

2021 JAMES D. MACCONNELL AWARD

# Saugus Middle High School

SAUGUS, MASSACHUSETTS







*“When a student walks into this space, their expression says it all...the learning and exploring possibilities are limitless.”*

- MYRA D. MONTO, ASSOCIATE PRINCIPAL,  
SAUGUS MIDDLE HIGH SCHOOL

# Fulfilling Saugus' Educational Vision

*We seek to encourage and foster creativity, always realizing that a child's ability to make meaning requires us to view our schools and facilities as palettes of expression. Our facilities shall accommodate the varied paths of individual expression, whether it is artistic, kinesthetic, verbal, numeric, scientific, or interpersonal.*

- SAUGUS DISTRICT PHILOSOPHY

In pursuit of a new state-of-the-art facility to match the Town of Saugus' ambitious educational goals and commitment to their youth, stakeholders teamed with an architectural firm well versed in the design of innovative, highly functional public schools. This fruitful collaboration resulted in a future-forward learning environment supportive of students' social and emotional well-being and representative of the unique spirit of Saugus and its community.

A thorough, multi-step educational visioning process involving teachers, parents, faculty and other community members, focused on the ways a new school would address challenges facing the district such as inequality and overcrowding, as well as new opportunities this facility could provide. Together, the design team and stakeholders developed educational goals for the new Middle High School that prioritize student-centered, hands-on learning with consistent use of innovative technology across the curriculum. From the comprehensive list of project goals three rose to the top as driving forces for the new Middle High School: foster 21st century learning through a STEAM-based curriculum, establish small-learning communities to promote social and emotional well-being; and create a school that embodies the spirit of Saugus.

The visioning process culminated in three main project goals:



## STEAM CURRICULUM

Foster 21st century learning through a STEAM-based curriculum



## STUDENT WELLNESS

Establish small-learning communities to promote social and emotional well-being



## LOCAL IDENTITY

Create a school that embodies the spirit of Saugus



# EXECUTIVE SUMMARY

The Town of Saugus, Massachusetts, is a family-friendly, suburban town with a population of just over 28,000. Located ten miles north of the urban core of Boston and along U.S. Route 1, Saugus has easy access to all the amenities that Boston has to offer. Strong community support, a forward-thinking approach to education, a rich history, and ample recreational opportunities, all contribute to the strong character of the Saugus community.

When the project was initiated, the district was in poor standing, on the verge of losing accreditation, and in dire need of change. The new Middle High School provided the first step in restoring Saugus' educational reputation and becoming a top-rated school district in Massachusetts.

- **DATE OF TOWN SETTLEMENT:** 1629
- **DATE OF TOWN INCORPORATION:** 1815
- **CURRENT POPULATION:** 28,361
- **TOTAL AREA:** 11.8 sq mi
- **DISTANCE FROM BOSTON:** 10 mi







Saugus' unique and storied past is rooted in industry and innovation. The Saugus Iron Works, which was in operation from 1646-1670, was the first integrated iron works in North America and is now a National Historic Site.

The rise of industry in Saugus would not have been possible without the valuable resource that is the Saugus River. Connecting Saugus and the Atlantic Ocean, the river was a source of transportation for goods and tools vital to the success of the iron, ice and lobstering industries. At the Saugus Iron Works, the river drove the water wheels that powered all the machinery.

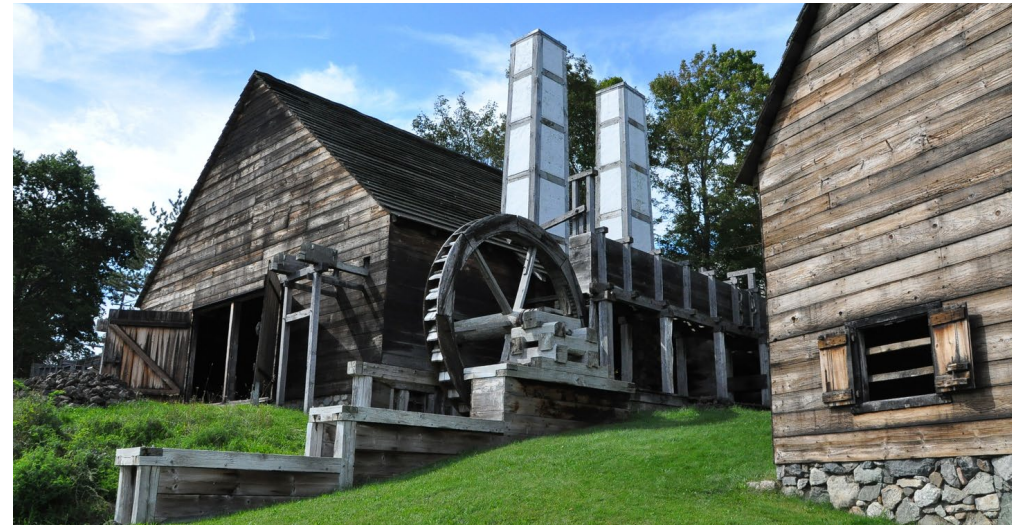
Well-known for its over-the-top billboards and endless slew of restaurants, shops and dealerships, Route 1 is a major highway running through Saugus and connecting major cities all along the East Coast of the United States. Beloved landmarks such as the 68-foot tall cactus marking the location of a popular steakhouse or the statue of an enormous orange dinosaur at the site of an old mini golf and ice cream parlor remain even as their respective businesses give way to new developments. This nostalgic stretch of Route 1 has become an important landmark within the Saugus community.

Saugus' character is not only defined by its location and layered history, but also by immense community pride. Residents of Saugus are committed to the Town's prosperity and eager to better their community. In 1999, the Saugus community came together in support of the Tree City initiative. The community achieved this certification by meeting four core standards of sound urban forestry management and has been re-certified every year since.

*As home of the Saugus Iron Works National Historic Site (1646-1670), many consider Saugus, MA to be the birthplace of the American iron and steel industry. Additionally, Saugus was one of the first towns to ship ice throughout the US.*



**TREE CITY USA®**



Forge and mill structures at the Saugus Iron Works National Historic Site



# Investing in the Next Generation

*“I think this is one of the proudest investments that the Town has made in my lifetime – it shows that the community wants to invest in our children and their education. The community came together as a whole to galvanize and speak in one voice to invest in our community.”*

- SCOTT CRABTREE, TOWN MANAGER, SAUGUS

The new 271,000-sf Middle High School brings together 1,360 middle and high school students in a STEAM-driven complex of fabrication labs, collaboration spaces, and project areas that offer hands-on opportunities for exploratory learning.



## FACILITY SIZE:

- 271,000 SF

## SITE SIZE:

- 21.75 acres

## % ENERGY REDUCED FROM BENCHMARK:

- 26%

## % REDUCTION IN ENERGY COSTS:

- 33%

## CARBON REDUCTION:

- 48.7 tons/yr

## CERTIFICATION:

- Pending LEED Platinum

## ENROLLMENT:

- 1,360 students

## GRADES:

- 6-12

## # OF MIDDLE SCHOOL STUDENTS:

- 644

## # OF HIGH SCHOOL STUDENTS:

- 716

## TOTAL PROJECT COST:

- \$140,205,976

## DATE OF OCCUPANCY:

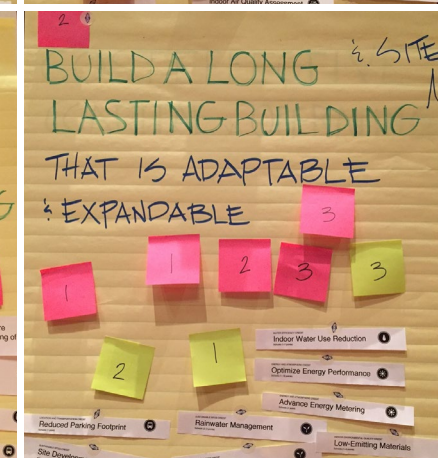
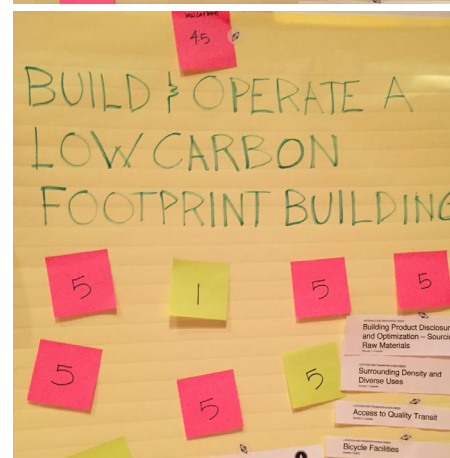
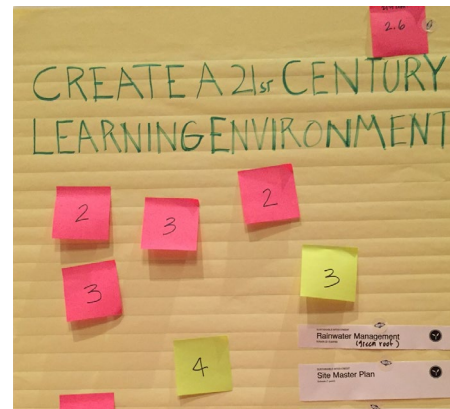
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# Working Toward a Shared Vision

*"The project team worked with our staff to ensure that we got the design that we wanted and to incorporate our own vision through their design."*

