Medford High School

Educational Planning and Equity Advisory Team Meeting

Meeting #2

01/13/2026



smma

LeftField

THE RIGHT CHOICE IN PROJECT MANAGEMENT

Meeting #2 Agenda

- Welcome & Introductions
- Priorities from Meeting #1
- Next Steps

Welcome & Introductions

Educational Planning and Equity / Team Intro

SMMA



Matt Rice
Principal-in-Charge



Helen Fantini
Project Manager



Rosemary Park
Educational
Programmer: Planner



Soala Ajienka
Architectural Designer

MLP



Mike Pirollo
Educational
Visioning Consultant

LeftField



Matt Gulino
Project Manager



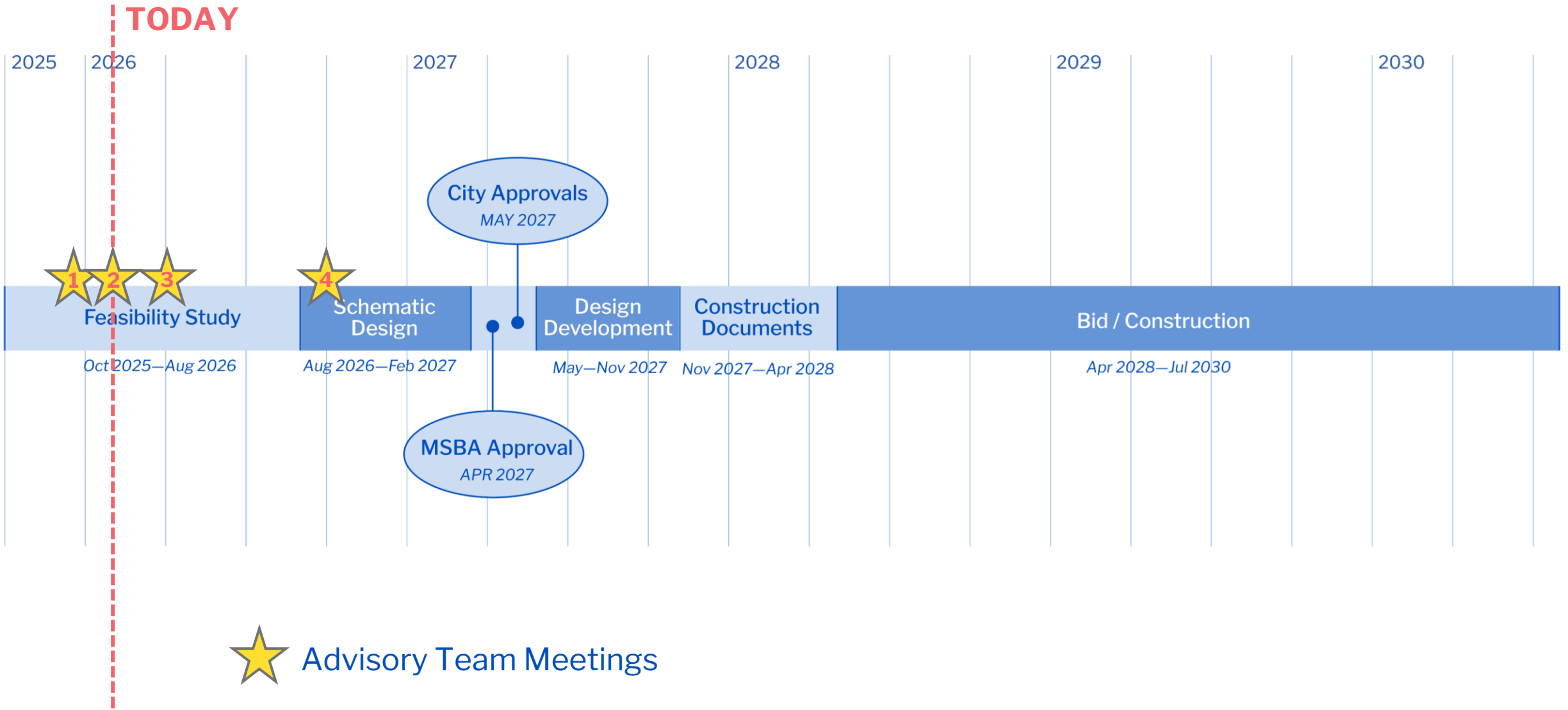
Jen Carlson
Project Director



Adele Sands
Educational Liaison

1. Joan Bowen
2. Marta Cabral
3. Nicole Chiesa
4. Chad Fallon
5. Suzanne Galusi
6. Jenny Graham
7. Sydney Hamel
8. Catherine Hatch
9. Faiza Khan
10. Megan LeClair
11. Colleen Mahany
12. Rebecca Matloff
13. Madeline McDonough
14. Dana McMahon
15. Chelsea McNiff
16. Lisa Miller
17. Aaron Olapade
18. Rob O'Leary
19. AnneMarie Rigas
20. Norm Rousseau
21. Stacey Schulman
22. Cooper Su
23. Kim Talbot
24. Jon Wilson

