



2009-10 Enrollment Projections

TO: Dr. Stephen L. Hiersche, Superintendent of Schools, Framingham, MA
FROM: Donald G. Kennedy, Ed.D., Demographic Specialist
DATE: December 15, 2009
RE: Enrollment Projections

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the Framingham School District. We have used the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year.

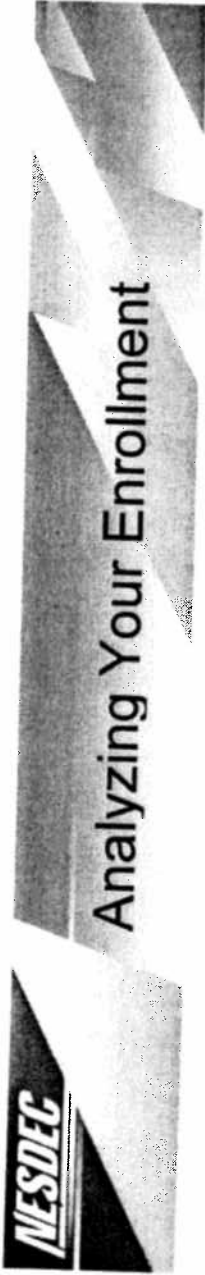
NESDEC's enrollment projection totals from fall of 2008 came within 1.1% of the actual Grade K-12 enrollment total for fall, 2009 (7,884 projected v. 7,967 actual). An unanticipated group of additional Kindergarteners enrolled; adjustments have been made for 2010 in the projection ratios.

The two factors at work which will have the greatest effect upon future Framingham enrollments are: a slight increase in the number of births to Framingham residents and b. fluctuating in-migration (related to the real estate slowdown). In the decade from 1994-2003, Framingham averaged 970 births per year; more recently (and expected over the next 6-7 years) are about 971-991 births annually (with the exception of 1005 births in 2005 and 1017 in 2007). The ever-changing relationship between Framingham births and Kindergarten enrollments is displayed on the B-K graph. Framingham for years has registered about 68 Kindergarteners for every 100 Framingham births (five years previous), a continuing relationship...in 2009, about 75 Kindergarteners for every 100 births. Grade 1 is expected to be about 2% larger than the previous year's Kindergarten class. Like many nearby communities Framingham continues to experience enrollment fluctuations of in/out-migration in Grades 1-12. **K-12 enrollments are forecast to increase by about 30 students annually over the next ten years.**

Will these patterns really last for as long as ten years? Probably not. As soon as the economy and real estate situation improve in the region, additional in-migration may return to Framingham. In the past ten years, Framingham has experienced five years of 4-5% out-migration; four years of 2-3% out-migration; and one flat year in 2008-09. Many communities in the region have sold in 2008 (and 2009 to date) only about 60-80% as many homes as in 2005-2007. Building permits have slowed as well; see the "Additional Data" table below. See the description on Page 4 below regarding "reliability of projections".

If your district has need for further assistance in the area of long range facilities planning, we would urge you to call so that we might discuss our planning services which include our Demographic and Long-Range Enrollment Projection Studies.

We have enclosed suggestions for interpreting the printout and a brief description of the modified cohort survival methodology used in preparing the projections. As always, we would be delighted to hear from you regarding ways in which we might make the enrollment forecasts more useful to you. Please don't hesitate to call or email us at ep@nestdec.org. Best wishes for the school year.



Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments are normally quite responsive to these fluctuations.
2. Look down the K and 1 columns and note the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.
3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then in-migration has probably occurred; if it is smaller, then out-migration has probably occurred.
4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.
5. In the "Grade Combinations" section, note the trends of elementary, middle school/junior high, and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the

projections for various grade combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the rate of change may be quite different.

2. Look at the births in the most recent years and note whether the trend is up, down, or level.
3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

PROJECTION METHODOLOGY

The cohort survival technique is the most frequently used method of preparing enrollment forecasts. NESDEC uses that technique, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2008-09, increased to 104 students in Grade 2 in 2009-10, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years. The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the possibility for change in the underlying assumptions/trends.

Projections based upon **the children already in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made to **predict the number of births**, thereby adding an additional variable. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

How often do the actual enrollments closely match the NESDEC projections? The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. That is, a 1% variance from projection-to-actual "one-year-out" into the future (2% variance "two-years-out" ... 10% variance "ten-years-out"). NESDEC reaches this "highest possible" standard in about 90% of cases. When our NESDEC variance is greater, the reasons often are one of the following: a. imbedded/intervening "hidden" variables (examples: a parochial school closed or other students returned from non-public schools, a charter school opened, the Kindergarten program changed entrance age or to extended/full-day, the high school toughened its course credit/graduation requirements, the District set new attendance boundaries for elementary schools, or the District had well-publicized budget/referendum difficulties); b. the District size was below 500 students, thus subject to fluctuations; or c. the District has not done enrollment projections on an annual basis.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (high or low) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may be starting. **In light of this, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.



Framingham, MA Historical Enrollment

School District: Framingham, MA

12/15/09

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1994	929	1999-00	209	691	729	703	752	682	758	668	654	625	523	469	442	355	0	8051	8260
1995	956	2000-01	212	721	724	719	745	749	678	774	674	643	567	492	434	414	0	8334	8546
1996	931	2001-02	185	708	747	707	711	721	728	658	770	638	548	497	442	432	0	8308	8493
1997	953	2002-03	217	661	706	739	673	680	709	622	640	750	536	494	512	426	0	8148	8365
1998	984	2003-04	162	655	661	677	722	666	653	626	593	636	594	527	480	463	0	7953	8115
1999	1000	2004-05	212	660	655	651	662	699	649	597	612	606	521	588	505	467	0	7870	8082
2000	991	2005-06	233	663	681	652	650	653	682	593	609	610	572	509	566	490	0	7930	8163
2001	1013	2006-07	267	649	642	669	635	632	646	630	586	595	571	545	485	552	0	7837	8104
2002	939	2007-08	261	647	660	638	651	640	630	594	620	594	523	547	519	440	0	7703	7964
2003	1000	2008-09	259	647	655	676	637	651	624	606	594	631	567	578	546	528	0	7940	8199
2004	944	2009-10	273	712	666	643	669	625	634	566	596	588	648	574	525	521	0	7967	8240

Historical Enrollment in Grade Combinations

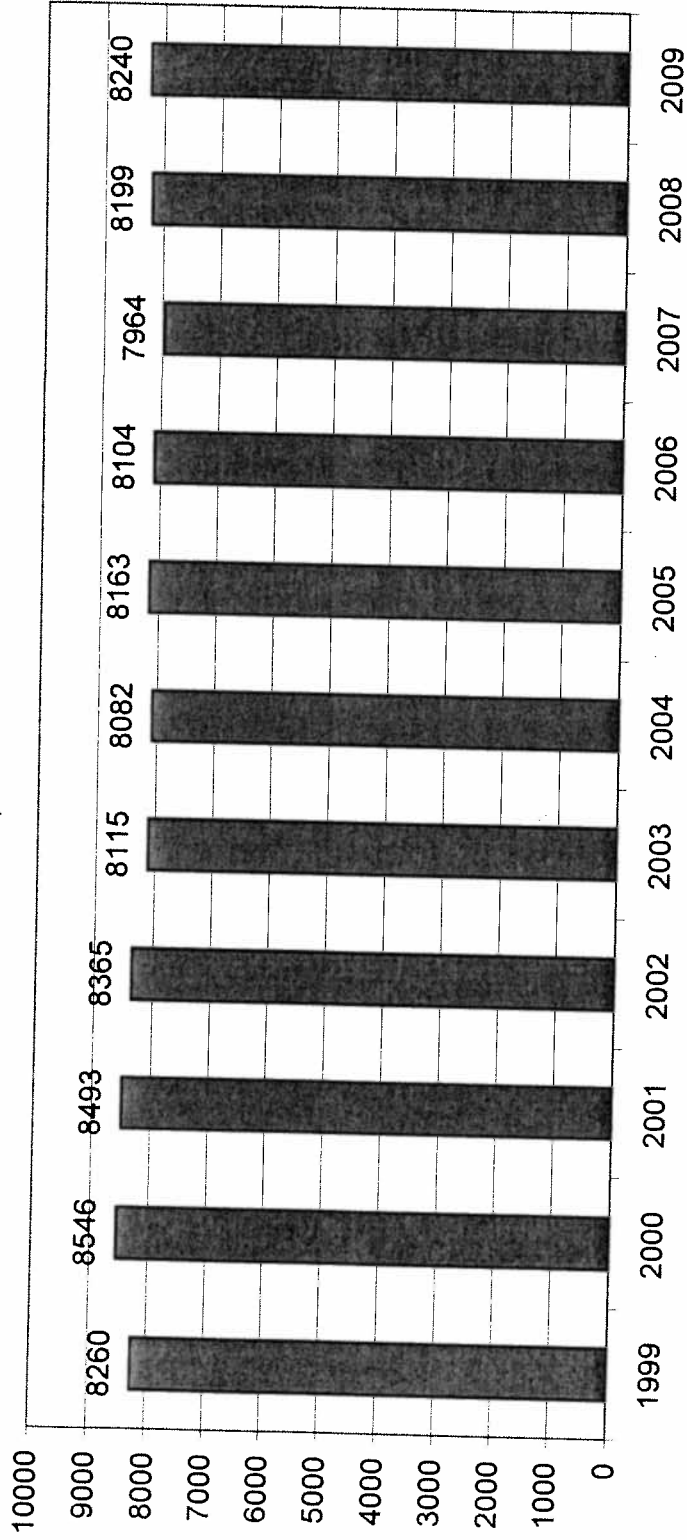
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
1999-00	4524	4315	4983	6262	2705	1947	1279	3068	1789
2000-01	4548	4336	5110	6427	2769	2091	1317	3224	1907
2001-02	4508	4323	4981	6389	2795	2066	1408	3327	1919
2002-03	4385	4168	4790	6180	2721	2012	1390	3358	1968
2003-04	4196	4034	4660	5889	2508	1855	1229	3293	2064
2004-05	4188	3976	4573	5781	2464	1815	1218	3297	2079
2005-06	4214	3981	4574	5793	2494	1812	1219	3356	2137
2006-07	4140	3873	4503	5684	2457	1811	1181	3334	2153
2007-08	4127	3866	4460	5674	2438	1808	1214	3243	2029
2008-09	4149	3890	4496	5721	2455	1831	1225	3444	2219
2009-10	4222	3949	4515	5699	2384	1750	1184	3452	2268

