SMMA

Project Management

February 1, 2018

Fenton Bradley
Project Manager
Massachusetts School Building Authority
40 Broad Street, Fifth Floor
Boston, Massachusetts 02109

Re: Fuller Middle School Feasibility Study **Framingham, Massachusetts**

District's Response to the Preliminary Design Program Review Comments *SMMA No. 17050*

Dear Fenton:

Please find the District's Response to the MSBA's Preliminary Design Program Review Comments of January 23, 2018.

Very truly yours,

SMMA

Joel G. Seeley
Principal

cc: School Building Committee, Jonathan Levi, JLA (MF)

enclosures: District's Response to the Preliminary Design Program Review Comments of January 23, 2018

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Cambridge, MA 02138
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ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: City of Framingham
School: Fuller Middle School
Owner's Project Manager: Symmes Maini & McKee Associates, Inc.
Designer Firm: Jonathan Levi Architects, LLC.
Submittal Due Date: December 20, 2017
Submittal Received Date: December 20, 2017
Review Date: December 21-January 12, 2018
Reviewed by: S. Jimenez, F. Bradley, C. Alles, J. Jumpe

MSBA REVIEW COMMENTS

The following comments[1] on the Preliminary Design Program (PDP) submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; *Refer to comments following each section*	Not Provided; *Refer to comments following each section*	Receipt of District's Response; *To be filled out by MSBA Staff*
OPM Certification of Completeness and Conformity	☒	☐	☐	☐
Table of Contents	☒	☐	☐	☐
3.1.1 Introduction	☐	☒	☐	☐
3.1.2 Educational Program	☐	☒	☐	☐
3.1.3 Initial Space Summary	☐	☒	☐	☐
3.1.4 Evaluation of Existing Conditions	☐	☒	☐	☐
3.1.5 Site Development Requirements	☐	☒	☐	☐
3.1.6 Preliminary Evaluation of Alternatives	☐	☒	☐	☐
3.1.7 Local Actions and Approvals Certification(s)	☒	☐	☐	☐
3.1.8 Appendices	☒	☐	☐	☐

3.1.1 INTRODUCTION

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Summary of the Facility Deficiencies and Current S.O.I.	☒	☐	☐	☐
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	☒	☐	☐	☐
3	Executed Design Enrollment Certification	☒	☐	☐	☐
4	Narrative of the Capital Budget Statement and Target Budget	☐	☒	☐	☐
5	Project Directory with contact information	☒	☐	☐	☐
6	Updated Project Schedule	☐	☒	☐	☐

MSBA Review Comments:

4) The information provided indicates the estimated preliminary project costs range from $88.9 million to $124.8 million and the local share of the debt is to be funded via a debt exclusion supported by the tax levy of the City. It is noted that the estimated project costs listed in the OPM's Request for services is $54 million to $65 million. In response to these review comments, please provide a narrative that describes the increase in the estimated project costs and indicate the District's not-to exceed budget for the proposed project.

Response: The increase in the cost stems from the current cost per square feet of public school projects as compared to the anticipated cost per square feet understood at the time of the OPM Request for Services. The scope of the project is similar to that anticipated at the time of the OPM Request for Services. The District's not-to-exceed budget will be developed as the PSR Phase progresses and the costs are further known and understood.

6) In the Preferred Schematic Report, please provide an updated project schedule that incorporates both of the tentative dates for the Facilities Assessment Subcommittee presentation on May 23, 2018 and June 6, 2018.

Response: The updated project schedule is attached.

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Grade and School Configuration Policies	☒	☐	☐	☐
2	Class Size Policies	☒	☐	☐	☐
3	School Scheduling Method	☒	☐	☐	☐
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	☒	☐	☐	☐
	b) Curriculum Delivery Methods and Practices	☒	☐	☐	☐
	c) English Language Arts/Literacy	☐	☒	☐	☐
	d) Mathematics	☐	☒	☐	☐
	e) Science	☐	☒	☐	☐
	f) Social Studies	☐	☒	☐	☐
	g) World Languages	☒	☐	☐	☐
	h) Academic Support Programming Spaces	☒	☐	☐	☐
	i) Student Guidance and Support Services	☒	☐	☐	☐
5	Teacher Planning and Professional Development	☒	☐	☐	☐
6	Pre-kindergarten	☐	☐	☐	☐
7	Kindergarten	☐	☐	☐	☐
8	Lunch Programs	☐	☒	☐	☐
9	Technology Instruction Policies and Program Requirements	☐	☒	☐	☐
10	Media Center/Library	☐	☒	☐	☐
11	Visual Arts Programs	☒	☐	☐	☐
12	Performing Arts Programs	☒	☐	☐	☐
13	Physical Education Programs	☐	☒	☐	☐
14	Special Education Programs	☒	☐	☐	☐
15	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	☐	☐	☐	☐
	b) Chapter 74 Programming	☐	☐	☐	☐
16	Transportation Policies	☒	☐	☐	☐
17	Functional and Spatial Relationships	☐	☒	☐	☐
18	Security and Visual Access Requirements	☒	☐	☐	☐

MSBA Review Comments:

In addition to providing a response to the following review comments, the District must provide an updated educational program to be submitted with the Preferred Schematic Report that addresses the items below; one copy that indicates changes made to the original submittal, and a

second "clean copy" that documents the educational program to inform the feasibility study and design of the proposed project:

Response: Please see attached revised Education Program documents.

4c-f) Please provide additional detailed information associated with the District's core academic program; including how the ELA, math, science, and social studies programs are delivered and how the proposed project will help deliver the District's educational program.

Response: Please see updated "Teaching Methodology and Structure" chapter in attached revised Education Program

8) The information provided indicates the Fuller Middle School provides three lunch servings per day. However, it is not clear if the District is proposing the same lunch seating schedule in the proposed project. It should be noted MSBA guidelines are based on two seatings for middle school populations. As part of the District's response to these review comments, please provide:

- *The number of lunch seatings the District proposes;*
- *The District's rationale for the proposed number of seatings;*
- *The length of time for each lunch period; and*
- *Describe how lunch periods will be coordinated into the overall schedule.*

Response: The proposed Fuller Middle School will continue to provide breakfast and lunch service each school day. The proposed facility will be able to support two 30-minute lunch servings per day (315 students each) due to the size of the central commons area, which is also being designated as the cafeteria. In order to coordinate two lunch servings for three grade levels, students will be assigned lunch by subject rather than grade. This means students will attend lunch based on which class period meets during the lunch block. The two lunch servings will occur during the first 30 minutes of the period and the last 30 minutes of the period in order to provide an uninterrupted lesson for all students. This is an improvement over the current lunch program as students who have second lunch under the existing model lose valuable instructional time since they must leave class in the middle of the period and return to finish their lesson after lunch.

9) In response to these review comments, please confirm if the District will incorporate assisted listening technology in each classroom for hearing impaired accessibility, as well as general use throughout educational spaces within the proposed project.

Response: Framingham currently has a contract with the Learning Center for the Deaf to assist with appropriate equipment, (hearing aids and FM systems) and other acoustical accommodations for the classrooms and schools. It is currently anticipated that assisted listening technology will be hardwired into the sound system of the auditorium, Gymnasium, and Cafeteria, and portable FM systems will be available for classrooms as needed. Additionally, it is anticipated that some sound assist amplification will be provided in each classroom. This approach will be reviewed and confirmed in Design Development.

10) Please indicate the anticipated staffing requirements for the new Media Center/Library and the Cohort Commons. In addition, provide the anticipated utilization of the Cohort Commons and provide additional information associated with the utilization as well as physical requirements needed for this space.

Response: The new media center will be staffed with 1 Library Media Specialist; with no staffing requirement for the Cohort Commons. The Cohort Commons would be monitored by staff during lunch times, and by teachers who bring their students to the Cohort Commons during the rest of the day. Any teacher who brings students to the Library/Media Center will be required to stay to help monitor students, thus providing supervision for those students who spread out into the cafeteria commons. This room will serve as the cafeteria for lunches, provide an option for larger presentations and assemblies, and serve as additional work space for the Library/Media Center. The Media Center and Cohort Commons will have flexible seating options, good lighting and acoustics, and clear sight lines to provide proper supervision and support visible learning.

13) The information provided indicates that adaptive P.E. services are provided in all of Framingham's public schools. Please provide additional information including but not limited to; the anticipated location of these activities, the utilization of this space, the sound treatment and physical separation that will be incorporated to isolate the adaptive P.E. population from other P.E. activities, and indicate the anticipated physical requirements of this space.

Response: Adaptive Physical Education in all Framingham schools occurs in the same space as Physical Education classes. Framingham has one Adaptive PE teacher for the district who provides the adaptive needs in the classroom for the students and works closely with the PE teachers, guiding them on how to adapt their lessons and activities so that all students can access them in some way.

The gymnasium has been sized at 6,500 sf to allow safe run-off areas and space for adaptive PE teachers on the sidelines. The project is targeting the LEED credit for advanced acoustic performance, which will meet sound transmission class (STC) requirements of ANSI S12.60–2010 Part 1.

17) It is noted that "Classrooms as Makerspace" was identified as a priority that was developed by the Educational Workshop Group during the educational visioning sessions. However, the educational program indicates that "a large open classroom outfitted with large tables, tools, equipment and various supplies for a designated MakerSpace is required to deliver Framingham's STEAM program. Please provide an update of the development of this project goal and confirm which rooms in the Space Summary Template will be used to provide these hands-on project experiences.

Response: While every teaching space, breakout space, and cohort common will be designed to accommodate hands-on project experiences, the 2,000 sf Maker Space is intended to accommodate large, specialized, noisy and/or potentially hazardous equipment not appropriate for a classroom. The Maker Space will be provided with both woodworking and metal working equipment, a vacuum exhaust system, and overhead electric power drops for flexibility. It will be

located with a large exterior door easily accessible to the deliveries area for delivery of oversized materials. To compliment the Maker Space, the Fabrication Lab will be for digital fabrication, utilizing computers, 3-D printers, and other equipment such as a laser cutter to fabricate from digital files. Because digital fabrication requires less space than a traditional woodshop, the Fab Lab is 1,200 sf rather than 2,000 sf. It is complemented by the Tech Classroom and Cohort Commons, where many of the digital files for fabrication will be created by students.

Please provide additional information that further describes the anticipated need for outdoor educational spaces, outdoor play spaces, playing fields, courts and other recreational areas. In addition, indicate how these portions of the site will be utilized and list any required adjacencies to interior learning spaces that are needed to deliver the District's educational program.

Response: Each cohort is to be provided with convenient access to an outdoor learning area to study living systems, environmental science, botany and other subjects related to elements of the environment, as well as to provide, at each teacher's discretion, the opportunity to teach traditional subjects outside. Depending on the weather, these spaces may also be used for activities which affect air quality, such as painting.

The Fuller Middle School provides outdoor recreational space in the area surrounding the building. This includes a large football/soccer field, a small lacrosse field and an adult-sized softball field. These fields are used for instructional purposes during Physical Education classes as well as recreational areas during school recess. The fields are used by the Framingham community for athletic practices and sporting events throughout the warmer seasons. The educational program supports the preservation of all athletic fields and green space whenever possible. For any field or green space that is impacted by the construction of the new Fuller Middle School, the educational program supports the relocation of such space to another area of the school property.

3.1.3 INITIAL SPACE SUMMARY

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Space summary; one per approved design enrollment	☐	☒	☐	☐
2	Floor plans of the existing facility	☒	☐	☐	☐
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	☒	☐	☐	☐

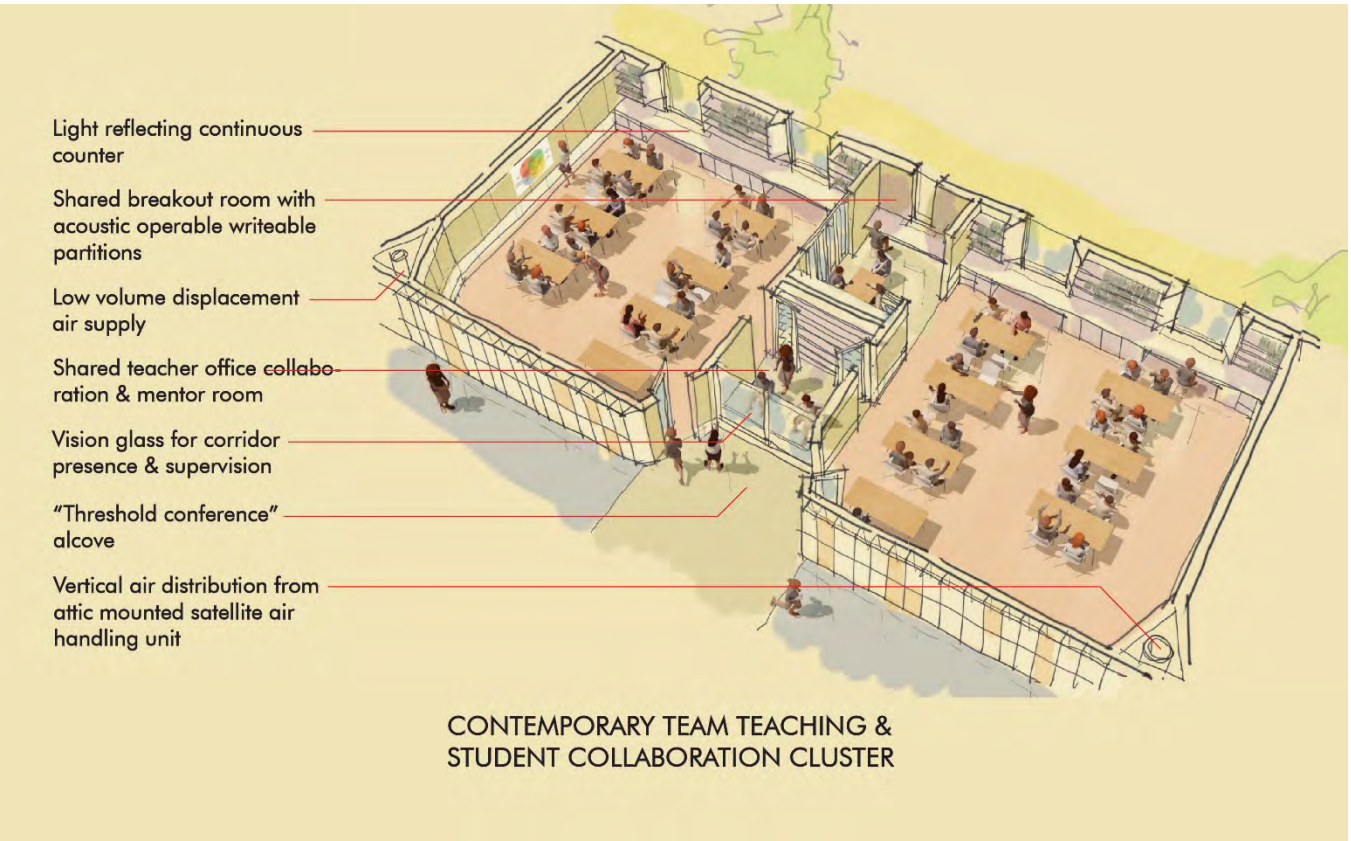
MSBA Review Comments:

1) *Based on an agreed upon enrollment of 630 students in grades 6-8, the MSBA has performed an initial review of the space summary and offers the following:*

- **Core Academic** – *The District is proposing to provide a total of 50,070 net square feet (nsf) which exceeds the MSBA guidelines by 20,490 nsf. Per the information provided, the following spaces will be proposed in order for the District to deliver its educational program:*

Anticipated Core Academic Spaces	MSBA Comments
(21) General Classrooms	*Proposes (1) classroom below guidelines*
*(9) ELL Classrooms**	*The existing facility includes (9) ELL Classrooms based on the high percentage of non-English speaking students. District to confirm the proposed number of ELL Classrooms can be reduced by utilizing other spaces.*
Response:	Transitional Bilingual Education (TBE) classrooms are language-specific (Spanish and Portuguese). The resources, including textbooks, reference materials, posters, and word walls are completely different and require separate spaces depending on the language. Thus, separate classrooms for the TBE-Spanish and TBE-Portuguese programs are necessary. Additionally, the district believes in providing an equitable educational experience for all students, regardless of program. This includes, for example, providing a designated Math classroom that looks and feels the same for our TBE students as for a general education student. The reference materials, manipulatives, posters, and student work on display should all be related to Mathematics. This same rationale applies to Social Studies and Language Arts. The district is able to provide this model in the current Fuller Middle School and believes it is important to continue providing the same experience in the new Fuller Middle School. The district therefore respectfully requests that the MSBA consider and approve the number of ELL classrooms as proposed.
(9) Science Classrooms/ Labs	*The existing facility includes (10) Science Labs. The Proposed results in (3) Science Labs in excess of guidelines. Please provide an example of a daily schedule that supports the need for (3) Science Labs per grade.*
Response:	Please see daily schedule in "Teacher Planning and Room Assignment Policies" chapter of attached revised Education Program
(9) Science Prep Spaces	*Proposes (3) spaces in excess of guidelines. See above note and also explore opportunities to provide shared spaces.*
Response:	The design team will explore opportunities to provide shared spaces in the next phase of design
*(3) Small Group Seminar Spaces***	*Refer to comments above in the educational program section.*
Response:	
*(15) Classroom Breakout Spaces***	*Please provide potential conceptual layouts being explored to further understand use and adjacencies.*
Response:	Please see sketch below
(15) Teacher Planning Spaces	*Please provide potential conceptual layouts being explored to further understand use and adjacencies.*

Response:	Please see sketch below
(5) Science Teacher Planning Spaces	*Please provide potential conceptual layouts being explored to further understand use and adjacencies.*
Response:	Please see sketch below
*(3) Cohort Commons***	*Unique to the District. As noted in the educational program section, please relocate the square footage associated with the Cohort Commons to the Media Center category and adjust to meet the guidelines if necessary.*
Response:	Please see comments below regarding Vocations & Technology and Media Center



As a preliminary assumption for general footprint planning at this stage, the breakout spaces and teacher preparation spaces are conceived as illustrated in the above sketch borrowed from JLA's previous work. The fully glazed teacher preparation office is located at the front of the paired classrooms to enable supervision of the public areas of the school while allowing the community to be aware of teacher collaboration and mentoring activities. The shared breakout space is located behind the teacher preparation area between the classrooms and is joined to them by acoustic moveable partitions with writable magnetic surfaces.

In the next phase the team will explore alternative locations of the breakout space which may allow more flexibility of use by multiple classrooms while retaining their viability for SPED pull out activity.

*Please provide proposed scheduling information specific to these spaces.
**The MSBA will rely on the District's Educational Program and additional information to understand how proposed spaces that are unique to the District will be utilized in the proposed project.

In order for the MSBA to accept an overall building utilization lower than the target of 85% and any other proposed variations to the guidelines in subsequent submissions, the MSBA needs to better understand how the 'ELL' Classrooms are proposed to be scheduled in conjunction with the proposed 'General Classrooms' and Science Labs and how these spaces support the delivery of the proposed curriculum. In addition, please explain the functional relationship between the proposed 'Classroom Breakout' spaces and the 'Small Group' seminar spaces.

Response: Please "Teaching Methodology and Structure" and "Teacher Planning and Room Assignment Policies" chapter of attached revised Education Program for description of classroom utilization, scheduling and curriculum delivery.

The Classroom Breakout Spaces are intended to be used for instructional purposes, both by students collaborating on projects and by co-teachers working with a subset of a class. The breakout spaces give teachers and students the flexibility necessary for inquiry- and project-based learning opportunities, while also providing staff with a quiet place to differentiate instruction for our English learners, students with disabilities and other students in need of intervention. This practice of splitting a co-taught class to differentiate based on student need is well established at Fuller Middle School, so it is expected that these breakout spaces will be used regularly throughout the day. The Small Group Seminar Spaces, on the other hand, are meant to provide staff with a dedicated space for research, collaboration, professional development and team meetings. These seminar spaces will be furnished with computers, curricular materials and a variety of resources, making them the hub for interdisciplinary co-planning and collaboration.

- **Special Education** – *The District is proposing to provide a total of 9,090 nsf which exceeds the MSBA guidelines by 1,540 nsf. Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide the required information required with the Schematic Design submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA.*

  Response: So noted.

- **Art & Music** – *The District is proposing to provide a total of 3,650 nsf which exceeds the MSBA guidelines by 400 nsf. This overage is primarily due to the inclusion of two proposed Band/Chorus spaces. The MSBA does not accept this variation to the guidelines; please reduce overall area to align with guidelines. No further preliminary comments.*

  Response: The space summary will be revised to meet the MSBA sf guidelines

- **Vocations & Technology** – *The District is proposing to provide a total of 4,150 nsf which is below the MSBA guidelines by 2,250 nsf. Please confirm that this area will meet the District's needs.*
  Response: This area meets the District's needs, provided the Cohort Commons are included in the program. The Cohort Commons are intended to accommodate both Media Center and Vocations and Technology functions. Per the education plan, the cohort commons will beequipped with computers, whiteboards, and large work surfaces to support technology collaboration as well as hands-on project work. This provides flexibility so that, regardless of whether a Vocational Technology classroom is already in use, students can still immerse themselves in hands-on tasks.

  In an effort to coordinate with MSBA guidelines, the PDP space summary included a reduction in the Media Center category of 2,103 nsf along with this 2,250 nsf reduction in Vocations and Technology, for a total of 4,353 nsf below MSBA guidelines. In the attached revised space summary, the district proposes that the size of the 3 Cohort Commons be reduced from 1,500 sf to 1,450 sf for an aggregate 4,350 nsf, just below the aggregate MSBA guidelines.

- **Health & Physical Education** – *The District is proposing to provide a total of 8,185 nsf which is below the MSBA guidelines by 215 nsf. The MSBA accepts this variation to the guidelines. No further preliminary comments.*

  Response: Agreed

- **Media Center** – *The District is proposing to provide a total of 1,900 nsf which is below the MSBA guidelines by 2,103 nsf. As noted above, please move the Cohort Common spaces to this category and pursue strategies to reduce the overall square footage to align with guidelines. No further preliminary comments.*

  Response: Please see District response to the Vocations and Technology comment above. Cohort Commons has been moved to the Media Center Category and reduced to 1,450 nsf to comply with aggregate MSBA guidelines for Media Center and Vocations and Technology.

- **Dining & Food Service** – *The District is proposing to provide a total of 8,923 nsf which meets MSBA guidelines. No further preliminary comments.*

  Response: Agreed

- **Medical** – *The District is proposing to provide a total of 610 nsf which meets MSBA guidelines. No further preliminary comments.*

  Response: Agreed

- **Administration & Guidance** – *The District is proposing to provide a total of 4,940 nsf which exceeds the MSBA guidelines by 1,510 nsf. The MSBA does not object to including square footage exceeding guidelines in the proposed project, however, square footage in excess of these guidelines will be considered ineligible for reimbursement. No further preliminary comments.*

  Response: Understood.

- **Custodial & Maintenance** – *The District is proposing to provide a total of 2,105 nsf which meets MSBA guidelines. No further preliminary comments.*

  Response: Agreed

- **Other** – *The District is proposing to provide 3,000 nsf of Adult English Second Language (ESL) offices to accommodate an existing Adult ESL evening program presently housed within the Fuller Middle School. The MSBA does not object to including this space in the proposed project, however, this square footage will be considered ineligible for reimbursement. Please acknowledge.*

  Response: Acknowledged.

This review is based on the submitted preliminary space summary for new construction. The final MSBA determination of compliance with MSBA space guidelines in subsequent submittals will vary (in part) depending on the District's preferred solution and the extent that the proposed spaces are located either in existing construction, substantially renovated existing areas, or newly constructed portions of the proposed facility. MSBA will expect spaces located in new or substantially renovated areas to be compliant with MSBA space standards. Please note that upon selection of a preferred solution, the District may be required to adjust spaces/square footage that exceeds the MSBA guidelines and is not supported by the educational program provided.

Response: Understood

No further review comments for this section.

3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Confirmation of legal title to the property.	☒	☐	☐	☐
2	Determination that the property is available for development.	☒	☐	☐	☐
3	Existing historically significant features and any related effect on the project design and/or schedule.	☐	☒	☐	☐
4	Determination of any development restrictions that may apply.	☐	☒	☐	☐
5	Initial Evaluation of building code compliance for the existing facility.	☒	☐	☐	☐
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	☒	☐	☐	☐
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	☒	☐	☐	☐
8	Determination for need and schedule for soils exploration and geotechnical evaluation.	☐	☒	☐	☐
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	☐	☒	☐	☐
10	Assessment of the school for the presence of hazardous materials.	☐	☒	☐	☐
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	☒	☐	☐	☐

MSBA Review Comments:

3) The information provided in the project schedule indicates that a Project Notification Form has been filed and it is anticipated that MHC clearance will be received by March 5, 2018. Please note that filing with the Massachusetts Historical Commission ("MHC") and obtaining MHC approval is a requirement prior to construction bids. The District should keep the MSBA informed of any decisions and/or proposed actions and should confirm that the proposed project is in conformance with Massachusetts General Law 950, CRM 71.00. Please Acknowledge.

Response: The MHC approval letter, dated 1/2/18 is attached.

4) The information provided indicates the existing site is zoned R-1 with 30' minimum front and side yard setbacks. 50% of the site must be open space and the building height is limited to 35' and 3 stories. It is noted that the preliminary evaluation of alternatives includes a three-story option; in the Preferred Schematic Report submittal, please provide a narrative that identifies

how zoning restrictions may impact each option carried in the final evaluation of alternatives. In addition, list any anticipated zoning variances and provide a timeline associated with the required approvals in an updated project schedule if required. Please acknowledge.

Response: Acknowledged. This shall be included in the PSR submission.

8) The information provide indicates the existing site is surrounded on the north, south, and west sides by wetland areas within woods that is subject to the City of Framingham's wetland regulations. In addition, it is noted there is a perennial stream that is located within the wetlands with an associated 200' river setback, a 125' buffer zone, and a 30' no alteration zone that requires approval from the Massachusetts Department of Environmental Protection. It is noted that the preliminary evaluation of alternatives includes options which propose development within the 125' buffer zone, where work is allowed under certain conditions. In the Preferred Schematic Report, please provide a narrative that identifies the timeline associated with acquiring all state and local environmental approvals and provide a list of the conditions that must be satisfied to develop within this portion of the site. Please acknowledge.

Response: Acknowledged. This shall be included in the PSR submission.

9) *The information provided in the Phase 1 Environmental Site Assessment provided by McPhail Associates LLC indicates that two underground storage tanks were replaced in 2001; however, the narrative included in the evaluation of existing conditions indicates that these tanks were removed. In response to these review comments, please clarify.*

Response: Despite the missing underground storage tank (UST) information on the DEP Online UST database, McPhail's research indicates that two 20,000-gallon capacity USTs were removed from the subject site in 2001. Given that the DEP Online Database is not consistently updated, gaps in UST information with the database are not uncommon and are not considered an indication that the USTs are still present or were replaced.

Given that a release was identified during the tank removal and reported to the DEP, remediation activities have been conducted pursuant to DEP policy and have since achieved a permanent solution. As a result, based upon the DEP closure of the release, it is considered unlikely that a release condition is currently present at the subject site with respect to the former USTs.

Additionally, please note that all costs associated with abatement of contaminated soil from any source and the abatement and removal of fuel storage tanks must be itemized in the cost estimates and will be considered ineligible for MSBA reimbursement. Please acknowledge.

Response: Acknowledged.

10) Based on the findings of the hazardous materials report provided by CDW, INC., it appears that the existing facility includes flooring material containing asbestos. It should be noted that all costs associated with the removal of flooring and ceiling tiles containing asbestos are ineligible for MSBA reimbursement. It is noted that the preliminary cost estimates include an itemized cost for the abatement of asbestos flooring. In response to these review comments, please confirm how the District will account for potential costs in its total project budget.

Response: The cost for the abatement of the asbestos containing flooring material has been indicated as ineligible for reimbursement in the total project budget.

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	☐	☒	☐	☐
2	Existing site plan(s)	☐	☒	☐	☐

MSBA Review Comments:

1) The information provided does not appear to include an exploration of additional sites to be considered for the proposed project. In response to these review comments, please provide a narrative that indicates if the District has evaluated alternative sites for development or provide a rationale for not investigating additional sites.

Response: In late 2014, the Framingham Public Schools asked the Town's Community and Economic Development Department to research any available sites in Framingham (particularly on the south side where we have many more students than schools) that could be aggregated into a parcel large enough for a new school building. The district received an extensive review of all the potential sites (see attached) and determined that none of them would be a feasible alternative to the existing site on Flagg Drive. Of primary concern was the cost to the Town to aggregate privately owned pieces of property, even those that could be combined with property currently owned by the Town, to constitute a suitable site for a new middle school. In addition, many of these potential sites had environmental issues related to their prior use or were just not accessible for the student population that we needed to serve.

Thus, the decision was made to concentrate our attention on the existing Fuller School site even though it could mean some level of disruption for the existing school population in attendance at the school as we build around or renovate some or all of the facility. The site has so many advantages (location in south Framingham, proximity to an existing elementary school, access to major roadways, limited impact on abutters, etc.) including the fact that the property is currently owned by the Town (now City), that it made the most sense both educationally and economically to choose the current site for a new middle school.

Additionally, "In the District's response to these comments, for each option describe how the proposed building massing, major educational spaces and classroom areas are configured on the site in response to solar orientation and views to the exterior. Describe any limitations in this

regard that may affect the proposed design(s), how these limitations could be mitigated, and how these limitations may determine the District's selection of a preferred option. Describe any intended sun control or shading devices that may respond to the proposed orientation; i.e. window configuration, exterior louvers, shading devices, roof overhangs, interior deflecting shelves, etc."

Response:

Pre-Concept '0.1' - 'Demolition/Addition – Improved Cafeteria'
The existing cafeteria would be raised in height to capture more daylight and to provide a welcoming educational hub or "learning commons" for use during non-dining hours.
The existing building's limited floor to ceiling height inherently curtails the harvesting of natural daylight. This was mitigated in the original building's configuration by an extensive series of classroom skylights which illuminated the rear portion of the rooms. These skylights were removed some time ago due to failure. Given this approach's other financial challenges, it is not anticipated the full renovation option will include restoration of the skylights. A portion of the classrooms are appropriately oriented to the sun while an equal portion are oriented east or west – posing significant problems for daylighting and heat gain. Most classroom views to landscape are adequate. However, there are a number of classrooms which, formerly dependent on skylighting, are entirely 'landlocked' and have no exterior exposure.

Pre-Concept 'A' – 'Addition/Renovation – New Classrooms/Administration'
This pre-concept proposes the construction of a new two story classroom/administration wing along the southeast frontal boundary of the site. Similar to pre-Concept 0.1, the cafeteria would be improved, now, with its clerestory height relating to the second floor balcony overlook of the new addition. So that the building's classroom spaces can relate to green space, the majority of the parking has been relocated to the west portion of the site. Existing retained construction to be repurposed will not have proper solar orientation. The proposed classroom wing addition for this scheme is correctly oriented to enable maximum daylighting and views to landscape for each classroom space. Horizontal sun shading elements at the heads of all south facing windows together with interior integrated perimeter heating/daylight reflecting shelves are proposed. The renovated cafeteria/learning commons retains its views to an existing courtyard while adding skylighting to improve daylight harvesting.

Pre-Concept 'B.1' – 'Tree Branches – Add/Reno with Existing Gym/Auditorium'
This pre-concept involves predominantly new two story construction with a linear learning commons/cafeteria core which is threaded in between the renovated existing auditorium and gymnasium. The existing large parking area has been replaced by green field space shared between the three schools. Utilizing North-south oriented wing elements, all proposed new construction occupied spaces for this scheme are correctly oriented to enable maximum daylighting and views to landscape. Horizontal sun shading elements at the heads of all south facing windows together with interior integrated perimeter heating/daylight reflecting shelves are proposed. Existing gym and auditorium spaces will not be naturally daylit due to the limitations of retaining existing construction.

Pre-Concept 'B.2' – 'Tree Branches – New Construction with New Auditorium'

Here the essential layout of pre-concept B.1 is transferred into an all new two story construction approach with the advantage that the existing school can remain in operation during the period of construction. This scheme explores the feasibility of constructing a new replacement auditorium as part of the all new project. Utilizing North-south oriented wing elements and clerestory north lighting at assembly spaces, all proposed new construction occupied spaces for this scheme are correctly oriented to enable maximum daylighting and views to landscape. Horizontal sun shading elements at the heads of all south facing windows together with interior integrated perimeter heating/daylight reflecting shelves are proposed.

Pre-Concept 'C.1' – 'Folded Hands – New Construction with Existing Gym'
This approach assumes that the existing gymnasium is renovated and retained. The balance of the district's educational program is contained within a highly compact three-story volume. The skylit commons/cafeteria at the core would be surrounded by collaboration balconies fronting the perimeter classrooms. Entrance to the middle of the building's section, at the second-floor main entry, is gained by manipulating the site topography to create a south facing sloped front lawn which would also serve for student gathering before and after school, and for outdoor performances. Utilizing North-south oriented wing elements, all proposed new construction occupied spaces for this scheme are correctly oriented to enable maximum daylighting and views to landscape. Horizontal sun shading elements at the heads of all south facing windows together with interior integrated perimeter heating/daylight reflecting shelves are proposed. The existing gym will not be naturally daylit due to the limitations of retaining existing construction.

Pre-Concept 'C.2' – 'Folded Hands – New Construction'
This scheme is identical to pre-concept C .1 except with a new rather than renovated gymnasium. Utilizing north-south oriented wing elements and clerestory north lighting at assembly spaces, all proposed new construction occupied spaces for this scheme are correctly oriented to enable maximum daylighting and views to landscape. Horizontal sun shading elements at the heads of all south facing windows together with interior integrated perimeter heating/daylight reflecting shelves are proposed.

Pre-Concept 'D' – 'Butterfly – New construction'
This scheme proposes a two-story massing with academic wings terminated by medium size collaboration spaces and converging on the central core spine. The spine incorporates administration, learning commons/cafeteria, and gymnasium. As in options B .1 and B .2, the classroom wings capture academic courtyards for a highly integrated relationship between indoor and outdoor learning spaces. Utilizing north-south oriented wing elements and clerestory north lighting at assembly spaces, all proposed new construction occupied spaces for this scheme are correctly oriented to enable maximum daylighting and views to landscape. Horizontal sun shading elements at the heads of all south facing windows together with interior integrated perimeter heating/daylight reflecting shelves are proposed.

2) In subsequent submissions, please resubmit an updated existing site plan that indicates the following;

- *Site access and circulation;*
- *Zoning setbacks;*
- *Easements;*

- *Emergency vehicle access; and*
- *outdoor educational spaces*

Response: Acknowledged. This shall be included in the PSR submission.

Additionally, it is noted that the District is considering including parking for the District's 80 school buses, currently being parked off-site on parkland, in the proposed project. The MSBA does not object to including a District-wide school bus parking lot in the project; however the cost associated with this improvement will be not be considered eligible for reimbursement. Please acknowledge.

Response: Acknowledged.

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Analysis of school district student school assignment practices and available space in other schools in the district	☒	☐	☐	☐
2	Tuition agreement with adjacent school districts	☒	☐	☐	☐
3	Rental or acquisition of existing buildings that could be made available for school use	☒	☐	☐	☐
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	☒	☐	☐	☐
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	☒	☐	☐	☐
6	Construction of new building and the evaluation of potential locations	☐	☒	☐	☐
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	☐	☒	☐	☐

MSBA Review Comments:

6) It is noted that the existing site has development restrictions. In response to these review comments, please provide additional information in either graphic or narrative form that

describes the evaluation of alternative locations on the existing site for the new construction options.

Response: In evaluating the site for alternative locations, JLA produced a series of analytical diagrams focusing in on wetlands, riverways, woodlands, solar orientation, adjacent zoning (single family, multi-family, and commercial) and potential campus relationships with the adjacent Farley and McCarthy schools. These 16 analytical diagrams can be found in the minutes of the 11/20/17 School Building Committee meeting, included in the PDP submission.

It quickly became apparent that there were several advantages to siting the building to the east of the existing Fuller School, and several disadvantages to siting further west or north. Most salient of these findings are:

- Continuity of Middle School functions without disruption: Studies of temporary construction phase space for the continued operation of the school made it readily apparent that swing space alternatives were impractical. Options for swing space included renovation for temporary use and partial occupation of the existing structure, relocation to a renovated portion of the adjacent Farley building and construction of a 'modular village' temporary school. All were all prohibitive from the points of view of impact to student education and cost. The new construction options selected by the school building committee for further development allow the existing school to remain in continuous, uninterrupted operation during construction.

- Campus Creation: Siting in proximity to adjacent Farley and McCarthy schools form these three facilities into an educational 'campus' which could generate symbiotic advantages between the various buildings faculty, students and parents, strengthening connections between all.