Project Timeline

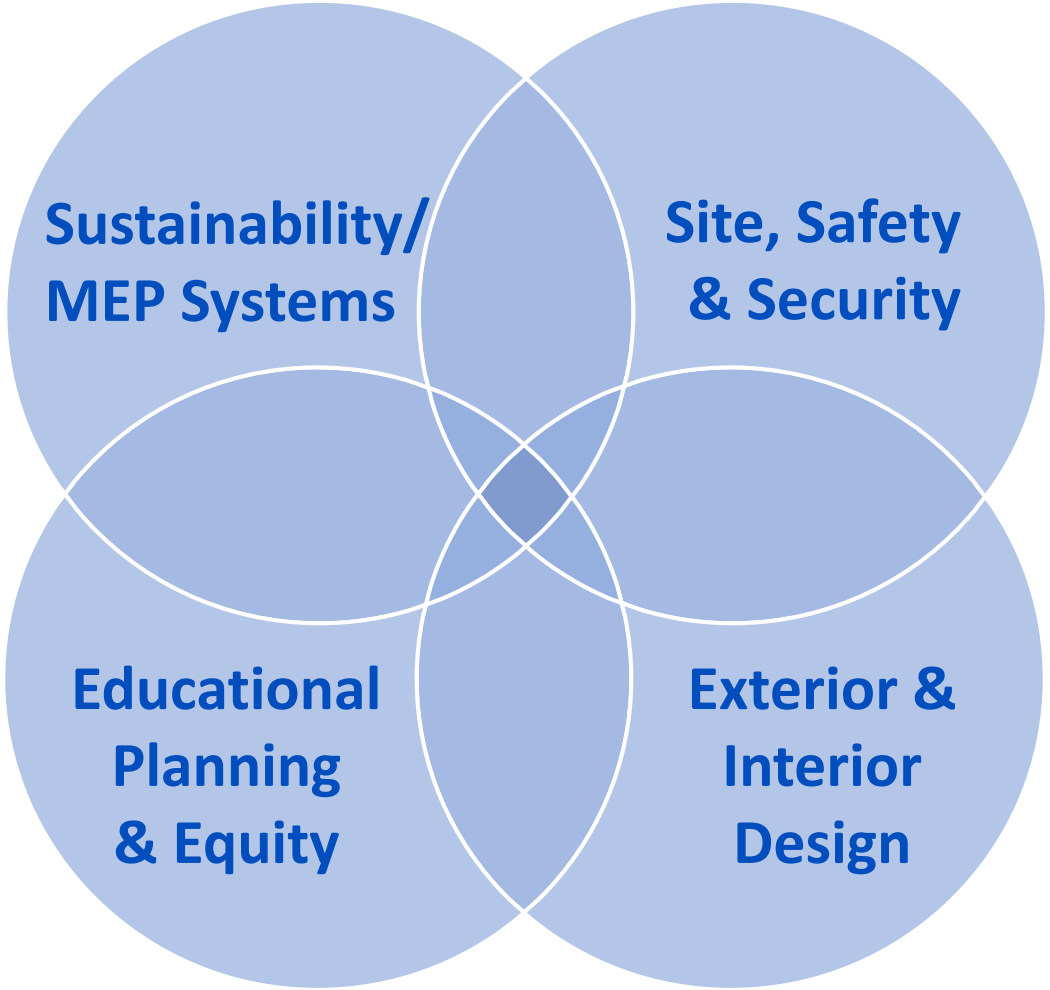


Community Stakeholder Engagement / Advisory Teams

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.

Topics & Priorities
from Meeting #1

Topics and Priorities

1. **Equity, Inclusion and Belonging (14 min.)**
    a. Equity should be experienced daily through inclusive spaces that reduce stigma and support all learners (including toilet rooms).
    b. Integrating Special Education, EL, and student support services throughout learning communities strengthens inclusion and belonging.
    c. The House model is important for providing continuity, relationships, and access to counseling and support.

2. **Wellness and Well-being (14 min.)**
    a. Student well-being is supported through calming, sensory-responsive environments (for decompression and reset) and access to mental health services.
    b. Staff need dedicated spaces for both recharging and connection to colleagues

3. **Student Identity and Expression (14 min.)**
    a. CTE programs require intentional, purpose-built spaces and benefit from integration with academic areas.
    b. Visual and performing arts are critical to student identity and expression and should be highly visible.
    c. Students should see themselves reflected in the school.

Topics and Priorities

4. **Flexible and Future-Ready (14 min.)**
    a. The building should be flexible and adaptable, supporting differentiated learning styles, movement, and future change.
    b. Interdisciplinary adjacencies support collaboration and richer learning experiences.
    c. Collaboration spaces for students and staff are essential and should be easily accessible and adjacent to learning areas.
    d. The building design should support robust course offerings.

5. **Community Connection (14 min.)**
    a. The building should reflect Medford's identity while being designed to serve students and the community for generations.
    b. Community spaces should function as active learning environments in addition to being places to gather.

