

# Winter Hill Community Innovation School

Meeting #4 February 2, 2026

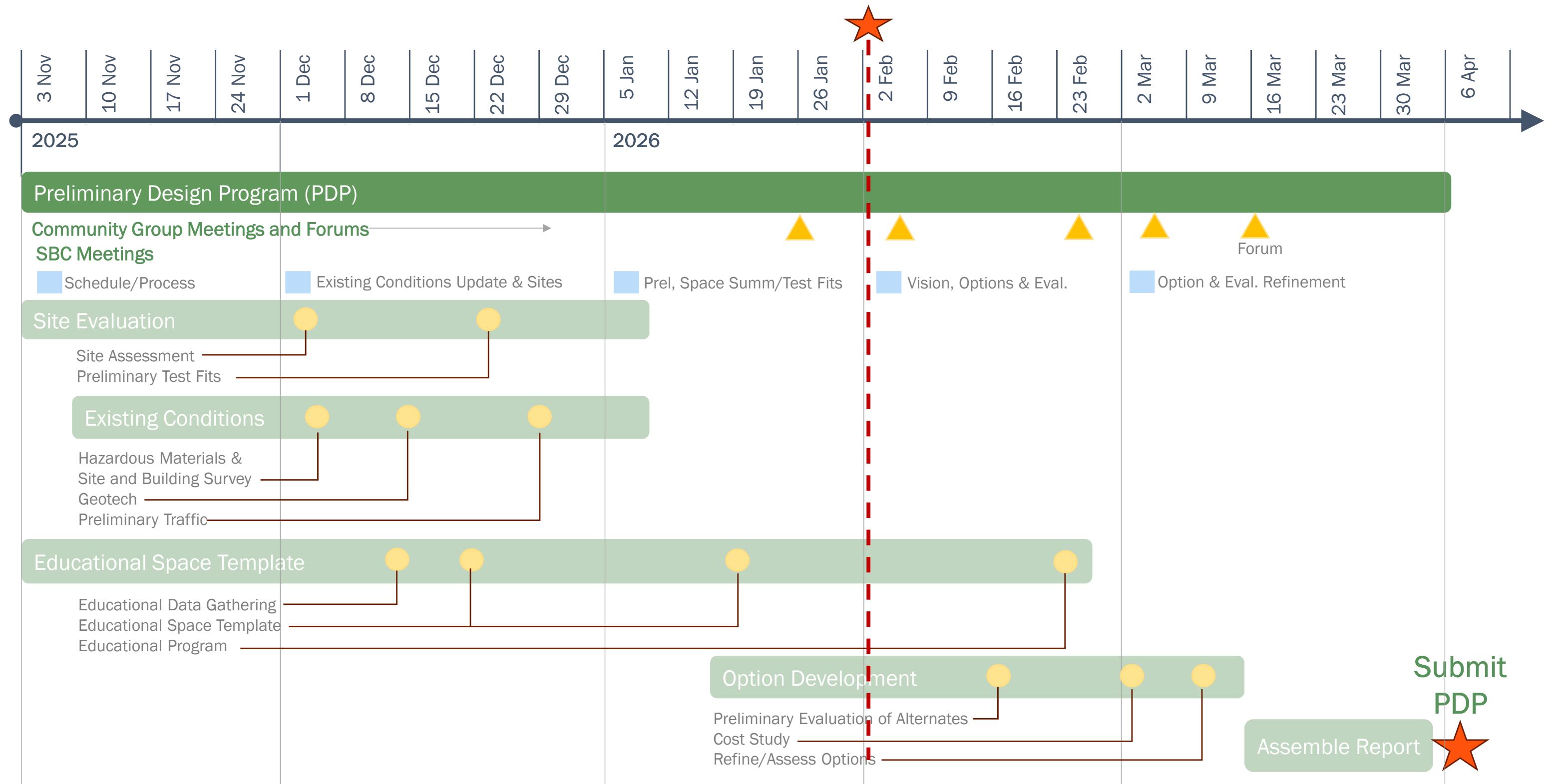
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## A G E N D A

- Workplan Update
- Visioning & Programming Update
- Community Engagement Update
- Preliminary Options & Evaluation Criteria

# P D P W O R K P L A N

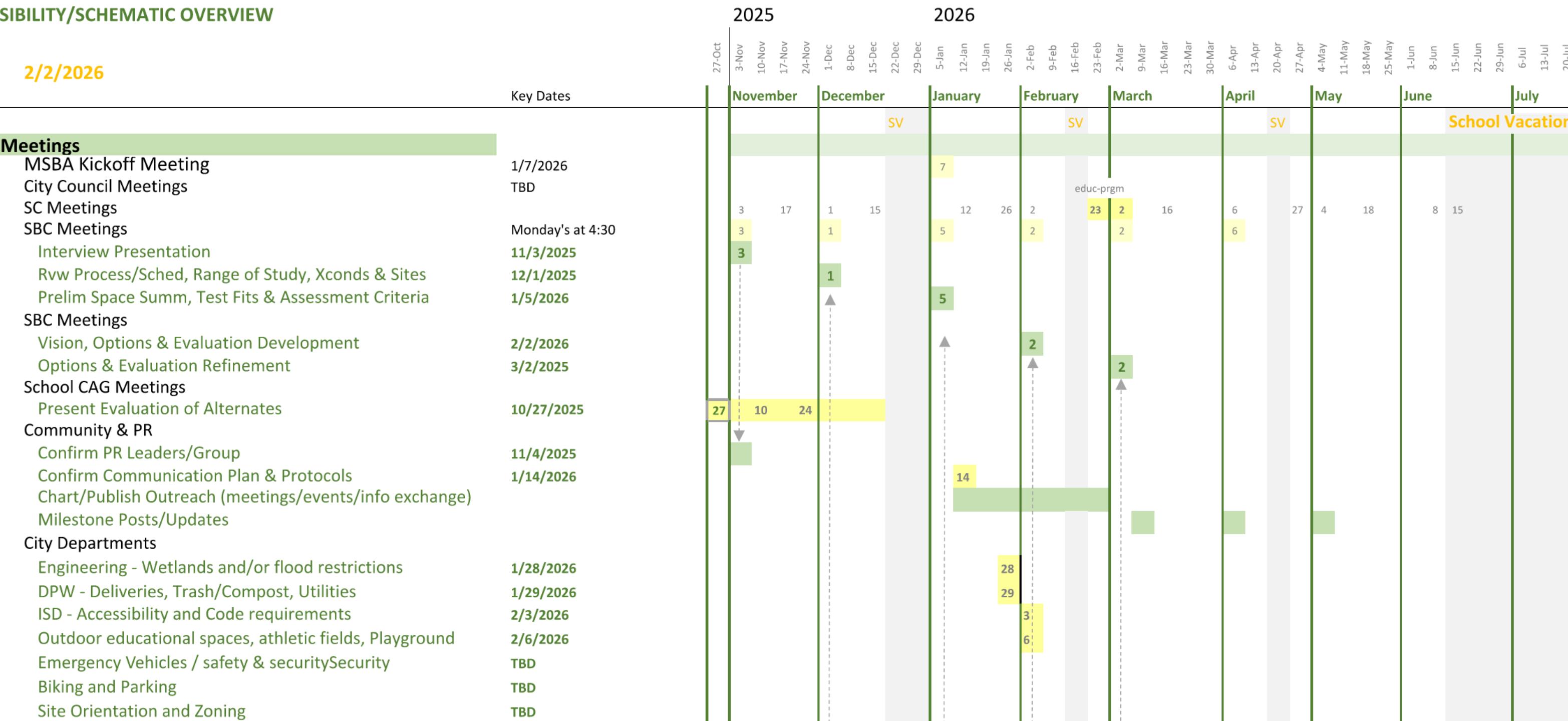


# PROJECT UPDATE

## WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

### FEASIBILITY/SCHEMATIC OVERVIEW

2/2/2026



## PROJECT UPDATE

WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

## FEASIBILITY/SCHEMATIC OVERVIEW

2/2/2026

## Key Dates

The Gantt chart illustrates the timeline for the 2025-2026 academic year, spanning from October 2025 to July 2026. The chart is divided into two main phases: the 2025-2026 academic year (Nov 2025 - Jun 2026) and the 2026-2027 academic year (Jul 2026 - Jul 2027). The timeline is marked by vertical dashed lines representing months and solid vertical lines representing years. Horizontal bars represent project phases, and yellow boxes with numbers indicate specific milestones. The chart shows the progression of various projects and tasks throughout the year.

