

FULLER MIDDLE SCHOOL FEASIBILITY STUDY

Community Workshop #1
November 13, 2017

Agenda

1. Introductions
2. Feasibility Study Scope
3. MSBA Process and Schedule
4. Existing School Conditions
5. Educational Programming
6. Next Steps
7. Tell Us What You Think

Introductions

School Building Committee Members

Charlie Sisitsky

Dr. Edward Gotgart

Chris Walsh

Robert Halpin

Dr. Robert Tremblay

Heather Connolly

Richard Finlay

David Miles

Mary Ellen Kelley

Jennifer Pratt

Dr. Sonia Diaz

Matt Torti

Co-Chair, Board of Selectmen

Co-Chair, Chief Operating Officer, FPS

State Representative

Town Manager

Superintendent of Schools

School Committee Chair

School Committee Member and Convenor

Finance Committee Member

Chief Financial Officer

Chief Procurement Officer

Chief Academic Officer FPS

Director of Buildings and Grounds, FPS

School Building Committee Members (continued)

Jose Duarte	Principal, Fuller Middle School
Caitlin Stempleski	Teacher, Fuller School Middle
Patrick Johnson	Principal, Walsh Middle School
John Haidemenos	Principal, Woodrow Wilson School
Michael Tusino	Building Commissioner
Richard Weader II	Member
Michael Grilli	Member
Dr. Jennifer Krusinger Martin	Member
Donald Taggart III	Member
David Panich	Member
Thomas Barbieri	Member
Dr. Dale Hamel	Member

Architect

Jonathan Levi Architects

Owner's Project Manager (OPM)

Symmés Maini and McKee Associates

Feasibility Study Scope, Process and Schedule

Massachusetts School Building Authority

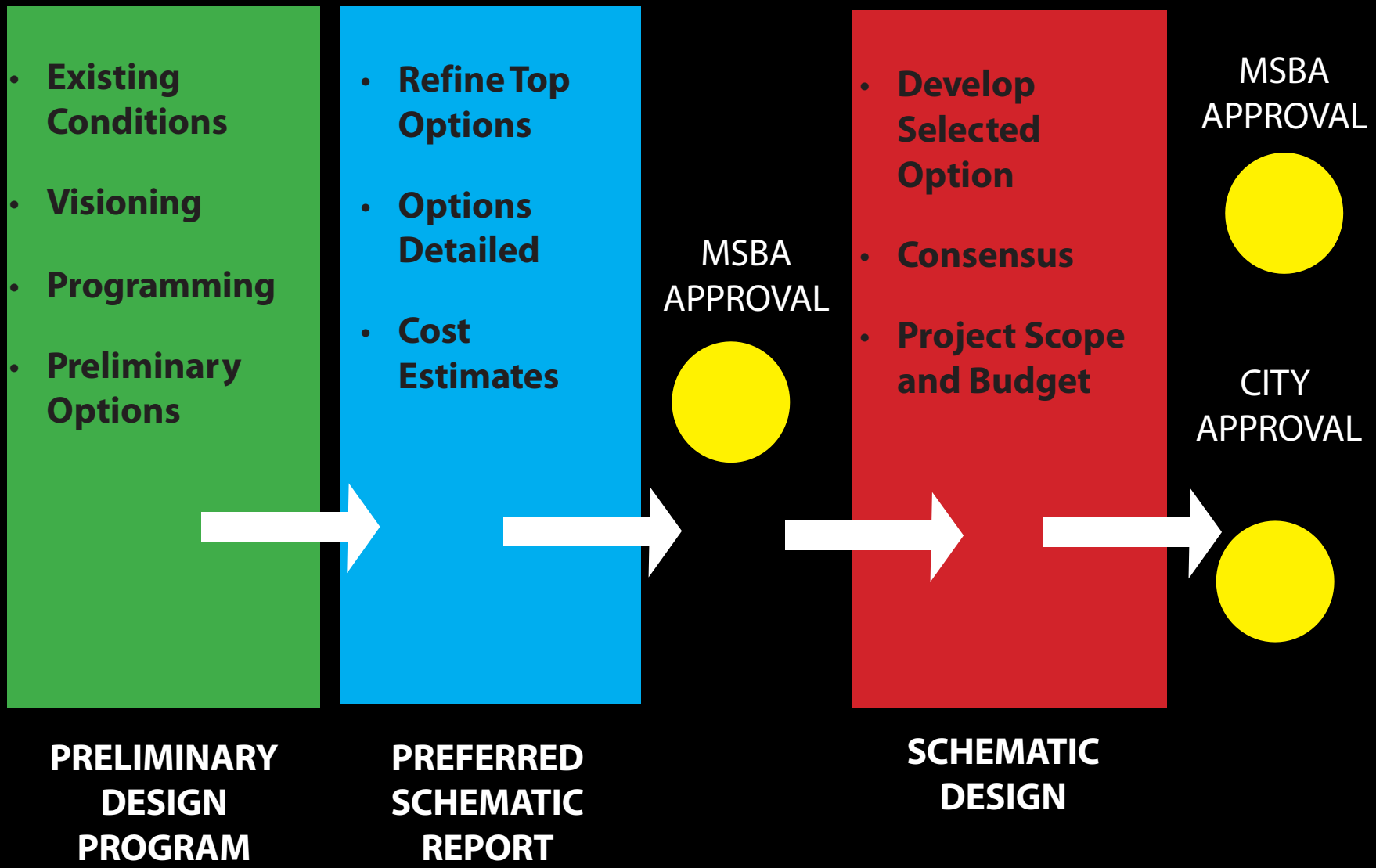
- **MSBA** is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects.
- **MSBA** mandates a multi-step rigorous study and approval process
- **MSBA** will fund **57.05%** plus incentives of eligible project cost for an approved project if accepted by the voters of Framingham

