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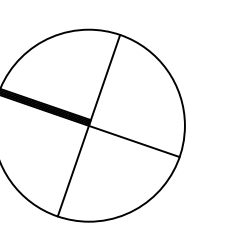
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

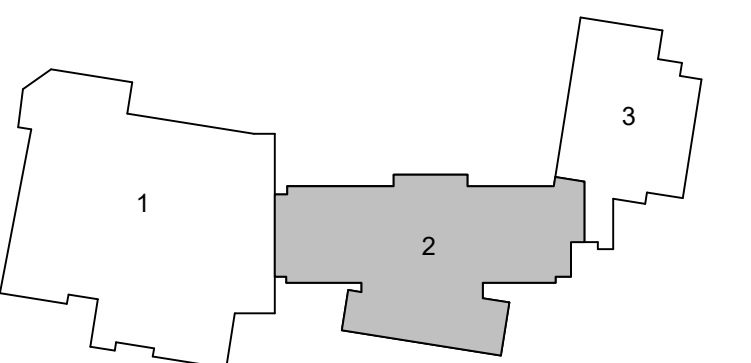
1. FINISHED THIRD FLOOR ELEVATION 100'-0" ON ARCHITECTURAL DRAWINGS CORRESPONDS WITH ELEVATION 161'-0" ON THE CIVIL PLANS.
2. THIRD FLOOR PLAN ELEVATION 128'-0"

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



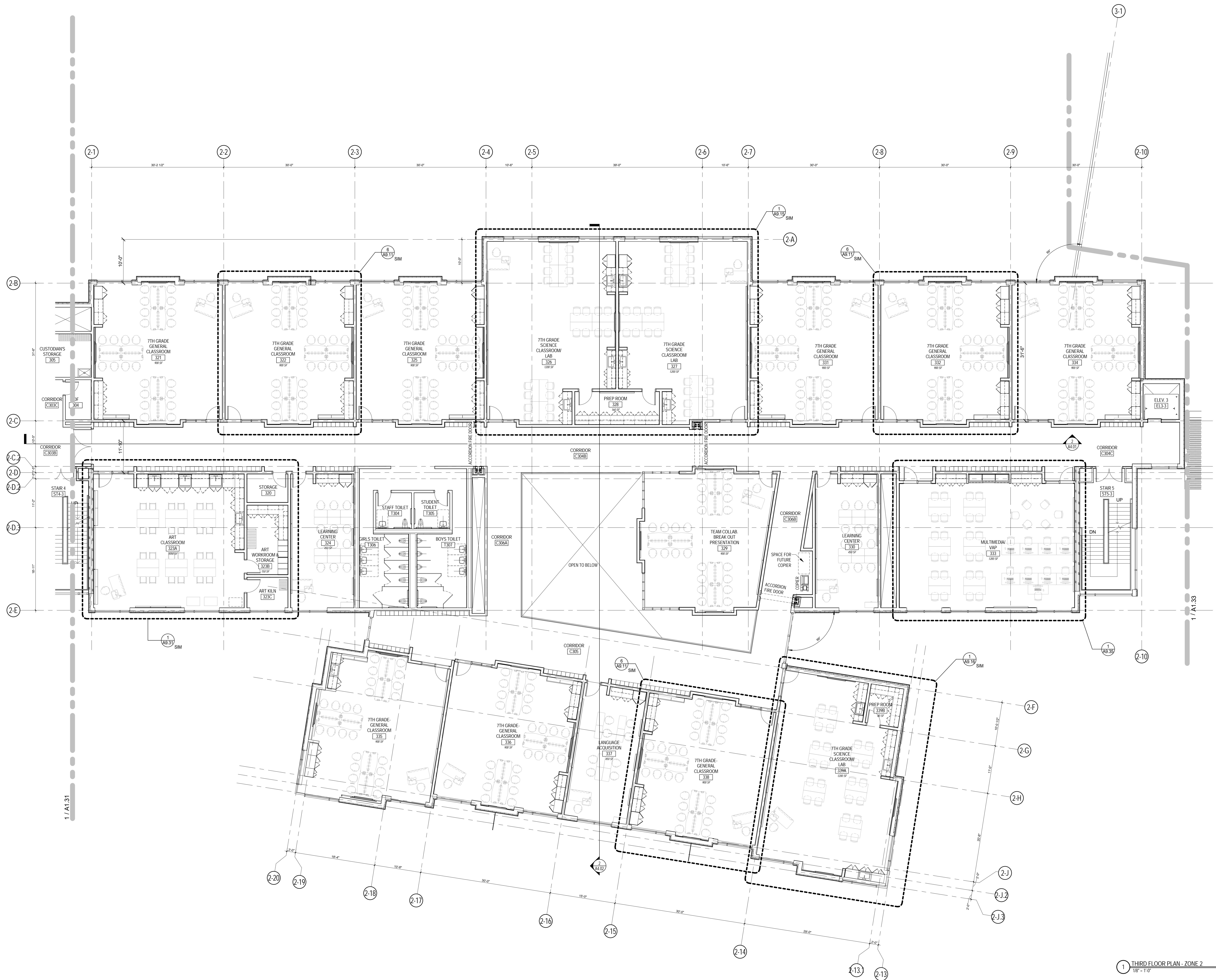
DRAWING NAME:

THIRD FLOOR PLAN
ZONE 2

DRAWN BY: MUR/HM/SJL

REVIEWED BY: JPT

SCALE: As indicated | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A1.32





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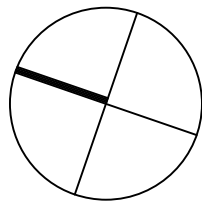
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

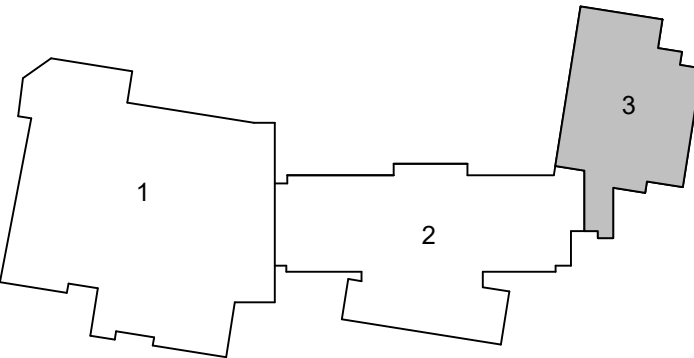
1. FINISHED THIRD FLOOR ELEVATION 100'-0" ON ARCHITECTURAL DRAWINGS CORRESPONDS WITH ELEVATION 161'-0" ON THE CIVIL PLANS.
2. THIRD FLOOR PLAN ELEVATION 128'-0"

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



DRAWING NAME:

THIRD FLOOR PLAN
ZONE 3

DRAWN BY:

MJR/HM/SJL

REVIEWED BY:

JPT

SCALE: As indicated
JOB NO.: 1605.00
DATE: DEC. 21, 2017

DRAWING NUMBER:
A1.33





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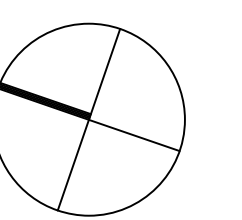
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

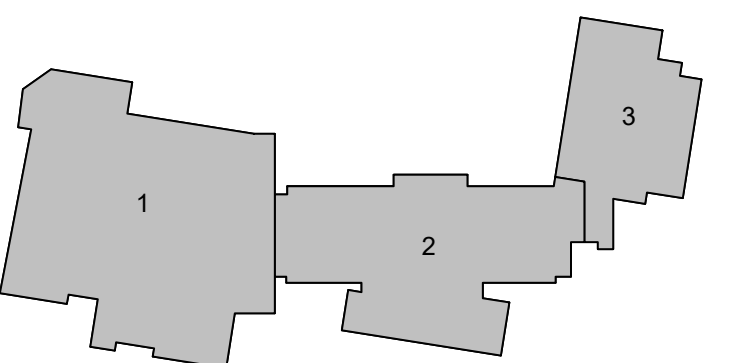
1. FINISHED FOURTH FLOOR ELEVATION 160'-0" ON ARCHITECTURAL DRAWINGS CORRESPONDS WITH ELEVATION 161'-0" ON THE CIVIL PLANS.
2. FOURTH FLOOR PLAN ELEVATION 142'-0"

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



DRAWING NAME:

OVERALL FOURTH FLOOR PLAN

DRAWN BY: MJR/HM/SJL

REVIEWED BY: JPT

SCALE: As indicated
JOB NO.: 1605.00
DATE: DEC. 21, 2017
DRAWING NUMBER: A1.40

FOURTH FLOOR PLAN
GROSS SQUARE FEET = 30,675 SF

1 OVERALL FOURTH FLOOR PLAN
1" = 20'-0"



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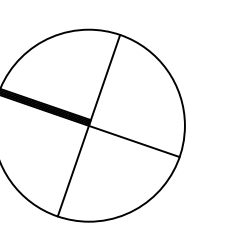
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

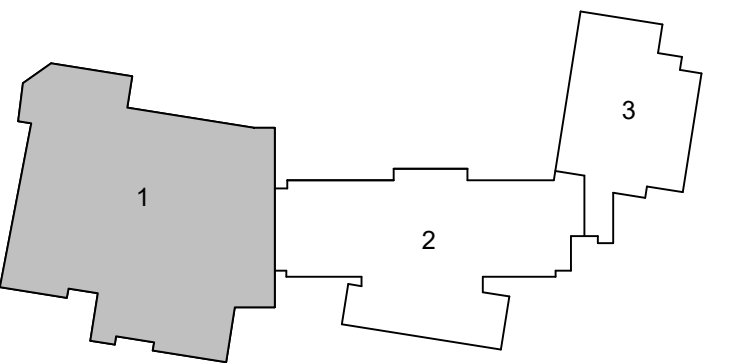
1. FINISHED FOURTH FLOOR ELEVATION 100'-0" ON ARCHITECTURAL DRAWINGS CORRESPONDS WITH ELEVATION 161'-0" ON THE CIVIL PLANS.
2. FOURTH FLOOR PLAN ELEVATION 142'-0"

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



DRAWING NAME:

FOURTH FLOOR PLAN
ZONE 1

DRAWN BY: MJR/HM/SJL

REVIEWED BY: JPT

SCALE: As indicated | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A1.41





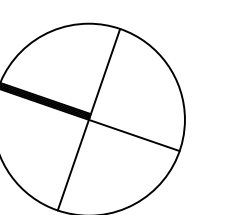
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

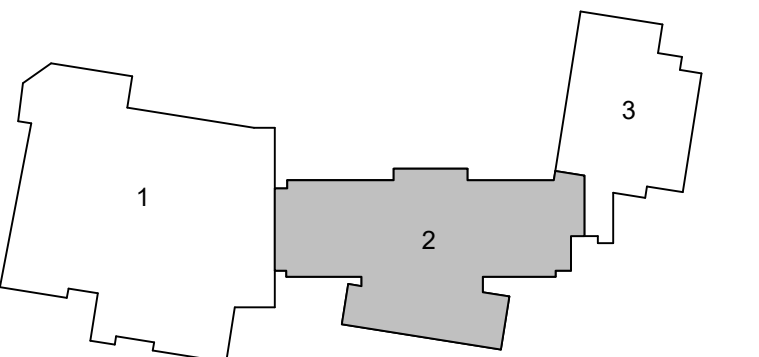
1. FINISHED FOURTH FLOOR ELEVATION 100'-0" ON ARCHITECTURAL DRAWINGS CORRESPONDS WITH ELEVATION 161'-0" ON THE CIVIL PLANS.
2. FOURTH FLOOR PLAN ELEVATION 142'-0"

NORTH ARROW



CHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

FOURTH FLOOR PLAN
ZONE 2

RAWN BY: MJR/HM/SJL

REVIEWED BY: JPT

SCALE:	As indicated	DRAWING NUMBER:	A1.42
JOB NO.:	1605.00		
DATE:	DEC. 21, 2017		



1 FOURTH FLOOR PLAN - ZONE 2
1/8" = 1'-0"



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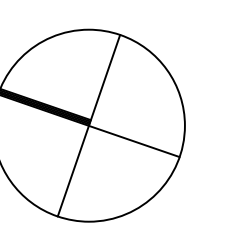
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

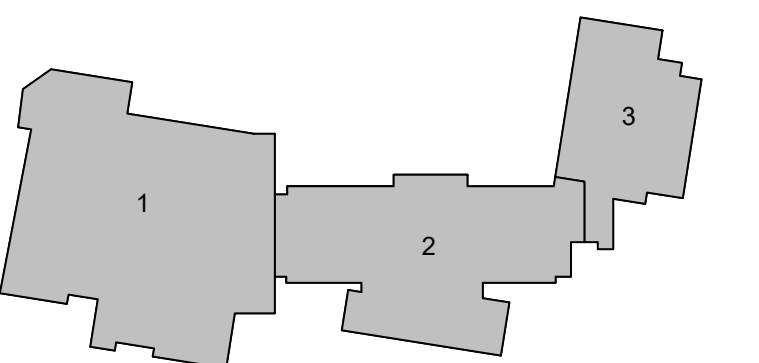
1. STEEL ROOF DECKS, UNLESS NOTED TO BE FLAT, OR DETAILED OTHERWISE, ARE INTENDED TO SLOPE 1/8" PER FOOT MINIMUM TO DRAINLOWPOINTS. SLOPE MAY BE GREATER THAN 1/8" PER FOOT DUE TO FINAL STEEL ELEVATIONS.
2. SEE MECHANICAL, PLUMBING, FIRE PROTECTION AND ELECTRICAL DRAWINGS/SPECIFICATIONS FOR EQUIPMENT REQUIREMENTS.

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



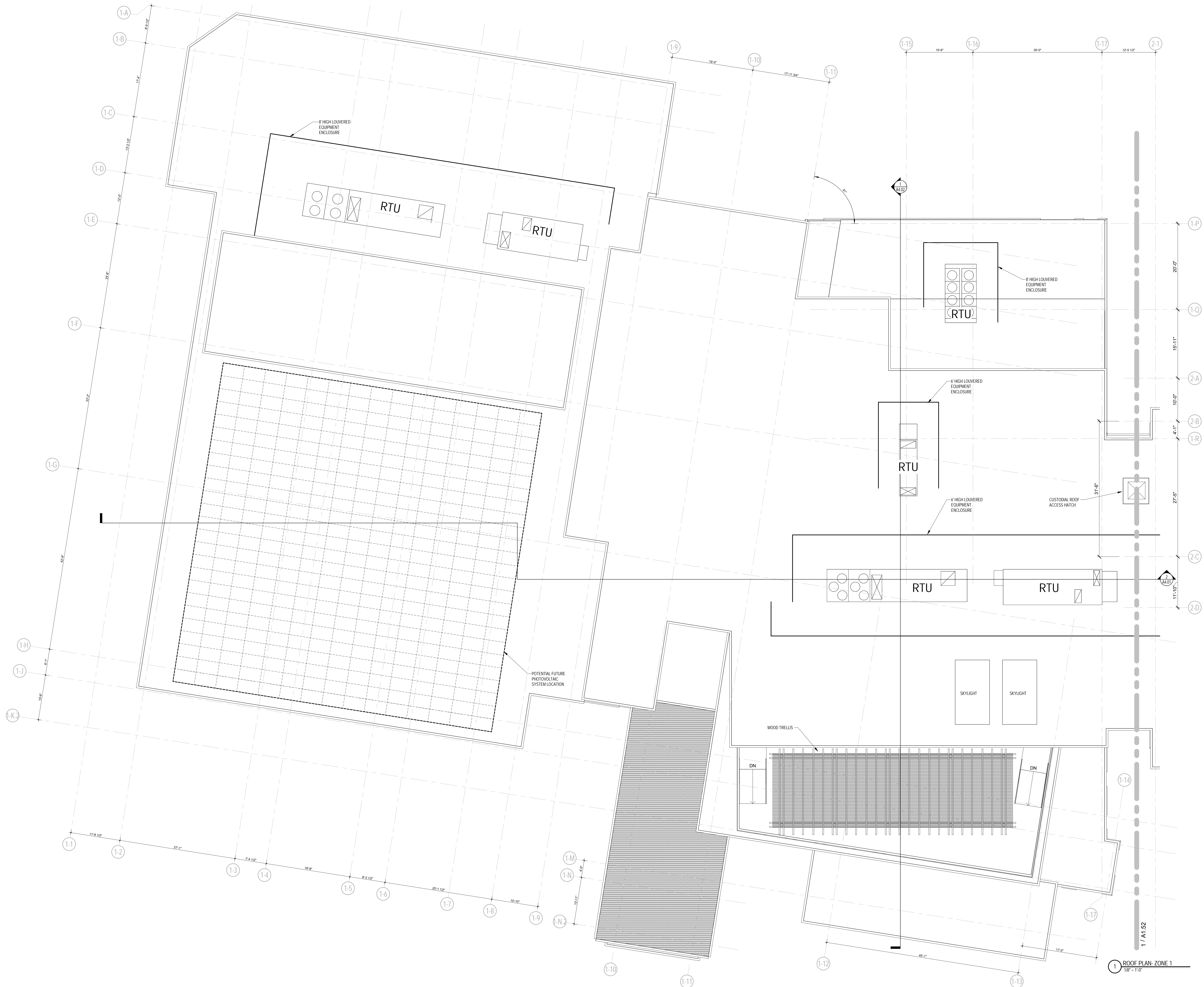
DRAWING NAME:

OVERALL ROOF PLAN

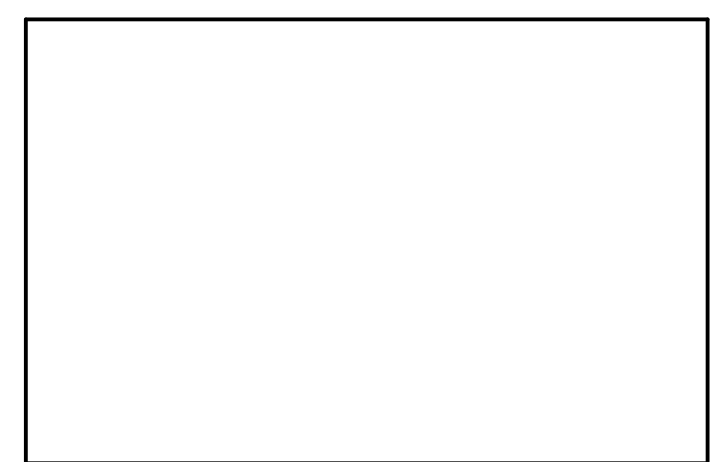
DRAWN BY: MJR
REVIEWED BY: JPT

SCALE: As indicated
JOB NO.: 1605.00
DATE: DEC. 21, 2017
DRAWING NUMBER:
A1.50

1 OVERALL ROOF PLAN
1" = 20'-0"



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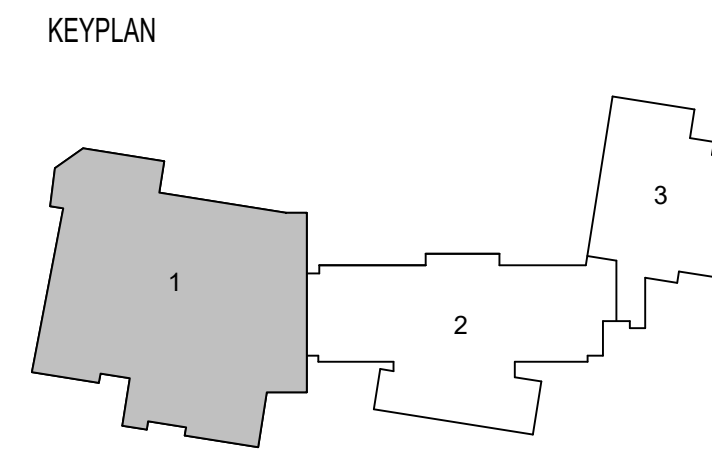
KEYNOTE LEGEND:

1-A	20'-0"
1-B	15'-11"
1-C	10'-0"
1-D	4'-1"
1-E	27'-5"
1-F	11'-10"
1-G	
1-H	
1-I	
1-J	
1-K	
1-L	
1-M	
1-N	
1-O	
1-P	
1-Q	
1-R	
2-A	
2-B	
2-C	
2-D	

GENERAL NOTES:
1. STEEL ROOF DECKS, UNLESS NOTED TO BE FLAT, OR
DETAILED OTHERWISE, ARE INTENDED TO SLOPE 1/8"
PER FOOT MINIMUM TO DRAIN/LOWPOINTS. SLOPE
MAY BE GREATER THAN 1/8" PER FOOT DUE TO FINAL
STEEL ELEVATIONS.
2. SEE MECHANICAL, PLUMBING, FIRE PROTECTION AND
ELECTRICAL DRAWINGS/SPECIFICATIONS FOR
EQUIPMENT REQUIREMENTS.

NORTH ARROW

SCHEMATIC
DESIGN



DRAWING NAME:

ROOF PLAN - ZONE 1

DRAWN BY: MJR

REVIEWED BY: JPT

SCALE: As indicated

DRAWING NUMBER: A1.51

JOB NO.: 1605.00

DATE: DEC. 21, 2017



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KEYNOTE LEGEND:

1. STEEL ROOF DECKS, UNLESS NOTED TO BE FLAT, OR DETAILED OTHERWISE, ARE INTENDED TO SLOPE 1/8" PER FOOT MINIMUM TO DRAIN/LOWPOINTS. SLOPE MAY BE GREATER THAN 1/8" PER FOOT DUE TO FINAL STEEL ELEVATIONS.
2. SEE MECHANICAL, PLUMBING, FIRE PROTECTION AND ELECTRICAL DRAWINGS/SPECIFICATIONS FOR EQUIPMENT REQUIREMENTS.

CHEMATIC
DESIGN

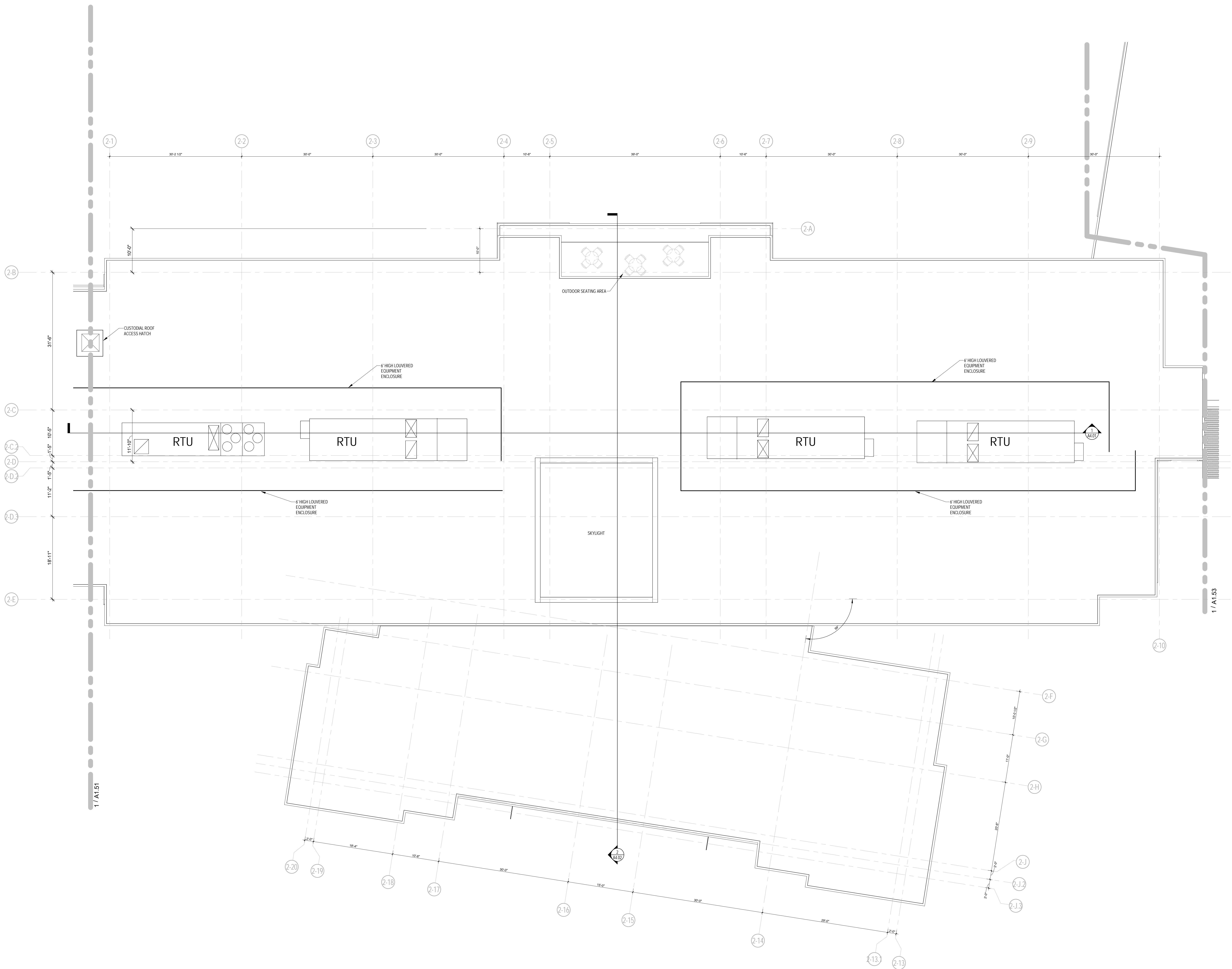
DRAWING NAME:

ROOF PLAN - ZONE 2

RAWN BY: MJR

VIEWED BY: JPT

SCALE:	As indicated	DRAWING NUMBER:
JOB NO.:	1605.00	A1.52
DATE:	DEC. 21, 2017	



1 ROOF PLAN- ZONE 2
1/8" = 1'-0"



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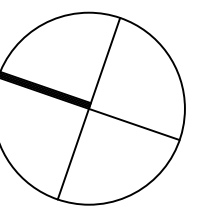
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

GENERAL NOTES:

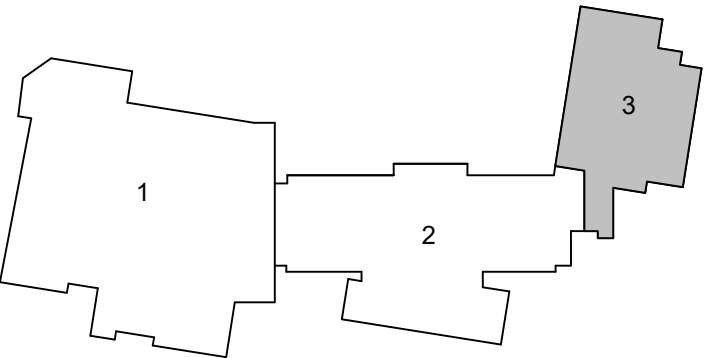
- STEEL ROOF DECKS, UNLESS NOTED TO BE FLAT, OR DETAILED OTHERWISE, ARE INTENDED TO SLOPE 1/8" PER FOOT MINIMUM TO DRAIN/LOWPOINTS. SLOPE MAY BE GREATER THAN 1/8" PER FOOT DUE TO FINAL STEEL ELEVATIONS.
- SEE MECHANICAL, PLUMBING, FIRE PROTECTION AND ELECTRICAL DRAWINGS/SPECIFICATIONS FOR EQUIPMENT REQUIREMENTS.

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



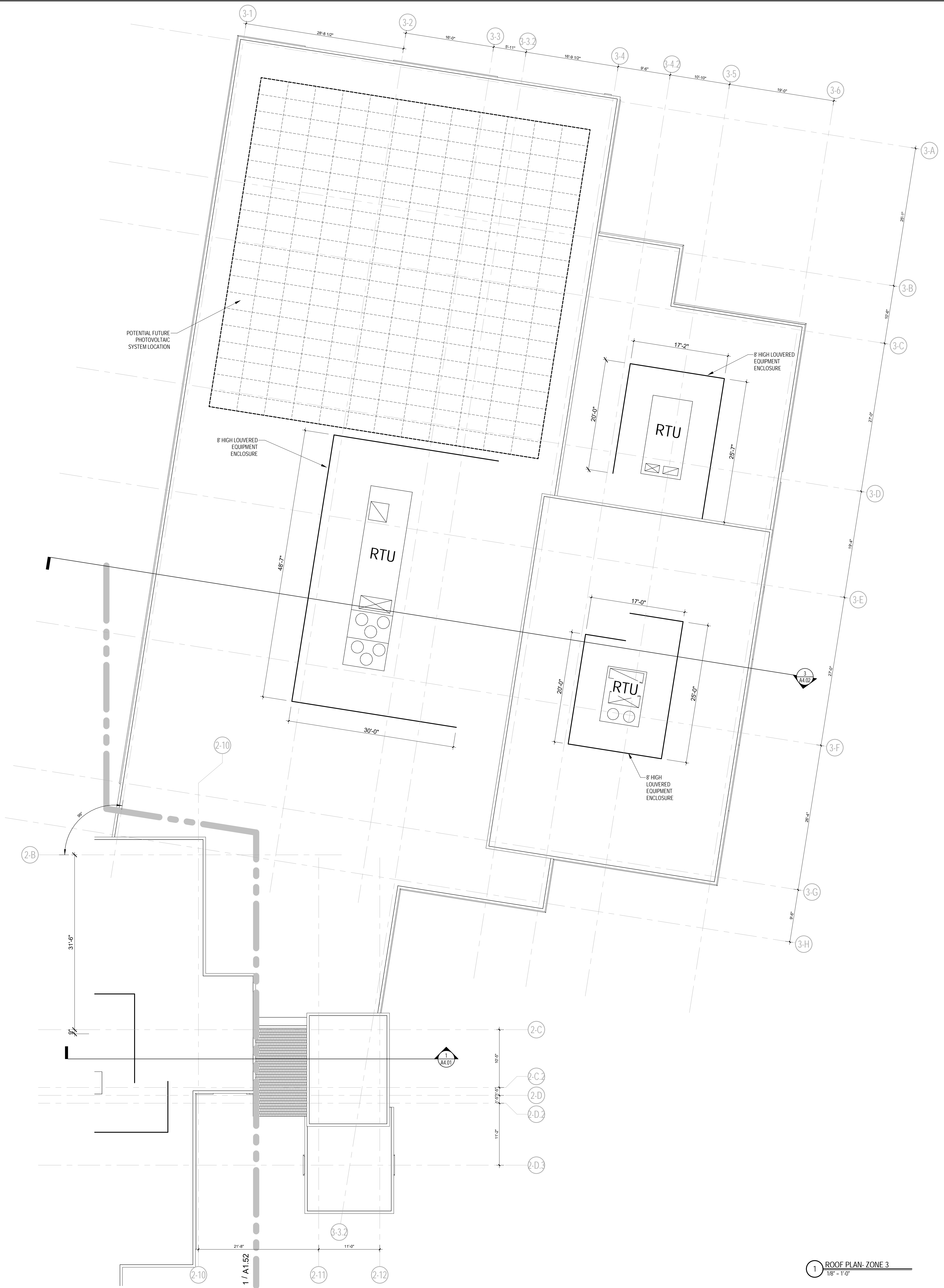
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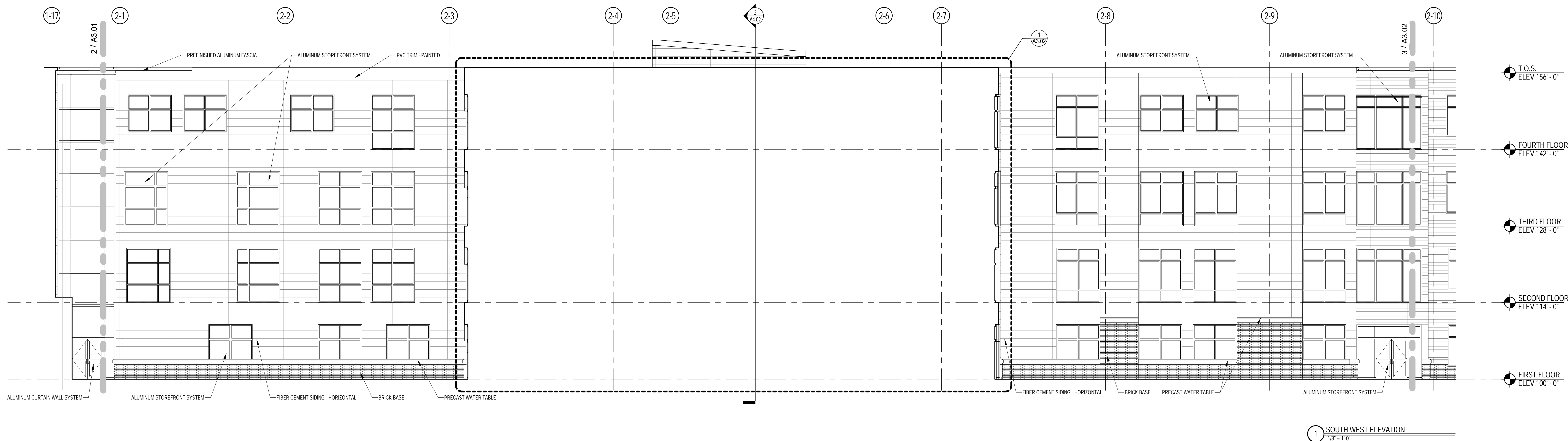
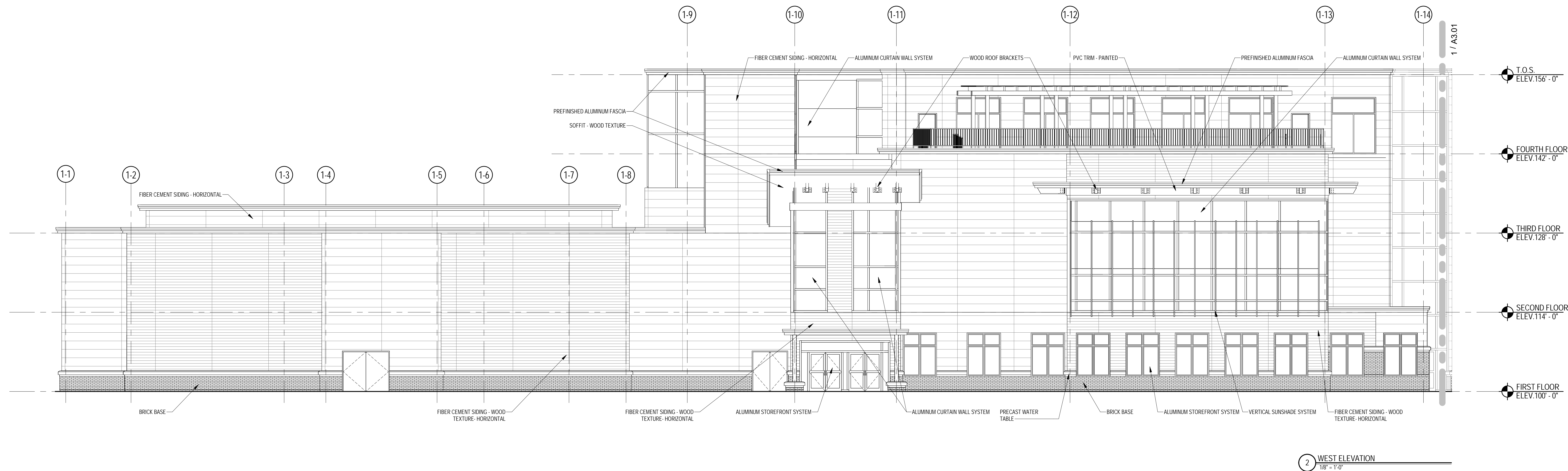
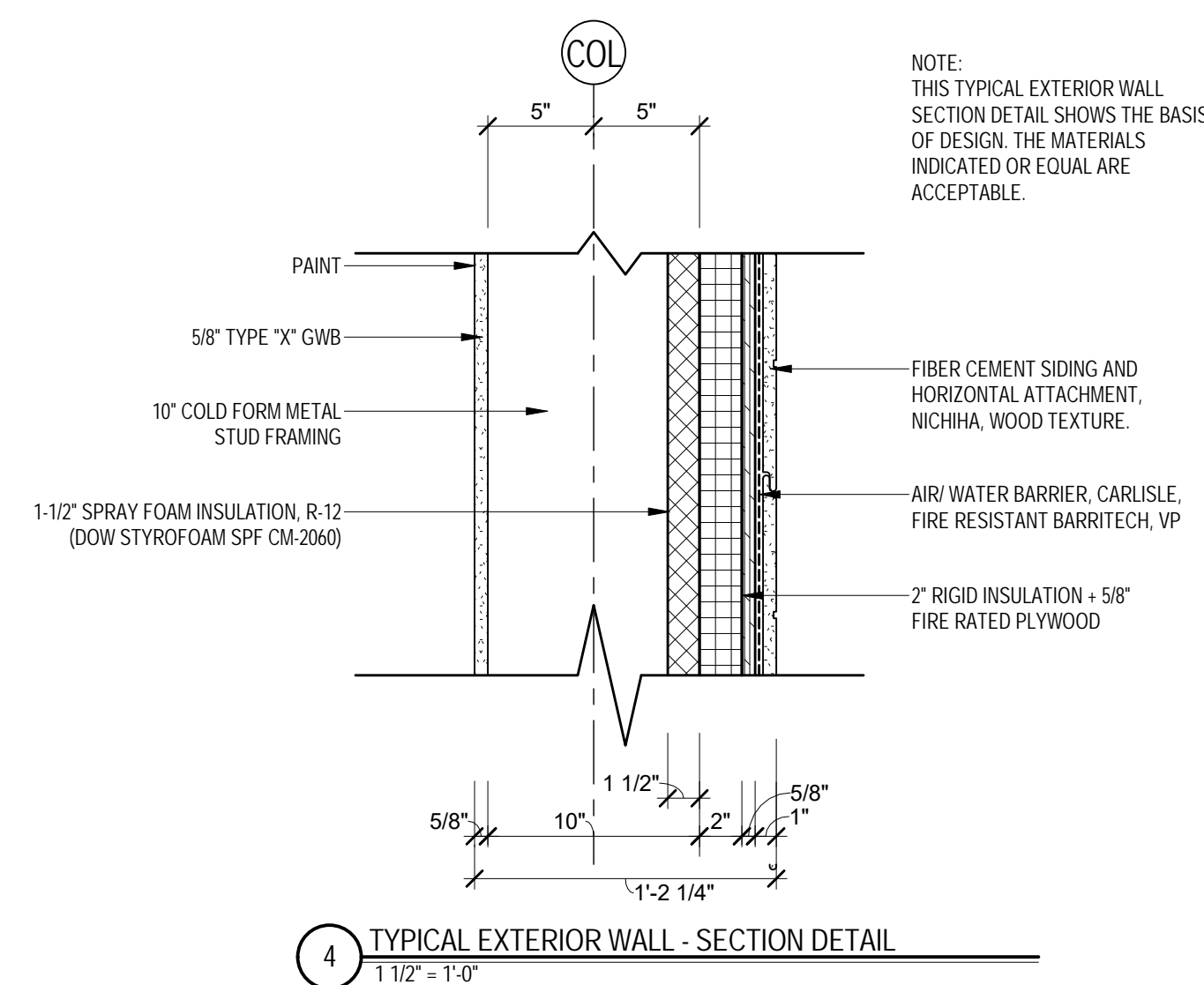
ROOF PLAN - ZONE 3

DRAWN BY: MJR

REVIEWED BY: JPT

SCALE: As indicated | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A1.53





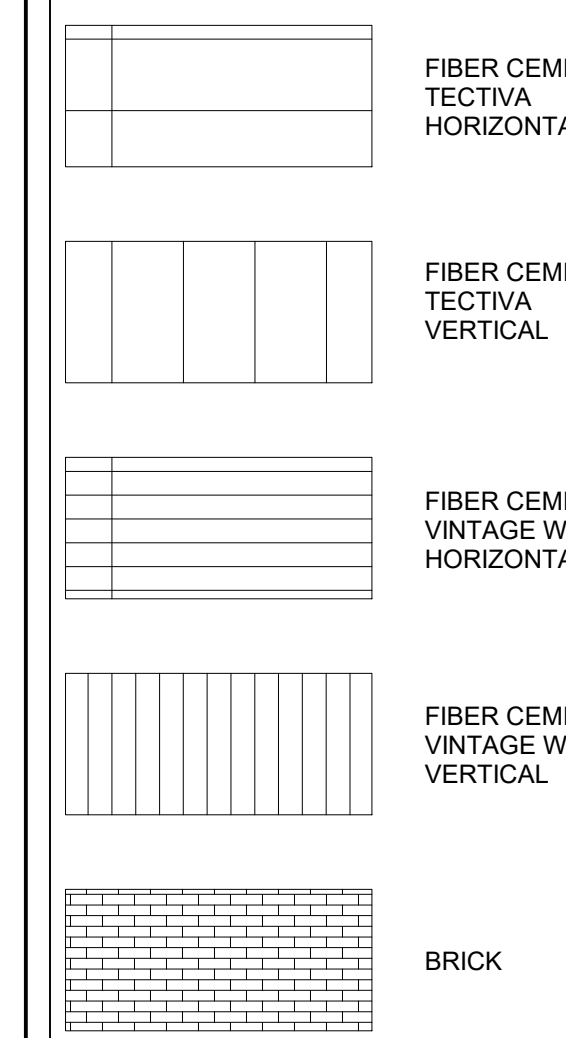
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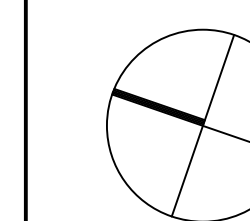
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

MATERIALS LEGEND

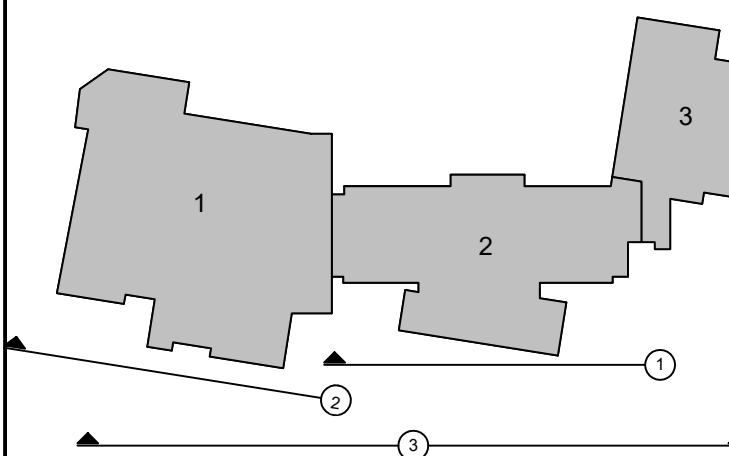


NORTH ARROW



SCHEMATIC DESIGN

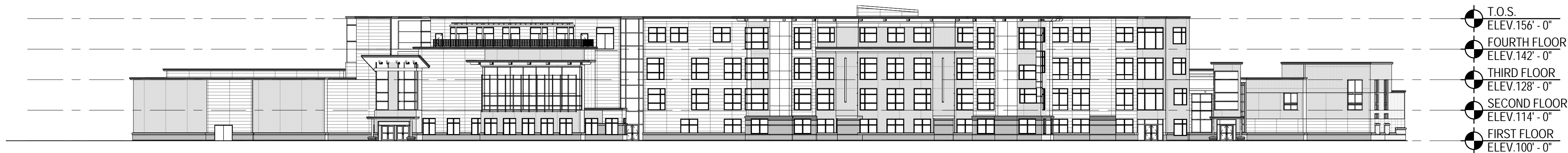
KEYPLAN



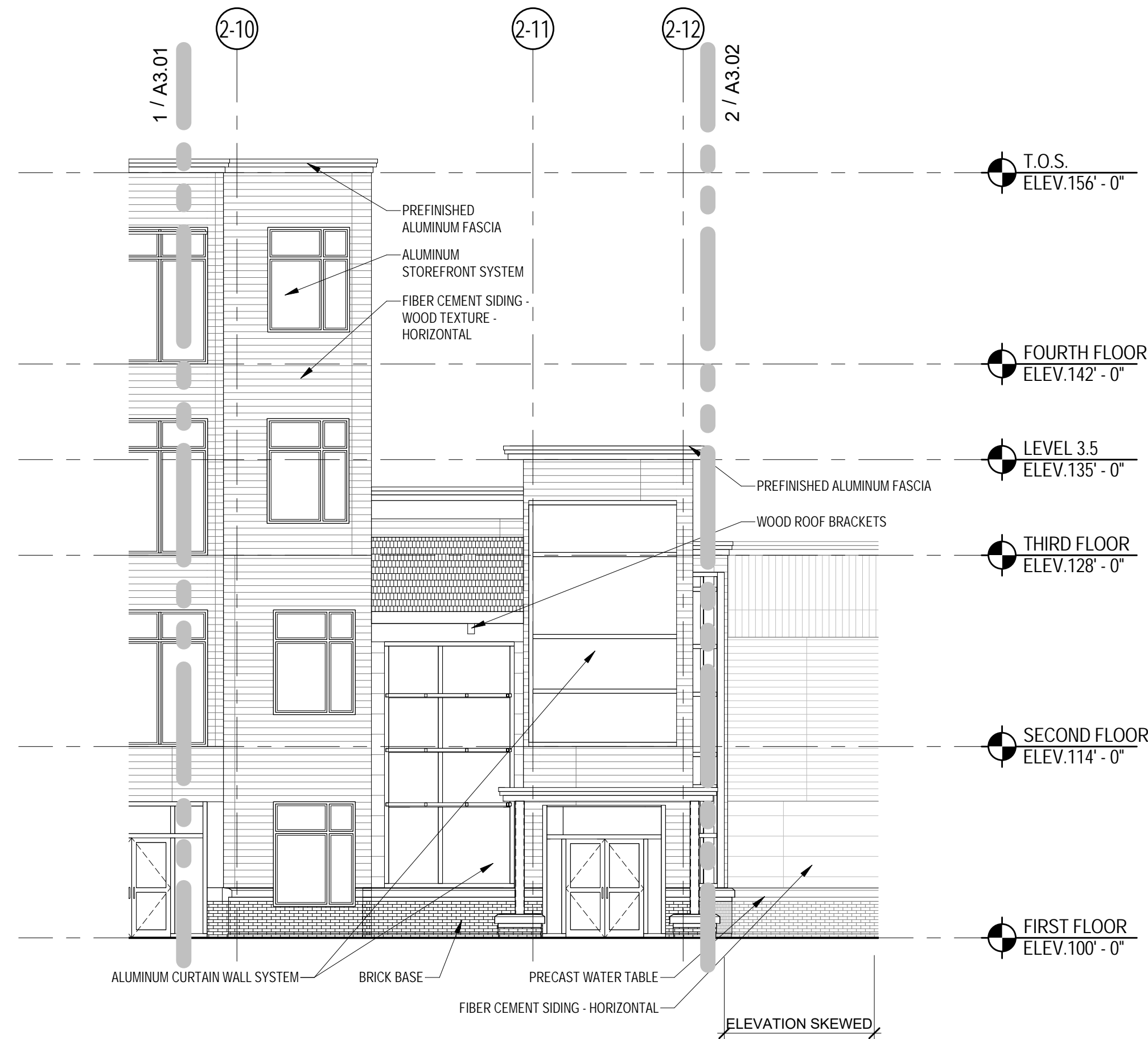
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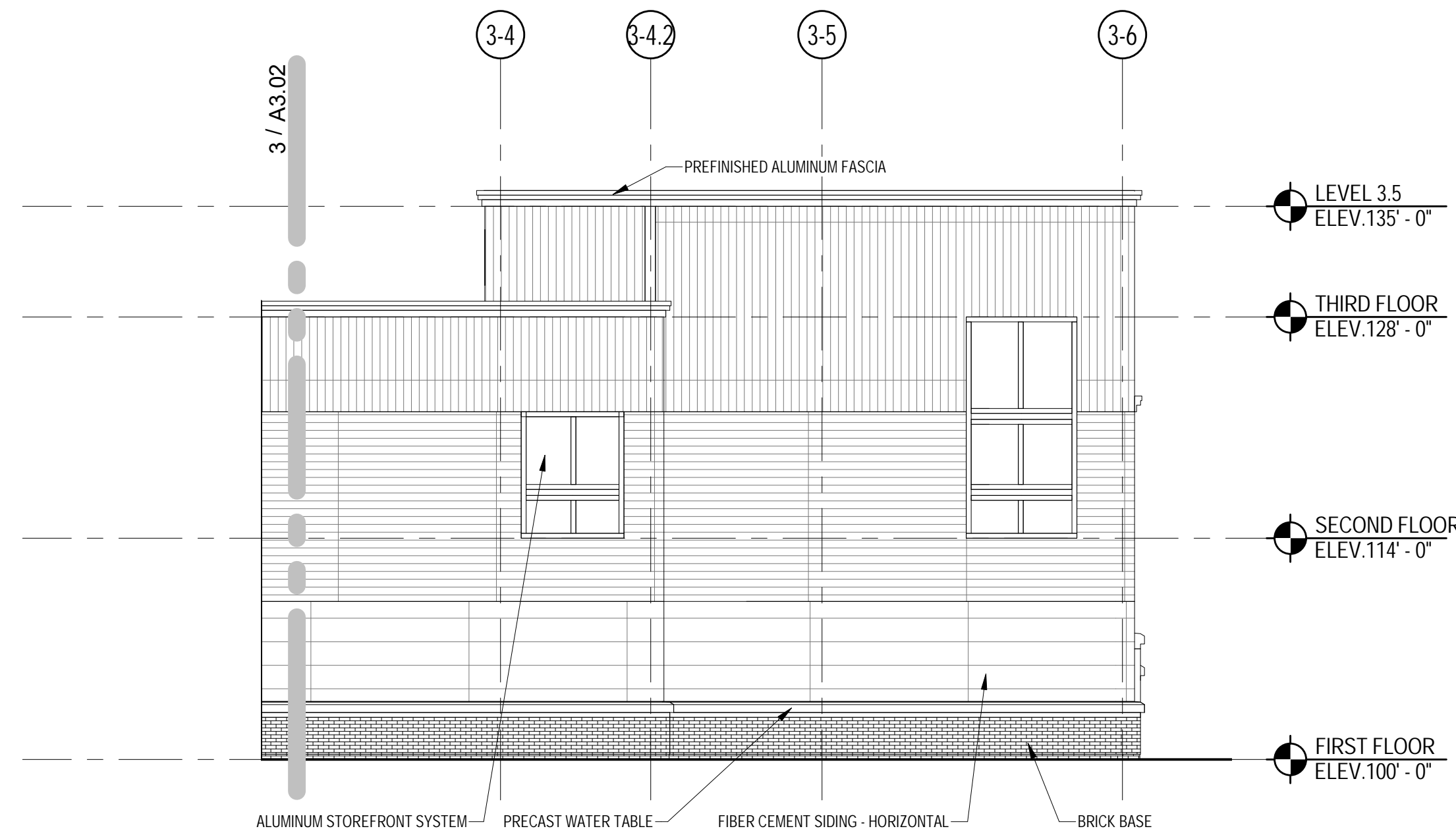
DRAWN BY: MJR/SJL
REVIEWED BY: JPT
SCALE: As indicated | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A3.01



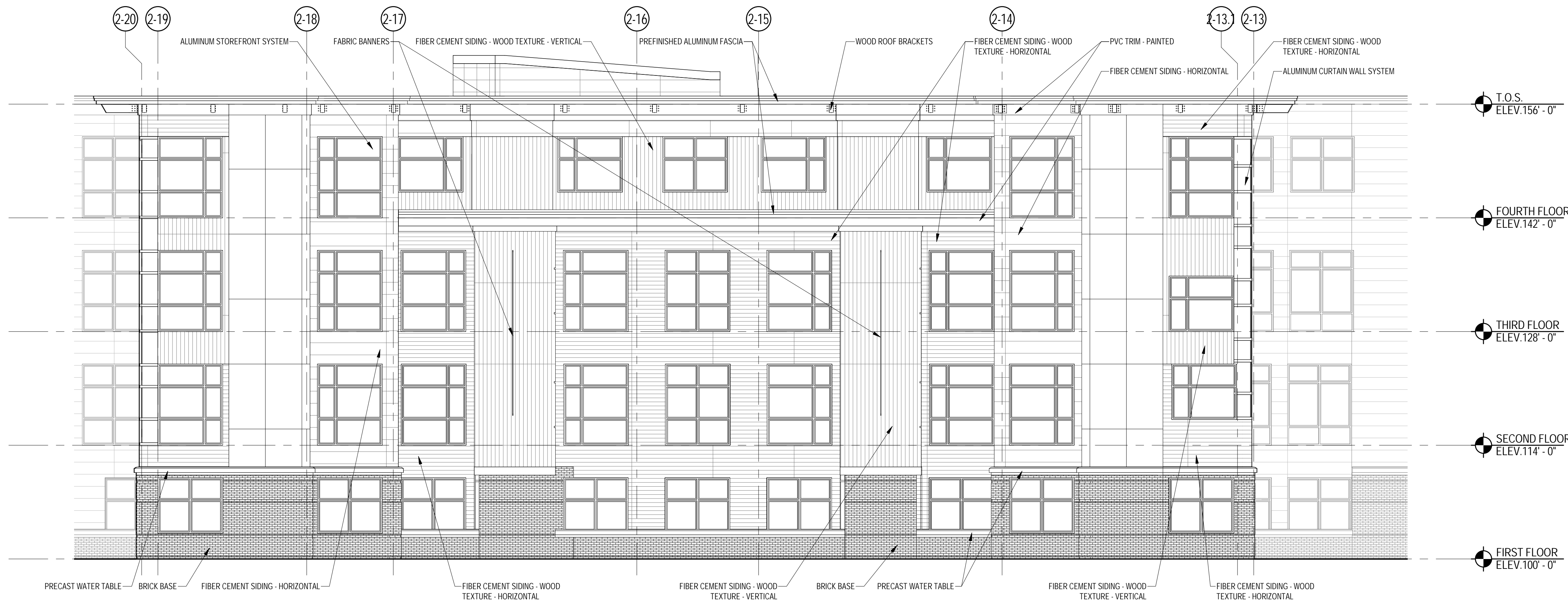
4 SOUTH WEST ELEVATION
1/32" = 1'-0"



3 SOUTH WEST ELEVATION
1/8" = 1'-0"



2 WEST ELEVATION
1/8" = 1'-0"



1 WEST ELEVATION
1/8" = 1'-0"



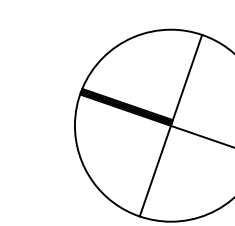
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

MATERIALS LEGEND

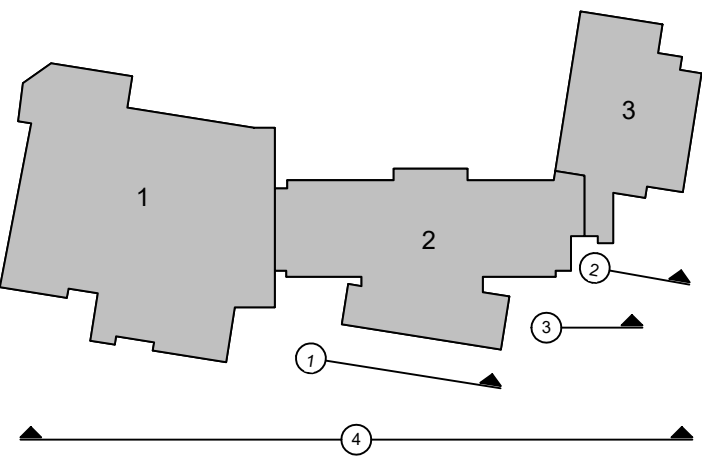
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	FIBER CEMENT TECTIVA VERTICAL
	FIBER CEMENT VINTAGE WOOD HORIZONTAL
	FIBER CEMENT VINTAGE WOOD VERTICAL
	BRICK

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

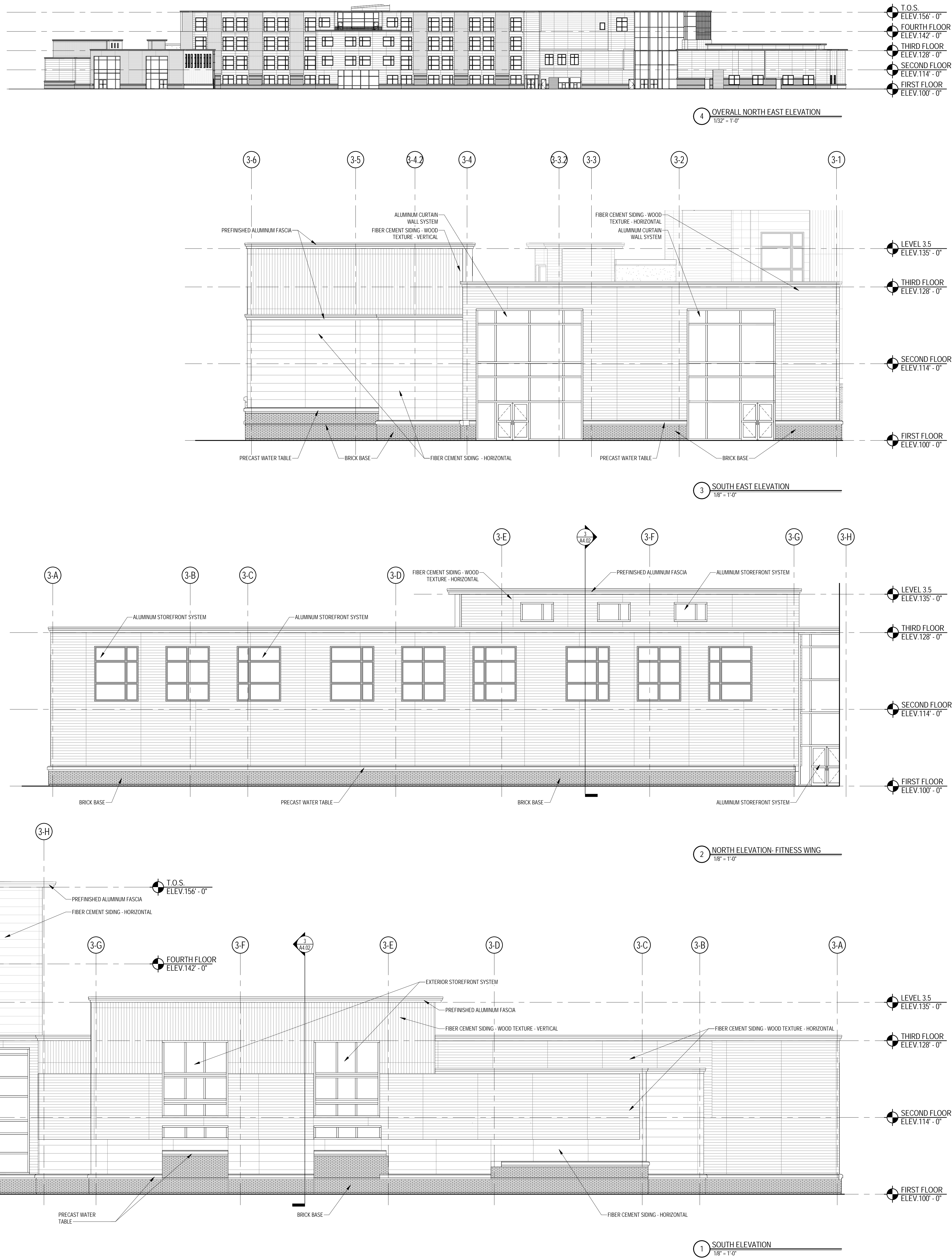
EXTERIOR ELEVATIONS

DRAWN BY: MJR/SJL

REVIEWED BY: JPT

SCALE: As indicated | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017

A3.02



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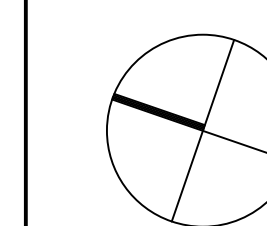
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

MATERIALS LEGEND

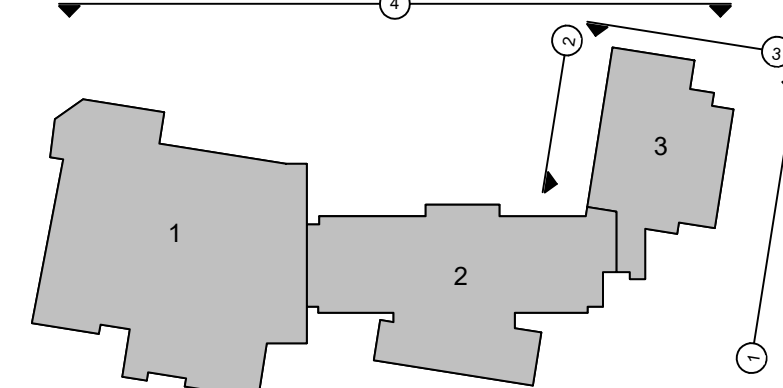
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	FIBER CEMENT TECTIVA VERTICAL
	FIBER CEMENT VINTAGE WOOD HORIZONTAL
	FIBER CEMENT VINTAGE WOOD VERTICAL
	BRICK

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

EXTERIOR ELEVATIONS

DRAWN BY:

MJR/SJL

REVIEWED BY:

JPT

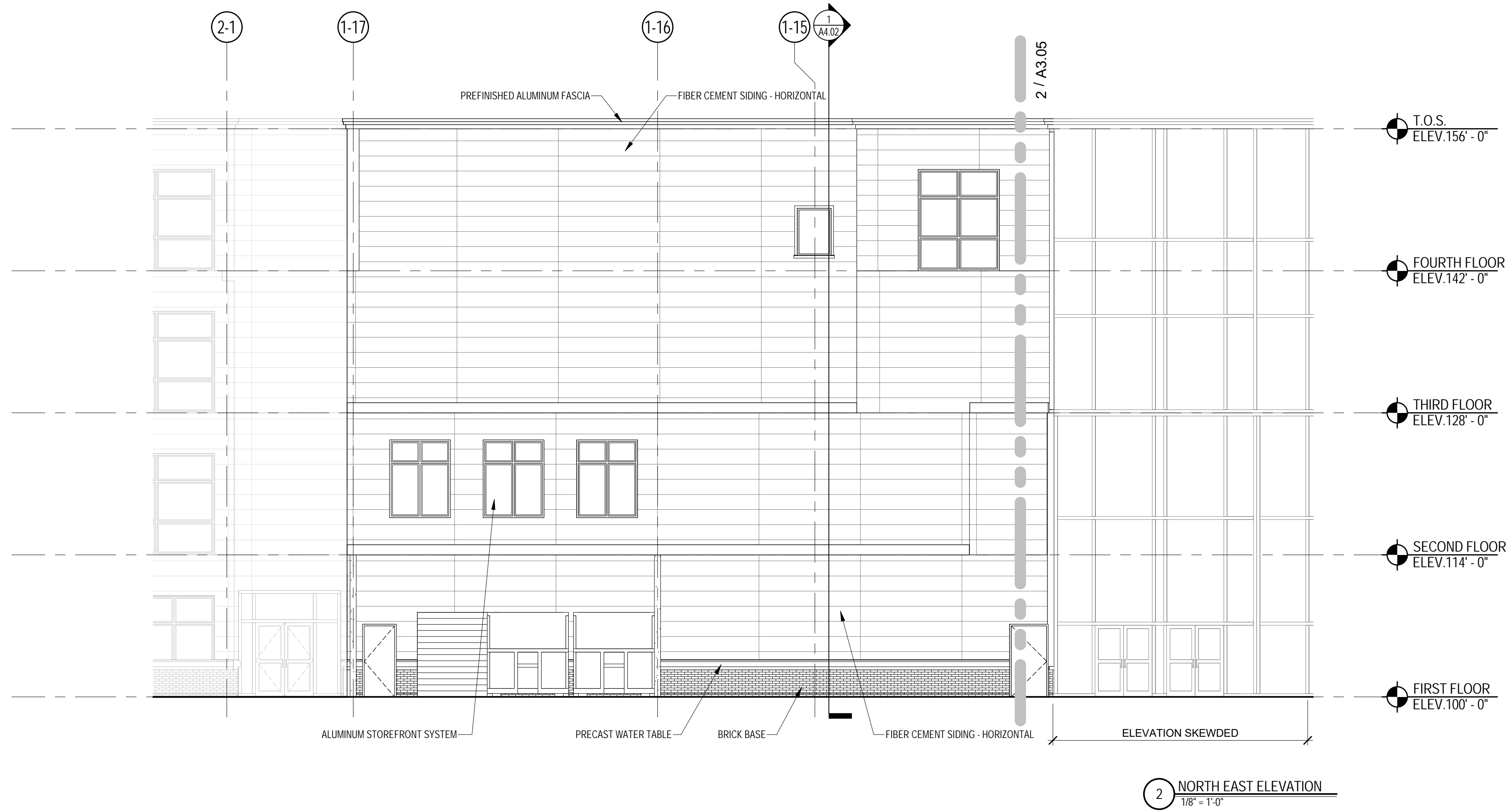
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DRAWING NUMBER:

JOB NO.: 1605.00

A3.03

DATE: DEC. 21, 2017



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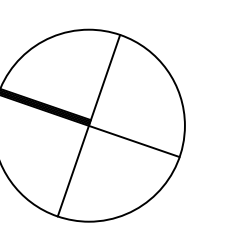
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

MATERIALS LEGEND

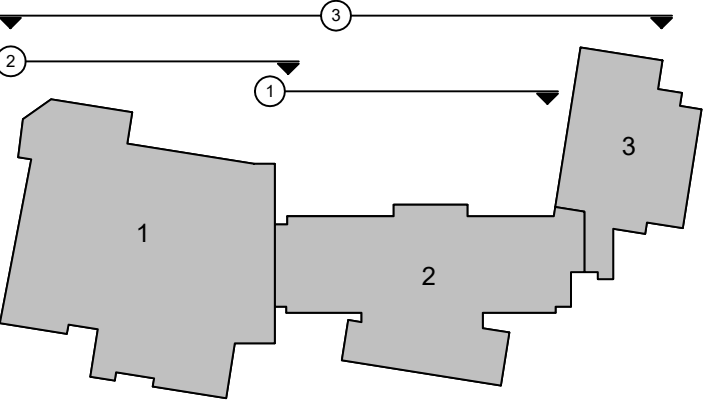
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	FIBER CEMENT TECTIVA VERTICAL
	FIBER CEMENT VINTAGE WOOD HORIZONTAL
	FIBER CEMENT VINTAGE WOOD VERTICAL
	BRICK

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

EXTERIOR ELEVATIONS

DRAWN BY: MJR/SJL
REVIEWED BY: JPT
SCALE: As indicated | DRAWING NUMBER: A3.04
JOB NO.: 1605.00
DATE: DEC. 21, 2017



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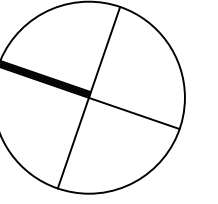
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

MATERIALS LEGEND

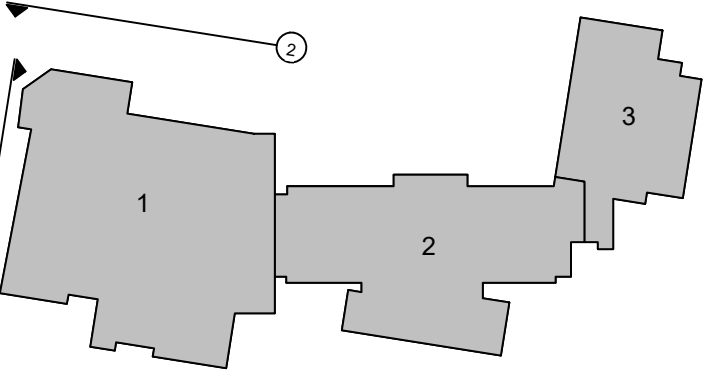
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	FIBER CEMENT TECTIVA VERTICAL
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	FIBER CEMENT VINTAGE WOOD VERTICAL
	BRICK

NORTH ARROW



SCHEMATIC
DESIGN

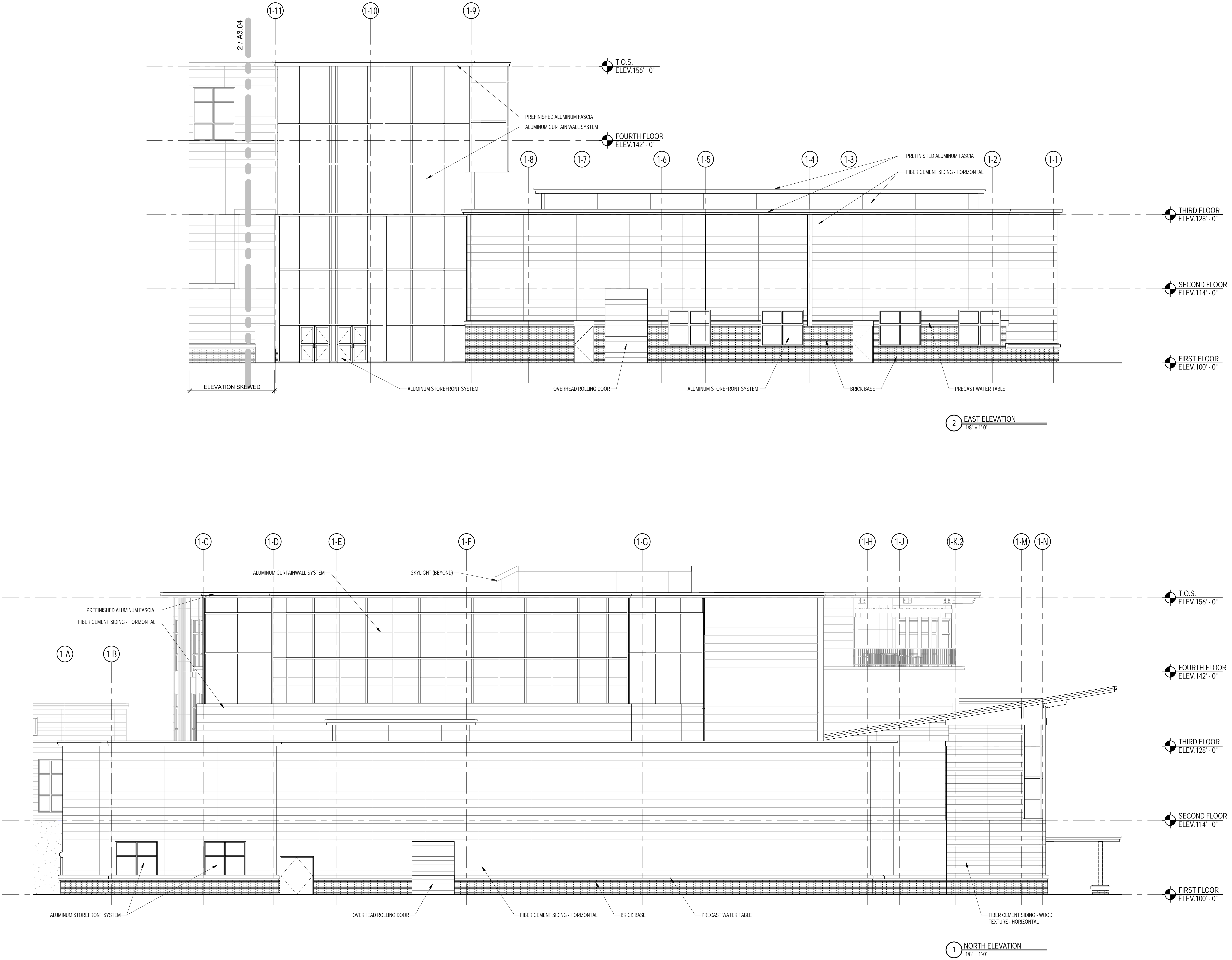
KEYPLAN



DRAWING NAME:

EXTERIOR ELEVATIONS

DRAWN BY: MJR/SJL
REVIEWED BY: JPT
SCALE: As indicated | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A3.05





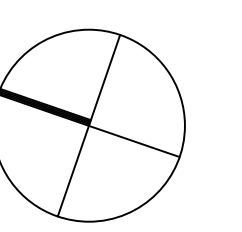
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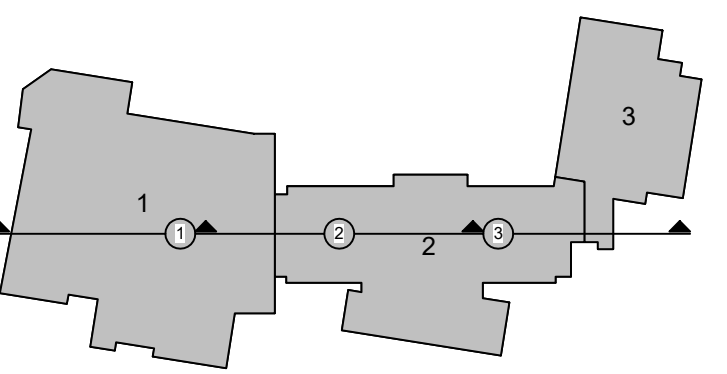
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC DESIGN

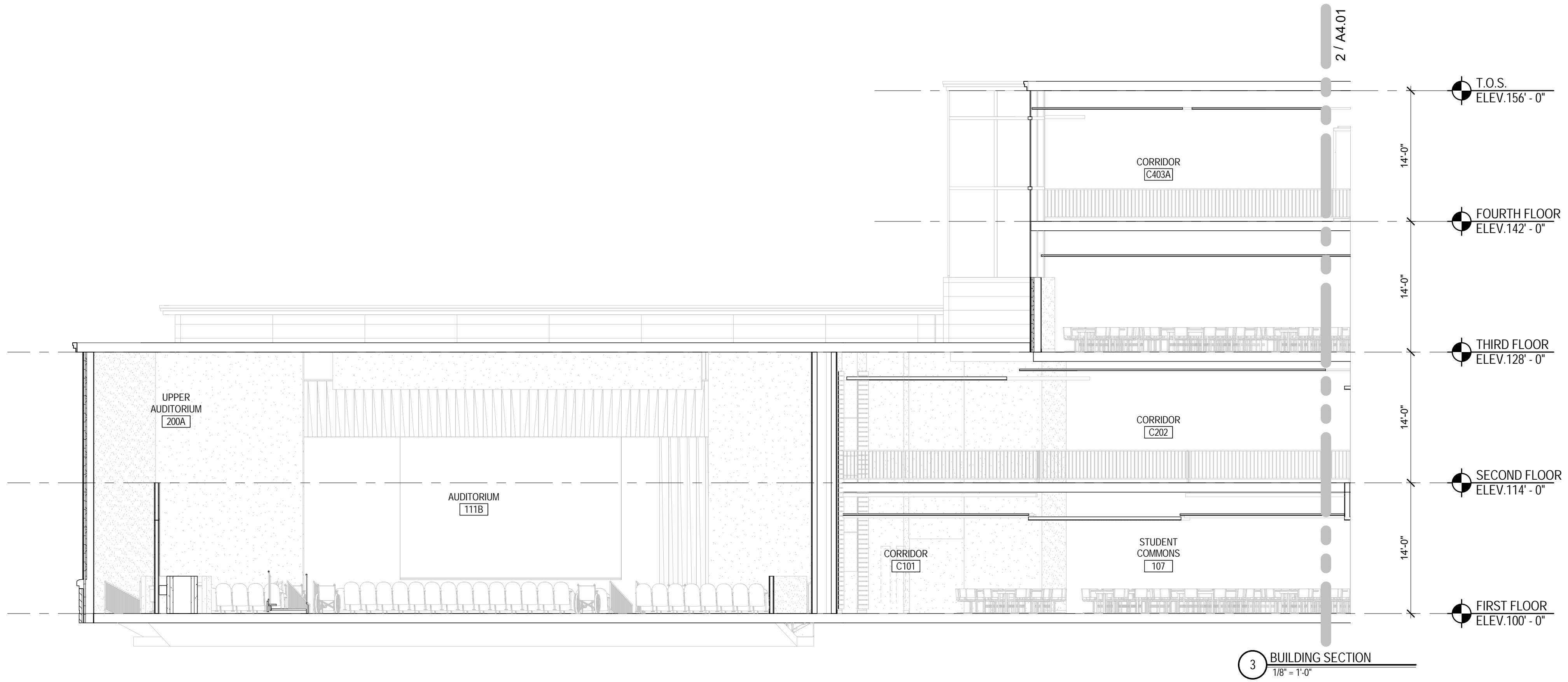
KEYPLAN

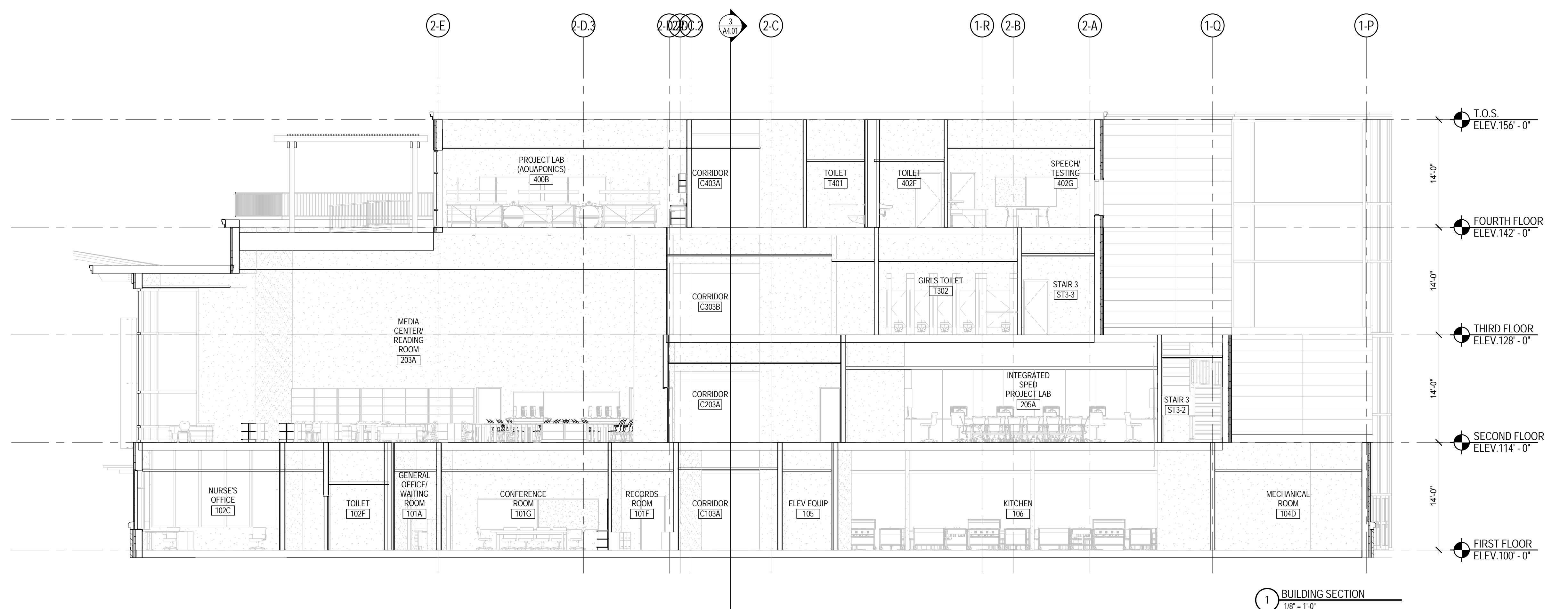
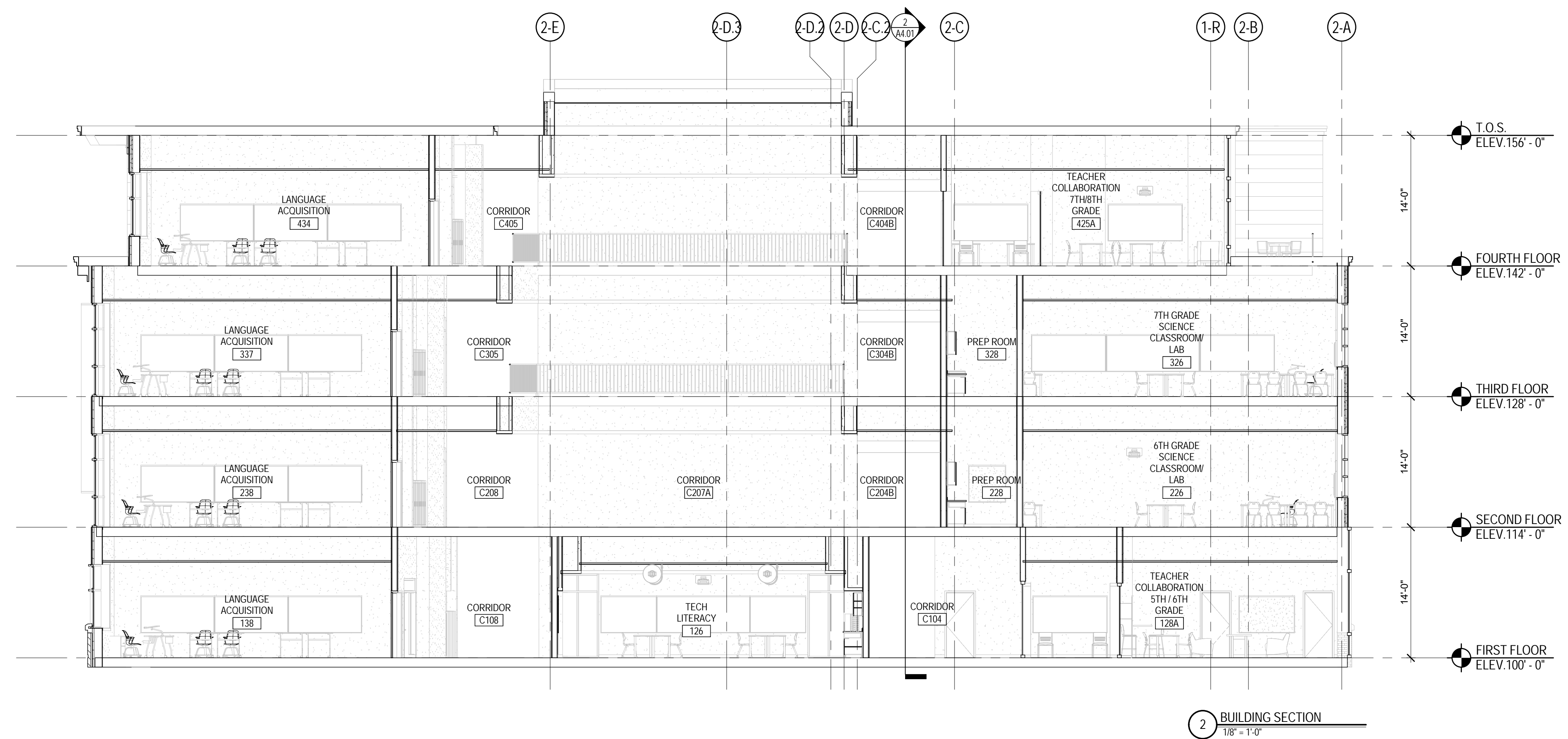
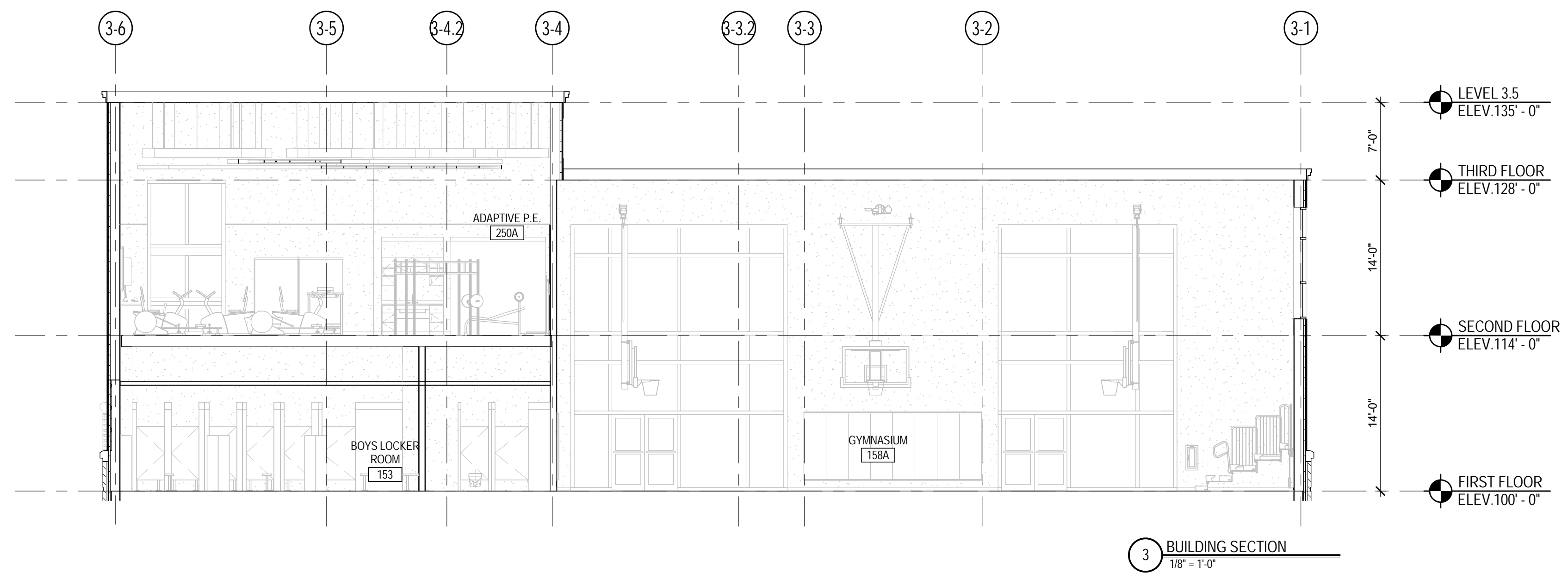


DRAWING NAME:

BUILDING SECTION

DRAWN BY: MJR
REVIEWED BY: JPT
SCALE: 1/8" = 1'-0" | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A4.01





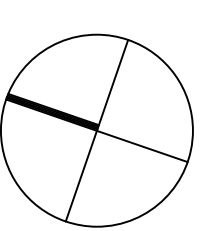
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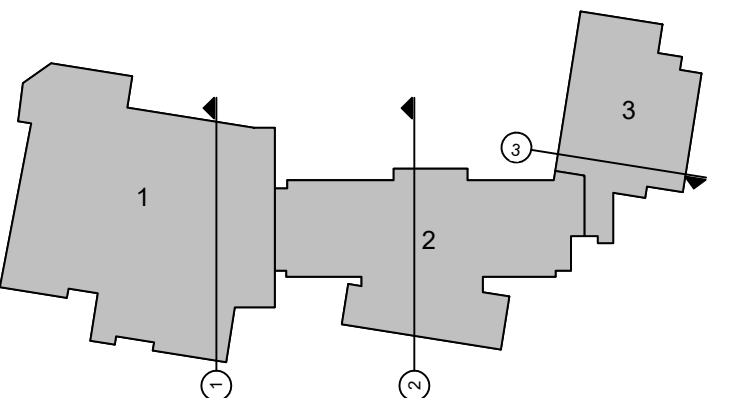
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



DRAWING NAME:

BUILDING SECTION

DRAWN BY: MJR
REVIEWED BY: JPT
SCALE: 1/8" = 1'-0" | DRAWING NUMBER:
JOB NO.: 1605.00
DATE: DEC. 21, 2017
A4.02

ROOM FINISH SCHEDULE - FOURTH FLOOR												
ROOM #	ROOM NAME	FLOOR MATERIAL	BASE MATERIAL	WALL MATERIAL				CEILING		NOTES		
				N	E	S	W	MATERIAL	HEIGHT			
400A	INTEGRATED SPED PROJECT LAB	R/LMT	RB	EP	EP	EP	EP	P/EXP/ACT	REFER TO RCP			
400B	PROJECT LAB (AQUAPONICS)	R/LMT	RB	EP	EP	EP	EP	P/EXP/ACT	REFER TO RCP			
401A	PROJECT LAB (GREENHOUSE)	R/LMT	RB	EP	EP	EP	EP	P/EXP/ACT	REFER TO RCP			
401B	INTEGRATED SPED PROJECT LAB	R/LMT	RB	EP	EP	EP	EP	P/EXP/ACT	REFER TO RCP			
402A	ASSISTANT PRINCIPAL AP2	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
402B	GUIDANCE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
402C	GUIDANCE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
402D	ASSISTANT PRINCIPAL AP2	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
402E	CONFERENCE ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
402F	TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
402G	SPEECH TESTING	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
402H	OFF	CONC. PAINTED	RB	P	P	P	P	P	EXP	REFER TO RCP		
404	CUSTODIAN'S STORAGE	CONC. PAINTED	RB	EP	EP	EP	EP	EXP	REFER TO RCP			
420	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
421	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
422A	8TH GRADE SCIENCE CLASSROOM LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
422B	PREP ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
423	LEARNING CENTER	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
424	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
425A	TEACHER COLLABORATION 7TH/8TH GRADE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
425B	STAFF LUNCH ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
425C	OFFICE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
425E	OFFICE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
425F	OFFICE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
425G	OFFICE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
426	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
427	LEARNING CENTER	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
428A	ACCESS CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
428B	ACCESS CLASSROOM TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
429	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
430	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
431A	8TH GRADE SCIENCE CLASSROOM LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
431B	PREP ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
432	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
433	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
434	LANGUAGE ACQUISITION	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
435	8TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
436A	8TH GRADE SCIENCE CLASSROOM LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
436B	PREP ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
440	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440A	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440B	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440C	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440D	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440E	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440F	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440G	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440H	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
440I	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
EL2-4	ELEV. 2								REFER TO RCP			
EL3-4	ELEV. 3								REFER TO RCP			
ST2-4	STAIR 2	R/LMT	RB	EP	EP	EP	EP	P/ACT	REFER TO RCP			
ST4-4	STAIR 4	R/LMT	RB	EP	EP	EP	EP	P/ACT	REFER TO RCP			
ST5-4	STAIR 5	R/LMT	RB	EP	EP	EP	EP	P/ACT	REFER TO RCP			
1401	TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
1404	STAFF TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
1405	STUDENT TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
1406F	GIRLS TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
1407	BOYS TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
1408	STAFF TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			
1409	STAFF TOILET	CMT	CMTB	CTIEP	CTIEP	CTIEP	CTIEP	EP	REFER TO RCP			

ABBREVIATIONS / FINISH LEGEND

ACT	ACCRETIONAL CEILING TILE (SECTION 09 06 00)
CONC. PAINTED	CONCRETE PAINTED WITH EPOXY DECK ENAMEL (SECTION 09 06 00)
CONC. POLISH	POLISHED CONCRETE FINISHING (SECTION 09 06 00)
CT	CERAMIC WALL TILE (SECTION 09 30 13)
CMT	CERAMIC MOSAIC TILE (SECTION 09 30 13)
CMTB	CERAMIC MOSAIC TILE BASE (SECTION 09 30 13)
CNT	NATURAL FINISH/CONCRETE MASONRY UNIT - UNPAINTED (SECTION 04 20 00)
CP	CARPET TILE (SECTION 04 40 13)
EP	EPOXY PAINT (SECTION 09 01 00)
EXP	EXPOSED (SEE GENERAL NOTE 3)
FPR	FIBERGLASS REINFORCED PANEL (SECTION 09 77 20)
LAM	LAMINATED STAGE FLOORING (SECTION 06 20 00)
LAMB	LAMINATED STAGE FLOORING BASE (SECTION 06 20 00)
LMT	LINOLEUM MODULAR TILE FLOORING (SECTION 04 40 13)
LSF	LINOLEUM SHEET FLOORING (SECTION 04 40 13)
MAT	EXTENDED MATS & GRATES (SECTION 12 40 13)
MFR	MANUFACTURER
MTL	CORRUGATED METAL (SECTION 05 21 00)
P	PAINTED (SECTION 09 01 00)
PEI	PRECAST EPOXY TERRAZZO (SECTION 04 20 00)
PT	PORCELAIN PAVET TILE (SECTION 09 30 19)
PTB	PORCELAIN PAVET TILE BASE - 4" HIGH W/ BULLNOSE (SECTION 09 30 19)
QT	QUARRY TILE (SECTION 09 30 16)
R	RUBBER FLOORING (SECTION 09 40 20)
RB	RUBBER BASE (SECTION 09 40 20)
SCF	STATIC CONTROL RESILIENT FLOORING (SECTION 09 40 30)
TURF	SYNTHETIC TURF (SECTION 04 00 00)
WAF	WOOD ATHLETIC FLOORING (SECTION 09 44 00)
WAB	WOOD ATHLETIC FLOORING VENTED BASE (SECTION 09 44 00)
WD	WOOD (SECTION 06 20 00)
WSF	WOOD STRIP FLOORING (SECTION 09 44 00)

GENERAL NOTES

- GENERAL CONTRACTOR TO COORDINATE ALL SLAB DEPRESSIONS AS REQUIRED WITH ALL FINISH FLOOR SYSTEMS AND MATERIALS SPECIFIED
- SPACES NOT LISTED SHALL RECEIVE THE SAME FINISHES AS SIMILAR FUNCTION SPACES.
- "EXP" DENOTES EXPOSED TO VIEW STRUCTURAL STEEL, METAL DECK, FABRICATED METAL, DUCTWORK, PIPES & CONDUIT REQUIRED TO BE PAINTED.
- EXPOSED CONCRETE FLOORS TO BE PAINTED.
- REFER TO G00 GENERAL INFORMATION & CODE ANALYSIS.
- PROVIDE ACT RETENTION CLIPS AT ALL TOILET ROOMS, VESTIBULES & FIRE RATED SPACES.
- MULTIPLE COLORS & PATTERNS REQUIRED REFER TO SAMPLE FLOOR TILE PATTERNS ON ENLARGED PLANS AND AT 1/4" FOR SAMPLE PATTERNS, COLOR AND JAWING.
- AREAS DIRECTLY UNDER PERMANENT SEATING IN AUDITORIUM ARE TO BE CONC. PAINTED WITH EPOXY DECK ENAMEL. ALL OTHER AREAS TO BE CARPET, UNLESS NOTED OTHERWISE.
- STAGE FLOOR WILL BE PAINTED MASONRY BOARD. THE FLOOR PLAN IDENTIFIES A TRANSITION TO STRIP WOOD FLOORING ON STAGE PERIMETER.
- PROVIDE CERAMIC TILE ON ALL WALLS OF GANG TOILET ROOMS, TILE TO RUN UP TO 6 INCHES ABOVE FINISH FLOOR. PATTERN COORDS OF ONE BASE COLOR, ONE FIELD COLOR AND ONE OF 3 ACCENT COLORS (UP TO 10% ACCENT).
- FURNISH AND INSTALL RUBBER FLOORING AT ALL ELEVATORS, BY SECTION 09 40 20.

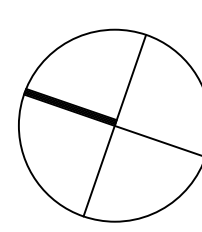
ROOM FINISH SCHEDULE - SECOND FLOOR												
ROOM #	ROOM NAME	FLOOR MATERIAL	BASE MATERIAL	WALL MATERIAL				CEILING		NOTES		
				N	E	S	W	MATERIAL	HEIGHT			
200A	UPPER AUDITORIUM	CPT/CONC. PAINTED	RB	P	P	P	P	P	P/EXP/ACT	REFER TO RCP		
200B	PROJECTION ROOM	CPT	RB	P	P	P	P	P	ACT	REFER TO RCP		
201A	SOUND CLOSET ACCESS	CONC. PAINTED	RB	P	P	P	P	P	ACT	REFER TO RCP		
201B	SOUND CLOSET	CONC. PAINTED	RB	P	P	P	P	P	EXP	REFER TO RCP		
202A	VP CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
202B	VIDEO PRODUCTION AND BROADCASTING STUDIO	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
202C	VP STORAGE & CONTROL ROOM	CPT	RB	P	P	P	P	P	ACT	REFER TO RCP		
203A	MEDIA CENTER READING ROOM	CPT	RB	P	P	P	P	P	ACT	REFER TO RCP		
203B	CIRCULATION CHECK-OUT	CPT	RB	P	P	P	P	P	ACT	REFER TO RCP		
203C	OFFICE/WORK ROOM	CPT	RB	P	P	P	P	P	ACT	REFER TO RCP		
204A	IT OFFICE & HELP DESK	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
204B	NETWORK REPAIR STORAGE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
205A	INTEGRATED SPED PROJECT LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
206B	PROJECT LAB (2 SPACE)	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
206A	TECHNOLOGY EDUCATION	CONC. STAINED	RB	P	P	P	P	P	ACT	REFER TO RCP		
208B	STORAGE	CONC. PAINTED	RB	P	P	P	P	P	ACT	REFER TO RCP		
207	IDF	CONC. PAINTED	RB	P	P	P	P	P	EXP	REFER TO RCP		
208	CUSTODIAN'S STORAGE	CONC. PAINTED	RB	EP	EP	EP	EP	EXP	REFER TO RCP			
220	STORAGE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
221	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
222	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
223A	ART CLASSROOM	R/LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
223B	ART WORKROOM & STORAGE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
223C	ART KILN	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
224	LEARNING CENTER	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
225	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
226	6TH GRADE SCIENCE CLASSROOM LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
227	6TH GRADE SCIENCE CLASSROOM LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
228	PREP ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
229	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
230	TEAM COLLAB. BREAK OUT PRESENTATION	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
231	LEARNING CENTER	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
232	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
233	STORAGE	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
234	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
235	HEALTH CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
236	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
237	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
238	LANGUAGE ACQUISITION	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
239	6TH GRADE GENERAL CLASSROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
240A	6TH GRADE SCIENCE CLASSROOM LAB	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
240B	PREP ROOM	LMT	RB	P	P	P	P	P	ACT	REFER TO RCP		
250A	ADAPTIVE P.E.	TURF/R	RB	EP	EP	EP	EP	ACT/EXP	REFER TO RCP			
250B	OT/PT	TURF/R	RB	EP	EP	EP	EP	ACT/EXP	REFER TO RCP			
C201	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C202	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C203A	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C203B	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C204A	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C204B	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C204C	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C205	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C206	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C207A	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C207B	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
C208	CORRIDOR	LMT/LSF	RB	P	P	P	P	P	ACT	REFER TO RCP		
EL1-2	ELEV 1									REFER TO RCP		
EL1-2	ELEV 2									REFER TO RCP		
EL1-2	ELEV 3									REFER TO RCP		
ST1-2	STAIR 2	R/LMT	RB	EP	EP	EP	EP	EP	EXP	REFER TO RCP		
ST1-2	STAIR 3	R/LMT	RB	EP	EP	EP	EP	EP	P/ACT	REFER TO RCP		
ST1-2	STAIR 4	R/LMT	RB	EP	EP	EP	EP	EP	P/ACT	REFER TO RCP		
ST1-2	STAIR 5	R/LMT	RB	EP	EP	EP	EP	EP	P/ACT	REFER TO RCP		
ST1-2	STAIR 6	R/LMT	RB	EP	EP	EP	EP	EP	P/ACT	REFER TO RCP		
T204	STAFF TOILET	CMT	CMTB	CTEP	CTEP	CTEP	CTEP	CTEP	EP	REFER TO RCP		
T205	STAFFMEN'S TOILET	CMT	CMTB	CTEP	CTEP	CTEP	CTEP	CTEP	EP	REFER TO RCP		
T206	GIRLS TOILET	CMT	CMTB	CTEP	CTEP	CTEP	CTEP	CTEP	EP	REFER TO RCP		
T207	BOYS TOILET	CMT	CMTB	CTEP	CTEP	CTEP	CTEP	CTEP	EP	REFER TO RCP		



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

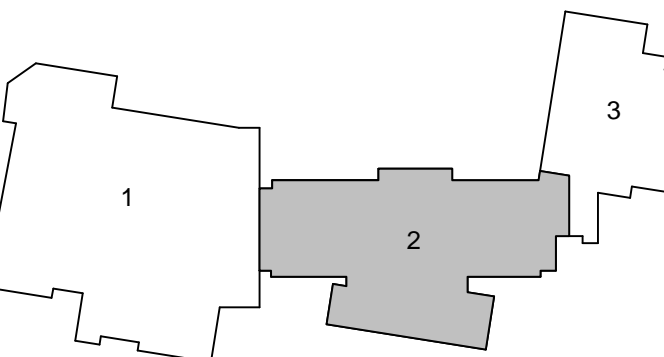
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

GENERAL CLASSROOM
ENLARGED PLANS AND
INTERIOR ELEVATIONS

DRAWN BY:

S.J.L.

REVIEWED BY:

J.P.T.

SCALE:

1/4" = 1'-0"

DRAWING NUMBER:

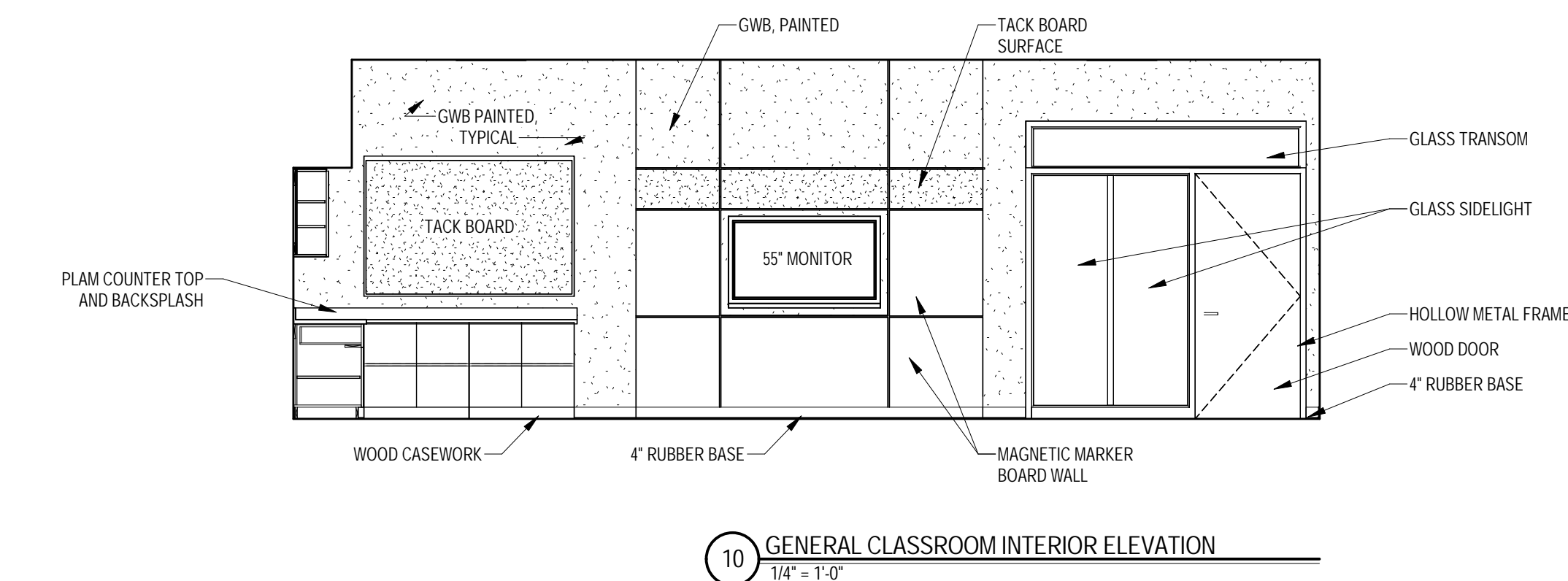
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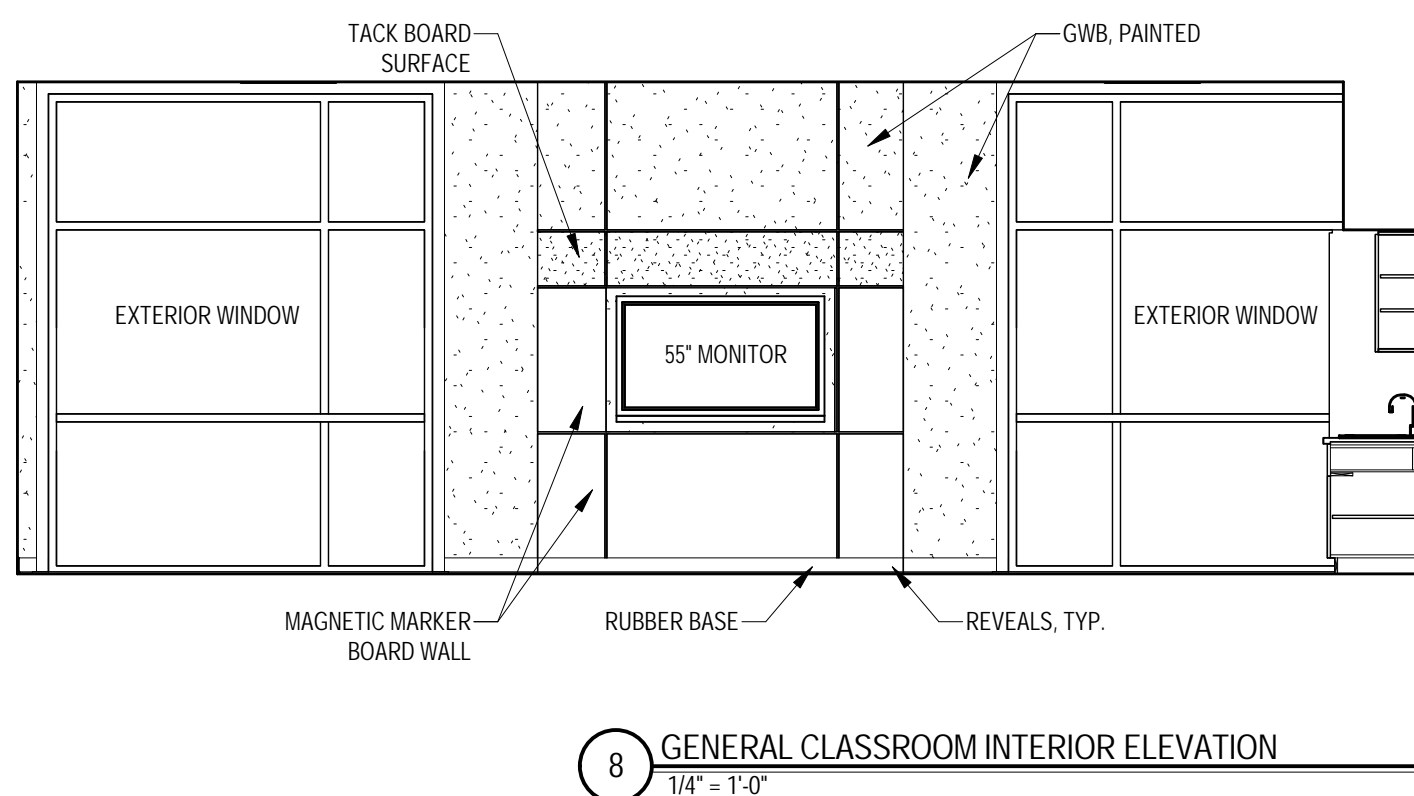
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DEC. 21, 2017

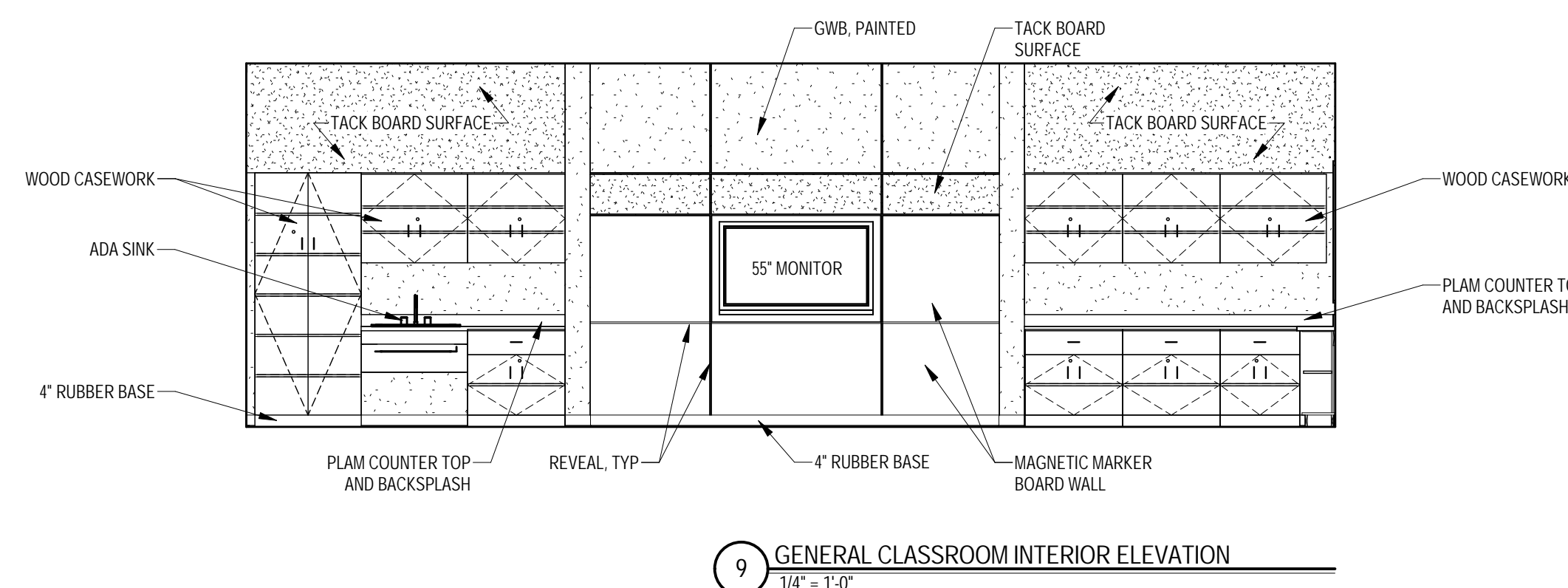
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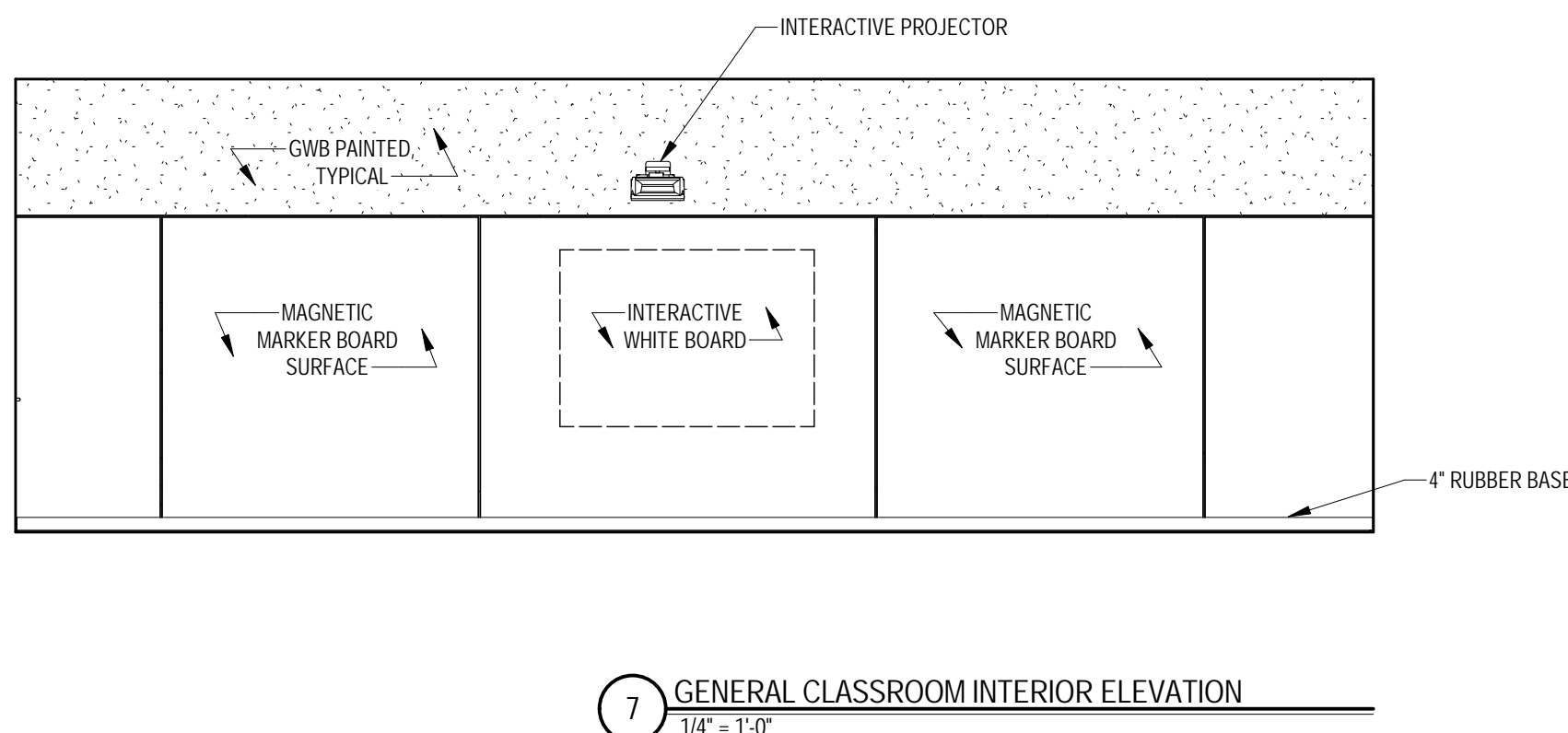
10 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



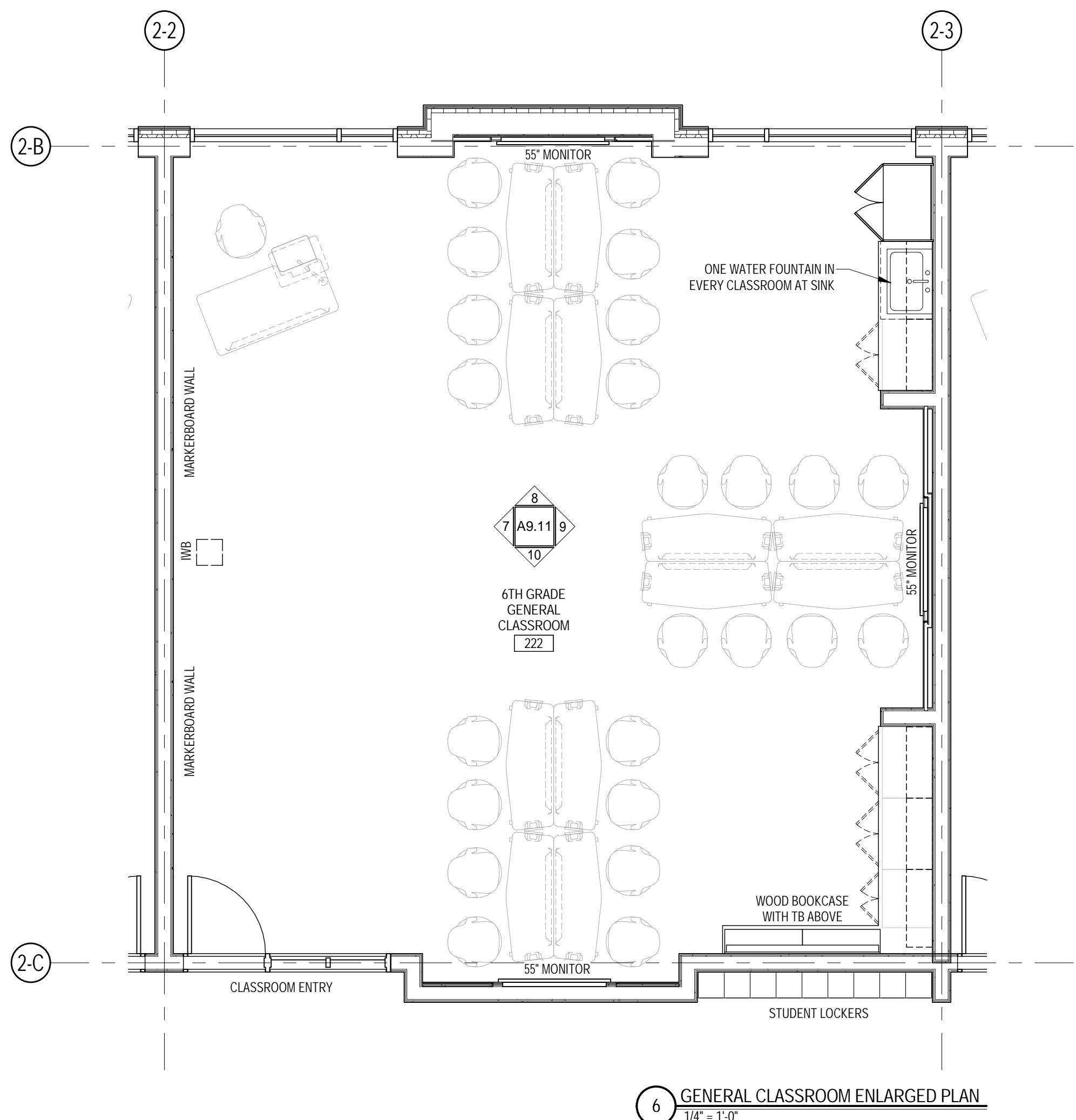
8 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



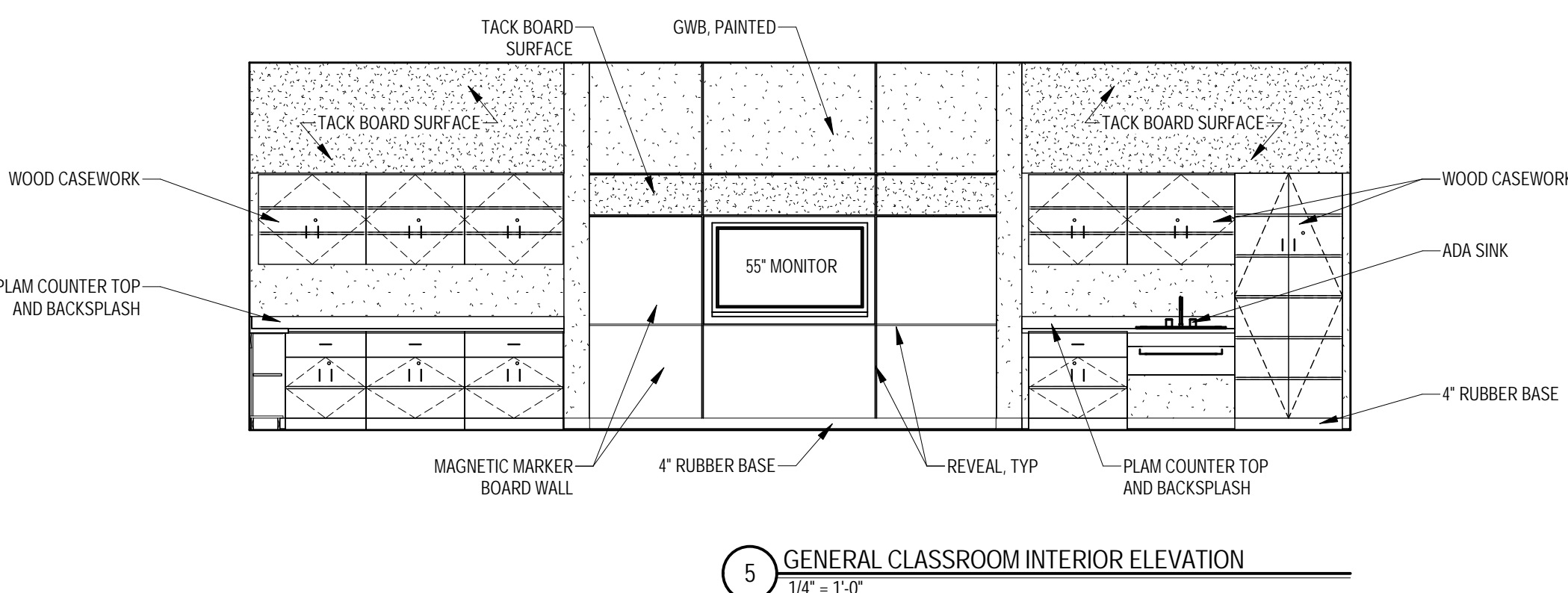
9 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



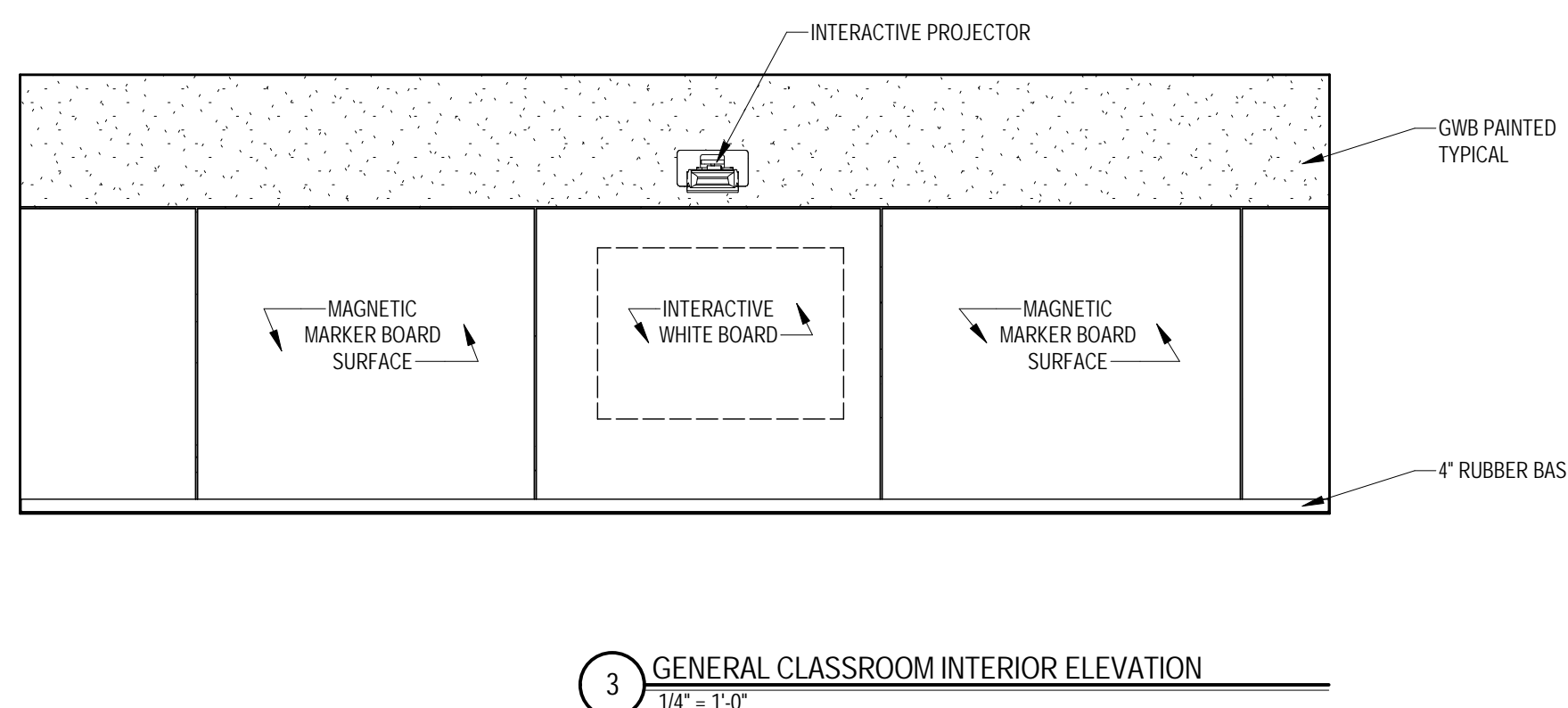
7 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