- MICHAEL HASHEM, FORMER PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL





**Community visioning process:** District-wide master plan

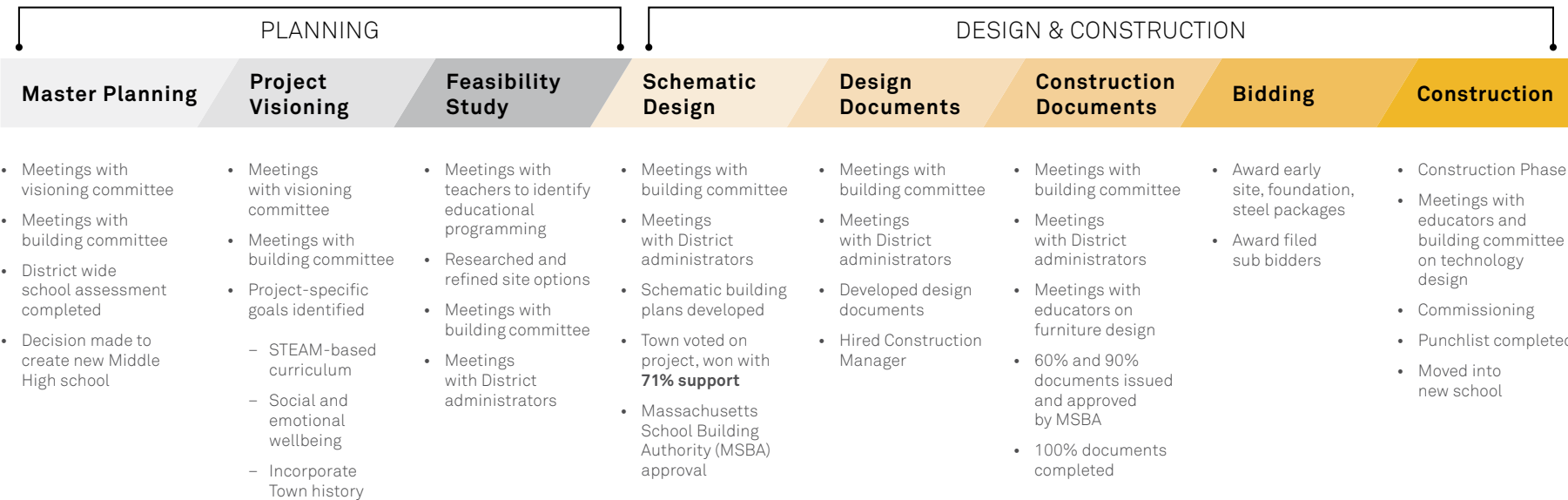
Led by a renowned educational planner, alongside the architectural team, the Town of Saugus engaged in the first phase of a multi-step visioning process: a master planning effort to thoroughly evaluate and assess all existing school facilities and establish district goals for the school system. To conclude the master planning efforts, the community reviewed options presented by the design team and ultimately opted to consolidate their existing schools into three facilities: a lower Elementary School, an upper Elementary School and a new Middle High School which serves as the pilot project in Saugus' plan to redevelop its school system.

**Community visioning process:** Saugus Middle High School

From there, the planning effort narrowed its focus to the vision and goals for the new Middle High School. Working with project stakeholders, the planning team presented precedents from similar schools, hosted interactive workshops, and introduced the stakeholder group to the teaching modalities and design strategies that facilitate innovative learning environments. Once equipped with this knowledge of the latest pedagogies and educational design, the design team and stake holders engaged in productive dialogue about the future of the new school throughout the planning and design process. The community articulated a need for both the educational spaces and the building itself to be adaptable, flexible and resilient to serve the student population over the next 50 years.



Interactive visioning sessions provided valuable insight from the community in establishing project goals for the new Middle High School.





### Stakeholders: District-wide master plan

The new educational vision for the district reflects a collaboration between the educational planner, the project designers, and a group of approximately 30 stakeholders representing a cross-section of the Saugus community. Through a series of intense workshops, breakout teams debated and brainstormed to establish an updated educational program that would revitalize education in Saugus.

### Stakeholders: Saugus Middle High School

Throughout the visioning process for the new Middle High School, the design team engaged with a larger group of stakeholders to establish community goals and expectations for the project. Comprised of Saugus teachers, administrators, parents, school committee members, school building committee members and municipal representatives, the stakeholder group brought a level of familiarity to the project that could not have been achieved by the design team alone.

To make funding for the project possible, the design team and stakeholders worked in collaboration with the Massachusetts School Building Authority (MSBA), whose mission is to “partner with Massachusetts communities to support the design and construction of educationally-appropriate, flexible, sustainable, and cost-effective public school facilities.” The MSBA provides funding for public school building projects based on need, reducing barriers for lower-income communities who require updated facilities.

*“During each step of the planning, the teachers were asked what their needs were and custom designs were shared back and forth. The results of this two-way communication are one-of-a-kind workspaces tailored to fit the needs of any student.”*

- MYRA D. MONTO, ASSOCIATE PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL

To connect with the greater Saugus community throughout the planning process, the team used **public surveys to gather data and gain a better understanding of community expectations** for the new facility. A sample of survey questions and public responses included:

#### Q. What would an integrated curriculum look like at Saugus?

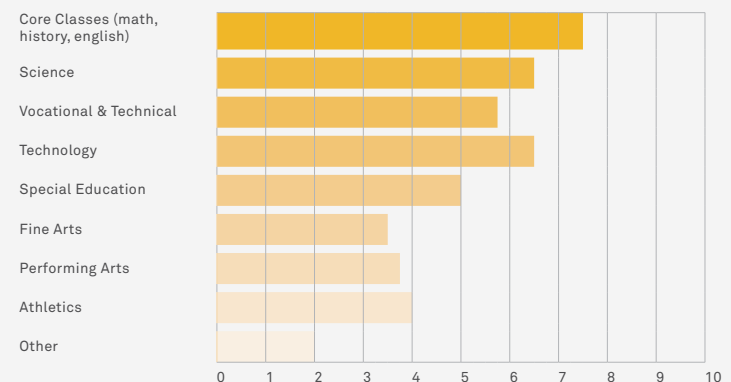
- A.
- Team based teaching
  - Core academics include the arts and technology
  - Programs built around the Iron Works
  - Project-based learning

9.

#### Q. What are the advantages of a combined middle high school structure?

- A.
- Ability to align curriculum between grades
  - Student role models
  - Shared common spaces
  - Equal class sizes

#### Q. Please rank, in order of importance, the nine (9) educational spaces of Saugus schools that need the most attention.





### Challenges

Visioning sessions set expectations for the project, but before determining how the new school could facilitate these goals, the design team had to first understand the challenges the Saugus schools and community faced.

At the time of the project, public perception of Saugus' school facilities was at an all-time low and the schools were close to losing accreditation. In a public survey, over 60% of residents considered the Saugus Public School facilities in "poor" condition and none considered the schools in "excellent" condition. Many buildings were inadequate, inequitable, and not conducive to student achievement, resulting in a divide among schools due to differing conditions and states of overcrowding. Creating a new facility that would restore Saugus' educational reputation and eliminate inequity within the school system became an important piece of the Middle High School project.

The existing middle and high school facilities were severely outdated and in a state of disrepair, with many spaces requiring immediate improvements while other critical spaces and programs were missing altogether.

The questions below were posed during the vision sessions:

**Q. What needs improvement?**

- A.**
- Arts programs
  - Technology integration
  - Spaces for Professional development
  - Student achievement
  - Social & emotional program
  - Health and wellness program

**Q. What can be shared in a combined facility?**

- A.**
- Library/Media Center
  - Kitchen
  - Gymnasium
  - Theater
  - Black Box
  - Tech Shop
  - TV Studio
  - Maker Space
  - Fitness Center

### Identifying goals

The community was asked to pinpoint the current shortcomings of Saugus' middle and high school facilities. With the challenges of the existing school structure and educational program clearly identified, the design team and stakeholders could turn these challenges into project goals for the new combined school.

CHALLENGE:	GOAL FOR NEW FACILITY:
• Students work alone	• Establish small learning communities
• Too standardized	• Position educators to understand their students
• Teachers feel isolated	• Organize the school around team-based learning
• Single education model	• Foster synchronous teacher teaming through common planning time
• Rigid academic structure	• Establish culture that values flexibility
• Set in tradition	• Position students to learn 21st century skills
• Subject-based structure	• Explore thematic learning curriculum (STEAM)
• Passive learning classrooms	• Blended learning flipped classroom
• Teacher-centered "multiple intelligences"	• Create student-centered learning experiences
• Difficult technology for rigorous lessons	• Mobile seamless technology in all spaces
• Hierarchical decision-making	• Build positive relationships with students and families
• Isolated from community	• Emphasize what it means to be a Saugus Sachem