Feasibility Study Scope

The MSBA has agreed to participate with Framingham in a feasibility study for a **630 Student Middle School for Grades 6-8**. Scope items include:

- Program of Architectural Spaces to be included
- Existing Conditions Review
- Design Alternatives
 - Renovation
 - Renovation / Addition
 - All New Construction
- Cost Estimates

MSBA Process



PROJECT SCHEDULE

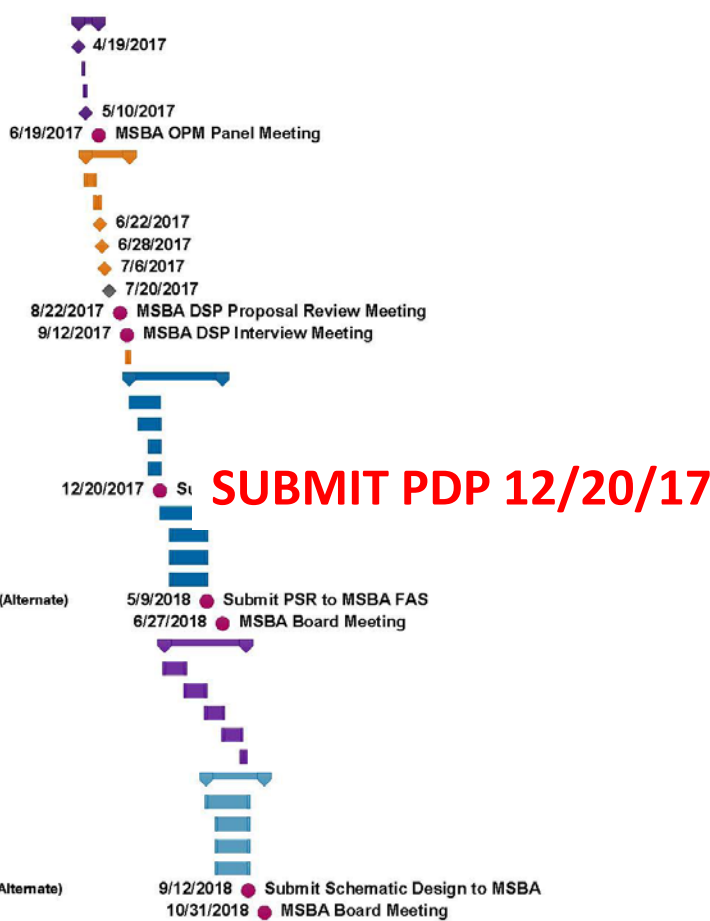
April 19, 2017
Updated September 21, 2017

