety and prep *Biotech* • Both departments can share access to Autoclave Machines *Physical Education and Health* • Students have previously run fitness Fridays and take turns in leading wellness activities • If Sports medicine is expanded within PE, Health Assisting would like to collaborate with PE Department

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Programming & Web Development	Meeting Date:	11/17/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Lisa Miller, *Programming & Web Development Teacher*
Chad Fallon, *CTE Director*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Students on C Schedules • 17 students this year, from 10-12th grade, 20 and even 23 in prior years. • General guidelines for one teacher from the State of Massachusetts is 20 Students *Space Use* • Cubicles allow students to have their own space. Enough space too for 2 students to sit at the same time and collaborate

Item No.	Action	Discussion
		• Juniors and seniors have exclusive use of computers. Each workstation has two screens *Pedagogical Approaches* • All work is digital • Independent projects are emphasized. Roblox game development, Python, to develop games. • Hands on learning: Students form part of MHS website team that makeS updates to district and school websites, including Medford-wide websites and Medford Historic Societies. This counts as independent work • Program offers training toward HTML/CSS Web Development certifications • Teaching is now incorporating AI and finetuning how to utilize it as a tool • Finding the right balance between Creative vs. Logic work
01.03	Record	**Space Needs** • Not sure what the future holds but good to be flexible as the world and outside environment changes. • Department is currently missing classroom instruction space in addition to office space. • Integrate ability to project directly from student workstations to front of room • Discussion and a classroom style space, • The Flex space could be used as a classroom but convertible to be used for other things • Workspace with computers • Space for students to meet with potential clients for website development • There are just student computers in space currently but also had 3 printers previously

Item No.	Action	Discussion
		• Instructor being in the same space as the students is good, no need for a separate office • Storage space for equipment • Student work exhibitions can be in shared student spaces, where they can demonstrate the games created by other students or showcase a video of the game being played • Overall, the priority should be good enough workspace for the students • Would be ideal to have a Related Room, in addition to shop space

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Curtis Tufts High School	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Laurie Hodgdon, *Curtis Tufts Principal*
Joan Bowen, *Director of Student Services*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Curtis Tufts Program will be relocating to Medford High School • School is 110 years old and was initially founded in an elementary school. • Currently 21 students registered. ratio of teachers to students is 1:8 • At the end of the school year, team will have a better sense of how many freshmen there ARE • There are few seniors but a large junior and sophomore population.

Item No.	Action	Discussion
		• All students are IEP • The hope for the future is to build the program and enrollment. • School is on 2 floors. Upstairs, has 5 classrooms, 3 on one side, 2 on another with bathrooms. • Teachers have their own space in classrooms • First Floor is Principals office and Administrative Assistants office. • First floor also has kitchen with 2 fridges and stove • 2 full-time support staff are needed • In classes of over 8 students, one Para works with teacher. In classes of over 12 students, 2 Paras • There's access to tufts park behind school, students shoot hoops to decompress • Old records room, used for storage, 30 years' worth are currently on site but only required to keep 7 years' worth (each student has a binder that follows them forever, as dictated by IEP). • Once a kid graduates, they sign off and take their records with them Pedagogy • Currently, community garden is used by science teacher and would be great to have garden for school. • Science room, environmental science, biology, chemistry, take advantage of fells etc. • Not doing traditional chemistry • In the new build, there'll be chemical storage and so chemistry programs can expand • Social studies do a lot of team collaborations • Student schedules are individualized

Item No.	Action	Discussion
		Space Needs **Offices** • Once a student graduates they sign off and take their records with them • Old wood shop is currently not being utilized but is used as storage • Office for Principals Assistant to be added in the future • Ideal if Special services were better and more integrated when in the high school • Adjacencies: Good to be close to nursing Lunchroom • Plan for space for 40 students, including a refrigerator, a stove, equipment that allows for hands on engagement. • In the new school, the students would like to have their own space; a smaller space to be in while still being connected to the resources available at Medford • Community room like space for meetings, • Classroom spaces to encourage project-based learning. • Space outside from rote learning. • Calm room or cool zone • Courtyard type space • 2 counselor spaces • Having separation between the student spaces and the counselor spaces, for breaks etc.

Item No.	Action	Discussion
		• Currently, counselor spaces are big enough for groups and that works quite well (currently up to 8 people) • It would be ideal to have shared meeting space between the counselors and then maybe counselor space is enough for 4 students to meet. • A games room would be a good inclusion, an area to take cognitive break Food Service • 7.45am-8.15am come in for cold breakfast (50% utilization) • All students meet hot lunch and most get free lunch. They're given a choice at the beginning of the day • Students use kitchen to learn life skills and for vocational training
		Access and Accessibility • All students eat hot lunch and most get free lunch. They're given a choice of meals at the beginning of the day • Designated parking spot for staff and students. Now, 8 staff and 2 seniors who drive. • Parking for Van too. • Curtis Tufts should be delineated from the rest of High School • In the new space; 2 entrances, outside coming in and kids going to the rest of the high school and coming back • A check-in area at the entrance and an area to meet with parents and have more confidential conversations closer to the entrance.

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SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming - Nursing	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Marta Cabral, *Principal*
Jennifer Silva, *Director of Health Services*
Sara Kelly, *Nurse*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview and Space Limitations** • Currently, there are 3 members of staff: 2 nurses and a 3rd nurse to accommodate acuity • Current space is significantly below the scope of what is required • Existing U-shaped space has been carved into to accommodate: 2 Treatment rooms, each with cots that can be doubled up if space is needed. • Treatment rooms house ice machine, coffee machine and is not an ideal setup • Space utilizes curtains instead of doors for separation. This is good for patient monitoring

Item No.	Action	Discussion
		Space Needs • Treatment rooms should be visible from main nurse area • An isolation room is necessary • Triage station for attending patients right beside entrance • Private meeting spaces are essential • Waiting Area: Should be spacious enough for at least 6 people at a time • Private waiting rooms separate from exam rooms for privacy • All doors should be stretcher-accessible • Nurses' room should be easily identified by EMS
		Adjacencies • It would be ideal to have counselling, nurses and registration offices in proximity. Over the course of the school year, there's a lot of interaction between the nurses and registration. • High visibility is crucial
		Collaboration with Service Providers • A dedicated health center will be the ideal scenario with Immunization services, sports physical etc. • MHS has previously been in touch with Cambridge Health Alliance to connect on services • 2 offices for providers would be suitable • There are limitations to the mental health services schools can provide. It's currently limited to depression and anxiety and maybe prodromal psychosis. • Schools are increasingly providing expanded mental health services than they were a few years ago and

Item No.	Action	Discussion
		including the provision for these services is a good detail to add to the Education plan • Social workers have caseloads of 65 to 70 students • It is possible to provide services for up to 60 students a week if there was that capacity and provide support for students that otherwise would not have access outside school • A school-based health center would be a good addition. There are grants available for funding them, but they cover the operations side and not the facilities side of things *Visiting Practitioners* • District physicians come on site often. Physicals happen on site • Dental services come in to see students • Community partnerships with nurses who send students to MHS • MHS is working on partnerships with Mobile vision clinics too
		Equipment Needs • Ice Machine, Fridge for Medication, wound care, diabetic care and student specific supplies • Medication cabinet is separate from documentation room. Medication storage should be separate from other storage • Dedicated Documentation room accessible to Nursing Staff • Storage for 3 wheelchairs *Emergency Equipment* • There needs to be at least one AED per floor. There are 16 portable units that go out with sports, but they have been in commission for a significant amount of time

Item No.	Action	Discussion
		• Emergency shower will be a good addition, especially when people come in from shop. Ideally, it's accessible from the entrance • There is significant need for lockable storage, lockable fridge on emergency power. Double lockable is good, if overall office where it's kept is locked • If MHS was to administer vaccines, temperature-controlled fridges would be ideal, especially in instances where on registrations, students have outstanding vaccines. • Generally, all cabinets to be lockable *Student Self Service* • Sanitary pads, dental products and other items that don't need nurses' attention

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Performing Arts	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Suzanne Fee, *Director of Fine and Performing Arts*
Michael Mclaughlin, *Administrative Assistant*
Sarah Fard, *Music Teacher*
Marta Cabral, *Principal*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Department offers year-long courses that meet 3 times a week • Orchestra and band, 5 days a week but not all students are in there every day. Because they're fulfilling other course requirements. • Every day of the week, they see all students, even though the roster may change. • **MHS to send SMMA distribution of students throughout the week**

Item No.	Action	Discussion
		• Guitar meets 3 times a week, year-round. • Modern Music, between 2 and 5 times a week and it depends on what else the students have going on. • Percussion and color guard are brand new courses with a new teacher and new programming because of 7-week schedule. • **SMMA to contact to go over section possibilities for students** • Some new courses have low enrollment and so have not seen significant word of mouth, songwriting, intro to band, color guard. • Band and orchestra are not at middle school level and so difficult to get traction • No theatre teacher now as there's no budget. • There's however a large drama club with roughly 150 students. • After school, there's a spotlight, for hundreds of kids from the rest of Medford. • In Education plan, staff have expressed need for drama. • Chorus is also brand new and so has low enrolment. It also has an after-school program. There was previously an extensive chorus program with up to 50 kids. • Band room is used as chorus room. It also houses orchestra too, but they should be separate. • There are two other classrooms (one is a computer lab for music technology class), right now have 17 students enrolled • Adjoining the computer lab is modern band, sometimes used for breakout sessions. • Computers here are for finding instructional material. Ideally have up to 25 students but limited by space currently.

Item No.	Action	Discussion
		• There's a Guitar room now, but it's limited in space. ideally there's more space (smaller than a classroom. • Ideal number of students to account for is 25 with more breathing room for students to be spread out yet work together • It would be good to have guitar and computer room separate. If they were in one room, it would have to be significantly larger with good acoustics. • Midi keyboards are part of tech room, and they too need a lot of space. • Dedicated space for modern bands and not necessarily in the same space as music tech space. • If this space is close enough to theatre, it can serve as staging area. • Practice Rooms: There are 0 practice rooms currently and Students currently use hallways, closets etc. • SMMA notes that practice rooms are not a space that has come up in previous conversations and the spatial implications of them are important to elaborate on • MHS notes it would be good to have tall ceilings in the space so can be used by marching band with rifles and things to be thrown etc.
01.03	Record	**Auditorium** • Currently it has 323 seats, and most are broken • The school hosts the district shows and so would need a lot more seating to accommodate needs • Auditorium is always booked as there are community meetings too. MHS is the hub for the entire city. • School hosts Redemption church on Sunday, Japanese language school with up to 2000 people in the school on Saturday.

Item No.	Action	Discussion
		• MSBA standard is 750-person auditorium but would allow schools to build up to 1000 with reimbursement. • Auditorium should have capacity for a population of up to 2 grade levels. • The Gymnasium would also be set up to have whole school events if necessary and the auditorium as the venue to build community. • Ideally, there is built functionality for joining events live and recording them
01.04	Record	**Events** • Fall play, spring musical, band and orchestra performances *In winter and spring,* • mustangs got talent • award ceremonies (currently held over the course of 3 weeks because of space limitations) • choral performances, • Guest Speakers, • theatre ran on the stage when it was still ongoing • World Culture Class (Latin American dance class), • There's currently a rigging system with booms and counter operated (10-12 no.) can accommodate flying performances
01.05	Record	**Future Planning** • Ideal to host Assemblies with multiple grade levels, family feud, drama fest (kids attend every year elsewhere and if school wanted to host in future, good to have), More backstage space, Dressing rooms, Makeup area • It would be ideal if the auditorium had bigger stage with designated sound board area, attached to workable headsets, light booth with spotlight,

Item No.	Action	Discussion
		stadium seating, better backstage area, bigger wings. • A Stage craft room would allow for large stage sets to be built and planned out (now, large sets are tough to get in or out, one way in, long and narrow. • If such a space had a dual function for a course, there would be better justification for it. • Theatre tech courses existed with the old theatre course. There was significant enrollment on the technical side, even more so than the actors • Luthiery: There used to be repair spaces for instruments, currently in use as storage and it would be a great thing to bring back

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Pre-K Program (MEEP)	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Andy Zides, *Special Education Coordinator*
Katie Bradley, *Special Education Coordinator*
Kim Clinton, *Coordinator of Special Ed*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Program Overview** • Currently, there are (7) Medford Early Education Program Classrooms • (3) of the classrooms are for half-day programs. • If there are concerns about napping, students get put in half day program • 1 Teacher and 1 Paraprofessional per classroom • 105 students currently • 15 children per class.

Item No.	Action	Discussion
		○ Ages 3-5 ○ Up to 7 children have an IEP. Some may need a full-day program ○ With such high demand, the lens is shifting on who gets a program and who just gets related services. More students being evaluated, resulting in more need of services. ○ Seeing more students with Level 3 autism spectrum disorder • Medford Family Network and Kids Corner are integrated in one location • The Community would like all-day Pre-K but this is not offered currently • AM Schedule 9am –11:15am. • PM Schedule 11:50am-2:05pm
		Space Needs • 8 Classrooms are needed, all with ensuite bathrooms. One classroom could cater to more severe needs. • Multipurpose Room for kids to practice gross motor skills • Smaller breakout rooms for pullout services/ related services • A playroom, smaller than Multipurpose room • OT and PT Room with a dedicated nurse to allow for small kids to be catered to separate from big kids • 1 way observation and evaluation spaces • Conference Room for holding IEP meetings, parent conferences • Offices ○ Director's Office & space for Administrative Assistant

Item No.	Action	Discussion
		○ (2) Evaluation Team Leaders (ETL) - oversee MEEP to cover the large volume of initial evaluations ○ One team Chair (retired ETL that works on Pre-K referrals) ○ Registration Office • Teacher's Lounge • Mother's Room • Would like to have direct access to outside in the event of fire drills
		Early Childhood Center • The vision is to have an Early Childhood Center, comprised of MEEP, Kids Corner, and Medford Family Network • Some CTE Early Education and Care students do their co-op with MEEP • Would like to have family-related services and childcare in one location to remove stigma from family coming up to High School • Having a dedicated entry/exit would be ideal • Having the teachers together and able to share resources and Paras is also important • This is also very helpful for sharing related service providers, speech therapy, PT, etc.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Science	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Ivy Carnabucci, *Science Teacher*
Rocco Cieri, *Director of Science, K-12 District wide*
Jon Wilson, *Science Teacher*
Marta Cabral, *Principal*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • All students have 1 period everyday • Some vocational sciences have double blocks, equivalent to two-week classes. • AP meets 7 times a week. • Department offers electives like the Intro to Eng. Elective. Offered as 2 period in 5 days for the full year, but there's no enrolment this year. • Mini electives reference the shorter electives.

Item No.	Action	Discussion
		• Theres a forensics mini elective offered now that could be expanded because of popularity. As a course, it offers a lot of touch points, same is true for environmental sciences. • A course like biochemistry is narrower, with a particular interest in biology and chemistry. There are 21 students here currently. Not as popular but if open to being a full course and not mini, it could have better prospects • There is Student interest in engineering and robotics, but they have to do CTE track so there is potential for an engineering and robotics elective separate from CTE • With the new schedule, and the extra period, some students would have taken more science classes in the course of their time in High School. • To get into the AP classes, students must take the regular science classes first. • What Students register for and What gets popular is largely teacher driven and word of mouth from students that have taken it in previous years • Science has had the most recent renovations to meet MSBA guidelines.
01.03	Record	**Limitations with recent upgrades** • Sinks are currently very small and deep, • Leaking roof in some areas • Some rooms have greenhouse windows that get too cold and not enough dwelling space. • For biology, there should be dedicated vent fans for dissections and not just central air system. • Fume hoods in chemistry are 14 stations from 7 double sided), Useful to have double sided hoods one for prep and the other for classroom. • Biotech is larger scale than other spaces because of equipment there

Item No.	Action	Discussion
		• Overall satisfied with rooms • Environmental science should have access to the Fells and outdoor classrooms that can be used if needed. • If the school integrated sustainability principles covered in class, this would be ideal. E.g. Green roof, renewable energy, solar panels. • In live learning, one of the live classes is 'build a new school', • Good for fume hoods to have see-through window + camera in hood for student observation • It's good to also consider Special Ed Science Classroom in this planning
01.04	Medford High School	**Chemical Handling** • MHS to send SMMA a list of chemicals for plumbing engineers too, for any neutralization and environmental protection • There was EPA cleanout 10 years ago. There's a storage closet for chemicals, now containing a selection of Heavy level acids and bases • A lot of experimentation is microscale, hence why a lot of chemicals never quite finish. Almost everything is on a small scale. • There are gases on site, for use in Bunsen burners for flame tests etc. • SMMA notes that some schools have gone all electric • A lot of classes that have access to gas don't need it • MHS should engage in wider conversations with community on full electrification • It is important to note that in CTE, students have to deal with the real world where there's gas

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Social Studies	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Brittani Canzilli, *Social Studies Teacher*
Matt Brophy, *Social Studies Teacher*
Nicole Chiesa, *Director of Humanities Social Studies Teacher*
Nick Kain, Social Studies Teacher
Laurie Hodge, *CTHS School Director*
Marta Cabral, Principal

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Pedagogical Approaches and Space Needs** • Social Studies Department prioritizes Project based learning • Students do a lot of simulations, Model U.N and so having a conference space for humanities would be ideal.

Item No.	Action	Discussion
		• Global Scholars class exists in middle school and part of the curriculum involved connecting with students across the globe. There is Interest in pushing the course up to high school • Students participate in ethics bowl hosted at Tufts University • Currently, 20-30 students are in such after-school activities. • It's not ideal to host such events in a classroom and so students go to colleges and courthouses for Model United Nations. Having a separate space would be ideal. • It would be great to have a space that can be set up and configured in different ways that's roughly the same size as a classroom but smaller than an auditorium. • It would be ideal to have such a room but one that also feeds into smaller spaces for practice • Students create a lot of wonderful things throughout the year. It would be ideal to have Exhibition spaces for artwork, history painting practice, art and ideas, image projection and research display • Part of AV/IT setup should be Interactive maps that update as current affairs evolve • Art along hallways is a good idea, currently, art area is in a less travelled space of the school • It's also a good idea to have Pop up space somewhere in school, potentially in collaboration with Marketing Department • Department is interested in integrating culinary arts, live learning into historic teaching. • Successful citizenship program connects students with groups in the community for service learning.

Item No.	Action	Discussion
		• At the end of the excursions, there's a big presentation. Seniors present their project, record themselves, TED talk style. • MHS has previously used science lecture hall for this • outdoor classrooms, current configuration has outdoor courtyard with garden. A different space like that would be ideal for discussions • It would be ideal to have big windows and biophilic moments • Department staff are currently dispersed, and it would be great to be together • A sense of belonging for teachers, having a space they can take ownership of. For community building too among teachers • It would be ideal to have a writing Center to be shared amongst departments.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Special Education, General Population	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Kathryn Cook, Special Education Coordinator Related Services
Catherine Hathaway, Special Education Teacher Humanities
Natalie Pereira Special Education Admin Assistant
Joan Bowen, *Director of Student Services*
Kim Clinton, *Coordinator of Special Ed*
Marta Cabral, *Principal*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Special ed suite has admin assistant, 3 members of staff, special ed coordinator (Kim) assigned to the school by the district. Storage Room with Files and other items

Item No.	Action	Discussion

		• Special Education teachers are subject- assigned for coteaching, based on needs and schedules
		• There are Sub separate programs within Special Ed, General Population:
		  ○ Access Programs for 9-12 students
		  ○ Coteaching programs for Math, English, Science and social studies, including reading and writing support.
		  ○ Related Services: Counselling, OT, PT, SLP's, 1.5 SLP's currently, will be 2 over the next few years. OT (transitional help) and OT assistant
		  ○ Related Services currently needs a working space.
		• Each ETL now has office the size of half a classroom with conference table.
		• OT has small office near the EL suits. SLP has half a classroom which is insufficient as they meet with groups as large as 3/5 people.
		• Meetings from 6 to 12 people (IEP meetings)
		• When parents come in, they go straight to ETL Offices. Wayfinding for parents is not the best. Currently, they have to travel significant distance to get to ETL offices.
		• IEP files are stored here including 7 years' worth of files stored on site (out of district student files too are stored here)
		• No out-of-district coordinator currently, ETL's handle this
		• Teachers work with low literacy students that also identified as having difficulty learning.
		• Speech therapists come in also to help
		• **MHS to send SMMA a general staff list to get a full sense of teaching population**

Item No.	Action	Discussion
		• There's a Large autism program at elementary level. These students will eventually come up to high school level and when they do, a sensory room, and a separate space for them would be ideal • Largest issue with related services is storage. • Space is needed for gymnastic mats, multiple wheelchairs, standers, an extensive equipment library (district wide storage and equipment).
01.03	Record	**Instruction** • Lunch groups: Special education counselors have communication sessions with students. Usually less than 6 people at a time • There are Up to 20 special ed teachers who take on coteaching as well as resource modules. • oftentimes, resource rooms are left empty because the special ed teachers also do coteaching • Teacher of the hearing impaired is housed here, in a small office but she is district wide. • Another PT teacher comes in too but she doesn't have a space • For services that are not special ed, students go to counselling services. • Adaptive Phys Ed teacher is district wide and currently lugs equipment everywhere.
01.04	Record	**Space Needs** • The needs of students look likely to be expanding and ideally, it would be great to expand resources to accommodate • Adjoining rooms: There are cotaught classes, and often they require smaller adjacent classes for testing. • The special ed team is spread out across the school.

Item No.	Action	Discussion
		• Because of the distance between ETL offices and other classes, Students spend a lot of time moving through school. • Also Ideal to have a designated space to conduct evaluations and to meet with students • Outside staff, e.g. Perkins come in to see kids and so such breakout spaces would be great • Some students spend all their learning time in the resource room and while it would be great to have all the resource rooms close together. This wouldn't meet DESE requirements, so maybe as close as possible. • Some things can be co-located, to develop a collegiality, but not necessarily everyone together • Students utilize Quiet Cafeteria as an alternative lunch space. • Special ed students often need the nurse a lot more. Now it's quite far away, having quick response close by. • Currently, elevator is also very far away from the nurses' office • Counselling has identified the need for sensory rooms • There are general education students with special education plans but may not be special ed, those smaller breakout spaces would be useful. • Gender Neutral Bathrooms should be in proximity • Small rec space for special ed, can also be used by the PT specialist (sometimes does yoga currently) *Outdoor Access* • Teachers take students outside sometimes for a walk, • Students enjoy eating outside when the weather is nice.

Item No.	Action	Discussion
		• There's a Courtyard but it gets underutilized.
01.05	Record	Interdepartmental Collaboration • Special Ed teacher accompanies students to CTE Shop, and this is entirely coordinated by teaching staff. It would be good to get formal collaboration in place

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Special Education Specialized Programs	Meeting Date:	11/18/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Colleen Mahany, *Special Education Teacher*
Kayli Lanzilli, *Director of School Counselling and Behavioral Health*
Romario Berneche, *Dean of Student Success Medford Academy*
Catherine Hatch, *Medford Academy Teacher*
Craig Drauschke, *Therapeutic Learning Program*
Amy Delano, *Project Transition Teacher*
Joan Bowen, *Director of Student Services*
Kim Clinton, *Coordinator of Special Ed*
Marta Cabral, *Principal*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Adele Sands

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming • The group will reconvene for education programming meetings in future phases.

Item No.	Action	Discussion
01.02	Record	**Programs Overview** • Access, Special Transition, Therapeutic Learning Program (TLP), Medford Academy, STEPS (Students returning from psychiatric care), Connections Program • Over the next few years, there'll be a significant increase in the number of students coming into these programs, across the full spectrum of needs • This is especially visible when you look at Elementary and Middle school students in district. • SMMA notes that it is important to plan and design for severe cases, so you have more coverage as and when you need • SMMA also notes that it is crucial to document future needs and changing demands in Education Plan because DESE refers to visioning needs in detail to match up with space allotments
01.03	Record	**ACCESS** • Some students have previously helped set things up in the bistro, help with setting up coffee. They've previously also helped with cafeteria • 10 students currently, 4 Paras • Make the effort to go out into the community, working with senior center etc. And when out, Paras are out with the students as they need more supervision. • Team uses the vocational van or work with the MBTA bus schedule. This helps with life skills and travel training. • They've been in the classroom more this year than out. • Every Wednesday is community day. Thinking of breaking up into two to accommodate more.

Item No.	Action	Discussion
01.04	Record	**Project Transition** • 10 students, 4 paras • Students in this program are 18-22 years old • Would be ideal if they had their own entrance • They're adults and so have different needs from students • Students run the Mystic Exchange, a thrift store to help practice retail skills. This is heavily dependent on the students and what their interests are. • Currently, the transition kids have the exact same schedules as the high school kids. • Throughout the year, the population of students in this program fluctuates. some drop off, others join. • Could there be 2 living labs, one for ACCESS, one for Project Transition. • MHS is Hoping to create a junior and senior life skills class that would share the living lab with ACCESS, where kids can learn skills beforehand and limit the number of students that need Project Transitions later
01.05	Record	**Therapeutic Learning Program (TLP)** • There are 5-8 students per section grouped as grades 9/10 and 11/12 • There are 4 classrooms. One of them is a science room, exactly like regular classroom. • 18 students daily • Combo ELA classes for 9/10 and 11/12 groupings • 8 teachers that have ELP classes. • 2 staff have multiple sections of TLP, some staff have single TLP

Item No.	Action	Discussion
		• It would be ideal to have a proper science room with all the facilities of a science lab • Not that many students have life skills and would be good to do live models with them. • It would be ideal to have dedicated bathrooms. Kids are sometimes anxious to use the general bathroom, and teachers can't accompany them because there are other students they're teaching in class. • Sometimes there's a Para, depending on the size of the classroom. • A Cool down space would be ideal *Space Needs* • It would be great to have a TLP wing, like a homebase for the students • Office base for counsellors • individual and small group workspaces to encourage social group skills • Flexible seating • Flexible lighting • Quiet room if students want to work, accompanied by a Para. • Outdoor space (some have behavior support plans), • Dedicated entrance for specialized transportation, access to counsellor services. • There is a mix of needs of the student population and having a space that can accommodate variety would be good • While kids can use bathroom themselves, they're quite vulnerable and so would be ideal to have single-use rooms close to the TLP Area

Item No.	Action	Discussion
01.06	Record	**STEPS** • A large classroom space for decompression • Another flexible space to accommodate variety of student needs • Students are in programming for various periods of time. • Last year there were 59 admissions and 38 students. This year, 19 students. • Program started in 2019 and highest enrollment so far is 65 events. • Average number of students in space at any one time is 8. Space currently has capacity for 15 • High School students have lunch in space too, not necessarily those that have been through STEPS.
01.07	Record	Medford Academy • There are 2 cohorts based on skill level, STEM and Humanities. • Planning for 30-40 students, with max class size at about 12-13. • Program currently has 2 classrooms because it's the space available • There's a 3rd room; that's a community space with chairs and a table but ideally there would be comfy seating. Ideally this space has soft seating and tables for collaboration. Community space as a calm down room instead of a typical calm down space • In previous space, all walls are glass and so could easily be monitored. • If kids need quiet space to decompress and do work, it's better to do here than classroom spaces. • Community space as a calm down room instead of a typical calm down space.

Item No.	Action	Discussion
		• A dedicated entrance, access to outdoor space that allows for supervision • In the classrooms, being able to accommodate project-based learning and group work. • Having dedicated bathrooms would be great too. • Adjacencies may not be a big issue; staff walk students to other spaces.
01.08	Record	**DESE** • It is important to note that the MSBA Defers to DESE on space Planning requirements and so is crucial to document future needs and changing demands in Education Plan because DESE refers to visioning needs in detail to match up with space allotments

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Athletics & Pool	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	
Distribution:	Attendees		

Attendees

Medford High School
Rachel Perry, *Athletics Director PE/HE Assistant*
Rob O'leary, *Athletics Director*
Ken Lord, *Chief Operating Officer*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Athletics Facilities and Program Overview** • The ratio of students engaged in athletics to the entire student population is trending downward. Over the past 4-5 years, there's been a decline. • MHS noted that as has been seen in other districts, in new buildings the student retention is much higher so there's expectation that the number of students engaged will increase once facilities improve. *Fall ,* • 425 High school students and over 100 middle school students

Item No.	Action	Discussion
		• Soccer: Boys and girls practice at Edgerly Field • Cross Country • Volleyball: Teams practice in Gymnasium, Freshmen Practice at 4, Varsity & JV at 5.30 • Crew: Tams Practice in fitness Center & Overpass • Cheerleading • Football: Teams practice in grass field • Golf: Teams practice in Stoneham Oaks but it's only a par 3 course • Unified basketball: Teams practice in Gymnasium • E-Sports: Limited by wi-fi so teams tend to be off-site *Winter,* • 300-400 High School Students • Basketball • Track • Wrestling: The team is co-op, so they practice in Malden. If there was a place for them to wrestle in the building, then there would be a flourishing wrestling program. There's been significant student interest. Medford Recreation offers wrestling with participation from middle and elementary school students, once they get to the high school, there will be significant interest. SMMA notes that a dedicated room would be ideal but there's also an option to make a combination space in the gymnasium, with wrestling mats on hanging systems that can be pulled up and dropped down when needed • Swimming: Students have the gym on Saturday mornings and in the evenings, community events happen in the pool • Cheerleading: Shares infrastructure with gymnastics

Item No.	Action	Discussion
		• Indoor Track: 80 students practice every day and compete on Fridays. Mets happen at Reggie Lewis because facilities are not cut out for that • Basketball: There are 3 boys' teams, J.V, Varsity, freshmen. The goal is to also have 3girls team • Swimming: Primetime for students is 3-5pm *Spring,* • Roughly 400 students • Baseball: No facilities on site, so students practice in hickey park • Softball: Columbus and Tufts Park • Volleyball • Tennis: Playstead Park, Duggard Park • Crew: Hormel Track • Outdoor Track: Hormel Track • E-Sports: MHS has a formidable E-sports team. They won the State Tournament in Mario Kart last year. There were about 40 students as part of gaming club last year. Currently, there are 15 students, and they practice in the library but are limited by Wi-Fi connectivity and space availability . • **SMMA to reach out to Lindsey Rabelais, the coach and teacher for MHS E-Sports** • There's a fitness center on site and staff use it more than at other schools because of how equipped it is.
01.03	Record	**Current Challenges** • The locker rooms are currently underneath the gymnasium and are not in an ideal location or state, especially Girls' locker rooms and bathrooms • SMMA notes that it would be very useful to have more expanded locker room offerings for off-site uses, athlete lockers, pool lockers, PE lockers

Item No.	Action	Discussion
		• Currently, there are 4 boys' team rooms, but it would be great to have girls' team rooms as well. *Technology needs* • It is important for the team rooms to have video functionality. A lot of instruction takes place in them, with teams watching game play videos in them as well. • Could the fitness center also have video functionality? *Pool* • Free Swim lessons, lifeguard certifications and water sports all take place in the pool, for the community and High School students. • There's no restricted access between the pool and the school and there should be. • There are not enough parking spaces for community visitors. • The locker provision for students and visitors is insufficient *Fields* • Edgerly has space for 250 people • There's a shed on the fields with track equipment, EED, Lacrosse equipment, netting in the winter • Storage is insufficient for all the current offerings • Beyond School needs, Spaces are used for other event rentals, summertime camps, religious functions, brownie troops assign through and resident Japanese culture school • The facilities are as much a community center as they are for a high school and so there is struggle with access for buses to pick up and drop people off, lighting management • MHS points out the less-than-ideal access and parking provisions now

Item No.	Action	Discussion
		Athletics & PE • There is a washer and dryer for the department's uses • The office spaces should ideally be consolidated • Would be great to have a dedicated athletic training and CPR room to accommodate a dedicated strength and conditioning coach in the future
01.04	Record	**Future space needs** • Girls Flag football would be a great addition. Patriots have invested a lot of money. Grants were warded for Elementary and middle school and so there's a future pipeline of interest • Rugby is also gaining significant popularity across Massachusetts and would be a great addition. • **SMMA notes that future for curriculum offerings should be outlined in Education Plan so they can be part of Programming Plans** • An athletics training space with 4-6 stables, ice machine, storage area, dishwasher, sink, small plunge pool would be an important addition • Ideally, students have a space for rehab after injuries • Necessary technological upgrades include muscle stim, blood pressure machines, all set up to have dual instructional function • Provision for concession stands in fields to serve extensive events calendar

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Custodial Facilities	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
John Mclaughlin, *Director of Facilities*
Ken Lord, *Chief Operations Officer*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.

01.02	Record	**Facilities Overview**
		• The Director of Facilities for the district is on site at Medford High School
		• All documentation for the school district is located on site. Maintenance staff are also housed here
		• 3 maintenance staff (for District) housed in the building.
		  ○ Staff monitors the HVAC system – need computers.
		  ○ Have a workshop on site and an office space in the garage, with power equipment

Item No.	Action	Discussion

		• 9 MHS custodial staff. Work out of a custodial office / workroom.
		  ○ 6 staff during day
		  ○ 3 staff during night.
		  ○ 1 staff covers weekend events (does a split shift and works Saturday – Wednesday)
		• MHS employs an outside cleaning company, Partners Facilities Services, who use their own ride-on machines. MHS provides paper products and consumables.
		• CTE students help around the school but time-sensitive projects require staff help
		• Wider student body has previously helped with some maintenance like raking leaves and keeping spaces clean.
		• There are limits to how much work students can participate in. Custodians are in a union shop and so it's difficult to get students on board
		• Custodial Services deals with all the site-related issues from the 'hill' down to Winthrop Street.
		• The City of Medford is responsible for the field to the left of the school and to the left of Edgerly, including mowing and trash pickup
		Storage
		• 2nd floor garage space being used as storage
		• Outdoor shed currently stores heavy equipment like leaf blowers etc. used by ground maintenance staff
		• Construction Craft Laborers (CCL) program has storage out on the field
		Waste Management
		• Recycling: Students handle recycling through the Environmental Club. The Kitchen has a recycle bin on the loading dock. There are at least 20 large recycling toters/bins

Item No.	Action	Discussion
		• Regular trash goes in the compactor. Compactors are leased currently. • CTE construction-related programs have roll-out dumpsters • Each CTE program handles their own specialty waste • Trash pickups every Thursday morning before school. Usually happens around 6.30am. Trucks pull out compactor, empty it and bring it back. • There are times when trash pickup comes while school is in sessions and causes roads to be blocked off • Significant amount of junk in the building that needs disposing of • Composting efforts have been made – tried previously but was rolled out in the middle of a school year. Tough to implement mid-year, as it needs to be included in operational budget and be rolled out for other schools. Also have concerns about the food waste attracting rodents.
01.03	Record	**Challenges and Space Needs** • Pool roof: There are concerns of imminent failure. Roof has had a hurricane barrier for about 5 years. The humidity in the pool has led to the decay of roof wood rafters. • MHS notes that there was a $1.5m wide effort to improve security, including cameras, vape detectors etc. • The Northern part of the building, with the pool and athletic facilities, is difficult to close off from the rest of the school, as part of safety measures. • There was a rodent problem at the school Loading

Item No.	Action	Discussion
		• The loading dock has a foot difference in height from the compactor so school had to implement a metal skid to connect • Currently have 3 bays today (1 compactor and 2 delivery) • In the future, would like 4 bays, 2 with compactors and 2 for deliveries
01.04	Record	**Building Systems** • Currently, there is no cohesive safety system across the school, with some fire alarms not sounding during emergencies • Across the school district, new BMS systems for HVAC have been installed to standardize operations • Elementary Schools in the district have been invited to switch to Air Source Heat Pumps, with kick off on Feb 2nd, 2026

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – ELL	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Emily Pellini, *Assessment Specialist*
Chelsea McNiff, *EL Director*
Hannah French, *EL Teacher*
Marta Cabral, *Principal*

SMMA
Rosemary Park
Matt Rice
Soala L Ajienka

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Medford High School has a high variability of students at different EL stages • EL Student population has been as high as 160. • Roughly 132 students are working with department now and throughout the year, the number fluctuates. The periods with the most variability are September and October, January and February • 110 EL students and 30 EL students in Vocational

Item No.	Action	Discussion
		• It's difficult to predict the student population because of the constantly shifting political climate in the US and elsewhere. • The past 5 years in Massachusetts, there's been an increase in Students with limited or Interrupted Formal Education (SLIFE). Student population in districts will depend on housing availability • Teachers in the EL program are coteaching other classes and there is flexibility between the teachers in the different levels of English proficiency
01.03	Record	**Pedagogical Approaches (Instructional Style)** • Students on EL levels 1, 1.5 and 2 have EL teachers for all subjects. From EL4, they receive instruction from an EL teacher for English and other classes are mainstreamed • Instruction is delivered as you would in a regular classroom. • There are some students who are dual identifying • In a few content areas, students are cotaught. Currently, the team is pushing to co-teach more classes so EL students are not sidelined. E.g. the EL Science Teacher is pushing to coteach chemistry • The current push-in approach for some students means that they might be sidelined in mainstream classrooms as teachers may assume that they have extra support • EL teachers would like to see a more dispersed EL program. • EL1 and EL2 are on a sheltered schedule now with all subjects covered. • EL Teacher, Hannah, runs a high school bootcamp before the start of the year to give students a good head start

Item No.	Action	Discussion
01.04	Record	**CTE Overlap** • Push in co-teaching module for classes in vocational school • Currently, there's an unofficial arrangement where one of the ELL teachers does the extra work to find alignment in their teaching schedule, Voc students schedule and Voc classes available, to provide support for students who may need it. They then coteach the classes. This is not a formal process, and it would be ideal to get it formalized • Staff step up and step in to provide significant support • In their exploratory year, there are a significant number of EL students who go to Voc but in subsequent years, there is fall off. • There's an apprehension from teachers because of safety concerns. In times of emergency, there could be difficulty in communicating.
01.05	Record	**Classroom Layout and Space Needs** • Students carry belongings around with them and it would be ideal to have a space within the classroom where they can keep their belongings. Could be a function of lockers being quite far away and centralized and the school being large • 7 physical classrooms. • Teachers should have access to phones. • Currently, 4 ELA teacher classrooms, 3 EL classrooms; Social Studies, Math and Science are co-located with other classes • In a future program, it would be ideal if dedicated EL teachers also give mainstream instruction content classes. *Communal Spaces* • Teachers are interested in creating a hub where EL's can be seen as being a part of the fabric of the

Item No.	Action	Discussion
		school. A space where they can feel safe without feeling like a separate part of the school • It would be great to have a staff office next to registration, nursing and admin assistant. • Part of office suite includes assessment space for new students too and proximity to these central services means assessments happen seamlessly

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Food Service	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Rita Toscaro, *Food Service Director*
Bob Bouley, *Food Service*
Retta Smith, *Food Service*
Marta Cabral, *Principal*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Schiavone Designs
Joanna Schiavone, *Food Service Consultants*

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department and Service Overview** • School currently has 2 lunch periods. MHS will need to accommodate 3 lunch periods in the future as MSBA sizes Dining Commons to accommodate 1/3 of the student population (15 nsf per student = 6,975 nsf) • Currently have 12 Kitchen Staff • It takes about 30 school staff to coordinate the lunch times • 2 kitchen staff come in at 6.am to start breakfast service. Some staff come in from 7:15 and leave at 2

Item No.	Action	Discussion
		pm. Other members of staff come in from 8. By 1pm, a lot of staff shifts are up. *Breakfast* • 300 breakfast served in two locations: 2nd floor cafeteria and grab-and-go cart in the Main lobby. • Breakfast served in the cafeteria from 7am to 7.45am. • Grab-and-go cart operates from 7.30am to 8.30am *Lunch* • 700 lunches served in two locations, 2nd floor and 3rd floor cafeteria, with two lines in each. • One line is dedicated to Hot items and one line for grab and go (salad and wraps). Another POS is dedicated to a refrigerated case. • The current setup is restrictive where 2 doors lead to 2 different lines with one exit for each and the cashier close to the exit. • Beverages is just milk, served from a milk cooler • Juices are also served with breakfast *After School* • There are no options for after-school food service. Would need to be a different meal plan provider as there are no staff available currently for after-school hours *Commissary* • Commissary does not make hot food, only cold. 100 salads, or bento boxes go out to middle or elementary schools in the district. Food leaves the kitchen at 9.30 a.m. • Do not have a full central kitchen setup *Catering* • Currently only do catering just for meetings at school

Item No.	Action	Discussion
		Deliveries • Both box and semi trucks deliver food and goods
01.03	Record	**Sustainability** • School committee said replacement equipment has to be electric • MHS asked for flexibility for one oven to be gas
01.04	Record	**Space Needs** • MHS would like a food court style setup with different meal options at each station. • Ideally, there are 4 POS/ check-out stations with barcode readers. Currently, students have their number memorized which speeds up billing process • Would like quiet dining areas • Would like a large refrigerated section for quick grab-and-go items • Would like vending machines that are accessible only during lunch periods • Would like to bake, but there is no baking functionality in the kitchen. Schiavone Designs notes that equipment can be multipurpose and useful for other functions • Need a washer and dryer • MHS says staff is not at the school long enough for a dedicated break room • Ice-machine: MHS doesn't see a need for one in the future (do not currently have one) *Dishwashing* • Disposable plates are currently in use, but MHS is open to the possibility of using reusable serve ware in the future.

Item No.	Action	Discussion
		• Schiavone Designs notes that it's important to plan for the possibility for change and adaptability to future scenarios *Waste Management* • Composting: School does not compost today. However, there is an interest. • Would need waste divergent set ups, liquid pour offs (plumbed), trash, recycling, compost • Would like a garbage disposer Storage • In addition to walk-ins, also need storage for dry food and paper goods • Need commodities freezer *Preliminary List of Equipment* • Preparation: slicers, processors, food cutter, mixers, proofing. ○ Baking equipment ○ Robocu ○ Blast-chiller A bulk chiller would be good for when there's extra food after meal service, they can be chilled and sent to local food pantry • Cooking: convection ovens, combi-ovens, steamer, skillets, kettles, range. • Serving: hot & cold food station, pizza, deli, exhibition cooking, express station. Full & self-service. • Beverage service. • Microwave oven – kitchen, serving or dining. • Hand washing stations: manual faucet or hands free. • Ice cream requirements
01.05	Record	**Collaboration with other Departments**

Item No.	Action	Discussion
		• There is no food service currently to daycare ○ SMMA notes that MEEP will be in the future high school and so would be good to revive conversations around food to preschool and Kids Corner • Some food service areas, like a snack shop, could also function as concession service • MHS is open to food/snack service close to/in the library and also close to the gym area for after-school activities. • MHS would like to have Vocational students working in kitchen, and potentially schedule as an elective

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Instructional Technology	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Cirron Richardson, *Technology Support Specialist*
Molly Caden, *Director Tech, Library & Media*
Ken Lord, *Chief Operations Officer*

SMMA
Soala L Ajienka
Max Boucher
Rosemary Park
Matt Rice
Frank Scala

Left field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • Out of the High School, there are 2 tech support positions • Staff members that provide support for the high school, also support Curtis Tufts • The school district wide technology specialist also works out of the High school • The district wide staff is based around library space. There are 5 in total, 6 including Chief Operating Officer, Ken Lord

Item No.	Action	Discussion
		• For future planning, it's important to distinguish between district wide staff and those that work service lines for the high school • There has been consideration given to bringing staff together and having them deploy out of the high school as a central location • Whilst it is not necessary for the network technicians to be in the library, it is important that they are centrally located. • The current workspace allows for a range of work surfaces and so can work on daily tasks as well as work on sorting out software issues. • Existing storage has a mix of old devices, accessory devices and it would be ideal to have it all centralized. Though fixed in high school, the department has the role of setting up devices (support) for the other schools; 3 elementary schools and 1 middle school (Andrews) • Tech purchasing for the district comes through High School. Everything gets delivered here and is rolled out to the other schools. • Annually, roughly 20% of equipment is replaced • Equipment Refreshers are an operations budget item. The current number is approximately $2,200 per student • Teachers are on Apple Mac laptops, Admin are a mix of Mac and PC, Comp Labs are PC, Students are on Chromebooks, Special Ed department uses iPads, Music Technology, Programming and Web Development has PC Labs • Security monitors are in place, and they are PC compatible so that determines who gets PC vs Mac • It is important to note that there was a $1.5m project to refresh the security of the school • The Auditorium has mounted projectors • There are fewer smartboards (touch view) now because the school uses projectors on carts. New

Item No.	Action	Discussion
		buildings and rooms have ceiling mounted projectors. • MCAS testing happens all on Chromebooks in classroom
01.03	Record	**Technology Needs** • Cafeterias, theatre, and gym are all used for school-wide events, but also staff-wide events and they also need to be self-sufficient where anyone can operate the AV/IT provisions in them without external support • Zoom compatible phones are crucial and should be added to the project. Currently, old phones have been repurposed for use with zoom but are insufficient. There are no phones in the classrooms. • Larger spaces used for pep rallies, school dance, theatre space important for classrooms • Cellular repeater system, BDA for Cellular amplification? • School resource officer is on site • interactive projector seems like the way to go and SMMA advises that the best course of action is to get vendors in to install demo rooms to plan by testing what works best.

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SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Math & Comp. Sci.	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Monica Pacheco-Tougas, *Math Teacher*
Meghan Coyne, *Math Teacher*
Faiza Khan, *Math Director*
Jessica Hamerly, *Math & CS Teacher*
Marta Cabral, *Principal*

SMMA
Rosemary Park
Matt Rice
Soala L Ajienka

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** • 15 Teachers in Math & CS Department • Whilst direct teaching takes place currently, there is need to move away from this into more student-led teaching • Teachers are dispersed across the school currently, but it would be great to have better proximity • Department offers 'minis', electives that meet 2-3 times a week, such as financial literacy, sports statistics, data science, history of math

Item No.	Action	Discussion
		• The teaching team is working on pushing support this year, Teachers going to other teachers' classroom and providing support if needed. • This push in approach helps provide scaffolding services to students that need it • Once a week and above, Math tutorial classes are running constantly, before and after school.
01.03	Record	**Current Limitations and Space Needs** • MHS team notes that it would be a big help to maximize the availability of writing surfaces in the classrooms. Vertical space is crucial for students to write and work out problem sets • There is currently not as much interdisciplinary collaboration across the school but would be great to collab with web development track in CTE • The Head of the Department's office is far from the rest of the teaching staff, but it would be ideal to have their office closer to where the other teachers are. • With the rooms being quite small, teachers do not currently have collaborative spaces and planning areas where they can meet amongst themselves. • Could this space have the dual function of being the Math Lab, where tutorials are held? • Teachers often expand into hallway, Cafeteria, to allow for more group learning • Lockable storage for usable equipment and for teachers' belongings. *Computer Science* • There is only one Computer Science class on offer. • Previously there were 3, including Java but each comes with significant machine needs that were met with a dedicated space in the library which no longer exists.

Item No.	Action	Discussion
		• Currently, students work out of a C: Drive. students use VS Code as an Integrated Development Environment (IDE) for processing Development • Access to Robust computers would significantly increase the capacity for more quality instruction • Smartboards would be an essential part of instruction. The capacity to project student work and save work. • It would be ideal to have technology as integrated as it can get. • Is there interoperability with calculators and having them display ongoing calculations?

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Media and Technology	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Ken Lord, *Chief Operating Officer*
Molly Caden, *Director of Technology, Library and Media*
Daniel Wagner, CS Teacher
Venn DesAutels, *Technology & CS Teacher*

SMMA
Soala L Ajienka
Max Boucher
Rosemary Park
Matt Rice
Frank Scala

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview and Technology Use** • Technology Department is a recent addition with Comp. Science classes including Game Design, Cybersecurity, Tech Helpdesk etc. as electives. • There is a Java class under the math Department but only Seniors take it because of the Algebra 2 requirement. • Computer Science Classes count as math but there's not much communication between the departments.

Item No.	Action	Discussion
		• There are roughly 24-25 kids per class • Students currently use Windows desktops, as Chromebook is too small. • iPads are in use this year • Some classes work on the web and having Dual display (Unlike single screens now) would be ideal for accessibility • Engineering and Tier 2 Helpdesk electives happen out of the classroom. • Invention Workshop is another class that teaches digital literacy. • The Department wants to move towards project-based instruction • The Makerspace currently has all the stock including Arduinos etc. and is designed for student and staff use. It's currently separate from the classroom, but could they be adjoining? *Internet* • The computers run on the ethernet now *Safety* • Currently, the desktops in Computer Science Classroom flip up and down, which can be tough during instruction. • If there were surveillance technology, the students can easily be monitored
01.03	Record	**Pedagogical Approaches** • Students do a lot of code writing
01.04	Record	**Challenges and Space Needs** • There is significant demand for electives currently offered and a need to expand staffing to accommodate demand • Game design, one of the electives offered, has significant computing power requirements that

Item No.	Action	Discussion
		need to be upgraded yearly as updates come through to Unity. • E sports, elective runs out of a different space as it is all console work currently, with no need for computers • Tech Help Desk elective has had a significant number of students. • When people have issues with devices, there should be a triage area where the devices are collected. Last year, roughly 200 devices were repaired, saving significant funds for the district • For Extracurriculars, it would be ideal to have a separate dedicated space and not use a classroom. • Currently, the library space is used for a lot more extracurriculars • The Cybersecurity course is online now and having dual monitors would be ideal. The students work on virtual machines, and it would be great to have a physical component of the machines in a server room. • Ideally, if the classrooms were flexible, having ample central space would be ideal with enough power outlets to anticipate potential needs. • MHS notes that the display of student work is essential
01.05	Record	**Areas of Expansion** • Department is looking to integrate Industry certification for the Tech help desk elective, so students are better prepared for industry • For cybersecurity, it would also be great to have an aspirational certification. Currently, cyber.org curriculum is in use • SMMA asked about the potential for a student-run tech support desk and MHS notes that yes and can perhaps be run by sophomores. There is potential here to boost the need for project-based learning

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Visual Arts	Meeting Date:	11/19/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Suzanne Fee, *Director of Fine Art*
Carey Smith, *3D Art Teacher*
Jen Belanger, *2D Art Teacher*
Marta Cabral, *Principal*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview** *Spaces* • 1 no. 3D Art room with 4 no. sinks, • 2 no. 2D Art room with 1 no. sink in each *Class Offerings* • Art and Ideas - 5 days a week • Ceramics – 5 days a week • Sculpture – 2 days a week

Item No.	Action	Discussion
		• Photography – 2 days a week • Design – 3 days a week Ideally, upper-level classes should be 5 days a week. AP classes meet 5 days a week. • Digital Art offerings will be expanded in the future. • There is potential for an additional teacher as the curriculum is expanding now. • Photography is a mini elective now and will likely expand in the future if space capabilities allow What's working/not working • Due to space limitations, it's tough to offer anything beyond basic photography. • Current computers were donated from Tufts. Ideally, need newer Macs and Adobe Suite • Design and art and ideas share a space
01.03	Record	**Space Needs** • It will be great to have a dark room on campus, as it previously was. • There is interest in offering silk screening classes in the future, that could provide potential collaboration with marketing department • SMMA notes disposal of chemical components and logistics needs will be planned for • Art spaces are currently connected and this is a positive, that builds community within the art department. Walls connect the spaces with doors that are always left open. • Art is currently an effective form of decompression for the students • The identity of Art is isolated, and it's difficult to see and interact with spaces now. Being seen and heard is a good way to attract more people, by having more traffic come through clusters.

Item No.	Action	Discussion
		Ideal setup • 1 no. kiln room with 2 no. kilns • 2 no. 3D rooms, one for sculpture and 1 for ceramics (MHS notes that ceramics is one of the most popular elective offerings in the school) • Spaces for students to carry out quiet work, photobooth dedicated to photographing work, kitted with lights, camera and different colors of backgrounds • A lot more electives and classes will be potentially added as there is the demand for them from students • MHS would love to see outdoor firing to expand ceramics capacity. • Ventilation, sufficient clay traps *Events* • Art Show hosted yearly would benefit from Commons such as a gallery space dedicated to showcasing student work • School wide photo contest would benefit from dark room

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Central Administration	Meeting Date:	11/24/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Ken Lord, *Chief Operating Officer*
Kim Talbot, *Assistant Superintendent*
Will Pipicelli, *Communications Director, MPS*
Noel Velez, *Director of Finance*
Jeanine Camuso, *Director of Human Resources*
Joan Bowen, *Director of Student Services*
Gerry McCre, *Budget Analyst*

SMMA
Rosemary Park
Matt Rice
Soala L Ajienka

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Central Office Organization** • Central Office has 27 members of staff working out of Central Administration not including the district-wide directors

Item No.	Action	Discussion
		• There are a few part-time staff and some vacant roles, for example the payroll admin assistant role • There is a requirement for a drop-in assistant to cater to Health services • IT and data are understaffed currently. • There are some potential increases in staff capacity, and each department will likely grow by about 1 or 2 people. • The team notes that it would be great to have that flexibility built in. Does this mean more hoteling spots? • What is working well now is the hub around registration: When parents come into the school, registration area is one stop shop for all services that they may need • All the directors share an Admin Assistant. This may necessitate having their offices consolidated. There is internal conversation about whether Directors should all share a space, bull pen style • Within the business area, the payroll function should be a bit more private to allow for more sensitive conversations. It would be ideal for HR to have a direct line to payroll. *Required Adjacencies* • HR and Payroll, Finance and HR, Facilities and Custodian, High Level technology and Project Manager (Project Manager deals with contracts and contractors for physical projects) • Group needs more conference rooms and more adult PD spaces. Quadry of admin means that more meeting spaces are needed • At least one large space that can fit 20 - 40 people dedicated to Central and separated from the rest of high school scheduling system. • Some offices now are large enough to have 3-4 people meeting

Item No.	Action	Discussion
		Records and Storage • The school currently has a significant number of records on site. Employee files are kept for extensive periods because of record laws • Medium density storage is in use now, including pull out cupboards • While a lot of records should be archived and digital at this point, it would be tricky to move them electronically because of how old they are • There is district wide book and curriculum storage on site, managed by the Humanities Director *Access and Accessibility* • Ideally Central Office should have a dedicated entrance with a reception area. • A significant portion of the Central Office Staff are district wide with community-facing functions that are more outward. Currently all the offices are receded and inward facing • There are 22 parking spaces dedicated to Central Admin staff currently • As many of these as possible should be wheelchair accessible • Ideally, there's also dedicated visitor parking or enough that they can double up as central staff parking or visitor parking • As a result of the space limitations on site, community meetings currently happen in city hall • Conference rooms should be accessible and should have video conferencing capabilities

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Community Schools, After School Programs	Meeting Date:	11/24/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Ken Lord, *Chief Operating Officer*
Suzanne Galusi, *Interim Superintendent*
Robert O'leary, *Athletics Director & Community Schools Coordinator*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview and Limitations** • 'Community Schools' encompasses community events scheduling, pool use, and outside rentals • All MHS rooms are booked throughout the year on weeknights, weekends, summers, for various functions/uses: ○ All classrooms (Boy Scouts, Girl Scouts, Summer Camps, Japanese Language School)

Item No.	Action	Discussion
		○ Theater ○ All three cafeterias (Sometimes food can be served for food-related groups and organizations, and so kitchen use is included too) ○ Gym room (for Youth gymnastics, cheerleading, Community), Gymnasium, Pool (Community) ○ MHS Lobby ○ Lecture Halls ○ Library/Media Center ○ Batting Cages ○ Edgerly Field ○ Electrical Shop – Electrical continuing education classes are offered in the evenings. CTE Director operates this program • Continuing education programs utilize some of the other CTE Shops as well. • In the fall, other high schools rent spaces • In the summer, camps are looking for space for meetings and other programming to rent from MHS *Pool Services* • Open daily to the community for lap swim from 6 am - 11 am • On weekends: Open on Saturdays for swimming lessons • Club team has space daily from 3 pm – 6 pm • Volunteer Lifeguards, 2 Pool Monitors, and Certified Pool Operator (CPO) need a dedicated space

Item No.	Action	Discussion
		• On the MHS side, the Assistant Athletics Director currently runs the pool, but this is not ideal from a staffing perspective since the pool is a Community Schools program, and not an MHS Athletics program • One must be a member of the Medford Community to use the pool *Japanese Language School* • 300-800 students can be at the building on Saturdays • Has fixed access to 2 spaces • One of the lecture halls is used as a dedicated library, and they have use of one adjacent space • Community members currently come to the building during MHS hours to access the library *Medford Family Network* • Considered as one part of Community Schools. MHS has fiscal responsibility for them *Medford Summer Fun* • It is now taking place at the Missituk School • EL and Special Education Programs • Utilizes space for after-hours programming • Programming is usually clustered, so there's a nurse on call • In summer, the Tufts pool (near Missituk School) is outdoors, and so it's more appropriate for their needs. *Tibet & Redemption Church* • There are two dedicated storage spaces (in one room) in the high school building. There is also a portion of that same space that is used for MHS storage of retail items sold in the Mustang Mall.