| Phase                   | Start Date | End Date | Project / Task    | Milestone |
|-------------------------|------------|----------|-------------------|-----------|
| 2025-2026 Academic Year | 27-Oct     | 3-Nov    | Initial Planning  | 29        |
|                         | 3-Nov      | 10-Nov   | Priority Setting  | 12        |
|                         | 10-Nov     | 17-Nov   | Space Allocation  | 24        |
|                         | 17-Nov     | 24-Nov   | Initial Budgeting | 3         |
|                         | 24-Nov     | 1-Dec    | Project Kickoff   | 10        |
|                         | 1-Dec      | 8-Dec    | Phase 1: Planning | 12        |
|                         | 8-Dec      | 15-Dec   | Phase 1: Planning | 13        |
|                         | 15-Dec     | 22-Dec   | Phase 1: Planning | 20        |
|                         | 22-Dec     | 29-Dec   | Phase 1: Planning | 12        |
|                         | 29-Dec     | 5-Jan    | Phase 1: Planning | 23        |
|                         | 5-Jan      | 12-Jan   | Phase 1: Planning | 3         |
|                         | 12-Jan     | 19-Jan   | Phase 1: Planning | 5         |
| 2026-2027 Academic Year | 19-Jan     | 26-Jan   | Phase 1: Planning | 24        |
|                         | 26-Jan     | 2-Feb    | Phase 1: Planning | 28        |
|                         | 2-Feb      | 9-Feb    | Phase 1: Planning | 7         |
|                         | 9-Feb      | 16-Feb   | Phase 1: Planning | 3         |
|                         | 16-Feb     | 23-Feb   | Phase 1: Planning | 23        |
|                         | 23-Feb     | 2-Mar    | Phase 1: Planning | 2         |
|                         | 2-Mar      | 9-Mar    | Phase 1: Planning | 16        |
|                         | 9-Mar      | 16-Mar   | Phase 1: Planning | 23        |
|                         | 16-Mar     | 30-Mar   | Phase 1: Planning | 30        |
|                         | 30-Mar     | 6-Apr    | Phase 1: Planning | 6         |
|                         | 6-Apr      | 13-Apr   | Phase 1: Planning | 13        |
|                         | 13-Apr     | 20-Apr   | Phase 1: Planning | 27        |
| 2027-2028 Academic Year | 20-Apr     | 4-May    | Phase 1: Planning | 4         |
|                         | 4-May      | 11-May   | Phase 1: Planning | 11        |
|                         | 11-May     | 18-May   | Phase 1: Planning | 18        |
|                         | 18-May     | 25-May   | Phase 1: Planning | 25        |
|                         | 25-May     | 1-Jun    | Phase 1: Planning | 1         |
|                         | 1-Jun      | 8-Jun    | Phase 1: Planning | 8         |
|                         | 8-Jun      | 15-Jun   | Phase 1: Planning | 15        |
|                         | 15-Jun     | 22-Jun   | Phase 1: Planning | 22        |
|                         | 22-Jun     | 29-Jun   | Phase 1: Planning | 29        |
|                         | 29-Jun     | 6-Jul    | Phase 1: Planning | 6         |
|                         | 6-Jul      | 13-Jul   | Phase 1: Planning | 13        |
|                         | 13-Jul     | 20-Jul   | Phase 1: Planning | 20        |

# PROJECT UPDATE

## WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

### FEASIBILITY/SCHEMATIC OVERVIEW

2/2/2026

Key Dates

2025

2026

27-Oct

3-Nov

10-Nov

17-Nov

24-Nov

1-Dec

8-Dec

15-Dec

22-Dec

29-Dec

5-Jan

12-Jan

19-Jan

26-Jan

2-Feb

9-Feb

16-Feb

23-Feb

2-Mar

9-Mar

16-Mar

23-Mar

30-Mar

6-Apr

13-Apr

20-Apr

27-Apr

4-May

11-May

18-May

25-May

1-Jun

8-Jun

15-Jun

22-Jun

6-Jul

13-Jul

20-Jul

### PRELIMINARY DESIGN PROGRAM (PDP)

10/20/25-3/31/26

#### Site Evaluation

- Site Assessment
- Prelim Test Fits

#### Design Team Kick off Call

- Schedule Existing School Tour

#### Existing Conditions

- Haz Mat
- Site & Bldg Survey
- Geotech
- Preliminary Traffic
- PreOE

#### Ed. Space Template

- Ed Data Gathering
- Educational Space Template
- Educational Program - by School District

#### Options Development

- Preliminary Evaluation of Alternates
- Cost Study
- Refine/Assess Options for Evaluation Criteria

#### PDP Submission

- Assemble PDP
- Submit PDP to MSBA

11/10/2025

11/13/2025

Late January

Mid February

Early March

Late March

3/31/2026

3/31/26-8/26/26

31

Submit to MSBA



### PREFERRED SCHEMATIC REPORT (PSR)

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# VISIONING & PROGRAMMING UPDATE



## VISIONING & PROGRAMMING



Shadow Day / November 24, 2025



School Tours / January 13, 2026



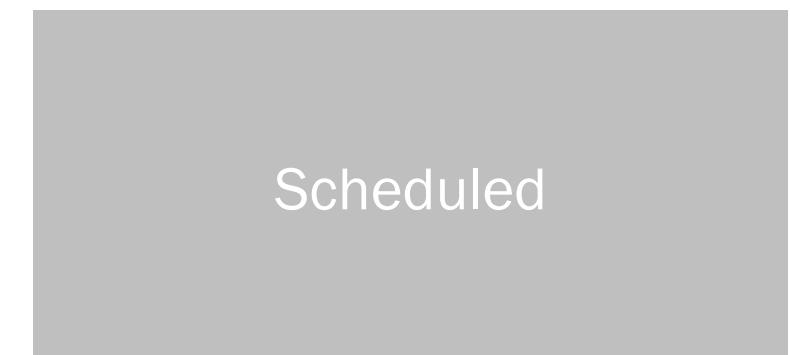
Visioning Session / January 20, 2026



Program Workshop 1 / December 1



Program Workshop 2 / December 10



Scheduled

Program Workshop 3 / February 12

# VISIONING FORUM



## Purpose and Structure:

1. Share an **Understanding of PK-8 Learners** & Evolving Developmental Traits
2. Examine **How Learning Sticks** & Developmental Practices to Support It
3. Define the **Winter Hill Identity** as and Community Innovation School
4. Development of **Guiding Educational Principles** to Shape Decision-Making
5. Explore **How Learning Environments Can Support the Identity & Principles**



## 60+ Forum Participants, Including:

- Educational Leadership Team
- Teachers, Specialists (WHCIS+Brown)
- Parents & Community Members
- City Leaders & Facilities Staff

## VISIONING OUTCOMES – GUIDING PRINCIPLES

- **Design must be developmentally driven**, supporting distinct PK, elementary, and middle school needs within a cohesive PK–8 identity.
- **The whole child is central**, with social-emotional growth, belonging, creativity, movement, and well-being embedded throughout the school experience.
- **Flexibility is essential** across space, time, and programming to enable innovation, choice, and future adaptability.
- **Equity and inclusion must be built in**, ensuring all learners and specialized programs are visible, valued, and appropriately supported.
- **Winter Hill is a community hub**, strengthening family engagement, shared use, and learning beyond the school day.
- **Learning is experiential and collaborative**, grounded in project-based, hands-on, and interdisciplinary approaches.
- **The environment should foster pride and shared ownership**, reinforcing a welcoming, restorative, and innovative school culture.



# VISIONING OUTCOMES – DEVELOPMENTAL DESIGN IMPLICATIONS

## Essential Daily Student Experiences

- **Daily opportunities for movement and play,** indoors and outdoors
- **Choice and agency in learning** through flexible activities and ways to engage
- **Developmentally appropriate environments and routines** aligned to age and student needs
- **Belonging and connection** through strong peer and adult relationships
- **Time and space for collaboration, small-group, and independent learning**
- **Embedded wellness and sensory supports** within a calm, predictable



## Building Design to Support Daily Experiences

- **Grade-band organization by developmental stage**, with age-appropriate classrooms, bathrooms, and outdoor areas
- **Purposeful separation and connection**, using shared spaces that allow safe, intentional multiage interaction
- **Streamlined circulation and arrival patterns**, including multiple or staggered entrances to ease congestion
- **Adaptable, well-supported learning spaces**, serving small groups, intervention, specialists, and varied instruction
- **Built-in wellness and sensory supports**, such as quiet spaces, acoustic control, and access to natural light
- **Accessible, community-oriented spaces**, supporting families and programs throughout and beyond the school day

