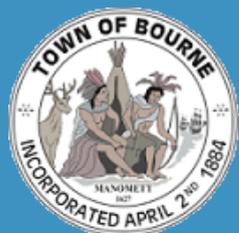


Community Forum No.1, October 26, 2015
Feasibility Study

Bourne Public Schools Educational Visioning

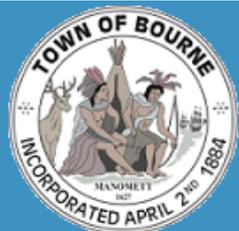


PROJECT MANAGEMENT **SMMA**
Massachusetts School Building Authority

Flansburgh Architects

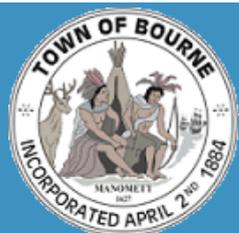
Agenda

- Introductions
- MSBA Process
- Project Schedule
- Study Scope
- Educational Visioning
- Questions



School Building Committee

James L. Potter	Chairman, School Building Committee
Christopher Hyldborg	Chairman, School Committee
Steven M. Lamarche	Superintendent of Schools, BPS
Peter J. Meier	Chair , Board of Selectmen
Edward S. Donoghue	Director of Business Services, BPS
Thomas M. Guerino	Town Administrator
Jonathan Nelson	Director of Facilities, Town of Bourne
Elizabeth Carpenito	Prinicipal, Bournedale Elementary School
Kathy Anderson	Member, School Building Committee
Mary Jo Coggeshall	Member, School Building Committee
Rick Howe	Board of Health
Richard A. Lavoie	Member, Finance Committee
William Meier	Member, School Building Committee
Laura Scena	Member, School Building Committee



PROJECT MANAGEMENT **SMMA**

Massachusetts School Building Authority

Flansburgh Architects

Design Team

Kent Kovacs

Flansburgh Architects

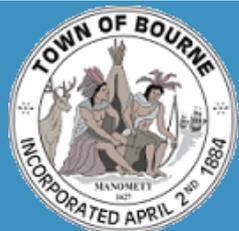
David Stephen

New Vista Designs

Owner's Project Manager

Joel Seeley

Symmés, Maini & McKee

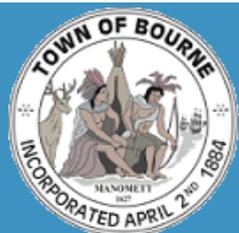


PROJECT MANAGEMENT **SMMA**

Massachusetts School Building Authority

Flansburgh Architects

- **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 **43.84%** plus incentives of eligible project cost for an approved project if accepted by the voters of Bourne



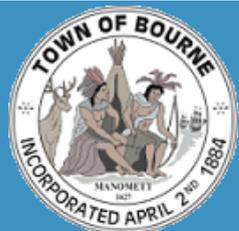
MSBA Process



PDP
Preliminary Design
Program

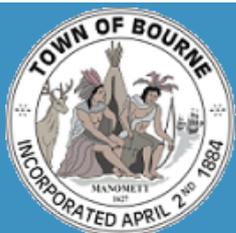
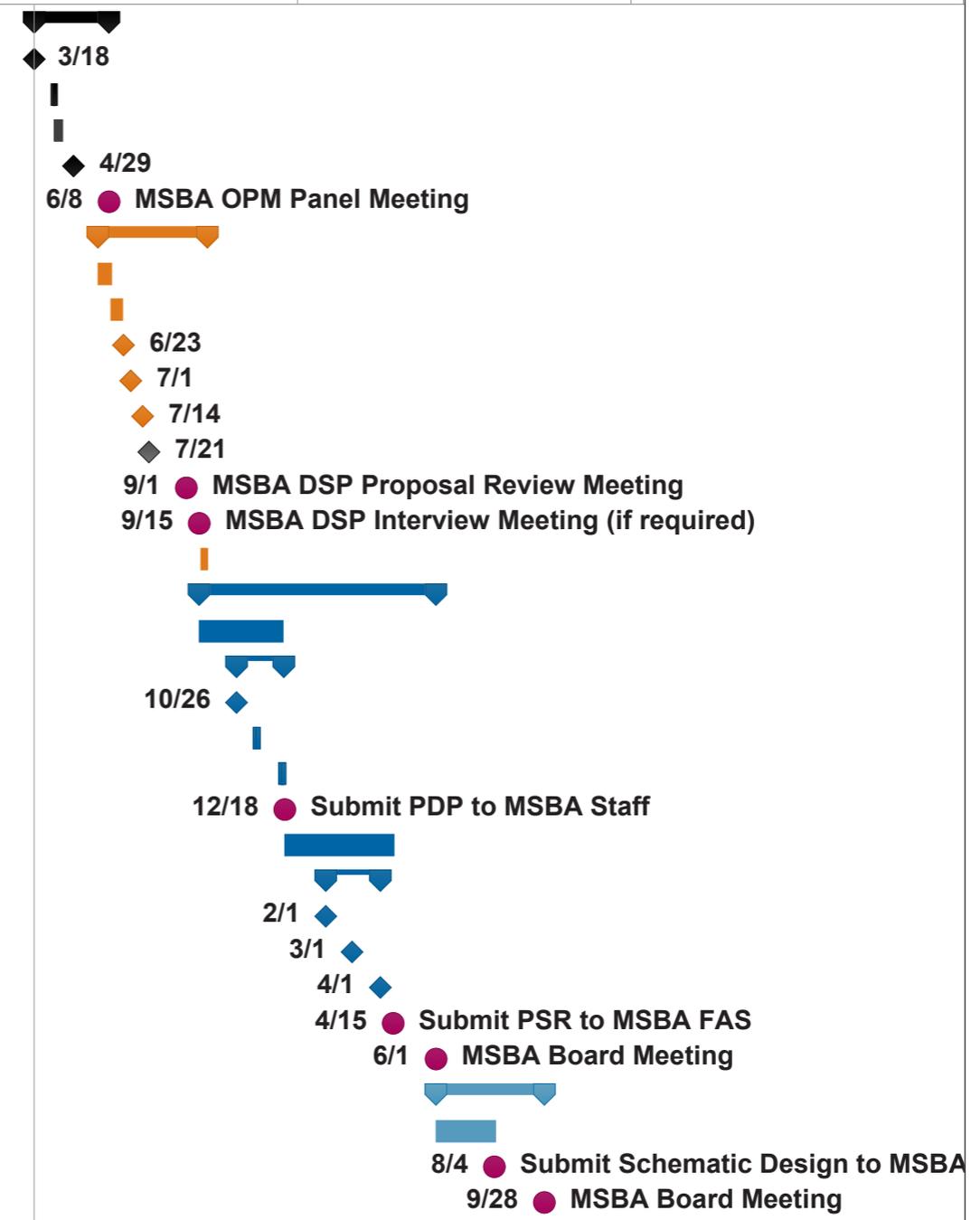
PSR
Preliminary
Schematic Report

