

Fuller Middle School

Educational Visioning Workshop Overview and Notes

In October 2017, the Framingham Public Schools Educational Working Group (EWG), a group of approximately 20 FPS administrative leaders, teachers, administrators, students, parents, and community partners, participated in an Educational Visioning Workshops run by New Vista Design and Jonathan Levi Architects. The workshop was a collaborative session designed to inform the Fuller Middle School design process. Participants were led through a step-by-step visioning process aimed at capturing their best thinking about FPS's current and future educational goals and priorities, and connecting 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 districts 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

The following pages offer a summary of notes taken and information gathered during each workshop. If you would like to add comments or ideas to this evolving narrative please contact Joel Seeley at jseeley@sma.com.

Note: The agendas for Educational Visioning Workshops One and Two can be found at the end of this document as well as a listing of workshop attendees.



Visioning Summary and Recommendations

Fuller Middle School (FMS) is presently in its fourth year of design and implementation of a STEAM (Science, Technology, Engineering, Arts and Mathematics) curriculum initiative, which is part of a district-wide effort within Framingham Public Schools (FPS) to deliver instruction through a project-based, interdisciplinary model that engages student through inquiry and emphasizes 21 Century Skills. The opportunity for the school to design a renovated and/or new facility through the MSBA Feasibility Study process, has FMS teachers, administrators, students and parents highly excited about the prospect of creating a physical environment that will bring the school's dynamic and evolving educational program fully to life. Additionally, the district sees this project as an opportunity to re-imagine Fuller Middle School in the eyes of Framingham residents, and have it serve as both a beacon and a resource to the community.

Guiding Principles

The FMS Educational Working Group determined six Guiding Principles and priorities for the renovated and/or new building:

1. **Transdisciplinary Instruction**
 - In support of grade level teaching teams, integrated curriculum delivery, and project-based learning.
2. **Personalized and Collaborative**
 - In support of differentiated instruction, personalized learning, and the needs of English Language Learners.
3. **Whole Child, Whole Community**
 - In support of social emotional learning, enrichment programming and whole-brain learning.
4. **Visible Learning**
 - In support of showcasing student learning and building community within the school.
5. **Community and Civic Hub**
 - In support of creating a much-needed community resource and civic hub.
6. **Adaptability**
 - In support of evolving practices, technology and programming.

Each of these Guiding Principles will play an important role in establishing spatial priorities and adjacencies within the building plan.

Goals and Opportunities

Highlights of other goals and opportunities that have been established for the building include:

- A. Design a building that supports and connects to Framingham Public School’s educational vision for STEAM teaching and learning, and serves as a state-wide model.
- B. Create a safe, welcoming and flexible building to serve as both a symbol of, and a resource to the Framingham community.
- C. Ensure that students are known well and feel a sense of belonging and ownership by creating smaller learning communities/neighborhoods as “sacred spaces.”
- D. Design agile classrooms, with good storage, technology and modular furniture, in service of a range of individual, small group and whole group instruction modalities, including project-based learning.
- E. Promote collaboration by providing movable walls between some classrooms, as well as breakout rooms and professional collaboration rooms that are adjacent or in close proximity.
- F. Position the Media Lab at the “hub” of the school.
- G. Deliver Special Education services in more integrated and innovative ways.
- H. Disperse support staff throughout the facility in order to facilitate the creation of community and connections.

Design Patterns

A variety of Design Patterns were prioritized for the renovated and/or new building, including:

- | | |
|-----------------------------|-----------------------------------------|
| 1. Open and Welcoming Entry | 9. Flexible Furniture |
| 2. Distributed Dining | 10. Universal Access and Equity |
| 3. Learning Commons | 11. Push-In Special Education |
| 4. Classroom as Maker Space | 12. Visible Learning |
| 5. Display and Exhibition | 13. Vertically Integrated Neighborhoods |
| 6. Outdoor Connectivity | 14. Paired/Flexible Classrooms |
| 7. Breakout Spaces | 15. Ubiquitous Learning |
| 8. Distributed Resources | |

Each of these Design Patterns will play an important role in establishing spatial priorities and adjacencies within the building plan.

