4.1.2 - 02

FINAL DESIGN PROGRAM

General Architectural Characteristics

The proposed new Northeast Metro Tech is envisioned to be a 21st Century career-technical High School that embodies the values of the region in an educationally-appropriate and cost-effective structure. Specifically, the new school will be flexible, sustainable, and relevant to its setting.

To achieve these goals the new Northeast Metro Tech will be a compact, four-story (plus lower level), rectangular design fitting into the available buildable area in the wooded hillside adjacent to the existing school. The lower level will be stepped to follow the sloping topography of the existing site, while also providing the headroom necessary for the Transportation Cluster shops. The building will be located on a newly created level area at the high point of the site and will be accessed by a new driveway from Farm Street. The main entrance will be the focal point of the new entrance drive; framed by a handsome stone wall and the rotunda housing the administration and library/ media center.

Separate bus and car drop-off areas are proposed to serve the three primary entrances along the front of the building- the main visitor entrance, the customer service entrance, and the events entrance. The primary circulation axis of the building connects the main entrance in the four-story academic wing to the events lobby on the northside of the new school. Large areas of strategically shaded glass will flood the south-facing cafeteria and library/ media center with natural light.

The four-story academic wing is organized around a courtyard on the upper three stories. In accordance with the Educational Program the career technical shops are grouped in career clusters and located in close proximity to general academic classrooms. The program is also organized into Small Learning Communities, including a potential Freshmen academy, to break down the scale of the proposed 1,600 student enrollment. Each Small Learning Community will contain a variety of academic spaces including Science Labs, Special Education Learning Centers, Small Group Rooms and break-out collaborative areas. They will also house dedicated Teacher Planning, Guidance, and administrative spaces.

The interior layout will have sense of openness to promote the values of collaboration and the notion that "learning happens everywhere". Portions of the interior corridors will be single-loaded with generous amount of glass providing natural light from the courtyard. The ends of the corridors will be open to views of the adjacent woods and Breakheart Reservation.

The palette of building materials has been selected with maintenance, durability, and cost-effectiveness in mind. The primary exterior materials are inspired by the current site- stone, trees, and foliage. These translate to granite veneer, wood-like phenolic rainscreen panels, and metal shingles. In addition, some trim and cornices will be constructed with wood-tone aluminum composite material (ACM). The less visible backside (west) elevation will have economical insulated metal panels and strip windows. It is envisioned that this palette of materials will blend harmoniously with the wooded landscape.

The primary interior flooring materials include terrazzo in the lobbies, rubber tile in major corridors and linoleum in classrooms. Partitions will be metal stud and abuse-resistant drywall wherever feasible for future flexibility and cost-effectiveness.

The visual focal point of the exterior of the building is the main entrance framed by a twenty-foot tall granite wall and the circular rotunda.

The interior focal points are the four-story oversized stairwells at either end of the academic wing and the multi-story events lobby serving the auditorium and gymnasium. Each is a high space that will be flooded with natural light. At the core of the building will be the exterior courtyard which not only brings light into the heart of the school, but also provides welcome usable exterior space.

Preferred Solution Compliance with Educational Program

The proposed new school strongly fulfills the vision laid out in Northeast's Educational Program for the future Northeast Metropolitan Regional Vocational School. It satisfies the guiding principles that were identified for the new High School:

- *Encourage 21st Century Skills*
- *Develop Small Learning Communities/ Themed CTE Academies that integrate academic and CTE learning*
- *Organize CTE spaces into Career Clusters*
- *Support Project-based Learning within both CTE and academic spaces*
- *Provide flexible spaces, facilities, and furniture to support multiple learning styles*
- *Create a safe, secure, and accessible building with a welcoming Customer Service Lobby and Community zone*
- *Locate Teacher Planning Centers within each Small Learning Community to foster collaborative, interdisciplinary and team teaching*

The building closely follows the Organizational Diagram included in the Educational Program, including:

- Classrooms organized into clusters integrated with CTE shops that can function as Small Learning Communities
- Small Learning Communities supported by collaborative areas, teacher's rooms, small group spaces and distributed science labs
- Locating similar appropriate CTE shops adjacent to one another to form Career Clusters
- A centrally-located Library/ Media Center
- Clear distinction of the academic and community spaces
- Compact footprint, reduced student travel distances
- Building layout that supports and encourages cross-curricular and project-based learning
- Administration located adjacent to the Main visitor entrance
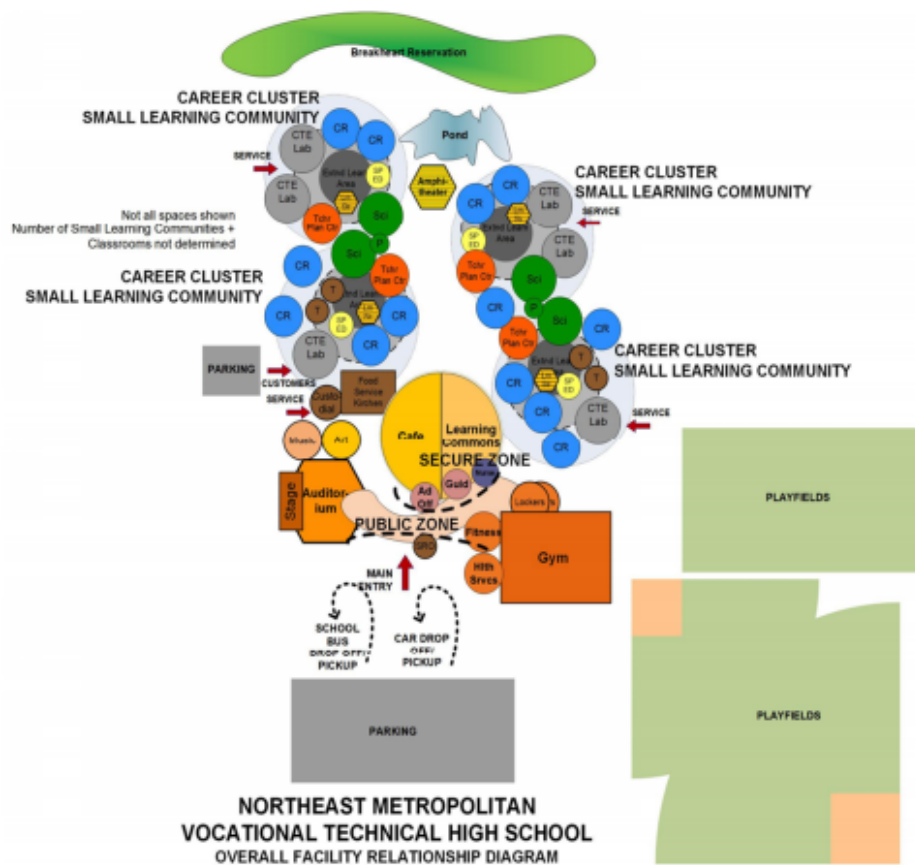
"Bubble Diagram" from the Educational Program

Specific spaces that satisfy the Educational Program requirements:

- Appropriate number and size of academic spaces to support the District's curriculum
- 850 square foot general classrooms appropriately sized to Northeast Metro Tech's desired class size
- 1,440 square foot flexible science labs with adjacent prep rooms
- Multi-purpose Teacher's rooms that are centrally located within the Small Learning Communities; and are combination workroom, planning, and lounge spaces that encourage collaboration and provide supervision of student breakout areas
- Strategically located and appropriately sized Special Education spaces
- Main office located immediately adjacent to the main entrance
- Community events lobby serving the Gymnasium and Auditorium that can be secured for after-hours use
- Flexible Related (Theory) Classrooms for each shop that can be accessed from both the corridor and the shop.