Historical Percentage Changes

Year	K-12	Diff.	%
1999-00	8051	0	0.0%
2000-01	8334	283	3.5%
2001-02	8308	-26	-0.3%
2002-03	8148	-160	-1.9%
2003-04	7953	-195	-2.4%
2004-05	7870	-83	-1.0%
2005-06	7930	60	0.8%
2006-07	7837	-93	-1.2%
2007-08	7703	-134	-1.7%
2008-09	7940	237	3.1%
2009-10	7967	27	0.3%
K-12 Change		-84	-1.0%

Framingham, MA Historical Enrollment

PK-12, 1999-2009





Framingham, MA Projected Enrollment

School District: Framingham, MA

12/15/09

Enrollment Projections By Grade*

Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2004	944	2009-10	273	712	666	643	669	625	634	566	596	588	648	574	525	521	0	7967	8240
2005	1005	2010-11	274	691	726	666	635	667	614	589	560	599	561	661	547	504	0	8020	8294
2006	971	2011-12	275	668	705	726	657	633	655	571	583	563	571	572	530	525	0	8059	8334
2007	1017	2012-13	276	699	681	705	717	655	622	609	565	586	537	582	545	605	0	8108	8384
2008	987	(est.) 2013-14	277	679	713	681	696	714	643	578	602	568	559	548	555	523	0	8091	8369
2009	985	(est.) 2014-15	278	677	693	713	672	693	701	598	572	605	542	570	522	533	0	8114	8393
2010	993	(est.) 2015-16	279	683	691	693	704	670	680	652	592	575	577	553	543	501	0	8169	8449
2011	991	(est.) 2016-17	280	681	697	691	694	701	658	632	645	595	548	589	527	521	0	8205	8486
2012	995	(est.) 2017-18	281	684	695	697	692	681	688	612	625	648	567	559	561	506	0	8249	8531
2013	990	(est.) 2018-19	282	681	698	695	688	679	669	639	605	628	618	578	533	538	0	8265	8548
2014	991	(est.) 2019-20	283	681	695	698	686	685	667	622	632	608	599	630	551	511	0	8265	8548

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

Projected Enrollment in Grade Combinations*

Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2009-10	4222	3949	4515	5699	2384	1750	1184	3452	2268
2010-11	4273	3999	4588	5747	2362	1748	1158	3432	2273
2011-12	4319	4044	4615	5761	2372	1717	1146	3444	2298
2012-13	4355	4079	4688	5839	2382	1760	1151	3420	2269
2013-14	4403	4126	4704	5874	2391	1748	1170	3355	2185
2014-15	4427	4149	4747	5924	2476	1775	1177	3344	2167
2015-16	4400	4121	4773	5940	2499	1819	1167	3341	2174
2016-17	4392	4112	4744	5984	2530	1872	1240	3425	2185
2017-18	4408	4127	4739	6012	2573	1885	1273	3466	2193
2018-19	4392	4110	4749	5982	2541	1872	1233	3500	2267
2019-20	4395	4112	4734	5974	2529	1862	1240	3531	2291

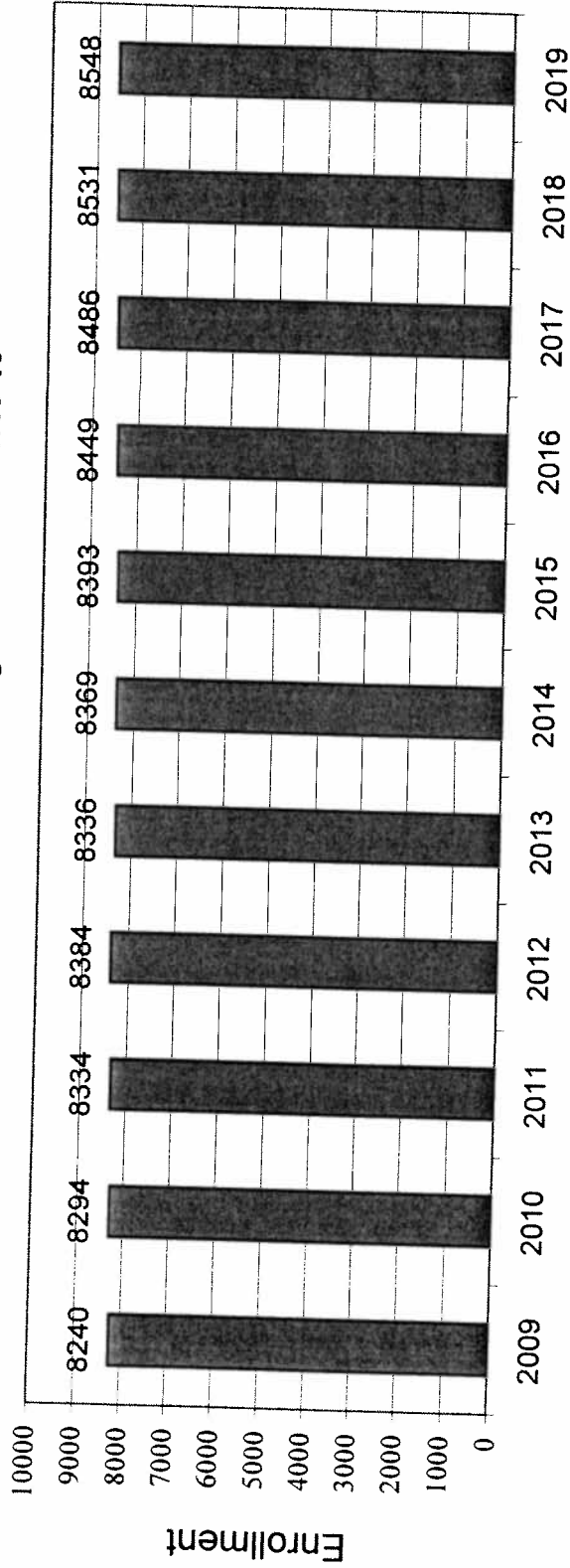
Projected Percentage Changes

Years	K-12	Diff.	%
2009-10	7967	0	0.0%
2010-11	8020	53	0.7%
2011-12	8059	39	0.5%
2012-13	8108	49	0.6%
2013-14	8059	-49	-0.6%
2014-15	8091	32	0.4%
2015-16	8114	23	0.3%
2016-17	8169	55	0.7%
2017-18	8205	36	0.4%
2018-19	8249	44	0.5%
2019-20	8265	16	0.2%
K-12 Change	298	298	3.7%