**Schematic
Design**

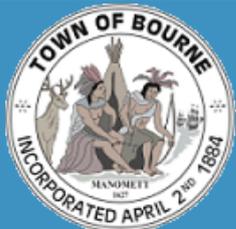
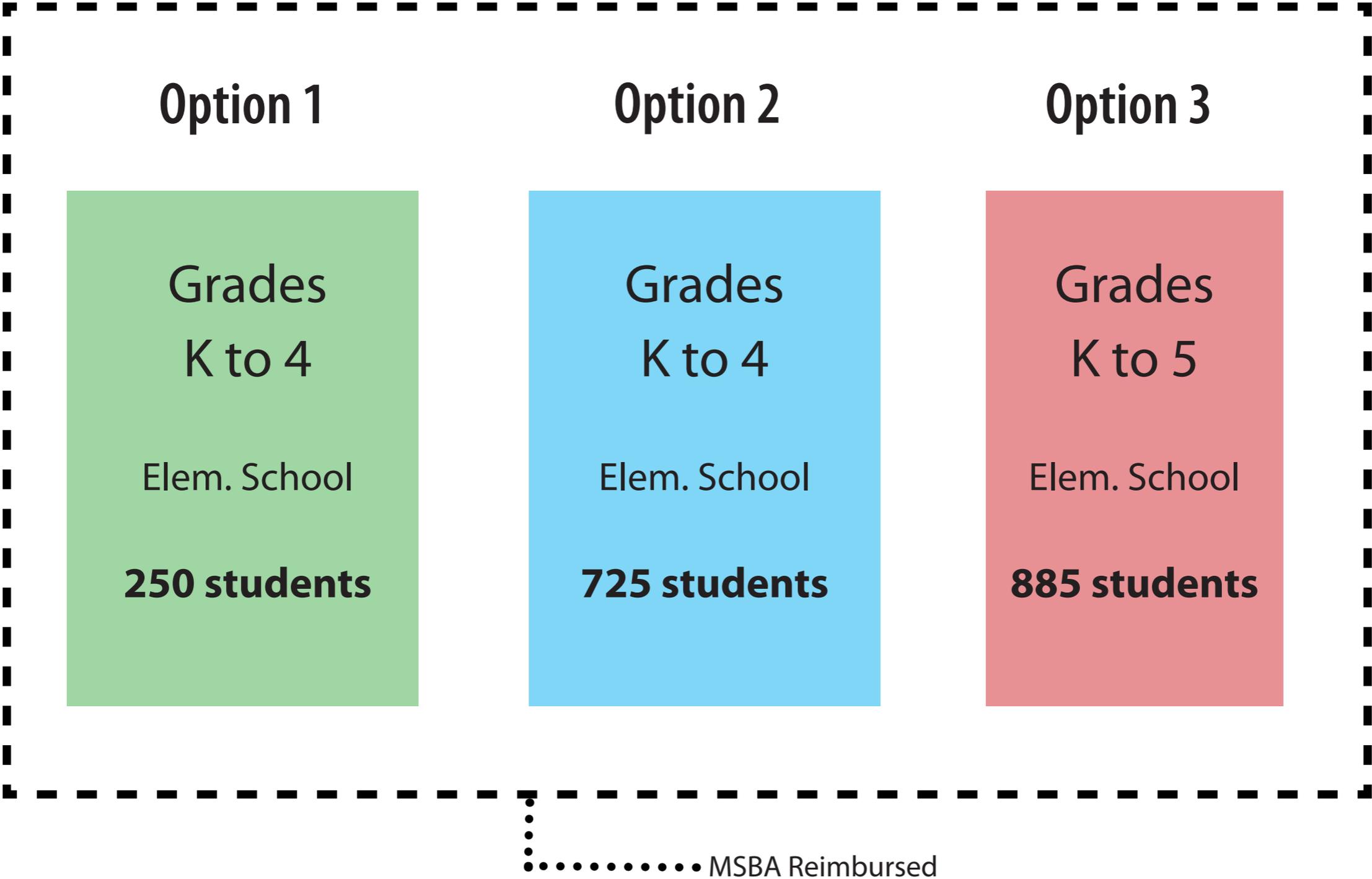


Project Schedule

Updated: June 25, 2015 Revised: September 16, 2015		TOWN OF BOURNE, MASSACHUSETTS PEEBLES ELEMENTARY SCHOOL PROJECT SCHEDULE					
ID	Task Name	Duration	Start	Finish	2015	2016	2017
1	RETAIN OPM	58 days	3/18/2015	6/8/2015			
2	Submit OPM Proposals	0 days	3/18/2015	3/18/2015	3/18		
3	OPM Interview	2 days	4/8/2015	4/9/2015			
4	Negotiate OPM Contract	7 days	4/9/2015	4/17/2015			
5	Submit Documents to MSBA OPM Panel	0 days	4/29/2015	4/29/2015	4/29		
6	MSBA OPM Panel Meeting	0 days	6/8/2015	6/8/2015	6/8		
7	RETAIN DESIGNER	86 days	5/27/2015	9/23/2015			
8	Draft Designer RFS and Submit to MSBA	11 days	5/27/2015	6/10/2015			
9	MSBA Approve Draft RFS	9 days	6/10/2015	6/22/2015			
10	Submit to Central Register	0 days	6/23/2015	6/23/2015	6/23		
11	Notice in Central Register	0 days	7/1/2015	7/1/2015	7/1		
12	Briefing Session	0 days	7/14/2015	7/14/2015	7/14		
13	Submit Designer Proposals	0 days	7/21/2015	7/21/2015	7/21		
14	MSBA DSP Proposal Review Meeting	0 days	9/1/2015	9/1/2015	9/1		
15	MSBA DSP Interview Meeting (if required)	0 days	9/15/2015	9/15/2015	9/15		
16	Negotiate Designer Contract	5 days	9/17/2015	9/23/2015			
17	FEASIBILITY STUDY (FS)	183 days	9/15/2015	6/1/2016			
18	Develop Preliminary Design Program (PDP)	65 days	9/15/2015	12/15/2015			
19	Community Presentations	37 days	10/26/2015	12/16/2015			
20	Community Forum 1: Visioning	0 days	10/26/2015	10/26/2015	10/26		
21	Community Forum 2: Existing Conditions	3 days	11/16/2015	11/18/2015			
22	Community Forum 3: Options	3 days	12/14/2015	12/16/2015			
23	Submit PDP to MSBA Staff	0 days	12/18/2015	12/18/2015	12/18		
24	Develop Preferred Schematic Report (PSR)	84 days	12/18/2015	4/15/2016			
25	Community Presentations	44 days	2/1/2016	4/1/2016			
26	Community Forum 1	0 days	2/1/2016	2/1/2016	2/1		
27	Community Forum 2	0 days	3/1/2016	3/1/2016	3/1		
28	Community Forum 3	0 days	4/1/2016	4/1/2016	4/1		
29	Submit PSR to MSBA FAS	0 days	4/15/2016	4/15/2016	4/15		
30	MSBA Board Meeting	0 days	6/1/2016	6/1/2016	6/1		
31	SCHEMATIC DESIGN (SD)	85 days	6/1/2016	9/28/2016			
32	Develop Schematic Design	47 days	6/1/2016	8/4/2016			
33	Submit Schematic Design to MSBA	0 days	8/4/2016	8/4/2016	8/4		
34	MSBA Board Meeting	0 days	9/28/2016	9/28/2016	9/28		
35	LOCAL VOTES						
38	DESIGN AND CONSTRUCTION (TBD)						