Givens

Whether this project is an addition/renovation or a new build, the new MHS will have:

- Air conditioning and quiet mechanical systems
- Adequate power
- Adequate access to bathrooms for staff and students
- Classrooms with operable windows
- Access to daylighting
- Good acoustics
- Accessibility for all
- Adequate storage
- Dimmable LED lighting
- Ergonomic furniture
- Better site circulation
- Reliable Wi-Fi

Equity, Inclusion and Belonging / Integrating Special Ed, Core Academics, CTE

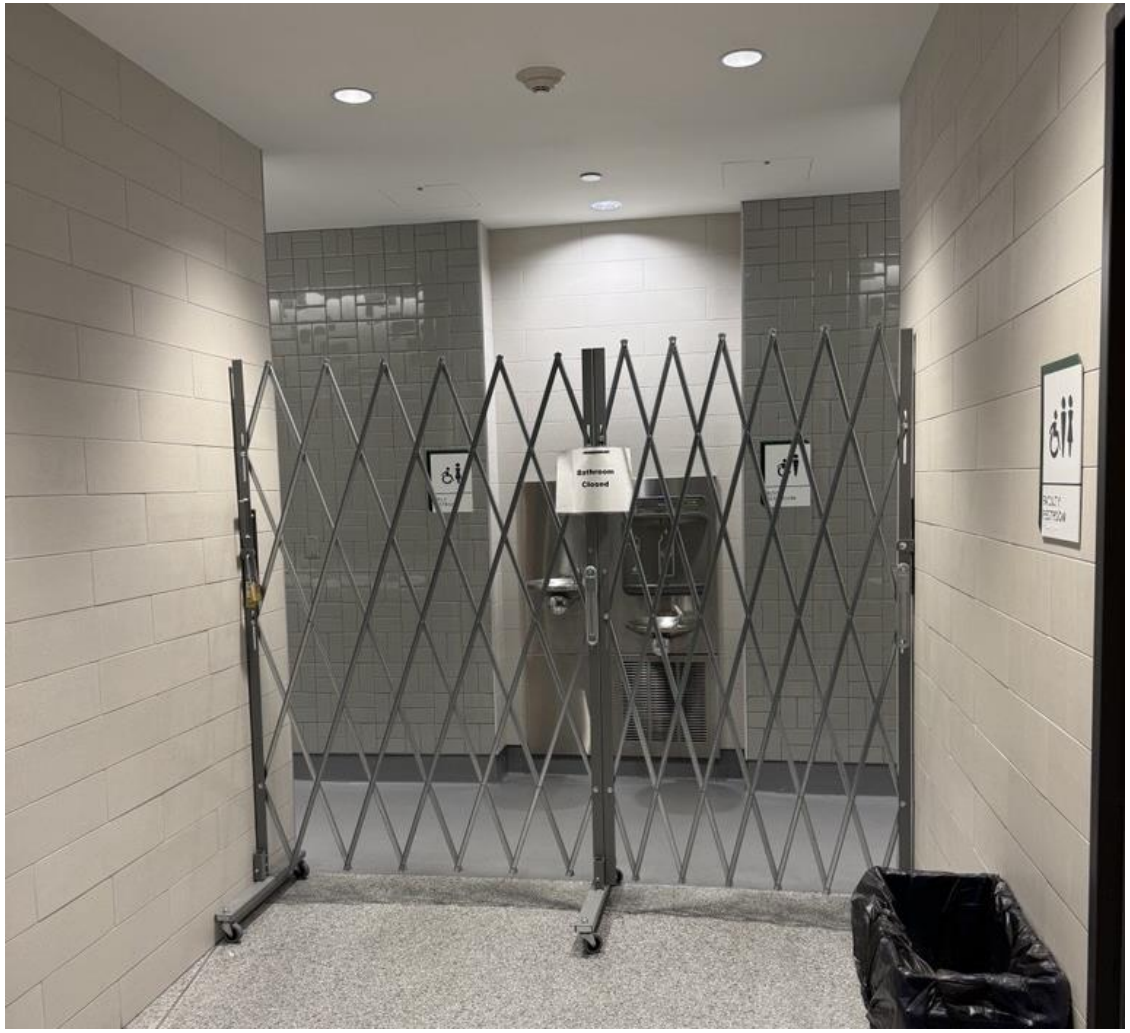


LEGEND

- Core Academic
- Science
- Teacher Planning
- Special Education
- CTE Ch. 74 Programs
- Administration & Guidance
- Hallway
- Vertical Circulation
- Non-programmed spaces