Available assets

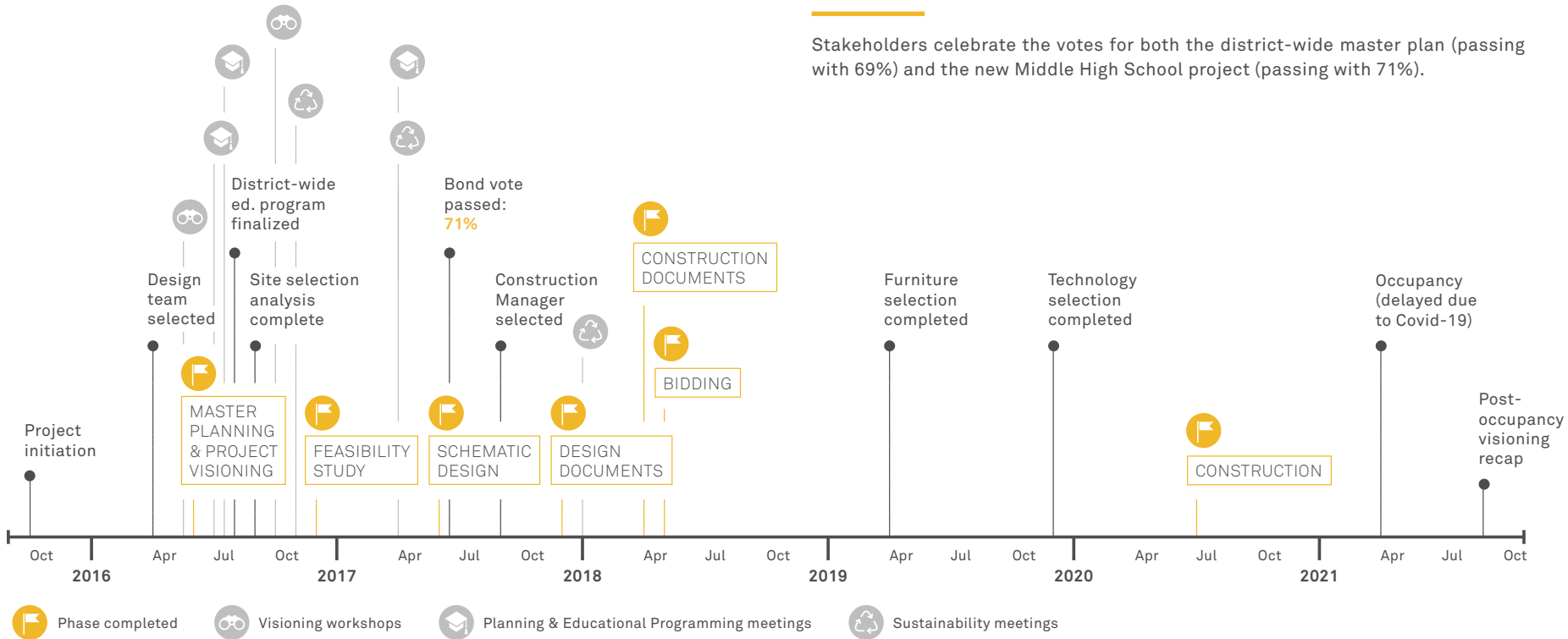
The planning, visioning and design process for the new school were both highly productive and enjoyable experiences due to the open-minded nature of the Saugus community and stakeholders. The forward-thinking approach to education allowed the design team to explore innovative and technologically advanced options for the new Middle High School, resulting in a design that supports a 21st century education.

Value of process and project to community at large

As the first step in the realization of the town’s educational facilities master plan, the new Saugus Middle High School was a town-wide investment in resources, time, and community-building. The new Middle High School project represents a transformation of the school system to reflect of the town’s vision of innovative, equitable and supportive learning. Community and stakeholder involvement in the design and visioning process fosters civic pride. With the new facility, Saugus gains not only a school that represents the district’s educational vision, but a community hub benefiting the entire Town.



Stakeholders celebrate the votes for both the district-wide master plan (passing with 69%) and the new Middle High School project (passing with 71%).





# Creating Spaces to Broaden Horizons

*"From an educational perspective, the design of the Saugus Middle High School Complex was 100% aligned with the District's Educational Plan while still managing to provide a charming feel that truly represents our community. The design team and I worked collaboratively with stakeholders and outside experts to develop a complex that has a truly student-centered learning environment."*

- MICHAEL HASHEM, FORMER PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL

## Educational vision and goals of the school

From the robust visioning process, the design team developed a comprehensive list of project goals. Decisions were then based on how best to achieve those goals and overcome the significant challenges faced by the district. Of the three main drivers for the project, two directly inform the educational environment:



Foster 21st century learning through a STEAM-based curriculum



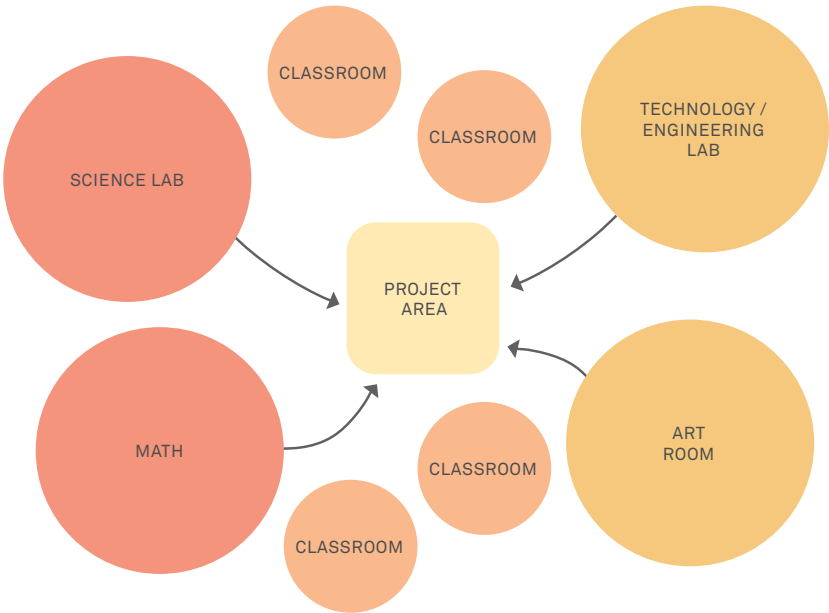
Establish small-learning communities to promote social and emotional well-being





# A STEAM-Centered Education Program

In alignment with the goal of STEAM-driven education, the layout of each pod is comprised of state-of-the-art science and technology labs, art rooms, academic classrooms and flexible project areas that equip students with the necessary skills to pursue higher education and successful careers. Students at all grade levels have access to specialty spaces distributed throughout the facility including drama classrooms, a robotics lab, broadcast studio, coding & web/graphic design lab, and 3D design & computer-aided design labs. Access to non-traditional spaces encourages student creativity and immersion in the latest technologies.



Specialty lab spaces such as the broadcast studio and tech shops widen the breadth of learning at Saugus and help facilitate the goal to become a top-rated school district in Massachusetts.



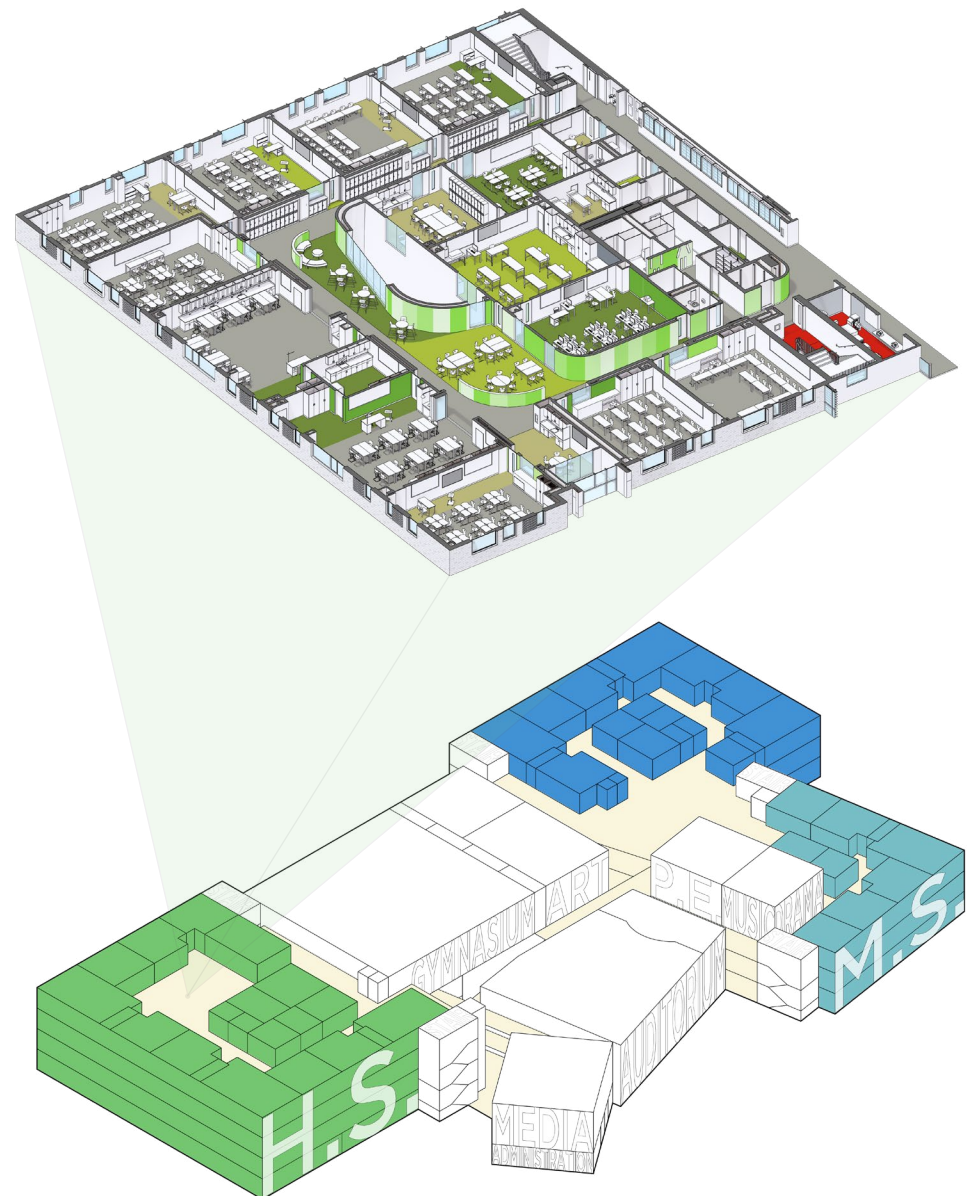


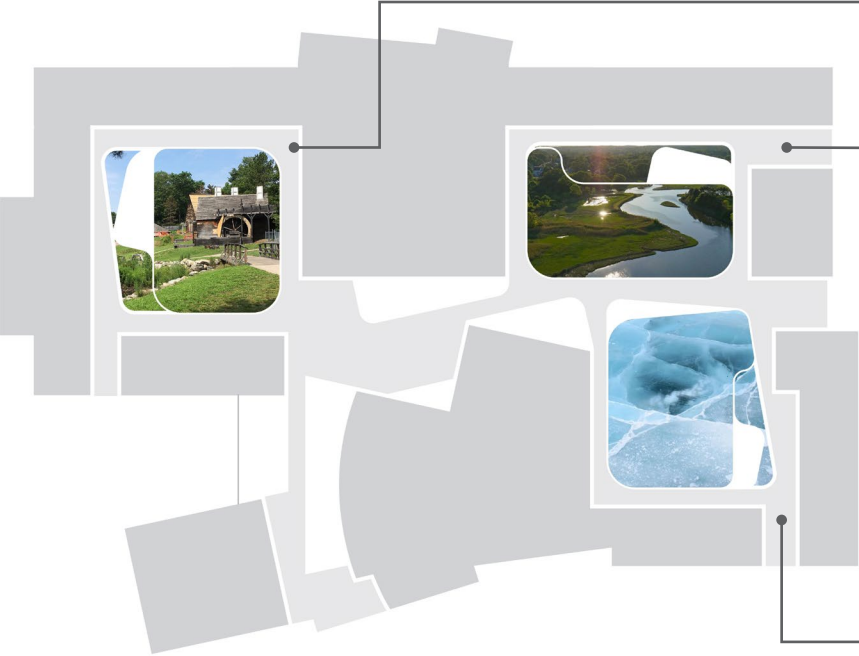
## Fostering Social/ Emotional Well-being

