FULLER

Preliminary Design Program

Fuller Middle School, City of Framingham, Massachusetts

DECEMBER 20, 2017

SMMA

Project Management

December 20, 2017

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

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

Preliminary Design Program Submission to the MSBA *SMMA No. 17050*

Dear Fenton:

Attached please find the Module 3 Preliminary Design Program (PDP) package submission to the MSBA. The team has followed the guidelines set forth in Module 3 to develop this submission.

As Owner's Project Manager, we certify that we have reviewed and coordinated the materials, the submittal is complete and confirm that the District has approved the materials for submission to MSBA.

We look forward to reviewing the information contained in this submission with you and your team to move toward the Preferred Schematic Study submission.

Please contact me at 617-520-9403 if you have any questions, comments, or would like to schedule a meeting.

Very truly yours,

SMMA

Joel G. Seeley
Principal

cc: Charles Sisitsky, Ed Gotgart, Jennifer Pratt (MF)

enclosures: Preliminary Design Program

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

FULLER

Preliminary Design Program

Fuller Middle School, Framingham, Massachusetts

Owner

City of Framingham, Massachusetts

Client

City of Framingham, Massachusetts

Architect

Jonathan Levi Architects LLC

Owner's Project Manager

SMMA

December 20, 2017

Volume 1: Preliminary Design Report

Volume 2: Appendices

1. Introduction

The proposed Fuller Middle School project is anticipated to serve 630 students in grades 6-8 on the existing middle school site. The proposed building program based on the attached Educational Program comprises 144,935 gsf. Working together with the City and OPM, Jonathan Levi Architects identified seven complementary design approaches which illustrate a range of renovation, renovation /addition, and new construction options for comparison and cost analysis. The School Building Committee voted unanimously on 12/18/17 to advance the Baseline Option 0.0 and Options A, B.2, C.2 and D into the PSR phase.

Statement of Interest

The Fuller Middle School Statement of Interest emphasized five key issues:

1. The school is in very poor physical condition with a deteriorating structure;
2. There is overcrowding due to lack of proper educational spaces;
3. The school is not fully accessible;
4. HVAC and electrical systems are outdated and at the end of their useful life;
5. There is a need to provide educational spaces that will support programs for 21st Century Education.

The Fuller Middle School was built in 1958. All of the infrastructure components consist of original equipment that has reached the end of its useful life. This is causing issues of imminent failures, poor interior air quality, code compliance issues, and an educational delivery system that is in poor condition. Additionally, a portion of the structural floor slab, elevated above a dirt floor crawl space, has significant structural deterioration and the roof deck, constructed of poured gypsum planks, exhibits signs of deterioration due to water infiltration.

Further, there are handicap accessibility issues throughout the facility. Space needs were identified as follows:

- Undersized classrooms;
- Appropriate space for SPED programs;
- Lack of appropriate lab and STEAM spaces.

The Statement of Interest (SOI) is attached in the Appendix 8.1.0 of this report.

Feasibility Study Invitation

Please see the following attached MSBA letter of invitation to the Town of Framingham to partner in conducting a Feasibility Study for the Fuller Middle School.

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James MacDonald
Interim Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

February 15, 2017

Mr. Robert J. Halpin, Town Manager
Town of Framingham
150 Concord Street, Room 121
Framingham, MA 01702

Re: Town of Framingham, Fuller Middle School

Dear Mr. Halpin:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") has voted to invite the Town of Framingham (the "Town") to partner with the MSBA in conducting a Feasibility Study for the Fuller Middle School. The Board's vote follows the Town's timely completion of all of the requirements of the MSBA's Eligibility Period.

I do want to emphasize that this invitation to partner on a Feasibility Study is ***not*** approval of a project, but is strictly an invitation to the Town to work with the MSBA to explore potential solutions to the problems that have been identified. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute, regulations, and policies which require MSBA collaboration and approval at each step of the process.

During the Feasibility Study phase, the Town and the MSBA will partner pursuant to the terms of the Feasibility Study Agreement to find the most fiscally responsible and educationally appropriate solution to the problems identified at the Fuller Middle School. The Feasibility Study, which will be conducted pursuant to the MSBA's regulations and policies, requires the Town to work with the MSBA on the procurement of an Owner's Project Manager and Designer, which will help bring the Town's Feasibility Study to fruition.

We will be contacting you soon to discuss these next steps in more detail. In the meantime, however, I wanted to share with you the Board's decision and provide a brief overview of what this means for the Town of Framingham.

I look forward to continuing to work with you as part of the MSBA's grant program. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,

John K. McCarthy
Executive Director

Cc: Legislative Delegation
Cheryl Tully Stoll, Chair, Framingham Board of Selectmen
Heather Connolly, Chair, Framingham School Committee
Dr. Edward J. Gotgart, Acting Superintendent, Framingham Public Schools
Mary Ellen Kelly, Framingham CPO
Jennifer A. Pratt, Framingham Assistant CFO/CPO
Dr. Frank Tiano, Assistant Superintendent, Framingham Public Schools
Matthew Torti, Director of Buildings and Grounds, Framingham Public Schools
Carol Brodeur, Executive Assistant, Building and Grounds, Framingham Public Schools
Nancy Piasecki, Executive Director to the Office of the Superintendent, Framingham Public Schools
File: 10.2 Letters (Region 4)

Enrollment

The Feasibility Study commenced over 6 years ago in January 2011 with the submission of the Statement of Interest for the Fuller Middle School to the Massachusetts School Building Authority (MSBA) by the Selectmen and School Committee. The MSBA invited the Town into the Eligibility Period in January 2016 based on the conditions identified in the Statement of Interest. The Eligibility Period is a 270 day period during which the Town is required to complete certain preliminary requirements. One of these requirements is to agree on the amount of students a revitalized Fuller Middle School is to be designed to house. This process entailed Framingham providing enrollment, housing and development information thru MSBA's on-line enrollment projection system. In a collaborative process, the MSBA and the Town participated in a Design Enrollment Conference to review the MSBA's 10-year enrollment projection and space capacity needs for the school. The initial projection calculated a 580 student Fuller Middle School. The Town retained a demographer, NESDEC, to perform an independent 10-year enrollment projection, which was subsequently reviewed with MSBA. Based on review of the independent projection, the MSBA increased their projection to 630 students. In December 2016, the Town and MSBA agreed that a revitalized Fuller Middle School is to be designed to house 630 grade 6-8 students.

In February 2017, the MSBA, which will provide Framingham a grant of up to 57.05% of the Feasibility Study costs, executed a Feasibility Study Agreement with the Town to develop a cost effective, sustainable and educationally appropriate solution to the aging Fuller Middle School.

Please see the following appendices:

- 8.2.0 MSBA Board Action Letter
- 8.3.0 Design Enrollment Certification

Capital Budget Statement

The preliminary estimated project cost ranges from approximately $88.9 million to $124.8 million depending on the final preferred alternative chosen. The local share of debt service is planned to be funded via a debt exclusion supported by the tax levy of the City.

The base reimbursement share for this project from MSBA is 57.05% of eligible costs. The following are the incentive points that are being considered: Renovation (dependent upon which alternative chosen), High Efficiency Green School Program, Best Practices for Routine and Capital Maintenance, and Use of CM-at-Risk. The remaining percentage would be locally funded as explained above.

	Contact and Address	Cell Number
School Building Committee	**Charlie Sisitsky,** *SBC Co-Chair* *csisitsky@rcn.com*	508-532-5400
	Dr. Edward Gotgart, *SBC Co-Chair* *egotgart@framingham.k12.ma.us*	508-626-9100
	Heather Connolly, *Representative of Office authorized by law to construct school buildings* *hconnolly@framingham.k12.ma.us*	508-259-0431
	Richard Finlay, *Member of School Committee and Convenor* *rfinlay@wellesleyma.gov*	508-788-6234
	Matt Torti, *Director of Buildings and Grounds* *mtorti@framingham.k12.ma.us*	508-626-9111
	Richard Weader, III, *Building Trade Expert* *weaders@aol.com*	508-877-0550
	Michael Grilli, *Building Trade Expert* *mgrilli@beta-inc.com*	508-877-2957
	David Miles, *Member of Finance Committee* *dmiles@partners.org*	617-967-2851
	Donald Taggart, III, *Town Resident* *dontaggart134@gmail.com*	508-308-6119
	Dr. Robert Tremblay, *Superintendent of Schools, FPS* *rtremblay@framingham.k12.ma.us*	508-626-9117
	Jennifer Pratt, *Chief Procurement Officer for the Town of Framingham* *jap@framinghamma.gov*	508-532-5405
	Robert Halpin, *Town Manager* *rhalpin@framinghamma.gov*	508-532-5678
	Mary Ellen Kelley, *CFO* *mek@framinghamma.gov*	508-532-5425
	Jose Duarte, *Principal, Fuller Middle School* *jduarte@framingham.k12.ma.us*	508-626-9180
	Dr. Sonia Dias, *Chief Academic Officer* *sdiaz@framingham.k12.ma.us*	508-626-9132
	Caitlin Stempleski, *Fuller Middle School Teacher* *cstempleski@framingham.k12.ma.us*	617-694-3994
	Dr. Jennifer Krusinger Martin *jkrusinger@gmail.com*	617-216-9183

TOWN OF FRAMINGHAM
FULLER MIDDLE SCHOOL FEASIBILITY STUDY
PROJECT DIRECTORY
SMMA NO. 17050
Date: November 27, 2017

PROJECT MANAGEMENT | SMMA

	Contact and Address	Cell Number
School Committee	**Heather Connolly**, *Chairperson* *hconnolly@framingham.k12.ma.us* **Jim Kelley,** *Vice Chairperson* *jkelley@framingham.k12.ma.us* **Richard A. Finlay,** *Clerk* *rfinlay@wellesleyma.gov* **Michelle Brosnahan** **Cheryl Gordon** **Beverly Hugo** **Scott Wadland**	
Owner's Project Manager	**Symmes Maini & McKee Associates, Inc. (SMMA)** 1000 Massachusetts Avenue Cambridge, MA 02138 **Joel G. Seeley,** *Project Manager* *jseeley@smma.com* **Antone Dias, CS**, *Onsite Representative* *adias@smma.com* **Sarah A. Traniello**, *Reports Manager* *straniello@smma.com*	617-547-5400 x403 x660 x240
Architecture/Laboratory/ Library/Media	**Jonathan Levi Architects** 266 Beacon Street Boston, MA 02116 **Jonathan Levi, FAIA, MCPPO**, *Principal-In-Charge* *jlevi@leviarc.com* **Philip Gray, AIA**, *Project Manager* *pgray@leviarc.com* **Mark Warner, AIA**, *Senior Associate* *mwarner@leviarc.com* **Alexander Shaw, RA**, *Project Architect & Exterior Envelope* *ashaw@leviarc.com* **Carol Harris, AIA**, *Director of Interior Architecture* *charris@leviarc.com* **Elizabeth Bugbee, AIA**, *Associate* *ebugbee@leviarc.com*	617-437-9458 617-437-1965
Educational Planner	**New Vista Design** 32 Sheridan Street, Suite #2 Jamaica Plain, MA **David Stephen, President** *david@newvistadesign.net*	617-733-0847
Specifications	**WIL-SPEC** Lynnfield Medical Office Building 15 Post Office Square Lynnfield, MA 01940 **Robb Wilkinson, RA** *robbw@wil-spec.com*	781-598-6789 781-598-8765

	Contact and Address	Cell Number
Landscape Architecture	**Richard Burck Associates** 7 Davis Square Somerville, MA 02144 **Richard Burck** *Principal* *rburck@richardburck.com*	617-623-2300
Traffic Consultant	**Vanasse & Associates** 35 New England Business Center Drive, Suite 140 Andover, MA 01810-1071 **Giles Ham, PE,** *Principal* *gham@rdva.com*	978-474-8800 978-688-6508
Structural Engineering	**RSE Associates, Inc.** 63 Pleasant Street, Suite 300 Watertown, MA 02472 **Richmond So, PE,** *Principal Structural Engineer* *richmond.so@rseassociates.com*	617-926-9300
Fire Protection Engineering/ Plumbing Engineering	**Garcia Galuska & DeSousa** 370 Faunce Corner Road North Dartmouth, MA 02747 **Christopher Garcia, PE,** *Principal* *christopher_garcia@g-g-d.com*	508-998-5700 508-998-0883
HVAC Engineering **Electrical Engineering/Lighting** **Data/Communications/Security**	**Garcia Galuska & DeSousa** 370 Faunce Corner Road North Dartmouth, MA 02747 **Dominick B. Puniello, PE, CEM, LEED AP** *Principal, HVAC Engineer* *dominick_puniello@g-g-d.com* **Carlos DeSousa, PE** *Principal, Electrical Engineering and Lighting* *carlos_desousa@g-g-d.com* **David M. Pereira, P.E.** *Principal, Data/Communications and Security* *david_pereira@g-g-d.com*	508-998-5700 508-998-0883
FF&E Consultant	**Tavares Design Associates** 8 Winchester Place, Suite 301 Winchester, MA 01890 **Manuel Tavares** *mtavares@tavaresdesign.com*	781-729-5541
Geotechnical Engineering/ GeoEnvironmental Engineering	**McPhail Associates** 2269 Massachusetts Avenue Cambridge, MA 02140 **Ambrose J. Donovan, PE LSP** *Principal Engineer* *ajd@mcphailgeo.com*	617-868-1420 dw 617-868-1423
Hazardous Materials Consulting **Environmental Permitting**	**CDW Consultants** 40 Speen Street Framingham, MA 01701 **Kathleen Campbell, PE, LSP, LEED AP,** *Principal-in-Charge* *kcampbell@cdwconsultants.com* **Susan Cahalan, PG,** *Senior Environmental Specialist* *scahalan@cdwconsultants.com*	508-875-2657 508-875-6617

TOWN OF FRAMINGHAM
FULLER MIDDLE SCHOOL FEASIBILITY STUDY
PROJECT DIRECTORY
SMMA NO. 17050
Date: November 27, 2017

PROJECT MANAGEMENT | SMMA

	Contact and Address	Cell Number
Civil Engineering **Site Survey**	**Eric Wilhelmsen,** PE, *Associate Principal & Chief Engineer* *ewilhelmsen@cdwconsultants.com* **Bryan Parmenter,** *Professional Land Surveyor* *bparmenter@cdwconsultants.com*	
Cost Estimating	**Miyakoda Consulting** P.O. Box 47 Raynham, MA 02767 **Noriko Hall** *noriko@miyakodaconsulting.com*	781-799-5832
Kitchen/Food Service Consultant	**Crabtree McGrath Associates, Inc.** 161 West Main Street Georgetown, MA 01833 **John Sousa, Jr.,** *President* *jsousa@crabtree-mcgrath.com*	978-352-8500 978-352-8588
Acoustical Consultant/ Technology/Audio Visual Consultant	**Acentech** 33 Moulton Street Cambridge, MA 02138 **Benjamin Markham** *bmarkham@acentech.com* **Rob Hnasko** *rhnasko@acentech.com*	617-499-8000 617-499-8074
Sustainability/Green Design/Renewable Energy Consultant	**The Green Engineer, LLP** 54 Junction Square Drive Concord, MA 01742 **Christopher Schaffner, PE, LEED Fellow** *Principal* *info@greenengineer.com*	978-369-8978
Theatrical Consultant	**Theatre Project Consultants** 47 Water Street, South Norwalk, Connecticut 06854 **David Rosenburg,** *Principal* *drosenburg@theatreprojects.com*	203-299-0830 203-299-0835

MSBA Standard Project Schedule

The Project Schedule anticipates MSBA Board of Director's approval to proceed into Schematic Design at their June 27, 2018 meeting and MSBA Board of Director's approval of the Project Scope and Budget Agreement at their October 31, 2018 meeting. District-wide appropriation voting will take place during the period of November through January 2019. The Project Schedule is appended to the end of this section.

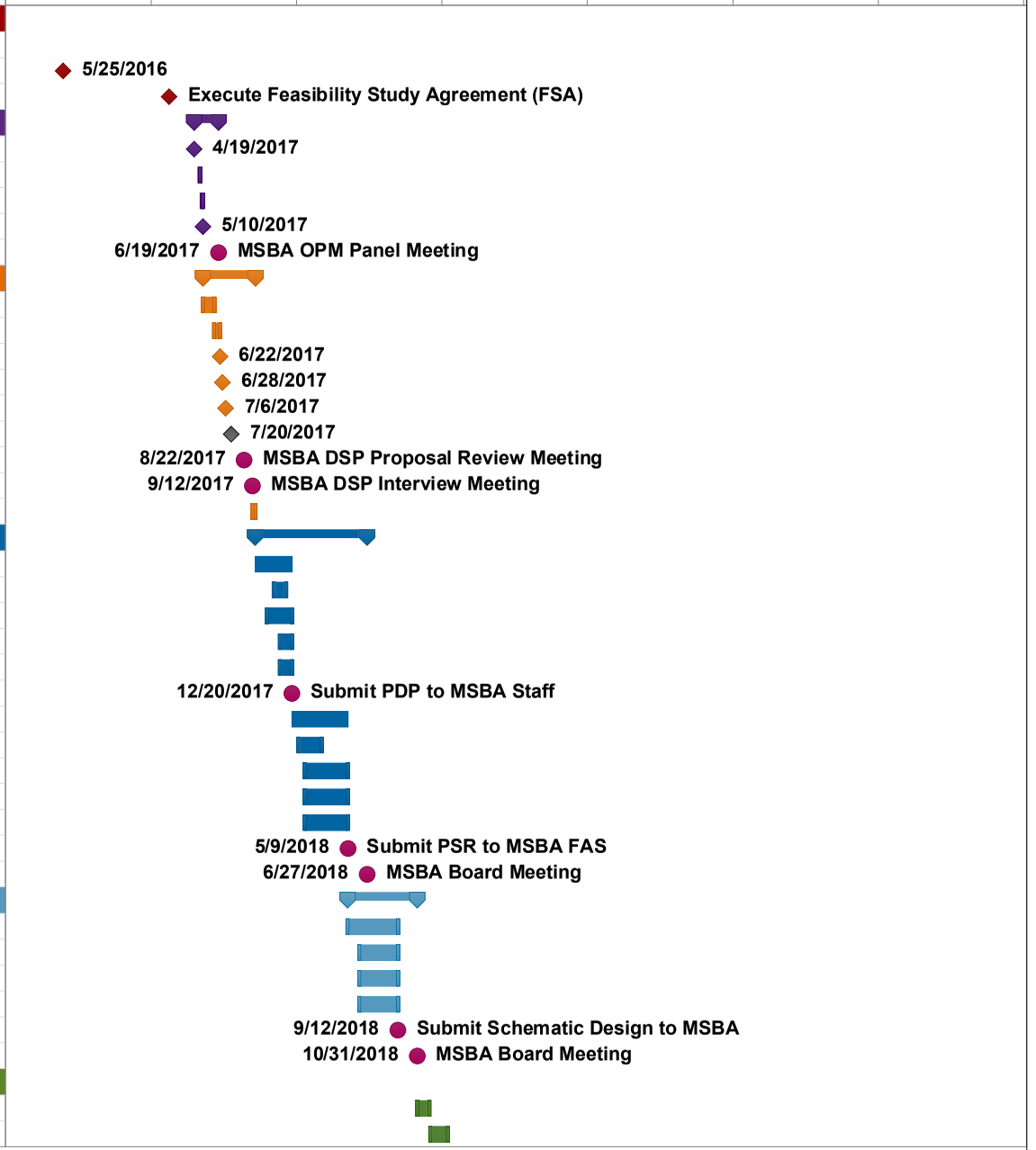
April 19, 2017
Updated November 27, 2017

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	**MSBA Board Meeting**	**0 days**	**6/27/2018**	**6/27/2018**
35	**SCHEMATIC DESIGN (SD)**	**125 days**	**5/9/2018**	**10/31/2018**
36	Develop Schematic Design	91 days	5/9/2018	9/12/2018
37	Community Presentations	69 days	6/8/2018	9/12/2018
38	City Council Presentations	69 days	6/8/2018	9/12/2018
39	School Committee Presentations	69 days	6/8/2018	9/12/2018
40	**Submit Schematic Design to MSBA**	**0 days**	**9/12/2018**	**9/12/2018**
41	**MSBA Board Meeting**	**0 days**	**10/31/2018**	**10/31/2018**
42	**LOCAL APPROPRIATION**			
43	City Council Appropriation	23 days	10/31/2018	11/30/2018
44	Debt Exclusion Votes	32 days	12/3/2018	1/15/2019

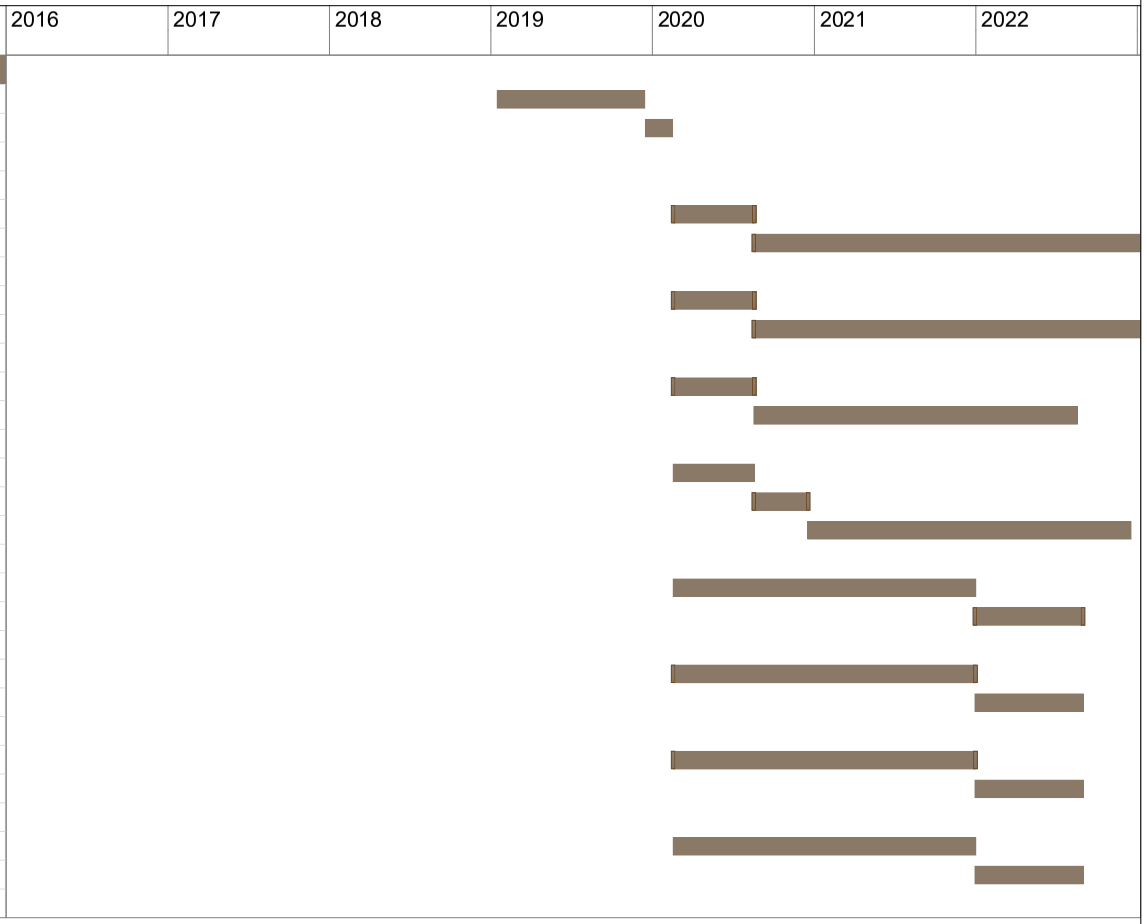


April 19, 2017
Updated November 27, 2017

FULLER MIDDLE SCHOOL
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT SMMA

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



2. Educational Program

Educational Program

Please see the following Educational Program report prepared by Framingham Public Schools.

Framingham Public Schools

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

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:

While no 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.

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. Whenever practical, teachers will regroup students 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.

As Fuller Middle School continues its transition to a STEAM school, it promises to present 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.

These project-based 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.

To maximize the use of space, our facility design should contain breakout spaces large enough for an inclusion 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. 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. 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.

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

Lunch Programs

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.

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.

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.

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.

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

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.

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.

Visioning Report

Please see the following Visioning Report prepared by New Vista Design.

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@smma.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.

Framingham Public Schools

FRAMINGHAM STEAM SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

Facility Design Visioning Workshop One Notes

October 20, 2017

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

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

Framingham Public Schools

FRAMINGHAM STEAM

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?

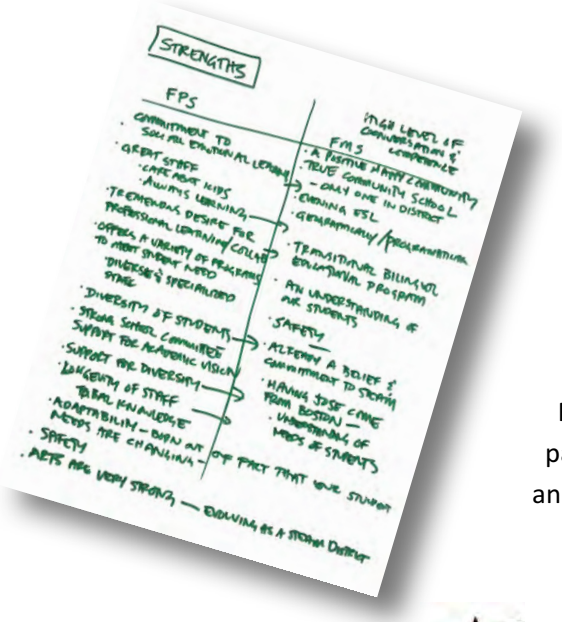
2. What are the grades?
   - What is the value of bulkheads of grades?

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?

Framingham Public Schools

Facility Design Visioning Workshop One Notes

October 20, 2017



SCOG Analysis

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

STRENGTHS

Framingham Public Schools

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

Fuller Middle School Framingham Middle School

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

SCOG Analysis (Continued)

CHALLENGES

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

OPPORTUNITIES & GOALS

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

Framingham Public Schools

FRAMINGHAM STEAM

Facility Design Visioning Workshop One Notes

October 20, 2017

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

Framingham Public Schools

FRAMINGHAM STEAM SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

Facility Design Visioning Workshop Two Notes

October 26, 2017

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

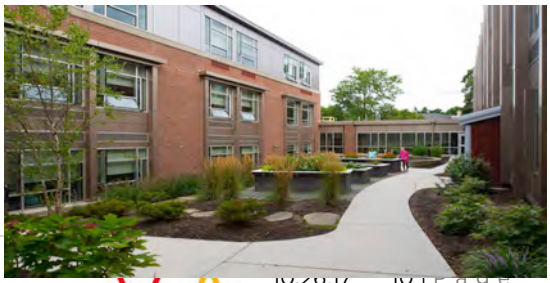
- **Distributed Dining** (15 votes)
  - Distributed Gathering Spaces
  - Satellite Cafeterias / Café Style
  - Cyber Dining

- **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

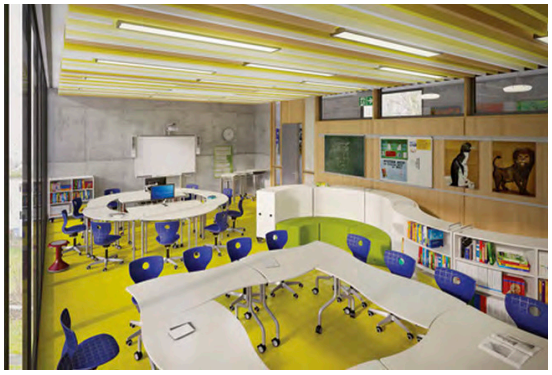
- **Outdoor Connectivity** (10 votes)
  - Outdoor Space Use

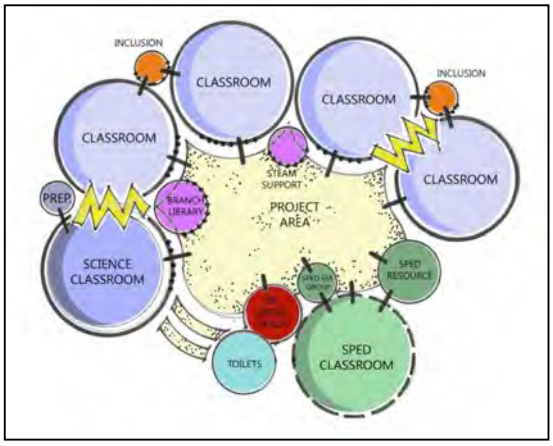


- **Professional Teacher Spaces** (10 votes)
  - Shared with Colleagues
  - Teacher Collaboration Space

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)





Framingham Public Schools

FRAMINGHAM STEAM SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

Facility Design Visioning Workshop Two Notes

October 26, 2017

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

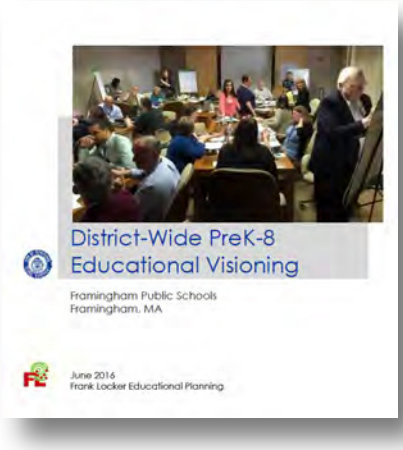
- Connectivity
- Indoor/Outdoor Transparency and Connections

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



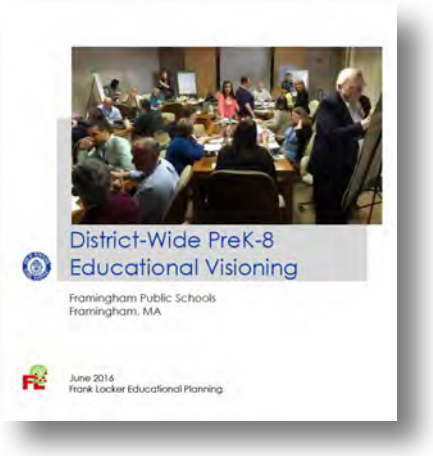
The following “Places for Learning” have been excerpted from Executive Summary of the District-Wide PreK-8 Educational Visioning Report prepared by Frank Locker Educational Planning in June 2016.

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.

Framingham Public Schools

FRAMINGHAM STEAM SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

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	***Coffee and Informal Socializing***	Meet and orient for the day.
8:00 – 8:45	***Workshop Goals and Introductions*** • 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*** • 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*** • 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	***Deep Dive into FMS's Present and Future Educational Priorities*** • 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	***Fuller Middle School SCOG Analysis*** • 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	***Next Steps and Exit Ticket*** • 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.

Framingham Public Schools

FRAMINGHAM STEAM
SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

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
6.	Ed Gotgart	Chief Operating Officer	egotgart@framingham.k12.ma.us
7.	Matt Torti	Director of Buildings and Grounds	mtorti@framingham.k12.ma.us
8.	George Carpenter	IT Director	gcarpenter@framingham.k12.ma.us
9.	Laurell Flannagan		lflannagan@framingham.edu
10.	Jeff Holzer	FMS Teacher	jholzer@framingham.k12.ma.us
11.	Anne Ludes	Director of Secondary Education	aludes@framingham.k12.ma.us
12.	Lisa Cogliandro	Fuller MS Math Director/Teacher	lcoglian@framingham.k12.ma.us
13.	William Kline	FMS	wkline@framingham.k12.ma.us
14.	Heather Sullivan	FMS Humanities Teacher	hsullivan@framingham.k12.ma.us
15.	Mark Spillane	FMS Teacher	mspillan@framingham.k12.ma.us
16.	José P. Duarte	FMA Principal	jduarte@framingham.k12.ma.us
17.	Lisa Columbo	FMS Teacher	lcolumbo@framingham.k12.ma.us
18.	Antonio J Marin	FMA Teacher	amarin@framingham.k12.ma.us
19.	Joseph Corazzini	Office of Parent Information	jcorazzini@framingham.k12.ma.us
20.	Donna Wresinski	Director of Fine and Perf. Arts	dwresinski@framingham.k12.ma.us
21.	Philip Gray	JLA	pgrayat@leviarc.com
22.	Jonathan Levi	JLA	jlevi@leviarc.com
23.	Joel Seeley	SMMA	jseeley@smma.com
24.	David Stephen	New Vista Design	david@newvistadesign.net

Framingham Public Schools

FRAMINGHAM STEAM SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

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	***Coffee and Informal Socializing***	Meet and orient for the day.

8:00 – 8:30	***Workshop Goals and WS One Debrief***
	• Introduction of new members
	• Review of:
	  ○ Design Priorities
	  ○ Learning Goals
	  ○ SCOG Analysis
	• What strikes us? What's missing?
		Debrief the October 20th workshop activities and discuss key themes and takeaways.

8:30 – 9:45	***21st Century School Facility Design Patterns*** • 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*** • 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*** • 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*** • 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
3	Ed Gotgart	Chief Operating Officer	egotgart@framingham.k12.ma.us
4	Matt Torti	Director of Buildings and Grounds	mtorti@framingham.k12.ma.us
5	George Carpenter	IT Director	gcarpenter@framingham.k12.ma.us
6	Jeff Holzer	FMS Teacher	jholzer@framingham.k12.ma.us
7	Anne Ludes	Director of Secondary Education	aludes@framingham.k12.ma.us
8	Lisa Cogliandro	Fuller MS Math Director/Teacher	lcoglian@framingham.k12.ma.us
9	William Kline	FMS	wkline@framingham.k12.ma.us
10	Heather Sullivan	FMS Humanities Teacher	hsullivan@framingham.k12.ma.us
11	Mark Spillane	FMS Teacher	mspillan@framingham.k12.ma.us
12	José P. Duarte	FMA Principal	jduarte@framingham.k12.ma.us
13	Lisa Columbo	FMS Teacher	lcolumbo@framingham.k12.ma.us
14	Joseph Corazzini	Office of Parent Information	jcorazzini@framingham.k12.ma.us
15	Donna Wresinski	Director of Fine and Perf. Arts	dwresinski@framingham.k12.ma.us
16	Michelle Melick	Cameron Middle School Principal	mmelick@framingham.k12.ma.us
17	Patrick Johnson	Walsh Middle School Principal	pjohnson@framingham.k12.ma.us
18	Philip Gray	JLA	pgrayat@leviarc.com
19	Jonathan Levi	JLA	jlevi@leviarc.com
20	Joel Seeley	SMMA	jseeley@smma.com
21	David Stephen	New Vista Design	david@newvistadesign.net

3. Initial Space Summary

Scaled Floor Plan - Existing

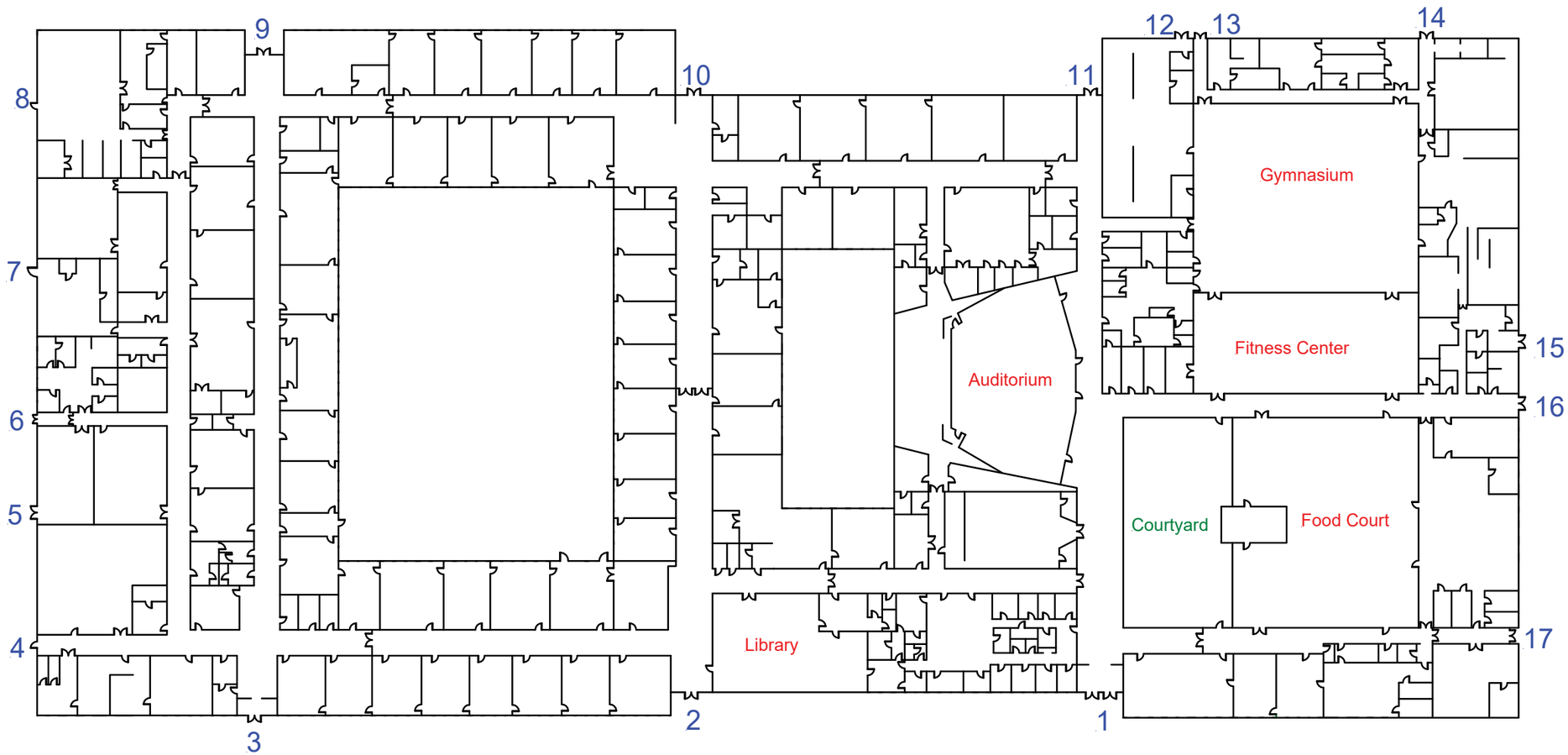
Please reference the following scaled floor plan of the existing Fuller Middle School.

District:	Framingham Public Schools
School Name:	Fuller Middle School
Address:	31 Flagg Drive Framingham, MA 01702

Side C

Footprint

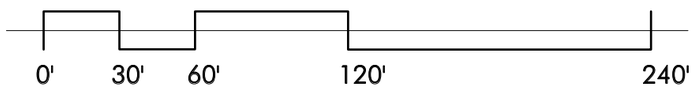
Side B



Side D

Legend

- CAM Camera
- Chair Lift
- Elevator
- W Water Shutoff
- S Sprinkler Shutoff
- E Electrical Shutoff
- G Gas Shutoff
- Ramp
- GEN Emergency Generator
- M B Fire Alarm Master Box
- H S Halon System
- FDC Fire Dept. Connection



BE SAFE TECHNOLOGIES INC

Side A

Existing Program Use Diagram

Proposed Programmed Space and MSBA Guideline Variances

Existing Conditions

The square footage and quantity measurements for the existing Fuller Middle School building were taken from scans of the original 1956 architectural drawings. Gross area is computed by measuring within the outside face of exterior walls.

Variances between Proposed Programmed Spaces and MSBA Guidelines

The Fuller Middle School program differs from the traditional middle school model in a number of significant ways, which are elaborated in Section 2. The MSBA Space Summary Template suggests a recommended overall size of 74,250 nsf for 630 middle school students. The proposed Fuller architectural space program for grades 6-8 targets a total of 96,623 nsf. There are 3 primary drivers responsible for this additional area: English Learner Classrooms, SPED Rooms, and STEAM collaboration spaces.

English Learner Classrooms

The diversity of Fuller's existing student body is both a great strength and a great challenge. There are currently 161 English Learners (EL) in the English Language Development (ELD)/ Transitional Bilingual Education (TBE) program. English Learners and Former English Learners (49 students who are one or two years out of the ELD program) make up 41% of Fuller Middle School's student population. Fully 55% of Fuller Middle School students speak a language other than English at home. To appropriately accommodate these students Fuller currently provides 9 dedicated EL classrooms and 2 dedicated EL science rooms; the proposed space summary includes these same EL classroom counts, with the addition of 1 new EL science classroom.

General Classrooms

The number of General Education Classrooms is anticipated to remain unchanged at 21

SPED Rooms

Currently 136 students (approximately 25% of Fuller's student body) have an an Individualized Educational Program (IEP), and participate in Fuller's inclusion classrooms and /or our 2 substantially separate special education programs.

Inclusion Classrooms

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 IEP understands the curriculum and is meeting his/her responsibilities. 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 also require a desk with sufficient storage to secure required documents. 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 breakout space large enough to work with a group of up to 12 students at any given time.

To maximize the use of space, our facility design should contain breakout spaces large enough for an inclusion 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 SPED classrooms and simultaneously increased opportunities for teacher and/or student collaboration. To accommodate these needs, the proposed program includes small teacher planning spaces and 300 nsf classroom breakout spaces shared between all classrooms. These breakout spaces are anticipated to serve not only the needs of the SPED specialists and students, but also as general STEAM collaboration spaces serving either or both of the adjacent classrooms.

The substantially separate program for students with intellectual impairments currently provides:

- 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 substantially separate program for students with Autism currently provides:

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

Based on enrollment at the elementary schools, the new facility proposes these 5 existing SPED classrooms plus an additional Autism classroom for a total of 6 substantially separate classrooms.

STEAM collaboration spaces

In addition to the breakout spaces described above, which are intended to support both the Special Education and STEAM collaboration objectives, the proposed program includes the following:

Reduction of Typical Classrooms from 950 nsf to 900 nsf and Science Classrooms from 1,200 nsf to 1,150 nsf due to inclusion of shared 90 sf

teacher planning spaces. This strategy allows greater flexibility within each classroom by eliminating the need for a fixed teacher desk, while simultaneously promoting greater collaboration between classroom teachers.

3 Cohort commons are proposed, each to serve multiple functions including:

- Distribution of Media Center Functions throughout the school (Media center has correspondingly reduced in size from 4,003 nsf to 1,900 nsf);
- Collaboration space for students outside of the classroom;
- Increase sense of community and "belonging" within the cohort by provide dedicated common space to each cohort;
- Exhibition space for project based learning activities; when students see their work displayed, they are demonstrably part of the community and culture of the cohort.

Other Spaces:

In all cases, our objective has been to try to refine the program so that each room is used productively for as many hours a day as possible, and those spaces which may be less heavily utilized are combined if at all possible:

- The 1,500 nsf band / chorus room has been divided into 2 at 950 nsf each to support the current program of 2 classes held simultaneously.
- The Fabrication Lab has been reduced from 2,000 nsf to 1,200 nsf as anticipated 3D digital printing technology does not require the same area as the wood / metal Maker Space.
- Unisex toilet / shower added for students not comfortable using boys or girls locker rooms.
- A Small conference room has been added to central administration for parent meetings.
- Each cohort has been provided with a cluster for support staff including a small waiting room, 2 student support offices, a small teacher work room, and 2 department head / coach offices.
- Adult ESL offices have been included to support the adult ESL evening programs currently provided at the Fuller.

We believe that the incorporation of these strategies into the program will not only result in a very successful STEM school for 600 kids in grades 6-12, but will also be flexible enough to accommodate future changes to our educational methods and needs, so that the building will be successful for decades to come.

Proposed Space Summary - Middle Schools

MSBA Program Template

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**			**50,070**			**50,070**			**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
Cohort Commons	0	0	0				1,500	3	4,500	1,500	3	4,500				Collaboration space and distributed Media Center functions
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			**13,620**			**0**			**3,650**			**3,650**			**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				950	2	1,900	950	2	1,900	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	
Auditorium/Dressing/Toilet	8,000	1	8,000													
VOCATIONS & TECHNOLOGY			**3,350**			**0**			**4,150**			**4,150**			**6,400**	
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							

Proposed Space Summary - Middle Schools

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
MEDIA CENTER			**3,720**			**0**			**1,900**			**1,900**			**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	
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			**2,730**			**0**			**3,000**			**3,000**			**0**	
Other *(specify)*																
Adult ESL Offices	2,730	1	2,730				3,000	1	3,000	3,000	1	3,000				

Proposed Space Summary - Middle Schools

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**			**96,623**			**96,623**			**74,250**	
Proposed Student Capacity / Enrollment															**630**	
Total Building Gross Floor Area (GFA)[2]			170,490						144,935			144,935			**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: 12/19/2017

PROGRAM OPTION B.2

Grade Cohorts

4. Evaluation of Existing Conditions

Appendices associated with Chapter 4:

- 8.1.0 Statement of Interest
- 8.2.0 MSBA Board Action Letter
- 8.3.0 Executed Study/Design Enrollment Certification
- 8.4.1 Fire Protection/Plumbing/Mechancial/Electrical
- 8.4.2 Structure
- 8.4.3 Civil
- 8.4.4 Code/Accessibility
- 8.4.5 Historic
- 8.4.6 Traffic
- 8.4.7 Geotechnical
- 8.4.8 Hazardous Materials
- 8.4.9 Geoenvironmental
- 8.4.10 Deed

Determination of Property Title

The City of Framingham has clear legal title to the property. Please see Appendix 8.4.10 for title information.

Existing Conditions Summary

Fuller Middle School at 31 Flagg Drive is located in South Framingham. The single-story building contains approximately 196,000 square feet and is situated on over 42 acres of combined property along with the Farley Middle School, currently occupied by the Massachusetts Bay Community College. Also shared with the college are the football/soccer fields as well as the baseball field and the adjoining parking area. There is no playground on site. The Fuller School has roughly 150 parking stalls available for all of its occupants. It is located across Flagg Drive from the McCarthy Elementary School.

The school was constructed as Framingham High School in 1958 (later, Framingham South High School). It is a cast-in-place concrete building with structural steel frame founded on concrete piles and spread footings with a brick masonry and glass exterior facade. Since 1991, Fuller has served as a middle school with approximately 500 students, occupying 160,000 SF. The building also houses, in the remaining 36,000 SF, the Framingham Public School District's ("District") Building & Grounds Department, Framingham Public Access Cable TV, an English Language Learners adult education program, and school transportation offices. The Fuller School site is situated on a suburban site with underground utility lines along Flagg Drive for water, natural gas, sewer, and electrical service.

The design team embarked upon an investigative study of the existing Fuller School building during the months of October and November 2017. The study included visual analysis, destructive testing, existing document research and interviews with staff having knowledge of the various projects completed throughout the history of the building. Previous investigative reports were provided to the design team,

including an extensive 2013 Pre-Feasibility Study by BH+A for further evaluation and inclusion in the current analysis. Please see the full BH+A report in Appendix 8.4.0.

The building was constructed on structural piles and caissons with a crawl space and a dirt floor beneath most of the structure. This causes a musty odor at times within the building. Air quality testing was performed in 2007 when mold spore count, carbon dioxide, oxygen and carbon monoxide measured levels were reported to be within allowable limits. The structural concrete floor is suspended and is showing signs of wear. The roof was replaced in 1995 and has a 20-year life expectancy. The roof has shown wear and requires seasonal leak repairs. The building was originally equipped with many skylights that were removed during roof replacement resulting in limited natural light throughout the main corridors.

The aspects of the existing Fuller School that have been analyzed and evaluated as part of this report include historic significance, traffic, building code compliance, Architectural Access Board compliance, structural, hazardous materials, soils and geotechnical, mechanical, electrical, plumbing, and fire protection. A site survey was performed with wetlands delineation flagging. The study of existing conditions was completed to a level that will allow the design team to have a clear understanding of the potential cost impacts involved with the preliminary alternatives for the Fuller School.

It may be concluded that the existing building, while well maintained, has reached the end of its useful life. It has structural deterioration in a large portion of its 1st floor framed structural concrete slab and approximately 1/3 of its gypsum concrete roof structure is degraded on account of roof leaks over the past 50+ years. To address the physical needs of Fuller Middle School a major renovation would be required to repair structural deficiencies, replace mechanical, electrical and plumbing systems, install fire protection and upgraded fire alarm systems, improve the thermal performance of the exterior envelope of the building, repair water infiltration deficiencies and update the layout of the interior of the building to meet current educational space standards.

Significant Cost Impacts

In reviewing the design consultant reports on the condition of the existing building, we would highlight the following significant cost impacts in relation to repurposing the existing building.

1. Hazardous Material: Initial hazardous material reports indicate that building will require moderate to significant operations targeted at abating all hazardous material.
2. Structural Building Integrity: Substantial new seismic bracing will be required in order to make the existing building code-compliant.
3. Mechanical / Plumbing / Electrical: Investigations by

mechanical engineer Garcia, Galuska, DeSousa indicate that all MEP systems will need to be removed and replaced, and a new sprinkler system installed.

4. Interior Construction: The current configuration of interior classrooms would likely require new partitions and interior finishes to accommodate the STEM education plan. In addition, the current Auditorium floor slope does not meet MAAB accessibility codes and would need replacement or substantial revision.
5. Swing Space / Interim Facility Development: Due to the comprehensive nature of any proposed renovations, there is no feasible method for renovating any areas while occupied. Therefore, should a renovation alternative be selected, it will be necessary to temporarily house approximately 500 students at other locations during the duration of construction.

Fire Protection

Please see the full report prepared by Garcia, Galuska, Desousa Consulting Engineers – Fire Protection in Appendix 8.4.1.

The Building does not contain an automatic sprinkler system. In general, Massachusetts General Law M.G.L. c.148, s26G requires that any existing building over 7,500 square feet that undergoes major alterations or modifications or building addition must be sprinklered. An automatic combined sprinkler/standpipe system is required for the entire existing building and any additions.

A fire alarm and detection system in compliance with ADA should be provided with battery back-up.

Plumbing

Please see full report prepared by Garcia, Galuska, Desousa Consulting Engineers – Plumbing in Appendix 8.4.1.

Presently, the Plumbing Systems serving the building are cold water, hot water, sanitary, waste and vent system, storm drain piping, and natural gas. Municipal sewer and municipal water service the Building.

The majority of the plumbing systems are original to the building and its additions. Portions of the system have been updated as part of building renovation and upgrade projects. The plumbing systems, while continuing to function, have served their useful life. Due to its age, a complete new water piping system is recommended. The copper piping is in fair condition and has served its useful life.

The plumbing fixtures appear to have served their useful life. Current Access Code requires accessible fixtures wherever plumbing is provided. The fixtures do not meet current low-flow standards. All new fixtures are recommended.

Cast iron is used for sanitary and storm drainage. Rainwater from roof areas is collected by interior rain leaders which appear to discharge to a below grade drainage system. Where visible, the cast iron pipe appears to be in fair condition. Smaller pipe sizes appear to be copper. In general, the drainage piping could be reused where adequately sized for the intended new use.

The existing domestic hot water system is in good condition. Recommendations:

- Replace all domestic water piping
- Provide all new plumbing fixtures and science room equipment
- Replace all natural gas piping.

HVAC

Please see the full report prepared by Garcia, Galuska, Desousa Consulting Engineers – HVAC in Appendix 8.4.1.

The majority of HVAC systems appear to be originally installed equipment, and the systems have exceeded their expected service life. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2003, and approximately 14 years old and are therefore past the midpoint of their expected useful service life of 20-25 years. The building is primarily heated by a hot water piping distribution system made of schedule 40 black steel. There are five indoor hot water heating and ventilation air handing units installed circa 1957located in the crawlspace of the building serving the Library, Library Offices, Administration offices, Girls Locker room, Boys Locker Room and Cafeteria. There are several window unit or split cooling systems in the administrative offices. Black painted uninsulated ductwork is routed up from the units to the areas they serve. The units and associated ductwork, piping and control components appear to be in poor conditions. There are approximately nine (9) utility vent set style centrifugal exhaust air fans installed in 1957 located in the crawlspace area which generally serve classroom and bathroom exhaust air systems. The fans show visible signs of corrosion, and the ductwork is generally uninsulated, painted black and some ductwork sections shows signs of corrosion and damage. There are approximately forty-four roof mounted exhaust air fans. Some exhaust fans have been repaired and replaced since their original installation in 1957, however most of the fans are in need of replacement. The building is not equipped with central cooling.

The Automatic Temperature Control (ATC) system is a combination direct digital (DDC) and pneumatic control system. Overall the ATC system is antiquated in comparison to current systems, and only provides minimal monitoring, scheduling and setpoint control functionality, so should be replaced.

Electrical

Please see the full report prepared by Garcia, Galuska, Desousa Consulting Engineers – Electrical in Appendix 8.4.1.

In general, the electrical systems are in poor condition. The electrical services are inadequate in capacity and voltage characteristics for renovation of the facility. These services are in need of replacement. Life safety lighting is not code compliant and is in need of replacement. The building is not equipped with an emergency back-up generator. The best maintenance programs are intended to make equipment function properly within its expected life span. Many of these systems have exceeded their expected useful life. It is our recommendation, taking into consideration the age and general condition of the existing equipment, that all systems including communications/ security systems, should be replaced. System upgrading in an existing facility results in extensive use of surface raceways where wiring cannot be run concealed resulting in a construction premium.

A code compliant system of lightning protection should be provided.

Historic Registration Determination

Please see the full report prepared by Building Conservation Associates, Inc. in Appendix 8.4.5.

Building Conservation Associates researched the historic status of the Fuller School to determine if there were any issues that might trigger regulatory review or mitigation measures when a future project is filed with the Massachusetts Historical Commission (MHC). BCA found no evidence that the building has been listed on any national, state, or local historic registers, or that it is located within a historic district.

A formal Project Notification Form for the project was delivered to the Massachusetts Historical Commission on 12/7/17. The formal response is anticipated on or before January 6, 2018

Building Code Compliance

Please see the full report prepared by Howe Engineers in Appendix 8.4.4.

The existing school is a one (1) story building with a footprint area of approximately 196,000 square feet. The school contains a basement that contains a boiler room and mechanical equipment. The main level of the school contains a gymnasium, classrooms, the library, cafeteria, auditorium, and the administrative offices. This narrative addresses requirements contained in the 9th edition of the 780 CMR, The Massachusetts State Building Code (MSBC).

The following codes and standards are applicable to this project and served as the basis of review:

- The Massachusetts Building Code (MSBC), 9th Edition
- 2015 International Building Code (IBC) and International Existing building Code (IEBC)
- Massachusetts Architectural Access Board (MAAB), 521 CMR
- Americans with Disabilities Act (ADA), 2010 Edition
- Masssachusetts Electrical Code, 527 CMR, 12.00
- 2017 National Electrical Code (NFPA-70)
- 2015 Edition of the international Energy Conservation Code (IECC)
- Massachusetts Fire Prevention Code (527 CMR), NFPA 1, 2012 Edition
- 2015 International Mechanical Code, MSBC (Chapter 28)
- Massachusetts Fuel Gas and Plumbing codes, 248 CMR
- National Fire Protection Association (NFPA) Standards, as referenced by the MSBC and the MFPR.

The MSBC presents various options to evaluate the code requirements applicable to renovation of existing buildings; this project was evaluated Work Area Compliance Method anticipating an Alterations Level 2 or 3 pending the amount of area to be renovated.

Upon renovation of the building several modifications and/upgrades are required in order to comply with the current requirements of the building codes. The following items would be required in the school if it were to be renovated:

Fire Protection

Section 804.2.2 requires that a sprinkler system be installed if the work area is greater than 50 percent of the floor area. Additionally, as noted previously, according to the Massachusetts General Laws Chapter 148 Section 26G, if more than 7,500 square feet of the building is renovated, a sprinkler system will be required in the entire school.

Fire Alarm

The fire alarm system within the work areas will be required to be upgraded and should include new audio and visual devices. The fire alarm in the work area would need to be upgraded to provide voice communication. Where the work area is more than 50 percent of the floor area, the fire alarm throughout the floor must be upgraded. From our survey it was seen that the current fire alarm system is non-addressable

Means of Egress Lighting

The means of egress lighting in the building will need to comply with new construction requirements in the MSBC.

Exit Signs

The exit signage in the building will need to comply with the requirements of the MSBC for new construction. During the site survey

paper exit signs were noted and will need to removed and replaced with internally illuminated exit signage.

Addition/New Construction/selective renovation-

From the site survey conducted on October, 19 2017, it was found that the building is constructed out of Type IIB Unprotected, Noncombustible Construction. This is because the building is constructed out of concrete and unprotected steel, which was observed throughout the building. Since the existing building (196,000 square feet), is already larger than what is allowed for new construction, an addition cannot be made to the existing school unless the construction type of the existing school is upgraded, the addition is limited to a single story and the requirements for the Unlimited Area Provisions are met, or the addition is separated from the school with a fire wall creating a separate building. For example, If the entire building except the auditorium and/or gymnasium were demolished than the structural steel in those areas could be required to be protected if it was desired for the building to be of Type I construction.

Architectural Access Board Compliance

Please see the full report prepared by Howe Engineers in Appendix 8.4.4.

It is assumed that the renovation of the school will trigger full compliance with MAAB given that the cost of the project will be more than 30% of the assessed value of the building. Given this, the following items would be required to be accessible.

- All bathrooms must be accessible.
- All entrances and grade exit doors must be accessible
- All doors and doorways must be accessible
- Accessible seating must be provided in the auditorium and gym.
- Sinks and counters in classrooms must be accessible
- 5% of the lockers in each locker room must be accessible
- 5% of all lockers in the school corridors must be accessible
- 5% of all showers, but not less than one in each locker room must be accessible
- The kitchen including any transaction desks must be accessible
- 5%, but not less than one of each type of Science Laboratory space must be accessible
- Accessible parking must be provided
- All exterior pathways must be accessible
- All Classrooms must be accessible
- Assembly areas should be accessible and provide assisted listening devices

During the survey conducted on October, 19 2017, the following accessibility deficiencies were found in the school:

- In general approximately 90 percent of the doors in the

school do not provide 32 inches of clear width and in turn are not accessible. This includes office, classroom, and entrance doors.
- In general approximately 90 percent of the doors in the school are provided with door knobs instead of accessible hardware and in turn are not accessible.
- Doors into classrooms and offices off of the main corridors do not provide at least 18 inches of pull clearance and 12 inches of push clearance (push clearance not required if door does not have a closer). This configuration is typically seen where built in closets are present adjacent to the doorway.
- No fully accessible bathrooms are present in the facility, for either students or faculty. Some of the individual unisex bathrooms have appropriate clearances and could be altered to be accessible. However, most of the student bathrooms would require reconfiguration of the space.
- Integrated (not separate) accessible seating in the gymnasium needs to be confirmed.
- In general drinking fountains were observed to not be accessible.
- An accessible shower in the boy's, or girl's locker room is not provided.
- 5% of Lockers in the boy's or girl's locker room are not accessible
- Bathroom in the boy's or girl's locker room are not accessible.
- Pull stations are mounted at 54 inches, they should be mounted no higher than 48 inches.
- In general there are no accessible laboratory benches, or sinks in the lab classrooms.

Auditorium

There may be a desire for the auditorium to remain while demolishing other portions of the facility. Based on preliminary discussions with MAAB there may be opportunities to pursue variances for some of the items noted in the accessibility section of this report. However, it is Howe Engineers opinion that significant upgrades would need to be made to the auditorium in conjunction with the approval of these variances. This would include providing, at a minimum of one accessible route from the auditorium entrance to the first row of seating. Providing accessible seating, and an accessible route that is within the place of assembly from the wheelchair seating location provided to the stage. Further discussion would be required with MAAB to provide a finalized approach to allowing the existing auditorium to remain with modifications.

the following accessibility deficiencies were found in the Auditorium.

- The auditorium is not accessible:
- Accessible Seating (Wheelchair spaces, and Armless seats) are currently not provided in accordance with 521 CMR 14.2 (MAAB).

- A route from the seating locations to the stage/performing area is provided (stairs) but an associated accessible route is not provided (ramp or lift). 521 CMR 14.6 (MAAB) requires that where access is provided to the stage from within the place of assembly, an accessible route that is within the place of assembly from the wheelchair seating location must be provided to the stage.
- A landing at the top of the auditorium aisle is not provided prior to the exit access doors.
- Handrails are not provided in the slopped aisles in accordance with 521 CMR 24.5 (MAAB).
- The control booth within the auditorium is not accessible due to a sloped floor and large lip at the entrance.
- The ramped aisles in the Auditorium exceed the maximum rise of 30 inches for any run, and appropriate landings are not provided in accordance with 521 CMR 24.2.2 (MAAB).

Renovation Requirements

The renovations to the Framingham Fuller School would be conducted in accordance with the requirements of the Massachusetts Building Code. The following items would be required in the school if it were to be renovated.

1. The school would need to be protected throughout with an automatic sprinkler system if the work area is greater than 7,500 square feet.
2. From our survey it was seen that the current fire alarm system is non-addressable, in turn, if a Level 2 or 3 Alteration is desired, the entire fire alarm must be upgraded to provide voice communication, and appropriate smoke detection, and audio/visual notification. Smoke Detection may not be required if the building becomes fully sprinklered.
3. If the renovation triggered full accessibility compliance, then
    a. Approximately 90 percent of the doors would need to be altered to provide 32 inches of clear width and would require the door knob hardware to be replaced with an accessible latch,
    b. All doors would need to be altered to provide an 18 inch pull clearance and a 12 inch push clearance,
    c. All of the restrooms would need to be altered to be accessible,
    d. Accessible sinks and counters in labs would be required to be provided,
    e. Accessible entrances for the building would be required,
    f.. The Auditorium would need to be provided with accessible route to accessible seating, as well as the stage.
4. Egress should be provided as outlined in this report.

Structure

Please see the full report prepared by RSE Associates in Appendix 8.4.2.