Item No.	Action	Discussion
		Gymnastics • 2 instructors • Held at the high school on Wednesdays and Saturdays *Batting Cages* • Used from 2-10 pm Everyday
01.03	Record	**Space Needs** • 3 Offices for the Community Schools Director, Athletics Director, and Community Schools Director Assistant *Storage* • Dedicated Community School storage • Gymnastics storage • Storage for Pool Equipment, Sports equipment • Currently, the Gymnastics room is used for Gymnastics equipment Storage • Ideal to have equipment for other programs • Could mats be hoisted in the air? (retractable, utilizing tall spaces) • Some storage space is needed for swim class kick boards, swimming equipment, gymnastic equipment, including cones. *Access and Accessibility* • Ideal to have a dedicated community school entrance • Ideal to have an office/ information area adjacent to the dedicated entrance • Ideally, community visitors have dedicated spaces and perhaps spots that are for pool parking only

Item No.	Action	Discussion
		• Site analysis should prioritize after-school access, as there are more people on site than early in the day

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Culinary Arts	Meeting Date:	11/24/2025
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Matt Crook, *Culinary Arts*
Vanessa Still, *Culinary Arts*
Chad Fallon, *CTE Executive Director*

SMMA
Rosemary Park
Matt Rice
Soala L Ajienka

Left Field PM
Matt Gulino

Schiarone Designs
Joanna Schiarone

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview and Space Needs** • 15 Sophomores and 13 Juniors • The program has been growing significantly, especially with the success of the Bistro • Bistro 489 service happens from Tuesday to Friday • Next year, the team anticipates 18 students per class. That would mean as many as 36 Students will be in the space when the groups are crossing over. 18 students coming in, 18 students closing the kitchen

Item No.	Action	Discussion
		• The team produces small amounts of catering if the students can handle it. Currently limited to baked goods and sandwiches, for people to pick up • School makes requests too and sometimes, culinary can fulfil • A sloped floor would be ideal for a deep clean. • It would be ideal to have a bigger walk-in refrigerator and freezer. • The dishwasher setup is not ideal • Staff offices are currently being used as storage and it would be great to have better office setups, perhaps a larger office that can be used as Teachers Prep space • Changing is currently a bottleneck. • There's a need for more changing rooms and lockers. With 54 students; the distribution can be 27 Male and Female lockers each and bathroom spaces for this number of students. *Instructional Space* • There are significant space limitations now • There is a small classroom space but it's not ideal. Ideally, there would be a dedicated classroom space and demo table • The flow of the kitchen is not as functional and there needs to be an open space where instruction can happen • Currently, there's not a user-friendly kitchen, as equipment is all stationary and not on wheels. • It would be great to have space for safety training *Bistro* • The Bistro currently has 75 spaces, and this could be increased to 100

Item No.	Action	Discussion
		• Athletic teams, Student Groups, and GSA events are hosted in the Bistro. • Annually, the space hosts a banquet but there's no space for a buffet setup • Patio gets used during the summer months • Noise attenuation in Bistro would be very helpful as it gets very noisy during service hours
01.03	Record	**Future Expansion Plans** • The team is hoping for the possibility of doing night classes for adults • It would be great to have a bake lab separate from the kitchen for the Bistro service. Matt, one of the Chefs is taking baking classes, Choux pastry etc. There's a big push for baking now • In this future setup, there needs to be a clear boundary between the baking space and the cooking space, not necessarily physical separation but separate zones. • A delineated space would be Ideal for monitoring students at work. 3 Instructors are monitoring at every point in time • The team are considering a full café experience, baked goods as well as coffee service • SMMA pointed out previous conversations about introducing a cafe in the Media Center and library space. • From discussion with Schiarone Designs, Culinary team is open to a blast chiller as once food is rethermed, it retains freshness.
01.04	Record	**Collaborations** • The team would like to do something more with local partners including vendors

Item No.	Action	Discussion
		• The group would like to have raised beds, for own herbs. This could be a potential to collaborate with environmental science.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Kids Corner	Meeting Date:	2025/11/24
Prepared by:	Soala L Ajienka	Meeting No:	1
Distribution:	Attendees		

Attendees

Medford High School
Cristina Luongo-Dudley, *Kids Corner Director*
Irina Shumway, *Medoford Family Network*
Megan Fidler-Carey, *Dir. Family & Community Engagement*
Suzanne Galusi, *Superintendent*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Program Overview and Space Needs** • Program serves municipal employees and if there are extra spaces, opens to rest of community). • Theres a waitlist currently • Kid's Corner has a Ratio of 2 teachers to 9 children • 15 teachers and 1 program Coordinator (16 staff total)

Item No.	Action	Discussion
		• There's a Young Infant and older infant room, Ideally rooms are separated, the big kids from the younger kids • 6 classrooms in Kids Corner. • 20 students in Preschool and this is separate from pre-k • For distinction, Young toddlers: 15 months to over 2 years, Preschool: 2 to 3.9, Pre-k: 3.9-5 • Gross Motor Room would be lovely! In case students need to stay in the building in case of inclement weather • Mother's room used for lactation, now they use staff room. • It would be ideal to have a Dedicated Entrance, one point coming in, with the opportunity for drop off. The team pointed out that the flow of separate entrance for younger children works really well in the new schools they have experienced • If the children's center were realized, there is the opportunity for shared services. • It would be great to have a testing/evaluation space • Currently, the kids bring their own food. If the budget allowed, it would be good to offer food to the children • Bathroom situation now is very tough. Would be ideal to have a bathroom in the classroom • Currently don't have a kitchen area, laundry, Toy sanitizer space. • In an ideal Kitchen area, it is important to have level appropriate sinks for the kids • It would be ideal to have room that integrates Gross motor, sensory and PT amenities • 3 playgrounds currently, for young toddlers

Item No.	Action	Discussion
		Access & Accessibility • Staff now parks out front, 15 parking spots for them • Dedicated drop off and pick up would be ideal • Ideal to have a separate bus/drop off loop • Evacuation cribs are important equipment set to provide. All doors being accessible to accommodate them

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming - Medford Community Media	Meeting Date:	11/24/2025
Prepared by:	Soala L Ajienka	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Kevin J Harrington, *MCM Station Manager*
Cat Darnell, *Film & TV Production Teacher*
Sean Hester, *Film & TV Production Teacher*
Ken Lord, *Chief Operating Officer*

SMMA
Soala L Ajienka
Matt Rice
Rosemary Park

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Services Overview and Space Limitations** • Medford Community Media is a Medford City Department • MCM Utilizes a shared space with Film & TV CTE • Open from 3pm-5.30pm. Intention is to open from 2.30pm -8pm but there are limitations due to staffing availability. • 2 full time staff currently

Item No.	Action	Discussion
		• Not open on weekends but members can borrow equipment on those days. • Limitations on event coverage. There is interest in election night livestreaming, but it is not so possible now. • MCM provides the space, troubleshooting and then the members provide the content ideas. • Goal is to be as hands off as much as possible with members in driver's seat and MCM team acting as guardrails. • MCM is responsible for community meetings. • Membership Requirements: No fee, just be a Medford Resident and pass CORI background check. • Podcasting services are available, but no podcast is in the works. There are some shows that happen in space with video and audio output used on different channels. *Classes* • Regular community classes are not offered due to staffing shortages. • Monthly classes and drop-ins offered to educate on cameras, lighting, etc. *Student Engagement* • Yearly, students become members of MCM, volunteer for shows. • 3 years ago, students took advantage of co-op with the vocational school and worked on MCM projects • Students get tons of hands-on professional experience and have previously covered school assembly events. • For the school Graduation, MCM coproduces with Film & TV

Item No.	Action	Discussion
01.03	Record	**Space Needs** • Significant storage needs, especially for equipment • Since It is a Medford Community initiative, it would be ideal to have own entrance. • MCM is looking to get a production truck in soon to allow for more mobile services and more flexibility of offerings, not just for MCM as a production company. • It is ideal to have bathroom within the space, separate changing room and limit access to other student spaces. • Better Soundproofing, sound deadening from adjoining spaces. • While it's great to have cameras and lights embedded within the new spaces, MHS team notes that part of curriculum is teaching students how to set things up and so ideally, there is a balance. *Computer space* • Should be appropriate for video editing with effective glare control. • Ideally there are more workstations with privacy. • MCM is going through cable license renegotiation. • Hoping to have 4 full time staff and 1 part time staff in the future • Office should be properly shielded from student view with enough space for 4-5 people. *Interdepartmental Collaboration* • Ideal to have proximity to Film & TV, Theatre
01.04	Record	**Further Considerations** • There are lighting upgrades scheduled, prioritizing introducing LED fixtures.

Item No.	Action	Discussion
		• Adequate power availability is a significant consideration, especially considering relays. • There must be contingencies in the event of emergencies

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Medford Family Network	Meeting Date:	11/24/2025
Prepared by:	Soala L Ajienka	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Cristina Luongo-Dudley, *Kids Corner Director*
Irina Shumway, *Medford Family Network*
Megan Fidler-Carey, *Dir. Family & Community Engagement*
Suzanne Galusi, *Interim Superintendent*

SMMA
Soala L Ajienka
Rosemary Park
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Program Overview** *Opening Hours* • Weekdays: 8am to 4pm, Somedays open till late for parent education classes. 5.30pm to 8pm • Weekends: 9am to 12pm, open for drop-in hours. Sometimes the staff does parent classes in the afternoon on weekends as well. As late as 5pm. • There is a dedicated entrance through the purple door, and the team would like to retain this.

Item No.	Action	Discussion
		• 3 full-time staff, Director, Assistant Director, Program Manager and 1 part-time staff. There are currently 4 desks *Services & Programming* • Drop-in playtime, the freebie foyer, Diaper Drive, Play and Learning Groups, Parenting Education Workshops run in the evenings. • Currently serving max 15 families at a time which will mean 25-30 people in the space at the same time • Upwards of 100 people come through the center once a month to get these services. • Parenting classes run out of the Conference room off the play center and while these classes hold, childcare takes place in the play center • Family center is the hub for MFN and day-to-day programming • Larger events like family fun nights hosted monthly, take place in the gymnasium. The large items used for these events are housed in a storage space off the gym, like a balance beam and slide,
01.03	Record	**Space Needs** • Whilst staff can work in a shared space, it would be ideal to have 2 private offices, including one that can be used for testing by the Ages and Stages Questionnaire Coordinator (ASQ) • Varied types of storage are needed. ○ Storage for strollers, ○ Diapers, diaper drive saw 100 people in one hour ○ Play groups for arts and Crafts supplies ○ Lightly used and pre-owned clothes ○ Cold storage to aid in food bag program. There's limited storage capacity for food donations and currently, it's only non-perishable food. ○ Large play items for community wide events

Item No.	Action	Discussion
		Parking • It would be ideal to have more designated parking spaces. I's currently 9 spots but 10 would be ideal with bike racks for those parents who bike to school • MFN has a van
01.04	Record	**Collaboration** • Team works closely with the Registration Office especially for kindergarten readiness if Special language services are needed, will go through registration office • MFN Utilizes CTE Graphics and auto shop • SMMA notes that the teams have previously spoken for having a Children's center, that would include Medford Family Network • MFN Team considers this a good idea to have a dedicated space to serve kids age 0-8

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

SMMA
1000 Massachusetts Ave.
Cambridge, MA 02138

Minutes

Project Name:	Medford High School	Project Number:	25100
RE:	PDP Programming – Parent Information Center	Meeting Date:	11/24/2025
Prepared by:	Soala L Ajienka	Meeting No:	01
Distribution:	Attendees		

Attendees

Medford High School
Gabby DeCosta, *Senior Registration Specialist*
Megan Fidler-Carey, *Director of Family and Community Engagement*
Marta Cabral, *Principal*

SMMA
Rosemary Park
Soala L Ajienka
Matt Rice

Left Field PM
Matt Gulino

Item No.	Action	Discussion
01.01	Record	**Overview of Process and Timeline** • SMMA gave an overview of the preliminary timeline. Discussed 3 programming meeting stages for educational programming. • The group will reconvene for education programming meetings in future phases.
01.02	Record	**Department Overview and Space Needs** • Services are not just for students but families too, so should be highly visible • 2 staff working out of registration office • 2 translators, Portuguese and Haitian Creole. Translators have different hours from other registration staff. They have utilized extra space to work out of, but it would be great if they had their own offices, especially considering that conversations could be sensitive

Item No.	Action	Discussion
		• Work is paper heavy with a lot of printing. Space planning should account for this. *Storage & File Handling* • Not much is digitized so there are significant storage needs. For every student, Department collects proof of residence documents and birth certificates. Birth Certificates are now being digitized • There's currently 6 filing cabinets worth of storage, each with 5 drawers *Access & Accessibility* • Parent Information Center is the main information hub and there is need to effectively display marketing material in a dedicated space if possible • Displayed material will ideally be visual, more than just words and account for foreign language and literacy barriers • There is a makeshift waiting area shared with EL Department, carved out of hallway space • It is essential to have a dedicated waiting area. • Currently, staff sit with parents on benches in entrance space. • A Private Meeting Space is essential for sensitive conversations. Team sometimes sits with parents to fill out forms • It would be ideal to retain counselling, nurses, EL and registration offices to be close by as there's a lot of interaction between these departments throughout the course of the year

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

F. Educational Visioning Report











MEDFORD HIGH SCHOOL

Educational Visioning Report

January 2026

MLP
INTEGRATED DESIGN

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EXECUTIVE SUMMARY

Overview

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 Architects. 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.

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 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

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.

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.

LAUNCH & INITIAL LISTENING

Overview

On November 12, 2025, members of Medford Public Schools attended a meeting with Educational Planner Mike Pirollo from MLP Integrated Design, Inc., along with SMMA Architects. This meeting was part of the visioning effort for the Medford High School building project. The goal of the meeting was to identify educational, architectural, and community goals and priorities.

Part 1 - Educational, Architectural, and Community Priorities

In Part 1, participants were given questions used to help them identify educational, architectural, and community priorities on individual sticky notes. After sharing their individual responses, participants grouped and categorized like-ideas to identify overarching project goals and considerations as documented below:

Project Goals:

- 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

Overarching goals, descriptors, and related individual responses are documented in the pages that follow.

Goal 1: A school where every student, educator, and family feels seen, valued, and belongs
Design a school where every student, educator, and family feels safe, represented, valued, and proud to belong, with spaces that visibly reflect the identities, cultures, *history*, and lived experiences of the Medford community.

- Seen and heard
- Belonging
- Sense of community and belonging
- Every student is valued, seen and supported. They feel "I belong here" when they are in the space.
- Everyone sees themselves in the space and feels a sense of joy, power, and purpose
- Students and families need to see themselves represented in the school
- Students are represented in their learning / curriculum and their spaces
- Building that shows / exemplifies culturally affirming values
- Culturally affirming in physical space & teaching and learning
- Displaying artwork and information about diverse cultures / language / religions
- Teacher diversification
- Safety
- Feel comfortable in and proud of their spaces. Spaces would ideally be purposely designed for function and aesthetic so members of the school community feel they are welcomed, and see themselves reflected in spaces
- Welcomed, safe, inspired, proud, and easily able to navigate the building
- I want students and teachers to feel represented and seen in the school – artwork, murals, decor, green spaces, nature, outdoor learning spaces, windows and natural light, etc.
- A place we can be proud of
- School spirit
- All students are Mustangs! You are part of Medford alumni.
- Family – We should make sure to market the mustang logo and family feeling in all spaces

Goal 2: A welcoming and accessible community hub that supports learning, engagement, and connection during and beyond the school day

Create a welcoming, accessible community hub that supports meaningful use beyond the school day by organizing the building into clear public and private zones that are secure, easy to navigate, and intentionally designed for community, alumni, and city use.

- Community
- Community spaces
- Community center vibes re: parent / family classes, opportunities
- Connection to city programs, resources, supports
- Community space that is safe, flexible, and accessible; hub / parent information, arts, athletics, CTE shops for community, alumni, students
- Better connections with community and alumni (heart of community)
- A sense of community for students, staff and the entire Medford community
- Open space for community learning
- A space all can feel comfortable in during and after school hours

- Large enough spaces to school events / assemblies to build community
- Showcase student work, facilitate opportunities for caregivers to come into the school for community events / showcases of student activities
- We need to continue the idea that we are not just a school but a community center for all groups to use and feel like it is their own space
- Offering English language classes and supports for non-English speaking families
- Offering night time or flexible class opportunities for students who are working
- A way to get information they need about events and community quickly
- Signage that allows community to access space and programming
- Connected to and able to support K–8
- Early childhood ECC space to provide universal PreK

Goal 3: Learning experiences that are purposeful, relevant, rigorous, joyful, and connected to the real world

Support joyful, challenging, and academically rigorous learning that increases student knowledge through hands-on, project-based, and interdisciplinary experiences that build curiosity, strong academic identities, and pride in learning.

- Joy
- Joy, pride, energy
- Joy and excitement; energized
- Purpose
- Powerful
- Struggle – learning
- Creativity
- Application
- Project-based learning; not a project in a unit
- Relevant, hands-on projects
- Hands-on and project-based learning opportunities
- Student-led Instruction
- Student choice
- Curiosity
- Strong academic identities “I am a mathematician. I am a scientist.”
- Challenged and purposeful
- Teaching to grade level
- Modeling
- Exploring
- Elective opportunities that meet student need and real-life learning
- Functional space for all students that mimics the real world as much as possible
- Functional Space! For art, music and theater – spaces that replicate the real world
- Implementing SEI approach and PBL into classroom instruction

Goal 4: Flexible, purposeful, and human-centered spaces that support collaboration, movement, and multiple modes of teaching and learning

Design flexible, student-centered spaces with clearly defined purposes and features that extend beyond traditional classrooms, paired with professional learning that supports educators in aligning instructional practices to fully and consistently use these spaces as intended.

- Flexible big and small spaces
- Flex spaces that are not single use
- Facilities that are inclusive and inviting
- Seamless blend of outdoor space with indoor space
- Green spaces and natural light are important
- Students need to move
- Spaces to work together in small groups or large groups
- Spaces that students can work together outside of classrooms through programming and offer space for this through the new building... ie labs, lecture halls, theatre, gymnasium
- A space that allows classrooms to engage in project-based learning. This includes flexible spacing to allow for this. We also want a space that allows students to engage in multidisciplinary opportunities
- I echo the notion others expressed about small group / presentation spaces that could allow for presentations of projects to feel more 'real world'. Functional breakout spaces for small groups
- Rooms that allow for smaller stage performances and presentations
- Students would love to have study rooms like in a real library
- Classrooms / shops that allow students to feel part of the learning
- Places that students can have ownership for
- Feeling of community (no isolated silos)
- Space that fosters community and collaboration

Goal 5: A place that centers student voice, agency, and leadership

Design learning environments and decision-making structures that intentionally center student voice, choice, and leadership, ensuring students meaningfully shape their learning experiences and that adult-driven decisions do not limit opportunities for student expression, advocacy, and agency.

- Lots of student voice
- Set goals and track progress
- Space (and time) to monitor progress
- Discourse, debate, disagreements
- Advocates
- Change agents
- Empathy / perspective taking
- Compassion – I want students to not just develop a sense of understanding and empathy for others and different backgrounds/cultures, but I also want them to feel empowered and equipped to help others
- In terms of belief, opportunity: students from all walks of life should feel encouraged to pursue numerous opportunities in this school and be supported throughout their growth process. They feel welcomed to try anything and that they are personally supported
- Medford High is your starting point – you can rely on us. We are your support

Goal 6: A future-ready building that is adaptable, sustainable, and able to evolve with changing student needs and educational practices

Plan a resilient, adaptable building that evolves with changing educational practices, student needs, technology, and community growth while prioritizing accessibility, sustainability, and long-term care.

- Commitment to: maintenance, care, and prioritize keeping the building new
- The building will have to be able to support growth not just in numbers but what will technology look like in 5–10–50 years
- Larger spaces, ability and openness to adapt to newer technologies and be able to implement them as things change
- The building needs to account for changes in education approaches
- It also needs to be able to grow with the population and have a strong technology infrastructure that allows for growth
- Technological advancements in mind, spaces to fit the needs of students in the modern day, plan for building upkeep in the long run
- Universal design re: linguistic access
- From the student support perspective, providing more individualized supports for students have been increasing for the past decade – and continue to increase
- Students would know who and where to go to for support
- Support staff throughout the building and easy to access for students and teachers
- Having bright, open and accessible spaces where they feel calm
- Mapping and visuals to know how to get where they need to go
- Having space near classrooms (smaller hubs) that allows students to self-regulate and take breaks as needed
- Welcoming and safe spaces for house administrative office and counseling suites
- Valuing the community in shared spaces designed for comfort as well as productivity, thoughtful design of AP / support staff spaces in relation to students' location

VISIONING 1 OVERVIEW

On December 9, 2025, members of Medford Public Schools attended a meeting with Educational Planner Mike Pirollo and Educational Consultant Paul White from MLP Integrated Design, Inc., along with SMMA Architects. This meeting was part of the visioning effort for the Medford High School building project. The session focused on understanding the developmental needs of Grades 9-12 learners and the spaces, structures, and experiences needed to best support students in a future Medford High School.

Part 1 – Current Student Experience Mapping

In Part 1, participants mapped a typical daily experience for current high school students, highlighting academics, transitions, social-emotional supports, and student life. Groups identified strengths, uncertainties, and pinch points in the current experience.

The responses from the Current Student Experience Mapping are document in the pages that follow.

ARRIVAL

Bus (6:50)
- Gym - play sports (30 mins)
- 7:40 HR
  - talk to friends/teacher
  - look at Attendance, not Announcements
- Do not eat school breakfast

LEARNING BLOCKS

- Good experiences in class
  - Do work/activities (forget to turn in)
  - * 20 students
- more mixed languages spoken would help
- more English practice in Electrical shop

Math - too fast
↳ discuss Math, partners (2)
- Quizzes on Fridays

History - not much speaking by students
- Do Now
- Activities
- Same movement

TRANSITIONS/PASSING

- too short
  ↳ have to run
- Electrical things in locker, rest in backpack
- One stop @ locker 5th period

* change in Electrical

LUNCH

Caf 3 - eat quick (5 min)
↳ Gym to play soccer

LEARNING BLOCKS

Bathroom during class

Electrical
↳ up and moving
↳ Hands-on
↳ circuits on paper, then in practice
↳ individual, but Collaborative
- goes fast

DISMISSAL

Outside is overwhelming
- wait for 2nd or 3rd bus (outside).
- Fences made it worse

Bus is crowded, stand (10 minutes home)

AFTER SCHOOL

Tuesdays
- English help
- Optional, writing

Some homework

Table 1

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

- Socializing
- Go to caf - go to breakfast
- Lots of walking around
- Grab & Go Cart
- Free for all
- Loud / Overstimulating - Caf
- Switch HR to a different period

LEARNING BLOCKS

- Difficulty sitting in one spot
- Repetitive cycle (cell phones)
- Looks forward to shop
  - Comfortable place
  - Always doing something different
- Interactive / Hands-on
  - Not consistent in all classes
- Likes real life experiences - Bio Tech

TRANSITIONS/PASSING ~~hallway/passing/bus~~

- Getting away from chaos
- Only 3 minutes for transition
- Horrible - passing time
- Backpack / Lockers
  - too heavy
  - not using
- Traffic
  - using cell phones slows down flow

LUNCH

- Doesn't eat lunch
- Stays in shop
- More variety in meals
  - dully, mushy, prisonlike
- Loud
- Long lunch lines, by the time you get food there is only 5 min to eat

LEARNING BLOCKS

- CTE Shop - now → loves being in there
- More tired - drained
- Music while learning in class
- Having electives

DISMISSAL

- Cattle gates for buses!

AFTER SCHOOL

- Chaos on bus

2

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

- 7:30 - Bus
- HR (phone) distributed all over but assigned by grade level

LEARNING BLOCKS

- Lack of elective choice
  - classrooms ~~classes~~ are grouped by subject
- Laptop work
- Sitting a lot (do not like)
- Science classes offer more movement b/c of labs
- Excessive note taking
- No use of outside space

TRANSITIONS/PASSING

- Packed hallways/stairs lockers etc.
- Walking all over the building to get to various classes
- Not enough time to use bathrooms
  - <> which bathrooms are available?

LUNCH

- good lunch time after P.5
- long lines
- longer time needed @ lunch
- choice of cafe

#3

LEARNING BLOCKS

- Academic Enrichment after lunch is a good time b/c it allows for catch up time.
  - <> councelor time if needed
- Majority of day is spent in independent work or fragmented group work
- teachers appear to be pulled in multiple directions (rules etc.)
- ~~Projects~~ end of units > tests

DISMISSAL

- Friends or bus
- Not a good flow to bus

AFTER SCHOOL

- lack of student space for in btwn school & sports (to hang)
- bring all stuff to fields
- homework feels connected to learning but can be done quickly / on the fly

~~Laptop work~~

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

WAKE-UP
DRIVE/WALK TO SCHOOL
TRAFFIC OVERWHELMING (ALWAYS SO)
BREAKFAST OR DRINK
NO EARLY SOCIALIZING
EAT BREAKFAST IN STUDY/LIBRARY OR FIRST PERIOD
NOBODY STANDS AT DOORS

LEARNING BLOCKS

Home Room → CTE Shop (Health Assisting)
Short walk, not the case for all students
Longer travel ~~time~~ distance to class make it difficult to get to class on time - more stressful. Can't use restroom/water

No complaints about shop
2nd/3rd - helping work with underclassmen
4th/5th - Shop to themselves
6th/8th - Soph in shop - interesting

- Focus on mastering standards and skills - Provided directions and then the students work on it until they can present it to the teacher

Academic, just a normal classroom

TRANSITIONS/PASSING

LUNCH

steady tone earlier in the career
only 30 min of lunch (less w/ passing)
Cafe lines are huge
microwave lines are huge
practically no time to eat
just take a quick snack & back to class

early lunch is hard
only 12:18 → more convenient

Eat lunch in cafe 2 - great for cafe 3 in teacher

Lack of space

planning on adding Science Center part of school need

(7 periods, shorter lunch, no language)
Found was intended to be extra, but that is not what happened)

LEARNING BLOCKS

→ 2 periods after lunch

→ shop > assist w/ grades in shop.

→ teacher incursions & challenges my thinking
→ class feels challenging
→ engage topics.

DISMISSAL

→ parent pick up or MBTA bus. Buses are challenging w/ overcrowding on earlier buses.

→ very cold outside to wait for buses

→ Wait on benches outside of library

AFTER SCHOOL

→ Work used - Sunday -

→ 2x week go home

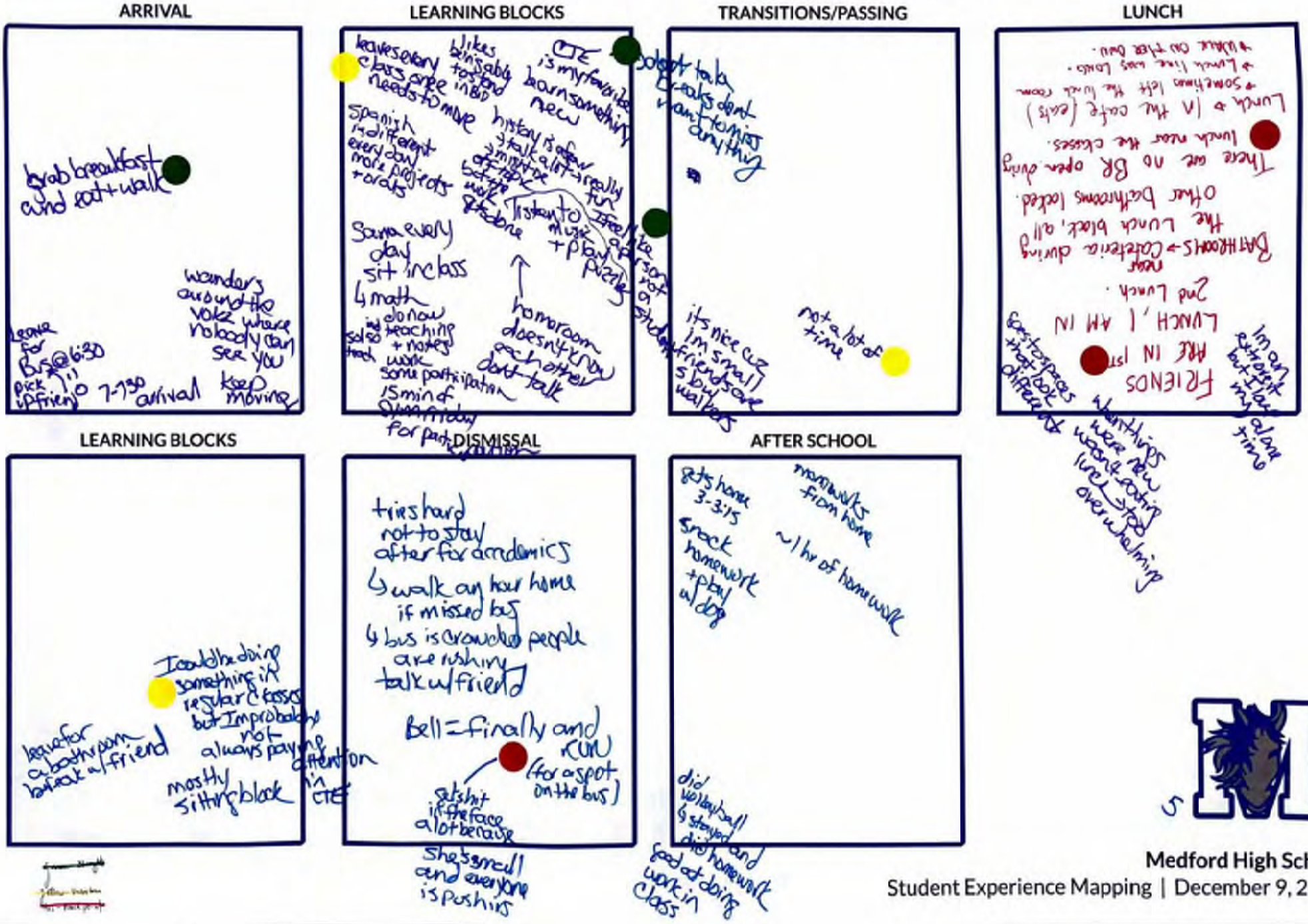
→ to work MBTA on bus in Stoneham

→ joined DECA after school

→ Cheerleader

→ Not able to attend after school events b/c of school / work.

Medford High School
Student Experience Mapping | December 9, 2025



Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

7:20
Socialize w/ friends in Cafe 2
HR @ 7:40
Carry everything on-person

LEARNING BLOCKS

Mostly sitting
Listening
Some Communication in certain classes
Structured similarly Instant activity openers
Classes 1-5 till lunch
Computer-Use
HW → almost all online
Teachers absent → LH

TRANSITIONS/PASSING

CRAMPED
STRESSFUL
Passing time depends on class location
No time to go to Locker

LUNCH

Eat in Cafe
Bring Lunch
Sit w/ same group @ same table
Go for Walk
Cafe is Warm
Look forward to Lunch

LEARNING BLOCKS

After lunch
Math > most work
Bio < feels like forever! but enjoy it
Tired
Need to be very focused
Lab work

DISMISSAL

2:55
Out side door to bus
LOVE MBTA
Bus lines not great
Takes longer to get home since bus railings installed

AFTER SCHOOL

Won't hang out here if no reason to
Warm → Walk to Sq.
Cold → bus to Sq.
Help from Teachers
↳ scheduled

Table 6

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

Wake up EARLY!
bus is too early so arrive by car – always late.
All MPS schools have same (or very sim.) starts
If bus, too early – 1 hour.
→ Rushed + anxious
Usually no breakfast
→ meet up with friends in Library – eating permitted? Unclear.

LEARNING BLOCKS

1-2. History/ELA (double block) [really likes this for what → comfort with the class]
Unique class - short break between classes.
3. Science - always late.
4. AP Art - awesome
Work on your own (comics)
[Lunch (1st) – feels too quick w/ long lines. 3rd flr. Lunch [from last yr. 6 min. less]

TRANSITIONS/PASSING

3 minutes - go from 1st flr C to 3rd flr. B - always late.
No locker use - carry all stuff with her (Ella) Backpack is heavy!

LUNCH

LEARNING BLOCKS

5. Math - hardest - PreCalc Honors - large class (26) – cramped → stressful
Test taking - has extra time but feeling left behind when last person to hand in. [First H math class.] so also feels in catch-up mode.
6. Art [M, T, Th] II → fun
Wishes could be everyday [W-Fr.] Photography. No darkroom - missing out – not engaging.
7. [M, W, Fri.] Guitar - fun.
[Tu, Th] Gym.

Likes this schedule - fun @ end of day

DISMISSAL

~~Extra~~
Depends on sports, theater
Can use time for art if There is in-between
Bus/car conflict
School bus – 1 shot to catch it.
MBTA Bus - more options both on site and on Wintrop

AFTER SCHOOL

Soccer - every day
Opportunity for extra help - 30 mins.

7

ARRIVAL

- Gets to school early, and socializes with friends in car (10 mins)
- Puts jacket in locker
- Attend HR experiences (sit in silence) → phone use inhibiting socialization
- Likes HR teacher

LEARNING BLOCKS

- English - put phone away, annoying but not that big a deal. Feel like a little kid be tired to give phone to teacher. Does allow for engagement. Discussion but writing only.
- Psych - friends in class. Take notes - words heavy. Get to talk to friends - don't need to hand in phone - but they don't be of expectations/respect for teacher. May be bc of content (AP class).
- Electives (Yearbook, Gym) - working a/ kids Corner. Enjoy as a break from Academics.
- AP Stats - enjoy that work done in groups.
- no movement breaks. Sit most of day.
- Honors Anatomy - bored - don't really like. A lot of teacher talking, Stand & deliver/ lecture. Will stand at desks.

2 hardest classes

TRANSITIONS/PASSING

- late (always) to Anatomy, from Health. Not enough time.
- used to have 5 mins - now 3 mins.
- crowded in stairwells; in certain areas.
- don't get the chance to take a moment between classes - just going from class to class.
- no time during passing to use bathroom.
- B-building bathrooms nice but never open.

LUNCH

- Senior cafe w/ friends is nice - always when it's not cold.
- Previous years, didn't have friends on same lunch.
- would sit in Cafe 1, bc was quiet. I could sit alone, but sometimes felt like a loser w/o friends.
- School lunch: like it. some days are better than others.
- Serving experience is bad - if lunch is good, line is crazy. Need to really push.
- Spend alot of time in line.

LEARNING BLOCKS

- Elective Academic enrichment no friends in class Solo work bored and lonely.
- Sleepy after eating
- Spanish back with friends, more talking. Enjoys rigor.

DISMISSAL

- Spreads to parking lot.
- Misses senior privilege of leaving a few min early to parking lot. Does not want traffic.

AFTER SCHOOL

- Sometimes hang around after school
- Soccer: stay at school to get ready. Hang out in Trainers' Room. All sports hang out in trainers Bc we're co-ed
- tennis: practice at 3pm. Leave immediately from school, get coffee, change at community bldg near courts.

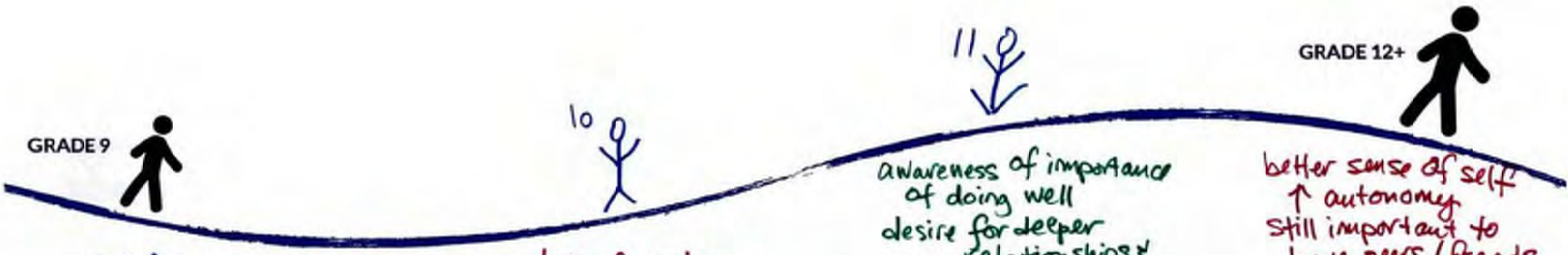
Part 2 – Understanding the Learner

In Part 2, participants examined research-based developmental characteristics of students in Grades 9–12. Through structured discussion, groups identified defining academic, social-emotional, physical, and behavioral traits across grade bands.

This work highlighted both similarities and key differences across ages and prompted reflection on implications for instruction, organization of the school day, and learning environment design.

Responses from the learner profile charts are documented below.

High schoolers are...



need for motion + breaks

prefer small groups = group themselves

← CTE decision is made

Built-in breaks - scheduled

Academic choice →

desire for autonomy
resist authority
developing sense of self
looking for group opps.
HIGH ENERGY

← More access to snacks / food →

Co-mingled The academic + CTE "sides" of the school

awareness of importance of doing well
desire for deeper relationships / 'fitting in'
individuality but with need to fit in
↑ critical thinking
better self regulation

Schedule flexibility

better sense of self
↑ autonomy
Still important to have peers / friends
desire for 'real world' skills (financial)

Breaks that are self-selected

Allowing for early release if teacher is out.

High schoolers are...



GRADE 9

TRYING TO FIT IN
INTREST IN NEW FRIENDS/GROUPS
GIVE SPACE TO GROW

GRADE 10

GROWING CONFIDENCE
1ST MAJOR DECISION
GROWTH ~~SPIRT~~ SPURT
DIRECTION + GUIDANE

Grade 11

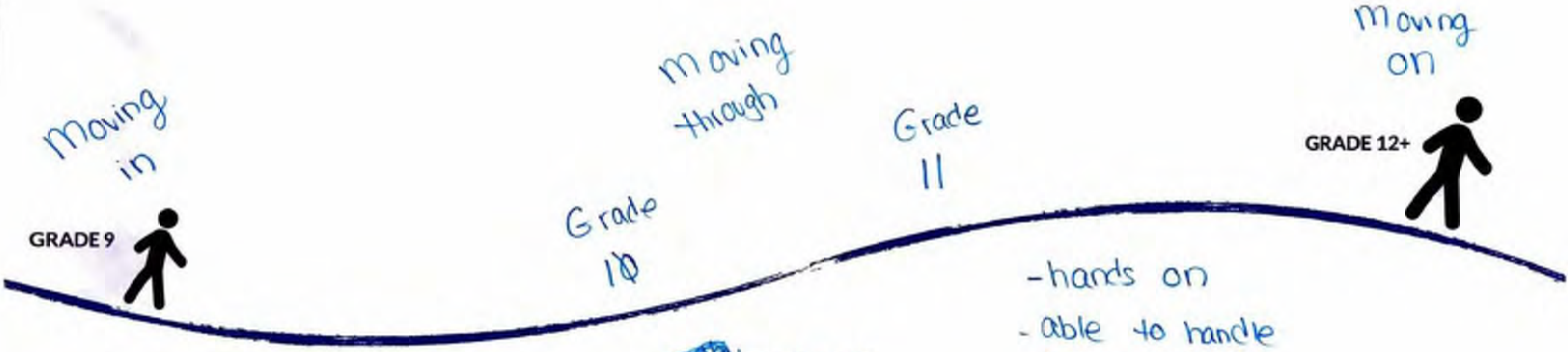
Testing multi solutions to problem
Future goals - see how diff decisions come together
More complex conversations
FLEXIBILITY
ALLOW THEM TO DIE IN

GRADE 12+

Grade 12

Ownership of decision making
Greater drive to succeed
└ Focus on academic/career
- Academic Freedom
- Foster collaboration between 9th → 12th

High schoolers are...



- make mistakes in learning
- Learning how the building works or things
- defined spaces to push against in a good way
- perception is huge!
- opportunities to learn through discovery
- becoming more mature
- heightened awarness of after
- hands on
- able to handle bigger projects
- academics becoming more relevant

High schoolers are...



Communal Spaces

Areas to collaborate

Designated Quiet Space

Lesson Planning

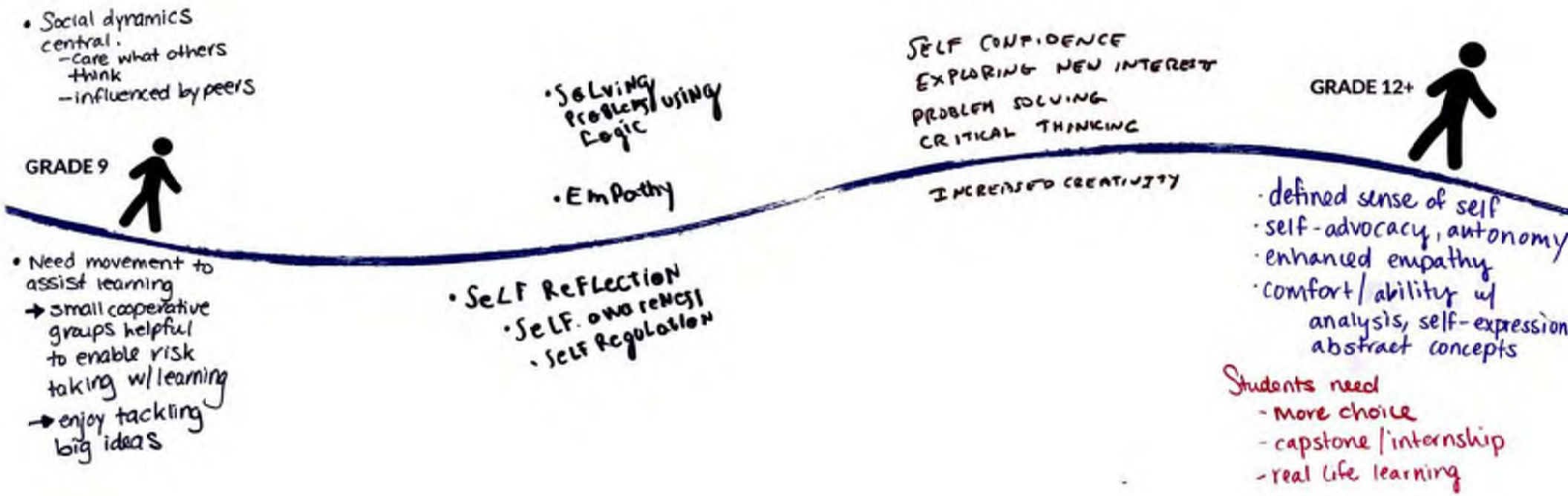
Time to socialize

more library time

Soft furniture/sitting areas

Medford High School
Learner Profile | December 9, 2025

High schoolers are...



Medford High School
Learner Profile | December 9, 2025

High schoolers are...



- Shorter attention spans
- Transition
- Comparasion

I thrive in a english class in a coffee shop

- movement all the time
- grap work
- mental movement I'm not intrigued enough to listen + learn
- Something new every where
- want to self learn taugh with not taugh to
- spaces are not warm like in elementary → teachers aren't comfortable in their own space

Grade 10
- You find your people
- Many Physical change

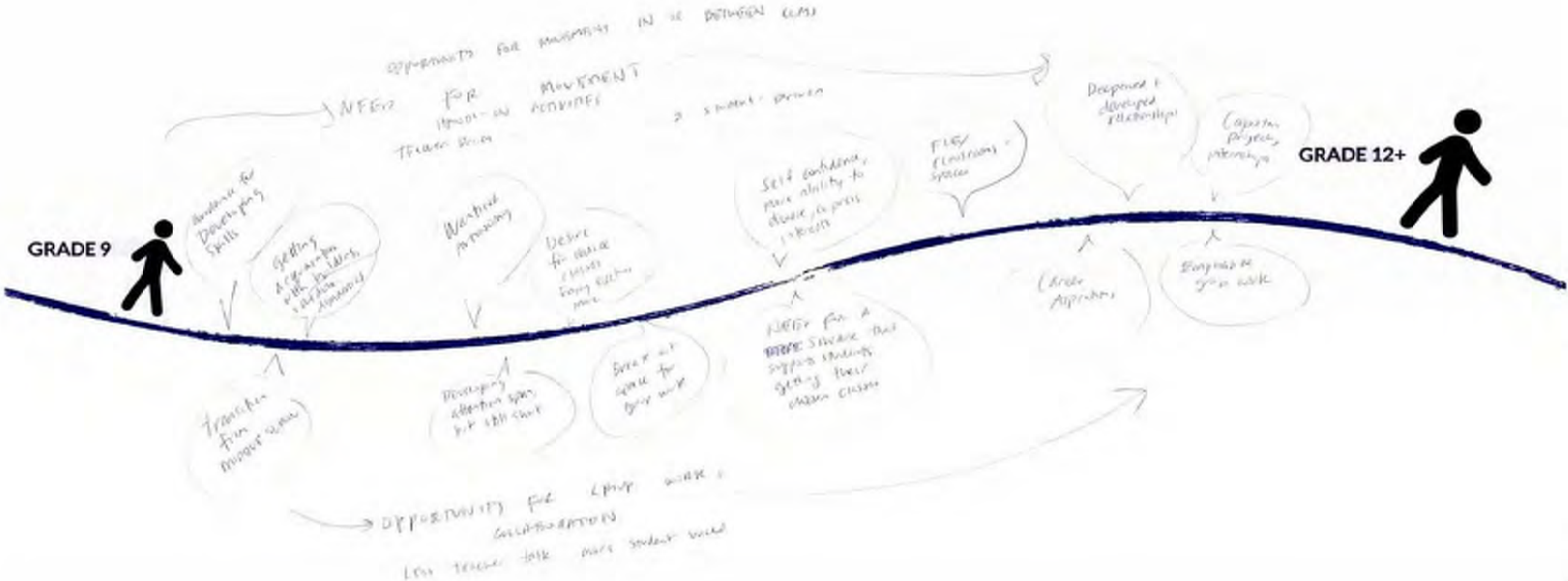
Grade 11
- Ya know who you are
- Arriving as adult sized

- More ability to be academically focused
- Adrift and worried about whats next
- Need to be prepared for future
- Adult sized need for fitness

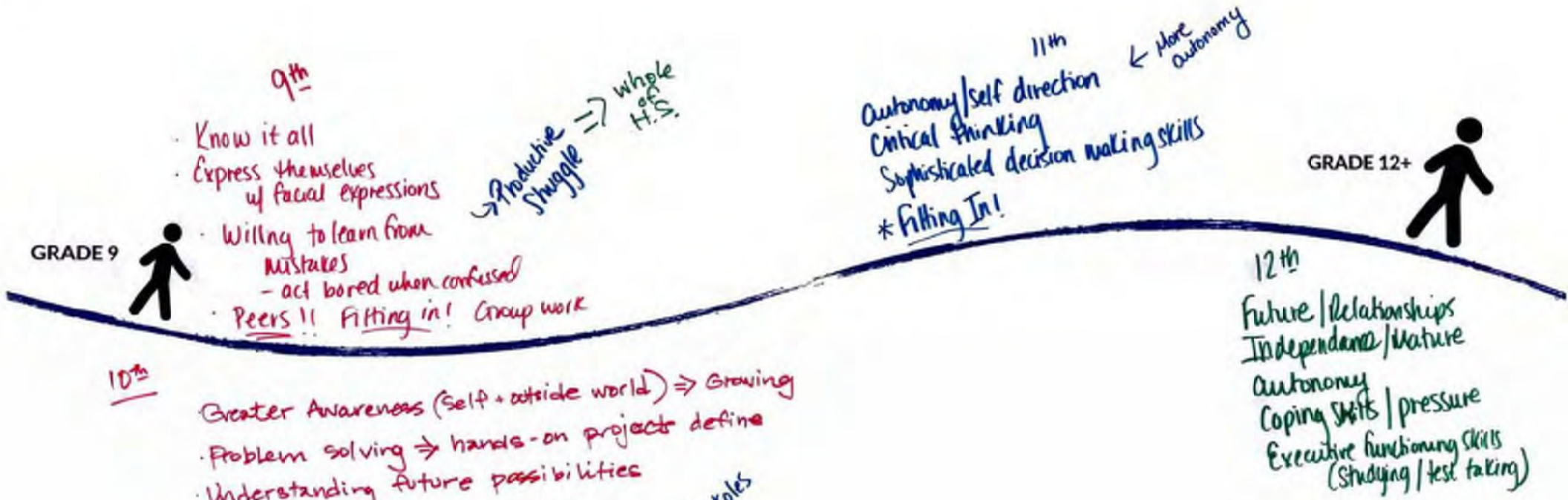
need a different kind of schedule than 9+10
different class structure + depth 'shop like'
so everyone wants to be there

Medford High School
Learner Profile | December 9, 2025

High schoolers are...



High schoolers are...



Part 3 – Developmental Traits to Bold New Experiences

In Part 3, participants shifted from understanding developmental traits to imagining bold new educational experiences inspired by those traits. Using a graffiti-style protocol and dot-polling, participants generated ideas for innovative approaches to learning and student life.

Responses are documented in the pages that follow. Categories are named and defined in bold, with group-generated category titles underlined. Bulleted items capture all participant responses, and the numbers in parentheses indicate the number of votes received through dot polling.

Transitions Are Stress Points: ***Passing times, lunch, arrival, and after school are more than "in-between" moments – they shape whether students feel safe, connected, and included.***

Adaptable Passing: More Flexible Periods (20)

- Transition time
- Times between class to socialize (3 minutes to get to class and 5 to socialize); more spaces like senior's café to each lunch in and to make it more comfortable
- Longer passing times - in acoustically appropriate corridors
- Longer passing time and gathering spaces
- Provide 'break room' connection opportunities between classes
- Longer passing times so students can socialize or use bathroom
- Need more time in between classes
- Gathering spaces
- Give a longer transition time – even 3-4 minutes
- Passing time – we are way too spread out in the building

Collaborate Space and Time (5)

- Make places of transition also places of gathering at multiple scales
- Quiet spaces – passing time extended by 1-5 minutes
- Re-instate a separate area for buses and parent vehicles; sperate lanes of egress for faculty arrivals / departures
- Move spaces where students can feel safe; right now it's only cafeteria, library and halls
- Clubs meet during lunch or a WIN block
- You are welcome to the school with a warm common area
- Extra minutes added, move quiet spaces, cafes, bigger libraries, nap room
- Gathering spaces, soft furniture, and time to connect
- Extra time passing period / lunch
- Cohort team / team community spaces
- Can there be many spaces within a space at lunch
- Alternative spaces, quiet cafeteria, games
- What if we have more quiet gathering spaces for students to gather before and after school; student work highlighted on walls
- Have school lunch be longer so you have time to mingle and get a sense of belonging while also being able to eat
- Modulate between assigned seats and free choice at lunch so people can meet new friends
- Lunch– not one big space, smaller spaces, round tables, charging stations, snack opportunities, open all day

Teacher Presence (3)

- Adults visible in areas so that students see and adults are available
- Teacher presence in areas outside their own classrooms
- Home staff support these moments by being present, friendly, not just authority
- Teachers present in hallways
- What if during transitions staff greeted students in hall? – 3 second check-ins

Miscellaneous (1)

- Choreography is important
- Ability to go to the bathroom or grab a snack here
- Structure transition options as safe places and routines
- All of 1 grade in one section of the building
- School considers topics for students to look for / talk about during these moments and connected to our core values; make it a game / team activity
- Time stamps on student learning one class; an ETA to next location based on schedule; then teacher can weigh that if student arrives late; could also have time stamp in-out of bathroom
- Advisory moved to middle of day when kids are awake – opportunity to engage and connect

Need for Recognition & Agency: ***Students want their voices to matter – authentic opportunities to lead, contribute, and showcase their work build engagement and ownership.***

Real World Opportunities: Create Times and Structure, Build Community Partnerships (23)

- Internships for all students, not just CTE
- Project-based activities which connect to real world situations like student options
- Partnerships with community organizations or businesses and real-world experience for all kids
- Real world projects for the community
- Projects that are useful, celebrated, shared beyond MHS-greater community or MPS
- Opportunities to participate in big learning projects / teach the class things they learned and get feedback on how they can improve

Student Voice: Lesson Design to Incorporate Student Voice and Discourse (4)

- Let students teach – give topics and let them create lesson that is authentic to them and resonates with peers
- Opportunities for student teachers within classes and between classes; students helping students learn
- Give students the chance to teach the class or a small group; use student ideas and wording
- Take into consideration student opinions, interests, and needs
- Team environments and projects where students lead and participate

- Activities that demonstrate individual student strengths
- Student voice included regularly in building decisions, displays, lunch menus, field trips
- Allow multiple ways for student voices to be recognized
- Teach should ask what the students want to improve in their class
- Monthly assemblies for students to discuss the school and their thoughts almost like the city government does
- Some form of debates

Students Showcases / Capstones: Develop for Graduation (4)

- Students showcase to the larger community
- More opportunities to present their work, not just hang it on a wall

Create Opportunities to Display Student Work (2)

- Shared display, physical work
- Showcase student work
- Student's work is displayed; spaces feel welcoming to all
- Space throughout the school to show off students work
- Student showcases at the end of the year in advisory
- Walls are full of student art and change all the time
- Show student work and build up their confidence
- Feature student work throughout the building

Questions (1)

- Alternating group roles during group work
- Content should include meaty discussions centered around moral and ethical themes with multiple possible outcomes
- Monthly advisory mash-ups – students break into 8-10 different groups to discuss how life is treating them
- Class level collaborative art projects (standards aligned, of course)

Culture and Identities: Encourage Representing of Students in School Building

- Class décor designed by students
- Representations of students' work, student designed spaces, and dedicated student creative spaces (think the John Lennon mural in Prague)
- Classrooms each have a space for a class to decorate and make their own and share into across periods
- Passing time after period 2 should be extended – 15 minutes to allow bathroom, socializing time, reset backpacks
- Student galleries and opportunities to showcase
- Rotating museum type displays throughout the entire building

Peer identity & Belonging Drive Choices: ***Friends and peer groups strongly influence behavior, motivation, and self-image. When students feel they belong, they thrive; when they don't' learning and confidence suffer.***

Project-based Creative Learning (15)

- Project-based learning; not just in CTE but everywhere
- Offer options for students to feel they belong – from types of activities to welcoming spaces
- Lesson planning should repeat a sense of belonging for students; the curriculum should help them be better versions of themselves
- Doing projects / being creative while also learning

Student Choice: Students Leadership / Ownership (5)

- Choice in grouping and seating
- Students choose groups for projects / activities
- Ability to pick courses they connect with
- More autonomy with class section
- Students can pick their lunch block
- Project-based learning and choice-based learning
- Give more interactive advents, projects, and community projects
- Alternate pairing and groups to meet new people

Mentorship (3)

- Peer mentoring
- Working with adults as mentors or workshop-style learning environment

Variety of Activities: Opportunities (1)

- Access to clubs and afterschool activities
- Clubs and student activities that foster belonging

Student Sharing (1)

- Get to know the students more; have friends with project-based learning
- Opportunities to share a sense of self to find ways to identify new cohorts and strengthen existing ones (in classes)

Building-Wide Connections

- Bridge gap between grades
- More cross-content course opportunities
- Some level of scheduling with a friend is considered

Collaboration

- Collaboration on projects
- Homeroom / advisory team building and challenges
- More collaborative learning; some CTE shops already have older students teach the younger ones; kind of make the class feel like a sports team

- Facilitating and teaching students on how to work collaboratively

Student Representation and Ownership

- Ability to see themselves in the school
- Students' names and about them displayed on walls of the classroom (What do they value? What matters?)
- Peer teaching and ownership of space
- Students are valued members of class; build community, display works in progress, name student contributions and connect to big ideas

Heightened Emotional Sensitivity: ***Adolescents feel stress and emotions deeply, and strategies for handling them are still developing. Small experiences can feel very big.***

Create Freshman "Onboarding" Experience That Builds Team Environment (14)

- Freshman seminar
- Ninth grade starts with team building
- Defined freshman cohorts that allow for closer bonding, teacher collaboration, and a sense of identity in core classes

Creation of Peer Mentor Structure as Part of Academic Experience (10)

- Peer mentor 12th-9th grade bridge
- Peer to peer counseling; potentially among different grade levels
- Big brother / big sister program between older and younger students
- Just say "hello" and smile

Use of Advisory (9)

- Advisory curriculum
- Support opportunities and safe spaces
- Discussions of moral topics allows safe exploration and expression of feeling with a teacher to settle guard rails
- Advisory moved to mid-morning to allow a small break from chaos of the day
- When a teacher connects and tries to understand a student by their name not category
- More instructional convos / meeting opportunities to hear students' thoughts, ideas, and voices
- We should have or feel the need to talk comfortably with them / adults with trust
- More direct involvement with counselors – build class advisory time, get into classrooms more
- More time for teachers to interact – one on one basis
- Weekly independent check-in with each student to discuss goal for the week and check emotions

Teaching Emotional intelligence (2)

- Small breaks – Jenga time
- Create safe spaces for reflection or quiet (pods)
- Having safe spaces for managing stress
- Multiple opportunities for practicing coping strategies

- Stress management options and tools
- All teachers and staff receive RC training to be able to effectively build emotionally safe environment and be able to effectively support individuals
- Show students how they could handle their emotions – allow for them to share feelings
- Empathy – teaching for social-emotional learning and social justice might help
- More opportunities to express self through projects
- Having safe people and place to go to when help is needed whether that be teachers or friends

Classroom Environments Built by Students (1)

- Time in class to decompress after lunch which can be very stressful
- Classrooms have a variety of learning spaces
- For class discussions, have guidelines that help regulate emotions and participation (help ease uneasiness felt with discussions)
- Quiet spaces
- Smaller class sizes
- More places to eat lunch

Peers Help Lead Through the Hard Moments

- Student-led restorative circles
- Lesson planning should reflect a sense of belonging for students; the curriculum should help them be better versions of them
- Students are valued members of class, build class community – display works in progress, name student contributions and connect to big ideas

Developing Independence: ***Students want more freedom and responsibility, but still benefit form clear routines, structure and supportive adult relationships.***

Providing Student Agency: Social-Emotionally, Academically, Physically (13)

- Senior Capstone
- Provide choice
- Provide agency through choice – academic choices before senior year
- Student voice and choice
- Have different routes to choose from so it feels like freedom but in a structured way
- Staff mentor programs – students formally choose a teacher (could be advisory). This can change every year instead of being assigned
- Choice boards for assignments
- More freedom of movement with ability for adults to see ins / outs
- Engage students to help – like in elementary school, pass out work, collect, etc.... take it to the next level where students pay a part in deciding rating / class assignments
- Increase elective time and allow students to propose and vote new electives
- Teacher being facilitator not manager
- Student-led activities with less obvious teacher oversight
- Students develop their own learning activities that still meet the state framework requirements
- Independent projects with daily standup goal sheet and weekly progress presentation to track progress

- Give more choices
- Student voice encouraged
- Choice board with clear instructions and expectations and / or provide opportunities for students to decide
- Earlier choice for study within the academic course – independence / independent projects
- Graduated freedom of choices from freshman to senior year
- 11th and 12th grade schedule in universally-like CTE with deeper exploration
- Class choice
- Opportunities for inquiry experience with adult support
- Teaching the elements of independent learning in 9th
- Built in free choice periods or scheduled breaks
- Allow students to vote on menus
- Students should be able to learn how they work like listening to music; every student has their own way of focusing

Building Blocks Agency (3)

- More collaboration with teachers; deeper student and teacher relationships to help determine plans
- Student / teacher collaboration on what the structure and freedom should be
- Student-led classes (like older kids helping with 9th grade rotations)
- Work as individuals within a group

Provide Clear Expectations but Support Independence (2)

- Provide clear expectation but support independence
- Clear expectations with room for student choice
- Having clear expectations while also getting creative freedom

Miscellaneous

- Teacher and counselors address students more individually not just ones who 'stand out'
- More grade level teacher teams to allow for alignment of students and policy across core classes; students have less to remember about the environment and more room to make
- Routines – lunch, engage norms, come back to whole group

Desire for Social Interaction: ***Students are highly social- they seek frequent opportunities to connect, talk and collaborate with peers throughout the day.***

Social Connection and Collaboration: Teaching with ILS (9)

- Time aside from lunch to talk with peers and go to workspaces
- Longer transitions to allow for social interactions
- Club / activity time built into the day
- Project-based learning in all subjects will make this not focal part of the day
- Communal spaces for gathering
- Gathering common spaces
- Collaborative common spaces for students to access
- Collaborative work opportunities across all content areas
- Groups, tables, teachers foster safe environment so all students feel able to share their voice and make connections
- Allow areas for natural collaboration to occur; areas that facilitate studying, working, socializing as groups but can be monitored
- Like groups at lunch; specific table for discussions or topics (sit here if you to want to talk about…)
- Collaborative learning opportunities that allow all students to succeed
- Using strategies that allow students to interact
- Social time like gathering around the bubbler, when students perhaps have current events available for discussion
- Built in moments even if they are few minutes in the schedule for students to be able to connect
- Hands-on partnered activities
- More time to socialize in between classes / longer lunch periods
- Classes where you can choose peers
- Students should have one day in a week; one period to use to socialize
- Sharing projects with peers

Classroom Practices (6)

- All classes first 5-8 minutes – predictable welcome and routine, moments of interaction and fun, moment to highlight student voice, structure RAM
- Lesson design leverages academic discourse between students
- Phone moments – 5 minutes at the end of class
- Hands-on activities; more student collaborate
- Having time built into each class where students are learning and sharing with others (Socratic seminar, teach the class)
- Choose the quietest person in the room to lead
- Cross class debate or seminars – two 9th grade classes arguing about punishment in the 57 bus, for example
- Group work – especially with people you may not have an interest with

Responsive Classroom (5)

Whole School Community (2)

- More breaks, longer lunch, clubs and activities during the day
- Change time of advisory to later period; make advisory more student-orientated
- Community events / assemblies
- Interdisciplinary classes, mixed grade levels, when possible, to widen their networks
- Ability to combine classes within subject areas or outside to allow collaboration (I.e., Biotech and science)
- Responsive Advisory Meetings
- Scheduling – lunch causing stress, semester based 'clubs'

Self-Regulation: Need For Time 'Off' Learning (1)

- Built in break time for social 'nodes' in building
- Flex block
- Each class should have at least 10 minutes of break to refresh for next class
- Flex blocks
- More flexible space opportunities and break out spaces in the classroom
- Outdoor break time plus optional activities
- Longer transitions at class exchanges
- Longer transitions
- Common areas – mixed areas and flexible spaces

Need for Movement & Physical Energy: ***Adolescents can't sit still all day- they learn and regulate emotions better when movement is built into their routines.***

Lesson Design: Intentional and Consistent Movement as a Critical Part of Each Class (16)

- PBL – assignments that get students up out of seats
- Hands-on projects
- Center work rotating in classroom; flex seating
- Build in learning that requires movement activities
- Changes to how time is allocated in class and throughout the school day
- More ability to work with different groups by rotating like 'speed dating' activities
- Teachers are using adult learning techniques around immersive learning
- Classroom lesson design needs to include opportunities for flexible movement including repositioning furniture to match
- Doing activities that include movement – even just being allowed to stand up for a minute
- Break periods; no sitting in same place for a long period of time
- Building movement into classroom instruction
- Allow for individual, pair, group work moments in which students interact in different ways
- Start with a centering activity
- Mimic on immersive theater experience / scavenger hunt where students go between learning topic destinations
- Planning lessons that incorporate movement
- Fun, moving around learning environments so students feel engaged and included

- Interactive learning structures are the norm – students enter room, first five minutes review and get settled, play a game
- Thinking of scene in the movie *Dead Poets Society* where professor Keating is having the boys recite sonnets and kick the football at the same time; how can we do more of this? Kickball quizzes?
- Class walks while discussing topics

Space and Furniture: Flexible, Varied That Adapts to Student Needs During a Class (12)

- Free range classrooms, limited seating, more bean bag chairs
- More flexibility within a class for teachers to incorporate movement and activities; make it easier to use outside spaces
- Campus setting that allows movement but maintains security
- Standing desk for students
- Standing desks also in class; we have debates to move from one side of the room to the other
- Optional style of seating and standing
- Allow standing in class to work or choosing seats anywhere in class
- Outdoor classroom
- Common space that students can access through the day
- Different learning set ups within the classroom that are easy to move, break down, etc.
- Standing classrooms; more writing, less typing
- Flexible classroom spaces / locations
- Flexible seating / counter spaces

More Frequent PE Class (3)

- Gym / physical education classes more often for CTE students
- Daily PE and movement break
- More PE / movement frequency
- Students should have a class for exercise everyday

Educating About Benefits of Movement Throughout the School Environment

- Focus physical education on functional movement
- What if there was signage about the stairs? Like "Climbing these stairs twice, a day = one hike"

Exploration of Identity: ***Middle and high schoolers are trying to figure out who they are – exploring interests, values, cultural identities and possible futures.***

Increase Exposure to Opportunities on Diverse Topics, Perspectives, Curricula and Career Paths (13)

- Provide formal and informal learning opportunities
- Provide different interests and opportunities
- Exposure to career by collaborating with industry and business
- More communication between schools so students are better prepared to choose CTE or not in Grade 8
- Greater connection to community / careers through exploration or internship

- Curriculum addresses cultural identities of students and opportunities
- Opportunities to see self in different spaces / curriculum
- Opportunities to visit a variety of businesses, museums, community spaces or to bring these partners into the building
- Content needs to be clear, actionable goals and tasks; connected to the real world and authentic
- More opportunities to take classes you want to focus on in the future (more choices); being able to switch out if it doesn't suit you
- Showcase all clubs / groups so these students are seen
- Establish affinity groups with flexible membership model
- Mini explore classes or rotations through shorter rounds of classes with different instructions
- Shorter classes – 1 month, not a semester to be exposed to more topics
- Present diverse topics and diverse perspectives without judgement
- Assemblies for people with personal experience to express and teach students about themselves and how to navigate life
- Community expert series throughout the year – bring in people (parents / communities) to talk about different paths
- Career or practical focused exploration of academic courses; what does someone do that does this for a living?
- What is my why? To start school and have students build pathway to work on that why to the school year

<u>Create Student Voice in Curriculum</u> (9)

- More work for middle school students on high school transition
- Middle school electives become opportunities to sample opportunities to diminish paralysis by analysis when choosing CTE / high school path in 8th grade
- Class choice based on individual goals / interests
- Student voice and choice in the books they read in class
- Allow students to come up with the assignments
- Interest pathways in many assignments, books topics, etc.
- Allowing options in assignments (I.e., posters or essay)
- Choice of classes and learning adventures
- Student voice
- Student voice in courses
- Survey annually of courses
- Allow them to implement the thing they are into like a picture of something as long as it supports the topic
- Students should have more opportunity to choose what subject they want to do – to fit in what they want in the future

Guidance: Create Dedicated Particular Time for Guidance (1)

Advisory Curriculum

- Advisory groups during school day are more frequent and are interest based
- Add a guidance period weekly; counselor per class
- Smaller advisory groups
- Opportunity for reflection
- More time in day to explore clubs, groups, etc. (maybe learn about offerings in advisory)
- The Get Better Assembly is very impactful; similar programming around other identities / understandings

Part 4 – Spaces That Support Development and Belonging

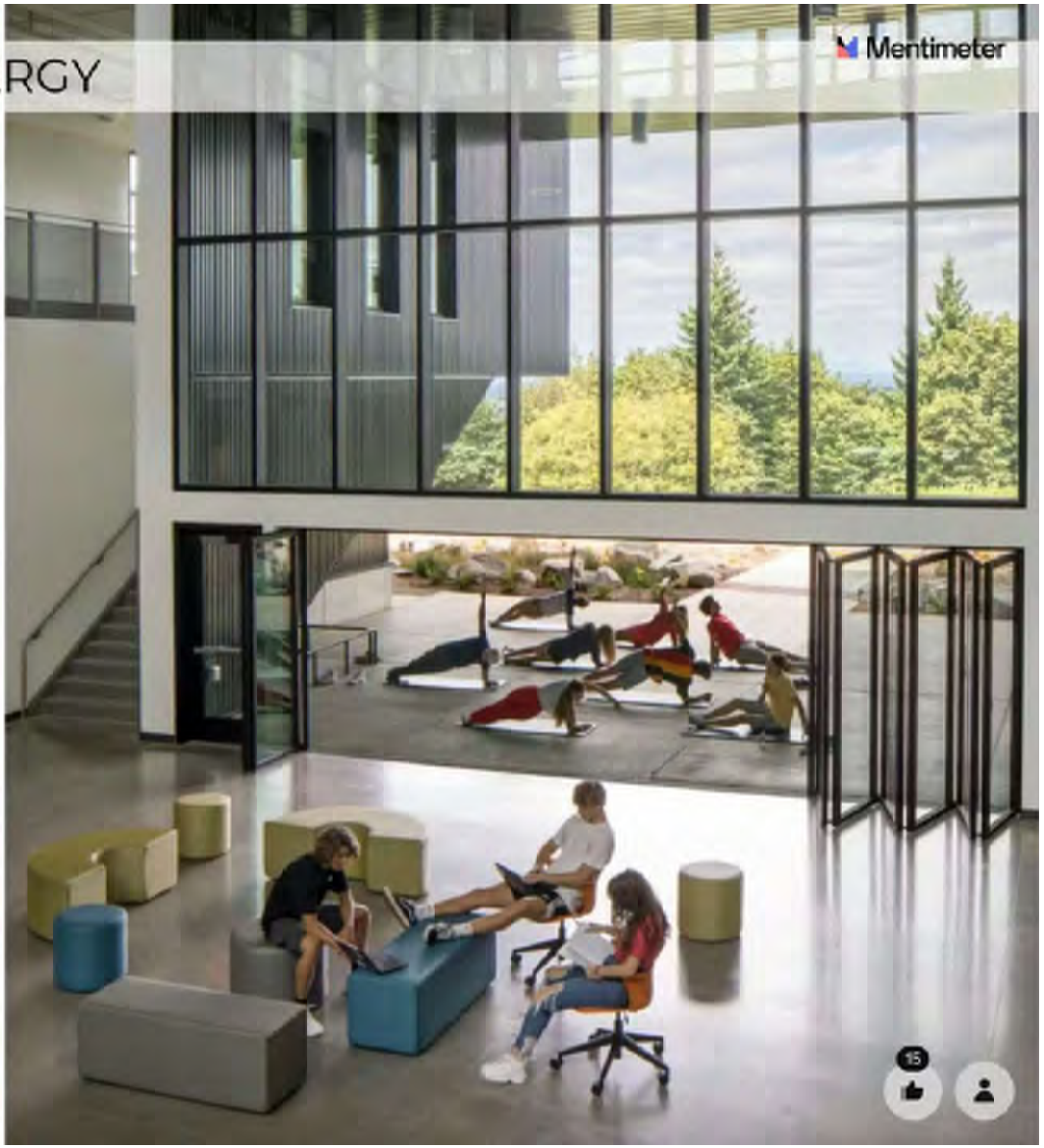
In Part 4, participants explored how physical spaces can support adolescent developmental and social-emotional needs. Through discussion of precedent images and related prompts, participants reflected on how spaces can foster movement, social connection, emotional regulation, independence, identity, and belonging. The conversation reinforced the role of both instructional and informal spaces in shaping the student experience.