FULLER MIDDLE SCHOOL Feasibility Study Preliminary Project Schedule

PROJECT MANAGEMENT



ID	Task Name	Duration	Start	Finish	2016	2017	2018	2019	2020	2021	2022
1	MSBA PREREQUISITES	431 days	3/13/2015	11/10/2016							
5	RETAIN OPM	43 days	4/19/2017	6/19/2017							
6	Submit OPM Proposals	0 days	4/19/2017	4/19/2017							
7	OPM Interview	1 day	5/3/2017	5/3/2017							
8	Negotiate OPM Contract	3 days	5/8/2017	5/10/2017							
9	Submit Documents to MSBA OPM Panel	0 days	5/10/2017	5/10/2017							
10	MSBA OPM Panel Meeting	0 days	6/19/2017	6/19/2017							
11	RETAIN DESIGNER	94 days	5/11/2017	9/19/2017							
12	Draft Designer RFS and Submit to MSBA	21 days	5/11/2017	6/8/2017							
13	MSBA Approves Draft RFS	11 days	6/8/2017	6/22/2017							
14	Submit to Central Register	0 days	6/22/2017	6/22/2017							
15	Notice in Central Register	0 days	6/28/2017	6/28/2017							
16	Briefing Session	0 days	7/6/2017	7/6/2017							
17	Submit Designer Proposals	0 days	7/20/2017	7/20/2017							
18	MSBA DSP Proposal Review Meeting	0 days	8/22/2017	8/22/2017							
19	MSBA DSP Interview Meeting	0 days	9/12/2017	9/12/2017							
20	Negotiate Designer Contract	5 days	9/13/2017	9/19/2017							
21	FEASIBILITY STUDY (FS)	201 days	9/19/2017	6/27/2018							
22	Develop Preliminary Design Program (PDP)	67 days	9/19/2017	12/20/2017							
23	Community Presentations	45 days	10/19/2017	12/20/2017							
24	Town Council Presentations	23 days	11/20/2017	12/20/2017							
25	School Committee Presentations	23 days	11/20/2017	12/20/2017							
26	Submit PDP to MSBA Staff	0 days	12/20/2017	12/20/2017							
27	Develop Preferred Schematic Report (PSR)	101 days	12/20/2017	5/9/2018							
28	Community Presentations	78 days	1/22/2018	5/9/2018							
29	City Council Presentations	78 days	1/22/2018	5/9/2018							
30	School Committee Presentations	78 days	1/22/2018	5/9/2018							
31	Submit PSR to MSBA FAS	0 days	5/9/2018	5/9/2018							
32	MSBA Board Meeting	0 days	6/27/2018	6/27/2018							
33	CONSTRUCTION MANAGER (CM)	176 days	1/3/2018	9/5/2018							
34	Develop and Submit IG Application	45 days	1/3/2018	3/6/2018							
35	IG Application and Approval	45 days	3/6/2018	5/7/2018							
36	RFQ Process	40 days	5/7/2018	6/29/2018							
37	RFP Process	40 days	6/29/2018	8/23/2018							
38	Negotiate CM Contract	10 days	8/23/2018	9/5/2018							
39	SCHEMATIC DESIGN (SD)	125 days	5/9/2018	10/3/2018							
40	Develop Schematic Design	91 days	5/9/2018	9/12/2018							
41	Community Presentations	69 days	6/8/2018	9/12/2018							
42	City Council Presentations	69 days	6/8/2018	9/12/2018							
43	School Committee Presentations	69 days	6/8/2018	9/12/2018							
44	Submit Schematic Design to MSBA	0 days	9/12/2018	9/12/2018							
45	MSBA Board Meeting	0 days	10/31/2018	10/31/2018							
46	LOCAL APPROPRIATION										
49	DESIGN AND CONSTRUCTION (TBD)										