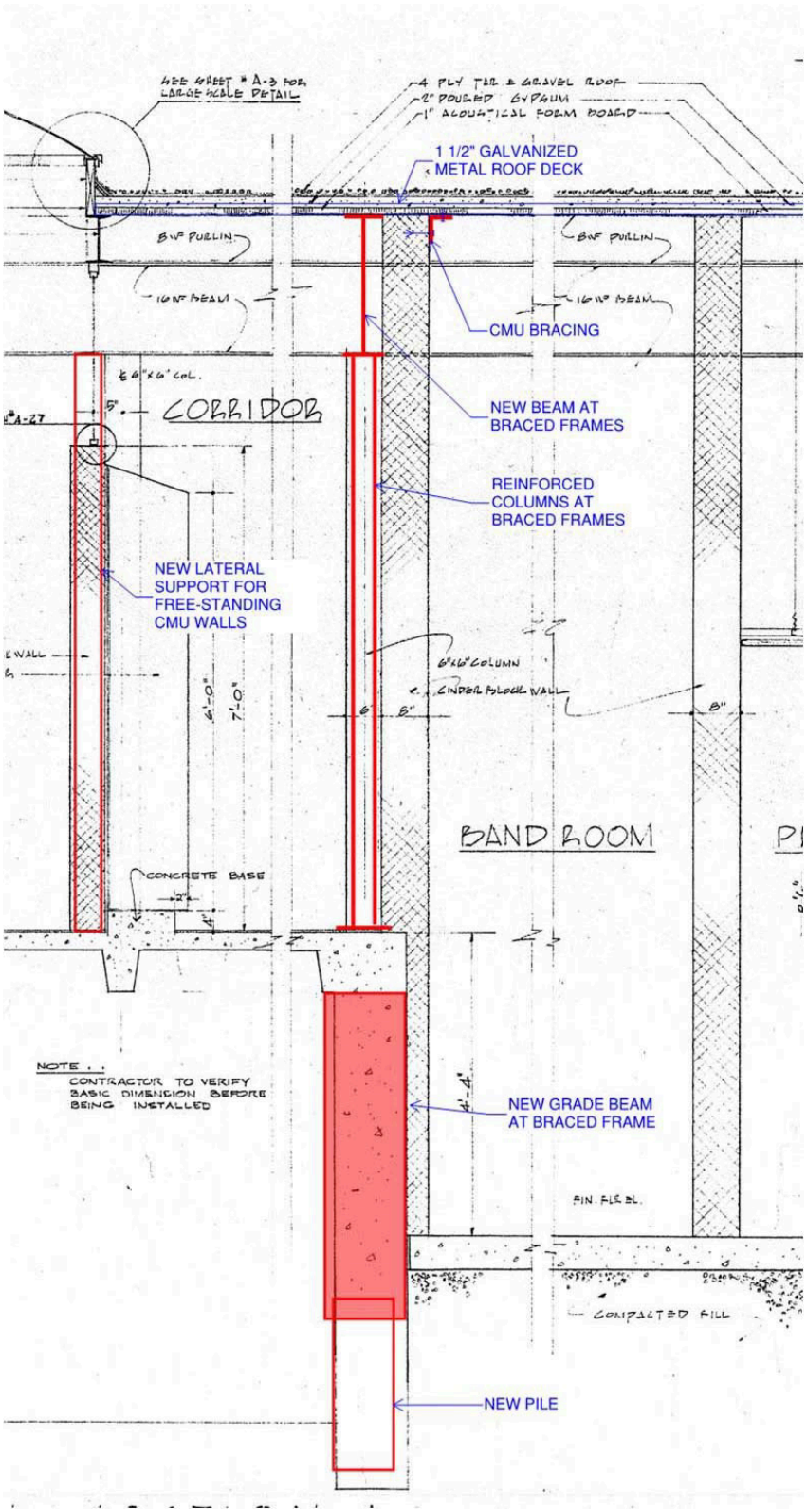
Existing Construction

The Fuller Middle School is a one-story building built in 1958. The building is supported on cast-in-place concrete tapered piles with 65 ton capacity, located approximately 12 to 18 feet on center in each direction. The first floor is framed with a 2½" to 3½" draped mesh concrete slab and concrete joists spaced at 24" on center, spanning to reinforced concrete girders. The first floor is suspended over a 6 foot crawl space. Steel columns, which are primarily located to coincide with the corridors, rise up from the piles to support the roof framing. The roof over the classroom space is supported on 8" steel purlins bearing on 16" steel girders. The roof deck is 2" poured gypsum over 1" acoustical form boards with steel bulb tees spanning 6 feet. Over the larger volumes, such as the gymnasium and auditorium, there are 33" X 36" wide flange girders to create a column-free space. In addition to the 8" steel purlins and gypsum roof at the gymnasium and auditorium, there is horizontal steel cross-bracing.

1. *Roof Framing*
   The steel roof framing appears to be in good condition and well maintained. There is widespread evidence of roof leaks, which causes the gypsum to be saturated with water. Prolonged exposure to entrapped water will compromise all properties of gypsum. Gypsum roof decks are a composite system that derives its strength from the sum of the parts (gypsum, wire reinforcement and steel tees), so a reduction in gypsum strength reduces the overall capacity of the roof deck system. Also, any mechanical fasteners that are screwed into the gypsum will see a reduced embedment capacity from the water-logged material.

2. *First Floor Framing*
   There is a significant area of the first floor that exhibits rusted and delaminated rebar on the concrete joists and girders. The worst area, under the garage space bound by grids N-T-0-5 is currently shored to grade. This should be considered a temporary fix considering no repair to the existing rebar was performed. The area of reduced structural capacity extends along the south wing (under classrooms B36-B48) in a similar fashion. The bottom rebar in the concrete joists have rusted, delaminated, and caused the concrete cover to spall and fall off. There is rebar section loss rather than just concrete cover removal. Furthermore, it was noted from the maintenance workers that the spalled concrete damages the pipes underneath when the heavy concrete pieces fall.

3. *CMU Partitions*
   The existing partitions in the building are constructed from unreinforced CMU. Although customary in 1950's construction, these non-load bearing partitions are not up to current code since



Seismic Upgrade Sketch

there is no positive attachment to the floor or roof diaphragms. Also, it is not obvious that every masonry opening has a lintel or bond beam to span over the opening. Some of the interior CMU walls exhibit cracking.

4. *Exterior Envelope*
   The first floor slab cantilevers over the concrete grade beam to support the exterior façade. There are some isolated areas of exposed rusted rebar and spalled concrete that can be repaired locally. The concrete exposed on the exterior is a thermal bridge to the interior conditioned space, which is a challenge to remedy if the building was renovated.

Structural Recommendations

1. *Renovation Option*
   a. Repair deficiencies
      - Address roof leaks and drainage. Replace areas of gypsum roof decks that are saturated with metal roof deck.
      - Repair or replace damaged first floor slab. Address cause of rusted rebar, such as adding a vapor barrier and slab in the crawl space and better ventilation.
      - Patch exterior concrete and repair rusted rebar.

   b. Seismic Upgrade
      - Replace the entire gypsum roof deck with a metal deck that can distribute diaphragm loads. Gypsum is a brittle material that my nature does not have sufficient ductility to transfer diaphragm loads to the lateral system. Add supplemental steel framing (such as 8" steel beams) at the diaphragm edges that don't have existing steel beams. These are required because the 8" purlins sit above the girders and the load path is broken at the diaphragm edges.
      - Add a lateral system for the entire building, such as steel braced frames. Add grade beams or braced frames in the crawl space to transfer lateral loads to the ground. Reinforce brace frame columns as required. New piles might be required depending on location of braced frames, which will be difficult to install given the low clearance in the crawl space for the pile rig.
      - Brace CMU partitions to the roof diaphragm. If the gypsum roof is not replaced, supplemental steel will be required above the CMU partitions where the gypsum has been affected by roof leaks since fastening to saturated gypsum is not reliable.

2. *Renovation and Addition Option*
   It is structurally possible to demolish a portion of the building and renovate the remainder. The large volume spaces (such as the auditorium) lend themselves to this approach since the structure can be isolated from the rest of the building during demolition and the lateral elements can be added at the boundaries. The renovated portion would be tied to the new building and the entire building would be designed per the latest code.

Geotechnical

Please see the full report prepared by McPhail Associates in Appendix 8.4.7.

McPhail Associates has developed a preliminary Foundation Engineering Report (see appendix) to provide preliminary foundation design recommendations for the proposed addition(s) or new school building. The selection of a specific foundation system for support of the proposed addition(s) or new school building will be dependent on the location of the proposed construction as well as the final elevation of the lowest level floor slab in relation to the existing ground surface elevation. The lowest-level slab of the proposed addition(s) or new building is anticipated to consist of a conventional slab-on-grade.

Foundation options for support of the proposed additions or new building include a ground- improvement technique known as Aggregate Piers (APs) and/or conventional spread footings deriving their support directly in the sand deposit. Foundation support consisting of spread footings would likely require over excavation and replacement of unsuitable soils. In the event that the existing building is demolished, the existing piles, if left in-place, may be reused for the support of new construction in accordance with the Massachusetts Building Code (Code). However, the use of existing piles for foundation support of new construction is not typically considered economical.

Due to the relatively high groundwater level indicated on the previous borings, dewatering is considered likely to be required during construction. The magnitude of construction dewatering would be increased if a spread footing foundation system is utilized and overexcavation of unsuitable soils is required. In general, dewatering is anticipated to be performed utilizing conventional sumping methods. Based on the size of the site, groundwater may be recharged on site. Otherwise, a groundwater discharge permit from either the Environmental Protection Agency (EPA) or the City of Framingham will be required in order to legally dispose of groundwater collected during construction.

As part of future design phase of the project, it is recommended that a subsurface exploration program be conducted once the location and configuration of the proposed structure or addition(s) are determined. The subsurface exploration program will provide supplemental, location-specific information to better evaluate potential foundation support options and construction implications.

Hazardous Materials

Please see the full report prepared by Fuss & O'Neill Enviroscience, LLC in Appendix 8.4.8.

In October 2017, Ms. Susan Cahalan, (Massachusetts DOS Asbestos

Inspector #AI60784) of CDW Consultants conducted a visual interior and exterior building inspection for suspect materials. See Appendix for report and cost estimates.

No additions have been made to the building since it was originally constructed. Framingham South High School became Fuller Middle School in 1995 without major capital improvement. The following capital projects and improvements have been completed at Fuller Middle School:

- 1995 Roof Replacement
- 2005 Converted heating system from oil to natural gas
- 2005 Replaced boilers, boiler room pipe abatement
- 2007 Auditorium Improvements

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

Phase I initial Site Investigation

Please see the full report prepared by McPhail Associates in Appendix 8.4.9.

McPhail Associates has performed a Phase 1 Site Assessment (see Appendix) to identify the potential presence of Recognized Environmental Conditions (RECs), Historical RECs (HRECs), and/or Controlled RECs (CRECs) at the site or at surrounding properties that may potentially pose a threat to the subject site. The assessment included a visual reconnaissance of the subject site and the surrounding areas, a review of the site history relative to the possible presence of oil and hazardous materials, a review of readily available municipal, state and federal records, a review of available reports previously prepared for the site and a review of a database search completed by EDR Sanborn, Inc. of Shelton, Connecticut in accordance with the applicable ASTM 1527-13 criteria.

This assessment has revealed no evidence of Recognized Environmental Conditions in connection with the property. One HREC has been identified:

- HREC: The historic release of petroleum hydrocarbons to soil at the subject site listed with the DEP under Release Tracking Number (RTN) 3-21090. The release is associated with two (2) 20,000-gallon capacity USTs which formerly occupied the subject site. Given that the impacted soil and source of the release have been removed, and that concentrations of the contaminants of concern have been reduced to background, RTN 3- 21090 is considered an HREC. The release was encountered in September of 2001 during the removal of two

(2) 20,000- gallon heating oil USTs which serviced the school building.

Upon completion of response actions which included the excavation and laboratory analysis of soil, VHB conducted a Method 1 risk characterization which concluded that a condition of No Significant Risk was present at the subject site, and that a Class A-2 RAO had been achieved.

The review of historical information indicated that the northern portion of the subject site was previously occupied by a swamp and/or marshland which was likely backfilled with uncontrolled fill material during the construction of the athletic fields. In addition, based upon the style of construction as well as our existing knowledge of similar schools from the same time period, it is our understanding that polychlorinated biphenyls (PCBs) may be present within building materials and surficial soils located immediately adjacent to the exterior of the subject building. Although not considered an REC, given the unknown soil conditions at portions of the subject site, it is recommended that pending the proposed development of the subject site, soil assessment activities be conducted to determine the composition of the soil prior to the disturbance of soil in the vicinity of the school building and the former swamp/marshland.

Traffic

Please see the full report prepared by Vanasse & Associates, Inc. in Appendix 8.4.6.

Vanasse & Associates, Inc. (VAI) prepared an evaluation of existing Traffic conditions (See appendix). Their study includes observations of existing traffic, pick-up and drop-off circulation, busing, pedestrians, vehicle queuing, level-of-service operations and safety deficiencies in the vicinity of the project site, and makes recommendations to enhance future traffic operations in the vicinity of the school.

The study area for this report includes portions of Flagg Drive during the weekday morning (7:00 to 9:00 AM) and weekday afternoon (1:30 to 3:30 PM) time periods at each of the following study area intersections:

1. Flagg Drive at Oaks Road
2. Flagg Drive at Fuller School Drive A
3. Flagg Drive at Fuller Bus Drop-Off
4. Flagg Drive at Visitor Parking Lot
5. Flagg Drive at Fuller School Drive Band McCarthy School Parking Lot
6. Flagg Drive at Fuller School Drive C and McCarthy School Parking Lot
7. Flagg Drive at Fuller School Drive D
8. Flagg Drive at McCarthy School North Drive and Mass Bay Community College

9. Flagg Drive at McCarthy School South Drive
10. Flagg Drive at Normandy Road
11. Warren Road at Oaks Road
12. Flagg Drive at Warren Road

All study area intersections exhibit crash rates that fall below the MassDOT average crash rate for this District. Over a five-year review period, however a total of 6 motor vehicle collisions were reported at the intersection of Flagg Street at Mass Bay Community College and McCarthy School, the majority of which involved single-vehicle collisions.

Traffic Recommendations

A number of existing conditions that do not meet industry practices were noted and should be incorporated in future plans. The following measures will enhance safety conditions in the area:

- The 4-way STOP intersection of Flagg Street at Oaks Street should have "All-Stop" signs installed beneath the STOP-signs.
- All school driveways should be placed under STOP-control (Fuller School Drive A, Fuller School Drive Band Fuller School Drive D)
- Advanced-warning signs, School Zone signs, Pedestrian signs, pavement markings and traffic control devices (i.e., flashing school speed limit signs) should be provided along Flagg Drive.
- Appropriate One-Way and Do Not Enter signage should be installed at the Fuller School Drive B and Fuller School Drive C.
- All signs and other pavement markings to be installed within the Project site shall conform to the applicable standards of the current Manual on Uniform Traffic Devices.
- Signs and landscaping adjacent to the school driveway intersections should be designed and maintained so as not to restrict lines of sight.
- Restriping of crosswalks on Flagg Drive should be provided for safe crossings.

The next step in the process will be a coordinated effort with Jonathan Levi Architects to review alternative designs with respect to the increased school population. The review will include the following:

- Safe pedestrian environment
- Safe pedestrian crossing of Flagg Drive
- School access and egress
- Student drop-off/pick-up area
- Bus loading area
- Off-site location review
- School and area signage plan

Statement of information provided

It will be appropriate to perform additional confirming geotechnical borings and destructive testing for hazardous materials in the Schematic Design Phase, once a preferred design alternative and building footprint has been selected.

5. Site Development Requirements

Site Development Requirements

Fuller Middle School at 31 Flagg Drive is located in South Framingham. The single-story building contains approximately 196,000 square feet and is situated on over 42 acres of combined property along with the Farley Middle School, currently occupied by the Massachusetts Bay Community College. Also shared with the college are the football/soccer fields as well as the baseball field and the adjoining parking area. There is no playground on site. The Fuller School has roughly 150 parking stalls available for all of its occupants. It is located across Flagg Drive from the McCarthy Elementary School.

Please see Section 6 for Site Plan design alternatives..

Arial View of existing Fuller Middle School

Existing Conditions

Please reference the full report of site development considerations prepared by CDW Consultants Inc included in Appendix 8.4.3.

Fuller School is located on the north side of Flagg Drive. The site is relatively flat and is surrounded by woods. Along the north, and east, as well along the opposite side of Flagg Road are wetland areas within the woods, subject to local and state wetland regulations.

Water Service

An existing water main is present along Flagg Drive directly in front of the school, along with two water lines on either side of the school each servicing separate hydrants, additional hydrants are located along Flagg Drive itself. The adjacent Farley School building is shown with a

looped water system, also with additional hydrants. The school appears to be serviced by a 1-3/4" domestic water service, and is currently un-sprinklered.

Sewer Service
An existing sewer main is present along Flagg Drive directly in front of the school.

Gas Service
A gas main is present along this portion of Flagg Drive. The heating system for the building is comprised of 3 gas boilers.

Stormwater
The on-site drainage system appears to be a simple system comprised of catch basins and manholes which either discharge directly into the adjacent wetlands, or connect out to the existing street drainage system, which in turn discharges into the nearby wetlands.

Flood Plain
The site does not appear to be in a flood plain.

Potential Site Improvements

Water Service
The existing 1-3/4" water service may need to be upgraded or relocated depending on current flow conditions and anticipated demands due to renovations or other building upgrades. A separate fire service connection may be required to comply with current building codes.

Sewer Service
The existing sewer service may need to be upgraded or relocated depending on anticipated demands due to renovations or other building upgrades. Additionally, if the existing sewer service is original and was installed using clay pipe typical of the time, consideration should be given to upgrade to a more durable material such as PVC or ductile iron, given the possible age and general condition of the sewer service.

Gas Service
The existing gas service may need to be upgraded or relocated depending on anticipated demands due to renovations or other building upgrades.

Stormwater
The existing on-site drainage system does not appear to meet current stormwater management standards. Depending on the proposed site improvements the existing system will need to be upgraded to provide mitigation to reduce stormwater runoff, increase groundwater infiltration, and increase stormwater discharge quality. These improvements could include above or below ground stormwater

infiltration/detention systems, deep sump catch basins, and water quality structures.

MEPA Analysis

Per MEPA – 301 CMR 11.03: Review Thresholds, all of the proposed concepts represent a Replacement Project, replacing or reconstructing a previous use on a Project Site.

Pre-Concept 0, is a building renovation, with no effective changes to the site, all the remaining concepts show a reduction in impervious area and will decrease potential environmental impacts, therefore review thresholds do not apply, and a MEPA review is not required.

EXISTING CONDITIONS/SURVEY NOTES :

1. EXISTING CONDITIONS ARE BASED ON AN AERIAL SURVEY PREPARED BY COL-EAST, INC. NOVEMBER 2017. GPS POINTS PERFORMED BY CDW CONSULTANTS INC. ON OCTOBER 25, 2017.
2. SURVEY LOCATIONS AND ELEVATIONS BASED ON MASS STATE PLANE COORDINATE SYSTEM (NAD 83) AND VERTICAL DATUM OF 1988 NGVD.
3. THE BOUNDARY LINES SHOWN ON THESE PLANS ARE APPROXIMATE ONLY, BASED ON MASS GIS PARCEL DATA. NO PROPERTY BOUNDARY SURVEY HAS BEEN MADE AT THIS TIME. ALL PROPERTY LINES SHOULD BE VERIFIED.
4. THE LOCATION OF SUSPECTED EXISTING UNDERGROUND UTILITIES ARE SHOWN IN AN APPROXIMATE WAY ONLY AND HAVE NOT BEEN INDEPENDENTLY VERIFIED. ANY UNDERGROUND UTILITY LOCATIONS, IF INDICATED HEREIN, HAVE BEEN DETERMINED FROM THE FIELD LOCATION OF MANHOLES, GATES, AND/OR OTHER SURFACE STRUCTURES, BY PHYSICAL INSPECTION, AND/OR FROM AVAILABLE PLANS. PRIOR TO ANY EXCAVATION OR CONSTRUCTION, THE CONTRACTOR SHALL NOTIFY ALL UTILITY COMPANIES FOR FIELD LOCATIONS OF EXISTING UNDERGROUND PIPES, CONDUITS, TANKS AND STRUCTURES. NOTIFY DIG-SAFE AT 1-800-322-4844 PRIOR TO BEGINNING ANY EXCAVATION OR CONSTRUCTION.
5. EXISTING WATER, SEWER, AND DRAINAGE LINES ARE APPROXIMATE ONLY, BASED ON A PLAN PROVIDED BY THE TOWN OF FRAMINGHAM DEPARTMENT OF PUBLIC WORKS.
6. THE WETLAND FLAGS WERE HUNG IN THE FIELD ON NOVEMBER 8, 2017, AND LOCATED IN THE FIELD BY CDW CONSULTANTS, INC., ON NOVEMBER 8, 2017. ADDITIONAL WETLANDS LINE (WITHOUT FLAGGING) ARE BASED ON MASS-GIS WETLAND INFORMATION.
7. THE SITE IS NOT WITHIN A 100-YEAR FLOOD PLAIN, AS SHOWN OF FLOOD INSURANCE RATE MAP, NUMBER 25017C0516F, MAP REVISED JULY 7, 2014.

LEGEND

EXISTING

- D — STORM DRAIN
- W — WATER
- E — ELECTRIC MANHOLE
- E — UNDERGROUND ELECTRICAL
- OHW — OVERHEAD ELECTRICAL
- S — SANITARY SEWER
- HYDRANT
- SEWER MANHOLE
- DRAIN MANHOLE
- D — CATCH BASIN
- x 429.5 SPOT GRADE
- LIGHT POLE
- TREE
- TREELINE
- UTILITY POLE

FULLER MIDDLE SCHOOL
31 FLAGG DRIVE

MASSBAY
COMMUNITY COLLEGE
19 FLAGG DRIVE

GUADALCANAL RD
FLAGG DRIVE
OAKS RD
NORMANDY RD

STREAM STAT POINT W/ 0.50 ACRE WATERSHED
200-FT RIVERFRONT
125-FT WETLAND BUFFER
100-FT BUFFER ZONE
30-FT BUFFER ZONE
DRAINAGE HEADWALL (APPROX. LOCATION)
WOODED GUARD RAIL (TYP)
CHAIN LINK FENCE (TYP)
DRAINAGE CONTROL STRUCTURE
CONCRETE WINDOW WELL (TYP)
GAS METER & CONNECTION
CONCRETE BULKHEAD W/ HATCHES
BOLLARD (TYP)
BITUMINOUS PAVEMENT
CONC SIDEWALK
GRASS
OHW
D
S
W

JLA
Jonathan Levi Architects
266 beacon street
boston ma 02116
tel 617 437 9458
fax 617 437 1965

FULLER MIDDLE SCHOOL
31 Flagg Drive
Framingham, MA 01702

PROJECT STATUS
Preliminary Existing Conditions
11/20/2017

REVISIONS

No.	Date	Description

DRAWING NAME
EXISTING CONDITIONS PLAN

PROJECT NO. 1597.0

DRAWING NO.
C-1.0

STREAM STAT POINT
W/ 0.50 ACRE
WATERSHED

GUADALCANAL RD

30-FT BUFFER ZONE

200-FT RIVERFRONT

125-FT WETLAND BUFFER

GRASS

WOODED GUARD
RAIL (TYP)

DRAINAGE
HEADWALL
(APPROX
LOCATION)

CHAIN LINK
FENCE (TYP)

DRAINAGE CONTROL
STRUCTURE

DOOR SILL
ELEV=167.61

DOOR SILL
ELEV=167.61

DOOR SILL
ELEV=167.57

DOOR SILL
ELEV=167.58

DOOR SILL
ELEV=167.57

DOOR SILL
ELEV=167.59

CONCRETE
WINDOW
WELL (TYP)

FULLER MIDDLE SCHOOL
31 FLAGG DRIVE

DOOR SILL
ELEV=167.58

DOOR SILL
ELEV=167.77

DOOR SILL
ELEV=167.70

DOOR SILL
ELEV=167.60

DOOR SILL
ELEV=167.60

DOOR SILL
ELEV=167.57

DOOR SILL
ELEV=167.60

DOOR SILL
ELEV=167.59

DOOR SILL
ELEV=167.60

DOOR SILL
ELEV=167.55

DOOR SILL
ELEV=167.67

GAS METER
& CONNECTION

DOOR SILL
ELEV=167.55

DOOR SILL
ELEV=167.56

CONCRETE
BULKHEAD
W/ HATCHES

BOLLARD (TYP)

DOOR SILL
ELEV=166.89

DOOR SILL
ELEV=166.87

BIT SIDEWALK

FLAGPOLE

CONC SIDEWALK

BITUMINOUS
PARKING LOT

BITUMINOUS ROAD

FLAGG DRIVE

BITUMINOUS PAVEMENT

GRAPHIC SCALE
40 0 20 40 80 160
(IN FEET)
1 INCH = 40 FT.

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fax 617 437 1965

FULLER MIDDLE SCHOOL
31 Flagg Drive
Framingham, MA 01702

PROJECT STATUS
Preliminary Existing Conditions
11/20/2017

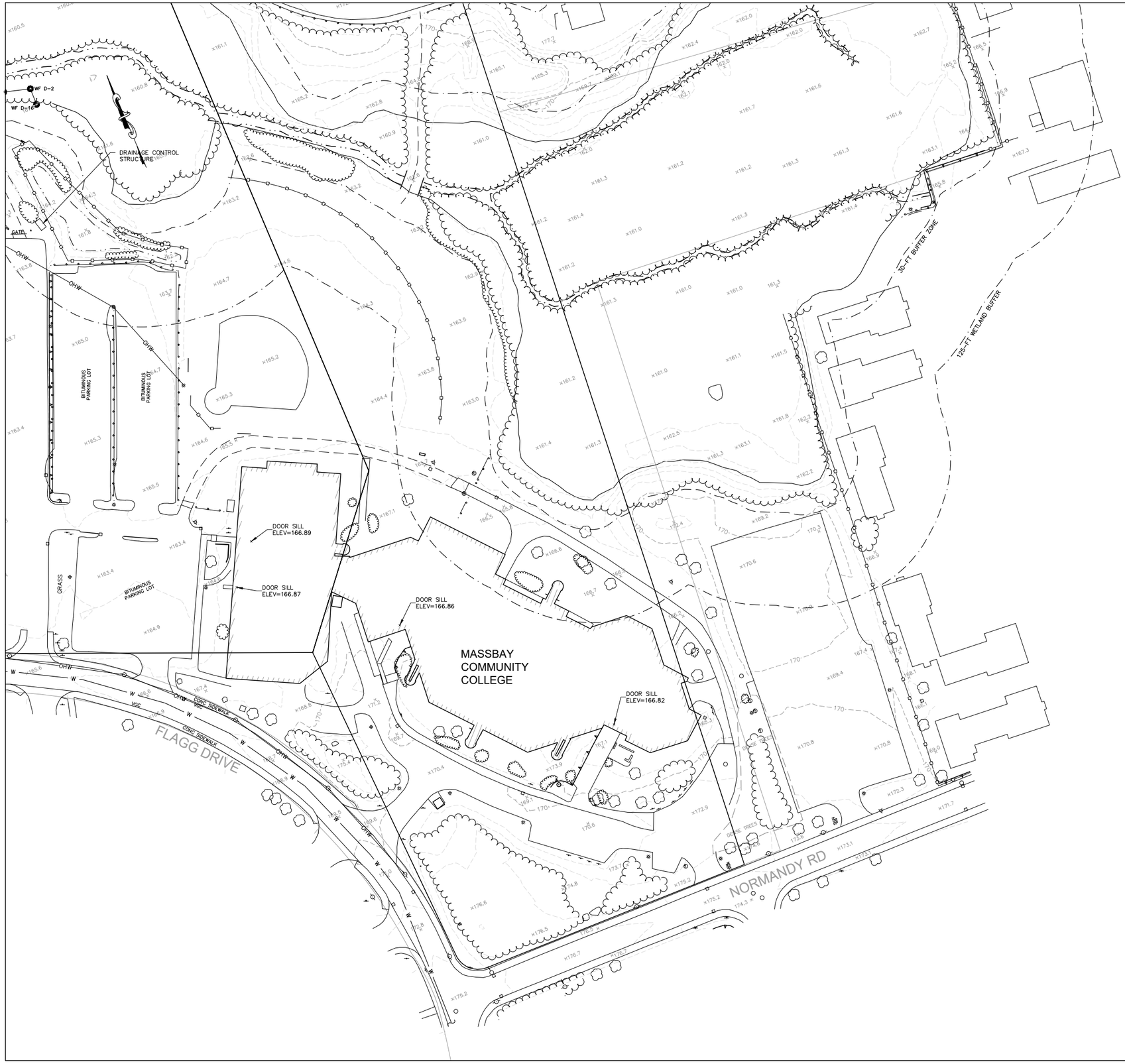
REVISIONS

No.	Date	Description

DRAWING NAME
EXISTING
CONDITIONS
PLAN

PROJECT NO. 1597.0

DRAWING NO.
C-1.1



GRAPHIC SCALE

40 0 20 40 80 160

(IN FEET)
1 INCH = 40 FT.

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FULLER MIDDLE SCHOOL

31 Flagg Drive
Framingham, MA 01702

PROJECT STATUS
Preliminary Existing Conditions
11/20/2017

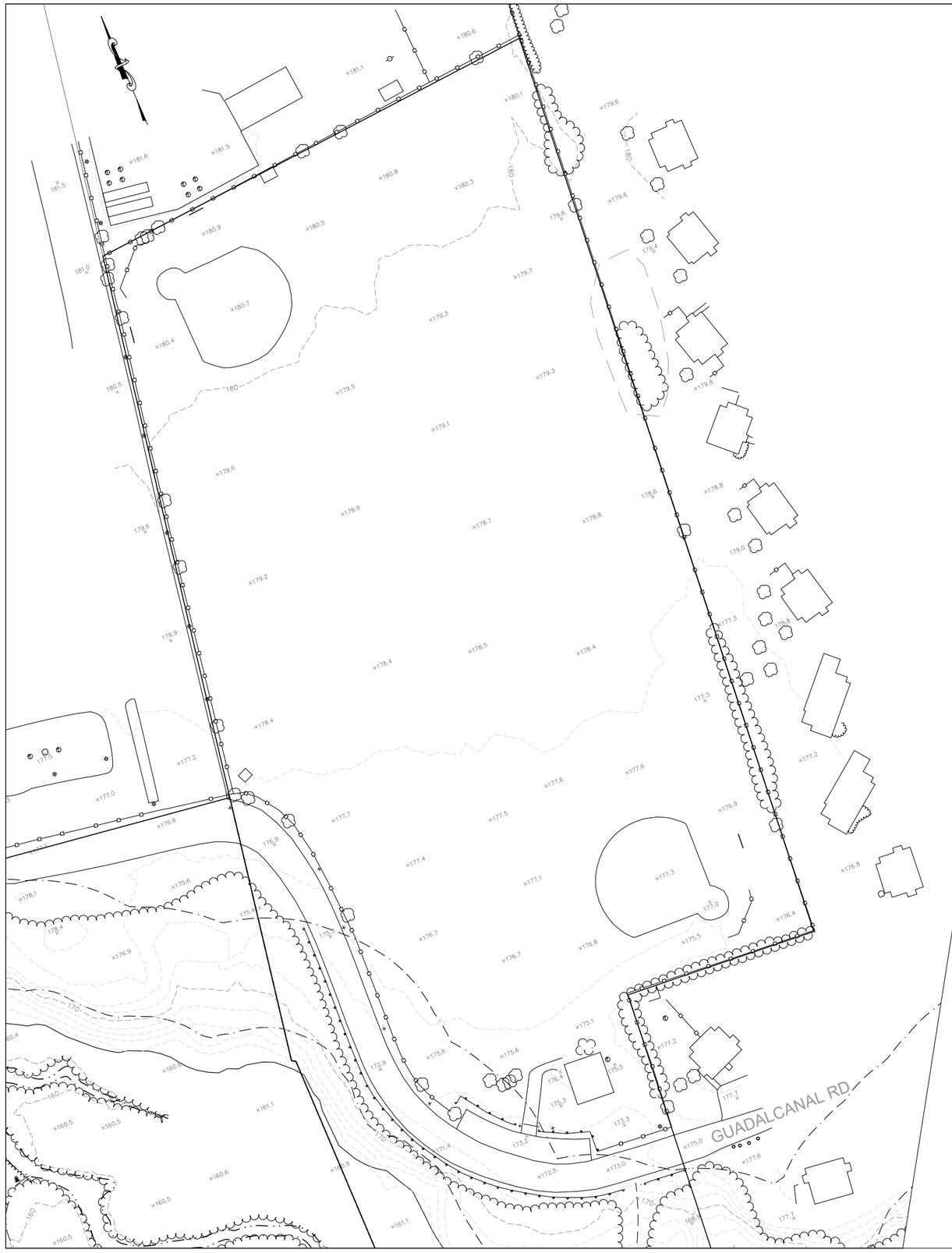
REVISIONS

No.	Date	Description

DRAWING NAME
EXISTING CONDITIONS PLAN

PROJECT NO. 1597.0

DRAWING NO.
C-1.2



GRAPHIC SCALE

40 0 20 40 80 160

(IN FEET)
1 INCH = 40 FT.

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FULLER MIDDLE SCHOOL

31 Flagg Drive
Framingham, MA 01702

PROJECT STATUS
Preliminary Existing Conditions

11/20/2017

REVISIONS

No.	Date	Description

DRAWING NAME
EXISTING CONDITIONS PLAN

PROJECT NO. 1597.0

DRAWING NO.
C-1.3

6. Preliminary Evaluation of Aternatives

School Assignment Practices and Available Space

The Framingham Public School System consists of sixteen buildings: one preschool, nine elementary schools, three middle schools, one high school, one alternative high school and one building currently occupied by MassBay Community College. The District has reviewed assignments and concluded that no amount of re-districting within the existing school system can accommodate the students in the Fuller Middle School.

Tuition Agreements

Framingham Public Schools does not have any tuition agreements with adjacent school districts that can accommodate the students in the Fuller Middle School.

Availability of Existing Buildings for School Use

There are no suitable empty buildings in the Town of Framingham that the District can rent or acquire that can accommodate the students in the Fuller Middle School. Since a suitable building that can accommodate the students in the Fuller Middle School could not be identified, this alternative is not viable.

Evaluation of Alternatives

Existing building renovation Option 0.0:

The existing Fuller middle school structure was built in 1958 and has seen little alteration or additions since then. The single-story building, at 196,000 gsf, was originally built as a high school and is significantly larger than required for its projected future middle school educational program. As a result, the baseline renovation approach would entail unnecessary upgrading of surplus floor area.

From a technical standpoint the building is nearing the end of its useful life with numerous structural, mechanical and envelope deficiencies (see attached specialized consultant information). In short, the floor structure, roof deck, exterior envelope and all mechanical systems will need either extensive repair or replacement. This constitutes essentially a 'gut' reconstruction rather than repair project. This is in addition to the normal cost burden of seismic, building and handicapped code upgrades, typically required for buildings of this age.

On the positive side, the structure employs a functional open bay steel grid structural layout which is conducive to reorganizing partitions. This will be essential as the current layout reflects numerous deviations from the needs of the educational program including undersized general and science classrooms, as well as a lack collaboration spaces needed to support the districts STEAM initiative.

In terms of the site plan, maintaining the existing overlarge footprint would inhibit the ability to improve the outdoor space for student athletic and recreational purposes. The existing building location likewise diminishes the opportunity to improve both vehicular and pedestrian flow, to coordinate with the other two school facilities "on campus".

Pre-Concept 0 - 'Code Upgrade Renovation': Arial View

Pre—conceptual schemes:

Working together with the City and OPM, JLA has identified seven complementary design approaches which illustrate a range of functional options for comparison and cost analysis.

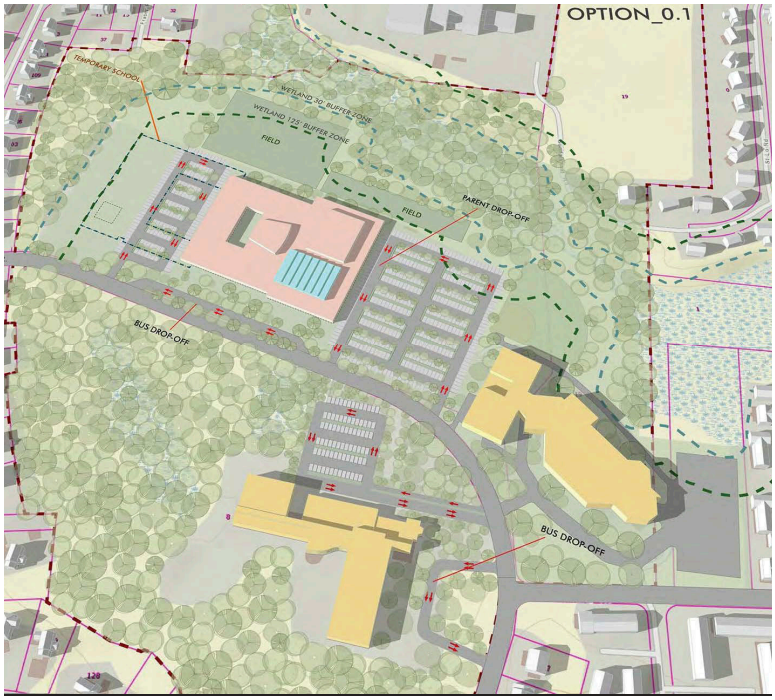
Working with the existing building involves a complex balance of programmatic interventions and technical details, and 4 options have been developed to look at a range of renovation/addition possibilities. These options are themed around the proper configuration, as much as possible, of student activity and learning spaces around a central learning commons/cafeteria created on the footprint of the existing cafeteria. In these options, the existing valued auditorium and oversized gymnasium complex are typically preserved, and new classrooms and administration spaces are provided either by wholesale renovation within a portion of the existing envelope or through the addition of a new classroom/administration wing. Two options retain and renovate the existing building's core space in an attempt to explore the cost efficiency of selective reconstruction versus new similar program space.

Other options explore the possibility of providing a new structure to be sited outside the perimeter of the old building, which would be demolished after the students moved into the new building.
In all options, the problem of the existing confluence of the adjacent McCarthy elementary school traffic with the Fuller middle school is addressed through the creation of dedicated bus drop-off and parent parking lanes which would be separated from those serving McCarthy. This will free up the Western portion of Flag Drive for access to the Fuller. Preliminary thought in each of the schemes was also given to the creation of a true pedestrian campus which would link the three educational facilities and allow for greater interaction between them.

Addition/Renovation pre-concept options:

Pre-Concept '0.1' - 'Demolition/Addition – Improved Cafeteria'

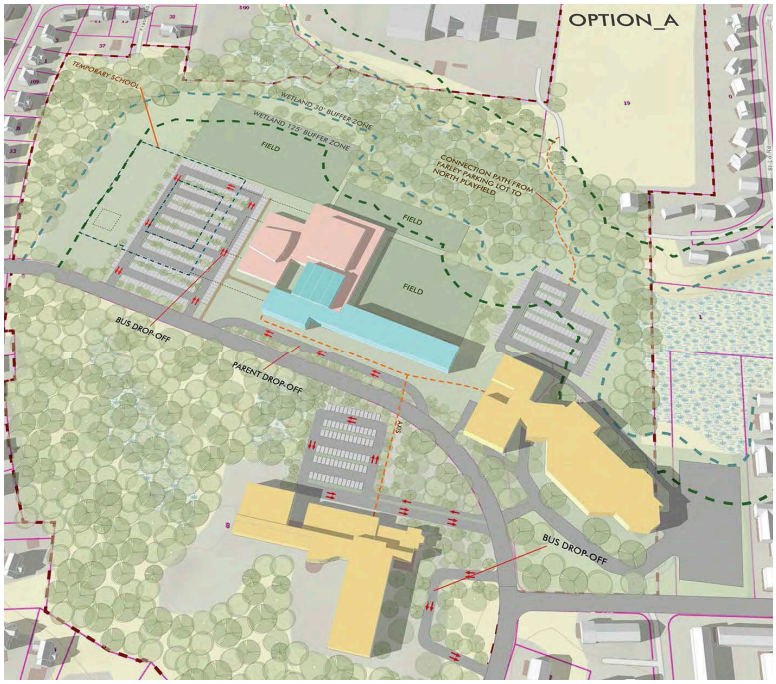
In order to address the surplus space presented by renovation of the existing structure, this pre-concept envisions the demolition of the western half of the 1950s high school in order to concentrate resources on the portions of the building surrounding the existing core including wholesale gut renovation of classroom zones. 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. This option would require the availability of expensive swing space or complex phasing of construction. Classrooms would necessarily be remote from the communal learning spaces required by the education program. The existing buildings limited floor to ceiling height and also curtail harvesting natural daylight.



Pre-Concept 0.1 - 'Demo/Reno - Improved Cafeteria': Arial View

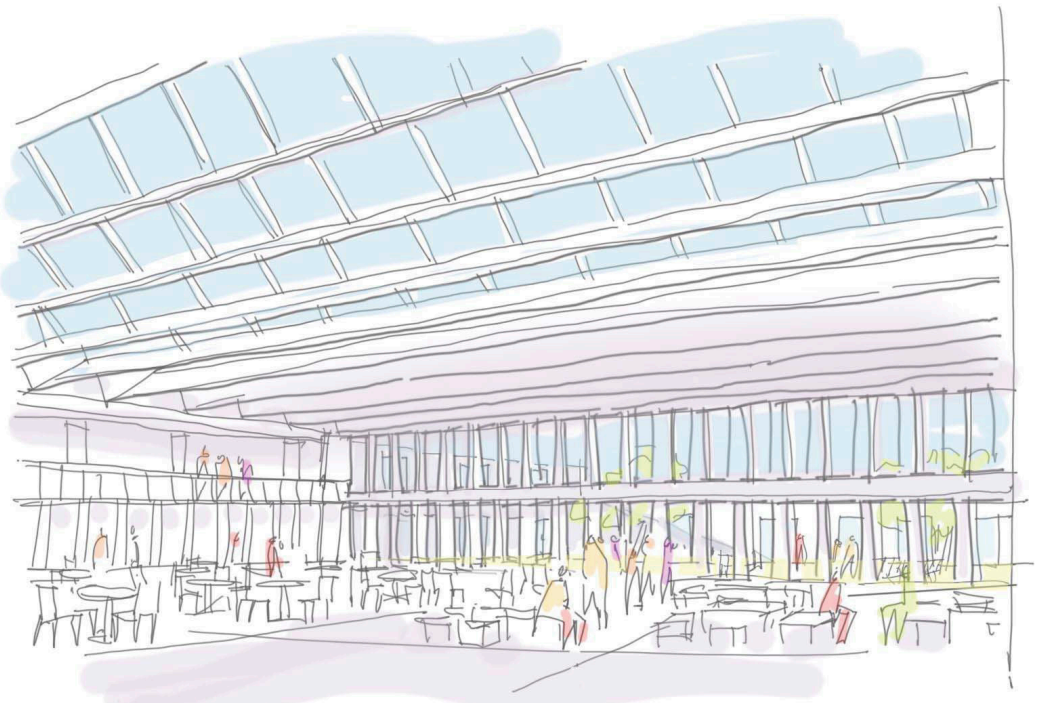
Pre-Concept 'A' – 'Addition/Renovation – New Classrooms/ Administration'

In order to create a more compact relationship between STEAM classrooms and the school's auditorium and gymnasium core, 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, in this case 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. Additional parking is provided at the rear of the Farley in place of an existing baseball field which is presently understood to be redundant.



Pre-Concept A - 'Add/Reno - Improved Caf., New Classrooms/Admin: Arial ViewView

Pre-Concept A - 'Add/Reno.': Exterior Sketch Concept



Pre-Concept 0.1/A - 'Add/Reno.': Interior Sketch Concept

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 between the renovated existing auditorium and gymnasium. Each of the academic wings or 'branches' is terminated by a medium size collaboration space which also serves for vertical circulation which connects the first and second floors into one academic community. In order to avoid a sea of parking dominating the central space of the three school campus, parking has again been relocated to the West. The existing large parking area has been replaced by green field space shared between the three schools. This approach, like options 0.1 and A above, would require a full vacation and relocation of the middle school operation into separate swing space during construction.

Pre-Concept B.1 - 'Tree Branches - Add/Reno - Existing Gym and Auditorium': Arial View

Pre-Concept B.1/B.2 - 'Tree Branches': Interior Sketch Concept

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. New parking will be more conveniently provided on the footprint of the demolished building.

Pre-Concept B.2 - 'Tree Branches - New with New Auditorium': Arial View

Pre-Concept B.1/B.2 - 'Tree Branches': Exterior Sketch Concept

Pre-Concept 'C.1' – 'Folded Hands – New Construction with Existing Gym'

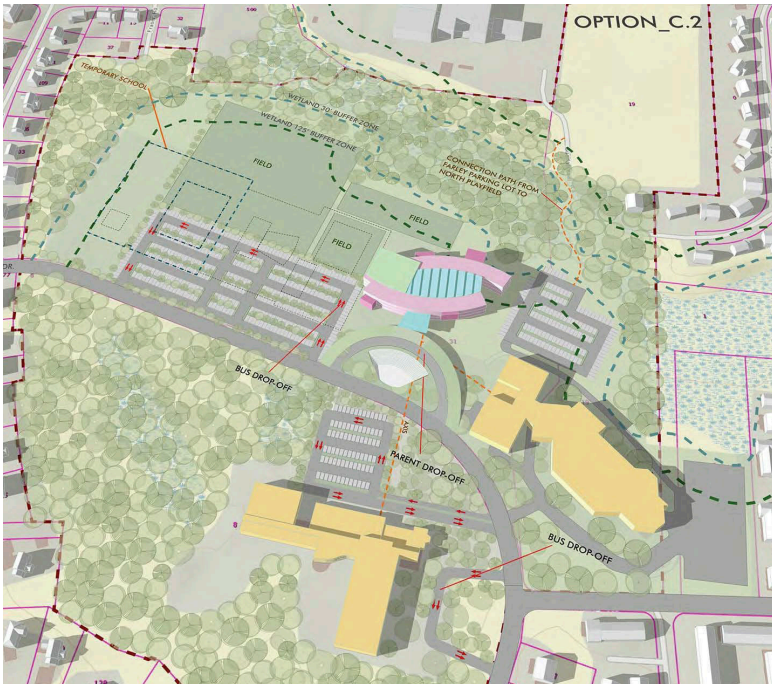
This approach assumes that a 'convertible commons' can be devised which can offer the same degree of amenity and support for the Fuller's highly successful drama and music programs that a dedicated auditorium might. Therefore, only the existing gymnasium is renovated and retained. The balance of the district's educational program is contained within a highly compact three-story volume. The 'convertible commons/cafeteria' at the core 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 sloped south facing front lawn which will also serve for student gathering before and after school, and for outdoor performances. Because the retained portion and therefore the construction effort within the existing envelope is minimal, it is anticipated that this scheme might be executed using a phased occupied construction scenario. New parking will be provided on the footprint of the demolished building.

Pre-Concept C.1 - 'Folded Hands - Add/Reno - Existing Gym': Arial View

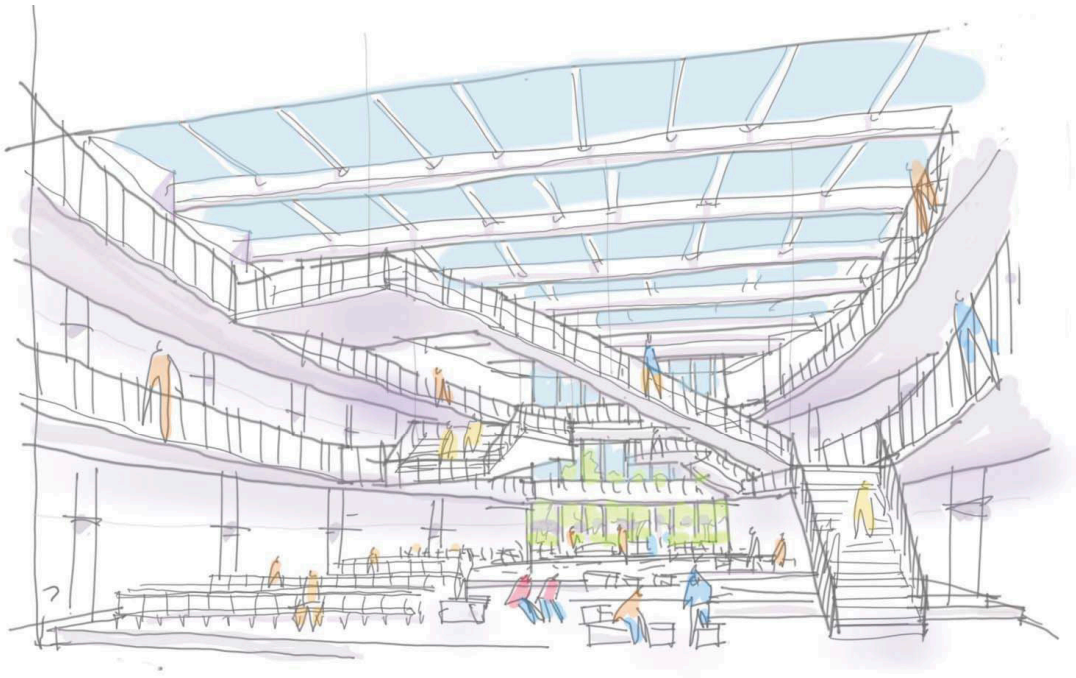
Pre-Concept C.1/C.2 - 'Folded Hands': Exterior Sketch Concept

Pre-Concept 'C.2' – 'Folded Hands – New Construction'

This scheme is virtually identical to pre-concept C .1 except that the gymnasium would be new rather renovated. This configuration allows for continuous unimpeded operation of the existing structure during construction.



Pre-Concept C.2 - 'Folded Hands - New': Arial View



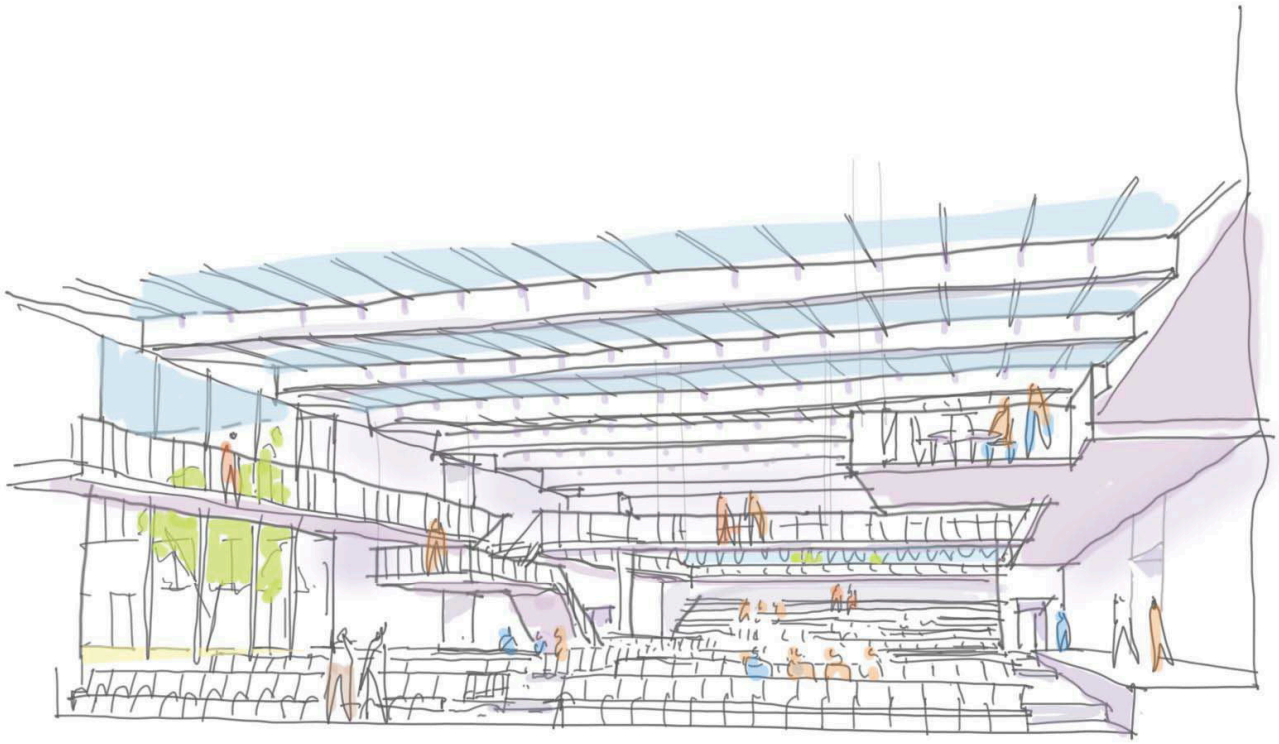
Pre-Concept C.1/C.2 - 'Folded Hands': Interior Sketch Concept

Pre-Concept 'D' – 'Butterfly – New construction'

The final scheme proposes a two-story massing located separate from the existing footprint in an existing parking lot. It features academic wings terminated by medium size collaboration spaces and converging on the central core spine. The spine incorporates administration, 'convertible learning commons/cafeteria' which could be functionally combinable with the 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. This option would also allow for continuous operation of the existing school during the period of construction.

Pre-Concept D - 'Butterfly - New': Arial View

Pre-Concept D - 'Butterfly': Exterior Sketch Concept



Pre-Concept D - 'Butterfly': Interior Sketch Concept

Construction Cost Summary

Please see the following Construction Cost Summary. The full Construction Cost Estimate prepared by Miyakoda Consulting is included in Appendix 8.5.0.

MAIN SUMMARY

DESCRIPTION	*GSF*	*TOTAL*	*COST/SF*
0.0 Baseline Renovation			
0.0 Baseline Renovation	178,250 GSF	$88,858,513	$498.50
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total Baseline Renovation	**195,400 GSF**	**$100,810,223**	**$515.92**
0.1 Renovation To New Program			
0.1 Renovation To New Program	145,785 GSF	$85,587,932	$587.08
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total Renovation To New Program	**162,935 GSF**	**$97,539,642**	**$598.64**
A Addition/Renovation			
A Addition/Renovation	142,785 GSF	$77,824,494	$545.05
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total To Addition/Renovation	**159,935 GSF**	**$89,776,204**	**$561.33**
B.1 Addition/Renovation			
B.1 Addition/Renovation	147,016 GSF	$79,956,323	$543.86
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total To Addition/Renovation	**164,166 GSF**	**$91,908,033**	**$559.85**
B.2 New Construction	**154,935 GSF**	**$74,020,045**	**$477.75**
C.1 Addition/Renovation			
C.1 Addition/Renovation	139,786 GSF	$78,403,027	$560.88
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Total To Addition/Renovation	**149,486 GSF**	**$84,401,015**	**$564.61**
C.2 New Construction	**144,935 GSF**	**$68,977,214**	**$475.92**
D New Construction	**144,935 GSF**	**$68,977,214**	**$475.92**
Renovation to Farley with Modular and Elevator	**71,000 GSF**	**$18,432,960**	**$259.62**
West Wing of Fuller Renovation	**98,000 GSF**	**$6,335,067**	**$64.64**
87 Modulars	**87 MOD**	**$27,711,473**	**$318,522.68** (Per Modular)

Provided by: Miyakoda Consulting
Framingham MS Prelim 6 December 2017.xlsx
Printed 12/6/2017

Summary Breakdown
Page 4 of 56

Framingham Fuller Middle School Feasibility Study
Preliminary PDP Total Project Cost Estimate Comparison
12/6/2017

PROJECT MANAGEMENT SMMA

DRAFT

Miyakoda Estimate
Dated 12/6/17

SF	Option	Costs			Cost/SF
	Option 0.0				
195,400	**Repairs Only**	Construction Cost		$100,810,223	
		Fees,Testing, Utilities, and Expenses		$16,989,380	
		FFE/Technology		$0	
		Contingencies		$7,056,716	
		Swing Space		tbd	
			total	**$124,856,319**	**$639**
	Option 0.1				
162,935	**Renovation Only**	Construction Cost		$97,539,643	
		Fees,Testing, Utilities, and Expenses		$16,547,852	
		FFE/Technology		$2,268,000	
		Contingencies		$6,827,775	
		Swing Space		tbd	
			total	**$123,183,270**	**$756**
	Option A				
159,935	**Renovation/Addition - Bar**	Construction Cost		$89,776,204	
		Fees,Testing, Utilities, and Expenses		$15,599,788	
		FFE/Technology		$2,268,000	
		Contingencies		$6,284,334	
		Swing Space		tbd	
			total	**$113,928,326**	**$712**
	Option B.1				
164,166	**Renovation/Addition - Tree Branch**	Construction Cost		$91,908,033	
		Fees,Testing, Utilities, and Expenses		$15,887,584	
		FFE/Technology		$2,268,000	
		Contingencies		$6,433,562	
		Swing Space		tbd	
			total	**$116,497,179**	**$710**
	Option B.2				
154,935	**New Construction - Tree Branch**	Construction Cost		$74,020,045	
		Fees,Testing, Utilities, and Expenses		$13,472,706	
		FFE/Technology		$2,268,000	
		Contingencies		$5,181,403	
		Swing Space		$0	
			total	**$94,942,154**	**$613**
	Option C.1				
149,488	**Renovation/Addition - Folded Hands**	Construction Cost		$84,401,015	
		Fees,Testing, Utilities, and Expenses		$14,874,137	
		FFE/Technology		$2,268,000	
		Contingencies		$5,908,071	
		Swing Space		$0	
			total	**$107,451,223**	**$719**
	Option C.2				
144,935	**New Construction - Folded Hands**	Construction Cost		$68,977,216	
		Fees,Testing, Utilities, and Expenses		$12,791,924	
		FFE/Technology		$2,268,000	
		Contingencies		$4,828,404	
		Swing Space		$0	
			total	**$88,865,544**	**$613**
	Option D				
144,935	**New Construction - Butterfly**	Construction Cost		$68,977,216	
		Fees,Testing, Utilities, and Expenses		$12,791,924	
		FFE/Technology		$2,268,000	
		Contingencies		$4,828,404	
		Swing Space		$0	
			total	**$88,865,544**	**$613**

Note - Total Project Cost for Options 0.0, 0.1, A and B.1 to be increased for Swing Space Cost

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Miyakoda Estimate
Dated 12/6/17

	Option 0.0 Repairs Only		Option 0.1 Renovation Only		Option A Renovation/Addition - Bar		Option B.1 Renovation/Addition - Tree Branch		Option B.2 New Construction - Tree Branch		Option C.1 Renovation/Addition - Folded Hands		Option C.2 New Construction - Folded Hands		Option D New Construction - Butterfly	
SF	195,400		162,935		159,935		164,166		154,935		149,488		144,935		144,935	
Building																
Renovation	$ 52,303,336		$49,381,438		$ -		$ -		$ -		$ -		$ -		$ -	
Auditorium Renovation	$ 5,953,722		$ 5,953,722		$ 5,953,722		$ 5,953,722		$ -		$ -		$ -		$ -	
Large Gym Renovation	$ 5,997,988		$ 5,997,988		$ 5,997,988		$ 5,997,988		$ -		$ 5,997,988		$ -		$ -	
Additions	$ -		$ -		$45,369,341		##########		$ -		$44,559,077		$ -		$ -	
New Construction	$ -		$ -		$ -		$ -		$43,932,730		$ -		$40,438,026		$40,438,026	
Building HazMat	$ 1,882,000		$ 1,882,000		$ 1,693,800		$ 1,693,800		$ 1,505,600		$ 1,693,800		$ 1,505,600		$ 1,505,600	
Building Demolition	$ -		$ 336,420		$ 1,437,600		$ 1,912,800		$ 1,094,240		$ 2,004,000		$ 1,094,240		$ 1,094,240	
Building Trade Cost		$ 66,137,046 $338		$ 63,551,568 $390		$ 60,452,451 ####		$61,415,487 $374		$ 46,532,570 $300		$ 54,254,865 $363		$ 43,037,866 $297		$ 43,037,866 $297
Sitework																
Site Development	$ 1,000,000		$ 2,000,000		$ 3,500,000		$ 4,000,000		$ 5,000,000		$ 4,000,000		$ 5,000,000		$ 5,000,000	
Site Trade Cost		$ 1,000,000		$ 2,000,000		$ 3,500,000		$ 4,000,000		$ 5,000,000		$ 4,000,000		$ 5,000,000		$ 5,000,000
Total Trade Cost		$ 67,137,046		$ 65,551,568		$ 63,952,451		$65,415,487		$ 51,532,570		$ 58,254,865		$ 48,037,866		$ 48,037,866
General Conditions	$ 4,464,676		$ 4,333,008		$ 3,586,023		$ 3,684,254		$ 2,398,098		$ 3,023,915		$ 2,234,721		$ 2,234,721	
General Requirements	$ 4,623,249		$ 4,486,905		$ 2,133,684		$ 2,192,131		$ 2,352,958		$ 3,031,115		$ 2,192,656		$ 2,192,656	
Bonds	$ 717,297		$ 650,601		$ 640,425		$ 657,968		$ 620,946		$ 646,082		$ 578,642		$ 578,642	
Insurance	$ 1,060,045		$ 961,480		$ 946,441		$ 972,367		$ 917,653		$ 954,801		$ 855,136		$ 855,136	
Permit	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -	
Fee	$ 3,803,468		$ 3,449,813		$ 3,331,171		$ 3,422,422		$ 1,937,909		$ 3,262,714		$ 1,805,883		$ 1,805,883	
Design Contingency	$ 6,396,400		$ 6,165,773		$ 5,375,628		$ 5,484,289		$ 4,893,273		$ 5,341,498		$ 4,543,803		$ 4,543,803	
GMP Contingency	$ 3,622,350		$ 3,285,536		$ 1,940,488		$ 1,993,644		$ 1,881,465		$ 1,957,629		$ 1,753,285		$ 1,753,285	
Escalation	$ 8,985,692		$ 8,654,959		$ 7,869,893		$ 8,085,471		$ 7,485,173		$ 7,928,396		$ 6,975,224		$ 6,975,224	
		$ 33,673,177		$ 31,988,075		$ 25,823,753		$26,492,546		$ 22,487,475		$ 26,146,150		$ 20,939,350		$ 20,939,350
Total Construction Cost		########## $516		$ 97,539,643 $599		$ 89,776,204 ####		$91,908,033 $560		$ 74,020,045 $478		$ 84,401,015 $565		$ 68,977,216 $476		$ 68,977,216 $476

Framingham Fuller Middle School Feasibility Study
Preliminary PDP Reimbursement Rates Comparison
12/6/2017

PROJECT MANAGEMENT SMMA

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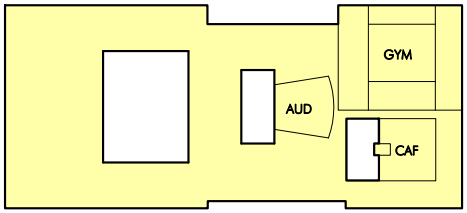
	Option 0.0 Repairs Only	Option 0.1 Renovation Only	Option A Renovation/ Addition - Bar	Option B.1 Renovation/ Addition - Tree Branch	Option B.2 New Construction - Tree Branch	Option C.1 Renovation/ Addition - Folded Hands	Option C.2 New Construction - Folded Hands	Option D New Construction - Butterfly
Base Reimbursement Rate	**NA**	**57.05**	**57.05**	**57.05**	**57.05**	**57.05**	**57.05**	**57.05**
Maintenance	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
CM @ Risk	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Renovation	0.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00
Green Schools	0.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Total Reimbursement Rate	**0**	**66.05**	**61.05**	**61.05**	**61.05**	**61.05**	**61.05**	**61.05**

DRAFT

Miyakoda Estimate
Dated 12/6/17

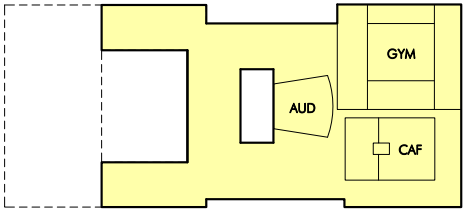
	Option 0.0 Repairs Only	Option 0.1 Renovation Only	Option A Renovation/ Addition - Bar	Option B.1 Renovation/ Addition - Tree Branch	Option B.2 New Construction - Tree Branch	Option C.1 Renovation/ Addition - Folded Hands	Option C.2 New Construction - Folded Hands	Option D New Construction - Butterfly
Total Project Cost	$124,856,319	$123,183,270	$113,928,326	$116,497,179	$94,942,154	$107,451,223	$88,865,544	$88,865,544
Approximate MSBA Reimbursement	$0	$53,617,396	$48,968,700	$50,457,632	$42,997,749	$45,247,893	$40,498,920	$40,498,920
Approximate Cost to the City	**$124,856,319**	**$69,565,874**	**$64,959,626**	**$66,039,547**	**$51,944,405**	**$62,203,330**	**$48,366,624**	**$48,366,624**
Summary of Approximate Ineligible Costs								
Site Costs	na	$290,042	$241,349	$736,480	$2,345,642	$896,223	$2,746,134	$2,746,134
Building Costs	na	$34,519,663	$26,590,120	$26,139,697	$17,643,328	$26,631,127	$15,461,025	$15,461,025
Asbestos Flooring Abatement	na	$486,000	$486,000	$486,000	$486,000	$486,000	$486,000	$486,000
FFE/Technology over $2,400/student	na	$756,000	$756,000	$756,000	$756,000	$756,000	$756,000	$756,000
Legal Fees, Moving Expenses, Contingencies	na	$5,954,584	$5,644,046	$5,729,319	$3,280,802	$4,565,749	$3,079,089	$3,079,089
	$0	$42,006,289	$33,717,515	$33,847,496	$24,511,772	$33,335,099	$22,528,248	$22,528,248

*Note - Cost to City for Options 0.0, 0.1, A, and B1 to be increased by Swing Space Cost



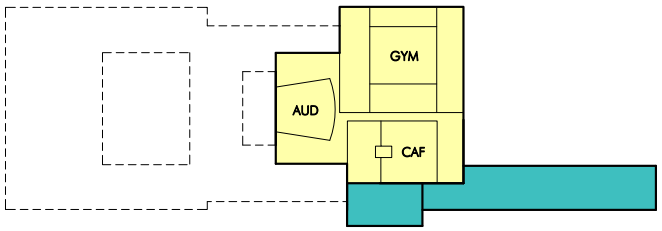
OPTION 0.0 - EXISTING

0.0 'Repair Existing': Minimum required repairs and code upgrades to the existing structure



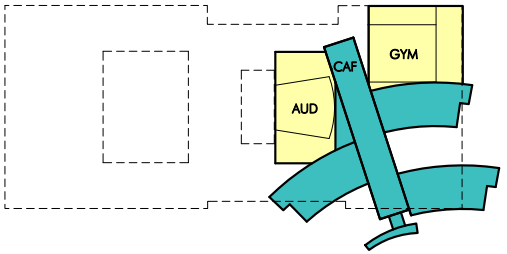
OPTION 0.1 - ADD/RENOVATION

0.1 'Addition/Renovation': Partial demolition of surplus floor areas and complete gut renovation and reconstruction of remaining areas to meet code and to address, as best as possible, the educational program. The later includes conversion of the existing cafeteria into a multi-use dining and learning space. Swing space required.