Facility Design Visioning Workshop One Notes October 20, 2017

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 there 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

Priority Goals (Continued)

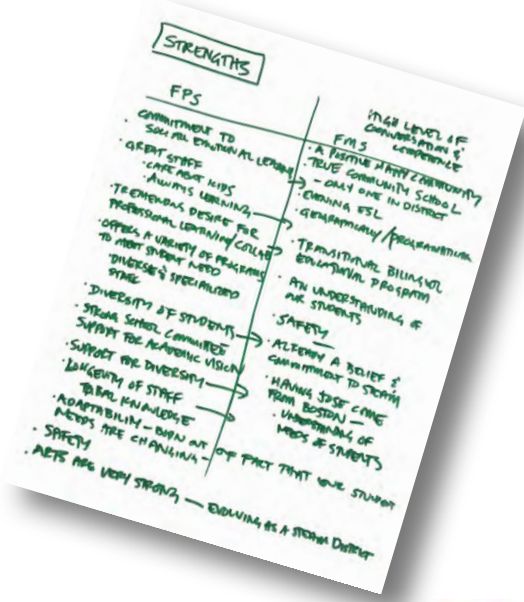
- Support alternative ways of motivating and teaching students
 - Multiple means of teaching and learning
 - Integration of disciplines
- Not just a place that houses students, the building itself becomes a learning tool for students
 - Student learning is at the center
- A building that is multi-cultural 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

Some Questions Posed by the Architectural Team:

1. What is a classroom?
 - What is the value of a classroom in a MS/HS?
2. What are the grades?
 - What is the value of bulkheads of grades?
3. Is FMS the kind of school that wants to teach thinking directly - or put its faith within Horace Mann disciplines?
 - Has this model been successful?
 - How are standards changing?

SCOG Analysis

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



Framingham Public Schools

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

Fuller Middle School Framingham Middle School

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

SCOG Analysis (Continued)



CHALLENGES

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



OPPORTUNITIES & GOALS

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

21st Century Learning Goals

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



- **Whole Child Learning**
 - As an Organizing Principle for all Other Learning Goals
- **Collaboration and Communication (25 votes)**
 - Effective Communication
 - Have a Voice
 - To Effect Positive Change
 - Emerge from Language Isolation to Collaborative Participation
 - Staff and Students
 - Understand How, What and Why we Communicate
- **Social and Civic Competence (25 votes)**
 - Within Fuller and in the Community
 - Civic and Community Engagement
 - Local, Community-Based Project Learning
 - Community
 - Empathy, Ethics and Civic Responsibility
- **Creativity and Imagination (20 votes)**
 - Imaginative and Joyous Risk-Taking
 - Initiative and Curiosity
 - Create Joy and Ownership
- **Critical Thinking (15 votes)**
 - Higher Order Thinking
 - Permeated with Habits of Mind
 - Problem Solving
 - Analyze Information
 - Executive Function – Ability to Prioritize and Strategize
- **Love of Learning (15 votes)**
 - Content is Not as Important as the Ability to Love Learning
 - Self-Motivation
 - Student Drive and Owned
- **Multi-Cultural Literacy (5 votes)**
- **Technology Transforming the Basics (5 votes)**

Opportunities and Goals 2.0

The following additional Opportunities and Goals for the design of the renovated and/or new Fuller Middle School were brainstormed by the Educational Workshop group during Workshop Two.



OPPORTUNITIES & GOALS

- 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 Designs 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. These are listed below in order of the frequency with which each pattern appeared on a team list, with each Design Pattern receiving 5 votes for every time it appeared on a team list.

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

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

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

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

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

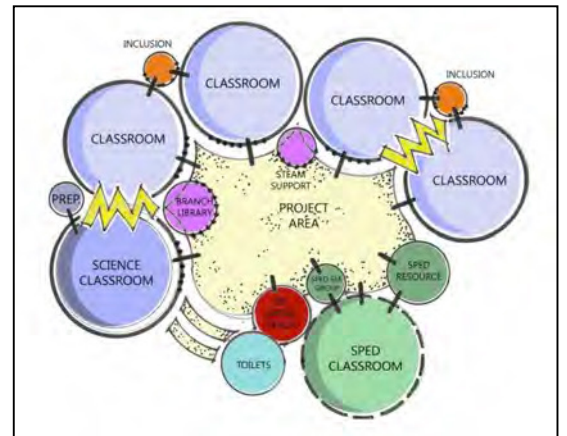
- **Outdoor Connectivity** (10 votes)
 - Outdoor Space Use