Participants' responses are documented in the pages that follow.

NEED FOR MOVEMENT + PHYSICAL ENERGY








NEED FOR MOVEMENT + PHYSICAL ENERGY
Mentimeter
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NEED FOR MOVEMENT + PHYSICAL ENERGY
Mentimeter
13

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What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

They can focus better when they need to.

Students are happy

Opportunities to move throughout the day provide students with a chance to process the experiences they have had in the more structured parts of their day

-more energizing and engaged

Comfortable students can focus better.

students feel like they have some agency

Centered and focused

Use of Creativity, imagination, freedom.



Mentimeter

What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

Kids tend to be more open to trying to learn new more complex things. Kids could become more social and less irritable.

Collaboration Better physical posture More energy Focus Self-regulation

Students feel more ownership and agency in their learning when they are provided opportunities to move that fit their learning style.

It instills agency and makes students direct themselves to what helps them best - not only to focus but what interests they have.

They feel trusted

Students are less antsy, physically and mentally and can engage better.

Less wasted time in zoning out. Less stress, more warm energy.

Movement opportunities More energy Engagement

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What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

A chance to find and recharge your mind with 3+ minutes of quiet, if desired

change in environment can make the day feel less dull and less of a feeling of repeating the same day

Growth mindset

Brains don't go "numb", less chance of falling asleep or losing focus, regulate stress, learn faster, and engage more naturally with peers and teachers

We'd be teaching healthy habits for the world after college We'd be be creating natural self-regulation and reducing the need for 'breaks'

Students have a chance to self-regulate. Students feel comfortable/safe and therefore are ready to learn. Students energy stays up, social interaction occurs, learn to be social humans.

Ability to focus on class activities while being in motion and interacting with other students and the teacher without being restricted to a desk

Open to creative ideas, problem solving, collaboration. Generate better health and wellness, less stress or stress management strategies. Opportunities for reflection



Mentimeter

What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

More authentic opportunities. Students that are able to move are more focused and engaged in the content rather than rushing to just finish.

Students feel less anxiety about being rushed point to point in a defined time frame. Students could have opportunities for meaningful interactions as they move throughout the school.

Higher level of engagement

Students would most likely stay in their classes longer.

more sense of choice and freedom for students

Helping students see the mind-body connection in a world that is constantly asking them to ignore their physical cues

Movement reduces fatigue - keeps kids more active and attentive and able to participate

Students choose what works better for them and that might vary from day to day

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Mentimeter

What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

Can passing time be turned into a part of the PE/wellness experience? Increase the time ... gamify the activity to incentivize it

Supports different types of learners and thinkers that we're often trying to "control" or make fit a mold. Allows for collaboration to happen more easily, quickly.

They can better collaborate between subjects.

Flexible seating within a class helps kids stay in class, focused, and engaged while teachers monitor and provide SEL support as well as academic. Balance of movement within a building and ADA comp

Helps build upon students' interpersonal skills as well as empower their intrapersonal skills.

More focus or straightforward learning. A person may be able to keep themselves entertained while with understanding and digesting. Flexible seating like rocking chairs could help with self soothing.

Opportunities for: Movement Hands-on activities Student choice

- have an open mind - less stress -more focus on the task at hand - able to just take a breath and get work done

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Mentimeter

What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

You can demonstrate your learning using your whole body. A dramatic reading of a story becomes that much better when you move.

Opportunity to step outside can relieve stress

Importance/benefits of movement throughout the day in any activity or environment

Students perform better when they are not focused on controlling their body to fit into one specific spot. Students can hear words said by a teacher if they are not thinking about how uncomfortable

Collaboration & Team work Development of academic identity for students Sense of Belonging Active engagement, not passive Increase in achievement

One kind of learning that become possible when students are able to move freely is that they can do more wealthy exercises and have a more wealthy life.

Students will feel more relaxed and self regulated through opportunities such as being able to stand when necessary. This also creates a sense of belonging.

A student would need to self regulate or the movement can become a distraction. The type of class matters, difficult in a lecture hall, easy in CTE.

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Mentimeter

What kinds of learning or wellness experiences become possible when students are able to move more freely throughout the day?

Freedom to move

- biology(actually doing outside learning biology like for example photosynthesis, plants, interacting with the outside world, etc) - a space for outside relaxation, meditation.

The entire energy of education changes. Though it may not be about movement specifically, but more what the idea of movement represents. So an actively engaging experience might capture the idea of mo

Students don't feel as controlled and feel like they have more of a choice, it becomes more comfortable.

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DESIRE FOR SOCIAL INTERACTION










DESIRE FOR SOCIAL INTERACTION


Mentimeter




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Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

Students develop relationships with one another and figure out how to problem solve without teacher's direct guidance.

more productive, focused time

Student connections

Transferable learning

They try to connect with each other more. It gives a sense of choicd as well. I think students will feel more comfortable and be more friendly.

Learn from each other

Self regulation

More collaboration time



Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

Opportunity for self-regulation that begin to feel natural, rather than accessing regulation strategies when we've hit critical stress-mass

facilitate meeting new people and making new friends

Expand collaborations with other classes.

Dramatically increased project based learning. Socializing within a task which mirrors many experiences in the working world

Increase in engagement and attendance

When students have stronger social connections, and are able to self regulate as needed; they are more likely to take academic risks in their class; even if on a small scale at first. It builds trust.

More enjoyable lunch or free time

More individualized projects or connections between classes



Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

Develop genuine connections. Feel a sense of community responsibility for the space.

Fills the desire to be social during the school day

Better lunch experience with choice of seating and level of interaction

Less interruptions during class time

Students will feel like their wants and needs are valid and important.

A sense of belonging and connection based on chance encounters

people coming together for new ideas

Earlier identification of student-wide issues and better approach to be proactive rather than reactive to address problems



Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

Students feel ownership of school experience, feel connected with the school community, and feel pride.

If there were varied seating in one space for lunch then students could get what they need socially while being monitored for developmental safety

It gives a chance for students to help teach each other new things, expand interests and social groups. I think isolation will decrease.

Provide periods during the day for clubs to meet or guidance / advising

Breaking of cliques because students actually collaborate throughout the day in class. They truly build understanding and connections with their classmates

Sense of belonging and excitement to come to school.

More comfortable areas to work or socialize

Socialization opportunities



Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

New friends, new confidence, new relationships, more engagement and joy.

Huge opportunity for more project based learning

Improved student and staff relationships
Opportunities for choice

Increased confidence, self-awareness, empathy. Built in club time.

School becoming a more enjoyable place for kids to attend.

Students have time to reflect on learning, share with each other, and apply (through conversations) to the larger world. Also empowers students to define their downtime experience.

Making friends and creating a better study environment for students can lead to improved grades.

Belonging

Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

They might solve problems faster build social confidence, feel more supported by their teachers, curiosity might spike in these spaces compared to a normal classroom in which we are used to.

Less class cutting

Collaboration, helping each other, allowing different people to exist in one space whether shy or social. Allowing space for group projects to occur

Choices to work and thrive alongside each other or be alone.

Students will likely use time to structure their day/lunch. They may know they have built in time for reflection. Increased focus during class time

A better atmosphere for school in general. Kids would be willing to learn. It could increase participation and focus. Children won't feel trapped. Kids would view school as interesting and fun

During unstructured time/after school students have a chance to do their homework, meet with friends to collab on projects, etc.

Happiness as we are social by nature



Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

Comfort, natural community

Students will be more motivated to get up in the morning and come to school.

- more application and higher grades students will care more

Allowing students to expand the opportunity to explore new interests. Allow students to feel a sense of belonging in formal and informal spaces.

Preparing students for college and career readiness where choice is a big component and also how to manage time.

Unstructured structure.

More awareness of other students if the places for connection have student display opportunities

Students will feel more free to express themselves and not try and supress their unique qualities.

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Mentimeter

What experiences become possible when students have frequent opportunities to connect and collaborate, both during structured and unstructured times?

A experiences that become possible is that they can learn how to be more sociable doing a collaborate work.

It would be good if the student get to choose who they sit with or work with and change it up frequently. Collaborating classes could be switched frequently so as to form different groups.

Having an open space connected to classroom departments allows for intergrade communities of practice as well as provides collaboration among tea hers and students

Students could be more engaged in their work. More useful work could be accomplished.

More socialization opportunities



Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

kids not going to class

Release of power

Security

Supervision

Adult supervision

Supervision and expectations

Clear expectations for student behavior

kids missing out on learning — could be solved by involving learning while providing more autonomy



Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

Class attendance

Going to require a sense of trust between students & teachers about effective use of the space.

Respecting the spaces

Adults are control freaks! I say this with love. Worry about on-task behavior, releasing the routine structures we may have been using for years.

Developmentally, not all kids are ready for this! supervised autonomy. I am concerned about bullying as well as other addictive behaviors going unchecked

Safety / students leaving where they are supposed to be. Who is supervising / taking attendance or if we even need to .

Building trust that students will make good choices

Not focusing on school-related work and instead just socializing

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Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

People will need a mindset shift

Some teachers fear a lack of control. With strong modeling, students can safely practice being productive in these more open social settings. This will set them up for success in the real world.

Respecting all who use the spaces

Craziness, out of control behaviors, less control

Staff is fearful that students will cause trouble or wander off.

Increase duties for staff

An assumption that students will be unsafe. We need to start allowing students to have more autonomy and choice by providing students with course offerings that appeal to them.

Students not staying in task.

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Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

Concern about mischief. Ensure adults have line of sight and are visible to students.

Loss of control. Clear expectations will be needed. Implementation of Responsive Classroom at HS could help set and model these expectations

Could be used in the wrong way like skipping, distracting other students, Students making tik tok dances in these spaces

All of the adults would need to commit to monitoring and providing support

Adults may be worried about the lack of supervision.

Blurred lines between what students can have autonomy in versus what needs to still stay in the hands of staff (to ensure safety, teaching of standards, etc).

Peer conflict, missing classes because not paying attention to time

They could possibly think that kids would take advantage. Students may not do work or pay attention. It would have to increase the school day or diminish class time.

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Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

Control would require completely different tactics, shedding of the idea that the job of teachers is to instruct, and forcing a facilitative skill set that appears very counter to how education works.

kids not being supervised— more sense of trust and respect within school culture

Concerns: Lack of control, unpredictability, students "taking advantage" of their freedom. Supports: Mentors, advisors, close connections between students and staff.

Plans for students who need more support in theses spaces

I think they might worry about how responsible students will act with those privileges. Students may have to be taught social ques and how to be considerate of others and how to improve social setting

Kids might get off task if they aren't being supervised, social drama might build up without exclusion, some students might dominate while quieter ones kind of "stay back"

The concern that adults have to give autonomy to student is that they won't do their work correctly. Give autonomy to students can work well when all the students wants to do the right thing

Lack of control, staff would need to passively support students in some situations, allowing students to navigate challenges independently

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Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

- they make break rules and do things they are not supposed to

Productivity?

Loss of control

Creating structures to increase student accountability

Need to know that students are doing their own work, not just "borrowing " from the smart kids. Use AI to find similarities.

Students need to feel more engaged and excited about class in order for them to stay in class. If that is the case then students would be using communal spaces appropriately and at approximate times.

There are changes to the instructional time that are required. Teachers need to be or have flexibility built into their work day. Class and course schedules may need to be aligned in different w

Control happens through empowerment rather than direction.

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Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

Create a safe environment in where students are also responsible for their wel being and not just the adults- but some behaviors come from home, so it's hard

Reconsider what adult supervision looks like. Adapt to new routines that may be louder, quieter, more independent or more collaborative than what has happened in the past

You need to begin with overarching structure of expectations that ultimately provide the freedom to engage in a more autonomous space

Students might choose to skip or leave classes to socialize at pre-set meeting times. Building the social time into extended passing times and into class time would help and provide a bit of presence

Not a concern about autonomy but more like time on learning- we are bound by the state laws and the CBA articles

Security may be a concern but may be unfounded if data shows otherwise

Consistent routines across the school - from staff to staff are necessary in order to maximize the autonomy in social spaces to make them most effective.

A balance of autonomy and direct adult interaction would be good. If a student proves autonomy is effective, less adult interaction will be needed.

Mentimeter

What concerns might adults have about giving students more autonomy in social spaces, and what supports or routines could help make this work well?

Students need to have a sense of ownership over the space which means being responsible for the space.

Trusting students

Having the same routine repeating every day can be underwhelming

Encouragment in a learning environment is powerful and very helpful

Student abuse of privileges would need to be tempered by established routines

Mentimeter

On a scale of 1–5, how much opportunity do students currently have to move during a typical school day?



Almost none

Frequent & Intentional

31

Mentimeter

What is one small, realistic change that could increase meaningful movement, collaboration, or autonomy by one point on that scale?

New furniture

Project based learning

One opportunity in each class to get up even for a few minutes

Lesson plans integrating movement

Every lesson /class should include at least one opportunity for movement

Design a portion of your lesson with movement in mind.

Change in teachers' practice

group work

31

Mentimeter

What is one small, realistic change that could increase meaningful movement, collaboration, or autonomy by one point on that scale?

Well designed lessons that incorporate movement

Bigger space, comfortable space.

Increase PE opportunities

moving around as part of class. as little as being able to to stand while working or move to another part of the room.

Include movement in teaching strategies in classes

New furniture

Incorporate movement into lessons/activities

PD for teachers about building movement into classes

31

Mentimeter

What is one small, realistic change that could increase meaningful movement, collaboration, or autonomy by one point on that scale?

Allow fitness center use throughout the day

A few minutes longer break between classes.

Shared learning hallways in addition to separate classroom space.

Utilizing other spaces in and out of the building that are more suitable to a particular lesson. Getting students on their feet to lead classes

Increasing collaboration expectations in. Each class

Change in teacher practices

Integrating movement in lesson planning

Get up and switch things up with group discussions like we did this morning.



Mentimeter

What is one small, realistic change that could increase meaningful movement, collaboration, or autonomy by one point on that scale?

Curriculum tweaks

Having a space to be outside our classroom that doesn't disturb other classes.

Teachers building this into their teaching

10+2 instructional planning Within classroom collaboration/groups and movement

going outside more.

Create a policy that students do not need to sit in desks but can work where they are most productive in the classroom as long as it is not disruptive

10-15 break for students, perhaps after lunch to socialize, walk, stay in the gym, library.

pair, small group, interpersonal activities



Mentimeter

What is one small, realistic change that could increase meaningful movement, collaboration, or autonomy by one point on that scale?

Encourage projects that are active either physically or mentally.

Tunable lighting levels and colors, and similar sensory spaces

31


IDENTITY + BELONGING


Mentimeter




6

Mentimeter

What experiences or messages should students regularly encounter in school that help them feel seen, valued, and part of a shared community?

You belong here.

100% agree that a display of work in progress!

The process matters as much as the end product. Make posting WIP a part of the daily routine.

Their work / murals should be one the walls.

Their own work on display

you are important to the community

The student run art gallery is amazing!

You matter -- what matters to you?

1 33

Mentimeter

What experiences or messages should students regularly encounter in school that help them feel seen, valued, and part of a shared community?

Student's heritage and background should be represented throughout the school

Student work

Process over perfection

That their opinions matter and their work is important

Their picture on the wall

Peer mentoring would be great.

Allowing time for SEL check ins.

Identity, feel them selves reflected in images, quotes, etc

1

33

Mentimeter

What experiences or messages should students regularly encounter in school that help them feel seen, valued, and part of a shared community?

They should be able to see their work, and their identities reflected back in the school

They need to feel noticed, real representation, roles that matter as students and as individuals, chances to speak and care from the adults around them.

A gallery of aspirational people who reflect our students' identities is also critical

They should feel like we believe in them.

Some specific art that represents the community on school walls, and projects, work done by students.

Students create the school. Their identities inform the school's identity.

Student work

Student work displayed



Mentimeter

What experiences or messages should students regularly encounter in school that help them feel seen, valued, and part of a shared community?

Representation of different cultures.

Seeing other student's projects and work on display.

Maybe pictures from our community events on the digital screens around the building

Representation of their own cultures and identities

Art, schoolwork, ongoing projects, screens with info and achievements

Accepted for who they are and have it represented throughput the school

stuff that connects to them/ their own work

Internships and hands on out of school experiences should be available to all

1 33

Mentimeter

What experiences or messages should students regularly encounter in school that help them feel seen, valued, and part of a shared community?

Seeing their work and accomplishments displayed. Being regularly invited to participate in designing and redesigning our spaces, processes, and policies.

They should feel like they are missed when they aren't here

Having spaces for rotating murals

Students should be involved in the ownership and maintenance of the building.

We should regularly see work on display and progress over perfection

Nothing about them without them.

It's okay to do mistakes, with your mistakes you can learn.

Accessible and inclusive signage, items on display and classroom materials. Various types of student work.

1 33

Mentimeter

What experiences or messages should students regularly encounter in school that help them feel seen, valued, and part of a shared community?

Pride in space, a sense they contribute (their work) to the fabric

Work and projects on display Messaging created by them Clubs, activities, sports Cultural representation

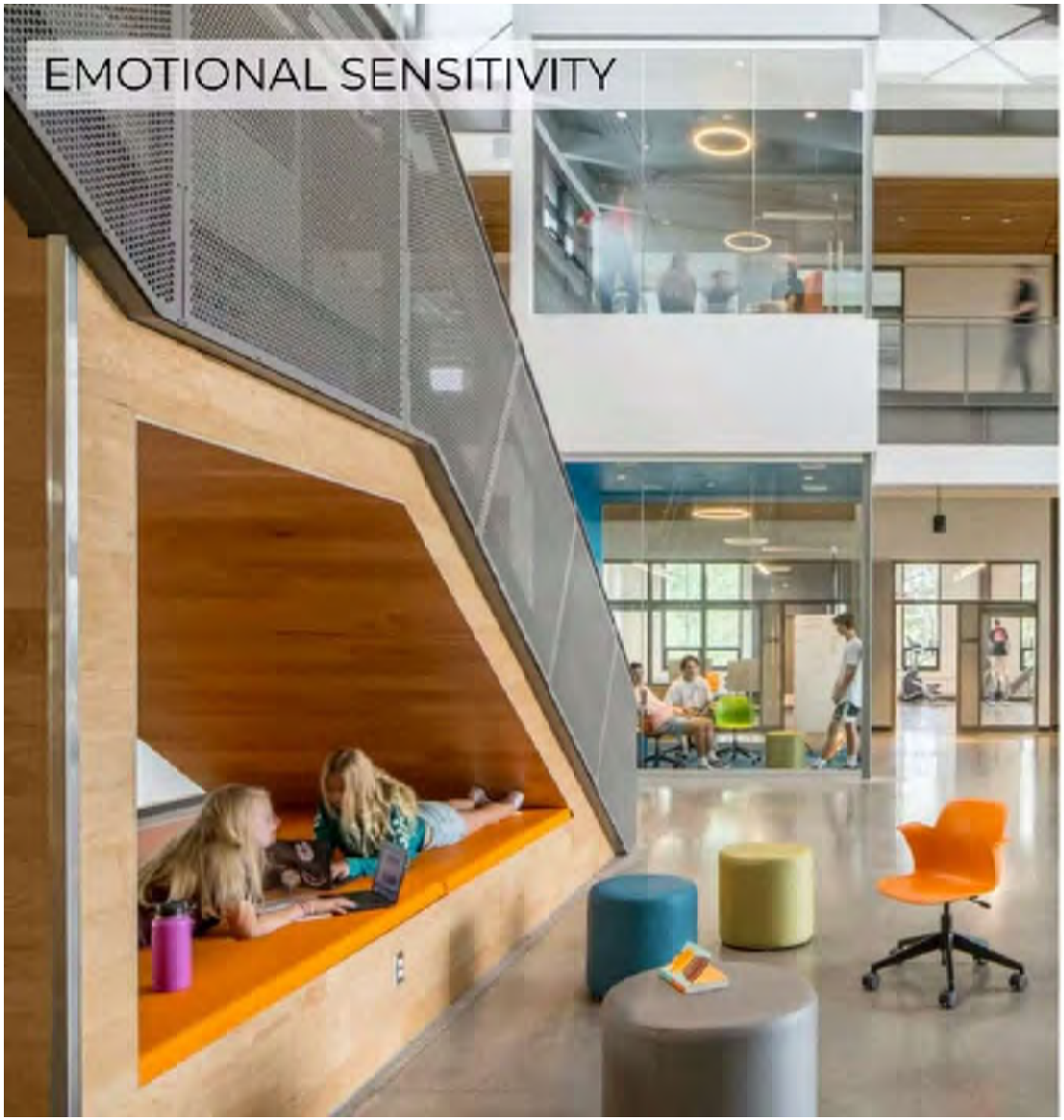
Celebrating all holidays and teaching about different traditions

Teachers who look like the students

Welcoming entry ways Learning spaces and informal spaces that they can occupy and are expected to occupy. Teachers who embrace a sense of belonging.

1 33

EMOTIONAL SENSITIVITY









Mentimeter

What kinds of daily experiences or supports would help students manage stress, emotions, and social pressures in a healthy way?

more time for lunch

Flex block

Resources, reminders, visuals

Teacher availability

longer transition times and access to bathrooms during those times.

Meditation/yoga opportunities

Consistent strategies that all staff are aware of to help students manage stress reaction responses - if it's shared amongst the school, it can become part of the being.

Starting each class with a brief circle before diving into academic lesson. This will create culture, build trust and reset from transition

2 33

Mentimeter

What kinds of daily experiences or supports would help students manage stress, emotions, and social pressures in a healthy way?

A flex or WIN block.

They need culturally sustaining practices during class. They need opportunities to make mistakes

Break rooms in the school for teachers and students.

Music during period transition like at Disney World

Calm room or sensory room

more schedules time with guidance set aside, not just students having to reach out for help

Ability to take a break without asking for the bathroom or nurse

Flex period like WIN

2 33

Mentimeter

What kinds of daily experiences or supports would help students manage stress, emotions, and social pressures in a healthy way?

A safe place or adult for kids to go to

Short reset moments that are built into the day Access to someone "neutral" Opportunities to talk things out before they explode

Friendly and welcoming staff, teachers, Admin, all.

We can't expect students to manage emotions that they're not "allowed" to have — meaning, we need adults who can model coping strategies as well as room for big feelings to come and go

Great professional development is step one.

A few minutes to debrief and relax or a block a week to try and get home work done or just a free period.

Opportunities to vent. Opportunities to step outside. Built-in time with counselors

Regular advisory with curriculum. Peer mentors with built in time for connection and activities.

2 33

Mentimeter

What kinds of daily experiences or supports would help students manage stress, emotions, and social pressures in a healthy way?

A study time / break period built into the day that is not lunch

Music or other media

Time to work on independent projects in a classroom of their choosing.

Having safe and supportive alternative activities for students to choose during times available in their day- before, during and after school

Students need a lunch space that meets their needs that is emotionally and physically safe

Flexible spaces/time to self-regulate

Safe caring adults that students can relate to and the ability to access these adults when they need.

Multilingual counselors

2 33

Mentimeter

What kinds of daily experiences or supports would help students manage stress, emotions, and social pressures in a healthy way?

I think we should help them realize that they don't have to feel anxiety

Outdoor time, games, movement, high lights low lights

Room filled with sensory swings

Often clear a sense of expectation and responsibilities. can provide a sense of comfort.

Outdoor time, games, movement, high lights low lights

Commitment to team building everywhere. Freshmen, and in class, and at lunch etc

Time to meet with teachers in response to the daily lessons

Music, outdoor spaces to sit, study or relax.

2 33

Part 5 – Reimagined Student Experience

In Part 5, participants reimagined a future daily experience for students by revisiting current experience maps and proposing big-picture shifts informed by developmental needs and belonging.

Each group shared a short pitch highlighting key shifts and the systems, culture, or spaces needed to support them. Their reimagined experiences are documented in the pages that follow.

ARRIVAL

Bus (6:50)
- Gym - play sports (30 mins)
- 7:40 HR
  - talk to friends/teacher
  - look at Attendance, not Announcements
- Do not eat school breakfast

LEARNING BLOCKS

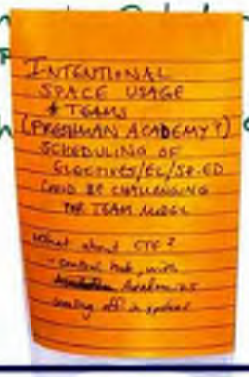
- Good experiences in class (ELA)
- Do work/activities (forget to turn in)
  * 20 students
- more mixed languages spoken would help
- more English practice in Electrical shop

Math - too fast
↳ discuss Math, partners (2)
- Quizzes on Fridays

History - not much speaking by students
- Do Now
- Activities
  - Same movement

TRANSITIONS/PASSING

- too short
  ↳ have to run
- Electrical things in locker, rest in backpack
- On [illegible] - 5th
* ch[illegible]cal



LUNCH

Caf 3 - eat quick (5 min)
↳ Gym to play soccer

LEARNING BLOCKS

Bathroom during class

Electrical
↳ up and moving
↳ Hands-on
↳ circuits on paper, then in practice
↳ individual, but Collaborative
- goes fast

DISMISSAL

Outside is overwhelming
- wait for 2nd or 3rd bus (outside).
- Fences made it worse

Bus is crowded, stand (10 minutes home)



AFTER SCHOOL

Tuesdays
- English help
- Optional, writing

Some homework

Table 1

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

- Socializing
- Go to caf - go to breakfast
- Lots of walking around
- Grab & Go Cart
- Free for all
- Loud / Overstimulating - Caf
- Switch up to a different period

LEARNING BLOCKS

- Difficulty sitting in one spot
- Repetitive cycle
- Looks forward to shop
  - Comfortable place
  - Always doing something different
- Interactive / Hands-on
  - Not consistent in all classes
- Likes real life experiences - Bio Tech

cell phones

TRANSITIONS/PASSING

Ice Breaker to Start class

Time to socialize decompress & connect

from

tes for

ng time

Backpack / Lockers too heavy

not using

Traffic

using cell phones slows down flow

LUNCH

Creating a Safe / Alternate Space that is Quiet or Seperate from lunch room

meals

prisonlike

Lou

- Long ... by the time you get food there is only 5 min to eat

LEARNING BLOCKS

- CTE Shop - now -> loves being in there
- More tired - drained
- Music while learning in class
- Having electives

DISMISSAL

- Cattle gates for buses!

AFTER SCHOOL

- Chaos on bus

Moving advising to mid morning

2

Medford High School

Student Experience Mapping | December 9, 2025

ARRIVAL

- 7:30 - Bus
- HR (phone) distribu... all ov... but assi... by gra... level

LEARNING BLOCKS

- Lack of elective choice
- ...hop
- ...ting a ... do not like
- ...ence classe... movement ...ds
- Excessive note taking.
- No use of outside space

TRANSITIONS/PASSING

- Packed ...ways/stairs
- W... ...ver the ... get ... to ...s
- Not enc... to use ba...rooms
  - ↳ which bathrooms are available?

LUNCH

- good lunch time after P.5
  - long lines
  - longer time needed @ lunch
- choice of cafe

LEARNING BLOCKS

- Academic Enrichment after lunch is a good time b/c it allows for catch up time.
  - ↳ Councelor time if needed
- Majority of day is spent in independent work or fragmented group work
- Teachers appear to be pulled in multiple directions (rules etc.)
- ~~Projects~~ end of units ↳ tests

DISMISSAL

- Friends or bus
- Not a good flow to bus

AFTER SCHOOL

- lack of student space for in btwn school & sports (to hang)
- bring all stuff to fields
- homework feels connected to learning but can be done quickly / on the fly

~~Laptop work~~

#3

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

Wake up
Drive/walk to school
Traffic overwhelming (more So)
Breakfast or Drink
No early socializing
Eat breakfast in Step/Advisory or First Period
Nobody stands for the Pledge

LEARNING BLOCKS

Home Room → CTE Shop (Health Academy)
Short walk, not the case for all students
Longer travel ~~time~~ distance to class make it difficult to get to class on time - more stressful. Can't use restroom. Later

No complaints about shop
2nd/3rd - helping each with underclassmen
9th/5th - Shop to themselves
11th/12th - Soph in shop - interactive

- Focus on mastering standards and skills - Provided direction and then the students work on it until they can prove it to the teacher

- Academic, not a normal classroom

TRANSITIONS/PASSING

LUNCH

Starts to one earlier in the career
one 30 min of lunch (less w/ passing)
Cafe lines are huge
microwave lines are huge
practically no time to eat
just take a quick wash & back to class

Study lunch is hard
now 12:18 → more convenient

Eat lunch in cafe 2 - grade
cafe 3 in theater
Less PBIS space

planning re: adding Senior lounge next year → space issued

(7 periods, shorter lunch, no language)
Tutorial was intended to be after school but that is not what happened)

- Longer lunch period interconnected to 19th

LEARNING BLOCKS

→ 2 periods after lunch

→ Shop: assist w/ grade 10 in shop

→ teacher discussions & challenges
Say Thursday
→ Class skills challenging
→ engage topics.

DISMISSAL

→ parent pick up or MBTA bus
Buses are challenging w/ overcrowding on earlier buses.

→ very critical survive to wait for buses

→ Wa
of

Stations for Buses pick ups instead of one entrance for all buses

AFTER SCHOOL

→ Work Used - Sunday.

→ 2x week go home

→ to work MBTA on bus in Stoneham

→
→ C
→ M

Specifically → A/B week opp to take a Language and elective block

→ school
/ work.

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

grab breakfast and eat + walk

wanders around the halls where nobody can see you

leave for bus @ 6:30 pick up friend

7-7:30 arrival

keep moving

LEARNING BLOCKS

leaves every class one min before needs to move

Likes kinesthetic to stand in back

CTE is my favorite learn something new

history is okay I talk a lot it's really fun

Spanish is different every day more projects + orals

I listen to music + play puzzle

homeroom doesn't know each other don't talk

Same every day sit in class

math do now teaching + notes solo work some participation 15 min of Quizizz Friday for part

TRANSITIONS/PASSING

talk to friends

breaks don't want to miss anything

its nice cuz I'm small I have friends save seats by walkers

not a lot of time

LUNCH

BATHROOMS → Cafeteria during the Lunch block, all other Bathrooms locked.

Near 2nd Lunch.

LUNCH 1 AM IN

FRIENDS ARE IN 1ST

I'm an extrovert but I like my alone time

first steps that took a different

where new were new

LEARNING BLOCKS

I could be doing something in regular class but Improbable not always paying attention in CTE

leave for a bathroom break w/ friend

mostly sitting block

DISMISSAL

tries hard not to stay after for academics

walk an hour home if missed bus

bus is crowded people are rushing talk w/ friend

Bell = finally

gets shit if the face a lot because

she'll send everyone is pushing

AFTER SCHOOL

gets home 3-3:15

snack homework + play w/ dog

homework from home

~1 hr of homework

Medford High School

Student Experience Mapping | December 9, 2025

ARRIVAL

7:20
Socialize w/friends in Cafe 2
HR @ 7:40
Carry everything on-person

LEARNING BLOCKS

Mostly sitting
Listening
Some Communication in certain classes
Structured similarly Instant activity openers
Classes 1-5 till lunch
Computer-Use
HW → almost all online
Teachers absent → LH

TRANSITIONS/PASSING

CRAMPED
STRESSFUL
Passing time depends on class location
No time to go to Locker

LUNCH

Eat in Cafe
Bring Lunch
Sit w/ same group @ same table
Go for Walk
Cafe is Warm
Look forward to Lunch

LEARNING BLOCKS

After lunch
Math > most work
Bio ← feels like forever! but enjoy it
Tired
Need to be very focused
Lab work

2:55

Out si
LOVE
Bus li
Takes longer to get home since bus railings installed

AFTER SCHOOL

hang out here if o reason to
Warm → Walk to Sq.
Cold → bus to Sq.
Help from Teachers ↳scheduled

Table 6

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

Wake up EARLY!
bus is too early so arrive by car — always late.

Add more breakfast carts — left out ~~thru~~ 2nd period

Access to snack carts all day

LEARNING BLOCKS

2. History/ELA (double block)
[really likes this format → comfort with the class]
Unique class - short break between classes.
3. Science - always late.
4. AP Art - awesome
Work on your own (cons/as)
[Lunch (1st) - feels too quick w/ long lines. 3rd flr. Lunch [from last yr. 6 min. less]

TRANSITIONS/PASSING

3 minutes - go from 1st flr C to 3rd flr. B - always late.

Increase amount of passing time - 5 mins. (It helps to walk around)

5 minute grace - mini-advisory - for ?'s, review agenda

LUNCH

More spots to eat lunch - Variety.

LEARNING BLOCKS

5. Math - hardest - PreCalc Honors - large class (26) - cramped → stressful
Test-taking - has extra time but feeling left behind when last person to hand in. [First H math class] so also feels in catch-up mode.
6. Art [M, T, Th] II → fun wishes could be everyday [W-Fr.] Photography. No darkroom - missing out — not engaging.
7. [M, W, Fri.] Guitar - fun.
[Tu, Th] Gym.

Likes this schedule - fun @ end of day

DISMISSAL

~~Extras~~
Depends on sports, theater
Can use time for art if there is in-between
Bus/car conflict
School bus - 1 shot

Add a 'late bus'

AFTER SCHOOL

Soccer - every day
Opportunity for extra help - 30 mins.

7

Medford High School
Student Experience Mapping | December 9, 2025

ARRIVAL

- Gets to school early, and socializes with friends in car (10 mins)
- Puts jacket in locker
- Attend HR expectations (sit in silence) → phone use inhibiting socialization
- Likes HR teacher

LEARNING BLOCKS

- Days have variety - not the same schedule each day.
- Horizontal spaces passing
- Take notes - vocab
- Friends - don't need
- they don't be of
- teacher. May be be
- working w/ kids
- Corner. Enjoy as a break from Academics.
- AP Stats: enjoy that work done in groups.
- no movement breaks. Sit most of day.
- Honors Anatomy: bored. don't really like.
- A lot of teacher talking. Stand & deliver/ lecture. will stand at desks

TRANSITIONS/PASSING

- late (always) to Anatomy. from Math. Not enough time.
- used to have 5 mins - now 3 mins.
- crowded in stairwells; in certain areas.
- don't get the chance to take a moment between classes - just going from class to class.
- no time during passing to use bathroom
- B-building bathrooms nice but never open.

LUNCH

- Senior cafe w/ friends is nice - except when it
- Previous years, didn't have friends in same lunch.
- would sit in cafe 1, bc was quiet & could sit alone, but sometimes felt "like a loser" w/o friends.
- School lunch: like it. some days are better than others.
- Servery experience is bad - if lunch is good, line is crazy. Need to really push.
- Spend alot of time in line.

LEARNING BLOCKS

- Elective Academic environment no friends in class Solo work bored and lonely.
- Sleepy after eating
- Spends back with friends, more talking. Enjoys more.

- Academic Environment can occur in areas like our Senior Cafe, can circle in with teacher at beginning & end of period

DISMISSAL

- Spends to parking lot.
- misses senior privilege of leaving a few mins early to parking lot. Does not want traffic.

- Staggered dismissal time (Seniors first)
- 8 minutes?
- used to have this

AFTER SCHOOL

- sometimes hang around after school
- Soccer: stay at school to get ready. Hang out in Trainers' Room. All sports hang out in Trainers Room as co-ed.
- tennis: practice at 3pm. Leave immediately from school, get coffee, change at community bldg near courts.

(8)

Medford High School
Student Experience Mapping | December 9, 2025

Part 6 – Closing Reflection

In Part 6, participants concluded the sessions by reflecting on beliefs, values, and priorities they hope will guide the future Medford High School. The collective beliefs, values, and priorities are documented in the pages that follow.

- Giving students ownership of their educational experiences
- No repetitive cycle for classes
- Student overall health and safety
- Human centered learning spaces that align with the development and needs of the high school students
- Student-centered in an authentic way
- The high school feels like home for students and the community
- This school has to be a guide – good teachers and student relationships
- MHS is your launchpad
- Engagement and joy
- Adaptive and flexible to students' evolving needs
- Innovative; equity
- Every student matters
- Setting students up for success socially and academically and with work
- That the learning environment provides a space for our students to learn how best to be a learner
- Sense of belonging
- Student-first mindset
- The creativity and uniqueness of an individual
- Provide more autonomy to students while supporting them, emotionally and academically, on this journey
- Pride
- Relationship building
- Nothing about them without them
- Flexibility and adaptive in thought and space
- Movement and trust; independence
- All students feel seen, heard, and valued creating a community
- Resiliency, flexibility, inspiring
- Preparing students for their future after high school
- Teachers are powerful designers who must design opportunities for students to develop intellectual and social identities by prioritizing discourse
- What does a unified / comprehensive Medford HS look like?
- Kids find their home away from home
- Student life and input
- Exploration together
- The vote needs to stay the vote: AB-week for most, C for some
- New ideas
- Comfortable learning spaces
- Students having a sense of belonging
- Every student deserves, is entitled to, and grows best when the adults believe in their capacity to do hard things
- Adaptability should guide the new building's design; adaptable for individuals, and by the administration in the future to support changing paradigm

VISIONING 2 OVERVIEW

On December 17, 2025, members of Medford Public Schools attended a meeting with Educational Planner Mike Pirollo and Educational Consultant Paul White from MLP Integrated Design, Inc., along with SMMA Architects. This meeting was part of the visioning effort for the Medford High School building project. The session focused on defining what powerful teaching and learning should look and feel like in a future Medford High School.

Part 1 – Learning That Sticks

In Part 1, participants reflected on experiences where learning felt meaningful and lasting. Through discussion and shared descriptors, participants articulated core values related to powerful learning, establishing a foundation for the day's work.

Participants' responses have been clustered by category and are documented below.

How We Define Learning

- Learning is when you are able to connect and apply new knowledge to real-world scenarios
- Opportunities to take safe risks in order to grow by acquiring knowledge and skills to do your personal best
- A process of exploring new information and finding out what / how it sticks or matters in your life
- The internalization of information
- Ownership of knowledge
- Perseverance / productive struggle
- Meaningful / intrinsic
- Short-term vs. long-term
- 'Aha' moment
- Critical thinking
- Resiliency
- Deeper understanding through engagement and application
- Learning has real-world applications that build on previous experiences and give students some agency over creativity and outcome of task; it is understanding and applying vs. memorizing facts and dates
- To be able to teach it to someone else
- To be able to ask questions
- Engagement with the opportunities
- Having a deeper understanding of content, relationships, self, surroundings than what one had before

How We Define Success

- Application to real-life beyond testing
- Problem solving
- The ability to apply (use, share, etc.) learning
- Willingness to take risks and continued growth and personal achievement
- Inspiration / motivational
- Application of knowledge
- Ownership of knowledge
- Do grades define success? How do we measure?
- When students can apply what they learn in the world and they can see how learning helps meet their dreams

- Confirmation by seeing students practice and apply what was taught which leads to self-affirmation and positive identity
- Being able to apply what you have learned in real life; recognize and respectful
- Articulation or demonstration of progress and understanding
- Confidence and readiness
- Success is the ability to understand and apply the concepts from class / life; being able to explain concepts in students' own words and pass on that knowledge at some future point
- Taking something you learned and use it in your own life
- Feeling like you accomplished something
- Internal / from the students' perspective not in a grading sense

Part 2 – Hallmarks of Learning

In Part 2, participants examined research on effective teaching and learning, including learner-centered practices, interdisciplinary approaches, and key instructional shifts. They then reflected on strengths, growth areas, and barriers to implementation before moving on to the next activity.

Discussion points from the whole group conversation are documented below:

- Use of planning time (need more space to do so)
- Departmental silos
- Lack of interdisciplinary courses
- Lack of common planning time
- Belonging and wellness (good but need more)
- Need more real-world connection
- Amount of limited time with students for academic classes
- Too much teacher talk and lecture – need to make a mindset shift
- Equity and inclusion – barrier is schedule
- Do we remove tracks; it's a district thing, not a HS thing
- Navigating the "system," even more challenging for English learners

Part 3 – Identify & Mindset

In Part 3, participants examined what it means for Medford to operate as one comprehensive high school with a shared identity, values, and culture of opportunity. Through collaborative dialogue, participants explored the student and teacher experiences that should define daily life in the school, identified practices that would bring this vision to life, and named existing systems that must be reconsidered.

The questions and responses from the collaborative conversations are documented below.

Question 1:

What does it mean for Medford to operate as one comprehensive high school, and what kind of mindset and day-to-day experience should this create for students and teachers?

- Stop identifying as 'Voc' vs. MHS
- No silos
- Offer CTE elective options to non-CTE track students
- CTE students access to AP classes
- Entire school should be Chapter 74
- Students choose a concentration
- Create a cohort / community
- Blend academics with concentration
- Refinement of schedule for CTE / academic
- One name for the HS
- More community knowledge of CTE
- All freshman takes CTE exploratory
- When we talk about interdisciplinary collaboration, let's include CTE
- Advising model needs to be adjusted
- Equal opportunity for all students CTE / fine arts electives for all semester-based
- Not CTE vs. MHS – admin rolls and title of school still show division
- Should be all MHS with a concentration in CTE or Fine Arts track; this needs to be reimagined
- Student experience should focus on readiness for future, not just CTE shops
- Print school / shared community experience
- All students should focus on same main courses with a focus on these interests or intended path (I.e., electrical, robotics, etc.)
- Same vision, consistent policies, students' choice, access to courses, same schedule
- Consistency / transparency, authentic application of learning, onboard, shared goals, team community of practice, leveraging expertise shared ownership
- Student-centered
- Multi-disciplinary Project-Based Learning
- Student voice and choice
- What does integration look like; overlapping thematic units / interdisciplinary
- Improved outcomes: attendance (staff and students), staff and students enjoying coming to school
- Continuity of curriculum is more engaging
- Cohesive mindset of the students and their day-to-day experiences (Is their time valuable? Do they want to be there?), CTE want to work with hands, some just want a place to hang out
- Have students find a place to belong
- Offer opportunities to belong; find their place
- Teacher mindset – mentor rather than authoritative
- Cohesion
- Integrated spaces both CTE and academics
- Open-minded
- Schedule enhancement
- Electives that incorporate CTE, STEM
- Staff integration (meetings, collaboration)
- Adjacent placement and location of instructional spaces

- Relationship building during lunch and facilitation of social opportunities (cliques)
- Unified vision
- Process vs. outcome
- Teacher practitioners
- Flexible mindset
- Understanding / appreciating differences
- Collaboration
- Ego death; there's no one right way
- Student first mindset
- Openness to change
- Same schedule
- Teachers doing both
- Community building
- Same opportunities for all academics to look like current vote
- Interesting options: academically, finance team
- Leaving Medford
- Flexibility to take breaks
- Feeling part of a small community
- Open campus
- Teachers are facilitators, mentors, and cannot instructors
- Every class is rigorous
- Final projects instead of exams

Question 2:

What programs, routines, or instructional practices would bring that experience to life and demonstrate that Medford is truly operating as a comprehensive high school?

- All classes have relation to real-life
- Connect to community
- Cross-disciplinary class; CTE and academics
- Career connected to learning for all subjects
- Full professional development to learn how to cross pollinate CTE and academics – influence one another
- Retain pride in 'the Voc', respect history and people's connection to it
- Include community-based independent studies
- One schedule
- Hire more teachers
- More space (OSHA)
- High school kids taking CTE mini class or exploratory
- Internships especially with community partners for Tufts, Lesley, or BHCC
- Computer programming classes should count towards your language requirement
- Relationships with academics and CTE bio-tech / science
- Co-op work experience for all, not just CTE
- Academic discourse (identities); authentic real-world applications
- Shift decision making (CTE vs non-CTE) to middle school
- Equal opportunities to join programs or course of choice regardless of lottery or class size

- Access to courses, shift in elective programming, more interdisciplinary projects, independent study opportunities, work studies, internship, whole school routines to provide students time to settle, Project-Based Learning, staff training and PD, team approach change in language, consider use of pathways
- Cross content collaboration
- Ability for staff and students to communicate with peers and colleagues
- Schedule flexibility for taking full CTE and CTE electives
- Full adoption of PBL to support academic and CTE teaching / learning in comprehensive model
- Flexibility in classrooms and shops for future readiness – in terms of space and curriculum
- Student opportunity to select CTE model – choice and long-term participation
- Meeting and greeting to begin class
- Transitions – more time
- Peer shadowing for teachers to shift practices (cross departments)
- Staff coaching for support
- Student leadership opportunities – for their peers and to inform and educate teachers
- HQIM and PBL equal transferable skills
- Thematic / interdisciplinary units
- Intensive options for academics / electives to try out new things; exposure
- Collaboration between disciplines
- Capstone projects for services
- In-level the 9th grade
- Interdisciplinary options and collaboration
- Programs are connected and complexity of projects can be elevated
- More relationship building
- Lunch is more dynamic; maybe tied to project-based learning
- How to create ways to bring common interests together
- Bingo / scavenger hunt rotational style start to the year
- We start with intentional team building

Question 3:

What current systems keep Medford operating as "two school," and what do we need to let go of, redesign, or create to truly become one comprehensive high school?

- Make teacher meetings inclusive – CTE and academics
- Lunch – integrate both CTE and academic lunches
- Training for best practice for IEPs, 504s for all teachers
- A-B schedule vs. C schedule – inequitable – need to revise and reimagine
- More teachers would be needed to retain A-B to offer all options to CTE
- Choosing CTE limits options
- CTE lead to college
- The CTE stereotype is no
- Old thinking keeps up apart
- If you want to make CTE an elective, make it a separate class with its own teacher

- Bring back industrial arts
- Getting guidance on board with CTE – college
- Systems keeping us as two schools
- One name
- One schedule or a schedule that everyone follows
- School based community challenge: go eat lunch with someone you don't know or Fells Day multiple times a year
- Intentional design of where classrooms go; can we group ones together?
- Community mind-set (college vs. career); community still believes CTE does not equal college
- Course offerings (AP / language / honors); still not available to all students, specifically CTE students
- To truly operate as a comprehensive HS
- Schedule A and B week, space in programs, teaching capacity, increased CTE opportunities, share vision for community, more integration / collaboration, independence
- Need to define "comprehensive" learning models to be brought into alignment
- Inability for teachers to communicate with each other – silos
- Time, pace, schedule for teachers in CTE is more predictable and calmer
- Hitting content standards
- Let go of perceived division
- Schedule is still a problem
- Mini-CTE programs – not committed but able to learn and experience the program
- Student-first design
- Schedule – shop vs. class week, especially for wellness
- Choice – pick one: CTE or academic
- Outside core academics; structure electives to include CTE and more student voice
- Build courses of study with students
- Audit and reorganize course selection process
- Office spaces unified and integrated
- Enhancement of house model for some teaming
- ABC schedule / academic schedule; space (small)
- Adaption of schedule to allow interdisciplinary skills with Voc (drama and carpentry)
- Two different measurement systems for CTE vs academics
- Rotations for arts / humanities and CTE
- Artificial barriers removed; more efficient use of teacher time
- Schedule
- Adults resist change
- Union contracts
- CTE are closer to non-CTE classes
- Create interdisciplinary classes
- Display student work
- A and B week schedule experience is different and confined
- We would need to create other programs that can operate A-B
- Lack of majors hinders flattening out A-B vs. C enrollment

Working in small groups, participants synthesized major themes from the conversations as documented above and developed guiding educational principles for the building project. Dot polling was then used to identify the principles most critical to unifying Medford as one comprehensive high school and guiding future planning.

The guiding educational principles are documented below. Numbers in parentheses indicate the number of dot votes received.

To truly operate as one comprehensive high school, we believe Medford should:

- Audit / review / reimagine how we organize plan and build elective offerings for students; need STE / Stem offerings for all, need course of study for students, need student voice in this work (15)
- Teacher and student mindset should be focused on process and practice as much as content (13)
- Medford should leverage community partnerships to provide students more opportunities outside of the classroom – internships (11)
- Have a schedule that allows students to take high-level CTE courses / programs and high-level academic coursework (10)
- Offer opportunities for students to have choice (8)
- Schedule flexibility; more choice for students and co-op opportunities for non-CTE students (7)
- Involve the entire community (go beyond the building) (6)
- Shifting mindset of what failure means (6)
- ALL students have opportunities for authentic application of learners / project-based learning (4)
- Skills-based promotion / leveling; unweighted electives to promote high-interest subject areas outside of academics (4)
- Comprehensive means: create a single model, concentrations / clusters with common subject in those areas (3)
- Embrace interdisciplinary learning and a major driven model for all students; all students have a thing they do three periods of a day or some portion of majors adopt A-B to level out the demand (3)
- We are one school community that provides a variety of academic, social-emotional opportunities and skills to be successful beyond all of MHS (3)
- Flexible, student-centered mindset – openness, embraces change and collaboration (3)
- Have a shared lived vision for community (3)
- Create equal access to electives regardless of program of choice – CTE vs non CTE (3)
- Provide staff and students access to high-level instructional materials and time to learn how to use them efficiently (1)
- Students build the skills to navigate their next steps independently (1)
- Full adoption of PBL to support academic and CTE teaching / learning (1)

- Look to weave CTE programming throughout the building (1)
- Leverage schedule to build routine, collaboration and belonging — lunch activities and individual randomized offerings for location, class meetings / greetings to begin period, CTE for staff, staff flexibility and cross department opportunities (1)
- Opportunities for collaboration across disciplines (1)
- Medford should work towards collaborative efforts with our master schedule – common planning (1)
- Begin the process of changing the educational model
- Create opportunities to build community as part of the school year
- Medford should develop a shared understanding and language around any / all pathways towards graduation
- Better data around student-demand / interest and ability to respond
- Adaptability as a district / school to respond to student interests, learning styles
- Not change anything; students choose CTE or MHS – both are thriving; where are we failing? It ain't broke, don't fix it!

Part 4 – Learning Environments in Action

In Part 4, participants explored a range of learning environments and reflected on the experiences these spaces could support. Through live polling via Mentimeter and discussion, participants identified patterns across environments and considered what shifts would be required to make these spaces successful at Medford. Participants' responses are documented in the pages that follow.

Mentimeter

When you picture the ideal comprehensive high school building, what one word comes to mind?



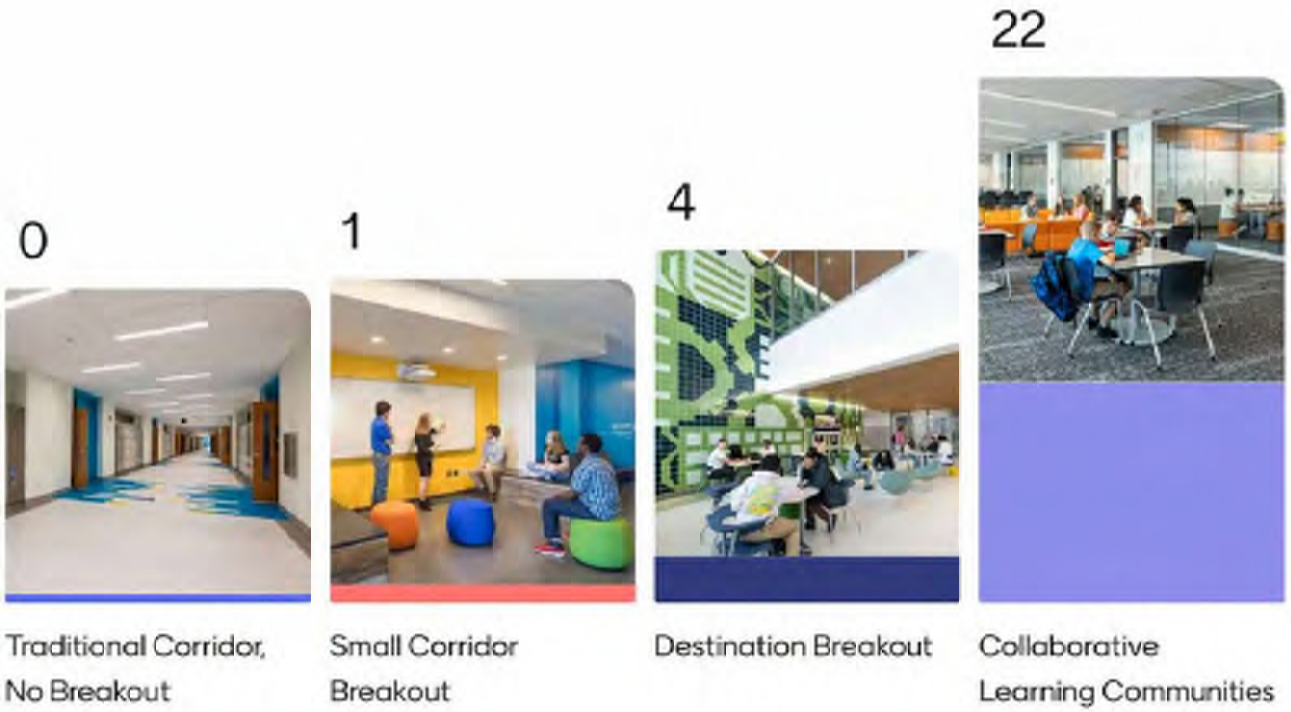
35

BUILDING ORGANIZATION



Mentimeter

Which level of building organization feels right for Medford students?



