

**NATICK PUBLIC SCHOOLS**  
**School Committee Meeting**  
**June 5, 2017**  
**6:30 PM**  
**School Committee Room, 3rd Floor Town Hall**  
**Executive Session at 6:30 p.m. - Regular Meeting at 7:15 p.m.**

**Posted In Accordance with Provisions of M.G.L. Chapter 30A, Sections 18-25**

- Roll Call
- Pledge of Allegiance
- Moment of Silence

<b>PUBLIC SPEAK</b>
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A period not exceeding 15 minutes during which time any individual may voice an opinion or concern on any school-related issue that is not on the agenda. During public speak there will not be an opportunity for debate of issues raised.

<b>ACTION ITEMS</b>
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1. To Appoint School Committee Representative to Fire Chief Screening Committee
2. Approval of Staffing Changes
3. Approval of Donation
4. Approval of 2017-2018 School Committee Meeting Schedule
5. Approval of Invoices from Compass Project Management
6. Approval of Education Plan for Kennedy Middle School Building Project
7. Approval of School Committee Minutes of May 8, 2017

**Teaching and Learning**

**Chairman's Report**

- Subcommittee/Liaison Updates
- Report on warrants signed
  1. Warrant Review - 06-05-17

**Superintendent's Report**

1. Innovation Team Report
2. Policy Review: Responsible Use Policy - Staff, Responsible Use Policy - Student, Cell Phone Use, Public Gifts to the Schools, Acceptance and Use of Gifts, Grants and Donations
3. 2017 Master Teachers
4. Kennedy Middle School Building Project Update - Review Educational Plan

**Correspondence/Information:**

1. Enrollment Update - June 1, 2017

### **Members Concerns**

- School Committee
- Teacher Representative
- Student Representative

<b>EXECUTIVE SESSION</b>
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1. Executive Session to discuss strategy in respect to litigation in accordance with the provisions of Chapter 30A, Section 21(a) of the Massachusetts General Laws.

<b>FUTURE MEETING DATES/AGENDA ITEMS</b>
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**June 13** - School Committee Training Session

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**June 19** - Fine & Performing Arts Audit Report, RTI Goal Update, Quarterly Staffing Report, FY'17 Budget Update

*Agenda items will be addressed in an order determined by the chair.*

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**ITEM TITLE:** To Appoint School Committee Representative to Fire Chief Screening Committee  
**ITEM SUMMARY:**

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**ITEM TITLE:**       Approval of Staffing Changes  
**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Staffing Changes Memo	Staffing_Changes_-_6-2-17.pdf	Cover Memo



**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

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**DATE:** June 2, 2017

**TO:** Members of the School Committee

**FROM:** Peter Sanchioni

**SUBJ:** Staffing Changes

The following reductions and changes in other positions provide an offset in funds and still allow us to meet compliance in other areas.

**Addition:**

Add (.5 ELL) Teacher/Asst. Principal: +\$35,180\*

**Reduction:**

Reduce (1.0) ELL Para: -\$24,500

**Reduce** (0.1) Physical Therapist: -\$6,000

**Change** (.3) Occupational Therapist to (.3) Occupational Therapy Asst: -\$6000

Sincerely,

Peter Sanchioni, Ph.D.  
Superintendent

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*Natick Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.*

**Natick Schools Central Office:**

13 East Central Street  
Natick MA 01760

<http://www.natickps.org>

508 • 647 • 6500 (phone)

508 • 647 • 6506 (fax)

[www.facebook.com/natickps](http://www.facebook.com/natickps)

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**ITEM TITLE:** Approval of Donation

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Approval of Donation - May 22	May_2017_Donations.docx	Cover Memo



**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

To: Peter Sanchioni, Superintendent  
From: Peter Gray, Director of Finance  
Date: May 8, 2017  
Re: Acceptance of Donations

Please request School Committee to accept the following donation:

<u>Source/Donation</u>	<u>Amount/Value</u>	<u>Purpose</u>
Natick Area Interfaith Clergy Association	\$509.00	Friends of Natick METCO

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**ITEM TITLE:** Approval of 2017-2018 School Committee Meeting Schedule  
**ITEM SUMMARY:**

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**ATTACHMENTS:**

Description	File Name	Type
2017-2018 SC Meeting Schedule	2017-2018_SCHOOL_COMMITTEE_MEETINGS.docx	Cover Memo



**SCHEDULED SCHOOL COMMITTEE MEETINGS  
2017-2018  
MEETING START TIME - 7:15 P.M.**

**2017**

<b>August</b>	Monday	August	14
	Monday	August	28
<b>September</b>	Monday	September	11
	Monday	September	25
<b>October</b>	Monday	October	16
<b>November</b>	Monday	November	6
	Monday	November	20
<b>December</b>	Monday	December	4
	Monday	December	18

**2018**

<b>January</b>	Monday	January	8
	Monday	January	22
<b>February</b>	Monday	February	5
	Monday	February	26
<b>March</b>	Monday	March	12
	Monday	March	26
<b>April</b>	Monday	April	9 – Reorganization Meeting
	Monday	April	23
<b>May</b>	Monday	May	7
	Monday	May	21
<b>June</b>	Monday	June	4
	Monday	June	18

All meetings will be in the School Committee Room, Town Hall unless noted otherwise. **Please note that this schedule is subject to change.** Meeting information can be found at <http://natickschools.novusagenda.com/agendapublic>

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**ITEM TITLE:** Approval of Invoices from Compass Project Management

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Compass Invoice - March 31, 2017	Compass_Project_Management_-_Invoice_March_31__2017.pdf	Cover Memo
Compass Invoice - April 30, 2017	Compass_Project_Management_-_Invoice_April_30__2017.pdf	Cover Memo

**Monthly Vendor Invoice Package and Budget Update  
from Compass Project Management, Inc.**



**Project: Natick JFK Middle School**

**Financial Period Ending: March 31, 2017**

**To:** Peter Gray                      pgray@natickps.org  
Steve Meyler                      smeyler@natickps.org

**CC:** Jeff D'Amico                      jdamico@compasspminc.com  
Tony Pina                      apina@compasspminc.com  
Tim Bonfatti                      tbonfatti@compasspminc.com

**Approved by:**

A handwritten signature in blue ink that reads "Jeff D'Amico".

Jeff D'Amico, Project Manager  
**Compass Project Management, Inc.**

**1. Compass Recommends the following Invoice(s) for payment this month:**

Invoice no.	Vendor	\$Amount
CPM 61-02	Compass	10,222.00
<b>Total</b>		<b>10,222.00</b>

**2. Reporting Updates:** *None this period*

**3. New Commitments:** *None this period*

**Attachments:**

- Invoice Copies
- Budget Status Report
- Major Contracts Report

# INVOICE FOR SERVICES

## Natick JFK Middle School

Peter Gray, Director of Finance  
Natick Public Schools  
13 East Central Street  
Natick, MA 01760

Date 03/31/17  
Number CPM 61-02  
Due Now **\$10,222.00**

### Billing Detail for this Period

**OPM Professional Service 3/1 - 3/31/1917**

#### Summary of Services:

Checked refs on design team proposals, assisted KMSBC in designer proposal evaluations, attended MSBA Designer Selection Panel, research site options for evaluation, attended building committee meetings, interface with MSBA. Setup initial budget ss; draft VIP for m/e Feb; prep, attend and present at Building Committee meeting.

Personnel	Hours	Rate	Ext
Project Director	19.50	190.00	3,705.00
Sr. Project Manager	25.00	150.00	3,750.00
Project Manager	40.00	110.00	4,400.00
Accounting/Admin	6.50	65.00	422.50

Total OPM Professional Services Amount Rendered, Earned this Period: 12,277.50

**Lump Sum Amount Invoiced this Period: 10,222.00**

**Total Amount Invoiced this Period (Please Pay this Amount): \$10,222.00**

### Billing Summary

Project Phase / Desc	Contract	Invoiced				Earned			
		Previous	This Invoice	Total	Remaining	Previous	This Period	Total	Underbilling
MSBA	Total								
Feasability/SD 0001-0000	173,780.00	20,444.00	10,222.00	30,666.00	143,114.00	27,382.50	12,277.50	39,660.00	8,994.00
	173,780.00	20,444.00	<b>\$10,222.00</b>	30,666.00	143,114.00	27,382.50	12,277.50	39,660.00	8,994.00

Total Amount Underbilled to Date: 8,994.00

		F		H	I = F + H	K	L	M = I - L
MSBA Classification Name	MSBA Code	MSBA Feasibility Budget		Budget Xfers	Revised Project Budget	Total Committed (Max of Contracted & Actual Spent)	Actual Spent (Expenditures)	Remaining Budget
FEASIBILITY STUDY AGREEMENT 00000000		4		5			8	
OPM - Feasibility Study	00010000	175,000		-	175,000	173,780	30,666	144,334
A&E - Feasibility Study	00020000	500,000		-	500,000	-	-	500,000
Environmental & Site	00030000	50,000		-	50,000	-	-	50,000
Other	00040000	25,000		-	25,000	-	-	25,000
TOTALS for FEASIBILITY STUDY		750,000		-	750,000	173,780	30,666	719,334

Major Contracts

period ending **3/31/2017**

Vendor	Post Period	Amend/CO number	LN	Desc	Commitment Amount	MSBA CODE	MSBA Desc
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CPM	2017.02	Orig Contract	01	FSA Fee	173,780.00	00010000	OPM - Feasibility Study
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**TOTAL: 173,780.00**

**TOTAL: 173,780.00**

Items highlighted in yellow are new this reporting period

# Monthly Vendor Invoice Package and Budget Update from Compass Project Management, Inc.



Project: **Natick JFK Middle School**

Financial Period Ending: **April 30, 2017**

**To:** Peter Gray                      pgray@natickps.org  
Steve Meyler                      smeyler@natickps.org

**CC:** Jeff D'Amico                      jdamico@compasspminc.com  
Tony Pina                      apina@compasspminc.com  
Tim Bonfatti                      tbonfatti@compasspminc.com

Approved by:

A handwritten signature in blue ink that reads "Jeff D'Amico".