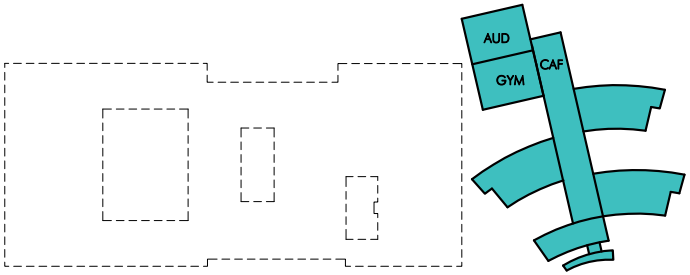
OPTION A - ADD/RENO

A 'Addition/Renovation': Retention and Upgrade of existing auditorium, gymnasium/locker and cafeteria areas. Conversion of existing cafteria to multi-use dining and learning. Addition of new attached two story classroom and administration wing at front and east of existing cafeteria. Swing space required.



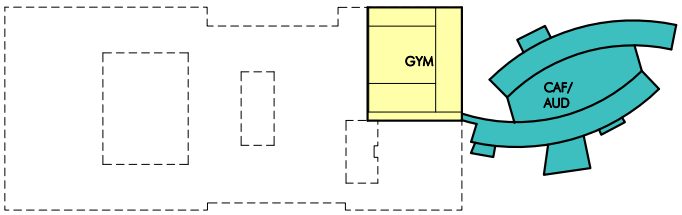
OPTION B.1 - TREE BRANCHES ADD/RENO

B.1 'Tree Branches Addition/Renovation': Retention and renovation of existing auditorium and gymasium/locker room. Remaining scope to be attached new two story construction with central learning commons/cafeteria spine and branching academic wings and courtyards. Swing space required.



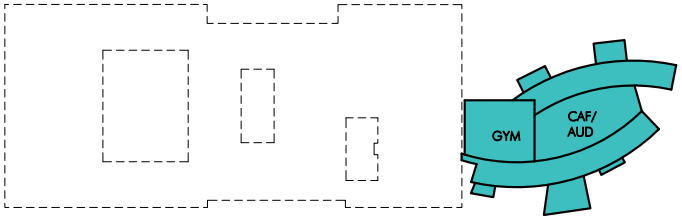
OPTION B.2 - TREE BRANCHES

B.2 'Tree Branches New Construction': New two story construction with central learning commons/cafeteria spine, new replacement sloped-floor auditorium and branching academic wings and courtyards. New construction located in existing parking. No swing space required.



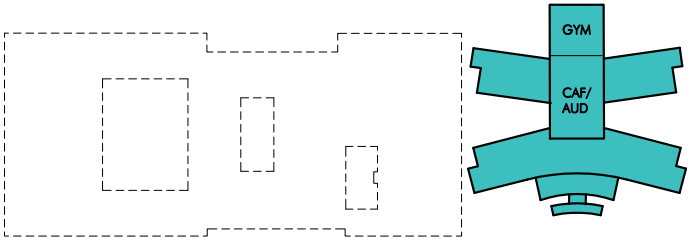
OPTION C.1 - FOLDED HANDS ADD/RENO

C.1 'Folded Hands Addition/Renovation': Retention and renovation of existing gymnasium/locker room only. Remaining scope to be attached new three story split level entry construction with stepped convertible commons/auditorium/cafeteria and balcony-accessed classrooms. Occupied phased construction required.



OPTION C.2 - FOLDED HANDS

C.2 'Folded Hands New Construction': New three story split level entry construction with stepped convertible commons/auditorium/cafeteria and balcony-accessed classrooms. New construction located in existing parking. No swing space or occupied construction required.



OPTION D - BUTTERFLY

D 'Butterfly': New two story construction with classroom wings radiating off stepped convertible commons/auditorium/cafeteria/gymnasium. New construction located in existing parking. No swing space or occupied construction required.

FULLER MIDDLE SCHOOL
Pre-Concept Options Evaluation Matrix

RATINGS:

+	Advantageous
-o-	Neutral
-	Disadvantageous
- -	Very Disadvantageous

Voted to be Removed from Consideration by School Building Committee

	Option 0.0 Repair to Code Baseline	Option 0.1 Renovation	Option A Add / Reno	Option B.1 Tree Branch Add / Reno	Option B.2 Tree Branch New Constr.	Option C.1 Folded Hands Add / Reno	Option C.2 Folded Hands New Constr.	Option D Butterfly New Constr.	Comments
Project Criterion									
Total Project Cost	- -	- -	-	-	-o-	-	+	+	See costs below
Schedule	- -	- -	-	-	+	+	+	+	Renovation options will require phasing and additional construction time. Swing space requires additional time
Swing Space or Occupied Construction	- -	- -	-	-	+	+	+	+	New school outside existing footprint requires no swing space
Construction Impact to Education	- -	- -	-	-	+	-o-	+	+	Swing space will be disruptive and smaller than current Fuller use
Construction Impact to Campus and Neighbors	-o-	-o-	-o-	-o-	-o-	-o-	-o-	-o-	Swing space / trailers will be disruptive to neighbors. New Construction on east will require temporary parking
Educational Program Accommodation	- -	-	-o-	+	+	+	+	+	Options vary on ability to provide 3 appropriate cohort locations and identity
Flexibility	- -	-	-	+	+	+	+	+	New construction would be designed for flexible use and improved MEP accessibility
Open Space /Building Massing / Footprint	- -	-	-	-o-	+	-o-	+	+	Options built on east parking would open very large and flexible open area on existing Fuller footprint
Academic Campus Coordination	-	-	-	+	+	+	+	+	Locating Fuller closer to Farley and McCarthy improves ability to create identifiable campus
Natural Light and Views	- -	- -	-o-	-o-	+	+	+	+	"Pancake" massing creates interior rooms with limited access to windows
Risk	- -	- -	-	-	+	-o-	+	+	Options requiring renovation and/or swing space have more inherent risk due to unforeseen conditions
Community Use	-o-	+	+	+	+	+	+	+	All alternatives allow community use. New Construction options allow increased access to playfields.
Total GSF	195,000	163,000	160,000	164,000	155,000	149,000	145,000	145,000	
Swing Space Cost ($Million)	$6	$6	$6	$6	$0	$0	$0	$0	Option 0 and 0.1 would require swing space at Farley. Options A and B.1 could have swing space in Fuller. Other options require no swing space.
Order of Magnitude Project Cost ($Million)	$133	$123	$114	$116	$95	$107	$89	$89	This existing building is particularly expensive to renovate due to its construction assembly and degree of deterioration
MSBA Share	$0	$54	$49	$50	$43	$45	$41	$41	
Framingham Share	$139	$75	$71	$72	$52	$62	$48	$48	

LEED Goals

The project will be developed to achieve the additional MSBA reimbursement points as described in the February 2017 Project Advisory 41 as follows:

The project will be LEED "Certified" and exceed the level of energy efficiency required in the Massachusetts (base) energy code by 20%, using the LEED-S EA "Optimize Energy Performance" credit submittal to demonstrate that performance.

Please see currently anticipated LEED scorecard, attached. Targeted LEED points include:

1. Site:
   - Credit for Building on Developed Site
   - Control Erosion During Construction
   - Improve Storm Water Runoff
   - Assess Potential Hazards in the Soil Based on Previous Use
   - Reduce Heat Island Solar Absorption
   - Reduce Light Pollution
   - Provide Community Use
2. Reduce and Meter Water Consumption
   - Low Flow Fixtures
   - Minimize Irrigation
   - Meter Usage
3. Reduce Energy Use
   - 3rd Party Verification of Mechanical Systems and Envelope Performance
   - High Efficiency Heat and Hot Water Systems
   - Excellent Thermal Insulation
   - Make "Solar Ready"
4. Materials and Resources
   - Design for Reduced Life / Cycle Costs
   - Use Environmentally Friendly Materials
   - Recycle Demolition and Construction Waste
5. Indoor Environmental Quality
   - Excellent Indoor Air Quality
   - Use Low -Emitting Materials
   - Enhanced Acoustic Performance
   - Incorporate Daylighting
   - Provide Access to Outdoor Views

LEED for Schools v4
Project Scorecard

Project Name: Fuller Middle School
Project Address: 31 Flagg Dr, Framingham MA
Date Updated: December 4, 2017

Phase	Yes	?	No			
	1	0	0		**Integrative Process**	1
D	1			Credit 1	**Integrative Process**	1

	Yes	?	No			
	1	6	8		**Location & Transportation**	15
D			N/A	Credit 1	**LEED for Neighborhood Development Location**	15
D	1			Credit 2	**Sensitive Land Protection**	1
D			2	Credit 3	**High Priority Site**	2
D		2	3	Credit 4	**Surrounding Density and Diverse Uses**	5
D		1	3	Credit 5	**Access to Quality Transit**	4
D		1		Credit 6	**Bicycle Facilities**	1
D		1		Credit 7	**Reduced Parking Footprint**	1
D		1		Credit 8	**Green Vehicles**	1

	Yes	?	No			
	4	7	1		**Sustainable Sites**	12
C	Y			Prereq 1	**Construction Activity Pollution Prevention**	Required
D	Y			Prereq 2	**Environmental Site Assessment**	Required
D	1			Credit 1	**Site Assessment**	1
D		2		Credit 2	**Site Development - Protect or Restore Habitat**	2
D		1		Credit 3	**Open Space**	1
D		3		Credit 4	**Rainwater Management**	3
D	1	1		Credit 5	**Heat Island Reduction**	2
D	1			Credit 6	**Light Pollution Reduction**	1
D			1	Credit 7	**Site Master Plan**	1
D	1			Credit 8	**Joint Use of Facilities**	1

	Yes	?	No			
	5	5	2		**Water Efficiency**	12
D	Y			Prereq 1	**Outdoor Water Use Reduction**	Required
D	Y			Prereq 2	**Indoor Water Use Reduction**	Required
D	Y			Prereq 3	**Building-level Water Metering**	Required
D	2			Credit 1	**Outdoor Water Use Reduction**	2
D	2	5		Credit 2	**Indoor Water Use Reduction**	7
D			2	Credit 3	**Cooling Tower Water Use**	2
D	1			Credit 4	**Water Metering**	1

	Yes	?	No			
	12	17	2		**Energy & Atmosphere**	31
C	Y			Prereq 1	**Fundamental Commissioning and Verification**	Required
D	Y			Prereq 2	**Minimum Energy Performance**	Required
D	Y			Prereq 3	**Building-level Energy Metering**	Required
D	Y			Prereq 4	**Fundamental Refrigerant Management**	Required
C	5	1		Credit 1	**Enhanced Commissioning**	6
D	6	10		Credit 2	**Optimize Energy Performance**	16
D	1			Credit 3	**Advanced Energy Metering**	1
C			2	Credit 4	**Demand Response**	2
D		3		Credit 5	**Renewable Energy Production** (1%/5%/10%)	3
D		1		Credit 6	**Enhanced Refrigerant Management**	1
C		2		Credit 7	**Green Power and Carbon Offsets** (50%/100%)	2

	Yes	?	No			
	6	2	5		**Materials & Resources**	13
D	Y			Prereq 1	**Storage & Collection of Recyclables**	Required
C	Y			Prereq 2	**Construction and Demolition Waste Management Planning**	Required
C	3		2	Credit 1	**Building Life-cycle Impact Reduction**	5
C	1		1	Credit 2	**Building Product Disclosure and Optimization**-Environmental Product Declarations	2
C		1	1	Credit 3	**Building Product Disclosure and Optimization**-Sourcing of Raw Matls.	2
C		1	1	Credit 4	**Building Product Disclosure and Optimization**-Material Ingredients	2
C	2			Credit 5	**Construction and Demolition Waste Management**	2

	Yes	?	No			
	10	5	1		**Indoor Environmental Quality**	#REF!
D	Y			Prereq 1	**Minimum IAQ Performance**	Required
D	Y			Prereq 2	**Environmental Tobacco Smoke (ETS) Control**	Required
D	Y			Prereq 3	**Minimum Acoustical Performance**	Required
D	2			Credit 1	**Enhanced IAQ Strategies**	2
C	1	1	1	Credit 2	**Low-Emitting Materials** (3/5/6)	3
C	1			Credit 3	**Construction IAQ Management Plan**	1
C	1	1		Credit 4	**IAQ Assessment**	2
D		1		Credit 5	**Thermal Comfort**	1
D	1	1		Credit 6	**Interior Lighting**	2
D	2	1		Credit 7	**Daylight**	3
D	1			Credit 8	**Quality Views**	1
D	1			Credit 9	**Acoustic Performance**	1

	Yes	?	No			
	3	3	0		**Innovation**	6
D	1			Credit 1	**Innovation: TBD**	1
D		1		Credit 2	**Innovation: TBD**	1
D		1		Credit 3	**Innovation: TBD**	1
C	1			Credit 4	**Innovation: EP**	1
C		1		Credit 5	**Innovation: Pilot Credit**	1
C	1			Credit 6	**LEED Accredited Professional**	1

	Yes	?	No			
	1	3	0		**Regional Priority Credits** - earn up to 4 points	4
		1		Credit 1	**EAc5 Renewable Energy Production (2pt / 3%)**	1
		1		Credit 2	**WEc2 - Indoor Water Use Reduction (4 pts)**	1
	1			Credit 3	**MRc1 Building Life-Cycle Impact Reduction (2pts)**	1
		1		Credit 4	**EAc2 Optimize Energy Performance (8pts)**	1
			N/A	*Credit 5*	*SSc4 - Rainwater Management (2 pts)*	
			N/A	*Credit 6*	*LTc3 - High Priority Site (2 Pts)*	

Yes	?	No		
43	48	19	**Project Totals (Certification Estimates)**	110

Certified: 40-49 points, **Silver:** 50-59 points, **Gold:** 60-79 points, **Platinum:** 80+ points

7. Local Actions and Approval Certification

Local Approval of Preliminary Design Program

Attached is the signed local actions and approvals certification letter. Following that are copies of meeting notes of the School Building Committee with agendas and copies of materials presented. Also included are public meeting presentations.

TOWN OF FRAMINGHAM

Memorial Building, 150 Concord Street, Room 121, Framingham, MA 01702
508-532-5400 | 508-532-5409 (fax) | selectmen@framinghamma.gov | www.framinghamma.gov

Town Manager
Robert J. Halpin

Assistant Town Manager
James P. Duane

Board of Selectmen
Cheryl Tully Stoll, Chair
Charles J. Sisitsky, Vice Chair
Laurie Lee, Clerk
Jason A. Smith
Cesar A. Monzon

December 18, 2017

Ms. Diane Sullivan
Senior Capital Program Manager
40 Broad Street
Boston, Massachusetts 02109

Dear Ms. Sullivan:

The Town of Framingham School Building Committee ("SBC") has completed its review of the Feasibility Study Preliminary Design Program for the Fuller Middle School project (the "Project"), and on December 18, 2017 the SBC voted to approve and authorize the Owner's Project Manager to submit the Feasibility Study related materials to the MSBA for its consideration. A certified copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

Since the MSBA's Board of Directors approved the District to conduct a Feasibility Study on February 15, 2017, the SBC has held ten (10) meetings with the OPM regarding the Project, in compliance with the state's Open Meeting Law. These meetings include:

- May 8, 2017, 7:00 PM, @ King Elementary School, Desmarais, see Meeting Minutes attached.
- June 5, 2017, 7:00 PM, @ King Elementary School, Desmarais, see Meeting Minutes attached.
- July 24, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.
- September 25, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.
- October 10, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.

- October 23, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.
- November 6, 2017, 7:00 PM, @ King Elementary School, Room 103, see Meeting Minutes attached.
- November 20, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.
- December 4, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.
- December 18, 2017, 7:00 PM, @ King Elementary School, Desmarais Room, see Meeting Minutes attached.

The meeting minutes are attached and outline any information shared or votes taken. The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review and are posted on the Framingham Public Schools website with a link to the Town of Framingham website.

In addition to the SBC meetings listed above, the District held two (2) public community meetings, which were posted in compliance with the state Open Meeting Law, at which the Project was discussed. These meetings include:

- November 13, 2017 @ Fuller Middle School Library, the presentation was given by the SBC Members and the project team, see PowerPoint presentation attached.
- November 27, 2017 @ Fuller Middle School Library, the presentation was given by the SBC Members and the project team, see PowerPoint presentation attached.

There were notes taken, however no formal meeting minutes or votes resulted from the community meetings. The presentation materials for each meeting are available locally for public review and are posted to the Framingham Public Schools website with a link to the Town of Framingham website.

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq*.

If you have any questions or require any additional information, please contact Dr. Robert Tremblay at (508) 626-9117 or rtremblay@framingham.k12.ma.us.

School Building Committee Meeting Minutes - Certified

Framingham Public Schools
Dr. Edward Gotgart, Acting Superintendent of Schools

Buildings and Grounds Department
Matthew Torti, Director
31 Flagg Drive, Door #6, Framingham, MA. 01072
Telephone: 508-626-9111 Fax: 508-879-3385

SCHOOL BUILDING COMMITTEE
OPEN MEETING MINUTES
May 8, 2017
7:00 p.m.
King Elementary School
Desmarais Conference Room

Members Present:

Charlie Sisitsky, Co-Chair*	Dale Hamel	Caitlin Stempleski*
Ed Gotgart, Co-Chair	Mary Ellen Kelley	Don Taggart*
Heather Connolly*	Jennifer Martin*	Robert Tremblay
Sonia Diaz	David Miles*	Matthew Torti
Jose Duarte	David Panich	Dick Weader*
Michael Grilli*	Jennifer Pratt	

Absent:

Thomas Barbieri	Robert Halpin	Michael Tusino
Ricky Finlay*	Patrick Johnson	Chris Walsh
John Haidemenos	Dan Lampl	

*denotes voting member

Others Present:
Symmes Maini & McKee Associates - Joel Seeley, Steven Stafford, Tracey O'Connor
Stephen Phalen, FPS

Agenda

I. Minutes for approval – 4/6/17
II. Introduction of OPM by Selection Committee
III. Review of MSBA timeline
IV. New issues

Meeting Documents: 1. Preliminary Project Schedule prepared by SMMA (1 page)
2. PowerPoint presentation by SMMA (29 pages)

Co-Chair Sisitsky called the meeting to order at 7:02 p.m.

Mr. Sisitsky suggested that members state their name and position for the benefit of Dr. Tremblay, who was attending his first meeting of the committee.

Minutes

Mr. Sisitsky asked members if they had comments on the draft minutes of the 4/6/17 meeting. There were no comments.

MOTION: Mr. Miles moved that the minutes of the 4/6/17 meeting be approved. Mr. Taggart seconded. No discussion. VOTE 8-0-0.

Introduction of OPM by Selection Committee

Ms. Pratt thanked the OPM Selection Committee for its work. She reported that nine firms responded to the RFS, and the OPM Selection Committee narrowed the list to three finalists. The three finalists were interviewed, and the Selection Committee is pleased to recommend Symmes Maini & McKee Associates (SMMA) as the firm to serve as the OPM for the Fuller project.

Mr. Joel Seeley, Principal and COO of SMMA, introduced himself and his associates Steven Stafford, On-Site Project Manager, and Tracey O'Connor, Senior Marketing Coordinator. Mr. Seeley then began a presentation which provided an overview of the firm, SMMA's understanding of the Fuller project, and the firm's proposed approach to the project.

SMMA began in 1955 and its primary office is located in Cambridge. The company provides fully-integrated project management, architecture, engineering, interior design, planning and commissioning services. Its multi-disciplinary team of 170 professionals has successfully managed greater than seventy K-12 projects. The firm's OPM work targets K-12 projects exclusively. If SMMA is approved by the MSBA for the Fuller project, Mr. Seeley would serve as project manager. Mr. Stafford would be the on-site project manager, and Ms. O'Connor would provide community presentation oversight. Additional SMMA staff with expertise in educational program and design, engineering, LEED, and commissioning will be members of the SMMA project team as well. Mr. Seeley emphasized that the town will benefit from the firm's broad in-house expertise which will be applied to this long and complex building project.

The second topic of Mr. Seeley's presentation was a description of his preliminary understanding of the school district and the Fuller project. He mentioned that the OPM must develop a good understanding of the district to insure the Fuller investment meets the goals of FPS and also maximizes the value of Framingham's existing assets. He acknowledged the growth in student enrollment. Specific comments regarding Fuller included a brief description of the current school. Mr. Seeley reviewed its age, original use as Framingham South High School, water intrusion problems, deteriorating structure, and site limitations caused by a stream. He pointed out that the large auditorium, gym, and cafeteria are assets that Framingham may want to preserve since the MSBA will not fund common spaces this large for a middle school. However, he also noted that maximum MSBA reimbursement options should be explored, which means a typical middle school cafetorium option should be considered. SMMA has also been informed of the non-educational occupants of Fuller (B&G, Parent Information Center, etc.) who will need a new home. Traffic congestion is another concern he has heard expressed by committee members.

Ms. O'Connor will be the SMMA professional responsible for advising on community engagement, and she took five minutes to explain this element of the project. Community engagement should occur throughout the entire project, not only prior to the approval vote. Ms. O'Connor expressed the importance of transparency, consistency, and targeted messaging. SMMA will assist with the project website, surveys, tours, and community meetings. Both formal and informal communication methods should be employed. SMMA recommended that Framingham invite the Massachusetts Office of Campaign and Political Finance to attend a committee meeting to review relevant issues pertaining to the municipal vote.

After Ms. O'Connor concluded her remarks, Mr. Seeley continued with a brief review of the detailed timeline which was distributed to committee members. This preliminary timeline prepared by SMMA covers the period up through the approval of the schematic design. The major milestones are:

1. Retain OPM
2. Retain Designer
3. Feasibility Study
4. Retain Construction Manager
5. Schematic Design

Framingham is scheduled for the 6/19/17 MSBA OPM Panel Meeting. If the MSBA approves SMMA as OPM, the next major milestone date is 9/12/17 for the MSBA Designer Selection Panel Interview Meeting. The purpose of this meeting is to select the designer for the project. Framingham would then begin the development of the feasibility study, which is estimated to take approximately six months. If the construction manager at risk delivery method is chosen, the preliminary project schedule indicates the construction manager would be under contract by May 2018. The schematic design period is estimated to be 120 days and concluded by October 2018.

Mr. Seeley reminded the committee that the MSBA will require Framingham to review multiple alternatives during the feasibility study phase, including a renovation solution, renovation/addition alternative, and new construction. The top three options will be ranked and a preferred schematic report will be submitted to the MSBA for approval. SMMA recommended that if Framingham chooses the construction manager at risk method, the construction manager should be selected after a preferred solution has been approved. Mr. Seeley's final topic discussed during this portion of the presentation concerned cost control. The message of the two slides he reviewed was one's ability to control costs decreases the further along you are in the project. He also stated that a good set of contract documents is critical to managing cost.

The next section of SMMA's presentation was led by Steven Stafford, who will be the on-site project manager for Fuller Middle School. Mr. Stafford described his philosophy is to be walking the site rather than sitting in the trailer. He wants to see everything that goes into the building. In addition, he facilitates communication with the many parties involved with the project. Great communication habits minimize disputes, but his role also is responsible for resolving many of the disputes which invariably will occur on a project of this size. Mr. Stafford will oversee the testing agent and commissioning agent, and he will monitor LEED documentation. Among additional responsibilities, the on-site project manager will act as neighborhood liaison.

At 7:35 p.m., Mr. Seeley concluded the presentation by thanking the OPM Selection Committee for recommending SMMA to the full committee. He said, if selected, the firm's commitment to Framingham would be to achieve an educationally-sound, cost-effective, and sustainable school. SMMA would proactively manage risk, maximize MSBA reimbursement, and use best practices for community outreach.

Mr. Sisitsky thanked SMMA for the presentation and invited committee members to ask questions or offer comments. Dr. Tremblay inquired about change orders when using the construction manager at risk method.

Mr. Seeley suggested that the committee remain open to either construction manager at risk or design-bid-build. It is not necessary that the committee finalize that decision at this time. In regard to change orders, Mr. Seeley stated they will exist, but focusing all parties on a superior set of drawings will minimize changes. Mr. Stafford added that it is not uncommon for some change orders to be completed on a time and materials basis. When this is necessary, he requires daily approval of time and materials to prevent fraud, errors, and disputes.

Mr. Sisitsky stated that the committee previously voted to choose the construction manager at risk method. SMMA suggested remaining open to design-bid-build as an alternative, and Mr. Sisitsky asked for the opinions of other committee members. Mr. Torti commented that he and other members have been learning more during the last few months about delivery methods, and the preferred solution for Fuller (renovation vs. new construction) may influence which method is most advantageous. Therefore, he recommends maintaining flexibility on this decision moving forward.

Mr. Sisitsky mentioned that a range of project cost was submitted to the MSBA, and he asked SMMA about the ramifications if the range does not prove to be accurate. Mr. Seeley responded that the MSBA does not consider the high end of the range submitted to be a fixed limit. They understand that the district cannot accurately estimate costs at this stage of the process. The feasibility study will refine the cost estimates, and these numbers will be more meaningful to the MSBA.

Mr. Sisitsky recalled that the presentation section on community outreach indicated that SMMA would assist with the debt exclusion vote and campaign laws and regulations, but he asked for confirmation. Mr. Seeley confirmed SMMA is experienced with this work and does assist with these matters.

Mr. Sisitsky inquired if the firm limits the number of projects it will accept at one time. Mr. Seeley assured the committee that SMMA has the capacity for the Fuller project. There were no further questions.

MOTION: Mr. Grilli moved that the full committee accept the recommendation of the OPM Selection Committee and seek MSBA approval of SMMA to serve as OPM on the Fuller project. Mr. Miles seconded the motion. No further discussion. VOTE: 8-0-0.

Review of MSBA timeline

Mr. Sisitsky asked Ms. Pratt if she wished to add anything to the timeline presentation by SMMA. She only wanted to repeat that the date for the MSBA OPM Panel Meeting is 6/19/17.

Mr. Miles asked Ms. Pratt what role the committee will have in the selection of the designer. Mr. Seeley offered to answer the question. He explained that Framingham will appoint three members to the Designer Selection Panel of the MSBA. The OPM will draft a RFS for designer services and submit it to the MSBA in early June. The MSBA usually returns the form within several weeks, and then Framingham will publicly advertise the RFS. Designers will submit bids which should be reviewed by a subcommittee of the School Building Committee. The preliminary project schedule targets 8/22/17 for MSBA review of a short list of designers. Therefore, this committee should determine soon who will fill the three seats on the Designer Selection Panel. It also should consider a subcommittee to review designer bids, and it should plan on reviewing the draft RFS to be submitted to the MSBA.

Mr. Taggart inquired about the ideal qualifications of a panel appointee. Mr. Seeley replied that the appointees should be educators and/or familiar with construction. They also should be leaders in the community. Mr. Sisitsky requested that members interested in serving on the Designer Selection Panel should contact Dr. Gotgart.

Mr. Sisitsky suggested the next meeting of the committee be scheduled for 6/5/17, and the agenda should include appointing the three panel members and the review of the draft RFS. All agreed.

New Issues
None
MOTION: At 7:59 p.m. Mr. Grilli moved to adjourn. Seconded by Mr. Taggart. No discussion.
VOTE: 8-0-0

Respectfully Submitted,
Stephen Phalen
May 19, 2017

Approved at June 5, 2017 meeting.

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel G. Seeley	Meeting Date:	6/5/2017
Re:	School Building Committee Meeting	Meeting No:	2
Distribution:	Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair, School Building Committee and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and Representative of Office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader, II	Member of community with architecture, engineering and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with architecture, engineering and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
✓	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham	Non-Voting Member
✓	Robert Halpin	Town Manager, Town of Framingham	Non-Voting Member
	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
✓	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
	Mary Ellen Kelly, CFO	Chief Financial Officer and Local Budget official or member of local Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
	Dan Lampl	Finance Committee Member	Non-Voting Member
	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Joel Seeley	SMMA	Non-Voting Member

1000 Massachusetts Avenue
Cambridge, MA 02138
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www.smma.com

Item #	Action	Discussion
2.1	Record	Call to Order, 7:00 PM, meeting opened.
2.2	Record	A motion was made by D. Miles and seconded by M. Grilli to approve the 5/8/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
2.3	J. Seeley	J. Seeley distributed and reviewed the Preliminary Project Schedule, attached. The dates for Designer Selection and the MSBA Designer Selection Panel meetings are place holders until MSBA confirms the DSP meeting dates. Committee Discussion: 1. R. Weader indicated references to Town Council are to be changed to City Council for events occurring after January 1, 2018. *J. Seeley will correct the schedule.*
2.4	J. Seeley	J. Seeley distributed and reviewed the Draft Meetings and Agenda Schedule for the Pre-Designer Selection Phase, attached. The dates for Designer Pre-Proposal, Designer Proposal Review Subcommittee, SBC, and the MSBA Designer Selection Panel meetings are place holders until MSBA confirms the DSP meeting dates. J. Seeley will update once the MSBA establishes the date for the Designer Selection Panel.
2.5	Record	The Committee discussed the members to attend the MSBA OPM Panel meeting on June 19, 2017 at MSBA Offices. A motion was made by D. Taggart and seconded by H. Connolly to appoint E. Gotgart, J. Pratt and M. Torti to attend the MSBA OPM Panel meeting on June 19, 2017 at MSBA Offices. No discussion, motion passed unanimous.
2.6	Record	The Committee discussed the representatives to be appointed to the MSBA Designer Selection Panel. A motion was made by M. Grilli and seconded by H. Connolly to appoint R. Halpin, J. Duarte and R. Tremblay to be the Committee representatives to the MSBA Designer Selection Panel. No discussion, motion passed unanimous.
2.7	Record	The Committee discussed the members to be appointed to the Designer Proposal Review Subcommittee. A motion was made by M. Grilli and seconded by H. Connolly to appoint R. Halpin, J. Duarte, R. Tremblay, J. Pratt, M. Torti, M. Tusino, J. Paolini, and D. Panich to the Designer Proposal Review Subcommittee. No discussion, motion passed unanimous.
2.8	J. Seeley	J. Seeley distributed and reviewed the Draft Request for Designer Services (RFS), attached. Committee Discussion:

Item #	Action	Discussion
		1. R. Halpin asked if the representatives to the MSBA Designer Selection Panel are to attend the Designer Pre-Proposal meeting and tour? *J. Seeley indicated no, their attendance is not required, but optional. The meeting and tour would be similar to that conducted for the OPM firms.* 2. D. Miles asked why is the project cost different than that shown in the OPM RFS? *J. Seeley indicated the OPM RFS expressed the cost in terms of total project cost and the Designer RFS expresses the cost in terms of construction cost.* 3. D. Miles asked how accurate do the overall estimated durations listed in the RFS for the Feasibility Study and Schematic Design phases need to be? *J. Seeley indicated the durations are estimates only, meant to provide the Designer a general roadmap of the overall schedule. They will be refined once the Designer is retained.* 4. C. Sisitsky requested Article I. Withdrawal, be modified to include the requirement to submit the written request to the Procurement Administrator. *J. Seeley to update the RFS to include*. 5. J. Seeley indicated D. Panich submitted a comment in an email to add a Project Objective to have the Designer provide an approach that is integrated and collaborative. *The Committee agrees with the comment and J. Seeley to update the RFS to include.* 6. D. Hamel requested that Article D. Project Phases and Work Plan, be modified to indicate that the Owner is represented by the School Building Committee and the Owner's Project Manager is SMMA. *J. Seeley to update the RFS to include*. A motion was made by M. Grilli and seconded by H. Connolly to approve the RFS as amended and authorize J. Pratt to forward, once J. Seeley updates, to MSBA for approval. No discussion, motion passed unanimous.
2.9		Next **SBC Meeting: TBD**
2.10		A Motion was made by M. Grilli and seconded by H. Connolly to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Preliminary Project Schedule, Draft Meetings and Agenda Schedule for the Pre-Designer Selection Phase, Draft Request for Designer Services

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Cambridge, MA 02138
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www.smma.com

SMMA

Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17020
Prepared by:	Joel Seeley	Meeting Date:	6/5/2017
Re:	School Building Committee Meeting	Meeting No:	2
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Time:	7:00pm

Distribution: Attendees, (MF)

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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www.smma.com

Project: Fuller Middle School Feasibility Study
Meeting Date: June 5, 2017
Meeting No.: 2

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelly, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
Michael Tusino	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
	Dan Lampl	drlampl@icloud.com	Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Joel Seeley	jseeley@smma.com	SMMA

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1000 Massachusetts Avenue
Cambridge, MA 02138
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BUILDINGS AND GROUNDS OFFICE
SCHOOL BUILDING COMMITTEE MEETING
King Elementary School
Desmarais Room
Monday, June 5, 2017
7:00 PM

AGENDA

- Minutes for approval 05/08/2017
- Review MSBA & SMMA calendar dates for upcoming events
    - Discuss & Select 3 Person Panel to attend MSBA OPM Panel meeting June 19, 2017
    - Draft Designer RFS & Submit to MSBA
- Discussion for selection of 5 people for Design Selection Panel
- New issues moving forward

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Room 103 at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
May 31, 2017

DATE	AGENDA
Pre-Designer Selection Phase	
May 8, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Introductions
	Feasibility Study and Designer Selection Overview
June 5, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Draft Designer RFS
	Discuss Designer Proposal Review and MSBA DSP Representation
June 19, 2017	MSBA OPM PANEL MEETING
July 6, 2017	DESIGNER PRE-PROPOSAL MEETING
July 20, 2017	DESIGNER PROPOSALS DUE
July 24, 2017	DESIGNER PROPOSAL REVIEW SUBCOMMITTEE - 6:00 PM
	Overview of Proposals Review
July 24, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Update on Designer Selection
August 7, 2017	DESIGNER PROPOSAL REVIEW SUBCOMMITTEE
	Designer Proposal Review
	Prepare for MSBA Designer Selection Panel (DSP)
August 22, 2017	MSBA DESIGNER SELECTION PANEL (DSP) MEETING (TBD)
September 12, 2017	MSBA DESIGNER SELECTION PANEL (DSP) MEETING (TBD)
	ADDITIONAL MEETINGS TO BE SCHEDULED

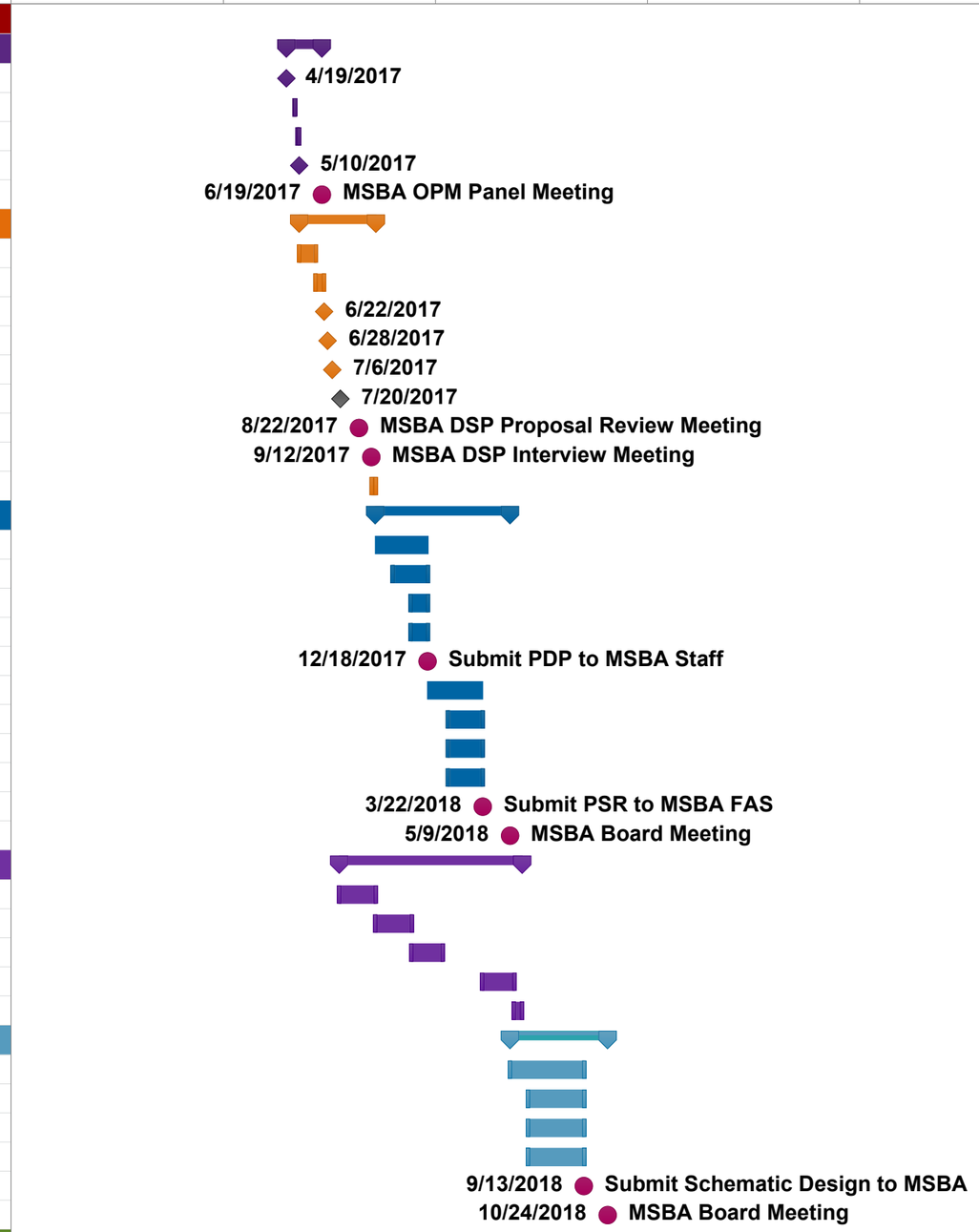
April 19, 2017

FULLER MIDDLE SCHOOL
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT

SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	**431 days**	**3/13/2015**	**11/10/2016**
5	**RETAIN OPM**	**43 days**	**4/19/2017**	**6/19/2017**
6	Submit OPM Proposals	0 days	4/19/2017	4/19/2017
7	OPM Interview	1 day	5/3/2017	5/3/2017
8	Negotiate OPM Contract	3 days	5/8/2017	5/10/2017
9	Submit Documents to MSBA OPM Panel	0 days	5/10/2017	5/10/2017
10	**MSBA OPM Panel Meeting**	**0 days**	**6/19/2017**	**6/19/2017**
11	**RETAIN DESIGNER**	**94 days**	**5/11/2017**	**9/19/2017**
12	Draft Designer RFS and Submit to MSBA	21 days	5/11/2017	6/8/2017
13	MSBA 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)**	**166 days**	**9/19/2017**	**5/9/2018**
22	Develop Preliminary Design Program (PDP)	65 days	9/19/2017	12/18/2017
23	Community Presentations	43 days	10/19/2017	12/18/2017
24	Town Council Presentations	22 days	11/19/2017	12/18/2017
25	School Committee Presentations	22 days	11/19/2017	12/18/2017
26	**Submit PDP to MSBA Staff**	**0 days**	**12/18/2017**	**12/18/2017**
27	Develop Preferred Schematic Report (PSR)	69 days	12/18/2017	3/22/2018
28	Community Presentations	44 days	1/22/2018	3/22/2018
29	Town Council Presentations	44 days	1/22/2018	3/22/2018
30	School Committee Presentations	44 days	1/22/2018	3/22/2018
31	**Submit PSR to MSBA FAS**	**0 days**	**3/22/2018**	**3/22/2018**
32	**MSBA Board Meeting**	**0 days**	**5/9/2018**	**5/9/2018**
33	**CONSTRUCTION MANAGER (CM)**	**225 days**	**7/19/2017**	**5/29/2018**
34	Develop and Submit IG Application	45 days	7/19/2017	9/19/2017
35	IG Application and Approval	45 days	9/19/2017	11/20/2017
36	RFQ Process	40 days	11/20/2017	1/12/2018
37	RFP Process	40 days	3/22/2018	5/16/2018
38	Negotiate CM Contract	10 days	5/16/2018	5/29/2018
39	**SCHEMATIC DESIGN (SD)**	**120 days**	**5/9/2018**	**10/24/2018**
40	Develop Schematic Design	92 days	5/9/2018	9/13/2018
41	Community Presentations	70 days	6/9/2018	9/13/2018
42	Town Council Presentations	70 days	6/9/2018	9/13/2018
43	School Committee Presentations	70 days	6/9/2018	9/13/2018
44	**Submit Schematic Design to MSBA**	**0 days**	**9/13/2018**	**9/13/2018**
45	**MSBA Board Meeting**	**0 days**	**10/24/2018**	**10/24/2018**
46	**LOCAL APPROPRIATION**			
49	**DESIGN AND CONSTRUCTION (TBD)**			



REQUEST FOR DESIGNER SERVICES (RFS)

Town of Framingham, MA
Framingham Public Schools

Fuller Middle School

June 28, 2017

Invitation: The Town of Framingham ("Owner") is seeking the services of a qualified "Designer" within the meaning of M.G.L. Chapter 7C, Section 44 to provide professional design and construction administration services for the Fuller Middle School in Framingham, Massachusetts. Selection of a Designer will be made by the Designer Selection Panel of the Massachusetts School Building Authority ("MSBA") in accordance with the MSBA's Designer Selection Procedures.

The Owner is seeking design services to conduct a Feasibility Study which will include the development and evaluation of potential alternative solutions and continue through the Schematic Design Phase of the preferred alternative initially. Subject to the approval of a Project by the MSBA and further subject to adequate funding authorized by the Owner, the contract between the Owner and the Designer may be amended to include continued designer services through design development, construction contract documents, bidding, award of construction contract(s), construction administration, final closeout and warranty period of the potential Project. A potential Project may include a renovation of the existing school, a renovation of and addition to the existing school and/or new construction.

The estimated construction budget for a potential Project may range from $44 Million to $54 Million depending upon the solution that is agreed upon by the Owner and the MSBA and that is ultimately approved by a vote of the MSBA's Board of Directors. The Fee for Basic Services will be negotiated.

Pursuant to M.G.L. Chapter 7C, Section 6, the Designer must agree to contract with minority and women-owned businesses as certified by the Supplier Diversity Office (SDO).The amount of participation that shall be reserved for such enterprises shall not be less than seventeen and nine tenths percent (17.9%) of the contract price for combined minority business enterprises (MBE) and women-owned business enterprises (WBE). Applicants must include a reasonable representation of both MBE and WBE firms that meets or exceeds the combined goal. Proposed MBE/WBE participation plans that include solely MBE or solely WBE participation, or do not include a reasonable amount of participation by both MBE and WBE firms to meet the combined goal, will not be considered responsive. Applications from MBE and WBE firms as prime designers are encouraged. Where the prime Designer is an SDO certified MBE or WBE, the Designer must bring a reasonable amount of participation by a firm or firms that hold the certification which is not held by the prime Designer on the project.

The minority and women-owned business enterprises must be selected from those categories of work identified in Item F of this RFS or be assigned to tasks required under Basic Services as specifically set forth in the Contract for Designer Services as amended. Applicants are strongly encouraged to utilize multiple disciplines and firms to meet their MBE/WBE goals. Consultants to the prime Designer can team within their disciplines in order to meet the MBE/WBE goals but must state this relationship on the organizational chart (Section 6 of the application form).

For additional information on Designer qualifications see Sections E. and F. in this RFS.

A. Background:

The Town of Framingham is located in Middlesex County approximately 20 miles west of Boston.

Incorporated as a town in 1700, Framingham has a population of approximately 68,218 (2010 Census) and occupies a land area of 25.65 square miles. The Town is governed by a representative town meeting and administered by a board of five selectmen.

The Town of Framingham operates sixteen school buildings consisting of one preschool, nine elementary schools, one high school, one alternative high school, one building currently occupied by Massachusetts Bay Community College, and three middle schools:

- Cameron Middle School (Grades 6 - 8)
- Fuller Middle School (Grades 6 - 8)
- Walsh Middle School (Grades 6 - 8)

A recently completed New England School Development Council (NESDEC) study projects an increase of 257 students at the middle school level through 2020. The majority of this population increase is projected to be in the southern section of Framingham. The Fuller Middle School is the only middle school of the three middle schools located in this area of Framingham, and the only school with any capacity to address this increase. As a result of a collaborative analysis with the MSBA of enrollment projections and space capacity needs for the Fuller Middle School project, the Town of Framingham acknowledges and agrees that the design of the Proposed Project at the Fuller Middle School shall be based on an enrollment of no more than 630 students in grades 6-8.

Constructed in 1958 as the Framingham South High School, the building has operated as Fuller Middle School since 1995. No additions have been made to the building since it was originally constructed. Fuller Middle School neighbors Farley Middle School, which is currently occupied by Massachusetts Bay Community College. The building is located on more than 30 acres with frontage on Flagg Drive.

Fuller Middle School is 196,000 SF, with 160,000 SF of the original building occupied by the Fuller Middle School. The current building is extremely inefficient due to surplus gymnasium space, inappropriately sized classrooms and extensive wide corridors. Existing classrooms do not meet MSBA size standards. The inappropriately sized classrooms and structural issues require classrooms to be moved, which presents significant hurdles in delivering the Team Teaching Model and seriously compromises the Science, Technology, Engineering, Arts and Math (STEAM) curriculum.

The Special Education and Bilingual Departments need to provide inclusive classrooms, but are hindered by the small sizes of the classrooms. The classroom sizes result in the need to hire additional staff to provide the necessary curriculum support to students. The STEAM curriculum requires collaborative spaces that are not readily available. The facility does not support break out team collaboration and efficient of transition of students between classrooms. ADA & MAAB accessibility upgrades are required in most bathrooms. The gymnasium is over-sized for middle school use while the cafeteria and kitchen are substandard.

In addition to housing grades 6-8, the building houses the Framingham Town Health Department which occupies 8,000 SF; the Buildings and Grounds Department occupies approximately 15,000 SF for operations and vehicle and equipment storage; and the FPS English as a Second Language Program and Vision Center occupy approximately 10,000 SF of building space. The school, including gymnasium and cafeteria, is used after regular school hours by various school and community groups and organizations.

The building is a one story cast-in-place concrete structure founded on precast concrete piles. The roof structure is gypsum concrete. The roofing is cold applied built up bitumen (TREMCO). Exterior walls are single-glazed aluminum store front with some areas of brick masonry. Two-thirds of the building area has a dirt floor crawl-space beneath it. The concrete framed slab is deteriorated with rusting reinforced steel and spalled concrete, requiring extensive repairs and temporary shoring. A structural shoring project was completed in December of 2016 adding temporary support to the west wing structural concrete floor deck.

Other suspect areas are being monitored for possible structural failure and will be addressed as required.

Air quality within the crawl space and moisture migration into the concrete slab from below are significant concerns requiring expensive mitigation. There is limited ADA & MAAB compliance accessibility to the building requiring significant site and building modification.

The heating system is comprised of 3 natural gas fired boilers and the majority of the building is hydronic forced hot water. Ventilation is provided through AHU's in the crawl-space and classroom unit ventilators.

There are multiple portable and fixed cooling systems. Plumbing is original to the building with minor upgrades to valves and flushometers. There is no emergency power backup system to the building. MEPS traversing the crawl-space are exposed to moisture and experiencing significant deterioration. Fire alarm control panels are non-addressable. There is no fire suppression system in the building.

All Fuller Middle School educational use has been removed from the west wing as of June 2015. The persistent roof leak issues and need to provide temporary shoring in this section disrupt student access to a productive and acceptable learning environment. The Fuller Middle School roof was replaced in 1995 with a 20-year life expectancy roof expiring in 2016. Approximately 1/3 of the gypsum deck is structurally compromised and seasonal leak repairs are extensive. Although the maintenance department works to minimize health issues and safety risks when the roof is leaking, increased exposure to the elements provides a less than optimum learning environment. Temporary roof repairs have exceeded $20,000 to date for FY2017.

The current practice of having classrooms move is disruptive and detrimental to the educational setting. The loss of time on learning is of tremendous concern. There are structural and moisture infiltration issues in the remainder of the building that is occupied for educational use. The custodial staff, administration and teaching staff work together to reduce the impact of moving classrooms; however, there is no way to avoid this practice given the condition of the building. The building is well maintained by the custodial staff on a daily basis. It is a clean well cared for building that has reached the end of its useful life. The concrete slab structural issues, curtain wall construction of the building and roof condition are beyond repair status.

B. Project Goals and General Scope:

On or about March 31, 2014, the Owner submitted a Statement of Interest (Attachment A) to the MSBA for the Fuller Middle School. The MSBA is an independent public authority that administers and funds a program for grants to eligible cities, towns, and regional school districts for school construction and renovation projects. The MSBA's grant program is discretionary, and no city, town, or regional school district has any entitlement to any funds from the MSBA. At the February 15, 2017 Board of Directors meeting, the MSBA voted to issue an invitation to the Owner to conduct a feasibility study for this Statement of Interest to identify and study possible solutions and, through a collaborative process with the MSBA, reach a mutually-agreed upon

solution. The MSBA has not approved a Project and the results of this feasibility study may or may not result in an approved Project.

It is anticipated that the feasibility study will review the problems identified in the Statement of Interest at the Fuller Middle School.

The Feasibility Study shall include a study of all alternatives and contain all information required by 963 CMR 2.10(8) and any other applicable rules, regulations, policies, guidelines and directives of the Authority, including, but not limited to, a final design program, space summary, budget statement for educational objectives, and a proposed total project budget. The Schematic Design shall include, but not be limited to, the information required by the Authority's Feasibility Study Guidelines, including, but not limited to, a site development plan, environmental assessment, geotechnical assessment, geotechnical analysis, code analysis, utility analysis, schematic building floor plans, schematic exterior building elevations, narrative building systems descriptions, MA-CHPS or LEED-S scorecard, outline specifications, cost estimates, project schedule and proposed total project budget.

Project Objectives under consideration by the Owner include:

- Identification of community concerns that may impact study options;
- Identification of the current site, structural, educational, and maintenance challenges of the Fuller Middle School;
- Identification of site permitting concerns;
- Development of a plan to ensure the educational experience of the Fuller Middle School students is not impacted by the construction process if a renovation or onsite replacement is selected;
- Review of the Bargmann Hendrie & Archetype, Inc. Pre-Feasibility Study Report from February 2013;
- Review of the Frank Locker Educational Planning Report from June 2016;
- Review of the Framingham Public Schools policies and objectives;
- Identification of specific milestone requirements and/or constraints of the District – e.g. Town votes, swing space, occupancy issues, curriculum objectives;
- Life cycle costs of operating the School as it relates to future operational budgets;
- Northeast Collaborative for High Performance Schools (NE-CHPS) criteria or US Green Building Council's LEED for Schools (LEED-S) Rating System; and,
- Evaluation of the CM-at-Risk Delivery Method.

C. Scope of Services:

The required scope of services is set forth in the MSBA's standard Contract for Designer Services (Contract), a copy of which is attached hereto and incorporated herein by reference. If the Owner decides to proceed with the Project beyond the Schematic Design Phase and when the project delivery method is decided (Design/Bid/Build or Construction Manager at Risk), the Contract will be amended accordingly. Copies of Designer Services Contract Amendments for Design/Bid/Build and Construction Manager at Risk are also attached hereto and incorporated herein by reference. Unless specifically excluded, the Designer's Basic Services consist of the tasks described in the Contract for Designer Services as amended and this RFS including all investigative work (to the extent provided for in the Contract), feasibility study, schematic design, and, at the Owner's option, design work, preparation of construction documents, bidding period administration, construction administration, and other related work reasonably inferred in the opinion of the Owner and the Authority as being necessary to meet the project's stated scope and goals.

This RFS will be appended to and become part of the Contract for Designer Services. Any Designer selected as a result of this RFS will be required to execute the Contract for Designer Services and applicable amendment that are attached hereto.

Basic Services include, but are not limited to, verification of existing record information including building dimensions, details and general existing conditions, cost estimating, architecture, civil, sanitary, mechanical, electrical, plumbing, fire protection, structural, site planning and landscape architecture, basic local site and environmental permitting, graphics, lighting design, acoustics, data and communication, educational consultants, any specialty consultants for sustainable design (LEED-S), laboratory, library/media center and kitchen space, code consultants, accessibility, energy evaluations, detailed cost estimates; preparation of construction documents; bidding and administering the Construction Contract Documents and other design and consulting services incidental and required to fulfill the project goals. Please refer to the Contract and amendments for a complete summary of Basic Services.

Extra and reimbursable expenses are defined in Articles 8 and 9 of the Contract in Attachment B.

D. Project Phases and Work Plan:

Work under this RFS is divided into the Project Phases as listed in Article 7 of the Contract as amended and as may be augmented in this RFS. Each Project Phase will consist of one or more required submissions, and may include site visits, meetings with the Owner, Owner's Project Manager, the Authority and others, and other tasks as described.

The estimated total duration of the Contract for Designer Services from Feasibility Study through the approval of Schematic Design, inclusive of review and approval time, is estimated to be ***52 weeks*** as follows:

Preliminary Program through Final Design Program	***26***	weeks
Schematic Design Phase	***26***	weeks
Design Development through 100% CD	***TBD***	weeks
Bidding	***TBD***	weeks
Construction Administration Phase	***TBD***	weeks
Estimated Total Duration (Exclusive of Completion Phase)	***TBD***	weeks

The durations for the Bidding and Construction Administration Phases are estimates only. Actual durations may vary depending upon the agreed upon solution, the extent of required document revisions, the time required for regulatory approvals, and the construction contractor's performance.

Such variances in estimated time will not, in and of themselves, constitute a justification for an increased Fee for Basic Services, nor are they a substitute for the performance time requirements shown below.

The Designer performance times listed in the table below are requirements, not estimates. The Owner, through the Owner's Project Manager will review each submission and, if acceptable, provide notice to the Designer to proceed to the next phase.

The Designer's adherence to the performance times listed below will be part of the Owner's performance evaluation of the Designer's work, which will be conducted at the end of the Project.

	Within/Weeks	
• **Attend a "Kick-Off" meeting**	***2***	Execution of a contract with the Owner
• **Preliminary Program**	***4***	Execution of a contract with the Owner
• **Development of Alternatives**	***12***	Execution of a contract with the Owner
• **Preliminary Evaluation of Alternatives**	***4***	Approval of Alternatives
• **Final Evaluation of Alternatives**	***2***	Approval of Preliminary Evaluation
• **Recommendation of Preferred Solution**	***4***	Approval of Final Evaluation
• **Final Design Program**	***4***	Approval of Preferred Solution
• **Schematic Design**	***26***	Approval of the Final Design Program
• **Design Development**	***TBD***	Approval of the Schematic Design
• **60% Construction Documents**	***TBD***	Approval of Design Development
• **100% Construction Documents**	***TBD***	Approval of Design Development

E. Minimum Qualifications:

Selection will be made by the MSBA Designer Selection Panel in accordance with the Authority's Designer Selection Procedures, attached hereto as Attachment E. The Respondent must certify in its cover letter that it meets the following minimum requirements. Any Respondent that fails to include such certification in its response, demonstrating that these criteria have been met, will be rejected without further consideration. To be eligible for selection, the Designer must meet **all** of the following qualifications.

1. Be a qualified Designer within the meaning of M.G.L. Chapter 7C, Section 44, employing a Massachusetts registered Architect responsible for and being in control of the services to be provided pursuant to the Contract.
2. The Massachusetts registered Architect responsible for and in control of the services to be provided has successfully completed the Massachusetts Certified Public Purchasing Official Program seminar "Certification for School Project Designers and Owner's Project Managers" as administered by the Office of the Inspector General of the Commonwealth of Massachusetts, and must maintain certification by completing the "Recertification for School Project Designers and Owner's Project Managers" seminar every three years thereafter. Proof of recertification or registration in the next recertification seminar for which space is available must be provided.
3. Pursuant to M.G.L. Chapter 7C, Section 6, the Designer must agree to contract with minority and women-owned businesses as certified by the Supplier Diversity Office (SDO).The amount of participation that shall be reserved for such enterprises shall not be less than seventeen and nine tenths percent (17.9%) of the design contract price for combined minority business enterprises and women-owned business enterprises. Applicants must include a reasonable representation of both MBE and WBE firms that meets or exceeds the combined goal.

F. Selection Criteria:

In evaluating proposals, the Owner and Designer Selection Panel will consider the members of the proposed design team. Identify those member(s) of the proposed design team who will be responsible for the following categories of work: (Firm's name, individual's name and professional

registration or license number, as applicable, must be listed in the application for each category of work, as well as whether the firm is SDO certified as an MBE and/or WBE).

1. ***Architecture***
2. ***Educational Programming***
3. ***Civil Engineering***
4. ***Landscape Architecture***
5. ***Structural Engineering***
6. ***Fire Protection Engineering***
7. ***Plumbing Engineering***
8. ***HVAC Engineering***
9. ***Electrical/Lighting***
10. ***Data/Communications***
11. ***Environmental Permitting***
12. ***Geotechnical Engineering***
13. ***Geo-Environmental Engineering***
14. ***Hazardous Materials***
15. ***Cost Estimating***
16. ***Kitchen/Food Service Consultant***
17. ***Laboratory Consultant***
18. ***Acoustical Consultant***
19. ***Specifications Consultant***
20. ***Library/Media Consultant***
21. ***Technology Consultant/Audio Visual Consultant***
22. ***Theatrical Consultant***
23. ***Sustainable/Green Design/Renewable Energy Consultant***
24. ***Code Consultant***
25. ***Accessibility Consultant***
26. ***Traffic Consultant***
27. ***Furniture, Fixtures and Equipment Consultant***
28. ***Site Surveying***
29. ***Security Consultant***

**** N.B. –**

Applicants must address each category of work listed above in their application whether it is to be performed by in-house staff or by sub-consultant(s).

The members of the team for each of the categories of work listed above must be identified including the firm's name, individual's name and professional registration or license number, as applicable, as well as whether the firm is SDO certified as an MBE and/or WBE.

Failure to address <u>each</u> category may result in the elimination of the applicant from consideration on this project.

Applicants should not list any consultants other than those for the categories of work listed above.

The minority and women-owned business enterprises must be selected to perform services addressing the categories of work listed above or be assigned to tasks required under Basic Services as specifically set forth in the Contract for Designer Services as amended. Consultants other than those proposed for the categories of work listed above or required to perform Basic Services may not be used for purposes of meeting M/WBE requirements. Applicants are strongly encouraged to utilize multiple disciplines and firms to meet their MBE/WBE goals. Consultants to the prime Designer can team within their disciplines in order to meet the MBE/WBE goals but must state this relationship on the organizational chart (Section 6 of the application form).

The Owner and Designer Selection Panel will consider the following additional criteria in evaluating proposals:

1. Prior similar experience best illustrating current qualifications for the specific project.
2. Past performance of the firm, if any with regard to public, private, DOE-funded, and MSBA funded projects across the Commonwealth, with respect to:
    a. Quality of project design.
    b. Quality, clarity, completeness and accuracy of plans and contract documents.
    c. Ability to meet established program requirements within allotted budget.
    d. Ability to meet schedules including submission of design and contract documents, processing of shop drawings, contractor requisitions and change orders.
    e. Coordination and management of consultants.
    f. Working relationship with contractors, subcontractors, local awarding authority and MSBA staff and local officials.
3. Current workload and ability to undertake the contract based on the number and scope of projects for which the firm is currently under contract.
4. The identity and qualifications of the consultants who will work on the project.
5. The financial stability of the firm.
6. The qualifications of the personnel to be assigned to the project.
7. Geographical proximity of the firm to the project site or willingness of the firm to make site visits and attend local meetings as required by the client.
8. Additional criteria that the MSBA Designer Selection Panel considers relevant to the project.

G. Proposal Requirements

Persons or firms interested in applying must meet the following requirements:

1. **Applicants must have an up-to-date Master File Brochure on file at the Massachusetts School Building Authority.**

2. Applications shall be on "Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction (Updated July 2016)" as developed by the Designer Selection Board of the Commonwealth of Massachusetts. **Applications (one original, twenty-five (25) hard copies, and two (2) digital copies in PDF format on separate compact disks) must be received on or before 2:00 PM, July 20, 2017.** Applications should be printed double-side and bound in such a manner that the pages lie and remain flat when opened. The specific organization and orientation of the proposal is at the applicant's discretion, but it is recommended that the proposal be laid out in such a manner that the reader does not need to be constantly rotating the proposal. Applications should not be provided with acetate covers.

3. Applications must be accompanied by a concise cover letter that is a maximum of two pages in length. A copy of the cover letter should be attached to each copy of the application. The cover letter must include the certifications as noted in Section E of this RFS. (A copy of the MCPPO certification must be attached to the cover letter as well as any SDO letters.)

4. Applicants may supplement this proposal with graphic materials and photographs that best demonstrate design capabilities of the team proposed for this project **subject to the page limitations as set forth in the Standard Designer Application Form**.

5. **Responses are to be delivered in person or by certified/express mail. Responses submitted by fax or electronic mail will not be considered.**

The Owner assumes no responsibility or liability for late delivery or receipt of responses. All responses received after the stated submittal date and time (local time) will be judged to be unacceptable and will be returned un-opened to the sender.

