

Initial PDP Program Summary of Spaces

This document identifies areas where the school’s space program needs differ from MSBA and DESE Guidelines and provides the rationale behind why these spaces deviate to best support the MHS Educational Plan.

There are several key program areas to note, comparing the existing to the MSBA Guidelines, including:

- **General Classrooms:** Many existing classrooms at MHS are undersized relative to MSBA Guidelines. The proposed SF for the General Classrooms is at the upper limit of what MSBA recommends to support the school’s initiatives for co-teaching and providing enough space for differentiated instructional models
- **Science Labs:** The existing MHS Science Labs (which are on average 1,200 sf) are undersized relative to the MSBA Guidelines and National Science Teaching Association (NSTA) recommendations of 60 sf/ student, or a minimum lab size of 1,440 sf for 24 students.
- **Special Education:** Some existing Special Education spaces are undersized compared to MSBA Guidelines (which recommend that self-contained classrooms be the same size as General Classrooms, between 825 – 950 sf) and few existing rooms have dedicated and adjoining bathrooms.
- **Gymnasium:** The existing Gymnasium, at 29,305 sf, is significantly larger than the 12,000 sf minimum the MSBA Guidelines recommend.
- **Auditorium:** The existing Auditorium is 5,194 sf with 333 seats (several of which are unusable because they are in disrepair). The MSBA Guidelines allow a maximum of 750 seats, at 7,500 sf. MHS is proposing a 10,000 sf Auditorium with 1,000 seats.

Existing and Proposed Space Category Summary Table

The tables below identify the existing and proposed area totals for each of the space categories that are included within the Summary of Spaces.

Renovation/ Addition Summary of Spaces

Space Category Type	Existing Area (SF)	Proposed Area (SF)	MSBA Guidelines (SF)
CORE ACADEMIC	77,714	80,565	68,380
SPECIAL EDUCATION	21,257	37,990	13,600
ART & MUSIC	9,099	11,150	8,200
VOCATIONS & TECHNOLOGY	58,548	120,305	123,425
Non-Chapter 74 Programs	2,175	11,280	14,400
Chapter 74 Programs	56,373	109,025	109,025

HEALTH & PHYSICAL EDUCATION	68,714	53,452	24,012
MEDIA CENTER	8,998	8,619	8,619
AUDITORIUM / DRAMA	8,488	13,800	10,400
DINING & FOOD SERVICE	17,952	14,068	11,368
MEDICAL	1,250	1,660	1,210
ADMINISTRATION & GUIDANCE	14,003	14,264	5,213
CUSTODIAL & MAINTENANCE	2,241	2,822	2,671
OTHER *	50,136	68,361	0
Total Building Net Floor Area (NFA)	340,247	427,056	277,098
Non-programmed Spaces	181,953	213,528	138,549
Total Building Gross Floor Area (GFA)²	522,200	640,584	415,647
Grossing Factor (GFA / NFA)	1.53	1.50	1.50

* Includes some Community Partner Spaces that are being reviewed for inclusion in the project.

New Construction Summary of Spaces

Space Category Type	Existing Area (SF)	Proposed Area (SF)	MSBA Guidelines (SF)
CORE ACADEMIC	77,714	80,565	68,380
SPECIAL EDUCATION	21,257	37,990	13,600
ART & MUSIC	9,099	11,150	8,200
VOCATIONS & TECHNOLOGY	58,548	120,305	123,425
Non-Chapter 74 Programs	2,175	11,280	14,400
Chapter 74 Programs	56,373	109,025	109,025
HEALTH & PHYSICAL EDUCATION	68,714	31,887	24,012
MEDIA CENTER	8,998	8,619	8,619
AUDITORIUM / DRAMA	8,488	13,800	10,400
DINING & FOOD SERVICE	17,952	14,068	11,368
MEDICAL	1,250	1,660	1,210
ADMINISTRATION & GUIDANCE	14,003	14,264	5,213
CUSTODIAL & MAINTENANCE	2,241	2,822	2,671
OTHER *	50,136	67,703	0
Total Building Net Floor Area (NFA)	340,247	404,833	277,098
Non-programmed Spaces	181,953	202,417	138,549
Total Building Gross Floor Area (GFA)²	522,200	607,250	415,647
Grossing Factor (GFA / NFA)	1.53	1.50	1.50

