FULLER MIDDLE SCHOOL FEASIBILITY STUDY

School Building Committee Meeting No. 7
November 6, 2017

1. Educational Program Update
2. Preliminary Site Planning and Swing Space Options Review

Framingham Public Schools

Facility Design Visioning Workshop One Notes
October 20, 2017

FRAMINGHAM
STEAM

SCOG Analysis

The Educational Working Group (EWG) conducted a "SCOG Analysis" of what it sees as the current strengths, challenges, opportunities and goals with regard to Framingham Public Schools' and Fuller Middle School's academic programs and facilities. The EWG is a group of approximately 20 participants that includes Framingham Public Schools leadership, as well as Fuller Middle School administrators, teachers, and community partners. The following is a compilation of participants' responses and ideas.

STRENGTHS

Framingham Public Schools

- Great staff
  - A diverse and specialized staff that cards greatly about kids
- Always learning
  - Tremendous desire for professional learning / collaboration
- Commitment to social emotional learning
- Offers a variety of programs to meet student needs
- Strong school committee
  - Support for academic vision
- Support for diversity
- Longevity of staff and institutional knowledge
- Adaptability – born out of the fact that our student's needs are changing
- Arts are very strong
- Evolving as a STEAM district

Fuller Middle School   Framingham Middle School

- Educational program
- Safety
- High Level of conversation and competence
- A positive happy community
- True community school (reflects the community)
  - The only one in the district with such diverse demographics
- Evening English as a Second Language (ESL)
- Centrally located geographically
- Transitional bilingual programming
- An understanding of our students
- Already a belief in and commitment to STEAM
- Having Jose Duarte come from Boston
  - Understanding of needs of students.

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Facility Design Visioning Workshop One Notes
October 20, 2017

SCOG Analysis (Continued)

CHALLENGES

- Diversity
- Location of school relative to where students reside
  - The South end of town has more kids but fewer schools 70/30
- Negative judgements about the school within some elements of the Framingham community, connected to student demographics
- Perception from outside – the reputation of Fuller students as not being able to do what other students do
- Resource allocation within the district is not aligned to individual needs of schools/communities
  - Not always efficient / equitable
- There is a North / South divide in Framingham plays out in varied ways (i.e. food not being made a Fuller
- Systems and processes, or lack of them can be a challenge
- This is the "way we have always done it" mentality
- Lack of translation services

OPPORTUNITIES & GOALS

- New day for STEAM
- A way to market the whole FPS district and shift/rebrand the reputation of Fuller Middle School
- Use proximity to McCarthy, Farley, Mass Bay and Framingham State to explore possible campus connections
- Use our diversity - and show it can be our greatest strength
- Create opportunities for people to come in and see what is happening at the school
- Consider a hybrid model that retains the auditorium and gym
  - Use the auditorium and gym as selling points to help pass debt exclusion vote
- Open the doors of Fuller to help connect a PK-12 vision (i.e. HS/elementary come to school)
- Define what equity really looks like across all three middle schools (as presently there is not equity)
- Expand the Fuller identity - tap into community resources and programs
- Create a Teacher Pathway program
- Serve as a resource for community - after hours and on weekends
- Focus our educational effort on renewal and re-conception
  - Support a whole new way of teaching and learning for FMS staff

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21st Century Learning Goals

The following set of priority "21st Century Learning Goals 1.0" for Fuller Middle School students was developed by the Educational Working Group (EWG) during Workshop One. Four teams of 5 participants reviewed that Fuller 5 Cs Learning Goals, as well as assorted other 21st century learning goals created by a varied of school networks around the country, then worked to create their own set of learning goals. Each team presented their learning goals to the larger group. These goals are grouped below by like goals, with each goal receiving 5 points for appearing on an original list.

