

# MEETING NOTES



Meeting Date: January 24, 2024  
 Project Name: Lexington High School  
 Project Number: Click or tap here to enter text.  
 Subject: Educational Planning and Equity Focus Group Meeting  
 Attendees:

Present	Name	Affiliation	Present	Name	Affiliation
✓	Cynthia Arens	Sustainable Lexington Committee Chair		Lorraine Finnegan	SMMA-Project Manager
	Barbara Adolf	ESLTeacher	✓	Matt Rice	SMMA-Project Architect
✓	Ariana Akram	METCO Social Worker	✓	Phil Poineli	SMMA-Learning Environmental Planner
✓	Andrew Baker	High School Principal	✓	Rosemary Park	SMMA-Project Manager/Educational Planner
✓	Julie Hackett	Superintendent of Schools	✓	Brian Black	SMMA-Design Architect
	Tom Buckley	Special Education Teacher		Mike Burton	Dore + Whittier
✓	Jon Himmel	Permanent Building Committee Chair	✓	Christina Dell Angelo	Dore + Whittier
	Mike Horesh	Science Teacher	✓	Rachel Rincon	Dore + Whittier
✓	Nidhi Inamdar	Student		Elias Grijalva	Dore + Whittier
✓	Suzanne Lau				
✓	Kathleen Lenihan	School Building Committee Chair			
✓	Deepika Sawhney	School Committee Vice Chair			
✓	Sanjana Thesayi	Student			
✓	Malakai St. Fleur	METCO Student			
✓	Skip Avery	LABBB Teacher			

Agenda Item	Description
1.	<b>Introduction:</b> Refer to attendees list.
2.	<p>Please refer to attached presentation for meeting materials.</p> <p>SMMA introduced team:            Lorraine Finnegan Project Manager            Matt Rice Project Architect            Michael Dowhan Project Landscape Architect            Erin Prestileo Project Civil Engineer</p> <p>SMMA team states that the first meeting today is to go around the room to each focus group member, hear what they are concerned about, what they want to talk about and goal at next meeting is to answer the questions and concerns.</p> <p>SMMA reviews focus group objective:</p>

Review overall goals from educational planning perspectives, educational programming meetings and visioning sessions.

Focus Group Timeline:

At the first meeting the agenda is to listen, at the second meeting to review and respond, at the third to confirm and recommend, and the fourth to reconvene with all of the focus groups.

SMMA explains that the project is currently in the PDP phase with the MSBA. They explain that a PDP is the Preliminary Design Program process. During this project the District and its team collaborate with the MSBA to:

- Document their educational program
- Generate an initial space summary
- Document existing conditions
- Establish design parameters
- Develop and evaluate alternatives
- Recommend the most cost effective and educationally appropriate preferred solution

Each focus member provides their goals and aspirations:

A.Akram:

Representing METCO

Alumni of LHS

Looking for more ways to connect where a place that feels like the kids want to be there

Music, cornhole, school store, all during lunch, seating options and it was interesting to them, and they could connect

Way setup now there is not enough space

Favorite time of year when quad open and playing music, games, etc.

More spaces for the kids wanting to be at school and good atmosphere

Way to see even peers

Commons for staff

METCO students' opportunities for home away from home

They are at school till late in the day

T. Buckley:

Share multiple students with Ariana Akram

LHS proud of educational rigger, and the space represents higher education

Recent initiatives of what does full graduate look like, just grades or student

Reflect the cultural spaces, spaces where students don't hold academics as their strength still feel comfortable

Special education teacher

Role as educator, would like to consult everyone in school, if everyone can experience it the way they do

Special education lens, hunger for a shared space

In regular academics they have an annex

They must book corners of the school for IDP, confidential convo, etc. they don't have any space

Joke that offices are in the hallway

M. Horesh:

Having dedicated spaces

In district 18 years

There used to be spaces where teachers and kids can gather

As population increased all spaces that are small have been converted into academic spaces

Sinks, access to natural gas and lab spaces

Swapping rooms

Copy rooms turned into academic spaces

Places for kids and teachers to gather  
Hearing people speaking notion of community has come up  
Components that will serve Lexington, primarily there for students  
Would like consideration for how design building that far greater community  
So prohibitive for intersectionality between teacher, teacher, student, student  
Establishing relations and feeling connected to Lexington  
Lessons to be learned