- Due to riverway setback requirements, siting a new building to the west of the existing is too narrow in east to west dimension to allow proper orientation of classroom wings. Likewise, wetland setback requirements to the north would be too restrictive in the north to south dimension

7) The submittal proposes five options for further consideration in the Preferred Schematic Report including:

- ***Base Repair Option**: Code Upgrade/ renovation option*
- ***Addition / Renovation Option A**: (New Classrooms/Administration and renovates the existing auditorium and gymnasium).*
- ***New Construction Option B-2**: (New construction with new auditorium).*
- ***New Construction Option C-2**: ("Folded Hands" Compact three-story volume).*
- ***New Construction Option D**: ("Butterfly" two-story massing with central spine).*

All options being considered for further evaluation are being proposed on the existing site. The preliminary project costs for these options range from $88.9 to $124.8 million. In subsequent submittals, and for cost comparative purposes, please carry the base repair/code repair option in the final evaluation of alternatives. Please acknowledge

Response: Acknowledged. The base repair/code repair option will be included in the final evaluation of alternatives.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	☒	☐	☐	☐
2	Signed Local Actions and Approvals Certification(s):				
	a) Submittal approval certificate	☒	☐	☐	☐
	b) Grade reconfiguration and/or redistricting approval certificate (if applicable)	☐	☐	☐	☐
3	Provide the following items to document approval and public notification of school configuration changes associated with the proposed project				
	a) A description of the local process required to authorize a change to the existing grade configuration or redistricting in the district	☐	☐	☐	☐
	b) A list of associated public meeting dates, agenda, attendees and description of the presentation materials	☐	☐	☐	☐
	c) Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally	☐	☐	☐	☐
	d) A certification from the Superintendent stating the District's intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee	☐	☐	☐	☐

MSBA Review Comments:

No review comments for this section.

3.1.8 APPENDICES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Current Statement of Interest	☒	☐	☐	☐
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study	☒	☐	☐	☐
3	Design Enrollment Certification	☒	☐	☐	☐

MSBA Review Comments:

No review comments for this section.

Additional Comments:

It is noted that the preliminary evaluation of alternatives includes an option that proposes a new auditorium. Please note as of the November 9, 2016 Board of Directors meeting, the District may choose to build an auditorium even though the MSBA space guidelines do not include an auditorium for middle schools and no portion of the design and construction of an auditorium will be considered eligible for reimbursement, including the stage, regardless of whether the District chooses not to include a stage in its cafetorium. If the District chooses to build an auditorium, the auditorium must not exceed 13,300 nsf. Please acknowledge.

Response: Acknowledged. The Auditorium has been added to the attached updated Space Summary Template, recognizing that auditorium design and construction will be ineligible for reimbursement. The total area, including stage, dressing rooms, and auditorium storage will not exceed 13,300 nsf.

Additionally, the MSBA issues project advisories from time to time, as informational updates for Districts, Owner's Project Managers (OPM's, and Designers in an effort to facilitate the efficient and effective administration of proposed projects currently pending review by the MSBA. The advisories can be found on the MSBA's website. In response to these review comments, please confirm that the District's consultants have reviewed all project advisories and they have been incorporated into the proposed project as applicable.

Response: Acknowledged. The Designer and OPM confirm their review of the advisories.

End

Attachments:

1. Updated project Schedule dated 1/29/18
2. Revised Fuller Middle School Educational Program dated January 2018

- Copy indicating changes to original submission
- Clean Copy

3. Revised and signed Space Summary Template dated 2/1/18
4. MHC approval letter dated 1/2/18
5. Siting Analysis dated 8/22/14

Attachments:

1. Updated project Schedule dated 1/29/18
2. Revised Fuller Middle School Educational Program dated January 2018
   - Copy indicating changes to original submission
   - Clean Copy
3. Revised and signed Space Summary Template dated 2/1/18
4. MHC approval letter dated 1/2/18
5. Siting Analysis dated 8/22/14

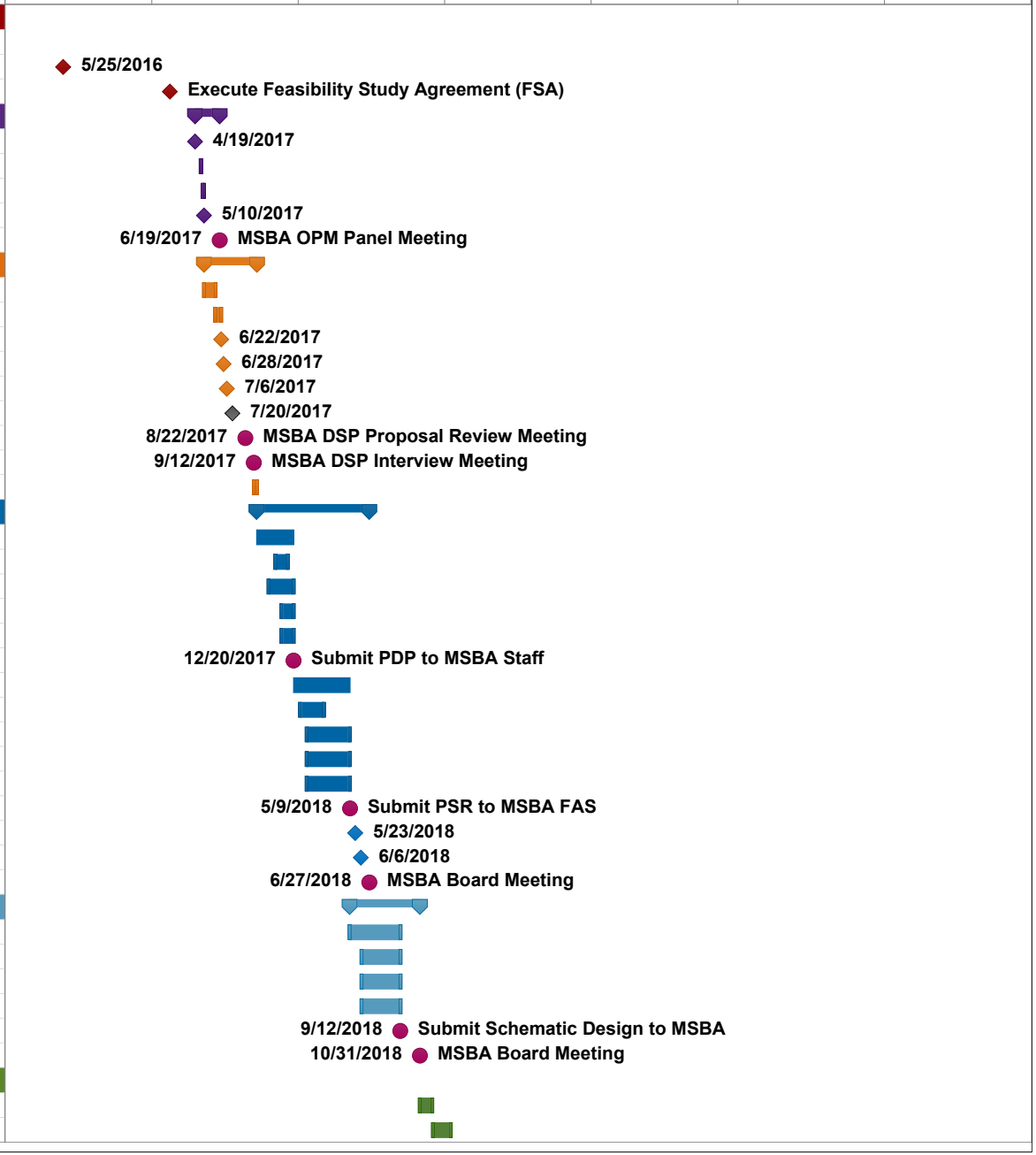
April 19, 2017
Updated January 29, 2018

FULLER MIDDLE SCHOOL
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT

SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	**500 days**	**3/13/2015**	**2/15/2017**
2	Original Statement of Interest (SOI) Submission	0 days	3/13/2015	3/13/2015
3	MSBA Invite into Eligibility	0 days	5/25/2016	5/25/2016
4	Execute Feasibility Study Agreement (FSA)	0 days	2/15/2017	2/15/2017
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 Approve 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	Submit PNF to MHC	23 days	11/5/2017	12/5/2017
24	Community Presentations	45 days	10/19/2017	12/20/2017
25	Town Council Presentations	23 days	11/20/2017	12/20/2017
26	School Committee Presentations	23 days	11/20/2017	12/20/2017
27	**Submit PDP to MSBA Staff**	**0 days**	**12/20/2017**	**12/20/2017**
28	Develop Preferred Schematic Report (PSR)	101 days	12/20/2017	5/9/2018
29	Receive MHC Clearance	42 days	1/5/2018	3/5/2018
30	Community Presentations	78 days	1/22/2018	5/9/2018
31	City Council Presentations	78 days	1/22/2018	5/9/2018
32	School Committee Presentations	78 days	1/22/2018	5/9/2018
33	**Submit PSR to MSBA FAS**	**0 days**	**5/9/2018**	**5/9/2018**
34	**FAS Presentation**	**0 days**	**5/23/2018**	**5/23/2018**
35	**FAS Presentation**	**0 days**	**6/6/2018**	**6/6/2018**
36	**MSBA Board Meeting**	**0 days**	**6/27/2018**	**6/27/2018**
37	**SCHEMATIC DESIGN (SD)**	**125 days**	**5/9/2018**	**10/31/2018**
38	Develop Schematic Design	91 days	5/9/2018	9/12/2018
39	Community Presentations	69 days	6/8/2018	9/12/2018
40	City Council Presentations	69 days	6/8/2018	9/12/2018
41	School Committee Presentations	69 days	6/8/2018	9/12/2018
42	**Submit Schematic Design to MSBA**	**0 days**	**9/12/2018**	**9/12/2018**
43	**MSBA Board Meeting**	**0 days**	**10/31/2018**	**10/31/2018**
44	**LOCAL APPROPRIATION**			
45	City Council Appropriation	23 days	10/31/2018	11/30/2018
46	Debt Exclusion Votes	32 days	12/3/2018	1/15/2019

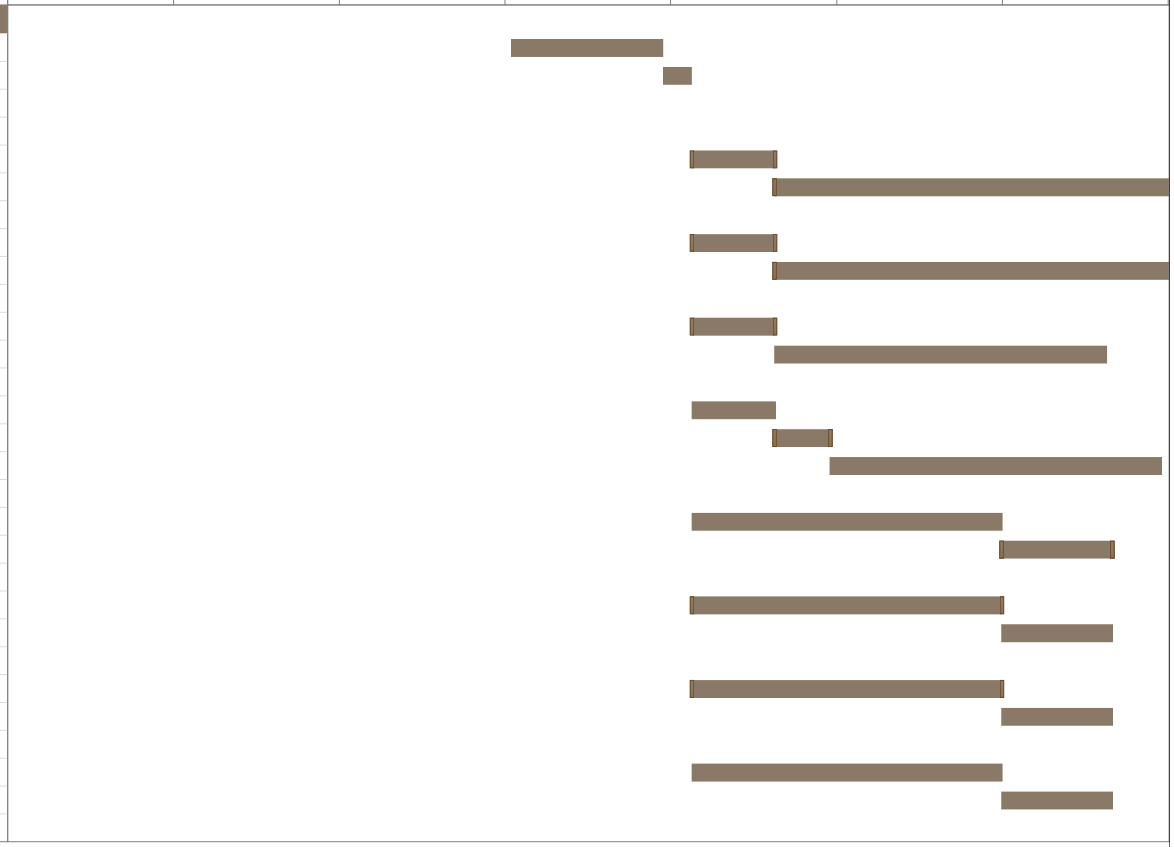


April 19, 2017
Updated November 27, 2017

FULLER MIDDLE SCHOOL
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT SMMA

ID	Task Name	Duration	Start	Finish
47	**DESIGN AND CONSTRUCTION**	**1198 days**	**1/15/2019**	**8/17/2023**
48	Design Documentation	239 days	1/15/2019	12/13/2019
49	Bidding and Award	45 days	12/16/2019	2/14/2020
50	**Construction**	**914 days**	**2/17/2020**	**8/17/2023**
51	**Option 0.0: Repair Only**	**914 days**	**2/17/2020**	**8/17/2023**
52	Create Swing Space	131 days	2/17/2020	8/17/2020
53	Renovation/Site Work	784 days	8/17/2020	8/17/2023
54	**Option 0.1: Renovation**	**914 days**	**2/17/2020**	**8/17/2023**
55	Create Swing Space	131 days	2/17/2020	8/17/2020
56	Renovation/Site Work	784 days	8/17/2020	8/17/2023
57	**Option A: Renovation and Addition**	**653 days**	**2/17/2020**	**8/17/2022**
58	Create Swing Space	131 days	2/17/2020	8/17/2020
59	Renovation and Addition/Demo/Site Work	523 days	8/17/2020	8/17/2022
60	**Option B.1: Renovation and Addition**	**740 days**	**2/17/2020**	**12/16/2022**
61	Create Swing Space	131 days	2/17/2020	8/17/2020
62	Demolition	89 days	8/17/2020	12/17/2020
63	Renovation and Addition/Demo/Site Work	522 days	12/17/2020	12/16/2022
64	**Option B.2: New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
65	New Construction	489 days	2/17/2020	12/30/2021
66	Demolition/Site Work	174 days	12/30/2021	8/30/2022
67	**Option C.1: Mostly New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
68	New Construction	489 days	2/17/2020	12/30/2021
69	Demolition/Site Work	174 days	12/30/2021	8/30/2022
70	**Option C.2: New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
71	New Construction	489 days	2/17/2020	12/30/2021
72	Demolition/Site Work	174 days	12/30/2021	8/30/2022
73	**Option D: New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
74	New Construction	489 days	2/17/2020	12/30/2021
75	Demolition/Site Work	174 days	12/30/2021	8/30/2022
76				



Framingham Public Schools

Where every child can and will reach high levels of achievement.

Fuller Middle School
Educational Program
January, 2018

Table of Contents

Executive Summary

Fuller Middle School is in its fourth year of STEAM (Science, Technology, Engineering, Arts and Mathematics) design and implementation as part of a district-wide effort to deliver instruction through a project-based, interdisciplinary model that engages students through inquiry and emphasizes 21st Century skills. The Framingham Public Schools envisions the new or renovated Fuller Middle School, together with its educational program, as a model for both the district and the state.

This educational program hinges on six design principles:

- Transdisciplinary Instruction
- Personalized and Collaborative Learning
- Whole Child, Whole Community
- Visible Learning
- Community and Civic Hub
- Adaptability

At the heart of this program is the individual child: by providing opportunities for students to engage in inquiry, collaborate with peers, integrate learning across content areas, utilize technology effectively, and make their thinking and learning visible, students will develop and/or strengthen their growth mindset and feel ready to tackle any future challenge.

An important aspect of STEAM instruction is the ability for students to explore challenges and build physical representations. A Fabrication Laboratory and MakerSpace are fundamental components of the program. Students will use these spaces to engage in the engineering design model, where they develop and test a prototype of their idea and then make modifications as needed until they are ready to present their solution.

Collaboration will be the foundation of all progress as Fuller Middle School continues its transformation to a STEAM model. Teachers will need regular, frequent opportunities to meet with colleagues to develop interdisciplinary lessons, co-plan, review curriculum and analyze data. Students will work collaboratively with peers to perform investigations, research topics, complete projects, and present their work. Thus, ample meeting space and the flexible use of space are key elements of the new or renovated facility.

The Fuller Middle School student population includes 161 English Learners (ELs) and 49 Former English Learners (FELs, one or two years out of the English Language Development program), representing 41% of the total school population. More than 50% of the school's students speak a language other than English at home. The current Fuller Middle School has 9 dedicated classrooms for ELs, and will need at least this many classrooms in the future as the EL population continues to rise.

Fuller Middle School supports students with disabilities through inclusion services as well as two substantially separate programs: Intellectual Impairments and Autism Spectrum Disorders. There are 126 students with active Individualized Education Programs (IEPs), representing 24% of the student population. Of this total, 44 students are provided instruction in the substantially

separate programs. The current Fuller Middle School has 5 dedicated classrooms for the substantially separate programs; however, given the growing Autism program at the elementary level, it is expected that an additional classroom will be necessary in the next couple of years. Inclusion services are provided through standard curriculum classrooms that are assigned a special education co-teacher whose primary role is to deliver the necessary accommodations and instructional support.

To create smaller learning communities within the large Fuller Middle School, the new facility should consist of three neighborhoods (cohorts), one for each grade level. All grade-specific classes (ELA, Math, Social Studies and Science) will be taught within these areas. In addition, each neighborhood shall include designated English as a Second Language and Special Education classrooms to fully integrate all students within the whole school community. To provide easy access to support services and school leaders, small auxiliary administrative suites should be located within each neighborhood. By moving guidance counselors and other support staff into these "satellite" administrative suites, support staff will be closer to students, thus ensuring increased access. This will also allow support staff to better know their students so they can more proactively address concerns.

Welcome to the Framingham Public Schools

The mission of the Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically-thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by a highly-qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

We envision a school district in which every child is engaged as an active learner in high-quality educational experiences and is supported, at their level, to ensure growth over time. We believe in an educational model that is steeped in meeting the individual needs of every student in our care through the personalization of learning as an ongoing effort to address achievement and opportunity gaps. We believe that with effective effort, time, and practice, all of our students can and will reach high levels of achievement.

Our diversity is our strength. Our city is enriched and strengthened by its diverse cultural heritage, multinational population, and welcoming attitude toward newcomers. Within our classrooms and neighborhoods, and on our stages and athletic fields, we want learning to be relevant and connected to developing our students into value-centered citizens who are able to navigate a complex and inequitable world. We aim to address these inequities--including racism, socio-economic status and language barriers--to create an environment in which every child can and will succeed.

The Framingham Public Schools adapts instruction to meet the learning and developmental needs of all students through appropriately challenging, high quality, standards-based instruction connected to practical applications. We are an inclusive learning community in which students feel safe taking academic risks while mindfully respecting diversity of opinions. We foster supportive and collaborative partnerships between families, the community and the school district so that every child reaches a high level of achievement. The foundation of our work is collaboration, mutual respect, and high expectations, where all educators are reflective of their practice and feel supported as they continually adjust instruction to improve student performance.

The District's Three-Year Strategic Plan focuses on providing all students with high-quality instruction whose foundation is a standards-based curriculum. Goals in the strategic plan include:

Goal 1. Developing a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings.

Theory of Action: If we develop a common understanding of high quality instruction (HQI) including standards-based content knowledge in ELA and Math, pedagogy and high leverage strategies among all staff, then students will have equitable access to rigorous and engaging standards-based instruction to increase student achievement (*FPS Collective Turnaround Plan 2017-2018*).

- *Lever - Deepen teacher knowledge of content areas and specific shifts in the frameworks*
- *Lever - Collaborative lesson planning and reflection*
- *Lever - Supporting all administrators in their development as instructional leaders*

Goal 2. **Creating a system and culture of consistent and accurate assessment, data analysis, reflection and feedback.**

Theory of Action: If we create a system and culture of data-based assessment including analysis, reflection and feedback, then educators will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly.

- *Lever - Common formative assessments in all content areas*
- *Lever - Collaborative data analysis*
- *Lever - Shift to data-driven, student-centered instruction*

Goal 3. **Promoting academic achievement and social and emotional growth for all students.**

Theory of Action: If we promote academic achievement and social and emotional growth for all students, then we are underscoring and making real the central mission of the Framingham Public Schools.

- *Lever - Provide social and emotional learning experiences for students in order to encourage responsible behaviors and choices while building and fostering positive interpersonal skills*
- *Lever - Faithful implementation of a Multi-Tiered System of Support*
- *Lever - Commitment from the district to provide professional development for all staff on the training and implementation of inclusive practices to meet the social and emotional needs of all students*

Goal 4. **Delivering targeted supports and interventions based on the analysis of data and identification of student-specific needs.**

Theory of Action: If we deliver targeted supports and interventions using a data-driven approach, then students will receive differentiated instruction aligned with individual needs to optimize their success.

- *Lever - Consistent use of data to identify student-specific academic and non-academic needs*
- *Lever - Provide targeted interventions and supports to students and monitor for effectiveness*
- *Lever - Increased support for all teachers, but especially for teachers of English learners, students with disabilities, and gifted learners*

Goal 5. **Supporting a culture of rigor and excellence for all students in all settings.**

Theory of Action: If there is an emphasis on rigor and excellence in all aspects of our educational system, then we are establishing appropriately challenging expectations for all students. This promotes the growth mindset by communicating our belief that all students can and will reach high levels of achievement.

- *Lever - Instilling the growth mindset in all staff and students*
- *Lever - Shift from teacher-led to student-centered instruction*
- *Lever - Commitment to clearly communicated criteria for success*
- *Lever - Understanding and addressing the unique needs of all students, including English learners, students with disabilities and gifted learners*

Each of these goals has played a pivotal role in the decision-making process for the plan of the new Fuller Middle School. By focusing on standards-based curriculum, student-centered instruction, teacher collaboration, social and emotional well-being, and the growth mindset, we have ensured the educational plan and new facility are aligned with the district's high-impact goals for student achievement.

STEAM Education at Fuller Middle School

The Framingham Public Schools is in its fourth year of implementation of its STEAM (Science, Technology, Engineering, Arts and Mathematics) program. In 2014, the King Elementary School opened its doors as a STEAM school, welcoming four classrooms of kindergarten students. Each year, the school has continued to grow, welcoming a new kindergarten group. The original cohort, currently in 3rd grade, has been immersed in project-based learning, explorations and exhibitions. When the King Elementary School students graduate from elementary school at the end of 5th grade, they will enter Fuller Middle School. In anticipation of this incoming class, Fuller Middle School is preparing itself to provide a comprehensive STEAM education to students.

Fuller Middle School, in its fourth year of STEAM design and implementation, is in the process of transforming its instructional delivery through a STEAM model that engages students through inquiry and emphasizes 21st Century skills. The school leadership is building student and staff capacity as it shifts to a project-based learning environment. Having recently reviewed its progress and recalibrated its work, Fuller Middle School has entered the first year of its new four-year plan, establishing clear and measurable goals to monitor growth of this model.

This innovative educational program, envisioned by the Fuller Middle School community along with school and district leadership, emphasizes project-based, student-centered learning; collaboration (student-student, student-staff, staff-staff); flexible groupings and space configurations; and strategic use of technology. To this end, the new Fuller Middle School building must embrace inventive and creative use of space to achieve these goals.

STEAM at Fuller Middle School is an approach to project-based learning that blurs subject area boundaries, engages students in learning by doing, encourages students to ask and investigate meaningful questions, and places students at the center of their own learning.

STEAM at Fuller Middle School provides a vehicle for fully engaging ALL students, connecting to real-world contexts, and developing a strong culture of accomplishment and accountability.

Fuller Middle School students practice and demonstrate the 21st century skills of critical thinking, communication, collaboration, creativity and citizenship through dynamic student projects, presentations of learning and mindful reflection.

Our Visioning Process

In June 2016, approximately 50 teachers, administrators, parents, school committee members, school building committee members, municipal representatives, and community members came together as an Educational Visioning Team. Together, they collaborated during three days of intense workshops facilitated by Frank Locker to create a prekindergarten through 8th grade educational vision. The following "Places for Learning" have been excerpted from the Executive Summary of the District-Wide PreK-8 Educational Visioning Report prepared by Frank Locker Educational Planning in June 2016.

PLACES FOR LEARNING

Several exemplars were highly favored, selected by three or four of the six Table Teams as most appropriate.

Most of the schools cited as most appropriate shared these characteristics:

- Learning spaces arranged as Small Learning Communities
- Classrooms are components of "suites of spaces," supported by other spaces immediately adjacent
- Circulation to be used for learning
- Classrooms are to be flexible, interconnected, and supported by auxiliary spaces including Collaboration/Breakout/Commons Spaces
- Interdisciplinary possibilities
- Open presentation areas
- Variety of furnishings, offering students and teachers more choices in supporting learning
- Possibility of student groups working in multiple places under the guidance of the teacher
- Teacher collaboration supported by the facilities, through connections between the rooms and strategic placement of related functions
- Teacher Planning Centers to support teacher collaboration and sense of community

The following Guiding Principles, District Planning Goals and Effective Learning Modalities have been excerpted from Executive Summary of the District-Wide PreK-8 Educational Visioning Report prepared by Frank Locker Educational Planning in June 2016.

GUIDING PRINCIPLES

1. Extend Innovative 21st Century Practices

This future-oriented Educational Vision incorporates a number of innovative 21st century educational practices such as STEM programs already in operation in classrooms in Framingham Public Schools. Extend those practices.

2. Achieve Equity and Equal Opportunities

Achieve equity and equal opportunities for all students, no matter where they reside in town or what their socioeconomic background is Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed.

3. Prepare Students for Success

Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology.

4. Teach 21st Century Skills

Teach 21st century skills at the same time as traditional content.

5. Build Relationships with Students, Families and Communities

Build relationships with students, families, and communities through school structure and programs

6. Foster Independent Lifelong Learning

Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education guidelines to do what is best for student learning, and to instill a lifelong sense of wonder and purpose. Create independent, lifelong learners.

7. Provide Professional Development

Establish a program of staff Professional Development to support the educational deliveries outlined here.

In October 2017, the Framingham Public Schools Educational Working Group (EWG), a group of approximately 20 Framingham Public Schools administrative leaders, teachers, administrators, students, parents, and community partners, participated in a two-day Educational Visioning Workshop facilitated by New Vista Design and Jonathan Levi Architects. The workshop was a collaborative session aimed at informing the Fuller Middle School design process. Participants were led through a step-by-step visioning process to capture their best thinking about FPS's current and future educational goals and priorities, and connect them to previous visioning work done by the district, as well as to best practices and possibilities in innovative school facility design.

On October 20, 2017, the Framingham Public Schools EWG participated in Educational Visioning Workshop One and explored the following topics:

• Priority Goals for the renovated/new facility
• 21st Century and Future Ready Teaching and Learning Practices that are key to the district's forward thinking educational vision
• Future Ready Learning Goals that distill the group's best thinking with regard to Framingham Public Schools and Fuller Middle School's current and future educational programming and priorities
• Strengths, Challenges, Opportunities, and Goals (SCOG Analysis) associated with Framingham Public Schools and Fuller Middle School's current academic programs as well as the vision for its new facility

On October 26, 2017, the Framingham Public Schools EWG participated in Educational Visioning Workshop Two and explored the following topics:

• Design Patterns that innovative schools throughout the country have put into practice in order to make their forward-thinking learning goals come alive on the level of facility design
• Guiding Principles 1.0 for design of the new facility

Priority Goals

The following list of priority goals for the design of the renovated and/or new Fuller Middle School was recorded during the participant introduction section of the Educational Working Group's (EWG) Workshop One that took place on October 20, 2017. 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.

- Understand the long-range vision of district and how it aligns with that of FMS
- Define what the school's vision means at each level - beyond jargon
- Ensure that Fuller Middle School connects to the Elementary and High School
- This is a K-12 initiative
- Create a central hub for the school
- Explore different ways to think about the new school's media center
- A school that integrates media and technology in a comprehensive way
- A school that integrates across disciplines (now we are compartmentalized and siloed)
- A schedule and building that allows for STEAM to happen
- Promote flexibility, connectivity, and sustainability
- Be mindful of and adapt to future change
- Facilitate collaboration within the district and the facility
- Create strong community connections: they are very important, especially for FMS
- A building that is environmentally and aesthetically friendly, appealing, inviting, warm
- Allows creativity to blossom
- Relates well with young learners
- A building that serves as a "second home" for all stakeholders
- A sense of ownership and buy-in from everyone
- Beyond ownership of "your" space, everyone takes ownership of the facility as a whole
- A building and program the honors diversity and equity
- Students
- Staff
- Resources and materials
- Make sure the cafeteria and food service is a priority - second home piece
- Over 50% of students are free and reduced lunch
- This needs to be their second home
- We need spaces that help us work with kids that are lost and traumatized, and that have social emotional and special needs
- Create a school that offers students the possibility of developing a range of skills
- Support alternative ways of motivating and teaching students
- Multiple means of teaching and learning
- Integration of disciplines
- Not just a place that houses students; the building itself becomes a learning tool for students
- Student learning is at the center
- A building that is multicultural in its design and openness
- Families that are not American-cultured can feel connection
- Robust areas for staff collaboration
- Interdisciplinary co-planning
- Promote inter/trans disciplinary teaching and learning
- Inclusive
- From SPED perspective - ensure accessibility for everyone

- A building that supports differentiated instruction
- Beyond academic support - community connections and services
- Social services – counseling
- Building designed as environment friendly and learning instrument
- Outdoor classrooms
- Extended day / adult education / ESL
- Community ED
- Fuller Middle School is central location
- Idea of open space and connection to nature
- Courtyard, open space
- Pond - water sampling
- Outdoor space as part of learning enrichment
- Adaptable to adult education
- Open from 7 - 11
- Board of Health is now in building but we lost the vision center
- A really important element - kids remain in school
- Immunizations
- Have a lot of newcomers - don't know how to access
- Consider the possibility of a childcare center
- Determine what we may want to fund beyond the MSBA template
- See this as a way of reaching our new identity
- We are all a product of the Horace Mann model and it's hard to see beyond it
- Explore what kind of environment we want
- Provide some space in the school that is equipped to engage a global classroom lesson
- Also, something like actually seeing surgery happening real time
- Higher ED is struggling with bricks and mortar – the world that students will occupy is changing so rapidly
- Our current FMS is largely lecture model
- Time for us not to try same, same thing

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 five participants each reviewed Fuller 5 Cs Learning Goals, as well as assorted other 21st century learning goals created by various 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.

Whole Child Learning

- As an Organizing Principle for all Other Learning Goals

Collaboration and Communication

- 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

- Within Fuller and in the Community
- Civic and Community Engagement
- Local, Community-Based Project Learning
- Community
- Empathy, Ethics and Civic Responsibility

Creativity and Imagination

- Imaginative and Joyous Risk-Taking
- Initiative and Curiosity
- Create Joy and Ownership

Critical Thinking

- Higher Order Thinking
- Permeated with Habits of Mind
- Problem Solving
- Analyze Information
- Executive Function – Ability to Prioritize and Strategize

Love of Learning

- Content is Not as Important as the Ability to Love Learning
- Self-Motivation
- Student Driven and Owned

Multicultural Literacy

Technology Transforming the Basics

Opportunities and Goals 2.0

The following Opportunities and Goals for the design of the renovated and/or new Fuller Middle School were brainstormed by the Educational Working Group (EWG) during Workshop Two.

- Deliver Special Education services in innovative ways that are welcoming and integrative
- Don't define Special Education too much
- Flexible use of space
- Disperse support staff, including specialists, throughout the school facility
- Create smaller learning communities as "sacred spaces"
- Provide centrally located Breakout Spaces
- Create a flexible building with movable walls
- Classrooms not "owned" by teachers
- Professional collaboration spaces for teachers
- Discover what it really means to be a "STEAM" school
- Utilize the STEAM experience of King Elementary School
- Think about how to "even the playing field" for non-King students entering FMS
- Position the Media Lab as the hub of the school
- Build with the larger community in mind
- FMS project as community development project
- Think about how to best facilitate community use as well as create bigger picture connections to the community
- Make decisions holistically about what is included in the design
- Whatever we create here connects to the FPS vision
- Include what we do in the rest of the district as part of the visioning process
- See Farley building as a resource for this project for things that cannot be accommodated at FMS
- Support FMS staff in terms of professional development and training
- Support a mindset shift
- Ongoing support on how to collaborate
- New mindset to share classrooms
- Support Habits of Success, Universal Design for Learning (UdL), and cognitive skill development
- Approaches to personalized learning should be horizontally and vertically aligned

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.

Open and Welcoming Entry
- First Impression Greeting Space

Distributed Dining
- Distributed Gathering Spaces
- Satellite Cafeterias / Café Style
- Cyber Dining

Learning Commons
- With Art, Music and Health, etc.
- Flexible Learning Styles
- Quiet Spaces

Classroom as MakerSpace
- Maker and Collaboration Spaces
- Collaborative Learning Spaces Including MakerSpaces

Display and Exhibition
- Walls Built for Display of Student Work
- Entire School as Display

Outdoor Connectivity
- Outdoor Space Use

Ubiquitous Learning

Professional Teacher Spaces
- Shared with Colleagues
- Teacher Collaboration Space

Breakout Spaces
- Non-Learning Spaces
- Accessible to Classrooms

Distributed Resources
- Distributed Adults

Flexible Furniture
- Variable Seating

Universal Access and Equity

Push-In Special Education

Visible Learning
- Spaces to Show Work in Progress

Paired/Flexible Classrooms

Vertically Integrated

Fuller Middle School's Guiding Design Principles

The following set of "Guiding Design Principles" 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

While most of the stakeholders around the table for the PreK-8 Educational Visioning workshops were distinct from those at the Fuller Educational Visioning sessions, there are several very clear commonalities among each group's desire for how students will learn in this district. This solidifies our belief that this Educational Program represents the voice of our community and best interests of the students in our care.

Fuller Middle School

Mission Statement

The community of Fuller Middle School is committed to the academic, social, physical, and emotional development of every student. This commitment is supported by a philosophy based on differentiation, participation, high expectations, cooperation and respect for all.

School Overview

Fuller Middle School, established in September 1994, was named in honor of Dr. Solomon Fuller, a psychiatrist, and his wife Meta Fuller, a sculptor. A pioneering African-American family, the Fullers lived on Warren Road, near the current location of the Fuller Middle School, during the early part of the twentieth century. Dr. and Mrs. Fuller were leaders in their professions and in the Framingham community during their lives. They serve as models for the students of the school named in their memory.

Every student at Fuller Middle School is part of an academic team. A team consists of a group of teachers: teachers of academic subjects as well as educators for inclusion instruction and/or English Learner (EL) instruction and support as needed. All ELs receive English as a Second Language (ESL) instruction, regardless of the program model in which they are enrolled. Programs supported at Fuller Middle School include: Sheltered English Immersion (SEI), Transitional Bilingual Education (TBE), and Students with Limited or Interrupted Formal Education (SLIFE). ESL teachers teach foundational and transitional level students across the continuum of WIDA English proficiency levels. TBE teachers teach content-specific subjects to beginner and intermediate ELs. Academic teaming and team-based homerooms allow students to be part of a small, cohesive group of students who share the same classes and teachers. Teachers have collaboration time every day in the six-day rotation in order to plan integrated learning activities, address topics related to improving teaching and learning, discuss student concerns, and meet with parents. The goal of this model is to foster collaboration and shared accountability as we solve learning challenges together.

In addition to attending classes within their team, students also participate in Unified Arts courses – Art, Music, Health, Physical Education, Design and Engineering, World Language (French or Spanish), and Drama.

Demographics

A strength of our school is the rich diversity of our students and families, with the highest population of non-native English speakers among the three middle schools in the district. Fuller Middle School houses a TBE program using Spanish or Portuguese as a mode of instruction for content-area subjects (Math, Science and Native Language) and a SLIFE program. These programs consist of 13 staff, many of whom are native speakers of Spanish and Portuguese.

There are currently 161 English Learners and 49 Former English Learners (FELs, students who are one or two years out of the ELD program) at Fuller Middle School, representing 41% of the total school population. Also of note, more than 50% of the school's students speak a language other than English at home. Fuller Middle School has 9 dedicated classrooms for English language instruction, but this number may increase at any given time depending on the number of additional English Learners who enroll during the academic year.