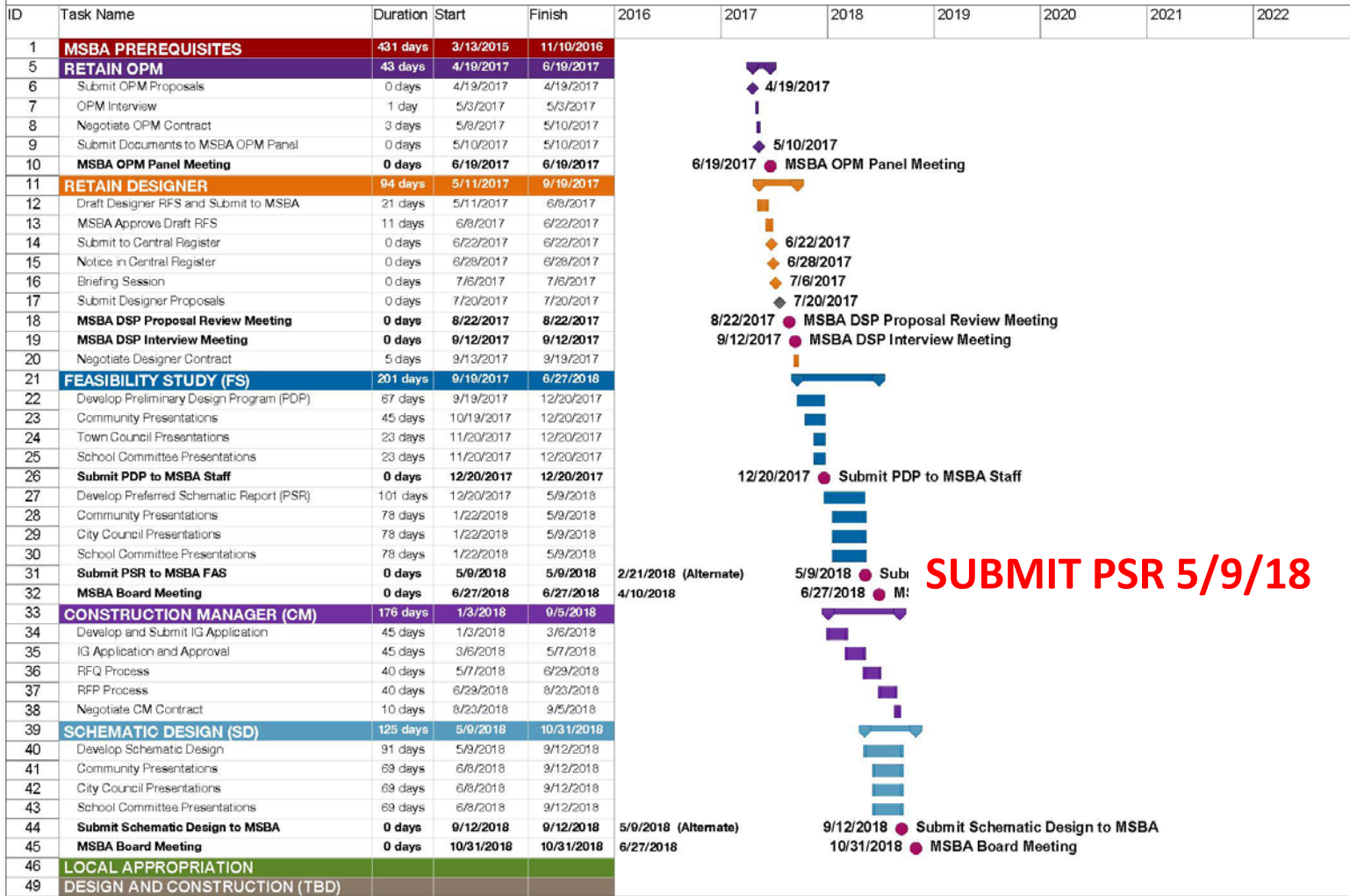


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