Claire Lerner
Senior Project Coordinator
Massachusetts School Building Authority
10 Post Office Square, Suite 400
Boston, MA 02109

August 27, 2026

35 Braintree Office Hill Park
Suite 300
Braintree, MA 02184
Tel: 781.794.1404
Fax: 781.794.1405

RE: Preferred Schematic Report for the Winter Hill Community Innovation School

Dear Claire,

In accordance with MSBA's Feasibility Study Submittal Procedures, PMA has reviewed and coordinated the materials contained within the Winter Hill Community Innovation School Project's Preferred Schematic Report submittal.

PMA finds the submittal to be complete and certifies that Winter Hill Community Innovation School Building Committee (SBC) has approved the submittal and the materials contained within. The formal approval of the School Building Committee was obtained on the evening of Monday, August 17th, 2026. Meeting minutes from this meeting are contained within the PSR submission as required under section 3.3.5.

As a result of the Preliminary Design Program, the SBC narrowed down the fifteen (15) design options to four (4) desired options for two (2) enrollments. The MSBA notified the project team that study of additional options beyond the four (4) chosen options including a Code Upgrade an Addition/Renovation and a new construction option located at Willow Ave (Brown School) would need to be carried forward and investigated as part of the PSR process. In addition, an addition/renovation option and new construction option for enrollment of 690 students would be required to be studied at Sycamore Street (Winter Hill). This resulted in five (5) additional design options for two (2) enrollments. As part of the PSR investigations, the design team completed geotechnical investigations at the Sycamore Street location, which lead to the development of two (2) new design options– options 4.1 and 4.2, to alter the building foundation depth due to potential

ledge at relatively shallow depths and change the available floor space of the ground floor. In total eleven (11) total design options, for two (2) enrollment were studied in the PSR phase of the feasibility study.

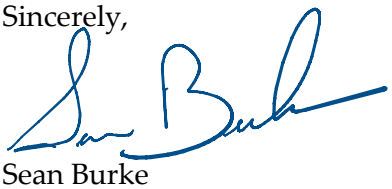
To summarize, the eleven (11) scenarios supporting enrollments of 690 and 925 students are as follows:

1. Base Repair at 115 Sycamore St., Existing Enrollment (Option BR)
2. Addition/Renovation at 115 Sycamore St., 690 Enrollment (Option 1A)
3. Addition/Renovation at 115 Sycamore St., 925 Enrollment (Option 1B)
4. New Construction at 115 Sycamore St., 690 Enrollment (Option 2A)
5. New Construction at 115 Sycamore St., 925 Enrollment (Option 2B)
6. New Construction at 115 Sycamore St., 925 Enrollment (Option 4)
7. New Construction at 115 Sycamore St., 925 Enrollment (Option 4.1)
8. New Construction at 115 Sycamore St., 925 Enrollment (Option 4.2)
9. Base Repair at 201 Willow Ave., Existing Enrollment (Option 6A)
10. Addition/Renovation at 201 Willow Ave., 925 Enrollment (Option 6B)
11. New Construction at 201 Willow Ave., 925 Enrollment (Option 6E)

As part of the Preferred Schematic phase of the project, cost estimates were updated for each of the remaining alternatives, and the Building Committee evaluated benefits and disadvantages of each of the remaining scenarios. On August 3rd, 2026, the School Building Committee voted to approve Option 4 as the preferred solution for further fine-tuning and development in the Schematic Design phase. The SBC collectively agreed that Option 4 best addresses the educational program requirements for the School District.

We look forward to the MSBA's review and are eager to begin the Schematic Design phase. As always, please feel free to contact PMA with any questions or concerns.

Sincerely,



Sean Burke
Managing Director
PMA Consultants, LLC

Winter Hill Community Innovation School

Preferred Schematic Report

MSBA Module 3 Feasibility Study

For the Massachusetts School Building Authority

Submitted August 27, 2026



SOMERVILLE PUBLIC SCHOOLS

PMA Consultants

PERKINS EASTMAN

20 Ashburton Place 8th Floor Boston, MA 02108

Module 3
Feasibility Study

3.3 Preferred Schematic Report

Table of Contents

Deliverables

3.3.1 Introduction

A. Overview of Process
B. Summary of Updated Project Schedule
C. Summary of the Final Evaluation of Existing Conditions
D. Summary of the Final Evaluation of Alternatives
E. Summary of the District's Preferred Solution
F. MSBA's PDP Review and Corresponding District Response