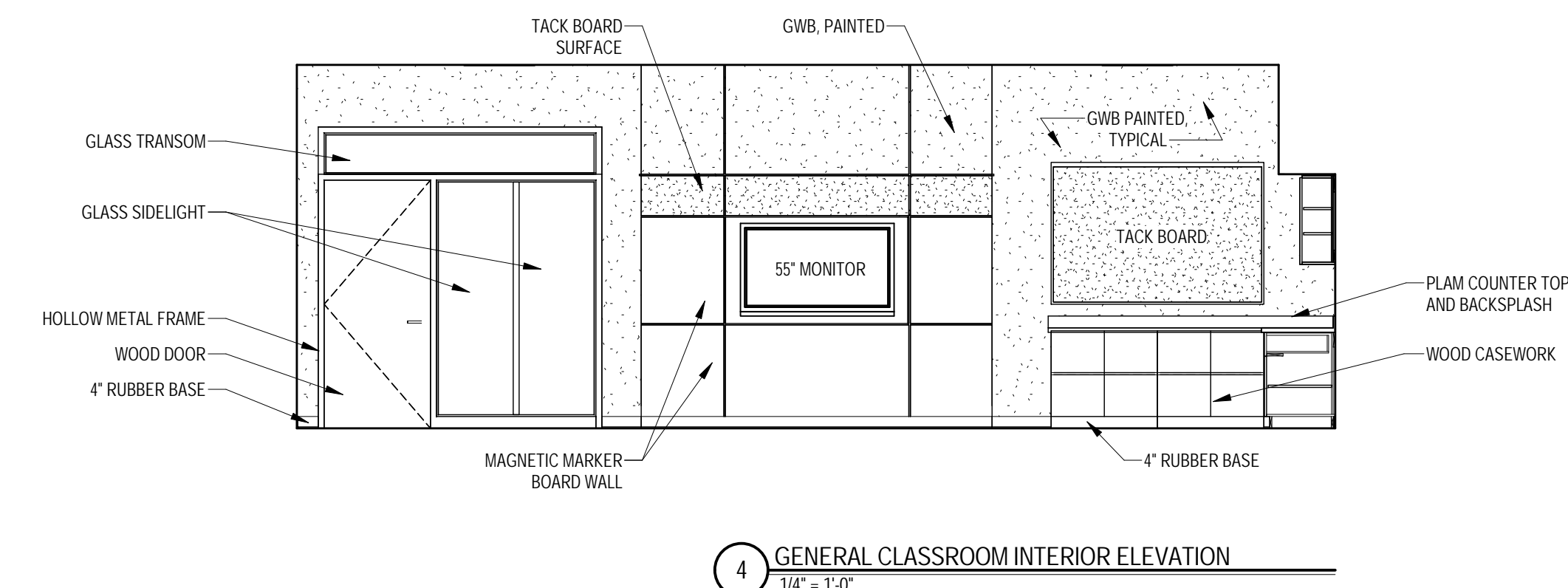
6 GENERAL CLASSROOM ENLARGED PLAN
1/4" = 1'-0"



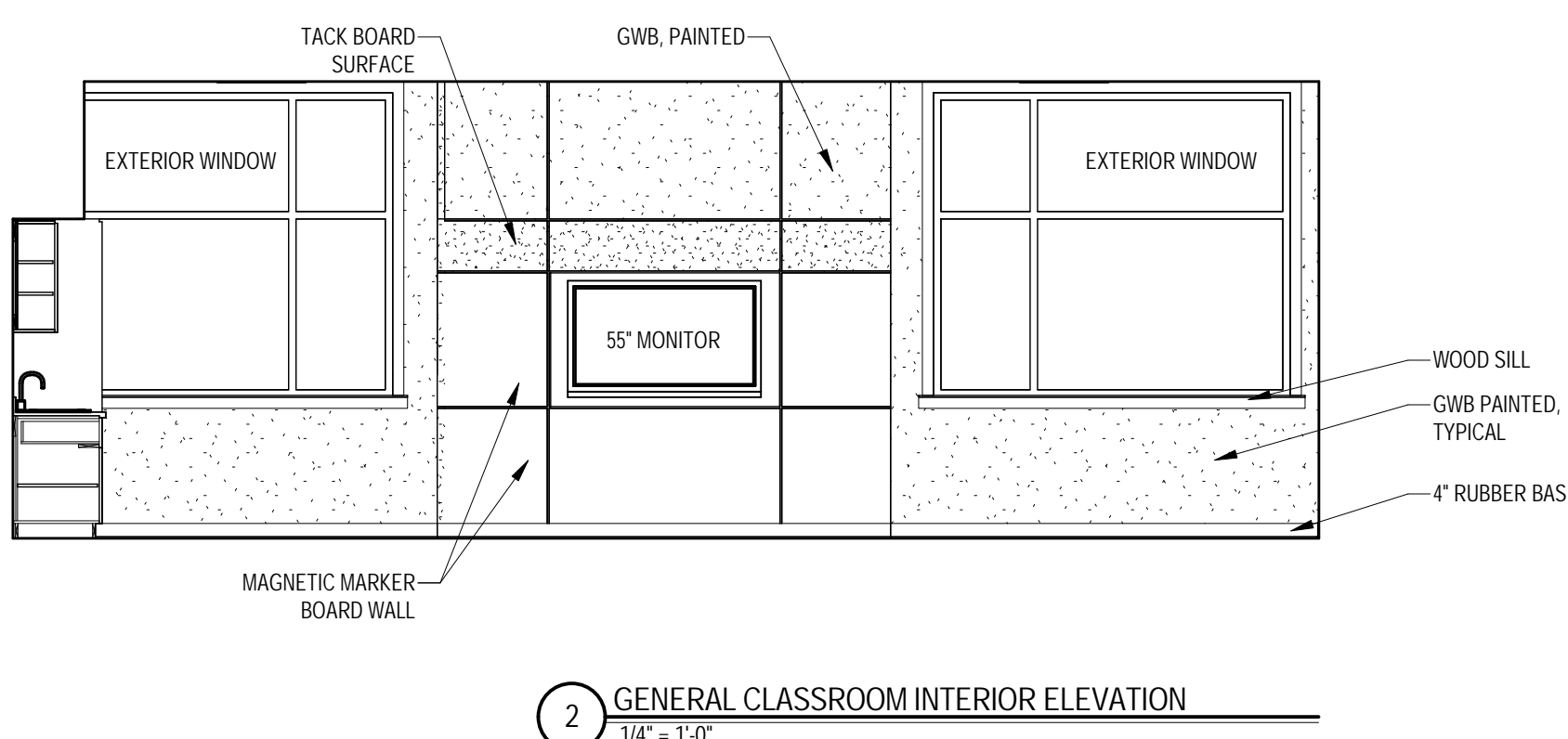
5 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



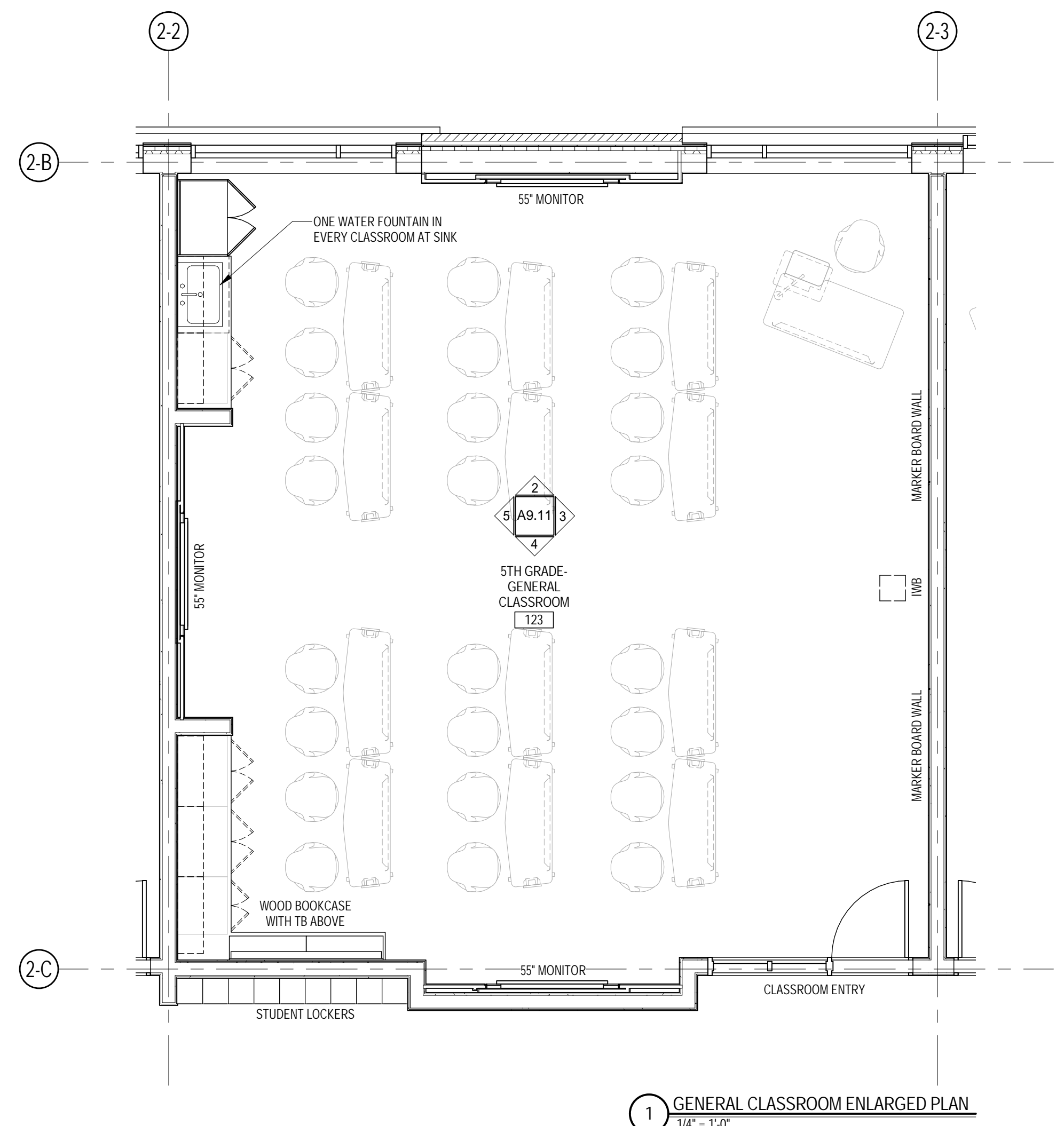
3 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



4 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



2 GENERAL CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



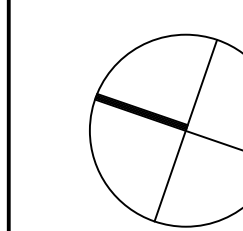
1 GENERAL CLASSROOM ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

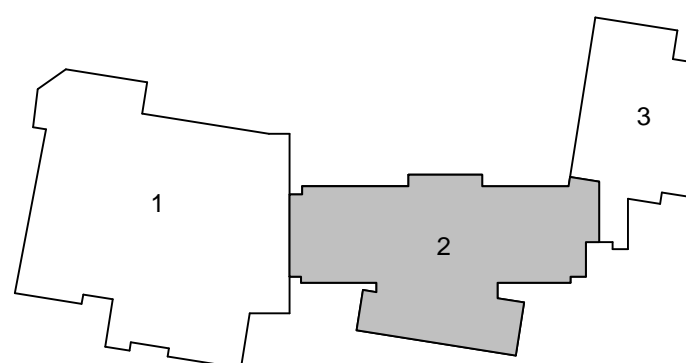
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

**SCIENCE CLASSROOM
ENLARGED PLAN AND
INTERIOR ELEVATIONS**

DRAWN BY:

S.J.L.

REVIEWED BY:

J.P.T.

SCALE:

1/4" = 1'-0"

DRAWING NUMBER:

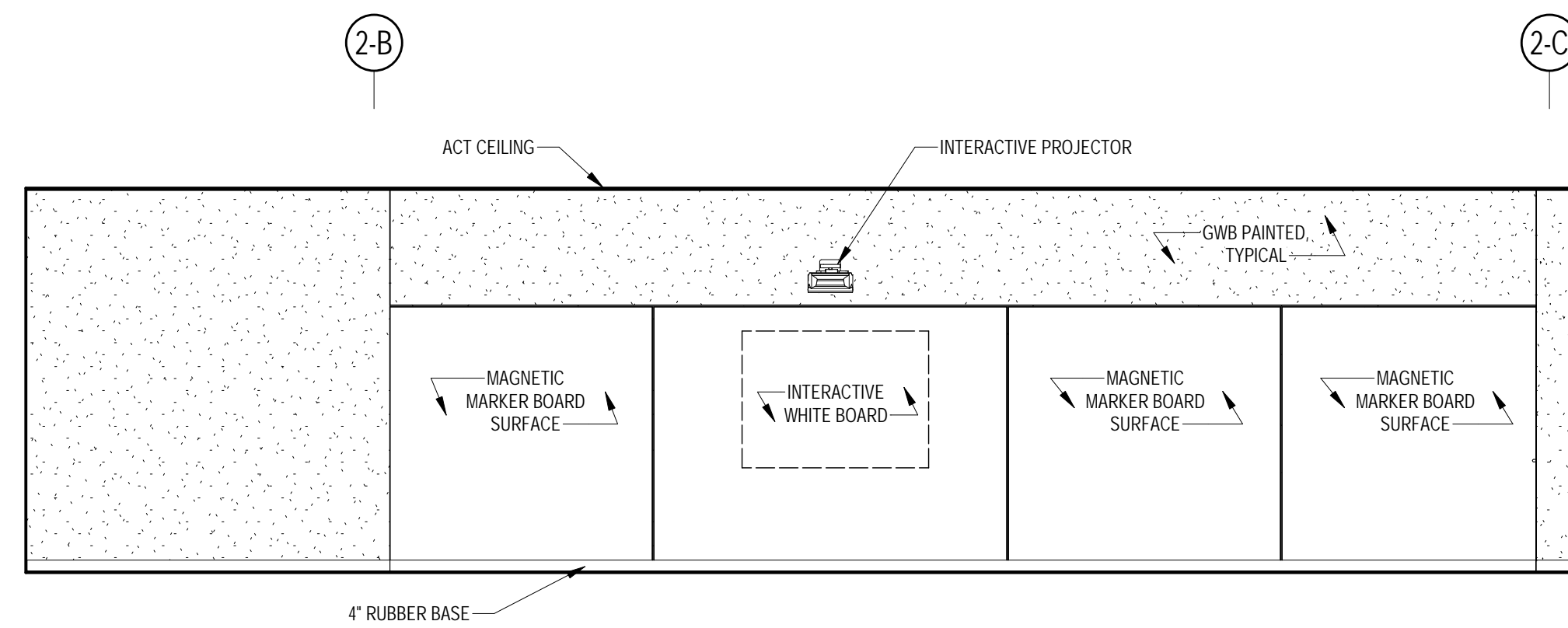
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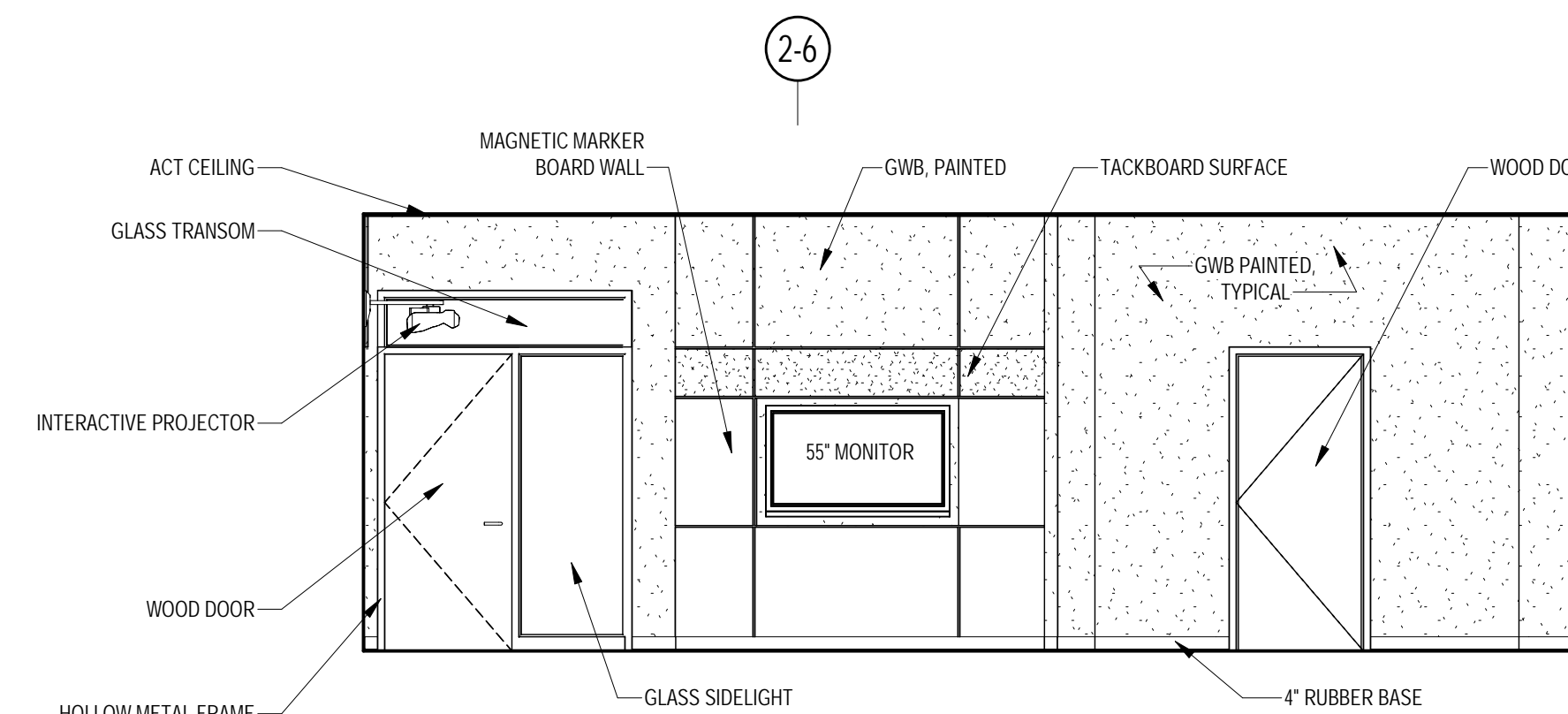
DATE:

DEC. 21, 2017

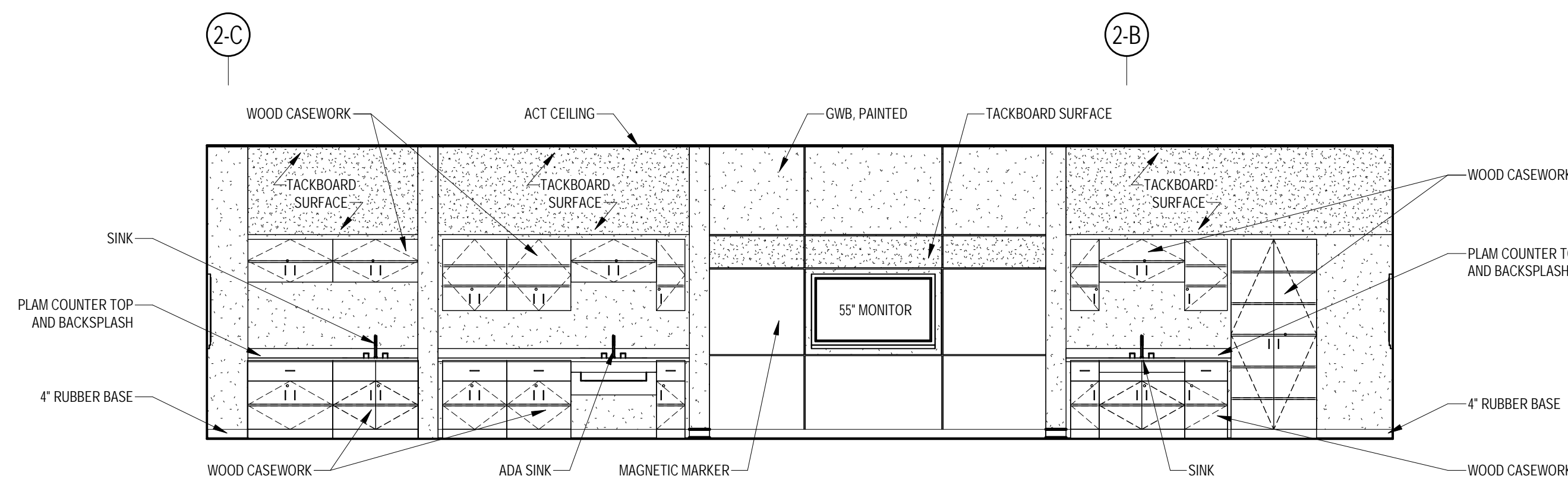
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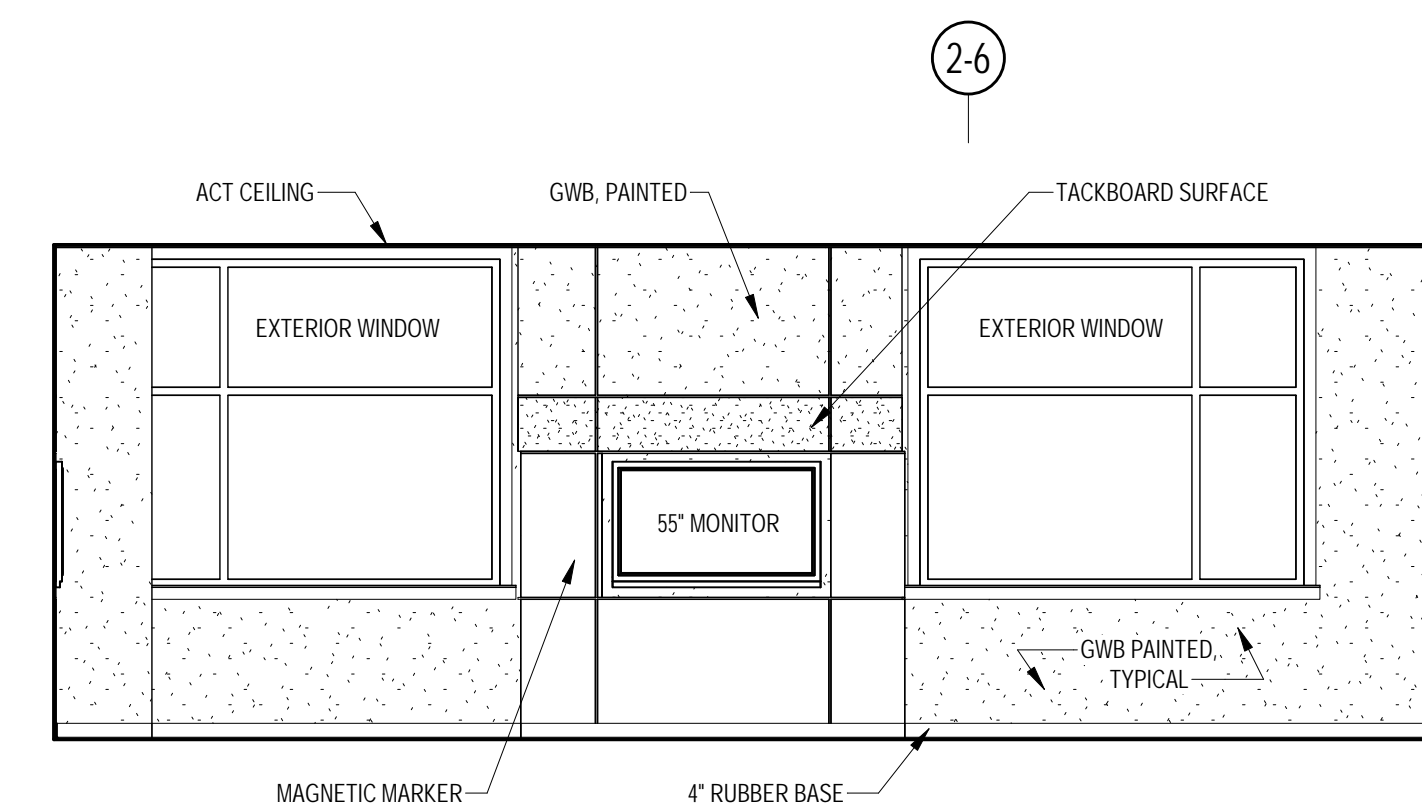
5 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



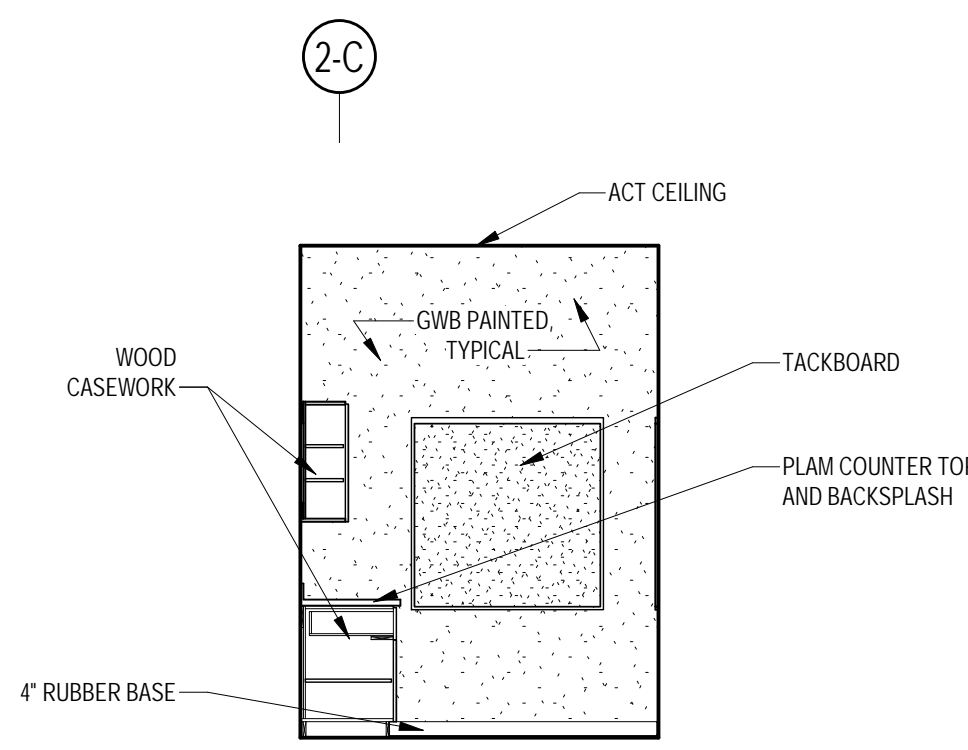
3 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



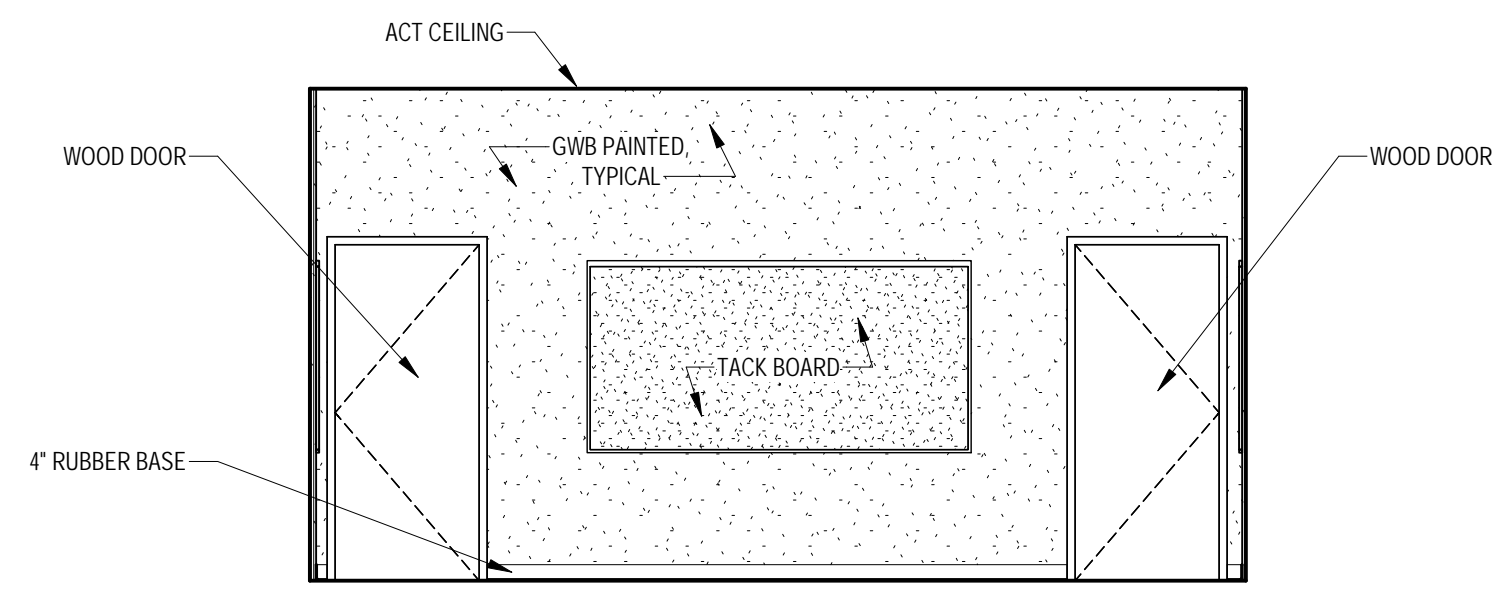
4 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



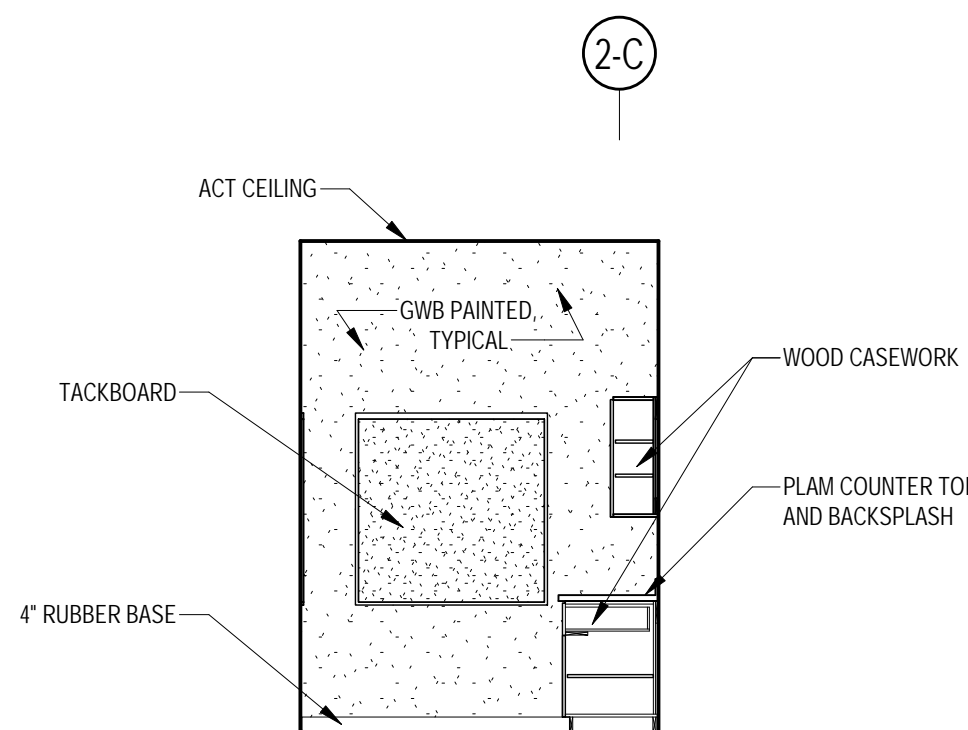
2 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



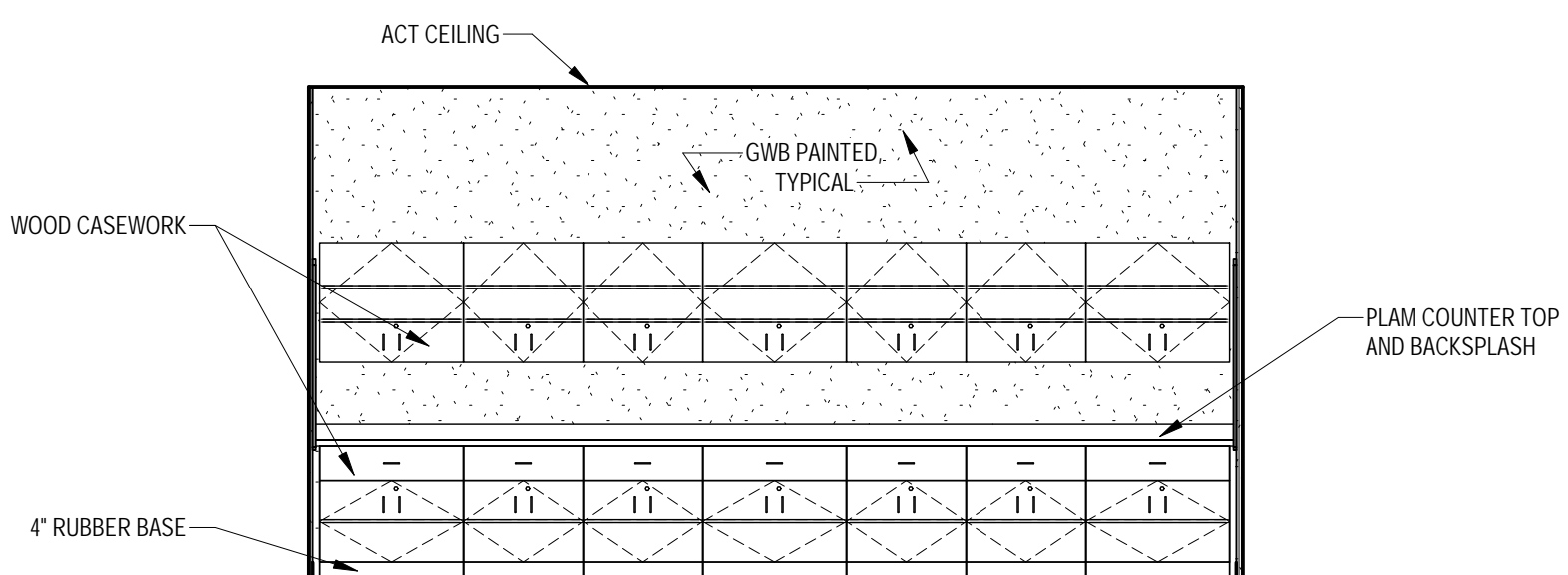
9 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



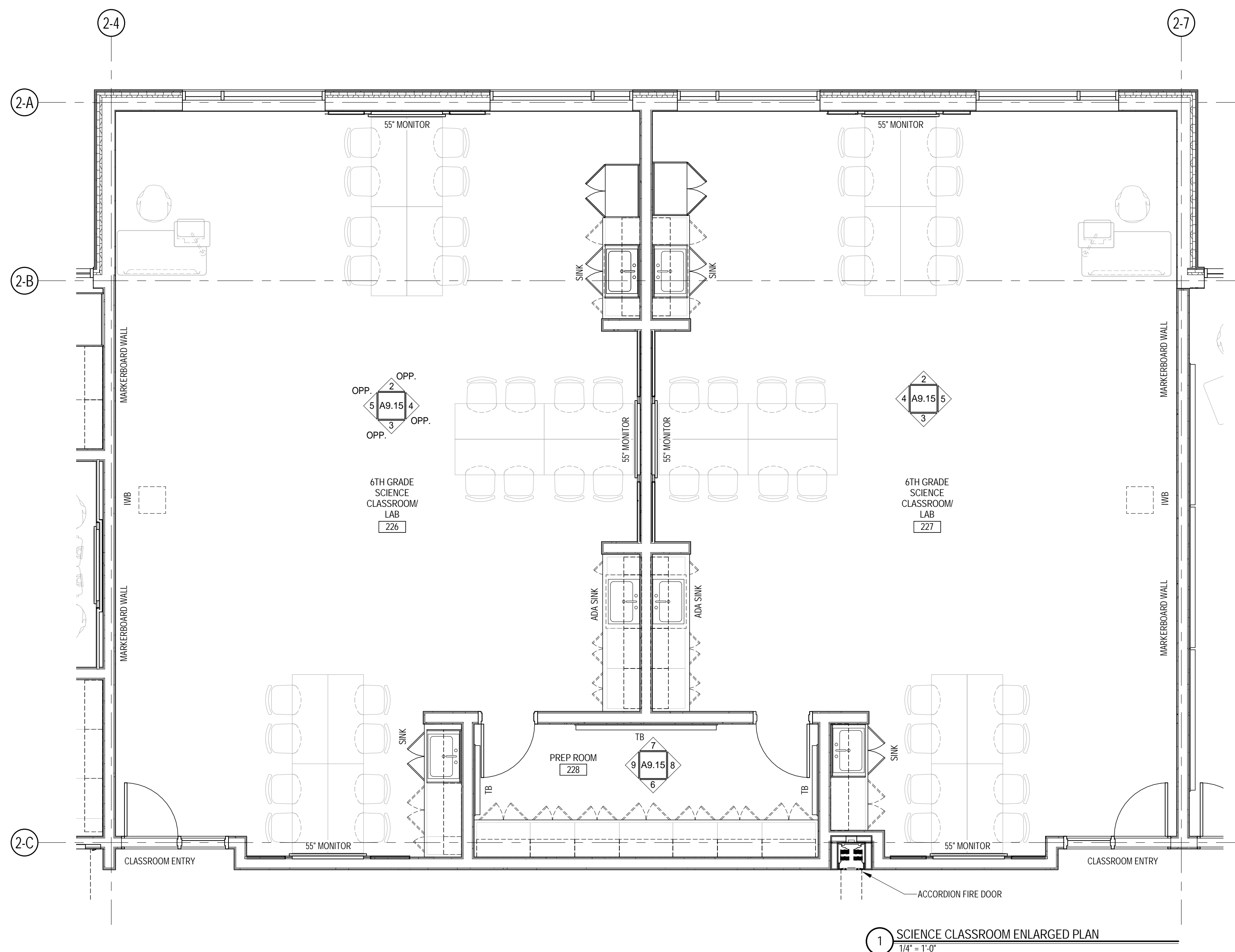
7 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



8 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



6 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



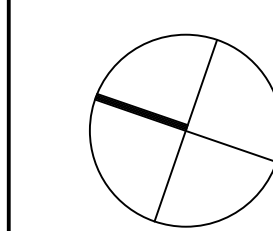
1 SCIENCE CLASSROOM ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

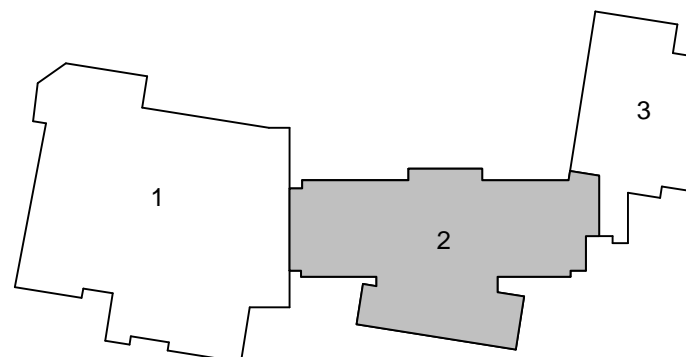
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

SCIENCE CLASSROOM
ENLARGED PLAN AND
INTERIOR ELEVATIONS

DRAWN BY:

S.J.L.

REVIEWED BY:

J.P.T.

SCALE:

1/4" = 1'-0"

DRAWING NUMBER:

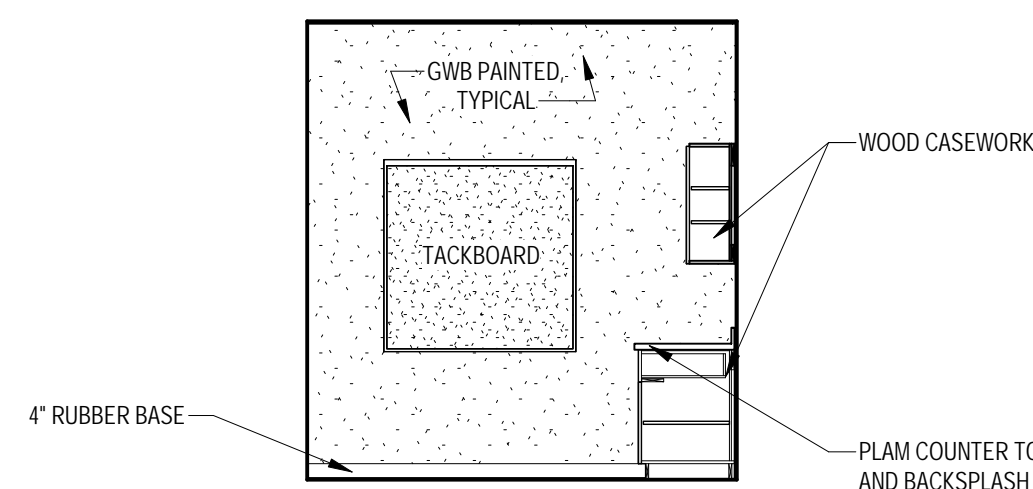
JOB NO.:

1605.00

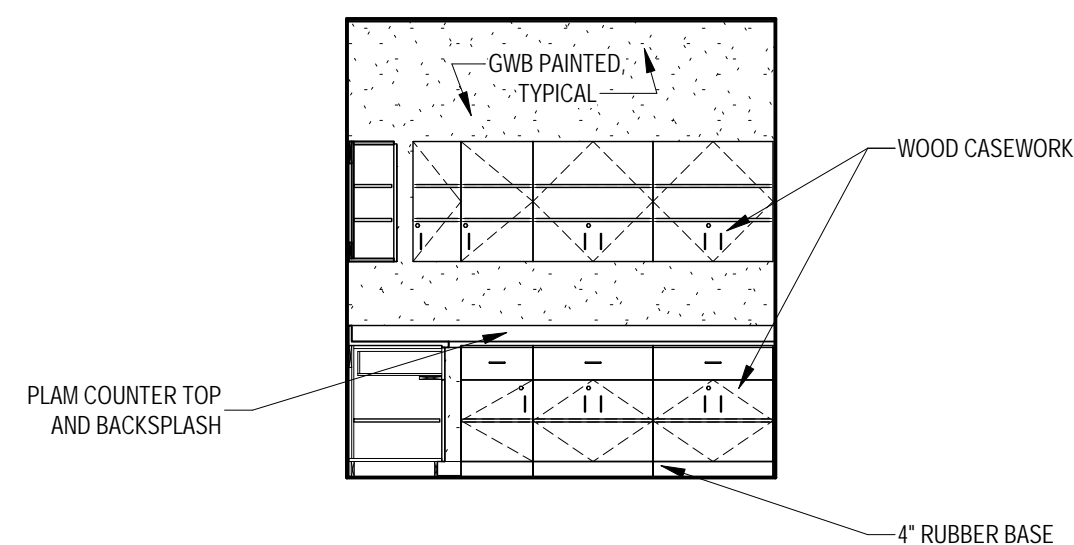
DATE:

DEC. 21, 2017

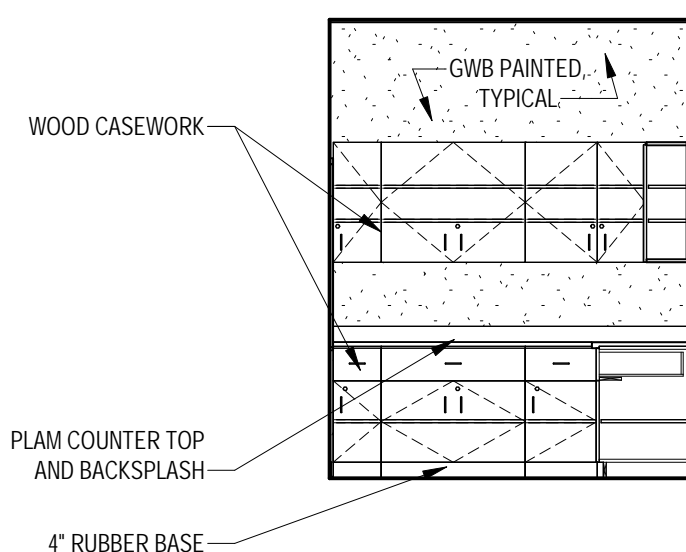
A9.16



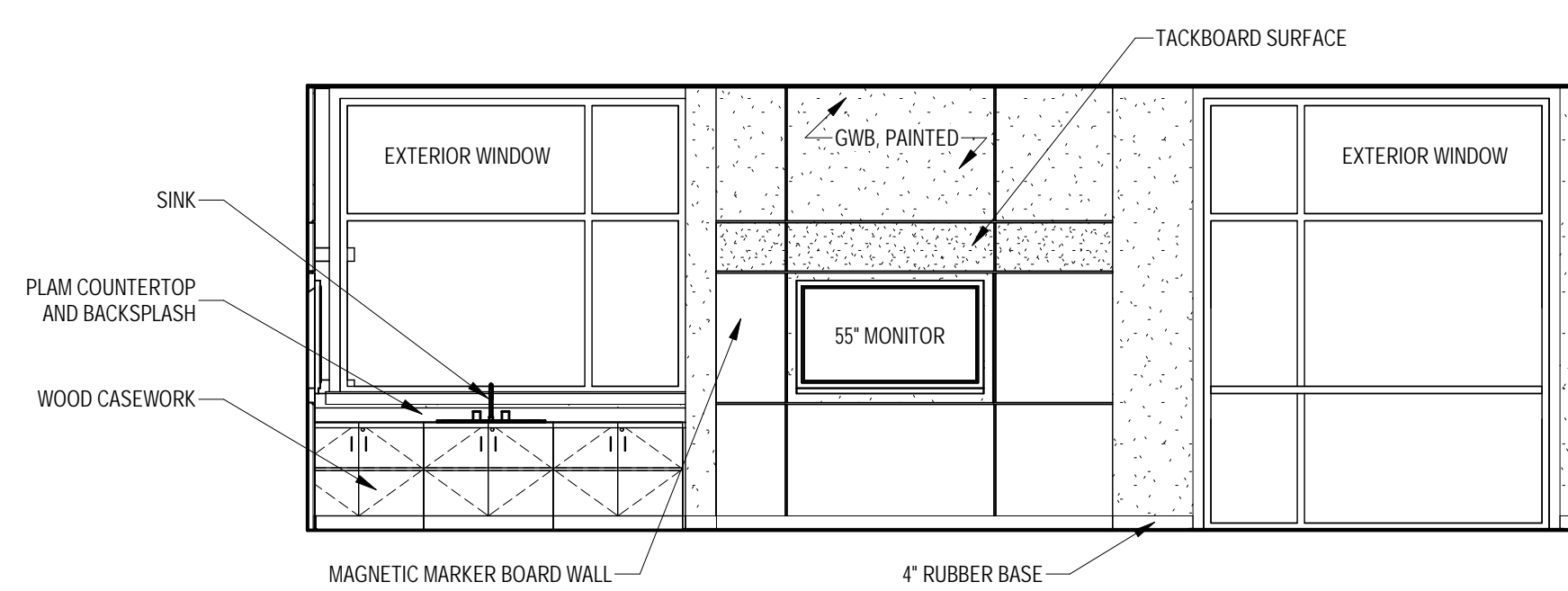
8 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



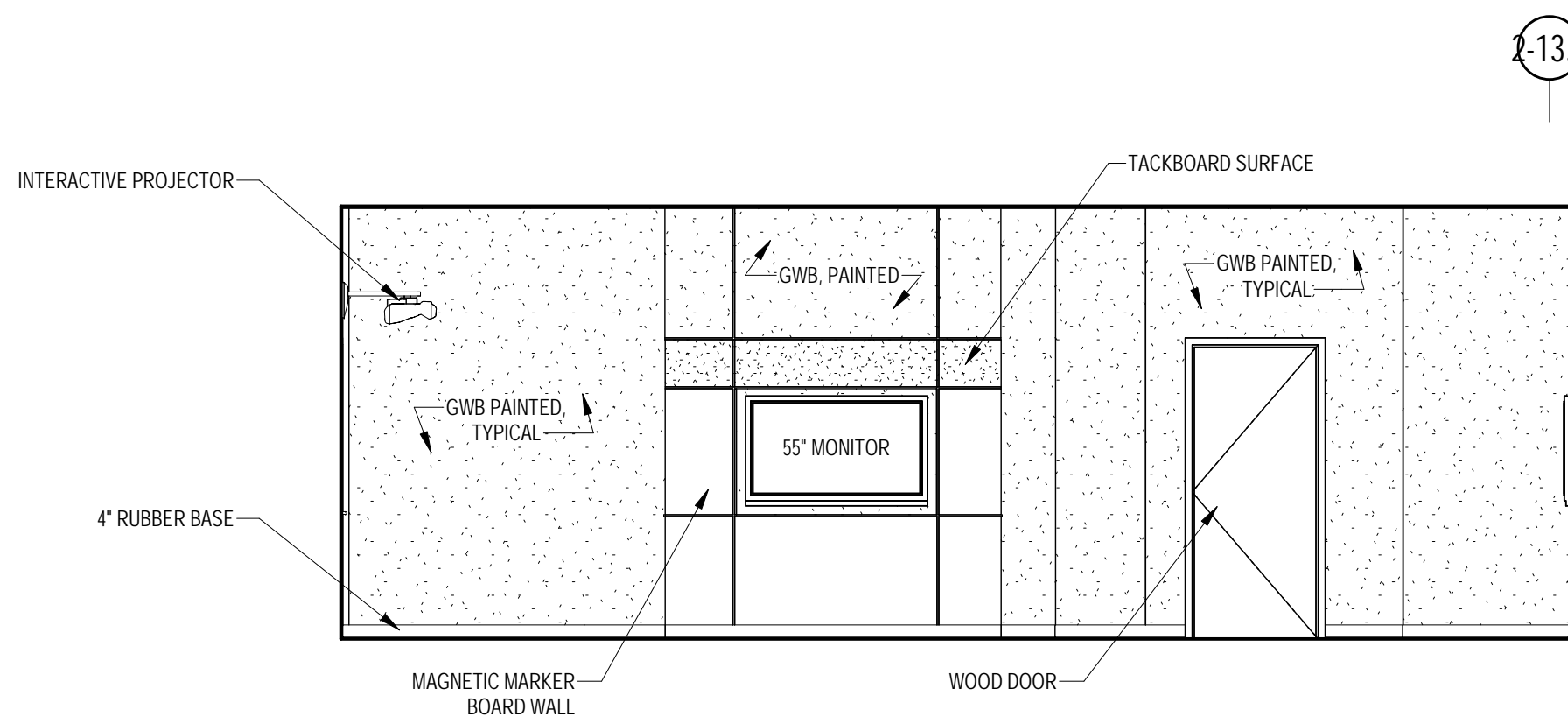
7 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



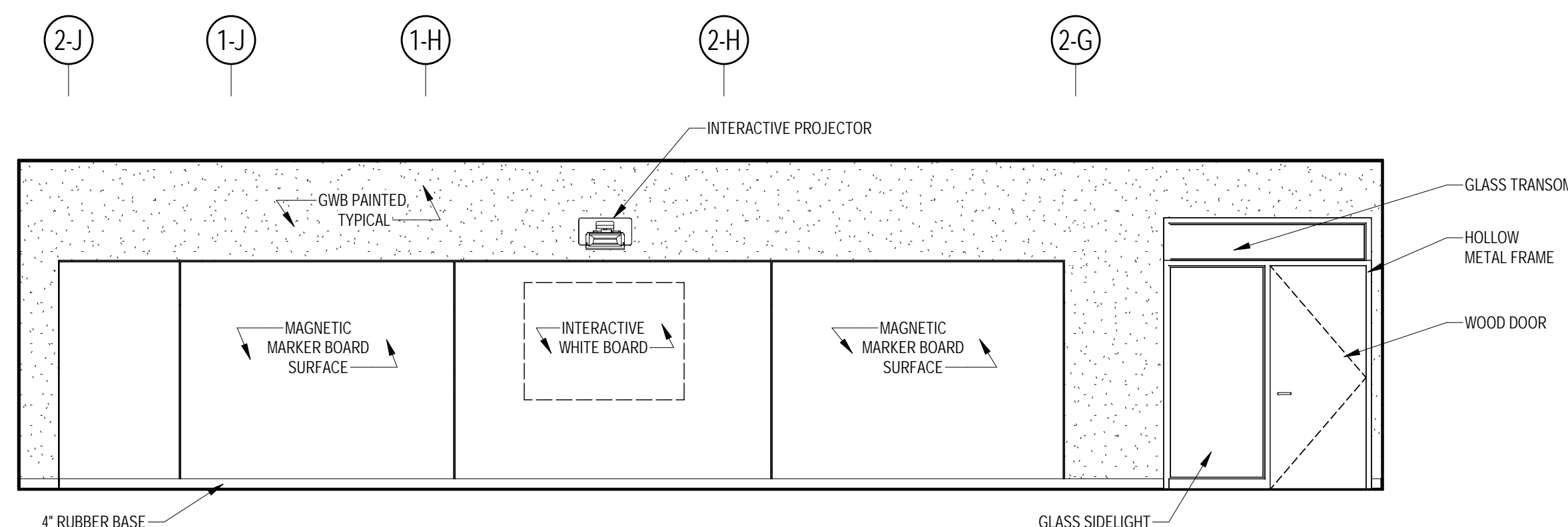
6 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



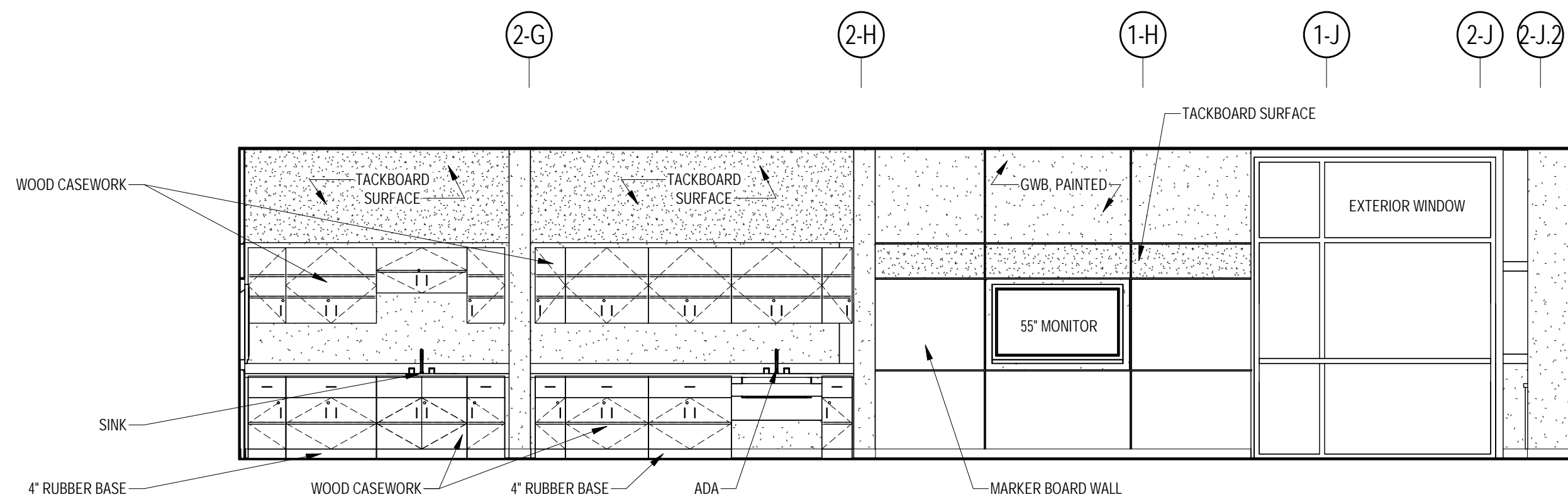
5 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



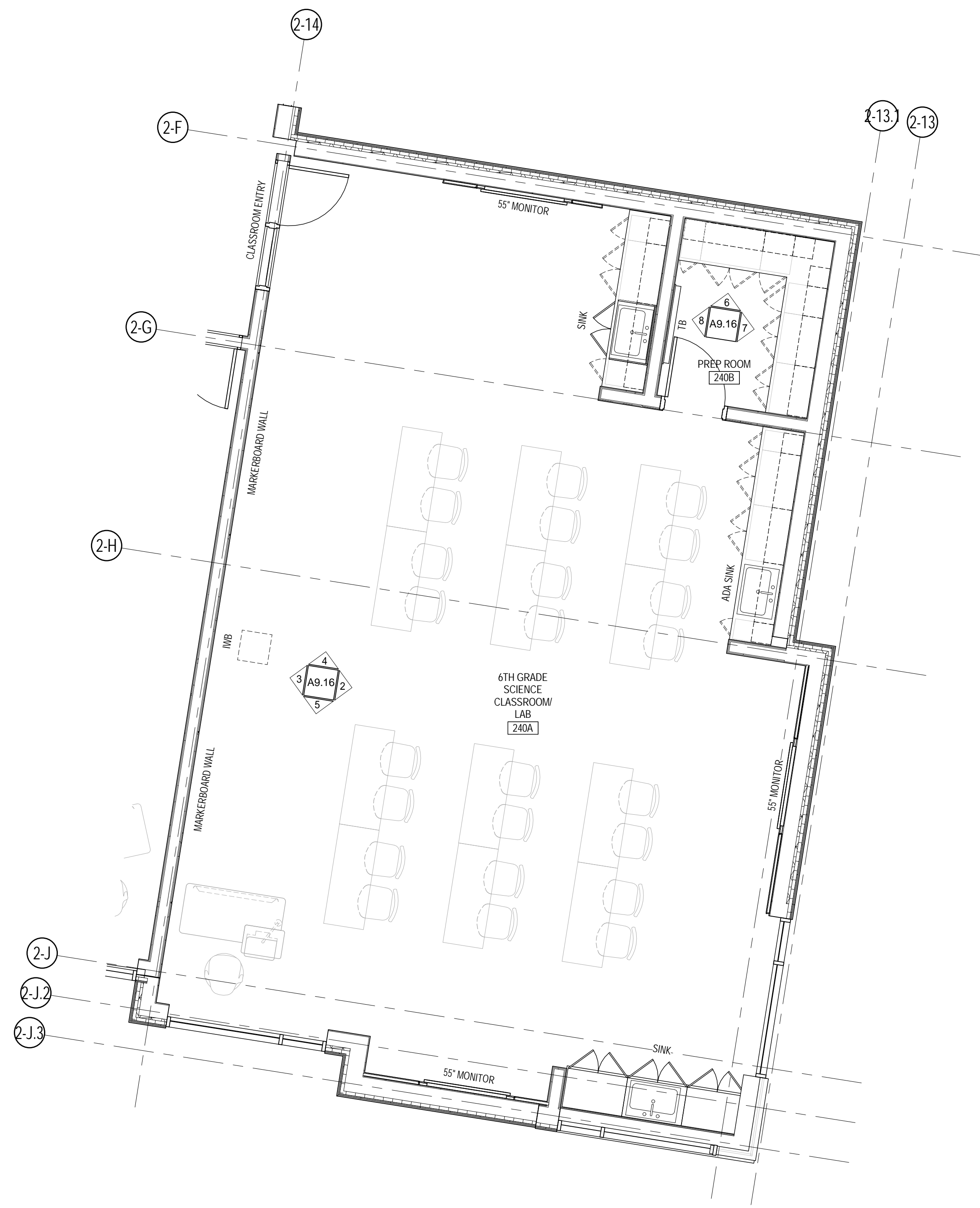
4 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



3 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



2 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



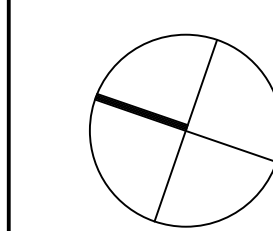
1 SCIENCE CLASSROOM ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

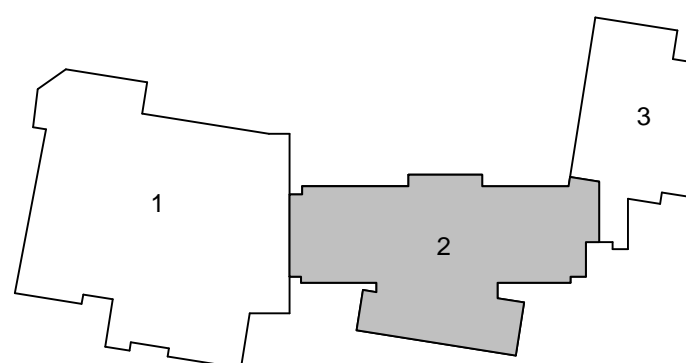
KEYNOTE LEGEND:

NORTH ARROW



**SCHEMATIC
DESIGN**

KEYPLAN



DRAWING NAME:

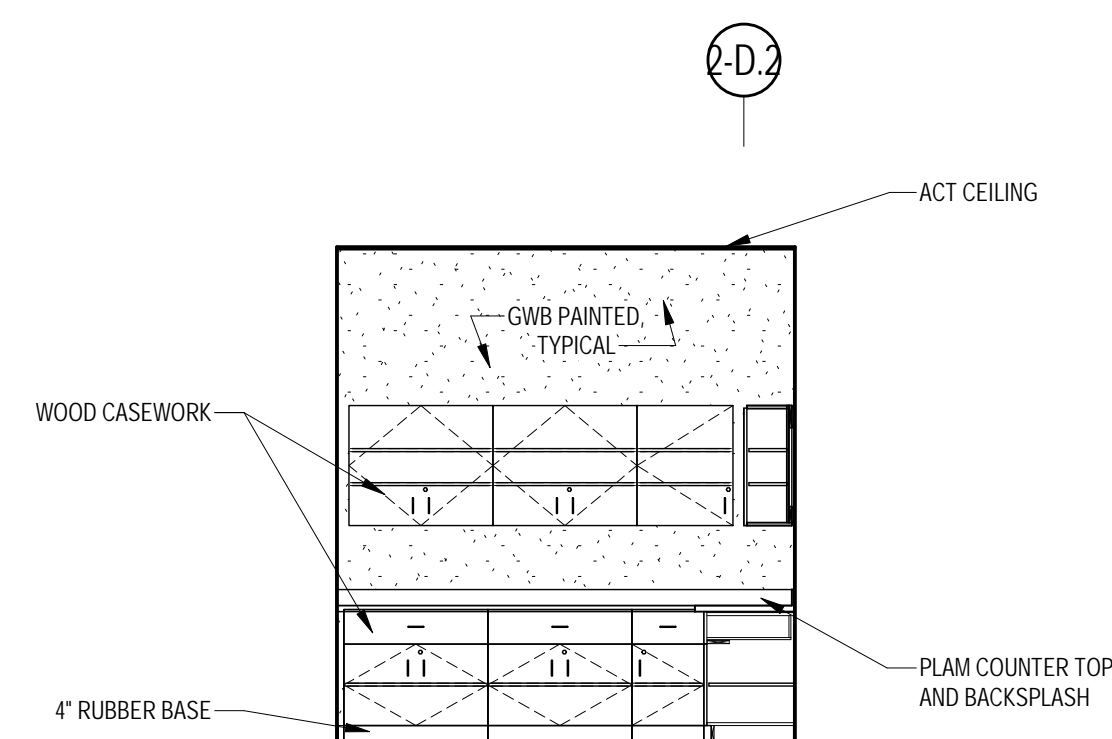
**SCIENCE CLASSROOM
ENLARGED PLAN AND
INTERIOR ELEVATIONS**

DRAWN BY: S.J.L.