1 27

COMMONS & COLLAB ZONES



Mentimeter

Under what conditions do shared commons or collaboration zones genuinely add value to learning and when do they not?

When the time spent there is productive and not destructive

They have to be spaces where students can focus with minimal distractions

When there is a clear plan for how they are going to be used.

Proper structuring adds value. Last minute "space change" does not.

With professional development to support them

When teaching staff has been trained on the best way to use the space

They can't be near the caf to be effective. Destinations work for things that a given class would use every now and then vs Full collab spaces are needed to do PBL

Add value when they support a variety of learning styles.

2 33

Mentimeter

Under what conditions do shared commons or collaboration zones genuinely add value to learning and when do they not?

When the classroom activities include project based learning that would benefit from collaborative learning spaces

Allows for students across grade-levels and disciplines to interact and help one another. Gives students some more autonomy and choice as to where they work best - with teacher still as support.

+ when there's trust between administrators, teachers, and students - when you're doing a state testing

Collaboration between peers and teachers add value, under-utilized space due to time constraints detract

Shared vision/purpose

IF you are just using them to physically spread out they add less value. If you ware using them for a specific purpose then they're beneficial.

When the expectations are clearly defined, and all parties involved understand and respect the flexibility

When you're doing project work with others and during free periods when you don't want to be confined by walls but do want a place to sit. They do not work when they are not respected.

2 33

Mentimeter

Under what conditions do shared commons or collaboration zones genuinely add value to learning and when do they not?

When they are used purposefully to provide authentic learning and promote academic discourse AND are guided by shared norms NOT randomly

When needing a place to sit and have independent learning or even collaborative it is helpful to have that area to work and get things done

Collaboration zones genuinely add to learning because they will enjoy more the places.

When staff trust students and students respect the space

When the activity is purposely designed for collaboration. When students are sent to those spaces without clear expectations/instructions.

They do when they are intentionally used for instructional practice to build the understanding and culture of what they are meant to be used for

They do not work when staff use these spaces just to send students to another space, but cannot keep eyes on them or help support them in the learning process.

When used appropriately and effectively

2 33

Mentimeter

Under what conditions do shared commons or collaboration zones genuinely add value to learning and when do they not?

If there are too many teachers sharing a space it might be hard to fully utilize it.

They add value when brainstorming and are seeking to feel open and free. They take value when it becomes overwhelming with distractions.

They add value when there is a shared understanding about best practices and teachers are equipped and expected to intentionally make use of them. They don't add value when they are an afterthought.

If 6-7 CTE programs are collaborating on a project, a general meeting space for students to review plans and safety etc. would be nice

When expectations are set for collaboration and project based learning. When students know they can have ownership in the space.

The use of the space is determined— they don't just turn into places where kids go "for a break" because there are designated spots for that.

Add value when they are intentionally used and incorporated into teaching techniques to allow discussion that may otherwise not happen

Interdisciplinary learning, group work, and additional project workspace (paired, small group, or individual)

2 33

Mentimeter

Under what conditions do shared commons or collaboration zones genuinely add value to learning and when do they not?

Not helpful when they are underprogrammed and under supervised

When both students and teachers have training in how to use them effectively. Change takes practice. When staff/school has an agreed upon set of norms to provide opportunity for all staff to use it.

When they do they are open and conforting for students when they are working together on projects, but when they're not used right it's when you see student skipping classes in these Spaces.

When they are used for student collaboration, project work, and full-class activities, they are useful. When they are a hangout area for students cutting class or a meetup area, they are not.

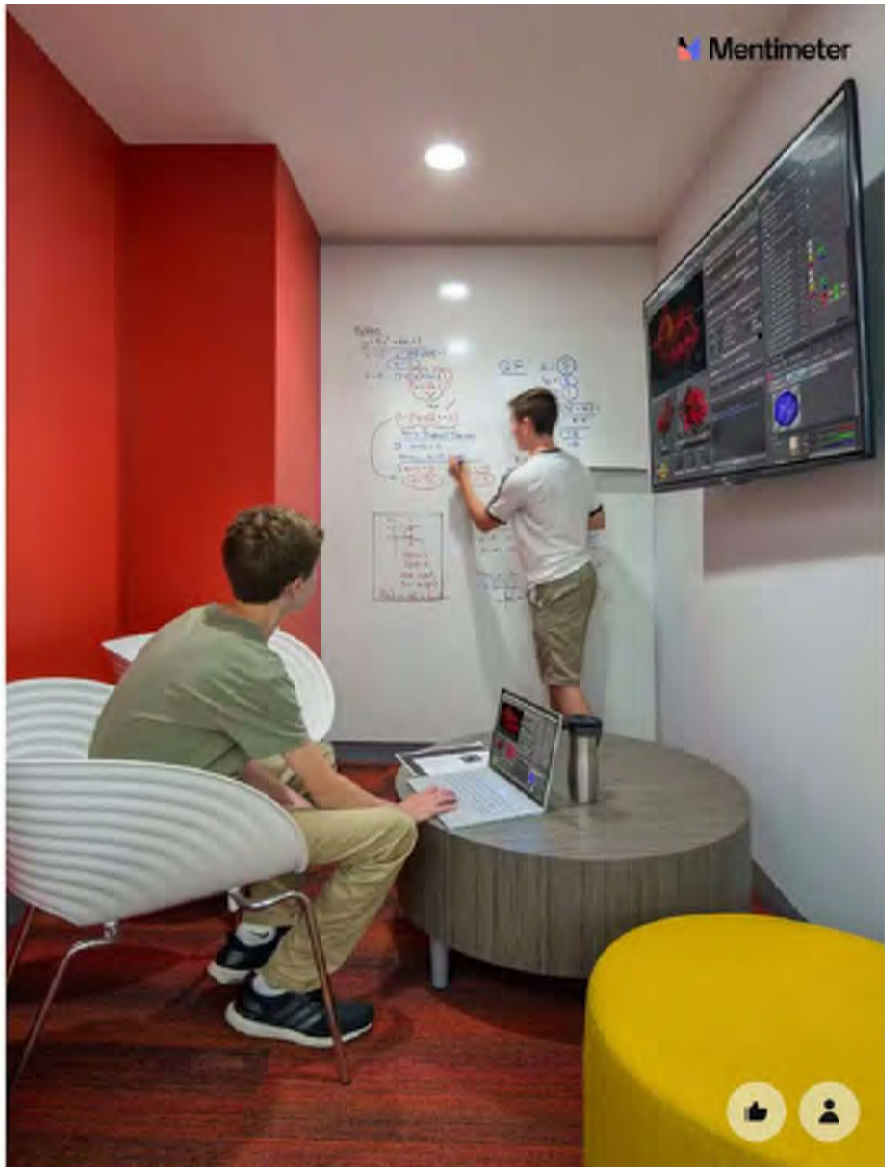
When students have work that would benefit from independent spaces

When a specific module to a particular group is being taught.

Change in teaching practices

2 33

FOCUSED LEARNING & SUPPORT ZONES



Mentimeter

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

Space for alternatives to the caf

Small group instruction

Students can work better independently or in small groups without the distractions of the other groups or their peers.

Different learning methods

Idependent work, big project working etc.

Some students need to be a bit removed from the crowd in order to focus - removing distractions

small group/individual instruction or reteaching

Those mentor / advisor relationships we've been talking sbout

1 31

Mentimeter

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

autonomy within collaboration

Escape from the crowds and moment of reflections, small group collaborations

Emergency care planning/training with teachers for students with chronic medical conditions

Independent workspaces . Additional time for activity work, smaller group work, quiet workspace

Social emotional, special education, EL support. Centers

A close by area for a student to take a moment without having to walk through halls. Allows for me to keep checking in while giving them their space

Honestly, these make me very nervous. I have been in schools with this design and it ends up being an inequ table and unsafe experience for students

Spall spaces can feel safer. Small groups give opportunities for students to take risks. Students can work independently and safely on work with access to materials during the school day.

Mentimeter

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

Reading groups, group project planning/brainstorming, paired discussions

Tutoring, a place to take a break or paired up studying.

Work area to focus and study. Peer to peer or small group collaboration. Independent work. Regroup or calm down area

Intervention and support spaces

This could support moments when children are over whelmed in class and just need a quiet space to themselves. It'll help productivity

Project space

A focus. area does allow for individualized attention - SEL, academic, or individualized project pathway

If someone needs to time to finish everyone's is the class is over with then the kid can have a quiet easier place to finish without distractions, or if a kid needs a minute away from class

1 31

Mentimeter

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

It can support team building and collaboration across grades and/or classes

Students my not be able to handle the stimulation of a large class, but can very much keep up the pace and workload, if afforded some space and solitude

White space for alt learning styles

A specific experience is that they can focus more for do his activities in this the place.

Extended test takers, small brain/emotional break, quiet focus, brainstorming sessions, team building, pull out services

A good task has an element of "productive struggle," but that looks different for every kid. In some moments of productive struggle, students may need to spread out materials, put on focus music, etc

Different student learning styles, students that need quiet spaces to focus. Or students who need extra time or those who need more challenging activities

Used for students who struggle with a given concept could have direct instruction, 1 teacher to 1-3 students whilst the others continue with their assigned projects.

1 31

Mentimeter

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

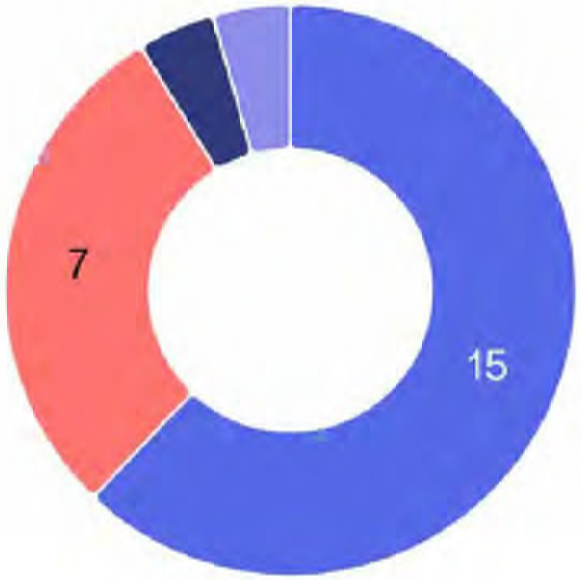
I am not sure I see the value of small spaces.

Reteachong, small group instruction, test taking

Space could be used for students who are making up work from missed days of school

Mentimeter

How essential are smaller, focused learning and student support spaces to daily teaching and learning at MHS?



15	Essential & frequently needed – integrate throughout academic areas, between or near classrooms for max access
7	Important but used more selectively — a limited number per academic area is sufficient
1	Occasionally useful — one or two centralized support areas can meet the need
1	Not essential — flexible classrooms can meet most needs

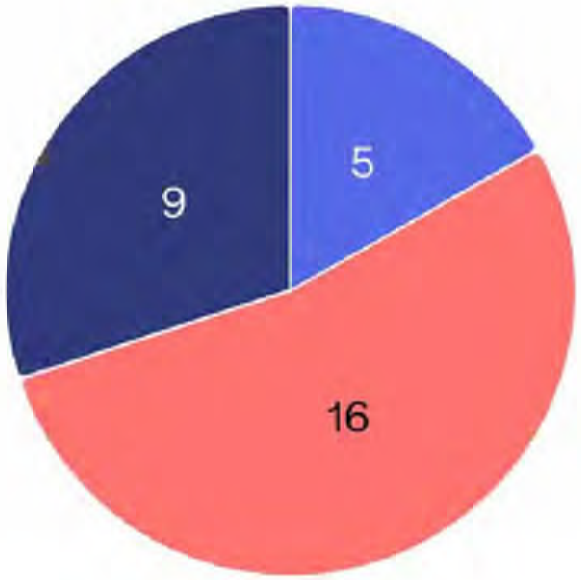
24

TEACHER ORGANIZATION



Mentimeter

Which model best fits Medford's vision for collaboration and connected learning?



5	Departmental – Single subjects (English, Science, etc.)
16	Hybrid – Clustered subjects (i.e., English & Social Studies)
9	Interdisciplinary Neighborhoods – Connected multi-subject spaces

30

Mentimeter

What is the purpose of CTE in Medford, and how does its purpose change if it's integrated vs. clustered?

The purpose is to provide an educational experience that prepares students for a 'track' of careers. That purpose also can be used to benefit the school community at large if integrated

Give students hands on experience and career readiness. Only some should be integrated(biotech and science for instance)

To offer options of interest to students. Integrated could offer more learning opportunities to more students in both academic and cte subjects

Integrated - shared school vision and routines as well as community Clustered - program specific and autonomy within space, not much school collaboration

CTE provides an additional pathway for students. I'm not certain that integrates works.

The purpose will always be real-world skill acquisition, and frankly the academic side of things could do more of that 🙃

To prepare the next generation of workers and to ensure they are prepared. Ingested keeps it from being isolated and leave the kids from seeing their non voc friends. It leads to student complex

CTE opens up more options for students in terms of skills and in terms of connection to real life. I don't think integrated vs clustered in terms of physical location matters. It's about mindset.

1 28

Mentimeter

What is the purpose of CTE in Medford, and how does its purpose change if it's integrated vs. clustered?

The purpose is to provide s with authentic learning and real world application to accelerate successful entry into a vocational field. No change if integrated.

CTE programs aim to deeply educate students in areas they may be interested in applying later in life. The purpose of CTE shouldn't change based on the location of the classroom.

Support students to be work-ready when they finish school. Integrating will provide more opportunities for all students to learn skills needed for daily activities.

To expose and prepare students for careers in real world training. Integrated better demonstrates and celebrates community connections.

CTE has evolved. Before it was more job training, but now many CTE students attend college, first. Moving forward perhaps it is both job training and elective/enrichment for all students.

CTE in Medford is preparation for trade with some opportunity for a college pathway. I could see some shops, such as Biotech and Robotics, integrated with academics.

More chances to communicate and work together with the community. For example culinary could be near the caf so they can make food in the caf for students sometime a week

It becomes part of the overall community which is less siloed and allows opportunities for coursework and real life applications to work hand and hand.

1 28

Mentimeter

What is the purpose of CTE in Medford, and how does its purpose change if it's integrated vs. clustered?

Integration...Provide students with more opportunities and provide real-world experience....

Integrated MAY help break down the public perception that CTE is a trades only/ non-college track and open the doors to a more comprehensive high school

Its purpose remains intact but the possibilities become heightened if it's integrated throughout the building. And visibility of a true comprehensive HS. But must be fine with care and intention

If integrated, we can offer enrichment for all students.

CTE provides a model for community and deep learning. One way to create synergy is to expand this model to other departments.

The purpose of CTE it's to give the students the opportunity to have a work, And the purpose of the clustered it's that will not be a mass.

Strong connections to build skills for future trade. If it is integrated, will it be less of a strong small community feel?

To offer training in technical, construction and allied trades. Integrated would strengthen said programs.

1 28

Mentimeter

What is the purpose of CTE in Medford, and how does its purpose change if it's integrated vs. clustered?

I think it should be strategically clustered. What should be preserved is the "learning community" aspect. And, I think that should be spread out to the "academic" high school as well.

It allows for kids to be apart of a community and understanding what it would be like to actually pursue this choice of CTE as your actual career. If it's integrated you can have more collaboration

Integrated empowers students that are in CTE instead of isolating them.

CTE is a track to train the future workforce of America. Keeping the A/B schedule is essential to the "dirty hands" shops because Co OP is such a vitally important aspect of their training.

Job training and certification. If integrated, it would better mirror the diversity of society versus creating an isolated (perhaps stratified) community.

The purpose of it is so students get to experience real life situations instead of being stuck in classrooms for 7 hours straight

1 28

Part 5 – Closing Reflection

In Part 5, the session concluded with an individual reflection via Mentimeter on key takeaways from all visioning conversations. Specifically, participants were asked to consider one bold move and next step for the district to take to implement their intended educational vision. These reflections (documented in the pages that follow) will inform subsequent visioning work and support alignment between educational vision and future design decisions.

Mentimeter

What's THE ONE bold move or next step you think Medford should take to bring today's vision to life?

Expand this exercise to the full community

Do multi block interdisciplinary courses next year for seniors

Vote to pay for it

Clarify our vision cte and academic integration at MHS - what instructional focus aligns us.

We should absolutely survey more of the community about this stuff, and specifically make sure it's translated into Portuguese, c Spanish, Creole, and Arabic

Keep involving multiple voices and perspectives to drive this work.

More collaborative work in classrooms. More student voice.

Making the high school and the vocational school one big community.

1 24

Mentimeter

What's THE ONE bold move or next step you think Medford should take to bring today's vision to life?

Look at collaborating and creative scheduling now

Pilot what we want - even within the space we have.

PD for teaching instructional strategies. We need to start from the basics.

Look at the model of CTE education at Medford and try to mirror that approach in academic classes.

Extend this to all faculty and staff.

Change the culture today, start building the common spaces now, try new things in this building. Use this building as a training ground for the new place.

PD on collaborative teachers practices

Somehow find a way to honor student choice.

1 24

Mentimeter

What's THE ONE bold move or next step you think Medford should take to bring today's vision to life?

Use this exercise more frequently

Get all stakeholders involved to create a unified vision and purpose

Involve more of the children who will be experiencing what we are trying to make

ALL STAFF should receive Responsive Classroom training as it supports our GLEAM initiative, focuses on community, and gives strategies to start integrating best practices years in advance of opening.

Start collaborating now.

Rooftop study spaces / classrooms.

Audit the schedule to see how we could leverage more flexibility and student choice in electives and courses of study to provide more holistic opportunities for all.

Start a discussion with teachers/ leaders re: scheduling and Ed planning



APPENDIX

Sign-in Sheets

Goals & Priorities Session – 11.12.25

Marta Cabral	MHS Principal	mcabral@medford.k12.ma.us
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Mike Pirollo	MLP Educational Planner	mike@mlpid.com

Visioning 1 Session – 12.09.25

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Visioning 2 Session – 12.17.25

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Program Workshop 1 Session – 01.09.26

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Shadow Day Debrief

Medford HS Shadow Day Feedback

ENGAGEMENT & JOY
When do students seem most engaged, confident, or joyful?
What sparked that moment? What conditions (teaching moves, space, relationships, etc.) made it possible?

From what I observed, the students were engaged in the task assigned by the teacher.

1)Student left their seat to talk with a classmate - not about academic topic
2)A deer walked by outside
3)A student asked a question about turkeys that he realized sounded off and began a joyful chuckle
4)A student volunteered an answer, made it into an appropriate joke, students and teachers laughed.

Students had/made/took the opportunity to talk to each other

Students seemed to be experiencing the most joy when they are given opportunities to wokr together or free time to socialize in the classroom or hallways. Teachers who asked questions that related to their lives created environments where they seemed joyful. We also had the opportunity to observe an AP art class and it was pure joy. The students were so exited to be there and the space had music on and there was positive conversations between students and teacher while they were learning skills and receiving feedback.

Students seemed most engaged/confident/joyful in the second period I observed. There were very clear routines that the teacher had obviously established within the classroom: students did not have a specific place to turn in their phones yet devices were not an issue, all students immediately had their notebooks out and ready for notes, and the class began with a moment of class community wherein they shared updates going on in their lives. The teacher move of establishing consistent routines paired with the physical environment adorned with artwork, music, and ambient lighting made the space comfortable to all and encouraged classroom camaraderie and participation. There were define moments where the teacher asked-student answered, but the teacher did guide students through at a comfortable pace.

-Teacher cues to group up and cues to talk to one another
-Clear directions and collaboration built into tasks explictly
-Windows (able to see deer outside)
-Students encouraged to share experiences and link them to content
-Positive teacher relationships with students
-Clear expectations with appropriate scaffolding

The first class (Spanish II honors) we saw was every engaging, interactive, lots of movement, and project work. Kids were having fun and laughing. In the second class (cosmo rotation) the teacher was absent, but the kids still knew what to do and the other connecting class sent over upperclassman to assist.

Most engaged when in History brainstorming on a summative project and English while working on a crossword to review vocabulary. The joy seemed to vary from student to student and class to class. A few seemed to like the challenge in math, some seemed to enjoy the topic of early unions in History, most seemed to like the game aspect of the crossword in English (but this was also the least rigorous work). English seemed to have the set routines and relationship that help to foster a happy classroom. Well established expectations.

When the students were engaged, confident and joyful, it was directly a result of the relationship with the teacher and students. The activities were fun and students were willing to take risks, be wrong and share their thoughts. In addition, the lessons all allowed for the students to move out of their seats.

The key word I'd like to call out here is PLAY. When the process of learning was made into a game with its own underlying rules, players and outcomes, I saw students flourish. And being in the role of a student, I found myself more engaged. A crossword puzzle to decipher synonyms of words, having a turn at correcting a sentence and then shouting out a number to determine the person whose turn it is next; In the English class we experienced, everyone was invested, everyone was engaged and unafraid to be wrong. Play is a crucial idea in the design of k-2 schools that I've worked on previously and should have a place in High schools too.

Teachers were most engaged and joyful in the EL classroom - there was affirming teaching practices, joking around with students, and mutual culture.

I did not see a lot of joy in other spaces. Very teacher-oriented, or constant bickering with other students. Students not involved with problems were frustrated by those moments. There were quick moments of joy during classroom passing times in the halls when kids saw friends.

Most engaged/confident/joyful: When kids saw a deer out the window, when students talked about their lives when asked by their teachers. They were engaged when talking about their own traditions and when asked to engage. They were in a room with natural light and the desks were set up in a large discussion circle.

Medford High and Vocational Technical High School, Medford, MA

BARRIERS & PINCH POINTS
When do students hit friction – academically, socially, emotionally, or physically?
What made the moment challenging? Was it related to clarity, pacing, support, transitions, or space?

Travel time between classes is too short, not enough time to use the bathroom between classes.

1)Because fo space and class set up, teachers had to walk around the inside of the circle to conference with students leaving their back to the outside
2)Teacher stuff takes up a LOT of space reducing even further the flexibility of the classroom space
3)The pinchpoints we experienced were within the classroom and not moving between classes.

The hallways are a pinch point - they are overcrowded and the building is much too big to navigate some of the changes in 3 minutes of passing time. This created students rushing in the halls or stressed out as they arrived at their next class late. Students also seemed exhausted sitting through classes back to back without opportunities to move around.

I noticed technology became a barrier in some moments in the classrooms. In one instance, the chromebooks became a barrier between students and instruction, as all students had screens open and facing them without a specific task at hand. In another, an older projector temporarily disconnected and disrupted the classroom flow as the example slide disappeared. Students were immediately engulfed in their cell phones the technology became a barrier for social connection in a time where students could have talked/connected. Pacing in terms of too much instruction on the end of the teacher was observed, the work balance was obvious not benefitting the inactive student. Transitions between spaces are rushed and overwhelming at times, and outdated/at time dilapidated spaces are not conducive to a positive experience for all.

-Teachers are working with very limited resources. Anything beyond printer paper, basic technology, and books from the book room, I purchase myself.
-Hard to move desks around to collaborate
-Furniture is static and not flexible/big enough for high school students
-Teacher desk is stuck in one place
-Lots of oral directions given without a visual direction or image to back it up
-Lots of bathroom breaks/students taking long breaks in the hallway
-Unclear tasks and no extension plan for students who completed task early
-Students are bundled up in coats and hats due to cold temperatures, which it makes it harder to see each other
-Chromebooks are sometimes a distraction (videos and games)
-Students falling asleep in class
-Unpredictable WiFI
-Students seeking food in guidance during class time

Having 26 students in C105 was a bit cramped, but no one seemed to mind! Some of the signs I saw (one saying "medford teachers deserve medford's respect and other saying "good hair isn't cheap and cheap hair isn't good) may have made some students feel awkward or even badly about the environment or themselves. Additionally, in the English class we say - the environment didn't feel as warm or engaging. One example was students were asked to pair up, but no one checked on pairings and some kids were working alone.

Loud heating unit made it difficult to hear in one room.
Projected screen was difficult in another.
Lack of completed homework made a partner activity challenging.

I do think a barrier was the projectors. The teacher would block the screen if they just moved their location. In addition teachers juggled moving back and forth between various tabs to show students. It would be helpful having various locations to project at the same time.

I also think there was a barrier with English class that we observed. Students were "working" in peers but not every student was assigned a partner. Some students worked independently although the assignment was to be with a peer.

Friction came through in terse in-class exercises and in seemingly sporadic class pacing, where students weren't sure of what to expect throughout the course of the period. Not knowing what to expect, not feeling like support was around the corner if needed, made it difficult for students to engage. It goes without saying that the physical space did not help, way too loud HVAC, Glare from windows, intense overhead lights, insufficient AV with tiny screens

Internet and chromebook issues caused stress and annoyance/frustration for everyone. Loud noises from the neighboring classrooms or students out in the hall distracted and annoyed teachers and students. Teachers would close doors due to outside noises.

During independent work times, or times without direct instruction, student social arguments or squabbles were observed. Teacher was working independently with other students and could not manage or did not see these individual situations.

Point of Friction - bathroom times and trying to escape when they can’t leave (student was having difficulties with math and wanted to get out of the classroom). Girl smacked a boy across the head for no reason, he didn’t react though. Kids are definitely too close to each other. Also, moments of friction during class passing time in the halls. Some kids looked angry or upset.

Students were visibly bored in Periods 1 and 3. In Period 1, they were on YouTube, or chatting. Students who did not grasp concepts told teachers that they did, when it was evident that they did not, and the teacher let it go. This was in a window-less and dark room as well. In Period 2, students who left for the bathroom were gone for a long time. Loud unit ventilators made it difficult to hear students from across the room. One student said to a friend "I can't hear her at all". In Period 3, the projected video size was too small for the room and the number of students in the classroom.

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LEARNING & SUPPORT
What does learning look and feel like across the classes you visited?
Individual vs. collaborative? Hands-on vs. passive? How easily do students access help, feedback, or support?

CTE: Collaborative, upper class students would help Grade 9 students.

most support was individual or whole group. In one class we saw an attempt at a jigsaw. Generally the teacher circulated and responded to specific student questions

Learning looked collaborative in the honors and AP classes we observed. Students seemed comfortable taking risks and working together in these spaces.

Not much in term of collaborative learning in the classrooms I was present in. A lot of individual learning or majority teacher instruction. 2/3 periods I observed rather passive learning without much opportunity for collaborative experiences or feedback. I do recognize, though, that this was one singular instance of observation.

-Static, lots of sitting
-Sometimes collaborative, sometimes passive, sometimes independent
-Students regularly asked teachers questions by raising their hands and teachers moving to the students
-Art/music classes were very hands-on
-Our Access and Transition special education students seemed very isolated (with no peer models) in the corner of A building during our tour

Lots of collaborative work! We saw examples of hands on learning and passive engagement. Students were actively checked on in all the classes we saw, but in a different way. For example, walking around to all students or checking on students who seemed like they needed support (ie: off topic).

Some teacher-led, but mostly collaboration in pairs or small groups. In all three classes the teacher was easily accessible for help with the longest delay in Math since lots of students needed assistance. Mostly active learning in all three classes.

For two out of the three classes there were hands on activities. Students were engaged in the classes. The one class that was not super engaging was taught more traditionally with students in row, teacher directed at first and then independent reading. A couple of students, who were talking about the book were redirected to complete the task.

We had a mixed set of experiences. While collaborative learning is oftentimes a great strategy, in our Math class, it was detrimental to learning , where students were not engaged with teaching, but with each other and missing out on instruction that the teacher called out as being important. It created an overloaded atmosphere that appeared confusing at times for students. Collaborative learning can take place outside of classroom and in dedicated periods, with clear outcomes, or during classes but given their ALLOTTED time. Where collaborative learning went hand in hand and worked well with instruction was in an instance where collaboration was class-wide, with everyone working together to solve a set of problems. Again this was in the English class where play, though not stated, was the underlying rubric.

EL ELA class - Collaborative and independent learning, good and clear transitions between activities. Posted agendas constantly. Accessible and supportive, whole-group, small group, and independent work opportunities.

Math - Learning is more challenging - a lot of distractions and conversations. Many students do not do preparation homework assignments in order to access instruction. Very little forward movement happening because the teacher had to do a lot of teaching for something that should have been review. No movement forward. Whole-group, small group, and independent work opportunities.

History - Learning was very challenging - Absolutely packed class, tight space, very few student voices, most did not speak, too hot in the classroom. Pacing was incredibly slow, students and myself were bored. Whole-group and small group opportunities.

Period 1: Individual make-up work of worksheets. Communication was mostly from teacher to student. Teacher-led. Some students on YouTube instead. Students were not engaged.

Period 2: Co-taught class. Collaborative small group work and large group discussion, with individually filling out the pre-reading activity. Share out of pre-reading activity responses and read the first few paragraphs of the shared reading. Students were mostly engaged.

Period 3: Individual and partner work. Watched 2 minutes of a video. Short period of sharing out of partner work but was mostly the teacher talking, prompting, and feeding students information. Students were not engaged.

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BELONGING & RELATIONSHIPS
When do students seem connected, comfortable, or seen? When do they seem unsure or isolated?
Which adult or peer interactions seemed to matter most? Where did the physical environment support or undermine belonging?

At the beginning of my class (which lasts for 3 periods), we start with a snack break in which students mingle and converse with each other. Many students tell me this is the best part of their day.

teacher to student relationships were calm, mutually respectful, and supportive.
teachers were working hard to connect with the students' interest and lives

Teachers who waited in the hallways to greet their students created a welcoming environment and started the class on a comfortable note. Students also benefited from quick check-ins from teachers about their mood as they began class.

Students presented as connected and comfortable when the teacher took a few moments to discuss their lives with them: while this was not directly linked to the content or time on learning, it appeared to be very affirming to students and solidified their presence within the classroom community. Space/seating arrangement was somewhat restrictive at times as it was not very conducive to collaboration. Students were rather sedentary throughout the day, which may contribute to lack of engagement in different classes. Not much structured peer interactions observed.

-Connected: In classrooms where collaboration was built into lessons and participation is supported and expected
-Isolated: When they are working independently
-Isolated: In the hallway when they are on their phones
-Current furniture/desks undermine interaction and belonging, lack of a structured lesson
-Projectors and document cameras tethering a teacher to be near the projector undermines connection and engagement

The mismatched/small desks were challenging for group work. Connection between teachers and students were very strong for the most part. The work in the English class started off as work as individuals sharing out as a whole group - it would have been richer discussion if it was done in small groups.

Seemed to be good relationships in all three classes with teachers. In math, some kids were not engaging/sleeping and came in very late without excuses. The lights were off and it definitely felt like nap time while trying to learn a challenging topic. It was also the only class that was mostly teacher led.

I think students appeared to be connected in the two classes with hands on activities and movement. In the Spanish class, they were very connected with the teacher will created a safe space for their learning.

The students were isolated in the English class where they were answering three questions and then independently reading. It was a missed opportunity to have a class discussion about these questions.

In the cotaught English class, support always seemed to be right around the corner and was not relegated to the most vocal students. Students definitely felt seen and this was an instance where the classroom layout was kept as rows, so attention was across to other students and frontal to teacher. In one of he exercises about characters of a book, students drew from daily experiences and personalized responses found maximum engagement across the classroom. Learning has to be tied back to the lived experience of students, to daily issues that they undoubtedly come across within the US and internationally. It makes the teaching 'applied', not just in name only. This can come from teachers being in-the-know about daily concerns of teenagers, social media etc., Instead of discarding such concerns as being contrary to the 'seriousness of learning' e.g our history class was discussing International Workers Unions and there was a missed opportunity there to tie it to workers unions today (it's worth noting that the set of students that were in the class are on the CTE track so this was a highly relevant topic to them).

EL ELA class - Supportive, positive, affirming environment. Teacher knows them well, students know each other well. Language similarities, many different languages spoken. Space is small but makes the most of it

In other periods - some joking, some student voices, but missing a lot of positive collaboration. Most students did not speak in the other two class periods. Some surprisingly negative teacher feedback to students.

They felt connected/seen when chatting with friends, when teacher's asked students how they were and complimenting their work, and when sharing their perspectives and work. Seemed comfortable when able to eat and drink in class.

The heavy sled-desks made it difficult to properly gather in groups but teachers did what they could to make group work possible.

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MOVEMENT, TRANSITIONS, & SPACE
How do students move through their day physically and emotionally?
Are transitions smooth or stressful Does the environment support focus, collaboration, independence, or regulation? What did the building itself help or hinder?

I have o

(I think this is the Movement Transition and Space response)
there was no stress for us movign between classes
moving within a class was VERY stressful and moving between grouping structures felt forced and chaotic.

One teacher who taught in a different room as well arrived to class late (which students said was typical) as they hustled from one space to another. The classroom was not set up for an immediate start. This signals how much learning and adjustment will have to take place

Transition are very stressful for students, and I was specifically thinking about students with sensory challenges or who struggle with peer interactions and how chaotic passing time was. Also classes are each so different that it would be very challenging to enter a new space with different expectations each period.

The transition from class to class was stressful, cramped, loud, and rushed. I cannot fathom having enough time to use the restroom, refill a water bottle, stop by the nurse, say hi to a friend, ask a teacher a quick question, or anything else other than rush to the next location. This does not support focus as there is virtually no reset time between class periods. Within the classroom, transitions from topic/activity to the next did not seem too smooth either. This can result in a disjointed feeling approaching new tasks due to this rapid change in instruction tactic. More space/time for regulation would be beneficial.

-Students have to rush between classes with only 3 minute passing period --> this is stressful
-Students have difficulty finding bathrooms or bathrooms are overcrowded with students at certain times
-Building hinders students getting to class on time, accessing bathrooms efficiently, and promoting connection between classrooms and content areas
-No windows in classrooms makes it a dreary environment

The hallways felt tight, and we were late for every class (by about 1 minute).

We only moved a total of 100 feet for our three classes so it was very easy (and boring).

When talking with Johnny, they were looking for the stairwell that was less crowded. They avoided certain stair cases due to traffic. I loved walking with the group of students within the hallway. They were confident and comfortable moving around the building. They admitted to liking High School more than Middle School. They liked the freedom and ability to move on their own. Johnny's schedule moved from one side of the building to the other. We did not make it to any class on time. This was without any stops or conversations with peers other than the ones moving with Johnny to the next class.

Johnny definitely was happy and willing to participate in the first two classes, Spanish and Exploratory. Within the third class, the setting was more restricted and fostered less movement and chaos. Learning can be loud and fun.

Students tended to retreat to their social affinity groups. It is imperative that teachers be aware of this and encourage cross cultural collaboration. It is admittedly a tough thing to do but it is important to dedicate the time to doing it as it will have it's repercussions on society down the road.

Emotions were constant and in some cases, included drastic swings from positive to negative.

Due to spacing of the classroom, some kids have their back to the board and literally can't or won't turn to see the board. Complicated space restrictions also allow small conversations that are unproductive or distracting. Desks and classroom size is limiting. The projector only allows for a smaller screen, tough to make it much bigger.

EL ELA class - transitions are seamless due to communication and routine, and posted expectations for each task.

In all classrooms - no physical movement, but there is a change in tasks and mental demands for different tasks. Absolutely makes sense that kids are constantly leaving the classroom.

Period 1's room was dark and windowless. The mood and vibe of classroom matched where students (and I) felt sleepy.
Period 2s room was comfortable and bright with windows. Vibe was energetic, although I could not hear softer speakers when sitting near the unit ventilator.
Period 2 and 3's furniture was not conducive to partner and small group work.
Science stools were uncomfortable, and some seemed to have difficulty sitting comfortably in the attached desk/chairs.

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TAKEAWAYS & FUTURE VISIONING
What 2-3 insights from the shadowing experience should most influence our upcoming visioning?

Students like high energy classrooms, but they also seek peace and quiet, even looking for spaces to be by themselves and relax. At schools like Newton North, I observed that students were given spaces outside of classrooms to work quietly by themselves or in small groups. I see students at MHS that want the same thing.

We need a space that is flexible
Sharing a room is a culture shift
Joy happens in the interactions between students
A break space is NOT a solution for poor instruction.

I would love to explore the experiences of students in different levels (AP, special educaiton, EL classes etc.). I also think we need to think more about the mixed messaging teachers are receiving between making sure they are teaching grade level and engaging lessons and supporting the social emotional needs of students in their spaces.

1. The layout/timing of schedule is not supporting our students to its full potential 2. Key spaces related to student life (locker rooms, auditorium, older classrooms) are in states of disrepair resulting in disfunction 3. Standards for engaging instruction/meaningful routines should be standardized across the board. I would like to explore potential solutions to these road blocks/how other districts solved similar issues.

1) Each classroom is set up differently, which can be confusing to special education students. Routines and predictability reduce confusion and cognitive load so that they can focus on academics and connection.

2) Teacher plans and talk moves can promote collaboration, engagement, and affirming moments in the classroom

3) Desk arrangements and furniture capabilities matter when promoting collaboration and engagement --> I would love to have standing desks and furniture that is actually "flexible" for my students with significant ADHD or sensory needs who need near constant movement during lengthy academic tasks (e.g., paragraph writing)

Students are willing and wanting to learn with great staff relationships! The space often felt cramp, but also felt inviting and warm in many spots. Teachers work hard, but are sometimes missing the mark on engaging instruction.

All three classes were challenging. I don't know the standards, so I can't be certain if they are grade level, but none of the students seemed to find the work easy.
As we look at physical structures to support learning, what desk/chair options best support learning? What other aspects can teachers take advantage of to improve instruction and student experience?

For me one of the takeaways was that in a small room, filled with 26 students and a lack of adequate materials, a teacher created an environment that was full of joy, learning and engagement. Students weren't always perfect within the class but everyone was engaged and learning in the classroom. There was movement, talking, laughter and a safe place to make mistakes. I wished the classroom had chairs/tables more conducive to group work.

To me it seemed that the student's connection to the teacher was the most impactful aspect of the classroom. It didn't matter the lack of space or lack of technology. My question is how does a new building help teachers, who are not connected to the student? How can teachers better connect to the students? What does that look like in a building?

1) Teachers need to make the effort to connect with students, teen culture (tough to do but important!). 2)How do you encourage students to be comfortable outside affinity groups? (a very important issue to grapple with). 3) Teachers should incorporate PLAY and gamify aspects of Instruction and where appropriate empower students to take the reins of portions of class to share and even teach (this breeds the idea of democratization of knowledge and spurs engagement). 4) Learning of today and the future cannot mirror what has been done in the past 100 years. We're living in more culturally diverse and technologically advanced societies and so our places of learning more than anywhere else must reflect this.

So much time is lost in instruction - teachers having to move spaces and start up the period late, kids arrive late to class, repetition of instructions, slow speed of technology, students constantly out of the classroom, kids are bored and aren't keeping up with speed - lose focus

Spaces are not conducive for optimum learning - some kids are very far away from the teaching materials, or don't have equal access to them (not enough copies for all kids, or too far away from the projector), some kids are faced away from the board, the projects are not big enough for students to even see easily, either too hot or too cold in spaces. The warm spaces made me feel VERY uncomfortable.

Many students are not happy throughout the day - there are pockets and spaces where students feel comfortable and safe, but many more observed students did not appear that way. Friction between students and between adults is consistent. Culture needs to be addressed (it is currently being addressed as a school, but it seems needed in some classroom spaces more than others).

Students were most engaged when having discussions that were made personal or relatable.
Students were visibly bored in classes where they mostly only listened.
Furniture is not conducive for partner or group work.
Students were most engaged (and time went by faster) in the class where students and teachers talked equally.
I thought everything about the way the tours were organized were great, but I do wish I could have been in a CTE class as well.

Program Workshop 1 Meeting Minutes

MINUTES

Date: 01.14.2026

Meeting Date: 01.09.2026

Attendees:

Marta Cabral	MHS Principal
Chelsea McNiff	Director of English Learners
Suzanne B Galusi	Interim Superintendent
Kim Talbot	Assistant Superintendent
Jonathan Wilson	Science Teacher
Norman Rousseau	CTE Biotech Teacher
Becca Matloff	MHS School Adjustment Counselor
Stacey Schulman	Director of School Counseling
Joan Bowen	Director of Student Services
Chad Fallon	Executive Director of Career and Technical Education
Dana McMahon	Social Studies Teacher
Colleen Mahany	Special Education
Megan LeClair	EL Math Teacher
Madeline McDonough	English Teacher
Suzanne Fee	Director of Arts
Adele Sands	Leftfield, Ed Liaison
Matt Rice	SMMA Architect
Rosemary Park	SMMA Architect, Educational Planner
Helen Fantini	SMMA Architect
Matthew Gulino	Leftfield, OPM
Mike Pirollo	MLP Educational Planner
Paul White	MLP Educational Consultant

1. Welcome and Framing the Day

The meeting opened with a welcome and an overview of the goals for the day. Participants were asked to review the project goal sheet and reflect on how well the goals captured Medford High School's values, history, and aspirations.

2. Goals and Priorities

Participants were asked to review the project goal sheet and reflect on how well the goals captured Medford High School's values and aspirations.

Several participants noted the importance of ensuring that Medford's history is explicitly reflected, particularly within Goals 1 and 2. Goal 5 received strong positive feedback, with many participants underlining language they felt was especially meaningful. There was discussion about the need to consider Goal 2 beyond the traditional school day, including what extended use could look like and how it might be supported beyond community access to spaces such as the gym.

Participants suggested that Goal 1 could include clear wayfinding strategies, such as ceiling-mounted signage, to help students and visitors easily locate CTE programs and other specialized areas.

In discussing Goal 4, participants reflected on school tours and noted that some alternative or flexible spaces were underutilized. There was concern that small spaces should have a clearly defined purpose rather than simply serving as overflow seating with tables and chairs. Participants appreciated examples of small group spaces located between classrooms but emphasized that these spaces need a compelling reason to be used. Suggestions included incorporating features such as graph-tiled floors, wall-mounted screens for gallery walks, or activity-based elements (e.g., basketball hoops or soccer nets). A cautionary example was shared from Billerica, where flexible spaces are underused or have not been implemented at all.

Participants noted that some flexible spaces do not currently offer anything meaningfully different from a traditional classroom, which limits their effectiveness. Scheduling was identified as a challenge, as sharing flexible spaces is difficult when teachers at the same course level are not teaching at the same time. Concerns were also raised about noise from open or flexible spaces spilling into adjacent classrooms. Many educators expressed greater comfort with enclosed spaces, particularly in English and history classrooms, where reducing distractions is important.

While there has been thinking about bringing entire classes into flexible spaces, participants shared that students often request smaller areas for group work instead. Chapman Middle School's layout was cited positively, especially the way classrooms faced inward toward a central area, though participants also expressed concern that some layouts can unintentionally silo teachers. The developmental needs of seniors were raised, including the role of a senior lounge. Overall, participants emphasized that space planning must be accompanied by systemic changes to support student learning effectively.

One participant noted that academic rigor is implied in the goals but not explicitly stated, suggesting that it could be added to Goal 3 to highlight increased knowledge and rigor. Goal 5 was again praised, with participants reflecting on whether it represents a whole-building vision or more specifically the role of a building leadership team. Student voice was identified as one of the most impactful aspects of the visioning process; participants described students as honest, vulnerable, and inspirational and stressed the importance of ensuring their voices continue to be heard. Several

participants noted that students want choice and expressed concern that adult-driven decisions can unintentionally limit those choices.

It was shared that Mike would convert the goals into a Google Doc so the district could review, mark up, and add notes or revisions as needed.

3. Establishing a Perspective-Taking Lens

Mike introduced the Perspective-Taking Lens Protocol and explained that participants would be asked to share feedback from three viewpoints: department or program expertise, student experience, and the broader educational vision and goals.

4. Program Deep Dive 1: Academic Organization

Mike led a discussion on different ways to organize the building academically, presenting four potential models along with hybrid approaches. Visuals were shared, followed by Mentimeter results from a previous visioning session, which showed that 22 participants favored collaboratively organized learning communities.

Participants highlighted the strong work currently being done by freshman teachers to establish community, collaborate, and support students. The idea of a dedicated freshman wing was discussed as a potential way to support students' transition into high school. From a student experience perspective, concerns were raised that separating freshmen could limit interaction with upper grades. Questions were also raised about how to support English Learners and students receiving counseling services across grades 9–12 if a separate freshman structure were implemented. It was suggested that the rest of the student population could be more intentionally mixed.

The house model was described as culturally sound, though participants emphasized the need to refine its implementation. Others noted that a freshman experience could be preserved through a freshman academy model (e.g., elective structures or scheduling strategies) without physically isolating students in a separate wing.

A side discussion highlighted the desire for department planning spaces where teachers teaching the same subject or grade level could be housed together to support collaboration. Participants expressed interest in learning more about vertical versus horizontal alignment and how teachers feel about each approach.

Community learning spaces were discussed in terms of safety and accessibility. Participants noted that destination spaces may not be used by some special education students who require more frequent instructional touchpoints. Small collaboration spaces should maintain clear sightlines for teacher supervision.

It was noted that while subject or core classrooms could be distributed throughout the building, centrally located department planning rooms could help support collaboration. Participants

reflected that the current house model exists but feels too large, and student feedback suggests a desire for spaces where they feel a sense of connection. There was interest in identifying existing strengths that could be built upon.

5. Program-Specific Considerations

For science, participants supported the idea of clustering science rooms near one another while still maintaining connections to other academic areas. Housing science at the end of wings was seen as offering both connection and separation, and keeping chemistry and biology together was emphasized as important for sharing chemical resources and from a safety perspective.

In discussing CTE and applied programs, participants explored how academic practices currently used in core subjects could be integrated into CTE curricula. There was strong interest in strengthening connections between CTE and core academics.

CTE programs identified during the discussion included Construction Trades; STEM-related pathways such as Criminal Justice, Dental Assistance, and Health (Nursing); and community-facing programs such as the restaurant, auto shop, Mustang Mall, and cosmetology.

Arts and music were described as currently being physically and academically separate from the rest of the building. Students perceive this separation as reinforcing the idea that arts are isolated from core academics. Participants emphasized the need for a mindset shift to better embed the arts within the academic program. Music was acknowledged as appropriately located near the auditorium due to sound considerations, while participants questioned whether other arts could be more academically integrated. It was noted that currently only students enrolled in art classes visit the art wing, limiting exposure for other students.

6. Library and Media Center

Participants expressed strong interest in the Waltham High School library model, particularly its role as a central hub that students walk through regularly. Features that were highlighted included low book stacks that improve sightlines, flexible working areas, and glass-enclosed rooms for meetings.

In considering a new library at Medford High School, participants described it as another potential space for quiet student work. It was noted that this role may evolve in a new building if small group spaces and extended learning communities are more prevalent. Mike shared several library model examples. Currently, the library is used for capstone projects, and the librarian supports instruction by collecting books on carts for teacher use. Students also use the space for independent work. It was noted that at the Medford Public Library, students frequently use small group rooms to complete homework.

7. Adjacency Mapping 1

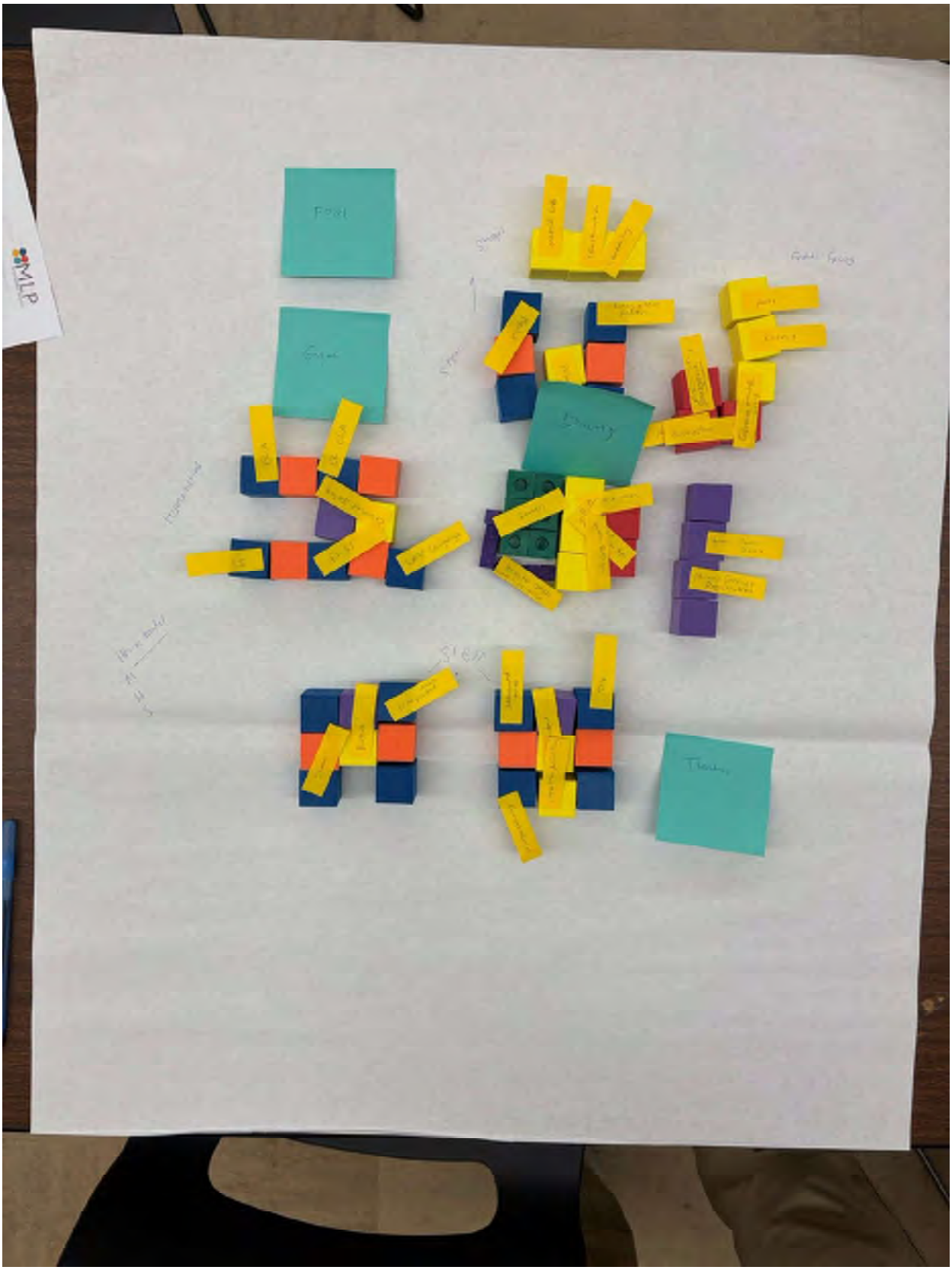
For the first adjacency mapping activity, participants counted off by threes and moved to assigned tables. Small groups discussed program adjacencies and placed cubes representing spaces onto

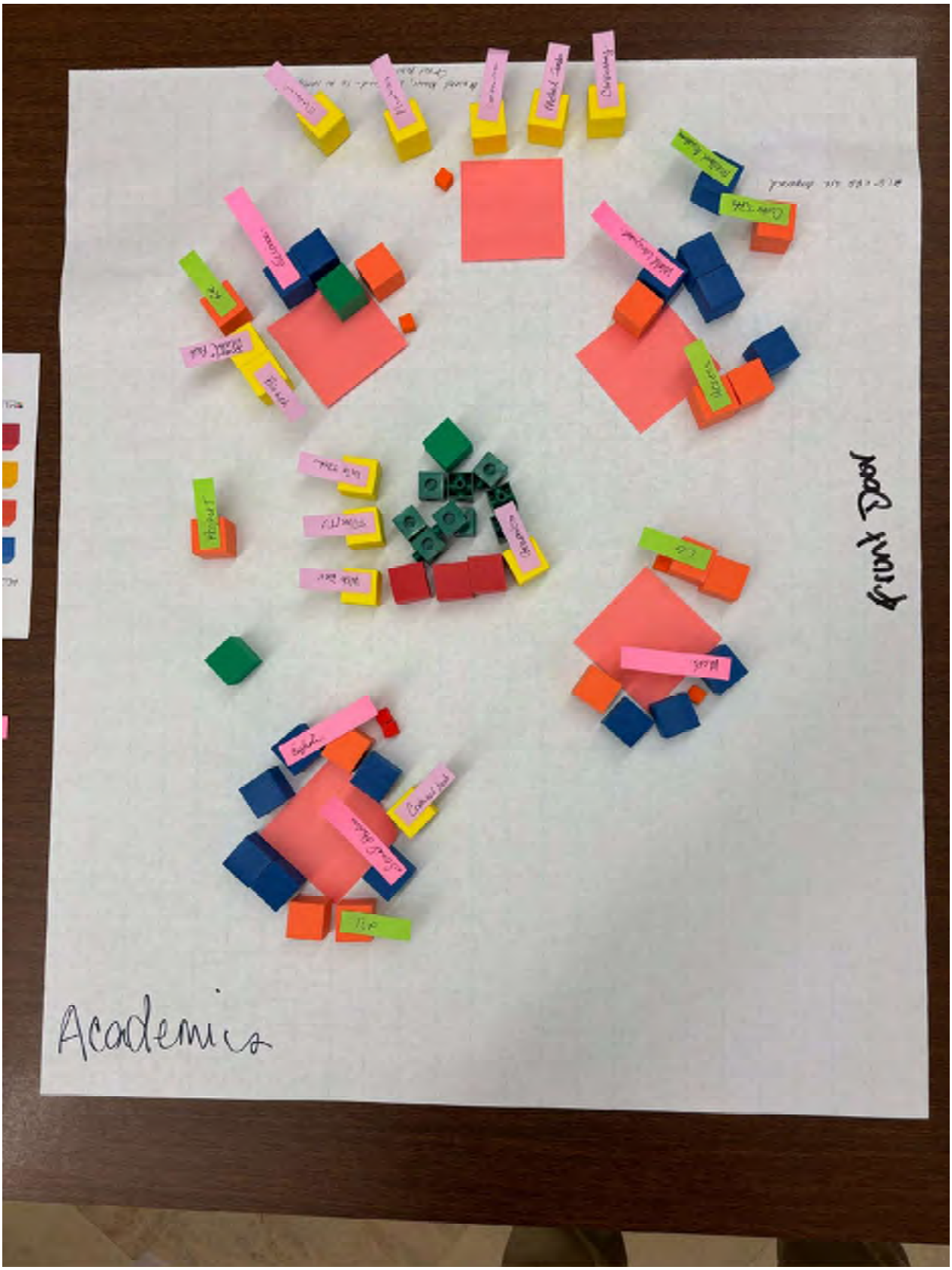
chart paper. After approximately 45 minutes, a representative from each group shared their map with the full group. Mike then facilitated a whole-group discussion to identify emerging guiding principles, focusing on areas of alignment and common themes across the maps.

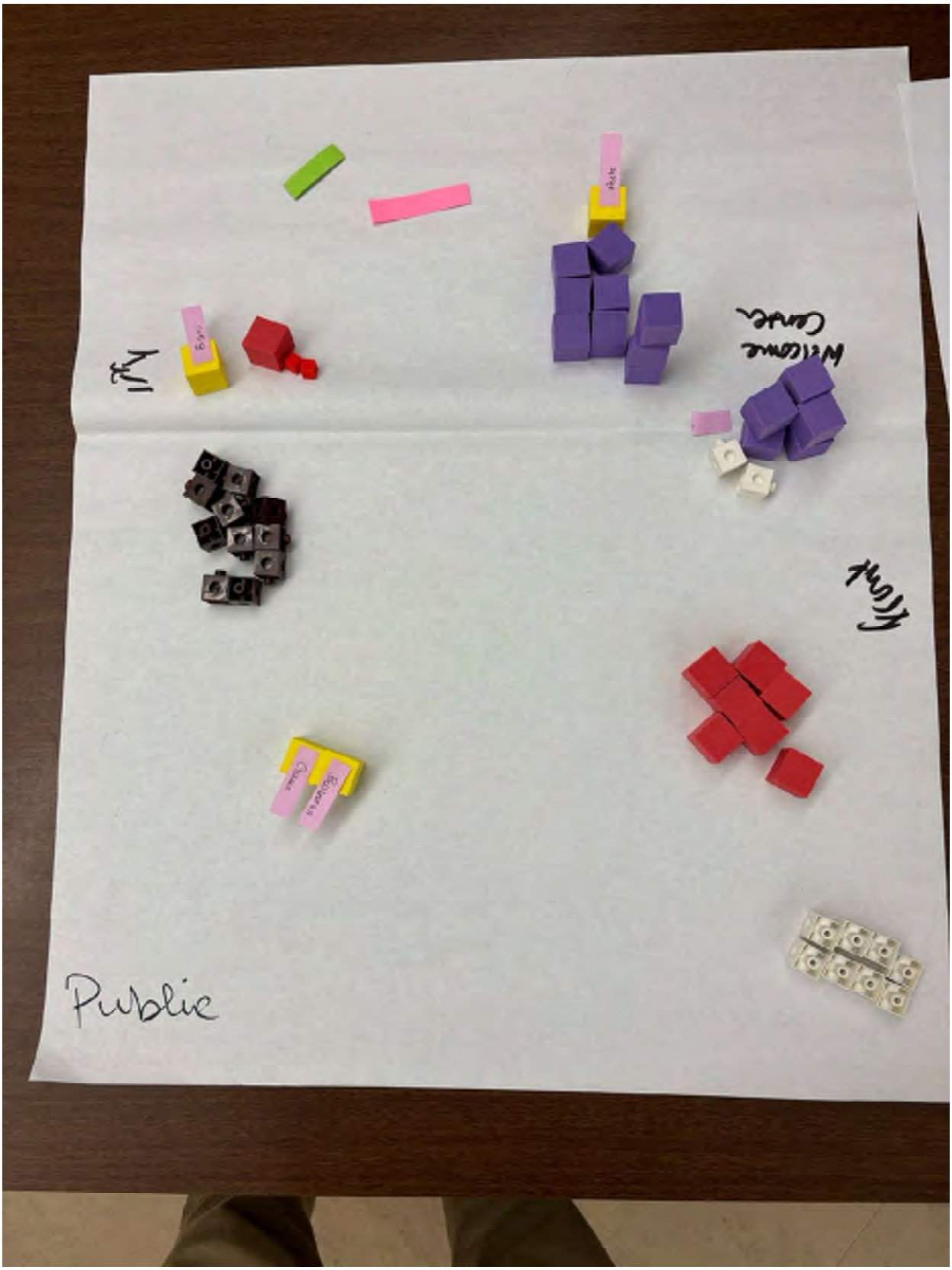
8. Adjacency Mapping 2

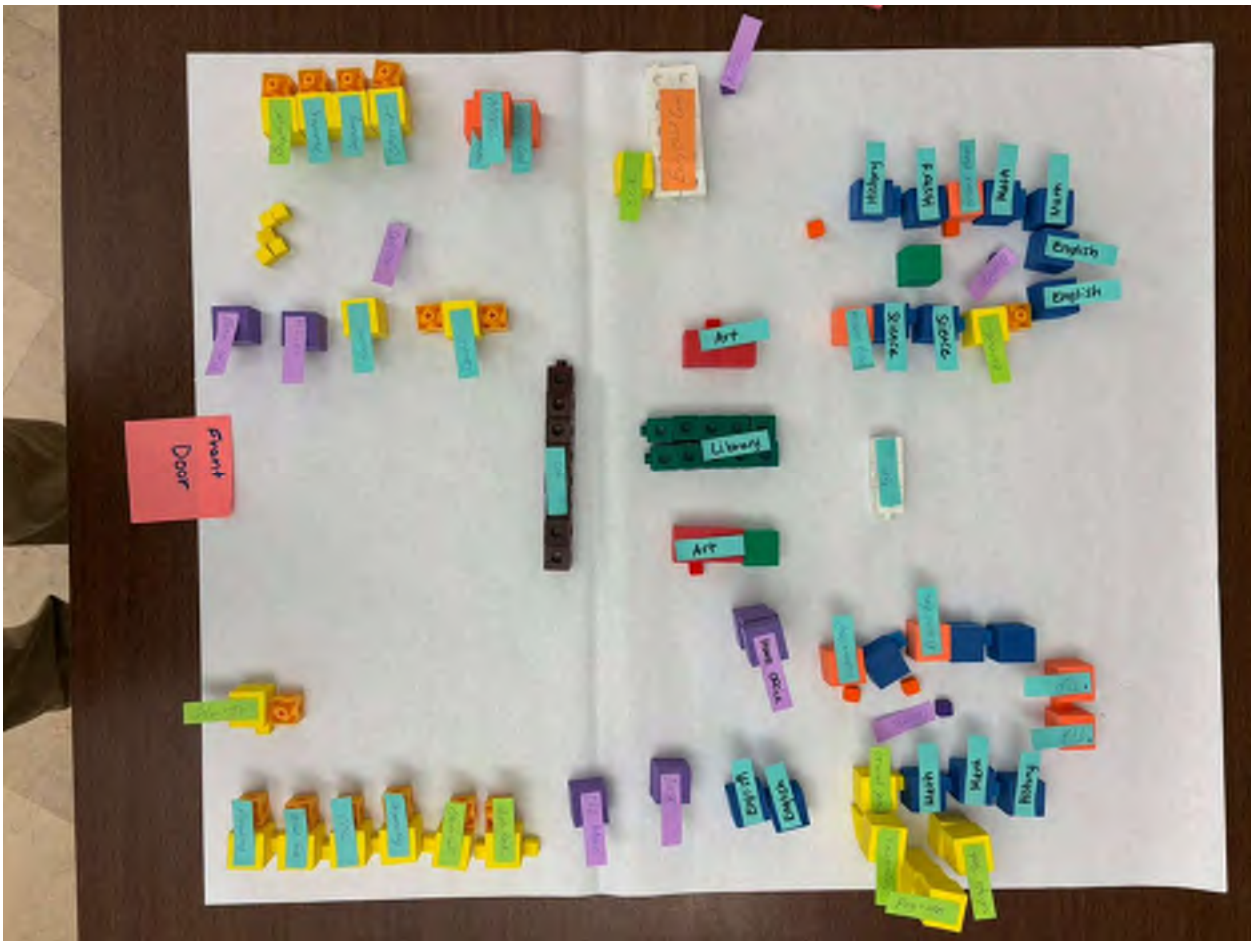
In the second adjacency mapping activity, participants returned to their original maps and were asked to consider additional programs and spaces, including administration and guidance, social-emotional supports and belonging, and community and shared spaces. Mike again facilitated a whole-group discussion, inviting participants to reflect on their revisions and add additional insights to the emerging list of guiding principles based on areas of alignment, priorities, and shared themes.

