Medford High School

Exterior and Interior Design Advisory Team Meeting

Meeting #2
01/15/2026



smma

LeftField
THE RIGHT CHOICE IN PROJECT MANAGEMENT

Meeting #2 Agenda

- Welcome & Introductions
- Topics & Priorities
    1. Meeting #1 Recap
    2. Medford's Civic Architecture
    3. Exterior Materials
    4. Interior Design and Materials
    5. Experiential Graphic Design (XGD)
- Next Steps

Welcome and Introductions



Exterior and Interior Design / Team Intro



Matt Rice
Principal-in-Charge



Helen Fantini
Project Manager



Michael Pardek
Architect



Lucas Carriere
Architectural Designer



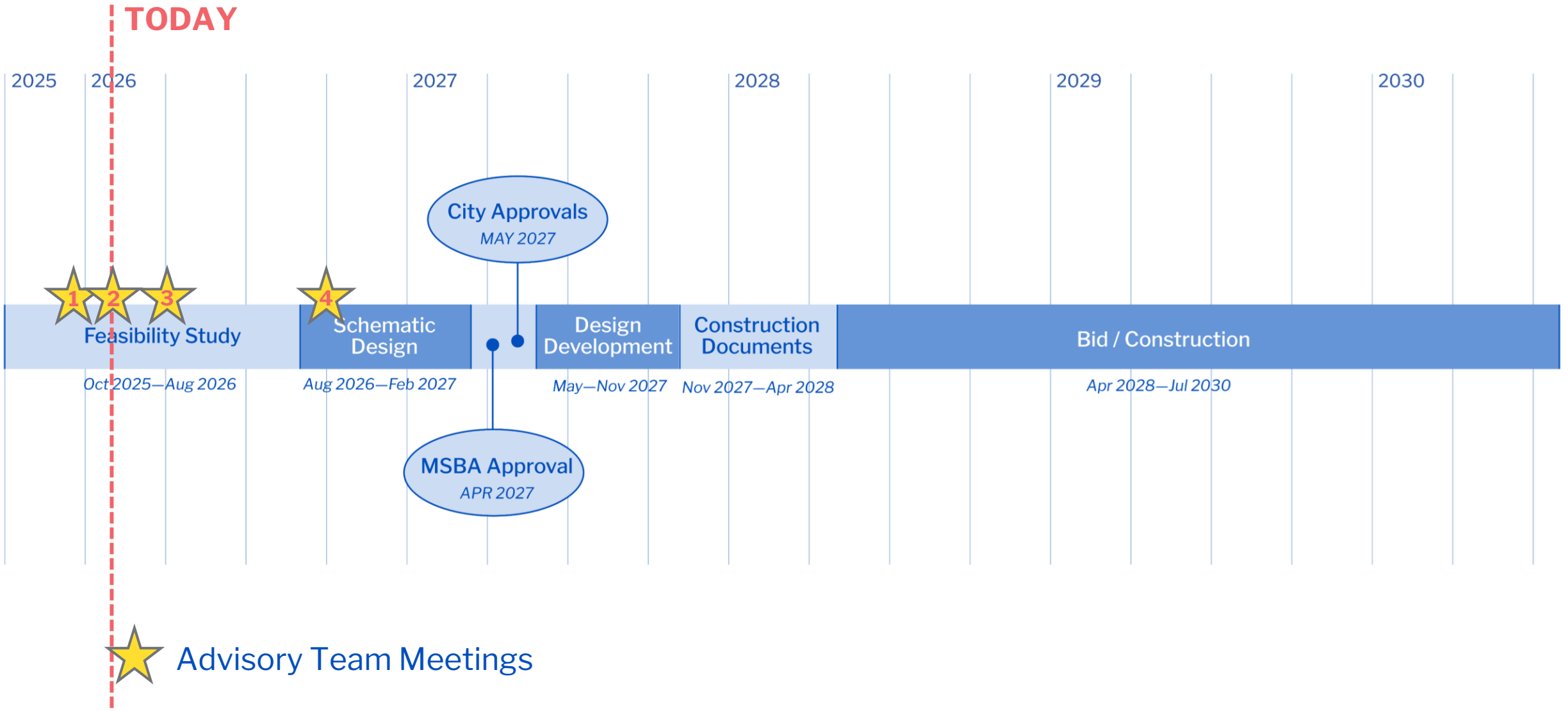
Sarah Long
Interior Designer



Soala Ajienka
Architectural Designer

1. Lujayen Alsayrafi
2. Libby Brown
3. Alex Bushkoff
4. Marta Cabral
5. Griscel Diaz
6. Chloe Dorcellus
7. Paul Ellis
8. Suzanne Galusi
9. Jenny Graham
10. Brian Hilliard
11. Din Ho
12. Ken Lord
13. Nicole Morell
14. Jen Rigano
15. Paul Ruseau
16. Jesse Strauss
17. Delia Wendel
18. Erik Zeckman

Project Timeline

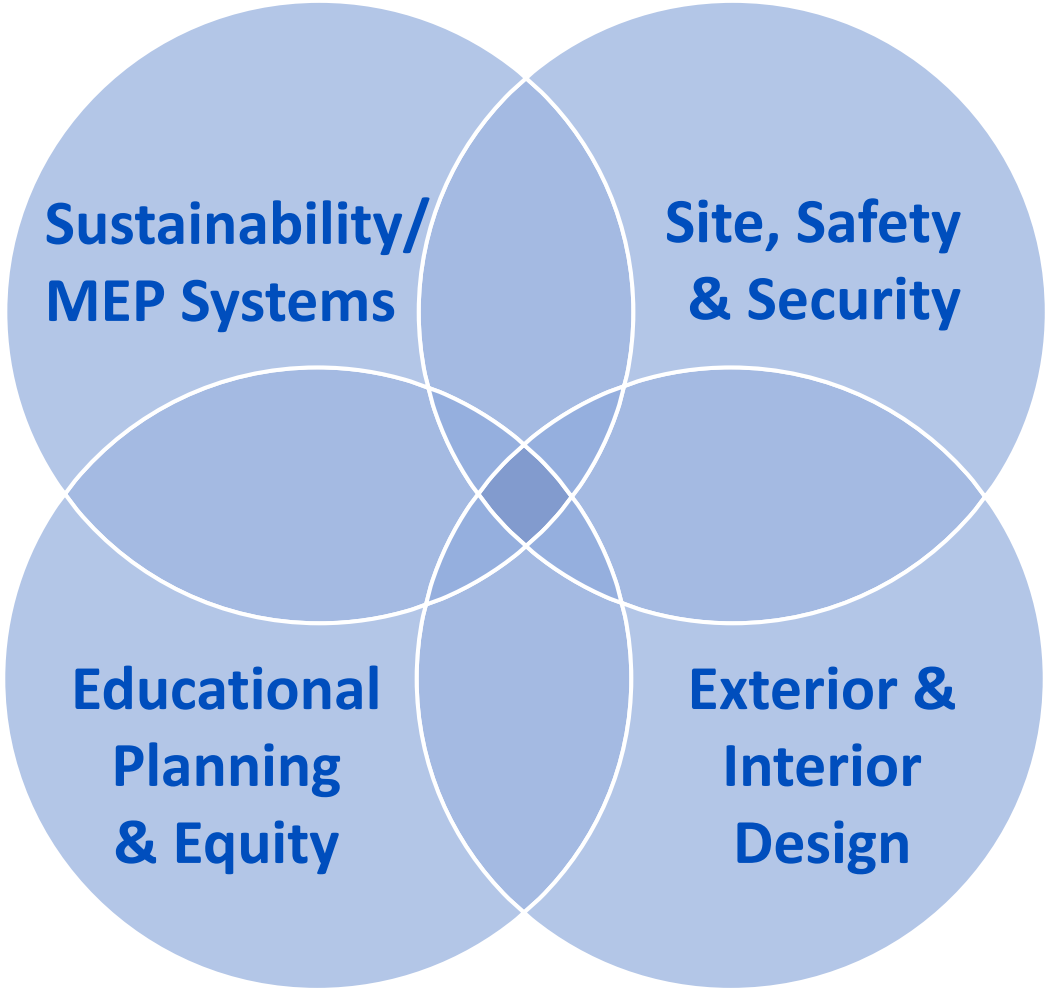


Community Stakeholder Engagement / Advisory Teams

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.

Process / PDP Alternatives

We are here!