# COMMUNITY ENGAGEMENT UPDATE



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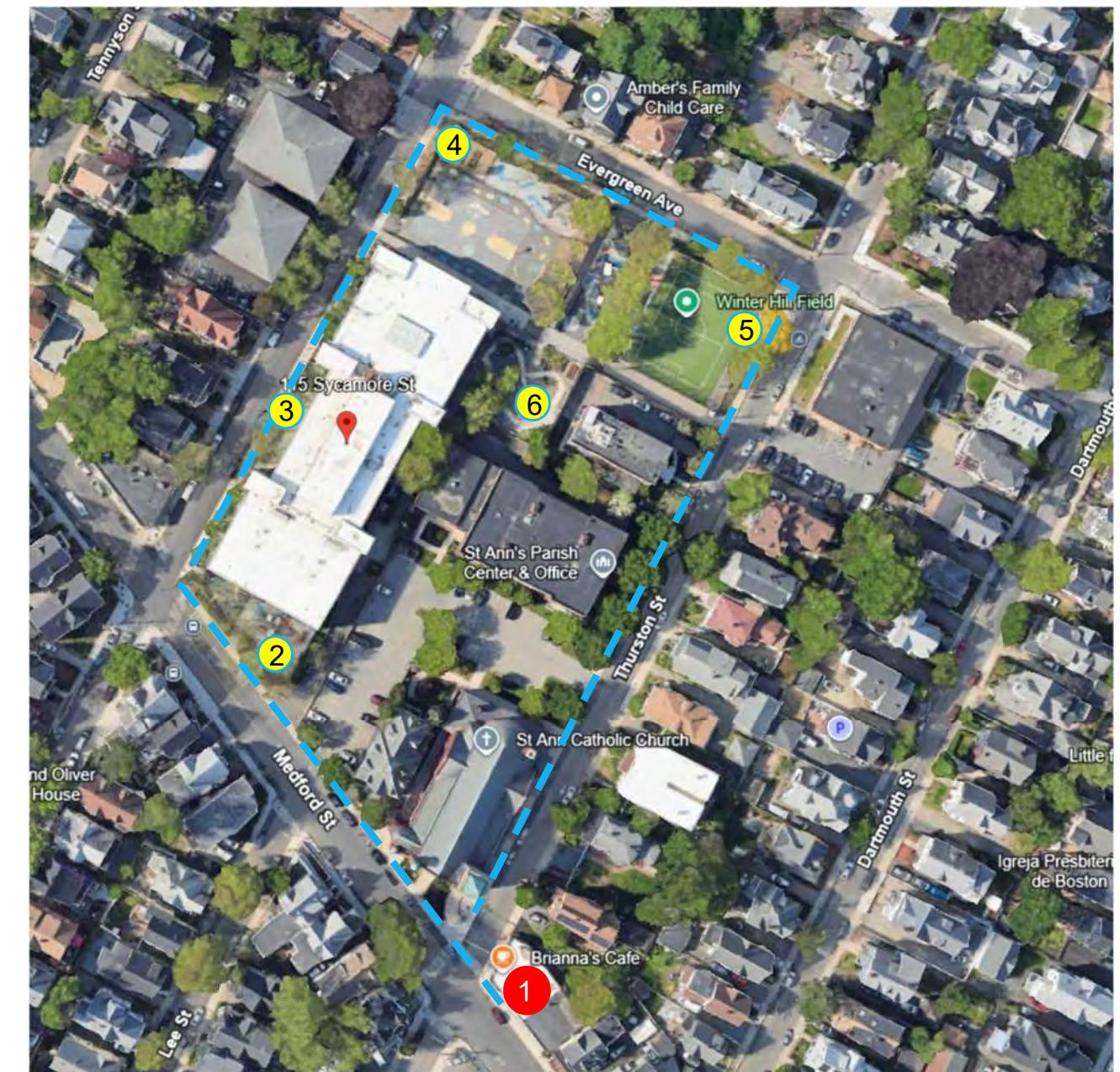
## PROJECT UPDATE

| Community Engagement |  |                          |
|----------------------|--|--------------------------|
|                      | Community Events                           | TBD - CoS will advise    |
|                      | Brown Community Coffee Hour with the Mayor | 1/23/2026 at 9:00am      |
|                      | WHCIS Coffee Hour with the Mayor           | 2/3/2026 at 8:30am       |
|                      | WHCIS Community Virtual Coffee Hour        | 2/5/2026 at 6:30pm       |
|                      | Brown Community Virtual Coffee Hour        | 2/24/2026 at 6:30pm      |
|                      | Community Group meeting & walk and talk    | 2/28/2026 - at 10:00 TBD |
|                      | Community Group meeting & walk and talk    | 3/7/2026 - at 10:00 TBD  |
|                      | Community Forum 1                          | 3/3/2026 -TBD            |
|                      | MSBA Milestone                             | April -TBD               |
|                      | Community Workshop #1 Sustainability       | April -TBD               |
|                      | Community Workshop #2 Community Programs   | May -TBD                 |
|                      | Brown Community Coffee Hour with the Mayor | June -TBD                |
|                      | WHCIS Coffee Hour with the Mayor           | June -TBD                |

# COMMUNITY OUTREACH

## Community Group Meeting and Walk and Talk

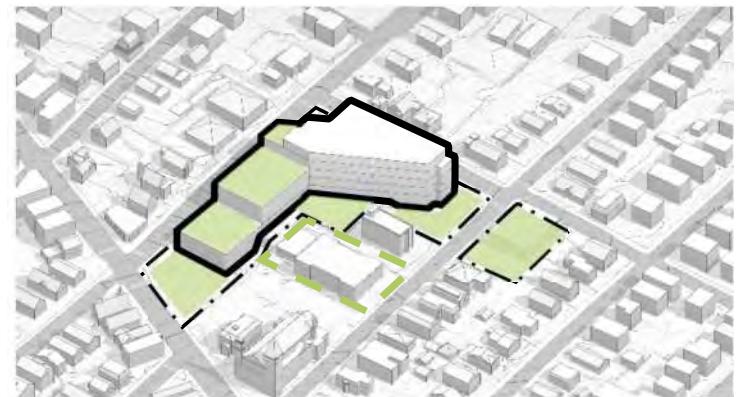
- 1 Meet at Brianna's
  - Brief project overview (grab a coffee or hot chocolate)
  - Present site assessment - what we know
- 2 Discuss Community Needs in a neighborhood walk:
  - Discuss traffic concern
  - Outdoor space needs
  - Neighbors to the south
- 3
  - What works well
  - What doesn't work
  - What things could be improved?
  - Safety and Security concerns
  - Neighbors to the west
- 4
  - What are important features that should not be lost
  - How does the community use the outdoor spaces
  - How are the planting beds used by the community
  - Neighbors to the north
- 5
  - What do you notice about the plants and trees in this area
  - Sustainability – EV stations, PV, geothermal
  - Neighbors to the east
- 6 Review and gather final comments
  - Other community needs



# PRELIMINARY OPTIONS & EVALUATION



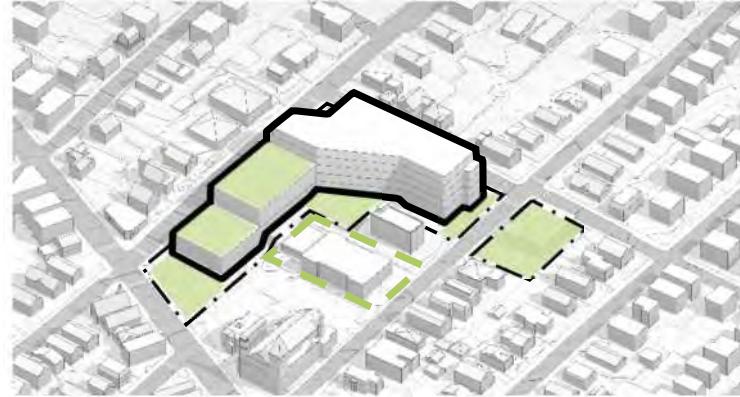
Winter Hill (690)



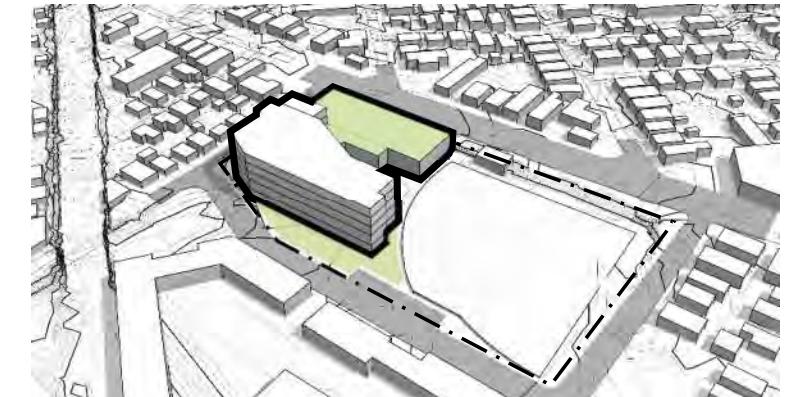
Trum Field (690)