Adjacency outcomes from each group are documented in the pages that follow.




Academics


Public



To conclude the adjacency mapping, the group gathered for a whole group conversation where they identified agreed-upon guiding design principles and adjacencies for the future building, which are documented below:

Guiding Design Principles and Ideal Adjacencies

- Academics organized into learning community pods with centralized shared breakout space to collaborate directly outside of classrooms
- Special Education and EL spaces embedded throughout learning communities
- Small group rooms within proximity of pods; need different sized small group rooms for group sizes of 4-6 and up to 10
- One central library that has connections to academics and art classrooms
- CTE integration with core academics when appropriate
- Special consideration to CTE programs with bay shops; place CTE programs where students can see them
- Art displays should have a public facing component

- Themed spaces and variety of tech labs (i.e. put a culinary themed tech space near the culinary program and cafeteria)
- Welcome Center by the front door; should be accessible to the community with a separate entrance
- Some nursing by entrance for pickup
- Community facing spaces include auditorium, gym, CTE (Bistro, Shop, Cosmo, Auto)
- House offices should be stacked
- Outdoor dining options should be supported

Questions remaining and topics TBD:

- Should gym and cafeteria be adjacent to each other?
- Location of auditorium?
- Design of core classrooms – should they be universal or a hybrid?
- Components of library – art, maker space, media, writing lab, College and Career Center, co-op, math lab
- How do we want to integrate quite spaces throughout?

G. PDP Cost Estimate

Medford HS - PDP Alternatives Cost Matrix

Medford Comprehensive High School

Preliminary Design Program - Comparative Cost Analysis

#		A	B - Renovation & New Addition															
		Code Upgrade to building and site	Reno Existing w/ some space reconfig. to meet MSBA and Ed. Vision goals		Selective Demo (Wing A) w/ Addition		Selective Demo (Wings A & C) w/ Addition		Selective Demo (Wings A, B, & C) w/ Addition		Selective Demo (Wings A, C, G & H) w/ Addition	Selective Demo (Wing A, B, G, & H) w/ Addition		Selective Demo (Wings A, B, & G) w/ Addition		Selective Demo (Wing A, G, & H) w/ Addition	
		A.1	B.1		B.2		B.3		B.4		B.5	B.6		B.7		B.8	
		A.1.1	B.1.1	B.1.2	B.2.1	B.2.2	B.3.1	B.3.2	B.4.1	B.4.2	B.5.1	B.6.1	B.6.2	B.7.1	B.7.2	B.8.1	B.8.2
1	Renovation	$ 201,575,030	$ 271,243,087	$ 265,797,547	$ 234,317,965	$ 240,985,117	$ 182,964,780	$ 190,844,280	$ 126,998,512	$ 130,475,312	$ 138,328,670	$ 127,284,807	$ 127,277,505	$ 150,598,883	$ 150,594,203	$ 183,246,395	$ 183,246,395
2	Addition/New Construction	-	$ 27,479,935	$ 42,707,286	$ 74,637,150	$ 72,165,823	$ 128,266,331	$ 127,838,833	$ 194,523,799	$ 198,255,166	$ 189,122,243	$ 197,303,091	$ 191,557,635	$ 167,343,433	$ 170,052,818	$ 133,559,834	$ 127,258,529
3	Sitework	$ 10,000,000	$ 50,170,607	$ 50,453,131	$ 50,145,907	$ 50,476,319	$ 50,713,743	$ 50,476,319	$ 50,920,409	$ 51,190,585	$ 51,246,443	$ 51,246,443	$ 51,246,443	$ 50,695,967	$ 50,535,019	$ 50,408,993	$ 50,863,171
4	*Sitework without parking (incl in "Sitework")*	*$ 10,000,000*	*$ 41,245,607*	*$ 41,528,131*	*$ 41,220,907*	*$ 41,551,319*	*$ 41,788,743*	*$ 41,551,319*	*$ 41,995,409*	*$ 42,265,585*	*$ 42,321,443*	*$ 42,321,443*	*$ 42,321,443*	*$ 41,770,967*	*$ 41,610,019*	*$ 41,483,993*	*$ 41,938,171*
5	*Parking Cost Breakout (incl in "Sitework"*		*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*
6	Parking Approach	At grade surface parking	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage
7	Pool Scope	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800
8	Hazmat Removal	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250
9	Misc Hazardous Waste Removal	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750
10	Demolition	-	-	$ 333,704	$ 823,272	$ 960,484	$ 1,968,228	$ 1,908,084	$ 3,216,036	$ 3,216,036	$ 2,995,464	$ 3,157,620	$ 3,157,620	$ 2,637,816	$ 2,637,816	$ 1,909,812	$ 1,909,812
11	**Subtotal Direct Trade Cost**	**$ 230,395,830**	**$ 367,714,429**	**$ 378,112,468**	**$ 378,745,095**	**$ 383,408,543**	**$ 382,733,883**	**$ 389,888,315**	**$ 394,479,556**	**$ 401,957,899**	**$ 400,513,620**	**$ 397,812,761**	**$ 392,060,003**	**$ 390,096,898**	**$ 392,640,656**	**$ 387,945,834**	**$ 382,098,707**
12	Design Contingency (15%)	$ 34,559,375	$ 55,157,164	$ 56,716,870	$ 56,811,764	$ 57,511,281	$ 57,410,082	$ 58,483,247	$ 59,171,933	$ 60,293,685	$ 60,077,043	$ 59,671,914	$ 58,809,000	$ 58,514,535	$ 58,896,098	$ 58,191,875	$ 57,314,806
13	CM Contingency (3%)	$ 7,948,656	$ 12,686,148	$ 13,044,880	$ 13,066,706	$ 13,227,595	$ 13,204,319	$ 13,451,147	$ 13,609,545	$ 13,867,548	$ 13,817,720	$ 13,724,540	$ 13,526,070	$ 13,458,343	$ 13,546,103	$ 13,384,131	$ 13,182,405
14	Escalation (Spring 2028) (10%)	$ 26,495,520	$ 42,287,159	$ 43,482,934	$ 43,555,686	$ 44,091,982	$ 44,014,397	$ 44,837,156	$ 45,365,149	$ 46,225,158	$ 46,059,066	$ 45,748,468	$ 45,086,900	$ 44,861,143	$ 45,153,675	$ 44,613,771	$ 43,941,351
15	CM Costs (GCs/GRs/Fee/Ins)	$ 50,345,024	$ 68,306,993	$ 69,667,109	$ 74,240,545	$ 74,850,547	$ 74,762,298	$ 76,820,805	$ 77,421,363	$ 78,399,568	$ 78,210,649	$ 74,489,350	$ 73,736,860	$ 73,480,076	$ 73,812,812	$ 73,198,706	$ 72,433,872
16	General Conditions	$ 18,360,000	$ 18,360,000	$ 18,360,000	$ 22,440,000	$ 22,440,000	$ 22,440,000	$ 23,460,000	$ 23,460,000	$ 23,460,000	$ 23,460,000	$ 20,400,000	$ 20,400,000	$ 20,400,000	$ 20,400,000	$ 20,400,000	$ 20,400,000
17	General Requirements (4%)	$ 12,710,375	$ 19,848,196	$ 20,388,686	$ 20,584,770	$ 20,827,176	$ 20,792,107	$ 21,204,795	$ 21,443,447	$ 21,832,172	$ 21,757,098	$ 21,494,307	$ 21,195,279	$ 21,093,237	$ 21,225,461	$ 20,981,424	$ 20,677,491
18	P&P Bond & GL Insurance (2.75%)	$ 9,087,918	$ 14,191,460	$ 14,577,911	$ 14,718,111	$ 14,891,431	$ 14,866,357	$ 15,161,428	$ 15,332,065	$ 15,610,003	$ 15,556,325	$ 15,368,430	$ 15,154,624	$ 15,081,664	$ 15,176,205	$ 15,001,718	$ 14,784,406
19	Profit (3%)	$ 10,186,730	$ 15,907,337	$ 16,340,512	$ 16,497,664	$ 16,691,940	$ 16,663,834	$ 16,994,583	$ 17,185,851	$ 17,497,394	$ 17,437,226	$ 17,226,613	$ 16,986,956	$ 16,905,175	$ 17,011,146	$ 16,815,563	$ 16,571,975
16	**TOTAL ESTIMATED CONSTRUCTION COSTS**	**$ 349,744,405**	**$ 546,151,893**	**$ 561,024,261**	**$ 566,419,796**	**$ 573,089,949**	**$ 572,124,979**	**$ 583,480,671**	**$ 590,047,546**	**$ 600,743,858**	**$ 598,678,098**	**$ 591,447,033**	**$ 583,218,834**	**$ 580,410,995**	**$ 584,049,344**	**$ 577,334,317**	**$ 568,971,141**
17	*Cost Per SF*	*$ 669.75*	*$ 991.99*	*$1,019.00*	*$1,028.80*	*$1,040.92*	*$1,039.17*	*$1,059.79*	*$1,071.72*	*$1,091.15*	*$1,087.39*	*$1,074.26*	*$1,059.32*	*$1,054.22*	*$1,060.82*	*$1,048.63*	*$1,033.44*
18	Soft Costs Calculated at 25%	$ 87,436,101	$ 136,537,973	$ 140,256,065	$ 141,604,949	$ 143,272,487	$ 143,031,245	$ 145,870,168	$ 147,511,887	$ 150,185,964	$ 149,669,525	$ 147,861,758	$ 145,804,708	$ 145,102,749	$ 146,012,336	$ 144,333,579	$ 142,242,785
19	Modular Trailers	$ 22,960,000.00	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 39,360,000	$ 39,360,000	$ 31,160,000	$ 31,160,000	$ 39,360,000	$ 39,360,000
22	**TOTAL ESTIMATED PROJECT COSTS**	**$ 437,180,506**	**$ 705,649,867**	**$ 724,240,327**	**$ 730,984,744**	**$ 739,322,436**	**$ 738,116,224**	**$ 752,310,838**	**$ 760,519,433**	**$ 773,889,822**	**$ 771,307,623**	**$ 778,668,791**	**$ 768,383,542**	**$ 756,673,743**	**$ 761,221,679**	**$ 761,027,896**	**$ 750,573,927**
23	**PROGRAM ALTERNATES ONLY**																
24	PROG1 - Teen Health Center Space	-	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719
25	PROG2 - Medford Community Media	-	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597
26	PROG3 - Community Partner Rental Spaces	-	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579
27	PROG4 - Welcome Center/ Central Offices	-	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863
28	PROG5 - Community Meeting Space	-	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562
29	PROG6 - Additional area for 1,000 Seat Auditorium	-	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182
30	PROG7 - Early Childhood Center		37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744
31	Subtotal All Program Alternates		**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**
32	**Revised Construction Cost with all Alternates**	**$ 349,744,405**	**$ 626,616,139**	**$ 641,488,507**	**$ 646,884,042**	**$ 653,554,195**	**$ 652,589,225**	**$ 663,944,917**	**$ 670,511,792**	**$ 681,208,104**	**$ 679,142,344**	**$ 671,911,279**	**$ 663,683,080**	**$ 660,875,241**	**$ 664,513,590**	**$ 657,798,563**	**$ 649,435,387**
33	**Revised Total Project Cost (soft cost+Modulars)**	**$ 437,180,506**	**$ 806,230,174**	**$ 824,820,634**	**$ 831,565,052**	**$ 839,902,744**	**$ 838,696,532**	**$ 852,891,146**	**$ 861,099,740**	**$ 874,470,130**	**$ 871,887,930**	**$ 879,249,098**	**$ 868,963,850**	**$ 857,254,051**	**$ 861,801,987**	**$ 861,608,204**	**$ 851,154,234**

The estimated construction and total project cost provided are for COMPARISON PURPOSES ONLY. The estimated costs will be updated at the Preliminary Schematic Report (PSR) phase to assist the committee in defining the single preferred solution to proceed into the Schematic Design (SD) phase. The actual costs and total project budget will be established at the end of the Schematic Design (SD) phase for the district's preferred solution.

Medford HS - PDP Alternatives Cost Matrix

Medford Comprehensive High School

Preliminary Design Program - Comparative Cost Analysis

	C - Athletics Renovation Only + New Addition										D - New Construction - Multi-Phase		
	Retain and Reno Gym, Pool, and Wing E w/ Addition on Site 1 (Parking Lot)				Retain and Reno Gym and Pool w/ Addition on Site 2		Retain and Reno Gym, Pool, and Wing E w/ Addition on Site 3 (Edgerly Field)				Demo Existing, Construct Building on Site 1 (parking lot)		New Building on Site 3, School remains operational (Edgerly Field)
	C.1				C.2		C.3				D.1		D.2
	C.1.1	C.1.2	C.1.3	C.1.4	C.2.1	C.2.2	C.3.1	C.3.2	C.3.3	C.3.4	D.1.1	D.1.2	D.2.1
Renovation	$ 80,179,110	$ 78,071,958	$ 78,071,958	$ 78,071,958	$ 80,179,110	$ 80,179,110	$ 13,007,162	$ 13,007,162	$ 12,739,482	$ 12,739,482	-		
Addition/New Construction	$ 226,074,258	$ 229,422,639	$ 235,082,035	$ 231,623,744	$ 242,335,398	$ 234,212,855	$ 302,469,588	$ 301,498,144	$ 293,140,771	$ 287,730,688	$ 329,785,168	$ 327,424,045	$ 328,139,166
Sitework	$ 50,357,798	$ 50,578,529	$ 50,232,968	$ 56,382,226	$ 55,690,319	$ 55,726,078	$ 55,943,012	$ 56,114,603	$ 56,133,440	$ 58,535,940	$ 60,554,778	$ 51,855,468	$ 60,509,547
Sitework without parking (incl in "Sitework")	*$ 41,432,798*	*$ 41,653,529*	*$ 41,307,968*	*$ 42,102,226*	*$ 41,410,319*	*$ 41,446,078*	*$ 41,663,012*	*$ 41,834,603*	*$ 41,853,440*	*$ 41,853,440*	*$ 43,872,278*	*$ 42,930,468*	*$ 43,827,047*
Parking Cost Breakout (incl in "Sitework"	*$ 8,925,000*	*$ 8,925,000*	*$ 8,925,000*	*$ 14,280,000*	*$ 14,280,000*	*$ 14,280,000*	*$ 14,280,000*	*$ 14,280,000*	*$ 14,280,000*	*$ 16,682,500*	*$ 16,682,500*	*$ 8,925,000*	*$ 16,682,500*
Parking Approach	4-Story Parking Garage	4-Story Parking Garage	4-Story Parking Garage	Field over Parking	Field over Parking	Field over Parking	Field over Parking	Field over Parking	Field over Parking	Stadium over Parking	Stadium over Parking	4-Story Parking Garage	Stadium over Parking
Pool Scope	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 14,760,800	$ 12,710,000	$ 12,710,000	$ 12,710,000
Hazmat Removal	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250	$ 3,819,250
Misc Hazardous Waste Removal	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750
Demolition	$ 3,889,666	$ 3,889,666	$ 3,889,666	$ 3,889,666	$ 3,889,666	$ 3,889,666	$ 5,154,336	$ 5,154,336	$ 5,154,336	$ 5,154,336	$ 5,483,153	$ 5,483,153	$ 5,483,153
Subtotal Direct Trade Cost	**$ 379,321,632**	**$ 380,783,592**	**$ 386,097,427**	**$ 388,788,394**	**$ 400,915,293**	**$ 392,828,509**	**$ 395,394,898**	**$ 394,595,045**	**$ 385,988,829**	**$ 382,981,246**	**$ 412,593,099**	**$ 401,532,665**	**$ 410,901,865**
Design Contingency (15%)	$ 56,898,245	$ 57,117,539	$ 57,914,614	$ 58,318,259	$ 60,137,294	$ 58,924,276	$ 59,309,235	$ 59,189,257	$ 57,898,324	$ 57,447,187	$ 61,888,965	$ 60,229,900	$ 61,635,280
CM Contingency (3%)	$ 13,086,596	$ 13,137,034	$ 13,320,361	$ 13,413,200	$ 13,831,578	$ 13,552,584	$ 13,641,124	$ 13,613,529	$ 13,316,615	$ 13,212,853	$ 14,234,462	$ 13,852,877	$ 14,176,114
Escalation (Spring 2028) (10%)	$ 43,621,988	$ 43,790,113	$ 44,401,204	$ 44,710,665	$ 46,105,259	$ 45,175,279	$ 45,470,413	$ 45,378,430	$ 44,388,715	$ 44,042,843	$ 47,448,206	$ 46,176,256	$ 47,253,714
CM Costs (GCs/GRs/Fee/Ins)	$ 72,070,616	$ 72,261,848	$ 72,956,925	$ 73,308,917	$ 71,527,163	$ 70,469,371	$ 70,805,067	$ 70,700,443	$ 69,574,706	$ 69,181,299	$ 73,054,679	$ 71,607,918	$ 72,833,457
General Conditions	$ 20,400,000	$ 20,400,000	$ 20,400,000	$ 20,400,000	$ 17,340,000	$ 17,340,000	$ 17,340,000	$ 17,340,000	$ 17,340,000	$ 17,340,000	$ 17,340,000	$ 17,340,000	$ 17,340,000
General Requirements (4%)	$ 20,533,138	$ 20,609,131	$ 20,885,344	$ 21,025,221	$ 21,533,177	$ 21,112,826	$ 21,246,227	$ 21,204,650	$ 20,757,299	$ 20,600,965	$ 22,140,189	$ 21,565,268	$ 22,052,279
P&P Bond & GL Insurance (2.75%)	$ 14,681,194	$ 14,735,529	$ 14,933,021	$ 15,033,033	$ 15,396,222	$ 15,095,671	$ 15,191,052	$ 15,161,325	$ 14,841,469	$ 14,729,690	$ 15,830,235	$ 15,419,167	$ 15,767,379
Profit (3%)	$ 16,456,284	$ 16,517,188	$ 16,738,559	$ 16,850,663	$ 17,257,765	$ 16,920,874	$ 17,027,788	$ 16,994,467	$ 16,635,938	$ 16,510,644	$ 17,744,255	$ 17,283,484	$ 17,673,799
TOTAL ESTIMATED CONSTRUCTION COSTS	**$ 564,999,077**	**$ 567,090,126**	**$ 574,690,531**	**$ 578,539,435**	**$ 592,516,586**	**$ 580,950,019**	**$ 584,620,738**	**$ 583,476,703**	**$ 571,167,190**	**$ 566,865,428**	**$ 609,219,411**	**$ 593,399,617**	**$ 606,800,431**
Cost Per SF	*$1,026.22*	*$1,030.02*	*$1,043.83*	*$1,050.82*	*$1,076.20*	*$1,055.19*	*$1,061.86*	*$1,059.78*	*$1,037.43*	*$1,029.61*	*$1,214.72*	*$1,183.17*	*$1,209.89*
Soft Costs Calculated at 25%	$ 141,249,769	$ 141,772,531	$ 143,672,633	$ 144,634,859	$ 148,129,147	$ 145,237,505	$ 146,155,185	$ 145,869,176	$ 142,791,798	$ 141,716,357	$ 152,304,853	$ 148,349,904	$ 151,700,108
Modular Trailers	$ 31,160,000	$ 31,160,000	$ 31,160,000	$ 31,160,000	$ 22,960,000	$ 22,960,000	$ 22,960,000	$ 22,960,000		$ 22,960,000	$ 31,160,000.00	$ 31,160,000	
TOTAL ESTIMATED PROJECT COSTS	**$ 737,408,846**	**$ 740,022,657**	**$ 749,523,164**	**$ 754,334,293**	**$ 763,605,733**	**$ 749,147,524**	**$ 753,735,923**	**$ 752,305,878**	**$ 713,958,988**	**$ 731,541,785**	**$ 792,684,264**	**$ 772,909,521**	**$ 758,500,539**
PROGRAM ALTERNATES ONLY													
PROG1 - Teen Health Center Space	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719	1,969,719
PROG2 - Medford Community Media	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597	2,158,597
PROG3 - Community Partner Rental Spaces	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579	3,723,579
PROG4 - Welcome Center/ Central Offices	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863	24,358,863
PROG5 - Community Meeting Space	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562	7,595,562
PROG6 - Additional area for 1,000 Seat Auditorium	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182	3,502,182
PROG7 - Early Childhood Center	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744	37,155,744
Subtotal All Program Alternates	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**	**80,464,246**
Revised Construction Cost with all Alternates	**$ 645,463,323**	**$ 647,554,372**	**$ 655,154,777**	**$ 659,003,681**	**$ 672,980,832**	**$ 661,414,265**	**$ 665,084,984**	**$ 663,940,949**	**$ 651,631,436**	**$ 647,329,674**	**$ 689,683,657**	**$ 673,863,863**	**$ 687,264,677**
Revised Total Project Cost (soft cost+Modulars)	**$ 837,989,154**	**$ 840,602,965**	**$ 850,103,471**	**$ 854,914,601**	**$ 864,186,040**	**$ 849,727,831**	**$ 854,316,230**	**$ 852,886,186**	**$ 814,539,295**	**$ 832,122,092**	**$ 893,264,572**	**$ 873,489,828**	**$ 859,080,846**

The estimated construction and total project cost provided are for COMPARISON PURPOSES ONLY. The estimated costs will be updated at the Preliminary Schematic Report (PSR) phase to assist the committee in defining the single preferred solution to proceed into the Schematic Design (SD) phase. The actual costs and total project budget will be established at the end of the Schematic Design (SD) phase for the district's preferred solution.

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Medford High School
Medford, MA

February 19, 2026

PDP ESTIMATE
GRAND SUMMARY

ALTERNATIVES	TOTAL CONSTRUCTION COST		MODULAR CLASSROOM
A.1 CODE UPGRADE			
A1.1	$349,744,405		
RENOVATION & ADDITION			
B1.1	546,151,893		$22,960,000
B1.2	561,024,261		$22,960,000
B2.1	566,419,796		$22,960,000
B2.2	573,089,949		$22,960,000
B3.1	572,124,979		$22,960,000
B3.2	583,480,671		$22,960,000
B4.1	590,047,546		$22,960,000
B4.2	600,743,858		$22,960,000
B.5.1	598,678,098		$22,960,000
B6.1	591,447,033		$39,360,000
B6.2	583,218,834		$39,360,000
B7.1	580,410,995		$31,160,000
B7.2	584,049,344		$31,160,000
B8.1	577,334,317		$39,360,000
B8.2	568,971,141		$39,360,000
C1.1	564,999,077		$31,160,000
C1.2	567,090,126		$31,160,000
C1.3	574,690,531		$31,160,000
C1.4	578,539,435		$31,160,000
C2.1	592,516,586		$22,960,000
C2.2	580,950,019		$22,960,000
C3.1	584,620,738		$22,960,000
C3.2	583,476,703		$22,960,000
C3.3	571,167,190		
C3.4	566,865,428		$22,960,000

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ALTERNATIVES	TOTAL CONSTRUCTION COST		MODULAR CLASSROOM
NEW CONSTRUCTION			
D 1.1	609,219,411		$31,160,000
D 1.2	593,399,617		$31,160,000
D 2.1	606,800,431		

BREAKOUTS COST:

RENOVATE THE EXISTING POOL (BREAKOUT COST OPT A/B/C)	($11,323,176)
BUILD THE NEW POOL (BREAKOUT COST OPT D)	($17,539,800)
ALTERNATES:	
POOL1 - (Additive Alternate Cost to Base OPT A,B,C) New standalone Pool Building	$8,273,368
POOL 2 - (Deduct Alternate cost from Base for OPT A,B,C) Demolish Pool Building	($7,569,032)
POOL 2 (Deduct Alternate cost from Base OPT D) Deduct Cost of Opt D Pool	($17,539,800)
PROG1 - Teen Health Center Space	$1,977,346
PROG2 - Medford Community Media	$2,166,954
PROG3 - Community Partner Rental Spaces	$3,737,996
PROG4 - Welcome Central / Central Office	$24,453,176
PROG5 - Community Meeting Space	$7,624,970
PROG6 - Additional area for 1,000 Seat Auditorium	$3,515,241
PROG7 - Early Childhood Center	$37,299,604
PV1 - Provide Roof Mounted PV Panels over a fixed % of Roof Surface	in base estimate
PV2 - Purchase Additional Canopy Mounted PV Panels over Parking	$32,619,060
PV3 - Canopy Structure only for PV Panels over Parking	$12,916,800
ACCESS1 - No land acquired. Steve Miller Drive widened	in base estimate
ACCESS2 - Add a second curb cut west of Steve Miller Dr on Winthrop St.	$652,050
ACCESS3 - Connect the student parking lot to Winthrop St.	$2,773,414

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TIMB1 - Provide 50% of the new construction/addition frame with mass timber member/systems	$9,833,520
TIMB2 - Provide 100% of the new construction addition frame with mass timber members/systems	$19,667,039
HVAC 1 - Air Source Heat Pump	($29,414,852)
HVAC 2 - Hybrid Ground Source Heat Pump and Air Source Heat Pump	($6,959,196)
HVAC 3 - Air Source Heat Pump VRF System	($26,992,452)

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PDP
Medford High School
Medford, MA

19-Feb-26

Designer: SMMA

OPTION A.1 CODE UPGRADE

	GSF		COST PER S.F.	TOTAL
RENOVATION	485,303	**GSF**	$415.36	**$201,575,030**
SITEWORK			allow	**$10,000,000**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$230,395,830
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$34,559,375
CM CONTINGENCY		3%		$7,948,656
ESCALATION (bid Spring 2028)		10%		$26,495,520
GENERAL CONDITIONS	54	MOS	$340,000	$18,360,000
GENERAL REQUIREMENTS		4.0%		$12,710,375
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$9,087,918
PROFIT		3%		$10,186,730
		TOTAL CONSTRUCTION COST		$349,744,405
		COST PER SF		**$669.75**

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OPTION B.1.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	485,303	**GSF**	$558.91	**$271,243,087**
ADDITION - 4 STORY	28,357	**GSF**	$969.07	**$27,479,935**
SITEWORK				**$41,245,607**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	0	**GSF**	$10.50	**$0**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$367,714,429
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$55,157,164
CM CONTINGENCY		3%		$12,686,148
ESCALATION (bid Spring 2028)		10%		$42,287,159
GENERAL CONDITIONS	54	MOS	$340,000	$18,360,000
GENERAL REQUIREMENTS		4.0%		$19,848,196
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,191,460
PROFIT		3%		$15,907,337
		TOTAL CONSTRUCTION COST		$546,151,893
		COST PER SF		**$991.99**

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OPTION B.1.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	461,467	**GSF**	$575.98	**$265,797,547**
ADDITION - 5 STORY	52,193	**GSF**	$818.26	**$42,707,286**
SITEWORK				**$41,528,131**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	23,836	**GSF**	$14.00	**$333,704**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$378,112,468
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$56,716,870
CM CONTINGENCY		3%		$13,044,880
ESCALATION (bid Spring 2028)		10%		$43,482,934
GENERAL CONDITIONS	54	MOS	$340,000	$18,360,000
GENERAL REQUIREMENTS		4.0%		$20,388,686
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,577,911
PROFIT		3%		$16,340,512

	TOTAL CONSTRUCTION COST			$561,024,261
	COST PER SF			**$1,019.00**

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OPTION B.2.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	416,697	**GSF**	$562.32	**$234,317,965**
ADDITION - 4 STORY	96,963	**GSF**	$769.75	**$74,637,150**
SITEWORK				**$41,220,907**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	68,606	**GSF**	$12.00	**$823,272**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$378,745,095
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$56,811,764
CM CONTINGENCY		3%		$13,066,706
ESCALATION (bid Spring 2028)		10%		$43,555,686
GENERAL CONDITIONS	66	MOS	$340,000	$22,440,000
GENERAL REQUIREMENTS		4.0%		$20,584,770
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,718,111
PROFIT		3%		$16,497,664

	TOTAL CONSTRUCTION COST			$566,419,796
	COST PER SF			**$1,028.80**

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OPTION B.2.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	416,697	**GSF**	$578.32	**$240,985,117**
ADDITION - 5 STORY	96,963	**GSF**	$744.26	**$72,165,823**
SITEWORK				**$41,551,319**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	68,606	**GSF**	$14.00	**$960,484**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$383,408,543
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,511,281
CM CONTINGENCY		3%		$13,227,595
ESCALATION (bid Spring 2028)		10%		$44,091,982
GENERAL CONDITIONS	66	MOS	$340,000	$22,440,000
GENERAL REQUIREMENTS		4.0%		$20,827,176
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,891,431
PROFIT		3%		$16,691,940

	TOTAL CONSTRUCTION COST			$573,089,949
	COST PER SF			**$1,040.92**

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OPTION B.3.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	321,284	**GSF**	$569.48	**$182,964,780**
ADDITION - 4 STORY	192,376	**GSF**	$666.75	**$128,266,331**
SITEWORK				**$41,788,743**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	164,019	**GSF**	$12.00	**$1,968,228**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$382,733,883
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,410,082
CM CONTINGENCY		3%		$13,204,319
ESCALATION (bid Spring 2028)		10%		$44,014,397
GENERAL CONDITIONS	66	MOS	$340,000	$22,440,000
GENERAL REQUIREMENTS		4.0%		$20,792,107
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,866,357
PROFIT		3%		$16,663,834

	TOTAL CONSTRUCTION COST			$572,124,979
	COST PER SF			**$1,039.17**

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OPTION B.3.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	326,226	**GSF**	$585.01	**$190,844,280**
ADDITION - 5 STORY	187,434	**GSF**	$682.05	**$127,838,833**
SITEWORK				**$41,551,319**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	159,007	**GSF**	$12.00	**$1,908,084**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$389,888,315
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,483,247
CM CONTINGENCY		3%		$13,451,147
ESCALATION (bid Spring 2028)		10%		$44,837,156
GENERAL CONDITIONS	69	MOS	$340,000	$23,460,000
GENERAL REQUIREMENTS		4.0%		$21,204,795
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,161,428
PROFIT		3%		$16,994,583
		TOTAL CONSTRUCTION COST		$583,480,671
		COST PER SF		**$1,059.79**

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OPTION B.4.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	217,300	**GSF**	$584.44	**$126,998,512**
ADDITION - 4 STORY	296,360	**GSF**	$656.38	**$194,523,799**
SITEWORK				**$41,995,409**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	268,003	**GSF**	$12.00	**$3,216,036**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$394,479,556
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$59,171,933
CM CONTINGENCY		3%		$13,609,545
ESCALATION (bid Spring 2028)		10%		$45,365,149
GENERAL CONDITIONS	69	MOS	$340,000	$23,460,000
GENERAL REQUIREMENTS		4.0%		$21,443,447
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,332,065
PROFIT		3%		$17,185,851
		TOTAL CONSTRUCTION COST		$590,047,546
		COST PER SF		**$1,071.72**

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OPTION B.4.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	217,300	**GSF**	$600.44	**$130,475,312**
ADDITION - 5 STORY	296,360	**GSF**	$668.97	**$198,255,166**
SITEWORK				**$42,265,585**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	268,003	**GSF**	$12.00	**$3,216,036**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$401,957,899
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$60,293,685
CM CONTINGENCY		3%		$13,867,548
ESCALATION (bid Spring 2028)		10%		$46,225,158
GENERAL CONDITIONS	69	MOS	$340,000	$23,460,000
GENERAL REQUIREMENTS		4.0%		$21,832,172
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,610,003
PROFIT		3%		$17,497,394
		TOTAL CONSTRUCTION COST		$600,743,858
		COST PER SF		**$1,091.15**

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OPTION B.5.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	235,681	**GSF**	$586.93	**$138,328,670**
ADDITION - 5 STORY	277,979	**GSF**	$680.35	**$189,122,243**
SITEWORK				**$42,321,443**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	249,622	**GSF**	$12.00	**$2,995,464**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$400,513,620
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$60,077,043
CM CONTINGENCY		3%		$13,817,720
ESCALATION (bid Spring 2028)		10%		$46,059,066
GENERAL CONDITIONS	69	MOS	$340,000	$23,460,000
GENERAL REQUIREMENTS		4.0%		$21,757,098
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,556,325
PROFIT		3%		$17,437,226
		TOTAL CONSTRUCTION COST		$598,678,098
		COST PER SF		**$1,087.39**

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OPTION B.6.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	222,168	**GSF**	$572.92	**$127,284,807**
ADDITION - 5 STORY	291,492	**GSF**	$676.87	**$197,303,091**
SITEWORK				**$42,321,443**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	263,135	**GSF**	$12.00	**$3,157,620**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$397,812,761
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$59,671,914
CM CONTINGENCY		3%		$13,724,540
ESCALATION (bid Spring 2028)		10%		$45,748,468
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$21,494,307
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,368,430
PROFIT		3%		$17,226,613
		TOTAL CONSTRUCTION COST		$591,447,033
		COST PER SF		**$1,074.26**

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OPTION B.6.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	222,168	**GSF**	$572.89	**$127,277,505**
ADDITION - 4 STORY	291,492	**GSF**	$657.16	**$191,557,635**
SITEWORK				**$42,321,443**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	263,135	**GSF**	$12.00	**$3,157,620**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$392,060,003
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,809,000
CM CONTINGENCY		3%		$13,526,070
ESCALATION (bid Spring 2028)		10%		$45,086,900
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$21,195,279
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,154,624
PROFIT		3%		$16,986,956
		TOTAL CONSTRUCTION COST		$583,218,834
		COST PER SF		**$1,059.32**

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OPTION B.7.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	265,485	**GSF**	$567.26	**$150,598,883**
ADDITION - 4 STORY	248,175	**GSF**	$674.30	**$167,343,433**
SITEWORK				**$41,770,967**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	219,818	**GSF**	$12.00	**$2,637,816**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$390,096,898
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,514,535
CM CONTINGENCY		3%		$13,458,343
ESCALATION (bid Spring 2028)		10%		$44,861,143
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$21,093,237
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,081,664
PROFIT		3%		$16,905,175

	TOTAL CONSTRUCTION COST			$580,410,995
	COST PER SF			**$1,054.22**

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OPTION B.7.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	265,485	**GSF**	$567.24	**$150,594,203**
ADDITION - 4 STORY	248,175	**GSF**	$685.21	**$170,052,818**
SITEWORK				**$41,610,019**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	219,818	**GSF**	$12.00	**$2,637,816**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$392,640,656
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,896,098
CM CONTINGENCY		3%		$13,546,103
ESCALATION (bid Spring 2028)		10%		$45,153,675
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$21,225,461
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,176,205
PROFIT		3%		$17,011,146
		TOTAL CONSTRUCTION COST		$584,049,344
		COST PER SF		**$1,060.82**

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OPTION B.8.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	326,152	**GSF**	$561.84	**$183,246,395**
ADDITION - 4 STORY	187,508	**GSF**	$712.29	**$133,559,834**
SITEWORK				**$41,483,993**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	159,151	**GSF**	$12.00	**$1,909,812**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$387,945,834
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,191,875
CM CONTINGENCY		3%		$13,384,131
ESCALATION (bid Spring 2028)		10%		$44,613,771
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$20,981,424
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,001,718
PROFIT		3%		$16,815,563
		TOTAL CONSTRUCTION COST		$577,334,317
		COST PER SF		**$1,048.63**

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OPTION B.8.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	326,152	**GSF**	$561.84	**$183,246,395**
ADDITION - 4 STORY	187,508	**GSF**	$678.68	**$127,258,529**
SITEWORK				**$41,938,171**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	159,151	**GSF**	$12.00	**$1,909,812**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$382,098,707
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,314,806
CM CONTINGENCY		3%		$13,182,405
ESCALATION (bid Spring 2028)		10%		$43,941,351
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$20,677,491
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,784,406
PROFIT		3%		$16,571,975

	TOTAL CONSTRUCTION COST			$568,971,141
	COST PER SF			**$1,033.44**

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OPTION C.1.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	131,697	**GSF**	$608.82	**$80,179,110**
ADDITION - 4 STORY	381,963	**GSF**	$591.87	**$226,074,258**
SITEWORK				**$41,432,798**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	353,606	**GSF**	$11.00	**$3,889,666**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$379,321,632
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$56,898,245
CM CONTINGENCY		3%		$13,086,596
ESCALATION (bid Spring 2028)		10%		$43,621,988
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$20,533,138
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,681,194
PROFIT		3%		$16,456,284
		TOTAL CONSTRUCTION COST		$564,999,077
		COST PER SF		**$1,026.22**

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OPTION C.1.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	131,697	**GSF**	$592.82	**$78,071,958**
ADDITION - 5 STORY	381,963	**GSF**	$600.64	**$229,422,639**
SITEWORK				**$41,653,529**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	353,606	**GSF**	$11.00	**$3,889,666**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$380,783,592
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,117,539
CM CONTINGENCY		3%		$13,137,034
ESCALATION (bid Spring 2028)		10%		$43,790,113
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$20,609,131
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,735,529
PROFIT		3%		$16,517,188
		TOTAL CONSTRUCTION COST		$567,090,126
		COST PER SF		**$1,030.02**

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OPTION C.1.3 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	131,697	**GSF**	$592.82	**$78,071,958**
ADDITION - 5 STORY	381,963	**GSF**	$615.46	**$235,082,035**
SITEWORK				**$41,307,968**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
DEMOLITION	353,606	**GSF**	$11.00	**$3,889,666**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$386,097,427
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,914,614
CM CONTINGENCY		3%		$13,320,361
ESCALATION (bid Spring 2028)		10%		$44,401,204
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$20,885,344
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,933,021
PROFIT		3%		$16,738,559
		TOTAL CONSTRUCTION COST		$574,690,531
		COST PER SF		**$1,043.83**

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Medford High School
Medford, MA

19-Feb-26

Designer: SMMA

OPTION C.1.4 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	131,697	**GSF**	$592.82	**$78,071,958**
ADDITION - 5 STORY	381,963	**GSF**	$606.40	**$231,623,744**
SITEWORK				**$42,102,226**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 1 (1 STORY GARAGE W/ FIELD)				**$14,280,000**
DEMOLITION	353,606	**GSF**	$11.00	**$3,889,666**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$388,788,394
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,318,259
CM CONTINGENCY		3%		$13,413,200
ESCALATION (bid Spring 2028)		10%		$44,710,665
GENERAL CONDITIONS	60	MOS	$340,000	$20,400,000
GENERAL REQUIREMENTS		4.0%		$21,025,221
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,033,033
PROFIT		3%		$16,850,663
		TOTAL CONSTRUCTION COST		$578,539,435
		COST PER SF		**$1,050.82**

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OPTION C.2.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	131,697	**GSF**	$608.82	**$80,179,110**
ADDITION - 7 STORY	381,963	**GSF**	$634.45	**$242,335,398**
SITEWORK				**$41,410,319**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 1 (1 STORY GARAGE W/ FIELD)				**$14,280,000**
DEMOLITION	353,606	**GSF**	$11.00	**$3,889,666**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$400,915,293
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$60,137,294
CM CONTINGENCY		3%		$13,831,578
ESCALATION (bid Spring 2028)		10%		$46,105,259
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$21,533,177
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,396,222
PROFIT		3%		$17,257,765
		TOTAL CONSTRUCTION COST		$592,516,586
		COST PER SF		**$1,076.20**

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OPTION C.2.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	131,697	**GSF**	$608.82	**$80,179,110**
ADDITION - 5 STORY	381,963	**GSF**	$613.18	**$234,212,855**
SITEWORK				**$41,446,078**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 1 (1 STORY GARAGE W/ FIELD)				**$14,280,000**
DEMOLITION	353,606	**GSF**	$11.00	**$3,889,666**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$392,828,509
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$58,924,276
CM CONTINGENCY		3%		$13,552,584
ESCALATION (bid Spring 2028)		10%		$45,175,279
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$21,112,826
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,095,671
PROFIT		3%		$16,920,874

	TOTAL CONSTRUCTION COST			$580,950,019
	COST PER SF			**$1,055.19**

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OPTION C.3.1 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	16,730	**GSF**	$777.48	**$13,007,162**
ADDITION - 6 STORY	496,930	**GSF**	$608.68	**$302,469,588**
SITEWORK				**$41,663,012**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 1 (1 STORY GARAGE W/ FIELD)				**$14,280,000**
DEMOLITION	468,576	**GSF**	$11.00	**$5,154,336**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$395,394,898
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$59,309,235
CM CONTINGENCY		3%		$13,641,124
ESCALATION (bid Spring 2028)		10%		$45,470,413
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$21,246,227
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,191,052
PROFIT		3%		$17,027,788
		TOTAL CONSTRUCTION COST		$584,620,738
		COST PER SF		**$1,061.86**

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OPTION C.3.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	16,730	**GSF**	$777.48	**$13,007,162**
ADDITION - 6 STORY	496,930	**GSF**	$606.72	**$301,498,144**
SITEWORK				**$41,834,603**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 1 (1 STORY GARAGE W/ FIELD)				**$14,280,000**
DEMOLITION	468,576	**GSF**	$11.00	**$5,154,336**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$394,595,045
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$59,189,257
CM CONTINGENCY		3%		$13,613,529
ESCALATION (bid Spring 2028)		10%		$45,378,430
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$21,204,650
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,161,325
PROFIT		3%		$16,994,467
		TOTAL CONSTRUCTION COST		$583,476,703
		COST PER SF		**$1,059.78**

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OPTION C.3.3 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	16,730	**GSF**	$761.48	**$12,739,482**
ADDITION - 4 STORY	496,930	**GSF**	$589.90	**$293,140,771**
SITEWORK				**$41,853,440**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 1 (1 STORY GARAGE W/ FIELD)				**$14,280,000**
DEMOLITION	468,576	**GSF**	$11.00	**$5,154,336**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$385,988,829
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,898,324
CM CONTINGENCY		3%		$13,316,615
ESCALATION (bid Spring 2028)		10%		$44,388,715
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$20,757,299
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,841,469
PROFIT		3%		$16,635,938
		TOTAL CONSTRUCTION COST		$571,167,190
		COST PER SF		**$1,037.43**

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OPTION C.3.4 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
RENOVATION	16,730	**GSF**	$761.48	**$12,739,482**
ADDITION - 4 STORY	496,930	**GSF**	$579.02	**$287,730,688**
SITEWORK				**$41,853,440**
POOL RENOVATION	36,902	**GSF**	$400.00	**$14,760,800**
PARKING OPT 2 (1 STORY GARAGE W/ STADIUM)				**$16,682,500**
DEMOLITION	468,576	**GSF**	$11.00	**$5,154,336**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**
		TOTAL DIRECT COST		$382,981,246
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$57,447,187
CM CONTINGENCY		3%		$13,212,853
ESCALATION (bid Spring 2028)		10%		$44,042,843
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$20,600,965
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,729,690
PROFIT		3%		$16,510,644
		TOTAL CONSTRUCTION COST		$566,865,428
		COST PER SF		**$1,029.61**

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OPTION D 1.1 NEW CONSTRUCTION

	GSF		COST PER S.F.	TOTAL
NEW CONSTRUCTION - 6 STORY	501,532	**GSF**	$657.56	**$329,785,168**
SITEWORK				**$43,872,278**
PARKING OPT 2 (1 STORY GARAGE W/ STADIUM)				**$16,682,500**
NEW POOL	16,400	**GSF**	$775.00	**$12,710,000**
DEMOLITION	522,205	**GSF**	$10.50	**$5,483,153**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$412,593,099
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$61,888,965
CM CONTINGENCY		3%		$14,234,462
ESCALATION (bid Spring 2028)		10%		$47,448,206
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$22,140,189
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,830,235
PROFIT		3%		$17,744,255

	TOTAL CONSTRUCTION COST			$609,219,411
	COST PER SF			**$1,214.72**

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OPTION D 1.2 NEW CONSTRUCTION

	GSF		COST PER S.F.	TOTAL
NEW CONSTRUCTION - 4 STORY	501,532	**GSF**	$652.85	**$327,424,045**
SITEWORK				**$42,930,468**
PARKING OPT 3 (4 STORY GARAGE)	1	**LS**		**$8,925,000.00**
NEW POOL	16,400	**GSF**	$775.00	**$12,710,000**
DEMOLITION	522,205	**GSF**	$10.50	**$5,483,153**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$401,532,665
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$60,229,900
CM CONTINGENCY		3%		$13,852,877
ESCALATION (bid Spring 2028)		10%		$46,176,257
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$21,565,268
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,419,167
PROFIT		3%		$17,283,484

	TOTAL CONSTRUCTION COST			$593,399,617
	COST PER SF			**$1,183.17**

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OPTION D 2.1 NEW CONSTRUCTION

	GSF		COST PER S.F.	TOTAL
NEW CONSTRUCTION - 6 STORY	501,532	**GSF**	$654.27	**$328,139,166**
SITEWORK				**$43,827,047**
PARKING OPT 2 (1 STORY GARAGE W/ STADIUM)				**$16,682,500**
NEW POOL	16,400	**GSF**	$775.00	**$12,710,000**
DEMOLITION	522,205	**GSF**	$10.50	**$5,483,153**
HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$3,819,250**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/20/26**		**$240,750**

	TOTAL DIRECT COST			$410,901,865
CM CHPTR 149a				
DESIGN CONTINGENCY		15%		$61,635,280
CM CONTINGENCY		3%		$14,176,114
ESCALATION (bid Spring 2028)		10%		$47,253,714
GENERAL CONDITIONS	51	MOS	$340,000	$17,340,000
GENERAL REQUIREMENTS		4.0%		$22,052,279
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,767,379
PROFIT		3%		$17,673,799

	TOTAL CONSTRUCTION COST			$606,800,431
	COST PER SF			**$1,209.89**

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 19-Feb-26

SUMMARY

No.: 18021

	CODE UPGRADE TOTAL	RENOVATION B1.1 TOTAL	RENOVATION B1.2 TOTAL	RENOVATION B2.1 TOTAL	RENOVATION B2.2 TOTAL	RENOVATION B3.1 TOTAL	RENOVATION B3.2 TOTAL	RENOVATION B4.1 TOTAL	RENOVATION B4.2 TOTAL
								Y	X
A. SUBSTRUCTURE									
A10 - FOUNDATIONS									
A1010 STANDARD FOUNDATIONS	$1,455,909	$1,455,909	$1,384,401	$1,250,091	$1,250,091	$963,852	$978,678	$651,900	$651,900
A1020 SPECIAL FOUNDATIONS	$0	$0	$0	$0	$0	$0	$0	$0	$0
A1030 SLAB ON GRADE	$1,213,258	$1,213,258	$1,153,668	$1,041,743	$1,041,743	$803,210	$815,565	$543,250	$543,250
A20 - BASEMENT CONSTRUCTION									
A2010 BASEMENT EXCAVATION	$0	$0	$0	$0	$0	$0	$0	$0	$0
A2020 BASEMENT WALLS	$0	$0	$0	$0	$0	$0	$0	$0	$0
B. SHELL									
B10 - SUPERSTRUCTURE									
B1010 FLOOR CONSTRUCTION	$4,853,030	$4,853,030	$4,614,670	$4,166,970	$4,166,970	$3,212,840	$3,262,260	$2,173,000	$2,173,000
B1020 ROOF CONSTRUCTION	$3,654,060	$3,654,060	$3,654,060	$3,654,060	$3,654,060	$3,654,060	$3,654,060	$3,654,060	$3,654,060
B20 - EXTERIOR ENCLOSURE									
B2010 EXTERIOR WALLS	$7,279,545	$36,397,725	$34,610,025	$31,252,275	$31,252,275	$24,096,300	$24,466,950	$16,297,500	$16,297,500
B2020 EXTERIOR WINDOWS	$18,441,514	$18,441,514	$17,535,746	$15,834,486	$15,834,486	$12,208,792	$12,396,588	$8,257,400	$8,257,400
B2030 EXTERIOR DOORS	$727,955	$727,955	$692,201	$625,046	$625,046	$481,926	$489,339	$325,950	$325,950
B30 - ROOFING									
B3010 ROOF COVERINGS	$5,606,496	$5,606,496	$5,606,496	$5,606,496	$5,606,496	$5,606,496	$5,606,496	$5,606,496	$5,606,496
B3020 ROOF OPENINGS	$315,447	$315,447	$299,954	$270,853	$270,853	$208,835	$212,047	$141,245	$141,245
C. INTERIORS									
C10 - INTERIOR CONSTRUCTION									
C1010 PARTITIONS	$2,426,515	$21,838,635	$20,766,015	$18,751,365	$18,751,365	$14,457,780	$14,680,170	$9,778,500	$9,778,500
C1020 INTERIOR DOORS	$727,955	$3,761,098	$3,576,369	$3,229,402	$3,229,402	$2,489,951	$2,528,252	$1,684,075	$1,684,075
C1030 FITTINGS	$1,213,258	$7,279,545	$6,922,005	$6,250,455	$6,250,455	$4,819,260	$4,893,390	$3,259,500	$3,259,500
C20 - STAIRS									
C2010 STAIR CONSTRUCTION	$250,000	$187,500	$187,500	$187,500	$187,500	$187,500	$187,500	$187,500	$187,500
C2020 STAIR FINISHES	$127,000	$95,250	$95,250	$95,250	$95,250	$95,250	$95,250	$95,250	$95,250
C30 - INTERIOR FINISHES									
C3010 WALL FINISHES	$2,426,515	$8,250,151	$7,844,939	$7,083,849	$7,083,849	$5,461,828	$5,545,842	$3,694,100	$3,694,100
C3020 FLOOR FINISHES	$7,279,545	$7,279,545	$6,922,005	$6,250,455	$6,250,455	$4,819,260	$4,893,390	$3,259,500	$3,259,500
C3030 CEILING FINISHES	$7,279,545	$7,279,545	$6,922,005	$6,250,455	$6,250,455	$4,819,260	$4,893,390	$3,259,500	$3,259,500

	RENOVATION B5.1 TOTAL	RENOVATION B6.1 TOTAL	RENOVATION B6.2 TOTAL	RENOVATION B7.1 TOTAL	RENOVATION B7.2 TOTAL	RENOVATION B8.1 TOTAL	RENOVATION B8.2 TOTAL	RENOVATION C1.1 TOTAL	RENOVATION C1.2 TOTAL
	Z	AB	AD	AF	AH	AJ	AL	AN	AP
A. SUBSTRUCTURE									
A10 - FOUNDATIONS									
A1010 STANDARD FOUNDATIONS	$707,043	$666,504	$666,504	$796,455	$796,455	$978,456	$978,456	$395,091	$395,091
A1020 SPECIAL FOUNDATIONS	$0	$0	$0	$0	$0	$0	$0	$0	$0
A1030 SLAB ON GRADE	$589,203	$555,420	$555,420	$663,713	$663,713	$815,380	$815,380	$329,243	$329,243
A20 - BASEMENT CONSTRUCTION									
A2010 BASEMENT EXCAVATION	$0	$0	$0	$0	$0	$0	$0	$0	$0
A2020 BASEMENT WALLS	$0	$0	$0	$0	$0	$0	$0	$0	$0
B. SHELL									
B10 - SUPERSTRUCTURE									
B1010 FLOOR CONSTRUCTION	$2,356,810	$2,221,680	$2,221,680	$2,654,850	$2,654,850	$3,261,520	$3,261,520	$1,316,970	$1,316,970
B1020 ROOF CONSTRUCTION	$2,756,460	$2,756,460	$2,756,460	$2,756,460	$2,754,660	$2,754,660	$2,754,660	$2,754,660	$2,754,660
B20 - EXTERIOR ENCLOSURE									
B2010 EXTERIOR WALLS	$17,676,075	$16,662,600	$16,662,600	$19,911,375	$19,911,375	$24,461,400	$24,461,400	$9,877,275	$9,877,275
B2020 EXTERIOR WINDOWS	$8,955,878	$8,442,384	$8,442,384	$10,088,430	$10,088,430	$12,393,776	$12,393,776	$5,004,486	$5,004,486
B2030 EXTERIOR DOORS	$353,522	$333,252	$325,950	$398,228	$398,228	$489,228	$489,228	$197,546	$197,546
B30 - ROOFING									
B3010 ROOF COVERINGS	$4,170,336	$4,170,336	$4,170,336	$4,170,336	$4,167,456	$4,167,456	$4,167,456	$4,167,456	$4,167,456
B3020 ROOF OPENINGS	$153,193	$144,409	$144,409	$172,565	$172,565	$211,999	$211,999	$85,603	$85,603
C. INTERIORS									
C10 - INTERIOR CONSTRUCTION									
C1010 PARTITIONS	$10,605,645	$9,997,560	$9,997,560	$11,946,825	$11,946,825	$14,676,840	$14,676,840	$5,926,365	$5,926,365
C1020 INTERIOR DOORS	$1,826,528	$1,721,802	$1,721,802	$2,057,509	$2,057,509	$2,527,678	$2,527,678	$1,020,652	$1,020,652
C1030 FITTINGS	$3,535,215	$3,332,520	$3,332,520	$3,982,275	$3,982,275	$4,892,280	$4,892,280	$1,975,455	$1,975,455
C20 - STAIRS									
C2010 STAIR CONSTRUCTION	$187,500	$187,500	$187,500	$187,500	$187,500	$187,500	$187,500	$100,000	$100,000
C2020 STAIR FINISHES	$95,250	$95,250	$95,250	$95,250	$95,250	$95,250	$95,250	$50,800	$50,800
C30 - INTERIOR FINISHES									
C3010 WALL FINISHES	$4,006,577	$3,776,856	$3,776,856	$4,513,245	$4,513,245	$5,544,584	$5,544,584	$2,238,849	$2,238,849
C3020 FLOOR FINISHES	$3,535,215	$3,332,520	$3,332,520	$3,982,275	$3,982,275	$4,892,280	$4,892,280	$1,975,455	$1,975,455
C3030 CEILING FINISHES	$3,535,215	$3,332,520	$3,332,520	$3,982,275	$3,982,275	$4,892,280	$4,892,280	$1,975,455	$1,975,455

	RENOVATION C1.3 TOTAL	RENOVATION C1.4 TOTAL	RENOVATION C2.1 TOTAL	RENOVATION C2.2 TOTAL	RENOVATION C3.1 TOTAL	RENOVATION C3.2 TOTAL	RENOVATION C3.3 TOTAL	RENOVATION C3.4 TOTAL
	AR	AT	AV	AX	AZ	BB	BD	BF
A. SUBSTRUCTURE								
A10 - FOUNDATIONS								
A1010 STANDARD FOUNDATIONS	$395,091	$395,091	$395,091	$395,091	$50,190	$50,190	$50,190	$50,190
A1020 SPECIAL FOUNDATIONS	$0	$0	$0	$0	$0	$0	$0	$0
A1030 SLAB ON GRADE	$329,243	$329,243	$329,243	$329,243	$41,825	$41,825	$41,825	$41,825
A20 - BASEMENT CONSTRUCTION								
A2010 BASEMENT EXCAVATION	$0	$0	$0	$0	$0	$0	$0	$0
A2020 BASEMENT WALLS	$0	$0	$0	$0	$0	$0	$0	$0
B. SHELL								
B10 - SUPERSTRUCTURE								
B1010 FLOOR CONSTRUCTION	$1,316,970	$1,316,970	$1,316,970	$1,316,970	$167,300	$167,300	$167,300	$167,300
B1020 ROOF CONSTRUCTION	$2,754,660	$2,754,660	$2,754,660	$2,754,660	$1,082,430	$1,082,430	$1,082,430	$1,082,430
B20 - EXTERIOR ENCLOSURE								
B2010 EXTERIOR WALLS	$9,877,275	$9,877,275	$9,877,275	$9,877,275	$1,254,750	$1,254,750	$1,254,750	$1,254,750
B2020 EXTERIOR WINDOWS	$5,004,486	$5,004,486	$5,004,486	$5,004,486	$635,740	$635,740	$635,740	$635,740
B2030 EXTERIOR DOORS	$197,546	$197,546	$197,546	$197,546	$25,095	$25,095	$25,095	$25,095
B30 - ROOFING								
B3010 ROOF COVERINGS	$4,167,456	$4,167,456	$4,167,456	$4,167,456	$1,491,888	$1,491,888	$1,491,888	$1,491,888
B3020 ROOF OPENINGS	$85,603	$85,603	$85,603	$85,603	$10,875	$10,875	$10,875	$10,875
C. INTERIORS								
C10 - INTERIOR CONSTRUCTION								
C1010 PARTITIONS	$5,926,365	$5,926,365	$5,926,365	$5,926,365	$752,850	$752,850	$752,850	$752,850
C1020 INTERIOR DOORS	$1,020,652	$1,020,652	$1,020,652	$1,020,652	$129,658	$129,658	$129,658	$129,658
C1030 FITTINGS	$1,975,455	$1,975,455	$1,975,455	$1,975,455	$250,950	$250,950	$250,950	$250,950
C20 - STAIRS								
C2010 STAIR CONSTRUCTION	$100,000	$100,000	$100,000	$100,000	$25,000	$25,000	$25,000	$25,000
C2020 STAIR FINISHES	$50,800	$50,800	$50,800	$50,800	$12,700	$12,700	$12,700	$12,700
C30 - INTERIOR FINISHES								
C3010 WALL FINISHES	$2,238,849	$2,238,849	$2,238,849	$2,238,849	$284,410	$284,410	$284,410	$284,410
C3020 FLOOR FINISHES	$1,975,455	$1,975,455	$1,975,455	$1,975,455	$250,950	$250,950	$250,950	$250,950
C3030 CEILING FINISHES	$1,975,455	$1,975,455	$1,975,455	$1,975,455	$250,950	$250,950	$250,950	$250,950

