smma

Advisory Team - Interior & Exterior Design 3

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team - Interior & Exterior Design	Meeting Date:	03/11/2026
Prepared by:	Soala Ajienka, Sarah Long	Meeting Number:	03
Distribution:	Attendees		

Owner

- ☐ Lujayen Alsayrafi, *MHS Student*
- ☑ Libby Brown, *SBC Member*
- ☐ Alex Bushkoff, *Medford Resident*
- ☐ Marta Cabral, *MHS Principal*
- ☑ Griscel Diaz, *Medford Resident*
- ☑ Chloe Dorcellus, *MHS Student*
- ☑ Paul Ellis, *Medford Resident*
- ☐ Suzanne B. Galusi, *MPS Interim Superintendent*
- ☑ Jenny Graham, *SBC Chair, School Committee Vice Chair*
- ☑ Brian Hilliard, *SBC Member*
- ☑ Din Ho
- ☑ Ken Lord, *MPS Chief Operating Officer*
- ☐ Nicole Morell
- ☐ William Pipicelli
- ☑ Jennifer Rigano, *Medford Teacher*
- ☑ Annemarie Rigas, *Medford Parent*
- ☑ Paul Ruseau, *SBC Member, School Committee Member*
- ☐ Jesse B. Strauss, *Medford Resident*
- ☐ Delia Wendel, *Medford Resident*
- ☐ Eric Zeckman, *Medford Resident*

SMMA

- ☑ Soala Ajienka, *Architectural Designer*
- ☐ Lucas Carriere, *Architectural Designer*
- ☐ Helen Fantini, *Project Manager*
- ☑ Sarah Long, *Sr. Interior Designer*
- ☑ Michael Pardek, *Director of Design, Architect*
- ☑ Matt Rice, *Principal-in-Charge, Architect*
- ☐ Abigail Ransmeier, *Head of Research*
- ☑ Jamay Li, *Architectural Designer*

Leftfield

- ☑ Jen Carlson, *Project Director*
- ☑ Matt Gulino, *Project Manager*

Item No.	Action	Discussion
03.01	Record	**Meeting #3 Agenda** • Welcome & Introductions • Advisory Team Recommendation Development • Next Steps
03.02	Record	**Welcome** • Timeline Update: Project has now concluded the Preliminary Design Program Phase of the Feasibility Study and has now emerged in the Preferred Schematic Report Phase of Feasibility ○ Each team will produce a set of recommendations for the full SBC to review and approve. Whilst there is overlap in topics discussed, it is important that there are no duplicates in recommendations