The school is comprised of three main components: a four-story high school wing, a three-story middle school wing, and a central core connecting the two schools with shared common spaces. Utilizing a team-based organizational strategy seen primarily in middle schools, each school or 'pod' occupies one wing of the building and each grade level has a designated floor in that wing. Student social and emotional well-being was a primary concern with the decision to merge the middle and high school into one larger facility, and the pod organization promotes smaller student cohorts and learning communities that result in more personal relationships among students and faculty. Each pod is tailored to the specific needs of the grade level it houses. For example, 8th and 9th graders share a floor to ease the transition from middle to high school and the 12th grade pod is located on the first floor with a large flexible space for hosting college fairs, supporting casual study and encouraging independence.

*"The new middle high school enriches our STEAM-driven curriculum with flexible spaces in the pods for projects and integrated technology that create exciting new learning opportunities. I think the range of spaces to read, study or hang out with friends facilitates a sense of togetherness that wouldn't have been possible in the old building."*

- SOFIA DAVALOS, JUNIOR, SAUGUS MIDDLE HIGH SCHOOL





Three pods with distinct color schemes help orient students and visitors within the school.

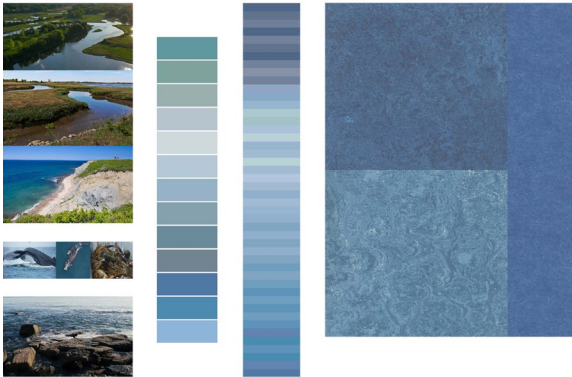
Pod identity

The three pods in the new Middle High School are each characterized by one of Saugus' vital industries—iron, ice, and lobstering. Each pod has a distinct color scheme derived from images relating to its industry, creating a unique palette and clear identity that helps students feel connected to the pod they belong to. The green colors seen in high school spaces reflect the rolling, grassy hills of the Iron Works Historic Site and the blue tones in the middle school pods are inspired by water, which is an essential part of both the ice and lobster industries. Similar blue tones of the middle school pods emphasize the relationship between the spaces, while the green of the high school pod creates a visual differentiation between the middle and high school.

Iron Industry pod color scheme



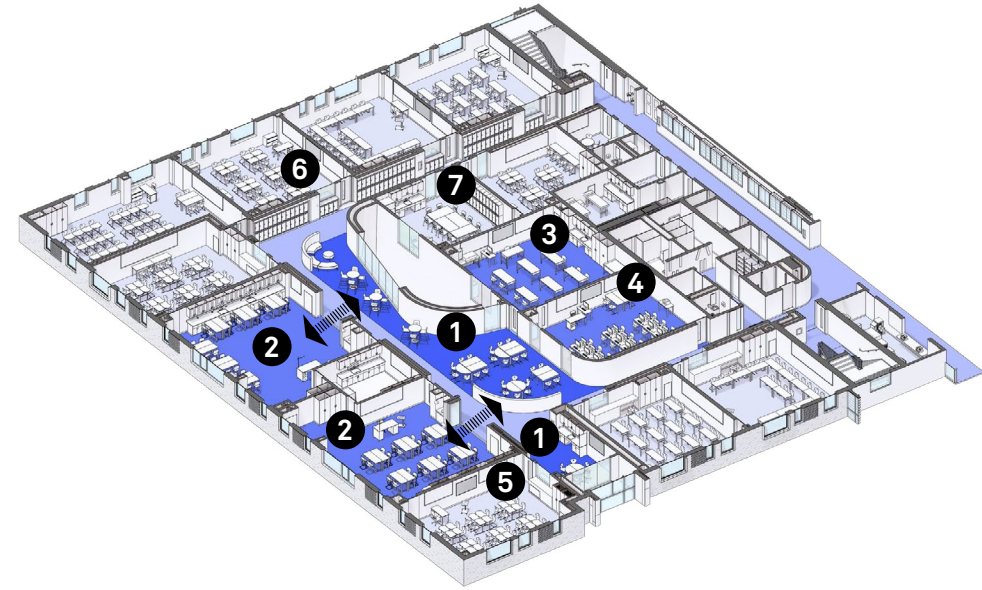
Lobster Industry pod color scheme



Ice Industry pod color scheme







## A variety of learning & teaching styles

The new school supports a wide variety of learning environments to accommodate diverse teaching and learning styles. Project areas within each pod function as flexible spaces for group collaboration, team teaching, and facilitate chance encounters between peers. Art and technology classrooms are directly adjacent to the project areas, which provide additional workspace for project-based learning and sinks to accommodate messy, hands-on projects. Movable glass partitions between labs and project areas transform these spaces from a single classroom for 24 students into a large open workspace that can accommodate 50 or more students.

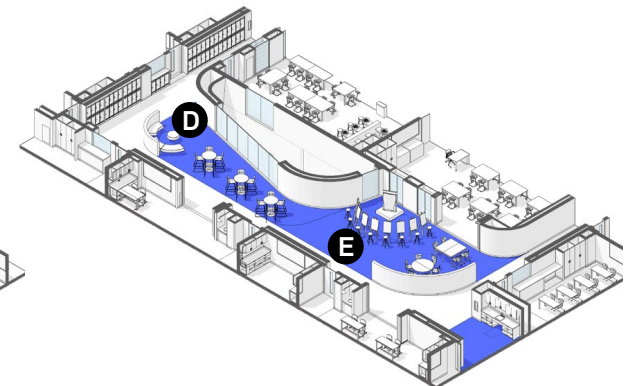
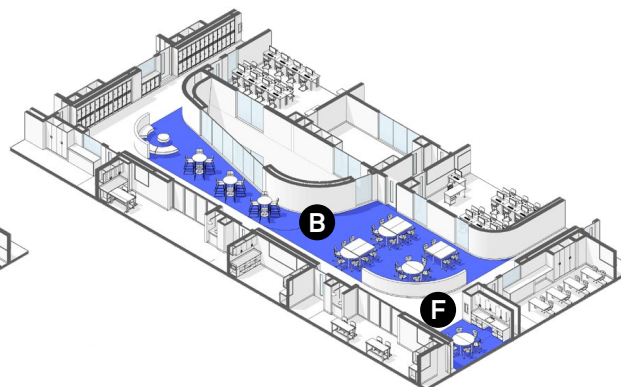
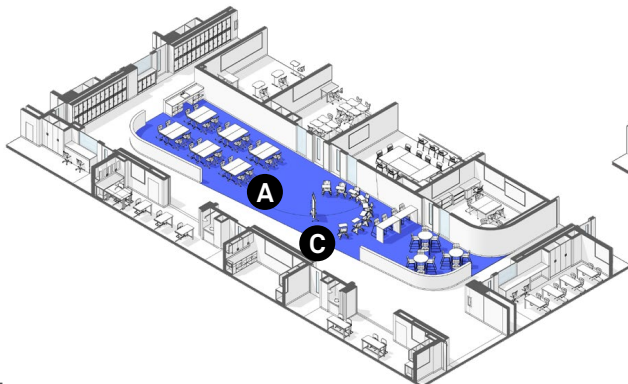


### ACADEMIC POD - STEAM LAYOUT

- 1 PROJECT AREAS
- 2 SCIENCE LABS
- 3 TECH CLASSROOM
- 4 ART CLASSROOM
- 5 ENGINEERING CLASSROOM
- 6 MATH AND ACADEMIC CLASSROOMS
- 7 TEACHER PLANNING ROOM
- ◀ FLEXIBLE GLASS PARTITION ▶

### PROJECT AREA - FLEXIBLE FURNITURE

- A SMALL GROUP LEARNING
- B COLLABORATION SPACE
- C LECTURE CONFIGURATION
- D INDIVIDUAL STUDY SPACE
- E SPECIAL PROJECT SPACE
- F SINK & RESOURCE AREA





## EDUCATIONAL ENVIRONMENT



## An adaptable and flexible environment

In a resilient, future-forward learning environment, spaces must be adaptable in function and in use, and accommodate a variety of learning styles, teaching styles and space configurations. In a day and age of skyrocketing construction costs, flexible, multi-functional learning environments are very cost-effective strategies for maximizing both program space and project budget.