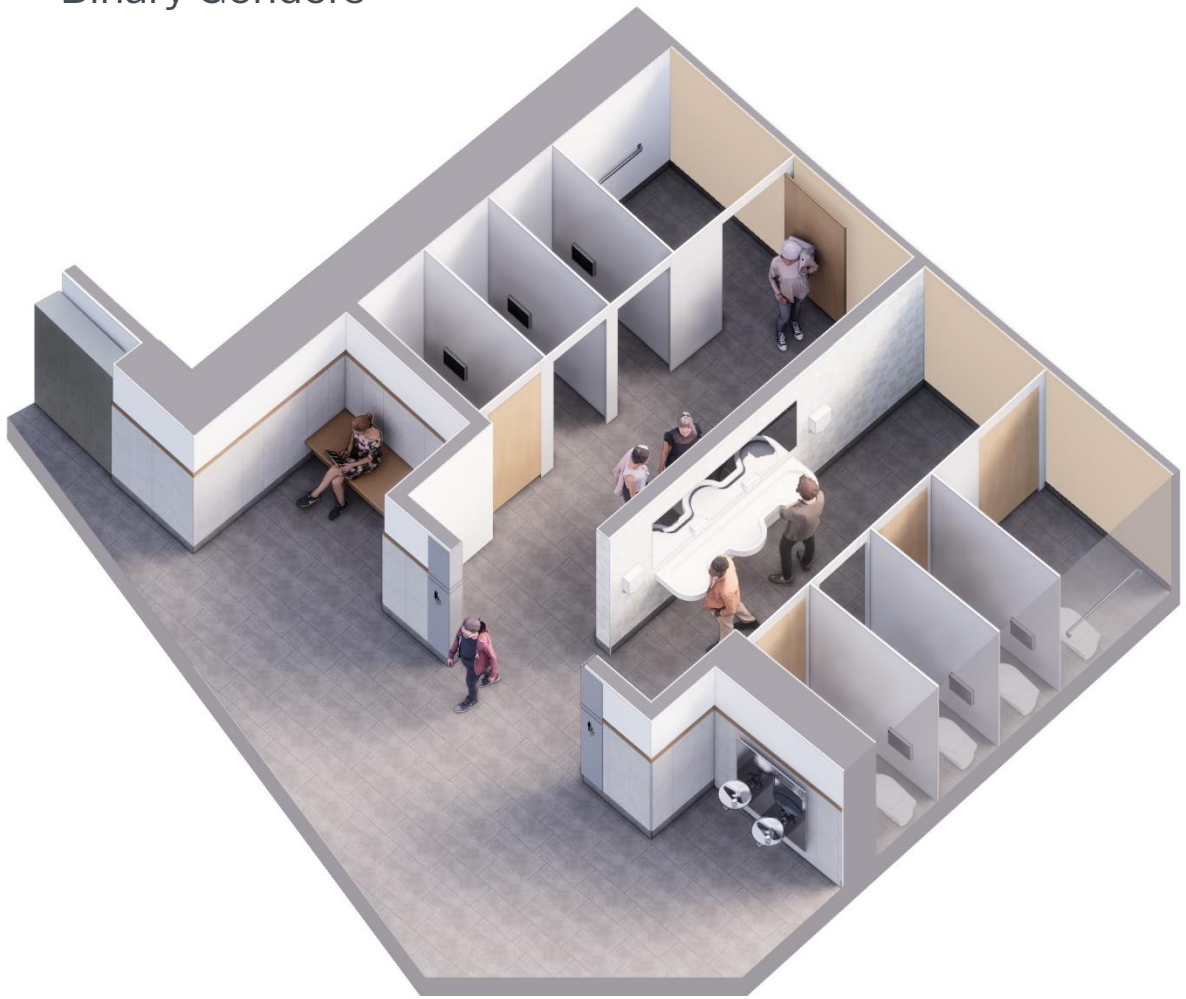
Equity, Inclusion and Belonging / Toilet Room: Multi-User Designs