Educational Leadership Team
Superintendent, Asst. Superintendent, Principal, Directors, Educators, School Committee Member (20+ members)

Educational Forum
Educators, Students, Parents, and Community Members (50+ members)

Educators and Building Users (250+ members)

Educational Visioning Sessions *(100% complete)*

Space Programming Meetings *(100% complete)*

Existing Building & Site Analysis
(75% complete)

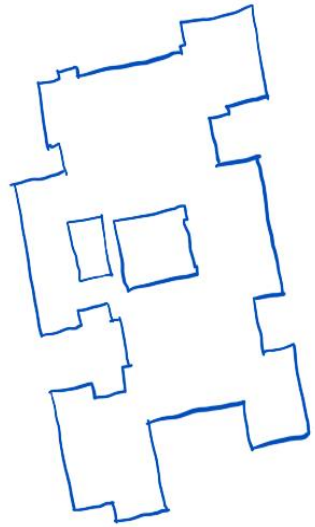
Educational Plan
(Teaching and Learning Goals)
(50% complete)

Guides

Validates and refines

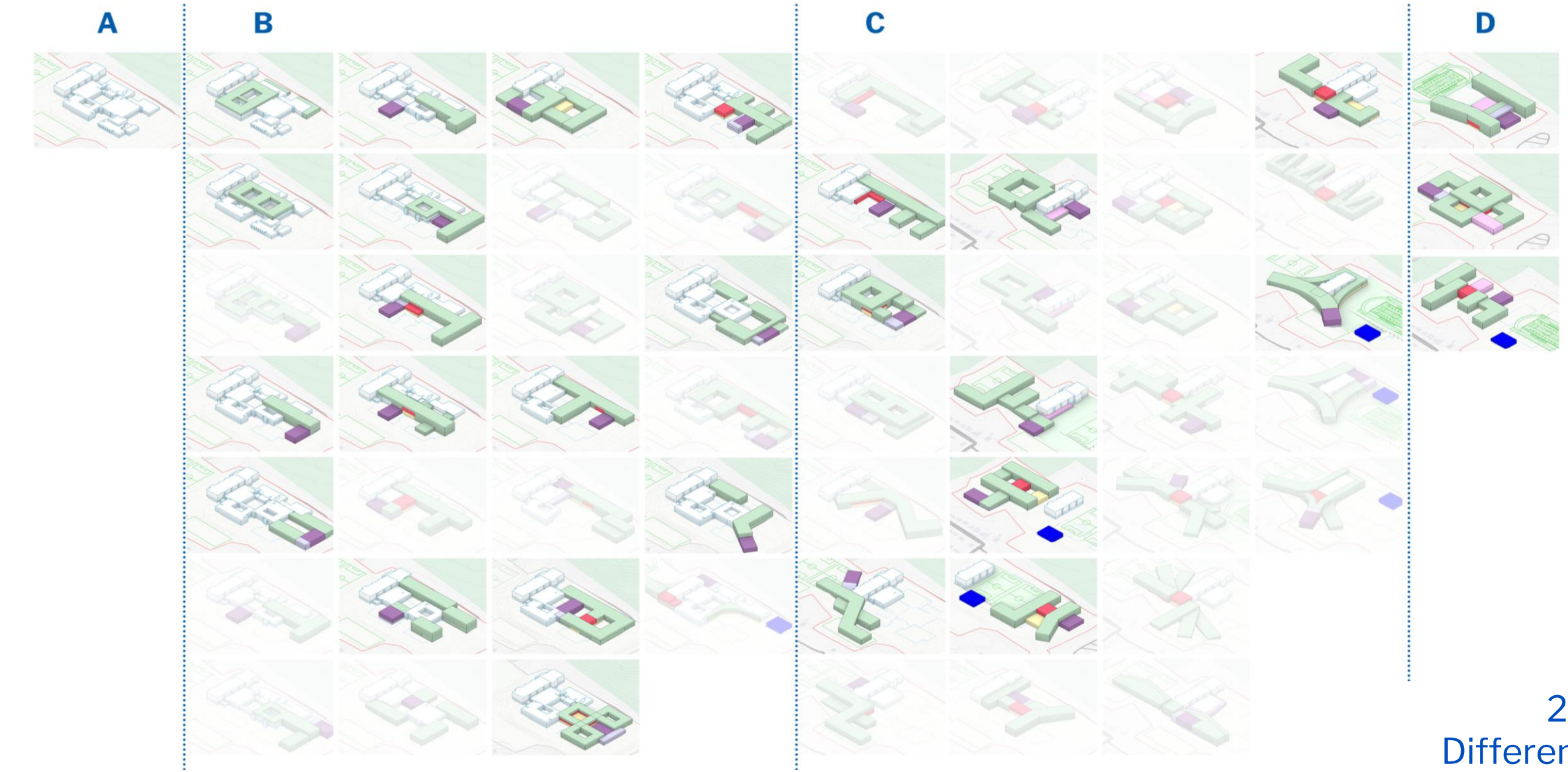
Educational Program
(Program Space Summary)
(75% complete)

Overall Building Size
(Gross Square Footage)



Alternatives for high level Cost Estimating

Alternatives for High Level Cost Estimating / Grouping Identical Cost Models



29
Different
Cost Models

1. Meeting #1 Recap

What We Heard at Meeting #1



Core Design Ethos: Timeless, Purposeful, and “Do More with Less”

Timeless over trendy: Avoid fashions that age quickly. The building should still feel right in 30–50 years.

Simplicity and restraint: Fewer materials, used more intentionally.

Value-driven material choices: Durability, lifecycle cost, and ease of maintenance matter as much as aesthetics.

Learn from the existing building: Concrete and brick are respected for their longevity and honesty.

Every material must earn its place: Nothing decorative without purpose.

Materials, Health, and Sustainability (Baseline Expectations)

Healthy materials as a baseline
- Red List–free
- No PVC / no vinyl
- Low-toxicity, durable, non-trendy finishes

Occupant well-being is paramount—physical and emotional safety.

Maintenance realism:
- Hesitation around carpet
- Concerns about unfinished wood weathering poorly
- Avoid waxed floors
- Minimize drywall where possible; glazed block for durability

Sustainability expectations are high, with open questions about targets (Passive House, LEED, etc.), but strong agreement that environmental responsibility must be embedded, not cosmetic.

Community Hub & Civic Role

There is a strong desire for the school to function as a **true civic asset**:

Spaces for community use after hours must be intuitive, welcoming.

Clear entrances and circulation for athletics, performances, and events are essential.

Medford lacks **public gathering space**—this school can help fill that gap.

Visual and performing arts should be **visible and celebrated**, not hidden

Civic spaces should feel like **beacons in times of crisis**—places of gathering, stability, and hope.

Flexibility, Adaptability, and Student Ownership

Flexibility emerged as both a spatial and cultural value:

Classrooms and common spaces must evolve as pedagogy and students change

Materials and systems should allow **easy replacement, reconfiguration, and personalization**.

Strong interest in:

- Flexible classrooms
- Dedicated after-hours club spaces
- Purpose-built locations for murals and student work
- Walls designed to accept hanging, painting, and display without damage

Student ownership is critical—but intentionally designed so ownership can “change hands” as cohorts move through the school.

Site, Views, Nature, and Place

The site itself is seen as a major asset:

- Preserve and maximize **views to the Fells and the Boston skyline**.
- Strong interest in **connection to nature**, daylight, and outdoor learning.

Rooftop access for:

- Science
- Teaching spaces
- Events

Attention to stormwater management and **landscape durability**.

Awareness of site constraints, including the possibility of historic landfill conditions.

The building should feel **rooted in its landscape**, not isolated from it.

Identity, Belonging, and School Pride

The building should **feel unmistakably like Medford High School**, just renewed.

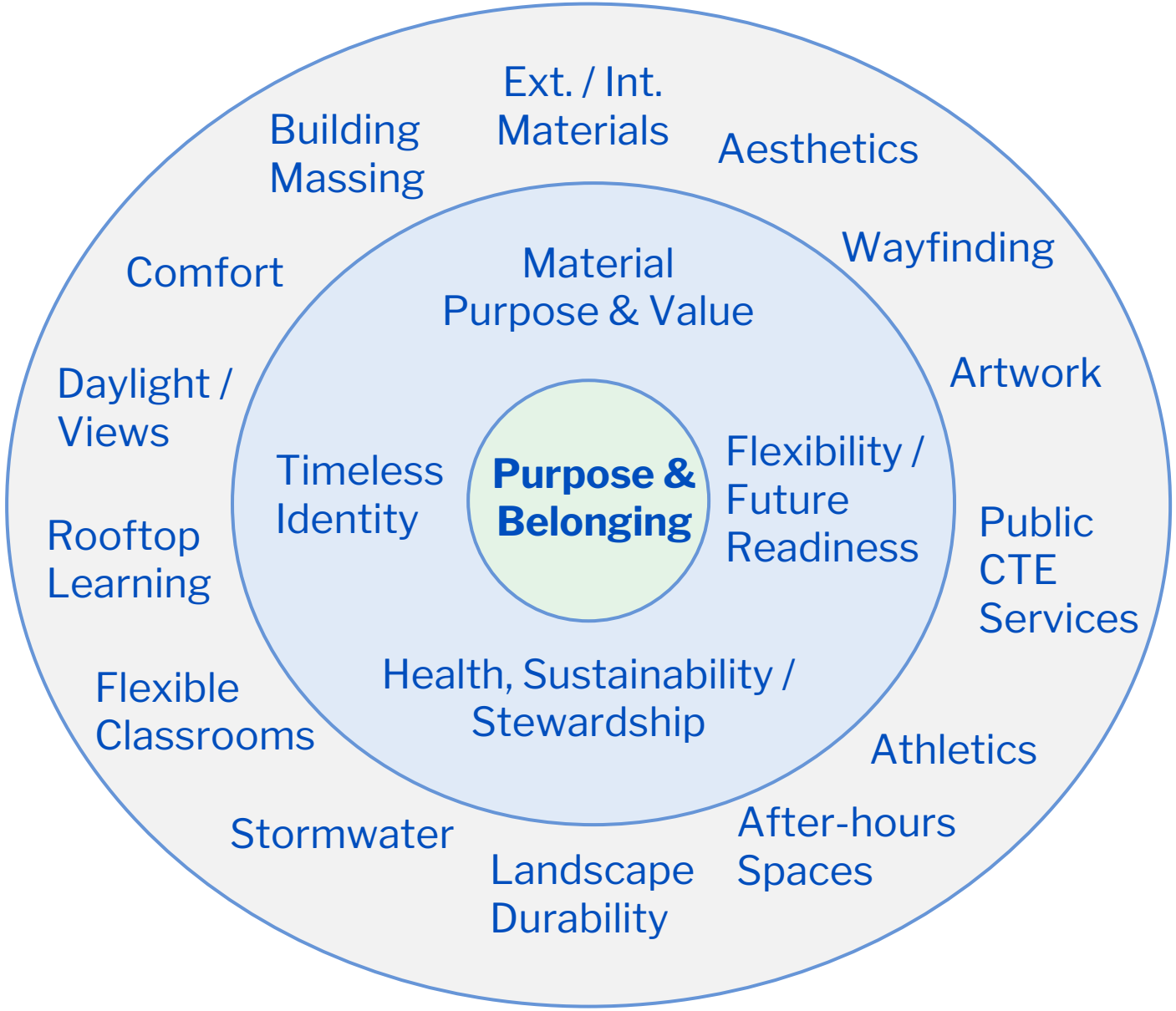
Students, staff, and the broader community should **see themselves reflected**.