Framingham, MA Projected Enrollment

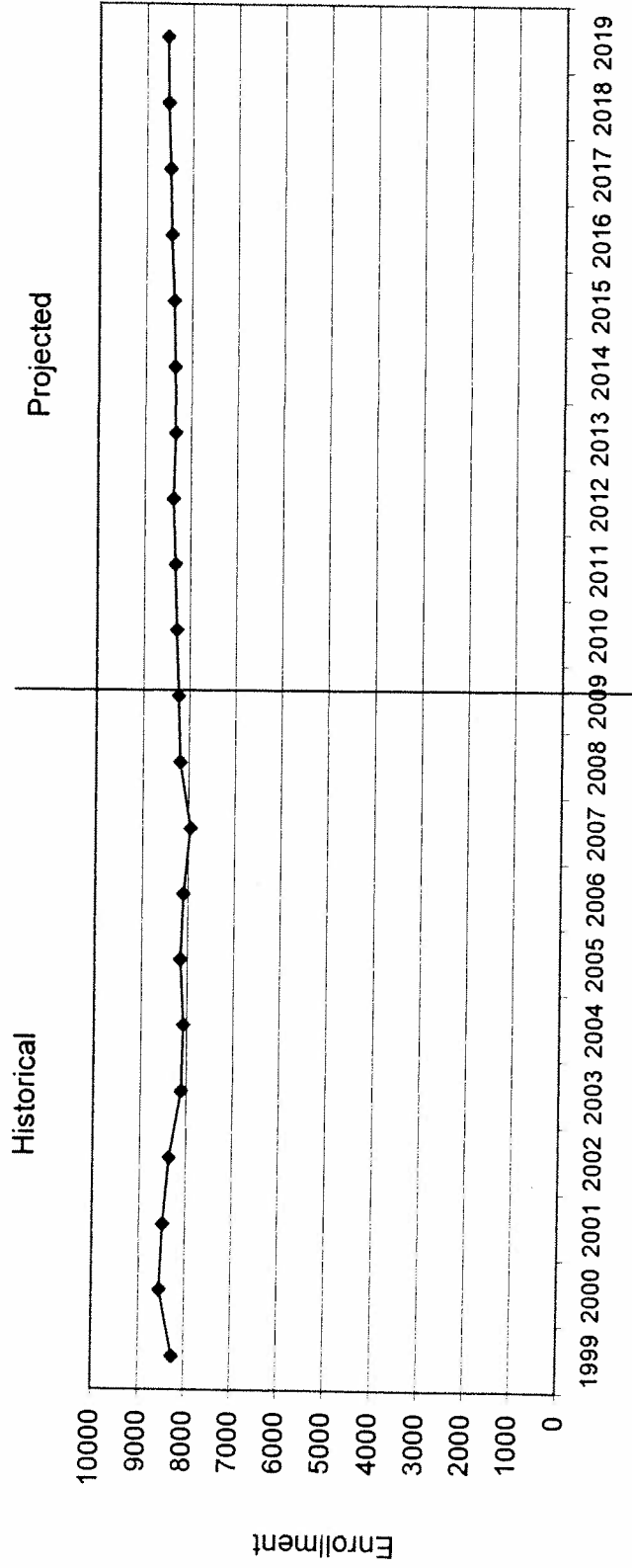
PK-12 TO 2019 Based On Data Through School Year 2009-10



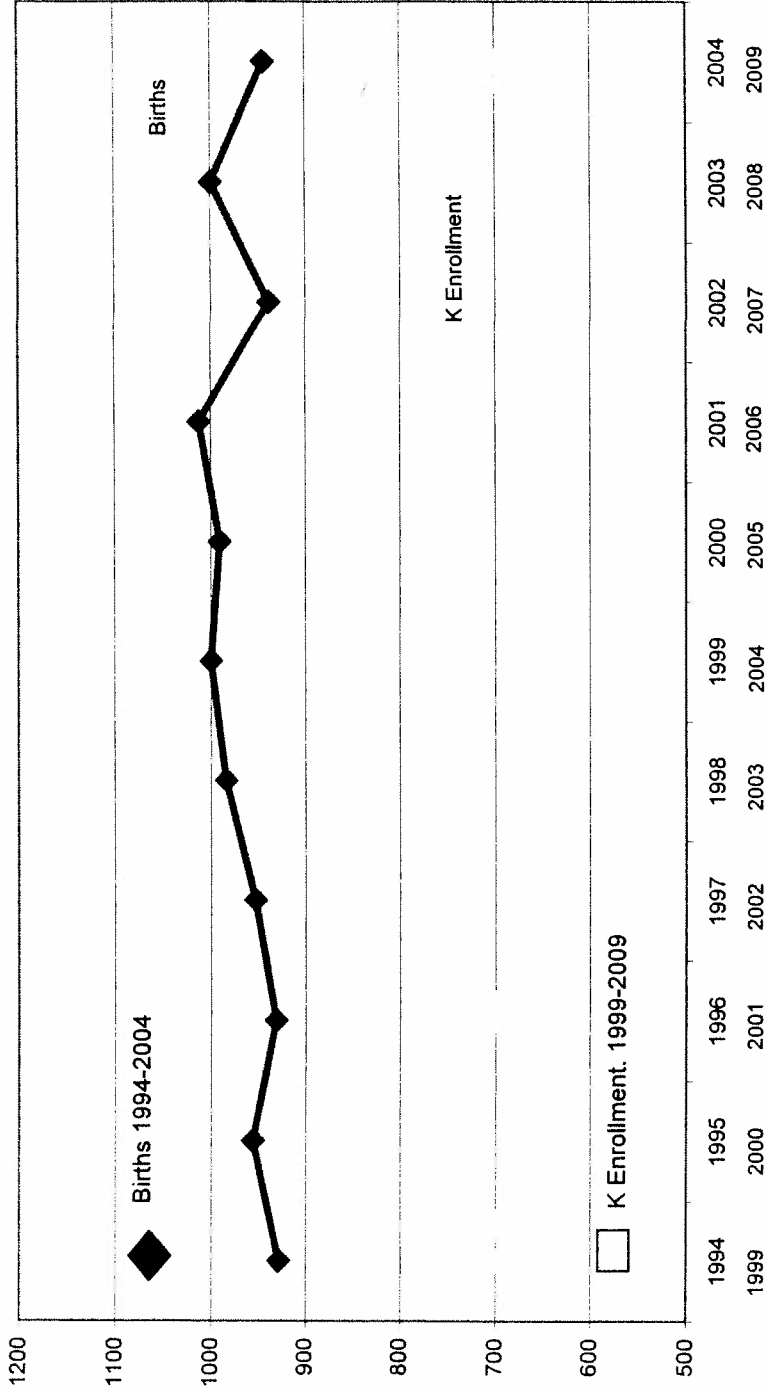


Framingham, MA Historical & Projected Enrollment

PK-12, 1999 TO 2019



Framingham, MA Birth-to-Kindergarten Relationship





Framingham, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
1999	61	12
2005	42	2
2006	33	6
2007	24	4
2008	7	0
2009	15 to date	2

Year	Enrollment History	
	Voc-Tech 9-12 Total	Non-Public K-12 Total
1999-00	489	723
2005-06	530	661
2006-07	539	636
2007-08	514	622
2008-09	477	576
2009-10	469	608

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
115	49	37	46	44	44	40	44	39	32	46	34	46	36	608

K-12 Home-Schooled Students	65
2009	65

K-12 Residents Enrolled in Charter or Magnet Schools	133
2009	133

K-12 SpEd Outplaced Students	194
2009	194

K-12 Chociced-In, Tuitioned-In, & Other Non-Residents	n/a
2009	n/a

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

Framingham K-12 Student Capacity

	<u>Design Capacity</u>	<u>85% of Design Capacity</u>	<u>Not K-12</u>	<u>Sept 2010</u>
Barbieri	748			499
Brophy	600			421
Dunning	580			471
Hemmenway	672			571
McCarthy	696			561
Potter Road	550			490
Stapleton	500			382
Woodrow	774			554
Elementary Subtotal	5,120	4,352		3,949
Cameron	792			496
Fuller	1,200			492
Walsh	1,200			734
Middle Subtotal	3,192	2,713		1,722
FHS	2,200			2,059
Thayer	120			44
High Sub total	2,320	1,972		2,103
Total K-12 student count	10,632	9,037		7,774
Blocks			Farley 748 Juniper 504 King 576	286
Out-of-District				190
Total prek-12 September 2010 student count				8,250

FRAMINGHAM PUBLIC SCHOOLS

School Property Statistics

School	Date Built Renovations / Additions	Total Interior Square Feet	Number of Classrooms / Total Number of Rooms	Site Acres of Land	Playground	Football / Soccer Field	Baseball Field	Lacrosse / Field Hockey Field	Tennis Court	Basketball Court	Number of Parking Stalls	Design Student Capacity	Current Enrollment	Elevators	Handicap Chair Lift
<i>Barbieri Elementary School</i> 100 Dudley Road	1974	112,000	31 / 64	18.71	x	x	x		x		120	748	493	2	
<i>Brophy Elementary School</i> 575 Pleasant Street	1966 2004	66,000 2,000	26 / 41	28.13	x	x	x	x			80	600	448		1
<i>Cameron Middle School</i> 215 Elm Street	1973 2000	114,000	33 / 73	30.75		x	x				88	792	479	1	
<i>Dunning Elementary School</i> 48 Frost Street	1965	61,500	24 / 37	22.16	x	s	s	s	s		69	580	489		1
<i>Farley Middle School</i> 19 Flagg Drive	1973	112,000	31 / 64	30		s	s				220	748	?	2	
<i>Framingham High School</i> 115 A Street	1961 2005	356,000 40,000	90 / 194	44.35		x	x	x	x		350+	2,200	2,071	2	
<i>Fuller Middle School</i> 31 Flagg Drive	1958	196,000	50 / 98	30		s	s				150	1200	513		
<i>Hemenway Elementary School</i> 729 Water Street	1961 2004	56,500 5,000	28 / 39	14.42	x	x	x				70	672	581		1
<i>Juniper Hill Elementary School</i> 29 Upper Joclyn Avenue	1959	44,300	21 / 28	17.94	x		x				80	504	0		
<i>King Administration Building</i> 454 Water Street	1957	50,000	24 / 33	18+	x	x	x	x			140	576	298		2
<i>McCarthy Elementary School</i> 8 Flagg Drive	1952 1994	88,936 6,000	29 / 68	20.43	x		x				88	696	556	1	
<i>Potter Road Elementary School</i> 492 Potter Road	1966	63,600	24 / 39	12.75	x	x	x	x		x	55	550	482		2
<i>Stapleton Elementary School</i> 25 Elm Street	1922 1972	59,600	23 / 39	3.4	x						62	500	378	1	1
<i>Thayer Campus of FHS</i> 50 Lawrence Street	1905	10,800	5 / 19	2							44	120	116		1
<i>Walsh Middle School</i> 301 Brook Street	1969	201,000	50 / 102	22.46		s	s	s	s		100	1200	751	1	1
<i>Woodrow Wilson Elementary School</i> 169 Leland Street	1924 1998	40,000 100,695	31 / 73	5.02	x						110	774	533	1	

s = shared field

updated_4.26.10

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Barbieri Elementary School

Currently used as an elementary school, the Barbieri Middle School was built in 1974 using a replicated floor plan that matched the Cameron Middle School and the Farely Middle School. All three facilities were constructed within the same three-year time period.