Fuller Middle School supports students with disabilities through inclusion services as well as two substantially separate programs: Intellectual Impairments and Autism Spectrum Disorders. There are 126 students with Individualized Education Programs (IEPs), representing 24% of the student population. Currently, 44 students are provided instruction in the substantially separate programs. The 4 classrooms for the Intellectual Impairments program and one classroom for the Autism program each require a dedicated space with distinct specifications, as outlined later in this document. Inclusion services are provided in the standard curriculum classroom by assigning a special education co-teacher to the class. Often, the special educator determines it is necessary to work with a small group of students to support their individual needs. This is best accomplished in a separate room, in close proximity to the students' classroom, so students can receive immediate and effective personalized instruction and then rejoin their class as quickly as possible.

School-wide implementation of a positive behavioral interventions and supports (PBIS) system, including Restorative Practice, is unifying our community as we embrace our cultural, social, emotional, and academic diversity both in and out of the classroom.

Our approach is to foster healthy and positive relationships among and between students and adults, combined with comprehensive social and emotional supports and targeted instructional strategies for personalized learning. This work involves professional development, parent outreach and education, increasing student support systems, and regular collaborative use of data to inform instruction across all program areas and staff. Success will be realized when all of Fuller Middle School's students develop confidence and competence, with all students meeting or exceeding expectations.

Grade and School Configuration Policies

Current:

The Framingham Public Schools is a pre-kindergarten through 12th grade district with an enrollment of 9369 students. The District includes 1 preschool, 9 elementary schools, 3 middle schools, and 1 high school with an alternative campus for students identified as benefiting from a modified school day.

Juniper Hill School (Preschool)
- Pre-kindergarten
- 291 students

Brophy Elementary School
- Grades K-5
- 470 students
- Transitional Bilingual Education Program (Spanish)

Barbieri Elementary School
- Grades K-5
- 683 students
- Two-Way Bilingual (Spanish)

Dunning Elementary School
- Grades K-5
- 473 students

Hemenway Elementary School
- Grades K-5
- 570 students

King Elementary School
- Grades K-3
- 279 students
- STEAM School
- Transitional Bilingual Education Program (Portuguese)

McCarthy Elementary School
- Grades K-5
- 563 students

Potter Road Elementary School
- Grades K-5
- 510 students

Stapleton Elementary School
- Grades K-5
- 369 students
- Emotional Disability Program

Woodrow Wilson Elementary School
- Grades K-5
- 574 students
- Transitional Bilingual Education Program (Portuguese)

Cameron Middle School
- Grades 6-8
- 540 students
- Emotional Disability Program

Fuller Middle School
- Grades 6-8
- 516 students
- Transitioning to a STEAM School
- SLIFE Program
- Transitional Bilingual Education Program (Spanish and Portuguese)

Walsh Middle School
- Grades 6-8
- 760 students
- Two-Way Bilingual (Spanish)

Framingham High School
- Grades 9-12
- 2158 students
- Alternative High School Campus: 44 students

Student assignment and grade configurations are based on several complicated factors including feeder systems, school neighborhoods, school choice, school programming (STEAM and Two-Way Bilingual), English Learner status, and special education programs. This has resulted in space and inequity issues that are at the early stages of being addressed by the district.

Proposed:

The District has spent considerable time and resources in reviewing the current and future needs of the Framingham Public Schools. Grade and school configurations are not being revised at this time. However, school programs continue to expand. For example, due to the overwhelming success of our Two-Way Bilingual (Spanish) Program at Barbieri Elementary School, the Framingham Public Schools will be welcoming its first Two-Way Bilingual (Portuguese) kindergarteners in the fall of 2018 at Potter Road Elementary School. With the growing English Learner population and the increased capacity of educators through their Sheltered English Immersion (SEI) training, ELs are more frequently being placed at their neighborhood schools. Lastly, Fuller Middle School is continuing its transition to becoming a STEAM middle school. As the students in King Elementary School's oldest class are already in third grade, they are only 3 years away from entering Fuller Middle School. These students and their families expect and deserve a continuation of the STEAM education they have experienced since kindergarten.

Class Size Policies

Current:

While contractual guidelines ensure class sizes do not exceed 25 students for grades 6 through 8, the diverse range of needs of the students at Fuller Middle School necessitate keeping class sizes as small as possible. Whenever feasible, class sizes are reduced and co-teaching is incorporated to provide instructional supports for all students, particularly our English Learners and students with disabilities. Currently, class sizes for general education and inclusion classes range between 17 and 26 students, with an average of approximately 20 students per class.

Due to student migration that occurs throughout the year, our English as a Second Language (ESL) and Transitional Bilingual Education (TBE) classes tend to be the most impacted by class size concerns as the year progresses. This can lead to splitting classes, creating new classes, and reconfiguring schedules during the year. While school and district administrators cannot predict the number and needs of students at any given grade level in a particular year, the district consistently enrolls English Learners all year long, some of whom have limited or interrupted formal education. Fuller Middle School is prepared to meet these needs through the support of an ESL Department Head, English Language Development (ELD) coach, and Students with Limited or Interrupted Formal Education (SLIFE) teacher. With continuous, year-long student enrollment as a constant factor, the staff at Fuller Middle School work hard to maintain a safe and welcome learning environment at all times. This requires multiple venues for teachers to work with small groups of students, as well as the flexibility to create additional classes as needed.

Proposed:

There are no proposed changes to class sizes.

School Scheduling Method

Current:

Fuller Middle School follows a traditional bell schedule. The school day runs from 8:08 AM to 2:25 PM and consists of 2 45-minute periods, 3 50-minute periods, 1 60-minute period and 30 minutes for lunch. In addition, there is a 25-minute What I Need (WIN) block each day for intervention and extension of learning. Since the school is 1:1 with technology, the day begins with a 5-minute homeroom where students hear morning announcements and pick up their Chromebooks, and ends with a 3-minute homeroom to return their Chromebooks. The periods rotate through a 6-day cycle so that each class meets for the same number of minutes over the course of those 6 days.

The current school bell schedule is detailed below:

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:08 - 8:13	Homeroom					
8:15 - 9:05 50	A (8th Specials)	B(7th Specials)	C (6th Specials)	D (8th Specials)	F (7th Specials)	G 6th Specials)
9:07 - 9:57 50	B	C	D	F	G	A
9:59-10:49 50	C	D	F	G	A	B
10:50 - 11:18	WIN - Social Comp					
11:20 - 11:50	Lun E / D / D / F / F / Lun E / G / Lun E / G / Lun E / A / A / B / B / Lun E / C / Lun E / C					
11:50 - 12:20	D / Lun E / Lun E / F / G / Lun E / A / Lun E / Lun E / B / C / Lun E					
12:20 - 12:50	D / Lun E / F / Lun E / Lun E / G / A / Lun E / B / Lun E / Lun E / C					
12:50 -1:35 45	F	G	A	B	C	D
1:37-2:22 45	G	A	B	C	D	F
2:22 - 2:25	Homeroom					

Proposed:

The proposed Fuller Middle School will be able to support two 30-minute lunch servings due to the size of the commons area, which is also being designated as the cafeteria. In order to coordinate two lunch servings for three grade levels, students will be assigned lunch by subject area rather than grade. This means students will attend lunch based on which class period meets during the lunch block. The two lunch servings will occur during the first 30 minutes of the period and the last 30 minutes of the period in order to provide an uninterrupted lesson for all students. This is an improvement over the current lunch program as students who have second lunch under the existing model lose valuable instructional time since they must leave class in the middle of the period and return to finish their lesson after lunch.

While no other proposed changes are being made at this time, a new schedule may need to be developed as the school transitions to a STEAM model. This would be considered if it was determined that the current bell schedule does not provide the necessary structure to guide teaching while also maintaining flexibility to allow students appropriate access to all curricular areas, instruct through an interdisciplinary approach, and promote staff collaboration. The school schedule should provide teaching staff with the flexibility to combine classes or create extended blocks of instruction as a means of delivering interdisciplinary lessons or providing longer periods for projects.

Teaching Methodology and Structure

Current:

The Fuller Middle School faculty and staff are committed to preparing students for success beyond middle and high school, so that all students are equipped to take on the ever-changing landscape of future college and career options. Teachers follow district-approved curriculum that is aligned with state frameworks. Through data-driven decision making based on student conduct, formative assessments, attendance rates, teacher feedback and student growth rates, the staff determine the appropriate interventions for each student.

The current model at Fuller Middle School is a team model within grade levels. Each grade level consists of two general education/inclusion teams (Grade 6--Lime and Opal; Grade 7--Platinum and Tangerine; Grade 8--Blue and Green). In addition, Fuller Middle School has the Crimson Team (substantially separate) and the Gold Team (Bilingual). For the most part, each staff member is assigned within only one team, which allows educators to truly know their students. The staff for each team meet three times per six-day cycle to discuss student data including academic performance, social and emotional concerns, conduct, attendance and any other issues that may impede student learning. In addition to these grade-level team meetings, each teacher participates in departmental meetings twice per six-day cycle to review curriculum, monitor vertical alignment, develop goals, plan lessons and discuss instructional strategies.

All staff are assigned to 4 classes and a What I Need (WIN) group. On 4 days of the six-day cycle, teachers work with small groups of students during the WIN block to provide interventions and extensions, and to conference with students. On the other 2 days of the six-day cycle, teachers provide social/emotional curriculum during this block. This WIN time is critical to meeting the specific, targeted needs of individual students and to reinforce school-wide behavior expectations.

In addition to their academic courses, students rotate through a series of specials subjects intended to provide a broad enrichment and addition to the core academics. In 6th grade, students can elect to take band or string orchestra; all other students take one trimester each of chorus, drama and music. Students in grades 7 and 8 choose either band, string orchestra, drama or chorus, which meets once per cycle for the year. In addition to a performing art, students rotate through fine art, health, and technology education for approximately 6 weeks each, and physical education for two sessions of six weeks.

The Framingham Public Schools meet students' curricular needs through a comprehensive, standards-based program. At this time, some curriculum units are taught concurrently within different content areas to provide a richer and more integrated learning experience. An example of this more interdisciplinary approach is the Holocaust Unit in which students read literature, conduct research, and study the history of the Holocaust in both their English Language Arts and Social Studies classes.

English Language Arts

The ELA curriculum is fully aligned with the Massachusetts Curriculum frameworks and provides students with opportunities to develop their reading and writing skills while simultaneously helping students grow as critical thinkers. The district has provided professional development to the staff on the gradual release of responsibility, including providing training for administrators on the "look fors" so they can provide continual feedback and support to educators in their implementation of this instructional practice. The curriculum for each grade level includes the following thematic units of instruction:

Grade 6:
Folktales around the World, The Craft and Composition of Argument/Persuasion, Survival: Decisions and Consequences (unit on theme, characterization, setting, conflict, point of view as studied through various fictional and nonfictional texts), Civil Rights, and Poetry

Grade 7:
Greek Mythology, Perseverance, Poetry, Civil Rights and The Art of Argument

Grade 8:
Short Stories, Civil Rights, Poetry, Shakespeare's Midsummer Night's Dream and Hope Endures (Holocaust)

Mathematics

The district's middle school Mathematics curriculum aligns with the Massachusetts Curriculum Frameworks and provides an opportunity for students to follow an accelerated pathway which allows them to enter high school ready to study Geometry. All students complete the traditional 6th grade mathematics course to provide students with time to develop more mature thinking and reasoning skills. At the end of 6th grade, students' MCAS scores, formative assessment data, school achievement and teacher recommendations are reviewed to determine if the traditional path or accelerated path is indicated. In the accelerated program, students complete the 7th grade, 8th grade and Algebra 1 standards over the course of their two remaining years in middle school. The mathematics teachers emphasize the Standards of Mathematical Practice as overarching goals in their lessons, and have recently implemented skills-based performance tasks that assess these practice standards.

Science

The district's Science curriculum is currently in transition as we adopt the 2016 Massachusetts Science and Technology/Engineering Curriculum Frameworks. This is the last of our transition years, with full integration of the standards (Earth, Space, Life and Physical Sciences) in all grades. The focus of professional development has been on the Science and Engineering Practice Standards, both in terms of what the skills associated with these standards look like in the Science classroom and how to embed these skills into daily lessons.

Social Studies

The district's Social Studies curriculum is aligned with the Massachusetts Curriculum Frameworks, while emphasizing important themes including freedom, respect for human dignity, the impact of geography on civilization, and the rise and fall of civilizations. In 6th grade, students learn about the foundations of geography, economics and world religions. Students then explore each continent through a geographic, cultural and civic lens. In 7th

grade, students study the evolution of humankind through an exploration of ancient civilizations including Mesopotamia, Greece, Rome, Egypt and others. Students will also study the fall of Rome, the encounters between Christianity and Islam, and medieval Europe. In 8th grade, students are formally introduced to United States History and Government. Areas of focus include the American Revolution and its causes, the formation of the United States government, westward expansion, the Civil War and its causes, Reconstruction, Immigration and Civil Liberties, World War I, the Great Depression and the causes World War II. Teachers receive professional development on such topics as civil discourse, identity, and rights and liberties to promote civic engagement in the classroom.

Proposed:

As the current model has proven itself to be effective, Fuller Middle School intends to continue with this structure in the new facility. Aside from the substantially separate and transitional bilingual teams, each grade-level team will consist of an ELA teacher, a Mathematics teacher, a Science teacher, a Social Studies teacher, a Special Education teacher and an English as a Second Language teacher. The World Language teachers will continue to work in a cross-teaming model.

To improve upon this model, the proposed facility should create grade-level neighborhoods (cohorts) to create smaller communities within the larger Fuller Middle School. This design will be essential to ensuring students and staff feel a sense of belonging and connectedness, while also providing the necessary supervision of all students within the cohort.

Team meetings will still focus on individual student interventions, but will also provide opportunities for co-planning within and across disciplines. Teachers will work collaboratively to design projects with an interdisciplinary approach as often as possible. To this end, the proposed Fuller Middle School will have an auxiliary suite of offices within each cohort which contains a small group seminar space. These spaces provide a quiet place for team meetings, department planning sessions, professional development, itinerant use and staff work area.

Whenever practical, teachers will regroup students using the classroom breakout spaces to accommodate individual needs, teach mini-lessons, work on projects, and conference with student collaboration teams. By providing movable classroom walls to create larger learning environments, teachers can join classes for a truly interdisciplinary lesson. This helps to nurture the understanding that all teachers are responsible for

a child's success, not just within their own particular class, but across the entire spectrum of that child's education.

The Classroom Breakout Spaces are intended to be used for instructional purposes, both by students collaborating on projects and by co-teachers working with a subset of a class. The breakout spaces give teachers and students the flexibility necessary for inquiry- and project-based learning opportunities, while also providing staff with a quiet place to differentiate instruction for our English learners, students with disabilities and other students in need of intervention. This practice of splitting a co-taught class to differentiate based on student need is well established at Fuller Middle School, so it is expected that these breakout spaces will be used regularly throughout the day. The Small Group Seminar Spaces, on the other hand, are meant to provide staff with a dedicated space for research, collaboration, professional development and team meetings. These seminar spaces will be furnished with computers, curricular materials and a variety of resources, making them the hub for interdisciplinary co-planning and collaboration.

The proposed Fuller Middle School will continue to follow the district curriculum as currently written. As more units and projects are developed over time, students will be provided additional opportunities to learn through interdisciplinary lessons that are aligned with real-world situations. As Fuller Middle School continues its transition to a STEAM school, it promises to present more project-based learning opportunities tailored to student interests as a means of providing engaging, relevant and contemporary challenges. By providing options (choice and voice) to students, instruction becomes personalized and differentiated to match the interests, backgrounds and readiness levels of students. This will ensure optimal learning occurs through flexible groupings that allow educators to individualize instruction to meet the unique needs of students. Furthermore, it will support Fuller's inclusive model that focuses on each child's intellectual, social and emotional needs. The proposed Fuller Middle School, therefore, includes smaller classroom breakout spaces to allow groups of students to collaborate or conference, while also providing the cohort commons for larger groups to come together for co-teaching, interdisciplinary lessons, presentations, investigations, visits with scientists and other experts from the field, cross-team collaborations and other tasks. Along the same lines, the proposed facility should include outdoor learning spaces so students can explore their environment and make appropriate connections to their learning. Each cohort is to be provided with convenient access to an outdoor learning area to study living systems, environmental science, botany and other subjects related to elements of the environment, as well as to provide teachers the opportunity to teach traditional subjects outside. Depending on the weather, these spaces may also be used for activities which affect air quality, such as painting.

~~These p~~ Project-based tasks, which require the flexible large- and small-group learning spaces described above, are critical to student achievement at Fuller Middle School. Since more than 50% of the students speak a language other than English in their home, and since 24% of students have an Individualized Educational Program (IEP), project-based tasks provide an entry point to learning regardless of a students' background and level of readiness. Furthermore, these tasks provide real-world, hands-on experiences for students and give meaning to the content students are learning. These tasks will integrate curriculum from multiple content areas and require students to investigate topics, develop their own hypotheses, conduct research and present solutions or resolutions. Such projects will require higher-level thinking and reasoning skills, particularly the ability to analyze, critique, synthesize, and design

in a variety of modalities. Students will develop their skills in articulation, debate, written and oral argument, presentation, building physical representation, and public speaking. They will also become better listeners and collaborators as they learn to appreciate the talents and ideas their peers bring to the group. Above all, students will learn the value of asking questions, the first step in paving the way for one's own learning. Through inquiry, students will understand not only what they are learning, but *why* they are learning it. This, in turn, helps students gauge their own progress and assess their own skills. These are the skills we want all students to acquire so they will be successful beyond high school.

Visible learning is essential to promoting the growth mindset, therefore students and teachers will emphasize process as well as product with all tasks. Thus, student thinking will be seen and heard in every way possible. Students' works-in-progress will be on display, classroom workspace (tables and desks) will encourage student dialogue and collaboration, and breakout and common areas will provide opportunities to see and hear students interacting with each other as they engage in meaningful tasks. Additionally, building some level of transparency, to and from classroom and lab spaces and into shared learning commons, will be important.

The school district recognizes that teachers will need support in building their own confidence as they shift their instructional practice to match this model. The district is committed to providing educators with the professional development and ongoing support to develop these skills and build their own capacity. This will include training in project-based and personalized learning, effective Professional Learning Communities (PLCs), data-based decision making, and the growth mindset.

Teacher Planning and Room Assignment Policies

Current:

Teachers at Fuller Middle School are assigned teaching schedules, duties and planning periods in accordance with the Framingham Teachers' Association contract. All teachers have one planning period per day. Teachers are provided with their own individual classrooms, including ESL teachers and special educators. Classrooms are arranged by cross-discipline grade level teams. Teachers regularly meet for team and department meetings in classrooms as there does not exist adequate planning and work space for the staff. For the purpose of these collaboration meetings, teachers' schedules provide for common planning time.

Proposed:

At the foundation of interdisciplinary instruction and project-based learning is an understanding of the importance of providing teachers with sufficient time and the appropriate resources for collaborating. A large, dedicated space for materials, computers, printers, and conference tables is essential to this design. Breakout spaces, small offices and individual teacher desks are also necessary to provide quieter space for independent work or co-planning. Smaller conference spaces should be located within each cohort neighborhood to provide opportunities for teachers to meet regularly for team meetings and co-planning. By integrating these conference spaces into the cohort neighborhoods, the rooms become easily accessible to staff which increases the likelihood they will be used by teachers during their regular planning time.

Classrooms should be well-lit, using natural light whenever possible, and provide adequate space to reconfigure tables and chairs to fit the needs of any lesson (cooperative tasks, investigations, labs, assessment, learning centers, etc). To increase the flexibility of the space, classrooms should have the added feature of combining to create one larger room through the existence of a removable wall to provide for larger interactions between multiple groups. Furniture should be adaptable and flexible as well, allowing students to work independently or collaboratively, depending on the task.

While the traditional model assigns a separate classroom to each teacher, the district recognizes this does not always represent the best utilization of space. Furthermore, such a practice encourages teachers to remain at their desks in their classrooms during planning periods rather than seek out opportunities to work with colleagues. For this reason, the Fuller Middle School design does not provide for a separate classroom for each teacher. Rather, classrooms will be shared when necessary to more efficiently use space, increase collaboration, and promote peer observations. Thus, it is critical that the new facility provide teachers with a quiet place to work by arranging teacher desks within small teacher planning rooms (shared between two staff members), while also including the larger teacher workspaces to foster collaboration.

Due to the large number of English learners (41% of students) and students with disabilities (24% of students), Fuller Middle School will continue to use a co-teaching model whenever possible to most effectively meet the needs of students while providing the least restrictive and most inclusive environment possible for all students. To this end, the co-teachers often design

lessons that allow them to conference with smaller groups of students or teach separate lessons to different groups based on student readiness. To maximize the use of space and reduce the number of classrooms in the proposed Fuller Middle School, our facility design should contain classroom breakout spaces large enough for an inclusion or ESL co-teacher to work with approximately half of a co-taught class (12 students) while the rest of the students remain in the classroom with the general education teacher. By creating these small-group instruction spaces that can also be used for team meetings and co-planning sessions, we have eliminated the need for additional classrooms and simultaneously increased opportunities for teacher and/or student collaboration.

Each grade level will have its own designated area ("cohort neighborhood") in the new Fuller Middle School. All grade-specific classes (ELA, Math, Social Studies and Science) will be taught within these areas. In addition, each cohort neighborhood shall include designated ESL and Special Education classrooms to fully integrate all students within the whole school community. Thus, in each grade-level cohort, 2 Science classrooms will be designated for the general education Science classes. In addition, each cohort will be assigned 1 Science classroom for either the EL or Substantially Separate program. While the proposed model does not meet the minimum usage requirement of 85%, we believe these rooms are necessary in order to deliver our educational program. Science lessons involve hands-on experiments that must be set up in advance of the class period. These labs must remain intact for the duration of the day since all classes that rotate through the room will need the same set-up. Based on enrollment, Fuller Middle School will need 8 general education Science sections for each grade level. Having only one Science classroom would not suffice.. Thus, two general education Science classrooms will be necessary for each grade. Since our Transitional Bilingual Education (TBE) Science classes will need additional resources including translated materials, labels, and posters, and since the TBE classes may follow a modified scope and sequence depending on the educational background and needs of the students in this program, a separate Science classroom is necessary to provide the appropriate supports, resources and lab set-ups for the students. Thus, a TBE (Portuguese) Science classroom and a TBE (Spanish) Science classroom are essential to our educational program. Finally, for reasons similar to the TBE Science needs, our Substantially Separate program follows a modified curriculum and therefore needs its own Science classroom. If the TBE and Substantially Separate Science classes were to be moved into the general education Science classrooms during the unused periods, it would be necessary for teachers to break down and set up the labs throughout the day in order to create a safe and secure learning environment for all students.

Regarding the English Learner Classrooms, the TBE classrooms are language-specific (Spanish and Portuguese). The resources, including textbooks, reference materials, posters, and word walls are completely different and require separate spaces depending on the language. Thus, separate classrooms for the TBE-Spanish and TBE-Portuguese programs are necessary. Additionally, the district believes in providing an equitable educational experience for all students, regardless of program. This includes, for example, providing a designated Math classroom that looks and feels the same for our TBE students as for a general education student. The reference materials, manipulatives, posters, and student work on display should all be related to Mathematics. This same rationale applies to Social Studies and Language Arts. The district is able to provide this model in the current Fuller Middle School and believes it is important to continue providing the same experience in the new Fuller Middle School.

To provide greater access to support services and school leaders, it is essential that small auxiliary administrative suites be located within each grade-level cohort neighborhood. These auxiliary suites will house two student support personnel, a department head and an instructional coach, thus providing students with immediate access to the necessary social and emotional supports while simultaneously increasing teacher access to instructional resources. Each auxiliary suite shall also contain a small group seminar space for professional development, department planning sessions and grade-level team meetings. This design also helps the school move away from the more traditional model of the instructional hub separated from the administrative offices located at the front of the school. Since the district emphasizes that students' academic growth and social-emotional well-being are the responsibility of all adults, it is crucial to create these pockets of support and instructional leadership throughout the building, closer to the students.

An essential component of the Fuller Middle School program must be state-of-the-art science laboratories that provide the space to conduct experiments in a safe and fully-equipped environment. This includes lab benches, equipment and the appropriate technology to allow for science exploration of the life, space, earth and physical sciences.

As a STEAM school, Fuller Middle School needs designated space for students to develop their technological skills, design and build models, and generally explore, invent and create. To this end, Fuller Middle School requires three unique spaces: a classroom with computers equipped with the latest software for engineering, programming, video production and graphic design; a fabrication laboratory (FabLab) with 3-D printers and computers; and a large open classroom outfitted with large tables, tools, equipment and various supplies for a designated MakerSpace to provide hands-on project experience. These "creative" spaces must be large enough to provide students with the ability to safely move about the room as they design and build their projects, whether individually or in teams. While the Technology Education teacher will teach classes out of the computer classroom, she will utilize the FabLab and MakerSpace as part of her instruction whenever feasible. Furthermore, upon completion of the new facility, Fuller Middle School will need a STEAM instructional coach whose primary responsibilities will be to teach digital technology lessons to students as they work on projects in the FabLab and MakerSpace, and to work with teachers to design interdisciplinary projects aligned with the Fuller STEAM vision.

It should be noted that every teaching space, classroom breakout space and cohort common will be designed to accommodate hands-on project experiences. The cohort commons will be equipped with computers, whiteboards, and large work surfaces to support technical collaboration as well as hands-on project work. This provides flexibility so that, regardless of whether a Vocational Technology classroom is already in use, students can still immerse themselves in hands-on tasks. The 2,000 square foot MakerSpace is intended to accommodate large, specialized, noisy and/or potentially hazardous equipment that is not appropriate for the classroom. The MakerSpace will be provided with both woodworking and metalworking equipment, a vacuum exhaust system, and overhead electric power drops for flexibility. It will be located with a large exterior door easily accessible to the deliveries area for receipt of oversized materials. To complement the MakerSpace, the Fabrication Lab will be for digital fabrication, utilization of computers, 3-D printing, and other equipment use such as laser cutting to fabricate from digital files. Since the digital fabrication lab requires less space than a traditional wood shop, the Fabrication Lab is 1,200 square feet rather than 2,000 square feet.

It is complemented by the Tech Classroom, where many of the digital files for fabrication will be created by students.

The arts are an integral part of the Fuller Middle School STEAM program. Thus, adequate space, storage and resources are essential in the consideration of both configuration and location of the arts rooms. The arts classrooms should be centralized within the building, ideally near the large commons/cafetorium, so the arts are recognized for its contributions to the STEAM program. By strategically placing these classrooms around the common/cafetorium, this larger open space becomes an extension of the classroom which allows students to easily showcase their work and perform for large audiences throughout the day.

Outlined below is a room utilization chart to further illustrate many of our needs:

Classroom	Use	New or Existing Program
General Classroom 1	4 Grade 6 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 2	4 Grade 6 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 3	4 Grade 7 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 4	4 Grade 7 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 5	4 Grade 8 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 6	4 Grade 8 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 7	4 Grade 6 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 8	4 Grade 6 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 9	4 Grade 7 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 10	4 Grade 7 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 11	4 Grade 8 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 12	4 Grade 8 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 13	4 Grade 6 Social Studies Classes, WIN Block	Existing
General Classroom 14	4 Grade 6 Social Studies Classes, WIN Block	Existing
General Classroom 15	4 Grade 7 Social Studies Classes, WIN Block	Existing
General Classroom 16	4 Grade 7 Social Studies Classes, WIN Block	Existing
General Classroom 17	4 Grade 8 Social Studies Classes, WIN Block	Existing
General Classroom 18	4 Grade 8 Social Studies Classes, WIN Block	Existing
General Classroom 19	Health Classroom, WIN Block	Existing
General Classroom 20	Drama Classroom, WIN Block	Existing

General Classroom 21	3 World Language Classes, WIN Block	Existing
EL Classroom 1	4 Spanish Language Arts Classes, WIN Block	Existing
EL Classroom 2	4 Portuguese Language Arts Classes, WIN Block	Existing
EL Classroom 3	4 Spanish Math Classes, WIN Block	Existing
EL Classroom 4	4 Portuguese Math Classes, WIN Block	Existing
EL Classroom 5	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 6	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 7	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 8	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 9	4 SLIFE Classes, WIN Block	Existing
SPED Classroom 1	4 Sub Separate ELA Classes, WIN Block	Existing
SPED Classroom 2	4 Sub Separate Math Classes, WIN Block	Existing
SPED Classroom 3	4 Sub Separate Social Studies Classes, WIN Block	Existing
SPED Classroom 4	Autism Classroom, WIN Block	Existing
SPED Classroom 5	Autism Classroom, WIN Block	New, Anticipated Need
SPED Classroom 6	Life Skills/Vocational Substantially Separate Classroom for Students with Intellectual Impairments	Existing
Science Classroom 1	4 Grade 6 Science Classes, WIN Block	Existing
Science Classroom 2	4 Grade 6 Science Classes, WIN Block	Existing
Science Classroom 3	4 Grade 7 Science Classes, WIN Block	Existing
Science Classroom 4	4 Grade 7 Science Classes, WIN Block	Existing
Science Classroom 5	4 Grade 8 Science Classes, WIN Block	Existing
Science Classroom 6	4 Grade 8 Science Classes, WIN Block	Existing
Science Classroom 7	4 Substantial Separate Science Classes, WIN Block	Existing
Science Classroom 8	4 TBE Spanish Science Classes (Grades 6, 7, 8 and SLIFE), WIN Block	Existing
Science Classroom 9	4 TBE Portuguese Science Classes (Grades 6, 7, 8 and SLIFE), WIN Block	Existing

Technology Education Classroom	4 Technology Education Classes, WIN Block	Existing
Technology Shop	MakerSpace for instructional use as needed for projects	Existing
Fabrication Laboratory	Instructional space for 3-D model design and printing as needed	New
Art Classroom	4 Art Classes, WIN Block	Existing
Band Classroom	4 Band Classes, WIN Block, 1 Strings Instrumental Class	Existing
Chorus Classroom	4 Chorus Classes, WIN Block	Existing

Below is a sample schedule to indicate room usage for the EL Classrooms. It should be noted that all of these classrooms will also be assigned a What I Need (WIN) class during the intervention block (not listed here).

	EL Room 1	EL Room 2	EL Room 3	EL Room 4	EL Room 5	EL Room 6	EL Room 7	EL Room 8	EL Room 9
A	ESL 4 (7-8)		ESL 2 (8)	ESL 1 (8)	Span Math (6)	Port Math (6)	Span LA (7)	Port LA (7)	
B							Span LA (6)	Port LA (6) 2001	Port LA (6)
C		ESL 3 Soc St (8)	ESL 2 (6)	ESL 1 (6)	Span Math (8)	Port Math (8)			ESL 1 (6)
D	ESL 3 (7-8)	ESL 2 Soc St. (6-7)		ESL 1 Soc St (6-7)					ESL 1 Soc St (6-7)
F	ESL 3 (6)	ESL 3 Soc St (7)	ESL 2 (7)	ESL 1 (7)	SLIFE Numeracy (Multi)	Port Math (6)	Span LA (8)	Port LA (8)	
G	ESL 4 (6-7)	ESL 3 Soc St (6)	ESL 2 Soc St (8)		Span Math (7)	Port Math (7)	SLIFE Spanish Literacy	SLIFE Portuguese Literacy	ESL 1 Soc St (8)

Below is a sample schedule to indicate room usage for the Science Classrooms. It should be noted that all of these classrooms will also be assigned a What I Need (WIN) class during the intervention block (not listed here).

	Science Room 1	Science Room 2	Science Room 3	Science Room 4	Science Room 5	Science Room 6	Science Room 7	Science Room 8	Science Room 9
A	Gr. 6 Science	Gr. 6 Science	Gr. 7 Science	Gr. 7 Science			Sub Separate Science		Gr. 6 Port Science
B	Gr. 6 Science	Gr. 6 Science			Gr. 8 Science	Gr. 8 Science	Sub Separate Science	Gr. 8 Spanish Science	Gr. 8 Port Science
C			Gr. 7 Science	Gr. 7 Science	Gr. 8 Science	Gr. 8 Science		Gr. 7 Spanish Science	Gr. 7 Port Science
D	Gr. 6 Science	Gr. 6 Science	Gr. 7 Science	Gr. 7 Science			Sub Separate Science	SLIFE Science (multi)	
F	Gr. 6 Science	Gr. 6 Science			Gr. 8 Science	Gr. 8 Science	Sub Separate Science	Gr. 6 Spanish Science	Gr. 6 Port Science
G			Gr. 7 Science	Gr. 7 Science	Gr. 8 Science	Gr. 8 Science			

Lunch Programs

Current:

The Fuller Middle School lunch program provides 3 lunch servings per day to up to 210 students at a time. In addition, Fuller Middle School provides breakfast to students each morning before school.

Proposed:

The proposed Fuller Middle School must continue to provide breakfast and lunch service each school day. The proposed facility will be able to support two 30-minute lunch servings per day (315 students each) due to the size of the central commons area, which is also being designated as the cafeteria. In order to coordinate two lunch servings for three grade levels, students will be assigned lunch by subject rather than grade. This means students will attend lunch based on which class period meets during the lunch block. The two lunch servings will occur during the first 30 minutes of the period and the last 30 minutes of the period in order to provide an uninterrupted lesson for all students. This is an improvement over the current lunch program as students who have second lunch under the existing model lose valuable instructional time since they must leave class in the middle of the period and return to finish their lesson after lunch.

The new or renovated Fuller Middle School should have a full kitchen as well as several serving stations to provide a variety of meal options for students.

The cafeteria should provide plenty of natural light as well as access to an outdoor space. Since the cafeteria will be used throughout the day as a common area, the space should easily transform from dining hall to meeting space. It should have breakout areas for groups to collaborate, plenty of tables, charging stations for devices and full internet capabilities.

Finally, the cafeteria should be designed with noise-reducing features due to its large size and anticipated use.

Technology Instruction Policies and Program Requirements

Current:

The mission of the Middle School Technology Education Program for the Framingham Public Schools is to provide opportunities for interdisciplinary learning experiences where students can apply and reinforce math, science, computer literacy, and other specialized skills through the use of technology-based applications. In grades six through eight, students pursue engineering questions and technological solutions that emphasize research and problem solving. Students develop skills in Engineering Design by learning to conceptualize a problem, design, construct, and test prototypes, making modifications as necessary. Through these engineering challenges, students are given the unique opportunity to collaboratively apply numerous academic concepts through practical hands-on applications.

Fuller Middle School is 1:1 with its technology. Students start and end their day in homeroom where they pick up and drop off their assigned Chromebooks. The school's infrastructure is sound, with students and staff having internet access throughout the building.

Fuller Middle School's library is regularly used as the location for larger group meetings, workshops and presentations. It is also frequently used for community meetings in the evening. When these events take place during the school day, the library is closed, reducing students' access to its resources. While the library has some computer stations, it primarily serves as a traditional library. The school's librarian has made programmatic improvements to increase the library's inventory, circulation and traffic, but he is limited by these current constraints.

The Technology Education classroom is significantly lacking in the proper tools for learning in the 21st Century. The teacher does not use the current set of computers because they are slow, inefficient and lack the proper software. While the Technology Education teacher does have a 3-D printer, the Technology Education teacher does not utilize this regularly due to her lack of other adequate equipment.

The classrooms at Fuller Middle School are not equipped with Smartboards or other technology. At best, teachers use portable projectors and document cameras to teach their lessons.

Proposed:

The Framingham Public Schools is in the process of revising its Technology Education curriculum so it aligns with the 2016 Massachusetts Science and Technology Education Frameworks. As part of a STEAM program, Technology Education at Fuller Middle School will incorporate project-based learning through science, technology, engineering, arts and mathematics. The goal of Technology Education is to spread technological literacy by providing a variety of hands-on activities using current technology. Technology Education emphasizes

both design and problem-solving skills while raising students' awareness of career options in the technical fields.

In order to prepare students for the technological "unknowns" of our future society, we must equip our students not only with technical skills but with the ability to adapt in this rapidly-changing world. Fuller Middle School's educational program continues to expand students' opportunities to utilize technology, and its educators recognize that placing a device in students' hands is not enough to reach our goals. By increasing instruction around digital literacy, computer programming, technology education and communication technology, students will become more comfortable exploring new technological advances.

Since Fuller Middle School is transitioning to a STEAM model, all spaces must be equipped with internet so students can access their learning in any corner of the building. Daily, students are encouraged to be resourceful in their problem solving and technology plays a key role in this process. At the center of project-based learning in a STEAM setting is the engineering design model where students must identify and research a problem, brainstorm possible solutions, select a solution and develop a prototype, test the solution and make improvements, and ultimately communicate findings. This requires not only a technological infrastructure and a MakerSpace for students to build their models, but also an outlet for disseminating and presenting results to a larger audience. The commons/cafetorium should be equipped with high-quality sound and lighting equipment to provide such a venue. Additionally, while the square footage for the MakerSpace and Fabrication Lab areas falls below the MSBA guidelines, this reduced figure only meets the District's needs provided the cohort commons are included in the program. The cohort commons are intended to accommodate both Media Center and Vocations and Technology functions. Per the education plan, the cohort commons will have computer stations and large work surfaces to support both "hands-on" projects and technology collaboration. In an effort to coordinate with MSBA guidelines, the PDP space summary included a reduction in the Media Center category of 2,103 nsf along with this 2,250 nsf reduction in Vocations and Technology, for a total of 4,353 nsf below MSBA guidelines. In the attached revised space summary, the district proposes that the size of the 3 cohort commons be reduced from 1,500 sf to 1,450 sf for an aggregate 4,350 nsf, just below the aggregate MSBA guidelines.

