What Do I Do with My Stuff?

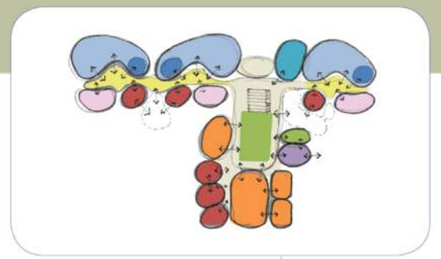
The Shift from Professional Neighbors to Professional Roommates

School & Community Engagement

Overall Process

The overall process was developed to engage the widest range of participants possible. While the process was directed by a School Building Committee and a Working Group created by the School Committee - students, parents, faculty and staff, administrators, local boards and commissions, and members of the local community all contributed to the project. In an effort to be thorough and transparent, the process was also designed with several moments where it engaged the broader local community to weigh in on issues prior to formal decisions being made.

As a result of the process, a community who had not engaged in a building project of this size since the 1970s, successfully voted to fund the project in January of 2015.



Formation of the Building Committee and Working Group

Project Initiation 2011

District-wide Visioning 2013

Middle School Visioning 2013

Planning & Programming 2014

- Faculty & Staff Workshops
- Student Workshops
- Public Meetings

Conceptual Design

- Full Exploration of Options (A.1, A.2, B.1, B.2, C.1, C.2, C.3)
- Public Meeting
- Selection of Preferred Options (A.2, C.1, C.3)
- Public Meeting
- Vote to Approve Selection (C.1)

Schematic Design 2015

- Faculty & Staff Workshops
- Student Workshops
- End User Group Meetings

Community Vote to Approve Project Funding

Design Development & Construction Documents

Occupancy 2017

School & Community Engagement

Visioning

A first set of district-wide workshops invited parents, students, teachers, administrators, and business leaders to help define the future of school in Scituate.

A second set of more grade-level-specific visioning workshops invited local stakeholders to explore issues that would ultimately inform the project.

Summer 2013

District-wide Visioning

- Educational Delivery Strategies
- Grade Configurations
- School Size
- School Count

Fall 2013

MS Visioning

- Project-Based Learning
- School Organization
- Grade Reconfiguration
- Facilities Impact

School & Community Engagement

Visioning

Student participation was the real strength of the visioning process. Their desire for change and excitement for authentic, real-world learning experiences were instrumental in shaping the educational direction.

These early visioning workshops resulted in several overarching guiding principles that informed the project from inception to occupancy:

Outcomes

Project-based Learning as Primary Educational Delivery Strategy

Student-centric Decision-making Process

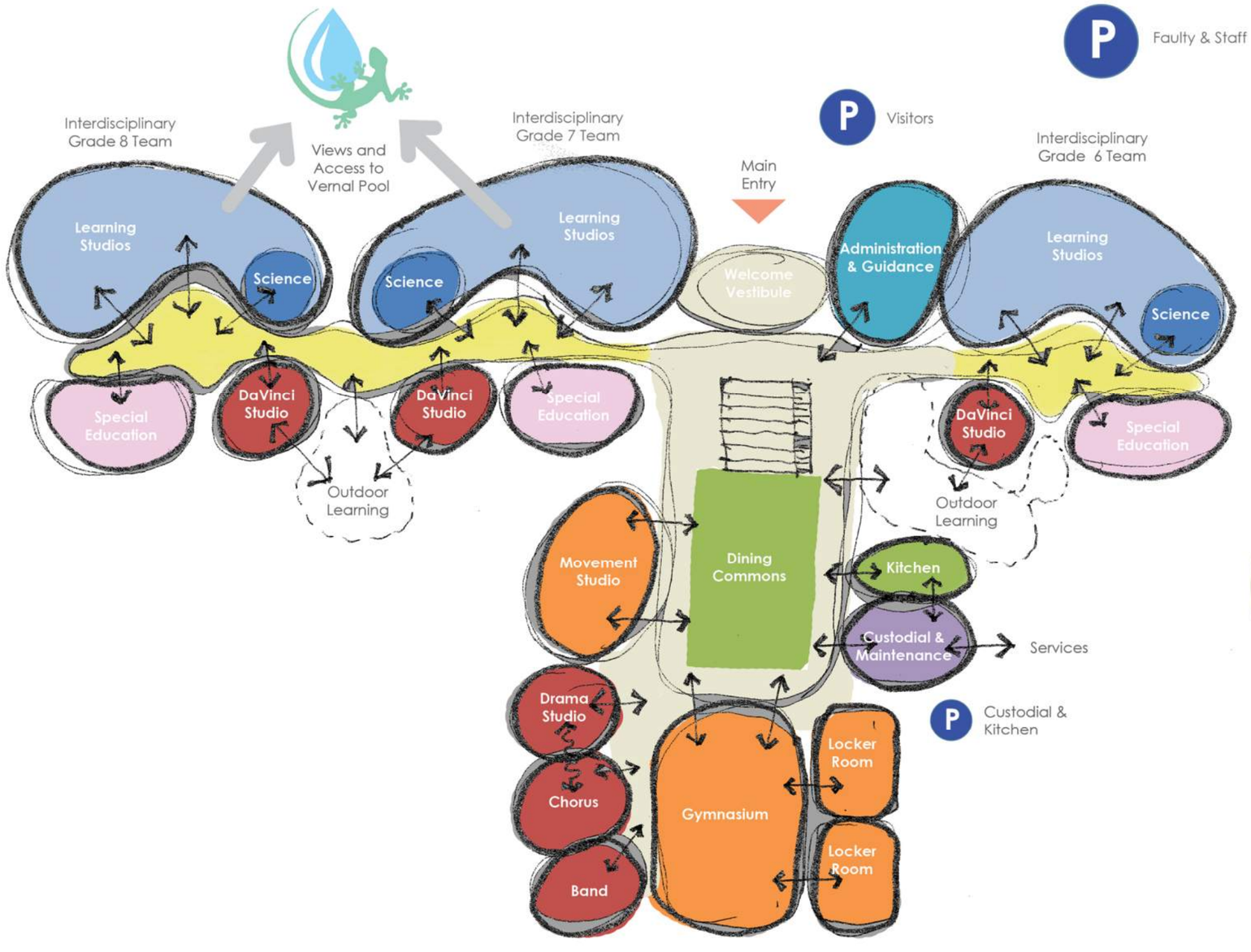
Highly Flexible Design

Interdisciplinary Grade Level Teams

Ubiquitous Access to Technology for both Faculty and Students

Exhibition of Student Work

School-within-school Concept: Middle School Attached to the Existing High School



School & Community Engagement

Planning & Programming

End user workshops helped the design team translate the educational objectives into actionable planning principles.