The new Saugus Middle High School is designed to be flexible and adaptable to a wide variety of programming. Spaces such as the project areas, cafeterias and auditorium can be repurposed and reconfigured to suit the needs of students and faculty at any given time. With seamless portable technology and flexible furniture, these spaces can easily accommodate larger and smaller groups of people; operable walls and movable displays allow open spaces to transform quickly into more secluded learning environments. In the cafeterias, tables can be collapsed and rolled into storage, to be replaced by folding chairs for large scale audiences or movable walls to create a gallery space for student work or career fairs.

Other spaces such as the teacher planning rooms, which are adjacent to the project area in each academic pod, can be transformed into meeting rooms for parent-teacher conferences or educational space for staff professional development. The emphasis on adaptable design enables space configurations to shift throughout the day, after school or on weekends, accommodating the many different needs of a modern Middle High School.

Creating a safe and healthy learning environment is always a top priority when designing a school. Opening as it did in the midst of COVID-19, the Saugus Middle High School quickly proved its resiliency and adaptability to many unexpected challenges brought on by the pandemic. Flexible seating layouts and ample, well-distributed storage throughout the building eased the transition from remote, to hybrid, to in-person learning as teachers can easily reconfigure their classrooms to match the latest health guidelines. Large open layouts, high-performing ventilation systems, and opportunities for outdoor learning also worked to create an environment where students feel safe and comfortable despite the extreme circumstances.



Flexible furniture accommodates added class space during COVID-19



# Building a Future with Pieces of the Past

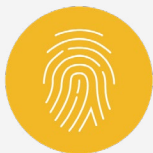
*"Throughout the 6-12 complex, architects were able to create a space that is unique to our community. From the moment you walk into the building you will notice the historical aspect of Saugus mirrored in the design."*

- MYRA D. MONTO, ASSOCIATE PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL

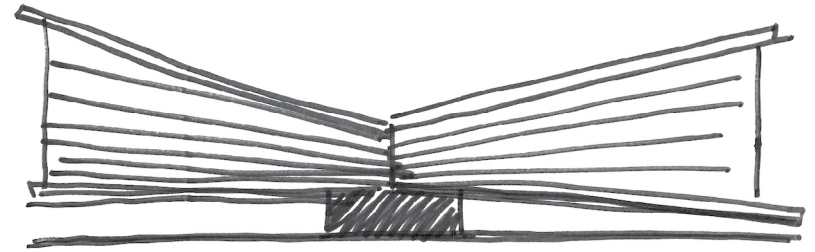
## A facility grounded in history

The third and final driving force of the project manifests in the physical environment of the school. Inspired by the immense pride held by the Saugus community, the team dedicated time during the design process to thoroughly research the history of Saugus and visit significant sites throughout the Town. The vision for the new school was to create a facility that brings this history to life and embodies the unique spirit of the Saugus community.

Sited prominently along Route 1, the exterior is characterized by its sculptural metal-clad main entrance, which is comprised of the library and auditorium volumes. The angular form is reminiscent of the giant bellows used to power blast furnaces at the historic Saugus Iron Works.



Create a school that embodies the spirit of Saugus



Accordion-shaped bellows from the Saugus Iron Works inspired the form of the main entry exterior for the new middle high school.





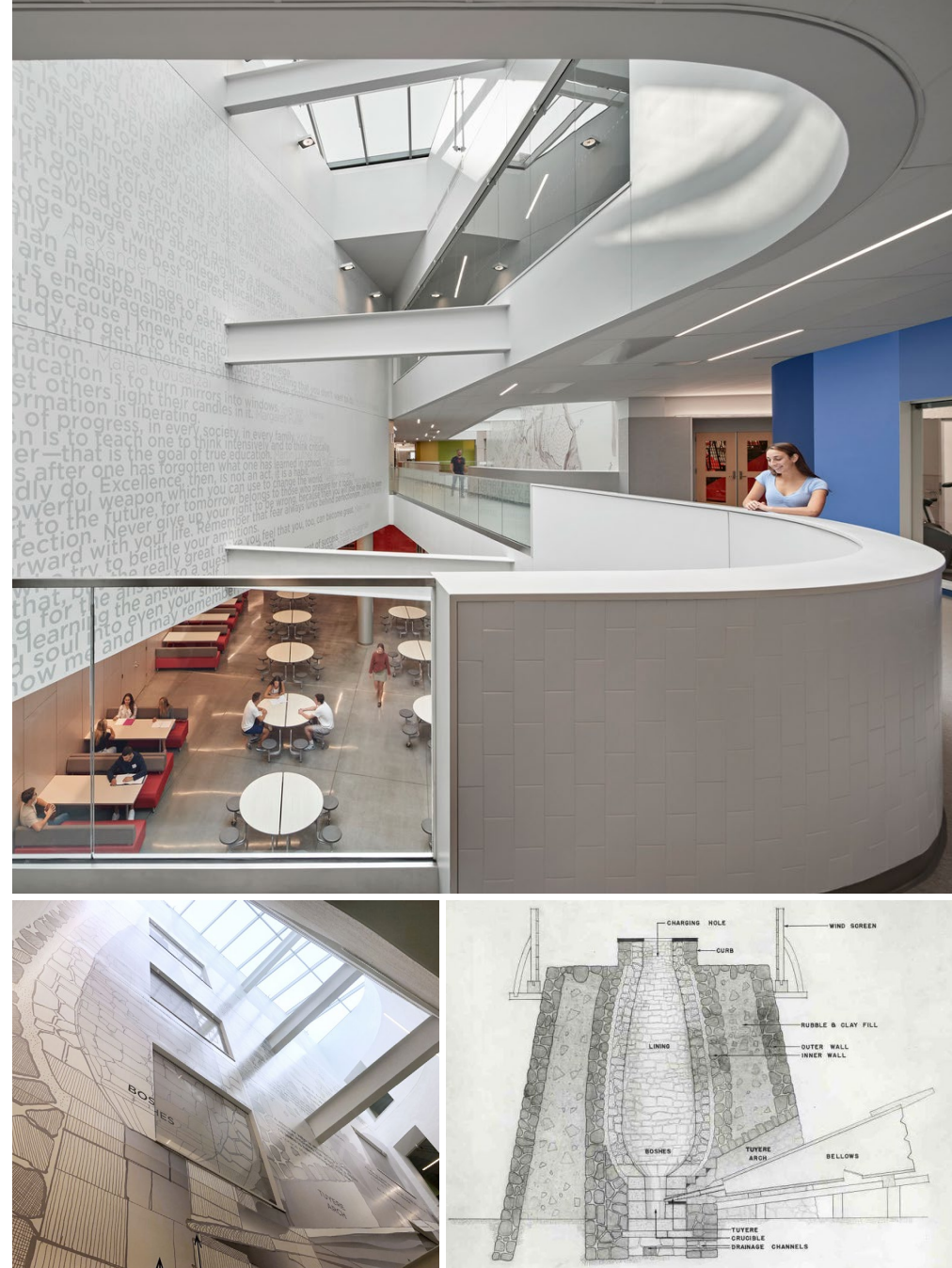
## PHYSICAL ENVIRONMENT

### An immersive experience

Many architectural elements present in the design are derived from 1600's technology used in the Saugus Iron Works. As students walk the halls of the new school and study in project areas beneath grand, sweeping lightwells, they are exposed to lessons from Saugus' past. The architectural nods to the town's history create an immersive experience for students attending the new school.

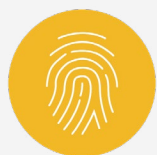


Clad in brick, the façade is broken up by multi-story curtain wall towers whose rectangular form is derived from the blast furnace chimneys of the Saugus Iron Works. The distinct architectural language of the curtain wall towers highlights important areas in the school where students engage in project-based learning.



The curved form of the multi-story lightwells reference a cross-section of the blast furnaces used to power the Iron Works and direct light deep into the academic spaces.

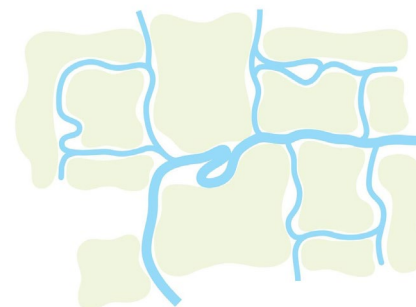




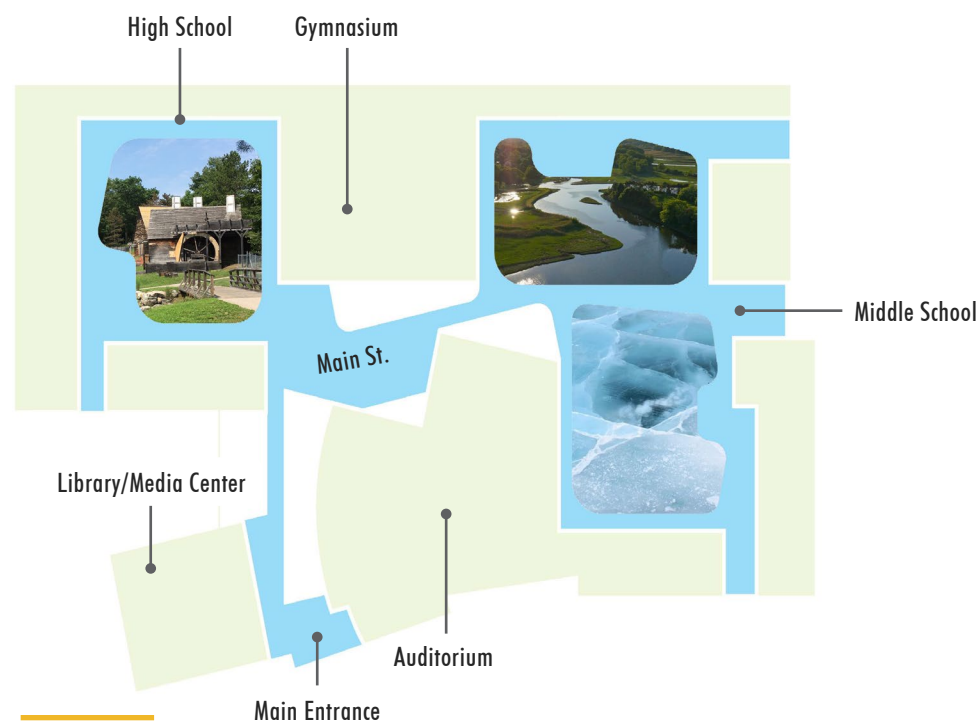
## A School That Is Uniquely Saugus

### The Saugus River

For Saugus, a coastal community with a namesake river running through it, water has been a form giver and economic catalyst for centuries and today serves a similar purpose in shaping this new building. After spending time at the River and studying its role in Saugus history, the design team was inspired by the way in which the Saugus River winds along its course and breaks up land masses. The layout of the new facility replicates this movement; circulation routes weave throughout the building, beginning at the “main street”, a central thoroughfare through the building, and branch out to create a distinct separation between academic pods and connect shared public spaces. The layout is purposeful yet feels as if it meanders in places—much like the river.