While the entire school should be considered a "media center," Fuller Middle School must still dedicate a space for a true library to nurture a love of reading, provide a variety of digital resources, and facilitate both online and traditional research. This Library/Media Center should divide its space between shelves of books, computer stations and tables. Ideally, this Library/Media Center will be adjacent to a larger common area to expand the space available for groups to work collaboratively. Please reference the district's response to the Vocations and Technology comment in the paragraph above. The cohort commons has been moved to the Media Center Category and reduced to 1,450 nsf to comply with aggregate MSBA guidelines for Media Center and Vocations and Technology.

To support 21st Century instruction, classrooms should be equipped with state-of-the-art technology for presenting information. Interactive boards or LCD screens that provide connectivity to a computer or laptop are essential to allow teachers to present the latest digital images, videos or graphical displays to their students. All science laboratories should also be

equipped with wireless internet so students can record data, create accurate graphs, view videos, share information and conduct research in real time.

As described above, the FabLab and Technology Education classrooms require a classroom set of computers with the latest software for engineering, programming, video production and graphic design.

Art, Music and Theater Programs

Current:

The Framingham Public Schools is proud of its Fine and Performing Arts program, including its award winning Band and Drama programs. Fuller Middle School is no exception. Students of all ages are exposed to visual arts, music, and theater in a rich, inclusive, and culturally proficient program at all grade levels. A primary goal of the district's middle school Fine and Performing Arts program is to spark a passion for the arts in all of our students so they pursue not only the academic offerings but also the extracurricular programs at Framingham High School, where our students perform competitively each year and often earn national recognition.

The Arts teachers are incredibly special to our instructional program since they each impact *every* child in the school. By serving as the sole providers of their particular content area within the school, they are tasked with instilling an enthusiasm and appreciation for the arts to over 500 students. This requires a well-furnished, inviting and spacious teaching environment.

Art:
In the Fine Art classes, all learning is project-based and student-centered. Students build their technical and observational skills, deepen their understanding of artistic styles, and learn that every person is an artist. They increase their confidence through creativity, curiosity and self-reflection. Throughout the program, students develop a deeper understanding of the Elements of Art and the Principles of Design. Students are not graded on artistic ability, but rather on effort and craftsmanship. Students create projects to demonstrate their understanding of foreground/background, silhouettes, perspective, printmaking, and mandalas. Students work both individually and collaboratively as they develop skill and confidence.

Music/Chorus/Band:
In Music, Chorus and Band classes, students learn about music theory and history while developing their skills as a musician and a performer. Above all else, students learn about themselves and their individual responsibility as a member of a team. Students are taught a range of musical concepts including rhythm, tonality, expression, composition, musical form, improvisation, and music's impact on culture around the world.

Theater:
The Drama curriculum increases language development, analytical skills, social skills, collaboration and team building fluency, articulation, self-confidence and problem solving. Students develop their voice and ways of expressing their voice to achieve a goal. Working cooperatively, students recognize their contributions to a greater community both within their classroom and globally. The primary objective of the middle school Drama program is to teach students basic techniques through guided, creative, play so they can begin to feel more confident using their voice to express ideas on stage and with practical applications in life as

they move on to high school. Students are introduced to a wide variety of concepts including stage basics, theater etiquette, the evolution of storytelling, non-verbal communication, choral poetry, focus and concentration, improvisation and perspective.

The Arts classrooms are not integrated with the rest of the school. They are virtually hidden and segregated from the rest of the instruction that takes place in the school. The rooms lack the appropriate resources to teach the curriculum beyond the basics. For example, the Fine Arts classroom lacks a kiln, even though another middle school has one.

The current Fuller Middle School has a dedicated auditorium that is used regularly for school plays and concerts, school-wide assemblies, and community forums and events. While the auditorium is out-of-date, it is a space that has come to be depended upon by both the school itself and the greater Framingham community.

Proposed:

Fuller Middle School is ready to embrace its identity as a true STEAM school by incorporating the arts into its project-based, student-centered learning. Whether through the study of instrument design, building of sets, the mathematics behind music, or the impact of sound waves on music, the arts will be a focal point of the Fuller Middle School instructional program. We wholeheartedly believe adequate space should be included in the design of the new facility to achieve this goal to its fullest potential. In any building design, it will be imperative that students are provided multiple venues to display and exhibit their art and academic work.

Fuller Middle School will serve its students best with the following spaces, which should be centrally located near the commons/cafetorium for maximum visibility:

- One large Art classroom with large workspaces, plenty of storage, and a kiln to align with another middle school
- One Band classroom with an additional small practice room for individual or small-group rehearsal
- One Chorus classroom with an additional small practice room for individual or small-group rehearsal
- One Theater classroom for Drama instruction and after-school play rehearsals.

In considering the inclusion of a dedicated auditorium in the new facility, we are reviewing options that will allow us to continue to provide the same opportunities and access so the school and district can support the performing arts programs at Fuller Middle School as well as the needs of the greater community.

Health and Physical Education Programs

Current:

The Framingham Public Schools recognizes the importance of providing a high-quality and comprehensive Health and Physical Education curriculum to all students. The district's Physical Education program is carefully crafted to be an enjoyable, productive, and beneficial experience for students of all skill levels. Teachers establish an environment that is safe, welcoming, and energetic so students are able to practice important life skills including teamwork, cooperation, problem solving, and process orientation. The goal is to help all students identify activities they enjoy so they will lead a healthy and active lifestyle. The Health curriculum promotes wellness, positive attitudes, communication skills, healthy behaviors, and decision-making skills. Building off the curriculum from earlier grades, students learn how good health can impact all areas of growth, development and lifestyle. Our middle school program meets or exceeds all National Health Education Standards including the Massachusetts Curriculum Frameworks, with the goal of empowering students to be critical thinkers when it comes to decisions regarding their personal behavior.

Fuller Middle School provides outdoor recreational space in the area surrounding the building. This includes a large football/soccer field, a small lacrosse field and an adult-sized softball field. These fields are used for instructional purposes during Physical Education classes as well as recreational areas during school recess. The fields are used by the Framingham community for athletic practices and sporting events throughout the warmer seasons.

Proposed:

There are no proposed changes to the Health and Physical Education program at Fuller Middle School.

The Health and Physical Education program at Fuller Middle School requires:

- a spacious and welcoming Health classroom where students can move around, engage in dialogue with one another, explore topics and interact with physical models;
- a full-sized gymnasium with adequate storage so students can regularly engage in cooperative, physical activities
- Two separate locker rooms (Boys/Girls), each with enough space to secure the belongings of approximately 40 students at any given time
- a gender-neutral changing room accessible to anyone, with a shower and space to secure the belongings of approximately 5 individuals at any given time
- Two small offices located outside the gymnasium for the Physical Education teachers where they can plan lessons, store additional equipment and meet with students

Since the athletic fields and green space are used not only by the students during the school day, but also by the Framingham community as a recreational outlet, it is vital to the school and

district that the outdoor facilities are not compromised by a new school facility. Therefore, the educational program supports the preservation of all athletic fields and green space whenever possible. For any field or green space that is impacted by the construction of the new Fuller Middle School, the educational program supports the relocation of such space to another area of the school property upon completion of the project.

Special Education Programs

Current:

Framingham Public Schools provides a broad array of services for children and youth identified with disabilities from the ages of three through twenty-two. State and federal special education laws and regulations, namely The Individuals with Disabilities Education Act (IDEA), govern the referral, evaluation and placement procedures. Framingham Public Schools is committed to the goal of providing an appropriate education for students with needs in the least restrictive environment.

The following services are available in all schools:

- Resource Room/In-Class Support
- Partial Inclusion Opportunities
- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy
- Adaptive Physical Education
- BCBA/ABA Services
- Teacher of the Visually Impaired
- Orientation and Mobility

The inclusion classroom consists of a certified special educator who rotates through the student's schedule in order to ensure that the student on an Individualized Educational Program (IEP) understands the curriculum and is meeting his/her responsibilities. Individual and small group assistance is provided within the standard curriculum classroom. In addition, the student has a daily support class with their special educator on their team. The special educator provides consultation to standard curriculum teachers regarding student's learning style and educational needs. The special educator and teacher assistant ensure that accommodations are being implemented in the standard curriculum classroom.

In addition to our inclusion model, Fuller Middle School houses 2 special education substantially separate programs:

- *Intellectual Impairments (II):* This program serves students who have significant intellectual and learning challenges. Some students in the program have significant weaknesses in the areas of social skills activities of daily living. The program focuses on functional life skills and knowledge about community, in order to function as independently as possible. Other students in the program have excellent social skills and benefit from a more traditional academic curriculum, with the academic curriculum provided in a slower rate. This program has the capacity to work with both types of students, as we offer both a functional life skills curriculum and a curriculum, which mirrors the standard curriculum. Students are grouped into multi-grade classes according to ability levels. There is a three-year curriculum sequence. Students receive academic instruction in language arts, reading, math, science, and social studies. Students also take an academic support class for review and reinforcement of academic

content. Students receive all academic instruction from certified special educators. Students take different subjects with different special education teachers, so they have the middle school experience of moving from class to class. Students who are in the functional life skills group participate in a vocational program. Performing various jobs around the building (e.g., delivering newspapers, emptying recycling bins) helps them to develop greater independence and provides opportunity for hands on, practical learning. Students in this program run a café that is open on selected Fridays throughout the school year.

- *Autism Spectrum Disorders (ASD)*: The program serves students on the Autism Spectrum who require more social-pragmatic, academic, and behavioral support. The programs provide intensive behavioral training relying upon ABA principles and total communication techniques in order to develop social skills and academic readiness skills. The program blends social/developmental as well as behavioral approaches whenever possible to address the educational challenges faced by this population of students. In addition to the special education teacher and teacher assistant, there is a teacher aide in the classroom.

The program for students with intellectual impairments requires:

- 4 classrooms (12 students maximum in each classroom)
- Multigrade groupings (grades 6-8)
- Functional/life skills component with access to a garden/courtyard and student kitchen area

The program for students with Autism requires:

- 1 classroom (12 students maximum)
- Multigrade groupings (grades 6-8)
- Quiet spaces in order to provide discrete trial teaching methodologies

Bilingual special education services are provided to students at Fuller Middle School who need both special education services and instructional support for English Learners. Students have access to related services such as speech-language services. The bilingual special educator is fluent in Spanish or Portuguese and can provide native language support to students whose first language is Spanish or Portuguese. The bilingual special educator teaches special education classes in core curriculum subjects and provides consultation to other teachers regarding the student's educational needs. Bilingual speech and language therapists are available to provide native language support to students whose first language is Spanish or Portuguese.

<u>Proposed:</u>

In addition to our current needs, the new facility should provide room for an additional Autism classroom based on enrollment at the elementary schools, resulting in 2 classrooms for the Autism program.

Since the proposed plan for the new or renovated Fuller Middle School fully integrates our special education programs within the greater school community, it will be important to provide the necessary office and instructional space within each neighborhood to support these needs. Specialists, including our two Speech and Language Pathologists and Literacy Specialist, will

each require a small classroom equivalent in size to a conference room in order to work with up to 8 students at a time. Each special educator shall require a desk with sufficient storage to secure required documents (including Individualized Educational Programs). These desks should be located in teacher planning rooms (pairs of teacher desks within small offices) so teachers can conduct meetings or make necessary phone calls while ensuring student confidentiality. Inclusion teachers, while primarily serving as co-teachers, will need access to a breakout space large enough to work with a group of up to 12 students at any given time.

Regarding the configuration of the special education classrooms, the spaces should be the same size as the standard classrooms, especially because some of the students may have physical limitations and be in wheelchairs or have other equipment needs. The furniture should be moveable to provide flexible classroom space for both of the substantially separate programs. Additionally, each room should be furnished with a variety of seating, such as sensory cushion seats and standing desks.

Adaptive Physical Education in all Framingham schools occurs in the same space as Physical Education classes. Framingham has one Adaptive PE teacher for the district who provides the adaptive needs in the classroom for the students and works closely with the PE teachers, guiding them on how to adapt their lessons and activities so that all students can access them in some way.

The gymnasium has been sized at 6,500 sf to allow safe run-off areas and space for adaptive PE teachers on the sidelines. The project is targeting the LEED credit for advanced acoustic performance, which will meet sound transmission class (STC) requirements of ANSI S12.60–2010 Part 1.

Framingham currently has a contract with the Learning Center for the Deaf to assist with appropriate equipment, (hearing aids and FM systems) and other acoustical accommodations for the classrooms and schools. It is currently anticipated that assisted listening technology will be hardwired into the sound system of the auditorium, Gymnasium, and Cafeteria, and portable FM systems will be available for classrooms as needed. Additionally, it is anticipated that some sound assist amplification will be provided in each classroom. This approach will be reviewed and confirmed in Design Development.

Since some of the students require lifting for toileting, a bathroom outfitted with a Hoyer lift to assist in the safety of the staff and students would be ideal.

The substantially separate classrooms have multiple grade levels in each group, therefore it is essential that the classrooms be centralized so that they have equitable access to the 6th, 7th and 8th grade teams.

Additional considerations:

- Acoustics will be important for hearing impaired students
- Lighting and reduction of glare from windows will help students with vision impairments
- Any outdoor learning space will need to be handicap accessible
- Classrooms should be flexible (collapsible walls) so they can be reconfigured into smaller learning spaces to meet the instructional needs of the students

Vocational Education programs

Current:

Fuller Middle School staff understand that, although their students are as young as 11 years old, the conversation about college and career begins now. Educators have regular conversations with students about college options, including an annual College Door contest, in which homerooms decorate their doors with a college banners. During the month of October, discussions take place during WIN blocks where students have opportunities to explore colleges and careers, learn about financing for college, and academic goals for college and career readiness. Furthermore, the entrance to every classroom displays a sign with the teacher's name and alma mater and every Friday, staff wear gear from their alma mater. In the spring, 8th grade students visit Framingham State University to tour the school and learn a little about college life. By raising students' awareness of college options, we are opening their eyes to the possibilities and motivating them to achieve academic success.

Proposed:

Fuller Middle School intends to continue its current vocational education programs while expanding opportunities for students to visit colleges, shadow professionals on the job, and establish long-term goals.

As Fuller Middle School expands its STEAM program, this increases the potential for discussions about students' interests and career possibilities. The very nature of inquiry- and project-based learning lends itself to identifying areas of passion for individual students and can provide teachers with the necessary information to open students' eyes to possible vocations.

Transportation Policies

Students in kindergarten through 6th grade who currently live more than two miles from their assigned school will be provided transportation at no charge by the Framingham Public Schools. Students are considered ineligible for bus transportation if they are in kindergarten through 6th grade and live less than 2 miles from their assigned school. Additionally, all students in Grades 7 through 12 are considered ineligible riders. The Framingham Public Schools may offer ineligible students the ability to purchase a seat, if available, on a District bus, for a fee.

Functional and Spatial Relationships and Key Adjacencies

Current:

The current facility's entrance leads into a large hallway, but visitors must turn left and head down a corridor to reach the main office. The main office itself is open and full of positive activity, but it is outdated and lacks natural lighting. Here, one will find the offices of the Principal and Vice Principal, as well as guidance and support staff. There are also two conference rooms. The smaller of these two rooms is connected to the Principal's office.

The library is next to the main office, with easy access for visitors. This is significant since the library is regularly used in the evenings as a community meeting space.

The school's cafeteria and gymnasium are located in remote corners of the building, out of sight of anyone not heading towards these spaces.

For the most part, classrooms are contained in traditional hallway patterns, but it should be noted that Technology Education classes are taught out of a standard classroom.

The MakerSpace is currently housed in the former wood shop classroom. The space contains mostly woodworking equipment (table saws, drill press, planers, etc) and some robotics equipment. While the MakerSpace is available to all teachers, it is primarily used by the Technology Education teacher.

Proposed:

The entrance to Fuller Middle School should be welcoming of students, staff, families and visitors. The principal, vice-principal and secretarial staff should be located in this area. In addition, the main office area should include both large and small conference rooms for meetings, since the conference rooms in the existing building are in constant use.

Each grade level will have its own learning community, designated by a "neighborhood" of the building. Each wing will be composed of classrooms, science classrooms, special education classrooms, ESL classrooms, teacher planning rooms, breakout rooms, and a cohort common. Teachers work in cross-discipline teams and will need to the time and space to collaborate with each other and co-teach lessons in varied learning environments. In addition, each wing will have a "satellite" administrative suite consisting of four offices: two for support staff, one for a department head and one for an instructional coach. This suite will also provide access to a waiting area with storage closet, and a small conference space.

Across the district, we are seeing a significant rise in the social and emotional needs of students. Children require access to support staff with whom they feel comfortable and have developed a relationship. By moving guidance counselors and other support staff into "satellite" administrative suites closer to classrooms, support staff will be more visible to the students,

increasing their familiarity with these adults. By establishing stronger connections and increasing opportunities for staff to get to know students, staff can be proactive in addressing individual needs. This also heightens the level of accountability of students and supports them in building their confidence and self-advocacy skills. Additionally, out-of-class time will be reduced by the closer proximity of the offices, which will ensure instructional time is preserved as much as possible.

Essential to the design of the new Fuller Middle School is flexibility in the use of space. Classrooms with movable walls; breakout spaces and common areas of various sizes; a cafeteria that serves as a learning, demonstration and collaboration center all day long; reliable internet access throughout the building; and creative spaces for hands-on and interactive learning (MakerSpace, FabLab, Arts rooms) are critical components to our STEAM school.

Central to this plan is a community gathering space where works in progress can be displayed, students can present their projects, and groups of students can be seen learning and exploring together. The cafetorium will serve this purpose, ensuring productive use of this large space throughout the day. The Library/Media Center should be adjacent, with a large opening into the cafetorium to expand the learning space for this center. Grade-level neighborhoods should surround this central common area, making it the heart and hub of all teaching and learning.

Security and Visual Access Requirements

Current:

The exterior doors of Fuller Middle School are locked while school is in session. Staff members use an electronic pass to access the building. Visitors must buzz the main office to request entrance to the building. A sign is posted telling visitors to report to the main office, but since there is no sight line from the main office to the entrance, it is difficult to monitor such traffic.

The current facility is equipped with video cameras, security alarms and a two-way communication system so staff are able to contact the main office in an emergency.

Fuller Middle School staff adhere to all safety protocols as required by the city and the district, and follow a strict emergency response plan created specifically for the existing Fuller Middle School.

Proposed:

Safety is of our utmost concern and must be a high priority consideration in the design of a new or renovated Fuller Middle School. By preventing the distractions posed by safety and security issues, students and staff will be able to focus their attention on the real purpose of Fuller Middle School: teaching and learning.

Visibility should be optimized, with as few pockets or hidden corners as possible, in order to properly supervise students and visitors at all times. While it is likely visibility will be enhanced by the use of glass windows instead of walls in some cases, all internal and external windows must be equipped with shades that can be drawn quickly in case of emergency.

The school must remain locked during the school day so an electronic access system for staff is essential, as well as a system for visitors to buzz the main office to request entrance to the building. Visibility from the entrance of the school to the main office is necessary to ensure all visitors check in with school personnel before engaging with the greater school community.

All spaces should be equipped with access to two-way communication with the main office in order to ensure security and timely communications. A state-of-the-art security system, including alarms and a surveillance cameras, should be a part of any design.

Adherence to all city and district accessibility, fire, safety and security regulations must be included in the design, and align with district emergency response plans. The Framingham Public School District will continue to work collaboratively with the Framingham Police and Fire Departments on safety and evacuation procedures to ensure the proper security measures are in place. A new Fuller Middle School emergency response plan will be created to align with the new or renovated facility.

Since Fuller Middle School is a community hub that is regularly used at night for a variety of community meetings and school-wide events, and since the building currently houses our Adult

ESL program, appropriate lighting should surround the exterior of the facility to provide a safe path from the parking lots to the school. In addition, careful consideration should be made regarding traffic patterns, entry and egress systems, and lines of sight. Ideally, the new or renovated Fuller Middle School will provide options to secure designated parts of the building while providing the general public with access to specific areas (cafetorium/commons, gymnasium, etc.) during after school and evening events.

Fuller's Guiding Design Principles and the District Strategic Plan, Revisited

The Educational Program for Fuller Middle School thoughtfully adheres to its Guiding Design Principles in concert with the District's Strategic Plan. The elements of the program that align to each principle and goal are outlined below.

1. Transdisciplinary Instruction

Through project-based, interdisciplinary learning and an active use of the MakerSpace and Fabrication Lab, students and teachers will explore academic content areas through a cross-disciplinary and collaborative model. By engaging students in challenging, real-world problems, students will demonstrate their understanding of concepts through their application of skills on projects. *(District Goals #1 and #5)*

2. Personalized and Collaborative Learning

Through flexible grouping and the use of breakout spaces and common areas, students will interact with adults and students in a variety of settings. By selecting individual projects that match their interests and needs, students will begin to take charge of their own learning by asking questions and engaging in the engineering design process. Staff will continue to meet regularly with their grade-level teams to review student data and identify appropriate interventions. *(District Goals #2, #3 and #4)*

3. Whole Child, Whole Community

Fuller Middle School has regular, built-in instructional time to address social-emotional curriculum and school-wide expectations with all students through the What I Need (WIN) block. In the new or renovated building, students will have greater access to support staff since these adults will be housed in auxiliary suites within each grade-level neighborhood. By creating smaller neighborhoods within the school, students and staff will truly get to know each other and develop strong interpersonal relationships. This model also promotes collegiality and a sense of belonging. *(District Goal #3)*

4. Visible Learning

The new or renovated Fuller Middle School will embrace collaboration and the growth mindset. Through presentations, demonstrations, display of works-in-progress, academic discourse and student collaboration, students and staff will be surrounded by evidence of learning in action. By providing large windows and access to an outdoor space, learning will extend beyond the walls of the classroom and school. *(District Goal #5)*

5. Community and Civic Hub

The new or renovated Fuller Middle School will become the crowning jewel for South Framingham. The community depends on the current facility as a central location for meetings, adult learning, school productions and recreational activities. For this reason, the new facility will be a symbol of the city's commitment to the neighborhood and provide a welcoming hub for civic activity.

6. Adaptability

The new or renovated facility is an investment in both the future of our students as well as the greater Framingham community. This building will need to stand the test of time, which is only possible if the space is adaptable enough to meet the city's future needs. Given the rapid rate at which the world continues to evolve, the new Fuller Middle School design will meet this challenge by providing the flexibility to reallocate space based on instructional needs.

Resources

For more information:

Project-Based Learning

https://www.bie.org/about/what_pbl -- Buck Institute for Education; one-page summary of project-based learning with tabs to additional information

http://www.nea.org/tools/16963.htm -- National Educators Association; Links to Research-Based Resources

https://www.edutopia.org/project-based-learning-experts -- Edutopia: Project-Based Learning: What Experts Say

http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx -- Educational Leadership (ASCD); Includes an explanation of the essential components of a project-based learning experience

STEAM

https://www.ed.gov/stem -- While focused primarily on STEM education, this site highlights the importance of improving STEM education in our schools

https://www.edutopia.org/blog/pbl-and-steam-natural-fit-andrew-miller -- This article makes the connection between STEAM and Project-Based Learning

https://www.edutopia.org/article/STEAM-resources -- Links to resources that discuss how the arts and humanities are incorporated into STEM programming

21st Century Skills

https://www.brookings.edu/blog/education-plus-development/2017/10/17/how-do-we-teach-21st-century-skills-in-classrooms/ -- Research from the Brookings Institute

https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher -- Emphasizes the shift in instructional strategies to teach 21st Century skills

http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf -- Comprehensive report on 21st Century learning

Framingham Public Schools

Where every child can and will reach high levels of achievement.

Fuller Middle School
Educational Program
January, 2018

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Executive Summary

Fuller Middle School is in its fourth year of STEAM (Science, Technology, Engineering, Arts and Mathematics) design and implementation as part of a district-wide effort to deliver instruction through a project-based, interdisciplinary model that engages students through inquiry and emphasizes 21st Century skills. The Framingham Public Schools envisions the new or renovated Fuller Middle School, together with its educational program, as a model for both the district and the state.

This educational program hinges on six design principles:

- Transdisciplinary Instruction
- Personalized and Collaborative Learning
- Whole Child, Whole Community
- Visible Learning
- Community and Civic Hub
- Adaptability

At the heart of this program is the individual child: by providing opportunities for students to engage in inquiry, collaborate with peers, integrate learning across content areas, utilize technology effectively, and make their thinking and learning visible, students will develop and/or strengthen their growth mindset and feel ready to tackle any future challenge.

An important aspect of STEAM instruction is the ability for students to explore challenges and build physical representations. A Fabrication Laboratory and MakerSpace are fundamental components of the program. Students will use these spaces to engage in the engineering design model, where they develop and test a prototype of their idea and then make modifications as needed until they are ready to present their solution.

Collaboration will be the foundation of all progress as Fuller Middle School continues its transformation to a STEAM model. Teachers will need regular, frequent opportunities to meet with colleagues to develop interdisciplinary lessons, co-plan, review curriculum and analyze data. Students will work collaboratively with peers to perform investigations, research topics, complete projects, and present their work. Thus, ample meeting space and the flexible use of space are key elements of the new or renovated facility.

The Fuller Middle School student population includes 161 English Learners (ELs) and 49 Former English Learners (FELs, one or two years out of the English Language Development program), representing 41% of the total school population. More than 50% of the school's students speak a language other than English at home. The current Fuller Middle School has 9 dedicated classrooms for ELs, and will need at least this many classrooms in the future as the EL population continues to rise.

Fuller Middle School supports students with disabilities through inclusion services as well as two substantially separate programs: Intellectual Impairments and Autism Spectrum Disorders. There are 126 students with active Individualized Education Programs (IEPs), representing 24% of the student population. Of this total, 44 students are provided instruction in the substantially

separate programs. The current Fuller Middle School has 5 dedicated classrooms for the substantially separate programs; however, given the growing Autism program at the elementary level, it is expected that an additional classroom will be necessary in the next couple of years. Inclusion services are provided through standard curriculum classrooms that are assigned a special education co-teacher whose primary role is to deliver the necessary accommodations and instructional support.

To create smaller learning communities within the large Fuller Middle School, the new facility should consist of three neighborhoods (cohorts), one for each grade level. All grade-specific classes (ELA, Math, Social Studies and Science) will be taught within these areas. In addition, each neighborhood shall include designated English as a Second Language and Special Education classrooms to fully integrate all students within the whole school community. To provide easy access to support services and school leaders, small auxiliary administrative suites should be located within each neighborhood. By moving guidance counselors and other support staff into these "satellite" administrative suites, support staff will be closer to students, thus ensuring increased access. This will also allow support staff to better know their students so they can more proactively address concerns.

Welcome to the Framingham Public Schools

The mission of the Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically-thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by a highly-qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

We envision a school district in which every child is engaged as an active learner in high-quality educational experiences and is supported, at their level, to ensure growth over time. We believe in an educational model that is steeped in meeting the individual needs of every student in our care through the personalization of learning as an ongoing effort to address achievement and opportunity gaps. We believe that with effective effort, time, and practice, all of our students can and will reach high levels of achievement.

Our diversity is our strength. Our city is enriched and strengthened by its diverse cultural heritage, multinational population, and welcoming attitude toward newcomers. Within our classrooms and neighborhoods, and on our stages and athletic fields, we want learning to be relevant and connected to developing our students into value-centered citizens who are able to navigate a complex and inequitable world. We aim to address these inequities--including racism, socio-economic status and language barriers--to create an environment in which every child can and will succeed.

The Framingham Public Schools adapts instruction to meet the learning and developmental needs of all students through appropriately challenging, high quality, standards-based instruction connected to practical applications. We are an inclusive learning community in which students feel safe taking academic risks while mindfully respecting diversity of opinions. We foster supportive and collaborative partnerships between families, the community and the school district so that every child reaches a high level of achievement. The foundation of our work is collaboration, mutual respect, and high expectations, where all educators are reflective of their practice and feel supported as they continually adjust instruction to improve student performance.

The District's Three-Year Strategic Plan focuses on providing all students with high-quality instruction whose foundation is a standards-based curriculum. Goals in the strategic plan include:

Goal 1. Developing a shared understanding of high quality instruction, including content and instructional strategies, by all staff and executed in all classrooms and instructional settings.

Theory of Action: If we develop a common understanding of high quality instruction (HQI) including standards-based content knowledge in ELA and Math, pedagogy and high leverage strategies among all staff, then students will have equitable access to rigorous and engaging standards-based instruction to increase student achievement (*FPS Collective Turnaround Plan 2017-2018*).

- *Lever - Deepen teacher knowledge of content areas and specific shifts in the frameworks*
- *Lever - Collaborative lesson planning and reflection*
- *Lever - Supporting all administrators in their development as instructional leaders*

Goal 2. **Creating a system and culture of consistent and accurate assessment, data analysis, reflection and feedback.**

Theory of Action: If we create a system and culture of data-based assessment including analysis, reflection and feedback, then educators will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly.

- *Lever - Common formative assessments in all content areas*
- *Lever - Collaborative data analysis*
- *Lever - Shift to data-driven, student-centered instruction*

Goal 3. **Promoting academic achievement and social and emotional growth for all students.**

Theory of Action: If we promote academic achievement and social and emotional growth for all students, then we are underscoring and making real the central mission of the Framingham Public Schools.

- *Lever - Provide social and emotional learning experiences for students in order to encourage responsible behaviors and choices while building and fostering positive interpersonal skills*
- *Lever - Faithful implementation of a Multi-Tiered System of Support*
- *Lever - Commitment from the district to provide professional development for all staff on the training and implementation of inclusive practices to meet the social and emotional needs of all students*

Goal 4. **Delivering targeted supports and interventions based on the analysis of data and identification of student-specific needs.**

Theory of Action: If we deliver targeted supports and interventions using a data-driven approach, then students will receive differentiated instruction aligned with individual needs to optimize their success.

- *Lever - Consistent use of data to identify student-specific academic and non-academic needs*
- *Lever - Provide targeted interventions and supports to students and monitor for effectiveness*
- *Lever - Increased support for all teachers, but especially for teachers of English learners, students with disabilities, and gifted learners*

Goal 5. **Supporting a culture of rigor and excellence for all students in all settings.**

Theory of Action: If there is an emphasis on rigor and excellence in all aspects of our educational system, then we are establishing appropriately challenging expectations for all students. This promotes the growth mindset by communicating our belief that all students can and will reach high levels of achievement.

- *Lever - Instilling the growth mindset in all staff and students*
- *Lever - Shift from teacher-led to student-centered instruction*
- *Lever - Commitment to clearly communicated criteria for success*
- *Lever - Understanding and addressing the unique needs of all students, including English learners, students with disabilities and gifted learners*

Each of these goals has played a pivotal role in the decision-making process for the plan of the new Fuller Middle School. By focusing on standards-based curriculum, student-centered instruction, teacher collaboration, social and emotional well-being, and the growth mindset, we have ensured the educational plan and new facility are aligned with the district's high-impact goals for student achievement.

STEAM Education at Fuller Middle School

The Framingham Public Schools is in its fourth year of implementation of its STEAM (Science, Technology, Engineering, Arts and Mathematics) program. In 2014, the King Elementary School opened its doors as a STEAM school, welcoming four classrooms of kindergarten students. Each year, the school has continued to grow, welcoming a new kindergarten group. The original cohort, currently in 3rd grade, has been immersed in project-based learning, explorations and exhibitions. When the King Elementary School students graduate from elementary school at the end of 5th grade, they will enter Fuller Middle School. In anticipation of this incoming class, Fuller Middle School is preparing itself to provide a comprehensive STEAM education to students.

Fuller Middle School, in its fourth year of STEAM design and implementation, is in the process of transforming its instructional delivery through a STEAM model that engages students through inquiry and emphasizes 21st Century skills. The school leadership is building student and staff capacity as it shifts to a project-based learning environment. Having recently reviewed its progress and recalibrated its work, Fuller Middle School has entered the first year of its new four-year plan, establishing clear and measurable goals to monitor growth of this model.

This innovative educational program, envisioned by the Fuller Middle School community along with school and district leadership, emphasizes project-based, student-centered learning; collaboration (student-student, student-staff, staff-staff); flexible groupings and space configurations; and strategic use of technology. To this end, the new Fuller Middle School building must embrace inventive and creative use of space to achieve these goals.

STEAM at Fuller Middle School is an approach to project-based learning that blurs subject area boundaries, engages students in learning by doing, encourages students to ask and investigate meaningful questions, and places students at the center of their own learning.

STEAM at Fuller Middle School provides a vehicle for fully engaging ALL students, connecting to real-world contexts, and developing a strong culture of accomplishment and accountability.

Fuller Middle School students practice and demonstrate the 21st century skills of critical thinking, communication, collaboration, creativity and citizenship through dynamic student projects, presentations of learning and mindful reflection.

Our Visioning Process

In June 2016, approximately 50 teachers, administrators, parents, school committee members, school building committee members, municipal representatives, and community members came together as an Educational Visioning Team. Together, they collaborated during three days of intense workshops facilitated by Frank Locker to create a prekindergarten through 8th grade educational vision. The following "Places for Learning" have been excerpted from the Executive Summary of the District-Wide PreK-8 Educational Visioning Report prepared by Frank Locker Educational Planning in June 2016.

PLACES FOR LEARNING

Several exemplars were highly favored, selected by three or four of the six Table Teams as most appropriate.

Most of the schools cited as most appropriate shared these characteristics:

- Learning spaces arranged as Small Learning Communities
- Classrooms are components of "suites of spaces," supported by other spaces immediately adjacent
- Circulation to be used for learning
- Classrooms are to be flexible, interconnected, and supported by auxiliary spaces including Collaboration/Breakout/Commons Spaces
- Interdisciplinary possibilities
- Open presentation areas
- Variety of furnishings, offering students and teachers more choices in supporting learning
- Possibility of student groups working in multiple places under the guidance of the teacher
- Teacher collaboration supported by the facilities, through connections between the rooms and strategic placement of related functions
- Teacher Planning Centers to support teacher collaboration and sense of community

The following Guiding Principles, District Planning Goals and Effective Learning Modalities have been excerpted from Executive Summary of the District-Wide PreK-8 Educational Visioning Report prepared by Frank Locker Educational Planning in June 2016.

GUIDING PRINCIPLES

1. Extend Innovative 21st Century Practices

This future-oriented Educational Vision incorporates a number of innovative 21st century educational practices such as STEM programs already in operation in classrooms in Framingham Public Schools. Extend those practices.

2. Achieve Equity and Equal Opportunities

Achieve equity and equal opportunities for all students, no matter where they reside in town or what their socioeconomic background is Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one that is fairly traditional to one that is more transformed.

3. Prepare Students for Success

Prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects, infinite access to information, and rapid change in technology.

4. Teach 21st Century Skills

Teach 21st century skills at the same time as traditional content.

5. Build Relationships with Students, Families and Communities

Build relationships with students, families, and communities through school structure and programs

6. Foster Independent Lifelong Learning

Aspire beyond the Common Core and beyond the Massachusetts Department of Elementary and Secondary Education guidelines to do what is best for student learning, and to instill a lifelong sense of wonder and purpose. Create independent, lifelong learners.

7. Provide Professional Development

Establish a program of staff Professional Development to support the educational deliveries outlined here.

In October 2017, the Framingham Public Schools Educational Working Group (EWG), a group of approximately 20 Framingham Public Schools administrative leaders, teachers, administrators, students, parents, and community partners, participated in a two-day Educational Visioning Workshop facilitated by New Vista Design and Jonathan Levi Architects. The workshop was a collaborative session aimed at informing the Fuller Middle School design process. Participants were led through a step-by-step visioning process to capture their best thinking about FPS's current and future educational goals and priorities, and connect them to previous visioning work done by the district, as well as to best practices and possibilities in innovative school facility design.

On October 20, 2017, the Framingham Public Schools EWG participated in Educational Visioning Workshop One and explored the following topics:

• Priority Goals for the renovated/new facility
• 21st Century and Future Ready Teaching and Learning Practices that are key to the district's forward thinking educational vision
• Future Ready Learning Goals that distill the group's best thinking with regard to Framingham Public Schools and Fuller Middle School's current and future educational programming and priorities
• Strengths, Challenges, Opportunities, and Goals (SCOG Analysis) associated with Framingham Public Schools and Fuller Middle School's current academic programs as well as the vision for its new facility

On October 26, 2017, the Framingham Public Schools EWG participated in Educational Visioning Workshop Two and explored the following topics:

• Design Patterns that innovative schools throughout the country have put into practice in order to make their forward-thinking learning goals come alive on the level of facility design
• Guiding Principles 1.0 for design of the new facility

Priority Goals

The following list of priority goals for the design of the renovated and/or new Fuller Middle School was recorded during the participant introduction section of the Educational Working Group's (EWG) Workshop One that took place on October 20, 2017. 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.