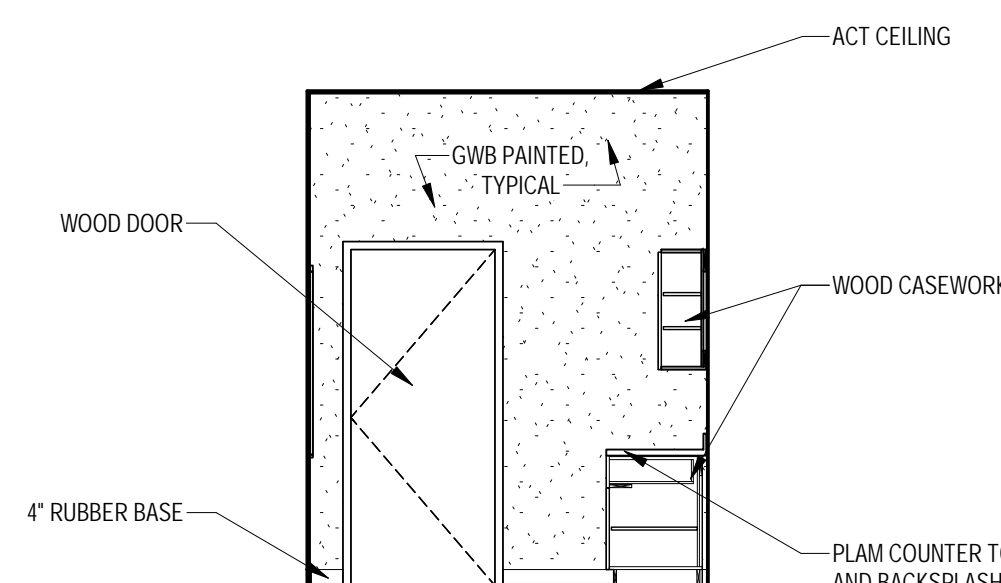
REVIEWED BY: JPT

SCALE: 1/4" = 1'-0"
JOB NO.: 1605.00
DATE: DEC. 21, 2017

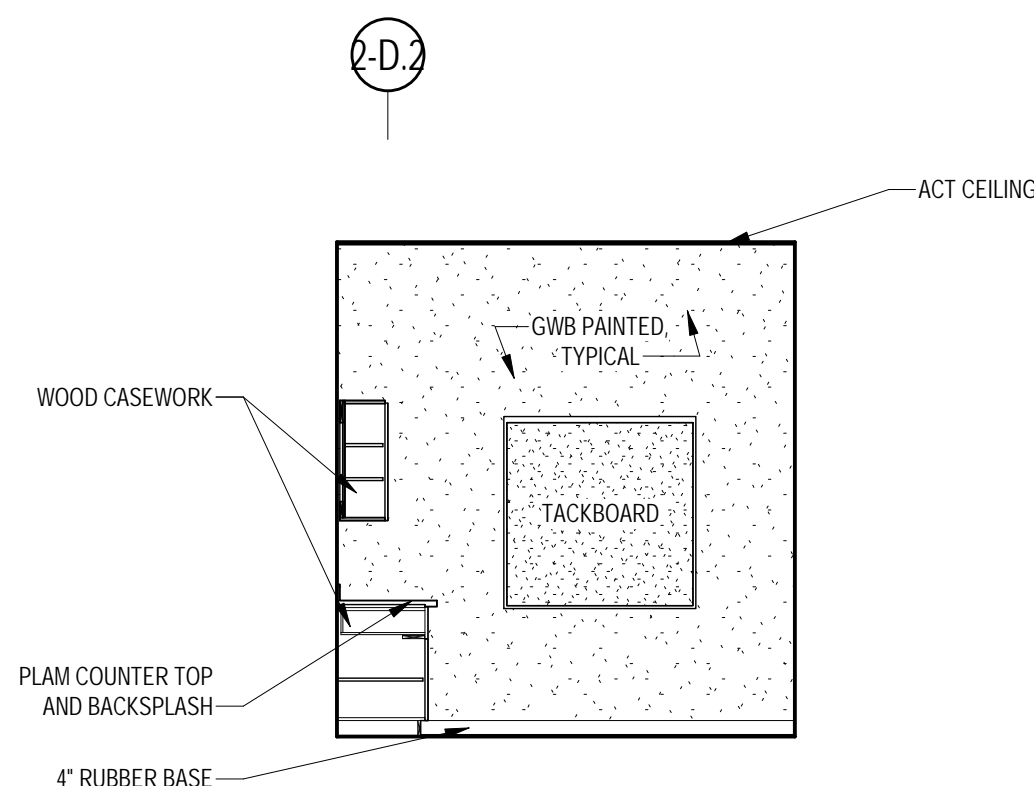
DRAWING NUMBER:
A9.17



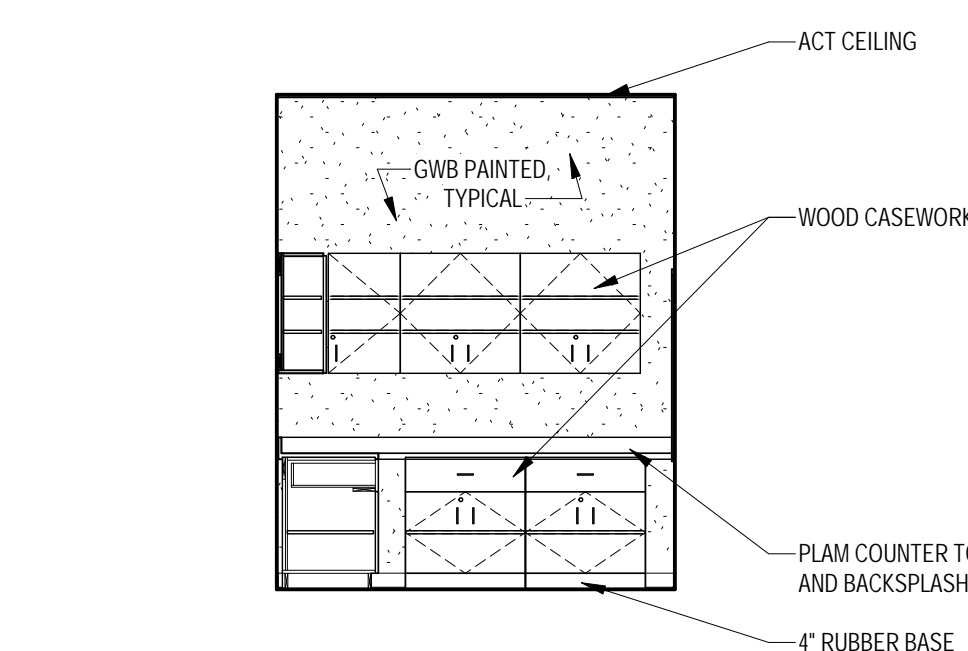
9 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



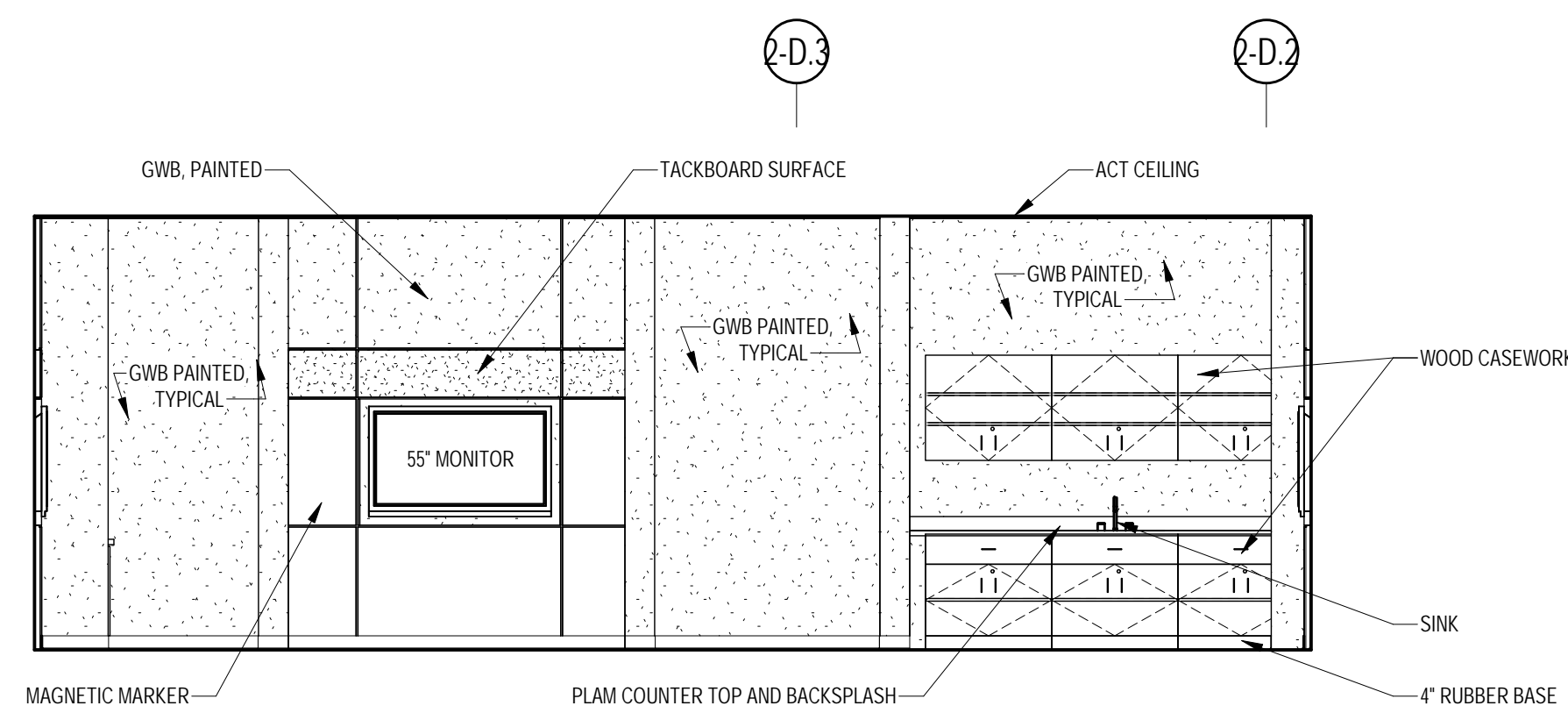
8 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



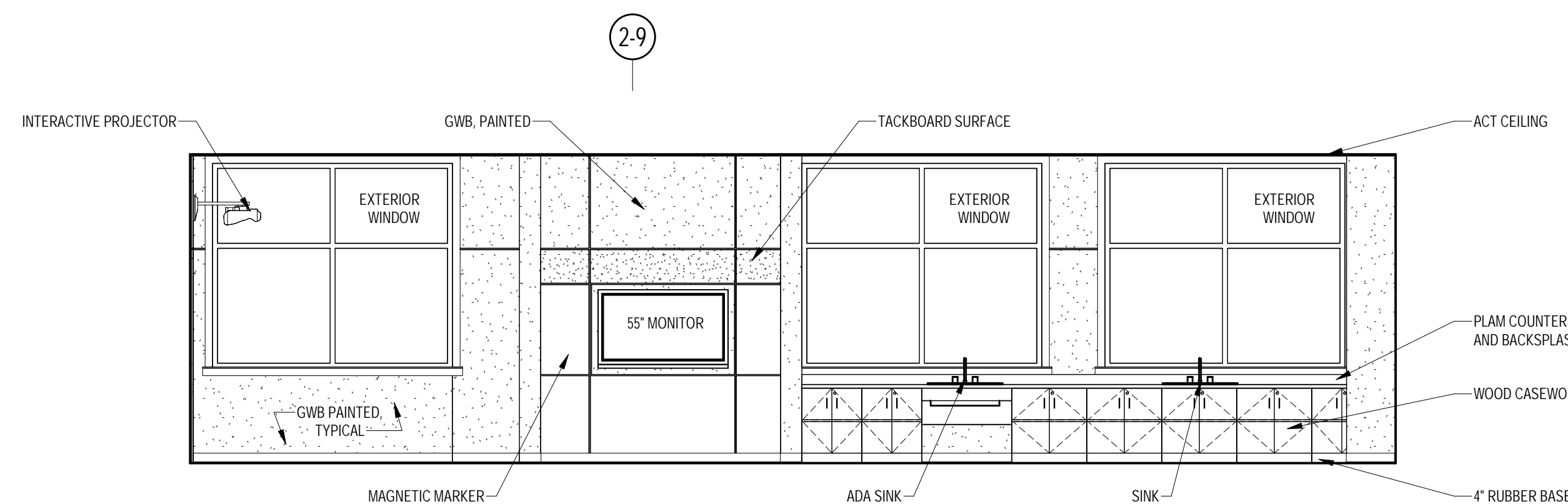
7 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



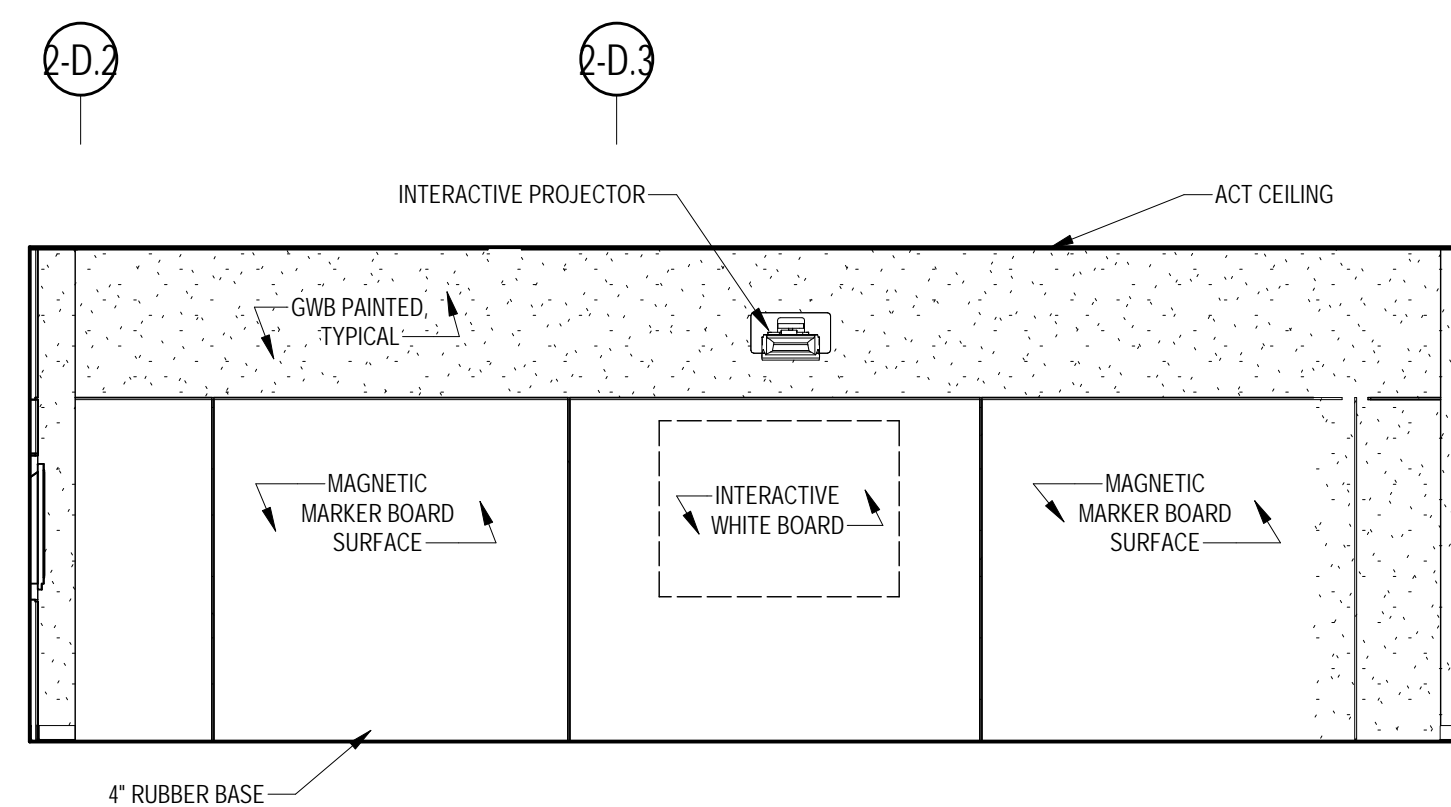
6 PREP ROOM INT. ELEVATION
1/4" = 1'-0"



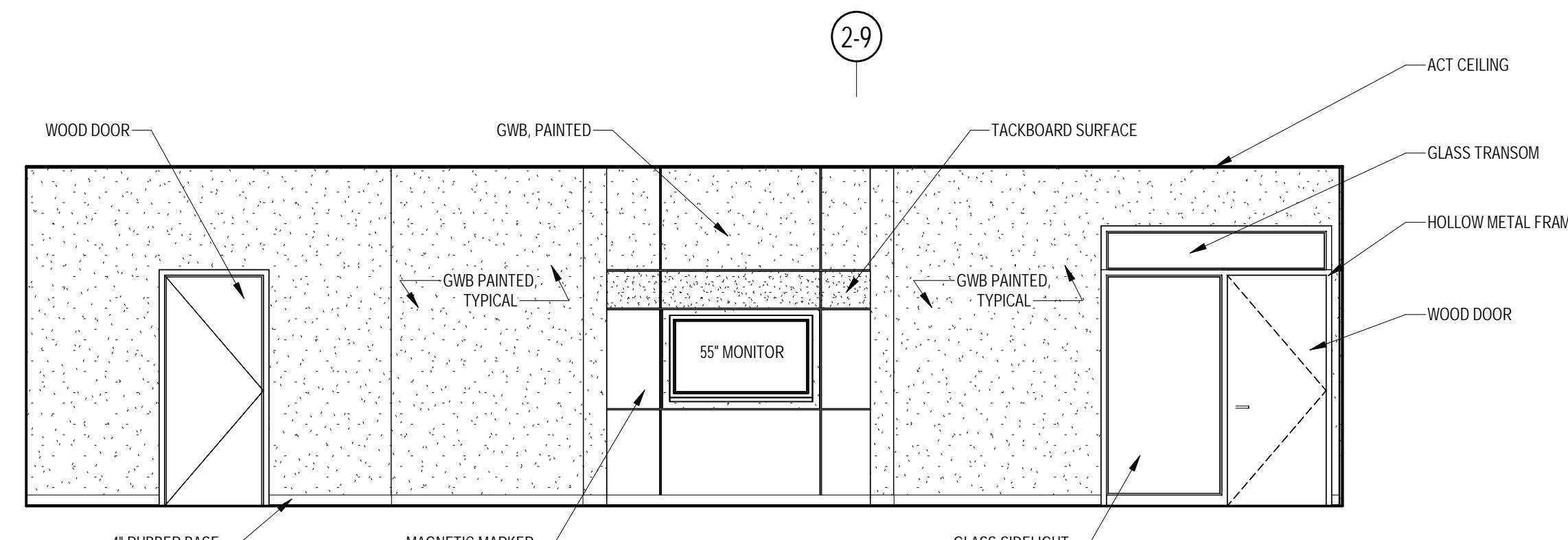
5 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



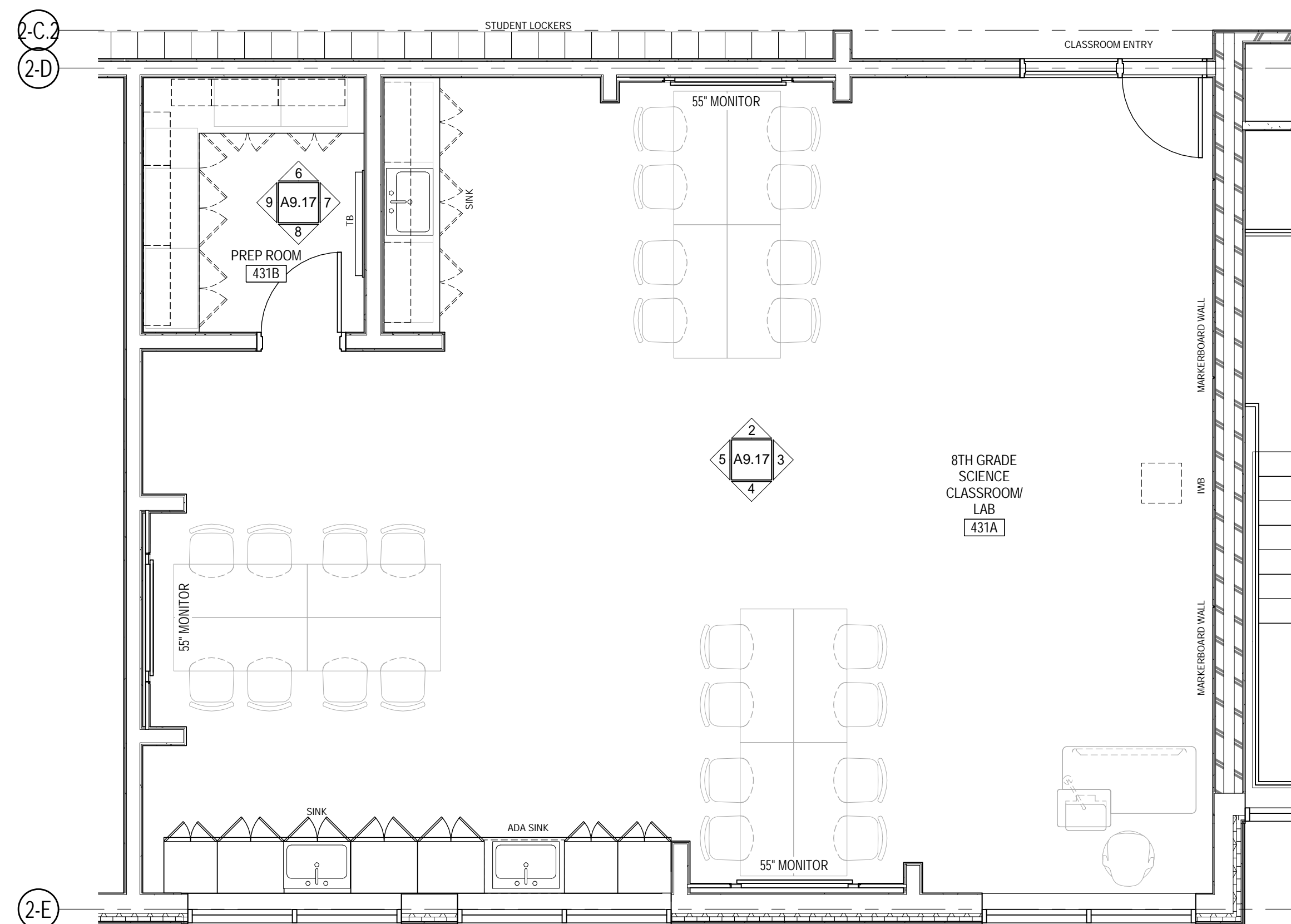
4 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



3 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



2 SCIENCE CLASSROOM INTERIOR ELEVATION
1/4" = 1'-0"



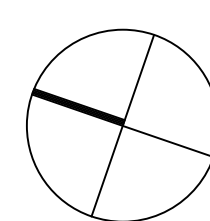
1 SCIENCE CLASSROOM ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

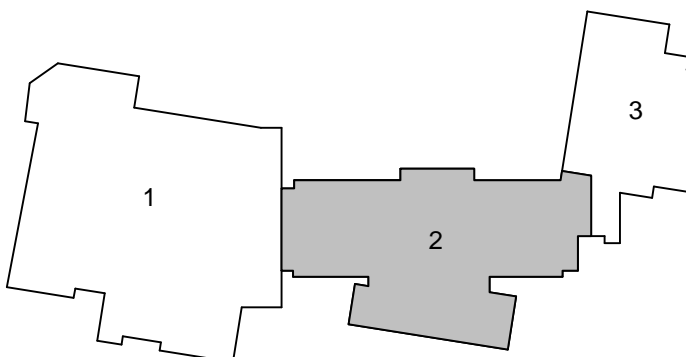
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



DRAWING NAME:

ART CLASSROOM
ENLARGED PLAN AND
INTERIOR ELEVATIONS

DRAWN BY:

MJR/HM/SJL

REVIEWED BY:

JPT

SCALE:

1/4" = 1'-0"

DRAWING NUMBER:

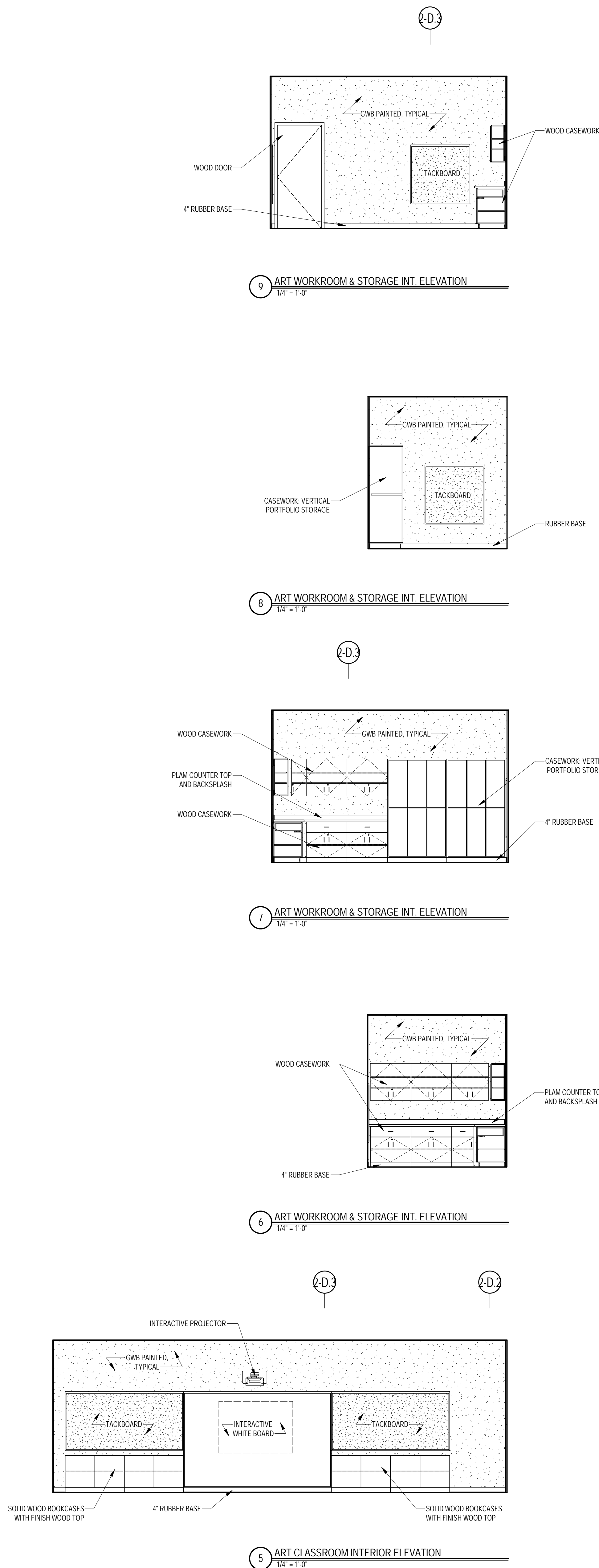
JOB NO.:

1605.00

DATE:

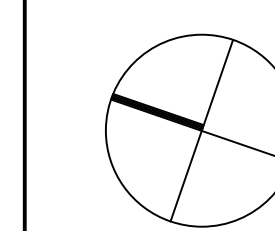
DEC. 21, 2017

A9.31



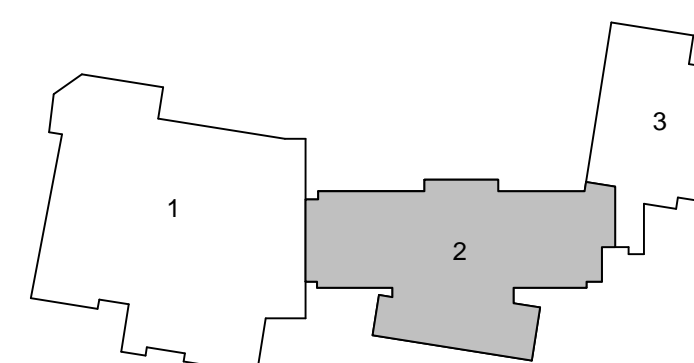


KEYNOTE LEGEND:



SCHEMATIC DESIGN

KEYPLAN



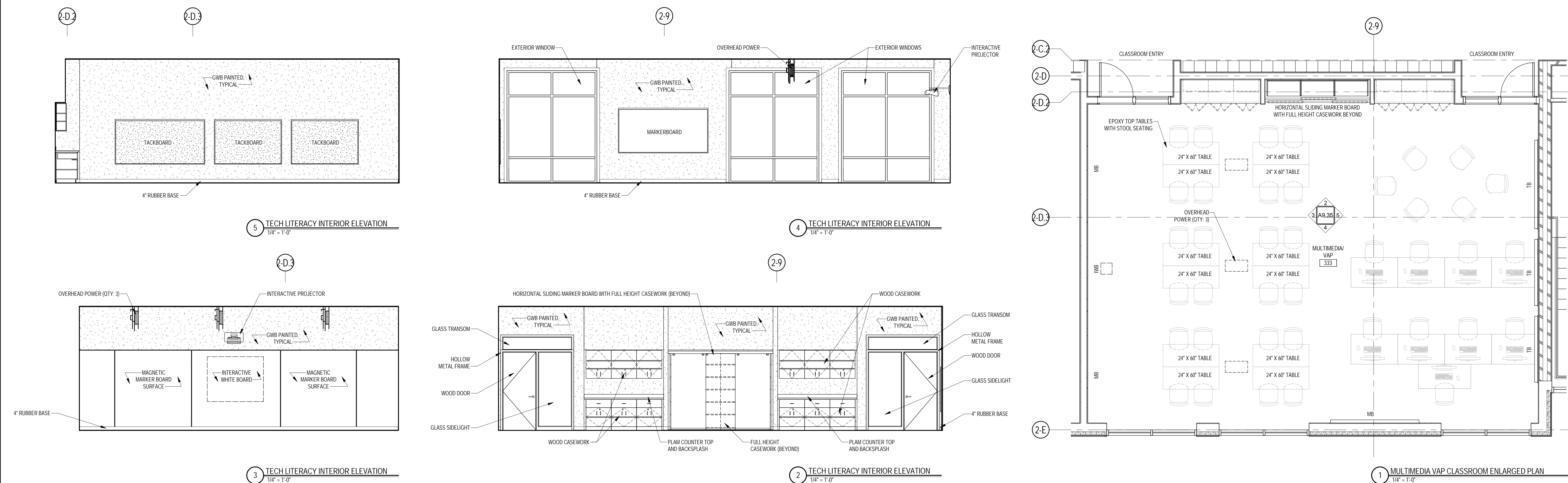
DRAWING NAME:

MULTIMEDIA VAP CLASSROOM ENLARGED PLAN & INTERIOR ELEVATIONS

DRAWN BY: MJR/HM/SJ

REVIEWED BY: _____ ID: _____

SCALE: 1/4" = 1'-0" DRAWING NUMBER: A9.35
JOB NO.: 1605.00
DATE: DEC. 21, 2017

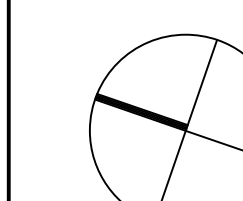




KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

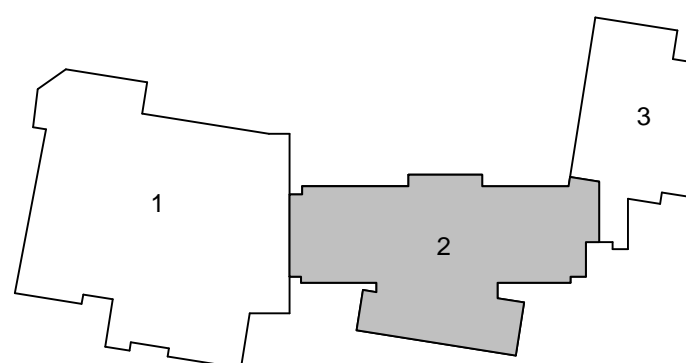
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

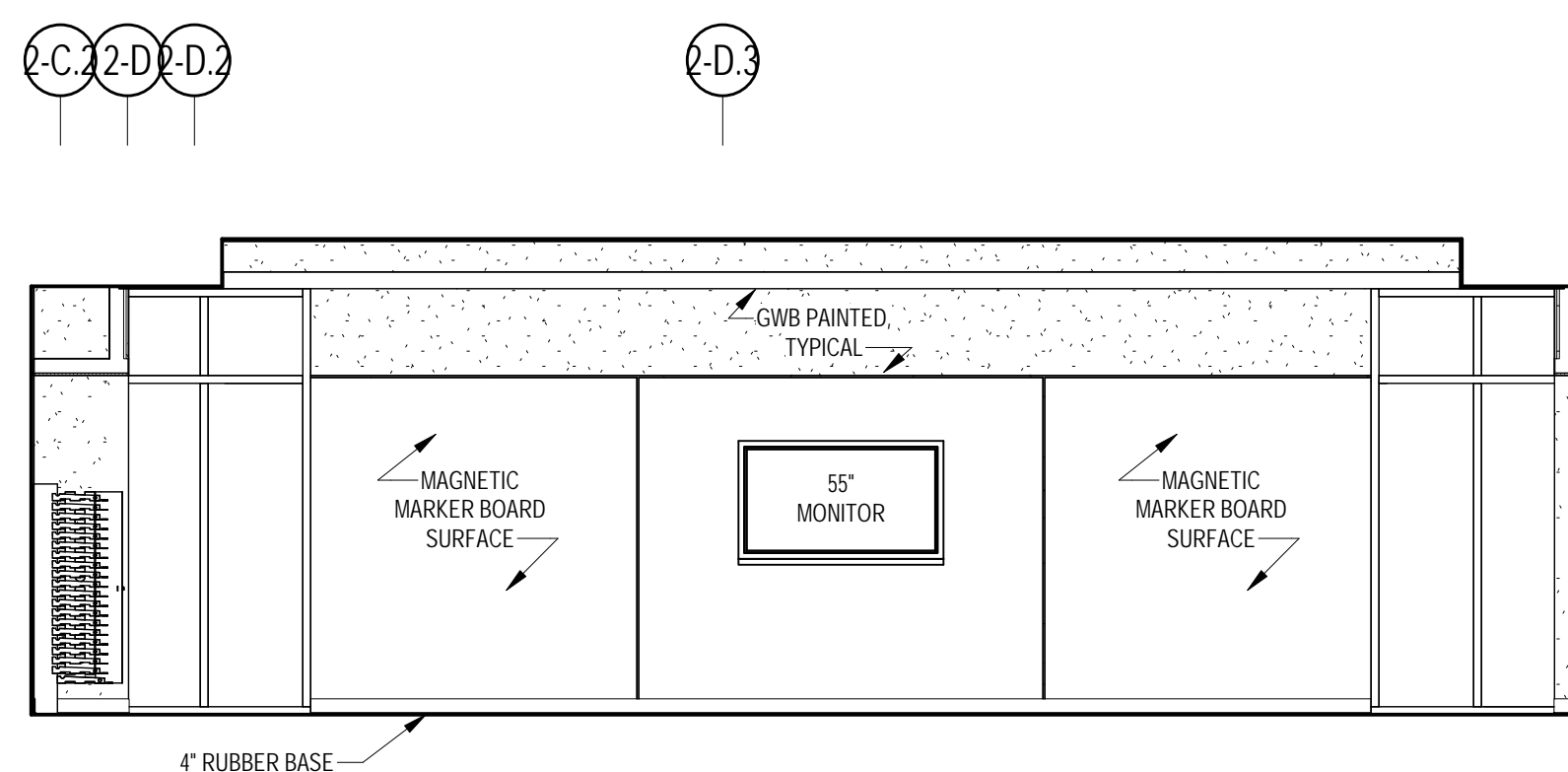
**TECH LITERACY
ENLARGED PLANS AND
INTERIOR ELEVATIONS**

DRAWN BY: MJR/HM/SJL

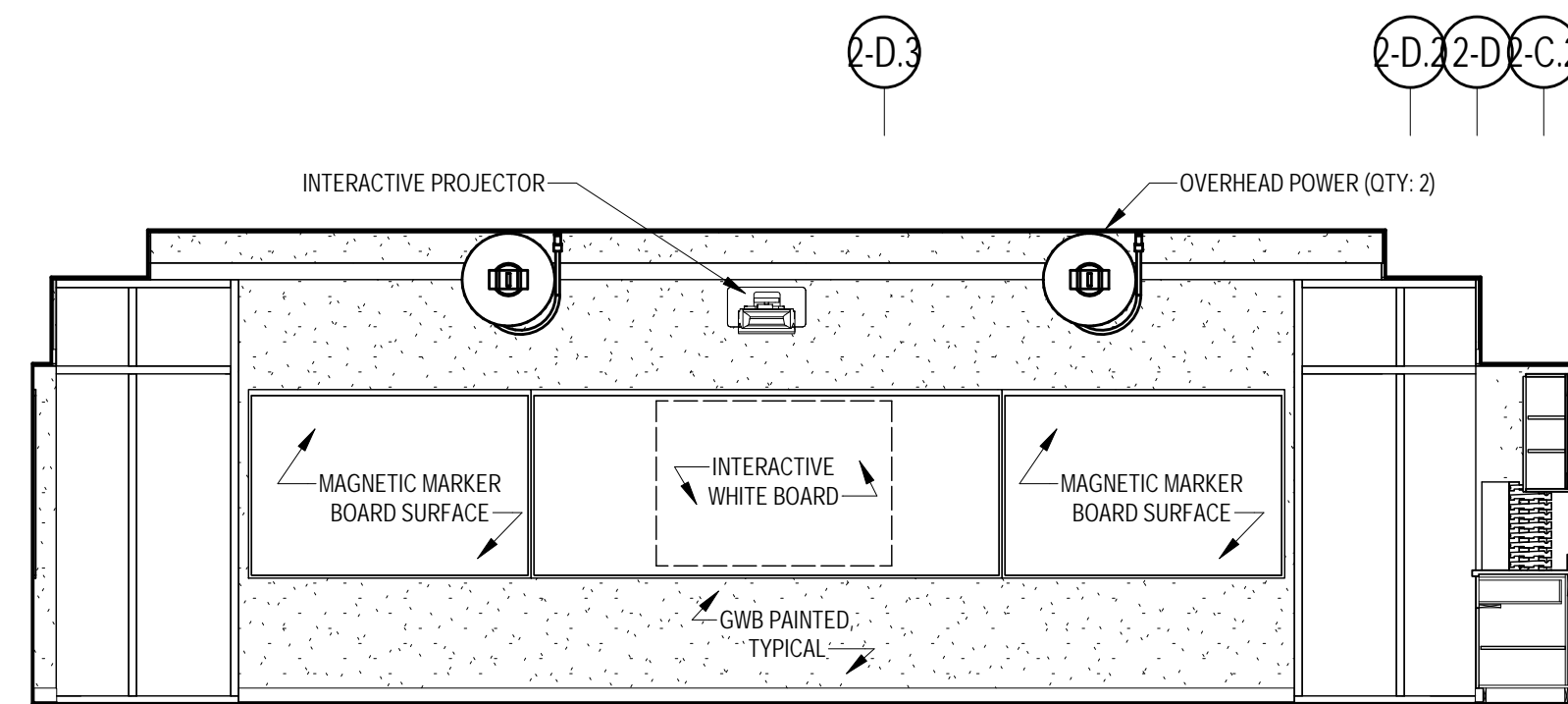
REVIEWED BY: JPT

SCALE: 1/4" = 1'-0"
JOB NO.: 1605.00
DATE: DEC. 21, 2017

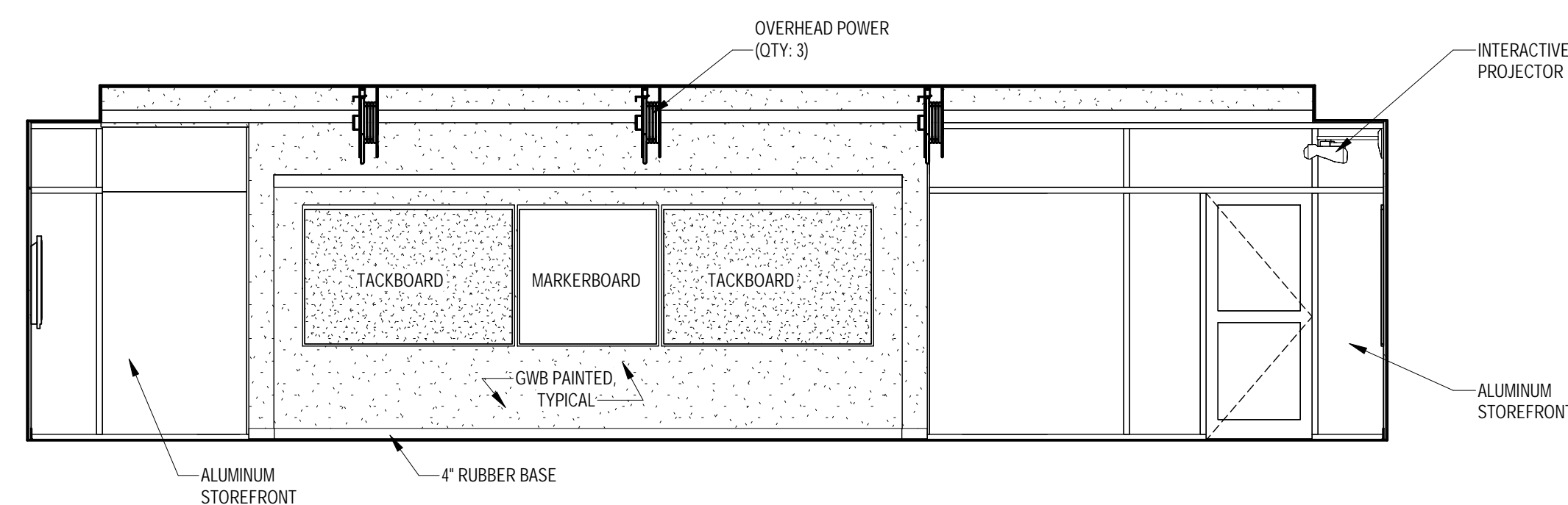
DRAWING NUMBER:
A9.36



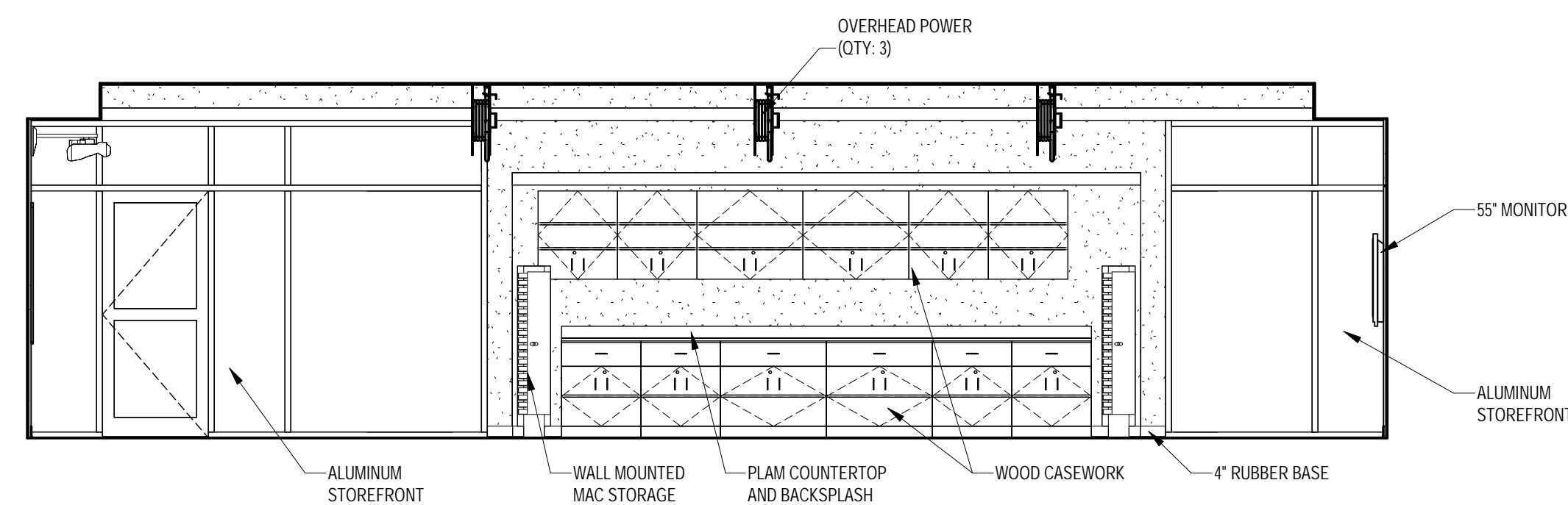
5 TECH LITERACY INTERIOR ELEVATION
1/4" = 1'-0"



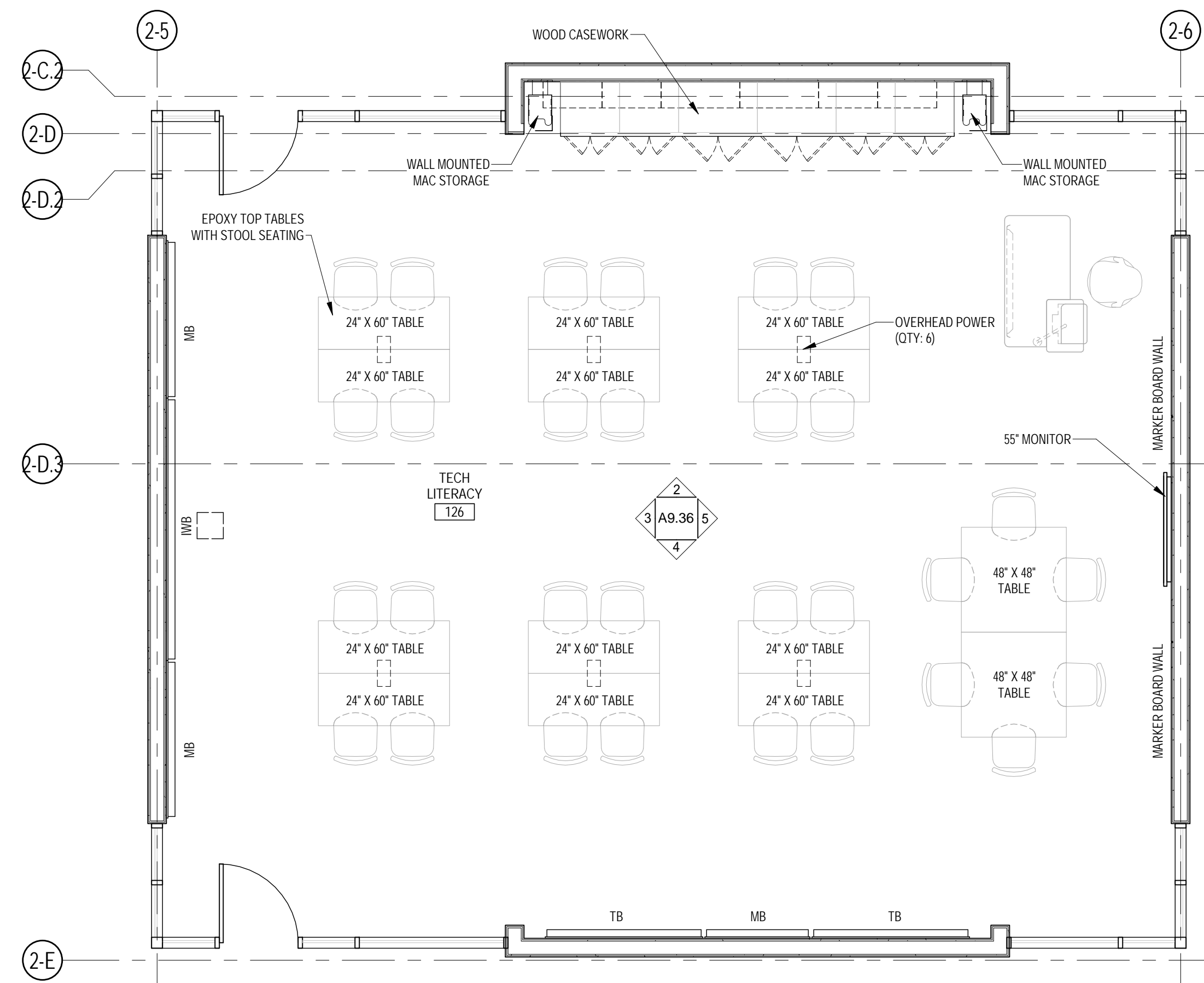
3 TECH LITERACY INTERIOR ELEVATION
1/4" = 1'-0"



4 TECH LITERACY INTERIOR ELEVATION
1/4" = 1'-0"



2 TECH LITERACY INTERIOR ELEVATION
1/4" = 1'-0"

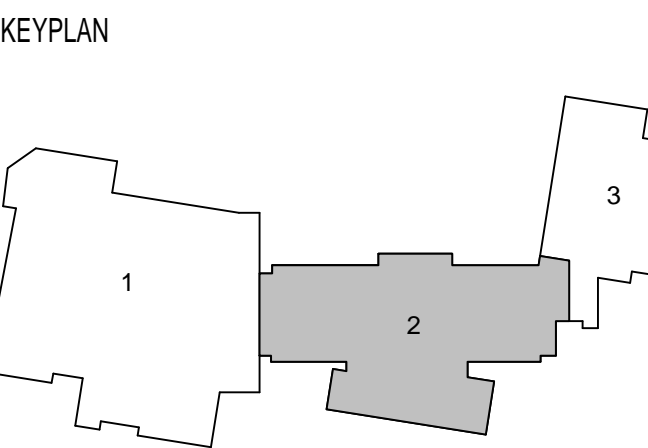
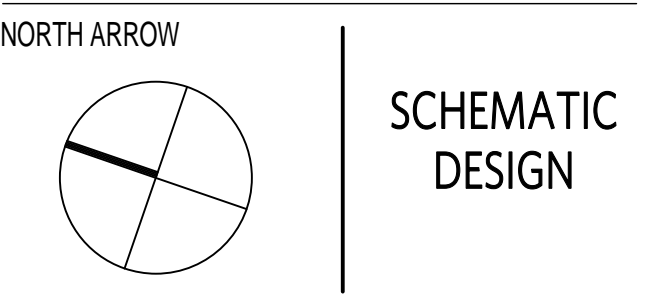


1 TECH LITERACY ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

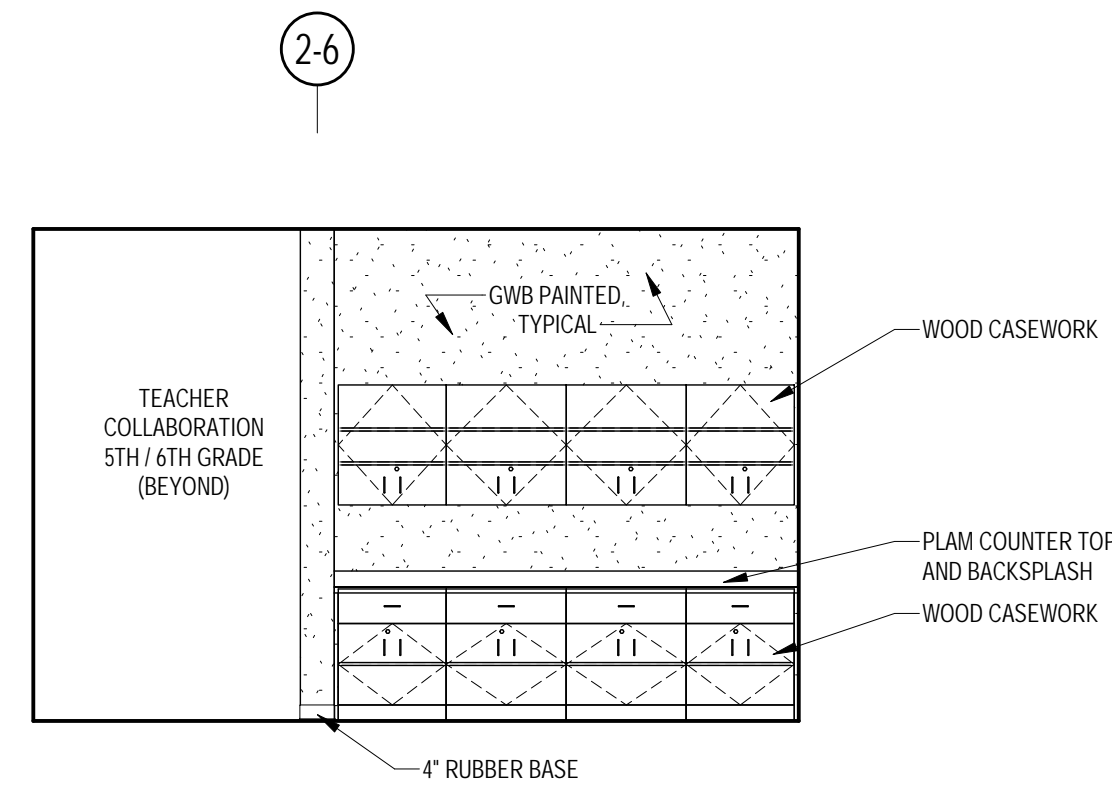


DRAWING NAME:
**TEACHER COLLABORATION
ENLARGED PLANS AND
INTERIOR ELEVATIONS**

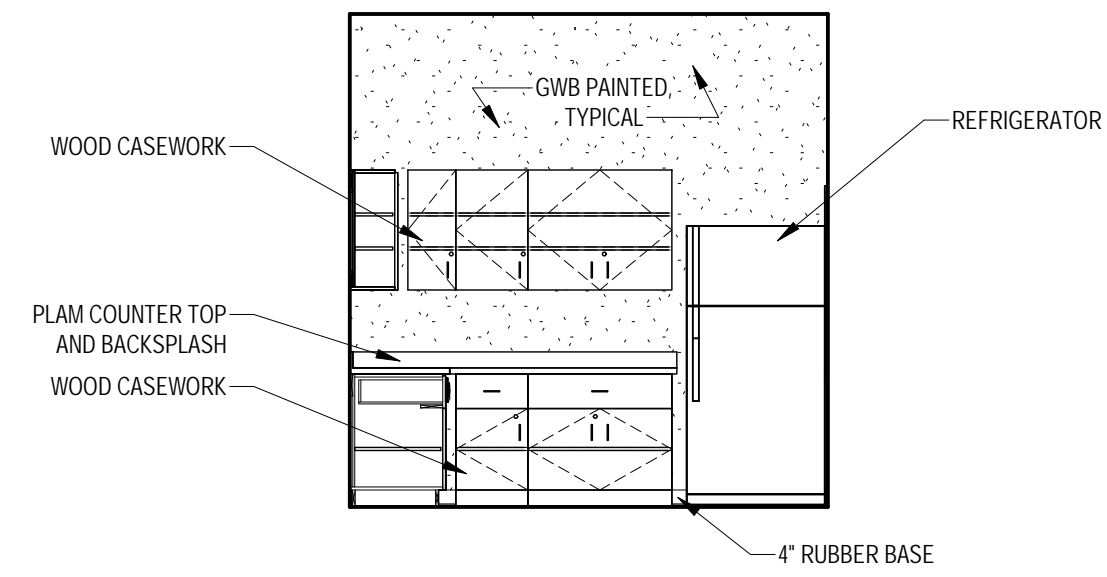
DRAWN BY: MUR/HM/SJL
REVIEWED BY: JPT

SCALE: 1/4" = 1'-0"
JOB NO.: 1605.00
DATE: DEC. 21, 2017

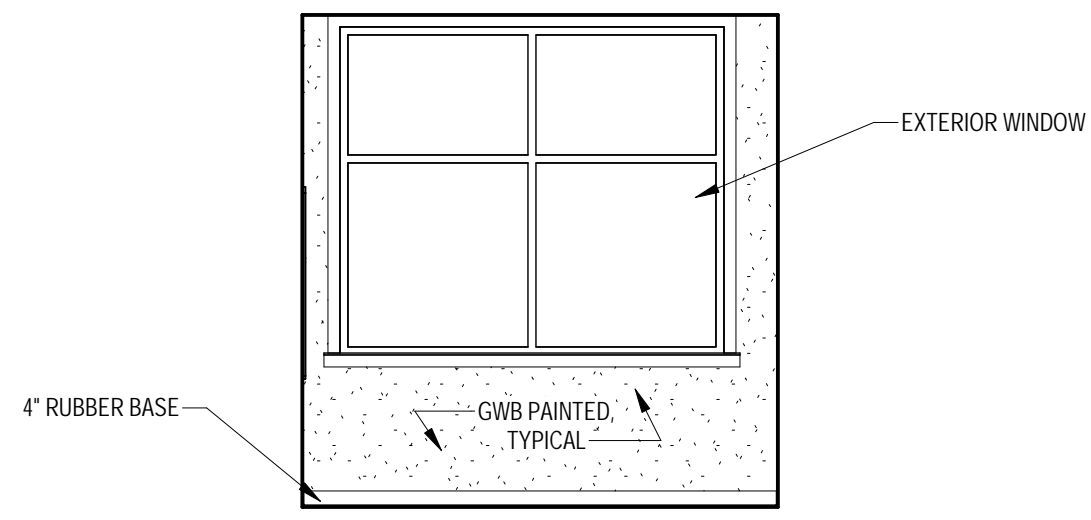
DRAWING NUMBER:
A9.81



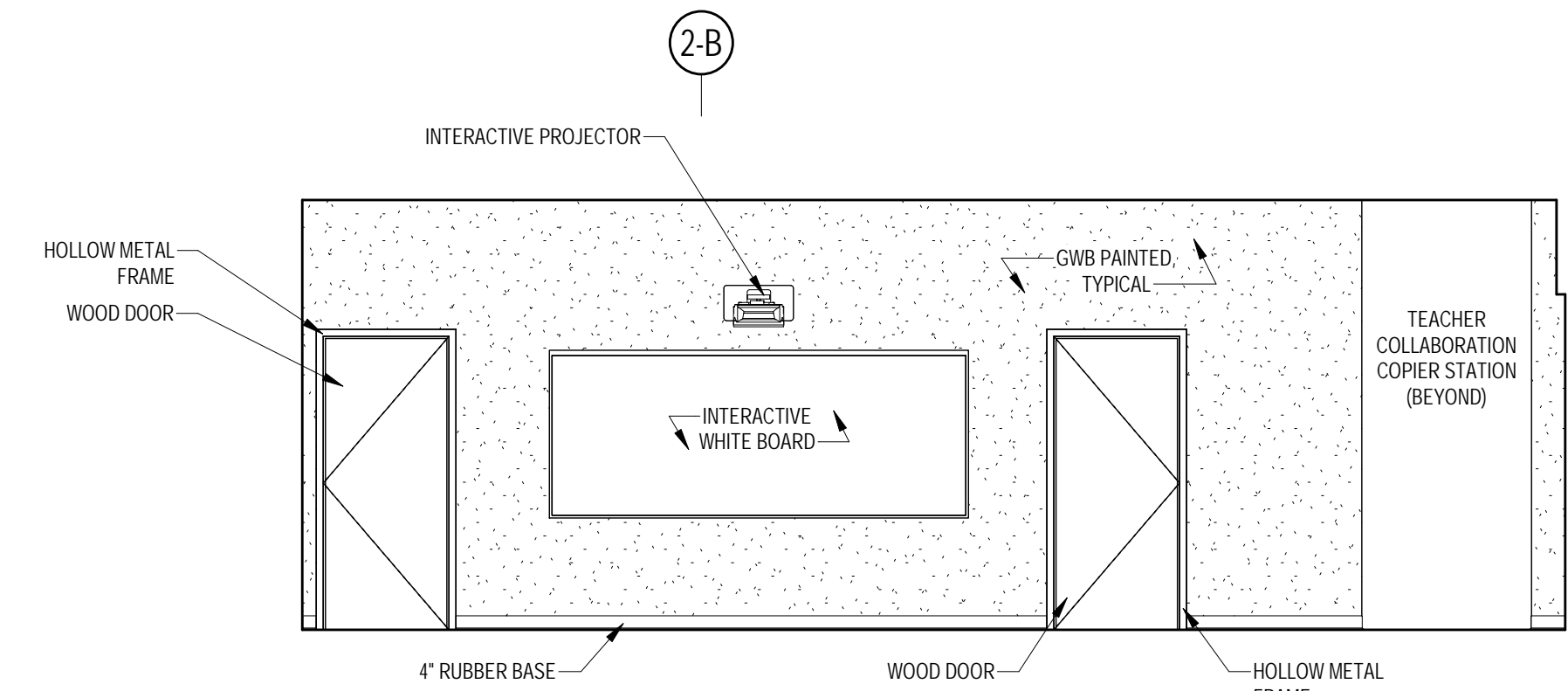
13 TEACHER COLLABORATION INT. ELEVATION
1/4" = 1'-0"