The **Mustang identity** matters—but should be thoughtfully integrated, not superficial branding.

Pride is not just for families; **most voters don't have students**, yet still want civic pride in the building.

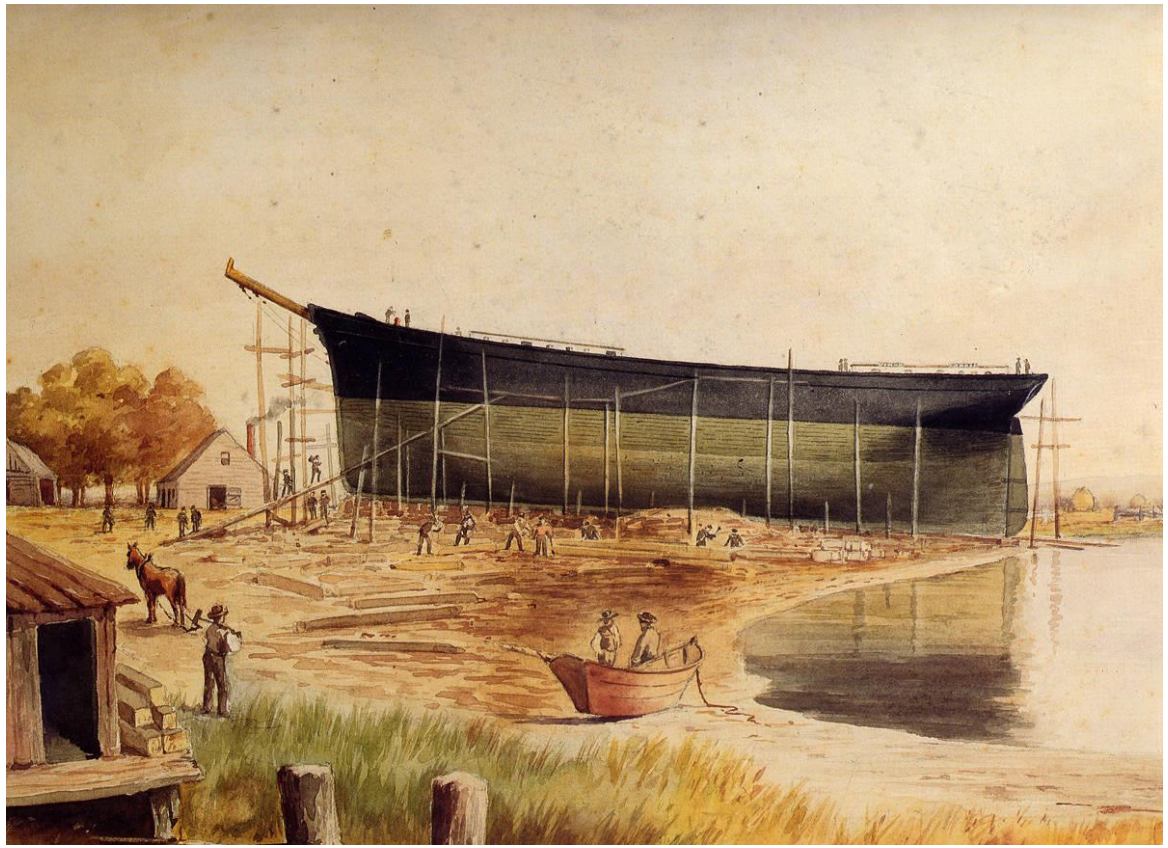
The school should **tell its own story**—through architecture, graphics, artifacts, murals, and displays that explain *why* things matter, not just that they exist.

We start with belonging and purpose, express that through timeless identity, deliver it with purposeful materials and healthy systems, and enable it through flexible spaces that evolve over time.



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2. Medford's Civic Architecture



Ship Building (1630-1870)



Brick Making (1650-1750)

Exterior Materials / Armory, 1891 Romanesque Revival



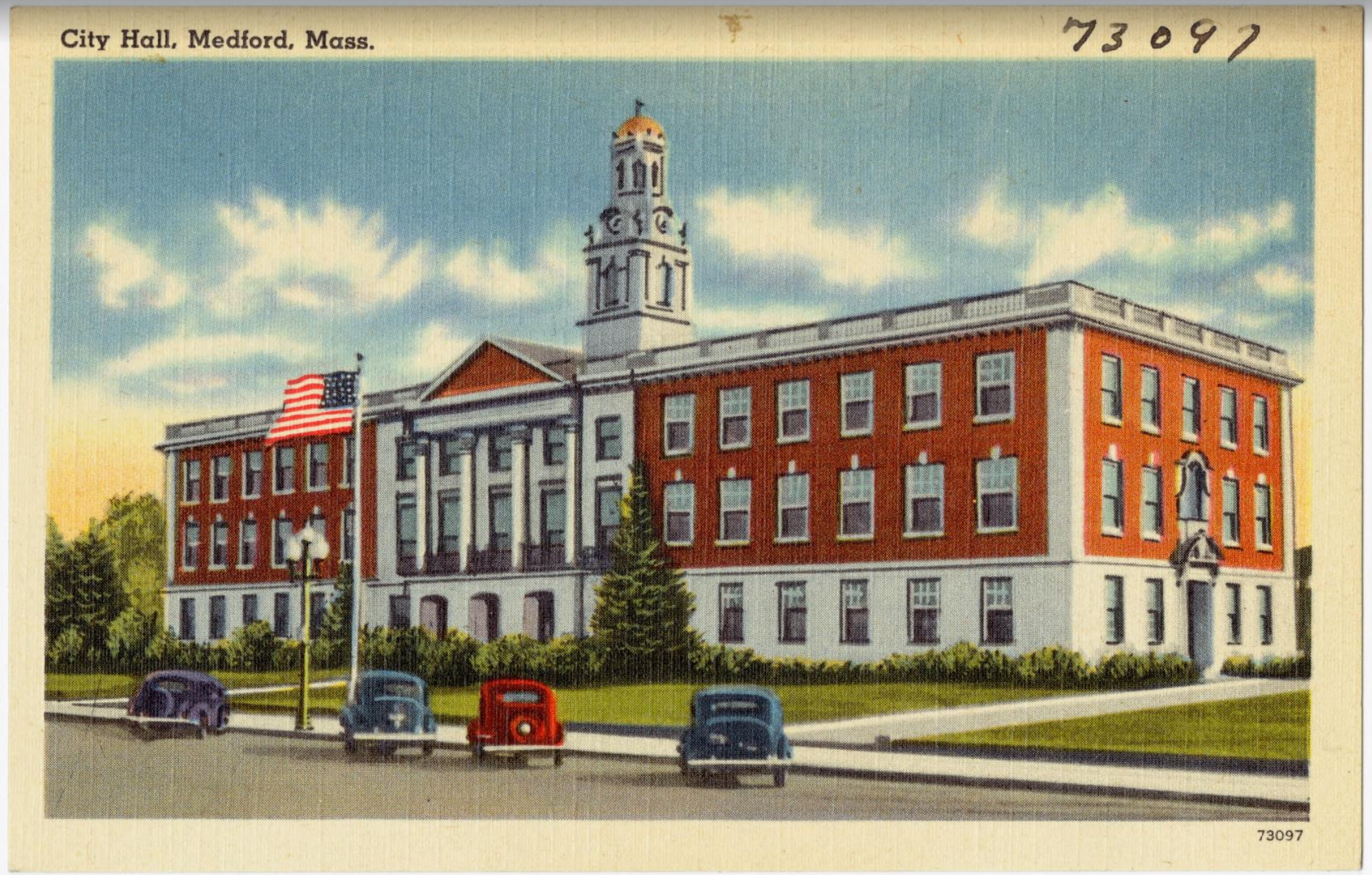
Exterior Materials / Bigelow Block, 1886 Late Victorian / Queen Anne Style



Exterior Materials / Chevalier Theater, 1939 Greek Revival (New Deal)