- Understand the long-range vision of district and how it aligns with that of FMS
- Define what the school's vision means at each level - beyond jargon
- Ensure that Fuller Middle School connects to the Elementary and High School
- This is a K-12 initiative
- Create a central hub for the school
- Explore different ways to think about the new school's media center
- A school that integrates media and technology in a comprehensive way
- A school that integrates across disciplines (now we are compartmentalized and siloed)
- A schedule and building that allows for STEAM to happen
- Promote flexibility, connectivity, and sustainability
- Be mindful of and adapt to future change
- Facilitate collaboration within the district and the facility
- Create strong community connections: they are very important, especially for FMS
- A building that is environmentally and aesthetically friendly, appealing, inviting, warm
- Allows creativity to blossom
- Relates well with young learners
- A building that serves as a "second home" for all stakeholders
- A sense of ownership and buy-in from everyone
- Beyond ownership of "your" space, everyone takes ownership of the facility as a whole
- A building and program the honors diversity and equity
- Students
- Staff
- Resources and materials
- Make sure the cafeteria and food service is a priority - second home piece
- Over 50% of students are free and reduced lunch
- This needs to be their second home
- We need spaces that help us work with kids that are lost and traumatized, and that have social emotional and special needs
- Create a school that offers students the possibility of developing a range of skills
- Support alternative ways of motivating and teaching students
- Multiple means of teaching and learning
- Integration of disciplines
- Not just a place that houses students; the building itself becomes a learning tool for students
- Student learning is at the center
- A building that is multicultural in its design and openness
- Families that are not American-cultured can feel connection
- Robust areas for staff collaboration
- Interdisciplinary co-planning
- Promote inter/trans disciplinary teaching and learning
- Inclusive
- From SPED perspective - ensure accessibility for everyone

- A building that supports differentiated instruction
- Beyond academic support - community connections and services
- Social services – counseling
- Building designed as environment friendly and learning instrument
- Outdoor classrooms
- Extended day / adult education / ESL
- Community ED
- Fuller Middle School is central location
- Idea of open space and connection to nature
- Courtyard, open space
- Pond - water sampling
- Outdoor space as part of learning enrichment
- Adaptable to adult education
- Open from 7 - 11
- Board of Health is now in building but we lost the vision center
- A really important element - kids remain in school
- Immunizations
- Have a lot of newcomers - don't know how to access
- Consider the possibility of a childcare center
- Determine what we may want to fund beyond the MSBA template
- See this as a way of reaching our new identity
- We are all a product of the Horace Mann model and it's hard to see beyond it
- Explore what kind of environment we want
- Provide some space in the school that is equipped to engage a global classroom lesson
- Also, something like actually seeing surgery happening real time
- Higher ED is struggling with bricks and mortar – the world that students will occupy is changing so rapidly
- Our current FMS is largely lecture model
- Time for us not to try same, same thing

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 five participants each reviewed Fuller 5 Cs Learning Goals, as well as assorted other 21st century learning goals created by various 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.

Whole Child Learning

- As an Organizing Principle for all Other Learning Goals

Collaboration and Communication

- 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

- Within Fuller and in the Community
- Civic and Community Engagement
- Local, Community-Based Project Learning
- Community
- Empathy, Ethics and Civic Responsibility

Creativity and Imagination

- Imaginative and Joyous Risk-Taking
- Initiative and Curiosity
- Create Joy and Ownership

Critical Thinking

- Higher Order Thinking
- Permeated with Habits of Mind
- Problem Solving
- Analyze Information
- Executive Function – Ability to Prioritize and Strategize

Love of Learning

- Content is Not as Important as the Ability to Love Learning
- Self-Motivation
- Student Driven and Owned

Multicultural Literacy

Technology Transforming the Basics

Opportunities and Goals 2.0

The following Opportunities and Goals for the design of the renovated and/or new Fuller Middle School were brainstormed by the Educational Working Group (EWG) during Workshop Two.

- Deliver Special Education services in innovative ways that are welcoming and integrative
- Don't define Special Education too much
- Flexible use of space
- Disperse support staff, including specialists, throughout the school facility
- Create smaller learning communities as "sacred spaces"
- Provide centrally located Breakout Spaces
- Create a flexible building with movable walls
- Classrooms not "owned" by teachers
- Professional collaboration spaces for teachers
- Discover what it really means to be a "STEAM" school
- Utilize the STEAM experience of King Elementary School
- Think about how to "even the playing field" for non-King students entering FMS
- Position the Media Lab as the hub of the school
- Build with the larger community in mind
- FMS project as community development project
- Think about how to best facilitate community use as well as create bigger picture connections to the community
- Make decisions holistically about what is included in the design
- Whatever we create here connects to the FPS vision
- Include what we do in the rest of the district as part of the visioning process
- See Farley building as a resource for this project for things that cannot be accommodated at FMS
- Support FMS staff in terms of professional development and training
- Support a mindset shift
- Ongoing support on how to collaborate
- New mindset to share classrooms
- Support Habits of Success, Universal Design for Learning (UdL), and cognitive skill development
- Approaches to personalized learning should be horizontally and vertically aligned

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.

Open and Welcoming Entry
- First Impression Greeting Space

Distributed Dining
- Distributed Gathering Spaces
- Satellite Cafeterias / Café Style
- Cyber Dining

Learning Commons
- With Art, Music and Health, etc.
- Flexible Learning Styles
- Quiet Spaces

Classroom as MakerSpace
- Maker and Collaboration Spaces
- Collaborative Learning Spaces Including MakerSpaces

Display and Exhibition
- Walls Built for Display of Student Work
- Entire School as Display

Outdoor Connectivity
- Outdoor Space Use

Ubiquitous Learning

Professional Teacher Spaces
- Shared with Colleagues
- Teacher Collaboration Space

Breakout Spaces
- Non-Learning Spaces
- Accessible to Classrooms

Distributed Resources
- Distributed Adults

Flexible Furniture
- Variable Seating

Universal Access and Equity

Push-In Special Education

Visible Learning
- Spaces to Show Work in Progress

Paired/Flexible Classrooms

Vertically Integrated

Fuller Middle School's Guiding Design Principles

The following set of "Guiding Design Principles" 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

While most of the stakeholders around the table for the PreK-8 Educational Visioning workshops were distinct from those at the Fuller Educational Visioning sessions, there are several very clear commonalities among each group's desire for how students will learn in this district. This solidifies our belief that this Educational Program represents the voice of our community and best interests of the students in our care.

Fuller Middle School

Mission Statement

The community of Fuller Middle School is committed to the academic, social, physical, and emotional development of every student. This commitment is supported by a philosophy based on differentiation, participation, high expectations, cooperation and respect for all.

School Overview

Fuller Middle School, established in September 1994, was named in honor of Dr. Solomon Fuller, a psychiatrist, and his wife Meta Fuller, a sculptor. A pioneering African-American family, the Fullers lived on Warren Road, near the current location of the Fuller Middle School, during the early part of the twentieth century. Dr. and Mrs. Fuller were leaders in their professions and in the Framingham community during their lives. They serve as models for the students of the school named in their memory.

Every student at Fuller Middle School is part of an academic team. A team consists of a group of teachers: teachers of academic subjects as well as educators for inclusion instruction and/or English Learner (EL) instruction and support as needed. All ELs receive English as a Second Language (ESL) instruction, regardless of the program model in which they are enrolled. Programs supported at Fuller Middle School include: Sheltered English Immersion (SEI), Transitional Bilingual Education (TBE), and Students with Limited or Interrupted Formal Education (SLIFE). ESL teachers teach foundational and transitional level students across the continuum of WIDA English proficiency levels. TBE teachers teach content-specific subjects to beginner and intermediate ELs. Academic teaming and team-based homerooms allow students to be part of a small, cohesive group of students who share the same classes and teachers. Teachers have collaboration time every day in the six-day rotation in order to plan integrated learning activities, address topics related to improving teaching and learning, discuss student concerns, and meet with parents. The goal of this model is to foster collaboration and shared accountability as we solve learning challenges together.

In addition to attending classes within their team, students also participate in Unified Arts courses – Art, Music, Health, Physical Education, Design and Engineering, World Language (French or Spanish), and Drama.

Demographics

A strength of our school is the rich diversity of our students and families, with the highest population of non-native English speakers among the three middle schools in the district. Fuller Middle School houses a TBE program using Spanish or Portuguese as a mode of instruction for content-area subjects (Math, Science and Native Language) and a SLIFE program. These programs consist of 13 staff, many of whom are native speakers of Spanish and Portuguese.

There are currently 161 English Learners and 49 Former English Learners (FELs, students who are one or two years out of the ELD program) at Fuller Middle School, representing 41% of the total school population. Also of note, more than 50% of the school's students speak a language other than English at home. Fuller Middle School has 9 dedicated classrooms for English language instruction, but this number may increase at any given time depending on the number of additional English Learners who enroll during the academic year.

Fuller Middle School supports students with disabilities through inclusion services as well as two substantially separate programs: Intellectual Impairments and Autism Spectrum Disorders. There are 126 students with Individualized Education Programs (IEPs), representing 24% of the student population. Currently, 44 students are provided instruction in the substantially separate programs. The 4 classrooms for the Intellectual Impairments program and one classroom for the Autism program each require a dedicated space with distinct specifications, as outlined later in this document. Inclusion services are provided in the standard curriculum classroom by assigning a special education co-teacher to the class. Often, the special educator determines it is necessary to work with a small group of students to support their individual needs. This is best accomplished in a separate room, in close proximity to the students' classroom, so students can receive immediate and effective personalized instruction and then rejoin their class as quickly as possible.

School-wide implementation of a positive behavioral interventions and supports (PBIS) system, including Restorative Practice, is unifying our community as we embrace our cultural, social, emotional, and academic diversity both in and out of the classroom.

Our approach is to foster healthy and positive relationships among and between students and adults, combined with comprehensive social and emotional supports and targeted instructional strategies for personalized learning. This work involves professional development, parent outreach and education, increasing student support systems, and regular collaborative use of data to inform instruction across all program areas and staff. Success will be realized when all of Fuller Middle School's students develop confidence and competence, with all students meeting or exceeding expectations.

Grade and School Configuration Policies

Current:

The Framingham Public Schools is a pre-kindergarten through 12th grade district with an enrollment of 9369 students. The District includes 1 preschool, 9 elementary schools, 3 middle schools, and 1 high school with an alternative campus for students identified as benefiting from a modified school day.

Juniper Hill School (Preschool)
- Pre-kindergarten
- 291 students

Brophy Elementary School
- Grades K-5
- 470 students
- Transitional Bilingual Education Program (Spanish)

Barbieri Elementary School
- Grades K-5
- 683 students
- Two-Way Bilingual (Spanish)

Dunning Elementary School
- Grades K-5
- 473 students

Hemenway Elementary School
- Grades K-5
- 570 students

King Elementary School
- Grades K-3
- 279 students
- STEAM School
- Transitional Bilingual Education Program (Portuguese)

McCarthy Elementary School
- Grades K-5
- 563 students

Potter Road Elementary School
- Grades K-5
- 510 students

Stapleton Elementary School
- Grades K-5
- 369 students
- Emotional Disability Program

Woodrow Wilson Elementary School
- Grades K-5
- 574 students
- Transitional Bilingual Education Program (Portuguese)

Cameron Middle School
- Grades 6-8
- 540 students
- Emotional Disability Program

Fuller Middle School
- Grades 6-8
- 516 students
- Transitioning to a STEAM School
- SLIFE Program
- Transitional Bilingual Education Program (Spanish and Portuguese)

Walsh Middle School
- Grades 6-8
- 760 students
- Two-Way Bilingual (Spanish)

Framingham High School
- Grades 9-12
- 2158 students
- Alternative High School Campus: 44 students

Student assignment and grade configurations are based on several complicated factors including feeder systems, school neighborhoods, school choice, school programming (STEAM and Two-Way Bilingual), English Learner status, and special education programs. This has resulted in space and inequity issues that are at the early stages of being addressed by the district.

Proposed:

The District has spent considerable time and resources in reviewing the current and future needs of the Framingham Public Schools. Grade and school configurations are not being revised at this time. However, school programs continue to expand. For example, due to the overwhelming success of our Two-Way Bilingual (Spanish) Program at Barbieri Elementary School, the Framingham Public Schools will be welcoming its first Two-Way Bilingual (Portuguese) kindergarteners in the fall of 2018 at Potter Road Elementary School. With the growing English Learner population and the increased capacity of educators through their Sheltered English Immersion (SEI) training, ELs are more frequently being placed at their neighborhood schools. Lastly, Fuller Middle School is continuing its transition to becoming a STEAM middle school. As the students in King Elementary School's oldest class are already in third grade, they are only 3 years away from entering Fuller Middle School. These students and their families expect and deserve a continuation of the STEAM education they have experienced since kindergarten.

Class Size Policies

Current:

While contractual guidelines ensure class sizes do not exceed 25 students for grades 6 through 8, the diverse range of needs of the students at Fuller Middle School necessitate keeping class sizes as small as possible. Whenever feasible, class sizes are reduced and co-teaching is incorporated to provide instructional supports for all students, particularly our English Learners and students with disabilities. Currently, class sizes for general education and inclusion classes range between 17 and 26 students, with an average of approximately 20 students per class.

Due to student migration that occurs throughout the year, our English as a Second Language (ESL) and Transitional Bilingual Education (TBE) classes tend to be the most impacted by class size concerns as the year progresses. This can lead to splitting classes, creating new classes, and reconfiguring schedules during the year. While school and district administrators cannot predict the number and needs of students at any given grade level in a particular year, the district consistently enrolls English Learners all year long, some of whom have limited or interrupted formal education. Fuller Middle School is prepared to meet these needs through the support of an ESL Department Head, English Language Development (ELD) coach, and Students with Limited or Interrupted Formal Education (SLIFE) teacher. With continuous, year-long student enrollment as a constant factor, the staff at Fuller Middle School work hard to maintain a safe and welcome learning environment at all times. This requires multiple venues for teachers to work with small groups of students, as well as the flexibility to create additional classes as needed.

Proposed:

There are no proposed changes to class sizes.

School Scheduling Method

Current:

Fuller Middle School follows a traditional bell schedule. The school day runs from 8:08 AM to 2:25 PM and consists of 2 45-minute periods, 3 50-minute periods, 1 60-minute period and 30 minutes for lunch. In addition, there is a 25-minute What I Need (WIN) block each day for intervention and extension of learning. Since the school is 1:1 with technology, the day begins with a 5-minute homeroom where students hear morning announcements and pick up their Chromebooks, and ends with a 3-minute homeroom to return their Chromebooks. The periods rotate through a 6-day cycle so that each class meets for the same number of minutes over the course of those 6 days.

The current school bell schedule is detailed below:

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:08 - 8:13	Homeroom					
8:15 - 9:05 50	A (8th Specials)	B(7th Specials)	C (6th Specials)	D (8th Specials)	F (7th Specials)	G 6th Specials)
9:07 - 9:57 50	B	C	D	F	G	A
9:59-10:49 50	C	D	F	G	A	B
10:50 - 11:18	WIN - Social Comp					
11:20 - 11:50	Lun E / D / D / F / F / Lun E / G / Lun E / G / Lun E / A / A / B / B / Lun E / C / Lun E / C					
11:50 - 12:20	D / Lun E / Lun E / F / G / Lun E / A / Lun E / Lun E / B / C / Lun E					
12:20 - 12:50	D / Lun E / F / Lun E / Lun E / G / A / Lun E / B / Lun E / Lun E / C					
12:50 -1:35 45	F	G	A	B	C	D
1:37-2:22 45	G	A	B	C	D	F
2:22 - 2:25	Homeroom					

Proposed:

The proposed Fuller Middle School will be able to support two 30-minute lunch servings due to the size of the commons area, which is also being designated as the cafeteria. In order to coordinate two lunch servings for three grade levels, students will be assigned lunch by subject area rather than grade. This means students will attend lunch based on which class period meets during the lunch block. The two lunch servings will occur during the first 30 minutes of the period and the last 30 minutes of the period in order to provide an uninterrupted lesson for all students. This is an improvement over the current lunch program as students who have second lunch under the existing model lose valuable instructional time since they must leave class in the middle of the period and return to finish their lesson after lunch.

While no other proposed changes are being made at this time, a new schedule may need to be developed as the school transitions to a STEAM model. This would be considered if it was determined that the current bell schedule does not provide the necessary structure to guide teaching while also maintaining flexibility to allow students appropriate access to all curricular areas, instruct through an interdisciplinary approach, and promote staff collaboration. The school schedule should provide teaching staff with the flexibility to combine classes or create extended blocks of instruction as a means of delivering interdisciplinary lessons or providing longer periods for projects.

Teaching Methodology and Structure

Current:

The Fuller Middle School faculty and staff are committed to preparing students for success beyond middle and high school, so that all students are equipped to take on the ever-changing landscape of future college and career options. Teachers follow district-approved curriculum that is aligned with state frameworks. Through data-driven decision making based on student conduct, formative assessments, attendance rates, teacher feedback and student growth rates, the staff determine the appropriate interventions for each student.

The current model at Fuller Middle School is a team model within grade levels. Each grade level consists of two general education/inclusion teams (Grade 6--Lime and Opal; Grade 7--Platinum and Tangerine; Grade 8--Blue and Green). In addition, Fuller Middle School has the Crimson Team (substantially separate) and the Gold Team (Bilingual). For the most part, each staff member is assigned within only one team, which allows educators to truly know their students. The staff for each team meet three times per six-day cycle to discuss student data including academic performance, social and emotional concerns, conduct, attendance and any other issues that may impede student learning. In addition to these grade-level team meetings, each teacher participates in departmental meetings twice per six-day cycle to review curriculum, monitor vertical alignment, develop goals, plan lessons and discuss instructional strategies.

All staff are assigned to 4 classes and a What I Need (WIN) group. On 4 days of the six-day cycle, teachers work with small groups of students during the WIN block to provide interventions and extensions, and to conference with students. On the other 2 days of the six-day cycle, teachers provide social/emotional curriculum during this block. This WIN time is critical to meeting the specific, targeted needs of individual students and to reinforce school-wide behavior expectations.

In addition to their academic courses, students rotate through a series of specials subjects intended to provide a broad enrichment and addition to the core academics. In 6th grade, students can elect to take band or string orchestra; all other students take one trimester each of chorus, drama and music. Students in grades 7 and 8 choose either band, string orchestra, drama or chorus, which meets once per cycle for the year. In addition to a performing art, students rotate through fine art, health, and technology education for approximately 6 weeks each, and physical education for two sessions of six weeks.

The Framingham Public Schools meet students' curricular needs through a comprehensive, standards-based program. At this time, some curriculum units are taught concurrently within different content areas to provide a richer and more integrated learning experience. An example of this more interdisciplinary approach is the Holocaust Unit in which students read literature, conduct research, and study the history of the Holocaust in both their English Language Arts and Social Studies classes.

English Language Arts

The ELA curriculum is fully aligned with the Massachusetts Curriculum frameworks and provides students with opportunities to develop their reading and writing skills while simultaneously helping students grow as critical thinkers. The district has provided professional development to the staff on the gradual release of responsibility, including providing training for administrators on the "look fors" so they can provide continual feedback and support to educators in their implementation of this instructional practice. The curriculum for each grade level includes the following thematic units of instruction:

Grade 6:
Folktales around the World, The Craft and Composition of Argument/Persuasion, Survival: Decisions and Consequences (unit on theme, characterization, setting, conflict, point of view as studied through various fictional and nonfictional texts), Civil Rights, and Poetry

Grade 7:
Greek Mythology, Perseverance, Poetry, Civil Rights and The Art of Argument

Grade 8:
Short Stories, Civil Rights, Poetry, Shakespeare's Midsummer Night's Dream and Hope Endures (Holocaust)

Mathematics

The district's middle school Mathematics curriculum aligns with the Massachusetts Curriculum Frameworks and provides an opportunity for students to follow an accelerated pathway which allows them to enter high school ready to study Geometry. All students complete the traditional 6th grade mathematics course to provide students with time to develop more mature thinking and reasoning skills. At the end of 6th grade, students' MCAS scores, formative assessment data, school achievement and teacher recommendations are reviewed to determine if the traditional path or accelerated path is indicated. In the accelerated program, students complete the 7th grade, 8th grade and Algebra 1 standards over the course of their two remaining years in middle school. The mathematics teachers emphasize the Standards of Mathematical Practice as overarching goals in their lessons, and have recently implemented skills-based performance tasks that assess these practice standards.

Science

The district's Science curriculum is currently in transition as we adopt the 2016 Massachusetts Science and Technology/Engineering Curriculum Frameworks. This is the last of our transition years, with full integration of the standards (Earth, Space, Life and Physical Sciences) in all grades. The focus of professional development has been on the Science and Engineering Practice Standards, both in terms of what the skills associated with these standards look like in the Science classroom and how to embed these skills into daily lessons.

Social Studies

The district's Social Studies curriculum is aligned with the Massachusetts Curriculum Frameworks, while emphasizing important themes including freedom, respect for human dignity, the impact of geography on civilization, and the rise and fall of civilizations. In 6th grade, students learn about the foundations of geography, economics and world religions. Students then explore each continent through a geographic, cultural and civic lens. In 7th

grade, students study the evolution of humankind through an exploration of ancient civilizations including Mesopotamia, Greece, Rome, Egypt and others. Students will also study the fall of Rome, the encounters between Christianity and Islam, and medieval Europe. In 8th grade, students are formally introduced to United States History and Government. Areas of focus include the American Revolution and its causes, the formation of the United States government, westward expansion, the Civil War and its causes, Reconstruction, Immigration and Civil Liberties, World War I, the Great Depression and the causes World War II. Teachers receive professional development on such topics as civil discourse, identity, and rights and liberties to promote civic engagement in the classroom.

Proposed:

As the current model has proven itself to be effective, Fuller Middle School intends to continue with this structure in the new facility. Aside from the substantially separate and transitional bilingual teams, each grade-level team will consist of an ELA teacher, a Mathematics teacher, a Science teacher, a Social Studies teacher, a Special Education teacher and an English as a Second Language teacher. The World Language teachers will continue to work in a cross-teaming model.

To improve upon this model, the proposed facility should create grade-level neighborhoods (cohorts) to create smaller communities within the larger Fuller Middle School. This design will be essential to ensuring students and staff feel a sense of belonging and connectedness, while also providing the necessary supervision of all students within the cohort.

Team meetings will still focus on individual student interventions, but will also provide opportunities for co-planning within and across disciplines. Teachers will work collaboratively to design projects with an interdisciplinary approach as often as possible. To this end, the proposed Fuller Middle School will have an auxiliary suite of offices within each cohort which contains a small group seminar space. These spaces provide a quiet place for team meetings, department planning sessions, professional development, itinerant use and staff work area.

Whenever practical, teachers will regroup students using the classroom breakout spaces to accommodate individual needs, teach mini-lessons, work on projects, and conference with student collaboration teams. By providing movable classroom walls to create larger learning environments, teachers can join classes for a truly interdisciplinary lesson. This helps to nurture the understanding that all teachers are responsible for

a child's success, not just within their own particular class, but across the entire spectrum of that child's education.

The Classroom Breakout Spaces are intended to be used for instructional purposes, both by students collaborating on projects and by co-teachers working with a subset of a class. The breakout spaces give teachers and students the flexibility necessary for inquiry- and project-based learning opportunities, while also providing staff with a quiet place to differentiate instruction for our English learners, students with disabilities and other students in need of intervention. This practice of splitting a co-taught class to differentiate based on student need is well established at Fuller Middle School, so it is expected that these breakout spaces will be used regularly throughout the day. The Small Group Seminar Spaces, on the other hand, are meant to provide staff with a dedicated space for research, collaboration, professional development and team meetings. These seminar spaces will be furnished with computers, curricular materials and a variety of resources, making them the hub for interdisciplinary co-planning and collaboration.

The proposed Fuller Middle School will continue to follow the district curriculum as currently written. As more units and projects are developed over time, students will be provided additional opportunities to learn through interdisciplinary lessons that are aligned with real-world situations. As Fuller Middle School continues its transition to a STEAM school, it promises to present more project-based learning opportunities tailored to student interests as a means of providing engaging, relevant and contemporary challenges. By providing options (choice and voice) to students, instruction becomes personalized and differentiated to match the interests, backgrounds and readiness levels of students. This will ensure optimal learning occurs through flexible groupings that allow educators to individualize instruction to meet the unique needs of students. Furthermore, it will support Fuller's inclusive model that focuses on each child's intellectual, social and emotional needs. The proposed Fuller Middle School, therefore, includes smaller classroom breakout spaces to allow groups of students to collaborate or conference, while also providing the cohort commons for larger groups to come together for co-teaching, interdisciplinary lessons, presentations, investigations, visits with scientists and other experts from the field, cross-team collaborations and other tasks. Along the same lines, the proposed facility should include outdoor learning spaces so students can explore their environment and make appropriate connections to their learning. Each cohort is to be provided with convenient access to an outdoor learning area to study living systems, environmental science, botany and other subjects related to elements of the environment, as well as to provide teachers the opportunity to teach traditional subjects outside. Depending on the weather, these spaces may also be used for activities which affect air quality, such as painting.

Project-based tasks, which require the flexible large- and small-group learning spaces described above, are critical to student achievement at Fuller Middle School. Since more than 50% of the students speak a language other than English in their home, and since 24% of students have an Individualized Educational Program (IEP), project-based tasks provide an entry point to learning regardless of a students' background and level of readiness. Furthermore, these tasks provide real-world, hands-on experiences for students and give meaning to the content students are learning. These tasks will integrate curriculum from multiple content areas and require students to investigate topics, develop their own hypotheses, conduct research and present solutions or resolutions. Such projects will require higher-level thinking and reasoning skills, particularly the ability to analyze, critique, synthesize, and design in a variety of

modalities. Students will develop their skills in articulation, debate, written and oral argument, presentation, building physical representation, and public speaking. They will also become better listeners and collaborators as they learn to appreciate the talents and ideas their peers bring to the group. Above all, students will learn the value of asking questions, the first step in paving the way for one's own learning. Through inquiry, students will understand not only what they are learning, but *why* they are learning it. This, in turn, helps students gauge their own progress and assess their own skills. These are the skills we want all students to acquire so they will be successful beyond high school.

Visible learning is essential to promoting the growth mindset, therefore students and teachers will emphasize process as well as product with all tasks. Thus, student thinking will be seen and heard in every way possible. Students' works-in-progress will be on display, classroom workspace (tables and desks) will encourage student dialogue and collaboration, and breakout and common areas will provide opportunities to see and hear students interacting with each other as they engage in meaningful tasks. Additionally, building some level of transparency, to and from classroom and lab spaces and into shared learning commons, will be important.

The school district recognizes that teachers will need support in building their own confidence as they shift their instructional practice to match this model. The district is committed to providing educators with the professional development and ongoing support to develop these skills and build their own capacity. This will include training in project-based and personalized learning, effective Professional Learning Communities (PLCs), data-based decision making, and the growth mindset.

Teacher Planning and Room Assignment Policies

Current:

Teachers at Fuller Middle School are assigned teaching schedules, duties and planning periods in accordance with the Framingham Teachers' Association contract. All teachers have one planning period per day. Teachers are provided with their own individual classrooms, including ESL teachers and special educators. Classrooms are arranged by cross-discipline grade level teams. Teachers regularly meet for team and department meetings in classrooms as there does not exist adequate planning and work space for the staff. For the purpose of these collaboration meetings, teachers' schedules provide for common planning time.

Proposed:

At the foundation of interdisciplinary instruction and project-based learning is an understanding of the importance of providing teachers with sufficient time and the appropriate resources for collaborating. A large, dedicated space for materials, computers, printers, and conference tables is essential to this design. Breakout spaces, small offices and individual teacher desks are also necessary to provide quieter space for independent work or co-planning. Smaller conference spaces should be located within each cohort neighborhood to provide opportunities for teachers to meet regularly for team meetings and co-planning. By integrating these conference spaces into the cohort neighborhoods, the rooms become easily accessible to staff which increases the likelihood they will be used by teachers during their regular planning time.

Classrooms should be well-lit, using natural light whenever possible, and provide adequate space to reconfigure tables and chairs to fit the needs of any lesson (cooperative tasks, investigations, labs, assessment, learning centers, etc). To increase the flexibility of the space, classrooms should have the added feature of combining to create one larger room through the existence of a removable wall to provide for larger interactions between multiple groups. Furniture should be adaptable and flexible as well, allowing students to work independently or collaboratively, depending on the task.

While the traditional model assigns a separate classroom to each teacher, the district recognizes this does not always represent the best utilization of space. Furthermore, such a practice encourages teachers to remain at their desks in their classrooms during planning periods rather than seek out opportunities to work with colleagues. For this reason, the Fuller Middle School design does not provide for a separate classroom for each teacher. Rather, classrooms will be shared when necessary to more efficiently use space, increase collaboration, and promote peer observations. Thus, it is critical that the new facility provide teachers with a quiet place to work by arranging teacher desks within small teacher planning rooms (shared between two staff members), while also including the larger teacher workspaces to foster collaboration.

Due to the large number of English learners (41% of students) and students with disabilities (24% of students), Fuller Middle School will continue to use a co-teaching model whenever possible to most effectively meet the needs of students while providing the least restrictive and most inclusive environment possible for all students. To this end, the co-teachers often design

lessons that allow them to conference with smaller groups of students or teach separate lessons to different groups based on student readiness. To maximize the use of space and reduce the number of classrooms in the proposed Fuller Middle School, our facility design should contain classroom breakout spaces large enough for an inclusion or ESL co-teacher to work with approximately half of a co-taught class (12 students) while the rest of the students remain in the classroom with the general education teacher. By creating these small-group instruction spaces that can also be used for team meetings and co-planning sessions, we have eliminated the need for additional classrooms and simultaneously increased opportunities for teacher and/or student collaboration.

Each grade level will have its own designated area ("cohort neighborhood") in the new Fuller Middle School. All grade-specific classes (ELA, Math, Social Studies and Science) will be taught within these areas. In addition, each cohort neighborhood shall include designated ESL and Special Education classrooms to fully integrate all students within the whole school community. Thus, in each grade-level cohort, 2 Science classrooms will be designated for the general education Science classes. In addition, each cohort will be assigned 1 Science classroom for either the EL or Substantially Separate program. While the proposed model does not meet the minimum usage requirement of 85%, we believe these rooms are necessary in order to deliver our educational program. Science lessons involve hands-on experiments that must be set up in advance of the class period. These labs must remain intact for the duration of the day since all classes that rotate through the room will need the same set-up. Based on enrollment, Fuller Middle School will need 8 general education Science sections for each grade level. Having only one Science classroom would not suffice.. Thus, two general education Science classrooms will be necessary for each grade. Since our Transitional Bilingual Education (TBE) Science classes will need additional resources including translated materials, labels, and posters, and since the TBE classes may follow a modified scope and sequence depending on the educational background and needs of the students in this program, a separate Science classroom is necessary to provide the appropriate supports, resources and lab set-ups for the students. Thus, a TBE (Portuguese) Science classroom and a TBE (Spanish) Science classroom are essential to our educational program. Finally, for reasons similar to the TBE Science needs, our Substantially Separate program follows a modified curriculum and therefore needs its own Science classroom. If the TBE and Substantially Separate Science classes were to be moved into the general education Science classrooms during the unused periods, it would be necessary for teachers to break down and set up the labs throughout the day in order to create a safe and secure learning environment for all students.

Regarding the English Learner Classrooms, the TBE classrooms are language-specific (Spanish and Portuguese). The resources, including textbooks, reference materials, posters, and word walls are completely different and require separate spaces depending on the language. Thus, separate classrooms for the TBE-Spanish and TBE-Portuguese programs are necessary. Additionally, the district believes in providing an equitable educational experience for all students, regardless of program. This includes, for example, providing a designated Math classroom that looks and feels the same for our TBE students as for a general education student. The reference materials, manipulatives, posters, and student work on display should all be related to Mathematics. This same rationale applies to Social Studies and Language Arts. The district is able to provide this model in the current Fuller Middle School and believes it is important to continue providing the same experience in the new Fuller Middle School.

To provide greater access to support services and school leaders, it is essential that small auxiliary administrative suites be located within each grade-level cohort neighborhood. These auxiliary suites will house two student support personnel, a department head and an instructional coach, thus providing students with immediate access to the necessary social and emotional supports while simultaneously increasing teacher access to instructional resources. Each auxiliary suite shall also contain a small group seminar space for professional development, department planning sessions and grade-level team meetings. This design also helps the school move away from the more traditional model of the instructional hub separated from the administrative offices located at the front of the school. Since the district emphasizes that students' academic growth and social-emotional well-being are the responsibility of all adults, it is crucial to create these pockets of support and instructional leadership throughout the building, closer to the students.

An essential component of the Fuller Middle School program must be state-of-the-art science laboratories that provide the space to conduct experiments in a safe and fully-equipped environment. This includes lab benches, equipment and the appropriate technology to allow for science exploration of the life, space, earth and physical sciences.

As a STEAM school, Fuller Middle School needs designated space for students to develop their technological skills, design and build models, and generally explore, invent and create. To this end, Fuller Middle School requires three unique spaces: a classroom with computers equipped with the latest software for engineering, programming, video production and graphic design; a fabrication laboratory (FabLab) with 3-D printers and computers; and a large open classroom outfitted with large tables, tools, equipment and various supplies for a designated MakerSpace to provide hands-on project experience. These "creative" spaces must be large enough to provide students with the ability to safely move about the room as they design and build their projects, whether individually or in teams. While the Technology Education teacher will teach classes out of the computer classroom, she will utilize the FabLab and MakerSpace as part of her instruction whenever feasible. Furthermore, upon completion of the new facility, Fuller Middle School will need a STEAM instructional coach whose primary responsibilities will be to teach digital technology lessons to students as they work on projects in the FabLab and MakerSpace, and to work with teachers to design interdisciplinary projects aligned with the Fuller STEAM vision.

It should be noted that every teaching space, classroom breakout space and cohort common will be designed to accommodate hands-on project experiences. The cohort commons will be equipped with computers, whiteboards, and large work surfaces to support technical collaboration as well as hands-on project work. This provides flexibility so that, regardless of whether a Vocational Technology classroom is already in use, students can still immerse themselves in hands-on tasks. The 2,000 square foot MakerSpace is intended to accommodate large, specialized, noisy and/or potentially hazardous equipment that is not appropriate for the classroom. The MakerSpace will be provided with both woodworking and metalworking equipment, a vacuum exhaust system, and overhead electric power drops for flexibility. It will be located with a large exterior door easily accessible to the deliveries area for receipt of oversized materials. To complement the MakerSpace, the Fabrication Lab will be for digital fabrication, utilization of computers, 3-D printing, and other equipment use such as laser cutting to fabricate from digital files. Since the digital fabrication lab requires less space than a traditional wood shop, the Fabrication Lab is 1,200 square feet rather than 2,000 square feet.

It is complemented by the Tech Classroom, where many of the digital files for fabrication will be created by students.

The arts are an integral part of the Fuller Middle School STEAM program. Thus, adequate space, storage and resources are essential in the consideration of both configuration and location of the arts rooms. The arts classrooms should be centralized within the building, ideally near the large commons/cafetorium, so the arts are recognized for its contributions to the STEAM program. By strategically placing these classrooms around the common/cafetorium, this larger open space becomes an extension of the classroom which allows students to easily showcase their work and perform for large audiences throughout the day.