03.03	Record	**Advisory Team Recommendation Development Overview** • The list of Suggestions has been shared with the Advisory team in advance of the meeting • They are a very helpful list and lens to look at the project through and will form the basis for the list of recommendations to be advanced to School Building Committee • Recommendations (Givens, Green): Aspects that are inherently going to be represented within the project, identified in the Ed Plan, during Programming Meetings and other fora of discussions • Recommendations (Needs Further Discussions or Review, Yellow): Aspects that warrant further discussion before they are either taken forward to the building committee, or shifted across to being Red Light Items. • Recommendations (Has challenges, Red): No items are yet designated as red and during the course of discussions, suggestions may be moved over to this category. • Focus for this Advisory meeting will be Recommendations tagged as yellow, needs further Discussions or Review
03.04	SMMA	**Topics & Discussion** **Materials, Health & Sustainability** 6. Healthy, environmentally friendly materials should be provided wherever possible • Some materials have imitations in the current market. • Design Team to research materials equals that have the same performance and fulfill the required need • **Discussion:** ○ There's some overlap with the Sustainability team here, but there has to be a separate group for healthy materials to make sure that inappropriate materials are not used 13. Use Site Geology or excavated material as façade inspiration • There is further discovery to be made here, as the site is excavated 14. Preference for concrete and Brick; Cost efficiency important • As design progresses, this will be revisited 15. Landscape Durability and stormwater resilience required • This topic will be discussed in the Site, Safety & Security Advisory Meeting 16. Minimize use of carpet to select, acoustically sensitive spaces • This will be discussed further with the operations and custodial team, especially considering acoustic needs 18. Consider use of CMU or other durable alternatives in lieu of drywall in high traffic areas for increased durability • As program develops and building develops, Design Team will develop the right material strategy for the right spaces; especially considering alternative options for "durable" materials and economy 19. Blend materials across renovated and new areas • Designation: Orange, changed over the course of the meeting to Green • This depends on the scheme but the goal is to have one school at the end of the day, not a renovated one and a new part that reads as separate. • **Discussion:** ○ It is important that flooring does not change from section to section especially considering accessibility and mobility challenges. ○ Meeting Chat Comments: *Uniformity of flooring … also use of color for safety* ○ Being mindful of coloring, highlighting stairs and level drop-offs especially for aspects that might be a hazard within the school ○ Ideally, this should be a green issue. The extent of renovation to be done in the old building will be down to the studs and so it should be a given that there is uniformity across the old and new
03.05	SMMA	**Identity, Belonging and School Pride** 23. Design should highlight Medford's core values • More discussions concerning which values should be integrated as project progresses 24. Incorporate Mustang Mascot thoughtfully to support school pride and avoid superficial branding • Real strategy behind graphic design and branding of the school to be discussed 25. Celebrate Medford History, culture and important figures while avoiding focus on nostalgia. These elements must be given context to be used as teaching tools • **Ideally, a separate group is created focused on discussing the right context to shed light on, and the perspectives that should influence the choices made around how history and culture are highlighted** • **Discussion:**

		○ Meeting chat comments: *There is a Medford Historical Society as well as a display in the library, perhaps that could be tapped into. Medford Public Library to clarify* 31. Provide intentional Student Mural locations to foster student ownership, autonomy and diversity • Early strong strategy to allow this to happen over time, for students to showcase their work • **Discussion:** ○ It is important to hear from students on this, as they encounter these murals all the time. Should the mural be created by students themselves? Or by an artist known to them. A lot of things that are considered as important today may not be material to students in the future. ○ Ideally, we don't suffocate ourselves with the history of the city that may end up creating an atmosphere of being stuck, we want students to make new history ○ The Bistro has lights from old schools, which are integrated nicely. There is pride that can be celebrated in the right way ○ With new buildings usually, there is an air of being untouchable because they are new. It is important that we create a building that can be organically changed. We should aim to create a living place and not a museum. A good part of the existing building is how the murals have evolved with time ○ Emphasis on how great the murals in the current school are and how they make the current school more welcoming and how they are adaptable to change . Ideally, murals include items with more variety than just the Mustang logo ○ We should promote that what the building looks like today could be different from what it is in four years. Culture is not static and is always evolving ○ Meeting Chat Comments: *Flexibility to change would be great!, Provide a "canvas" and freedom to use it*
03.06	Record	**Flexibility, Adaptability & Future ready learning** 36. Dedicated rooms for after-hours club are desired 38. Student ownership is important, but must be designed intentionally so ownership can "change hands" 42. Roof terraces are designed for both learning opportunities and event spaces • **Discussion:** ○ Having terraces are great but they should have as minimal drops as possible. As precedents, Waltham HS works well but In a situation like Somerville HS, the height of the drop looks to be a concern ○ SMMA: There is a full suite of voices that will be involved in the creation of the outdoor terrace spaces, including but not limited to Fire Department, Police Department, administrators etc. ○ SMMA: In the precedents mentioned, significant steps were taken to make sure that the environments are either enclosed, and students can only be on the terraces with the supervision of a teacher. ○ There's quite a few categories of items that vie for roof space, including PVs, mechanical equipment and outdoor classroom programming. The roof terraces should be purposeful when considering the demand for roof space for other functions. 43. Ensure flexibility for community use and civic functions
03.07	Record	**Nature. Landscape, Views and Outdoor Connection** 47. Provide outdoor classrooms and terrace 48. Support Kids' Corner playground requirements • To be explored with the Site, Safety and Security Advisory Team • **Discussion**: ○ There are outdoor spaces for the Kids Corner and the Early Childhood CTE now, but they are nowhere near the indoor programming. Ideally the outdoor spaces are co-located with the indoor spaces. ○ With the addition of MEEP to the Early Childhood offerings, larger outdoor spaces that are age-appropriate for these programs and their required adjacencies will be studied. ○ Online comments: *They will need an expanded playground if you are moving all of the MEEP up here - and do they share or not*

