3.3.6 Appendices

3.3.6 Appendices

A. MSBA Comments and Responses

B. Medford Financials

C. Advisory Team Meetings

D. LEEDv5 Scorecard

E. MHS Educational Plan – (clean version)

F. MHS Educational Plan – (track changes)

G. Cost Information

   i. PSR Cost Estimate (AM Fogarty)

   ii. Comparative Cost Analysis

   iii. Preliminary Design Pricing Table

H. A.1 Code Upgrade Plan Diagrams

I. C2.2A Floor Plans (11x17)

J. Alternatives Evaluation Criteria

K. Existing Site Plan

A. MSBA Comments and Responses

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

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

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MSBA REVIEW COMMENTS

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

3.1 PRELIMINARY DESIGN PROGRAM

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

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

3.1.1 INTRODUCTION

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

MSBA Review Comments:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

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

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

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

MSBA Review Comments:

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

Response: Acknowledged.

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

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

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

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

Response:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response:

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

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

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

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

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

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

Response: Academic Support Hubs

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

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

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

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

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

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

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

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

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

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

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

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

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

> *"On the Medford High School campus, we currently host the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old, on this existing site. School and city staff rely on the high-quality care provided at very competitive rates. Additional classroom space will allow us to increase tuition and open additional slots to community members. The lack of childcare in Medford is the subject of much discussion."*

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

- *"We plan to add an Early Childhood Center to the Medford High School campus: the creation of space either freestanding structures on the same site or a small wing of the building) will allow us to centralize our early childhood programming into an Early Childhood Center and allow the possibility to expand our pre-K options."*
- *"Creation of an Early Childhood Center within the new high school. MEEP classrooms that are currently dispersed throughout the district would be moved to one central*

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

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

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

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

Response:

MEEP

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

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

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

Kid's Corner

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  Response: Acknowledged.

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

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

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

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

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

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

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

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

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

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

Response: Noted and acknowledged

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

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

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

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

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

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

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

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

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

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

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

Response:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response:

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

Medford High School 2025-2026 Bell Schedule

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

***Lunch**

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

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

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

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

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

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

Additional Comments:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Furthermore, the information provided states:

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

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

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

Response: Noted and acknowledged.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

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

MSBA Review Comments:

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

Response: Noted.

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

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

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

MSBA Review Comments:

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

Response: Acknowledged.

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

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

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

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

Response: Acknowledged.

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

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

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

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

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

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

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

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

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

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

Response:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response: Acknowledged.

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

Response: Acknowledged.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

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

MSBA Review Comments:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response: Acknowledged.

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

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

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

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

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

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

MSBA Review Comments:

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

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

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

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

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

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

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

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

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

Response: Noted and acknowledged.

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

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

Response: Acknowledged.

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

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

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

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

  Response: Noted and acknowledged.

Additional Comments:

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

  Response: Acknowledged.

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

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

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

  Response: Acknowledged.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

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

MSBA Review Comments:

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

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

Response: Certified minutes attached.

No further review comments for this section.

3.1.8 APPENDICES

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

MSBA Review Comments:

No review comments for this section.

Additional Comments:

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

  Response: Acknowledged.

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

  Response: Noted and acknowledged.

Regarding Past Projects:

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show the following previous projects were completed with MSBA-assisted funding:

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

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

End

ATTACHMENT B
MODULE 3 – PRELIMINARY DESIGN PROGRAM SPACE SUMMARY REVIEW

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

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

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

Response: Noted.

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

Response: Noted.

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

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

In response to these review comments, please note that based on the Enrollment Letter, issued on December 18, 2024, the MSBA understands that the District would like to include space for district-wide Pre-Kindergarten and the District's therapeutic high school program, currently located at the Curtis-Tufts School. If this configuration is determined to be the Preferred Solution, the District will be required to establish in the Preferred Schematic Report the proposed future use or disposition of any existing spaces vacated or otherwise repurposed by this proposed project. The District will also be required to illustrate that the Preferred Solution has been approved by the School Committee and necessary District officials. Further, the MSBA will require a written plan from the District, describing the process for determining local support for this potential configuration. Please acknowledge.

Response: Noted and acknowledged.

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

Response: Acknowledged

The MSBA review comments are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

  Response: Noted and acknowledged.

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

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

  - The anticipated adjacencies.

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

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

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

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

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

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

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

- Describe the anticipated adjacencies.

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

- Describe the scheduling and utilization of the proposed areas.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledged.

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

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

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

Response: Acknowledged and addressed.

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

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

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

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

- (1) 300 nsf Games Room;

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

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

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

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

  Response: Acknowledged

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

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

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

Response: Acknowledged and addressed in "Attachment A".

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

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

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

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

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

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

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

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

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

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

Response: Acknowledged

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

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

Response: Acknowledged

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

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

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

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

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

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

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

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

Response: Acknowledged

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

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

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

  Response: Acknowledged

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

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

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

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

  Response: Acknowledged

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

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

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

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

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

In response to these review comments, provide the following:

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

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

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

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

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

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

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

Response:

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

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

  Response: Acknowledged

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

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

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

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

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

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

    Response: Acknowledged

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

    Response:

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

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

  Response: Noted and acknowledged

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

  Response: Acknowledged

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

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

  Response: Acknowledged and addressed in "Attachment A"

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

  Response: Acknowledged

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

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

    Response: Acknowledged.

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

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

Response:

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

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

Response: Acknowledged and addressed in "Attachment A".

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

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

  Response: Acknowledged and addressed in "Attachment A".

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

  Response: Acknowledged

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

Response: Acknowledged

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

Response: Acknowledged

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

  Response: Acknowledged

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

  Response: Acknowledged

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

  Response: Acknowledged

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

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

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

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

  Response: Acknowledged

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

  Response: Comments addressed above.

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

  Response: Comments addressed above.

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

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

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

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

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

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

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

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

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

Proposed Space Summary - High School

Addition / Renovation

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

Proposed Space Summary - High School

Addition / Renovation

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

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

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

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

Proposed Space Summary - High School

Addition / Renovation

Date: 5.13.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Medford Community Media			**1,762**						**1,820**			**1,820**			**1,820**				
Open Office	603	1	603			0	120	1	120	120	1	120	120	1	120				
Studio	775	1	775			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Control Booth	171	1	171			0	200	1	200	200	1	200	200	1	200				
Playback Room	87	1	87			0	100	1	100	100	1	100	100	1	100				
Edit Room	52	1	52			0	100	1	100	100	1	100	100	1	100				
Storage	74	1	74			0	100	1	100	100	1	100	100	1	100				
Community Partner Rental Spaces	varies	4	2,778			0	2,760	1	2,760	2,760	1	2,760	2,760	1	2,760				
Total Building Net Floor Area (NFA)			**340,049**			**53,986**			**368,400**			**422,386**			**145,288**			**277,098**	**Total Building Net Floor Area (NFA)**
Proposed Student Capacity / Enrollment																		**1,395**	**Enter Total Enrollment**
NON-PROGRAMMED SPACES					% of GFA	**26,993**		% of GFA	**184,200**		% of GFA	**211,193**							Complete this category with Schematic Design Submittal
Other Occupied Rooms (List rooms separately below)																			
Mother's Room				-	0.0000%		-	0.0290%	160	-	0.0253%	160							
Unoccupied MEP / FP Spaces				-	0.0000%		-	0.0000%		-	0.0000%	0							
Unoccupied Closets, Supply Rooms, and Storage Rooms				-	0.0000%		-	0.0000%		-	0.0000%	0							
Toilet Rooms				-	0.0000%		-	0.0000%		-	0.0000%	0							
Circulation (corridors, stairs, ramps and elevators)				-	0.0000%		-	0.0000%		-	0.0000%	0							
Remaining[3]			**182,151**	-	33.3333%	**26,993**	-	33.3044%	**184,040**	-	33.3081%	**211,033**						138,549	
Total Building Gross Floor Area (GFA)[2]			**522,200**			**80,979**			**552,600**			**633,579**			**217,932**			**415,647**	**Total Building Gross Floor Area (GFA)[2]**
Grossing Factor (GFA / NFA)			**1.54**			**1.50**			**1.50**			**1.50**			**0.00**			**1.50**	**Grossing Factor (GFA / NFA)**

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

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

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

Architect Certification

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

Name of Architecture Firm: SMMA

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

Signature of Principal Architect:

Date: 05.13.2026

Proposed Space Summary - High School

New Construction

Date: 5.15.2026 Preliminary Design Program

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

Proposed Space Summary - High School

New Construction

Date: 5.15.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL	EXISTING CONDITIONS			PROPOSED PROGRAM									VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
				EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL									
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
Public Day Education Spaces (List rooms separately below)									7,140			7,140							
Curtis-Tufts Alternative School Program										0	0	0	0	0	0				
Classroom						0	950	4	3,800	950	4	3,800	950	4	3,800				
Toilet Rooms						0	60	4	240	60	4	240	60	4	240				
Games Room						0	300	1	300	300	1	300	300	1	300				
Community / Lunch Room						0	950	1	950	950	1	950	950	1	950				
Breakout Rooms						0	150	2	300	150	2	300	150	2	300				
Sensory Room						0	250	1	250	250	1	250	250	1	250				
Waiting / Reception						0	200	1	200	200	1	200	200	1	200				
Principal's Office						0	300	1	300	300	1	300	300	1	300				
Admin. Assistant							100	1	100	100	1	100	100	1	100				
Adjustment Counselor Office						0	200	2	400	200	2	400	200	2	400				
Conference Room						0	300	1	300	300	1	300	300	1	300				
ART & MUSIC			9,099			0			11,150			11,150			2,950			8,200	
Art Classroom (25 seats)	varies	3	4,218			0	1,200	3	3,600	1,200	3	3,600	0	0	0	1,200	3	3,600	Assumed schedule: 25% total enrollment; 5 times per week
Art Workroom with Storage and Kiln	varies	3	235			0	150	3	450	150	3	450	0	0	0	150	3	450	
Band (50-100 seats)	1,190	1	1,190			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	Assumed schedule: 25% total enrollment; 5 times per week
Chorus / Orchestra (50-100 seats)	1,312	1	1,312			0	2,000	1	2,000	2,000	1	2,000	500	0	500	1,500	1	1,500	
Ensemble	551	1	551			0	950	1	950	950	1	950	750	0	750	200	1	200	
Music Practice	0	0	0			0	75	6	450	75	6	450	0	0	0	75	6	450	
Music Storage	673	1	673			0	500	1	500	500	1	500	0	0	0	500	1	500	
Music Classroom	920	1	920			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
VOCATIONS & TECHNOLOGY			58,330			0			118,865			118,865			118,705			123,425	
Non-Chapter 74 Programs (List rooms separately below)			2,175						9,840			9,840			9,680				STE Guidelines Policy
Technology / Engineering Rooms			0			0			0	0	0	0	0	-10	-14,400	1,440	10	14,400	Assumed schedule: 100% total enrollment; 5 times per week; 825 NSF (minimum size) - 2,000 NSF (maximum size)
Digital Art / Photography Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Media and Tech Lab	varies	2	992			0	1,440	2	2,880	1,440	2	2,880	1,440	2	2,880				
Makerspace	443	1	443			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Engineering / Robotics Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
F.A.C.S. Lab			0			0	1,440	1	1,440	1,440	1	1,440	1,440	1	1,440				
Scene Shop	740	1	740			0	1,200	1	1,200	1,200	1	1,200	1,200	1	1,200				
Chapter 74 Programs (List rooms separately below)			56,155						109,025			109,025			0			109,025	Inclusion of Chapter 74 Programs require DESE review and approval.
1 Automotive Technology Shop (18' clear ht)	6,013	1	6,013			0	8,250	1	8,250	8,250	1	8,250	0	0	0	8,250	1	8,250	
Related Classroom	1,039	1	1,039				950	1	950	950	1	950	0	0	0	950	1	950	
Storage Room	193	1	193				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room	197	1	197				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Rooms			0				130	1	130	130	1	130	0	0	0	130	1	130	30,750
Changing Area			0				170	1	170	170	1	170	0	0	0	170	1	170	
Loft	varies	2	778				500	1	500	500	1	500	0	0	0	500	1	500	
2 Biotechnology Shop (12' clear ht)	1,291	1	1,291			0	4,400	1	4,400	4,400	1	4,400	0	0	0	4,400	1	4,400	
Related Classroom	1,293	1	1,293				950	1	950	950	1	950	0	0	0	950	1	950	
Clean Room							incl in shop SF above			incl in shop SF above									
Storage Room	392	1	392				300	1	300	300	1	300	0	0	0	300	1	300	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				60	1	60	60	1	60	0	0	0	60	1	60	
Changing Area			0				140	1	140	140	1	140	0	0	0	140	1	140	
3 Business Marketing Shop (12' clear ht)	809	1	809				2,200	1	2,200	2,200	1	2,200	0	0	0	2,200	1	2,200	
Mustang Mall Retail Area	118	1	118				500	1	500	500	1	500	0	0	0	500	1	500	
Storage Room	varies	2	151				200	1	200	200	1	200	0	0	0	200	1	200	
4 Carpentry Shop (18' clear ht)	3,407	1	3,407			0	6,750	1	6,750	6,750	1	6,750	0	0	0	6,750	1	6,750	
Related Classroom	338	1	338				950	1	950	950	1	950	0	0	0	950	1	950	
Shared Mock House							incl in shop SF above			incl in shop SF above									
Storage Room	96	1	96				300	1	300	300	1	300	0	0	0	300	1	300	
Tool Room			0				200	1	200	200	1	200	0	0	0	200	1	200	
Office			0				120	1	120	120	1	120	0	0	0	120	1	120	
Toilet Room			0				130	1	130	130	1	130	0	0	0	130	1	130	

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

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

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

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

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

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

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New Construction

Date: 5.15.2026 Preliminary Design Program

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

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

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

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

Architect Certification

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

Name of Architecture Firm: SMMA

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

Signature of Principal Architect:

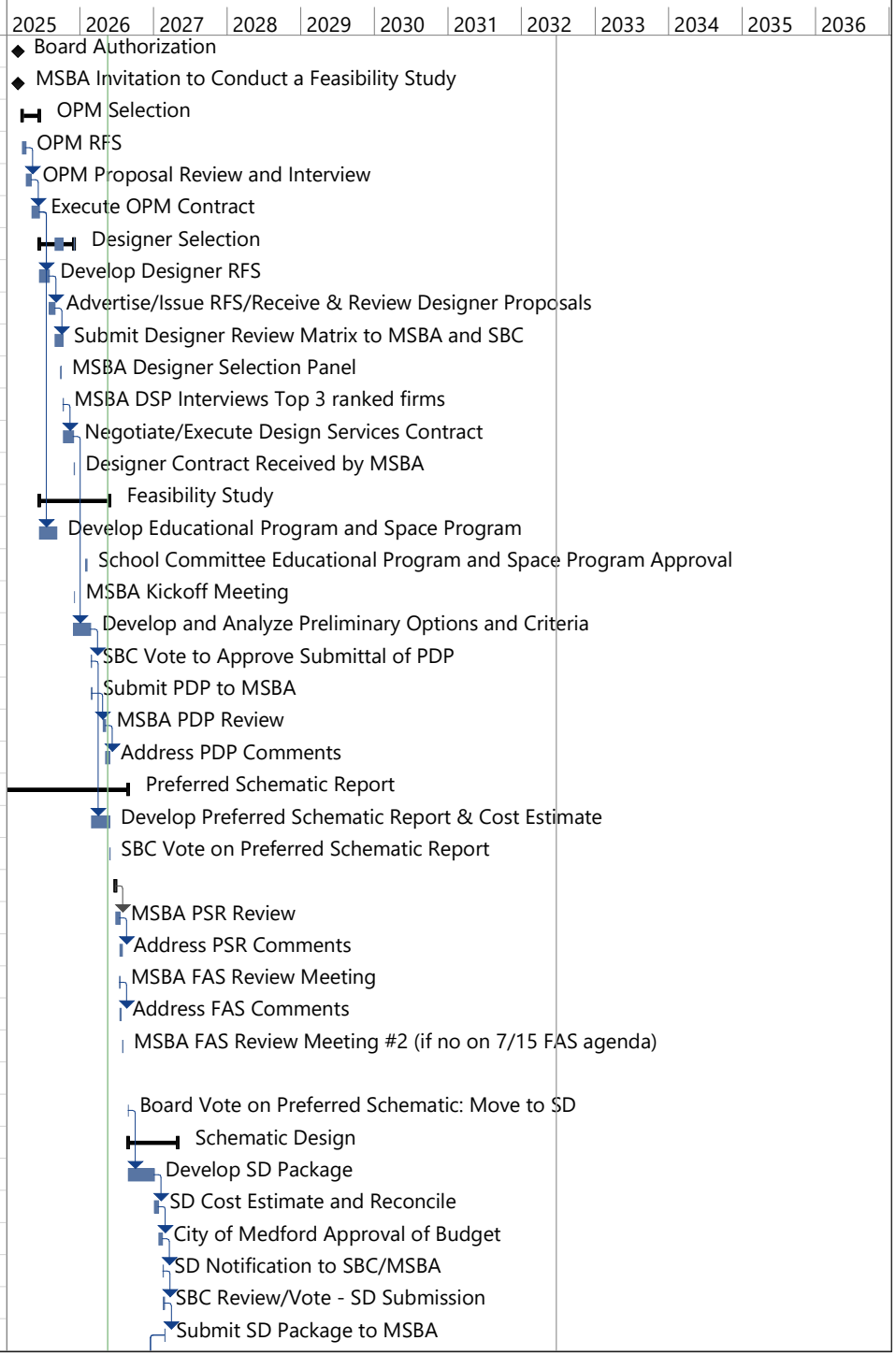
Date: 05.15.2026

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THE RIGHT CHOICE IN PROJECT MANAGEMENT

MEDFORD HIGH SCHOOL - Preliminary Project Schedule

Monthly Report April 30, 2026

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

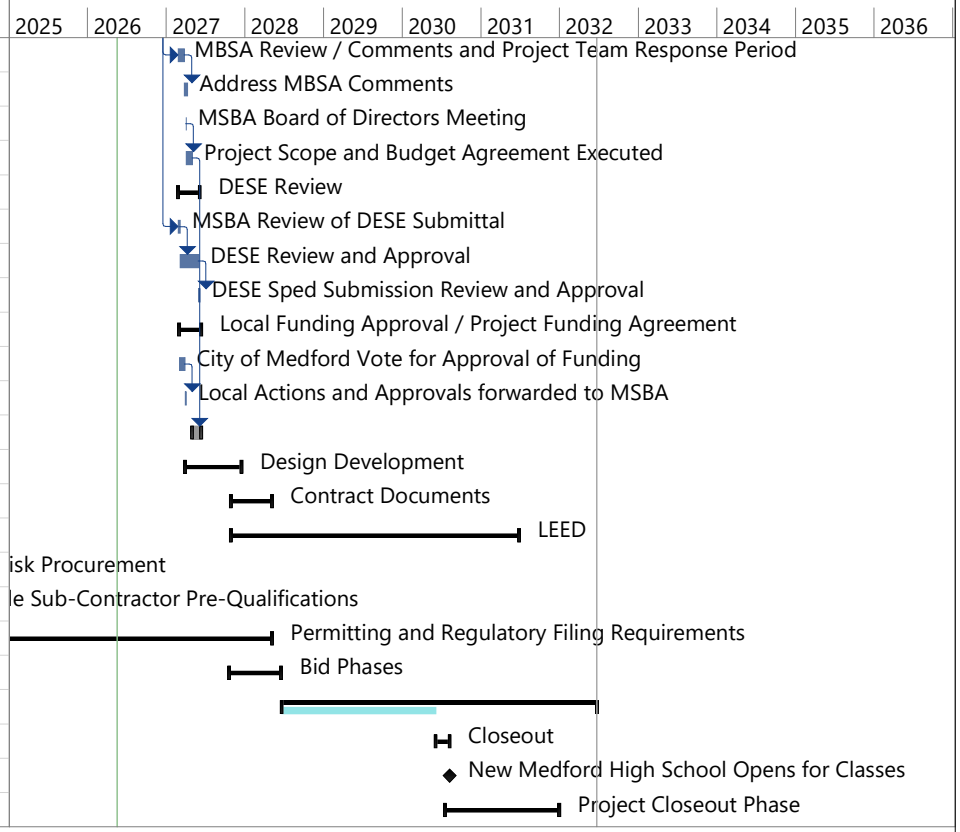


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THE RIGHT CHOICE IN PROJECT MANAGEMENT

MEDFORD HIGH SCHOOL - Preliminary Project Schedule

Monthly Report April 30, 2026

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



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

I. Roll call

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

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

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

III. Approval of February 2026 Project Invoices

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

IV. Request to Approve Spending for Citywide Informational Mailer

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

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

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

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

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

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

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

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

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

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

Chairperson Graham clarified the Evaluation Criteria Matrix supports these needs.

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

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

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

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

Eight Minute Recess

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

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

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

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

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

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

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

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

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

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

VI. Adjournment

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

Meeting adjourned

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

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

B. Medford Financials

CITY OF MEDFORD, MASSACHUSETTS



ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the fiscal year

July 1, 2024 - June 30, 2025

On the cover: The City's Dog Park at Carr park. This was a phase of multiple significant improvements to one of the City's oldest parks that has taken place over the last 3 years.



Below: Dredging invasive plants from the historic Mystic River with the Mystic River Watershed Association.

CITY OF MEDFORD MASSACHUSETTS

ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the Fiscal Year Ended June 30, 2025

Breanna Lungo-Koehn, Mayor



Prepared by Finance

Robert Dickinson, Finance Director/Auditor

CITY OF MEDFORD, MASSACHUSETTS
ANNUAL COMPREHENSIVE FINANCIAL REPORT
YEAR ENDED JUNE 30, 2025

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CITY OF MEDFORD, MASSACHUSETTS
ANNUAL COMPREHENSIVE FINANCIAL REPORT
YEAR ENDED JUNE 30, 2025

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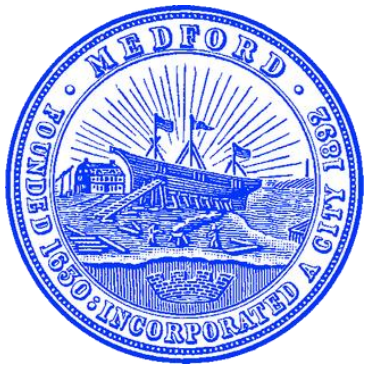
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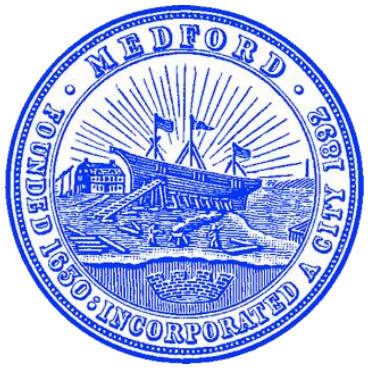


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INTRODUCTORY SECTION



Above: The Great American Beer Hall in Medford. A popular entertainment facility that is also a great venue for events such as the United States Army 250th birthday celebration as depicted above.



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City of Medford, Massachusetts
85 George P. Hassett Drive
Medford, Massachusetts 02155

Telephone (781) 393-2408
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www.medfordma.org
Mayor Breanna Lungo-Koehn

Letter of Transmittal

April 15, 2026

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

We are pleased to acknowledge that the City of Medford has completed its ninth 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, 2025; 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, 2025, 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, makes 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 2025, the City continued its investment in its open spaces, including thorough preventive maintenance with the Department of Public Works. These and all ongoing and planned renovation can be reviewed at www.medfordma.org/departments/planning-development-sustainability/.



In fiscal year 2025, the City completed various renovation projects including construction at McGlynn Playground, the first universal playground in Medford. In addition other renovations include reconstruction of the basketball courts at Tufts Park and the tennis courts at Hickey Park.

Construction for Carr Park Phase I was substantially completed in June 2024. The City, through its 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. The City secured $5.5M in funding for Phase II of Carr Park. The City received a $1.0 million Federal Land and Water Conservation Fund grant, a $1.3M Federal Department of Energy grant, $200K in local CPA funding, and allocated $2.8M in ARPA funds. Phase II of the project includes 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, a dog park, and more. The City is working with a contractor and the project began construction in April 2025.

CPA, ARPA, and CDBG funding were leveraged to support a $2.8M renovation at McGlynn Playground. Construction was completed in fall 2024 of a new inclusive playground that prioritizes accessibility and correcting site drainage issues.

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.

The City was awarded $229,000 in CPA funding to construct the City's first natural play area at Logan Park. The project was put out to bid and awarded to a Contractor in the summer of 2025, with a start date of winter 2025. The natural play area will feature seating areas and play pieces made from natural materials, with safety play surfacing and rubber matting for accessibility.

The City was awarded $200,000 in state Parkland Acquisition and Renovation for Communities (PARC) grant funding and $180,000 in CPA funding to install improvements to Riverside Plaza, in the heart of Medford Square's business district. The improvements will make the plaza more climate resilient by providing shade and access to drinking water during the summer season. The renovation involves installing shade sails, umbrellas, a waterbottle filling station, and a low deck for an accessible and attractive sitting area underneath the mature shade trees adjacent to the patio space of the plaza.

Other park and recreation improvements that have been completed in 2025 include the creation of Clippership Pop-up Park with ARPA funding, which has created a temporary gathering and event space in the heart of Medford Square and hosts a weekly public beer garden and musicians during the summer months. CPA funded the new Medford Square Pop-up community garden, creating green space in an underutilized lot and saw the installation of new duguout shelters at Hickey 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 (MyRWA) to open up access to the river. MyRWA is working with DCR and neighboring municipalities, including Medford, to create a Mystic Shoreline Revitalization Plan to guide improvements moving forward. The plan will be finalized in winter 2025. From there, MyRWA, DCR, and the City will partner on its implementation. Additionally, 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 opened 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 commitments from the state to construct them once the design and permitting is complete. The boardwalk under Route 28 will begin construction in fiscal year 2026.

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 November 2024, voters approved two override ballot questions totaling $7.5 million. These included additional funding for the school district ($7 million) and the City’s Department of Public Works ($500,000).

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 made 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.

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 are under construction in Fiscal Year 2025 include:

- 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 will be 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. Construction began in the summer of 2025 and will be completed during the summer of 2026.

- Andrews School Solar – This project will install 258.2 kW of solar power on the Andrews roof. Installation will begin in fall 2026 after the HVAC upgrades are complete. This project is being funded through ARPA.

- New High School – The Medford High School Building project is currently in the Feasibility Study phase of the MSBA process, and over the last 15 months, an Owner's Project Manager and the Architect for the project has been engaged. Alongside our school building committee and school administration, the project team has worked on developing the educational vision for the new building, which included multiple student shadow opportunities and more than 50 interview sessions with teachers, administrators, and students. The committee has also formed four advisory teams composed of students, teachers, administrators, caregivers, and community leaders to provide their expertise in key areas of the new building such as site security, educational equity, and sustainability.

- Recently, the school building committee began discussing design options for the new high school. Members of the public are encouraged to provide input on the project during monthly building committee meetings and Community Forum sessions taking place throughout 2026. To stay further informed on the project, visit medfordhsproject.com.

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. Medford has allocated over $2 million since 2021 for improvement and renovation projects at the City's five fire substations. In November 2024, voters rejected a $30 million debt exclusion ballot question to fund the construction of a new fire headquarters. The administration is now in the process of developing a new funding path for the facility,

Projects have included, but, not limited to:

- Roof replacements at Engines 4, 5 & 6 with repairs to roofs at all other fire buildings.
- Contracted professional services for structural review, and ultimately designed changes needed, of the Engine 3 apparatus bay floor. Replacement of the entire apparatus bay floor was completed.
- 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. Window renovations/replacements were completed.
- New gear dryer, wireless headset communications system, and technology enhancements thanks to a state grant from Rep. Paul Donato.
- 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.

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, 2025, 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.

In January 2025, Dr. Suzanne B. Galusi was named interim Superintendent replacing the outgoing Dr. Marice Edouard-Vincent.

Interim Superintendent Dr. Suzanne B. Galusi



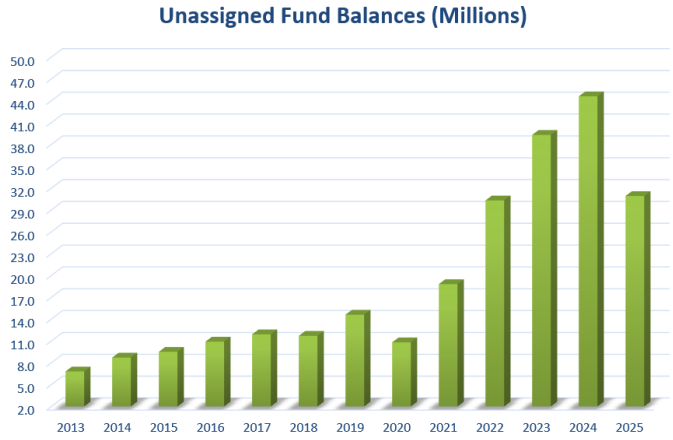
School Committee members as of June 30, 2025, from left to right:
Aaron Olapade, Nicole Branley, Vice Chair Jenny Graham, Paul Ruseau, Chairperson Mayor Breanna Lungo-Koehn, Erika Reinfeld, John Intoppa



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

In Medford, there are approximately 1,600 businesses employing almost 19,000 individuals. The business base is quite diverse; including health services, professional services, and construction management.



Tufts University, a world-renowned higher education and research institution, is located in the City. The university employs over 2,500 individuals, some in facilities in nearby Somerville.

The industry in Medford results 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 increased in recent years, fixed costs, including health insurance and pension costs, have increased substantially in comparison. 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:

	2026	2027	2028	2029	2030
Real Estate and Personal Property Taxes	$ 160,843,558	$ 164,864,647	$ 168,986,263	$ 173,210,920	$ 177,541,193
Intergovernmental Revenue - Local Aid	35,692,612	34,004,353	35,024,484	37,451,933	40,047,622
Local Receipts	22,874,600	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
	$ 222,030,770	$ 223,021,840	$ 228,743,509	$ 235,923,471	$ 243,389,633

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 place to live, work and do business. Planning efforts are focusing on identifying and guiding growth and development. Using smart growth principles, the City prioritizes creating walkable, mixed-use areas oriented to transit services.

The Office of Planning, Development and Sustainability 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 created a position of Economic Development Director during the Mayor's first budget within this Office which works 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 selected Transom Real Estate to develop this project. The selected proposal included:

- 13,500 sq. ft. grocery store & 2,500 sq. ft. café
- 283 apartment units with 56 income-restricted units at 80% of area median income.
- Public plaza courtyard intended to activate the Clippership Drive & Riverside Ave intersection.
- Parking garage with 273 stalls
- 567 total parking spaces, bringing 184 more spaces to the area than existing parking lots.
- Plans emphasize pedestrian and bicycle improvements, resilient landscaping, open space, and curated public art.

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 2025 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, the City is working on a city-wide rezoning effort to upzone areas well suited for higher density development. As such, the city adopted a Wellington Station Overlay Zone to create a higher density Transit Oriented Development (TOD) area that meets the State MBTA Communities requirements. This overlay has in two new projects for multi-family housing around the Wellington MBTA station filing for approval. In 2025 the City created two new mixed-use zones allowing ground floor commercial with residential above along Mystic Avenue and Salem Street. Both corridors have had new projects come forward and the city continues to receive inquiries about potential development along Mystic Ave.

Wellington Area:

- **10 Revere Beach Parkway: Developer,** Transom Real Estate, has proposed a seven-story, 248-unit residential development at 10 Revere Beach Parkway in Medford's Wellington neighborhood. This project will replace Kappy's Fine Wines & Spirits and Munro Service and

Tire Centers. The project utilizes new MBTA Communities zoning to add modern, connected housing near public transit.

- **99 Revere Beach Parkway: Criterion Development proposed** the Residences at Wellington Station which will feature a six-story, 276-unit apartment complex. The development replaces the former Kiss 108 radio station and tower. The project involves pedestrian improvements, including a north-south greenway connection along the Malden River, and new, public riverfront amenities.



- **Station Landing**, the first award winning "Massachusetts Smart Growth" mixed-use, master planned development, was fully completed in 2020. The site is connected to the MBTA Wellington station by a pedestrian overpass and greenway along the river. The development includes residences, two hotels, a luxury gym, parking garage, commercial and office space.

- **River's Edge** is in a partnership with the Mystic Valley Development Corporation ("MVDC") to redevelop a 215-acre brownfield site bordering the Malden River in the three cities.

  Phase 1 opened in 2009. It is a 30-acre, mixed-use, transit-oriented development with 504 apartments, 230,000 square feet of office space, 18,000 square feet of retail and restaurant space. Along the riverfront is Tufts University Boat House and an 11-acre, award-winning public park. During 2025 another residential building was proposed and approved which will deliver 224 apartments with enclosed parking and direct riverfront access. The project is located ½ mile north of the Wellington MBTA Orange Line Station, 4.5 miles north of Boston. 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.

Other Major private developments include:

- Tufts University has permitted a 10-story, 677-bed dorm for undergraduate students on Boston Ave. The transit-oriented project will also deliver two commercial spaces for small businesses.

  Further, the university is slated to open a retrofitted facility called the "Food Systems and Biomaterials Innovation Hub" at 200 Boston Ave in Fall 2026. The research and development incubator will deliver 20,000 square feet with 46 lab benches to drive cellular agriculture innovation in partnership with university faculty, staff, and students.

- The two Comprehensive Permit Projects (40Bs) that the city approved both applied for building permits during fiscal year 2025: 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.

- 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 9-unit condominium project completed construction and opened a first-floor cafe at 421 High Street

- Great American Beer Hall, a 19,000 square foot food and beverage venue, completed construction in fiscal year 2024 and extended their hours of operation in Fiscal Year 2025.

- New subdivision at Mary Kenney Way of 10 single family houses continued construction during fiscal year 2025.

- The Community Development Board approved a 40,000 square foot makerspace, co-working, and warehousing venture at 400 Riverside, which will occupy a longtime vacant industrial building.

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.

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.
- 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.
- 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.

Acknowledgements

The Government Finance Officers Association of the United States and Canada (GFOA) awarded a 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, 2024. This was the fifth year the City

received this award. 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.

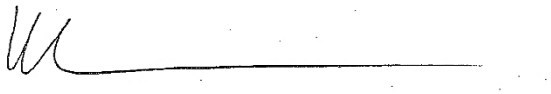
A Certificate of Achievement is valid for a period of one year only. We believe that our current annual comprehensive financial report will meet the Certificate of Achievement Program's requirements, and we are submitting it to the GFOA to determine its eligibility for this certificate.

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 residents, 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 financial staff. 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

Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

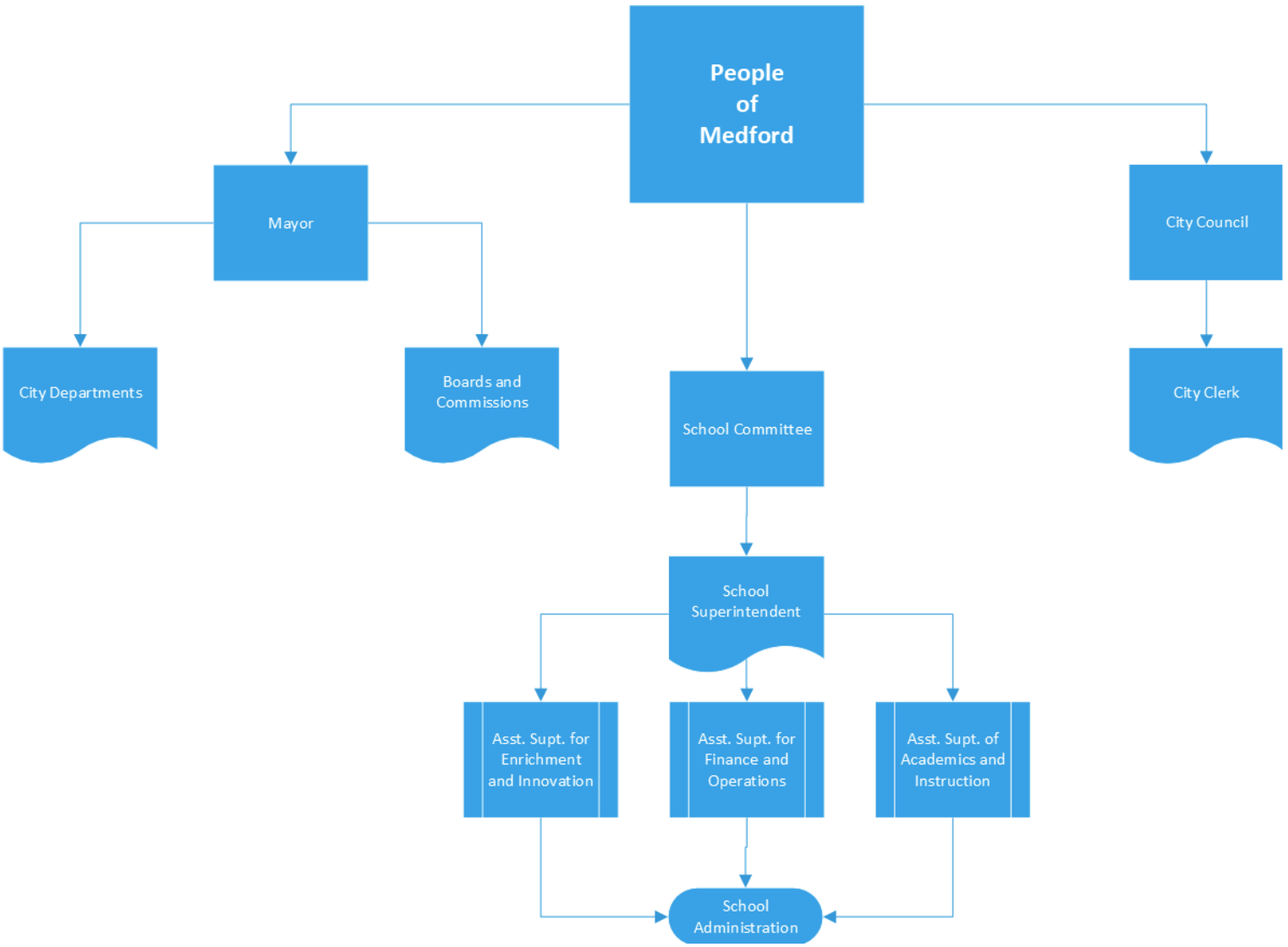
City of Medford
Massachusetts

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2024

Christopher P. Morrill

Executive Director/CEO


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

PRINCIPAL CITY OFFICIALS
at June 30, 2025

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
Interim Superintendent of Schools	Dr. Suzanne B. Galusi
City Treasurer/Collector	Judith Johnston
City Clerk	Adam L. Hurtubise

FINANCIAL SECTION



Above: The Medford Farmers Market. An outlet for fresh, healthy, and local food direct from local farmers and producers.



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ROSELLI, CLARK & ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS

500 West Cummings Park
Suite 4900
Woburn, MA 01801

Telephone: (781) 933-0073

www.roselliclark.com

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, 2025 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, 2024).

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, 2025, (except for the System which is as of December 31, 2024) 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.

Emphasis of Matter – Change in Accounting Principle

As described in Note IV to the financial statements, during the fiscal year ended June 30, 2025, the Town implemented Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*, which resulted in a restatement of the July 1, 2024 net position of the governmental activities. Our opinion is not modified with respect to this matter.

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.

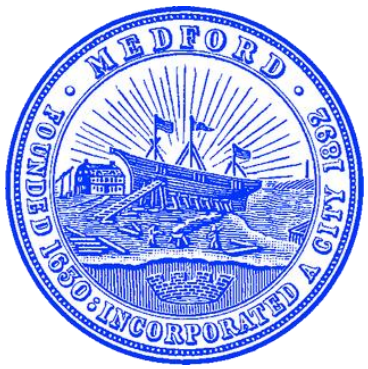
In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. 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 April 15, 2026 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
April 15, 2026



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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, 2025.

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 $106.6 million (*total net deficit*).

- The governmental activities net deficit was nearly $133.1 million. This was offset by a net position of over $26.4 million in the business-type activities.

- The government's total net position increased by nearly $40.2 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 $31.0 million (14.4% of General Fund expenditures). Total fund balance in the General Fund was almost $48.7 million (22.6% of General Fund expenditures).

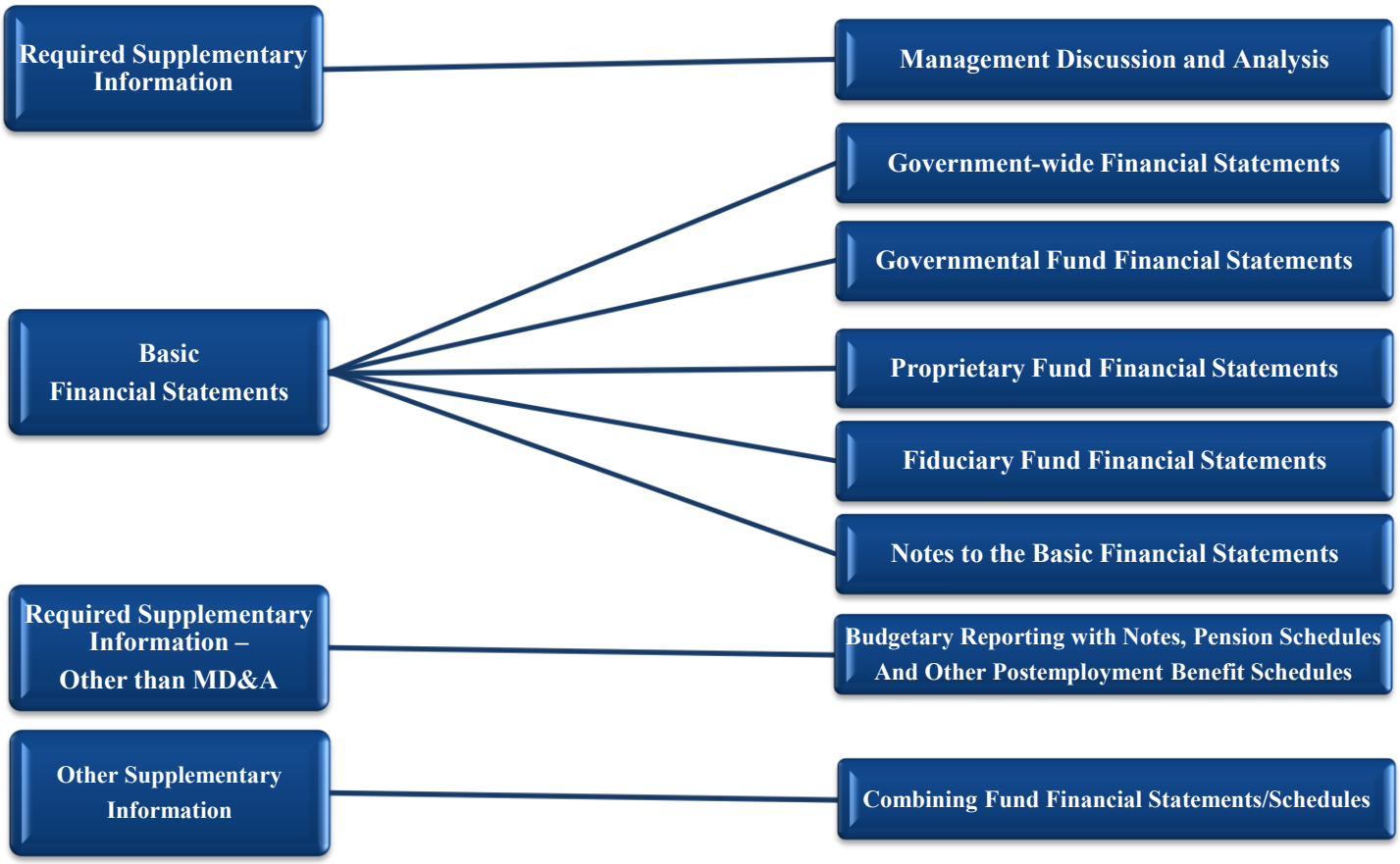
- The City's total debt increased by over $0.4 million, detail of which is described under the long-term debt section herein.

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 $106.6 million.

Condensed net position data is presented as follows:

	Governmental Activities		Business-Type Activities		Total	
	2025	2024	2025	2024	2025	2024
Assets						
Currrent and other assets	$ 117,867,175	$ 113,933,945	$ 37,680,653	$ 32,828,323	$ 155,547,828	$ 146,762,268
Capital assets, net	204,028,963	200,526,195	29,152,204	25,052,183	233,181,167	225,578,378
Total Assets	321,896,138	314,460,140	66,832,857	57,880,506	388,728,995	372,340,646
Deferred outflows of resources	9,962,723	15,807,933	401,320	631,826	10,364,043	16,439,759
Liabilities						
Current liabilities	13,676,097	23,651,164	203,317	861,454	13,879,414	24,512,618
Long-term liabilities	421,649,610	436,137,382	38,574,675	34,530,050	460,224,285	470,667,432
Total Liabilities	435,325,707	459,788,546	38,777,992	35,391,504	474,103,699	495,180,050
Deferred inflows of resources	29,585,557	36,636,431	2,017,520	2,482,677	31,603,077	39,119,108
Net Position						
Net investment in capital assets	142,398,104	137,927,331	21,485,308	21,195,900	163,883,412	159,123,231
Restricted	30,478,758	32,098,432	-	-	30,478,758	32,098,432
Unrestricted	(305,929,265)	(336,182,667)	4,953,357	(557,749)	(300,975,908)	(336,740,416)
Total Net Position	$ (133,052,403)	$ (166,156,904)	$ 26,438,665	$ 20,638,151	$ (106,613,738)	$ (145,518,753)

By far, the largest portion (approximately $163.9 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 $30.5 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 $300.1 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.

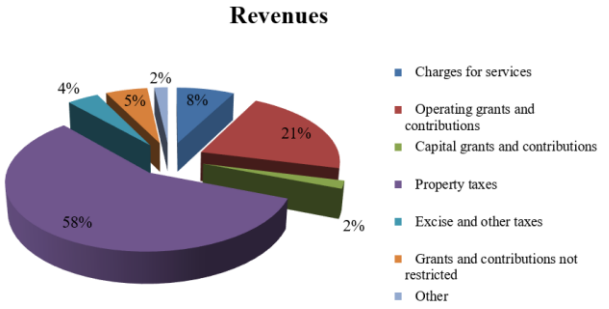
Condensed changes in net position data is presented as follows:

	Governmental Activities		Business-Type Activities		Total	
	2025	2024	2025	2024	2025	2024
Revenues						
Program revenues:						
Charges for services	$ 20,731,292	$ 18,120,073	$ 32,425,753	$ 29,981,576	$ 53,157,045	$ 48,101,649
Operating grants and contributions	57,123,861	55,539,329	-	-	57,123,861	55,539,329
Capital grants and contributions	5,101,264	5,534,371	2,000,000	-	7,101,264	5,534,371
General revenues:						
Property taxes	154,980,574	141,196,857	-	-	154,980,574	141,196,857
Excise and other taxes	11,321,676	10,739,259	-	-	11,321,676	10,739,259
Grants and contributions not restricted	15,033,878	14,755,091	-	-	15,033,878	14,755,091
Other	4,819,195	5,287,798	521,476	612,038	5,340,671	5,899,836
Total Revenues	269,111,740	251,172,778	34,947,229	30,593,614	304,058,969	281,766,392
Expenses						
General government	16,483,344	15,357,458	-	-	16,483,344	15,357,458
Public safety	51,430,847	57,814,706	-	-	51,430,847	57,814,706
Education	132,456,617	130,339,226	-	-	132,456,617	130,339,226
Public works	20,692,307	21,833,575	-	-	20,692,307	21,833,575
Health and human services	3,382,230	3,506,238	-	-	3,382,230	3,506,238
Culture and recreation	8,311,999	7,624,385	-	-	8,311,999	7,624,385
Interest expense	1,787,484	1,945,016	-	-	1,787,484	1,945,016
Water and sewer	-	-	29,340,136	27,650,963	29,340,136	27,650,963
Total Expenses	234,544,828	238,420,604	29,340,136	27,650,963	263,884,964	266,071,567
Increase (decrease) in net position before transfers	34,566,912	12,752,174	5,607,093	2,942,651	40,174,005	15,694,825
Transfers	(193,421)	(391,404)	193,421	391,404	-	-
Increase (decrease) in net position	34,373,491	12,360,770	5,800,514	3,334,055	40,174,005	15,694,825
Net position, beginning of year	(166,156,904)	(178,517,674)	20,638,151	17,304,096	(145,518,753)	(161,213,578)
Implementation of GASB 101	(1,268,990)	-	-	-	(1,268,990)	-
Net position, beginning of year, as restated	(167,425,894)	(178,517,674)	20,638,151	17,304,096	(146,787,743)	(161,213,578)
Net position, end of year	$ (133,052,403)	$ (166,156,904)	$ 26,438,665	$ 20,638,151	$ (106,613,738)	$ (145,518,753)

Governmental Activities – The governmental activities increased net position by nearly $34.4 million and business-type activities increased net position by approximately $5.8 million. This is primarily due to continued robust operations in the general fund and increased consumption in the enterprise funds.

Total revenues increased over $17.9 million. Major sources of revenue for governmental activities consist of:

(1) **Property taxes** which represented 58% of total revenues or an increase of nearly $13.8 million over the prior year. This increase was driven primarily by a proposition 2 ½ tax override that was passed by the voters during the fiscal year of nearly $8 million. Other increases were in line with the normal tax increases from year to year in Massachusetts bolstered by a very strong economy that supported robust collections.

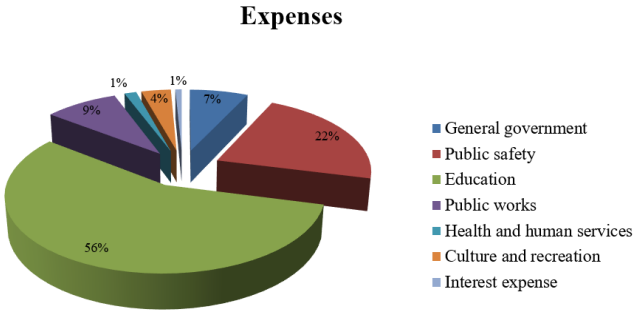


(2) **Operating grants and contributions** represent 21% of total revenues. This amount was slightly greater in dollar terms over the prior year as related operations were consistent. These grants represent Chapter 70 school reimbursement and Massachusetts Teacher's Retirement Payments in addition to 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 decreased by about $3.9 million. Major expense outlays incurred by governmental activities are summarized as follows:

- The most current actuarial valuations were favorable to the City as compared to the prior year. OPEB and Pension expenses were approximately $8 million and $11 million, respectively, less than the prior year. This had a positive impact on all labor- intensive functional expense categories as described below.

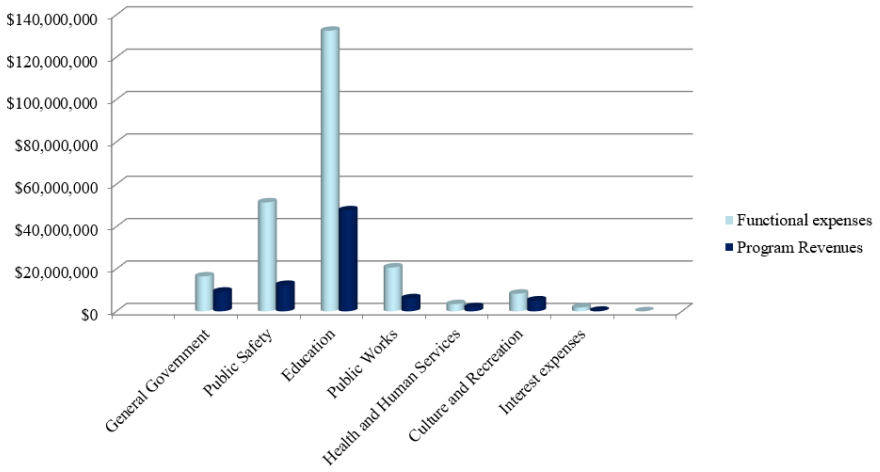


- Public Safety (22% of total expenses), which is the second most labor-intensive function decreased by about $6.4 million year over year despite otherwise flat functional operations. This was a direct result of the OPEB and Pension impact discussed above.

- Education (56% of total expenses), which is the largest labor-intensive function increased by approximately $2.1 million year over year. The impact of OPEB and Pension as described above lowered what otherwise would have been an increase of over $10 million due to the increase in the education budget that was subsidized by the tax override discussed above under revenues.

- All other functional expenses were about 22% 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 $5.8 million over the prior year balances. This was due to an increase in rates to support higher anticipated expenses. In addition, a capital grant of $2 million was received.

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 $31 million (14.3% of General Fund expenditures). Total Fund Balance in the General Fund was approximately $48.7 million (22.6% of General Fund expenditures). The overall increase in the General Fund was approximately $3.4 million, bolstered by positive results in motor vehicle excise, departmental receipts and permits. These were a direct result of the economic productivity in Greater Boston continuing at a robust pace.

The City reported a restricted fund balance of $15.4 million in its Capital Projects Fund. This increased over the prior year by about $5.2 million. This was the result of 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 $7.5 million and a nonspendable (due to corpus of endowment) fund balance of nearly $4.2 million. The total fund balance increased $0.9 million almost entirely due to positive investment returns.

The remainder of the governmental fund balances are included as nonmajor funds which maintained nearly $25.9 million as restricted, $0.4 million as nonspendable and an unassigned deficit of $2.8 million. The total fund balance increased $4.3 million due to the timing of revenues and expenditures.

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 $262.4 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 $17.0 million is due to robust market conditions.

General Fund Budgetary Highlights

Differences between the original budget and the final amended budget were not material (less than 1%) by function.

Major budget to actual differences on the revenue side in aggregate were about $5.5 million positive, and on the expenditure side about $2.9 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. 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, 2025 amounts to approximately $233.2 million (net of accumulated depreciation) an increase over the previous year's balance of approximately $7.6 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.

Large capital items recently completed include a new Library and new Police facilities and numerous park renovations. Additional information on the City's capital assets can be found in Note D to the financial statements.

Long-term Debt – At the end of the current fiscal year, the City had total debt outstanding of approximately $79.6 million inclusive of unamortized bond premium of almost $2.2 million. The entire amount comprises debt backed by the full faith and credit of the government. The City's total debt increased by over $0.4 million during the fiscal year. Detail of this increase is summarized in the table below:

Regular Scheduled Maturities:	
Governmental Activities	$ (3,815,878)
Business-Type Activities	(1,509,700)
Amortization of premiums	
Governmental Activities	(252,070)
Issuance of Long-term Note or Bond	
Business-Type Activities	6,000,000
	$ 422,352

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

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 Note E and F 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 unless authorize by the voters to do so.

- The City expects to receive $160.8 million in revenues from property taxes in addition to $35.7 million in State Aid during fiscal 2026. 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 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 2026. The budget was adopted in June of 2025 and the City's tax rate was certified in December 2025.

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.

Basic Financial Statements

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF NET POSITION
JUNE 30, 2025

	Primary Government		
	Governmental Activities	Business-Type Activity	Total
Assets			
Cash and cash equivalents	$ 96,405,834	$ 31,368,613	$ 127,774,447
Investments	12,713,676	-	12,713,676
Deposits held by third parties	105,000	-	105,000
Receivables, net of allowance for uncollectibles:			
Real estate and personal property taxes	1,799,617	-	1,799,617
User fees	-	6,078,830	6,078,830
Tax title	1,749,544	233,210	1,982,754
Departmental and other	2,461,089	-	2,461,089
Intergovernmental	2,632,415	-	2,632,415
Capital assets not being depreciated	18,271,829	2,103,561	20,375,390
Capital assets, net of accumulated depreciation	185,757,134	27,048,643	212,805,777
Total Assets	321,896,138	66,832,857	388,728,995
Deferred Outflows of Resources			
Related to net other postemployment benefits liability	2,043,540	142,063	2,185,603
Related to net pension liability	7,919,183	259,257	8,178,440
Total Deferred Outflows of Resources	9,962,723	401,320	10,364,043
Liabilities			
Warrants and accounts payable	3,408,348	166,970	3,575,318
Accrued payroll and withholdings	2,939,216	36,347	2,975,563
Accrued interest expense	762,673	-	762,673
Unearned revenue	6,232,484	-	6,232,484
Claims incurred but not reported	54,193	-	54,193
Other liabilities	279,183	-	279,183
Noncurrent liabilities:			
Due in one year or less	5,516,065	2,116,059	7,632,124
Due in more than one year	416,133,545	36,458,616	452,592,161
Total Liabilities	435,325,707	38,777,992	474,103,699
Deferred Inflows of Resources			
Related to net other postemployment benefits liability	28,518,960	1,982,602	30,501,562
Related to net pension liability	1,066,597	34,918	1,101,515
Total Deferred Inflows of Resources	29,585,557	2,017,520	31,603,077
Net Position			
Net investment in capital assets	142,398,104	21,485,308	163,883,412
Restricted:			
Nonexpendable permanent funds	4,524,490	-	4,524,490
Expendable permanent funds	9,411,432	-	9,411,432
Community preservation	6,101,676	-	6,101,676
Capital outlay	4,102,315	-	4,102,315
Education	2,645,744	-	2,645,744
Specific purposes	3,693,101	-	3,693,101
Unrestricted	(305,929,265)	4,953,357	(300,975,908)
Total Net Position	$ (133,052,403)	$ 26,438,665	$ (106,613,738)

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF ACTIVITIES
FISCAL YEAR ENDED JUNE 30, 2025

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	$ 16,483,344	$ 4,482,609	$ 4,791,442	$ -	$ (7,209,293)	$ -	$ (7,209,293)
Public safety	51,430,847	8,881,388	3,425,045	159,342	(38,965,072)	-	(38,965,072)
Education	132,456,617	4,515,204	43,174,766	-	(84,766,647)	-	(84,766,647)
Public works	20,692,307	1,230,701	2,123,220	2,812,682	(14,525,704)	-	(14,525,704)
Health and human services	3,382,230	622,042	1,323,160	-	(1,437,028)	-	(1,437,028)
Culture and recreation	8,311,999	999,348	2,286,228	1,843,248	(3,183,175)	-	(3,183,175)
Interest expense	1,787,484	-	-	285,992	(1,501,492)	-	(1,501,492)
Total Governmental Activities	234,544,828	20,731,292	57,123,861	5,101,264	(151,588,411)	-	(151,588,411)
Business-Type Activity:							
Water and sewer services	29,340,136	32,425,753	-	2,000,000	-	5,085,617	5,085,617
Total Business Type Activity	29,340,136	32,425,753	-	2,000,000	-	5,085,617	5,085,617
Total Primary Government	$ 263,884,964	$ 53,157,045	$ 57,123,861	$ 7,101,264	(151,588,411)	5,085,617	(146,502,794)
		General Revenues:					
		Real and personal property taxes			154,980,574	-	154,980,574
		Motor vehicle and other excise			11,321,676	-	11,321,676
		Penalties and interest on taxes			653,024	-	653,024
		Grants and contributions not restricted to specific programs			15,033,878	-	15,033,878
		Unrestricted investment income			4,166,171	521,476	4,687,647
		Transfers (net)			(193,421)	193,421	-
		Total General Revenues and Transfers			185,961,902	714,897	186,676,799
		Change in Net Position			34,373,491	5,800,514	40,174,005
		Net Position:					
		Beginning of year, as previously reported			(166,156,904)	20,638,151	(145,518,753)
		Change in accounting principle			(1,268,990)	-	(1,268,990)
		Beginning of year, as restated (See Note IV)			(167,425,894)	20,638,151	(146,787,743)
		End of year			$ (133,052,403)	$ 26,438,665	$ (106,613,738)

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2025

	General	ARPA Grant Fund	Capital Projects	Cemetery Perpetual Care Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets:						
Cash and short-term investments	$ 51,968,279	$ 6,576,859	$ 15,494,631	$ 584,678	$ 21,207,785	$ 95,832,232
Investments	-	-	-	11,108,879	1,604,797	12,713,676
Receivables, net of allowance for uncollectibles:						
Real estate and personal property taxes	1,733,087	-	-	-	66,530	1,799,617
Tax title	1,749,544	-	-	-	-	1,749,544
Departmental and other	2,308,097	-	-	-	152,992	2,461,089
Intergovernmental	-	-	-	-	2,632,415	2,632,415
Due from other funds	279,243	-	-	-	-	279,243
Total Assets	58,038,250	6,576,859	15,494,631	11,693,557	25,664,519	117,467,816
Total Deferred Outflows of Resources	-	-	-	-	-	-
Total Assets and Deferred Outflows of Resources	$ 58,038,250	$ 6,576,859	$ 15,494,631	$ 11,693,557	$ 25,664,519	$ 117,467,816
Liabilities:						
Warrants and accounts payable	$ 1,054,581	$ 344,375	$ 140,070	$ -	$ 1,869,322	$ 3,408,348
Accrued payroll and withholdings	2,915,151	-	-	-	24,065	2,939,216
Unearned revenue	-	6,232,484	-	-	-	6,232,484
Other liabilities	257,345	-	-	450	21,388	279,183
Due to other funds	-	-	-	-	279,243	279,243
Total Liabilities	4,227,077	6,576,859	140,070	450	2,194,018	13,138,474
Deferred Inflows of Resources:						
Unavailable revenues - property taxes	3,482,631	-	-	-	66,530	3,549,161
Unavailable revenues - other	1,612,574	-	-	-	-	1,612,574
Total Deferred Inflows of Resources	5,095,205	-	-	-	66,530	5,161,735
Fund Balances:						
Nonspendable	-	-	-	4,158,659	365,831	4,524,490
Restricted	-	-	15,354,561	7,534,448	25,861,665	48,750,674
Committed	15,282,434	-	-	-	-	15,282,434
Assigned	2,476,472	-	-	-	-	2,476,472
Unassigned	30,957,062	-	-	-	(2,823,525)	28,133,537
Total Fund Balances	48,715,968	-	15,354,561	11,693,107	23,403,971	99,167,607
Total Liabilities, Deferred Inflows of Resources, and Fund Balances	$ 58,038,250	$ 6,576,859	$ 15,494,631	$ 11,693,557	$ 25,664,519	$ 117,467,816

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, 2025

		Total
Total Governmental Fund Balances		**$ 99,167,607**
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.		204,028,963
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.		624,409
Other long-term assets are not available to pay for current-period expenditures and, therefore, are reported as unavailable revenue in the funds.		5,161,735
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	7,919,183	
Deferred outflows related to net other postemployment benefits liability	2,043,540	
Deferred inflows related to net pension liability	(1,066,597)	
Deferred inflows related to net other postemployment benefits liability	(28,518,960)	
Net effect of reporting deferred outflows and inflows of resources		(19,622,834)
In the Statement of Net Position, interest is accrued on outstanding long-term debt whereas in governmental funds interest is not reported until due.		(762,673)
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	(59,867,984)	
Unamortized bond premiums	(2,172,093)	
Compensated absences	(5,116,669)	
Workers' compensation liability	(1,301,976)	
Net pension liability	(95,757,177)	
Net other postemployment benefits liability	(257,433,711)	
Net effect of reporting long-term liabilities		(421,649,610)
Net Position of Governmental Activities		**$ (133,052,403)**

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, 2025

	General	ARPA Grant Fund	Capital Projects	Cemetery Perpetual Care Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues:						
Real estate and personal property taxes, net	$ 152,834,897	$ -	$ -	$ -	$ 2,023,292	$ 154,858,189
Intergovernmental	46,417,351	9,919,842	-	-	19,372,024	75,709,217
Motor vehicle and other excise	11,309,064	-	-	-	-	11,309,064
Licenses and permits	5,167,039	-	-	-	-	5,167,039
Departmental and other	5,471,500	-	-	-	10,015,829	15,487,329
Penalties and interest on taxes	653,024	-	-	-	-	653,024
Fines and forfeitures	1,078,806	-	-	-	-	1,078,806
Interest and investment income	2,830,291	-	54,428	1,155,032	116,323	4,156,074
Contributions and donations	-	-	40,000	-	509,786	549,786
Total Revenues	225,761,972	9,919,842	94,428	1,155,032	32,037,254	268,968,528
Expenditures:						
Current:						
General government	6,566,848	2,144,788	246,195	-	1,553,396	10,511,227
Public safety	33,820,846	1,956,907	346,732	-	3,286,997	39,411,482
Education	80,288,166	2,040,492	750,024	-	14,275,753	97,354,435
Public works	15,931,068	1,194,238	626,835	-	2,785,090	20,537,231
Health and human services	1,471,570	227,504	-	-	1,074,738	2,773,812
Culture and recreation	2,936,792	1,952,517	267,079	-	4,619,838	9,776,226
Pension and fringe benefits	55,530,527	-	-	-	-	55,530,527
State and county tax assessments	13,184,478	-	-	-	-	13,184,478
Debt service:						
Principal	3,504,886	-	-	-	310,992	3,815,878
Interest expense	2,101,508	-	-	-	4,888	2,106,396
Total Expenditures	215,336,689	9,516,446	2,236,865	-	27,911,692	255,001,692
Excess (Deficiency) of Revenues Over (Under) Expenditures	10,425,283	403,396	(2,142,437)	1,155,032	4,125,562	13,966,836
Other Financing Sources (Uses):						
Transfers in	1,470,562	-	8,357,079	-	881,649	10,709,290
Transfers out	(8,538,413)	(403,396)	(1,052,365)	(239,116)	(669,421)	(10,902,711)
Total Other Financing Sources (Uses)	(7,067,851)	(403,396)	7,304,714	(239,116)	212,228	(193,421)
Net Change in Fund Balance	3,357,432	-	5,162,277	915,916	4,337,790	13,773,415
Fund Balances - Beginning	45,358,536	-	10,192,284	10,777,191	19,066,181	85,394,192
Fund Balances - Ending	$ 48,715,968	$ -	$ 15,354,561	$ 11,693,107	$ 23,403,971	$ 99,167,607

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, 2025

		Total
Net Change in Fund Balances - Total Governmental Fund Balances		**$ 13,773,415**
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	$ 13,336,936	
Depreciation expense	(9,834,168)	
Net effect of reporting capital assets		3,502,768
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.		(65,075)
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:		
Amortization of bond premiums	252,070	
Repayments of debt	3,815,878	
Net effect of reporting long-term debt		4,067,948
Revenues in the Statement of Activities that do not provide current financial resources are not reported as revenues in the funds.		133,115
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.		66,842
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	(125,474)	
Other postemployment benefits	6,123,709	
Pension benefits	6,824,537	
Workers' compensation	71,706	
Net effect of reporting long-term liabilities		12,894,478
Change in Net Position of Governmental Activities		**$ 34,373,491**

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF NET POSITION - PROPRIETARY FUNDS
JUNE 30, 2025

	Business-Type Activity	Governmental Activity
	Water and Sewer Enterprise Fund	Internal Service Fund
Assets:		
Current assets:		
Cash and cash equivalents	$ 31,368,613	$ 573,602
User fees, net of allowance for uncollectibles	6,078,830	-
Total current assets	37,447,443	573,602
Noncurrent assets:		
Utility liens	233,210	-
Working deposit held by others	-	105,000
Capital assets not being depreciated	2,103,561	-
Capital assets, net of depreciation	27,048,643	-
Total noncurrent assets	29,385,414	105,000
Total Assets	66,832,857	678,602
Deferred Outflows of Resources		
Related to net other postemployment benefits liability	142,063	-
Related to net pension liability	259,257	-
Total Deferred Outflows of Resources	401,320	-
Liabilities:		
Current liabilities:		
Warrants and accounts payable	166,970	-
Accrued payroll and withholdings	36,347	-
Claims incurred but not reported	-	54,193
Current portion of debt	2,109,700	-
Compensated absences	6,359	-
Total current liabilities	2,319,376	54,193
Noncurrent liabilities:		
Compensated absences	19,077	-
Net other postemployment benefits liability	17,896,461	-
Net pension liability	3,134,878	-
Noncurrent portion of debt	15,408,200	-
Total noncurrent liabilities	36,458,616	-
Total Liabilities	38,777,992	54,193
Deferred Inflows of Resources		
Related to net other postemployment benefits liability	1,982,602	-
Related to net pension liability	34,918	-
Total Deferred Inflows of Resources	2,017,520	-
Net Position:		
Net investment in capital assets	21,485,308	-
Unrestricted	4,953,357	624,409
Total Net Position	$ 26,438,665	$ 624,409

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, 2025

	Business-Type Activity	Governmental Activities
	Water and Sewer Enterprise Fund	Internal Service Fund
Operating Revenues:		
Charges for services	$ 32,197,254	$ -
Employee contributions	-	833,836
Employer contributions	-	832,065
Other revenues	228,499	-
Total Operating Revenues	32,425,753	1,665,901
Operating Expenses:		
Operating costs	5,584,111	-
Water and sewer assessment	22,276,340	-
Dental claims	-	1,741,073
Depreciation	1,457,916	-
Total Operating Expenses	29,318,367	1,741,073
Operating Income	3,107,386	(75,172)
Nonoperating Revenues (Expenses):		
Interest income	521,476	10,097
Interest expense	(21,769)	-
Total Nonoperating Revenues (Expenses)	499,707	10,097
Income Before Capital Contributions and Transfers	3,607,093	(65,075)
Capital contributions	2,000,000	-
Transfers in	403,396	-
Transfers out	(209,975)	-
Change in Net Position	5,800,514	(65,075)
Total Net Position - Beginning	20,638,151	689,484
Total Net Position - Ending	$ 26,438,665	$ 624,409

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF CASH FLOWS - PROPRIETARY FUNDS
FISCAL YEAR ENDED JUNE 30, 2025

	Business-Type Activity	Governmental Activities
	Water and Sewer Enterprise Fund	Internal Service Fund
Cash Flows from Operating Activities:		
Receipts from users	$ 31,739,777	$ -
Employee contributions	-	833,836
Employer contributions	-	832,065
Other revenues	228,499	-
Payments to vendors	(27,658,809)	-
Payments to employees	(1,540,104)	-
Payments for interfund services used	-	(1,731,259)
Net Cash Provided by (Used for) Operating Activities	2,769,363	(65,358)
Cash Flows from Noncapital Financing Activities:		
Transfers out	(209,975)	-
Net Cash Provided By (Used for) Noncapital Financing Activities	(209,975)	-
Cash Flows from Capital and Related Financing Activities:		
Capital grants	2,000,000	-
Capital transfers in	403,396	-
Proceeds from issuance of bonds	6,000,000	-
Acquisition and construction of capital assets	(5,557,938)	-
Principal payments on bonds and notes	(1,509,700)	-
Interest expense	(21,769)	-
Net Cash Provided By (Used for) Capital and Related Financing Activities	1,313,989	-
Cash Flows from Investing Activities:		
Interest income	521,476	10,097
Net Cash Provided by Investing Activities	521,476	10,097
Net Change in Cash and Cash Equivalents	4,394,853	(55,261)
Cash and Cash Equivalents:		
Beginning of year	26,973,760	628,863
End of year	$ 31,368,613	$ 573,602
Reconciliation of Operating Income to Net Cash Provided By Operating Activities:		
Operating income	$ 3,107,386	$ (75,172)
Depreciation	1,457,916	-
Changes in assets, deferred outflows of resources, liabilities and deferred inflows of resources:		
Receivables	(457,477)	-
Deferred outflows of resources	230,506	-
Warrants and accounts payable	(667,590)	-
Accrued payroll and withholdings	9,453	-
Compensated absences	(31,193)	-
Net other postemployment benefits liability	(56,808)	-
Net pension liability	(357,674)	-
Deferred inflows of resources	(465,156)	-
Claims incurred but not reported	-	9,814
Net Cash Provided by (Used for) Operating Activities	$ 2,769,363	$ (65,358)

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2025

	Pension and Other Employee Benefit Trust Funds	Private Purpose Trust Funds
Assets:		
Cash and cash equivalents	$ 1,531,046	$ -
Investments at fair value:		
Fixed income securities	25,038,585	-
Equity securities	2,609	506,643
Mutual funds	154,821,607	-
Private equity limited partnership	3,732,008	-
State Treasurer investment pool - PRIT	77,031,454	-
Total Investments	260,626,263	506,643
Receivables:		
Interest receivable	112,900	-
Other	195,214	-
Total Receivables	308,114	-
Total Assets	262,465,423	506,643
Liabilities:		
Warrants and accounts payable	59,695	-
Total Liabilities	59,695	-
Net Position:		
Restricted for pensions	262,307,533	-
Restricted for other postemployment benefits	98,195	-
Restricted for private purposes	-	506,643
Total Net Position	$ 262,405,728	$ 506,643

See accompanying notes to basic financial statements.

CITY OF MEDFORD, MASSACHUSETTS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FISCAL YEAR ENDED JUNE 30, 2025

	Pension and Other Employee Benefit Trust Funds	Private Purpose Trust Funds
Additions:		
Contributions:		
Employer	$ 27,406,451	$ -
Employee	5,698,383	-
Other contributions	1,661,023	2,700
Total contributions	34,765,857	2,700
Investment earnings:		
Interest and dividends	8,897,462	11,038
Net change in fair value of investments	12,861,258	-
Less - management fees	(1,565,798)	-
Net investment income	20,192,922	11,038
Other income	41,756	-
Total Additions	55,000,535	13,738
Deductions:		
Benefit payments to retirees and beneficiaries	35,423,975	-
Member refunds	240,295	-
Transfers and reimbursements to other systems	1,903,478	-
Payroll expenses of the System	316,688	-
Other administrative expenses	139,867	-
Scholarships	-	12,835
Total Deductions	38,024,303	12,835
Change in Net Position	16,976,232	903
Net Position - Beginning of Year	245,429,496	505,740
Net Position - End of Year	$ 262,405,728	$ 506,643

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, 2024 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 time. Unused vacation time is accrued when it is more likely than not to be used for time off or otherwise paid in cash or settled through non-cash means. Sick leave is

accumulated in various rates based on individual collective bargaining agreements and is accrued only to the extent that leave is more likely than not to be used for time off or otherwise paid in cash or settled through non-cash means. It is assumed that when sick leave is taken the leave hours earned last are the first ones utilized or paid. 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 estimated and recorded 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.

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.

Capital outlay represents assets that have restrictions placed on them from federal and state granting agencies and private donors to be used for capital outlay purposes.

Education represents assets that have restrictions placed on them from federal and state granting agencies and private donors to be used for educational purposes.

Specific purposes represent assets that are restricted by federal and state granting agencies and private 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 a general stabilization fund, in accordance with Massachusetts General Law Chapter 40, Section 5B, which may be used for any municipal purpose upon a vote of the City Council. The balance of the fund totals $6,184,679 at June 30, 2025 and is reported as unassigned fund balance in the General Fund. Amounts are appropriated into the fund by a majority vote of the City Council.

The City maintains a capital stabilization fund, in accordance with Massachusetts General Law Chapter 40, Section 5B, which may be used for any capital outlay purpose upon a vote of the City Council. The balance of the fund totals $13,097,195 at June 30, 2025 and is reported as committed fund balance in the General Fund. Amounts are appropriated into the fund by a majority vote of the City Council.

The City maintains a school stabilization fund, in accordance with Massachusetts General Law Chapter 40, Section 5B, which may be used for any school purpose upon a vote of the City Council. The balance of the fund totals $2,185,239 at June 30, 2025 and is reported as committed fund balance in the General Fund. Amounts are appropriated into the fund by a majority vote of the City Council.

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 $2,476,472 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	-	-	-	-	4,604,442	4,604,442
School federal and state grants	-	-	-	-	2,052,374	2,052,374
Receipts reserved for appropriation	-	-	-	-	2,129,623	2,129,623
City revolving funds	-	-	-	-	3,509,356	3,509,356
School revolving funds	-	-	-	-	3,999,019	3,999,019
City gift and other funds	-	-	-	-	1,325,630	1,325,630
School gift and other funds	-	-	-	-	329,091	329,091
Community preservation	-	-	-	-	6,035,146	6,035,146
Capital outlay - roadways	-	-	648,477	-	-	648,477
Capital outlay - schools	-	-	987,728	-	-	987,728
Capital outlay - buildings	-	-	8,765,177	-	-	8,765,177
Capital outlay - equipment	-	-	2,691,620	-	-	2,691,620
Capital outlay - public transportation	-	-	1,218,273	-	-	1,218,273
Capital outlay - other	-	-	1,043,286	-	-	1,043,286
Cemetery trust funds	-	-	-	7,534,448	-	7,534,448
Linkage funds	-	-	-	-	238,964	238,964
School trust funds	-	-	-	-	321,302	321,302
Public safety trust funds	-	-	-	-	782,182	782,182
Other trust funds	-	-	-	-	534,536	534,536
Committed:						
School stabilization	2,185,239	-	-	-	-	2,185,239
Capital stabilization	13,097,195	-	-	-	-	13,097,195
Assigned:						
Public safety	188,699	-	-	-	-	188,699
Education	678,338	-	-	-	-	678,338
Public works	1,341,129	-	-	-	-	1,341,129
Other purposes	268,306	-	-	-	-	268,306
Unassigned	30,957,062	-	-	-	(2,823,525)	28,133,537
	$48,715,968	$ -	$15,354,561	$11,693,107	$23,403,971	$ 99,167,607

E. Excess of Expenditures Over Appropriations and Deficits

During fiscal year 2025, expenditures exceeded appropriations in the general fund for snow and ice removal, state and county assessments and debt service costs by $802,782, $155,997 and $45,100, respectively. These deficits will be funded through available revenues in the subsequent year, except for state and county assessments which were funded from current year revenues..

The City incurred deficits totaling $2,823,525 in several special revenue funds reported in the nonmajor governmental funds. 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 $83,267,014 and the bank balance was $86,089,812. Of the City's bank balance, $6,165,209 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, 2025:

		Fair Value Measurements Using		
	6/30/25	**Level 1**	**Level 2**	**Level 3**
Investments by fair value level				
Debt securities:				
U.S. Government and agencies	$ 141,992	$ 141,992	$ -	$ -
Corporate bonds	2,269,174	-	2,269,174	-
Bond mutual funds	2,685,024	-	2,685,024	-
Total debt securities	5,096,190	141,992	4,954,198	-
Equity securities:				
Common stock	4,029,080	4,029,080	-	-
Exchange traded funds	4,181,530	4,181,530	-	-
Equity mutual funds	9,949	-	9,949	-
Total equity securities	8,220,559	8,210,610	9,949	-
Total investments by fair value level	$ 13,316,749	$ 8,352,602	$ 4,964,147	$ -
Investments measured at amortized cost				
MMDT	44,509,199			
Total investments	$ 57,825,948			

Equity securities classified in Level 1 are valued using prices quoted in active markets for those securities. 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, 2025, the City's investments had the following maturities:

Investments	6/30/25	Maturities in Years: Less than 1	1 - 5	6 - 10
U.S. Government and agencies	$ 141,992	$ -	$ -	$ 141,992
Corporate bonds	2,269,174	-	464,229	1,804,945
MMDT	44,509,199	44,509,199	-	-
Total investments with maturities	$ 46,920,365	$ 44,509,199	$ 464,229	$ 1,946,937

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 77% of its investments in MMDT.

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

At June 30, 2025, the credit quality ratings of investments were as follows:

Quality Ratings (S & P)	U.S. Government Agencies	Corporate Bonds	Totals
AA+	$ 141,992	$ -	$ 141,992
AA	-	245,029	245,029
A+	-	86,578	86,578
A	-	417,193	417,193
A-	-	626,022	626,022
BBB+	-	419,852	419,852
BBB	-	474,500	474,500
Totals - All	$ 141,992	$ 2,269,174	$ 2,411,166

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, 2024, $559,807 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, 2024:

	December 31,	Fair Value Measurements Using		
Investments by Fair Value Level	2024	Level 1	Level 2	Level 3
Debt securities:				
U.S. government notes and obligations	$ 22,702,652	$ 22,702,652	$ -	$ -
Corporate bonds	2,293,048	-	2,293,048	-
Total debt securities	24,995,700	22,702,652	2,293,048	-
Equity securities	2,609	2,609	-	-
Private equity limited partnership	3,732,008	-	-	3,732,008
Mutual funds	132,888,241	-	132,888,241	-
Total investments by fair value level	161,618,558	$ 22,705,261	$ 135,181,289	$ 3,732,008
Investments measured at NAV:				
Mutual funds	21,879,822			
PRIT funds	77,031,454			
Total investments measured at NAV	98,911,276			
Total investments	$ 260,529,834			

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	$ 3,732,008	$ 7,372,000	Varies	unavailable
Private equity mutual funds	21,879,822	-	Varies	30 to 60 days
PRIT funds	77,031,454	9,042,758	Monthly	30 days
	$ 98,911,276	$ 9,042,758		

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, 2024. These differences could have a material adverse effect on the System's financial statements.

At December 31, 2024, short-term investments with fair values of $985,154 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 values of these short-term investments has been classified as cash equivalents in these 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. The System was not exposed to custodial credit risk on its investments at December 31, 2024.

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. In practice, the System mitigates this risk by managing the duration of its maturities.