Medford High School - Renovation

	CODE UPGRADE TOTAL	RENOVATION B1.1 TOTAL	RENOVATION B1.2 TOTAL	RENOVATION B2.1 TOTAL	RENOVATION B2.2 TOTAL	RENOVATION B3.1 TOTAL	RENOVATION B3.2 TOTAL	RENOVATION B4.1 TOTAL	RENOVATION B4.2 TOTAL
D. SERVICES									
D10 - CONVEYING									
D1010 ELEVATORS & LIFTS	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000
D1010 ESCALATORS & MOVING WALKS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D1090 OTHER CONVEYING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D20 - PLUMBING									
D2010 PLUMBING	$9,706,060	$9,706,060	$9,229,340	$8,333,940	$8,333,940	$6,425,680	$6,524,520	$4,346,000	$4,346,000
D2020 DOMESTIC WATER DISTRIBUTION	$0	$0	$0	$0	$0	$0	$0	$0	$0
D2030 SANITARY WASTE	$0	$0	$0	$0	$0	$0	$0	$0	$0
D2040 RAIN WATER DRAINAGE	$0	$0	$0	$0	$0	$0	$0	$0	$0
D2090 OTHER PLUMBING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D30 - HVAC									
D3010 HVAC	$64,147,351	$64,147,351	$63,304,043	$55,079,009	$57,162,494	$42,467,319	$44,751,683	$28,722,714	$29,809,214
D3020 HEAT GENERATING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3030 COOLING GENERATING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3040 DISTRIBUTION SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3050 TERMINAL & PACKAGE UNITS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3060 CONTROLS AND INSTRUMENTATION	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3070 SYSTEMS TESTING & BALANCING	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3090 OTHER HVAC SYSTEMS & EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0	$0
D40 - FIRE PROTECTION									
D4010 SPRINKLERS	$4,246,401	$4,246,401	$4,499,303	$3,646,099	$4,062,796	$2,811,235	$3,180,704	$1,901,375	$2,118,675
D4020 STANDPIPES	$0	$0	$0	$0	$0	$0	$0	$0	$0
D4030 FIRE PROTECTION SPECIALTIES	$0	$0	$0	$0	$0	$0	$0	$0	$0
D4090 OTHER FIRE PROTECTION SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0

	RENOVATION B5.1 TOTAL	RENOVATION B6.1 TOTAL	RENOVATION B6.2 TOTAL	RENOVATION B7.1 TOTAL	RENOVATION B7.2 TOTAL	RENOVATION B8.1 TOTAL	RENOVATION B8.2 TOTAL	RENOVATION C1.1 TOTAL	RENOVATION C1.2 TOTAL
D. SERVICES									
D10 - CONVEYING									
D1010 ELEVATORS & LIFTS	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000
D1010 ESCALATORS & MOVING WALKS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D1090 OTHER CONVEYING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D20 - PLUMBING									
D2010 PLUMBING	$4,713,620	$4,443,360	$4,443,360	$5,309,700	$5,309,700	$6,523,040	$6,523,040	$2,633,940	$2,633,940
D2020 DOMESTIC WATER DISTRIBUTION	$0	$0	$0	$0	$0	$0	$0	$0	$0
D2030 SANITARY WASTE	$0	$0	$0	$0	$0	$0	$0	$0	$0
D2040 RAIN WATER DRAINAGE	$0	$0	$0	$0	$0	$0	$0	$0	$0
D2090 OTHER PLUMBING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D30 - HVAC									
D3010 HVAC	$32,330,720	$29,366,166	$29,366,166	$35,091,807	$35,091,807	$43,110,771	$43,110,771	$18,066,194	$17,407,709
D3020 HEAT GENERATING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3030 COOLING GENERATING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3040 DISTRIBUTION SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3050 TERMINAL & PACKAGE UNITS	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3060 CONTROLS AND INSTRUMENTATION	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3070 SYSTEMS TESTING & BALANCING	$0	$0	$0	$0	$0	$0	$0	$0	$0
D3090 OTHER HVAC SYSTEMS & EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0	$0
D40 - FIRE PROTECTION									
D4010 SPRINKLERS	$2,297,890	$1,943,970	$1,943,970	$2,322,994	$2,322,994	$2,853,830	$2,853,830	$901,128	$769,431
D4020 STANDPIPES	$0	$0	$0	$0	$0	$0	$0	$0	$0
D4030 FIRE PROTECTION SPECIALTIES	$0	$0	$0	$0	$0	$0	$0	$0	$0
D4090 OTHER FIRE PROTECTION SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0	$0

	RENOVATION C1.3 TOTAL	RENOVATION C1.4 TOTAL	RENOVATION C2.1 TOTAL	RENOVATION C2.2 TOTAL	RENOVATION C3.1 TOTAL	RENOVATION C3.2 TOTAL	RENOVATION C3.3 TOTAL	RENOVATION C3.4 TOTAL
D. SERVICES								
D10 - CONVEYING								
D1010 ELEVATORS & LIFTS	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000	$500,000
D1010 ESCALATORS & MOVING WALKS	$0	$0	$0	$0	$0	$0	$0	$0
D1090 OTHER CONVEYING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0
D20 - PLUMBING								
D2010 PLUMBING	$2,633,940	$2,633,940	$2,633,940	$2,633,940	$334,600	$334,600	$334,600	$334,600
D2020 DOMESTIC WATER DISTRIBUTION	$0	$0	$0	$0	$0	$0	$0	$0
D2030 SANITARY WASTE	$0	$0	$0	$0	$0	$0	$0	$0
D2040 RAIN WATER DRAINAGE	$0	$0	$0	$0	$0	$0	$0	$0
D2090 OTHER PLUMBING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0
D30 - HVAC								
D3010 HVAC	$17,407,709	$17,407,709	$18,066,194	$18,066,194	$2,295,021	$2,295,021	$2,211,371	$2,211,371
D3020 HEAT GENERATING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0
D3030 COOLING GENERATING SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0
D3040 DISTRIBUTION SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0
D3050 TERMINAL & PACKAGE UNITS	$0	$0	$0	$0	$0	$0	$0	$0
D3060 CONTROLS AND INSTRUMENTATION	$0	$0	$0	$0	$0	$0	$0	$0
D3070 SYSTEMS TESTING & BALANCING	$0	$0	$0	$0	$0	$0	$0	$0
D3090 OTHER HVAC SYSTEMS & EQUIPMENT	$0	$0	$0	$0	$0	$0	$0	$0
D40 - FIRE PROTECTION								
D4010 SPRINKLERS	$769,431	$769,431	$901,128	$901,128	$786,161	$786,161	$769,431	$769,431
D4020 STANDPIPES	$0	$0	$0	$0	$0	$0	$0	$0
D4030 FIRE PROTECTION SPECIALTIES	$0	$0	$0	$0	$0	$0	$0	$0
D4090 OTHER FIRE PROTECTION SYSTEMS	$0	$0	$0	$0	$0	$0	$0	$0

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Project No. 1 X-Ray Report & Investigation No. 1

Patient Name: Test Patient 1 | Date: 2024-01-01

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 19-Feb-26

SUMMARY

No.: 18021

	ADDITION B.1 TOTAL	ADDITION B1.2 TOTAL	ADDITION B2.1 TOTAL	ADDITION B2.2 TOTAL	ADDITION B3.1 TOTAL	ADDITION B3.2 TOTAL	ADDITION B4.1 TOTAL	ADDITION B4.2 TOTAL	ADDITION B5.1 TOTAL	ADDITION B6.1 TOTAL	ADDITION B6.2 TOTAL	ADDITION B7.1 TOTAL	ADDITION B7.2 TOTAL	ADDITION B8.1 TOTAL	ADDITION B8.2 TOTAL
A. SUBSTRUCTURE															
A10 - FOUNDATIONS															
A1010 STANDARD FOUNDATIONS	$832,185	$832,185	$3,499,110	$1,845,000	$2,955,060	$2,528,595	$5,139,585	$4,564,260	$5,293,305	$6,860,070	$5,113,170	$5,524,200	$6,511,230	$6,001,605	$3,712,455
A1020 SPECIAL FOUNDATIONS	$390,108	$390,108	$1,640,160	$864,866	$1,385,096	$1,185,202	$2,408,985	$2,139,812	$2,481,179	$2,732,725	$2,396,589	$2,200,627	$2,593,756	$2,390,779	$1,478,923
A1030 SLAB ON GRADE	$425,339	$425,339	$1,788,434	$943,000	$1,510,364	$1,292,393	$2,626,899	$2,332,844	$2,705,467	$3,506,258	$2,613,398	$2,823,480	$3,327,962	$3,067,487	$1,897,477
B. SHELL															
B10 - SUPERSTRUCTURE															
B1010 FLOOR CONSTRUCTION	$630,310	$2,153,430	$1,227,200	$3,576,036	$8,096,641	$8,386,428	$11,639,193	$12,456,155	$10,246,365	$8,885,039	$11,365,637	$8,014,019	$6,612,436	$3,459,482	$6,710,075
B1020 ROOF CONSTRUCTION	$1,897,546	$1,897,546	$4,896,355	$3,036,400	$4,284,601	$3,805,065	$6,740,978	$6,094,057	$6,913,827	$8,675,568	$6,711,276	$7,173,456	$8,283,316	$7,710,271	$5,136,249
B20 - EXTERIOR ENCLOSURE															
B2010 EXTERIOR WALLS	$3,925,274	$5,879,826	$9,550,966	$9,550,966	$17,374,832	$16,969,588	$25,901,520	$25,901,520	$24,394,278	$25,502,344	$25,502,344	$21,950,350	$21,950,350	$16,975,656	$16,975,656
B2020 EXTERIOR WINDOWS	$1,077,566	$1,983,334	$3,684,594	$3,684,594	$7,310,288	$7,122,492	$11,261,680	$11,261,680	$10,563,202	$11,076,696	$11,076,696	$9,430,650	$9,430,650	$7,125,304	$7,125,304
B2030 EXTERIOR DOORS	$56,714	$104,386	$193,926	$193,926	$384,752	$374,868	$592,720	$593,720	$555,958	$582,984	$582,984	$496,350	$496,350	$375,016	$375,016
B30 - ROOFING															
B3010 ROOF COVERINGS	$1,759,119	$1,697,694	$4,686,519	$2,802,340	$3,966,969	$3,473,918	$6,315,524	$5,626,444	$6,458,497	$8,204,528	$6,213,508	$6,785,710	$7,902,177	$7,371,187	$4,764,327
B3020 ROOF OPENINGS	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500
C. INTERIORS															
C10 - INTERIOR CONSTRUCTION															
C1010 PARTITIONS	$1,134,280	$2,087,720	$3,878,520	$3,878,520	$7,695,040	$7,497,360	$11,854,400	$11,854,400	$11,119,160	$11,659,680	$11,659,680	$9,927,000	$9,927,000	$7,500,320	$7,500,320
C1020 INTERIOR DOORS	$283,570	$521,930	$969,630	$969,630	$1,923,760	$1,874,340	$2,963,600	$2,963,600	$2,779,790	$2,914,920	$2,914,920	$2,481,750	$2,481,750	$1,875,080	$1,875,080
C1030 FITTINGS	$425,355	$782,895	$1,454,445	$1,454,445	$2,885,640	$2,811,510	$4,445,400	$4,445,400	$4,169,685	$4,372,380	$4,372,380	$3,722,625	$3,722,625	$2,812,620	$2,812,620
C20 - STAIRS															
C2010 STAIR CONSTRUCTION	$1,491,000	$1,861,000	$1,491,000	$1,861,000	$1,491,000	$1,861,000	$1,491,000	$1,861,000	$1,861,000	$1,491,000	$1,491,000	$1,491,000	$1,491,000	$1,491,000	$1,491,000
C2020 STAIR FINISHES	$191,900	$217,300	$191,900	$217,300	$191,900	$217,300	$191,900	$217,300	$217,300	$191,900	$191,900	$191,900	$191,900	$191,900	$191,900
C30 - INTERIOR FINISHES															
C3010 WALL FINISHES	$503,337	$926,426	$1,721,093	$1,721,093	$3,414,674	$3,326,954	$5,260,390	$5,260,390	$4,934,127	$5,173,983	$5,173,983	$4,405,106	$4,405,106	$3,328,267	$3,328,267
C3020 FLOOR FINISHES	$531,694	$978,619	$1,818,056	$1,818,056	$3,607,050	$3,514,388	$5,556,750	$5,556,750	$5,212,106	$5,465,475	$5,465,475	$4,653,281	$4,653,281	$3,515,775	$3,515,775
C3030 CEILING FINISHES	$510,426	$939,474	$1,745,334	$1,745,334	$3,462,768	$3,373,812	$5,334,480	$5,334,480	$5,003,622	$5,246,856	$5,246,856	$4,467,150	$4,467,150	$3,375,144	$3,375,144
D. SERVICES															
D10 - CONVEYING															
D1010 ELEVATORS & LIFTS	$1,068,000	$1,320,000	$1,068,000	$1,320,000	$1,068,000	$1,320,000	$1,068,000	$1,320,000	$1,068,000	$1,068,000	$1,068,000	$1,068,000	$1,068,000	$1,068,000	$1,068,000
D20 - PLUMBING															
D2010 PLUMBING	$1,452,211	$2,000,439	$3,030,149	$3,030,149	$5,224,648	$5,110,982	$7,616,280	$7,616,280	$7,193,517	$7,504,316	$7,504,316	$6,508,025	$6,508,025	$5,112,684	$5,112,684
D30 - HVAC															
D3010 HVAC	$3,748,228	$7,159,836	$12,816,569	$13,301,384	$25,428,260	$25,712,196	$39,172,865	$40,654,665	$38,133,159	$38,529,413	$38,529,413	$32,803,772	$32,803,772	$24,784,807	$24,784,807
D40 - FIRE PROTECTION															
D4010 SPRINKLERS	$248,124	$508,882	$848,426	$945,389	$1,683,290	$1,827,482	$2,593,150	$2,889,510	$2,710,295	$2,550,555	$2,550,555	$2,171,531	$2,171,531	$1,640,695	$1,640,695

Medford High School - ADDITION + SITE DETAIL	ADDITION B.1 TOTAL	ADDITION B1.2 TOTAL	ADDITION B2.1 TOTAL	ADDITION B2.2 TOTAL	ADDITION B3.1 TOTAL	ADDITION B3.2 TOTAL	ADDITION B4.1 TOTAL	ADDITION B4.2 TOTAL	ADDITION B5.1 TOTAL	ADDITION B6.1 TOTAL	ADDITION B6.2 TOTAL	ADDITION B7.1 TOTAL	ADDITION B7.2 TOTAL	ADDITION B8.1 TOTAL	ADDITION B8.2 TOTAL
D50 - ELECTRICAL															
D5010 ELECTRICAL SERVICE & DISTRIBUTION	$1,190,284	$1,998,246	$2,013,556	$2,983,186	$3,158,512	$4,973,548	$4,406,320	$7,369,920	$6,965,538	$6,965,538	$4,347,904	$3,828,100	$3,828,100	$3,100,096	$3,100,096
D5020 LIGHTING & BRANCH WIRING	$506,172	$931,645	$1,730,790	$1,730,790	$3,433,912	$3,345,697	$5,290,026	$5,290,026	$4,961,925	$4,961,925	$5,203,132	$4,429,924	$4,429,924	$3,347,018	$3,347,018
D5030 COMMUNICATION & SECURITY	$716,014	$1,317,873	$2,448,316	$2,448,316	$4,857,494	$4,732,709	$7,483,090	$7,483,090	$7,018,970	$7,018,970	$7,360,173	$6,266,419	$6,266,419	$4,734,577	$4,734,577
D5090 OTHER ELECTRICAL SYSTEMS	$564,304	$1,038,641	$1,929,564	$1,929,564	$3,828,282	$3,729,937	$5,897,564	$5,897,564	$5,531,782	$5,531,782	$5,800,691	$4,938,683	$4,938,683	$3,731,409	$3,731,409
E. EQUIPMENT & FURNISHINGS															
E10 - EQUIPMENT															
E1010 COMMERCIAL EQUIPMENT	$129,308	$238,000	$442,151	$442,151	$877,235	$854,699	$1,351,402	$1,351,402	$1,267,584	$1,267,584	$1,329,204	$1,131,678	$1,131,678	$855,036	$855,036
E1090 OTHER EQUIPMENT	$410,609	$755,755	$1,404,024	$1,404,024	$2,785,604	$2,714,044	$4,291,293	$4,291,293	$4,025,136	$4,025,136	$4,220,804	$3,593,574	$3,593,574	$2,715,116	$2,715,116
E20 - FURNISHINGS															
E 2010 FIXED FURNISHINGS	$824,458	$1,202,259	$1,911,864	$1,911,864	$3,424,160	$3,345,829	$5,072,306	$5,072,306	$4,780,967	$4,780,967	$4,995,148	$4,308,574	$4,308,574	$3,347,002	$3,347,002
E2020 MOVABLE FURNISHINGS	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL BUILDING COST	**$37,479,935**	**$42,707,286**	**$74,637,150**	**$72,165,823**	**$128,266,331**	**$127,838,833**	**$194,523,799**	**$198,255,166**	**$189,122,243**	**$197,303,091**	**$191,557,635**	**$167,343,433**	**$170,052,818**	**$133,559,834**	**$137,258,529**
G. BUILDING SITEWORK															
G10 - SITE PREPARATION															
G1010 SITE CLEARING	$853,864	$863,361	$841,080	$859,604	$862,606	$868,510	$859,763	$871,424	$863,011	$863,011	$871,185	$850,494	$840,661	$838,708	$864,235
G1020 SITE DEMOLITION & RELOCATIONS	$2,021,602	$2,036,061	$2,002,140	$2,030,340	$2,034,911	$2,043,899	$2,030,582	$2,048,335	$2,035,528	$2,035,528	$2,047,972	$2,016,471	$2,001,501	$1,998,528	$2,037,391
G1030 SITE EARTHWORK	$4,321,907	$4,374,512	$4,251,096	$4,353,699	$4,370,331	$4,403,032	$4,354,580	$4,419,172	$4,372,573	$4,372,573	$4,417,849	$4,303,240	$4,248,774	$4,237,956	$4,379,352
G1040 HAZARDOUS WASTE REMEDIATION	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
G20 - SITE IMPROVEMENTS															
G2010 ROADWAYS	$5,578,595	$5,620,904	$5,521,653	$5,604,171	$5,617,546	$5,643,841	$5,604,875	$5,656,815	$5,619,342	$5,619,342	$5,655,751	$5,563,589	$5,519,774	$5,511,083	$5,624,800
G2020 PARKING LOTS	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
G2030 PEDESTRIAN PAVING	$4,554,738	$4,638,521	$4,441,952	$4,605,368	$4,631,871	$4,683,963	$4,606,776	$4,709,657	$4,635,443	$4,635,443	$4,707,537	$4,525,006	$4,438,241	$4,421,017	$4,646,226
G2040 SITE DEVELOPMENT	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500	$11,252,500
G2050 LANDSCAPING	$4,973,009	$5,014,096	$4,917,705	$4,997,761	$5,010,829	$5,036,370	$4,998,530	$5,048,972	$5,012,580	$5,012,580	$5,047,943	$4,958,430	$4,915,893	$4,907,445	$5,017,874
G30 - SITE MECHANICAL UTILITIES															
G3010 WATER SUPPLY	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000
G3020 SANITARY SEWER	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000
G3030 STORM SEWER	$3,106,392	$3,145,176	$3,409,782	$3,264,876	$3,425,148	$3,292,394	$3,704,802	$3,675,708	$3,947,466	$3,947,466	$3,747,918	$3,718,226	$3,869,676	$3,733,758	$3,533,782
G40 - SITE ELECTRICAL UTILITIES															
G4010 ELECTRICAL DISTRIBUTION	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000
G4020 SITE LIGHTING	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000
TOTAL SITE COST	**$41,245,607**	**$41,528,131**	**$41,220,907**	**$41,551,319**	**$41,788,743**	**$41,907,509**	**$41,995,409**	**$42,265,585**	**$42,321,443**	**$42,321,443**	**$42,331,655**	**$41,770,967**	**$41,610,019**	**$41,483,993**	**$41,938,171**
TOTAL SITE + ADDITION	**$68,725,542**	**$84,235,417**	**$115,858,058**	**$113,717,142**	**$170,055,075**	**$169,746,342**	**$236,519,208**	**$240,520,751**	**$231,443,686**	**$239,624,534**	**$233,889,290**	**$209,114,400**	**$211,662,837**	**$175,043,827**	**$169,196,699**

TOTAL CHECK:

DESCRIPTION	UNIT COST	UNIT	ADDITION B.1 QUANTITY	ADDITION B.1 TOTAL	ADDITION B1.2 QUANTITY	ADDITION B1.2 TOTAL	ADDITION B2.1 QUANTITY	ADDITION B2.1 TOTAL	ADDITION B2.2 QUANTITY	ADDITION B2.2 TOTAL	ADDITION B3.1 QUANTITY	ADDITION B3.1 TOTAL	ADDITION B3.2 QUANTITY	ADDITION B3.2 TOTAL	ADDITION B4.1 QUANTITY	ADDITION B4.1 TOTAL	ADDITION B4.2 QUANTITY	ADDITION B4.2 TOTAL	ADDITION B5.1 QUANTITY	ADDITION B5.1 TOTAL	ADDITION B6.1 QUANTITY	ADDITION B6.1 TOTAL	ADDITION B6.2 QUANTITY	ADDITION B6.2 TOTAL	ADDITION B7.1 QUANTITY	ADDITION B7.1 TOTAL	ADDITION B7.2 QUANTITY	ADDITION B7.2 TOTAL	ADDITION B8.1 QUANTITY	ADDITION B8.1 TOTAL	ADDITION B8.2 QUANTITY	ADDITION B8.2 TOTAL
A. SUBSTRUCTURE																																
A10 - FOUNDATIONS																																
A1010 STANDARD FOUNDATIONS																																
Foundation, Earthwork	$45.00	GSF	18,493	$832,185	18,493	$832,185	77,758	$3,499,110	41,000	$1,845,000	65,668	2,955,060	56,191	2,528,595	114,213	5,139,585	101,428	4,564,260	117,629	5,293,305	152,446	6,860,070	113,626	5,113,170	122,760	5,524,200	144,694	6,511,230	133,369	6,001,605	82,499	3,712,455
				$832,185		$832,185		$3,499,110		$1,845,000		2,955,060		2,528,595		5,139,585		4,564,260		5,293,305		6,860,070		5,113,170		5,524,200		6,511,230		6,001,605		3,712,455
A1020 SPECIAL FOUNDATIONS																																
Foundation Earthwork:																																
General Cut and Disposal	$60.50	CY	2,055	$124,328	2,055	$124,328	8,640	$522,720	4,556	$275,638	7,296	441,408	6,243	377,702	12,690	767,745	11,271	681,896	13,070	790,735	16,938	1,024,749	12,625	763,813	13,640	825,220	16,077	972,659	14,819	896,550	9,167	554,604
Bedrock Removal and Disposal	$100.00	CY	685	$68,500	685	$68,500	2,880	$288,000	1,519	$151,900	2,432	243,200	2,081	208,100	4,230	423,000	3,757	375,700	4,357	435,700	5,646	341,583	4,208	420,800	4,547	275,094	5,359	324,220	4,940	298,870	3,056	184,888
Structural Fill	$72.00	CY	2,740	$197,280	2,740	$197,280	11,520	$829,440	6,074	$437,328	9,729	700,488	8,325	599,400	16,920	1,218,240	15,028	1,082,016	17,427	1,254,744	22,585	1,626,393	16,833	1,211,976	18,187	1,100,314	21,436	1,296,878	19,758	1,195,359	12,222	739,431
				$390,108		$390,108		$1,640,160		$864,866		1,385,096		1,185,202		2,408,985		2,139,612		2,481,179		2,732,725		2,396,589		2,200,627		2,593,756		2,390,779		1,478,923
A1030 SLAB ON GRADE																																
5" Slab, Gravel, insul	$23.00	FTP	18,493	$425,339	18,493	$425,339	77,758	$1,788,434	41,000	$943,000	65,668	1,510,364	56,191	1,292,393	114,213	2,626,899	101,428	2,332,844	117,629	2,705,467	152,446	3,506,258	113,626	2,613,398	122,760	2,823,480	144,694	3,327,962	133,369	3,067,487	82,499	1,897,477
				$425,339		$425,339		$1,788,434		$943,000		1,510,364		1,292,393		2,626,899		2,332,844		2,705,467		3,506,258		2,613,398		2,823,480		3,327,962		3,067,487		1,897,477
TOTAL A10 FOUNDATIONS				**$1,647,632**		**$1,647,632**		**$6,927,704**		**$3,652,866**		**5,850,520**		**5,006,190**		**10,175,469**		**9,036,716**		**10,479,951**		**13,099,053**		**10,123,157**		**10,548,307**		**12,432,948**		**11,459,871**		**7,088,855**
B. SHELL																																
B10 - SUPERSTRUCTURE																																
B1010 FLOOR CONSTRUCTION																																
Typ. Floor frame (15 lbs / SF)	$5,500.00	TONS	73.98	$406,890	252.75	$1,390,125	144.04	$792,206	419.72	$2,308,474	950.31	5,226,705	984.32	5,413,774	1,366.10	7,513,564	1,461.99	8,040,945	1,202.63	6,614,438	1,042.85	5,735,648	1,334.00	7,336,973	980.61	5,173,369	776.11	4,268,591	406.04	2,233,224	787.57	4,331,621
3 1/2" LW Deck Fill	$13.00	SF	9,864	$128,232	33,700	$438,100	19,205	$249,665	55,963	$727,519	126,708	1,647,204	131,243	1,706,159	182,147	2,367,911	194,932	2,534,116	160,350	2,084,550	139,046	1,807,598	177,866	2,312,258	125,415	1,630,395	103,481	1,345,253	54,139	703,807	105,009	1,365,117
1 1/2" x 20 Ga Comp. deck	$6.50	SF	9,864	$64,116	33,700	$219,050	19,205	$124,833	55,963	$363,760	126,708	823,602	131,243	853,080	182,147	1,183,956	194,932	1,267,058	160,350	1,042,275	139,046	903,799	177,866	1,156,129	125,415	815,198	103,481	672,627	54,139	351,904	105,009	682,559
Fireproofing - beam & column	$3.15	SF	9,864	$31,072	33,700	$106,155	19,205	$60,496	55,963	$176,283	126,708	399,130	131,243	413,415	182,147	573,763	194,932	614,036	160,350	505,103	139,046	437,995	177,866	560,278	125,415	395,057	103,481	325,965	54,139	170,558	105,009	330,778
				$630,310		$2,153,430		$1,227,200		$3,576,036		8,096,641		8,386,428		11,639,193		12,456,155		10,246,365		8,885,039		11,365,637		8,014,019		6,612,436		3,459,482		6,710,075
B1020 ROOF CONSTRUCTION																																
051200 STRUCTURAL STEEL																																
Typ. flat roof frame (15 lbs / SF)	$5,500.00	TONS	139	$762,836	139	$762,836	583	$3,207,518	308	$1,691,250	493	2,708,805	421	2,317,879	857	4,711,286	761	4,183,905	882	4,852,196	1,143	6,288,398	852	4,687,073	921	5,063,850	1,085	5,968,628	1,000	5,501,471	619	3,403,084
Galv. RTU dunnage - allow	$6,500.00	TONS	10	$65,000	10	$65,000	10	$65,000	10	$65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000
Roof Screen Frame	$6,200.00	TONS	64	$396,800	64	$396,800	64	$396,800	64	$396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800
1 1/2" x 20 Ga roof deck	$6.20	SF	18,493	$114,657	18,493	$114,657	77,758	$482,100	41,000	$254,200	65,668	407,142	56,191	348,384	114,213	708,121	101,428	628,854	117,629	729,300	152,446	945,165	113,626	704,481	122,760	761,112	144,694	897,103	133,369	826,888	82,499	511,494
Fireproofing - beam & column	$3.15	SF	18,493	$58,253	18,493	$58,253	77,758	$244,938	41,000	$129,150	65,668	206,854	56,191	177,002	114,213	359,771	101,428	319,498	117,629	370,531	152,446	480,205	113,626	357,922	122,760	386,694	144,694	455,786	133,369	420,112	82,499	259,872
Intumescent Paint - allow	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000	1	$500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000
				$1,897,546		$1,897,546		$4,896,355		$3,036,400		4,284,601		3,805,065		6,740,978		6,094,057		6,913,827		8,675,568		6,711,276		7,173,456		8,283,316		7,710,271		5,136,249
TOTAL B10 SUPERSTRUCTURE				**$2,527,855**		**$4,050,976**		**$6,123,551**		**$6,612,436**		**12,381,242**		**12,191,492**		**18,380,171**		**18,550,212**		**17,160,192**		**17,560,607**		**18,076,913**		**15,187,475**		**14,895,752**		**11,169,751**		**11,846,325**
B20 - EXTERIOR ENCLOSURE																																
B2010 EXTERIOR WALLS																																
Exterior Wall Assembly	$82.00	GSF	28,357	$2,325,274	52,193	$4,279,826	96,963	$7,950,966	96,963	$7,950,966	192,376	15,774,832	187,434	15,369,588	296,360	24,301,520	296,360	24,301,520	277,979	22,794,278	291,492	23,902,344	291,492	23,902,344	248,175	20,350,350	248,175	20,350,350	187,508	15,375,656	187,508	15,375,656
Roof Screen	$100.00	SF	16,000	$1,600,000	16,000	$1,600,000	16,000	$1,600,000	16,000	$1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000
				$3,925,274		$5,879,826		$9,550,966		$9,550,966		17,374,832		16,969,588		25,901,520		25,901,520		24,394,278		25,502,344		25,502,344		21,950,350		21,950,350		16,975,656		16,975,656
B2020 EXTERIOR WINDOWS																																
Window Systems	$38.00	GSF	28,357	$1,077,566	52,193	$1,983,334	96,963	$3,684,594	96,963	$3,684,594	192,376	7,310,288	187,434	7,122,492	296,360	11,261,680	296,360	11,261,680	277,979	10,563,202	291,492	11,076,696	291,492	11,076,696	248,175	9,430,650	248,175	9,430,650	187,508	7,125,304	187,508	7,125,304
				$1,077,566		$1,983,334		$3,684,594		$3,684,594		7,310,288		7,122,492		11,261,680		11,261,680		10,563,202		11,076,696		11,076,696		9,430,650		9,430,650		7,125,304		7,125,304
B2030 EXTERIOR DOORS																																
Alum, HM and Specialty Doors	$2.00	GSF	28,357	$56,714	52,193	$104,386	96,963	$193,926	96,963	$193,926	192,376	384,752	187,434	374,868	296,360	592,720	296,360	592,720	277,979	555,958	291,492	582,984	291,492	582,984	248,175	496,350	248,175	496,350	187,508	375,016	187,508	375,016
				$56,714		$104,386		$193,926		$193,926		384,752		374,868		592,720		592,720		555,958		582,984		582,984		496,350		496,350		375,016		375,016
TOTAL B20 - EXTERIOR ENCLOSURE				**$5,059,554**		**$7,967,546**		**$13,429,486**		**$13,429,486**		**25,069,872**		**24,466,948**		**37,755,920**		**37,755,920**		**35,513,438**		**37,162,024**		**37,162,024**		**31,877,350**		**31,877,350**		**24,475,976**		**24,475,976**
B30 - ROOFING																																
B3010 ROOF COVERINGS																																
Roofing and Flashing	$48.00	SF	18,493	$887,664	18,493	$887,664	77,758	$3,732,384	41,000	$1,968,000	65,668	3,152,064	56,191	2,697,168	114,213	5,482,224	101,428	4,868,544	117,629	5,646,192	152,446	7,317,408	113,626	5,454,048	122,760	5,892,480	144,694	6,945,312	133,369	6,401,712	82,499	3,959,952
Outdoor Terrace Premium	$85.00	SF	13,407	$871,455	12,462	$810,030	14,079	$954,135	12,836	$834,340	12,537	814,905	11,950	776,750	12,820	833,300	11,660	757,900	12,497	812,305	13,648	887,120	11,684	759,460	13,742	893,230	14,721	956,865	14,915	969,475	12,375	804,375
				$1,759,119		$1,697,694		$4,686,519		$2,802,340		3,966,969		3,473,918		6,315,524		5,626,444		6,458,497		8,204,528		6,213,508		6,785,710		7,902,177		7,371,187		4,764,327
B3020 ROOF OPENINGS																																
077200 ROOF ACCESSORIES																																
Terrace Railing	$450.00	LF	900	$405,000	900	$405,000	900	$405,000	900	$405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000
Roof hatch	$8,000.00	EA	3	$24,000	3	$24,000	3	$24,000	3	$24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000
Smoke hatch	$15,000.00	EA	3	$45,000	3	$45,000	3	$45,000	3	$45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000
New Skylight	$165.00	SF	500	$82,500	500	$82,500	500	$82,500	500	$82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500
*Mechanical equip screen is included with B1020 & B2010																																
				$556,500		$556,500		$556,500		$556,500		556,500		556,500		556,500		556,500		556,500		556,500		556,500		556,500		556,500		556,500		556,500
TOTAL B30 ROOFING				**$2,315,619**		**$2,254,194**		**$5,243,019**		**$3,358,840**		**4,523,469**		**4,030,418**		**6,872,024**		**6,182,944**		**7,014,997**		**8,761,028**		**6,770,008**		**7,342,210**		**8,458,677**		**7,927,687**		**5,320,827**
C. INTERIORS																																
C10 - INTERIOR CONSTRUCTION																																
C1010 PARTITIONS																																
Interior Partitions	$40.00	GSF	28,357	$1,134,280	52,193	$2,087,720	96,963	$3,878,520	96,963	$3,878,520	192,376	7,695,040	187,434	7,497,360	296,360	11,854,400	296,360	11,854,400	277,979	11,119,160	291,492	11,659,680	291,492	11,659,680	248,175	9,927,000	248,175	9,927,000	187,508	7,500,320	187,508	7,500,320
				$1,134,280		$2,087,720		$3,878,520		$3,878,520		7,695,040		7,497,360		11,854,400		11,854,400		11,119,160		11,659,680		11,659,680		9,927,000		9,927,000		7,500,320		7,500,320

DESCRIPTION	UNIT COST	UNIT	ADDITION B.1 QUANTITY	ADDITION B.1 TOTAL	ADDITION B1.2 QUANTITY	ADDITION B1.2 TOTAL	ADDITION B2.1 QUANTITY	ADDITION B2.1 TOTAL	ADDITION B2.2 QUANTITY	ADDITION B2.2 TOTAL	ADDITION B3.1 QUANTITY	ADDITION B3.1 TOTAL	ADDITION B3.2 QUANTITY	ADDITION B3.2 TOTAL	ADDITION B4.1 QUANTITY	ADDITION B4.1 TOTAL	ADDITION B4.2 QUANTITY	ADDITION B4.2 TOTAL	ADDITION B5.1 QUANTITY	ADDITION B5.1 TOTAL	ADDITION B6.1 QUANTITY	ADDITION B6.1 TOTAL	ADDITION B6.2 QUANTITY	ADDITION B6.2 TOTAL	ADDITION B7.1 QUANTITY	ADDITION B7.1 TOTAL	ADDITION B7.2 QUANTITY	ADDITION B7.2 TOTAL	ADDITION B8.1 QUANTITY	ADDITION B8.1 TOTAL	ADDITION B8.2 QUANTITY	ADDITION B8.2 TOTAL
C1020 INTERIOR DOORS																																
081113 HOLLOW METAL WORK 081416 WOOD AND PLASTIC DOORS 087100 DOOR HARDWARE																																
Interior Door frame and Hardware	$10.00	GSF	28,357	$283,570	52,193	$521,930	96,963	$969,630	96,963	$969,630	192,376	1,923,760	187,434	1,874,340	296,360	2,963,600	296,360	2,963,600	277,979	2,779,790	291,492	2,914,920	291,492	2,914,920	248,175	2,481,750	248,175	2,481,750	187,508	1,875,080	187,508	1,875,080
				$283,570		$521,930		$969,630		$969,630		1,923,760		1,874,340		2,963,600		2,963,600		2,779,790		2,914,920		2,914,920		2,481,750		2,481,750		1,875,080		1,875,080
C1030 FITTINGS																																
Fittings and Specialties	$15.00	GSF	28,357	$425,355	52,193	$782,895	96,963	$1,454,445	96,963	$1,454,445	192,376	2,885,640	187,434	2,811,510	296,360	4,445,400	296,360	4,445,400	277,979	4,169,685	291,492	4,372,380	291,492	4,372,380	248,175	3,722,625	248,175	3,722,625	187,508	2,812,620	187,508	2,812,620
				$425,355		$782,895		$1,454,445		$1,454,445		2,885,640		2,811,510		4,445,400		4,445,400		4,169,685		4,372,380		4,372,380		3,722,625		3,722,625		2,812,620		2,812,620
TOTAL, C10 - INTERIOR CONSTRUCTION				**$1,833,205**		**$3,392,545**		**$6,302,595**		**$6,302,595**		**12,504,440**		**12,183,210**		**19,263,400**		**19,263,400**		**18,068,635**		**18,916,980**		**18,916,980**		**16,131,375**		**16,131,375**		**12,188,020**		**12,188,020**
C20 - STAIRS																																
C2010 STAIR CONSTRUCTION																																
Learning Stair	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000	1	$200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000
Roof Stair	$60,000.00	FLTS	1	$60,000	1	$60,000	1	$60,000	1	$60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000
Egress Stair	$65,000.00	FLTS	12	$780,000	16	$1,040,000	12	$780,000	16	$1,040,000	12	780,000	16	1,040,000	12	780,000	16	1,040,000	16	1,040,000	12	780,000	12	780,000	12	780,000	12	780,000	12	780,000	12	780,000
Stage Stair	$5,500.00	FLTS	2	$11,000	2	$11,000	2	$11,000	2	$11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000
Floor opening Railing	$550.00	LF	800	$440,000	1,000	$550,000	800	$440,000	1,000	$550,000	800	440,000	1,000	550,000	800	440,000	1,000	550,000	1,000	550,000	800	440,000	800	440,000	800	440,000	800	440,000	800	440,000	800	440,000
				$1,491,000		$1,861,000		$1,491,000		$1,861,000		1,491,000		1,861,000		1,491,000		1,861,000		1,861,000		1,491,000		1,491,000		1,491,000		1,491,000		1,491,000		1,491,000
C2020 STAIR FINISHES																																
Stage Stair	$1,500.00	EA	2	$3,000	2	$3,000	2	$3,000	2	$3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000
Learning stair	$100,000.00	EA	1	$100,000	1	$100,000	1	$100,000	1	$100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000
Rubber tread and riser finish	$2,850.00	EA	14	$39,900	18	$51,300	14	$39,900	18	$51,300	14	39,900	18	51,300	14	39,900	18	51,300	18	51,300	14	39,900	14	39,900	14	39,900	14	39,900	14	39,900	14	39,900
Paint Stair Structure	$3,500.00	EA	14	$49,000	18	$63,000	14	$49,000	18	$63,000	14	49,000	18	63,000	14	49,000	18	63,000	18	63,000	14	49,000	14	49,000	14	49,000	14	49,000	14	49,000	14	49,000
				$191,900		$217,300		$191,900		$217,300		191,900		217,300		191,900		217,300		217,300		191,900		191,900		191,900		191,900		191,900		191,900
TOTAL, C20 - STAIRS				**$1,682,900**		**$2,078,300**		**$1,682,900**		**$2,078,300**		**1,682,900**		**2,078,300**		**1,682,900**		**2,078,300**		**2,078,300**		**1,682,900**		**1,682,900**		**1,682,900**		**1,682,900**		**1,682,900**		**1,682,900**
C30 - INTERIOR FINISHES																																
C3010 WALL FINISHES																																
Wall Finish	$17.75	GSF	28,357	$503,337	52,193	$926,426	96,963	$1,721,093	96,963	$1,721,093	192,376	3,414,674	187,434	3,326,954	296,360	5,260,390	296,360	5,260,390	277,979	4,934,127	291,492	5,173,983	291,492	5,173,983	248,175	4,405,106	248,175	4,405,106	187,508	3,328,267	187,508	3,328,267
				$503,337		$926,426		$1,721,093		$1,721,093		3,414,674		3,326,954		5,260,390		5,260,390		4,934,127		5,173,983		5,173,983		4,405,106		4,405,106		3,328,267		3,328,267
C3020 FLOOR FINISHES																																
Floor Finish	$18.75	GSF	28,357	$531,694	52,193	$978,619	96,963	$1,818,056	96,963	$1,818,056	192,376	3,607,050	187,434	3,514,388	296,360	5,556,750	296,360	5,556,750	277,979	5,212,106	291,492	5,465,475	291,492	5,465,475	248,175	4,653,281	248,175	4,653,281	187,508	3,515,775	187,508	3,515,775
				$531,694		$978,619		$1,818,056		$1,818,056		3,607,050		3,514,388		5,556,750		5,556,750		5,212,106		5,465,475		5,465,475		4,653,281		4,653,281		3,515,775		3,515,775
C3030 CEILING FINISHES																																
Ceiling Finish	$18.00	GSF	28,357	$510,426	52,193	$939,474	96,963	$1,745,334	96,963	$1,745,334	192,376	3,462,768	187,434	3,373,812	296,360	5,334,480	296,360	5,334,480	277,979	5,003,622	291,492	5,246,856	291,492	5,246,856	248,175	4,467,150	248,175	4,467,150	187,508	3,375,144	187,508	3,375,144
				$510,426		$939,474		$1,745,334		$1,745,334		3,462,768		3,373,812		5,334,480		5,334,480		5,003,622		5,246,856		5,246,856		4,467,150		4,467,150		3,375,144		3,375,144
TOTAL, C30 - INTERIOR FINISHES				**$1,545,457**		**$2,844,519**		**$5,284,484**		**$5,284,484**		**10,484,492**		**10,215,153**		**16,151,620**		**16,151,620**		**15,149,856**		**15,886,314**		**15,886,314**		**13,525,538**		**13,525,538**		**10,219,186**		**10,219,186**
D. SERVICES																																
D10 - CONVEYING																																
D1010 ELEVATORS & LIFTS																																
Passenger - Hydraulic	$84,000.00	STOP	12	$1,008,000	15	$1,260,000	12	$1,008,000	15	$1,260,000	12	1,008,000	15	1,260,000	12	1,008,000	15	1,260,000	12	1,008,000	12	1,008,000	12	1,008,000	12	1,008,000	12	1,008,000	12	1,008,000	12	1,008,000
Elev Metals	$20,000.00	LS	3	$60,000	3	$60,000	3	$60,000	3	$60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000
				$1,068,000		$1,320,000		$1,068,000		$1,320,000		1,068,000		1,320,000		1,068,000		1,320,000		1,068,000		1,068,000		1,068,000		1,068,000		1,068,000		1,068,000		1,068,000
TOTAL, D10 - CONVEYING				**$1,068,000**		**$1,320,000**		**$1,068,000**		**$1,320,000**		**1,068,000**		**1,320,000**		**1,068,000**		**1,320,000**		**1,068,000**		**1,068,000**		**1,068,000**		**1,068,000**		**1,068,000**		**1,068,000**		**1,068,000**		**1,068,000**
D20 - PLUMBING																																
D2010 PLUMBING FIXTURES																																
Plumbing - New	$23.00	GSF	28,357	$652,211	52,193	$1,200,439	96,963	$2,230,149	96,963	$2,230,149	192,376	4,424,648	187,434	4,310,982	296,360	6,816,280	296,360	6,816,280	277,979	6,393,517	291,492	6,704,316	291,492	6,704,316	248,175	5,708,025	248,175	5,708,025	187,508	4,312,684	187,508	4,312,684
Air Source Heat Pump Water Heater	$800,000.00	LS	1	$800,000	1	$800,000	1	$800,000	1	$800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000
				$1,452,211		$2,000,439		$3,030,149		$3,030,149		5,224,648		5,110,982		7,616,280		7,616,280		7,193,517		7,504,316		7,504,316		6,508,025		6,508,025		5,112,684		5,112,684
TOTAL, D20 - PLUMBING				**$1,452,211**		**$2,000,439**		**$3,030,149**		**$3,030,149**		**5,224,648**		**5,110,982**		**7,616,280**		**7,616,280**		**7,193,517**		**7,504,316**		**7,504,316**		**6,508,025**		**6,508,025**		**5,112,684**		**5,112,684**
D30 - HVAC																																
D3010 HVAC																																
HVAC - GEO THERMAL	$100.00	GSF	28,357	$2,835,700	52,193	$5,219,300	96,963	$9,696,300	96,963	$9,696,300	192,376	19,237,600	187,434	18,743,400	296,360	29,636,000	296,360	29,636,000	277,979	27,797,900	291,492	29,149,200	291,492	29,149,200	248,175	24,817,500	248,175	24,817,500	187,508	18,750,800	187,508	18,750,800
Geothermal Wells - 400ea @ 800' d	$32.18	GSF	28,357	$912,528	52,193	$1,679,571	96,963	$3,120,269	96,963	$3,120,269	192,376	6,190,660	187,434	6,031,626	296,360	9,536,865	296,360	9,536,865	277,979	8,945,364	291,492	9,380,213	291,492	9,380,213	248,175	7,986,272	248,175	7,986,272	187,508	6,034,007	187,508	6,034,007
Hi Rise Premium	$5.00	GSF			52,193	$260,965	96,963	$484,815					187,434	937,170			296,360	1,481,800	277,979	1,389,895												
				$3,748,228		$7,159,836		$12,816,569		$13,301,384		25,428,260		25,712,196		39,172,865		40,654,665		38,133,159		38,529,413		38,529,413		32,803,772		32,803,772		24,784,807		24,784,807
TOTAL, D30 - HVAC				**$3,748,228**		**$7,159,836**		**$12,816,569**		**$13,301,384**		**25,428,260**		**25,712,196**		**39,172,865**		**40,654,665**		**38,133,159**		**38,529,413**		**38,529,413**		**32,803,772**		**32,803,772**		**24,784,807**		**24,784,807**
D40 - FIRE PROTECTION																																
D4010 SPRINKLERS																																
210001 FIRE SUPPRESSION*																																
Sprinkler system - wet	$8.75	GSF	28,357	$248,124	52,193	$456,689	96,963	$848,426	96,963	$848,426	192,376	1,683,290	187,434	1,640,048	296,360	2,593,150	296,360	2,593,150	277,979	2,432,316	291,492	2,550,555	291,492	2,550,555	248,175	2,171,531	248,175	2,171,531	187,508	1,640,695	187,508	1,640,695
Hi Rise Premium	$1.00	GSF			52,193	$52,193	96,963	$96,963					187,434	187,434			296,360	296,360	277,979	277,979												
				$248,124		$508,882		$848,426		$945,389		1,683,290		1,827,482		2,593,150		2,889,510		2,710,295		2,550,555		2,550,555		2,171,531		2,171,531		1,640,695		1,640,695

DESCRIPTION	UNIT COST	UNIT	ADDITION B.1 QUANTITY	ADDITION B.1 TOTAL	ADDITION B1.2 QUANTITY	ADDITION B1.2 TOTAL	ADDITION B2.1 QUANTITY	ADDITION B2.1 TOTAL	ADDITION B2.2 QUANTITY	ADDITION B2.2 TOTAL	ADDITION B3.1 QUANTITY	ADDITION B3.1 TOTAL	ADDITION B3.2 QUANTITY	ADDITION B3.2 TOTAL	ADDITION B4.1 QUANTITY	ADDITION B4.1 TOTAL	ADDITION B4.2 QUANTITY	ADDITION B4.2 TOTAL	ADDITION B5.1 QUANTITY	ADDITION B5.1 TOTAL	ADDITION B6.1 QUANTITY	ADDITION B6.1 TOTAL	ADDITION B6.2 QUANTITY	ADDITION B6.2 TOTAL	ADDITION B7.1 QUANTITY	ADDITION B7.1 TOTAL	ADDITION B7.2 QUANTITY	ADDITION B7.2 TOTAL	ADDITION B8.1 QUANTITY	ADDITION B8.1 TOTAL	ADDITION B8.2 QUANTITY	ADDITION B8.2 TOTAL
TOTAL D40 - FIRE PROTECTION				**$248,124**		**$508,882**		**$848,426**		**$945,389**		**1,683,290**		**1,827,482**		**2,593,150**		**2,889,510**		**2,710,295**		**2,550,555**		**2,550,555**		**2,171,531**		**2,171,531**		**1,640,695**		**1,640,695**
D50 - ELECTRICAL																																
D5010 ELECTRICAL SERVICE & DISTRIBUTION																																
260001 ELECTRICAL*																																
Service Panel and Feeders	$12.00	GSF	28,357	$340,284	52,193	$626,316	96,963	$1,163,556	96,963	$1,163,556	192,376	2,308,512	187,434	2,249,208	296,360	3,556,320	296,360	3,556,320	277,979	3,335,748	291,492	3,497,904	291,492	3,497,904	248,175	2,978,100	248,175	2,978,100	187,508	2,250,096	187,508	2,250,096
1,250 KW Emergency Generator	$850,000.00	LS	1	$850,000	1	$850,000	1	$850,000	1	$850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000
Hi Rise Premium	$10.00	GSF			52,193	$521,930			96,963	$969,630			187,434	1,874,340			296,360	2,963,600	277,979	2,779,790													
				$1,190,284		$1,998,246		$2,013,556		$2,983,186		3,158,512		4,973,548		4,406,320		7,369,920		6,965,538		4,347,904		4,347,904		3,828,100		3,828,100		3,100,096		3,100,096
D5020 LIGHTING & BRANCH WIRING																																
260001 ELECTRICAL*																																
Lighting	$15.00	GSF	28,357	$425,355	52,193	$782,895	96,963	$1,454,445	96,963	$1,454,445	192,376	2,885,640	187,434	2,811,510	296,360	4,445,400	296,360	4,445,400	277,979	4,169,685	291,492	4,372,380	291,492	4,372,380	248,175	3,722,625	248,175	3,722,625	187,508	2,812,620	187,508	2,812,620
Lighting Control	$2.85	GSF	28,357	$80,817	52,193	$148,750	96,963	$276,345	96,963	$276,345	192,376	548,272	187,434	534,187	296,360	844,626	296,360	844,626	277,979	792,240	291,492	830,752	291,492	830,752	248,175	707,299	248,175	707,299	187,508	534,398	187,508	534,398
				$506,172		$931,645		$1,730,790		$1,730,790		3,433,912		3,345,697		5,290,026		5,290,026		4,961,925		5,203,132		5,203,132		4,429,924		4,429,924		3,347,018		3,347,018
D5030 COMMUNICATION & SECURITY																																
260001 ELECTRICAL*																																
Security	$12.00	GSF	28,357	$340,284	52,193	$626,316	96,963	$1,163,556	96,963	$1,163,556	192,376	2,308,512	187,434	2,249,208	296,360	3,556,320	296,360	3,556,320	277,979	3,335,748	291,492	3,497,904	291,492	3,497,904	248,175	2,978,100	248,175	2,978,100	187,508	2,250,096	187,508	2,250,096
Tele/data cabling, racks and switches	$12.00	GSF	28,357	$340,284	52,193	$626,316	96,963	$1,163,556	96,963	$1,163,556	192,376	2,308,512	187,434	2,249,208	296,360	3,556,320	296,360	3,556,320	277,979	3,335,748	291,492	3,497,904	291,492	3,497,904	248,175	2,978,100	248,175	2,978,100	187,508	2,250,096	187,508	2,250,096
Speech Reinforcement	$1.25	GSF	28,357	$35,446	52,193	$65,241	96,963	$121,204	96,963	$121,204	192,376	240,470	187,434	234,293	296,360	370,450	296,360	370,450	277,979	347,474	291,492	364,365	291,492	364,365	248,175	310,219	248,175	310,219	187,508	234,385	187,508	234,385
				$716,014		$1,317,873		$2,448,316		$2,448,316		4,857,494		4,732,709		7,483,090		7,483,090		7,018,970		7,360,173		7,360,173		6,266,419		6,266,419		4,734,577		4,734,577
D5090 OTHER ELECTRICAL SYSTEMS																																
260001 ELECTRICAL*																																
Fire Alarm	$5.00	GSF	28,357	$141,785	52,193	$260,965	96,963	$484,815	96,963	$484,815	192,376	961,880	187,434	937,170	296,360	1,481,800	296,360	1,481,800	277,979	1,389,895	291,492	1,457,460	291,492	1,457,460	248,175	1,240,875	248,175	1,240,875	187,508	937,540	187,508	937,540
Devices	$3.45	GSF	28,357	$97,832	52,193	$180,066	96,963	$334,522	96,963	$334,522	192,376	663,697	187,434	646,647	296,360	1,022,442	296,360	1,022,442	277,979	959,028	291,492	1,005,647	291,492	1,005,647	248,175	856,204	248,175	856,204	187,508	646,903	187,508	646,903
Clocks and PA	$1.75	GSF	28,357	$49,625	52,193	$91,338	96,963	$169,685	96,963	$169,685	192,376	336,658	187,434	328,010	296,360	518,630	296,360	518,630	277,979	486,463	291,492	510,111	291,492	510,111	248,175	434,306	248,175	434,306	187,508	328,139	187,508	328,139
Gym/Café Sound System	$2.00	GSF	28,357	$56,714	52,193	$104,386	96,963	$193,926	96,963	$193,926	192,376	384,752	187,434	374,868	296,360	592,720	296,360	592,720	277,979	555,958	291,492	582,984	291,492	582,984	248,175	496,350	248,175	496,350	187,508	375,016	187,508	375,016
Lighting Protection	$0.50	GSF	28,357	$14,179	52,193	$26,097	96,963	$48,482	96,963	$48,482	192,376	96,188	187,434	93,717	296,360	148,180	296,360	148,180	277,979	138,990	291,492	145,746	291,492	145,746	248,175	124,088	248,175	124,088	187,508	93,754	187,508	93,754
Mechanical Wiring	$2.00	GSF	28,357	$56,714	52,193	$104,386	96,963	$193,926	96,963	$193,926	192,376	384,752	187,434	374,868	296,360	592,720	296,360	592,720	277,979	555,958	291,492	582,984	291,492	582,984	248,175	496,350	248,175	496,350	187,508	375,016	187,508	375,016
Misc. Electrical	$1.00	GSF	28,357	$28,357	52,193	$52,193	96,963	$96,963	96,963	$96,963	192,376	192,376	187,434	187,434	296,360	296,360	296,360	296,360	277,979	277,979	291,492	291,492	291,492	291,492	248,175	248,175	248,175	248,175	187,508	187,508	187,508	187,508
Bi-Direction Antenna	$0.60	GSF	28,357	$17,014	52,193	$31,316	96,963	$58,178	96,963	$58,178	192,376	115,426	187,434	112,460	296,360	177,816	296,360	177,816	277,979	166,787	291,492	174,895	291,492	174,895	248,175	148,905	248,175	148,905	187,508	112,505	187,508	112,505
PV - Baseline	$3.60	GSF	28,357	$102,085	52,193	$187,895	96,963	$349,067	96,963	$349,067	192,376	692,554	187,434	674,762	296,360	1,066,896	296,360	1,066,896	277,979	1,000,724	291,492	1,049,371	291,492	1,049,371	248,175	893,430	248,175	893,430	187,508	675,029	187,508	675,029
				$564,304		$1,038,641		$1,929,564		$1,929,564		3,828,282		3,729,937		5,897,564		5,897,564		5,531,782		5,800,691		5,800,691		4,938,683		4,938,683		3,731,409		3,731,409
TOTAL D50 - ELECTRICAL				**$2,976,775**		**$5,286,405**		**$8,122,225**		**$9,091,855**		**15,278,200**		**16,781,890**		**23,077,000**		**26,040,600**	$88.06	**24,478,215**	$77.92	**22,711,900**	$77.92	**22,711,900**	$78.43	**19,463,125**	$78.43	**19,463,125**	$79.53	**14,913,100**	$79.53	**14,913,100**
E. EQUIPMENT & FURNISHINGS																																
E10 - EQUIPMENT																																
E1010 COMMERCIAL EQUIPMENT																																
114000 FOOD SERVICE EQUIPMENT																																
Kitchen equipment - ave $2.7 mil	$4.56	GSF	28,357	$129,308	52,193	$238,000	96,963	$442,151	96,963	$442,151	192,376	877,235	187,434	854,699	296,360	1,351,402	296,360	1,351,402	277,979	1,267,584	291,492	1,329,204	291,492	1,329,204	248,175	1,131,678	248,175	1,131,678	187,508	855,036	187,508	855,036
				$129,308		$238,000		$442,151		$442,151		877,235		854,699		1,351,402		1,351,402		1,267,584		1,329,204		1,329,204		1,131,678		1,131,678		855,036		855,036
E1090 OTHER EQUIPMENT																																
General Building Equipment	$14.48	GSF	28,357	$410,609	52,193	$755,755	96,963	$1,404,024	96,963	$1,404,024	192,376	2,785,604	187,434	2,714,044	296,360	4,291,293	296,360	4,291,293	277,979	4,025,136	291,492	4,220,804	291,492	4,220,804	248,175	3,593,574	248,175	3,593,574	187,508	2,715,116	187,508	2,715,116
				$410,609		$755,755		$1,404,024		$1,404,024		2,785,604		2,714,044		4,291,293		4,291,293		4,025,136		4,220,804		4,220,804		3,593,574		3,593,574		2,715,116		2,715,116
TOTAL E10 - EQUIPMENT				**$539,917**		**$993,755**		**$1,846,176**		**$1,846,176**		**3,662,839**		**3,568,743**		**5,642,694**		**5,642,694**		**5,292,720**		**5,550,008**		**5,550,008**		**4,725,252**		**4,725,252**		**3,570,152**		**3,570,152**
E20 - FURNISHINGS																																
E 2010 FIXED FURNISHINGS																																
129000 MISC. FURNISHINGS																																
Window Treatment	$0.85	GSF	28,357	$24,103	52,193	$44,364	96,963	$82,419	96,963	$82,419	192,376	163,520	187,434	159,319	296,360	251,906	296,360	251,906	277,979	236,282	291,492	247,768	291,492	247,768	248,175	210,949	248,175	210,949	187,508	159,382	187,508	159,382
Auditorium Seating	$375.00	EA	1.000	$375,000	1.000	$375,000	1.000	$375,000	1.000	$375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000
123553 CLASSROOM CASEWORK																																
Casework	$15.00	GSF	28,357	$425,355	52,193	$782,895	96,963	$1,454,445	96,963	$1,454,445	192,376	2,885,640	187,434	2,811,510	296,360	4,445,400	296,360	4,445,400	277,979	4,169,685	291,492	4,372,380	291,492	4,372,380	248,175	3,722,625	248,175	3,722,625	187,508	2,812,620	187,508	2,812,620
				$824,458		$1,202,259		$1,911,864		$1,911,864		3,424,160		3,345,829		5,072,306		5,072,306		4,780,967		4,995,148		4,995,148		4,308,574		4,308,574		3,347,002		3,347,002
TOTAL E20 - FURNISHINGS				**$824,458**		**$1,202,259**		**$1,911,864**		**$1,911,864**		**3,424,160**		**3,345,829**		**5,072,306**		**5,072,306**		**4,780,967**		**4,995,148**		**4,995,148**		**4,308,574**		**4,308,574**		**3,347,002**		**3,347,002**
G. BUILDING SITEWORK																																
G10 - SITE PREPARATION																																
G1010 SITE CLEARING																																
311000 SITE PREPARATION & CLEARING																																
Construction fence	22.00	LF	8,500	$187,000	8,500	$187,000	8,500	$187,000	8,500	$187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000
Construction entrance end	15.00	SF	5,000	$75,000	5,000	$75,000	5,000	$75,000	5,000	$75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000
Construction gates	1,200.00	EA	2	$2,400	2	$2,400	2	$2,400	2	$2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400
Clear and Grub	0.15	SF	912,473	$136,871	929,483	$139,422	889,576	$133,436	922,753	$138,413	928,131	139,220	938,705	140,806	923,038	138,456	943,924	141,589	928,856	139,328	908,129	136,219	943,496	141,524	906,437	135,966	888,825	133,324	885,327	132,799	931,048	139,657
Strip and stack 6"-12" ton soil	10.00	CY	19,010	$190,099	19,364	$193,642	18,533	$185,328	19,224	$192,240	19,336	193,361	19,556	195,564	19,230	192,300	19,665	196,651	19,351	193,512	18,919	189,194	19,656	196,562	18,884	188,841	18,517	185,172	18,444	184,443	19,397	193,968
Protect stockpile	50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Protect tree	30,000.00	LS	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
General Site Prep	0.20	SF	912,473	$182,495	929,483	$185,897	889,576	$177,915	922,753	$184,551	928,131	185,626	938,705	187,741	923,038	184,608	943,924	188,785	928,856	185,771	908,129	181,626	943,496	188,699	906,437	181,287	888,825	177,765	885,327	177,065	931,048	186,210
				$853,864		$863,361		$841,080		$859,604		862,606		868,510		859,763		871,424		863,011		851,439		871,185		850,494		840,661		838,708		864,235
G1020 SITE DEMOLITION & RELOCATIONS																																
Erosion control	10.00	LF	8,500	$85,000	8,500	$85,000	8,500	$85,000	8,500	$85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000
Inlet Protection	110.00	EA	100	$11,000	100	$11,000	100	$11,000	100	$11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000
Erosion Control Maintance	50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Misc. Site Removal	0.85	SF	912,473	$775,602	929,483	$790,061	889,576	$756,140	922,753	$784,340	928,131	788,911	938,705	797,899	923,038	784,582	943,924	802,335	928,856	789,528	908,129	771,910	943,496	801,972	906,437	770,471	888,825	755,501	885,327	752,528	931,048	791,391
Temporary Measures:																																
Temp Sediment basin	100,000.00	LS	1	$100,000	1	$100,000	1	$100,000	1	$100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000
Temporary Parking and Access	350,000.00	LS	1	$350,000	1	$350,000	1	$350,000	1	$350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000
Snow removal	150,000.00	LS	1	$150,000	1	$150,000	1	$150,000	1	$150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000
Phasing logistics	500,000.00	LS	1	$500,000	1	$500,000	1	$500,000	1	$500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000
				$2,021,602		$2,036,061		$2,002,140		$2,030,340		2,034,911		2,043,899		2,030,582		2,048,335		2,035,528		2,017,910		2,047,972		2,016,471		2,001,501		1,998,528		2,037,391