- **Whole Child Learning**
  - As an Organizing Principle for all Other Learning Goals

- **Collaboration and Communication** (25 votes)
  - Effective Communication
  - Have a Voice
  - To Effect Positive Change
  - Emerge from Language Isolation to Collaborative Participation
  - Staff and Students
  - Understand How, What and Why we Communicate

- **Social and Civic Competence** (25 votes)
  - Within Fuller and in the Community
  - Civic and Community Engagement
  - Local, Community-Based Project Learning
  - Community
  - Empathy, Ethics and Civic Responsibility

- **Creativity and Imagination** (20 votes)
  - Imaginative and Joyous Risk-Taking
  - Initiative and Curiosity
  - Create Joy and Ownership

- **Critical Thinking** (15 votes)
  - Higher Order Thinking
  - Permeated with Habits of Mind
  - Problem Solving
  - Analyze Information
  - Executive Function – Ability to Prioritize and Strategize

- Love of Learning (15 votes)
  - Content is Not as Important as the Ability to Love Learning
  - Self-Motivation
  - Student Drive and Owned

- **Multi-Cultural Literacy** (5 votes)

- **Technology Transforming the Basics** (5 votes)

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Facility Design Visioning Workshop Two Notes
October 26, 2017
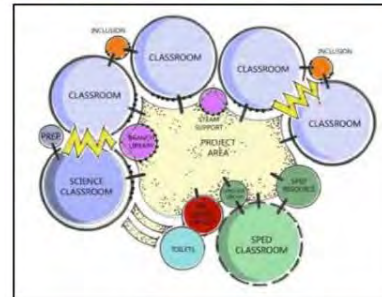
FRAMINGHAM STEAM

21st Century Design Patterns 1.0

The following set of priority "21st Century Design Patterns" for the design of the new Fuller Middle School was developed by the Educational Working Group (EWG) during Workshop Two. Three teams of five participants each worked to create their own set of priority Design Patterns, after which each team presented to the larger group. These are listed below in order of the frequency with which each pattern appeared on a team list, with each Design Pattern receiving 5 votes for every time it appeared on a team list.

- **Open and Welcoming Entry** (15 votes)
  - Like Dearborn
  - First Impression Greeting Space

- **Distributed Dining** (15 votes)
  - Distributed Gathering Spaces
  - Satellite Cafeterias / Café Style
  - Cyber Dining

- **Learning Commons** (15 votes)
  - With Art, Music and Health, etc.
  - Flexible Learning Styles
  - Quiet Spaces

- **Classroom as Maker Space** (15 votes)
  - Maker and Collaboration Spaces
  - Collaborative Learning Spaces Including Maker Spaces

- **Display and Exhibition** (10 votes)
  - Walls Built for Display of Student Work
  - Entire School as Display

- **Outdoor Connectivity** (10 votes)
  - Outdoor Space Use

- **Professional Teacher Spaces** (10 votes)
  - Shared with Colleagues
  - Teacher Collaboration Space

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21st Century Design Patterns 1.0 (Continued)

- **Breakout Spaces** (10 votes)
  - Non-Learning Spaces
  - Accessible to Classrooms

- **Distributed Resources** (10 votes)
  - Distributed Adults

- **Flexible Furniture** (10 votes)
  - Variable Seating

- **Universal Access and Equity** (5 votes)

- **Push-In Special Education** (5 votes)
  - Like Dearborn

- **Visible Learning** (5 votes)
  - Spaces to Show Work in Progress

- **Vertically Integrated** (5 votes)

- **Paired/Flexible Classrooms** (5 votes)

- **Ubiquitous Learning** (5 votes)

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Construction Phase Swing Space Options

Assumption: 530 students
Temporary Program Variations:
1-approx. 94,000sf with cafetorium, no kitchen
2-approx. 85,000sf above, no gym
3-approx. 79,000sf above, no gym, no cafetorium
4-approx. 75,000sf above, no gym, no cafetorium, no media center

