Advisory Team – Educational Planning & Equity 2

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team – Educational Planning & Equity	Meeting Date:	01/13/2026
Prepared by:	Soala Ajienka	Meeting Number:	02
Distribution:	Attendees		

Owner

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

SMMA & Consultants

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

- [ ] Mike Pirollo, MLP Integrated Design

Leftfield

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

School Counselling and Behavioral Health (virtual)
- [x] Cooper Su, *Student*
- [x] Kim Talbot, *Assistant Superintendent*
- [ ] Jonathan Wilson, *Biology and anatomy Teacher*
- [x] Jack Haverty, *AP Somerville NWF/Resident*

Item No.	Action	Discussion
02.01	Record	**Meeting # 2 Agenda** • Welcome & introductions • Process & milestones • Topics and Priorities - Takeaways from Meeting #1: 1. Equity, Inclusion and Belonging 2. Wellness and Wellbeing, 3. Student Identity and Expression 4. Flexible and future ready 5. Community Connection • Next Steps
02.02	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. • Today, the project is advancing in the feasibility stage. • SMMA presented a list of givens: 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
02.03	Record	**1. Equity, Inclusion and Belonging** <u>Integrated learning community</u> • Opportunity to embed often siloed communities such as Special Education, CTE, House Offices, Science, Small group rooms, and breakout spaces that all support the variety of needs among the student body. A cluster can include a variety of all of these spaces. • This embeddedness demonstrates to students that help is always available. It creates a sense of welcome for students and removes stigmas that may exist. SMMA will work closely with MHS to identify opportunities for adjacencies. • **<u>Discussion:</u>** ○ If CTE shops are isolated from each other within the clusters, what implications could that have on the CTE culture? ○ There are CTE programs that could benefit from being more integrated with the rest of the school community ○ Registration hub is a good location to embed the ideas of an integrated learning opportunity with Student Identity and Expression and Community Connection <u>Toilet Room: Multi-User Designs</u> • There are different attitudes around toilet rooms and this is a significant point of

		focus of the space planning process. • There is the opportunity for all-gender rooms • SMMA highlighted prior projects where schools have built in flexibility to their binary gender toilet rooms to be converted to All- Gender Designs at a later date. • The plumbing code in Medford has changed to allow a more inclusive model to be integrated • Precedent: RISD Student Success Center: Private stalls with a common wash hand basin at the center • Design of the toilet rooms also includes signage that illustrates the purpose of the room, than on the gender. This approach ensures that exclusion right from identifying the location of a toilet room, before even using the room • **Comments:** ○ A lot of students at the High School use the single use stalls when the option is nearby and available. ○ Students highlighted the importance for individual stalls to have doors that go from floor to ceiling. This ensures that all the stalls are closed off when in use. The difficulty with a lot of examples seen elsewhere is the as currently, there are gaps present between stalls ○ The idea of a convertible binary to all-gender design could work well.
02.04	Record	**2. Wellness and Wellbeing** Student Spaces • Variety of ways such spaces of wellbeing and wellness can be introduced, including but not limited to breakout spaces along hallways, outdoor student spaces that all encourage movement and sensory engagement • It is important to create spaces with high visibility that also provide a sense of belonging to students • **Comments:** ○ It is important to note that the flexible breakout spaces for students are not only designed to be safe but also appropriate for students with high visibility in their location and use Staff Spaces • Medford High School is also a workspace and recognizing that means creating spaces that are equally welcoming and attuned to the needs of staff. • Important to provide break rooms for staff to recharge as well Teacher Planning Rooms that provide a focused work environment that staff may need • Important to create spaces with high visibility that also provides a sense of belonging to students • **Comments:** ○ How have schools that have had shared classrooms, utilized the shared staff spaces? There is difficulty to play out new models when they have not been tried before. What can be learned from other school projects? ○ If staff rooms are shared, do they truly provide the opportunity for more heads-down focused work? This needs to be calibrated clearly in the designs as quiet spaces are important for teachers, If they no longer have assigned classrooms ○ School districts around the Commonwealth of Massachusetts are having these conversations around how the framework for sharing classrooms among teachers could be setup. ○ MSBA provides guidance on quantity of classrooms based on student population and other factors. Part of this guidance is in aligning the school schedule and space planning, Classrooms are calculated to be used more than 85% of the time following formulas that guide the classroom sizes. ○ SMMA, also delves deeply into these calculations and ensures all possible scenarios are accounted for.
02.05	Record	**3. Student Identity and Expression** It is important that students are able to take pride in the identity they have set up for

		themselves. SMMA presented 2 examples of CTE shops from previous projects that showcase how design can achieve this <u>Cosmetology</u> • Community facing, encouraging the feeling that students are working in a professional setting • **<u>Comments:</u>** ○ If CTE shops are isolated from each other within the clusters, what implications could that have on the CTE culture <u>Health Assisting</u> • Students interface with a range of equipment that they'll see in the real world and confidence in their ability to emerge in the workforce is increased • **<u>Comments:</u>** ○ Waltham High School designed by SMMA is a good representation of how realistic a Health Assisting shop could be. It has an anatomage, which is a full size digital version of the human body and a space setup identical to medical offices. <u>Visual and Performing Arts incl. Black Box Theatre</u> • There are opportunities to showcase student work • Not tucking Arts program spaces into their own bubble, but creating the opportunities for interface, between department. • **<u>Comments:</u>** ○ For example, A CTE student interacts with performing Arts and is inspired to take a music class and vice versa, an art student encounters CTE student work and takes an elective <u>School Store</u> • Allowing students to take pride in their work, have store be more visible • **<u>Comments</u>:** ○ Waltham High School is a good example of a student run school store taking on a life of its own
02.06	Record	**4. Flexible and future ready** <u>Agile Classrooms</u> • Allow for spaces to be easily reconfigured and adaptable, without being disruptive to learning sequence • An adaptable classroom accommodates a range of students' learning styles. • **<u>Comments:</u>** ○ It is important that desk space in classrooms are sufficient for all student needs, accommodating the tools and materials utilized during class time. <u>Collaboration Spaces</u> • Visioning activities have identified types and purposes of such collaboration spaces • Used not only across departments but also by the community
02.07	Record	**5. Community Connection** The building should reflect Medford's identity while being designed to serve students and the community for generations. Community spaces should serve as active learning environments in addition to being places to gather. <u>Dining Commons and Media Center</u> • Quiet Dining as an alternative has come up a significant number of times • **<u>Comments:</u>** ○ Today, Unity and Equity come through in the Dining, Athletics and Library spaces. Student connections are best made in those locations ○ In student belonging video earlier in the year, these spaces were also central and highlighted ○ The new school timetable will have 3 lunch periods coordinated within a

		single cafeteria. ○ Centralizing the cafeteria will help to support the goal of this being an important space for student connection.
02.08	SMMA	**Next Steps** • Meeting #3, March 10th at 4pm • A Focus on Design Aspects, with color-coded assessment to be carried out by Advisory Team: Green (full agreement), Yellow (Items that may not be needed), Red (items that will not be taken forward) • Subsequently, Items carried forward in agreement will be put before School Building Committee