MSBA Study Scope



MSBA Study Scope

Bournedale Elementary School

Built: 2009

Students: 435

Area: 68,124 sf

Site: approx 122 Acres

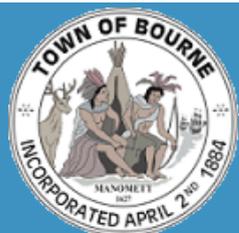
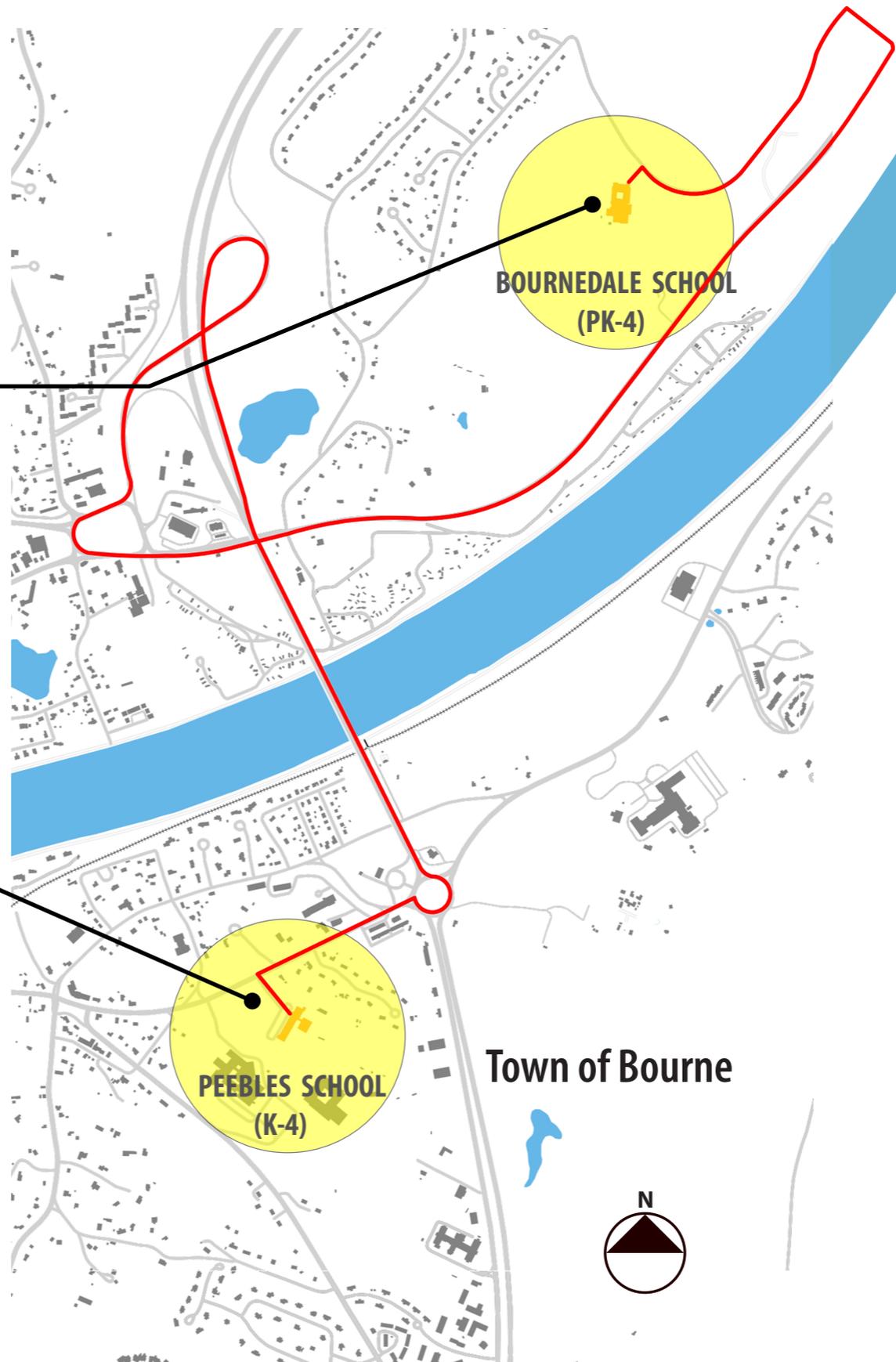
Peebles Elementary School

Built: 1953-1959

Students: 388

Area: 55,191 sf

Site: 8.6 Acres



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Bourne Public Schools
October 26, 2015



Educational Visioning for Peebles Elementary and BPS

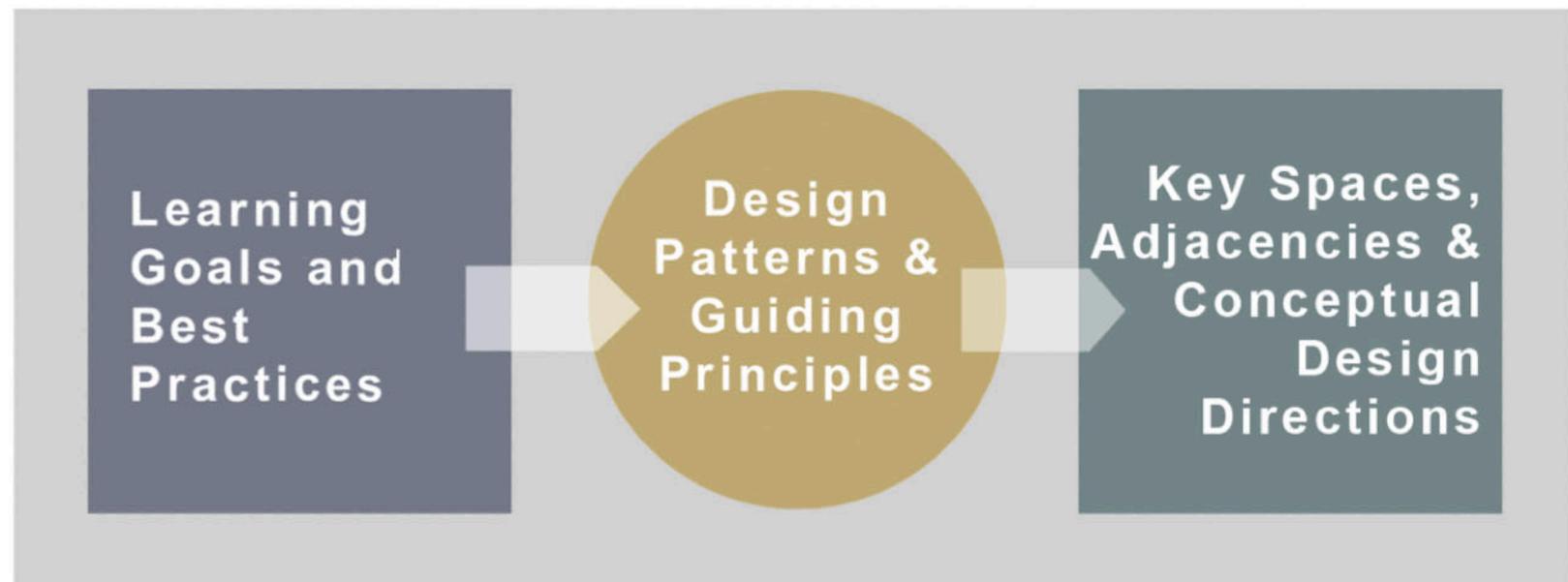
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Envisioning 21st Century Schools

www.newvistadesign.net

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The Visioning Process



Today's Agenda

- Visioning Overview and Priorities
- 21st Century Schools and Learning Goals
- New School Design Patterns
- Next Steps and Q&A



Preparing for the Future *and* Supporting Present Programming

- Support evolving teaching and learning practices
- Fully wired, 1:1 environments
- Flexible and multi-purpose classrooms and spaces
- Classroom as basic building block, but learning extends beyond classroom walls
- Ubiquitous learning and increased utilization of “between” spaces
- Community access and use