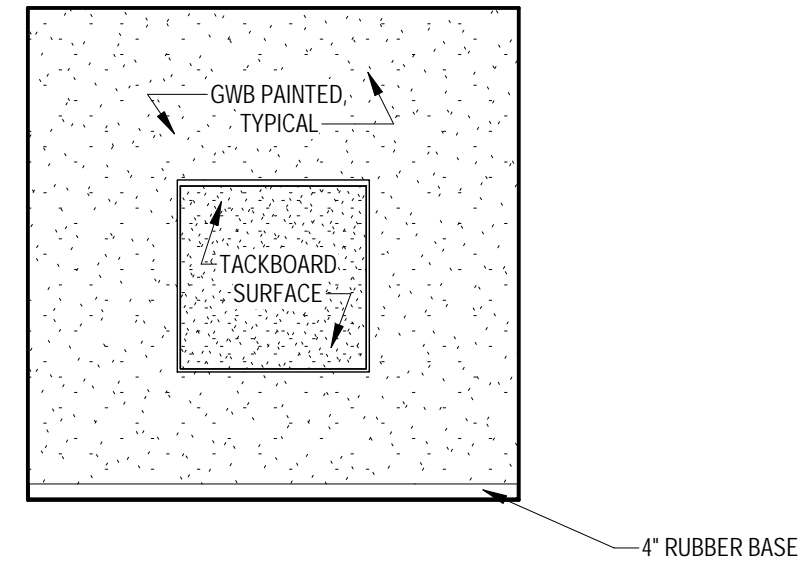
10 STAFF LUNCH ROOM INT. ELEVATION
1/4" = 1'-0"



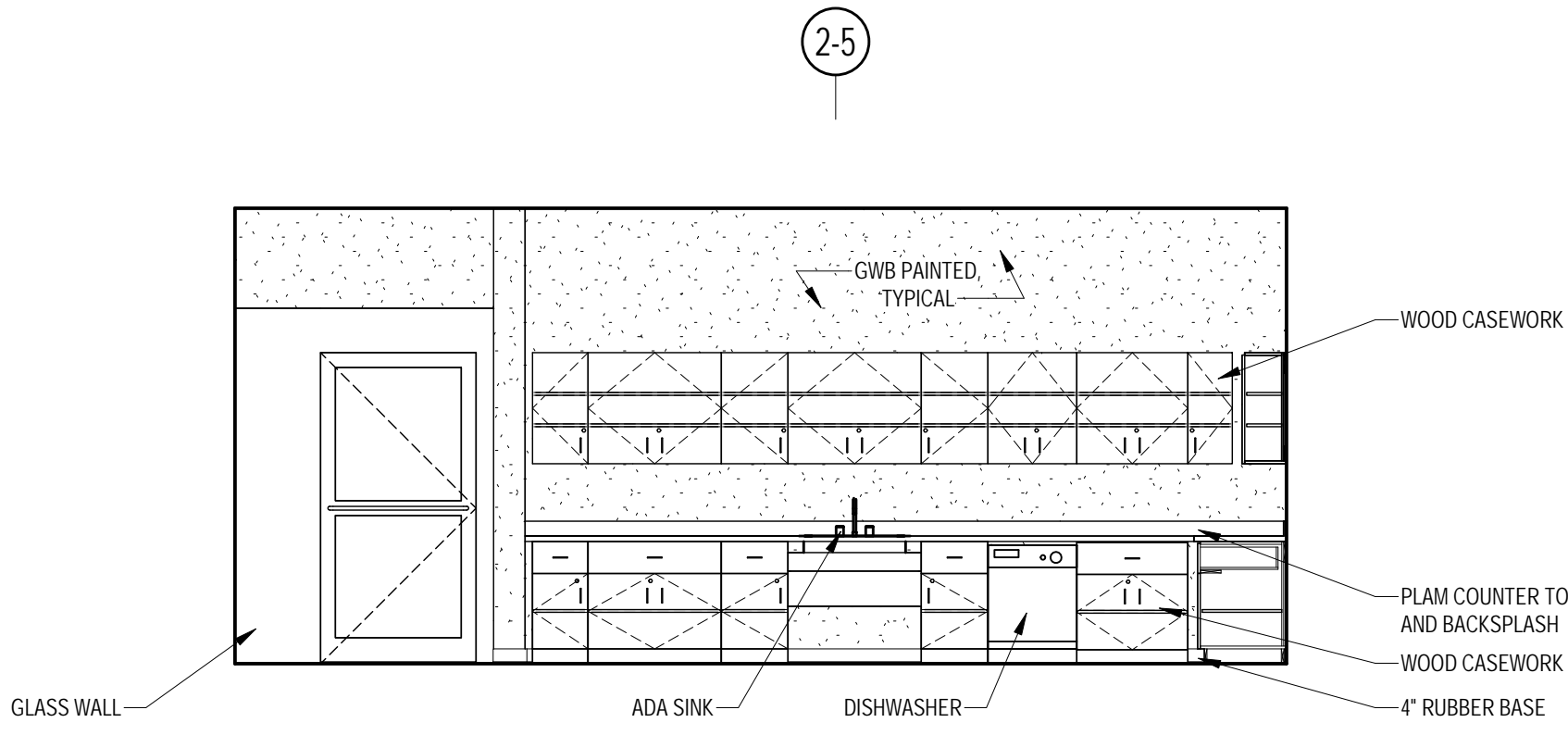
5 OFFICE INTERIOR ELEVATION
1/4" = 1'-0"



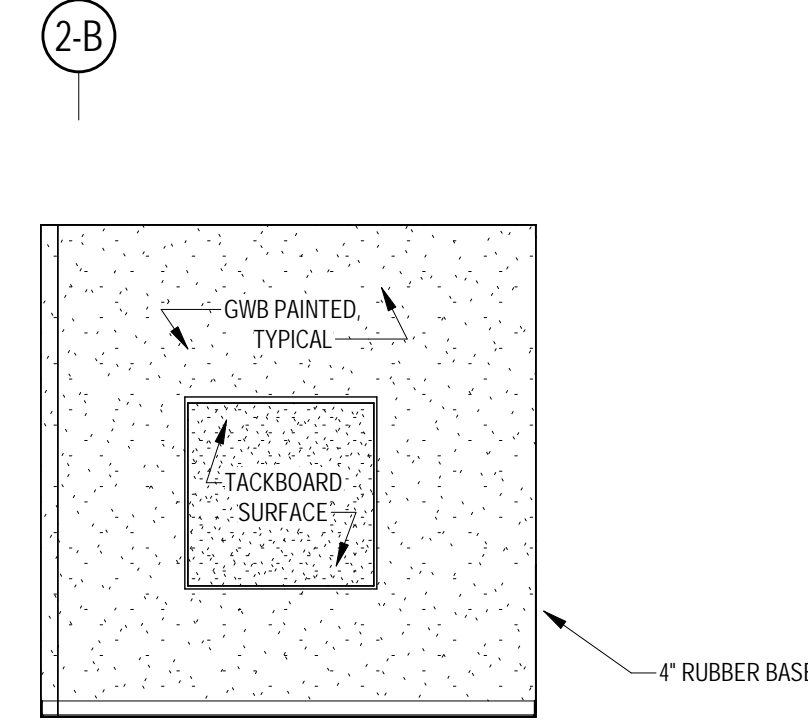
3 TEACHER COLLABORATION INT. ELEVATION
1/4" = 1'-0"



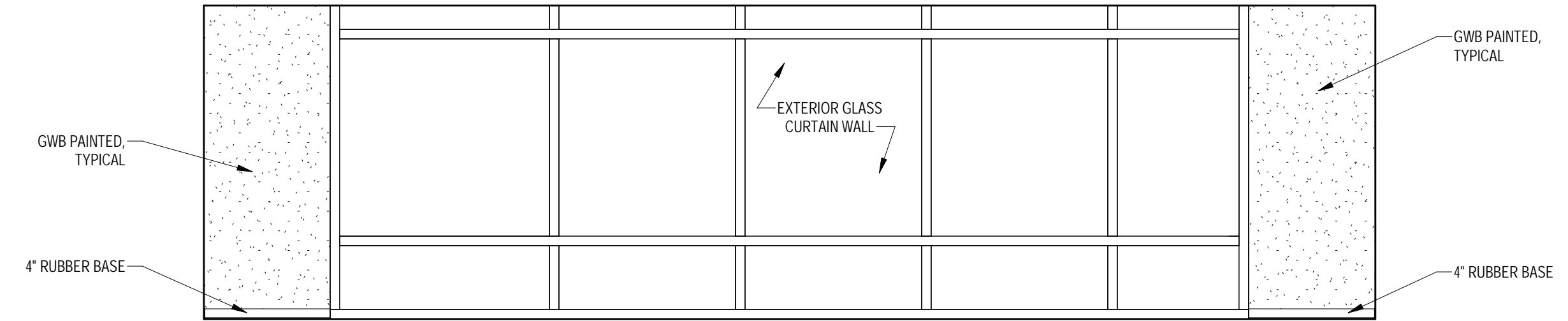
12 OFFICE INTERIOR ELEVATION
1/4" = 1'-0"



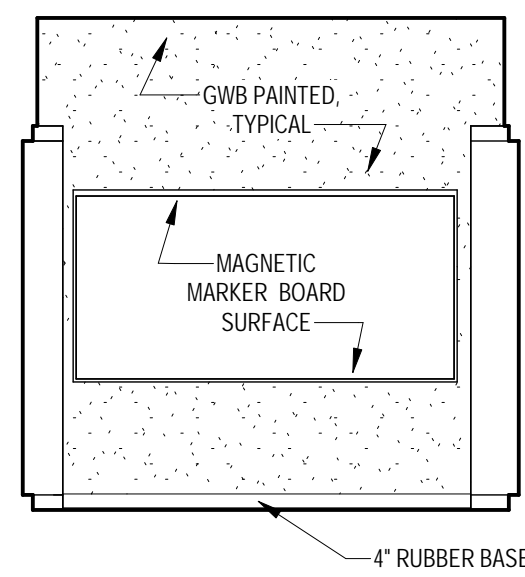
9 STAFF LUNCH ROOM INT. ELEVATION
1/4" = 1'-0"



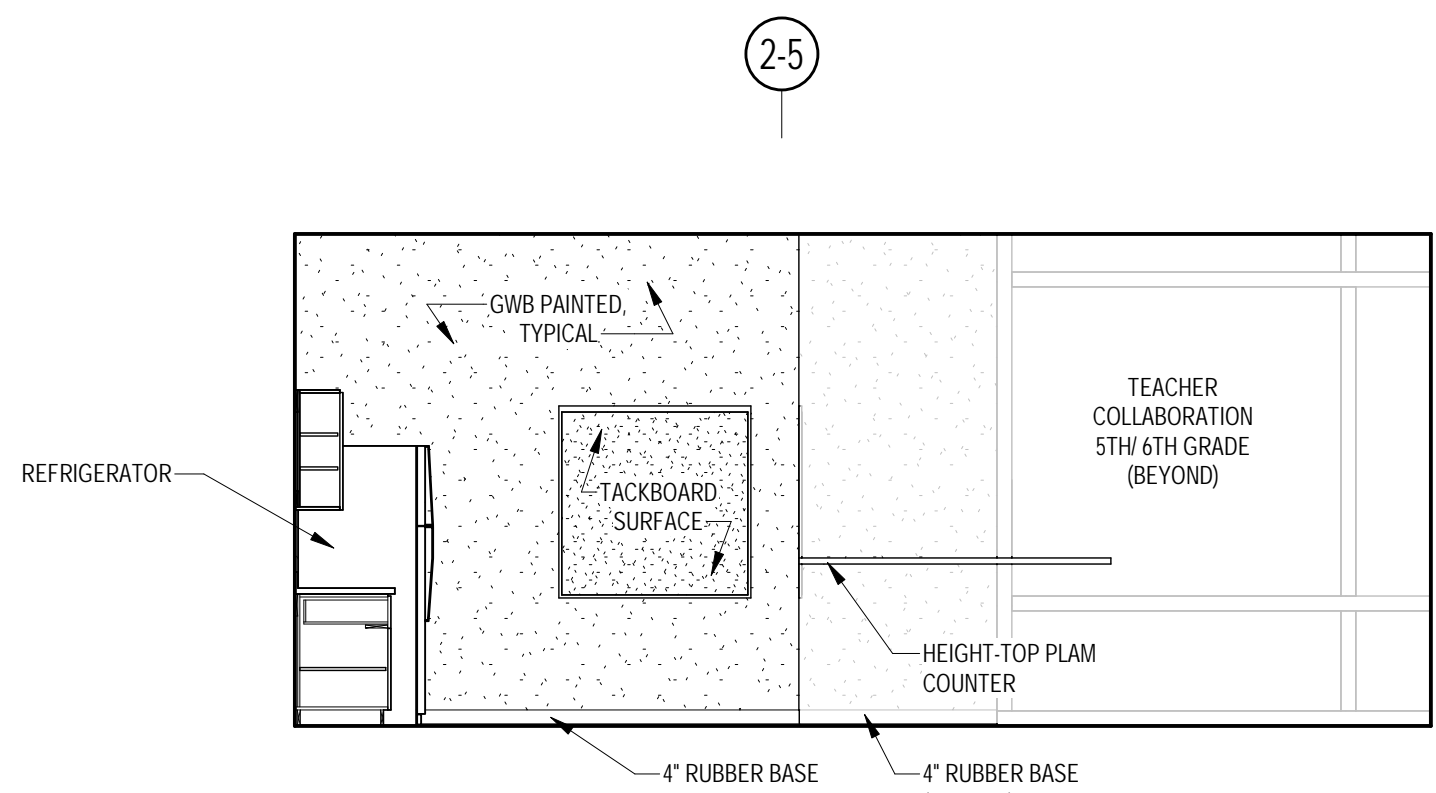
4 OFFICE INTERIOR ELEVATION
1/4" = 1'-0"



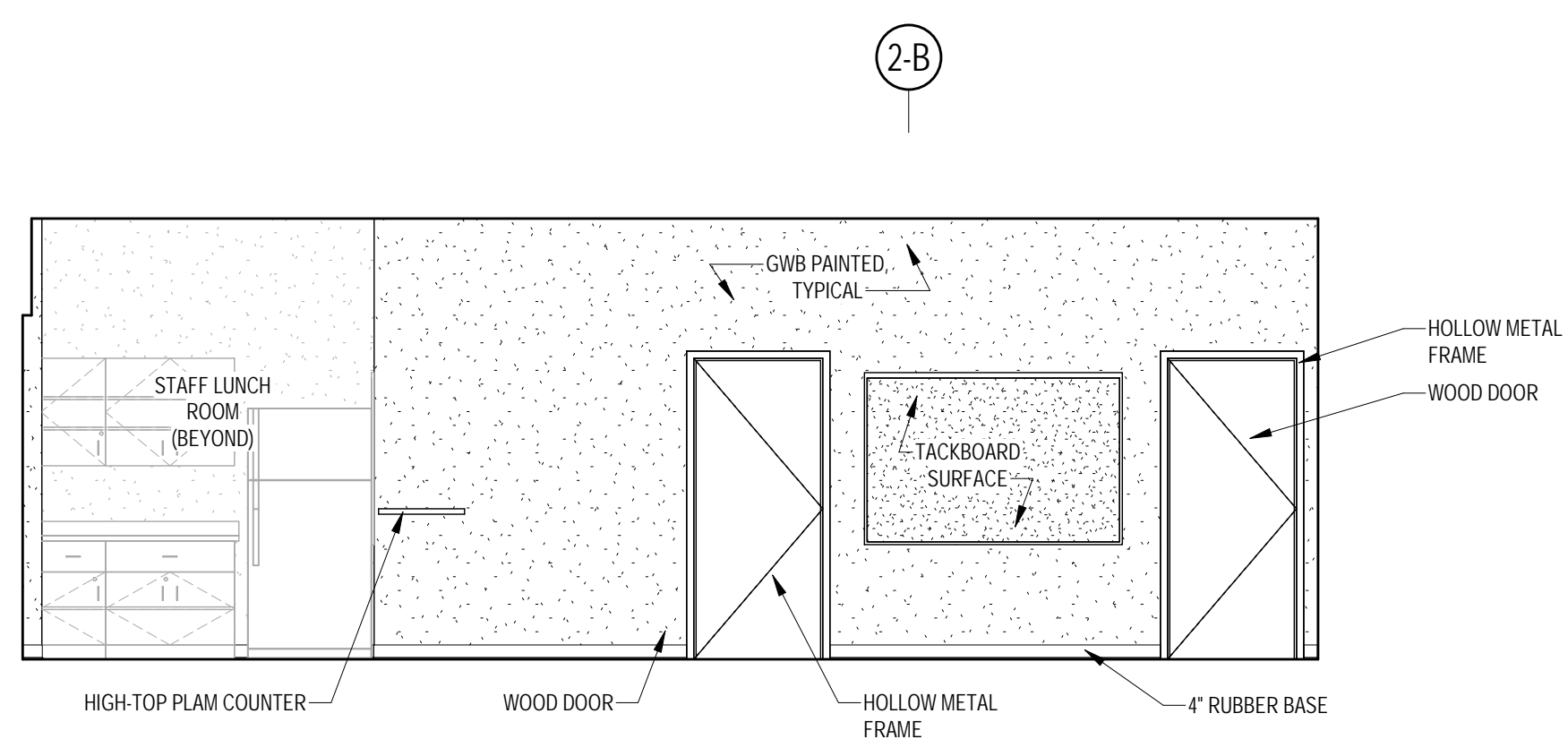
2 TEACHER COLLABORATION INT. ELEVATION
1/4" = 1'-0"



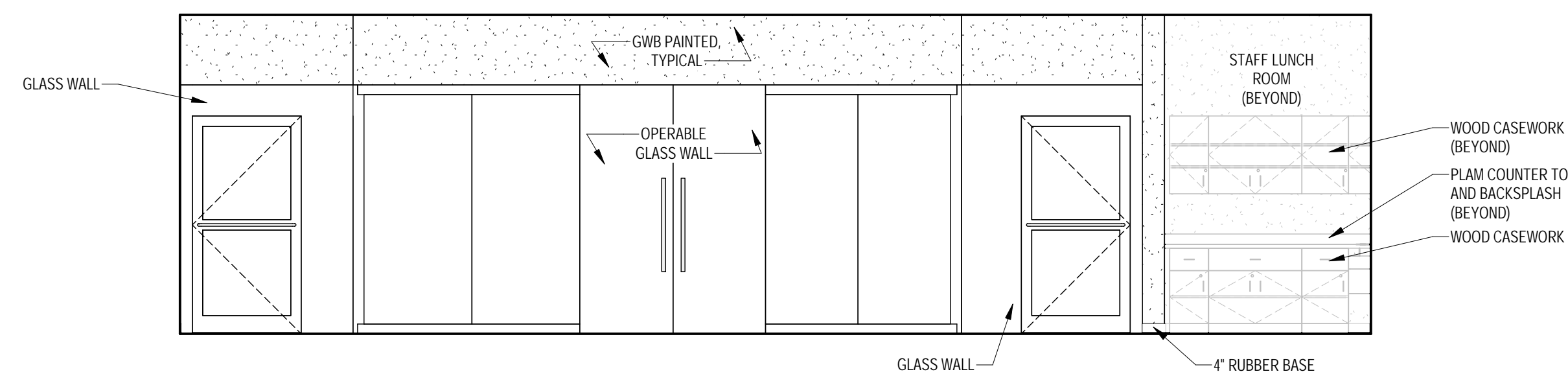
11 TEACHER COLLABORATION INT. ELEVATION
1/4" = 1'-0"



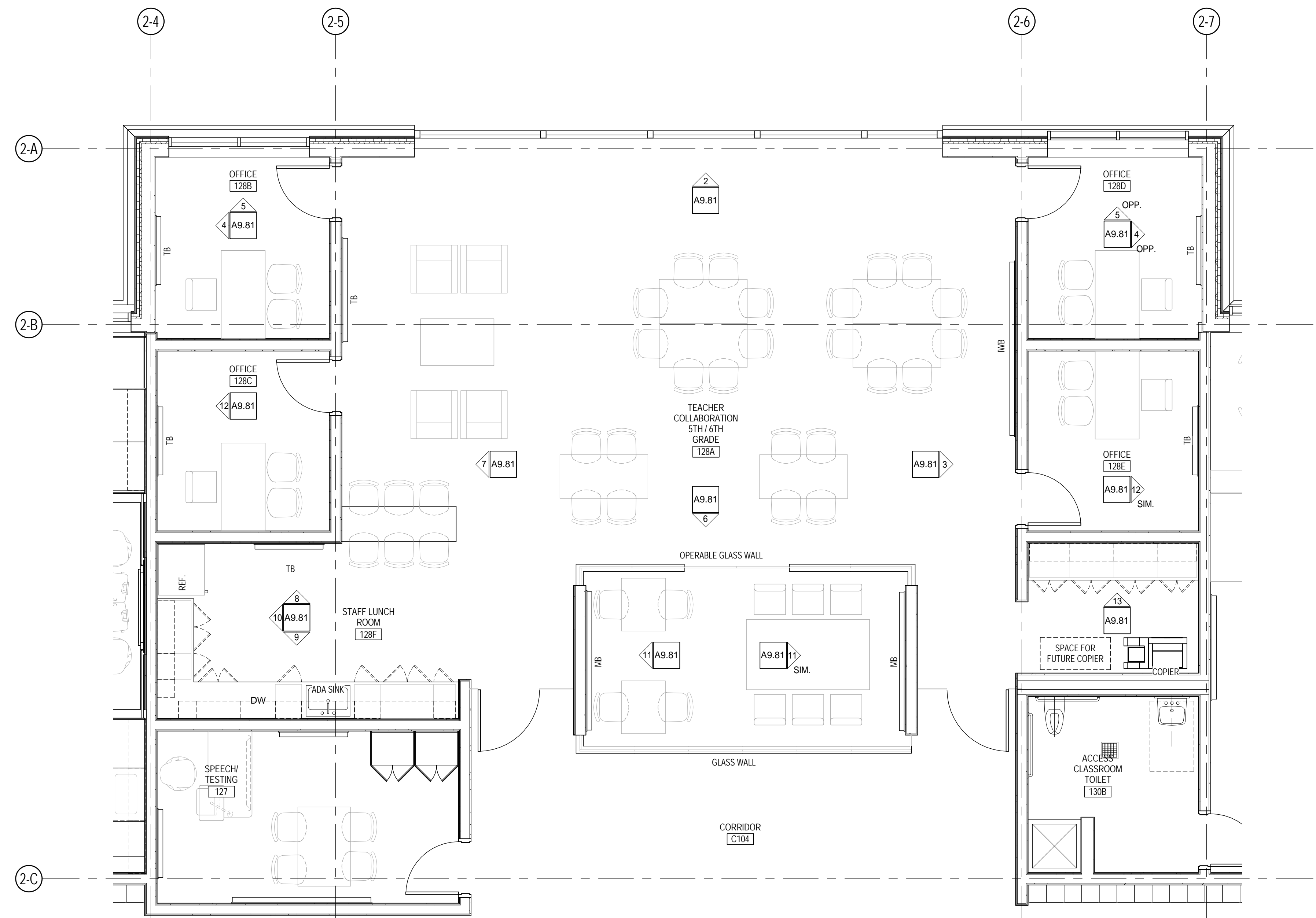
8 STAFF LUNCH ROOM INT. ELEVATION
1/4" = 1'-0"



7 TEACHER COLLABORATION INT. ELEVATION
1/4" = 1'-0"



6 TEACHER COLLABORATION INT. ELEVATION
1/4" = 1'-0"



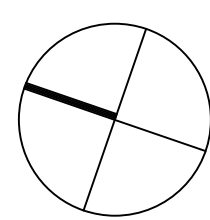
1 TEACHER COLLABORATION ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

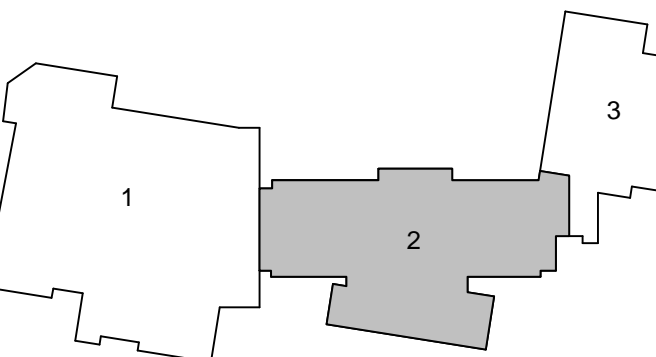
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

TEACHER
COLLABORATION
ENLARGED PLANS AND
INTERIOR ELEVATIONS

DRAWN BY:

MJR/HM/S.J.L.

REVIEWED BY:

JPT

SCALE:

1/4" = 1'-0"

DRAWING NUMBER:

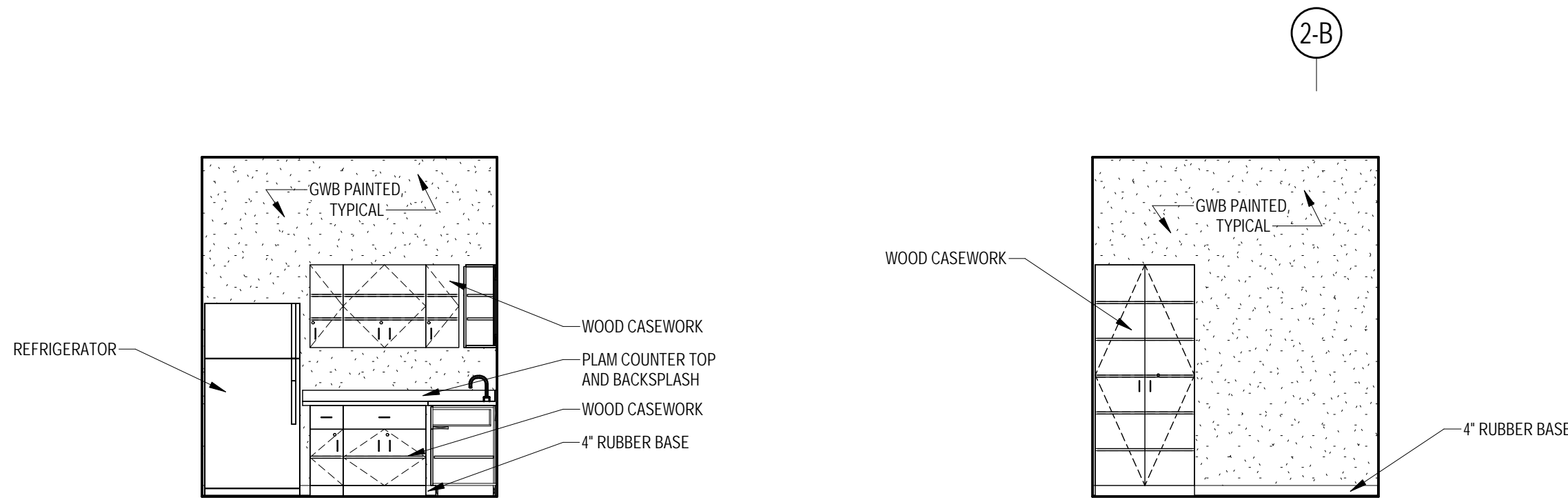
JOB NO.:

1605.00

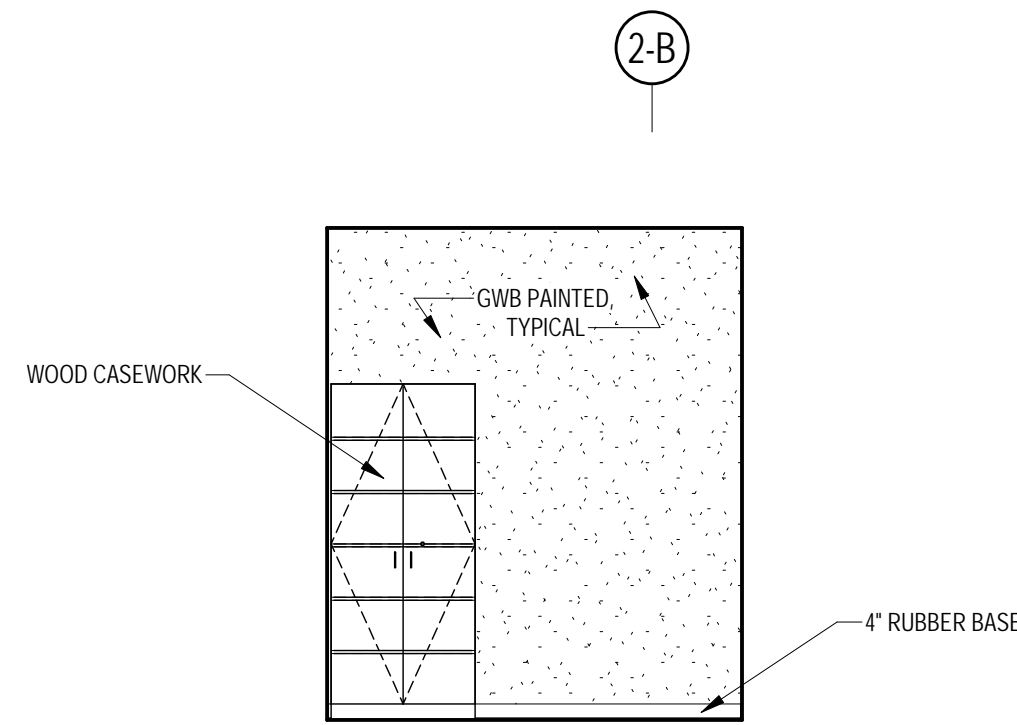
DATE:

DEC. 21, 2017

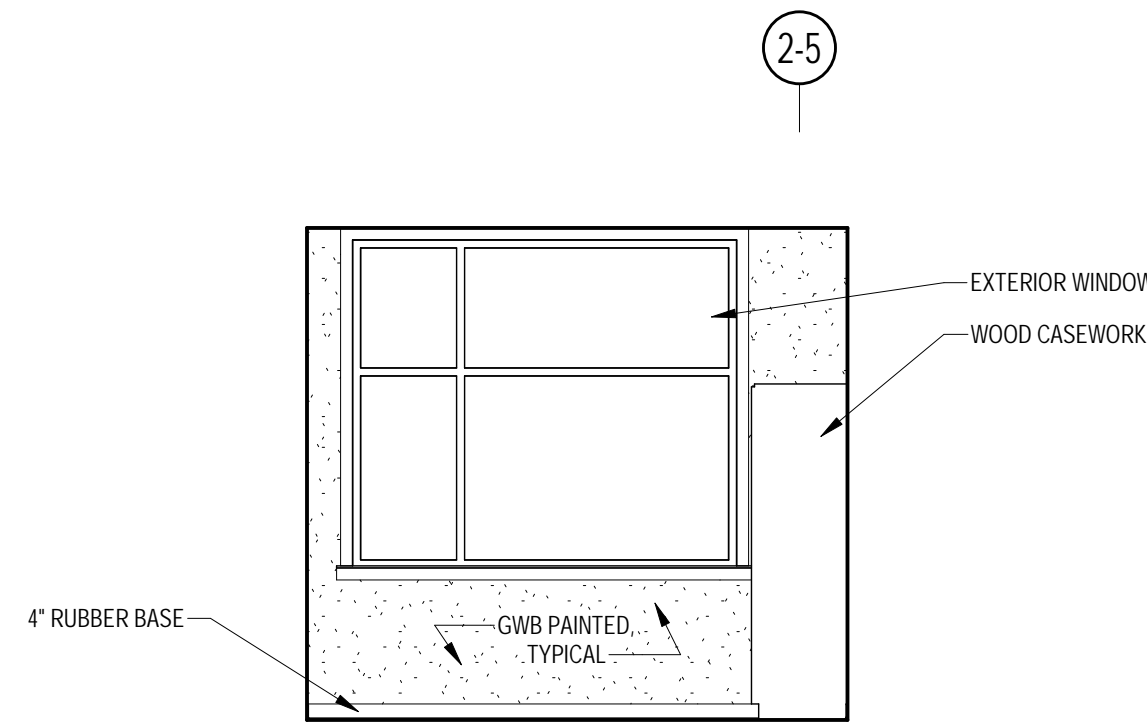
A9.82



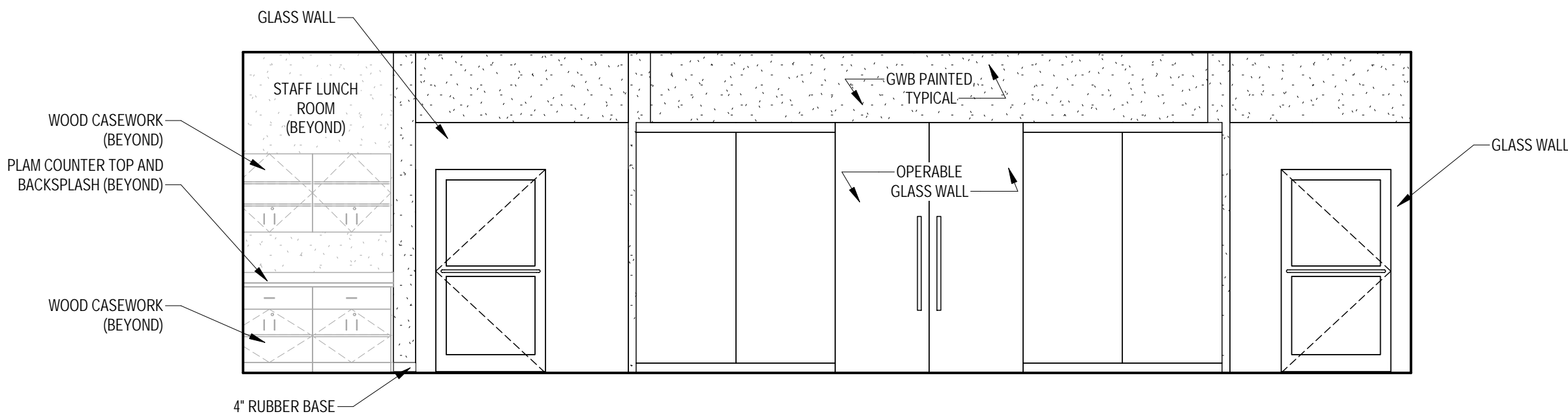
11 TEACHER COLLABORATION INT. ELEVATION



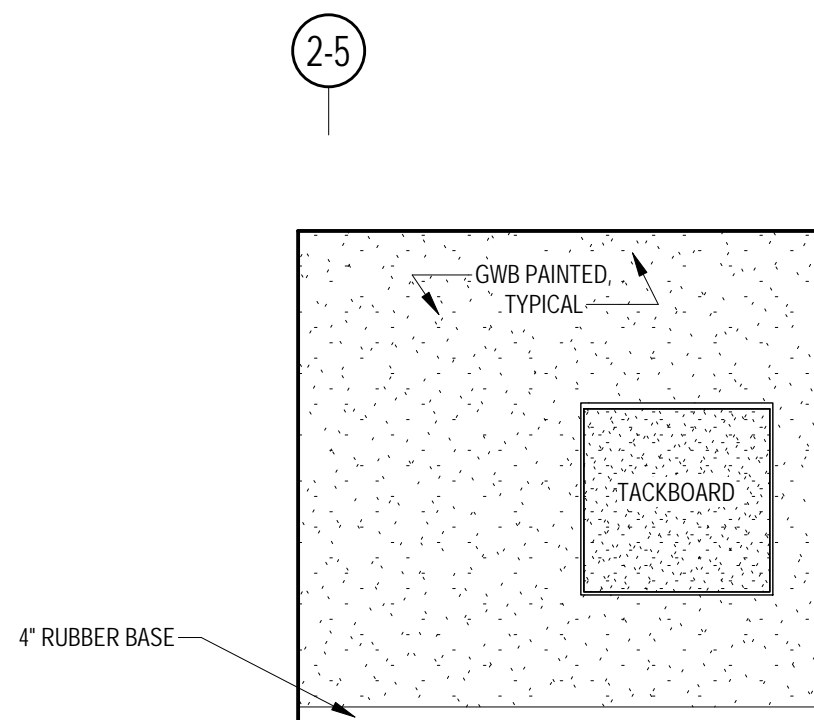
10 OFFICE INTERIOR ELEVATION
1/4" = 1'-0"



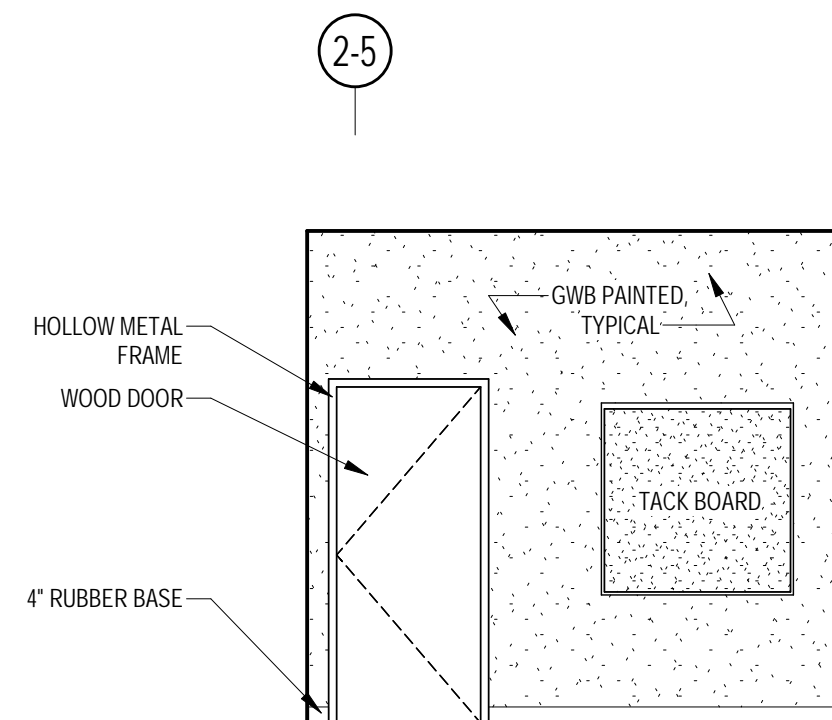
5 OFFICE INTERIOR ELEVATION



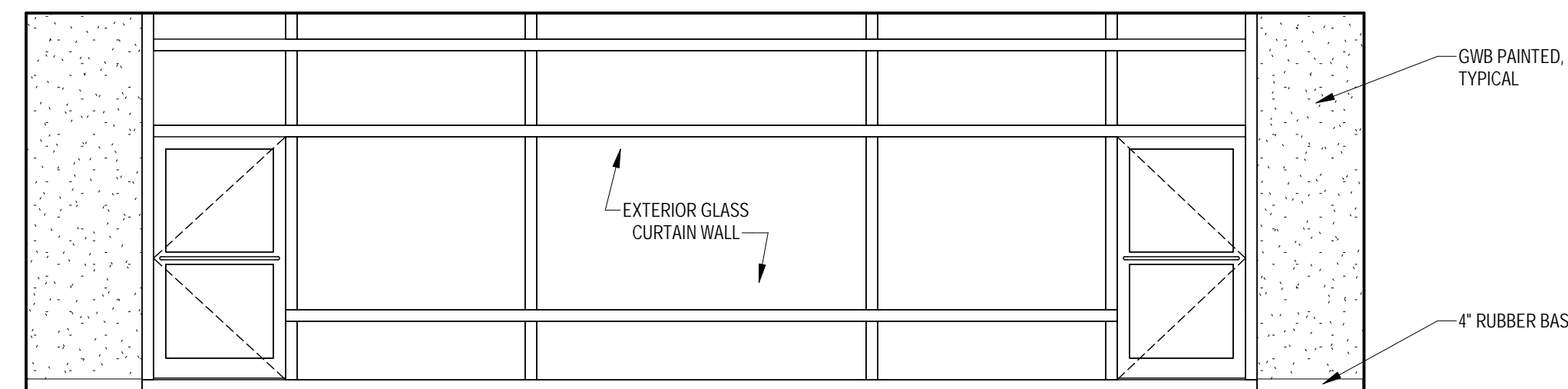
3 TEACHER COLLABORATION INT. ELEVATION



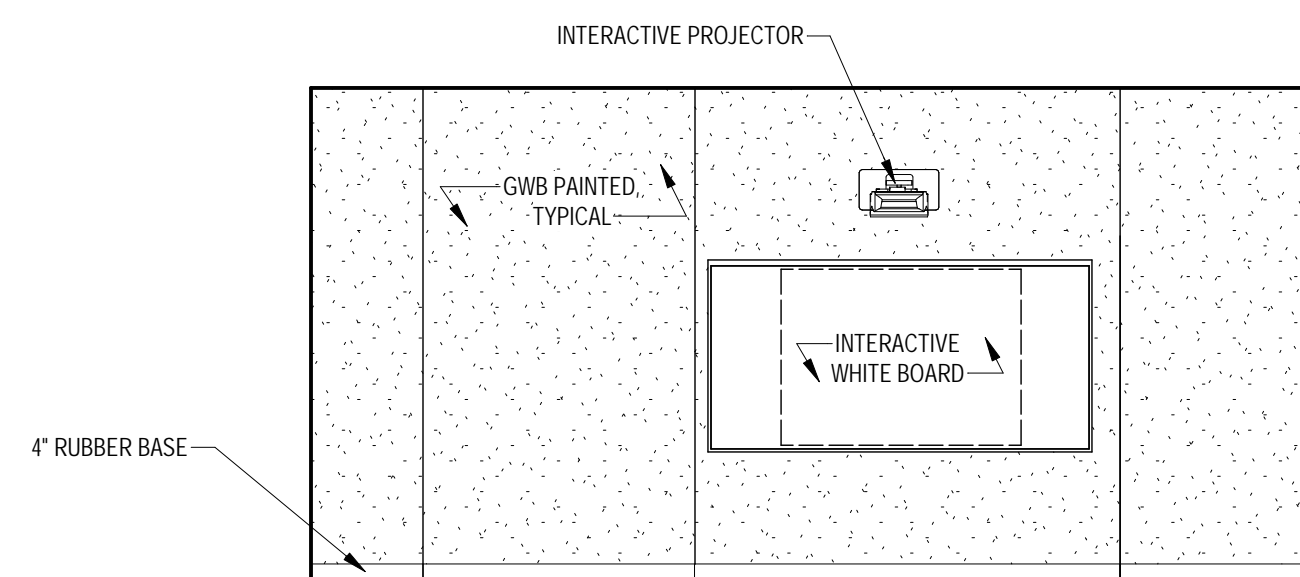
9 OFFICE INTERIOR ELEVATION
1/4" = 1'-0"



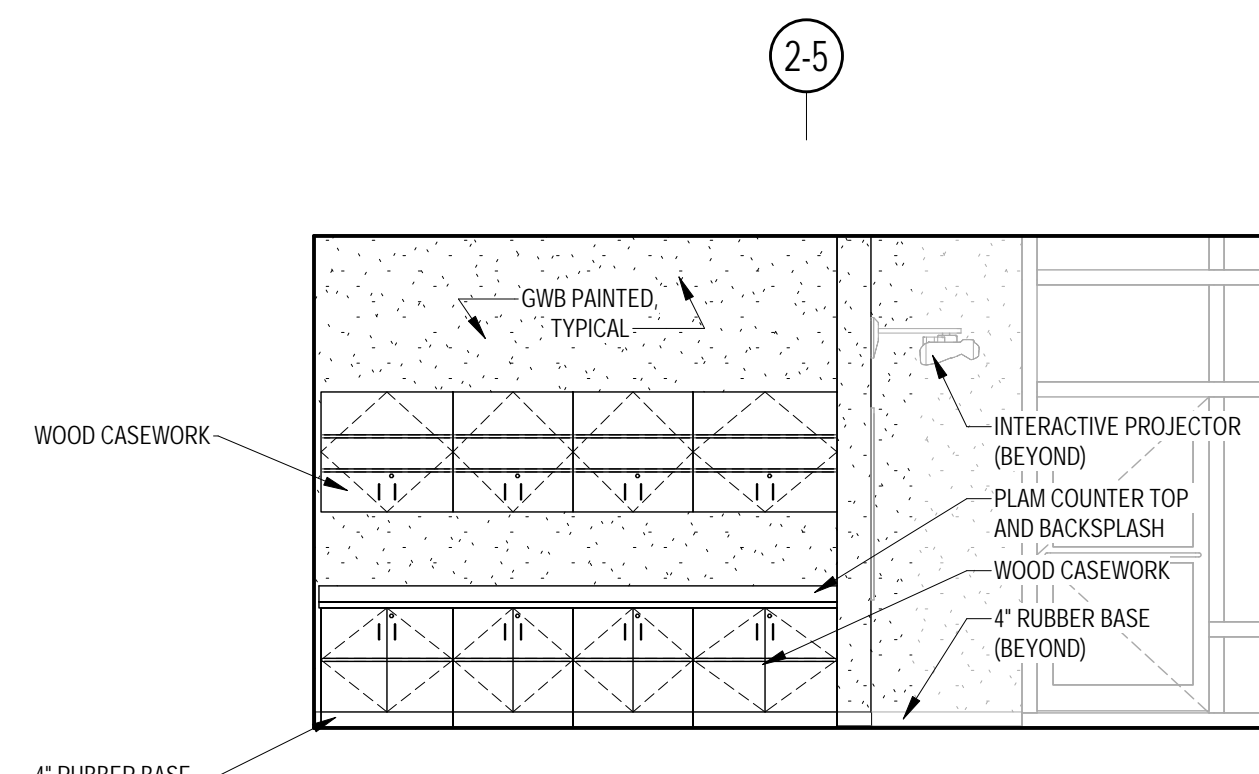
4 OFFICE INTERIOR ELEVATION



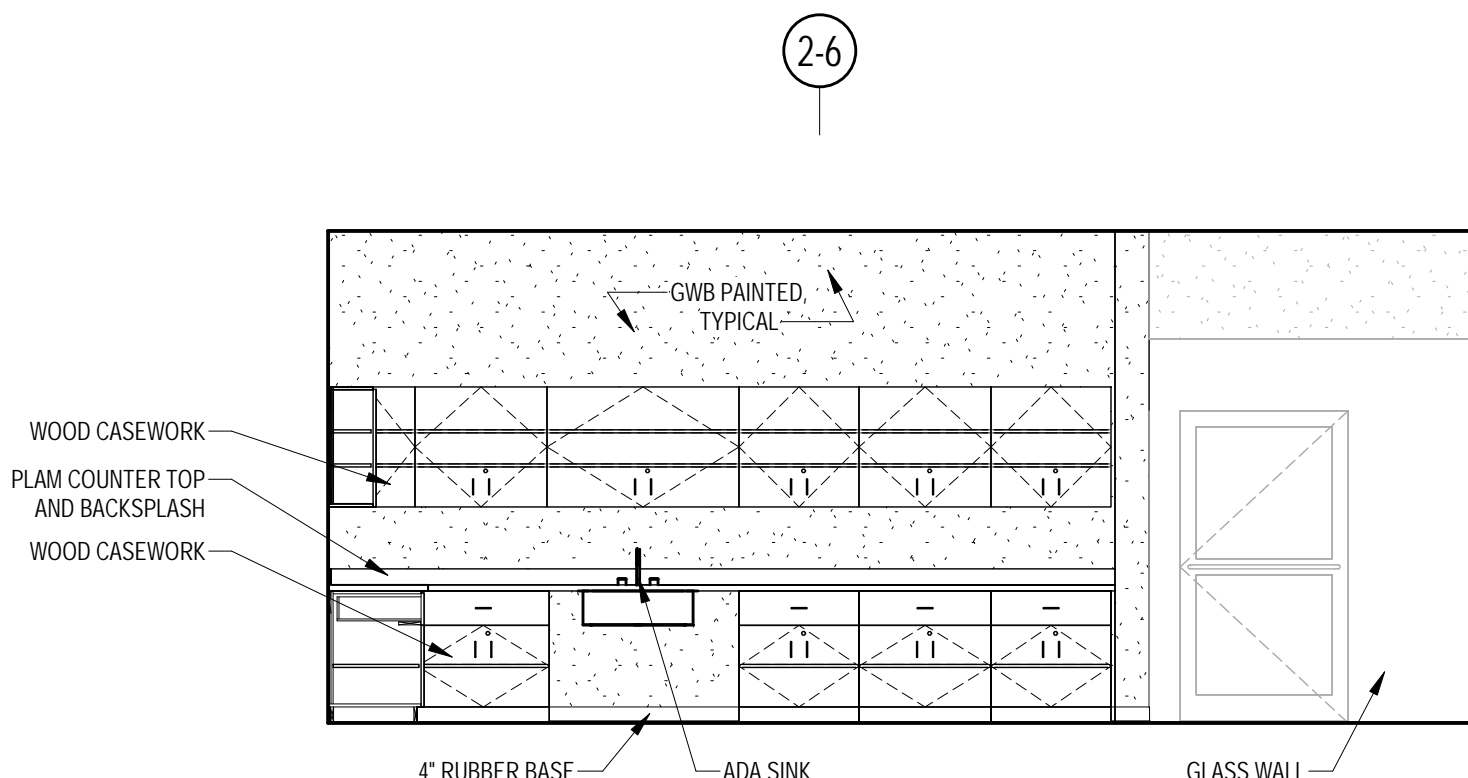
2 TEACHER COLLABORATION INT. ELEVATION



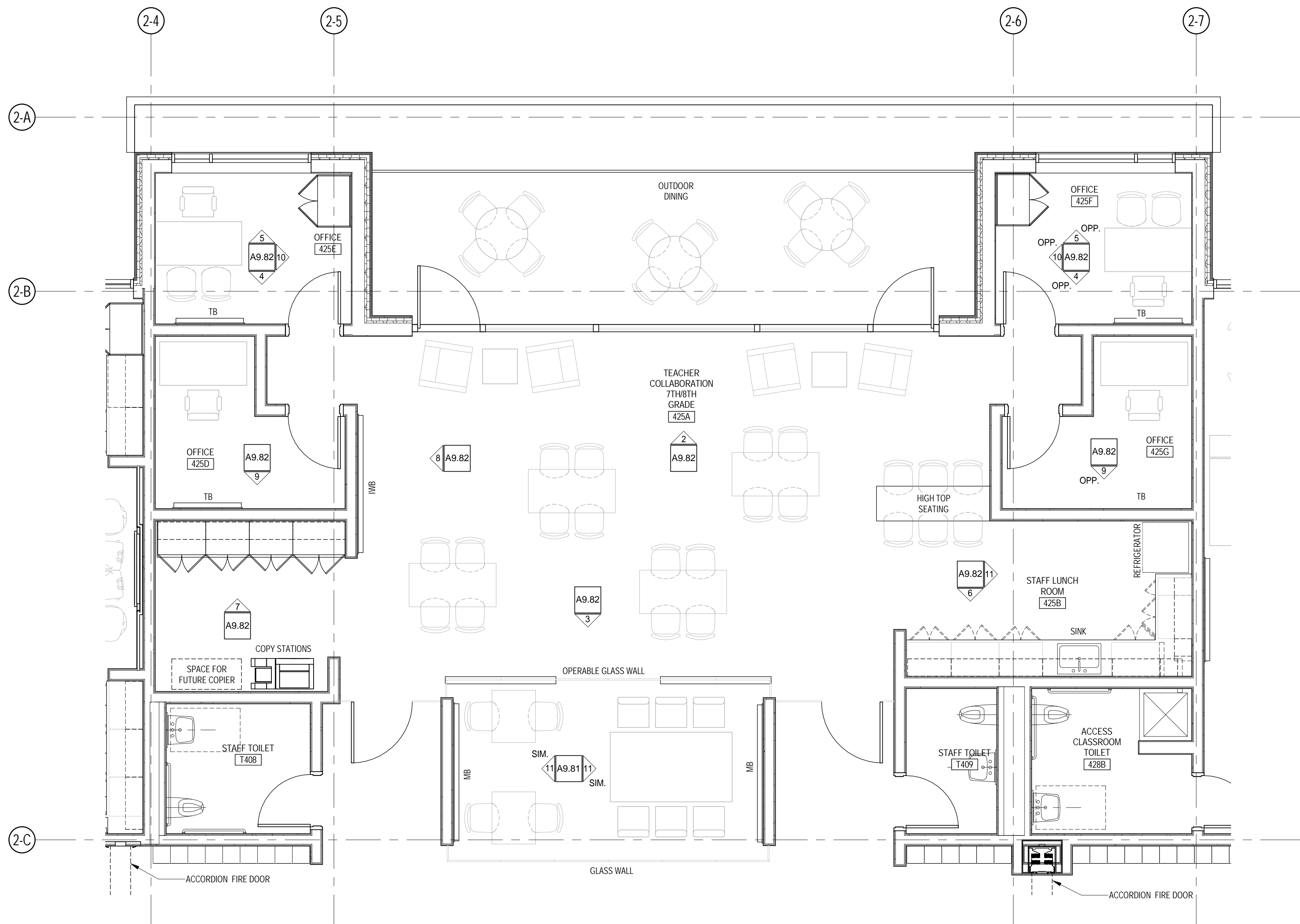
8 TEACHER COLLABORATION INT. ELEVATION



7 TEACHER COLLABORATION INT. ELEVATION



6 TEACHER COLLABORATION INT. ELEVATION



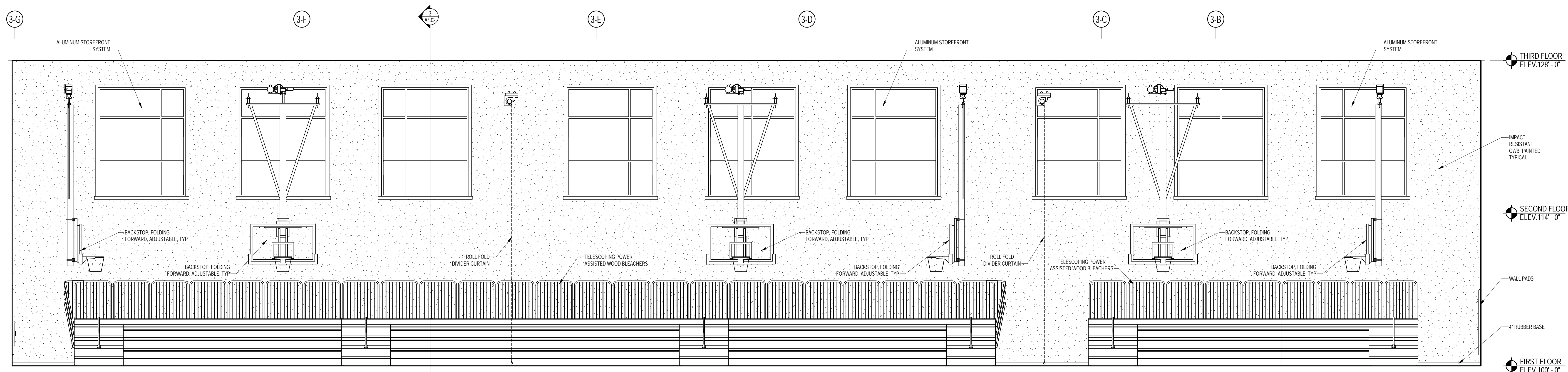
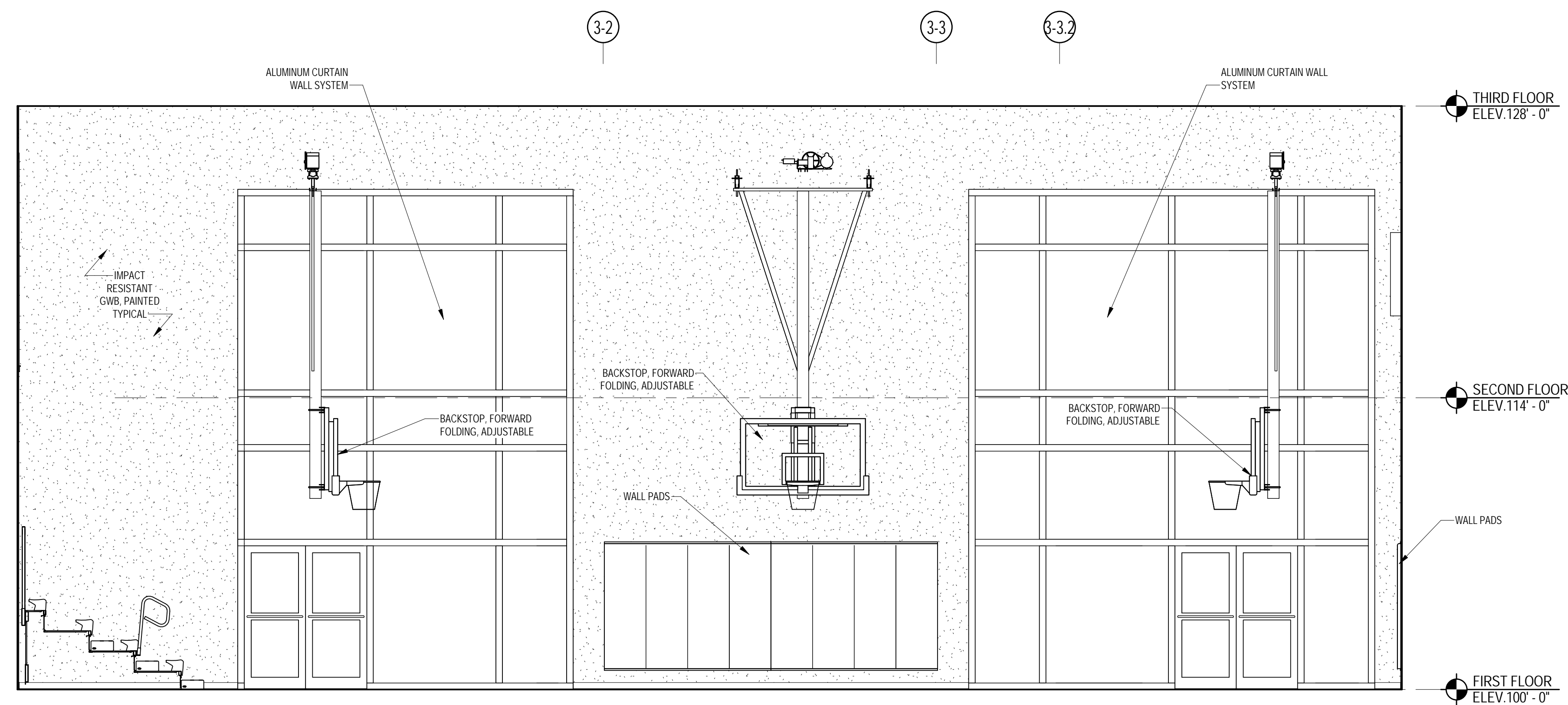
1 TEACHER COLLABORATION ENLARGED PLAN
1/4" = 1'-0"



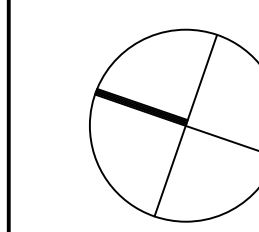
KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

KEYNOTE LEGEND:

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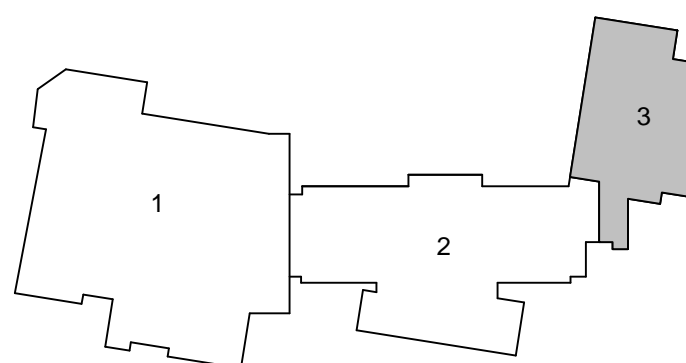


NORTH ARROW



SCHEMATIC DESIGN

KEYPLAN



DRAWING NAME:

GYMNASIUM INTERIOR ELEVATIONS

DRAWN BY: MJR

REVIEWED BY: JPT

SCALE: 1/4" = 1'-0"
JOB NO.: 1605.00
DATE: DEC. 21, 2017

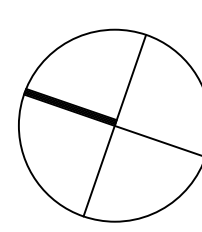
DRAWING NUMBER:
A10.31



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

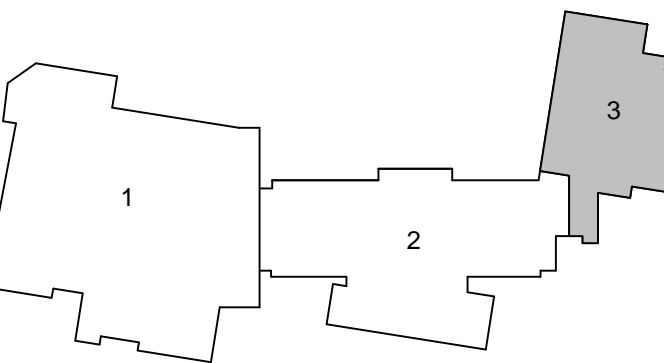
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

GYMNASIUM INTERIOR ELEVATIONS

DRAWN BY:

MJR

REVIEWED BY:

JPT

SCALE:

1/4" = 1'-0"

JOB NO.:

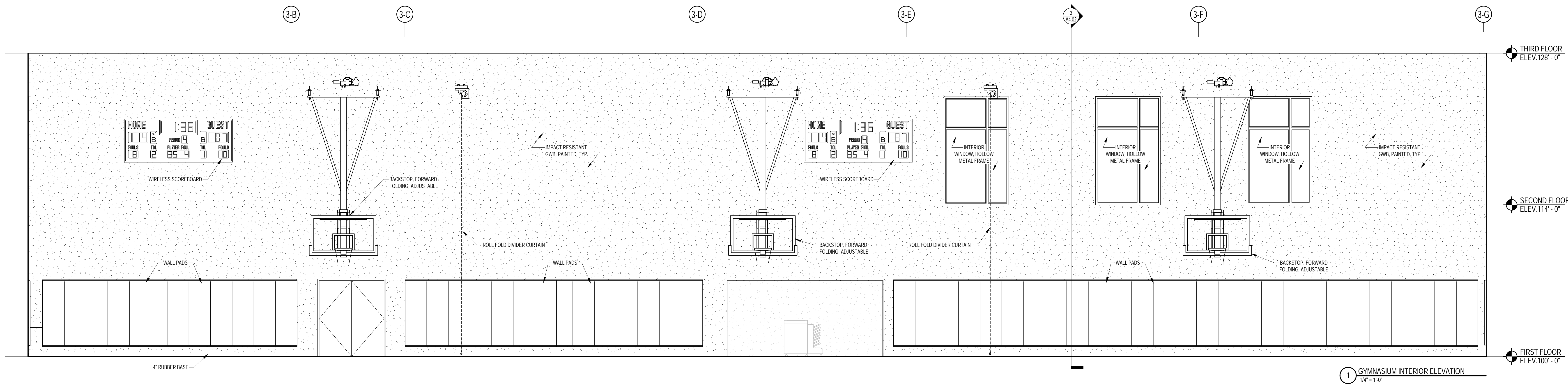
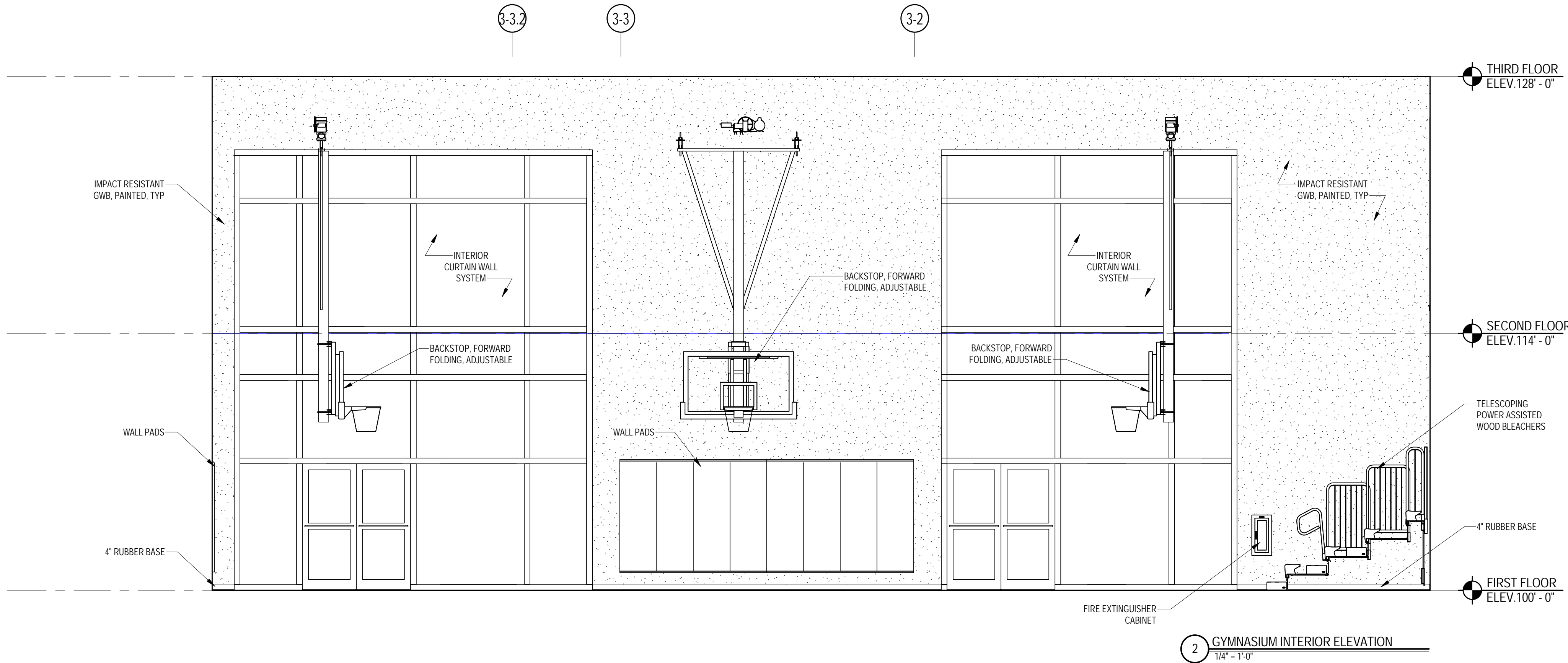
1605.00

DATE:

DEC. 21, 2017

DRAWING NUMBER:

A10.32

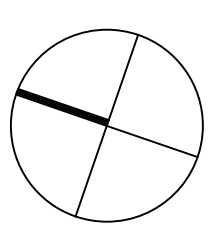




KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

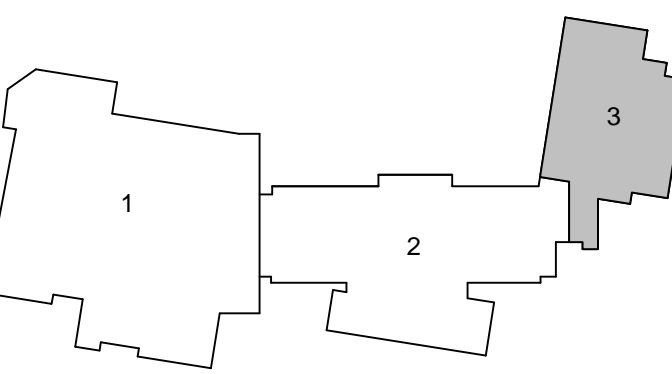
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

**ADAPTIVE P.E. & OT/PT
ENLARGED PLAN AND
INT. ELEVATIONS**

DRAWN BY:

HM

REVIEWED BY:

JPT

SCALE:

1/4" = 1'-0"

DRAWING NUMBER:

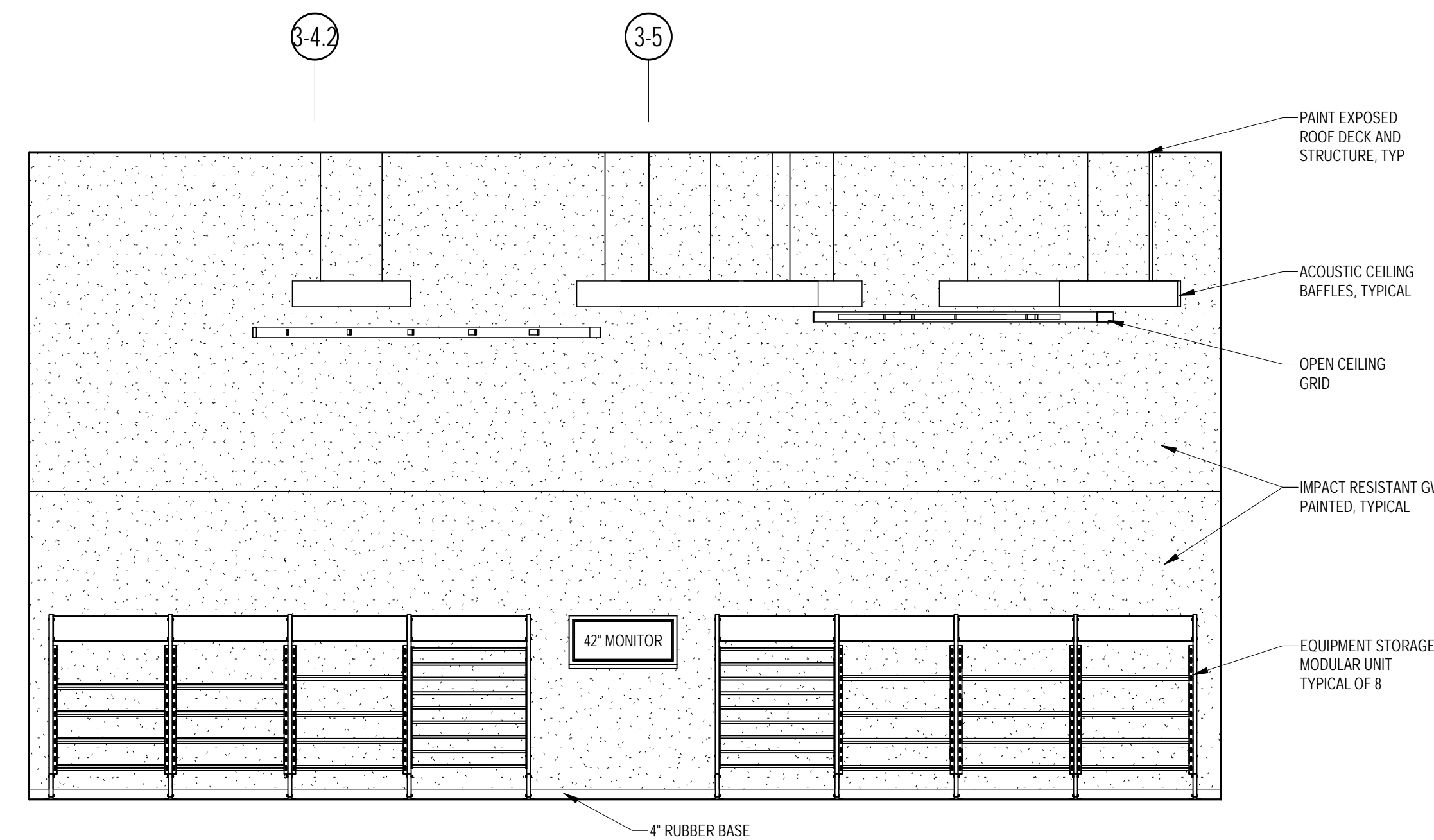
JOB NO.:

1605.00

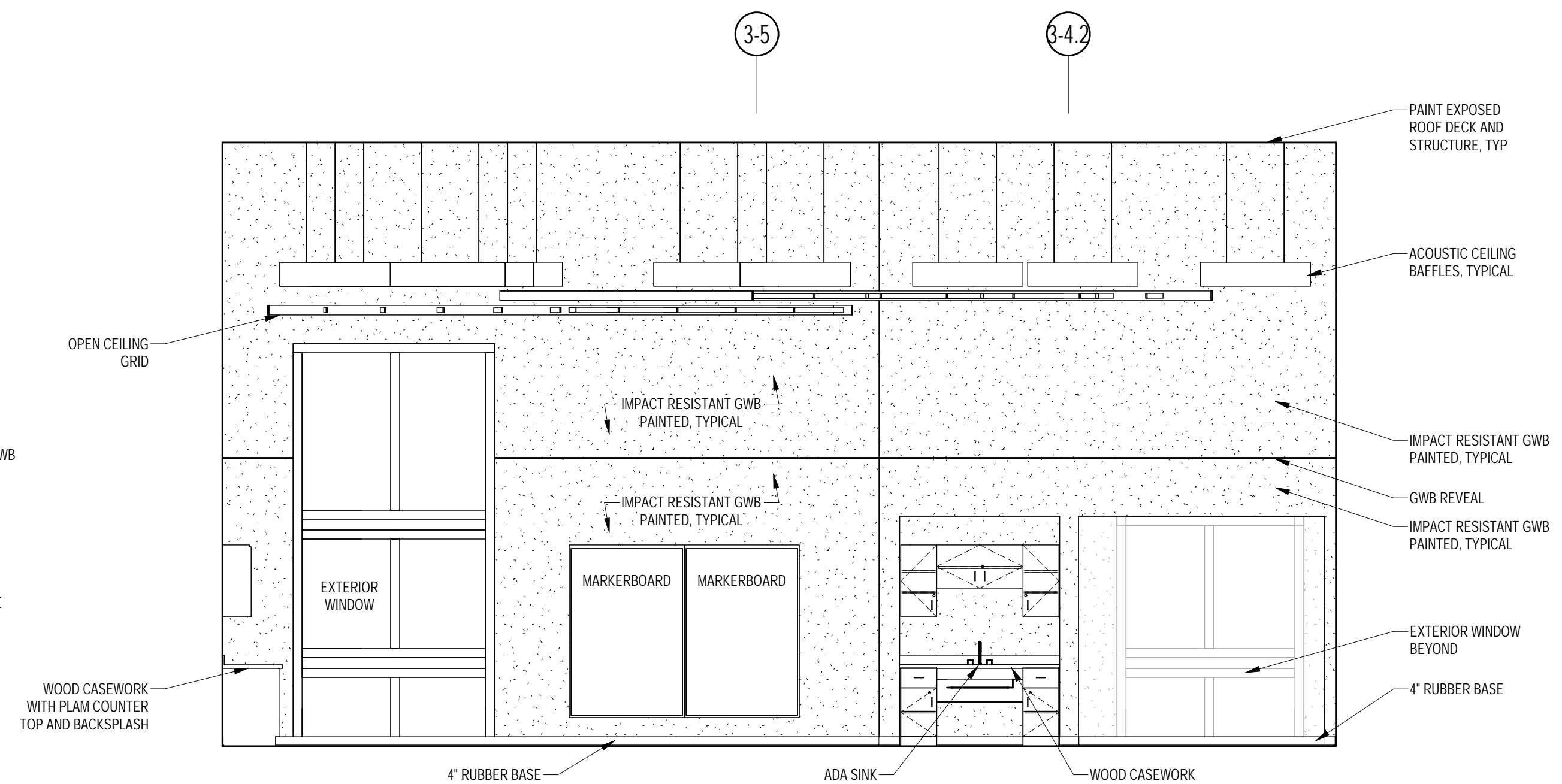
DATE:

DEC. 21, 2017

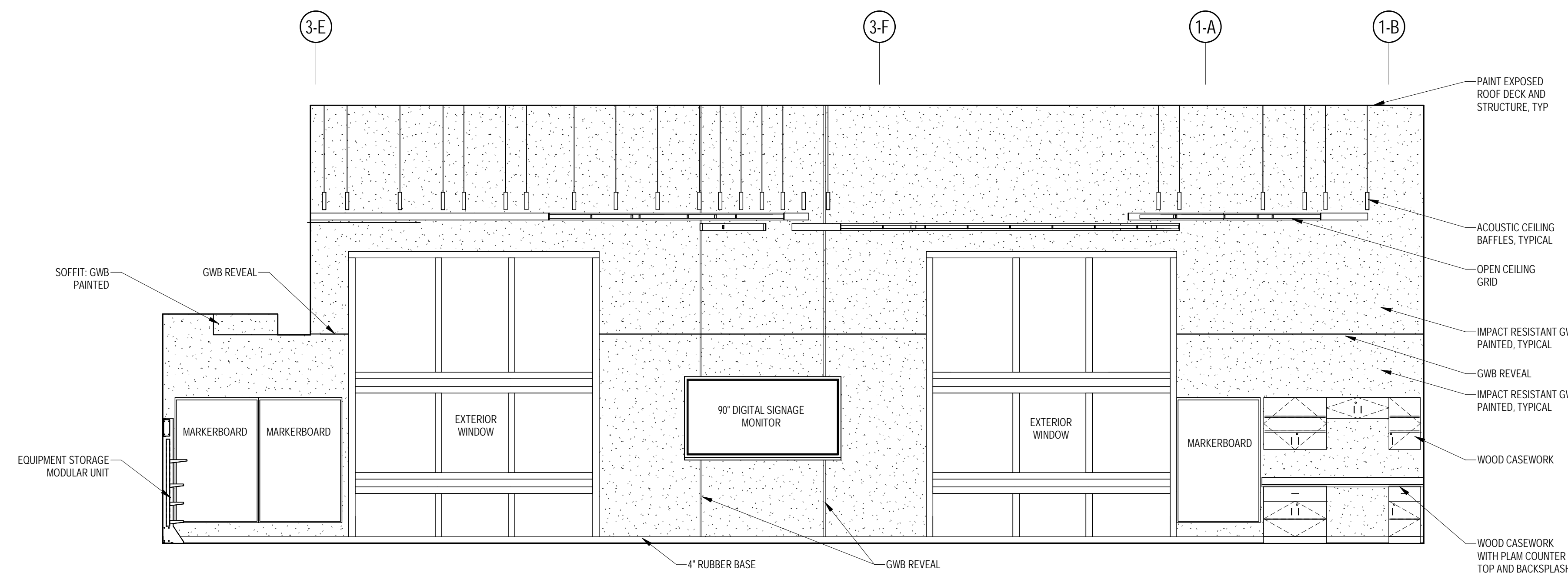
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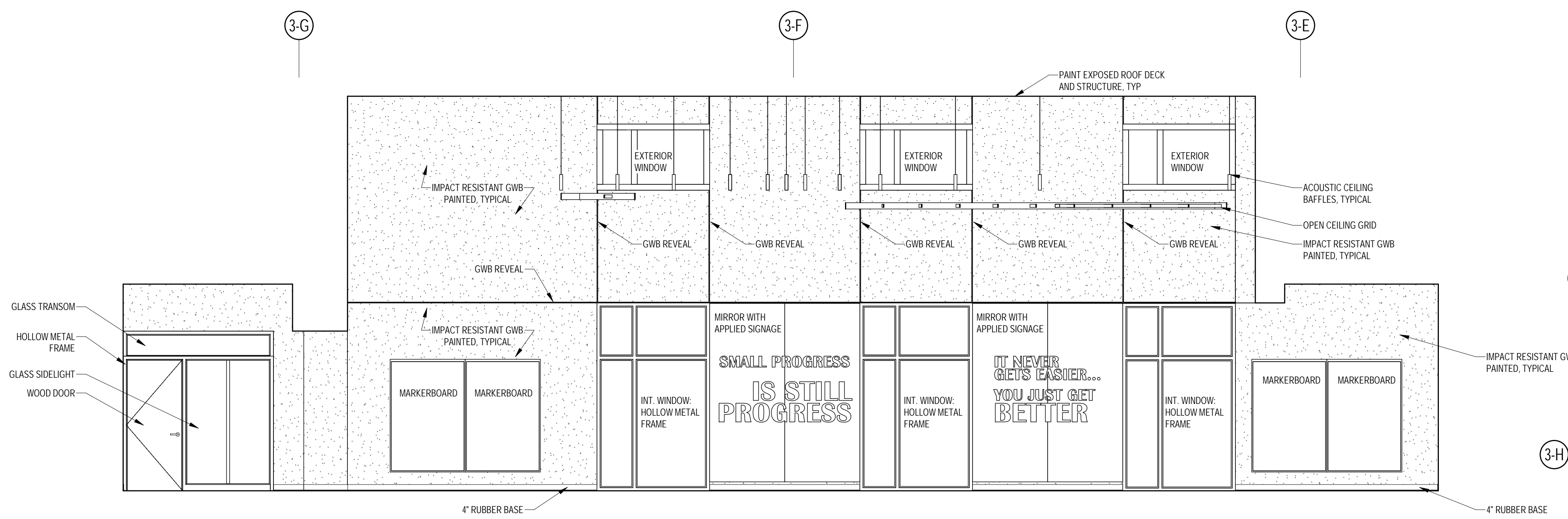
5 ADAPTIVE P.E. & OT/PT INTERIOR ELEVATION
1/4" = 1'-0"



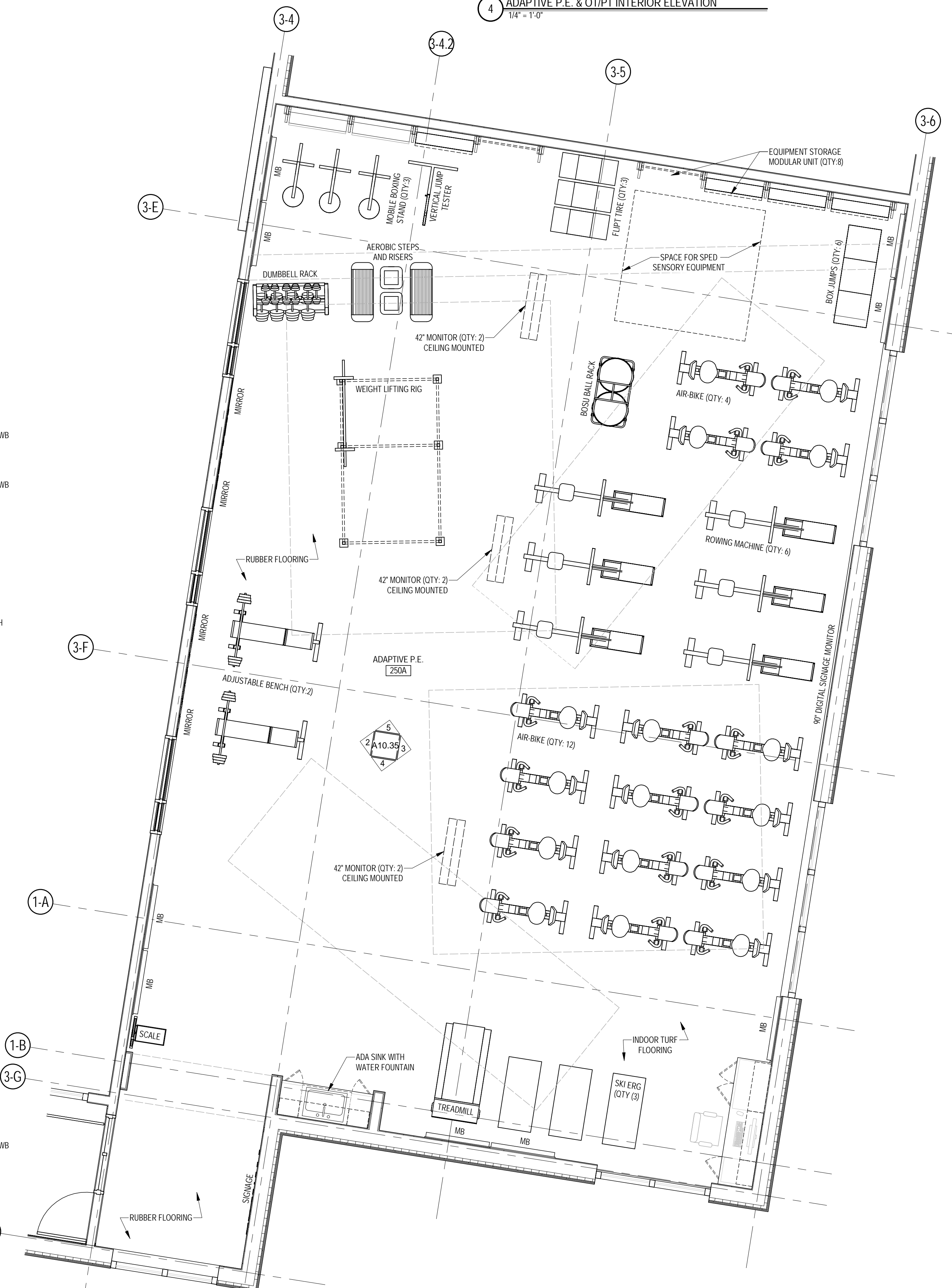
4 ADAPTIVE P.E. & OT/PT INTERIOR ELEVATION
1/4" = 1'-0"



3 ADAPTIVE P.E. & OT/PT INTERIOR ELEVATION
1/4" = 1'-0"



2 ADAPTIVE P.E. & OT/PT INTERIOR ELEVATION
1/4" = 1'-0"



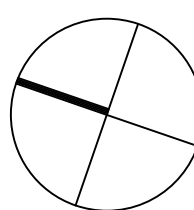
1 ADAPTIVE P.E. & OT/PT ENLARGED PLAN
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

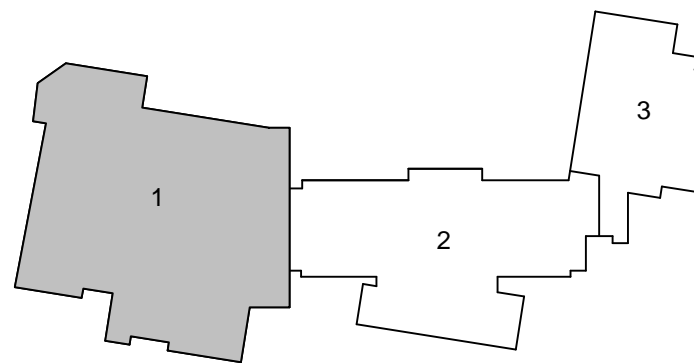
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



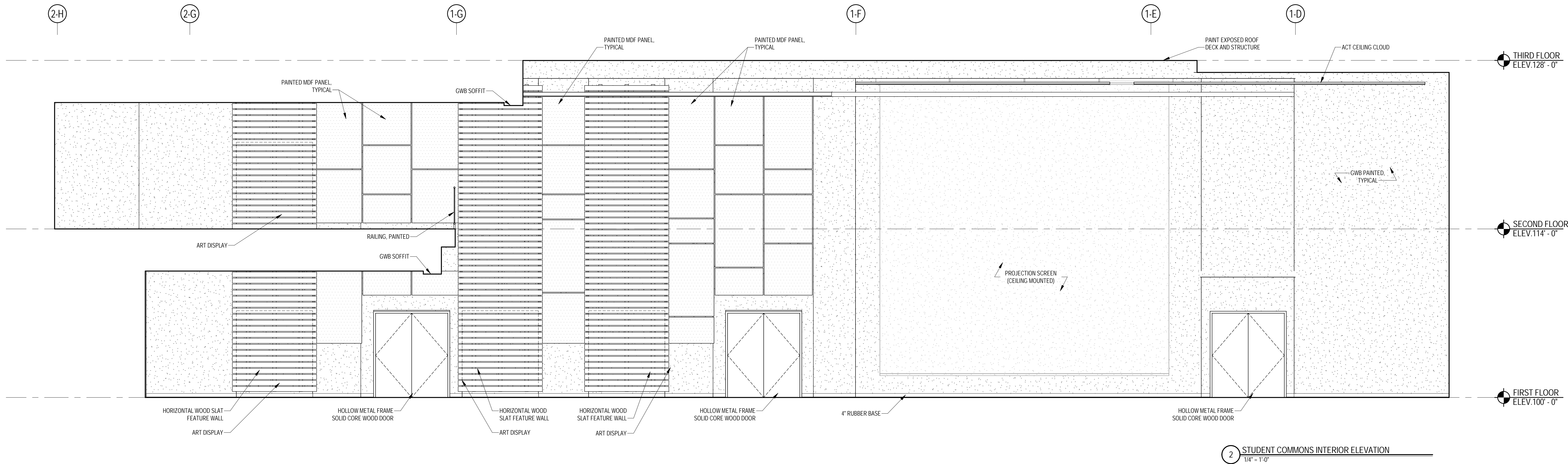
DRAWING NAME:

**STUDENT COMMONS
INTERIOR ELEVATIONS**

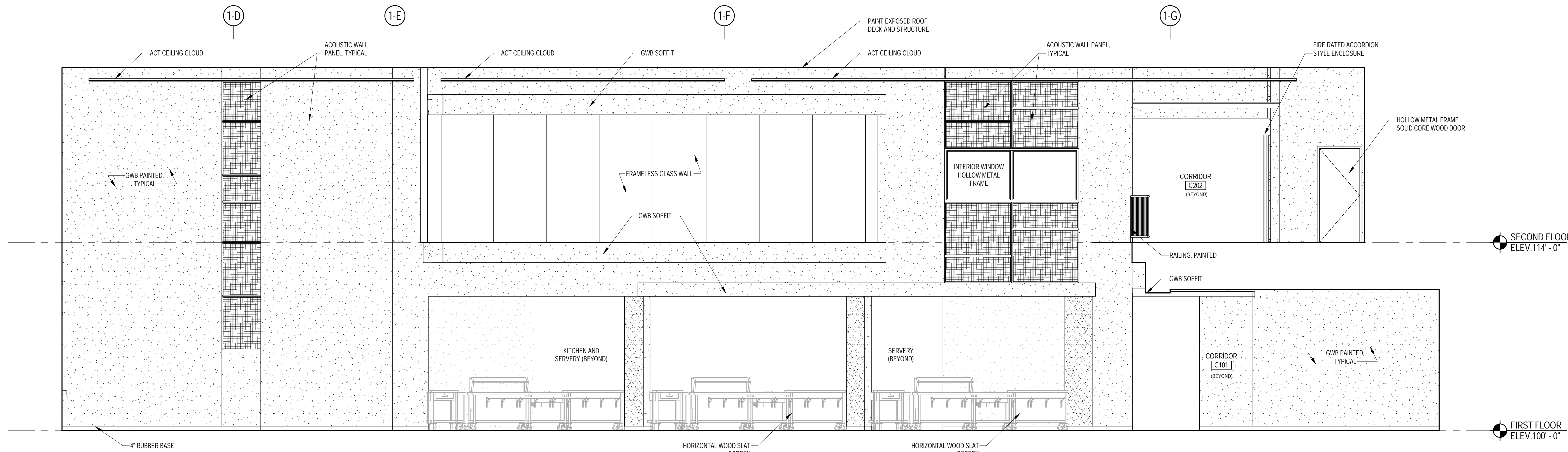
DRAWN BY: HM

REVIEWED BY: JPT

SCALE: 1/4" = 1'-0"
JOB NO.: 1605.00
DATE: DEC. 21, 2017
DRAWING NUMBER:
A10.41



2 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



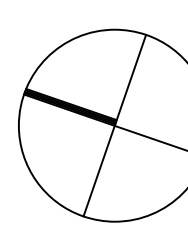
1 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

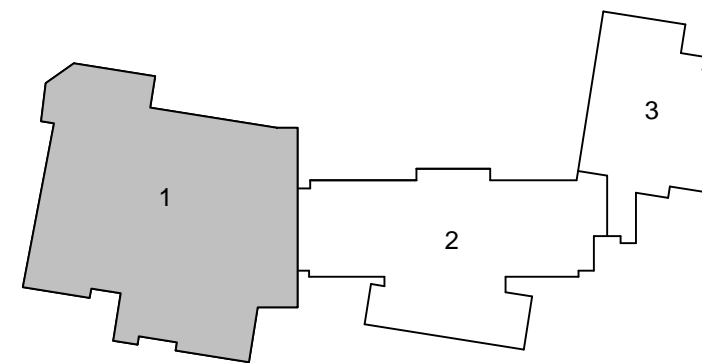
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

STUDENT COMMONS
INTERIOR ELEVATIONS

DRAWN BY:

HM

REVIEWED BY:

JPT

SCALE:

1/4" = 1'-0"

JOB NO.:

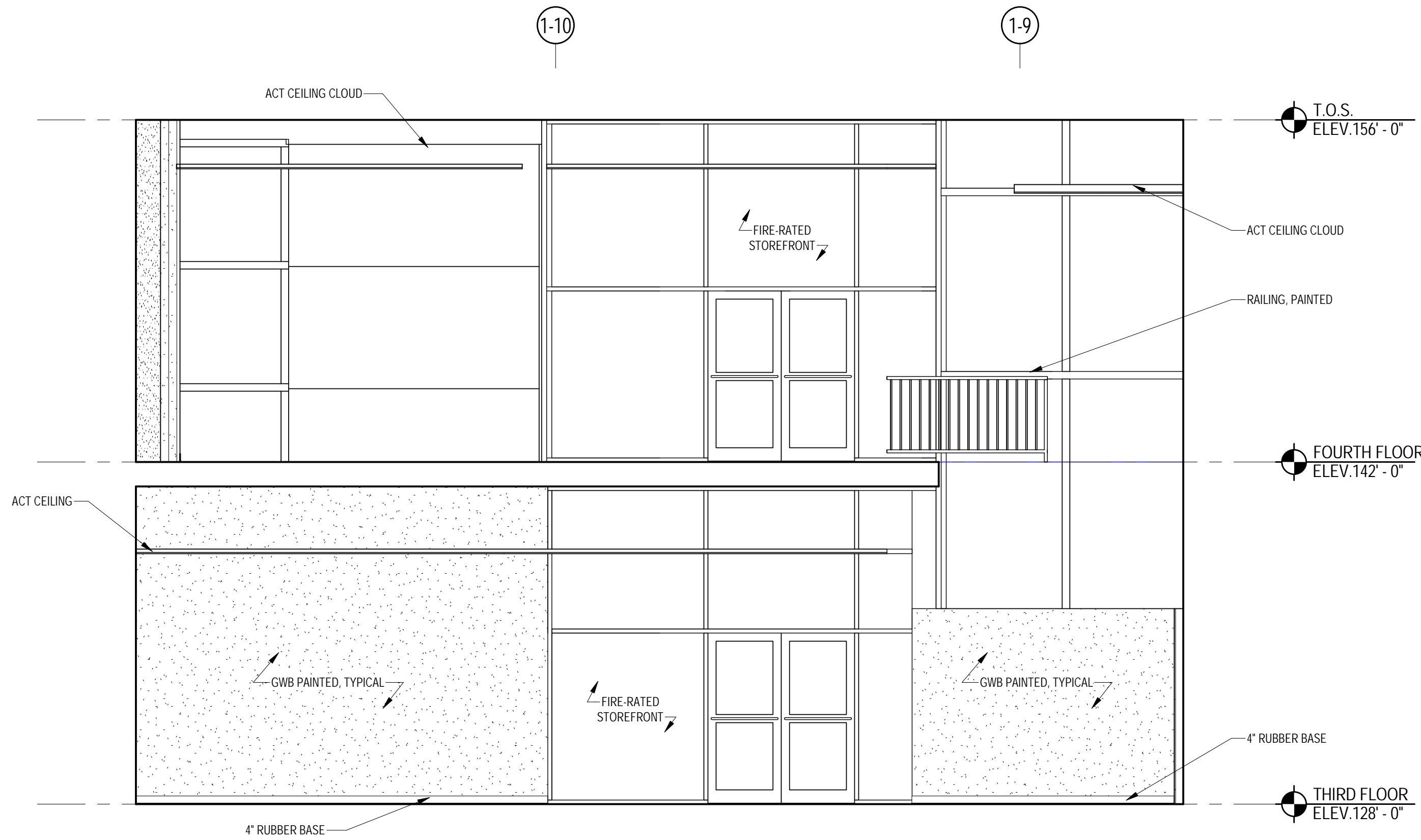
1605.00

DATE:

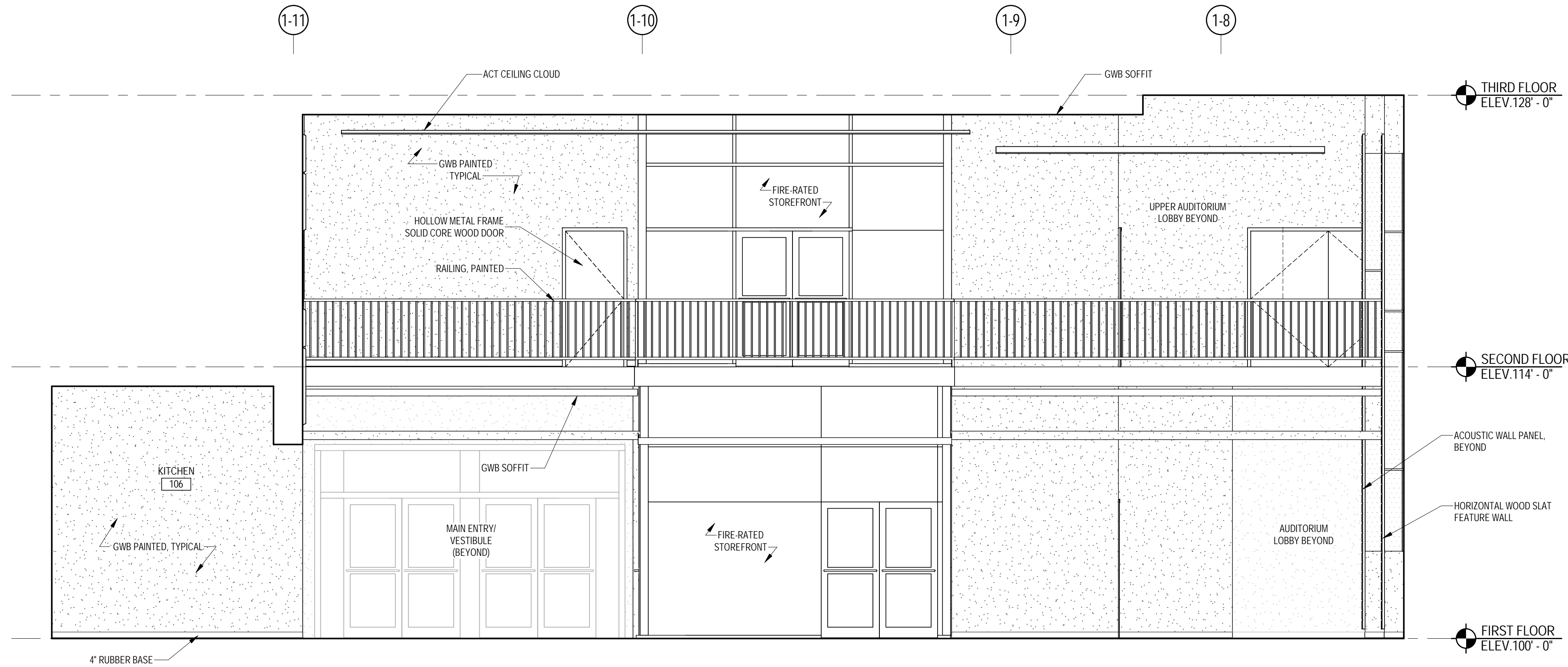
DEC. 21, 2017

DRAWING NUMBER:

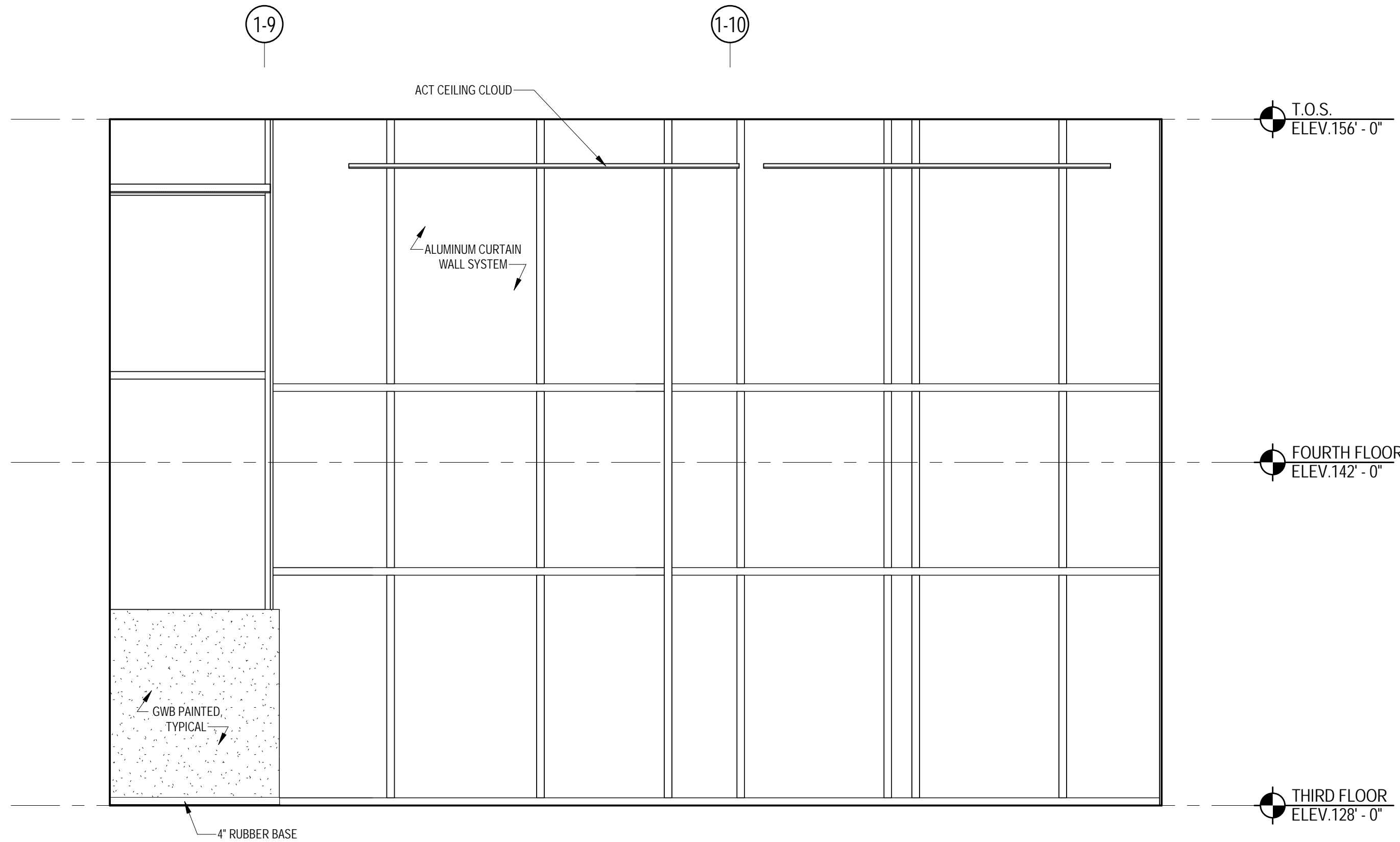
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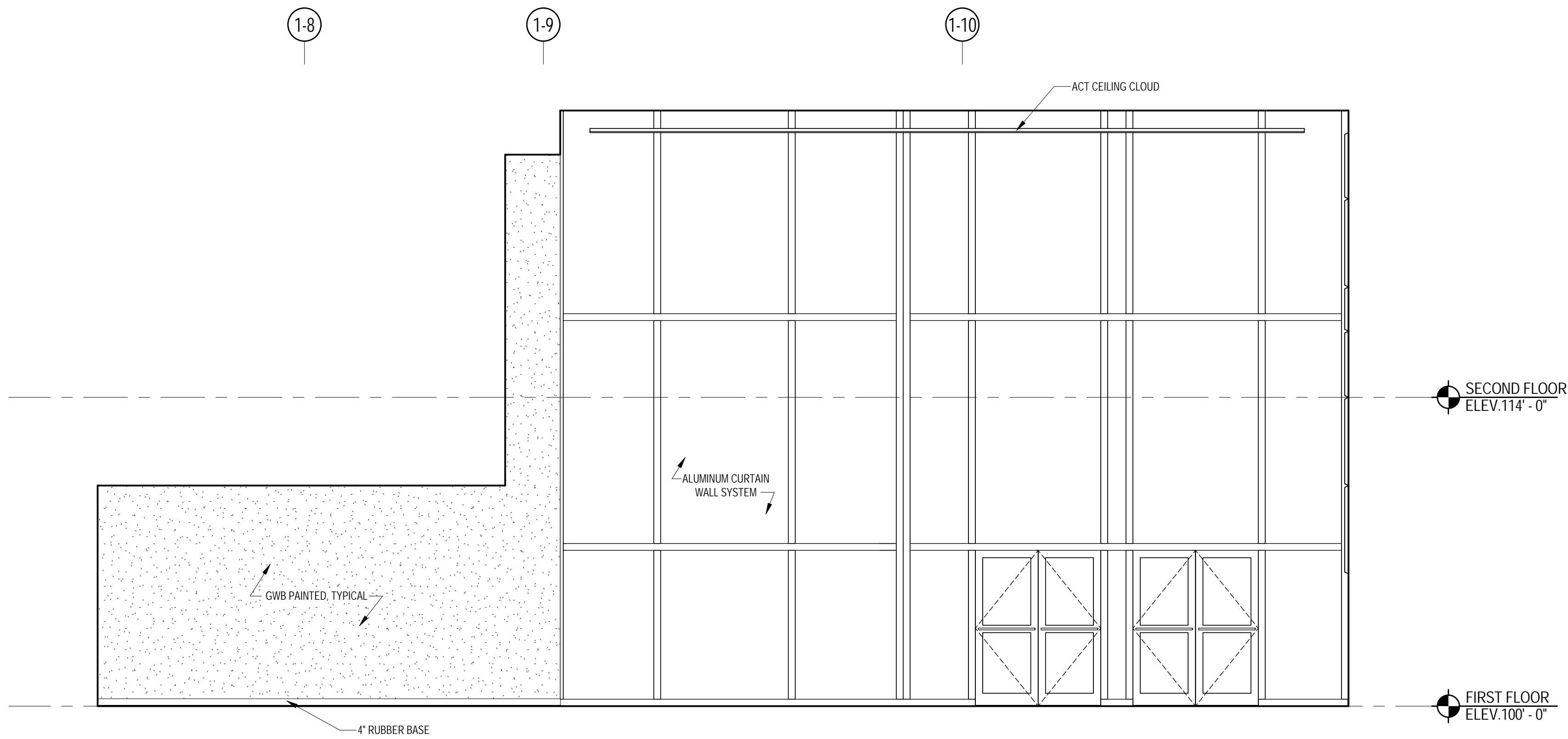
4 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



2 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



3 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



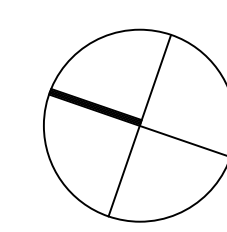
1 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



KENNEDY MIDDLE SCHOOL
165 MILL STREET
NATICK, MA 01760

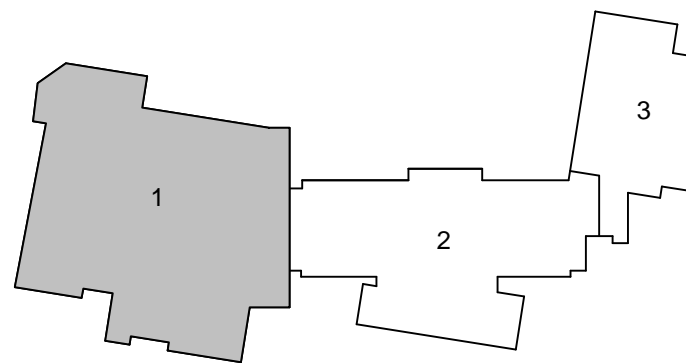
KEYNOTE LEGEND:

NORTH ARROW



SCHEMATIC
DESIGN

KEYPLAN



DRAWING NAME:

STUDENT COMMONS
INTERIOR ELEVATIONS

DRAWN BY:

HM

REVIEWED BY:

JPT

SCALE:

1/4" = 1'-0"

JOB NO.:

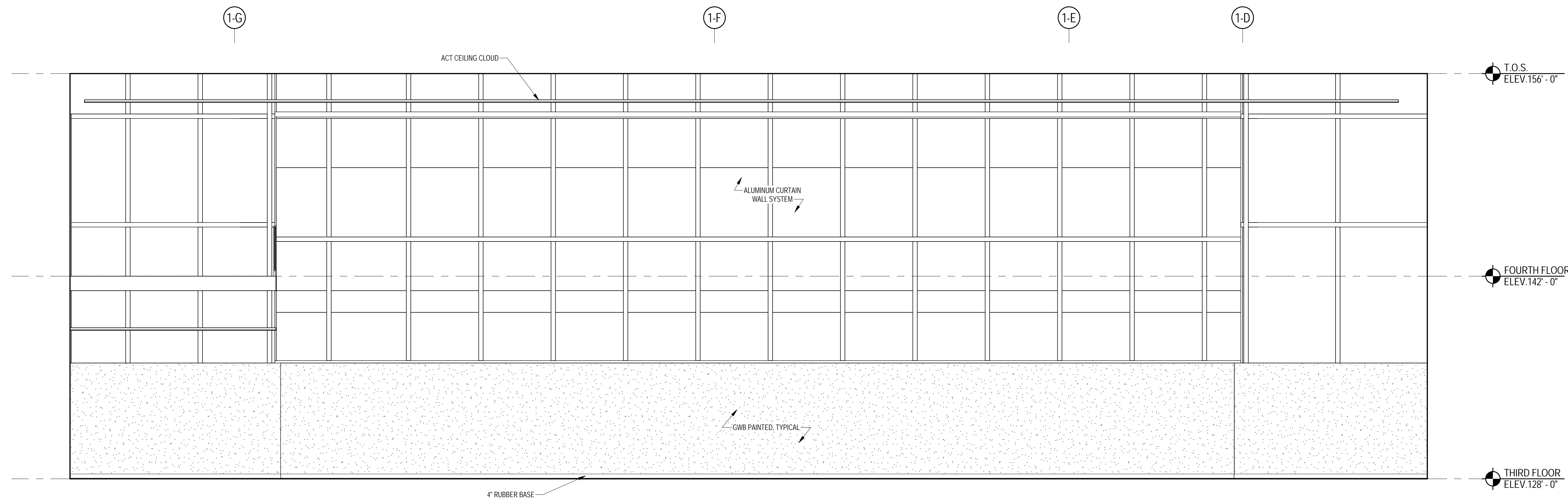
1605.00

DATE:

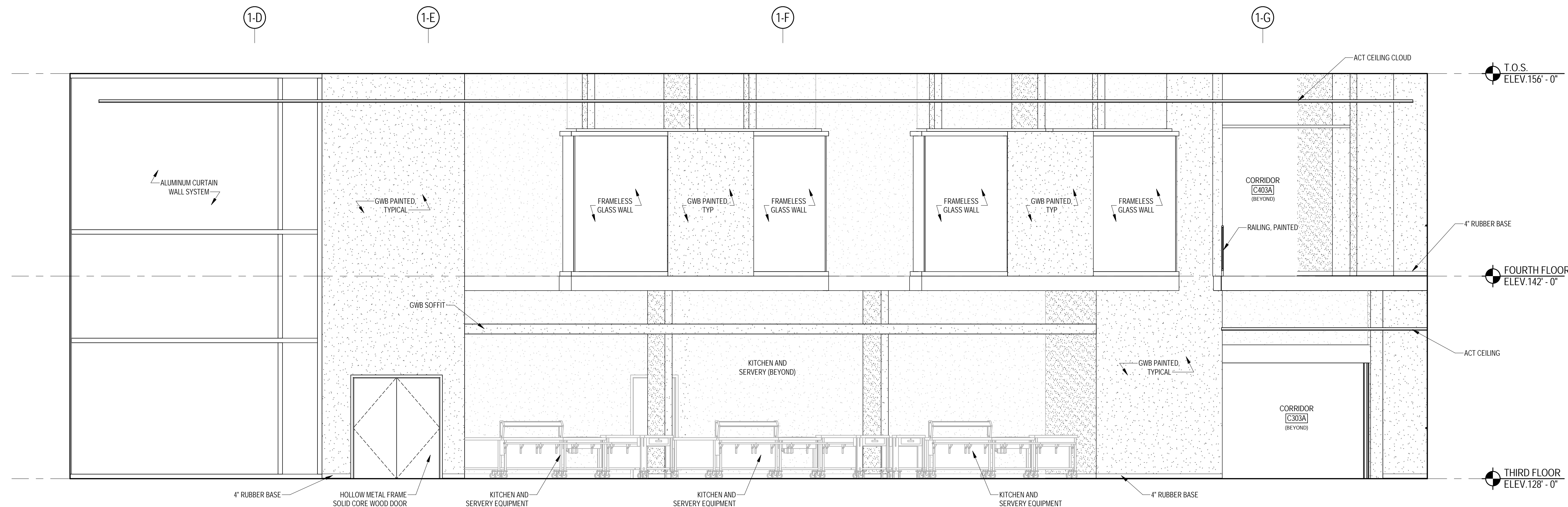
DEC. 21, 2017

DRAWING NUMBER:

A10.43



1 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"



2 STUDENT COMMONS INTERIOR ELEVATION
1/4" = 1'-0"

EXHIBIT F
FURNISHINGS FIXTURES AND EQUIPMENT
TOWN OF NATICK
JOHN F. KENNEDY MIDDLE SCHOOL

PROJECT FUNDING AGREEMENT

Kennedy Middle School
165 Mill Street
Furniture, Furnishings & Equipment Budgets

Category	FF&E	Equipment
Furniture	\$1,100,000.00	\$0.00
Library Furniture	\$90,000.00	\$0.00
Furnishings	\$8,000.00	\$0.00
Equipment	\$3,000.00	\$0.00
Music FF&E	\$30,000.00	\$30,000.00
Art FF&E	\$0.00	\$23,000.00
Gym Equipment	\$0.00	\$45,000.00
Adaptive PE Equipment	\$0.00	\$55,000.00
Science Equipment	\$0.00	\$100,000.00
AudioVisual Equipment	\$0.00	\$3,000.00
Office Equipment	\$0.00	\$10,000.00
Medical Equipment	\$0.00	\$10,000.00
Food Service Equipment	\$0.00	\$15,000.00
Appliances	\$0.00	\$3,000.00
Project Based Learning Labs	\$65,000.00	\$45,000.00
Technology Applications Labs	\$0.00	\$60,000.00
Custodial Equipment	\$0.00	\$100,000.00
FF&E & Equipment Totals	\$1,296,000.00	\$499,000.00
	Grand Total	\$1,795,000.00

Natick Kennedy Middle School Project
Preliminary Technology Budget
Schematic Design Phase
Updated 12/13/17

Equipment Description	Unit Cost	Quantity	Tech Budget
MDF - Network Equipment:			
Server Infrastructure, Storage, Windows & VM Licensing, SmartNet Coverage	\$400,000.00	1	\$400,000.00
Switches	\$200,000.00	1	\$200,000.00
Backup Appliance	\$50,000.00	1	\$50,000.00
Installation of Services for Core & Servers	\$60,000.00	1	\$60,000.00
Firewalls - Sonicwall	\$70,000.00	1	\$70,000.00
Installation of Firewalls	\$10,000.00	1	\$10,000.00
Content Filters - Lightspeed	\$50,000.00	1	\$50,000.00
Installation of Content Filters	\$5,000.00	1	\$5,000.00
Installation of Phone System	\$20,000.00	1	\$20,000.00
MDF UPS - Core	\$6,000.00	2	\$12,000.00
MDF UPS - Servers	\$4,500.00	10	\$45,000.00
IDF - Networking Equipment:			
1st Floor - 1 MDF and 2 IDFs, 2nd Floor 1 IDF, 3rd Floor 1 IDF, 4th Floor 1 IDF.			
Installation of Edge Switching	\$30,000.00	1	\$30,000.00
UPS for IDFs	\$4,800.00	18	\$86,400.00
Patch Cables	\$10,000.00	1	\$10,000.00
Classroom Equipment:			
Phone Handset Devices	\$150,000.00	1	\$150,000.00
Wireless Access Point Devices	\$150,000.00	1	\$150,000.00
Installation Costs Wireless APs	\$30,000.00	1	\$30,000.00
4 Acer Chromeboxes & Wireless Keyboards for each classroom	\$550.00	156	\$85,800.00
Wall Mounted Charging Stations (16 devices each)	\$1,000.00	82	\$82,000.00
Labs:			
Gym - 1st Floor - Portable Projector & Whiteboard on Wheels	\$1,500.00	1	\$1,500.00
Tech Literacy - Karin 1st Floor - Wall based Chargers	\$1,000.00	2	\$2,000.00
Tech Literacy - Karin 1st Floor - Wall Mounted Video Display	\$3,000.00	1	\$3,000.00
Adaptive PE & OT/PT - 2nd Floor - Imac Workstation	\$1,500.00	1	\$1,500.00
Zspace Lab Computers - 2nd Floor (15 Units)	\$5,000.00	15	\$75,000.00
Kiosk for Circulation Browsing - 2nd Floor Library - Imac Workstations	\$1,500.00	1	\$1,500.00
Library Circulation Desk - Imacs Workstations	\$1,500.00	2	\$3,000.00

Natick Kennedy Middle School Project
Preliminary Technology Budget
Schematic Design Phase
Updated 12/13/17

Equipment Description	Unit Cost	Quantity	Tech Budget
Video Production Lab - 2nd Floor Library - IMacs or Laptops	\$1,500.00	30	\$45,000.00
Midi Lab - 3rd Floor - Mac Laptops	\$1,000.00	30	\$30,000.00
Mobile Devices:			
Chromebooks (1000 students plus 10% Breakage)	\$411.00	1100	\$452,100.00
Chromebooks (100 faculty - Plus 10% breakage)	\$411.00	110	\$45,210.00
Building Wide:			
Chromeboxes Wireless Keyboards for Digital Signage	\$550.00	28	\$15,400.00
Digital Signage Subscription Service - Arreya	\$1,500.00	1	\$1,500.00
Digital Signage Installation	\$10,000.00	1	\$10,000.00
Copiers (Copy/Print/Scan) 14 in total needed. Using 5 from existing school	\$15,000.00	9	\$135,000.00
Cafe POS Systems - Two Cafes	\$5,000.00	4	\$20,000.00
Visitor Checkin System: (ie: https://raptortech.com/)	\$10,000.00	1	\$10,000.00
Front Office Admin Computers - IMacs	\$1,500.00	6	\$9,000.00
Total Technology Equipment Budget			\$2,406,910.00

EXHIBIT G
MSBA MINIMUM INSURANCE REQUIREMENTS
TOWN OF NATICK
JOHN F. KENNEDY MIDDLE SCHOOL

PROJECT FUNDING AGREEMENT

EXHIBIT "G"

MASSACHUSETTS SCHOOL BUILDING AUTHORITY STANDARD CONSTRUCTION CONTRACT INSURANCE PROVISIONS FOR AN OWNER-CONTRACTOR CONTRACT (Alternate Form for Construction Manager at Risk on Page 6 of this Exhibit G)

The District shall include, at a minimum, the following language regarding insurance requirements in the Owner-Contractor contract. The District may impose additional insurance requirements provided that any such additional requirements shall not be inconsistent with the requirements imposed by the standard language set forth herein and further provided that, prior to issuing an invitation for bids for construction of the Project, the District shall give the Authority adequate written notice clearly describing any such additional requirements so that the Authority may, at its discretion, review and comment upon such additional requirements. Any such additional requirements may be set forth in Section 8 of the Insurance Requirements below. It shall be the sole responsibility of the District to determine whether additional insurance requirements are desirable or necessary for the Project and should be included in the Owner-Contractor contract.

INSURANCE REQUIREMENTS (Design-Bid-Build)

1. Insurance Generally.

A. The Contractor shall purchase and maintain insurance of the type and limits listed in this Article with respect to the operations as well as the completed operations of this Contract. This insurance shall be provided at the Contractor's expense and shall be in full force and effect for the full term of the Contract or for such longer period as this Article requires.

B. All policies shall be written on an occurrence basis and be issued by companies lawfully authorized to write that type of insurance under the laws of the Commonwealth with a financial strength rating of A- or better as assigned by AM Best Company, or an equivalent rating assigned by a similar rating agency acceptable to the Owner, or as otherwise acceptable to the Owner.

C. The Contractor shall submit three originals of each certificate of insurance, acceptable to the Owner, simultaneously with the execution of this Contract. Certificates shall show each type of insurance, insurance company, policy number, amount of insurance, deductibles and/or self-insured retentions, and policy effective and expiration dates. Certificates shall show the Massachusetts School Building Authority (hereinafter "Authority"), the Owner and anyone else the Owner may request as additional insureds as to all policies of liability insurance. Certificates shall specifically note the following:

- **that the automobile liability, umbrella liability and pollution liability policies include the Authority and the Owner as additional insureds;**
- **that all policies include the coverage and endorsements in accordance with the terms and conditions as required by this Contract;**
- **that none of the coverages shall be cancelled, terminated, or materially modified unless and until thirty (30) days prior notice is given in writing to the Owner and the Authority;**
- **the Contractor shall submit updated certificates of insurance prior to the expiration of any of the policies referenced in the certificates so that the Owner shall at all times possess certificates indicating current coverage.**

D. The Contractor shall file one certified, complete copy of all policies and endorsements with the Owner within sixty (60) days after Contract award. If the Owner is damaged by the Contractor's failure to maintain such insurance and to comply with the terms of this Article, then the Contractor shall be responsible for all costs and damages to the Owner and the Authority attributable thereto.

E. Termination, cancellation, or material modification of any insurance required by this Contract, whether by the insurer or the insured, shall not be valid unless written notice thereof is given to the Owner, and the Authority to the extent that the Authority is an additional insured, at least thirty (30) days prior to the effective date thereof, which shall be expressed in said notice.

F. The Contractor is responsible for the payment of any and all deductibles under all of the insurance required herein. Neither the Owner nor the Authority shall in any instance be responsible for the payment of deductibles, self-insured retentions, or any portion thereof.

2. Contractor's Commercial General Liability.

A. The Contractor shall purchase and maintain general liability coverage on the ISO form CG 00 01 or equivalent, including products and completed operations, on an occurrence basis. The form must be amended to state that the aggregate limit applies on a per location/project basis. The policy shall provide the following minimum coverage to protect the Contractor from claims with respect to the operations performed by Contractor and any employee, subcontractor, or supplier, or by anyone for whose acts they may be liable unless a higher coverage is specified in Section 8 below in which case the Contractor shall provide the additional coverage:

Bodily Injury & Property Damage	\$1,000,000 each occurrence
Products & Completed Operations	\$2,000,000 general aggregate per project
Personal & Advertising Injury	\$1,000,000 annual aggregate
Medical Expenses	\$1,000,000 each occurrence
	\$5,000

B. This policy shall include coverage relating to explosion, collapse, and underground property damage.

C. This policy shall include contractual liability coverage.

D. The completed operations coverage shall be maintained for a period of three (3) years after Substantial Completion and acceptance by the Owner. The Contractor shall provide renewal certificates of insurance to the Owner as evidence that this coverage is being maintained.

E. If the Work includes work to be performed within fifty (50) feet of a railroad, any exclusion for liability assumed under contract for work within fifty (50) feet of a railroad shall be deleted.

F. This policy shall include the Authority, the Owner and anyone else requested by the Owner as additional insureds via endorsements CG 20 10 for ongoing operations and CG 20 37 for completed operations. This policy shall be primary and non-contributory with respect to any other insurance available to additional insureds.

G. The policy shall include endorsement CG 24 04, a Waiver of Subrogation in favor of the Authority and the Owner.

3. Automobile Liability.

A. The Contractor shall purchase and maintain the following minimum coverage with respect to the operations of any owned, non-owned, and hired vehicles including trailers used in the performance of the work, unless a higher coverage is specified in Section 8 below in which case the Contractor shall provide the additional coverage:

Bodily Injury & Property Damage \$1,000,000 combined single limit

B. The policy shall include a CA 99 48 Broadened Pollution Endorsement. If specified in Section 8 below, the Contractor, if hauling contaminants and/or pollutants, must adhere to Sections 29 and 30 of the Motor Carrier Act of 1980, which shall include coverage Form MCS-90.