Jeff D'Amico, Project Manager  
**Compass Project Management, Inc.**

**1. Compass Recommends the following Invoice(s) for payment this month:**

Invoice no.	Vendor	\$Amount
CPM 61-03	Compass	10,222.00
Total		10,222.00

**2. Reporting Updates:** *None this period*

**3. New Commitments:** *None this period*

**Attachments:**

- Invoice Copies
- Budget Status Report
- Major Contracts Report

## INVOICE FOR SERVICES

### Natick JFK Middle School

Peter Gray, Director of Finance  
Natick Public Schools  
13 East Central Street  
Natick, MA 01760

Date 04/30/17  
Number CPM 61-03  
Due Now **\$10,222.00**

#### Billing Detail for this Period

**OPM Professional Services** 4/1 - 4/30/2017

#### Summary of Services:

Ongoing site selection evaluation and coordination of Educational Visioning and Programming sessions. Schedule and attend MSBA Project Kickoff meeting, draft VIP for m/e March. Negotiate A/E contract, preparation for Building Committee meeting, including three month executive timeline. Negotiate design services contract, prep meeting calls, process invoices, coordinate and participated in existing conditions investigations.

Personnel	Hours	Rate	Ext
Project Director	9.00	190.00	1,710.00
Sr. Project Manager	36.50	150.00	5,475.00
Project Manager	39.50	110.00	4,345.00
Accounting/Admin	1.75	65.00	113.75

Total OPM Professional Services Amount Rendered, Earned this Period: 11,643.75

**Lump Sum Amount Invoiced this Period: 10,222.00**

**Total Amount Invoiced this Period (Please Pay this Amount): \$10,222.00**

#### Billing Summary

Project Phase / Desc	Contract	Invoiced				Earned			
		Previous	This Invoice	Total	Remaining	Previous	This Period	Total	Underbilling
MSBA	Total								
Feasibility/SD 0001-0000	173,780.00	30,666.00	10,222.00	40,888.00	132,892.00	39,660.00	11,643.75	51,303.75	10,415.75
	173,780.00	30,666.00	<b>\$10,222.00</b>	40,888.00	132,892.00	39,660.00	11,643.75	51,303.75	10,415.75

Total Amount Underbilled to Date: 10,415.75



		F		H	I = F + H	K	L	M = I - L
MSBA Classification Name	MSBA Code	MSBA Feasibility Budget		Budget Xfers	Revised Project Budget	Total Committed (Max of Contracted & Actual Spent)	Actual Spent (Expenditures)	Remaining Budget
FEASIBILITY STUDY AGREEMENT 00000000		4		5			8	
OPM - Feasibility Study	00010000	175,000		-	175,000	173,780	40,888	134,112
A&E - Feasibility Study	00020000	500,000		-	500,000	-	-	500,000
Environmental & Site	00030000	50,000		-	50,000	-	-	50,000
Other	00040000	25,000		-	25,000	-	-	25,000
TOTALS for FEASIBILITY STUDY		750,000		-	750,000	173,780	40,888	709,112

Major Contracts

period ending **4/30/2017**

Vendor	Post Period	Amend/CO number	LN	Desc	Commitment Amount	MSBA CODE	MSBA Desc
CPM	2017.02	Orig Contract	01	FSA Fee	173,780.00	00010000	OPM - Feasibility Study
					<b>TOTAL:</b>	<b>173,780.00</b>	

**TOTAL:** **173,780.00**

Items highlighted in yellow are new this reporting period

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**ITEM TITLE:** Approval of Education Plan for Kennedy Middle School Building Project  
**ITEM SUMMARY:**

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**ITEM TITLE:** Approval of School Committee Minutes of May 8, 2017

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
School Committee Meeting Minutes - May 8, 2017	05-08-17.docx	Cover Memo

*Natick Public Schools  
SCHOOL COMMITTEE MINUTES  
May 8, 2017*

The School Committee held a meeting on Monday, May 8, 2017 at 7:15 p.m. in the School Committee Room, 3<sup>rd</sup> floor, Town Hall. At 7:15 p.m., Chair Tabenkin called the meeting to order.

Members Present: Paul Laurent, David Mangan, Julie McDonough, Firkins Reed, Hayley Sonneborn, Lisa Tabenkin

Donna McKenzie arrived at 7:25 p.m.

Others Present:	Peter Sanchioni	Superintendent of Schools
	Anna Nolin	Assistant Superintendent
	Timothy Luff	Assistant Superintendent
	Peter Gray	Director of Finance
	Sharon Reilly	Recording Secretary
	Rata Amarvardi	Teacher Representative
	Will Cuzzo	Student Representative
	Hannah Savoia	Student Representative

**Public Speak**

Chair Tabenkin asked if anyone wished to come forward for Public Speak. Scott Dixon, Natick resident and coach for several years came before the School Committee and voiced some safety concerns he has at the NHS athletic complex as follows:

- Lights that haven't worked for years – currently using lights that are fired up with a portable generator
- Block house on the visitor side of the football field – shingles falling off, moldy – should be torn down or refurbished.
- Crosswalk between soccer field and baseball field – very dangerous – have been many near accidents
- Field house has no showers - not healthy for METCO students traveling on bus home

**Discussion and Vote to Amend the 2017-2018 School Calendar**

Discussion to amend the school calendar was tabled – it will be taken up under advisement at a future date.

## **Recognition of Meghan Dwyer, Massachusetts Association for Health, Physical Education & Dance (MAHPERD) Teacher of the Year**

The administration and School Committee recognized Meghan Dwyer, Physical Education Teacher at Kennedy Middle School for being named Massachusetts Association for Health, Physical Education & Dance (MAHPERD) Teacher of the Year. Andrew Zitoli, Principal of Kennedy Middle School spoke about Meghan's accomplishments. School Committee members and the administration congratulated Meghan on receiving this award.

### **Middle School Schedule Update**

Ms. Teresa Carney, Principal of Wilson Middle School, and Andrew Zitoli, Principal of Kennedy Middle School came before the School Committee to provide an update on Middle School scheduling. They reviewed the objectives for making changes to the middle school schedule as follows:

- Create parity in the programmatic experience for all middle school students
- Expose students to the maximum amount of unified arts courses in their middle school career
- Avoid minimizing or highlighting one unified arts class over another
- Maintain all current staff and positions
- Examine all time available to maximize learning

They reviewed the Unified Arts current course offerings and the variances between both schools as well as recommendations they would make for each grade level. Part of the process involved meeting with the EAN and various staff members to discuss the possibility of an 8 period day to maximize offerings for all students. The implications, timeline and budget did not work for this upcoming school year. Staffing needs to implement for FY'19 will include:

#### **For Wilson**

- Drama teacher
- .4 Chorus teacher (approved)
- .5 PE teacher
- 6 Reading Teachers

#### **For Kennedy**

- 4 Art
- 4 Reading Teachers

They responded to questions. Conversations and planning for an 8-period day will continue.

## **Hey NHS/WMS/KMS. . . How Are You? Update**

Dr. Tracy Gladstone and Ms. Karen Rufo provided an update on **Hey NHS/WMS/KMS. . . How Are You?** – a depression and suicide prevention program in the Natick Community. They spoke on what is being done in this program to help those suffering from depression and to help those considering suicide. They discussed the importance of school based screening and of having an outside team. The program aims to :

- Enhance Mental Health Literacy
- Screens Teens
- Follows up with Families

Student/Staff/Parent stories were anonymously shared. Outcomes of the 2016-2017 Screening Data was presented and follow up plans were discussed.

Plans for next year include:

- Provide staff education and parent meetings
- Conduct SOS education sessions for all 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders
- Screen all students for depression
- Follow-up with all families and provide referrals, if indicated
- Perform longer term follow-up with those who were at risk or in need of referral

Questions were responded to. Members of the School Committee thanked Ms. Rufo and Dr. Gladstone for their work in this area which has proven to be very beneficial.

## **2017-2018 Projected Enrollments**

Dr. Sanchioni provided the School Committee with the projected enrollment report for 2017-2018. He believes the class sizes are better than they have been in previous years.

## **Approve Architect Contract Approved by the Kennedy Middle School Building Committee**

Dr. Sanchioni requested the School Committee's approval of the contract between the Town of Natick and Ai3 Architects LLC, 526 Boston Post Road, Wayland, Massachusetts 01778 (copies were provided) to provide the designer services required to complete the Basic and Extra Services as described for the proposed renovation, reconfiguration, or replacement of Kennedy Middle School, located at 165 Mill Street, Natick, MA 01760 in the amount of \$557,275. This contract was reviewed in detail by the Kennedy Middle School Building Committee and the Owners Project Manager, Compass Project Management and is being recommended for approval by the School Committee. Mr. Laurent moved to approve this contract as written. Mr. Mangan seconded. It was unanimously approved.

