Ed Planning & Equity Advisory Team Proposed PDP Recommendations					
	Advisory Team Suggestions/Comments	**Given**	**Needs Further Discussion or Review**	**Has challenges / trade-offs Requires further discussion**	**Comments**
		●	●	●	
Guiding Principles					
1	Flexibility and community should drive design decisions.		●		Design decisions also must consider: how the design supports the educational plan, the program, and how it influences the site.
2	Ensure continuity of services students currently receive.	●			
3	Support identity development, social growth and academic growth.	●			
4	Create a competitive, attractive school that meets diverse needs.	●			
Equity, Inclusion & Accessibility					
5	Preserve and expand equitable learning services for students with disabilities.	●			Guidance on this topic will come from the District and School Committee
6	Reduce stigma around special education through integrated and flexible support spaces.	●			
7	Include dimmable lights, flexible furniture, and sound absorbers/ acoustical mitigation throughout the school.	●			
8	Include breakout spaces in co-taught rooms.	●			
9	Provide adaptive life-skills spaces sensory rooms motor-skills areas and emotional regulation spaces.	●			
10	Design from the perspective of students with accessibility needs so all students benefit.	●			
11	Prioritize inclusion over segregation by integrating specialized spaces into general education environments/areas.	●			
12	Embed EL/ESL programs with academic teams rather than isolating them.	●			This topic is already aligned with the District's educational plan
13	Ensure sheltered content classes remain content-first rather than labeled as separate.		●		Guidance on this topic will come from the District and School Committee
14	Create visible and welcoming Registration and EL offices for multilingual families.	●			This topic is already aligned with the District's educational plan
15	Use multi-tiered design to support long-term residents and newly arrived families.	●			This topic is already aligned with the District's educational plan
16	Embed Special Education, CTE, House Offices, Science, small group rooms and breakout spaces within clusters, to demonstrate that help is always avaiable and reduce stigma		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
17	Some CTE programs could benefit from greater integration with the school community. Consider implications of isolating CTE shops within clusters based on CTE culture / associated frameworks.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
18	Registration hub can support integrated learning identity and community connection.	●			This topic is already aligned with the District's educational plan

	Toilet Rooms				The eventual design of the toilet rooms will require additional time, thought and conversations. The Advisory Team recommends the formation of a smaller working group focused on Toilet Rooms, which includes student voices, as their priorities are different than adult staff and visitors to the school, as well as more discussions with the school administrators. SMMA will work with the District and Advisory Team to determine what methodologies to use in gathering feedback from students (surveys, Google Forms, dedicated student-only sessions, etc.). The Advisory Team also recommends having conversations with other recently built schools to understand their experiences regarding toilet rooms. The team recommends re-convening the entire Advisory Team for a focused toilet room discussion after such discussions are had.
19	Consider the opportunity to incorporate all-gender toilet rooms in the new school design.		●		
20	Design toilet rooms with signage focused on purpose rather than gender.		●		
21	Students prefer single-use stalls when available.		●		
22	Students want stall doors that go floor-to-ceiling to ensure privacy.		●		
23	Convertible binary-to-all-gender toilet room design is desirable.		●		
24	Ensure that administrators have keys to quickly access single stall bathrooms in case of emergency.	●			School admnistration will have keyed access to rooms or stalls that have a locking mechanism in case of emergency.
nt Experience, Well Being & Belonging					
25	Provide safe comfortable spaces for students with varied interests.	●			
26	Create destress and decompression spaces that allow students to reset and reengage.	●			
27	Offer quiet spaces and safe spaces that are well maintained.	●			
28	Make the school day dynamic with movement and access to varied environments.	●			This topic will need to be discussed as part of the scheduling of the new or reimagined school, as it involves both the physical space and scheduling
29	Ensure students have comfortable flexible spaces that support productive routines.	●			This topic is already aligned with the District's educational plan.
30	Design spaces that adapt to student needs rather than forcing students to adapt to the building.	●			This topic is already aligned with the District's educational plan.
31	Provide competitive offerings so families are not compelled to look outside the district.		●		Guidance on this topic will come from the District and School Committee. The Educational Plan includes some information on the expansion of current Chapter 74 CTE programs, as well as the addition of new Chapter 74 CTE programs and other course offerings.
32	Provide breakout spaces along hallways and outdoor areas that support movement and sensory engagement.	●			
33	Create high-visibility wellness spaces that still feel welcoming and supportive.	●			
34	Breakout spaces must be safe appropriate and visible in their location and use.	●			
Teaching & Learning Flexibility					
35	Create flexible spaces that allow teachers to deliver the learning students need.	●			
36	Build a flagship school that grows with the community over many years.	●			
37	Increase collaboration spaces for teachers and students.	●			
38	Provide spaces for teachers to eat lunch together and hold meetings.	●			
39	Improve placement and adjacency of support teachers who are currently scattered.	●			
40	Add more whiteboards and vertical learning surfaces in classrooms.	●			