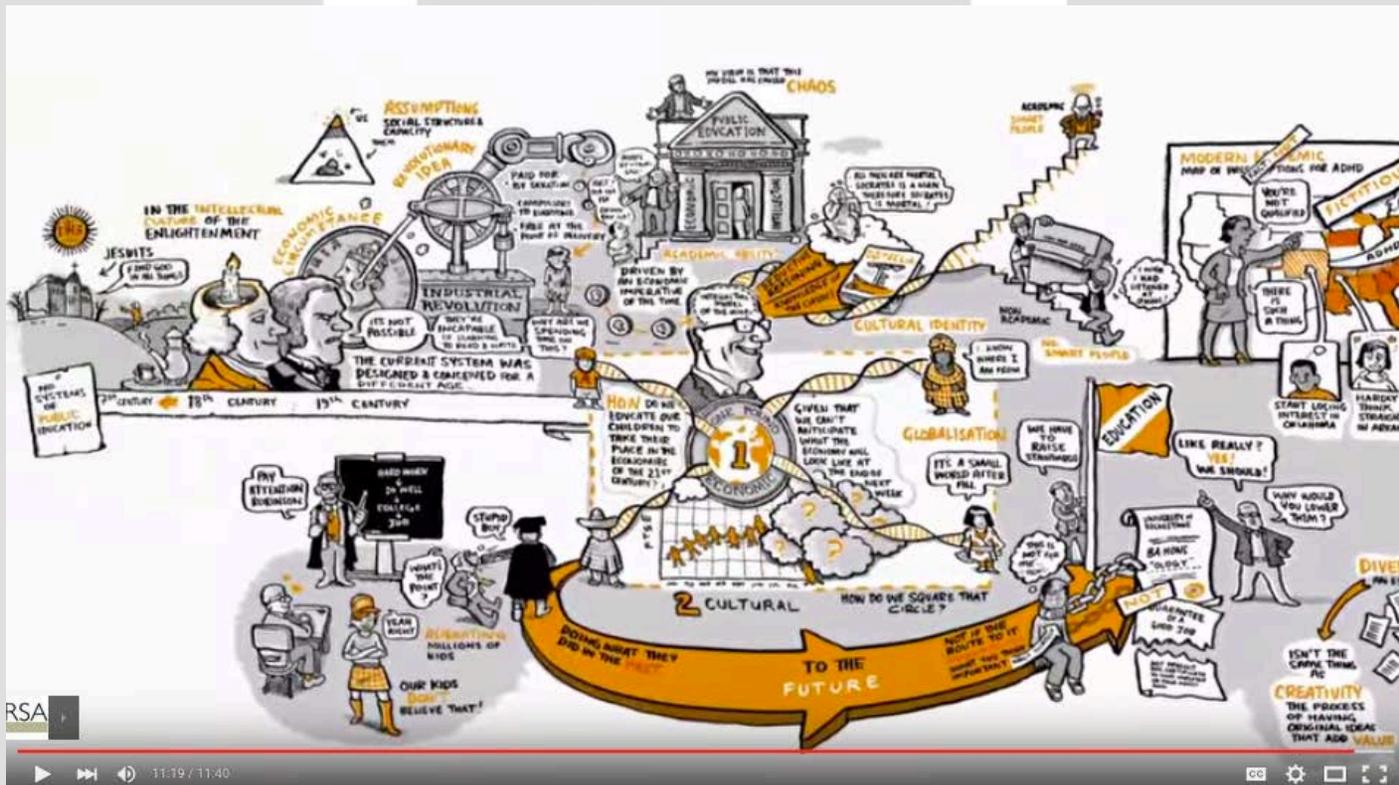


Priority Goals

**What are your priority
goals for the new Peebles
Elementary School
and Bourne elementary
schools of the future?**

**What role do 21st century
educational paradigms
and skills
play in our thinking
about Bourne elementary
schools of the future?**

Changing Paradigms In Education



Ken Robinson/Youtube

Ideas and Best Practices

In 21st Century
Teaching and
Learning

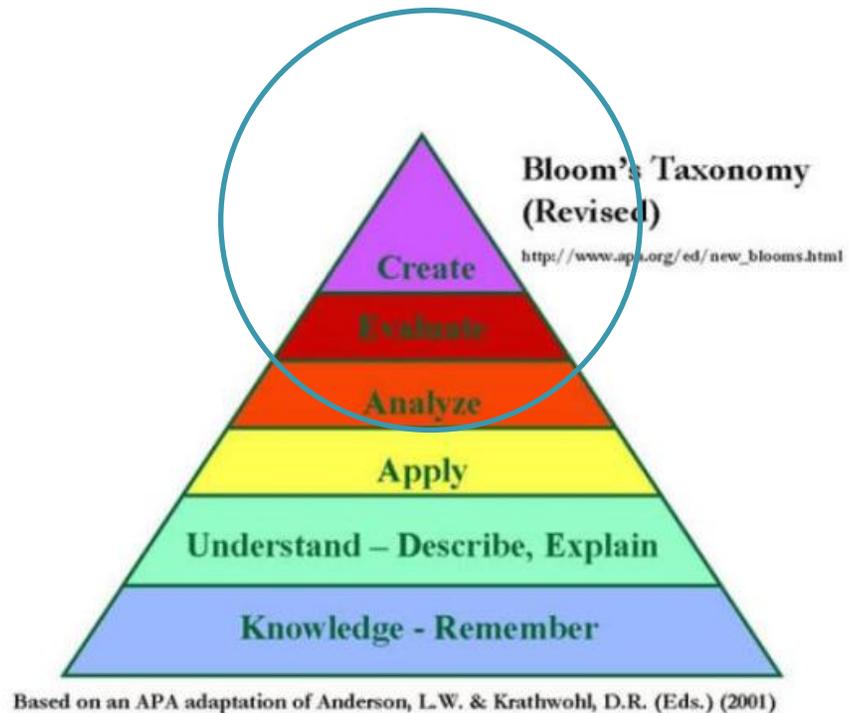
The 6 Rs and Bloom's

The Old 3 R's

- Reading
- wRiting
- aRithmetic

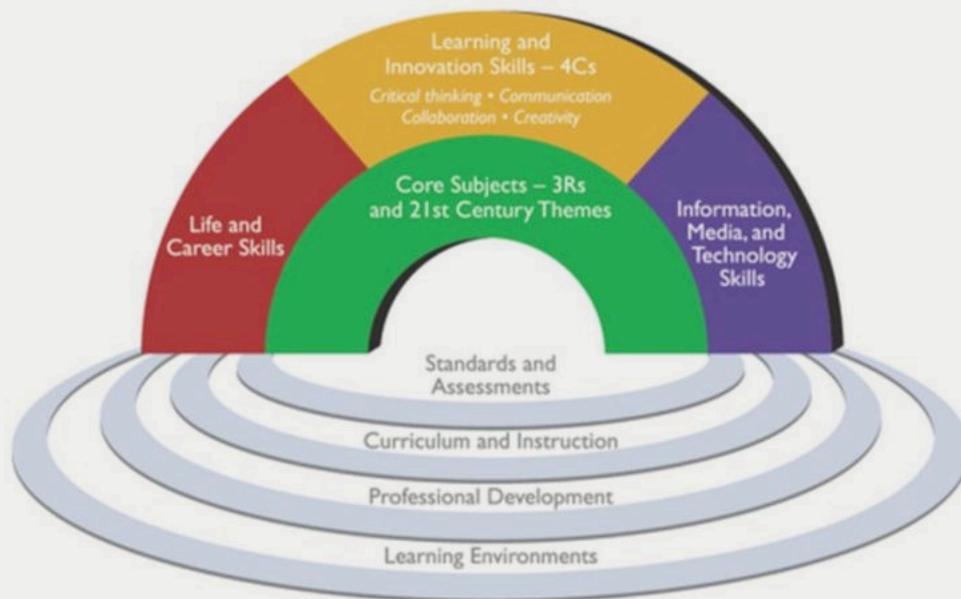
The New 3 R's

- Rigor
- Relevance
- Relationship



Focus on 21st Century Skills

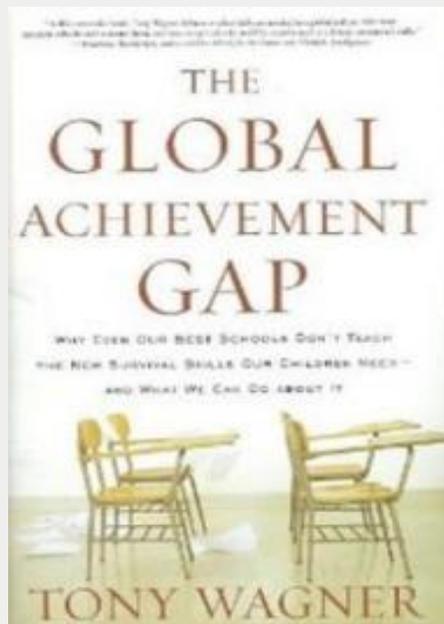
- The 6 R's plus the 4 C's
- Proactive and lifelong Learning