The circulation of the middle high school was derived from the Saugus River; smaller “streams” branching out from the main circulation connect shared common spaces and distinguish academic zones.

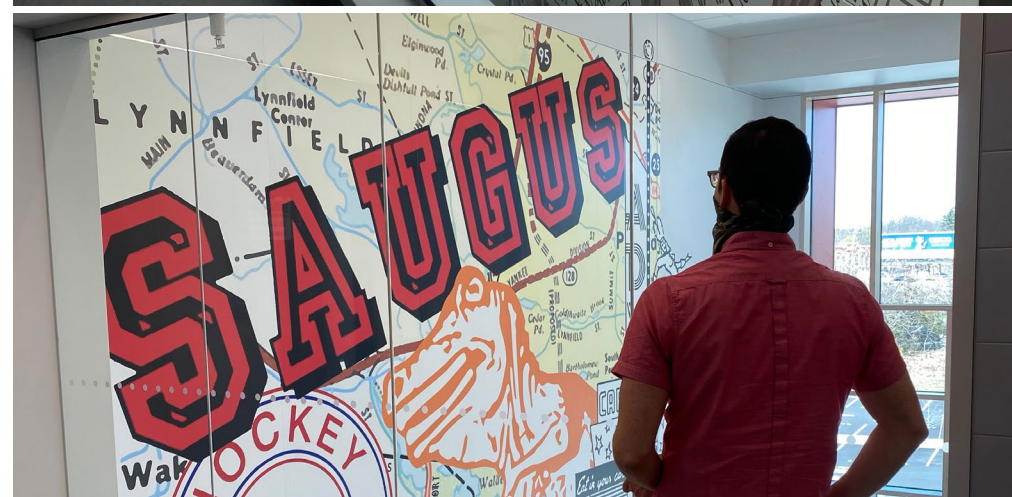


A landmark among the Saugus community for its prominent role in the Ironworks, the Saugus River flows from Lake Quannapowitt into the Atlantic Ocean.



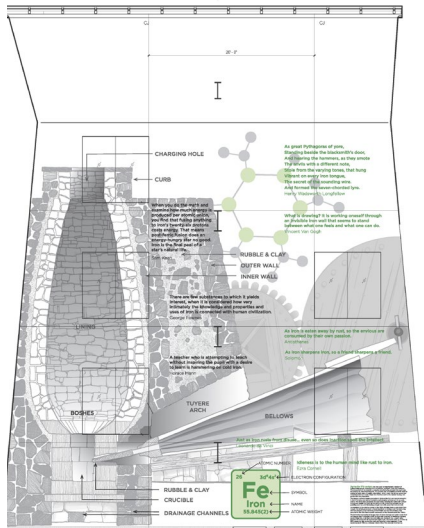
## Graphics

The school celebrates Saugus' history and culture with bold and expansive graphics honoring some of the town's iconic landmarks, industries, and people. As students enter the building, they pass by a ten-foot-tall portrait of Montowampate—the Saugus Sachem or wise leader—a renowned tribal leader from the time of the area's colonization. A 19th century map of Saugus bridges the space between the middle and high school, connecting students with historical context, while a graphic of today's iconic landmarks celebrates the commercial and urban character of Saugus today.

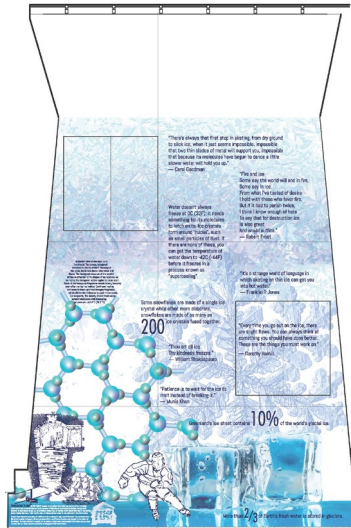




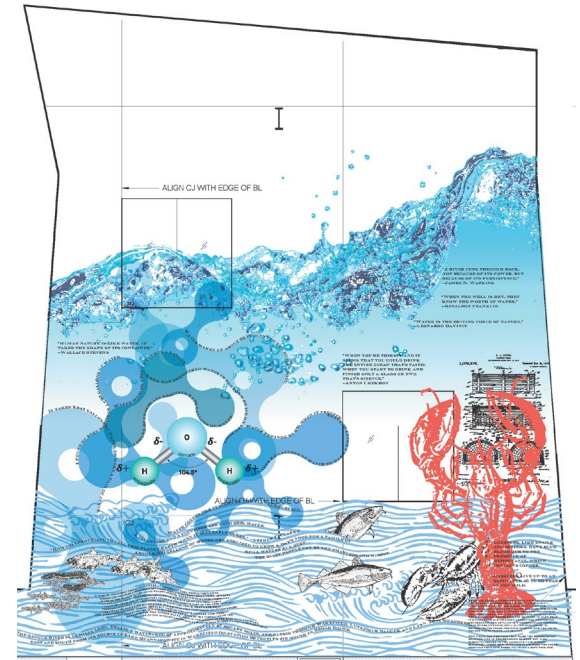
## PHYSICAL ENVIRONMENT



Iron Industry pod  
supergraphic



Ice Industry pod  
supergraphic



Lobster pod  
supergraphic

*“As one moves through the colorful pods there are supergraphics from the ceiling to the floor in the lightwells that offer visual mini lessons on the lobstering, ice, and iron industries that this small New England Town was built on. A historic map of the town greets the students at the top of the massive foyer stairwell that can be utilized as a mini classroom, special lunch area, or an area to meet and talk with friends.”*

- MYRA D. MONTA, ASSOCIATE PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL





# Designing a Resilient Facility for All

*“The rooftop classroom is one of my favorite multifaceted spaces. Along the perimeter is a perennial succulent green roof that is self-sustaining. We were able to visit Boston Medical Center and learn how their rooftop vegetable garden provides patients with home grown healthy foods. In turn we took this concept and have our own life skills students growing vegetables for not only themselves but also the Community garden. Next year, this project-based learning experiences will be expanded into middle school science classes.”*

- MYRA D. MONTO, ASSOCIATE PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL

## Connected to nature

Located on the third floor of the new school and surrounded by a vegetated green roof, an outdoor classroom offers a flexible space for science and life skills classes as well as low intensity physical education activities like yoga. In addition to providing an educational environment, the green roof reduces the ambient roof temperature and heat island effect, provides natural habitat, and protects the roof membrane for a much longer service life.

Middle and high school outdoor amphitheaters provide an alternate opportunity for outdoor learning or student gatherings. The circular, tiered seating is comfortable, casual, and can host a variety of events.