Exterior Materials / City Hall, 1937, Colonial Revival (New Deal)



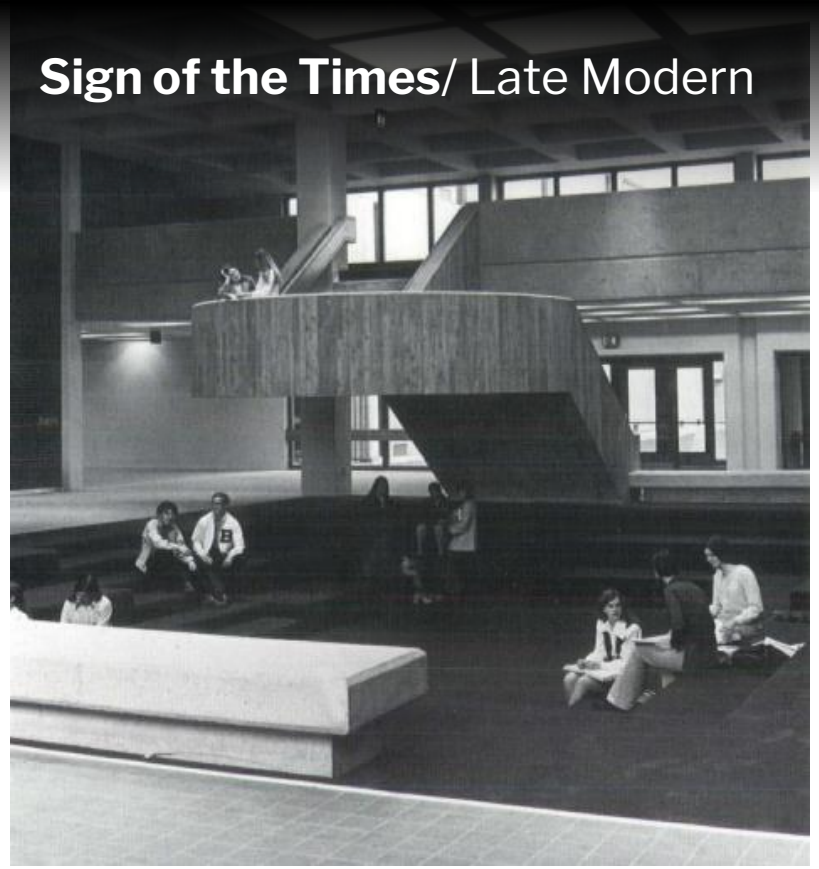
Exterior Materials / Medford Police, 2021 Contemporary Civic



Exterior Materials / Medford Public Library, 2022 Contemporary Civic



Sign of the Times/ Late Modern













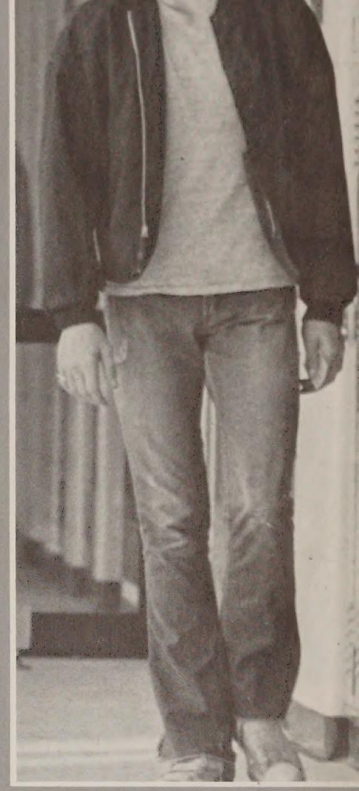


with the present, is proud to have the distinction of being the first graduating class of the new Medford High School. We would be remiss in our responsibilities to begin our account in any other manner.





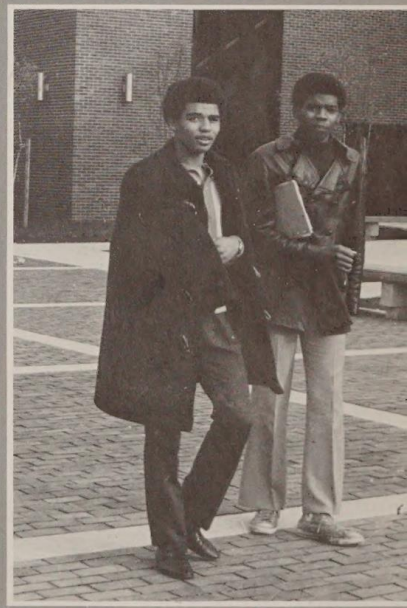
A man-made beauty evolved that rivaled its own natural order . . .

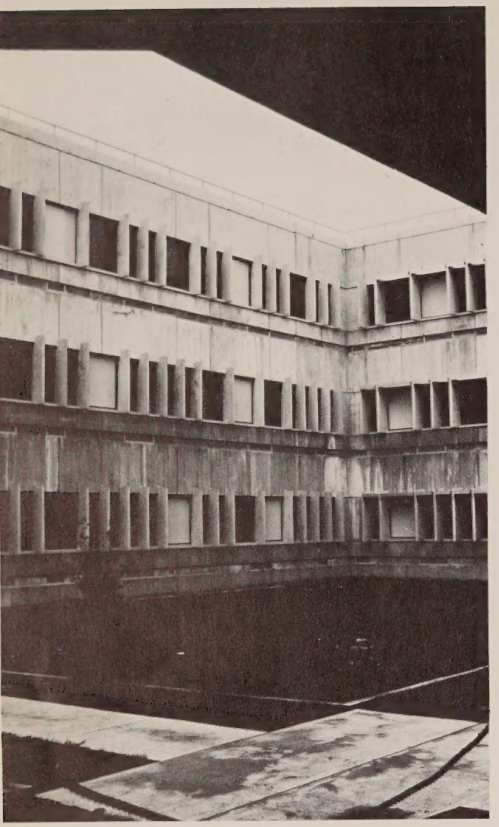




As the natural terrain was reshaped by dirt, concrete, and earth-moving machines . . .







A world of coherence and order
that even nature could envy
was excitedly emerging . . .

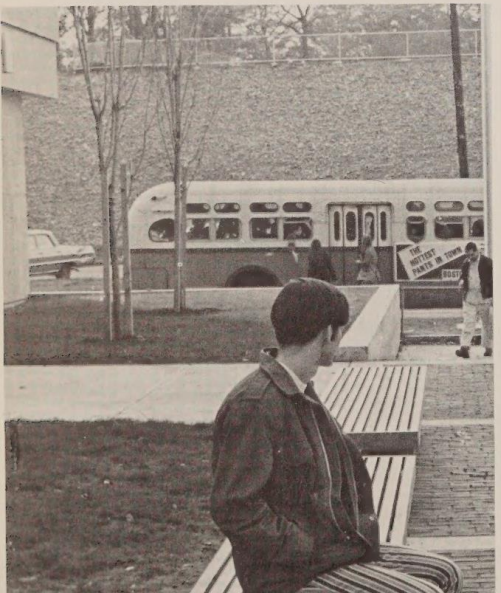


Surely brick and mortar
cannot live and breathe . . .

But just as surely,
this brick and mortar
will allow for as deep a breath
of educational inquiry and opportunity
as we could ever desire . . .











"Everything that exists is in a manner the seed of that which will be"

— M. Aurelius



What connections exist between Medford's civic architecture and this project?

















3. Exterior Materials

Exterior Materials / Schools Across the District



Missituk Elementary



Brooks Elementary



McGlynn Middle School



Andrews Middle School



Roberts Elementary

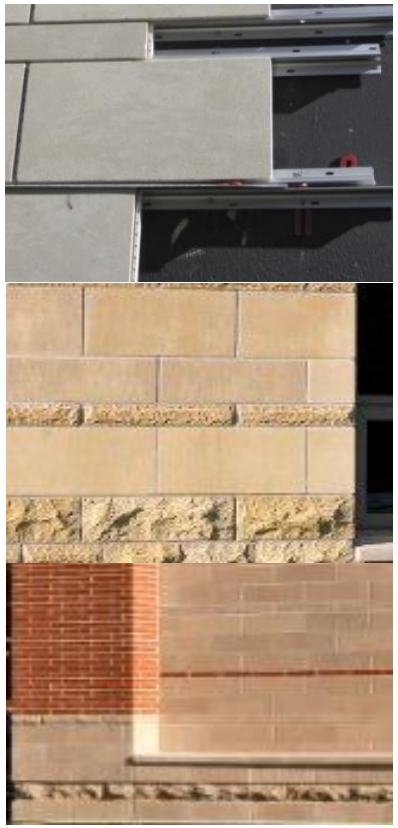
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Exterior Materials / Potential Materials and Systems