- Critical Thinking
- Communication
- Collaboration
- Creativity
- Citizenship
- Academic Mindset

More Focus on Doing *and* Knowing

The world no longer cares about how much you know, the world cares about what you can do with what you know – *Tony Wagner*



- Critical Thinking and Problem Solving
- Communication, oral and written
- Collaboration and Leadership
- Creativity, Curiosity and Imagination
- Accessing and Analyzing Information
- Initiative and Entrepreneurialism
- Agility and Adaptability

More Focus on Pro-Active Learning

- High-performance work environments
- Varied and collaborative
- Learning to Learn



This is NOT the Open Classroom



- Blend of traditional, student-centered, blended, and project-based learning
- Work and college readiness
- Set within context of testing and accountability

Focus on Deeper Learning

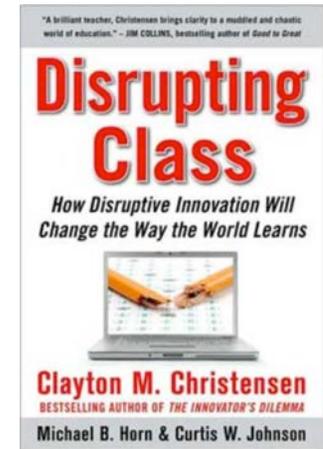
- **Mastery of Core Academic Content**
- **Critical Thinking and Problem Solving**
- **Collaboration**
- **Effective Communication**
- **Self-Directed Learning**
- **An “Academic/Growth Mindset”**



THE WILLIAM AND FLORA
HEWLETT
FOUNDATION

Blended Learning

- Seamless Technology Integration
- Online and Virtual Delivery
- Production of Technology
- Inquiry- and Project-Based Learning



Personalization

- Student Choice/Differentiated Instruction
- Self-Paced and Small Group
- Student-Centered Learning



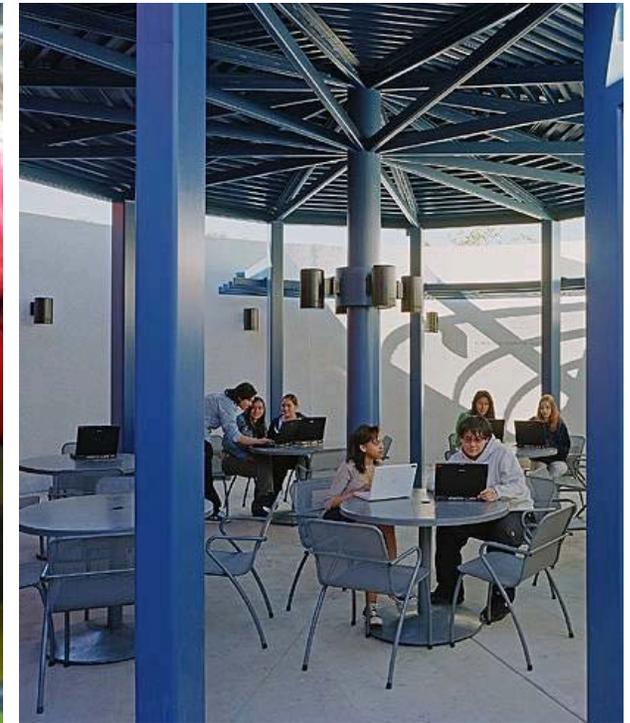
Differentiated Instruction

- *Maximizing each student's growth* by recognizing that students have different ways of learning, different interests, and different ways of responding
- *Offering several different learning experiences* in response to student's needs
- *Varying learning activities and materials*
 - By difficulty, so as to challenge students at different readiness levels
 - By topic, and response to students interests
 - By student's preferred way of learning or expressing themselves

Diane Ravitch: EdSpeak

Anytime, Anywhere Learning

- Flip Classrooms
- Virtual Delivery
- MOOCs



Inquiry-Based Instruction

- Problem and Project-Based
- Performance assessment
- Product creation



Common Core and the 4 Cs



Inquiry-Based Continuum

- Comprehensive Schools
- Project-Based Learning
- Expeditionary Learning
- CTE Programs
- STEM and STEAM
- Progressive & Constructivist Programs
- IB Schools
- No Excuses Schools
- Charter Schools

STUDENT PROJECTS

- Classroom
- School-Wide
- After School
- Intersession
- Senior
- Capstone
- ELOs
- Internships
- Community Service

Teaming and Collaboration

- Meaningful Integration of Disciplines
- Cohort Groupings / Reduced Student Load
- Teacher and Student Collaboration



STEM and STEAM

- STEM as meta-discipline
- Art and Humanities as Glue
- Design Thinking Process



Next Gen Science Standards

Science Practices

Next Generation Science Standards

Ask Questions

- What am I observing?
- What does this evidence mean?
- What is the relationship between these variables?
- How can I make my model more accurate?
- What evidence do I need to answer my question?
- What hypothesis can I state based on my observations?
- Is the data used correctly in the argument?

Investigate

- Use the Scientific Method.
- State the goal of the investigation.
- Predict outcomes.
- Plan a course of action that will provide the best evidence to support conclusions.
- Use scientific ideas to show why data can be considered evidence.
- Reduce error in procedures.

Use Math

- Use computers to analyze very large data sets for patterns and trends.
- Use mathematical representations to support scientific conclusions.
- Create algorithms (a series of ordered steps) to solve a problem.
- Use digital laboratory tools to observe, measure, record, and process data.
- Make quantitative predictions.

Communicate

- Be a critical consumer of information about science
- Critically read scientific texts to determine the central ideas and obtain scientific information to describe patterns in evidence.
- Use multiple sources to obtain information used to evaluate the validity of claims and methods.
- Communicate ideas by using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and discussion.

Design a Model

- Models include diagrams, physical replicas, mathematical representations, analogies, and computer simulations.
- Models highlight some ideas and simplify others.
- Models are used to help find questions and explanations, to get data to predict, and to communicate ideas.
- Models are based upon evidence. New evidence, changes the model.

Analyze Data

- Construct and interpret graphical displays of data.
- Use computers to tabulate, graphically represent data, visualize, and statistically analyze.
- Use math to represent relationships between variables and identify patterns.
- Take into account sources of error.
- Is one variable the cause (causal), or do both just happen at the same time (correlational)?

Explain

- An explanation includes qualitative or quantitative relationships between variables that predict and describe phenomena.
- Design investigations that generate data to determine explanations to questions.
- Apply scientific reasoning to show why the data or evidence is adequate for the explanation or claim.
- Construct an explanation using models or representations.

Argue

- Argue when investigating a phenomenon, resolving questions about measurements, building data models, and using evidence to evaluate claims.
- Arguing happens when listening, comparing, and evaluating competing ideas and methods.
- Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions.