TYPICAL SMALL LEARNING COMMUNITY
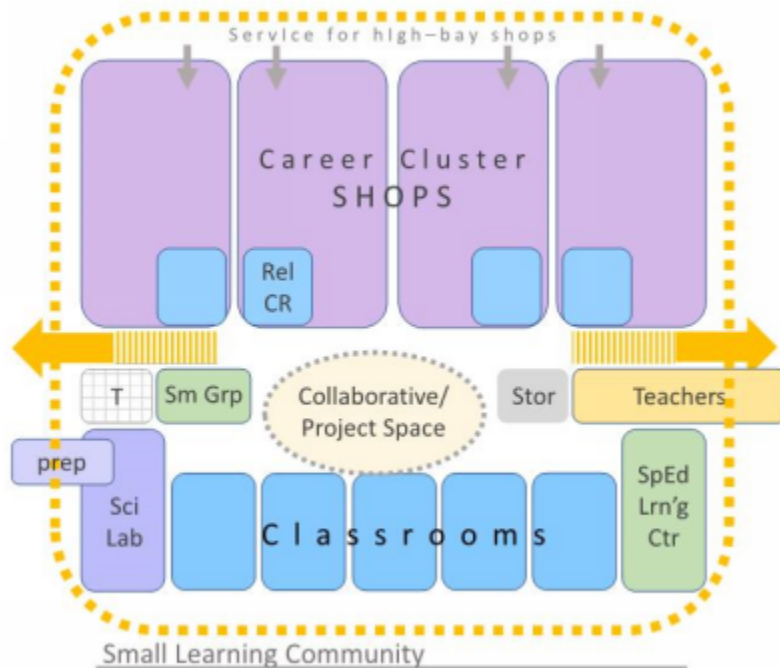
The Site Plan layout also addresses several goals of the Educational Program
- New driveway from Farm Street to provide a second access to the site
- Highly visible and accessible Building location with a welcoming image
- Clear and safe separation of bus, car, service, customer and pedestrian circulation
- Adequate weekday parking spaces separate from Breakheart Reservation with overflow capacity for special events and weekend public parking
- Separation of Visitor, Teacher, and Student parking areas
- Parking areas strategically located to serve both the building and the athletic fields
- Adequate bus stacking areas
- Increase in the inventory of athletic fields to serve the expanded enrollment
- Paths and trail connections to take advantage of the wooded site and make connections with Breakheart Reservation
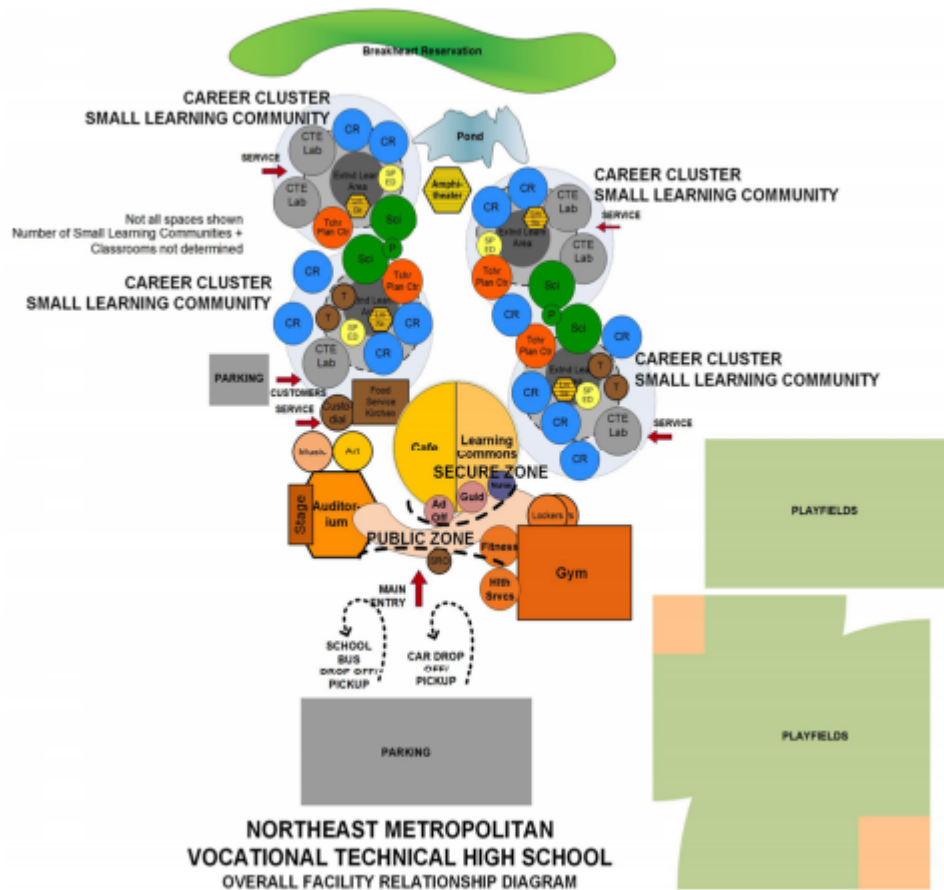
"Bubble Diagram" from the Educational Program