A - Move students to TBD School or Town Property
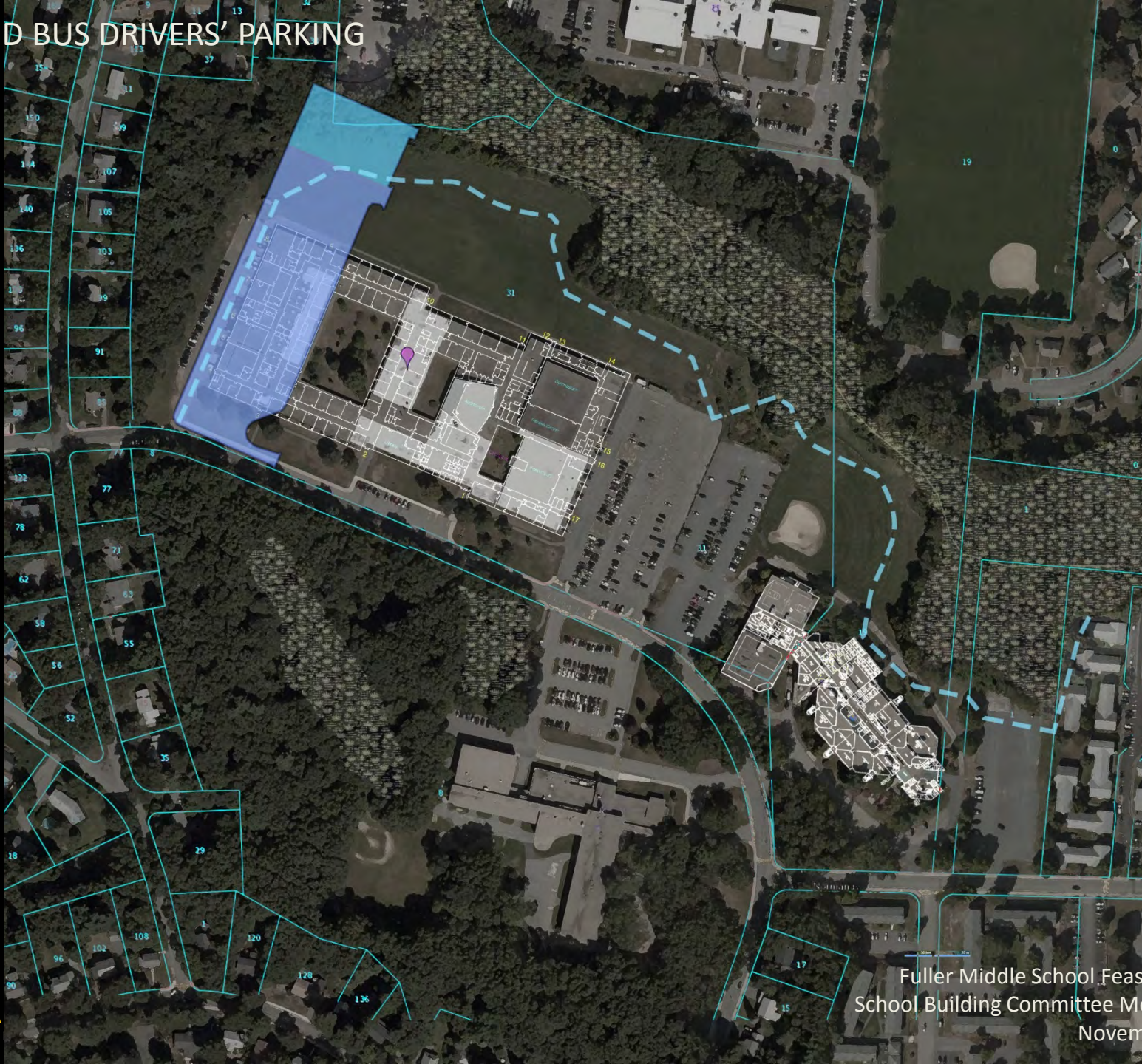B - Move students to either all or portion of Farley
C - Move students to temporary modular facility on site