3.3.2 Evaluation of Existing Conditions

A. Overview of Existing Buildings and Sites
B. Geotechnical
C. Geoenvironmental – Phase 2 ESA
D. Traffic

3.3.3 Final Evaluation of Alternatives

A. Analysis of Prospective Site
B. Construction Impact for Each Alternative
C. Conceptual Building & Site Drawings
D. Outline of Structural Systems
E. Summary of Utilities
F. Major Building Systems Narratives
G. Proposed Total Budget
H. Permitting and Zoning Requirements
I. Design & Construction Schedule
J. Preliminary Design Pricing

3.3.4 Preferred Solution

A. Summary of Preferred Solution
B. Educational Program
   B.1. Grade Reconfiguration and Districting Approval Certification Template
C. Space Summary
D. Sustainability
E. Building & Site Plans
F. Budget and Budget Statement
G. Project Schedule

3.3.5 Local Actions & Approvals

A. Approval of Preferred Schematic Report
B. School Building Committee Meetings
C. School Committee Meetings
D. Community Meetings
E. First Responder Meeting

3.3.6 Appendices

A. MSBA - PDP Comments and District Response - A
B. MSBA - PDP Comments and District Response - B
C. Cost Estimate
D. Form 3011 Options Worksheet
E. Capital Budget Statement
F. Project Schedule
G. Updated Educational Program
H. Grade Reconfiguration and Districting Approval Certification Template
I. Updated Space Summary
J. Site Survey
K. MSBA Green Letter
L. LEED V4 Narrative and Scorecard
M. Preferred Schematic Floor Plan
N. Preferred Schematic Site Plan
O. Meetings /Minutes/Attachments
P. Community Presentations
Q. Geo-Environmental Phase 2 ESA Report
R. Preliminary Geotechnical Report
S. Structural Narrative
T. Utilities Narrative
U. Fire Protection and Plumbing Narrative
V. Mechanical and Electrical Narrative
W. Life Cycle Analysis
X. Security System Narrative
Y. Permitting Matrix
Z. Massachusetts Historic Response

3.3.1 Introduction

A. Overview of Process

B. Summary of Updated Project Schedule

C. Summary of Final Evaluation of Existing Conditions

D. Summary of Final Evaluation of Alternatives

E. Summary of Districts Preferred Solution

F. MSBA PDP Review and Corresponding District Response

3.3.3 Introduction

A. Overview of the Process Since the PDP

At the conclusion of the Preliminary Design Program (PDP) the School Building Committee voted to keep the Winter Hill Community Innovation School project at the existing 115 Sycamore Street Site. Trum Field and 201 Willow Avenue sites were also studied. New school building options were developed by the design team for both enrollment sizes of 690 and 925 students; along with the Base Repair and the Addition Renovation options. The K-5 Benjamin Brown School on Willow Street was determined to be too small of a site for the proposed school program and enrollment. This site is less than half an acre and will not accommodate the required space for a new school building to meet the district's educational needs. The existing Brown School Building does not have a cafeteria or gym and does not accommodate other educational needs required by the school district. The Trum field site on Broadway is the City's largest open space and houses a baseball field, a softball field and basketball courts. A city-wide survey indicated that the community was not in favor of building a new school at the Trum Field site as this park is heavily used by the community for various activities and events.

At the end of the PDP phase the School Building Committee (SBC) selected 4 options to be developed in the Preferred Schematic Report (PSR) for the 925-student enrollment. In addition to the 4 selected options the MSBA requested to continue the development of one new school and one addition and renovation option for the 690-student enrollment at the Sycamore Street site, an addition and renovation option for 925 student enrollment at the 201 Willow Avenue site and a new school option for 925 students at the 201 Willow Avenue site. The PSR submission also includes a base repair for both the Winter Hill Community Innovation School and the Benjamin Brown School. In total 11 options were studied during the PSR.

The floor plans for each option were refined and further developed during the PSR Phase to incorporate comments from the Community, City authorities, Somerville Public Schools (SPS), School Committee (SC) and the School Building Committee (SBC). A number of community and City meetings occurred during this period, this was an effort to ensure that the information was being presented publicly, and the SBC was actively encouraging community participation and feedback. Multiple Community Workshop were held during the PSR phase:

- Community Sustainability workshop in which the design team presented the AIA 10 measures of excellence for design framework. At this event various community members broke out into working groups to discuss and gather feedback on sustainable measures that best fit the Somerville Community.

