smma

Advisory Team – Educational Planning & Equity 4

Project Name:	Medford High School	Project Number:	25100
RE:	Advisory Team – Educational Planning & Equity	Meeting Date:	10/26/2026
Prepared by:	Michael Reid	Meeting Number:	04
Distribution:	Attendees		

Owner

- [x] Joan Bowen, *Head of Student Services*
- [ ] Marta Cabral, *Principal*
- [x] Nicole Chiesa, *Director of English Language and Social Studies*
- [x] Chad Fallon, *CTE Director*
- [x] Suzanne Galusi, *Interim Superintendent MPS*
- [x] Jenny Graham, *Chair of SBC, Vice Chair of School Committee*
- [x] Sydney Hamel, *Student*
- [ ] Catherine Hatch, *Medford Academy*
- [ ] Faiza Khan, *Director of Mathematics for District*
- [ ] Megan Leclaire, *EL Teacher*
- [x] Colleen Mahany, *Special Education Teacher*
- [ ] Rebecca Matloff, *School Adjustment Counselor*
- [x] Madeline McDonough, *Teacher*
- [x] Dana McMahon, Teacher
- [ ] Chelsea McNiff, *EL Director*
- [ ] Robert O'Leary, *Athletic Director Medford Public Schools*
- [x] Lisa Miller, *Programming & Web Development Teacher*
- [x] Aaron Olapade, *SBC Member, School Committee Member*
- [x] Annemarie Rigas, *Medford Parent*
- [x] Norman Rousseau, *Biotechnology Teacher*
- [ ] Stacey Schulman, *Director of School Counselling and Behavioral Health*
- [ ] Cooper Su, *Student*
- [x] Kim Talbot, *Assistant Superintendent*
- [ ] Jonathan Wilson, *Biology and anatomy Teacher*
- [x] Jack Haverty, *AP Somerville NWF/Resident*
- [x] Aaron Oplapadea
- [x] Kim Clinton
- [x] Lisa Miller
- [x] Sydney Hamel - Student

SMMA

- [ ] Soala Ajienka
- [x] Helen Fantini
- [ ] Matt Rice
- [x] Rosemary Park
- [x] Michael Reid

Leftfield

- [x] Jen Carlson
- [x] Linda Liporto

Item No.	Action	Discussion
04.01	Record	**Meeting # 4 Agenda** • Welcome & introductions • Advisory Team Recommendation Development • Project Update • Recommendation Recap • Schematic Design Plan Development • Next Steps
04.02	Record	**Welcome & Introductions** • Timeline Update: Identified where we are in Schematic Design.
04.03	Record	**Project Update** Project overview of current preferred option, identifying the spaces that will be renovated and new

		construction.
04.04	Info	**Recommendation Recap** 1. **Equity, Inclusion and Belonging** a. Equity should be experienced daily through inclusive spaces that reduce stigma and support all learners (including toilet rooms). b. Integrating Special Education, EL, and student support services throughout learning communities strengthens inclusion and belonging. c. The House model is important for providing continuity, relationships, and access to counseling and support. **2. Wellness and Well-being** a. Student well-being is supported through calming, sensory-responsive environments (for decompression and reset) and access to mental health services. b. Staff need dedicated spaces for both recharging and connection to colleagues **3. Student Identity and Expression** a. CTE programs require intentional, purpose-built spaces and benefit from integration with academic areas. b. Visual and performing arts are critical to student identity and expression and should be highly visible. c. Students should see themselves reflected in the school. **4. Flexible and Future-Ready** a. The building should be flexible and adaptable, supporting differentiated learning styles, movement, and future change. b. Interdisciplinary adjacencies support collaboration and richer learning experiences. c. Collaboration spaces for students and staff are essential and should be easily accessible and adjacent to learning areas. d. The building design should support robust course offerings. **5. Community Connection** a. The building should reflect Medford's identity while being designed to serve students and the community for generations. b. Community spaces should function as active learning environments in addition to being places to gather. **Discussion** Comment on CTE program integration with academics: does not recollect that this committee discussed this. ○ An Advisory Team member noted that this was discussed when working with MLP Integrated Design on an exercise regarding adjacencies between CTE and high school spaces. ○ SMMA noted that this was a part of the discussion and meeting minutes from a prior Advisory Team meeting. • And Advisory Team member noted that there was discussion regarding biotechnology integrating with science department which is fine as long as the biotech space meets its needs.
04.05	SMMA to develop a survey to arrive at general locker quantity	**Student Lockers** The design team requested input on general locker usage and needs in the new high school. This does not include PE, Athletics and CTE lockers which are already included in the program. Regarding general use lockers in the hallways, the design team offered the following: a. Trend is away from locker use, especially with limited time between classed (3 minutes) b. Three possible approaches: i. One locker per student 1,395 Lockers ii. Zero Lockers – because they are not needed. iii. Limited number of lockers for general use that are no assigned. They would have programable locks that the user assigns similar to a public locker at a gym or spa. **Discussion** • Question: what are you seeing on other high school projects? Response: At Lexington High School, only 1/3 of student body, or about 650 lockers for 2,395 students. At Wakefield Memorial High School, quantity is about 10% of students. Both are academic high schools. • Comment: For upperclassmen, I see that the majority of students use lockers to store sports equipment for after school. While most kids prefer to keep their backpack with them, some student backpacks are too heavy. Somewhere in-between makes sense. • Comment: We would love to be able to survey students regarding their thoughts and needs on the matter. We like the idea of using their student ID # to access a locker- especially in the winter. • Comment: I love the survey idea - would be great to have some choices based on what other districts did. • Comment: Prefer a quantity that is somewhere in the middle. As a student I know that those who use