## **Approve Kennedy Middle School Building Committee's Recommendation for Site Selection**

Dr. Sanchioni provided the School Committee with an analysis of the site selections for the Kennedy Middle School Building Project including the advantages and disadvantages. The site being recommended by the Owners Project Manager and the Kennedy Middle School Building Committee is located near the current school - somewhere between Brown School and Kennedy Middle School. Mr. Dennis Ahern,

resident of Barnesdale Road came forward to express concern that this building could potentially sit 50 feet from his backyard which will impact several homes. He has concern about the wetlands as well. Dr. Sanchioni indicated that they are a long way away before an exact location is established. Many public hearings will be held that the public will be invited to. Mr. Laurent moved to approve the site located near the current school - somewhere between Brown School and Kennedy Middle School. Ms. Reed seconded. It was unanimously approved.

### **Enrollment Update May 1, 2017**

Dr. Sanchioni provided the School Committee with the updated enrollment report. No significant changes since last month.

### **Report on warrants signed**

In accordance with School Committee Procedures, Mr. Gray reviewed the following warrants signed by the School Committee Chair:

<b>Warrant Type</b>	<b>Warrant Number</b>	<b>Date Signed</b>	<b>Amount</b>
Accounts Payable	2017-43S	04/24/2017	\$ 91,872.28
Accounts Payable	2017-44S	04/24/2017	\$ 535,356.77
Accounts Payable	2017-45S	04/24/2017	\$ 618,854.07
Payroll Warrant	22	04/24/2017	\$ 1,951,631.70

If you wish to review the details regarding any of these warrants please feel to contact Mr. Gray.

### **Members Concerns**

Ms. Tabenkin announced that volunteers are still needed for the After Prom Party being held on Friday, May 19<sup>th</sup>. It is a great event keeping over 500 kids safe on prom night.

Mr. Mangan reported that he was impressed with the first round of interviews for a Principal for Lilja School.

### **Approval of School Committee Meeting Minutes**

Ms. Reed moved to approve the School Committee Meeting minutes of April 24, 2017 and Executive Session Minutes April 24, 2017. Mr. Mangan seconded. They were unanimously approved.

At 9:05 p.m., Mr. Mangan moved to adjourn the meeting. Mr. Laurent seconded. It was unanimously approved.

Attest: \_\_\_\_\_

Peter Sanchioni, Ph.D.  
Superintendent  
Secretary to the School Committee

Sharon Reilly  
Recording Secretary



**Documents provided in Novus Agenda**

Kennedy Middle School Building Committee's Recommendation for Site Selection

Minutes of April 24, 2017 and Executive Session Minutes of April 24, 2017

Report of warrants signed

Hey NHS/WMS/KMS. . . How Are You? Update – PowerPoint Presentations

Middle School Schedule Update – Presentation

2017-2018 Projected Enrollments

**Correspondence/Information:**

Enrollment Update May 1, 2017

DRAFT

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**ITEM TITLE:** Warrant Review - 06-05-17

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Warrant Review - June 5, 2017	Warrant_Review_-_06-05-17.pdf	Cover Memo

# ***Natick Public Schools***

13 East Central Street  
Natick, Massachusetts 01760  
FAX (508) 647-6506

*Building the Future, One Child at a Time*



**Peter H. Gray**  
*Director of Finance*

June 5, 2017

FROM: Peter H. Gray  
Director of Finance

TO: Natick School Committee

SUBJECT: Warrant Review – June 5, 2017

In accordance with School Committee Procedures, the Chairperson reviewed and signed the following warrants:

<b><u>Warrant Type</u></b>	<b><u>Warrant Number</u></b>	<b><u>Date Signed</u></b>	<b><u>Amount</u></b>
Accounts Payable	2017-48S	05/22/2017	\$ 373,294.60
Accounts Payable	2017-49S	05/22/2017	\$ 457,970.23
Payroll	24	05/22/2017	\$ 2,122,417.23

If you wish to review the details regarding any of these warrants please feel to contact me.

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**ITEM TITLE:** Innovation Team Report  
**ITEM SUMMARY:**

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**ATTACHMENTS:**

Description	File Name	Type
Innovation Team Report - Presentation	School_Committee_- _Innovation_Teams_June_5_2017_(1).pdf	Cover Memo

# Natick Innovation Teams

## 2016-2017



*The Natick Innovation teams solve the most challenging problems in our classrooms by evaluating innovative practices and tools. A solution could be anything from classroom materials, digital resources and tools, professional development to new instructional practices and/or new processes that have been evaluated in Natick and have been shown to be a promising solution. Problems are identified and innovative solutions are found through a process of collaboration, collective inquiry, data collection and transparency.*

# Natick Innovation & Learning Summit

November 8, 2016

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**124 sessions. 78 presenters.**

24 - Deep dive sessions

10 - 45 minute sessions

90 - 80 minute sessions

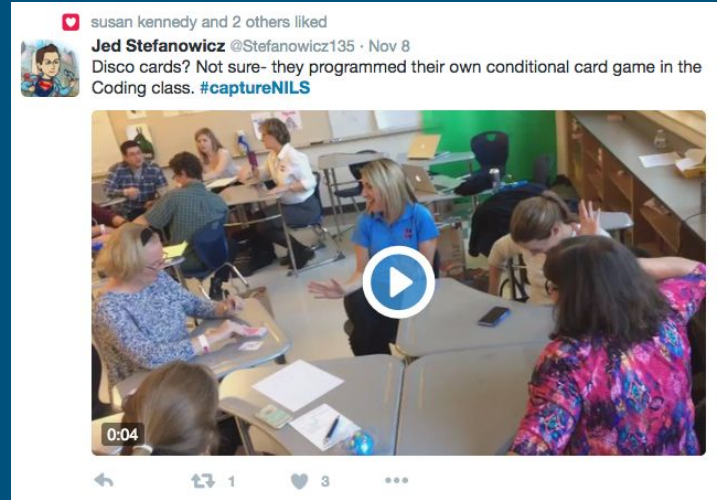
20 - Wellness sessions

**Number of Natick Attendees: 635**

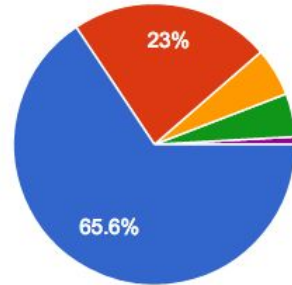
**Number of Outside Attendees: 30 NESDEC Members**

**Sponsors:** NESDEC - \$5K, Needham Bank - \$2K , Turnitin \$2100, & Solution Tree \$2K

**Total Donations: \$11,100**

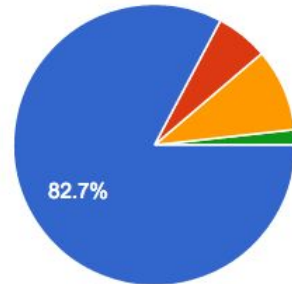


**5. How helpful was the facilitator in providing useful examples and time for you to apply to your classroom or work environment?**



Very Helpful	449	65.6%
Helpful	157	23%
Neutral	38	5.6%
Not Helpful	34	5%
Not Applicable	6	0.9%

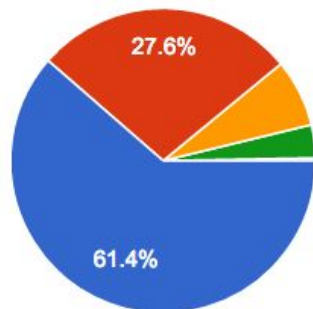
**6. Has this session allowed you to deepen your skills or practice?**



Yes	566	82.7%
No	41	6%
Not Sure	65	9.5%
Not Applicable	12	1.8%

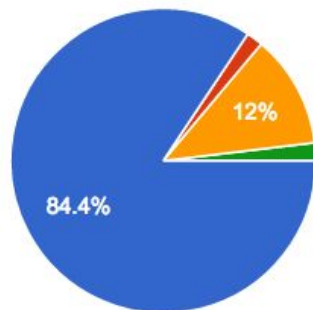


### 3. How helpful was this session to you in your professional practice?



Very Helpful	420	61.4%
Helpful	189	27.6%
Neutral	49	7.2%
Not Helpful	24	3.5%
Not Applicable	2	0.3%

### 4. Will you apply in the classroom or your work environment what you have learned in this session?



Yes	577	84.4%
No	12	1.8%
Not Sure	82	12%
Not Applicable	13	1.9%

# #capturenils



# Piloting Innovation



# Just a few of the 32 practices and solutions brought to NPS through the Innovation Team process this year!

Vocabulary Support in MS and HS (Membean, Vocabulary.com)

Coding, Robotics, Design Thinking and Makerspaces in Elem, MS and HS

Project Based Learning in Elem and MS

Simulations for Science in MS and HS (Gizmos)

RTI ELA and Math Support and Assessment support for Elem, MS and HS (Renaissance, Reflex, Realize, Prodigy, CUEThink, Classroom IQ, CommonLit.org, Listen Current)