Winter Hill (925)

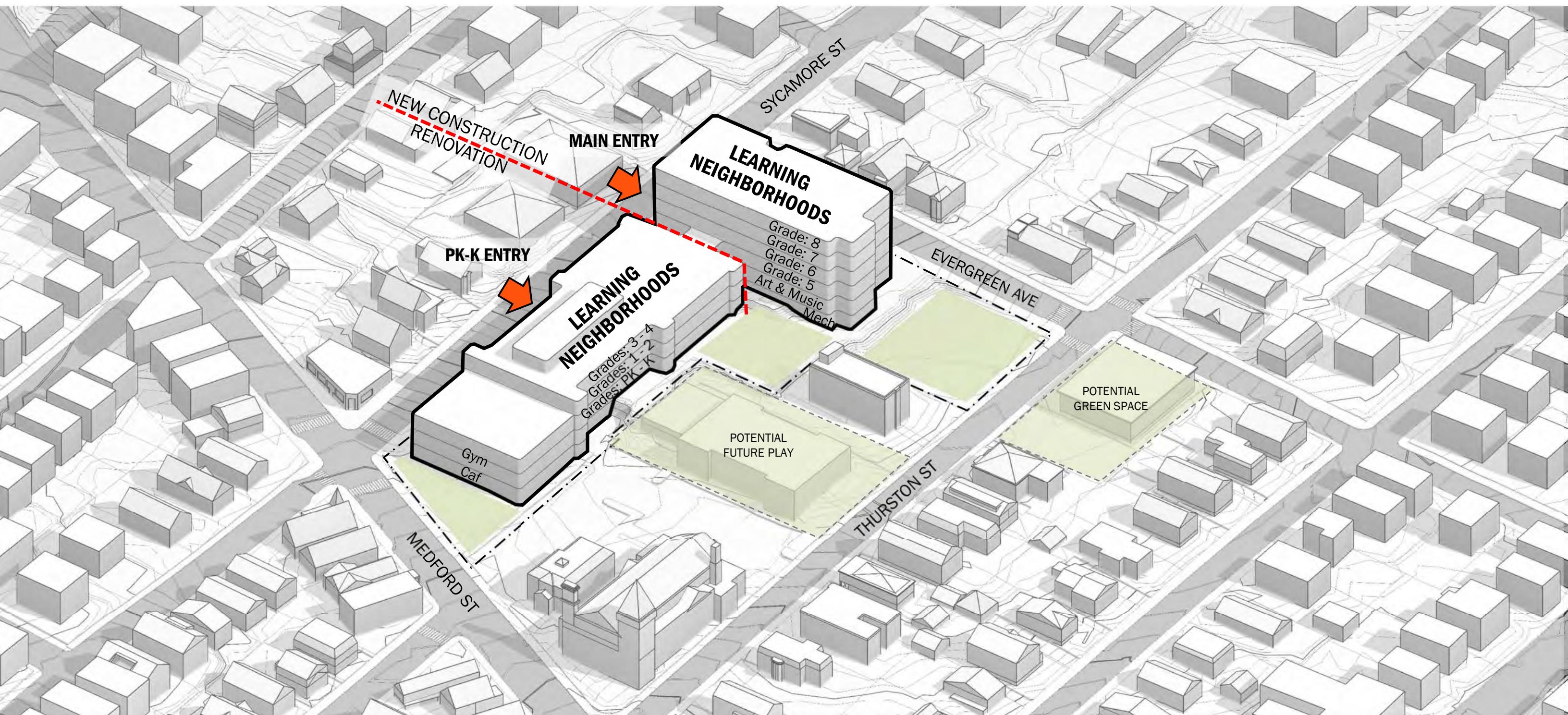


Trum Field (925)



|                                    |  |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|--|
| <b>Neighbors</b>                   | Replaces Old School  |  | Mixed Use Urban/Business Area              |  | Larger School  |  | Mixed Use Urban/Business Area              |  |
| <b>Walkers</b>                     | Central to WH  |  | North of WH                                |  | Central to WH/West of Brown  |  | North of WH                                |  |
| <b>Drop Off/Pick up</b>            | 3 Locations  |  | 1 Locations                                |  | 3 Locations  |  | 1 Locations                                |  |
| <b>Traffic / Safety</b>            | Less Traffic   |  | Congestion on Broadway                     |  | Less Traffic   |  | Congestion on Broadway                     |  |
| <b>Parking</b>                     | Street   |  | Street (competes with other parking needs) |  | Street   |  | Street (competes with other parking needs) |  |
| <b>Outdoor Play Space</b>          | Ground Level Space: 45,150 SF<br>City Annex: 15,600 SF<br>Church Property: 24,800 SF |  | 40,800 SF                                  |  | Ground Level Space: 40,600 SF<br>City Annex: 15,600 SF<br>Church Property: 24,800 SF |  | 35,500 SF                                  |  |
| <b>Roof top Play Space</b>         | 13,500 SF  |  | 15,000 SF                                  |  | 13,000 SF  |  | 17,000 SF                                  |  |
| <b>Preliminary Outdoor Program</b> | 50,000 SF  |  | 50,000 SF                                  |  | 66,000 SF  |  | 66,000 SF                                  |  |
| <b>Solar Orientation/Energy</b>    | Geothermal Potential at Annex  |  | Geothermal in Baseball Field               |  | Additional Geothermal Potential at Annex   |  | Geothermal in Baseball Field               |  |