Located at 100 Dudley Road, the building contains 112,000 square feet and is situated on 18.71 acres of land. The grounds contain a playground, baseball field and a soccer/football field. There is also an antiquated, unused tennis court on site. The parking lot has been expanded and currently houses roughly 120 vehicle-parking stalls.

The building was designed with an open floor plan concept with multi-levels and few exterior windows. There are two elevators in operation, but they do not meet with current ADA code requirements. The building housed a swimming pool that has been converted to general warehouse space. Barbieri currently has 31 full classrooms and has a design capacity of 748 students. Current enrollment is 493.

The main roof was replaced 1998 and has a twenty year life expectancy. The heating system was converted from electric to natural gas fired boilers with a hydronic system and utilizes the electric perimeter heat as a supplemental heat source. The building is cooled via roof top air handlers. A new emergency generator was installed in 2009.

There currently is a capital improvement request to replace the gas burners with new energy efficient burners, replace the roof top airhandelters with new efficient units and replace the existing copper roofs at all stairways and entrances. The total capital request for the Barbieri School totals over \$800,000 for FY 2010-2011. We have also requested capital funding for floor tile replacement and toilet partition replacement. Those projects have been deferred and hopefully will be funded within the current five-year capital budget plan term request.

If the district plans on continuing to utilize Barbieri as an elementary school, the bathrooms need to be renovated as they do not meet height requirements for elementary school students and are not ADA compliant. The cafeteria is small, 4,370 square feet, so multiple lunch periods are required for larger student populations. The floor vinyl tile and mastic contain asbestos and would need to be abated if replaced.

In addition, there has been preliminary engineering and design work associated with expanding the parking lot and to possibly house school busses on site. The plan has been put on hold as the district continues to research options for bus parking.

Barbieri Elementary School
(continued)

The following are classroom types:

- General classrooms 29
- Science labs 0
- Science classrooms 0
- Computer labs 1
- Special education classrooms (self-contained classrooms) 1 (room 123)
- Art 1
- Music 2 (Using auditorium wedges)
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) **Third Floor Art Room and 2 auditorium wedges used for Music classes**
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative)
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices – **Title 1, Family Learning Center**
 - Storage rooms
 - Other

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Brophy Elementary School

Currently named Brophy Elementary School, the Belknap Road School was constructed in 1968 using a replicated design plan from the Potter Road School, which was built two years earlier in 1966. Two modular classrooms housed in one mobile unit in were added to the building via a connector corridor in 2004.

Located at 575 Pleasant Street, the building contains 66,000 square plus over 2,000 square feet of modular space and is situated on 28.13 acres of land. The grounds contain a playground, two baseball fields a lacrosse field and a soccer field. The parking lot houses 80 vehicle-parking stalls.

The building was designed with a two-story classroom wing, a single story administration, café and gymnasium wing and a central courtyard. There are two chair lifts within the building that provide handicap access to the stage and classroom wing level as required by ADA. Brophy has 26 general classrooms, with a design capacity of 600 students. Current enrollment is 448.

The roof was replaced in 2002 and has a twenty-year life expectancy. The heating system was upgraded and new boilers and gas burners were installed in 2006. There is no central cooling within the building. There are several window unit or split cooling systems in the administrative offices. The building is equipped with an emergency back-up generator.

The building is in good general condition and has recieved replacement walkways and sidewalks in compliance with ADA mandates and funded by capital expenditure.

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Cameron Middle School

The original Cameron Middle School was constructed in 1973 and was one of three school buildings built over a three year time period using a replicated design. Major reconstruction replacing over 80% of the existing structure took place and was completed in 2000. At the time of completion Cameron School was considered to be "state of the art" in design, technology and furnishings and continues to be a jewel of the community today.

Located at 215 Elm Street, the building contains 114,000 square feet and is situated on 30.75 acres of land. The grounds contain a baseball field, a football field and a soccer field. There is no playground on site. The parking lot houses 88 vehicle-parking stalls.

The building was designed with a two-story classroom and administration wing and a renovated gymnasium wing along with a new café and auditorium. There is one elevator that complies with current ADA access, building and fire code requirements. Cameron has 33 full classrooms with a design student capacity of 792. Current enrollment is 479.

The heating plant is natural gas fired with air handlers that supply a VAV, or variable air volume system and supplemental hydronic perimeter heat. The cooling system is a centrifugal chiller equipped with an exterior water-cooling tower. Although the heating and cooling systems provide for efficient climate control, they are costly to operate. Especially during the peak, or summer cooling season.

The building is equipped with an emergency back-up generator, an acid neutralization plant that provides treatment for lab waste when required by science labs and a duplex sewage ejector system. All mechanical systems and general architectural furnishings are 10 years of age and in excellent condition.

Cameron Middle School
(continued)

The following are classroom types:

- General classrooms --not including science rooms 18 reg ed, 4 world language, 1 health, 3 support special ed classrooms, WILSON reading room, literacy room
- Science labs 6
- Science classrooms 6
- Computer labs 1
- Special education classrooms (self-contained classrooms) 6
- Art 1 with storage area in rear of room
- Music 1 band and 1 music technology keyboard lab
- Vocational classrooms 2 tech ed rooms- 1 with computers and 1 with machines
- Vocational shops see above
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) 0
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 2 TEC
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices
 - Storage rooms
 - Other
 - Main office space/offices/conference room
 - Library
 - Custodian closets
 - Librarian office/storage
 - SAGE room inside library
 - Offices
 - Cafeteria
 - Auditorium
 - Conference room in 6th grade hall
 - Speech and language office/classroom
 - EDBD office and room
 - Math specialist room
 - Nurse's suite
 - Copy/storage rooms - 1 library, 1 gr 6, 1 gr 7
 - Gymnasium and locker rooms

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Dunning Elementary School

Currently named Charlotte Dunning Elementary School, the Frost Street School was constructed in 1965 using a replicated design plan from the Hemenway School that was built four years earlier in 1961.

Located at 48 Frost Street, the building contains 61,500 square feet and is situated on 22.16 acres of land. The grounds contain two separate playgrounds, a baseball field and a lacrosse/soccer field with a walking track. The parking lot houses 69 vehicle-parking stalls.

The building was designed as a single-story with a rectangular shape. There are three classroom wings an administration and café wing and an enclosed courtyard. There is one chair lift at the stage for handicap access as required by ADA. Dunning has 24 general classrooms, with a design capacity of 580 students. Current enrollment is 489.

The roof was replaced in 1996 and has a twenty-year life expectancy. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2001. There is no central cooling within the building. There are several window unit or split cooling systems in the administrative offices. The building is equipped with an emergency back-up generator.

The building is in good general condition and has received replacement walkways and sidewalk in compliance with ADA mandates and funded by capital expenditure.

Dunning Elementary School
(continued)

The following are classroom types:

- General classrooms 24
- Science labs 0
- Science classrooms 0
- Computer labs 0
- Special education classrooms (self-contained classrooms)—**no full size classes; 2 resource rooms**
- Art 1
- Music 1
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space)—**1 old dishwasher room used as computer lab, SAGE outer space in hallway foyer, stage for instrumental music instruction**
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices 0
 - Storage rooms 0
 - Other—**We also have 2 counselor offices, 1 Literacy Specialist Office (closet), 2 ELL tutor rooms, OT room, Speech/Language room, 1 psychologist office (closet)**

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Farley Middle School

Currently leased to Massachusetts Bay Community College, the Farley Middle School was built in 1973 using a replicated floor plan that matched the Cameron Middle School and the Barbieri Middle School. All three facilities were constructed within the same three-year time period.

Located at 19 Flagg Drive, the building contains 112,000 square feet and is situated on 30 acres of land along with the Fuller Middle School. Also shared with the Fuller School are the football/soccer fields as well as the baseball field and the adjoining parking area. The parking lot has been expanded and currently houses 220 vehicle-parking stalls.