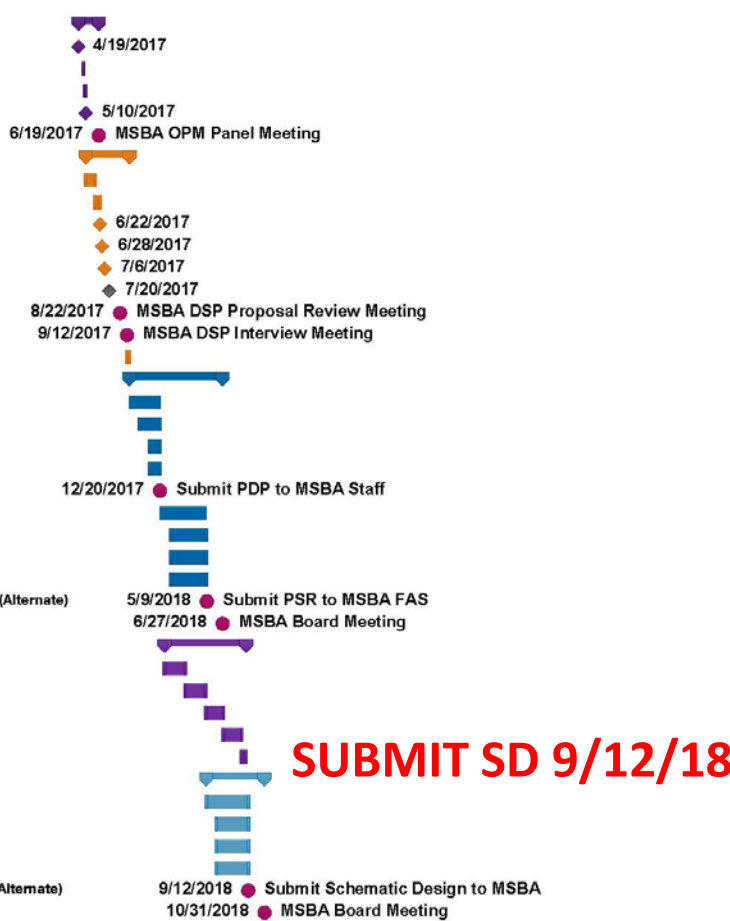
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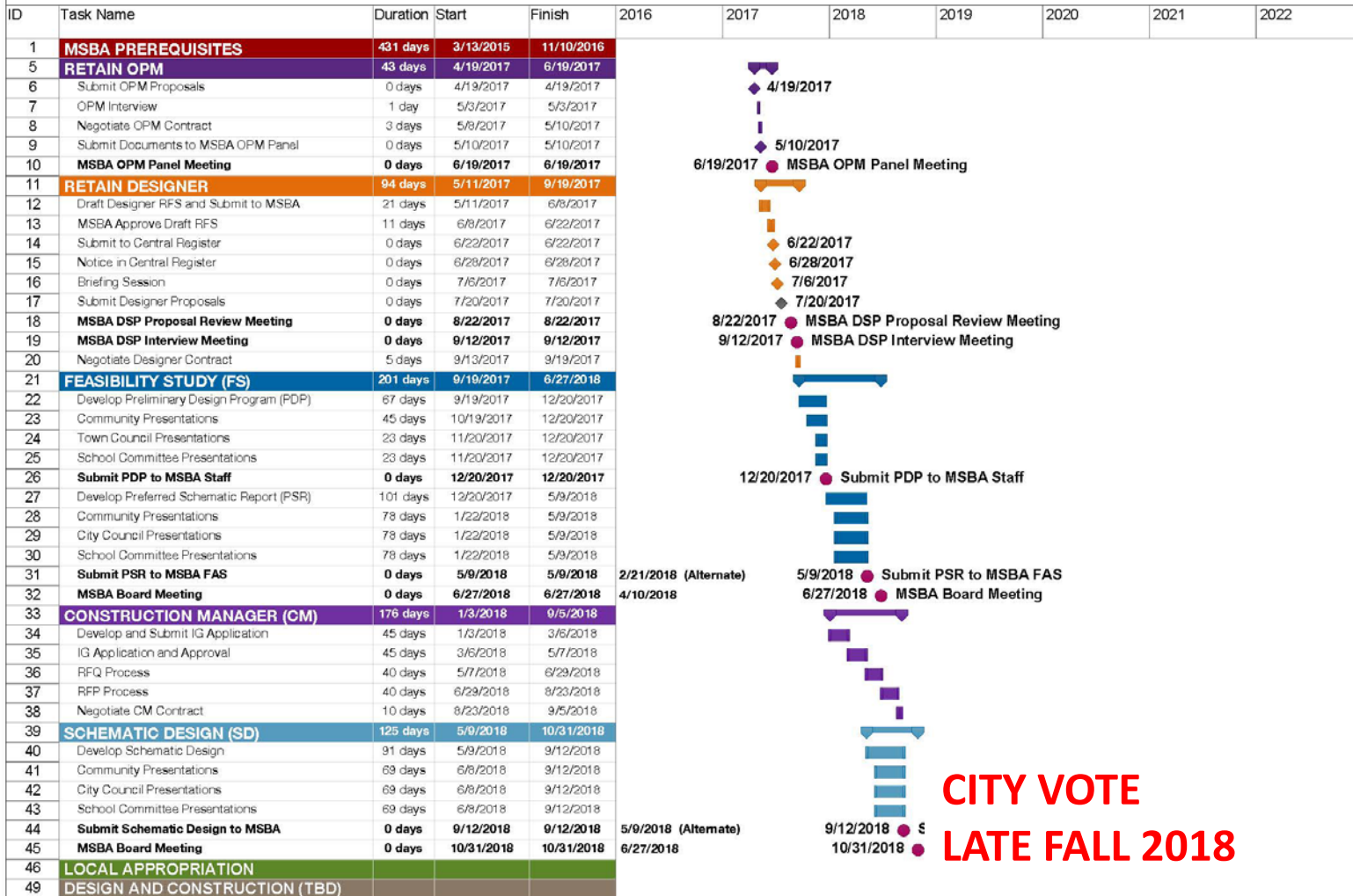