The desired adjacencies identified in the Bubble Diagram from Educational Program are well satisfied by the proposed configuration of the new school. In particular, the academic classrooms, including science labs are organized into Small Learning Communities in close proximity to the CTE shops. Teacher planning and support spaces are also distributed to each cluster as desired.

The major public spaces (gym, auditorium, administration, and conference rooms) and public shops (cosmetology and culinary arts) are conveniently located to allow secure public access as shown on the adjacencies diagram above. The cafeteria is a secure space that can be easily supervised while also providing access to an outdoor gathering area. The library/learning commons is centrally located among the classrooms as called for in the adjacencies diagram.

Simultaneous to the delivery models above, it is imperative that the district realize that our world is dependent on technology implementation in all aspects of life. Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous. Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context. To that end, the district, with respect to the integration of technology, should:

➤   recognize that computer technology can be more effective than a teacher in recognizing individual students' learning patterns and style preferences.

➤   utilize computers as part of a strategic initiative to personalize learning guarantee wireless capability in all spaces in future school facility

➤   deploy mobile devices in place of desktop devices

➤   create places and learning goals for students to learn using new technology, including documentation of oral presentations, and the production of videos, storyboards, and apps

Instructional activities in the future will require a wide range of technology. The school is committed to a dual infrastructure (wired and wireless) with a focus on providing 100% wireless coverage, appropriate access to power and data in all instructional and gathering spaces, and computing devices for every member of the faculty and administration. They also expect to improve access to portable devices including laptops and tablets as well as interactive display panels. In short, we believe technology should be pervasive and ubiquitous.

The District also envisions providing students with access and resources to support distance learning.

Northeast Metro Tech Technology (NEMT) Existing Conditions of Instructional Technology:

As of April 3, 2020, the District currently operates the following educational technology;
- Desktops (500)
- Laptops (300)
- Chromebooks (1,500)
- IPad Tablets (70)
- Android Tablets (70)
- Network Printers (200) & Local Printers (100)
- Smart Boards (5)
- Projectors (150)

The District Technology is managed by the Technology Manager, a Digital Learning/Instructional Technology Manager, and a Technician who manages a Help Desk based in the Information Technology Office. The IT department utilizes desktop management tools such as Netsupport, UserLock, and Spiceworks to track and report issues. The District has established a naming convention for users and computers based upon best practices.

Staff training is a major focus of the District's professional development schedule for the 2019-2020 school year and overall District Strategic Plan. Workshops have been scheduled to train staff on the Google Apps for Education, Zoom, Aspen X2 as well as strategies for integrating technology in the delivery of the curriculum.

Northeast Metro Tech Technology intends to continue its efforts to increase access to technology by continuing to purchase technology equipment to meet student teachers' and staff's technology needs. The District will continue to follow best technology practices for managing and maintaining systems, ensuring a robust infrastructure to support these devices.

Staff training is a major focus of the District's professional development and overall District Strategic Plan. Workshops have been scheduled to train staff and teachers on Zoom and Google Suite as well as best practices for integrating technology in the delivery of the curriculum. The District's goal is to always Integrate cutting-edge technology to support instructors in their classroom.

Most classrooms are equipped with at least one desktop computer, typically for use by the instructor. All instructors have also been offered the use of a Chromebook. Students also have access to desktop computers in the LMC. There are also computer labs that are used to provide technology instruction as part of coursework. The District is currently working to equip every shop and academic discipline with at least one Chromebook cart. These carts are scheduled for use typically daily. Instructors have begun to integrate technology frequently in the delivery of their curriculum.