Proposals shall be addressed to:

Amy Putney, MCPPO, Town of Framingham Procurement Administrator
Town of Framingham
150 Concord Street, Room 123
Framingham, Massachusetts 01702

6. Proposals must be clearly identified by marking the package or envelope with the following:

Town of Framingham – Fuller Middle School
"Name of Applicant"

7. All questions regarding this RFS must be received on or before **2:00 PM** on **July 7, 2017**, and should be addressed exclusively in writing to:

Joel G. Seeley
Symmes Maini & McKee Associates, Inc. (SMMA)
1000 Massachusetts Avenue
Cambridge, Massachusetts 02138
Phone: 617-547-5400 Email: opm@smma.com

8. Procurement Documents
The Procurement Documents (Request for Services) will be available at **procurementdocuments.smma.com** for downloading by the Applicant on or after **2:00 PM** on **June 28**, **2017.**

H. Pre-Proposal Meeting

All interested parties should attend a voluntary briefing session at **Fuller Middle School** scheduled for **July 6, 2017 at 10:00 AM**.

I. Withdrawal

Applicants may withdraw an application as long as the written request to withdraw is received by the Owner prior to the time and date of the proposal opening.

J. Public Record

All responses and information submitted in response to this RFS are subject to the Massachusetts Public Records Law, M.G.L. c. 66, § 10 and c. 4, § 7(26). Any statements in submitted responses that are inconsistent with the provisions of these statutes shall be disregarded.

K. Waiver/Cure of Minor Informalities, Errors and Omissions

The Owner reserves the right to waive or permit cure of minor informalities, errors or omissions prior to the selection of a Respondent, and to conduct discussions with any qualified Respondents and to take any other measures with respect to this RFS in any manner necessary to serve the best interest of the Owner and its beneficiaries.

L. Rejection of Responses, Modification of RFS

The Owner reserves the right to reject any and all responses if the Owner determines, within its own discretion, that it is in the Owner's best interests to do so. This RFS does not commit the Owner to select any Respondent, award any contract, pay any costs in preparing a response, or procure a contract for any services. The Owner also reserves the right to cancel or modify this RFS in part or in its entirety, or to change the RFS guidelines. A Respondent may not alter the RFS or its components.

M. Additional Information

None.

ATTACHMENTS:

Attachment A: Statement of Interest

Attachment B: Contract for Designer Services - Base Contract for Design Bid Build or CM-at-Risk Project (*http://www.massschoolbuildings.org/sites/default/files/edit-contentfile/Guidelines_Forms/Contracts_Forms/Base%20Contract%20v_02_25.pdf*)

Designer Services Contract Amendment for Design/Bid/Build (*http://www.massschoolbuildings.org/sites/default/files/edit-contentfile/Guidelines_Forms/Contracts_Forms/DBB%20v_02_25.pdf*)

Designer Services Contract Amendment for CM-at-Risk (*http://www.massschoolbuildings.org/sites/default/files/edit-contentfile/Guidelines_Forms/Contracts_Forms/CM-R%20v_02_25.pdf*)

Attachment C: Standard Designer Application Form for Municipalities and Public Agencies not within DSB Jurisdiction (Updated July 2016) (*http://www.mass.gov/anf/property-mgmt-and-construction/design-and-construction-of-public-bldgs/designer-selection-process/designer-selection-proc-and-evals-for-municipalities/procedures-and-apps-for-municipalities.html*)

Attachment D: Certifications
1) Conflict of Interest
2) Certificate of Authority
3) Attestation of Tax Compliance
4) Affidavit of Non-Collusion
5) Affirmative Action and Equal Employment Opportunity Requirements
6) Acknowledgement of Addenda

Attachment E: MSBA's Designer Selection Panel's Procedures

Attachment F: Bargmann Hendrie & Archetype, Inc. Pre-Feasibility Study Report from February 2013 (separate PDF file)

Attachment G: Frank Locker Educational Planning Report from June 2016 (separate PDF file)

End of Request for Designer Services

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	7/24/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	3
Distribution:	Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair, School Building Committee and Local Chief Executive Officer	**Voting Member**
	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and Representative of Office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader, II	Member of community with architecture, engineering and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with architecture, engineering and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham	Non-Voting Member
✓	Robert Halpin	Town Manager, Town of Framingham	Non-Voting Member
	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
	Mary Ellen Kelly, CFO	Chief Financial Officer and Local Budget official or member of local Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
	Dan Lampl	Finance Committee Member	Non-Voting Member
✓	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Joel Seeley	SMMA	Non-Voting Member

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Item #	Action	Discussion
3.1	Record	Call to Order, 7:00 PM, meeting opened.
3.2	Record	A motion was made by H. Connolly and seconded by D. Taggart III to approve the 6/5/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
3.3	Record	J. Seeley distributed and reviewed the Meetings and Agenda Schedule for the Pre-Designer Selection Phase, attached.
3.4	J. Seeley	J. Seeley distributed and reviewed the Draft Meetings and Agenda Schedule for the PDP Phase, attached. Committee Discussion: 1. The School Committee and Selectmen meet on Tuesday evenings which may conflict with the proposed dates for the Community Forums. J. Seeley to coordinate the Forum dates with the School Committee and Selectmen once their meetings are scheduled. 2. The Community Forums are to be held in the Fuller Middle School library in lieu of the cafeteria, J. Seeley to update.
3.5	Record	J. Seeley provided an overview of the MSBA OPM Panel meeting held on June 19, 2017 and distributed and reviewed correspondence from MSBA, dated 6/20/2017 and attached, approving the OPM selection.
3.6	Record	J. Seeley provided an overview of the Designer Selection status and distributed and reviewed the Designer Respondents Memo, attached, listing the eight design firms that submitted proposals. The Designer Proposal Review Subcommittee met on 7/24/2017 and will meet again on 8/7/2017 to review the proposals.
3.7	Record	Public Comments 1. Brad Bollard (sp) advocated for the project to be energy efficient over the longest possible lifespan, take advantage of renewable energy opportunities and urged once the Designer is retained, to engage with Mass 350. 2. Jerry Bloomfield advocated for the project to be cost effective, tax impact sensitive, safe to the students to construct, address the needs of the Farley building, address the needs of the elementary schools, and keep the public informed throughout its duration.
3.8	Record	Next **SBC Meeting: September 25, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
3.9	Record	A Motion was made by D. Taggart III and seconded by H. Connolly to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Meetings and Agenda Schedule for the Pre-Designer Selection Phase, Draft Meetings and Agenda Schedule for the PDP Phase, Correspondence from MSBA, dated 6/20/17, Designer Respondents Memo

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	7/24/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	3

Distribution: Attendees, (MF)

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: July 24, 2017
Meeting No.: 3

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelly, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
	Dan Lampl	drlampl@icloud.com	Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Joel Seeley	jseeley@smma.com	SMMA

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	7/24/2017
Meeting Location:	King Elementary School, Desmarais Room		
Prepared by:	Joel G. Seeley	Meeting Time:	7:00 PM
Distribution:	Committee Members (MF)	Meeting No.	3

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Update on Designer Selection
5. Public Comments
6. Next Meeting: TBD
7. Adjourn

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SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
May 31, 2017 ***Updated June 22, 2017***

DATE	AGENDA
Pre-Designer Selection Phase	
May 8, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Introductions
	Feasibility Study and Designer Selection Overview
June 5, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Draft Designer RFS
	Discuss Designer Proposal Review and MSBA DSP Representation
June 19, 2017	MSBA OPM PANEL MEETING - 2:00 PM at MSBA
July 6, 2017	DESIGNER PRE-PROPOSAL MEETING - 10:00 AM @ FULLER MIDDLE SCHOOL
July 20, 2017	DESIGNER PROPOSALS DUE - 2:00 PM
July 24, 2017	DESIGNER PROPOSAL REVIEW SUBCOMMITTEE - 6:00 PM
	Overview of Proposals Review
July 24, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Update on Designer Selection
August 7, 2017	DESIGNER PROPOSAL REVIEW SUBCOMMITTEE - 6:00 PM
	Designer Proposal Review
	Prepare for MSBA Designer Selection Panel (DSP)
August 22, 2017	MSBA DESIGNER SELECTION PANEL (DSP) MEETING (TIME TBD)
September 12, 2017	MSBA DESIGNER SELECTION PANEL (DSP) MEETING (TIME TBD)
	ADDITIONAL MEETINGS TO BE SCHEDULED

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
July 6, 2017

DATE	AGENDA
Feasibility Study Phase (PDP)	
September 25, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Introduction of Architects
	Approval of Architect's Proposal
	Discussion of Project Goals
	Discussion of Detailed Schedule
October 10, 2017	SCHOOL BUILDING COMMITTEE MEETING
(Tuesday)	Discussion of Educational Programming
	Discussion of Existing Conditions
October 23, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Educational Program Update
	Discussion of Construction Alternatives
October 24, 2017	COMMUNITY FORUM NO. 1 - 6:00 to 8:00 PM - EDUCATIONAL VISIONING AND EXISTING CONDITIONS - FULLER MIDDLE SCHOOL CAFETERIA
November 6, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum No. 1 Findings
	Construction Alternatives Update
	Construction Phasing
	Discussion of Construction Delivery Methods
November 20, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Construction Alternatives Updates
	Discussion of Sustainable Design Goals
	Construction Phasing Update
	Construction Delivery Method Update
November 21, 2017	COMMUNITY FORUM NO. 2 - 6:00 to 8:00 PM - CONSTRUCTION ALTERNATIVES - FULLER MIDDLE SCHOOL CAFETERIA
December 4, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum No. 2 Findings
	Construction Alternatives Update
	Construction Phasing Update
	Cost Models Update
December 18, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Evaluate Refined Construction Alternatives
	Cost Models Update
	Vote to Submit PDP and Top 3 Alternatives
December 20, 2017	*SUBMIT PDP PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

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Project Management

Memorandum

To:	Designer Proposal Review Subcommittee	Date:	7/24/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School Feasibility Study		
Re:	Designer Respondents		
Distribution:	Designer Proposal Review Subcommittee; School Building Committee (MF)		

- Arrowstreet, Inc.
- Drummey Rosane Anderson, Inc.
- Finegold Alexander & Associates, Inc.
- Jonathan Levi Architects
- Kaestle Boos Associates, Inc.
- Mount Vernon Group Architects
- OMR Architects, Inc.
- Tappé Architects

Note: Designer Proposal from Raymond Design Associates arrived at 2:07pm and was not accepted.

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Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Interim Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

June 20, 2017

Mr. Robert J. Halpin, Town Manager
Town of Framingham
150 Concord Street, Room 121
Framingham, MA 01702

Re: Town of Framingham, Fuller Middle School, Owner's Project Manager Approval Letter

Dear Mr. Halpin:

Pursuant to the provisions of G.L. c. 149, s. 44A ½ and 963 CMR 2.11, the Town of Framingham (the "Town") is required to procure the services of an Owner's Project Manager (the "OPM") for the Fuller Middle School project using a qualifications based selection process. As required by 963 CMR 2.11 (3), the Town has certified in writing to the Massachusetts School Building Authority (the "MSBA") that it has used a qualifications based selection process that complies with Massachusetts law. Pursuant to 963 CMR 2.11 (2) and G.L. c. 70B, s. 2, the Town has requested in writing that the MSBA approve its selection of Symmes Maini & McKee Associates as the OPM for the Fuller Middle School project.

The MSBA has reviewed the information submitted by the Town in support of its selection of Symmes Maini & McKee Associates. Based upon the information provided by the Town, the MSBA hereby approves its selection of Symmes Maini & McKee Associates for the Fuller Middle School project and to the key personnel and consultants identified by Symmes Maini & McKee Associates in the proposal that was submitted to the Town and reviewed by the MSBA, and as presented to the MSBA's Owner's Project Manager Review Panel on June 19, 2017. The MSBA's approval is specific to Symmes Maini & McKee Associates and to the key personnel identified by Symmes Maini & McKee Associates in the proposal that was submitted and reviewed by the MSBA. Pursuant to the provisions of 963 CMR 2.11 (4) and the applicable requirements of any agreements between the MSBA and the Town, any change in the OPM or its key personnel, as described in the attached organizational chart, must be approved in writing by the Town and the MSBA. The MSBA's approval is also based upon the Town's representation that the Eligible Applicant for the Town has designated Matthew Torti, Director of School Buildings & Facilities, Framingham Public Schools, as the individual who shall have the authority to act on behalf of the Owner, under its contract with the OPM, and who shall be responsible for day-to-day communication between the Owner and the OPM. Any change in this designation must be approved in writing by the MSBA.

Please note the MSBA's approval of the Town's selection is subject to the provisions of 963 CMR 2.11 which, among other things, allows the MSBA to rescind its approval and/or to direct the removal of the OPM under certain circumstances. The MSBA retains the right to rescind its approval of the Town's selection of Symmes Maini & McKee Associates and to deny and/or recoup reimbursement for expenditures or costs related to the Owner's Project Manager services if Symmes Maini & McKee Associates does not perform its services to the satisfaction of the MSBA. The MSBA's approval is further subject to the execution of a contract between the Town and Symmes Maini & McKee Associates in a format that is satisfactory to the MSBA, utilizing any standard contracts, forms, and provisions that the MSBA may require, including the completed MSBA System Access Request form which is described below. Please forward a hard copy and an electronic copy of the fully executed contract between the Town and Symmes Maini & McKee Associates to Katie DeCristofaro, Capital Program Manager, at the MSBA by June 30, 2017.

It will be the Town's responsibility to monitor the performance of Symmes Maini & McKee Associates to ensure that they perform their obligations in a satisfactory manner, and to enforce the provisions of its contract with Symmes Maini & McKee Associates. Among obligations of the OPM that are detailed within the MSBA's standard contract is the requirement for the OPM to submit monthly reports to the MSBA. The Town shall verify that the OPM submits its monthly reports on time and in the form and manner determined by the MSBA. OPM Reports shall be submitted to the MSBA by the OPM using the MSBA's online OPM Report System. In order to activate and use this system, the Town must complete and submit the attached MSBA System Access Request form. The completed form must be delivered to Katie DeCristofaro, Capital Program Manager, at the MSBA by June 30, 2017.

The Town must comply with all provisions of law and all conditions imposed by any agreements executed between the MSBA and the Town, including, but not limited to, a Feasibility Study Agreement, a Project Scope and Budget Agreement, and a Project Funding Agreement, related to the provision of services by an OPM. The MSBA maintains its right to withhold reimbursement of costs and expenditures associated with OPM services if the Town fails to comply with the applicable terms and conditions of its agreements with the MSBA or any administrative directives issued by the MSBA, now in effect or hereafter promulgated. The MSBA's decision to approve the Town's selection of an OPM, to approve changes in the OPM, or its key personnel, or decline to exercise any of its rights in relation to the selection or performance of the OPM, shall not be construed as a waiver of the MSBA's right to review, audit, and disallow costs incurred by the Town in relation to OPM services, to withhold reimbursement, or to take any other actions available to the MSBA under the law or under its agreements with the Town.

The MSBA shall bear no liability of any kind whatsoever for any claims directly or indirectly occurring out of the MSBA's approval of the Town's selection of the OPM, the MSBA's approval or non-approval of changes in the OPM or its key personnel, the MSBA's decision to rescind its approval or to direct the removal of an OPM, or any other alleged acts or omissions on the part of the MSBA related to the selection, performance, acts or omissions of the Owner's Project Manager.

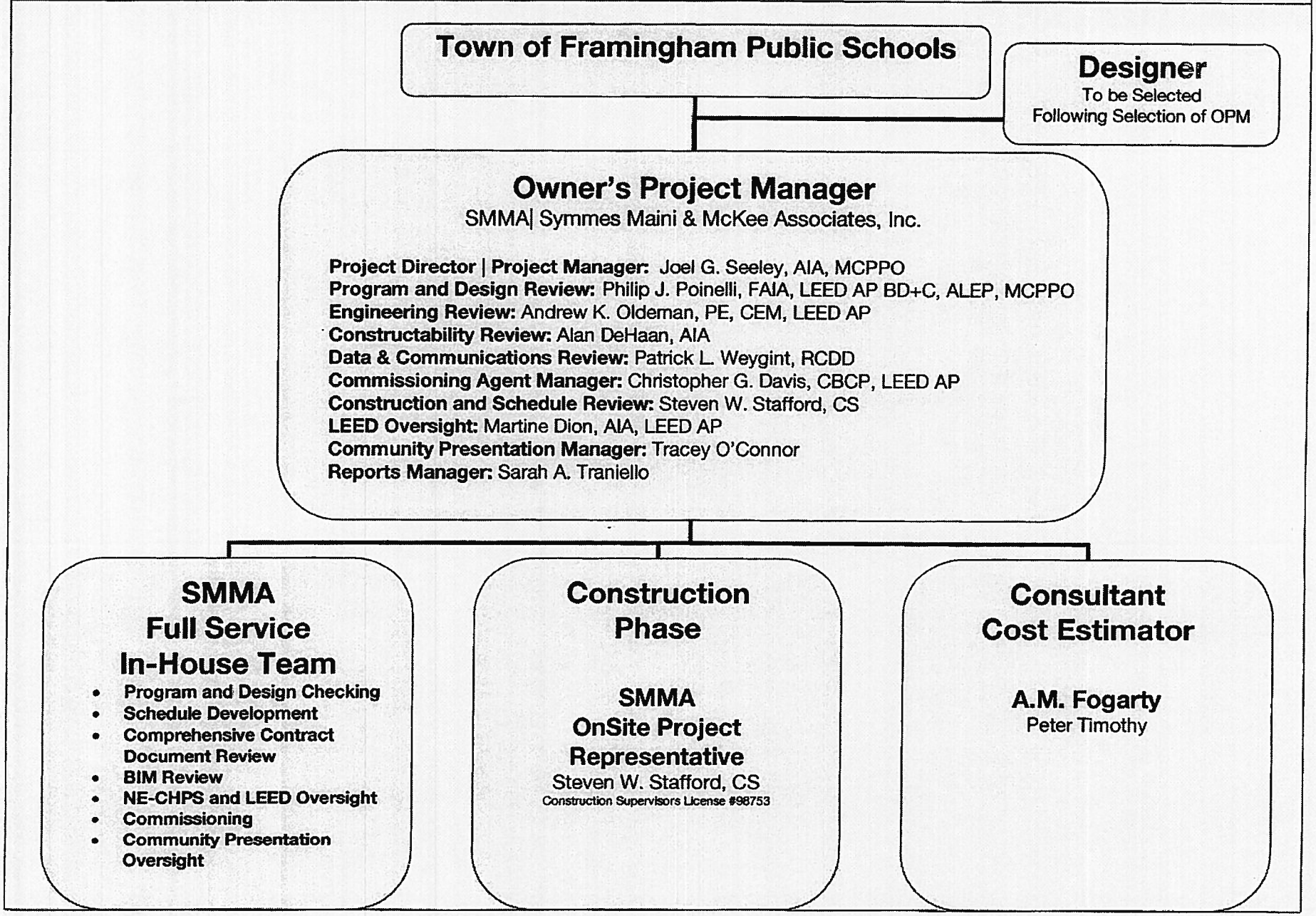
If you have any questions, please do not hesitate to contact me or Katie DeCristofaro (Kathryn.DeCristofaro@MassSchoolBuildings.org) at 617-720-4466.
Sincerely,

Mary Pichetti
Director of Capital Planning

Attachments:
Symmes Maini & McKee Associates Project Team Organizational Chart
OPM System Access Request Form – OPM Report System User

Cc: Legislative Delegation
Cheryl Tully Stoll, Chair, Framingham Board of Selectmen
Heather Connolly, Chair, Framingham School Committee
Dr. Robert A. Tremblay, Superintendent, Framingham Public Schools
Jennifer A. Pratt, Framingham Chief Procurement Officer
Dr. Frank Tiano, Assistant Superintendent, Framingham Public Schools
Matthew Torti, Director of Buildings and Grounds, Framingham Public Schools
Carol Brodeur, Executive Assistant, Building and Grounds, Framingham Public Schools
Nancy Piasecki, Executive Director to the Office of the Superintendent, Framingham Public Schools
Joel G. Seeley, Owner's Project Manager, Symmes Maini & McKee Associates
File: 4.1 OPM Selection (Region 4)

5. List **ONLY** Those Prime and Sub-Consultant Personnel identified as Key personnel in the Response to Request for Services. This Information Should Be Presented Below In The Form Of An Organizational Chart modified to fit the firm's proposed management approach. Include Name of Firm And Name Of The Person:



Revised September 7, 2010

MSBA System Access Request Form
OPM Report System User

PLEASE PRINT CLEARLY.

TODAY'S DATE: _____

TITLE: _____ **PHONE:** _____

NAME: _____

E-MAIL ADDRESS: _____

ADDRESS: _____ **CITY:** _____ **ZIP:** _____

DISTRICT NAME: _____

SYSTEM ACCESS REQUESTED:

OPM REPORT SYSTEM

- ☐ OPM Firm (Update)
- ☐ OPM Firm (Read Only)
- ☐ District Staff (Read Only)

SCHOOLS FOR WHICH ACCESS IS REQUESTED (Please List)

_____

_____

I, _____, the Superintendent of Schools or Mayor/Town Administrator for the Town/City/Regional School District of _____ hereby authorize the above-named individual to access and use the MSBA online database as requested above, with the level(s) of access indicated. I understand that, should the above-named individual be granted access to this database, he/she will be solely responsible for access to the database on behalf of the Town/City/Regional School District of _____, using the login ID and password provided by the MSBA.

Signed: _____, Superintendent of Schools/Mayor/Town Administrator

---

MSBA Use Only

APPROVED BY: _____ **DATE** _____

COMPLETED BY: _____ **DATE** _____

Please fax the completed form or email a PDF of the completed form to Katie DeCristofaro at the MSBA. Facsimile: 617-720-5260 or 617-720-8460. Email: Kathryn.Decristofaro@MassSchoolBuildings.org.

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	9/25/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	4
Distribution:	Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
✓	Richard Finlay	School Committee Member and Convenor	**Voting Member**
	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
✓	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
✓	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
	Mary Ellen Kelly, CFO	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
	Michael Tusino	Certified Building Official	Non-Voting Member
	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
	Dan Lampl	Finance Committee Member	Non-Voting Member
	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
✓	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Item #	Action	Discussion
4.1	Record	Call to Order, 7:00 PM, meeting opened.
4.2	Record	A motion was made by M. Grilli and seconded by R. Finlay to approve the 7/24/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
4.3	Record	J. Seeley provided an overview of the designer selection process. Eight firms submitted proposals and at the 8/22/2017 MSBA Designer Selection Panel (DSP) meeting were reviewed and three were selected to interview. On 9/12/2017, the DSP interviewed the three firms and ranked OMR first, JLA second and Tappe third. Fee negotiations commenced with OMR, however OMR decided to withdraw and not take on any new projects due to their sole owner's retirement announcement. JLA was contacted to commence fee negotiations and a fee was reached within the budget. R. Halpin indicated JLA's presentation showed their expertise in matching the educational vision with inspirational designs. R. Tremblay added that JLA was the first ranked firm of the three Framingham representatives on the DSP. J. Duarte indicated his working experience with JLA on another school project was excellent.
4.4	Record	J. Seeley distributed and reviewed the basic services fee proposal letter from JLA, dated 9/22/2017, attached. The basic services fee is $545,000 and is within the $580,000 budget established in the Feasibility Study Agreement, FSA, with MSBA. Committee Discussion: 1. R. Finlay asked if the fee is part of the $1,000,000 appropriation for the Feasibility Study? *J. Seeley indicated yes, the fee is part of the $1,000,000 Feasibility Study budget.* 2. R. Finlay asked if there will be additional costs for the Designer? *J. Seeley indicated yes, the site and environmental consultants, such as topographical surveyor, wetlands flagging, geotechnical engineering, traffic consultants and hazardous materials investigation consultants are additional costs to the Designer, that are funded from the site and environmental investigation consultancy budget.* 3. M. Grilli asked if the fee reflects the Feasibility Study schedule? *J. Seeley indicated yes, the fee reflects the study schedule*. 4. R. Halpin asked what are the budget categories for the Feasibility Study? *J. Seeley indicated the $1,000,000 Feasibility Study budget is comprised of four categories, 1) $580,000 for the Designer, 2) $185,000 for the OPM, 3) $100,000 for site and environmental investigation consultancy, and 4) $135,000 for the Town's contingency.* 5. R. Weader II asked if JLA would be using the information in the Pre-Feasibility Study?

		J. Seeley indicated yes, the Pre-Feasibility Study was provided in the RFS to all of the designers. A motion was made by D. Taggart III and seconded by R. Finlay to approve the JLA fee and recommend R. Halpin execute the standard MSBA Contract for Designer Services with JLA. No discussion, motion passed unanimous by those attending.
4.5	Record	J. Levi provided a brief presentation of the firm and their DSP interview, attached.
4.6	Record	J. Levi led a discussion of the Committee's Project Goals and asked the following questions: Opportunities: • What is the single greatest weakness of the existing Middle School and how can we address that challenge with our new project? *Committee Discussion:* *The aged condition of the building* *Lack of a secure building entry* *Security* *The building is dark, gloomy and non-inspiring* *The building layout is restrictive and inflexible* *Traffic* *The building layout has unusable pockets and enclaves* • What is the community's greatest fear or concern as to what might go awry with the outcome of Framingham's new school and what can we do avoid it? *Committee Discussion:* *Budget conformance* *Not enough community engagement in the planning and design* *That current educational design theories are fad and will be obsolete in a few years* *Too much focus on process and not enough on design and purpose* *Schedule conformance* Greatest Hopes: • What is the single greatest strength of the existing Middle School and how can the new project build on it? *Committee Discussion:* *The building is very efficient at getting students from point A to B, it is very linear* *The building layout has pockets and enclaves that could be used for student interaction* *Its diversity* *The "campus" feel of Fuller, Farley and McCarthy due to their close proximity* • What is our highest hope for the impact of the new Fuller project on the Framingham community? What does project success mean?"

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		Committee Discussion: *That the Fuller School be an inspiration to the community* *That Fuller becomes the flagship for projects done right* *That Fuller is on par and exceeds the performance levels of the other two middle schools* *That Fuller is bright, full of light, flexible and expandable* *That Fuller is easy to clean, maintain and be an icon in the community*
4.7	J. Levi J. Seeley	J. Seeley distributed and reviewed the updated Preliminary Project Schedule, attached, reflecting the published 2018 MSBA Board meeting dates. Committee Discussion: 1. M. Torti indicated the Committee completed a lot of work prior to the Feasibility Study and asked if prior work can be utilized to shorten the project schedule? *J. Seeley and J. Levi will review and provide direction.*
4.8	J. Seeley	J. Seeley distributed and reviewed the updated Draft Meetings and Agenda Schedule for the PDP Phase, attached. Committee Discussion: 1. J. Seeley to change the Community Forum No. 1 date to 11/2/2017 and issue as final.
4.9	J. Levi	J. Levi to develop a flyer announcement for Community Forum No. 1.
4.10	J. Seeley	Public Comments 1. Jerry Bloomfield stressed that the having no impact to education, learning and student safety during construction must be a project goal. 2. Jerry Bloomfield asked if the MSBA Design Enrollment of 630 students for the project is sufficient? *J. Seeley explained the process of arriving at the Design Enrollment with the MSBA. The MSBA performed a 10 year student population projection based on information provided by the Town such as the past 10 years actual enrollment, current year births, housing starts, permits, planned developments etc. The MSBA initially provided an approximate 580 student enrollment. The Town retained an independent demographer and shared their projection with the MSBA and the 630 student enrollment was then agreed upon with MSBA. J. Seeley to provide a written description for the Committee.*
4.11	Record	Committee Questions 1. D. Taggart III indicated that he agrees that the impact to education, learning and student safety during construction of each project option must be understood by the Committee. Additionally, the Committee should have a

		clear statement relative to potential student increases above the 630 students and how each design option will accommodate.
4.12	Record	Next **SBC Meeting: October 10, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
4.13	Record	A Motion was made by D. Taggart III and seconded by H. Connolly to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Fee proposal letter from JLA, Updated Preliminary Project Schedule, Updated Draft Meetings and Agenda Schedule for the PDP Phase, Powerpoint

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	9/25/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	4
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Cambridge, MA 02138
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Project: Fuller Middle School Feasibility Study
Meeting Date: September 25, 2017
Meeting No.: 4

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelly, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

p:\2017\17050\04-meetings\4.3 mtg_notes\school building committee\04-2017_25septembersbc meeting\schoolbuildingcommitteemeetingsign-in sheet_25september2017.docx

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	9/25/2017
Meeting Location:	King Elementary School, Desmarais Room	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	4
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Introduction of Architects
5. Approval of Architect's Proposal
6. Discussion of Project Goals
7. Discussion of Detailed Schedule
8. Public Comments
9. Next Meeting: Tuesday, October 10, 2017
10. Adjourn

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SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	7/24/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	3
Distribution:	Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair, School Building Committee and Local Chief Executive Officer	**Voting Member**
	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and Representative of Office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader, II	Member of community with architecture, engineering and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with architecture, engineering and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham	Non-Voting Member
✓	Robert Halpin	Town Manager, Town of Framingham	Non-Voting Member
	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
	Mary Ellen Kelly, CFO	Chief Financial Officer and Local Budget official or member of local Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
	Dan Lampl	Finance Committee Member	Non-Voting Member
✓	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Joel Seeley	SMMA	Non-Voting Member

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Item #	Action	Discussion
3.1	Record	Call to Order, 7:00 PM, meeting opened.
3.2	Record	A motion was made by H. Connolly and seconded by D. Taggart III to approve the 6/5/17 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
3.3	Record	J. Seeley distributed and reviewed the Meetings and Agenda Schedule for the Pre-Designer Selection Phase, attached.
3.4	J. Seeley	J. Seeley distributed and reviewed the Draft Meetings and Agenda Schedule for the PDP Phase, attached. Committee Discussion: 1. The School Committee and Selectmen meet on Tuesday evenings which may conflict with the proposed dates for the Community Forums. J. Seeley to coordinate the Forum dates with the School Committee and Selectmen once their meetings are scheduled. 2. The Community Forums are to be held in the Fuller Middle School library in lieu of the cafeteria, J. Seeley to update.
3.5	Record	J. Seeley provided an overview of the MSBA OPM Panel meeting held on June 19, 2017 and distributed and reviewed correspondence from MSBA, dated 6/20/17 and attached, approving the OPM selection.
3.6	Record	J. Seeley provided an overview of the Designer Selection status and distributed and reviewed the Designer Respondents Memo, attached, listing the eight design firms that submitted proposals. The Designer Proposal Review Subcommittee met on 7/24/17 and will meet again on 8/7/17 to review the proposals.
3.7	Record	Public Comments 1. Brad Bollard (sp) advocated for the project to be energy efficient over the longest possible lifespan, take advantage of renewable energy opportunities and urged once the Designer is retained, to engage with Mass 350. 2. Jerry Bloomfield advocated for the project to be cost effective, tax impact sensitive, safe to the students to construct, address the needs of the Farley building, address the needs of the elementary schools, and keep the public informed throughout its duration.
3.8	Record	Next **SBC Meeting: September 25, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
3.9	Record	A Motion was made by D. Taggart III and seconded by H. Connolly to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Meetings and Agenda Schedule for the Pre-Designer Selection Phase, Draft Meetings and Agenda Schedule for the PDP Phase, Correspondence from MSBA, dated 6/20/17, Designer Respondents Memo

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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	MSBA SCHOOL BUILDING COMMITTEE LIST		9/12/2017
Designation	**Name and Title**	**Email Address & Phone Number**	**Voting Member**
SBC member who is MCPPO certified*	Ms. Jennifer Pratt, Chief Procurement Officer for the Town of Framingham	508-532-5405, jap@framinghamma.gov	No
Local Chief Executive Officer	Mr. Charlie Sisitsky, Vice Chair	508-532-5400, csisitsky@rcn.com	yes, Co-Chair
Administrator or Manager**	Mr. Robert Halpin, Town Manager	508-532-5678, rhalpin@framinghamma.gov	No
School Committee Member (minimum of one)	Mr. Richard Finlay, Convener	508-788-6234, rfinlay@wellesleyma.gov	yes
Superintendent of Schools	Dr. Robert Tremblay, Superintendent	508-626-9117, rtremblay@framingham.k12.ma.us	No
Local Official responsible for Building Maintenance	Mr. Matt Torti, Director of Buildings and Grounds	508-626-9111, mtorti@framingham.k12.ma.us	No
Representative of Office authorized by law to construct school buildings	Ms. Heather Connolly, Chair	508-259-0431, hconnolly@framingham.k12.ma.us	yes
School Principal	Mr.Jose Duarte, Fuller Principal	508-626-9180, jduarte@framingham.k12.ma.us	No
Member knowledgeable in educational mission and function of facility	Dr. Sonia Diaz, Chief Academic Officer	508-626-9132, sdiaz@framingham.k12.ma.us	No
Local Budget official or member of local Finance Committee	Mr. David Miles, Finance Comm. Member	617-967-2851, dmiles@partners.org	Yes
Local Budget official or member of local Finance Committee	Dr. Edward Gotgart, Chief Operating Officer	508-626-9100, egotgart@framingham.k12.ma.us	No, Co-Chair
Local Budget official or member of local Finance Committee	Ms. Mary Ellen Kelly, CFO	508-532-5425, mek@framinghamma.gov	No
Member of community with architecture, engineering and/or construction experience	Mr. Richard Weader, II (Engineer)	508-877-0550, weaders@aol.com	yes
Member of community with architecture, engineering and/or construction experience	Mr. Michael Grilli (Engineer)	508-877-2957, mgrilli@beta-inc.com	Yes
Co-Chair of the Union Professional Development Committee	Caitlin Stempleski, Fuller School Teacher	617-694-3994, cstempleski@framingham.k12.ma.us	yes
Other	Dr. Jennifer Krusinger Martin	617-216-9183, jkrusinger@gmail.com	Yes
Other: Town Resident	Mr. Donald Taggart III	508-308-6119, dontaggart134@gmail.com	Yes
Other	Mr. Michael Tusino, Certified Building Official	508-532-5500, mat@framinghamma.gov	No
Other	Mr. Patrick Johnson, Principal Walsh	508-626-9180,pjohnson@framingham.k12.ma.us	No
Other	Mr. John Haidemenos, Woodrow Wilson Principal	508-626-9164, jhaidemenos@framingham.k12.ma.us	No
Other	Mr. David Panich	508-405-0331, david@panicharchitecture.com	No
Other	Mr. Chris Walsh, State Representative	617-722-2013, chris.walsh@mahouse.gov	No
Other	Mr. Thomas Barbieri	508-561-0572, Thombrbr@aol.com	No
Other	Dr. Dale Hamel	508-626-4580, dhamel@framingham.edu	No

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

22 September 2017

Mr. Joel G. Seeley
COO | Executive Vice President
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

Re: Fee Proposal, Feasibility Study and Schematic Design
Fuller Middle School, Framingham MA

Dear Joel,

We appreciate the opportunity to submit this proposal for initial design services associated with the Fuller Middle School. We have developed the following proposed scope of work and associated fees for the project based on our previously submitted RFS response, as well as our recent discussions. Please do not hesitate to contact me if you would like us to clarify or modify our assumptions, or if there is anything represented here which does not conform to your expectations. We look forward to our work together on this inspiring project.

Scope of Services
JLA and our consultants will perform services to satisfy the Massachusetts School Building Authority's requirements for Feasibility Study and Schematic Design (Modules 3 and 4) as described in the 2015 MSBA Contract for Designer Services.

Schedule
We anticipate that the project shall be organized with local appropriation approval to achieve the following milestones:
MSBA Preliminary Design Proposal Submission – December 2017
MSBA Preferred Schematic Report Submission – May 2018
MSBA Schematic Design Submission – September 2018

Fee

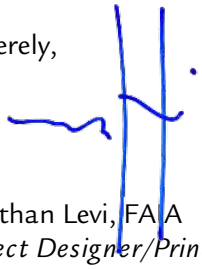
Basic Services:	
Feasibility Study Phase	$335,000
Schematic Design Phase	$210,000
Total Basic Services	$545,000

Extra Services:
Extra Services provided pursuant to Article 8 of the MSBA Contract for Designer Services shall be compensated as determined by the Owner (a) by a lump sum fee agreed upon in advance in writing by the Owner and the Designer, or (b) on an hourly basis in accordance with the lesser of $150 per hour or the rate schedule set forth below for time expended, or (c) on an hourly basis in accordance with the lesser of $150 per hour or a multiple of 2.5 times the direct personnel expense (without benefits) of the Designers or Subconsultants personnel including principals. Additional tests and surveys are Extra Services as described in Article 4.11 of the MSBA Contract for Designer Services.

Hourly Rates:

Architecture:	
Principal	$150 cap
Project Manager	$150 cap
Project Architect	$135
Architect/Designer Level II	$122
Architect/Designer Level I	$94

Sincerely,



Jonathan Levi, FAIA
Project Designer/Principal

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
July 6, 2017 (updated September 21, 2017)

DATE	AGENDA
Feasibility Study Phase (PDP)	
September 25, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Introduction of Architects
	Approval of Architect's Proposal
	Discussion of Project Goals
	Discussion of Detailed Schedule
October 10, 2017	SCHOOL BUILDING COMMITTEE MEETING
(Tuesday)	Discussion of Educational Programming
	Discussion of Existing Conditions
October 23, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Educational Program Update
	Discussion of Construction Alternatives
October 31, 2017	COMMUNITY FORUM NO. 1 - 6:00 to 8:00 PM - EDUCATIONAL VISIONING AND EXISTING CONDITIONS - FULLER MIDDLE SCHOOL LIBRARY
November 6, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum No. 1 Findings
	Construction Alternatives Update
	Construction Phasing
	Discussion of Construction Delivery Methods
November 20, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Construction Alternatives Updates
	Discussion of Sustainable Design Goals
	Construction Phasing Update
	Construction Delivery Method Update
November 27, 2017	COMMUNITY FORUM NO. 2 - 6:00 to 8:00 PM - CONSTRUCTION ALTERNATIVES - FULLER MIDDLE SCHOOL LIBRARY
December 4, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum No. 2 Findings
	Construction Alternatives Update
	Construction Phasing Update
	Cost Models Update
December 18, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Evaluate Refined Construction Alternatives
	Cost Models Update
	Vote to Submit PDP and Top 3 Alternatives
December 20, 2017	*SUBMIT PDP PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

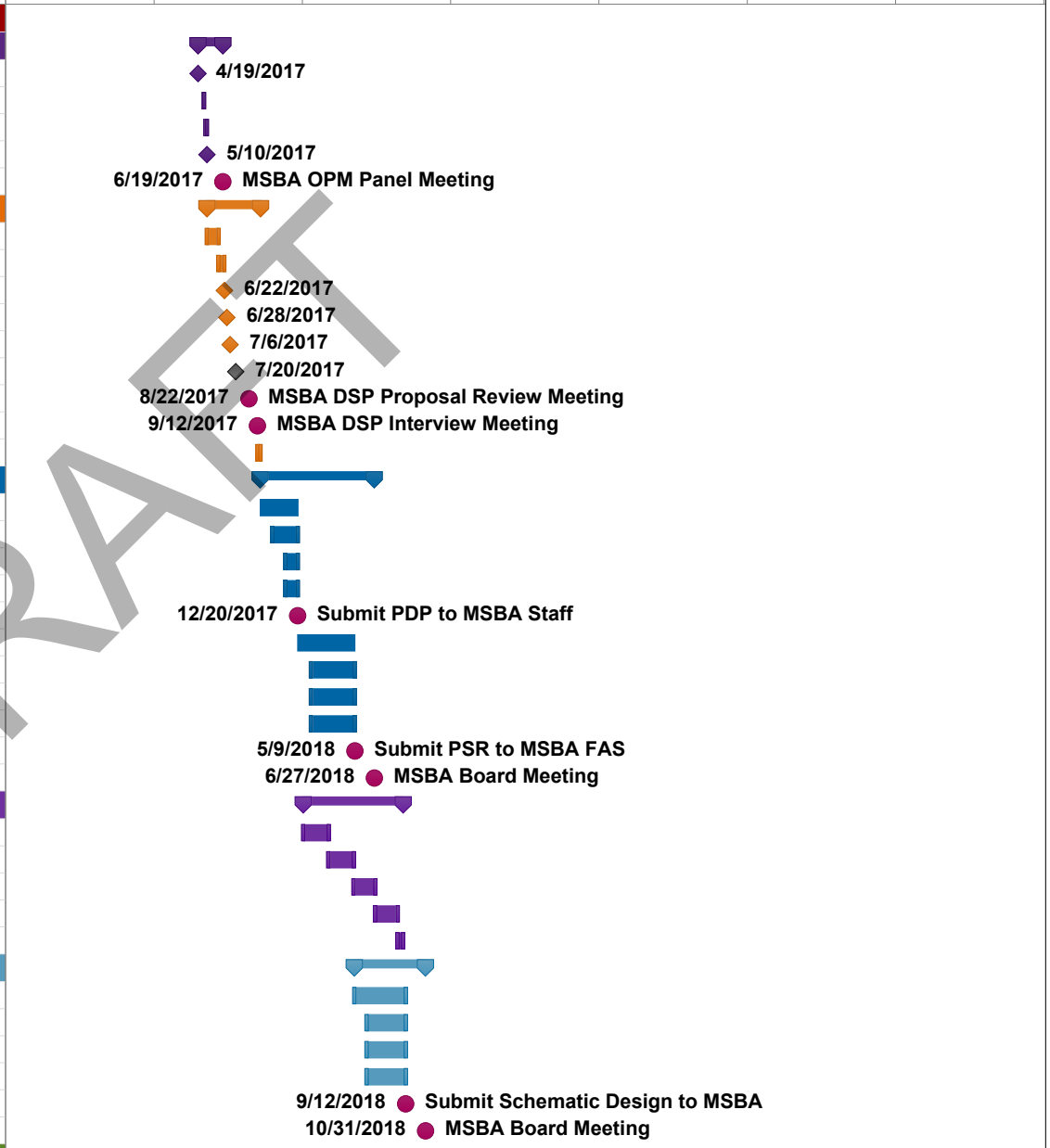
April 19, 2017
Updated September 21, 2017

FULLER MIDDLE SCHOOL
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT

SMMA

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



Jonathan Levi Architects

Framingham

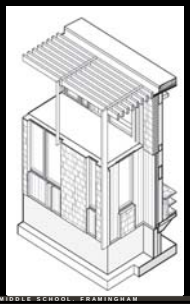
Fuller Middle School

Cost Effective, Award Winning School Design

Named "The Most Beautiful Building in the Boston Area" built in the last 10 years

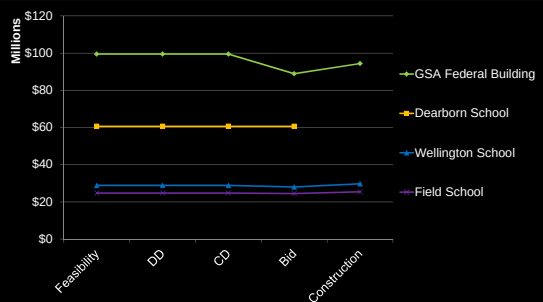
Named "One of the two best buildings in the Eastern United States" 2015

Daylighting



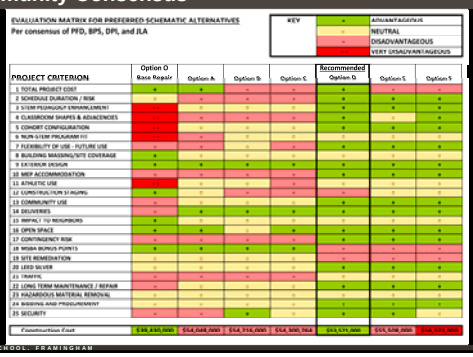
Cost Control

Track Record – Feasibility through Construction Completion



Community Consensus

Community Consensus



EVALUATION MATRIX FOR PREFERRED SCHEMATIC ALTERNATIVES

Per consensus of PFD, BPS, DPI, and JLA

KEY

+	ADVANTAGEOUS
0	NEUTRAL
-	DISADVANTAGEOUS
--	VERY DISADVANTAGEOUS

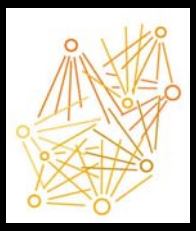
PROJECT CRITERION	Option O Base Repair	Option A	Option B	Option C	Recommended Option G	Option E	Option F
1 TOTAL PROJECT COST	+	+	-	-	+	-	-
2 SCHEDULE DURATION / RISK	0	+	+	+	+	+	+
3 SITE PEDESTRIAN ENVIRONMENT	--	0	0	0	+	+	+
4 CLASSROOM SHAPES & ADJACENCIES	--	-	-	-	+	0	+
5 COHORT CONFIGURATION	--	-	0	0	+	+	+
6 NON-STEM PROGRAM FIT	--	+	0	0	+	0	0
7 FLEXIBILITY OF USE - FUTURE USE	--	+	0	0	+	+	+
8 BUILDING MASSING/SITE COVERAGE	+	0	0	0	0	0	0
9 SKYLINE DESIGN	+	+	+	+	+	+	+
10 MEP ACCOMMODATION	+	+	+	+	+	+	+
11 ATHLETIC USE	--	-	0	-	0	0	0
12 CONSTRUCTION STAGING	+	0	-	-	-	0	0
13 COMMUNITY USE	-	0	0	0	+	+	+
14 DELIVERIES	+	+	+	+	+	+	+
15 IMPACT TO NEIGHBORS	+	0	0	0	0	0	0
16 OPEN SPACE	+	+	-	+	+	+	+
17 CONTINGENCY RISK	-	-	-	-	+	+	+
18 MSBA BONUS POINTS	+	+	+	+	-	-	-
19 SITE REMEDIATION	0	0	0	0	+	+	+
20 LEED SILVER	0	0	0	0	+	+	+
21 TRAFFIC	-	-	-	-	0	0	0
22 LONG TERM MAINTENANCE / REPAIR	-	0	0	0	+	+	+
23 HAZARDOUS MATERIAL REMOVAL	0	0	0	0	0	0	0
24 BIDDING AND PROCUREMENT	0	0	0	0	0	0	0
25 SECURITY	-	0	+	0	+	+	0
Construction Cost	$38,430,000	$54,048,000	$54,710,000	$54,300,764	$53,134,000	$55,508,000	$56,674,000

Educational Programming/Visioning

- Leadership Team Meetings
- Ed Working Group Workshops
- Community Forums
- Faculty Meetings
- Teacher Focus Groups

Educational Programming/Visioning

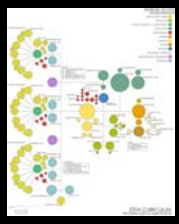
21rst Century Middle School Teaching and Learning:



Student Driven

Web Complimentary

Collaboration-Based



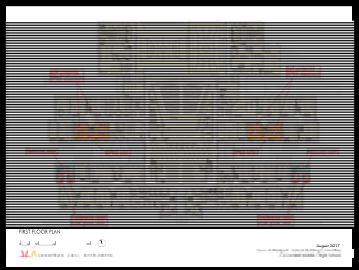
21rst Century Middle School Teaching and Learning

Space Principles	Space Initiatives
Small Scale Collaborative Teaching Collaborative Learning Interdisciplinary Content Project Based Learning Visible Learning Flexible Learning Outdoor Learning Community Engagement	Ubiquitous Learning Agile, Varied Scale Classroom Specialized Learning Spaces Team Teaching STEAM Exploratory Maker Space Visible Teacher Office Small Group Collaboration Spaces Community Collaboration Spaces

Ubiquitous Learning

Agile, Varied Scale Classrooms

Specialized Learning Spaces



Team Teaching

FULLER MIDDLE SCHOOL, FRAMINGHAM

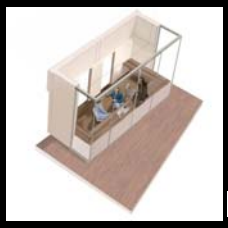
STEAM Exploratory

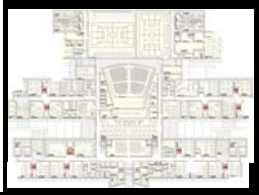
FULLER MIDDLE SCHOOL, FRAMINGHAM

Maker Space

FULLER MIDDLE SCHOOL, FRAMINGHAM

Projected Teacher Office



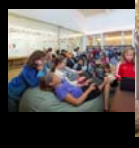


FULLER MIDDLE SCHOOL, FRAMINGHAM

Small Group Collaboration Space

FULLER MIDDLE SCHOOL, FRAMINGHAM

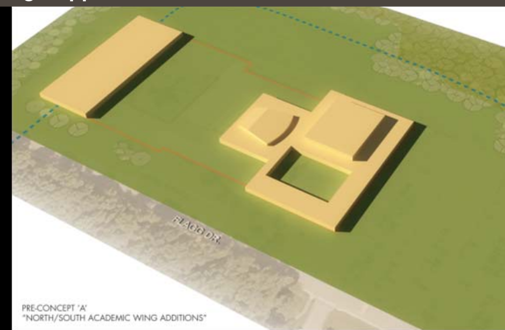
Community Collaboration Space



FULLER MIDDLE SCHOOL, FRAMINGHAM

Design Approach

Design Approach



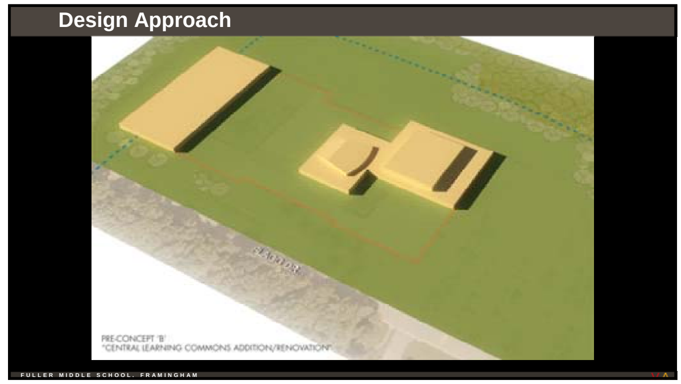
Design Approach

Design Approach

Design Approach

Design Approach


Design Approach
PRE-CONCEPT 'B'
"CENTRAL LEARNING COMMONS ADDITION/RENOVATION"
FULLER MIDDLE SCHOOL, FRAMINGHAM


Design Approach
PRE-CONCEPT 'B'
"CENTRAL LEARNING COMMONS ADDITION/RENOVATION"
FULLER MIDDLE SCHOOL, FRAMINGHAM

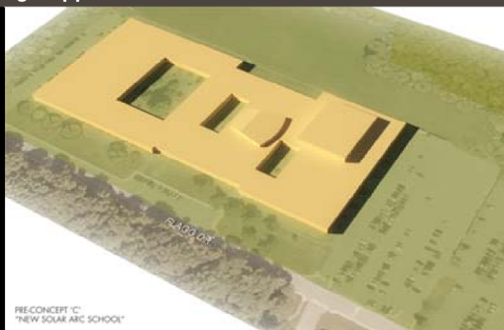

Design Approach
PRE-CONCEPT 'B'
"CENTRAL LEARNING COMMONS ADDITION/RENOVATION"
FULLER MIDDLE SCHOOL, FRAMINGHAM


Design Approach
PRE-CONCEPT 'B'
"CENTRAL LEARNING COMMONS ADDITION/RENOVATION"
FULLER MIDDLE SCHOOL, FRAMINGHAM

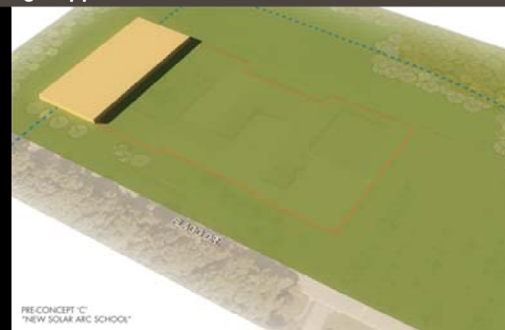

Design Approach


Design Approach
PRE-CONCEPT 'B'
"CENTRAL LEARNING COMMONS ADDITION/RENOVATION"
FULLER MIDDLE SCHOOL, FRAMINGHAM

Design Approach



Design Approach



Design Approach

Design Approach

Design Approach

Design Approach

Moving Forward

Opportunities:

-What is the single greatest weakness of the existing Middle School and how can we address that challenge with our new project?

-What is the community's greatest fear or concern as to what might go awry with the outcome of Framingham's new school and what can we do avoid it?

Greatest Hopes:

-What is the single greatest strength of the existing Middle School and how can the new project build on it?

-What is our highest hope for the impact of the new Fuller project on the Framingham community? What does project success mean?

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	10/10/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room	Meeting No:	5
	Distribution: Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
✓	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
✓	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
	Mary Ellen Kelly, CFO	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
✓	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
		Finance Committee Member	Non-Voting Member
	David Panich	School Building Committee Member	Non-Voting Member
✓	Chris Walsh	State Representative	Non-Voting Member
✓	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Item #	Action	Discussion
5.1	Record	Call to Order, 7:00 PM, meeting opened.
5.2	Record	A motion was made by R. Weader II and seconded by D. Miles to approve the 9/25/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
5.3	Record	J. Seeley distributed and reviewed the Project Budget Status Report, dated 10/10/2017 and attached herein.
5.4	Record	J. Seeley distributed and reviewed FSA Budget Revision Request No. 1, dated 10/10/2017 adjusting the budget line items of the executed FSA to align with the final negotiated fee amounts for the Designer and OPM, with the balances re-allocated to the Environmental/Site budget line item. A motion was made by D. Taggart III and seconded by D. Miles to approve FSA Budget Revision Request No. 1, dated 10/10/2017 and recommend signature by C. Sisitsky, R. Tremblay and H. Connolly. No discussion, motion passed unanimous.
5.5	E. Gotgart	J. Seeley distributed and reviewed Designer Amendments 1 thru 5 as follows: 1. Designer Amendment No. 1 for Site Survey Services in the amount of $16,500.00 2. Designer Amendment No. 2 for Traffic Engineering and Planning Services in the amount of $13,200.00 3. Designer Amendment No. 3 for Geo-Environmental Engineering Services in the amount of $4,400.00 4. Designer Amendment No. 4 for Hazardous Materials Assessment in the amount of $12,067.00 5. Designer Amendment No. 5 for Wetlands Assessment in the amount of $4,400.00 The remaining balance in the Environmental and Site Budget (MSBA ProPay Code 0003-0000) after these Designer Amendments have been approved is $94,433.00. Committee Discussion: 1. E. Gotgart asked if the traffic assessment will take into account the combined Fuller and McCarthy schools' traffic? *P. Gray indicated yes, the traffic assessment will take into account the combined Fuller and McCarthy schools' traffic.* 2. J. Krusinger Martin asked if the traffic assessment will include the Oaks/Warren intersection? *P. Gray indicated yes, the traffic assessment will include the Oaks/Warren intersection.*

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		3. M. Torti asked if the traffic assessment will count the walkers from the path behind Fuller, and from the Oaks, Warren and Walnut Street neighborhoods? *P. Gray indicated yes, the traffic assessment will include counting the walkers from the path behind Fuller, and from the Oaks, Warren and Walnut Street neighborhoods.* 4. D. Miles asked if the school administration can provide the bus counts to JLA? *E. Gotgart indicated yes, the school administration will provide the bus counts to JLA.* 5. R. Weader II indicated that a comprehensive hazardous materials assessment of all town buildings was performed in 1988. *M. Torti indicated that the 1988 report was updated in 2002 and was provided to JLA.* 6. C. Sisitsky cautioned that the MA Attorney General and DEP will be reviewing the Town's actions relative to any potential abatement activities due to some past project issues. A motion was made by M. Grilli and seconded by R. Weader II to approve Designer Amendments No. 1-5, dated 10/10/2017 and recommend signature by R. Halpin. No discussion, motion passed unanimous.
5.6	J. Seeley	J. Seeley distributed and reviewed the draft Preliminary Project Schedule with accelerated PSR and SD Submission dates and the 2018 MSBA Board Meetings Schedule, attached. Committee Discussion: 1. D. Taggart III cautioned that the accelerated schedule needs to be weighed against the time needed for newly elected officials to become familiar with the project progress. *C. Sisitsky indicated that Community Forum No. 1 scheduled for 11/13/2017 will provide an opportunity for newly elected officials to become familiar with the project progress.* 2. D. Miles indicated the accelerated PSR submission period will also be impacted by the school vacation and holidays. *J. Seeley to develop the Meetings and Agenda Schedule for both the current and accelerated schedule for Committee review.* 3. D. Miles asked what is the benefit of accelerating the submissions? *M. Grilli indicated the benefit would be remediating the existing issues, i.e. roof leaks, structural deterioration, systems performance, sooner as well as potential cost savings on reduced escalation.* The committee agreed to maintain the current schedule but monitor for possible acceleration as the project proceeds thru the PSR Phase.

5.7	Record	J. Seeley distributed and reviewed the updated Meetings and Agenda Schedule for the PDP Phase, attached.
5.8	P. Gray	P. Gray distributed and reviewed the draft flyer announcement for Community Forum No. 1, attached. Committee Questions: 1. P. Gray asked if child care will be provided? *E. Gotgart indicated yes, child care will be provided.* 2. D. Miles asked if the Forum will be televised? *E. Gotgart indicated yes, the Forum will be televised.* 3. P. Johnson asked if there will be translators present? *E. Gotgart indicated yes, there will be translators present.* 4. J. Duarte indicated the flyer needs to be in Portuguese, Spanish and English. *P. Gray to forward an editable version of the flyer to the school administration for developing the Portuguese and Spanish versions*. 5. D. Miles asked what is the procedure for responding to emails submitted to the Committee's email account? *M. Torti indicated that Building and Grounds will receive the emails and respond, or forward to SMMA or JLA for assistance in responding.* 6. E. Gotgart asked to have a tour of the school at 5:30 pm for interested community members added to the flyer. *P. Gray will add to the flyer.* 7. C. Sisitsky requested that copies of the three flyers be made available for distribution at the 10/17/2017 Town Meeting. 8. C. Stempleski asked if the Library will be large enough? *J. Duarte indicated if not, the Forum will be moved to the cafeteria if needed.* 9. D. Miles asked are Committee members expected to attend the Forum? *C. Sisitsky indicated attendance is not required, but would be welcome and requested M. Torti post an SBC meeting on the Forum nights.* 10. C. Sisitsky asked for an agenda for the Forum for Committee review. *J. Seeley will develop the agenda for Committee review*. 11. D. Miles suggested that other avenues of advertising the project information and notices be reviewed. *R. Tremblay will review other avenues that the school administration can distribute.* The Committee approves the draft flyer with the corrections noted above.
5.9	Record	J. Seeley distributed and reviewed a description of the process of arriving at the Design Enrollment with the MSBA, attached.

5.10	J. Seeley	J. Seeley distributed and reviewed the 10/10/2017 MSBA Kick-Off Meeting Agenda and Communications Handout, attached, and provided an overview of the meeting. J. Seeley to distribute the meeting minutes from the meeting for Committee review.
5.11	P. Gray	P. Gray provided an overview of the Educational Visioning and Programming progress. 1. An Educational Visioning Kick-Off Meeting was held on 10/3/2017 with the Educational Leadership Team, JLA and their Educational Programmer, and SMMA. P. Gray to issue meeting minutes from the meeting for Committee review. 2. Educational Visioning meetings are scheduled for 10/20/2017 and 10/26/2017 with key administrators, staff, and teachers.
5.12	Record	Public Comments – None
5.13	Record	Committee Questions - None
5.14	Record	Next **SBC Meeting: October 23, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
5.15	Record	A Motion was made by M. Grilli and seconded by D. Miles to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Project Budget Status Report, FSA Budget Revision Request No. 1, Designer Amendments 1 thru 5, draft Preliminary Project Schedule with accelerated PSR and SD Submission dates, 2018 MSBA Board Meetings Schedule, Updated Draft Meetings and Agenda Schedule for the PDP Phase, draft flyer announcement for Community Forum No. 1, description of the process of arriving at the Design Enrollment with the MSBA, 10/10/2017 MSBA Kick-Off Meeting Agenda and Communications Handout,

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	10/10/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	5
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: October 10, 2017
Meeting No.: 5

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelly, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

p:\2017\17050\04-meetings\4.3 mtg_notes\school building committee\05-2017_10octobersbc meeting\schoolbuildingcommitteemeetingsign-in sheet_10october2017.docx

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	10/10/2017
Meeting Location:	King Elementary School, Desmarais Room	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	5
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Review Updated Meeting Schedule
5. Educational Visioning Planning Update
6. Public Comments
7. Next Meeting: October 23, 2017
8. Adjourn

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Fuller Middle School
Framingham Public Schools
Framingham, Massachusetts

PROJECT MANAGEMENT SMMA

SMMA No. 17050

Project Budget Status

Updated: 10/10/2017

Feasibility and Schematic Design Phase	MSBA ProPay Code	FSA Agreement 02/15/2017	Budget Revision 10/10/2017	Current Budget	Vendor	Committed	Balance
OPM	0001-0000	$ 185,000.00	$ (10,000.00)	$ 175,000.00	SMMA	$ 175,000.00	$ -
							$ -
DESIGNER	0002-0000	$ 580,000.00	$ (35,000.00)	$ 545,000.00	JLA	$ 545,000.00	$ -
							$ -
Environmental and Site	0003-0000	$ 100,000.00	$ 45,000.00	$ 145,000.00		$ -	$ 145,000.00
							$ -
Other	0004-0000	$ 135,000.00	$ -	$ 135,000.00		$ -	$ 135,000.00
Total Budget		**$ 1,000,000.00**		**$ 1,000,000.00**		**$ 720,000.00**	**$ 280,000.00**

TO: Director of Capital Planning

FROM: Dr. Robert Tremblay

Framingham Public Schools

Fuller Middle School

MSBA Project ID Number: 201501000305

DATE: October 10, 2017

RE: Feasibility Study Agreement (FSA) Budget Revision Request, NUMBER: 1

Pursuant to the Feasibility Study Agreement between the Town of Framingham (the "District") and the MASSACHUSETTS SCHOOL BUILDING AUTHORITY (the "Authority"), the District hereby requests a revision to the Feasibility Study Budget, Exhibit A, dated February 15, 2017, for the Fuller Middle School Project. As required, the District has provided the information outlined in the table below to indicate the Feasibility Study Budget categories (line items) affected, the amounts needed and the reasons for the proposed revision.

The District acknowledges and agrees that it will not seek reimbursement from the Authority for any costs that exceed the already approved line item limits set forth in Exhibit A until after the Authority has accepted this Feasibility Study Budget Revision Request, and the Authority's ProPay system has been adjusted accordingly.

The District further acknowledges and agrees that in accordance with Section 3.3 of the Feasibility Study Agreement, any revisions to the Feasibility Study Budget will not result in an increase to the grant amount set forth in Section 2.1 of the Feasibility Study Agreement.

The District further acknowledges and agrees that the need for these revisions to the Feasibility Study Budget will be identified in the OPM monthly report as required pursuant to the Contract for Owner's Project Management Services between the District and the OPM.

The District further acknowledges and agrees that all of the information contained in this Feasibility Study Agreement Budget Revision Request has been reviewed and approved by the Town of Framingham's School Building Committee, and it further certifies and acknowledges that the funds to pay for the costs associated with these proposed revisions are available as indicated by the signatures noted below.

The Total Budget in the Current Feasibility Study Budget, Exhibit A of the FSA dated February 15, 2017 is $1,000,000.00.