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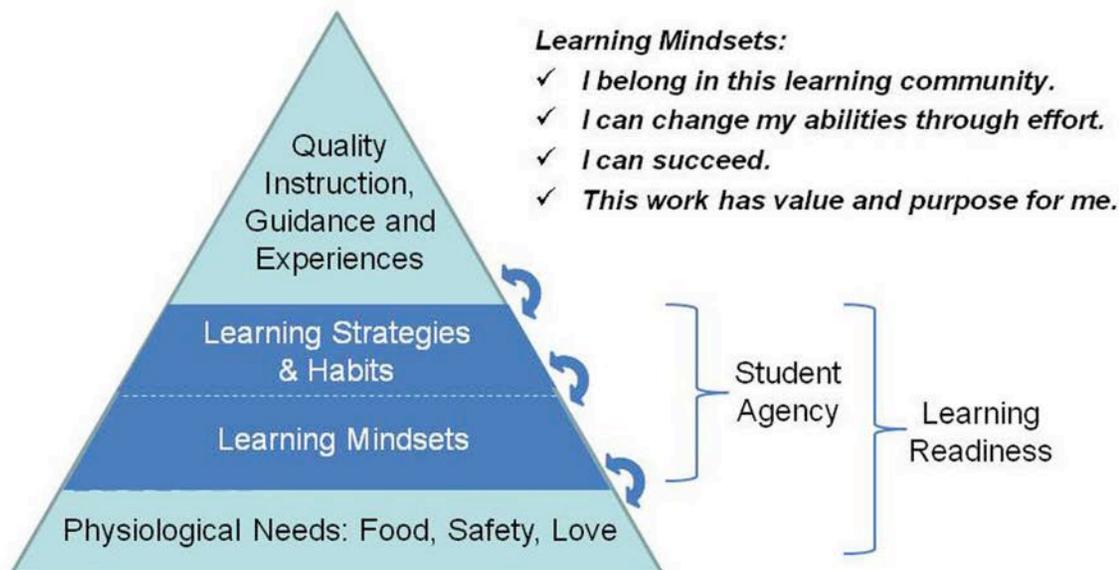
Design/Engineering Thinking

- Dewey / Head and Hand Integration
- Academic / CTE Integration
- Maker Movement



Academic/Growth Mindset

Hierarchy of Learner Needs



... Grit, perseverance and a passion for long term goals...

Community Partnerships

- Permeable School Walls
- Adult-World Connections / Internships
- Leveraged Resources



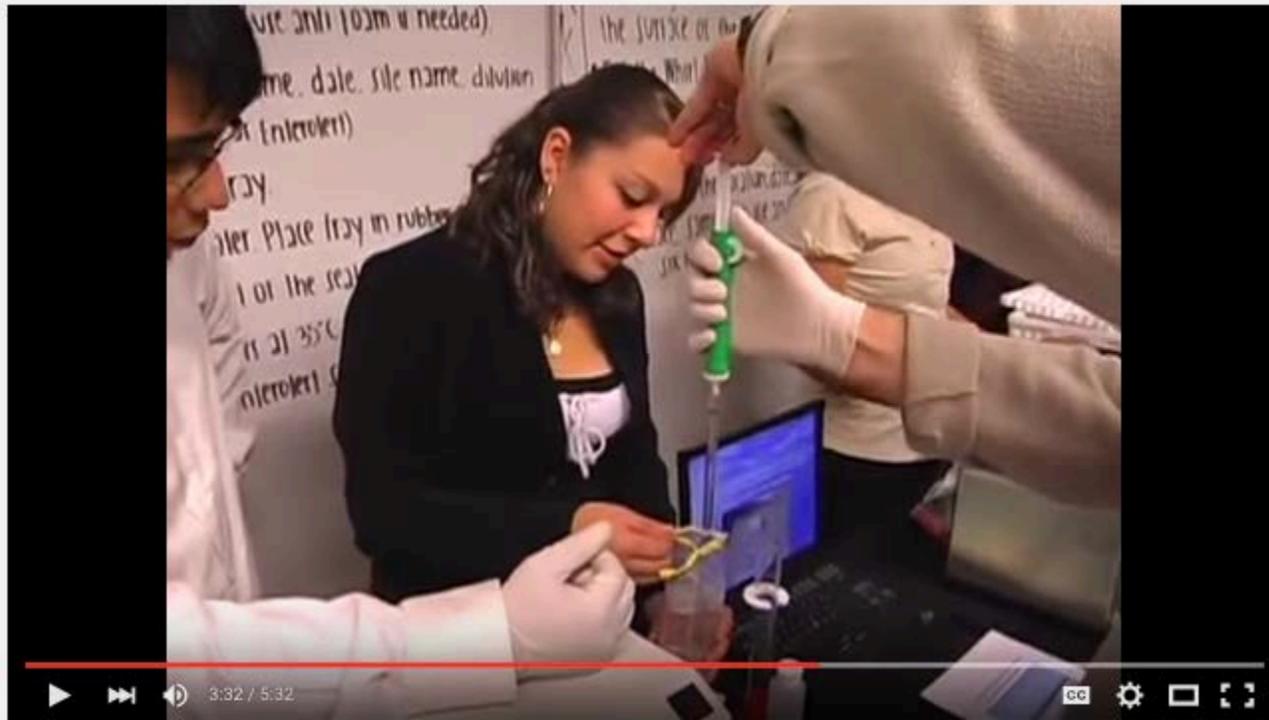
Explorer Elementary Exhibitions



What 21st century skills and learning goals do you see as most important for Bourne elementary schools of the future?

Media Saves the Beach

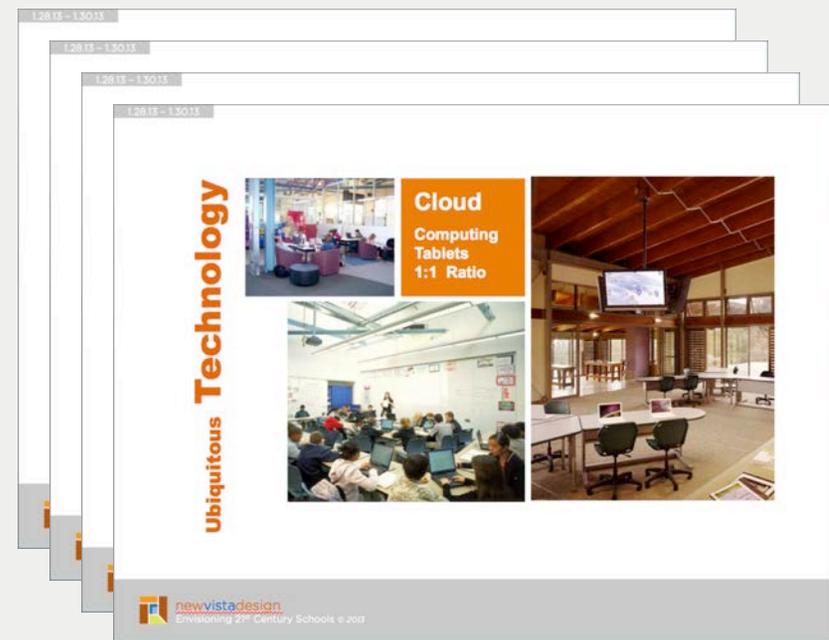
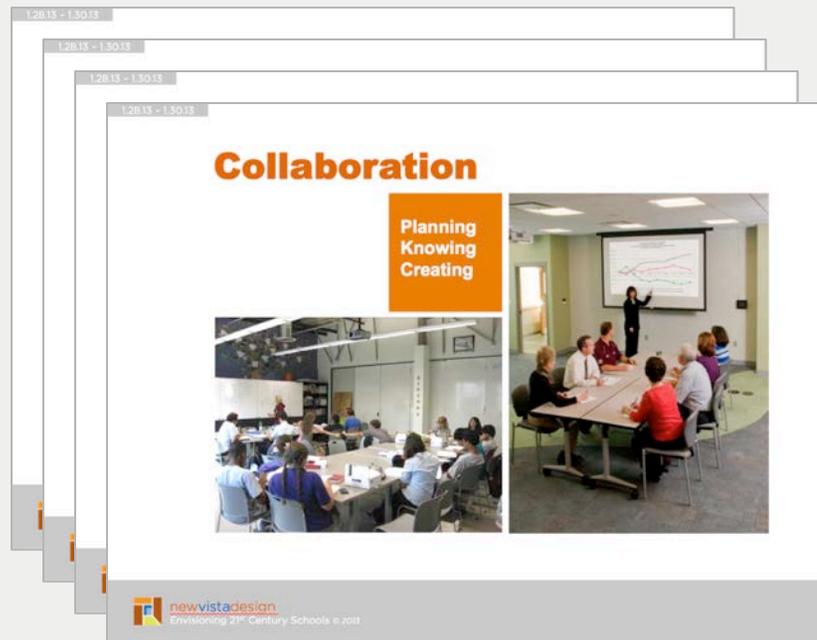
media saves the beach high tech high