At December 31, 2024, 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	$ 11,581,391	$ -	$ -	$ 8,361,734	$ 3,219,657
U.S. Agencies obligations	11,121,261	-	-	-	11,121,261
Corporate bonds	2,293,048	-	858,730	1,434,318	-
Investments with maturities	24,995,700	$ -	$ 858,730	$ 9,796,052	$ 14,340,918
Equity securities	2,609				
Private equity limited partnership	3,732,008				
Mutual funds	154,768,063				
PRIT funds	77,031,454				
Investments without maturities	235,534,134				
Total investments	$ 260,529,834				

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	$ 22,702,652	$ -	$ 22,702,652
Aa2	-	561,627	561,627
Aa3	-	-	-
A1	-	526,269	526,269
A3	-	956,855	956,855
Not Rated	-	248,297	248,297
	$ 22,702,652	$ 2,293,048	$ 24,995,700

Concentration of Credit Risk: Investments – The following investments held by the System at December 31, 2024 represent approximately 67.8% of the System's total investments:

Rhumbline Advisers S&P 500 Pooled Index Fund	14.6%
Loomis Salyes MSFD Fund	10.4%
Lazard International Strategic Equity Portfolio	10.4%
PRIM Core Real Estate Fund	10.2%
City of London Emerging Markets Country Fund	8.4%
Rhumbline Advisers S&P 1000 Value Pooled Index Fund	8.1%
PRIM Hedge Fund	5.7%

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	$ 1,900,072	$ (100,455)	$ 1,799,617
Tax liens	1,749,544	-	1,749,544
Excise	3,079,761	(1,467,187)	1,612,574
Public safety details	152,992	-	152,992
PILOT	695,523	-	695,523
Intergovernmental	2,632,415	-	2,632,415
Total	$ 10,210,307	$(1,567,642)	$ 8,642,665

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	$ 6,057,665	$ -	$ 6,057,665
Utility liens	254,375	-	254,375
Total	$ 6,312,040	$ -	$ 6,312,040

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	$ 1,733,087	$ 66,530	$ 1,799,617
Tax liens	1,749,544	-	1,749,544
Excise	1,612,574	-	1,612,574
Total	$ 5,095,205	$ 66,530	$ 5,161,735

C. Interfund Receivables, Payables and Transfers

The composition of interfund balances at June 30, 2025 is as follows:

Receivable Fund	Payable Funds	Amount
General Fund	Nonmajor Governmental Funds -	
	School Federal Grants	$ 264,982
	Community Development Fund	14,261
Total		$ 279,243

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, 2025 is as follows:

	Transfers In				
Transfers Out	General Fund	Capital Projects Fund	Nonmajor Governmental Funds	Water and Sewer Enterprise Fund	Total
General Fund	$ -	$ 8,357,079	$ 181,334	$ -	$ 8,538,413 (1)
ARPA Grant Fund	-	-	-	403,396	403,396 (2)
Capital Projects Fund	728,365	-	324,000	-	1,052,365 (3)
Cemetery Perpetual Care Fund	239,116	-	-	-	239,116 (4)
Nonmajor Governmental Funds	293,106	-	376,315	-	669,421 (4)
Water and Sewer Enterprise Fund	209,975	-	-	-	209,975 (5)
Total	$ 1,470,562	$ 8,357,079	$ 881,649	$ 403,396	$11,112,686

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

D. Capital Assets

Capital asset activity for the year ended June 30, 2025, 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	8,362,205	6,972,821	(4,212,953)	11,122,073
Total capital assets not being depreciated	15,511,961	6,972,821	(4,212,953)	18,271,829
Capital assets being depreciated:				
Land improvements	25,078,673	5,356,677	-	30,435,350
Buildings and improvements	242,511,641	1,154,166	-	243,665,807
Infrastructure	43,720,374	1,598,262	-	45,318,636
Machinery and equipment	20,105,906	2,167,893	-	22,273,799
Vehicles	11,421,598	300,070	-	11,721,668
Total capital assets being depreciated	342,838,192	10,577,068	-	353,415,260
Less accumulated depreciation for:				
Land improvements	(17,309,647)	(936,501)	-	(18,246,148)
Buildings and improvements	(99,692,241)	(6,168,791)	-	(105,861,032)
Infrastructure	(19,341,755)	(810,054)	-	(20,151,809)
Machinery and equipment	(11,509,279)	(1,461,917)	-	(12,971,196)
Vehicles	(9,971,036)	(456,905)	-	(10,427,941)
Total accumulated depreciation	(157,823,958)	(9,834,168)	-	(167,658,126)
Total capital assets being depreciated, net	185,014,234	742,900	-	185,757,134
Total governmental activities capital assets, net	$ 200,526,195	$ 7,715,721	$ (4,212,953)	$ 204,028,963

	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	1,947,532	(1,217,808)	2,099,344
Total capital assets not being depreciated	1,373,837	1,947,532	(1,217,808)	2,103,561
Capital assets being depreciated:				
Infrastructure	32,422,149	1,443,464	-	33,865,613
Machinery and equipment	10,927,814	3,384,750	-	14,312,564
Vehicles	1,445,211	-	-	1,445,211
Total capital assets being depreciated	44,795,174	4,828,214	-	49,623,388
Less accumulated depreciation for:				
Infrastructure	(14,528,651)	(689,022)	-	(15,217,673)
Machinery and equipment	(5,793,965)	(632,247)	-	(6,426,212)
Vehicles	(794,213)	(136,647)	-	(930,860)
Total accumulated depreciation	(21,116,829)	(1,457,916)	-	(22,574,745)
Total capital assets being depreciated, net	23,678,345	3,370,298	-	27,048,643
Total business-type activities capital assets, net	$ 25,052,182	$ 5,317,830	$ (1,217,808)	$ 29,152,204

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

Governmental Activities:	
General government	$ 289,602
Public safety	1,724,352
Education	4,070,186
Public works	2,050,348
Health and human services	61,956
Culture and recreation	1,637,724
	$ 9,834,168
Business-Type Activities:	
Water and sewer	$ 1,457,916

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, 2025, are payable as follows:

Type	Interest Rate	Maturity Date	July 1, 2024	Additions	Retirements	June 30, 2025
BAN	4.00%	matured	$ 1,500,000	$ -	$ (1,500,000)	$ -
Total Notes Payable			$ 1,500,000	$ -	$ (1,500,000)	$ -

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		$ 61,825,000	$ -	$ (3,565,000)	$ 58,260,000	$ 3,420,000
Unamortized bond premium		2,424,163	-	(252,070)	2,172,093	235,787
Notes from direct borrowings and placements		1,858,862	-	(250,878)	1,607,984	255,617
Workers' compensation		1,373,682	1,103,773	(1,175,479)	1,301,976	325,494
Compensated absences, net	(a)	4,991,195	125,474	-	5,116,669	1,279,167
Net pension liability		106,682,599	16,778,677	(27,704,099)	95,757,177	-
Net other postemployment benefits liability		258,250,871	27,701,800	(28,518,960)	257,433,711	-
Total Governmental Activities		$437,406,372	$ 45,709,724	$ (61,466,486)	$421,649,610	$ 5,516,065
Business-Type Activities - Water and Sewer:						
General obligation bonds		$ 800,000	$ -	$ (60,000)	$ 740,000	$ 60,000
Notes from direct borrowings and placements		12,227,600	6,000,000	(1,449,700)	16,777,900	2,049,700
Compensated absences, net		56,629	-	(31,193)	25,436	6,359
Net pension liability		3,492,552	549,298	(906,972)	3,134,878	-
Net other postemployment benefits liability		17,953,269	1,925,794	(1,982,602)	17,896,461	-
Total Business-Type Activities		$ 34,530,050	$ 8,475,092	$ (4,430,467)	$ 38,574,675	$ 2,116,059

(a) As restated. (See Note IV)

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, 2025:

Description of Issue	Interest Rate	Beginning Balance	Additions	Maturities	Ending Balance
Governmental Activities:					
General Obligation Bonds	2.00 - 5.00%	$ 61,825,000	$ -	$ (3,565,000)	$ 58,260,000
Add: Unamortized bond premium		2,424,163	-	(252,070)	2,172,093
Total General Obligation Bonds, net		64,249,163	-	(3,817,070)	60,432,093
Capital financing	0.00%	1,858,862	-	(250,878)	1,607,984
Total notes from direct borrowings and placements		1,858,862	-	(250,878)	1,607,984
Total Governmental Activities debt		$ 66,108,025	$ -	$ (4,067,948)	$ 62,040,077
Business-Type Activities - Water and Sewer:					
General Obligation Bonds	2.00 - 5.00%	$ 800,000	$ -	$ (60,000)	$ 740,000
Total General Obligation Bonds		800,000	-	(60,000)	740,000
Massachusetts Water Resources Authority	0.00%	12,227,600	6,000,000	(1,449,700)	16,777,900
Total notes from direct borrowings and placements		12,227,600	6,000,000	(1,449,700)	16,777,900
Total Business-Type Activities debt		$ 13,027,600	$ 6,000,000	$ (1,509,700)	$ 17,517,900

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
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	3,545,000	1,297,969	275,486	10,506
2031-2035	16,370,000	4,561,053	280,690	5,302
2036-2040	8,630,000	2,775,046	-	-
2041-2045	9,300,000	1,595,716	-	-
2046-2050	6,605,000	435,950	-	-
Total	$ 58,260,000	$ 17,306,061	$ 1,607,984	$ 107,969

Year Ending June 30,	*Business-Type Activities: Water and Sewer*			
	General Obligation Bonds		Direct Borrowings and Placements	
	Principal	Interest	Principal	Interest
2026	$ 60,000	$ 20,269	$ 2,049,700	$ -
2027	65,000	18,719	2,049,700	-
2028	65,000	17,085	2,049,700	-
2029	65,000	15,416	1,842,200	-
2030	65,000	13,813	1,842,200	-
2030-2035	240,000	45,462	6,944,400	-
2036-2040	75,000	26,791	-	-
2041-2045	85,000	12,848	-	-
2046	20,000	400	-	-
Total	$ 740,000	$ 170,803	$ 16,777,900	$ -

Massachusetts Water Resource Authority (MWRA)

The City's has five outstanding notes from direct borrowings and placements issued to the MWRA on September 11, 2017, August 23, 2021, November 14, 2022, March 18, 2024 and June 2, 2025 for $2,075,000, $1,222,000, $7,800,000, $3,400,000 and $6,000,000, 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
Riverside plaza	198,853
Streetlights	351,030
Park improvements	349,000
Lead pipe removal	2,000,000
Middle school HVAC	25,775,000
Other	97,000
Business-type:	
Sewer system	1,425,150
Total Authorized and Unissued	$ 40,105,867

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, 2024 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, 2024 was as follows:

Active and inactive employees	1,101
Retirees and beneficiaries currently receiving benefits and terminated employees entitled to benefits yet to receive them	636
	1,737

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 $16,197,493 to the System in fiscal year 2025, which equaled the actuarially determined contribution requirement for the fiscal year and was approximately 33.2% of the covered payroll.

Net Pension Liability – At June 30, 2025, the City reported a liability of $98,892,055 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2024 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 94.36% at December 31, 2024, 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, 2024 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 $9,149,535 in pension expense in the statement of activities in fiscal year 2025.

Deferred Outflows of Resources and Deferred Inflows of Resources – At June 30, 2025, 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
Net differences between projected and actual investment earnings	$ 8,108,876	$ -
Changes in proportion differences	69,564	277,153
Differences between expected and actual experience	-	824,362
	$ 8,178,440	$ 1,101,515

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,	
2026	$ 2,177,635
2027	7,168,021
2028	(1,743,288)
2029	(525,443)
	$ 7,076,925

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
Domestic Equities	29.0%
International Equities	11.0%
Emerging Makets Equities	8.0%
Domestic Fixed Income	12.0%
Multisector Fixed Income	10.0%
Private Debt	3.0%
Real Estate	12.0%
Private Equity	10.0%
Hedge Funds	5.0%

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%	$ 133,442,325	$ 98,892,055	$ 69,338,626

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, 2025, the Commonwealth contributed $13,654,319 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 0.564804%, 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	$ 143,214,265	$ (143,214,265)	$ —
Pension expense	11,821,137	(11,821,137)	—

The City has recognized intergovernmental revenue and pension expense of $11,821,137 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, 2025 are summarized as follows:

Employees Covered by Benefit Terms – The following employees were covered by the benefit terms as of June 30, 2025:

Active employees	1,377
Inactives currently receiving benefits	1,323
Total	2,700

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, 2025, the City's average contribution rate was 10.44% of covered-employee payroll.

Net OPEB Liability – The City's net OPEB liability was measured as of June 30, 2025 using an actuarial valuation as of July 1, 2024. The components of the net OPEB liability of the City were as follows:

Total OPEB Liability	$ 275,428,367
Plan fiduciary net position	(98,195)
Net OPEB liability	$ 275,330,172
Plan fiduciary net position as a percentage of the total OPEB liability	0.04%

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%
Health Care Trend Rate	4.50%
Inflation	2.50%
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 – There were no significant changes to assumptions from the prior valuation.

Discount Rate – The discount rate used to measure the total OPEB liability was 4.0% which was based on the high-quality municipal bond rate for 20-year maturities as of June 30, 2025.

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%	$ 310,665,433	$ 275,330,172	$ 235,304,586

	Health Care Trend Rate			
	Current Rate	1% lower	Current	1% greater
Net OPEB Liability	4.50%	$ 230,442,913	$ 275,330,172	$ 317,979,178

Changes in the Net OPEB Liability – The following table summarizes the changes in the net OPEB liability for the year ended June 30, 2025:

	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balances at June 30, 2024	$ 276,294,602	$ 90,462	$ 276,204,140
Changes for the year:			
Service cost	8,231,580	-	8,231,580
Interest	11,178,222	-	11,178,222
Difference between expected and actual experience	(10,034,356)	-	(10,034,356)
Net investment income	-	7,733	(7,733)
Employer contributions	-	10,241,681	(10,241,681)
Benefit payments withdrawn from trust	-	(10,241,681)	10,241,681
Benefit payments	(10,241,681)	-	(10,241,681)
Net changes	(866,235)	7,733	(873,968)
Balances at June 30, 2025	$ 275,428,367	$ 98,195	$ 275,330,172

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, 2025, the City recognized OPEB expense of $3,692,260. Deferred outflows of resources and deferred inflows of resources related to OPEB at June 30, 2025 were reported as follows:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	$ -	$ 22,101,321
Differences between expected and actual earnings	-	6,455
Differences between expected and actual experience	2,185,603	8,393,786
	$ 2,185,603	$ 30,501,562

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,	
2026	$ (14,044,320)
2027	(6,119,347)
2028	(5,675,949)
2029	(1,890,532)
2030	(585,811)
	$ (28,315,959)

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, 2025 the annual money-weighted rate of return on investments, net of investment expense, was 8.2%. 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, 2024)	Other Postemployment Benefits Trust Fund	Total
Assets:			
Cash and cash equivalents	$ 1,529,280	$ 1,766	$ 1,531,046
Investments (at fair value):			
Fixed income securities	24,995,700	42,885	25,038,585
Equity securities	2,609	-	2,609
Mutual funds	154,768,063	53,544	154,821,607
Private equity limited partnership	3,732,008	-	3,732,008
State Treasurer investment pool - PRIT	77,031,454	-	77,031,454
Total Investments	260,529,834	96,429	260,626,263
Receivables:			
Interest receivable	112,900	-	112,900
Other	195,214	-	195,214
Total Receivables	308,114	-	308,114
Total Assets	262,367,228	98,195	262,465,423
Liabilities:			
Warrants and accounts payable	59,695	-	59,695
Total Liabilities	59,695	-	59,695
Net Position:			
Restricted for pensions	262,307,533	-	262,307,533
Restricted for other postemployment benefits	-	98,195	98,195
Total Net Position	$ 262,307,533	$ 98,195	$ 262,405,728

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, 2024)	Other Postemployment Benefits Trust Fund	Total
Additions			
Contributions:			
Employer	$ 17,164,770	$ 10,241,681	$ 27,406,451
Employee	5,698,383	-	5,698,383
Other contributions	1,661,023	-	1,661,023
Total Contributions	24,524,176	10,241,681	34,765,857
Investment income:			
Interest and dividends	8,890,284	7,178	8,897,462
Net change in fair value of investments	12,860,223	1,035	12,861,258
Less - investment management fees	(1,565,318)	(480)	(1,565,798)
Net investment earnings	20,185,189	7,733	20,192,922
Other income	41,756	-	41,756
Total Additions (net)	44,751,121	10,249,414	55,000,535
Deductions			
Benefit payments to retirees and beneficiaries	25,182,294	10,241,681	35,423,975
Member refunds	240,295	-	240,295
Transfers and reimbursements to other systems	1,903,478	-	1,903,478
Payroll expenses of the System	316,688	-	316,688
Other administrative expenses	139,867	-	139,867
Total Deductions	27,782,622	10,241,681	38,024,303
CHANGE IN NET POSITION	16,968,499	7,733	16,976,232
NET POSITION AT BEGINNING OF YEAR	245,339,034	90,462	245,429,496
NET POSITION AT END OF YEAR	$ 262,307,533	$ 98,195	$ 262,405,728

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, 2025, the amount of the liability for IBNR dental insurance claims totaled $54,193. 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, 2023, are as follows:

	Balance at Beginning of Year	Claims and Changes in Estimates	Claims Payments	Balance at End of Year	Current Portion
Fiscal Year 2025	$ 44,379	$ 1,741,073	$(1,731,259)	$ 54,193	$ 54,193
Fiscal Year 2024	50,730	1,617,227	(1,623,578)	44,379	44,379

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, 2025, the amount of the liability for workers' compensation claims totaled $1,301,976.

Changes in the reported liability since July 1, 2023, are as follows:

	Balance at Beginning of Year	Claims and Changes in Estimates	Claims Payments	Balance at End of Year	Current Portion
Fiscal Year 2025	$ 1,373,682	$ 1,103,773	$(1,175,479)	$ 1,301,976	$ 325,494
Fiscal Year 2024	1,257,376	1,093,080	(976,774)	1,373,682	343,421

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 $3,000,000 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, 2025, 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, 2025. 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. 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 became effective in fiscal year 2025. See Note IV for the effects of this implementation on the City's 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 became effective in fiscal year 2025. The adoption of this accounting standard did not have a material effect on the City's financial statements.

Future Implementations –

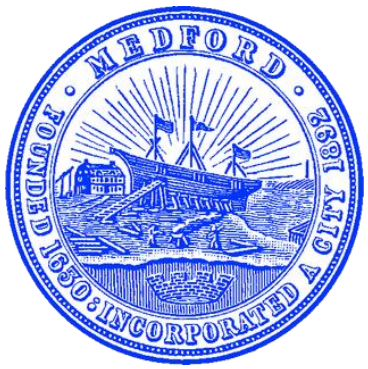
In April 2024, the GASB issued GASB Statement No. 103, *Financial Reporting Model Improvements*. The objective of this Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's 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.

In September 2024, the GASB issued GASB Statement No. 104, *Disclosure of Certain Capital Assets*. The objective of this Statement is to provide users of governmental financial statements with essential information about certain types of capital assets. 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.

IV. Restatement of Prior Year Balances

During fiscal year 2025, the implemented GASB Statement No. 101, *Compensated Absences*. As a result of this implementation, the balances at June 30, 2024 of noncurrent liabilities due within one year and noncurrent liabilities due in more than one year in the statement of net position were increased by $317,248 and $951,742, respectively. The implementation of this GASB pronouncement resulted in a restatement of beginning net position as follows:

	Governmental Activities
Prior year, as previously reported	$(166,156,904)
Implementation of GASB 101	(1,268,990)
Prior year, as restated	$(167,425,894)



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Required Supplementary Information

CITY OF MEDFORD, MASSACHUSETTS

REQUIRED SUPPLEMENTARY INFORMATION - PENSIONS
YEAR ENDED JUNE 30, 2025

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
2024	94.36%	$ 98,892,055	$ 48,054,391	205.79%	71.5%
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%

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
2025	$ 16,197,493	$ 16,197,493	$ -	$ 48,775,207	33.21%
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%

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
2025	100.0%	0.0%	$ 143,214,265	$ 11,821,137	61.45%
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%

* 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.

CITY OF MEDFORD, MASSACHUSETTS

REQUIRED SUPPLEMENTARY INFORMATION - OPEB
YEAR ENDED JUNE 30, 2025

SCHEDULE OF CHANGES IN NET OPEB LIABILITY AND RELATED RATIOS

	Year Ended June 30,							
	2025	2024	2023	2022	2021	2020	2019	2018
Total OPEB liability:								
Service cost	$ 8,231,580	$ 8,639,105	$ 10,133,349	$ 9,696,985	$ 9,279,411	$ 6,343,238	$ 6,432,464	$ 6,155,468
Interest	11,178,222	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	(10,034,356)	-	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	(10,241,681)	(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	(866,235)	(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	276,294,602	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)	$ 275,428,367	$ 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	$ 10,241,681	$ 10,952,189	$ 10,480,564	$ 9,608,543	$ 9,194,778	$ 6,217,406	$ 6,019,671	$ 5,943,409
Net investment income	7,733	8,469	6,469	(6,616)	13,188	(1,048)	-	-
Benefit payments	(10,241,681)	(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	7,733	8,469	6,469	(6,616)	13,188	(1,048)	70,000	-
Plan fiduciary net position - beginning of year	90,462	81,993	75,524	82,140	68,952	70,000	-	-
Plan fiduciary net position - end of year (b)	$ 98,195	$ 90,462	$ 81,993	$ 75,524	$ 82,140	$ 68,952	$ 70,000	$ -
Net OPEB liability - end of year (a) - (b)	$ 275,330,172	$ 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	0.04%	0.03%	0.03%	0.03%	0.03%	0.02%	0.03%	0.00%
Covered-employee payroll	$ 109,347,397	$ 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	251.79%	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, 2025

SCHEDULE OF CONTRIBUTIONS

	Year Ended June 30,							
	2025	2024	2023	2022	2021	2020	2019	2018
Actuarially-determined contribution	$ 28,590,748	$ 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	(10,241,681)	(10,952,189)	(10,480,564)	(9,608,543)	(9,194,778)	(6,217,406)	(6,019,671)	(5,943,409)
Contribution deficiency (excess)	$ 18,349,067	$ 17,111,175	$ 19,023,628	$ 17,118,390	$ 18,414,588	$ 20,102,743	$ 9,302,640	$ 8,763,022
Covered-employee payroll	$ 109,347,397	$ 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	9.37%	11.56%	11.45%	17.84%	17.67%	12.37%	12.39%	11.65%
Valuation date	July 1, 2024	July 1, 2022	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	30 years
Investment rate of return	4.00%	4.00%	3.50%	3.50%	2.50%	2.50%	3.75%	3.75%
Municipal bond rate	4.00%	4.00%	3.50%	3.50%	2.50%	2.50%	3.75%	3.75%
Discount rate	4.00%	4.00%	3.50%	3.50%	2.50%	2.50%	3.75%	3.75%
Inflation	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%
Healthcare cost trend rates	4.50%	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%	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,							
	2025	2024	2023	2022	2021	2020	2019	2018
Annual money-weighted rate of return, net of investment expense	8.2%	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, 2025

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Revenues:						
Taxes:						
Real estate taxes	$ 148,579,108	$ 148,579,108	$ 147,506,610	$ -	147,506,610	(1,072,498)
Personal property taxes	4,667,620	4,667,620	4,628,505	-	4,628,505	(39,115)
Tax title and foreclosures	-	-	699,782	-	699,782	699,782
Motor vehicle excise	6,750,000	6,750,000	7,875,834	-	7,875,834	1,125,834
Other excise	6,900	6,900	270,028	-	270,028	263,128
Meals excise	1,100,000	1,100,000	1,366,148	-	1,366,148	266,148
Room occupancy excise	1,750,000	1,750,000	1,797,054	-	1,797,054	47,054
	162,853,628	162,853,628	164,143,961	-	164,143,961	1,290,333
Intergovernmental:						
State aid - chapter 70	17,877,796	17,877,796	17,877,792	-	17,877,792	(4)
State aid - charter school	631,904	631,904	1,156,180	-	1,156,180	524,276
State aid - unrestricted	14,935,807	14,935,807	14,935,807	-	14,935,807	-
State aid - veterans	140,583	140,583	222,987	-	222,987	82,404
State aid - other	250,721	250,721	216,732	-	216,732	(33,989)
Federal aid - other	-	-	-	-	-	-
Medicaid reimbursements	175,000	175,000	186,716	-	186,716	11,716
	34,011,811	34,011,811	34,596,214	-	34,596,214	584,403
Departmental fees, charges, and other:						
Payments in lieu of taxes	2,000,000	2,000,000	2,676,955	-	2,676,955	676,955
Cable franchise fees	700,000	700,000	721,587	-	721,587	21,587
Parking fees	300,000	300,000	614,000	-	614,000	314,000
Cemetery fees	464,530	464,530	487,913	-	487,913	23,383
Library fees	25,000	25,000	28,459	-	28,459	3,459
Fire inspection fees	50,000	50,000	78,235	-	78,235	28,235
Public safety detail charges	175,000	175,000	193,831	-	193,831	18,831
City clerk fees	50,000	50,000	72,045	-	72,045	22,045
Other miscellaneous	241,470	241,470	598,475	-	598,475	357,005
	4,006,000	4,006,000	5,471,500	-	5,471,500	1,465,500
Licenses and permits:						
Liquor licenses	100,000	100,000	105,560	-	105,560	5,560
Building, plumbing and electrical permits	2,650,000	2,650,000	4,435,569	-	4,435,569	1,785,569
Health licenses and permits	200,000	200,000	222,810	-	222,810	22,810
Other licenses and permits	400,000	400,000	403,100	-	403,100	3,100
	3,350,000	3,350,000	5,167,039	-	5,167,039	1,817,039
Fines and forfeitures:						
Parking fines	849,000	849,000	982,157	-	982,157	133,157
Traffic court fines	50,000	50,000	93,049	-	93,049	43,049
Inspectional fines	1,000	1,000	3,600	-	3,600	2,600
	900,000	900,000	1,078,806	-	1,078,806	178,806
Penalties and interest on taxes	487,000	487,000	653,024	-	653,024	166,024
Interest and investment income	2,600,000	2,600,000	2,548,178	-	2,548,178	(51,822)
Total Revenues	208,208,439	208,208,439	213,658,722	-	213,658,722	5,450,283

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2025

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Expenditures:						
General Government:						
Legislative:						
Personnel	216,589	217,089	217,030	-	217,030	59
Ordinary expenses	119,117	118,615	114,203	5,692	119,895	(1,280)
	335,706	335,704	331,233	5,692	336,925	(1,221)
Executive:						
Personnel	557,120	557,120	546,473	-	546,473	10,647
Ordinary expenses	121,413	121,414	108,196	5,663	113,859	7,555
	678,533	678,534	654,669	5,663	660,332	18,202
Finance:						
Personnel	614,514	599,514	594,206	-	594,206	5,308
Ordinary expenses	256,261	311,262	305,053	1,699	306,752	4,510
	870,775	910,776	899,259	1,699	900,958	9,818
Assessors:						
Personnel	432,856	392,856	369,749	-	369,749	23,107
Ordinary expenses	168,427	225,427	180,253	44,096	224,349	1,078
	601,283	618,283	550,002	44,096	594,098	24,185
Treasury:						
Personnel	487,769	467,769	462,024	-	462,024	5,745
Ordinary expenses	290,317	290,317	289,012	1,967	290,979	(662)
	778,086	758,086	751,036	1,967	753,003	5,083
Law:						
Personnel	241,636	126,381	105,399	-	105,399	20,982
Ordinary expenses	293,562	408,816	495,308	9,736	505,044	(96,228)
	535,198	535,197	600,707	9,736	610,443	(75,246)
Human Resource:						
Personnel	234,480	254,480	253,501	-	253,501	979
Ordinary expenses	35,505	35,505	8,257	16,393	24,650	10,855
	269,985	289,985	261,758	16,393	278,151	11,834
Information Technology:						
Personnel	119,746	119,746	119,603	-	119,603	143
Ordinary expenses	286,452	286,452	206,391	30,999	237,390	49,062
	406,198	406,198	325,994	30,999	356,993	49,205
City Clerk:						
Personnel	389,214	389,214	315,346	-	315,346	73,868
Ordinary expenses	17,602	19,602	16,436	2,871	19,307	295
	406,816	408,816	331,782	2,871	334,653	74,163
Election:						
Personnel	240,280	318,280	277,443	-	277,443	40,837
Ordinary expenses	87,155	87,155	84,426	-	84,426	2,729
	327,435	405,435	361,869	-	361,869	43,566
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	6,400	6,400	5,800	-	5,800	600
Ordinary expenses	1,100	1,100	621	-	621	479
	7,500	7,500	6,421	-	6,421	1,079

(continued)

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2025

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Appeals Board:						
Personnel	12,500	12,500	11,500	-	11,500	1,000
	12,500	12,500	11,500	-	11,500	1,000
Office of Community Development:						
Personnel	612,087	622,087	629,630	-	629,630	(7,543)
Ordinary expenses	207,991	207,991	149,652	28,757	178,409	29,582
	820,078	830,078	779,282	28,757	808,039	22,039
Community Development Board:						
Personnel	8,900	8,900	7,000	-	7,000	1,900
Ordinary expenses	300	300	-	-	-	300
	9,200	9,200	7,000	-	7,000	2,200
Cable:						
Personnel	158,424	158,424	137,342	-	137,342	21,082
Ordinary expenses	51,218	51,219	43,899	6,762	50,661	558
	209,642	209,643	181,241	6,762	188,003	21,640
Building Maintenance:						
Ordinary expenses	266,816	204,204	182,958	15,560	198,518	5,686
	266,816	204,204	182,958	15,560	198,518	5,686
Property/Liability Insurance:						
Ordinary expenses	745,000	849,254	748,827	-	748,827	100,427
	745,000	849,254	748,827	-	748,827	100,427
Negotiated Salaries:						
Personnel	592,073	174,956	62,943	-	62,943	112,013
	592,073	174,956	62,943	-	62,943	112,013
Total General Government	7,878,624	7,650,149	7,052,981	170,195	7,223,176	426,973
Public Safety:						
Police:						
Personnel	14,847,688	14,584,688	14,496,812	-	14,496,812	87,876
Ordinary expenses	862,083	862,084	830,751	52,183	882,934	(20,850)
	15,709,771	15,446,772	15,327,563	52,183	15,379,746	67,026
Traffic Enforcement:						
Personnel	352,525	352,525	324,634	-	324,634	27,891
Ordinary expenses	12,376	12,376	8,062	1,518	9,580	2,796
	364,901	364,901	332,696	1,518	334,214	30,687
Bicycle Commission:						
Ordinary expenses	1,500	1,500	-	1,090	1,090	410
	1,500	1,500	-	1,090	1,090	410
Fire:						
Personnel	14,608,867	14,783,867	14,801,181	-	14,801,181	(17,314)
Ordinary expenses	549,254	589,254	594,347	19,986	614,333	(25,079)
	15,158,121	15,373,121	15,395,528	19,986	15,415,514	(42,393)
Building Inspection:						
Personnel	870,320	870,320	868,039	-	868,039	2,281
Ordinary expenses	10,388	10,388	9,085	709	9,794	594
	880,708	880,708	877,124	709	877,833	2,875
Electrical :						
Electrical Inspection - Personnel	289,136	289,136	226,678	-	226,678	62,458
Electrical Inspection - Ordinary expenses	3,920	3,920	1,358	224	1,582	2,338
Signal Maintenance - Personnel	18,844	18,844	79,340	-	79,340	(60,496)
Signal Maintenance - Ordinary expenses	62,925	62,925	22,199	14,129	36,328	26,597
Streetilighting - Ordinary expenses	318,944	378,944	352,285	51,025	403,310	(24,366)
	693,769	753,769	681,860	65,378	747,238	6,531

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2025

	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	1,000	1,000	-	-	-	1,000
	9,840	9,840	8,840	-	8,840	1,000
Parking Enforcement:						
Personnel	684,125	684,125	682,187	-	682,187	1,938
Ordinary expenses	296,785	471,786	443,170	37,802	480,972	(9,186)
	980,910	1,155,911	1,125,357	37,802	1,163,159	(7,248)
Traffic Commission:						
Personnel	4,500	4,500	4,500	-	4,500	-
Ordinary expenses	26,000	26,000	22,500	-	22,500	3,500
	30,500	30,500	27,000	-	27,000	3,500
Energy and Environment:						
Ordinary expenses	59,803	59,803	44,878	10,033	54,911	4,892
	59,803	59,803	44,878	10,033	54,911	4,892
Total Public Safety	33,889,823	34,076,825	33,820,846	188,699	34,009,545	67,280
Education:						
School Department:						
Personnel and ordinary expenses	83,145,570	80,966,686	80,288,166	678,338	80,966,504	182
Total Education	83,145,570	80,966,686	80,288,166	678,338	80,966,504	182
Public Works:						
Facilities:						
Personnel	113,647	113,647	113,726	-	113,726	(79)
Ordinary expenses	1,872,233	1,882,233	1,650,046	98,349	1,748,395	133,838
	1,985,880	1,995,880	1,763,772	98,349	1,862,121	133,759
Engineering:						
Personnel	459,477	459,477	378,737	-	378,737	80,740
Ordinary expenses	88,275	88,275	71,895	1,682	73,577	14,698
	547,752	547,752	450,632	1,682	452,314	95,438
Highway:						
Personnel - administration	2,288,975	2,559,243	2,251,358	-	2,251,358	307,885
Ordinary expenses - administration	7,755	7,755	6,522	556	7,078	677
Ordinary expenses - highway construction	1,313,115	775,847	656,267	53,912	710,179	65,668
Personnel - snow and ice control	79,000	79,000	373,476	-	373,476	(294,476)
Ordinary expenses - snow and ice control	175,674	175,674	683,980	-	683,980	(508,306)
Ordinary expenses - sidewalks	81,174	81,174	8,174	-	8,174	73,000
Ordinary expenses - garage and yard	94,197	94,197	69,707	1,774	71,481	22,716
Ordinary expenses - waste collection	8,878,058	8,878,058	7,704,877	1,142,339	8,847,216	30,842
	12,917,948	12,650,948	11,754,361	1,198,581	12,952,942	(301,994)
Cemetery:						
Personnel	860,411	860,411	814,140	-	814,140	46,271
Ordinary expenses	260,800	260,799	221,614	2,965	224,579	36,220
	1,121,211	1,121,210	1,035,754	2,965	1,038,719	82,491
Parks:						
Personnel - parks	611,672	611,672	552,479	-	552,479	59,193
Ordinary expenses - parks	359,390	299,390	249,672	35,174	284,846	14,544
Ordinary expenses - pools and ponds	4	4	-	-	-	4
	971,066	911,066	802,151	35,174	837,325	73,741
Forestry:						
Personnel	415,789	415,789	358,825	-	358,825	56,964
Ordinary expenses	223,912	223,911	145,550	4,378	149,928	73,983
	639,701	639,700	504,375	4,378	508,753	130,947
Total Public Works	18,183,558	17,866,556	16,311,045	1,341,129	17,652,174	214,382

(Continued)

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2025

	Budgeted Amounts		Actual		Actual	Variance
	Original Budget	Final Budget	Budgetary Amounts	Encumbrances	Budgetary Adjusted	Positive (Negative)
Health and Human Services:						
Health Department:						
Personnel	745,431	740,478	728,489	-	728,489	11,989
Ordinary expenses - health	40,774	40,773	24,155	9,727	33,882	6,891
Ordinary expenses - dog	37,250	37,250	47,164	1,842	49,006	(11,756)
	823,455	818,501	799,808	11,569	811,377	7,124
Council on Aging:						
Personnel	258,679	261,164	262,631	-	262,631	(1,467)
Ordinary expenses	18,740	18,842	14,423	-	14,423	4,419
	277,419	280,006	277,054	-	277,054	2,952
Veterans Services:						
Personnel	121,647	121,647	117,626	-	117,626	4,021
Ordinary expenses	308,060	308,060	163,389	9,578	172,967	135,093
	429,707	429,707	281,015	9,578	290,593	139,114
Human Diversity:						
Personnel	101,102	101,102	99,468	-	99,468	1,634
Ordinary expenses	19,299	19,300	14,225	264	14,489	4,811
	120,401	120,402	113,693	264	113,957	6,445
Total Health and Human Services	1,650,982	1,648,616	1,471,570	21,411	1,492,981	155,635
Culture and Recreation:						
Library:						
Personnel	1,688,624	1,690,991	1,653,248	-	1,653,248	37,743
Ordinary expenses	565,100	565,100	543,772	20,265	564,037	1,063
	2,253,724	2,256,091	2,197,020	20,265	2,217,285	38,806
Recreation:						
Personnel	607,787	607,787	658,280	-	658,280	(50,493)
	607,787	607,787	658,280	-	658,280	(50,493)
Historical Commission:						
Ordinary expenses	39,457	39,457	30,206	3,250	33,456	6,001
	39,457	39,457	30,206	3,250	33,456	6,001
Historical District:						
Ordinary expenses	5,000	5,000	1,982	-	1,982	3,018
	5,000	5,000	1,982	-	1,982	3,018
Chevalier Auditorium:						
Personnel	32,000	32,000	30,890	-	30,890	1,110
	32,000	32,000	30,890	-	30,890	1,110
Hormel Stadium Commission:						
Personnel	5,400	5,400	4,704	-	4,704	696
	5,400	5,400	4,704	-	4,704	696
Celebrations:						
Ordinary expenses	15,190	15,190	13,710	-	13,710	1,480
	15,190	15,190	13,710	-	13,710	1,480
Total Culture and Recreation	2,958,558	2,960,925	2,936,792	23,515	2,960,307	618
State and County Assessments:						
State assessments and charges	129,520	129,520	129,520	-	129,520	-
Transportation authorities assessments	4,890,232	4,890,232	4,890,232	-	4,890,232	-
Annual charges against receipts	62,335	62,335	39,353	-	39,353	22,982
Tuition assessments	7,946,394	7,946,394	8,125,373	-	8,125,373	(178,979)
Total State and County Assessments	13,028,481	13,028,481	13,184,478	-	13,184,478	(155,997)

CITY OF MEDFORD, MASSACHUSETTS

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2025

	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	84,043	84,043	-	84,043	-
Contributory pension	16,197,493	16,197,493	16,197,493	-	16,197,493	-
	16,281,536	16,281,536	16,281,536	-	16,281,536	-
Workers' Compensation:						
Workers' compensation - personnel	788,000	1,199,000	1,175,479	46,404	1,221,883	(22,883)
	788,000	1,199,000	1,175,479	46,404	1,221,883	(22,883)
Group Insurance:						
Group insurance	26,021,581	26,019,939	25,665,891	6,781	25,672,672	347,267
Medicare insurance	1,425,000	1,425,000	1,638,156	-	1,638,156	(213,156)
Unemployment	50,000	50,000	171,473	-	171,473	(121,473)
Employee assistance	35,000	35,000	31,363	-	31,363	3,637
	27,531,581	27,529,939	27,506,883	6,781	27,513,664	16,275
Total Pension and Fringe Benefits	44,601,117	45,010,475	44,963,898	53,185	45,017,083	(6,608)
Debt Service:						
Ordinary expenses - principal and interest	5,351,319	5,351,319	5,396,419	-	5,396,419	(45,100)
Total Debt Service	5,351,319	5,351,319	5,396,419	-	5,396,419	(45,100)
Total Expenditures	210,688,032	208,560,032	205,426,195	2,476,472	207,902,667	657,365
Other Financing Sources (Uses)						
Transfers in	2,652,841	2,652,841	3,381,205		3,381,205	728,364
Transfers out	(253,318)	(18,723,413)	(18,723,413)		(18,723,413)	-
Total Other Financing Sources (Uses)	2,399,523	(16,070,572)	(15,342,208)		$ (15,342,208)	728,364
Excess (Deficiency) of Revenues and Other Financing Sources Over Expenditures/Uses Of Prior Year Budgetary Fund Balance	(80,070)	(16,422,165)	$ (7,109,681)			$ 6,836,012

Other Budgetary Items		
Use of unassigned fund balance (free cash)	$ -	$ 16,342,095
Prior year encumbrances	791,630	791,630
Prior year deficits	(702,505)	(702,505)
Other	(9,055)	(9,055)
Total Other Budgetary Items	80,070	16,422,165
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%
Health Care Trend Rate	4.50%
Inflation	2.50%
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 – None.

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 2025, City Council approved various supplemental budgetary amendments between line-item appropriations that increased the original budget by $16.3 million. These appropriations were for capital outlay transfers ($6.8 million) and capital stabilization transfers ($9.5 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, 2025, is as follows:

	Basis of Accounting Differences	Fund Perspective Differences	Total
Revenues on a budgetary basis			$ 213,658,722
On behalf payments	$ 11,821,137	$ -	11,821,137
Stabilization revenue	-	282,113	282,113
Revenues on a GAAP basis	$ 11,821,137	$ 282,113	$ 225,761,972
Expenditures on a budgetary basis			$ 205,426,195
On behalf payments	$ 11,821,137	$ -	11,821,137
Transfers for enterprise indirect costs	-	(2,120,618)	(2,120,618)
Transfers for debt service	-	209,975	209,975
Expenditures on a GAAP basis	$ 11,821,137	$ (1,910,643)	$ 215,336,689
Other financing sources (uses) on a budgetary basis			$ (15,342,208)
Stabilization transfers	$ -	$ 10,185,000	10,185,000
Transfers for enterprise indirect costs	-	(2,120,618)	(2,120,618)
Transfers for debt service	-	209,975	209,975
Other financing sources (uses) on a GAAP basis	$ -	$ 8,274,357	$ (7,067,851)

Excess of Expenditures Over Appropriations – During fiscal year 2025, expenditures exceeded appropriations in the general fund for snow and ice removal, state and county assessments and debt service costs by $802,782, $155,997 and $45,100, respectively. These deficits will be funded through available revenues in the subsequent year, except for state and county assessments that were funded from current year revenues.

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, 2025

	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	$ 420,357	$ -	$ 1,811,737	$ 1,932,813	$ 2,129,623
Investments	-	-	-	-	-
Receivables, net of allowance for uncollectibles					
Property taxes	-	-	-	-	-
Departmental and other	-	-	-	-	-
Intergovernmental	830,276	265,469	1,145,936	38,579	-
Total Assets	1,250,633	265,469	2,957,673	1,971,392	2,129,623
Total Deferred Outflows of Resources	-	-	-	-	-
Total Assets and Deferred Outflows of Resources	$ 1,250,633	$ 265,469	$ 2,957,673	$ 1,971,392	$ 2,129,623
Liabilities:					
Warrants and accounts payable	$ 1,023,634	$ 50,785	$ 231,614	$ 49,111	$ -
Accrued payroll and withholdings	2,986	-	14,657	-	-
Other liabilities	-	-	21,388	-	-
Due to other funds	-	264,982	-	-	-
Total Liabilities	1,026,620	315,767	267,659	49,111	-
Deferred Inflows of Resources:					
Unavailable revenue - property taxes	-	-	-	-	-
Total Deferred Inflows of Resources	-	-	-	-	-
Fund Balances:					
Nonspendable	-	-	-	-	-
Restricted	755,164	130,093	3,847,653	1,922,281	2,129,623
Unassigned	(531,151)	(180,391)	(1,157,639)	-	-
Total Fund Balances	224,013	(50,298)	2,690,014	1,922,281	2,129,623
Total Liabilities, Deferred Inflows of Resources and Fund Balances	$ 1,250,633	$ 265,469	$ 2,957,673	$ 1,971,392	$ 2,129,623

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
$ 2,718,433	$ 3,460,928	$ -	$ 1,333,882	$ 332,597	$ 6,407,957	$ 20,548,327
-	-	-	-	-	-	-
-	-	-	-	-	66,530	66,530
152,992	-	-	-	-	-	152,992
-	300,193	51,962	-	-	-	2,632,415
2,871,425	3,761,121	51,962	1,333,882	332,597	6,474,487	23,400,264
-	-	-	-	-	-	-
$ 2,871,425	$ 3,761,121	$ 51,962	$ 1,333,882	$ 332,597	$ 6,474,487	$ 23,400,264
$ 49,499	$ 24,985	$ 36,076	$ 7,844	$ 3,506	$ 370,828	$ 1,847,882
3,815	216	-	408	-	1,983	24,065
-	-	-	-	-	-	21,388
-	-	14,261	-	-	-	279,243
53,314	25,201	50,337	8,252	3,506	372,811	2,172,578
-	-	-	-	-	66,530	66,530
-	-	-	-	-	66,530	66,530
-	-	-	-	-	-	-
3,509,356	3,999,019	1,625	1,325,630	329,091	6,035,146	23,984,681
(691,245)	(263,099)	-	-	-	-	(2,823,525)
2,818,111	3,735,920	1,625	1,325,630	329,091	6,035,146	21,161,156
$ 2,871,425	$ 3,761,121	$ 51,962	$ 1,333,882	$ 332,597	$ 6,474,487	$ 23,400,264

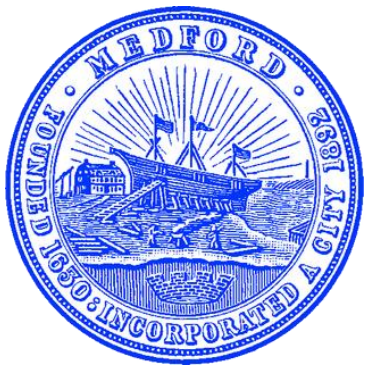
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NONMAJOR GOVERNMENTAL FUNDS

COMBINING BALANCE SHEET
JUNE 30, 2025

	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	$ 50,593	$ 525,351	$ 83,514	$ 659,458	$ 21,207,785
Investments	320,959	1,123,358	160,480	1,604,797	1,604,797
Receivables, net of allowance for uncollectibles					
Property taxes	-	-	-	-	66,530
Departmental and other	-	-	-	-	152,992
Intergovernmental	-	-	-	-	2,632,415
Total Assets	371,552	1,648,709	243,994	2,264,255	25,664,519
Total Deferred Outflows of Resources	-	-	-	-	-
Total Assets and Deferred Inflows of Resources	$ 371,552	$ 1,648,709	$ 243,994	$ 2,264,255	$ 25,664,519
Liabilities:					
Warrants and accounts payable	$ -	$ 16,410	$ 5,030	$ 21,440	$ 1,869,322
Accrued payroll and withholdings	-	-	-	-	24,065
Other liabilities	-	-	-	-	21,388
Due to other funds	-	-	-	-	279,243
Total Liabilities	-	16,410	5,030	21,440	2,194,018
Deferred Inflows of Resources:					
Unavailable revenue - property taxes	-	-	-	-	66,530
Total Deferred Inflows of Resources	-	-	-	-	66,530
Fund Balances:					
Nonspendable	50,250	315,581	-	365,831	365,831
Restricted	321,302	1,316,718	238,964	1,876,984	25,861,665
Unassigned	-	-	-	-	(2,823,525)
Total Fund Balances	371,552	1,632,299	238,964	2,242,815	23,403,971
Total Liabilities, Deferred Inflows of Resources and Fund Balances	$ 371,552	$ 1,648,709	$ 243,994	$ 2,264,255	$ 25,664,519

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NONMAJOR GOVERNMENTAL FUNDS

COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FISCAL YEAR ENDED JUNE 30, 2025

	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	1,371,028	3,432,711	6,292,690	3,730,729	-
Departmental and other	-	-	-	-	482,034
Interest and investment income	-	-	-	-	-
Contributions and donations	-	-	-	-	-
Total Revenues	1,371,028	3,432,711	6,292,690	3,730,729	482,034
Expenditures:					
Current:					
General government	300,783	-	254,375	-	-
Public safety	13,827	-	872,092	-	-
Education	-	3,265,745	178,330	1,860,383	-
Public works	-	-	2,186,213	-	94,237
Health and human services	161,140	-	741,262	-	-
Culture and recreation	929,140	-	739,447	-	-
Debt service:					
Principal	-	-	-	-	-
Interest expense	-	-	-	-	-
Total Expenditures	1,404,890	3,265,745	4,971,719	1,860,383	94,237
Excess (Deficiency) of Revenues Over (Under) Expenditures	(33,862)	166,966	1,320,971	1,870,346	387,797
Other Financing Sources (Uses):					
Transfers in	-	644	-	2,000	-
Transfers out	(376,315)	-	-	-	(75,700)
Total Other Financing Sources (Uses)	(376,315)	644	-	2,000	(75,700)
Net Change in Fund Balance	(410,177)	167,610	1,320,971	1,872,346	312,097
Fund Balances - Beginning of Year	634,190	(217,908)	1,369,043	49,935	1,817,526
Fund Balances - End of Year	$ 224,013	$ (50,298)	$ 2,690,014	$ 1,922,281	$ 2,129,623

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
$ -	$ -	$ -	$ -	$ -	$ 2,023,292	$ 2,023,292
115,119	2,406,682	870,549	-	149,972	325,085	18,694,565
5,018,591	4,515,204	-	-	-	-	10,015,829
-	-	-	-	-	-	-
-	-	-	449,541	60,245	-	509,786
5,133,710	6,921,886	870,549	449,541	210,217	2,348,377	31,243,472
296,446	-	670,237	31,555	-	-	1,553,396
2,278,682	-	-	-	-	-	3,164,601
-	7,882,943	293,339	-	315,704	479,309	14,275,753
214,135	-	282,491	8,014	-	-	2,785,090
152,918	-	-	19,418	-	-	1,074,738
862,851	-	-	10,565	-	1,956,162	4,498,165
310,992	-	-	-	-	-	310,992
1,888	3,000	-	-	-	-	4,888
4,117,912	7,885,943	1,246,067	69,552	315,704	2,435,471	27,667,623
1,015,798	(964,057)	(375,518)	379,989	(105,487)	(87,094)	3,575,849
478,599	3,973	376,315	2,315	17,803	-	881,649
(217,406)	-	-	-	-	-	(669,421)
261,193	3,973	376,315	2,315	17,803	-	212,228
1,276,991	(960,084)	797	382,304	(87,684)	(87,094)	3,788,077
1,541,120	4,696,004	828	943,326	416,775	6,122,240	17,373,079
$ 2,818,111	$ 3,735,920	$ 1,625	$ 1,325,630	$ 329,091	$ 6,035,146	$ 21,161,156

(Continued)

NONMAJOR GOVERNMENTAL FUNDS

COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FISCAL YEAR ENDED JUNE 30, 2025

	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	$ -	$ -	$ -	$ -	$ 2,023,292
Intergovernmental	-	677,459	-	677,459	19,372,024
Departmental and other	-	-	-	-	10,015,829
Interest and investment income	41,197	70,385	4,741	116,323	116,323
Contributions and donations	-	-	-	-	509,786
Total Revenues	41,197	747,844	4,741	793,782	32,037,254
Expenditures:					
Current:					
General government	-	-	-	-	1,553,396
Public safety	-	122,396	-	122,396	3,286,997
Education	-	-	-	-	14,275,753
Public works	-	-	-	-	2,785,090
Health and human services	-	-	-	-	1,074,738
Culture and recreation	-	-	121,673	121,673	4,619,838
Debt service:					
Principal	-	-	-	-	310,992
Interest expense	-	-	-	-	4,888
Total Expenditures	-	122,396	121,673	244,069	27,911,692
Excess (Deficiency) of Revenues Over (Under) Expenditures	41,197	625,448	(116,932)	549,713	4,125,562
Other Financing Sources (Uses):					
Transfers in	-	-	-	-	881,649
Transfers out	-	-	-	-	(669,421)
Total Other Financing Sources (Uses)	-	-	-	-	212,228
Net Change in Fund Balance	41,197	625,448	(116,932)	549,713	4,337,790
Fund Balances - Beginning of Year	330,355	1,006,851	355,896	1,693,102	19,066,181
Fund Balances - End of Year	$ 371,552	$ 1,632,299	$ 238,964	$ 2,242,815	$ 23,403,971

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STATISTICAL SECTION



Above: Compost collection; garbage to garden.



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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.

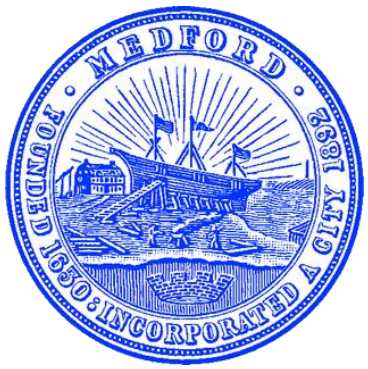
Demographic and Economic Information

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.



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NET POSITION BY COMPONENT

LAST TEN FISCAL YEARS

	2016	2017 (a)	2018 (b)	2019 (c)	2020	2021	2022	2023	2024	2025
Governmental activities:										
Net investment in capital assets	$ 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	$ 142,398,104
Restricted	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	30,478,758
Unrestricted	(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)	(305,929,265)
Total governmental activities net position	$ (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)	$ (133,052,403)
Business-type activities:										
Net investment in capital assets	$ 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	$ 21,485,308
Unrestricted	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)	4,953,357
Total business-type activities net position	$ 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	$ 26,438,665
Primary government:										
Net investment in capital assets	$ 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	$ 163,883,412
Restricted	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	30,478,758
Unrestricted	(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)	(300,975,908)
Total primary government net position	$ 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)	$ (106,613,738)

(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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Expenses -										
Governmental activities:										
General government	$ 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	$ 16,483,344
Public safety	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	51,430,847
Education	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	132,456,617
Public works	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	20,692,307
Human services	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	3,382,230
Culture and recreation	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	8,311,999
Interest	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	1,787,484
Total government activities expenses	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	234,544,828
Business-type activities:										
Water and sewer operations	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	29,340,136
Total business-type activities expenses	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	29,340,136
Total primary government expenses	$ 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	$ 263,884,964
Program Revenues -										
Governmental activities:										
Charges for services:										
General government	$ 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	$ 4,482,609
Public safety	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	8,881,388
Education	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	4,515,204
Public works	951,140	854,234	999,256	1,014,017	901,288	946,778	904,506	1,092,267	1,098,167	1,230,701
Human services	186,788	229,339	209,457	186,411	169,869	257,771	356,515	517,739	330,346	622,042
Culture and recreation	353,201	273,702	295,774	863,183	352,212	376,472	431,240	719,524	734,739	999,348
Operating grants and contributions	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	57,123,861
Capital grants and contributions	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	5,101,264
Total government activities program revenues	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	82,956,417
Business-type activities:										
Charges for services	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	32,425,753
Capital grants and contributions	954,000	-	471,150	-	63,954	32,191	-	45,000	-	2,000,000
Total business-type activities program revenues	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	34,425,753
Total primary government program revenues	$ 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	$ 117,382,170
Net (Expense)/Program Revenue										
Governmental activities	$ (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)	$ (151,588,411)
Business-type activities	2,470,860	2,018,461	832,198	343,154	(866,677)	(277,437)	600,424	674,713	2,330,613	5,085,617
Total primary government net (expense)/program revenue	$ (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)	$ (146,502,794)

(continued)

CHANGES IN NET POSITION

LAST TEN FISCAL YEARS

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
General Revenues, Transfers and Other Changes in Net Position -										
Governmental activities:										
Real estate and personal property taxes, net of tax refunds payable	$ 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	$ 154,980,574
Motor vehicle and other excise taxes	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	11,321,676
Penalties and interest on taxes	1,698,277	1,000,424	933,928	692,283	467,890	642,725	860,712	788,360	652,515	653,024
Grants and contributions not restricted to specific programs	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	15,033,878
Unrestricted investment income (loss)	557,700	906,729	835,226	1,166,882	1,116,361	2,575,150	(841,554)	2,476,565	4,635,283	4,166,171
Miscellaneous	113,730	-	-	-	-	-	-	-	-	-
Gain on sale of assets	-	-	-	-	-	-	599,619	-	-	-
Transfers	121,975	97,534	119,562	108,855	285,454	303,506	229,144	(477,850)	(391,404)	(193,421)
Total governmental activities	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	185,961,902
Business-type activities:										
Unrestricted investment income	4,047	8,456	55,155	48,399	19,602	1,938	6,728	322,638	612,038	521,476
Transfers	(121,975)	(97,534)	(119,562)	(108,855)	(285,454)	(303,506)	(229,144)	477,850	391,404	193,421
Total business-type activities	(117,928)	(89,078)	(64,407)	(60,456)	(265,852)	(301,568)	(222,416)	800,488	1,003,442	714,897
Total primary government general revenues, transfers and other changes in net position	$ 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	$ 186,676,799
Changes in Net Position										
Governmental activities	$ (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	$ 34,373,491
Business-type activities	2,352,932	1,929,383	767,791	282,698	(1,132,529)	(579,005)	378,008	1,475,201	3,334,055	5,800,514
Total primary government changes in net position	$ 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	$ 40,174,005

(concluded)

FUND BALANCES - GOVERNMENTAL FUNDS

LAST TEN FISCAL YEARS

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
General Fund:										
Committed	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000,000	$ 15,282,434
Assigned	743,299	1,168,654	939,252	276,400	5,972,849	1,012,324	594,516	837,487	791,630	2,476,472
Unassigned	10,939,911	11,940,233	11,656,412	14,550,692	10,800,518	18,776,145	30,293,919	39,261,218	39,566,906	30,957,062
Total general fund	$ 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	$ 48,715,968
All Other Governmental Funds:										
Nonspendable	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	4,524,490
Restricted	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	48,750,674
Committed	1,202,589	-	-	-	-	-	-	-	-	-
Unassigned	(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)	(2,823,525)
Total all other governmental funds	$ 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	$ 50,451,639

CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS

LAST TEN FISCAL YEARS

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Revenues:										
Real estate and personal property taxes, net of tax refunds	$ 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	$ 154,858,189
Motor vehicle and other excise taxes	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	11,309,064
Penalties and interest on taxes	1,698,277	1,000,424	933,928	692,283	467,890	642,725	860,712	788,360	652,515	653,024
Intergovernmental	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	75,709,217
Departmental and other	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	15,487,329
Licenses and permits	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	5,167,039
Fines and forfeitures	189,093	167,951	166,346	164,703	106,254	23,961	303,849	948,224	1,048,970	1,078,806
Contributions	552,091	1,865,092	1,193,835	997,280	447,106	1,843,228	3,002,605	420,233	480,283	549,786
Investment income (loss)	379,061	906,028	831,804	1,155,575	1,114,540	2,574,605	(841,874)	2,466,778	4,623,202	4,156,074
Total Revenue	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	268,968,528
Expenditures:										
General government	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	9,719,121
Public safety	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	37,321,376
Education	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	93,919,400
Public works	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	17,107,951
Health and human services	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	2,773,812
Culture and recreation	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	6,185,817
State and county charges	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	13,184,478
Pension and fringe benefits	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	55,530,527
Capital outlay	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	13,336,936
Debt service:										
Principal	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	3,815,878
Interest	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	2,106,396
Total Expenditures	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	255,001,692
Excess of revenues over (under) expenditures	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	13,966,836
Other Financing Sources (Uses):										
Issuance of bonds and notes	-	-	-	3,038,000	26,037,050	14,822,950	-	-	2,485,000	-
Issuance of direct financing	-	-	-	-	-	-	2,600,000	-	-	-
Proceeds from capital lease	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	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	10,709,290
Transfers out	(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)	(10,902,711)
Total other financing sources (uses)	561,310	97,534	119,562	3,146,855	27,548,914	16,794,927	3,428,763	(477,850)	2,432,761	(193,421)
Net change in fund balance	$ 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	$ 13,773,415
Debt service as a percentage of noncapital expenditures	4.09%	3.93%	3.91%	3.74%	3.87%	4.15%	2.93%	2.82%	2.45%	2.45%

PRINCIPAL TAXPAYERS

CURRENT YEAR AND NINE YEARS AGO

		2025			2016		
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	$ 165,138,900	1	1.04%			
Station Landing LLC	Apartments/Retail Stores	156,066,100	2	0.99%	$ 87,502,600	1	1.08%
MCREF Medford Development LLC	Office	122,658,700	3	0.78%			
Mystic Place, LLC	Apartments	107,291,200	4	0.68%	54,010,900	2	0.67%
Boston Gas Company	Utility	87,787,950	5	0.55%			
Meadow Glen LLC	Retail Stores	81,785,200	6	0.52%			
One Cabot Owner LLC	Office	73,100,000	7	0.46%			
Massachusetts Electric Company	Utility	68,234,370	8	0.43%			
Simmons Properties LLC	Office	47,678,900	9	0.30%	28,046,100	7	0.35%
Fellsway Associates LLC	Retail Stores	39,341,200	10	0.25%			
DIV Cabot Road LLC	Office				47,063,500	3	0.58%
Station Landing V LLC	Apartments/Retail Stores				39,454,600	4	0.49%
MIREF Wellington LLC	Apartments				34,629,200	5	0.43%
MV Parkway Partners LLC	Office				33,042,200	6	0.41%
BNYH Medford LLC	Warehouse/Distributor				26,550,500	8	0.33%
Walnut Hill Properties Corp	Office				26,531,300	9	0.33%
JCC 101 Station Landing LLC	Utility				23,362,800	10	0.29%
		$ 949,082,520		6.00%	$ 400,193,700		4.95%

Source: Official Statements, Assessor's Office

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
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	$ 13.01
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
2025	14,073,568,245	1,273,301,269	201,942,000	275,538,390	1,750,781,659	15,824,349,904	16,462,758,900	96.12%	8.80	16.94	9.70

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.

PROPERTY TAX LEVIES AND COLLECTIONS

LAST TEN FISCAL YEARS

	Tax Levy			Collections				
Fiscal Year	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
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%	381,363	121,343,966	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%	705,375	138,824,308	99.60%
2025	153,505,642	258,914	153,246,728	151,455,412	98.83%	-	151,455,412	98.83%

Source: Accounting Records

RATIOS OF OUTSTANDING DEBT BY TYPE

LAST TEN FISCAL YEARS

Fiscal Year	Governmental Activities		Business-Type Activities		Total Outstanding Debt	Personal Income	Percentage of Personal Income	U.S. Census Population	Debt Per Capita
	General Obligation Bonds (1)	Capital Financing	General Obligation Bonds (1)	Direct Placements					
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
2025	60,432,093	1,607,984	740,000	16,777,900	79,557,977	3,110,202,647	2.56%	59,659	1,334

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
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
2025	61,172,093	-	61,172,093	15,824,349,904	0.39%	59,659	1,025

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

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Equalized Valuation	$ 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	$ 16,462,758,900
Debt Limit	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	823,137,945
Outstanding general obligation bonds and direct placements	57,816,833	52,198,285	48,935,588	45,909,370	66,206,613	75,340,626	74,686,316	77,762,996	79,135,625	79,557,977
Authorized and unissued debt	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	40,105,867
Debt not applicable to debt limit	(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)	(21,057,900)
Legal debt margin	$ 319,378,050	$ 408,392,800	$ 416,831,183	$ 436,516,582	$ 444,305,592	$ 544,069,190	$ 543,765,653	$ 615,341,605	$ 615,827,276	$ 724,532,001
Total debt applicable to the limit as a percentage of debt limit	12.80%	8.87%	6.98%	17.31%	15.83%	12.96%	13.01%	11.39%	11.32%	11.98%

Source: State Division of Local Services, Accounting Records

DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT

AS OF JUNE 30, 2025

	Debt Outstanding	Estimated Percentage Applicable	Estimated Share of Overlapping Debt
Debt repaid with property taxes:			
Massachusetts Bay Transportation Authority (MBTA)……	$ 5,842,932,000	2.530%	$ 147,826,180
Subtotal, overlapping debt……			147,826,180
City direct debt……			62,040,077
Total direct and overlapping debt……			$ 209,866,257

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
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%
2025	59,659	3,110,202,647	52,133	36.1	4,053	6.30%

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

Employer		Nature of Business	2025 Approximate Number of Employees	2025 Rank	2025 Percentage of Total City Employment	2016 Approximate Number of Employees	2016 Rank	2016 Percentage of Total City Employment
Tufts University	*	Educational Institution	2,516	1	12.32%	1,846	1	10.00%
Cross Country Group	**	Business	500	2	2.45%			
Wegman's		Retail Grocery	375	3	1.84%			
Bond Brothers Inc		Management Services	301	4	1.47%			
Courtyard Nursing Center		Nursing Care Facilities	275	5	1.35%			
Cario		Other Computer Services	272	6	1.33%			
Lifetime Brands		Home Furnishings	250	7	1.22%			
Winthrop House Senior Care		Vocational Rehab	200	8	0.98%			
Stop and Shop		Retail Grocery	180	9	0.88%	348	4	1.89%
Lotusworks		Engineering Services	175	10	0.86%			
Lawrence Memorial Hospital		Health Services				760	2	4.12%
Station's Landing		Retail Stores/Office				473	3	2.56%
Century Bank		Financial Services				304	5	1.65%
Meadow Glen Mall		50 Retail Stores & Office				300	6	1.63%
Harvard Vanguard		Health Services				208	7	1.13%
Whole Foods		Retail Grocery				145	8	0.79%
BJ's Wholesale		Wholesale Club				127	9	0.69%
Marriot International		Administration				113	10	0.61%

Source: Official Statements

* = Tufts employs a total of 4,966 employees of which 2,516 are located in Medford.

FULL-TIME EQUIVALENT CITY EMPLOYEES BY FUNCTION

LAST TEN FISCAL YEARS

Function	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
General government	85	85	88	53	40	49	41	52	68	67
Public safety	301	305	302	239	265	235	276	259	254	248
Education (1)	947	805	968	892	772	1,035	1,010	998	1,040	1,123
Public works	81	69	70	35	45	45	43	46	42	54
Health and human services	31	34	34	19	12	13	15	24	25	21
Culture and recreation	81	89	89	28	32	24	26	27	30	26
Sub-total	1,526	1,387	1,551	1,266	1,166	1,401	1,411	1,406	1,459	1,539
Water and sewer	24	19	21	21	18	12	17	16	16	16
Total City employees	1,550	1,406	1,572	1,287	1,184	1,413	1,428	1,422	1,475	1,555

Source: City personnel records

(1) = 2021 through 2025 data includes full time and part time employees

OPERATING INDICATORS BY FUNCTION/PROGRAM

LAST TEN FISCAL YEARS

Function	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
General Government:										
City Clerk										
Registered voters	34,996	38,112	39,114	39,134	41,732	41,837	41,495	40,861	44,105	42,668
Public Safety:										
Police										
Criminal offenses										
Homicide	-	-	-	-	-	-	1	2	-	-
Rape	2	6	5	8	4	10	8	18	8	18
Robbery	21	13	19	12	20	18	13	10	14	12
Aggravated assault	67	65	68	94	71	68	72	105	81	80
Burglary	89	119	108	82	40	49	52	55	45	36
Larceny	555	515	556	483	438	438	457	561	600	530
Motor vehicle theft	45	52	55	50	37	45	61	94	73	71
Arson	-	1	1	-	2	2	2	-	3	3
Total criminal offenses	779	771	812	729	612	630	666	845	824	750
Adult arrests	359	343	385	445	243	249	272	392	305	317
Juvenile arrests	3	8	8	3	5	8	7	13	27	22
Incident reports	2,849	2,755	2,859	2,902	4,955	4,771	4,700	5,476	6,545	1,802
Citations issued	2,292	1,626	2,042	1,343	1,198	859	853	1,167	588	521
Fire										
Incidents										
Fires	249	252	244	210	283	240	226	269	156	261
Non-fire incidents	9,292	9,428	9,448	9,574	10,849	11,314	11,770	12,309	12,031	12,527
Total fire calls	9,541	9,680	9,692	9,784	11,132	11,554	11,996	12,578	12,187	12,788
Inspectional Services										
Number of Building permits	1,887	4,423	1,362	1,771	1,843	2,189	1,989	1,985	1,934	1,922
Estimated dollar value of new construction	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	105,401,423
Education:										
Number of students	4,437	4,487	4,341	4,204	3,976	3,875	4,024	4,166	4,134	4,053
Public Works:										
Highway										
Roads paved (miles)	1.378	0.714	1.540	0.460	2.650	1.500	1.300	1.580	1.100	2.070
Water										
Water mains replaced (miles)	0.256	-	1.250	1.470	0.061	-	0.390	0.340	0.800	1.090
Sewer										
Sanitary sewers replaced (miles)	0.236	0.206	0.680	1.220	-	-	0.380	0.190	0.100	1.040
Health and Human Services:										
Board of Health										
Permits issued										
Food permits	519	511	218	435	394	440	426	459	526	581
Other	1,184	1,833	1,114	885	671	1,364	1,339	1,582	2,921	1,747
Total permits	1,703	2,344	1,332	1,320	1,065	1,804	1,765	2,041	3,447	2,328
Culture and Recreation:										
Libaries										
Circulation	291,270	300,790	314,162	332,423	218,826	218,826	363,457	485,429	526,844	610,632
Holdings	209,369	225,837	233,379	214,882	222,225	161,239	246,307	274,668	291,473	147,853
Number of visits	N/A	168,233	196,747	193,583	51,220	46,875	70,288	202,067	224,584	229,218

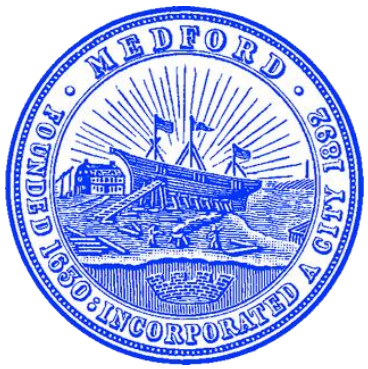
N/A - Information not available at the current time.
Source: Various City Departments and State websites.

CAPITAL ASSET STATISTICS BY FUNCTION/PROGRAM

LAST TEN FISCAL YEARS

Function	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
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	27	28	28	28	28	28	28	28	28

Source: Various City Departments and State websites.



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C. Advisory Team Meetings

smma

Advisory Team – Educational Planning & Equity 3

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team – Educational Planning & Equity	Meeting Date:	03/10/2026
Prepared by:	Soala Ajienka	Meeting Number:	03
Distribution:	Attendees		

Owner

- [x] Joan Bowen, *Head of Student Services*
- [ ] Marta Cabral, *Principal*
- [x] Nicole Chiesa, *Director of English Language and Social Studies (virtual)*
- [ ] Chad Fallon, *CTE Director*
- [ ] Suzanne Galusi, *Interim Superintendent MPS*
- [ ] Jenny Graham, *Chair of SBC, Vice Chair of School Committee (virtual)*
- [ ] Sydney Hamel, *Student (virtual)*
- [ ] Catherine Hatch, *Medford Academy (virtual)*
- [ ] Faiza Khan, *Director of Mathematics for District*
- [ ] Megan Leclaire, *EL Teacher*
- [x] Colleen Mahany, *Special Education Teacher*
- [ ] Rebecca Matloff, *School Adjustment Counselor*
- [ ] Madeline McDonough, *Teacher (virtual)*
- [ ] Dana McMahon, Teacher
- [ ] Chelsea McNiff, *EL Director (virtual)*
- [ ] Robert O'Leary, *Athletic Director Medford Public Schools*
- [x] Lisa Miller, *Programming & Web Development Teacher*
- [x] Aaron Olapade, *SBC Member, School Committee Member (virtual)*
- [x] Annemarie Rigas, *Medford Parent*
- [ ] Norman Rousseau, *Biotechnology Teacher (virtual)*
- [ ] Stacey Schulman, *Director of School Counselling and Behavioral Health (virtual)*
- [ ] Cooper Su, *Student*
- [ ] Kim Talbot, *Assistant Superintendent*
- [ ] Jonathan Wilson, *Biology and anatomy Teacher*
- [ ] Jack Haverty, *AP Somerville NWF/Resident*

SMMA & Consultants

- [x] Soala Ajienka
- [ ] Helen Fantini *(virtual)*
- [x] Matt Rice
- [x] Rosemary Park
- [x] Jamay Li

- [ ] Mike Pirollo, MLP Integrated Design

Leftfield

- [ ] Jen Carlson *(virtual)*
- [x] Matt Gulino*(virtual)*
- [ ] Adele Sands *(virtual)*

Item No.	Action	Discussion
03.01	Record	**Meeting # 3 Agenda** • Welcome & introductions • Advisory Team Recommendation Development • Next Steps
03.02	Record	**Welcome & Introductions** • Timeline Update: Project has now concluded the PDP Phase of the Feasibility Study and has now emerged in the PSR Phase of Feasibility ○ Each team will produce a set of recommendations for the full SBC to review and approve. Whilst there is overlap in topics discussed, it is important that there are no duplicates in recommendations
03.03	Record	**Advisory Team Recommendation Development** • List of Suggestions and Comments, has been shared with the Advisory team in advance of the meeting • They are a very helpful list and lens to look at the project through • Recommendations (Givens, Green): Aspects that are inherently going to be represented within the project, identified in the Ed Plan, during Programming Meetings and other fora of discussions • Recommendations (Needs Further Discussions or Review, Yellow): Aspects that warrant further discussion before they are either taken forward to the building committee, or shifted across to being Red Light Items. • Recommendations (Has challenges, Red): No items are yet designated as red and during the course of discussions, suggestions may be moved over to this category.
03.04	Record	**Guiding Principles** 1. Flexibility and Community should drive design decisions • Designation: *Yellow* • While this is important, there are other programmatic, Ed Plan, site requirements that take precedence and this suggestion needs to work closely with those other crucial elements 2. Ensure Continuity of Student Services 3. Support Identity development, social growth and academic growth 4. Create a competitive, attractive school that meets diverse needs • Designation: *Green* • Ensuring that students receive high quality support, so parents are not made to look elsewhere for more competitive offerings. This is a crucial consideration in the District's Ed Plan
03.05	SMMA to initiate meetings specific to Toilet Room discussions	**Equity, Inclusion & Identity** Ensures focus on equitable access and equitable learning environments 5. Preserve and expand equitable learning services for students with disabilities 6. Reduce stigma around special education through integrated and flexible support spaces. 7. Include dimmable lights, flexible furniture, sound absorbers, and breakout spaces in co-taught rooms • Designation: *Green* • **Discussion:** ○ Is this going to be limited to cotaught rooms? Ideally, these features are included in cotaught rooms as well as other teaching spaces. ○ SMMA clarified that this is in addition to dimmable lights, flexible lights, sound absorbers and breakout spaces already elsewhere. 8. Provide adaptive life-skills spaces sensory rooms motor-skills areas and emotional regulation spaces. 9. Design from the perspective of students with accessibility needs so all students benefit. 10. Prioritize inclusion over segregation by integrating specialized spaces into general education environments/areas. 11. Embed EL/ESL programs with academic teams rather than isolating them 12. Ensure sheltered content classes remain content-first rather than labeled as separate. 13. Create visible and welcoming Registration and EL offices for multilingual families. 14. Use multi-tiered design to support long-term residents and newly arrived families. 15. Ed Plan and Ed Space Program include a Welcome Hub and registration center that include,

		EL and support for families new to the district to easily access. SO this is already embedded in the program 16. Embed Special Education, CTE, House Offices, Science, small group rooms and breakout spaces within clusters, to demonstrate that help is always available and reduce stigma • Designation: *Yellow* • As part of PSR, design team is developing an understanding of the program adjacencies that could present opportunities within the school, to be developed with feedback from the School building community and Medford District 17. Some CTE programs could benefit from greater integration with the school community. Consider implications of isolating CTE shops within clusters based on CTE culture / associated frameworks. 18. Registration hub can support integrated learning identity and community connection. **Toilet Rooms** 19. Consider the Opportunity to incorporate all-gender toilet rooms in the new school design 20. Design Toilet rooms with signage focused on purpose rather than gender • Designation: *Yellow* • All the suggestions pertaining to toilet rooms are under consideration. More time and discussion will be devoted to addressing them during the design of the building, including more discussion with the District and school committee • **Discussion:** ○ Could location and frequency of availability be added to the list? For example, how far does a student need to travel before they get to a toilet room in the school ○ Clarification; focus on signage means having a sign that says use, i.e "Toilet," rather than gender, M or F ○ Whilst the advisory team provides a good opportunity to discuss this issues, it is important to have a lot more student voices in the room, as their priorities are different when compared to adults. ○ By introducing student voices, a multitude of means of getting feedback should be considered, beyond a speaking forum. Could surveys and google forms also be used? ○ It would also be ideal to hear from administrators as they have the responsibility of ensuring safety in these spaces ○ There are a few schools that have had to grapple with these questions in recent history. It would be a great idea to learn from their experience and lessons learned ○ Meeting Chat Comments: *I appreciate the single stall bathrooms. With the rise in SI, there should be a key for admin to get access in case of emergencies. This has been an issue a few times in Somerville* 21. Students prefer single-use stalls when available. 22. Students want stall doors that go floor-to-ceiling to ensure privacy. 23. Convertible binary-to-all-gender toilet room design is desirable. 24. Ensure that administrators have keys to quickly access single stall bathrooms in case of emergency.
03.06	Record	**Student experience, Well Being & Belonging** 25. Provide Safe Comfortable spaces for students with varied interests • Designation: *Green* • As part of the Educational space program, team is looking at different types of spaces that can create moments of respite for students as a way to make their daily experience better. For example, Quiet Café beside larger cafeteria, and smaller spaces adjacent to Media Center. • **Discussion:** ○ It is important that desk space in classrooms is sufficient for all students' needs, accommodating the tools and materials utilized during class time. 26. Create de-stress and decompression spaces that allow students to reset and re-engage. 27. Offer quiet spaces and safe spaces that are well maintained. 28. Make the school day dynamic with movement and access to varied environments • Will be further discussed with the School Committee, especially considering daily schedules and classes 29. Ensure students have comfortable flexible spaces that support productive routines.

		30. Design spaces that adapt to student needs rather than forcing students to adapt to the building. 31. Provide competitive offerings so families are not compelled to look outside the district • Designation: *Yellow* • This is from a curriculum point of view, beyond what the building can provide, but the new building will support what is laid out in the Ed Plan • When looking at the Chapter 74 programs, there are efforts to add more programs that currently do not exist and the building is being planned to support these new programs 32. Provide breakout spaces along hallways and outdoor areas that support movement and sensory engagement.
03.07	Record	**Teaching and Learning flexibility** • Designing for potential changes to education in the future and also flexibility from teacher to teacher • Community spaces should serve as active learning environments in addition to being places to gather. 35. Create flexible spaces that allow teachers to deliver the learning students need. 36. Build a flagship school that grows with the community over many years. 37. Increase Collaboration spaces for teachers and students • Designation: *Green* • Design Team has heard the need for more collaboration between students and also teachers and so this is designated as a given 38. Provide spaces for teachers to eat lunch together and hold meetings. 39. Improve placement and adjacency of support teachers who are currently scattered. 40. Add more whiteboards and vertical learning surfaces in classrooms. 41. Support Project-Based Learning with appropriate spaces. 42. Establish a Writing Center accessible to multiple departments • Designation: *Yellow* • Space Summary is holding space for Academic Support Hubs • **Discussion:** ○ Okay with Writing Center being designated as an Academic Support Hub as this strategy aligns with the need for flexibility ○ Humanities Director clarified the need for Writing Center: Writing Center is intended as a designated space that provides support for students' writing projects from a writing expert. It would ideally be open during the day as well after school hours ○ Meeting Chat Comments: Cambridge has a space like that which runs well 43. Develop a Math Lab open during the day before school and after school. Provide shared collaboration spaces for Humanities and ELA 44. Provide staff break rooms and teacher planning rooms for focused work. Shared staff rooms must still support quiet heads-down work. Teachers need quiet spaces if they no longer have assigned classrooms. • Designation: *Yellow* • **Discussion:** ○ Somerville has been an amazing high school but team significantly underestimated the amount of office space that will be needed. SMMA to put in a line item that addresses this specifically 45. The overall quantity of classrooms is to be reviewed carefully due to the MSBA shared classroom model, including mocking up a schedule to confirm the proposed number of classrooms will work. • Designation: *Yellow* • Team to work closely with District to develop a series of schedules to arrive at a right number • MSBA recommends 23 students per classroom at an 85% Utilization rate which has very different outcomes from the 25 students per classroom adopted in the classroom now. • **Discussion:** ○ Reduction of Gen Ed Classrooms has been a big concern to educators, whether the number of classrooms are enough to run schedules effectively 46. Agile classrooms should be easily reconfigured without disrupting learning. 47. Classroom desks must accommodate tools and materials used during class.