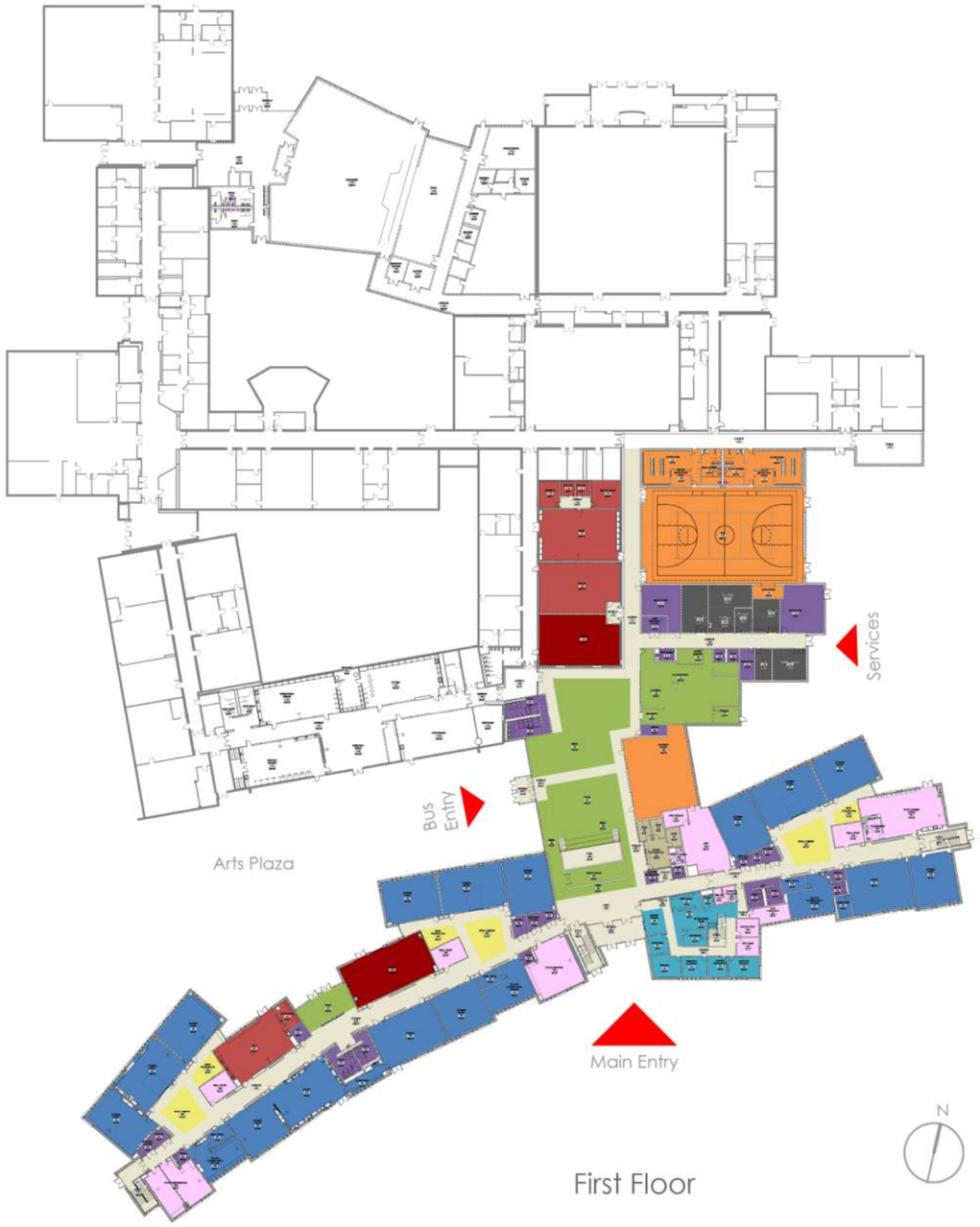
Organize the building into six, interdisciplinary grade level teams.

Position grade six to both feel like part of the whole AND to have enough separation to be experienced as a transitional year from elementary school.

Distribute both the Library/Media Center square footage and print collection among the grade level teams to provide access to tools and resources at arms reach rather than as a destination.

Re-imagine the student dining experience to be multi-faceted and at the heart of the school.

Create new outdoor learning areas and provide access to the existing vernal pool as extensions of the learning environment.



First Floor

Core Academic

Special Education

Art & Music

Health & Physical Education

Media Center

Dining & Food Service

Medical

Administration & Guidance

Custodial & Maintenance

Physical Attributes

Gates Middle School was constructed as an addition to the existing Scituate High School but operates as an independent entity under the same roof. It has it's own parking lot, entry, school administration, instructional space, cafeteria, kitchen, and gymnasium.

In this arrangement, middle school students have an appropriate developmental separation from high school students, but the opportunity to cross over for advanced academic achievement when appropriate. Middle school students also have access to some instructional spaces (like a professional quality performing arts center) that they would not have had otherwise.