** Includes some Community Partner Spaces that are being reviewed for inclusion in the project.*

Chapter 74 Program Summary Table

The table below identifies the existing and proposed total areas for each of the fifteen existing Chapter 74 programs, as well as the proposed total areas for the four new Chapter 74 programs.

	Program Name	Existing Area (SF)	Proposed Area (SF)
1	AUTOMOTIVE TECHNOLOGY PROGRAM TOTAL	8,220	10,620
2	BIOTECHNOLOGY PROGRAM TOTAL	2,976	5,970
3	BUSINESS MARKETING PROGRAM TOTAL	1,078	2,900
4	CARPENTRY PROGRAM TOTAL	4,734	9,120
5	CONSTRUCTION CRAFT LABORERS PROGRAM TOTAL	5,546	9,120
6	COSMETOLOGY PROGRAM TOTAL	2,760	4,870
7	CRIMINAL JUSTICE PROGRAM TOTAL		3,450
8	CULINARY ARTS SHOP / KITCHEN PROGRAM TOTAL	5,052	9,995
9	DENTAL ASSISTING PROGRAM TOTAL	<i>na</i>	3,425
10	EARLY EDUCATION AND CARE PROGRAM TOTAL	2,428	2,880
11	ELECTRICITY PROGRAM TOTAL	4,729	8,620
12	ENGINEERING AND ROBOTICS PROGRAM TOTAL	5,110	6,270
13	GRAPHIC COMMUNICATIONS PROGRAM TOTAL	2,835	3,500
14	HEALTH ASSISTING PROGRAM TOTAL	3,029	7,145
15	INFORMATION SUPPORT SERVICES & NETWORKING PROGRAM TOTAL	<i>na</i>	3,450
16	METAL FABRICATION PROGRAM TOTAL	4,678	6,370
17	PLUMBING PROGRAM TOTAL	<i>na</i>	4,100
18	PROGRAMMING / WEB DEVELOPMENT PROGRAM TOTAL	1,436	3,450
19	RADIO AND TELEVISION BROADCASTING PROGRAM TOTAL	1,762	3,770
	CHAPTER 74 PROGRAM TOTALS	56,373	109,025

3.1.3 Initial Space Summary

A. Space Summary

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

Space Summaries included with this submission are:

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

2. New Construction Alternative for 1,395 high school students and 200 Preschool students, which proposes all program to be built as new construction.

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

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

Programming

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

SMMA held the following PDP Programming meetings:

1. Principals, Associate Principals, CTE Director - 1st meeting
2. Principals, Associate Principals, CTE Director - 2nd meeting
3. Academic Support
4. Admin. Assistants/ Administration/ Main Office / Dept Heads
5. Athletics/ Pool
6. School Counselors/ Psychologists / Adjustment Counselors
7. Custodial and Facilities
8. ELL
9. English
10. Food Service
11. Instructional Technology/ IT/ AV
12. Library/ Media Center
13. Math/ Computer Science
14. Media and Technology
15. Nurses
16. PE and Health
17. Performing Arts (Music and Drama)
18. Science
19. Social Studies
20. Special Ed - General Population
21. Special Ed - Specialized Programs