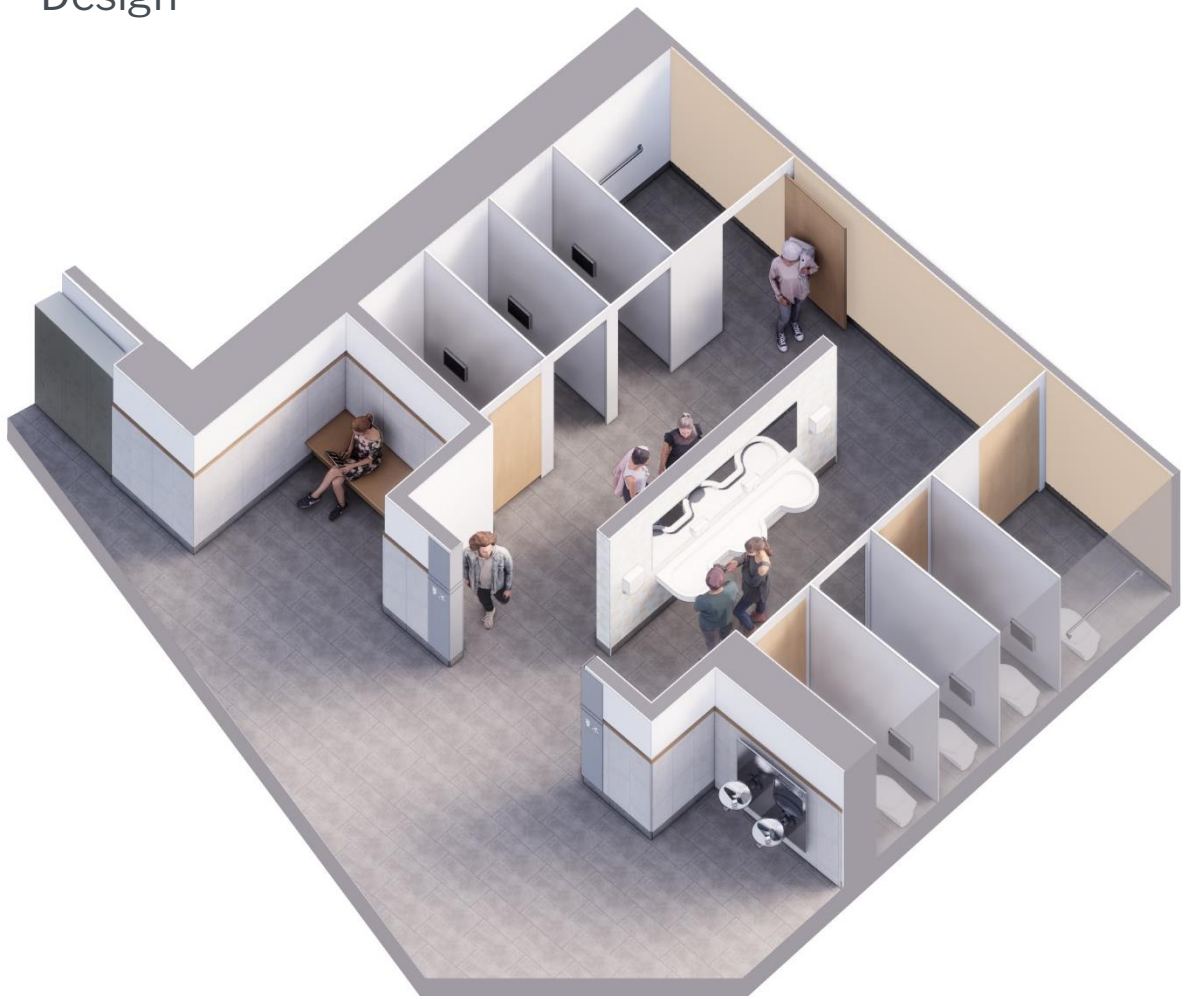


Equity, Inclusion and Belonging / Toilet Room: Multi-User Designs

Traditional Design for Binary Genders



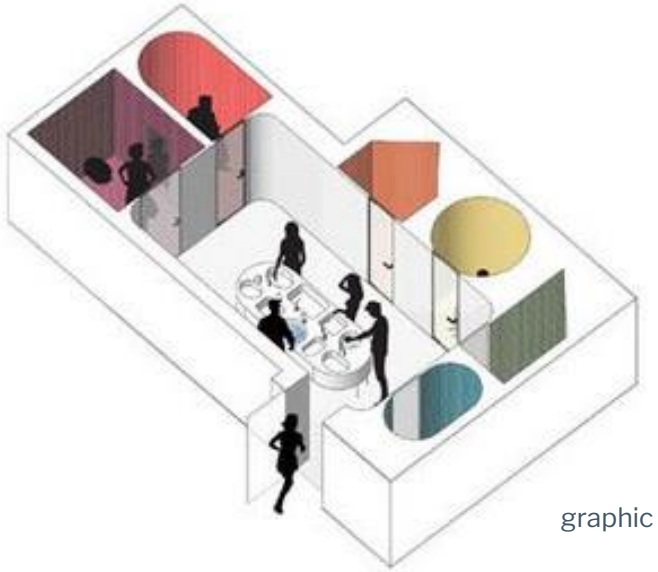