New School Design Patterns

That Support 21st Century Teaching and Learning

- Facilitate inquiry-based learning – now and tomorrow
- View school as varied, evolving, and high performance environment
- Provide seamless technology integration



New School Design Patterns

Greeting and Gatekeeping



HTHCV K-8 – Studio E

New School Design Patterns

Wayfinding and Streetscapes



Explorer Elementary- Carrier Johnson and New Vista

New School Design Patterns

Seamless Technology and Blended Learning



Linden STEAM K-8



New School Design Patterns

Ubiquitous Learning Between Spaces



Groveland Elementary – ATS&R



Westbay Elementary – ATS&R



McAuliffe Elementary - HMFH

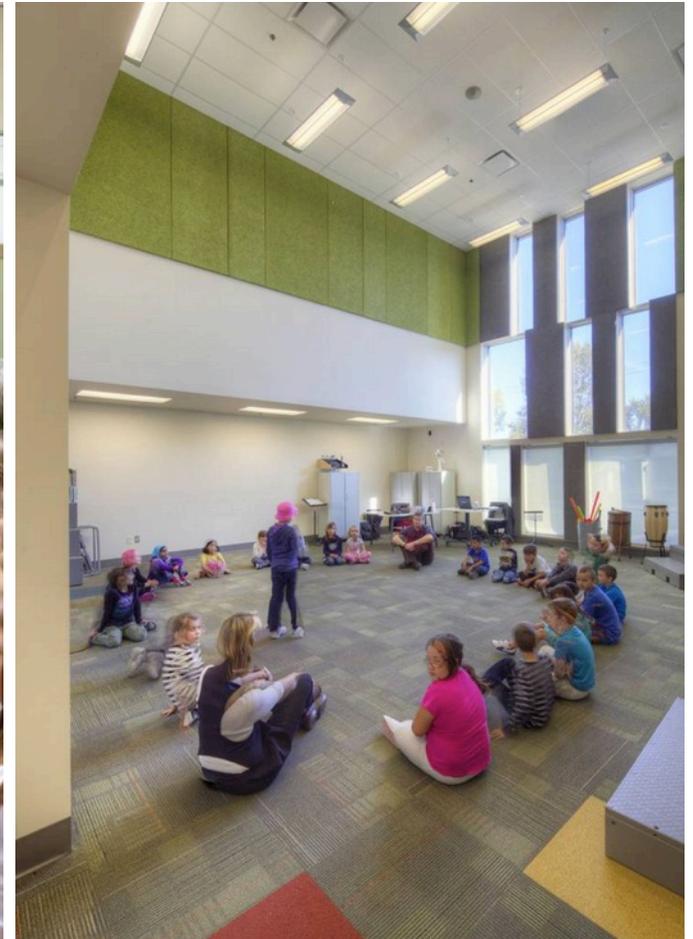


New School Design Patterns

Gathering Spaces Learning Hubs



McAuliffe Elementary - HMFH



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New School Design Patterns

Varied Spaces

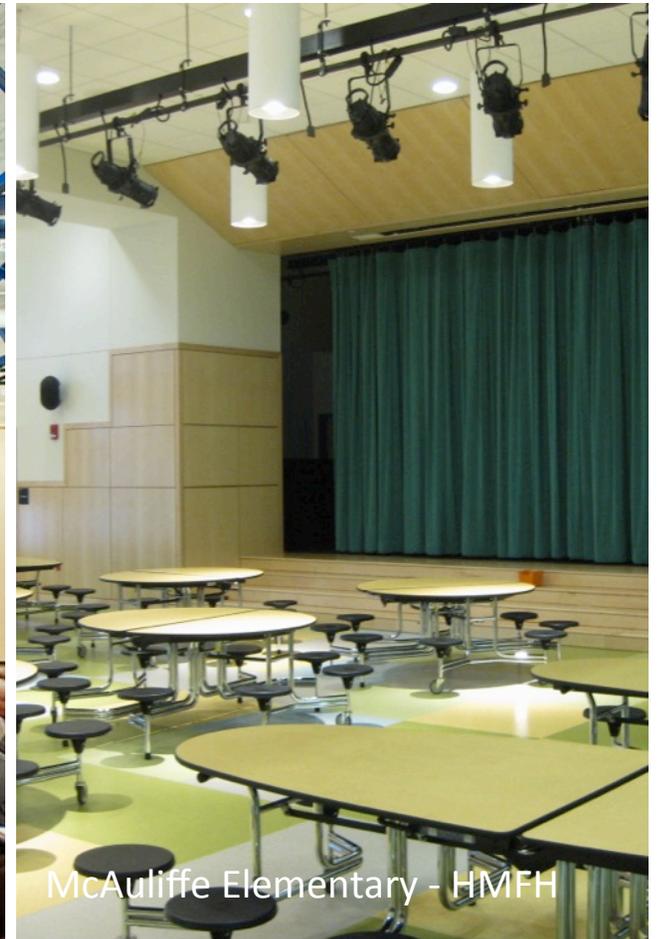


New School Design Patterns

Cafetorium Multi-Purpose Space



Hamilton Elementary - SHP



McAuliffe Elementary - HMFH



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Bourne Public Schools

New School Design Patterns

Visible Learning and Transparency



QKA Architects



Chula Vista Elementary



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Bourne Public Schools

New School Design Patterns

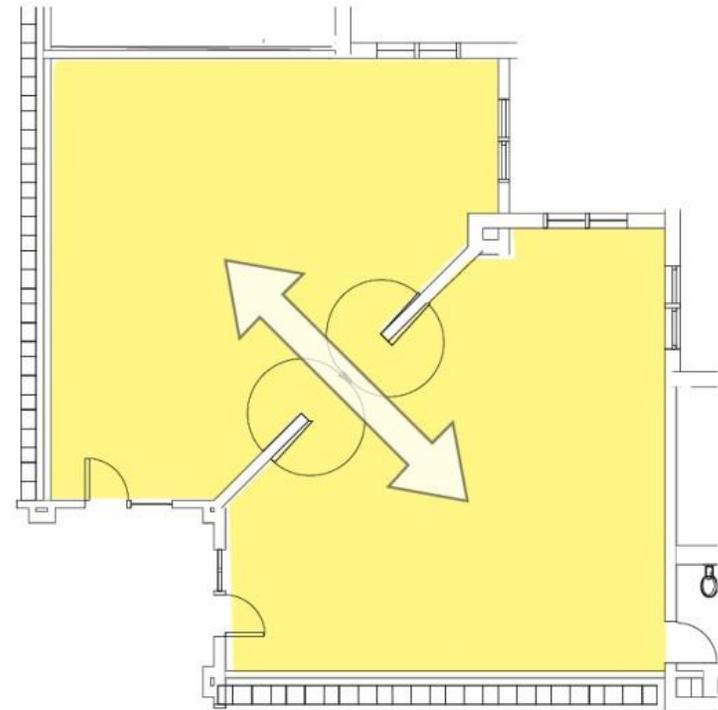
Display and Exhibition



HTHCV K-8 – Studio E

New School Design Patterns

Clusters of Learning



DSST - klipp Architects and New Vista

New School Design Patterns

Classroom Neighborhoods



Essex Tech - Design Partnership and New Vista