22. Students (a variety with different perspectives)
23. Visual Arts and Design (2D, 3D, Photography, Digital Art)
24. World Language
25. Chapter 74 Programs Kick-Off Meeting
26. Automotive
27. Biotechnology
28. Business Marketing
29. Carpentry
30. Construction Craft Laborers
31. Cosmetology
32. Culinary Arts
33. Early Education and Care
34. Electrical
35. Engineering and Robotics
36. Graphic Design
37. Film & TV
38. Health Assisting
39. Metal Fabrication & Welding
40. Programming and Web Development
41. New/Proposed Programs (with CTE Leadership)
42. Pre-K Program (MEEP)
43. Curtis-Tufts Therapeutic Day Program
44. Daycare - Kids' Corner
45. Central Office
46. After School/ Community Schools
47. Parent Information Center
48. Medford Family Network
49. Medford Community Media

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

Visioning

The following Executive Summary of the MHS Visioning is an excerpt from the Medford High School Educational Visioning Report, written by the project team's Educational Planner, My Learning Place Integrated Design. To view the full report, please refer to the full Educational Visioning Report, found in [Appendix F](#) of this report.

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

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

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

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

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

Overarching Project Goals & Priorities

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

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

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

Developmental Considerations & Impacts

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

At the same time, participants noted the continued need for predictable routines, clear expectations, supportive adult relationships, and accessible systems of support. These developmental insights translated into implications for scheduling, programming, and space design, including the need for intentional transitions, mentorship structures, flexible learning zones, opportunities for movement, and spaces that support both collaboration and quiet reflection.

Teaching, Learning, and the Vision of the Future School

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

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

Design and Physical Space Implications

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

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

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

Community Vision

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

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

B. Floor Plans of the Existing Facility

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

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

The majority of the General Education classrooms and all of the science Science Labs, as well as the few Technology Labs which exist, are considered undersized when compared to MSBA Guidelines. The school lacks Teacher Planning Rooms for collaborative planning.

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

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

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

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

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

- Kids' Corner, a daycare from ages 2 months to Pre-K, primarily for Medford Public Schools' staff or students.
- Medford Family Network, a community-based organization that supports Medford families by providing resources and programs that promote early childhood development and parental/ family support.
- Central Office for the Medford Public Schools District Administration
- Medford Community Media, a community-based media and broadcast organization
- Community Partner Rentals

C. Narrative Description of Reasons for all Variances

Proposed Program and MSBA Guidelines

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

Core Academic Spaces:

Proposed: 80,565 sf

MSBA Guidelines: 68,380 sf

Classrooms – General:

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

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

Science Classroom / Labs:

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

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

Science Prep Rooms:

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

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

Teacher Planning:

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

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

Medford Academy - Classroom:

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

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

Medford Academy - Workspace:

- Proposed: 475 sf
- MSBA Guidelines: None listed

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

Language Lab:

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

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

Large Group Instruction (LGI):

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

The Space Summary proposes two 2,000 sf LGIs to support the school's desire for collaboration and multi-section instructional opportunities. The existing building currently has three similar spaces which are referred to as "Lecture Halls". One has a flat floor and two have stepped (inaccessible) floors. Two flat floor spaces (which provide greater flexibility) and the Black Box space which is described in the next section are intended to provide an analogous-yet-improved instructional resource within the proposed design.

Black Box:

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

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

Academic Support Hub:

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

The Space Summary proposes two Academic Support Hubs at 475 sf each, to support the District's desire for students to receive additional academic support outside of the classroom. Students can receive support in these spaces from staff or through peer-to-peer tutoring, and support can be provided individually or through small group work.

Program with No Variation:

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

- Small Group Seminar
- Central Chemical Storage Room

Special Education (includes Collaborative Program Spaces)

Proposed: 37,900 sf

MSBA Guidelines: 13,600 sf

Special Education (Medford High School):

- Proposed: 30,850 sf

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

Special Education Programs at the proposed MHS include:

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

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

Curtis-Tufts Therapeutic Day Program:

Proposed: 7,140 sf

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

Art and Music:

Proposed: 11,150 sf

MSBA Guidelines: 8,200 sf

Band:

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

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

Chorus / Orchestra:

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

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

Ensemble:

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

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

Music Classroom:

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

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

Program with No Variation:

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

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

Vocations & Technology

Proposed: 120,305 sf

MSBA/DESE Guidelines: 123,425 sf

Non-Chapter 74 Programs:

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

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

The Space Summary includes:

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

Chapter 74 Programs:

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

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

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

Programs include:

- Automotive Technology (existing program)
- Biotechnology (existing program)
- Business Marketing (existing program)
- Carpentry (existing program)
- Construction Craft Laborers (existing program)
- Cosmetology (existing program)
- Culinary Arts (existing program)
- Criminal Justice (new proposed program)
- Dental Assisting (new proposed program)
- Early Education and Care (existing program)

- Electricity (existing program)
- Engineering & Robotics (existing program)
- Graphic Communications (existing program)
- Health Assisting (existing program)
- Information Support Services & Networking (new proposed program)
- Metal Fabrication (existing program)
- Plumbing (new proposed program)
- Programming / Web Development (existing program)
- Radio & Television Broadcasting (existing program)

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

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

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

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

The Space Summary includes (3) CTE Commons at 300 sf each. The CTE Commons are program-adjacent affinity and workspaces that support collaboration and promote peer-to-peer connections (both amongst different Chapter 74 programs and between CTE and academic track students), while also providing a place to showcase the work that the Chapter 74 program students are doing.

See the following table for details associated with the Chapter 74 program planned enrollment and current scheduling methods [\[attach PDF\]](#).

Health and Physical Education:

Proposed: 53,452 sf

MSBA Guidelines: 24,012 sf

Gymnasium:

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

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

PE Alternate Spaces:

- Proposed: 1 Gymnastics Gym at 4,100 sf, 1 Fitness Center at 2,023 sf, 1 Weight Training Room at 1,194 sf, 1 Yoga/CPR Room at 625 sf, and 1 Batting Cage at 4,472 sf
- MSBA Guidelines: 1 PE Alternative at 3,000 sf

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

Gym Storeroom:

- Proposed: 4 Storerooms at 1,146 sf
- MSBA Guidelines: 300 sf

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

Athletic Director's Office:

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

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

Trainer:

- Proposed: 600 sf
- MSBA Guidelines: None provided

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

Athletic Director's Admin. Assistant Office:

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

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

Wellness Room:

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

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

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

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

DRAFT

Media Center:
Proposed: 8,619 sf**MSBA Guidelines: 8,619 sf****Media Center:**

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

Quiet Rooms:

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

Office / Workroom:

- Proposed: 300 sf
- MSBA Guidelines: None provided

Cafe/ Snack Shop:

- Proposed: 300 sf
- MSBA Guidelines: None provided

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

The Space Summary includes a 300 sf Cafe/ Snack Shop which would be in the Media Center and open to the whole school. This space would provide students with food outside of breakfast and lunch hours, especially helpful for students who are on campus for after-school activities. The Cafe/ Snack Shop may also provide vocational, authentic-learning opportunities for students to inventory and sell items.

Auditorium / Drama:

Proposed: 13,800 sf

MSBA Guidelines: 10,400 sf

Auditorium:

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

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

Stage:

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

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

Make-up / Dressing Rooms:

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

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

Program with No Variation:

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

- Controls/ Lighting / Projection

Dining and Food Service:

Proposed: 14,068 sf

MSBA Guidelines: 11,368 sf

Cafeteria / Dining:

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

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

Scramble Serving Area:

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

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

Kitchen:

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

The Space Summary proposes a larger Kitchen to help support MHS's goals to provide a diverse menu of healthy food offerings and expand on-site food options like providing quality fresh-baked goods more frequently. The kitchen staff buys much of their food whole and in bulk and prepares and processes the food in-house, rather than purchasing items such as pre-shredded lettuce, which saves on costs and improves quality of served food.