Converted All-Gender Design



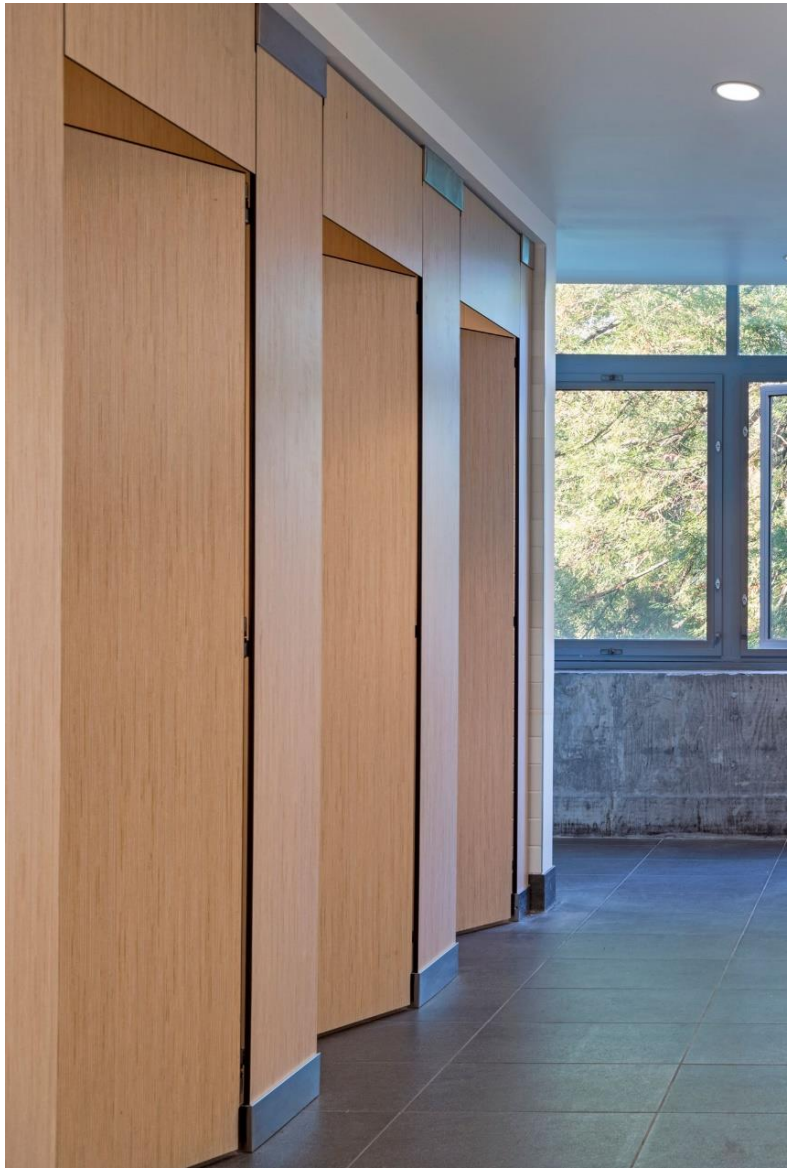
Equity, Inclusion and Belonging / Toilet Rooms: All-Gender Toilet Room Precedents