Outlined below is a room utilization chart to further illustrate many of our needs:

Classroom	Use	New or Existing Program
General Classroom 1	4 Grade 6 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 2	4 Grade 6 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 3	4 Grade 7 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 4	4 Grade 7 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 5	4 Grade 8 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 6	4 Grade 8 ELA Classes, WIN Block, 2 World Language Classes	Existing
General Classroom 7	4 Grade 6 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 8	4 Grade 6 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 9	4 Grade 7 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 10	4 Grade 7 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 11	4 Grade 8 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 12	4 Grade 8 Math Classes, WIN Block, 1 Guided Academics Class	Existing
General Classroom 13	4 Grade 6 Social Studies Classes, WIN Block	Existing
General Classroom 14	4 Grade 6 Social Studies Classes, WIN Block	Existing
General Classroom 15	4 Grade 7 Social Studies Classes, WIN Block	Existing
General Classroom 16	4 Grade 7 Social Studies Classes, WIN Block	Existing
General Classroom 17	4 Grade 8 Social Studies Classes, WIN Block	Existing
General Classroom 18	4 Grade 8 Social Studies Classes, WIN Block	Existing
General Classroom 19	Health Classroom, WIN Block	Existing
General Classroom 20	Drama Classroom, WIN Block	Existing

General Classroom 21	3 World Language Classes, WIN Block	Existing
EL Classroom 1	4 Spanish Language Arts Classes, WIN Block	Existing
EL Classroom 2	4 Portuguese Language Arts Classes, WIN Block	Existing
EL Classroom 3	4 Spanish Math Classes, WIN Block	Existing
EL Classroom 4	4 Portuguese Math Classes, WIN Block	Existing
EL Classroom 5	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 6	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 7	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 8	4 ESL/Social Studies Classes, WIN Block	Existing
EL Classroom 9	4 SLIFE Classes, WIN Block	Existing
SPED Classroom 1	4 Sub Separate ELA Classes, WIN Block	Existing
SPED Classroom 2	4 Sub Separate Math Classes, WIN Block	Existing
SPED Classroom 3	4 Sub Separate Social Studies Classes, WIN Block	Existing
SPED Classroom 4	Autism Classroom, WIN Block	Existing
SPED Classroom 5	Autism Classroom, WIN Block	New, Anticipated Need
SPED Classroom 6	Life Skills/Vocational Substantially Separate Classroom for Students with Intellectual Impairments	Existing
Science Classroom 1	4 Grade 6 Science Classes, WIN Block	Existing
Science Classroom 2	4 Grade 6 Science Classes, WIN Block	Existing
Science Classroom 3	4 Grade 7 Science Classes, WIN Block	Existing
Science Classroom 4	4 Grade 7 Science Classes, WIN Block	Existing
Science Classroom 5	4 Grade 8 Science Classes, WIN Block	Existing
Science Classroom 6	4 Grade 8 Science Classes, WIN Block	Existing
Science Classroom 7	4 Substantial Separate Science Classes, WIN Block	Existing
Science Classroom 8	4 TBE Spanish Science Classes (Grades 6, 7, 8 and SLIFE), WIN Block	Existing
Science Classroom 9	4 TBE Portuguese Science Classes (Grades 6, 7, 8 and SLIFE), WIN Block	Existing

Technology Education Classroom	4 Technology Education Classes, WIN Block	Existing
Technology Shop	MakerSpace for instructional use as needed for projects	Existing
Fabrication Laboratory	Instructional space for 3-D model design and printing as needed	New
Art Classroom	4 Art Classes, WIN Block	Existing
Band Classroom	4 Band Classes, WIN Block, 1 Strings Instrumental Class	Existing
Chorus Classroom	4 Chorus Classes, WIN Block	Existing

Below is a sample schedule to indicate room usage for the EL Classrooms. It should be noted that all of these classrooms will also be assigned a What I Need (WIN) class during the intervention block (not listed here).

	EL Room 1	EL Room 2	EL Room 3	EL Room 4	EL Room 5	EL Room 6	EL Room 7	EL Room 8	EL Room 9
A	ESL 4 (7-8)		ESL 2 (8)	ESL 1 (8)	Span Math (6)	Port Math (6)	Span LA (7)	Port LA (7)	
B							Span LA (6)	Port LA (6) 2001	Port LA (6)
C		ESL 3 Soc St (8)	ESL 2 (6)	ESL 1 (6)	Span Math (8)	Port Math (8)			ESL 1 (6)
D	ESL 3 (7-8)	ESL 2 Soc St. (6-7)		ESL 1 Soc St (6-7)					ESL 1 Soc St (6-7)
F	ESL 3 (6)	ESL 3 Soc St (7)	ESL 2 (7)	ESL 1 (7)	SLIFE Numeracy (Multi)	Port Math (6)	Span LA (8)	Port LA (8)	
G	ESL 4 (6-7)	ESL 3 Soc St (6)	ESL 2 Soc St (8)		Span Math (7)	Port Math (7)	SLIFE Spanish Literacy	SLIFE Portuguese Literacy	ESL 1 Soc St (8)

Below is a sample schedule to indicate room usage for the Science Classrooms. It should be noted that all of these classrooms will also be assigned a What I Need (WIN) class during the intervention block (not listed here).

	Science Room 1	**Science Room 2**	**Science Room 3**	**Science Room 4**	**Science Room 5**	**Science Room 6**	**Science Room 7**	**Science Room 8**	**Science Room 9**
A	Gr. 6 Science	Gr. 6 Science	Gr. 7 Science	Gr. 7 Science			Sub Separate Science		Gr. 6 Port Science
B	Gr. 6 Science	Gr. 6 Science			Gr. 8 Science	Gr. 8 Science	Sub Separate Science	Gr. 8 Spanish Science	Gr. 8 Port Science
C			Gr. 7 Science	Gr. 7 Science	Gr. 8 Science	Gr. 8 Science		Gr. 7 Spanish Science	Gr. 7 Port Science
D	Gr. 6 Science	Gr. 6 Science	Gr. 7 Science	Gr. 7 Science			Sub Separate Science	SLIFE Science (multi)	
F	Gr. 6 Science	Gr. 6 Science			Gr. 8 Science	Gr. 8 Science	Sub Separate Science	Gr. 6 Spanish Science	Gr. 6 Port Science
G			Gr. 7 Science	Gr. 7 Science	Gr. 8 Science	Gr. 8 Science			

Lunch Programs

Current:

The Fuller Middle School lunch program provides 3 lunch servings per day to up to 210 students at a time. In addition, Fuller Middle School provides breakfast to students each morning before school.

Proposed:

The proposed Fuller Middle School must continue to provide breakfast and lunch service each school day. The proposed facility will be able to support two 30-minute lunch servings per day (315 students each) due to the size of the central commons area, which is also being designated as the cafeteria. In order to coordinate two lunch servings for three grade levels, students will be assigned lunch by subject rather than grade. This means students will attend lunch based on which class period meets during the lunch block. The two lunch servings will occur during the first 30 minutes of the period and the last 30 minutes of the period in order to provide an uninterrupted lesson for all students. This is an improvement over the current lunch program as students who have second lunch under the existing model lose valuable instructional time since they must leave class in the middle of the period and return to finish their lesson after lunch.

The new or renovated Fuller Middle School should have a full kitchen as well as several serving stations to provide a variety of meal options for students.

The cafeteria should provide plenty of natural light as well as access to an outdoor space. Since the cafeteria will be used throughout the day as a common area, the space should easily transform from dining hall to meeting space. It should have breakout areas for groups to collaborate, plenty of tables, charging stations for devices and full internet capabilities.

Finally, the cafeteria should be designed with noise-reducing features due to its large size and anticipated use.

Technology Instruction Policies and Program Requirements

Current:

The mission of the Middle School Technology Education Program for the Framingham Public Schools is to provide opportunities for interdisciplinary learning experiences where students can apply and reinforce math, science, computer literacy, and other specialized skills through the use of technology-based applications. In grades six through eight, students pursue engineering questions and technological solutions that emphasize research and problem solving. Students develop skills in Engineering Design by learning to conceptualize a problem, design, construct, and test prototypes, making modifications as necessary. Through these engineering challenges, students are given the unique opportunity to collaboratively apply numerous academic concepts through practical hands-on applications.

Fuller Middle School is 1:1 with its technology. Students start and end their day in homeroom where they pick up and drop off their assigned Chromebooks. The school's infrastructure is sound, with students and staff having internet access throughout the building.

Fuller Middle School's library is regularly used as the location for larger group meetings, workshops and presentations. It is also frequently used for community meetings in the evening. When these events take place during the school day, the library is closed, reducing students' access to its resources. While the library has some computer stations, it primarily serves as a traditional library. The school's librarian has made programmatic improvements to increase the library's inventory, circulation and traffic, but he is limited by these current constraints.

The Technology Education classroom is significantly lacking in the proper tools for learning in the 21st Century. The teacher does not use the current set of computers because they are slow, inefficient and lack the proper software. While the Technology Education teacher does have a 3-D printer, the Technology Education teacher does not utilize this regularly due to her lack of other adequate equipment.

The classrooms at Fuller Middle School are not equipped with Smartboards or other technology. At best, teachers use portable projectors and document cameras to teach their lessons.

Proposed:

The Framingham Public Schools is in the process of revising its Technology Education curriculum so it aligns with the 2016 Massachusetts Science and Technology Education Frameworks. As part of a STEAM program, Technology Education at Fuller Middle School will incorporate project-based learning through science, technology, engineering, arts and mathematics. The goal of Technology Education is to spread technological literacy by providing a variety of hands-on activities using current technology. Technology Education emphasizes

both design and problem-solving skills while raising students' awareness of career options in the technical fields.

In order to prepare students for the technological "unknowns" of our future society, we must equip our students not only with technical skills but with the ability to adapt in this rapidly-changing world. Fuller Middle School's educational program continues to expand students' opportunities to utilize technology, and its educators recognize that placing a device in students' hands is not enough to reach our goals. By increasing instruction around digital literacy, computer programming, technology education and communication technology, students will become more comfortable exploring new technological advances.

Since Fuller Middle School is transitioning to a STEAM model, all spaces must be equipped with internet so students can access their learning in any corner of the building. Daily, students are encouraged to be resourceful in their problem solving and technology plays a key role in this process. At the center of project-based learning in a STEAM setting is the engineering design model where students must identify and research a problem, brainstorm possible solutions, select a solution and develop a prototype, test the solution and make improvements, and ultimately communicate findings. This requires not only a technological infrastructure and a MakerSpace for students to build their models, but also an outlet for disseminating and presenting results to a larger audience. The commons/cafetorium should be equipped with high-quality sound and lighting equipment to provide such a venue. Additionally, while the square footage for the MakerSpace and Fabrication Lab areas falls below the MSBA guidelines, this reduced figure only meets the District's needs provided the cohort commons are included in the program. The cohort commons are intended to accommodate both Media Center and Vocations and Technology functions. Per the education plan, the cohort commons will have computer stations and large work surfaces to support both "hands-on" projects and technology collaboration. In an effort to coordinate with MSBA guidelines, the PDP space summary included a reduction in the Media Center category of 2,103 nsf along with this 2,250 nsf reduction in Vocations and Technology, for a total of 4,353 nsf below MSBA guidelines. In the attached revised space summary, the district proposes that the size of the 3 cohort commons be reduced from 1,500 sf to 1,450 sf for an aggregate 4,350 nsf, just below the aggregate MSBA guidelines.

While the entire school should be considered a "media center," Fuller Middle School must still dedicate a space for a true library to nurture a love of reading, provide a variety of digital resources, and facilitate both online and traditional research. This Library/Media Center should divide its space between shelves of books, computer stations and tables. Ideally, this Library/Media Center will be adjacent to a larger common area to expand the space available for groups to work collaboratively. Please reference the district's response to the Vocations and Technology comment in the paragraph above. The cohort commons has been moved to the Media Center Category and reduced to 1,450 nsf to comply with aggregate MSBA guidelines for Media Center and Vocations and Technology.

To support 21st Century instruction, classrooms should be equipped with state-of-the-art technology for presenting information. Interactive boards or LCD screens that provide connectivity to a computer or laptop are essential to allow teachers to present the latest digital images, videos or graphical displays to their students. All science laboratories should also be

equipped with wireless internet so students can record data, create accurate graphs, view videos, share information and conduct research in real time.

As described above, the FabLab and Technology Education classrooms require a classroom set of computers with the latest software for engineering, programming, video production and graphic design.

Art, Music and Theater Programs

Current:

The Framingham Public Schools is proud of its Fine and Performing Arts program, including its award winning Band and Drama programs. Fuller Middle School is no exception. Students of all ages are exposed to visual arts, music, and theater in a rich, inclusive, and culturally proficient program at all grade levels. A primary goal of the district's middle school Fine and Performing Arts program is to spark a passion for the arts in all of our students so they pursue not only the academic offerings but also the extracurricular programs at Framingham High School, where our students perform competitively each year and often earn national recognition.

The Arts teachers are incredibly special to our instructional program since they each impact *every* child in the school. By serving as the sole providers of their particular content area within the school, they are tasked with instilling an enthusiasm and appreciation for the arts to over 500 students. This requires a well-furnished, inviting and spacious teaching environment.

Art:
In the Fine Art classes, all learning is project-based and student-centered. Students build their technical and observational skills, deepen their understanding of artistic styles, and learn that every person is an artist. They increase their confidence through creativity, curiosity and self-reflection. Throughout the program, students develop a deeper understanding of the Elements of Art and the Principles of Design. Students are not graded on artistic ability, but rather on effort and craftsmanship. Students create projects to demonstrate their understanding of foreground/background, silhouettes, perspective, printmaking, and mandalas. Students work both individually and collaboratively as they develop skill and confidence.

Music/Chorus/Band:
In Music, Chorus and Band classes, students learn about music theory and history while developing their skills as a musician and a performer. Above all else, students learn about themselves and their individual responsibility as a member of a team. Students are taught a range of musical concepts including rhythm, tonality, expression, composition, musical form, improvisation, and music's impact on culture around the world.

Theater:
The Drama curriculum increases language development, analytical skills, social skills, collaboration and team building fluency, articulation, self-confidence and problem solving. Students develop their voice and ways of expressing their voice to achieve a goal. Working cooperatively, students recognize their contributions to a greater community both within their classroom and globally. The primary objective of the middle school Drama program is to teach students basic techniques through guided, creative, play so they can begin to feel more confident using their voice to express ideas on stage and with practical applications in life as

they move on to high school. Students are introduced to a wide variety of concepts including stage basics, theater etiquette, the evolution of storytelling, non-verbal communication, choral poetry, focus and concentration, improvisation and perspective.

The Arts classrooms are not integrated with the rest of the school. They are virtually hidden and segregated from the rest of the instruction that takes place in the school. The rooms lack the appropriate resources to teach the curriculum beyond the basics. For example, the Fine Arts classroom lacks a kiln, even though another middle school has one.

The current Fuller Middle School has a dedicated auditorium that is used regularly for school plays and concerts, school-wide assemblies, and community forums and events. While the auditorium is out-of-date, it is a space that has come to be depended upon by both the school itself and the greater Framingham community.

Proposed:

Fuller Middle School is ready to embrace its identity as a true STEAM school by incorporating the arts into its project-based, student-centered learning. Whether through the study of instrument design, building of sets, the mathematics behind music, or the impact of sound waves on music, the arts will be a focal point of the Fuller Middle School instructional program. We wholeheartedly believe adequate space should be included in the design of the new facility to achieve this goal to its fullest potential. In any building design, it will be imperative that students are provided multiple venues to display and exhibit their art and academic work.

Fuller Middle School will serve its students best with the following spaces, which should be centrally located near the commons/cafetorium for maximum visibility:

- One large Art classroom with large workspaces, plenty of storage, and a kiln to align with another middle school
- One Band classroom with an additional small practice room for individual or small-group rehearsal
- One Chorus classroom with an additional small practice room for individual or small-group rehearsal
- One Theater classroom for Drama instruction and after-school play rehearsals.

In considering the inclusion of a dedicated auditorium in the new facility, we are reviewing options that will allow us to continue to provide the same opportunities and access so the school and district can support the performing arts programs at Fuller Middle School as well as the needs of the greater community.

Health and Physical Education Programs

Current:

The Framingham Public Schools recognizes the importance of providing a high-quality and comprehensive Health and Physical Education curriculum to all students. The district's Physical Education program is carefully crafted to be an enjoyable, productive, and beneficial experience for students of all skill levels. Teachers establish an environment that is safe, welcoming, and energetic so students are able to practice important life skills including teamwork, cooperation, problem solving, and process orientation. The goal is to help all students identify activities they enjoy so they will lead a healthy and active lifestyle. The Health curriculum promotes wellness, positive attitudes, communication skills, healthy behaviors, and decision-making skills. Building off the curriculum from earlier grades, students learn how good health can impact all areas of growth, development and lifestyle. Our middle school program meets or exceeds all National Health Education Standards including the Massachusetts Curriculum Frameworks, with the goal of empowering students to be critical thinkers when it comes to decisions regarding their personal behavior.

Fuller Middle School provides outdoor recreational space in the area surrounding the building. This includes a large football/soccer field, a small lacrosse field and an adult-sized softball field. These fields are used for instructional purposes during Physical Education classes as well as recreational areas during school recess. The fields are used by the Framingham community for athletic practices and sporting events throughout the warmer seasons.

Proposed:

There are no proposed changes to the Health and Physical Education program at Fuller Middle School.

The Health and Physical Education program at Fuller Middle School requires:

- a spacious and welcoming Health classroom where students can move around, engage in dialogue with one another, explore topics and interact with physical models;
- a full-sized gymnasium with adequate storage so students can regularly engage in cooperative, physical activities
- Two separate locker rooms (Boys/Girls), each with enough space to secure the belongings of approximately 40 students at any given time
- a gender-neutral changing room accessible to anyone, with a shower and space to secure the belongings of approximately 5 individuals at any given time
- Two small offices located outside the gymnasium for the Physical Education teachers where they can plan lessons, store additional equipment and meet with students

Since the athletic fields and green space are used not only by the students during the school day, but also by the Framingham community as a recreational outlet, it is vital to the school and

district that the outdoor facilities are not compromised by a new school facility. Therefore, the educational program supports the preservation of all athletic fields and green space whenever possible. For any field or green space that is impacted by the construction of the new Fuller Middle School, the educational program supports the relocation of such space to another area of the school property upon completion of the project.

Special Education Programs

Current:

Framingham Public Schools provides a broad array of services for children and youth identified with disabilities from the ages of three through twenty-two. State and federal special education laws and regulations, namely The Individuals with Disabilities Education Act (IDEA), govern the referral, evaluation and placement procedures. Framingham Public Schools is committed to the goal of providing an appropriate education for students with needs in the least restrictive environment.

The following services are available in all schools:

- Resource Room/In-Class Support
- Partial Inclusion Opportunities
- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy
- Adaptive Physical Education
- BCBA/ABA Services
- Teacher of the Visually Impaired
- Orientation and Mobility

The inclusion classroom consists of a certified special educator who rotates through the student's schedule in order to ensure that the student on an Individualized Educational Program (IEP) understands the curriculum and is meeting his/her responsibilities. Individual and small group assistance is provided within the standard curriculum classroom. In addition, the student has a daily support class with their special educator on their team. The special educator provides consultation to standard curriculum teachers regarding student's learning style and educational needs. The special educator and teacher assistant ensure that accommodations are being implemented in the standard curriculum classroom.

In addition to our inclusion model, Fuller Middle School houses 2 special education substantially separate programs:

- *Intellectual Impairments (II):* This program serves students who have significant intellectual and learning challenges. Some students in the program have significant weaknesses in the areas of social skills activities of daily living. The program focuses on functional life skills and knowledge about community, in order to function as independently as possible. Other students in the program have excellent social skills and benefit from a more traditional academic curriculum, with the academic curriculum provided in a slower rate. This program has the capacity to work with both types of students, as we offer both a functional life skills curriculum and a curriculum, which mirrors the standard curriculum. Students are grouped into multi-grade classes according to ability levels. There is a three-year curriculum sequence. Students receive academic instruction in language arts, reading, math, science, and social studies. Students also take an academic support class for review and reinforcement of academic

content. Students receive all academic instruction from certified special educators. Students take different subjects with different special education teachers, so they have the middle school experience of moving from class to class. Students who are in the functional life skills group participate in a vocational program. Performing various jobs around the building (e.g., delivering newspapers, emptying recycling bins) helps them to develop greater independence and provides opportunity for hands on, practical learning. Students in this program run a café that is open on selected Fridays throughout the school year.

- *Autism Spectrum Disorders (ASD)*: The program serves students on the Autism Spectrum who require more social-pragmatic, academic, and behavioral support. The programs provide intensive behavioral training relying upon ABA principles and total communication techniques in order to develop social skills and academic readiness skills. The program blends social/developmental as well as behavioral approaches whenever possible to address the educational challenges faced by this population of students. In addition to the special education teacher and teacher assistant, there is a teacher aide in the classroom.

The program for students with intellectual impairments requires:

- 4 classrooms (12 students maximum in each classroom)
- Multigrade groupings (grades 6-8)
- Functional/life skills component with access to a garden/courtyard and student kitchen area

The program for students with Autism requires:

- 1 classroom (12 students maximum)
- Multigrade groupings (grades 6-8)
- Quiet spaces in order to provide discrete trial teaching methodologies

Bilingual special education services are provided to students at Fuller Middle School who need both special education services and instructional support for English Learners. Students have access to related services such as speech-language services. The bilingual special educator is fluent in Spanish or Portuguese and can provide native language support to students whose first language is Spanish or Portuguese. The bilingual special educator teaches special education classes in core curriculum subjects and provides consultation to other teachers regarding the student's educational needs. Bilingual speech and language therapists are available to provide native language support to students whose first language is Spanish or Portuguese.

<u>Proposed:</u>

In addition to our current needs, the new facility should provide room for an additional Autism classroom based on enrollment at the elementary schools, resulting in 2 classrooms for the Autism program.

Since the proposed plan for the new or renovated Fuller Middle School fully integrates our special education programs within the greater school community, it will be important to provide the necessary office and instructional space within each neighborhood to support these needs. Specialists, including our two Speech and Language Pathologists and Literacy Specialist, will

each require a small classroom equivalent in size to a conference room in order to work with up to 8 students at a time. Each special educator shall require a desk with sufficient storage to secure required documents (including Individualized Educational Programs). These desks should be located in teacher planning rooms (pairs of teacher desks within small offices) so teachers can conduct meetings or make necessary phone calls while ensuring student confidentiality. Inclusion teachers, while primarily serving as co-teachers, will need access to a breakout space large enough to work with a group of up to 12 students at any given time.

Regarding the configuration of the special education classrooms, the spaces should be the same size as the standard classrooms, especially because some of the students may have physical limitations and be in wheelchairs or have other equipment needs. The furniture should be moveable to provide flexible classroom space for both of the substantially separate programs. Additionally, each room should be furnished with a variety of seating, such as sensory cushion seats and standing desks.

Adaptive Physical Education in all Framingham schools occurs in the same space as Physical Education classes. Framingham has one Adaptive PE teacher for the district who provides the adaptive needs in the classroom for the students and works closely with the PE teachers, guiding them on how to adapt their lessons and activities so that all students can access them in some way.

The gymnasium has been sized at 6,500 sf to allow safe run-off areas and space for adaptive PE teachers on the sidelines. The project is targeting the LEED credit for advanced acoustic performance, which will meet sound transmission class (STC) requirements of ANSI S12.60–2010 Part 1.

Framingham currently has a contract with the Learning Center for the Deaf to assist with appropriate equipment, (hearing aids and FM systems) and other acoustical accommodations for the classrooms and schools. It is currently anticipated that assisted listening technology will be hardwired into the sound system of the auditorium, Gymnasium, and Cafeteria, and portable FM systems will be available for classrooms as needed. Additionally, it is anticipated that some sound assist amplification will be provided in each classroom. This approach will be reviewed and confirmed in Design Development.

Since some of the students require lifting for toileting, a bathroom outfitted with a Hoyer lift to assist in the safety of the staff and students would be ideal.

The substantially separate classrooms have multiple grade levels in each group, therefore it is essential that the classrooms be centralized so that they have equitable access to the 6th, 7th and 8th grade teams.

Additional considerations:

- Acoustics will be important for hearing impaired students
- Lighting and reduction of glare from windows will help students with vision impairments
- Any outdoor learning space will need to be handicap accessible
- Classrooms should be flexible (collapsible walls) so they can be reconfigured into smaller learning spaces to meet the instructional needs of the students

Vocational Education programs

Current:

Fuller Middle School staff understand that, although their students are as young as 11 years old, the conversation about college and career begins now. Educators have regular conversations with students about college options, including an annual College Door contest, in which homerooms decorate their doors with a college banners. During the month of October, discussions take place during WIN blocks where students have opportunities to explore colleges and careers, learn about financing for college, and academic goals for college and career readiness. Furthermore, the entrance to every classroom displays a sign with the teacher's name and alma mater and every Friday, staff wear gear from their alma mater. In the spring, 8th grade students visit Framingham State University to tour the school and learn a little about college life. By raising students' awareness of college options, we are opening their eyes to the possibilities and motivating them to achieve academic success.

Proposed:

Fuller Middle School intends to continue its current vocational education programs while expanding opportunities for students to visit colleges, shadow professionals on the job, and establish long-term goals.

As Fuller Middle School expands its STEAM program, this increases the potential for discussions about students' interests and career possibilities. The very nature of inquiry- and project-based learning lends itself to identifying areas of passion for individual students and can provide teachers with the necessary information to open students' eyes to possible vocations.

Transportation Policies

Students in kindergarten through 6th grade who currently live more than two miles from their assigned school will be provided transportation at no charge by the Framingham Public Schools. Students are considered ineligible for bus transportation if they are in kindergarten through 6th grade and live less than 2 miles from their assigned school. Additionally, all students in Grades 7 through 12 are considered ineligible riders. The Framingham Public Schools may offer ineligible students the ability to purchase a seat, if available, on a District bus, for a fee.

Functional and Spatial Relationships and Key Adjacencies

Current:

The current facility's entrance leads into a large hallway, but visitors must turn left and head down a corridor to reach the main office. The main office itself is open and full of positive activity, but it is outdated and lacks natural lighting. Here, one will find the offices of the Principal and Vice Principal, as well as guidance and support staff. There are also two conference rooms. The smaller of these two rooms is connected to the Principal's office.

The library is next to the main office, with easy access for visitors. This is significant since the library is regularly used in the evenings as a community meeting space.

The school's cafeteria and gymnasium are located in remote corners of the building, out of sight of anyone not heading towards these spaces.

For the most part, classrooms are contained in traditional hallway patterns, but it should be noted that Technology Education classes are taught out of a standard classroom.

The MakerSpace is currently housed in the former wood shop classroom. The space contains mostly woodworking equipment (table saws, drill press, planers, etc) and some robotics equipment. While the MakerSpace is available to all teachers, it is primarily used by the Technology Education teacher.

Proposed:

The entrance to Fuller Middle School should be welcoming of students, staff, families and visitors. The principal, vice-principal and secretarial staff should be located in this area. In addition, the main office area should include both large and small conference rooms for meetings, since the conference rooms in the existing building are in constant use.

Each grade level will have its own learning community, designated by a "neighborhood" of the building. Each wing will be composed of classrooms, science classrooms, special education classrooms, ESL classrooms, teacher planning rooms, breakout rooms, and a cohort common. Teachers work in cross-discipline teams and will need to the time and space to collaborate with each other and co-teach lessons in varied learning environments. In addition, each wing will have a "satellite" administrative suite consisting of four offices: two for support staff, one for a department head and one for an instructional coach. This suite will also provide access to a waiting area with storage closet, and a small conference space.

Across the district, we are seeing a significant rise in the social and emotional needs of students. Children require access to support staff with whom they feel comfortable and have developed a relationship. By moving guidance counselors and other support staff into "satellite" administrative suites closer to classrooms, support staff will be more visible to the students,

increasing their familiarity with these adults. By establishing stronger connections and increasing opportunities for staff to get to know students, staff can be proactive in addressing individual needs. This also heightens the level of accountability of students and supports them in building their confidence and self-advocacy skills. Additionally, out-of-class time will be reduced by the closer proximity of the offices, which will ensure instructional time is preserved as much as possible.

Essential to the design of the new Fuller Middle School is flexibility in the use of space. Classrooms with movable walls; breakout spaces and common areas of various sizes; a cafeteria that serves as a learning, demonstration and collaboration center all day long; reliable internet access throughout the building; and creative spaces for hands-on and interactive learning (MakerSpace, FabLab, Arts rooms) are critical components to our STEAM school.

Central to this plan is a community gathering space where works in progress can be displayed, students can present their projects, and groups of students can be seen learning and exploring together. The cafetorium will serve this purpose, ensuring productive use of this large space throughout the day. The Library/Media Center should be adjacent, with a large opening into the cafetorium to expand the learning space for this center. Grade-level neighborhoods should surround this central common area, making it the heart and hub of all teaching and learning.

Security and Visual Access Requirements

Current:

The exterior doors of Fuller Middle School are locked while school is in session. Staff members use an electronic pass to access the building. Visitors must buzz the main office to request entrance to the building. A sign is posted telling visitors to report to the main office, but since there is no sight line from the main office to the entrance, it is difficult to monitor such traffic.

The current facility is equipped with video cameras, security alarms and a two-way communication system so staff are able to contact the main office in an emergency.

Fuller Middle School staff adhere to all safety protocols as required by the city and the district, and follow a strict emergency response plan created specifically for the existing Fuller Middle School.

Proposed:

Safety is of our utmost concern and must be a high priority consideration in the design of a new or renovated Fuller Middle School. By preventing the distractions posed by safety and security issues, students and staff will be able to focus their attention on the real purpose of Fuller Middle School: teaching and learning.

Visibility should be optimized, with as few pockets or hidden corners as possible, in order to properly supervise students and visitors at all times. While it is likely visibility will be enhanced by the use of glass windows instead of walls in some cases, all internal and external windows must be equipped with shades that can be drawn quickly in case of emergency.

The school must remain locked during the school day so an electronic access system for staff is essential, as well as a system for visitors to buzz the main office to request entrance to the building. Visibility from the entrance of the school to the main office is necessary to ensure all visitors check in with school personnel before engaging with the greater school community.

All spaces should be equipped with access to two-way communication with the main office in order to ensure security and timely communications. A state-of-the-art security system, including alarms and a surveillance cameras, should be a part of any design.

Adherence to all city and district accessibility, fire, safety and security regulations must be included in the design, and align with district emergency response plans. The Framingham Public School District will continue to work collaboratively with the Framingham Police and Fire Departments on safety and evacuation procedures to ensure the proper security measures are in place. A new Fuller Middle School emergency response plan will be created to align with the new or renovated facility.

Since Fuller Middle School is a community hub that is regularly used at night for a variety of community meetings and school-wide events, and since the building currently houses our Adult

ESL program, appropriate lighting should surround the exterior of the facility to provide a safe path from the parking lots to the school. In addition, careful consideration should be made regarding traffic patterns, entry and egress systems, and lines of sight. Ideally, the new or renovated Fuller Middle School will provide options to secure designated parts of the building while providing the general public with access to specific areas (cafetorium/commons, gymnasium, etc.) during after school and evening events.

Fuller's Guiding Design Principles and the District Strategic Plan, Revisited

The Educational Program for Fuller Middle School thoughtfully adheres to its Guiding Design Principles in concert with the District's Strategic Plan. The elements of the program that align to each principle and goal are outlined below.

1. Transdisciplinary Instruction

Through project-based, interdisciplinary learning and an active use of the MakerSpace and Fabrication Lab, students and teachers will explore academic content areas through a cross-disciplinary and collaborative model. By engaging students in challenging, real-world problems, students will demonstrate their understanding of concepts through their application of skills on projects. *(District Goals #1 and #5)*

2. Personalized and Collaborative Learning

Through flexible grouping and the use of breakout spaces and common areas, students will interact with adults and students in a variety of settings. By selecting individual projects that match their interests and needs, students will begin to take charge of their own learning by asking questions and engaging in the engineering design process. Staff will continue to meet regularly with their grade-level teams to review student data and identify appropriate interventions. *(District Goals #2, #3 and #4)*

3. Whole Child, Whole Community

Fuller Middle School has regular, built-in instructional time to address social-emotional curriculum and school-wide expectations with all students through the What I Need (WIN) block. In the new or renovated building, students will have greater access to support staff since these adults will be housed in auxiliary suites within each grade-level neighborhood. By creating smaller neighborhoods within the school, students and staff will truly get to know each other and develop strong interpersonal relationships. This model also promotes collegiality and a sense of belonging. *(District Goal #3)*

4. Visible Learning

The new or renovated Fuller Middle School will embrace collaboration and the growth mindset. Through presentations, demonstrations, display of works-in-progress, academic discourse and student collaboration, students and staff will be surrounded by evidence of learning in action. By providing large windows and access to an outdoor space, learning will extend beyond the walls of the classroom and school. *(District Goal #5)*

5. Community and Civic Hub

The new or renovated Fuller Middle School will become the crowning jewel for South Framingham. The community depends on the current facility as a central location for meetings, adult learning, school productions and recreational activities. For this reason, the new facility will be a symbol of the city's commitment to the neighborhood and provide a welcoming hub for civic activity.

6. Adaptability

The new or renovated facility is an investment in both the future of our students as well as the greater Framingham community. This building will need to stand the test of time, which is only possible if the space is adaptable enough to meet the city's future needs. Given the rapid rate at which the world continues to evolve, the new Fuller Middle School design will meet this challenge by providing the flexibility to reallocate space based on instructional needs.