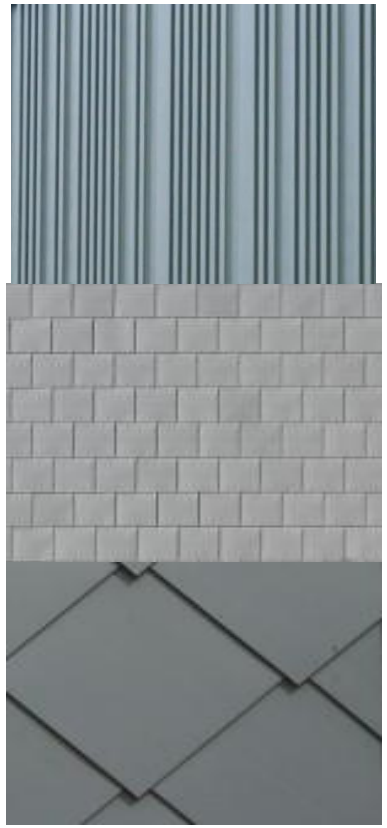
Brick / Stone / Precast



Thin Mfd. Stone



Metal Panel Metal Tiles



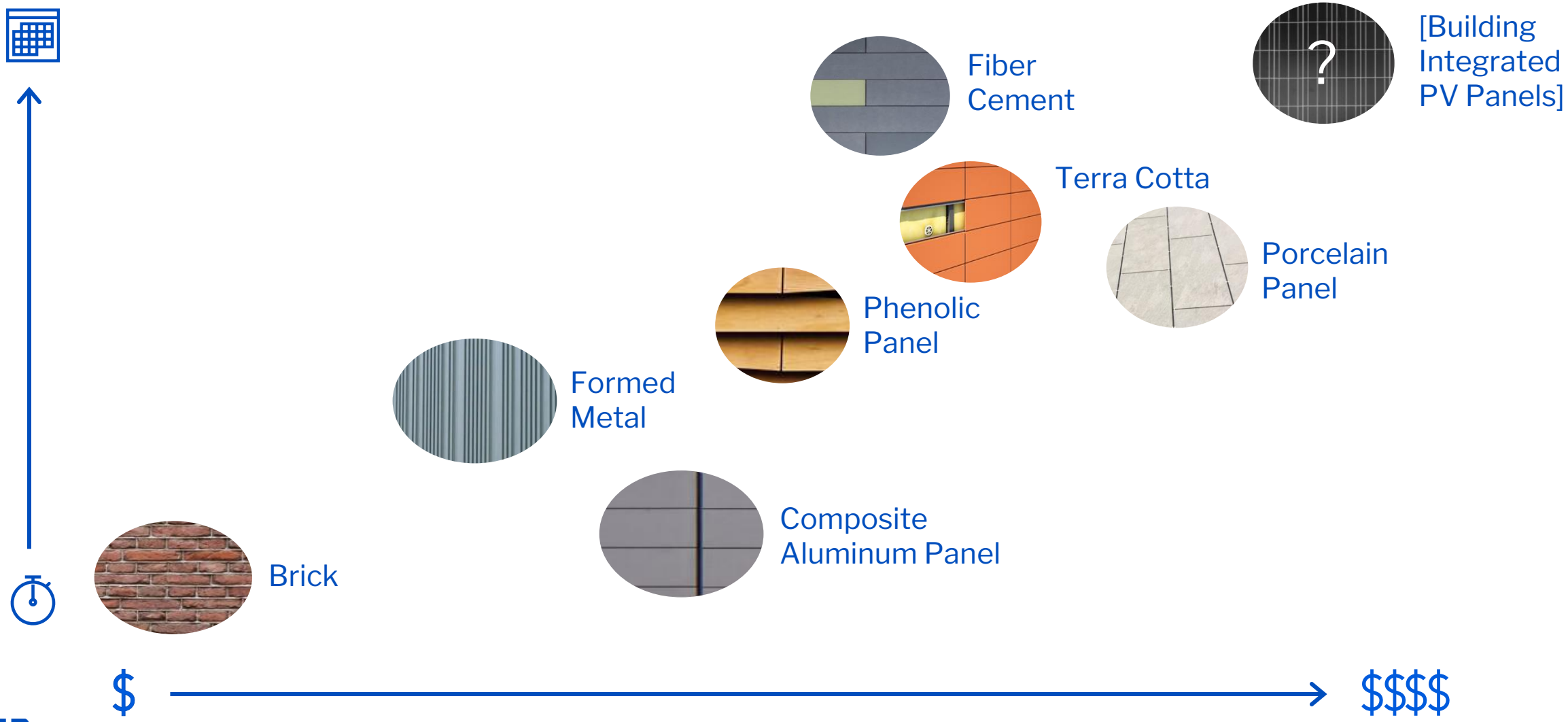
Porcelain Panel Phenolic Panel



Terracotta Curtain Wall



Exterior Cladding Materials / Market Outlook










GRAFTON HIGH SCHOOL





Exterior Materials / Waltham High School



Exterior Materials / Wakefield Memorial High School



Exterior Materials / Somerville High School



Exterior Materials / Roxbury Prep / *School in the City*



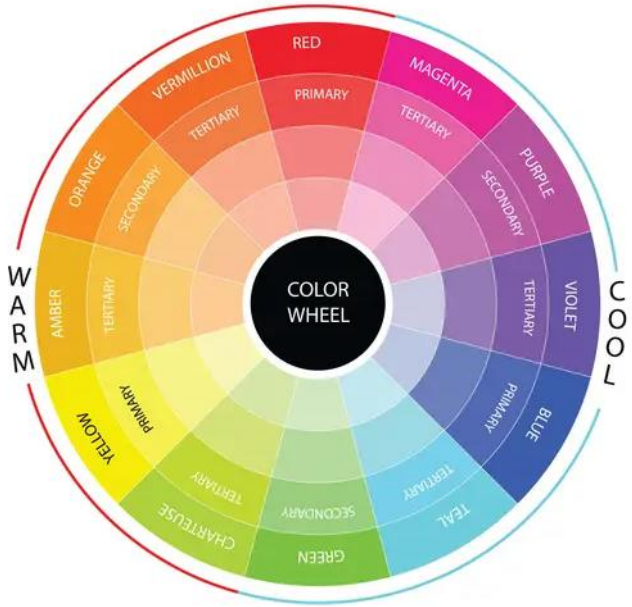
Exterior Materials / Concord Middle School / *School in the Woods*



4. Interior Design and Materials

Key Elements of Interior Design

- **Space** is three dimensional; it creates flow, defines zones, and determines layout. It is closely to the Educational Plan and considers scale, balance, harmony, and lighting.
- **Color** is more than just an aesthetic; it can influence mood, support accessibility goals, and affect spatial perception. Color can also help with wayfinding and support school identity.
- **Lighting**, both natural and artificial, affects how space and objects are perceived. It must provide illumination for activities taking place, but also impacts mood, enhances color, and accents objects or areas.
- **Texture** is the way an object feels, either physically or visually. It can reinforce design concepts, differentiate objects and surfaces from each other, and impact lighting.



- **Pattern** is the intentional repetition of forms, lines, or other design elements. It provides visual rhythm and structure.

Interior Design / Medford High School Goals?



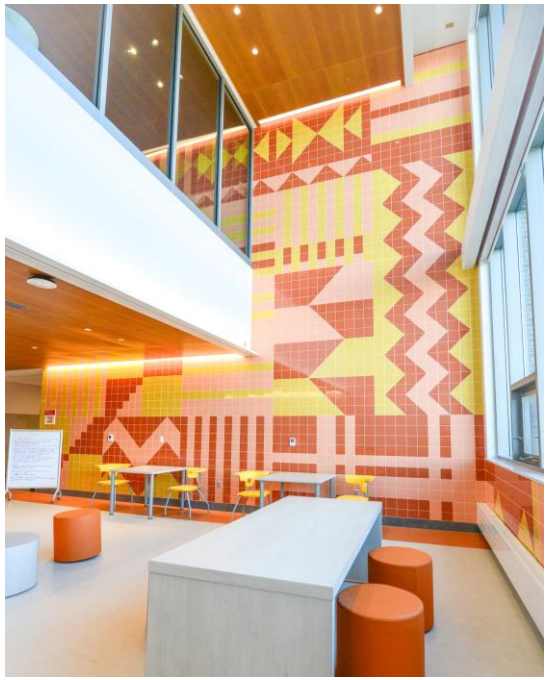
1. The interior materials will be **purposeful**, **durable**, and **value-driven**. Materials will support the building's **maintenance** and **sustainability** goals.
2. The interior design will relate to the exterior design and palette. Glazing on the exterior of the building will create a **visual and physical connection** to the interior.
3. The building will be designed to encourage **student engagement** and **autonomy**. Patterns, colors, and materials will provide **wayfinding** and **stimulate movement** throughout the space.
4. The interior design will be rooted in a **timeless**, neutral palette. Complementary accent colors and materials will be layered on the base palette in **intentional** ways.