Sixth grade teams are positioned to the east with a slight separation from the seventh and eight grade teams as a transitional year. Administration and guidance are positioned at the main entry with clear site lines to both the parking lot and approach to the building.

The Library/Media Center square footages have been decentralized to position tools, printed resources, and activity areas at arms reach from students and teachers rather than have them as a consolidated destination. Gates Middle School does, however, have a full time media/technology specialist and a circulation desk at the heart of the school.

Finally, the student dining commons is at the heart of the school and has been designed to be both multi-purpose and multi-faceted in an effort to de-institutionalize the student dining experience.

Second Floor

Physical Environment

Core Academic

Special Education

Art & Music

Health & Physical Education

Media Center

Dining & Food Service

Medical

Administration & Guidance

Custodial & Maintenance

Physical Attributes

The second floor is largely a repeat of the first floor with a few notable exceptions. Guidance is located on the second floor adjacent to the Hellerup stair leading down into the dining commons. It is a high traffic area making it convenient for students to access while successfully eliminating much of the stigma associated with going to guidance because of its own entry and vertical separation from the main office.

The second floor also presents students with exciting interior and exterior vistas. Each of the grade level teams have a large roof monitor that allows natural daylight to penetrate into the center of the team all the way to the first floor, which creates an interior vista where one can observe two teams from a single vantage point. Similarly, there is a terrific interior to exterior vista from the student balcony dining area. From here, one can see through the entire student dining commons below and out to the arts plaza though a large curtain wall.

Educational Environment

Supporting the Curriculum

Scituate's new vision for educational delivery focuses on teachers working together to create authentic, project-based, and interdisciplinary lessons. Math teachers and science teachers collaborate on lessons that combine scientific observation and data gathering with graphing of data and searching for trends. English teachers and art teachers collaborate to illustrate children's books. As a result, the composition of grade level teams and the individual features of the learning studios became critical.

Learning Studio, Type 1

- Moderately extroverted - medium interior transparency w/ views of media commons, small group room, drop-in presentation area, and window seat
- Connected internally to Type 2 with folding acoustical partition