03.08	SMMA to convene a meeting with MHS to review adjancies	**Program-Specific Needs** 50. Acknowledge and plan for CTE's unique program needs. 51. Create a model House for vocational programs • Designation: *Yellow* • Heard during programming meetings 52. Provide new biotech space accessible to all students • Designation: *Yellow* • Appropriate access to Chapter 74 Spaces to be discussed during the design process 53. Improve art spaces and music areas. 54. Include occupational therapy rooms and small versatile PE spaces. 55. Provide infrastructure for global collaboration virtual meetings and simulations like Model UN. 56. Co-locate Math, Science and CTE for interdisciplinary collaboration • Designation: *Yellow* • **Discussion:** ○ Does this mean that Math, Science and CTE should all be adjacent to themselves or to each other? There are strong communities within the CTE programs and it would be important to get their thoughts on the planning of these adjacencies ○ Clarification from design team alludes to ed plan outlining the need for a cross disciplinary learning environment ○ Can this interdisciplinary collaboration include ELA and Humanities? ○ New CTE programs like Social Justice have strong collaboration potential between CTE and Humanities programs ○ Is the Large Group Instruction space expressed as a need for the humanities department included in current space planning? ○ While it is important that the Voc programs are grouped together as is the status quo, this conflicts with comments heard during the Ed Visioning sessions, where the need to have more openness with the rest of the school was expressed. ○ The adjacency discussions will be an important process to ensure that siting of CTE programs within the school are well thought out. With how specific they are, it is important that they are positioned rightly as repositioning them would be difficult 57. Co-locate Humanities and Social Studies for collaboration. 58. Cosmetology spaces should be community-facing and feel professional. 59. Health Assisting spaces should mirror real medical environments and equipment. 60. Arts spaces should not be isolated but integrated to encourage cross-department interaction. • Designation: *Yellow* • **Discussion:** ○ Performing Arts as expressed the inclusion of a small stage. ○ SMMA noted that Program includes a black box theatre which is much smaller than the auditorium but is intended for performance spaces 61. School store should be visible and student-run to build pride and ownership.
03.09	Record	**Collaboration, Community Spaces & Access** 62. Adopt middle school-style learning common spaces (per building tour of Chapman Middle School) and shared breakout areas. 63. Support classroom clusters that open into shared spaces. 64. Provide café-style spaces with varied seating. 65. Improve internal library adjacencies and shared amenities without long-term booking. 66. Ensure community spaces enhance learning rather than novelty. 67. Provide outdoor teaching spaces and connection to nature. 68. Ensure good sight lines for supervision in large shared areas. 69. Collaboration spaces should serve both departments and the broader community.
03.10	Record	**Wellness, Mental Health & Student Support** 70. Maintain the House model with counselor + adjustment counselor

		• Designation: *Yellow* • This is currently being discussed with the School Committee 71. Expand mental health services to meet increasing need. 72. Create a dedicated counseling center for presentations and group support. 73. Provide a community mental health space within the health suite. 74. Add a nurse practitioner for medication management. 75. Include spaces that reduce emotional stress and minimize anxiety.
03.11	Record	**Safety, Circulation & Building Functionality** 76. Improve safety, entrance sequence, and parking lot design. 77. Revise the main school entrance and review the number and extent of floor levels for better flow and accessibility. 78. Prioritize quality of space and student experience in all decisions. • Designation: *Yellow* • **Discussion:** ○ Meeting Chat Comment: Wondering where the discussion about elevators lives? Along the same lines of my comment re: making sure students don't have to travel too far to access toilet rooms … also want to make sure the elevators are centrally-located and accessible (and that students that need them don't need to go too far to access them). This is an important consideration as it applies not only to building design but also from an equity point of view in providing well-distributed access to toilets and circulation throughout the school experience
03.12	Record	**Community Identity & Long-Term Vision** 79. Create a flagship school that reflects Medford's Identity 80. Design for longevity so the building serves future generations. 81. Showcase Medford's historic elements within the school environment. 82. Ensure equity is visible in motion and not just in language • Designation: *Yellow* • **Discussion:** ○ Action taken towards equity with both the physical building and policy 83. Design spaces for adults as well as students to collaborate. 84. Provide bright, uplifting spaces that support student growth. 85. Community Spaces should serve as active learning environments • Designation: *Yellow* • Because this has a lot of effects beyond the school, discussions are being expanded to include community members 86. Quiet dining options are important for student belonging. 87. Centralized cafeteria with three lunch periods to support student connection
03.13	SMMA	**Next Steps** • Meeting #4, September 2026 • The Advisory Team will reconvene in September at the beginning of the SD phase to review the recommendations from this discussion as well as documentation of the Preferred Alternative Design as 2d drawings and 3d images • Subsequently, Items carried forward in agreement will be put before School Building Committee

Ed Planning & Equity Advisory Team Proposed PDP Recommendations					
	Advisory Team Suggestions/Comments	**Given**	**Needs Further Discussion or Review**	**Has challenges / trade-offs Requires further discussion**	**Comments**
		●	●	●	
Guiding Principles					
1	Flexibility and community should drive design decisions.		●		Design decisions also must consider: how the design supports the educational plan, the program, and how it influences the site.
2	Ensure continuity of services students currently receive.	●			
3	Support identity development, social growth and academic growth.	●			
4	Create a competitive, attractive school that meets diverse needs.	●			
Equity, Inclusion & Accessibility					
5	Preserve and expand equitable learning services for students with disabilities.	●			Guidance on this topic will come from the District and School Committee
6	Reduce stigma around special education through integrated and flexible support spaces.	●			
7	Include dimmable lights, flexible furniture, and sound absorbers/ acoustical mitigation throughout the school.	●			
8	Include breakout spaces in co-taught rooms.	●			
9	Provide adaptive life-skills spaces sensory rooms motor-skills areas and emotional regulation spaces.	●			
10	Design from the perspective of students with accessibility needs so all students benefit.	●			
11	Prioritize inclusion over segregation by integrating specialized spaces into general education environments/areas.	●			
12	Embed EL/ESL programs with academic teams rather than isolating them.	●			This topic is already aligned with the District's educational plan
13	Ensure sheltered content classes remain content-first rather than labeled as separate.		●		Guidance on this topic will come from the District and School Committee
14	Create visible and welcoming Registration and EL offices for multilingual families.	●			This topic is already aligned with the District's educational plan
15	Use multi-tiered design to support long-term residents and newly arrived families.	●			This topic is already aligned with the District's educational plan
16	Embed Special Education, CTE, House Offices, Science, small group rooms and breakout spaces within clusters, to demonstrate that help is always avaiable and reduce stigma		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
17	Some CTE programs could benefit from greater integration with the school community. Consider implications of isolating CTE shops within clusters based on CTE culture / associated frameworks.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
18	Registration hub can support integrated learning identity and community connection.	●			This topic is already aligned with the District's educational plan

	Toilet Rooms				The eventual design of the toilet rooms will require additional time, thought and conversations. The Advisory Team recommends the formation of a smaller working group focused on Toilet Rooms, which includes student voices, as their priorities are different than adult staff and visitors to the school, as well as more discussions with the school administrators. SMMA will work with the District and Advisory Team to determine what methodologies to use in gathering feedback from students (surveys, Google Forms, dedicated student-only sessions, etc.). The Advisory Team also recommends having conversations with other recently built schools to understand their experiences regarding toilet rooms. The team recommends re-convening the entire Advisory Team for a focused toilet room discussion after such discussions are had.
19	Consider the opportunity to incorporate all-gender toilet rooms in the new school design.		●		
20	Design toilet rooms with signage focused on purpose rather than gender.		●		
21	Students prefer single-use stalls when available.		●		
22	Students want stall doors that go floor-to-ceiling to ensure privacy.		●		
23	Convertible binary-to-all-gender toilet room design is desirable.		●		
24	Ensure that administrators have keys to quickly access single stall bathrooms in case of emergency.	●			School admnistration will have keyed access to rooms or stalls that have a locking mechanism in case of emergency.
nt Experience, Well Being & Belonging					
25	Provide safe comfortable spaces for students with varied interests.	●			
26	Create destress and decompression spaces that allow students to reset and reengage.	●			
27	Offer quiet spaces and safe spaces that are well maintained.	●			
28	Make the school day dynamic with movement and access to varied environments.	●			This topic will need to be discussed as part of the scheduling of the new or reimagined school, as it involves both the physical space and scheduling
29	Ensure students have comfortable flexible spaces that support productive routines.	●			This topic is already aligned with the District's educational plan.
30	Design spaces that adapt to student needs rather than forcing students to adapt to the building.	●			This topic is already aligned with the District's educational plan.
31	Provide competitive offerings so families are not compelled to look outside the district.		●		Guidance on this topic will come from the District and School Committee. The Educational Plan includes some information on the expansion of current Chapter 74 CTE programs, as well as the addition of new Chapter 74 CTE programs and other course offerings.
32	Provide breakout spaces along hallways and outdoor areas that support movement and sensory engagement.	●			
33	Create high-visibility wellness spaces that still feel welcoming and supportive.	●			
34	Breakout spaces must be safe appropriate and visible in their location and use.	●			
Teaching & Learning Flexibility					
35	Create flexible spaces that allow teachers to deliver the learning students need.	●			
36	Build a flagship school that grows with the community over many years.	●			
37	Increase collaboration spaces for teachers and students.	●			
38	Provide spaces for teachers to eat lunch together and hold meetings.	●			
39	Improve placement and adjacency of support teachers who are currently scattered.	●			
40	Add more whiteboards and vertical learning surfaces in classrooms.	●			

41	Support Project-Based Learning with appropriate spaces.	●			
42	Establish a Writing Center accessible to multiple departments.		●		Space summary currently includes "Academic Support Hubs", which is also described in the Ed Plan
43	Develop a Math Lab open during the day before school and after school.		●		Space summary currently includes "Academic Support Hubs", which is also described in the Ed Plan
44	Provide staff break rooms and teacher planning rooms for focused work. Shared staff rooms must still support quiet heads-down work / Teachers need quiet spaces if they no longer have assigned classrooms.	●			
45	The overall quantity of classrooms is to be reviewed carefully due to the MSBA shared classroom model, including mocking up a schedule to confirm the proposed number of classrooms will work.		●		The District will need to generate different scheduling scenarios.
46	Agile classrooms should be easily reconfigured without disrupting learning.	●			
47	Classroom desks must accommodate tools and materials used during class.	●			
Program- Specific Needs					
50	Acknowledge and plan for CTE's unique program needs.	●			
51	Create a Model House for vocational programs.		●		Adjacencies for and location of a model house is to be studied as the design of the plans begin to take shape
52	Provide new biotech space accessible to all students.		●		Level of access to the Chapter 74 shop spaces will be discussed as the design progresses. Team to clarify if this item was intended to suggest non-Chapter 74 biotech courses are suggested to be added to the curriculum.
53	Improve art spaces and music areas.	●			
54	Include occupational therapy rooms and small versatile PE spaces.	●			
55	Provide infrastructure for global collaboration virtual meetings and simulations like Model UN.	●			
56	Co-locate Math, Science and CTE for interdisciplinary collaboration.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
57	Co-locate Humanities and Social Studies for interdisciplinary collaboration.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
58	Cosmetology spaces should be community-facing and feel professional.	●			
59	Health Assisting spaces should mirror real medical environments and equipment.	●			
60	Arts spaces should not be isolated but integrated to encourage cross-department interaction.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
61	School store should be visible and student-run to build pride and ownership.	●			
boration, Community Spaces & Access					
62	Adopt middle school-style learning common spaces (per building tour of Chapman Middle School) and shared breakout areas.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
63	Support classroom clusters that open into shared spaces.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
64	Provide café-style spaces with varied seating.	●			
65	Improve internal library adjacencies and shared amenities without long-term booking.	●			
66	Ensure community spaces enhance learning rather than novelty.	●			
67	Provide outdoor teaching spaces and connection to nature.	●			
68	Ensure good sight lines for supervision in large shared areas.	●			

69	Collaboration spaces should serve both departments and the broader community.		🟡		Will have ongoing discussions on which school spaces are available and accessible to the broader community
ıess, Mental Health & Student Support					
70	Maintain the House model with counselor + adjustment counselor.		🟡		Guidance on this topic will come from the District and School Committee
71	Expand mental health services to meet increasing need.		🟡		Guidance on this topic will come from the District and School Committee
72	Create a dedicated counseling center for presentations and group support.	🟢			
73	Provide a community mental health space within the health suite.		🟡		Aligned with the District's Educational Plan and is currently proposed in the Space Summary - not a part of the MSBA's reimbursable category of spaces
74	Add a nurse practitioner for medication management.		🟡		Guidance on this topic will come from the District and School Committee
75	Include spaces that reduce emotional stress and minimize anxiety.	🟢			Space summary currently includes spaces such as Restorative Rooms, Sensory Rooms, Quiet Dining.
y, Circulation & Building Functionality					
76	Improve safety, entrance sequence, and parking lot design.	🟢			
77	Revise the main school entrance and review the number and extent of floor levels for better flow and accessibility.	🟢			
78	Prioritize quality of space and student experience in all decisions.	🟢			
ımunity Identity & Long-Term Vision					
79	Create a flagship school that reflects Medford’s identity.	🟢			
80	Design for longevity so the building serves future generations.	🟢			
81	Showcase Medford’s historic elements within the school environment.	🟢			This topic will be represented in the Exterior and Interior Design Advisory Team recommendations
82	Ensure equity is visible in motion not just in language.		🟡		Additional Advisory Team discussion is requested for this item to clarify the intended outcome
83	Design spaces for adults as well as students to collaborate.	🟢			
84	Provide bright uplifting spaces that support student growth.	🟢			
85	Community spaces should serve as active learning environments.		🟡		Will have ongoing discussions on which school spaces are available and accessible to the broader community
86	Quiet dining options are important for student belonging.	🟢			Space summary currently includes a Quiet Dining space.
87	Centralized cafeteria with three lunch periods to support student connection	🟢			

smma

Advisory Team - Interior & Exterior Design 3

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team - Interior & Exterior Design	Meeting Date:	03/11/2026
Prepared by:	Soala Ajienka, Sarah Long	Meeting Number:	03
Distribution:	Attendees		

Owner

- ☐ Lujayen Alsayrafi, *MHS Student*
- ☑ Libby Brown, *SBC Member*
- ☐ Alex Bushkoff, *Medford Resident*
- ☐ Marta Cabral, *MHS Principal*
- ☑ Griscel Diaz, *Medford Resident*
- ☑ Chloe Dorcellus, *MHS Student*
- ☑ Paul Ellis, *Medford Resident*
- ☐ Suzanne B. Galusi, *MPS Interim Superintendent*
- ☑ Jenny Graham, *SBC Chair, School Committee Vice Chair*
- ☑ Brian Hilliard, *SBC Member*
- ☑ Din Ho
- ☑ Ken Lord, *MPS Chief Operating Officer*
- ☐ Nicole Morell
- ☐ William Pipicelli
- ☑ Jennifer Rigano, *Medford Teacher*
- ☑ Annemarie Rigas, *Medford Parent*
- ☑ Paul Ruseau, *SBC Member, School Committee Member*
- ☐ Jesse B. Strauss, *Medford Resident*
- ☐ Delia Wendel, *Medford Resident*
- ☐ Eric Zeckman, *Medford Resident*

SMMA

- ☑ Soala Ajienka, *Architectural Designer*
- ☐ Lucas Carriere, *Architectural Designer*
- ☐ Helen Fantini, *Project Manager*
- ☑ Sarah Long, *Sr. Interior Designer*
- ☑ Michael Pardek, *Director of Design, Architect*
- ☑ Matt Rice, *Principal-in-Charge, Architect*
- ☐ Abigail Ransmeier, *Head of Research*
- ☑ Jamay Li, *Architectural Designer*

Leftfield

- ☑ Jen Carlson, *Project Director*
- ☑ Matt Gulino, *Project Manager*

Item No.	Action	Discussion
03.01	Record	**Meeting #3 Agenda** • Welcome & Introductions • Advisory Team Recommendation Development • Next Steps
03.02	Record	**Welcome** • Timeline Update: Project has now concluded the Preliminary Design Program Phase of the Feasibility Study and has now emerged in the Preferred Schematic Report Phase of Feasibility ○ Each team will produce a set of recommendations for the full SBC to review and approve. Whilst there is overlap in topics discussed, it is important that there are no duplicates in recommendations

03.03	Record	**Advisory Team Recommendation Development Overview** • The list of Suggestions has been shared with the Advisory team in advance of the meeting • They are a very helpful list and lens to look at the project through and will form the basis for the list of recommendations to be advanced to School Building Committee • Recommendations (Givens, Green): Aspects that are inherently going to be represented within the project, identified in the Ed Plan, during Programming Meetings and other fora of discussions • Recommendations (Needs Further Discussions or Review, Yellow): Aspects that warrant further discussion before they are either taken forward to the building committee, or shifted across to being Red Light Items. • Recommendations (Has challenges, Red): No items are yet designated as red and during the course of discussions, suggestions may be moved over to this category. • Focus for this Advisory meeting will be Recommendations tagged as yellow, needs further Discussions or Review
03.04	SMMA	**Topics & Discussion** **Materials, Health & Sustainability** 6. Healthy, environmentally friendly materials should be provided wherever possible • Some materials have imitations in the current market. • Design Team to research materials equals that have the same performance and fulfill the required need • **Discussion:** ○ There's some overlap with the Sustainability team here, but there has to be a separate group for healthy materials to make sure that inappropriate materials are not used 13. Use Site Geology or excavated material as façade inspiration • There is further discovery to be made here, as the site is excavated 14. Preference for concrete and Brick; Cost efficiency important • As design progresses, this will be revisited 15. Landscape Durability and stormwater resilience required • This topic will be discussed in the Site, Safety & Security Advisory Meeting 16. Minimize use of carpet to select, acoustically sensitive spaces • This will be discussed further with the operations and custodial team, especially considering acoustic needs 18. Consider use of CMU or other durable alternatives in lieu of drywall in high traffic areas for increased durability • As program develops and building develops, Design Team will develop the right material strategy for the right spaces; especially considering alternative options for "durable" materials and economy 19. Blend materials across renovated and new areas • Designation: Orange, changed over the course of the meeting to Green • This depends on the scheme but the goal is to have one school at the end of the day, not a renovated one and a new part that reads as separate. • **Discussion:** ○ It is important that flooring does not change from section to section especially considering accessibility and mobility challenges. ○ Meeting Chat Comments: *Uniformity of flooring … also use of color for safety* ○ Being mindful of coloring, highlighting stairs and level drop-offs especially for aspects that might be a hazard within the school ○ Ideally, this should be a green issue. The extent of renovation to be done in the old building will be down to the studs and so it should be a given that there is uniformity across the old and new
03.05	SMMA	**Identity, Belonging and School Pride** 23. Design should highlight Medford's core values • More discussions concerning which values should be integrated as project progresses 24. Incorporate Mustang Mascot thoughtfully to support school pride and avoid superficial branding • Real strategy behind graphic design and branding of the school to be discussed 25. Celebrate Medford History, culture and important figures while avoiding focus on nostalgia. These elements must be given context to be used as teaching tools • **Ideally, a separate group is created focused on discussing the right context to shed light on, and the perspectives that should influence the choices made around how history and culture are highlighted** • **Discussion:**

		○ Meeting chat comments: *There is a Medford Historical Society as well as a display in the library, perhaps that could be tapped into. Medford Public Library to clarify* 31. Provide intentional Student Mural locations to foster student ownership, autonomy and diversity • Early strong strategy to allow this to happen over time, for students to showcase their work • **Discussion:** ○ It is important to hear from students on this, as they encounter these murals all the time. Should the mural be created by students themselves? Or by an artist known to them. A lot of things that are considered as important today may not be material to students in the future. ○ Ideally, we don't suffocate ourselves with the history of the city that may end up creating an atmosphere of being stuck, we want students to make new history ○ The Bistro has lights from old schools, which are integrated nicely. There is pride that can be celebrated in the right way ○ With new buildings usually, there is an air of being untouchable because they are new. It is important that we create a building that can be organically changed. We should aim to create a living place and not a museum. A good part of the existing building is how the murals have evolved with time ○ Emphasis on how great the murals in the current school are and how they make the current school more welcoming and how they are adaptable to change . Ideally, murals include items with more variety than just the Mustang logo ○ We should promote that what the building looks like today could be different from what it is in four years. Culture is not static and is always evolving ○ Meeting Chat Comments: *Flexibility to change would be great!, Provide a "canvas" and freedom to use it*
03.06	Record	**Flexibility, Adaptability & Future ready learning** 36. Dedicated rooms for after-hours club are desired 38. Student ownership is important, but must be designed intentionally so ownership can "change hands" 42. Roof terraces are designed for both learning opportunities and event spaces • **Discussion:** ○ Having terraces are great but they should have as minimal drops as possible. As precedents, Waltham HS works well but In a situation like Somerville HS, the height of the drop looks to be a concern ○ SMMA: There is a full suite of voices that will be involved in the creation of the outdoor terrace spaces, including but not limited to Fire Department, Police Department, administrators etc. ○ SMMA: In the precedents mentioned, significant steps were taken to make sure that the environments are either enclosed, and students can only be on the terraces with the supervision of a teacher. ○ There's quite a few categories of items that vie for roof space, including PVs, mechanical equipment and outdoor classroom programming. The roof terraces should be purposeful when considering the demand for roof space for other functions. 43. Ensure flexibility for community use and civic functions
03.07	Record	**Nature. Landscape, Views and Outdoor Connection** 47. Provide outdoor classrooms and terrace 48. Support Kids' Corner playground requirements • To be explored with the Site, Safety and Security Advisory Team • **Discussion**: ○ There are outdoor spaces for the Kids Corner and the Early Childhood CTE now, but they are nowhere near the indoor programming. Ideally the outdoor spaces are co-located with the indoor spaces. ○ With the addition of MEEP to the Early Childhood offerings, larger outdoor spaces that are age-appropriate for these programs and their required adjacencies will be studied. ○ Online comments: *They will need an expanded playground if you are moving all of the MEEP up here - and do they share or not*

03.08	Record	**Community Hub and Civic Role** 53. Provide public gathering spaces, event areas and performance spaces • **Discussion:** ○ Ideally, the spaces utilized by the community that can also be utilized for education programming ○ While there are spaces now that are used for larger programs, there are not that many spaces that can fulfil the need. ○ The lack of public spaces to gather is a crisis in Medford and the new High School provides a great opportunity to correct this ○ City Hall as one of the more crucial gathering spaces in the community, has many shortcomings including parking issues, overcrowding ○ Interest in the school committee meeting in the High School in the future (instead of city hall) 55. Create intuitive circulation for after-hours community use 56. Connect High School to Medford's civic architecture legacy 57. Japanese Language School needs should be considered • Dedicated conversations are happening with community partners and the district and school committee • **Discussion:** ○ MHS has a long history with JLS as they have a long history. It is especially important to have conversations with them before information is shared to the wider community
03.09	SMMA	**Wayfinding , Circulation and Experiential Graphic Design (XGD)** 61. Provide clear, effective signage. Multilingual options to be considered • What languages should be incorporated? The languages should be representative of the Medford Community 62. Provide clear sight lines for safety and supervision • This will be addressed by the Site, Safety & Security Advisory team 63. Remove confusing circulation patterns of the current building • The scheme selected will impact the circulation opportunities 65. Address traffic flow and parking challenges at entry areas • This will be addressed by the Site, Safety & Security Advisory team 68. Support storytelling through murals, artifacts and educational content. • There is potential to salvage what exists or create new. This will involve evaluating what we want to keep vs. retire • **Discussion :** ○ Library has the History room. Could we not plan for something similar? Where historically relevant items can be kept? Maybe the right place isn't a wall nor a closet/storage room, but a room to honor important items. ○ SMMA is working on schools like Wakefield, with an Archival room intended for similar uses. There is lots of flexibility with how to partition out the Media Center Square Footage, so Design team could investigate establishing a smaller room there ○ There was a similar effort at Somerville High to gather historical artifacts to be displayed in the school. There are display cases throughout the school campus - so the archives don't have to be in a room but can be integrated intentionally ○ **As part of the sub groups that will be created, Design Team will coordinate relevant group to develop a salvage list as part of the specifications** ○ Similarly, plaques and trophies collected over the years will be planned for. ○ Banners are usually recreated with fire retardant material. ○ For Murals, effective documentation can be high resolution photos as they are more tricky to save. • It would be ideal to have direct access between the outdoor spaces and interior music rooms • **Discussion:** ○ There are challenges now with the marching band, where getting instruments back into the school is difficult because of the absence of direct exterior access to the Music Rooms ○ SMMA: Will bring this discussion to Ed Planning Team and will also bring up in the programming meetings in the fall

		○ loading and unloading for the band is also a pain. This should be revisited so the band doesn't have it worse than they do now ○ **SMMA will set up a conversation with band director to document concerns about loading dock and adjacencies, to understand what would be an ideal situation and design to that goal**
03.10	SMMA	**Next Steps** • Meeting #4, September 2026 • The Advisory Team will reconvene in September at the beginning of the SD phase to review the recommendations from this discussion as well as documentation of the Preferred Alternative Design as 2d drawings and 3d images • Subsequently, Items carried forward in agreement will be put before School Building Committee

Exterior & Interior Design Advisory Team Proposed PDP Recommendations					
	Advisory Team Suggestions/Comments	Given	Needs Further Discussion	Has challenges / trade-offs Requires further discussion	Comments
		●	●	●	
	Materials, Health, and Sustainability				
1	Materials for both interior and exterior should be durable and timeless.	●			
2	Materials should be able to be easily maintained.	●			
3	Provide non-trendy, simple materials that serve a purpose.	●			
4	Durability, lifecycle cost, and ease of maintenance matter as much as aesthetics.	●			
5	Materials should feel modern but also warm and welcoming.	●			
6	Healthy, environmentally friendly materials should be provided wherever possible.		●		Further discussion regarding specific sustainability goals is required. Some typical construction materials have limitations in the current market. This will be represented by the Sustainability/MEP Advisory Team recommendations.
7	Material selections to be coordinated closely with larger sustainability goals.	●			This will be closely coordinated with the Sustainability/MEP Advisory Team.
8	Materials and systems should allow for flexibility and replacement over time.	●			
9	Early CM-at-Risk involvement recommended for constructability.	●			Guidance on this topic will come from the School Building Committee. They voted to proceed with a CM-at-Risk procurement method at their 2/25/26 meeting.
10	Exterior simplicity, longevity, timeless design; do more with less.	●			
11	Brick/stone/precast, porcelain, phenolic, and terracotta systems as options.	●			
12	Consider shading devices and operable windows.	●			Effective daylighting requires evaluating daylight availability, glare risk, and solar heat gain to develop a balanced strategy.
13	Use site geology or excavated material as façade inspiration.		●		
14	Preference for concrete and brick; cost efficiency important.		●		
15	Landscape durability and stormwater resilience required.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations.
16	Minimize use of carpet to select, acoustically sensitive spaces.		●		Locations for carpet will be reviewed as the program develops.
17	Avoid using unfinished wood at the interior as it does not weather well.	●			
18	Consider use of CMU or other durable alternatives in lieu of drywall in high traffic areas for increased durability.		●		Locations for CMU, glazed CMU, or other durable wall finishes will be reviewed as program develops.
19	Blend materials across renovated and new areas.	●			Dependent on the scheme selected and balance of renovation versus new construction.
20	Flooring should be durable and easily maintained without waxing.	●			
21	Avoid dull or overly white interiors; use intentional color.	●			Accent colors will be used intentionally to support wayfinding, placemaking, and color psychology best practices.
	Identity, Belonging, and School Pride				
22	Design must feel like Medford High School, just renewed.	●			
23	Design should highlight Medford's core values.		●		Values to be discussed to determine appropriate integration into design (potential XGD opportunities)
24	Incorporate Mustang Mascot thoughtfully to support school pride and avoid superficial branding.		●		Locations for mascot features to be discussed (e.g. at athletic spaces vs academic spaces)
25	Celebrate Medford history, culture, and important figures while avoiding focusing on nostalgia. These elements must be given context to be used as teaching tools.		●		Research and additional conversations to understand important figures, historical events, etc. will need to happen as the design progresses. Potential for salvage vs. creating new via XGD.

26	Design should focus on Medford's future, not only it's past.	●			
27	Spaces should represent students, staff, and Medford's diverse user groups.	●			
28	Design should be accessible and inclusive.	●			
29	Consider students with sensory sensitivies and provide options for various comfort levels.	●			This will be closely coordinated with the Ed Planning and Equity Advisory Team
30	Promote student identity, pride, and emotional well-being.	●			
31	Provide intentional student mural locations to foster student ownership, autonomy, and diversity.		●		Locations will be reviewed and discussed as the design progresses.
32	Provide various display systems to allow students the opportunity to flexibly showcase their work, ideas, and pride.	●			
33	Support civic-mindedness and community connection, as well as students.	●			
	Flexibility, Adaptability & Future-Ready Learning				**This section will be closely coordinated with the Ed Planning and Equity Advisory Team**
34	Classrooms and common spaces must be able to evolve as pedagogy and students change.	●			
35	The building should support evolving technology.	●			
36	Dedicated rooms for after-hour clubs are desired.		●		
37	Both academic and CTE spaces should be designed with flexibility in mind.	●			
38	Student ownership is important, but must be designed intentionally so ownership can "change hands."		●		Opportunities to achieve this will need to be discussed as the design and program evolves.
39	Enable student autonomy with flexible, adaptive spaces.	●			
40	Lively spaces should be balanced with quiet spaces to support different learning styles.	●			
41	Materials and systems should allow reconfiguration and personalization.	●			
42	Roof terraces are desired for both learning opportunities and event spaces.		●		
43	Ensure flexibility for community use and civic functions.		●		It was noted that Medford currently does not have many public meeting spaces. Further discussion of desired requirements is needed.
	Nature, Landscape, Views & Outdoor Connection				
44	Preserve and maximize views to the Fells and Boston skyline to support well-being and educational goals.	●			
45	Create strong indoor-outdoor connections.	●			
46	Daylighting and views are to be maximized.	●			
47	Provide outdoor classrooms and terraces.		●		This will be closey coordinated with the Ed Planning and Equity Advisory Team.
48	Support Kids' Corner playground requirements.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations
49	Stormwater runoff must not damage landscaping.	●			This will be closely coordinated with the Site, Safety, and Security Advisory Team.
50	Exterior design should be rooted in Medford’s landscape and geology.	●			
51	Reimagine underused existing exterior spaces.	●			This will be closely coordinated with the Site, Safety, and Security Advisory Team.
	Community Hub and Civic Role				
52	Medford High School should be a true civic asset and gathering place for the entire community, not just those who are part of the school system.	●			
53	Provide public gathering spaces, event areas, and performance spaces.		●		It was noted that Medford currently does not have many public meeting spaces. Further discussion of desired requirements is needed.
54	Visual and performing arts should be accessible to the public.	●			
55	Create intuitive circulation for after-hours community use.		●		After-hours access to programs will be reviewed as the design progresses. Discussion on which spaces and/or programs require after-hours access may be required.

56	Connect the High School to Medford's civic architecture legacy.		●		Over time, Medford has assembled an evolving collection of civic buildings, each reflecting the architectural language and priorities of its moment.
57	Japanese Language School needs should be considered		●		Guidance on this topic will come from the District and School Committee
58	Foster democracy and openness through offering diverse ways to exchange ideas and provide moments to unite.	●			
	Wayfinding, Circulation, and Experiential Graphic Design (XGD)				
59	Provide clear and functinal wayfinding and enhance placemaking throughout the school	●			
60	Design welcoming, visible entrances.	●			
61	Provide clear, effective signage. Multilingual options are to be considered.		●		Discussions are needed regarding which languages should be incorporated into XGD and signage.
62	Provide clear sight lines for safety and supervision.		●		This will be closely coordinated with the Site, Safety, and Security Advisory Team.
63	Resolve confusing circulation patterns of the current building.		●		Dependent on the scheme selected and balance of renovation versus new construction.
64	Ensure connectivity between new building and any retained structures.	●			
65	Address traffic flow and parking challenges at entry areas.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations
66	Connect the students, staff, and community to the space through a cohesive system of graphic installations	●			
67	Provide visual and content strategies that allow for engaging educational opportunities inside and outside the classroom.	●			
68	Support storytelling through murals, artifacts, and educational content.		●		Numerous plaques, artifacts, and existing artworks will need to be cataloged and evaluated as part of a broader plan for reuse.
69	Provide XGD content that responds to interior, architectural, and site concepts and elements.	●			

smma

Advisory Team – Site, Safety & Security 3

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team - Site, Safety & Security	Meeting Date:	03/11/2026
Prepared by:	Rosemary Park	Meeting Number:	3
Distribution:	Attendees		

Owner

- ☐ Nicole Branley, *Resident*
- ☑ Chief Jack Buckley, *Chief of Police*
- ☐ *Marta Cabral, MHS Principal*
- ☑ Theresa Carr, *Resident, Transportation Planner*
- ☑ Amanda Centrella, *Medford Open Space Planner*
- ☐ *Paul Covino, Provisional Police Chief*
- ☐ Matthew DeMeo
- ☑ Chief Todd Evans, *Medford Fire Chief*
- ☑ Matt Galusi, *MHS PE Teacher*
- ☑ Jenny Graham, *SBC Chair, School Committee Vice Chair*
- ☑ Brian Hilliard, *SBC Member, Architect*
- ☐ Joe Hogan, *MHS Student*
- ☐ Alicia Hunt, *Director of Planning, Development & Sustainability, Medford*
- ☑ Nick Karinge, *Disabilities Director, Medford*
- ☑ Ethan Lay-Sleeper, *Architect/Planner*
- ☑ Ken Lord, *MPS Chief Operating Officer*
- ☐ Sean Mangan, *Director of Operations for Armstrong Ambulance*
- ☑ Tim McGivern, *Commissioner of Public Works, Medford*
- ☑ John McLaughlin, *MPS Director of Buildings & Grounds*
- ☑ John Prestigiovanni, *MHS Sports Coach*
- ☑ Melissa Young, *Resident, Cambridge municipal employee*

SMMA & Consultants

- ☑ Soala Ajienka, *Architectural Designer*
- ☐ Helen Fantini, *Project Manager*
- ☐ Erin Prestileo, *Civil Engineer*
- ☑ Matt Rice, *Principal-in-Charge, Architect*
- ☑ Laura Swan, *Civil Engineer*
- ☑ Rosemary Park, *Architect, Ed Planner*
- ☑ Jamay Li, *Architect*
- ☐ Kate Tooke, *Landscape Architect, Agency*
- ☑ Kazia Rodrigo, *Landscape Designer*, Agency
- ☑ Berit Schurke, Landscape Designer, Agency
- ☑ Matt Allain, *Security Consultant*, Good Harbor Techmark
- ☑ Cody Lattin, Good Harbor Techmark

Leftfield

- ☑ Jen Carlson, *Project Director*
- ☑ Matt Gulino, *Project Manager*
- ☑ *Adele Sands, Education Liasion*

Item No.	Action	Discussion
03.01	Record	**Meeting #3 Agenda** • Welcome & Introductions • Advisory Team Recommendation Development • Next Steps
03.02	Record	**Welcome** • Timeline Update: Project has now concluded the Preliminary Design Program Phase of the Feasibility Study and has now emerged in the Preferred Schematic Report Phase of Feasibility ○ Each team will produce a set of recommendations for the full SBC to review and approve. Whilst there is overlap in topics discussed, it is important that there are no duplicates in recommendations
03.03	Record	**Advisory Team Recommendation Development Overview** • List of Suggestions and Comments, has been shared with the Advisory team in advance of the meeting • They are a very helpful list and lens to look at the project through and will form the basis for the list of recommendations to be advanced to School Building Committee • Recommendations (Givens, Green): Aspects that are inherently going to be represented within the project, identified in the Ed Plan, during Programming Meetings and other fora of discussions

		• Recommendations (Needs Further Discussions or Review, Yellow): Aspects that warrant further discussion before they are either taken forward to the building committee, or shifted across to being Red Light Items. • Recommendations (Has challenges, Red): No items are yet designated as red and during the course of discussions, suggestions may be moved over to this category.
03.04	Record	**Security and Monitoring** All suggestions are included as a "given." The following issues were discussed: 1. Work with security monitors in the school and include CTE perspective ○ SMMA has had some traffic discussions with security monitors onsite; further conversations wanted 2. Address security issues that cannot be discussed publicly in confidential settings with first responders. a. Initial meeting happened with Medford PD and FD 3. Need logical naming of stairs and doors. a. Will be developed with input from Medford PD and FD
03.05	Record	**Site Access, Egress and Fire Safety** 8. Historic, difficult site; access and egress challenges. a. Some site elements (including width) will depend on which buildings remain in place. For example, there's a pinch point by the existing pool and other types of legacy issues for the team to deal with. 9. Need more than one road; dead-end is problematic for fire apparatus. a. Improving site circulation is important and will be studied. Team is committed to improving circulation, and providing turn arounds for fire apparatus. Options will depend on the building option chosen. 10. Explore secondary access, improved fire lanes, hydrants, field access. a. Meetings to investigate options for secondary egress have been held, and additional meetings are scheduled. b. Emergency egress is the most important priority regarding site circulation heard from multiple groups, including in dedicated meetings with Medford PD, Medford FD, and DCR. Options will continue to be developed. c. Separating emergency access from secondary day-to-day access should be considered. <u>Questions/Discussion:</u> ○ A member asked about the decision-making process. ▪ SMMA: Negotiation and facilitation with first responders and stakeholders, back and forth discussions to understand the priorities. Land-ownership comes into play. Currently in the midst of pulling in the necessary voices and making headway/ progress. Certainly not an easy task in taking in all of the considerations but are optimistic. ○ Would secondary emergency access be open to pedestrians or cyclists? ▪ SMMA: Need to have further discussions with DCR and other groups. ○ Physical accessibility is as much a priority as emergency access. ▪ SMMA: This is address in another category, but language can be added to clarify inclusion of a need for accessibility. ○ Is this implying that a path is being created through the Fells? If so, should be moved to a different category? ▪ SMMA: yes, looking at some options in the Fells, as other paths would need to consider eminent domain ▪ Chief Evans: A road in the Fells could be beneficial to those into the Fells since it will need to be maintained and clear of snow, and benefit DCR fire and emergency crews. Access road could be available to walkers when not in use for emergency vehicles. ▪ Chief Buckley: Public Safety request is for more than one entrance/egress to the site. One consideration is part of the Fells. This could be emergency access only but need immediate access during an emergency (i.e: no emergency gates to unlock) ▪ Is the end Ronaele Road looked at for a secondary egress path? • SMMA: No because this option is complicated by the presence of wetlands, and still impacts DCR land. The team has been exploring options mostly to south and west ○ Steve Miller Drive? ▪ SMMA: Yes that's one consideration. Also considering an existing DCR access road. ▪ Is it possible to add some kind of geographic qualifier regarding different roads or

		paths? • SMMA: The team has plans to include conversations with Friends of the Fells, as we understand that it is a tremendous natural resource ▪ The team noted that conversation with DCR and abutters are in process and additional information can be shared at a later date.
03.06	SMMA & MPS to set up a meeting with MBTA to discuss bussing	**Mobility, Circulation & Transportation** 17. Need sidewalks on both sides of the access road. • Property line constraints and required widths of drive(s) to be studied during the next couple of phases. 20. Public transit limited; need more MBTA buses. • Meeting with MBTA is to be scheduled to understand new demands for the site with increased student enrollment and programs. Plan to have meetings or surveys with students. 21. Students struggle to reach buses on time; late-bus option desired. • MBTA must be brought in to understand the new demands for the site 24. Accessible trails with proper signage needed, may conflict with wetlands. • Offsite improvements require discussion with DCR and may be beyond the scope of the project. More time and discussion is required. • Putting money into improving off-site paths may be outside of this project scope – perhaps things can be working in conjunction with other DCR improvement projects. 25. Mustang Loop sentimental due to improvements that have been made by the school; further changes should be considered carefully. • Offsite improvements require discussion with DCR and may be beyond the scope of the project. <u>Discussion/Comments:</u> • A member expressed curiousity about how the site may interact with existing trailheads around perimeter/ edge condition of the site. • SMMA: This will be addressed while further developing the design, but hard to say at this exact moment because team needs more discussions with DCR, noting a symbiotic relationship for shared access of roads. • Regarding DCR trails through the Fells, Friends of the Fells is trying to work on an accessible trail in Medford. From conversations with Friends of the Fells, appears that some paths could be made through the wetlands. • SMMA: It would be helpful to have a sidebar meeting with some of those folks regarding these plans.
03.07	Record	**Community Access and Open Campus** 27. Balance welcoming environment with security needs. • Where that balance is, is a wider discussion with the community and school. 28. Open campus but must ensure safety for public use. • Who has access at what times requires further discussion. There are tradeoffs with open campus and security. 30. Increase visibility/presence from Winthrop Street. • There is limited school property along Winthrop Street. 32. Address concerns about informal Fells access via MHS parking. • Who has access at what times requires further discussion. <u>Comments/Discussion:</u> • Further conversations required regarding access to the site, at what times, and how to manage said access. • A member noted that it seems like some of this can be resolved with a basic operational model and parking designations (for students, staff, guests). Or are we saying that there's a time when people aren't allowed at all (wanting to walk the dog through the Fells, when one isn't a parent or a student at the school)? • SMMA: Did not interpret this as closing off access to people, but would like to hear clarification from others who may have suggested it. • Will parking counts change much? Most of the time, parking lot seems empty. • SMMA: Don't have a site plan yet but will next time we meet. Parking lot may be busier in the future given the other programs that are coming to the site. • A member inquired if there are lessons learned from some other schools in Medford, like McGlynn, that has a playground and accessible to the broader community (during off-hours?). • SMMA: Great recommendation and will reach out.

		• Increased visibility from Winthrop Street – limited school property but what can be done creatively to give the HS presence (landscaping, signage, paving details, etc.)? • City is about to finish up a wayfinding study and will hopefully implement soon. May want to have discussions with City regarding this to help connect people to the HS. • SMMA: Is there anything available online for us to look at? ○ No draft yet, but will send once team is comfortable circulating something. • Visibility from Winthrop St is difficult due to the trees but perhaps an improved sign would be a good idea. Maybe something bigger and brighter in color? • SMMA: Agree that the entrance off Winthrop requires more presence and better signage.
03.08	Record	**Athletics, Fields and Outdoor Space** 35. Interest in domed athletic field. • Field Program is still being reviewed and evaluated against what is able to be accommodated on the property • Field Program is still being reviewed and evaluated against what is able to be accommodated on the property. Limitations on geometries of certain field programs. • Priorities of outdoor program will need to be identified and this will ultimately be a SBC decision, although the Advisory Team will make recommendations on what to prioritize. 36. Explore bringing football and track onto the site 37. Softball and baseball are currently located offsite – equity concern. 38. Need to coordinate shared field use across sports. • Guidance on this topic will come from the Athletics Department, District administration and School Committee. 39. Interest in mountain bike pump track. • A member shared the following links: ○ https://www.hills-hillpark.com/ ○ https://pumptrack.com/track/Boston-United-States-01GA3SXMEJ3TKZ7PTD4X9PF0BE • SMMA: this is not something that we have ever included on a school project. • Another member stated, not to dissuade from this, but have heard that there can be challenges in site and maintenance with pump tracks 40. Continue Fells athletics trail use (1 mile).
03.09	Record	**CTE, Student Experience and Educational Opportunities** 43. Model house concept; hands-on learning tie-ins. ○ Topic will be represented in the Ed Planning and Equity Advisory Team recommendations 44. Space for global collaboration and community learning. ○ Specific types of spaces and proposed usage should be discussed with the Advisory Team. Opportunities to include these types of spaces will be studied moving forward. ○ SMMA: Need to have further discussions with the school, District and the CTE Director, as well as the School Committee. ○ Will move this item to the Ed Planning and Equity Advisory Team list of recommendations
03.10	Record	**Physical Site, Environment and Hydrology** 47. 54% impermeable surfaces; major stormwater challenges 48. Need to restore natural hydrology and protected open space ○ Project is adding more building area to the site and may have to do subsurface infiltration. Low-impact strategies will be studied as part of the design. • A member asked if there been any progress made with geotechnical investigations? Want to make sure that we staying cautious. ○ SMMA: Work planned for this spring – in April.
03.11	Record	**Accessibility and Inclusion** 53. Building must be compact to facilitate student navigation. ○ Some building options will make this easier to achieve. Evaluation criteria includes wayfinding without the sole reliance on signage. ○ May want to move to Educational Planning and Equity. ○ A member noted that the overall size and length of travel required at the school impacted his decision to not go to Medford HS. As it is just one high school for the entire city, should not be so compact that it impacts the comfort of students, but should not be so sprawling that it is difficult for people to traverse the building. Should also have space that is wide enough. ○ Would like to go beyond ADA and provide universal access throughout the building and site SMMA: ADA, MAAB are met as a baseline. Universal Design and Universal Access is

		something SMMA strives for, in physical design and through educational access.
03.12	Record	**Construction Logistics and Safety** ○ Construction Manger at Risk will develop logistics plan. ○ Does logistics plan include a Trucking Plan (access to the site and through the city) ○ SMMA responded that that can be added that to this item. ▪ LeftField: will reach out to City when the logistics plan is drafted after CM is brought onto the project
03.13	Record	**CPTED Principles** • Matt Allain/GHT noted that site and building design will be reviewed for alignment of CPTED principles and the school's goals and operations • Listed principles were shifted into the "given" category since they make sense to follow
03.14	Record	**Next Steps** • Meeting #4, September 2026 • The Advisory Team will reconvene in September at the beginning of the SD phase to review the recommendations from this discussion as well as documentation of the Preferred Alternative Design • Subsequently, Items carried forward in agreement will be put before School Building Committee

Site, Safety & Security Advisory Team Proposed PDP Recommendations					
Advisory Team Suggestions/Comments		Given	Needs Further Discussion	Has challenges / trade-offs Requires further discussion	**Comments**
		●	●	●	
Security & Monitoring					
1	Work with security monitors in the school and include CTE perspective	●			SMMA has had some traffic discussions with security monitors onsite; further conversations wanted
2	Address security issues that cannot be discussed publicly in confidential settings with first responders.	●			Initial meeting has happened with Medford PD and FD
3	Need logical naming of stairs and doors.	●			Will be developed with input from FD and PD
4	Radios/communications in the building do not work well.	●			
5	Building is difficult to understand; need clearer navigation.	●			
6	Window security: blinds, security film, impact-resistant glazing.	●			
7	Access control and communications systems for interior/exterior.	●			
Site Access, Egress & Fire Safety					
8	Historic, difficult site; access and egress challenges.		●		Some site elements will depend on which buildings remain in place
9	Need more than one road; dead-end is problematic for fire apparatus.		●		Improving site circulation is important and will be studied
10	Explore secondary access, improved fire lanes, hydrants, field access.		●		Meetings to investigate options for secondary egress have been held, and additional meetings are scheduled.
11	Need clear emergency access routes.	●			
12	Bus drop-off should be designated for buses only.	●			
13	Better separation of buses and cars; central bus zone desired.	●			
14	Curious about construction phasing related to access.	●			
15	Emergency egress must be maintained during construction.	●			
Mobility, Circulation & Transportation					
16	Encourage less driving; promote biking and transit.	●			
17	Need sidewalks on both sides of the access road.		●		Property line constraints and required widths of drive(s) to be studied

18	Saturday circulation and parking are major issues.	●			Improving on-site circulation will benefit Saturday traffic as well
19	Site circulation is confusing; need modern flow.	●			
20	Public transit limited; need more MBTA buses.		●		Meeting with MBTA to be scheduled to understand new demands for the site with increased student enrollment and programs
21	Students struggle to reach buses on time; late-bus option desired.		●		MBTA must be brought to understand new demands for the site
22	Need better delineation between school bus users and MBTA riders.	●			
23	Sidewalk safety concerns from powerchair user perspective.	●			
24	Accessible trails with proper signage needed, may conflict with wetlands.		●		Off-site improvements require discussion with DCR and may be beyond the scope of this project
25	Mustang Loop sentimental due to improvements that have been made by the school; further changes should be considered carefully.		●		Off-site improvements require discussion with DCR and may be beyond the scope of this project
Community Access & Open Campus					
26	High school should also serve community; currently feels insulated.	●			
27	Balance welcoming environment with security needs.		●		Where that balance is, is a wider discussion with community and school.
28	Open campus but must ensure safety for public use.		●		Who has access at what times needs further discussion. There are tradeoffs with open campus and security.
29	Spaces for community use must be separable from student areas.	●			
30	Increase visibility/presence from Winthrop Street.		●		There is limited school property along Winthrop St
31	Include interpretive signage about design/sustainability.	●			
32	Address concerns about informal Fells access via MHS parking.		●		Who has access at what times needs further discussion
Athletics, Fields & Outdoor Space					
33	Consider climate response for athletic fields (heat).	●			
34	Ensure parking for athletic events.	●			
35	Interest in domed athletic field.		●		Field program is still being reviewed and evaluated against what is able to be accommodated on the property
36	Explore bringing football and track onto the site		●		
37	Softball and baseball are currently located offsite – equity concern.		●		
38	Need to coordinate shared field use across sports.		●		Guidance on this topic will come from the Athletics Department, District administration and School Committee
39	Interest in mountain bike pump track.		●		
40	Continue Fells athletics trail use (1 mile).		●		
CTE, Student Experience & Educational Opportunities					

41	CTE involvement in design and construction is important.	●			Opportunities to engage both CTE and academic students in the design and construction activities will be identified throughout the process.
42	Opportunity for outdoor CTE/science labs and outdoor classrooms.	●			
43	Model house concept; hands-on learning tie-ins.		●		This topic will be represented in the Ed Planning and Equity Advisory Team recommendations
44	Space for global collaboration and community learning.		●		Specific types of spaces and proposed usage should be discussed with the Advisory Team. Opportunities to include these types of spaces will be studied moving forward.
45	Needs of all transportation modes should be represented.	●			
Physical Site, Environment & Hydrology					
46	Site carved out of Fells; strong connection to nature desired.	●			
47	54% impermeable surfaces; major stormwater challenges.		●		We are adding more building area to the site and may have to do subsurface infiltration
48	Need to restore natural hydrology and protected open space.		●		We are adding more building area to the site and may have to do subsurface infiltration. Low-impact strategies will be studied as part of the design.
49	Concern about prior flooding issues.	●			Details regarding the most recent flooding event have been shared by the District.
50	Design outdoor classrooms to be universally accessible.	●			
Accessibility & Inclusion					
51	Main issue is accessibility; site/building both currently have many accessibility challenges	●			
52	Ramp at the main entry is too steep and lacks handrails	●			
53	Building must be compact to facilitate student navigation.		●		Some building options will make this easier to achieve
54	Ensure universally designed outdoor classrooms.	●			
Construction Logistics & Safety					
55	Need fencing, scaffolding and emergency pathways during construction. All of these need to be considered for interim accessibility in and around the building.	●			
56	Construction Manager at Risk will develop logistics plan.	●			
57	Questions about where construction workers will park.	●			This will be the responsibility of the CM
58	Need clarity on where students will learn during construction depending on phasing.	●			This will be part of the phasing plan and will depend on the building option that is eventually selected
CPTED Principles					
59	Natural surveillance.	●			Site and building design will be reviewed for alignment with CPTED principles as the design of each element becomes more developed towards the end of the PSR phase and beginning of the SD phase.
60	Natural access control.	●			

61	Territorial reinforcement.				
62	Maintenance and visibility.				
63	Activity support.				

Medford High School



Sustainability and MEP Systems Advisory Team Meeting

Meeting #3

03/10/2026

smma

LeftField

THE RIGHT CHOICE IN PROJECT MANAGEMENT

Meeting #3 Agenda

- Welcome & Introductions
- Advisory Team Recommendation Development
- Life Cycle Cost Analysis (LCCA) Overview
- Next Steps

Welcome & Introductions

Sustainability and MEP Systems / Team Intro

SMMA



Matt Rice
Principal-in-Charge



Helen Fantini
Project Manager



Soala Ajienka
Architectural Designer



Andrew Barros
Electrical Engineer



Emily Ehlers
Mechanical Engineer

SMMA



Martine Dion
Sustainable Design Director



Brenda Lam
Sustainable Design Team Member

Transsolar



Tommaso Bitossi
Sustainable Design Consultant

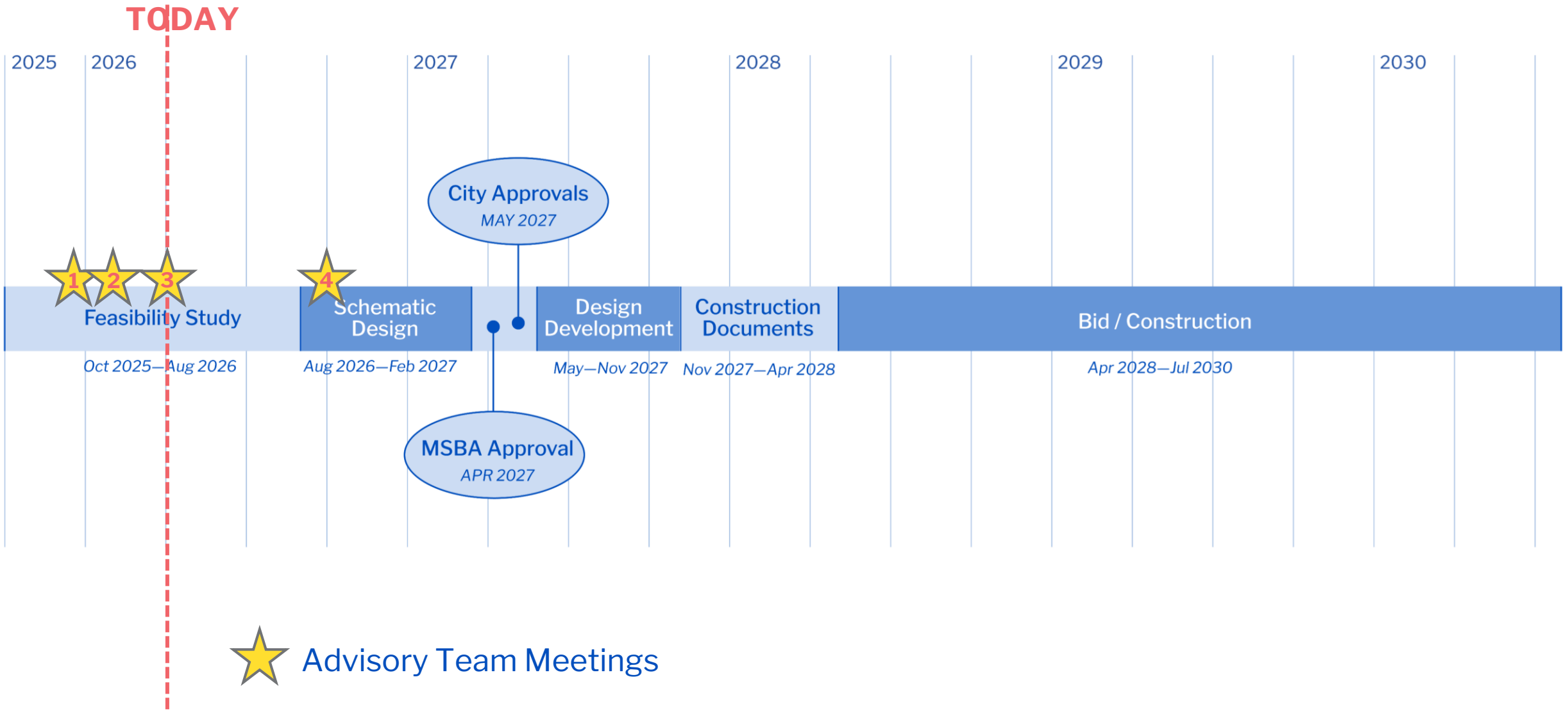
AKAL



James Job
Plumbing and Fire Protection Engineer

1. Libby Brown
2. Suni Dillard
3. Austin Ditz
4. Audrey Feitor
5. Jenny Graham
6. Chris Hogan
7. Elisabeth Krautscheid
8. Ken Lord
9. Sarah Michelman
10. Nicole Morell
11. Jessica Parks
12. Brenda Pike
13. Luke Preisner
14. Chris Richard
15. Paul Ruseau
16. Nathan Scott

Project Timeline

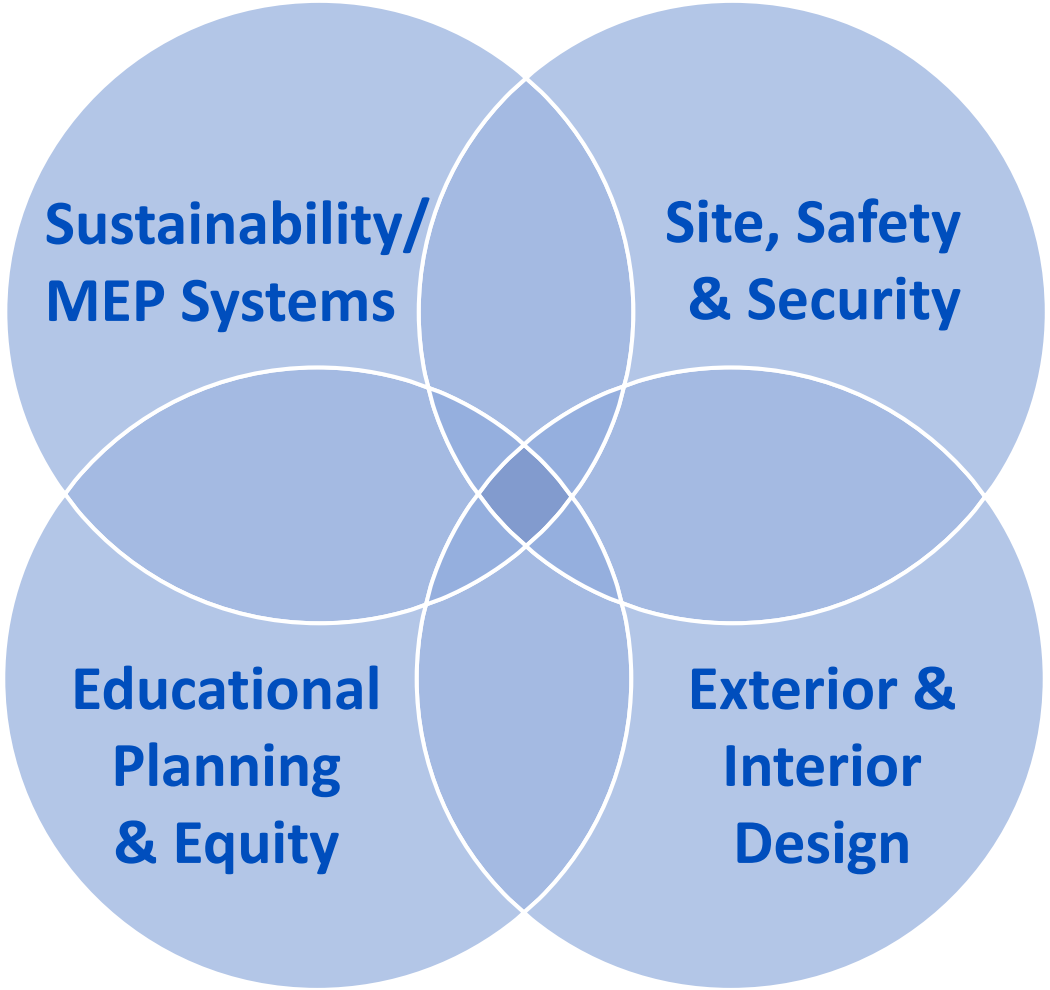


Community Stakeholder Engagement / Advisory Teams

Advisory teams are a method of collecting broad community input on key priorities and desired outcomes for the project.

***Who* : Educators, Students, City Departments, Boards & Commissions, Expert Community Members**

Reviews preferred MEP systems, sustainable design features and components, healthy materials; site design and landscape features for environmentally friendly design.



Reviews development of the site design for traffic, circulation, safety and security. Includes conversations about parking, driveways and circulation, fields, and offsite improvements and coordination with City Departments.

Reviews overall goals from educational planning perspectives, educational programming meetings and visioning sessions.

Reviews exterior design concepts including composition of form and exterior material selections. Review of the products and materials selected for interior finishes such as flooring, paint colors, wall finishes and ceilings.

Recommendation Discussion (Excel)



Life Cycle Cost Analysis (LCCA)



Sustainability and MEP Systems – 50-year Life Cycle Cost Analysis (LCCA)

Life Cycle Cost Analysis

MSBA required

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

Comprehensive Approach

- Initial costs
- Maintenance and replacement costs
- Energy costs and savings
- Incremental costs and payback
- 3% Cost escalation

Utility Incentives

Early discussions with Utility (National Grid)**:**

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

Sustainability and MEP Systems – 50-year Life Cycle Cost Analysis (LCCA)

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 _____ 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 – 50-year Life Cycle Cost Analysis (LCCA)

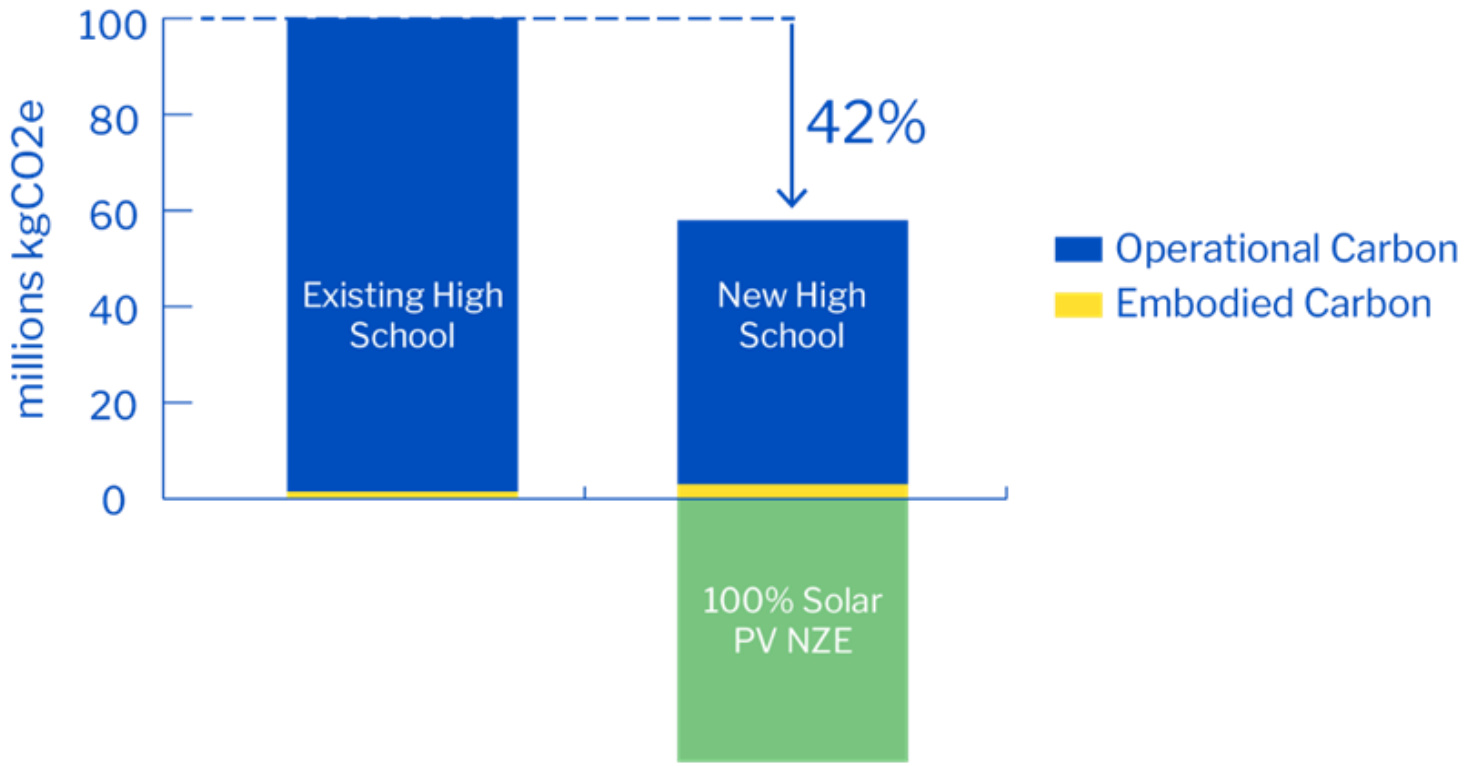
SAMPLE - Summary Incremental Costs & Paybacks

Installation Incremental Cost & Payback Summary
Relative to HVAC Systems Code Baseline Costs

HVAC System	Estimated Incremental Costs (Savings) Incl. MassSave	*Estimated Annual Energy Costs Savings*	*Estimated Payback* 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.

Existing Facility vs. Proposed Design over 60 Years



Total Building Carbon

1. Listen 12/18
2. Review & Respond 1/13
3. Confirm & Recommend 3/10
4. Reconvene 9/2026

Next Steps/ What to Expect in Meeting #4

Objective: The Advisory Team will reconvene in September at the beginning of the Schematic Design phase to both review the Preferred Alternative design through the lens of this Advisory Team and to finalize the list of recommendations that will be shared back to the full building committee.

When & Where?

September 2026 – Date/Time TBD

Remote

Thank you.



MEP Systems

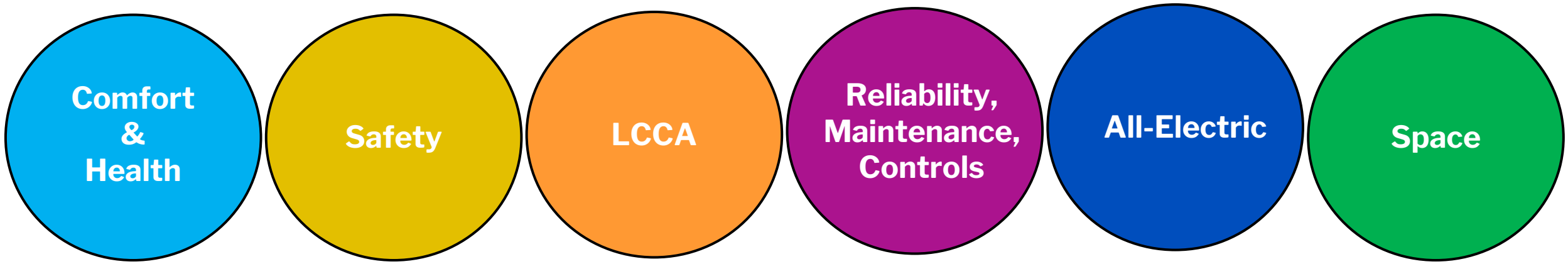


Sustainability and MEP Systems – MEP Insights from Meeting #1

- **Building Operations and System Maintenance**
  - Well-trained Facilities Team
  - Educating the Staff
  - Building systems that operate as designed
  - Commissioning
- **Life Cycle Cost Analysis**
  - Upfront cost & maintenance/operation cost
  - System lifespan (50+ years)
- **Additional Mentions**
  - Geothermal Interest
  - Passive Opportunities
  - Indoor Air Quality
  - Acoustics
  - Cold Weather Feasibility



Sustainability and MEP Systems – HVAC Design Considerations



Acoustics

Temperature Control

Occupant Experience

Refrigerants

Indoor Air Quality

Alarms

Incentives

Upfront & Operational Costs

Embodied & Operational Carbon

System Lifespan

All-Weather Operation

Setpoints & Schedules

Centralized BMS

MA Specialized Stretch Code Req.

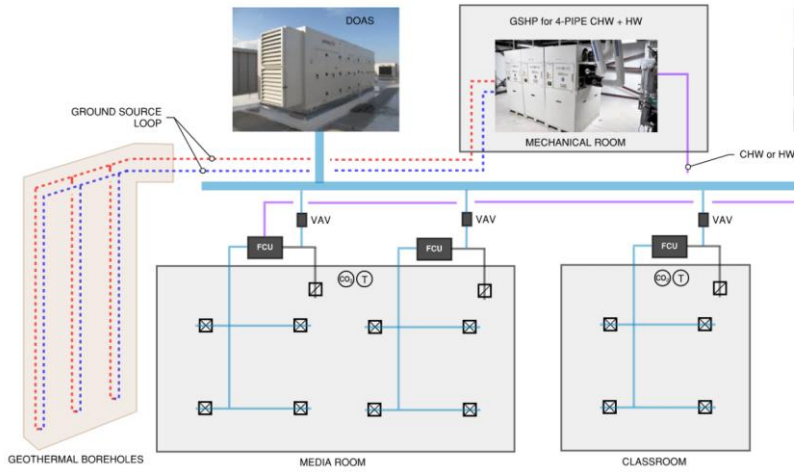
LEED V5

Site Potential

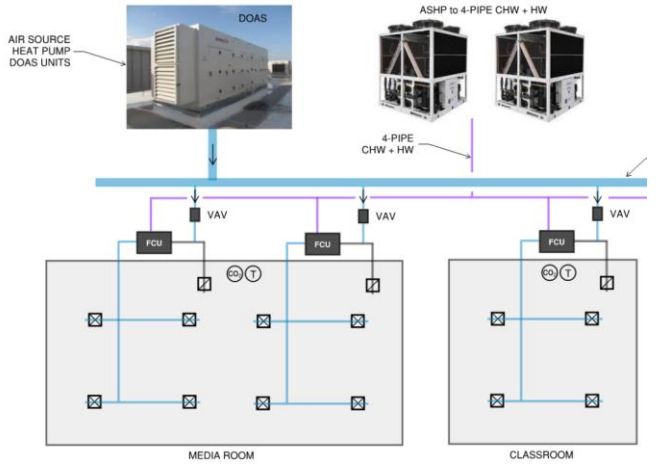
Roof Space

Sustainability and MEP Systems – Potential HVAC System Options

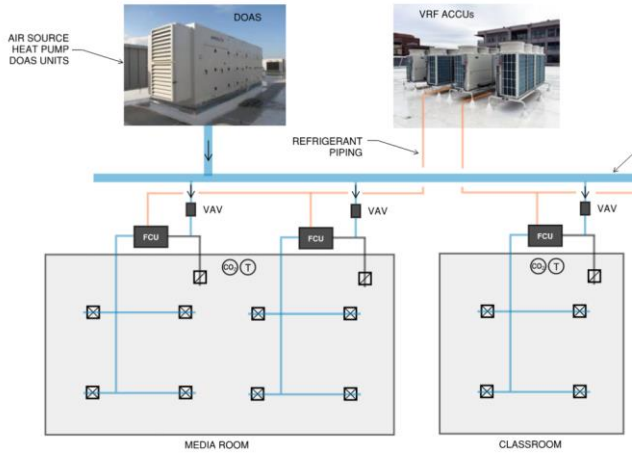
Ground Source Heat Pump



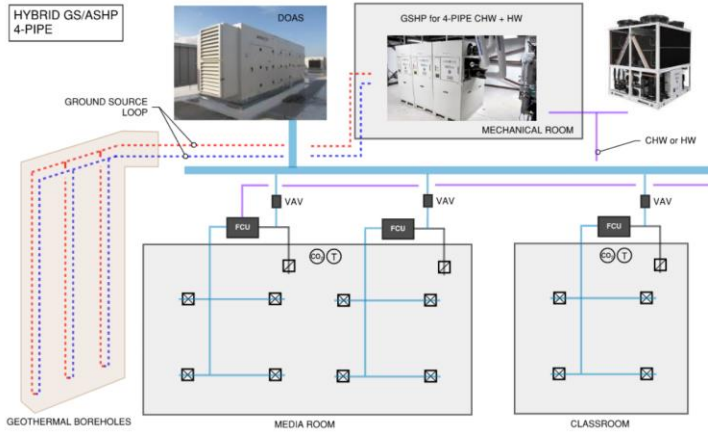
Air Source to Water Heat Pump



Air Source Heat Pump



Hybrid



smma

Advisory Team – Sustainability & MEP Systems 3

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team - Sustainability & MEP Systems	Meeting Date:	03/10/2026
Prepared by:	Brenda Lam	Meeting Number:	03
Distribution:	Attendees		

Owner

- ☑ Libby Brown, *SBC Member, Architect at Goody Clancy*
- ☑ Suni Dillard, *Medford Resident, Sustainability Leader at HMFH Architects*
- ☑ Austin Ditz, *Medford Resident, Solar Project Manager*
- ☑ Audrey Feitor, *Medford High School Teacher*
- ☑ Jenny Graham, *Chair of SBC, Vice Chair of School Committee*
- ☑ Chris Hogan, *Medford Resident*
- ☑ Elisabeth Krautscheid, *Medford Resident, MassSave Decarbonization Program*
- ☑ Ken Lord, *MPS Chief Operating Officer*
- ☑ Sarah Michelman, *Medford Resident, Sustainable Design Consultant at The Green Engineer*
- ☐ Nicole Morell, *SBC Member*
- ☑ Jessica Parks, *Medford Resident, MIT Energy Efficiency Project Manager*
- ☑ Brenda Pike, *City of Medford Climate Policy Planner*
- ☐ Luke Preisner, *SBC Member*
- ☐ Chris Richard, *Medford Resident, Senior Project Superintendent at Turner*
- ☑ Paul Ruseau, *SBC & School Committee Member*
- ☑ Nathan Scott, *Medford Resident, Capital Construction at Tufts University*

SMMA & Consultants

- ☑ Martine Dion, *Director of Sustainable Design*
- ☑ Brenda Lam, *Sustainable Design Project Coordinator*
- ☐ Helen Fantini, *Project Manager*
- ☑ Matt Rice, *Principal-in-Charge, Architect*
- ☐ Abigail Ransmeier, *Head of Research*
- ☑ Soala Ajienka, *Architectural Designer*
- ☑ Jamay Li, *Architectural Designer*
- ☑ Emily Ehlers, *Mechanical Engineer*
- ☑ Andrew Barros, *Electrical Engineer*
- ☐ Anthony Jimenez, *Electrical Engineer*
- ☐ Sarah Long, Interior Designer
- ☑ Ellen Swanson, Structural Engineer

- ☑ James Job, *Plumbing & Fire Protection Engineer*, AKAL Engineering
- ☐ Tommaso Bitossi, Transsolar

Leftfield

- ☑ Jen Carlson, *Project Director*
- ☑ Matt Gulino, *Project Manager*
- ☐ Adele Sands, *Educational Liaison*

Item No.	Action	Discussion
03.01	Record	**Meeting #3 Agenda** • Welcome & introductions • Timeline Update: Project has now concluded the PDP Phase of the Feasibility Study and has now emerged in the PSR Phase of Feasibility ○ Each team will produce a set of recommendations for the full SBC to review and approve. Whilst there is overlap in topics discussed, it is important that there are no duplicates in recommendations • Life Cycle Cost Analysis (LCCA) Overview • Advisory Team Recommendation Development • Next Steps
03.02	Record	**LCCA Overview** SMMA provided an overview of the 50-year LCCA, which is required in the Schematic Design phase per the MSBA. The analysis will include a whole-building model with 3 mechanical system options, comprehensive of the facility's high efficiency enclosure and electrical energy efficiency measures. Cost escalation is included as part of the LCCA analysis. SMMA provided examples of LCCA results from other high school projects. Once the design team conducts the LCCA and understands the energy cost savings with the

		preferred mechanical system, the design team will analyze the operational (energy) and embodied carbon in terms of total carbon of the proposed project versus the existing building. The design team is looking for feedback on either a 30-year versus 60-year analysis is preferred for the project. The design team is engaging with utility to understand incentives for the project in the early design phase.
03.03	Record	**Overview of Advisory Team Recommendation Development** • List of Suggestions and Comments, has been shared with the Advisory team in advance of the meeting • Recommendations (Givens, in green): Aspects that are inherently going to be represented within the project, identified in the Ed Plan, during Programming Meetings and other For a of discussions • Recommendations (Needs Further Discussions or Review, in yellow): Aspects that warrant further discussion before taken forward to the building committee, or will end up shifting across to being a Red Light Item. • Recommendations (Has challenges/tradeoffs & Requires further discussion, in red): No items are yet designated as red and during the course of discussions, suggestions may well be moved over. Looking for advisory team to identify any items that may be challenging
03.03	SMMA will provide for a LEEDv5 Gold and Platinum assessment	**Topics and Discussion** 1. **LEEDv5, Codes & Certification Strategy:** ○ The Project is pursuing LEEDv5 Silver minimum, as required by the MSBA. SMMA explained that a higher level of LEED does not provide additional MSBA incentives. Additional MSBA incentives are provided with a design meeting the MA Stretch Code for an additional 3% incentive and achieving the LEEDv5 IAQ and Materials & Resources credits (5 points) for an additional 1% incentive. ○ The LEEDv5 SD phase Commissioning (Cx) requirement is not funded under MSBA's Cx scope (starting at DD). MSBA mentioned that upfront budget "expenses" categories inherent to the project funding may be used. The OPM is to recommend/direct to these fund categories. SMMA reached out to GBCI for a retroactive SD Cx at DD, however they will not allow the proposed retroactive measure. ○ Demand Response engagement conversations are ongoing with the City of Medford Energy Manager and with the utility company <u>Comments/Discussion:</u> ○ The SBC has identified a climate goal that advances Medford's climate goals and achieves LEEDv5 certification to meet the Paris Climate Accord's 2030 and 2050 targets. SMMA is looking for direction from the Advisory Group on the LEEDv5 certification level. ○ The Advisory Team needs more information to understand the difference between LEEDv4 and LEEDv5 and if LEEDv5 Platinum is achievable, as LEEDv5 Platinum is more stringent than under LEEDv4. The Advisory Team mentioned that higher LEEDv5 certification (from Silver) will mean more capital expense for the project. Silver is minimum for MSBA funding. SMMA will provide for a LEEDv5 Gold and Platinum assessment (per SBC's aspiration), showing additional criteria, criteria nuances from LEEDv4, and costs impacts. ○ Comment about how climate impacts are evaluated. Design team advised that the LEED Assessment will provide items that would present additional costs, and the design team would also identify the climate impacts. How is climate change cost being looked at? ○ Comment to conduct embodied carbon analysis with a 30-year timeframe. ○ Comment that Cx often takes much longer than what MSBA pays for as Cx occurs much later to ensure that the building is functioning as designed, and looking at the cost of CxA longer. The design team mentioned that MSBA typically funds on-going Cx. ○ Comment that if Cx is done incorrectly, then costs would be accounted for based on when and how Cx was performed. The design team mentioned an opportunity for post-occupancy incentives as part of the utility program. ○ Comment about community resilience and relationship to the Fells, while meeting the LEEDv5 goal, is part of the discussion. 2. **Climate Resiliency & Site Environmental Performance:**

- The design is supportive of prioritizing design approaches leaning into active systems, as a highly insulated and airtight enclosure is a given. Passive strategies are part of the design discussion.
- Hydrology (Green Score) and impervious are to be discussed further at the Site, Safety, Security Advisory Team, as they are looking at stormwater reduction strategies and treatment. Green Roofs, Site Constraints, Courtyard/Outdoor Classroom Access, and Fells Access discussion to be further considered.

Comments/Discussion:

- Question: if carports and solar installation count against impervious surfaces? The design team stated that canopies remain as an impervious surface. Carports provide shade and support heat island reduction.
- Comment about stormwater reduction and treatment to avoid Mystic River watershed pollution, currently part of the teaching curriculum. The design team mentioned that stormwater will be treated on-site. The discussion is part of the Site, Safety and Security Advisory Group.
- Question if green roofs required additional structure and have add to the teaching curriculum. The design team mentioned that additional structure is required for a green roof and it is important to look at those locations and cost considerations, as well as the balance between the roof space required for HVAC and Solar PV.
- Comment about the overall long-term site resiliency relative to climate change readiness.

3. **Energy Systems, Electrification & HVAC Strategy:** The design provided an overview of the mechanical systems givens.
   - Teacher-level thermal comfort to avoid uncomfortable classrooms to be further discussed. Overall schedule provided to facilities, and system resets itself to save energy.
   - MSBA Heat Pump projects: Ongoing OPM engagement with grant providers and utilities programs to optimize incentives and funding.
   - The EV readiness is ongoing, more discussion required:
     - Base EV charging stations installation per LEED (10% of parking spaces) and Stretch Code requirement for readiness (10-20% to be confirmed)
     - City undergoing discussion about bus vendor/contract status.
     - Most HS students bike, walk or take the MBTA bus. School buses are mainly used for MS and ES.
     - EV bus chargers are larger than car EV chargers, aspect of space requirement, timing of charging.
     - Major impact on electrical service sizing
   - Kitchens have been confirmed during programming to be all-electric. Fossil fuel needs in the science labs for experiments to be further discussed during SD programming. SMMA noted that utility incentives programs will be negatively impacted if the site has a gas line. Further information will be provided following upcoming meeting with the utilty (National Grid)
   - Solar PV and battery storage:
     - Solar PV readiness minimum is required by code.
     - The Medford Solar PV Policy enforcement was mentioned to be exempt for municipal buildings. SMMA would like a confirmation by the City of Medford/SBC.
     - While the installation of PV is not required, it will provide for considerable long term energy costs savings benefits. Solar PV and battery storage preliminary assessments will be conducted in the upcoming design phases.
     - Battery storage, does not affect LEED, and requires further discussion. SMMA clarified that the Wakefield Memorial HS battery storage system was provided as a micro-grid through the municipal utility, but not part of WMHS project. Medford's utility is National Grid. A battery storage system would likely be associated with the Solar PV system (owned or PPA contract)

Comments/Discussion:

- Goal is for teachers to be able to see and have temperature control. Advisory group mentioned the improved highly insulated enclosure will support better thermal comfort. Looking to hear about best practices (4 degree range adjustment vs. full control).
- Request for design team to provide guidance and best practices on similar municipal building and level of controllability.