Interior Design Principles / Guiding Design Elements



Connections to nature / *Waltham HS* ↑

Comfort and well-being focused / *Waltham HS* →



← *Celebrating diversity* / *Waltham HS*

↓ *Adaptable and flexible spaces* / *Waltham HS*

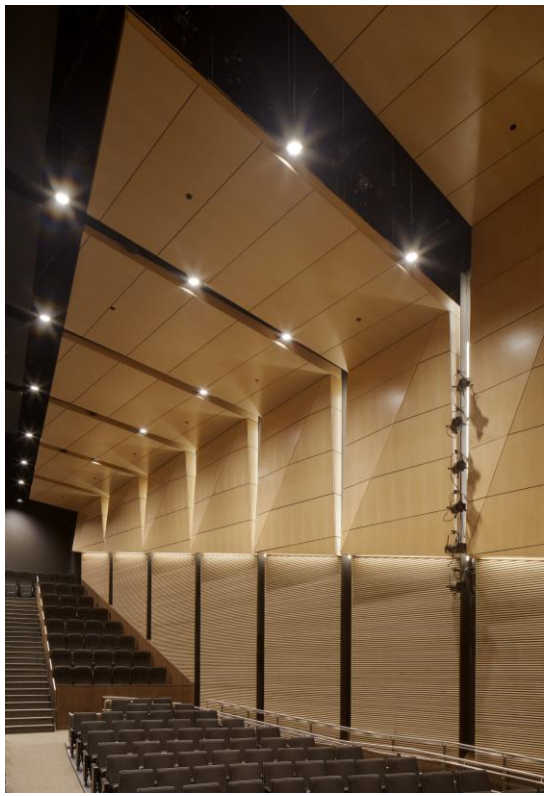




Interior Design Principles / Guiding Design Elements







↑ *Durable and timeless materials / North Middlesex Regional HS*

↖ *Honoring history while embracing the future / Somerville HS*

← *Intuitive wayfinding and placemaking / Waltham HS*



← *Equitable and universal design / Andover West ES*

↓ *Access to daylight and views / Ayer Shirley Regional HS*



- **LEED:** a certification program and framework for designing, constructing, and operating healthy, efficient, and cost-saving buildings
    - LEED v5 Silver is an MSBA requirement

- **The Red List:** a list of chemicals representing the “worst-in-class” chemicals and elements common in the building industry that pose serious health or environmental risks
    - Helps prioritize health of building occupants

- **The Living Building Challenge (LBC):** a rigorous building certification program defining the most advanced measure of sustainability in the built environment
    - Guiding principles to consider

Healthy Interior Material Options and Goals / LBC Red List Declaration Status

RED LIST FREE products disclose 100% of ingredients present at or above 100 ppm (0.01%) in the final product and do not contain any Red List chemicals.

RED LIST APPROVED products disclose a minimum of 99% of ingredients present in the final product and meet the requirements through one or more *approved exceptions*.

DECLARED products disclose 100% of ingredients present in the final product but contain one or more Red List chemicals that are not covered by an approved exception.



Declare.

Gold Bond® High Strength Fire-Shield 60® Gypsum Board
Gold Bond Building Products, LLC
provided by National Gypsum Company

Final Assembly: Multiple US Locations
Life Expectancy: 60+ Year(s)
End of Life Options: Recyclable (100%), Landfill

Ingredients:

Gypsum Core: Gypsum; Vermiculite; STARCH; Continuous Filament Glass Fiber, Non-Respirable; Dextrose; Sodium polynaphthalenesulfonate[1]; Boric acid; Polignate Sodium; Metaphosphoric acid (H3P3O9), trisodium salt; Undisclosed (< 0.06%)[2]; Poly(oxy-1,2-ethanediyl), .alpha.-sulfo-.omega.-hydroxy-, C9-11-alkyl ethers, sodium salts; POTASSIUM SULFATE; Glycerine; Sodium bisulfate; **Paper Facing:** Mixed Recycled Paper; Starch; Alkenyl succinic anhydride

[1]LBC Temp Exception RL-009 - Formaldehyde
[2]LBC Temp Exception RL-004b - Proprietary Ingredients in Declare

Living Building Challenge Criteria: Compliant

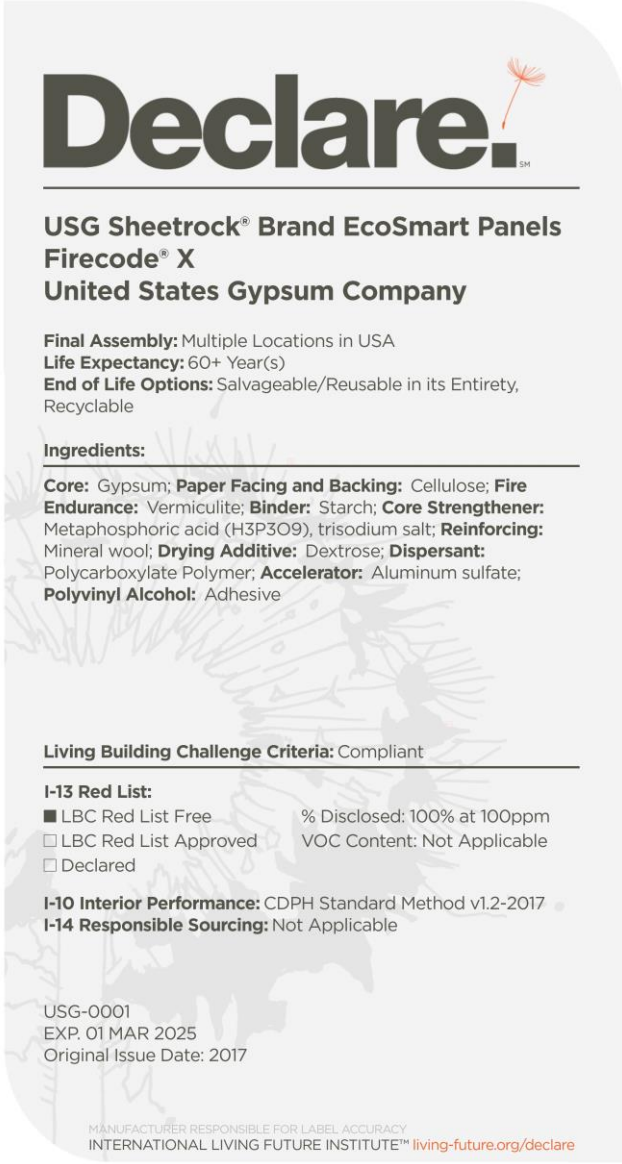
I-13 Red List:
☐ LBC Red List Free
■ LBC Red List Approved
☐ Declared

% Disclosed: 99.94% at 100ppm
VOC Content: Not Applicable

I-10 Interior Performance: CDPH Standard Method v1.2-2017
I-14 Responsible Sourcing: Not Applicable

NGC-0002
EXP. 01 MAR 2024
Original Issue Date: 2023

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Declare.

USG Sheetrock® Brand EcoSmart Panels Firecode® X
United States Gypsum Company

Final Assembly: Multiple Locations in USA
Life Expectancy: 60+ Year(s)
End of Life Options: Salvageable/Reusable in its Entirety, Recyclable

Ingredients:

Core: Gypsum; **Paper Facing and Backing:** Cellulose; **Fire Endurance:** Vermiculite; **Binder:** Starch; **Core Strengthener:** Metaphosphoric acid (H3P3O9), trisodium salt; **Reinforcing:** Mineral wool; **Drying Additive:** Dextrose; **Dispersant:** Polycarboxylate Polymer; **Accelerator:** Aluminum sulfate; **Polyvinyl Alcohol:** Adhesive

Living Building Challenge Criteria: Compliant

I-13 Red List:
■ LBC Red List Free
☐ LBC Red List Approved
☐ Declared

% Disclosed: 100% at 100ppm
VOC Content: Not Applicable

I-10 Interior Performance: CDPH Standard Method v1.2-2017
I-14 Responsible Sourcing: Not Applicable

USG-0001
EXP. 01 MAR 2025
Original Issue Date: 2017

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Healthy Interior Material Options and Goals / Material Considerations



No Red List Free Options in Market

- Vinyl Flooring
- Spray Foam Insulation
- Vinyl Products

Very Limited Options & Transparency in the Market

- Elevators
- Plumbing Equipment
- HVAC Equipment
- Electrical Wiring
- Light Fixtures
- Ceiling Fans
- Storefront
- Curtainwall

Limited Options, Increased Cost Premium

- Furniture - Desking
- Adhesives & Sealants
- Mortar & Grout
- Metal Doors
- Wood Doors
- Overhead/Coiling Doors
- Door Hardware
- Windows
- Fireproofing
- Piping

Some Added Cost Above Typical Market

- Resilient Flooring/Wall Base
- Sheathing
- Wood Decking
- Paints & Coatings
- Interior Architectural Millwork
- Metal Roofing
- Membrane Roofing
- Metal Rainscreen
- Blinds/Shades
- Casework
- Plumbing Fixtures
- Walk-Off Mats

Some Red List Free Options Available But Limited Options

- Terrazzo Flooring
- Furniture – Chairs
- Concrete Floor Treatments
- Stains
- Clear Finishes
- Gypsum Wall Board
- Rubber Flooring

Greater Variety, More Red List Free Options Available

- Linoleum
- Solid Wood Products (But Check Varnish/Finish)
- Blown-In Cellulose
- Batt Insulation
- Rigid Board Insulation
- Ceramic Tile
- Acoustic Ceiling Tile
- Carpet
- Cork Flooring
- Vapor Barriers

Typically Red List Free or Non-Emitting

- Natural Insulation Products (Hempcrete, Sheep's Wool, etc)
- Concrete
- Masonry w/out Epoxy Grout
- Uncoated Metals (Decking, Stairs, Structural Steel, Flashing)
- Untreated Wood Framing and Casework
- Lime-Based Plaster