- The design team held another Community workshop to discuss community needs inside and outside of the school, this workshop had breakout sessions to gather community input.
- A workshop was held with the Out of School Time Task Force to further review indoor and outdoor space at the school. Multiple groups attended this meeting to share needs for various programs and activities for children and adults throughout the city.
- A third Community Workshop was held later in June for Neurodiversity.
- The design team also participated in community events such as Slice of Somerville and the SPS Young Children Event to share information and progress on the school project. At this event young children shared their idea of a new school and voted on playground features that they would like to see at the new school.
- All presentations are posted on the school project website.
- The design team will be attending the upcoming back-to-school fair and Civic Day to continue to engage the community through the next phase

The design team presented building system options and a life cycle cost analysis to the SBC. In addition to this, civil and structural narratives were developed to assist the cost estimating team with establishing cost for all options.

Perkins Eastman and their traffic consultant from VHB have been working with the City's Engineering and Mobility team to develop a plan for studying and managing traffic flow during drop-off and pick-up times. This process will require a series of studies and submission to the City's Mobility Department which will coincide with the schematic design phase.

B. Summary of Updated Project Schedule

The project schedule for the design phases of the project has not changed since the PDP submission and we are still anticipating the following scheduled dates:

• PSR Submitted to MSBA	August 27, 2026
• Facilities Assessment Subcommittee	September 16/30, 2026
• MSBA Vote to Proceed into SD	October 28, 2026
• Schematic Design Submitted to MSBA	February 24, 2027
• MSBA Vote on Project Scope and Funding	April 28, 2027
• City Council Project Approval	May 2027
• District Funding – Special Election	June 2027
• Detailed Design	July 2027 – September 2028
• Construction	November 2029 – June 2030
• Commissioning/FF&	June 2030 – August 2030
• Occupancy	September 2030

The City of Somerville and the School Building Committee have been working towards a June 2027 Special Election to approve the project. After submitting the Preliminary Design Program (PDP) in April of 2026, the SBC has stayed on track to submit the Preferred Schematic Repot (PSR) at the Deadline in August 2026 for review at the MSBA's October Board meeting.
The project is on track for a Schematic Design submission to the MSBA by the February 24, 2027 deadline for approval of the Project Scope and Budget at the MSBA's April Board meeting. The design team intends to engage the available educators when they return to school in the Fall of 2026.

The overall schedule goal of the project is to break ground by late Fall in 2028 and to have occupancy in the new school by Spring of 2030. There will be an early abatement and demolition phases in the Fall of 2027 since this existing school is not occupied and the site can be prepared prior to construction. An early foundation and structural package will also be considered to break ground in the Fall of 2028

C. Summary of Final Evaluation of Existing Conditions

Existing conditions reports and analysis were provided in the PDP report. A Phase 1 Environmental Site Assessment (ESA) was also completed during the PDP phase. The findings from the Phase 1 ESA required additional investigation of the 115 Sycamore Street Site. In June of 2026 the design team drilled 6 borings on the 115 Sycamore Street property for geo-environmental and geotechnical subsurface analysis.
The Phase 2 ESA report characterized the existing soils as less than RCS-1 and may be managed both on-site and off-site, provided they meet applicable regulatory requirements. Additional testing is recommended to further investigate the conditions of the subsurface materials.
The design team's geotechnical engineer identified the subsurface conditions based on the borings as surface cover materials underlain by fill, glacial till, and bedrock. The fill was found to be unsuitable foundation bearing material and imported structural fill is recommended for the base of new construction. Ledge was also encountered between 17' and 28' below grade. The extent of the ledge will need to be further studied. A full geo-environmental and Geotechnical reports are provided in the appendix.

D. Summary of Final Evaluation of Alternatives

During the PSR process the SBC studied a number of options for the Sycamore Street site and the 201 Willow Street Site for both enrollments of 690 students and 925 students. The following options have been developed and evaluated by the School Building Committee:

- Option BR Base Repair at 115 Sycamore St.
- Option 1A Addition and Renovation for 690 Students at 115 Sycamore St.
- Option 1B Addition and Renovation for 925 Students at 115 Sycamore St.
- Option 2A New School Building for 690 Students at 115 Sycamore St.
- Option 2B New School Building for 925 Students at 115 Sycamore St.
- Option 4 New School Building for 925 Students at 115 Sycamore St.
- Option 4.1 New School Building for 925 Students at 115 Sycamore St.
- Option 4.2 New School Building for 925 Students at 115 Sycamore St.
- Option 6A Base Repair at 201 Willow Ave
- Option 6C Addition and Renovation for 925 Students at 201 Willow Ave
- Option 6E New School Building for 925 Students at 201 Willow Ave

The SBC reviewed and evaluated the 11 options based on the criteria established during the feasibility study. It was determined that the new school Option 4 for 925 students was the most feasibly approach and best met the school district's educational needs.