C. The policy shall name the Authority and the Owner as additional insureds.

D. The policy shall contain a Waiver of Subrogation in favor of the Owner and the Authority.

4. Contractor's Pollution Liability.

The Contractor shall purchase and maintain coverage for bodily injury and property damage resulting from liability arising out of pollution related exposures such as asbestos abatement, lead paint abatement, tank removal, removal of contaminated soil, etc. The insurance policy shall cover the liability of the Contractor during the process of removal, storage, transport and disposal of hazardous waste and contaminated soil and/or asbestos abatement. The policy shall include coverage for on-Site and off-Site bodily injury and loss of, damage to, or loss of use of property, directly or indirectly arising out of the discharge, dispersal, release or escape of smoke, vapors, soot, fumes, acids, alkalis, toxic chemicals, liquids or gas, waste materials or other irritants, contaminants or pollutants into or upon the land, the atmosphere or any water course or body of water, whether it be gradual or sudden and accidental. The policy shall also include defense and clean-up costs. The Authority and the Owner shall be named as additional insureds and coverage must be on an occurrence basis. The amount of coverage shall be as follows unless a higher amount is specified in Section 8 below to this Contract, in which case the Contractor shall provide the additional coverage:

Limit of liability	\$1,000,000 per occurrence
	\$3,000,000 aggregate

5. Worker's Compensation.

A. The Contractor shall provide the following coverage in accordance with M.G.L. c.149 §34A and c.152, as amended, unless a higher coverage is specified in Section 8 below, in which case the Contractor shall provide the higher coverage:

Worker's Compensation	Statutory limits
Employer's Liability	\$ 500,000 each accident
	\$ 500,000 disease per employee
	\$ 500,000 disease policy aggregate

B. If specified in Section 8 below, the policy must be endorsed to cover United States Longshoremen & Harborworkers Act (USLHW), or Maritime Liability.

C. The policy shall contain a Waiver of Subrogation in favor of the Authority and the Owner.

6. Builder's Risk/ Installation Floater/Stored Materials.

Owner may purchase and maintain coverage against loss or damage to the Work included in this Contract. If purchased by Owner, such coverage shall be on an "all risks" or equivalent form and will include a waiver of subrogation in favor of Contractor for loss or damage that occurs during the term of the Project. Owner will be responsible for the payment of any deductible under such coverage.

If specified in Section 8 below , Owner may require the Contractor to purchase and maintain coverage against loss or damage to the Work in accordance with the following requirements:

A. The Contractor shall purchase and maintain coverage against loss or damage on all Work included in this Contract in an amount equal to the Contract Price. Such coverage shall be written on an all risks basis or equivalent form and shall include, without limitation, insurance against perils of fire (with extended coverage) and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, terrorism ("certified" and "non-certified"), collapse, earthquake, flood (if the project is not in an "A" or a "V" flood Zone), windstorm, falsework, testing and startup, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for Architect's and Contractor's services and expenses required as a result of such insured loss. Unless otherwise specified in this Contract, the limits for earthquake and flood shall be the lesser of the Contract Price or \$10,000,000. This policy and/or installation floater shall include transportation and Stored Materials coverage in an amount equal to the value of the stored materials as required in C. below.

B. When Work will be completed on existing buildings owned by the Owner, the Contractor shall provide an installation floater, in the full amount of the Contract Price. Such coverage shall be written on an all risks basis or equivalent form and shall include, without limitation, insurance against perils of fire (with extended coverage) and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, collapse, earthquake, flood (if the project is not in an "A" or a "V" flood Zone), windstorm, falsework, testing and startup, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for Architect's and Contractor's services and expenses required as a result of such insured loss. Unless otherwise specified in this Contract, the limits for earthquake and flood shall be the lesser of the Contract Price or \$10,000,000. This policy and/or installation floater shall include transportation and Stored Materials coverage in an amount equal to the value of the stored materials as required in C. below.

C. The Contractor shall maintain insurance on delivered and/or stored material designated to be incorporated in the Work against fire, theft or other hazards. Any loss or damage of whatever nature to such material while stored at an off Site location shall be forthwith replaced by the Contractor at no expense to the Owner or the Authority..

D. The policy or policies shall specifically state that they are for the benefit of and payable to the Authority, the Owner, the Contractor, and all persons furnishing labor or labor and materials for the Contract Work, as their interests may appear. The policy or policies shall list the Authority, the Owner, the Contractor, and Subcontractors of any tier as named insureds.

E. Coverage shall include any costs for work performed by the Designer or any consultant as the result of a loss experienced during the term of this Contract.

F. Coverage shall include permission for temporary occupancy and a Waiver of Subrogation in favor of the Owner and the Authority.

G. Coverage shall be maintained until final acceptance by the Owner of the Work and final payment has been made.

H. A loss under the property insurance shall be adjusted by the Contractor as fiduciary and made payable to the Contractor as fiduciary for the insureds. The Contractor shall pay the subcontractors their just shares of insurance proceeds received by the Contractor and shall require subcontractors to make payments to their sub-subcontractors in similar manner.

7. Umbrella Coverage.

The Contractor shall provide Umbrella Coverage in a form at least as broad as primary coverages required by Sections 2, 3 and 5 of this Article in the following amount unless a higher amount is specified in Section 8 below in which case the Contractor shall provide the higher amount:

<u>Contract Price:</u>	<u>Limit of Liability:</u>
Under \$1,000,000	\$2,000,000 per occurrence
\$1,000,001 -- \$5,000,000	\$5,000,000 per occurrence
\$5,000,001-- \$10,000,000	\$10,000,000 per occurrence
\$10,000,001 and over	\$25,000,000 per occurrence

8. Additional Insurance Requirements

The Contractor shall provide such other and/or additional types and/or amounts of insurance as may be set forth below:

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
STANDARD CONSTRUCTION CONTRACT INSURANCE PROVISIONS FOR A
CONSTRUCTION MANAGER AT RISK CONTRACT

The District shall include, at a minimum, the following language regarding insurance requirements in the Owner-Construction Manager at Risk ("CM") contract. The District may impose additional insurance requirements provided that any such additional requirements shall not be inconsistent with the requirements imposed by the standard language set forth herein and further provided that, prior to issuing an RFQ for construction management at risk services for the Project, the District shall give the Authority adequate written notice clearly describing any such additional requirements so that the Authority may, at its discretion, review and comment upon such additional requirements. Any such additional requirements may be set forth in Section 8 of the Insurance Requirements below. It shall be the sole responsibility of the District to determine whether additional insurance requirements are desirable or necessary for the Project and should be included in the Owner-CM contract.

INSURANCE REQUIREMENTS (CM at Risk)

1. Insurance Generally.

A. The CM shall purchase and maintain the insurance of the type and limits listed in this Article with respect to the operations as well as the completed operations of this Contract. This insurance shall be provided at the CM's expense and shall be in full force and effect for the full term of the Contract or for such longer period as this Article requires.

B. All policies shall be written on an occurrence basis and be issued by companies lawfully authorized to write that type of insurance under the laws of the Commonwealth with a financial strength rating of A- or better assigned by AM Best Company, or equivalent rating assigned by a similar rating agency acceptable to the Owner or as otherwise acceptable to the Owner.

C. CM shall submit three originals of each certificate of insurance, acceptable to the Owner, simultaneously with the execution of this Contract. Certificates shall show each type of insurance, insurance company, policy number, amount of insurance, deductibles and/or self insured retentions, and policy effective and expiration dates. Certificates shall show the Massachusetts School Building Authority (hereinafter "Authority"), the Owner and anyone else that the Owner may request as additional insureds as to all policies of liability insurance. Certificates shall specifically note the following:

- that the automobile liability, umbrella liability and pollution liability policies include the Owner and the Authority as additional insureds;
- that all policies include the coverage and endorsements in accordance with the terms and conditions as required by this construction contract;
- that none of the coverages shall be cancelled, terminated, or materially modified unless and until thirty (30) days prior notice is given in writing to the Owner and the Authority;
- CM shall submit updated certificates prior to the expiration of any of the policies referenced in the certificates so that the Owner shall at all times possess certificates indicating current coverage.

D. The CM shall file one certified complete copy of all policies and endorsements with the Owner within sixty (60) days after Contract award. If the Owner or the Authority is damaged by the CM's failure to maintain such insurance and to comply with the terms of this Article, then the CM shall be responsible for all costs and damages to the Owner and the Authority attributable thereto.

E. Termination, cancellation, or material modification of any insurance required by this Contract, whether by the insurer or the insured, shall not be valid unless written notice thereof is given to Owner, and the Authority to the extent that the Authority is an additional insured, at least thirty (30) days prior to the effective date thereof, which shall be expressed in said notice.

F. The CM is responsible for the payment of any and all deductibles under all of the insurance required below unless the Owner and the Authority specifically provide a written waiver to the CM.

2. CM's Commercial General Liability.

A. The CM shall purchase and maintain general liability coverage on the ISO form CG 00 01 or equivalent, including products and completed operations, on an occurrence basis. The form must be amended to state that the aggregate limit applies on a per location/per project basis. The policy shall provide the following minimum coverage to protect the CM from claims with respect to the operations performed by CM and any employee, subcontractor, or supplier, unless a higher coverage is specified in Section 8 below, in which case the CM shall provide the additional coverage:

Bodily Injury &	\$1,000,000	each occurrence
Property Damage	\$2,000,000	general aggregate, per project
Products & Completed Operations	\$1,000,000	annual aggregate
Personal & Advertising Injury	\$1,000,000	each occurrence
Medical Expenses	\$5,000	

B. This policy shall include coverage relating to explosion, collapse, and underground property damage.

C. This policy shall include contractual liability coverage.

D. The completed operations coverage shall be maintained for a period of three (3) years after Substantial Completion and acceptance by the Owner. The CM shall provide renewal certificates of insurance to the Owner as evidence that this coverage is being maintained.

E. If the Work includes work to be performed within fifty (50) feet of a railroad, any exclusion for liability assumed under contract for work within fifty (50) feet of a railroad shall be deleted.

F. This policy shall include the Authority, the Owner and anyone else requested by the Owner as additional insureds via endorsements CG 20 10 for ongoing operations and CG 20 37 for completed operations. This policy shall be primary and non-contributory with respect to any other insurance available to additional insureds.

G. The policy shall include endorsement CG 24 04, a Waiver of Subrogation in favor of the Owner and the Authority.

3. Automobile Liability.

A. The CM shall purchase and maintain the following minimum coverage with respect to the operations of any owned, non-owned, and hired vehicles including trailers used in the performance of the work, unless a higher coverage is specified in Section 8 below, in which case the CM shall provide the additional coverage:

Bodily Injury & Property Damage \$1,000,000 combined single limit

B. The policy shall include a CA 99 48 Broadened Pollution Endorsement. If specified in Section 8 below, the CM, if hauling contaminants and/or pollutants, must adhere to Sections 29 and 30 of the Motor Carrier Act of 1980, which shall contain coverage Form MCS-90.

C. The policy shall name the Owner and the Authority as additional insureds.

D. The policy shall contain a Waiver of Subrogation in favor of the Owner and the Authority.

4. Contractor's Pollution Liability.

The CM shall purchase and maintain coverage for bodily injury and property damage resulting from liability arising out of pollution related exposures such as asbestos abatement, lead paint abatement, tank removal, removal of contaminated soil, etc. The insurance policy shall cover the liability of the CM during the process of removal, storage, transport and disposal of hazardous waste and contaminated soil and/or asbestos abatement. The policy shall include coverage for on-Site and off-Site bodily injury and loss of, damage to, or loss of use of property, directly or indirectly arising out of the discharge, dispersal, release or escape of smoke, vapors, soot, fumes, acids, alkalis, toxic chemicals, liquids or gas, waste materials or other irritants, contaminants or pollutants into or upon the land, the atmosphere or any water course or body of water, whether it be gradual or sudden and accidental. The policy shall also include defense and clean-up costs. The Owner and the Authority shall be named as additional insureds and coverage must be on an occurrence basis. The amount of coverage shall be as follows unless a higher amount is specified in Section 8 below, in which case the CM shall provide the additional coverage:

Limit of liability	\$1,000,000 per occurrence
	\$3,000,000 aggregate

5. Worker's Compensation.

A. The CM shall provide the following coverage in accordance with M.G.L. c.149 §34A and c.152 as amended, unless a higher coverage is specified in Section 8 below, in which case the CM shall provide the higher coverage:

Workers' Compensation	Statutory limits
Employer's Liability	\$ 500,000 each accident
	\$ 500,000 disease per employee
	\$ 500,000 disease policy aggregate

B. If specified in Section 8 below the policy must be endorsed to cover United States Longshoremens & Harborworkers Act (USLHW), or Maritime Liability for \$1,000,000/\$1,000,000.

C. The policy shall contain a Waiver of Subrogation in favor of the Owner and the Authority.

6. Builder's Risk/ Installation Floater/Stored Materials.

Owner may purchase and maintain coverage against loss or damage to the Work included in this Contract. If purchased by Owner, such coverage shall be on an "all risks" or equivalent form and will include a waiver of subrogation in favor of CM for loss or damage that occurs during the term of the Project. Owner will be responsible for the payment of any deductible under such coverage.

If specified in Section 8 below, Owner may require the CM to purchase and maintain coverage against loss or damage to the Work in accordance with the following requirements:

A. The CM shall purchase and maintain coverage against loss or damage on all Work included in this Contract in an amount equal to the GMP. Such coverage shall be written on an all risks basis or equivalent form and shall include, without limitation, insurance against perils of fire (with extended coverage) and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, terrorism ("certified" and "non-certified"), collapse, earthquake, flood (if the project is not in an "A" or a "V" flood Zone), windstorm, falsework, testing and startup, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for Architect's, Program Manager's and CM's services and expenses required as a result of such insured loss. Unless otherwise specified in this Contract, the limits for earthquake and flood shall be the lesser of the Contract Price or \$10,000,000. This policy and/or installation floater shall include transportation and Stored Materials coverage in an amount equal to the value of the stored materials as required in **C.** below.

B. When Work will be completed on existing buildings owned by the Owner, the CM shall provide an installation floater, in the full amount of the Contract Price. Such coverage shall be written on an all risks basis or equivalent form and shall include, without limitation, insurance against perils of fire (with extended coverage) and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, collapse, earthquake, flood (if the project is not in an "A" or a "V" flood Zone), windstorm, falsework, testing and startup, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for Architect's, Program Manager's and CM's services and expenses required as a result of such insured loss. Unless otherwise specified in this Contract, the limits for earthquake and flood shall be the lesser of the Contract Price or \$10,000,000. This policy and/or installation floater shall include transportation and Stored Materials coverage in an amount equal to the value of the stored materials as required in **C.** below.

C. The CM shall maintain insurance on delivered and/or stored material designated to be incorporated in the Work against fire, theft or other hazards. Any loss or damage of whatever nature to such material while stored at some approved off Site location shall be forthwith replaced by the CM at no expense to the Owner or the Authority.

D. The policy or policies shall specifically state they are for the benefit of and payable to the Authority, the Owner, the CM, subcontractors and all persons furnishing labor or labor and materials for the Contract Work, as their interests may appear. The policy or policies shall list the Authority, the Owner, the CM, and Subcontractors of any tier as named insureds.

E. Coverage shall include any costs for work performed by the Designer or any consultant as the result of a loss experienced during the term of this Contract.

F. Coverage shall include permission for temporary occupancy and a Waiver of Subrogation in favor of the Owner and the Authority.

G. Coverage shall be maintained until final acceptance by Owner of the Work and final payment has been made.

H. A loss under the property insurance shall be adjusted by CM as fiduciary and made payable to the Contractor as fiduciary for the insureds. CM shall pay the subcontractors their just shares of insurance proceeds received by the CM and shall require subcontractors to make payments to their sub-subcontractors in similar manner.

7. Umbrella Coverage.

The CM shall provide Umbrella Coverage in form at least as broad as primary coverages required by Sections 2, 3 and 5 of this Article in the following amount unless a higher amount is specified in Section 8 below in which case the CM shall provide the higher amount:

Contract Price:

Under \$1,000,000
\$1,000,000 -- \$5,000,000
\$5,000,001-- \$10,000,000
\$10,000,001 and over

Limit of Liability:

\$2,000,000 per occurrence
\$5,000,000 per occurrence
\$10,000,000 per occurrence
\$25,000,000 per occurrence

8. Additional Insurance Requirements

The CM shall provide such other and/or additional types and/or amounts of insurance as may be set forth below:

Banking Information Template [Please put on Town/City/District Letterhead]

_____ District hereby instructs the Massachusetts School Building Authority make grant payments via electronic ACH directly to the following account:

MSBA Project ID#*: _____

***All future project payments will be made to this account unless the MSBA receives specific instructions to distribute payments to a separate account for each project.**

District Contact Name: _____ Title: _____

Signature: _____

District Telephone No.: _____

Banking Information for ACH Transactions

Financial Institution Name: _____

Financial Institution Address: _____

City & State: _____

Account No.: _____

Transit Number (ABA#): _____
(Routing #)

Please return the completed form to Noelle Neumyer:

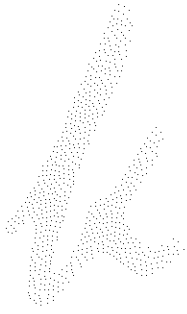
- via email at Noelle.Neumyer@MassSchoolBuildings.org , or fax at 617-720-5260

An acknowledgment of receipt of a new Banking Information Template will be sent to the Eligible Applicant, Treasurer or Business Manager, and District Contact listed on the form.

EXHIBIT H
EDUCATIONAL PLAN
TOWN OF NATICK
JOHN F. KENNEDY MIDDLE SCHOOL

PROJECT FUNDING AGREEMENT

KENNEDY MIDDLE SCHOOL



EDUCATIONAL PROGRAM

Educational Program



Natick Public Schools
Central Office

Dr. Peter Sanchioni, Superintendent

Dr. Anna Nolin, Assistant Superintendent for Teaching, Learning & Innovation

Timothy Luff, Assistant Superintendent for Student Services

KENNEDY MIDDLE SCHOOL EDUCATIONAL PROGRAM

June 5, 2017

MODULE 3: PRELIMINARY DESIGN PROGRAM

1.2 EDUCATIONAL PROGRAM

OUTLINE FOR EDUCATIONAL PROGRAM

- A. INTRODUCTION
 - Natick Public Schools Vision Statement
 - City History and Future
 - Educational Vision
- B. GRADE AND SCHOOL CONFIGURATION
- C. CLASS SIZE POLICIES
- D. SCHOOL SCHEDULING METHOD
- E. CURRENT SPATIAL AND FACILITY DEFICIENCIES WHICH IMPACT PROGRAM
- F. TEACHING METHODOLOGY AND STRUCTURE
- G. TEACHER PLANNING, COLLABORATION, STUDENT REPORT, AND ROOM ASSIGNMENTS
- H. LUNCH PROGRAM AND STUDENT DINING
- I. TECHNOLOGY AND SECURITY
- J. MUSIC
- K. ART
- L. PHYSICAL EDUCATION AND HEALTH
- M. SPECIAL EDUCATION
- N. MEDIA, VOCATIONS AND TECHNOLOGY
- O. TRANSPORTATION POLICIES
- P. FUNCTIONAL AND SPATIAL RELATIONSHIPS AND KEY ADJACENCIES

A. INTRODUCTION

Natick Public Schools Vision Statement

The Natick Public Schools is an innovative and dynamic learning community focused on and dedicated to all students achieving high standards in a safe, trusting, respectful environment where learning is exciting, dynamic, and engaging.

The District has made an enormous investment in the integration of advanced educational technology equipment and training, and our schools are often visited by other districts seeking to understand our model for the management, implementation, and use of ubiquitous technology in the learning environment. The District boasts outstanding student performance, innovative thought leadership, and overall excellence as an educational powerhouse in Massachusetts. We strongly believe that the Natick Public Schools is a school system and learning community that functions with cohesive and unified goals that are understood and shared by all stakeholders. All areas of the school system consistently communicate, collaborate, and cooperate in order to provide the most effective, safe, and nurturing environment in which children and young people may grow and learn. The Natick Public Schools have a long tradition of educational quality and the Town prides itself on being a learner-responsive school system. The Natick Public Schools embraces the challenges of the future while relying upon the foundation of its value-rich tradition of excellence.

Town History

The history of the Town of Natick begins with the arrival of the Reverend John Eliot, a Puritan missionary who came to Boston from England in 1631. He had received a commission and funding from England's Long Parliament to settle the Indians in Massachusetts on both sides of the Charles River. John Eliot became known as the "Apostle to the Indians" and he was loved by many of his converts who came to be called the "Praying Indians." The Indians began to build on both sides of the Charles River and settled in an area now called South Natick, laying out three streets now known as Eliot Street, Union Street, and Pleasant Street. They also built a bridge over the river and a two-story meetinghouse which was used as a school, warehouse, and church. The name Natick comes from the language of the Massachusetts Native American tribe meaning "Place of Many Hills", "Place of Searching", and "My Home".

In 1661, at Harvard University in Cambridge, John Eliot, along with Praying Indian translators, worked together to translate and print the New Testament. A couple of years later, they produced a complete translation of the Bible and had it printed, the first Bible ever printed in America. A copy of the 1685 edition Bible is kept at the Natick Historical Society Museum.

The Reverend John Eliot died in 1690 but is still remembered along with Daniel Gookin by today's Praying Indians. Before Eliot died, he ordained the first Native American minister, Daniel Takawampbait, who continued to preach until his death in 1716. Daniel Gookin became the first

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Commissioner on Indian Affairs and wrote the “Historical Account of the Doings and Sufferings of the Christian Indians in New England 1675, 1676, 1677”.

In 1775, at the time of the American Revolution, both the English and Praying Indians of Natick participated in the Battles of Lexington and Bunker Hill. Some also served in the Continental Army. The names of the Praying Indian soldiers from Natick, along with all of Natick’s Revolutionary War veterans, are memorialized on a stone marker located on Pond Street near downtown Natick.

Natick became a town and was officially incorporated in February of 1781. In the late 18th century, the town began to change from being a farming town to one that was more industrialized. Mills for grinding grain, manufacturing plants, and paper mills were built along the Charles River. The shoe making industry took hold in Natick after shoemaking became mechanized. By 1836, Natick became one of the largest producers of shoes and boots in America, being third in the nation based on the numbers of shoes that were produced. As the shoe industry grew, people from all over the world settled in Natick. The shoe business peaked around 1880 with more than 23 shoe manufacturers in Natick alone. The shoe industry gradually declined and by the early 20th century, the last shoe factory in Natick, the Winchell Shoe Co., closed in 1971.

During the rise of industry in Natick, H. Harwood and Sons started to manufacture baseballs in 1858 that were made more resilient by incorporating a wound core developed by John W. Walcott along with figure-eight stitching created by Col. William A. Cutler. This was the first such company in the United States and the first plant in the world for the manufacture of baseballs.

One of the most famous historic figures of Natick was Henry Wilson who was born in New Hampshire in 1812. He started out being an indentured servant until he was 21 years of age, at which time he moved to Natick and lived at 33 West Central Street most of his life. He was a school teacher and worked in the shoe business at his shop located at 181 West Central Street, which is listed on the National Register of Historical Places. He came to be called the “Natick Cobbler.” Henry Wilson became involved with politics and served as a U.S. Senator during the Civil War and eventually became the 18th Vice President of the United States under President Ulysses S. Grant. Wilson served as Vice President from March 4, 1873 until his death on November 10, 1875. After lying in state in the capitol rotunda, his body was transferred by train and brought, one train station at a time, from Washington to Natick where he was interred at Old Dell Park Cemetery in Natick. Natick’s Wilson Middle School is named after him.

Two devastating fires occurred in Natick, one in South Natick in 1872 and the other in Natick Center in 1874. Industries in the area eventually recovered and the population began to greatly increase. After World War II, there was another great increase in the population and commercial development with the population and business development increasing even more with the building of the Massachusetts Turnpike in the northern area and Route 9. Families continued to come to Natick from all over the world. As of the taking of the 2014 census, the Town of Natick had a total population of 34,230, which was 3.6 percent higher than the 2010 census, making it one of the fastest growing towns in the Boston area. The area in West Natick, along Route 135, is the most densely populated section. This is the area served by the Kennedy Middle School.

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Natick is now a small suburban town, occupying an area of 16.1 square miles and is bordered by the towns of Wellesley to the east, Wayland to the north, Weston to the northeast, Framingham to the West, Sherborn to the southwest, and Dover to the southeast.

Downtown Natick, also called Natick Center, is located at the intersection of Central Street and Main Street and is the civic and cultural hub of the town having the Natick Town Hall, Fire and Police Departments, Morse Institute Library, as well as many businesses and shops. The MBTA Commuter Rail's Framingham/Worcester line has two Natick stations located near the downtown area. The Natick Town Common, a popular spot for families to gather and for concerts, community events, and activities, is located in Natick Center. In 2012, Natick Center became one of the most recent state-designated cultural districts by the Massachusetts Cultural Council.

The town also has a number of distinct neighborhoods that were built in the 1940s and 1950s, some of which are "Little South", located south of the Natick Common with some of the oldest homes in Natick and homes built during the 1950s; "Sherwood", mostly a residential area in West Natick with houses built soon after World War II; "Wethersfield", a residential area north of Route 9 developed during the 1950s; "Walnut Hill", a residential area north of downtown; and "Oak Street", a quiet part of town that started out with several small cottages around Jennings Pond that were used during the summer.

Today, Natick is an active, thriving community. The town offers its residents and visitors a variety of community events, youth and adult education and programs, presentations and classes on town government and other aspects of the town, cultural opportunities, recreational activities and trips, as well as volunteer opportunities. It also provides information regarding events and programs at the Morse Institute Library, the Bacon Free Library, and Natick Community Organic Farm.

City's Future

Natick for the most part is a residential town located near the center of the MetroWest region, Middlesex County, Massachusetts, only ten miles west from the City of Boston. It is a town that has experienced a consistent rate of residential and commercial growth over the last three decades. The continued growth can be attributed to excellent highway access, access to the MBTA Commuter Rail Framingham/Boston Line, the local school system, the Natick Mall, and the redevelopment of the Town Center during the 1990s with the construction of a new town hall, police and fire stations, and expansion of the downtown library. New municipal buildings exist alongside several of Natick's historic buildings and churches such as the Bacon Free Library which is located at 58 Eliot Street and opened in 1881 and the Eliot Church which was built as a meetinghouse in 1652. The Town does not have much undeveloped land remaining and any new development can only occur on existing developed land.

On December 4, 2015, the Town of Natick published a document "Town of Natick FY – 2017-2021 Capital Improvement Program and in 2016 funded a Master Planning project to assist with future plans. Town officials are working with the Metropolitan Area Planning Council (MAPC) to have a study on Natick Center for the planning of its future development. The last Master Plan for Natick Center was completed in the 1970s. The MAPC realizes the great potential of the Natick Center area and it is actively working with the Town, residents, and businesses to plan for short-term and long-term changes and redevelopment and how to best-use the existing buildings and

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infrastructure. The MAPC has made great efforts to seek the opinions and desires of residents with several surveys and public forums and has had several discussions with Town officials to best identify recommendations, opportunities, and potential obstacles in order to create a “vibrant, active, and well-connected neighborhood.” The MAPC is currently in the process of completing commercial and residential market analysis, reviewing and analyzing existing zoning, parking, and potential future improvements to roadways, bicycle paths, and pedestrian connections within Natick Center. According to the MAPC, “The goal of the Natick Center Plan is to develop a clear action-oriented path for the Town and other stakeholders that will help maximize the benefits to the Town and take advantage of the Center’s proximity to public transportation.”

Another major future consideration for the town is housing. According to the MAPC, the Boston region is in great need of more housing in the future to accommodate economic expansion. But, as mentioned earlier, the Town has very little land remaining to build additional housing.

Another hindrance to Natick’s growth is traffic. The Town is looking into options to provide more parking and improve MBTA stations so people are able to take public transportation. They’re also seeking to make improvements by providing more bike paths, improved sidewalks, and improved roadways.

The Town and its residents will be involved in the coming years working to balance growth with the preservation of the Town’s assets, its history, and qualities that make it a popular place to live.

Natick’s School System consists of one high school, two middle schools, and five elementary schools. Natick also has four private schools.

Natick decided to implement a two-middle-school approach in the 1950s and subsequently constructed the Wilson Middle School for approximately 500 students and the John F. Kennedy Middle School for approximately 600 students. A new 5th through 8th grade Wilson Middle School for approximately 850 students replaced the 1950s facility in 2003 and has subsequently become significantly overcrowded with more than 1,000 students. The John F. Kennedy Middle School now requires immediate attention as it also suffers from overcrowding and could be expanded to relieve the overcrowding at Wilson. The school currently serves 696 students in grades 5-8. This enrollment figure is expected to reach 703 students by the 2015-16 school year. To meet the demands of the existing population, the Kennedy School community has modified their floor plan to accommodate their educational needs. Larger open collaborative spaces have been subdivided to create additional classrooms, an art room has become a general classroom, and small conference rooms and storage areas have become tutoring and special education classrooms. Four small cafeteria spaces double as “pull out” teaching spaces and group work areas when not being used for the two period dining block. In addition, eight modular classrooms totaling 6,000 square feet of classroom space were added in September, 2012 to address the growing population.

Educational Vision

The Town of Natick and the Natick School Department have worked strategically to establish innovative middle school environments which utilize technology and forward-thinking educational strategies that engage the students, parents, and the entire neighborhood in the goal of creating self-motivated investigators who are socially responsible and can flourish in a safe and inviting educational environment. A successful Kennedy Middle School educational program will

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support this strategic planning while simultaneously incorporating the successful classroom models and organizational strategies that have been tested at the Kennedy School and the Wilson School over the past few years. It will be educationally and technologically innovative, incorporating successful strategies from the District's 21st Century classroom testing and modeling, as well as the successful hands-on learning lab opportunities. A successful Kennedy Middle School will also strengthen current campus connections to the adjacent neighborhood elementary school, the Brown Elementary School. Much of the legwork for creating a roadmap to success has already been completed by the Natick Public Schools, as even prior to beginning the preliminary programming process, educators and administrators visited exemplary educational environments across the country in order to gather data on effective design and organizational strategies. Subsequent to these visits, the District began the Preliminary Design Program by assembling key educators and administrators for a series of meetings, discussions, and educational visioning sessions targeted at formulating a specific educational program for the Kennedy Middle School which aligns with prior strategic planning but also delves deeper into the specifics of educational delivery within the Kennedy Middle School environment. The Kennedy Middle School environment is already a successful example of how an integrated and collaborative staff can work together to provide a highly successful and customized educational delivery to a very unique student and neighborhood population. The current Kennedy Middle School environment utilizes teaming, cross-discipline instruction, and hands-on activities to engage students throughout the school day and beyond, offering a large array of after-school activities targeted at providing an extended support environment to students. The educational visioning narrative and the educational program information contained herein is representative of the discussions, collaboration, and desired goals developed by these groups. It defines the current and future direction for educational delivery within the Kennedy Middle School environment. It includes a careful analysis and understanding of the various attributes that have transformed student learning within the current middle schools, and more specifically how teaching and learning can be further transformed by creating an environment that fosters successful and proven strategies for learning and socialization. The program incorporates 21st Century middle school design patterns and will bring innovative thought into a town which takes great pride in educational innovation. It also includes a sensitive understanding of the specific Kennedy Middle School neighborhood, promoting an environment where students, parents, and community members can come together in a harmonious environment of enthusiasm, confidence, respect, social exchange, and academic excellence.

KENNEDY MIDDLE SCHOOL

Current and Proposed Education Program:

B. GRADE AND SCHOOL CONFIGURATION

Current:

The Natick Public Schools provides educational programs for students in pre-school through age 22. As of April 2017, there were 5,500 students enrolled across the school system. Natick has one preschool for students ages three and four, five elementary schools grades kindergarten through grade four, two middle schools grades five through eight, and one high school grades nine through 12. Students attend the Natick Public Schools based on their geographic neighborhoods with some movement between schools based on Open Enrollment granted to students on a space-available basis.

Kennedy Middle School, located in Natick, educates students from grades 5 through 8 and receives almost all of its students directly from the Memorial and Brown Elementary Schools. The current enrollment of Kennedy Middle School is 655 students. There is significantly higher enrollment in the elementary schools. For example, the incoming 5th grade has a class size of 200 while the exiting 8th grade has a size of 170. In addition, the Wilson Middle School was built for 850 students and has a current population of 938. As a result of Natick's rising student population, the MSBA has authorized Natick to complete a feasibility study for renovation/expansion or new construction of a Kennedy Middle School that would accommodate an expanded population of 1,000 students. Natick will redistrict a portion of students away from the overcrowded Wilson Middle School once Kennedy is complete.

Organizationally, Natick utilizes a teaming approach with approximately 80 to 100 students per team. Grades 6, 7, and 8 are taught by core subject area teachers for Mathematics, English Language Arts, Science, and Social Studies. Grade 5 students have two core teachers, one for Math and Science and the other for English Language Arts/Reading and Social Studies. The ideal middle school design will separate students into gradelevel academic neighborhoods containing three teams, allowing for controlled transitions; but will also make certain that some level of connectivity and collaboration across grade levels continues to exist, as discussed in the educational visioning sessions and further defined herein. Students will obviously need to travel to some central locations within the building for non-core classes (Physical Education, Specialized Art, Music, Drama, Fitness, Technology Education, and health), but priority goals identified herein include integrating as many topics, activities, and disciplines within the grade-level academic neighborhoods as possible. Space for administrative offices, guidance and nurse services will ideally be in a central part of the building for easy access, but there is also discussion herein regarding the desire to distribute a portion of these services, when applicable. Collaborative time is provided to each grade level team of teachers to allow for lesson planning, conferencing on the needs of students, and analysis of performance and curriculum data. Space to accommodate Natick's Professional Learning Communities model is critical to the schools' success. Students are heterogeneously grouped except for grades 7 and 8 math to maintain high expectations for performance as well as to allow for role modeling and scaffolding between students. Many core classes include special education students and English Language Learners who are consistently mainstreamed with support. These classes are often co-taught by two teachers and considered inclusion.

Proposed:

The Natick Administration and the Natick School Committee have invested many years exploring strategic grade configurations that cater to the specific emotional, social, and educational needs of the middle school student population. Such efforts do not include a “one size fits all” approach but instead specifically cater to the needs of varying student populations. For example, the ELL middle school population for the District is educated at Kennedy Middle School while several self-contained special education programs are housed at Wilson Middle School. This strategic approach of grouping staff resources has allowed the District to meet the needs of all middle school students producing high levels of student achievement. Within the new Kennedy Middle School, the opportunity to create a modernized/technology advanced 21st Century 5-8 school will strengthen the success that has already been achieved at Kennedy. The following are some of the advantages that have been realized at Kennedy as part of the 5-8 configuration model.

- The 5-8 model extends to the grade five students’ much-needed support services such as language, technical education, art, drama, technology education, music, and other specialties that are part of Natick middle school curriculum offerings. It also allows 5th grade teachers to collaborate more closely with 6-8 teachers, enhancing the ability of teachers to work on vertical teams to increase student achievement.
- The 5-8 middle school model provides a longer grade span of years in the same school, reducing the frequency of transitions for this specific student population which needs additional support and connectivity with fewer transitions.
- This 5-8 model, by improving student transitions, has garnered strong parental support. It also enhances collegiality and improves communication/collaboration between staff and families.
- Historically, Natick’s fifth graders have performed near the top of the state on academic standardized testing. This has provided school administrators with great confidence that this model is succeeding.

The proposed educational program is aligned with the 5-8 model and will continue this path as part of the Natick’s long-term strategic plan.

C. CLASS SIZE POLICIES

The Natick School Committee supports targeted class sizes at the middle school level of not more than 25 students in any core academic classroom and no more than 28 in any unified arts offering. Current enrollment data and trends show several classes above this desired limit due to restrictions of the current building. Staffing trends that maintain these lower-class sizes are supported by the School Committee as evidenced by previous budgets that have allocated new staff positions to Kennedy along with the addition of eight modular classrooms in the Fall of 2012. At-this-time, Kennedy is at capacity for adding staff.

KENNEDY MIDDLE SCHOOL

The proposed space template for grades 5-8 includes 48 classrooms for core instruction. At an eventual enrollment projection of 1,000 students, this would translate into approximately 250 students per grade and 20-24 students per classroom.

Design Response:

The proposed plan for a new Kennedy Middle School accommodates four core academic classrooms per team for a total of 12 core classes per grade-level academic neighborhood, as well as similar support for special education, ELL, and unified arts.

D. SCHOOL SCHEDULING METHOD

Current:

The school schedule is revisited annually with the Principal and Central Office Administrators and adjustments are made based upon enrollment, student and programming needs, staffing levels, and contractual agreements around educator preparation and professional development. The student day is from 7:45 a.m. to 2:05 p.m. Kennedy Middle School has an academic schedule that has 7-49 minute periods along with a flex block. The schedule operates on a six-day cycle. Students have a 25-minute lunch, Art, Band, Chorus, Music, Physical Education, Technology/Engineering, Library/Media, and Health. Of course, flex time also allows for Response to Intervention (RTI).

Based upon the Response to Intervention model, students are assigned to teachers in this period to receive targeted assistance in any of their classes when they need additional support, extra practice, clarification, or enrichment. This period is also used by their grade level teachers, guidance counselors, and administration to offer special presentations that assist or enrich students in academics, social skills, test preparation, course selection, student and community leadership, or visual and performing arts. Teachers also benefit from the interaction and collaboration that takes place among educators during the student support period. The administration can create common planning time for teachers to work with their grade level colleagues as well as to meet vertically by subject area to develop or enhance the curriculum. Well-planned instruction and assessment are priorities of the Kennedy staff and all stakeholders benefit from the time to meet and develop the differentiated learning criteria needed to present the highest quality of education to all students in the classrooms, in all grades.

Proposed:

The proposed scheduling would follow current goals and guidelines for student scheduling while making consideration for block scheduling and other strategies which may allow for extended interdisciplinary instruction; allowing more time for two or more teachers who are teaming and need the extended instructional and application period. Currently, the idea of an eight-period day to accommodate the need for more reading teachers across all grade levels and to ensure that all students benefit from our recognized Fitness program is being explored. The 5th grade schedule, although different, will be aligned to allow 5th grade students to take advantage of any potential advanced learning opportunities that may be available within the 6th through 8th environment. It will be based upon research-based best practice strategies that promote teaching and learning for

all students. The schedule must also include the appropriate staff planning and collaboration time within the established school day.

E. CURRENT SPATIAL AND FACILITY DEFICIENCIES WHICH IMPACT PROGRAM

The Kennedy Middle School was originally designed to accommodate approximately 600 students and currently serves over 700 students in grades 5-8. To meet the demands of the growing population, the Kennedy Middle School community has been forced to make internal building modifications in an attempt to capture more useable space within the existing building footprint. Several classrooms have been created by subdividing larger classrooms or spaces originally designed to be open project areas. Many of these classrooms lack windows, proper ventilation, or sound proofing. Specialized areas like art rooms have been converted to general classrooms, and small conference rooms and storage areas have become tutoring and special education classrooms. Eight modular classrooms totaling 6,000 square feet of classroom space were added to the site in September of 2012 in order to provide some relief from the overcrowding; however, the proximity of these classrooms compromises their integration into the established academic teams. Eighteen of the existing general classrooms at Kennedy are below minimum standards for size (825sf), with many of the classrooms ranging from 510 to 695 square feet. All six science classrooms are below MSBA guidelines. As the population continues to increase, areas such as special education, art, vocation and technology, dining, and administration will become spatially inadequate to serve the expanded population. The media center is significantly below the recommended minimum size for the current student population, and growing enrollments continue to further stress all of these program areas.

Although the 1960's Kennedy Middle School design did include some thoughtful and forward-thinking educational strategies, the floor plan was organized to support five teams of three classrooms, with each team having access to either a small dining space or a multipurpose space as part of providing team meeting areas. Unfortunately, the science classrooms and hands-on instructional labs were segregated from these team areas and placed on the opposite end of the building. Additionally, the three-classroom academic areas fail to provide the necessary number of classrooms, special education spaces, and support space to truly formulate a complete middle school academic neighborhood or team. Teachers and administrators have worked diligently and successfully to implement teaming concepts and STEM (Science, Technology, Engineering, Math) integration of hands-on learning opportunities for students; however, the current building layout remains the most significant challenge in this endeavor. A modern middle school should include dedicated STEM spaces integrated within the science and academic classroom areas in order to provide interdisciplinary instruction. The Kennedy Middle School floor plan segregates these key program areas and the current overcrowding does not allow for the intended use of such key spaces as the original team multipurpose areas, as these areas have now been subdivided into much-needed classrooms. The modern middle school environment recognizes the critical need for language instruction in an expanded global economy, but unfortunately Kennedy Middle School has no such space and faces significant challenges to such instruction as teachers transport language instruction around the building in order to find an available classroom. One of the universally accepted components to an appropriate and thriving middle school environment is

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teacher collaboration space. Research confirms that middle school environments that provide appropriate and dedicated space for teachers to collaborate on student challenges, instructional strategies, student needs, and interdisciplinary opportunities result in better student/teacher relationships where each student is well known and receives a customized educational experience that results in improved academic and social performance. Unfortunately, the Kennedy Middle School lacks appropriate space for such collaboration and planning and the overcrowded nature of the building makes it impossible to find such space.

F. TEACHING METHODOLOGY AND STRUCTURE

Current:

The Natick Public Schools have articulated specific instructional time allotments for both of its middle schools. Therefore, Kennedy Middle School's core subjects include Language & Literacy, Mathematics, Science, and Social Studies. Academic Classrooms are supported and enhanced by Academic (non-core) programs called Specials. These Academic Program offerings also provide contractual preparation time and team planning for the Academic Classroom and Special Area Teachers. The weekly time allotments for the core and non-core subjects can be found in the charts below.

Academic Classrooms Grades 5-8

Content Area	Grade Level	Time on Learning per Week	# of Staff	Teaching Methodology
Language & Literacy	5	350 minutes	3	Balanced literacy model of integrated reading, writing, and research. Whole class and small group instruction; classroom library and reading "nooks".
Language & Literacy	6-8	250 minutes	6	Whole class and small group instruction; desks or tables used for writing, conferencing, and editing.
Mathematics	5	350 minutes	3	Whole class, partner work, and skill group instruction; technology is used daily for individual online instruction or assessments, use of online content and personalized materials and project based orientation.
Mathematics	6-8	250 minutes	6	
Science	5	350 minutes	3	Whole class, collaborative groups, and lab settings; technology is used daily for online demonstrations and interactive assignments; computer lab used for research, Vernier probes for data collection.
Science	6-8	250 minutes	6	
Social Studies	5	350 minutes	3	Whole class and collaborative groups; desks or tables for research and project

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				planning; technology used each trimester for research and non-fiction analysis, multimedia presentations and student work.
Social Studies	6-8	250 minutes	6	
World Language	7-8	250 minutes	2 FR 1 MN 2 SP	Whole class, partner work and collaborative grouping is used for instructional purposes, online language lab materials and technology used daily. 1:1 classrooms.

Language and Literacy

The reading curriculum is based on the standards outlined in the Massachusetts Curriculum Frameworks for ELA and Literacy. Both system-wide and site-based professional development focus on the skills and concepts for reading fluency, comprehension, and the analysis of complex text. Kennedy Middle School teachers utilize novels, trade books, anthologies, periodicals, eBooks, and digital materials for instructional purposes. Text selections range from a common novel to teacher selected articles, author studies, and independent reading. Teachers assess comprehension and fluency through tests and quizzes, book reports, and sample MCAS open response questions.

Literacy standards for writing, grammar, and vocabulary are also directly aligned to the Massachusetts Curriculum Frameworks for ELA and Literacy. Language Arts and Reading teachers plan instruction around common themes, usually promoting social justice and providing students with a strong connection between what they are reading and writing about in class. Every middle school language and literacy teacher uses common resources aligned to the new state standards to develop lessons and assessments that support the theme or unit. The writing and language standards from the Common Core drive the planning of instruction, assignments, and assessments. Grades 7 and 8 are 1:1.

Mathematics

The middle school math curriculum is aligned to the current Massachusetts Curriculum Framework. Teachers follow a common pacing and alignment guide to plan their trimester and year-long learning goals for students. Each classroom is equipped with materials and resources from a common math program: Grade 5 Go Math and Grades 6-8 Big Ideas in Mathematics. Teachers and students have access to textbooks as well as online digital resources and assessments. Every math classroom is equipped with a computer, projector, and access to Chrome and Apple laptops for interactive whole class lessons. Grades 7 and 8 are 1:1.

Science

Kennedy's science teachers develop and implement project based units and assessments based on the current science, technology, and engineering state standards. While each grade level has digital and print text resources aligned to specific topics at each grade level, much of the science curriculum is developed from best practices highlighted in the National Science Teachers Association professional resource online library. Hands-on activities, small group collaborative projects simulations called Gizmos, and lab experiments drive the daily curriculum. The use of video clips, online demonstrations, and media-rich presentations, as well as hands on data collection, dominates the science experience.

Social Studies

The curriculum is based on the current History and Social Science standards outlined in the Massachusetts Curriculum Frameworks. Geography and Facing History, Ancient Civilizations, the American Revolution, and World History I are major themes highlighted throughout middle school. Primary sources, periodicals, virtual tours, field trips, web-based research, and teacher-created lessons all contribute to the design and implementation of the social studies curriculum. In both system and site-based professional development, teachers share best practice and supplemental resources. The social studies teacher is often asked to participate in the design of interdisciplinary units that connect history to current events, usually with a social justice upstander orientation, and provide students the opportunity to write persuasive essays or support a social commentary on community, state, or global issues. The goal to build active and engaged citizens through the Language and Literacy and Social Studies curriculum.

World Language

At 7th and 8th grade, students have the option of taking a foreign language. Currently Spanish I and French I are part of the 8th grade curriculum. Cultural awareness, conversational skills, vocabulary, basic grammar, and writing skills drive the instructional focus for those years. The student learning outcomes are aligned to the current Massachusetts Curriculum Framework for Foreign Language. If a Kennedy 8th grader successfully completes his/her year in this course, he/she is eligible to take Spanish II, French II, and Mandarin II in high school. As preparation for deciding which language to study, Grade 6 Kennedy Middle School students participate in a one semester exploration of all offered world languages; Spanish, French, and Mandarin. This results in approximately 10 classes each of all languages. Students choose at the end of Grade 6.

Planning and Collaboration Grades 5-8

The school utilizes a teaming system with approximately 80-100 students in each of the teams. Grades 6, 7, and 8 are taught by a team of subject area teachers, one each from Mathematics, Science, Social Studies, and English Language Arts. Grade 5 is taught by two teachers who teach Math/Science and Language and Literacy/Social Studies. Kennedy Middle School teachers use weekly common prep periods to plan interdisciplinary units, grade-level projects, and community service events. Both vertically and as grade-level teams, teachers meet to analyze assessment data, examine student work, and review assessment results. Vertical meetings (all science teachers 5-8, for example) typically take place on early release days in the library media center or in classrooms while grade-level teams meet during common prep time. These meetings are held in an empty classroom when it is not utilized for special education or special area/classes.

Proposed:

In order to prepare students for successful adulthood in the 21st Century, all must work to engage all learning types in a blended learning environment where students have opportunities to learn in multiple styles but also are guided by teachers in completing self-directed inquiry and investigation through research and hands-on activities. Teachers are being asked to expand their roles beyond a “sage on the stage” and also become a “guide on the side” strategizing to encourage students to be self-motivated investigators who can problem-solve in the 21st Century in jobs that likely have not yet even been created. This expanded responsibility of educators to both deliver instructional content and also guide the student learner as an investigator is key to creating successful life-long

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learners and professionals. It is an approach which requires an energized and collaborative staff that understands the evolving social and educational demands of the 21st Century. The Kennedy Middle School already includes such a staff, and this group has been actively involved in identifying the strengths of the current middle school. They have also identified the opportunities and goals which can provide a roadmap for how a new 21st Century middle school can help facilitate the necessary teaching, learning, research, and investigation.

The proposed building project would continue the current educational organization of combining grades 5 through 8 in a single middle school facility, as this has been a successful model for the Kennedy Middle School community and allows the staff and administration to continue advancing this success. The 6th, 7th, and 8th grade levels will become “grade-level academic neighborhoods”, affording opportunities for students and staff to work in a horizontal and vertical interdisciplinary manner that fully integrates Special Education and project-based learning. The so-called “grade-level neighborhoods” will be teaching in teams, with each team consisting of one Mathematics teacher, one Science teacher, one Social Studies teacher, and one English Language Arts teacher. Each team will consist of approximately 80-100 students. The teams would be organized and designed to support co-teaching sub-teams, particularly across the Math/Science disciplines and the English/Humanities disciplines. This may include provisions for combining two of these classrooms as a single contiguous space, a “commons area” or in grade level designated “project-based learning lab spaces,” if such flexibility is deemed beneficial during the detailed planning process. Each grade level neighborhood and its included teams should include the full integration of Special Education through the incorporation of SPED resource rooms. Kennedy Middle School has a more culturally diverse population than other schools in Natick, where a large percentage of the students require some form of special education or English language learner support services. The goal would be to integrate these services into the neighborhoods as much as possible while remaining mindful of the fact that some of these services (i.e., autistic spectrum or non-English speaking or new to the U.S. students) may require some level of acoustical and physical separation from the activity of the neighborhood. Integrating Special Education services into the neighborhoods when practical will allow the Special Education teachers to become part of a co-teaching solution and to work collaboratively with the other teachers and teams in the neighborhood. Additionally, strategies which afford the opportunity to integrate these spaces with the classrooms of the team neighborhoods (like transparency and adjacency) should be explored as part of the building design solution.

The 5th grade neighborhood should be similar to the 6th, 7th, and 8th grade neighborhoods as keeping all academic neighborhoods as flexible and interchangeable as possible will allow for variations and flexibility in future use. However, the 5th grade neighborhoods should recognize the need for further subdivision into two-teacher teams as in the current 5th grade modular building program. Where applicable, the organization of the grade-level academic neighborhood should nurture this subdivision. Additionally, the educational visioning identified a need to carefully consider separation needs for the 5th grade neighborhood or “Academy”. More specifically, educators expressed the desire to be sensitive to the differing needs of the 5th grade population and how this may require some separation from the older student population or varied traffic patterns. This separation does not have to be extreme, as too much separation might result in the loss of benefits afforded by a 5-8 middle school organization. The staff and Administration also felt that, although the 5th grade educational program will be different from 6th grade, these students can be allowed

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to mix freely with 6th grade students if this provides some organizational benefit to the building design.

Each team neighborhood should include a “Project-Based Learning Lab” which would serve multiple purposes. The Natick Public Schools has tested numerous strategies for engaging students in hands-on, project-based learning assignments and has found that a flexible, yet specifically purposed and themed lab owned and maintained by a grade-level neighborhood (12 classrooms and associated SPED) results in the highest level of utilization and academic integration. Additionally, in researching project-based learning labs in other districts, the administrative team found that teachers often struggle in generic labs that do not include a specific purpose or theme, and that these spaces are often under-utilized. Project Labs should be clearly defined neighborhood spaces that directly integrate into the classrooms and support areas. They must not be “open” labs with no walls or separation from general student circulation or noise from surrounding classrooms, but must be clearly defined spaces with a high level of transparency and connectivity to surrounding neighborhood classrooms. These spaces will allow students to participate in very advanced hands-on scientific investigation, research, and development as they serve as STEM application labs for each neighborhood. They will also help to support and promote social interaction, academic investigation, and student exhibit and presentation. The primary theme of the project lab spaces will center around the STEM curriculum and the project-based, hands-on application of these core ideas. To that end, the project application labs will include a planetarium, an aqua/hydroponics lab, a greenhouse, and a zSpace virtual reality dissection and simulation space. Each of these labs will house ongoing, visible, and interactive STEM projects that cut across disciplines within science, computer science and engineering, and will be a constant visual, tactile, and interactive reminder to students of the real-world application of the theoretical science they learn in the academic classrooms. They will form an investigative laboratory for each grade-level, and will create a sense of lab ownership for each grade-level neighborhood. However, they will also become a shared resource between neighborhoods.

The goal of student work within these spaces is to develop students who are self-motivated learner/explorers and therefore, these spaces should include provisions for project-based student inquiry including building multi-media, research, presentation, and arts integration. These specifically themed labs will allow learners the ability to execute a deeper level of scientific investigation and to develop and interact with large physical real-world projects in an environment where it is critical to have appropriate space to spread out without the need to break down and store projects each period. It will allow students to create multi-media projects that document the application of their academic instruction which begins in the classroom. Students will be able to capture and prepare video components of their project while their peers work in the classroom or small resource rooms on other aspects of the same project. It should allow individual students and groups of students to both present and exhibit their work. This project space should also include all necessary amenities to support STEAM (Arts) delivery as it would allow students within the neighborhood to work actively on projects that include an integrated art/media/visualization component without the restriction of having to leave their neighborhood in order to gain access to the necessary tools and amenities. It should allow for small group, personalized blended instruction as dictated by the schools RTI (Response to Intervention) program.

There will be a strong connection between the project application labs within the academic neighborhoods and the instruction taking place in vocations and technology. In some instances, students will be implementing vocations/technology resources within the application labs and vice versa. Each application lab should include an adjacent vocations and technology space that allows for this connectivity. Such space should accommodate a small group of students working in direct proximity to the applications lab. This space will be referred to in the space summary as “Project Lab Support Area”.

The desired approach to educational delivery includes a strategic composition of varying instructional practices in all classrooms that are research-based, collaborative, and evidence-based (self-directed student inquiry and learning). Instruction must respond to varying student needs and learning styles. It should provide additional and unique support to students by collaboratively diagnosing any underlying issues and by prescribing and implementing appropriate intervention strategies as a key component of RTI and the Tier I regular education program. Additionally, the school environment will continue to foster an acceptance of a culturally diverse Kennedy community (students, parents, and professional staff) and promote and expect continuous learning opportunities that embrace and respect discourse particularly around key issues of equity and social justice as a pathway to growth. Finally, working to build a local neighborhood and community (outside of the school) that values education and believes that learners of all ages can continue to grow is an important goal. In order to continue to support these goals, the proposed project will consist of Small Learning Neighborhoods as described herein, while simultaneously working to engage more of the parents, businesses, and neighborhood in the activity of the school. There will be an increased focus on a Global Education Language and Culture as well as continued deeper study on integrating varied disciplines of science, the outdoors, agricultural education, the studies on sustainable science and engineering solutions, and differentiated instruction as a result of available resources in a new 21st Century facility. 21st Century Skills and STEAM instruction will be embedded into the curriculum and will include such skills as: self-directed inquiry; creative thinking and problem-solving; integrity, social justice, honesty, and respect; ethical and equality-oriented decision-making; a focus on sustainability and care for the earth; effective multi-modal communication; collaboration, leadership, teamwork, and innovation; and willingness to take risks as a path for learning and discovery.

G. TEACHER PLANNING, COLLABORATION, STUDENT SUPPORT, AND ROOM ASSIGNMENTS

Current:

Current practices for teacher planning and collaboration among teachers are described in the above “Teaching Methodology and Structure” section and include a highly collaborative approach across disciplines, grade levels, and specialties. Additionally, there is a high level of collaboration which integrates critical student support services. There are currently two full-time Guidance Counselors and one and one-half Nurses at Kennedy Middle School. The Guidance Office is centrally located in the Main Office area with the Nurse’s Office a few doors down the hallway. Students, staff, and parents can access the Nurse any time during the school day. Guidance staff are available to students any time during the school day for academic or social concerns. Kennedy also has a thirty-minute student support block every other week for grades 5 through 8 that serves as a support advisory to teach character and upstander education aligned to our Social Justice teachings.

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A Homework Club is available to all students two to three times a week after school throughout the year. Guidance Counselors are essential components to Instructional Leadership teams, IEP team meetings, scheduling, transitioning new students, and parent communication. Through the iPass portal, an open line of communication between students, parents, and teachers relative to attendance, discipline, assignments, and grades is available. The Nurse plays a vital role in the support and wellness of students and staff. Planning with job-alike peers occurs at system-wide professional development. During the school day, the Counselors and Nurse make time within their schedules to plan with classroom teachers, assess incoming students, participate in team meetings, and communicate with parents. They are part of their own professional learning communities and join grade level ones as needed.

Proposed:

Technology has greatly assisted collaboration among teachers and staff; however, the power of face-to-face interaction has yet to be replicated by technology. Collaboration is the heart of professional work in Natick. Practice shows that a variety of environments with different qualities are necessary for a successful and intelligent work environment. The design of the Kennedy Middle School must include strategies which address functionality in the context of the teachers' and pupils' needs providing the right conditions in the form of a range of different types of environments for different activities. For example, although teachers clearly need support space in close proximity to students, there must also be spaces which have controlled sound and/or visual separation from students. Additionally, employees in most industries are no longer tied to their desks at work but rather have a 'home' in the workplace from where they organize their activities across a variety of environments with a range of different qualities which they share with their colleagues. This approach also applies to an educational environment. The efficiency of sharing these multi-tasking spaces is another advantage of this approach since it can reduce redundancy of spaces within a building drastically. It will always be important to avoid creating an environment which provides 'back of house/front of house' separation between pupils and staff; however, teachers need to be able to control their presence and privacy in order to protect their position in the social hierarchy of the school.

It is also important to understand the critical value of teacher interaction in the workplace. Informal human interaction is one of the key drivers of knowledge exchange. In the creative industries, spatial and workplace culture is directly linked with productivity. Space planning and knowledge management are the keys to successful workplace design. The strength of any creative organization is shaped as much by the day-to-day chance contact of its members as it is by formal gatherings such as scheduled appointments. In fact, innovation in the workplace is often the result of informal, 'unplanned' interaction. Critical information leading to educational innovation often comes from such informal encounters between teachers from varying disciplines and backgrounds. The proposed Kennedy Middle School should consider the relationships between physical layout and space occupation strategy in order to optimize both informal and formal teacher interaction.

Professional Collaborative Session

The proposed neighborhood configurations surely seek to augment the collaborative and cross-discipline work of the teaching teams and the expected instructional model. To that end professional collaborative space should be adjacent to the project labs and neighborhoods and

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should be open, transparent, collaborative-oriented work spaces designed to encourage teachers working in their professional learning communities and team groupings. Professional learning and professional learning community work are at the heart of the District's work to support children's academic development. The school faculty should, therefore, have spaces adequate for the District to give job-embedded professional development to the Kennedy Middle School and District PLCs and ensure continuous improvement through adult development and training.

These varying spaces and their specific organization should be considered throughout the planning of the Kennedy Middle School. Teacher collaboration and work spaces should be incorporated into each grade-level neighborhood in a way that would allow teachers to interact, create, plan, collaborate, and complete their work. This space is critical to the successful implementation of a co-teaching and teaming model. Although these spaces should be in close proximity to the team neighborhood, consideration should be given to the challenges identified herein such that teachers across all grade levels have opportunities for formal and informal interaction. Given grades 5 and 6 neighborhood placement on the ground floor and grades 7 and 8 neighborhood placement on the second floor, sensible and effective design for these collaborative work spaces would allow grades 5/6 teachers a large workspace connecting the neighborhoods and 7/8 should have the same.

Distributing this space throughout the academic areas can provide an additional layer of oversight and visual observation of students who may be working or circulating within the neighborhood, project labs, work areas, or even the individual resource rooms. Smaller satellite conference areas interspersed in other more common parts of the building (such as the media arts center and the main administration and guidance areas) could also provide space for parent/teacher conferences and support a better integration of parent involvement. Teacher dining areas should be organized as adjunct to the workrooms to encourage collaboration and work while simultaneously providing the necessary dining opportunities. Separation should be minimal with sight lines across collaborative teams for visibility, but allow for private conference when necessary.

Grade-level teams, including Special Education staff and Language teachers, will be located in teaching neighborhoods that include the teacher collaboration spaces and two SPED resource areas. These neighborhood areas will provide a visible and flexible learning environment for grade-level teams, Special Education staff, and Language staff, as well as provide a space for engaging parents and the greater community in the ongoing projects and activities of the team. These neighborhoods are intended to provide students with a better sense of self and to promote confidence and security, and integrating teacher collaboration space into these areas can help to promote a more in-depth relationship with the teachers. The Project Lab Spaces/Grade Level common areas will serve the purposes defined herein and will also allow teams to have entire neighborhood meetings which include the associated teachers and staff. They can provide space for teachers to exhibit their collaborative efforts, displaying student work and projects as an example of their interdisciplinary planning. Ideally, the relationship between the teacher collaboration areas and the Project Lab Space would allow for teacher observation when students may have the opportunity to come together as a neighborhood prior to the start of school; avoiding the less desirable herding into a large, less personal space such as the cafeteria or gymnasium.

All classrooms and collaborative spaces should be equipped with adequate windows to allow for proper natural lighting and should also provide transparency (glass) into surrounding spaces when

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it is functionally advantageous and has the potential to increase the opportunities for supervision of students. The educational visioning sessions included discussions on the value of transparency, but also on the need for privacy and how to balance these needs. Design solutions should be explored and additional discussions should take place to determine the correct balance for these spaces. Neighborhoods and the related classroom and support spaces should include ample storage space, movable furniture, some movable walls for co-teaching, team teaching, and flexible grouping as defined above. Movable walls should be further explored to determine the specific areas of the building where they may offer value. Classrooms should include functional amenities such as ample electrical outlets, and all available walls should include expanded floor-to-ceiling whiteboard or writable glass space as students and teachers are encouraged to write, collaborate, and explore beyond the boundaries of a 4'x8' single whiteboard. Common planning time is built into the schedule for all teams, including related arts and science. Neighborhood Commons and Lab space should allow for the creation and delivery of student presentations, along with visual and physical access to neighborhood classrooms.

As mentioned previously, the grade 5 neighborhoods should have some separation from the 7/8 neighborhoods (possibly first floor for grades 5/6 vs. second floor for grade 7/8), but a careful balance of separation and adjacency is necessary as they should still be convenient to all grade levels for access to advanced placement and mentoring opportunities. Within the neighborhoods of the grade-level teams, there should be some consideration for adjoining grade 5 Math and Science classrooms, along with possible adjoining of English and History classrooms. Access to project spaces is pivotal to promote the desired STEAM initiatives, and the necessary support amenities should be provided within the neighborhood commons as discussed above. The inclusion of teacher collaboration work/dining/planning/conference rooms in each of these neighborhoods should exist for both convenience (reducing the distance staff must travel and therefore increasing efficiency and ease of use) and also as an additional strategy for visual observation of students at all times.