Thornton Tomasetti

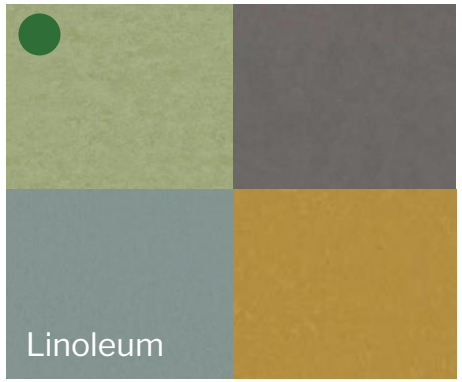
Typical Interior Materials

Red List Free Product

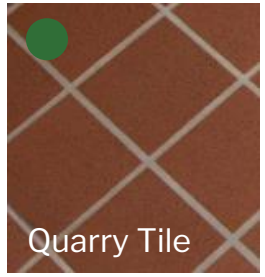
Red List Approved Product

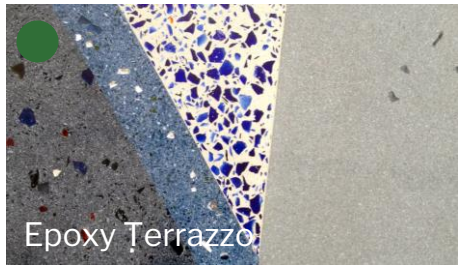
Declared Product

Flooring



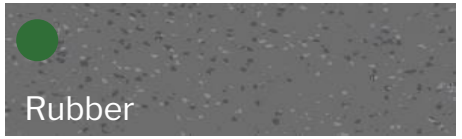




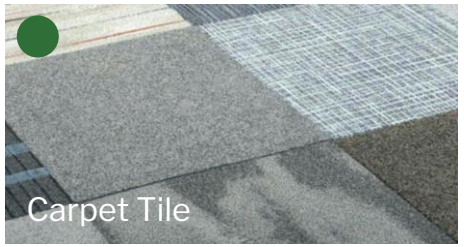






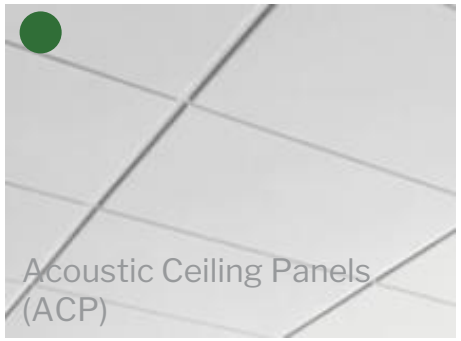


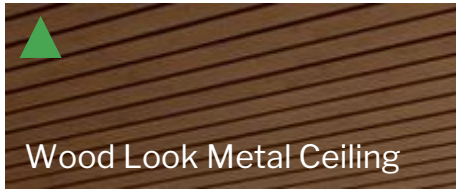






Ceilings









Windows





Note: Materials shown are preliminary examples and not project specific

Typical Interior Materials

Red List Free Product

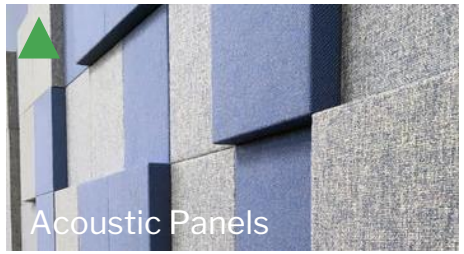
Red List Approved Product

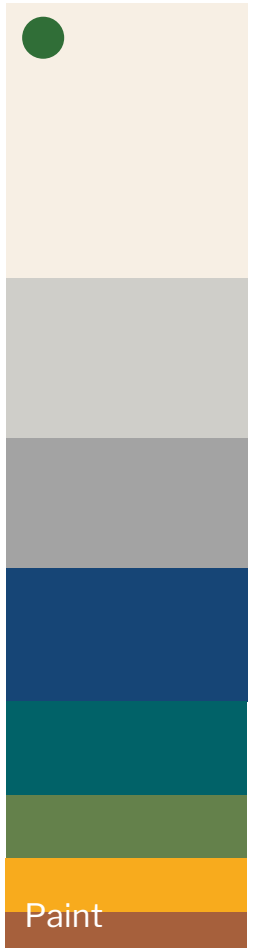
Declared Product

Walls







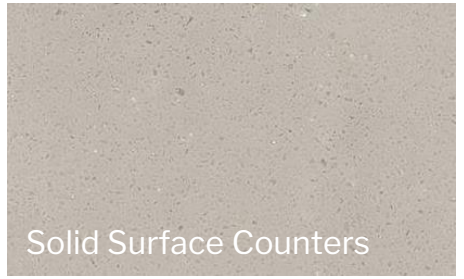




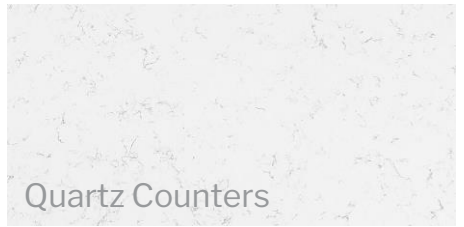




Casework and Millwork











Note: Materials shown are preliminary examples and not project specific

5. Experiential Graphic Design (XGD)

What is the content?

Story & Messaging

Where is it going?

Context & Environment

What does it look like?

Style & Material

- Connect the students, staff, and community to the space and connect individual spaces through a cohesive system of graphic installations
- Respond to interior, architectural, and site concepts and elements
- Create visual and content strategies that allow for engaging educational opportunities inside and outside the classroom
- Provide clear and functional wayfinding and enhance placemaking throughout the school

