Exterior & Interior Design Advisory Team Proposed PDP Recommendations					
	Advisory Team Suggestions/Comments	Given	Needs Further Discussion	Has challenges / trade-offs Requires further discussion	Comments
		●	●	●	
	Materials, Health, and Sustainability				
1	Materials for both interior and exterior should be durable and timeless.	●			
2	Materials should be able to be easily maintained.	●			
3	Provide non-trendy, simple materials that serve a purpose.	●			
4	Durability, lifecycle cost, and ease of maintenance matter as much as aesthetics.	●			
5	Materials should feel modern but also warm and welcoming.	●			
6	Healthy, environmentally friendly materials should be provided wherever possible.		●		Further discussion regarding specific sustainability goals is required. Some typical construction materials have limitations in the current market. This will be represented by the Sustainability/MEP Advisory Team recommendations.
7	Material selections to be coordinated closely with larger sustainability goals.	●			This will be closely coordinated with the Sustainability/MEP Advisory Team.
8	Materials and systems should allow for flexibility and replacement over time.	●			
9	Early CM-at-Risk involvement recommended for constructability.	●			Guidance on this topic will come from the School Building Committee. They voted to proceed with a CM-at-Risk procurement method at their 2/25/26 meeting.
10	Exterior simplicity, longevity, timeless design; do more with less.	●			
11	Brick/stone/precast, porcelain, phenolic, and terracotta systems as options.	●			
12	Consider shading devices and operable windows.	●			Effective daylighting requires evaluating daylight availability, glare risk, and solar heat gain to develop a balanced strategy.
13	Use site geology or excavated material as façade inspiration.		●		
14	Preference for concrete and brick; cost efficiency important.		●		
15	Landscape durability and stormwater resilience required.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations.
16	Minimize use of carpet to select, acoustically sensitive spaces.		●		Locations for carpet will be reviewed as the program develops.
17	Avoid using unfinished wood at the interior as it does not weather well.	●			
18	Consider use of CMU or other durable alternatives in lieu of drywall in high traffic areas for increased durability.		●		Locations for CMU, glazed CMU, or other durable wall finishes will be reviewed as program develops.
19	Blend materials across renovated and new areas.	●			Dependent on the scheme selected and balance of renovation versus new construction.
20	Flooring should be durable and easily maintained without waxing.	●			
21	Avoid dull or overly white interiors; use intentional color.	●			Accent colors will be used intentionally to support wayfinding, placemaking, and color psychology best practices.
	Identity, Belonging, and School Pride				
22	Design must feel like Medford High School, just renewed.	●			
23	Design should highlight Medford's core values.		●		Values to be discussed to determine appropriate integration into design (potential XGD opportunities)
24	Incorporate Mustang Mascot thoughtfully to support school pride and avoid superficial branding.		●		Locations for mascot features to be discussed (e.g. at athletic spaces vs academic spaces)
25	Celebrate Medford history, culture, and important figures while avoiding focusing on nostalgia. These elements must be given context to be used as teaching tools.		●		Research and additional conversations to understand important figures, historical events, etc. will need to happen as the design progresses. Potential for salvage vs. creating new via XGD.

26	Design should focus on Medford's future, not only it's past.	●			
27	Spaces should represent students, staff, and Medford's diverse user groups.	●			
28	Design should be accessible and inclusive.	●			
29	Consider students with sensory sensitivies and provide options for various comfort levels.	●			This will be closely coordinated with the Ed Planning and Equity Advisory Team
30	Promote student identity, pride, and emotional well-being.	●			
31	Provide intentional student mural locations to foster student ownership, autonomy, and diversity.		●		Locations will be reviewed and discussed as the design progresses.
32	Provide various display systems to allow students the opportunity to flexibly showcase their work, ideas, and pride.	●			
33	Support civic-mindedness and community connection, as well as students.	●			
	Flexibility, Adaptability & Future-Ready Learning				**This section will be closely coordinated with the Ed Planning and Equity Advisory Team**
34	Classrooms and common spaces must be able to evolve as pedagogy and students change.	●			
35	The building should support evolving technology.	●			
36	Dedicated rooms for after-hour clubs are desired.		●		
37	Both academic and CTE spaces should be designed with flexibility in mind.	●			
38	Student ownership is important, but must be designed intentionally so ownership can "change hands."		●		Opportunities to achieve this will need to be discussed as the design and program evolves.
39	Enable student autonomy with flexible, adaptive spaces.	●			
40	Lively spaces should be balanced with quiet spaces to support different learning styles.	●			
41	Materials and systems should allow reconfiguration and personalization.	●			
42	Roof terraces are desired for both learning opportunities and event spaces.		●		
43	Ensure flexibility for community use and civic functions.		●		It was noted that Medford currently does not have many public meeting spaces. Further discussion of desired requirements is needed.
	Nature, Landscape, Views & Outdoor Connection				
44	Preserve and maximize views to the Fells and Boston skyline to support well-being and educational goals.	●			
45	Create strong indoor-outdoor connections.	●			
46	Daylighting and views are to be maximized.	●			
47	Provide outdoor classrooms and terraces.		●		This will be closey coordinated with the Ed Planning and Equity Advisory Team.
48	Support Kids' Corner playground requirements.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations
49	Stormwater runoff must not damage landscaping.	●			This will be closely coordinated with the Site, Safety, and Security Advisory Team.
50	Exterior design should be rooted in Medford’s landscape and geology.	●			
51	Reimagine underused existing exterior spaces.	●			This will be closely coordinated with the Site, Safety, and Security Advisory Team.
	Community Hub and Civic Role				
52	Medford High School should be a true civic asset and gathering place for the entire community, not just those who are part of the school system.	●			
53	Provide public gathering spaces, event areas, and performance spaces.		●		It was noted that Medford currently does not have many public meeting spaces. Further discussion of desired requirements is needed.
54	Visual and performing arts should be accessible to the public.	●			
55	Create intuitive circulation for after-hours community use.		●		After-hours access to programs will be reviewed as the design progresses. Discussion on which spaces and/or programs require after-hours access may be required.

56	Connect the High School to Medford's civic architecture legacy.		●		Over time, Medford has assembled an evolving collection of civic buildings, each reflecting the architectural language and priorities of its moment.
57	Japanese Language School needs should be considered		●		Guidance on this topic will come from the District and School Committee
58	Foster democracy and openness through offering diverse ways to exchange ideas and provide moments to unite.	●			
	Wayfinding, Circulation, and Experiential Graphic Design (XGD)				
59	Provide clear and functinal wayfinding and enhance placemaking throughout the school	●			
60	Design welcoming, visible entrances.	●			
61	Provide clear, effective signage. Multilingual options are to be considered.		●		Discussions are needed regarding which languages should be incorporated into XGD and signage.
62	Provide clear sight lines for safety and supervision.		●		This will be closely coordinated with the Site, Safety, and Security Advisory Team.
63	Resolve confusing circulation patterns of the current building.		●		Dependent on the scheme selected and balance of renovation versus new construction.
64	Ensure connectivity between new building and any retained structures.	●			
65	Address traffic flow and parking challenges at entry areas.		●		This topic will be represented in the Site, Safety and Security Advisory Team recommendations
66	Connect the students, staff, and community to the space through a cohesive system of graphic installations	●			
67	Provide visual and content strategies that allow for engaging educational opportunities inside and outside the classroom.	●			
68	Support storytelling through murals, artifacts, and educational content.		●		Numerous plaques, artifacts, and existing artworks will need to be cataloged and evaluated as part of a broader plan for reuse.
69	Provide XGD content that responds to interior, architectural, and site concepts and elements.	●			