# ADDITION/RENOVATION - OPTION 1A AT 115 SYCAMORE STREET FOR 690



# ADDITION/RENOVATION - OPTION 1A AT 115 SYCAMORE STREET FOR 690

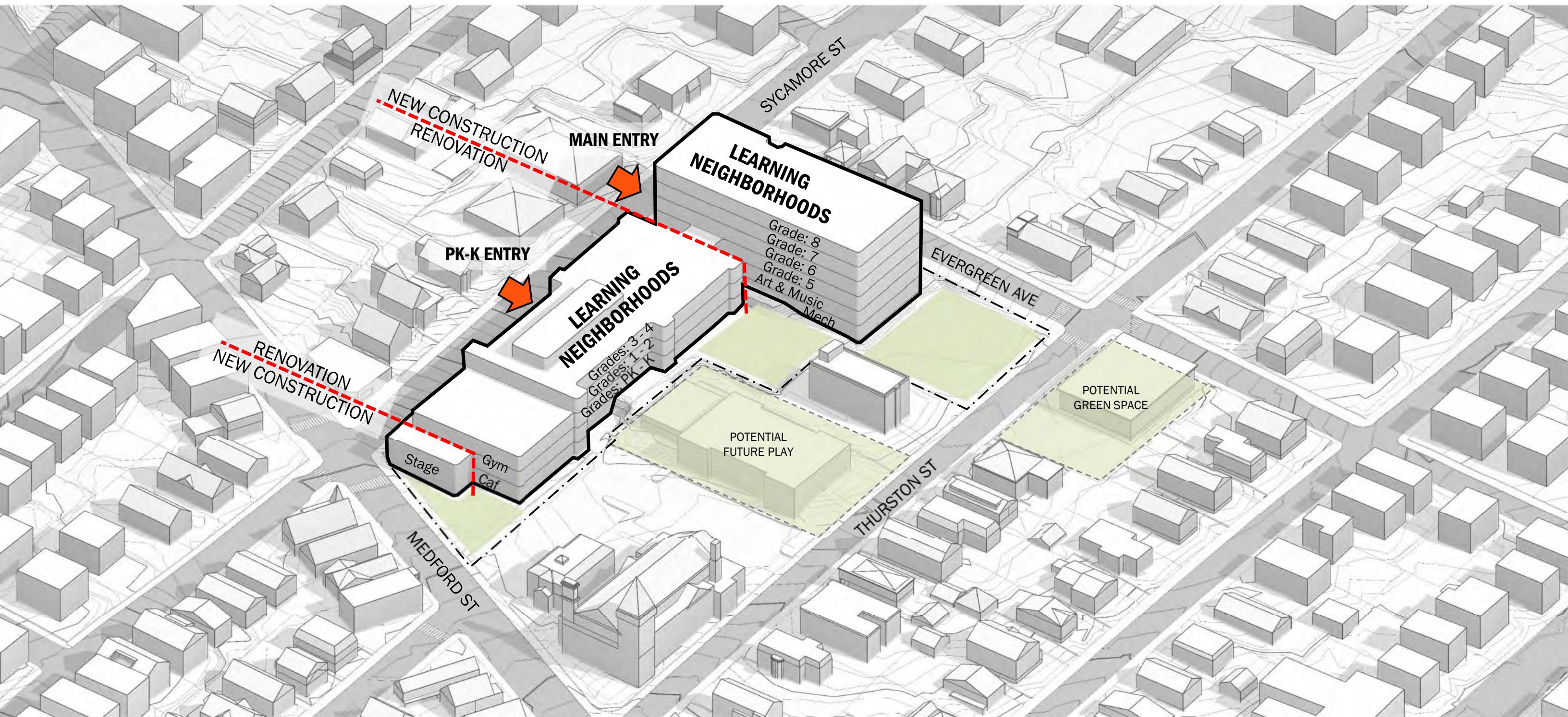


# ADDITION/RENOVATION - OPTION 1A AT 115 SYCAMORE STREET FOR 690



# ADDITION/RENOVATION - OPTION 1B

## AT 115 SYCAMORE STREET FOR 925



# ADDITION/RENOVATION - OPTION 1B AT 115 SYCAMORE STREET FOR 925



# ADDITION/RENOVATION - OPTION 1B AT 115 SYCAMORE STREET FOR 925



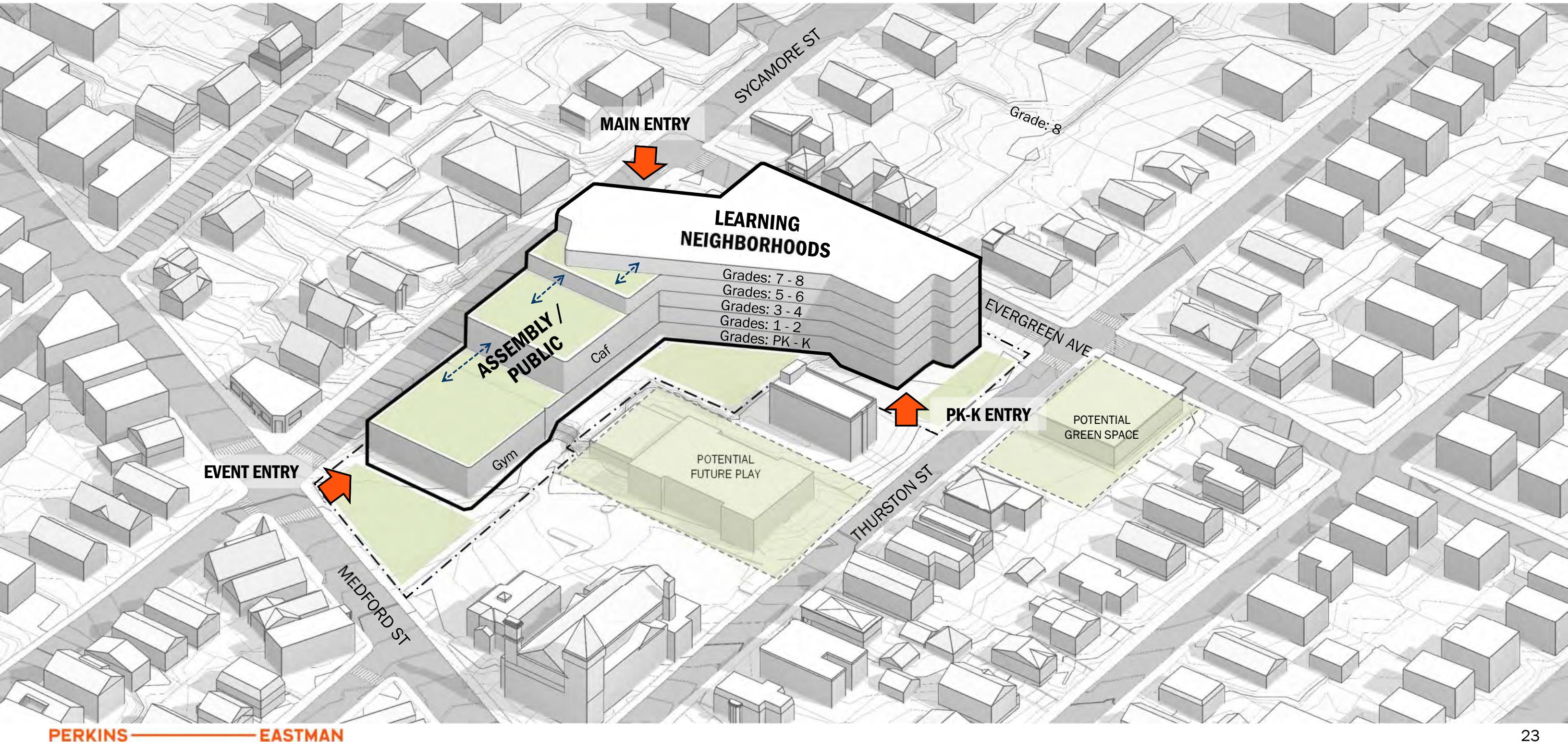
**LEVEL 2**

**LEVEL 3**

**LEVEL 4**

**LEVEL 5**

# NEW CONSTRUCTION- OPTION 2A AT 115 SYCAMORE STREET FOR 690



# NEW CONSTRUCTION- OPTION 2A AT 115 SYCAMORE STREET FOR 690



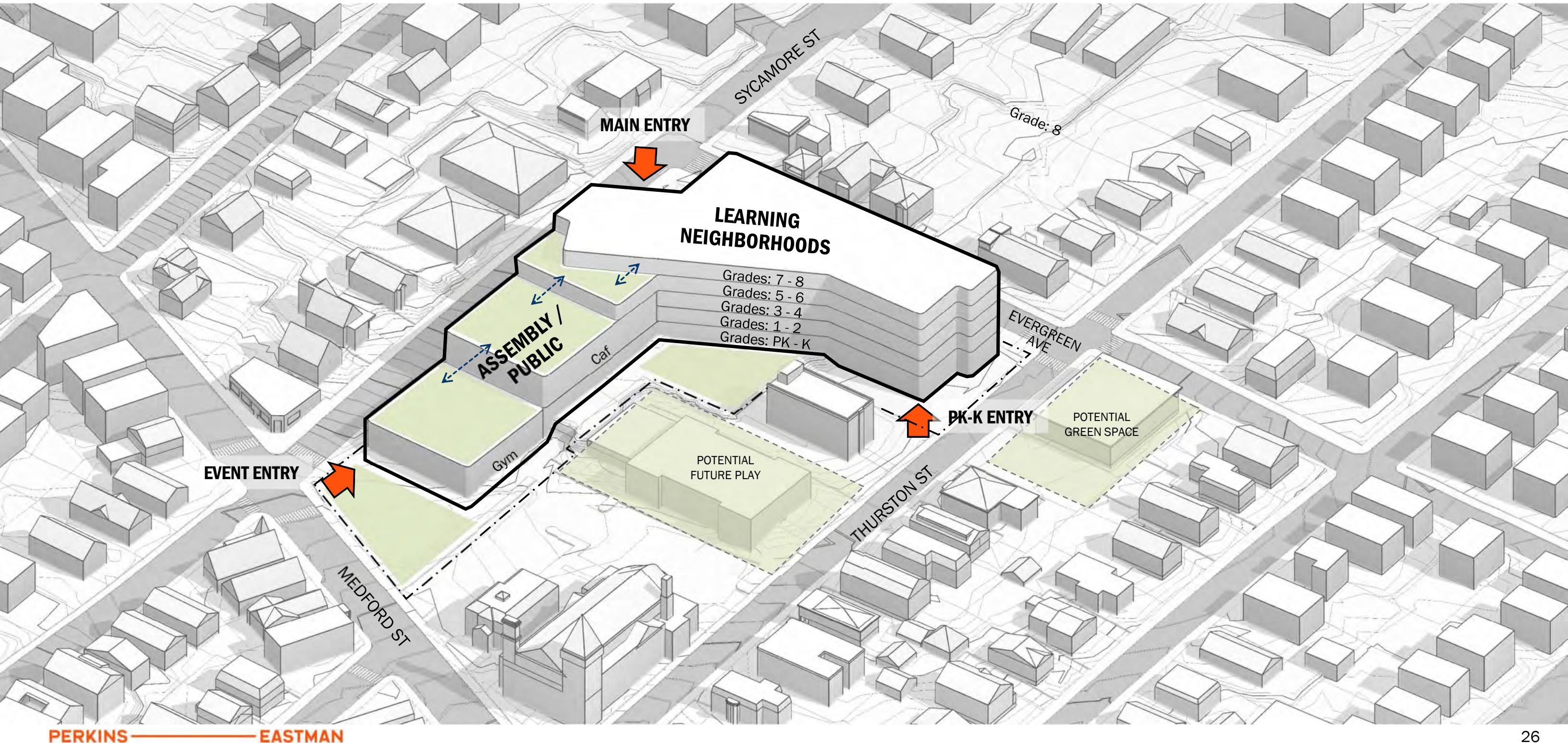
# NEW CONSTRUCTION- OPTION 2A

## AT 115 SYCAMORE STREET FOR 690



# NEW CONSTRUCTION- OPTION 2B

## AT 115 SYCAMORE STREET FOR 925



# NEW CONSTRUCTION- OPTION 2B AT 115 SYCAMORE STREET FOR 925

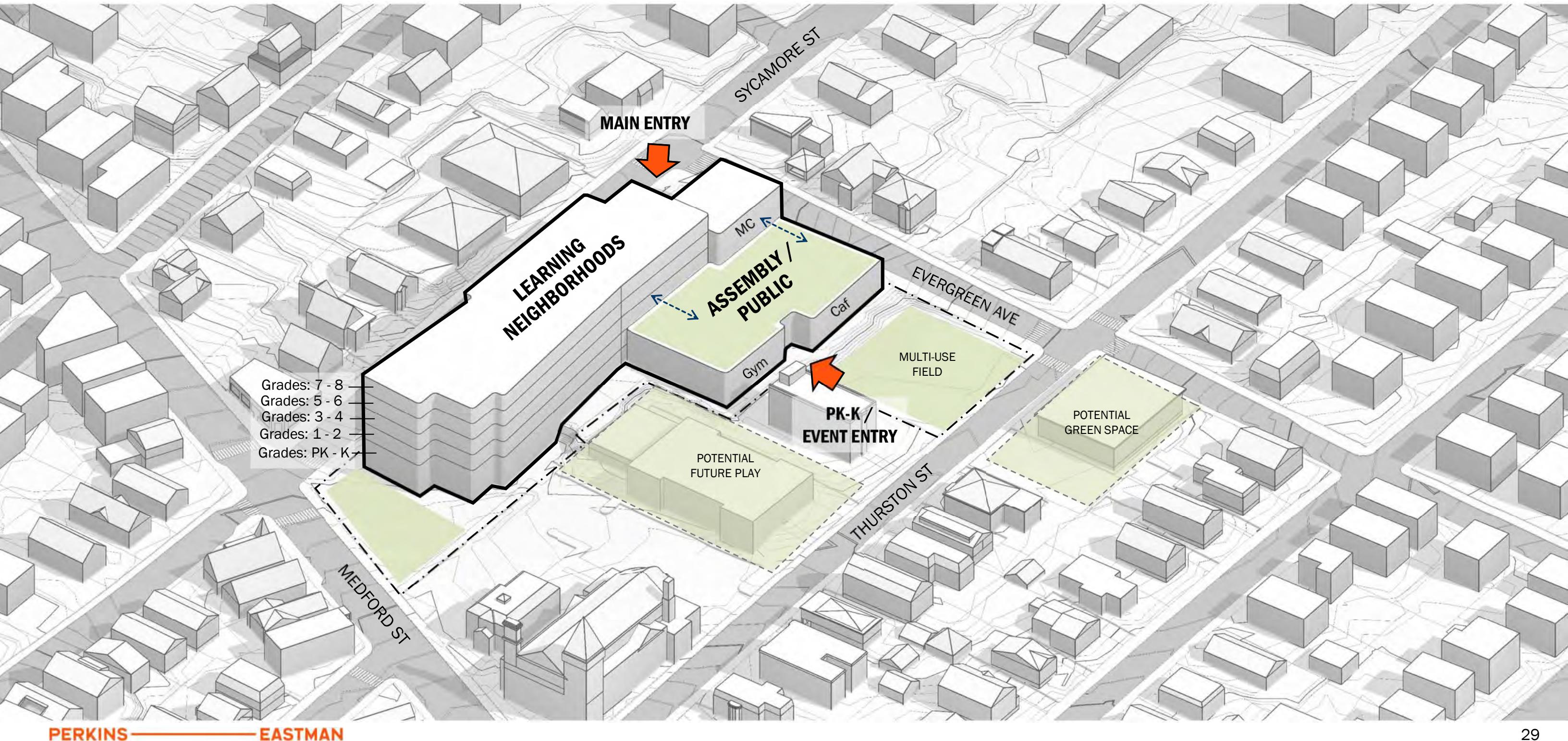


# NEW CONSTRUCTION- OPTION 2B

## AT 115 SYCAMORE STREET FOR 925



# NEW CONSTRUCTION – OPTION 3A AT 115 SYCAMORE STREET FOR 690



# NEW CONSTRUCTION – OPTION 3A AT 115 SYCAMORE STREET FOR 690



# NEW CONSTRUCTION – OPTION 3A

## AT 115 SYCAMORE STREET FOR 690

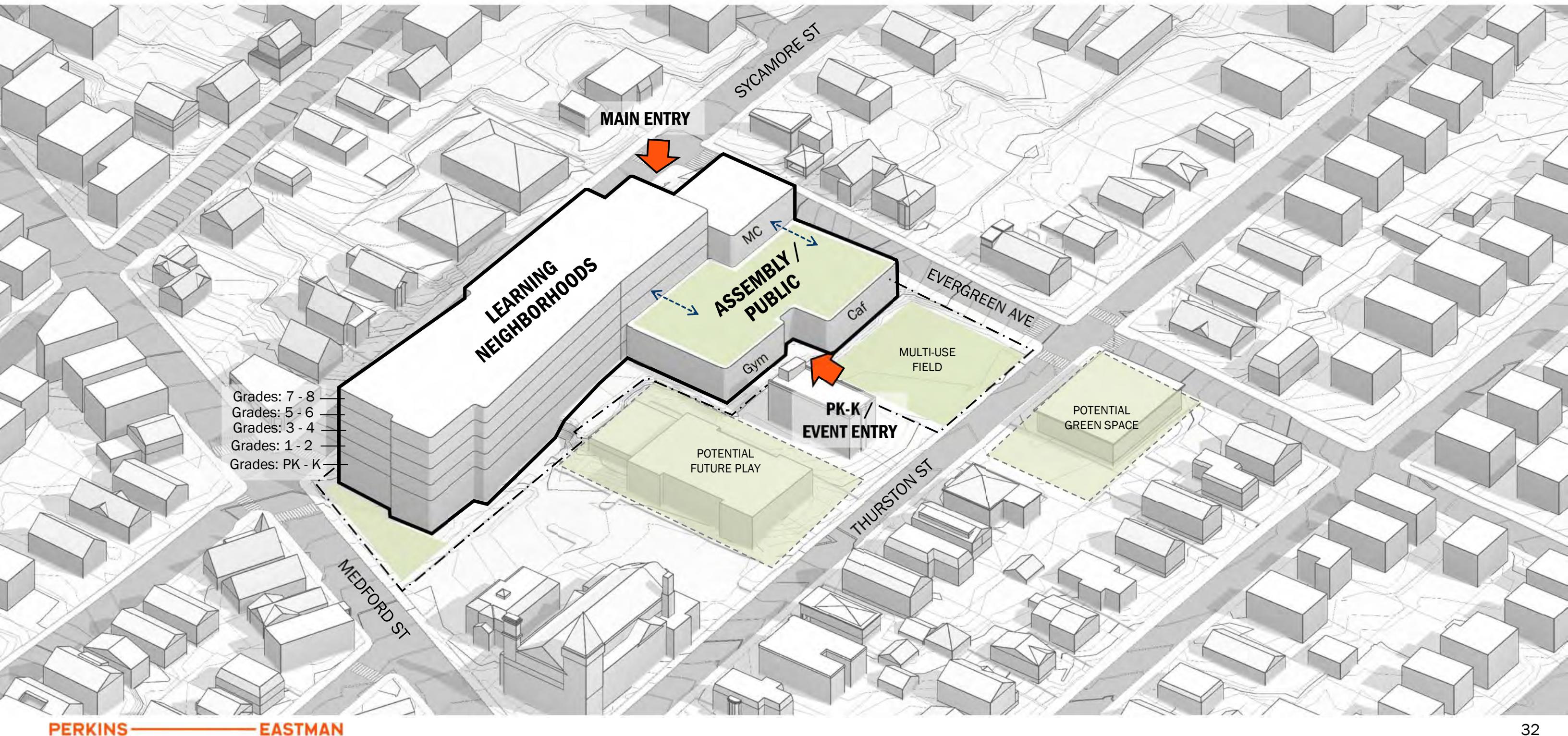


**LEVEL 3**

**LEVEL 4**

**LEVEL 5**

# NEW CONSTRUCTION - OPTION 3B AT 115 SYCAMORE STREET FOR 925



# NEW CONSTRUCTION – OPTION 3B

## AT 115 SYCAMORE STREET FOR 925

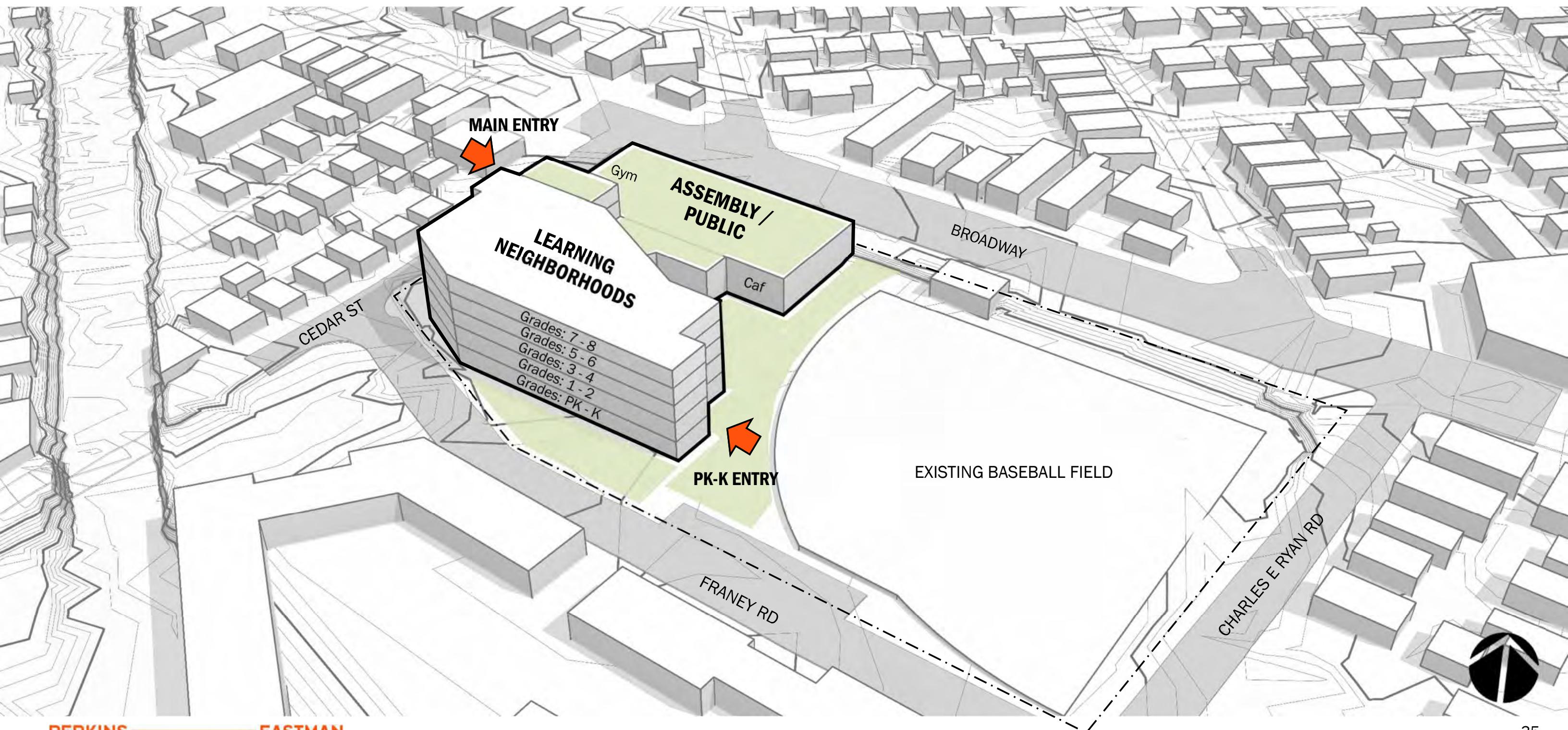


# NEW CONSTRUCTION – OPTION 3B

## AT 115 SYCAMORE STREET FOR 925



# NEW CONSTRUCTION – OPTION 4A AT TRUM FIELD FOR 690



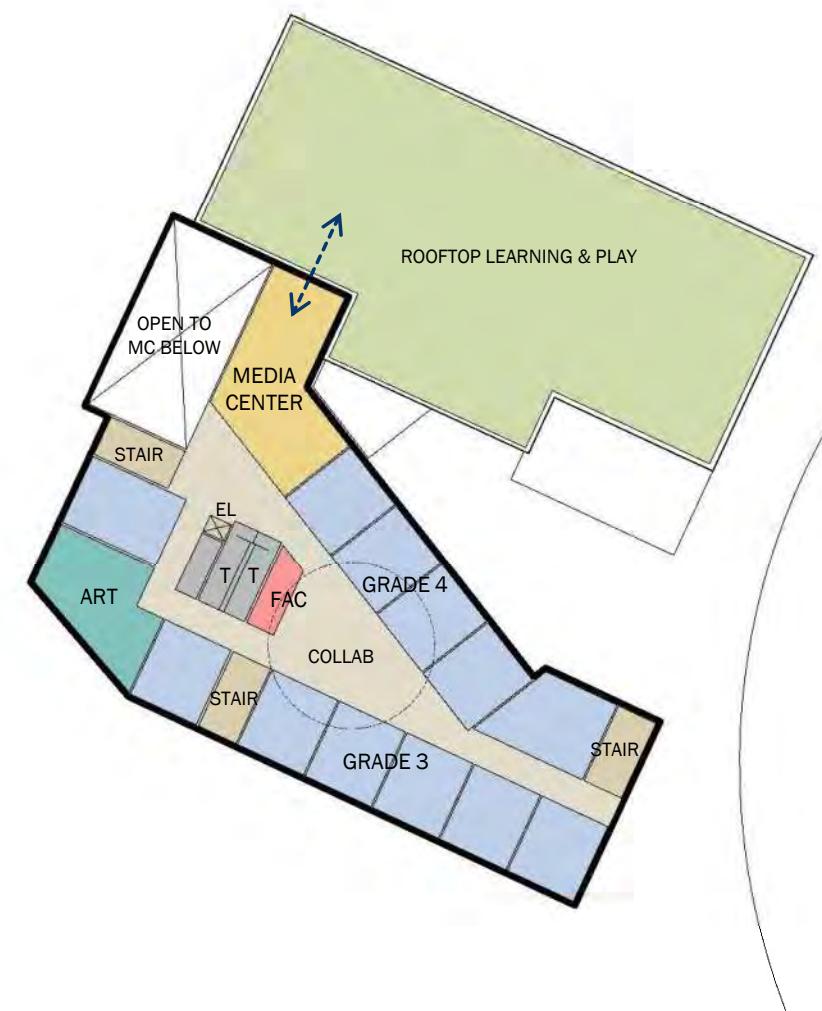