Goals / Connect individuals to the space



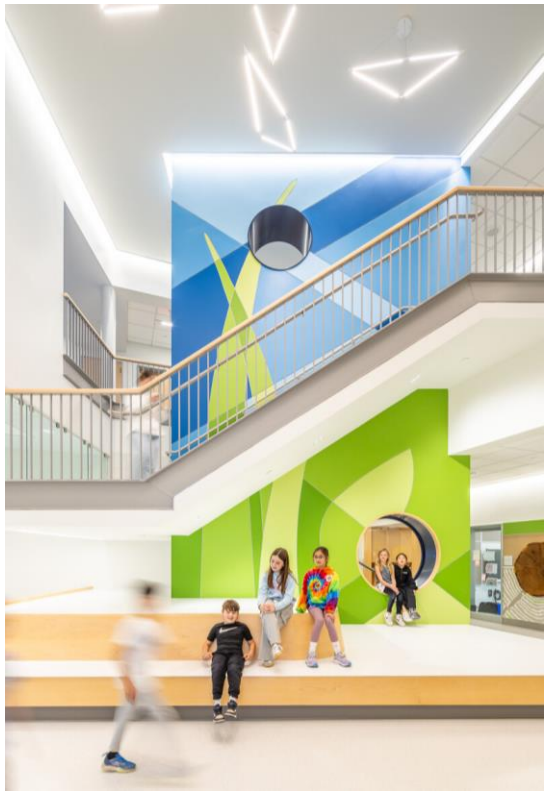
Dining commons / Waltham HS ↑

Lobby / Hunnewell ES →



← *Dining Commons / Wakefield Memorial HS*

↓ *Dining Commons / Excel Charter HS*





Goals / Responsive Graphic Design





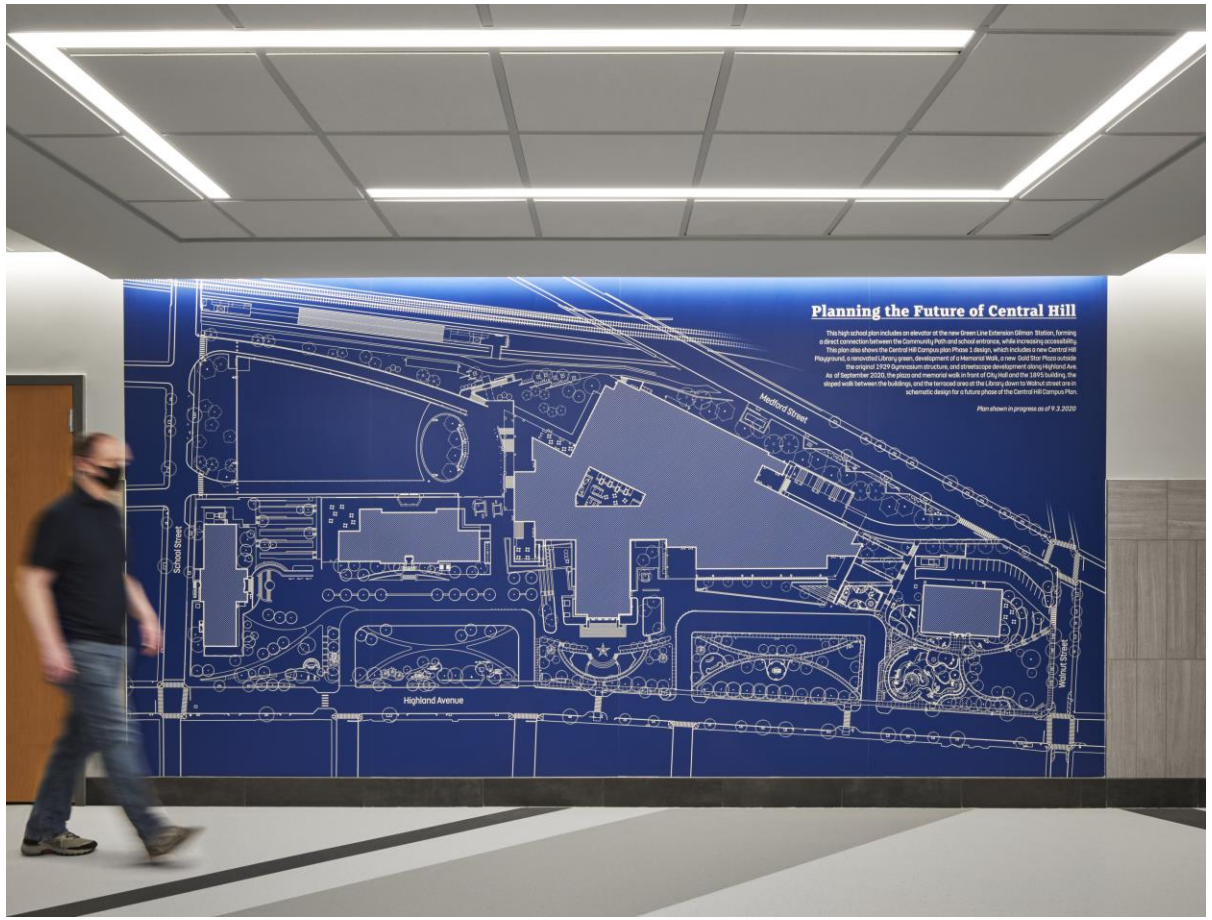


↖ *Community lobby / Somerville HS*

↑ *Media center / Wakefield Memorial HS*

← *Breakout spaces / Waltham HS*

Goals / Create educational opportunities

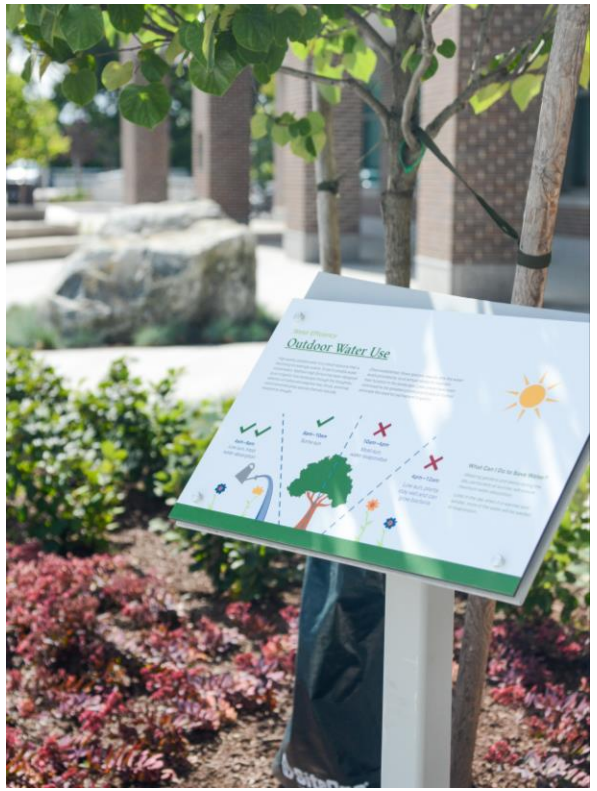


Architectural Drafting Hallway / Somerville HS ↑

Informational signage / Waltham HS →

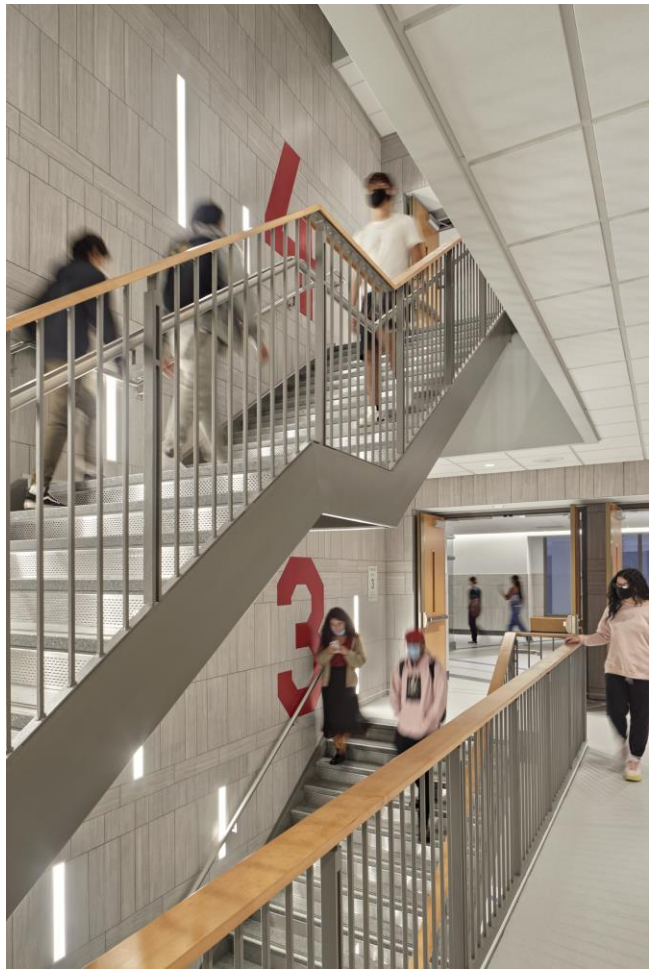


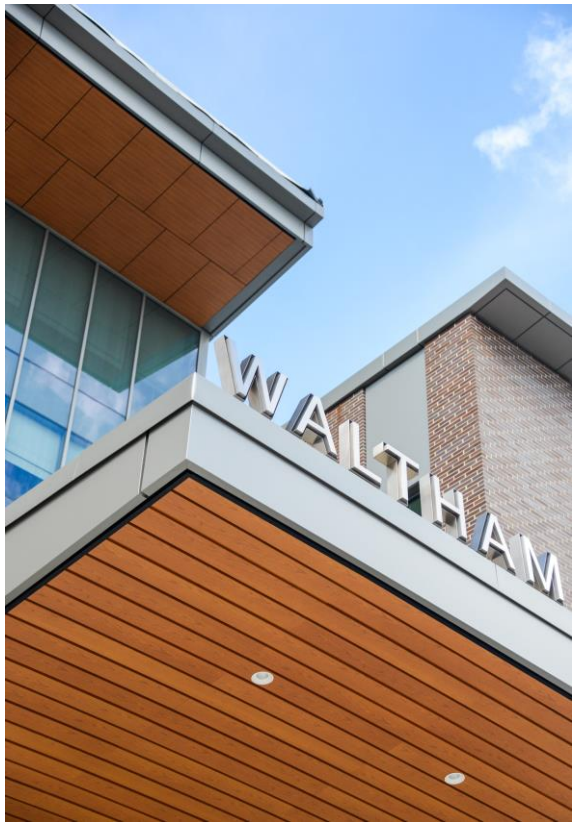
Educational posters / Waltham HS →





Goals / Wayfinding and Placemaking





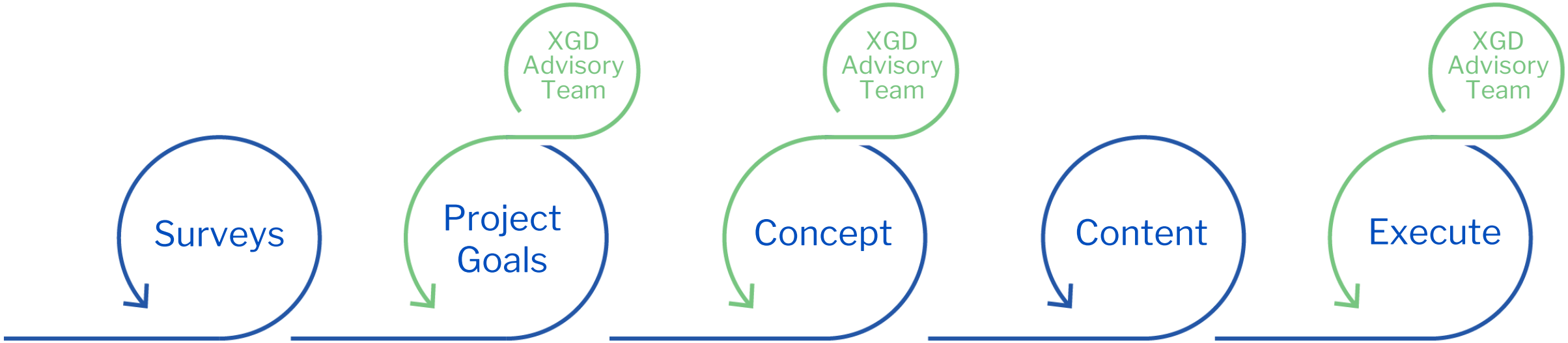







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Experiential Graphic Design (XGD) / Schematic Design Process



Staff, students, and community. Informs project goals.

Informs visual style and content strategy

Create visual style and content strategy. Apply to selected case studies

Research and collection of all content

Creation and documentation of all graphics

Next Steps



1	Listen	12/16
2	Review & Respond	1/15
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 what goals for exterior and interior design elements are recommended to be carried forward as part of the project (evolving from the discussion 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 5:30 pm
Remote / Hybrid

Thank you