Student work portfolios in Elem and MS

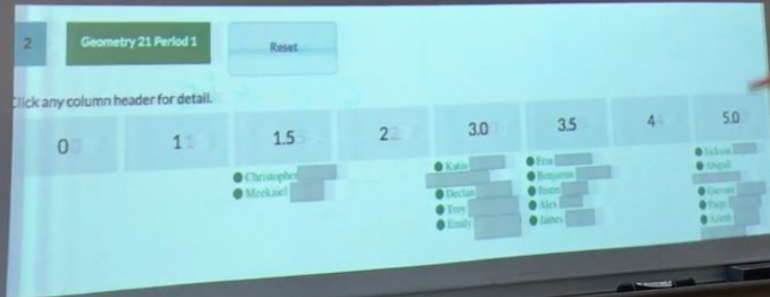
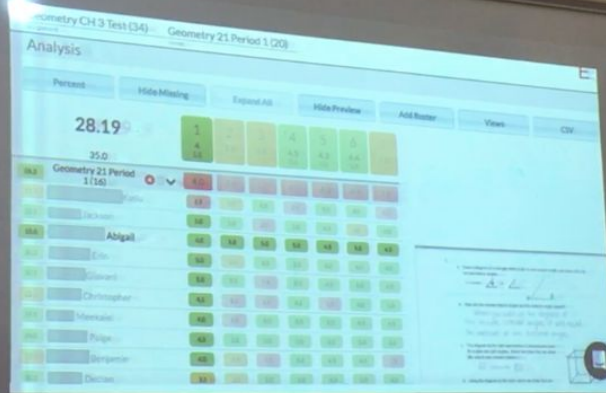
Innovative Learning Spaces to support college and career skills



# Teacher Pros

## Data Analysis

(useful for DDM's  
and RTI)



Pilot teachers report out to Innovation Teams using data on student learning. Pilot Year and Year 1

# Ensuring Usage/Efficacy in the Solutions that Natick Invest In.







# ClassLink



Single Sign-On to **Apps**



Single Sign-On to **Files**



Usage **Analytics**

## Dashboard

FILTER

### Past Weeks On This Day

11      26      8  
Sun May 28, 2017   Sun May 21, 2017   Sun May 14, 2017

### Logins Record (Day)



1,125

Thu May 25, 2017

### Top App Today



11

Pearson EasyBridge REALIZE

### Most Popular App

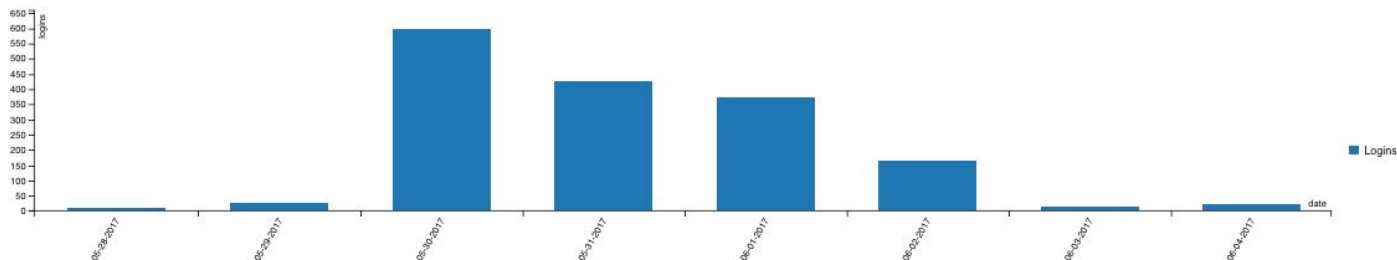


25,383

Renaissance

### Logins











MAY 28, 2017 - JUNE 4, 2017



Top APPs used by school, week, day



### Most Popular Apps

	Renaissance	25,383
	TenMarks	11,590
	Pearson EasyBridge REALIZE	6,753
	Google Classroom	3,221
	Prodigy	2,252
	BrainPOP (J F Kennedy)	1,890
	iPass	1,538
	My Files	1,134
	Reflex Math (Bennett-Hemenway ES)	1,081
	Big Ideas Math	930

### Top Groups

Group Names	Logins
/Students/Middle School/Kennedy	9,322
/Students/Middle School/Wilson	5,857
/Students/Elementary/BenHem	3,864
/Students/Elementary/Johnson	3,249
/Students/Middle School/Wilson/YOG2024	1,913
/Faculty and Staff/Wilson	1,300
/Students/High School	1,215
/Faculty and Staff/Kennedy	1,076
/Faculty and Staff/BenHem	756
/Students/Elementary/Brown	718

# Special Thanks to the 2016-17 Innovation Team Members

PK and Elem:

Jed Stefanowicz

Lorraine Magee

Sarah Dahlheimer

Sarah Quimby

Brenna Cunningham

Kim Araujo

Gina Caulfield

Becky Moss

David Slater

Claudia Price

Amanda Curley

MS:

Sandy Lemon

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Tracy Sockalosky

Tina Kelly

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Kelly Tavares

Emily Tobin

David Shapiro

Susan Camiel

Andrew Hollins

Technology Support:

Sherry Culver,

Jason Thistle,

Emanuel, Caroline

LaKisha Wilson

---

**ITEM TITLE:** Policy Review: Responsible Use Policy - Staff, Responsible Use Policy - Student, Cell Phone Use, Public Gifts to the Schools, Acceptance and Use of Gifts, Grants and Donations

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Cell Phone Policy	Cell_Phone_Policy.pdf	Cover Memo
Responsible Use Policy PowerPoint Presentation	School_Committee_RUP_-_June_5_2017.pdf	Cover Memo
Responsible Use Policy- Student	Responsible_Use_Policy_-_Student.pdf	Cover Memo
Responsible Use Policy - Staff	Responsible_Use_Policy-Staff.pdf	Cover Memo
Public Gifts to the Schools Policy	KCD_-_Public_Gifts_to_Schools_-_Revised.doc	Cover Memo
Acceptance and Use of Gifts, Grants and Donations Policy	GBEBC_-_Acceptance_and_Use_of_Gifts__Grants_and_Donations_-_Cover Memo _Revised.doc	

## **CELL PHONE POLICY**

Use of a cell phone by an employee is permitted only during non-instructional time, unless previously approved by the school principal.

When on an approved call, employees should withdraw to an non-instructional, non-student area where the conversation will not be overheard. Employees should ensure that their friends and family members are aware of this policy.

Ringers and audible alerts should be turned off in the classroom.

Employees should not communicate with students from their personal cell phone, except when authorized by the principal or athletic director.


The NPS is not responsible for the loss of personal cell phones brought into the workplace.

Employees who are required to drive to various locations during the workday are expected to refrain from using their phone while driving. Safety must come before all other concerns. Employees should make every effort not to use their phone when driving on school property. Regardless of the circumstances, employees are strongly encouraged to pull off to the side of the road and safely stop their vehicle before placing or accepting a call. If acceptance of a call is unavoidable and pulling over is not an option, employees are expected to keep the call short, and keep their eyes on the road. Special care should be taken in situations where there is traffic; inclement weather or the employee is driving in an unfamiliar area. Under no circumstances are employees required to place themselves at risk to fulfill business needs. Employees who are charged with violations of this policy resulting from the use of their phone while driving will be solely responsible for all liabilities that result from that action.


Adoption Date:



# Responsible Use Policy (RUP) for Staff & Students



Dennis Roche, Director of Technology  
Grace Magley, Director of Digital Learning  
June 5, 2017



# Transition from Acceptable Use Policy to Responsible Use Policy

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Currently we have an Acceptable Use Policy (AUP) in place.

Acceptable Use Policies:

- Focus on unacceptable behavior
- List of don't do this, don't do that

Our current AUP applies to both:

- Our Students
- Faculty and Staff.

# Transition from Acceptable Use Policy to Responsible Use Policy

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Responsible Use Policies :

- Focus on expected behavior
- Sets positive expectations for proper use
- Based on our curriculum of Digital Citizenship

Recognize the need for a different policy for students and our faculty & staff.

Transitioning from AUP to RUP is one more indicator of advancing our digital journey as a school district.

# CommonSense.org

Digital Citizenship is the ability to think critically, behave safely and participate responsibly in a digital world

Educating staff, students and parents on what responsible use of Online and Digital Technologies look like when teaching and in learning.





# Natick Public Schools

## Student Responsible Use Policy

### Purpose

The purpose of the Natick Public Schools (NPS) Student Responsible Use Policy (RUP) is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of district technology.

NPS uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. The District can and will monitor students online activities and access, review, copy, and store or delete any communications or files and share them with adults as necessary. Students should have no expectation of privacy regarding their use of NPS equipment, network, and/or Internet access or files, including email.

Email accounts are provided to all students in our 1:1 program, grades 7-12, to encourage student and teacher collaboration. Email accounts issued to students are archived to ensure student safety.

NPS will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to websites, applications, including, but not limited to, email, data management and reporting tools, and other web applications.

### Summary

Natick Public Schools believes in a Digital Citizenship model for supporting safe and responsible use of all **Online and Digital Technologies (ODT)** in teaching and learning. An important part of this is that we are able to show others what that responsible use looks like.

Because we know this is important for us all, we ask everyone, the staff, students and volunteers working at our schools to agree to use the internet and other ODT technologies in a safe and responsible way. NPS utilizes resources from Common Sense Education for our Digital Citizenship curriculum.

All students are responsible for practicing positive Digital Citizenship. Positive Digital Citizenship includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites and all other electronic communications, including new technology. It is important to be honest in all digital communications without disclosing sensitive personal information. Students should also reference the student handbook for additional policies and guidelines.

## **Jurisdiction**

This policy is in effect:

- When NPS-provided equipment (laptops, tablets, etc.) is used on or off school property;
- When non-NPS devices access the district network or district resources; or,
- at home, or other locations, if the improper use creates a hostile environment at school for any student and/or cause disruption or disorder within the school.

## **Student Responsible Use Guidelines**

When using NPS Online and Digital technologies (ODT); I will always be a good digital citizen.

By signing this policy, I acknowledge that I understand the following:

### **I am responsible for practicing positive digital citizenship.**

- ☐ I will practice positive digital citizenship, including appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications, including new technology.
- ☐ I will be honest in all digital communication.
- ☐ I understand that what I do and post online must not disrupt school activities or compromise school safety and security.