S. Lau:

Onsite counsel as parent  
Limitations at the building and space issues  
Flexibility of spaces and dedication  
Don't want to be limited in educational plan for future  
Collaboration between teachers and students  
Contact between the different groups  
Science classrooms  
Are they special and can they be flexible  
For easy collaboration between science and other curriculum  
Maker space  
Concern about school community shared spaces that welcomes everyone  
Issues with space constraints set by MSBA watched the SBC meeting

K. Lenihan:

Students only have opportunity to take biology as senior, and as a junior chemistry right now  
Severe space constraints  
Barrier to participation in upper-level classes because of limitations on entry level classes

D. Sawhney:

Hard for people to join these meetings during workday  
How people get notes and recordings from meetings would like to know  
Importance of designing a building that can last 50-60 years  
Flexibility and how can imagine classrooms that can satisfy future needs

S. Thesayi:

Sensory friendly and accessible  
Student with special needs a lot to say about classrooms, harsh lighting, alternative seating, noise control  
Struggle with sensory issues  
Like idea of giant windows, distracting maybe  
Different options for lighting  
Quiet spaces  
A place for everyone can be themselves and not worry about feeling bad about their issues  
All the hallways look the same currently

M. St. Fleur:

METCO student really hard by time to get home don't have time to do homework, and practice goes late  
Gets home around 9  
Study before practice and a space for them to do so  
Concern at lunch and people have to wait till the last 10 minutes of lunch  
Hallways are very crowded, they need to be bigger

Kitchen or snack area for kids  
Wish nurse office was larger  
Don't like going outside

C. Aherns:

Air quality important  
Green list and red list and toxic materials  
Ed plan: tie this new building and being flexible in space  
What does future hold for us and how can tie outdoor environment and the building itself into learning about these things in school  
Optimization of space  
Eating spaces and how they are setup and how accessible they are  
Required by the state on composting food  
School support personnel has no space  
Many clubs that want to meet before and after school and spaces for that

S. Avery:

LABBB collaborative  
Proud of footprint at LHS  
Accessibility huge for students  
Students are so happy and thrilled to be a part of the community  
Need privacy and still be felt and part of the comm

A. Levine:

Most important making it a space where the kids want to be  
Why was the house idea abandoned?  
More space in building for special education that are outside of the building but are in the district  
Most important was time management

S. Lau:

New building needs to factor in the traffic, load, and number of students  
Kids arrive at school, gather at main building, in hallways  
Keep in mind high traffic times (school start, school end)

A. Baker:

Foundation has to be based on a sense of community  
Spaces for students that they feel both communities that they identify with them  
Affinity spaces  
Most faculty strong sense in their departments, but also want to learn about other depts and work with them  
Cross interaction between teachers  
Classrooms that kids walking in can get their instruction no matter what  
Easy way for students to share their knowledge and presentation

A. Levine:

Reality that not everyone is going to be close to everyone else since this will be a big building  
Big detail number of elevators, and adequate hallway space

S. Thesayi:

	<p>Don't have time to go to the bathroom in between classes</p> <p>Not enough time in between classes</p> <p>Number of bathrooms in the school important</p> <p>There is a need for gender neutral bathrooms conveniently located</p> <p>SMMA reviews next steps:</p> <p>What to expect in meeting #2:</p> <p>Objective:</p> <p>The design team will speak on the topics below as well as the priorities brought up by the focus group today.</p> <p>Topics:</p> <p>Open campus</p> <p>All gender toilets in student areas, in public areas</p> <p>Rotation schedule</p> <p>New electives</p> <p>School organization: freshman house or zone, houses, zones of the deans, other schools within a school</p> <p>Field house</p> <p>Community ed</p> <p>Community use</p> <p>Opportunities for authentic learning (potential for student work experiences)</p> <p>Rock room and areas of respite</p> <p>Extracurriculars</p> <p>Equity and inclusion today and in the future</p>
3.	<p><b>Close</b></p> <p>The next educational planning and equity focus group meeting will be held on February 5, 2024 from 1-3pm. Estabrook Hall, Cary Memorial Building.</p>

**Sincerely,**

**DORE + WHITTIER**

Christina Dell Angelo  
Project Manager

Cc: Attendees, File

The above is my summation of our meeting. If you have any additions and/or corrections, please contact me for incorporation into these minutes.