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



21st Century Design Patterns 1.0 (Continued)

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



DRAFT Guiding Design Principles 1.0

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

1. Transdisciplinary Instruction

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

2. Personalized and Collaborative Learning

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

3. Whole Child, Whole Community

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

4. Visible Learning

- Connectivity
- Indoor/Outdoor Transparency and Connections

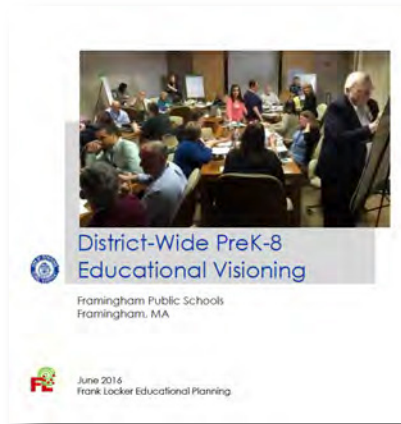
5. Community and Civic Hub

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

6. Adaptability

- Planned for Evolution
- Future Ready





The following “Places for Learning” have been excerpted from 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 socio-economic 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 life-long sense of wonder and purpose. Create independent, life-long learners.

7. Provide Professional Development

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

Facility Design Visioning Workshop One

October 20, 2017

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review **Guiding Principles and Planning Goals** from K-8 District-Wide Visioning process
- Share **Priority Goals** for the design of Fuller Middle School's (FMS's) renovated and/or new facility
- Discuss 21st century teaching and learning as connected to FMS's recent professional development goals and efforts, and identify **21st Century Learning Goals** for FMS and Framingham Public Schools (FPS)
- Review FMS's most essential and **Innovative Initiatives and Programs** and discuss how they connect to priorities set during the district's PK-8 Educational Visioning process, and the implications they hold for the design of the renovated and/or new facility
- Assess FMS's **Strengths, Challenges, Opportunities, and Goals** with regard to the development of its academic programs and the design of a new and/or renovated facility

Time	Activity	Purpose
7:45 – 8:00	<i>Coffee and Informal Socializing</i>	Meet and orient for the day.
8:00 – 8:45	Workshop Goals and Introductions <ul style="list-style-type: none"> • Workshop overview • Review of Guiding Principles and Planning Goals from K-8 District-Wide Visioning • Introductions • Priority Goals for the renovated and/or new facility 	Introduce participants, and clarify agenda and desired outcomes for this workshop and subsequent workshops. Share some of our Priority Goals for the new facility.
8:45 – 9:30	Future Ready Schools <ul style="list-style-type: none"> • Presentation: Future Ready Teaching and Learning • Work That Matters: PBL Video 	Identify and discuss changing paradigms in education, and elements of forward thinking teaching and learning as connected the FMS's professional development efforts, 2-4 year STEAM Plan, and school vision.
9:30 – 10:00	21st Century Learning Goals <ul style="list-style-type: none"> • Small group review of 21st century learning goals and outcomes and creation of priority listings • Large group prioritization 	Ground our thinking about design guidelines and desired building features in a discussion and exploration of priority Learning Goals for Fuller Middle School.

10:00 – 10:15	BREAK	
10:15 – 11:00	<p><i>Deep Dive into FMS’s Present and Future Educational Priorities</i></p> <ul style="list-style-type: none"> • Mini presentations by departments/programs • Group discussion and recording of essential and innovative educational approaches and initiatives presently in practice or on the horizon at FMS • Review of STEAM 2-4 Year STEAM Plan 	Identify present and future educational initiatives, programs and traditions at Fuller Middle School and discuss their effect on the design of the new and/or renovated facility.
11:00– 11:40	<p><i>Fuller Middle School SCOG Analysis</i></p> <ul style="list-style-type: none"> • Brainstorm Fuller Middle School’s Strengths, Challenges, Opportunities, and Goals with respect to its academic programming and making the most of the facility design opportunity 	Identify what is presently working well within Fuller Middle School and Framingham Public Schools, what is challenging, and what opportunities exist with regard to the further development of programs and facilities.
11:40 –12:00	<p><i>Next Steps and Exit Ticket</i></p> <ul style="list-style-type: none"> • Discuss one or more ways in which you would like to see Fuller Middle School evolve within its renovated and/or new facility 	Review next steps for visioning. Reflect on the ways in which participants would like to see the school develop as it meets its future.