### **I am responsible for keeping personal information private.**

- ☐ I will not share personal information about myself or others including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals such as pictures, videos, and drawings.
- ☐ I will not meet anyone in person that I have met only on the Internet.
- ☐ I will be aware of privacy settings on websites that I visit.
- ☐ I will abide by all laws, this Responsible Use Policy and all District security policies.

### **I am responsible for my passwords and my actions when using District accounts.**

- ☐ I will not share any school or district usernames and passwords with anyone.
- ☐ I will not access the account information of others.
- ☐ I will log out of unattended equipment and accounts in order to maintain privacy and security.

### **I am responsible for my verbal, written, and artistic expression.**

- ☐ I will use school appropriate language in all electronic communications, including email, social media posts, audio recordings, video conferencing, and artistic works.

### **I am responsible for treating others with respect and dignity.**

- ☐ I will not send and/or distribute hateful, discriminatory, or harassing digital communications, or engage in sexting.
- ☐ I understand that bullying in any form, including cyber bullying, is unacceptable.

**I am responsible for accessing only educational content when using NPS technology.**

- ☐ I will not seek out, display, or circulate material that is hate speech, sexually explicit, or violent. I understand that any exceptions must be approved by a teacher or administrator as part of a school assignment.
- ☐ I understand that the use of the District network for illegal, political, or commercial purposes is strictly forbidden.

**I am responsible for respecting and maintaining the security of NPS digital resources and networks.**

- ☐ I will not try to get around security settings and filters, including through the use of proxy servers to access websites blocked by the district.
- ☐ I will not install or use illegal software or files, including copyright protected materials, unauthorized software, or apps on any NPS computers, tablets, smartphones, or other internet devices.
- ☐ I know that I am not to use the Internet using a personal data plan at school, including personal mobile hotspots that enable access on NPS equipment.
- ☐ I will not use the NPS network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.

**I am responsible for taking all reasonable care when handling NPS equipment.**

- ☐ I understand that vandalism in any form is prohibited.
- ☐ I will report any known or suspected acts of vandalism to the appropriate authority.
- ☐ I will respect my and others' use and access to NPS equipment.
- ☐ I am responsible for respecting the works of others.
- ☐ I will follow all copyright guidelines.
- ☐ I will not copy the work of another person and represent it as my own and I will properly cite all sources.
- ☐ I will not download illegally obtained music, software, apps, and other works.
- ☐ I understand all NPS trademarks, logos and symbols are for school district use only.

**I am responsible for the data I create and for protecting it.**

- ☐ I understand the school district provides me with a Google account to save and store all my data and files.
- ☐ I understand it is my responsibility to backup and protect any data or files that I create.
- ☐ I understand I should not save or store personal data or files on any device.
- ☐ I understand that the school district may re-image any computer at anytime to maintain the equipment in good working order.

**Consequences for Irresponsible Use**

Misuse of NPS online and digital technologies (ODT) may result in restricted access. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against students, including suspension, expulsion, or criminal prosecution by government authorities. The District will tailor any disciplinary action to the specific issues related to each violation.

Disciplinary action may also be taken when a student intentionally directs at the school online speech that is understood by school officials to threaten, harass and intimate a staff member or fellow student, even when such online action originated, and was disseminated, off-campus without the use of school resources.

Students are welcome to take and post pictures online in their uniforms and/or with the school logo, recognizing that those images should display appropriate decorum and not conduct unbecoming of the team/school. Disciplinary action may also be taken if students post pictures online in their uniforms and/or with the school logo, that display conduct unbecoming of the team/school and/or that disrupts the operation of the school.

**Disclaimer**

NPS makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or district accounts.

NPS also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the district, its affiliates, or employees. Students under the age of 18 should only access NPS network accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use outside of school.

# Natick Public Schools

## Staff Responsible Use Policy

### Purpose

The purpose of the Natick Public Schools (NPS) Staff Responsible Use Policy (RUP) is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of district technology.

NPS uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. The District can and will monitor user online activities and access, review, copy, and store or delete any communications or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of NPS equipment, network, and/or Internet access or files, including email.

Email accounts are provided to all employees. All employees are required to use their school issued email accounts for all communications with students or when conducting school business. This will ensure compliance with email archiving regulations, which are required by law.

NPS will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to websites, applications, including, but not limited to, email, data management and reporting tools, and other web applications.

### Summary

Natick Public Schools believes in a Digital Citizenship model for supporting safe and responsible use of all **Online and Digital Technologies (ODT)** in teaching and learning. An important part of this is that we are able to show others what that responsible use looks like.

Because we know this is important for us all, we ask everyone, the staff, students and volunteers working at our schools to agree to use the internet and other ODT in a safe and responsible way. NPS utilizes resources from [Common Sense Education](#) for our Digital Citizenship curriculum.

All staff are responsible for practicing positive Digital Citizenship. Positive Digital Citizenship includes appropriate behavior and contributions on websites, use of [cell phones](#), [social media](#), discussion boards, media sharing sites and all other electronic communications, including new technology. It is important to be honest in all digital communications without disclosing sensitive

personal information. Employees should also reference the [Educator Ethics Protocol](#) which provides a useful framework for decision making around what is and is not responsible, ethical conduct.

## **Jurisdiction**

This policy is in effect:

- When NPS-provided equipment (laptops, tablets, etc.) is used on or off school property;
- When non-NPS devices access the district network or district resources; or,
- at home, or other locations, if the improper use creates a hostile environment at school for any student/employee and/or cause disruption or disorder within the school.

## **Employee Responsible Use Guidelines**

If you are supervising students using technology, be vigilant in order to ensure students are meeting the provisions outlined in the RUP.

### **Digital Citizenship**

- ☐ I understand all employees are responsible for modeling and actively practicing positive digital citizenship.
- ☐ I understand any employee using classroom technology are explicitly required to teach students about positive digital citizenship.
- ☐ I understand what employees do and post online must not disrupt school activities or compromise school safety and security.

### **Privacy**

- ☐ I will not share personal information about students or employees including, but not limited to, names, home addresses, date of birth, telephone numbers, student ID numbers, employee numbers, and visuals.
- ☐ I understand the transfer of student information shall be only through approved District information systems. Email and collaborative documents are not secure methods for transmitting student data.
- ☐ I will be aware of privacy settings on websites that I visit.
- ☐ I will abide by all laws, this Responsible Use Policy, and all District security policies.

### **Passwords**

- ☐ I understand that under no circumstances are District passwords to be shared with others, including other District staff or students.
- ☐ I will log out of unattended equipment and accounts in order to maintain privacy and security.

**Professional Language**

- ☐ I will use professional language in all work-related communications including email, social media posts, audio recordings, conferencing, and artistic works.

**Cyberbullying**

- ☐ I understand bullying in any form, including cyber bullying, is unacceptable both in and out of school.
- ☐ I will report all cases of bullying to the building principal or district administrator.

**Inappropriate Material**

- ☐ I will not seek out, display, or circulate material that is hate speech, sexually explicit, or violent while at school or while identified as a District employee.
- ☐ I understand exceptions may be made in an appropriate educational context.
- ☐ I understand the use of the District network for illegal, political, or commercial purposes is strictly forbidden.
- ☐ I understand transmitting large files that are unrelated to District business and disruptive to the District network is prohibited.

**Security**

- ☐ I understand all users are responsible for respecting and maintaining the security of District electronic resources and networks.
- ☐ I will not use the District network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- ☐ I will not try to bypass security settings and filters, including through the use of proxy servers.
- ☐ I will not install or use illegal software or files, including unauthorized software or apps, on any District computers, tablets, smartphones, or new technologies.

**Equipment and Network Safety**

- ☐ I will take all reasonable precautions when handling District equipment.
- ☐ I will report any technical issues I am experiencing to the Technology Services Department in a timely fashion.
- ☐ I will use caution when downloading files, opening emails, clicking on links or opening attachments as these could be a phishing attack and contain viruses or malware.
- ☐ I understand vandalism in any form is prohibited and must be reported to the appropriate administrator and/or technical personnel.

**Data Storage and Backup**

- ☐ I understand the school district provides me with a Google account to save and store all my data and files.
- ☐ I understand it is my responsibility to backup and protect any data or files that I create.
- ☐ I understand I should not save or store personal data or files on any device.
- ☐ I understand that the school district may re-image any computer at anytime to maintain the equipment in good working order.

**Copyright and Trademarks**

- ☐ While there are fair use exemptions (<http://www.copyright.gov/fls/fl102.html>), I understand I must respect intellectual property.
- ☐ I will follow all copyright guidelines (<http://copyright.gov/title17/>) when using the work of others.
- ☐ I will not download illegally obtained music, software, apps, and other works.
- ☐ I understand all NPS trademarks, logos and symbols are for school district use only.

**Consequences for Irresponsible Use**

Misuse of NPS ODT may result in restricted access or account cancellation. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against employees, including personnel action and/or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

**Disclaimer**

NPS makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or District accounts. Users are responsible for any charges incurred while using District devices and/or network.

NPS also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.



## **PUBLIC GIFTS TO THE SCHOOLS**

The Superintendent will have authority to accept gifts and offers of equipment or services under \$5,000 in value for the schools in the name of the Committee. These gifts will be reported to the School Committee on a regular basis, but at least annually. In the case of gifts from industry, business, or special interest groups, no advertising or promotion may be involved in any donation to the schools, except as in keeping with the naming rights policy, or upon approval of the School Committee.