Quiet Cafeteria:

- Proposed: 400 sf
- MSBA Guidelines: None provided

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

Dishwashing:

- Proposed: 450 sf
- MSBA Guidelines: None provided

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

Program with No Variation:

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

- Chair / Table Storage
- Staff Lunchroom

Medical:

Proposed: 1,660 sf

MSBA Guidelines: 1,210 sf

Medical Suite Toilet:

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

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

Nurse's Private Office:

- Proposed: 150 sf
- MSBA Guidelines: None provided

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

Nurse's Shared Office:

- Proposed: 240 sf
- MSBA Guidelines: None provided

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

Program with No Variation:

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

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

Administration & Guidance:

Proposed: 14,264 sf

MSBA Guidelines: 5,213 sf

Assistant Principal's Office

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

Guidance Office:

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

Guidance Waiting Room:

- Proposed: 0 sf
- MSBA Guidelines: 100 sf

Career Center:

- Proposed: 399 sf
- MSBA Guidelines: 499 sf

Career Center Office:

- Proposed: 100 sf
- MSBA Guidelines: None provided

Dean of Student Success:

- Proposed: 175 sf
- MSBA Guidelines: None provided

Campus Security/ Monitor:

- Proposed: 200 sf
- MSBA Guidelines: None provided

School Resource Officer:

- Proposed: 200 sf
- MSBA Guidelines: None provided

Adjustment Counselor Office

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

Psychologist Office:

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

House Office Commons:

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

House Office Reception/ Waiting:

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

House Office Conference Room:

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

House Office Restorative Rooms:

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

House Office Phone Booth:

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

Youth Wellness Coach / Officer:

- Proposed: 150 sf
- MSBA Guidelines: None provided

Paraprofessional Workroom:

- Proposed: 500 sf
- MSBA Guidelines: None provided

Mother's Room:

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

Phone Booth:

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

The proposed administrative office areas respond to the future administration and counseling needs of MHS. The school's commitment to supporting their students in a holistic way is evidenced through their House model, in which each House suite is comprised of an Assistant Principal, two Guidance Counselors, and an Adjustment Counselor, ensuring that there is collaboration occurring between Guidance and the School Administration to minimize students "falling through the cracks". House Office Suites will also have Restorative Rooms to provide students with a space for restorative or calming practices.

CTE Reception / Waiting:

- Proposed: 250 sf
- MSBA Guidelines: None provided

CTE Executive Director:

- Proposed: 375 sf
- MSBA Guidelines: None provided

CTE Admin. Assistant:

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

CTE Conference Room:

- Proposed: 450 sf
- MSBA Guidelines: None provided

CTE Co-Op Office:

- Proposed: 150 sf
- MSBA Guidelines: None provided

CTE Office:

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

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

STEPS Suite:

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

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

Program with No Variation:

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

Custodial & Maintenance:

Proposed: 2,822 sf

MSBA Guidelines: 2,671 sf

Technology Support Office

- Proposed: 150 sf
- MSBA Guidelines: None provided

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

Program with No Variation:

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

DRAFT

Other:**Proposed: 72,919 sf****MSBA Guidelines: 0 sf****Pop-Up Shop / Gallery:**

- Proposed: 300 sf
- MSBA Guidelines: None provided

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

Clothing Closet:

- Proposed: 300 sf
- MSBA Guidelines: None provided

MHS has an existing Clothing Closet, known as the Mystic Exchange. The proposed space, run by the Counseling department, 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.

Food Pantry:

- Proposed: 300 sf
- MSBA Guidelines: None provided

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

Pool:

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

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

Early Childhood Education Center:

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

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

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

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

Central Office:

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

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

- District operational administration, District-wide Curriculum Department Heads, and support staff for the District.
- Welcome Center: A public-facing program for families accessing district services in one centralized location. Programs included here are Registration, Student Services, English Language Learner Services, and Health Services.
- School Committee Operations, which include spaces to help support the School Committee's functions and needs.

Teen Health Center:

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

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

Medford Community Media:

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

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

Community Partner Rental Spaces:

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

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

Potential Programs Not Listed in the Initial Space Summary:

There are no other potential programs that are under consideration.