		○ Comment that a bus electrification plan is being assessed to understand the charging infrastructure needs. ○ Comment about Solar PV and systems early procurement and/or strategies to lock in incentives such as 179D, IRA, etc. SMMA mentioned those programs, as well as the MA SMART and AEC programs will be tracked and discussed as part of the LCCA and solar PV assessment. **4. Embodied Carbon, Materials & Circularity:** ○ The design team stated that life-cycle assessment (embodied carbon modeling), healthy materials, low-carbon materials are givens. SMMA mentioned that Red List Materials will be included as well. ○ Materials circularity principles to be further discussed as it requires more research and requires procurement assessment and planning. ○ Advisory Group participant presented a preference for a 30 yrs. LCCA. To be confirmed/recommended to SBC. **5. Healthfulness, Indoor Environmental Quality & Environmental Literacy:** ○ The design team mentioned daylight studies, acoustic comfort, IAQ strategies, and environmental literacy are inherent to design. ○ Biophilic elements to support wellness require further research for opportunities with the design options and plans. This comment will be copied into the Exterior and Interior Design Advisory Group discussion ○ Red List Free and Red List Approved materials optimization will be further researched as the interior design progresses. ○ Vocational programs and hands-on learning to be further discussed with Chapter 74 instructors during SD programming. ○ Visual contrast and sensory overload challenges to be discussed with the Exterior and Interior Design Advisory Group. <u>Comments/Discussion:</u> ○ Design team will be conducting daylighting study on major spaces, looking at optimizing daylighting and controlling glare, while the large scale daylight modeling will take place as part of the LEEDv5 daylighting criteria. **6. Operations, Maintenance, Commissioning & Long-Term Performance:** ○ The design team mentioned that there will be an effort to narrow down the 29 PDP concepts to a smaller (4-5) set of options. The Solar PV assessments will be conducted on the preferred reno/add and preferred new construction, with consideration to the HVAC roof areas associated with the 2-3 types of heat pump systems. ○ Further discussion to clarify reimbursement variations by community/scope and what is eligible, and other financial steps to lock-in future benefits. <u>Comments/Discussion:</u> ○ Federal and state programs to be reviewed for future benefits, as the discussion has potential opportunity to affect PPA versus owning solar.
03.04	SMMA	Next Steps • Meeting #4, September 2026 • The Advisory Team will reconvene in September at the beginning of the SD phase to review the recommendations from this discussion as well as documentation of the Preferred Schematic Design, and finalize the list of recommendations that will be shared back to the full building committee.

		Sustainability/MEP Advisory Team Proposed PDP Recommendations				
		Advisory Team Suggestions/Comments	Given	Needs Further Discussion	Has challenges/ tradeoffs Requires further discussion	Comments
			●	●	●	
	LEEDv5, Codes & Certification Strategy					
	1	LEEDv5 Silver is base MSBA requirement; assess aspiration for LEED Gold or Platinum.	●			Silver = basic reimbursment, MA Stretch Code = +3%, IAQ mtls (5pts)=+1%
	2	LEEDv5 Gold or Platinum aspiration.		●		LEED Gold/Platinum does not increase MSBA reimbursement. SMMA recommends that a dedicated session with the Advisory Team or some subset of interested members be established to run through credit targets.
	3	Benchmark WMHS approach (Silver minimum, Gold aspiration).		●		WMHS: LEEDv4 version
	4	Identify LEED credits with direct cost impacts (e.g., renewables, IAQ, materials).		●		MA Stretch Code and MSBA required LEED Silver will be used as the baselines to determine cost impacts
		LEEDv5-Overview and Goal alignment				
	5	Review LEED v5 credit categories and preliminary scorecard for the project.	●			Overview was provided as part of the Advisory Team PDP mtg. #2, review/tracking will continue throught the rest of the project
	6	Document Specialized Stretch Code intersections with LEEDv5 criteria.	●			
	7	Demand Response: Coord. exist. Bldg. peak loads data/current utility DR program/LEED criteria.		●		SMMA met with Medford Energy Manager to discuss and obtain data
	8	Track operational + embodied carbon in LEED framework over a 60-year period.		●		LEED requires 30 yrs. min. - Advisory Team to confirm whether 60 yr duration is desired
	9	Confirm LEEDv5 CxA (Commissioning) scope at SD vs. MSBA DD start (funding)		●		MSBA will not engage the DD phase CxA during SD, nor fund SD Cx scope as they do for DD. SMMA has reached out ot USGBC for confirmation re: whether the same CxA must be used for SD and DD-CA, and is awaiting their response.
	Climate Resiliency & Site Environmental Performance					
	10	Prioritize passive strategies	●			Within the site constraints
	11	Building Enclosure first ahead of active systems		●		Design team is supportive of prioritizing passive design approaches leaning into active systems. Advisory Team to confirm this is the intent of this item. Highly insulated and airtight enclosure is a given.
	12	Target airtight enclosure with high R-values and triple glazing.	●			MA Specialized Stetch Code, at minimum, with C406 options for enhanced enclosure and reduced air infiltration.
	13	Integrate daylighting strategies (light shelves, light wells) with glare control, beyond LEED.	●			LEED requires glare control as a minimum. Daylight modeling included.
	14	Predicted EUI goal: target 25–35 range, per MA MSBA schools (2017-2025).	●			
		Storm Water and Site Flooding Management				
	15	Strategies to prevent landscape washout and site flooding.	●			LEED, MA regulations and Best Practices
	16	Reduce impervious surfaces and improve on-site hydrology (Green Score).		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations
	17	Plan for green roofs		●		Contributes to LEED criteria
	18	Consider courtyard/outdoor classroom access: coordination with Fire Department.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations
	19	Account for site constraints: tricky outdoor spaces; coordinate with Fells access.		●		Needs continuing coordination with DCR about the Fells

	20	Evaluate climate hazards and resilience features.	●			
	Energy Systems, Electrification & HVAC Strategy					
		Energy Efficiency and Electrification of Heating				
	21	Energy efficiency is a given; capture all low-hanging fruit first.	●			
	22	Evaluate ground source heat pumps (GSHP) for cost-effectiveness and educational value.	●			
	23	Evaluate air-to-water and air-source heat pumps and potential hybrid configurations.	●			
	24	Coordinate with utility early; school will be one of the city's largest loads.	●			
	25	Document prior grid limitations (e.g., induction range experience) and mitigation.	●			
	26	Size ventilation for kitchens, janitor closets, and CTE spaces (recognize energy impact).	●			
	27	Avoid large high ceiling fans that are difficult to maintain and access.	●			
	28	Ensure HVAC acoustics meet learning-space criteria.	●			
	29	Provide teacher-level thermal control to avoid uncomfortable classrooms.		●		Minimum controllability per Code and LEED
	30	Analyze pool energy loads and integration with overall plant.	●			
	31	Engage with MSBA Heat Pump Report (May 2025) guidance.		●		LeftField has reached out to grant providers and utilities associated with the programs that are involved with MSBA Heat Pump projects.
	32	Explore EV-ready wiring for fleet and future buses as part of electrification plan.		●		
		Fossil Fuel Limitation				
	33	Plan for potential non-heating gas needs in culinary and science labs.		●		Kitchens have been confirmed during programming as fully electric. Science Lab heat experiments to be discussed further during SD programming.
		Renewable Energy - Solar PV and Battery Storage				
	34	Integrate solar PV and battery storage to reduce building energy demand and peaks.		●		
	35	Coordinate with utility early - Interconnection approach		●		
	36	Summarize Medford policy drivers (e.g., PV mandate) relative to LEED points.		●		MHS is a Municipal building and is exempt; Confirm enforcement of the Medford SolarPV Policy
	37	Clarify that WMHS battery storage was outside base project scope and did not affect LEED.		●		WMHS is a micro-grid installed and owned by WMLD (Municipal Utility)
	38	Assess practicality of gas-fired emergency generator vs. all-electric resilience.	●			
	Embodied Carbon, Materials & Circularity					
	39	Assess embodied carbon and opportunities to reuse portions of the existing building.	●			PSR phase, 3 preferred options
	40	Prioritize low-carbon materials: high recycled content concrete, steel and low-carbon insulation selections.	●			
	41	Study mass timber feasibility; consider exposed wood ceilings to reduce finish materials.	●			
	42	Consider code/fire protection implications for timber or hybrid structures.	●			
	43	Adopt material circularity principles		●		
	44	Consider health of workers making materials. (healthy materials, transparency)	●			EPDs/HPDs to be collected for applicable LEED credits. Red List Free, Red List Approved and Declare Label will be required, as applicable, with consideration to the 3 equals requirement.
	45	Favor durable assemblies; avoid repeat roof failures seen in existing facility.	●			
	46	Coordinate with local and regional materials/labor to reduce impacts and support community.	●			
	47	Balance embodied carbon strategies with constructability and lifecycle costs.	●			
	Healthfulness, Indoor Environmental Quality & Environmental Literacy					
	48	Conduct daylight studies tied to student learning and staff retention outcomes.	●			

	48	Plan for interior green spaces, biophilic elements and nature connections (views) supporting wellness.		🟡		Opportunities for all of these items to be studied further as the school plans become more developed
	50	Select healthy materials: Red List–free baseline; PVC-free where feasible.		🟡		EPDs/HPDs to be collected for applicable LEED credits. Red List Free, Red List Approved and declare Label will be required, as applicable and where feasible (requires that there are 3 equals unless a proprietary product is voted upon), beyond LEED baseline.
	51	Design for acoustic comfort in classrooms and specialty spaces.	🟢			
	52	Implement IAQ strategies (enhanced ventilation, filtration, flush-out per LEED).	🟢			While the flush out is no longer required, it is a best practice to be included.
	53	Use signage, dashboards, and visible systems to support environmental literacy.	🟢			
	54	Integrate vocational programs with building systems for hands-on learning.		🟡		Conversations to be had with Chapter 74 instructors during SD programming meetings to determine which program-specific technologies are to be incorporated
	55	Avoid solutions that lead to sensory overload; ensure adequate visual contrast.		🟡		This topic will be represented in the Exterior and Interior Design Advisory Team recommendations
	Operations, Maintenance, Commissioning & Long-Term Performance					
	56	Involve facilities staff throughout design; they will operate systems long-term.	🟢			
	57	Focus on outcomes; select systems that are reliable and maintainable (avoid over-complexity).	🟢			
	58	Plan for comprehensive commissioning (Cx) and ongoing re-commissioning (RCx).	🟢			
	59	Deploy fault detection and diagnostics to flag performance issues.	🟢			
	60	Provide thorough staff training for proper operations and controls.	🟢			
		50-Yr Comprehensive Life Cycle Cost Analysis (LCCA)				
	61	Perform 50-year LCCA including installation, maintenance, replacement, incentives.	🟢			LCCA can be performed once a reduction from 29 options has been completed: one reno/add and one construction option (2-3 HVAC options).
	62	Model energy costs, escalation, and demand charges; align with budget drivers.	🟢			
	63	Survey MEP systems and energy use in surrounding schools and document lessons learned.	🟢			
	64	Avoid repeating past Medford issues (e.g., leaky roofs, non-functional upgrades).	🟢			
	65	Define evaluation criteria for 29 PDP concepts including PV deployment and system options.		🟡		One reno/add option and one new construction option, with 2-3 HVAC options
	66	Clarify reimbursement variations by community/scope and what is eligible.		🟡		
	67	Assess PPA vs Ownership models for PV with cost-benefit analysis.	🟢			Will be addressed as part of the Solar PV assessment
	68	Document 'safe harboring' or other financial steps to lock-in future benefits.		🟡		

D. LEEDv5 Scorecard

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

Preliminary PSR Phase

All "yes" and "maybes" LEED Criteria to be included in budget

Yes	Maybe	No			Total Possible Points
1			**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
8			**Location and Transportation (LT)**		**15**
1	0	0	LTc1	Sensitive Land Protection	1
2	0	0	LTc2	Equitable Development	2
1	1	4	LTc3	Compact and Connected Development	6
2	0	2	LTc4	Transportation Demand Management	4
2	0	0	LTc5	Electric Vehicles 10% installed	2
9			**Sustainable Sites (SS)**		**11**
☑	☐	☐	SSp1	Minimize Site Disturbance	Required
1	0	1	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
4			**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	1	4	WEc2	Enhanced Water Efficiency 30% indoor water reduction + outdoor potable water reduction	8
18			**Energy and Atmosphere (EA)**		**33**
☑	☐	☐	EAp1	Operational Carbon Projection and Decarbonization Plan	Required
☑	☐	☐	EAp2	Minimum Energy Efficiency	Required
☑	☐	☐	EAp3	Fundamental Commissioning MCBA mandated	Required
☑	☐	☐	EAp4	Energy Metering and Reporting	Required
☑	☐	☐	EAp5	Fundamental Refrigerant Management	Required
2	1	2	EAc1	Electrification	5
2	0	3	EAc2	Reduce Peak Thermal Loads	5
6	1	3	EAc3	Enhanced Energy Efficiency	10
2	0	3	EAc4	Renewable Energy Solar Photovoltaic system (PV)	5
4	0	0	EAc5	Enhanced Commissioning MCBA mandated	4
1	1	0	EAc6	Grid Interactive- Demand Response Program (1pt) + Energy Storage- owned (1 pt.)	2
1	0	1	EAc7	Enhanced Refrigerant Management- Green Cert kitchen equip. (2nd pt.)	2
8			**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	3	1	MRc2	Reduce Embodied Carbon	6
1	1	0	MRc3	Low-Emitting Materials	2
2	2	1	MRc4	Building Product Selection and Procurement Red List materials optimization	5
2	0	0	MRc5	Construction and Demolition Waste Diversion 95% diversion	2
8			**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
3	1	3	EQc2	Occupant Experience thermal comfort, daylight optimization, interior lighting, biophilia, views	7
1	0	0	EQc3	Accessibility and Inclusion	1

1	1	0	EQc4 Resilient Spaces~~operable windows in occupied spaces~~	2
2	0	0	EQc5 Air Quality Testing and Monitoring - 2 pts for testing	2
4			**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*	
0	1	0	Project Priority 4: *MRpc180 Triple Bottom Line-Informed Design*	
0	1	0	Project Priority 5: *MRpc181 Multi-Attribute Structure, Enclosure, Hardscape*	
0	0	1	Project Priority 6: *MRpc185 Multi-Attribute Mechanical and Electrical and Plumbing Products (TBD)*	
0	0	1	Project Priority 7: *Exemplary Performance - Construction and Demolition Waste Diversion (TBD)*	
0	0	1	Project Priority 8: *Exemplary Performance - Reduce Embodied Carbon (TBD)*	
0	0	1	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)	
60	17	33	Total	110

E. MHS Educational Plan – (clean version)

Medford Public Schools

Educational Plan

MODULE 3 – FEASIBILITY STUDY

MEDFORD HIGH SCHOOL EDUCATIONAL PLAN

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1. Vision

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

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

2. Grade and School Configuration Policies

Current Grade and School Configuration

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

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

Special Education

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

Learning Group: Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science,

plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access CTE programs and related shops at the high school level.

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

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

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

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

Chapter 74 Career Technical Education

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

Grade Configuration Changes

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

Early Childhood Center

We plan to add an Early Childhood Center to the Medford High School campus, which would be comprised of the Medford Early Education Program (MEEP), Kids Corner, Medford Family Network and the Welcome Center (formerly described as the Parent Information Center).

Medford Early Education Program (MEEP)

Medford Public Schools currently offers pre-school and Pre-K programming for 3 and 4-year olds through Medford Early Education Program (MEEP). Currently, MEEP classrooms are distributed across the District at different elementary schools. MEEP programming cannot be expanded today because the elementary schools that currently house the MEEP classrooms are at, or over, capacity.

A consolidated Early Childhood Center will centralize and expand all of the current, dispersed MEEP classrooms across two elementary schools, enabling a more coherent and consistent experience for Pre-K students, while maximizing the efficiency of support staff and student resources.We know that 25%-40% of our kindergartners (~120 annually) come into Kindergarten without any prior formalized education, and as such, consolidating and expanding the number of available Pre-K MEEP seats is a priority of the community. The creation of space (either freestanding structures on the same site or a small wing of the building) will also provide the opportunity to expand Pre-K options. Additionally, moving MEEP to the MHS campus will also alleviate space issues at our elementary schools to handle growing enrollment and a dire need for expanded after-school programming.

Additional information regarding MEEP can be found in Section 7, “Pre-Kindergarten” of this Report.

Kids Corner

Medford High School currently hosts the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old. School and city staff rely on the high-quality care provided at very competitive rates. Additional classroom space will allow us to increase tuition and open additional slots to community members. The lack of childcare in Medford is the subject of much discussion.

Additional information regarding Kids Corner can be found in Section 7, “Pre-Kindergarten” of this Report.

Medford Family Network

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

Welcome Center (formerly Parent Information Center)

The Parent Information Center (or Welcome Center as it will be called in the proposed building, as well as how it appears further in this document) is currently housed at Medford High School. New and incoming families register their children here, and its strategic location, among what is referred to as the HUB of MPS, provides families with wrap-around resources from varied departments (Special Education, English Learners, Nursing, and MFN). Thus, by continuing to co-locate the MFN with our Welcome Center, we create a unified, family-first environment that will allow families, particularly low-income households and new arrivals, to finalize enrollment, access health services, and navigate specialized programming in a single, multilingual, and accessible location.

a. MFN and our EL Department provide supports and resources to families upon arrival to Medford. This includes but is not limited to: school supplies, food insecurity, parenting or English classes, basic necessities, etc…This will continue to allow MPS and MFN to provide confidential developmental screenings and ensure that every family feels a sense of belonging from their very first interaction with the district.
b. More information pertaining to the impact MFN has on the Medford community can be found at this link: **MFN-Impact-Report-Design-Final (5).pdf**

The Early Childhood Center (Kids Corner, MFN, and MEEP) and the Curtis Tufts High School will operate as distinct programs, separate from the larger Medford High School, and maintain independent access points from the main high school ensuring the, security and the integrity of the programs.

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

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

Class Size Policies

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

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

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

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

3. School Scheduling Method

Current Schedule

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

Medford High School 2025-2026 Bell Schedule

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

***Lunch**

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

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

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

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

Disadvantages we have identified in the schedule include the lack of the longer block for advanced labs and projects, difficulty scheduling advanced academic courses for students in CTE programming, and lack of time for students to access supports and to reach out to staff during the school day.

Future and Proposed Schedule Changes

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

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

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

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

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

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

4. Teaching Methodology and Structure

School Structure

Medford High School uses a House model to improve the student experience and ensure consistent support. Currently, there are three Houses where students are alphabetically split by last name; however, starting in the 2026-27 school year, this practice will shift to be more intentional in assigning students to houses, using new data dashboards. The High School team will review data such as demographics, Special Education services, ELL enrollment, and levels of student support needed in order to better balance the Houses. Assignments will be informed by this data as well as transition meetings with the district's middle schools

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

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

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

Medford High School is not proposing any change to the building based administrative organization and/or structure, aside from what is planned for House-assignments beginning in 2026-27 SY.

Content Departments are currently overseen by District Content Directors that oversee the curriculum and implementation of grade K-12. There are a total of six content directors (Science, Math, Humanities, ELL, World Language, Media and Technology) and one Executive Director for Career and Technical

Education. Moving forward, we would like to explore the implementation of Lead Teachers to support directors and teachers specifically with curriculum implementation and pedagogical best practices.

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

Current Instructional Practices

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

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

Future Instructional Practices

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

Academic Discourse and Display of Work

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

Future Flexibility and Integration Opportunities

Flexibility is prioritized and maximized in this vision. Classrooms are organized around common spaces - Academic Support Hubs - with clear sight lines for students to collaborate while maintaining safety and supervision. Students are regularly grouped and regrouped so that interventions can happen as needed without segregating students from each other. To support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work. Classrooms are large enough to allow for multiple adults and students to engage in co-teaching models. Teachers are able to collaboratively design lessons in similar content across and within grade levels and collaborate with other educators who serve the same students. Student work and anchor charts are visible on vertical surfaces to support and celebrate learning and all community members can easily access the expertise of each other.

We want to leave the door open for a truly interdisciplinary model by providing collaborative spaces that encourage partnerships between departments, exemplified by our Biotechnology Program. Maintaining its placement in close proximity to the general Science wing is essential, as this intentional adjacency allows for the fluid exchange of ideas, shared access to specialized equipment, and the seamless integration of core scientific theory with technical application. To ensure long-term facility viability, general education spaces must be designed as flexible and interchangeable between departments to allow for reassigning departmental classrooms. Regardless of classroom assignments, it is critical to maintain planning and proximity for departments to foster collaboration and instructional coherence,

Opportunities for Collaboration and Real-World Application

In conjunction with Academic Support Hubs, classroom groupings will be organized into clusters where students will receive instruction and practice the skills necessary to effectively utilize the common space or hub. Students will be able to rely on peers at grade level and above grade level in a content area to engage in learning labs or community of practice.

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

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

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

English Language Arts/Literacy and Social Studies (Humanities)

Current Delivery

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

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

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

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

Currently, all thirteen classrooms are interspersed throughout the high school, hindering the ability for social studies teachers to collaborate within their discipline and within the extended Humanities

department (including English language arts staff) resulting in a lack of consistency and coherence within courses.

Proposed Delivery

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

World Languages

Current Delivery

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

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

Proposed Delivery

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

Mathematics

Current Delivery

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

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

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

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

Science

Current Delivery

Applied Science, Allied Health, and Engineering Cluster
Science and Engineering require a balanced disciplinary approach as well as a hands-on curriculum that allows students to explore, investigate, inquire, and create. A Science, Allied Health, and Engineering cluster exists in practice at Medford High School; however, the CTE programs and the science curriculum classrooms exist in separate wings of the High School, except for Biotechnology.

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

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

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

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

This past summer, we are certain that our students identified a second-generation Marbled Salamander in the release location, on our annual Fells Day celebration. This species was locally extinct and was reintroduced as part of a partnership with the Massachusetts Department of Conservation and Recreation, Zoo New England, and Medford High School.

Proposed Delivery

In a new school building , the Career and Technical Education programs would be adjacent to the most closely aligned Science course offerings. Below, we have identified naturally aligned programs and Scientific domains. Building on our positive experiences of the synergy between Biotechnology and science courses, we envision the creation of a disciplinary cluster to support our learners in seeing the direct connection between the Science disciplines and the careers in which those disciplines are applied.

As MHS is committed to continuing an emphasis on Servate Terram ("Protect the Earth"), we feel that within the design of the future Medford High School, there should be spaces designated (or deliberately incorporated) for making meaningful connections to the local natural landscapes - community garden spaces, living wall, green view posts, outdoor classroom, and access to the Middlesex Fells Reservation

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

As Anatomy and Physiology is a popular elective amongst our students, due to its applicability and career-focused themes, the Science Department proposes to closely align the Anatomy and Physiology classroom and the Chapter 74 Health Assisting program space. This would spark the synergy between the Health Assisting program and this particular branch of the Science curriculum.

The Chapter 74 Robotics and Engineering Program has a natural thematic affinity with our Physics curriculum, and it would be beneficial to put the spaces closer together. Robotics and Engineering Program students would benefit greatly from this physical proximity and alignment of instructional resources, curriculum, and learning spaces. As the interest in Robotics grows among students in the Academics track, additional electives outside of CTE are being proposed for student selection as early as 2026-2027.

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

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

English Learners (EL) Department

Current Delivery

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

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

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

Placement into EL LA courses (EL LA 1, EL 1.5, EL LA 2, EL LA 3, EL LA 4, or EL CTE) is based on initial assessment at the Medford High School Assessment Center. In subsequent years, student placement is guided by results from ACCESS for ELLs 2.0, MCAS performance, locally administered diagnostic assessments, and additional district measures. This ensures that students receive instruction at the appropriate proficiency level and have access to both targeted language development and grade-level content.

Medford has a proficiency-based WL program that results in the Seal of Biliteracy, and Seal of Biliteracy with Distinction being awarded to both English Learners and students in the WL program. EL students are encouraged to enroll in WL classes. Students who enroll in WL classes in their primary language take a placement test so that they can be appropriately enrolled in the course that best suits their needs.

Proposed Delivery

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

Equipping EL instructional spaces and mainstream classrooms consistently ensures:

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

Medford Academy

Current Delivery

Medford Academy is an academic program designed to support students academically, socially, and emotionally. The Academy fosters a learning environment that supports students holistically. Individualized support is provided to help students attain their high school diploma. Medford Academy currently has 17 students enrolled. Due to space constraints, MHS is limited as to how many students can be enrolled in this program designed to close gaps and service under-credited and over-aged students.

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

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

Medford Academy offers courses in the four main content areas: English, Math, Science, and Social Studies. Teachers follow curriculum guidelines from the respective departments but may modify, differentiate, or scaffold instruction based on student needs to ensure mastery of standards. There is a strong emphasis on literacy skills—reading (vocabulary, fluency, comprehension), writing, speaking, and listening—to prepare students for college and careers.

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

Proposed Delivery

The district would like to expand enrollment to 30 students with adjacencies to the co-located Curtis and the Therapeutic Learning Program in order to share resources and maximize efficiencies.

<u>Academic Support Hubs</u>

Current Delivery

Currently, informal academic support is not offered to MHS students who do not have an IEP or are part of Medford Academy.

Proposed Delivery

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

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

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

Student Guidance and Support Services

Current Delivery

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

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

advisory formats (30 or 45 minutes) occur once per month to provide presentations and supports in academics, social skills, test preparation, course selection, leadership, and grade-specific guidance. The schedule's primary advantage is the number of daily periods, which allows for a varied and robust educational program; identified drawbacks include limited longer blocks needed for advanced labs and projects, difficulty scheduling advanced academic courses for CTE students, and constrained time for students to access supports or staff during the school day. The impact of week-on/week-off schedules will continue to be reviewed.

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

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

Proposed Delivery

To better support postsecondary planning and improve accessibility for students, families, and community partners, MHS proposes a centrally located College and Career Exploration Center between House Offices and the main entrance. The envisioned center would replace the inadequate single conference room and offer expanded seating, improved accessibility, and a welcoming environment for individual advising, small groups, workshops, presentations, and college or employer visits. The center would ideally house a Career Specialist, Transition Coordinator, Community Service Coordinator, and a School Counselor rotating through on a scheduled basis, and would support a co-op integration position to strengthen ties between MHS and CTE programming. This hub would enhance outreach and ensure

equitable access to college and career resources for all students. Ongoing work includes annual schedule reviews and program evaluations, including review of week-on/week-off CTE models to address identified disadvantages, explore expanded block time where feasible, increase student access to supports during the school day, and ensure curricular and support structures align with student needs and post-secondary goals.

5. Teacher Planning

Current Model

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

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

Proposed Model

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

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

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

6. Professional Development

Current Delivery

Medford works hard to stay abreast of research-based practices and bring that learning and expertise to our teachers. Currently, Medford High School professional development takes place after the school day. One day each month teachers meet as a department in a classroom setting. Departments consist of between 20-50 teachers. One day per month grade level content areas meet for 60 minutes. These meetings have up to 40 people. There is one 20 minute campus-wide meeting for the full staff monthly as well.

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

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

Proposed Delivery

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

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

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

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

7. Pre-Kindergarten

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

Medford Early Education Program (MEEP)

Current Delivery

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

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

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

The enrollment for the 2026-27 school year will be about 64 students in half day and full day programs.

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

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

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

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

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

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

Proposed Delivery

The proposed program would add three MEEP classrooms of 15 students each, for a total anticipated enrollment of 109 MEEP students. MEEP classrooms that are currently dispersed throughout the district would be moved to one central location within the new high school in the same vicinity as the district's day care program, Kids Corner, and the Chapter 74 Early Childhood Education program. This would allow for consistency and collaboration and provide opportunities for high school students enrolled in Early Childhood programs to participate in internships and observations. Currently, high school students must complete their internship hours off site.

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

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

Kids Corner

Current Delivery

The Medford High School campus currently hosts the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old, on this existing site. The program focuses on creating a supportive, child-centered, and nurturing community where children can explore and learn through play. Current enrollment is 88 students.

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

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

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

Future Delivery

By centralizing both MEEP and Kids Corner within the new Medford High School facility, the District can better address the comprehensive needs of Medford's working families. While a traditional school-year schedule meets the needs of only a small subset of families at this early age, this centralized model

expands our capacity to realistically explore high-demand services, such as full-year operations and structured after-care programs.

9. Lunch Programs

Current Delivery

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

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

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

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

Proposed Delivery

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

In order to service the student population in this model, and in accordance with the MSBA's guidelines, the schedule will be revised from 2 lunch periods to 3 lunch periods.

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

We also envision expanding food options through a co-located café within the library/media center that serves food and beverages, creating a welcoming space where students can gather, connect, and build relationships. This type of environment strengthens school culture and reinforces belonging by offering students a comfortable, inclusive place to feel seen, supported, and part of the community beyond the classroom. The cafe will be staffed with our students from Project Transition as part of their embedded real-world learning curriculum. The cafe provides an opportunity for cross-curricular partnership with the Chapter 74 Culinary students.

10. Technology Instruction Policies and Program Requirements

Current Delivery

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

Medford High School assigns a 1:1 device to each incoming grade 9 student and any newly enrolled student, which are also used at home, that they keep until they graduate. In addition, there are iPads and other devices provided for students with special learning needs. In all technology platforms, software required by the curriculum is managed by the school district so all students have access to the necessary software on the school issued device they are using. This software may be managed through the district google admin platform for chromebooks, district mobile device management for iPads (JAMF) or other software platforms such as Clever, Microsoft, Adobe, Edmentum Plato, etc. depending on the student's curriculum and learning needs.

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

Students also use desktop computers, iPads, and other technology resources in the classrooms depending on their learning needs and programs

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

Proposed Delivery

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

11. Media Center/Library

Current Delivery

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

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

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

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

Proposed Delivery

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

The new Medford High School library should sit at the heart of the academic wing and function as a true connector between the building's shared community spaces and its instructional areas. Designed as an open, flexible hub, it should allow students to move easily between the library, academic support areas and Technology and Innovation Labs,, making the connection between literacy, academic learning, and hands-on experiences visible and intentional. The library should feel welcoming and student-centered, supporting problem-solving, collaboration, communication, and lifelong learning, while also elevating reading culture through an expanded collection and high-visibility displays for new titles and student-interest selections. To strengthen this space as a center of creativity and identity, art classrooms should be located nearby so student work can be showcased throughout the hub and celebrated as part of everyday learning.

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

12. Visual Art Programs

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

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

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

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

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

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

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

- Interdisciplinary Connections: Strengthen links with the graphics/printing and construction departments to foster cross-disciplinary learning.
- Infrastructure Needs: Provide large trough sinks in art rooms for efficient cleanup, as well as additional storage space (both in-classroom and external) for supplies, equipment, and larger works of art.

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

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

13. Performing Arts Programs

Music

Current Delivery

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

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

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

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

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

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

Proposed Delivery

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

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

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

- Practice & Breakout Spaces: Develop small breakout rooms adjacent to larger ensemble rooms, equipped with windows for supervision. These should include:
    - A smaller ensemble space (25–30 students, including large instruments) with soundproofing, humidity control, recording/playback capabilities, and ample outlets for amplifiers.
    - Multiple individual and small-group practice rooms, soundproofed and designed for 1–2 students.
    - A flexible Music Classroom for piano and Music Technology,accommodating up to 20 students, with storage for mid-sized electronic keyboards.
    - Access to recording equipment to support music technology and composition.

These upgrades will provide students with access to appropriately designed rehearsal, instructional, and performance spaces. Improved acoustics, updated technology, and adequate storage will create an environment that supports both traditional music education and modern, technology-integrated approaches.

Theater

Current Delivery

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

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

Proposed Delivery

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

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

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

- New Theater Facility: Develop a new theater with a seating capacity of 1,000.
    - Include backstage circulation routes that allow movement from one side of the stage to the other without exiting the theater.
    - Position the theater near a building entrance with garage doors to facilitate the movement of large set pieces.
    - Provide a flexible lobby space to accommodate will call and concessions.
- Performance Support Spaces: A Multipurpose Room for dance and performance, which is equipped with wall-to-wall mirrors and a sound system, accessible to drama, music, and extracurricular performing groups.

Theater/stagecraft Usage-

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

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

14. Physical Education Programs

Current Delivery

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

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

Medford High School physical education & health education requirements:

- **Four years of Physical Education (PE)**:
    - Freshman PE:1x per week during the Career and Technical Education (CTE) rotation.

- Sophomore PE: 2x per week as part of the student schedule.
- Junior and Senior Year PE: Electives 2x per week, or students can opt for a wellness independent study. (starting 2026-2027)

- **Two years of Health**:
  - Health 1: 2x per week as part of the student schedule.
  - Health 2: 2x per week as part of the student schedule.

Proposed Delivery

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

Pool

The existing building has a pool that is an integral part of the Medford community offering adult lap swim, free public swim, and is home to MHS Swim Team and neighboring high school swim programs as well. This is expected to continue with the proposed program.

15. Special Education Programs

Current Delivery

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

ACCESS High School Program	MHS	This program is an extension of the middle school ACCESS program , but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents.
Project Transition	MHS	This is a post-high school opportunity for students who will continue within a school program between the ages of 18-22. The curriculum is focused on individual student transition from school to adult life. Each student designs

		an individual transition plan, which is implemented through the collaborative efforts of the student, school team, family and state agencies as appropriate.
Connections Program	Projected Need MHS	Programming based on principles of ABA, use of direct teaching, natural environment teaching, peer modeling, and a total communication approach within both group and 1:1 settings, incorporated throughout the day to facilitate generalization of learned skills to the natural environment. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers, outside agencies and parents.

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

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

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

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

The Therapeutic Learning Program currently faces significant challenges due to its physical setting. Classrooms lack natural light, windows, and flexible breakout spaces, creating an environment that is not conducive to supporting students who require calm, sensory-responsive, and adaptable learning spaces. Without quiet areas for de-escalation or individualized support, students may experience increased stress,

difficulty with regulation, and reduced engagement. Staff are also limited in their ability to deliver targeted interventions, small-group instruction, and private therapeutic support due to the lack of appropriate spaces.

Proposed Delivery

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

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

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

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

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

meetings—ensuring students and staff have the right spaces to deliver the full scope of supports effectively.

MPS is not waiting for the new building to improve special education programming and student supports. We are actively taking steps now to strengthen systems, refine practices, and prepare for a smooth and thoughtful transition into a modern, purpose-built environment. This work includes identifying facility barriers through both local review and state feedback so that the new design directly responds to documented needs, and clarifying program-level service requirements such as therapy spaces, breakout areas, toileting and changing facilities, mobility equipment storage, and daily living instructional spaces. Enhancements currently underway include the addition of a Connections Program with at least two classrooms to support students with Autism, using evidence-based approaches such as ABA, direct teaching, natural environment teaching, peer modeling, and total communication strategies, supported by strong multidisciplinary collaboration.

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

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

Curtis Tufts High School

Current Delivery

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

students with diverse needs. This model aligns with best practices in inclusive education, ensuring that every student has equitable access to high-quality learning and mental health supports.

Resource sharing is another critical advantage of this integrated approach. Specialized staff, such as social workers, school psychologists, speech and language pathologists, occupational therapists and BCBA can serve both programs, leading to more efficient use of personnel and funding. Facilities such as gyms, libraries, CTE programs, science labs, and arts spaces can also be shared, ensuring that therapeutic day students have access to the same high-caliber environments as their peers. Additionally, this integration can reduce stigma by normalizing support services within the larger school community, creating an environment where seeking help is seen as a natural part of student success. Ultimately, combining the therapeutic day school program with the comprehensive high school represents a forward-thinking, student-centered design that promotes inclusion, enhances well-being, and maximizes educational resources.

Proposed Delivery

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

1. Convenience and Accessibility: By placing the therapeutic program within Medford High school, students can easily access mental health services without needing to leave the school premises. This reduces barriers to seeking help and increases the likelihood that students will utilize the services.
2. Integration with Academic Environment: Co-location allows for seamless integration of therapeutic interventions with the academic curriculum and school activities. Therapists and counselors can collaborate with teachers and administrators to support students' overall development and well-being.
3. Immediate Support for Crisis Situations: In cases of immediate need or crisis situations, having a therapeutic program on-site ensures that students can receive prompt intervention and support. This can prevent the escalation of issues and promote safety within the school community.
4. Support for At-Risk Students: Therapeutic programs often cater to students at risk of academic failure, dropout, or other negative outcomes. By providing targeted support, these programs can help these students stay engaged in school and achieve their full potential.
5. Fostering a Supportive Atmosphere: Co-location creates a supportive and inclusive school culture where mental health is prioritized. It sends a message that seeking help is normal and encouraged, thereby reducing the stigma associated with mental health challenges.
6. Collaboration and Coordination: Co-locating allows for better coordination and collaboration between therapists, counselors, teachers, and other school staff. They can work together to identify students who may benefit from additional support and develop personalized plans to meet their needs.
7. Tailored Interventions: Therapists in a co-located program can provide tailored interventions that address the specific needs of high school students, such as academic stress, social pressures, identity development, and family dynamics. This targeted approach can lead to more effective outcomes.

8. Educational and Emotional Growth: The integration of therapeutic services within the school environment supports not only students' emotional growth but also their educational success. Students are better equipped to manage challenges and fully engage in their academic pursuits.
9. Parental Involvement and Support: Co-location facilitates easier communication and parental or guardian involvement in their students' therapeutic journey. Parents or guardians can be more actively engaged in understanding and supporting their child's mental health needs.
10. Cost and Resource Efficiency: Co-location can optimize the use of resources and funding by leveraging existing school infrastructure and personnel. It may reduce costs associated with transportation or separate facilities while maximizing the impact of therapeutic services.
11. Modeling Healthy Behaviors: By integrating mental health services into the school setting, co-location models healthy behaviors and coping strategies for students, promoting lifelong wellness practices.
12. Preparing for College and Career: By promoting emotional and mental well-being, therapeutic programs prepare students to navigate the challenges they may face in higher education, the workforce, and adult life. They are better equipped to handle stress, setbacks, and transitions effectively.
13. Building Life Skills: Beyond academic knowledge, therapeutic programs equip students with essential life skills that are crucial for personal and professional success. These skills include resilience, communication, decision-making, and problem-solving abilities.

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

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

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

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

Enrollment in Special Ed Programming		
Program	Current Enrollment	Anticipated Enrollment
Therapeutic Learning Program	15	This varies as students become identified as requiring this methodology in this program. The program is anticipated to grow to 20-35 students
Learning Group	16	Same as above and placement numbers vary from year to year. Anticipated enrollment Could be approximately 25-30 students
Resource Room (this includes RR core classes, R/W support and Corrective Reading)	311	Same as above and placement numbers vary from year to year. Anticipated enrollment could be approximately 330 students.

16. Vocations and Technology Programs

Non-Chapter 74 Programs

Current Delivery

Medford High School currently offers the following non-Chapter 74 programs to support hands-on learning and technology curriculum:

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

Proposed Delivery

To support its commitment to offering students a wide range of electives, and help students have agency of their own high school careers, MHS will be expanding access to existing STEAM courses, as well as adding more courses. Plans for expansion include hiring of additional staff, in addition to creating space that supports technology and hands-on learning. However, understanding that technology and education changes over time, the labs will be designed for flexibility for the future.

These Technology, or Innovation Labs, will provide students with rich, varied learning experiences that honor and develop the full spectrum of their intellectual capacities.

- Digital Art/ Photography Lab: Will support the school's Digital Art and Photography curriculum. The high school previously offered film photography but does not currently. However, the school has plans to reintroduce film photography as an elective course and is proposing to include a Darkroom component as part of this space. Enrollment capacity discussion for this is ongoing as additional Design courses will be added the next school year. These are courses that are already offered at MHS. The building project would help us expand the enrollment opportunity in these courses by offering more electives to diversify their education and pursue tracks of interest to higher levels. Space will require computers, printers, and a Darkroom component, and will have proper ventilation as required. Sinks and eyewash stations will be installed.
- Media and Technology Labs: Will support the school's Media and Computer Science curriculum. Enrollment of this program is expected to be around 250-260 students, across all sections. The building project would help us expand the enrollment opportunity in these courses by offering more electives to diversify their education and pursue tracks of interest to higher levels. Space will require computers, printers, 3D printers and will have proper ventilation as required.
- Innovation Labs / Makerspace: Will support hands-on and project based learning space, intended to be shared across all disciplines. These spaces will support a variety of experiences, from cooking opportunities and other hands-on activities, to being used as affinity and cultural connection spaces. Space will require flexible furniture, printers, and possibly some equipment for podcasting or video recording, and playback capability. One will have cooking stations, with kitchen appliances, and proper ventilation and exhaust as required. Sinks and eyewash stations will be installed.
- Scene Shop: Will support MHS's Performing Arts program plans to implement curriculum for technical theater design, including activities such as set design and set construction. Space will have hand tools and small equipment as required for set-construction. Sinks, eyewash stations, and personal protective equipment will be implemented/provided.

Training will be provided for teachers using a well-established Medford practice. For any new curriculum, course, or pedagogical shift Medford partners with experts for technical assistance. For the expanded technology courses, Medford will partner with the College Board and send teachers to Advancement Placement Course training. One of these trainings is taking place during the summer of 2026 and our teacher is already registered. For expanded art courses, we will continue to partner with experts in the field, such as Erin Feeny who is providing Professional Development for our teachers in 2025-26, to

support teachers in choosing curriculum materials, practicing strong pedagogy, and safely using any equipment required to run the course.

Chapter 74 Programs

Visioning the Future of CTE at Medford High School

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

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

Current Delivery

The Student Experience and Sense of Belonging

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

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

Strategic Investment and Community Partnerships

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

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

Live Work: Connecting Classroom to Community

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

Outcomes and Cooperative Education

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

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

Existing Chapter 74 Programs	Certifications	Industry Partners
Freshmen Exploratory		
Auto Technology	❖ OSHA – 10 ❖ ASE	❖ Benjamin Franklin Institute of Technology ❖ Universal Technical Institute ❖ Ford ❖ WyoTech University ❖ New England Tech. ❖ McGovern Automotive Group ❖ Lyon-Waugh Automotive Group ❖ Volkswagen Of Boston

		❖ Herb Chambers Automotive Group ❖ Burke Automotive ❖ Lexus Of Watertown ❖ Mirak Automotive Group ❖ Snap-On Tools ❖ Second Chance Cars ❖ Mathieu Ford ❖ Sentry Ford
Biotechnology	❖ OSHA-10 ❖ AHA CPR/First-Aid	❖ MassBioEd ❖ AddGene Inc. ❖ BioBuilder Apprenticeship Challenge ❖ Bioscience Core Skills Institute
Business Marketing	❖ OSHA-10 ❖ Microsoft Office Specialist (Excel, PowerPoint, Word)	❖ Bentley University
Carpentry	❖ OSHA-30 Construction ❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification	❖ Bunker Hill Community College ❖ Boston Carpenters Apprenticeship Training Center ❖ Eastern Massachusetts Carpenters Apprenticeship ❖ Construction Craft Laborers Apprenticeship Program ❖ CMP (The Compliance Mentoring Program)
Construction and Craft Laborers	❖ OSHA-30 Construction	❖ Laborers International Union ❖ CMP (The Compliance Mentoring

	❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification ❖ MA Department of Transportation	Program)
Cosmetology	❖ Massachusetts Cosmetology License ❖ OSHA-10 ❖ Barbacide Certification	❖ Catherine Hinds ❖ Salon Centric ❖ Lola Salon ❖ Hair Passions ❖ Park Ave Salon ❖ Silvestro's Barber Shop ❖ Anita Curl in Boston
Culinary Arts	❖ Serve-Safe ❖ OSHA-10	❖ Bunker Hill Community College ❖ Earl's Kitchen ❖ Goldilox Bagels
Early Childhood	❖ Massachusetts Department of EEC Preschool Teacher Certification, 150 hrs ❖ Massachusetts Department of EEC Infant/Toddler Teacher Certification,	❖ Launch and Learn ❖ Kid's Corner ❖ Creative Corner ❖ Graceworks ❖ Medford Early Education Program (MEEP)

	150 hrs ❖ Pediatric First Aid / CPR AED the from American Heart Association ❖ OSHA-10 ❖ 51A Mandated Reporter Training ❖ Strong Start 2.0 training required via Early Education and Care Dept. (EEC) ❖ CORI (Criminal Offender Record Information) background checks ❖ Fingerprinting requirement via the EEC/BRC Background Records Check	
Electrical	❖ OSHA-10 Construction ❖ HotWorks ❖ 1500 +/- On the job experience toward apprentice ❖ 300 Hours Education toward license	❖ IBEW Local 103 ❖ Gould Construction Institute

Engineering and Robotics	❖ OSHA-10 ❖ MACWIC	❖ The Mitre Corporation ❖ Watts Water Technologies
Film and Television	❖ OSHA-10 ❖ Adobe Premiere Pro ❖ Adobe Certified Professional (ACP) certification exams.	❖ Medford Community Media ❖ City of Medford
Graphic Design & Visual Communications	❖ OSHA - 10 ❖ Adobe Certification in Indesign, Photoshop, Illustrator, and Premier	❖ City of Medford ❖ Medford Public Schools
Health Assisting	❖ OSHA-10 ❖ CPR-Healthcare Provider/First Aid ❖ Certified Nursing Assistant ❖ Alzheimer's Association Dementia Communication Training ❖ Home Health Aide Certification	❖ Winchester Lahey Clinic ❖ Winchester Rehabilitation and Nursing Center ❖ Aberjona Rehabilitation Nursing Center ❖ Woburn Rehabilitation and Nursing Center ❖ Medford Board of Health ❖ Walnut Street Industries ❖ Medford Council on Aging ❖ Medford Public Schools: Child Care ❖ Excel Physical Therapy ❖ Northshore Neurology
Metal Fabrication/Welding	❖ OSHA – 10	❖ Markham Metals

	❖ HotWorks	
Programming and Web Development	❖ OSHA-10 ❖ Certiport IT Specialist - HTML & CSS	

Proposed Delivery

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

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

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

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

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

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

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

The District’s proposed Chapter 74 Programming (both expanded and new) remain generally unchanged

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

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

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

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

Current CTE Program Offerings

Delivering Rigor, Relevance, and Industry Alignment

Automotive Technology

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

Biotechnology

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

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

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

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

Business Marketing

Reflecting the modern workforce, our Business Marketing program prepares students for a landscape where digital presence and adaptability are paramount. With a curriculum aligned with the Massachusetts Frameworks, students engage in units covering essential questions, strategic concepts, and real-world application. A core expectation is the attainment of industry-recognized credentials; students utilize *BrainBuffet* to prepare for and complete at least three Microsoft certifications (Excel, PowerPoint, & Word). The program also emphasizes the growing sectors of remote work and social media management.

Carpentry

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

Construction and Craft Laborers

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

Cosmetology

Rigorous and state-regulated, our Cosmetology program provides the 1,000 hours of instruction required for the Massachusetts state licensing examination. Beyond technical skills, the curriculum emphasizes entrepreneurship, client consultation, and communication. We have intentionally modernized our curriculum to foster belonging, incorporating textured hair mannequins and braiding techniques to ensure students of color see themselves represented in the work. This inclusive approach has stabilized and

increased enrollment. Upperclassmen now specialize in high-demand areas such as esthetics, lash extensions, and color services. **We will seek to expand this program in the proposed new MHS.**

Culinary Arts

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

Early Childhood Education

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

Electrical

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

Engineering and Robotics

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

Film and Television Production

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

rapidly expanding media landscape.

Graphic Design and Visual Communications

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

Health Assisting

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

Metal Fabrication and Welding

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

Programming and Web Development

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

17. Transportation Policies

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

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

Transportation is also provided, per Massachusetts law, for any student determined to have McKinney-Vento status or moved out of the city by DCF. Additionally, students who have transportation listed on their IEP receive specialized transportation. The following 3 guidelines and policies also contribute to our transportation practices: DESE GUIDELINES, District POLICY , District BEHAVIOR POLICY (district)

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

18. Functional and Spatial Relationships

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

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

Guiding design principles and ideal adjacencies include embedding Special Education and English Learner spaces throughout learning communities (rather than separating them), with small group rooms located near clusters in a range of sizes (4–6 students and up to 10). A centrally located library should serve as a bridge between academic areas and art classrooms, with space designed for flexible learning, collaboration, and student support. Career and Technical Education should be integrated with core

academics, embedded in clusters, when appropriate. Themed tech labs should be placed near related programs (for example, culinary tech spaces near culinary and the cafeteria) to reinforce whole school use and real-world learning connections.

The building should also reflect the school's role as both a learning environment and a community hub. A welcoming, accessible Welcome Center near the main entrance should support both school operations and community access, with a separate entrance for community-facing spaces such as the auditorium, gym, and select CTE programs (Bistro, Shop, Cosmetology, Auto). Nursing support near the entrance would strengthen student care and family coordination, and house offices should be stacked to improve efficiency and clarity of support structures. Finally, outdoor dining options should be intentionally supported to expand flexible space for students and strengthen school culture during the day and for community use when appropriate.

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

19. Security and Visual Access Requirements

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

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

MEDFORD PUBLIC SCHOOLS EMERGENCY RESPONSE PLAN FOR MEDFORD HIGH SCHOOL 2025-2026	
ACTION	SPECIFICS
Communication Marta Cabral (Principal)	**School in Session:** School Nurse calls 911 and identifies need for EMT (Basic Life Support) or Paramedic (Advanced Life Support)
	Walkie-talkies, cell phones: Nurses, Security Personnel, Principal, Assistant Principals, Vocational Director, Office Secretaries, Physical Education Dept, Director of School Counseling & Behavioral Services
	Public Address System throughout building
	Fields: Use Walkie-Talkies
	After school activities: Coaches use personal cell phones; Athletic trainer or EMT/paramedic at all contact sports
	Club advisors, Fine Arts programs: Use classroom intercom systems or cell phones
Medical Response Time	**Armstrong Ambulance response time:** Maximum time 8 minutes, average time 5 minutes

Relevant Contacts and Information	**School in session:** Access through School Brains and student health information forms in nurses' office. School nurse notifies parent/caregiver, Director of Health Services, main office 781-393-2200 and vocational office 781-393-2260 as appropriate. Principal notifies superintendent's office. Superintendent notifies school committee members. School counselor 781-393-2288, or designee, accompanies student to hospital and remains until parent/caregiver or guardian arrives. Report safety issues: Facilities, 781-393-2208
	After School: School Brains or coaches' players' binder, kept in First Aid Kit. Coach is responsible for parent/caregiver/caregiver notification. Coach or designee accompanies student to hospital and remains until parent/caregiver or guardian arrives.
	Post event support: Collaborative decision made by administration, school counseling and school nursing. May include outside resources as appropriate, including Riverside Community Care (781-329-0909), Cambridge Health Alliance (833- 222-2030), MPS School Physician Dr Patrick Sabia (781-306-0200), Medford Board of Health (Mary Ann O'Connor (781-393-2565)
Direct Emergency Medical Services	**School in Session:** School nurses respond with emergency bag including EpiPen and Narcan. Security or School Resource Officer meets ambulance at top of school driveway and directs to scene. School nurse directs emergency procedures and care until the arrival of EMT/paramedic.
Direct Emergency Behavioral Services	**School in Session:**Alert building administration, school counselor, or nurse via walkie talkie or alerting through admin assistants to locate them. School staff contacts parent/caregiver. School counselor or Administrator responds to provide student support and determine next steps: 1. Emergency Transport via EMS 2. Emergency Mobile Crisis Team 3. Parent Transport to Care
	After School: After school staff, coach or club advisor contacts parent and consults with administrator to determine a next step of the following: ● Emergency Transport via EMS ● Emergency Mobile Crisis Team ● Parent Transport to Care After school staff, coach or club advisor ensures student is fully monitored until transfer of care to appropriate entity determined by level of care necessary.

CPR/AED Training	**Staff and teachers:** offered yearly through the MPS professional development program. **Coaches:** offered yearly through the Athletic Dept. **Students:** taught in health education in grades 11 & 12 Trained personnel are identified yearly; list of trained staff is kept in nurses' and athletic offices.
Defibrillators	MHS has a public access defibrillator program. Portable defibrillators are located: 1st floor lobby, 2nd floor C building outside Café 2, 3rd floor across from PE cages, Fitness Center on wall next to door, Nurses' office and Vocational Office. Athletic trainer has a defibrillator for games, sports coaches each have a defibrillator for games and practices.
Safety Assessment	Safety assessments are provided in all classrooms and facilities by: Facilities conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist and provides checklist to Principal. Medford HS has a safety manual chapter dedicated to each vocational shop. Medford Fire Department conducts periodic inspections of all buildings during the school year. Students are provided developmentally appropriate safety information in their classrooms and health/physical education programs.

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

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

In the general classroom, the core academic educational activities focus on delivering the curriculum through engaging and structured lessons. These activities include direct instruction, guided practice, collaborative learning, and individual work. Teachers use a variety of instructional strategies such as collaboration, project based learning, differentiated instruction, and student discourse in order to ensure that all students have access to grade-level, engaging, affirming and meaningful lessons.

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

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

Typical Day in the Life of a Student	
Activity or Subject	**Program Details and Educational Benefit**
Breakfast	School-sponsored breakfast
Homeroom / Advisory	3 minutes daily, longer every other week with Extended Advisory and Advisory Activity
Morning class periods	Academics - General education - Career Technical Education A/B week and Freshman Exploratory during 2nd and 3rd period. - Full day special education programing (Therapeutic Learning Program, ACCESS, Project Transition)
Lunch / Gymnasium	School-sponsored lunch Students have access to the gym during lunch for movement break. Lunch is 30 minutes in length
Afternoon class periods	Academics CTE programming A/B week and C schedule students
Departure / After-School Activities	Extra-curriculars Athletics and clubs Bus pickup- MBTA buses and (1) yellow bus
Nursing / Health services	The nurses office is open from 7:45-2:33 daily for student support.

Special Education Rubric and Regulations

Special Education Rubric

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

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

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

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

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

Special Education Regulations

State Regulations

603 CMR 28.03(1)(b)

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

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

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

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

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

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

Special Education Facilities and Classrooms – PQA review criterion #55

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

1. Maximize the inclusion of such students into the life of the school;
2. Provide accessibility in order to implement fully each student’s IEP;

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

Federal Requirements

Section 504 of the Rehabilitation Act of 1973

21. Other Speciality Spaces

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

Welcome Center

Current Delivery

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

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

Proposed Delivery

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

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

Welcome Resource Area

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

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

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

Central Office

Medford Public Schools District offices are currently located at the Medford High School Building.

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

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

- Direct Family Support: By placing Special Education, Health Services, and EL leadership alongside the Superintendent, families can register, get clarity on sometimes complicated registration and medical requests, complete assessments, and access native-language resources without navigating separate sites.
- Integrated Leadership & Collaboration: A dedicated collective space for Academic Department Directors fosters cohesive planning, while adjacent quiet rooms remain available for confidential meetings. Additionally, the central location of Finance and Human Resources provides staff with

streamlined access to manage both personal and professional business.
- Community Integration: The design also features a multi-use space tailored for both MHS and MPS community use, ensuring the building serves as a versatile resource beyond school hours.

Other proposed programs include:

- **Teen Health Center:** The proposed program creates space for a Teen Health Center at the MHS building, which will provide on-site health services through a local healthcare partner to MHS students to promote student wellness, access to care and coordination with MHS and District health initiatives. The proposed adjacencies include a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that access the High School. Any connection points from Teen Health Center to the High School would be a controlled badge-access only point of entry.
- **Medford Community Media:** Medford Community Media (MCM) is a local access media/broadcast organization which is currently located at the high school building, and provides programming to the residents of Medford. The organization also supports community use of the MCM spaces, which allows residents to produce, edit and broadcast their own programs. Currently the Chapter 74 Radio and Television Broadcasting program shares the MCM studio and its support spaces, but this shared use model presents limitations for student use and generates limitations for public access due to CORI check requirements for members of the public using the studio spaces. The proposed adjacencies include a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that access the High School. Any connection points from MCM to the High School would be a controlled badge-access only point of entry.
- **Clothing Closet:** MHS has an existing Clothing Closet, known as the Mystic Exchange, run by the Counseling department and Project Transition, which addresses short-term clothing needs that may present a barrier to student participation, attendance, or comfort during the school day. The closet supports the District's equity and whole-child goals as well as the vocational hands-on training for the Project Transition students. The Mystic Exchange also currently has a small food storage area, intended to provide discreet and dignified access to food for students and families experiencing food insecurity, supporting student wellness and equity through wrap-around services. MHS anticipates that the Food Pantry will operate independently from the MHS Food Service Department.
- **Community Partner Spaces:** There are external Community Partners that rent space in the existing MHS today. These partners serve local communities and cultures which operate independently of district administrative function. The proposed adjacencies include a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that access the High School. Any connection points from Community Partner Spaces to the High School would be a controlled badge-access only point of entry.

By placing leadership and collaborative services at the front door, the district eliminates administrative barriers, ensuring that the journey of every student and the professional experience of every staff member

is backed by collective expertise and transparent, accessible support.



F. MHS Educational Plan – (track changes)

Medford Public Schools

Educational Plan

MODULE 3 – FEASIBILITY STUDY
MEDFORD HIGH SCHOOL EDUCATIONAL PLAN

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1. Vision

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

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

2. Grade and School Configuration Policies

Current Grade and School Configuration

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

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

Special Education

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

Learning Group: Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science,

plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access CTE programs and related shops at the high school level.

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

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

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

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

Chapter 74 Career Technical Education

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

Grade Configuration Changes

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

Early Childhood Center

W~~Additionally, w~~e plan to add an Early Childhood Center to the Medford High School campus, which would be comprised of the Medford Early Education Program (MEEP), Kids Corner, Medford Family Network and the Welcome Center (formerly described as the Parent Information Center).

Medford Early Education Program (MEEP)

Medford Public Schools currently offers pre-school and Pre-K programming for 3 and 4-year olds through Medford Early Education Program (MEEP). Currently, MEEP classrooms are distributed across the District at different elementary schools. MEEP programming cannot be expanded today because the elementary schools that currently house the MEEP classrooms are at, or over, capacity.

A consolidated Early Childhood Center will centralize and expand all of the current, dispersed MEEP classrooms across two elementary schools, enabling a more coherent and consistent experience for Pre-K students, while maximizing the efficiency of support staff and student resources. We know that 25%-40% of our kindergartners (~120 annually) come into Kindergarten without any prior formalized education, and as such, consolidating and expanding the number of available Pre-K MEEP seats is a priority of the community. T~~: t~~he creation of space (either freestanding structures on the same site or a small wing of the building) will also ~~allow us to centralize our early childhood programming into an Early Childhood Center and allow~~ provide the opportunity to~~opportunitypossibility to~~ expand ~~our P~~pre-K options. Additionally, moving MEEP ~~this programming~~ to the MHS campus will also alleviate space issues at our elementary schools to handle growing enrollment and a dire need for expanded after-school programming.

Additional information regarding MEEP can be found in Section 7, “Pre-Kindergarten” of this Report.

Kids Corner

~~On the~~ Medford High School ~~campus we~~ currently hosts the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old~~, on this existing site~~. School and city staff rely on the high-quality care provided at very competitive rates. Additional classroom space will allow us to increase tuition and open additional slots to community members. The lack of childcare in Medford is the subject of much discussion.

Additional information regarding Kids Corner can be found in Section 7, “Pre-Kindergarten” of this Report.

Medford Family Network

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

Welcome Center (formerly Parent Information Center)

The Parent Information Center (or Welcome Center as it will be called in the proposed building, as well as how it appears further in this document) is currently housed at Medford High School. New and incoming families register their children here, and its strategic location, among what is referred to as the HUB of MPS, provides families with wrap-around resources from varied departments (Special Education, English Learners, Nursing, and MFN). Thus, by continuing to co-locate the MFN with our Welcome Center, we create a unified, family-first environment that will allow families, particularly low-income households and new arrivals, to finalize enrollment, access health services, and navigate specialized programming in a single, multilingual, and accessible location.

a. MFN and our EL Department provide supports and resources to families upon arrival to Medford. This includes but is not limited to: school supplies, food insecurity, parenting or English classes, basic necessities, etc…This will continue to allow MPS and MFN to provide confidential developmental screenings and ensure that every family feels a sense of belonging from their very first interaction with the district.

b. More information pertaining to the impact MFN has on the Medford community can be found at this link: **MFN-Impact-Report-Design-Final (5).pdf**

The Early Childhood Center (Kids Corner, MFN, and MEEP) and the Curtis Tufts High School will operate as distinct programs, separate from the larger Medford High School, and maintain independent access points from the main high school ensuring the, ~~be an isolated space with their own entrances in order to provide~~ security and the integrity of the programs.

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

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

Class Size Policies

Because of the wide range of educational needs at every grade level, average class sizes by program/content area more accurately reflect Medford High School's curriculum structure than average class sizes by grade. Medford is in the first year of a new scheduling structure during the writing of the educational plan. As the schedule continues to evolve, class sizes will also change but remain within the guidelines of the Collective Bargaining Agreement (CBA). Currently, there are no proposed changes to

the policy on class sizes. However, District and high school administrators agreed to set a maximum class size of 25 students for most curriculum offerings for program planning purposes (there may be some variations based on safety or practical issues). This is consistent with the MSBA Guidelines regarding space programming and planning.

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

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

3. School Scheduling Method

Current Schedule

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

Medford High School 2025-2026 Bell Schedule

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

***Lunch**

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

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

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

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

Disadvantages we have identified in the schedule include the lack of the longer block for advanced labs and projects, difficulty scheduling advanced academic courses for students in CTE programming, and lack of time for students to access supports and to reach out to staff during the school day.

Future and Proposed Schedule Changes

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

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

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

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

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

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

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

4. Teaching Methodology and Structure

School Structure

Medford High School uses a House ~~structure~~ model to improve the student experience and ensure consistent support. Currently, there are three Houses where students are alphabetically split by last name; however, starting in the 2026-27 school year, this practice will shift to be more intentional in assigning students to houses, using new data dashboards. The High School team will review data such as demographics, Special Education services, ELL enrollment, and levels of student support needed in order to better balance the Houses. Assignments will be informed by this data as well as transition meetings with the district's middle schools~~.~~

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

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

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

Medford High School is not proposing any change to the building based administrative organization and/or structure, aside from what is planned for House-assignments beginning in 2026-27 SY.

Content Departments are currently overseen by District Content Directors that oversee the curriculum and implementation of grade K-12. There are a total of six content directors (Science, Math, Humanities, ELL,

World Language, Media and Technology) and one Executive Director for Career and Technical Education. Moving forward, we would like to explore the implementation of Lead Teachers to support directors and teachers specifically with curriculum implementation and pedagogical best practices.

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

Current Instructional Practices

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

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

Future Instructional Practices

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

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

Academic Discourse and Display of Work

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

Future Flexibility and Integration Opportunities

Flexibility is prioritized and maximized in this vision. Classrooms are organized around common spaces - Academic Support Hubs - with clear sight lines for students to collaborate while maintaining safety and supervision. Students are regularly grouped and regrouped so that interventions can happen as needed without segregating students from each other. To support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work. Classrooms are large enough to allow for multiple adults and students to engage in co-teaching models. Teachers are able to collaboratively design lessons in similar content across and within grade levels and collaborate with other educators who serve the same students. Student work and anchor charts are visible on vertical surfaces to support and celebrate learning and all community members can easily access the expertise of each other.

We want to leave the door open for a truly interdisciplinary model by providing collaborative spaces that encourage partnerships between departments, exemplified by our Biotechnology Program. Maintaining its placement in close proximity to the general Science wing is essential, as this intentional adjacency allows for the fluid exchange of ideas, shared access to specialized equipment, and the seamless integration of core scientific theory with technical application. To ensure long-term facility viability, general education spaces must be designed as flexible and interchangeable between departments to allow for reassigning departmental classrooms. Regardless of classroom assignments, it is critical to maintain planning and proximity for departments to foster collaboration and instructional coherence,

Opportunities for Collaboration and Real-World Application

In conjunction with Academic Support Hubs, classroom groupings will be organized into clusters where students will receive instruction and practice the skills necessary to effectively utilize the common space or hub. Students will be able to rely on peers at grade level and above grade level in a content area to engage in learning labs or community of practice.

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

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

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

English Language Arts/Literacy and Social Studies (Humanities)

Current Delivery

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

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

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

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

Currently, all thirteen classrooms are interspersed throughout the high school, hindering the ability for social studies teachers to collaborate within their discipline and within the extended Humanities

department (including English language arts staff) resulting in a lack of consistency and coherence within courses.

Proposed Delivery

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

World Languages

Current Delivery

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

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

Proposed Delivery

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

Mathematics

Current Delivery

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

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

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

Proposed Delivery~~Proposed~~

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

Science

Current Delivery

Applied Science, Allied Health, and Engineering Cluster

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

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

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

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

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

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

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

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

Proposed Delivery

In a new school building , the Career and Technical Education programs would be adjacent to the most closely aligned Science course offerings. Below, we have identified naturally aligned programs and Scientific domains. Building on our positive experiences of the synergy between Biotechnology and science courses, we envision the creation of a disciplinary cluster to support our learners in seeing the direct connection between the Science disciplines and the careers in which those disciplines are applied.

As MHS is committed to continuing an emphasis on Servate Terram ("Protect the Earth"), we feel that within the design of the future Medford High School, there should be spaces designated (or deliberately incorporated) for making meaningful connections to the local natural landscapes - community garden spaces, living wall, green view posts, outdoor classroom, and access to the Middlesex Fells Reservation for continued observations, study, and recreation. In addition, it would be beneficial to have a weather station that can wirelessly transmit data directly into the spaces/classrooms or to the science area.

As Anatomy and Physiology is a popular elective amongst our students, due to its applicability and career-focused themes, the Science Department proposes to closely align the Anatomy and Physiology classroom and the Chapter 74 Health Assisting program space. This would spark the synergy between the Health Assisting program and this particular branch of the Science curriculum.

The Chapter 74 Robotics and Engineering Program has a natural thematic affinity with our Physics curriculum, and it would be beneficial to put the spaces closer together. Robotics and Engineering Program students would benefit greatly from this physical proximity and alignment of instructional resources, curriculum, and learning spaces. As the interest in Robotics grows among students in the Academics track, additional electives outside of CTE are being proposed for student selection as early as 2026-2027.

The District will incorporate MSBA Science Lab Guidelines in the planning of square footage, utilities, and safety equipment. Science Labs will be designed with fixed perimeter casework and mobile lab benches, as well as infrastructure to support the range of Science course offerings at MHS, to maximize

flexibility of space as future curriculum changes or sequencing may occur. The flexibility of this space will allow teachers whose class is not scheduled to be in a science lab to make use of the space for cross-curricular work. This could take place during the regular school day or be part of an extension/enrichment program during after school hours. The flexible focus of the MSBA Science Lab Guidelines will allow for some CTE programs that require a similar set of facility resources to potentially occupy the Science Labs in the future with minimal need for future reconstruction, but there are no immediate plans for the Science Labs to serve as CTE program spaces, as the utilization of both the Science Labs and compatible CTE program spaces such as Biotechnology are too high to both use the same space.

~~**Proposed**~~

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

English Learners (EL) Department

Current Delivery

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

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

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

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

appropriate proficiency level and have access to both targeted language development and grade-level content.

Medford has a proficiency-based WL program that results in the Seal of Biliteracy, and Seal of Biliteracy with Distinction being awarded to both English Learners and students in the WL program. EL students are encouraged to enroll in WL classes. Students who enroll in WL classes in their primary language take a placement test so that they can be appropriately enrolled in the course that best suits their needs.

Proposed Delivery ~~Proposed~~

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

Equipping EL instructional spaces and mainstream classrooms consistently ensures:

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

Medford Academy

Current Delivery

Medford Academy is an academic program designed to support students academically, socially, and emotionally. The Academy fosters a learning environment that supports students holistically. Individualized support is provided to help students attain their high school diploma. Medford Academy currently has 17 students enrolled. Due to space constraints, MHS is limited as to how many students can be enrolled in this program designed to close gaps and service under-credited and over-aged students.

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

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

Medford Academy offers courses in the four main content areas: English, Math, Science, and Social Studies. Teachers follow curriculum guidelines from the respective departments but may modify, differentiate, or scaffold instruction based on student needs to ensure mastery of standards. There is a strong emphasis on literacy skills—reading (vocabulary, fluency, comprehension), writing, speaking, and listening—to prepare students for college and careers.

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

Proposed Delivery

The district would like to expand enrollment to 30 students with adjacencies to the co-located Curtis and the Therapeutic Learning Program in order to share resources and maximize efficiencies. ~~but there may be some opportunities for shared use of space or specialists between Medford Academy and the Curtis-Tufts Program.~~

Academic Support Hubs

Current Delivery

Currently, informal academic support is not offered to MHS students who do not have an IEP or are part of Medford Academy.

Proposed Delivery

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

The Academic Support Hubs support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work. These spaces are intended to be accessed flexibly throughout the day, both inside and outside of scheduled class time. This flexibility is vital for accommodating complex student schedules, particularly where double-block

structures have been established for certain lab sciences, or where Career Technical Education (CTE) programming must be balanced across multiple periods.

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

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

Student Guidance and Support Services

Current Delivery

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

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

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

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

Proposed Delivery

To better support postsecondary planning and improve accessibility for students, families, and community partners, MHS proposes a centrally located College and Career Exploration Center between House Offices and the main entrance. The envisioned center would replace the inadequate single conference room and offer expanded seating, improved accessibility, and a welcoming environment for individual advising, small groups, workshops, presentations, and college or employer visits. The center would ideally house a Career Specialist, Transition Coordinator, Community Service Coordinator, and a School Counselor rotating through on a scheduled basis, and would support a co-op integration position to strengthen ties between MHS and CTE programming. This hub would enhance outreach and ensure equitable access to college and career resources for all students. Ongoing work includes annual schedule reviews and program evaluations, including review of week-on/week-off CTE models to address identified disadvantages, explore expanded block time where feasible, increase student access to supports during the school day, and ensure curricular and support structures align with student needs and post-secondary goals.

5. Teacher Planning

Current Model

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

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

Proposed Model

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

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

6. Professional Development

Current Delivery

Medford works hard to stay abreast of research-based practices and bring that learning and expertise to our teachers. Currently, Medford High School professional development takes place after the school day.

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

One day each month teachers meet as a department in a classroom setting. Departments consist of between 20-50 teachers. One day per month grade level content areas meet for 60 minutes. These meetings have up to 40 people. There is one 20 minute campus-wide meeting for the full staff monthly as well.

The district has 4 district-wide full PD days and a " Launch" day. The launch day begins with all educators in the city convening at Medford High School for a convocation before returning to their buildings. Oftentimes the convocation is followed by a 1 hour department meeting across 10 departments with between 10 and 50 members in each. During the full day Professional Development, the high school spaces are used to bring educators across the district together. Learning spaces of up to 100 adults are used to provide- Professional Development~~PD~~ to educators.

The content of the professional development is based on classroom observational data, student outcome data, and educator requirements based on revised frameworks or Department of Elementary and Secondary Education regulations. We have already made strides in our professional development plan in educating our teachers about the instruction we are striving for. Often consultants provide the professional learning including publishers, leadership coaches such as Lynch Leadership Academy, and instructional support including UnBoundED and The HILL for Literacy.

Proposed Delivery

We are proposing to move toward a more integrated and mutually supported Professional Development~~PD~~ model in order to remove the silos often found in secondary education. This would involve the need for flexible meeting spaces during the school day while students are also using the space. In particular we would need a collaborative gathering space for the Instructional Leadership Team (about 20 educators) to gather. We are also working toward including Common Planning Time expectations by content or grade level. -This would also take place during the day and would require flexible spaces to accommodate between 5 and 20 educators.

The content of our Professional Development will~~Development~~~~PD~~ ~~will~~ continue to be informed by emerging research-based practices that include teaching and learning as well as how to use our physical resources in a new building to support that.

Opportunities for students is a critical component of an MPS education. In order to maximize opportunities for students, the timing for adult planning during the school day needs to be flexible. The complexity of HS scheduling may result in multiple planning groups needing to meet at the same time while school is in session. A single adult learning space will not be sufficient.

As the district plans to explore the concept of semester-based courses for seniors and other grade levels as part of its self-evaluation process rooted in closing academic gaps, the district recognizes the need to educate their staff on this type of evaluation. The district plans to support educators by incorporating extended professional development opportunities through anticipated grant funding from a current non-

profit partner. The goal is to ensure that staff are positioned to utilize the new building on day one if not before. We will continue to develop a Professional Development plan that focuses on the alignment of teaching and learning and schedule optimization with the new instructional space. This plan is a cornerstone of our commitment to the families in Medford to ensure that all students are positioned for post-secondary success.

7. Pre-Kindergarten

(e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)

Medford Early Education Program (MEEP)

Current Delivery

The Medford Early Education Program (MEEP) is an inclusive preschool program designed to serve students with and without disabilities. There are currently 10 MEEP classes with varying lengths of day:

- Brooks Elementary School - Three Classes
  - One Full Day Session
  - One AM Half-Day Session
  - One PM Half-Day Session
- Missituk Elementary - Seven Classes
  - Three Full Day Sessions
  - Two AM Half-Day Sessions
  - Two PM Half-Day Sessions

MEEP serves students ages 3 through 5 who are not yet eligible for kindergarten. There are up to 15 children in each class. Up to seven students in each class are students with disabilities whose IEP Teams have placed them in that specific classroom. Up to eight students in each class are students without disabilities who enter through the application process.

The enrollment for the 2026-27 school year will be about 64 students in half day and full day programs.

The MEEP application window for students without disabilities is open from April 1 until April 30 each year. In the event any class is oversubscribed, returning students are given preference. After returning students are placed, any remaining oversubscribed classes will have a lottery on or before May 15. The first round of the lottery includes only applicants who are 4 years old by August 31 of the present year. If there are any remaining slots, another round of the lottery will be conducted for applicants who are three by August 31 of the present year. Special education students are placed via the IEP team.

Each MEEP class is led by a teacher and has at least 1 paraprofessional. Related service providers such as Physical Therapists, Speech and Language Pathologists, Occupational Therapists, Teachers of the Deaf, Teachers of the Visually Impaired, Orientation and Mobility and Behavior Specialists may also spend

time in the classrooms. The administrative staffing of MEEP is two special education coordinators and an administrative assistant.

The MEEP teachers and staff recognize that the primary goals of early childhood education are to promote independence, self-confidence, self-esteem, and an enthusiasm for learning. These qualities are essential to future educational success.

The daily MEEP schedule differs by class but all schedules are intended to balance indoor and outdoor periods, active and quiet times, and individual, small group, and whole group activities. The program offers opportunities for a wide variety of experiences; paint, puzzles, clay, play-doh, water, sand, blocks, manipulatives, music, movement, books, and dramatic play. Children are encouraged and taught to make choices among a range of activities, especially those that are based on their own interests and experiences.

A major component of MEEP is to help children develop positive self-esteem and an enjoyment of learning. Emphasis is placed on the child's capacity to develop and enjoy friendships, to begin to learn to resolve conflicts and to learn respect for the feelings, ideas, and differences of others. The program values each child's unique abilities and facilitates development at a pace and level consistent with each child's ability.

MEEP is designed to provide children with a safe, secure, and nurturing environment in which they can learn about themselves, each other, and the world around them. MEEP follows the Massachusetts Curriculum Frameworks for Preschool, which address the development of the whole child in areas including cognition, communication, social interaction, play skills, motor abilities, and self-help skills. Students also receive early literacy instruction through the implementation of Lively Letters. Lively Letters™ is a research-based and clinically-proven, multi-sensory reading program that turns plain, abstract letters and sounds into lively characters.

Proposed Delivery

~~Creation of an Early Childhood Center within the new high school.~~ The proposed program would add three MEEP classrooms of 15 students each, for a total anticipated enrollment of 109 MEEP students. MEEP classrooms that are currently dispersed throughout the district would be moved to one central location within the new high school in the same vicinity as the district's day care program, Kids Corner, ~~center~~ and the Chapter 74 Early Childhood Education program. This would allow for consistency and collaboration and provide opportunities for high school students enrolled in Early Childhood programs to participate in internships and observations. Currently, high school students must complete their internship hours off site.

All classrooms and programs are centrally located with separate designated outdoor playground spaces as well as a conference room to hold meetings. Office space for the Special Ed. Coordinator, ETL and Director and administrative assistant. A space to conduct evaluations that includes a table-top area and floor space for students to interact with materials and demonstrate fine and gross motor skills. Also, there

needs to be bathrooms in each classroom that can be used for toileting needs; changing table, room for equipment to assist with toileting.

Establishing an Early Childhood Center (ECC) is a powerful investment in Medford's youngest learners and strengthens the district's ability to expand high-quality preschool opportunities across the city while also increasing access to reliable childcare and daycare programming for families. Housing early childhood programs in a centralized location will allow for meaningful collaboration and resource sharing through shared staffing expertise, coordinated supports, consistent routines, and aligned instructional practices, which we have not been able to fully realize with programs spread across the district. This approach fosters belonging by creating a dedicated, welcoming space where children and families feel connected from the very start of their MPS experience, while also strengthening consistency and coherence in early learning experiences that build a strong foundation for success in the grades ahead.

Kids Corner

Current Delivery

The Medford High School campus currently hosts the Kids Corner, our municipal daycare which enrolls children ranging from infants to 4 years old, on this existing site. The program focuses on creating a supportive, child-centered, and nurturing community where children can explore and learn through play. Current enrollment is 88 students.

Kids Corner follows the school year calendar, operating Monday through Friday from 7:00 AM to 4:00 PM. It closes for major holidays, school vacations, and the summer. Kids Corner is managed by a Director who reports to the Superintendent. Other staffing includes Lead Teachers, Assistant Teachers, and a teaching floater position, all which are represented by the MTA.

The admittance policy for Kids Corner prioritizes current employees (both MPS and municipal staff), current MHS students, and then local residents.

Kids Corner tuition is set by the needs of the center and approved by the School Committee. A municipal sliding scale is used if tuition assistance is needed. It operates on a revolving account.

Future Delivery

By centralizing both MEEP and Kids Corner within the new Medford High School facility, the District can better address the comprehensive needs of Medford's working families. While a traditional school-year schedule meets the needs of only a small subset of families at this early age, this centralized model expands our capacity to realistically explore high-demand services, such as full-year operations and structured after-care programs.

9. Lunch Programs

Current Delivery

Currently, Medford High School has one large full-service kitchen with four total serving lines across two levels of the building, connected by a dedicated elevator. We serve 600-700 student lunches per day during 2 lunch periods. In order to limit student movement during the lunch periods, we offer the same menu items on each level via a hot/main menu option line and a grab-and-go line offering a variety of cold and hot sandwiches and entree salads. We have a centralized prep area in the kitchen that produces sandwiches, entree salads, specialty sides, and scratch-made sauces for distribution to our five other district kitchens. We also deliver meals daily to the Curtis-Tufts Therapeutic Day High School.

Breakfast is served on one serving line on the second floor of the building before the start of the school day, and we serve about 185 breakfasts per day. The Cafeterias are located far from the main entrance and bus loop entrance of the building and on a different building level, so we also offer a grab-and-go breakfast cart in the front entryway for the first hour of the school day, which serves about 75 breakfasts per day.

Food is received from vendors via the adjacent loading dock. The kitchen has one large walk-in freezer and two smaller, water-cooled freezer units. It has three smaller water-cooled walk-in refrigerators. There is a large, locked dry storage area for the storage of non-perishables and paper goods. The kitchen also includes a manager's office.

Student meals are charged to their accounts via a web-based point-of-sale system by the entry of their five-digit student ID numbers. The units are hard wired. Currently there are two 24-minute lunch periods, and up to 800 students (per lunch period) eat in the cafeterias adjacent to the serving lines on fixed-seat tables, or they often travel to other locations throughout the building to eat their lunch. The cafeterias have windows overlooking an internal courtyard with trees and a garden. Currently MPS Food Service Department does not offer snacks for purchase a la carte, but a variety of healthy snack options are available for students to select with their lunch meals.

Proposed Delivery

Medford High School's kitchens and cafeterias have an institutional feel - the serving lines are fixed and limit the department's service options. The kitchen allows ample space for food preparation, but a new kitchen would include new walk-in refrigerators and freezers with ample storage space. The new cafeteria setup would ideally include a food court or college-style dining, with a waste diversion setup that includes liquids pour-off, recycling, and composting. Dining areas should include an ample supply of filtered, cold drinking water.

In order to service the student population in this model, and in accordance with the MSBA's guidelines, the schedule will be revised from 2 lunch periods to 3 lunch periods.

In addition, the design should reflect a more modern vision for how and when students access food throughout the school day, one that increases both convenience and student connection. This includes the continuation of our breakfast cart option as students enter the building, as well as breakfast service in the cafeteria, so students can start their day nourished and ready to learn. A new cafeteria should also be designed to meet the needs of all learners, with ample and flexible seating options, as well as a designated quiet dining area for students who need a calmer space. Our plan should include protected outdoor dining opportunities when weather permits, with these spaces designed for flexible community use during non-school hours and days, reinforcing the school's role as both a student-centered learning environment and a community hub.

We also envision expanding food options through a co-located café within the library/media center that serves food and beverages, creating a welcoming space where students can gather, connect, and build relationships. This type of environment strengthens school culture and reinforces belonging by offering students a comfortable, inclusive place to feel seen, supported, and part of the community beyond the classroom. The cafe will be staffed with our students from Project Transition as part of their embedded real-world learning curriculum. The cafe provides an opportunity for cross-curricular partnership with the Chapter 74 Culinary students.

10. Technology Instruction Policies and Program Requirements

Current Delivery

The Medford Public Schools Technology Department manages the technology hardware and software throughout the district. The technology and technology related equipment includes: desktop and mobile computing devices for staff and students, printers, Raptor security systems, projectors, Smart TVs, interactive display panels and software (purchases, licenses, updates, upgrades, subscriptions, and support) for faculty, staff, and students.

~~Currently, K-12 students are 1:1 with chromebooks, with grades 6-12 taking chromebook devices home. Students also use desktop computers, iPads, and other technology resources in the classrooms depending on their learning needs and programs.~~ Medford High School assigns a 1:1 device to each incoming grade 9 student and any newly enrolled student, which are also used at home, that they keep until they graduate. In addition, there are iPads and other devices provided for students with special learning needs. In all technology platforms, software required by the curriculum is managed by the school district so all students have access to the necessary software on the school issued device they are using. This software may be managed through the district google admin platform for chromebooks, district mobile device management for iPads (JAMF) or other software platforms such as Clever, Microsoft, Adobe, Edmentum Plato, etc. depending on the student's curriculum and learning needs.