RISD Student Success Center, Providence, RI



graphic credit: WorkAC



- Panelized partition systems offer greater flexibility and lower first costs.
- Doors can have a small bottom gap to allow some acoustic access to facilitate assistance.
- All Full-Height Stall options require dedicated systems per stall–lighting, fire protection, exhaust, smoke detection, vape detection.

Equity, Inclusion and Belonging / Toilet Rooms: Signage

Binary Gender Restrooms



Single User Gender Neutral Restroom



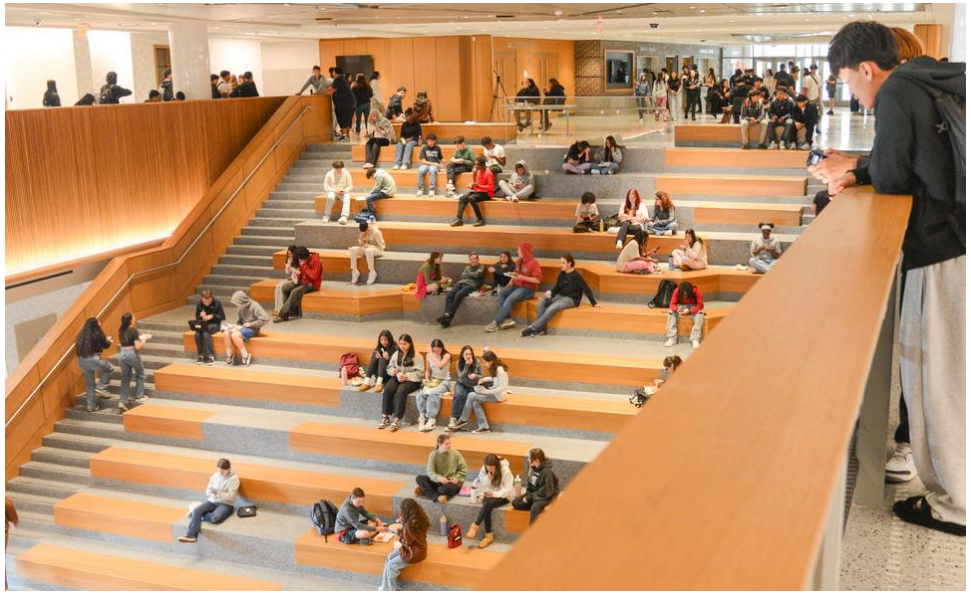
All-Gender Restroom

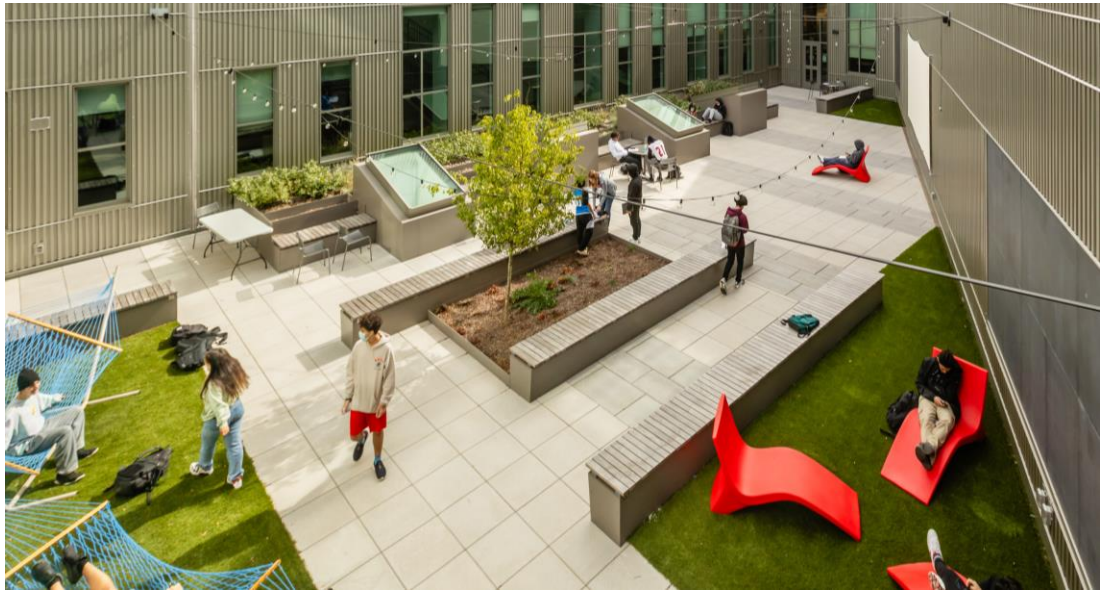


Wellness and Well-being / Student Spaces









Wellness and Well-being / Outdoor Gathering and Sensory Gardens









Wellness and Well-being / Staff Spaces





Student Identity and Expression / Cosmetology





Student Identity and Expression / Health Assisting







Student Identity and Expression / Visual and Performing Arts





Student Identity and Expression / Black Box





Student Identity & Expression / School Store





Student Identity and Expression & Community Connection / Culture









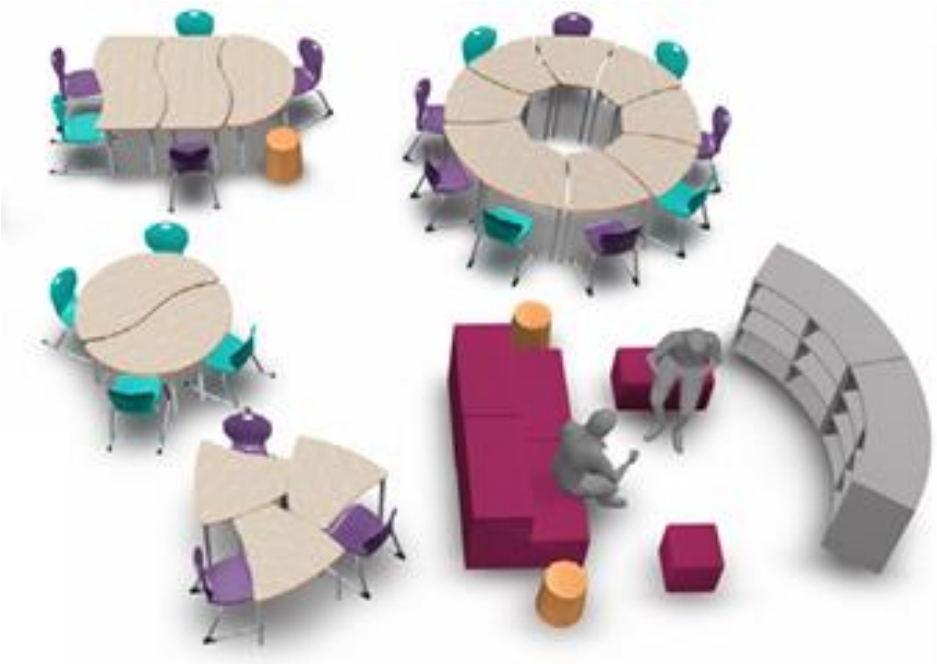
Flexible and Future-Ready / Agile Classrooms