Resources

For more information:

Project-Based Learning

https://www.bie.org/about/what_pbl -- Buck Institute for Education; one-page summary of project-based learning with tabs to additional information

http://www.nea.org/tools/16963.htm -- National Educators Association; Links to Research-Based Resources

https://www.edutopia.org/project-based-learning-experts -- Edutopia: Project-Based Learning: What Experts Say

http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx -- Educational Leadership (ASCD); Includes an explanation of the essential components of a project-based learning experience

STEAM

https://www.ed.gov/stem -- While focused primarily on STEM education, this site highlights the importance of improving STEM education in our schools

https://www.edutopia.org/blog/pbl-and-steam-natural-fit-andrew-miller -- This article makes the connection between STEAM and Project-Based Learning

https://www.edutopia.org/article/STEAM-resources -- Links to resources that discuss how the arts and humanities are incorporated into STEM programming

21st Century Skills

https://www.brookings.edu/blog/education-plus-development/2017/10/17/how-do-we-teach-21st-century-skills-in-classrooms/ -- Research from the Brookings Institute

https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher -- Emphasizes the shift in instructional strategies to teach 21st Century skills

http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf -- Comprehensive report on 21st Century learning

2/1/2018

Proposed Space Summary - Middle Schools

Legend

= Change from MSBA Template

= Change from 12/20/17 PDP Submission

FULLER Middle School 630 Students Grades 6-8	Existing Conditions			PROPOSED									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**31,685**			**0**			**45,570**			**45,570**			**29,580**	
(List classrooms of different sizes separately)																
Classroom - General	775	20	15,500				900	21	18,900	900	21	18,900	950	22	20,900	850 SF min - 950 SF max
ELL Classrooms	675	9	6,075				900	9	8,100	900	9	8,100				
Teacher Planning	0	0	0				90	15	1,350	90	15	1,350				Shared between classrooms
Classroom Breakout	0	0	0				300	15	4,500	300	15	4,500				Shared between classrooms. Includes SPED use
Small Group Seminar (20-30 seats) / Resource /Professional Development/ Itinerant / Workspace	0	0	0				400	3	1,200	400	3	1,200	500	2	1,000	Professional Development/ Itinerant / Workspace
Science Classroom / Lab	915	10	9,150				1,150	9	10,350	1,150	9	10,350	1,200	6	7,200	3 Science Rooms for EL
Prep Room	240	4	960				80	9	720	80	9	720	80	6	480	
Science Teacher Planning	0	0	0				90	5	450	90	5	450				Shared between classrooms
SPECIAL EDUCATION			**10,875**			**0**			**9,090**			**9,090**			**7,550**	
(List classrooms of different sizes separately)																
Self-Contained SPED	930	5	4,650				900	6	5,400	900	6	5,400	950	5	4,750	assumed 8% of pop. in self-contained SPED
SPED Teacher Planning	0	0	0				90	6	540	90	6	540				Dedicated to SPED classrooms
SPED Classroom Breakout	620	7	4,340				300	3	900	300	3	900				Shared between classrooms. SPED use also in Gen Classroom Breakout
Self-Contained SPED Toilet	0	0	0				60	0	0	60	0	0	60	5	300	
Resource Room	935	1	935				500	3	1,500	500	3	1,500	500	3	1,500	Should be divisible
Small Group Room / Reading	0	0	0				250	3	750	250	3	750	500	2	1,000	1/2 size Genl. Clrm.
SPED Office w/Storage	190	5	950						0	0	0	0				
ART & MUSIC			**5,620**			**0**			**3,250**			**3,250**			**3,250**	
Art Classroom	600	2	1,200				1,200	1	1,200	1,200	1	1,200	1,200	1	1,200	assumed use - 50% population 2 times / week
Art Workroom w/ Storage & kiln	0	0	0				150	1	150	150	1	150	150	1	150	
Band / Chorus - 100 seats	2,120	2	4,240				750	2	1,500	750	2	1,500	1,500	1	1,500	assumed use - 50% population 2 times / week
Music Practice / Ensemble	60	3	180				200	2	400	200	2	400	200	2	400	
VOCATIONS & TECHNOLOGY			**3,350**			**0**			**4,150**			**4,150**			**6,400**	Distributed V&T in Cohort Commons
Tech Clrm. - (E.G. Drafting, Business)	1,660	1	1,660				950	1	950	950	1	950	1,200	2	2,400	With large monitors
Tech Shop - (E.G. Consumer, Wood)	1,690	1	1,690				2,000	1	2,000	2,000	1	2,000	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Fab Lab	0	0	0				1,200	1	1,200	1,200	1	1,200				Includes closed off area for 3D printers
HEALTH & PHYSICAL EDUCATION			**24,265**			**0**			**8,185**			**8,185**			**8,400**	
Gymnasium	9,680	1	9,680				6,500	1	6,500	6,500	1	6,500	6,000	1	6,000	
Gym Storeroom	260	2	520				300	1	300	300	1	300	150	1	150	
Health Instructor's Office w/ Shower & Toilet	685	3	2,055				150	2	300	150	2	300	250	1	250	PE insturctor - no shower or toilet
Locker Rooms - Boys / Girls w/ Toilets	3,500	2	7,000				500	2	1,000	500	2	1,000	1,000	2	2,000	3 Shower, 1 toilet, 25 lockers
Unisex Toilet / Shower	140	1	140				85	1	85	85	1	85				Include 4 lockers
Fitness Center	4,870	1	4,870						0							
MEDIA CENTER			**3,720**			**0**			**6,250**			**6,250**			**4,003**	
Media Center / Reading Room	3,720	1	3,720				1,900	1	1,900	1,900	1	1,900	4,003	1	4,003	
Cohort Commons	0	0	0				1,450	3	4,350	1,450	3	4,350				Distributed Media Center and Vocations and Technology functions

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DINING & FOOD SERVICE			**13,740**			**0**			**8,923**			**8,923**			**8,922**	
Cafetorium / Dining	8,570	1	8,570				4,725	1	4,725	4,725	1	4,725	4,725	1	4,725	2 seatings - 15SF per seat
Stage	0	0	0				1,600	1	1,600	1,600	1	1,600	1,600	1	1,600	
Chair / Table / Equipment Storage	440	1	440				410	1	410	410	1	410	410	1	410	
Kitchen	3,485	1	3,485				1,930	1	1,930	1,930	1	1,930	1,930	1	1,930	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	1,245	1	1,245				258	1	258	258	1	258	258	1	258	20 SF/Occupant
MEDICAL			**1,560**			**0**			**610**			**610**			**610**	
Medical Suite Toilet	50	3	150				60	1	60	60	1	60	60	1	60	
Nurses' Office / Waiting Room	930	1	930				250	1	250	250	1	250	250	1	250	
Examination Room / Resting	160	3	480				100	3	300	100	3	300	100	3	300	
ADMINISTRATION & GUIDANCE			**4,600**			**0**			**4,940**			**4,940**			**3,430**	
General Office / Waiting Room / Toilet	1,540	1	1,540				415	1	415	415	1	415	415	1	415	
Teachers' Mail and Time Room	100	1	100				100	1	100	100	1	100	100	1	100	
Duplicating Room	130	1	130				200	1	200	200	1	200	200	1	200	
Records Room	90	1	90				200	1	200	200	1	200	200	1	200	
Principal's Office w/ Conference Area	560	1	560				375	1	375	375	1	375	375	1	375	
Principal's Secretary / Waiting	80	1	80				125	1	125	125	1	125	125	1	125	
Assistant Principal's Office - AP1	110	1	110				150	1	150	150	1	150	150	1	150	
Assistant Principal's Office - AP2	0	0	0				150	0	0	150	0	0	150	1	150	
Supervisory / Spare Office	170	1	170				150	1	150	150	1	150	150	1	150	
Conference Room	310	1	310				350	1	350	350	1	350	350	1	350	
Small Conference Room	0	0	0				200	1	200	200	1	200				For parent meetings
Guidance Office (Student Support)	170	8	1,360				150	6	900	150	6	900	150	4	600	Distributed 2 per cohort
Guidance Waiting Room W/ Sto Closet	0	0	0				75	3	225	75	3	225	100	1	100	Distributed 1 per cohort
Guidance Storeroom	60	1	60				50	1	50	50	1	50	50	1	50	
Teachers' Work Room			0				200	3	600	200	3	600	465	1	465	Distributed 1 per cohort
Dept Head / Coach offices	90	1	90				150	6	900	150	6	900				Distributed 2 per cohort
CUSTODIAL & MAINTENANCE			**3,515**			**0**			**2,105**			**2,105**			**2,105**	
Custodian's Office	100	1	100				150	1	150	150	1	150	150	1	150	
Custodian's Workshop	250	1	250				250	1	250	250	1	250	250	1	250	
Custodian's Storage	105	9	945				375	1	375	375	1	375	375	1	375	
Recycling Room / Trash	0	0	0				400	1	400	400	1	400	400	1	400	
Receiving and General Supply	220	1	220				310	1	310	310	1	310	310	1	310	
Storeroom	1,240	1	1,240				420	1	420	420	1	420	420	1	420	
Network / Telecom Room	380	2	760				200	1	200	200	1	200	200	1	200	
									0							
OTHER			**10,730**			**0**			**13,000**			**13,000**			**0**	
Other *(specify)*																
Adult ESL Offices	2,730	1	2,730				3,000	1	3,000	3,000	1	3,000				
Auditorium	5,400	1	5,400				7,500	1	7,500	7,500	1	7,500				750 seat auditorium
Stage	1,900	1	1,900				1,600	1	1,600	1,600	1	1,600				
Auditorium Storage	160	1	160				400	1	400	400	1	400				
Dressing Rooms	270	2	540				250	2	500	250	2	500				

2/1/2018

Proposed Space Summary - Middle Schools

Legend

= Change from MSBA Template

= Change from 12/20/17 PDP Submission

FULLER Middle School 630 Students Grades 6-8	Existing Conditions			PROPOSED									MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
				Existing to Remain/Renovated			New			Total						
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
Total Building Net Floor Area (NFA)			**113,660**			**0**			**106,073**			**106,073**			**74,250**	
Proposed Student Capacity / Enrollment															**630**	
Total Building Gross Floor Area (GFA)[2]			170,490						159,110			159,110			**107,280**	
Grossing factor (GFA/NFA)			**1.50**						**1.50**			**1.50**			**1.44**	

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square footage measured from the outside face of exterior walls

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

Name of Architect Firm: Jonathan Levi Architects

Name of Principal Architect: Jonathan Levi, FAIA

Signature of Principal Architect:

Date: 2/1/2018

The Commonwealth of Massachusetts

William Francis Galvin, Secretary of the Commonwealth
Massachusetts Historical Commission

January 2, 2018

Phillip Gray
266 Beacon Street
Boston, MA 02116

RE: Fuller Middle School, 31 Flagg Drive, Framingham, MA; MHC# RC.63588

Dear Mr. Gray:

The Massachusetts Historical Commission (MHC) is in receipt of a Project Notification Form (PNF) for the project referenced above, received at this office on December 7, 2017. The staff of the MHC have reviewed the information submitted and have the following comments.

The proposed project consists of three options for the existing Kennedy Middle School at 31 Flagg Drive in Framingham. The options include either the renovation of the existing school building, partial demolition and construction of an addition, or full demolition of the existing school and construction of a new school on the site. The information provided indicates that the project will use funding from the Massachusetts School Building Authority

Review of MHC's files indicates that the Fuller Middle School is not included in MHC's Inventory of Historic and Archaeological Assets of the Commonwealth, nor listed in the National and State Registers of Historic Places. No further review by the MHC is required for the MSBA-funded project.

These comments are offered to assist in compliance with Massachusetts General Laws, Chapter 9, Sections 26-27C, as amended by Chapter 254 of the Acts of 1988 (950 CMR 71.00). Please do not hesitate to contact me if you have any questions.

Sincerely,

Linda Santoro
Preservation Planner
Massachusetts Historical Commission

xc: MSBA

220 Morrissey Boulevard, Boston, Massachusetts 02125
(617) 727-8470 • Fax: (617) 727-5128
www.sec.state.ma.us/mhc

FRAMINGHAM COMMUNITY & ECONOMIC DEVELOPMENT
150 CONCORD STREET ▫ MEMORIAL BUILDING ▫ ROOM B-2
FRAMINGHAM, MA 01702-8325
TELEPHONE: 508-532-5455
FAX: 508-532-5461

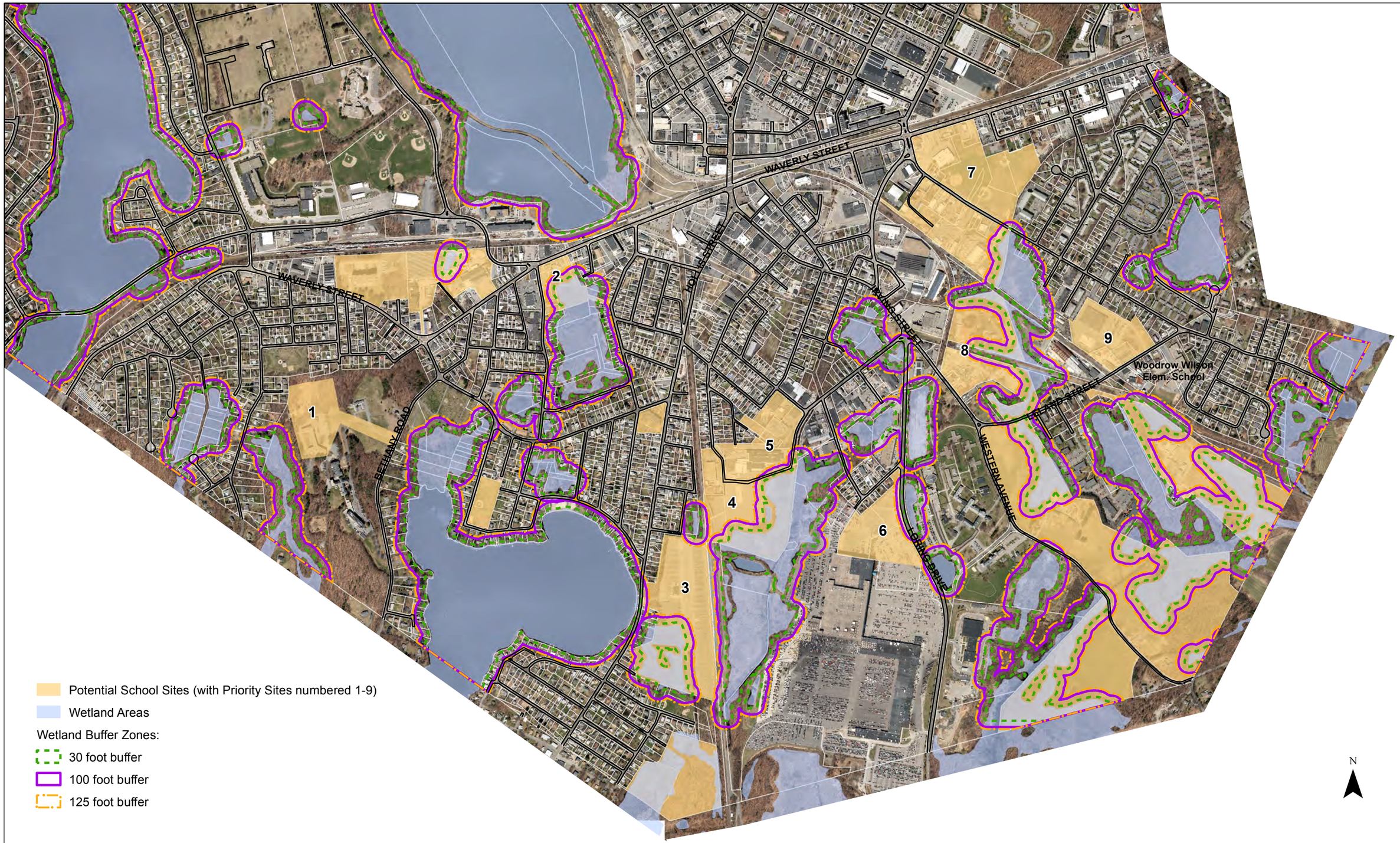
MEMORANDUM

TO: **ED GOTGART**
MATT TORTI
FROM: **EUGENE KENNEDY, C&ED**
MARIANNE IAROSSI, C&ED
CC: **ART ROBERT, C&ED**
RE: **SOUTH FRAMINGHAM SCHOOL SITING ANALYSIS**
DATE: **AUGUST 22, 2014**

Ed and Matt,

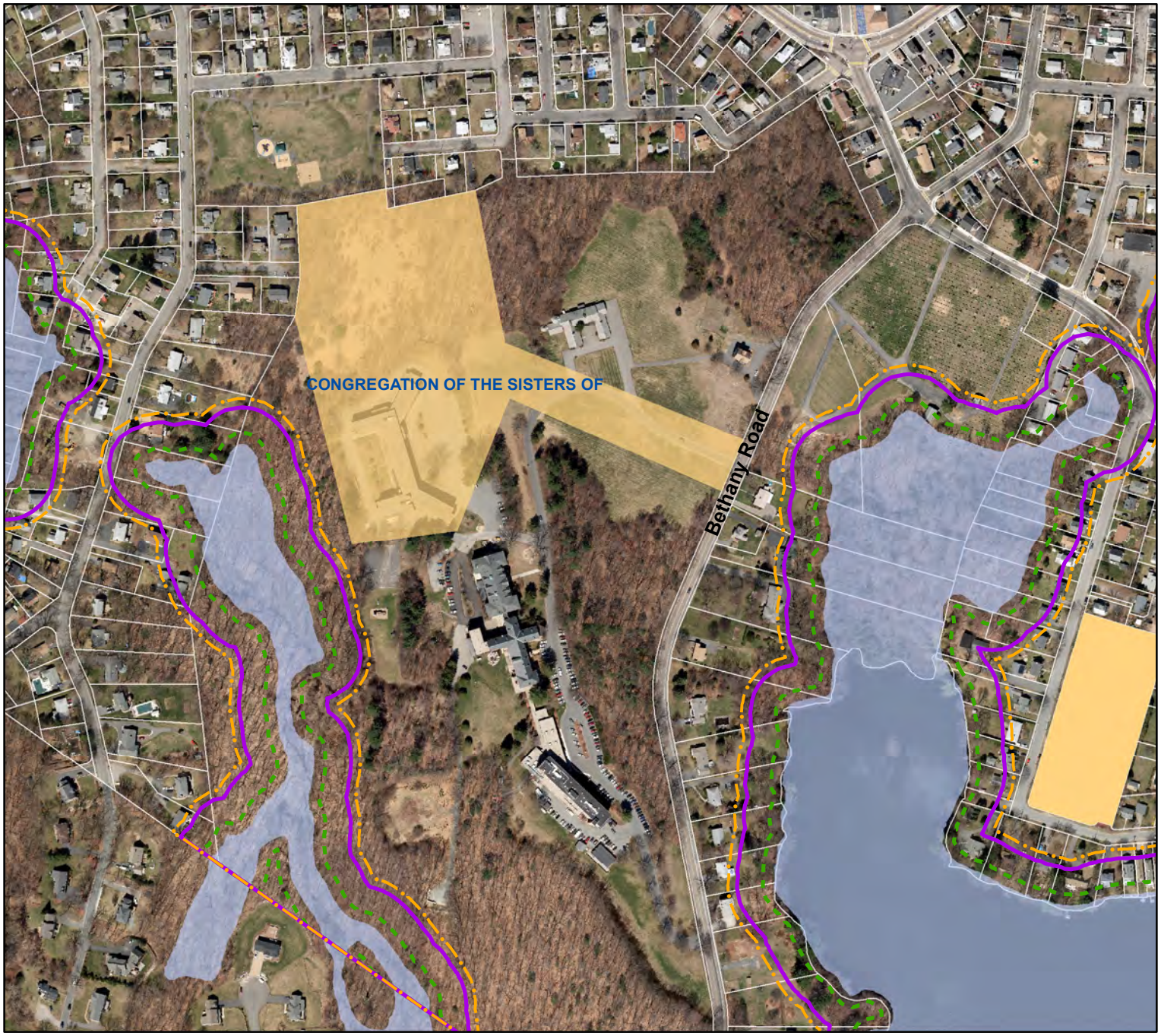
Attached you will find a series of documents including maps displaying potential parcels and assemblages of parcels south of Route 135 for the location of a possible new Framingham elementary school. Parcels greater than ten acres and containing sufficient access were considered priority locations. Wetlands, flood zones, residential properties, proximity to parks or other open space areas, right-of-way widths, and Town owned lands were other elements considered in the analysis and presented in the appendix. Nine priority sites were chosen and labeled as such on the maps. The sites are not necessarily ranked in priority order. Included are more detailed info sheets on these nine sites. The packet also includes a listing of all the individual properties examined and an existing Framingham school system inventory.

Please let us know if you have any questions. Thank you.



South Framingham School Siting Study

Prepared by Community & Economic Development
August 2014



South Framingham School Analysis - Info Sheet (1)

Prepared by the Office of Community & Economic Development

Address:	**77 Bethany Road**
Size:	**12 acres (approximate boundary shown)**
# of parcels:	**Segment of larger parcel**
Owner(s):	**Congregation of the Sisters of St Joseph of Boston**
Buildings:	**1 (120,000 gsf)**
Zoning:	**R-3**
Assessed value:	**$45,287,500 (total)**
Site characteristics:	**adjacent to ToffF park, originally location of school house; owners interested in selling; practical access**

0 200 400 800 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N

SPECIALTY FOR SALE

85 Bethany Rd
Framingham, MA 01702

Structure

Building Type:	Specialty
SubType:	Schools
Class:	-
RBA:	119,945 SF
Typical Floor:	29,986 SF
Stories:	4
Building Status:	Existing
Year Built:	1900
% Leased:	0%
Owner Occupied:	No
Owner Type:	-
Tenancy:	Single Tenant
Land Area:	12 AC
Zoning:	G
Parcel No:	FRAM-001590-000079-000010
Parking:	100 free Surface Spaces are available

Lease

Total Available:	0
Smallest Space:	-
Max Contig:	0
Space Use:	-
Rent/SF/Yr:	For Sale Only

For Sale Info

For Sale at $12,000,000 ($100.05/SF) - Active

Building Notes

Beautifully landscaped dorm-style building on scenic 12-acre campus. Ideal location for school or nonprofit. Walking distance to Framingham MBTA station and nearby Framingham State College
- 200 dorm rooms
- 12-acre campus (additional 20 acres available)
- Lecture rooms, library, kitchen, community rooms, laundry, storage

South Framingham School Analysis - Info Sheet (2)

Prepared by the Office of Community & Economic Development

Address:	**618/620 Waverly St, Cedar Street, 34/40 Mellen St**
Size:	**9 acres**
# of parcels:	**7**
Owner(s):	**Charles Silton, Town of Framingham, Senthil Kumar, Rae Management Inc**
Buildings:	**3**
Zoning:	**G, B**
Assessed value:	**$1,486,500 (except two TofF parcels)**
Site characteristics:	**close to TOD; practical access; along main road; wetlands restrictions**

0 80 160 320 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N

South Framingham School Analysis - Info Sheet (3)

Prepared by the Office of Community & Economic Development

Address:	**480 Hollis St**
Size:	**27.5 acres**
# of parcels:	**1**
Owner(s):	**Consolidated Rail Corp**
Buildings:	**1**
Zoning:	**M**
Assessed value:	**$3,177,800**
Site characteristics:	**developed site; practical access; wetland restrictions**

0 150 300 600 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N

South Framingham School Analysis - Info Sheet (4)

Prepared by the Office of Community & Economic Development

Address:	**223 Arlington St, 20 James Colonel M Halpin Dr**
Size:	**21 acres**
# of parcels:	**4**
Owner(s):	**Consolidated Rail Corp, John Ebbrecht TR**
Buildings:	**1**
Zoning:	**M**
Assessed value:	**$2,332,300**
Site characteristics:	**developed site; wetlands restrictions**

0 150 300 600 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N

South Framingham School Analysis - Info Sheet (5)

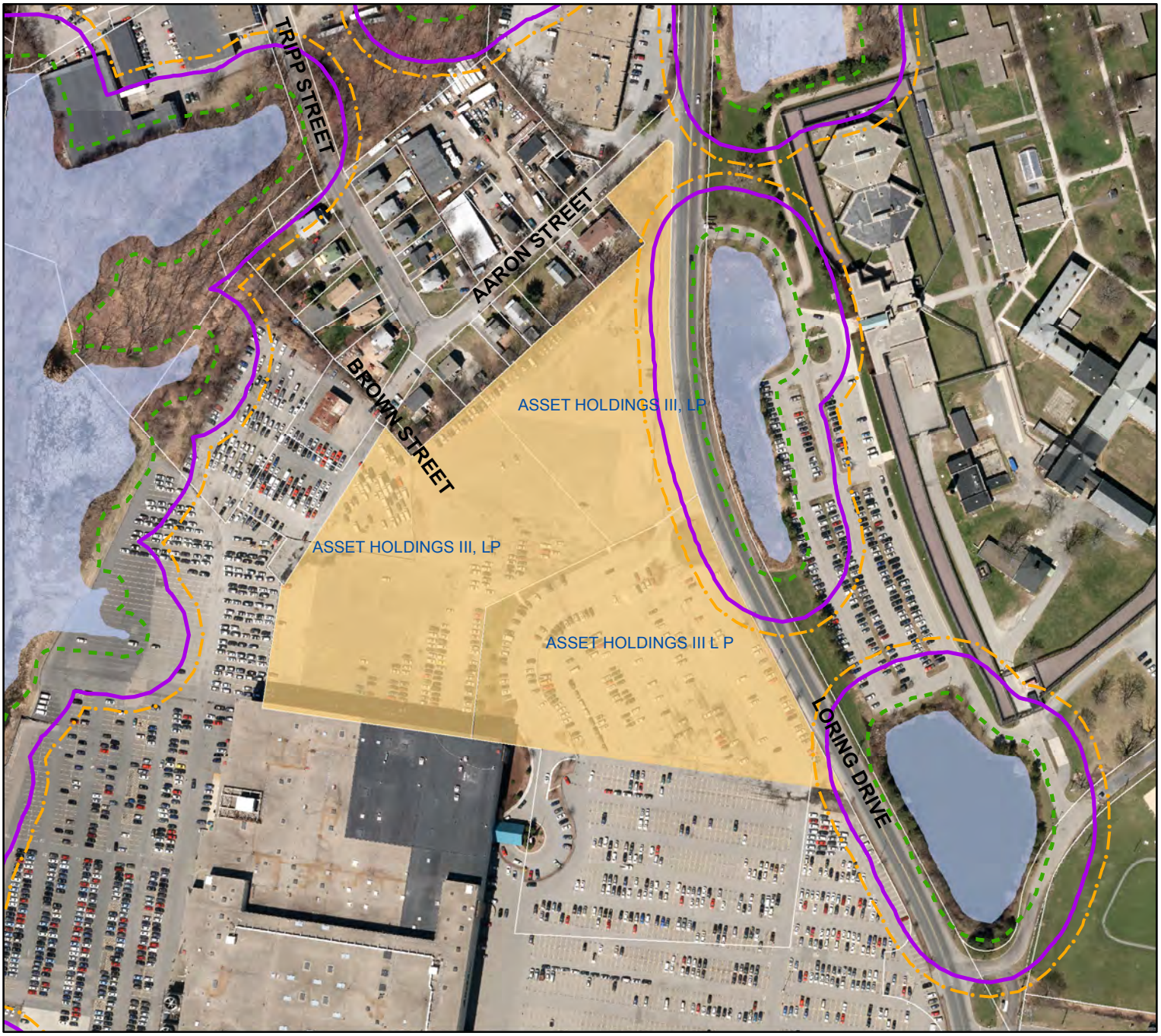
Prepared by the Office of Community & Economic Development

Address:	**225-227 Arlington St, 95 Eames St, 120 Alexander St, 6/18 Hearth St**
Size:	**12 acres**
# of parcels:	**7**
Owner(s):	**John Knapp, Werner Gossels Trs, Kinz Realty Co, Heimar Niit Trs**
Buildings:	**8**
Zoning:	**G, M**
Assessed value:	**$4,378,700**
Site characteristics:	**developed site**

0 125 250 500 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N



South Framingham School Analysis - Info Sheet (6)

Prepared by the Office of Community & Economic Development

Address:	**35 Aaron St, 0 Loring Dr**
Size:	**12 acres**
# of parcels:	**3**
Owner(s):	**Asset Holdings III, LP**
Buildings:	**1**
Zoning:	**M**
Assessed value:	**$2,320,100**
Site characteristics:	**developed site; easy access**

0 125 250 500 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N

South Framingham School Analysis - Info Sheet (7)

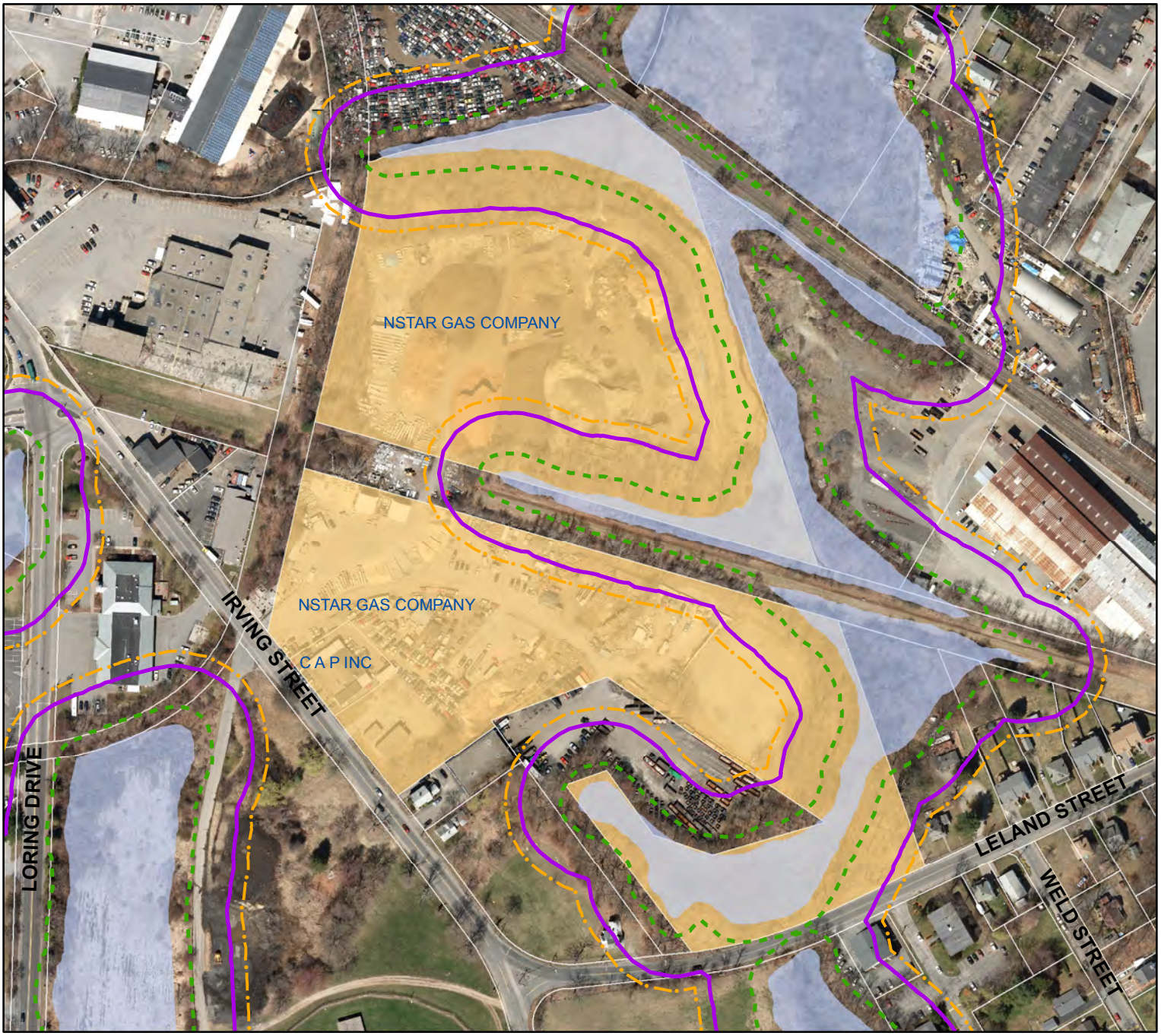
Prepared by the Office of Community & Economic Development

Address:	**186/202/208/228/176/170 Waverly St, 22/40/44/48/54/84 Beaver St, 15R Morton St, Coolidge St**
Size:	**20 acres**
# of parcels:	**15**
Owner(s):	**Town of Framingham, Shock Auto Body Inc., Colbea Enterprises LLC, New Creek II LLC, Avram Goldberg Trs, Mirta Rivera, Adoterivo Filho, Pedro Claussell, Philip Chiappini, Ernest Chiappini**
Buildings:	**9**
Zoning:	**B, M**
Assessed value:	**$5,323,600**
Site characteristics:	**developed site; large Dennison Park on-site; easy access**

0 125 250 500 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N



South Framingham School Analysis - Info Sheet (8)

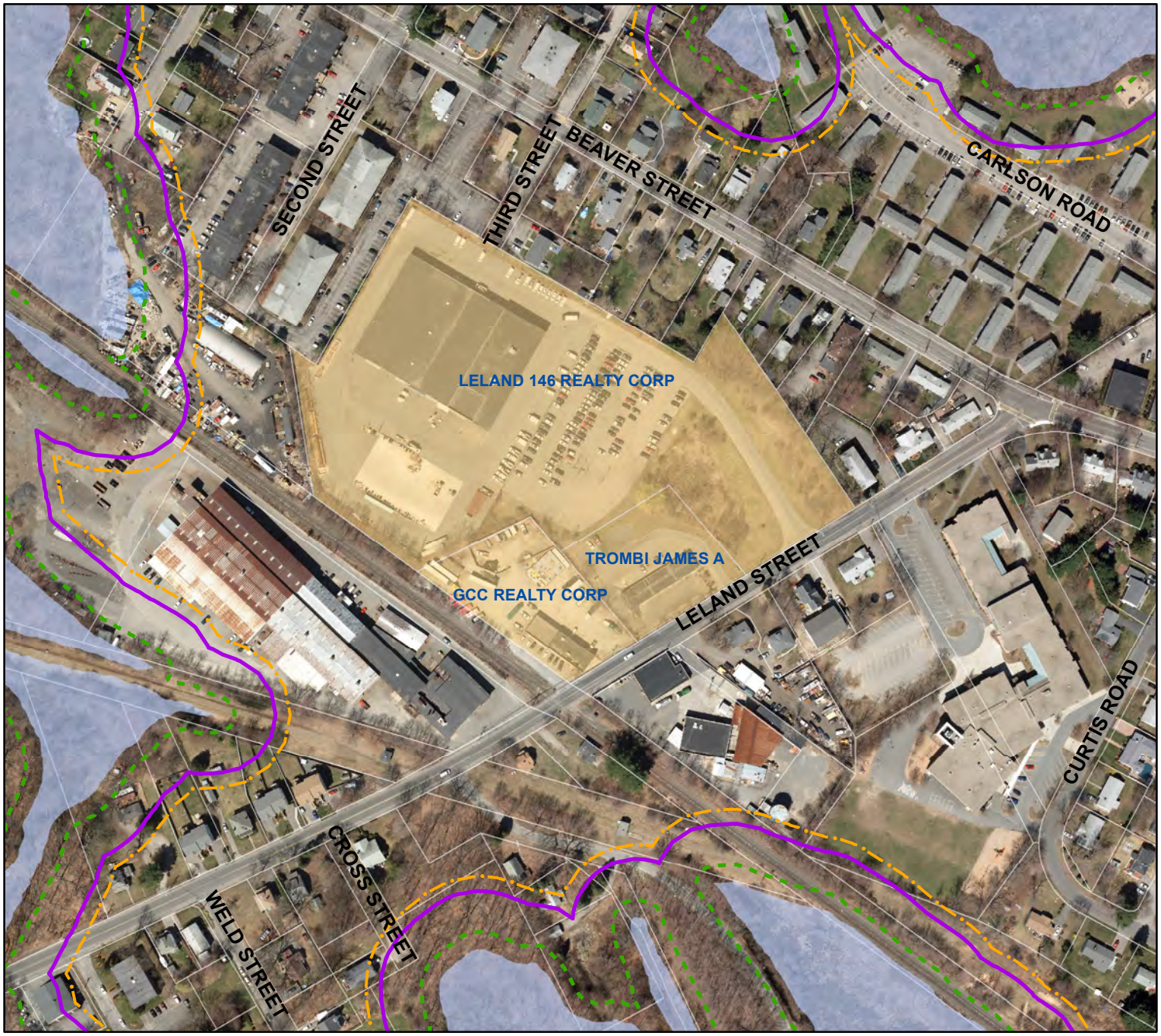
Prepared by the Office of Community & Economic Development

Address:	**350 Irving St**
Size:	**19 acres**
# of parcels:	**2**
Owner(s):	**NStar Gas Company, CAP Inc**
Buildings:	**3**
Zoning:	**M**
Assessed value:	**$730,100**
Site characteristics:	**developed site; wetlands**

0 125 250 500 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N



South Framingham School Analysis - Info Sheet (9)

Prepared by the Office of Community & Economic Development

Address:	**138/142/146 Leland St**
Size:	**10 acres**
# of parcels:	**3**
Owner(s):	**Leland 146 Realty Corp, GCC Realty Corp, James Trombi**
Buildings:	**5**
Zoning:	**M**
Assessed value:	**$3,493,300**
Site characteristics:	**developed site; adjacent to existing elementary school; opportunity to create a "southside campus"**

0 125 250 500 Feet

Wetland Buffer Zones:
30 foot buffer
100 foot buffer
125 foot buffer

N

South Framingham School Siting Analysis

APPENDIX

TOWN OF FRAMINGHAM

BROWNFIELD ASSESSMENT PROGRAM

SOUTH FRAMINGHAM SCHOOL SITING EVALUATION

FUSS & O'NEILL

317 IRON HORSE WAY, SUITE 204
PROVIDENCE, RHODE ISLAND 02908

401-861-3070 www.FandO.com

Candidate Parcels
South Framingham

PROJ. NO.: 20081389.D10
DATE: AUGUST 2014

PROJ./DATUM: MA STATE PLANE / NAD83

Legend

- Environmental Justice Areas
- Central Business Zone
- Non-Candidate Parcels

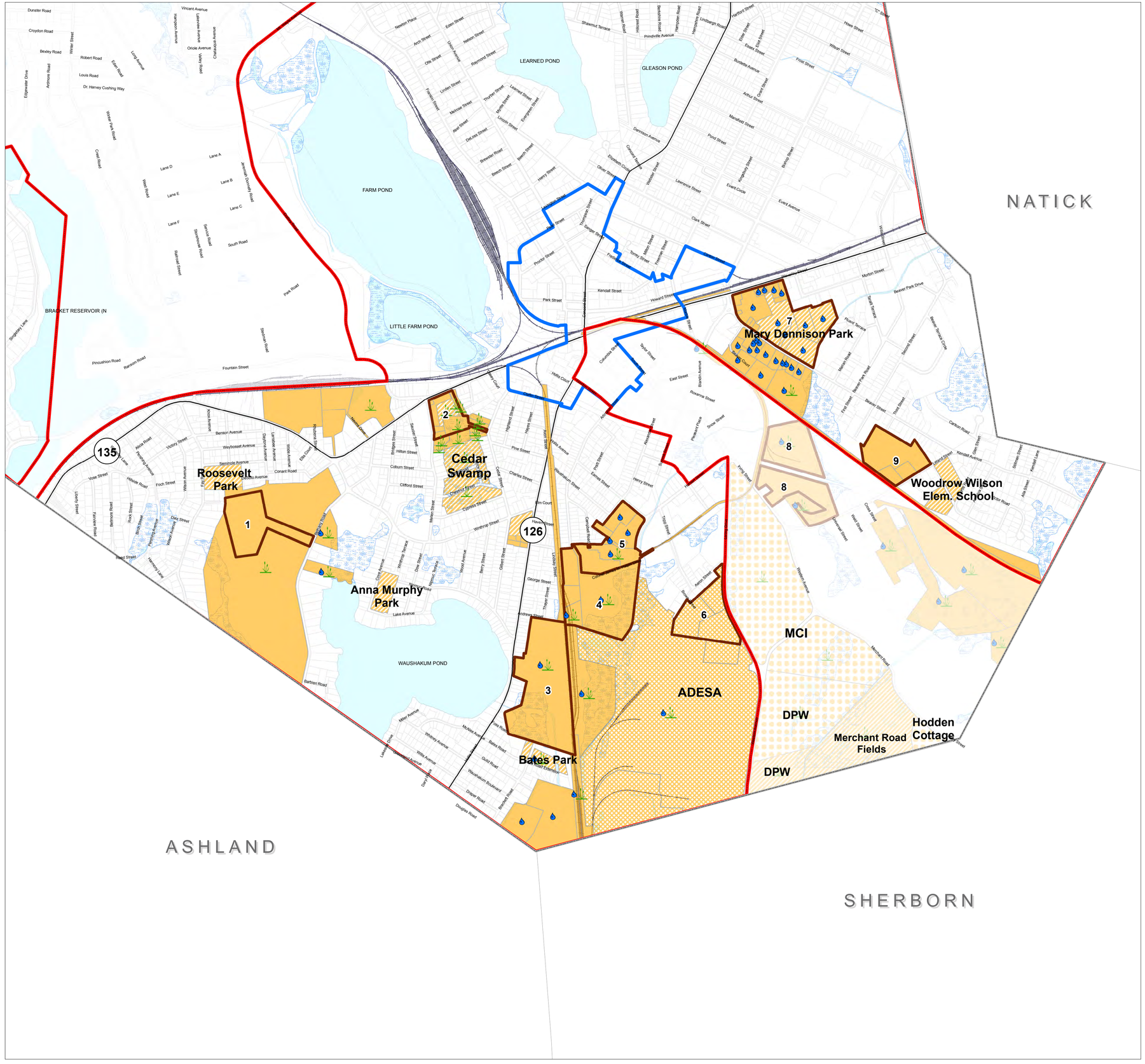
Candidate Parcels

- Privately Owned
- ADESA Facility
- State Owned
- Town Owned
- 1 Select Assemblages
- Candidate Parcels with Wetlands
- Candidate Parcels in AE Flood Zone