D - Retain students in reduced footprint portion of Fuller with temporary reno.
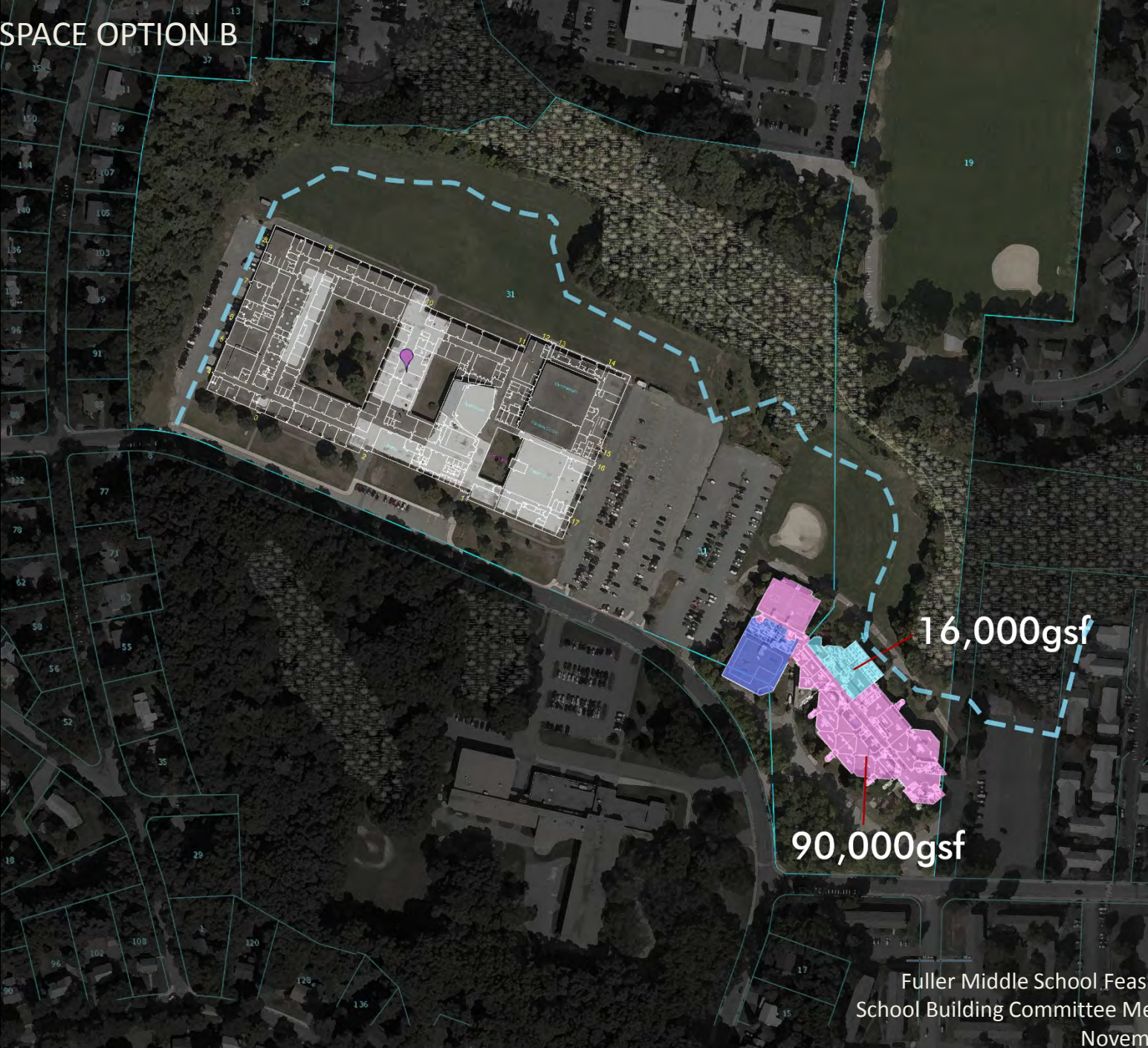E - Retain students in reduced footprint Fuller with modular addition(s)