DESCRIPTION	UNIT COST	UNIT	ADDITION B.1 QUANTITY	ADDITION B.1 TOTAL	ADDITION B1.2 QUANTITY	ADDITION B1.2 TOTAL	ADDITION B2.1 QUANTITY	ADDITION B2.1 TOTAL	ADDITION B2.2 QUANTITY	ADDITION B2.2 TOTAL	ADDITION B3.1 QUANTITY	ADDITION B3.1 TOTAL	ADDITION B3.2 QUANTITY	ADDITION B3.2 TOTAL	ADDITION B4.1 QUANTITY	ADDITION B4.1 TOTAL	ADDITION B4.2 QUANTITY	ADDITION B4.2 TOTAL	ADDITION B5.1 QUANTITY	ADDITION B5.1 TOTAL	ADDITION B6.1 QUANTITY	ADDITION B6.1 TOTAL	ADDITION B6.2 QUANTITY	ADDITION B6.2 TOTAL	ADDITION B7.1 QUANTITY	ADDITION B7.1 TOTAL	ADDITION B7.2 QUANTITY	ADDITION B7.2 TOTAL	ADDITION B8.1 QUANTITY	ADDITION B8.1 TOTAL	ADDITION B8.2 QUANTITY	ADDITION B8.2 TOTAL
G1030 SITE EARTHWORK																																
310000 EARTHWORK																																
Site Grading	2.75	SY	101,386	$278,811	103,276	$284,009	98,842	$271,815	102,528	$281,952	103,126	283,596	104,301	286,827	102,560	282,039	104,880	288,421	103,206	283,817	100,903	277,484	104,833	288,290	100,715	276,967	98,758	271,585	98,370	270,517	103,450	284,487
Site Cut to fill	32.00	CY	33,795	$1,081,440	34,425	$1,101,609	32,947	$1,054,312	34,176	$1,093,633	34,375	1,100,007	34,767	1,112,539	34,187	1,093,971	34,960	1,118,725	34,402	1,100,866	33,634	1,076,301	34,944	1,118,217	33,572	1,074,296	32,919	1,053,422	32,790	1,049,276	34,483	1,103,464
Site Fill - Import	23.00	CY	8,449	$194,325	8,606	$197,945	8,237	$189,447	8,544	$196,512	8,594	197,658	8,692	199,909	8,547	196,573	8,740	201,021	8,601	197,812	8,409	193,398	8,736	200,930	8,393	193,038	8,230	189,287	8,197	188,542	8,621	198,279
Site Cut - disposal	75.00	CY	16,898	$1,267,324	17,213	$1,290,949	16,474	$1,235,522	17,088	$1,281,601	17,188	1,289,071	17,383	1,303,757	17,093	1,281,997	17,480	1,311,006	17,201	1,290,078	16,817	1,261,290	17,472	1,310,411	16,786	1,258,940	16,460	1,234,479	16,395	1,229,621	17,242	1,293,122
Ledge Removal	75.00	CY	20,000	$1,500,000	20,000	$1,500,000	20,000	$1,500,000	20,000	$1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000
				$4,321,907		$4,374,512		$4,251,096		$4,353,699		4,370,331		4,403,032		4,354,580		4,419,172		4,372,573		4,308,473		4,417,849		4,303,240		4,248,774		4,237,956		4,379,352
G1040 HAZARDOUS WASTE REMEDIATION																																
Soil classifications		NIC																														
				$0		$0		$0		$0		0		0		0		0		0		0		0		0		0		0		0
TOTAL G10 - SITE PREPARATION				**$7,197,373**		**$7,273,934**		**$7,094,316**		**$7,243,643**		**7,267,849**		**7,315,442**		**7,244,926**		**7,338,932**		**7,271,112**		**7,177,821**		**7,237,006**		**7,170,206**		**7,090,935**		**7,075,191**		**7,280,978**
G20 - SITE IMPROVEMENTS																																
G2010 ROADWAYS																																
321000 PAVING AND CURBING																																
Site:																																
Bituminous - Surface Parking	$5.55	SF	127,500	$707,625	127,500	$707,625	127,500	$707,625	127,500	$707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625
Bituminous - Visitor Surface Parking	$5.55	SF	10,000	$55,500	10,000	$55,500	10,000	$55,500	10,000	$55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500
Bituminous - Early Ed. Outdoor Play	$5.55	SF	15,000	$83,250	15,000	$83,250	15,000	$83,250	15,000	$83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250
Bituminous - Roadways	$5.55	SF	164,245	$911,560	167,307	$928,554	160,124	$888,688	166,096	$921,833	167,064	927,205	168,967	937,767	166,147	922,116	169,906	942,978	167,194	927,927	163,463	907,220	169,829	942,551	163,159	905,532	159,988	887,933	159,359	884,442	167,589	930,119
20% Portus Pavement - "Premium"	$3.50	SF	63,349	$221,722	63,961	$223,865	62,525	$218,837	63,719	$223,017	63,913	223,695	64,293	225,027	63,729	223,053	64,481	225,684	63,939	223,786	63,193	221,174	64,466	225,630	63,132	220,961	62,498	218,742	62,372	218,301	64,018	224,062
12" Gravel base @ vehicular pave.	$65.00	CY	11,731	$762,534	11,845	$769,906	11,579	$752,613	11,800	$766,990	11,836	769,321	11,906	773,902	11,802	767,113	11,941	776,163	11,841	769,634	11,702	760,652	11,938	775,977	11,691	759,920	11,574	752,286	11,550	750,772	11,855	770,585
Granite Curbing - road/parking	$54.00	LF	28,507	$1,539,381	28,783	$1,554,262	28,136	$1,519,353	28,674	$1,548,377	28,761	1,553,081	28,932	1,562,330	28,678	1,548,624	29,017	1,566,893	28,772	1,553,713	28,437	1,535,580	29,010	1,566,519	28,409	1,534,103	28,124	1,518,692	28,067	1,515,635	28,808	1,555,633
Parking/traffic signage	$0.10	SF	316,745	$31,675	319,807	$31,981	312,624	$31,262	318,596	$31,860	319,564	31,956	321,467	32,147	318,647	31,865	322,406	32,241	319,694	31,969	315,963	31,596	322,329	32,233	315,659	31,566	312,488	31,249	311,859	31,186	320,089	32,009
Parking line painting & markings	$0.20	SF	316,745	$63,349	319,807	$63,961	312,624	$62,525	318,596	$63,719	319,564	63,913	321,467	64,293	318,647	63,729	322,406	64,481	319,694	63,939	315,963	63,193	322,329	64,466	315,659	63,132	312,488	62,498	311,859	62,372	320,089	64,018
Steve Miller Drive Access Option 1	$1,202,000	LS	1	$1,202,000	1	$1,202,000	1	$1,202,000	1	$1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000
				$5,578,595		$5,620,904		$5,521,653		$5,604,171		5,617,546		5,643,841		5,604,875		5,656,815		5,619,342		5,567,789		5,655,751		5,563,589		5,519,774		5,511,083		5,624,800
G2030 PEDESTRIAN PAVING																																
321000 PAVING AND CURBING																																
Sidewalk :																																
Pavement / Pavers/ Gathjering space	$25.00	SF	145,996	$3,649,900	148,717	$3,717,925	142,332	$3,558,300	147,640	$3,691,000	148,501	3,712,525	150,193	3,754,825	147,686	3,692,150	151,028	3,775,700	148,617	3,715,425	145,301	3,632,525	150,959	3,773,975	145,030	3,625,750	142,212	3,555,300	141,652	3,541,300	148,968	3,724,200
CTE Yard	$15.00	SF	36,498	$547,470	37,179	$557,685	35,583	$533,745	36,910	$553,650	37,125	556,875	37,548	563,220	36,921	553,815	37,756	566,340	37,154	557,310	36,325	544,875	37,739	566,085	36,257	543,855	35,552	533,280	35,413	531,195	37,241	558,615
8" Gravel base @ ped. pavement	$66.00	CY	4,506	$297,368	4,590	$302,911	4,393	$289,907	4,556	$300,718	4,583	302,471	4,635	305,918	4,558	300,811	4,661	307,617	4,586	302,708	4,484	295,954	4,659	307,477	4,476	295,401	4,389	289,661	4,372	288,522	4,597	303,421
Tactile warning paver	$1,200.00	EA	50	$60,000	50	$60,000	50	$60,000	50	$60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000
				$4,554,738		$4,638,521		$4,441,952		$4,605,368		4,631,871		4,683,963		4,606,776		4,709,657		4,635,443		4,533,354		4,707,537		4,525,006		4,438,241		4,421,017		4,646,236
G2040 SITE DEVELOPMENT																																
323000 SITE IMPROVEMENTS																																
Athletic Fields:																																
C3 Baseball Field	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
C4 Baseball Field	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
Permant Precst bleacher seating	$2,000,000.00	LS	1	$2,000,000	1	$2,000,000	1	$2,000,000	1	$2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000	1	2,000,000
Decorative Metal Trellis eam Seating	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000	1	$200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000
Football Field, Soceer goals	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Dumpster pad and enclosure	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Trash Receptacle	$2,100.00	EA	10	$21,000	10	$21,000	10	$21,000	10	$21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000
Flag pole	$11,000.00	EA	2	$22,000	2	$22,000	2	$22,000	2	$22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000
Benches	$125,000.00	EA	1	$125,000	1	$125,000	1	$125,000	1	$125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000
Decorative bollard	$2,500.00	EA	75	$187,500	75	$187,500	75	$187,500	75	$187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500
Utility Bollard	$1,100.00	EA	25	$27,500	25	$27,500	25	$27,500	25	$27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500
Bike Loop	$650.00	EA	30	$19,500	30	$19,500	30	$19,500	30	$19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500
Site sign	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Site Fencing	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000	1	$500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000
Misc. site improvements	$7,500,000.00	LS	1	$7,500,000	1	$7,500,000	1	$7,500,000	1	$7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000
				$11,252,500		$11,252,500		$11,252,500		$11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500		11,252,500
G2050 LANDSCAPING																																
329000 PLANTING																																
Planting Allowance	$1.00	SF	912,473	$912,473	929,483	$929,483	889,576	$889,576	922,753	$922,753	928,131	928,131	938,705	938,705	923,038	923,038	943,924	943,924	928,856	928,856	908,129	908,129	943,496	943,496	906,437	906,437	888,825	888,825	885,327	885,327	931,048	931,048
Rain Garden	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
Athletic Field:																																
Synthetic Turf - Athletic Field	$9.00	SF	237,243	$2,135,187	237,243	$2,135,187	237,243	$2,135,187	237,243	$2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187	237,243	2,135,187
12" Field Drainage laver	$65.00	CY	8,787	$571,141	8,787	$571,141	8,787	$571,141	8,787	$571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141	8,787	571,141
Field underdrain	$0.75	SF	237,243	$177,932	237,243	$177,932	237,243	$177,932	237,243	$177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932	237,243	177,932
Hydroseed - lawn	$0.45	SF	175,990	$79,196	182,114	$81,951	167,747	$75,486	179,671	$80,852	181,627	81,732	185,434	83,445	179,794	80,907	187,312	84,290	181,888	81,850	174,426	78,492	187,159	84,222	173,817	78,218	167,477	75,365	166,218	74,798	182,677	82,205
Irrigation system - lwan	$2.00	SF	175,990	$351,980	182,114	$364,228	167,747	$335,494	179,671	$359,342	181,627	363,254	185,434	370,868	179,794	359,588	187,312	374,624	181,888	363,776	174,426	348,852	187,159	374,318	173,817	347,634	167,477	334,954	166,218	332,436	182,677	365,354
Loam:																																
12" Planting Bed - import	$80.00	CY	2,500	$200,000	2,500	$200,000	2,500	$200,000	2,500	$200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000
St Loam Lawn - import	$80.00	CY	3,259	$260,726	3,372	$269,799	3,106	$248,514	3,327	$266,179	3,363	269,077	3,434	274,717	3,330	266,361	3,469	277,499	3,368	269,464	3,230	258,409	3,466	277,273	3,219	257,507	3,101	248,114	3,078	246,249	3,383	270,633
Mulch	$55.00	CY	625	$34,375	625	$34,375	625	$34,375	625	$34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375
				$4,973,009		$5,014,096		$4,917,705		$4,997,761		5,010,829		5,036,370		4,998,530		5,048,972		5,012,580		4,962,516		5,047,943		4,958,430		4,915,893		4,907,445		5,017,874
TOTAL G20 - SITE IMPROVEMENTS				**$26,358,812**		**$26,526,021**		**$26,133,810**		**$26,459,800**		**26,512,746**		**26,616,673**		**26,462,681**		**26,667,945**		**26,519,865**		**26,316,159**		**26,663,731**		**26,299,525**		**26,126,407**		**26,092,041**		**26,541,411**
G30 - SITE MECHANICAL UTILITIES																																
G3010 WATER SUPPLY																																
330000 UTILITIES																																
Street Connection	$30,000.00	LOC	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000	1	$10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000
8" Main loop	$110.00	LF	4,500	$495,000	4,500	$495,000	4,500	$495,000	4,500	$495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000
6" Fire Service	$92.00	LF	750	$69,000	750	$69,000	750	$69,000	750	$69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000
4" Domestic	$78.00	LF	50	$3,900	50	$3,900	50	$3,900	50	$3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900
8" Gate valve main	$1,850.00	EA	6	$11,100	6	$11,100	6	$11,100	6	$11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100
6" Gate valve dom	$1,600.00	EA	6	$9,600	6	$9,600	6	$9,600	6	$9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600
Fire Hydrant	$3,100.00	EA	4	$12,400	4	$12,400	4	$12,400	4	$12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400
Test, sanitize, thrust block , misc.	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
				$671,000		$671,000		$671,000		$671,000		671,000		671,000		671,000		671,000		671,000		671,000		671,000		671,000		671,000		671,000		671,000
G3020 SANITARY SEWER																																

DESCRIPTION	UNIT COST	UNIT	ADDITION B.1 QUANTITY	ADDITION B.1 TOTAL	ADDITION B1.2 QUANTITY	ADDITION B1.2 TOTAL	ADDITION B2.1 QUANTITY	ADDITION B2.1 TOTAL	ADDITION B2.2 QUANTITY	ADDITION B2.2 TOTAL	ADDITION B3.1 QUANTITY	ADDITION B3.1 TOTAL	ADDITION B3.2 QUANTITY	ADDITION B3.2 TOTAL	ADDITION B4.1 QUANTITY	ADDITION B4.1 TOTAL	ADDITION B4.2 QUANTITY	ADDITION B4.2 TOTAL	ADDITION B5.1 QUANTITY	ADDITION B5.1 TOTAL	ADDITION B6.1 QUANTITY	ADDITION B6.1 TOTAL	ADDITION B6.2 QUANTITY	ADDITION B6.2 TOTAL	ADDITION B7.1 QUANTITY	ADDITION B7.1 TOTAL	ADDITION B7.2 QUANTITY	ADDITION B7.2 TOTAL	ADDITION B8.1 QUANTITY	ADDITION B8.1 TOTAL	ADDITION B8.2 QUANTITY	ADDITION B8.2 TOTAL
330000 UTILITIES																																
8" PVC San Main	$110.00	LF	1,500	$165,000	1,500	$165,000	1,500	$165,000	1,500	$165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000
Grease Trap - 6,000 gal	$65,000.00	EA	2	$130,000	2	$130,000	2	$130,000	2	$130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000
Int Grease interceptor	W/ plumbing																															
Site manhole	$4,800.00	EA	15	$72,000	15	$72,000	15	$72,000	15	$72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000
St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000	1	$10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000
Street Connection	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
				$407,000		$407,000		$407,000		$407,000		407,000		407,000		407,000		407,000		407,000		407,000		407,000		407,000		407,000		407,000		407,000
G3030 STORM SEWER																																
330000 UTILITIES																																
On site Storage System:																																
Building Area	6.00	SFFP	18,493	$110,958	18,493	$110,958	77,758	$466,548	41,000	$246,000	65,668	394,008	56,191	337,146	114,213	685,278	101,428	608,568	152,446	914,676	152,446	914,676	113,626	681,756	122,760	736,560	144,694	868,164	133,369	800,214	82,499	494,994
Site Pavement	6.00	SFFP	499,239	$2,995,434	505,703	$3,034,218	490,539	$2,943,234	503,146	$3,018,876	505,190	3,031,140	509,208	3,055,248	503,254	3,019,524	511,190	3,067,140	505,465	3,032,790	497,589	2,985,534	511,027	3,066,162	496,946	2,981,676	490,252	2,941,512	488,924	2,933,544	506,298	3,037,788
				$3,106,392		$3,145,176		$3,409,782		$3,264,876		3,425,148		3,392,394		3,704,802		3,675,708		3,947,466		3,900,210		3,747,918		3,718,236		3,809,676		3,733,758		3,532,782
TOTAL G30 - SITE MECHANICAL UTILITIES				**$4,184,392**		**$4,223,176**		**$4,487,782**		**$4,342,876**		**4,503,148**		**4,470,394**		**4,782,802**		**4,753,708**		**5,025,466**		**4,978,210**		**4,825,918**		**4,796,236**		**4,887,676**		**4,811,758**		**4,610,782**
G40 - SITE ELECTRICAL UTILITIES																																
G4010 ELECTRICAL DISTRIBUTION																																
330000 UTILITIES																																
Primary 15 kva Service, Equipment and Feed																																
Site Electric	$1,500,000.00	LS	1	$1,500,000	1	$1,500,000	1	$1,500,000	1	$1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000
Electrical Distribution:																																
EV power distribution	$250,000.00	EA	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
				$1,750,000		$1,750,000		$1,750,000		$1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000
G4020 SITE LIGHTING																																
260001 ELECTRICAL *																																
Lighting Fixtures:																																
Roadway/Parking Fixtures	$5,000.00	EA	75	$375,000	75	$375,000	75	$375,000	75	$375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000
Pedestrian Lighting	$4,000.00	EA	50	$200,000	50	$200,000	50	$200,000	50	$200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000
Sports Field Light	$135,000.00	EA	8	$1,080,000	8	$1,080,000	8	$1,080,000	8	$1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000
Misc. Specialty site lighting	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000	1	$100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000
				$1,755,000		$1,755,000		$1,755,000		$1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 19-Feb-26

SUMMARY

No.: 18021

	ADDITION C 1.1 TOTAL	ADDITION C 1.2 TOTAL	ADDITION C 1.3 TOTAL	ADDITION C 1.4 TOTAL	ADDITION C 2.1 TOTAL	ADDITION C 2.2 TOTAL	ADDITION C 3.1 TOTAL	ADDITION C 3.2 TOTAL	ADDITION C 3.3 TOTAL	ADDITION C 3.4 TOTAL	
A. SUBSTRUCTURE											
A10 - FOUNDATIONS											0
A1010 STANDARD FOUNDATIONS	$6,104,160	$5,263,245	$8,058,825	$7,314,840	$6,712,785	$6,403,140	$7,263,045	$7,016,085	$8,281,215	$7,237,305	
A1020 SPECIAL FOUNDATIONS	$2,861,168	$2,192,166	$3,777,361	$3,428,595	$3,146,488	$3,001,265	$3,404,339	$3,288,658	$3,881,580	$2,883,067	
A1030 SLAB ON GRADE	$3,119,904	$2,690,103	$4,118,955	$3,738,696	$3,430,979	$3,272,716	$7,263,045	$7,016,085	$4,232,621	$3,699,067	
B. SHELL											
B10 - SUPERSTRUCTURE											0
B1010 FLOOR CONSTRUCTION	$15,739,529	$16,933,628	$12,963,904	$14,020,363	$20,604,726	$15,314,977	$28,894,253	$29,244,936	$19,994,502	$21,476,854	
B1020 ROOF CONSTRUCTION	$7,825,589	$7,650,865	$10,023,501	$9,186,931	$8,509,954	$8,161,775	$9,128,691	$8,850,998	$10,273,566	$9,099,747	
B20 - EXTERIOR ENCLOSURE											0
B2010 EXTERIOR WALLS	$12,723,136	$11,190,802	$16,284,970	$14,929,264	$13,832,186	$13,267,944	$8,863,045	$8,616,085	$16,690,214	$14,787,978	
B2020 EXTERIOR WINDOWS	$14,514,594	$14,514,594	$14,514,594	$14,514,594	$14,514,594	$14,514,594	$18,883,340	$18,883,340	$18,883,340	$18,883,340	
B2030 EXTERIOR DOORS	$763,926	$763,926	$763,926	$763,926	$763,926	$763,926	$993,860	$993,860	$993,860	$993,860	
B30 - ROOFING											0
B3010 ROOF COVERINGS	$7,238,129	$6,280,378	$9,391,875	$8,432,411	$7,912,029	$7,569,586	$8,462,313	$8,164,439	$9,511,896	$8,381,492	
B3020 ROOF OPENINGS	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	$556,500	
C. INTERIORS											
C10 - INTERIOR CONSTRUCTION											0
C1010 PARTITIONS	$15,278,520	$15,278,520	$15,278,520	$15,278,520	$15,278,520	$15,278,520	$19,877,200	$19,877,200	$19,877,200	$19,877,200	
C1020 INTERIOR DOORS	$3,819,630	$3,819,630	$3,819,630	$3,819,630	$3,819,630	$3,819,630	$4,969,300	$4,969,300	$4,969,300	$4,969,300	
C1030 FITTINGS	$5,729,445	$5,729,445	$5,729,445	$5,729,445	$5,729,445	$5,729,445	$7,453,950	$7,453,950	$7,453,950	$7,453,950	
C20 - STAIRS											0
C2010 STAIR CONSTRUCTION	$1,491,000	$1,861,000	$1,491,000	$1,601,000	$2,271,000	$1,861,000	$2,011,000	$2,121,000	$1,601,000	$1,491,000	
C2020 STAIR FINISHES	$191,900	$217,300	$191,900	$191,900	$268,100	$217,300	$242,700	$242,700	$191,900	$191,900	
C30 - INTERIOR FINISHES											
C3010 WALL FINISHES	$6,779,843	$6,779,843	$6,779,843	$6,779,843	$6,779,843	$6,779,843	$8,820,508	$8,820,508	$8,820,508	$8,820,508	
C3020 FLOOR FINISHES	$7,161,806	$7,161,806	$7,161,806	$7,161,806	$7,161,806	$7,161,806	$9,317,438	$9,317,438	$9,317,438	$9,317,438	
C3030 CEILING FINISHES	$6,875,334	$6,875,334	$6,875,334	$6,875,334	$6,875,334	$6,875,334	$8,944,740	$8,944,740	$8,944,740	$8,944,740	
D. SERVICES											
D10 - CONVEYING											0
D1010 ELEVATORS & LIFTS	$1,068,000	$1,320,000	$1,068,000	$1,068,000	$1,824,000	$1,320,000	$1,572,000	$1,572,000	$1,068,000	$1,068,000	
D20 - PLUMBING											0
D2010 PLUMBING	$9,203,186	$9,203,186	$9,203,186	$9,203,186	$9,203,186	$9,203,186	$11,732,460	$11,732,460	$11,732,460	$11,732,460	
D30 - HVAC											0
D3010 HVAC	$50,487,869	$52,397,684	$50,487,869	$50,487,869	$52,397,684	$52,397,684	$68,168,857	$68,168,857	$65,684,207	$65,684,207	
D40 - FIRE PROTECTION											0
D4010 SPRINKLERS	$3,342,176	$3,724,139	$3,342,176	$3,342,176	$3,724,139	$3,724,139	$4,845,068	$4,845,068	$4,348,138	$4,348,138	

Medford High School -ADDITION + SITE DETAIL	ADDITION C 1.1 TOTAL	ADDITION C 1.2 TOTAL	ADDITION C 1.3 TOTAL	ADDITION C 1.4 TOTAL	ADDITION C 2.1 TOTAL	ADDITION C 2.2 TOTAL	ADDITION C 3.1 TOTAL	ADDITION C 3.2 TOTAL	ADDITION C 3.3 TOTAL	ADDITION C 3.4 TOTAL	
D50 - ELECTRICAL											0
D5010 ELECTRICAL SERVICE & DISTRIBUTION	$5,433,556	$9,253,186	$5,433,556	$5,433,556	$9,253,186	$9,253,186	$11,782,460	$11,782,460	$6,813,160	$6,813,160	
D5020 LIGHTTNG & BRANCH WIRING	$6,818,040	$6,818,040	$6,818,040	$6,818,040	$6,818,040	$6,818,040	$8,870,201	$8,870,201	$8,870,201	$8,870,201	
D5030 COMMUNICATION & SECURITY	$9,644,566	$9,644,566	$9,644,566	$9,644,566	$9,644,566	$9,644,566	$12,547,483	$12,547,483	$12,547,483	$12,547,483	
D5090 OTHER ELECTRICAL SYSTEMS	$7,601,064	$7,601,064	$7,601,064	$7,601,064	$7,601,064	$7,601,064	$9,888,907	$9,888,907	$9,888,907	$9,888,907	
E. EQUIPMENT & FURNISHINGS											
E10 - EQUIPMENT											0
E1010 COMMERCIAL EQUIPMENT	$1,741,751	$1,741,751	$1,741,751	$1,741,751	$1,741,751	$1,741,751	$2,266,001	$2,266,001	$2,266,001	$2,266,001	
E1090 OTHER EQUIPMENT	$5,530,824	$5,530,824	$5,530,824	$5,530,824	$5,530,824	$5,530,824	$7,195,546	$7,195,546	$7,195,546	$7,195,546	
E20 - FURNISHINGS											0
E 2010 FIXED FURNISHINGS	$6,429,114	$6,429,114	$6,429,114	$6,429,114	$6,429,114	$6,429,114	$8,251,341	$8,251,341	$8,251,341	$8,251,341	
E2020 MOVABLE FURNISHINGS	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
TOTAL BUIDLING COST	**$226,074,258**	**$229,422,639**	**$235,082,035**	**$231,623,744**	**$242,335,398**	**$234,212,855**	**$302,469,588**	**$301,498,144**	**$293,140,771**	**$287,730,688**	
G. BUILDING SITEWORK											
G10 - SITE PREPARATION											0
G1010 SITE CLEARING	$876,199	$885,592	$865,560	$891,213	$872,373	$874,261	$878,047	$883,369	$883,681	$883,681	
G1020 SITE DEMOLITION & RELOCATIONS	$2,055,604	$2,069,904	$2,039,408	$2,078,461	$2,049,780	$2,052,653	$2,058,418	$2,066,520	$2,066,995	$2,066,995	
G1030 SITE EARTHWORK	$4,445,617	$4,497,647	$4,386,691	$4,528,780	$4,424,430	$4,434,883	$4,455,857	$4,485,335	$4,487,061	$4,487,061	
G1040 HAZARDOUS WASTE REMEDIATION	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
G20 - SITE IMPROVEMENTS											0
G2010 ROADWAYS	$5,678,094	$5,719,933	$5,630,700	$5,744,970	$5,661,043	$5,669,458	$5,686,315	$5,710,026	$5,711,421	$5,711,421	
G2020 PARKING LOTS	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
G2030 PEDESTRIAN PAVING	$4,751,790	$4,834,652	$4,655,246	$4,884,227	$4,718,031	$4,734,699	$4,768,099	$4,815,045	$4,818,097	$4,818,097	
G2040 SITE DEVELOPMENT	$10,002,500	$10,002,500	$10,002,500	$10,002,500	$10,002,500	$10,002,500	$10,002,500	$10,002,500	$10,002,500	$10,002,500	
G2050 LANDSCAPING	$5,139,460	$5,233,537	$5,027,759	$5,265,816	$5,133,107	$5,162,140	$5,168,182	$5,237,409	$5,218,406	$5,218,406	
G30 - SITE MECHANICAL UTILITIES											0
G3010 WATER SUPPLY	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	$671,000	
G3020 SANITARY SEWER	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	$407,000	
G3030 STORM SEWER	$3,900,534	$3,826,764	$4,117,104	$4,123,260	$3,966,054	$3,932,484	$4,062,594	$4,051,398	$4,082,280	$4,082,280	
G40 - SITE ELECTRICAL UTILITIES											0
G4010 ELECTRICAL DISTRIBUTION	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	$1,750,000	
G4020 SITE LIGHTTNG	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	$1,755,000	
TOTAL SITE COST	**$41.432.798**	**$41.653.529**	**$41.307.968**	**$42.102.226**	**$41.410.319**	**$41.446.078**	**$41.663.012**	**$41.834.603**	**$41.853.440**	**$41.853.440**	
TOTAL SITE + ADDITION	**$267.507.056**	**$271.076.168**	**$276.390.003**	**$273.725.970**	**$283.745.717**	**$275.658.934**	**$344.132.600**	**$343.332.746**	**$334.994.211**	**$329.584.128**	

TOTAL CHEC

Medford High School -ADDITION + SITE DETAIL 2/19/26

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
A. SUBSTRUCTURE																						
A10 - FOUNDATIONS																						
A1010 STANDARD FOUNDATIONS																						
Foundation, Earthwork	$45.00	GSF	135,648	$6,104,160	116,961	$5,263,245	179,085	$8,058,825	162,552	$7,314,840	149,173	6,712,785	142,292	6,403,140	161,401	7,263,045	155,913	7,016,085	184,027	8,281,215	160,829	7,237,305
				$6,104,160		$5,263,245		$8,058,825		$7,314,840		6,712,785		6,403,140		7,263,045		7,016,085		8,281,215		7,237,305
A1020 SPECIAL FOUNDATIONS																						
Foundation Earthwork:																						
General Cut and Disposal	$60.50	CY	15,072	$911,856	4,332	$262,086	19,898	$1,203,829	18,061	$1,092,691	16,575	1,002,788	15,810	956,505	17,933	1,084,947	17,324	1,048,102	20,447	1,237,044	17,870	1,081,135
Bedrock Removal and Disposal	$100.00	CY	5,024	$502,400	17,328	$1,732,800	6,633	$663,300	6,020	$602,000	5,525	552,500	5,270	527,000	5,978	597,800	5,775	577,500	6,816	681,600	5,957	360,399
Structural Fill	$72.00	CY	20,096	$1,446,912	2,740	$197,280	26,531	$1,910,232	24,082	$1,733,904	22,100	1,591,200	21,080	1,517,760	23,911	1,721,592	23,098	1,663,056	27,263	1,962,936	23,827	1,441,534
				$2,861,168		$2,192,166		$3,777,361		$3,428,595		3,146,488		3,001,265		3,404,339		3,288,658		3,881,580		2,883,067
A1030 SLAB ON GRADE																						
5" Slab, Gravel, insul	$23.00	FTP	135,648	$3,119,904	116,961	$2,690,103	179,085	$4,118,955	162,552	$3,738,696	149,173	3,430,979	142,292	3,272,716	161,401	7,263,045	155,913	7,016,085	184,027	4,232,621	160,829	3,699,067
				$3,119,904		$2,690,103		$4,118,955		$3,738,696		3,430,979		3,272,716		7,263,045		7,016,085		4,232,621		3,699,067
TOTAL A10 FOUNDATIONS				**$12,085,232**		**$10,145,514**		**$15,955,141**		**$14,482,131**		**13,290,252**		**12,677,121**		**17,930,429**		**17,320,828**		**16,395,416**		**13,819,439**
B. SHELL																						
B10 - SUPERSTRUCTURE																						
B1010 FLOOR CONSTRUCTION																						
Typ. Floor frame (15 lbs / SF)	$5,500.00	TONS	1,847.36	$10,160,494	1,987.52	$10,931,333	1,521.59	$8,368,718	1,645.58	$9,050,704	1,745.93	9,602,588	1,797.53	9,886,429	2,516.47	13,840,571	2,557.63	14,066,951	2,346.77	12,907,249	2,520.76	13,864,166
3 1/2" LW Deck Fill	$13.00	SF	246,315	$3,202,095	265,002	$3,445,026	202,878	$2,637,414	219,411	$2,852,343	232,790	3,026,270	239,671	3,115,723	335,529	4,361,877	341,017	4,433,221	312,903	4,067,739	336,101	4,369,313
1 1/2" x 20 Ga Comp. deck	$6.50	SF	246,315	$1,601,048	265,002	$1,722,513	202,878	$1,318,707	219,411	$1,426,172	232,790	1,513,135	239,671	1,557,862	335,529	2,180,939	341,017	2,216,611	312,903	2,033,870	336,101	2,184,657
Fireproofing - beam & column	$3.15	SF	246,315	$775,892	265,002	$834,756	202,878	$639,066	219,411	$691,145	232,790	733,289	239,671	754,964	335,529	1,056,916	341,017	1,074,204	312,903	985,644	336,101	1,058,718
Hi Rise Premium	$15.00	GSF									381,963	5,729,445			496,930	7,453,950	496,930	7,453,950				
				$15,739,529		$16,933,628		$12,963,904		$14,020,363		20,604,726		15,314,977		28,894,253		29,244,936		19,994,502		21,476,854
B1020 ROOF CONSTRUCTION																						
051200 STRUCTURAL STEEL																						
Typ. flat roof frame (15 lbs / SF)	$5,500.00	TONS	1,017	$5,595,480	1,017	$5,595,480	1,343	$7,387,256	1,219	$6,705,270	1,119	6,153,386	1,067	5,869,545	1,211	6,657,791	1,169	6,431,411	1,380	7,591,114	1,206	6,634,196
Galv. RTU dunnage - allow	$6,500.00	TONS	10	$65,000	10	$65,000	10	$65,000	10	$65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000	10	65,000
Roof Screen Frame	$6,200.00	TONS	64	$396,800	64	$396,800	64	$396,800	64	$396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800	64	396,800
1 1/2" x 20 Ga roof deck	$6.20	SF	135,648	$841,018	116,961	$725,158	179,085	$1,110,327	162,552	$1,007,822	149,173	924,873	142,292	882,210	161,401	1,000,686	155,913	966,661	184,027	1,140,967	160,829	997,140
Fireproofing - beam & column	$3.15	SF	135,648	$427,291	116,961	$368,427	179,085	$564,118	162,552	$512,039	149,173	469,895	142,292	448,220	161,401	508,413	155,913	491,126	184,027	579,685	160,829	506,611
Intumescent Paint - allow	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000	1	$500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000
				$7,825,589		$7,650,865		$10,023,501		$9,186,931		8,509,954		8,161,775		9,128,691		8,850,998		10,273,566		9,099,747
TOTAL B10 SUPERSTRUCTURE				**$23,565,117**		**$24,584,493**		**$22,987,405**		**$23,207,294**		**29,114,680**		**23,476,752**		**38,022,944**		**38,095,934**		**30,268,068**		**30,576,601**
B20 - EXTERIOR ENCLOSURE																						
B2010 EXTERIOR WALLS																						
Exterior Wall Assembly	$82.00	GSF	135,648	$11,123,136	116,961	$9,590,802	179,085	$14,684,970	162,552	$13,329,264	149,173	12,232,186	142,292	11,667,944	161,401	7,263,045	155,913	7,016,085	184,027	15,090,214	160,829	13,187,978
Roof Screen	$100.00	SF	16,000	$1,600,000	16,000	$1,600,000	16,000	$1,600,000	16,000	$1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000	16,000	1,600,000
				$12,723,136		$11,190,802		$16,284,970		$14,929,264		13,832,186		13,267,944		8,863,045		8,616,085		16,690,214		14,787,978
B2020 EXTERIOR WINDOWS																						
Window Systems	$38.00	GSF	381,963	$14,514,594	381,963	$14,514,594	381,963	$14,514,594	381,963	$14,514,594	381,963	14,514,594	381,963	14,514,594	496,930	18,883,340	496,930	18,883,340	496,930	18,883,340	496,930	18,883,340
				$14,514,594		$14,514,594		$14,514,594		$14,514,594		14,514,594		14,514,594		18,883,340		18,883,340		18,883,340		18,883,340
B2030 EXTERIOR DOORS																						
Alum, HM and Specialty Doors	$2.00	GSF	381,963	$763,926	381,963	$763,926	381,963	$763,926	381,963	$763,926	381,963	763,926	381,963	763,926	496,930	993,860	496,930	993,860	496,930	993,860	496,930	993,860
				$763,926		$763,926		$763,926		$763,926		763,926		763,926		993,860		993,860		993,860		993,860
TOTAL B20 - EXTERIOR ENCLOSURE				**$28,001,656**		**$26,469,322**		**$31,563,490**		**$30,207,784**		**29,110,706**		**28,546,464**		**28,740,245**		**28,493,285**		**36,567,414**		**34,665,178**
B30 - ROOFING																						

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
B3010 ROOF COVERINGS																						
Roofing and Flashing	$48.00	SF	135,648	$6,511,104	116,961	$5,614,128	179,085	$8,596,080	162,552	$7,802,496	149,173	7,160,304	142,292	6,830,016	161,401	7,747,248	155,913	7,483,824	184,027	8,833,296	160,829	7,719,792
Outdoor Terrace Premium	$65.00	SF	11,185	$727,025	10,250	$666,250	12,243	$795,795	9,691	$629,915	11,565	751,725	11,378	739,570	11,001	715,065	10,471	680,615	10,440	678,600	10,180	661,700
				$7,238,129		$6,280,378		$9,391,875		$8,432,411		7,912,029		7,569,586		8,462,313		8,164,439		9,511,896		8,381,492
B3020 ROOF OPENINGS																						
077200 ROOF ACCESSORIES																						
Terrace Railing	$450.00	LF	900	$405,000	900	$405,000	900	$405,000	900	$405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000	900	405,000
Roof hatch	$8,000.00	EA	3	$24,000	3	$24,000	3	$24,000	3	$24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000	3	24,000
Smoke hatch	$15,000.00	EA	3	$45,000	3	$45,000	3	$45,000	3	$45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000	3	45,000
New Skylight	$165.00	SF	500	$82,500	500	$82,500	500	$82,500	500	$82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500	500	82,500
*Mechanical equip screen is included with B1020 & B2010																						
				$556,500		$556,500		$556,500		$556,500		556,500		556,500		556,500		556,500		556,500		556,500
TOTAL B30 ROOFING				**$7,794,629**		**$6,836,878**		**$9,948,375**		**$8,988,911**		**8,468,529**		**8,126,086**		**9,018,813**		**8,720,939**		**10,068,396**		**8,937,992**
C. INTERIORS																						
C10 - INTERIOR CONSTRUCTION																						
C1010 PARTITIONS																						
Interior Partitions	$40.00	GSF	381,963	$15,278,520	381,963	$15,278,520	381,963	$15,278,520	381,963	$15,278,520	381,963	15,278,520	381,963	15,278,520	496,930	19,877,200	496,930	19,877,200	496,930	19,877,200	496,930	19,877,200
				$15,278,520		$15,278,520		$15,278,520		$15,278,520		15,278,520		15,278,520		19,877,200		19,877,200		19,877,200		19,877,200
C1020 INTERIOR DOORS																						
081113 HOLLOW METALWORK 081416 WOOD AND PLASTIC DOORS 087100 DOOR HARDWARE																						
Interior Door frame and Hardware	$10.00	GSF	381,963	$3,819,630	381,963	$3,819,630	381,963	$3,819,630	381,963	$3,819,630	381,963	3,819,630	381,963	3,819,630	496,930	4,969,300	496,930	4,969,300	496,930	4,969,300	496,930	4,969,300
				$3,819,630		$3,819,630		$3,819,630		$3,819,630		3,819,630		3,819,630		4,969,300		4,969,300		4,969,300		4,969,300
C1030 FITTINGS																						
Fittings and Specialties	$15.00	GSF	381,963	$5,729,445	381,963	$5,729,445	381,963	$5,729,445	381,963	$5,729,445	381,963	5,729,445	381,963	5,729,445	496,930	7,453,950	496,930	7,453,950	496,930	7,453,950	496,930	7,453,950
				$5,729,445		$5,729,445		$5,729,445		$5,729,445		5,729,445		5,729,445		7,453,950		7,453,950		7,453,950		7,453,950
TOTAL C10 - INTERIOR CONSTRUCTION				**$24,827,595**		**$24,827,595**		**$24,827,595**		**$24,827,595**		**24,827,595**		**24,827,595**		**32,300,450**		**32,300,450**		**32,300,450**		**32,300,450**
C20 - STAIRS																						
C2010 STAIR CONSTRUCTION																						
Learning Stair	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000	1	$200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000
Roof Stair	$60,000.00	FLTS	1	$60,000	1	$60,000	1	$60,000	1	$60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000	1	60,000
Egress Stair	$65,000.00	FLTS	12	$780,000	16	$1,040,000	12	$780,000	12	$780,000	24	1,560,000	16	1,040,000	20	1,300,000	20	1,300,000	12	780,000	12	780,000
Stage Stair	$5,500.00	FLTS	2	$11,000	2	$11,000	2	$11,000	2	$11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000	2	11,000
Floor opening Railing	$550.00	LF	800	$440,000	1,000	$550,000	800	$440,000	1,000	$550,000	800	440,000	1,000	550,000	800	440,000	1,000	550,000	1,000	550,000	800	440,000
				$1,491,000		$1,861,000		$1,491,000		$1,601,000		2,271,000		1,861,000		2,011,000		2,121,000		1,601,000		1,491,000
C2020 STAIR FINISHES																						
Stage Stair	$1,500.00	EA	2	$3,000	2	$3,000	2	$3,000	2	$3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000	2	3,000
Learning stair	$100,000.00	EA	1	$100,000	1	$100,000	1	$100,000	1	$100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000
Rubber tread and riser finish	$2,850.00	EA	14	$39,900	18	$51,300	14	$39,900	14	$39,900	26	74,100	18	51,300	22	62,700	22	62,700	14	39,900	14	39,900
Paint Stair Structure	$3,500.00	EA	14	$49,000	18	$63,000	14	$49,000	14	$49,000	26	91,000	18	63,000	22	77,000	22	77,000	14	49,000	14	49,000
				$191,900		$217,300		$191,900		$191,900		268,100		217,300		242,700		242,700		191,900		191,900
TOTAL C20 - STAIRS				**$1,682,900**		**$2,078,300**		**$1,682,900**		**$1,792,900**		**2,539,100**		**2,078,300**		**2,253,700**		**2,363,700**		**1,792,900**		**1,682,900**
C30 - INTERIOR FINISHES																						
C3010 WALL FINISHES																						
Wall Finish	$17.75	GSF	381,963	$6,779,843	381,963	$6,779,843	381,963	$6,779,843	381,963	$6,779,843	381,963	6,779,843	381,963	6,779,843	496,930	8,820,508	496,930	8,820,508	496,930	8,820,508	496,930	8,820,508
				$6,779,843		$6,779,843		$6,779,843		$6,779,843		6,779,843		6,779,843		8,820,508		8,820,508		8,820,508		8,820,508
C3020 FLOOR FINISHES																						
Floor Finish	$18.75	GSF	381,963	$7,161,806	381,963	$7,161,806	381,963	$7,161,806	381,963	$7,161,806	381,963	7,161,806	381,963	7,161,806	496,930	9,317,438	496,930	9,317,438	496,930	9,317,438	496,930	9,317,438

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
				$7,161,806		$7,161,806		$7,161,806		$7,161,806		7,161,806		7,161,806		9,317,438		9,317,438		9,317,438		9,317,438
C3030 CEILING FINISHES																						
Ceiling Finish	$18.00	GSF	381,963	$6,875,334	381,963	$6,875,334	381,963	$6,875,334	381,963	$6,875,334	381,963	6,875,334	381,963	6,875,334	496,930	8,944,740	496,930	8,944,740	496,930	8,944,740	496,930	8,944,740
				$6,875,334		$6,875,334		$6,875,334		$6,875,334		6,875,334		6,875,334		8,944,740		8,944,740		8,944,740		8,944,740
TOTAL C30 - INTERIOR FINISHES				**$20,816,984**		**$20,816,984**		**$20,816,984**		**$20,816,984**		**20,816,984**		**20,816,984**		**27,082,685**		**27,082,685**		**27,082,685**		**27,082,685**
D. SERVICES																						
D10 - CONVEYING																						
D1010 ELEVATORS & LIFTS																						
Passenger - Hydraulic	$84,000.00	STOP	12	$1,008,000	15	$1,260,000	12	$1,008,000	12	$1,008,000	21	1,764,000	15	1,260,000	18	1,512,000	18	1,512,000	12	1,008,000	12	1,008,000
Elev Metals	$20,000.00	LS	3	$60,000	3	$60,000	3	$60,000	3	$60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000	3	60,000
				$1,068,000		$1,320,000		$1,068,000		$1,068,000		1,824,000		1,320,000		1,572,000		1,572,000		1,068,000		1,068,000
TOTAL D10 - CONVEYING				**$1,068,000**		**$1,320,000**		**$1,068,000**		**$1,068,000**		**1,824,000**		**1,320,000**		**1,572,000**		**1,572,000**		**1,068,000**		**1,068,000**
D20 - PLUMBING																						
D2010 PLUMBING FIXTURES																						
Plumbing - New	$22.00	GSF	381,963	$8,403,186	381,963	$8,403,186	381,963	$8,403,186	381,963	$8,403,186	381,963	8,403,186	381,963	8,403,186	496,930	10,932,460	496,930	10,932,460	496,930	10,932,460	496,930	10,932,460
Air Source Heat Pump Water Heater	$800,000.00	LS	1	$800,000	1	$800,000	1	$800,000	1	$800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000	1	800,000
				$9,203,186		$9,203,186		$9,203,186		$9,203,186		9,203,186		9,203,186		11,732,460		11,732,460		11,732,460		11,732,460
TOTAL D20 - PLUMBING				**$9,203,186**		**$9,203,186**		**$9,203,186**		**$9,203,186**		**9,203,186**		**9,203,186**		**11,732,460**		**11,732,460**		**11,732,460**		**11,732,460**
D30 - HVAC																						
D3010 HVAC																						
HVAC - GEO THERMAL	$100.00	GSF	381,963	$38,196,300	381,963	$38,196,300	381,963	$38,196,300	381,963	$38,196,300	381,963	38,196,300	381,963	38,196,300	496,930	49,693,000	496,930	49,693,000	496,930	49,693,000	496,930	49,693,000
Geothermal Wells - 400ea @ 800' dep	$32.18	GSF	381,963	$12,291,569	381,963	$12,291,569	381,963	$12,291,569	381,963	$12,291,569	381,963	12,291,569	381,963	12,291,569	496,930	15,991,207	496,930	15,991,207	496,930	15,991,207	496,930	15,991,207
Hi Rise Premium	$5.00	GSF			381,963	$1,909,815					381,963	1,909,815	381,963	1,909,815	496,930	2,484,650	496,930	2,484,650				
				$50,487,869		$52,397,684		$50,487,869		$50,487,869		52,397,684		52,397,684		68,168,857		68,168,857		65,684,207		65,684,207
TOTAL D30 - HVAC				**$50,487,869**		**$52,397,684**		**$50,487,869**		**$50,487,869**		**52,397,684**		**52,397,684**		**68,168,857**		**68,168,857**		**65,684,207**		**65,684,207**
D40 - FIRE PROTECTION																						
D4010 SPRINKLERS																						
210001 FIRE SUPPRESSION*																						
Sprinkler system - wet	$8.75	GSF	381,963	$3,342,176	381,963	$3,342,176	381,963	$3,342,176	381,963	$3,342,176	381,963	3,342,176	381,963	3,342,176	496,930	4,348,138	496,930	4,348,138	496,930	4,348,138	496,930	4,348,138
Hi Rise Premium	$1.00	GSF			381,963	$381,963					381,963	381,963	381,963	381,963	496,930	496,930	496,930	496,930				
				$3,342,176		$3,724,139		$3,342,176		$3,342,176		3,724,139		3,724,139		4,845,068		4,845,068		4,348,138		4,348,138
TOTAL D40 - FIRE PROTECTION				**$3,342,176**		**$3,724,139**		**$3,342,176**		**$3,342,176**		**3,724,139**		**3,724,139**		**4,845,068**		**4,845,068**		**4,348,138**		**4,348,138**
D50 - ELECTRICAL																						
D5010 ELECTRICAL SERVICE & DISTRIBUTION																						
260001 ELECTRICAL*																						
Service Panel and Feeders	$12.00	GSF	381,963	$4,583,556	381,963	$4,583,556	381,963	$4,583,556	381,963	$4,583,556	381,963	4,583,556	381,963	4,583,556	496,930	5,963,160	496,930	5,963,160	496,930	5,963,160	496,930	5,963,160
1,250 KW Emergency Generator	$850,000.00	LS	1	$850,000	1	$850,000	1	$850,000	1	$850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000	1	850,000
Hi Rise Premium	$10.00	GSF			381,963	$3,819,630					381,963	3,819,630	381,963	3,819,630	496,930	4,969,300	496,930	4,969,300				
				$5,433,556		$9,253,186		$5,433,556		$5,433,556		9,253,186		9,253,186		11,782,460		11,782,460		6,813,160		6,813,160
D5020 LIGHTING & BRANCH WIRING																						
260001 ELECTRICAL*																						
Lighting	$15.00	GSF	381,963	$5,729,445	381,963	$5,729,445	381,963	$5,729,445	381,963	$5,729,445	381,963	5,729,445	381,963	5,729,445	496,930	7,453,950	496,930	7,453,950	496,930	7,453,950	496,930	7,453,950
Lighting Control	$2.85	GSF	381,963	$1,088,595	381,963	$1,088,595	381,963	$1,088,595	381,963	$1,088,595	381,963	1,088,595	381,963	1,088,595	496,930	1,416,251	496,930	1,416,251	496,930	1,416,251	496,930	1,416,251
				$6,818,040		$6,818,040		$6,818,040		$6,818,040		6,818,040		6,818,040		8,870,201		8,870,201		8,870,201		8,870,201
D5030 COMMUNICATION & SECURITY																						

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
260001 ELECTRICAL*																						
Security	$12.00	GSF	381,963	$4,583,556	381,963	$4,583,556	381,963	$4,583,556	381,963	$4,583,556	381,963	4,583,556	381,963	4,583,556	496,930	5,963,160	496,930	5,963,160	496,930	5,963,160	496,930	5,963,160
Tele/data cabling, racks and switches	$12.00	GSF	381,963	$4,583,556	381,963	$4,583,556	381,963	$4,583,556	381,963	$4,583,556	381,963	4,583,556	381,963	4,583,556	496,930	5,963,160	496,930	5,963,160	496,930	5,963,160	496,930	5,963,160
Sneech Reinforcement	$1.25	GSF	381,963	$477,454	381,963	$477,454	381,963	$477,454	381,963	$477,454	381,963	477,454	381,963	477,454	496,930	621,163	496,930	621,163	496,930	621,163	496,930	621,163
				$9,644,566		$9,644,566		$9,644,566		$9,644,566		9,644,566		9,644,566		12,547,483		12,547,483		12,547,483		12,547,483
D5090 OTHER ELECTRICAL SYSTEMS																						
260001 ELECTRICAL*																						
Fire Alarm	$5.00	GSF	381,963	$1,909,815	381,963	$1,909,815	381,963	$1,909,815	381,963	$1,909,815	381,963	1,909,815	381,963	1,909,815	496,930	2,484,650	496,930	2,484,650	496,930	2,484,650	496,930	2,484,650
Devices	$3.45	GSF	381,963	$1,317,772	381,963	$1,317,772	381,963	$1,317,772	381,963	$1,317,772	381,963	1,317,772	381,963	1,317,772	496,930	1,714,409	496,930	1,714,409	496,930	1,714,409	496,930	1,714,409
Clocks and PA	$1.75	GSF	381,963	$668,435	381,963	$668,435	381,963	$668,435	381,963	$668,435	381,963	668,435	381,963	668,435	496,930	869,628	496,930	869,628	496,930	869,628	496,930	869,628
Gym/Cafe Sound System	$2.00	GSF	381,963	$763,926	381,963	$763,926	381,963	$763,926	381,963	$763,926	381,963	763,926	381,963	763,926	496,930	993,860	496,930	993,860	496,930	993,860	496,930	993,860
Lighting Protection	$0.50	GSF	381,963	$190,982	381,963	$190,982	381,963	$190,982	381,963	$190,982	381,963	190,982	381,963	190,982	496,930	248,465	496,930	248,465	496,930	248,465	496,930	248,465
Mechanical Wiring	$2.00	GSF	381,963	$763,926	381,963	$763,926	381,963	$763,926	381,963	$763,926	381,963	763,926	381,963	763,926	496,930	993,860	496,930	993,860	496,930	993,860	496,930	993,860
Misc. Electrical	$1.00	GSF	381,963	$381,963	381,963	$381,963	381,963	$381,963	381,963	$381,963	381,963	381,963	381,963	381,963	496,930	496,930	496,930	496,930	496,930	496,930	496,930	496,930
Bi-Direction Antenna	$0.60	GSF	381,963	$229,178	381,963	$229,178	381,963	$229,178	381,963	$229,178	381,963	229,178	381,963	229,178	496,930	298,158	496,930	298,158	496,930	298,158	496,930	298,158
PV - Baseline	$3.60	GSF	381,963	$1,375,067	381,963	$1,375,067	381,963	$1,375,067	381,963	$1,375,067	381,963	1,375,067	381,963	1,375,067	496,930	1,788,948	496,930	1,788,948	496,930	1,788,948	496,930	1,788,948
				$7,601,064		$7,601,064		$7,601,064		$7,601,064		7,601,064		7,601,064		9,888,907		9,888,907		9,888,907		9,888,907
TOTAL D50 - ELECTRICAL			$77.23	**$29,497,225**	$87.23	**$33,316,855**	$77.23	**$29,497,225**		**$29,497,225**		**33,316,855**		**33,316,855**		**43,089,050**		**43,089,050**		**38,119,750**		**38,119,750**
E. EQUIPMENT & FURNISHINGS																						
E10 - EQUIPMENT																						
E1010 COMMERCIAL EQUIPMENT																						
114000 FOOD SERVICE EQUIPMENT																						
Kitchen equipment - avg $2.7 mil	$4.56	GSF	381,963	$1,741,751	381,963	$1,741,751	381,963	$1,741,751	381,963	$1,741,751	381,963	1,741,751	381,963	1,741,751	496,930	2,266,001	496,930	2,266,001	496,930	2,266,001	496,930	2,266,001
				$1,741,751		$1,741,751		$1,741,751		$1,741,751		1,741,751		1,741,751		2,266,001		2,266,001		2,266,001		2,266,001
E1090 OTHER EQUIPMENT																						
General Building Equipment	$14.48	GSF	381,963	$5,530,824	381,963	$5,530,824	381,963	$5,530,824	381,963	$5,530,824	381,963	5,530,824	381,963	5,530,824	496,930	7,195,546	496,930	7,195,546	496,930	7,195,546	496,930	7,195,546
				$5,530,824		$5,530,824		$5,530,824		$5,530,824		5,530,824		5,530,824		7,195,546		7,195,546		7,195,546		7,195,546
TOTAL E10 - EQUIPMENT				**$7,272,576**		**$7,272,576**		**$7,272,576**		**$7,272,576**		**7,272,576**		**7,272,576**		**9,461,547**		**9,461,547**		**9,461,547**		**9,461,547**
E20 - FURNISHINGS																						
E 2010 FIXED FURNISHINGS																						
129000 MISC. FURNISHINGS																						
Window Treatment	$0.85	GSF	381,963	$324,669	381,963	$324,669	381,963	$324,669	381,963	$324,669	381,963	324,669	381,963	324,669	496,930	422,391	496,930	422,391	496,930	422,391	496,930	422,391
Auditorium Seating	$375.00	EA	1.000	$375,000	1.000	$375,000	1.000	$375,000	1.000	$375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000	1.000	375,000
123553 CLASSROOM CASEWORK																						
Casework	$15.00	GSF	381,963	$5,729,445	381,963	$5,729,445	381,963	$5,729,445	381,963	$5,729,445	381,963	5,729,445	381,963	5,729,445	496,930	7,453,950	496,930	7,453,950	496,930	7,453,950	496,930	7,453,950
				$6,429,114		$6,429,114		$6,429,114		$6,429,114		6,429,114		6,429,114		8,251,341		8,251,341		8,251,341		8,251,341
TOTAL E20 - FURNISHINGS				**$6,429,114**		**$6,429,114**		**$6,429,114**		**$6,429,114**		**6,429,114**		**6,429,114**		**8,251,341**		**8,251,341**		**8,251,341**		**8,251,341**
F20 - SELECTIVE BUILDING DEMOLITION																						
F2020 HAZARDOUS COMPONENTS ABATEMENT																						
Hazardous Waste Allowance	SEE SUMMARY PAGE																					
F2030 SELECTIVE DEMOLITION																						
BUILDING DEMOLITION	SEE SUMMARY PAGE																					
				$0		$0		$0		$0		0		0		0		0		0		0
TOTAL F20 - SELECTIVE BUILDING DEMOLITION				**$0**		**$0**		**$0**		**$0**		**0**		**0**		**0**		**0**		**0**		**0**
G. BUILDING SITEWORK																						
G10 - SITE PREPARATION																						
G1010 SITE CLEARING																						