Individual-based learning



Group-based learning

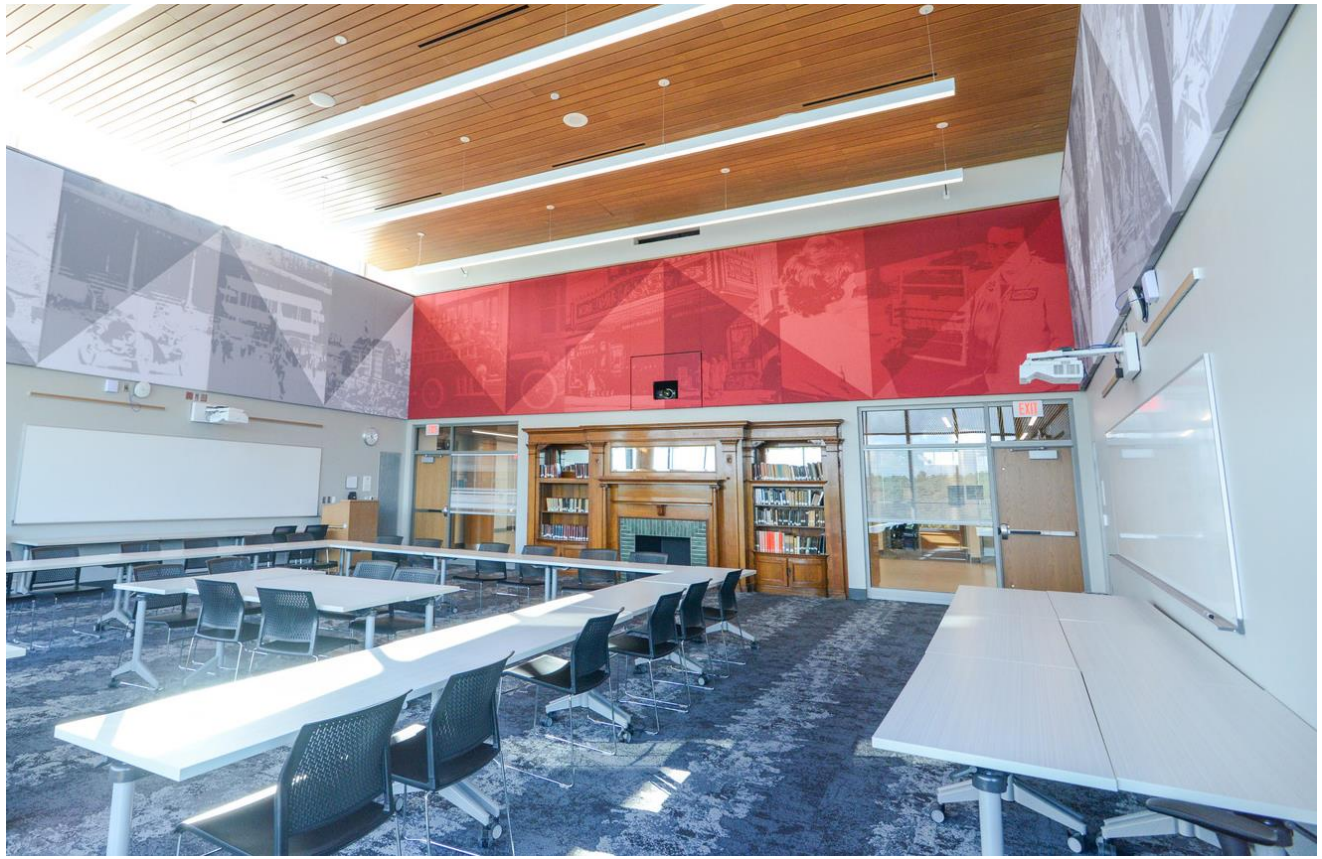


Flexible and Future-Ready / Collaboration Spaces



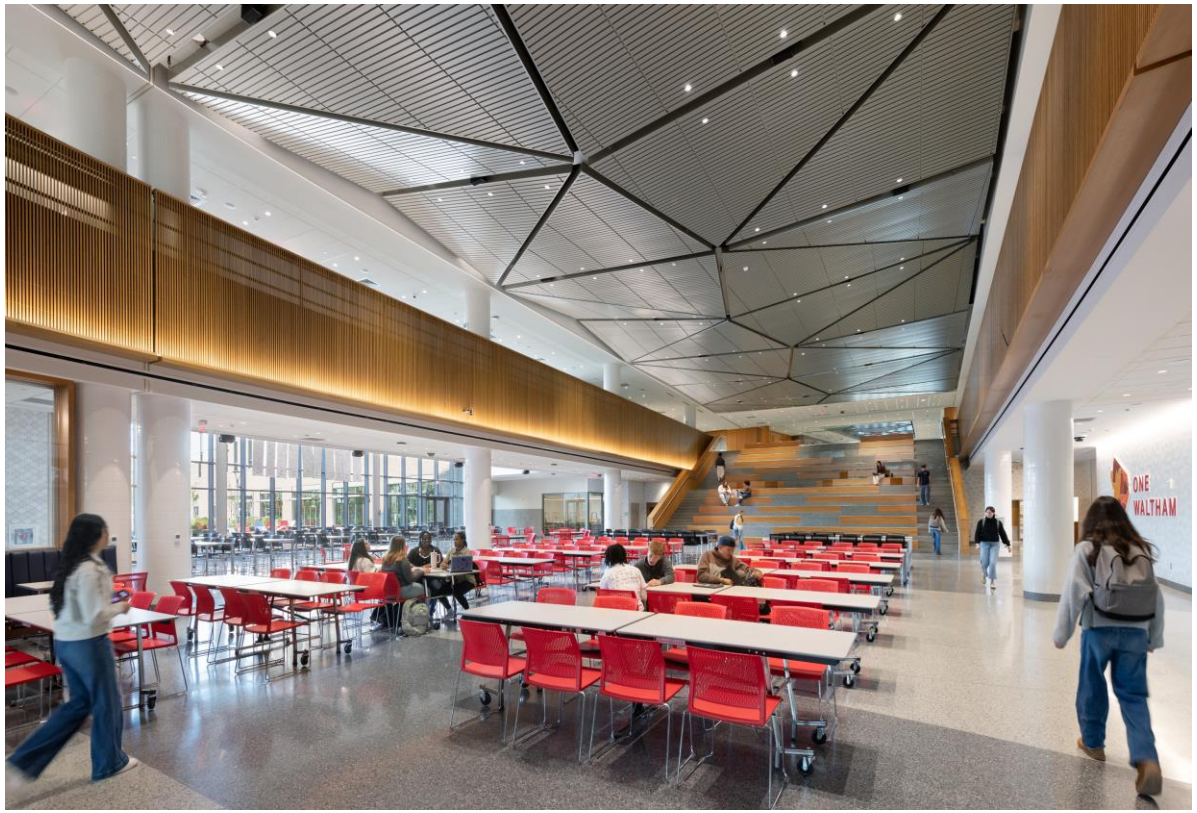


Community Connections / Large Group Instruction





Community Connections / Dining Commons and Media Center





Next Steps



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 #3

Objective: The Advisory Team will review recommendations as to Educational and Equity scope elements to include in the program (which were discussed in Meetings 1 and 2). Scope items will be characterized as givens, items warranting team discussion, or items that are not recommended for inclusion in the project.

When & Where?

March 10th at 4:00 pm

Remote / Hybrid

Thank you.