From Class' Code	**From Classification Name**	**To Class' Code**	**To Classification Name**	**Budget Revision Amount**	**Reason for transfer (Attach all supporting documentation, e.g., executed contracts, amendments and or supporting invoices for reimbursable expenses)**	**Amount Remaining in Other**	**Ineligible/Cost/Scope Items excluded from the Total Facilities Grant**
0001-0000	OPM Feasibility Study/ Schematic Design	0003-0000	Environmental & Site	$10,000.00	Final Negotiated Fee	$135,000.00	
0002-0000	A/E Feasibility Study/Schematic Design	0003-0000	Environmental & Site	$35,000.00	Final Negotiated Fee	$135,000.00	

By signing this Total Project Budget Revision Request, I hereby certify that I have read and understand the terms of this Request and further certify that the information supplied by the District in the tables is true, accurate and complete.

_____

By: Charles J. Sisitsky

Title: Chief Executive Officer

Date: October 10, 2017

By signing this Total Project Budget Revision Request, I hereby certify that I have read and understand the terms of this Request and further certify that the information supplied by the District in the tables is true, accurate and complete.

_____

By: Robert Tremblay

Title: Superintendent of Schools

Date: October 10, 2017

By signing this Total Project Budget Revision Request, I hereby certify that I have read and understand the terms of this Request and further certify that the information supplied by the District in the tables is true, accurate and complete.

_____

By: Heather Connolly

Title: Chair of the School Committee

Date: October 10, 2017

MASSACHUSETTS SCHOOL BUILDING AUTHORITY

_____

By:

Title: Director of Capital Planning

Date:

SMMA

Project Management

Memorandum

To:	Fuller Middle School Building Committee	Date:	10/06/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School Feasibility Study		
Re:	Environmental and Site Contract Amendments		
Distribution:	(MF)		

Attached please find Designer Contract Amendments for the Fuller Middle School project as follows:

- Designer Amendment No. 1 for Site Survey Services in the amount of $16,500.00;
- Designer Amendment No. 2 for Traffic Engineering and Planning Services in the amount of $13,200.00;
- Designer Amendment No. 3 for Geo-Environmental Engineering Services in the amount of $4,400.00;
- Designer Amendment No. 4 for Hazardous Materials Assessment in the amount of $12,067.00;
- Designer Amendment No. 5 for Wetlands Flagging in the amount of $4,400.00.

The remaining balance in the Environmental and Site Budget (MSBA ProPay Code 0003-0000) after these Designer Amendments have been approved is $94,433.00.

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Project Management

Memorandum

To:	Fuller Middle School Building Committee	Date:	10/10/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School		
Re:	Designer Amendment No. 1: Site Survey		
Distribution:	School Building Committee (MF)		

DESIGNER AMENDMENT NO. 1: SITE SURVEY

FEE: $16,500.00

REASON: Provide Site Survey Services for the Fuller Middle School.

BUDGET AVAILABILITY: This Amendment would be funded out of the Environmental and Site Budget, ProPay Code 0003-0000, which has the current balance of $145,000.00.

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ATTACHMENT F

CONTRACT FOR DESIGNER SERVICES

AMENDMENT NO. 1

WHEREAS, the Town of Framingham ("Owner") and Jonathan Levi Architects, LLC, (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the W. Fuller Middle School Project (Project Number 201501000305) at the Fuller Middle School on September 25, 2017 "Contract"; and

WHEREAS, effective as of October 10, 2017, the Parties wish to amend the Contract:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Designer to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.

2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:

	Original Contract	**Prior Amendments**	**This Amendment**	**After this Amendment**
Feasibility Study Phase	$335,000.00	$0.00	$16,500.00	$351,500.00
Schematic Design Phase	$210,000.00			$210,000.00
Design Development Phase	$			
Construction Document Phase	$			
Bidding Phase	$			
Construction Phase	$			
Completion Phase	$			
Total Fee	**$545,000.00**	**$0.00**	**$16,500.00**	**$561,500.00**

This Amendment is a result of: Providing Site Survey Services

ProPay Code: 0003-0000

3. The Construction Budget shall be as follows:

Original Budget:	$ NA
Amended Budget	$ NA

4. The Project Schedule shall be as follows:

Original Schedule:	$ NA
Amended Schedule	$ NA

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER

Robert Halpin
(print name)
Town Manager, Town of Framingham
(print title)
By _____
(signature)
Date _____

DESIGNER
Jonathan Levi
(print name)
Principal In Charge, Jonathan Levi Architects, LLC
(print title)
By _____
(signature)
Date _____

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

5 October 2017

Mr. Joel G. Seeley
COO | Executive Vice President
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

Re: *Fee Proposal, Site Survey*
Fuller Middle School, Framingham MA

Dear Joel,
Attached please find a proposal from CDW Consultants Inc to perform Site Survey services as a subconsultant to JLA.

Fee
As described in Article 4.11 of the MSBA Contract for Designer Services, the services associated with this proposal are to be invoiced on a lump sum basis as Extra Services, plus the 10% standard markup specified in Articles 9.1 and 9.1.1.

Site Survey	$15,000
10% Markup	$1,500
Total	**$16,500**

Please do not hesitate to contact me if you would like us to clarify or modify our assumptions, or if there is anything represented here which does not conform to your expectations.

Sincerely,

Philip Gray
Associate Principal
Jonathan Levi Architects

CDW CONSULTANTS, INC.
CIVIL & ENVIRONMENTAL ENGINEERS

October 4, 2017

Mr. Philip Gray
Jonathan Levi Architects
266 Beacon Street
Boston, MA 02116

RE: Topographical Survey
Fuller Middle School, Framingham, MA 01701

Dear Mr. Gray:

CDW Consultants, Inc. (CDW) is pleased to provide this proposal to Jonathan Levi Architects (Client) for services associated with the feasibility and schematic study for the Fuller Middle School located in Framingham, MA. To support the study, CDW will provide a topographical survey using an aerial survey prepared by Col-East International (Col-East) in North Adams, MA.

SCOPE OF SERVICES
The following tasks are associated with this Scope of Services:

Task 1. Aerial Survey & Topographical Plan
CDW will obtain an aerial survey from Col-East of the project site. The limits of the survey are shown in red on Attachment "A". The aerial survey will show existing topography, including buildings, pavement, curb lines, sidewalks, landscaped areas, playing fields, tree lines, utility structures, fences, walls, spot grades and 2 foot contours. Underground utilities will also be shown using record drawing utility information. The plans will be drawn to a scale of 1"=40' and will become the existing conditions plans.

CDW will also perform an on the ground survey to locate wetland flags on the site and plot on the topographical plan. CDW will field locate a portion of Flagg Drive along the frontage of the Fuller School to include centerline of road, top and bottom of curb, back of sidewalk and finish floor elevations at all doors. The finish floor door elevations of the Farley Building will be determined as well.

Property line information will be shown on the plans based on available plans of record, assessor's maps and any property line monumentation found on the site. The property line information is approximate and should not be construed as an actual property line survey.

FEE FOR SERVICES
For this project as defined in SCOPE OF SERVICES, compensation shall be a lump sum fee of $15,000.

Additional services will be completed at our standard labor rates plus approved expenses upon written authorization to proceed.

TERMS AND CONDITIONS

CDW will accept applicable Terms and Conditions of the Contract for Designer Services (i.e., the Prime Agreement) between the Town of Framingham Public Schools and Jonathan Levi Architects.

Please sign a copy of this agreement. Retain a copy for your files and return the other to us, the receipt of which shall constitute Notice-to Proceed. If you have any questions, please do not hesitate to contact Eric Wilhelmsen at extension 26. We look forward to working with you on this project. Thank you for considering CDW Consultants, Inc.

Very truly yours,
CDW CONSULTANTS, INC.

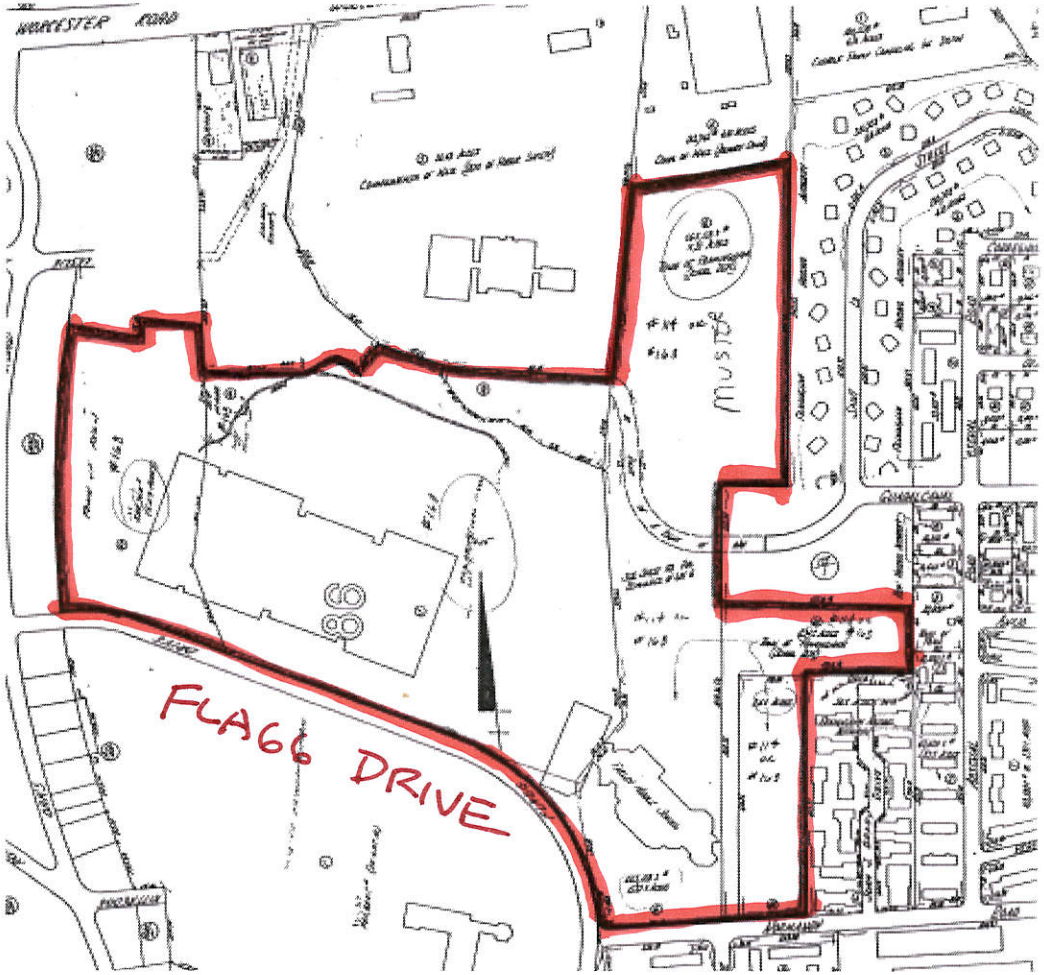
Kathleen Campbell, PE, LSP, LEED AP
President

AGREED AND ACCEPTED BY CLIENT:

Name_____
Title_____
Date_____

ATTACHMENT "A"

WORCESTER RD.



Fuller Middle School
31 Flagg Dr. Framingham, MA

SMMA

Project Management

Memorandum

To:	Fuller Middle School Building Committee	Date:	10/10/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School Feasibility Study		
Re:	Designer Amendment No. 2: Traffic Engineering and Planning Services		
Distribution:	School Building Committee (MF)		

DESIGNER AMENDMENT NO. 2: TRAFFIC ENGINEERING AND PLANNING SERVICES

FEE: $13,200.00

REASON: Provide Traffic Engineering and Planning Services for the Fuller Middle School.

BUDGET AVAILABILITY: This Amendment would be funded out of the Environmental and Site Budget, ProPay Code 0003-0000, which has the current balance of $128,500.00.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

ATTACHMENT F

CONTRACT FOR DESIGNER SERVICES

AMENDMENT NO. 2

WHEREAS, the Town of Framingham ("Owner") and Jonathan Levi Architects, LLC, (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the W. Fuller Middle School Project (Project Number 201501000305) at the Fuller Middle School on September 25, 2017 "Contract"; and

WHEREAS, effective as of October 10, 2017, the Parties wish to amend the Contract:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Designer to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.

2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:

	Original Contract	**Prior Amendments**	**This Amendment**	**After this Amendment**
Feasibility Study Phase	$335,000.00	$16,500.00	$13,200.00	$364,700.00
Schematic Design Phase	$210,000.00			$210,000.00
Design Development Phase	$			
Construction Document Phase	$			
Bidding Phase	$			
Construction Phase	$			
Completion Phase	$			
Total Fee	**$545,000.00**	**$16,500.00**	**$13,200.00**	**$574,700.00**

This Amendment is a result of: Providing Traffic Engineering and Planning Services

ProPay Code: 0003-0000

3. The Construction Budget shall be as follows:

Original Budget:	$ NA
Amended Budget	$ NA

4. The Project Schedule shall be as follows:

Original Schedule:	$ NA
Amended Schedule	$ NA

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER

Robert Halpin
(print name)
Town Manager, Town of Framingham
(print title)
By _____
(signature)
Date _____

DESIGNER
Jonathan Levi
(print name)
Principal In Charge, Jonathan Levi Architects, LLC
(print title)
By _____
(signature)
Date _____

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

5 October 2017

Mr. Joel G. Seeley
COO | Executive Vice President
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

Re: *Fee Proposal, Traffic Engineering and Planning Services*
Fuller Middle School, Framingham MA

Dear Joel,
Attached please find a proposal from Vanasse and Associates to perform services for Traffic Engineering and Planning Services to be performed as a subconsultant to JLA.

Fee
As described in Article 4.11 of the MSBA Contract for Designer Services, the services associated with this proposal are to be invoiced on a lump sum basis as Extra Services, plus the 10% standard markup specified in Articles 9.1 and 9.1.1.

Existing Conditions Study	$5,000
Meetings	$2,400
Data Collection and expenses	$4,600
Subtotal	$12,000
10% Markup	$1,200
Total	**$13,200**

Please do not hesitate to contact me if you would like us to clarify or modify our assumptions, or if there is anything represented here which does not conform to your expectations.

Sincerely,

Philip Gray
Associate Principal
Jonathan Levi Architects

Vanasse & Associates, Inc.
Transportation Engineers & Planners

35 New England Business Center Drive
Suite 140
Andover, MA 01810-1071
Office 978-474-8800
Fax 978-688-6508

Ref: 7704

October 5, 2017

Mr. Philip Gray
Jonathan Levi Architects
266 Beacon Street
Boston, MA 02116

Re: Fuller Middle School Feasibility Study – Existing Conditions
Framingham, Massachusetts

Dear Philip:

Vanasse & Associates, Inc. (VAI) is pleased to submit this proposal for providing Traffic Engineering and Transportation Planning Services in support of the Fuller Middle School Feasibility Study in Framingham, Massachusetts.

In preparation of this proposal, VAI visited the school on Wednesday, October 4, 2017 to observe existing operations with respect to traffic, parking, pedestrians, buses, and drop-off activity. In addition, we met with Jose Duarte to discuss existing operations.

The purpose of the initial effort is to provide a thorough understanding of existing conditions with respect to traffic and pedestrian flow in the area, which will form the basis of the Feasibility Study once a preferred alternative is selected. As part of this initial study, any existing deficiencies with respect to industry practices will be identified.

The enclosed Scope of Services describes the work elements for the initial phases of work. The results of our work effort will be summarized in a report submitted to you for review. We envision a multiple-element work program, which is summarized below by phase and element.

Task
1.0 Fuller Middle School Feasibility Study - Existing Conditions – *Enclosed*
2.0 Transportation Impact Assessment(TIA) – *To be Determined*
3.0 Project and Public Meetings – *Enclosed*

We propose to complete the Scope of Services as described within a maximum fee for labor as follows.

Element	Tasks	Fee	Schedule	Payment Method
1.0	Fuller Middle School Feasibility Study – Existing Conditions	$ 5,000	4 Weeks	Lump Sum
2.0	Transportation Impact Assessment (TIA)	--	--	--
3.0	Project and Public Meetings (3 Meetings)	2,400	As required	Lump Sum
	Total	7,400		
	LABOR TOTAL Elements 1.0 and 3.0	$ 7,400		
	Data Collection – Traffic Counts and Field Measurements[a]	4,000		
	Direct Expenses (Estimated)	$ 600		
	TOTAL	$ 12,000		

[a]These services are performed by a data collection subconsultant.

The total fee to complete the Fuller Middle School Feasibility Study – Existing Conditions for the project as described herein is $5,000 (Element 1.0), excluding data collection (traffic counts). Three (3) meetings are included in the above $2,400 lump sum fee (Element 3.0). Our attendance at meetings is at your direction and discretion.

We are prepared to initiate work and complete the enclosed effort after receipt of the signed agreement. Written authorization must be received before work can begin. If you are in agreement with the attached Scope of Services and terms and conditions of the Agreement, please countersign the original and return it to our office. A copy is included for your files.

We look forward to assisting you with this project. If you should have any questions regarding this agreement or the enclosed materials, please feel free to contact me.

Sincerely,

VANASSE & ASSOCIATES, INC.

F. Giles Ham, P.E.
Managing Principal

cc: DRB, File

AGREEMENT FOR PROFESSIONAL SERVICES

BETWEEN

VANASSE & ASSOCIATES, INC.

AND

JONATHAN LEVI ARCHITECTS

OCTOBER 5, 2017

This Agreement is composed of Part I and Part II. Part I includes details of the services to be performed, client-furnished information, timing of the services, and compensation. Part II (attached) contains the Terms and Conditions of Agreement, which are the general terms of the engagement between Jonathan Levi Architects, hereinafter called the CLIENT, and Vanasse & Associates, Inc. (VAI).

PART I

PROJECT DESCRIPTION

VAI will provide Traffic Engineering and Transportation Planning Services to the CLIENT for the proposed Fuller Middle School Feasibility Study in Framingham, Massachusetts. The study area will be limited to the roadways in the vicinity of the project site as defined herein.

SCOPE OF SERVICES

1.0 Fuller Middle School Feasibility Study (Enclosed)

VAI will provide the following initial investigation services:

- Review previous studies of the area, including studies by other consultants, the state, regional planning agencies, and the local community, in addition to any past VAI efforts.
- Visit the sites to update available information and observe factors that can affect access and egress.
- Obtain manual turning-movement and vehicle classification counts, including pedestrians, for a two-hour weekday morning period (7:00 to 9:00 AM), a two-hour weekday afternoon period (1:30 to 3:30 PM) at the following intersections:

- Flagg Drive at Oaks Road
- Flagg Drive at the Family and Community Engagement Driveway
- Flagg Drive at Bus Drop-Off
- Flagg Drive at Parking Lot (Visitor/Handicap)
- Flagg Drive at Parking Lot West Drive/McCarthy School
- Flagg Drive at Parking Lot East Drive/McCarthy School
- Flagg Drive at Mass Bay Community College
- Flagg Drive at McCarthy School West Drive
- Flagg Drive at McCarthy School East Drive
- Flagg Drive at Normandy Road

- Conduct pedestrian counts at the two crosswalks along Flagg Drive.
- Conduct a 24-hour traffic count and speed study along Flagg Drive.
- Contact City Safety Officer relative to safety conditions and issues.
- Observe existing drop-off/pick-up areas to review operation and measure length of queues.
- Inventory existing signage and pedestrian accommodation within the study area.
- Conduct a Level-of-Service analysis at the study area intersection.
- Document the bus activity, pedestrian activity, and drop-off activity at the school.
- Identify any deficiencies in the area including ADA ramps, drop-off areas and signage as it relates to industry standards and practices.
- Prepare a draft report summarizing the results of the analysis for CLIENT review and comment.
- Prepare a final report, upon CLIENT review and approval of the draft, which incorporates pertinent comments.

3.0 Project and Public Meetings (3 Meetings) (Enclosed)

VAI will attend and participate in project team meetings and/or public presentations with local and state officials as requested by the CLIENT. Services include preparation, travel, attendance, supporting graphics and documentation in the form of meeting notes. Meeting costs will be billed on a lump sum basis.

CLIENT-FURNISHED INFORMATION

It is understood that VAI will perform services under the sole direction of the CLIENT. In the performance of these services, VAI will coordinate its efforts with other project team members and other consultants, as required. The CLIENT shall provide VAI with project-related technical data including, but not limited to, the following:

- Site plans

VAI will rely upon the accuracy and completeness of CLIENT-furnished information in connection with the performance of services under this Agreement.

SCHEDULE

VAI will require four (4) weeks to prepare the Feasibility Study for CLIENT review. This schedule begins on the date written authorization to proceed is received. The schedule is also subject to timely delivery of information promised by the CLIENT and is exclusive of CLIENT and local review of interim products. If the CLIENT requests that work under this Agreement be stopped, the schedule and fee are subject to re-negotiation when written authorization to proceed is received.

COMPENSATION

VAI will perform the Scope of Services as outlined in this Agreement for up to $12,000 as follows:

Element	Tasks	Fee	Schedule	Payment Method
1.0	Fuller Middle School Feasibility Study – Existing Conditions	$ 5,000	4 Weeks	Lump Sum
2.0	Transportation Impact Assessment (TIA)	--	--	--
3.0	Project and Public Meetings (3 Meetings)	2,400	As required	Lump Sum
	Total	7,400		
	LABOR TOTAL Elements 1.0 and 3.0	$ 7,400		
	Data Collection – Traffic Counts and Field Measurements[a]	4,000		
	Direct Expenses (Estimated)	$ 600		
	TOTAL	$ 12,000		

[a]These services are performed by a data collection subconsultant.

A separate budget has been established for meetings to facilitate the tracking of meeting costs internally. Meeting costs are included in the above fee estimate and will be billed on a lump sum basis. Our attendance at meetings is at CLIENT's direction and discretion.

In addition to the above labor compensation, VAI shall be reimbursed for expenditures made specifically for the project, such as printing and reprographics, travel and subsistence, data collection, telephone charges, shipping, postage, and courier service charges, purchase of maps and similar documents, etc. These expenses will be billed at 1.10 (10%) times the actual direct costs. An estimate of anticipated direct expenses for the project is included in the above table for budgeting purposes.

SERVICES NOT INCLUDED

The following services may be required at a future date but are not included in this Agreement at this time:

- Transportation Impact Assessment.
- Preparation of any detailed engineering design.

When services are required in these areas, or areas not previously described, we will prepare a proposal or amendment, at the CLIENT's request, that contains the Scope of Services, fee, and schedule required to complete the additional items.

CLIENT CONFIRMATION AND AUTHORIZATION

Jonathan Levi Architects agrees with and accepts this proposal for professional services. Jonathan Levi Architects also agrees with the Terms and Conditions of Agreement, which is attached, and acknowledges this as being received. Together these constitute the entire agreement between Vanasse & Associates, Inc. and Jonathan Levi Architects

Jonathan Levi Architects certifies that funds or financing are available to meet their financial commitments and maintain the payment schedule under the terms and conditions of this Agreement.

Agreed and Accepted for:

JONATHAN LEVI ARCHITECTS

By:_____
Authorized Agent

Title:_____

Date:_____

VANASSE & ASSOCIATES, INC. AUTHORIZATION

By:_____
Authorized Agent

Title: Managing Principal

Date: October 5, 2017

Total Upset Limit: $12,000

Element	Fee
1.0	$ 5,000
3.0	2,400
LABOR TOTAL	$ 7,400
Data Collection	4,000
Direct Expenses (Estimated)	600
TOTAL	$ 12,000

PART II

VANASSE & ASSOCIATES, INC. (VAI)
TERMS AND CONDITIONS OF AGREEMENT

The engagement of Vanasse & Associates, Inc. (VAI) by CLIENT is under the following terms and conditions and is an integral part of the collective Agreement between CLIENT and VAI.

1. The fee estimate for the proposed Scope of Services, attached hereto as Part I and incorporated herein by reference, is valid for sixty (60) days from the date of the proposal.

2. Full and timely payment of all amounts due and owing to VAI is the sole responsibility of CLIENT and may not be subject to any third-party agreements.

3. All time schedules set forth in Part I shall commence upon receipt of a signed Agreement and a retainer in the amount set forth below. All retainer amounts will be applied to the final invoice. A RETAINER OF $0.00 IS REQUIRED BEFORE WORK CAN COMMENCE UNDER THE AGREEMENT.

4. VAI is not obligated to perform any services not explicitly set forth in Part I. Should CLIENT request that VAI perform any services in addition to those explicitly set forth in Part I, VAI may, in its sole discretion, agree to perform such additional services. Before VAI will begin performance of any such additional services, VAI and CLIENT must enter into a written agreement regarding the scope of, and the compensation to be paid for, such additional services.

5. VAI will render invoices monthly. All invoices are due upon receipt by CLIENT. Any invoice outstanding for more than thirty (30) days after the date of the invoice will be subject to financing charge of 1-1/2 percent per month. VAI will render all invoices on a VAI standard form.

6. Should it become necessary to utilize legal or other resources to collect any or all monies rightfully due for services rendered under this Agreement, VAI shall be entitled to full reimbursement of all such costs, including reasonable attorney's fees, as part of this Agreement.

7. Invoice payments must be kept current for work to continue. If CLIENT fails to pay any invoice due and owing VAI within fifteen (15) days of the date of the invoice, VAI may, in its sole discretion and without waiving any other claim or right against CLIENT, pursue, without limitation, any course of action available at law or in equity, and/or any one or more of the following courses of action:

   (a) Suspend all services under this Agreement until CLIENT has paid all amounts due and owing VAI and/or any of its Consultants or Subcontractors;

   (b) Withhold any documents prepared by VAI and/or any of its Consultants or Subcontractors pursuant to this Agreement from CLIENT and/or any third-party;

   (c) Notify any third-party to which any documents prepared by VAI and/or any of its Consultants or Subcontractors pursuant to this Agreement of CLIENT's failure to pay all amounts due and owing to VAI;

   (d) Request the immediate return of all documents prepared by VAI and/or any of its Consultants or Subcontractors under this Agreement from CLIENT and/or and third-party; and/or

PART II (Continued)

VANASSE & ASSOCIATES, INC. (VAI)
TERMS AND CONDITIONS OF AGREEMENT

(e) Deliver a statement to any one or more persons it selects withdrawing support for any documents prepared by VAI and/or any of its Consultants or Subcontractors under this Agreement.

CLIENT agrees to return all documents furnished to it by VAI under this Agreement within fifteen (15) days of a request for such made by VAI.

8. VAI agrees to carry the following insurance during the term of this Agreement: Workers' Compensation, General Liability, Professional Liability, and Comprehensive Automobile Liability. For any damage on account of any error, omission or other professional negligence, ENGINEER's liability will be limited to a sum not to exceed $25,000 or the fee received under this agreement less third-party costs, whichever is greater. Certificates of Insurance will be furnished upon request.

9. The CLIENT shall bear the duty to defend and shall at all times indemnify and save harmless VAI and its officers, agents, and employees on account of any claims, damages, losses, litigation, expenses, counsel fees, and compensation arising out of any claims, damages, personal injuries, property losses, and/or economic damages sustained by or alleged to have been sustained by any person or entity, and caused in whole or in part by the acts, omissions or negligence of the CLIENT its agents, employees, or subcontractors in connection with the project.

10. VAI shall not be responsible for any damages arising from failure to perform, or delay in the performance of, services identified in Part I which failure or delay arises out of causes beyond VAI's control or without negligence on the part of VAI. VAI shall not be responsible for any consequential damages, including, without limitation, any delay or expense arising out of the exercise by VAI or any right provided to VAI under this Agreement, including, without limitation, the rights to suspend services, withhold documents, and withdraw support as described in paragraph 7. VAI's liability under this Agreement is limited to the total of all fees paid to VAI by CLIENT under this Agreement.

11. All documents including, without limitation, all Drawings and Specifications, prepared by VAI and/or any of its Consultants or Subcontractors pursuant to this Agreement are the copyrighted property of VAI. Any copying or distribution of such documents without prior written approval from VAI is expressly prohibited.

VAI does not represent that any documents prepared by VAI and/or any of its Consultants or Subcontractors pursuant to this Agreement are suitable for use, and CLIENT agrees not to use such documents, in connection with any extension of the current Project or any other project.

If CLIENT uses any such documents in violation of this paragraph 11, CLIENT shall:

(a) Be liable for, and indemnify and hold harmless VAI from, all claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from such use, and

(b) In addition to paying all invoices due and owing for services provided under this Agreement, pay VAI the amount of the fee estimate set forth in Part I as liquidated damages presenting a reasonable estimate of the compensation to which VAI would be entitled for generating documents for such use.

PART II (Continued)

VANASSE & ASSOCIATES, INC. (VAI)
TERMS AND CONDITIONS OF AGREEMENT

This Agreement may only be modified in writing and signed by CLIENT and VAI. No act or failure to act by VAI waives any rights provided to VAI under this Agreement or by operation of law.

12. This Agreement constitutes the entire agreement between CLIENT and VAI regarding the services specified in Part I. In entering into this Agreement, CLIENT has not relied upon any warranties, representations, or statements not set forth herein. No verbal warranties, representations, or statements shall be considered a part of this Agreement or a basis upon which CLIENT relied in entering into this Agreement.

SMMA

Project Management

Memorandum

To:	Fuller Middle School Building Committee	Date:	10/10/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School Feasibility Study		
Re:	Designer Amendment No. 3: Geo-Environmental Engineering Services		
Distribution:	School Building Committee (MF)		

DESIGNER AMENDMENT NO. 3: GEO-ENVIRONMENTAL ENGINEERING SERVICES

FEE: $4,400.00

REASON: Provide Geo-Environmental Engineering Services for the Fuller Middle School.

BUDGET AVAILABILITY: This Amendment would be funded out of the Environmental and Site Budget, ProPay Code 0003-0000, which has the current balance of $115,300.00.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

ATTACHMENT F

CONTRACT FOR DESIGNER SERVICES

AMENDMENT NO. 3

WHEREAS, the Town of Framingham ("Owner") and Jonathan Levi Architects, LLC, (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the W. Fuller Middle School Project (Project Number 201501000305) at the Fuller Middle School on September 25, 2017 "Contract"; and

WHEREAS, effective as of October 10, 2017, the Parties wish to amend the Contract:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Designer to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.

2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:

	Original Contract	**Prior Amendments**	**This Amendment**	**After this Amendment**
Feasibility Study Phase	$335,000.00	$29,700.00	$4,400.00	$369,100.00
Schematic Design Phase	$210,000.00			$210,000.00
Design Development Phase	$			
Construction Document Phase	$			
Bidding Phase	$			
Construction Phase	$			
Completion Phase	$			
Total Fee	**$545,000.00**	**$29,700.00**	**$4,400.00**	**$579,100.00**

This Amendment is a result of: Providing Geo-Environmental Engineering Services

ProPay Code: 0003-0000

3. The Construction Budget shall be as follows:

Original Budget:	$ NA
Amended Budget	$ NA

4. The Project Schedule shall be as follows:

Original Schedule:	$ NA
Amended Schedule	$ NA

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER

Robert Halpin
(print name)
Town Manager, Town of Framingham
(print title)
By _____
(signature)
Date _____

DESIGNER
Jonathan Levi
(print name)
Principal In Charge, Jonathan Levi Architects, LLC
(print title)
By _____
(signature)
Date _____

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

4 October 2017

Mr. Joel G. Seeley
COO | Executive Vice President
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

Re: *Fee Proposal, Phase 1 Environmental Site Assessment*
Fuller Middle School, Framingham MA

Dear Joel,
Attached please find a proposal from McPhail Associates to perform services for Phase 1 Environmental Site Assessment Services to be performed as a subconsultant to JLA.

Fee
As described in Article 4.11 of the MSBA Contract for Designer Services, the services associated with this proposal are to be invoiced on a lump sum basis as Extra Services, plus the 10% standard markup specified in Articles 9.1 and 9.1.1.

Site Assessment	$4,000
10% Markup	$400
Total	***$4,400***

Please do not hesitate to contact me if you would like us to clarify or modify our assumptions, or if there is anything represented here which does not conform to your expectations.

Sincerely,

Philip Gray
Associate Principal
Jonathan Levi Architects

October 3, 2017

Jonathan Levi Architects
266 Beacon Street
Boston, MA 02116

Attention: Mr. Philip Gray

Reference: Framingham Fuller Middle School; Framingham, Massachusetts
Proposal for Geoenvironmental Engineering Services

Ladies and Gentlemen:

In response to your request, we are pleased to submit our proposal for performing a Phase I Environmental Site Assessment (ESA) for the Town of Framingham Fuller Middle School located at 31 Flagg Drive in Framingham, Massachusetts (subject site).

The proposed project is currently in the Schematic Design Phase which includes a Feasibility study that is currently being conducted. Pending the results of the Feasibility study, the project scope may include the renovation of and/or an addition to the existing Fuller Middle School or the complete demolition of existing building and the construction of a new Middle School building.

The existing Fuller Middle School is located on an approximate 30-acre property which fronts onto Flagg Drive. The single-story building contains approximately 196,000 grss square feet of space.

According to the Massachusetts Department of Environmental Protection (DEP) Waste Site database, the subject site is listed with the DEP under Release Tracking Number (RTN) 3-21090 due to a 72-hour release condition. As reported by others, RTN 3-21090 is associated with a release of No. 2 fuel oil to soils which was encountered during the replacement of two (2) heating oil underground storage tanks. As identified by the DEP database, RTN 3-21090 was closed out under a Class A-2 Response Action Outcome in January of 2002 and a Permanent Solution has been achieved for the release.

Our Phase I environmental assessment of the subject site will be performed in accordance with the following: (1) ASTM E 1527-13 Standard Guide for Environmental Site Assessment: Phase I Environmental Site Assessment Process as referred to in 40 CFR Part 312 (the All Appropriate Inquiries Rule).

We propose to perform the following scope of Phase I Environmental Site Assessment services:

1. Complete a visual observation and assessment of the subject site, and the surrounding area. Observations of surrounding properties will be performed from outside the boundaries of these properties;

2. Review readily available information regarding the subject site history and usage relative to the possible past presence of oil and/or hazardous materials, including a review of a questionnaire that may be completed by the current site owner and/or operator;

3. Complete a records search at the municipal offices of the Town of Framingham including the Fire Department, Assessor's database, Health Department, Building Department and Licensing Office for records of permits issued for the storage and/or use of oil or hazardous materials at the subject site or adjacent properties;

4. Perform a database search of State and Federal records including the National Priorities List (NPL), the CERCLIS and the RCRIS hazardous waste handlers list using ASTM-required search radii;

5. Perform a review of files and databases for reports of incidents of release(s) of OHM at or in the vicinity of the subject site;

6. Assessing the above and documenting the results in a Phase I Environmental Site Assessment Report.

Excluded from the scope of work are the following: (i) a title search, (ii) an environmental lien search, (iii) a subsurface investigation of soil, groundwater and/or soil gas, (iv) an assessment for the potential presence of asbestos containing materials, mold, mildew and lead-based paint, and (v) an assessment for the potential presence of naturally occurring pollutants such as radon gas. Should you wish to add any of these tasks, we will be happy to provide an addendum to this proposal.

The fee for the above referenced geoenvironmental services is based on a multiple of 2.5 times salary cost for technical personnel directly attributable to the project plus direct expenses (e.g. report reproduction) at cost plus 15 percent.

The not to exceed fee to complete the above scope of Phase I geoenvironmental services is $4,000.

It is understood that Jonathan Levi Architects (the Client) or its client, will arrange for us to have access to the subject site located at the address above for the site reconnaissance and will provide McPhail with the required information regarding site contact and or other person(s) who may be knowledgeable of the current or past site operations. In addition, it

is understood that the Client or its client, will provide McPhail with any available plans, drawings or environmental reports pertaining to the subject property.

The engineer's liability for damages due to professional negligence for geotechnical and environmental engineering services will be limited to an amount not to exceed $50,000 in accordance with the terms and conditions of our policy. McPhail will increase the limitation of liability for geoenvironmental engineering services to $1,000,000 in accordance with the terms and conditions of our policy upon written notice from the Client within ten days hereof that he agrees to pay in consideration of this increase in limitation an additional charge of $1,000.

Invoices for our services would be submitted monthly based on percent completion and payment would be due within 30 days of the invoice date. The Client agrees to pay interest at the rate of one and one-half percent per month on monies outstanding in excess of 30 days and collection costs on monies outstanding in excess of 90 days. We anticipate that the Phase I Environmental Site Assessment report will be complete within about four (4) to six (6) weeks following our receipt of the notice to proceed. This schedule is dependent on the timely responses by Town of Framingham municipal offices to our requests for information.

To authorize us to proceed with the services proposed above, please sign and return a copy of this proposal.

We appreciate the opportunity to submit this proposal and look forward to being of continued service to Jonathan Levi Architects and the design team on this project. Should you have any questions, please do not hesitate to contact us.

Very truly yours,

McPHAIL ASSOCIATES, LLC

Brian Fong-Murdock

Joseph G. Lombardo, Jr. L.S.P.

JONATHAN LEVI ARCHITECTS

BY _____

DATE _____

N:\Project Documents\Framingham Fuller Middle School ESA 100317.docx

BFM/jgl

SMMA

Project Management

Memorandum

To:	Fuller Middle School Building Committee	Date:	10/10/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School Feasibility Study		
Re:	Designer Amendment No. 4: Hazardous Materials Inspection and Report		
Distribution:	School Building Committee (MF)		

DESIGNER AMENDMENT NO. 4: HAZARDOUS MATERIALS INSPECTION AND REPORT

FEE: $12,067.00

REASON: Provide Hazardous Materials Inspection and Report for Fuller Middle School.

BUDGET AVAILABILITY: This Amendment would be funded out of the Environmental and Site Budget, ProPay Code 0003-0000, which has the current balance of $110,900.00.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

ATTACHMENT F

CONTRACT FOR DESIGNER SERVICES

AMENDMENT NO. 4

WHEREAS, the Town of Framingham ("Owner") and Jonathan Levi Architects, LLC, (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the W. Fuller Middle School Project (Project Number 201501000305) at the Fuller Middle School on September 25, 2017 "Contract"; and

WHEREAS, effective as of October 10, 2017, the Parties wish to amend the Contract:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Designer to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.

2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:

	Original Contract	**Prior Amendments**	**This Amendment**	**After this Amendment**
Feasibility Study Phase	$335,000.00	$34,100.00	$12,067.00	$381,167.00
Schematic Design Phase	$210,000.00			$210,000.00
Design Development Phase	$			
Construction Document Phase	$			
Bidding Phase	$			
Construction Phase	$			
Completion Phase	$			
Total Fee	**$545,000.00**	**$34,100.00**	**$12,067.00**	**$591,167.00**

This Amendment is a result of: Providing Hazardous Materials Engineering Services

ProPay Code: 0003-0000

3. The Construction Budget shall be as follows:

Original Budget:	$ NA
Amended Budget	$ NA

4. The Project Schedule shall be as follows:

Original Schedule:	$ NA
Amended Schedule	$ NA

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER

Robert Halpin
(print name)
Town Manager, Town of Framingham
(print title)
By _____
(signature)
Date _____

DESIGNER
Jonathan Levi
(print name)
Principal In Charge, Jonathan Levi Architects, LLC
(print title)
By _____
(signature)
Date _____

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

6 October 2017

Mr. Joel G. Seeley
COO | Executive Vice President
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

Re: *Fee Proposal, Hazardous Materials Inspection and Report*
Fuller Middle School, Framingham MA

Dear Joel,
Attached please find a proposal from CDW Consultants Inc to perform services for Hazardous Materials Inspection, Cost Estimate, and Report to be performed as a subconsultant to JLA.

Fee
As described in Article 4.11 of the MSBA Contract for Designer Services, the services associated with this proposal are to be invoiced on a lump sum basis as Extra Services, plus the 10% standard markup specified in Articles 9.1 and 9.1.1.

Sample Collection and Analysis	$7,970
Summary Report and Cost Estimate	3,000
Subtotal	$10,970
10% Markup	$1,097
Total	**$12,067**

Please do not hesitate to contact me if you would like us to clarify or modify our assumptions, or if there is anything represented here which does not conform to your expectations.

Sincerely,

Philip Gray
Associate Principal
Jonathan Levi Architects

CDW CONSULTANTS, INC.
CIVIL & ENVIRONMENTAL ENGINEERS

October 5, 2017

Mr. Philip Gray
Jonathan Levi Architecture
266 Beacon Street
Boston, MA 02116

RE: Proposal for Hazardous Materials Inspection V.4
Fuller Middle School
31 Flagg Drive
Framingham, MA 01701

Dear Mr. Gray:

CDW Consultants, Inc. (CDW) is pleased to present this revised proposal to Johnathon Levi Architecture (Client) to conduct a preliminary hazardous building materials survey in support of the Feasibility Study and Schematic Design for the Fuller Middle School in Framingham, Massachusetts (Site). The intent of the preliminary survey is to identify and quantify asbestos-containing building materials (ACM), lead-based paint (LBP), polychlorinated biphenyls (PCBs), mercury switches, transformers, underground storage tanks (UST), above ground storage tanks (AST), light ballasts, fluorescent tubes, and other visible hazardous materials to estimate costs for abatement. This work will be conducted in accordance with EPA guidelines.

According to the Massachusetts School Building Authority, the subject school is an existing 196,000 square foot building that opened in 1958; renovations to the roof were completed in 1995. Our proposal does not include roof and vapor barrier inspection and sampling and assumptions will be presented as such.

Our proposal includes the following Scope of Services, Schedule of Services, Fee for Services, Assumptions and Limitations, and Terms and Conditions.

SCOPE OF SERVICES
CDW's proposed Scope of Services is categorized in the following tasks:

Task 1. Report Review, Sample Collection and Analysis

CDW will review the following reports:

1) *"Three-Year AHERA Asbestos Re-Inspection and Management Plan Update Fuller Middle School 31 Flagg Drive, Framingham, MA"* dated June 2016 and prepared by Fuss & O'Neill EnviroScience, and
2) *"Final Report for Hazardous Materials Identification Study at the Fuller Middle School 31 Flagg Drive Framingham, Massachusetts"*, undated and prepared by Universal Environmental Consultants.

CDW will collect a limited number of bulk samples of potential ACM from homogeneous areas (similar in texture and appearance throughout). The samples will be submitted to a certified laboratory for analysis by polarized light microscopy (PLM). The locations and estimated amounts of each material sampled will be noted. Up to 100 bulk samples of suspect ACM will be taken from the interior and exterior of the Site building. Where access to sampling suspect ACM materials cannot be provided, CDW will make assumptions based upon our experience as to quantities of these materials.

CDW will evaluate and sample a limited number of painted areas for potential LBP. Up to 20 lead paint chip samples will be laboratory analyzed by Method 7420, SW-846. The locations and condition of each painted material sampled will be noted.

CDW will collect a limited number of samples of suspect PCB-containing building materials (caulk, paint etc.). Up to 20 PCB samples will by laboratory analyzed by Method 4035C.

CDW will perform a visual inspection of the building section for evidence of equipment that could contain hazardous materials, including electrical switches, transformers, ballasts, science laboratory chemicals, chillers, mercury containing items, USTs and ASTs. CDW will note the locations and condition of the equipment.

Task 2. Hazardous Materials – Summary Letter and Cost Estimate

CDW will prepare a summary letter report of observations and analytical results for submittal to the Client. The report will include a preliminary estimate of identified quantities that may require abatement or removal, as well as estimated costs to abate. The preparation of detailed site plans, locational surveys, or other drawings is not included herein.

SCHEDULE OF SERVICES

CDW will commence work on this project upon receipt of written authorization to proceed. The schedule for completion of these tasks is based upon Client's needs and from written authorization to proceed.

FEE FOR SERVICES

For this project, as defined in SCOPE OF SERVICES, compensation shall be on a Lump Sum basis estimated as follows:

Task 1. Sample Collection and Analysis

Labor:		$ 3,625
Expenses:	ACM Samples	$ 2,000
	PCB Samples	$ 1,800
	LBP Samples	$ 500
	Mileage	$ 45
Task 1 Subtotal		**$ 7,970**

Task 2. Hazardous Materials – Summary Report and Cost Estimate

Labor:	Report and Cost Estimate	*$* 3,000
Task 2 Subtotal		**$ 3,000**
Total Estimated Project Costs		**$ 10,970**

ASSUMPTIONS AND LIMITATIONS

The above scope assumes free and clear access at the scheduled time of the survey. Hidden, latent or inaccessible areas identified during the course of the initial inspection or upon subsequent abatement or demolition activities are not included in the preliminary scope, above.

TERMS AND CONDITIONS

CDW will accept applicable Terms and Conditions of the Contract for Designer Services (i.e., the Prime Agreement) between the Town of Framingham Public Schools and Jonathan Levi Architecture.

Please sign a copy of this agreement. Retain a copy for your files and return the other to us, the receipt of which shall constitute Notice-to Proceed. If you have any questions, please do not hesitate to contact Bill Betters at extension 27. We look forward to working with you on this project. Thank you for considering CDW Consultants, Inc.

Very truly yours,
CDW CONSULTANTS, INC.

Kathleen Campbell, PE, LSP
President

AGREED AND ACCEPTED BY CLIENT:

Name_____
Title_____
Date_____

SMMA

Project Management

Memorandum

To:	Fuller Middle School Building Committee	Date:	10/10/2017
From:	Joel G. Seeley	Project No.:	17050
Project:	Fuller Middle School Feasibility Study		
Re:	Designer Amendment No. 5: Wetlands Flagging		
Distribution:	School Building Committee (MF)		

DESIGNER AMENDMENT NO. 5: WETLANDS FLAGGING

FEE: $4,400.00

REASON: Provide wetlands delineation services to confirm and flag the existing wetlands boundaries.

BUDGET AVAILABILITY: This Amendment would be funded out of the Environmental and Site Budget, ProPay Code 0003-0000, which has the current balance of $98,833.00.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

ATTACHMENT F

CONTRACT FOR DESIGNER SERVICES

AMENDMENT NO. 5

WHEREAS, the Town of Framingham ("Owner") and Jonathan Levi Architects, LLC, (the "Designer") (collectively, the "Parties") entered into a Contract for Designer Services for the W. Fuller Middle School Project (Project Number 201501000305) at the Fuller Middle School on September 25, 2017 "Contract"; and

WHEREAS, effective as of October 10, 2017, the Parties wish to amend the Contract:

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained in this Amendment, and other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the Parties, intending to be legally bound, hereby agree as follows:

1. The Owner hereby authorizes the Designer to perform services for the Design Development Phase, the Construction Phases, and the Final Completion Phase of the Project, pursuant to the terms and conditions set forth in the Contract, as amended.

2. For the performance of services required under the Contract, as amended, the Designer shall be compensated by the Owner in accordance with the following Fee for Basic Services:

Fee for Basic Services:

	Original Contract	**Prior Amendments**	**This Amendment**	**After this Amendment**
Feasibility Study Phase	$335,000.00	$46,167.00	$4,400.00	$385,567.00
Schematic Design Phase	$210,000.00			$210,000.00
Design Development Phase	$			
Construction Document Phase	$			
Bidding Phase	$			
Construction Phase	$			
Completion Phase	$			
Total Fee	**$545,000.00**	**$46,167.00**	**$4,400.00**	**$595,567.00**

This Amendment is a result of: Providing Wetlands Delineation and Flagging Services

ProPay Code: 0003-0000

3. The Construction Budget shall be as follows:

Original Budget:	$ NA
Amended Budget	$ NA

4. The Project Schedule shall be as follows:

Original Schedule:	$ NA
Amended Schedule	$ NA

5. This Amendment contains all of the terms and conditions agreed upon by the Parties as amendments to the original Contract. No other understandings or representations, oral or otherwise, regarding amendments to the original Contract shall be deemed to exist or bind the Parties, and all other terms and conditions of the Contract remain in full force and effect.

IN WITNESS WHEREOF, the Owner, with the prior approval of the Authority, and the Designer have caused this Amendment to be executed by their respective authorized officers.

OWNER

Robert Halpin
(print name)
Town Manager, Town of Framingham
(print title)
By _____
(signature)
Date _____

DESIGNER
Jonathan Levi
(print name)
Principal In Charge, Jonathan Levi Architects, LLC
(print title)
By _____
(signature)
Date _____

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

6 October 2017

Mr. Joel G. Seeley
COO | Executive Vice President
SMMA
1000 Massachusetts Avenue
Cambridge, MA 02138

Re: *Fee Proposal, Wetlands Assessment R1*
Fuller Middle School, Framingham MA

Dear Joel,
Attached please find a proposal from CDW Consultants Inc to perform services for Wetlands Delineation to be performed as a subconsultant to JLA.

Fee
As described in Article 4.11 of the MSBA Contract for Designer Services, the services associated with this proposal are to be invoiced on a lump sum basis as Extra Services, plus the 10% standard markup specified in Articles 9.1 and 9.1.1.

Confirmatory Wetlands Assessment	$4,000
10% Markup	$400
Total	**$4,400**

Please do not hesitate to contact me if you would like us to clarify or modify our assumptions, or if there is anything represented here which does not conform to your expectations.

Sincerely,

Philip Gray
Associate Principal
Jonathan Levi Architects

CDW CONSULTANTS, INC.
CIVIL & ENVIRONMENTAL ENGINEERS

October 3, 2017

Mr. Philip Gray
Jonathon Levi Architects
266 Beacon Street
Boston, MA 02116

RE: Wetlands Delineation
Fuller Middle School, Framingham, MA 01701

Dear Mr. Gray:

CDW Consultants, Inc. (CDW) is pleased to provide this proposal to Jonathon Levi Architects (Client) for services associated with the feasibility study for the Fuller Middle School located in Framingham, MA. To support the feasibility study, CDW will provide wetland delineation services.

SCOPE OF SERVICES

The following task is associated with this Scope of Services:

Task 1. Confirmatory Wetlands Assessment
CDW's will review an existing wetland report and GIS information to identify wetland areas on the property. CDW's wetland specialist will visit the property that is highlighted on the attached Town of Framingham Assessors plan sheet 236 Block 86 and confirm the existing wetland boundaries, flag the wetland boundaries, and provide a letter report. Upon completion, one informal meeting/discussion will be held with the Town of Framingham Conservation Agent. A scope for surveying of the wetlands delineation will be submitted under separate cover as part of the Phase I of the property survey.

FEE FOR SERVICES
For this project as defined in SCOPE OF SERVICES, compensation shall be a lump sum fee of $4,000, as outlined below.

Task 1: Confirmatory Wetlands Assessment	$ 4,000
Total Project Costs	**$ 4,000**

TERMS AND CONDITIONS

CDW will accept applicable Terms and Conditions of the Contract for Designer Services (i.e., the Prime Agreement) between the Town of Framingham Public Schools and Jonathan Levi Architecture.

Please sign a copy of this agreement. Retain a copy for your files and return the other to us, the receipt of which shall constitute Notice-to Proceed. If you have any questions, please do not hesitate to contact Bill Betters at extension 27. We look forward to working with you on this project. Thank you for considering CDW Consultants, Inc.

Very truly yours,
CDW CONSULTANTS, INC.

Kathleen Campbell, PE, LSP, LEED AP
President

AGREED AND ACCEPTED BY CLIENT:

Name_____
Title_____

Date_____

April 19, 2017
Updated September 21, 2017

FULLER MIDDLE SCHOOL
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT

SMMA

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

2018 MSBA Calendar

JANUARY

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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OCTOBER

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NOVEMBER

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DECEMBER

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30	31					

■ Board Meetings ■ Facilities Assessment Subcommittee ■ Submission Deadline

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
July 6, 2017 (updated October 2, 2017)

DATE	AGENDA
Feasibility Study Phase (PDP)	
September 25, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Introduction of Architects
	Approval of Architect's Proposal
	Discussion of Project Goals
	Discussion of Detailed Schedule
October 10, 2017	SCHOOL BUILDING COMMITTEE MEETING
(Tuesday)	Discussion of Educational Programming
October 23, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Educational Program Update
	Discussion of Existing Conditions
November 6, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Construction Alternatives Update
	Review Construction Phasing
	Discussion of Construction Delivery Methods
	Prepare for Community Forum No. 1
November 13, 2017	COMMUNITY FORUM NO. 1 - 6:00 to 8:00 PM - EDUCATIONAL VISIONING AND EXISTING CONDITIONS - FULLER MIDDLE SCHOOL LIBRARY
November 20, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum No. 1 Findings
	Construction Alternatives Updates
	Discussion of Sustainable Design Goals
	Construction Phasing Update
	Construction Delivery Method Update
	Prepare for Community Forum No. 2
November 27, 2017	COMMUNITY FORUM NO. 2 - 6:00 to 8:00 PM - CONSTRUCTION ALTERNATIVES - FULLER MIDDLE SCHOOL LIBRARY
December 4, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum No. 2 Findings
	Construction Alternatives Update
	Construction Phasing Update
	Cost Models Update
December 18, 2017	SCHOOL BUILDING COMMITTEE MEETING
	Evaluate Refined Construction Alternatives
	Cost Models Update
	Vote to Submit PDP and Top 3 Alternatives
December 20, 2017	*SUBMIT PDP PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

DRAFT Fuller Middle School Community Workshop #1

Please join us at a community meeting on Monday Evening November 13th to share your thoughts on the Fuller Middle School Feasibility Study

Educational Programming

Review the Visioning Sessions and the steps taken to develop the program

Existing School Conditions

We will provide an overview of the Fuller's buildings' systems in relation to performance and code compliance

MSBA Process & Schedule

Learn about the partnership with the Massachusetts School Building Authority & the project schedule

Feasibility Study Scope

Understand the steps required to develop the Feasibility Study

FRAMINGHAM STEAM
SCIENCE · TECHNOLOGY ENGINEERING · ART & MATH

Location /Date/Time: Fuller Middle School Library, November 13th 6:00 - 8:00 PM

Website: www.Framingham.k12.ma.us/Page/2997 **Project Email:** FPSSBC@Framingham.K12.ma.us

CHILD CARE WILL BE PROVIDED AT THE SCHOOL

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DESIGN ENROLLMENT PROCESS

The Feasibility Study commenced over 6 years ago in January 2011 with the submission of the Statement of Interest for the Fuller Middle School to the Massachusetts School Building Authority (MSBA) by the Selectmen and School Committee. The MSBA invited the Town into the Eligibility Period in January 2016 based on the conditions identified in the Statement of Interest. The Eligibility Period is a 270 day period during which the Town is required to complete certain preliminary requirements. One of these requirements is to agree on the amount of students a revitalized Fuller Middle School is to be designed to house.

This process entailed Framingham providing enrollment, housing and development information thru MSBA's on-line enrollment projection system. In a collaborative process, the MSBA and the Town participated in a Design Enrollment Conference to review the MSBA's 10-year enrollment projection and space capacity needs for the school. The initial projection calculated a 580 student Fuller Middle School. The Town retained a demographer, NESDEC, to perform an independent 10-year enrollment projection, which was subsequently reviewed with MSBA. Based on review of the independent projection, the MSBA increased their projection to 630 students. In December 2016, the Town and MSBA agreed that a revitalized Fuller Middle School is to be designed to house 630 grade 6-8 students.

In February 2017, the MSBA, which will provide Framingham a grant of up to 57.05% of the Feasibility Study costs, executed a Feasibility Study Agreement with the Town to develop a cost effective, sustainable and educationally appropriate solution to the aging Fuller Middle School.

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Project Management

Communication and Document Control

This is the project communications and document control procedures for the project. It is meant to be a guideline for all parties to follow throughout the life of the project and will be updated at each phase.

Feasibility Study / Schematic Design Phase

- **Parties**
  - MSBA
  - Town: School Building Committee, Town Administrator, Superintendent of Schools
  - OPM: SMMA
  - Designer: Jonathan Levi Architects (JLA)
  - Contractor: TBD
- **Correspondence**
  - All correspondence shall be by the same medium i.e. mail or email as original correspondence.
  - All correspondence between the MSBA and the Town shall be copied to the OPM. All correspondence between the MSBA and the OPM shall be copied to the Town.
  - All correspondence between the Town and the Designer shall be copied to the OPM.
  - All correspondence between the MSBA and the Designer shall be through the OPM.
  - All correspondence to the Designer's Consultants shall be through the Designer.
  - Reports submitted to the MSBA shall be by the OPM with copy to the Town and Designer.
- **Document Control**
  - The OPM will be responsible to ensure all relevant correspondence i.e. MSBA submissions, project schedules, project budgets, SBC meeting minutes, are posted on the Town's website.
  - The OPM will be responsible to ensure that the Town has a copy of all executed contracts and amendments.
  - The OPM will be responsible to ensure the MSBA has a copy of all executed contracts and amendments.

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Massachusetts School Building Authority

Town of Framingham
Fuller Middle School

Kick-Off Meeting
October 10, 2017 9:00 AM

Objective:

Meeting to introduce the project team, discuss the project goals procedures and schedule.

Meeting agenda:

1. Introductions
2. Submittal of Project Directory by OPM
3. MSBA Communication Protocol
4. Status of Contracts, Agreements
5. Project Schedule
6. Establishment of a Pro-Pay Budget for the Feasibility Study
7. Preliminary Design Program
8. Facilities Assessment Subcommittee Presentation
9. Preferred Schematic Report
10. Getting to a Project Scope and Budget Agreement *(Module 4)*
11. Questions, Comments, Concerns

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Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	10/23/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room	Meeting No:	6
	Distribution: Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
✓	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
✓	Mary Ellen Kelley, CFO	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
	Michael Tusino	Certified Building Official	Non-Voting Member
✓	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
		Finance Committee Member	Non-Voting Member
✓	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Item #	Action	Discussion
6.1	Record	Call to Order, 7:00 PM, meeting opened.
6.2	Record	A motion was made by M. Grilli and seconded by R. Finlay to approve the 10/10/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
6.3	Record	J. Seeley distributed and reviewed the 10/10/2017 MSBA Kick-Off Meeting Minutes, attached. Committee Discussion: 1. M. Torti indicated that MSBA confirmed the Maintenance and Capital Planning ("MCP") score for the project will provide for an additional 1.48% reimbursement above the base rate.
6.4	J. Seeley	J. Seeley to develop the Meetings and Agenda Schedule for both the current PSR and SD Submission dates and the accelerated PSR and SD Submission dates for Committee review.
6.5	Record	P. Gray distributed and reviewed the 10/3/2017 Educational Visioning Kick-Off Meeting Minutes, attached.
6.6	P. Gray	P. Gray distributed and reviewed the 10/20/2017 and 10/26/2017 Educational Visioning Workshop Agendas, attached, and provided a summary overview of the outcomes from the 10/20/2017 workshop. P. Gray to issue meeting minutes of the workshop. Committee Discussion: 1. J. Duarte indicated the workshop developed priority goals, assessed the strengths, challenges and opportunities of the Fuller School and developed 21st Century learning goals for the project. 2. R. Tremblay indicated the workshop provided a strong foundation for the planning of the project. A visit to the Dearborn School, designed by JLA and embodying many of the 21st century learning principles, will be scheduled in November. 3. D. Miles asked if the learning principles include remote learning, or virtual classrooms? *R. Tremblay indicated yes, related to technology and infrastructure, but not yet translatable to a reduction in classroom space*. 4. D. Miles asked if the building plan resulting from 21st Century learning principles will be flexible enough to accommodate future changes in educational approach? *J. Duarte indicated yes, the plan will be flexible to accommodate many modalities of learning.*

		5. R. Finlay emphasized the need to have appropriate furniture and equipment that is designed to be easily moved to allow for such flexible teaching modes. 6. D. Miles asked if Cameroon and Walsh middle schools will also embrace the 21st Century learning approach and if the high school curriculum will be reflective of this approach? *E. Gotgart indicated yes, the school administration has spent a considerable amount of time on both horizontal and vertical integration.* 7. E. Gotgart asked if there is a date that the Educational Program must be complete? *P. Gray indicated that the Educational Program must be completed and included in the PDP submission to MSBA on 12/20/2017. Refinements can be made to the Educational Program thereafter, but not significant changes*. 8. D. Miles asked if Phasing and Swing Space plans will be part of the PDP submission? *P. Gray indicated yes, Phasing and Swing Space plans will be part of the PDP submission.* 9. R. Finlay emphasized the need to have appropriate custodian storage space in the project. 10. D. Miles asked when will the technology plan be developed? *P. Gray indicated the technology plan will be developed in the PSR Phase.* 11. C. Stempleski asked if there will be a woodshop in the project? *P. Gray indicated there will be Maker Spaces in the project, the exact features of the spaces will be define during the educational programming process.*
6.7	P. Gray	P. Gray reviewed the status of the existing conditions assessment. Members of the architectural, civil, structural, mechanical and electrical team met with Buildings and Grounds on 10/19/2017 and then toured the building and grounds. Buildings and Grounds provided copies of the existing plans and prior reports. The intent is to have the existing conditions report completed in early November. P. Gray reviewed the status of the site and environmental conditions assessment. The traffic, geo-environmental and hazardous materials assessments are underway. The wetlands flagging and survey work will commence next week due to weather. The intent is to have the site and environmental conditions assessments completed in mid-November. Committee Discussion: 1. E. Gotgart asked if the Committee will be able to review the site and environmental conditions assessments before being submitted to the MSBA?

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		P. Gray indicated yes, the Committee will be provided a copy prior to submission. 2. M. Torti requested a meeting with the mechanical and electrical engineers in the PSR phase to define the Owners Project Requirements (OPR). *P. Gray will coordinate with M. Torti to schedule the meeting.*
6.8	Record	Public Comments – None
6.9	Record	Committee Questions - None
6.10	Record	Next **SBC Meeting: November 6, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
6.11	Record	A Motion was made by D. Miles and seconded by D. Taggart III to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, 10/10/2017 MSBA Kick-Off Meeting Minutes, 10/3/2017 Educational Visioning Kick-Off Meeting Minutes, 10/20/2017 and 10/26/2017 Educational Visioning Workshop Agendas

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	10/23/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	6
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: October 23, 2017
Meeting No.: 6

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelly, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	10/23/2017
Meeting Location:	King Elementary School, Desmarais Room	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	6
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Review Updated Meeting Schedule
5. Educational Program Update
6. Discussion of Existing Conditions
7. Old or New Business
8. Committee Questions
9. Public Comments
10. Next Meeting: November 6, 2017
11. Adjourn

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Fuller Middle School
Educational Visioning Kick-Off Meeting

Meeting Agenda October 3, 2017
1:30 – 4:00 PM

1. Introductions and Priority Goal Setting (45 min)
   - Overview of MSBA Process
   - Brainstorm of Priority Goals and Concerns
   - Key considerations for Fuller Middle School

2. Visioning Options Overview (25 min)
   - 21st Century Learning Goals and Outcomes
   - SCOG Analysis
   - District/Fuller Deep Dive
   - Design Patterns
   - Guiding Principles
   - Bubble Diagramming

   BREAK (10 min)

3. Visioning Scope (25 min)
   - Review of previous visioning work
   - Discussion of desired scope and time frame
   - Educational Working Group (EWG) participants
   - Potential workshop dates

4. Discussion of Swing Space Alternatives (30 min)

5. Additional Considerations and Next Steps (15 min)

Meeting Notes October 3, 2017

Attendees:

- FMS Principal - Jose Duarte
- FMS Assistant Principal - Mike Stevens
- King Elementary Principal - Kim Taylor
- Director of Buildings and Grounds – Matt Torti
- Chief Operating Officer – Edward Gotgart
- Jonathan Levi – JLA
- Philip Gray – JLA
- David Stephen – New Vista Design

Meeting participants shared the following priorities for the design of the renovated and/or new Fuller Middle School:

- Tour existing facilities
- Discuss the Educational Plan and connect it to previous visioning and priorities
- Be consistent with vernacular/language
  - i.e. STEAM vs. STEM
- Go beyond 21st century – "Next Generation" Learning
- Create/share our own story - what can Framingham contribute to conversation?
  - WEB complimentary
  - Collaborative
  - Student driven
- Explore what is special about Middle School as connected to STEAM?
- Explore Framingham's teaching culture?
- Think about how this connects to work at the High School
  - We must have a program for whole district
- Think about the three elementary schools that will feed Framingham Middle School
  - Only King students will have had experience with STEAM unless things change
- Fuller becomes the path finding school - what we envision
- Teachers plan together everyday
- "Future forward"

It was determined that two four-hour Educational Visioning Workshops would take place from 8:00 am – 12:00 pm on Friday, October 20, 2017 and Thursday, October 26, 2017. Meeting participants created an initial list of invitees to join the Educational Working Group and take part in the visioning workshops. These included:

- Jose Duarte – Fuller Middle School Principal
- Michael Stevens – Fuller Middle School Vice Principal
- Kim Taylor – King Elementary School Principal
- Pat Johnson - Principal of Walsh Middle School/Summit program participant

- Amy Bright – Director of Elementary Ed
- Anne Ludes – Dierctor f Secondary Ed
- Gen Grieci – English Language Learners
- Laura Spear – Special Ed
- Scout out some high school representation
- George Carpenter – IT Director
- Edward Gotgart –Chief Operating Officer
- Matt Torti – Director of Buildings and Grounds
- Donna Wresinski – Director of Fine & Performance Arts
- Judy Styer – Director Health and Wellness
- Cameron – Michelle Melik
- Ali Courchesne – Library / Media HS
- Nancy Piasecki – Executive Director of the Office of the Superintendent

Finally, it was discussed that the School Counsel may play a role in the writing of the Educational Plan

Framingham Public Schools

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Facility Design Visioning Overview

On October 20 and 26, 2017, the Fuller Middle School Educational Working Group (EWG – a group of approximately 30 Framingham Public Schools and Fuller Middle School administrators, teachers, students, parents and community partners) will participate in two Educational Visioning Workshops run by New Vista Design and Jonathan Levi Architects. Each workshop will be a collaborative session designed to inform the Fuller Middle School architectural design process. Participants will be led through a step-by-step visioning process aimed at sharing the educational vision and professional development efforts already realized within FPS and Fuller within the past four years, as well as capturing their best thinking about Fuller Middle School's current and future educational goals and priorities. These will then be connected to best practices and possibilities in innovative school facility design.