Science Labs (one per team) will be located in each grade-level neighborhood. This area will be equipped with appropriate furniture (rolling demonstration tables, workstations, ability to have students work both independently and in cooperative groups) and science materials. The labs will also be able to promote interdisciplinary work, including STEAM initiatives. The Science Labs should be flexible and should avoid built-in amenities that limit the flexibility of the space. Middle school science applications, labs, and experiments are more limited than those in high school and the space should reflect such. Access to sinks, slightly larger overall size, and other minor programmatic needs should be the only characteristics which make this space any different from a typical flexible and interchangeable classroom. The Grades 5/6 Science curriculum will be different from Grades 7/8 curriculum and further study will be required to determine the specific impact, if any, this will have on the amenities within the science labs. As noted herein, the four proposed project lab spaces should be designed to house a planetarium, a greenhouse, an aqua/hydroponics lab, and a zSpace virtual STEM simulation lab.

Support Staff such as Guidance Counselors, Nurses, Speech Therapists, and Occupational Therapists should have dedicated spaces with the necessary privacy, but should also be strategically located throughout the school, when practical, such that these services can become a more integral part of the academic neighborhoods. The Nurse will continue to have integral involvement in wellness and physical education planning and therefore should be located in an

area which fosters such. Administration will continue to play a key role in monitoring the entry experience and control for students and parents, suggesting that these offices will be located adjacent to primary building entry points. Subsequent to the development of the proposed building arrangement, some consideration may be given to locating the two primary Administrators (Principal and Vice Principal) in distinctly different areas of the building to provide a better distribution of administrative resources. Advantages and disadvantages of this approach were discussed during the educational visioning process and it was determined that further considerations are required through the development of a preliminary schematic building plan.

The Main Administrative Office will be located at the building entrance as a primary receiving, control, and security point, but will only include the administrative offices necessary to support this function. Some distribution of administration space may be desired to achieve the above-defined goal. This distribution of resources is believed to have some potential benefits in controlling security and discipline.

Space for key specialized staff such as Special Education support and the School Nurse will be placed based on the final organization of the building and their ability to support staff and students in the appropriate areas.

H. LUNCH PROGRAM AND STUDENT DINING

Current:

As a student evolves through grades 5 through 8, the development of social skills is an integral part of a student's education. Lunchtime offers students the opportunity to socialize and decompress with classmates. Unfortunately, when the current Kennedy Middle School cafeterias were designed some fifty-two years ago, these considerations were not a factor and the resulting spaces are smaller and not designed to provide our students with the social interactions necessary at this age. These cafeterias are also located in-close proximity to active classrooms and produce a noise level not conducive for classroom instruction.

The current kitchen facilities are also very inadequate with many constraints as follows:

- Freezer and refrigerator capacity is insufficient; electrical and space constraints prevent installing updated equipment.
- The serving area has space for only one line of students, impacting their time to eat and socialize and limiting the variety of items that can be served.
- The amount of square footage is too small to accommodate the level of food preparation equipment necessary to serve students and staff.

Proposed:

The proposed student dining (2) area(s) should be located and designed in a manner which promotes all-day student use in lieu of being isolated and reserved for "lunch only" duty. Dining area(s) should include presentation opportunities, indoor/outdoor connections, and be in close enough proximity to remaining building program areas to promote their use throughout the day. Consideration should be given to creating these areas as flexible space with multi-use potential,

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locating them close enough to the student base (academic neighborhoods) to promote their high utilization while taking precautions to ensure that their functions do not compromise the use of surrounding areas. Ideally, the two dining areas would include sufficient space to allow two grade levels to dine together simultaneously as this would streamline the daily schedule and provide more opportunity for diversity in the academic schedule. The educational visioning sessions included some discussion on how connections between this space and the academic neighborhoods could allow it to serve as an extended project space during portions of the day, providing socialization, presentation, and an additional work area during periods when it is not being utilized as a dining space. Additionally, it would provide an ideal space for grade level neighborhoods to assemble before school in a context and environment that is less intimidating than a large gym or cafeteria. Its location, design, and organization should also help support the identified goals of exhibiting student work and making connections to the greater neighborhood and the entire town. The design and layout should foster communications between students by ensuring that the space design supports furnishings which enable the students to work and communicate in small groups. The layout should promote ease of meal distribution from the kitchen and should be designed to avoid bottlenecking students and ensure that they are able to purchase their meals and be seated within a reasonable and efficient timeframe.

A new kitchen at the middle school should contain all the modern amenities available to support the needs of the kitchen staff when preparing food for a projected student body of 800 to 1,000. Food distribution would include a station concept, with a primary kitchen providing support of the offerings. Each proposed station would have its own point of sale, resulting in faster service for all students.

Student involvement and nutritional status could be further strengthened by the presence of a student and staff tended garden with direct physical and visual links to the kitchen and dining areas, as well as a greenhouse providing year-round fresh food production. Although this is not a required program area, it was identified in the visioning sessions as fostering a positive and comprehensive experience about healthy eating and an active lifestyle. Student-grown foods, supported by both the educational program as well as the community, could be integrated into lesson plans and the school meal programs. The gardens could be integrated into the desired requirement for outdoor learning and indoor/outdoor connections and could become an integral part of the exterior site design. This immediate source of food production would serve to strengthen the link between healthy fresh food production and consumption in support of the School Wellness Policy. It could also provide an added opportunity for community, business, and neighborhood connections.

I. TECHNOLOGY AND SECURITY

Current:

Technology

For all its challenges, the existing Kennedy Middle School building offers a myriad of technology opportunities. For example, the school is 1:1 in grades 7 and 8. Although the school community has worked hard to integrate new technologies within the classrooms at Kennedy, technology

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integration is severely limited due to the building's age. The most pressing challenges impeding progress in technology integration are:

- Kennedy has **limited** wall-mounted projectors and whiteboards, but these are dated and not interactive.
- Wiring for internet connectivity needs to be replaced with higher bandwidth capabilities and more wireless access points.
- Building design and construction materials are not conducive to adaptation or upgrades to facilitate technology use.
- Technology hardware is outdated and often not capable of wireless integration, even if the building infrastructure could support it.

The technology infrastructure at the current Kennedy Middle School is antiquated and does not meet the system-wide vision currently most fully realized at the Natick High School and the Wilson Middle School.

Current Security

As with all Natick Public Schools, safety and security are of the utmost importance. Students who feel safe and secure in their environment will be better prepared to take advantage of the educational opportunities presented by the school's staff.

At this time, Kennedy is not fully secure by current standards. There are few telephones in individual classrooms, nor is there the capacity to install them in the current structure. The only means of communication to the office is the call button on the intercom system. Teachers cannot communicate room to room, only directly to the office. The current intercom system is deteriorating and needs replacement both in terms of wiring and the speakers. Several hallways do not have working intercoms now. There are no visual communication systems.

In 2012, in response to the Sandy Hook incident, the School Administration installed new locks and a buzzer/intercom system to allow visitors into the building. However:

- There is no school-wide access control system to initiate a lockdown of exterior doors or to initiate an audio lockdown message or automatically notify a monitoring system.
- There are no Exterior and interior cameras.
- There are no panic buttons directly linking Kennedy to the Natick Police Department.
- Outside locks are old and need constant repair or replacement.

Proposed:

Technology

The Natick technology-infused educational model is to have students work in a 1:1 environment in grades 7 and 8 and in an instructional rotational model in grades 5 and 6. Long-term visioning has Natick moving to 1:1 in grade six in 2019. Natick's success with the 1:1 model is predicated

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on providing the staff with high levels of professional development on how to deploy technology to produce high levels of student achievement. Teachers in 1:1 grades utilize digital tools and resources to deliver the curriculum and, when necessary, textbooks are used as support material purchased as classroom sets and not for every student. As a result of this long-standing program predicated on highly skilled and well-trained teachers, Natick has been recognized by multiple agencies as a leader in digital teaching and learning (Apple, MASSCue, Project Red).

As part of the Natick visioning sessions, the staff, Administrators, and consultants reviewed the expansion of the traditional three R's to include the equally critical innovation skills; four C's: critical thinking, creativity, communication, and collaboration. Natick is a charter member of the acclaimed EdLeader 21 organization. As a result, it is believed that students of the 21st Century must continue to absorb a solid core curriculum, but their advanced success in secondary and postsecondary institutions, as well as in the workplace, will be highly contingent on their ability to master the four C's. Moreover, the evidence suggests that the effective application of these vital skills in a technology-infused life and workplace requires acquiring them in a technology-infused learning environment. This technology-infused environment is not about the device, but how it is utilized, calling for the placement of technology into the hands of students and trusting them with broader and more progressive applications of such technology. The teacher cannot be the only holder of technology as students must possess more access to technology than the teacher and must be provided the freedom for thoughtful investigation and creation. They cannot be limited to a specific program, solution, or software application, but must be provided with as many resources as possible to achieve technology mastery. Leading this approach in Natick and for Kennedy Middle School are the middle school innovation teams which are charged with the task of defining problems and identifying solutions that meet the education vision and infrastructure requirements. Innovation Teams oversee classroom technology solutions and are responsible for ensuring that technologies used with students in the classroom are implemented with fidelity. Educators are well trained and the solutions support student learning.

This type of technology infusion and application will be inherent at the new Kennedy Middle School, but it is particularly critical that the technology also flow into the associated Maker/Builder academic project application labs as these spaces will be highly connected to the classroom and will serve as an extension of the investigation which starts in the classroom. The goal is for these spaces to be highly flexible, serve multiple students and purposes, but also to have specific themes which are integrated to the academic curriculum for example, the proposed aquaponics lab and working greenhouse will play a significant role in supporting the existing curriculum. A portion of the "Vocations and Technology" square footage is also being included in associations with these applications labs, as although this term may be somewhat outdated, it is true that these spaces are being utilized for active project and inquiry based learning with technology that supports valuable classroom success skills that students need and that will someday apply in their careers. This ability for the students to move seamlessly from the classroom to the Maker/Builder applications labs in developing, creating, building, exploring, presenting, collaborating, and investigating within a technology-infused environment is critical in their preparation as successful life-long learners and achievers. These Maker/Builder spaces are being referred to as application labs as they will include amenities to support presentation, media and video production, robotics, interdisciplinary projects, and project-based learning. These spaces also need the adjacent vocations and technology component (Project Lab Support Area) because these flexible

Maker/Builder spaces will also serve as a primary agent for incorporating art, engineering, science, math, and technology directly into the academic neighborhoods. This means that they will require all necessary functional amenities to allow such, including provisions for storage, wet areas, testing, and assembly. These creation and design activities provide students with the opportunity to develop creativity and problem-solving skills by displaying their mastery in profound, meaningful, and tangible ways. One of the most significant benefits of technology infusion in an appropriately designed Maker/Builder space is the ability of students to create their work and express themselves before a broader audience. Students have traditionally composed their work for an audience of one - the teacher. Utilizing technological resources to provide students with a broader peer-based audience results in students knowing that their work is worth seeing, worth reading, and worth doing for a much broader audience. This student work can come in many forms - class presentations, school news shows, school websites, film festivals, literary publications, online publishing, contests and competitions, and video/audio communication and feedback with/from other classes around the world.

Teacher collaboration areas will contain all the necessary technology resources and each staff member will have a dedicated mobile device. The entire building will have inspired wireless access as learning spreads from each classroom, Maker/Builder space, resource room, inclusion room, planning room, collaboration space into the media center and even the flexible socialization and dining areas. Each student will have direct access to technology daily.

Safety and Security without Compromise

The educational visioning participants identified safety and security at the school as one of the most critical aspects of operating a successful school environment. For students to excel within all the described disciplines, they must feel safe, secure, and confident. However, providing this sense of safety and security without including overly-restrictive physical barriers was also identified as being critically important. Providing clear and controlled entry will be important, but within the instructional areas, safety should prevail without restricting the desired open and transparent connections between the learning areas. A clear approach for students and visitors which promotes supervision and observation at the point of entry will be key to allowing all to access the necessary support services. Safety also includes providing adequate and appropriately located space for support services staff and outside providers who provide needed mental health support for students. Students face and present with a wide array of mental health issues at early ages; therefore, it is vital that space is provided for these services to commence in a suitable space. Natick has a model program for assessing mental health through a collaboration with Wellesley College. That program requires all students in grades 7 and 8 to attend private interviews with trained counselors.

As part of the discussions on safety and security, several building systems were discussed as providing the necessary level of security without impacting the building's physical or organization appearance as an inviting and open learning environment for students, teachers, parents, and visitors. They include very specifically:

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1. Access Control System. All exterior doors will be lockable, and some will be electrified to be locked and unlocked by the access control system. Doors that do not have electrified door hardware will be locked and unlocked by keys or card access. Main entry doors will be electrified. The outermost doors are planned to be push-pull and unlocked during school hours. The inner set of doors in the main entry vestibule will be locked always, except during drop-off and pick-up times where it is planned to be scheduled locked and unlocked during specific times by the access control system. This set of doors has a card reader as well. There will be a video entry station at these inner doors to allow administrative staff to buzz people past them to enter the administrative area. There may be a third set of doors beyond the administrative area which would be locked in a similar fashion as the inner set. Panic buttons, which can trigger a lockdown event in access control (examples of what a lockdown event can trigger are the presentation of a PA announcement, dialing 911, locking all unlocked electrified doors, disabling card readers below a certain access level, sending email alerts, etc.), will likely be in the following areas: Administration, Principal's office, certain secretarial staff, Custodian's office, and Assistant Principal's office. Stairwell doors can be pulled off mag holders and programmed locked by access control, securing the upper floors from remaining areas. Activation of the fire alarm system will de-energize these stairwell doors for fire safety and they will become unlocked. Exterior doors DO NOT become unlocked upon fire alarm activation. During a lockdown condition, the access control system will also trigger a visual alarm in the school.
2. Intrusion Detection System. The intrusion detection system is the burglar alarm system that is armed when the building is unoccupied. This system will likely include motion detectors in every room on the first floor with windows, door contacts on every exterior door, and door contacts on every interior door shown on the drawings (stairwells, and any room with a card reader). The intrusion system will be programmed to dial the central office when an alarm condition is detected, either by a motion detector or door being forced open. Panic buttons in the administrative area can be programmed to have the intrusion system dial 911 in an emergency during occupied times for lockdown purposes if desired.
3. CCTV System. Cameras will be placed around the exterior of the building, the parking lots, hallways, stairwells, the administrative area, student dining, auditorium, courtyard, physical education areas, media center, and any identified road entrances to the property. A camera will be placed on all entry doors into the building. A forced door alarm will call up the video of a camera assigned to cover the door at the security station PC.
4. A bi-directional amplifier and antenna system will be installed for police and fire radios to function within the building without interruption.

J. MUSIC

Current:

Twenty-five 50-minute blocks are taught by one Music (Choral) teacher (1.0) and a band teacher (1.0). The Kennedy Middle School has an exceptional instrumental and vocal music program. Grades 5 and 6 chorus classes serve as a foundation for the Kennedy Middle School chorus. Grades 5-8 and the middle school band that is growing in enrollment significantly. Band students

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receive instructional lessons weekly and participate as a full band twice weekly. Appropriate and adequate space for these programs is a necessity. Currently, there are no professional work areas and classroom or practice areas are non-existent in the music instruction areas.

Chorus, Band, and General Music in grades 5 and 6 run 30 classes per 12 week trimester for 50 minute periods. Chorus, Band, and General Music in grades 7 and 8 run for 22 classes per 12 week trimester for 50 minute periods. Band students participate in after-school lessons on site with contracted instrumental sectional teachers. After-school specialty bands and choruses dominate student after-school life. Appropriate and adequate space for these programs, along with a thriving theater class and after-school program, are required. Currently there are no personal work areas, practice rooms, or performance spaces large enough for bands and choruses of their current size.

Proposed:

The Music Education Program at Kennedy Middle School should be a vital component of the total education a student receives. Its integration into a “STEAM conscious” curriculum which recognizes the value of the “Arts” within science, technology, math, and engineering provides a broader learning environment where students with varying learning styles and strengths can be engaged and energized. Through the study of music, all students develop knowledge and skills that prepare them to experience the power of music in human existence. Students discover music as a unique form of communication and as a means of self-expression not afforded by any other discipline. They learn of the universal role of music in the transmission of culture and the chronicling of history. The study of music gives children a broadened world vision and an appreciation of other points of view. As a performing art, music builds self-discipline and promotes self-esteem in ways that are not inherent in other curricular offerings. Because of the ordered nature of the elements of music, students learn to think with increased complexity; because of the creative potential in music, they learn to think in divergent ways.

Music benefits the overall learning process of every child. Research suggests that more areas of the brain become active when children engage in playing music. Program effectiveness is determined through collection and interpretation of data, which shows continual improvement in:

- The number of students in advanced courses
- The number of students who qualify for after-school and Gifted and Talented ensembles
- Participation and achievement in festivals and adjudications

The Music Program can foster and reinforce the four C’s by providing opportunities in four broad areas as noted in the National Humanities and Arts curriculum standards:

Creativity:

- Imagine – Generate musical ideas for various purposes and contexts.
- Plan and Make – Select and develop musical ideas for defined purposes and contexts.
- Evaluate and Refine selected musical ideas to create musical work that meets appropriate criteria.

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- Present creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Performance:

- Select varied musical works to present based on interest, knowledge, technical skill and context. Analyze the structure and context of varied musical works and their implications for performance.
- Interpret – Develop personal interpretations that consider creators' intent.
- Rehearse, evaluate, and refine personal and ensemble performances, individually or in collaboration with others.
- Perform expressively with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Response:

- Select music appropriate for a specific purpose or context.
- Analyze how the structure and context of varied musical works inform the response.
- Support interpretations of musical works that reflect creators'/performers' expressive intent. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Connections:

- Synthesize and relate knowledge and personal experiences to make music.
- Relate musical ideas and works to varied contexts and daily life to deepen understanding.

The designated band room, choral room, and Performance Technology Studio rooms should include opportunities for the exploration of music and drama not necessarily in the traditional sense of vocal and stage performance as there will be specialized program areas within the building (like the auditorium) for this purpose. The project spaces should allow for exploring the incorporation of music into projects, presentations, exhibits, engineering, and discovery. For example, a project or presentation may require music to reinforce a particular idea, solicit a particular audience response, or invoke a specific mood or tone. Each space should also be flexible enough to serve as an ad-hoc MIDI (Musical Instrument Digital Interface) lab allowing students to use technology to integrate keyboards, electronic musical devices, guitar, percussion, composition software, projection, and printing as a means of combining theatre and dramatic work with music, communication, and exploration.

The proposed building should dedicate music spaces which provide students the opportunity to explore and master each of the discipline specific standards. The dedicated spaces should include instrument areas, visuals, music technology space, secure storage, teacher work areas, and movement spaces. Students can be allowed to develop in a specialized environment working to sing, compose, play instruments, move, and critique within a lesson to deepen their understanding. Students of differing abilities and understandings can learn using multiple instruments and supports. Students excelling in a particular area can expand and extend their learning through composition, conducting, or critique. A music classroom, in addition to a choral stage with risers

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(auditorium stage) and a band/instrumental music room, gives the teacher many more tools to reach students and allows such to occur with a more controlled environment. This music room should be located near the performance space (auditorium) to allow for smooth transitions from independent growth to ensembles skills development. When students can play or sing together, they learn social and emotional skills that transfer out of the music classroom. When a classroom is designed thoughtfully, all students benefit from greater understanding and skills development.

An auditorium with appropriate acoustics that will hold a minimum of 300 people and that has a large enough wood floor stage to fit 75 musicians and percussion equipment or 125 choral music participants along with state-of-the-art curtain, lighting, sound, recording, and video equipment would allow Kennedy to continue current important programs which are conducted in the existing auditorium and allow for the usage by the various community and school-based performing art groups who use it today. Ideally this space will be able to support full multimedia presentations with a screen that can come down from the ceiling and have space that can be rearranged easily to promote other learning in this area. It would also provide an ideal environment for professional development and distance learning, as well as give students the opportunity for a professional presentation or performance. As mentioned previously, the music room should be attached to the auditorium in ways that provide a strong connection to the auditorium and stage. The chorus and band programs will utilize the stage as a practice and performance venue from time-to-time but will utilize the dedicated music rooms as efficient ways to obtain the much needed specialized instruction area.

THEATRE

Current:

Currently, all students grades 5-8 receive theatre class as a special area class.

Grades 5 and 6 have **3** per cycle resulting **30** of classes per 12 week trimester.

Grades 7 and 8 have **2** per cycle resulting **20** of classes per 12 week trimester.

Classes center on basics of theatre, improvisation, and creative characterization. The Kennedy Middle School has a widely recognized theatre program and director. The after-school program has been nationally recognized, and to that end has been asked to demonstrate how shows like the Lion King, Jr. and new original non-musical plays prior to mass distribution nationwide. The theatre teacher uses the auditorium stage as his classroom and is regularly bumped out of it whenever other assemblies or school events demand the space.

However, the Kennedy Middle School is constrained in its ability to offer dynamic and interdisciplinary offerings in theater and video production. It cannot replicate the curriculum in the student specials program that is offered at its sister school within the town. The other middle school offers a performance and production class, a guitar and music composition class and advanced video production classes. The facility limitations in size and technological capability preclude this from occurring at Kennedy Middle.

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Proposed:

As defined above, the creation of a Performance Technology Studio, which would become a shared space for general music, video, production, and performance classes (theater, video and production are current classes at the middle school), should be included in the arts wing of the school. These areas allow for integration of the dramatic and musical arts with an emphasis on use of technology for production. This space should be flexibly designed to be used as a black box theater, a small group music stage, and a sound/recording studio. Like the science labs, the space should be designed with as few “built in” barriers that would preclude the space from being used most flexibly. Sound and lighting considerations should be more comprehensive than that of a regular classroom so that performance, recording, and video production can be conducted within the space.

K. ART

Current:

Twenty-five 50-minute blocks are taught by one Art teacher each week. Kennedy Middle School has a strong school-wide Art Program. Instruction takes place in one classroom space; the age, condition, and physical constraints of this space will need attention within a new design. The current program is limited by the safety and size of the space. Heat intensive kilns are housed in a paper closet filled with flammable materials, chemicals, and paint, without any ventilation system.

Proposed:

One of the priority goals established as part of the visioning sessions was the continued support for STEAM within the Natick Public Schools, specifically including the integration of the Arts, both visual and performing. These Arts foster creativity, providing one of the primary components of the four C’s. In the case of the visual arts, students must have opportunities to integrate their creativity into hands-on project-based learning and investigation that will be occurring in the Maker/Builder space. Each such space within the academic neighborhoods should include all of the necessary support amenities to allow it to serve as a sort of satellite studio for the execution of painting, assembly, graphic design, and the numerous arrays of visual arts activities that the students will have at their disposal. These functional amenities will include sinks, material storage, work tables, etc. The goal is not to turn the Maker/Builder space into an art room, but to allow students to execute skills they are fostering in the specialized art room as part of their daily exploration and discovery in other disciplines. Additionally, the school should have a primary and specialized art classroom which becomes the hub of visual art instruction but also remains in close proximity to the academic neighborhoods. In order for this specialized art classroom to serve the entire school, as well as the individual academic neighborhood, it should meet the following criteria:

- Be in close proximity to the other Expressive Arts classrooms and integration into the academic neighborhoods, possibly integrating one classroom into the 5/6 area and one classroom into the 7/8 area.
- Art room on the ground floor with access to an outdoor space, if practical.

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- Art room equipped with good natural and artificial lighting (including track lighting for spotting still-lives), cleanable surfaces, plenty of table space, and flexible furniture configuration.
- Easy to clean flooring.
- Increased built-in storage for 2D, 3D projects, and resource materials.
- At least three large stainless steel industrial sinks with back splashes, sediment traps, and faucets that swivel.
- Multiple tack display boards throughout the room and around the school for displaying resource materials and student work.
- State of the art technology, including, but not limited to, electrical outlets in the walls, a mounted projector, surround sound, high capacity color printer, scanner, at least two computer stations for students.
- Large storage room separate from the classroom that includes an assortment of utility cabinets, flat files, racks, and tables as well as built-in storage.
- Space for two kilns and a ventilation system.
- At least two large stainless steel industrial sinks with back splashes, sediment traps, and faucets that swivel.
- Space for storage of larger art furniture (i.e., multiple pottery wheels, light table, etc.).
- A dedicated kiln room.

The Visual Arts also maintains a strong connection to media and video production, a program which is likely to have physical existence within the library media center function but be supported by the Art educators. For this reason, a strong connection to the media center and other graphic arts programs and components should be considered as part of the proposed new facility design. This graphic/media/video production space should include the following:

- A dedicated technology area with a video projection and surround sound
- Twenty MacBook laptops or appropriate mobile devices
- Twenty digital cameras
- Enough electrical outlets for charging devices
- At least two high capacity color printers
- At least four scanners
- At least one large format printer
- 3D printer
- Photo/video editing and 3D design software

L. PHYSICAL EDUCATION AND HEALTH

Current:

The Kennedy Middle School is recognized as a state and national leader in the implementation of progressive, research based physical education, health and fitness programs. Recently, Kennedy was recognized by SHAPE America the national organization for physical education and fitness,

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Massachusetts Association for Health, Physical Education and Dance and District Administration. The physical education and fitness classes at Kennedy are part of the core educational program.

Current programming is as follows:

Physical Education	Fitness	Health
Grades 5 & 6 – 90 days		Grades 5 & 6 – 30 days
Grades 7 & 8 – 60 days	Grades 7 & 8 – 60 days	Grades 7 & 8 – 20 days

At one time, fitness was offered for 90 days in grades 7 and 8. However, due to space constraints and a rising student population, the offering had to be reduced to 60 days. In addition to the above in-school programming, Kennedy offers the renowned BOKS program which is a before-school exercise initiative along with the school's own developed before school biking program which targets students with ADD and is based upon the research by Dr. John Ratey outlined in his book, Spark. Kennedy also offers a laps-at-lunch program where students can go outside and walk during their lunch period.

For after-school athletics, Kennedy targets sports not offered by youth leagues or in the community. Current offerings include: Fall - Girls' Field Hockey, Boys' and Girls' Cross Country, and Girls' Volleyball; Winter - Boys' and Girls' Basketball and Wrestling; Spring - Boys' and Girls' Track and Field and Boys' Volleyball.

The existing Kennedy Middle School building provides insufficient space for the delivery of physical education and fitness programs. The building includes only a single gymnasium which is approximately 35% smaller than a typical middle school gymnasium and a small fitness center along with one outside field which is less than regulation. The gym space cannot be subdivided and lacks the necessary flexibility with a folding partition to provide as many spaces as possible. The lack of physical education space requires that many classes be configured to hold over 40 students. These students must be confined to half of the available area when special education students are utilizing portions of the gymnasium for adaptive PE or physical therapy. At other times, multiple classes of 40 students utilize the available space simultaneously. Because of the required separation between 5/6 students and 7/8 students, programs within the gym are greatly limited by its small size and the inability to divide available space into two distinct areas. To deliver the desired physical education and fitness programs, including special education programs, at times these classes spill out into any available room or space throughout the school, but many of these ad-hoc spaces are inadequate for the desired function and purpose.

As the gymnasium and locker room areas are antiquated, and the health classroom lacks an appropriate and adequate educational environment, attention to these important areas is critical.

There are locker rooms; girls have changing stalls, and boys have an open area. This area is circa 1960s and does not represent current standards and practices. Students are hesitant to use the area.

Currently, there is no dedicated health classroom. The health teacher must travel to seek out available classroom space, transporting necessary materials. Many educational programs have a

strong link to the gymnasium as a support space; but there is rarely a classroom available near the gymnasium.

As indicated in the special education summary, there are no available spaces for the delivery of adaptive physical education and the incorporation of required occupational therapy and physical therapy spaces. Existing gymnasium space is too crowded and over-scheduled to incorporate adaptive PE and there is insufficient space to integrate some OT/PT activities into mainstream physical education courses.

Design Response

Physical education is a critical component of the curriculum that is designed to educate all students, from the physically and/or mentally gifted to the physically and/or mentally challenged. A developmentally and instructionally appropriate physical education and fitness program promotes a physically active lifestyle. In addition, our research concludes that the fitness offering has a direct impact on student academic achievement. Appropriate instruction in physical education incorporates best practices derived from both research and experience for teaching in ways that facilitate success for all students. Providing a safe and inclusive learning environment allows all students to experience positive, challenging, and enjoyable physical activities while learning skills and developing an understanding of the benefits and importance of physical activity. In conjunction with these activity experiences, students develop a positive self-image and social skills that will provide personal competence in work and leisure situations.

For purposes of physical education and activity, the newly proposed 5-8 school will essentially operate as two independent student populations - a 5/6 population of approximately 500 pupils and a 7/8 population of approximately 500 pupils. To accommodate two distinct groups, three full-size (3,000sf) teaching stations will be required. . The proposed program offerings for adaptive PE and OT/PT require that this program have a dedicated fitness space (identified and described herein under special education) that can meet their specific needs and also allow them to integrate with their peers. If possible, indoor walking space should also be provided on the perimeter of the gymnasium to accommodate adaptive programs, the physical education/fitness curriculum, and laps at lunch that run throughout the year. In addition, a full-service health center is critical to the implementation of our fitness program.

Some specific program areas and amenities include:

- Three full-size (3,000sf) teaching stations within a gymnasium style environment that is subdividable that includes a wood floor (three areas).
- Indoor walking/running space.
- Mat hoists to allow for the delivery of stretching, yoga, dance, wrestling, etc.
- Dedicated health classroom with connection to the Adaptive PE space as an activity lab.
- Fully equipped Adaptive PE room with both cardio equipment and age and needs appropriate fitness equipment outfitted with a turf area; high ceilings.
- Men's and women's PE office and storage space. Ideally the Men's and Women's office will be combined for planning purposes. Central to the locker rooms.

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- Health storage space to accommodate support materials.
- Changing stalls in both locker rooms.
- Outdoor playfields (turf) to accommodate all our athletic offerings; with a modified track along the perimeter of the field.
- Outdoor tennis and basketball court(s)

M. SPECIAL EDUCATION

Current:

Special Education Classrooms and Programs

Content Area	Grade Level	Time on Learning per Week	# of Staff	Teaching Methodology
ELA, Math, Science, Social Studies	5-8	990 minutes	6 SpEd Teacher 8 Paras	Small group instruction, Co-Teaching, Pull out Learning Center support

The Kenney Middle School(KMS) is one of two in the Natick Public Schools that offers special education programming to students with disabilities. KMS previously housed the substantially separate program for students with autism, however, space constraints and the lack of necessary classroom adaptations forced the program to move to a different building. This proposal will include the Substantially Separate programming moving back to KMS and expanding to offer services as required under state and federal special education laws.

KMS includes a continuum of services that include academic services ranging from general education support, inclusion support provided by a paraprofessional, co-taught classes with a general educator and a special educator, and small group classes in a learning center. KMS is currently lacking necessary substantially separate classrooms. Additionally, related services such as speech and language, physical therapy, occupational therapy, and behavioral services are provided for students in need.

Inclusion/Co-Teaching Model

The Kennedy Middle School uses a co-teaching model. This model consists of having both a general educator and a special educator teaching together in a classroom that has both general education students and special education students. Co-taught classes include Language and Literature, and Math. Science and History are supported by highly skilled paraprofessionals. Special Educators share classroom space with their general education counterparts in rooms that are not equipped to support small groupings to differentiate instruction.

Learning Center Support

The Kennedy Learning Center classes are taught by a highly qualified Special Educators. The focus of these classes is to provide students with additional support and scaffolding to enable them

to access the general curriculum. Content includes pre/post teaching, organization, review of basic skills, and comprehension across the curriculum. Currently, these classrooms are spread throughout the building in various spaces as available. These classrooms are either too small in size or not situated in space close enough to the grade level classrooms of students' general education peers. Not all Learning Center Rooms meet Special Education regulations for having facilities at least the same size and make-up as the general education facilities.

Mild/Moderate to Severe Autism Spectrum Disorder Classroom

The Substantially Separate Program (ACCESS) that was moved from KMS to Wilson provides highly individualized and modified curriculum to students with low incidence special needs who need more support and academic modifications than the general education classroom can provide. Students typically have documented weaknesses in language skills (receptive/expressive), weak working memory, and slower processing speed. Students typically are unable to keep pace with the mainstream classroom and require a smaller setting to allow for improved development of foundation skills. Some students have their academics in small groups with support, while some participate in inclusion classes with a 1:1 paraprofessional. Students are included for specials, lunch, and homeroom. Additionally, students in this program are involved in social skills groups as well as cooking, community groups, and pre-vocational activities. This group is also supported by highly qualified Special Educators, highly skilled paraprofessionals, a Speech and Language therapist, school psychologist, and a BCBA. There is currently no classroom at Kennedy that is equipped to handle student academic and functional needs such as a kitchen/laundry area, dedicated bathroom area, or other life skill adaptive spaces.

Related Services

KMS offers a wide variety of Special Education Related Services. When required and recommended through the IEP process, the following services may be recommended within the school day: Discrete Trials, Applied Behavior Analysis, Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Adaptive Physical Education. Speech Pathologists, Occupational Therapists, Behavior Analysts and Team chairs currently share or find random space to provide services and to complete their other job related responsibilities. When the specialists schedule their students, they also need to identify a space for that specific time. This presents a significant issue around confidentiality as well as a considerable hardship as they have to carry their materials from room to room. Occupational and Physical Therapy services are related educational services that are provided for students requiring intervention in order to access the curriculum and the life of the school due to a disability. Occupational Therapists work with children to improve fine motor and sensory functioning, while Physical Therapists focus on gross motor needs of students. Occupational and Physical Therapists often work collaboratively in a co-treatment model. Although these students often require specialized space which is independent of the primary physical education space, it is the goal of the program to utilize the mainstream educational space such as gymnasium and fitness room for all activities deemed applicable. This requires that these spaces not be so heavily scheduled that they are unavailable for appropriate occupational and physical therapy activities. There is very limited space for the six teachers and specialists to test. Some of the space utilized is in loud areas that compromise the validity of the test results.

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Other

Students who are integrated into the general education program also attend and assist class in these classrooms to help reduce the anxiety they feel from the social and academic pressures they experience from the demands of the general education setting. These students need a specially designed space where they can get organized and decompress away from the other students in the classroom. All students in this program need an area specially designed as a place to take a sensory break.

Students use the designated boys' and girls' room as they are able. Some students require more supervision and have to travel long distances to use the facilities. Some students have some issues around toileting and having a bathroom in each of these classrooms will reduce their time and the paraprofessionals' time away from the classroom.

Ideally, the Special Education classrooms will be equipped with classroom technology, moveable furniture for flexible grouping, and a teacher area with securable file storage for student records.

There are currently 78 students on IEPs and six teaching staff at KMS. In a 1,000+ student school, projections will bring the number of students on IEPs to more than 125 students and will add two additional teaching staff and five additional paraprofessionals. This translates to numerous TEAM meetings each week. There are currently two conference rooms to be shared with all the parent, teacher, and TEAM meetings of the school. Meetings are being held in classrooms to accommodate the need for TEAM meetings which presents concerns for student confidentiality. This meeting space at KMS is insufficient for the needs of the Special Education Department.

English Language Learners

Content Area	Grade Level	Time on Learning per Week	# of Staff	Teaching Methodology
ELL	5-8	Level 1-2: 750 Minutes Level 3-4: 300 Minutes Level 5: 150 Minutes	2	Whole Class, small group and one-on-one instruction; desks or tables for writing; a standard whiteboard, CD player, classroom library, textbooks, vocabulary centers make up are the basic Instructional tools.

Kennedy Middle School has a very diverse group of English Language Learners (ELLs), with multiple different languages spoken within the group. While the group tends to be small (ten students on average), the needs are the same as any classroom.

Currently there are two instructors for the ELL population at KMS. English Language development instruction is taught with a pull-out model, meaning students are scheduled to be with the instructor for certain periods of time per day dependent upon their fluency levels. Instruction takes place with the whole class in small groups or one-to-one as needed. The classroom currently has desks and one table, a standard whiteboard, CD player, and bookshelf to assist with instruction.

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The number of English Language Learners is growing rapidly and we anticipate the addition of two additional ELL staff upon the opening of the new KMS.

Ideally, **two ELL classrooms** will have access to storage for a large variety of materials (such as complete book series, learning kits), classroom technology (such as several classroom laptop computers, a Mimio/interactive whiteboard, document camera, good quality audio setup for listening exercises, and video clips), moveable furniture for flexible groupings, and a teacher area with files for keeping student records. ELL classrooms will hopefully be large enough to provide independent spaces for one-to-one instruction that might happen simultaneously with larger group instruction. **Planning and Collaboration for ELL Teachers**

With the number of ELL Teachers planning with job-alike peers occurs at system-wide professional development. During the school day, the ELL Teachers make time within their schedule to plan with classroom teachers, assess incoming students, participate in team meetings, and communicate with parents – all on top of his/her teaching duties.

Proposed:

The proposed building project of more than 1,000 students (100+ in Special Education, 50+ ELL students) will afford the growing program to be an integral part of the school community and fully integrated into the academic neighborhoods. Ample classroom space, anticipated at **eight Learning Center spaces (Resource Rooms), two adequately equipped sub-separate spaces with bathrooms and kitchen areas (Self-contained SPED), two Speech/Testing rooms, one Occupational/Physical Therapy Room, two ELL classrooms (ELL Resource), and one Adaptive Physical Education space** will be provided in order to best meet the educational needs of all students. The Natick Public Schools is committed to offering all students the most complete spectrum of fitness activities available, and the Adaptive Physical Education space will allow students with physical challenges to participate in many of the same activities as their peers. This program will be delivered in a space that can be utilized by all students, but will require separate and dedicated use for special education during many periods in order to appropriately accommodate the special education population. It should be in direct proximity to the OT/PT therapy room in order to allow special education students to seamlessly move between the two spaces. In instances where a highly specialized space is required for Occupational and Physical Therapy, this OT/PT room skills room should be adequate in size and would be similar to a full-size classroom; accommodating both gross and fine motor activities taught simultaneously. The IEP needs for students often recommend specialized motor equipment. The motor room should also allow space for gross motor activities, individual and/or small group therapy sessions. There would also need to be equipment for the children, including a large floor mat, balance beam, a swing, and a ball pit, as well as ample room for gross motor movement. Sensory motor activities and/or fine motor work would require a space for up to two tables and up to eight student chairs. If possible, one of the walls should be mirrored to allow students to model and demonstrate their skills. This design will afford more opportunities for students and staff to work horizontally and vertically, and to incorporate interdisciplinary ways to fully integrate special needs programming, while having the capacity to expand current program and develop new programming as population change and increase.

The applications labs within each general academic neighborhood should include a dedicated “Integrated SPED Project Lab” to insure there is sufficient space within the project labs to include

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the integration of special education students. This space should be integral to the remaining lab space and provide the necessary physical, visual, and/or auditory amenities to insure the best possible experience for students within these lab spaces and to allow special education students to integrate with their peers.

The Kennedy Middle School will continue to support a full continuum of services for students through 8th grade. The implementation of a comprehensive interdisciplinary model will allow students to access the general curriculum in classes taught by both a general education content area teacher and a special education teacher. Substantially Separate programs will be strategically located in areas of the building to best support student access. All special education programs need to be located close enough to content and elective general education programming so that inclusive opportunities can be realized when possible. Programs for students with severe cognitive and communication disabilities will have a newly designed daily living support area to include kitchen, laundry, and bathroom within a semi-private space with a designated de-escalation area to support a more protected and dignified learning space.

Professional office and testing spaces will be designated for related service providers in the areas of: Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behavior Specialists, Vision and Hearing Specialists, Reading Specialists, Adaptive Physical Education, School Adjustment Counselors, School Psychologist, etc., as well as for the Team Chairperson.

The new middle school will include many smaller meeting rooms for individual and small group tutorials, outside therapists, and specialists. These rooms may be used for regular teacher/tutor meetings and for small group testing environments and will be fully immersed within the academic neighborhoods. Along with special education teachers, paraprofessionals and tutors will have shared space in an office with computer access for storing materials, etc.

Lastly, critical to the success of special education programs and related service providers is the ability to observe students in their school environment. Consideration to the structure of learning spaces will provide opportunities for parents, teachers, and consultants who work closely and carefully with the special education population to observe and learn from one another.

N. MEDIA, VOCATIONS AND TECHNOLOGY

Current:

Kennedy offers a robust course offerings in the fields of technology, vocations, and media. The current program is:

- Grade 5 - Technology education, media literacy, instructional technology
- Grade 6 - Instructional technology, technology education
- Grade 7 - Technology education,
- Grade 8 - Technology education

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The program at Kennedy is significantly limited by the current facility. As evidenced by:

- The Media Center is not centrally located.
- Needs more display/storage areas for a growing circulation of resources.
- Is not designed for optimal collaboration and project based learning.
- Operates as a dual-purpose setting with students competing for the attention of staff.
- The technology education classroom is significantly undersized for project based learning.
- The workshop is undersized and the tools are outdated with limited power sources which compromises the program as compared to Wilson Middle School.
- The facility does not have a media lab which prevents Kennedy from offering the same courses as Wilson Middle School.
- 21st Century - cannot compete

Proposed:

Media Center and the Distribution of Media

The Kennedy Library needs to be a dynamic and vibrant classroom where students can compete in the 21st Century. This space is envisioned to provide the following:

Academic research will occur in the media center where teachers can bring classes that will have 21st Century tools at their disposal. In addition, media broadcasting, video editing, and video productions are part of the core offerings which will occur in the Media Center. During the educational visioning sessions, there were many project-based activities that involved strong media and data content. The library media center may ultimately be the best place for support of these activities.

Vocations and Technology

The role of vocations and technology education in the middle school environment continues to be insuring that students are offered STEM exploratory courses in technology applications, digital citizenship, engineering, and execution. This project based learning environment will be a place where students are learning, working, and building within the technology lab. Vocations and technology requires a more advanced and specialized space for the delivery of certain applications that are beyond the capabilities offered within the academic space.

In closing, for Kennedy to offer the desired program in media, vocations, and technology, the following spaces are necessary:

- Full-scale Library Media Center including a Media Production Lab/separate teaching area
- Full-scale technology education room with workshop

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- Full-scale technology/media literacy

Vocational education will continue to offer young adolescents with self-understanding of who they are, a social understanding of an individual's life work, and the commencement of goal development in terms of identifying what they might want to become. The vocational education program at the middle school level will provide students with a correlation between the academic subjects they are studying, the projects and hands-on experiences they are developing, and the professional careers that are evolving in a global world. The specific program space dedicated to vocations and technology should be highly flexible and should be integrated into the neighborhood teams and their maker spaces as much as possible. They include:

Integrated Academic Production Labs

As noted above, the vocational technology programs will have an active and integrated role in the delivery of STEAM within the academic neighborhoods. The academic production labs included within each neighborhood are not a designated technology and vocations space, however, they do include an expanded component that is designated as a vocations and technology space. Each application lab will include an adjacent vocations and technology space that allows for the required connectivity between the applications lab and the vocations and technology skills. Such space should accommodate a small group of students working in direct proximity to the applications lab. This space will be referred to in the space summary as "Project Lab Support Area".

Multimedia and Video & Production (VAP) Lab

As media and video become more heavily integrated into many career and technology applications, the need to offer specific instruction in this area remains very relevant. This space will have a strong connection to the media center and be located such that it can potentially be supported by instruction and equipment provided by local business partners and the City's cable broadcasting entity.

Technology Education - Applications and Production Lab

This will be a flexible lab environment which resembles a traditional vocations lab and includes numerous building and production tools. It will include focused hands-on career opportunities to participate in developing both kinesthetic learning through tactile experiences but also applying cognitive learning in technology career applications. The instructor will work collaboratively with the academic leadership to integrate lesson plans which allow students to support their project-based inquiry and learning assignments within their integrated academic production labs and to have opportunities to expand that exposure within the technology applications and production lab.

Technology Presentation Studio

As the need for students to demonstrate and present their ideas becomes one of the most important skill sets in their development as future professionals, our curriculum focuses on providing student with real-world opportunities to develop professional sound, lighting, presentation, and technology integration tools to create professional-level productions and presentations. This space provides a location for this curriculum and its delivery.

Tech Literacy

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Technology Literacy is a more traditional computer lab environment where students are exposed to advanced levels of graphic application, basic software development and application strategies, computer programming, and application development.

O. TRANSPORTATION POLICIES

The Natick School Committee's Transportation Policy provides for transportation of children in Kindergarten through Grade 6 who reside more than two miles from their neighborhood school to be transported free of cost to five elementary schools and two middle schools. If a child resides between two miles or less from the school, families pay \$150 for transportation per student with a \$300 family cap. Students who require transportation as outlined in their IEP are provided free transportation. Although there is an increased enrollment forecasted for the Kennedy Middle School, this will have no effect on the School Committee Transportation Policy for families in Natick. A number of families choose to drive their child(ren) to school daily. Currently, Kennedy has bus drop off and pick up in the same location as auto drop off and pick up which creates traffic backups and long lines.

P. FUNCTIONAL AND SPATIAL RELATIONSHIPS AND KEY ADJACENCIES

Current:

As described herein, the existing Kennedy Middle School facility includes a forward-thinking organizational strategy that recognizes the value of subdividing the school into small-scale academic middle school teams. The building's organizational strategies (both good and bad) has taught much about the desired components and spaces needed to develop a successful middle school environment. Although all know that the current team areas lack the necessary classrooms, are too isolated, and lack the necessary support spaces, they have taught the value of middle school teaming and have forced everyone involved to consider the additional spaces, attributes, and components of an "ideal" academic neighborhood or team. The current segregation of science classrooms and hands-on project labs has helped to streamline the required transition of students between these spaces, and provide a good understanding of their ideal location in the future. The 1960s Kennedy Middle School design did not follow the common practice of stacking classrooms along narrow confining hallways, and this has helped all to appreciate the value of a more open academic environment, an attribute that would certainly be promoted in any future proposed design. Some of the openness of the current Kennedy Middle School does present challenges, but it helps all to understand the necessary balance between an open environment and creating the necessary sound and privacy separation in key areas. Many District's that are considering new schools are likely transitioning from a dated and poorly designed facility that included few forward-thinking strategies to the design of a new facility. In Natick, all are fortunate that although having an overcrowded and less-than-perfect facility that warrants replacement has taught much about the dos and don'ts of designing a flexible and forward thinking school environment.

Proposed:

The educational visioning sessions conducted with faculty, staff, administrators, and building committee members provided much insight into the early planning of the proposed new 5-8

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Kennedy Middle School. Much of this insight is captured in the above-defined requirements for specific program areas. However, there are also overall functional, spatial, and adjacency requirements not mentioned above that were identified throughout the discussions and are important to capture in the overall planning process. These items are either priority goals or are keys to insuring that priority goals can be achieved. These concepts are summarized below in no particular order or prioritization.

The Flexible Classroom and Associated Hands-On STEM Labs

Although many of the specific discussions surrounding the proposed classrooms and the hands-on STEM Labs (grade-level project labs) are captured in other sections of the Educational Program, there were some conceptual ideas and visions that are equally as important. Based on experimental strategies tested within Natick's current middle schools, it is strongly believed that 21st Century instructional practices should not segregate instruction from application. The modern middle school classroom should be large enough to accommodate both instruction and application. It has been discovered that many successful instructional applications require groups of students to be able to seamlessly and quickly transition from instruction to application without leaving the classroom. Teaching methodologies vary widely and are designed to engage students in critical thinking practices and applications. This requires the classroom to be flexible enough to allow for seamless and frequent transitions from whole group facilitation, to small group facilitation, and to peer-assisted collaboration and interaction. This flexibility requires additional classroom space and is why it has been requested that classroom sizes be within the upper range of MSBA guidelines. The hands-on STEM labs are an important program element of each academic neighborhood, but they cannot be the sole avenue for hands-on instruction. This would require too much time for student movement and transition and would require complex scheduling that eliminates teacher and/or student spontaneity. Much has been said and written about the "Flexible 21st Century Classroom". In Natick, all have been privileged with the opportunity to visit and study many models for such, and have also developed their own evolving model. It includes highly flexible furniture and floor plan, transparency to the academic neighborhood, sufficient space for hands-on learning, and the necessary functional attributes such as lighting and acoustics. It also includes ubiquitous technology and large-scale instructional walls which allow "every wall to be a teaching and collaboration wall". The goal is to continue to advance this evolving model as part of the new middle school design. There has been much discussion about the need for small group spaces integrated within the classrooms and neighborhoods. Some of these spaces require a high level of transparency for supervision and connectivity to remaining neighborhood spaces, while others may require more privacy but the same level of connectivity in terms of adjacency. These spaces will become an extension of the flexible classroom in many areas, as they offer opportunity for pull-out instruction that remains closely integrated to the classroom.

The Kennedy Middle School program includes grade-level project labs that are closely integrated to the academic classrooms. These are similar to the hands-on project labs incorporated into many modern middle school; however, based on curriculum and application testing within the current middle schools, the staff and Administration feel strongly that these labs should not be a "generic or multipurpose space" but instead should have a specifically defined theme and purpose that is integrated into the grade level curriculum. They should be flexible, as their themes will certainly change and evolve over time, but will contain the specific tools and components to support their curriculum application at any given time. Additionally, these spaces should not be open common

areas that can be interrupted by student flow or noise, but instead should be visible (transparent) spaces that include sound separation from other team and academic neighborhood activities.

Academic Grade-Level Learning Neighborhoods

There has been much discussion herein about the academic grade-level neighborhoods that were discussed throughout the educational visioning process and have long been inherent in the Kennedy Middle School. Although the current facility does not provide an ideal organization for supporting academic neighborhoods and teams, it does include many forward-thinking strategies and these educational neighborhoods and teams are already in place at the Kennedy Middle School. The current school embraces a model that emphasizes teaming students. The team consists of four general education disciplines (Mathematics, Science, English Language Arts, and Social Studies) as well as Special Education Liaison(s) associated with Special Education programs connected to that particular team.

While a team approach is utilized in the current facility, the physical layout of the building inhibits the teachers' ability to provide interdisciplinary opportunities on a regular basis and does not allow the teams to exist within their own dedicated academic neighborhood. In order for teachers to be able to facilitate the blending of multiple disciplines of academic instruction, the proposed new facility should organize the teams into grade-level "Teaching and Learning Neighborhoods". These neighborhoods will include three teams, with each team consisting of Math, Science, English Language Arts, and Social Studies. Each grade-level academic neighborhood will include a dedicated hands-on project lab with a specific theme. Each neighborhood will include opportunities for small group work and study areas which allow students to move in and out of the classroom area without interruption. Special Education spaces for reading, resource, and inclusion will be an inherent part of each neighborhood. A shared teacher work, planning, and collaboration area in each neighborhood is an integral piece of the design and will allow collaboration on assignments, student progress, and the planning of rigorous cross-disciplinary opportunities. There was much discussion about how the individual grade-level teachers remain connected without being isolated into their individual neighborhoods, and the design process should explore the possibility of creating collaborative planning areas that keep teachers close to their neighborhoods but also allow them to collaborate across all grade levels. Although some separation is desired for individual grades, the visioning group agreed that there were strong benefits to some connections between grade levels and that this connectivity should be explored during the design process.

Campus Connections to the Surrounding Neighborhood and Trails

A well-planned Kennedy Middle School will begin with its surrounding site and neighborhood context, and there are several critical components for making this a truly integrated school/community campus with learning and fitness opportunities for both the community and the school. The Kennedy Middle School is located on a Town parcel that is also occupied by the Brown Elementary School. Both schools are nestled within the Sherwood Neighborhood District, with the Kennedy School directly abutting the residents of Barnesdale Road and Surrey Lane. Prior to the development of the Kennedy Middle School in the 1960s, the site area that the school occupies had been preserved as a buffer for local residents. The Kennedy School development

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represented a perceived threat to the neighborhood buffer and, therefore, was placed as far from the residential abutting edge as possible, without any regard for the potential benefits of integration to the Brown School or the surrounding neighborhood. The newly proposed Kennedy Middle School project provides an opportunity to rectify these mistakes, providing strong campus connections to the Brown School and engaging the neighborhood context. The surrounding neighborhood includes a thoughtful group of residents that value both connectivity to the school and an appropriate buffer. They are made up of scientists, educators, walkers, and joggers who have developed their own ad-hoc network of walking trails on the Kennedy School site. They understand the value of utilizing the Kennedy Middle School campus for enhancing outdoor opportunities for both school and community use. As part of the new school design, the Sherwood Neighborhood should be engaged in a collaborative design process that will benefit the school and the community. The site offers numerous opportunities for the development of a fitness and nature trail that wraps the entire perimeter of the campus, while simultaneously connecting to the school, neighborhood, and greater Town-wide network of trails. This could provide numerous educational, environmental, and fitness opportunities, even forming a pathway that flows into the proposed building. It would aid greatly in providing the desired indoor/outdoor educational connections. The connection of indoor and outdoor spaces is important to creating a vibrant and energized educational environment. Students can become more engaged in utilizing outdoor space if an effort is made to ensure the appropriate visual and physical connections. Outdoor space can be used beyond recreational use and can provide project space, social space, classrooms, study areas, and other support areas for the educational environment. This would also provide an even better opportunity to utilize elements of the outdoor environment in specific science and environmental instruction, as the site offers many unique environmental features, including wetland areas that can create outdoor “bio labs” closely integrated to indoor science opportunities. We would propose that the school campus include numerous outdoor rain gardens, as these were successfully integrated into science labs, outdoor learning labs, and outdoor dining spaces at the new Natick High School.

A Neighborhood School

The sense of community among the students, staff, educators, and administrators at the Kennedy Middle School was identified by all as being extremely strong and one of the priority goals would be to promote the contagious spread of this strong sense of community to the entire neighborhood outside of the boundaries of the school campus. Parents and community members who are currently participating in school activities are highly involved and provide a strong sense of support. However, the planning of the newly proposed facility should include considerations for how to facilitate stronger engagement of the parents and residents. It must be a welcoming environment for not only students and staff but also for all residents of the neighborhood and associated businesses. The proposed facility should be designed in a way that allows visitors to experience student activity and work and to provide support for such in meaningful ways. Being able to strengthen the greater community through both ease of facilities use and the presentation and display of student work is of vital importance. Because visitors will not necessarily be privy to the day-to-day learning experiences of students, providing opportunities to view student work that is rigorous and engaging will help to build a sense of community between the school and the neighborhood residents. Other strategies for strengthening community may include a more accessible campus, shared work, and conference areas for parents, program areas which can be

shared by the neighborhood during non-school hours, exhibit areas for local businesses, and numerous other possibilities.

Strength of School Community

As mentioned above, one of the most significant strengths identified during the educational visioning sessions was the strength of the internal school community within Kennedy Middle School. Educators work enthusiastically and collaboratively on a daily basis to overcome the challenges facing the school, including the challenges associated with a grossly inadequate school facility. There was significant discussion regarding the characteristics which could continue to maintain and strengthen this sense of school community and it is clear that the organizational attributes of a new building can foster this need by creating a learning community which promotes safety, identity, personalization, pride, belonging, support, and confidence. The facility must be organized in a way which responds to student needs from morning arrival until end-of-day departure. The student must feel a personal connection to the staff and students of their community, and such connection begins at arrival. The current building provides an inviting arrival experience and planning for the new facility should consider building on the strengths of the current facility to make arrival at the new school a welcoming and safe experience. The previously identified need for student exhibit of work and personalization of space can also be a contributing factor in strengthening the sense of school community, as students and teachers can see the fruits of their efforts surrounding them at all time; reinforcing their sense of purpose but also personalizing the school environment.

Personalization of the School Environment and Student Instruction

The visioning group felt strongly that one of the key attributes of a strong school community involves the ability to personalize the school environment. This fosters a sense of ownership, belonging, and pride. The grade-level academic neighborhoods and project spaces will provide an enormous canvas for the personalization of the school environment. They also will afford an opportunity to personalize the specific instruction being offered at each grade level. These spaces will allow educators to meet the needs of all students in an engaging, creative, and collaborative way. They should be flexible enough for the students to influence their organization and appearance, as they become reflective of the work being produced by the students. They should include opportunities for both short- and long-term exhibits, and have the feel of a productive workshop for learning and exploration.

Campus-Wide Educational Technology

Although the desire to provide a robust technology environment is well documented in many areas of the educational program, participants wanted to emphasize that campus-wide wireless access is key to creating a flexible environment where students can complete assignments without the outdated confines or boundaries of a fixed classroom or computer lab. The seamless integration of technology through both a high capacity wireless network coupled with durable small devices (i.e., iPad, Chromebooks, Laptops, etc.) for each student will allow students to access information more readily to assist in the production of rigorous performance based tasks that foster creativity and the development of 21st Century skills. The technology goals described previously herein will apply to the entire campus - indoors and outdoors. Additionally, media broadcasting, video editing, and video production are all academic endeavors which will be supported within the academic neighborhoods and through the provisions of the video production lab. This will also

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allow students to create and engage in a variety of community events through the use of a variety of media.

Flexible Dining Areas with Increased Utilization

During the educational visioning sessions, the participants reviewed many approaches to student dining and were particularly enthusiastic about the possibility of more flexible use of the dining space beyond its limited and specific function as a dining area for students. The current building provides small flexible dining areas, and although the current spaces are too small and isolated, the attributes of a flexible dining area have been evident within the existing building. There was discussion about the social function and how the distribution of dining space within close proximity to the academic neighborhoods (not directly in the neighborhood as it is now) could make it more available for student socialization, expanded project and exhibit space, and personalization to the academic neighborhoods. The development of social skills is an integral part of a student's middle school experience. The ability to communicate with both adults and peers is consistently developed through formal and informal interactions throughout the school day. Dining time offers students the opportunity to socialize and decompress with their classmates, but the traditional cafeteria where students are herded into a large space with many students and directed to function in a very rigid way is not necessarily conducive to social development. Schools where social dining is distributed throughout the school environment with less restrictions and/or boundaries have proven to promote student collaboration while simultaneously reducing discipline problems. The student dining area can also play a significant role in parent and community interactions with the school by providing flexible space which supports presentations, programs, and events. These things should be considered when developing the dining area(s) for the Kennedy Middle School students as these areas might potentially be designed in a way which breaks down the scale of dining to the individual communities and make them more accessible to students for other activities throughout the school day. This more flexible approach might provide a well utilized and efficient space as it becomes a place for projects, presentations, study, and work when not utilized for dining. Discussions also included some of the current functional challenges associated with dining areas in close proximity to academic neighborhoods, all of which should be considered as part of the design process.

The School as a Whole Day Support Entity

For many of the students within the Kennedy neighborhood, the school becomes a full day support system from early in the morning until late into the evening. This often places students both inside and outside the building well beyond the official school day and should be considered as part of the building and campus design. As parents have more daily demands and students become more involved in school-related activities, the time they spend on the academic campus has expanded. These activities include music, performance, athletics, research, science, academics, tutoring, and numerous extracurricular activities. Many students study after school as they await upcoming practices, performances, or activities that involve them or their friends. The school also becomes a safe haven for spending time in social and recreational activities. Providing appropriate and safe indoor and outdoor spaces for such activities is a key component of a successful Kennedy Middle School environment.

EXHIBIT I
REIMBURSEMENT RATE CERTIFICATION
TOWN OF NATICK
JOHN F. KENNEDY MIDDLE SCHOOL

PROJECT FUNDING AGREEMENT

MSBA Project Scope and Budget Reimbursement Rate Certification
Calendar Year 2018

Natick

John F. Kennedy Middle School - 20151980305

MSBA Reimbursement Rate Calculation

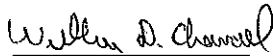
Base Points	31.00
Income Factor	3.79
Property Wealth Factor	8.84
Poverty Factor*	-
<i>Subtotal: Reimbursement Rate Before Incentives</i>	<i>43.63</i>
<u>Incentive Points</u>	
Maintenance (0-2)	1.58
Newly Formed Regional District (0-6)	-
Major Reconstruction or Reno/Reuse (0-5)	-
Overlay Zoning 40R & 40S (0-1)	1.00
Overlay Zoning 100 units or 50% of units for 1, 2 or 3 family structures (0-0.5)	-
Energy Efficiency - "Green Schools" (0 or 2) **	2.00
Total Incentive Points	4.58
MSBA Reimbursement Rate	48.21

*Poverty factor is calculated based on Chapter 110 of the Acts of 2017.

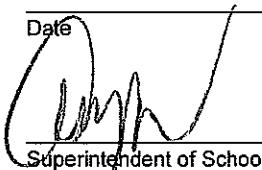
** The MSBA has provisionally included two (2) incentive points for energy efficiency, subject to the District meeting certain sustainability requirements for the project. If the District does not meet the requirements for energy efficiency, the District will not qualify for these incentive points, and the MSBA will adjust the reimbursement rate accordingly.

Certification

By signing this Project Scope and Budget Reimbursement Rate sheet, I hereby certify that I have read, understand, and accept the reimbursement rate and the incentive points set forth above, and I hereby acknowledge and agree on behalf of the Eligible Applicant that the above-stated reimbursement rate is the rate that will be used to calculate the maximum Total Facilities Grant for the proposed project, pursuant to Section 3 of the Project Scope and Budget Agreement.


Local Chief Executive Officer


School Committee Chair

Date 
Superintendent of Schools

Date _____

Date _____

EXHIBIT J
ELECTRONIC PAYMENT FORM
TOWN OF NATICK
JOHN F. KENNEDY MIDDLE SCHOOL

PROJECT FUNDING AGREEMENT

Banking Information Template [Please put on Town/City/District Letterhead]

_____ District hereby instructs the Massachusetts School Building Authority make grant payments via electronic ACH directly to the following account:

MSBA Project ID#*: _____

***All future project payments will be made to this account unless the MSBA receives specific instructions to distribute payments to a separate account for each project.**

District Contact Name: _____ Title: _____

Signature: _____

District Telephone No.: _____

Banking Information for ACH Transactions

Financial Institution Name: _____

Financial Institution Address: _____

City & State: _____

Account No.: _____

Transit Number (ABA#): _____
(Routing #)

Please return the completed form to Noelle Neumyer:

- via email at Noelle.Neumyer@MassSchoolBuildings.org , or fax at 617-720-5260

An acknowledgment of receipt of a new Banking Information Template will be sent to the Eligible Applicant, Treasurer or Business Manager, and District Contact listed on the form.