03.08	Record	**Community Hub and Civic Role** 53. Provide public gathering spaces, event areas and performance spaces • **Discussion:** ○ Ideally, the spaces utilized by the community that can also be utilized for education programming ○ While there are spaces now that are used for larger programs, there are not that many spaces that can fulfil the need. ○ The lack of public spaces to gather is a crisis in Medford and the new High School provides a great opportunity to correct this ○ City Hall as one of the more crucial gathering spaces in the community, has many shortcomings including parking issues, overcrowding ○ Interest in the school committee meeting in the High School in the future (instead of city hall) 55. Create intuitive circulation for after-hours community use 56. Connect High School to Medford's civic architecture legacy 57. Japanese Language School needs should be considered • Dedicated conversations are happening with community partners and the district and school committee • **Discussion:** ○ MHS has a long history with JLS as they have a long history. It is especially important to have conversations with them before information is shared to the wider community
03.09	SMMA	**Wayfinding , Circulation and Experiential Graphic Design (XGD)** 61. Provide clear, effective signage. Multilingual options to be considered • What languages should be incorporated? The languages should be representative of the Medford Community 62. Provide clear sight lines for safety and supervision • This will be addressed by the Site, Safety & Security Advisory team 63. Remove confusing circulation patterns of the current building • The scheme selected will impact the circulation opportunities 65. Address traffic flow and parking challenges at entry areas • This will be addressed by the Site, Safety & Security Advisory team 68. Support storytelling through murals, artifacts and educational content. • There is potential to salvage what exists or create new. This will involve evaluating what we want to keep vs. retire • **Discussion :** ○ Library has the History room. Could we not plan for something similar? Where historically relevant items can be kept? Maybe the right place isn't a wall nor a closet/storage room, but a room to honor important items. ○ SMMA is working on schools like Wakefield, with an Archival room intended for similar uses. There is lots of flexibility with how to partition out the Media Center Square Footage, so Design team could investigate establishing a smaller room there ○ There was a similar effort at Somerville High to gather historical artifacts to be displayed in the school. There are display cases throughout the school campus - so the archives don't have to be in a room but can be integrated intentionally ○ **As part of the sub groups that will be created, Design Team will coordinate relevant group to develop a salvage list as part of the specifications** ○ Similarly, plaques and trophies collected over the years will be planned for. ○ Banners are usually recreated with fire retardant material. ○ For Murals, effective documentation can be high resolution photos as they are more tricky to save. • It would be ideal to have direct access between the outdoor spaces and interior music rooms • **Discussion:** ○ There are challenges now with the marching band, where getting instruments back into the school is difficult because of the absence of direct exterior access to the Music Rooms ○ SMMA: Will bring this discussion to Ed Planning Team and will also bring up in the programming meetings in the fall

		○ loading and unloading for the band is also a pain. This should be revisited so the band doesn't have it worse than they do now ○ **SMMA will set up a conversation with band director to document concerns about loading dock and adjacencies, to understand what would be an ideal situation and design to that goal**
03.10	SMMA	**Next Steps** • Meeting #4, September 2026 • The Advisory Team will reconvene in September at the beginning of the SD phase to review the recommendations from this discussion as well as documentation of the Preferred Alternative Design as 2d drawings and 3d images • Subsequently, Items carried forward in agreement will be put before School Building Committee