WIRED NETWORK TEL/DATA INFRASTRUCTURE
General:
Most of the data cabling has been installed by in-house staff and students. The existing cabling is a non-certified system. Data cabling is a combination of Category 5, 5E, and Category 6 cables. Intermediate Distribution Frames (IDF) are a combination of switches in enclosed racks, on open shelves, and mounted directly to walls located in electrical rooms, various storage rooms, and in open areas in classrooms and vocational shops. The HVAC system in the MDF is inadequate. None of the IDF's are environmentally controlled.

The IDF's are connected to the MDF (Main Distribution Frame) via multi-mode Fiber Optic cabling or UTP cables. Data switches are mostly HP stackable non-PoE 10/100/1000 switches. Approximately seven switches are HP stackable PoE switches.

It is recommended the existing cabling system be replaced with a certified Category 6E cabling system and that all wire/equipment closets are environmentally controlled.

Instructional Spaces:
All data cabling in classrooms, instructional spaces, and shops typically is installed in surface-mounted boxes and raceways.

Typical academic classrooms and theory rooms have data outlets at the teaching wall, which are used in conjunction with audiovisual outlets for connection to video projectors.

Computer Labs and computer clusters are hard-wired to the school's data network. The use of power poles is typical in these locations.

Internet Access:
The school's current ISP for Internet access is provided by Verizon. Connection is via a fiber connection providing a bandwidth of 1Gb/s. There is an existing SonicWall firewall and a Palo Alto Networks cybersecurity management system in the MDF/Head End Room, which can be reused.

Wired Computer Labs
The existing school has four hard-wired Computer labs including a recently installed Apple iMac lab for Graphics Design and Visual Arts. An additional Computer lab is planned for an Engineering Project Lead the Way design lab.

Teachers and instructors use desktop computers and have access to a Chromebook.
Most of the client devices are in fair to good condition. However, the quantity of devices that could be reused in the new school is difficult to determine at this time. The major factor is the construction/renovation schedule which will determine when the new school will be occupied.

WIRELESS NETWORK
The existing Wireless Network is the primary means for student and staff access to the school's data network and the Internet.

The school has approximately 100 existing Ruckus 802.11ac wireless Access Points installed on ceilings in classrooms and shops. The Access Points have been installed over the last two years along with a Ruckus ZoneDirector 3000 series wireless controller.

The school intends to continue with a Ruckus wireless network and plans to add more Access Points for complete building coverage for Cloud Computing and enhanced curriculum instruction.

The existing Ruckus Access Points possibly would be able to be reused. It is recommended that the older existing Access Points be replaced with more up-to-date 802.11ac Access Points.

Wireless Equipment
Most classrooms have a cart with (32) Chromebooks for students. There are (30) mobile Chromebook carts with (32) student Client Devices.

The school plans to procure enough carts and Chromebooks to provide a 32-unit cart in every classroom and vocational shop.

VIDEO DISTRIBUTION SYSTEM
There is no functioning school-wide Video Distribution system. The school cannot receive or distribute live broadcasts or distribute pre-recorded videos.

It is recommended the school consider installing a digital IPTV video distribution system as part of the technology FF&E package which utilizes the school's data network for video content distribution.

CLASSROOM INSTRUCTIONAL AUDIOVISUAL SYSTEMS
The majority of academic classrooms and shop instructional spaces have existing audiovisual systems for curriculum instruction. These systems typically are comprised of a desktop computer, Long Throw ceiling-mounted video projectors. There are (150) non-interactive projectors that project to marker boards or manual pull-down projection screens.

There are (5) SMART Technologies interactive Smart Boards.

The majority of locations do not have cabling for the connection of computers to the video projectors or installed in walls. In most cases, electrical service for the source devices is accomplished through the use of power extension cords.

None of the audiovisual systems have an associated audio system. They utilize the projector's built-in speakers, which is inadequate in the larger spaces.

All of the above systems are used extensively for daily curriculum delivery in all academic and technical subject areas.

It is recommended the existing Long Throw projectors and Smart Boards be replaced with Interactive Flat Panel displays with SMART Technologies Notebook software.

CLASSROOM SPEECH REINFORCEMENT SYSTEMS
    There are no existing Speech Reinforcement systems in the school.