On October 20, 2017, the Fuller Middle School EWG will participate in the first Educational Visioning Workshop. The workshop will be 4-hours long and explore the following educational focused topics:

- **Priority Goals** for the renovated/new facility
- **STEAM teaching and learning practices** that have been the focus of Fuller Middle School's professional development efforts during the past four years
- **21st Century Learning Goals** that distill the group's best thinking with regard to Fuller Middle School's current and future educational programming and priorities
- A Deep Dive into exiting and future **Forward-Thinking Programs and Initiatives** at Fuller Middle School as cross-walked to the District-Wide PK-8 Educational Visioning work done by FPS in June 2016
- **Strengths, Challenges, Opportunities, and Goals (SCOG Analysis)** associated with Fuller Middle School's current academic program as well as the vision for its new facility

On October 26, 20167, the Fuller Middle School EWG will participate in the second Educational Visioning Workshop. The workshop will be 4-hours long and explore the following architecturally focused topics:

- **21st Century 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
- **Blue Sky Ideas** that participants think would make the envisioned Fuller Middle School program and facility come to life
- **Guiding Principles** and priorities for the design of the new and/or renovated facility
- **Key Spaces and Adjacencies** for the renovated and/or new facility

The following pages outline the DRAFT Agenda for each workshop. These agendas may continue to evolve during the workshop process. For more information please contact Joel Seeley at jseeley@smma.com

Framingham Public Schools

FRAMINGHAM STEAM
SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

Facility Design Visioning Workshop One

October 20, 2017

DRAFT Agenda

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

- 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	***Coffee and Informal Socializing***	Meet and orient for the day.
8:00 – 8:45	***Workshop Goals and Introductions*** • Workshop overview: Creating a Design Guide • 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*** • 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*** • 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	***Deep Dive into FMS's Present and Future Educational Priorities*** • 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	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	***Fuller Middle School SCOG Analysis*** • 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	***Next Steps and Exit Ticket*** • One way 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 the future.

Framingham Public Schools

FRAMINGHAM STEAM SCIENCE·TECHNOLOGY ENGINEERING·ART & MATH

Facility Design Visioning Workshop Two

October 26, 2017

DRAFT Agenda

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

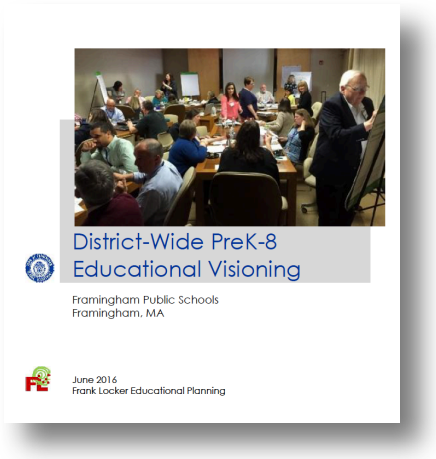
- Review a compilation of notes from Workshop One, including Fuller Middle School's **Priority Goals, 21st Century Learning Goals, and SCOG Analysis**
- Explore and prioritize a range of architectural **Design Patterns** that support future ready teaching and learning
- Brainstorm a list of no-holds-barred **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	***Coffee and Informal Socializing***	Meet and orient for the day.

8:00 – 8:30	***Workshop Goals and WS One Debrief***
	• Introduction of new members
	• Review of:
	  ○ Design Priorities
	  ○ Learning Goals
	  ○ SCOG Analysis
	• What strikes us? What's missing?
		Debrief the October 20th workshop activities and discuss key themes and takeaways.

8:30 – 9:45	***21st Century School Facility Design Patterns*** • 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 Lowell High School facility.
9:45 – 10:00	***BREAK***	

10:00 – 10:30	***Blue Sky Ideas*** • 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*** • 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*** • 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.



The following Guiding Principles, District Planning Goals and Effective Learning Modalities have been excerpted from 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.

DISTRICT PLANNING GOALS

- Shift the grade grouping model from elementary-middle to K-8
- As a transitional, or “fail safe” step, revise the feeder system to achieve greater equity and opportunity for all students
- Expect to operate with some K-8, some elementary, and some middle schools for the several decades of transition this Vision will take to deploy
- Rationalize school facility sizes and locations to achieve consistent program offerings and increased operational efficiencies
- Plan for fewer, larger schools, designed in a manner that will feel small and comfortable to students, teachers, and the community

EFFECTIVE LEARNING MODALITIES

The Visioning Team members identified these as the most effective ways for students to learn:

- Project-Based Learning
- Social/Emotional Learning
- Teacher Teaming/Synchronous Collaboration
- Interdisciplinary Teaching and Learning
- Differentiated instruction

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Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	10/10/2017
Re:	MSBA Kick-Off Meeting	Time:	9:00am
Location:	Fuller Middle School Library	Meeting No:	1
Distribution:	School Building Committee Members, Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION
✓	Dr. Robert Tremblay	Superintendent of Schools
✓	Dr. Edward Gotgart	Co-Chair School Building Committee and Chief Operating Officer
✓	Mary Ellen Kelly	Chief Financial Officer
✓	Jennifer Pratt	Chief Procurement Officer
✓	Matt Torti	Director of Buildings and Grounds
✓	Jose Duarte	Principal, Fuller Middle School
✓	Carol Brodeur	Buildings and Grounds
✓	Kathryn DeCristofaro	MSBA, Capital Program Manager
✓	Allison Jones	MSBA, Project Coordinator
✓	Fenton Bradley	MSBA, Project Manager
✓	Jennifer Flynn	MSBA
✓	Jonathan Levi	JLA, Architect
✓	Philip Gray	JLA, Architect
✓	Joel Seeley	SMMA, OPM

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Item #	Action	Discussion
1.1	Record	All introduced themselves and described their role in the project.
1.2	Record	All emails to MSBA to be sent to A. Jones with copy to F. Bradley.
1.3	J. Seeley	J. Seeley to forward an electronic copy of the Designer Agreement to MSBA.
1.4	Record	The District to submit an updated SBC membership directory to MSBA after the November elections. Changing the SBC Co-Chair from E. Gotgart to R. Tremblay will be documented at that time.
1.5	Record	The project schedule was reviewed. J. Seeley indicated the District may accelerate the submission of the PSR and SD phases and will keep the MSBA apprised of the schedule.
1.6	J. Seeley	F. Bradley reviewed the Pro-Pay procedures. J. Seeley indicated that FSA Budget Revision Request (BRR) No. 1 will be processed by the District and J. Seeley will forward to MSBA once executed. F. Bradley asked that a draft of all future BRRs be sent to MSBA for review prior to execution.
1.7	Record	The Feasibility Study submission requirements were reviewed. F. Bradley emphasized the importance of the Educational Program being complete and comprehensive.
1.8	Record	The FAS meeting was discussed. The final date of the meeting will be monitored as the study progresses.
1.9	Record	The Schematic Design submission requirements were reviewed. The DESE submittal is to be submitted concurrent with the Schematic Design submission.
1.10	A. Jones	K. DeCristofaro reviewed the reimbursement rate of 57.05 percent of eligible costs and reviewed the potential additional incentive points that may be applied at the Project Scope and Budget Phase. A. Jones to provide the Maintenance incentive point to the District.
1.11	Record	F. Bradley reviewed a listing of ineligible costs, including site costs over 8% of the building cost, building costs in excess of $326 per square feet, legal fees, and temporary classroom modulars.
1.12	Record	Questions: 1. P. Gray asked if the cost of creating swing space at an off-site location is reimbursable? *F. Bradley indicated that would not be reimbursable*. 2. F. Bradley asked if a determination of what non-school functions will remain in Fuller School has been made? *M. Torti indicated that Building and Grounds will be relocating out of Fuller School. Framingham Vision Center has already relocated out and the remaining functions will be decided during the course of the study*.

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		3. R. Tremblay indicated that the auditorium is an integral part of the success of the school's performing arts program and asked if MSBA would consider its renovation costs as eligible? *F. Bradley indicated the auditorium and stage is not reimbursable in middle schools, but recommended that the District document its need in the Educational Program.*
1.13	Record	Meeting adjourned and all toured the school.

Attachments: Agenda

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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MSBA SIGN IN SHEET

DISTRICT: Framingham

DATE: 10/10/17

Name	Title/Organization	Phone	Email
Allison Jones	MSBA/Project Coordinator	617-720-4466	Allison.Jones@MassSchoolBuildings.org
Jennifer Flynn	MSBA/Project Coordinator	617-770-4466	jennifer.flynn@massschoolbuildings.org
Fenton Bradley	MSBA/Project MGR	" " "	fenton.bradley@ " " "
Katie DeCristofaro	MSBA	"	Kathryn.DeCristofaro@ "
Carol Brodeur	Buildings & Grounds-Fuller	508-626-9111	Cbrodeur@Framingham.K12.MA.US
Jennifer Pratt	CPO, Town of Framingham	508-532-5427	jap@framinghamma.gov
Matt Torti	Director School	508-989-3193	Mtorti@framinghamk12.MA.US
ED GOGOAK	EX DIR. BUSINESS OPS.	508-626-9100	EGOGOAK@FRAMINGHAM.K12.MA.US
Bob Tremblay	Superintendent of Schools	(508) 400-2320	rtremblay@framingham.k12.ma.us
JOSÉ P. DUARTE	PRINCIPAL	617-212-5079	JDUARTE@FRAMINGHAM.K12.MA.US
Joel Sceleg	SMMA	617 547 5400	jsceleg@smma.com
Mary Ellen Kelley	CFO, Town of Framingham	508 532 5425	mek@framinghamma.gov

Massachusetts School Building Authority

Town of Framingham
Fuller Middle School

Kick-Off Meeting
October 10, 2017 9:00 AM

Objective:

Meeting to introduce the project team, discuss the project goals procedures and schedule.

Meeting agenda:

1. Introductions
2. Submittal of Project Directory by OPM
3. MSBA Communication Protocol
4. Status of Contracts, Agreements
5. Project Schedule
6. Establishment of a Pro-Pay Budget for the Feasibility Study
7. Preliminary Design Program
8. Facilities Assessment Subcommittee Presentation
9. Preferred Schematic Report
10. Getting to a Project Scope and Budget Agreement *(Module 4)*
11. Questions, Comments, Concerns

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	11/6/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Room 103	Meeting No:	7
	Distribution: Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
✓	Richard Finlay	School Committee Member and Convenor	**Voting Member**
	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
✓	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
✓	Mary Ellen Kelley	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
	Michael Tusino	Certified Building Official	Non-Voting Member
✓	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
		Finance Committee Member	Non-Voting Member
	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
✓	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Item #	Action	Discussion
7.1	Record	Call to Order, 7:00 PM, meeting opened.
7.2	Record	A motion was made by D. Miles and seconded by R. Finlay to approve the 10/23/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
7.3	Record	J. Seeley distributed and reviewed Warrant No. 1, attached. A motion was made by M. Grilli and seconded by R. Finlay to approve Warrant No. 1, attached. No discussion, motion passed unanimous.
7.4	J. Seeley	J. Seeley distributed and reviewed the Meetings and Agenda Schedule for the current PSR Phase duration and the accelerated PSR Phase duration, attached. Committee Discussion: 1. C. Stempleski indicated the 2/19/2018 date for Community Forum No. 3 should be changed due to School Vacation week. J. Seeley to change the date to 2/12/2018. 2. D. Taggart III recommended the Committee should evaluate the need for two Community Forums in the PSR Phase based on the attendance at the first two Community Forums. 3. M. Kelley indicated that since there will be a Ballot Vote required to exclude the debt, more community outreach is better than less and recommended having the two Community Forums. 4. C. Sisitsky indicated that there will be a new Mayor and City Councilors that may need the time outlined in the current PSR schedule to become familiar with the project. 5. M. Torti indicated that when he first brought up the accelerated schedule, he thought the project could be shortened by 6-12 months, this will not be the case and community input is important. 6. R. Finlay indicated he would like input from JLA and SMMA on the merits of the current schedule and the accelerated schedule. 7. C. Sisitsky requested J. Seeley to include the PSR Schedule on the 11/20/2017 Committee meeting agenda for further discussion.
7.5	Record	J. Levi distributed and reviewed the 10/20/2017 and 10/26/2017 Educational Visioning Workshop Meeting Minutes, attached. Committee Discussion: 1. D. Miles asked how will the Opportunities and Goals be tracked to ensure that they are being met in the design? *J. Levi indicated that the goals will be distilled down as the designs are developed, some are operational outcomes and others are building design related.*

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		2. R. Finlay asked why technology received only five votes under the 21st Century Learning Goals category? *J. Levi indicated the technology vote count was lower than other categories because providing appropriate technology to support 21st Century Learning has been institutionalized and is, for the most part, a given.*
7.6	Record	P. Gray provided an update on the status of the existing conditions assessment. Committee Discussion: 1. R. Finlay asked if the structural engineer has reviewed the concrete floor slab deterioration? *P. Gray indicated yes, there appears to more spalling than recorded in the 2011 report.* 2. R. Finlay asked when will the Committee need to decide if repairing the structural issues is cost effective? *J. Seeley indicated that JLA will provide options, with cost estimates, and that the Committee will select the single preferred option in the PSR Phase.* 3. D. Hamel asked when will the Committee decide if renovating the Auditorium is cost effective? *P. Gray indicated that JLA will provide options, with cost estimates, and that the Committee will select the single preferred option in the PSR Phase.* 4. M. Torti indicated that the High School project applied for and received several variances to not provide for full accessibility compliance due to the significant cost impacts, and there may be similar outcomes with the Fuller project. 5. D. Miles asked if the school administration's security and lock-down policies for Fuller will need to be modified relative to the more open floor plans of 21st Century planned schools? *R. Tremblay indicated yes, the policies and procedures will need to be reviewed and updated.* 6. R. Finlay asked if repairing-only the Fuller School, will be reimbursable by MSBA? *J. Seeley indicated no, repairing the facility without any educational improvements is not reimbursable.*
7.7	J. Levi	J. Levi presented and reviewed Construction Swing Space Options, School Bus Parking and Preliminary Design Options, attached. Committee Discussion: 1. J. Krusinger Martin asked why is the school site being considered for parking school busses? *E. Gotgart indicated parking the 80 school busses at Fuller is an option that should be explored. The busses are currently being parked on parkland and the Fuller site in the only property the school department owns.* 2. M. Grilli asked if developing the bus parking lot is additional scope?

		J. Seeley indicated the bus parking option was part of the Pre-Feasibility Study. 3. J. Krusinger Martin requested the Traffic Report include the impact of the busses on local traffic. *E. Gotgart explained that the busses would typically leave the lot well before drop-off has commenced and return well after drop-off has concluded.* 4. C. Sisitsky asked if swing space is developed thru temporary classroom 4modulars, can they be re-used after construction? *P. Gray indicated the modulars would typically be leased.* 5. M. Torti asked if the traffic and parking issues can be reviewed holistically, considering McCarthy and Farley (Mass Bay) as well as Fuller? *P. Gray will coordinate with the Traffic Consultant.* 6. R. Finlay asked if construction can occur safely in close proximity to the occupied school? *J. Levi indicated yes, construction can be safely phased in close proximity to the occupied school*. 7. D. Miles asked if renovating Farley or leasing temporary modulars are reimbursable by MSBA? *J. Seeley indicated no, those costs are not reimbursable by MSBA.* 8. J. Levi to review if constructing the new classroom wing and then occupying as swing space, can be cost effective. 9. R. Weader II asked if the Bethany Building has been reviewed as potential swing space? *E. Gotgart indicated that the building housed small dorm units and would require a lot of renovation to create classroom space.*
7.8	J. Seeley	Preparation for Community Forum No. 1 was discussed. Committee Discussion: 1. D. Taggart III asked if the community has been notified of the Forum? *E. Gotgart indicated multi-lingual press releases were issued and handouts were provided at Town Meeting. They will also be distributed in backpacks to parents.* 2. D. Taggart III indicated advertising for Community Forum No. 2, scheduled for 11/27/2017, should be undertaken soon. 3. J. Seeley to forward a Committee Meeting Agenda for the Forum to M. Torti to post. 4. C. Sisitsky asked J. Seeley to schedule a meeting with J. Duarte, M. Torti, R. Tremblay, E. Gotgart and C. Sisitsky to review the presentation for Community Forum No. 1.
7.9	Record	J. Seeley distributed and reviewed the Preliminary Design Program (PDP) submission requirements, attached.
7.10	Record	Public Comments – None

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7.11	Record	Committee Questions - None
7.12	Record	Community Forum No.1: **November 13, 2017 at 6:00 PM** at Fuller Middle School, Library.
7.13	Record	Next **SBC Meeting: November 20, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
7.14	Record	A Motion was made by M. Grilli and seconded by R. Finlay to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Warrant No. 1, Meetings and Agenda Schedules for PSR Phase, 10/20/2017 and 10/26/2017 Educational Visioning Workshop Meeting Minutes, Preliminary Design Program (PDP) Submission Requirements, Powerpoint

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	11/6/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Room 103 454 Water Street, Framingham, MA	Meeting No:	7

Distribution: Attendees, (MF)

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: November 6, 2017
Meeting No.: 7

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelley, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	11/6/2017
Meeting Location:	King Elementary School, Room 103	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	7
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Educational Program Update
5. Existing Conditions Update
6. Preliminary Swing Space Options Review
7. Preliminary Site Planning Options Discussion
8. Prepare for Community Forum No. 1 – November 13, 2017
9. Old or New Business
10. Committee Questions
11. Public Comments
12. Next Meeting: November 20, 2017
13. Adjourn

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Warrant No. 1

Project:	Fuller Middle School, Framingham, Massachusetts	Project No.:	17050
Prepared by:	Joel G. Seeley, AIA	Date:	11/6/2017

School Building Committee for the Fuller Middle School hereby authorizes to draw against funds for the obligations incurred for value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date	Invoice Amount	ProPay Code	Balance After Invoice
SMMA	47932	10/27/2017	$ 11,250.00	0001-0000	$ 138,750.00
Jonathan Levi Architects	1722-00-01	10/27/2017	$ 27,250.00	0002-0000	$ 517,750.00
		Total	**$ 38,500.00**		

_____
Charles Sisitsky, Chairman

_____
Richard Finlay

_____
Heather Connolly

_____
David Miles

_____
Richard Weader, II

_____
Michael Grilli

_____
Caitlin Stempleski

_____
Dr. Jennifer Krusinger Martin

_____
Donald Taggart, III

Approved on _____

p:\2017\17050\00-info\0.8 warrant\1_6november2017\warrant no. 1.docx

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Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

INVOICE

Robert Halpin
Town Manager
Town of Framingham
150 Concord Street
Framingham, MA 01702

DATE: October 27, 2017
CLIENT PROJECT NO:
INVOICE NO: 1722-00-01

PROJECT: Fuller Middle School

In accordance with Owner-Architect Agreement dated September 25, 2017
there is due at this time for architectural services and reimbursable items for the period
9/25/2017 — 10/31/2017 the sum of

Twenty Seven Thousand Two Hundred Fifty Dollars and No Cents **$ 27,250.00**

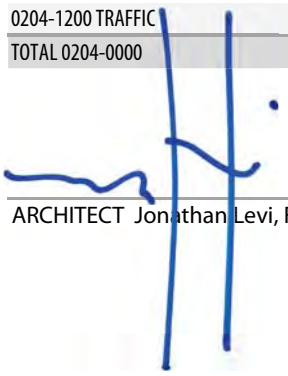
the above amount shall become due and payable within 30 days from the date hereof.

A&E – FEASIBILITY STUDY	CONTRACT AMT (A)	PREVIOUS PERIOD (B)	CURRENT PERIOD (C)	EARNED (D=B+C)	% COMPLETE (D/A)
0002-0000 FEASIBILITY	$ 335,000.00	$ -	$ 27,250.00	$ 27,250.00	8.13%
0002-0000 SCHEMATIC DESIGN	$ 210,000.00	$ -	$ -	$ -	
TOTAL 0002-0000	$ 545,000.00	$ -	$ 27,250.00	$ 27,250.00	5.00%

A&E – BASIC SERVICES	CONTRACT AMT	PREVIOUS PERIOD	CURRENT PERIOD	EARNED	% COMPLETE
0201-0400 DD					
0201-0500 CD					
0201-0600 BIDDING					
0201-0700 CA					
0201-0800 CLOSEOUT					
TOTAL 0201-0000					

A&E – REIMBURSABLES & OTHER SERVICES	CONTRACT AMT	PREVIOUS PERIOD	CURRENT PERIOD	EARNED	% COMPLETE
TOTAL 0203-0000					

A&E – SUB-CONSULTANTS	CONTRACT AMT	PREVIOUS PERIOD	CURRENT PERIOD	EARNED	% COMPLETE
0204-0200 HAZMAT					
0204-0300 GEOTECH/GEOENVIRO					
0204-0400 SITE SURVEY					
0204-0500 WETLANDS					
0204-1200 TRAFFIC					
TOTAL 0204-0000					



ARCHITECT Jonathan Levi, FAIA

SMMA

Jennifer Pratt
Chief Procurement Officer
Town of Framingham
150 Concord Street, Room 123
Framingham, MA 01702

October 27, 2017
Project No: 17050.00
Invoice No: 0047932

Project 17050.00 Framingham Fuller MS OPM Services
OPM Services for the Fuller Middle School, Framingham, MA
Professional Services from May 20, 2017 to November 3, 2017
Fee

Billing Phase	Fee	Percent Complete	Earned	Previous Fee Billing	Current Fee Billing
Feasibility Study	90,000.00	12.50	11,250.00	0.00	11,250.00
Schematic Design	60,000.00	0.00	0.00	0.00	0.00
Total Fee	150,000.00		11,250.00	0.00	11,250.00
		Total Fee			**11,250.00**
				Total this Invoice	**$11,250.00**

Billings to Date

	Current	Prior	Total
Fee	11,250.00	0.00	11,250.00
Totals	**11,250.00**	**0.00**	**11,250.00**

Authorized

Joel Seeley

Framingham Public Schools

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 MSBA
- 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:

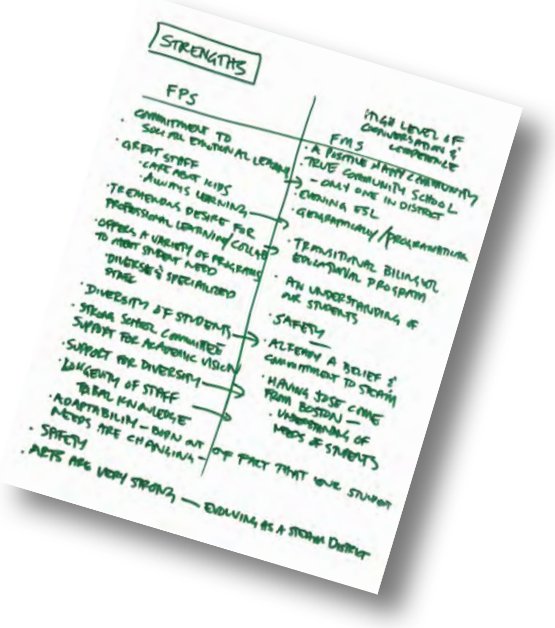
1. What is a classroom?
   - What is the value of a classroom in a MS/HS?
2. What are the grades?
   - What is the value of bulkheads of grades?
3. Is FMS the kind of school that wants to teach thinking directly - or put its faith within Horace Mann disciplines?
   - Has this model been successful?
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

Framingham Public Schools

Facility Design Visioning Workshop One Notes

October 20, 2017

SCOG Analysis



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

STRENGTHS

Framingham Public Schools

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

Fuller Middle School Framingham Middle School

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

o

Framingham Public Schools

Facility Design Visioning Workshop One Notes

October 20, 2017

SCOG Analysis (Continued)

CHALLENGES

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

OPPORTUNITIES & GOALS

- New day for STEAM
- A way to market the whole FPS district and shift/rebrand the reputation of Fuller Middle
- School
- Use proximity to McCarthy, Farley, and Mass Bay 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

Framingham Public Schools

FRAMINGHAM STEAM

Facility Design Visioning Workshop One Notes

October 20. 2017

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

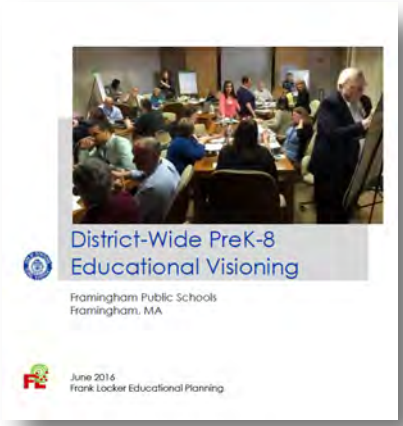
- **Creativity and Imagination** (20 votes)
  - Imaginative and Joyous Risk-Taking
  - Initiative and Curiosity
  - Create Joy and Ownership

- **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)



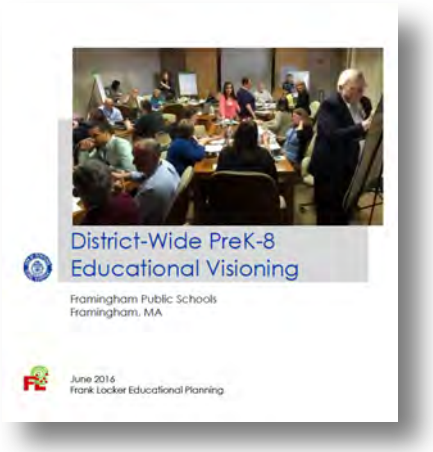
The following "Places for Learning" have been excerpted from Executive Summary of the District-Wide PreK-8 Educational Visioning Report prepared by Frank Locker Educational Planning in June 2016.

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



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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.

Framingham Public Schools

Facility Design Visioning Workshop Two Notes

October 26, 2017

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 Tw.

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

Framingham Public Schools

Facility Design Visioning Workshop Two Notes

October 26, 2017

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

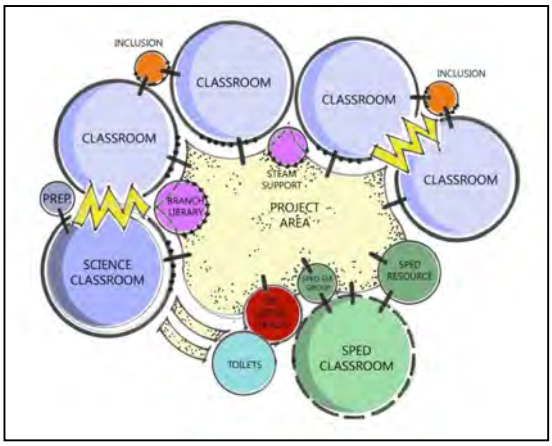
- **Display and Exhibition** (10 votes)
  - Walls Built for Display of Student Work
  - Entire School as Display

- **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)



Framingham Public Schools

Facility Design Visioning Workshop Two Notes

October 26, 2017

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

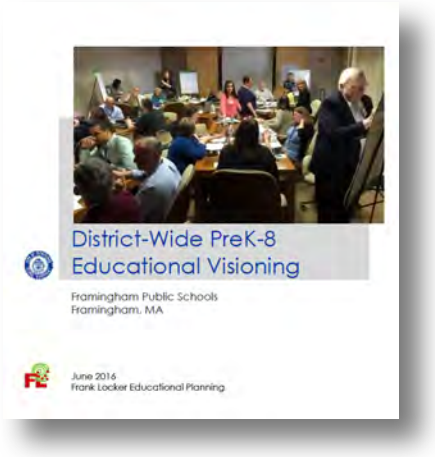
- Connectivity
- Indoor/Outdoor Transparency and Connections

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



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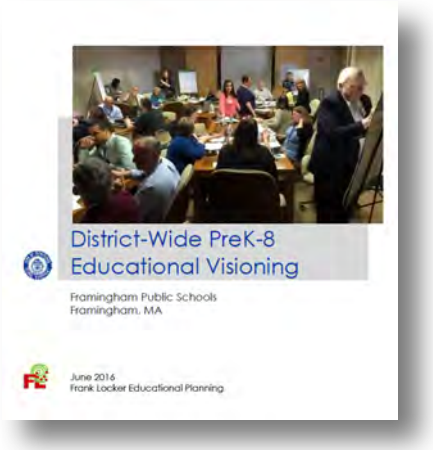

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7. Provide Professional Development

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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
3	Ed Gotgart	Chief Operating Officer	egotgart@framingham.k12.ma.us
4	Matt Torti	Director of Buildings and Grounds	mtorti@framingham.k12.ma.us
5	George Carpenter	IT Director	gcarpenter@framingham.k12.ma.us
6	Jeff Holzer	FMS Teacher	jholzer@framingham.k12.ma.us
7	Anne Ludes	Director of Secondary Education	aludes@framingham.k12.ma.us
8	Lisa Cogliandro	Fuller MS Math Director/Teacher	lcoglian@framingham.k12.ma.us
9	William Kline	FMS	wkline@framingham.k12.ma.us
10	Heather Sullivan	FMS Humanities Teacher	hsullivan@framingham.k12.ma.us
11	Mark Spillane	FMS Teacher	mspillan@framingham.k12.ma.us
12	José P. Duarte	FMA Principal	jduarte@framingham.k12.ma.us
13	Lisa Columbo	FMS Teacher	lcolumbo@framingham.k12.ma.us
14	Joseph Corazzini	Office of Parent Information	jcorazzini@framingham.k12.ma.us
15	Donna Wresinski	Director of Fine and Perf. Arts	dwresinski@framingham.k12.ma.us
16	Michelle Melick	Cameron Middle School Principal	mmelick@framingham.k12.ma.us
17	Patrick Johnson	Walsh Middle School Principal	pjohnson@framingham.k12.ma.us
18	Philip Gray	JLA	pgrayat@leviarc.com
19	Jonathan Levi	JLA	jlevi@leviarc.com
20	Joel Seeley	SMMA	jseeley@smma.com
21	David Stephen	New Vista Design	david@newvistadesign.net

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
October 27, 2017

DATE	AGENDA
Feasibility Study Phase (PSR)	
January 8, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review PSR Phase Schedule
	Review PSR Phase Goals
January 22, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review MSBA Comments on PDP Submission
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
February 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Prepare for Community Forum
February 19, 2018	COMMUNITY FORUM NO. 3 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
March 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Structural Narrative Review
	MEP Systems Narrative Review
March 19, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Sustainable Design Goals
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Review Preliminary Cost Models
	Preliminary Options Evaluation
	Prepare for Community Forum
April 2, 2018	COMMUNITY FORUM NO. 4 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
April 16, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Update on Construction Alternatives
	Review Updated Cost Models
	Options Evaluation
	Discuss the One Preferred Option
April 30, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Decide the One Preferred Construction Alternative
	Vote to Submit Preferred Schematic Report to MSBA
May 9, 2018	*SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

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MEETINGS SCHEDULE AND AGENDAS
October 27, 2017
ACCELERATED

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February 21, 2018	*SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

Fuller Middle School Feasibility Study

Framingham, MA
October 30, 2017

PRELIMINARY DESIGN PROGRAM (PDP) – REQUIREMENTS

REFERENCE	ITEM	RESPONSIBILITY
	➢ **TRANSMITTAL LETTER**	SMMA
	➢ **COVER**	JLA
	➢ **TABLE OF CONTENTS**	JLA
MSBA 3.1.1	➢ **INTRODUCTION** ❑ Summary Overview of: o Statement of Interest o Date of MSBA Invitation o Agreed upon Design Enrollment ❑ Summary of Capital Budget Statement ❑ Project Directory ❑ Project Schedule	 District District District District SMMA SMMA
MSBA 3.1.2	➢ **EDUCATIONAL PROGRAM**	District
MSBA 3.1.3	➢ **INITIAL SPACE SUMMARY** ❑ MSBA Space Summary Template ❑ Scaled Floor Plans of the Existing Facility ❑ Narrative Description of Variances between the District's Proposed Program and the MSBA Guidelines	 JLA JLA JLA
MSBA 3.1.4	➢ **EVALUATION OF EXISTING CONDITIONS** ❑ Site Title ❑ Historic Clearance – MHC PNF ❑ Site Evaluation ❑ Building Evaluation ❑ Code Evaluation of Existing Building ❑ MAAB/ADA Evaluation of Existing Building ❑ Structural Evaluation ❑ Systems Evaluation ❑ Determine the need for Geotechnical Evaluation and Soils Exploration ❑ Traffic Evaluation ❑ Phase I Initial Site Investigation ❑ Hazardous Material Assessment	 District JLA JLA JLA JLA JLA JLA JLA JLA JLA JLA JLA
MSBA 3.1.5	➢ **SITE DEVELOPMENT REQUIREMENTS** ❑ Site orientation and narrative describing location considerations and issues o Structures and fences o Site access and circulation o Parking and paving o Utilities o Athletic fields and outdoor educational spaces ❑ Accessibility Requirements ❑ Code setbacks and limitations ❑ Zoning setbacks, easements and limitations ❑ MEPA Restrictions ❑ Wetlands and/or Flood Restrictions ❑ Emergency vehicle access ❑ Safety and Security Requirements	 JLA JLA JLA JLA JLA JLA JLA JLA

Fuller Middle School Feasibility Study

Framingham, MA
October 30, 2017

REFERENCE	ITEM	RESPONSIBILITY
MSBA 3.1.6	➢ **PRELIMINARY EVALUATION OF ALTERNATIVES** – should include:	
	❑ Analysis of school district student school assignment practices and available space in other schools in the district	District
	❑ Tuition agreements with adjacent school districts	District
	❑ Rental or acquisition of existing buildings for school use	District
	❑ Base repair option – to meet minimum code requirements	JLA
	o No Build	
	o Reno/Additions to existing buildings	
	o New building construction	
	<u>Include for each Alternative</u>	
	❑ Description of the Alternative	JLA
	❑ Examination of degree it fulfills Educational Program Requirements	JLA
	❑ Examination of variation from the spaces identified in the Initial Space Summary	JLA
	❑ How it addresses Site and Facility Goals and Objectives	JLA
	❑ Assess impact on Construction Phasing	JLA
	❑ Estimated Preliminary Construction and Project Costs	JLA/SMMA
	<u>Results of Preliminary Alternatives should include:</u>	
	❑ Evaluation Criteria	JLA
	❑ How it did/did not address the criteria	JLA
	❑ Advantages and Disadvantages of each Alternatives	JLA
	❑ Comparative Cost Analysis	JLA/SMMA
	Conclude with a list of three (minimum) Distinct Alternatives	JLA
MSBA 3.1.7	➢ **LOCAL ACTIONS AND APPROVAL CERTIFICATION**	
	❑ Use Template in Module 3 – Appendix 3D	District/SMMA
	➢ **APPENDIX**	
MSBA 3.1.1	❑ Copy of SOI	District
MSBA 3.1.1	❑ Copy of the MSBA Board Action Letter	District
MSBA 3.1.1	❑ Copy of the MSBA Design Enrollment Letter	District

FULLER MIDDLE SCHOOL FEASIBILITY STUDY

School Building Committee Meeting No. 7
November 6, 2017

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

Jonathan Levi Architects

Framingham Public Schools

Facility Design Visioning Workshop One Notes
October 20, 2017

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Jonathan Levi Architects

Framingham Public Schools

Facility Design Visioning Workshop One Notes
October 20, 2017

SCOG Analysis (Continued)

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- Focus our educational effort on renewal and re-conception
  - Support a whole new way of teaching and learning for FMS staff

newvistadesign | 10.26.17 | 5 | P a g e

Jonathan Levi Architects

Framingham Public Schools

Facility Design Visioning Workshop One Notes
October 20, 2017

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 Chained
- **Multi-Cultural Literacy** (5 votes)
- **Technology Transforming the Basics** (5 votes)

newvistadesign | 10.26.17 | 6 | P a g e

Jonathan Levi Architects

Framingham Public Schools

Facility Design Visioning Workshop Two Notes
October 26, 2017

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** (25 votes)
  - Like Dearborn
  - First Impression Greeting Space
- **Distributed Dining** (25 votes)
  - Distributed Gathering Spaces
  - Satellite Cafeterias / Café Style
  - Cyber Dining
- **Learning Commons** (25 votes)
  - With Art, Music and Health, etc.
  - Flexible Learning Styles
  - Quiet Spaces
- **Classroom as Maker Space** (25 votes)
  - Maker and Collaboration Spaces
  - Collaborative learning Spaces including Maker Spaces
- **Display and Exhibition** (20 votes)
  - Walls Built for Display of Student Work
  - Entire School as Display
- **Outdoor Connectivity** (20 votes)
  - Outdoor Space the
- **Professional Teacher Spaces** (20 votes)
  - Shared with Colleagues
  - "Teacher Collaboration Space

newvistadesign | 10.26.17 | 7 | P a g e

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21st Century Design Patterns 1.0 (Continued)

- **Breakout Spaces** (20 votes)
  - Non-Learning Spaces
  - Accessible to Classrooms
- **Distributed Resources** (20 votes)
  - Distributed Adults
- **Flexible Furniture** (20 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)

newvistadesign | 10.26.17 | 8 | P a g e

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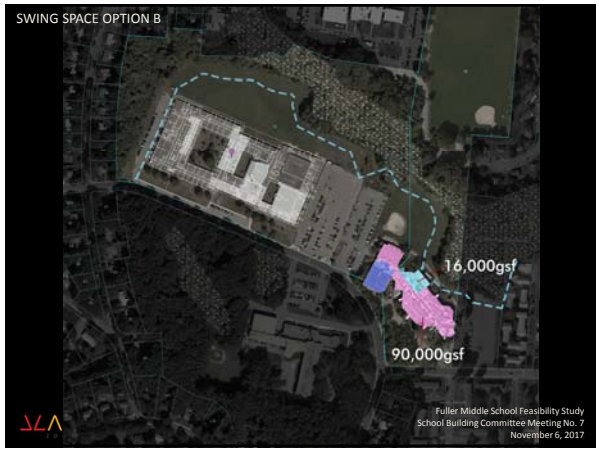
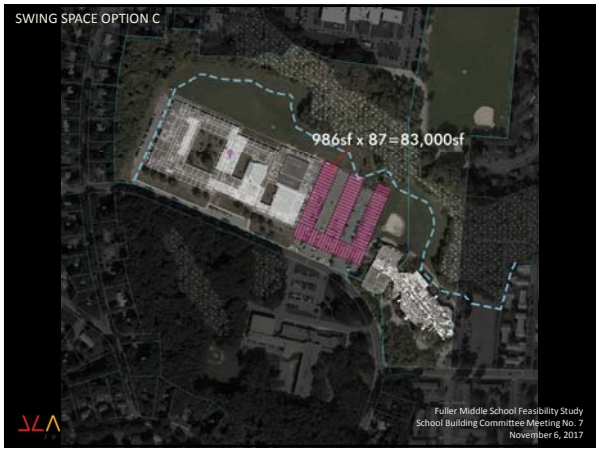
Construction Phase Swing Space Options

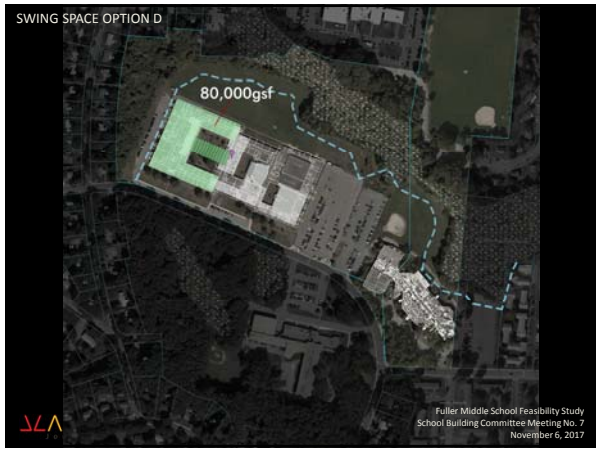
Assumption: 530 students
Temporary Program Variations:
1-approx. 94,000sf with cafetorium, no kitchen
2-approx. 85,000sf above, no gym
3-approx. 79,000sf above, no gym, no cafetorium
4-approx. 75,000sf above, no gym, no cafetorium, no media center

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

Jonathan Levi Architects
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 7
November 6, 2017







New Fuller Middle School Options:

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

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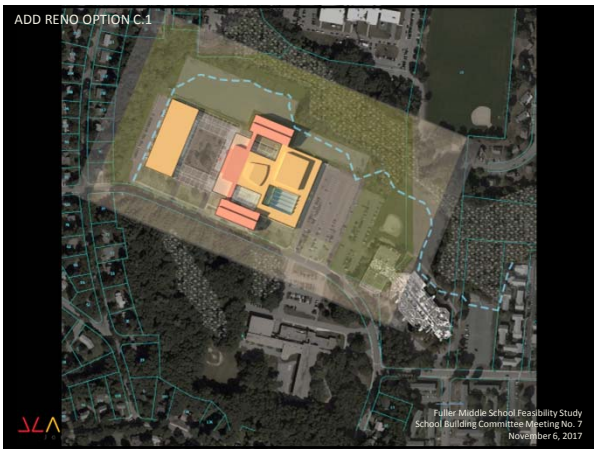
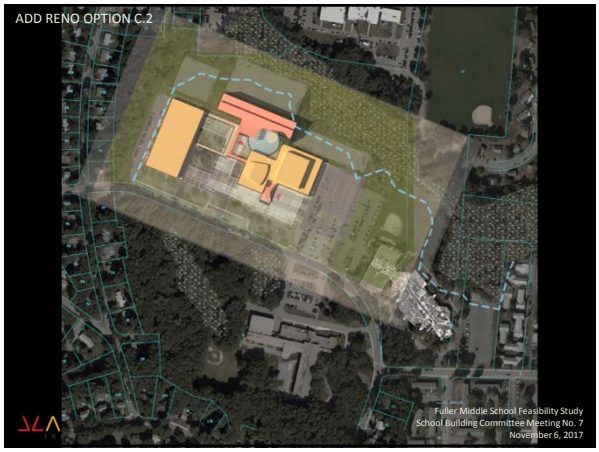
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 7
November 6, 2017





FULLER MIDDLE SCHOOL FEASIBILITY STUDY

Community Workshop #1
November 13, 2017

Jonathan Levi Architects PROJECT MANAGEMENT SMMA

Agenda

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

Jonathan Levi Architects PROJECT MANAGEMENT SMMA

Introductions

Jonathan Levi Architects PROJECT MANAGEMENT SMMA

School Building Committee Members

Charlie Sisitsky	Co-Chair, Board of Selectmen
Dr. Edward Gotgart	Co-Chair, Chief Operating Officer, FPS
Chris Walsh	State Representative
Robert Halpin	Town Manager
Dr. Robert Tremblay	Superintendent of Schools
Heather Connolly	School Committee Chair
Richard Finlay	School Committee Member and Convenor
David Miles	Finance Committee Member
Mary Ellen Kelley	Chief Financial Officer
Jennifer Pratt	Chief Procurement Officer
Dr. Sonia Diaz	Chief Academic Officer FPS
Matt Torti	Director of Buildings and Grounds, FPS

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School Building Committee Members (continued)

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

Jonathan Levi Architects PROJECT MANAGEMENT SMMA

Architect

Jonathan Levi Architects

Owner's Project Manager (OPM)

Symmes Maini and McKee Associates

Jonathan Levi Architects PROJECT MANAGEMENT SMMA

Feasibility Study Scope, Process and Schedule

PROJECT MANAGEMENT SMMA

Massachusetts School Building Authority

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

PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

Feasibility Study Scope

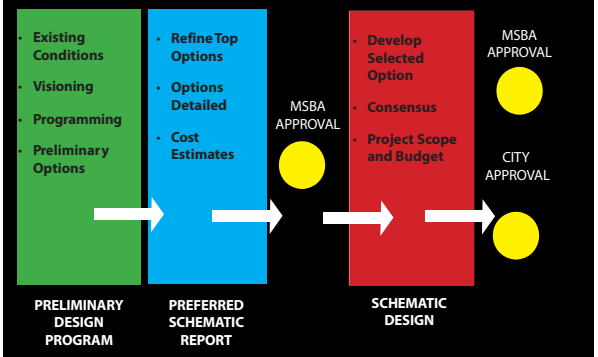
The MSBA has agreed to participate with Framingham in a feasibility study for a 630 Student Middle School for Grades 6-8. Scope items include:

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

PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

MSBA Process



PROJECT MANAGEMENT SMMA

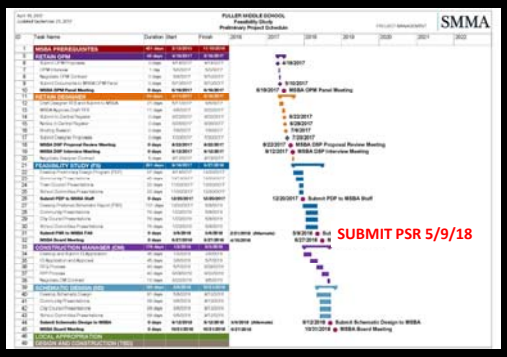
Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

PROJECT SCHEDULE

PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

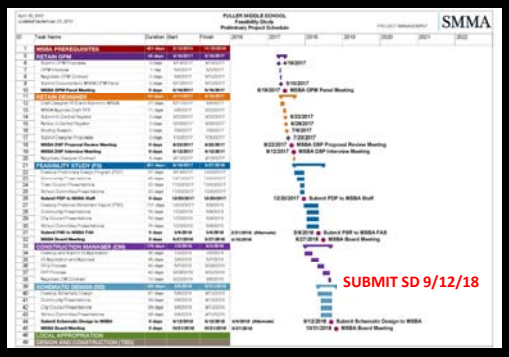
PROJECT SCHEDULE



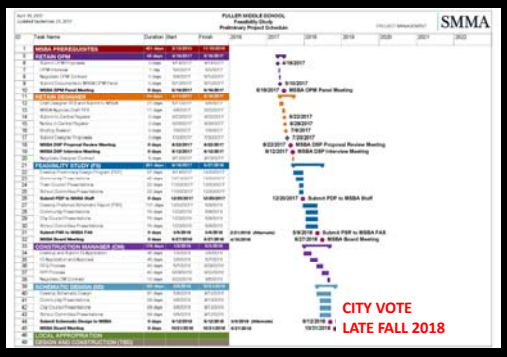
PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

PROJECT SCHEDULE



PROJECT SCHEDULE



Existing School Conditions

EXISTING CONDITIONS AT FULLER SCHOOL

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

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

EXISTING CONDITIONS AT FULLER SCHOOL

Energy Code:

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

EXISTING CONDITIONS AT FULLER SCHOOL

Accessibility

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

EXISTING CONDITIONS AT FULLER SCHOOL

Structural:

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

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Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

EXISTING CONDITIONS AT FULLER SCHOOL

Mechanical Electrical, Plumbing,Fire Protection

Systems typically have outlived their intended useful life. Boilers were installed in 2003, so have been used for over half of their expected useful service life. The building is not sprinklered.
To comply with current code, it would need to be fully sprinklered and have a new fire alarm system installed.

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Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

EXISTING CONDITIONS AT FULLER SCHOOL

Hazardous Materials

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

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Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

Educational Programming

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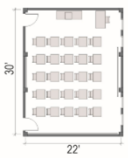
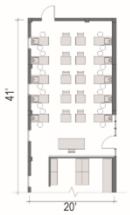
21st Century Learning Space Requirements



1950s MIDDLE SCHOOL CLASSROOM
660 SF



1950s MIDDLE SCHOOL SCIENCE
820 SF

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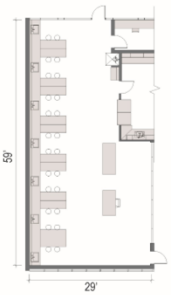
Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

21st Century Learning Space Requirements

MSBA STANDARD CLASSROOM
950 SF



MSBA STANDARD SCIENCE CLASSROOM
1700 SF

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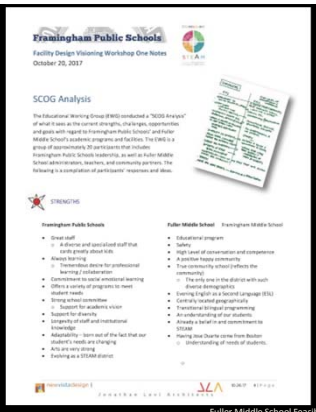
Fuller Middle School Feasibility Study
Community Workshop #1
November 13, 2017

21st Century Learning Space Requirements

COMPARISON

EDUCATIONAL PROGRAMMING



Framingham Public Schools

Facility Design Visioning Workshop One Notes

October 20, 2017

SCOG Analysis

EDUCATIONAL PROGRAMMING

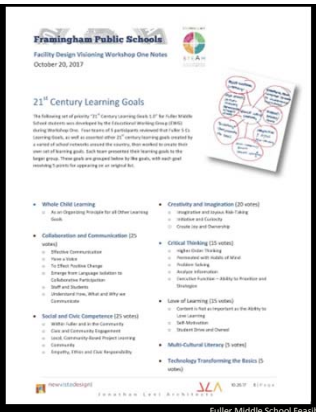
Framingham Public Schools

Facility Design Visioning Workshop One Notes

October 20, 2017

SCOG Analysis (Continued)

EDUCATIONAL PROGRAMMING



Framingham Public Schools

Facility Design Visioning Workshop One Notes

October 20, 2017

21st Century Learning Goals

EDUCATIONAL PROGRAMMING

Framingham Public Schools

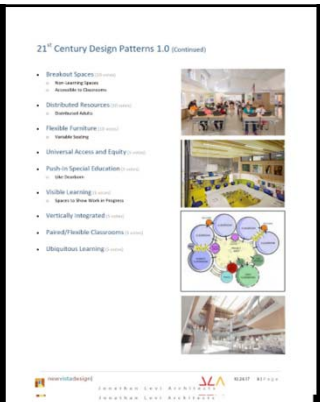
Facility Design Visioning Workshop Two Notes

October 26, 2017

DRAFT Guiding Design Principles 1.0

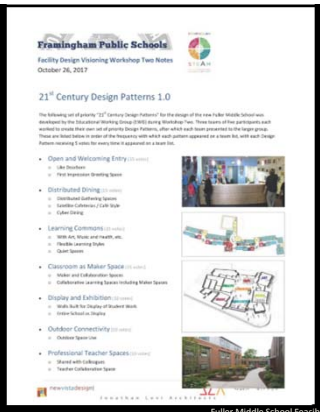
1. Transdisciplinary Instruction
2. Personalized and Collaborative Learning
3. Whole Child, Whole Community
4. Visible Learning
5. Community and Civic Hub
6. Adaptability

EDUCATIONAL PROGRAMMING



21st Century Design Patterns 1.0 (Continued)

EDUCATIONAL PROGRAMMING


Framingham Public Schools

Facility Design Visioning Workshop Two Notes

October 26, 2017

21st Century Design Patterns 1.0

- Open and Welcoming Entry
- Distributed Dining
- Learning Commons
- Classroom as Maker Space
- Display and Exhibition
- Outdoor Connectivity
- Professional Teacher Spaces

Next Steps

NEXT STEPS

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

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

NEXT STEPS

Community Resources

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

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

Questions and Comments

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	11/20/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Room 103	Meeting No:	8
	Distribution: Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
✓	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
✓	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
✓	Mary Ellen Kelley	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
✓	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
		Finance Committee Member	Non-Voting Member
✓	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
✓	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Cambridge, MA 02138
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www.smma.com

Item #	Action	Discussion
8.1	Record	Call to Order, 7:00 PM, meeting opened.
8.2	Record	A motion was made by D. Taggart III and seconded by D. Miles to approve the 11/6/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
8.3	Record	J. Seeley distributed and reviewed the draft Meetings and Agenda Schedule for the current PSR Phase duration and the accelerated PSR Phase duration, attached. Committee Discussion: 1. D. Panich asked if there was a good turnout at Community Forum No. 1? *C. Sisitsky indicated there was a good turnout at Community Forum No. 1.* 2. D. Miles asked if the accelerated schedule would provide better flexibility in controlling cost overruns? *J. Seeley indicated not likely, the project duration would not be reduced significantly*. A motion was made by D. Miles and seconded by M. Grilli to remain with the current Project Schedule. No discussion, motion passed unanimous.
8.4	R. Tremblay M. Kelley	J. Seeley reviewed the Project Website, located on the Framingham.k12.ma.us webpage, having an URL of https://www.framingham.k12.ma.us/Page/2997 . The webpage can be accessed from "Quick Links" on the Framingham.k12.ma.us mobile app. The webpage can also be accessed from the Town of Framingham website and the Fuller Middle School website. Committee Discussion: 1. M. Kelley asked if the Project Website has the capability of emailing out information? *R. Tremblay indicated he will look into if the website can email out information.* 2. M. Kelley indicated the project may be able to partner with the Town's Information Office, for residents to sign-up for notifications. *M. Kelley and R. Tremblay will coordinate.*
8.5	J. Levi	J. Levi presented an update on the Educational Programming process and distributed and reviewed a Draft Space Template, attached. Committee Discussion: 1. D. Miles asked how would grade level testing occur in a mixed grade cohort model? *R. Tremblay indicated the individual classrooms within the mixed grade cohort house would still be by grade level.*

		2. R. Tremblay indicated staff have feedback on the Draft Space Template. *J. Levi indicated the feedback should be brought to the Educational Working Group meeting on 11/17/2017 to finalize the Space Template.*
8.6	J. Levi	J. Levi presented and reviewed Construction Swing Space Options, attached. Committee Discussion: 1. D. Miles asked if the 6th grade can remain in the elementary schools during construction to alleviate construction swing space needs? *E. Gotgart indicated no, there is no excess capacity at the elementary school level.* 2. C. Stempleski asked what will be the process for deciding which Construction Swing Space Option is the best option? *J. Levi indicated that the construction swing space options are interrelated with the design options, in terms of timing, cost, and capacity. The decision would be made in concert with the decision on the design option. JLA will provide a matrix for each option.* 3. C. Sisitsky indicated that a concern expressed by parents attending Community Forum No. 1 was the impact of construction on the students, particularly those coming from King. 4. C. Sisitsky indicated that the Farley Building could be used for swing space on future Town projects, in addition to the Fuller project. 5. R. Weader II asked if a new school could be constructed on the East parking lot, thereby eliminating the need to relocate the students into temporary swing space? *J. Levi indicted yes, a 3-story option is being developed*. 6. L. Slavin, MassBay Assistant Vice President indicated Massbay could function in approximately 30,000 sf in the Farley Building with a focus on the Health Sciences Division. 7. E. Gotgart indicated that the Adult ESL Program could utilize satellite locations during the construction period if needed to alleviate construction swing space needs. 8. J. Levi to review if constructing the new classroom wing and then occupying as swing space, can be cost effective.
8.7	Record	J. Levi presented and reviewed Site Analysis, attached.
8.8	J. Levi	J. Levi presented and reviewed Design Options, attached and as follows: 1. Option 0.0 – Renovation Only – No Educational Improvements 2. Option 0.1 – Renovation and Demolition 3. Option A – Renovation and Addition – Addition in back, renovate Gym and Auditorium

		4. Option B – Renovation and Addition – Addition in front, renovate Gym and Auditorium 5. Option C – Renovation and Addition – Addition in front, renovate Gym 6. Option C.1 – Renovation and Addition – Addition on side, renovate Gym 7. Option D –New Construction Committee Discussion: 1. J. Duarte asked if Option C.1 eliminates the need to relocate the students into temporary swing space? *J. Levi indicated yes, the new construction fits in the East parking lot.* 2. C. Sisitsky asked where would the MassBay students park in Option C3.1? *J. Levi indicted a parking lot could be constructed behind Farley*. 3. M. Grilli asked if the traffic consultant has reviewed the impact of the district-wide school bus parking lot? *P. Gray will follow-up with the traffic consultant*. 4. J. Krusinger Martin indicated the neighborhood already has traffic issues, there has been a petition circulated related to the issues, can the traffic consultant review the traffic impact related to the bus parking lot? *P. Gray will follow-up with the traffic consultant.* 5. M. Grilli asked if the traffic and parking issues can be reviewed holistically, considering McCarthy and Farley (Mass Bay) as well as Fuller? *P. Gray will coordinate with the traffic consultant.* 6. D. Miles asked if an on-site bus and parent drop-off/pick-up drive be included in all the options? *J. Levi indicated yes, the next design iteration will show the site amenities*.
8.9	Record	Feedback on Community Forum No. 1 was discussed. Committee Discussion: 1. A resident indicated from her perspective the Forum did not address the 5th grade issue at King, that the current King students have been disrupted by construction and would again be disrupted by construction at Fuller, and that she is not confident that the Fuller project will go forward. 2. J. Duarte indicated parents are interested in the date the Fuller project will be complete.
8.10	R. Tremblay E. Gotgart J. Duarte	Preparation for Community Forum No. 2 was discussed. Committee Discussion: 1. P. Gray distributed and reviewed the Community Forum No. 2 Flyer. E. Gotgart indicated multi-lingual versions were posted on the Project Website and will also be distributed in backpacks to parents.