# NEW CONSTRUCTION – OPTION 4A AT TRUM FIELD FOR 690



# NEW CONSTRUCTION – OPTION 4A AT TRUM FIELD FOR 690



LEVEL 2



LEVEL 3

NOTE: SPECIAL EDUCATION SPACES  
ARE LOCATED WITHIN EACH ACADEMIC  
NEIGHBORHOOD

# NEW CONSTRUCTION – OPTION 4A AT TRUM FIELD FOR 690



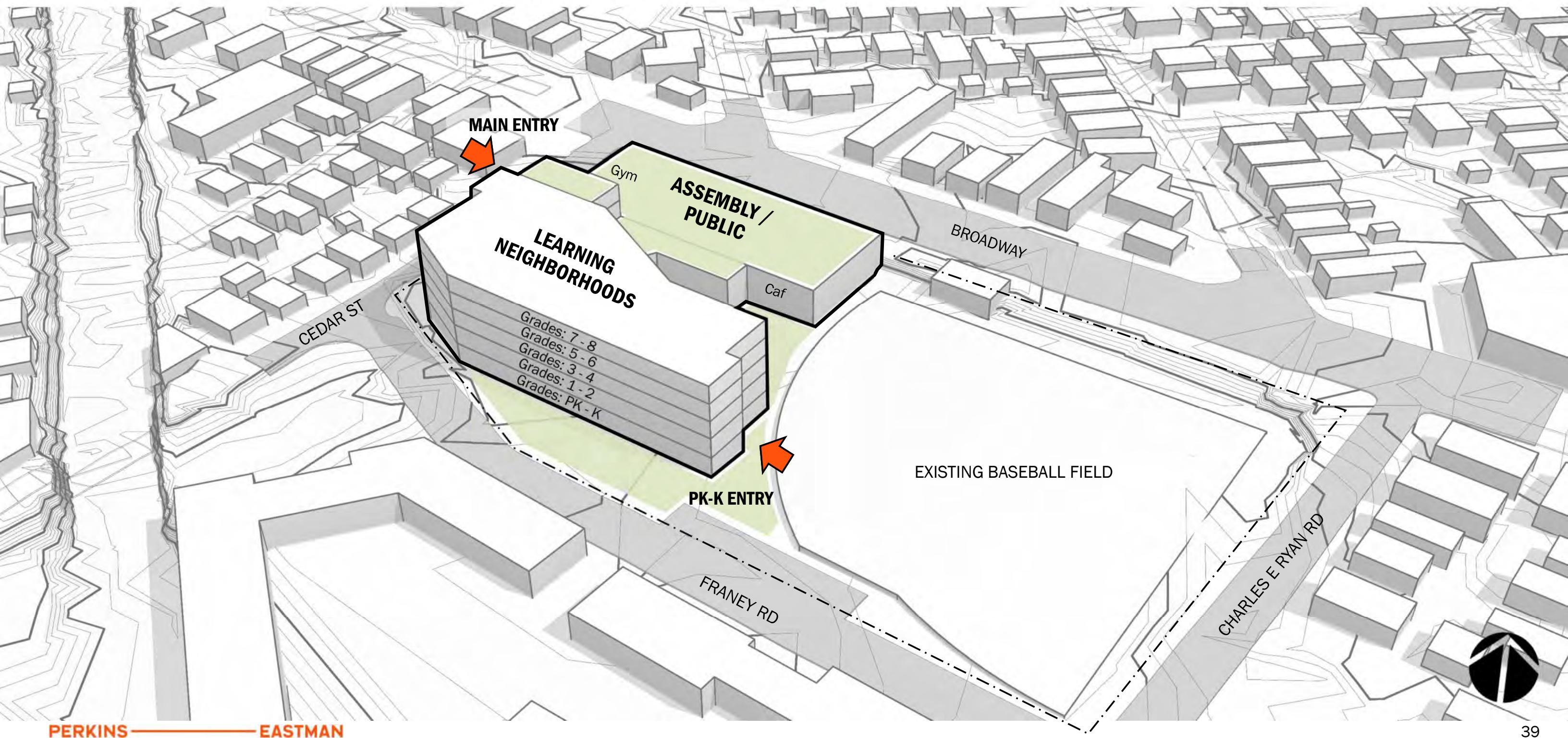
LEVEL 4



LEVEL 5

# NEW CONSTRUCTION – OPTION 4B

## AT TRUM FIELD FOR 925



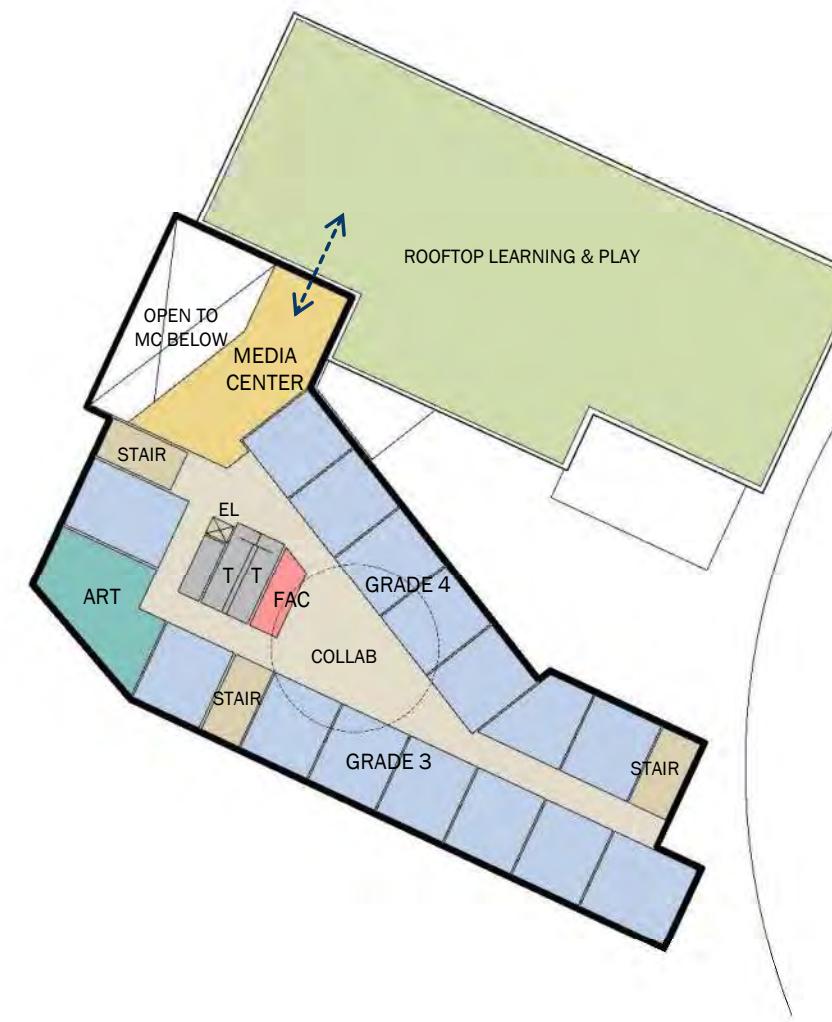
# NEW CONSTRUCTION - OPTION 4B AT TRUM FIELD FOR 925



# NEW CONSTRUCTION – OPTION 4B AT TRUM FIELD FOR 925



LEVEL 2



LEVEL 3

NOTE: SPECIAL EDUCATION SPACES  
ARE LOCATED WITHIN EACH ACADEMIC  
NEIGHBORHOOD

# NEW CONSTRUCTION – OPTION 4B AT TRUM FIELD FOR 925



# EVALUATION CRITERIA

| Winter Hill Community Innovation School  | Base Repair<br>(Not an Option) | Additon/Renovation<br>690 | Additon/Renovation<br>925 | 115 Sycamore 690 | 115 Sycamore 925 | 115 Sycamore 690 | 115 Sycamore 925 | Trum Field 690 | Trum Field 925 | 115 Sycamore 925<br>Expansion at 50<br>Thurston St. | 115 Sycamore 925<br>Expansion to City Annex |
|--|--------------------------------|---------------------------|---------------------------|------------------|------------------|------------------|------------------|----------------|----------------|---|---|
| Evaluation Criteria  |                                | Option 1A                 | Option 1B                 | Option 2A        | Option 2B        | Option 3A        | Option 3B        | Option 4A      | Option 4B      |   |   |