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SWING SPACE OPTION B

16,000gsf

90,000gsf

SWING SPACE OPTION C

986sf x 87=83,000sf

SWING SPACE OPTION D

80,000gsf

New Fuller Middle School Options:

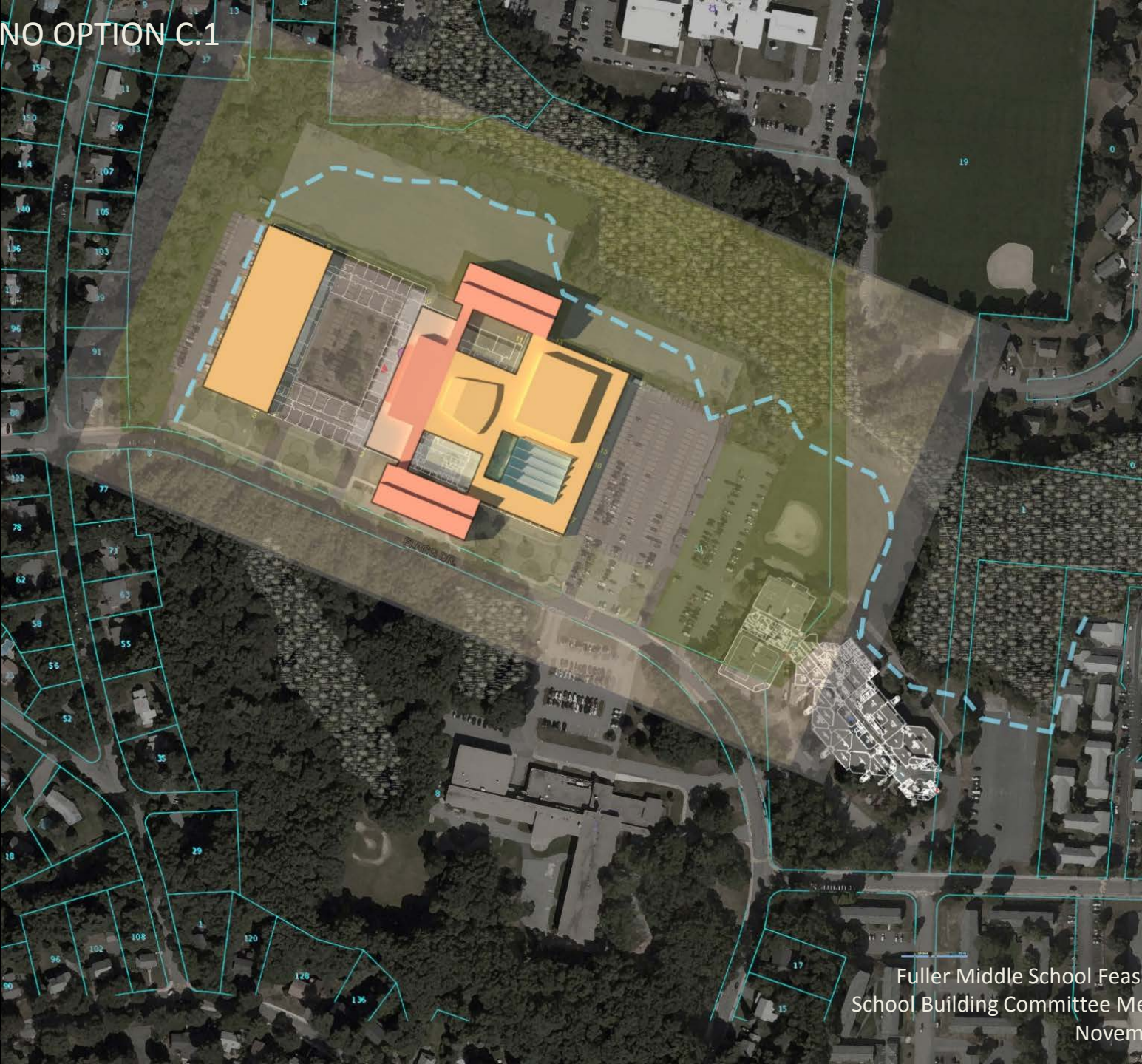A - Renovate Existing Fuller (swing space A-C)
B - Renovation/Addition/Partial Demolition West Fuller (swing space opt's A-C, E) (Not Drawn)