Gifts that would involve changes in school plants or sites will be subject to School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Committee, as provided by law.

The Committee directs the Superintendent to assure that an appropriate expression of thanks is given all donors.

### **Ownership of Donations**

**Any donations to the District, whether in cash or in kind, that are accepted in accordance with this Policy, automatically become the property of the District.**

**All proposals to the School Committee for donations from staff and the general public require relevant departmental and administrative approval prior to being presented. District employees, applying for grants and/or seeking donations or outside funding for education services, professional development, and/or materials, must receive prior approval from the Superintendent or Designee, before submitting applications for funding. Donations may not be spent or used in the school unless and until they have been accepted on behalf of the District by a vote of the School Committee, subject to the exceptions stated below. Donations that are accepted by the School Committee will ordinarily be accepted without condition or restriction, unless the School Committee approves a proposed condition or restriction as being in the interest of the District. All donations accepted by the School Committee will become the property of the District to be used as the Natick Superintendent deems appropriate and are subject to the same controls and laws that govern the use and disposal of other school-owned property. Monetary donations will be placed in accounts as needed and in compliance with applicable laws. Donations of capital in excess of the greater of \$35,000 or the applicable statutory threshold at the time of the proposal will require an analysis as to whether compliance with applicable public bidding and/or purchasing laws is required. The District will comply with all such laws where applicable, including the conduct of any required processes to request proposals in advance of final approval.**

### **School Committee Approval**

**Donations may not be spent or used in the District unless they have been accepted by a vote of the School Committee, except in the following circumstances when District personnel are authorized to accept donations on behalf of the School Committee:**

- 1. The Superintendent/Principal is authorized to accept grants on behalf of the Committee from the federal, state, county, or local governmental agencies, private**

foundations, corporations, or private organizations when the District or a staff member has applied for the grant with the prior approval of the Superintendent/Designee.

2. In-kind contributions may be accepted by the District only upon the advance approval of the School Committee. In determining whether to grant such approval, the School Committee will consider such factors as it deems relevant, including any safety considerations and any costs of installing or maintaining the property and its usefulness to the educational program. The School Committee may condition its acceptance of a contribution in kind on the agreement of the donor to bear the costs of installing or maintaining the property to be offered in kind, or may condition its acceptance upon any other condition that the School Committee determines to impose.
3. Donations of time and personal services by parents and other Natick residents shall not be subject to this policy. This exemption shall apply to individual volunteerism only and shall not extend to donations of services by employees and agents of businesses or commercial entities, which shall be treated the same as donations of money or other contributions of economic value under this policy.

Donations of cash may be accepted for the purpose(s) specified by the donor, upon approval by the School Committee. Donations in-kind that are subject to conditions or restrictions imposed by the donor will not be accepted by the School Committee or the Superintendent/Principal or any other District official, as the case may be. However, the School Committee will consider donor requests for the use and assignment of donated property before accepting contributions in kind.

### Student Donations & Gifts

#### Conditions for Acceptance of Donations or Fundraising Proceeds

The School Committee reserves the right to reject any donation or proceeds from fundraising if it finds that the donation would not serve the interests of the District. The School Committee will normally accept only those gifts that benefit the District as a whole or all the same classes in a subject or grade level within the school (e.g., those that strengthen the scope and sequence of the curriculum or the many co-curricular and support programs), subject to the limited exceptions listed below. The School Committee will consider the overall interests of the District in reviewing each circumstance, but generally will not accept donations or proceeds from fundraising under the following circumstances:

1. The targeted purpose is incompatible with existing or planned curriculum, programs, or educational goals of the District.
2. The donation or fundraised proceeds would result in an unreasonable inequity among classes or groups of students within the District that are protected by applicable anti-discrimination laws (e.g., gender, race, religion, sexual orientation or disability).

3. The donation or purpose for fundraising would constitute an operating expense and result in a recurring cost to the District such as the salary or benefits for a staff position, or ongoing maintenance or support of equipment or materials, or would create a cost to the District to terminate or eliminate the staff, equipment or materials (e.g., unemployment). Funding for ongoing maintenance must accompany any donation of capital or capital purchased through fundraising.
4. The donation or purpose for fundraising may require special supplies, maintenance, or installation, or entail other significant costs not covered by the donation or funds raised.
5. The donation or purpose for fundraising would involve unreasonable advertising or promotion of a commercial interest.
6. The donation or purpose for fundraising would support a program that has been discontinued or any program, equipment or materials, or a capital item that was proposed but not funded through the District's budget. The Committee recognizes that any policy statement on this topic will not be comprehensive in its resolution of all questions and situations. The Committee expects, from time to time, to render specific decisions, including policy exceptions, when it deems circumstances so warrant. Moreover, the Committee may amend this Policy from time to time at its sole discretion.

**Reference:**           **Mass General Laws, Ch 71, 37A**  
                              **Mass General Laws, Ch 44, 53A, as amended**

## **ACCEPTANCE AND USE OF GIFTS, GRANTS AND DONATIONS**

### Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

### Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

### Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

### Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

## **Faculty and Employee Fundraising**

The School Committee recognizes that easy access to social media has given rise to many opportunities for employees of the school district to raise money for a myriad of worthy causes for our schools and children and the School Committee supports these efforts. The School Committee has concerns, however, that the school district might be portrayed, unintentionally, in a less than positive light, where the money is ultimately flowing through, and whether or not the building principal/Superintendent have approved of the activity. The School Committee, therefore, directs the following:

1. Any employee of the school district, before engaging in any fund-raising activity through the internet, social media, crowd sourcing websites and/or web site access will first fill out the "Permission to Fund-Raise" form, available at each school and on the Natick Public Schools' website, and submit for approval by both the building principal AND the Superintendent of Schools. The activity may proceed only after procurement of BOTH signatures.
2. The employee must list any percentage that the fundraising website takes as part of gross revenues.
3. The employee must write out exactly the wording to be used on the website or social media tool for the fund-raising activity. All monies collected must be accounted for by each building principal.
4. Anything donated to a school or school employee is considered property of Natick Public Schools and must go to School Committee for acceptance.

This policy is meant to provide protection for both the school district and the employee, and refers only to those fund-raising activities that are undertaken by staff in their capacity as an employee of the school district. This policy is in no way meant to limit fund-raising activities that are personal in nature and are not connected to the school system or a particular school.

Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00

CROSS REFS.: KHA, Public Solicitations in the Schools  
JP, Student Donations and Gifts  
LEGAL REFS.: M.G.L. 268A et al

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**ITEM TITLE:** 2017 Master Teachers

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Master Teachers Announcement	2017_Master_Teacher_Announcement_(1).pdf	Cover Memo

# 2017 MASTER TEACHERS



## MICHAEL D. ALBERT

Brown Elementary School, Grade 3

Project Focus: Inquiry Based learning through Genius Hour

Michael has been a third grade teacher in Natick at Brown Elementary School for 22 years. For more than a decade he was a leader of his grade level Professional Learning Community guiding and supporting teachers in examining student work and promoting teacher development. Now he serves as grade level EPLC leader supporting curriculum initiatives and data analysis of student work. He is dedicated to sparking kids imaginations and interests in learning by inspiring them to follow their passions.

Michael has completed his Masters +60 with a STEM focus this year.

University of  
Massachusetts  
B.A. in Early Childhood

Lesley University  
M.Ed. in Curriculum and  
Instruction



## AMANDA BUCK

Kennedy Middle School, Grade 8, Math & Science

Focus: Project-Based Learning in STEM Education

Amanda is currently in her second year teaching 8th grade Math and Science at Kennedy. She is passionate about using a variety of teaching strategies to engage all students in hands on learning, and makes the work that students are doing in the classroom applicable to what they see in the world around them, and to future potential careers. In addition, she designs lessons that help students draw the connections between Science and Math and coaches the Kennedy math team. Amanda is excited to learn more about designing Project Based Learning experiences and integrating STEM instruction into the middle school curriculum. She looks forward to teaching this to others, and providing teachers with PBL and STEM resources that will make it easier to integrate into daily instruction.

Lehigh University, '05  
B.S. in Business  
Information Technology

UNC Chapel Hill, '09  
Teacher licensure  
program, specializing in  
Middle School Math,

Cambridge College, '18  
(anticipated)  
M.Ed. Candidate in  
General Science



## MELISSA CURTIN

Brown Elementary School , Grade 3

Focus: Genius Hour: Inquiry Based Learning & Passion Projects

Melissa is a 3rd grade teacher at Brown Elementary School. This is currently her fourth year in the district. Melissa is passionate about embedding 21st century tools into the classroom to create personalized learning experiences for her students. As a Master Teaching fellow, Melissa is excited to challenge students to explore their own passions and creativity in the classroom.

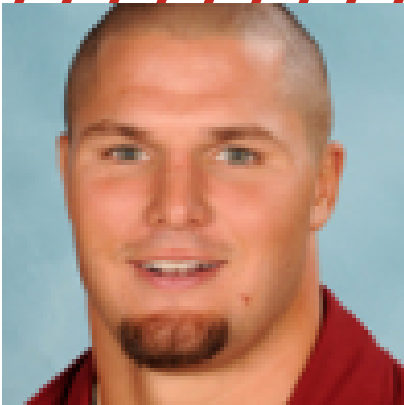
Melissa received a B.S. in Early Childhood Education from Bridgewater State University (2010) and a M.Ed. from Lesley University. (2016). Melissa is currently working on her Master's +30.

Bridgewater State  
University, '10  
B.S. in Early Childhood  
Education

Lesley University, '16  
M.Ed.