Learning Studio, Type 2

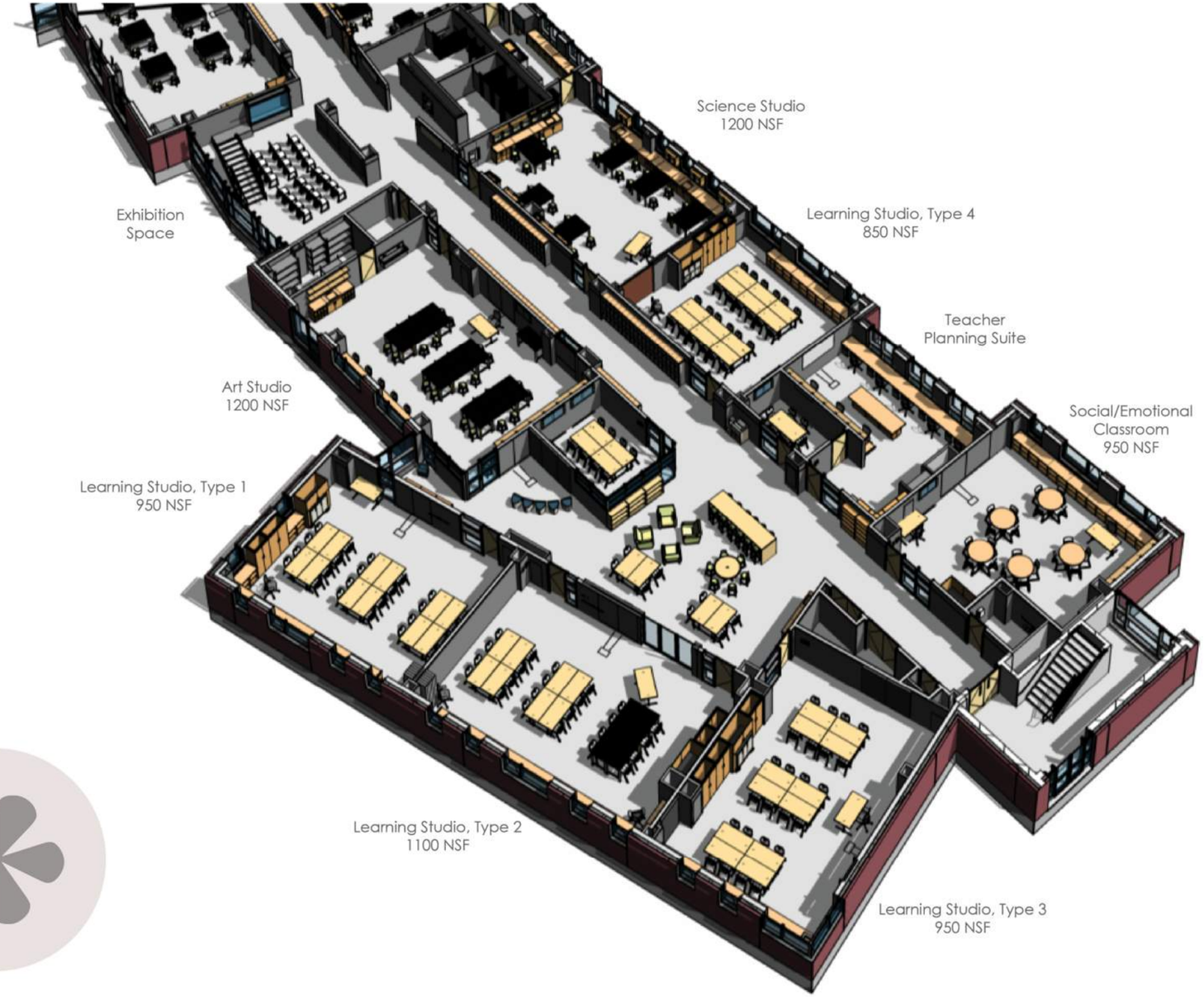
- Extroverted - maximum interior transparency w/ views of media commons, small group room, drop-in presentation area
- Connected internally to Type 1 with folding acoustical partition and to media commons with 10'-wide sliding glazed pocket door

Learning Studio, Type 3

- Introverted - minimum interior transparency w/ views of media commons, small group room, drop-in presentation area, and window seat

Learning Studio, Type 4

- Moderately introverted - minimum interior transparency w/ views of media commons and small group room
- Connected internally to science with 8'-wide sliding opaque pocket door



Typical Interdisciplinary Team

Educational Environment

Supporting Learning Styles

Like most projects, traditional passive learning modes are supported because each learning studio supports lecture and direct instruction with vertical writing surface, digital display technology, and voice amplification technology. But, the real success of this project is that core academic spaces are capable of supporting far more learning modalities than traditional school facilities.

1 **Kinesthetic Modalities**

Several spaces are capable of supporting open floor area for movement activities including the creation digital films.