		their lockers really appreciate having their lockers, but there are so many empty lockers. Having a mix of personal lockers and day lockers like available at Waltham would be great, I think. • Question: Regarding spaces for musical instrument and sports equipment, will storage be planned for those areas? Currently, some students store instruments in my classroom and wonder if there will be updated instrument/team sports equipment storage? Response: Yes, specific locker storage will be provided for music and sports. • Comment: Sometimes lockers are too crowded together if they are small and stacked especially with only 3 minutes between classes. • Question: Did I hear that at some point there will be 3D renderings of the classrooms and CTE spaces that will provide visual walkthroughs so we can better grasp scale and space? Response: Yes
04.06	Record	**Review of the Floor Plans** <u>First Floor</u> a. Early education center (Kids' Corner) and Medford Family Network. b. This is the lowest level and the EEC is the only program located on this floor and separate from the rest for the high school both horizontally and vertically. <u>Second Floor</u> a. On the southern wing there the 11 MEEP Classrooms. The MEEP program has on-grade access at the north end of the southern wing at the breezeway between the southern wing and the main high school. b. Main entry to the high school is on the second floor with main administration at the front entry doors next to the security check. Main office is close for when visitors or parents come to the school. c. Culinary Arts and the Bistro are just south of the main admin and would have outside access for seating at the Bistro. d. Project Transition – is located at the north side of the breezeway. This is an advantage because they have their own entrance because these students go out during the day. Project Transition students also work at the Bistro so this is a good location. e. On the north east wing there is a community entrance where the public can access the auditorium and pool during school hours without crossing paths with the students. There is also a second layer of public access that potentially can cross paths with students but not until after hours for access to LGIs MCN, fitness center and Film and TV spaces. f. Cosmetology is located next to the main entrance with an exterior door for public to use for retail services and this entrance does not cross with student circulation in the school. g. LGIs – They will be higher bays spaces with retractable tiered seating for flexible use. h. MCN will have access to the film and TV studios. **Discussion** • Question regarding the navigation of all five floors. Response: Access is generally via the stairs except for students who have a student ID that allows them to use the elevators. • Question: How would students and staff enter the auditorium for assemblies during the school day? Is there a lobby for the auditorium? Response: There is a student-only entrance to the Auditorium on the north side that the public can't access. There is an lobby for the auditorium. • Question regarding storage around the music areas given the current amount of closets that are utilized by performing arts, particularly on the first floor of A building. What is the plan for this storage? Response: There will be purpose-built storage. • Comment: That moveable seating would be amazing. I'm sure that space would frequently be used. • Comment: Requested that double doors don't have a metal bar in the middle is super important as performing arts often need to move large things. Response: The design team will design openings for large items to be moved through, especially at the auditorium <u>Third Floor</u> a. Curtis Tufts – entrance is at the second floor but would access the southern end of the high school. b. Central Offices, Teen Health Center, and the Welcome Center are located on the third floor of the southern wing above MEEP. c. Northeast of the Main entrance: i. Gym and Pool will be on this level. ii. Auditorium – will have 750 Seats iii. Locker Rooms will be on this level across from the gym. iv. Gymnastics is located in their current space that will be renovated. v. Main entry comes up to dining via the learning stair.