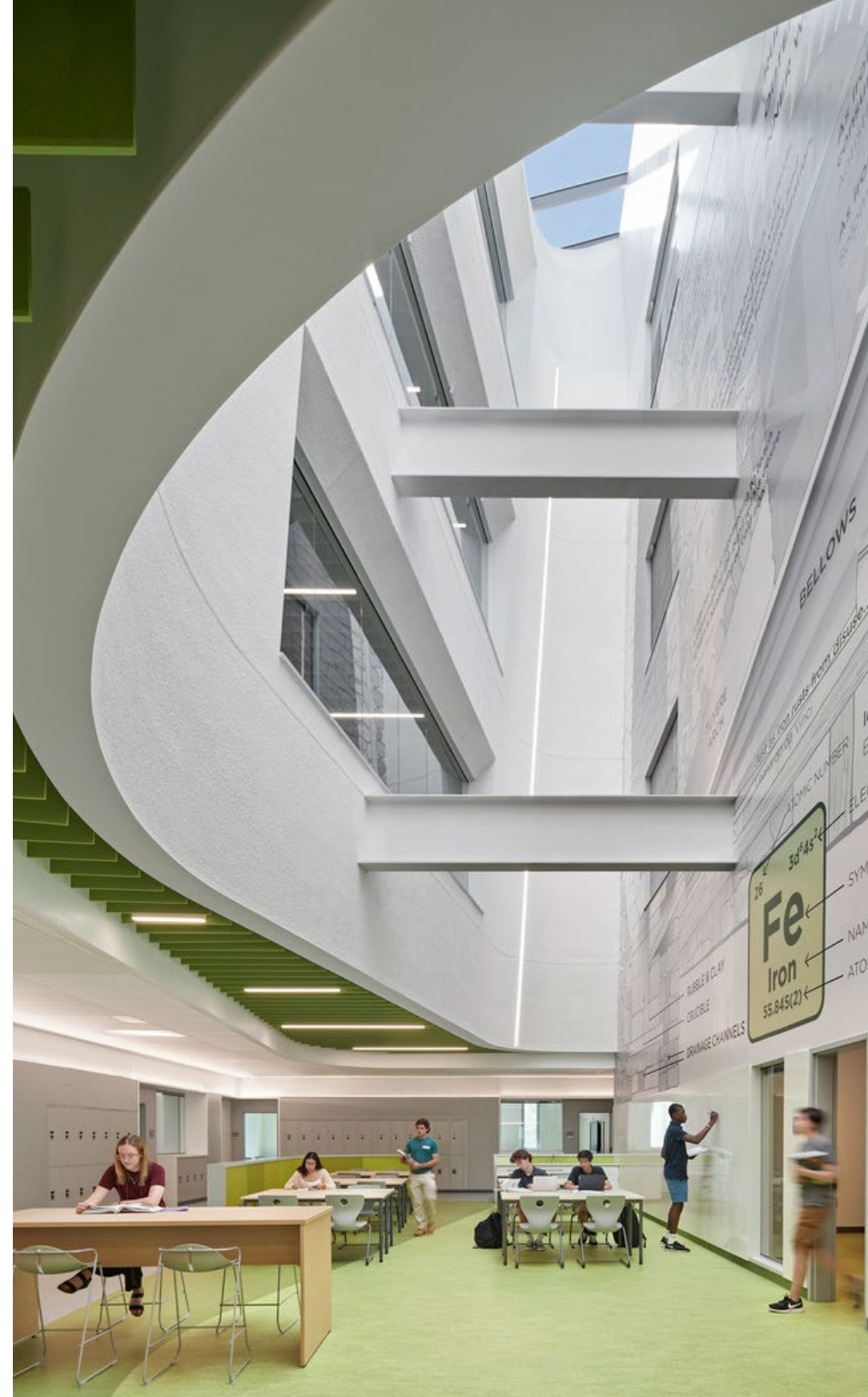
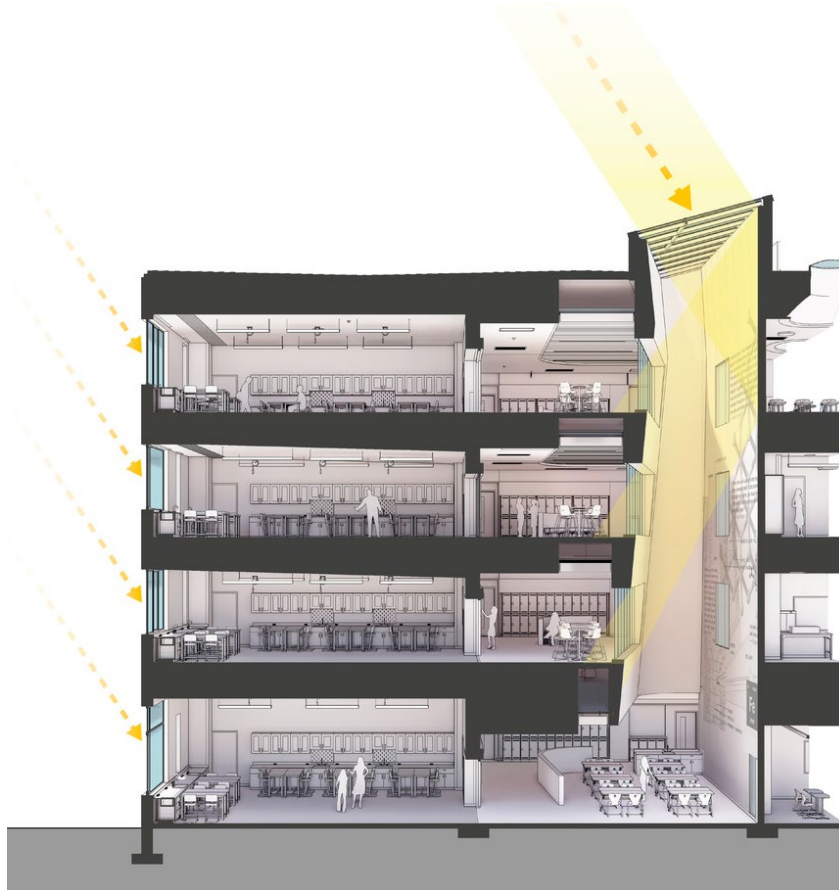


## PHYSICAL ENVIRONMENT

### Natural light

Based on well-known research that naturally lit classrooms significantly improve student concentration and test scores, it was an early priority that the new school have well-lit learning environments that promote student success. To ensure natural light would permeate the efficient but dense organizational structure of the academic pods, the team conducted a variety of daylight studies.

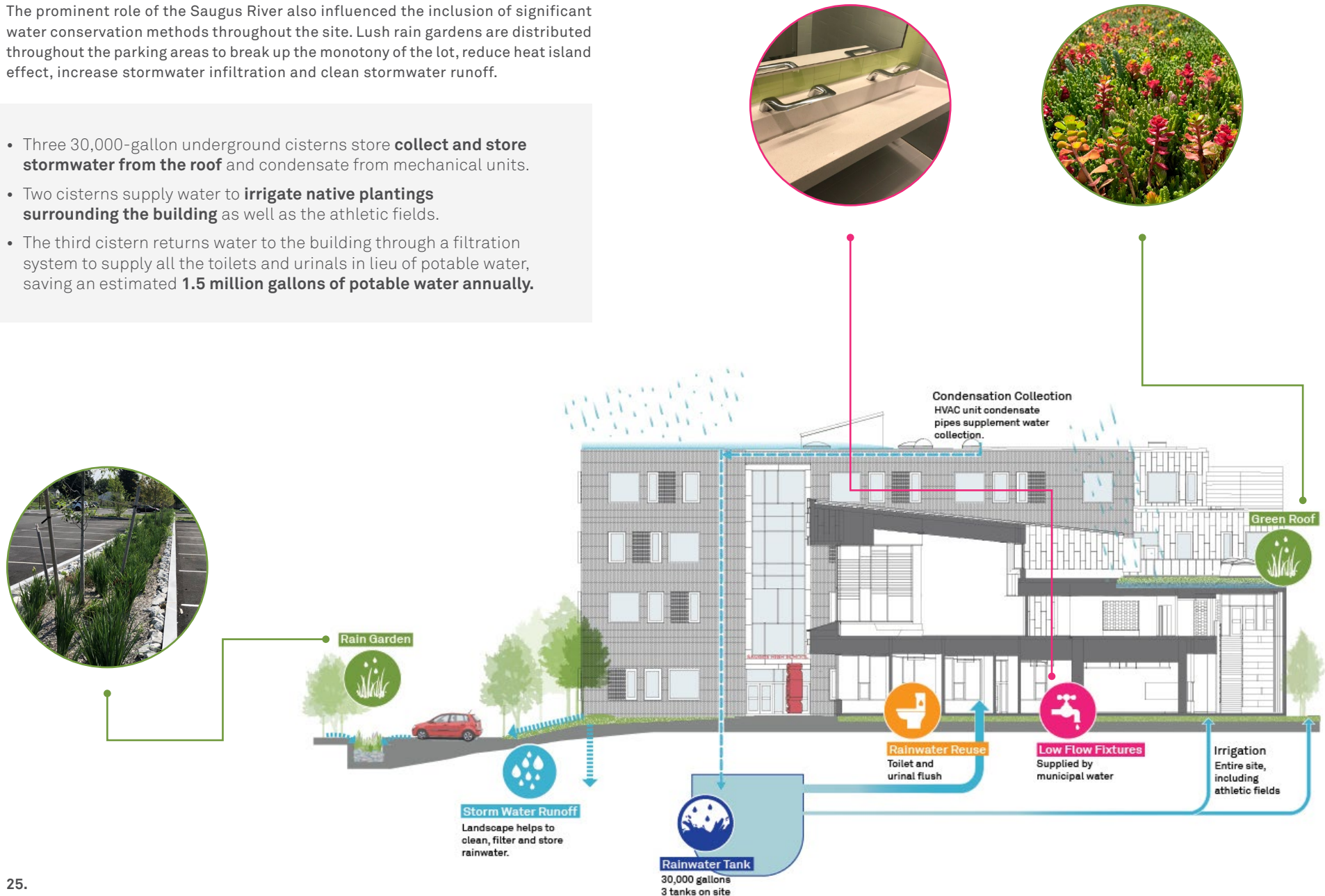
The product of this analysis are the monumental, multi-story lightwells located in the project areas of each pod as well as common spaces throughout the school. Working in conjunction with skylights, the lightwells distribute natural light within the school, establish sightlines between grade levels, and create eye-catching light conditions. The lightwells' form and reflective properties bring daylight deep within the buildings and illuminate interior classrooms.



## Water conservation

The prominent role of the Saugus River also influenced the inclusion of significant water conservation methods throughout the site. Lush rain gardens are distributed throughout the parking areas to break up the monotony of the lot, reduce heat island effect, increase stormwater infiltration and clean stormwater runoff.

- Three 30,000-gallon underground cisterns store **collect and store stormwater from the roof** and condensate from mechanical units.
- Two cisterns supply water to **irrigate native plantings surrounding the building** as well as the athletic fields.
- The third cistern returns water to the building through a filtration system to supply all the toilets and urinals in lieu of potable water, saving an estimated **1.5 million gallons of potable water annually**.