The building was designed with multi levels, an open floor plan concept and few exterior windows. There are two elevators in operation, but they do not meet with current ADA code dimensional requirements. The building houses a swimming pool that has been taken out of service and the area is used for storage. Farley has the potential for housing 31 full classrooms and has a design capacity of 748 students. Current enrollment for the college is unknown.

The main roof was replaced 2005 and has a twenty-year life expectancy. The heating system was converted from electric to natural gas fired boilers with a hydronic system and utilizes the electric perimeter heat and roof top units as a supplemental heat source. The building is cooled via roof top air handlers that were upgraded in 2008. The building is equipped with an emergency back-up generator.

Currently the Mass Bay College has 2 years remaining on a 10-year lease agreement with the town. Several items need to be upgraded or installed such as replacement of furnishings prior to the district reoccupying, or utilizing the building as a school. A full assessment of all mechanical, plumbing, electrical, data, and architectural condition of the building would be needed in order to provide an accurate cost assessment for any need upgrades.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
BUILDING ASSESSMENT QUESTIONNAIRE

Framingham Public Schools

SCHOOL NAME: FARLEY MIDDLE SCHOOL
(MASS BAY COMMUNITY COLLEGE)

N/A

How many of the following classroom types:

- General classrooms
- Science labs
- Science classrooms
- Computer labs
- Special education classrooms (self-contained classrooms)
- Art
- Music
- Vocational classrooms
- Vocational shops
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space)
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative)
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices
 - Storage rooms
 - Other

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Framingham High School

Originally constructed in 1961 the Framingham North High School shared two wings of the building named the Winch Park Secondary School. In 1992 one single Framingham High School was created combining two high schools into one. The district moved the South High School students and faculty from Flagg Drive into the North High School at 155 A Street. Then in 2001 and through 2007, a major renovation and construction project was undertaken. Additions to the building added library, science wings and a mechanical room to the existing structure. The project ran over a year beyond the original completion date. The original contractor filed for bankruptcy and an insurance bonding company had to complete the last 5% of the construction project. As a result, As-built drawings and some equipment start-up data was not provided to the district as per job specifications.

Located at 115A Street, the building contains 396,000 square feet of space and is situated on 44.35 acres of land. The grounds contain a synthetic football/soccer field, a field hockey field a tennis court, and multiple ball fields at the front of the school that is owned and maintained by the Parks and Recreation Department. The parking lot house over 350 vehicle parking-stalls.

The building was designed on multiple levels with a two-story spread footprint and three enclosed courtyards. There are two elevators that comply with ADA, fire and building code requirements. Framingham High School has 90 full classrooms with a design capacity of 2,200 students. Current enrollment is 2,071.

The building is equipped with two separate boiler rooms, two generator rooms and multiple mechanical rooms. Dual fuel gas fired boilers and water heaters, diesel fired generators and #2 oil stored in an underground tank for firing boilers on oil in an emergency situation. Roof to air handlers and cooling provide cooling for half of the building. The other half is piped and has the ability to be expanded with cooling if a chiller and cooling tower is installed.

The building is in good general condition, keeping in mind that the structure is 49 years of age. Framingham High School is listed as a qualified MEMA shelter because underground fuel storage tanks provide for an independent fuel source for the back-up generators and boilers.

Framingham High School
(continued)

The following are classroom types:

- General classrooms 93
- Science labs 22
- Science classrooms 0
- Computer labs 7
- Special education classrooms (self-contained classrooms) 14
- Art 6
- Music 6
- Vocational classrooms 6
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) 4
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices 0
 - Storage rooms 0
 - Other 0

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Fuller Middle School

Constructed in 1958 as the Framingham South High School, the building is currently used as Fuller Middle School. Fuller is also home to the Framingham Public Access Television Station that occupies 5,000 square feet of building space. In addition, the Buildings and Grounds Department houses its operations and storage for vehicles and equipment occupying approximately 10,000 square feet of building space. Also, there are six classrooms and several offices currently occupied by school administration, the ESL program and the Vision Center that take up almost 8,000 square feet of building space. Collectively, these operations occupy 23,000 square feet of the total 196,000 square feet of building space.

Located at 31 Flagg Drive, the building contains 196,000 square feet and is situated on over 30 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. The Fuller School has roughly 150 parking stalls available for all of its occupants.

The building was designed on one level with four classroom wings and two closed courtyards. Fuller has the capacity for over 50 full classrooms with a design capacity of 1200 students. Current enrollment is 513.

The roof was replaced in 1995 and has a 20-year life expectancy. The roof is beginning to show some wear and requires seasonal leak repairs. The building was originally equipped with many sky lights that were removed during roof replacement resulting in limited natural light throughout the main corridors. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2005. The building is not equipped with central cooling. There are several window unit or split cooling systems in the administrative offices. The building is not equipped with an emergency back-up generator.

There has been a capital funding request for a structural evaluation and general building analysis that has been deferred for several years. The building was constructed on structural piles and caissons with a crawl space and a dirt floor beneath the entire building. 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 building is in fair condition and has received several capital investment upgrades such as, auditorium stage curtains and lighting upgrades; a new auditorium ceiling; a new handicap access ramp and an exterior brick wall replacement on the north face or rear of the building.

Fuller Middle School
(continued)

The following are classroom types:

- General classrooms 42
- Science labs 1
- Science classrooms 0
- Computer labs 3
- Special education classrooms (self-contained classrooms) 6
- Art 1
- Music 3
- Vocational classrooms 2
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) 0
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative)
- Number of classrooms that are not used as classrooms 48
 - District administrative offices
 - Storage rooms
 - Other

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Hemenway Elementary School

Constructed in 1961, the Hemenway Elementary School is the elder sister school of the Charlotte Dunning School that utilized the same layout design when constructed in 1965. Other than location and age, the only main difference between the two buildings is, Dunning does not have added modular classrooms such as the Hemenway School does.

Located at 729 Water Street, the building contains 61,500 square feet plus over 5,000 square feet of modular space and is situated on 14.42 acres of land. The grounds contain a playground, a baseball field and a small soccer/lacrosse field. The parking lot houses 70 vehicle-parking stalls.

The building was designed as a single story with a rectangular shape. There are three classroom wings, an administration and café wing and an enclosed courtyard. There are two modular buildings with connectors at the rear of the building that house four classrooms. There is one chair lift at the stage for handicap access as required by ADA. Hemenway has 28 general classrooms, with a design capacity of 672. Current enrollment is 581.

The roof was replaced in 1996 and has a 20-year life expectancy. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2005. There is no central cooling within the building. There are several window unit or split cooling systems in the administrative offices. The building is equipped with an emergency back-up generator.

The building is in good general condition and has received replacement walkways and sidewalks in compliance with ADA mandates and funded by capital expenditure.

Hemenway Elementary School
(continued)

The following are classroom types:

- General classrooms 24
- Science labs 0
- Science classrooms 0
- Computer labs: 13 small computer labs
- Special education classrooms (self-contained classrooms) 3
- Art 1 converted locker room
- Music 1 converted locker room
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space): 1 divided teachers' room/classroom, 1 makeshift room in lobby
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 1 modular classroom used by special education service providers such as OT, PT, APE, resource teacher
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices 0
 - Storage rooms 0
 - Other 0

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Juniper Hill Elementary School

Constructed in 1959, the Juniper Hill School is currently used a multi-function facility. The building houses several school department administrative offices, a private school, a newspaper office and a school related student Transportation Company.

The Jewish Community Day School, Jewish Philanthropies News Organization, and Project Accept Transportation Collaborative currently lease roughly 70% of the total building space and the remaining 30% of the building is occupied by school administrative offices, file storage and meeting space.

Located at 29 Upper Joclyn Avenue, the building contains 44,300 square feet of space and is situated on 17.94 acres of land. The grounds contain an antiquated playground in need of upgrade and a small multipurpose ball field. The parking lot houses 80 vehicle-parking stalls.

The building was designed as a single story with three classroom wings and a administration, café and gymnasium wing. Juniper Hill has 21 general classrooms. A modular library addition was built in 2000 when 2,800 square feet of interior open space was added to the school building. Juniper Hill has a design capacity of 504 students. There is no current district enrolment.

The roof was replaced in 2001 and has a twenty-year life expectancy. The heating system was converted from oil to natural gas when one new boiler and natural gas burner was installed in 2000 and the second boiler and burner were replaced in 2001. There is no central cooling system within the building. There are 15 classrooms and 5 offices equipped with window cooling units and the library is cooled via two roof top mounted units. The building is equipped with an emergency back-up generator.