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PROJECT MANAGEMENT



Existing School Conditions

EXISTING CONDITIONS AT FULLER SCHOOL

A 2013 Pre-Feasibility Study by Bargmann Hendrie + Archetype Inc concluded that “Fuller Middle School, constructed as Framingham High School in 1958, while well maintained, has reached the end of its useful life.”

More recently, JLA and their team of consulting engineers have provided additional inspection to determine what work would be required to bring the Fuller up to current building codes and standards.

Energy Code:

The building was designed and built with almost no insulation on the floors, walls, or roof. The windows are typically single glazed. New work would need to comply with current codes, which would **save substantial \$\$ in ongoing annual energy costs.**



Accessibility

Most entries from the outside are non-compliant. The Auditorium floor is too steep, lacks landings, and has no accessible route from the seats to the stage.



EXISTING CONDITIONS AT FULLER SCHOOL

Structural:

Much of the structural concrete floor and gypsum roof deck is degrading and would need to be replaced. To meet current earthquake code, the entire roof would need to be replaced with steel deck and steel brace frames installed at the walls.



EXISTING CONDITIONS AT FULLER SCHOOL

Mechanical Electrical, Plumbing, Fire Protection

Systems typically have outlived their intended useful life. Boilers were installed in 2003, so have been used for over half of their expected useful service life. The building is not sprinklered.

To comply with current code, it would need to be fully sprinklered and have a new fire alarm system installed.



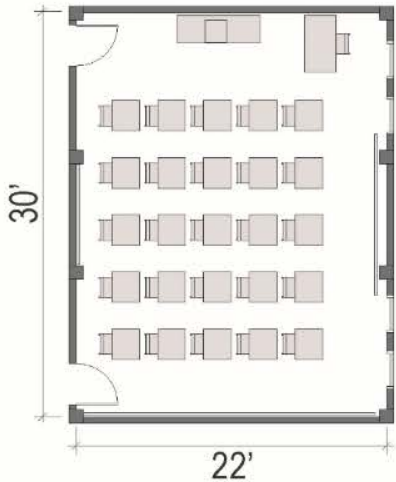
Hazardous Materials

Typical of older buildings, there are concealed hazmats. While these materials do not pose a problem as long as they are undisturbed, they will need to be identified and disposed of properly as part of a renovation project.