Proposed Space Summary - High School
Addition / Renovation

Date: 2.2.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL		EXISTING CONDITIONS		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	
CORE ACADEMIC				79,561
(List rooms of different sizes separately)				
General Classroom	varies	61	50,048	
Teacher Planning	varies	3	1,488	
Small Group Seminar (20-30 seats)			0	
Science Classroom / Lab	varies	15	18,053	
Prep Room	varies	9	3,029	
Central Chemical Storage Room	238	1	238	
Medford Academy				
Classroom	varies	2	1,111	
Workspace			0	
Language Lab			0	
Large Group Instruction	varies	3	5,594	
Black Box			0	
Academic Support Hub			0	
SPECIAL EDUCATION				21,257
(List rooms of different sizes separately)				
Self-Contained Special Education Classroom			0	
Self-Contained Special Education Toilet Room			0	
Resource Room	varies	10	8,239	
Science Resource Room	varies	2	2,426	
Small Group Room			0	
Breakout Room			0	
ACCESS Classroom	1,297	1	1,297	
ACCESS Toilet			0	
Living Lab	668	1	668	
Learning Group Program (LGP)	varies	4	3,437	
Reset Room			0	
Therapeutic Learning Program (TLP)	varies	2	1,500	
TLP Office/ Small Group			0	
TLP Toilet			0	
Connections			0	
Project Transition	1,293	1	1,293	
Workspace / Sensory			0	
Toilet			0	
Sensory Room			0	
OT	varies	2	204	
OT Evaluation			0	
Speech	varies	2	771	
PT / Alt PE			0	
PT Office			0	
Special Ed. Reading Small Group			0	
Special Ed. Office Suite			0	
Reception / Waiting			0	
Special Ed. Coordinator	200	1	200	
Special Ed. Admin. Assistant			0	
Evaluation Team Leader	varies	2	1,161	
Conference Room			0	
Records Room	61	1	61	

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
0			80,565			80,565		
		0	950	48	45,600	950	48	45,600
		0	500	9	4,500	500	9	4,500
		0	500	3	1,500	500	3	1,500
		0	1,440	11	15,840	1,440	11	15,840
		0	400	6	2,400	400	6	2,400
		0	200	1	200	200	1	200
		0	950	2	1,900	950	2	1,900
		0	475	1	475	475	1	475
		0	1,200	1	1,200	1,200	1	1,200
		0	2,000	2	4,000	2,000	2	4,000
		0	2,000	1	2,000	2,000	1	2,000
		0	475	2	950	475	2	950
0			37,990			37,990		
		0	950	0	0	950	0	0
		0	1,440	0	0	1,440	0	0
		0	475	5	2,375	475	5	2,375
		0	1,440	1	1,440	1,440	1	1,440
		0	250	2	500	250	2	500
		0	150	10	1,500	150	10	1,500
		0	1,200	1	1,200	1,200	1	1,200
		0	120	1	120	120	1	120
		0	1,200	2	2,400	1,200	2	2,400
		0	950	4	3,800	950	4	3,800
		0	200	1	200	200	1	200
		0	950	4	3,800	950	4	3,800
		0	200	2	400	200	2	400
		0	60	2	120	60	2	120
		0	950	2	1,900	950	2	1,900
		0	950	2	1,900	950	2	1,900
		0	475	1	475	475	1	475
		0	60	1	60	60	1	60
		0	300	1	300	300	1	300
		0	160	1	160	160	1	160
		0	150	1	150	150	1	150
		0	200	2	400	200	2	400
		0	950	1	950	950	1	950
		0	150	1	150	150	1	150
		0	475	1	475	475	1	475
		0			0	0	0	0
		0	150	1	150	150	1	150
		0	150	1	150	150	1	150
		0	100	1	100	100	1	100
		0	200	3	600	200	3	600
		0	300	1	300	300	1	300
		0	100	1	100	100	1	100

