smma

Advisory Team – Educational Planning & Equity 1

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team – Educational Planning & Equity	Meeting Date:	12/18/2025
Prepared by:	Soala Ajienka	Meeting Number:	01
Distribution:	Attendees		

Owner

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

SMMA & Consultants

- [x] Soala Ajienka
- [x] Helen Fantini
- [x] Matt Rice
- [x] Rosemary Park

- [ ] Mike Pirollo, MLP Integrated Design

Leftfield

- [x] Jen Carlson
- [ ] Matt Gulino
- [x] Adele Sands

Item No.	Action	Discussion
01.01	Record	**Meeting #1 Agenda** • Welcome & introductions • Overview of the Advisory Team process & milestones • Goals & aspirations discussion - listening • Next Steps
01.02	Record	**Overview of Advisory Team Process & Milestones** • Four Advisory Teams - not individual silos of discussion; all are connected but each team gives space for deeper discussion ○ Each team will produce a set of recommendations for the full SBC to review and approve • Objective of Ed Planning & Equity: Reviews overall goals from educational planning perspectives, educational programming meetings and visioning sessions.

		Overall process: 4 meetings • Listen > Review & Respond > Confirm & Recommend > Reconvene • Goal is for the new school to open in Fall 2030 • Currently in the "Empathy" and "Define" portion of design thinking • Next meeting is 1/13
01.03	Record	**Goals & Aspirations Discussion** • Equitable learning services for students with disabilities. Spaces that promote learning and equity for students. Likes collaborative working spaces experienced in schools (school tours organized by Mike Pirollo) visited. Would like to see students continue receiving services that they get now and none of it be shortchanged. • School staff has had the privilege to dig deep into the work required through the planning process. The focus should be on trying to create spaces that are flexible enough, so teachers can deliver learning that students need. This is an opportunity to create a flagship experience for the community. Creating a building that grows with the community, not just for the next few years but many years to come. There are not that many spaces for teachers to grab lunch together and have meetings. Would like to see better art spaces. Overall, Community and Flexibility should be the main drivers. • Fortunate to have been in a lot of these meetings and looking forward to noting who to call on when it's time to make decisions. What does equity look like in motion, rather than just words? How can outcomes and intentions match closely? • Prioritize having safe spaces for students interested in all kinds of topics, where they feel comfortable while connecting with other students with those same interests. Would be great to see spaces to destress, decompress, and appropriate for students to do what they need and then reemerge in class and be fully engaged. • Students' day is dynamic and not as repetitive as a lot of students feel like it is now. Would like to see movement prioritized and students being able to go to different spaces. There's a lot of schools with different types of spaces that staff have seen but how would they be utilized in a full way instead of doing things in the same way? • Collaboration spaces for students. Currently, there's not that many collaboration spaces, where teachers and students can meet and learn from each other, where good discourse can exist and student work can even be displayed. Would be great if Math, CTE and Science were co-located. Interested in the concept of a math Lab, that runs during the day that can then extend to a before-school space for students and after school • How can we reduce the stigma of being a special education student? Think of dimmable lights, flexible furniture, sound absorbers, breakout spaces in cotaught classrooms. Spaces for students in grades 9-12 to learn more adaptive life skills, space for emotional support for students who need it. Spaces that deflate emotional stress, minimize high anxiety spaces, multi-use flex space to help with motor needs and sensory needs. • Students thrive in comfortable spaces that are conducive to productive routines. Not 'word salad' but how are students really going to exist in spaces. Design and create modern, flexible, community spaces for breakout activities, appropriate spaces for all students. Would be great to have better Music areas. • Chapman Middle School model is a great idea, having more common spaces in a central area. Humanities would like more spaces to meet and collaborate, including ELA. Teachers like the connection to nature, the ability to teach outdoors, small stage, projection capabilities, A writing center has been disused in visioning meetings. ELA and humanities, having such resources close together will help improve students' skills. A lot of support teachers are scattered across the building and design team should think mindfully about where support is and where teachers' rooms are. Medford is a historic city and so having elements of that history showcased is a great thing. Classroom spaces opening up into shared spaces is a great idea. Safety, entrance, entry and parking lot considerations. Revised entry and floor levels. Quiet spaces, Safe spaces for students, that are well maintained. Quality of space and experience for students should be prioritized. • The EL Department , similar to Special Education has similar programming needs. There are classes with a mix of students in different grades and sheltered content classes. Would be great if ESL program was embedded with the rest of the teams at the school and not separate. While content classes are sheltered they are 'content-first' and should not just be identified as sheltered. Would be great to see a greater bridge between the ESL world and the EL world. While the Registration area is well positioned now, would be great to see even more visible registration and EL department offices. This would be good for greater community that utilizes these services. • Advocating for CTE, they have a very unique set of needs that should be acknowledged and responded to. Excited about the idea of the Model House that all the Vocational students who are involved in the building industry can work on. Curious about the organization of teacher's classrooms and spaces, academic, shared? How will the decisions play out? There were really useful tours to other schools. Would like to see Collaborative spaces of different kinds that get used in different ways. There's a lot to learn from other communities and how they use their spaces. Hearing teachers and administrators in other schools has been very useful. • Excited about the many good ideas expressed so far. Interested to see Equity not just as an abstract idea, but the experience of everyone who uses the school. Students have different sensory needs and so would like to see a building that's not asking the students to change needs based on what's on offer, but asking the students what they need . There's a difference between families and students that have been here for a long time versus families that just