Medford Public Schools has ongoing participation in T-Mobile's Project 10 million https://www.t-mobile.com/brand/project-10-million which provides no fee hotspots for students to use (200gb per year)

to ensure students have reliable internet access at home for school related activities. Hot spot devices are distributed through the school libraries upon request or recommendation by school staff. This ensures that all students have reliable internet access to use district issued devices at home for school work. Medford provides hot spots upon request to mitigate the impacts of potentially unreliable internet access.

Students also use desktop computers, iPads, and other technology resources in the classrooms depending on their learning needs and programs

Specialized computer labs and technology equipment are located throughout the high school complex to meet the educational needs of students in computer classes and vocational programs. The high school library houses a makerspace and student technology help desk program. The technology support staff are located in the library area where both library media and tech support staff can assist students and faculty throughout the school day.

Proposed Delivery

In the current and new high school building, technology needs to provide students with wireless and wired devices to access curriculum, participate in assessments, create content, and fully engage in the digital teaching and learning environment. Adequate power outlets for technology resources are needed. Internet connectivity needs to have minimal latency and exceptional bandwidth to meet both the current data request loads as well as future increases to data request loads. It is important that some learning spaces are designed with remote meeting capability that allows educators and students to connect globally with other classrooms and host remote speakers.

11. Media Center/Library

Current Delivery

The existing Medford High School library is a space shared by the entire high school complex. The technology support offices are included in the library space as are technology classrooms, a makerspace, and an esports room. The library is currently staffed by a full time librarian and a library assistant who work on different schedules to cover the hours the library is open. The librarian is a certified library teacher who works on collection selection, student library orientation for databases and collections, collaboration with classroom teachers, and teaches book club. The library assistant is responsible for circulation materials, chromebook distribution, and collection, reference services.

The library is currently open from 7:00am to 3:00pm. The library has many students who utilize the space before school for academic work, printing and social gathering, as well as a smaller group of students who utilize the space after school. Many administrative and professional development meetings are held in the central library space during afterschool hours. The esports teams use the esports room in the library after school and may expand this use during the school day. The library is periodically closed for online testing as needed.

The MHS library was built to house a large print collection. Today the school library is used in a different way- most research is done through database subscriptions, online searches, and software programs. The new library should be designed to support the digital content, provide flexible learning space to support a range of learning activities. The current library has lost significant natural light from the subdivision to add classroom and office spaces.

Proposed Delivery

A modern high school library is no longer just a place to store books, it is a central learning hub that supports the full academic and social life of a school. It should be intentionally designed to reflect how students learn today: through collaboration, inquiry, research, creativity, and connection. In a new Medford High School, the library should serve as a welcoming, high-functioning space where students and staff can gather, learn, and thrive throughout the day.

The new Medford High School library should sit at the heart of the academic wing and function as a true connector between the building's shared community spaces and its instructional areas. Designed as an open, flexible hub, it should allow students to move easily between the library, academic support areas and Technology and Innovation Labs, ~~a writing lab, and a cultural center~~, making the connection between literacy, academic learning, and hands-on experiences visible and intentional. The library should feel welcoming and student-centered, supporting problem-solving, collaboration, communication, and lifelong learning, while also elevating reading culture through an expanded collection and high-visibility displays for new titles and student-interest selections. To strengthen this space as a center of creativity and identity, art classrooms should be located nearby so student work can be showcased throughout the hub and celebrated as part of everyday learning.

This space should be built for constant use throughout the day and beyond, supporting everything from independent study and small-group work to student clubs, staff meetings, and community gatherings. The design should prioritize natural light, flexible furniture that can shift quickly for different purposes, and a range of small and large workspaces to meet diverse learning needs. In addition to traditional library functions, the new library should include integrated technology support offices, technology learning areas, and a makerspace~~, and an esports room~~, reflecting how students use libraries today for research, digital creation, project-based learning, and academic support. Rather than replicating the current model built around print storage, the new library must be intentionally designed with the lighting, layout, furniture, and strong technology infrastructure (outlets, charging stations, presentation tools, and digital resources) needed to serve students and staff before school, during the day, and after school.

12. Visual Art Programs

The Visual Arts curriculum at MHS offers a range of classes designed to engage students with varying skill levels and interests. While the course selection is somewhat limited, the program provides opportunities to explore diverse techniques and media.

Art electives typically meet three times per week, with some courses meeting twice per week and others—such as AP Art and select upper-level electives—meeting five times per week. In the 2025–2026 school year, 398 students are enrolled in visual art classes. All students, with the exception of those enrolled in the vocational program, are required to complete at least one fine art elective to satisfy graduation requirements, and visual arts courses meet this requirement.

Instruction takes place primarily in three dedicated studio classrooms equipped with natural light and flexible seating. Two additional courses, Photography and Art and Ideas, are taught by non–fine arts faculty in general classrooms, though they have access to the studio spaces when available. The facilities include:

- A classroom with donated Mac computers available for research and design (limited to Canva, without Adobe Creative Suite).
- A ceramics studio with two operational kilns and one donated throwing wheel.
- A photography class offered in a digital format only, as there is no functioning darkroom.

Currently, the program offers five introductory-level electives open to all students, along with seven advanced courses for those pursuing further study, including AP Art. Beyond coursework, students may also participate in extracurricular opportunities such as Art Club, Ceramics Club, and the National Art Honor Society.

The Visual Arts department seeks to expand and update its facilities to meet evolving student interests and industry standards. The following priorities are recommended:

- Studio Spaces: Maintain at least three dedicated studio classrooms with abundant natural light, flexible seating (mobile tables), tall drafting tables, and easels for students who prefer to work standing.
- Ceramics Studio: Add a third kiln and additional pottery wheels to meet high student demand. Provide temperature-controlled storage to preserve works in progress and prevent premature drying.
- Digital Arts Expansion: Establish a dedicated media/digital arts lab with current software platforms to expand digital art offerings and prepare students for careers in contemporary creative fields.
- Photography and Printmaking: Create a darkroom for film photography and silkscreen printmaking to diversify media options.
- Gallery Space: Develop a small, dedicated gallery to showcase student work, host local artists, and serve as a multipurpose community space for events such as open mics and small performances.
- Interdisciplinary Connections: Strengthen links with the graphics/printing and construction departments to foster cross-disciplinary learning.
- Infrastructure Needs: Provide large trough sinks in art rooms for efficient cleanup, as well as additional storage space (both in-classroom and external) for supplies, equipment, and larger works of art.

These enhancements will allow MHS to preserve traditional studio practices while expanding into digital and interdisciplinary art forms, thereby providing students with a more comprehensive and future-ready visual arts education.

Ultimately, these visual arts improvements are not just about adding equipment or space. They are about placing student creativity where it belongs, at the center of the academic experience. By strengthening the connection between traditional studio art and modern media/digital design, Medford High School can create authentic interdisciplinary opportunities that link the arts to literacy, technology, engineering, communication, and career pathways. Just as importantly, the building itself should reflect an "art and artisans" mindset where student work is not tucked away in a single hallway, but intentionally visible throughout the learning environment and elevated through a dedicated gallery space in the public portion of the school. When students see their art displayed, celebrated, and treated as real creative work, it deepens belonging, builds pride, and reinforces that the arts are not an add-on, they are a powerful, essential part of who we are and what we value as a school community.

13. Performing Arts Programs

Music

Current Delivery

The Music Department at MHS is supported by two full-time faculty members and one orchestra teacher who teaches a single period of Orchestra daily. For the 2025–2026 school year, 203 students are enrolled in music classes.

Music electives typically meet three times per week, with some courses meeting twice per week and others—such as Band, Orchestra and Modern Music Ensemble meet up to five times per week.

The program offers a wide range of courses, including Band, Chorus, Orchestra, Guitar, Percussion, and Piano, as well as electives such as Music Technology, Songwriting, and Modern Music Ensemble. Five courses are designed to be accessible at the introductory level, with three continuing courses available for advanced study.

In addition to the academic program, students may participate in extracurricular opportunities including Marching Band, Winterguard, and Orchestra.

Despite the breadth of offerings, facilities limit the department's ability to deliver instruction effectively:

- Instruction takes place in one band room and one chorus room. Both rooms have leveled flooring which is not conducive to instrumental music classes. The orchestra teacher also teaches in the chorus room, which is overcrowded and not designed for orchestral setups.
- Guitar classes are held in a small, non-music classroom with no storage capacity.
- The band room doubles as both instructional space and storage for large instruments, as there is no dedicated instrument storage.

- The Music Technology classroom relies on donated Mac computers from Tufts University, which, although recently upgraded, are outdated. The connected keyboards are also outdated, and due to limited equipment and space, enrollment in these courses must be capped.
- None of the music classrooms have appropriate soundproofing or sound systems.

Proposed Delivery

To support program growth and provide students with high-quality musical experiences, the following facility improvements are recommended:

- Large Music Ensemble Rooms: Create two large Music ensemble spaces (Band Room, Chorus/Orchestra Room), each with a capacity of 75–100 students, located near the auditorium.
    - Rooms should have flat floors and acoustic baffles on ceilings.
    - Proportions should mirror the usable stage area for seamless transitions between rehearsal and performance.
    - Spaces must include acoustic soundproofing and sound distribution systems, as well as recording and playback capabilities.
    - One room should be equipped with mobile risers and dedicated storage for them.

- Storage: Provide sufficient, dedicated storage for sheet music, uniforms, and instruments, including climate-controlled storage for string instruments.

- Practice & Breakout Spaces: Develop small breakout rooms adjacent to larger ensemble rooms, equipped with windows for supervision. These should include:
    - A smaller ensemble space (25–30 students, including large instruments) with soundproofing, humidity control, recording/playback capabilities, and ample outlets for amplifiers.
    - Multiple individual and small-group practice rooms, soundproofed and designed for 1–2 students.
    - A flexible Music Classroom for piano and Music ~~/t~~Technology, ~~lab~~ accommodating up to 20 students, with storage for mid-sized electronic keyboards.
    - Access to ~~small~~ recording equipment ~~studio~~ to support music technology and composition.

These upgrades will provide students with access to appropriately designed rehearsal, instructional, and performance spaces. Improved acoustics, updated technology, and adequate storage will create an environment that supports both traditional music education and modern, technology-integrated approaches.

Theater

Current Delivery

MHS does not currently offer theater classes and does not employ a theater teacher. This is a significant gap in the curriculum, as the school has a thriving and robust Drama Club that produces both a fall play and a spring musical each year.

The existing theater has a seating capacity of approximately 340 but relies on outdated lighting and sound systems. The space is heavily used, not only for drama productions but also for assemblies, band and orchestra rehearsals and performances, and by numerous outside organizations and community groups.

Proposed Delivery

The Theater program represents a high-need area for development. To align with student interests and community use, the following recommendations are made:

- Curricular Expansion: Hire a dedicated drama teacher and introduce both drama and technical theater classes to support students interested in theater arts and related careers.
    - On the vocational side, the high school's Media Technology program will also utilize theater/adjacent spaces for instruction in lighting, sound engineering, video production, and live event production, providing authentic, career-aligned learning experiences tied directly to industry standards. These uses reinforce the academic and technical integration of the space and ensure sustained utilization beyond a single program.
    - Technical & Interdisciplinary Connections: Create formal connections between the theater, carpentry, and media technology vocational programs to support set design, stagecraft, and production.
    - The auditorium and theater spaces will further function as secondary instructional classrooms for the music department. Orchestra, chorus, and band classes will regularly use the theater for rehearsal, performance preparation, acoustics-based instruction, and interdisciplinary projects, allowing these programs to operate more effectively while alleviating pressure on traditional classroom and rehearsal spaces.

- Instructional Space: Provide a dedicated classroom or small black box theater for instruction when the main theater is in use. This could take place in a Large Group Instructional space.
- Scene Shop/Stagecraft room will serve as a shared instructional space with heavy, consistent use throughout the school day. In addition to supporting all theater courses and co-curricular theater productions, the stagecraft room will be used by visual arts programs, including art and sculpture classes, for instruction in set design, large-scale construction, mixed-media work, and applied design projects that integrate artistic and technical skills.
    - This space could serve as an elective classroom space if we can incorporate some construction/carpentry electives for non CTE students (with upper level CTE Construction and Carpentry students serving as teaching assistants) ~~as discussed in our last session~~.

- New Theater Facility: Develop a new theater with a seating capacity of 1,000.
    - Include backstage circulation routes that allow movement from one side of the stage to the other without exiting the theater.

    - Position the theater near a building entrance with garage doors to facilitate the movement of large set pieces.
    - Provide a flexible lobby space to accommodate will call and concessions.
- Performance Support Spaces: ~~A~~A Multipurpose Room for ~~dd a small~~ dance and performance, which is ~~studio~~ equipped with wall-to-wall mirrors and a sound system, accessible ~~usable to~~by drama, music, and extracurricular performing groups. ~~This educational experience could take place in other spaces, such as the Black Box theater or PE spaces if those spaces are designed for flexibility.~~

Theater/stagecraft Usage-

- 1 section of orchestra
- 1 section of band
- 2 modern music ensemble
- 1 chorus
- Full courseload of Drama classes
- 10, 11, 12th grade carpentry
- 10, 11, 12th grade media, film and tv
- Possible additional interdisciplinary CTE and art electives (carpentry, sculpture, etc)

Further consultation with staff and community partners will inform more detailed specifications for theater systems and infrastructure in subsequent drafts.

14. Physical Education Programs

Current Delivery

Medford Public Schools provides a quality physical education/health education program for all students in grades K-12. The program is staffed with Massachusetts DESE highly qualified licensed teachers. The goal of the Physical Education & Health Education Department of Medford Public Schools is to enhance the wellbeing of the school community by creating a culture that integrates and balances the dimensions of wellness: social, physical, intellectual, occupational, emotional, environmental, financial and spiritual. The department strives to encourage an active, healthy lifestyle, healthy decision making, and a life-long commitment to wellness. The curriculum is based on state and national physical education and health education frameworks.

Presently all students at Medford High School are required to take physical education. -Starting in 2026/2027 juniors and seniors can opt to complete a wellness independent study in place of a physical education class.

Medford High School physical education & health education requirements:

- **Four years of Physical Education (PE)**:
    - Freshman PE:1x per week during the Career and Technical Education (CTE) rotation.
    - Sophomore PE: 2x per week as part of the student schedule.

- Junior and Senior Year PE: Electives 2x per week, or students can opt for a wellness independent study. (starting 2026-2027)

- **Two years of Health**:
  - Health 1: 2x per week as part of the student schedule.
  - Health 2: 2x per week as part of the student schedule.

Proposed Delivery

A new Medford High School gives us the opportunity to design spaces and systems that treat wellness as both an instructional priority and a belonging priority, strengthening engagement, expanding meaningful student choice, and ensuring every learner can access school in an environment that is safe, modern, and responsive to who they are and what they need. Future PE/Health goals include expanding the Sports Medicine and personal fitness offerings, in addition to providing Nutrition courses, which would require hands-on cooking opportunities, through a Cooking or Family and Consumer Sciences lab.

Pool

The existing building has a pool that is an integral part of the Medford community offering adult lap swim, free public swim, and is home to MHS Swim Team and neighboring high school swim programs as well. This is expected to continue with the proposed program.

15. Special Education Programs

Current Delivery

Medford High School currently offers a range of specialized special education programs and services designed to meet diverse student needs, including Access, Project Transition (ages 18–22), Learning Group, Therapeutic Learning Program, Resource Rooms, Academic Support classrooms, and co-taught core academic classes, along with related services such as Speech-Language Therapy, Occupational Therapy, and Physical Therapy.

ACCESS High School Program	MHS	This program is an extension of the middle school ACCESS program , but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents.
Project Transition	MHS	This is a post-high school opportunity for students who will continue within a school program between the ages of 18-22. The curriculum is focused on individual student transition from school to adult life. Each student designs an individual transition plan, which is implemented through the

		collaborative efforts of the student, school team, family and state agencies as appropriate.
Connections Program	Projected Need MHS	Programming based on principles of ABA, use of direct teaching, natural environment teaching, peer modeling, and a total communication approach within both group and 1:1 settings, incorporated throughout the day to facilitate generalization of learned skills to the natural environment. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers, outside agencies and parents.

Learning Group Program	MHS/MVTHS	Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science, plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access MVTHS CTE programs and related shops at the high school level.

Therapeutic Learning Program	MHS/MVTHS	Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual counseling, group counseling, and pragmatic language instruction are integrated elements. Facilitated inclusion components.

Resource Room Learning Centers	MHS/MVTHS	Small group academic instruction for Reading, ELA, Math, Science, Social Studies and Academic supports. Curriculum is fully aligned with the Massachusetts Curriculum Frameworks, with course specific skill focus.

While these programs and supports are in place and staffed with dedicated professionals, several aspects of the current physical environment have been identified locally and through state review as presenting significant barriers to fully meeting student needs. These challenges are not about the commitment or expertise of staff. They are about the limitations of the existing building and the spaces available for therapeutic, academic, and functional programming.

The Therapeutic Learning Program currently faces significant challenges due to its physical setting. Classrooms lack natural light, windows, and flexible breakout spaces, creating an environment that is not conducive to supporting students who require calm, sensory-responsive, and adaptable learning spaces. Without quiet areas for de-escalation or individualized support, students may experience increased stress, difficulty with regulation, and reduced engagement. Staff are also limited in their ability to deliver

targeted interventions, small-group instruction, and private therapeutic support due to the lack of appropriate spaces.

Proposed Delivery

The Access Program requires learning environments that support safety, dignity, and independence. Current limitations include:

- Need for easily accessible emergency exits to support safe evacuation without reliance on specialized equipment
- Need for adequate storage for mobility equipment such as standers, wheelchairs, gait trainers, and mats
- Need for appropriate toileting and changing facilities that include equipment necessary to support students with physical disabilities

A core part of special education at the high school level is preparing students for independence through daily living skills, vocational training, and community readiness. Currently, the school has a shared living lab (kitchen/apartment) used by Access and Project Transition, but the space is limited and does not fully meet the needs of multiple programs. There is a need for:

- A shared living lab for Access, Connections, and Learning Group
- A separate living lab for Project Transition (18–22) to support age-appropriate and individualized skill development
- Additional small breakout spaces that can support differentiated instruction, related services, behavioral processing, and private meetings
-

In the new high school, special education programming will be strengthened through spaces that are purposefully designed to support student learning, well-being, independence, and access to the full high school experience. All current programs and services will continue, and no programs are slated to be removed. The proposed design will address current deficiencies and enhance programming by creating environments that are flexible, dignified, and responsive to the level of care required across a wide range of student needs. Special education spaces will be intentionally woven throughout the building within academic clusters to promote inclusion, coherence, and meaningful access to grade-level learning and peer interactions. The Access Program will be improved through the inclusion of specialized medical and accessibility supports, including a wheelchair-accessible toileting and changing room with adult assistance features, a ceiling-mounted lift system, and space for PT equipment such as gait trainers and mobility supports. Daily living and functional skill development will be strengthened through expanded living lab spaces, including a shared model apartment with a kitchen, washer/dryer, bed, and shower for programs such as Connections and Access, as well as a separate living lab for Project Transition. Project Transition (ages 18–22) will also be enhanced through a larger, more adaptable space, along with a separate entrance and exit to support age-appropriate programming and increased independence. Across programs, the new building will also include small breakout spaces and therapeutic intervention areas that support differentiated instruction, related services, de-escalation, behavioral processing, and private

meetings—ensuring students and staff have the right spaces to deliver the full scope of supports effectively.

MPS is not waiting for the new building to improve special education programming and student supports. We are actively taking steps now to strengthen systems, refine practices, and prepare for a smooth and thoughtful transition into a modern, purpose-built environment. This work includes identifying facility barriers through both local review and state feedback so that the new design directly responds to documented needs, and clarifying program-level service requirements such as therapy spaces, breakout areas, toileting and changing facilities, mobility equipment storage, and daily living instructional spaces. Enhancements currently underway include the addition of a Connections Program with at least two classrooms to support students with Autism, using evidence-based approaches such as ABA, direct teaching, natural environment teaching, peer modeling, and total communication strategies, supported by strong multidisciplinary collaboration.

In addition, we are strengthening multidisciplinary collaboration among educators, related service providers, and families to ensure programming is aligned, consistent, and responsive to students' IEP needs. Together, these steps ensure we are building the systems and structures now that will allow the new high school to open with strong programming, clear expectations, and high-quality supports already in place. Additionally, to ensure students are educated in the least restrictive environment, a primary goal of the project is to support co-teaching in any classroom. This requires classrooms to be adequately sized and designed to accommodate multiple educators, all students, and flexible instructional arrangements without compromising learning or accessibility.

Medford High School offers a wide range of special education programs and services, but the current building limits our ability to deliver them in the most effective, dignified, and student-centered way. The new high school will preserve all existing programs while enhancing supports through improved therapeutic spaces, stronger accessibility features, dedicated daily living and transition learning environments, and flexible breakout areas. Special education spaces will also be intentionally integrated throughout academic clusters to strengthen inclusion, access, and coherence, ensuring students are supported academically, socially-emotionally, and functionally from day one.

Curtis Tufts High School

Current Delivery

Curtis Tufts High School (CTHS) is an in-district therapeutic day school within Medford Public Schools which is currently located approximately two miles from the current high school. The enrollment of the CTHS is approximately fifteen students with a maximum of forty students. Integrating a therapeutic day school program within a newly built comprehensive high school offers significant benefits for students, educators, and the broader school community. By bringing both programs under one roof, students in the therapeutic setting gain access to a wider range of academic, extracurricular, and social opportunities, reducing isolation and fostering a stronger sense of belonging. At the same time, the comprehensive high school benefits from the expertise and resources of therapeutic staff, who can provide valuable consultation, interventions, and professional development to help all faculty members better support

students with diverse needs. This model aligns with best practices in inclusive education, ensuring that every student has equitable access to high-quality learning and mental health supports.

Resource sharing is another critical advantage of this integrated approach. Specialized staff, such as social workers, school psychologists, speech and language pathologists, occupational therapists and BCBA can serve both programs, leading to more efficient use of personnel and funding. Facilities such as gyms, libraries, CTE programs, science labs, and arts spaces can also be shared, ensuring that therapeutic day students have access to the same high-caliber environments as their peers. Additionally, this integration can reduce stigma by normalizing support services within the larger school community, creating an environment where seeking help is seen as a natural part of student success. Ultimately, combining the therapeutic day school program with the comprehensive high school represents a forward-thinking, student-centered design that promotes inclusion, enhances well-being, and maximizes educational resources.

Proposed Delivery

The co-location of the Curtis Tufts High School on the Medford High School Campus is a concrete way in which Medford lives out its core value of belonging. In particular, the co-location will have a positive impact in the following areas:

1. Convenience and Accessibility: By placing the therapeutic program within Medford High school, students can easily access mental health services without needing to leave the school premises. This reduces barriers to seeking help and increases the likelihood that students will utilize the services.
2. Integration with Academic Environment: Co-location allows for seamless integration of therapeutic interventions with the academic curriculum and school activities. Therapists and counselors can collaborate with teachers and administrators to support students' overall development and well-being.
3. Immediate Support for Crisis Situations: In cases of immediate need or crisis situations, having a therapeutic program on-site ensures that students can receive prompt intervention and support. This can prevent the escalation of issues and promote safety within the school community.
4. Support for At-Risk Students: Therapeutic programs often cater to students at risk of academic failure, dropout, or other negative outcomes. By providing targeted support, these programs can help these students stay engaged in school and achieve their full potential.
5. Fostering a Supportive Atmosphere: Co-location creates a supportive and inclusive school culture where mental health is prioritized. It sends a message that seeking help is normal and encouraged, thereby reducing the stigma associated with mental health challenges.
6. Collaboration and Coordination: Co-locating allows for better coordination and collaboration between therapists, counselors, teachers, and other school staff. They can work together to identify students who may benefit from additional support and develop personalized plans to meet their needs.
7. Tailored Interventions: Therapists in a co-located program can provide tailored interventions that address the specific needs of high school students, such as academic stress, social pressures, identity development, and family dynamics. This targeted approach can lead to more effective outcomes.

8. Educational and Emotional Growth: The integration of therapeutic services within the school environment supports not only students' emotional growth but also their educational success. Students are better equipped to manage challenges and fully engage in their academic pursuits.
9. Parental Involvement and Support: Co-location facilitates easier communication and parental or guardian involvement in their students' therapeutic journey. Parents or guardians can be more actively engaged in understanding and supporting their child's mental health needs.
10. Cost and Resource Efficiency: Co-location can optimize the use of resources and funding by leveraging existing school infrastructure and personnel. It may reduce costs associated with transportation or separate facilities while maximizing the impact of therapeutic services.
11. Modeling Healthy Behaviors: By integrating mental health services into the school setting, co-location models healthy behaviors and coping strategies for students, promoting lifelong wellness practices.
12. Preparing for College and Career: By promoting emotional and mental well-being, therapeutic programs prepare students to navigate the challenges they may face in higher education, the workforce, and adult life. They are better equipped to handle stress, setbacks, and transitions effectively.
13. Building Life Skills: Beyond academic knowledge, therapeutic programs equip students with essential life skills that are crucial for personal and professional success. These skills include resilience, communication, decision-making, and problem-solving abilities.

Co-locating the Curtis Tufts therapeutic day program within the Medford High school setting can create a supportive and nurturing environment that enhances students' well-being, academic success, and overall development. It maximizes accessibility to mental health services and strengthens collaboration among stakeholders to better meet the diverse needs of students.

Therapeutic wing- Separate entrance, quiet area for lunch time, 4 academic classrooms with breakout rooms, counseling area, principal/director office, sensory space. Access to high school classes as students transition to a least restrictive setting, opportunities for participation in the school community including but not limited to sports and extracurricular activities.

The last Coordinated Program Review for Medford Public Schools was in School Year 2023-2024. The issues identified were special education process related and not regarding specific space or location issues.

The following Special Education criterion was identified as being partially implemented for SE 8 IEP Team composition and attendance, SE14 Review and Revisions of IEPs, SE 18A IEP Development and content and SE 20 Least Restrictive program selected. These are either IEP processes in which a component was inconsistent or language in the IEP that was not fully implemented on a consistent basis when student binders The District conducted training and completed a corrective action plan for those items.

Enrollment in Special Ed Programming		
Program	Current Enrollment	Anticipated Enrollment
Therapeutic Learning Program	15	This varies as students become identified as requiring this methodology in this program. The program is anticipated to grow to 20-35 students
Learning Group	16	Same as above and placement numbers vary from year to year. Anticipated enrollment Could be approximately 25-30 students
Resource Room (this includes RR core classes, R/W support and Corrective Reading)	311	Same as above and placement numbers vary from year to year. Anticipated enrollment could be approximately 330 students.

16. Vocations and Technology Programs

Non-Chapter 74 Programs

Current Delivery

Medford High School currently offers the following non-Chapter 74 programs to support hands-on learning and technology curriculum:

- Digital Art/ Photography: MHS currently offers Digital Art and Digital Photography courses. Currently, 38 students are enrolled across all sections but the high school has plans to offer more Digital Art sections by hiring additional staff.
- Media and Technology: MHS currently offers Media and Technology courses, such as Computer Science, Cybersecurity, and Game Design. Currently, 225 students are enrolled across all sections.
- Scene Shop/ Stage Craft: MHS currently has a Stage Craft space. The school previously offered Stage Craft as a technical theater course, which was well-enrolled. While the high school does not currently offer Stage Craft as a course today, it has plans to reintroduce it when the proposed school is complete.

Proposed Delivery

To support its commitment to offering students a wide range of electives, and help students have agency of their own high school careers, MHS will be expanding access to existing STEAM courses, as well as adding more courses. Plans for expansion include hiring of additional staff, in addition to creating space that supports technology and hands-on learning. However, understanding that technology and education changes over time, the labs will be designed for flexibility for the future.

These Technology, or Innovation Labs, will provide students with rich, varied learning experiences that honor and develop the full spectrum of their intellectual capacities.

- Digital Art/ Photography Lab: Will support the school's Digital Art and Photography curriculum. The high school previously offered film photography but does not currently. However, the school has plans to reintroduce film photography as an elective course and is proposing to include a Darkroom component as part of this space. Enrollment capacity discussion for this is ongoing as additional Design courses will be added the next school year. These are courses that are already offered at MHS. The building project would help us expand the enrollment opportunity in these courses by offering more electives to diversify their education and pursue tracks of interest to higher levels. Space will require computers, printers, and a Darkroom component, and will have proper ventilation as required. Sinks and eyewash stations will be installed.
- Media and Technology Labs: Will support the school's Media and Computer Science curriculum. Enrollment of this program is expected to be around 250-260 students, across all sections. The building project would help us expand the enrollment opportunity in these courses by offering more electives to diversify their education and pursue tracks of interest to higher levels. Space will require computers, printers, 3D printers and will have proper ventilation as required.
- Innovation Labs / Makerspace: Will support hands-on and project based learning space, intended to be shared across all disciplines. These spaces will support a variety of experiences, from cooking opportunities and other hands-on activities, to being used as affinity and cultural connection spaces. Space will require flexible furniture, printers, and possibly some equipment for podcasting or video recording, and playback capability. One will have cooking stations, with kitchen appliances, and proper ventilation and exhaust as required. Sinks and eyewash stations will be installed.
- Scene Shop: Will support MHS's Performing Arts program plans to implement curriculum for technical theater design, including activities such as set design and set construction. Space will have hand tools and small equipment as required for set-construction. Sinks, eyewash stations, and personal protective equipment will be implemented/provided.

Training will be provided for teachers using a well-established Medford practice. For any new curriculum, course, or pedagogical shift Medford partners with experts for technical assistance. For the expanded technology courses, Medford will partner with the College Board and send teachers to Advancement Placement Course training. One of these trainings is taking place during the summer of 2026 and our teacher is already registered. For expanded art courses, we will continue to partner with experts in the field, such as Erin Feeny who is providing Professional Development for our teachers in 2025-26, to

support teachers in choosing curriculum materials, practicing strong pedagogy, and safely using any equipment required to run the course.

Chapter 74 Programs

Visioning the Future of CTE at Medford High School

Building on insights gained through extensive visioning sessions, school tours, and collaborative planning, the future of Career and Technical Education (CTE) at Medford High School is poised for meaningful transformation. Currently, Medford High School proudly offers 15 high-quality CTE programs that prepare students for success in both post-secondary education and the workforce. However, our aspirations for the new Medford High School go beyond our current offerings.

Through collaborative working sessions, academic and Career-Technical educators expressed a strong desire to integrate CTE programs into areas of the building that feel connected to the broader campus. The goal is to move away from silos and allow students to feel part of a "one school community." As we look to open additional CTE programs in the new facility, we are committed to a design that balances this integration with the need to preserve the distinct identity of each shop and the pride of the students within them.

Current Delivery

The Student Experience and Sense of Belonging

Students report that within our CTE programs, they feel a profound sense of belonging and community. They appreciate the ability to devote significant amounts of time to their chosen disciplines, creating an environment where they can truly see themselves in their work and in the curriculum. These programs are designed to meet the needs of today's dynamic economy by providing rigorous academic instruction, hands-on training, and real-world experiences that align with current industry standards.

Each pathway is led by passionate instructors who do more than teach; they mentor, inspire, and model the professional skills students need to thrive. This supportive environment has led to remarkable growth. Over the past five years, enrollment in CTE programs has doubled, with approximately half of the MHS population now pursuing a career-technical pathway. To meet this demand, we have expanded instructional capacity through targeted staffing increases in high-demand programs like Auto Technology, Construction, Culinary Arts, Electrical, and Metal Fabrication.

Strategic Investment and Community Partnerships

MHS has benefited from strategic investments totaling more than $1.5 million over the past eight years through state and federal grants (including the Massachusetts Life Sciences Center and Skills Capital Grant Program). These funds have allowed us to upgrade facilities and purchase advanced equipment, ensuring our students train on technology that matches the evolving regional workforce.

Strong partnerships are central to our success. We maintain productive relationships with the Metro North Workforce Development Board, the Medford Chamber of Commerce, The Medford Rotary Club, Tufts University, and local businesses. Additionally, our active Program Advisory Committees meet twice annually to provide critical industry insight, creating a bridge from high school to career for our graduates.

Live Work: Connecting Classroom to Community

An essential component of the CTE experience is the abundance of "live work" that allows students to apply their skills in authentic settings. Shops open to the public—such as Bistro 489, the Auto Technology garage, the Cosmetology salon, and our Construction programs—allow students to provide valuable services to Medford residents. This reinforces the vision of students "seeing themselves in their work," as they directly impact their community through custom builds, graphic design services, and early childhood education at the Make Way for Kids Preschool.

Outcomes and Cooperative Education

Our Cooperative Education (Co-Op) Program is a cornerstone of this success, offering over 50 seniors annually the chance to gain paid, trade-specific work experience. These placements often lead to full-time employment offers, allowing students to transition directly into the workforce with a strong foundation.

The strength of our vision is evident in our outcomes: approximately 50% of our CTE students pursue further education at two- or four-year colleges, while the remaining 50% transition directly into skilled workforce positions. Guided by principles of equity and access—and aligned with Perkins V legislation—we ensure that all students, regardless of background, have the opportunity to explore their interests and achieve their career goals in a supportive, unified school community.

Existing Chapter 74 Programs	Certifications	Industry Partners
Freshmen Exploratory		
Auto Technology	❖ OSHA – 10 ❖ ASE	❖ Benjamin Franklin Institute of Technology ❖ Universal Technical Institute ❖ Ford ❖ WyoTech University ❖ New England Tech. ❖ McGovern Automotive Group ❖ Lyon-Waugh Automotive Group ❖ Volkswagen Of Boston

		❖ Herb Chambers Automotive Group ❖ Burke Automotive ❖ Lexus Of Watertown ❖ Mirak Automotive Group ❖ Snap-On Tools ❖ Second Chance Cars ❖ Mathieu Ford ❖ Sentry Ford
Biotechnology	❖ OSHA-10 ❖ AHA CPR/First-Aid	❖ MassBioEd ❖ AddGene Inc. ❖ BioBuilder Apprenticeship Challenge ❖ Bioscience Core Skills Institute
Business Marketing	❖ OSHA-10 ❖ Microsoft Office Specialist (Excel, PowerPoint, Word)	❖ Bentley University
Carpentry	❖ OSHA-30 Construction ❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification	❖ Bunker Hill Community College ❖ Boston Carpenters Apprenticeship Training Center ❖ Eastern Massachusetts Carpenters Apprenticeship ❖ Construction Craft Laborers Apprenticeship Program ❖ CMP (The Compliance Mentoring Program)
Construction and Craft Laborers	❖ OSHA-30 Construction	❖ Laborers International Union ❖ CMP (The Compliance Mentoring

	❖ HotWorks ❖ First aid and AED/CPR certification ❖ Ladder Safety Certification ❖ MA Department of Transportation	Program)
Cosmetology	❖ Massachusetts Cosmetology License ❖ OSHA-10 ❖ Barbacide Certification	❖ Catherine Hinds ❖ Salon Centric ❖ Lola Salon ❖ Hair Passions ❖ Park Ave Salon ❖ Silvestro's Barber Shop ❖ Anita Curl in Boston
Culinary Arts	❖ Serve-Safe ❖ OSHA-10	❖ Bunker Hill Community College ❖ Earl's Kitchen ❖ Goldilox Bagels
Early Childhood	❖ Massachusetts Department of EEC Preschool Teacher Certification, 150 hrs ❖ Massachusetts Department of EEC Infant/Toddler Teacher Certification,	❖ Launch and Learn ❖ Kid's Corner ❖ Creative Corner ❖ Graceworks ❖ Medford Early Education Program (MEEP)

	150 hrs ❖ Pediatric First Aid / CPR AED the from American Heart Association ❖ OSHA-10 ❖ 51A Mandated Reporter Training ❖ Strong Start 2.0 training required via Early Education and Care Dept. (EEC) ❖ CORI (Criminal Offender Record Information) background checks ❖ Fingerprinting requirement via the EEC/BRC Background Records Check	
Electrical	❖ OSHA-10 Construction ❖ HotWorks ❖ 1500 +/- On the job experience toward apprentice ❖ 300 Hours Education toward license	❖ IBEW Local 103 ❖ Gould Construction Institute

Engineering and Robotics	❖ OSHA-10 ❖ MACWIC	❖ The Mitre Corporation ❖ Watts Water Technologies
Film and Television	❖ OSHA-10 ❖ Adobe Premiere Pro ❖ Adobe Certified Professional (ACP) certification exams.	❖ Medford Community Media ❖ City of Medford
Graphic Design & Visual Communications	❖ OSHA - 10 ❖ Adobe Certification in Indesign, Photoshop, Illustrator, and Premier	❖ City of Medford ❖ Medford Public Schools
Health Assisting	❖ OSHA-10 ❖ CPR-Healthcare Provider/First Aid ❖ Certified Nursing Assistant ❖ Alzheimer's Association Dementia Communication Training ❖ Home Health Aide Certification	❖ Winchester Lahey Clinic ❖ Winchester Rehabilitation and Nursing Center ❖ Aberjona Rehabilitation Nursing Center ❖ Woburn Rehabilitation and Nursing Center ❖ Medford Board of Health ❖ Walnut Street Industries ❖ Medford Council on Aging ❖ Medford Public Schools: Child Care ❖ Excel Physical Therapy ❖ Northshore Neurology
Metal Fabrication/Welding	❖ OSHA – 10	❖ Markham Metals

	❖ HotWorks	
Programming and Web Development	❖ OSHA-10 ❖ Certiport IT Specialist - HTML & CSS	

Proposed Delivery~~Changes~~

Medford Public Schools seeks to expand several CTE programs due to waitlist data compiled over several years. We are seeking expansion in the following Chapter 74 programs: Automotive Technology, Cosmetology, Electrical, and Health Assisting. These programs continue to be over subscribed and a waitlist is generated. The School Committee approved the expansion plan unanimously at the 5/20/2024 School Committee Meeting.

Medford Public Schools is seeking **new program approval** in the following Chapter 74 program areas:

- Criminal Justice/Protective Services
- Dental Assisting
- Information Systems
- Plumbing/HVAC

School leadership presented evidence-based expansion plans to the Medford School Committee that align with our regional blueprints and local demand. Surveys from middle school students provided the following data:

- ➔ 83.1% expressed interest in adding Criminal Justice Protective Services
- ➔ 66.9% expressed interest in adding Information Systems
- ➔ 52.1% expressed interest in adding Dental Assisting
- ➔ 59.8% expressed interest in adding Plumbing/HVAC to our vocational portfolio

Meetings with our local MassHire agency were convened for the purposes of aligning our new and expanded CTE program opportunities with local employment needs as well as what occupations are seen as "critical" to the industry over the coming years. A labor market data request was completed by the representatives at MassHire, which allowed us to see current data to support our plan to open new Chapter 74 programs that meet the demands of our region. As we reviewed potential program additions, we consulted our regional blueprints and viewed the hiring demand for each. We have worked with DESE on program expansions in the past and are prepared to comply with DESEs requirements around program advisory committees.

vi. If the District's proposed Chapter 74 Programming remains unchanged from that included in the Chapter 74 Viability Submission processed during Eligibility Period, confirm in the educational program that the proposed programming remains unchanged from that reviewed during Eligibility Period.

The District's proposed Chapter 74 Programming (both expanded and new) remain generally unchanged

from that included in the Chapter 74 Viability Submission processed during the eligibility period with the exception of the timeline being revised to appropriately reflect dates that coincide with new building occupancy. Formal (DESE) program approval and planning will take place at least one year from occupancy. Additionally, a third Auto Technology instructor was added for FY26.

vii. Schedule of implementation for the proposed programming adjustments regarding staffing, curriculum development and project program enrollment from start to full implementation

Expanded Chapter 74 Program Offerings	**Applicable School Year**	**Comment** *SY 28-29 reflects an anticipated occupancy of SY 29-30. These dates are subject to change.
Automotive Tech	SY 25-26	A third instructor was added to the Auto Technology Program. Increase capacity to 40.
Cosmetology	SY 28-29	In addition to space needs, the district will need to hire a third instructor to reach expanded capacity.
Electrical	SY 28-29	In addition to space needs, the district will need to hire a fourth instructor to reach expanded capacity.
Health Assisting	SY 28-29	In addition to space needs, the district will need to hire a third instructor to reach expanded capacity.

Proposed New Chapter 74 Programs	**Apply for Program Approval**	**Planning Phase** (During Program Approval Process)	**Launch** *SY 29-30 reflects an anticipated occupancy of SY 29-30
Dental Assisting	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Criminal Justice/Protective Services	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Plumbing/HVAC	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30
Information Systems	SY 28-29	Form Advisory Committees, develop scope and sequence and curriculum planning	SY 29-30

Current CTE Program Offerings

Delivering Rigor, Relevance, and Industry Alignment

Automotive Technology

Our Automotive Technology program is evolving in lockstep with a dynamic industry defined by the rise of electric vehicles (EVs) and advanced computerized systems. Recognizing the demand for highly skilled technicians, our curriculum is rigorous and interdisciplinary. Automotive instructors collaborate closely with academic educators to integrate math and science concepts into technical tasks, aligning technical instruction with academic standards. This ensures students are prepared for both the complexity of modern vehicle repair and the critical thinking required for post-secondary success. Graduates often secure stable, competitive positions at dealerships and private facilities. **In the proposed new MHS, we seek to expand this program to meet the surging student interest.**

Biotechnology

Biotechnology at MVTHS offers a gateway to critical sectors including biomanufacturing, pharmaceuticals, and medical sciences. By integrating biology, chemistry, physics, and engineering, students utilize advanced technology to develop products for everyday living. The program mirrors the industry's increasing demand for skilled innovation and is notable for its inclusivity; our classroom demographics reflect the industry trend where women comprise 40-50% of the workforce—exceeding benchmarks for other STEM professions.

The District currently has 17 Science labs where the Science courses are taught. Two of the Science labs are currently housing the Biotechnology Program. The laboratory spaces and adjoining preparation areas were rehabilitated in 2013-2014; therefore, they follow MSBA guidelines for design. In addition, the Science Wing at Medford High School is furnished with an oversized “Lecture Hall,” which serves as a high-use room in which guest presentations, World Language testing, AP testing, Science Exposition, Guidance related presentations (college/career planning, course selection, and many others), Health/Wellness Education, and University Partnership presentations (MIT, Tufts University) occur regularly. For the current enrollment, the District needs 15 MSBA-approved Science classrooms, at a minimum. The Science Lecture Hall is an invaluable resource space, and it is recommended that students have access to more spaces of similar size and design, given the use and demand across all disciplines.

The designated space for the Biotechnology Program, which occupies two adjoining Science classrooms, would be ideal to situate in very close proximity to the Science area classes, as it is now. Many of the shared resources make sense to exist in one location for ease of access as well as they have common uses. For example, incubators, Laminar flow hoods, Chemical Fume Hoods, large -80 degree Celsius freezers, autoclaves, ice machines, distilled water, HPLC, Bioreactors, the aquaponic/hydroponic system, and a centralized chemical storage room are all shared amongst the Science department faculty and the Biotechnology Program faculty. In addition, the curriculum scope of the Biotechnology Program and the Science program is very closely aligned, which makes the partnership ideal for many projects, lab activities and supplies, and lab skills.

Some of the challenges currently faced by the Biotechnology program are that the traditional classroom spaces are small relative to the equipment needs of the program, which include biomanufacturing and several large, sterile laminar flow hoods, sterilization equipment, chemical fume hoods, as well as large, negative 80°C freezers. It would be beneficial to increase the square footage of the research lab area and pair it with a separate classroom/theoretical instructional space. Importantly, there would be key benefits to incorporating, in addition to these two spaces, a growing area, an additional storage area, and an instructional preparation area - for the preparation of and safe-keeping of materials and supplies needed for laboratory experiments.

Business Marketing

Reflecting the modern workforce, our Business Marketing program prepares students for a landscape where digital presence and adaptability are paramount. With a curriculum aligned with the Massachusetts Frameworks, students engage in units covering essential questions, strategic concepts, and real-world application. A core expectation is the attainment of industry-recognized credentials; students utilize *BrainBuffet* to prepare for and complete at least three Microsoft certifications (Excel, PowerPoint, & Word). The program also emphasizes the growing sectors of remote work and social media management.

Carpentry

Enrollment in Carpentry continues to rise, driven by a projected 4% national employment growth and strong local interest. To ensure our students are workforce-ready, the program adheres to a core principle of using exclusively professional-grade tools and equipment rather than educational kits. This commitment allows students to execute sophisticated projects and gain authentic experience. We also make a conscious effort to break down barriers in the trades; while women make up only 6% of the national carpenter workforce, they represent 16% of our Carpentry program. Currently, the program is space-constrained, limiting our ability to accept all interested applicants.

Construction and Craft Laborers

As urbanization drives the need for infrastructure, housing, and public projects, our Construction and Craft Laborers program serves as a critical pipeline for the region's building trades. This Chapter 74-approved curriculum is comprehensive and competency-based, covering multiple trades including carpentry, electricity, masonry, plumbing, welding, and glazing. Students acquire essential certifications in safety (OSHA) and hazardous materials handling. Upon completion, students present a portfolio containing a career plan, safety credentials, and a competency profile to earn the Certificate of Occupational Proficiency.

Cosmetology

Rigorous and state-regulated, our Cosmetology program provides the 1,000 hours of instruction required for the Massachusetts state licensing examination. Beyond technical skills, the curriculum emphasizes entrepreneurship, client consultation, and communication. We have intentionally modernized our curriculum to foster belonging, incorporating textured hair mannequins and braiding techniques to ensure students of color see themselves represented in the work. This inclusive approach has stabilized and

increased enrollment. Upperclassmen now specialize in high-demand areas such as esthetics, lash extensions, and color services. **We will seek to expand this program in the proposed new MHS.**

Culinary Arts

The Culinary Arts program simulates a professional environment through our live working laboratory, *Bistro 489*. Students manage front-of-house operations, commercial baking, and banquet services, becoming proficient in industry standards for safety, sanitation, and quality. The program is a model of gender equity; while the national industry is 55% female, our program mirrors this closely with 55% female enrollment, providing an inclusive environment for all aspiring chefs and hospitality managers.

Early Childhood Education

With the demand for licensed childcare in Massachusetts rising by 22% since 2020, our Early Childhood Education program meets a vital community need. All students work toward certification from the Massachusetts Department of Early Education and Care (EEC). The rigorous 3.5-year vocational path includes supervised clinical hours in a variety of preschool and daycare settings, ensuring students meet both academic and practical requirements. While the field is historically female-dominated, our program is inclusive and welcomes students of all gender identities.

Electrical

The Electrical program is designed to bridge the gap between high school and a professional career in contracting or engineering. The curriculum is strictly aligned with the National Electrical Code (NEC)—the definitive standard for the industry in the United States. Students gain hands-on proficiency through nearly 100 in-shop projects and live work around the school district. Seniors often transition into the Cooperative Education program, working with local contractors to apply their skills in the field. **Due to the critical need for licensed electricians, we will seek to expand this program in the proposed new MHS.**

Engineering and Robotics

Though currently limited by physical space, our Engineering and Robotics program maintains steady enrollment and high rigor. We reject the use of educational kits in favor of professional equipment, enabling students to design sophisticated prototypes that rival post-secondary work. The program is also a champion for diversity in STEM; while women make up 15% of the engineering workforce nationally, they represent 18% of our program, a number we continue to bolster through targeted exploratory sessions highlighting female leaders in the field.

Film and Television Production

Driven by the explosion of streaming platforms and digital content, this program offers an immersive production experience. Students utilize industry-standard resources, including *Adobe Creative Cloud* (Premiere Pro and After Effects) and *StudioBinder*. The curriculum blends technical training with film history and theory, studying scripts and directors from diverse backgrounds. This ensures graduates are not only technically proficient editors and producers but also culturally literate storytellers ready for a

rapidly expanding media landscape.

Graphic Design and Visual Communications

This program treats design as a powerful tool for communication and commerce. Students master the *Adobe Creative Cloud* suite to produce professional-grade print and digital media, including web design, animation, and user experience (UX) design. The curriculum focuses on building a professional digital portfolio—a critical asset for college applications and employment. By combining artistic theory with technical software skills, students develop the visual literacy required for success in post-secondary education and the workforce.

Health Assisting

Aligned with a healthcare sector projected to grow significantly through 2033, our Health Assisting program is a vital pathway for future medical professionals. Students have the opportunity to obtain Certified Nursing Assistant (CNA) certification, a federally recognized credential. We are actively working to diversify the field through recruitment efforts aimed at male students, challenging industry norms. Despite peer pressure, those who join find a pathway rich with opportunity. **We will seek to expand this program in the proposed new MHS.**

Metal Fabrication and Welding

Our Metal Fabrication program combines creativity with heavy industrial skills. Students progress through a comprehensive sequence of welding techniques, including Shielded Metal Arc (SMAW), Gas Metal Arc (GMAW), and Gas Tungsten Arc (GTAW) on both steel and aluminum. They learn to interpret blueprints and symbols to create everything from artistic sculptures to infrastructure components. Notably, we are successfully challenging the gender gap in the trades; while the national average for women in metal fabrication is 5%, our program is proud to be comprised of nearly 20% female students.

Programming and Web Development

This program prepares students for the high-demand digital economy, focusing on software development, cybersecurity, and data analysis. With the Bureau of Labor Statistics projecting an 8% growth for web developers and digital designers through 2033, our curriculum is forward-looking. Students gain the coding languages and analytical skills necessary to build e-commerce platforms, mobile applications, and secure web environments, positioning them for one of the fastest-growing career tracks in the modern economy.

17. Transportation Policies

Medford Public Schools provides transportation for elementary school students who live more than 1 mile from the school and for middle and high school students who live more than 2 miles from the school (Massachusetts General Laws requires transportation only for students in grades K-6 who live more than 2 miles from the school). There are some exceptions for bus stop locations when there is a particular safety concern.

For Medford High School, all students are entitled to a discounted MBTA student bus pass, allowing them half price rides on MBTA buses. For the one neighborhood that is not services by the MBTA, but is more than 2 miles from the school, there is a yellow bus provided. Eligible students are given a MHS bus pass to ride the yellow bus (eligible students must live in this one neighborhood and are also still entitled to receive a half price MBTA card).

Transportation is also provided, per Massachusetts law, for any student determined to have McKinney-Vento status or moved out of the city by DCF. Additionally, students who have transportation listed on their IEP receive specialized transportation. The following 3 guidelines and policies also contribute to our transportation practices: DESE GUIDELINES, District POLICY , District BEHAVIOR POLICY (district)

The Medford Public Schools district is currently evaluating its transportation services to better meet the needs of Medford High School students. This review is focused on two primary objectives: expanding the availability of contracted yellow bus routes and simultaneously reducing the reliance on MBTA services, which currently present significant challenges for many students. Furthermore, in response to student feedback regarding limited transportation after the school day, the district is exploring the addition of late bus options to ensure students can consistently participate in extracurricular activities and academic support programs.

18. Functional and Spatial Relationships

A new Medford High School should be designed with flexibility in mind, allowing academic classrooms, offices, and shared spaces to evolve over time as programs shift and student needs change so the building remains efficient, adaptable, and future-ready. This is especially important given our current layout across multiple connected buildings and floors, which often requires students to spend significant time navigating corridors to move from class to class. A more intentional design can reduce travel time, strengthen daily flow, and keep the focus on learning and belonging.

To support stronger collaboration and reduce isolation across departments, we envision academics organized into learning community “clusters” that include centralized breakout spaces where students and educators can work together just outside classrooms. Within this structure, we would like to see content areas clustered intentionally, such as STEM and Humanities so educators can collaborate more naturally on unit design, interdisciplinary learning, and project-based experiences. We also see value in clustering CTE with Fine Arts and academics to strengthen connections, streamline student access, and support shared use of spaces and scheduling.

Guiding design principles and ideal adjacencies include embedding Special Education and English Learner spaces throughout learning communities (rather than separating them), with small group rooms located near clusters in a range of sizes (4–6 students and up to 10). A centrally located library should serve as a bridge between academic areas and art classrooms, with space designed for flexible learning, collaboration, and student support. Career and Technical Education should be integrated with core

academics, embedded in clusters, when appropriate. Themed tech labs should be placed near related programs (for example, culinary tech spaces near culinary and the cafeteria) to reinforce whole school use and real-world learning connections.

The building should also reflect the school's role as both a learning environment and a community hub. A welcoming, accessible Welcome Center near the main entrance should support both school operations and community access, with a separate entrance for community-facing spaces such as the auditorium, gym, and select CTE programs (Bistro, Shop, Cosmetology, Auto). Nursing support near the entrance would strengthen student care and family coordination, and house offices should be stacked to improve efficiency and clarity of support structures. Finally, outdoor dining options should be intentionally supported to expand flexible space for students and strengthen school culture during the day and for community use when appropriate.

The guiding principles for our adjacency preferences are included in the narrative above.

19. Security and Visual Access Requirements

Behavioral and medical emergency response plans are updated every 3 years and submitted to DESE. These plans are subject to review at any time with input from Medford Police, Medford Fire and building/district leadership. Buildings and Grounds conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist. The Medford Fire Department conducts periodic inspections of all buildings during the school year.

The following Emergency Response Plan was updated and submitted to DESE June 13, 2025

MEDFORD PUBLIC SCHOOLS EMERGENCY RESPONSE PLAN FOR MEDFORD HIGH SCHOOL 2025-2026	
ACTION	SPECIFICS
Communication Marta Cabral (Principal)	**School in Session:** School Nurse calls 911 and identifies need for EMT (Basic Life Support) or Paramedic (Advanced Life Support)
	Walkie-talkies, cell phones: Nurses, Security Personnel, Principal, Assistant Principals, Vocational Director, Office Secretaries, Physical Education Dept, Director of School Counseling & Behavioral Services
	Public Address System throughout building
	Fields: Use Walkie-Talkies
	After school activities: Coaches use personal cell phones; Athletic trainer or EMT/paramedic at all contact sports
	Club advisors, Fine Arts programs: Use classroom intercom systems or cell phones
Medical Response Time	**Armstrong Ambulance response time:** Maximum time 8 minutes, average time 5 minutes

Relevant Contacts and Information	**School in session:** Access through School Brains and student health information forms in nurses' office. School nurse notifies parent/caregiver, Director of Health Services, main office 781-393-2200 and vocational office 781-393-2260 as appropriate. Principal notifies superintendent's office. Superintendent notifies school committee members. School counselor 781-393-2288, or designee, accompanies student to hospital and remains until parent/caregiver or guardian arrives. Report safety issues: Facilities, 781-393-2208
	After School: School Brains or coaches' players' binder, kept in First Aid Kit. Coach is responsible for parent/caregiver/caregiver notification. Coach or designee accompanies student to hospital and remains until parent/caregiver or guardian arrives.
	Post event support: Collaborative decision made by administration, school counseling and school nursing. May include outside resources as appropriate, including Riverside Community Care (781-329-0909), Cambridge Health Alliance (833- 222-2030), MPS School Physician Dr Patrick Sabia (781-306-0200), Medford Board of Health (Mary Ann O'Connor (781-393-2565)
Direct Emergency Medical Services	**School in Session:** School nurses respond with emergency bag including EpiPen and Narcan. Security or School Resource Officer meets ambulance at top of school driveway and directs to scene. School nurse directs emergency procedures and care until the arrival of EMT/paramedic.
Direct Emergency Behavioral Services	**School in Session:**Alert building administration, school counselor, or nurse via walkie talkie or alerting through admin assistants to locate them. School staff contacts parent/caregiver. School counselor or Administrator responds to provide student support and determine next steps: 1. Emergency Transport via EMS 2. Emergency Mobile Crisis Team 3. Parent Transport to Care
	After School: After school staff, coach or club advisor contacts parent and consults with administrator to determine a next step of the following: ● Emergency Transport via EMS ● Emergency Mobile Crisis Team ● Parent Transport to Care After school staff, coach or club advisor ensures student is fully monitored until transfer of care to appropriate entity determined by level of care necessary.

CPR/AED Training	**Staff and teachers:** offered yearly through the MPS professional development program. **Coaches:** offered yearly through the Athletic Dept. **Students:** taught in health education in grades 11 & 12 Trained personnel are identified yearly; list of trained staff is kept in nurses' and athletic offices.
Defibrillators	MHS has a public access defibrillator program. Portable defibrillators are located: 1st floor lobby, 2nd floor C building outside Café 2, 3rd floor across from PE cages, Fitness Center on wall next to door, Nurses' office and Vocational Office. Athletic trainer has a defibrillator for games, sports coaches each have a defibrillator for games and practices.
Safety Assessment	Safety assessments are provided in all classrooms and facilities by: Facilities conduct twice yearly safety checks on all areas to meet NIOSH self-inspection checklist and provides checklist to Principal. Medford HS has a safety manual chapter dedicated to each vocational shop. Medford Fire Department conducts periodic inspections of all buildings during the school year. Students are provided developmentally appropriate safety information in their classrooms and health/physical education programs.

To prepare the staff for the upcoming academic period, several administrative leaders oversee the notification and readiness of their respective teams. Assistant Principals, the Executive Director of CTE, and Department administrators are responsible for prepping their unit faculty and secretaries, while the Principal will handle the Main Office and Instructional Support staff. The Chief Operations Officer will coordinate with the high school administration, central office, security personnel and custodial staff to ensure all are fully prepared.

20. Typical Day and Week in the Life of a Student

In the general classroom, the core academic educational activities focus on delivering the curriculum through engaging and structured lessons. These activities include direct instruction, guided practice, collaborative learning, and individual work. Teachers use a variety of instructional strategies such as collaboration, project based learning, differentiated instruction, and student discourse in order to ensure that all students have access to grade-level, engaging, affirming and meaningful lessons.

Outside the general classrooms, academic activities extend to outdoor learning, project-based inquiries, science experiments, physical education, and group collaboration. Outdoor learning spaces—including gardens, nature trails, playgrounds, and fields—provide experiential opportunities for students to apply classroom concepts in real-world contexts, promoting engagement and physical well-being. These spaces are used for hands-on investigations, physical activities, and creative tasks that reinforce and enrich the educational program.

To maximize learning and operational efficiency, outdoor areas are ideally located adjacent to classrooms. Outdoor learning environment ensures a comprehensive, engaging, and coherent delivery of the educational program aligned with school goals and student needs.

Typical Day in the Life of a Student	
Activity or Subject	**Program Details and Educational Benefit**
Breakfast	School-sponsored breakfast
Homeroom / Advisory	3 minutes daily, longer every other week with Extended Advisory and Advisory Activity
Morning class periods	Academics - General education - Career Technical Education A/B week and Freshman Exploratory during 2nd and 3rd period. - Full day special education programing (Therapeutic Learning Program, ACCESS, Project Transition)
Lunch / Gymnasium	School-sponsored lunch Students have access to the gym during lunch for movement break. Lunch is 30 minutes in length
Afternoon class periods	Academics CTE programming A/B week and C schedule students
Departure / After-School Activities	Extra-curriculars Athletics and clubs Bus pickup- MBTA buses and (1) yellow bus
Nursing / Health services	The nurses office is open from 7:45-2:33 daily for student support.

Special Education Rubric and Regulations

Special Education Rubric

The table below indicates questions to ask when reviewing facilities for students on IEPs.

Question	**Yes/No or Comment**
Ensuring Access	

1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	No
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	Yes
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	No
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	Yes
Ensuring Equality	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	No
Minimizing Stigmatization	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	No
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	No
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	No
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	No

Medford Public School's Special Education department meets the needs of a wide range of students with disabilities. Students have their needs met in inclusion settings, in substantially separate settings and in the community.

Students are included to the greatest extent possible, these decisions are made through a thoughtful planning process. Students may need support in the mainstream setting; this is provided by special education teachers, and/or paraprofessionals.

Special Education Regulations

State Regulations

603 CMR 28.03(1)(b)

(b) **Facilities**. The school district shall provide facilities and classrooms for eligible students to maximize the inclusion of such students into the life of the school. Facilities and classrooms serving only students with disabilities shall be at least equal in all physical respects to the average standards of general education facilities and classrooms. Resource rooms and separate classrooms for students with disabilities shall be given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.

1. All eligible students shall have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP.
2. School districts shall provide whatever equipment and make whatever physical adaptations are necessary to comply with this provision, including acoustical and lighting treatments to remove physical communication barriers for students who are deaf or hard of hearing.
3. The Department may make unannounced inspections of facilities.
4. The following examples illustrate aspects of this requirement and shall not be construed as limiting or defining its scope:

    (a) Placing a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students would violate the requirements of 603 CMR 28.03(1)(b).

    (b) Placing a sign saying "special class on the front of a substantially separate classroom would violate the requirements of 603 CMR 28.03(1)(b).

    (c) Placing all special education facilities together in one part of a school building would violate the requirements of 603 CMR 28.03(1)(b).

    (d) Moving classrooms of students with disabilities to locations apart from the general education program because of financial or construction considerations violates the requirements of 603 CMR 28.03(1)(b).

Special Education Facilities and Classrooms – PQA review criterion #55

The school district provides facilities and classrooms for eligible students that:

1. Maximize the inclusion of such students into the life of the school;
2. Provide accessibility in order to implement fully each student’s IEP;

3. Are at least equal in all physical respects to the average standards of general education facilities and classrooms;
4. Are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and
5. Are not identified by signs or other means that stigmatize such students.

Federal Requirements

Section 504 of the Rehabilitation Act of 1973

21. Other Speciality Spaces

There are several other programs that MHS and the District is proposing for the building, some of which support just the high school population, and some which support the high school and broader school district. Many of these programs already exist at MHS today, and the project is seeking to replicate (and improve) these spaces to meet the needs of the school and District.

Welcome Center

Current Delivery

The Welcome Center was designed as a resource and hub for the Medford community, functioning as a centralized Parent Information Center and comprehensive registration office. This center provides a welcoming and efficient intake process where families can finalize enrollment, consult with Health and Student Services, and navigate specialized programming in one location. This intentional configuration ensures that families can complete assessments, clarify complex medical requests, and access native-language resources in a single, accessible location, replacing fragmented administrative hurdles with a unified, family-first environment that immediately connects new arrivals to the district's collective expertise and resources. Maintaining the Welcome Center for MPS is a key priority for the district.

The Welcome Center is currently located in Medford High School and opens onto the main lobby. The Welcome Center has a registrar, 2 assistants, Director of Out of School Time, a testing specialist, 2 interpreters, the EL Director and an assistant, the Director of Nursing and an assistant, the Assistant Superintendent of Special Ed and Student Services with an assistant, and the Transportation Manager located around the corner. The hours of operation are from 8:00 to 4:00 with strategic evening hours around typical registration time. All visitors to the High School must be cleared by a security monitor using the RAPTOR system. The security monitor is always scheduled during the operating hours of the Welcome Center year round.

Proposed Delivery

Access to the proposed Welcome Center will continue to be secured by a Campus Security Monitor, located by the Main Entrance as the first point of entry for visitors to the school.

Additionally, by continuing to co-locate the Welcome Center with district resources- including the Medford Family Network- we are creating a unified, family-first environment. This allows families, particularly low-income households and new arrivals, to finalize enrollment, access health services, and navigate specialized programming in a single, multilingual, and accessible location.

Welcome Resource Area

Within the Welcome Center, we recommend expanding our current supports for new MPS families with the creation of a Welcome Resource Area. Here new students can "shop" for school supplies and select native language and English texts to take home. Designed as a fun and empowering experience, this space would:

- Provide backpacks, notebooks, pens, and other essential supplies.
- Offer a selection of high-interest books in both English and students' home languages.
- Allow students to choose their own items, creating a sense of ownership and excitement.
- Serve as an introduction to the school's culture of celebrating multilingualism and supporting academic success.

This resource area would help ensure that all new arrivals start their school journey fully equipped, while also reinforcing their linguistic and cultural identity further emphasizing our value of belonging.

Central Office

Medford Public Schools District offices are currently located at the Medford High School Building.

The proposed integration of the District Central Office near the Welcome Center is a strategic shift designed to transform administrative functions into a cohesive, family-centered hub. By co-locating essential departments, including Special Education, Health Services, and English Learner (EL) leadership, with the Superintendent, Human Resources, and Finance offices, the district ensures that the most critical decision-makers are directly accessible to the families they serve which underscores our commitment to ensure belonging of all stakeholders. This adjacency is vital for the success of the Welcome Center area as it allows for a seamless "one-stop" experience.

Integrating the District Central Office with the Welcome Center creates a high-visibility, family-centered hub that transforms administrative functions into a "one-stop" service experience. This strategic co-location serves the following key functions:

- Direct Family Support: By placing Special Education, Health Services, and EL leadership alongside the Superintendent, families can register, get clarity on sometimes complicated registration and medical requests, complete assessments, and access native-language resources without navigating separate sites.
- Integrated Leadership & Collaboration: A dedicated collective space for Academic Department Directors fosters cohesive planning, while adjacent quiet rooms remain available for confidential meetings. Additionally, the central location of Finance and Human Resources provides staff with

streamlined access to manage both personal and professional business.

- Community Integration: The design also features a multi-use space tailored for both MHS and MPS community use, ensuring the building serves as a versatile resource beyond school hours.

Other proposed programs include:

- ~~**Pool:** The existing building has a pool that is an integral part of the Medford community offering adult lap swim, free public swim, and is home to MHS Swim Team and neighboring high school swim programs as well.~~
  - ~~**Pop-Up Shop / Gallery:** This new space will provide authentic learning opportunities for students in Marketing, Business, or Art, allowing students to curate their own art shows.~~
- **Teen Health Center:** The proposed program creates space for a Teen Health Center at the MHS building, which will provide on-site health services through a local healthcare partner to MHS students to promote student wellness, access to care and coordination with MHS and District health initiatives. The proposed adjacencies include a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that access the High School. Any connection points from Teen Health Center to the High School would be a controlled badge-access only point of entry.
- **Medford Community Media:** Medford Community Media (MCM) is a local access media/broadcast organization which is currently located at the high school building, and provides programming to the residents of Medford. The organization also supports community use of the MCM spaces, which allows residents to produce, edit and broadcast their own programs. Currently the Chapter 74 Radio and Television Broadcasting program shares the MCM studio and its support spaces, but this shared use model presents limitations for student use and generates limitations for public access due to CORI check requirements for members of the public using the studio spaces. ~~Medford Community Media currently exists at Medford High School today and is shared space with our CTE TV and Film program. It is used by community members after-school.~~ The proposed adjacencies include a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that access the High School. Any connection points from MCM to the High School would be a controlled badge-access only point of entry.
- **Clothing Closet:** MHS has an existing Clothing Closet, known as the Mystic Exchange, run by the Counseling department and Project Transition, which addresses short-term clothing needs that may present a barrier to student participation, attendance, or comfort during the school day. The closet supports the District's equity and whole-child goals as well as the vocational hands-on training for the Project Transition students.
- ~~**Food Pantry:** The~~ Mystic Exchange also currently has a small food storage area, ~~existing pantry is~~ intended to provide discreet and dignified access to food for students and families experiencing food insecurity, supporting student wellness and equity through wrap-around services. MHS anticipates that the Food Pantry will operate independently from the MHS Food Service Department.
- **Community Partner Spaces:** There are external Community Partners that rent space in the existing MHS today. These partners serve local communities and cultures which operate independently of district administrative function. The proposed adjacencies include a dedicated and secure (badge-accessed) entrance to this space, that would be separate from entrances that

access the High School. Any connection points from Community Partner Spaces to the High School would be a controlled badge-access only point of entry.

By placing leadership and collaborative services at the front door, the district eliminates administrative barriers, ensuring that the journey of every student and the professional experience of every staff member is backed by collective expertise and transparent, accessible support.



G. Cost Information

G. Cost Information

i - PSR Cost Estimate (AM Fogarty)

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"Construction Cost Consultants"

Medford High School
Medford, MA

June 17, 2026

PSR ESTIMATE
GRAND SUMMARY

ALTERNATIVES	TOTAL CONSTRUCTION COST	GSF	MODULAR CLASSROOM
A.1 CODE UPGRADE			
A1.1	$433,553,951	522,205	$23,520,000
RENOVATION & ADDITION			
B1.2	$564,625,035	520,734	$23,520,000
C2.2A	$571,381,853	520,734	
C3.4A	$580,617,282	520,734	
NEW CONSTRUCTION			
D 1.1	$527,811,232	489,605	

COST OPTIONS:

POOL1 - (Additive Alternate Cost to Base OPT B, C) Pool Addition	6,283,500
POOL 2 - (Additive Alternate cost from Base for OPT D) New Pool Building	19,063,500
POOL 3 - (Additive Alternate cost from Base for OPT D) New Pool Building	25,347,000
PROG1 - Teen Health Center Space	1,920,105
PROG2 - Medford Community Media	2,393,556
PROG3 - Community Partner Rental Spaces	3,629,788
PROG4 - Welcome Central / Central Office	26,954,244
PROG5 - Community Meeting Space	7,404,241
PROG6A - Additional area for 1,000 Seat Auditorium	3,420,976

-

PROG6B - Additional area for 800 Seat Auditorium	684,195
PROG6C - Additional area for 500 Seat Auditorium	-3,420,976
PROG7A - Meep Preschool	22,587,977
PROG7B - Medford Family Network	3,702,559
PROG7C - Kids Corner Daycare	8,614,171
PV1 - Roof PV Included (840KW)	2,683,800
PV2 - Parking Canoopy Structure & Conduit/ Power Grid	23,600,400
PV3 - Roof & Parking Canopy PV W/ BESS	48,649,200
ACCESS1 - Add a Secondary Curb Cut west of Steve Miller Drive	1,232,766
ACCESS2 - Add a second emergency access way via lily pond	2,490,434
ACCESS3 - Exisitng DCR Fire Road Improvement	4,421,447
TIMB1 - Provide 50% of the new construction/addition frame with mass timber member/systems	12,769,164
TIMB2 - Provide 100% of the new construction addition frame with mass timber members/systems	25,538,328
HVAC 1 - Air Source Heat Pump	0
HVAC 2 - Hybrid Ground Source Heat Pump and Air Source Heat Pump	22,388,430
HVAC 3 - Air Source Heat Pump VRF System	0
PHASING - C22MODS	31,467,200
PHASING - C34MODS	28,087,600
PHASING - D11MODS	39,532,800
Parking Garage Options	
PARK 1	$73,573,769
PARK 2	$74,982,503
PARK 3	$63,290,388

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PSR
Medford High School
Medford, MA

17-Jun-26

Designer: SMMA

OPTION A.1 BASE REPAIR

	GSF			COST PER S.F.	TOTAL
RENOVATION	485,303	**GSF**		$520.11	**$252,408,606**
SITEWORK					**$10,000,000**
POOL RENOVATION	36,902	**GSF**		$675.00	**$24,908,850**
HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**			**$3,823,890**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**			**$240,750**
		TOTAL DIRECT COST			$291,382,096
CM CHPTR 149a					
DESIGN CONTINGENCY			12%		$34,965,851
CM CONTINGENCY			3%		$9,790,438
ESCALATION (bid Spring 2028)			12.5%		$40,793,493
SDI			1%		$3,769,319
GENERAL CONDITIONS	36		MOS	$340,000	$12,240,000
GENERAL CONDITIONS - 1st yr	12		MOS	$100,000	$1,200,000
GENERAL CONDITIONS - last year	12		MOS	$150,000	$1,800,000
GENERAL REQUIREMENTS			4.0%		$15,717,648
BUILDING PERMIT	waived		waived		
P&P BOND & GL INSURANCE			2.75%		$11,320,618
PROFIT			2.5%		$10,574,487
		TOTAL CONSTRUCTION COST			$433,553,951
		COST PER SF			**$830.24**

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Designer: SMMA

OPTION B.1.2 RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
ADDITION - 5 STORY	81,513	**GSF**	$1,332.21	**$108,592,310**
RENOVATION	413,863	**GSF**	$497.84	**$206,035,976**
SITEWORK				**$38,193,507**
POOL RENOVATION	25,358	**GSF**	$675.00	**$17,116,650**
DEMOLITION	82,984	**GSF**	$14.00	**$1,161,776**
HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$3,823,890**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$240,750**

	TOTAL DIRECT COST			$375,164,859
CM CHPTR 149a				
DESIGN CONTINGENCY		12%		$45,019,783
CM CONTINGENCY		3%		$12,605,539
ESCALATION (bid Spring 2028)		12.5%		$52,523,080
SDI		1%		$4,853,133
GENERAL CONDITIONS	66	MOS	$340,000	$22,440,000
GENERAL CONDITIONS - 1st yr	12	MOS	$100,000	$1,200,000
GENERAL CONDITIONS - last year	12	MOS	$150,000	$1,800,000
GENERAL REQUIREMENTS		4.0%		$20,504,256
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,743,043
PROFIT		2.5%		$13,771,342

	TOTAL CONSTRUCTION COST			$564,625,035
	COST PER SF			**$1,084.29**

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OPTION C.2.2A RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
ADDITION - 6 STORY	405,051	**GSF**	$654.45	**$265,086,004**
RENOVATION	90,325	**GSF**	$585.75	**$52,907,982**
SITEWORK				**$37,622,096**
POOL RENOVATION	25,358	**GSF**	$675.00	**$17,116,650**
DEMOLITION	406,522	**GSF**	$14.00	**$5,691,308**
HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$3,823,890**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$240,750**

	TOTAL DIRECT COST			$382,488,680
CM CHPTR 149a				
DESIGN CONTINGENCY		12%		$45,898,642
CM CONTINGENCY		3%		$12,851,620
ESCALATION (bid Spring 2028)		12.5%		$53,548,415
SDI		1%		$4,947,874
GENERAL CONDITIONS	56	MOS	$340,000	$19,040,000
GENERAL CONDITIONS - 1st yr	12	MOS	$100,000	$1,200,000
GENERAL CONDITIONS - last year	12	MOS	$150,000	$1,800,000
GENERAL REQUIREMENTS		4.0%		$20,751,009
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$14,919,472
PROFIT		2.5%		$13,936,143

	TOTAL CONSTRUCTION COST			$571,381,853
	COST PER SF			**$1,097.26**

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OPTION C.3.4A RENOVATION & ADDITION

	GSF		COST PER S.F.	TOTAL
ADDITION - 5 STORY	437,014	**GSF**	$656.76	**$287,012,440**
RENOVATION	58,362	**GSF**	$600.98	**$35,074,541**
SITEWORK				**$39,535,139**
POOL RENOVATION	25,358	**GSF**	$675.00	**$17,116,650**
DEMOLITION	438,485	**GSF**	$14.00	**$6,138,790**
HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$3,823,890**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$240,750**
		TOTAL DIRECT COST		$388,942,200
CM CHPTR 149a				
DESIGN CONTINGENCY		12%		$46,673,064
CM CONTINGENCY		3%		$13,068,458
ESCALATION (bid Spring 2028)		12.5%		$54,451,908
SDI		1%		$5,031,356
GENERAL CONDITIONS	56	MOS	$340,000	$19,040,000
GENERAL CONDITIONS - 1st yr	12	MOS	$100,000	$1,200,000
GENERAL CONDITIONS - last year	12	MOS	$150,000	$1,800,000
GENERAL REQUIREMENTS		4.0%		$21,088,279
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$15,160,620
PROFIT		2.5%		$14,161,397
		TOTAL CONSTRUCTION COST		$580,617,282
		COST PER SF		**$1,115.00**

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17-Jun-26

Designer: SMMA

OPTION D 1.1 - NEW CONSTRUCTION

	GSF		COST PER S.F.	TOTAL
NEW CONSTRUCTION	489,605	**GSF**	$617.44	**$302,300,183**
SITEWORK				**$38,628,745**
DEMOLITION	522,205	**GSF**	$13.00	**$6,788,665**
HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$3,823,890**
MISC. HAZARDOUS WASTE REMOVAL		**cdw 1/29/26**		**$240,750**

	TOTAL DIRECT COST			$351,782,233
CM CHPTR 149a				
DESIGN CONTINGENCY		12%		$42,213,868
CM CONTINGENCY		3%		$11,819,883
ESCALATION (bid Spring 2028)		12.5%		$49,249,513
SDI		1%		$4,550,655
GENERAL CONDITIONS	57	MOS	$340,000	$19,380,000
GENERAL CONDITIONS - 1st yr	12	MOS	$100,000	$1,200,000
GENERAL CONDITIONS - last year	12	MOS	$150,000	$1,800,000
GENERAL REQUIREMENTS		4.0%		$19,159,846
BUILDING PERMIT	waived	waived		
P&P BOND & GL INSURANCE		2.75%		$13,781,790
PROFIT		2.5%		$12,873,445

	TOTAL CONSTRUCTION COST			$527,811,232
	COST PER SF			**$1,078.03**

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 17-Jun-26

No.: 22025

SUMMARY

A. M. Fogarty & Assoc Inc.
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	OPT B 1.2 ADDITION ESTIMATE TOTAL	OPT C 2.2A ADDITION ESTIMATE TOTAL	OPT C 3.4A ADDITION ESTIMATE TOTAL
A. SUBSTRUCTURE			
A10 - FOUNDATIONS			
A1010 STANDARD FOUNDATIONS	$4,780,664	$11,677,897	$11,544,535
A1020 SPECIAL FOUNDATIONS	$0	$0	$0
A1030 SLAB ON GRADE	$1,679,889	$4,046,483	$4,503,680
A20 - BASEMENT CONSTRUCTION			
A2010 BASEMENT EXCAVATION	$0	$0	$0
A2020 BASEMENT WALLS	$0	$0	$0
B. SHELL			
B10 - SUPERSTRUCTURE			
B1010 FLOOR CONSTRUCTION	$1,469,476	$15,082,355	$15,934,433
B1020 ROOF CONSTRUCTION	$3,422,284	$8,184,402	$9,019,810
B20 - EXTERIOR ENCLOSURE			
B2010 EXTERIOR WALLS	$10,602,523	$22,775,081	$31,017,920
B2020 EXTERIOR WINDOWS	$4,311,874	$9,864,016	$13,637,016
B2030 EXTERIOR DOORS	$268,100	$455,600	$455,600
B30 - ROOFING			
B3010 ROOF COVERINGS	$5,606,310	$6,488,042	$7,087,340
B3020 ROOF OPENINGS	$175,100	$166,516	$173,551
C. INTERIORS			
C10 - INTERIOR CONSTRUCTION			
C1010 PARTITIONS	$4,829,262	$20,457,902	$21,963,359
C1020 INTERIOR DOORS	$1,018,239	$4,035,696	$4,444,373
C1030 FITTINGS	$2,057,468	$5,718,107	$6,144,130
C20 - STAIRS			
C2010 STAIR CONSTRUCTION	$854,000	$1,202,000	$1,028,000
C2020 STAIR FINISHES	$268,800	$327,600	$298,200
C30 - INTERIOR FINISHES			
C3010 WALL FINISHES	$1,263,452	$6,278,291	$6,773,717
C3020 FLOOR FINISHES	$1,141,182	$5,670,714	$6,118,196
C3030 CEILING FINISHES	$1,181,939	$5,873,240	$6,336,703

Medford High School - Additions's - PSR 6/17/26	OPT B 1.2 ADDITION ESTIMATE TOTAL	OPT C 2.2A ADDITION ESTIMATE TOTAL	OPT C 3.4A ADDITION ESTIMATE TOTAL
D. SERVICES			
D10 - CONVEYING			
D1010 ELEVATORS & LIFTS	$1,380,000	$1,650,000	$1,380,000
D20 - PLUMBING			
D2010 PLUMBING	$3,798,434	$11,938,153	$12,241,583
D30 - HVAC			
D3010 HVAC	$42,488,941	$71,183,182	$73,465,452
D40 - FIRE PROTECTION			
D4010 SPRINKLERS	$818,407	$3,628,752	$3,733,515
D50 - ELECTRICAL			
D5010 ELECTRICAL SERVICE & DISTRIBUTION	$2,084,669	$6,790,094	$7,006,182
D5020 LIGHTING & BRANCH WIRING	$1,536,520	$7,996,886	$8,237,714
D5030 COMMUNICATION & SECURITY	$2,214,504	$9,689,641	$9,986,773
D5090 OTHER ELECTRICAL SYSTEMS	$4,205,646	$10,950,521	$11,197,481
E. EQUIPMENT & FURNISHINGS			
E10 - EQUIPMENT			
E1010 COMMERCIAL EQUIPMENT	$0	$2,830,000	$2,830,000
E1090 OTHER EQUIPMENT	$3,967,671	$4,608,671	$4,608,671
E20 - FURNISHINGS			
E 2010 FIXED FURNISHINGS	$1,166,958	$5,516,163	$5,844,507
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
BUILDING COST	**$108,592,310**	**$265,086,004**	**$287,012,440**