Tallied Evaluation Criteria:



Pros and Cons Matrix for Option 4, 4.1 and 4.2:

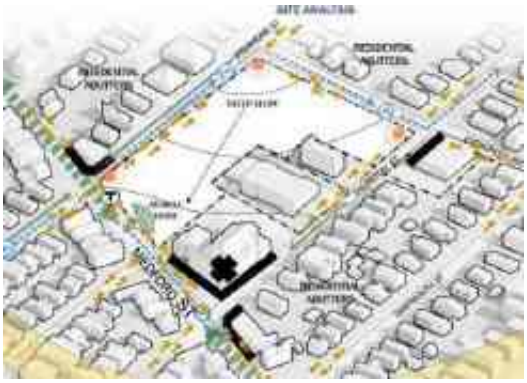


E. Summary of Districts Preferred Solution

The SBC selected Option 4 as the preferred solution. The existing school site at 115 Sycamore Street, designed for 925 students in grades prekindergarten through eight, provides maximum flexibility to create equitable opportunities for all of the Somerville children.

The new school is positioned north/south along Sycamore Street, similar to the existing school building. The site is centrally located within the city of Somerville, and the new school will house the K-8 production kitchen, relocating the kitchen back at its original location. The 115 Sycamore Street Site is easily walkable, neighboring an MBTA bus stop, and has the potential for cars queuing along Sycamore Street, Evergreen Ave and Thurston Street. The playground, basketball court and multiuse field remain located to the north end of the site. The kindergarten playgrounds will be located to the south end of the building neighboring their classrooms at the same level to allow for direct connection to outdoor play.