C - Renovation/Addition/Partial Demolition East Fuller (swing space options A-E)
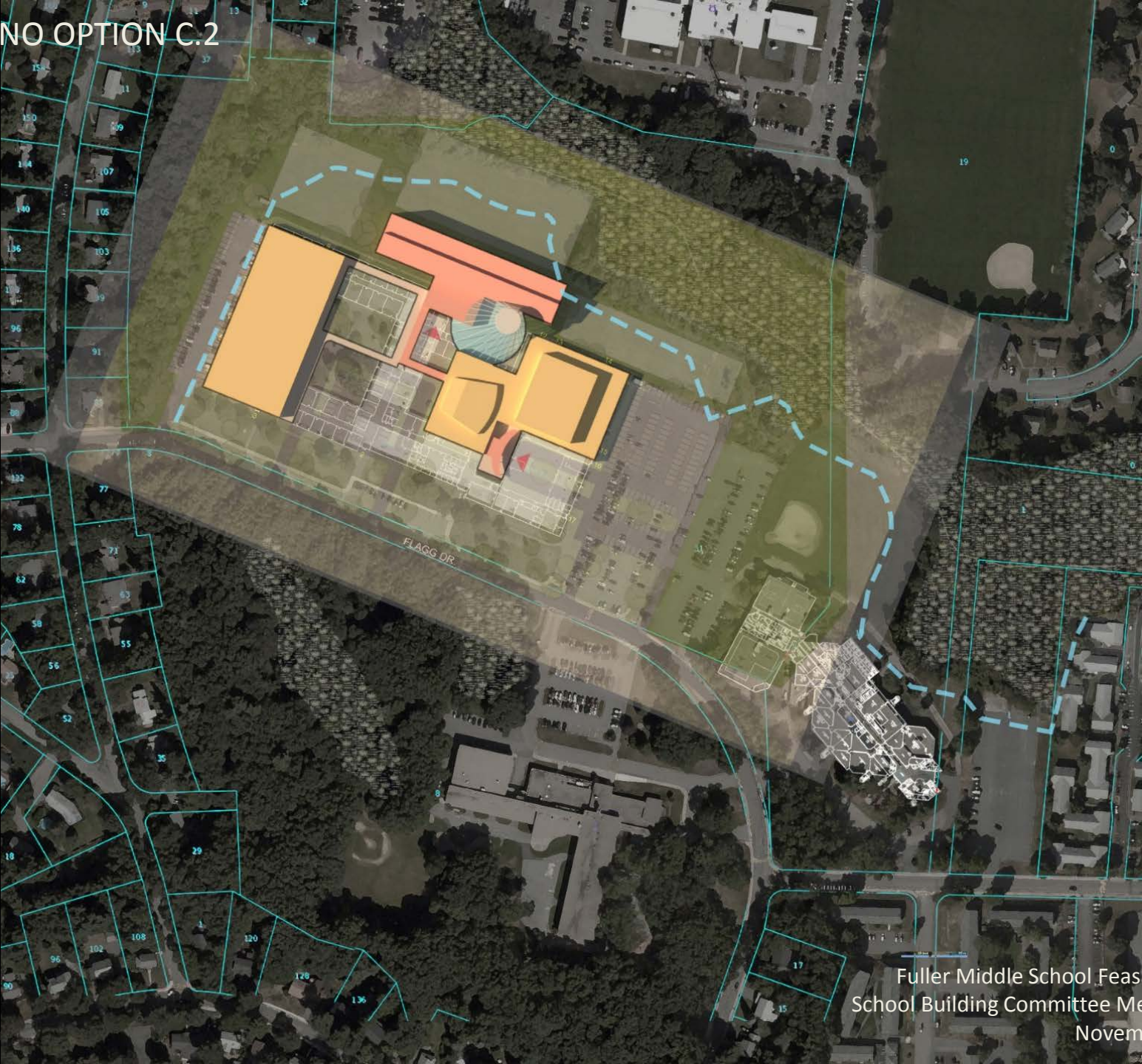D - New Construction East (swing space options A-E)
E - New Construction West (swing space options A-C, E) (Not Drawn)

ADD RENO OPTION C.1

ADD RENO OPTION C.2

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NEW CONSTRUCTION OPTION D

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