# 2017 MASTER TEACHERS



## NICHOLAS DIANTONIO

Natick High School, Grade 10, Geometry

Focus: Co-teaching Model and Implementation

Nick is in his third year teaching mathematics at Natick High School. In addition to his responsibilities as a classroom teacher, Nick also coaches football, wrestling, and track and field in Natick.

By way of receiving this fellowship opportunity, Nick hopes to increase his overall effectiveness as a co-teacher through learning about new and inventive means of differentiating instruction for all learners. Along with Ben Maki, Nick's esteemed co-teaching partner, they aim to use this opportunity to improve their craft, and make mathematics a subject accessible by all students.

In addition to learning about the most advanced strategies in the field of co-teaching, Nick hopes to share strategies and methodologies, proven effective in his classes, with other co-teaching pairs in the district!

Assumption College, '12  
Class Valedictorian  
B.A. in Mathematics  
Minor in Theology  
Concentration in  
Secondary Education

Boston College '14  
M. Ed. in Curriculum and  
Instruction  
(Concentration in  
Secondary Mathematics)



## SUE EARNER

Natick PreSchool

Focus: Importance of Play in the Classroom with focus on language and literacy skills.

Sue has been a preschool teacher in Natick for three years and has been a teacher for over 15 years. Over the last several years, Sue has focused her attention on incorporating mindfulness into her classroom as a means of teaching children valuable self-regulation skills. She also maximizes the benefits of play in the early childhood classroom as it develops children's language and literacy skills. Sue piloted the Preschool at Brown School program this year and is excited to continue the momentum next year at Lilja!

Eastern Nazarene College  
B. A. in Early Childhood  
(with/without  
Disabilities)

M. S. Candidate  
American International  
College



## TINA KELLY

Wilson Middle School, Grades 5-8, Math

Focus: Differentiating Classroom Instruction in Math for to Engage All Learners

Tina Kelly is the Math Specialist at Wilson Middle school. With 15 years of teaching experience, she loves working with middle school students and teachers. Passionate about differentiation, she enjoys working with teachers to design and implement lessons that engage students. Tina is an avid user of technology and loves integrating technology into her math lessons. She likes discussing and sharing ideas with other educators and has presented at the EdTech Teacher summit in San Diego and the MASSCue conference at Gillette Stadium. She is excited to be presenting at the the ISTE conference in San Antonio this June. Tina is always open to conversations about teaching and learning whether it be in the classroom, in the hallway, or via twitter.

Lesley University  
M.Ed. in Science  
Education  
M.Ed. in Math Education

American International  
College,  
Ed.D. Candidate in  
Education Leadership



# 2017 MASTER TEACHERS



American University, '15  
B.A. in Elementary Education

Twitter Handles:  
@missmageesclass  
@meetmissmagee

## LORRAINE MAGEE

Johnson Elementary School, Grade 3

Focus: Global Connections: Engaging in Authentic Literacy Experiences

Currently in her second year at Johnson, Lorraine is passionate about building bridges for her students to connect with other cultures. This year, she coordinated a pen pal program between Johnson third graders and primary students at the Arlington Academy of Hope in Uganda. Students all read *The BFG* and corresponded about their ways of life. In her classroom, Lorraine uses literature as a window to the experiences of people around the world.

While pursuing her undergraduate degree, she completed student teaching experiences in Bethesda, MD; Copenhagen, Denmark; and Washington, DC. Lorraine is also a proud alumna of Johnson Elementary School, Wilson Middle School, and Natick High School.



Bridgewater State University, '09  
B.A. in Psychology

Endicott College, '13  
M.Ed. in Special Education Moderate Disabilities

## BENJAMIN MAKI

Natick High School, Grade 10, Geometry

Focus: Co-teaching Model and Implementation

Ben has been teaching Special Education at Natick High School for four years. In his time here Ben has had the wonderful opportunity to wear many hats, and take on many different roles and responsibilities. Ben began his career teaching math in the Compass Program for students with social-emotional disabilities. The following year Ben transitioned into special education, while teaching replacement math classes to the general student population. During that time, he was provided the opportunity to teach engineering and business math electives in the North Star Program.

This year, Ben and Nick DiAntonio were asked to take on the responsibility of co-teaching two sophomore geometry classes. Ben raves about the co-teaching experience. "This experience has been incredibly beneficial to the students, and very rewarding as an educator."



College of the Holy Cross, '05  
B.A. in Sociology  
Concentration in Women and Gender Studies

Boston University, '06  
M.A. School Counseling

## NICOLE PAPASSO

Wilson Middle School, Guidance

Focus: Empowering teachers to support students with mental health issues in the classroom.

Nicole has worked as a school guidance counselor at Wilson Middle School in Natick for 10 years. She serves as the district Student Support Instructional Leader for Middle School Guidance and Student Services Team Leader at Wilson. Nicole enjoys working collaboratively with teachers to best support the social-emotional needs of students so they are able to successfully access the curriculum.

Through the Master Teacher Program fellowship, Nicole plans to focus her work on educating staff members about mental health conditions impacting today's youth and providing them with concrete strategies and skills to use with their students in the classroom setting.

## ABOUT THE MASTER TEACHER FELLOWSHIP

Due to generous support from the Natick Education Foundation (NEF), Natick Public Schools are able to offer a Master Teacher grant to ten (10) teachers across the Natick Public Schools, with one from Natick PreSchool, one from each K-8 school and two from Natick High School for a year-long fellowship.

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**ITEM TITLE:** Kennedy Middle School Building Project Update - Review Educational Plan  
**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
1. Grade & School Configuration	01._Grade___School_N_Configuration___Policies.pdf	Cover Memo
2. Class Size Policies	02._Class_Size_Policies_N.pdf	Cover Memo
3. School Scheduling Method	03._School_Scheduling_Method_N_copy.pdf	Cover Memo
4. Teacher & Methodology Structure	4._Teaching___Methodology_Structure_rev_5_25_17.pdf	Cover Memo
5. Teacher Planning & Collaboration	5._Teacher_Planning___Collaboration_Rev_5_25_17.pdf	Cover Memo
6. Lunch Programs & Dining	06._Lunch_N_Programs___Dining.pdf	Cover Memo
7. Technology	07._Technology_N_-_R.pdf	Cover Memo
8. Performing Arts	8._Performing_Arts_rev_5_25_17.pdf	Cover Memo
9. Visual Arts	9._Visual_Arts-revised_5_25_17.pdf	Cover Memo
10. Physical Education	10._Physical_Education_N.pdf	Cover Memo
11. Kennedy Building Special Ed ELL	11._KennedyBuildingSpecialEdELL-2.pdf	Cover Memo
12. Vocations & Technology	12._Vocations___Technology-2.pdf	Cover Memo

## **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 who 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 its students directly from Memorial and Brown Elementary Schools. The current enrollment of Kennedy is 655 students. With significantly higher enrollment in the elementary schools, for example, the incoming 5<sup>th</sup> grade has a class size of 200 while the exiting 8<sup>th</sup> grade has a size of 170, in addition, the Wilson Middle School was built for 850 students and has a 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 1000 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 90 to 100 students per grade. 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 by grade level, 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 some 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 our middle school students producing high levels of student achievement. Within the new Kennedy the opportunity to create a modernized/technology advanced 21<sup>st</sup> 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 5<sup>th</sup> 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 has performed near the top of the state academically which, has provided us with great confidence that this model is succeeding.

For this reason, 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.

## **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 has 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.

The proposed space template for grades 5-8 includes 48 classrooms for core instruction. At an eventual enrolment projection of 1000 students, this would translate into approximately 250 students per grade and students per classrooms.

### **Design Response:**

The proposed plan for a new Kennedy Middle School accommodates five core academic classrooms per team for a total of \_\_\_\_ classes, as well as similar support for special education, ELL and unified arts.

## **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 (RTI) Response to Intervention. Based upon our 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 is a priority 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 our 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, we are exploring 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. The 5<sup>th</sup> grade schedule, although different, will be aligned to allow 5<sup>th</sup> grade students to take advantage of any potential advanced learning opportunities that may be available within the 6<sup>th</sup> through 8<sup>th</sup> 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.

## TEACHING METHODOLOGY AND STRUCTURE

### Current:

The Natick Public Schools has 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 our 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 demos 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 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.
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**Language and Literacy:** The reading curriculum is based on the standards outlined in the MA Curriculum Frameworks for ELA and Literacy. Both system-wide and site-based professional development focuses 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 MA 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 MA 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 Grade 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, 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 MA 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. We seek to build active and engaged citizens through our Language and Literacy and Social Studies curriculum.

**World Language:** At 7<sup>th</sup> and 8th grade, students have the option of taking a foreign language. Currently Spanish I and French I are part of the eighth 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 MA 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 KMS 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 100 students in each of the grades. 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 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 21<sup>st</sup> Century, we 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 21<sup>st</sup> 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 learners and professionals. It is an approach which requires an energized and collaborative staff that understands the evolving social and educational demands of the 21<sup>st</sup> 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 21<sup>st</sup> 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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels will become “grade-level teams”, 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 teams” will be teaching in neighborhoods, with each neighborhood consisting of one Mathematics Teacher, one Science Teacher, one Social Studies Teacher, and one English Language Arts Teacher. Each neighborhood will consist of approximately 100-120 students. The neighborhoods would be organized and designed to support co-teaching sub-teams within the neighborhood, 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 neighborhood 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 US 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 5<sup>th</sup> grade neighborhood should be similar to the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade neighborhoods, as keeping all academic neighborhoods as flexible and interchangeable as possible will allow for variations and flexibility in future use. However, the 5<sup>th</sup> grade neighborhoods should recognize the need for further subdivision into two-teacher teams as in the current 5<sup>th</sup> grade modular building program. Where applicable, the organization of the grade-level team neighborhood should nurture this subdivision. Additionally, the educational visioning identified a need to carefully consider separation needs for the 5<sup>th</sup> grade neighborhood or “Academy”. More specifically, educators expressed the desire to be sensitive to the differing needs of the 5<sup>th</sup> 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 5<sup>th</sup> grade educational program will be different from 6<sup>th</sup> grade, these students can be allowed to mix freely with 6<sup>th</sup> grade students if this provides some organizational benefit to the building design.