Several items need to be upgraded or installed such as the playground, replacement of furnishings, window blinds, p.a. system, phones and data will need to be addressed prior to the district reoccupying, or utilizing the building as a school.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY

BUILDING ASSESSMENT QUESTIONNAIRE

Framingham Public Schools

SCHOOL NAME: JUNIPER HILL
N/A

How many of the following classroom types:

- General classrooms
- Science labs
- Science classrooms
- Computer labs
- Special education classrooms (self-contained classrooms)
- Art
- Music
- Vocational classrooms
- Vocational shops
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space)
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative)
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices
 - Storage rooms
 - Other

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

King Administration Building

Currently used for administration offices and the BLOCKS Preschool program, the King Elementary School was constructed in 1957. Located at 454 Water Street, the building contains 50,000 square feet and is situated on over 18 acres of land. Administrative offices occupy 20,000 square feet of building space. The grounds contain a playground, baseball field and soccer/lacrosse field. The parking lot currently houses 140 vehicle parking stalls.

The building was designed with two classroom wings connected by an enclosed walk bridge with a café and gymnasium on lower levels. There are two chair lifts within the building that provide handicap access to all levels as required by ADA. King has the capacity for 24 full classrooms with a design capacity of 576 students. Current BLOCKS enrollment is 298. Part of the kitchen and all of the café or Demarais room is utilized for school functions and School Committee Meetings.

The roof was replaced in 1998 and has a twenty year life expectancy. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2001. The building is cooled via roof top air handlers on the front main wing and the rear wing is equipped with portable air conditioner window units. The building is not equipped with and emergency back-up generator.

The building is in fair condition and is in need of window and some exterior door replacement throughout the building. This site should be considered when planning for new construction of an elementary school because it is situated on a large land parcel belonging to the school and town. The potential site layout could qualify for both MSBA and LEEDS requirements for green building and construction incentives.



BLOCKS Preschool at KING
(continued)

The following are classroom types:

- General classrooms 9 (3 of these 9 are inclusion classes)
- Science labs 0
- Science classrooms 0
- Computer labs 0
- Special education classrooms (self-contained classrooms) 8
- Art 0
- Music 0
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) Only offices for therapies (speech/language, OT and PT) 3
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices 3
 - Storage rooms 0
 - Other 0



Framingham Public Schools
Facilities Data & Planning Recommendations
2010

McCarthy Elementary School

Originally constructed in 1952 the McCarthy Elementary School received major reconstruction and expansion in 1994.

Located at 8 Flagg Drive, the building contains 94,936 square feet and is situated on 20.43 acres of land. The grounds contain two playgrounds and a baseball field. The parking lot houses 88 vehicle-parking stalls.

The building was designed as a two-story "L" shaped structure with two wings. One wing houses the administration and café centrally and a gymnasium at one end with classrooms to the rear and the other is a full two-story classroom wing. There is one elevator that complies with current ADA access, building and fire code requirements. McCarthy has 29 full classrooms with a design student capacity of 696. Current enrollment is 556.

One wing, or 50% of the roof was replaced in 1999 and the remaining 50% in 2007. Each wing has a twenty-year roof life expectancy. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2003. Selective areas within the building have central cooling such as administration, café, computer and head-end room. The building is equipped with an emergency back-up generator and houses a large part of the districts major technological network system.

The building is in very good condition and requires no major upgrades at this time.

McCarthy Elementary School
(continued)

The following classroom types:

- General classrooms 24
- Science labs 0
- Science classrooms 0
- Computer labs 1
- Special education classrooms (self-contained classrooms) 6 plus 2 resource
- Art 1
- Music 1
- Gymnasium 1
- Cafeteria 1
- Occupational Therapy 1
- Library 1, Literacy 1
- Teachers' Room 1
- Title I/Reading Recovery 2
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) 2 (Stage, Sage)
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices – Health-1; Offices-10
 - Storage rooms – 3
 - Work Room (off Library) - 1
 - Other – Head end Equipment room

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Potter Road Elementary School

Constructed in 1966 Potter Road School is the elder sister school of Brophy that utilized the same layout design when constructed in 1968. Other than location and age the only other main difference between the two buildings is, Potter Road does not have added modular classrooms such as the Brophy School does.

Located at 492 Potter Road, the building contains 63,600 square feet of space and is located on 12.75 acres of land. The grounds contain a playground, baseball field, new basketball courts and a multi purpose field. The parking lot houses 55 vehicle-parking stalls.

The building was designed with a two-story classroom wing, a single story administration, café and gymnasium wing and a central courtyard. There are two chair lifts within the building that provide handicap access to the stage and classroom wing level as required by ADA. Potter Road has 24 general classrooms, with a design capacity of 550 students. Current enrollment is 482.

The roof was replaced in 1996 and has a twenty-year life expectancy. The heating system was upgraded from oil to natural gas when one new boiler and natural gas burner was installed in 1999 and the second boiler and burner was replaced in 2006. There is no central cooling within the building. There are several window unit or split cooling systems in the administrative offices. The building is equipped with an emergency back-up generator.

The building is in good general condition and has received replacement handicap ramp and curb cuts in compliance with ADA mandates and funded by capital expenditure.

Potter Road Elementary School
(continued)

The following are classroom types:

- General classrooms **24**
- Science labs **0**
- Science classrooms **0**
- Computer labs **1**
- Special education classrooms (self-contained classrooms)- 1 and 1 Resource Room
- Art **1** (used to be a locker room)
- Music **1** (used to be a locker room)
- Vocational classrooms **0**
- Vocational shops **0**
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) **8** – a storage room converted to the Resource room, a storage room converted to an ESL classroom, a storage room converted to the OT office, a closet converted to an Art teacher’s office, two locker rooms converted to art and music classes, a speech room at one end of the hall on the top floor and a conference room at the other end of the top floor.
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative)
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices
 - Storage rooms – teachers lunchroom is a ½ classroom, book room is a ½ classroom – SAGE also uses this space.
 - Other

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Stapleton Elementary School

The Stapleton Elementary School was originally constructed in 1922 and major additions were constructed in 1956 for added classrooms and then again in 1972 when the library and gymnasium wings were added to the existing school. Originally named the Saxonville School, it is listed as a historical building.

Located at 25 Elm Street, the building contains 59,600 square feet and is situated on 3.4 acres of land. The grounds contain a small out building, (2 car garage) a playground and a small multi-use ball field. The parking lot currently houses roughly 62 parking stalls.

The building is three stories and has a rectangular shape layout with a large interior accessible courtyard. The Building is equipped with an elevator and chair lift for stage access. Stapleton currently houses 23 full classrooms and has a design capacity for roughly 500 students. Current enrollment is 378.

The entire roof was replaced in 2007 and has a twenty-year life expectancy. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2002 and it is a steam heating system equipped with unit ventilators and roof mounted exhaust fans. The building is not equipped with central cooling. There are several window unit air conditioners in the administration offices. There is no back-up emergency generator.

There has been a capital funding request for a structural evaluation and general building analysis that has been deferred for several years. The main building is in need of window and door replacement and exterior brick mortar joint repointing. Other recent capital investment upgrades include new sidewalks and curbing at the main entrance and plaza in compliance with required ADA improvements.

Whatever future use the district decides for Stapleton, it is recommended the structural and general building analysis be completed in the very near future and prior to other capital expenditures.

Stapleton Elementary School
(continued)

The following are classroom types:

- General classrooms 19
- Science labs 0
- Science classrooms 0
- Computer labs 1
- Special education classrooms (self-contained classrooms) 2
- Art 1
- Music 1
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) 3
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices 0
 - Storage rooms 0
 - Other 0

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Lawrence Street School

Currently used as an alternative high school, the Eugene Thayer Campus was originally constructed in 1905 and was named the Lawrence Street Elementary School. Besides housing an elementary school, the building has seen many uses over its 105-year life. It was home to school administration offices, youth coordination office, and from 1982 through 1994 the Visiting Nurses Association leased the building from the school department. In 1995 it became home to the alternative high school.

Located at 50 Lawrence Street, the building contains 10,800 square feet of space and is situated on roughly 2 acres of land. The grounds contain a parking lot that house 44 vehicle-parking stalls.

The Building was designed with two stories and a basement that houses the mechanical and boiler room. The building has 5 classrooms. There is a handicap chair lift that provides access to all levels in accordance with ADA requirements. Thayer has a design capacity for 120 students. Current enrollment is 116.

The heating system was converted from oil to natural gas and one new boiler and gas burner was installed in 2005. There is no emergency back-up generator in the building. The office and classrooms are cooled via portable wall cooling units.

The exterior of the building was upgraded with roof repairs, new windows, new trim, gutters downspouts and minor landscaping as a capital improvement in 2008. The roof is slate tiles.

The building is in fair condition. There are no major upgrades planned at this time.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY

BUILDING ASSESSMENT QUESTIONNAIRE

Framingham Public Schools

SCHOOL NAME: Thayer Campus

How many of the following classroom types:

- General classrooms = 5
- Science labs = 0
- Science classrooms = 1
- Computer labs = 1
- Special education classrooms (self-contained classrooms) = 0
- Art = 0
- Music = 0
- Vocational classrooms = 0
- Vocational shops = 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) = 0
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) = 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices = 0
 - Storage rooms = 0
 - Other = 0

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Walsh Middle School

Originally named the Frost Street Junior High School, the Walsh Middle School was constructed in 1969.