VARIATION TO MSBA GUIDELINES		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS
12,185		
50	1	3,300
400	-38	-200
0	0	0
0	-1	-1,440
200	-6	0
0	0	0
0	0	0
950	2	1,900
475	1	475
1,200	1	1,200
2,000	2	4,000
2,000	1	2,000
475	2	950
24,390		
50	-10	-9,000
1,380	-10	-600
-25	1	375
1,440	1	1,440
-250	-2	-1,500
150	10	1,500
1,200	1	1,200
120	1	120
1,200	2	2,400
950	4	3,800
200	1	200
950	4	3,800
200	2	400
60	2	120
950	2	1,900
950	2	1,900
475	1	475
60	1	60
300	1	300
160	1	160
150	1	150
200	2	400
950	1	950
150	1	150
475	1	475
0	0	0
150	1	150
150	1	150
100	1	100
200	3	600
300	1	300
100	1	100

MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)			
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	COMMENTS
68,380			Science Lab Guidelines
900	47	42,300	825 NSF (minimum size) - 950 NSF (maximum size)
100	47	4,700	
500	3	1,500	
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 <u>Science Lab Guidelines</u> for additional information
200	12	2,400	(1) 200 NSF Prep Room required per Science Classroom / Lab
200	1	200	(1) 200 NSF Central Chemical Storage Room required
13,600			Special Education spaces require DESE review and approval.
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.
60	10	600	
500	4	2,000	1/2 size of a General Classroom
500	4	2,000	1/2 size of a General Classroom

Proposed Space Summary - High School
New Construction

Date: 2.2.2026 Preliminary Design Program

MEDFORD PUBLIC SCHOOLS MEDFORD HIGH SCHOOL		EXISTING CONDITIONS		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	
CORE ACADEMIC				79,561
(List rooms of different sizes separately)				
General Classroom	varies	61	50,048	
Teacher Planning	varies	3	1,488	
Small Group Seminar (20-30 seats)			0	
Science Classroom / Lab	varies	15	18,053	
Prep Room	varies	9	3,029	
Central Chemical Storage Room	238	1	238	
Medford Academy Classroom	varies	2	1,111	
Workspace			0	
Language Lab			0	
Large Group Instruction	varies	3	5,594	
Black Box			0	
Academic Support Hub			0	
SPECIAL EDUCATION				21,257
(List rooms of different sizes separately)				
Self-Contained Special Education Classroom			0	
Self-Contained Special Education Toilet Room			0	
Resource Room	varies	10	8,239	
Science Resource Room	varies	2	2,426	
Small Group Room			0	
Breakout Room			0	
ACCESS Classroom	1,297	1	1,297	
ACCESS Toilet			0	
Living Lab	668	1	668	
Learning Group Program (LGP)	varies	4	3,437	
Reset Room			0	
Therapeutic Learning Program (TLP)	varies	2	1,500	
TLP Office/ Small Group			0	
TLP Toilet			0	
Connections			0	
Project Transition	1,293	1	1,293	
Workspace / Sensory			0	
Toilet			0	
Sensory Room			0	
OT	varies	2	204	
OT Evaluation			0	
Speech	varies	2	771	
PT / Alt PE			0	
PT Office			0	
Special Ed. Reading Small Group			0	
Special Ed. Office Suite			0	
Reception / Waiting			0	
Special Ed. Coordinator	200	1	200	
Special Ed. Admin. Assistant			0	
Evaluation Team Leader	varies	2	1,161	
Conference Room			0	
Records Room	61	1	61	
MEEP Preschool Support Spaces			0	
Reception / Waiting			0	
Preschool Classrooms (See "Other", under Early Childhood Education Center")			0	
Director's Office			0	
Director's Admin. Assistant			0	