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Teacher Teaming



High Tech Middle– Carrier Johnson and New Vista



New School Design Patterns

Agile Classrooms



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New School Design Patterns

Flexible Furniture



New School Design Patterns

Flexible and Zoned Classrooms



Woodman Park Elementary



Burroughs Elementary - Kodet



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Bourne Public Schools

New School Design Patterns

Collaborative Environments



Spangler Elementary - HMC



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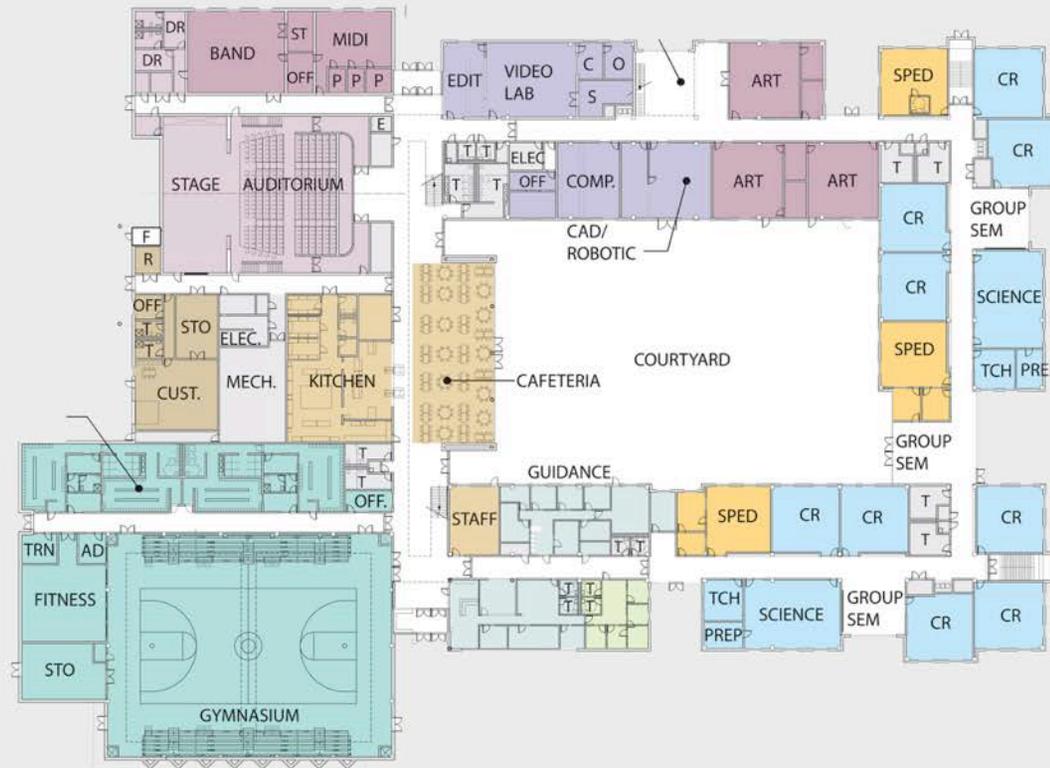
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New School Design Patterns

Community Access



West Bridgewater 6-12 - Flansburgh and New Vista

New School Design Patterns

Indoor/Outdoor Connections



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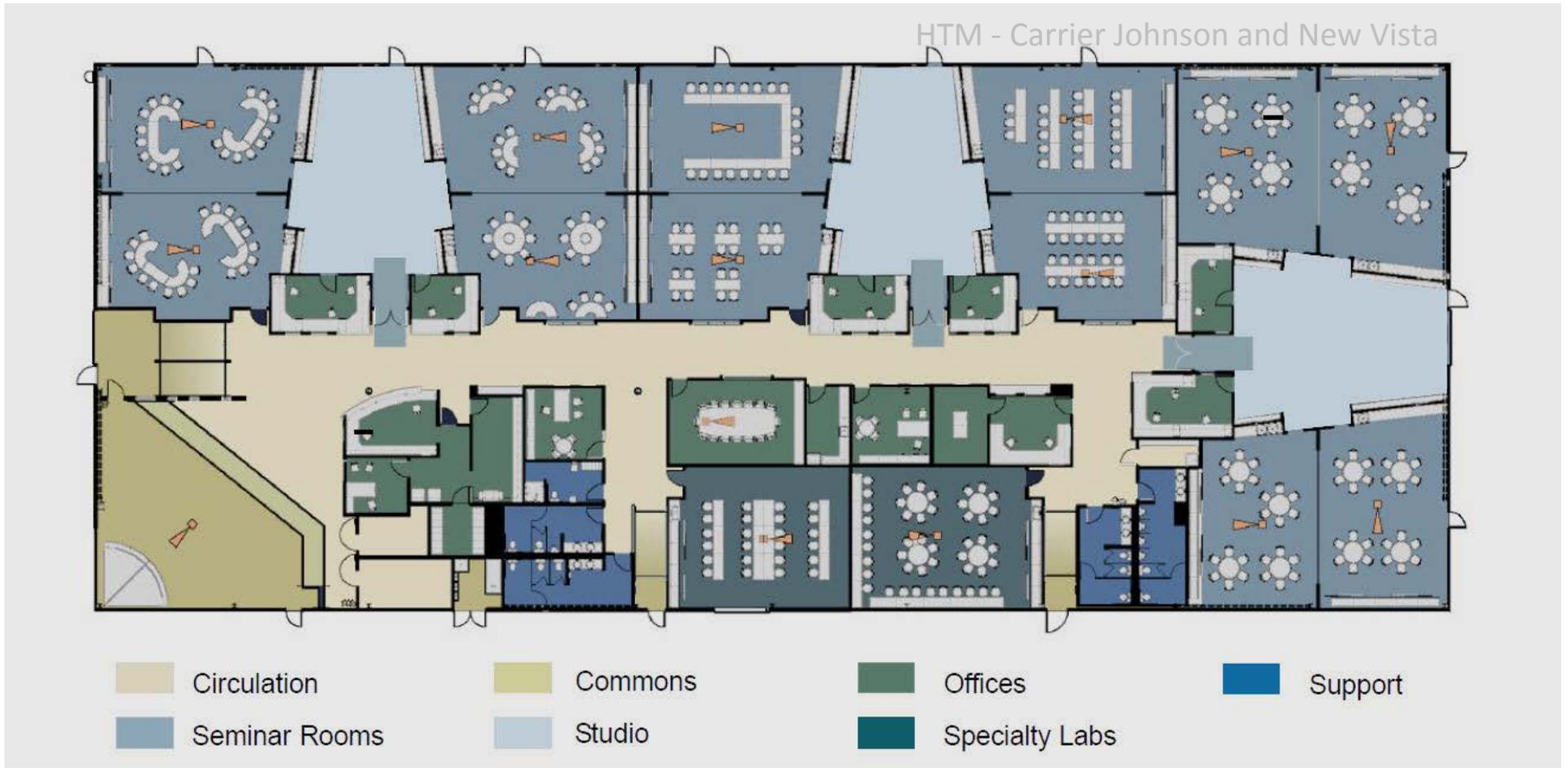
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Bourne Public Schools

New School Design Patterns

Distributed Resources



New School Design Patterns

Maker Spaces and FAB Labs



King Elementary



Explorer Elementary – Studio E



New School Design Patterns

Branding and Identity



COLOR PALETTES

08.30.2013
page 3 of 17



Da Vinci Schools – Gensler and New Vista



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Bourne Public Schools

New School Design Patterns

Building as Teacher



Truman MS – Bassetti and AofA



DSST – Klipp and New Vista

**Which
Design Patterns
make most sense for
Bourne elementary
schools of the future?**