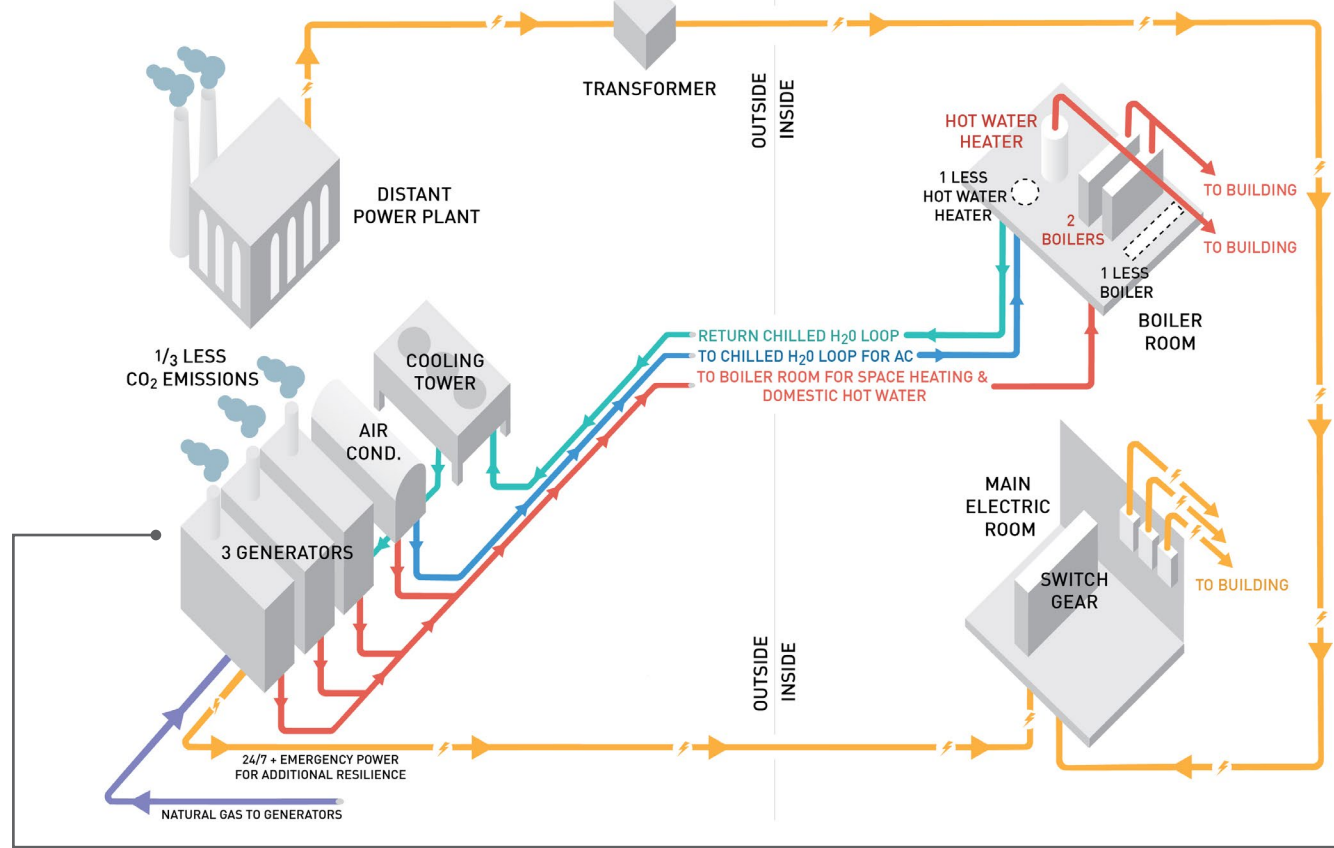
Energy conservation and carbon reduction

The resilient and future-ready school is designed to serve its students and community for years to come. A tri-generation plant produces electricity and captures waste heat for domestic hot water and space heating and cooling. The energy it generates on-site reduces carbon emissions relative to source power, saves operating costs and acts as backup power for the school. Renewable materials such as bamboo paneling and linoleum floors also reduce embodied carbon. By integrating sustainable design elements with the needs of the community, the new facility cultivates a learning environment that fully immerses its students and faculty in the latest green technologies and contributes to a more resilient future.



A tri-generation system on-site significantly reduces carbon emissions

TRI-GEN SYSTEM

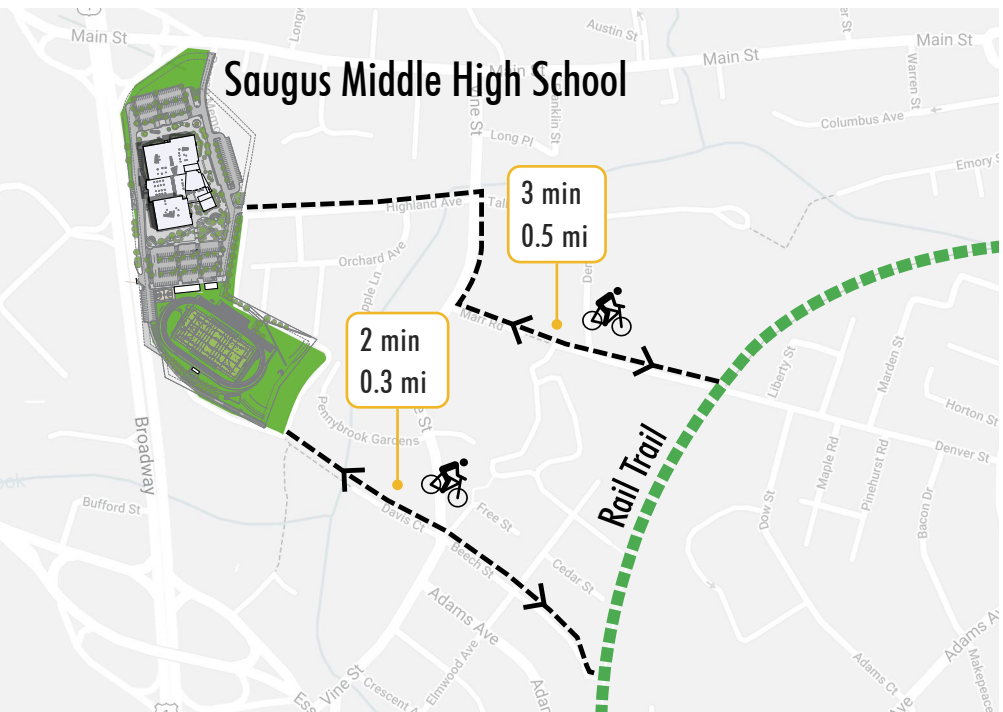


## PHYSICAL ENVIRONMENT

### A resource for the community

All members of the community are welcomed into the new Middle High School: the student cafe on the first floor provides a comfortable space for students and staff to study and mingle in a “Starbucks-style” commons, while core public spaces including the cafeteria, gym, and auditorium are multi-functional and support a variety of school-wide and community gatherings. A special classroom on the 3rd floor provides a designated space for medically fragile community members with exceptional views and access to the outdoor classroom on the roof.

Located along the rail to trail bike path, the school is conveniently accessible for community use and the school’s adult education programs. Walking paths and the outdoor track are designed for community and student use, and public spaces within the school such as the athletic complex, theater and cafeteria space host a variety of community events. Local theater groups and community colleges utilize the state-of-the-art theater for rehearsals and performances, and the students cafe is available to serve refreshments during such events.





# Inspiring Excellence

*"It was truly an emotional experience to walk through and look at a building that will offer a 21st century education experience for children."*

- LINDA GAIESKI, SCHOOL COMMITTEE MEMBER, SAUGUS PUBLIC SCHOOLS

Despite opening in the midst of a global pandemic, the new Middle High School is already proving to be a future-forward learning environment. The state-of-the-art facilities and variety of learning spaces enable students to pursue their passions and reach their full potential.

Saugus' new STEAM-centered facility is an innovative school that reflects the unique identity of the community, aligns with district goals and educational plan, and supports students through hands-on, small-group, project-based learning. As the pioneer project in the redevelopment of the Saugus School System, the combined Middle High School is an example of the profound success that can be achieved through close collaboration between designers, stakeholders, and a driven community.





# Taking Education to the Next Level

*"The design of our new Complex is directly aligned to our Educational Plan and has allowed for the Saugus Middle High School staff and students to work with a 21<sup>st</sup> century model."*

- MICHAEL HASHEM, FORMER PRINCIPAL, SAUGUS MIDDLE HIGH SCHOOL

The educational programming for the Saugus Middle High School is centered around a 21st century learning environment that prepares students for any and all future endeavors.

## Saugus Middle High School Educational Program

Academically, Saugus schools work to have our students develop 21st century learning skills. There is a focus on critical thinking, critical reading, critical writing, problem solving, and communication. It is our hope and goal that students acquire not only content information but also educational skills to be prepared for college and career. There is an effort to provide student centered, interdisciplinary, hands-on, project-based learning activities with consistent use of embedded technology across the curriculum areas. We offer high interest courses with a focus on higher order thinking and academic rigor with a scaffolding approach to help students transition from secondary education to college and career. Saugus schools thrive for parity and equity in all common courses designed to meet the instructional needs of all students emphasizing critical thinking, communication, and technology skills necessary in the 21st century workplace.





## EDUCATIONAL BRIEF

The new Middle High School embodies the vision of the school system through a focus on innovative technology and a STEAM-based curriculum. State-of-the-art classrooms, labs, makerspaces and studios encourage students to explore different disciplines that could lead to future opportunities, whether that be higher education or a budding career. The team-based organization of the pods eases the transition from middle to high school by creating close-knit learning communities within the greater facility. A flexible, resilient learning environment that fosters creativity and collaboration, the new Middle High school will serve the Saugus community for generations to come.

*It is not sufficient to expose our students to curriculum but rather to ensure they have mastered their understanding of core content, their ability to reason, and their capacity to express knowledge verbally, digitally and in multi-dimensional ways.*

- SAUGUS DISTRICT PHILOSOPHY