Medford High School - Additions's - PSR 6/17/26	OPT B 1.2 ADDITION ESTIMATE TOTAL	OPT C 2.2A ADDITION ESTIMATE TOTAL	OPT C 3.4A ADDITION ESTIMATE TOTAL
G. BUILDING SITEWORK			
G10 - SITE PREPARATION			
G1010 SITE CLEARING	$788,650	$788,650	$788,650
G1020 SITE DEMOLITION & RELOCATIONS	$2,795,422	$2,795,422	$2,795,422
G1030 SITE EARTHWORK	$954,311	$2,458,561	$1,997,931
G1040 HAZARDOUS WASTE REMEDIATION	$0	$0	$0
G20 - SITE IMPROVEMENTS			
G2010 ROADWAYS	$2,803,797	$3,664,100	$3,399,352
G2020 PARKING LOTS	$0	$0	$0
G2030 PEDESTRIAN PAVING	$3,444,365	$4,314,796	$2,430,144
G2040 SITE DEVELOPMENT	$12,668,672	$8,592,550	$13,104,376
G2050 LANDSCAPING	$6,029,615	$5,956,115	$6,037,121
G30 - SITE MECHANICAL UTILITIES			
G3010 WATER SUPPLY	$641,900	$753,500	$716,300
G3020 SANITARY SEWER	$258,500	$275,000	$275,000
G3030 STORM SEWER	$4,404,374	$4,747,002	$4,714,444
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	$1,757,000	$1,869,500	$1,869,500
G4020 SITE LIGHTING	$1,646,900	$1,406,900	$1,406,900
SITEWORK COST	**$38,193,507**	**$37,622,096**	**$39,535,139**
TOTAL DIRECT COST	**$146,785,817**	**$302,708,100**	**$326,547,579**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
A. SUBSTRUCTURE								
A10 - FOUNDATIONS								
A1010 STANDARD FOUNDATIONS								
033000 CAST IN PLACE CONCRETE								
Foundations :								
Wall Footing 1' x 3':	$600.00	CY	110	$66,000	353	$211,800	314	$188,400
Retaining Wall Footing 2' x 11'	$900.00	CY	542	$487,800	256	$230,400	448	$403,200
Frost wall - 4 'x 16"	$1,550.00	CY	197	$305,254	628	$973,400	556	$861,800
Basement Wall - 16' x 18"	$2,000.00	CY			274	$548,000	481	$962,000
Interior Foundations	$1,200.00	CY	75	$90,000	75	$90,000	75	$90,000
Column Footing	$675.00	CY	910	$613,928	2,191	$1,478,818	2,438	$1,645,904
Elev Mat - 12"	$650.00	CY	24	$15,600	24	$15,600	24	$15,600
Elev pit wall	$1,100.00	CY	21	$23,100	21	$23,100	21	$23,100
Pilasters	$1,200.00	CY	39	$47,265	126	$150,720	111	$133,440
Equipment pads	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000
072100 INSULATION								
4" Rigid ext. found. insul w/prot.bd	$4.95	SF	3,988	$19,741	17,664	$87,437	19,884	$98,426
071000 DAMPPROOF., WATERPROOF. & CAULKING*								
Foundation dampproofing	$2.30	SF	3,988	$9,172	12,720	$29,256	11,228	$25,824
Foundation waterproofing	$12.00	SF			4,944	$59,328	8,656	$103,872
310000 EARTHWORK								
Foundation Excavation and Backfill	25.00	CY	4,787	$119,674	11,531	$288,269	12,834	$320,839
Earthwork (per smma calc.)								
Bldg Cut	11.00	CY	4,160	$45,760	20,120	$221,320	14,800	$162,800
Soil Disposal	61.00	CY	4,160	$253,760	20,120	$1,227,320	14,800	$902,800
Structural Fill	75.00	CY	4,650	$348,750	38,520	$2,889,000	52,370	$3,927,750
Ledge Removal	75.00	CY	0	$0	36,860	$2,764,500	16,790	$1,259,250

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Ground Improvement Upcharge	60.00	SF	35,000	$2,100,000				
Perimeter Drain	$0.70	SF	64,624	$45,237	155,665	$108,966	173,253	$121,277
Radon Piping	$1.00	SF	64,624	$64,624	155,665	$155,665	173,253	$173,253
Dewatering	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
				$4,780,664		$11,677,897		$11,544,535
A1030 SLAB ON GRADE								
310000 EARTHWORK								
12" Gravel base	$65.00	CY	2,393	$155,576	5,765	$374,749	6,417	$417,091
033000 CAST IN PLACE CONCRETE								
5" Slab on Grade:								
4,000 psi, NW, (incl. placement)	$345.00	CY	997	$344,063	2,402	$828,772	2,674	$922,412
Welded wire fabric	$2.68	SF	64,624	$173,192	155,665	$417,182	173,253	$464,318
Control Joint	$3.50	LF	4,308	$15,079	10,378	$36,322	11,550	$40,426
Trowel Finish	$2.50	SF	64,624	$161,560	155,665	$389,163	173,253	$433,133
072100 INSULATION								
4" Rigid Slab Insul. - 100%	$4.35	SF	64,624	$281,114	155,665	$677,143	173,253	$753,651
072616 BELOW GRADE VAPOR RETARDER								
Gas Membrane	$8.50	SF	64,624	$549,304	155,665	$1,323,153	173,253	$1,472,651
				$1,679,889		$4,046,483		$4,503,680
TOTAL A10 FOUNDATIONS				**$6,460,553**		**$15,724,380**		**$16,048,214**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
B. SHELL								
B10 - SUPERSTRUCTURE								
B1010 FLOOR CONSTRUCTION								
051200 STRUCTURAL STEEL								
New Construction:								
Floor frame (13.5 lbs/sf)	$5,300.00	TONS	114	$604,204	1,683	$8,921,784	1,780	$9,436,050
Shear stud	$5.50	EA	1,689	$9,289	24,939	$137,162	26,376	$145,069
Steel Above Exisitng Construction								
1 Lbs/sf to work within Grid	$5,300.00	TONS	31.77	$168,381				
033000 CAST IN PLACE CONCRETE								
3 1/4" LW Deck fill	$12.75	SF	16,889	$215,335	249,386	$3,179,672	263,761	$3,362,953
053100 STEEL DECKING								
3" x 18 Ga. comp deck	$6.85	SF	16,889	$115,690	249,386	$1,708,294	263,761	$1,806,763
072100 INSULATION								
Spray on fireproofing - beam & colum	$3.35	SF	16,889	$56,578	249,386	$835,443	263,761	$883,599
Intumescent - allow	$300,000.00	LS	1	$300,000	1	$300,000	1	$300,000
				$1,469,476		$15,082,355		$15,934,433
B1020 ROOF CONSTRUCTION								
033000 CAST IN PLACE CONCRETE								
6" NW Deck fill - rtu pad	$9.00	SF	15,000	$135,000	35,000	$315,000	35,000	$315,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
051200 STRUCTURAL STEEL								
New Construction:								
Roof frame (12 lbs/sf)	$5,300.00	TONS	387.7	$2,055,043	934.0	$4,950,147	1,039.5	$5,509,445
Addition Steel at Gym &/or Aud.- (1	$5,300.00	TONS			93.4	$495,015	104.0	$550,945
Addition Structure:								
Roof screen frame	inc. above							
Galv. RTU dunnage	inc. above							
Frame Canopies	inc. above							
Renovation Steel:								
Reinforce at New RTU's	$1.00	GSF	86,570	$86,570	140,980	$140,980	140,980	$140,980
Galv Roof Dunnage	$1.00	GSF	86,570	$86,570	140,980	$140,980	140,980	$140,980
053100 STEEL DECKING								
3" x 18 Ga roof deck - typ.	$5.90	SF	64,624	$381,282	145,665	$859,424	155,253	$915,993
3" x 18 Ga acoust. deck - gym/aux. gym	$13.50	SF			10,000	$135,000	18,000	$243,000
1 1/2" x 20 Ga canopy roof deck	$6.00	SF	500	$3,000	500	$3,000	500	$3,000
072100 INSULATION								
Spray on fireproofing - beam & colum	$3.35	SF	64,624	$216,490	145,665	$487,978	155,253	$520,098
Spray on fireproofing - 1 hr deck	$2.45	SF	64,624	$158,329	145,665	$356,879	155,253	$380,370
Intumescent - allow	$300,000.00	LS	1	$300,000	1	$300,000	1	$300,000
				$3,422,284		$8,184,402		$9,019,810
TOTAL B10 SUPERSTRUCTURE				**$4,891,760**		**$23,266,757**		**$24,954,243**
B20 - EXTERIOR ENCLOSURE								
B2010 EXTERIOR WALLS								
040001 MASONRY*								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
MOCK -UP	$125,000.00	LS	1	$125,000	1	$125,000	1	$125,000
Masonry Veneer:								
Granite Veneer - 2%	$100.00	SF	1,111	$111,060	2,552	$255,194	3,531	$353,141
Masonry Veneer - 60%	$60.00	SF	33,318	$1,999,080	76,558	$4,593,483	105,942	$6,356,529
Canopy col. -complete	$8,500.00	EA	10	$85,000	10	$85,000	10	$85,000
Stainless steel masonry flashing	$29.00	LF	997	$28,913	3,600	$104,400	3,800	$110,200
Architectural Precast:								
Precast Window Sill	$68.00	LF	3,085	$209,780	7,089	$482,032	9,809	$667,043
Misc. Trim and Accents	$10.00	SF	33,318	$333,180	76,558	$765,581	105,942	$1,059,422
CMU Exterior Wall:								
4" Int gym veneer	$36.00	SF					15,000	$540,000
054000 COLD FORMED METAL FRAMING								
8" -12" x 18 Ga. stud @ typical wall	$21.00	SF	55,530	$1,166,130	127,597	$2,679,532	176,570	$3,707,975
1/2" Dens glass sheathing-ext. wall	$4.50	SF	55,530	$249,885	127,597	$574,185	176,570	$794,566
Soffit/eave framing - assume projected	$9.50	SF	2,493	$23,679	9,000	$85,500	9,500	$90,250
3" Canopy ceiling framing	$7.00	SF	1,500	$10,500	1,500	$10,500	1,500	$10,500
1/2" Dens glass sheathing - eave/cornic	$4.50	SF	2,493	$11,216	9,000	$40,500	9,500	$42,750
1/2" Dens glass sheathing -canopy	$4.50	SF	4,000	$18,000	4,000	$18,000	4,000	$18,000
050001 MISCELLANEOUS & ORNAMENTAL IRON*								
Misc. Ext Metals	$0.50	SF	55,530	$27,765	127,597	$63,798	176,570	$88,285
Structural thermal break	$0.75	SF	55,530	$41,648	127,597	$95,698	176,570	$132,428
071326 AIR & VAPOR BARRIERS								
Air & vapor barrier - wall	$9.50	SF	55,530	$527,535	127,597	$1,212,169	176,570	$1,677,417
Air & vapor barrier - cornice	$9.50	SF	2,493	$23,679	9,000	$85,500	9,500	$90,250
Air & vapor barrier - canopy	$9.50	SF	4,000	$38,000	4,000	$38,000	4,000	$38,000
072100 INSULATION								
Exterior Wall:								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Spray foam at perm openings	$6.00	LF	15,425	$92,550	35,444	$212,661	49,047	$294,284
8" Mineral wool Insul.	$10.00	SF	55,530	$555,300	127,597	$1,275,968	176,570	$1,765,703
3" Spray foam - stud cavity	$4.65	SF	55,530	$258,215	127,597	$593,325	176,570	$821,052
Bldg Cornice and CanopySoffit:								
8" Mineral wool Insul.	$10.00	SF	2,493	$24,925	9,000	$90,000	9,500	$95,000
3" Spray foam - stud cavity	$4.65	SF	4,000	$18,600	4,000	$18,600	4,000	$18,600
071000 DAMPPROOF., WATERPROOF. & CAULKING*								
Exterior Sealants	$2.00	SF	74,040	$148,080	170,129	$340,258	235,427	$470,854
074213 PERFORMED CLADDING								
Wall Panel:								
Metal Panel - 18%	$100.00	SF	9,995	$999,540	22,967	$2,296,742	31,783	$3,178,265
Terra Cotta Panel - 20%	$150.00	SF	11,106	$1,665,900	25,519	$3,827,903	35,314	$5,297,108
Alum. 16 ga Panel :								
Canopy ceiling	$45.00	SF	4,000	$180,000	4,000	$180,000	4,000	$180,000
Roof Eave Cladding	$100.00	SF	2,493	$249,250	9,000	$900,000	9,500	$950,000
Roof Screen:								
Metal Panel Equipment Screen	$65.00	SF	16,000	$1,040,000	16,000	$1,040,000	16,000	$1,040,000
092116 GYPSUM WALLBOARD								
1 Lyr 5/8" gyp @ ext. wall	$4.50	SF	55,530	$249,885	127,597	$574,185	176,570	$794,566
090007 PAINTING*								
Exterior painting	$0.22	SF	74,040	$16,289	170,129	$37,428	235,427	$51,794
101400 IDENTIFYING DEVICES (EXT. BLD MTD SIGNAGE)								
24" Alum bldg mtd letter - allow	$420.00	EA	57	$23,940	57	$23,940	57	$23,940
Misc. Bldg mtd signage	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
				$10,602,523		$22,775,081		$31,017,920

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
B2020 EXTERIOR WINDOWS								
061000 ROUGH CARPENTRY								
P.T. - perim blocking	$14.00	LF	15,425	$215,950	35,444	$496,210	49,047	$686,662
071326 AIR & VAPOR BARRIERS								
Flex flashing - perim	$10.00	LF	15,425	$154,250	35,444	$354,435	49,047	$490,473
071000 DAMPPROOF., WATERPROOF. & CAULKING*								
Window Caulking	$12.75	LF	15,425	$196,669	35,444	$451,905	49,047	$625,353
080001 METAL WINDOWS*								
TRP Glazing Exterior								
Alum Window - 50%	$170.00	SF	9,255	$1,573,350	21,266	$3,615,241	29,428	$5,002,824
Alum Curtainwall - 50%	$195.00	SF	9,255	$1,804,725	21,266	$4,146,894	29,428	$5,738,533
Security glazing - 15% of total	$45.00	SF	2,777	$124,943	6,380	$287,093	8,829	$397,283
Sun Shading:								
Horizontal Window Sunscreen - 40%	$225.00	SF/LF	926	$208,238	2,127	$478,488	2,943	$662,138
109000 MISCELLANEOUS SPECIALTIES								
Alum louvers - allow	$135.00	SF	250	$33,750	250	$33,750	250	$33,750
				$4,311,874		$9,864,016		$13,637,016
B2030 EXTERIOR DOORS								
080001 METAL WINDOWS*								
7' Alum. Doors (Incl. Hardware):								
Main Entry - dbl	$20,000.00	EA	6	$120,000	10	$200,000	10	$200,000
Side Egress- dbl	$20,000.00	EA	4	$80,000	8	$160,000	8	$160,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Egress - sgl	$10,000.00	EA	2	$20,000	4	$40,000	4	$40,000
Auto opener - allow	$9,000.00	PR	2	$18,000	2	$18,000	2	$18,000
*Storefront at entries W /B 2020								
Security Glazing Premium	$750.00	LVS	22	$16,500	32	$24,000	32	$24,000
081113 HOLLOW METALWORK								
Insulated HM Doors and Frame:								
Custodial - dbl	$3,000.00	EA	2	$6,000	2	$6,000	2	$6,000
MEP - dbl	$3,000.00	EA	2	$6,000	2	$6,000	2	$6,000
090007 PAINTING*								
Paint HM Door & frame - dbl	$400.00	EA	4	$1,600	4	$1,600	4	$1,600
				$268,100		$455,600		$455,600
TOTAL B20 - EXTERIOR ENCLOSURE				**$15,182,496**		**$33,094,697**		**$45,110,536**
B30 - ROOFING								
B3010 ROOF COVERINGS								
061000 ROUGH CARPENTRY								
Roof Blocking - main bldg	$1.45	SF	131,595	$190,813	155,665	$225,714	173,253	$251,217
Roof Blocking - canopy	$1.20	SF	4,000	$4,800	4,000	$4,800	4,000	$4,800
070002 ROOFING AND FLASHING*								
PVC roof - canopy	$28.00	SF	4,000	$112,000	4,000	$112,000	4,000	$112,000
PVC roof w/ 10" rigid insul	$31.00	SF	131,595	$4,079,445	155,665	$4,825,615	173,253	$5,370,843
Outdoor Terrace - Premium	$75.00	SF	13,000	$975,000	11,910	$893,250	11,805	$885,375
Roof walkway pad (2'x2')	$8.50	SF	6,580	$55,928	7,783	$66,158	8,663	$73,633
Alum. Trim :								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Perimeter wall Coping	$45.00	LF	997	$44,865	3,600	$162,000	3,800	$171,000
Base Flashing	$34.00	LF	349	$11,864	1,260	$42,840	1,330	$45,220
Misc. flashing	$1.00	SF	131,595	$131,595	155,665	$155,665	173,253	$173,253
				$5,606,310		$6,488,042		$7,087,340
B3020 ROOF OPENINGS								
077200 ROOF ACCESSORIES								
Roof hatch	$4,250.00	EA	1	$4,250	1	$4,250	1	$4,250
Stage smoke hatch	$15,000.00	EA	3	$45,000				
OSHA Rail	$200.00	LF	129	$25,850	311	$62,266	347	$69,301
Skylights	$100,000.00	EA	1	$100,000	1	$100,000	1	$100,000
				$175,100		$166,516		$173,551
TOTAL B30 ROOFING				**$5,781,410**		**$6,654,558**		**$7,260,892**
C. INTERIORS								
C10 - INTERIOR CONSTRUCTION								
C1010 PARTITIONS								
040001 MASONRY*								
Interior Masonry Partition	$6.50	GSF	81,513	$529,835	405,051	$2,632,832	437,014	$2,840,591
050001 MISCELLANEOUS & ORNAMENTAL IRON*								
Masonry - Clip and lintels	$1.50	SF	81,513	$122,270	405,051	$607,577	437,014	$655,521
061000 ROUGH CARPENTRY								
Interior blocking	$1.00	GSF	81,513	$81,513	405,051	$405,051	437,014	$437,014

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Misc. rough carpentry	$1.00	GSF	81,513	$81,513	405,051	$405,051	437,014	$437,014
Clean Saftey and Laborer	$2.00	GSF	81,513	$163,026	405,051	$810,102	437,014	$874,028
072100 INSULATION								
Firestopping	$0.85	GSF	81,513	$69,286	405,051	$344,293	437,014	$371,462
081113 HOLLOW METALWORK								
Interior H.M Windows, Sidelites and Transoms (INC. GLAZING):								
Door window/sidelight & transom	$2.00	SF	81,513	$163,026	405,051	$810,102	437,014	$874,028
083323 SPECIAL DOORS								
Access panels	$0.25	GSF	81,513	$20,378	405,051	$101,263	437,014	$109,254
080001 METAL WINDOWS*								
Interior Aluminum Storefront:								
Vestibule and Entries	$88.00	SF	5,000	$440,000	5,000	$440,000	5,000	$440,000
General Building Area	$2.00	GSF	81,513	$163,026	405,051	$810,102	437,014	$874,028
Security glazing - premium	$50.00	SF	5,000	$250,000	5,000	$250,000	5,000	$250,000
092116 GYPSUM WALLBOARD								
Drywall Partitions:								
GWB assemblies	$30.00	GSF	81,513	$2,445,390	405,051	$12,151,530	437,014	$13,110,420
Operable Partition:								
Glazed operable wall 8'x 15' (30 ea)	$150.00	SF	1,000	$150,000	3,600	$540,000	3,600	$540,000
Elec Op Folding Partition	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
				$4,829,262		$20,457,902		$21,963,359
C1020 INTERIOR DOORS								
081113 HOLLOW METALWORK								
081416 WOOD AND PLASTIC DOORS								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
087100 DOOR HARDWARE								
Interior Door frame and Hardware	$8.75	GSF	81,513	$713,239	405,051	$3,544,196	437,014	$3,823,873
080001 METAL WINDOWS*								
Aluminum (Frame, Door, Glass, Glazing and Hdw):								
Vest - dbl	$16,500.00	PR	6	$99,000	8	$132,000	10	$165,000
Main office -sgl	$4,000.00	EA	2	$8,000	2	$8,000	2	$8,000
083323 SPECIAL DOORS								
Dish drop window	$5,000.00	EA			1	$5,000	1	$5,000
Kitchen OH grille	$4,500.00	EA			1	$4,500	1	$4,500
Fire Shutters	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
Security Gate and Grill	$24,000.00	EA	2	$48,000	8	$192,000	12	$288,000
				$1,018,239		$4,035,696		$4,444,373
C1030 FITTINGS								
050001 MISCELLANEOUS & ORNAMENTAL IRON*								
Misc. metals	$2.00	GSF	81,513	$163,026	405,051	$810,102	437,014	$874,028
Auditorium Railings	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
Floor Opening Railings	$450.00	LF	300	$135,000	1,000	$450,000	1,000	$450,000
062000 FINISH CARPENTRY								
Utility & closet shelving	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000
Typ. window sill/apron (nic cw-gym)	$65.00	LF	3,085	$200,525	7,089	$460,766	9,809	$637,615
Stage Proscenium and Aud. Trim	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
Misc. wood trim	$2.00	GSF	81,513	$163,026	405,051	$810,102	437,014	$874,028
Media Center Built-in	$75,000.00	LS	1	$75,000	1	$75,000	1	$75,000
Custom Casework:								
Admin casework	$35,000.00	LS	1	$35,000	1	$35,000	1	$35,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Circulation desk	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000
102113 COMPARTMENTS & CUBICLES								
Solid Plastic Toilet Partitions:								
Std. partition	$1,385.00	EA	15	$20,775	45	$62,325	45	$62,325
HC partition	$1,590.00	EA	8	$12,720	20	$31,800	20	$31,800
102813 TOILET & BATH ACCESSORIES								
Building Toilet Accessories *Excludes classroom accessories	$0.92	GSF	81,513	$74,992	405,051	$372,647	437,014	$402,053
101100 MARKERBOARDS & TACKBOARDS								
Marker board tackboard	$1.35	GSF	81,513	$110,043	405,051	$546,819	437,014	$589,969
Glass Display Case	$1,000.00	LF	50	$50,000	80	$80,000	100	$100,000
109000 MISCELLANEOUS SPECIALTIES								
Student Lockers	$450.00	EA	1,000	$450,000	2,500	$1,125,000	2,500	$1,125,000
Wall & corner guards - allow	$5,000.00	LS	1	$5,000	1	$5,000	1	$5,000
Fire extinguisher and cab - allow	$550.00	EA	50	$27,500	50	$27,500	50	$27,500
Cubicle curtain track w/ curtain - health	$1,500.00	EA	2	$3,000	2	$3,000	2	$3,000
Misc. specialties	$0.50	GSF	81,513	$40,757	405,051	$202,526	437,014	$218,507
101400 IDENTIFYING DEVICES								
Building directory - allow	$5,000.00	EA	1	$5,000	1	$5,000	1	$5,000
Dedication plaque	$3,500.00	EA	1	$3,500	1	$3,500	1	$3,500
Interior Signage	$0.40	GSF	81,513	$32,605	405,051	$162,020	437,014	$174,806
Environmental graphics	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
				$2,057,468		$5,718,107		$6,144,130
TOTAL C10 - INTERIOR CONSTRUCTION				**$7,904,969**		**$30,211,705**		**$32,551,862**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
C20 - STAIRS								
C2010 STAIR CONSTRUCTION								
050001 MISCELLANEOUS & ORNAMENTAL IRON*								
Metal Pan Stair w/Rails:								
Egress corridor stair	$55,000.00	FLT	6	$330,000	12	$660,000	9	$495,000
Learning/Community Stair	$250,000.00	FLT	2	$500,000	2	$500,000	2	$500,000
033000 CAST IN PLACE CONCRETE								
Conc stair pan fill - full flt	$3,000.00	FLTS	8	$24,000	14	$42,000	11	$33,000
				$854,000		$1,202,000		$1,028,000
C2020 STAIR FINISHES								
062000 FINISH CARPENTRY								
Learning/Community Stair	$100,000.00	FLT	2	$200,000	2	$200,000	2	$200,000
090005 RESILIENT FLOORING*								
Rubber treads and risers	$4,800.00	FLTS	6	$28,800	12	$57,600	9	$43,200
090007 PAINTING*								
Paint stair & rails - full flt	$5,000.00	FLTS	8	$40,000	14	$70,000	11	$55,000
				$268,800		$327,600		$298,200
TOTAL C20 - STAIRS				**$1,122,800**		**$1,529,600**		**$1,326,200**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
C30 - INTERIOR FINISHES								
C3010 WALL FINISHES								
Wall Finish	$15.50	GSF	81,513	$1,263,452	405,051	$6,278,291	437,014	$6,773,717
				$1,263,452		$6,278,291		$6,773,717
C3020 FLOOR FINISHES								
Floor Finish	$14.00	GSF	81,513	$1,141,182	405,051	$5,670,714	437,014	$6,118,196
				$1,141,182		$5,670,714		$6,118,196
C3030 CEILING FINISHES								
Ceiling Finish	$14.50	GSF	81,513	$1,181,939	405,051	$5,873,240	437,014	$6,336,703
				$1,181,939		$5,873,240		$6,336,703
TOTAL C30 - INTERIOR FINISHES				**$3,586,572**		**$17,822,244**		**$19,228,616**
D. SERVICES								
D10 - CONVEYING								
D1010 ELEVATORS & LIFTS								
140001 ELEVATORS*								
Traction 5,000 lbs Passenger Elev	$90,000.00	STOP	15	$1,350,000	18	$1,620,000	15	$1,350,000
Elevator Metals	$10,000.00	LS	3	$30,000	3	$30,000	3	$30,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
				$1,380,000		$1,650,000		$1,380,000
TOTAL D10 - CONVEYING				**$1,380,000**		**$1,650,000**		**$1,380,000**
D20 - PLUMBING								
D2010 PLUMBING								
WSHP Water heater	$500,000.00	EA	2	$1,000,000	2	$1,000,000	2	$1,000,000
HW Storage tanks - 500 Gal	$20,000.00	EA	4	$80,000	4	$80,000	4	$80,000
Elec 108 kw Eelc HW heater	$35,000.00	EA	2	$70,000	2	$70,000	2	$70,000
HW Storage tanks - 150 Gal	$7,500.00	EA	1	$7,500	1	$7,500	1	$7,500
Roof Drainage	$3.75	GSF	81,513	$305,674	405,051	$1,518,941	437,014	$1,638,803
Sewage ejectors	$80,000.00	LS	1	$80,000	1	$80,000	1	$80,000
Fixtures & Rough-in	$17.50	GSF	81,513	$1,426,478	405,051	$7,088,393	437,014	$7,647,745
Kitchen Connections	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000
Vocartional Connections	$60,000.00	LS	1	$60,000	1	$60,000	1	$60,000
Centralized Compressed Air	$125,000.00	LS	1	$125,000	1	$125,000	1	$125,000
Acid Waste System	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
Ext Grease Trap - 6,000 gal	$45,000.00	EA	2	$90,000	2	$90,000	2	$90,000
Test, Permit, BIM, Misc.	$2.50	GSF	81,513	$203,783	405,051	$1,012,628	437,014	$1,092,535
				$3,798,434		$11,482,461		$12,241,583
TOTAL D20 - PLUMBING			**$46.60**	**$3,798,434**	**$28.35**	**$11,482,461**	**$28.01**	**$12,241,583**
D30 - HVAC								
D3010 HVAC								
Geo Wells - 800' depth	$55,000.00	EA	515	$28,325,000	515	$28,325,000	515	$28,325,000
Circuit Piping to Header	$110.00	LF	2,050	$225,500	2,050	$225,500	2,050	$225,500

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Mech Header Sections & Conn.	$30,000.00	EA	20	$600,000	20	$600,000	20	$600,000
Dewatering	$2,000.00	EA	515	$1,030,000	515	$1,030,000	515	$1,030,000
Haul Well Spoil	$2,500.00	EA	515	$1,287,500	515	$1,287,500	515	$1,287,500
Geothermal System								
Ground Source Pump (60 HP)	$40,000.00	EA	4	$160,000	4	$160,000	4	$160,000
Plate and FrameHeat Exchanger	$75,000.00	EA	3	$225,000	3	$225,000	3	$225,000
Back up Elec Boiler	$100,000.00	EA	2	$200,000	2	$200,000	2	$200,000
HW Pump and trim	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000
Base Mtd Sec. HWP w/ VFD	$30,000.00	EA	10	$300,000	10	$300,000	10	$300,000
Glycol Feed System	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Piping valve and trim	$350,000.00	LS	1	$350,000	1	$350,000	1	$350,000
GS Distribution:								
Ducted Geo HP	$8.50	GSF	81,513	$692,861	405,051	$3,442,934	437,014	$3,714,619
Mechanical GS Piping	$9.00	GSF	81,513	$733,617	405,051	$3,645,459	437,014	$3,933,126
Misc. Heating Devices	$0.50	GSF	81,513	$40,757	405,051	$202,526	437,014	$218,507
Air Equipment:								
AHU Units - Large Spaces	$30.00	CFM	55,000	$1,650,000	170,000	$5,100,000	185,000	$5,550,000
DOAS Units - Classroom	$32.00	CFM	25,000	$800,000	125,000	$4,000,000	135,000	$4,320,000
MAU 4,500 CFM	$28.00	CFM	4,500	$126,000	4,500	$126,000	4,500	$126,000
Freeze Protection	$2,000.00	EA	10	$20,000	10	$20,000	10	$20,000
Curbs	$5,500.00	EA	10	$55,000	26	$143,000	27	$148,500
Merv Filter	$2,500.00	EA	20	$50,000	52	$130,000	54	$135,000
Sound Attenuation	$0.85	CFM	80,000	$68,000	295,000	$250,750	320,000	$272,000
Pipe Valve and Fitting Connections	$6,500.00	EA	10	$65,000	25	$162,500	30	$195,000
Grilles registers and dampers	$1.50	GSF	81,513	$122,270	405,051	$607,577	437,014	$655,521
Ductwork	$19.00	LBS	116,000	$2,204,000	470,000	$8,930,000	500,000	$9,500,000
CV/VAV/ E-VAV	$975.00	EA	100	$97,500	400	$390,000	440	$429,000
Kitchen Exhaust Ductwork	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Duct Insul	$6.50	SF	92,800	$603,200	376,000	$2,444,000	400,000	$2,600,000
Exhaust Fan	$5,000.00	EA	10	$50,000	20	$100,000	25	$125,000
Split AC	$20,000.00	EA	15	$300,000	35	$700,000	45	$900,000
Temp Control (Demand CO2)	$10.50	GSF	81,513	$855,887	405,051	$4,253,036	437,014	$4,588,647
Seismic and Vibration	$0.85	GSF	81,513	$69,286	405,051	$344,293	437,014	$371,462
Rigging	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
BIM/ Commission coordination	$2.00	GSF	81,513	$163,026	405,051	$810,102	437,014	$874,028

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
HVAC Supervision	$3.00	GSF	81,513	$244,539	405,051	$1,215,153	437,014	$1,311,042
				$42,488,941		$70,495,328		$73,465,452
TOTAL D30 - HVAC			**$521.25**	**$42,488,941**	**$174.04**	**$70,495,328**	**$168.11**	**$73,465,452**
D40 - FIRE PROTECTION								
D4010 SPRINKLERS								
210001 FIRE SUPPRESSION*								
Sprinkler system - wet	$8.20	GSF	81,513	$668,407	405,051	$3,321,418	437,014	$3,583,515
Fire Pump	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000
				$818,407		$3,471,418		$3,733,515
TOTAL D40 - FIRE PROTECTION			**$10.04**	**$818,407**	**$8.57**	**$3,471,418**	**$8.54**	**$3,733,515**
D50 - ELECTRICAL								
D5010 ELECTRICAL SERVICE & DISTRIBUTION								
260001 ELECTRICAL*								
(2) 4,000 amp MDP and Elec. Panel an	$13.00	GSF	81,513	$1,059,669	405,051	$5,265,663	437,014	$5,681,182
1,250 KW Emergency Generator	$850,000.00	LS	1	$850,000	1	$850,000	1	$850,000
Digital Metering	$5,000.00	EA	15	$75,000	65	$325,000	75	$375,000
PV SYSTEMS :								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Rough-in	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
				$2,084,669		$6,540,663		$7,006,182
D5020 LIGHTING & BRANCH WIRING								
260001 ELECTRICAL*								
Lighting	$16.00	GSF	81,513	$1,304,208	405,051	$6,480,816	437,014	$6,992,224
Lighting Control (inc device oc)	$2.85	GSF	81,513	$232,312	405,051	$1,154,395	437,014	$1,245,490
				$1,536,520		$7,635,211		$8,237,714
D5030 COMMUNICATION & SECURITY								
260001 ELECTRICAL*								
CCTV	$6.00	GSF	81,513	$489,078	405,051	$2,430,306	437,014	$2,622,084
Access control	$4.00	GSF	81,513	$326,052	405,051	$1,620,204	437,014	$1,748,056
Video entry system	$45,000.00	LS	1	$45,000	1	$45,000	1	$45,000
Digital Signage	$4,000.00	EA	10	$40,000	10	$40,000	10	$40,000
Tele/data cabling, racks and switches	$9.50	GSF	81,513	$774,374	405,051	$3,847,985	437,014	$4,151,633
Classroom AV rough-in only	$1,500.00	EA	50	$75,000	215	$322,500	225	$337,500
Speech Reinforcement	$3,300.00	EA	50	$165,000	215	$709,500	225	$742,500
Aud Rough-in	$300,000.00	LS	1	$300,000	1	$300,000	1	$300,000
				$2,214,504		$9,315,495		$9,986,773
D5090 OTHER ELECTRICAL SYSTEMS								
260001 ELECTRICAL*								
Rath 2way call	$15,000.00	EA	2	$30,000	10	$150,000	10	$150,000
Fire Alarm	$4.80	GSF	81,513	$391,262	405,051	$1,944,245	437,014	$2,097,667

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Devices	$3.25	GSF	81,513	$264,917	405,051	$1,316,416	437,014	$1,420,296
Clocks and PA	$1.20	GSF	81,513	$97,816	405,051	$486,061	437,014	$524,417
Accentech AV Budget & Rough	$2,600,000.00	GSF	1	$2,600,000	1	$2,600,000	1	$2,600,000
Lighting Protection	$0.78	GSF	81,513	$63,580	405,051	$315,940	437,014	$340,871
Kitchen/Mechanical Wiring	$3.50	GSF	81,513	$285,296	405,051	$1,417,679	437,014	$1,529,549
Bi-Direction Antenna	$0.80	GSF	81,513	$65,210	405,051	$324,041	437,014	$349,611
Test Permit and Misc.	$5.00	GSF	81,513	$407,565	405,051	$2,025,255	437,014	$2,185,070
By others:								
Telephone system								
Classroom projectors								
				$4,205,646		$10,579,636		$11,197,481
TOTAL D50 - ELECTRICAL			**$123.19**	**$10,041,339**	**$84.12**	**$34,071,005**	**$83.36**	**$36,428,150**
E. EQUIPMENT & FURNISHINGS								
E10 - EQUIPMENT								
E1010 COMMERCIAL EQUIPMENT								
114000 FOOD SERVICE EQUIPMENT								
Main Kitchen	$1,500,000.00	LS	w/ renovation		1	$1,500,000	1	$1,500,000
Culinary Arts Kitchen	$1,330,000.00	LS	w/ renovation		1	$1,330,000	1	$1,330,000
Per Schiovane designs 1/29/26								
				$0		$2,830,000		$2,830,000
E1090 OTHER EQUIPMENT								
113100 APPLIANCES								
Staff kitchen refrigerator	$1,000.00	EA	4	$4,000	16	$16,000	16	$16,000
Staff kitchen microwave	$500.00	EA	4	$2,000	7	$3,500	7	$3,500

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Medical office refrigerator w/ice	$1,000.00	EA	1	$1,000	2	$2,000	2	$2,000
Adult living classroom	$30,000.00	LS	1	$30,000	1	$30,000	1	$30,000
116600 ATHLETIC & SPORTS EQUIPMENT								
Basketball backstops - electric	$9,500.00	EA			w/ renovation			
Wall padding - 6'	$15.00	SF			w/ renovation			
Roll up curtain (2 EA)	$36.00	SF			w/ renovation			
Volley ball court equip.	$700.00	EA			w/ renovation			
Scoreboard and shot clock	$24,000.00	EA			w/ renovation			
Bleachers	$250,000.00	LS			w/ renovation			
Misc. Gym Equipment	$50,000.00	LS			w/ renovation			
115213 PROJECTION SCREENS								
Projection screen - various areas	$20,000.00	EA	2	$40,000	6	$120,000	6	$120,000
116143 THEATRICAL EQUIPMENT								
Auditorium :								
Stage Lighitng	$575,000.00	LS	1	$575,000	1	$575,000	1	$575,000
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
Orchestra Shell	$200,000.00	LS	1	$200,000	1	$200,000	1	$200,000
Forestage Platform	$265,500.00	LS	1	$265,500	1	$265,500	1	$265,500
Black Box:								
Stage Lighitng	$260,000.00	LS	1	$260,000	1	$260,000	1	$260,000
Stage Rigging	$15,000.00	LS	1	$15,000	1	$15,000	1	$15,000
Stage Drapes	$6,965.00	LS	1	$6,965	1	$6,965	1	$6,965
Radio/TV Studio:								
Stage Lighitng	$155,000.00	LS	1	$155,000	1	$155,000	1	$155,000
Stage Rigging	$10,000.00	LS	1	$10,000	1	$10,000	1	$10,000
Stage Drapes	$30,496.00	LS	1	$30,496	1	$30,496	1	$30,496
Auditorium Seating	$375.00	EA	1,400	$525,000	1,400	$525,000	1,400	$525,000
119000 MISC. EQUIPMENT								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
AV Equipment Budget (acentech)	$2,353,060.00	LS	w/ electrical		w/ electrical		w/ electrical	
CTE Equipment Budget	$1,500,000.00	LS	1	$1,500,000	1	$1,500,000	1	$1,500,000
Loading dock leveler and equipment	$100,000.00	LS			1	$100,000	1	$100,000
Science Lab Equipment	$450,000.00	LS			1	$450,000	1	$450,000
Kiln	$3,500.00	EA	1	$3,500				
				$3,967,671		$4,608,671		$4,608,671
TOTAL E10 - EQUIPMENT				**$3,967,671**		**$7,438,671**		**$7,438,671**
E20 - FURNISHINGS								
E 2010 FIXED FURNISHINGS								
129000 MISC. FURNISHINGS								
Meco shade - manual	$7.50	SF	18,510	$138,825	42,532	$318,992	58,857	$441,426
Premium for Eelc op shade - 10%	$27.00	SF	1,851	$49,977	4,253	$114,837	5,886	$158,913
123553 CLASSROOM CASEWORK								
Casework	$12.00	GSF	81,513	$978,156	405,051	$4,860,612	437,014	$5,244,168
				$1,166,958		$5,294,441		$5,844,507
E2020 MOVABLE FURNISHINGS								
				$0		$0		$0
TOTAL E20 - FURNISHINGS				**$1,166,958**		**$5,294,441**		**$5,844,507**
F20 - SELECTIVE BUILDING DEMOLITION								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
F2010 BUILDING ELEMENTS DEMOLITION								
Demolish existing building	SEE SUMMARY PAGE							
				$0		$0		$0
F2020 HAZARDOUS COMPONENTS ABATEMENT								
Hazardous Waste Allowance	SEE SUMMARY PAGE							
				$0		$0		$0
TOTAL F20 - SELECTIVE BUILDING DEMOLITION				**$0**		**$0**		**$0**
G. BUILDING SITEWORK								
G10 - SITE PREPARATION								
G1010 SITE CLEARING								
311000 SITE PREPARATION & CLEARING								
Construction fence	12.50	LF	7,500	$93,750	7,500	$93,750	7,500	$93,750
Construction entrance pad	11.00	SF	2,500	$27,500	2,500	$27,500	2,500	$27,500
Construction gates	1,200.00	EA	2	$2,400	2	$2,400	2	$2,400
Clear and Grub	0.25	SF	1,300,000	$325,000	1,300,000	$325,000	1,300,000	$325,000
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	1,300,000	$260,000	1,300,000	$260,000	1,300,000	$260,000
				$788,650		$788,650		$788,650
G1020 SITE DEMOLITION & RELOCATIONS								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
Erosion control	10.00	LF	7,200	$72,000	7,200	$72,000	7,200	$72,000
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
Sawcut bit pavement	6.50	LF	250	$1,625	250	$1,625	250	$1,625
Remove bit pavement	1.20	SF	203,983	$244,780	203,983	$244,780	203,983	$244,780
Remove concrete pavement	1.50	SF	89,345	$134,018	89,345	$134,018	89,345	$134,018
Remove paved walkway	1.15	SF	30,000	$34,500	30,000	$34,500	30,000	$34,500
Remove Edgerly Field Sports Complex	1.50	SF	175,000	$262,500	175,000	$262,500	175,000	$262,500
Remove Field Fencing and Lighting	100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
Remove Utilities	250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Remove Filed Ramp and Stair structure	75,000.00	LS	1	$75,000	1	$75,000	1	$75,000
Misc. Site Removal	0.20	SF	1,300,000	$260,000	1,300,000	$260,000	1,300,000	$260,000
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	350,000.00	LS	1	$350,000	1	$350,000	1	$350,000
Phasing logistics	500,000.00	LS	1	$500,000	1	$500,000	1	$500,000
				$2,795,422		$2,795,422		$2,795,422
G1030 SITE EARTHWORK								
310000 EARTHWORK								
Top Soil:								
Strip and Stack 6" Top Soil	8.50	CY	9,300	$79,050	9,300	$79,050	9,300	$79,050
Load and haul spoil	7.00	CY	9,300	$65,100	9,300	$65,100	9,300	$65,100
Soil disposal	22.00	TON	15,810	$347,820	15,810	$347,820	15,810	$347,820
Site Grading to sub grade:								
Site Grading	2.50	SY	144,444	$361,111	144,444	$361,111	144,444	$361,111
Site Cut	11.00	CY	1,740	$19,140	22,060	$242,660	37,580	$413,380
Site Fill Reusse	9.00	CY	1,740	$15,660	22,060	$198,540	37,580	$338,220
Site Fill - Import	39.00	CY	1,670	$65,130	25,270	$985,530	5,650	$220,350
Ledge Removal	65.00	CY	20	$1,300	2,750	$178,750	2,660	$172,900

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
				$954,311		$2,458,561		$1,997,931
TOTAL G10 - SITE PREPARATION				**$4,538,383**		**$6,042,633**		**$5,582,003**
G20 - SITE IMPROVEMENTS								
G2010 ROADWAYS								
321000 PAVING AND CURBING								
Site Drive and Parking - 80% :								
4" STD Bituminous - drive	$5.20	SF	189,777	$986,839	262,479	$1,364,892	240,606	$1,251,149
12" Gravel base @ 4" STD Bit	$60.00	CY	7,029	$421,726	9,721	$583,287	8,911	$534,679
Bit Pourous Pavement - 20% :								
4" Bit Porous Pavement	$6.00	SF	47,444	$284,665	65,620	$393,719	60,151	$360,908
4" Pavement chocker	$60.00	CY	580	$34,792	802	$48,121	735	$44,111
12" sand filter	$62.00	CY	1,757	$108,946	2,430	$150,683	2,228	$138,125
3" gravel filter course	$60.00	CY	439	$26,358	608	$36,455	557	$33,417
9" washed stone reservoir course	$85.00	CY	1,318	$112,021	1,823	$154,936	1,671	$142,024
Geotec fabric	$1.05	SF	47,444	$49,816	65,620		60,151	$63,159
Site Curbing:								
Granite Curbing - Straight/Rad/Trans.	$52.50	LF	11,600	$609,000	12,482	$655,305	12,104	$635,460
Misc.								
Parking/traffic signage	$0.14	SF	237,221	$33,211	328,099	$45,934	300,757	$42,106
Pavement line painting & markings	$0.28	SF	237,221	$66,422	328,099	$91,868	300,757	$84,212
Vehicular Traffic gate	$35,000.00	EA	2	$70,000	2	$70,000	2	$70,000
*excludes pedestrian and traffic control lights		NIC						
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				$2,803,797		$3,595,199		$3,399,352
G2030 PEDESTRIAN PAVING								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
321000 PAVING AND CURBING								
Plaza Concrete - 40%	$12.00	SF	30,000	$360,000	36,000	$432,000	16,000	$192,000
Plaza Unit Pavers - 60%	$40.00	SF	45,000	$1,800,000	54,000	$2,160,000	24,000	$960,000
Geotec fabric	$1.05	SF	75,000	$78,750	90,000	$94,500	40,000	$42,000
8" Gravel sub base	$62.00	CY	1,852	$114,803	2,222	$137,764	988	$61,228
Typ. 4" Concrete Walk	$11.00	SF	50,000	$550,000	50,000	$550,000	50,000	$550,000
Geotec fabric	$1.05	SF	50,000	$52,500	50,000	$52,500	50,000	$52,500
8" Gravel sub base	$62.00	CY	1,234	$76,536	1,234	$76,536	1,234	$76,536
CTE Yards:								
8" Concrete Walk - 50%	$20.00	SF	12,202	$244,040	25,500	$510,000	15,000	$300,000
Bit Pavement - 50%	$7.00	SF	12,202	$85,414	25,500	$178,500	15,000	$105,000
8" Gravel sub base	$62.00	CY	602	$37,322	1,258	$77,996	740	$45,880
HC Accessible Paver and curb cut	$1,500.00	EA	30	$45,000	30	$45,000	30	$45,000
*excludes town sidewalk, colored and exposed agg. concrete walks								
				$3,444,365		$4,314,796		$2,430,144
G2040 SITE DEVELOPMENT								
323000 SITE IMPROVEMENTS								
Synthetic Turf Fields:								
Synthetic turf w/ Padd	$8.00	SF	235,751	$1,886,008	75,000	$600,000	143,289	$1,146,312
12" dynamic stone	$78.00	CY	8,732	$681,058	2,778	$216,667	5,307	$413,946
Flat drain	$0.75	SF	235,751	$176,813	75,000	$56,250	143,289	$107,467
Filter Fabric	$1.00	SF	235,751	$235,751	75,000	$75,000	143,289	$143,289
Perm curb	$82.00	LF	2,183	$179,006	2,189	$179,498	1,743	$142,926
Rubberized Running Track	$9.50	SF	0	$0		$0		$0
12" Gravel base	$68.00	CY	0	$0		$0		$0
Aluminum Bleachers	$250.00	SF	1,500	$375,000		$0		$0
Safety Netting	$75,000.00	LS	1	$75,000	1	$75,000	1	$75,000
6" CL Fence	$98.00	LF	1,500	$147,000	1,000	$98,000	1,000	$98,000
Scoreboard	$40,000.00	EA	1	$40,000	1	$40,000	1	$40,000
Misc. Gate and field equipment	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
						$0		
Rebuild Edgerly Field Ramp&Stair Stru	$400,000.00	LS	1	$400,000		$0		
Site Stair Structure	$375.00	SF	1,000	$375,000	2,000	$750,000	1,000	$375,000
Retaing Walls:								
On site sloped cut stone Stabilization	$1,200.00	LF						
CIP Retaing Wall - 5'	$400.00	LF						
CIP Retaing Wall - 6'-12'	$1,000.00	LF	160	$160,000	420	$420,000	825	$825,000
CIP Retaing Wall - 15'	$2,200.00	LF						
Arch Precast Site Wall	$1,800.00	LF	160	$288,000	420	$756,000	825	$1,485,000
Courtyard Site Scape	$100.00	SF	22,312	$2,231,200		$0	26,764	$2,676,400
ECC Play Surface	$48.00	SF	14,000	$672,000	12,000	$576,000	17,000	$816,000
ECC Fencing	$165.00	LF	400	$66,000	420	$69,300	480	$79,200
ECC Playground Equipment	$250,000.00	LS	1	$250,000	1	$250,000	1	$250,000
Gathering Spaces:								
Steel shade trellis	$200,000.00	LS	1	$200,000	1	$200,000	$1	$200,000
Benches, Café Table and Picnic benche	$150,000.00	LS	1	$150,000	1	$150,000	$1	$150,000
Site Improvements:								
Trash/Recycle Receptacle	$3,500.00	EA	10	$35,000	10	$35,000	10	$35,000
Bicycle rack	$975.00	EA	20	$19,500	20	$19,500	20	$19,500
Ped security bollard	$2,500.00	EA	50	$125,000	50	$125,000	50	$125,000
Mech Yard -Allow:								
Decorative Gravel surface	$6.00	SF	100	$600	100	$600	100	$600
8" Gravel base	$55.00	CY	2	$136	2	$136	2	$136
Metal Utility Bollard	$1,325.00	EA	8	$10,600	8	$10,600	8	$10,600
6' Alum Utility Screen	$150.00	LF	100	$15,000	100	$15,000	100	$15,000
Screen wall at Transformer	$75,000.00	LS	1	$75,000	1	$75,000	1	$75,000
Fencing-Allow:								
Fencing - allow	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000
Site sign	$50,000.00	EA	1	$50,000	1	$50,000	1	$50,000
Dumpster enclosure		NIC						
Masonry veneer @ site wall		NIC						
Misc. site improvements	$3,000,000.00	LS	1	$3,000,000	1	$3,000,000	1	$3,000,000
Traffic signaling	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
				$12,668,672		$8,592,550		$13,104,376
G2050 LANDSCAPING								
329000 PLANTING								
Shrub bed	$5.00	SF	180,000	$900,000	180,000	$900,000	180,000	$900,000
Planting Allowance	$1.00	SF	1,300,000	$1,300,000	1,300,000	$1,300,000	1,300,000	$1,300,000
Planting maintenance	$100,000.00	LS	1	$100,000	1	$100,000	1	$100,000
Structural Soil	$500,000.00	LS	1	$500,000	1	$500,000	1	$500,000
Practice Fields:								
Sod	$1.25	SF	45,062	$56,328	45,062	$56,328	71,905	$89,881
12" Draiange Layer	$55.00	CY	1,669	$91,793	1,669	$91,793	2,663	$146,473
Filter Fabric	$1.05	SF	45,062	$47,315	45,062	$47,315	71,905	$75,500
Field Under drain	$0.80	SF	45,062	$36,050	45,062	$36,050	71,905	$57,524
Rain Garden	$32.00	SF	15,000	$480,000	15,000	$480,000	15,000	$480,000
Hydroseed - typ lawn	$0.50	SF	601,092	$300,546	589,236	$294,618	548,937	$274,469
Loam:								
18" Planting Bed - import	$88.00	CY	10,000	$880,000	10,000	$880,000	10,000	$880,000
2" Mulch	$62.00	CY	1,700	$105,400	1,700	$105,400	1,700	$105,400
Irrigation System:								
Lawn	$2.00	SF	601,092	$1,202,184	589,236	$1,178,472	548,937	$1,097,874
Plant bed	$2.00	SF	15,000	$30,000	15,000	$30,000	15,000	$30,000
				$6,029,615		$5,999,975		$6,037,121
TOTAL G20 - SITE IMPROVEMENTS				**$24,946,450**		**$22,502,520**		**$24,970,992**
G30 - SITE MECHANICAL UTILITIES								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
G3010 WATER SUPPLY								
330000 UTILITIES								
Street Connection	$30,000.00	LOC	2	$60,000	2	$60,000	2	$60,000
Temp St pavement cut & patch	$10,000.00	LOC	2	$20,000	2	$20,000	2	$20,000
8" Domestic	$124.00	LF	3,600	$446,400	4,500	$558,000	4,200	$520,800
12" Gate valve	$6,500.00	EA	4	$26,000	4	$26,000	4	$26,000
8" Gate valve	$3,600.00	EA	4	$14,400	4	$14,400	4	$14,400
6" Fire Service	$97.00	LF	250	$24,250	250	$24,250	250	$24,250
6" Gate valve dom	$3,000.00	EA	4	$12,000	4	$12,000	4	$12,000
Fire Hydrant	$4,500.00	EA	3	$13,500	3	$13,500	3	$13,500
6" Hydrant Service	$97.00	LF	50	$4,850	50	$4,850	50	$4,850
6" Gate valve hydrant	$3,500.00	EA	3	$10,500	3	$10,500	3	$10,500
Test, sanitize, thrust block , misc.	$10,000.00	LS	1	$10,000	1	$10,000	1	$10,000
				$641,900		$753,500		$716,300
G3020 SANITARY SEWER								
330000 UTILITIES								
Street Connection	$30,000.00	LOC	1	$30,000	1	$30,000	1	$30,000
Temp St pavement cut & patch	$10,000.00	LOC	1	$10,000	1	$10,000	1	$10,000
8" PVC San Main	$110.00	LF	1,850	$203,500	2,000	$220,000	2,000	$220,000
Site manhole	$5,000.00	EA	3	$15,000	3	$15,000	3	$15,000
Int Grease interceptor	W / plumbing							
				$258,500		$275,000		$275,000
G3030 STORM SEWER								
330000 UTILITIES								
Drainage System @								
Pavement	$6.50	SF	612,972	$3,984,318	557,099	$3,621,144	552,046	$3,588,299
Building footprint	$6.50	FTP	64,624	$420,056	155,665	$1,011,823	173,253	$1,126,145

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
				$4,404,374		$4,632,966		$4,714,444
G3060 FUEL DISTRIBUTION		TBD						
				$0		$0		$0
TOTAL G30 - SITE MECHANICAL UTILITIES				**$5,304,774**		**$5,661,466**		**$5,705,744**
G40 - SITE ELECTRICAL UTILITIES								
G4010 ELECTRICAL DISTRIBUTION								
330000 UTILITIES								
Primary 15 kva Service, Equipment and Feed Site Electric	by owner							
Duct banks:								
Pole dressing	$3,500.00	LS	2	$7,000	2	$7,000	2	$7,000
Primary duct bank	$125.00	LF	1,850	$231,250	2,300	$287,500	2,300	$287,500
Secondary duct bank and conductor	$250.00	LF	150	$37,500	150	$37,500	150	$37,500
Tele data duct bank	$125.00	LF	1,850	$231,250	2,300	$287,500	2,300	$287,500
EV Station feed	$35.00	LF	2,500	$87,500	2,500	$87,500	2,500	$87,500
PV Canopy feed	$35.00	LF	1,000	$35,000	1,000	$35,000	1,000	$35,000
Transformer pad and grounding	$25,000.00	EA	1	$25,000	1	$25,000	1	$25,000
Generator pad and grounding	$25,000.00	EA	1	$25,000	1	$25,000	1	$25,000
Demolition and disconnect	$20,000.00	LS	1	$20,000	1	$20,000	1	$20,000
Temp Electrical	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000
*Electrical poles and primary by others								
EV Station:								
NEMA Cab, 400 amp panel	$35,000.00	EA	1	$35,000	1	$35,000	1	$35,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
EV Station feed	$35.00	LF	2,500	$87,500	2,500	$87,500	2,500	$87,500
EV SGL Charging station	$15,000.00	EA	20	$300,000	20	$300,000	20	$300,000
Future EV (120 Stations):								
Primary Feed - allow	$250.00	LF	1,000	$250,000	1,000	$250,000	1,000	$250,000
EV Station Branch Feed 50	$28.00	LF	5,000	$140,000	5,000	$140,000	5,000	$140,000
EV Station PVC only 70	$12.50	LF	7,000	$87,500	7,000	$87,500	7,000	$87,500
Handholes and misc.	$550.00	EA	150	$82,500	150	$82,500	150	$82,500
Site Security	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000
				$1,757,000		$1,869,500		$1,869,500
G4020 SITE LIGHTING								
260001 ELECTRICAL*								
Lighting Fixtures:								
Parking Fixtures	$4,000.00	EA	35	$140,000	35	$140,000	35	$140,000
Pedestrian Bollard Fixture(G2050)	$3,500.00	EA	30	$105,000	30	$105,000	30	$105,000
Flagpole light(G2050)	$1,150.00	EA	1	$1,150	1	$1,150	1	$1,150
1"c Light feed	$14.00	LF	5,000	$70,000	5,000	$70,000	5,000	$70,000
Specialty Lighting	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000
New Site Lighting:								
Sports Field lighitng	$120,000.00	EA	10	$1,200,000	8		8	$960,000
Light pole feeder trench	$14.50	LF	5,000	$72,500	5,000	$72,500	5,000	$72,500
Light pole base	$950.00	EA	35	$33,250	35	$33,250	35	$33,250
*Excludes traffic lights								
*Excludes sports field lighting								
				$1,646,900		$446,900		$1,406,900
TOTAL G40 - SITE ELECTRICAL UTILITIES				**$3,403,900**		**$2,316,400**		**$3,276,400**
ALTERANTES								

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL
NO.1 - ADD Structured Parking Deck								
Deduct:								
Practice Fields:								
Sod	$1.25	SF	-45,062	($56,328)			-71,905	($89,881)
12" Draiange Layer	$55.00	CY	-1,669	($91,793)			-2,663	($146,473)
Filter Fabric	$1.05	SF	-45,062	($47,315)			-71,905	($75,500)
Field Under drain	$0.80	SF	-45,062	($36,050)				
Synthetic Turf Fields:								
Synthetic turf w/ Padd	$8.00	SF			-75,254	($602,032)		
12" dynamic stone	$78.00	CY			-2,787	($217,400)		
Flat drain	$0.75	SF			-75,254	($56,441)		
Filter Fabric	$1.00	SF			-75,254	($75,254)		
Perm curb	$82.00	LF			-1,010	($82,820)		
Add:								
Site Cut	11.00	CY	23,020	$253,220	68,780	$756,580	65,790	$723,690
Site Fill Reuse	9.00	CY	3,140	$28,260	4,340	$39,060	2,110	$18,990
Load and haul spoil	7.50	CY	19,880	$149,100	64,440	$483,300	63,680	$477,600
Soil Disposal	22.00	TON	33,796	$743,512	109,548	$2,410,056	108,256	$2,381,632
Site Fill - Import	39.00	CY	0	$0		$0	0	$0
Ledge Removal	65.00	CY	92,000	$5,980,000	17,200	$1,118,000	16,450	$1,069,250
								$0
Garage Structure:								$0
CIP Seatwalls	$1,800.00	LF			1,400	$2,520,000	600	$1,080,000
Bit Surface parking - delta	$8.50	SF	45,026	$382,721	93,915	$798,278	77,350	$657,475
Parking Garage Structure	$95.00	SF	258,925	$24,597,875	258,925	$24,597,875	258,925	$24,597,875
Deck waterproofing	$22.00	SF	102,517	$2,255,374	258,925	$5,696,350	258,925	$5,696,350
Sprinkler system	$8.00	SF	258,925	$2,071,400	258,925	$2,071,400	258,925	$2,071,400
Draiange	$6.00	SF	258,925	$1,553,550	258,925	$1,553,550	258,925	$1,553,550
Garage Lighting, FA Power	$25.00	SF	258,925	$6,473,125	258,925	$6,473,125	258,925	$6,473,125
Synthetic Track and Field	$31.00	SF	102,517	$3,178,027	258,925	$8,026,675	258,925	$8,026,675
Field lighting	$5.00	SF	102,517	$512,585	258,925	$1,294,625	258,925	$1,294,625
				---		---		---
				$47,947,264		$56,804,927		$55,810,382
mark-up	32.0%			$15,343,124		$18,177,576		$17,859,322
				---		---		---
TOTAL - ALT 1				**$63,290,388**		**$74,982,503**		**$73,669,705**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 ADDITION QUANTITY	OPT B 1.2 ADDITION TOTAL	OPT C 2.2A ADDITION QUANTITY	OPT C 2.2A ADDITION TOTAL	OPT C 3.4A ADDITION QUANTITY	OPT C 3.4A ADDITION TOTAL

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 17-Jun-26

No.: 22025

SUMMARY

A. M. Fogarty & Assoc Inc.
AMFogarty.com
Reliable construction cost estimates since 1972
Peter Timothy ■ President
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	OPT B 1.2 RENOVATION ESTIMATE TOTAL	OPT C 2.2A RENOVATION ESTIMATE TOTAL	OPT C 3.4A RENOVATION ESTIMATE TOTAL	OPT A1 BASE REPAIR ESTIMATE TOTAL
A. SUBSTRUCTURE				
A10 - FOUNDATIONS				
A1010 STANDARD FOUNDATIONS	$8,091,325	$1,829,956	$1,696,171	$5,683,982
A1020 SPECIAL FOUNDATIONS	$0	$0	$0	$0
A1030 SLAB ON GRADE	$6,809,063	$2,219,736	$1,287,254	$8,686,049
A20 - BASEMENT CONSTRUCTION				
A2010 BASEMENT EXCAVATION	$0	$0	$0	$0
A2020 BASEMENT WALLS	$0	$0	$0	$0
B. SHELL				
B10 - SUPERSTRUCTURE				
B1010 FLOOR CONSTRUCTION	$5,411,261	$1,168,458	$725,455	$4,446,801
B1020 ROOF CONSTRUCTION	$9,039,907	$4,322,881	$2,563,608	$11,303,221
B20 - EXTERIOR ENCLOSURE				
B2010 EXTERIOR WALLS	$9,004,989	$2,998,604	$1,801,355	$17,629,995
B2020 EXTERIOR WINDOWS	$5,769,752	$1,913,316	$1,111,544	$10,538,901
B2030 EXTERIOR DOORS	$440,100	$273,800	$187,800	$187,800
B30 - ROOFING				
B3010 ROOF COVERINGS	$8,851,275	$2,446,635	$1,500,487	$8,873,630
B3020 ROOF OPENINGS	$182,403	$174,728	$164,025	$248,946
C. INTERIORS				
C10 - INTERIOR CONSTRUCTION				
C1010 PARTITIONS	$20,546,947	$4,892,308	$3,364,850	$4,780,235
C1020 INTERIOR DOORS	$4,175,801	$1,074,344	$731,668	$1,386,258
C1030 FITTINGS	$5,061,332	$1,999,580	$1,707,824	$3,419,336
C20 - STAIRS				
C2010 STAIR CONSTRUCTION	$300.000	$100.000	$100.000	$300.000
C2020 STAIR FINISHES	$235.200	$78.400	$78.400	$235.200
C30 - INTERIOR FINISHES				
C3010 WALL FINISHES	$6,414,877	$1,400,038	$904,611	$1,455,909
C3020 FLOOR FINISHES	$5,794,082	$1,264,550	$817,068	$6,794,242
C3030 CEILING FINISHES	$6,001,014	$1,309,713	$846,249	$7,036,894

Medford High School - Renovation - PSR 6/17/26	OPT B 1.2 RENOVATION ESTIMATE TOTAL	OPT C 2.2A RENOVATION ESTIMATE TOTAL	OPT C 3.4A RENOVATION ESTIMATE TOTAL	OPT A1 BASE REPAIR ESTIMATE TOTAL
D. SERVICES				
D10 - CONVEYING				
D1010 ELEVATORS & LIFTS	$0	$0	$0	$1,950,000
D20 - PLUMBING				
D2010 PLUMBING	$9,829,246	$2,145,219	$1,386,098	$14,088,346
D30 - HVAC				
D3010 HVAC	$35,702,179	$8,110,526	$5,442,978	$78,133,783
D40 - FIRE PROTECTION				
D4010 SPRINKLERS	$3,393,677	$740,665	$478,568	$4,464,788
D50 - ELECTRICAL				
D5010 ELECTRICAL SERVICE & DISTRIBUTION	$4,074,767	$912,925	$575,258	$41,497,146
D5020 LIGHTING & BRANCH WIRING	$7,801,318	$1,702,626	$1,100,124	$0
D5030 COMMUNICATION & SECURITY	$9,075,329	$1,974,338	$1,303,059	$0
D5090 OTHER ELECTRICAL SYSTEMS	$8,149,972	$1,775,982	$1,158,137	$0
E. EQUIPMENT & FURNISHINGS				
E10 - EQUIPMENT				
E1010 COMMERCIAL EQUIPMENT	$2,830,000	$0	$0	$2,830,000
E1090 OTHER EQUIPMENT	$1,415,700	$697,700	$697,700	$3,500
E20 - FURNISHINGS				
E 2010 FIXED FURNISHINGS	$5,219,497	$1,166,849	$747,909	$1,676,870
E2020 MOVABLE FURNISHINGS	$0	$0	$0	$0
F. SPECIAL CONSTRUCTION & DEMOLITION				
F10 - SPECIAL CONSTRUCTION				
F1010 SPECIAL STRUCTURES	$0	$0	$0	$0
F1020 INTEGRATED CONSTRUCTION	$0	$0	$0	$0
F1030 SPECIAL CONSTRUCTION SYSTEMS	$0	$0	$0	$0
F1040 SPECIAL FACILITIES	$0	$0	$0	$0
F1050 SPECIAL CONTROLS & INSTRUMENTATION	$0	$0	$0	$0
F20 - SELECTIVE BUILDING DEMOLITION				
F2010 BUILDING ELEMENTS DEMOLITION	$16,414,967	$4,214,108	$2,596,341	$14,756,775
F2020 HAZARDOUS COMPONENTS ABATEMENT	$0	$0	$0	$0
BUILDING COST	**$206,035,976**	**$52,907,982**	**$35,074,541**	**$252,408,606**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
A. SUBSTRUCTURE										
A10 - FOUNDATIONS										
A1010 STANDARD FOUNDATIONS										
033000 CAST IN PLACE CONCRETE										
New Seismic foundation at renovation	$5.00	GSF	195,382	$976,910	249,241	$1,246,205	63,694	$318,470	36,937	$184,685
Foundation Augmentation	$40.00	SF	66,971	$2,678,840						
Waterproof Exisitng Foundation:										
Excavate Building Perimeter	$12.00	CY	8,207	$98,484	8,211	$98,533	2,797	$33,560	2,797	$33,560
Load and Haul Spoil	$8.00	CY	8,207	$65,656	8,211	$65,689	2,797	$22,373	2,797	$22,373
Soil disposal	$25.00	TON	13,952	$348,799	13,959	$348,972	4,754	$118,858	4,754	$118,858
Granular backfill	$60.00	CY	8,207	$492,422	8,211	$492,667	2,797	$167,800	2,797	$167,800
Sheet piling Perimeter	$125.00	SF	22,159	$2,769,875	22,170	$2,771,250	7,551	$943,875	7,551	$943,875
Prep and Waterproofing Foundation	$20.00	SF	22,159	$443,180	22,170	$443,400	7,551	$151,020	7,551	$151,020
4" Rigid Insulation	$5.00	SF	22,159	$110,795	22,170	$110,850	7,551	$37,755	7,551	$37,755
Footing Drain	$48.00	LF	2,216	$106,363	2,217	$106,416	755	$36,245	755	$36,245
				$8,091,325		$5,683,982		$1,829,956		$1,696,171
A1030 SLAB ON GRADE										
033000 CAST IN PLACE CONCRETE										
Replace Slab:										
Remove Slab	$7.00	SF	195,382	$1,367,674	249,241	$1,744,687	63,694	$445,858	36,937	$258,559
5" Concrete slab w/ wwf	$15.00	SF	195,382	$2,930,730	249,241	$3,738,615	63,694	$955,410	36,937	$554,055
4" Rigid Slab Insul. - 100%	$4.35	SF	195,382	$849,912	249,241	$1,084,198	63,694	$277,069	36,937	$160,676
072616 BELOW GRADE VAPOR RETARDER										
Gas Membrane	$8.50	SF	195,382	$1,660,747	249,241	$2,118,549	63,694	$541,399	36,937	$313,965
				$6,809,063		$8,686,049		$2,219,736		$1,287,254
TOTAL A10 FOUNDATIONS				**$14,900,388**		**$14,370,031**		**$4,049,692**		**$2,983,426**
B. SHELL										

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
B10 - SUPERSTRUCTURE										
B1010 FLOOR CONSTRUCTION										
051200 STRUCTURAL STEEL										
Renovation Structural:										
Allow for seismic brace frame (2.5 lbs/	$15,000.00	TONS	244.23	$3,663,413						
Allow for seismic brace frame (2 lbs/sf	$15,000.00	TONS			249.24	$3,738,615	63.69	$955,410	36.94	$554,055
Reinforce Exisitng Columns	$5.00	SF	218,481	$1,092,405			26,631	$133,155	21,425	$107,125
072100 INSULATION										
Repair Fireproofing	$3.00	SF	218,481	$655,443	236,062	$708,186	26,631	$79,893	21,425	$64,275
				$5,411,261		$4,446,801		$1,168,458		$725,455
B1020 ROOF CONSTRUCTION										
033000 CAST IN PLACE CONCRETE										
6" NW Deck fill - rtu pad	$9.00	SF	35,000	$315,000	15,000	$135,000	15,000	$135,000	15,000	$135,000
051200 STRUCTURAL STEEL										
Renovation Steel:										
Infill Roof Openings	$1.00	SF	195,382	$195,382	249,241	$249,241	63,694	$63,694	36,937	$36,937
Allow for seismic brace frame (2.5 lbs/	$15,000.00	TONS	244.23	$3,663,413	311.55	$4,673,269	79.62	$1,194,263	46.17	$692,569
Sesmic & Reinforce at New RTU's	$7.50	SF	195,382	$1,465,365	249,241	$1,869,308	63,694	$477,705	36,937	$277,028
Reinforce Exisitng Columns	$5.00	SF	195,382	$976,910			63,694	$318,470	36,937	$184,685
Galv Roof Dunnage	$0.50	SF	195,382	$97,691	249,241	$124,621	63,694	$31,847	36,937	$18,469
053100 STEEL DECKING										
Replace Tectum Roof Deck	$30.00	SF	58,000	$1,740,000	116,802	$3,504,060	63,694	$1,910,820	36,937	$1,108,110
072100 INSULATION										
Reapir Fireproofing	$3.00	SF	195,382	$586,146	249,241	$747,723	63,694	$191,082	36,937	$110,811
				$9,039,907		$11,303,221		$4,322,881		$2,563,608
TOTAL B10 SUPERSTRUCTURE				**$14,451,167**		**$15,750,022**		**$5,491,339**		**$3,289,063**

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
B20 - EXTERIOR ENCLOSURE										
B2010 EXTERIOR WALLS										
Masonry Veneer:										
Granite Veneer - 2%	$100.00	SF	1,489	$148,907			488	$48,794	280	$27,980
Masonry Veneer - 60%	$60.00	SF	44,672	$2,680,317			14,638	$878,283	8,394	$503,631
050001 MISCELLANEOUS & ORNAMENTAL IRON*										
Misc. Ext Metals	$0.50	SF	99,271	$49,636	23,839	$11,920	33,604	$16,802	23,839	$11,920
Structural thermal break	$0.75	SF	99,271	$74,453	23,839	$17,879	33,604	$25,203	23,839	$17,879
071326 AIR & VAPOR BARRIERS										
Air & vapor barrier - wall	$10.00	SF	99,271	$992,710	23,839	$238,390	33,604	$336,040	23,839	$238,390
072100 INSULATION										
Exterior Wall:										
Spray foam at perm openings	$6.00	LF	20,681	$124,089	37,877	$227,261	6,777	$40,661	3,886	$23,316
8" Mineral wool Insul.	$10.00	SF	74,453	$744,533	136,357	$1,363,568	24,397	$243,968	13,990	$139,898
3" Spray foam - stud cavity	$4.65	SF	74,453	$346,208	136,357	$634,059	24,397	$113,445	13,990	$65,052
071000 DAMPPROOF., WATERPROOF. & CAULKING*										
Exterior Sealants	$2.00	SF	99,271	$198,542	23,839	$47,678	33,604	$67,208	23,839	$47,678
074213 PERFORMED CLADDING										
Wall Panel:										
Metal Panel - 18%	$100.00	SF	13,402	$1,340,159	109,085	$10,908,540	4,391	$439,142	2,518	$251,816
Terra Cotta Panel - 20%	$150.00	SF	14,891	$2,233,598	27,271	$4,090,703	4,879	$731,903	2,798	$419,693
Roof Screen:										
Metal Panel Equipment Screen	$65.00	SF					w/ addition			
092116 GYPSUM WALLBOARD										
1 Lyr 5/8" gyp @ ext. wall	$4.50	SF					*assumes exposed int cmu			
090007 PAINTING*										
Exterior painting	$0.22	SF	99,271	$21,840	181,809	$39,998	32,529	$7,156	18,653	$4,104

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
101400 IDENTIFYING DEVICES (EXT. BLD MTD SIGNAGE)										
Misc. Bldg mtd signage	$50,000.00	LS	1	$50,000	1	$50,000	1	$50,000	1	$50,000
				$9,004,989		$17,629,995		$2,998,604		$1,801,355
B2020 EXTERIOR WINDOWS										
061000 ROUGH CARPENTRY										
P.T. - perim blocking	$14.00	LF	20,681	$289,540	37,877	$530,276	6,777	$94,876	3,886	$54,405
071326 AIR & VAPOR BARRIERS										
Flex flashing - perim	$10.00	LF	20,681	$206,815	37,877	$378,769	6,777	$67,769	3,886	$38,860
071000 DAMPPROOF., WATERPROOF. & CAULKING*										
Window Caulking	$12.75	LF	20,681	$263,689	37,877	$482,930	6,777	$86,405	3,886	$49,547
080001 METAL WINDOWS*										
TRP Glazing Exterior										
Alum Window - 50%	$170.00	SF	12,409	$2,109,509	22,726	$3,863,441	4,066	$691,241	2,332	$396,376
Alum Curtainwall - 50%	$195.00	SF	12,409	$2,419,731	22,726	$4,431,594	4,066	$792,894	2,332	$454,667
Security glazing - 15% of total	$45.00	SF	3,723	$167,520	6,818	$306,803	1,220	$54,893	699	$31,477
Sun Shading:										
Horizontal Window Sunscreen - 40%	$225.00	SF/LF	1,241	$279,200	2,273	$511,338	407	$91,488	233	$52,462
109000 MISCELLANEOUS SPECIALTIES										
Alum louvers - allow	$135.00	SF	250	$33,750	250	$33,750	250	$33,750	250	$33,750
				$5,769,752		$10,538,901		$1,913,316		$1,111,544
B2030 EXTERIOR DOORS										
080001 METAL WINDOWS*										
7' Alum. Doors (Incl. Hardware):										
Main Entry - dbl	$20,000.00	EA	10	$200,000	4	$80,000	6	$120,000	4	$80,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Side Egress- dbl	$20,000.00	EA	8	$160,000	4	$80,000	6	$120,000	4	$80,000
Egress - sgl	$10,000.00	EA	2	$20,000						
Auto opener - allow	$9,000.00	PR	2	$18,000	1	$9,000	1	$9,000	1	$9,000
*Storefront at entries W /B 2020										
Security Glazing Premium	$750.00	LVS	38	$28,500	16	$12,000	24	$18,000	16	$12,000
081113 HOLLOW METALWORK										
Insulated HM Doors and Frame:										
Custodial - dbl	$3,000.00	EA	2	$6,000	1	$3,000	1	$3,000	1	$3,000
MEP - dbl	$3,000.00	EA	2	$6,000	1	$3,000	1	$3,000	1	$3,000
090007 PAINTING*										
Paint HM Door & frame - dbl	$400.00	EA	4	$1,600	2	$800	2	$800	2	$800
				$440,100		$187,800		$273,800		$187,800
TOTAL B20 - EXTERIOR ENCLOSURE				**$15,214,841**		**$28,356,696**		**$5,185,720**		**$3,100,699**
B30 - ROOFING										
B3010 ROOF COVERINGS										
061000 ROUGH CARPENTRY										
Roof Blocking - main bldg	$1.45	SF	128,411	$186,196	249,241	$361,399	63,694	$92,356	38,292	$55,523
070002 ROOFING AND FLASHING*										
Remove Exisitng Roofing	$1.50	SF	195,382	$293,073	249,241	$373,862	63,694	$95,541	36,937	$55,406
PVC roof w/ 10" rigid insul	$31.00	SF	128,411	$3,980,741	249,241	$7,726,471	63,694	$1,974,514	38,292	$1,187,052
Roof walkway pad (2'x2')	$8.50	SF	6,421	$54,575	12,462	$105,927	3,185	$27,070	1,915	$16,274
Roof Terrace and Roof Monitor	$150.00	SF	27,677	$4,151,550						
Alum. Trim :										
Perimeter wall Coping	$45.00	LF	997	$44,865	997	$44,865	3,400	$153,000	2,600	$117,000
Base Flashing	$34.00	LF	349	$11,864	349	$11,864	1,190	$40,460	910	$30,940
Misc. flashing	$1.00	SF	128,411	$128,411	249,241	$249,241	63,694	$63,694	38,292	$38,292
				$8,851,275		$8,873,630		$2,446,635		$1,500,487

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
B3020 ROOF OPENINGS										
077200 ROOF ACCESSORIES										
Roof hatch	$4,250.00	EA	1	$4,250	1	$4,250	1	$4,250	1	$4,250
Stage smoke hatch	$15,000.00	EA			3	$45,000	3	$45,000	3	$45,000
OSHA Rail	$200.00	LF	391	$78,153	498	$99,696	127	$25,478	74	$14,775
Skylights	$100,000.00	EA	1	$100,000	1	$100,000	1	$100,000	1	$100,000
				$182,403		$248,946		$174,728		$164,025
TOTAL B30 ROOFING				**$9,033,678**		**$9,122,576**		**$2,621,363**		**$1,664,512**
C. INTERIORS										
C10 - INTERIOR CONSTRUCTION										
C1010 PARTITIONS										
040001 MASONRY*										
Interior Masonry Partition	$6.50	GSF	413,863	$2,690,110			90,325	$587,113	58,362	$379,353
050001 MISCELLANEOUS & ORNAMENTAL IRON*										
Masonry - Clip and lintels	$1.50	SF	413,863	$620,795			90,325	$135,488	58,362	$87,543
061000 ROUGH CARPENTRY										
Interior blocking	$1.00	GSF	413,863	$413,863	485,303	$485,303	90,325	$90,325	58,362	$58,362
Misc. rough carpentry	$1.00	GSF	413,863	$413,863	485,303	$485,303	90,325	$90,325	58,362	$58,362
Clean Saftey and Laborer	$2.00	GSF	413,863	$827,726	485,303	$970,606	90,325	$180,650	58,362	$116,724
072100 INSULATION										
Firestopping	$0.85	GSF	413,863	$351,784	485,303	$412,508	90,325	$76,776	58,362	$49,608
081113 HOLLOW METALWORK										
Interior H.M Windows, Sidelites and Transoms (INC. GLAZING):										
Door window/sidelight & transom	$2.00	SF	413,863	$827,726			90,325	$180,650	58,362	$116,724
083323 SPECIAL DOORS										

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Access panels	$0.25	GSF	413,863	$103,466			90,325	$22,581	58,362	$14,591
080001 METAL WINDOWS*										
Interior Aluminum Storefront:										
Vestibule and Entries	$88.00	SF	3,000	$264,000			1,000	$88,000	750	$66,000
General Building Area	$2.00	GSF	413,863	$827,726			90,325	$180,650	58,362	$116,724
Security glazing - premium	$50.00	SF	5,000	$250,000			5,000	$250,000	5,000	$250,000
092116 GYPSUM WALLBOARD										
Drywall Partitions:										
GWB assemblies	$30.00	GSF	413,863	$12,415,890			90,325	$2,709,750	58,362	$1,750,860
Patch and Reapir Partitions	$5.00	GSF			485,303	$2,426,515				
Operable Partition:										
Glazed operable wall 8'x 15' (30 ea)	$150.00	SF	2,600	$390,000			1,000	$150,000	1,000	$150,000
Elec Op Folding Partition	$150,000.00	LS	1	$150,000			1	$150,000	1	$150,000
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				$20,546,947		$4,780,235		$4,892,308		$3,364,850
C1020 INTERIOR DOORS										
081113 HOLLOW METALWORK 081416 WOOD AND PLASTIC DOORS 087100 DOOR HARDWARE										
Interior Door frame and Hardware	$8.75	GSF	413,863	$3,621,301			90,325	$790,344	58,362	$510,668
Door Hardware Upgrade	$2.50	GSF			485,303	$1,213,258				
080001 METAL WINDOWS*										
Aluminum (Frame, Door, Glass, Glazing and Hdw):										
Vest - dbl	$16,500.00	PR	6	$99,000	10	$165,000	8	$132,000	10	$165,000
Main office -sgl	$4,000.00	EA	2	$8,000	2	$8,000	2	$8,000	2	$8,000
083323 SPECIAL DOORS										
Dish drop window	$5,000.00	EA	1	$5,000						
Kitchen OH grille	$4,500.00	EA	1	$4,500						
Fire Shutters	$150,000.00	LS	1	$150,000						
Security Gate and Grill	$24,000.00	EA	12	$288,000			6	$144,000	2	$48,000
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DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
				$4,175,801		$1,386,258		$1,074,344		$731,668
C1030 FITTINGS										
050001 MISCELLANEOUS & ORNAMENTAL IRON*										
Misc. metals	$2.00	GSF	413,863	$827,726	485,303	$970,606	90,325	$180,650	58,362	$116,724
Floor Opening Railings	$450.00	LF	1,000	$450,000	150	$67,500	250	$112,500	150	$67,500
062000 FINISH CARPENTRY										
Utility & closet shelving	$25,000.00	LS	1	$25,000	1	$25,000	1	$25,000	1	$25,000
Typ. window sill/apron (nic cw-gym)	$65.00	LF	4,136	$268,859	7,575	$492,399	1,355	$88,099	777	$50,519
Stage Proscenium and Aud. Trim	$150,000.00	LS	1	$150,000	1	$150,000	1	$150,000	1	$150,000
Misc. wood trim	$2.00	GSF	413,863	$827,726	485,303	$970,606	90,325	$180,650	58,362	$116,724
102113 COMPARTMENTS & CUBICLES										
Solid Plastic Toilet Partitions:										
Std. partition	$1,385.00	EA	35	$48,475	45	$62,325	20	$27,700	20	$27,700
HC partition	$1,590.00	EA	15	$23,850	20	$31,800	10	$15,900	10	$15,900
102813 TOILET & BATH ACCESSORIES										
Building Toilet Accessories	$0.92	GSF	413,863	$380,754	485,303	$446,479	90,325	$83,099	58,362	$53,693
*Excludes classroom accessories										
101100 MARKERBOARDS & TACKBOARDS										
Marker board tackboard	$1.35	GSF	413,863	$558,715			90,325	$121,939	58,362	$78,789
Glass Display Case	$1,000.00	LF	50	$50,000			80	$80,000	100	$100,000
109000 MISCELLANEOUS SPECIALTIES										
Student Lockers	$450.00	EA	1,500	$675,000			1,000	$450,000	1,000	$450,000
PE/Team Lockers	$400.00	EA	500	$200,000			500	$200,000	500	$200,000
Kitchen staff locker(12"wx15" D x 6'h)	$350.00	EA	20	$7,000			20	$7,000	20	$7,000
Custodian staff(12"wx15" D x 6'h)	$350.00	EA	5	$1,750			5	$1,750	5	$1,750
Wall & corner guards - allow	$5,000.00	LS	1	$5,000			1	$5,000	1	$5,000
Fire extinguisher and cab - allow	$550.00	EA	50	$27,500			50	$27,500	50	$27,500
Cubicle curtain track w/ curtain - healtl	$1,500.00	EA	2	$3,000			2	$3,000	2	$3,000
Misc. specialties	$0.50	GSF	413,863	$206,932			90,325	$45,163	58,362	$29,181
101400 IDENTIFYING DEVICES										