It is recommended Speech Reinforcement systems be incorporated in the new school design especially for general classroom size spaces. These systems would perform dual functions of enhancing speech intelligibility and as the audio systems for the projector systems.

LARGE VENUE LIVE SOUND REINFORCEMENT SYSTEMS
The existing Cafetorium has a Live Sound Reinforcement system and a motorized projection screen with a rear screen video projector on the stage/platform.

The Gymnasium has a Large Venue Live Sound Reinforcement system with wall-mounted speakers.

It is recommended a performance quality record/playback Large Venue sound system be installed in the new Auditorium along with a Large Venue Video presentation system and projection screen. Large Venue Sound Reinforcement systems should be installed in the Gymnasium, Student Commons, Fitness Center, and Weight room.

Please refer to Section 4.1.2-09 g. Narrative Building Systems for a full description of the proposed Instructional Technology systems.

All of the proposed Instructional Technology systems are also described on the Technology plans included with this submittal.

This Project has been developed with a consistent regard for security and visual access requirements. Beginning with the initial conceptual layout including: building configuration, main entrance and office location, parking lot arrangement, and pedestrian and vehicular access routes.

The Design team has had several meetings focused on security including one District-wide meeting that included all key personnel responsible for the implementation of the District's emergency procedures. This group included:

> District Administrators including Superintendent, Assistant Superintendent, Technology specialists
> School Administration including Principal, Assistant Principals, School Resource Officer
> School facilities manager
> Wakefield Police Department representatives
> Wakefield Fire Department representatives

These meetings reviewed the Design Team's initial security strategies and incorporated Wakefield's current and proposed emergency response procedures. The following safety and security related issues were also verified during this process:

> Main Entrance Design- The protocol of day-to-day access and visitor entry/check-in was extensively discussed and confirmed. The proposed design meets the District's desire to operate the school with all exterior doors being locked, visitors directed to the main entrance, held in the vestibule, and then processed and badged in the main office. This protocol may be supported by the school resource officer (SRO) located just inside the main entrance, adjacent to the main office area.

> Optimal Surveillance- The proposed design was complimented by emergency personnel for its incorporation of convenient and effective sightlines, both within the school and to the exterior. This follows the best practices recommended by the Crime Prevention Through Environmental Design (CPTED) guidelines. The main office is strategically located in the corner "rotunda" with windows viewing the bus drop-off, visitor parking lots, access routes, and main entry. Long, straight interior corridors allow for effective supervision from a couple of strategic locations on each level within the school . Teacher planning areas and offices are furnished with windows to supervise breakout areas, flex spaces and other student congregating areas. All of this visual surveillance will be supplemented by a robust array of security cameras throughout the building and site.

> Classroom locksets- The District confirmed their desire to provide security locksets at each classroom that can be locked from the inside by a teacher in a lockdown event. Additionally, there shall be strategic sets of corridor doors on each level that will be able to be remotely closed and locked to compartmentalize the school by closing off the academic areas.

> Classroom visibility- It was confirmed that each classroom entry will have a narrow, full-height sidelight that will provide visibility and supervision from the corridor. However, the width of the sidelight will be limited and shape of the classroom will be configured to restrict full viewing into

the classroom from the corridor. This will allow teachers and students to "shelter in place" safely in a corner of the classroom during a lockdown event.

Alternative entries- The security review meeting confirmed that the proposed design includes appropriate alternative entries for emergency personnel with 100% perimeter access. All exterior doors will also be identified with a unique number inside and out and corresponding floor plans will be provided to emergency responders and District personnel. The nurse's suite is on the main level with at-grade ambulance access. Multiple Knox box locations and Fire Alarm panels at the front and rear of the school were confirmed with local officials.

The following security design incorporates the comments and suggestions made by all stakeholders.

Visitor Control and Routing

The main entry door will be the one location where visitors will be allowed to enter the building during school hours. All visitors will be challenged before being allowed entry to the school. The main vestibule shall be designed as a "sally port" allowing staff with proximity cards/fobs to pass through, but not visitors. The vestibule and main office walls will be glass to provide visibility.