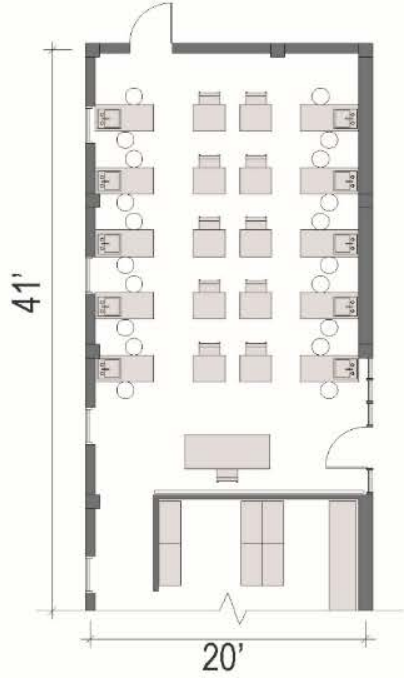


Educational Programming

21st Century Learning Space Requirements

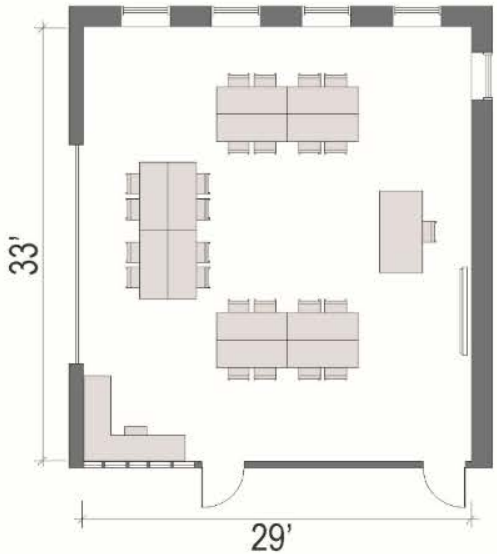


1950s MIDDLE SCHOOL CLASSROOM
660 SF

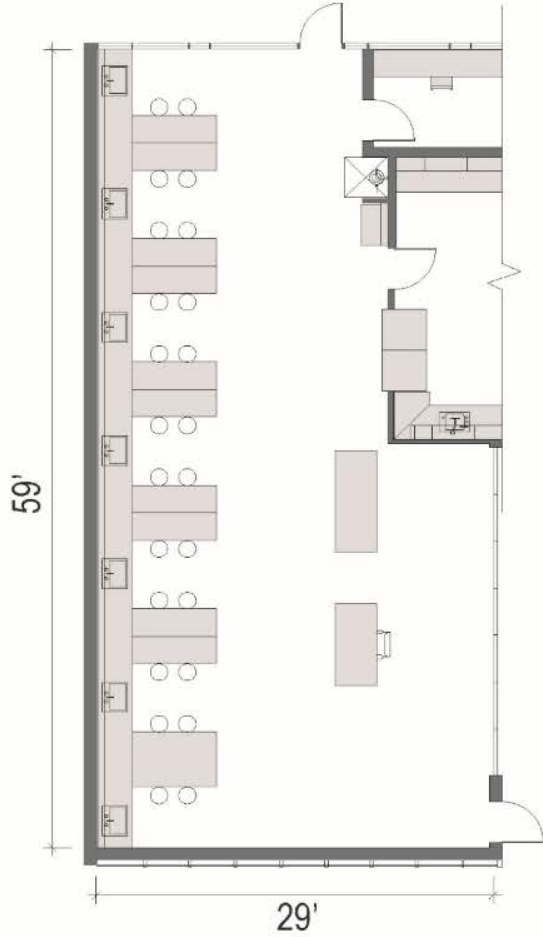


1950s MIDDLE SCHOOL SCIENCE
820 SF

21st Century Learning Space Requirements

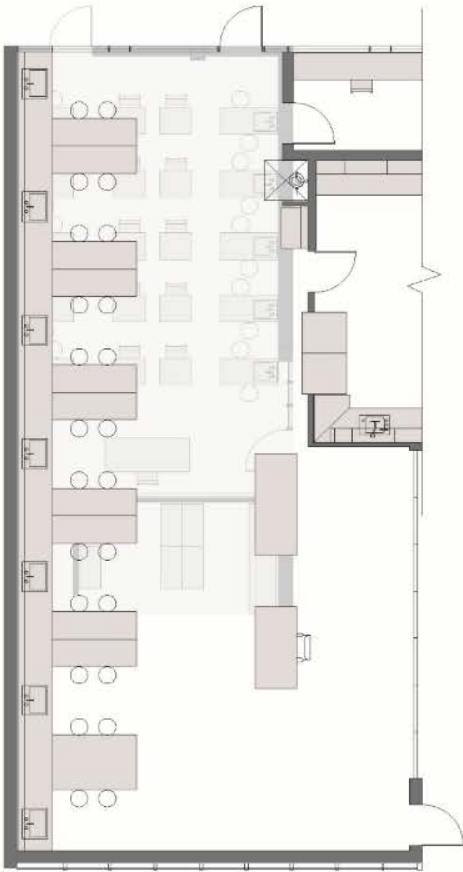


MSBA STANDARD CLASSROOM
950 SF



MSBA STANDARD SCIENCE CLASSROOM
1700 SF

21st Century Learning Space Requirements



COMPARISON

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.
-



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

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)**

DRAFT Guiding Design Principles 1.0

The following set of DRAFT "Guiding Design Principles 1.0" for design of the renovated and/or new Fuller Middle School was developed by the Educational Working Group (EWG) during the Educational Visioning Workshop Two. Guiding Design Principles offer a framework of educational priorities that prove invaluable in helping stakeholders and design team members to set design goals and focus their work. This first iteration of Guiding Principles may continue to develop as the design process unfolds.

1. Transdisciplinary Instruction

- Project-Based and Real-World Learning
- Mastery-Based and Applied Learning

2. Personalized and Collaborative Learning

- Addresses Varied Learning Styles
- Personalized Learning Plans
- Student Voice and Choice

3. Whole Child, Whole Community

- Educating All Aspects of a Child
- Social Emotional Learning Skills
- Pride Within Cohort and Larger School