2 **Tactile Modalities**

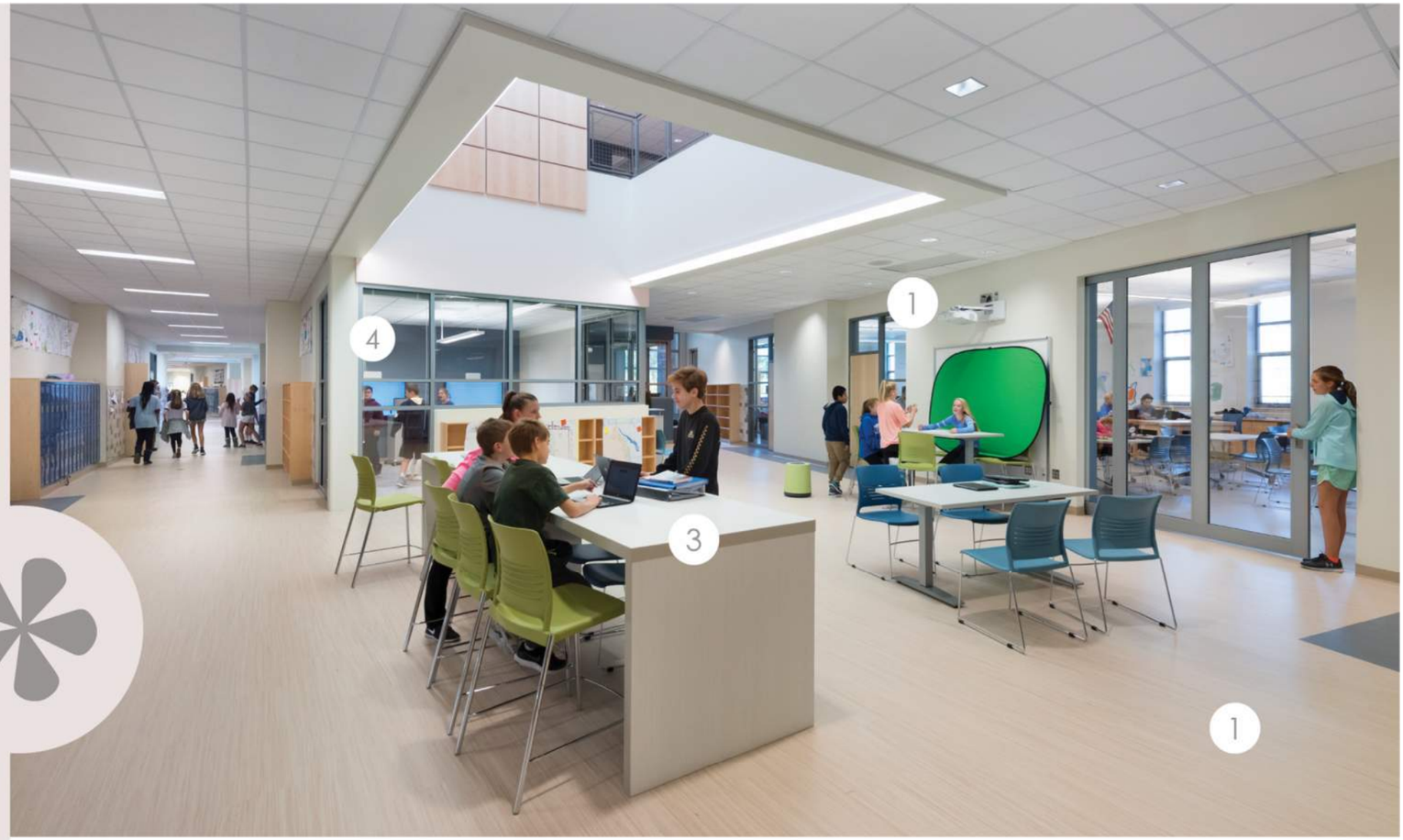
All learning studios are designed to support the making of things. Some studios provide students with access to tools and equipment in a maker environment. Other studios provide students with access to cloth and other low tech materials to make costumes and puppets. Three of the learning studios even have kitchen equipment to support the making of food in Core Academic projects.

3 **Technology Modalities**

Blended and flipped classrooms, technology modalities, in general, are supported not only by ubiquitous access to WiFi, but also by the network capacity to support multiple hand-held devices per child and rooms where students can retreat to work on portable technology away from the learning studio.

4 **Visual Modalities**

As a building designed around project-based learning and the display of student work, all instructional spaces support visual learning modalities by providing access to vertical dry erase surface, interactive touch-screen monitors, and vertical pin-up surface for those who prefer to see information in a visual format.