Visitor entry to the school's main lobby shall be a three-step process. The main entry door will have a video intercom allowing visitors to request entry into the main vestibule. The main entry vestibule door will be electronically controlled. There will be a transaction widow allowing the main office staff to interact with visitors while they are in the vestibule sally port area. The door from the vestibule into the main office will be electronically controlled providing the capability of a second opportunity to deny entry.   The vestibule/main office door must be electronically released by staff before a visitor is allowed entry into the main office. Visitors will be required to sign into a visitor management system by scanning a photo ID. The system will check offender registries/databases before issuing a photo visitor badge.

Visitors who do not require access to the main building for reasons such as student pickup or other similar reasons will remain in the vestibule. There will be digital signage and benches in the vestibule for visitors waiting in the vestibule.

The main lobby provides access to the Auditorium and Gymnasium for after-school events while the design allows for the remainder of the building to be isolated not allowing public access.

The General Receiving delivery door will have a "door phone intercom" on the exterior wall adjacent to the door, which will be included in the phone system design. The door phone intercom will allow for notification of deliveries by being programmed to call a specific phone location and to roll over to additional phone locations until answered. Following best practices, the receiving door will not have remote release capabilities and will require physical verification of deliveries and manual release.

Electronic Security System

Building security will include the following electronic systems.

Access Control

Intrusion Alarm (perimeter and interior monitoring)

Video CCTV Surveillance

Gunshot Detection System

All systems shall be integrated so that they perform in consort with each other. For example, if a door is breached, the Video Surveillance system will display the image from the CCTV camera at the door to the CCTV monitor screens in the main office, a call will be initiated to the school's monitoring service, on-site alarms will be activated, notification would be initiated to first responders, the electronic release of latches at doors with card readers would be disabled, and the incident will be linked to and searchable in all of the security system's databases.

All security devices will reside on a physical data network separate from the school's production data network.

Access Control System

All doors shall be locked during school hours. Building entry will be limited to designated doors – student entry at arrival time will be via doors at student bus and parent drop-off/student parking locations. Staff entry will be at doors adjacent to staff parking spaces. General visitor entry will be limited to one entry door.

An IP-based door audio/video call station will be installed at the visitor entry door - the main entrance door. Master stations for main entry door release after a visitor is challenged will be located at the main office reception desk, the principal's office, and the assistant principal's office.

Proximity / Card readers will be installed at designated doors for building access by staff. Designated doors will include the main entry door, main vestibule interior door, custodial entry door, and various staff entry doors.

Proximity / Card readers will also be located at doors used for access to and re-entry from playing fields. The Access Control system will notify administrators if any doors are propped open.

Proximity / Card readers will be located at technology closet doors to limit access to authorized individuals and for tracking access to sensitive technology and security electronic equipment.

An IP-based door phone intercom (hands-free speakerphone) will be installed at the receiving door. Delivery persons will press the "call" button and the system will call the first phone programmed. If there is no answer, the call will roll over to other phones in the order programmed. According to best practices, school personnel will not be able to remotely release the receiving door lock/latch but will be required to physically verify the delivery before manually opening the door

The school's Visitor Management system will be installed. Visitors will be issued photo ID passes which will automatically expire after four to six hours. The visitor management system will provide for the ability to scan a visitor's photo ID, check the visitor's identity against national registries, and allow for visitors to electronically checkout which will automatically update the school's visitor management system database.

Electrified door latches and request-to-exit devices integrated with the panic bars will be provided by the door hardware vendor.

Intrusion Alarm System

An IP-based addressable Intrusion Alarm system will be installed. The system shall have door contacts on all exterior doors and motion sensors in all spaces on grade with exterior doors and/or windows. Motion sensors will be installed in stairwells and corridors so that an intruder's travel through the building can be tracked in real-time.

The Intrusion Alarm system will include keypad locations for arming and disarming the system. The Intrusion Alarm system will include an automatic dialer for notification to an alarm monitoring service company,

The system will include interior sirens and strobes as well as beacon/strobes installed on the building exterior walls at locations affording line of sight from the street.

The Intrusion Alarm equipment and low voltage wiring will be included in the base bid.