Located at 301 Brook Street, the building contains 201,000 square feet of space and is situated on 22.46 acres of land. The grounds contain a baseball field, antiquated unused tennis courts and a soccer/ lacrosse field. The parking lot houses 100 vehicle-parking stalls.

The building was designed with two-stories. It has four classroom wings, a central administration wing with an auditorium, gymnasium cafeteria and large kitchen to the rear of the building. There are two large enclosed courtyards. There is an elevator and handicap chair lift that complies with current ADA accessibility requirements. Walsh has the capacity for over 50 classrooms, with a design capacity of 1200 students. Current enrollment is 751.

The roof was replaced in 2005 and has a 20-year life expectancy. The heating system was converted from oil to natural gas and new boilers and gas burners were installed in 2003. The building is not equipped with a central cooling system. There are several window unit or split cooling systems in the administrative offices. The building is equipped with an emergency back-up generator.

The building is in good condition. Some architectural items need to be addressed such as, window glass replacement, interior floor tile replacement, toilet partition replacement and both interior and exterior painting.

There currently are two capital improvement requests to upgrade HVAC controls and to replace side walks curb cuts and walkways on site in order to comply with ADA access requirements totaling \$640,000.

Walsh Middle School
(continued)

The following are classroom types:

- General classrooms: **44**
- Science labs : **8**
- Science classrooms: **10**
- Computer labs: **2**
- Special education classrooms (self-contained classrooms): **13**
- Art: **2**
- Music: **2**
- Vocational classrooms: **0**
- Vocational shops: **1**
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space): **1-auditorium**
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative): **0**
- Number of classrooms that are not used as classrooms, including:
 - **5 total:**
(Rm 113, library office used for Wilson reading, kitchen upstairs, 229, 239.
 - District administrative offices
 - Storage rooms
 - Other

Framingham Public Schools
Facilities Data & Planning Recommendations
2010

Woodrow Wilson Elementary School

Originally built in 1924 the original Wilson School was demolished and replaced with a new school building on the same site in 1998. At the time of completion the Wilson School was considered to be "state of the art" in design, technology and furnishings and continues to be a jewel of the community today.

Located at 169 Leland Street, the building contains 100,695 square feet and is situated on 5.02 acres of land. The grounds contain two playgrounds and a small multi-purpose ball field. The parking lot houses 110 vehicle-parking stalls.

The building was designed with a two-story classroom wing and a two-story administration wing that houses the café, gymnasium and library. There is one elevator that complies with current ADA access, building and fire code requirements. Wilson has 31 full classrooms with a design student capacity of 744. Current enrollment is 533.

The heating plant is natural gas fired with air handlers that supply a VAV, or variable air volume system and supplemental hydronic perimeter heat. The cooling system is a centrifugal chiller equipped with an exterior water-cooling tower. Although the heating and cooling systems provide for efficient climate control, they are costly to operate. Especially during the peak, or summer cooling season. The building is equipped with an emergency back-up generator.

All mechanical systems and general architectural furnishings are in 12 years of age and in excellent condition.

Woodrow Wilson Elementary School
(continued)

The following are classroom types:

- General classrooms 26
- Science labs 0
- Science classrooms 0
- Computer labs 1
- Special education classrooms (self-contained classrooms) 4
- Art 1 ½*
- Music 1 ½*
 *Itinerant Art & Music share room 103
- Vocational classrooms 0
- Vocational shops 0
- Non-traditional classrooms (e.g. large closets, hallways or stages that are being used for educational space) 0
- Collaborative spaces (please provide the number of classrooms, the name of the Collaborative, and the approximate square footage used by the Collaborative) 0
- Number of classrooms that are not used as classrooms, including:
 - District administrative offices 0
 - Storage rooms 0
 - Other 0



Framingham Public Schools

Matthew Torti
Director, Buildings and Grounds
29 Upper Joclyn Avenue
Framingham, MA 01701

508-626-9111, (fax) 508-879-3385

November 9, 2010

Presentation to Finance Subcommittee

FACILITIES PLANNING QUESTIONS FY-12

The recommendation to consolidate administration at King and to relocate Blocks to Juniper was developed after extensive and careful consideration of all the implications and questions listed herein. The recommendation was driven by two major questions:

- What is the best use of our facilities to gain the efficiencies required to offer the best educational experience for Framingham students?
- How can we provide those efficiencies and services for the community at the lowest possible cost with the least amount of disruption?

While there are significant capital expenditures requested for Juniper (i.e. paving, handicap access improvements and a new playground), all of these improvements should be made irrespective of the proposed moves. The fact that there are no construction costs to relocate Administration to King and there is minimum impact on the schools operating budget to relocate Blocks to Juniper weighed heavily in the decision making process supporting these recommendations. Therefore, we are recommending that we proceed with this plan as soon as possible since it has minimal impact on financial and facilities planning, while producing an immediate benefit to the District. Adopting this recommendation does not commit the district to any particular grade configuration and has no negative impact on academic programs or services to students or the community.

Q and A:

- 1. Why not use Juniper as an elementary for the next six to ten years as a long-range plan?*

Juniper was closed eight years ago due to a budget shortfall. Juniper was selected to close because of its small size of 44,000 square feet. It has 21 classrooms and no small break out space for smaller learning groups. Student enrollment at the time of closure was 364, of which 114 were enrolled in the Bilingual Program.

Stapleton, the next smallest elementary school in the district, was also considered as an alternative to closing Juniper. Since Stapleton has 23 full classrooms and over 15 small break out rooms for smaller learning groups and a total of 60,000 square feet of space, it was not selected for closure. Current enrollment is 387 students with a design capacity of 552 students.

It is anticipated that over the next several years there will be no significant increase in student population. The need for an additional elementary school is not anticipated.

- 2. If we have to go to two middle schools how does that impact the plan?*

Last year, budget reductions caused some discussion about the possibility to close Stapleton, move the students to Cameron and combine three middle schools into two moving most of students from Cameron to Fuller and some to Walsh.

There are several reasons why this scenario should not be considered as viable. Cameron was designed as a middle school with hallway lockers, restrooms and furniture designed for that age group. Furniture would need to be relocated from Cameron to Fuller and from Stapleton to Cameron at an estimated cost of \$50,000.00.

Cameron would need to be outfitted with portable classroom cubbies to accommodate elementary school children and platforms for access to bathroom facilities would need to be purchased and installed at an estimated combined cost of over \$100,000.00. There is no playground at Cameron and the cost to construct a new playground is roughly \$100,000.00. In addition, the Town has an open bond from the Cameron construction project which was 90% reimbursed through an MSBA program. Moving furnishings that were purchased with bond funding for Cameron to another school would be in violation of the finance agreement.

The idea of moving students to Fuller is viable as the student enrollment at Fuller is 513 with a design capacity of 1200. Currently, the Framingham Public Access Television Channel, the Vision Center, the Adult English as a Second Language Program, the Buildings and Grounds Department, SMOC program and several

School Department Administrative Offices are located at Fuller and would need to relocate in order to make room available for an increase in student population.

Closing Stapleton may not be an option if funding from the MSBA and capital budget for new doors and windows is obtained. As stated below in question number six, many capital improvements have been made and several are planned for the near future at Stapleton School.

Potential savings and costs considerations in calculating the offsetting financial gains or losses for any school closure would be as follows:

Salaries and Utilities (Reduction/Savings)	Associated Increased Costs (One time and ongoing)
1 Principal	Construct a new playground
1 Secretary	Move furnishings
1 Physical Education Teacher	Purchase furniture – cubbies and platforms
1 Custodian	Construction and retrofitting
1 Art Teacher	Maintain a closed building
1 Librarian	

Exact calculations are contingent upon the building chosen for closure and related staff reductions.

3. *If we have to close an elementary school how does that impact moving BLOCKS to Juniper?*

We could close an elementary school if something catastrophic were to happen and evacuation of a school was needed, or a budget shortfall again forced us to close a school. The best choice for a school to reoccupy in a worst-case scenario would be King. King contains over 50,000 square feet and has the capacity to house 24 full classrooms and 576 students. It would be viable to find temporary office space for administration and reoccupy King as an elementary school if we had an emergency need.

Given we propose to relocate Blocks to Juniper, that program would not be impacted. This would mean the district would incur the cost of the move and the rental of 15,000 to 20,000 square feet of office space to house the administrative offices in the event of an emergency need for elementary school space.

4. *Why can't the Two Way move to Juniper?*

Current enrollment for the Two Way program is 509 students and is too large to be housed at Juniper.

5. *Is there any other place the Two Way Program can go to other than Barbieri? Can they be moved to King? This came up in the task force discussion and part of the issue was the number of students who need transportation.*

Although the Two Way Program would fit at King, it begs the question: where would the occupants of King go if the district were to relocate the 500 plus students from Barbieri to King?

In addition, there would be a large increase in transportation services required.

As far as an alternative location for the Two Way program and assuming it remains a district wide school that requires busing of some measure, the most efficient and economical solution would be to locate it as close to the geographic center of the town as possible. The one elementary school that most neatly fits those requirements would be Dunning.