Each team neighborhood should include a “Project-Based Learning Lab” which serves multiple purposes. This Project Labs will be clearly defined neighborhood spaces that directly integrate into the classrooms and support areas. In general, the spaces cannot be isolated spaces remote from

the classrooms. These spaces may include Maker/Builder possibilities that will serve as an application lab for each neighborhood, and will also help to support and promote social interaction, academic investigation, and student exhibit and presentation. However, the primary theme of the project lab spaces will center around our STEM curriculum and the project-based, hands-on application of these core ideas. To that end, the project spaces will include a planetarium, an aqua/hydroponics lab, a greenhouse and a zSpace virtual reality dissection and simulation space. These spaces 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.

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. It will allow learners the ability to develop and interact with large physical 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 small groups to create multi-media projects that are part of the academic instruction being developed in the classrooms, with a group of students capturing and preparing a video component 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 allows 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.

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 21<sup>st</sup> Century facility. 21<sup>st</sup> 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.

## **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 a 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 anytime 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.

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 desk 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 key 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 seeks 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 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 is 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 and district PLC’s 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 allows 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 grade 5 and 6 neighborhood placement on the ground floor and grade 7 and 8 neighborhood placement on the second floor, sensible and effective design for these collaborative work spaces would allow grade 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 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 Grade 5/6 Science curriculum will be different from Grade 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.



## **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 Sterling's 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; 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 eight hundred to a one thousand students. 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.

## TECHNOLOGY AND SECURITY

### Current:

#### 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 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 Natick High School and Wilson Middle School.

#### Current Security

As with all Natick Public Schools, safety and security is 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 no 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 is no visual communication systems.

In 2012 in response to the Sandy Hook incident the School administration did install 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:**

### **Proposed Technology**

The Natick technology-infused educational model is to have students work in a 1:1 environment in grades 7 and 8 in an instructional rotational model in grades five and six. Long term visioning has Natick moving to 1:1 in grade six in 2019. Natick's success with the 1:1 model is predicated 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's 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, we believe 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 is our middle school innovation teams which are charged with the task of defining problems and identifying solutions that meet our 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 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 and serve many purposes. For example, our vision to have an aquaponics lab and working greenhouse to support our existing curriculum. A portion of their allotted square footage is being included under "Vocations and Technology" in the proposed space summary because, 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 space 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 also often referred to as application labs as they will include amenities to support presentation, media and video production, robotics, interdisciplinary projects, and project-based learning. Although the majority of their allotted space is included in the space summary under “Vocations and Technology”. This is 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, and 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 seven and eight to 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:

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 for 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; Assistant Principal's office. Stairwell doors can be pulled off mag holders and programmed locked by access control, securing 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.

## **MUSIC**

### **Current:**

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

**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.

## **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 (1) classroom into the 7/8 area
- Art room on the ground floor with access to an outdoor space, if practical
- Art room equipped with good natural and artificial lighting (including track lighting for spotting still-lifes), 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 (20) MacBook laptops or appropriate mobile devices
- Twenty (20) 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

## PHYSICAL EDUCATION, HEALTH & ATHLETICS

### 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, 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:

<b>Physical Education</b>	<b>Fitness</b>	<b>Health</b>
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 our 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 our 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, a full-size gymnasium which can be sub-divided into multiple teaching stations will be required. The proposed program offerings for adaptive PE and OT/PT require that consideration be given to further developing the fitness center. If possible, indoor walking space should 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:

- Full-size sub-dividable gymnasium space with a wood floor (3 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 fitness center as an activity lab

- Fully equipped fitness center with both cardio equipment and age 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.
- 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)

## **SPECIAL EDUCATION**

### **Current:**

#### **Special Education Classrooms and Programs**

<b>Content Area</b>	<b>Grade Level</b>	<b>Time on Learning per week</b>	<b># of Staff</b>	<b>Teaching Methodology</b>
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 our students with disabilities. KMS previously housed our substantially separate program for students with Autism, however, space constraints and the lack of necessary classroom adaptations forced our program to move to a different building. This proposal will include our Substantially Separate programming moving back to KMS and expanding to offer services as required under state and federal special education law.

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 are 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 their 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 6 teachers and specialists to test. Some of the space utilized is in loud areas that compromise the validity of the test results.

### **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 6 teaching staff @ KMS. In a 1000+ student school, projections will bring the number of students on IEPs to more than 125 students and will add 2 additional teaching staff and 5 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	<b>Level 1-2:</b> 750 Minutes <b>Level 3-4:</b> 300 Minutes <b>Level 5:</b> 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 (10 students on average), the needs are the same as any classroom.

Currently there are 2 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. The number of English Language Learners is growing rapidly and we anticipate the addition of 2 additional ELL staff upon the opening of the new KMS.

Ideally, **2 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 makes time within their schedule to plan with classroom teachers, assess incoming students, participate in team meetings, and communicate with parents – all on top of her teaching duties.

### **Proposed:**

The proposed building project of more than 1000 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 **10 Learning Center spaces, 2 adequately equipped sub-separate spaces with bathrooms and kitchen areas, 2 Speech/Testing rooms, 1 Occupational/Physical Therapy Room, 2 ELL classrooms, and 1 Adaptive Physical Education space** will be provided in order to best meet the educational needs of all students. Where possible, this program should be delivered within the same space utilized by all students. In instances where a 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 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.

## **MEDIA, VOCATIONS AND TECHNOLOGY**

### **Current:**

**Kennedy offers a robust course offerings in the fields of technology, vocations, and media. Our 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**

**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.**
- **21<sup>st</sup> 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 21<sup>st</sup> Century. We envision this space to provide the following:**

**Academic research will occur in the media center where teachers can bring classes that will have 21<sup>st</sup> 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**
- **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:*

Vocational technology should have an active an integrated role in the delivery of STEAM within the academic neighborhoods. These labs, combined with the allotted team space in each neighborhood, will provide the collective space necessary to create the neighborhood commons areas and support the necessary inquiry and exploration.

*Multimedia and Video Production Lab:*

As media and video becomes more heavily integrated into many career and technology applications, the need to offer specific instruction in this area remains 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 Applications and Production Lab:*

This will be a flexible lab environment offered within the maker/builder spaces, as it is anticipated that the specific program offering will continue to change and evolve with technology and the global economy. 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.

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**ITEM TITLE:** Enrollment Update - June 1, 2017

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Enrollment Update - June 1, 2017	May_June_2017_Sheet1.pdf	Cover Memo



# Natick Public Schools Student Enrollment Report

	May 1, 2017															June 1, 2017														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
NHS Northstar											422	371	386	369	1548											421	371	386	369	1547
KENNEDY							164	162	155	170					651							164	163	153	170					650
WILSON							248	235	224	232					939							248	235	224	231					938
BEN-HEM		24	24	23	24	20											24	24	23	24	20									
		22	24	22	24	21											22	24	21	24	21									
		24	25	25	22	22											23	25	25	22	22									
		24	24	25	25	19											24	24	25	25	19									
		24	24	24	22	21											24	24	24	22	21									
					23	20														23	20									
Sub-separate																														
Total	118	121	119	140	123										621	117	121	118	140	123										619
BROWN		25	21	19	21	21											25	21	19	21	21									
		24	20	20	24	21											24	21	20	23	22									
		24	21	20	24	22											24	21	20	24	22									
		24	20	21	24	21											24	20	21	24	21									
		24	22	18	19												24	22	18	19										
Total	121	104	98	112	85										520	121	105	98	111	86										521
JOHNSON		16	24	19	24	24											16	24	19	24	24									
		13	25	19	24	23											12	25	19	24	23									
		16															16													
Total	45	49	38	48	47										227	44	49	38	48	47										226
LILJA		19	21	22	22	22											19	21	22	22	22									
		18	23	21	21	22											18	23	20	21	22									
		19	22	21	21	21											20	22	22	21	21									
		18															18													
combo classes			12	11	13	9												12	11	13	9									
combo classes			10	12	10	12												10	12	10	12									
Total	74	88	87	87	86										422	75	88	87	87	86										423
MEMORIAL		24	20	19	19	22											24	20	19	19	22									
		23	19	20	19	22											23	19	20	19	22									
		22	19	20	19	23											22	19	20	19	23									
		23	19	19	20	22											23	19	19	20	22									
			20															20												
Total	92	77	98	77	89										433	92	77	98	77	89										433
PRESCHOOL NHS	124															126														
BROWN PK	17															17														
Total															141															143
TOTAL	141	450	439	440	464	430	412	397	379	402	422	371	386	369	5502	143	449	440	439	463	431	412	398	377	401	421	371	386	369	5500
															5502															5500

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**ITEM TITLE:** Future Meetings

**ITEM SUMMARY:** **June 13** - School Committee Training Session

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**June 19** - Fine & Performing Arts Audit Report, RTI Goal Update, Quarterly Staffing Report, FY'17 Budget Update

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