Facility Design Visioning Workshop One

Participant List

1. Kim Taylor	King Elementary Principal	ktaylor@framingham.k12.ma.us
2. Bob Tremblay	FPS Superintendent	rtremblay@framingham.k12.ma.us
3. Laura Spear	Office of Special Education	lspear@framingham.k12.ma.us
4. Mark McGillivray	Framingham High School	mmcgillivray@framingham.k12.ma.us
5. Nancy Piasecki	Office of the Superintendent	mpiasecki@framingham.k12.ma.us
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7. Matt Torti	Director of Buildings and Grounds	mtorti@framingham.k12.ma.us
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24. David Stephen	New Vista Design	david@newvistadesign.net

Facility Design Visioning Workshop Two

October 26, 2017

Agenda

EXPECTED OUTCOMES: By the end of the session we will have begun to...

- Review a compilation of notes from Workshop One, including Fuller Middle School's **Priority Goals, 21st Century Learning Goals, and SCOG Analysis**
- Explore and prioritize a range of architectural **Design Patterns** that support future ready teaching and learning
- Brainstorm a list of no-holds-barred **Blue Sky Ideas** for the design of the renovated and/or new FMS facility
- Explore and prioritize a set of **Guiding Principles** and priorities for design of the renovated and/or new FMS facility
- Engage in a **Bubble Diagramming Activity** to identify important spaces and adjacencies within the renovated and/or new FMS facility

Time	Activity	Purpose
7:45 – 8:00	<i>Coffee and Informal Socializing</i>	Meet and orient for the day.
8:00 – 8:30	<p>Workshop Goals and WS One Debrief</p> <ul style="list-style-type: none"> • Introduction of new members • Review of: <ul style="list-style-type: none"> ○ Design Priorities ○ Learning Goals ○ SCOG Analysis • What strikes us? What's missing? 	Debrief the October 20 th workshop activities and discuss key themes and takeaways.
8:30 – 9:45	<p>21st Century School Facility Design Patterns</p> <ul style="list-style-type: none"> • Presentation and Q&A • Small group review of assorted facility Design Patterns • Creation of priority listings • Large group prioritization 	Ground our thinking about design guidelines and desired building features in a discussion and exploration of priority Design Patterns for the new and/or renovated Fuller Middle School facility.

9:45 – 10:00	BREAK	
10:00 – 10:30	Blue Sky Ideas <ul style="list-style-type: none"> • What no-holds-barred, over-the-top, idea(s) and/or space(s) would you like to see take shape in the renovated and/or new FMS facility. 	Share creative ideas, the seeds of which may begin to take root in our ideas for the new and/or renovated facility.
10:30– 11:30	Guiding Principles for Design <ul style="list-style-type: none"> • Presentation and Q&A • Small group review of assorted Guiding Principles, FPS PK-8 Guiding Principles • Creation of priority listings • Large group sharing and prioritization 	Explore the connections between Guiding Principles and school design solutions. Translate our FMS Learning Goals, Design Patterns, and FPS PK-8 Guiding Principles into a listing of priority Guiding Principles for design of the new building.
11:30 –11:55	Bubble Diagramming <ul style="list-style-type: none"> • Individual and small group diagramming of key spaces and/or desired adjacencies within the renovated and/or new FMS facility • Large group sharing 	Identify important adjacencies and design ideas that can be explored further in the planning and design process.
11:55 – 12:00	Next Steps Overview	Review next steps and timeline for design.



Facility Design Visioning Workshop Two

Participant List

1	Kim Taylor	King Elementary Principal	ktaylor@framingham.k12.ma.us
2	Laura Spear	Office of Special Education	lspear@framingham.k12.ma.us
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