CCTV Video Surveillance System

The existing Video Management System (VMS) shall be upgraded to its latest version and licenses shall be expanded for the number of CCTV cameras at the new building.

High Definition Multisensor IP cameras will be installed on-site lighting poles to provide coverage of parking lots, vehicle approaches, and driveway entrances and exits.

Approximately (50) High-Definition IP Video Surveillance cameras will be installed at key locations at building entrances, in corridors, and at strategic exterior wall locations to provide for monitoring of all entry/exit doors, bus drop off/loading area, interior corridors, and potential problem areas such as gymnasium, cafeteria, stairwells, and gang toilet entrances.

Live feed from all CCTV cameras will be viewable at large screen monitors installed in the main offices, the SRO office as well as at authorized computer stations.

Recorded images shall be assessable via the system console and through authorized staff computer stations.

The Video Surveillance system will be accessible by the police department.

The system's Network Video Recorder shall be sized to provide for a minimum of thirty days of image retention.

Site Development Requirements

The Site program has not changed since the original Preliminary Design Program (PDP).

The proposed school requires vehicular access and parking for students, staff, visitors, adjacent public open space users and service deliveries. The design incorporates a clear and safe separation of bus and car circulations, with separate drop-off for each. Service to the school is directed to the back of the building and various locations depending on the vocational programs.

There will be a total of 483 parking spaces provided in the design. This exceeds the zoning by-law calculations of 418 spaces which are 267 spaces for students and 151 staff spaces. The 483 total parking spaces are distributed as follows: 12 dedicated for users of the Breakheart Reservation, 10 dedicated for school visitors, 191 for school staff and 270 for students. There are also fenced vehicle storage areas dedicated for the respective vocational programs.

Accessible pathways to all building entries and amenity areas are incorporated into the design. A series of elevated boardwalk ramping sections are proposed in combination with a two-story elevator incorporated into the satellite locker room building, providing access from the lower parking lot to the main school building.

The main entry points for the building have been designed to incorporate plaza spaces that allow for gathering during the drop-off and pick-up times and can also be utilized for outdoor learning. Green (vegetated) roofs are proposed on the building. Two of these green roofs will be active use spaces for outdoor learning and gathering, one green roof is a passive area for visual aesthetics.

Recreation site improvements will include the development of a new irrigated natural grass multi-sport field with a softball skinned infield overlay. A 6-lane rubber running track with a synthetic turf football field on the inside edge. A 750-seat bleacher system with press box will be associated with the track and field. Athletic field sports lighting is proposed for the track and football field. A new bank of five tennis courts will be constructed behind the football/multi-sport fields. The existing irrigated natural grass baseball field will be renovated along with the lower natural grass practice fields and junior varsity softball field. These new fields will be located on the area of the current building and parking lots after they have been demolished.

Desired Visual / Aesthetic Focal Points

The proposed new school for Northeast Metro Tech will be a large-scale intervention in the wooded hillside adjacent to Breakheart Reservation. The site clearing and blasting necessary to create the buildable area makes it difficult to hide the size or scale of the new school. However, the design is composed to achieve a harmonious relationship and a sympathetic recall of the building's context. The massing is relatively straightforward with a few key focal points:

> The **main entrance** is located on the prominent southeast corner of the building, clearly visible from the new entrance drive. It is framed by the tall stone wall of the cafeteria and the three-story volume of the library/media center "rotunda".

> The upper floors of the **south elevation** step back to reflect the topography the existing hillside. This façade is composed of clean horizontal lines with generous roof overhangs for shading.

> The key **entrance locations** are marked by vertical glass curtain walls. At the events entrance by the Gym and Auditorium this verticality carries indoors to a three-story high space capped with a clerestory to flood the interior with natural light.

> The **north end of the building** steps down the hillside to follow the site's natural topography and to integrate the large volumes of the Gym and Auditorium into the site.

Massachusetts Historical Commission

 A Project Notification Form (PNF) has been submitted to the Massachusetts Historical Commission (MHC).

Regulatory Filing Requirements

Refer to Section 4.1.2-09a, Civil Narrative.

Net Square Footage Drawings

Refer to Architectural Drawings A1.0.8 through A1.0.10 for floor plans with net square footages noted.