4. Visible Learning

- Connectivity
- Indoor/Outdoor Transparency and Connections

5. Community and Civic Hub

- Civic Campus and Community Resource
- Symbolic Hub of South Framingham
- Intergenerational and Community Connections

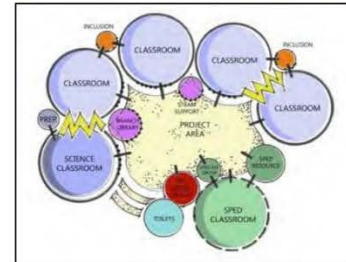
6. Adaptability

- Planned for Evolution
- Future Ready



21st Century Design Patterns 1.0 (Continued)

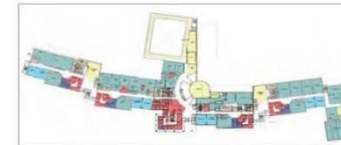
- Breakout Spaces (10 votes)
 - Non-Learning Spaces
 - Accessible to Classrooms
- Distributed Resources (10 votes)
 - Distributed Adults
- Flexible Furniture (10 votes)
 - Variable Seating
- Universal Access and Equity (5 votes)
- Push-In Special Education (5 votes)
 - Like Dearborn
- Visible Learning (5 votes)
 - Spaces to Show Work in Progress
- Vertically Integrated (5 votes)
- Paired/Flexible Classrooms (5 votes)
- Ubiquitous Learning (5 votes)



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



Next Steps

NEXT STEPS

School Building Committee meetings are every two weeks. Meetings and agendas are posted on the FPS website.

- November 27, 2017 – Community Forum No. 2 at Fuller
- December 20, 2017 - Submit Preliminary Design Program (PDP) to MSBA
- May 9, 2018 – Submit Preferred Schematic Report (PSR) to MSBA
- September 12, 2018 - Submit Schematic Report (SD) to MSBA
- October 31, 2018 - MSBA board meeting to approve project
- Late Fall 2018 – City appropriation voting

NEXT STEPS

Community Resources

Project Website: www.Framingham.k12.ma.us/Page/2997

Project Email: FPSSBC@Framingham.k12.ma.us

Questions and Comments