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Building directory - allow	$5,000.00	EA	1	$5,000	1	$5,000	1	$5,000	1	$5,000
Dedication plaque	$3,500.00	EA	1	$3,500	1	$3,500	1	$3,500	1	$3,500
Interior Signage	$0.40	GSF	413,863	$165,545	485,303	$194,121	90,325	$36,130	58,362	$23,345
Environmental graphics	$150,000.00	LS	1	$150,000	1		1	$150,000	1	$150,000
				$5,061,332		$3,419,336		$1,999,580		$1,707,824
TOTAL C10 - INTERIOR CONSTRUCTION				**$29,784,080**		**$9,585,828**		**$7,966,231**		**$5,804,342**
C20 - STAIRS										
C2010 STAIR CONSTRUCTION										
050001 MISCELLANEOUS & ORNAMENTAL IRON*										
Upgrade exisitng Stair railings	$12,500.00	FLT	24	$300,000	24	$300,000	8	$100,000	8	$100,000
				$300,000		$300,000		$100,000		$100,000
C2020 STAIR FINISHES										
090005 RESILIENT FLOORING*										
Rubber treads and risers	$4,800.00	FLTS	24	$115,200	24	$115,200	8	$38,400	8	$38,400
090007 PAINTING*										
Paint stair & rails - full flt	$5,000.00	FLTS	24	$120,000	24	$120,000	8	$40,000	8	$40,000
				$235,200		$235,200		$78,400		$78,400
TOTAL C20 - STAIRS				**$535,200**		**$535,200**		**$178,400**		**$178,400**
C30 - INTERIOR FINISHES										
C3010 WALL FINISHES										
Wall Finish	$15.50	GSF	413,863	$6,414,877			90,325	$1,400,038	58,362	$904,611

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Paint Only	$3.00	GSF			485,303	$1,455,909				
				$6,414,877		$1,455,909		$1,400,038		$904,611
C3020 FLOOR FINISHES										
Floor Finish	$14.00	GSF	413,863	$5,794,082	485,303	$6,794,242	90,325	$1,264,550	58,362	$817,068
				$5,794,082		$6,794,242		$1,264,550		$817,068
C3030 CEILING FINISHES										
Ceiling Finish	$14.50	GSF	413,863	$6,001,014	485,303	$7,036,894	90,325	$1,309,713	58,362	$846,249
				$6,001,014		$7,036,894		$1,309,713		$846,249
TOTAL C30 - INTERIOR FINISHES				**$18,209,972**		**$15,287,045**		**$3,974,300**		**$2,567,928**
D. SERVICES										
D10 - CONVEYING										
D1010 ELEVATORS & LIFTS										
140001 ELEVATORS*										
Traction 5,000 lbs Passenger Elev	$90,000.00	STOP					w/ addition			
Upgrade Exisitng Elevator's	$650,000.00	EA			3	$1,950,000				
Elevator Metals	$10,000.00	LS					w/ addition			
				$0		$1,950,000		$0		$0
TOTAL D10 - CONVEYING				**$0**		**$1,950,000**		**$0**		**$0**
D20 - PLUMBING										
D2010 PLUMBING										

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Base Repair	$27.53	GSF			485,303	$13,360,392				
Demolition	$1.00	GSF			$485,303	$485,303				
Temp Water	$0.50	GSF			$485,303	$242,652				
WSHP Water heater		W/ADD		$0				$0		$0
HW Storage tanks - 500 Gal		W/ADD		$0				$0		$0
Elec 108 kw Eelc HW heater		W/ADD		$0				$0		$0
HW Storage tanks - 150 Gal		W/ADD		$0				$0		$0
Roof Drainage	$3.75	GSF	413,863	$1,551,986			90,325	$338,719	58,362	$218,858
Stormwater ejectors		W/ADD		$0				$0		$0
Fixtures & Rough-in	$17.50	GSF	413,863	$7,242,603			90,325	$1,580,688	58,362	$1,021,335
Kitchen Connections		W/ADD		$0				$0		$0
Vocartional Connections		W/ADD		$0				$0		$0
Centralized Compressed Air		W/ADD		$0				$0		$0
Acid Waste System		W/ADD		$0				$0		$0
Test, Permit, BIM, Misc.	$2.50	GSF	413,863	$1,034,658			90,325	$225,813	58,362	$145,905
				$9,829,246		$14,088,346		$2,145,219		$1,386,098
TOTAL D20 - PLUMBING			**$23.75**	**$9,829,246**	**$29.03**	**$14,088,346**	**$23.75**	**$2,145,219**	**$23.75**	**$1,386,098**
D30 - HVAC										
D3010 HVAC										
Base Repair	$158.00	GSF			$485,303	$76,677,874				
Demolition	$1.50	GSF			$485,303	$727,955				
Temp Heat/ Cooling	$1.50	GSF			$485,303	$727,955				
Geo Wells		W/ ADD								
Heat Generation		W/ADD								
GS Distribution:										
Ducted Geo HP	$8.50	GSF	413,863	$3,517,836			90,325	$767,763	58,362	$496,077
Mechanical GS Piping	$9.00	GSF	413,863	$3,724,767			90,325	$812,925	58,362	$525,258
Misc. Heating Devices	$0.50	GSF	413,863	$206,932			90,325	$45,163	58,362	$29,181
Air Equipment:										
AHU Units - Large Spaces	$30.00	CFM	165,000	$4,950,000			40,000	$1,200,000	21,000	$630,000
DOAS Units - Classroom	$32.00	CFM	120,000	$3,840,000			13,000	$416,000	20,000	$640,000
MAU 4,500 CFM	$28.00	CFM	4,500	$126,000			4,500	$126,000	4,500	$126,000

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Freeze Protection	$2,000.00	EA	0	$0			0	$0	0	$0
Curbs	$5,500.00	EA	20	$110,000			4	$22,000	3	$16,500
Merv Filter	$2,500.00	EA	40	$100,000			8	$20,000	6	$15,000
Sound Attenuation	$0.85	CFM	285,000	$242,250			53,000	$45,050	41,000	$34,850
Pipe Valve and Fitting Connections	$6,500.00	EA	20	$130,000			4	$26,000	3	$19,500
Grilles registers and dampers	$1.50	GSF	454,000	$681,000			90,325	$135,488	58,362	$87,543
Ductwork	$19.00	LBS	413,863	$7,863,397			101,000	$1,919,000	63,000	$1,197,000
CV/VAV/ E-VAV	$975.00	EA	350	$341,250			75	$73,125	30	$29,250
Kitchen Exhaust Ductwork	$250,000.00	LS	0	$0			0	$0	0	$0
Duct Insul	$6.50	SF	331,090	$2,152,088			80,800	$525,200	50,400	$327,600
Exhaust Fan	$5,000.00	EA	20	$100,000			10	$50,000	5	$25,000
Split AC	$20,000.00	EA	30	$600,000			10	$200,000	2	$40,000
Temp Control (Demand CO2)	$10.50	GSF	413,863	$4,345,562			90,325	$948,413	58,362	$612,801
Seismic and Vibration	$0.85	GSF	413,863	$351,784			90,325	$76,776	58,362	$49,608
Rigging	$250,000.00	LS	1	$250,000			1	$250,000	1	$250,000
BIM/ Commission coordination	$2.00	GSF	413,863	$827,726			90,325	$180,650	58,362	$116,724
HVAC Supervision	$3.00	GSF	413,863	$1,241,589			90,325	$270,975	58,362	$175,086
				$35,702,179		$78,133,783		$8,110,526		$5,442,978
TOTAL D30 - HVAC			**$86.27**	**$35,702,179**	**$161.00**	**$78,133,783**	**$89.79**	**$8,110,526**	**$93.26**	**$5,442,978**
D40 - FIRE PROTECTION										
D4010 SPRINKLERS										
210001 FIRE SUPPRESSION*										
Sprinkler system - wet	$8.20	GSF	413,863	$3,393,677	485,303	$3,979,485	90,325	$740,665	58,362	$478,568
Base Repair Demo/ Temp Facilities	$1.00	GSF		$0	485,303	$485,303		$0		$0
				$3,393,677		$4,464,788		$740,665		$478,568
TOTAL D40 - FIRE PROTECTION			**$8.20**	**$3,393,677**	**$9.20**	**$4,464,788**	**$8.20**	**$740,665**	**$8.20**	**$478,568**
D50 - ELECTRICAL										

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
D5010 ELECTRICAL SERVICE & DISTRIBUTION										
260001 ELECTRICAL*										
Base Repair	$83.51	GSF			$485,303	$40,526,540				
Demo/ Temp Power	$2.00	GSF			$485,303	$970,606				
Panel and Feeders	$9.00	GSF	413,863	$3,724,767			90,325	$812,925	58,362	$525,258
		W/ ADD	1	$0			1	$0	1	$0
Digital Metering	$5,000.00	EA	70	$350,000			20	$100,000	10	$50,000
PV SYSTEMS :		W/ADD								
				$4,074,767		$41,497,146		$912,925		$575,258
D5020 LIGHTING & BRANCH WIRING										
260001 ELECTRICAL*										
Lighting	$16.00	GSF	413,863	$6,621,808			90,325	$1,445,200	58,362	$933,792
Lighting Control (inc device oc)	$2.85	GSF	413,863	$1,179,510			90,325	$257,426	58,362	$166,332
				$7,801,318		$0		$1,702,626		$1,100,124
D5030 COMMUNICATION & SECURITY										
260001 ELECTRICAL*										
CCTV	$6.00	GSF	413,863	$2,483,178			90,325	$541,950	58,362	$350,172
Access control	$4.00	GSF	413,863	$1,655,452			90,325	$361,300	58,362	$233,448
Video entry system	$45,000.00	LS	1	$45,000			1	$45,000	1	$45,000
Digital Signage		W/ADD		$0				$0		$0
Tele/data cabling, racks and switches	$9.50	GSF	413,863	$3,931,699			90,325	$858,088	58,362	$554,439
Classroom AV rough-in only	$1,500.00	EA	200	$300,000			35	$52,500	25	$37,500
Speech Reinforcement	$3,300.00	EA	200	$660,000			35	$115,500	25	$82,500
Aud Lighting and Diming		W/ADD		$0				$0		$0
				$9,075,329		$0		$1,974,338		$1,303,059

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
D5090 OTHER ELECTRICAL SYSTEMS										
260001 ELECTRICAL*										
Rath 2way call	$15,000.00	EA	10	$150,000			2	$30,000	2	$30,000
Fire Alarm	$4.80	GSF	413,863	$1,986,542			90,325	$433,560	58,362	$280,138
Devices	$3.25	GSF	413,863	$1,345,055			90,325	$293,556	58,362	$189,677
Clocks and PA	$1.20	GSF	413,863	$496,636			90,325	$108,390	58,362	$70,034
Gym/Café Sound System		W/ADD		$0				$0		$0
Lighting Protection	$0.78	GSF	413,863	$322,813			90,325	$70,454	58,362	$45,522
Kitchen/Mechanical Wiring	$3.50	GSF	413,863	$1,448,521			90,325	$316,138	58,362	$204,267
Bi-Direction Antenna	$0.80	GSF	413,863	$331,090			90,325	$72,260	58,362	$46,690
Test Permit and Misc.	$5.00	GSF	413,863	$2,069,315			90,325	$451,625	58,362	$291,810
By others:										
Telephone system										
Classroom projectors										
				$8,149,972		$0		$1,775,982		$1,158,137
TOTAL D50 - ELECTRICAL			**$70.32**	**$29,101,385**	**$85.51**	**$41,497,146**	**$70.48**	**$6,365,871**	**$70.88**	**$4,136,578**
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				
Culinary Arts Kitchen	$1,330,000.00	LS	1	$1,330,000	1	$1,330,000				
Per Schiovane designs 1/29/26										
				$2,830,000		$2,830,000		$0		$0
E1090 OTHER EQUIPMENT										
113100 APPLIANCES										
Staff kitchen refrigerator	$1,000.00	EA	16	$16,000						
Staff kitchen microwave	$500.00	EA	7	$3,500						
Medical office refrigerator w/ice	$1,000.00	EA	2	$2,000						

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
Adult living classroom	$30,000.00	LS	1	$30,000						
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 (2 EA)	$36.00	SF	5,800	$208,800			5,800	$208,800	5,800	$208,800
Volley ball court equip.	$700.00	EA	2	$1,400			2	$1,400	2	$1,400
Scoreboard and shot clock	$24,000.00	EA	3	$72,000			3	$72,000	3	$72,000
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			2	$40,000	2	$40,000
116143 THEATRICAL EQUIPMENT										
Auditorium :										
Stage Lighitng	$575,000.00	LS					w/ addition			
Stage Rigging	$264,000.00	LS					w/ addition			
Stage Drapes	$80,210.00	LS					w/ addition			
Orchestra Shell	$200,000.00	LS					w/ addition			
Forestage Platform	$265,500.00	LS					w/ addition			
Black Box:										
Stage Lighitng	$260,000.00	LS					w/ addition			
Stage Rigging	$15,000.00	LS					w/ addition			
Stage Drapes	$6,965.00	LS					w/ addition			
Radio/TV Studio:										
Stage Lighitng	$155,000.00	LS					w/ addition			
Stage Rigging	$10,000.00	LS					w/ addition			
Stage Drapes	$30,496.00	LS					w/ addition			
Auditorium Seating	$375.00	EA					w/ addition			
119000 MISC. EQUIPMENT										
AV Equipment Budget (acentech)	$2,353,060.00									
CTE Equipment Budget	$1,500,000.00									
Loading dock leveler and equipment	$100,000.00	LS	1	$100,000						
Science Lab Equipment	$450,000.00	LS	1	$450,000						
Kiln	$3,500.00	EA			1	$3,500	1	$3,500	1	$3,500
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DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
				$1,415,700		$3,500		$697,700		$697,700
TOTAL E10 - EQUIPMENT				**$4,245,700**		**$2,833,500**		**$697,700**		**$697,700**
E20 - FURNISHINGS										
E 2010 FIXED FURNISHINGS										
129000 MISC. FURNISHINGS										
Meco shade - manual	$7.50	SF	24,818	$186,133	45,452	$340,892	8,132	$60,992	4,663	$34,974
Premium for Eelc op shade - 10%	$27.00	SF	2,482	$67,008	4,545	$122,721	813	$21,957	466	$12,591
123553 CLASSROOM CASEWORK										
Casework	$12.00	GSF	413,863	$4,966,356			90,325	$1,083,900	58,362	$700,344
Modify Casework for ada	$2.50	GSF			485,303	$1,213,258				
				$5,219,497		$1,676,870		$1,166,849		$747,909
E2020 MOVABLE FURNISHINGS										NIC
				$0		$0		$0		$0
TOTAL E20 - FURNISHINGS				**$5,219,497**		**$1,676,870**		**$1,166,849**		**$747,909**
F20 - SELECTIVE BUILDING DEMOLITION										
F2010 BUILDING ELEMENTS DEMOLITION										
Demolish existing building	SEE SUMMARY PAGE									
Selective Demolition:										
Interior/Exterior gut down to structure	$25.00	GSF	413,863	$10,346,575			90,325	$2,258,125	58,362	$1,459,050
Remove MEP AND Finish Only	$15.00	GSF			485,303	$7,279,545				
Temporary shoring	$0.50	LS	413,863	$206,932			90,325	$45,163	58,362	$29,181
Remove slab at seismic foundation	$15.00	SF	195,382	$2,930,730	249,241	$3,738,615	63,694	$955,410	36,937	$554,055
Remove Slab at new plumbing	$15.00	SF	195,382	$2,930,730	249,241	$3,738,615	63,694	$955,410	36,937	$554,055
				$16,414,967		$14,756,775		$4,214,108		$2,596,341

DESCRIPTION	UNIT COST	UNIT	OPT B 1.2 RENOVATION QUANTITY	OPT B 1.2 RENOVATION TOTAL	OPT 1 BASE REPAIR QUANTITY	OPT 1 BASE REPAIR TOTAL	OPT C 2.2A RENOVATION QUANTITY	OPT C 2.2A RENOVATION TOTAL	OPT C 3.4A RENOVATION QUANTITY	OPT C 3.4A RENOVATION TOTAL
F2020 HAZARDOUS COMPONENTS ABATEMENT										
Hazardous Waste Allowance	SEE SUMMARY PAGE									
				$0		$0		$0		$0
TOTAL F20 - SELECTIVE BUILDING DEMOLITION				**$16,414,967**		**$14,756,775**		**$4,214,108**		**$2,596,341**

PROJECT: Medford High School
LOCATION: Medford, MA
CLIENT: SMMA
DATE: 17-Jun-26

No.: 22025

SUMMARY

	OPT D 1.1 NEW ESTIMATE TOTAL
A. SUBSTRUCTURE	
A10 - FOUNDATIONS	
A1010 STANDARD FOUNDATIONS	$18,148,993
A1020 SPECIAL FOUNDATIONS	$0
A1030 SLAB ON GRADE	$4,774,884
A20 - BASEMENT CONSTRUCTION	
A2010 BASEMENT EXCAVATION	$0
A2020 BASEMENT WALLS	$0
B. SHELL	
B10 - SUPERSTRUCTURE	
B1010 FLOOR CONSTRUCTION	$18,433,349
B1020 ROOF CONSTRUCTION	$8,762,831
B20 - EXTERIOR ENCLOSURE	
B2010 EXTERIOR WALLS	$22,356,751
B2020 EXTERIOR WINDOWS	$9,519,987
B2030 EXTERIOR DOORS	$455,600
B30 - ROOFING	
B3010 ROOF COVERINGS	$7,407,901
B3020 ROOF OPENINGS	$249,250
C. INTERIORS	
C10 - INTERIOR CONSTRUCTION	
C1010 PARTITIONS	$23,837,988
C1020 INTERIOR DOORS	$5,000,544
C1030 FITTINGS	$6,686,983
C20 - STAIRS	
C2010 STAIR CONSTRUCTION	$1,492,000
C2020 STAIR FINISHES	$376,600
C30 - INTERIOR FINISHES	
C3010 WALL FINISHES	$7,588,878
C3020 FLOOR FINISHES	$6,854,470
C3030 CEILING FINISHES	$7,099,273

Medford High School - New Construction - PSR	6/17/26	OPT D 1.1 NEW ESTIMATE TOTAL
D. SERVICES		
D10 - CONVEYING		
D1010 ELEVATORS & LIFTS		$1,740,000
D20 - PLUMBING		
D2010 PLUMBING		$13,490,619
D30 - HVAC		
D3010 HVAC		$77,122,964
D40 - FIRE PROTECTION		
D4010 SPRINKLERS		$4,164,761
D50 - ELECTRICAL		
D5010 ELECTRICAL SERVICE & DISTRIBUTION		$7,739,865
D5020 LIGHTING & BRANCH WIRING		$9,229,054
D5030 COMMUNICATION & SECURITY		$13,092,298
D5090 OTHER ELECTRICAL SYSTEMS		$12,244,065
E. EQUIPMENT & FURNISHINGS		
E10 - EQUIPMENT		
E1010 COMMERCIAL EQUIPMENT		$2,830,000
E1090 OTHER EQUIPMENT		$5,306,371
E20 - FURNISHINGS		
E 2010 FIXED FURNISHINGS		$6,293,906
E2020 MOVABLE FURNISHINGS		$0
F. SPECIAL CONSTRUCTION & DEMOLITION		
F10 - SPECIAL CONSTRUCTION		
F1010 SPECIAL STRUCTURES		$0
F1020 INTEGRATED CONSTRUCTION		$0
F1030 SPECIAL CONSTRUCTION SYSTEMS		$0
F1040 SPECIAL FACILITIES		$0
F1050 SPECIAL CONTROLS & INSTRUMENTATION		$0
F20 - SELECTIVE BUILDING DEMOLITION		
F2010 BUILDING ELEMENTS DEMOLITION		$0
F2020 HAZARDOUS COMPONENTS ABATEMENT		$0
BUILDING COST		**$302,300,183**

	OPT D 1.1 NEW ESTIMATE TOTAL
G. BUILDING SITEWORK	
G10 - SITE PREPARATION	
G1010 SITE CLEARING	$788,650
G1020 SITE DEMOLITION & RELOCATIONS	$2,795,422
G1030 SITE EARTHWORK	$2,744,681
G1040 HAZARDOUS WASTE REMEDIATION	$0
G20 - SITE IMPROVEMENTS	
G2010 ROADWAYS	$3,045,667
G2020 PARKING LOTS	$0
G2030 PEDESTRIAN PAVING	$3,080,302
G2040 SITE DEVELOPMENT	$11,876,491
G2050 LANDSCAPING	$6,173,899
G30 - SITE MECHANICAL UTILITIES	
G3010 WATER SUPPLY	$555,100
G3020 SANITARY SEWER	$275,000
G3030 STORM SEWER	$3,755,882
G3040 HEATING DISTRIBUTION	$0
G3050 COOLING DISTRIBUTION	$0
G3060 FUEL DISTRIBUTION	$0
G3090 OTHER SITE MECHANICAL UTILITIES	$0
G40 - SITE ELECTRICAL UTILITIES	
G4010 ELECTRICAL DISTRIBUTION	$1,890,750
G4020 SITE LIGHTING	$1,646,900
SITEWORK COST	**$38,628,745**
TOTAL DIRECT COST	**$340,928,928**

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
A. SUBSTRUCTURE				
A10 - FOUNDATIONS				
A1010 STANDARD FOUNDATIONS				
033000 CAST IN PLACE CONCRETE				
Foundations :				
Wall Footing 1' x 3':	$750.00	CY	209	$156,750
Retaining Wall Footing 2' x 8'	$900.00	CY	395	$355,500
Frost wall - 4 'x 16"	$1,550.00	CY	372	$576,600
Basement Wall - 16' x 18"	$2,000.00	CY	594	$1,188,000
Interior Foundations	$1,200.00	CY	75	$90,000
Column Footing	$675.00	CY	2,585	$1,745,017
Elev Mat - 12"	$650.00	CY	24	$15,600
Elev pit wall	$1,100.00	CY	21	$23,100
Pilasters	$1,200.00	CY	74	$89,280
Equipment pads	$25,000.00	LS	1	$25,000
072100 INSULATION				
4" Rigid ext. found. insul w/prot.bd	$4.95	SF	18,212	$90,149
071000 DAMPPROOF., WATERPROOF. & CAULKING*				
Foundation dampproofing	$2.30	SF	7,524	$17,305
Foundation waterproofing	$12.00	SF	10,688	$128,256
310000 EARTHWORK				
Foundation Excavation and Backfill	25.00	CY	13,606	$340,159
Earthwork (per smma calc.)				
Bldg Cut	11.00	CY	43,830	$482,130
Soil Disposal	61.00	CY	43,830	$2,673,630
Structural Fill	75.00	CY	48,140	$3,610,500

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
Ledge Removal	75.00	CY	23,330	$1,749,750	
Ground Improvement Upcharge	60.00	SF	73,000	$4,380,000	
Perimeter Drain	$0.70	SF	183,686	$128,580	
Radon Piping	$1.00	SF	183,686	$183,686	
Dewatering	$100,000.00	LS	1	$100,000	
				$18,148,993	
A1030 SLAB ON GRADE					
310000 EARTHWORK					
12" Gravel base	$65.00	CY	6,803	$442,207	
033000 CAST IN PLACE CONCRETE					
5" Slab on Grade:					
4,000 psi, NW, (incl. placement)	$345.00	CY	2,835	$977,958	
Welded wire fabric	$2.68	SF	183,686	$492,278	
Control Joint	$3.50	LF	12,246	$42,860	
Trowel Finish	$2.50	SF	183,686	$459,215	
072100 INSULATION					
4" Rigid Slab Insul. - 100%	$4.35	SF	183,686	$799,034	
072616 BELOW GRADE VAPOR RETARDER					
Gas Membrane	$8.50	SF	183,686	$1,561,331	
				$4,774,884	
TOTAL A10 FOUNDATIONS				**$22,923,877**	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
B. SHELL				
B10 - SUPERSTRUCTURE				
B1010 FLOOR CONSTRUCTION				
051200 STRUCTURAL STEEL				
New Construction:				
Floor frame (13.5 lbs/sf)	$5,300.00	TONS	2,065	$10,944,252
Shear stud	$5.50	EA	30,592	$168,255
033000 CAST IN PLACE CONCRETE				
3 1/4" LW Deck fill	$12.75	SF	305,919	$3,900,467
053100 STEEL DECKING				
3" x 18 Ga. comp deck	$6.85	SF	305,919	$2,095,545
072100 INSULATION				
Spray on fireproofing - beam & colum	$3.35	SF	305,919	$1,024,829
Intumescent - allow	$300,000.00	LS	1	$300,000
				$18,433,349
B1020 ROOF CONSTRUCTION				
033000 CAST IN PLACE CONCRETE				
6" NW Deck fill - rtu pad	$9.00	SF	35,000	$315,000
051200 STRUCTURAL STEEL				
New Construction:				

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL	
Roof frame (12 lbs/sf)	$5,300.00	TONS	1,102	$5,841,215	
Addition Steel at GYM Aud.- (1 lbs/sf	$5,300.00	TONS	11	$58,300	
Roof screen frame	inc. above				
Galv. RTU dunnage	inc. above				
Frame Canopies	inc. above				
053100 STEEL DECKING					
3" x 18 Ga roof deck - typ.	$6.25	SF	161,686	$1,010,538	
3" x 18 Ga acoust. deck - gym/aux. gym	$13.50	SF	22,000	$297,000	
1 1/2" x 20 Ga canopy roof deck	$6.00	SF	500	$3,000	
072100 INSULATION					
Spray on fireproofing - beam & colum	$3.35	SF	161,686	$541,648	
Spray on fireproofing - 1 hr deck	$2.45	SF	161,686	$396,131	
Intumescent - allow	$300,000.00	LS	1	$300,000	
				$8,762,831	
TOTAL B10 SUPERSTRUCTURE				**$27,196,180**	
B20 - EXTERIOR ENCLOSURE					
B2010 EXTERIOR WALLS					
040001 MASONRY*					
MOCK -UP	$125,000.00	LS	1	$125,000	
Masonry Veneer:					
Granite Veneer - 2%	$100.00	SF	2,463	$246,263	
Masonry Veneer - 60%	$60.00	SF	73,879	$4,432,725	
Canopy col. -complete	$8,500.00	EA	10	$85,000	
Stainless steel masonry flashing	$29.00	LF	2,549	$73,921	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Architectural Precast:				
Precast Window Sill	$68.00	LF	6,841	$465,163
Misc. Trim and Accents	$10.00	SF	73,879	$738,788
CMU Exterior Wall:				
4" Int gym veneer	$36.00	SF	18,500	$666,000
054000 COLD FORMED METAL FRAMING				
8" -12" x 18 Ga. stud @ typical wall	$21.00	SF	123,131	$2,585,756
1/2" Dens glass sheathing-ext. wall	$4.50	SF	123,131	$554,091
Soffit/eave framing - assume projected	$9.50	SF	6,373	$60,539
3" Canopy ceiling framing	$7.00	SF	1,500	$10,500
1/2" Dens glass sheathing - eave/cornic	$4.50	SF	6,373	$28,676
1/2" Dens glass sheathing -canopy	$4.50	SF	4,000	$18,000
050001 MISCELLANEOUS & ORNAMENTAL IRON*				
Misc. Ext Metals	$0.50	SF	123,131	$61,566
Structural thermal break	$0.75	SF	123,131	$92,348
071326 AIR & VAPOR BARRIERS				
Air & vapor barrier - wall	$9.50	SF	123,131	$1,169,747
Air & vapor barrier - cornice	$9.50	SF	6,373	$60,539
Air & vapor barrier - canopy	$9.50	SF	4,000	$38,000
072100 INSULATION				
Exterior Wall:				
Spray foam at perm openings	$6.00	LF	34,203	$205,219
8" Mineral wool Insul.	$10.00	SF	123,131	$1,231,313
3" Spray foam - stud cavity	$4.65	SF	123,131	$572,560
Bldg Cornice and CanopySoffit:				
8" Mineral wool Insul.	$10.00	SF	6,373	$63,725
3" Spray foam - stud cavity	$4.65	SF	4,500	$20,925
071000 DAMPPROOF., WATERPROOF. & CAULKING*				

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Exterior Sealants	$2.00	SF	164,175	$328,350
074213 PERFORMED CLADDING				
Wall Panel:				
Metal Panel - 18%	$100.00	SF	22,164	$2,216,363
Terra Cotta Panel - 20%	$150.00	SF	24,626	$3,693,938
Alum. 16 ga Panel :				
Canopy ceiling	$45.00	SF	4,000	$180,000
Roof Eave Cladding	$100.00	SF	6,373	$637,250
Roof Screen:				
Metal Panel Equipment Screen	$65.00	SF	16,000	$1,040,000
092116 GYPSUM WALLBOARD				
1 Lyr 5/8" gyp @ ext. wall	$4.50	SF	123,131	$554,091
090007 PAINTING*				
Exterior painting	$0.22	SF	164,175	$36,119
101400 IDENTIFYING DEVICES (EXT. BLD MTD SIGNAGE)				
24" Alum bldg mtd letter - allow	$420.00	EA	34	$14,280
Misc. Bldg mtd signage	$50,000.00	LS	1	$50,000
				$22,356,751
B2020 EXTERIOR WINDOWS				
061000 ROUGH CARPENTRY				
P.T. - perim blocking	$14.00	LF	34,203	$478,844
071326 AIR & VAPOR BARRIERS				

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Flex flashing - perim	$10.00	LF	34,203	$342,031
071000 DAMPPROOF., WATERPROOF. & CAULKING*				
Window Caulking	$12.75	LF	34,203	$436,090
080001 METAL WINDOWS*				
TRP Glazing Exterior				
Alum Window - 50%	$170.00	SF	20,522	$3,488,719
Alum Curtainwall - 50%	$195.00	SF	20,522	$4,001,766
Security glazing - 15% of total	$45.00	SF	6,157	$277,045
Sun Shading:				
Horizontal Window Sunscreen - 40%	$225.00	LF	2,052	$461,742
109000 MISCELLANEOUS SPECIALTIES				
Alum louvers - allow	$135.00	SF	250	$33,750
				$9,519,987
B2030 EXTERIOR DOORS				
080001 METAL WINDOWS*				
7' Alum. Doors (Incl. Hardware):				
Main Entry - dbl	$20,000.00	EA	10	$200,000
Side Egress- dbl	$20,000.00	EA	8	$160,000
Egress - sgl	$10,000.00	EA	4	$40,000
Auto opener - allow	$9,000.00	PR	2	$18,000
*Storefront at entries W /B 2020				
Security Glazing Premium	$750.00	LVS	32	$24,000
081113 HOLLOW METALWORK				

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
Insulated HM Doors and Frame:					
Custodial - dbl	$3,000.00	EA	2	$6,000	
MEP - dbl	$3,000.00	EA	2	$6,000	
090007 PAINTING*					
Paint HM Door & frame - dbl	$400.00	EA	4	$1,600	
				$455,600	
TOTAL B20 - EXTERIOR ENCLOSURE				**$32,332,337**	
B30 - ROOFING					
B3010 ROOF COVERINGS					
061000 ROUGH CARPENTRY					
Roof Blocking - main bldg	$1.45	SF	183,686	$266,345	
Roof Blocking - canopy	$1.20	SF	4,000	$4,800	
070002 ROOFING AND FLASHING*					
PVC roof - canopy	$28.00	SF	4,000	$112,000	
PVC roof w/ 10" rigid insul	$31.00	SF	183,686	$5,694,266	
Outdoor Terrace - Premium	$75.00	SF	12,316	$923,700	
Roof walkway pad (2'x2')	$8.50	SF	9,184	$78,067	
Alum. Trim :					
Perimeter wall Coping	$45.00	LF	2,549	$114,705	
Base Flashing	$34.00	LF	892	$30,333	
Misc. flashing	$1.00	SF	183,686	$183,686	
				$7,407,901	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
B3020 ROOF OPENINGS					
077200 ROOF ACCESSORIES					
Roof hatch	$4,250.00	EA	1	$4,250	
Stage smoke hatch	$15,000.00	EA	3	$45,000	
OSHA Rail	$200.00	LF	500	$100,000	
Skylights	$100,000.00	EA	1	$100,000	
				$249,250	
TOTAL B30 ROOFING				**$7,657,151**	
C. INTERIORS					
C10 - INTERIOR CONSTRUCTION					
C1010 PARTITIONS					
040001 MASONRY*					
Interior Masonry Partition	$6.50	GSF	489,605	$3,182,433	
050001 MISCELLANEOUS & ORNAMENTAL IRON*					
Masonry - Clip and lintels	$1.50	SF	489,605	$734,408	
061000 ROUGH CARPENTRY					
Interior blocking	$1.00	GSF	489,605	$489,605	
Misc. rough carpentry	$1.00	GSF	489,605	$489,605	
Clean Saftey and Laborer	$2.00	GSF	489,605	$979,210	
072100 INSULATION					
Firestopping	$0.85	GSF	489,605	$416,164	
081113 HOLLOW METALWORK					

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Interior H.M Windows, Sidelites and Transoms (INC. GLAZING):				
Door window/sidelight & transom	$2.00	SF	489,605	$979,210
083323 SPECIAL DOORS				
Access panels	$0.25	GSF	489,605	$122,401
080001 METAL WINDOWS*				
Interior Aluminum Storefront:				
Vestibule and Entries	$88.00	SF	5,000	$440,000
Administration area	$88.00	SF	1,500	$132,000
General Building Area	$0.50	GSF	489,605	$244,803
Security glazing - premium	$50.00	SF	5,000	$250,000
092116 GYPSUM WALLBOARD				
Drywall Partitions:				
GWB assemblies	$30.00	GSF	489,605	$14,688,150
Operable Partition:				
Glazed operable wall 8'x 15' (3a ea)	$150.00	SF	3,600	$540,000
Elec Op Folding Partition	$150,000.00	LS	1	$150,000
				$23,837,988
C1020 INTERIOR DOORS				
081113 HOLLOW METALWORK 081416 WOOD AND PLASTIC DOORS 087100 DOOR HARDWARE				
Interior Door frame and Hardware	$8.75	GSF	489,605	$4,284,044
080001 METAL WINDOWS*				
Aluminum (Frame, Door, Glass, Glazing and Hdw):				

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Vest - dbl	$16,500.00	PR	10	$165,000
Main office -sgl	$4,000.00	EA	2	$8,000
083323 SPECIAL DOORS				
Dish drop window	$5,000.00	EA	1	$5,000
Kitchen OH grille	$4,500.00	EA	1	$4,500
Fire Shutters	$150,000.00	LS	1	$150,000
Security Gate and Grill	$24,000.00	EA	16	$384,000

				$5,000,544
C1030 FITTINGS				
050001 MISCELLANEOUS & ORNAMENTAL IRON*				
Misc. metals	$2.00	GSF	489,605	$979,210
Auditorium Railings	$100,000.00	LS	1	$100,000
Floor Opening Railins	$450.00	LF	1,000	$450,000
062000 FINISH CARPENTRY				
Utility & closet shelving	$25,000.00	LS	1	$25,000
Typ. window sill/apron (nic cw-gym)	$65.00	LF	6,841	$444,641
Stage Proscenium and Aud. Trim	$150,000.00	LS	1	$150,000
Misc. wood trim	$2.00	GSF	489,605	$979,210
Media Center Built-in	$75,000.00	LS	1	$75,000
Custom Casework:				
Admin casework	$35,000.00	LS	1	$35,000
Circulation desk	$25,000.00	LS	1	$25,000
102113 COMPARTMENTS & CUBICLES				
Solid Plastic Toilet Partitions:				
Std. partition	$1,385.00	EA	45	$62,325
HC partition	$1,590.00	EA	20	$31,800

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
102813 TOILET & BATH ACCESSORIES					
Building Toilet Accessories *Excludes classroom accessories	$0.92	GSF	489,605	$450,437	
101100 MARKERBOARDS & TACKBOARDS					
Marker board tackboard	$1.35	GSF	489,605	$660,967	
Glass Display Case	$1,000.00	LF	100	$100,000	
109000 MISCELLANEOUS SPECIALTIES					
Student Lockers	$450.00	EA	2,500	$1,125,000	
PE/Team Lockers	$400.00	EA	500	$200,000	
Kitchen staff locker(12"wx15" D x 6'h)	$350.00	EA	20	$7,000	
Custodian staff(12"wx15" D x 6'h)	$350.00	EA	5	$1,750	
Wall & corner guards - allow	$5,000.00	LS	1	$5,000	
Fire extinguisher and cab - allow	$550.00	EA	50	$27,500	
Cubicle curtain track w/ curtain - health	$1,500.00	EA	2	$3,000	
Misc. specialties	$0.50	GSF	489,605	$244,803	
101400 IDENTIFYING DEVICES					
Building directory - allow	$5,000.00	EA	1	$5,000	
Dedication plaque	$3,500.00	EA	1	$3,500	
Interior Signage	$0.40	GSF	489,605	$195,842	
Environmental graphics	$300,000.00	LS	1	$300,000	
				$6,686,983	
TOTAL C10 - INTERIOR CONSTRUCTION				**$35,525,515**	
C20 - STAIRS					

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL	
C2010 STAIR CONSTRUCTION					
050001 MISCELLANEOUS & ORNAMENTAL IRON*					
Metal Pan Stair w/Rails:					
Egress corridor stair	$55,000.00	FLT	17	$935,000	
Learning/Community Stair	$250,000.00	FLT	2	$500,000	
033000 CAST IN PLACE CONCRETE					
Conc stair pan fill - full flt	$3,000.00	FLTS	19	$57,000	
				$1,492,000	
C2020 STAIR FINISHES					
062000 FINISH CARPENTRY					
Learning/Community Stair	$100,000.00	FLT	2	$200,000	
090005 RESILIENT FLOORING*					
Rubber treads and risers	$4,800.00	FLTS	17	$81,600	
090007 PAINTING*					
Paint stair & rails - full flt	$5,000.00	FLTS	19	$95,000	
				$376,600	
TOTAL C20 - STAIRS				**$1,868,600**	
C30 - INTERIOR FINISHES					
C3010 WALL FINISHES					

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
Wall Finish	$15.50	GSF	489,605	$7,588,878	
				$7,588,878	
C3020 FLOOR FINISHES					
Floor Finish	$14.00	GSF	489,605	$6,854,470	
				$6,854,470	
C3030 CEILING FINISHES					
Ceiling Finish	$14.50	GSF	489,605	$7,099,273	
				$7,099,273	
TOTAL C30 - INTERIOR FINISHES				**$21,542,620**	
D. SERVICES					
D10 - CONVEYING					
D1010 ELEVATORS & LIFTS					
140001 ELEVATORS*					
Traction 5,000 lbs Passenger Elev	$90,000.00	STOP	19	$1,710,000	
Elevator Metals	$10,000.00	LS	3	$30,000	
				$1,740,000	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
TOTAL D10 - CONVEYING				**$1,740,000**	
D20 - PLUMBING					
D2010 PLUMBING					
WSHP Water heater	$500,000.00	LS	2	$1,000,000	
HW Storage tanks - 500 Gal	$20,000.00	EA	4	$80,000	
Elec 108 kw Eelc HW heater	$35,000.00	EA	2	$70,000	
HW Storage tanks - 150 Gal	$7,500.00	EA	1	$7,500	
Roof Drainage	$3.75	GSF	489,605	$1,836,019	
Sewage ejectors	$80,000.00	LS	1	$80,000	
Fixtures & Rough-in	$17.50	GSF	489,605	$8,568,088	
Kitchen Connections	$200,000.00	LS	1	$200,000	
Vocational Connections	$60,000.00	LS	1	$60,000	
Centralized Compressed Air	$125,000.00	LS	1	$125,000	
Acid Waste System	$150,000.00	LS	1	$150,000	
Ext Grease Trap - 6,000 gal	$45,000.00	EA	2	$90,000	
Test, Permit, BIM, Misc.	$2.50	GSF	489,605	$1,224,013	

				$13,490,619	
TOTAL D20 - PLUMBING			**$27.55**	**$13,490,619**	
D30 - HVAC					
D3010 HVAC					
Geo Wells - 800' depth	$55,000.00	EA	515	$28,325,000	
Circuit Piping to Header	$110.00	LF	2,050	$225,500	
Mech Header Sections & Conn.	$30,000.00	EA	20	$600,000	
Dewatering	$2,000.00	EA	515	$1,030,000	
Haul Well Spoil	$2,500.00	EA	515	$1,287,500	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL
Geothermal System				
Ground Source Pump (60 HP)	$40,000.00	EA	4	$160,000
Plate and FrameHeat Exchanger	$75,000.00	EA	3	$225,000
Back up Elec Boiler	$100,000.00	EA	2	$200,000
HW Pump and trim	$25,000.00	LS	1	$25,000
Base Mtd Sec. HWP w/ VFD	$30,000.00	EA	10	$300,000
Glycol Feed System	$250,000.00	LS	1	$250,000
Piping valve and trim	$350,000.00	LS	1	$350,000
GS Distribution:				
Ducted Geo HP	$8.50	GSF	489,605	$4,161,643
Mechanical GS Piping	$9.00	GSF	489,605	$4,406,445
Misc. Heating Devices	$0.50	GSF	489,605	$244,803
Air Equipment:				
AHU Units - Large Spaces	$30.00	CFM	200,000	$6,000,000
DOAS Units - Classroom	$32.00	CFM	150,000	$4,800,000
MAU 4,500 CFM	$28.00	CFM	4,500	$126,000
Freeze Protection	$2,000.00	EA	10	$20,000
Curbs	$5,500.00	EA	30	$165,000
Merv Filter	$2,500.00	EA	60	$150,000
Sound Attenuation	$0.85	CFM	350,000	$297,500
Pipe Valve and Fitting Connections	$6,500.00	EA	30	$195,000
Grilles registers and dampers	$1.50	GSF	489,605	$734,408
Ductwork	$19.00	LBS	530,000	$10,070,000
CV/VAV/ E-VAV	$975.00	EA	475	$463,125
Kitchen Exhaust Ductwork	$250,000.00	LS	1	$250,000
Duct Insul	$6.50	SF	424,000	$2,756,000
Exhaust Fan	$5,000.00	EA	30	$150,000
Split AC	$20,000.00	EA	45	$900,000
Temp Control (Demand CO2)	$10.50	GSF	489,605	$5,140,853
Seismic and Vibration	$0.85	GSF	489,605	$416,164
Rigging	$250,000.00	LS	1	$250,000
BIM/ Commission coordination	$2.00	GSF	489,605	$979,210
HVAC Supervision	$3.00	GSF	489,605	$1,468,815
High Rise Premium	$1.50	GSF		

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
				$77,122,964	
TOTAL D30 - HVAC			**$157.52**	**$77,122,964**	
D40 - FIRE PROTECTION					
D4010 SPRINKLERS					
210001 FIRE SUPPRESSION*					
Sprinkler system - wet	$8.20	GSF	489,605	$4,014,761	
Fire Pump	$150,000.00	LS	1	$150,000	
				$4,164,761	
TOTAL D40 - FIRE PROTECTION			**$8.51**	**$4,164,761**	
D50 - ELECTRICAL					
D5010 ELECTRICAL SERVICE & DISTRIBUTION					
260001 ELECTRICAL*					
(2) 4,000 amp MDP and Elec. Panel an	$13.00	GSF	489,605	$6,364,865	
1,250 KW Emergency Generator	$850,000.00	LS	1	$850,000	
Digital Metering	$5,000.00	EA	85	$425,000	
High Riser Premium	$2.00	GSF			
PV SYSTEMS :					
Rough-in	$100,000.00	LS	1	$100,000	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL
				$7,739,865
D5020 LIGHTING & BRANCH WIRING				
260001 ELECTRICAL*				
Lighting	$16.00	GSF	489,605	$7,833,680
Lighting Control (inc device oc)	$2.85	GSF	489,605	$1,395,374
				$9,229,054
D5030 COMMUNICATION & SECURITY				
260001 ELECTRICAL*				
CCTV	$6.00	GSF	489,605	$2,937,630
Access control	$4.00	GSF	489,605	$1,958,420
Video entry system	$45,000.00	LS	1	$45,000
Digital Signage	$40,000.00	LS	50	$2,000,000
Tele/data cabling, racks and switches	$9.50	GSF	489,605	$4,651,248
Classroom AV rough-in only	$1,500.00	EA	250	$375,000
Speech Reinforcement	$3,300.00	EA	250	$825,000
Aud Rough-in	$300,000.00	LS	1	$300,000
				$13,092,298
D5090 OTHER ELECTRICAL SYSTEMS				
260001 ELECTRICAL*				
Rath 2way call	$15,000.00	EA	12	$180,000
Fire Alarm	$4.80	GSF	489,605	$2,350,104
Devices	$3.25	GSF	489,605	$1,591,216
Clocks and PA	$1.20	GSF	489,605	$587,526
Accentech AV Budget & Rough	$2,600,000.00	GSF	1	$2,600,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL	
Lighting Protection	$0.78	GSF	489,605	$381,892	
Kitchen/Mechanical Wiring	$3.50	GSF	489,605	$1,713,618	
Bi-Direction Antenna	$0.80	GSF	489,605	$391,684	
Test Permit and Misc.	$5.00	GSF	489,605	$2,448,025	
By others:					
Telephone system					
Classroom projectors					
				$12,244,065	
TOTAL D50 - ELECTRICAL			**$86.41**	**$42,305,281**	
E. EQUIPMENT & FURNISHINGS					
E10 - EQUIPMENT					
E1010 COMMERCIAL EQUIPMENT					
114000 FOOD SERVICE EQUIPMENT					
Main Kitchen	$1,500,000.00	LS	1	$1,500,000	
Culinary Arts Kitchen	$1,330,000.00	LS	1	$1,330,000	
Per Schiovane designs 1/29/26					
				$2,830,000	
E1090 OTHER EQUIPMENT					
113100 APPLIANCES					
Staff kitchen refrigerator	$1,000.00	EA	16	$16,000	
Staff kitchen microwave	$500.00	EA	7	$3,500	
Medical office refrigerator w/ice	$1,000.00	EA	2	$2,000	
Adult living classroom	$30,000.00	LS	1	$30,000	

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
116600 ATHLETIC & SPORTS EQUIPMENT				
Basketball backstops - electric	$9,500.00	EA	6	$57,000
Wall padding - 6'	$15.00	SF	1,000	$15,000
Roll up curtain (2 EA)	$36.00	SF	5,800	$208,800
Volley ball court equip.	$700.00	EA	2	$1,400
Scoreboard and shot clock	$24,000.00	EA	3	$72,000
Bleachers	$250,000.00	LS	1	$250,000
Misc. Gym Equipment	$50,000.00	LS	1	$50,000
115213 PROJECTION SCREENS				
Projection screen - various areas	$20,000.00	EA	8	$160,000
116143 THEATRICAL EQUIPMENT				
Auditorium :				
Stage Lighitng	$575,000.00	LS	1	$575,000
Stage Rigging	$264,000.00	LS	1	$264,000
Stage Drapes	$80,210.00	LS	1	$80,210
Orchestra Shell	$200,000.00	LS	1	$200,000
Forestage Platform	$265,500.00	LS	1	$265,500
Black Box:				
Stage Lighitng	$260,000.00	LS	1	$260,000
Stage Rigging	$15,000.00	LS	1	$15,000
Stage Drapes	$6,965.00	LS	1	$6,965
Radio/TV Studio:				
Stage Lighitng	$155,000.00	LS	1	$155,000
Stage Rigging	$10,000.00	LS	1	$10,000
Stage Drapes	$30,496.00	LS	1	$30,496
Auditorium Seating	$375.00	EA	1,400	$525,000
119000 MISC. EQUIPMENT				
AV Equipment Budget (acentech)	$2,353,060.00		w/ electrical	
CTE Equipment Budget	$1,500,000.00		1	$1,500,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL	
Loading dock leveler and equipment	$100,000.00	LS	1	$100,000	
Science Lab Equipment	$450,000.00	LS	1	$450,000	
Kiln	$3,500.00	EA	1	$3,500	

				$5,306,371	
TOTAL E10 - EQUIPMENT				**$8,136,371**	
E20 - FURNISHINGS					
E 2010 FIXED FURNISHINGS					
129000 MISC. FURNISHINGS					
Meco shade - manual	$7.50	SF	41,044	$307,828	
Premium for Eelc op shade - 10%	$27.00	SF	4,104	$110,818	
123553 CLASSROOM CASEWORK					
Casework	$12.00	GSF	489,605	$5,875,260	

				$6,293,906	
E2020 MOVABLE FURNISHINGS					

				$0	
TOTAL E20 - FURNISHINGS				**$6,293,906**	
F20 - SELECTIVE BUILDING DEMOLITION					
F2010 BUILDING ELEMENTS DEMOLITION					

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Demolish existing building	SEE SUMMARY PAGE			
				$0
F2020 HAZARDOUS COMPONENTS ABATEMENT				
Hazardous Waste Allowance	SEE SUMMARY PAGE			
				$0
TOTAL F20 - SELECTIVE BUILDING DEMOLITION				**$0**
G. BUILDING SITEWORK				
G10 - SITE PREPARATION				
G1010 SITE CLEARING				
311000 SITE PREPARATION & CLEARING				
Construction fence	12.50	LF	7,500	$93,750
Construction entrance pad	11.00	SF	2,500	$27,500
Construction gates	1,200.00	EA	2	$2,400
Clear and Grub	0.25	SF	1,300,000	$325,000
Protect stockpile	50,000.00	LS	1	$50,000
Protect tree	30,000.00	LS	1	$30,000
General Site Prep	0.20	SF	1,300,000	$260,000
				$788,650
G1020 SITE DEMOLITION & RELOCATIONS				

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL
Erosion control	10.00	LF	7,200	$72,000
Inlet Protection	110.00	EA	100	$11,000
Erosion Control Maintance	50,000.00	LS	1	$50,000
Sawcut bit pavement	6.50	LF	250	$1,625
Remove bit pavement	1.20	SF	203,983	$244,780
Remove concrete pavement	1.50	SF	89,345	$134,018
Remove paved walkway	1.15	SF	30,000	$34,500
Remove Edgerly Field Sports Complex	1.50	SF	175,000	$262,500
Remove Field Fencing and Lighting	100,000.00	LS	1	$100,000
Remove Utilities	250,000.00	LS	1	$250,000
Remove Filed Ramp and Stair structure	75,000.00	LS	1	$75,000
Misc. Site Removal	0.20	SF	1,300,000	$260,000
Temporary Measures:				
Temp Sediment basin	100,000.00	LS	1	$100,000
Temporary Parking and Access	350,000.00	LS	1	$350,000
Snow removal	350,000.00	LS	1	$350,000
Phasing logistics	500,000.00	LS	1	$500,000
				$2,795,422
G1030 SITE EARTHWORK				
310000 EARTHWORK				
Top Soil:				
Strip and Stack 6" Top Soil	8.50	CY	9,300	$79,050
Load and haul spoil	7.00	CY	9,300	$65,100
Soil disposal	22.00	TON	15,810	$347,820
Site Grading to sub grade:				
Site Grading	2.50	SY	144,444	$361,111
Site Cut	11.00	CY	36,290	$399,190
Site Fill Reuse	9.00	CY	39,290	$353,610
Site Fill - Import	39.00	CY	23,050	$898,950
Ledge Removal	65.00	CY	3,690	$239,850

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL	
				$2,744,681	
TOTAL G10 - SITE PREPARATION				**$6,328,753**	
G20 - SITE IMPROVEMENTS					
G2010 ROADWAYS					
321000 PAVING AND CURBING					
Site Drive and Parking - 80% :					
4" STD Bituminous - drive	$5.20	SF	215,314	$1,119,631	
12" Gravel base @ 4" STD Bit	$60.00	CY	7,975	$478,475	
Bit Pourous Pavement - 20% :					
4" Bit Porous Pavement	$6.00	SF	53,828	$322,970	
4" Pavement chocker	$60.00	CY	658	$39,474	
12" sand filter	$62.00	CY	1,994	$123,606	
3" gravel filter course	$60.00	CY	498	$29,905	
9" washed stone reservoir course	$85.00	CY	1,495	$127,095	
Geotec fabric	$1.05	SF	53,828	$56,520	
Site Curbing:					
Granite Curbing - Straight/Rad/Trans.	$52.50	LF	10,761	$564,953	
Misc.					
Parking/traffic signage	$0.14	SF	269,142	$37,680	
Pavement line painting & markings	$0.28	SF	269,142	$75,360	
Vehicular Traffic gate	$35,000.00	EA	2	$70,000	
				$3,045,667	
G2030 PEDESTRIAN PAVING					
321000 PAVING AND CURBING					

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL
Plaza Concrete - 40%	$12.00	SF	24,000	$288,000
Plaza Unit Pavers - 60%	$40.00	SF	36,000	$1,440,000
Geotec fabric	$1.05	SF	60,000	$63,000
8" Gravel sub base	$62.00	CY	1,481	$91,843
Typ. 4" Concrete Walk	$11.00	SF	50,000	$550,000
Geotec fabric	$1.05	SF	50,000	$52,500
8" Gravel sub base	$62.00	CY	1,234	$76,536
CTE Yards:				
8" Concrete Walk - 50%	$20.00	SF	15,750	$315,000
Bit Pavement - 50%	$7.00	SF	15,750	$110,250
8" Gravel sub base	$62.00	CY	777	$48,174
HC Accessible Paver and curb cut	$1,500.00	EA	30	$45,000
*excludes town sidewalk, colored and exposed agg. concrete walks				
				$3,080,302
G2040 SITE DEVELOPMENT				
323000 SITE IMPROVEMENTS				
Synthetic Turf Fields:				
Synthetic turf w/ Padd	$8.00	SF	114,979	$919,832
12" dynamic stone	$78.00	CY	4,258	$332,162
Flat drain	$0.75	SF	114,979	$86,234
Filter Fabric	$1.00	SF	114,979	$114,979
Perm curb	$82.00	LF	1,332	$109,224
Rubberized Running Track	$9.50	SF	50,108	$476,026
12" Gravel base	$68.00	CY	1,856	$126,198
Aluminum Bleachers	$250.00	SF	10,000	$2,500,000
Safety Netting	$75,000.00	LS	1	$75,000
6" CL Fence	$98.00	LF	1,500	$147,000
Scoreboard	$40,000.00	EA	1	$40,000
Misc. Gate and field equipment	$100,000.00	LS	1	$100,000
Rebuild Edgerly Field Ramp&Stair Stru	$400,000.00	LS	1	$400,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
Site Stair Structure	$375.00	SF	1,000	$375,000
Retaing Walls:				
On site sloped cut stone Stabilization	$1,200.00	LF		
CIP Retaing Wall - 5'	$400.00	LF		
CIP Retaing Wall - 6'-12'	$1,000.00	LF	420	$420,000
CIP Retaing Wall - 15'	$2,200.00	LF		
CIP Retaing Wall - 30'	$6,400.00	LF		
Arch Precast Site Wall	$1,800.00	LF	160	$288,000
ECC Play Surface	$48.00	SF	15,000	$720,000
ECC Fencing	$165.00	LF	400	$66,000
ECC Playground Equipment	$250,000.00	LS	1	$250,000
Gathering Spaces:				
Steel shade trellis	$200,000.00	LS	1	$200,000
Benches, Café Table and Picnic benche	$150,000.00	LS	1	$150,000
Site Improvements:				
Trash/Recycle Receptacle	$3,500.00	EA	10	$35,000
Bicycle rack	$975.00	EA	20	$19,500
Ped security bollard	$2,500.00	EA	50	$125,000
Mech Yard -Allow:				
Decorative Gravel surface	$6.00	SF	100	$600
8" Gravel base	$55.00	CY	2	$136
Metal Utility Bollard	$1,325.00	EA	8	$10,600
6' Alum Utility Screen	$150.00	LF	100	$15,000
Screen wall at Transformer	$75,000.00	LS	1	$75,000
Fencing-Allow:				
Fencing - allow	$500,000.00	LS	1	$500,000
Site sign	$50,000.00	EA	1	$50,000
Dumpster enclosure		NIC		
Masonry veneer @ site wall		NIC		
Misc. site improvements	$3,000,000.00	LS	1	$3,000,000
Traffic signaling	$150,000.00	LS	1	$150,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL	
				$11,876,491	
G2050 LANDSCAPING					
329000 PLANTING					
Shrub bed	$5.00	SF	180,000	$900,000	
Planting Allowance	$1.00	SF	1,300,000	$1,300,000	
Planting maintenance	$100,000.00	LS	1	$100,000	
Structural Soil	$500,000.00	LS	1	$500,000	
Practice Fields:					
Sod	$1.25	SF	62,880	$78,600	
12" Draiange Layer	$55.00	CY	2,329	$128,089	
Filter Fabric	$1.05	SF	62,880	$66,024	
Field Under drain	$0.80	SF	62,880	$50,304	
Rain Garden	$32.00	SF	15,000	$480,000	
Hydroseed - typ lawn	$0.50	SF	622,193	$311,097	
Loam:					
12" Planting Bed - import	$88.00	CY	10,000	$880,000	
2" Mulch	$62.00	CY	1,700	$105,400	
Irrigation System:					
Lawn	$2.00	SF	622,193	$1,244,386	
Plant bed	$2.00	SF	15,000	$30,000	
				$6,173,899	
TOTAL G20 - SITE IMPROVEMENTS				**$24,176,360**	
G30 - SITE MECHANICAL UTILITIES					
G3010 WATER SUPPLY					

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
330000 UTILITIES				
Street Connection	$30,000.00	LOC	2	$60,000
Temp St pavement cut & patch	$10,000.00	LOC	2	$20,000
8" Domestic	$124.00	LF	2,900	$359,600
12" Gate valve	$6,500.00	EA	4	$26,000
8" Gate valve	$3,600.00	EA	4	$14,400
6" Fire Service	$97.00	LF	250	$24,250
6" Gate valve dom	$3,000.00	EA	4	$12,000
Fire Hydrant	$4,500.00	EA	3	$13,500
6" Hydrant Service	$97.00	LF	50	$4,850
6" Gate valve hydrant	$3,500.00	EA	3	$10,500
Test, sanitize, thrust block , misc.	$10,000.00	LS	1	$10,000
				$555,100
G3020 SANITARY SEWER				
330000 UTILITIES				
Street Connection	$30,000.00	LOC	1	$30,000
Temp St pavement cut & patch	$10,000.00	LOC	1	$10,000
8" PVC San Main	$110.00	LF	2,000	$220,000
Site manhole	$5,000.00	EA	3	$15,000
Int Grease interceptor	W / plumbing			
				$275,000
G3030 STORM SEWER				
330000 UTILITIES				
Drainage System @				
Pavement	$6.50	SF	394,142	$2,561,923
Building footprint	$6.50	FTP	183,686	$1,193,959

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL

				$3,755,882
G3060 FUEL DISTRIBUTION		TBD		

				$0
TOTAL G30 - SITE MECHANICAL UTILITIES				**$4,585,982**
G40 - SITE ELECTRICAL UTILITIES				
G4010 ELECTRICAL DISTRIBUTION				
330000 UTILITIES				
Primary 15 kva Service, Equipment and Feed Site Electric		by owner		
Duct banks:				
Pole dressing	$3,500.00	LS	2	$7,000
Primary duct bank	$125.00	LF	2,500	$312,500
Secondary duct bank and conductor	$250.00	LF	150	$37,500
Tele data duct bank	$125.00	LF	2,500	$312,500
EV Station feed	$35.00	LF	2,500	$87,500
PV Canopy feed	$35.00	W/PV2		$0
Transformer pad and grounding	$25,000.00	EA	1	$25,000
Generator pad and grounding	$25,000.00	EA	1	$25,000
Demolition and disconnect	$20,000.00	LS	1	$20,000
Temp Electrical	$25,000.00	LS	1	$25,000
*Electrical poles and primary by others				
EV Station:				
NEMA Cab, 400 amp panel	$35,000.00	EA	1	$35,000

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	TOTAL
EV Station feed	$35.00	LF	2,500	$87,500
EV Charging station	$15,000.00	EA	20	$300,000
Future EV (125 Stations):				
Primary Feed - allow	$250.00	LF	1,000	$250,000
EV Station Branch Feed 50	$28.00	LF	5,000	$140,000
EV Station PVC only 75	$12.50	LF	7,500	$93,750
Handholes and misc.	$550.00	EA	150	$82,500
Site Security	$50,000.00	LS	1	$50,000
				$1,890,750
G4020 SITE LIGHTING				
260001 ELECTRICAL*				
Lighting Fixtures:				
Parking Fixtures	$4,000.00	EA	35	$140,000
Pedestrian Bollard Fixture(G2050)	$3,500.00	EA	30	$105,000
Flagpole light(G2050)	$1,150.00	EA	1	$1,150
1"c Light feed	$14.00	LF	5,000	$70,000
Specialty Lighting	$25,000.00	LS	1	$25,000
New Site Lighting:				
Sports Field lighitng	$120,000.00	EA	10	$1,200,000
Light pole feeder trench	$14.50	LF	5,000	$72,500
Light pole base	$950.00	EA	35	$33,250
*Excludes traffic lights				
*Excludes sports field lighting				
				$1,646,900
TOTAL G40 - SITE ELECTRICAL UTILITIES				**$3,537,650**

DESCRIPTION	UNIT COST	UNIT	OPT D 1.1 NEW QUANTITY	OPT D 1.1 NEW TOTAL
ALTERANTES				
NO.1 - ADD Structured Parking Deck				
Deduct:				
Surface Parking				remains in base
Synthetic Turf Fields:				
Synthetic turf w/ Padd	$8.00	SF		
12" dynamic stone	$78.00	CY		
Flat drain	$0.75	SF		
Filter Fabric	$1.00	SF		
Perm curb	$82.00	LF		
Add:				
Site Cut	11.00	CY	45,320	$498,520
Site Fill Reuse	9.00	CY	0	$0
Load and haul spoil	7.50	CY	45,320	$339,900
Soil Disposal	22.00	TON	77,044	$1,694,968
Site Fill - Import	39.00	CY	0	$0
Ledge Removal	65.00	CY	67,980	$4,418,700
Garage Structure:				
CIP Seatwalls	$1,800.00	LF	3,050	$5,490,000
Bit Surface parking	$8.50	SF		
Parking Garage Structure	$95.00	SF	225,498	$21,422,310
Deck waterproofing	$22.00	SF	225,498	$4,960,956
Sprinkler system	$8.00	SF	225,498	$1,803,984
Draiange	$6.00	SF	225,498	$1,352,988
Garage Lighting, FA Power	$25.00	SF	225,498	$5,637,450
Synthetic Track and Field	$31.00	SF	225,498	$6,990,438
Field lighting	$5.00	SF	225,498	$1,127,490
				$55,737,704
mark-up	32.0%			$17,836,065
TOTAL - ALT 1				**$73,573,769**

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
POOL1 - (Additive Alternate Cost to Base OPT B, C) Pool Addition				
Add:				
Pool Building	5,900	GSF	$750	4,425,000
SUBTOTAL				4,425,000
MARKUPS		42 %		1,858,500
TOTAL				6,283,500
POOL 2 - (Additive Alternate cost from Base for OPT D) New Pool Building				
Add:				
New Pool Building	17,900	GSF	$750	13,425,000
SUBTOTAL				13,425,000
MARKUPS		42 %		5,638,500
TOTAL				19,063,500
POOL 3 - (Additive Alternate cost from Base for OPT D) New Pool Building				
Add:				
Pool Building	23,800	GSF	750.00	17,850,000
SUBTOTAL				17,850,000
MARKUPS		42 %		7,497,000
TOTAL				25,347,000
PROG1 - Teen Health Center Space				
Add:				
Program Space	2,190	GSF	$617.44	1,352,187
SUBTOTAL				1,352,187
MARKUPS		42 %		567,918
TOTAL				1,920,105
PROG2 - Medford Community Media				
Add:				
Program Space	2,730	GSF	$617.44	1,685,603
SUBTOTAL				1,685,603
MARKUPS		42 %		707,953
TOTAL				2,393,556
PROG3 - Community Partner Rental Spaces				

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Add:				
Program Space	4,140	GSF	$617.44	2,556,189
SUBTOTAL				2,556,189
MARKUPS		42 %		1,073,599
TOTAL				3,629,788
PROG4 - Welcome Central / Central Office				
Add:				
Program Space	30,743	GSF	$617.44	18,981,862
SUBTOTAL				18,981,862
MARKUPS		42 %		7,972,382
TOTAL				26,954,244
PROG5 - Community Meeting Space				
Add:				
Program Space	8,445	GSF	$617.44	5,214,254
SUBTOTAL				5,214,254
MARKUPS		42 %		2,189,987
TOTAL				7,404,241
PROG6A - Additional area for 1,000 Seat Auditorium				
Add:				
Program Space	3,750	GSF	$617.44	2,315,388
Aud Premium over and above	3,750	GSF	25.00	93,750
SUBTOTAL				2,409,138
MARKUPS		42 %		1,011,838
TOTAL				3,420,976
PROG6B - Additional area for 800 Seat Auditorium				
Add:				
Program Space	750	GSF	$617.44	463,078
Aud Premium over and above	750	GSF	25.00	18,750
SUBTOTAL				481,828
MARKUPS		42 %		202,368
TOTAL				684,195
PROG6C - Additional area for 500 Seat Auditorium				

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Add:				
Program Space	-3,750	GSF	$617.44	-2,315,388
Aud Premium over and above	-3,750	GSF	25.00	-93,750
SUBTOTAL				-2,409,138
MARKUPS		42 %		-1,011,838
TOTAL				-3,420,976
PROG7A - Meep Preschool				
Add:				
Medford Early Education Program	25,763	GSF	$617.44	15,907,026
SUBTOTAL				15,907,026
MARKUPS		42 %		6,680,951
TOTAL				22,587,977
PROG7B - Medford Family Network				
Add:				
Medford Family Network	4,223	GSF	$617.44	2,607,436
SUBTOTAL				2,607,436
MARKUPS		42 %		1,095,123
TOTAL				3,702,559
PROG7C - Kids Corner Daycare				
Add:				
Kids' Corner Day Care	9,825	GSF	$617.44	6,066,317
SUBTOTAL				6,066,317
MARKUPS		42 %		2,547,853
TOTAL				8,614,171
PV1 - Roof PV Included (840KW)				
Add 840KW PV Roof Array	840	KW	2,250.00	1,890,000
SUBTOTAL				1,890,000
MARKUPS		42 %		793,800
TOTAL				2,683,800
PV2 - Parking Canoopy Structure & Conduit/ Power Grid				

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
8,000 amp PV MDP (micro-grid)	1	LS	$1,300,000.00	1,300,000
PV Site Canopy Steel & Foundation	299,400	GSF	$50.00	14,970,000
Canopy Conduit	1	LS	$350,000.00	350,000
SUBTOTAL				16,620,000
MARKUPS		42 %		6,980,400
TOTAL				23,600,400

PV3 - Roof & Parking Canopy PV W/ BESS

8,000 amp PV MDP (micro-grid)	1	LS	$1,300,000.00	1,300,000
PV Site Canopy Steel & Foundation	299,400	GSF	$50.00	14,970,000
PV Panels	6,240	KW	$2,250.00	14,040,000
Battery Storage & Feed (4,800KW)	4,800	KW	$750.00	3,600,000
Canopy Conduit	1	LS	$350,000.00	350,000
SUBTOTAL				34,260,000
MARKUPS		42 %		14,389,200
TOTAL				48,649,200

ACCESS1 - Add a Secondary Curb Cut west of Steve Miller Drive

Concrete Retaining Wall	1	LS	250,000.00	250,000
Site Preparation	23,400	SF	1.50	35,100
Erosion Control	900	LF	18.00	16,200
Construction Fence	900	LF	22.00	19,800
Winthrop St Curb Cut	1	LS	75,000.00	75,000
Cut to Fill	1,000	CY	25.00	25,000
Bit Pavement	1,100	SY	65.00	71,500
Granite Curbing	900	LF	75.00	67,500
12" Gravel sub base	366	CY	70.00	25,620
Line Painting	1	LS	20,000.00	20,000
Concrete Sidewalk - 6' wide	2,700	SF	12.00	32,400
8" Gravel Base	67	CY	75.00	5,025
Site Drainage	1	LS	100,000.00	100,000
Landscaping	1	LS	125,000.00	125,000
SUBTOTAL				868,145
MARKUPS		42 %		364,621
TOTAL				1,232,766

ACCESS2 - Add a second emergency access way via lily pond

Retaining Walls	1	LS	500,000.00	500,000
Site Preparation	70,000	SF	1.50	105,000
Erosion Control	2,600	LF	18.00	46,800
Construction Fence	2,600	LF	22.00	57,200
Winthrop St Curb Cut	1	LS	75,000.00	75,000
Cut to Fill	2,600	CY	25.00	65,000

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Bit Pavement - 22'	3,102	SY	65.00	201,630
Granite Curbing	2,538	LF	75.00	190,350
12" Gravel sub base	1,034	CY	70.00	72,380
Line Painting	1	LS	35,000.00	35,000
Concrete Sidewalk - 6' wide	7,614	SF	12.00	91,368
8" Gravel Base	188	CY	75.00	14,099
Site Drainage	1	LS	125,000.00	125,000
Landscaping	1	LS	175,000.00	175,000
SUBTOTAL				1,753,827
MARKUPS		42 %		736,607
TOTAL				2,490,434

ACCESS3 - Exisitng DCR Fire Road Improvement

Retaining Walls	1	LS	100,000.00	100,000
Site Preparation	232,000	SF	1.00	232,000
Erosion Control	8,600	LF	18.00	154,800
Construction Fence	8,600	LF	22.00	189,200
Street Curb Cut	1	LS	75,000.00	75,000
Cut to Fill	8,300	CY	25.00	207,500
Bit Pavement - 22'	10,511	SY	65.00	683,215
Bit Curbing	8,600	LF	10.00	86,000
12" Gravel sub base	3,504	CY	70.00	245,280
Line Painting	1	LS	75,000.00	75,000
Concrete Sidewalk - 6' wide	26,400	SF	12.00	316,800
8" Gravel Base	652	CY	75.00	48,900
Site Drainage	1	LS	150,000.00	150,000
Landscaping	1	LS	200,000.00	200,000
Wetland Replication	10,000	SF	10.00	100,000
Bridge Improvements	1	LS	250,000.00	250,000
SUBTOTAL				3,113,695
MARKUPS		42 %		1,307,752
TOTAL				4,421,447

TIMB1 - Provide 50% of the new construction/addition frame with mass timber member/systems

Deduct - Floor:				
Typ. Floor frame (13.5 lbs / SF)	-2,116	TONS	5,300.00	-11,214,800
3 1/2" LW Deck Fill	-313,436	SF	12.75	-3,996,309
1 1/2" x 20 Ga Comp. deck	-313,436	SF	6.85	-2,147,037
Fireproofing - beam & column	-313,436	SF	3.35	-1,050,011
Intumescent Paint - allow	-1	LS	300,000.00	-300,000
Deduct - Roof:				
Typ. flat roof frame (12 lbs / SF)	-1,102	TONS	5,300.00	-5,840,600
Additional Steel	-11	TONS	5,300.00	-58,300
1 1/2" x 20 Ga roof deck	-161,686	SF	6.25	-1,010,538
2" x 20 Ga Acoustical Roof Deck	-22,000	SF	13.50	-297,000
Fireproofing - beam & column	-161,686	SF	3.35	-541,648
Intumescent Paint - allow	-1	LS	300,000.00	-300,000
Add:				

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Timber frame w/ CLT Decking	497,122	SF	90.00	44,740,980
TOTAL CREDIT			17,984,738.20	
50% Credit	-1	LS	8,992,369.10	-8,992,369
SUBTOTAL				8,992,369
MARKUPS		42 %		3,776,795
TOTAL				12,769,164

TIMB2 - Provide 100% of the new construction addition frame with mass timber members/systems

Deduct - Floor:				
Typ. Floor frame (13.5 lbs / SF)	-2,116	TONS	5,300.00	-11,214,800
3 1/2" LW Deck Fill	-313,436	SF	12.75	-3,996,309
1 1/2" x 20 Ga Comp. deck	-313,436	SF	6.85	-2,147,037
Fireproofing - beam & column	-313,436	SF	3.35	-1,050,011
Intumescent Paint - allow	-1	LS	300,000.00	-300,000
Deduct - Roof:				
Typ. flat roof frame (12 lbs / SF)	-1,102	TONS	5,300.00	-5,840,600
Additional Steel	-11	TONS	5,300.00	-58,300
1 1/2" x 20 Ga roof deck	-161,686	SF	6.25	-1,010,538
2" x 20 Ga Acoustical Roof Deck	-22,000	SF	13.50	-297,000
Fireproofing - beam & column	-161,686	SF	3.35	-541,648
Intumescent Paint - allow	-1	LS	300,000.00	-300,000
Add:				
Timber frame w/ CLT Decking	497,122	SF	90.00	44,740,980
SUBTOTAL				17,984,738
MARKUPS		42 %		7,553,590
TOTAL				25,538,328

HVAC 1 - Air Source Heat Pump

Deduct:				
HVAC - GEO THERMAL	0	GSF	0.00	0
Add:				
ASHP	0	GSF	100.00	0
SUBTOTAL				0
MARKUPS		42 %		0
TOTAL				0

HVAC 2 - Hybrid Ground Source Heat Pump and Air Source Heat Pump

Deduct:				
HVAC - GEO THERMAL	-497,122	GSF	0.00	0

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
Add:				
ASHP	0	GSF	100.00	0
Geothermal Wells - 800' depth	258	WELLS	55,000.00	14,190,000
Circuit Piping to Header	1,050	LF	110.00	115,500
Mech Header Sections & Conn.	10	EA	30,000.00	300,000
Dewatering	258	EA	2,000.00	516,000
Haul Well Spoil	258	EA	2,500.00	645,000
SUBTOTAL				15,766,500
MARKUPS		42 %		6,621,930
TOTAL				22,388,430
HVAC 3 - Air Source Heat Pump VRF System				
Deduct:				
HVAC - GEO THERMAL	-497,122	GSF	0.00	0
Add:				
VRF	0	GSF	85.00	0
Electrical Service Increase	0	GSF	4.00	0
SUBTOTAL				0
MARKUPS		42 %		0
TOTAL				0
PHASING - C22MODS				
Deduct:				
Modular Trailor	56	MOS	420,000.00	23,520,000
General Condition - monthly rate	-4	MOS	340,000.00	-1,360,000
SUBTOTAL				22,160,000
MARKUPS		42 %		9,307,200
TOTAL				31,467,200
PHASING - C34MODS				
Deduct:				
Modular Trailor	56	MOS	420,000.00	23,520,000
General Condition - monthly rate	-11	MOS	340,000.00	-3,740,000
SUBTOTAL				19,780,000
MARKUPS		42 %		8,307,600
TOTAL				28,087,600

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
PHASING - D11MODS				
Modular Trailor	76	MOS	420,000.00	31,920,000
General Condition - monthly rate	-12	MOS	340,000.00	-4,080,000
SUBTOTAL				27,840,000
MARKUPS		42 %		11,692,800
TOTAL				39,532,800

G. Cost Information

ii - Comparative Cost Analysis

Medford HS - PSR Alternatives Cost Matrix

Medford Comprehensive High School

Preferred Schematic Report - Comparative Cost Analysis

6/24/2026
3:00 pm

#		Alternate Programs		A	B - Renovation & New Addition	C - Athletics Renovation Only + New Addition		D - New Construction - Multi-Phase	
				Code Upgrade to building and site	Reno Existing w/ some space reconfig. and Addition to meet MSBA and Ed. Vision goals	Retain and Reno Gym and Pool w/ Addition		New Building on Parking Lot and Southern Portion of Existing Bldg	
				A.1.1	B.1.2	C.2.2A	C.3.4A	D.1.1	D.1.1 NP (No Pool)
1		Renovation		$ 252,407,091	$ 108,592,310	$ 52,907,982	$ 35,074,541	*na*	*na*
2		Addition/New Construction		*na*	$ 206,035,976	$ 265,086,004	$ 287,012,440	$ 302,300,183	$ 302,300,183
3		Sitework (base including all at-grade surface parking and fields)		$ 10,000,000	$ 38,193,507	$ 37,622,096	$ 39,535,139	$ 38,628,745	$ 38,628,745
4		Pool Renovation Scope (for add-reno Alternatives only)		$ 24,908,850	$ 17,116,650	$ 17,116,650	$ 17,116,650	*na*	*na*
5		Hazmat Removal		$ 3,823,890	$ 3,823,890	$ 3,823,890	$ 3,823,890	$ 3,823,890	$ 3,823,890
6		Misc Hazardous Waste Removal		$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750	$ 240,750
7		Demolition			$ 1,161,776	$ 5,691,308	$ 6,138,790	$ 6,788,665	$ 6,788,665
3		**Subtotal Direct Trade Cost**		**$ 291,380,581**	**$ 375,164,859**	**$ 382,488,681**	**$ 388,942,200**	**$ 351,782,233**	**$ 351,782,233**
4		Design Contingency (12%)		$ 34,965,670	$ 45,019,783	$ 45,898,642	$ 46,673,064	$ 42,213,868	$ 42,213,868
10		CM Contingency (3%)		$ 9,790,388	$ 12,605,539	$ 12,851,620	$ 13,068,458	$ 11,819,883	$ 11,819,883
11		Escalation (Spring 2028) (12.5%)		$ 40,793,281	$ 52,523,080	$ 53,548,415	$ 54,451,908	$ 49,249,513	$ 49,249,513
12		CM Costs (GCs/GRs/Fee/Ins)		$ 56,621,863	$ 79,311,774	$ 76,594,497	$ 77,972,195	$ 72,745,736	$ 72,745,736
13		SDI (1%)		$ 3,769,299	$ 4,853,133	$ 4,947,874	$ 5,031,356	$ 4,550,655	$ 4,550,655
14		General Conditions		$ 15,240,000	$ 25,440,000	$ 22,040,000	$ 22,040,000	$ 22,380,000	$ 22,380,000
15		General Conditions - main project		$ 12,240,000	$ 22,440,000	$ 19,040,000	$ 19,040,000	$ 19,380,000	$ 19,380,000
16		General Conditions - 1st year		$ 1,200,000	$ 1,200,000	$ 1,200,000	$ 1,200,000	$ 1,200,000	$ 1,200,000
17		General Conditions - last year		$ 1,800,000	$ 1,800,000	$ 1,800,000	$ 1,800,000	$ 1,800,000	$ 1,800,000
18		General Requirements (4%)		$ 15,717,569	$ 20,504,256	$ 20,751,009	$ 21,088,279	$ 19,159,846	$ 19,159,846
19		P&P Bond & GL Insurance (2.75%)		$ 11,320,562	$ 14,743,043	$ 14,919,472	$ 15,414,249	$ 13,781,790	$ 13,781,790
20		Profit (2.5%)		$ 10,574,434	$ 13,771,342	$ 13,936,143	$ 14,398,310	$ 12,873,445	$ 12,873,445
4		Estimated Construction Cost Mark-ups		$ 142,171,201.92	$ 189,460,176.18	$ 188,893,173.99	$ 192,165,624.67	$ 176,028,999.26	$ 176,028,999.26
5		**ESTIMATED CONSTRUCTION COSTS (without Alternate Costs)**		**$ 433,551,783**	**$ 564,625,035**	**$ 571,381,853**	**$ 581,107,825**	**$ 527,811,232**	**$ 527,811,232**
6		*Cost Per SF*		*$ 830.23*	*$1,059.35*	*$1,057.75*	*$1,084.33*	*$1,064.93*	*$1,064.93*
7		Soft Costs Calculated at 22%		$ 95,381,392	$ 124,217,508	$ 125,704,008	$ 127,843,721	$ 116,118,471	$ 116,118,471
8		Modular Classroom Buildings		$ 23,520,000	$ 23,520,000				
9		**TOTAL ESTIMATED PROJECT COSTS (without Alternate Costs)**		**$ 528,933,175**	**$ 712,362,543**	**$ 697,085,861**	**$ 708,951,546**	**$ 643,929,703**	**$ 643,929,703**
10									
11		**Alternates in MCHS Currently**							
12	In Bldg Currently	**PROG2** - Medford Community Media	☑	*na*	$ 2,920,138	$ 2,920,138	$ 2,920,138	$ 2,920,138	$ 2,920,138
13	In Bldg Currently	**PROG3** - Community Partner Rental Spaces	☑	*na*	$ 4,428,341	$ 4,428,341	$ 4,428,341	$ 4,428,341	$ 4,428,341
14	In Bldg Currently	**PROG4** - Welcome Center/ Central Offices	☑	*na*	$ 32,884,178	$ 32,884,178	$ 32,884,178	$ 32,884,178	$ 32,884,178
15	In Bldg Currently	**PROG6A** - Additional area for an 1,000 Seat Auditorium	☑	*na*	$ 4,173,591	$ 4,173,591	$ 4,173,591	$ 4,173,591	$ 4,173,591
16	In Bldg Currently	**PROG6B** - Additional area for an 800 Seat Auditorium	☐	*na*	$ -	$ -	$ -	$ -	$ -
17	In Bldg Currently	**PROG6** - Reduced area for a 500 Seat Auditorium	☐	*na*	$ -	$ -	$ -	$ -	$ -
18	In Bldg Currently	**PROG7B** - Kids' Corner Daycare	☑	*na*	$ 4,517,122	$ 4,517,122	$ 4,517,122	$ 4,517,122	$ 4,517,122
19	In Bldg Currently	**PROG7C** - Medford Family Network (MFN)	☑	*na*	$ 10,509,289	$ 10,509,289	$ 10,509,289	$ 10,509,289	$ 10,509,289
20	In Bldg Currently	**POOL2** - For D Alternatives, new pool that replicates the size and features of the current pool	☑	*na*	*na*	*na*	*na*	$ 23,257,470	*na*
21		**Total Estimated Cost with Current MCHS Programs**		**$ 528,933,175**	**$ 771,795,202**	**$ 756,518,519**	**$ 768,384,205**	**$ 726,619,832**	**$ 703,362,362**
22		**Other Alternates for Consideration**							
23	Proposed new Programs	**PROG1** - Teen Health Center Space	☑	*na*	$ 2,342,528	$ 2,342,528	$ 2,342,528	$ 2,342,528	$ 2,342,528
24	Proposed new Programs	**PROG5** - Community Meeting Space	☑	*na*	$ 9,033,174	$ 9,033,174	$ 9,033,174	$ 9,033,174	$ 9,033,174
25	Proposed new Programs	**PROG7A** - MEEP Preschool	☑	*na*	$ 27,557,332	$ 27,557,332	$ 27,557,332	$ 27,557,332	$ 27,557,332
		Estimated Construction Cost with Alternates		**$ 433,551,783**	**$ 669,157,748**	**$ 675,914,566**	**$ 685,640,538**	**$ 651,407,445**	**$ 632,343,945**
45		**Estimated Total Project Cost with Alternates**		**$ 528,933,175**	**$ 810,728,236**	**$ 795,451,553**	**$ 807,317,239**	**$ 765,552,866**	**$ 742,295,396**

This project cost comparison is for the Preferred Schematic Report for the Medford Comprehensive High School project. Values are not final and are presented for comparative cost analysis only. 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.