PROPOSED PROGRAM								
EXISTING TO REMAIN / RENOVATED			NEW CONSTRUCTION			TOTAL		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
0			80,565			80,565		
		0	950	48	45,600	950	48	45,600
		0	500	9	4,500	500	9	4,500
		0	500	3	1,500	500	3	1,500
		0	1,440	11	15,840	1,440	11	15,840
		0	400	6	2,400	400	6	2,400
		0	200	1	200	200	1	200
		0	950	2	1,900	950	2	1,900
		0	475	1	475	475	1	475
		0	1,200	1	1,200	1,200	1	1,200
		0	2,000	2	4,000	2,000	2	4,000
		0	2,000	1	2,000	2,000	1	2,000
		0	475	2	950	475	2	950
0			37,990			37,990		
		0	950		0	950	0	0
		0	1,440		0	1,440	0	0
		0	475	5	2,375	475	5	2,375
		0	1,440	1	1,440	1,440	1	1,440
		0	250	2	500	250	2	500
		0	150	10	1,500	150	10	1,500
		0	1,200	1	1,200	1,200	1	1,200
		0	120	1	120	120	1	120
		0	1,200	2	2,400	1,200	2	2,400
		0	950	4	3,800	950	4	3,800
		0	200	1	200	200	1	200
		0	950	4	3,800	950	4	3,800
		0	200	2	400	200	2	400
		0	60	2	120	60	2	120
		0	950	2	1,900	950	2	1,900
		0	950	2	1,900	950	2	1,900
		0	475	1	475	475	1	475
		0	60	1	60	60	1	60
		0	300	1	300	300	1	300
		0	160	1	160	160	1	160
		0	150	1	150	150	1	150
		0	200	2	400	200	2	400
		0	950	1	950	950	1	950
		0	150	1	150	150	1	150
		0	475	1	475	475	1	475
		0			0	0	0	0
		0	150	1	150	150	1	150
		0	150	1	150	150	1	150
		0	100	1	100	100	1	100
		0	200	3	600	200	3	600
		0	300	1	300	300	1	300
		0	100	1	100	100	1	100
		0			0	0	0	0
		0	100	1	100	100	1	100
		0			0	0	0	0
		0	175	1	175	175	1	175
		0	100	1	100	100	1	100

VARIATION TO MSBA GUIDELINES		
ROOM NFA ¹	# OF ROOMS	AREA TOTALS
12,185		
50	1	3,300
400	-38	-200
0	0	0
0	-1	-1,440
200	-6	0
0	0	0
0	0	0
950	2	1,900
475	1	475
1,200	1	1,200
2,000	2	4,000
2,000	1	2,000
475	2	950
24,390		
50	-10	-9,000
1,380	-10	-600
-25	1	375
1,440	1	1,440
-250	-2	-1,500
150	10	1,500
1,200	1	1,200
120	1	120
1,200	2	2,400
950	4	3,800
200	1	200
950	4	3,800
200	2	400
60	2	120
950	2	1,900
950	2	1,900
475	1	475
60	1	60
300	1	300
160	1	160
150	1	150
200	2	400
950	1	950
150	1	150
475	1	475
0	0	0
150	1	150
150	1	150
100	1	100
200	3	600
300	1	300
100	1	100
0	0	0
100	1	100
0	0	0
175	1	175
100	1	100

MSBA GUIDELINES (DO NOT MODIFY) (Refer to Educational Facility Planning for additional information)				
ROOM NFA ¹	# OF ROOMS	AREA TOTALS	COMMENTS	
68,380			<u>Science Lab Guidelines</u>	
900	47	42,300	825 NSF (minimum size) - 950 NSF (maximum size)	
100	47	4,700		
500	3	1,500		
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 <u>Science Lab Guidelines</u> for additional information	
200	12	2,400	(1) 200 NSF Prep Room required per Science Classroom / Lab	
200	1	200	(1) 200 NSF Central Chemical Storage Room required	
13,600			Special Education spaces require DESE review and approval.	
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.	
60	10	600		
500	4	2,000	1/2 size of a General Classroom	
500	4	2,000	1/2 size of a General Classroom	