		2. D. Taggart III indicated overcrowding across all the schools is an issue and the School Administration needs to be prepared to discuss, possibly a chart showing how student enrollment will be addressed over the next 5 years. *R. Tremblay, E. Gotgart, J. Duarte to address.* 3. D. Miles indicated the Forum needs to stress that we don't have all the answers yet, that is the purpose of the Feasibility Study. 4. A resident indicated the Forum needs to express that the project is very complex, it has neighborhood impacts, tax payer impacts, educational impacts, enrollment impacts, traffic impacts, and MassBay impacts.
8.11	J. Seeley	J. Seeley to coordinate an alternative tour date for the Dearborn School, the 11/28/2017 tour for the Educational Working Group does not work for many members of the Committee. Committee Discussion: 1. R. Tremblay indicated there may need to be two tours scheduled.
8.12	Record	Public Comments – None
8.13	Record	Committee Questions - None
8.14	Record	Community Forum No.2: **November 27, 2017 at 6:00 PM** at Fuller Middle School, Library.
8.15	Record	Next **SBC Meeting: December 4, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
8.16	Record	A Motion was made by M. Grilli and seconded by D. Taggart III to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Draft Meetings and Agenda Schedules for PSR Phase, Draft Space Template, Community Forum No. 2 Flyer, Powerpoint

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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617.547.5400

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	11/20/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	8
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: November 20, 2017
Meeting No.: 8

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelley, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.kl2.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	11/20/2017
Meeting Location:	King Elementary School, Desmarais Room	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	8
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Review PSR Phase Schedule
5. Review Pre-Concept Alternatives
6. Prepare for Community Forum No. 2 – November 27, 2017
7. Dearborn STEAM 6-12 Academy Tour – November 28, 2017 at 3:00 PM
8. Old or New Business
9. Committee Questions
10. Public Comments
11. Next Meeting: December 4, 2017
12. Adjourn

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SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
October 27, 2017 ***Updated: November 16, 2017***

DATE	AGENDA
Feasibility Study Phase (PSR)	
January 8, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review PSR Phase Schedule
	Review PSR Phase Goals
January 22, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review MSBA Comments on PDP Submission
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
February 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Prepare for Community Forum
February 12, 2018	COMMUNITY FORUM NO. 3 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
March 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Structural Narrative Review
	MEP Systems Narrative Review
March 19, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Sustainable Design Goals
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Review Preliminary Cost Models
	Preliminary Options Evaluation
	Prepare for Community Forum
April 2, 2018	COMMUNITY FORUM NO. 4 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
April 16, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Update on Construction Alternatives
	Review Updated Cost Models
	Options Evaluation
	Discuss the One Preferred Option
April 30, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Decide the One Preferred Construction Alternative
	Vote to Submit Preferred Schematic Report to MSBA
May 9, 2018	*SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
October 27, 2017
ACCELERATED

DATE	AGENDA
Feasibility Study Phase (PSR)	
January 8, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review PSR Phase Schedule
	Review PSR Phase Goals
	Update on Construction Alternatives
January 22, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review MSBA Comments on PDP Submission
	Update on Construction Alternatives
	Update on Swing Spaces / Construction Phasing
	Structural Narrative Review
	MEP Systems Narrative Review
	Update on Sustainable Design Goals
	Review Cost Models
	Preliminary Options Evaluation
	Discuss the One Preferred Option
	Prepare for Community Forum
February 5, 2018	COMMUNITY FORUM NO. 3 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
February 19, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Decide the One Preferred Construction Alternative
	Vote to Submit Preferred Schematic Report to MSBA
February 21, 2018	*SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

Fuller Middle School
Community Workshop #2

Please join us at a community meeting on Monday Evening November 27th to share your thoughts on the Fuller Middle School Feasibility Study

TRANSLATORS WILL BE PROVIDED

LOS TRADUCTORES SERÁN PROVISTOS - OS TRADUTORES SERÃO FORNECIDOS

Process and Schedule

Review the upcoming steps toward
A New or Renovated School

Existing Conditions

Hear highlights of the Architect's findings

Educational Programming

Find out early ideas on how a new school might be organized

Pre-Concept Options

Review Potential Design Strategies

FRAMINGHAM

STEAM

SCIENCE · TECHNOLOGY
ENGINEERING · ART & MATH

Share Your Thoughts

Location / Date: Fuller Middle School Library - November 27th
Time: Optional Fuller School Tour 5:30 / Workshop 6:00 - 8:00 PM
Website: www.Framingham.k12.ma.us/Page/2997 **Project Email:** FPSSBC@Framingham.k12.ma.us

FOOD AND CHILD CARE WILL BE PROVIDED AT THE SCHOOL

Framingham Public Schools

SMMA

ΔLA

MSBA - Middle School Space Template

Framingham Middle School

630 Students Grades 6-8

ROOM TYPE	# OF ROOMS	ROOM SIZE	TOTAL AREA
CORE ACADEMIC SPACES			***29,580 SF***
Classroom - General	**22**	950 SF	20,900 SF
Small Group Seminar (20-30 seats) / Resource	**2**	500 SF	1,000 SF
Science Classroom / Lab	**6**	1,200 SF	7,200 SF
Prep Room	**6**	80 SF	480 SF
SPECIAL EDUCATION			***7,550 SF***
Self-Contained SPED	**5**	950 SF	4,750 SF
Self-Contained SPED Toilet	**5**	60 SF	300 SF
Resource Room	**3**	500 SF	1,500 SF
Small Group Room / Reading	**2**	500 SF	1,000 SF
ART & MUSIC			***3,250 SF***
Art Classroom	**1**	1,200 SF	1,200 SF
Art Workroom w/ Storage & kiln	**1**	150 SF	150 SF
Band / Chorus - 100 seats	**1**	1,500 SF	1,500 SF
Music Practice / Ensemble	**2**	200 SF	400 SF
VOCATIONS & TECHNOLOGY			***6,400 SF***
Tech Clrm. - (E.G. Drafting, Business)	**2**	1,200 SF	2,400 SF
Tech Shop - (E.G. Consumer, Wood)	**2**	2,000 SF	4,000 SF
HEALTH & PHYSICAL EDUCATION			***8,400 SF***
Gymnasium	**1**	6,000 SF	6,000 SF
Gym Storeroom	**1**	150 SF	150 SF
Health Instructor's Office w/ Shower & Toilet	**1**	250 SF	250 SF
Locker Rooms - Boys / Girls w/ Toilets	**2**	1,000 SF	2,000 SF
		SF	SF
MEDIA CENTER			***4,003 SF***
Media Center / Reading Room	**1**	4,003 SF	4,003 SF
DINING & FOOD SERVICE			***8,922 SF***
Cafetorium / Dining	**1**	4,725 SF	4,725 SF
Stage	**1**	1,600 SF	1,600 SF
Chair / Table / Equipment Storage	**1**	410 SF	410 SF
Kitchen	**1**	1,930 SF	1,930 SF
Staff Lunch Room	**1**	258 SF	258 SF
MEDICAL			***610 SF***
Medical Suite Toilet	**1**	60 SF	60 SF
Nurses' Office / Waiting Room	**1**	250 SF	250 SF
Examination Room / Resting	**3**	100 SF	300 SF
ADMINISTRATION & GUIDANCE			***3,430 SF***
General Office / Waiting Room / Toilet	**1**	415 SF	415 SF
Teachers' Mail and Time Room	**1**	100 SF	100 SF
Duplicating Room	**1**	200 SF	200 SF
Records Room	**1**	200 SF	200 SF
Principal's Office w/ Conference Area	**1**	375 SF	375 SF
Principal's Secretary / Waiting	**1**	125 SF	125 SF
Assistant Principal's Office - AP1	**1**	150 SF	150 SF
Assistant Principal's Office - AP2	**1**	150 SF	150 SF
Supervisory / Spare Office	**1**	150 SF	150 SF
Conference Room	**1**	350 SF	350 SF
Guidance Office	**4**	150 SF	600 SF
Guidance Waiting Room	**1**	100 SF	100 SF
Guidance Storeroom	**1**	50 SF	50 SF
Teachers' Work Room	**1**	465 SF	465 SF
CUSTODIAL & MAINTENANCE			***2,105 SF***
Custodian's Office	**1**	150 SF	150 SF
Custodian's Workshop	**1**	250 SF	250 SF
Custodian's Storage	**1**	375 SF	375 SF
Recycling Room / Trash	**1**	400 SF	400 SF
Receiving and General Supply	**1**	310 SF	310 SF
Storeroom	**1**	420 SF	420 SF
Network / Telecom Room	**1**	200 SF	200 SF
Proposed Student Capacity / Enrollment		***630 Students***	
Total Building Net Floor Area			***74,250 NSF***
Grossing factor (GFA/NFA)			1.50
Total Building Gross Floor Area			***111,375 GSF***

FULLER MIDDLE SCHOOL FEASIBILITY STUDY

School Building Committee
20 November 2017

Educational Program Update
Swing Space Test Fits
Site Analysis
Pre-Concept Alternatives

Jonathan Levi Architects

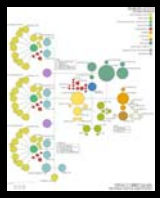
Educational Programming/Visioning

21rst Century Middle School Teaching and Learning:

Student Driven

Web Complimentary

Collaboration-Based



FULLER MIDDLE SCHOOL, FRAMINGHAM

Jonathan Levi Architects

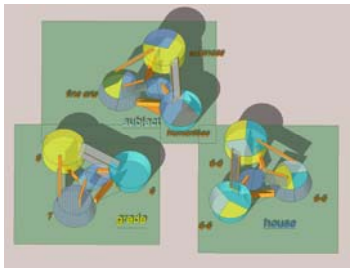
21rst Century Middle School Teaching and Learning

Space Principles	Space Initiatives
Small Scale Collaborative Teaching Collaborative Learning Interdisciplinary Content Project Based Learning Visible Learning Flexible Learning Outdoor Learning Community Engagement	Ubiquitous Learning Agile, Varied Scale Classroom Specialized Learning Spaces Team Teaching STEAM Exploratory Maker Space Visible Teacher Office Small Group Collaboration Spaces Community Collaboration Spaces

FULLER MIDDLE SCHOOL, FRAMINGHAM

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

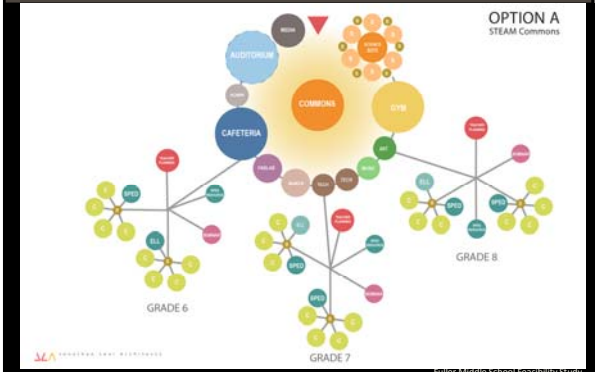
Learning Communities



FULLER MIDDLE SCHOOL, FRAMINGHAM

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Program Diagram Option A



Jonathan Levi Architects

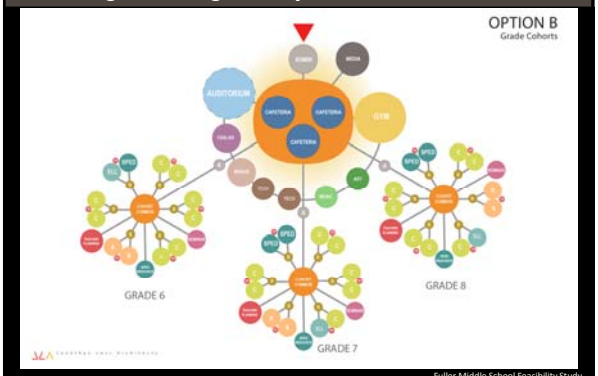
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

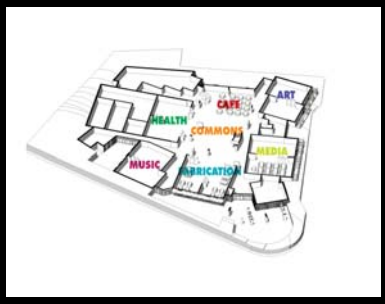
STEAM Exploratory

FULLER MIDDLE SCHOOL, FRAMINGHAM

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

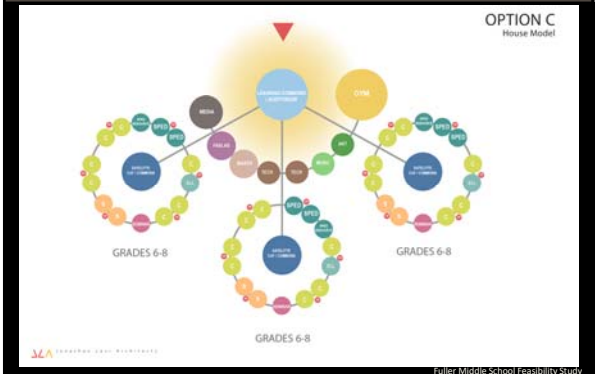
Program Diagram Option B





Level 1 Learning Commons Cut Away

Program Diagram Option C



New School Design Patterns

DSST - klipp Architects and New Vista

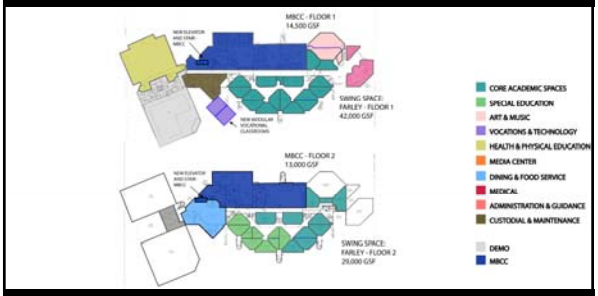
Construction Phase Swing Space Options

Assumption: 530 students, Approx. 80,000sf Minimum

A - Move students to TBD School or Town Property
B - Move students to either all or portion of Farley
C - Move students to temporary modular facility on site
D - Retain students in reduced footprint portion of Fuller with temporary reno.
D.1 - Retain students in Fuller as is (new footprint in East parking)

Fuller Swing Space Test Fit

Farley Swing Space Test Fit

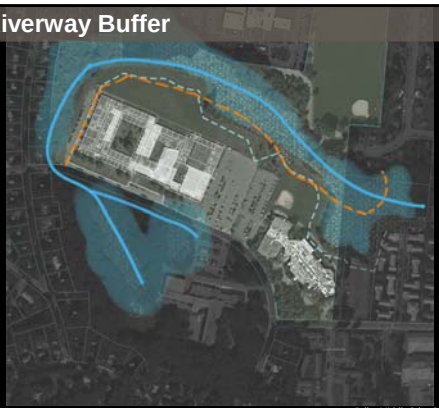


Site Analysis - Landscape

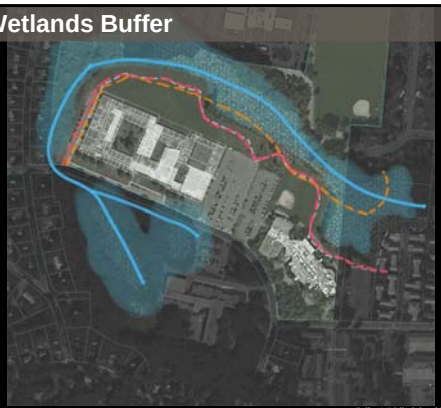
Wetlands

Riverways

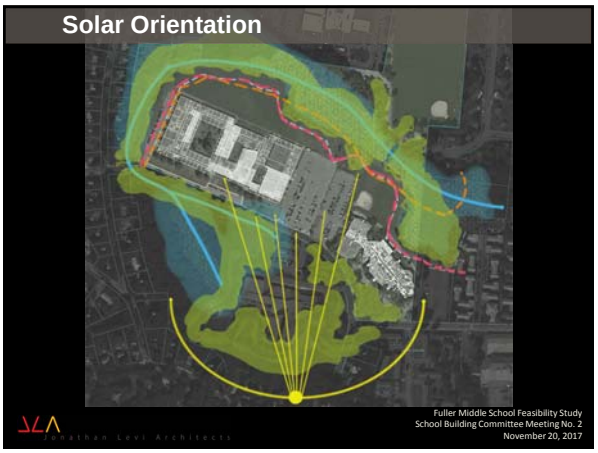
Riverway Buffer



Wetlands Buffer




Woodlands
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017


Solar Orientation
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

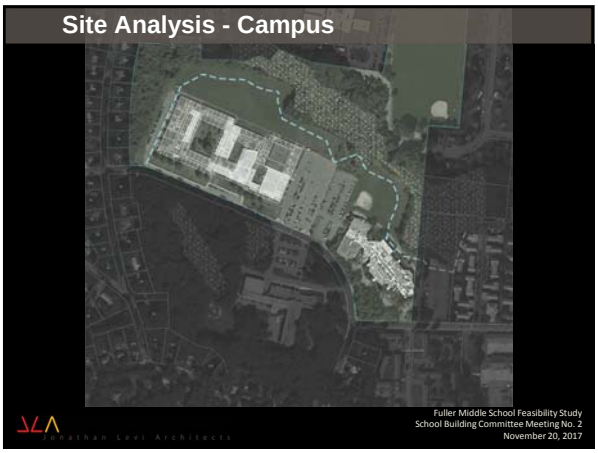

Site Analysis - Urban
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017


Single Family Residential
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017


Commercial/Institutional
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

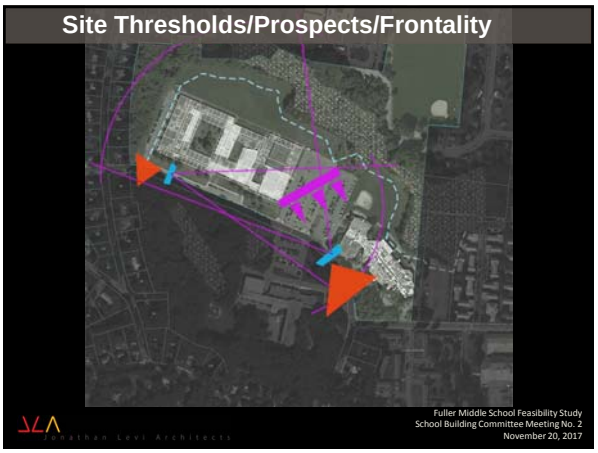

Multi-Family Residential
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Site Analysis - Campus



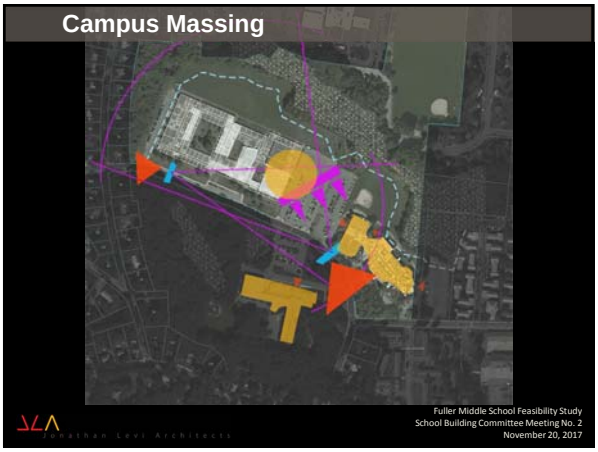
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Site Thresholds/Prospects/Frontality



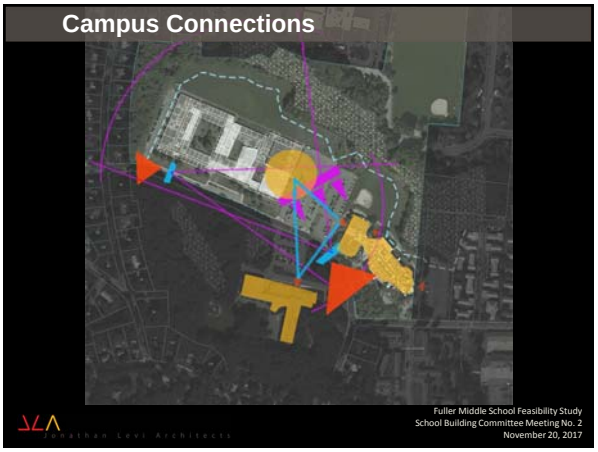
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Campus Massing



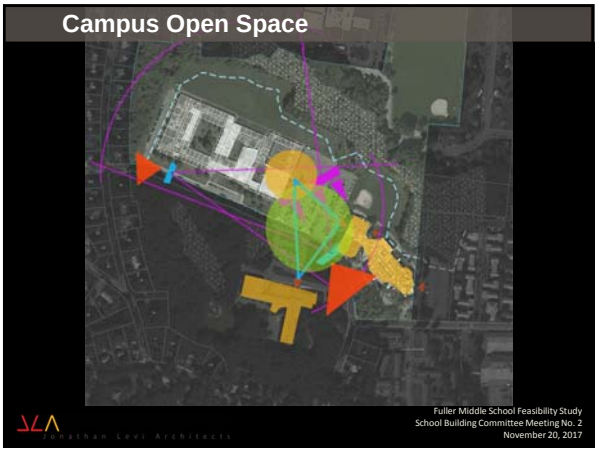
Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Campus Connections



Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Campus Open Space



Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

FULLER MIDDLE SCHOOL FEASIBILITY STUDY

Community Workshop #2
November 27, 2017

PROJECT MANAGEMENT SMMA

Agenda

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

PROJECT MANAGEMENT SMMA

Introductions

PROJECT MANAGEMENT SMMA

School Building Committee Members

Charlie Sisitsky	Co-Chair, Board of Selectmen
Dr. Edward Gotgart	Co-Chair, Chief Operating Officer, FPS
Chris Walsh	State Representative
Robert Halpin	Town Manager
Dr. Robert Tremblay	Superintendent of Schools
Heather Connolly	School Committee Chair
Richard Finlay	School Committee Member and Convenor
David Miles	Finance Committee Member
Mary Ellen Kelley	Chief Financial Officer
Jennifer Pratt	Chief Procurement Officer
Dr. Sonia Diaz	Chief Academic Officer FPS
Matt Torti	Director of Buildings and Grounds, FPS

PROJECT MANAGEMENT SMMA

School Building Committee Members (continued)

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

PROJECT MANAGEMENT SMMA

Architect

Jonathan Levi Architects

Owner's Project Manager (OPM)

Symmes Maini and McKee Associates

PROJECT MANAGEMENT SMMA

Feasibility Study Scope, Process and Schedule

PROJECT MANAGEMENT SMMA

Massachusetts School Building Authority

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

PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Feasibility Study Scope

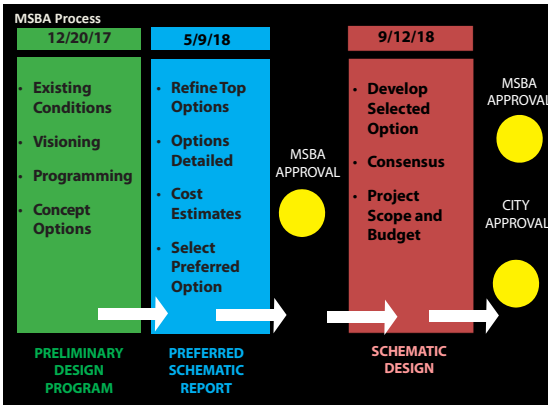
The MSBA has agreed to participate with Framingham in a feasibility study for a 630 Student Middle School for Grades 6-8. Scope items include:

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

PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

MSBA Process



PROJECT MANAGEMENT SMMA

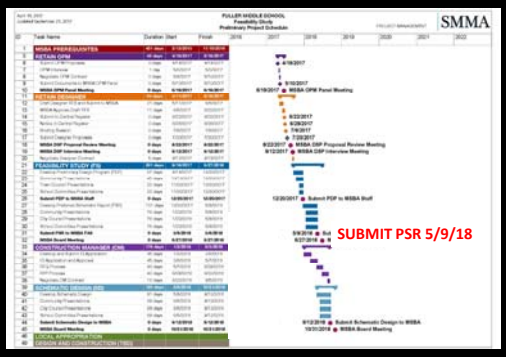
Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

PROJECT SCHEDULE

PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

PROJECT SCHEDULE



PROJECT MANAGEMENT SMMA

Fuller Middle School Feasibility Study
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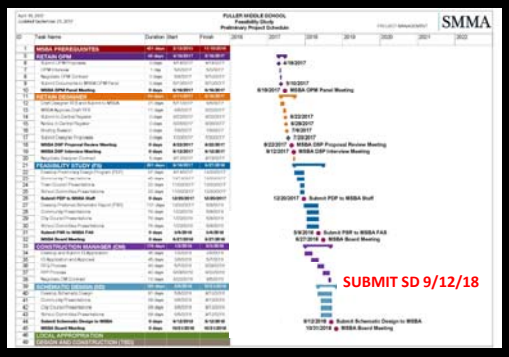
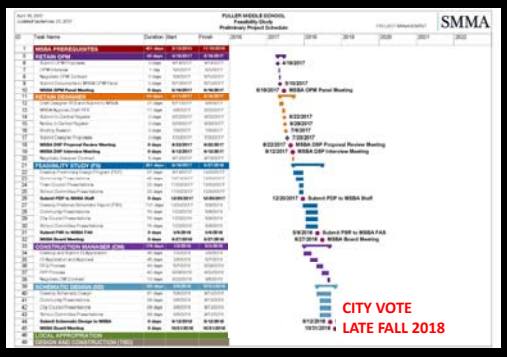


PROJECT SCHEDULE



Completed Project Milestones

November 2011 Framingham Submits Proposal to MSBA
February 2013 - Pre-Feasibility Study Completed
April 2016 - Historic Enrollments Study Completed
June 2016 - K-8 Educational Visioning Completed
October 2016 - Framingham Town Meeting approves Feasibility Study Funding
December 2016 - Framingham and MSBA Agree on Student Design Enrollment
February 2017 - MSBA Invites Framingham to Feasibility Study
June 2017 - Framingham Retains Owner's Project Manager
September 2017 - Framingham Retains Architect
November 13, 2017 - Community Forum No. 1

Questions?

Defining the Need

Defining the Need

- Need a long-term solution to resolve deteriorating school building
- Provide educational spaces to meet MSBA standards
- Update the school to meet Visioning Session goals
- Provide 21st century educational spaces
- Provide schools that are safe, code-compliant, and places Framingham can be proud of

EXISTING FULLER SCHOOL ROOM SIZES

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Existing School Conditions

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EXISTING CONDITIONS AT FULLER SCHOOL

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

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

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Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

EXISTING CONDITIONS AT FULLER SCHOOL

Energy Code:

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

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Community Workshop #2
November 27, 2017

EXISTING CONDITIONS AT FULLER SCHOOL

Accessibility

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

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Community Workshop #2
November 27, 2017

EXISTING CONDITIONS AT FULLER SCHOOL

Structural:

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

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Community Workshop #2
November 27, 2017

EXISTING CONDITIONS AT FULLER SCHOOL

Mechanical Electrical, Plumbing,Fire Protection

Systems typically have outlived their intended useful life. Boilers were installed in 2003, so have been used for over half of their expected useful service life. The building is not sprinklered. To comply with current code, it would need to be fully sprinklered and have a new fire alarm system installed.

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EXISTING CONDITIONS AT FULLER SCHOOL

Hazardous Materials

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

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Questions?

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Educational Programming

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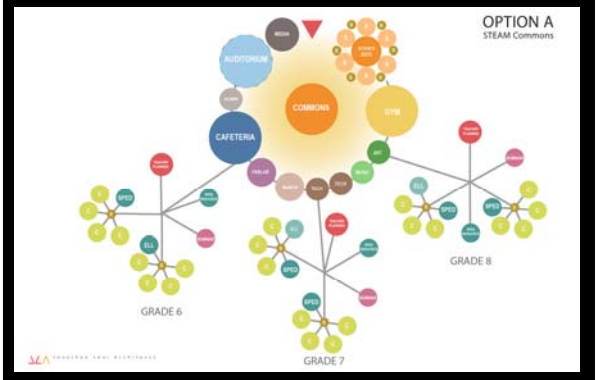
Programming



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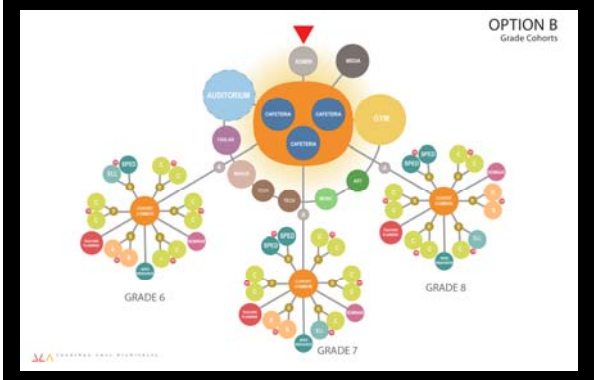
Programming



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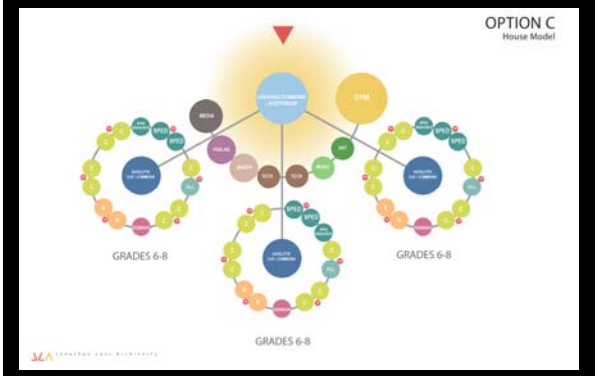
Programming



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Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Landscape Analysis

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Urban Analysis

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Campus Analysis

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 2
November 20, 2017

Construction Phase Swing Space Options

Assumption: 530 students, Approx. 80,000sf Minimum

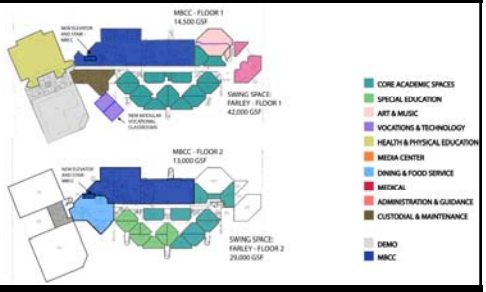
A - Move students to TBD School or Town Property
B - Move students to either all or portion of Farley
C - Move students to temporary modular facility on site
D - Retain students in reduced footprint portion of Fuller with temporary reno.
D.1 - Retain students in Fuller as is (new footprint in East parking)

Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Fuller Swing Space Test Fit

Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Farley Swing Space Test Fit



Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives

Option 0.0 – Renovation
Existing Fuller renovated to full code compliance

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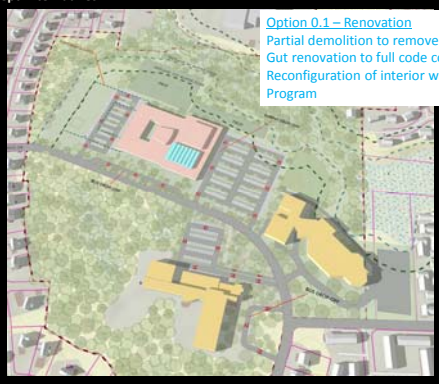
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives



Option 0.1 – Renovation
Partial demolition to remove extra area, Gut renovation to full code compliance, Reconfiguration of interior walls to meet Program

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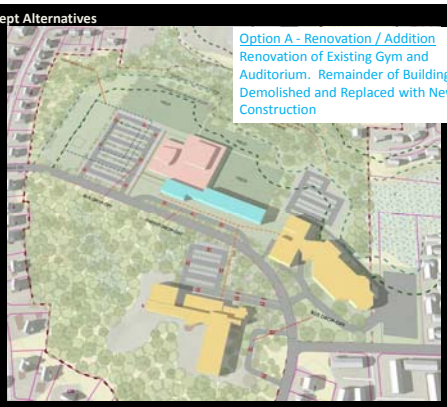
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives



Option A - Renovation / Addition
Renovation of Existing Gym and Auditorium. Remainder of Building Demolished and Replaced with New Construction

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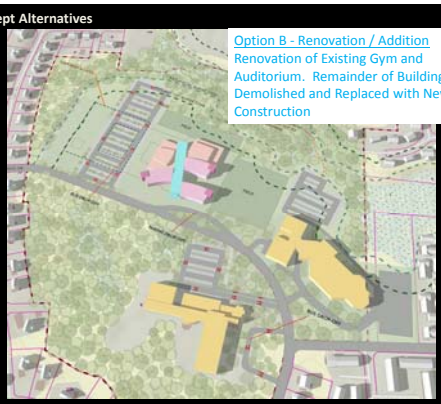
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives



Option B - Renovation / Addition
Renovation of Existing Gym and Auditorium. Remainder of Building Demolished and Replaced with New Construction

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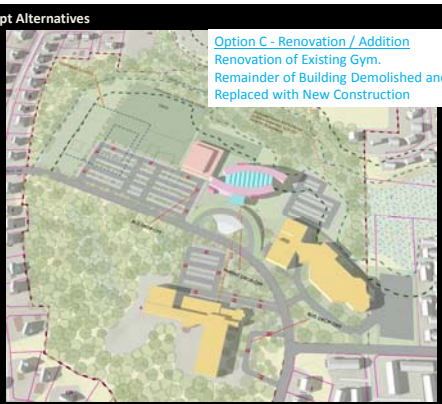
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives



Option C - Renovation / Addition
Renovation of Existing Gym. Remainder of Building Demolished and Replaced with New Construction

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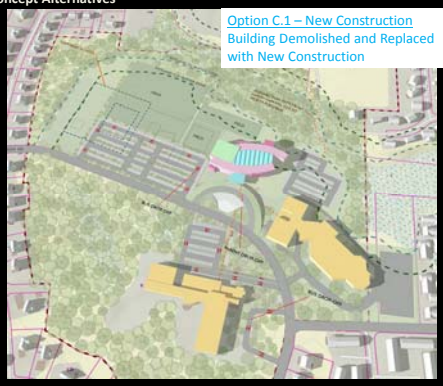
Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives

Option C.1 – New Construction Building Demolished and Replaced with New Construction



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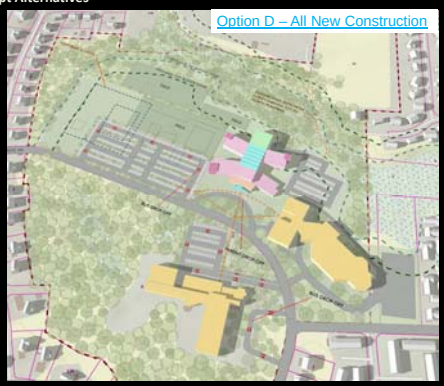
Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Pre-Concept Alternatives

Option D – All New Construction



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Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

Questions?

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Next Steps

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NEXT STEPS

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

- December 20, 2017 - Submit Preliminary Design Program (PDP) to MSBA
- February 12, 2018 – Community Forum #3
- May 9, 2018 – Submit Preferred Schematic Report (PSR) to MSBA
- September 12, 2018 - Submit Schematic Report (SD) to MSBA
- October 31, 2018 - MSBA board meeting to approve project
- Late Fall 2018 – City appropriation voting

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Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

NEXT STEPS

Community Resources

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

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

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Community Workshop #2
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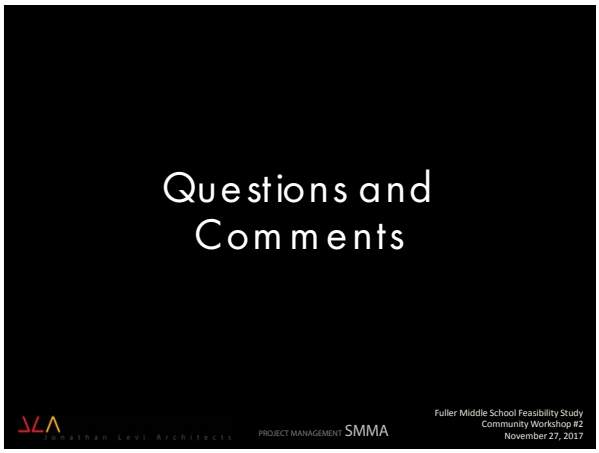
Questions and Comments
Jonathan Levi Architects
PROJECT MANAGEMENT SMMA
Fuller Middle School Feasibility Study
Community Workshop #2
November 27, 2017

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	12/4/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room	Meeting No:	9
	Distribution: Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
✓	Richard Finlay	School Committee Member and Convenor	**Voting Member**
	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
✓	Mary Ellen Kelley	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
✓	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
		Finance Committee Member	Non-Voting Member
✓	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
✓	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Item #	Action	Discussion
9.1	Record	Call to Order, 7:00 PM, meeting opened.
9.2	Record	A motion was made by R. Finlay and seconded by D. Miles to approve the 11/20/2017 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
9.3	Record	J. Seeley distributed and reviewed Warrant No. 2, attached. A motion was made by M. Grilli and seconded by R. Finlay to approve Warrant No. 2, attached. No discussion, motion passed unanimous.
9.4	Record	J. Seeley distributed and reviewed the Meetings and Agenda Schedule for the PSR Phase, attached.
9.5	M. Kelley	M. Kelley indicated the Town's Information Office is updating the Town's website to allow for residents to sign-up for email notifications regarding the project.
9.6	Record	Feedback on Community Forum No. 2 was discussed. Committee Discussion: 1. R. Finlay indicated two key takeaways for him were 1) residents wanting to know what the project will cost, and 2) minimize the construction's disruption to education, particularly a concern for students that experienced the construction at the King Elementary school.
9.7	P. Gray	P. Gray distributed and reviewed the LEED for Schools V4 Scorecard indicating the project's projected achievement of 43 points, or Certified rating, and exceedance of MA Energy Code by 20%, sufficient for the additional 2% reimbursement points from MSBA, attached. P. Gray indicated 50-59 points would be LEED Silver rated. Committee Discussion: 1. M. Grilli asked what is the cost to the project to achieve the 43 points? *P. Gray indicated that many of the elements are standard practice, much of the points gained by no cost or low cost strategies or are already required by Framingham's adoption of the Stretch Energy Code.* 2. D. Panich asked JLA to prioritize the 48 "maybe" points that could be achieved at no cost or low cost, in order to reach the LEED Silver rating. 3. C. Sisitsky indicated the Town's Energy Manager should be consulted as the project develops to ensure the project maximizes energy efficiency. *P. Gray indicated JLA will reach out to the Energy Manager in the next phase, once the energy model is developed*. 4. R. Finlay indicated that the project needs to make sure proper equipment is included to facilitate the operation and maintenance of the sustainable strategies.
9.8	Record	J. Levi presented and reviewed the Swing Space options, attached, and discussed the option of constructing in the east parking lot, thereby eliminating the need for swing space.

		Committee Discussion: 1. C. Sisitsky asked where would the teachers, staff and MassBay students park during construction if the school was constructed on the east parking lot? *J. Levi indicated a permanent parking lot could be constructed behind the Farley Building in the first phase of construction to support the Farley Building occupants.* 2. E. Gotgart indicated from an educational perspective, not having to relocate the students during construction would be the ideal option. 3. R. Tremblay asked what would the cost be to keep the Fuller operational during construction? *P. Gray indicated the cost would be minimal.* 4. L. Slavin, MassBay Assistant Vice President indicated MassBay is seeking space to lease. It is also seeking to construct its own campus, possibly on land from Framingham State University. Their preferred path is to stay in Framingham. If the College was to receive funding from the State for its own campus, MassBay would prefer to stay in the Farley Building until its design and construction is completed.
9.9	P. Gray	P. Gray distributed and reviewed the Proposed Space Summary indicating a project size of 144,935 square feet, the 11/13/2017 Educational Working Group meeting minutes and reviewed the preferred Program Diagram Option B, all attached. Committee Discussion: 1. C. Sisitsky asked how does the 144,935 square feet relate to the MSBA guidelines square feet of 107,280 square feet? *P. Gray indicated the guidelines do not take into account local communities' specific curriculum, their SPED needs and some of the 21st century teaching spaces. The District will need to justify to MSBA all the spaces in the Educational Program to be submitted as part of the PDP submission.* 2. D. Miles asked how do the amount of ELL and SPED spaces compare to Cameron and Walsh? *P. Gray indicated the design will be fundamentally flexible to accommodate shifts in ELL and SPED space needs between the middle schools.* 3. R. Tremblay asked why is the Media Center smaller than guidelines? *P. Gray indicated that some of the Media Center square footage is distributed amongst the cohort commons.* 4. C. Stempleski asked if the cooking classroom is included in the Space Summary? *P. Gray indicated the SPED Life Skills classroom would be used for the cooking classroom*. 5. R. Finlay asked what spaces will the MSBA not reimburse?

		P. Gray indicated the Auditorium, the Gymnasium space in excess of the guideline, and the adult ELL Offices. 6. R. Finlay asked JLA to ensure there is sufficient storage space for equipment, chairs, maintenance. 7. D. Miles asked why doesn't MSBA have Teacher Planning spaces in their guidelines? *J. Levi indicated those are some of the 21st century spaces that don't appear in the guidelines, but that MSBA supports and approves*. 8. R. Weader II asked if the new construction options with new gymnasium, have a smaller gymnasium than the options that include the renovated gymnasium? *J. Levi indicated yes, the all new gymnasium is smaller than the renovated gymnasium*.
9.10	J. Levi	J. Levi presented and reviewed Design Options, attached and as follows: 1. Option 0.0 – Renovation Only – No Educational Improvements 2. Option 0.1 – Renovation and Demolition 3. Option A – Renovation and Addition – Addition in back, renovate Gym and Auditorium 4. Option B.1 – Renovation and Addition – Addition in front, renovate Gym and Auditorium 5. Option B.2 – New Construction with new Auditorium 6. Option C.1 – Renovation and Addition – Addition in front, renovate Gym 7. Option C.2 – New Construction 8. Option D – New Construction Committee Discussion: 1. R. Finlay asked if the windows will fade or yellow over time? *J. Levi indicated no, the windows are not anticipated to fade or yellow*. 2. C. Sisitsky asked if the options will have a main entrance and a community entrance for after-hours use? *J. Levi indicated yes, each will have two separate entrances*. 3. R. Tremblay would like to have additional information on the "convertible commons" such acoustics, lighting, sightlines, and where have they been built? *J. Levi will provide the additional information to the Committee for review*. 4. R. Finlay asked if the educators have a preference for a particular option? *E. Gotgart indicated the focus has been on developing the summary of spaces and the educational program, a preference has not been established*.
9.11	Record	P. Gray distributed and reviewed the Construction Cost estimates, attached, for each of the options. J. Seeley distributed and reviewed a memo on the MSBA Ineligible Costs, the Total Project Cost, Reimbursement Rate, MSBA Grant and Cost to City estimates, and Construction Schedule, for each of the options, attached.

		Committee Discussion: 1. R. Weader II asked if the building cost will be under the $326/square feet reimbursement limit? *J. Seeley indicated no, the $326/square feet is not representative of the current market cost, but a reimbursement limit set by MSBA to assist in distributing funding to as many communities as they can based on their expected annual revenue.* 2. D. Panich asked if there was an estimate on the Swing Space costs? *P. Gray indicated not yet, but the costs appear to be trending in excess of tens of millions of dollars*. 3. C. Sisitsky asked if the ineligible costs are calculated into the City's cost? *J. Seeley indicated yes, the ineligible costs are calculated into the City's cost*. 4. M. Grilli asked if the cost estimates include the costs to achieve the LEED Certified level (43 points)? *P. Gray indicated yes, the costs include the elements to achieve LEED Certified*. 5. D. Miles asked if the cost estimates include the cost to achieve the LEED Silver level? *P. Gray indicated no, just LEED Certified*.
9.12	Record	J. Seeley indicated the survey results on the tour date for the Dearborn School showed 12/14/2017 as the most preferred. The tour is scheduled for 12/14/2017.
9.13	J. Levi J. Seeley	Committee Questions 1. C. Sisitsky asked if JLA can provide a written summary of each option to assist in understanding the qualities of each? *J. Levi indicated yes, and an evaluation matrix will also be developed for the next meeting.* 2. C. Sisitsky asked if the Farley Building can be renovated as a Middle School in lieu of the Fuller School? *J. Seeley will confirm with the MSBA.*
9.14	P. Gray	Public Comments – the following questions were asked: 1. What will happen if the 630 student design enrollment agreed to with MSBA is exceeded when the school opens? *E. Gotgart indicated if that were to occur, possible actions by the District would be redistricting, restructuring, or raising the average class size guidelines.* 2. Is the 630 student design enrollment agreed to with MSBA locked in? *J. Seeley indicated yes, that is the design enrollment set in the executed Feasibility Study Agreement with MSBA.* 3. Where will the adult ELL students park if the school is constructed in the east parking lot? *P. Gray will review and provide direction*.

9.15	Record	Next **SBC Meeting: December 18, 2017 at 7:00 PM** at King Elementary School, Desmarais Room.
9.16	Record	A Motion was made by M. Grilli and seconded by D. Miles to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, Warrant No. 2, Meetings and Agenda Schedule for PSR Phase, LEED for Schools V4 Scorecard, Proposed Space Summary, 11/13/2017 Educational Working Group Meeting Minutes, Construction Cost Estimate, Memo on the MSBA Ineligible Costs, Total Project Cost, Reimbursement Rate, MSBA Grant and Cost to City Estimates, Construction Schedule, Powerpoint

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	12/4/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	9
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: December 4, 2017
Meeting No.: 9

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelley, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.k12.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

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1000 Massachusetts Avenue
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617.547.5400

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	12/4/2017
Meeting Location:	King Elementary School, Desmarais Room	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	9
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Review Community Forum No. 2 Findings
5. Review Sustainable Design Goals
6. Review Updated Swing Space Options
7. Review Updated Pre-Concept Alternatives
8. Review Cost Models
9. Dearborn STEAM 6-12 Academy Tour
10. Old or New Business
11. Committee Questions
12. Public Comments
13. Next Meeting: December 18, 2017
14. Adjourn

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Warrant No. 2

Project:	Fuller Middle School, Framingham, Massachusetts	Project No.:	17050
Prepared by:	Joel G. Seeley, AIA	Date:	12/4/2017

School Building Committee for the Fuller Middle School hereby authorizes to draw against funds for the obligations incurred for value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date	Invoice Amount	ProPay Code	Balance After Invoice
SMMA	48099	11/27/2017	$ 11,250.00	0001-0000	$ 127,500.00
Jonathan Levi Architects	1722-00-02	11/27/2017	$ 54,500.00	0002-0000	$ 463,250.00
		Total	**$ 65,750.00**		

_____
Charles Sisitsky, Chairman

_____
Richard Finlay

_____
Heather Connolly

_____
David Miles

_____
Richard Weader, II

_____
Michael Grilli

_____
Caitlin Stempleski

_____
Dr. Jennifer Krusinger Martin

_____
Donald Taggart, III

Approved on _____

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1000 Massachusetts Avenue
Cambridge, MA 02138
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Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 fax 617.437.1965 www.leviarc.com

INVOICE

Robert Halpin
Town Manager
Town of Framingham
150 Concord Street
Framingham, MA 01702

DATE: November 27, 2017
CLIENT PROJECT NO:
INVOICE NO: 1722-00-02

PROJECT: Fuller Middle School

In accordance with Owner-Architect Agreement dated September 25, 2017
there is due at this time for architectural services and reimbursable items for the period
11/1/2017 — 11/30/2017 the sum of

Fifty Four Thousand Five Hundred Dollars and No Cents **$ 54,500.00**

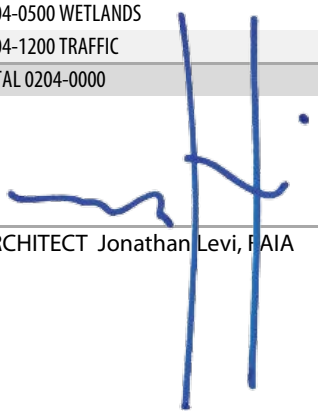
the above amount shall become due and payable within 30 days from the date hereof.

A&E – FEASIBILITY STUDY	CONTRACT AMT (A)	PREVIOUS PERIOD (B)	CURRENT PERIOD (C)	EARNED (D=B+C)	% COMPLETE (D/A)
0002-0000 FEASIBILITY	$ 335,000.00	$ 27,250.00	$ 54,500.00	$ 81,750.00	24.40%
0002-0000 SCHEMATIC DESIGN	$ 210,000.00	$ -	$ -	$ -	
TOTAL 0002-0000	$ 545,000.00	$ 27,250.00	$ 54,500.00	$ 81,750.00	15.00%

A&E – BASIC SERVICES	CONTRACT AMT	PREVIOUS PERIOD	CURRENT PERIOD	EARNED	% COMPLETE
0201-0400 DD					
0201-0500 CD					
0201-0600 BIDDING					
0201-0700 CA					
0201-0800 CLOSEOUT					
TOTAL 0201-0000					

A&E – REIMBURSABLES & OTHER SERVICES	CONTRACT AMT	PREVIOUS PERIOD	CURRENT PERIOD	EARNED	% COMPLETE
TOTAL 0203-0000					

A&E – SUB-CONSULTANTS	CONTRACT AMT	PREVIOUS PERIOD	CURRENT PERIOD	EARNED	% COMPLETE
0204-0200 HAZMAT					
0204-0300 GEOTECH/GEOENVIRO					
0204-0400 SITE SURVEY					
0204-0500 WETLANDS					
0204-1200 TRAFFIC					
TOTAL 0204-0000					



ARCHITECT Jonathan Levi, FAIA

SMMA

Jennifer Pratt
Chief Procurement Officer
Town of Framingham
150 Concord Street, Room 123
Framingham, MA 01702

November 27, 2017
Project No: 17050.00
Invoice No: 0048099

Project 17050.00 Framingham Fuller MS OPM Services
OPM Services for the Fuller Middle School, Framingham, MA
Professional Services from November 4, 2017 to December 1, 2017
Fee

Billing Phase	Fee	Percent Complete	Earned	Previous Fee Billing	Current Fee Billing
Feasibility Study	90,000.00	25.00	22,500.00	11,250.00	11,250.00
Schematic Design	60,000.00	0.00	0.00	0.00	0.00
Total Fee	150,000.00		22,500.00	11,250.00	11,250.00
		Total Fee			**11,250.00**
				Total this Invoice	**$11,250.00**

Billings to Date

	Current	Prior	Total
Fee	11,250.00	11,250.00	22,500.00
Totals	**11,250.00**	**11,250.00**	**22,500.00**

Authorized _____
Joel Seeley

1000 Massachusetts Avenue
Cambridge, MA 02138

400 Westminster Street, Suite 100
Providence, RI 02903

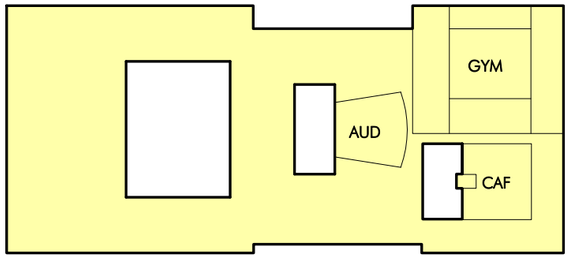
617.547.5400
www.smma.com

SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

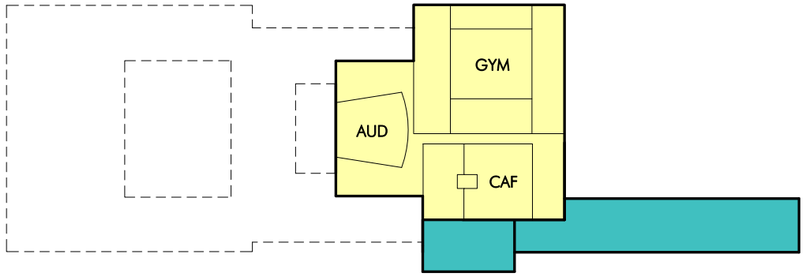
All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
October 27, 2017 ***Updated: November 16, 2017***

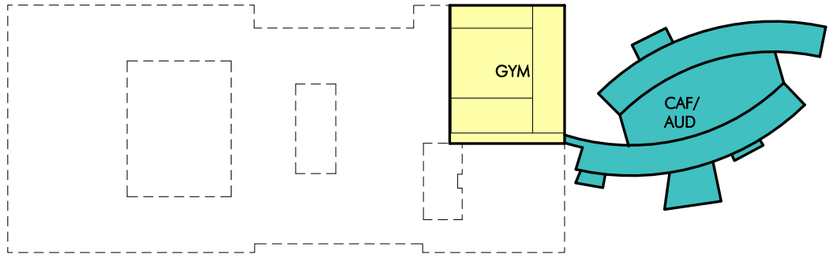
DATE	AGENDA
Feasibility Study Phase (PSR)	
January 8, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review PSR Phase Schedule
	Review PSR Phase Goals
January 22, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review MSBA Comments on PDP Submission
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
February 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Prepare for Community Forum
February 12, 2018	COMMUNITY FORUM NO. 3 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
March 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Structural Narrative Review
	MEP Systems Narrative Review
March 19, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Sustainable Design Goals
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Review Preliminary Cost Models
	Preliminary Options Evaluation
	Prepare for Community Forum
April 2, 2018	COMMUNITY FORUM NO. 4 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
April 16, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Update on Construction Alternatives
	Review Updated Cost Models
	Options Evaluation
	Discuss the One Preferred Option
April 30, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Decide the One Preferred Construction Alternative
	Vote to Submit Preferred Schematic Report to MSBA
May 9, 2018	*SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED



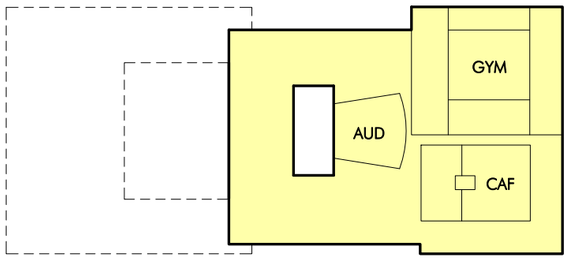
OPTION 0.0 - EXISTING



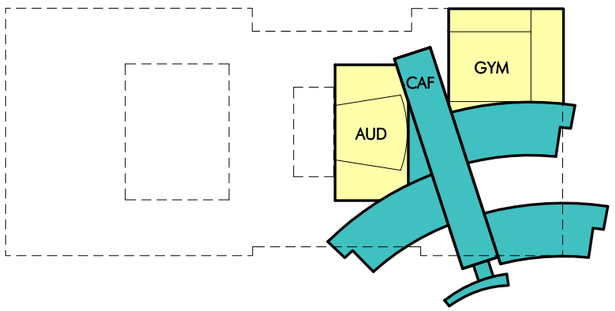
OPTION A - ADD/RENO



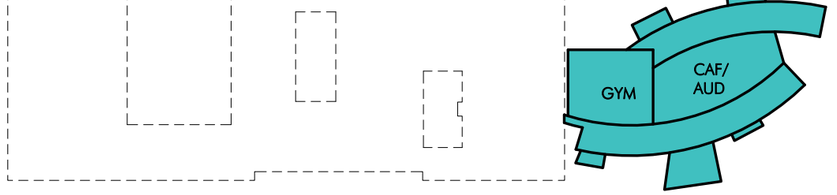
OPTION C.1 - FOLDED HANDS ADD/RENO



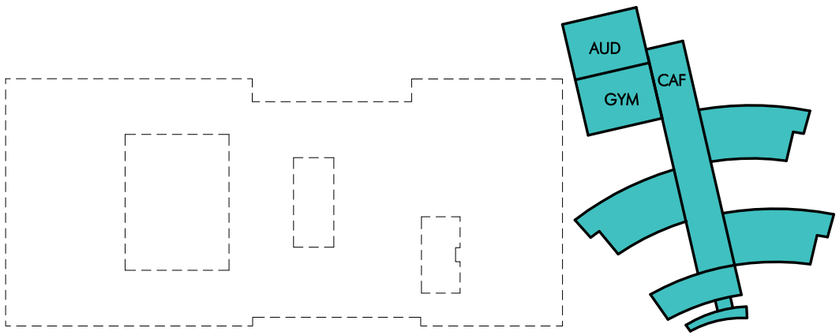
OPTION 0.1 - ADD/RENOVATION



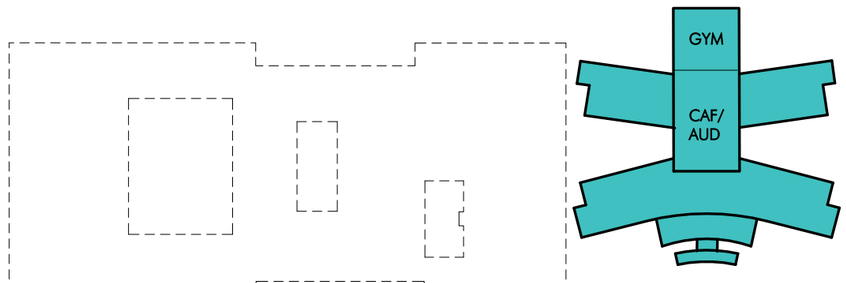
OPTION B.1 - TREE BRANCHES ADD/RENO



OPTION C.2 - FOLDED HANDS



OPTION B.2 - TREE BRANCHES



OPTION D - BUTTERFLY

LEED for Schools v4
Project Scorecard

Project Name: **Fuller Middle School**
Project Address: 31 Flagg Dr, Framingham MA
Date Updated: December 4, 2017

Phase	Yes	?	No			
	1	0	0		**Integrative Process**	1
D	1			Credit 1	**Integrative Process**	1

	Yes	?	No			
	1	6	8		**Location & Transportation**	15
D			N/A	Credit 1	**LEED for Neighborhood Development Location**	15
D	1			Credit 2	**Sensitive Land Protection**	1
D			2	Credit 3	**High Priority Site**	2
D		2	3	Credit 4	**Surrounding Density and Diverse Uses**	5
D		1	3	Credit 5	**Access to Quality Transit**	4
D		1		Credit 6	**Bicycle Facilities**	1
D		1		Credit 7	**Reduced Parking Footprint**	1
D		1		Credit 8	**Green Vehicles**	1

	Yes	?	No			
	4	7	1		**Sustainable Sites**	12
C	Y			Prereq 1	**Construction Activity Pollution Prevention**	Required
D	Y			Prereq 2	**Environmental Site Assessment**	Required
D	1			Credit 1	**Site Assessment**	1
D		2		Credit 2	**Site Development - Protect or Restore Habitat**	2
D		1		Credit 3	**Open Space**	1
D		3		Credit 4	**Rainwater Management**	3
D	1	1		Credit 5	**Heat Island Reduction**	2
D	1			Credit 6	**Light Pollution Reduction**	1
D			1	Credit 7	**Site Master Plan**	1
D	1			Credit 8	**Joint Use of Facilities**	1

	Yes	?	No			
	5	5	2		**Water Efficiency**	12
D	Y			Prereq 1	**Outdoor Water Use Reduction**	Required
D	Y			Prereq 2	**Indoor Water Use Reduction**	Required
D	Y			Prereq 3	**Building-level Water Metering**	Required
D	2			Credit 1	**Outdoor Water Use Reduction**	2
D	2	5		Credit 2	**Indoor Water Use Reduction**	7
D			2	Credit 3	**Cooling Tower Water Use**	2
D	1			Credit 4	**Water Metering**	1

	Yes	?	No			
	12	17	2		**Energy & Atmosphere**	31
C	Y			Prereq 1	**Fundamental Commissioning and Verification**	Required
D	Y			Prereq 2	**Minimum Energy Performance**	Required
D	Y			Prereq 3	**Building-level Energy Metering**	Required
D	Y			Prereq 4	**Fundamental Refrigerant Management**	Required
C	5	1		Credit 1	**Enhanced Commissioning**	6
D	6	10		Credit 2	**Optimize Energy Performance**	16
D	1			Credit 3	**Advanced Energy Metering**	1
C			2	Credit 4	**Demand Response**	2
D		3		Credit 5	**Renewable Energy Production** (1%/5%/10%)	3
D		1		Credit 6	**Enhanced Refrigerant Management**	1
C		2		Credit 7	**Green Power and Carbon Offsets** (50%/100%)	2

	Yes	?	No			
	6	2	5		**Materials & Resources**	13
D	Y			Prereq 1	**Storage & Collection of Recyclables**	Required
C	Y			Prereq 2	**Construction and Demolition Waste Management Planning**	Required
C	3		2	Credit 1	**Building Life-cycle Impact Reduction**	5
C	1		1	Credit 2	**Building Product Disclosure and Optimization**-Environmental Product Declarations	2
C		1	1	Credit 3	**Building Product Disclosure and Optimization**-Sourcing of Raw Matls.	2
C		1	1	Credit 4	**Building Product Disclosure and Optimization**-Material Ingredients	2
C	2			Credit 5	**Construction and Demolition Waste Management**	2

	Yes	?	No			
	10	5	1		**Indoor Environmental Quality**	#REF!
D	Y			Prereq 1	**Minimum IAQ Performance**	Required
D	Y			Prereq 2	**Environmental Tobacco Smoke (ETS) Control**	Required
D	Y			Prereq 3	**Minimum Acoustical Performance**	Required
D	2			Credit 1	**Enhanced IAQ Strategies**	2
C	1	1	1	Credit 2	**Low-Emitting Materials** (3/5/6)	3
C	1			Credit 3	**Construction IAQ Management Plan**	1
C	1	1		Credit 4	**IAQ Assessment**	2
D		1		Credit 5	**Thermal Comfort**	1
D	1	1		Credit 6	**Interior Lighting**	2
D	2	1		Credit 7	**Daylight**	3
D	1			Credit 8	**Quality Views**	1
D	1			Credit 9	**Acoustic Performance**	1

	Yes	?	No			
	3	3	0		**Innovation**	6
D	1			Credit 1	**Innovation: TBD**	1
D		1		Credit 2	**Innovation: TBD**	1
D		1		Credit 3	**Innovation: TBD**	1
C	1			Credit 4	**Innovation: EP**	1
C		1		Credit 5	**Innovation: Pilot Credit**	1
C	1			Credit 6	**LEED Accredited Professional**	1

	Yes	?	No			
	1	3	0		**Regional Priority Credits** - earn up to 4 points	4
		1		Credit 1	**EAc5 Renewable Energy Production (2pt / 3%)**	1
		1		Credit 2	**WEc2 - Indoor Water Use Reduction (4 pts)**	1
	1			Credit 3	**MRc1 Building Life-Cycle Impact Reduction (2pts)**	1
		1		Credit 4	**EAc2 Optimize Energy Performance (8pts)**	1
			N/A	*Credit 5*	*SSc4 - Rainwater Management (2 pts)*	
			N/A	*Credit 6*	*LTc3 - High Priority Site (2 Pts)*	

Yes	?	No		
43	48	19	**Project Totals (Certification Estimates)**	110

Certified: 40-49 points, **Silver:** 50-59 points, **Gold:** 60-79 points, **Platinum:** 80+ points

Proposed Space Summary - Middle Schools

FULLER Middle School 630 Students Grades 6-8	PROPOSED New			MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	ROOM NFA[1]	# OF RMS	area totals	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			**45,690**			**29,580**	
(List classrooms of different sizes separately)							
Classroom - General	900	17	15,300	950	22	20,900	850 SF min - 950 SF max
ELL Classrooms	900	9	8,100				
Teacher Planning	90	13	1,170				Shared between classrooms
Classroom Breakout	300	13	3,900				Shared between classrooms. Includes SPED use
Small Group Seminar (20-30 seats) / Resource /Professional Development/ Itinerant / Workspace	400	3	1,200	500	2	1,000	Professional Development/ Itinerant / Workspace
Science Classroom / Lab	1,150	9	10,350	1,200	6	7,200	3 Science Rooms for EL
Prep Room	80	9	720	80	6	480	
Science Teacher Planning	90	5	450				Shared between classrooms
Cohort Commons	1,500	3	4,500				Collaboration space and distributed Media Center functions
SPECIAL EDUCATION			**13,470**			**7,550**	
(List classrooms of different sizes separately)							
Self-Contained SPED	900	10	9,000	950	5	4,750	assumed 8% of pop. in self-contained SPED
SPED Teacher Planning	90	8	720				Shared between classrooms
SPED Classroom Breakout	300	5	1,500				Shared between classrooms. SPED use also in Gen Classroom Breakout
Self-Contained SPED Toilet	60	0	0	60	5	300	
Resource Room	500	3	1,500	500	3	1,500	Should be divisible
Small Group Room / Reading	250	3	750	500	2	1,000	1/2 size Genl. Clrm.
			0				
ART & MUSIC			**3,650**			**3,250**	
Art Classroom	1,200	1	1,200	1,200	1	1,200	assumed use - 50% population 2 times / week
Art Workroom w/ Storage & kiln	150	1	150	150	1	150	
Band / Chorus - 100 seats	950	2	1,900	1,500	1	1,500	assumed use - 50% population 2 times / week
Music Practice / Ensemble	200	2	400	200	2	400	
VOCATIONS & TECHNOLOGY			**4,150**			**6,400**	
Tech Clrm. - (E.G. Drafting, Business)	950	1	950	1,200	2	2,400	Includes closed off area for 3D printers
Tech Shop - (E.G. Consumer, Wood)	2,000	1	2,000	2,000	2	4,000	Assumed use - 25% Population - 5 times/week
Fab Lab	1,200	1	1,200				
HEALTH & PHYSICAL EDUCATION			**8,185**			**8,400**	
Gymnasium	6,500	1	6,500	6,000	1	6,000	
Gym Storeroom	300	1	300	150	1	150	
Health Instructor's Office w/ Shower & Toilet	150	2	300	250	1	250	PE insturctor - no shower or toilet
Locker Rooms - Boys / Girls w/ Toilets	500	2	1,000	1,000	2	2,000	3 Shower, 1 toilet, 25 lockers
Unisex Toilet / Shower	85	1	85				Include 4 lockers
			0				
MEDIA CENTER			**1,900**			**4,003**	
Media Center / Reading Room	1,900	1	1,900	4,003	1	4,003	
DINING & FOOD SERVICE			**8,923**			**8,922**	
Cafetorium / Dining	4,725	1	4,725	4,725	1	4,725	2 seatings - 15SF per seat
Stage	1,600	1	1,600	1,600	1	1,600	
Chair / Table / Equipment Storage	410	1	410	410	1	410	
Kitchen	1,930	1	1,930	1,930	1	1,930	1600 SF for first 300 + 1 SF/student Add'l
Staff Lunch Room	258	1	258	258	1	258	20 SF/Occupant
MEDICAL			**610**			**610**	
Medical Suite Toilet	60	1	60	60	1	60	
Nurses' Office / Waiting Room	250	1	250	250	1	250	
Examination Room / Resting	100	3	300	100	3	300	
ADMINISTRATION & GUIDANCE			**4,940**			**3,430**	
General Office / Waiting Room / Toilet	415	1	415	415	1	415	
Teachers' Mail and Time Room	100	1	100	100	1	100	
Duplicating Room	200	1	200	200	1	200	
Records Room	200	1	200	200	1	200	
Principal's Office w/ Conference Area	375	1	375	375	1	375	
Principal's Secretary / Waiting	125	1	125	125	1	125	
Assistant Principal's Office - AP1	150	1	150	150	1	150	
Assistant Principal's Office - AP2	150	0	0	150	1	150	
Supervisory / Spare Office	150	1	150	150	1	150	
Conference Room	350	1	350	350	1	350	
Small Conference Room	200	1	200				For parent meetings
Guidance Office (Student Support)	150	6	900	150	4	600	Distributed 2 per cohort, student support
Guidance Waiting Room	75	3	225	100	1	100	Distributed 1 per cohort, w/ storage clo
Guidance Storeroom	50	1	50	50	1	50	
Teachers' Work Room	200	3	600	465	1	465	Distributed 1 per cohort
Dept Head / Coach offices	150	6	900				Distributed 2 per cohort
CUSTODIAL & MAINTENANCE			**2,105**			**2,105**	
Custodian's Office	150	1	150	150	1	150	
Custodian's Workshop	250	1	250	250	1	250	
Custodian's Storage	375	1	375	375	1	375	
Recycling Room / Trash	400	1	400	400	1	400	
Receiving and General Supply	310	1	310	310	1	310	
Storeroom	420	1	420	420	1	420	
Network / Telecom Room	200	1	200	200	1	200	
			0				
OTHER			**3,000**			**0**	
Other *(specify)*							
Adult ESL Offices	3,000	1	3,000				
Total Building Net Floor Area (NFA)			**96,623**			**74,250**	
Proposed Student Capacity / Enrollment						**630**	
Total Building Gross Floor Area (GFA)[2]			144,935			**107,280**	
Grossing factor (GFA/NFA)			**1.50**			**1.44**	

Jonathan Levi Architects
266 beacon street boston ma 02116 tel 617.437.9458 www.leviarc.com

NOTES OF MEETING

project	Fuller Middle School Feasibility Study	project no.	1722
date	13 November 2017, 8:00 am – 1:00 pm	location	Fuller School
re	**Educational Programming, Swing Space, Site Analysis, Pre-Concept Alternatives, Community Workshop**		
present	Jose Duarte (FPS), Edward Gotgart (FPS), Matt Torti (FPS), Charlie Sisitsky (community workshop discussion only), Joel Seeley (SMMA) David Stephen (New Vista), Jonathan Levi (JLA) Philip Gray (JLA)		
distribution	attendees; project file		

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1) The working group will meet at 8:00 am on Mondays between SBC meeting weeks.
2) Educational Program Update. JLA presented 3 "bubble diagrams" illustrating alternative organizational approaches: Steam Commons, Grade Cohorts, and House Model. See attached. Each shows different approaches to both Learning Commons and Cohort Commons. All suggest 3 identifiable cohorts of approximately 200 students.