| <b>Stakeholder and community sentiment</b><br><i>Supports viewpoints and judgment of stakeholders</i>  |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Cost/finance implications</b><br><i>Meets project budget and financial requirements of the City</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Walkshed impacts</b><br><i>Provides pedestrian access</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>City Wide Green Space</b><br><i>Protect and expand open space</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Neighborhood Fit/Feel</b><br><i>Supports civic identity within neighborhood context</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Educational considerations</b><br><i>Enhances educational vision and program</i>  |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Health &amp; Safety impacts</b><br><i>Enhances security &amp; safety, physical, mental &amp; social well-being</i>  |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Future expansion</b><br><i>Allows for future growth</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>District Swing Space Use</b><br><i>Limits neighborhood and school district disruption</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Timeline</b><br><i>Supports accelerated construction schedule</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Disruption impacts</b><br><i>Limits neighborhood and school district disruption</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Environmental Performance</b><br><i>Reflect and support City's goal to support biodiversity, conserve resources, and provide healthy learning environment</i> |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Orientation</b><br><i>Placement of the building to maximize daylight and limit glare</i>  |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Operation costs/Maintenance</b><br><i>Limits expenses for building operations and repairs</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Traffic</b><br><i>Limits traffic impacts</i>  |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |
| <b>Permitting Complexity</b><br><i>Provides advantages for ease, timing, and cost of permitting,</i>   |                                |                           |                           |                  |                  |                  |                  |                |                |   |   |

|   |
|---|
| <b>Stakeholder and community sentiment</b>                                      |
| <i>Supports viewpoints and judgment of stakeholders</i>                         |
| <b>Cost/finance implications</b>  |
| <i>Meets project budget and financial requirements of the City</i>              |
| <b>Walkshed impacts</b>   |
| <i>Provides pedestrian access</i>   |
| <b>City Wide Green Space</b>  |
| <i>Protect and expand open space</i>  |
| <b>Neighborhood Fit/Feel</b>  |
| <i>Supports civic identity within neighborhood context</i>                      |
| <b>Educational considerations</b>   |
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| <b>Health &amp; Safety impacts</b>  |
| <i>Enhances security &amp; safety, physical, mental &amp; social well-being</i> |
| <b>Future expansion</b>   |
| <i>Allows for future growth</i>   |

|  |
|--|
| <b>District Swing Space Use</b>  |
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| <b>Permitting Complexity</b>   |
| <i>Provides advantages for ease, timing, and cost of permitting,</i>   |

## NEXT STEPS

- Refined Options & Evaluation Criteria
- Present Space Summary and Education Program



Thank you!