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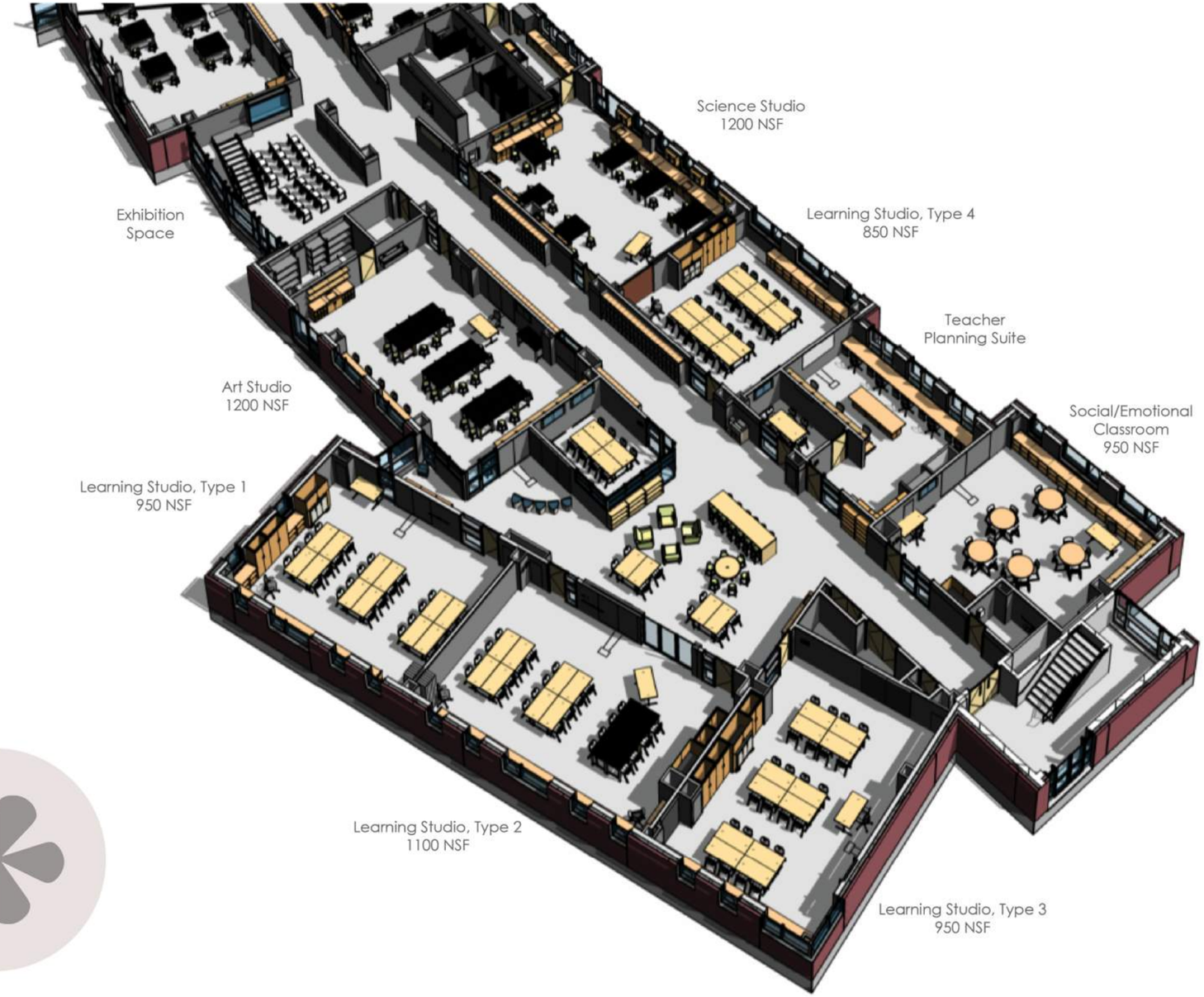

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