The total project cost projection for option D.1.1 includes a break out of a new pool facility for the City of Medford's understanding of what the cost impacts of constructing a new pool facility would be. It is understood that a new pool building will need to be approved, procured, managed and constructed as a separate project.

G. Cost Information

iii - Preliminary Design Pricing Table

Preliminary Design Pricing Table

= Formula do not edit

Option (Description)	Total Gross Square Feet	Square Feet of Renovated Space ($*/SF)	Square Feet of New Construction ($*/SF)	Site, Building Takedown, Haz Mat Etc. ($*)	Estimated Total Construction** ($*)	Estimated Total Project Costs ($)
Option A.1 (Code Upgrade)	522,205 sf	522,205 sf	sf	$ 14,064,640	$ 433,551,783	$ 528,933,175
		$ 803.30 $/sf	$ - $/sf		$ 830.23 $/sf	
Option B.1.2 (Addition Renovation that reuses the majority of the existing building)	608,792 sf	439,221 sf	169,571 sf	$ 43,419,923	$ 669,157,748	$ 810,728,236
		$ 794.68 $/sf	$ 1,631.75 $/sf		$ 1,099.16 $/sf	
Option C.2.2A * (Addition Renovation that reuses the Gym, Pool and a portion of PE/Dining wings)**	**608,792 sf**	**80,979 sf**	**527,813 sf**	**$ 47,378,044**	**$ 675,914,566**	**$ 795,451,553**
		$ 935.01 $/sf	**$ 1,047.38 $/sf**		**$ 1,110.26 $/sf**	
Option C.2.2A-HS (Same as C.2.2A, but with Grades 9-12 High School programs only)	520,733 sf	80,979 sf	439,754 sf	$ 47,378,044	$ 571,381,853	$ 697,085,861
		$ 935.01 $/sf	$ 1,019.41 $/sf		$ 1,097.26 $/sf	
Option C.3.4A (Addition Renovation that reuses the Gym and Pool Wings)	608,792 sf	58,362 sf	550,430 sf	$ 49,738,569	$ 685,640,538	$ 807,317,239
		$ 959.32 $/sf	$ 1,053.57 $/sf		$ 1,126.23 $/sf	
Option D.1.1 (New Construction on Parking Lot and Southern Portion of Existing Building)	577,663 sf	- sf	577,663 sf	$ 49,482,050	$ 651,407,445	$ 765,552,866
		$ - $/sf	$ 1,042.00 $/sf		$ 1,127.66 $/sf	
Option D.1.1NP (Same as D.1.1, but no new stand-alone Natatorium)	559,763 sf	- sf	559,763 sf	$ 49,482,050	$ 632,343,945	$ 742,295,396
		$ - $/sf	$ 1,041.27 $/sf		$ 1,129.66 $/sf	

* Marked Up Construction Costs

** Does not include Construction Contingency

***** District's Preferred Schematic**

H. A.1 Code Upgrade Plan Diagrams

GENERAL SCOPE THROUGHOUT BUILDINGS:

- REPLACE NON-COMPLIANT DOOR HARDWARE WITH COMPLIANT HARDWARE

-INSTALL OPERATORS AND ACTUATOR BUTTONS AT ALL DOORS THAT HAVE NON-COMPLIANT CLEARANCES

- INSTALL LAMINATED OR TEMPERED GLASS WHERE INTERIOR GLAZING IS SUBJECT TO IMPACT

- ABATE ALL AREAS OF BUILDING CONTAINING HAZARDOUS MATERIALS PER THE HAZMAT REPORT

- REPLACE DAMAGED INTERIOR FINISHES (FLOORING, WALL TILES, ACOUSTIC CEILING TILES)

- BUILD DOUBLE-STUD INTERIOR PARTITIONS WHEREVER MASONRY PARTITIONS ALONG STRUCTURAL GRID LINES ARE DEMOLISHED

- REPAIR ALL CRACKS AT EXTERIOR AND INTERIOR WALLS

- REPLACE ALL EXISTING LIGHT FIXTURES WITH NEW HIGH-EFFICIENCY LED FIXTURES

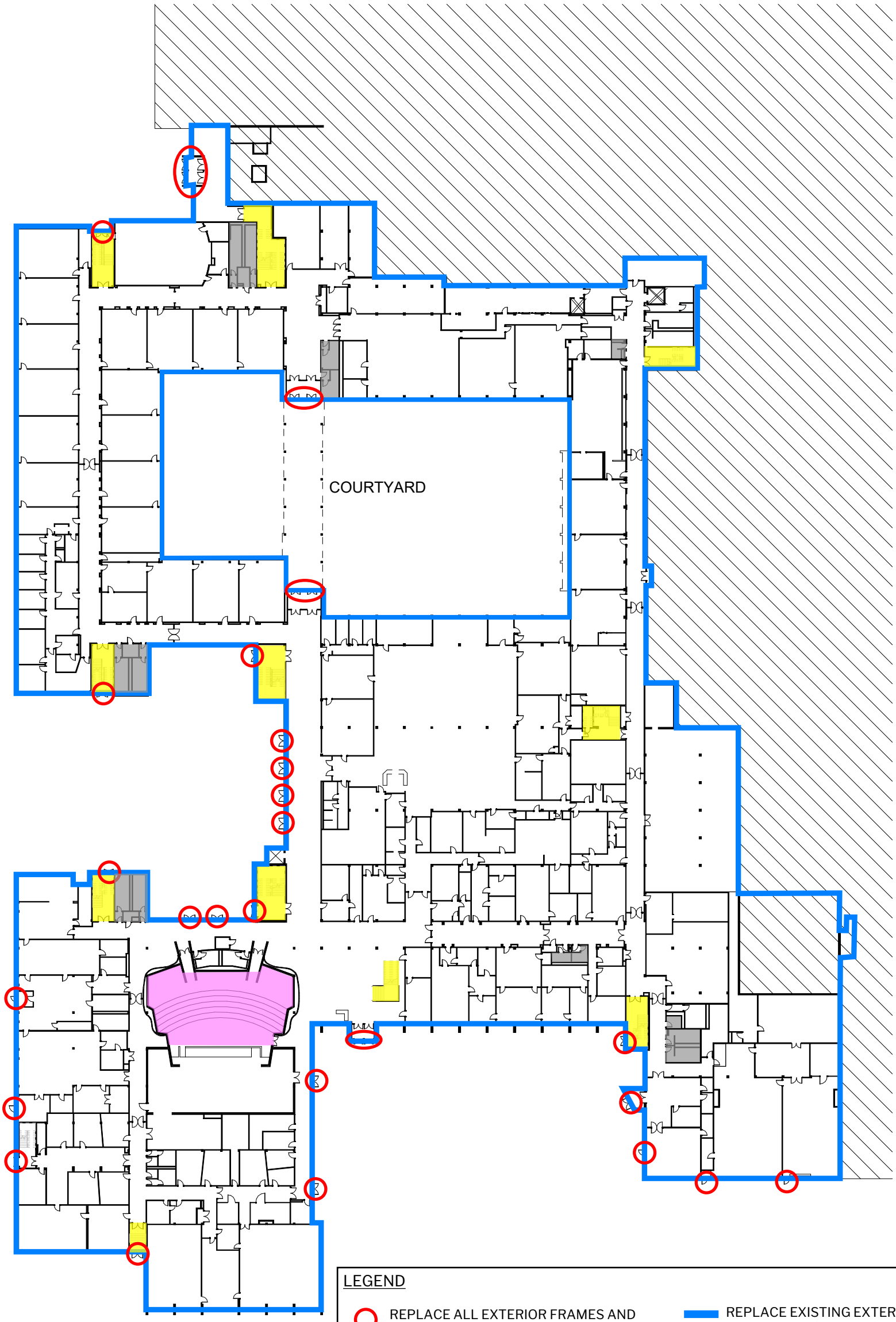
- REPLACE EXISTING FIRE ALARM DEVICES & INSTALL NEW BDA SYSTEM

- REPLACE SPRINKLER HEADS THAT DO NOT PASS TESTING

- REPLACE AND UPGRADE EXISTING TELECOMMUNICATIONS INFRASTRUCTURE

- REPLACE EXISTING HVAC WITH NEW ALL-ELECTRIC HVAC SYSTEM AND EQUIPMENT TO COMPLY WITH CURRENT MA STRETCH ENERGY SPECIALIZED OPT-IN CODE

- REPLACE THE EXISTING DOMESTIC WATER SYSTEM WITH ALL NEW PIPING & EQUIPMENT



LEGEND

- REPLACE ALL EXTERIOR FRAMES AND DOORS, TYP.
- NEW CODE-COMPLIANT GUARDRAILS AND HANDRAILS AT STAIRS
- NEW ADA/MAAB-COMPLIANT TOILETS, URINALS, LAVATORIES, & GRAB BARS, AT ALL RESTROOMS. INSTALL NEW ADA-COMPLIANT DRINKING FOUNTAINS
- REPLACE EXISTING EXTERIOR ENCLOSURE WITH NEW HIGH-PERFORMANCE WALL ASSEMBLY AND TRIPLE-GLAZED WINDOWS
- PROVIDE NEW ADA/MAAB-COMPLIANT SEATING AT FRONT AND REAR ROWS OF LECTURE HALLS/ AUDITORIUM. PROVIDE NEW FINISHES WITHIN SPACE.

A.1 - Code Upgrade Plan Diagrams - Level 1

smma

06/22/26

0 60 120 240

Medford High School

GENERAL SCOPE THROUGHOUT BUILDINGS:

- REPLACE NON-COMPLIANT DOOR HARDWARE WITH COMPLIANT HARDWARE

-INSTALL OPERATORS AND ACTUATOR BUTTONS AT ALL DOORS THAT HAVE NON-COMPLIANT CLEARANCES

- INSTALL LAMINATED OR TEMPERED GLASS WHERE INTERIOR GLAZING IS SUBJECT TO IMPACT

- ABATE ALL AREAS OF BUILDING CONTAINING HAZARDOUS MATERIALS PER THE HAZMAT REPORT

- REPLACE DAMAGED INTERIOR FINISHES (FLOORING, WALL TILES, ACOUSTIC CEILING TILES)

- BUILD DOUBLE-STUD INTERIOR PARTITIONS WHEREVER MASONRY PARTITIONS ALONG STRUCTURAL GRID LINES ARE DEMOLISHED

- REPAIR ALL CRACKS AT EXTERIOR AND INTERIOR WALLS

- REPLACE ALL EXISTING LIGHT FIXTURES WITH NEW HIGH-EFFICIENCY LED FIXTURES

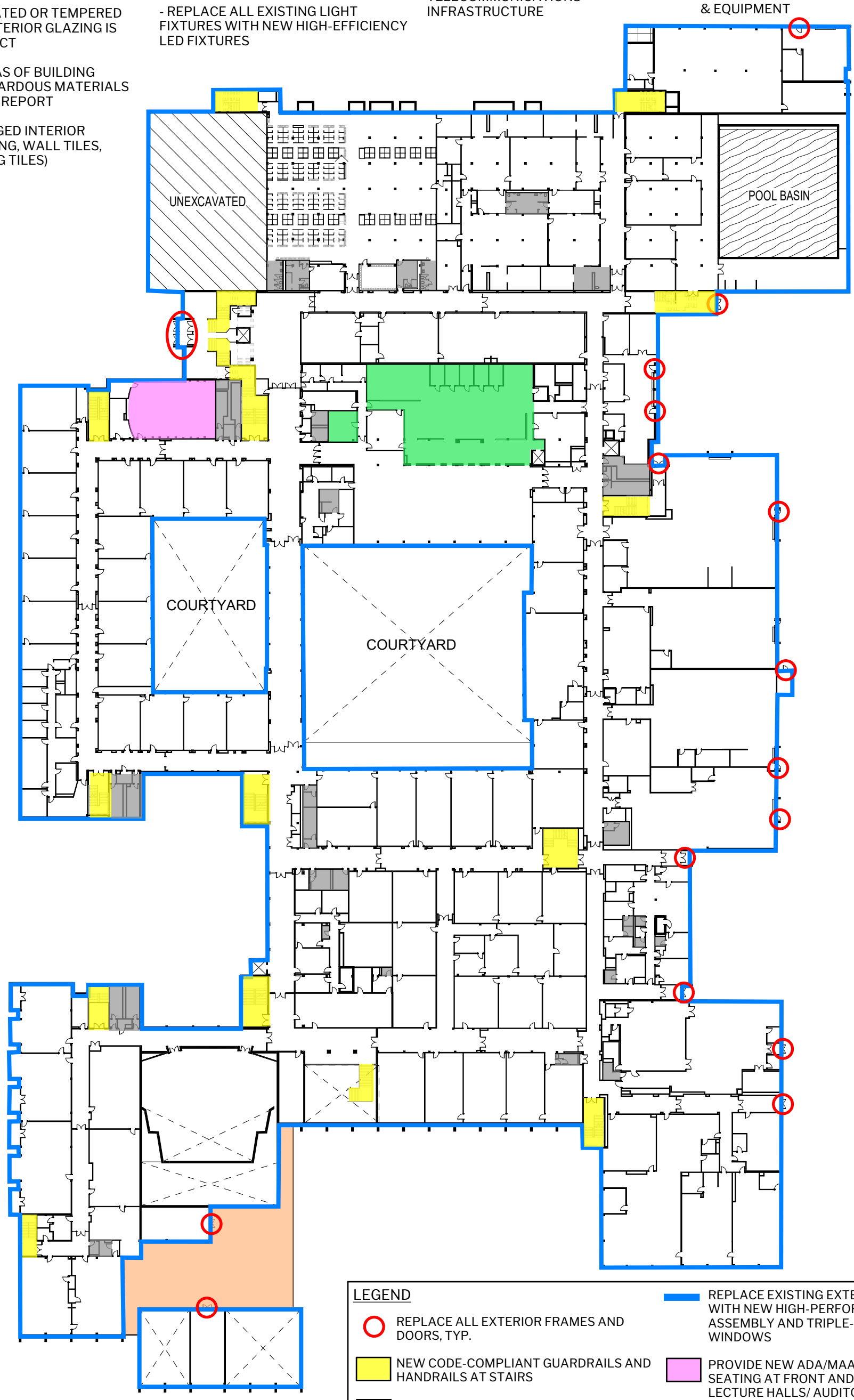
- REPLACE EXISTING FIRE ALARM DEVICES & INSTALL NEW BDA SYSTEM

- REPLACE SPRINKLER HEADS THAT DO NOT PASS TESTING

- REPLACE AND UPGRADE EXISTING TELECOMMUNICATIONS INFRASTRUCTURE

- REPLACE EXISTING HVAC WITH NEW ALL-ELECTRIC HVAC SYSTEM AND EQUIPMENT TO COMPLY WITH CURRENT MA STRETCH ENERGY SPECIALIZED OPT-IN CODE

- REPLACE THE EXISTING DOMESTIC WATER SYSTEM WITH ALL NEW PIPING & EQUIPMENT



LEGEND

- REPLACE ALL EXTERIOR FRAMES AND DOORS, TYP.
- NEW CODE-COMPLIANT GUARDRAILS AND HANDRAILS AT STAIRS
- NEW ADA/MAAB-COMPLIANT TOILETS, URINALS, LAVATORIES, & GRAB BARS, AT ALL RESTROOMS. INSTALL NEW ADA-COMPLIANT DRINKING FOUNTAINS
- ALL NEW KITCHEN EQUIPMENT
- REPLACE EXISTING EXTERIOR ENCLOSURE WITH NEW HIGH-PERFORMANCE WALL ASSEMBLY AND TRIPLE-GLAZED WINDOWS
- PROVIDE NEW ADA/MAAB-COMPLIANT SEATING AT FRONT AND REAR ROWS OF LECTURE HALLS/ AUDITORIUM. PROVIDE NEW FINISHES WITHIN SPACE.
- REPLACE ALL ROOFING WITH HIGH-ALBEDO MEMBRANE & MINIMUM 10" THICK RIGID INSULATION. NEW ALL-ELECTRIC HVAC EQUIPMENT AT ROOF.

A.1 - Code Upgrade Plan Diagrams - Level 2

smma

06/22/26

0 60 120 240

Medford High School

GENERAL SCOPE THROUGHOUT BUILDINGS:

- REPLACE NON-COMPLIANT DOOR HARDWARE WITH COMPLIANT HARDWARE

-INSTALL OPERATORS AND ACTUATOR BUTTONS AT ALL DOORS THAT HAVE NON-COMPLIANT CLEARANCES

- INSTALL LAMINATED OR TEMPERED GLASS WHERE INTERIOR GLAZING IS SUBJECT TO IMPACT

- ABATE ALL AREAS OF BUILDING CONTAINING HAZARDOUS MATERIALS PER THE HAZMAT REPORT

- REPLACE DAMAGED INTERIOR FINISHES (FLOORING, WALL TILES, ACOUSTIC CEILING TILES)

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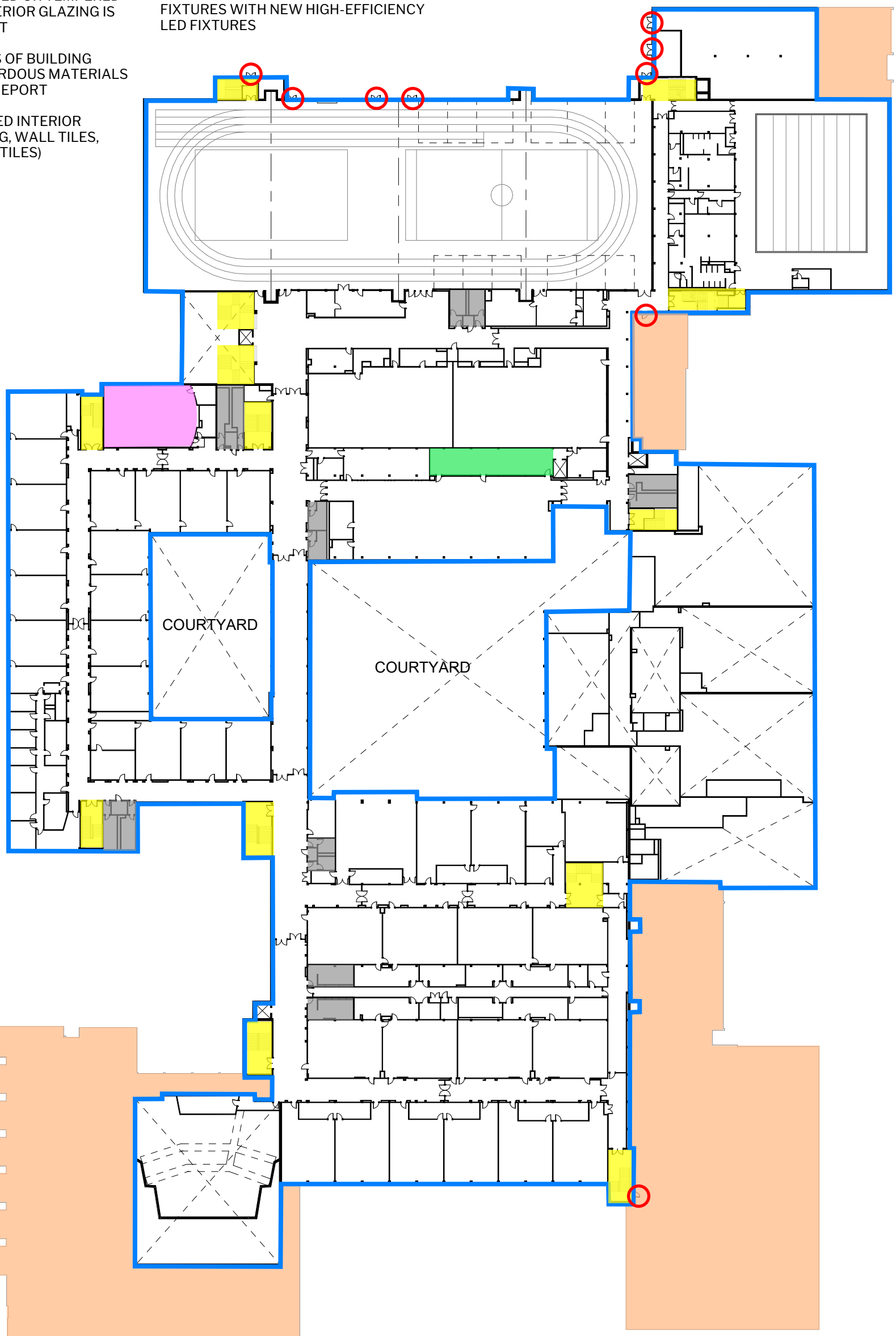
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- REPLACE SPRINKLER HEADS THAT DO NOT PASS TESTING

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A.1 - Code Upgrade Plan Diagrams - Level 3

smma

06/22/26

0 60 120 240

Medford High School

GENERAL SCOPE THROUGHOUT BUILDINGS:

- REPLACE NON-COMPLIANT DOOR HARDWARE WITH COMPLIANT HARDWARE

-INSTALL OPERATORS AND ACTUATOR BUTTONS AT ALL DOORS THAT HAVE NON-COMPLIANT CLEARANCES

- INSTALL LAMINATED OR TEMPERED GLASS WHERE INTERIOR GLAZING IS SUBJECT TO IMPACT

- ABATE ALL AREAS OF BUILDING CONTAINING HAZARDOUS MATERIALS PER THE HAZMAT REPORT

- REPLACE DAMAGED INTERIOR FINISHES (FLOORING, WALL TILES, ACOUSTIC CEILING TILES)

- BUILD DOUBLE-STUD INTERIOR PARTITIONS WHEREVER MASONRY PARTITIONS ALONG STRUCTURAL GRID LINES ARE DEMOLISHED

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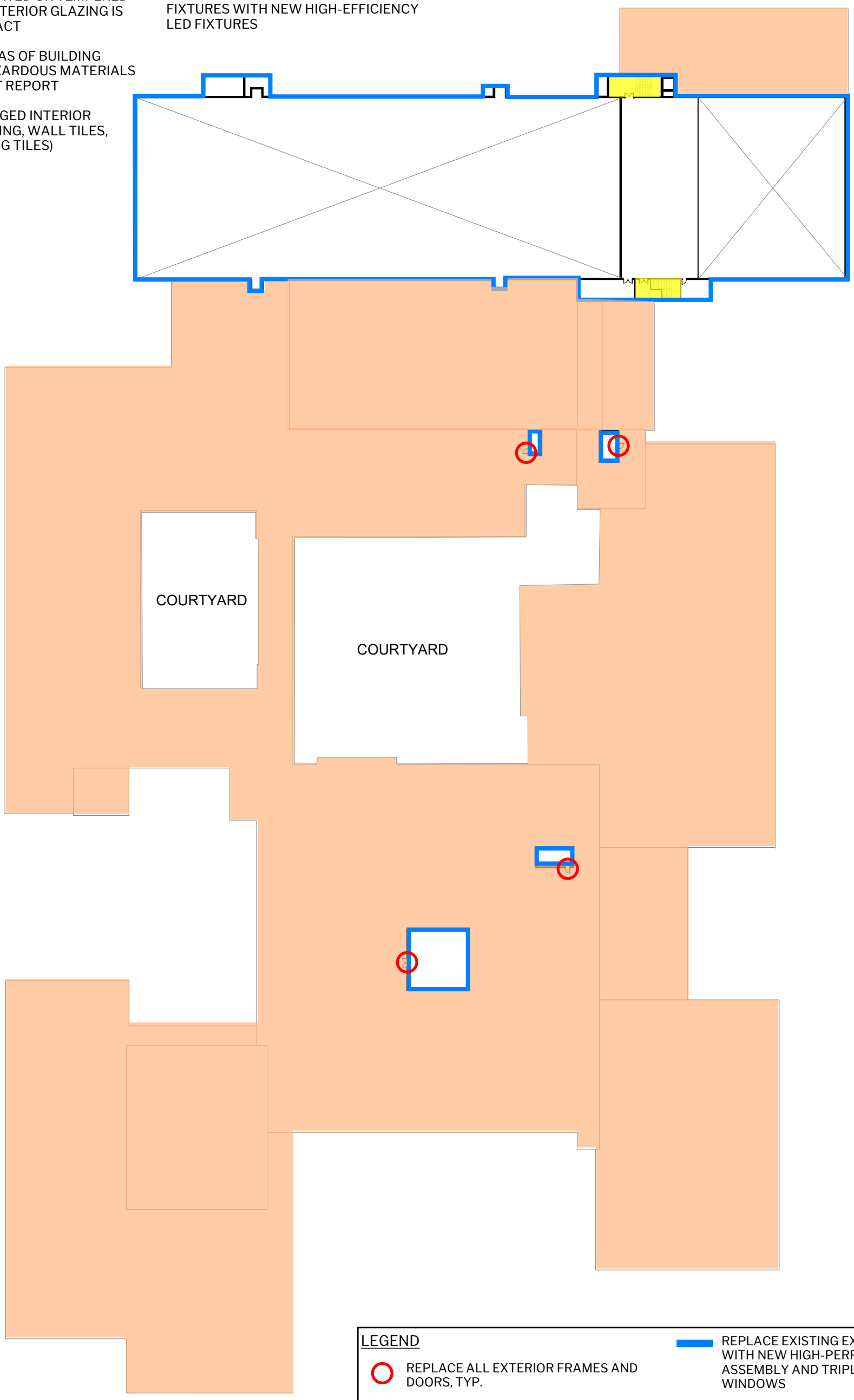
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- REPLACE THE EXISTING DOMESTIC WATER SYSTEM WITH ALL NEW PIPING & EQUIPMENT



LEGEND

- REPLACE ALL EXTERIOR FRAMES AND DOORS, TYP.
- NEW CODE-COMPLIANT GUARDRAILS AND HANDRAILS AT STAIRS
- REPLACE EXISTING EXTERIOR ENCLOSURE WITH NEW HIGH-PERFORMANCE WALL ASSEMBLY AND TRIPLE-GLAZED WINDOWS
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A.1 - Code Upgrade Plan Diagrams - Level 4

smma

06/22/26

0 60 120 240

Medford High School

I. C2.2A Floor Plans (11x17)

C.2.2A
Level 1
+80

PROGRAM LEGEND (ADDITION/RENOVATION)

- Core Academic
- Teacher Planning
- Science & Support
- Special Education
- Curtis-Tufts
- Art & Music
- Vocations & Technology Non-Chapter 74 Programs
- Vocations & Technology Chapter 74 Programs
- Health & Physical Education (Including Pool)
- Media Center
- Auditorium / Drama
- Dining Commons
- Food Service
- Medical
- Administration & Guidance
- Custodial & Maintenance
- Other (Including District Wide Services)
- Mechanical / Non-programmed space

- Primary Entry
- Secondary Entry
- Unexcavated / Below Grade
- Outdoor Learning
- Roof / PV Area
- Expansion Area
- Existing Building to be removed
- Renovated Area

10 50 100 200

N



smma

C.2.2A
Level 2
+96.33

PROGRAM LEGEND (ADDITION/RENOVATION)

- Core Academic
- Teacher Planning
- Science & Support
- Special Education
- Curtis-Tufts
- Art & Music
- Vocations & Technology Non-Chapter 74 Programs
- Vocations & Technology Chapter 74 Programs
- Health & Physical Education (Including Pool)
- Media Center
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- Dining Commons
- Food Service
- Medical
- Administration & Guidance
- Custodial & Maintenance
- Other (Including District Wide Services)
- Mechanical / Non-programmed space

- Primary Entry
- Secondary Entry
- Unexcavated / Below Grade
- Outdoor Learning
- Roof / PV Area
- Expansion Area
- Existing Building to be removed
- Renovated Area

10 50 100 200

N



smma

C.2.2A
Level 3
+109.21

PROGRAM LEGEND (ADDITION/RENOVATION)

- Core Academic
- Teacher Planning
- Science & Support
- Special Education
- Curtis-Tufts
- Art & Music
- Vocations & Technology Non-Chapter 74 Programs
- Vocations & Technology Chapter 74 Programs
- Health & Physical Education (Including Pool)
- Media Center
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- Unexcavated / Below Grade
- Outdoor Learning
- Roof / PV Area
- Expansion Area
- Existing Building to be removed
- Renovated Area

10 50 100 200

N



smma

C.2.2A
Level 4
+125

PROGRAM LEGEND (ADDITION/RENOVATION)

- Core Academic
- Teacher Planning
- Science & Support
- Special Education
- Curtis-Tufts
- Art & Music
- Vocations & Technology Non-Chapter 74 Programs
- Vocations & Technology Chapter 74 Programs
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- Custodial & Maintenance
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- Mechanical / Non-programmed space

- Primary Entry
- Secondary Entry
- Unexcavated / Below Grade
- Outdoor Learning
- Roof / PV Area
- Expansion Area
- Existing Building to be removed
- Renovated Area

10 50 100 200

N



C.2.2A
Level 5
+141

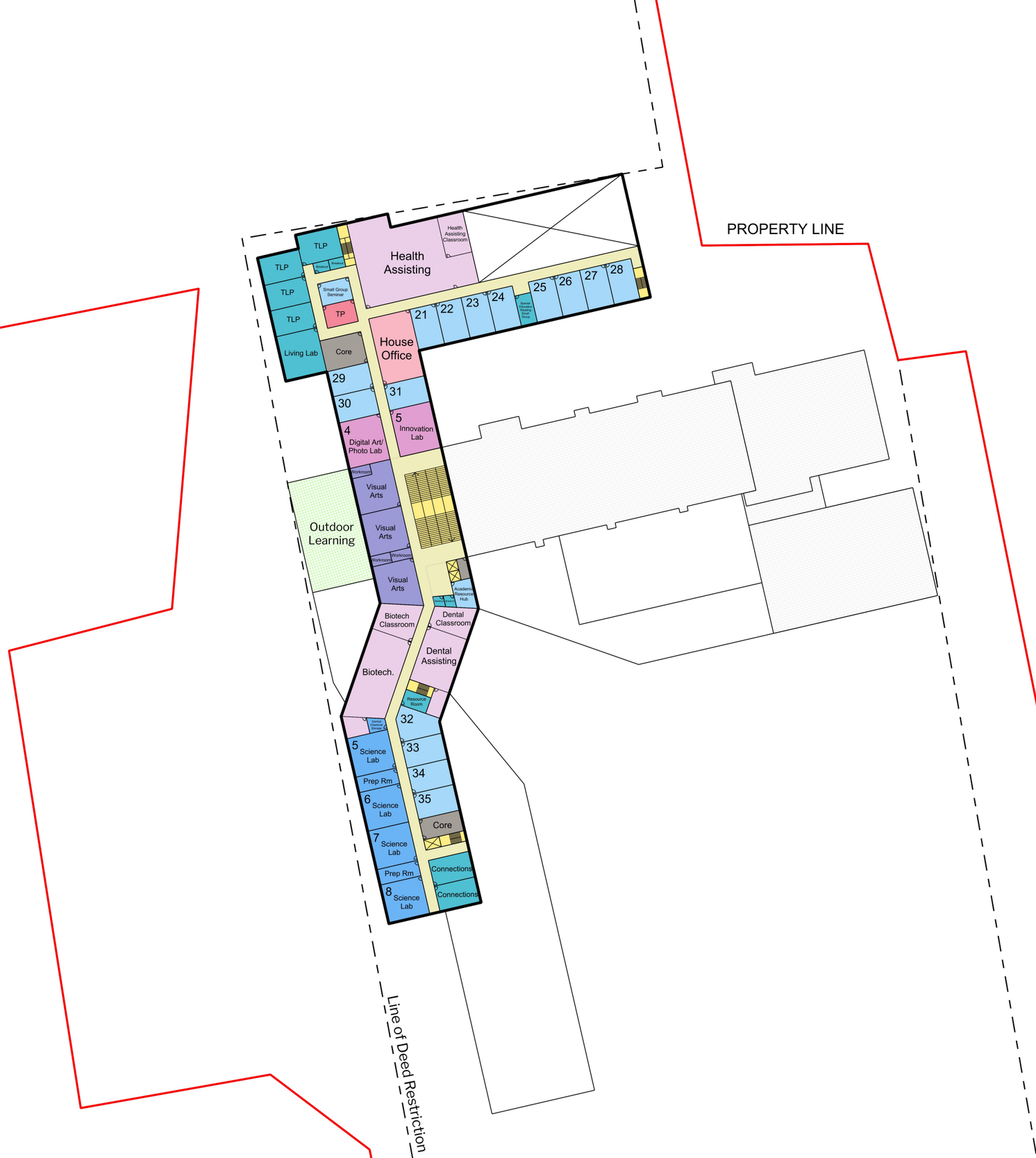
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- Core Academic
- Teacher Planning
- Science & Support
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- Curtis-Tufts
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- Primary Entry
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- Outdoor Learning
- Roof / PV Area
- Expansion Area
- Existing Building to be removed
- Renovated Area

10 50 100 200

N



smma

C.2.2A
Level 6
+157

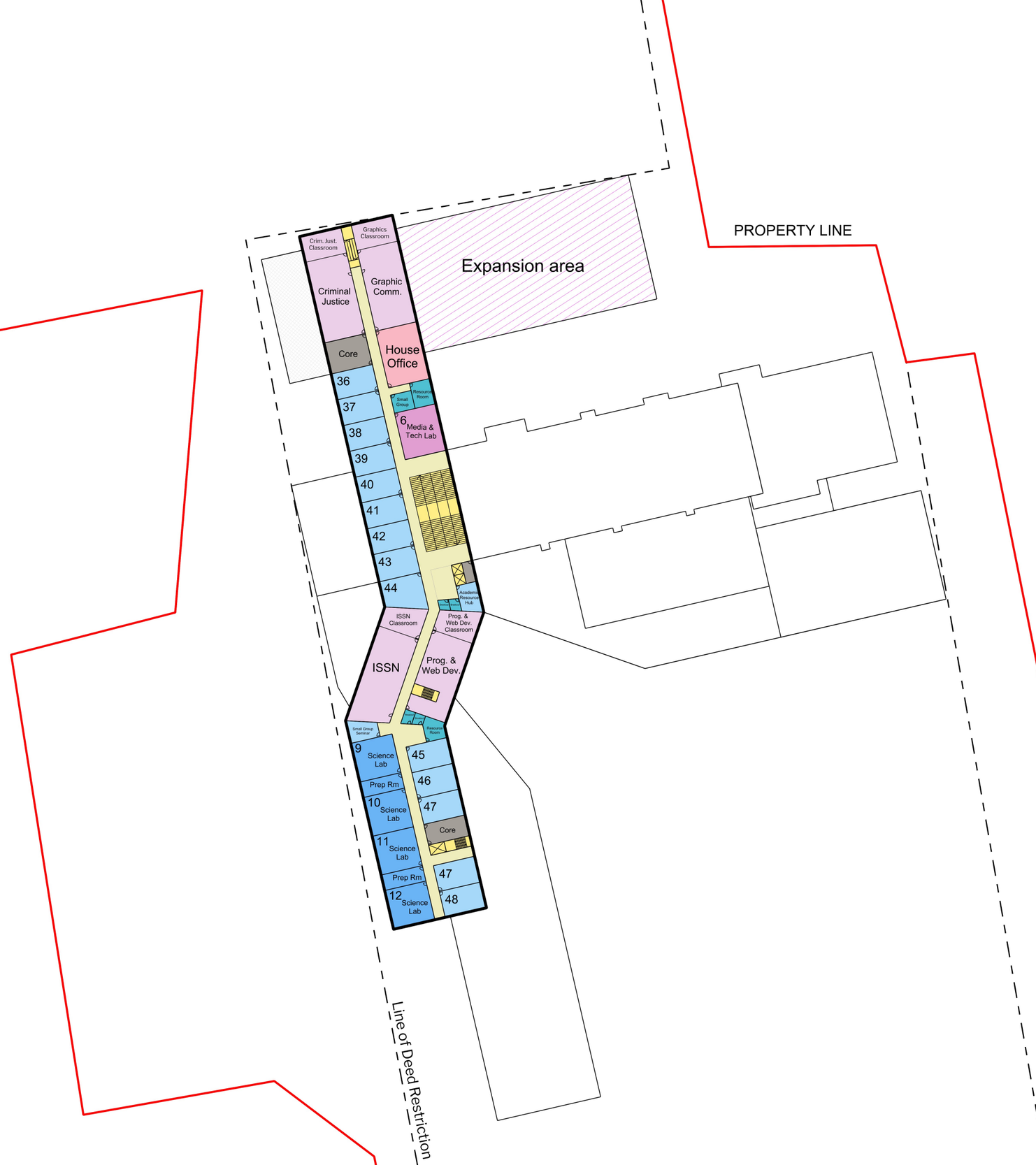
PROGRAM LEGEND (ADDITION/RENOVATION)

- Core Academic
- Teacher Planning
- Science & Support
- Special Education
- Curtis-Tufts
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- Medical
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- Other (Including District Wide Services)
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- Primary Entry
- Secondary Entry
- Unexcavated / Below Grade
- Outdoor Learning
- Roof / PV Area
- Expansion Area
- Existing Building to be removed
- Renovated Area

10 50 100 200

N



smma

J. Alternatives Evaluation Criteria

ALTERNATIVES EVALUATION CRITERIA

Medford High School — **10-Jun-26**

Rating system: Use three levels as follows:

Not favorable = 0
Neutral = 2
Favorable = 5

Evaluation criteria based upon priorities		Code Upgrade	Renovation and Addition				New Construction
			Renovation and New Additions - All Wings Considered	Gym/Pool Renovation Only + New Addition			Demolish existing facility; Construct a new building on the existing parking lot
		A.1	B.1.2	C.2.2A	C.2.2A-HS	C.3.4A	D.1.1
							
1 Alternatives Information							
1.1	Size of overall site (acres)	29.4 acres	29.4 acres	29.4 acres	29.4 acres	29.4 acres	29.4 acres
1.2	Athletic Fields & Outdoor Spaces	23.7 acres	17.3 acres	16.9 acres	17.2 acres	17.7 acres	19.0 acres
	Edgerly Field - (2) Synthetic Turf Multi-purpose Fields	Renovation in place	Renovation in place	Relocated to south of site - (1) field only	Relocated to south of site - (1) field only	Relocated to south of site - (1) field only	Relocated to center of site - (1) field only
	Practice Fields - Natural Turf Fields	(2) - Existing to remain	(2) - Renovation in place	(1) - Renovation in place	(1) - Renovation in place	(1) - Renovation in place	(1) - Renovation in place
	(1) Stadium Field - Synthetic Turf Multi-purpose with Football and Track	na	na	On Northern Edge of Site (formerly Edgerly Field)	On Northern Edge of Site (formerly Edgerly Field)	On Northern Edge of Site (formerly Edgerly Field)	On Northern Edge of Site (formerly Edgerly Field)
1.3	School Building gross square feet (GSF)	522,205 GSF	630,219 GSF	630,219 GSF	542,161 GSF	630,219 GSF	581,190 GSF
	Number of Stories	4	5	6	6	5	5
	School Building Footprint (acres)	5.72 acres	5.97 acres	5.04 acres	4.69 acres	4.86 acres	4.22 acres
1.4	Parking 450 spaces						
	Surface Parking & Driveway Footprint	3.16 acres	5.45 acres	7.53 acres	7.53 acres	6.90 acres	6.18 acres
1.5	Area of roof PV provided (SF)	-	70,000 SF	70,000 SF	70,000 SF	70,000 SF	70,000 SF
	Area of site PV required to meet 6.5MW (NZE Goal)	-	312,000 SF	312,000 SF	312,000 SF	312,000 SF	312,000 SF
1.6	Project Cost	$529M	$821M	$813M	$716M	$817M	$766M
1.7	Project Duration (months - beginning July 2027 with site enabling work)	60	90	80	80	80	81
1.8	Quantity of Modular Classroom Units Required	56	56	0	0	0	0
2 Space Optimization (Educational)							
2.1	Meets educational plan for all students	0	5	5	5	5	5
2.2	Optimally sized classroom spaces	0	2	5	5	5	5
2.3	Optimizes configuration and adjacency of teaching spaces	0	5	5	5	5	5
2.4	Educational program flexibility	0	2	5	5	5	5
2.5	Provides outdoor learning opportunities	2	5	5	5	5	5
2.6	Provides staff and students with a sense of community	0	5	5	5	5	5
2.7	Provides flexibility for future growth	2	5	5	5	5	5
2.8	Provides flexibility for fluctuation of grade cohort sizes	0	5	5	5	5	5
3 Cost and Schedule							
3.1	Project Cost, $million	5	0	0	2	0	2
3.2	Project Duration (School Building Only)	5	0	2	2	2	2
3.3	District's annual operating expenses	5	2	2	2	2	5
3.4	Allows students to move into a portion of the completed new school the soonest	2	2	2	2	2	2
3.5	Requires swing space	0	0	5	5	5	5
3.6	Impact on taxpayer burden	0	2	0	0	0	2
4 Educational Plan & Equity							
4.1	A place that centers student voice, agency, and leadership	0	5	5	5	5	5
4.2	Includes flexible, purposeful, and human-centered spaces that support collaboration, movement, and multiple modes of teaching and learning	0	5	5	5	5	5
4.3	Incorporates appropriate restroom and locker room facilities for student, staff, and public use	0	5	5	5	5	5
4.4	Includes areas of respite to benefit staff and student mental health	0	5	5	5	5	5
4.5	A future-ready building that is adaptable, sustainable, and able to evolve with changing student needs and educational practices	0	5	5	5	5	5
4.6	Has an accessible design that is easily understood and navigated without relying solely on signage	0	2	5	5	5	5
5 Sustainability							
5.1	Ease of maintenance	5	5	2	2	5	5
5.2	Magnitute of maintenance costs	0	2	2	2	2	2
5.3	Maximizes solar (PV) opportunities	5	5	2	2	2	0
5.4	Achieves area for designated size/capacity of PV system	2	2	2	2	2	2
5.5	Minimizes embodied carbon footprint	5	5	2	2	2	0
5.6	Optimizes building orientation	0	0	2	2	2	2
6 Building Massing							
6.1	Optimizes use of natural light and daylighting	0	2	5	5	5	5
6.2	Optimizes connection of outdoor/indoor space, integration with site	0	2	5	5	5	5
6.3	Provides flexibility for expansion/addition	0	2	5	5	5	5
6.4	Minimizes passing time between classes	0	0	2	2	2	5
7 Site							
7.1	Increases the field inventory on the site	2	2	0	0	0	5
7.2	Creates a competition track and football field on the site	0	0	5	5	5	5
7.3	Separates safe circulation of bus, vehicle, pedestrian and bike access	0	5	5	5	5	5
7.4	Minimizes impact to existing trees	5	5	2	2	2	2
7.5	Improves off site traffic impact	0	0	0	0	0	0
7.6	Improves pedestrian safety and access	0	2	5	5	5	5
7.7	Improves onsite traffic circulation	0	2	5	5	5	2
7.8	Provides space for visible surface stormwater management	2	2	5	5	5	5
7.9	Activates site slopes with gathering areas, outdoor classrooms, preschool play, stormwater management and accessible routes	0	2	2	2	2	2
7.10	Increases shade of paved spaces offering a reduction in heat island	0	2	2	2	2	2
7.11	Provides learning landscapes and outdoor classrooms to teach stewardship - including gardens, orchards, wetlands and trails.	2	5	5	5	5	5
7.12	Reduces lawn, roof and unshaded pavement spaces	0	2	2	2	2	2
8 Construction impacts / cost							
8.1	Building construction cost	5	0	2	5	2	2
8.2	Site construction cost	5	2	2	2	2	0
8.3	Construction duration impact	5	0	2	2	2	2
8.4	School disruption impacts	0	0	2	2	2	2
9 Operational costs							
9.1	Life Cycle Cost Analysis (LCCA)	5	2	2	2	2	5
9.2	Annual Operating Cost	5	2	2	2	2	5
10 Community							
10.1	Provides a facility that fosters collaboration with community partners	0	2	5	0	5	5
10.2	Facilitates community use of and access to the pool	2	2	2	2	2	5
10.3	Facilitates community use of and access to the auditorium and support spaces	2	5	5	5	5	5
10.4	Maximizes opportunities to use school spaces for community activities	0	5	5	5	5	5
10.5	Facilitates community use and access to the gym	2	2	2	2	2	5
10.6	Facilitates community use and access to fitness spaces	0	0	5	5	5	5
10.7	Facilitates use and community access to Medford Early Education Program (MEEP)	0	5	5	2	5	5
10.8	Facilitates community use and access to select CTE program spaces	5	5	5	5	5	5
10.9	Facilitates community use and access to MPS Welcome Center	0	0	5	2	5	5
10.10	Facilitates community use and access to Mustang Loop and DCR Trailheads accessing the Fells	2	2	5	5	5	5
Evaluation Total Score		**87**	**155**	**204**	**198**	**207**	**225**

K. Existing Site Plan

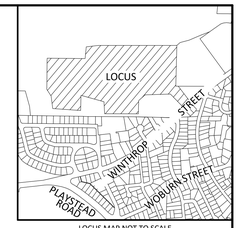
REFERENCES

MIDDLESEX SOUTH COUNTY REGISTRY OF DEEDS
- PLAN NO. 1349 OF 1969
- PLAN NO. 14 OF 2019
- PLAN NO. 384 OF 2021
- PLAN NO. 587 OF 2022
- PLAN BOOK 146, PAGE 19

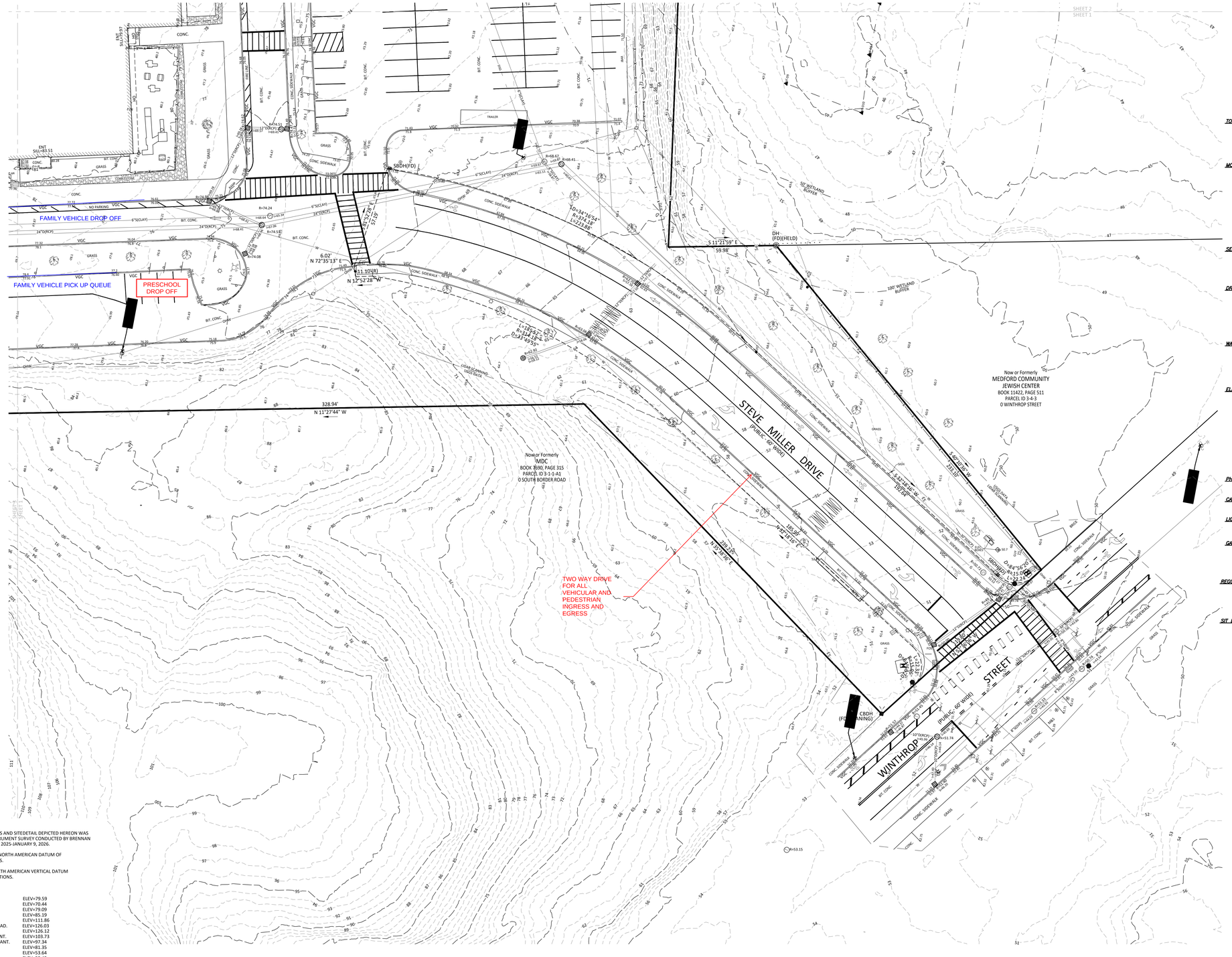
MASSACHUSETTS LAND COURT
- LCC 16901A1
- LCC 16901A2
- LCC 16901F
- LCC 16901G
- LCC 16901H
- LCC 16901I
- LCC 13387

MASSACHUSETTS DEPARTMENT OF CONSERVATION AND RECREATION
- 34732 V.T.
- 44653 V.T.
- 44843 V.T.

MASSACHUSETTS COORDINATE SYSTEM
NAD 83, MAINLAND ZONE



LOCUS MAP NOT TO SCALE



LEGEND

TOPO
- MINOR CONTOUR
- MAJOR CONTOUR
- SPOT ELEVATION

MON/TRAV
- IR/IP IRON PIPE/ROD
- LPTK LEAD PLUG & TACK
- EPLP ESCUTCHEON PIN LEAD PLUG
- BPF BEANPOLE FOUND
- BPS BEANPOLE SET
- PK PK NAIL
- DH DRILL HOLE
- SBDH BOUND W/DRILL HOLE FOUND
- CBDH BOUND W/DRILL HOLE SET
- SB/CB BOUND
- H/T HUB/TACK
- MAGNETIC NAIL
- TARGET
- SCRIBE
- TRAVERSE POINT
- GPS CONTROL
- ANCHOR BOLT

SEWER
- SEWER LINE
- COMBINED SYSTEM LINE
- SEWER MANHOLE
- CO CLEANOUT
- VENT

DRAIN
- DRAIN LINE
- CATCH BASIN
- AD/RD AREA/ROOF DRAIN
- CO CLEANOUT
- OBSERVATION WELL

WATER
- WATER LINE
- WATER MANHOLE
- PIV POST INDICATOR VALVE
- WATER SHUTOFF
- HYDRANT
- WATER GATE
- SPRINKLER
- WATER WELL
- BWSC HH
- IRRIGATION CONTROL VALVE
- SP STANDPIPE
- SPIG SPIGOT

ELEC.
- E ELECTRIC LINE
- OHW OVERHEAD WIRES
- ELECTRIC MANHOLE
- UTILITY POLE
- UTILITY POLE W/ LIGHT
- GUY POLE
- GUY WIRE
- EM ELECTRIC METER
- AC AIR CONDITIONER
- FLOOD LIGHT
- TRANFORMER
- HANDHOLE
- GEN GENERATOR
- TRAFFIC CONTROL BOX
- TRAFFIC SIGNAL
- MBTA MBTA LINES
- MBTA MANHOLE

PHONE
- TELEPHONE LINES
- TELEPHONE MANHOLE

CABLE
- TELEPHONE BOOTH
- FIRE ALARM BOX
- CABLE
- CABLE MANHOLE

LIGHTS
- STREET LIGHT LINES
- LIGHT
- DOUBLE LIGHT

GAS/STEAM
- GAS LINES
- GAS GATE
- GAS SHUTOFF
- GAS METER
- VENT
- ST STEAM LINES
- STEAM MANHOLE

REGULATORY
- WETLAND LIMIT
- WETLAND FLAG
- RIVERFRONT BUFFER
- WETLAND BUFFER
- FEMA LIMIT

SIT. DET
- CHAINLINK FENCE
- WOOD FENCE
- FENCE
- GUARDRAIL
- MANHOLE
- SIGN
- MAILBOX
- PARKING METER
- BOULDER
- CAMERA
- BOLLARD/POST
- SOIL BORING
- RAILROAD TRACKS
- RAILROAD GATE
- TRASH CAN
- BASKETBALL HOOP
- SATELLITE DISH
- TREELINE
- CONIFEROUS TREE
- DECIDUOUS TREE
- SHRUB
- BUSH

AWN	AWNING
B	BOTTOM
BC	BOTTOM OF CURB
BCB	BIT. CONC. BERM
[X.X']	BUILDING DIMENSION
BFA	BUILDING FOOTPRINT AREA
BH	BUILDING HEIGHT
BIT	BITUMINOUS
BK	BACK
BOT=	BOTTOM ELEVATION
BS	BOTTOM OF STEPS
BW	BOTTOM OF WALL
(C)	CALCULATED
CB	CONCRETE BOUND
CC	CONCRETE CURB
CCB	CAPE COD BERM
CHB	CHORD BEARING
CHD	CHORD DISTANCE
CLF	CHAIN LINK FENCE
CONC	CONCRETE
Δ=	DELTA ANGLE
DH	DRILL HOLE
D	DISTURBED
ENT	ENTRANCE
FES	FLARED END SECTION
FD	FOUND
FFE	FINISH FLOOR ELEVATION
FGC	FLUSH GRANITE CURB
FOW	FULL OF WATER
GD	GARAGE DOOR
GEN	GENERATOR
GFA	GROSS FLOOR AREA
GRAN	GRANITE
I=	INVERT ELEVATION
INACC.	INACCESSIBLE
IP	IRON PIPE
IR	IRON ROD
L=	ARC LENGTH
LCC	LAND COURT CASE
LD	LOADING DOCK
LST	LANDSCAPE TIMBER
M&S	MULCH & SHRUBS
NF	NOT FOUND
NTS	NOT TO SCALE
NVP	NO VISIBLE PIPES
OHD	OVERHEAD DOOR
OV	OVER
PIL	PIN IN LEAD
POB	POINT OF BEGINNING
POC	POINT OF COMMENCEMENT
R=	RADIUS OR RIM ELEVATION
(R)	RECORD
(REC)	RECORD
RET	RETAINING
S	SET
SB	STONE BOUND
SGC	SLOPED GRANITE CURB
SQ. FT.	SQUARE FEET
STF	STOCKADE FENCE
T	TOP
TBM	TEMPORARY BENCH MARK
TC	TOP OF CURB
TH	THRESHOLD
TOD	TOP OF DEBRIS
TOW	TOP OF WATER
TR=	CENTERLINE OF TROUGH
TS	TOP OF STEPS
TT=	TOP OF TRAP
TVP=	TOP OF VERTICAL PIPE
TW	TOP OF WALL
TYP	TYPICAL
VGC	VERTICAL GRANITE CURB
WF	WOOD FENCE
WF-##	WETLAND FLAG NUMBER
WIF	WROUGHT IRON FENCE

NOTES:

1. THE TOPOGRAPHY, SURFACE IMPROVEMENTS AND SITEDETAIL DEPICTED HEREON WAS OBTAINED FROM AN ON-THE-GROUND INSTRUMENT SURVEY CONDUCTED BY BRENNAN CONSULTING, INC. BETWEEN NOVEMBER 25, 2025-JANUARY 9, 2026.
2. THE HORIZONTAL DATUM IS BASED ON THE NORTH AMERICAN DATUM OF 1983 (NAD83), BASED ON GPS OBSERVATIONS.
3. THE VERTICAL DATUM IS BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988 (NAVD88), BASED ON GPS OBSERVATIONS.
4. TEMPORARY BENCH MARKS SET:

JS-1: BENCH TIE IN UTILITY POLE #2125.	ELEV=79.59
JS-2: BENCH TIE IN UTILITY POLE #2125-1.	ELEV=70.44
JS-3: BENCH TIE IN UTILITY POLE.	ELEV=79.09
JS-4: X-CUT ON RETAINING WALL.	ELEV=85.19
JS-5: BENCH TIE IN UTILITY POLE #13.	ELEV=111.86
JS-6: X-CUT ON CORNER OF TRANSFORMER PAD.	ELEV=126.03
JS-7: X-CUT ON LIGHT POLE BASE.	ELEV=126.12
JS-8: LEFT BOLT ON MAIN OUTLET OF HYDRANT.	ELEV=103.73
JS-9: RIGHT BOLT ON MAIN OUTLET OF HYDRANT.	ELEV=97.34
JS-10: X-CUT IN BOLT ON LIGHT POLE BASE.	ELEV=81.35
JS-11: BENCH TIE IN UTILITY POLE #273.	ELEV=53.64
JS-12: BENCH TIE IN UTILITY POLE #271.	ELEV=50.45

5. UTILITY INFORMATION SHOWN IS BASED ON BOTH A FIELD SURVEY AND PLANS OF RECORD. THE LOCATIONS OF UNDERGROUND PIPES AND CONDUITS HAVE BEEN DETERMINED FROM THE AFOREMENTIONED RECORD PLANS AND ARE APPROXIMATE ONLY. WE CANNOT ASSUME RESPONSIBILITY FOR DAMAGES INCURRED AS A RESULT OF UTILITIES THAT ARE OMITTED OR INACCURATELY SHOWN ON SAID RECORD PLANS, SINCE SUBSURFACE UTILITIES CANNOT BE VISIBLY VERIFIED. BEFORE PLANNING FUTURE CONNECTIONS, THE PROPER UTILITY ENGINEERING DEPARTMENT SHOULD BE CONSULTED AND THE ACTUAL LOCATION OF SUBSURFACE STRUCTURES SHOULD BE DETERMINED IN THE FIELD. CALL, TOLL FREE, THE DIG SAFE CALL CENTER AT 811 SEVENTY-TWO HOURS PRIOR TO EXCAVATION.
6. THIS DOCUMENT IS AN INSTRUMENT OF SERVICE OF BRENNAN CONSULTING AND ISSUED TO OUR CLIENT FOR PURPOSES RELATED DIRECTLY AND SOLELY TO BRENNAN CONSULTING OUR SCOPE OF SERVICES UNDER CONTRACT TO OUR CLIENT FOR THIS PROJECT. ANY USE OR REUSE OF THIS DOCUMENT FOR ANY REASON BY ANY PARTY FOR PURPOSES UNRELATED DIRECTLY AND SOLELY TO SAID CONTRACT SHALL BE AT THE USER'S SOLE AND EXCLUSIVE RISK AND LIABILITY, INCLUDING LIABILITY FOR VIOLATION OF COPYRIGHT LAWS, UNLESS WRITTEN CONSENT IS PROVIDED BY BRENNAN CONSULTING

SCOTT T. LUDWIG No. 48095 REGISTERED PROFESSIONAL LAND SURVEYOR

SCOTT T. LUDWIG
Professional Land Surveyor #48095
Date: March 16 2026

REVISIONS

NO.	DATE	DESCRIPTION	BY	CHK'D

EXISTING CONDITIONS PLAN
483 WINTHROP STREET
MEDFORD, MASSACHUSETTS
(MIDDLESEX COUNTY)

PREPARED FOR
SMMA

SCALE: 1" =20'

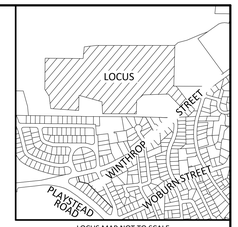
DATE: FEBRUARY 6, 2026

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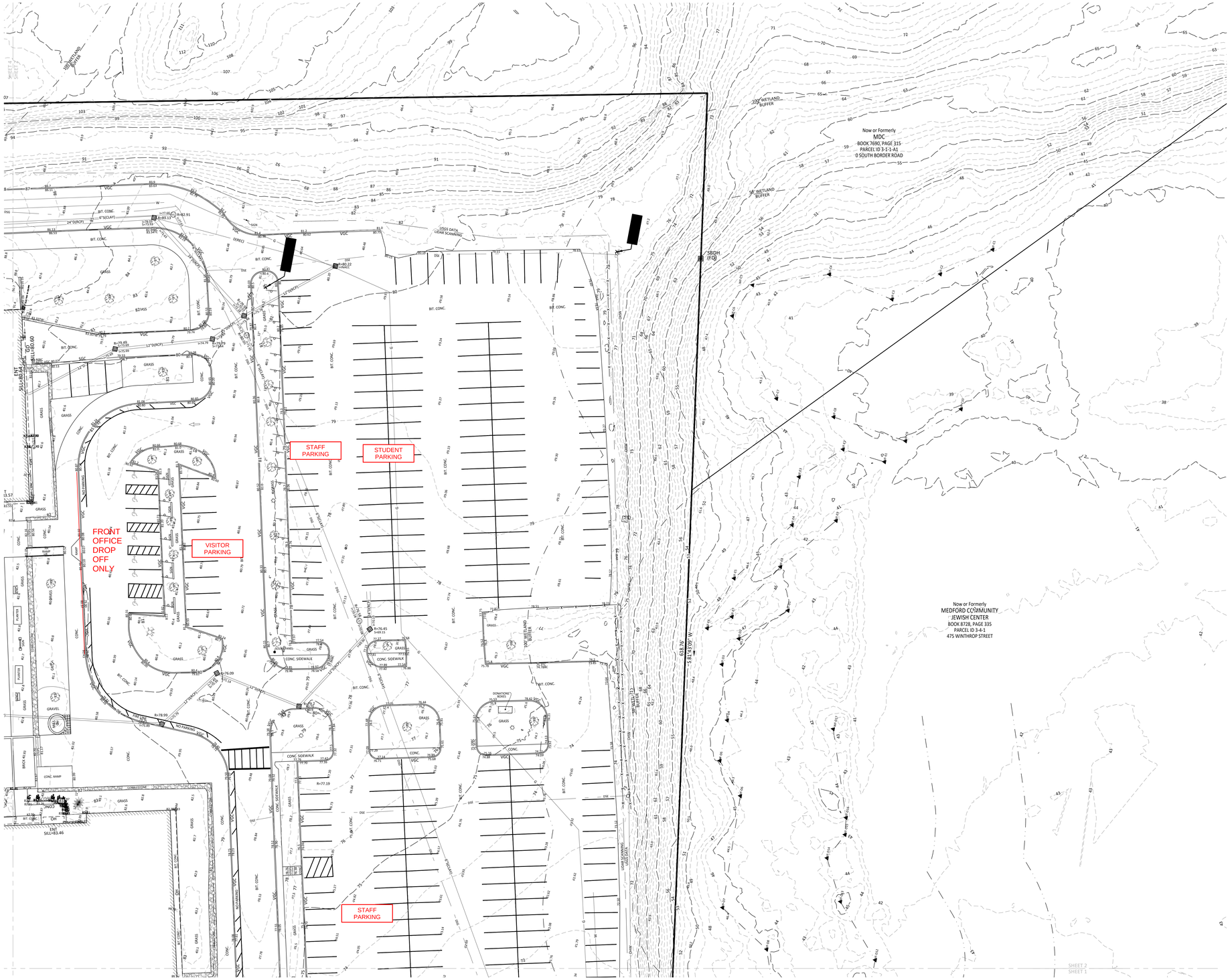
FIELD CHIEF: IL/JS		PM: CKB	SHEET NO. 1 OF 6
RESEARCH: CKB	COMP: CKB	CADD: CKB/JT	JOB NO. 25558

P:\25558 Medford High School Medford, SMMA\Survey\Dwg\Plans_Worksheets\25558-CIVIL.dwg

MASSACHUSETTS COORDINATE SYSTEM
NAD 83, MAINLAND ZONE



LOCUS MAP NOT TO SCALE



LEGEND

TOPO
- MINOR CONTOUR
- MAJOR CONTOUR
- SPOT ELEVATION

MON/TRAV
- IR/IP IRON PIPE/ROD
- LPTK LEAD PLUG & TACK
- EPLP ESCUTCHEON PIN LEAD PLUG
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- PK PK NAIL
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- MAGNETIC MAIL
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- GPS CONTROL
- ANCHOR BOLT

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- COMBINED SYSTEM LINE
- SEWER MANHOLE
- CO CLEANOUT
- VENT

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- DRAIN LINE
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- OBSERVATION WELL

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- WATER SHUTOFF
- HYDRANT
- WATER GATE
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- SP STANDPIPE
- SPIG SPIGOT

ELEC.
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- OHW OVERHEAD WIRES
- ELECTRIC MANHOLE
- UTILITY POLE
- UTILITY POLE W/ LIGHT
- GUY POLE
- GUY WIRE
- ELECTRIC METER
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- FLOOD LIGHT
- TRANFORMER
- MANHOLE
- GENERATOR
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- TRAFFIC SIGNAL
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- MBTA MANHOLE

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- CABLE
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MEDFORD, MASSACHUSETTS
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PREPARED FOR
SMMA

SCALE: 1" =20'

DATE: FEBRUARY 6, 2026

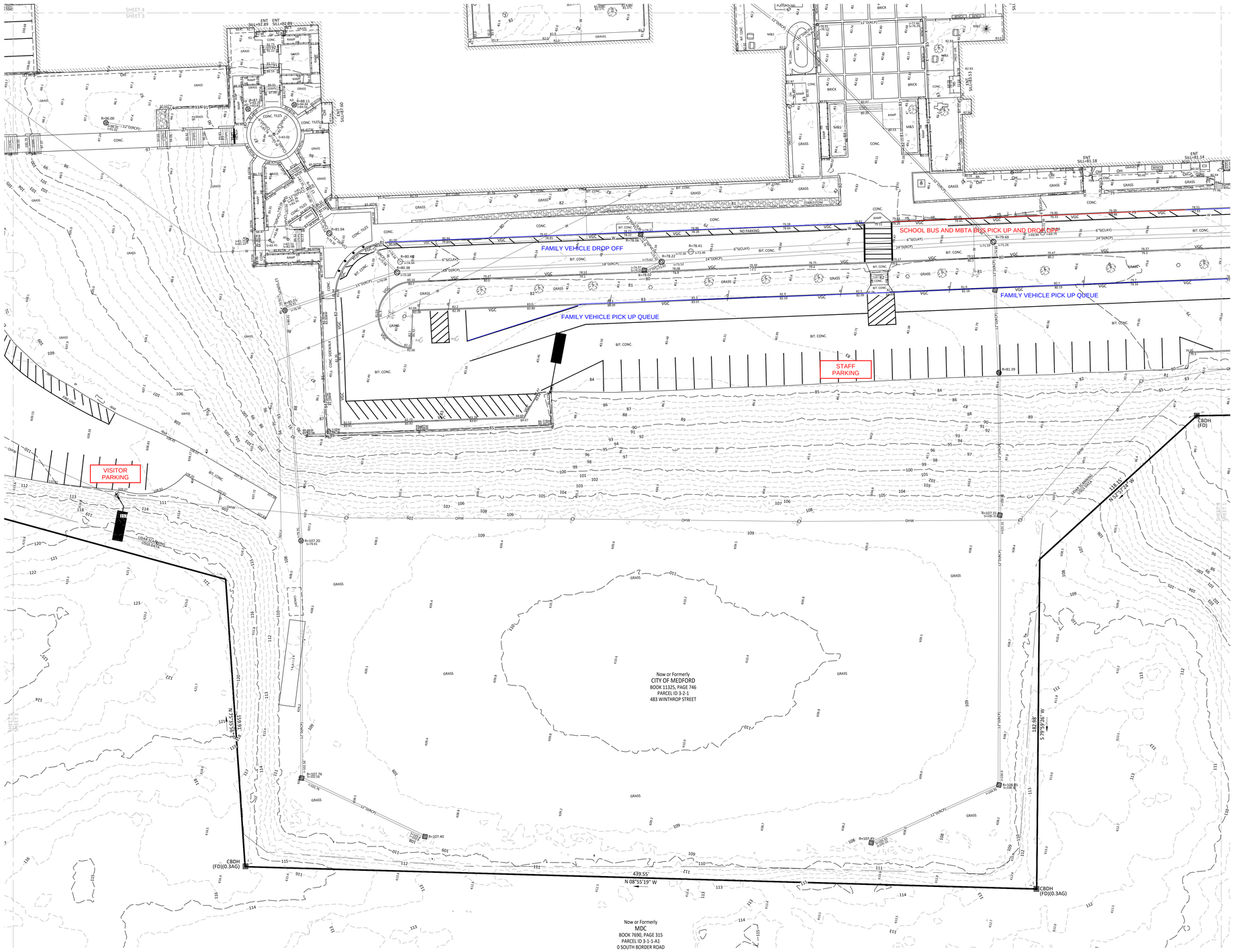
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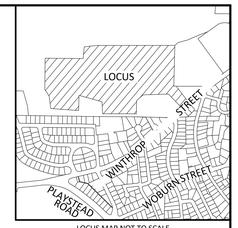
REVISIONS

NO.	DATE	DESCRIPTION	BY	CHK'D

FIELD CHIEF: IL/JS	APPROVED:	PM: CKB	SHEET NO. 2 OF 6
RESEARCH: CKB	COMP: CKB	CADD: CKB/JT	JOB NO. 25558

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LOCUS MAP NOT TO SCALE

LEGEND

TOPO
- MINOR CONTOUR
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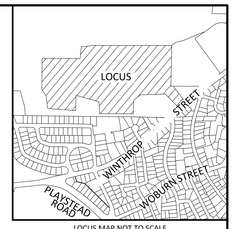
REVISIONS

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FIELD CHIEF: IL/JS	APPROVED:	PM: CKB	SHEET NO. 3 OF 6
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MASSACHUSETTS COORDINATE SYSTEM
NAD 83, MAINLAND ZONE



LOCUS MAP NOT TO SCALE

Now or Formerly
MDC
BOOK 7690, PAGE 315
PARCEL ID 3-1-1-A1
0 SOUTH BORDER ROAD

STAFF PARKING
STAFF AND PROGRAM PARKING
ADA BUS AND VAN DROP OFF AND PICK UP
PROGRAM PARKING
PROGRAM PARKING
STAFF PARKING

#483
MEDFORD HIGH SCHOOL

LEGEND

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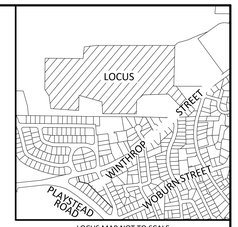
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DATE: FEBRUARY 6, 2026

Brennan·Consulting
ENGINEERING TRANSPORTATION SURVEYING
24 RAY AVENUE, BURLINGTON, MA
PHONE: (781) 273-3434 WWW.BRENNANCONSULTS.COM

FIELD CHIEF: IL/JS	APPROVED:	PM: CKB	SHEET NO. 4 OF 6
RESEARCH: CKB	COMP: CKB	CADD: CKB/JT	JOB NO. 25558

P:\25558 Medford High School\Survey\Dwg\Plans_Sketches\25558-CIVIL.dwg

MASSACHUSETTS COORDINATE SYSTEM
NAD 83, MAINLAND ZONE



LOCUS MAP NOT TO SCALE

Now or Formerly
MDC
BOOK 7690, PAGE 315
PARCEL ID 3-1-1-A1
0 SOUTH BORDER ROAD

90' WETLAND BUFFER

100' WETLAND BUFFER

CBDH (FD)

S 10°33'49" E
491.87'

N 80°00'39" E
403.82'

S 14°26'44" E
114.15'

N 82°24'25" E
167.98'

STAFF AND VISITOR PARKING

STAFF AND VISITOR PARKING

SHEET 6
SHEET 5

SHEET 6
SHEET 4

LEGEND

TOPO
- MINOR CONTOUR
- MAJOR CONTOUR
- SPOT ELEVATION

MON/TRAV
- IR/IP IRON PIPE/ROD
- LPTK LEAD PLUG & TACK
- EPLP ESCUTCHEON PIN LEAD PLUG
- BPF BEANPOLE FOUND
- BPS BEANPOLE SET
- PK PK NAIL
- DH DRILL HOLE
- SBDH BOUND W/DRILL HOLE FOUND
- CBDH BOUND W/DRILL HOLE SET
- SB/CB BOUND
- H/T HUB/TACK
- MAGNETIC NAIL
- TARGET
- SCRIBE
- TRAVERSE POINT
- GPS CONTROL
- ANCHOR BOLT

SEWER
- SEWER LINE
- COMBINED SYSTEM LINE
- SEWER MANHOLE
- CO CLEANOUT
- VENT

DRAIN
- DRAIN LINE
- CATCH BASIN
- AD/RD AREA/ROOF DRAIN
- CO CLEANOUT
- OBSERVATION WELL

WATER
- W WATER LINE
- WATER MANHOLE
- PIV POST INDICATOR VALVE
- WATER SHUTOFF
- HYDRANT
- WATER GATE
- SPRINKLER
- WATER WELL
- BWSC HH
- IRRIGATION CONTROL VALVE
- SP STANDPIPE
- SPIG SPIGOT

ELEC.
- E ELECTRIC LINE
- OHW OVERHEAD WIRES
- ELECTRIC MANHOLE
- UTILITY POLE
- UTILITY POLE W/ LIGHT
- GUY POLE
- GUY WIRE
- EM ELECTRIC METER
- AC AIR CONDITIONER
- FLOOD LIGHT
- TRANFORMER
- HANDHOLE
- GENERATOR
- TRAFFIC CONTROL BOX
- TRAFFIC SIGNAL
- MBTA LINES
- MBTA MANHOLE

PHONE
- T TELEPHONE LINES
- TELEPHONE MANHOLE
- EMERGENCY CALL BOX
- TELEPHONE BOOTH
- FIRE ALARM BOX

CABLE
- CABLE
- CABLE MANHOLE

LIGHTS
- STREET LIGHT LINES
- LIGHT
- DOUBLE LIGHT

GAS/STEAM
- GAS LINES
- GAS GATE
- GAS SHUTOFF
- GM GAS METER
- VENT
- STEAM LINES
- STEAM MANHOLE

REGULATORY
- WETLAND LIMIT
- WETLAND FLAG
- RIVERFRONT BUFFER
- WETLAND BUFFER
- FEMA LIMIT

SIT. DET
- CHAINLINK FENCE
- WOOD FENCE
- FENCE
- GUARDRAIL
- MANHOLE
- SIGN
- MAILBOX
- PM PARKING METER
- BOULDER
- CAMERA
- BOLLARD/POST
- SOIL BORING
- RAILROAD TRACKS
- RAILROAD GATE
- TRASH CAN
- BASKETBALL HOOP
- SATELLITE DISH
- TREELINE
- CONIFEROUS TREE
- DECIDUOUS TREE
- SHRUB
- BUSH

AWN	AWNING
B	BOTTOM
BC	BOTTOM OF CURB
BCB	BIT. CONC. BERM
[X.X"]	BUILDING DIMENSION
BFA	BUILDING FOOTPRINT AREA
BH	BUILDING HEIGHT
BIT	BITUMINOUS
BK	BACK
BOT=	BOTTOM ELEVATION
BS	BOTTOM OF STEPS
BW	BOTTOM OF WALL
(C)	CALCULATED
CB	CONCRETE BOUND
CC	CONCRETE CURB
CCB	CAPE COD BERM
CHB	CHORD BEARING
CHD	CHORD DISTANCE
CLF	CHAIN LINK FENCE
CONC	CONCRETE
Δ=	DELTA ANGLE
DH	DRILL HOLE
D	DISTURBED
ENT	ENTRANCE
FES	FLARED END SECTION
FD	FOUND
FFE	FINISH FLOOR ELEVATION
FGC	FLUSH GRANITE CURB
FOW	FULL OF WATER
GD	GARAGE DOOR
GEN	GENERATOR
GFA	GROSS FLOOR AREA
GRAN	GRANITE
I=	INVERT ELEVATION
INACC.	INACCESSIBLE
IP	IRON PIPE
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L=	ARC LENGTH
LCC	LAND COURT CASE
LD	LOADING DOCK
LST	LANDSCAPE TIMBER
M&S	MULCH & SHRUBS
NF	NOT FOUND
NTS	NOT TO SCALE
NVP	NO VISIBLE PIPES
OHD	OVERHEAD DOOR
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PIL	PIN IN LEAD
POB	POINT OF BEGINNING
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R=	RADIUS OR RIM ELEVATION
(R)	RECORD
(REC)	RECORD
RET	RETAINING
S	SET
SB	STONE BOUND
SGC	SLOPED GRANITE CURB
SQ. FT.	SQUARE FEET
STF	STOCKADE FENCE
T	TOP
TBM	TEMPORARY BENCH MARK
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TOD	TOP OF DEBRIS
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TR=	CENTERLINE OF TROUGH
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TW	TOP OF WALL
TYP	TYPICAL
VGC	VERTICAL GRANITE CURB
WF	WOOD FENCE
WF-##	WETLAND FLAG NUMBER
WIF	WROUGHT IRON FENCE

SCOTT T. LUDWIG
No. 48095
REGISTERED PROFESSIONAL LAND SURVEYOR

SCOTT T. LUDWIG
Professional Land Surveyor #48095
Date: March 16 2026

REVISIONS

NO.	DATE	DESCRIPTION	BY	CHK'D

EXISTING CONDITIONS PLAN
483 WINTHROP STREET
MEDFORD, MASSACHUSETTS
(MIDDLESEX COUNTY)

PREPARED FOR
SMMA

SCALE: 1" =20'

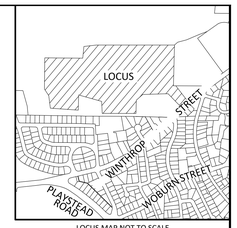
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P:\25558 Medford High School, Medford, SMMA\Survey\Dwg\Plans_Revised\25558-CIVIL.dwg

MASSACHUSETTS COORDINATE SYSTEM
NAD 83, MAINLAND ZONE



LOCUS MAP NOT TO SCALE

SHEET 6
SHEET 5

CBDH (FD)

94.93'
N 85°21'13" E

CBDH (FD)

N 78°49'16" E
201.72'

382.09'
N 10°19'24" W

197.44'
S 78°54'16" W

105.00'
N 04°46'06" E

EDGERLY FIELD VISITOR PARKING

GD SILL=124.52

GD SILL=124.64

GD SILL=124.54

GD SILL=124.46

"OUTDOOR CONCRETE BLOCK STORAGE"

CONC. CANOPY

SCOREBOARD

TRAILER

BLEACHERS

BIT. CONC.

GRASS

CONC.

LIDAR SCANNING USGS DATA

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P:\25558\Survey\Dwg\25558 SMMA Medford, Boston, Burlington, MA.dwg, 2/6/2026 8:46:39 AM, Scott Ludwig