N W E S

0 0.25 0.5 1 Miles

DRAFT
NOT FOR PUBLICATION



TOWN OF FRAMINGHAM

BROWNFIELD ASSESSMENT PROGRAM

SOUTH FRAMINGHAM SCHOOL SITING EVALUATION

FUSS & O'NEILL

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DATE: AUGUST 2014

PROJ./DATUM: MA STATE PLANE / NAD83

Legend

- Environmental Justice Areas
- Central Business Zone
- Non-Candidate Parcels

Candidate Parcels

- Privately Owned
- ADESA Facility
- State Owned
- Town Owned
- 1 Select Assemblages
- Candidate Parcels with Wetlands
- Candidate Parcels in AE Flood Zone

N W E S

NOTES:
2008 aerial photography from MassGIS

0 0.25 0.5 1 Miles

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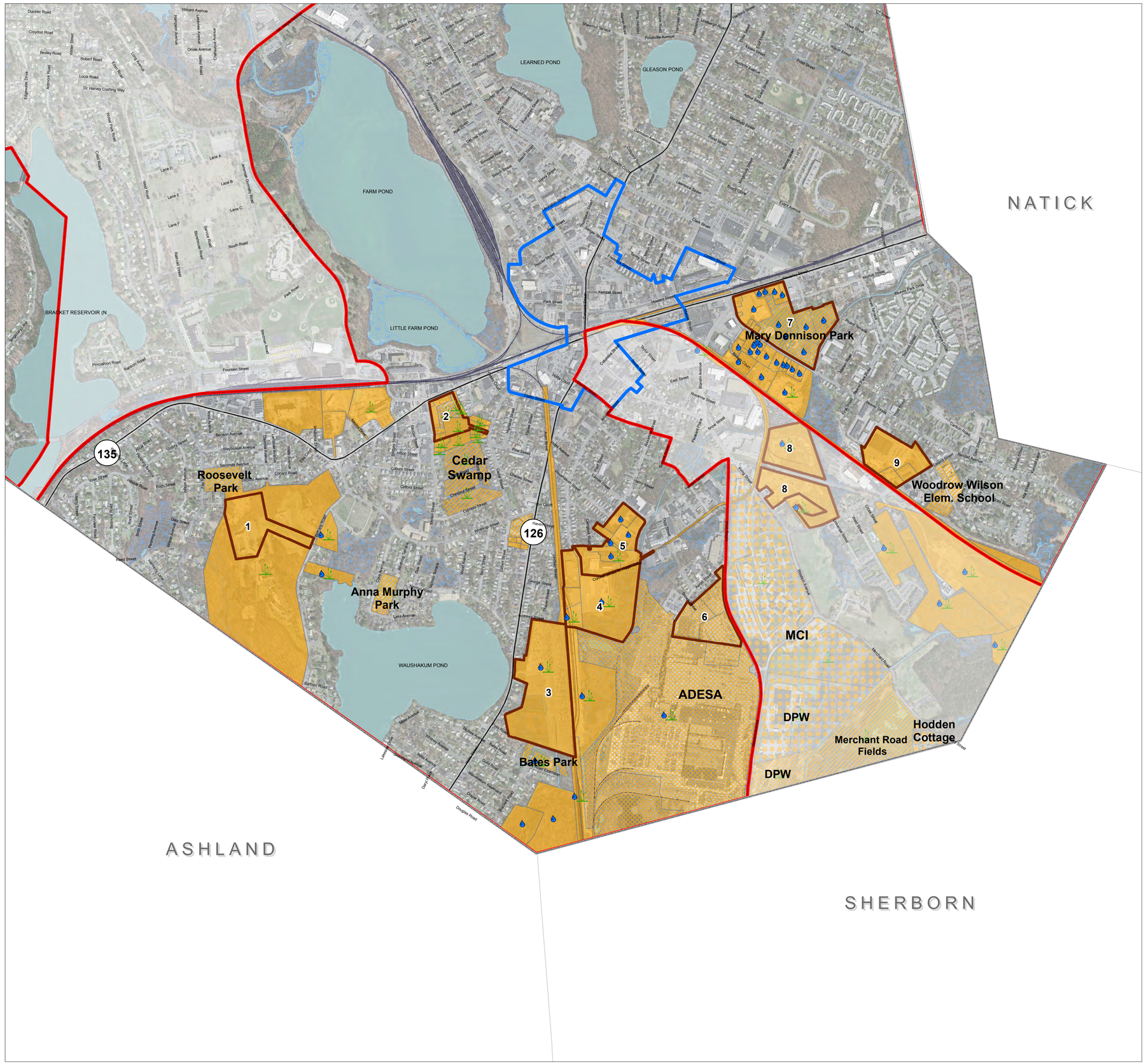

TOWN OF FRAMINGHAM

BROWNFIELD ASSESSMENT PROGRAM

SOUTH FRAMINGHAM SCHOOL SITING EVALUATION

FUSS & O'NEILL

317 IRON HORSE WAY, SUITE 204
PROVIDENCE, RHODE ISLAND 02908

401-861-3070 www.FandO.com

Environmental Receptors and Flood Zones

South Framingham

PROJ. NO.: 20081389.D10
DATE: AUGUST 2014

PROJ./DATUM: MA STATE PLANE / NAD83

Legend

- Environmental Justice Areas
- Central Business Zone
- Potential Vernal Pools
- Wetlands

FEMA Flood Zones

- A: 1% Annual Chance of Flooding, no BFE
- AE: 1% Annual Chance of Flooding, with BFE
- X: 0.2% Annual Chance of Flooding
- Non-Candidate Parcels

- Select Assemblages

Candidate Parcels

Notes

- Privately Owned
- ADESA Facility
- State Owned
- Town Owned

N W E S

0 0.25 0.5 1 Miles

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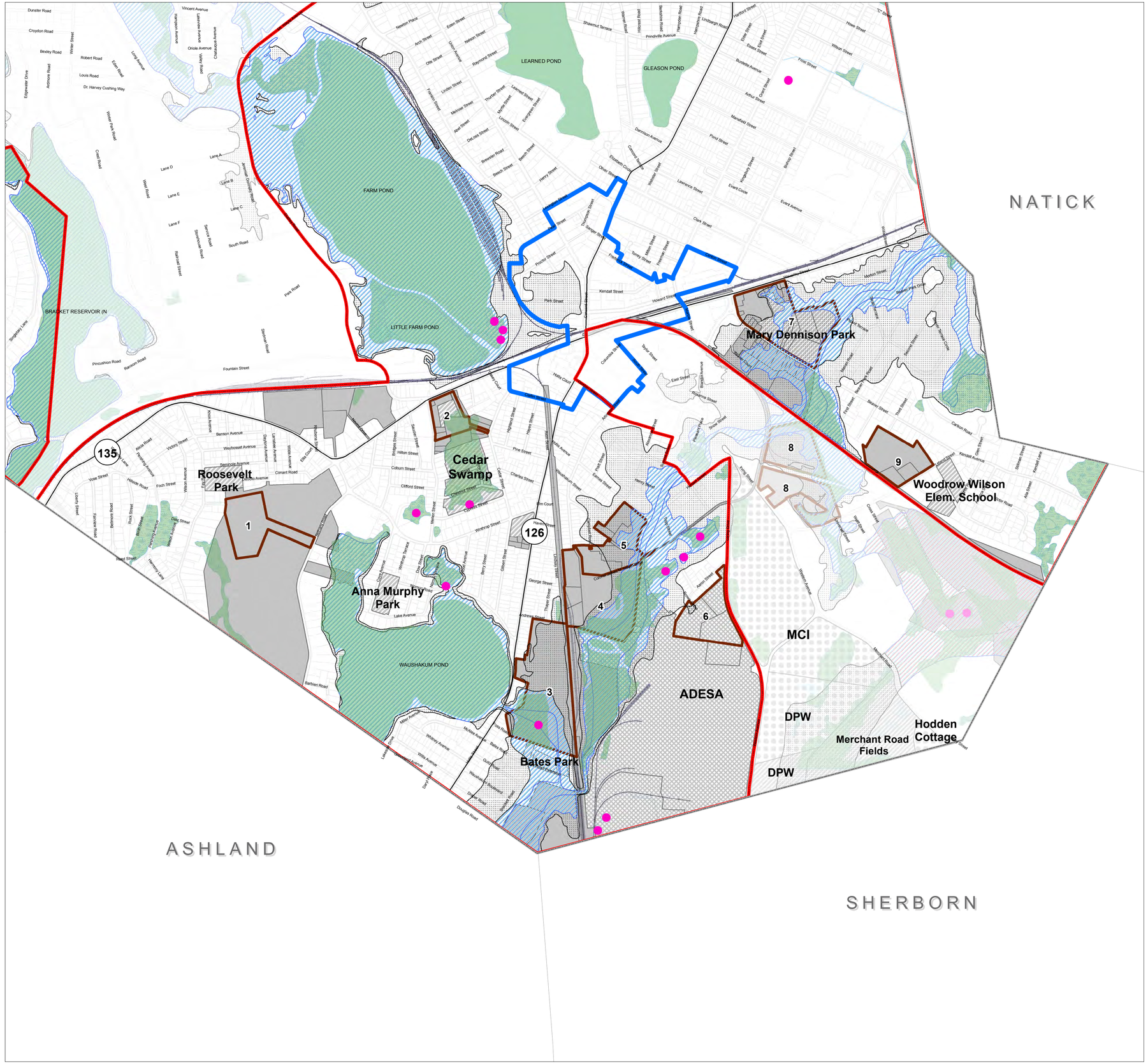


TOWN OF FRAMINGHAM

BROWNFIELD ASSESSMENT PROGRAM

SOUTH FRAMINGHAM SCHOOL SITING EVALUATION

FUSS & O'NEILL

317 IRON HORSE WAY, SUITE 204
PROVIDENCE, RHODE ISLAND 02908

401-861-3070 www.FandO.com

Candidate Parcel Green Space South Framingham

PROJ. NO.: 20081389.D10
DATE: AUGUST 2014

PROJ./DATUM: MA STATE PLANE / NAD83

Legend

- Environmental Justice Areas
- Central Business Zone
- Tree Cover
- Open Space
- Non-Candidate Parcels

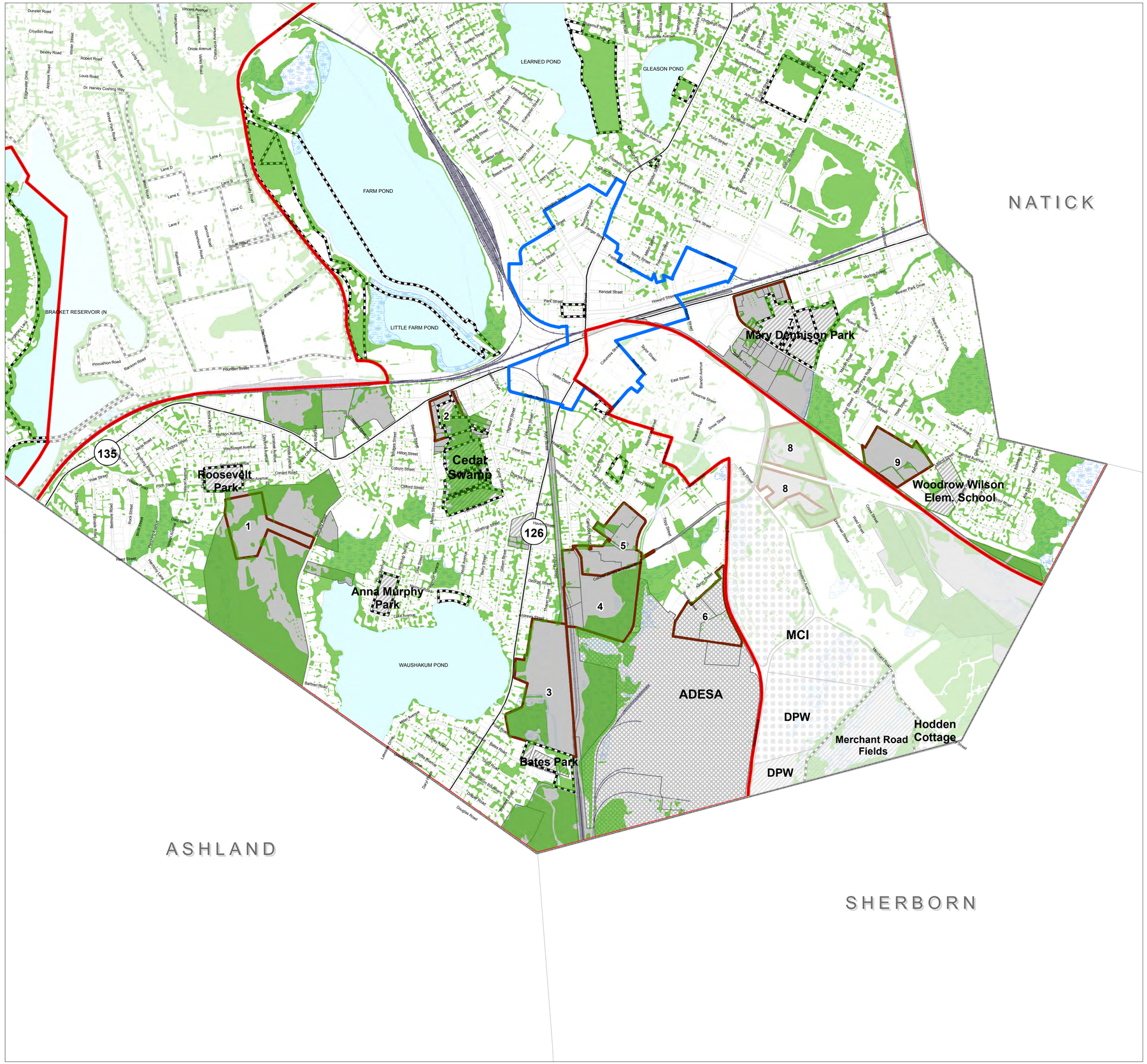
Candidate Parcels

- Privately Owned
- ADESA Facility
- State Owned
- Town Owned
- Select Assemblages

N
W E
S

0 0.25 0.5 1 Miles

DRAFT
NOT FOR PUBLICATION



TOWN OF FRAMINGHAM

BROWNFIELD ASSESSMENT PROGRAM

SOUTH FRAMINGHAM SCHOOL SITING EVALUATION

FUSS & O'NEILL

317 IRON HORSE WAY, SUITE 204
PROVIDENCE, RHODE ISLAND 02908

401-861-3070 www.FandO.com

Transportation and Infrastructure
South Framingham

PROJ. NO.: 20081389.D10
DATE: AUGUST 2014

PROJ./DATUM: MA STATE PLANE / NAD83

Legend

- Environmental Justice Areas
- Central Business Zone
- Non-Candidate Parcels
- Select Assemblages

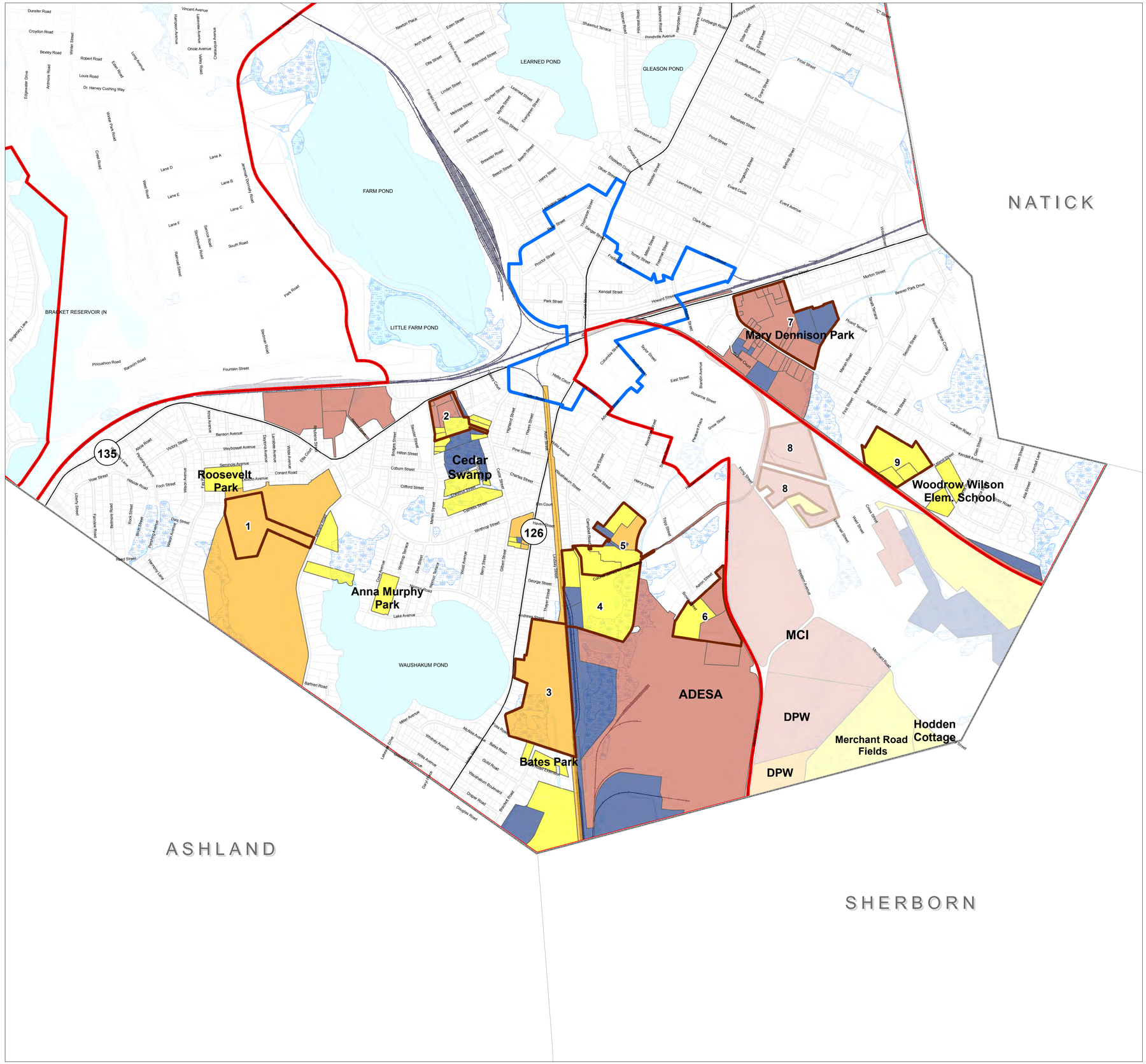
Right-of-Way Widths:
Maximum Value for Each Candidate Parcel
(Feet)

< 30 | 31 - 40 | 41 - 50 | > 50

N
W E
S

0 0.25 0.5 1 Miles

DRAFT
NOT FOR PUBLICATION



FUSS & O'NEILL **DRAFT: Town of Framingham Brownfield Program - Preliminary School Parcel Inventory (Created August 2014)**

Town-Provided Data							Notes				
Parcel ID	Zone	State Use Code	Address	Owner Name (March 2013)	Additional Owner Name	Area (acres)	Wetland	100-year Flood Zone	State Owned	Town Owned	Comments (2014 Inventory)
1000150002900090	G	104	61 CEDAR ST	MEDEIROS, ILMA S & VANDERLEI G		0.5	X				Cluster A
1000150002900100	G	111	67 CEDAR ST	RODRIGUEZ, ANTONIO M & WILMA A		0.5	X				Cluster A
1000150002900110	G	101	73 CEDAR ST	LINARDI, WELLINGTON & VERA		0.3	X				Cluster A
1000150002900120	G	101	75 CEDAR ST	ALI, KARIM		0.3	X				Cluster A
1000930019500030	B	390	170 WAVERLEY ST	CHIAPPINI ERNEST ETAL	ARNOLD D & LOUISE FERRARI	0.7		X			Assemblage 7; Cluster C
1000930019500040	B	326	176 WAVERLEY ST	CHIAPPINI PHILIP J	C/O MASTORAN CORP	0.7		X			Assemblage 7; Cluster C
1000930019500070	B	326	186 WAVERLEY ST	SHOCK AUTO BODY INC	C/O KFCY 321019	0.2		X			Assemblage 7; Cluster C
1000930019500080	B	337	202 WAVERLEY ST	SHOCK AUTO BODY INC	C/O KFCY 321019	0.3		X			Assemblage 7; Cluster C
1000930019500100	B	323	208 WAVERLEY ST	NEW CREEK II, LLC		3.4		X			Assemblage 7; Small portion in AE
1000930019500110	B	334	228 WAVERLEY ST	COLBEA ENTERPRISES, LLC		0.4					Assemblage 7
1000930019500150	M	130	22 BEAVER ST	GOLDBERG, AVRAM J ET AL TRS		0.1					Assemblage 7
1000930019500210	M	101	40 BEAVER ST	RIVERA, MIRTA		0.1					Assemblage 7
1000930019500220	M	101	44 BEAVER ST	FILHO, ADOTERIVO A		0.1					Assemblage 7
1000930019500240	M	104	48 BEAVER ST	CLAUSSELL PEDRO JUAN & MARIA A		0.2					Assemblage 7
1000930019500290	M	931	54 BEAVER ST	TOWN OF FRAMINGHAM		5.5		X		X	Assemblage 7; Town Owned; Mary Dennison Park
1000940019600080	M	930	15R MORTON ST	TOWN OF FRAMINGHAM	PARKS & RECREATION DEPARTMENT	3.0		X		X	Assemblage 7; Town Owned; Mary Dennison Park
1000940019600090	M	930	0 COOLIDGE ST	TOWN OF FRAMINGHAM	PARKS & RECREATION DEPARTMENT	2.4		X		X	Assemblage 7; Town Owned; Mary Dennison Park
1000940019600100	M	931	84 BEAVER ST	TOWN OF FRAMINGHAM	PARKS & RECREATION DEPARTMENT	2.8		X		X	Assemblage 7; Town Owned; Mary Dennison Park
1000940019600110	M	931	0 BEAVER ST	TOWN OF FRAMINGHAM	HIGHWAY DEPARTMENT	0.4		X		X	Assemblage 7; Town Owned; Mary Dennison Park
1001030021300010	G	934	169 LELAND ST	TOWN OF FRAMINGHAM	SCHOOL DEPARTMENT	2.5				X	Town Owned; Woodrow Wilson School
1001040021400010	G	933	169R LELAND ST	TOWN OF FRAMINGHAM	SCHOOL DEPARTMENT	2.1				X	Town Owned; Woodrow Wilson School
1001050021500080	M	402	146 LELAND ST	LELAND 146 REALTY CORP		8.1					Assemblage 7
100105002150008A	M	335	142 LELAND ST	TROMBI JAMES A		1.0					Assemblage 9; Cluster E
1001090022300010	M	314	115 BEAVER ST	MALKIN DONALD J		5.8	X	X			
1001090022300020	M	316	17 BEAVER CT	CARTER, WENDELL P III TR	CARTER REALTY TRUST	2.2		X			
100109002230002A	M	316	21 BEAVER CT	ALPRILLA REAL ESTATE HOLDINGS, LLC		2.2		X			
1001090022300030	M	109	18 BEAVER CT	COTOIA TR, ROBERT C	BEAVER COURT REALTY TRUST	0.7		X			Cluster D
1001090022300050	M	325	39 BEAVER ST	BEAVER COURT INC		0.4					Cluster D
1001090022300060	M	104	45 BEAVER ST	MAHONEY, CHRISTOPHER J		0.5					Cluster D
1001090022300070	M	332	59 BEAVER ST RR	MCNULTY, JOHN J JR & JUNE M TR	MCNULTY REALTY TRUST	0.1		X			Cluster D
100109002230007A	M	400	59A BEAVER ST RR	BEAUCO, INC		0.2		X			Cluster D
1001090022300080	M	104	59 BEAVER ST	VILLA DOMINIC & DONALD R		0.1		X			Cluster D
1001090022300090	M	104	61 BEAVER ST	MCNULTY, JOHN J & JUNE M		0.1		X			Cluster D
1001090022300100	M	332	67 BEAVER ST	ALPRILLA REAL ESTATE HOLDINGS, LLC		1.1		X			Cluster D
100109002230010A	N/A	N/A	N/A	N/A	N/A	0.5		X			Cluster D
1001090022300110	M	392	93 BEAVER ST	ALPRILLA REAL ESTATE HOLDINGS, LLC		0.9		X			Cluster D
1001090022300140	M	104	99 BEAVER ST	LAGE, ANTONIO & JORGE TRS	MANUEL& ESTHER LAGE ASSET PROTECTN	0.3		X			Cluster D
1001090022300150	M	101	103 BEAVER ST	CHAVES, ANDREW & ROBIN A	C/O HAMID & SULTANET KHAN	0.2		X			Cluster D
1001090022300160	M	332	111 BEAVER ST NR	HINES, STEVEN J & MICHAEL P TR	HINES REALTY TRUST	0.5		X			Cluster D
1001090022300190	M	325	109 BEAVER ST	PATEL, MAYA & KALPESH & MANISHA TR	FRIENDLY REALTY TRUST	0.5		X			Cluster D
1001110022200150	CB	392	350 WAVERLEY ST	CONSOLIDATED RAIL CORP	CSX TAX DEPT	15.0	X	X			Rail

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Town-Provided Data							Notes				
Parcel ID	Zone	State Use Code	Address	Owner Name (March 2013)	Additional Owner Name	Area (acres)	Wetland	100-year Flood Zone	State Owned	Town Owned	Comments (2014 Inventory)
1001160023300060	G	391	18 HEARTH ST	KINZ REALTY CO INC	KINZ, ROBERT J	0.1					Assemblage 5
100116002340000A	N/A	N/A	N/A	N/A	N/A	0.2		X			Assemblage 5
1001160023400190	G	132	6 HEARTH ST	KINZ REALTY CO INC	KINZ, ROBERT J	0.6					Assemblage 5
1001160023400340	M	316	120 ALEXANDER ST	NIIT TRS, HEIMAR & BEVERLY E	ALEXANDER STREET REALTY TRUST	2.2		X			Assemblage 5
100116002340034B	M	404	95 EAMES ST	KINZ FAMILY LIMITED PARTNERSHIP, ROBERT		2.8		X			Assemblage 5
1001170023500010	G	400	225 ARLINGTON ST	KNAPP, JOHN A JR & KATHERINE M		3.3					Assemblage 5
100117002350001A	M	337	20 CL JAMES M HALPIN DR	CONSOLIDATED RAIL CORP		15.5	X	X			Assemblage 4
100117002350001B	M	400	227 ARLINGTON ST	GOSSELS, WERNER F & ELAINE F TRS	BENETT TRUST	3.0	X	X			Assemblage 5
1001170023500020	M	401	223 ARLINGTON ST	EBBRECHT, JOHN C JR TR	CSA REALTY TRUST	2.5					Assemblage 4
1001200024500050	M	912	10 LORING DR	COMMONWEALTH OF MASSACHUSETTS	REFORMATORY FOR WOMEN	2.1			X		State Owned; Prison
1001220025000010	M	402	138 LELAND ST	GCC REALTY CORP		1.1					Assemblage 9; Cluster E
1001220025100090	M	313	300 IRVING ST	NSTAR GAS COMPANY		18.7	X	X			Assemblage 9
100122002510009B	M	390	54 LELAND ST	DEBELLO, SIDNEY M & DAVID		2.1	X	X			
100134002770000A	G	930	0 COVE & LAKE AVES	TOWN OF FRAMINGHAM	PARKS & RECREATION DEPARTMENT	3.0				X	Town Owned; Anna Murphy Park
1001360028300220	G	104	351 HOLLIS ST	ORTIZ, EDWIN & MARIA		0.2					Cluster B
100136002830022A	G	111	349 HOLLIS ST	MAHONEY, CHRISTOPHER J		0.1					Cluster B
1001360028300230	G	104	343 HOLLIS ST	LOPEZ, ARMONDO & GRANDOS, XOCHITL SANDRA		0.1					Cluster B
1001360028300240	PR	970	317 HOLLIS ST	FRAMINGHAM HOUSING AUTHORITY		2.0				X	Town Owned; Cluster B
1001360028300250	G	104	20 GILBERT ST	CITIMORTGAGE, INC		0.2					Cluster B
100136002830025A	G	105	18 GILBERT ST	CHEN, JILL	YU, WENXIN	0.1					Cluster B
1001360028300260	G	104	24 GILBERT ST	KERWIN, FRANCIOS & SAUTIER, WROOD		0.3					Cluster B
1001380028600010	G	132	23 WAVERLEY CT	THEODORAKOS, VAIOS		0.3	X				Cluster A
100138002860001A	B	325	596 WAVERLEY ST	LOPES, DELIO		0.1					Cluster A
1001380028600080	B	332	618 WAVERLEY ST	SILTON CHARLES INC		1.2					Assemblage 2; Cluster A
100138002860008A	N/A	N/A	N/A	N/A	N/A	0.4	X				Assemblage 2; Cluster A
100138002860008B	G	930	618 WAVERLEY ST RR	TOWN OF FRAMINGHAM		1.4	X			X	Town Owned; Cluster A
1001380028600090	G	112	40 MELLEN ST	RAE MANAGEMENT INC		0.3					Assemblage 2; Cluster A
100138002860009B	N/A	N/A	N/A	N/A	N/A	2.0	X				Assemblage 2; Cluster A
1001380028600100	N/A	N/A	N/A	N/A	N/A	1.2	X				Cluster A
1001380028600110	G	101	44 MELLEN ST	MAZARIEGOS, MYNOR & ARTURO		0.5	X				Cluster A
1001380028600120	G	111	34 MELLEN ST	KUMAR, SENTHIL		0.3					Assemblage 2; Cluster A
1001380028600130	B	337	620 WAVERLEY ST	SILTON CHARLES INC		0.1					Assemblage 2;Cluster A
1001390028700140	G	101	52 MELLEN ST	SAMPAIO, ADILSON EDSON & RITCHELLY		0.2	X				Cluster A
1001390028700150	G	337	54 MELLEN ST	GOSSELS, WERNER F TR	LAINE REALTY TRUST	0.1					ClusterA1
1001390028901010	G	933	117R CEDAR ST	TOWN OF FRAMINGHAM	SCHOOL DEPARTMENT	4.7	X			X	Town Owned; Cedar Swamp
1001400029000310	G	933	32 CYPRESS ST	TOWN OF FRAMINGHAM	SCHOOL PURPOSES	6.2	X			X	Town Owned; Cedar Swamp
1001440029800150	M	322	687 WAVERLEY ST	GDC PROPERTIES MANAGEMENT LLC		6.1	X				
1001460030000060	M	400	763 WAVERLEY ST	EPSTEIN, ROBERT TR	GARY REALTY TRUST	2.6					
100146003000006A	M	390	721 WAVERLEY ST	APPLEBAUM REALTY COMPANY LLC		3.1					
100147003010001B	M	430	825 WAVERLEY ST	AT&T COMMUNICATIONS OF NE. INC	TELEPORT COMMUNICATIONS	9.2					
1001590007900010	G	955	77 BETHANY RD	CONGREGATION OF THE SISTERS OF	ST JOSEPH OF BOSTON	73.2	X				Assemblage 1

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1001590007900090	PR	931	80 FAY RD	TOWN OF FRAMINGHAM		3.8				X	Town Owned; Roosevelt Park
100160000790001B	G	960	0 BETHANY RD EAST SIDE	CONGREGATION OF THE SISTERS OF	ST JOSEPH OF BOSTON	2.4	X	X			
100160000800004B	G	101	70 BETHANY RD	STEFANINI JOSEPH & ANGIE		2.4	X	X			
1001650034600030	G	932	40 BATES RD EXTN	TOWN OF FRAMINGHAM	CONSERVATION COMMISSION	2.5	X	X		X	Town Owned; Bates Park
1001670035000090	G	338	480 HOLLIS ST	CONSOLIDATED RAIL CORP	CSX TAX DEPT	35.4	X	X			Assemblage 3; Rail
1001730000100010	M	314	35 AARON ST	ASSET HOLDINGS III, LP		4.4					Assemblage 6; ADESA
1001760043100010	M	401	63 WESTERN AVE	ASSET HOLDINGS III L P	C/O ADESA AUCTION BOSTON	109.2	X	X			ADESA
100176004310001A	M	402	53 WESTERN AVE NR	CONSOLIDATED RAIL CORP		2.4	X	X			Rail
100176004310001B	M	391	43 WESTERN AVE RR	CONSOLIDATED RAIL CORP	CSX TAX DEPT	15.8	X	X			Rail
1001760043100020	M	441	3 WESTERN AVE	RACER PROPERTIES, LLC		15.7					ADESA
100176004310002A	M	440	0 ARLINGTON ST	CONSOLIDATED RAIL CORP		1.6	X	X			Assemblage 4; Rail
100176004310002B	M	441	223 ARLINGTON ST RR	CONSOLIDATED RAIL CORP		1.4					Assemblage 4; Rail
1001760043201960	G	132	103 GUILD RD	ZANI, DONALD P TR	D ZANI THIRD 2009 FAMILY TRUST	11.2		X			
1001760043201970	G	132	0 BRACKETT RD OFF	CONSOLIDATED RAIL CORPORATION		4.5		X			Rail
1001780023000010	M	442	91 LELAND ST OFF	EXELON FRAMINGHAM, LLC	REAL ESTATE DEPT	15.9	X	X			
100178002300001A	M	424	93 LELAND ST	EXELON FRAMINGHAM, LLC		26.4	X	X			
1001780023000040	M	712	93 LELAND ST OFF	GEOGHEGAN, JAMES H & ROBERTA C		2.6	X	X			
1001780023000060	M	391	0 CURTIS RD RR	BLESER, THOMAS CHARLES		2.7					
1001810041300030	G	912	135 WESTERN AVE	COMMONWEALTH OF MASSACHUSETTS	SOUTH MIDDLESEX CORRECTION CENTER	22.0	X		X		State Owned; Prison
100181004130003A	M	931	100 WESTERN AVE	TOWN OF FRAMINGHAM	HIGHWAY DEPARTMENT	7.6	X			X	Town Owned; DPW
100181004130003B	G	912	135 WESTERN AVE	COMMONWEALTH OF MASSACHUSETTS	HODDEN COTTAGE	2.6			X		State Owned; Hodden Cottage
100181004130003D	G	931	0 WESTERN AVE	TOWN OF FRAMINGHAM		26.1	X			X	Town Owned; Merchant Road Fields
100181004130003E	G	912	0 MERCHANT ST	COMMONWEALTH OF MASSACHUSETTS		27.9	X		X		State Owned; DPW
1001890041200010	G	922	26 LORING DR	COMMONWEALTH OF MASSACHUSETTS	REFORMATORY FOR WOMEN	40.4	X		X		State Owned; Prison
100189004120001A	M	337	0 LORING DR	ASSET HOLDINGS III L P	ASSET HOLDINGS III LIMITED PARTNERSHIP	7.4					Assemblage 6; ADESA
100189004120001B	M	337	0X LORING DR	ASSET HOLDINGS III, LP		2.7					Assemblage 6; ADESA
1007980000100010	G	130	0 LELAND ST RR	CENTURY ESTATES CONDO TR		6.5	X	X			

SCHOOL	ADDRESS	LOT SIZE	ZONING	FACILITIES
Potter Road Elementary	492 Potter Road	12.8 A	R-3	baseball field, ball court, field, playground
Hemenway School	745 Water Street	13.7 A	R-3	baseball field, playground, paths
Dunning Elementary	48 Frost Street	24.5 A	R-3	track, 3 baseball fields, field (shared with Walsh JHS)
Stapleton Elementary	95 Elm Street	2.9 A	R-1	playground
Juniper Hill Elementary	30 Upper Joclyn Avenue	16.7 A	R-1	playgrounds, paths
Brophy Elementary	575 Pleasant Street	27.8 A	R-3	soccer field, playground, fields, paths
McCarthy Elementary	8 Flagg Drive	20.4 A	R-1	baseball field, playground, paths
Barbieri Elementary	100 Dudley Road	43.9 A	R-1	5 baseball fields, fields, ball court, playground (abuts Cushing Park; most amenities on adjacent parcel-shared with Vocational School?)
Woodrow Wilson Elementary	169 Leland Street	5.7 A	G	playgrounds, field
Walsh Junior High School	301 Brook Street	11.9 A	R-3	track, 3 baseball fields, field, paths (shared with Dunning; these areas excluded from Walsh size)
Cameron Middle School	187 Elm Street	27.4 A	PRD	baseball field, fields
Fuller Middle School	31 Flagg Drive	26.0 A	R-1	baseball field, field (abuts MBCC and associated amenities not included here)
Framingham High School	115 A Street	45.8 A	R-1	ball court, tennis courts, football field, three baseball fields, field