		moved to the city. Would like to see a multi-tiered design that offers multi-tiered needs for community. There should be a focus on creating competitive edge in terms of offerings for students, considering families who are debating the needs for the students and thinking of sending them out of district to other non-public schools. • Advocating for students with disabilities, with robust IEPs and who need multiple services. Would like to see focus on reducing the stigma of going into specialized spaces. If we develop the school from the point of view of people who have accessibility needs and everyone will benefit. Would like to see Inclusion vs. Segregation. Teachers are far from each other currently. How can a space for inclusion be integrated? • There's a growing demand for CTE education. Would like to see a new space for biotech that's accessible to everybody. • House model is working quite well now, where each student has a school counselor and another adjustment counselor that provides students a home base to go to. There's increasing need for mental health services. It would be great to have a counselling center for school, where guests can come in and present. Would be good to have a dedicated space for community mental health care within health suite. Need to add a nurse practitioner that can do meds management. • In current role, goal is to deliver on the promise that students who leave school are better off than when they came in. Advocate design for flexibility that allows students to adapt as they need to , develop identities, both social and education based. Let them grow in the sunlight rather than dark spaces. Liked cafeteria in schools toured, with multiple types of seating. Somerville was a good example of this. Space with good sight lines, so staff can monitor students, space for quiet cafeteria moments, library spaces, adjacencies, cluster of rooms having an adjacent space with all of them sharing amenities which looked like it worked well instead of a situation where the teachers need to book spaces weeks before hand. Design for the adults too, where adults can collaborate with each other. • There were some missed opportunities in classrooms in schools that were visited. Wish there were more whiteboards, more vertical spaces. The classrooms themselves were good as they allowed for collaboration. See community spaces not just a novel space, but as spaces that provide better learning than what exists in classroom. Café spaces with larger and smaller space on the side, Chapman style. Occupational therapy and smaller versatile physical education rooms are needed. • Think of longevity beyond now and the fact that school will outlive a lot of us. Good to coalesce social studies and humanities to allow for more collaboration and the crossovers that already exist. Space to accommodate global collaboration. Students meet virtually with from around the world, Space to accommodate simulations like Model UN. A Writing Center would be beneficial to a lot of the departments. On the tours, it was very useful to see Project Based Learning and teachers would like to do that more. Maintaining the historical aspects of Medford and expressing them in the school environment.
01.04	Matt Rice	**Next Steps** • Meeting #2: Hybrid setup to allow for ease of communication. The design team will speak to the priorities brought up today, as well as: ○ Toilets – General Use and All Gender Design ○ Schedule ○ Community Use ○ Areas of respite and wellness ○ Comprehensive School Approach ○ Equity and Inclusion today in the future