6. *Why is it important to keep Stapleton as an Elementary?*

Stapleton School is able to accommodate the District's model for elementary school curriculum and programs. There have been several capital improvements made in recent years and several more are planned for the building and mechanical/electrical systems in the very near future. Burners and boilers were replaced and converted from oil to natural gas in 2002. The roof was replaced in 2007 and the main plaza walkways and curb cuts were replaced and made ADA compliant in 2009. There is a current plan to install a new emergency generator, replacement of all windows and exterior doors, upgrade HVAC controls and a capital request for a structural analysis to be performed as it is a Historical registered building originally constructed in 1922.

Past and planned improvements will ensure the Stapleton School remains a valuable asset to the District and community.

7. *Why can't Admin and Blocks go to Stapleton, Stapleton move to King and Juniper open as a school?*

This was looked at in depth and is a possibility, but it is not recommended for two reasons; one is cost and the other is limited parking. The building would not serve well as a multi-function center or combining administrative with school services. Stapleton's parking lot currently houses 60 vehicle parking-stalls. The only possible expansion for parking on site would be at the playground and the small ball field area. The playground is needed for a school service and cannot be eliminated. It would not be cost effective if the entire building were utilized for administration and the parking was expanded to accommodate parking needs. The current square footage requirement for administration offices is between 15,000 and 20,000 square feet of building space. Only one-third of Stapleton's 60,000 total square feet would be utilized for office space. If utilized for administration, central cooling and air

conditioning would need to be installed. Initial cost estimates for added cooling and electrical upgrades were \$175,000.00. Parking lot expansion would cost over \$100,000.00. Interior architectural revisions cost would depend on the extent of classroom conversions to office space, but a minimum of \$50,000.00 would need to be expended.

Stapleton would fit at King but there is no benefit in relocating Stapleton to King at this time. If Stapleton were to relocate to King, six office areas would need to be converted back to classrooms. Although King meets ADA regulations, access is limited and handicap chair lifts and movers are required to gain access to all levels of the building.

Juniper will not accommodate Stapleton based on class size, the number of classrooms and small breakout-learning spaces required. Juniper has 44,000 square feet, 21 classrooms and no small breakout-learning space. Stapleton has 60,000 square feet, 23 classrooms and 15 small breakout-learning spaces.

8. *If Admin moves to King and there are no student programs in King how does that impact making it a school again? Jewish Day? Newcomer's Academy? Does the age of the students who are in the building matter? Does having HS students at King count as it operating it as a "school"?*

A building must house a DESE certified program and meet curricula criteria to be designated as a school building. Under the current proposal to relocate administration offices to King, the Jewish Day School is being offered rental of 9 classrooms and the use of the gymnasium at King. If they do not wish to rent space at King, then the Newcomers Academy, (a High School start-up program) would initiate operation at King, thus qualifying King as a school building. There is no known age requirement of students to qualify.

9. *Why now? Why not wait? What if we have to make all these moves at once? Doesn't that increase the cost at a point when maybe we can spread it out now?*

Currently, Administration offices are located at three school buildings in the district. School Health Services, Community Resources Development, and Special Education are located at Juniper Hill. The Office of Technology, Bilingual Office (part time) and the Parent Information Center are located at the King Administration Building. The Office of the Superintendent, Assistant Superintendent/Curriculum, Business Operations, Title 1, Bilingual Office (part time), School Committee and Human Resources are located at the Fuller Middle School.

The current situation is more than inconvenient. The Administration is not able to maximize productivity and provide valuable services to parents at one location. The job is being performed, but efficiency would be much improved in one central location. It would save time and allow for better production from administrative

staff. In addition, interoffice communication would be much improved and would provide all staff better access to each other and the public at large, if all were housed at one location.

A reputable moving company has provided a cost estimate. The estimate has been divided into three separate projects for King, Juniper and Fuller moves. Total cost for all proposed moves would be about \$58,000.00. Please note these estimates are attached.

A capital plan and funding request has been submitted to the Town CFO. Priorities as listed in the plan correlate to the proposed relocations. For example, paving, sidewalk replacements and replacement of the playground at Juniper are listed as priority requests.

If we adopt a plan now, we may be able to complete the moves and be ready for the start of school September 2011.

10. *Would there be less bus traffic if BLOCKS were at Juniper rather than using Juniper as an elementary school? More cars?*

The BLOCKS Preschool program currently requires four mini-buses and one full size bus to transport students to and from the program. The Director of Transportation believes the same number and size of buses would be required if BLOCKS were to relocate to Juniper Hill.

There are roughly 140 vehicles dropping off and picking up students currently at King and it is anticipated roughly the same number of cars would drop off and pick up if Blocks were to relocate to Juniper.

Buildings and Grounds, with the Director of the BLOCKS program, have devised a traffic flow plan for Juniper Hill based on current needs of BLOCKS, which would conform to site access, parking and handicap accessibility related to access of a public school building. Please see attached plan.

Funding for paving, new ADA compliant walkways and replacement and relocation of the existing noted areas and playground has been requested through capital funding and Community Development Block Grant.

11. *Why can't we move all Admin to Fuller and take over space that is currently given to "outside groups"? Renovation costs? In building we may have to use as classrooms?*

Moving all Administrative offices to Fuller would be cost prohibitive. Any available space at Fuller consists mainly of classrooms that would require construction of offices including architectural, HVAC, electrical work and added restrooms would need to be constructed. The current tenants at Fuller are FPAC, the Vision Center and Adult ESL, all of which provide important community services and in a part of the community that is in need of these services. The district currently receives rental income, or a valuable service at no cost to the district.

12. *What is the worst-case scenario going into the budget year next year? How does this fit into that plan? Can we work backwards from worst case?*

At this time, it is too early to determine what the "worst case" will be with respect to Town finances. In the absence of any definitive information from the Town, we must plan for what we know now. Building closure would be the absolute last item we would consider because of the extensive disruption to the District and the lack of any significant financial savings by doing so.

13. *Is it cheaper to just rent a place for Admin and leave all programs and schools intact where they are? What about putting all Admin at St. Tarcisius? Any other buildings that make any sense? Where can we find 15,000 sq feet?*

The least expensive plan would involve use of our own buildings. The cost to rent a 15,000 to 20,000 square foot building, or office space would be between \$12.00 and \$15.00 per square foot. That cost would equate to almost \$240,000.00 per year, plus additional costs for maintenance and utilities.

Administrators did tour and evaluate the space at St. Tarcisius School. It has no handicap access at the main building and has limited parking. The property consists of a main building with 9 classrooms, one office, a gymnasium, and a small detached building with three classrooms. The main building has no central cooling. The cost to rent the building is unknown, but it would not suit the districts needs and it would be cost prohibitive to perform major renovations to a building we do not own.

14. *So what if we go back to "neighborhood schools? How does this plan help or hurt?*

The district does not anticipate the need for an additional elementary school. If school choice were eliminated, the district would still occupy the eight elementary schools currently in operation. As stated previously, if an emergency need for an additional elementary school were to occur, King would be the District's preference based on its size. Juniper Hill operates effectively with a student population between 300 and 350. Current student enrollment for the eight operating elementary schools is 4,001 with a combined design capacity of 5,090. This means

the districts optimum average elementary school student population is 500. Juniper Hill does not fit in the current K-5 model because of its smaller size. If Juniper Hill were to be utilized as one of the eight district elementary schools, roughly 150 students would need to be dispersed to the other seven operating elementary schools.

15. If Admin moves out of Fuller what goes there? Is there something we need to do with that space?

There are many possibilities when considering how to best utilize the vacated space at Fuller once Administration moves from the building. Administration currently occupies five classrooms four offices and a small conference room. Some of the space will revert back to the middle school use. Other options may include offering space to Project Accept Transportation or a Newcomers Academy.

When contemplating the future use of space at Fuller, other factors related to long-term facility planning need to be examined. The Farley School, (currently rented to Mass Bay Community College) could be an alternative to occupying Fuller as a middle school and Mass Bay may be interested in occupying Fuller. In any scenario concerning Farley, there needs to be further investigation and discussion.

Though a final decision cannot be reached at this time, best case scenarios related to budget and use of facilities should be considered.

16. Can all of Stapleton fit into Cameron? Can Cameron and Stapleton fit in there together?

The current Stapleton student population of 387 would easily fit at Cameron as Cameron has a current student population of 479 with a design capacity of 792. A combined student population of 857 far exceeds Cameron's capacity and is not a viable move.

17. If we do go to a paired model how does Juniper play into that mix? One previous scenario involved paring McCarthy with Juniper.

All the pairings that have been suggested work better without Juniper. Pairings discussed have been Stapleton with Potter, Hemenway with Dunning and Brophy with McCarthy. Wilson and Barbieri are not paired because the assumption is Barbieri would remain a K-5 Two Way and Wilson would become a K-5 IB School.

The issue once again with using Juniper is its size working with a paired model. The pairing model is based upon all students in K-2 in one school and grades 3-5 in the other. The pairing model places all students in the pair together by grade. This education model supports students and staff in terms of curriculum, differentiated instruction, collaboration and professional development.