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
311000 SITE PREPARATION & CLEARING																						
Construction fence	22.00	LF	8,500	$187,000	8,500	$187,000	8,500	$187,000	8,500	$187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000	8,500	187,000
Construction entrance pad	15.00	SF	5,000	$75,000	5,000	$75,000	5,000	$75,000	5,000	$75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000	5,000	75,000
Construction gates	1,200.00	EA	2	$2,400	2	$2,400	2	$2,400	2	$2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400	2	2,400
Clear and Grub	0.15	SF	952,475	$142,871	969,299	$145,395	933,421	$140,013	979,366	$146,905	945,624	141,844	949,004	142,351	955,786	143,368	965,318	144,798	965,876	144,881	970,556	145,583
Strip and stack 6"-12" top soil	10.00	CY	19,843	$198,432	20,194	$201,937	19,446	$194,463	20,403	$204,035	19,701	197,005	19,771	197,709	19,912	199,122	20,111	201,108	20,122	201,224	20,220	202,199
Protect stockpile	50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Protect tree	30,000.00	LS	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
General Site Prep	0.20	SF	952,475	$190,495	969,299	$193,860	933,421	$186,684	979,366	$195,873	945,624	189,125	949,004	189,801	955,786	191,157	965,318	193,064	965,876	193,175	970,556	194,111
				$876,199		$885,592		$865,560		$891,213		872,373		874,261		878,047		883,369		883,681		886,294
G1020 SITE DEMOLITION & RELOCATIONS																						
Erosion control	10.00	LF	8,500	$85,000	8,500	$85,000	8,500	$85,000	8,500	$85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000	8,500	85,000
Inlet Protection	110.00	EA	100	$11,000	100	$11,000	100	$11,000	100	$11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000	100	11,000
Erosion Control Maintance	50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Misc. Site Removal	0.85	SF	952,475	$809,604	969,299	$823,904	933,421	$793,408	979,366	$832,461	945,624	803,780	949,004	806,653	955,786	812,418	965,318	820,520	965,876	820,995	970,556	824,973
Temporary Measures:																						
Temp Sediment basin	100,000.00	LS	1	$100,000	1	$100,000	1	$100,000	1	$100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000
Temporary Parking and Access	350,000.00	LS	1	$350,000	1	$350,000	1	$350,000	1	$350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000	1	350,000
Snow removal	150,000.00	LS	1	$150,000	1	$150,000	1	$150,000	1	$150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000	1	150,000
Phasing logistics	500,000.00	LS	1	$500,000	1	$500,000	1	$500,000	1	$500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000
				$2,055,604		$2,069,904		$2,039,408		$2,078,461		2,049,780		2,052,653		2,058,418		2,066,520		2,066,995		2,070,973
G1030 SITE EARTHWORK																						
310000 EARTHWORK																						
Site Grading	2.75	SY	105,831	$291,034	107,700	$296,175	103,713	$285,212	108,818	$299,251	105,069	288,941	105,445	289,973	106,198	292,046	107,258	294,958	107,320	295,129	107,840	296,559
Site Cut to fill	32.00	CY	35,277	$1,128,859	35,900	$1,148,799	34,571	$1,106,277	36,273	$1,160,730	35,023	1,120,740	35,148	1,124,745	35,399	1,132,783	35,753	1,144,081	35,773	1,144,742	35,947	1,150,289
Site Fill - Import	23.00	CY	8,819	$202,842	8,975	$206,425	8,643	$198,784	9,068	$208,569	8,756	201,383	8,787	202,103	8,850	203,547	8,938	205,577	8,943	205,696	8,987	206,692
Site Cut - disposal	75.00	CY	17,638	$1,322,882	17,950	$1,346,249	17,286	$1,296,418	18,136	$1,360,231	17,512	1,313,367	17,574	1,318,061	17,700	1,327,481	17,876	1,340,719	17,887	1,341,494	17,973	1,347,994
Ledge Removal	75.00	CY	20,000	$1,500,000	20,000	$1,500,000	20,000	$1,500,000	20,000	$1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000	20,000	1,500,000
				$4,445,617		$4,497,647		$4,386,691		$4,528,780		4,424,430		4,434,883		4,455,857		4,485,335		4,487,061		4,501,534
G1040 HAZARDOUS WASTE REMEDIATION																						
Soil classifications		NIC																				
				$0		$0		$0		$0		0		0		0		0		0		0
TOTAL G10 - SITE PREPARATION				$7,377,419		$7,453,143		$7,291,659		$7,498,454		7,346,584		7,361,797		7,392,322		7,435,225		7,437,736		7,458,801
G20 - SITE IMPROVEMENTS																						
G2010 ROADWAYS																						
321000 PAVING AND CURBING																						
Site:																						
Bituminous - Surface Parking	$5.55	SF	127,500	$707,625	127,500	$707,625	127,500	$707,625	127,500	$707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625	127,500	707,625
Bituminous - Visitor Surface Parking	$5.55	SF	10,000	$55,500	10,000	$55,500	10,000	$55,500	10,000	$55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500	10,000	55,500
Bituminous - Early Ed. Outdoor Play	$5.55	SF	15,000	$83,250	15,000	$83,250	15,000	$83,250	15,000	$83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250	15,000	83,250
Bituminous - Roadways	$5.55	SF	171,446	$951,525	174,474	$968,331	168,016	$932,489	176,286	$978,387	170,212	944,677	170,821	948,057	172,041	954,828	173,757	964,351	173,858	964,912	174,700	969,585
20% Porus Pavement - "Premium"	$3.50	SF	64,789	$226,762	65,395	$228,882	64,103	$224,361	65,757	$230,150	64,542	225,898	64,664	226,325	64,908	227,179	65,251	228,380	65,272	228,451	65,440	229,040
12" Gravel base @ vehicular pave.	$65.00	CY	11,998	$779,870	12,110	$787,160	11,871	$771,613	12,177	$791,522	11,952	776,899	11,975	778,365	12,020	781,302	12,084	785,434	12,087	785,677	12,119	787,704
Granite Curbing - road/parking	$54.00	LF	29,155	$1,574,378	29,428	$1,589,094	28,846	$1,557,708	29,591	$1,597,900	29,044	1,568,380	29,099	1,571,340	29,209	1,577,269	29,363	1,585,609	29,372	1,586,100	29,448	1,590,192
Parking/traffic signage	$0.10	SF	323,946	$32,395	326,974	$32,697	320,516	$32,052	328,786	$32,879	322,712	32,271	323,321	32,332	324,541	32,454	326,257	32,626	326,358	32,636	327,200	32,720
Parking line panting & markings	$0.20	SF	323,946	$64,789	326,974	$65,395	320,516	$64,103	328,786	$65,757	322,712	64,542	323,321	64,664	324,541	64,908	326,257	65,251	326,358	65,272	327,200	65,440
Steve Miller Drive Access Option 1	$1,202,000	LS	1	$1,202,000	1	$1,202,000	1	$1,202,000	1	$1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000	1	1,202,000
				$5,678,094		$5,719,933		$5,630,700		$5,744,970		5,661,043		5,669,458		5,686,315		5,710,026		5,711,421		5,723,056
G2030 PEDESTRIAN PAVING																						
321000 PAVING AND CURBING																						
Sidewalk :																						
Pavement / Pavers/ Gathering space	$25.00	SF	152,396	$3,809,900	155,088	$3,877,200	149,247	$3,731,175	156,698	$3,917,450	151,300	3,782,500	151,841	3,796,025	152,926	3,823,150	154,451	3,861,275	154,540	3,863,500	155,289	3,882,225
CTE Yard	$15.00	SF	38,099	$571,485	38,771	$581,565	37,336	$560,040	39,174	$587,610	37,824	567,360	37,960	569,400	38,231	573,465	38,612	579,180	38,653	579,795	38,822	582,330
8" Gravel base @ ped. pavement	$66.00	CY	4,703	$310,405	4,786	$315,887	4,607	$304,031	4,836	$319,167	4,669	308,171	4,686	309,274	4,719	311,484	4,767	314,590	4,770	314,802	4,792	316,297
Tactile warning paver	$1,200.00	EA	50	$60,000	50	$60,000	50	$60,000	50	$60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000	50	60,000
				$4,751,790		$4,834,652		$4,655,246		$4,884,227		4,718,031		4,734,699		4,768,099		4,815,045		4,818,097		4,840,852
G2040 SITE DEVELOPMENT																						
323000 SITE IMPROVEMENTS																						
Athletic Fields:																						
C3 Baseball Field	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
C4 Baseball Field	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
$2,000,000.00	$750,000.00	LS	1	$750,000	1	$750,000	1	$750,000	1	$750,000	1	750,000	1	750,000	1	750,000	1	750,000	1	750,000	1	750,000

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
Decorative Metal Trellis eam Seating	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000	1	$200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000	1	200,000
Football Field, Soceer goals	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Dumpster pad and enclosure	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Trash Receptacle	$2,100.00	EA	10	$21,000	10	$21,000	10	$21,000	10	$21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000	10	21,000
Flag pole	$11,000.00	EA	2	$22,000	2	$22,000	2	$22,000	2	$22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000	2	22,000
Benches	$125,000.00	EA	1	$125,000	1	$125,000	1	$125,000	1	$125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000	1	125,000
Decorative bollard	$2,500.00	EA	75	$187,500	75	$187,500	75	$187,500	75	$187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500	75	187,500
Utility Bollard	$1,100.00	EA	25	$27,500	25	$27,500	25	$27,500	25	$27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500	25	27,500
Bike Loop	$650.00	EA	30	$19,500	30	$19,500	30	$19,500	30	$19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500	30	19,500
Site sign	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000	1	50,000
Site Fencing	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000	1	$500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000	1	500,000
Misc. site improvements	$7,500,000.00	LS	1	$7,500,000	1	$7,500,000	1	$7,500,000	1	$7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000	1	7,500,000
				$10,002,500		$10,002,500		$10,002,500		$10,002,500		10,002,500		10,002,500		10,002,500		10,002,500		10,002,500		10,002,500
G2050 LANDSCAPING																						
329000 PLANTING																						
Planting Allowance	$1.00	SF	952,475	$952,475	969,299	$969,299	933,421	$933,421	979,366	$979,366	945,624	945,624	949,004	949,004	955,786	955,786	965,318	965,318	965,876	965,876	970,556	970,556
Rain Garden	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
Athletic Field:																						
Synthetic Turf - Athletic Field	$9.00	SF	247,644	$2,228,796	252,018	$2,268,162	242,689	$2,184,201	254,635	$2,291,715	245,862	2,212,758	246,741	2,220,669	248,504	2,236,536	250,983	2,258,847	251,128	2,260,152	237,243	2,135,187
12" Field Drainage layer	$65.00	CY	9,172	$596,180	9,334	$606,710	8,988	$584,251	9,431	$613,010	9,106	591,890	9,139	594,006	9,204	598,250	9,296	604,218	9,301	604,567	8,787	571,141
Field underdrain	$0.75	SF	247,644	$185,733	252,018	$189,014	242,689	$182,017	254,635	$190,976	245,862	184,397	246,741	185,056	248,504	186,378	250,983	188,237	251,128	188,346	252,345	189,259
Hydroseed - lawn	$0.45	SF	175,990	$79,196	182,114	$81,951	167,747	$75,486	179,671	$80,852	181,627	81,732	185,434	83,445	179,794	80,907	187,312	84,290	181,888	81,850	174,426	78,492
Irrigation system - lawn	$2.00	SF	175,990	$351,980	182,114	$364,228	167,747	$335,494	179,671	$359,342	181,627	363,254	185,434	370,868	179,794	359,588	187,312	374,624	181,888	363,776	174,426	348,852
Loam:																						
12" Planting Bed - import	$80.00	CY	2,500	$200,000	2,500	$200,000	2,500	$200,000	2,500	$200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000	2,500	200,000
6" Loam Lawn - import	$80.00	CY	3,259	$260,726	3,372	$269,799	3,106	$248,514	3,327	$266,179	3,363	269,077	3,434	274,717	3,330	266,361	3,469	277,499	3,368	269,464	3,230	258,409
Mulch	$55.00	CY	625	$34,375	625	$34,375	625	$34,375	625	$34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375	625	34,375
				$5,139,460		$5,233,537		$5,027,759		$5,265,816		5,133,107		5,162,140		5,168,182		5,237,409		5,218,406		5,036,270
TOTAL G20 - SITE IMPROVEMENTS				**$25,571,845**		**$25,790,622**		**$25,316,205**		**$25,897,513**		**25,514,681**		**25,568,798**		**25,625,096**		**25,764,980**		**25,750,424**		**25,602,678**
G30 - SITE MECHANICAL UTILITIES																						
G3010 WATER SUPPLY																						
330000 UTILITIES																						
Street Connection	$30,000.00	LOC	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000	1	$10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000
8" Main loop	$110.00	LF	4,500	$495,000	4,500	$495,000	4,500	$495,000	4,500	$495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000	4,500	495,000
6" Fire Service	$92.00	LF	750	$69,000	750	$69,000	750	$69,000	750	$69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000	750	69,000
4" Domestic	$78.00	LF	50	$3,900	50	$3,900	50	$3,900	50	$3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900	50	3,900
8" Gate valve main	$1,850.00	EA	6	$11,100	6	$11,100	6	$11,100	6	$11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100	6	11,100
6" Gate valve dom	$1,600.00	EA	6	$9,600	6	$9,600	6	$9,600	6	$9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600	6	9,600
Fire Hydrant	$3,100.00	EA	4	$12,400	4	$12,400	4	$12,400	4	$12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400	4	12,400
Test, sanitize, thrust block , misc.	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
				$671,000		$671,000		$671,000		$671,000		671,000		671,000		671,000		671,000		671,000		671,000
G3020 SANITARY SEWER																						
330000 UTILITIES																						
8" PVC San Main	$110.00	LF	1,500	$165,000	1,500	$165,000	1,500	$165,000	1,500	$165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000	1,500	165,000
Grease Trap - 6,000 gal	$65,000.00	EA	2	$130,000	2	$130,000	2	$130,000	2	$130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000	2	130,000
Int Grease interceptor W / plumbing																						
Site manhole	$4,800.00	EA	15	$72,000	15	$72,000	15	$72,000	15	$72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000	15	72,000
St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000	1	$10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000	1	10,000
Street Connection	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000	1	$30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000	1	30,000
				$407,000		$407,000		$407,000		$407,000		407,000		407,000		407,000		407,000		407,000		407,000
G3030 STORM SEWER																						
330000 UTILITIES																						
On site Storage System:																						
Building Area	6.00	SFFP	135,648	$813,888	116,961	$701,766	179,085	$1,074,510	162,552	$975,312	149,173	895,038	142,292	853,752	161,401	968,406	155,913	935,478	160,829	964,974	160,829	964,974
Site Pavement	6.00	SFFP	514,441	$3,086,646	520,833	$3,124,998	507,099	$3,042,594	524,658	$3,147,948	511,836	3,071,016	513,122	3,078,732	515,698	3,094,188	519,320	3,115,920	519,551	3,117,306	521,311	3,127,866
				$3,900,534		$3,826,764		$4,117,104		$4,123,260		3,966,054		3,932,484		4,062,594		4,051,398		4,082,280		4,092,840
TOTAL G30 - SITE MECHANICAL UTILITIES				**$4,978,534**		**$4,904,764**		**$5,195,104**		**$5,201,260**		**5,044,054**		**5,010,484**		**5,140,594**		**5,129,398**		**5,160,280**		**5,170,840**
G40 - SITE ELECTRICAL UTILITIES																						
G4010 ELECTRICAL DISTRIBUTION																						
330000 UTILITIES																						

DESCRIPTION	UNIT COST	UNIT	ADDITION C 1.1 QUANTITY	ADDITION C 1.1 TOTAL	ADDITION C 1.2 QUANTITY	ADDITION C 1.2 TOTAL	ADDITION C 1.3 QUANTITY	ADDITION C 1.3 TOTAL	ADDITION C 1.4 QUANTITY	ADDITION C 1.4 TOTAL	ADDITION C 2.1 QUANTITY	ADDITION C 2.1 TOTAL	ADDITION C 2.2 QUANTITY	ADDITION C 2.2 TOTAL	ADDITION C 3.1 QUANTITY	ADDITION C 3.1 TOTAL	ADDITION C 3.2 QUANTITY	ADDITION C 3.2 TOTAL	ADDITION C 3.3 QUANTITY	ADDITION C 3.3 TOTAL	ADDITION C 3.4 QUANTITY	ADDITION C 3.4 TOTAL
Primary 15 kva Service, Equipment and Feed																						
Site Electric	$1,500,000.00	LS	1	$1,500,000	1	$1,500,000	1	$1,500,000	1	$1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000	1	1,500,000
Electrical Distribution:																						
EV power distribution	$250,000.00	EA	1	$250,000	1	$250,000	1	$250,000	1	$250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000	1	250,000
				$1,750,000		$1,750,000		$1,750,000		$1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000		1,750,000
G4020 SITE LIGHTING																						
260001 ELECTRICAL*																						
Lighting Fixtures:																						
Roadway/Parking Fixtures	$5,000.00	EA	75	$375,000	75	$375,000	75	$375,000	75	$375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000	75	375,000
Pedestrian Lighting	$4,000.00	EA	50	$200,000	50	$200,000	50	$200,000	50	$200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000	50	200,000
Sports Field Light	$135,000.00	EA	8	$1,080,000	8	$1,080,000	8	$1,080,000	8	$1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000	8	1,080,000
Misc. Specialty site lighting	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000	1	$100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000	1	100,000
				$1,755,000		$1,755,000		$1,755,000		$1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000		1,755,000

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 19-Feb-26

SUMMARY

No.: 18021

	NEW OPT D 1.1 TOTAL	NEW OPT D 1.2 TOTAL	NEW OPT D 2.1 TOTAL
A. SUBSTRUCTURE			
A10 - FOUNDATIONS			
A1010 STANDARD FOUNDATIONS	$7,759,260	$10,979,460	$7,931,745
A1020 SPECIAL FOUNDATIONS	$3,636,960	$5,146,367	$3,717,829
A1030 SLAB ON GRADE	$3,965,844	$5,611,724	$4,054,003
B. SHELL			
B10 - SUPERSTRUCTURE			
B1010 FLOOR CONSTRUCTION	$21,029,746	$16,457,062	$20,784,817
B1020 ROOF CONSTRUCTION	$9,856,657	$13,477,593	$10,050,607
B20 - EXTERIOR ENCLOSURE			
B2010 EXTERIOR WALLS	$44,230,220	$44,230,220	$44,230,220
B2020 EXTERIOR WINDOWS	$19,058,216	$19,058,216	$19,058,216
B2030 EXTERIOR DOORS	$1,003,064	$1,003,064	$1,003,064
B30 - ROOFING			
B3010 ROOF COVERINGS	$8,836,909	$12,504,359	$9,033,373
B3020 ROOF OPENINGS	$556,500	$556,500	$556,500
C. INTERIORS			
C10 - INTERIOR CONSTRUCTION			
C1010 PARTITIONS	$20,061,280	$20,061,280	$20,061,280
C1020 INTERIOR DOORS	$5,015,320	$5,015,320	$5,015,320
C1030 FITTINGS	$7,522,980	$7,522,980	$7,522,980
C20 - STAIRS			
C2010 STAIR CONSTRUCTION	$2,231,000	$1,491,000	$2,231,000
C2020 STAIR FINISHES	$242,700	$191,900	$242,700
C30 - INTERIOR FINISHES			
C3010 WALL FINISHES	$8,902,193	$8,902,193	$8,902,193
C3020 FLOOR FINISHES	$9,403,725	$9,403,725	$9,403,725
C3030 CEILING FINISHES	$9,027,576	$9,027,576	$9,027,576
D. SERVICES			
D10 - CONVEYING			
D1010 ELEVATORS & LIFTS	$1,542,000	$1,038,000	$1,542,000
D20 - PLUMBING			
D2010 PLUMBING	$11,833,704	$11,833,704	$11,833,704
D30 - HVAC			
D3010 HVAC	$68,800,160	$66,292,500	$68,800,160
D40 - FIRE PROTECTION			

D4010 SPRINKLERS	$5,039,937	$4,538,405	$5,039,937
D50 - ELECTRICAL			
D5010 ELECTRICAL SERVICE & DISTRIBUTION	$11,883,704	$6,868,384	$11,883,704
D5020 LIGHTING & BRANCH WIRING	$8,952,346	$8,952,346	$8,952,346
D5030 COMMUNICATION & SECURITY	$12,663,683	$12,663,683	$12,663,683
D5090 OTHER ELECTRICAL SYSTEMS	$10,307,972	$8,174,972	$8,174,972
E. EQUIPMENT & FURNISHINGS			
E10 - EQUIPMENT			
E1010 COMMERCIAL EQUIPMENT	$2,700,000	$2,700,000	$2,700,000
E1090 OTHER EQUIPMENT	$5,397,231	$5,397,231	$5,397,231
E20 - FURNISHINGS			
E 2010 FIXED FURNISHINGS	$8,324,282	$8,324,282	$8,324,282
E2020 MOVABLE FURNISHINGS	$0	$0	$0
F. SPECIAL CONSTRUCTION & DEMOLITION			
F10 - SPECIAL CONSTRUCTION			
F1010 SPECIAL STRUCTURES	$0	$0	$0
F1020 INTEGRATED CONSTRUCTION	$0	$0	$0
F1030 SPECIAL CONSTRUCTION SYSTEMS	$0	$0	$0
F1040 SPECIAL FACILITIES	$0	$0	$0
F1050 SPECIAL CONTROLS & INSTRUMENTATION	$0	$0	$0
F20 - SELECTIVE BUILDING DEMOLITION			
F2010 BUILDING ELEMENTS DEMOLITION	$0	$0	$0
F2020 HAZARDOUS COMPONENTS ABATEMENT	$0	$0	$0
TOTAL BUIDLING COST	**$329,785,168**	**$327,424,045**	**$328,139,166**

Medford High School - New Construction	NEW OPT D 1.1 TOTAL	NEW OPT D 1.2 TOTAL	NEW OPT D 2.1 TOTAL
G. BUILDING SITEWORK			
G10 - SITE PREPARATION			
G1010 SITE CLEARING	$901,960	$866,001	$900,034
G1020 SITE DEMOLITION & RELOCATIONS	$2,094,823	$2,040,079	$2,091,890
G1030 SITE EARTHWORK	$4,588,309	$4,389,134	$4,577,640
G1040 HAZARDOUS WASTE REMEDIATION	$0	$0	$0
G20 - SITE IMPROVEMENTS			
G2010 ROADWAYS	$5,792,847	$5,632,662	$5,784,267
G2020 PARKING LOTS	$0	$0	$0
G2030 PEDESTRIAN PAVING	$4,979,067	$4,581,934	$4,962,056
G2040 SITE DEVELOPMENT	$11,252,500	$11,252,500	$11,252,500
G2050 LANDSCAPING	$5,453,360	$5,094,229	$5,434,122
G30 - SITE MECHANICAL UTILITIES			
G3010 WATER SUPPLY	$671,000	$671,000	$671,000

G3020 SANITARY SEWER	$407,000	$407,000	$407,000
G3030 STORM SEWER	$4,226,412	$4,490,928	$4,241,538
G3040 HEATING DISTRIBUTION	$0	$0	$0
G3050 COOLING DISTRIBUTION	$0	$0	$0
G3060 FUEL DISTRIBUTION	$0	$0	$0
G3090 OTHER SITE MECHANICAL UTILITIES	$0	$0	$0
G40 - SITE ELECTRICAL UTILITIES			
G4010 ELECTRICAL DISTRIBUTION	$1,750,000	$1,750,000	$1,750,000
G4020 SITE LIGHTING	$1,755,000	$1,755,000	$1,755,000
G4030 SITE COMMUNICATIONS & SECURITY	$0	$0	$0
G4090 OTHER SITE ELECTRICAL UTILITIES	$0	$0	$0
G90 - OTHER SITE CONSTRUCTION			
G9010 SERVICE AND PEDESTRIAN TUNNELS	$0	$0	$0
G9090 OTHER SITE SYSTEMS	$0	$0	$0
TOTAL SITE COST	**$43,872,278**	**$42,930,468**	**$43,827,047**
TOTAL SITE + ADDITION	**$373,657,446**	**$370,354,513**	**$371,966,212**

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
A. SUBSTRUCTURE								
A10 - FOUNDATIONS								
A1010 STANDARD FOUNDATIONS								
Foundation, Earthwork	$45.00	GSF	172,428	$7,759,260	243,988	$10,979,460	176,261	$7,931,745
				$7,759,260		$10,979,460		$7,931,745
A1020 SPECIAL FOUNDATIONS								
Foundation Earthwork:								
General Cut and Disposal	$60.50	CY	19,159	$1,159,120	27,110	$1,640,155	19,585	$1,184,893
Bedrock Removal and Disposal	$100.00	CY	6,386	$638,600	9,037	$903,700	6,528	$652,800
Structural Fill	$72.00	CY	25,545	$1,839,240	36,146	$2,602,512	26,113	$1,880,136
				$3,636,960		$5,146,367		$3,717,829
A1030 SLAB ON GRADE								
5" Slab, Gravel, insul	$23.00	FTP	172,428	$3,965,844	243,988	$5,611,724	176,261	$4,054,003
				$3,965,844		$5,611,724		$4,054,003
TOTAL A10 FOUNDATIONS				**$15,362,064**		**$21,737,551**		**$15,703,577**
B. SHELL								
B10 - SUPERSTRUCTURE								
B1010 FLOOR CONSTRUCTION								

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
Typ. Floor frame (15 lbs / SF)	$5,500.00	TONS	2,468.28	$13,575,540	1,931.58	$10,623,690	2,439.53	$13,417,429
3 1/2" LW Deck Fill	$13.00	SF	329,104	$4,278,352	257,544	$3,348,072	325,271	$4,228,523
1 1/2" x 20 Ga Comp. deck	$6.50	SF	329,104	$2,139,176	257,544	$1,674,036	325,271	$2,114,262
Fireproofing - beam & column	$3.15	SF	329,104	$1,036,678	257,544	$811,264	325,271	$1,024,604
				$21,029,746		$16,457,062		$20,784,817
B1020 ROOF CONSTRUCTION								
051200 STRUCTURAL STEEL								
Typ. flat roof frame (15 lbs / SF)	$5,500.00	TONS	1,293	$7,112,655	1,830	$10,064,505	1,322	$7,270,766
Galv. RTU dunnage - allow	$6,500.00	TONS	10	$65,000	10	$65,000	10	$65,000
Roof Screen Frame	$6,200.00	TONS	64	$396,800	64	$396,800	64	$396,800
1 1/2" x 20 Ga roof deck	$6.20	SF	147,428	$914,054	218,988	$1,357,726	151,261	$937,818
2" x 20 Ga Acoustical Roof Deck	$13.00	SF	25,000	$325,000	25,000	$325,000	25,000	$325,000
Fireproofing - beam & column	$3.15	SF	172,428	$543,148	243,988	$768,562	176,261	$555,222
Intumescent Paint - allow	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000
				$9,856,657		$13,477,593		$10,050,607
TOTAL B10 SUPERSTRUCTURE				**$30,886,402**		**$29,934,654**		**$30,835,424**
B20 - EXTERIOR ENCLOSURE								
B2010 EXTERIOR WALLS								
Exterior Wall Assembly	$85.00	GSF	501,532	$42,630,220	501,532	$42,630,220	501,532	$42,630,220
Roof Screen	$100.00	SF	16,000	$1,600,000	16,000	$1,600,000	16,000	$1,600,000
				$44,230,220		$44,230,220		$44,230,220

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
B2020 EXTERIOR WINDOWS								
Window Systems	$38.00	GSF	501,532	$19,058,216	501,532	$19,058,216	501,532	$19,058,216
				$19,058,216		$19,058,216		$19,058,216
B2030 EXTERIOR DOORS								
Alum, HM and Specialty Doors	$2.00	GSF	501,532	$1,003,064	501,532	$1,003,064	501,532	$1,003,064
				$1,003,064		$1,003,064		$1,003,064
TOTAL B20 - EXTERIOR ENCLOSURE				**$64,291,500**		**$64,291,500**		**$64,291,500**
B30 - ROOFING								
B3010 ROOF COVERINGS								
Roofing and Flashing	$48.00	SF	172,428	$8,276,544	243,988	$11,711,424	176,261	$8,460,528
Outdoor Terrace Premium	$65.00	SF	8,621	$560,365	12,199	$792,935	8,813	$572,845
				$8,836,909		$12,504,359		$9,033,373
B3020 ROOF OPENINGS								
077200 ROOF ACCESSORIES								
Terrace Railing	$450.00	LF	900	$405,000	900	$405,000	900	$405,000
Roof hatch	$8,000.00	EA	3	$24,000	3	$24,000	3	$24,000
Smoke hatch	$15,000.00	EA	3	$45,000	3	$45,000	3	$45,000
New Skylight	$165.00	SF	500	$82,500	500	$82,500	500	$82,500

*Mechanical equip screen is included with B1020 & B2010

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
				$556,500		$556,500		$556,500
TOTAL B30 ROOFING				**$9,393,409**		**$13,060,859**		**$9,589,873**
C. INTERIORS								
C10 - INTERIOR CONSTRUCTION								
C1010 PARTITIONS								
Interior Partitions	$40.00	GSF	501,532	$20,061,280	501,532	$20,061,280	501,532	$20,061,280
				$20,061,280		$20,061,280		$20,061,280
C1020 INTERIOR DOORS								
081113 HOLLOW METALWORK 081416 WOOD AND PLASTIC DOORS 087100 DOOR HARDWARE								
Interior Door frame and Hardware	$10.00	GSF	501,532	$5,015,320	501,532	$5,015,320	501,532	$5,015,320
				$5,015,320		$5,015,320		$5,015,320
C1030 FITTINGS								
Fittings and Specialties	$15.00	GSF	501,532	$7,522,980	501,532	$7,522,980	501,532	$7,522,980
				$7,522,980		$7,522,980		$7,522,980
TOTAL C10 - INTERIOR CONSTRUCTION				**$32,599,580**		**$32,599,580**		**$32,599,580**

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
C20 - STAIRS								
C2010 STAIR CONSTRUCTION								
Learning Stair	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000
Roof Stair	$60,000.00	FLTS	1	$60,000	1	$60,000	1	$60,000
Egress Stair	$65,000.00	FLTS	20	$1,300,000	12	$780,000	20	$1,300,000
Stage Stair	$5,500.00	FLTS	2	$11,000	2	$11,000	2	$11,000
Floor opening Railing	$550.00	LF	1,200	$660,000	800	$440,000	1,200	$660,000
				$2,231,000		$1,491,000		$2,231,000
C2020 STAIR FINISHES								
Stage Stair	$1,500.00	EA	2	$3,000	2	$3,000	2	$3,000
Learning stair	$100,000.00	EA	1	$100,000	1	$100,000	1	$100,000
Rubber tread and riser finish	$2,850.00	EA	22	$62,700	14	$39,900	22	$62,700
Paint Stair Structure	$3,500.00	EA	22	$77,000	14	$49,000	22	$77,000
				$242,700		$191,900		$242,700
TOTAL C20 - STAIRS				**$2,473,700**		**$1,682,900**		**$2,473,700**
C30 - INTERIOR FINISHES								
C3010 WALL FINISHES								
Wall Finish	$17.75	GSF	501,532	$8,902,193	501,532	$8,902,193	501,532	$8,902,193
				$8,902,193		$8,902,193		$8,902,193
C3020 FLOOR FINISHES								

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
Floor Finish	$18.75	GSF	501,532	$9,403,725	501,532	$9,403,725	501,532	$9,403,725
				$9,403,725		$9,403,725		$9,403,725
C3030 CEILING FINISHES								
Ceiling Finish	$18.00	GSF	501,532	$9,027,576	501,532	$9,027,576	501,532	$9,027,576
				$9,027,576		$9,027,576		$9,027,576
TOTAL C30 - INTERIOR FINISHES				**$27,333,494**		**$27,333,494**		**$27,333,494**
D. SERVICES								
D10 - CONVEYING								
D1010 ELEVATORS & LIFTS								
Passenger - Hydraulic	$84,000.00	STOP	18	$1,512,000	12	$1,008,000	18	$1,512,000
Elev Metals	$10,000.00	LS	3	$30,000	3	$30,000	3	$30,000
				$1,542,000		$1,038,000		$1,542,000
TOTAL D10 - CONVEYING				**$1,542,000**		**$1,038,000**		**$1,542,000**
D20 - PLUMBING								
D2010 PLUMBING FIXTURES								
Plumbing - New	$22.00	GSF	501,532	$11,033,704	501,532	$11,033,704	501,532	$11,033,704
Air Source Heat Pump Water Heater	$800,000.00	LS	1	$800,000	1	$800,000	1	$800,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
				$11,833,704		$11,833,704		$11,833,704
TOTAL D20 - PLUMBING			**$23.60**	**$11,833,704**		**$11,833,704**		**$11,833,704**
D30 - HVAC								
D3010 HVAC								
HVAC - GEO THERMAL	$100.00	GSF	501,532	$50,153,200	501,532	$50,153,200	501,532	$50,153,200
Geothermal Wells - 400ea @ 800' dep	$32.18	GSF	501,532	$16,139,300	501,532	$16,139,300	501,532	$16,139,300
Hi Rise Premium	$5.00	GSF	501,532	$2,507,660			501,532	$2,507,660
				$68,800,160		$66,292,500		$68,800,160
TOTAL D30 - HVAC			**$137.18**	**$68,800,160**	**$132.18**	**$66,292,500**		**$68,800,160**
D40 - FIRE PROTECTION								
D4010 SPRINKLERS								
210001 FIRE SUPPRESSION*								
Sprinkler system - wet	$8.75	GSF	501,532	$4,388,405	501,532	$4,388,405	501,532	$4,388,405
Fire Pump	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
Hi Rise Premium	$1.00	GSF	501,532	$501,532			501,532	$501,532
				$5,039,937		$4,538,405		$5,039,937
TOTAL D40 - FIRE PROTECTION				**$5,039,937**		**$4,538,405**		**$5,039,937**

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
D50 - ELECTRICAL								
D5010 ELECTRICAL SERVICE & DISTRIBUTION								
260001 ELECTRICAL*								
Service Panel and Feeders	$12.00	GSF	501,532	$6,018,384	501,532	$6,018,384	501,532	$6,018,384
1,250 KW Emergency Generator	$850,000.00	LS	1	$850,000	1	$850,000	1	$850,000
Hi Rise Premium	$10.00	GSF	501,532	$5,015,320			501,532	$5,015,320
				$11,883,704		$6,868,384		$11,883,704
D5020 LIGHTING & BRANCH WIRING								
260001 ELECTRICAL*								
Lighting	$15.00	GSF	501,532	$7,522,980	501,532	$7,522,980	501,532	$7,522,980
Lighting Control	$2.85	GSF	501,532	$1,429,366	501,532	$1,429,366	501,532	$1,429,366
				$8,952,346		$8,952,346		$8,952,346
D5030 COMMUNICATION & SECURITY								
260001 ELECTRICAL*								
Security	$12.00	GSF	501,532	$6,018,384	501,532	$6,018,384	501,532	$6,018,384
Tele/data cabling, racks and switches	$12.00	GSF	501,532	$6,018,384	501,532	$6,018,384	501,532	$6,018,384
Speech Reinforcement	$1.25	GSF	501,532	$626,915	501,532	$626,915	501,532	$626,915
				$12,663,683		$12,663,683		$12,663,683
D5090 OTHER ELECTRICAL SYSTEMS								
260001 ELECTRICAL*								

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
Fire Alarm	$5.00	GSF	501,532	$2,507,660	501,532	$2,507,660	501,532	$2,507,660
Devices	$3.45	GSF	501,532	$1,730,285	501,532	$1,730,285	501,532	$1,730,285
Clocks and PA	$1.75	GSF	501,532	$877,681	501,532	$877,681	501,532	$877,681
Gym/Café Sound System	$2.00	GSF	501,532	$1,003,064	501,532	$1,003,064	501,532	$1,003,064
Lighting Protection	$0.50	GSF	501,532	$250,766	501,532	$250,766	501,532	$250,766
Mechanical Wiring	$2.00	GSF	501,532	$1,003,064	501,532	$1,003,064	501,532	$1,003,064
Misc. Electrical	$1.00	GSF	501,532	$501,532	501,532	$501,532	501,532	$501,532
Bi-Direction Antenna	$0.60	GSF	501,532	$300,919	501,532	$300,919	501,532	$300,919
PV SYSTEMS :								
Baseline (PV1)								
PV Low & High Roof Panels	$2,450.00	KW	840	$2,058,000				
PV Rough-In	$75,000.00	LS	1	$75,000				
				$10,307,972		$8,174,972		$8,174,972
TOTAL D50 - ELECTRICAL			$87.35	**$43,807,705**		**$36,659,385**		**$41,674,705**
E. EQUIPMENT & FURNISHINGS								
E10 - EQUIPMENT								
E1010 COMMERCIAL EQUIPMENT								
114000 FOOD SERVICE EQUIPMENT								
Main Kitchen	$1,500,000.00	LS	1	$1,500,000	1	$1,500,000	1	$1,500,000
Culinary Arts Kitchen	$1,200,000.00	LS	1	$1,200,000	1	$1,200,000	1	$1,200,000
Per Schiovane designs 1/29/26								
				$2,700,000		$2,700,000		$2,700,000
E1090 OTHER EQUIPMENT								
113100 APPLIANCES								

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
Staff kitchen refrigerator	$1,000.00	EA	16	$16,000	16	$16,000	16	$16,000
Staff kitchen microwave	$500.00	EA	7	$3,500	7	$3,500	7	$3,500
Medical office refrigerator w/ice	$1,000.00	EA	2	$2,000	2	$2,000	2	$2,000
Adult living classroom	$10,000.00	LS	1	$10,000	1	$10,000	1	$10,000
116600 ATHLETIC & SPORTS EQUIPMENT								
Basketball backstops - electric	$9,500.00	EA	6	$57,000	6	$57,000	6	$57,000
Wall padding - 6'	$15.00	SF	1,000	$15,000	1,000	$15,000	1,000	$15,000
Roll up curtain	$20.00	SF	5,800	$116,000	5,800	$116,000	5,800	$116,000
Volley ball court equip.	$700.00	EA	2	$1,400	2	$1,400	2	$1,400
Scoreboard and shot clock	$24,000.00	EA	2	$48,000	2	$48,000	2	$48,000
Bleachers	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Misc. Gym Equipment	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
115213 PROJECTION SCREENS								
Projection screen - various areas	$20,000.00	EA	8	$160,000	8	$160,000	8	$160,000
116143 THEATRICAL EQUIPMENT								
Auditorium :								
Stage Rigging	$264,000.00	LS	1	$264,000	1	$264,000	1	$264,000
Stage Drapes	$80,210.00	LS	1	$80,210	1	$80,210	1	$80,210
Aud Lighting and Diming	$575,000.00	LS	1	$575,000	1	$575,000	1	$575,000
Orchestra shell	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000
Forestage Platform	$265,100.00	LS	1	$265,100	1	$265,100	1	$265,100
Black Box	$281,965.00	LS	1	$281,965	1	$281,965	1	$281,965
Radio/TV Studio	$195,496.00	LS	1	$195,496	1	$195,496	1	$195,496
AV Equipment - ACCENTECH	$2,353,060.00	LS	1	$2,353,060	1	$2,353,060	1	$2,353,060
119000 MISC. EQUIPMENT								
Science Lab Equipment	$450,000.00	LS	1	$450,000	1	$450,000	1	$450,000
Kiln	$3,500.00	EA	1	$3,500	1	$3,500	1	$3,500

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
				$5,397,231		$5,397,231		$5,397,231
TOTAL E10 - EQUIPMENT			**$16.14**	**$8,097,231**		**$8,097,231**		**$8,097,231**
E20 - FURNISHINGS								
E 2010 FIXED FURNISHINGS								
129000 MISC. FURNISHINGS								
Window Treatment	$0.85	GSF	501,532	$426,302	501,532	$426,302	501,532	$426,302
Auditorium Seating	$375.00	EA	1,000	$375,000	1,000	$375,000	1,000	$375,000
123553 CLASSROOM CASEWORK								
Casework	$15.00	GSF	501,532	$7,522,980	501,532	$7,522,980	501,532	$7,522,980
				$8,324,282		$8,324,282		$8,324,282
TOTAL E20 - FURNISHINGS				**$8,324,282**		**$8,324,282**		**$8,324,282**
F20 - SELECTIVE BUILDING DEMOLITION								
F2020 HAZARDOUS COMPONENTS ABATEMENT								
Hazardous Waste Allowance	SEE SUMMARY PAGE							
F2030 SELECTIVE DEMOLITION								
BUILDING DEMOLITION	SEE SUMMARY PAGE							
				$0		$0		$0
TOTAL F20 - SELECTIVE BUILDING DEMOLITION				**$0**		**$0**		**$0**

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
G. BUILDING SITEWORK								
G10 - SITE PREPARATION								
G1010 SITE CLEARING								
311000 SITE PREPARATION & CLEARING								
Construction fence	22.00	LF	8,500	$187,000	8,500	$187,000	8,500	$187,000
Construction entrance pad	15.00	SF	5,000	$75,000	5,000	$75,000	5,000	$75,000
Construction gates	1,200.00	EA	2	$2,400	2	$2,400	2	$2,400
Clear and Grub	0.15	SF	998,615	$149,792	934,211	$140,132	995,165	$149,275
Strip and stack 6"-12" top soil	10.00	CY	20,804	$208,045	19,463	$194,627	20,733	$207,326
Protect stockpile	50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
Protect tree	30,000.00	LS	1	$30,000	1	$30,000	1	$30,000
General Site Prep	0.20	SF	998,615	$199,723	934,211	$186,842	995,165	$199,033
				$901,960		$866,001		$900,034
G1020 SITE DEMOLITION & RELOCATIONS								
Erosion control	10.00	LF	8,500	$85,000	8,500	$85,000	8,500	$85,000
Inlet Protection	110.00	EA	100	$11,000	100	$11,000	100	$11,000
Erosion Control Maintance	50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
Misc. Site Removal	0.85	SF	998,615	$848,823	934,211	$794,079	995,165	$845,890
Temporary Measures:								
Temp Sediment basin	100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
Temporary Parking and Access	350,000.00	LS	1	$350,000	1	$350,000	1	$350,000
Snow removal	150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
Phasing logistics	500,000.00	LS	1	$500,000	1	$500,000	1	$500,000
				$2,094,823		$2,040,079		$2,091,890

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
G1030 SITE EARTHWORK								
310000 EARTHWORK								
Site Grading	2.75	SY	110,957	$305,132	103,801	$285,453	110,574	$304,078
Site Cut to fill	32.00	CY	36,986	$1,183,544	34,600	$1,107,213	36,858	$1,179,455
Site Fill - Import	23.00	CY	9,246	$212,668	8,650	$198,952	9,214	$211,933
Site Cut - disposal	75.00	CY	18,493	$1,386,965	17,300	$1,297,515	18,429	$1,382,174
Ledge Removal	75.00	CY	20,000	$1,500,000	20,000	$1,500,000	20,000	$1,500,000
				$4,588,309		$4,389,134		$4,577,640
G1040 HAZARDOUS WASTE REMEDIATION								
Soil classifications		NIC						
				$0		$0		$0
TOTAL G10 - SITE PREPARATION				**$7,585,092**		**$7,295,215**		**$7,569,564**
G20 - SITE IMPROVEMENTS								
G2010 ROADWAYS								
321000 PAVING AND CURBING								
Site:								
Bituminous - Surface Parking	$5.55	SF	127,500	$707,625	127,500	$707,625	127,500	$707,625
Bituminous - Visitor Surface Parking	$5.55	SF	10,000	$55,500	10,000	$55,500	10,000	$55,500
Bituminous - Early Ed. Outdoor Play	$5.55	SF	15,000	$83,250	15,000	$83,250	15,000	$83,250
Bituminous - Roadways	$5.55	SF	179,751	$997,618	168,158	$933,277	179,130	$994,172
20% Porus Pavement - "Premium"	$3.50	SF	66,450	$232,576	64,132	$224,461	66,326	$232,141
12" Gravel base @ vehicular pave.	$65.00	CY	12,306	$799,864	11,876	$771,954	12,283	$798,369

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
Granite Curbing - road/parking	$54.00	LF	29,903	$1,614,740	28,859	$1,558,398	29,847	$1,611,722
Parking/traffic signage	$0.10	SF	332,251	$33,225	320,658	$32,066	331,630	$33,163
Parking line panting & markings	$0.20	SF	332,251	$66,450	320,658	$64,132	331,630	$66,326
Steve Miller Drive Access Option 1	$1,202,000	LS	1	$1,202,000	1	$1,202,000	1	$1,202,000
				$5,792,847		$5,632,662		$5,784,267
G2030 PEDESTRIAN PAVING								
321000 PAVING AND CURBING								
Sidewalk :								
Pavement / Pavers/ Gathering space	$25.00	SF	159,778	$3,994,450	146,474	$3,661,850	159,226	$3,980,650
CTE Yard	$15.00	SF	39,945	$599,175	37,368	$560,520	39,806	$597,090
8" Gravel base @ ped. pavement	$66.00	CY	4,931	$325,442	4,539	$299,564	4,914	$324,316
Tactile warning paver	$1,200.00	EA	50	$60,000	50	$60,000	50	$60,000
				$4,979,067		$4,581,934		$4,962,056
G2040 SITE DEVELOPMENT								
323000 SITE IMPROVEMENTS								
Athletic Fields:								
C3 Baseball Field	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
C4 Baseball Field	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Permant Precst bleacher seating	$2,000,000.00	LS	1	$2,000,000	1	$2,000,000	1	$2,000,000
Decorative Metal Trellis eam Seating	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000
Football Field, Soceer goals	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
Dumpster pad and enclosure	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
Trash Receptacle	$2,100.00	EA	10	$21,000	10	$21,000	10	$21,000
Flag pole	$11,000.00	EA	2	$22,000	2	$22,000	2	$22,000
Benches	$125,000.00	EA	1	$125,000	1	$125,000	1	$125,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
Decorative bollard	$2,500.00	EA	75	$187,500	75	$187,500	75	$187,500
Utility Bollard	$1,100.00	EA	25	$27,500	25	$27,500	25	$27,500
Bike Loop	$650.00	EA	30	$19,500	30	$19,500	30	$19,500
Site sign	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
Site Fencing	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000
Misc. site improvements	$7,500,000.00	LS	1	$7,500,000	1	$7,500,000	1	$7,500,000
				$11,252,500		$11,252,500		$11,252,500
G2050 LANDSCAPING								
329000 PLANTING								
Planting Allowance	$1.00	SF	998,615	$998,615	934,211	$934,211	995,165	$995,165
Rain Garden	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Athletic Field:								
Synthetic Turf - Athletic Field	$9.00	SF	259,640	$2,336,760	242,895	$2,186,055	258,743	$2,328,687
12" Field Drainage layer	$65.00	CY	9,616	$625,059	8,996	$584,747	9,583	$622,900
Field underdrain	$0.75	SF	259,640	$194,730	242,895	$182,171	258,743	$194,057
Hydroseed - lawn	$0.45	SF	207,001	$93,150	183,816	$82,717	205,759	$92,592
Irrigation system - lawn	$2.00	SF	207,001	$414,002	183,816	$367,632	205,759	$411,518
Loam:								
12" Planting Bed - import	$80.00	CY	2,500	$200,000	2,500	$200,000	2,500	$200,000
6" Loam Lawn - import	$80.00	CY	3,833	$306,668	3,404	$272,320	3,810	$304,828
Mulch	$55.00	CY	625	$34,375	625	$34,375	625	$34,375
				$5,453,360		$5,094,229		$5,434,122
TOTAL G20 - SITE IMPROVEMENTS				**$27,477,774**		**$26,561,325**		**$27,432,945**
G30 - SITE MECHANICAL UTILITIES								
G3010 WATER SUPPLY								

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
330000 UTILITIES								
Street Connection	$30,000.00	LOC	1	$30,000	1	$30,000	1	$30,000
St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000
8" Main loop	$110.00	LF	4,500	$495,000	4,500	$495,000	4,500	$495,000
6" Fire Service	$92.00	LF	750	$69,000	750	$69,000	750	$69,000
4" Domestic	$78.00	LF	50	$3,900	50	$3,900	50	$3,900
8" Gate valve main	$1,850.00	EA	6	$11,100	6	$11,100	6	$11,100
6" Gate valve dom	$1,600.00	EA	6	$9,600	6	$9,600	6	$9,600
Fire Hydrant	$3,100.00	EA	4	$12,400	4	$12,400	4	$12,400
Test, sanitize, thrust block , misc.	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000
				$671,000		$671,000		$671,000
G3020 SANITARY SEWER								
330000 UTILITIES								
8" PVC San Main	$110.00	LF	1,500	$165,000	1,500	$165,000	1,500	$165,000
Grease Trap - 6,000 gal	$65,000.00	EA	2	$130,000	2	$130,000	2	$130,000
Int Grease interceptor	W / plumbing							
Site manhole	$4,800.00	EA	15	$72,000	15	$72,000	15	$72,000
St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000
Street Connection	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000
				$407,000		$407,000		$407,000
G3030 STORM SEWER								
330000 UTILITIES								
On site Storage System:								
Building Area	6.00	SFFP	172,428	$1,034,568	243,988	$1,463,928	176,261	$1,057,566
Site Pavement	6.00	SFFP	531,974	$3,191,844	504,500	$3,027,000	530,662	$3,183,972

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 QUANTITY	OPT D 1.1 TOTAL	OPT D 1.2 QUANTITY	OPT D 1.2 TOTAL	OPT D 2.1 QUANTITY	OPT D 2.1 TOTAL
				$4,226,412		$4,490,928		$4,241,538
TOTAL G30 - SITE MECHANICAL UTILITIES				**$5,304,412**		**$5,568,928**		**$5,319,538**
G40 - SITE ELECTRICAL UTILITIES								
G4010 ELECTRICAL DISTRIBUTION								
330000 UTILITIES								
Primary 15 kva Service, Equipment and Feed Site Electric	$1,500,000.00	LS	1	$1,500,000	1	$1,500,000	1	$1,500,000
Electrical Distribution: EV power distribution	$250,000.00	EA	1	$250,000	1	$250,000	1	$250,000
				$1,750,000		$1,750,000		$1,750,000
G4020 SITE LIGHTING								
260001 ELECTRICAL*								
Lighting Fixtures:								
Roadway/Parking Fixtures	$5,000.00	EA	75	$375,000	75	$375,000	75	$375,000
Pedestrian Lighting	$4,000.00	EA	50	$200,000	50	$200,000	50	$200,000
Sports Field Light	$135,000.00	EA	8	$1,080,000	8	$1,080,000	8	$1,080,000
Misc. Specialty site lighting	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
				$1,755,000		$1,755,000		$1,755,000

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Renovate Pool Space Proper	-19,463	SF	400.00	-7,785,200
Replace Tectum Roof Deck	-14,000	SF	30.00	-420,000
SUBTOTAL				-8,205,200
MARKUPS		38 %		-3,117,976
TOTAL				-11,323,176
BUILD THE NEW POOL (BREAKOUT COST OPT D)				
New Pool Space Proper	-16,400	SF	775.00	-12,710,000
SUBTOTAL				-12,710,000
MARKUPS		38 %		-4,829,800
TOTAL				-17,539,800
POOL1 - (Additive Alternate Cost to Base OPT A,B,C) New standalone Pool Building				
Deduct:				
Pool Renovation	-36,902	GSF	$400	-14,760,800
Replace Tectum Roof Deck	-36,902	SF	$30	-1,107,060
Add:				
Demolish Pool Bldg	19,463	GSF	$12	233,556
Demolish F Wing	17,439	GSF	$12	209,268
New F Wing Program (no pool)	17,439	GSF	$570	9,940,230
Pool Building	16,400	GSF	$700	11,480,000
SUBTOTAL				5,995,194
MARKUPS		38 %		2,278,174
TOTAL				8,273,368
POOL 2 - (Deduct Alternate cost from Base for OPT A,B,C) Demolish Pool Building				
Deduct:				
Pool Renovation	-19,463	SF	$400	-7,785,200
Balance of Pool Building	-17,439	SF	$400	-6,975,600
Replace Tectum Roof Deck	-36,902	SF	$30	-1,107,060
Add:				
Demolish Pool Bldg	19,463	GSF	$12	233,556
Demolish F Wing	17,439	GSF	$12	209,268
New F Wing Program (no pool)	17,439	GSF	$570	9,940,230
SUBTOTAL				-5,484,806
MARKUPS		38 %		-2,084,226
TOTAL				-7,569,032
POOL 2 (Deduct Alternate cost from Base OPT D) Deduct Cost of Opt D Pool				
Deduct:				

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Pool Building	-16,400	GSF	775.00	-12,710,000
SUBTOTAL				-12,710,000
MARKUPS		38 %		-4,829,800
TOTAL				-17,539,800
PROG1 - Teen Health Center Space				
Add:				
Program Space	2,190	GSF	$654.27	1,432,859
SUBTOTAL				1,432,859
MARKUPS		38 %		544,487
TOTAL				1,977,346
PROG2 - Medford Community Media				
Add:				
Program Space	2,400	GSF	$654.27	1,570,257
SUBTOTAL				1,570,257
MARKUPS		38 %		596,698
TOTAL				2,166,954
PROG3 - Community Partner Rental Spaces				
Add:				
Program Space	4,140	GSF	$654.27	2,708,693
SUBTOTAL				2,708,693
MARKUPS		38 %		1,029,303
TOTAL				3,737,996
PROG4 - Welcome Central / Central Office				
Add:				
Program Space	27,083	GSF	$654.27	17,719,693
SUBTOTAL				17,719,693
MARKUPS		38 %		6,733,483
TOTAL				24,453,176

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
PROG5 - Community Meeting Space				
Add:				
Program Space	8,445	GSF	$654.27	5,525,341
SUBTOTAL				5,525,341
MARKUPS		38 %		2,099,630
TOTAL				7,624,970
PROG6 - Additional area for 1,000 Seat Auditorium				
Add:				
Program Space	3,750	GSF	$654.27	2,453,526
Aud Premium over and above	3,750	GSF	25.00	93,750
SUBTOTAL				2,547,276
MARKUPS		38 %		967,965
TOTAL				3,515,241
PROG7 - Early Childhood Center				
Add:				
Medford Family Network	4,673	GSF	$654.27	3,057,421
Kids' Corner Day Care	9,825	GSF	$654.27	6,428,238
Medford Early Education Program	26,813	GSF	$654.27	17,543,039
SUBTOTAL				27,028,698
MARKUPS		38 %		10,270,905
TOTAL				37,299,604
PV1 - Provide Roof Mounted PV Panels over a fixed % of Roof Surface			W/ BASE	
SUBTOTAL				0
MARKUPS		38 %		0
TOTAL				0
PV2 - Purchase Additional Canopy Mounted PV Panels over Parking				
8,000 amp PV MDP (micro-grid)	1		$1,300,000.00	1,300,000
PV Site Canopy Steel & Foundation	299,400	GSF	$30.00	8,982,000
PV Panels	5,400	KW	$2,450.00	13,230,000
Canopy Conduit	1	LS	$125,000.00	125,000
SUBTOTAL				23,637,000
MARKUPS		38 %		8,982,060

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
TOTAL				32,619,060
PV3 - Canopy Structure only for PV Panels over Parking				
8,000 amp PV MDP (micro-grid)		BY OWNER		
PV Site Canopy Steel & Foundation	312,000	GSF	$30.00	9,360,000
PV Panels		BY OWNER		
Battery Storage & Feed (4,800KW)		BY OWNER		
Canopy Conduit		BY OWNER		
SUBTOTAL				9,360,000
MARKUPS		38 %		3,556,800
TOTAL				12,916,800
ACCESS1 - No land acquired. Steve Miller Drive widened				
Concrete Retaining Wall - 4' exposed 800 total length				
Wall Footing	356	CY	1,000.00	356,000
12" Foundation Wall	237	CY	1,500.00	355,500
Excavation	1,200	CY	65.00	78,000
Cut to Fill	1,500	CY	75.00	112,500
Steve Miller Drive	400	LF	750.00	300,000
SUBTOTAL				1,202,000
MARKUPS		38 %		456,760
TOTAL				1,658,760
ACCESS2 - Add a second curb cut west of Steve Miller Dr on Winthrop St.				
Additional Cost Over and Above ACCESS OPTION #1				
Middlesx Flalls Land development	26,500	SF	15.00	397,500
Steve Miller Drive	40	LF	750.00	30,000
Ledge Removal	500	CY	90.00	45,000
SUBTOTAL				472,500
MARKUPS		38 %		179,550
TOTAL				652,050
ACCESS3 - Connect the student parking lot to Winthrop St.				
Concrete Retaining Wall - 4' exposed 600 Additional total length				
Wall Footing	266	CY	1,000.00	266,000
12" Foundation Wall	177	CY	1,500.00	265,500
Excavation	888	CY	65.00	57,720
Cut to Fill	2,300	CY	75.00	172,500
Steve Miller Drive	970	LF	750.00	727,500
Ledge Removal	1,250	CY	90.00	112,500
Temple Shalom/Victory Park Land development	27,200	SF	15.00	408,000

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SUBTOTAL				2,009,720
MARKUPS		38 %		763,694
TOTAL				2,773,414
TIMB1 - Provide 50% of the new construction/addition frame with mass timber member/systems				
Deduct - Floor:				
Typ. Floor frame (15 lbs / SF)	-2,468	TONS	5,500.00	-13,575,540
3 1/2" LW Deck Fill	-329,104	SF	13.00	-4,278,352
1 1/2" x 20 Ga Comp. deck	-329,104	SF	6.50	-2,139,176
Fireproofing - beam & column	-329,104	SF	3.15	-1,036,678
Deduct - Roof:				
Typ. flat roof frame (15 lbs / SF)	-1,293	TONS	5,500.00	-7,112,655
Galv. RTU dunnage - allow	-10	TONS	6,500.00	-65,000
Roof Screen Frame	-64	TONS	6,200.00	-396,800
1 1/2" x 20 Ga roof deck	-147,428	SF	6.20	-914,054
2" x 20 Ga Acoustical Roof Deck	-25,000	SF	13.00	-325,000
Fireproofing - beam & column	-172,428	SF	3.15	-543,148
Intumescent Paint - allow	-1	LS	500,000.00	-500,000
Add:				
Timber frame w/ CLT Decking	501,532	SF	90.00	45,137,880
TOTAL CREDIT			14,251,477.60	
50% Credit	-1	LS	7,125,738.80	-7,125,739
SUBTOTAL				7,125,739
MARKUPS		38 %		2,707,781
TOTAL				9,833,520
TIMB2 - Provide 100% of the new construction addition frame with mass timber members/systems				
Deduct - Floor:				
Typ. Floor frame (15 lbs / SF)	-2,468	TONS	5,500.00	-13,575,540
3 1/2" LW Deck Fill	-329,104	SF	13.00	-4,278,352
1 1/2" x 20 Ga Comp. deck	-329,104	SF	6.50	-2,139,176
Fireproofing - beam & column	-329,104	SF	3.15	-1,036,678
Deduct - Roof:				
Typ. flat roof frame (15 lbs / SF)	-1,293	TONS	5,500.00	-7,112,655
Galv. RTU dunnage - allow	-10	TONS	6,500.00	-65,000
Roof Screen Frame	-64	TONS	6,200.00	-396,800
1 1/2" x 20 Ga roof deck	-147,428	SF	6.20	-914,054
2" x 20 Ga Acoustical Roof Deck	-25,000	SF	13.00	-325,000
Fireproofing - beam & column	-172,428	SF	3.15	-543,148
Intumescent Paint - allow	-1	LS	500,000.00	-500,000
Add:				
Timber frame w/ CLT Decking	501,532	SF	90.00	45,137,880

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SUBTOTAL				14,251,478
MARKUPS		38 %		5,415,561
TOTAL				19,667,039
HVAC 1 - Air Source Heat Pump				
Deduct:				
HVAC - GEO THERMAL	-501,532	GSF	110.00	-55,168,520
Geothermal Wells - 800' depth	-501,532	GSF	32.50	-16,299,790
Add:				
ASHP	501,532	GSF	100.00	50,153,200
SUBTOTAL				-21,315,110
MARKUPS		38 %		-8,099,742
TOTAL				-29,414,852
HVAC 2 - Hybrid Ground Source Heat Pump and Air Source Heat Pump				
Deduct:				
HVAC - GEO THERMAL	-501,532	GSF	110.00	-55,168,520
Geothermal Wells - 800' depth	-501,532	GSF	18.00	-9,027,576
Add:				
ASHP	501,532	GSF	100.00	50,153,200
Geothermal Wells - 800' depth	200	WELLS	45,000.00	9,000,000
SUBTOTAL				-5,042,896
MARKUPS		38 %		-1,916,300
TOTAL				-6,959,196
HVAC 3 - Air Source Heat Pump VRF System				
Deduct:				
HVAC - GEO THERMAL	-501,532	GSF	110.00	-55,168,520
Geothermal Wells - 500' depth	-501,532	GSF	18.00	-9,027,576
Add:				
VRF	501,532	GSF	85.00	42,630,220
Electrical Service Increase	501,532	GSF	4.00	2,006,128
SUBTOTAL				-19,559,748
MARKUPS		38 %		-7,432,704
TOTAL				-26,992,452