d. North of Main Entrance
    i. Mustang Mall is adjacent to the dining and visible from the entry and outside the gymnasium for great visibility during sporting events at the gym.
    ii. Career Center has high visibility for students and is next to the Mustang Mall.
    iii. Business Marketing is next to Career Center as well as Digital Visual Communication. These programs have a good adjacency to support the Mustang Mall.
    iv. North of this is Plumbing, Electrical, Carpentry and Construction Craft Laborers. They all have adjacency to the CTE yard between the gym and the CTE northeast wing.

Discussion

Comment: Curtis Tufts would need adequate office space to accommodate related services and counseling

Fourth Floor

a. Location of many academic spaces.
b. House offices are located near the main stair on levels 4, 5 6. These form the heart of the academic communities.
c. Media Center is over the main entry and dining and has a prominent location from the entry and is in the middle of floors 4 –6. It also has an outdoor terrace for learning and events with a great view of the Boston skyline.
d. Web Development is located next to the Media Center so that they can staff a tech desk. This adjacency is something that the CTE department was looking for.
e. Innovation Labs are also located adjacent to the Media Center and at public locations for better access and visibility.
f. On the southern end of the wing are the science labs that stack on floors 4 – 6.
g. The overall long north south layout of the building has a learning community at each end that has teacher planning, small group rooms and toilet rooms. This is true on floors 4 – 6.
h. The CTE northeast wing houses metal fab and automotive as well as some general classrooms.
i. There is an entry at grade from Edgerly Field that is an access for the students as well as a secure access to the press box on the sixth floor.

Fifth Floor

a. CTE spaces are located in the middle and learning communities to the north and south.
b. Design team has been working closely with the Assistant Superintendent of Special Education al and Student Services to locate the SPED spaces with optimal adjacencies.

Sixth Floor

a. Early Education is located here. Those students will go down to the MEEP classrooms - small children will note be coming up to the sixth floor. Early Ed is grouped with Criminal Justice so that no one CTE program is isolated.
b. There is future expansion area on the roof of the northeast CTE wing if needed.

Discussion

- Question: How many dedicated core classrooms do we have right now, and how many dedicated classrooms do we have in the new plan? Response: There are 48 classrooms right now but there are also CTE classrooms. There will be 63 overall classrooms including 48 general education classrooms
- Question: How big are the classrooms? Response: Classrooms are planned at 900 SF which is 100 SF larger than the current MHS average classroom. The MSBA range is 825 to 950. The large classroom is for future co-teaching and to give more flexibility for a variety of teaching and learning as well as pedological development in the future.
- Question: How has the SF reductions affected the overall design? Response: We have found efficiencies in combining spaces. We were at 630,000 GSF and we are now at 570,000 GSF. In the earlier plans not all spaces were layout out but were generally located. As we did layout all the rooms we were able to squeeze the overall size of the building and find efficiencies.
    - Comment: Thank you for clustering the CTE programs
    - Comment: The design is thoughtful. I really like it.
    - Question: Have you found that there has been stronger community support with the reduction in size and cost? Response: There is strong community support for the project. But there are some concerns about how much the project is going to cost. This is a complex issue but the city is working on it. The fact that we have reduced the project by $150M is a real reduction but it is still a high number. The community appreciates this but it will still be a big impact to the community. At the end of the day everyone is voting on one project and hope that people vote for the overall project and not the small parts they might not like.
    - Request: I know this meeting is coming to an end. I think it would be interesting at some point to

		learn more about what you have learned from other schools you have designed. I suspect there are design elements that have worked better than expected and others that perhaps worked differently than expected.
04.07	Record	**Next Steps** Meetings: • 11/16 MCHSBC Meeting Approve Advisory Team recommendations, CM Introduction • 11/19 Community Meeting #7 Project Updates • 12/14 MCHSBC Meeting Review of Schematic Design Estimating Package Milestones: • 2/25/2027 Schematic Design Submission to MSBA • 6/8/2027 City Vote on Debt Exclusion to fund the MHS project