41	Support Project-Based Learning with appropriate spaces.	●			
42	Establish a Writing Center accessible to multiple departments.		●		Space summary currently includes "Academic Support Hubs", which is also described in the Ed Plan
43	Develop a Math Lab open during the day before school and after school.		●		Space summary currently includes "Academic Support Hubs", which is also described in the Ed Plan
44	Provide staff break rooms and teacher planning rooms for focused work. Shared staff rooms must still support quiet heads-down work / Teachers need quiet spaces if they no longer have assigned classrooms.	●			
45	The overall quantity of classrooms is to be reviewed carefully due to the MSBA shared classroom model, including mocking up a schedule to confirm the proposed number of classrooms will work.		●		The District will need to generate different scheduling scenarios.
46	Agile classrooms should be easily reconfigured without disrupting learning.	●			
47	Classroom desks must accommodate tools and materials used during class.	●			
Program- Specific Needs					
50	Acknowledge and plan for CTE's unique program needs.	●			
51	Create a Model House for vocational programs.		●		Adjacencies for and location of a model house is to be studied as the design of the plans begin to take shape
52	Provide new biotech space accessible to all students.		●		Level of access to the Chapter 74 shop spaces will be discussed as the design progresses. Team to clarify if this item was intended to suggest non-Chapter 74 biotech courses are suggested to be added to the curriculum.
53	Improve art spaces and music areas.	●			
54	Include occupational therapy rooms and small versatile PE spaces.	●			
55	Provide infrastructure for global collaboration virtual meetings and simulations like Model UN.	●			
56	Co-locate Math, Science and CTE for interdisciplinary collaboration.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
57	Co-locate Humanities and Social Studies for interdisciplinary collaboration.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
58	Cosmetology spaces should be community-facing and feel professional.	●			
59	Health Assisting spaces should mirror real medical environments and equipment.	●			
60	Arts spaces should not be isolated but integrated to encourage cross-department interaction.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
61	School store should be visible and student-run to build pride and ownership.	●			
boration, Community Spaces & Access					
62	Adopt middle school-style learning common spaces (per building tour of Chapman Middle School) and shared breakout areas.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
63	Support classroom clusters that open into shared spaces.		●		Adjacencies amongst different program spaces will be studied as the design of the plans begin to take shape
64	Provide café-style spaces with varied seating.	●			
65	Improve internal library adjacencies and shared amenities without long-term booking.	●			
66	Ensure community spaces enhance learning rather than novelty.	●			
67	Provide outdoor teaching spaces and connection to nature.	●			
68	Ensure good sight lines for supervision in large shared areas.	●			

69	Collaboration spaces should serve both departments and the broader community.		🟡		Will have ongoing discussions on which school spaces are available and accessible to the broader community
ıess, Mental Health & Student Support					
70	Maintain the House model with counselor + adjustment counselor.		🟡		Guidance on this topic will come from the District and School Committee
71	Expand mental health services to meet increasing need.		🟡		Guidance on this topic will come from the District and School Committee
72	Create a dedicated counseling center for presentations and group support.	🟢			
73	Provide a community mental health space within the health suite.		🟡		Aligned with the District's Educational Plan and is currently proposed in the Space Summary - not a part of the MSBA's reimbursable category of spaces
74	Add a nurse practitioner for medication management.		🟡		Guidance on this topic will come from the District and School Committee
75	Include spaces that reduce emotional stress and minimize anxiety.	🟢			Space summary currently includes spaces such as Restorative Rooms, Sensory Rooms, Quiet Dining.
y, Circulation & Building Functionality					
76	Improve safety, entrance sequence, and parking lot design.	🟢			
77	Revise the main school entrance and review the number and extent of floor levels for better flow and accessibility.	🟢			
78	Prioritize quality of space and student experience in all decisions.	🟢			
ımunity Identity & Long-Term Vision					
79	Create a flagship school that reflects Medford’s identity.	🟢			
80	Design for longevity so the building serves future generations.	🟢			
81	Showcase Medford’s historic elements within the school environment.	🟢			This topic will be represented in the Exterior and Interior Design Advisory Team recommendations
82	Ensure equity is visible in motion not just in language.		🟡		Additional Advisory Team discussion is requested for this item to clarify the intended outcome
83	Design spaces for adults as well as students to collaborate.	🟢			
84	Provide bright uplifting spaces that support student growth.	🟢			
85	Community spaces should serve as active learning environments.		🟡		Will have ongoing discussions on which school spaces are available and accessible to the broader community
86	Quiet dining options are important for student belonging.	🟢			Space summary currently includes a Quiet Dining space.
87	Centralized cafeteria with three lunch periods to support student connection	🟢			