    - The SPED and ELL classrooms should be organized in a comparable fashion as the general classrooms to reflect Framingham's inclusion model.
    - The organization should facilitate mastery based learning
    - 3 lunch seatings seems appropriate, and corresponds with the 3 cohort model

3) Construction Phase Swing Space Options
   Assumption: 530 students, Approx. 80,000sf Minimum.

   JLA presented the following options (See attached):
   A - Move students to TBD School or Town Property
   B - Move students to either all or portion of Farley (with new elevator / stair / circulation)
   C - Move students to temporary modular facility on site
   D - Retain students in reduced footprint portion of Fuller with temporary reno.
   D.1 - Retain students in Fuller as is (new footprint in East parking)

JLA will provide cost estimate ranges at the next meeting.

4) Site Analysis. JLA presented an analysis of the existing fuller site in regard to landscape, wetlands, riverways, woodlands, solar orientation, neighboring buildings and potential campus design. There is interest in increasing the sense of a unified campus between the Fuller, Farley and McCarthy. Mass Bay currently uses approximately 100 parking spaces, Fuller uses about 90 spaces, other users in the Fuller building use 20 spaces.

   Parents at McCarthy often park at Fuller and cross Flagg Drive on foot; this is a concern which should be addressed in the new design.

   The City Planner should be brought into the discussion

5) Pre-Concept Alternatives. JLA presented alternatives A- F in 3D "Flyover" showing a range of alternative design concepts ranging including renovation, renovation / additions, and all new construction. See attached.

6) Dearborn STEM School Site Visit. Scheduled for Tuesday 11/28 at 3:00 pm. A site visit to the South Shore Charter Public School in Norwell may be considered as well.

7) Draft presentation materials for the Community Forum #1 was reviewed.

END OF MEETING NOTES

Addressees believing these notes are in error or are inaccurate should contact the writer within five business days, otherwise these notes will be considered accurate.

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by Philip Gray

Framingham Middle School

Framingham, MA

December 2, 2017

Module 3A: Preliminary Design Program

Feasibility Estimate

Owner's Project Manager

SMMA

1000 Massachusetts Ave.

Cambridge, MA

Architect:

Jonathan Levi Architects

266 Beacon Street

Boston, MA 02116

Estimator:

Miyakoda Consulting

PO Box 47

Raynham, MA 02767

(617) 799-5832

Framingham Middle School

Framingham, MA

INTRODUCTION

Description:

1 Construction of the Framingham Middle School
2 Eight (8) Building Alternatives, with breakdown for Gymnasium and Auditorium:
   1. Baseline Renovation
   2. Gymnasium Renovation
   3. Auditorium Renovation
   4. Renovation to the Existing Building to Meet the New Program
   5. Renovation and Addition
   6. Renovation and Addition
   7. New Construction
   8. Renovation and Addition
   9. New Construction
   10. New Construction

Particulars:

1 Drawings received from Jonathan Levi Architects
2 Detailed quantity takeoff from these documents where possible
3 Experience with similar projects of this nature

Assumptions:

1 The project will be constructed by a Construction Manager
2 Our costs assume that there will be at least three subcontractors submitting unrestricted bids in each sub-trade
3 Unit rates are based on current dollars
4 ='D:\Miyakoda Consulting ACTIVE\KBA\Estimates\Foxborough Burrell Elementary School\Estimate\Preliminary Estimate\[Foxborough Burrell Elem Prelim 19 Sept 2017.xlsx]Detailed UF Option 3C Reno & Ad'!R[407]C
5 General Conditions and Requirements value covers Sub-Contractor's bond, site office overheads, and building permit applications
6 Fee markup is calculated on a percentage basis of direct construction costs. The value covers Contractor's bond, insurance and profit
7 Design and Pricing Contingency markup is an allowance for unforeseen design issues, design detail development and specification clarifications
8 Escalation has been included to midpoint of construction. The construction start date is June 2020.

Exclusions:

1 Design fees and other soft costs
2 Owner's project administration
3 Construction of temporary facilities
4 Relocation expenses
5 Printing and advertising
6 Existing condition surveys and investigations
7 Work beyond the boundary of the site

INTRODUCTION

8 Testing
9 Specialties, loose furnishings, fixtures and equipment beyond those noted
10 Preconstruction Fee
11 Construction Contingency
12 Traffic Improvements

Framingham Middle School

Framingham, MA

MAIN SUMMARY

DESCRIPTION	*GSF*	*TOTAL*	*COST/SF*
0.0 Baseline Renovation			
0.0 Baseline Renovation	178,250 GSF	$95,322,867	$534.77
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total Baseline Renovation	**195,400 GSF**	**$107,274,577**	**$549.00**
0.1 Renovation To New Program			
0.1 Renovation To New Program	145,785 GSF	$85,587,932	$587.08
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total Renovation To New Program	**162,935 GSF**	**$97,539,642**	**$598.64**
A Addition/Renovation			
A Addition/Renovation	142,785 GSF	$77,824,494	$545.05
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total To Addition/Renovation	**159,935 GSF**	**$89,776,204**	**$561.33**
B.1 Addition/Renovation			
B.1 Addition/Renovation	147,016 GSF	$79,956,323	$543.86
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Auditorium Renovation	7,450 GSF	$5,953,722	$799.16
Total To Addition/Renovation	**164,166 GSF**	**$91,908,033**	**$559.85**
B.2 New Construction	**154,935 GSF**	**$74,020,045**	**$477.75**
C.1 Addition/Renovation			
C.1 Addition/Renovation	139,786 GSF	$78,403,027	$560.88
Gymnasium Renovation	9,700 GSF	$5,997,988	$618.35
Total To Addition/Renovation	**149,486 GSF**	**$84,401,015**	**$564.61**
C.2 New Construction	**144,935 GSF**	**$68,977,214**	**$475.92**
D New Construction	**144,935 GSF**	**$68,977,214**	**$475.92**
Renovation to Farley with Modular and Elevator			**Cost TBD**
West Wing of Fuller Renovation			**Cost TBD**
87 Modulars			**Cost TBD**

SMMA

Project Management

Memorandum

To:	Framingham School Building Committee	Date:	12/4/2017
From:	Joel G. Seeley	Project No.:	17020
Project:	Fuller Middle School Feasibility Study		
Re:	MSBA Ineligible Costs		
Distribution:	(MF)		

Please find the attached excerpt from 963 CMR Section 2.16, the MSBA Enabling Legislation, listing MSBA ineligible costs.

Examples of Ineligible Costs that may be applicable to the project on the Fuller site are:

- Site Costs Over 8%
- Building Costs Over $326 per Square Foot
- Classroom Modulars for Temporary Swing Space
- Asbestos Flooring Abatement
- Hazardous Material Removal associated with the Site
- FFE/Technology Costs Over $2,400 per Student
- Legal Fees, Financing Costs and Moving Expenses
- Construction Contingencies over 1% for new construction of 2% for renovations
- Building Permit and Inspection Fees
- Soft costs over 20%

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2.16: continued

(b) If an Eligible Applicant declines to accept the draft report, said Eligible Applicant shall respond in writing to the Authority within ten calendar days of the date of the draft report letter of their intent to appeal. The Authority, in its sole discretion, may grant additional time in which the Eligible Applicant may respond, but in no event shall such additional time exceed an additional ten calendar days. These deadlines must be met in order to be eligible to appeal draft findings. Said written correspondence shall include a detailed listing of the specific ineligible costs to which the Eligible Applicant does not concur and for each ineligible cost, documentation that supports the Eligible Applicant's position. If no supporting documentation is included in said written correspondence, the Eligible Applicant's appeal of the draft report shall not be accepted and the draft report, as originally reviewed by the Authority, shall go to the Board of the Authority for approval. The Authority shall review properly submitted documentation to determine if the Eligible Applicant's appeal has merit or not and take the appropriate action thereafter. If the Authority determines the Eligible Applicant's support documentation has no merit the audit findings will stand and the Eligible Applicant will have exhausted all of their appeal opportunities. In no event shall the Authority reconsider ineligible costs once an appeal has been settled. All costs relating to an appeal may be assessed to an Eligible Applicant.

(c) All prior appeal decisions by the Authority shall stand and an Eligible Applicant shall have no right to re-file or request review of previous audit decisions nor shall the Authority have any obligation to review any previous audit decision.

(4) Record-keeping.

(a) Eligible Applicants shall maintain all records related to an Application, a Proposed Project, and/or an Approved Project, if approval for a Proposed Project is granted by the Authority, to ensure that minimum record-keeping requirements to facilitate uniform, fair and efficient administration are met and to ensure accountability for all documents. Nothing in 963 CMR 2.00 is intended to alter the otherwise applicable requirements of M.G.L. c. 66, pertaining to the keeping of public records and access thereto.

(b) It shall be a condition on every Eligible Applicant that the Eligible Applicant maintains, in a secure place and in an organized fashion, all records necessary to evidence conformity with M.G.L. c. 70B, 963 CMR 2.00, and any other requirements of the Authority.

(c) The Eligible Applicant shall maintain all records related to an Approved Project, including a full set of the Project Documents, requests for proposals, proposals and evaluations, and "As-Built" drawings, for as long as the Approved Project is in service as a public school. For the purposes of 963 CMR 2.16(4), "all records" shall include, but not be limited to:

1. all executed contracts and purchase orders, including contract amendments and change orders;
2. all Owner's Project Manager's reports, including monthly progress reports;
3. issues log;
4. the potential change order log;
5 all meeting minutes;
6. a schedule or milestone summary;
7. all requests for reimbursement and forms as submitted to the Authority;
8. all invoices and contractors' applications for payment; and
9. other such other information, data, logs, documentation, or records as may be required by the Authority.

(d) The Authority shall, in its sole discretion, disallow any costs not adequately supported by contemporaneous, accurate and complete records.

(5) Ineligible Costs. Costs that are categorically ineligible for reimbursement or payment by the Authority shall include, but not be limited to:

(a) Any costs for an Approved Project in excess of the Total Facilities Grant.

(b) Financing costs incurred by an Eligible Applicant, including, but not limited to, interest, principal, costs of issuance and any other cost related to short or long term bonds, notes or other certificates of indebtedness, refunding notes or bonds, temporary loans, or any other form of indebtedness issued by an Eligible Applicant in relation to an Approved Project.

(c) All costs associated with credit rating services, legal services related to the issuance of any indebtedness, and financial consulting services.

2.16: continued

(d) The cost of legal services.
(e) The provision of any direct or indirect municipal services shall be ineligible costs, except the provision of public safety services as required by law, or services which the Authority determines are necessary for the completion of the Approved Project.
(f) Any funds expended by the Eligible Applicant prior to the execution of a Project Funding Agreement, unless said costs are costs approved by the Authority in writing related to a Feasibility Study as approved by the Authority, shall be ineligible costs and are not reimbursable by the Authority unless the Board votes to allow reimbursement of such expenses incurred prior to the execution of the Project Funding Agreement.
(g) All costs associated with site acquisition.
(h) Unsupported or inadequately supported project costs, as determined by the Authority.
(i) Maintenance or service contracts and warranties.
(j) Duplicate costs or costs unrelated to the project.
(k) The lease, purchase or rental of storage space, storage facilities, storage trailers, or storage containers.
(l) Costs that are normal operating and maintenance costs of the school district, as determined by the Authority, such as textbooks, classroom supplies, custodial supplies, administrative support, telephone service and other such operating costs.
(m) Swimming pools, skating rinks, field houses (only to the same extent as gymnasia), district administrative office space, indoor tennis courts, and other spaces which may be determined ineligible by the Authority.
(n) Penalties, processing fees, catalogue fees, sales tax, memberships, and subscriptions.
(o) The costs of local building permits, inspection fees, and any other such fees.
(p) Athletic equipment, bases, balls, bats, racquets, uniforms, helmets, gloves, and all other related equipment.
(q) All costs associated with the purchase, lease, improvement, or maintenance of modular units, unless such costs are deemed by the Authority in writing prior to said purchase or lease, to be the most cost effective option.
(r) All costs associated with the upgrades, maintenance or improvements to swing spaces used for the housing of students.
(s) All costs associated with the transportation of students.
(t) All costs associated with the purchase, lease or use of any vehicle, including but not limited to automobiles, trucks, tractors, and golf carts.
(u) The costs of any supplies related to the Assisted Facility.
(v) All costs associated with the demolition of buildings, unless such costs are deemed by the Authority in writing prior to said demolition, to be the most cost effective option.
(w) All costs associated with utilities.
(x) All costs associated with cell phone purchase or service.
(y) Dedication, ceremonial or celebratory costs.
(z) The Authority reserves it right to disallow any costs associated with any change order that deviates from the scope of the project, as determined by the Authority pursuant to the Project Scope and Budget Agreement.
(aa) Any costs determined by the Authority to be ineligible pursuant to M.G.L. c. 70B, St. 2004, c. 208, 963 CMR 2.00, the MSBA Audit Guidelines, or any other policy, rule, or guideline of the Authority.

2.17: Minimum Spending Requirements for Building Maintenance

(1) Pursuant to M.G.L. c. 70B, § 8, the Authority shall not approve any Proposed Project for any school district that fails to spend in the year preceding the year of application at least 50% of the sum of said school district's calculated foundation budget amounts for the purposes of foundation utility and ordinary maintenance expenses, and extraordinary maintenance allotment as defined in M.G.L. c. 70, for said purposes. From Fiscal Year 1999 forward, no school district shall be given approval for a Proposed Project nor receive school facilities funds unless said district has spent at least 50% of the sum of said district's calculated foundation budget amounts in each of the Fiscal Years including and succeeding Fiscal Year 1999.

Framingham Fuller Middle School Feasibility Study
Preliminary PDP Total Project Cost Estimate Comparison
12/2/2017

PROJECT MANAGEMENT SMMA

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Miyakoda Estimate
Dated 12/2/17

SF	Option	Costs			Cost/SF
	Option 0.0				
195,400	**Repairs Only**	Construction Cost		$107,274,578	
		Fees,Testing, Utilities, and Expenses		$17,862,068	
		FFE/Technology		$0	
		Contingencies		$7,509,220	
		Swing Space		tbd	
			total	**$132,645,866**	**$679**
	Option 0.1				
162,935	**Renovation Only**	Construction Cost		$97,539,643	
		Fees,Testing, Utilities, and Expenses		$16,547,852	
		FFE/Technology		$2,268,000	
		Contingencies		$6,827,775	
		Swing Space		tbd	
			total	**$123,183,270**	**$756**
	Option A				
159,935	**Renovation/Addition - Bar**	Construction Cost		$89,776,204	
		Fees,Testing, Utilities, and Expenses		$15,599,788	
		FFE/Technology		$2,268,000	
		Contingencies		$6,284,334	
		Swing Space		tbd	
			total	**$113,928,326**	**$712**
	Option B.1				
164,166	**Renovation/Addition - Tree Branch**	Construction Cost		$91,908,033	
		Fees,Testing, Utilities, and Expenses		$15,887,584	
		FFE/Technology		$2,268,000	
		Contingencies		$6,433,562	
		Swing Space		tbd	
			total	**$116,497,179**	**$710**
	Option B.2				
154,935	**New Construction - Tree Branch**	Construction Cost		$74,020,045	
		Fees,Testing, Utilities, and Expenses		$13,472,706	
		FFE/Technology		$2,268,000	
		Contingencies		$5,181,403	
		Swing Space		$0	
			total	**$94,942,154**	**$613**
	Option C.1				
149,488	**Renovation/Addition - Folded Hands**	Construction Cost		$84,401,015	
		Fees,Testing, Utilities, and Expenses		$14,874,137	
		FFE/Technology		$2,268,000	
		Contingencies		$5,908,071	
		Swing Space		$0	
			total	**$107,451,223**	**$719**
	Option C.2				
144,935	**New Construction - Folded Hands**	Construction Cost		$68,977,216	
		Fees,Testing, Utilities, and Expenses		$12,791,924	
		FFE/Technology		$2,268,000	
		Contingencies		$4,828,404	
		Swing Space		$0	
			total	**$88,865,544**	**$613**
	Option D				
144,935	**New Construction - Butterfly**	Construction Cost		$68,977,216	
		Fees,Testing, Utilities, and Expenses		$12,791,924	
		FFE/Technology		$2,268,000	
		Contingencies		$4,828,404	
		Swing Space		$0	
			total	**$88,865,544**	**$613**

Note - Total Project Cost for Options 0.0, 0.1, A and B.1 to be increased for Swing Space Cost

Framingham Fuller Middle School Feasibility Study
PDP Construction Estimate Comparison
12/2/17

PROJECT MANAGEMENT SMMA

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Miyakoda Estimate
Dated 12/2/17

	Option 0.0 Repairs Only		Option 0.1 Renovation Only		Option A Renovation/Addition - Bar		Option B.1 Renovation/Addition - Tree Branch		Option B.2 New Construction - Tree Branch		Option C.1 Renovation/Addition - Folded Hands		Option C.2 New Construction - Folded Hands		Option D New Construction - Butterfly	
SF	**195,400**		**162,935**		**159,935**		**164,166**		**154,935**		**149,488**		**144,935**		**144,935**	
Building																
Renovation	$ 52,303,336		$49,381,438		$ -		$ -		$ -		$ -		$ -		$ -	
Auditorium Renovation	$ 5,953,722		$ 5,953,722		$ 5,953,722		$ 5,953,722		$ -		$ -		$ -		$ -	
Large Gym Renovation	$ 5,997,988		$ 5,997,988		$ 5,997,988		$ 5,997,988		$ -		$ 5,997,988		$ -		$ -	
Additions	$ -		$ -		$45,369,341		$45,857,177		$ -		$ 44,559,077		$ -		$ -	
New Construction	$ -		$ -		$ -		$ -		$43,932,730		$ -		$40,438,026		$40,438,026	
Building HazMat	$ 1,882,000		$ 1,882,000		$ 1,693,800		$ 1,693,800		$ 1,505,600		$ 1,693,800		$ 1,505,600		$ 1,505,600	
Building Demolition	$ -		$ 336,420		$ 1,437,600		$ 1,912,800		$ 1,094,240		$ 2,004,000		$ 1,094,240		$ 1,094,240	
Building Trade Cost		**$ 66,137,046 $338**		**$ 63,551,568 $390**		**$ 60,452,451 $378**		**$ 61,415,487 $374**		**$ 46,532,570 $300**		**$ 54,254,865 $363**		**$ 43,037,866 $297**		**$ 43,037,866 $297**
Sitework																
Site Development	$ 5,000,000		$ 2,000,000		$ 3,500,000		$ 4,000,000		$ 5,000,000		$ 4,000,000		$ 5,000,000		$ 5,000,000	
Site Trade Cost		**$ 5,000,000**		**$ 2,000,000**		**$ 3,500,000**		**$ 4,000,000**		**$ 5,000,000**		**$ 4,000,000**		**$ 5,000,000**		**$ 5,000,000**
Total Trade Cost		**$ 71,137,046**		**$ 65,551,568**		**$ 63,952,451**		**$ 65,415,487**		**$ 51,532,570**		**$ 58,254,865**		**$ 48,037,866**		**$ 48,037,866**
General Conditions	$ 4,789,476		$ 4,333,008		$ 3,586,023		$ 3,684,254		$ 2,398,098		$ 3,023,915		$ 2,234,721		$ 2,234,721	
General Requirements	$ 4,959,585		$ 4,486,905		$ 2,133,684		$ 2,192,131		$ 2,352,958		$ 3,031,115		$ 2,192,656		$ 2,192,656	
Bonds	$ 769,480		$ 650,601		$ 640,425		$ 657,968		$ 620,946		$ 646,082		$ 578,642		$ 578,642	
Insurance	$ 1,137,162		$ 961,480		$ 946,441		$ 972,367		$ 917,653		$ 954,801		$ 855,136		$ 855,136	
Permit	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -	
Fee	$ 4,080,166		$ 3,449,813		$ 3,331,171		$ 3,422,422		$ 1,937,909		$ 3,262,714		$ 1,805,883		$ 1,805,883	
Design Contingency	$ 6,876,400		$ 6,165,773		$ 5,375,628		$ 5,484,289		$ 4,893,273		$ 5,341,498		$ 4,543,803		$ 4,543,803	
GMP Contingency	$ 3,885,872		$ 3,285,536		$ 1,940,488		$ 1,993,644		$ 1,881,465		$ 1,957,629		$ 1,753,285		$ 1,753,285	
Escalation	$ 9,639,391		$ 8,654,959		$ 7,869,893		$ 8,085,471		$ 7,485,173		$ 7,928,396		$ 6,975,224		$ 6,975,224	
		$ 36,137,532		**$ 31,988,075**		**$ 25,823,753**		**$ 26,492,546**		**$ 22,487,475**		**$ 26,146,150**		**$ 20,939,350**		**$ 20,939,350**
Total Construction Cost		**$107,274,578 $549**		**$ 97,539,643 $599**		**$ 89,776,204 $561**		**$ 91,908,033 $560**		**$ 74,020,045 $478**		**$ 84,401,015 $565**		**$ 68,977,216 $476**		**$ 68,977,216 $476**

Framingham Fuller Middle School Feasibility Study
Preliminary PDP Reimbursement Rates Comparison
12/2/2017

PROJECT MANAGEMENT SMMA

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	Option 0.0 Repairs Only	Option 0.1 Renovation Only	Option A Renovation/ Addition - Bar	Option B.1 Renovation/ Addition - Tree Branch	Option B.2 New Construction - Tree Branch	Option C.1 Renovation/ Addition - Folded Hands	Option C.2 New Construction - Folded Hands	Option D New Construction - Butterfly
Base Reimbursement Rate	**NA**	**57.05**	**57.05**	**57.05**	**57.05**	**57.05**	**57.05**	**57.05**
Maintenance	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
CM @ Risk	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Renovation	0.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00
Green Schools	0.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Total Reimbursement Rate	**0**	**66.05**	**61.05**	**61.05**	**61.05**	**61.05**	**61.05**	**61.05**

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Miyakoda Estimate
Dated 12/2/17

	Option 0.0 Repairs Only	Option 0.1 Renovation Only	Option A Renovation/ Addition - Bar	Option B.1 Renovation/ Addition - Tree Branch	Option B.2 New Construction - Tree Branch	Option C.1 Renovation/ Addition - Folded Hands	Option C.2 New Construction - Folded Hands	Option D New Construction - Butterfly
Total Project Cost	$132,645,866	$123,183,270	$113,928,326	$116,497,179	$94,942,154	$107,451,223	$88,865,544	$88,865,544
Approximate MSBA Reimbursement	$0	$53,617,396	$48,968,700	$50,457,632	$42,997,749	$45,247,893	$40,498,920	$40,498,920
Approximate Cost to the City	**$132,645,866**	**$69,565,874**	**$64,959,626**	**$66,039,547**	**$51,944,405**	**$62,203,330**	**$48,366,624**	**$48,366,624**
Summary of Approximate Ineligible Costs								
Site Costs	na	$290,042	$241,349	$736,480	$2,345,642	$896,223	$2,746,134	$2,746,134
Building Costs	na	$34,519,663	$26,590,120	$26,139,697	$17,643,328	$26,631,127	$15,461,025	$15,461,025
Asbestos Flooring Abatement	na	$486,000	$486,000	$486,000	$486,000	$486,000	$486,000	$486,000
FFE/Technology over $2,400/student	na	$756,000	$756,000	$756,000	$756,000	$756,000	$756,000	$756,000
Legal Fees, Moving Expenses, Contingencies	na	$5,954,584	$5,644,046	$5,729,319	$3,280,802	$4,565,749	$3,079,089	$3,079,089
	$0	$42,006,289	$33,717,515	$33,847,496	$24,511,772	$33,335,099	$22,528,248	$22,528,248

*Note - Cost to City for Options 0.0, 0.1, A, and B1 to be increased by Swing Space Cost

SMMA

Project Management

Memorandum

To:	Framingham School Building Committee	Date:	12/4/2017
From:	Joel G. Seeley	Project No.:	17020
Project:	Fuller Middle School Feasibility Study		
Re:	Dearborn STEAM 6-12 Academy Tour		
Distribution:	(MF)		

Please find the results of Doodle survey for committee member availability to attend the Dearborn STEAM 6-12 Academy Tour.

- First Choice: Thursday, December 14, 2017 with 13 votes
- Second Choice: Tuesday, December 12, 2017 with 12 votes
- Third Choice: Friday, December 15, 2017 with 8 votes

	Nov 28 TUE	Nov 29 WED	Nov 30 THU	Dec 1 FRI	Dec 5 TUE	Dec 7 THU	Dec 8 FRI	Dec 12 TUE	Dec 13 WED	Dec 14 THU	Dec 15 FRI
	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM	3:00 PM – 4:30 PM
15 participants	✔ 2	✔ 3	✔ 4	✔ 5	✔ 2	✔ 7	✔ 7	✔ 12	✔ 9	✔ 13	✔ 8

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April 19, 2017
Updated November 27, 2017

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	**MSBA Board Meeting**	**0 days**	**6/27/2018**	**6/27/2018**
35	**SCHEMATIC DESIGN (SD)**	**125 days**	**5/9/2018**	**10/31/2018**
36	Develop Schematic Design	91 days	5/9/2018	9/12/2018
37	Community Presentations	69 days	6/8/2018	9/12/2018
38	City Council Presentations	69 days	6/8/2018	9/12/2018
39	School Committee Presentations	69 days	6/8/2018	9/12/2018
40	**Submit Schematic Design to MSBA**	**0 days**	**9/12/2018**	**9/12/2018**
41	**MSBA Board Meeting**	**0 days**	**10/31/2018**	**10/31/2018**
42	**LOCAL APPROPRIATION**			
43	City Council Appropriation	23 days	10/31/2018	11/30/2018
44	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
45	**DESIGN AND CONSTRUCTION**	**1198 days**	**1/15/2019**	**8/17/2023**
46	Design Documentation	239 days	1/15/2019	12/13/2019
47	Bidding and Award	45 days	12/16/2019	2/14/2020
48	**Construction**	**914 days**	**2/17/2020**	**8/17/2023**
49	**Option 0.0: Repair Only**	**914 days**	**2/17/2020**	**8/17/2023**
50	Create Swing Space	131 days	2/17/2020	8/17/2020
51	Renovation/Site Work	784 days	8/17/2020	8/17/2023
52	**Option 0.1: Renovation**	**914 days**	**2/17/2020**	**8/17/2023**
53	Create Swing Space	131 days	2/17/2020	8/17/2020
54	Renovation/Site Work	784 days	8/17/2020	8/17/2023
55	**Option A: Renovation and Addition**	**653 days**	**2/17/2020**	**8/17/2022**
56	Create Swing Space	131 days	2/17/2020	8/17/2020
57	Renovation and Addition/Demo/Site Work	523 days	8/17/2020	8/17/2022
58	**Option B.1: Renovation and Addition**	**740 days**	**2/17/2020**	**12/16/2022**
59	Create Swing Space	131 days	2/17/2020	8/17/2020
60	Demolition	89 days	8/17/2020	12/17/2020
61	Renovation and Addition/Demo/Site Work	522 days	12/17/2020	12/16/2022
62	**Option B.2: New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
63	New Construction	489 days	2/17/2020	12/30/2021
64	Demolition/Site Work	174 days	12/30/2021	8/30/2022
65	**Option C.1: Mostly New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
66	New Construction	489 days	2/17/2020	12/30/2021
67	Demolition/Site Work	174 days	12/30/2021	8/30/2022
68	**Option C.2: New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
69	New Construction	489 days	2/17/2020	12/30/2021
70	Demolition/Site Work	174 days	12/30/2021	8/30/2022
71	**Option D: New Construction**	**662 days**	**2/17/2020**	**8/30/2022**
72	New Construction	489 days	2/17/2020	12/30/2021
73	Demolition/Site Work	174 days	12/30/2021	8/30/2022
74				

FULLER MIDDLE SCHOOL FEASIBILITY STUDY

School Building Committee Meeting No. 3
December 4, 2017

Sustainability Goals
Swing Space Options Update
Programming Update
Updated Pre-Concept Alternatives
Pre-Concept Cost Models

LEED Goals

1. Site:

- Credit for Building on Developed Site
- Control Erosion During Construction
- Improve Storm Water Runoff
- Assess Potential Hazards in the Soil Based on Previous Use
- Reduce Heat Island Solar Absorption
- Reduce Light Pollution
- Provide Community Use

2. Reduce and Meter Water Consumption:

- Low Flow Fixtures
- Minimize Irrigation
- Meter Usage

3. Reduce Energy Use:

- 3rd Party Verification of Mechanical Systems and Envelope Performance
- High Efficiency Heat and Hot Water Systems
- Excellent Thermal Insulation
- Make "Solar Ready"

4. Materials and Resources:

- Design for Reduced Life / Cycle Costs
- Use Environmentally Friendly Materials
- Recycle Demolition and Construction Waste

5. Indoor Environmental Quality :

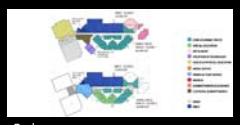
- Excellent Indoor Air Quality
- Use Low -Emitting Materials
- Enhanced Acoustic Performance
- Incorporate Daylighting
- Provide Access to Outdoor Views

Construction Phase Swing Space Options

Assumption: 530 students, Approx. 80,000sf Minimum

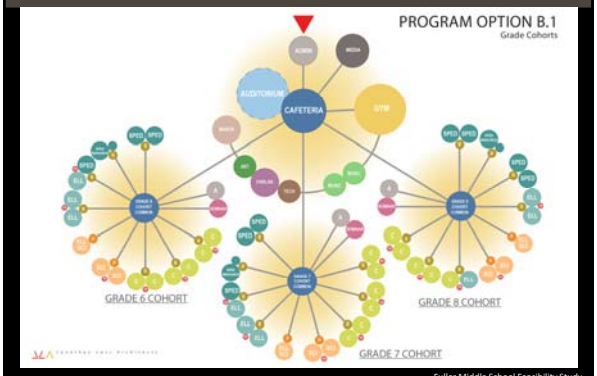
A - Move students to TBD School or Town Property
B - Move students to either all or portion of Farley
C - Move students to temporary modular facility on site
D - Retain students in reduced footprint portion of Fuller with temporary reno.
D.1 - Retain students in Fuller as is (new footprint in East parking)

West Fuller



Farley

Program Diagram Option B (Revised)



Pre-Concept 0 - 'Code Upgrade Renovation'

Pre-Concept 0.1 - 'Demo/Reno - Improved Caf.': Aerial View

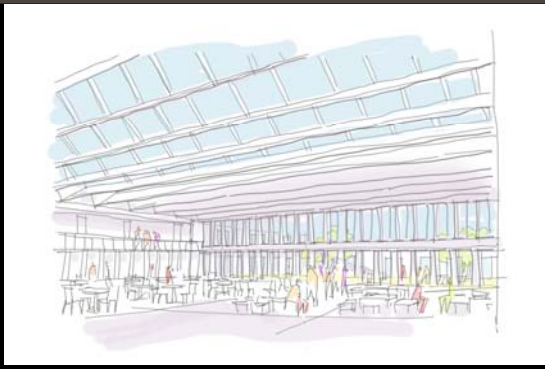
Pre-Concept A - 'Add/Reno'- Improved Caf., New Classrooms/Admin.: Aerial View

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concept A - 'Add/Reno': Exterior Sketch Concept

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concepts 0.1/A - 'Add/Reno': Interior Sketch Concept



Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concept B.1 - 'Tree Branches - Add/Reno – Exist'g Gym and Aud.': Aerial View

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concept B.2 - 'Tree Branches – New with New Aud.': Aerial View

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concepts B.1/B.2 - 'Tree Branches': Exterior Sketch Concept

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concepts B.1/B.2 - 'Tree Branches': Interior Sketch Concept

Pre-Concept C.1 - 'Folded Hands - Add/Reno – Exist'g Gym': Aerial View

Pre-Concept C.2 - 'Folded Hands - New': Aerial View

Pre-Concepts C.1/C.2 - 'Folded Hands': Exterior Sketch Concept

'Convertible Commons Concept'

900 Seat Multi-functional Performance Hall

Pre-Concepts C.1/C.2 - 'Folded Hands': Interior Sketch Concept

Pre-Concept D - 'Butterfly - New': Aerial view

Jonathan Levi Architects

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Pre-Concept D - 'Butterfly': Exterior Sketch Concept

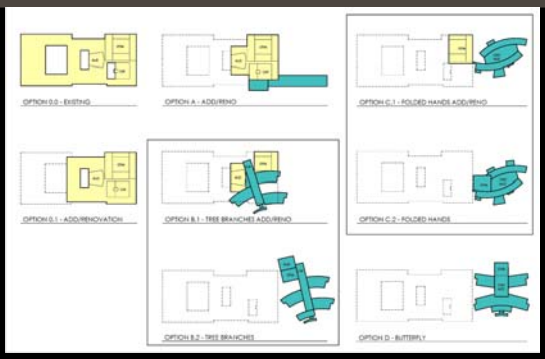
Jonathan Levi Architects

Pre-Concept D - 'Butterfly': Interior Sketch Concept

Jonathan Levi Architects

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

Preliminary Design Program (PDP) Phase Pre-Concept Options Matrix



Jonathan Levi Architects

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 3
December 4, 2017

SMMA

Project Management

Project Minutes

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	12/18/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room	Meeting No:	10
	Distribution: Attendees (MF)		

Attendees:

PRESENT	NAME	AFFILIATION	VOTING MEMBER
✓	Charlie Sisitsky	Co-Chair and Local Chief Executive Officer	**Voting Member**
✓	Dr. Edward Gotgart	Co-Chair and Chief Operating Officer	Non-Voting Member
	Richard Finlay	School Committee Member and Convenor	**Voting Member**
✓	Heather Connolly	Chair of School Committee and representative of office authorized by law to construct school buildings	**Voting Member**
✓	David Miles	Finance Committee Member	**Voting Member**
✓	Richard Weader II	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Michael Grilli	Member of community with arch., eng., and/or construction experience	**Voting Member**
✓	Caitlin Stempleski	Fuller School Teacher and Co-Chair of the Union Professional Development Committee	**Voting Member**
✓	Dr. Jennifer Krusinger Martin	School Building Committee Member	**Voting Member**
	Donald Taggart III	Town Resident	**Voting Member**
✓	Jennifer Pratt	Chief Procurement Officer and SBC Member who is MCPPO certified	Non-Voting Member
	Robert Halpin	Town Manager	Non-Voting Member
✓	Dr. Robert Tremblay	Superintendent of Schools	Non-Voting Member
✓	Matt Torti	Director of Buildings and Grounds	Non-Voting Member
✓	Jose Duarte	Principal, Fuller Middle School	Non-Voting Member
	Dr. Sonia Diaz	Chief Academic Officer and Member knowledgeable in educational mission and function of facility	Non-Voting Member
✓	Mary Ellen Kelley	Chief Financial Officer and Local Budget official or member of Finance Committee	Non-Voting Member
✓	Michael Tusino	Certified Building Official	Non-Voting Member
	Patrick Johnson	Principal, Walsh Middle School	Non-Voting Member
	John Haidemenos	Principal, Woodrow Wilson Elementary School	Non-Voting Member
		Finance Committee Member	Non-Voting Member
	David Panich	School Building Committee Member	Non-Voting Member
	Chris Walsh	State Representative	Non-Voting Member
✓	Thomas Barbieri	School Building Committee Member	Non-Voting Member
✓	Dr. Dale Hamel	School Building Committee Member	Non-Voting Member
✓	Anne Ludes	Office of Curriculum and Instruction	
✓	Jonathan Levi	JLA, Architect	
✓	Philip Gray	JLA, Architect	
✓	Joel Seeley	SMMA, OPM	

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Item #	Action	Discussion
10.1	Record	Call to Order, 7:00 PM, meeting opened.
10.2	Record	A motion was made by M. Grilli and seconded by D. Miles to approve the 12/4/17 School Building Committee meeting minutes. No discussion, motion passed unanimous by those attending.
10.3	J. Seeley	J. Seeley distributed and reviewed the updated Meetings and Agenda Schedule for the PSR Phase, attached, reflecting changing the 4/16/18 Committee meeting to 4/23/18. J. Seeley to add to agenda for a future Committee meeting discussion, once the City and School Committee 2018 meeting dates are established.
10.4	Record	The Town's Information Office is in the process of updating the Town's website to allow for residents to sign-up for email notifications regarding the project.
10.5	P. Gray	P. Gray to schedule a meeting with the City's Energy Manager in the PSR Phase.
10.6	J. Levi	J. Levi to provide additional information on the "convertible commons" such acoustics, lighting, sightlines, and examples where they have been built.
10.7	P. Gray	P. Gray to coordinate with the school administration on where the adult ELL students will park if the school is constructed in the east parking lot.
10.8	J. Seeley	J. Seeley to coordinate a second tour date for the Dearborn School.
10.9	Record	J. Seeley indicated he contacted MSBA to confirm if MSBA would support an option to renovate and add to the Farley Building to accommodate the 630 6-8 students as a reimbursable project. MSBA would support the option, however would not provide reimbursement for any work to or demolition of the Fuller Building.
10.10	Record	A. Ludes distributed and reviewed the Educational Program document to be included in the PDP submission. The Guiding Design Principles were reviewed in detail. Committee Discussion: 1. J. Krusinger Martin asked if a bibliography of cited sources and educational approaches can be appended to the Educational Program? *A. Ludes indicated a bibliography can be appended to the document.* 2. R. Tremblay thanked A. Ludes and J. Duarte for their work in developing the Educational Program.
10.11	Record	J. Levi presented and reviewed the Design Options and distributed and reviewed the 11/27/17 Educational Working Group meeting minutes, an Options Summary Sheet and an Options Evaluations Matrix, all attached. The Matrix was reviewed at the 12/11/17 Educational Working Group meeting and reflects their input. The options are as follows: 1. Option 0.0 – Renovation Only – No Educational Improvements 2. Option 0.1 – Renovation and Demolition 3. Option A – Renovation and Addition – Addition in back, renovate Gym and Auditorium

4. Option B.1 – Renovation and Addition – Addition in front, renovate Gym and Auditorium
5. Option B.2 – New Construction with new Auditorium
6. Option C.1 – Renovation and Addition – Addition in front, renovate Gym
7. Option C.2 – New Construction
8. Option D – New Construction

Committee Discussion:

1. J. Levi indicated the Educational Working Group preferred Options A, B.2, C.1 and C.2 to advance into the PSR phase, in addition to the baseline option 0.0.
2. C. Sisitsky asked why didn't the Group's list include Option D?
   J. Levi indicated the Group felt the C series offered a more compact plan, the footprint of the two-story Option D used more site area, and the C series provided a greater sense of building community.
3. D. Miles asked if the costs on the Matrix were construction costs or project costs?
   J. Seeley indicated the costs are project costs.
4. D. Miles asked if the only difference between Option C.1 and C.2 was the larger existing gymnasium?
   J. Levi indicated yes.
5. D. Miles asked if the gymnasiums in Options B.2 and C.2 were the same size?
   J. Levi indicated yes.
6. C. Sisitsky indicated at least one of the options to advance into the PSR phase should include an auditorium.
7. D. Miles asked if the Cameron and Walsh gymnasiums were the same size as the existing Fuller gymnasium.
   M. Torti indicated the Walsh gymnasium is about the same size and the Cameron gymnasium is smaller.
8. M. Grilli indicated saving and renovating just the existing gymnasium has construction risks relative to unknown conditions and possible structural damage due to the significant demolition happening all around the existing gymnasium.
9. M. Grilli asked if the new gymnasium in Option C.2 could be made larger to match the existing gymnasium size?
   J. Levi indicated yes, however the difference between the larger gymnasium and the MSBA guidelines gymnasium would not be reimbursable.
10. J. Levi indicated adding an auditorium and/or larger gymnasium to Options C.1, C.2 and D could be investigated in the next phase.

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		11. C. Stempleski indicated currently there are programs held in the auditorium during lunch time, which a cafetorium may not be able to accommodate. 12. D. Miles asked if the Educational Program, except for the auditorium and gymnasium, is accommodated by all the Options? *J. Levi indicated yes*. A motion was made by M. Grilli and seconded by H. Connolly to advance Options A, B.2, and C.2 into the PSR phase, in addition to the baseline option 0.0. An Amendment to the motion was made by J. Krusinger Martin and seconded by D. Miles to also advance Option D into the PSR phase. No discussion, motion passed 5 in favor and 2 against. A motion was made by M. Grilli and seconded by H. Connolly to advance Options A, B.2, C.2 and D into the PSR phase, in addition to the baseline option 0.0. No discussion, motion passed unanimous.
10.12	Record	A Motion was made by M. Grilli and seconded by H. Connolly to approve the PDP Submittal and authorize submission to the MSBA. No discussion, motion passed unanimous.
10.13	J. Seeley	Committee Questions 1. C. Sisitsky asked J. Seeley to add a discussion of the Building Committee membership to the next Committee meeting.
10.14	Record	Public Comments – the following questions were asked: 1. Is there detailed backup information on the Evaluation Criteria rankings? 2. What will happen in the footprint area of the existing Fuller School if the new school is constructed in the east parking lot? 3. Can Option C or Option D floor plans fit on the west side of the site? 4. What is the substantiation that a new school will produce improved test results? 5. Is there a way that community members can bring alternate options to the Committee to consider?
10.15	Record	Next **SBC Meeting: January 8, 2018 at 7:00 PM** at King Elementary School, Desmarais Room.
10.16	Record	A Motion was made by M. Grilli and seconded by D. Miles to adjourn the meeting. No discussion, motion passed unanimous.

Attachments: Agenda, updated Meetings and Agenda Schedule for the PSR Phase, Educational Program, 11/27/17 Educational Working Group meeting minutes, Options Summary Sheet, Options Evaluations Matrix, Powerpoint

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Prepared by:	Joel Seeley	Meeting Date:	12/18/2017
Re:	School Building Committee Meeting	Time:	7:00pm
Location:	King Elementary School, Desmarais Room 454 Water Street, Framingham, MA	Meeting No:	10
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Charlie Sisitsky	csisitsky@rcn.com	Co-Chair, School Building Committee and Local Chief Executive Officer
	Dr. Edward Gotgart	egotgart@framingham.k12.ma.us	Co-Chair and Chief Operating Officer
	Richard Finlay	rfinlay@wellesleyma.gov	School Committee Member and Convenor
	Heather Connolly	hconnolly@framingham.kl2.ma.us	Chair of School Committee and Representative of Office authorized by law to construct school buildings
	David Miles	dmiles@partners.org	Finance Committee Member
	Richard Weader, II	weaders@aol.com	Member of community with architecture, engineering and/or construction experience
	Michael Grilli	mgrilli@beta-inc.com	Member of community with architecture, engineering and/or construction experience
	Caitlin Stempleski	cstempleski@framingham.kl2.ma.us	Fuller School Teacher and Co-Chair of the Union Professional Development Committee
	Dr. Jennifer Krusinger Martin	jkrusinger@gmail.com	School Building Committee Member
	Donald Taggart III	dontaggart134@gmail.com	Town Resident
	Jennifer Pratt	jap@framinghamma.gov	Chief Procurement Officer and SBC Member who is MCPPO certified, Town of Framingham
	Robert Halpin	rhalpin@framinghamma.gov	Town Manager, Town of Framingham
	Dr. Robert Tremblay	rtremblay@framingham.k12.ma.us	Superintendent of Schools
	Matt Torti	mtorti@framingham.k12.ma.us	Director of Buildings and Grounds
	Jose Duarte	jduarte@framingham.k12.ma.us	Principal, Fuller Middle School
	Dr. Sonia Diaz	sdiaz@framingham.kl2.ma.us	Chief Academic Officer and Member knowledgeable in educational mission and function of facility

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Project: Fuller Middle School Feasibility Study
Meeting Date: December 18, 2017
Meeting No.: 10

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Mary Ellen Kelley, CFO	mek@framinghamma.gov	Chief Financial Officer and Local Budget official or member of local Finance Committee
	Michael Tusino	mat@framinghamma.gov	Certified Building Official
	Patrick Johnson	pjohnson@framingham.k12.ma.us	Principal, Walsh Middle School
	John Haidemenos	jhaidemenos@framingham.k12.ma.us	Principal, Woodrow Wilson Elementary School
			Finance Committee Member
	David Panich	david@panicharchitecture.com	School Building Committee Member
	Chris Walsh	chris.walsh@mahouse.gov	State Representative
	Thomas Barbieri	Thombrbr@aol.com	School Building Committee Member
	Dr. Dale Hamel	dhamel@framingham.edu	School Building Committee Member
	Jonathan Levi	jlevi@leviarc.com	Jonathan Levi Architects (JLA)
	Philip Gray	pgray@leviarc.com	Jonathan Levi Architects (JLA)
	Joel Seeley	jseeley@smma.com	SMMA

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Agenda

Project:	Fuller Middle School Feasibility Study	Project No.:	17050
Re:	School Building Committee Meeting	Meeting Date:	12/18/2017
Meeting Location:	King Elementary School, Desmarais Room	Meeting Time:	7:00 PM
Prepared by:	Joel G. Seeley	Meeting No.	10
Distribution:	Committee Members (MF)		

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices and Commitments
4. Dearborn STEAM 6-12 Academy Tour Findings
5. Evaluate Construction Alternatives
6. Cost Models Update
7. Vote to Submit PDP and Top 3 Alternatives
8. Old or New Business
9. Committee Questions
10. Public Comments
11. Next Meeting: January 8, 2018
12. Adjourn

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SCHOOL BUILDING COMMITTEE
FULLER MIDDLE SCHOOL FEASIBILITY STUDY

All meetings held at the
King Elementary School, Desmarais Room at 7:00 PM
unless otherwise noted

MEETINGS SCHEDULE AND AGENDAS
October 27, 2017 ***Updated: December 11, 2017***

DATE	AGENDA
Feasibility Study Phase (PSR)	
January 8, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review PSR Phase Schedule
	Review PSR Phase Goals
January 22, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review MSBA Comments on PDP Submission
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
February 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Prepare for Community Forum
February 12, 2018	COMMUNITY FORUM NO. 3 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
March 5, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Structural Narrative Review
	MEP Systems Narrative Review
March 19, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Update on Sustainable Design Goals
	Update on Construction Alternatives
	Update on Swing Space / Construction Phasing
	Review Preliminary Cost Models
	Preliminary Options Evaluation
	Prepare for Community Forum
April 2, 2018	COMMUNITY FORUM NO. 4 - 6:00 to 8:00 PM - FULLER MIDDLE SCHOOL LIBRARY
~~4/16/2018~~ **April 24, 2018**	SCHOOL BUILDING COMMITTEE MEETING
	Review Community Forum Comments
	Update on Construction Alternatives
	Review Updated Cost Models
	Options Evaluation
	Discuss the One Preferred Option
April 30, 2018	SCHOOL BUILDING COMMITTEE MEETING
	Decide the One Preferred Construction Alternative
	Vote to Submit Preferred Schematic Report to MSBA
May 9, 2018	*SUBMIT PREFERRED SCHEMATIC REPORT PACKAGE TO MSBA*
	ADDITIONAL MEETINGS TO BE SCHEDULED

Note:
The 49 page Education Program distributed at the 12/18/17 SBC meeting is printed in full in Chapter 2 of this document.

Jonathan Levi Architects

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NOTES OF MEETING

project	Fuller Middle School Feasibility Study	project no.	1722
date	27 November 2017, 8:00 am – 12:00 pm	location	Fuller School
re	**Community Workshop, Swing Space, Pre-Concept Alternatives, Educational Programming,**		
present	Jose Duarte (FPS), Edward Gotgart (FPS), Matt Torti (FPS), Anne Ludes (FPS), Joel Seeley (SMMA), Jonathan Levi (JLA), Philip Gray (JLA), Carol Harris (JLA)		
distribution	attendees; project file		

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1) Dearborn tour – Alternative dates discussed, JS to issue doodle survey
2) Draft presentation materials for the Community Forum #2 was reviewed.
3) Design. JL presented updated schemes 0, 0.1, A B.1, B.2, C.1, C.2, and D with interior and exterior perspective sketch concepts – See attached. It will likely be recommended that McCarthy have a new dedicated parent drop-off and bus drop-off. Centralized bus parking should be removed from the Fuller site plans. It may be that the Farley Gym (approximately 8,000 sf) could serve community needs, allowing Fuller gym to be more efficiently sized per MSBA standards. JLA to study as an option how auditorium functions could be successfully accommodated in a more open common space corresponding to visioning goals without requiring an independent enclosed auditorium, ideally allowing much more seating capacity.
4) JLA to reconfirm riverway boundaries with surveyor/ civil
5) Cost. JLA distributed preliminary construction cost ranges for the pre-concept schemes (attached)
6) Programming. Current and projected space requirements discussed. Bubble diagram "B", which includes cohort commons suitable for grade or house cohort models appears to be preferred. JLA to revise space summary template as follows for review:
    - Add teacher planning rooms shared between classrooms to Core Academic
    - Add breakout spaces shared between classrooms to Core Academic
    - Add 3 cohort commons at 1,500 sf each
    - 3 teacher planning at 400 sf

- Media Center to be 1,900 sf
- Add 4 admin offices, work area and a conference room for each cohort for dept heads, counselors, social workers, speech therapists and reading specialists.
- Include 16 full sized SPED classrooms (including 1 life skills room)
- Include 12 ELL classrooms
- Include 21 General Classrooms
- Band and Chorus: 2 rooms at 950 sf
- 2 music practice rooms
- 1 tech space at 1,200 sf
- Central admin to include small conference room and 2 assistant principals' offices
- Other: include 3,000 sf for Adult ESL offices

JLA to revise space summary matrix and meet with Jose and Anne Wednesday 11/29/17 to follow up.

END OF MEETING NOTES

Addressees believing these notes are in error or are inaccurate should contact the writer within five business days, otherwise these notes will be considered accurate.

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by Philip Gray

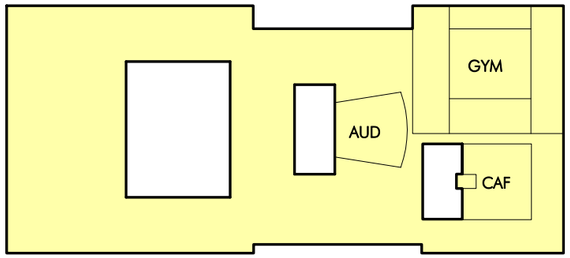
FULLER MIDDLE SCHOOL
Pre-Concept Options Evaluation Matrix

RATINGS:

+	Advantageous
-o-	Neutral
-	Disadvantageous
- -	Very Disadvantageous

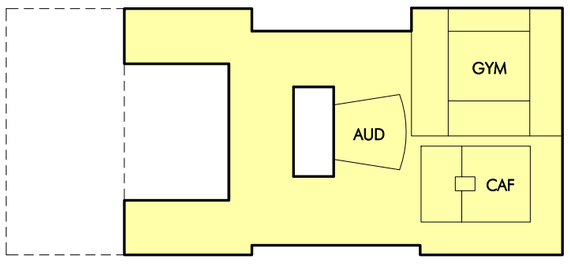
Voted to be Removed from Consideration by School Building Committee

	Option 0.0 Repair to Code Baseline	Option 0.1 Renovation	Option A Add / Reno	Option B.1 Tree Branch Add / Reno	Option B.2 Tree Branch New Constr.	Option C.1 Folded Hands Add / Reno	Option C.2 Folded Hands New Constr.	Option D Butterfly New Constr.	Comments
Project Criterion									
Total Project Cost	- -	- -	-	-	-o-	-	+	+	See costs below
Schedule	- -	- -	-	-	+	+	+	+	Renovation options will require phasing and additional construction time. Swing space requires additional time
Swing Space or Occupied Construction	- -	- -	-	-	+	+	+	+	New school outside existing footprint requires no swing space
Construction Impact to Education	- -	- -	-	-	+	-o-	+	+	Swing space will be disruptive and smaller than current Fuller use
Construction Impact to Campus and Neighbors	-o-	-o-	-o-	-o-	-o-	-o-	-o-	-o-	Swing space / trailers will be disruptive to neighbors. New Construction on east will require temporary parking
Educational Program Accommodation	- -	-	-o-	+	+	+	+	+	Options vary on ability to provide 3 appropriate cohort locations and identity
Flexibility	- -	-	-	+	+	+	+	+	New construction would be designed for flexible use and improved MEP accessibility
Open Space /Building Massing / Footprint	- -	-	-	-o-	+	-o-	+	+	Options built on east parking would open very large and flexible open area on existing Fuller footprint
Academic Campus Coordination	-	-	-	+	+	+	+	+	Locating Fuller closer to Farley and McCarthy improves ability to create identifiable campus
Natural Light and Views	- -	- -	-o-	-o-	+	+	+	+	"Pancake" massing creates interior rooms with limited access to windows
Risk	- -	- -	-	-	+	-o-	+	+	Options requiring renovation and/or swing space have more inherent risk due to unforeseen conditions
Community Use	-o-	+	+	+	+	+	+	+	All alternatives allow community use. New Construction options allow increased access to playfields.
Total GSF	195,000	163,000	160,000	164,000	155,000	149,000	145,000	145,000	
Swing Space Cost ($Million)	$18	$18	$6	$6	$0	$0	$0	$0	Option 0 and 0.1 would require swing space at Farley. Options A and B.1 could have swing space in Fuller. Other options require no swing space.
Order of Magnitude Project Cost ($Million)	$133	$123	$114	$116	$95	$107	$89	$89	This existing building is particularly expensive to renovate due to its construction assembly and degree of deterioration
MSBA Share	$0	$54	$49	$50	$43	$45	$41	$41	
Framingham Share	$151	$87	$71	$72	$52	$62	$48	$48	



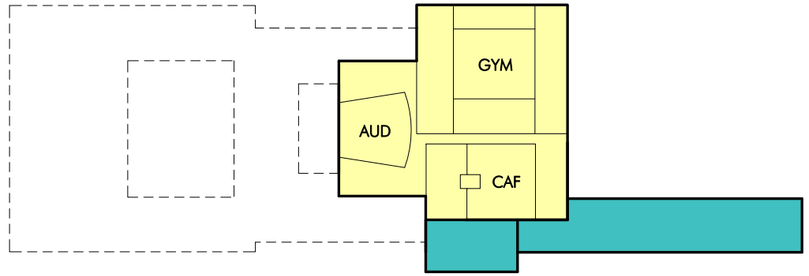
OPTION 0.0 - EXISTING

0.0 'Repair Existing': Minimum required repairs and code upgrades to the existing structure



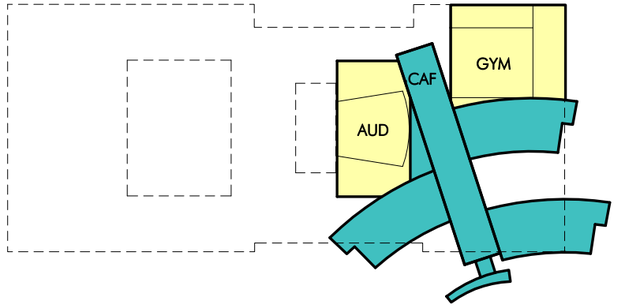
OPTION 0.1 - ADD/RENOVATION

0.1 'Addition/Renovation': Partial demolition of surplus floor areas and complete gut renovation and reconstruction of remaining areas to meet code and to address, as best as possible, the educational program. The later includes conversion of the existing cafeteria into a multi-use dining and learning space. Swing space required.



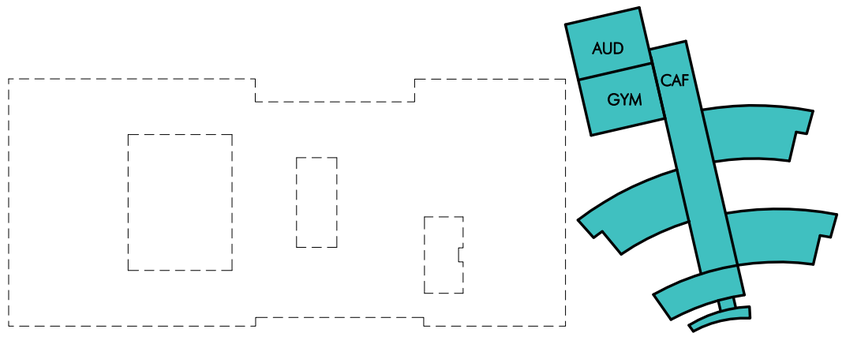
OPTION A - ADD/RENO

A 'Addition/Renovation': Retention and Upgrade of existing auditorium, gymnasium/locker and cafeteria areas. Conversion of existing cafteria to multi-use dining and learning. Addition of new attached two story classroom and administration wing at front and east of existing cafeteria. Swing space required.



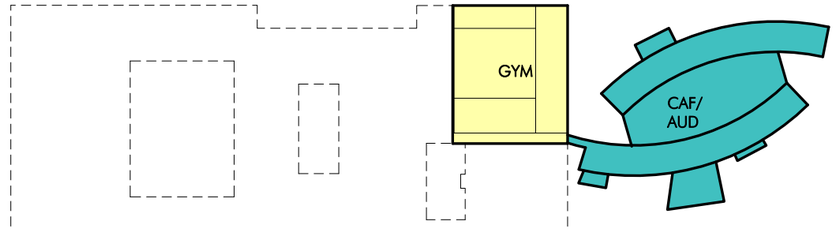
OPTION B.1 - TREE BRANCHES ADD/RENO

B.1 'Tree Branches Addition/Renovation': Retention and renovation of existing auditorium and gymasium/locker room. Remaining scope to be attached new two story construction with central learning commons/cafeteria spine and branching academic wings and courtyards. Swing space required.



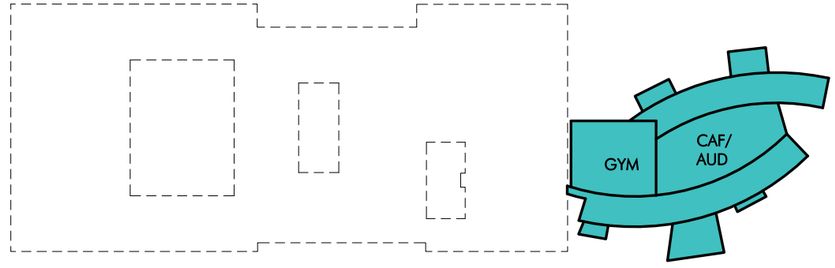
OPTION B.2 - TREE BRANCHES

B.2 'Tree Branches New Construction': New two story construction with central learning commons/cafeteria spine, new replacement sloped-floor auditorium and branching academic wings and courtyards. New construction located in existing parking. No swing space required.



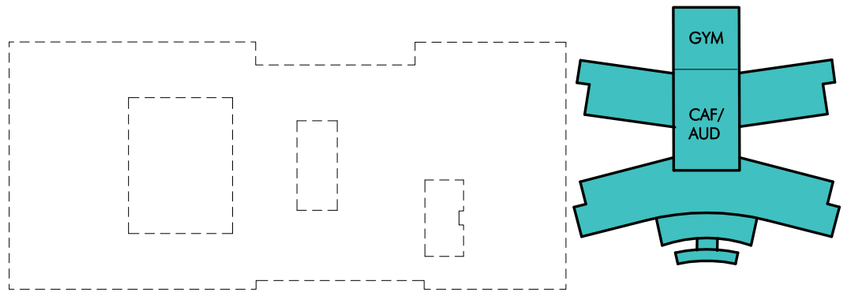
OPTION C.1 - FOLDED HANDS ADD/RENO

C.1 'Folded Hands Addition/Renovation': Retention and renovation of existing gymnasium/locker room only. Remaining scope to be attached new three story split level entry construction with stepped convertible commons/auditorium/cafeteria and balcony-accessed classrooms. Occupied phased construction required.



OPTION C.2 - FOLDED HANDS

C.2 'Folded Hands New Construction': New three story split level entry construction with stepped convertible commons/auditorium/cafeteria and balcony-accessed classrooms. New construction located in existing parking. No swing space or occupied construction required.



OPTION D - BUTTERFLY

D 'Butterfly': New two story construction with classroom wings radiating off stepped convertible commons/auditorium/cafeteria/gymnasium. New construction located in existing parking. No swing space or occupied construction required.

FULLER MIDDLE SCHOOL FEASIBILITY STUDY

School Building Committee Meeting No. 4
December 18, 2017

Pre-Concept Options Review
Evaluation Matrix
Recommended PDP Pre-Concept Options
School Tour Debrief

Jonathan Levi Architects

Pre-Concept 0 - 'Code Upgrade Renovation'

Jonathan Levi Architects

Pre-Concept 0.1 - 'Demo/Reno - Improved Caf.': Aerial View

Jonathan Levi Architects

Pre-Concept A - 'Add/Reno'- Improved Caf., New Classrooms/Admin.: Aerial View

Jonathan Levi Architects

Pre-Concept B.1 - 'Tree Branches - Add/Reno – Exist'g Gym and Aud.': Aerial View

Jonathan Levi Architects

Pre-Concept B.2 - 'Tree Branches – New with New Aud.': Aerial View

Jonathan Levi Architects

Pre-Concept C.1 - 'Folded Hands - Add/Reno – Exist'g Gym': Aerial View

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 4
December 18, 2017

Pre-Concept C.2 - 'Folded Hands - New': Aerial View

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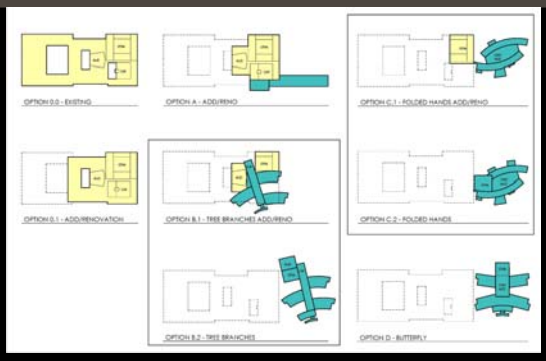
School Building Committee Meeting No. 4
December 18, 2017

Pre-Concept D - 'Butterfly - New': Aerial view

Fuller Middle School Feasibility Study
School Building Committee Meeting No. 4
December 18, 2017

Preliminary Design Program (PDP) Phase Pre-Concept Options Matrix



Fuller Middle School Feasibility Study
School Building Committee Meeting No. 4
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