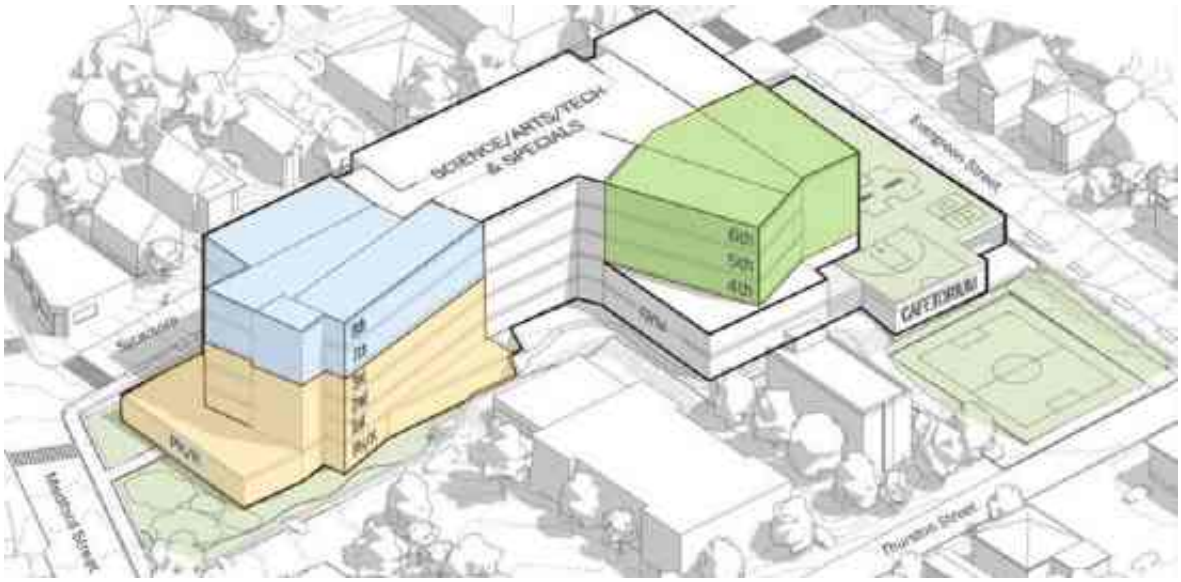




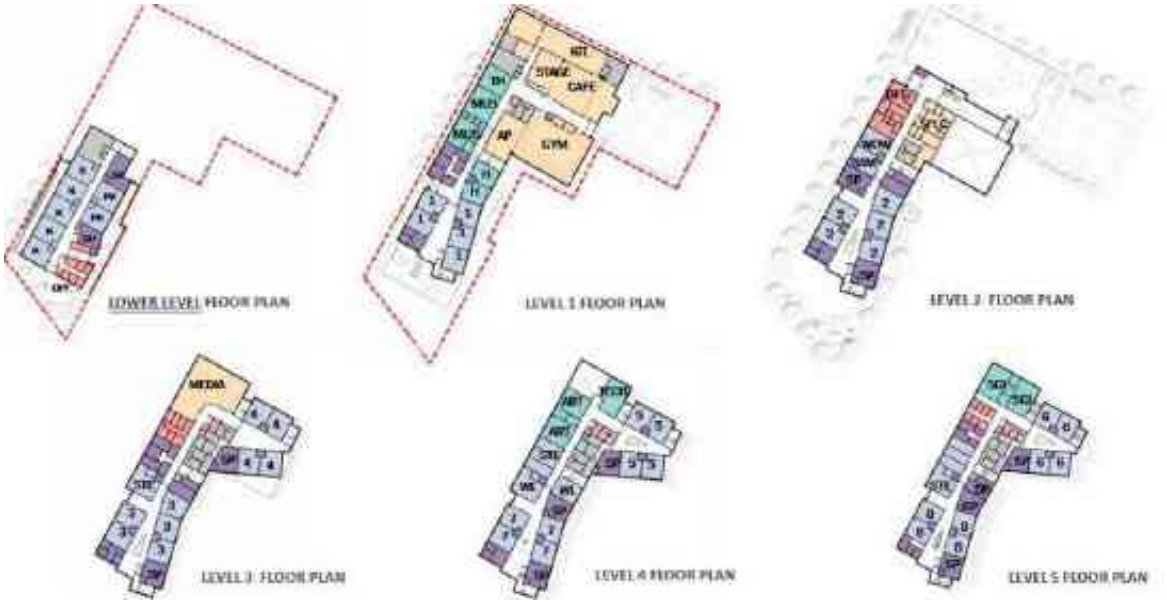
The six-story building that is built into the slope of the hill includes two academic wings, one running east/west and the other north/south along the site and shared program located centrally in between the wings. The school is organized by floor and stacking grade clusters: Early Education (Kindergarten through 3rd grade) is located in the lower floors of the north/south academic wing, Upper Elementary (4th through 6th grade) in the second east/west academic wing, and the Middle School (7th through 8th grade) is located above the Early education cluster. While the school will include a larger enrollment, the classrooms are organized in shorter, scaled, learning neighborhoods. The central community hub includes the shared program and main entrance, including the cafeteria, gymnasium, art and music rooms, STE rooms, media center, and science labs.

As the project moves into the Schematic Design phase one of the most important aspects of this selection will be how the project addresses the traffic and parking in Winter Hill. The Somerville Community is concerned about the increase in traffic for the larger school enrollment. The project team has been working with City Departments and intends on engaging a full traffic study with the City's Mobility Department early in the schematic design phase in order to allow the maximum amount of time for the community to engage the team and ask questions.

Option 4 Axon



Option 4 Floor Plans:



F. MSBA PDP Review and Corresponding District Response

The Design Team, City of Somerville, and Somerville Public School District have collaboratively reviewed the PDP review comments from the MSBA and provided responses. All additional content requested by the MSBA has been included in the PSR submission.

Please refer to the Appendix for a copy of the review comments and responses

3.3.2 Evaluation of Existing Conditions

A. Overview of Existing Buildings and Sites

B. Geotechnical

C. Geoenvironmental – Phase 2 ESA

D. Traffic

3.3.2 Evaluation of Existing Conditions

A. Overview of Existing Building and Sites

During the PDP phase Perkins Eastman performed a majority of the existing conditions evaluations for the building and sites at 115 Sycamore Street, Trum Field and the 201 Willow Street sites. Existing conditions reports and analysis were provided in the PDP report. A Phase I Environmental Site Assessment (ESA) was also completed during the PDP phase. The findings from the Phase 1 ESA required additional investigation of the 115 Sycamore Street Site. In addition to the geoenvironmental needs, the geotechnical engineer's evaluation required subsoil investigation of the 115 Sycamore Street site. Perkins Eastman along with the geotechnical engineer from Haley & Aldrich and the geoenvironmental consultant from Mabbett & Associates walked the property at 115 Sycamore Street and located 6 borings, 2 of which will be used as monitoring wells. The depth of the borings ranged from 18' to 30'. The drilling contractor began the borings on June 1, 2026, and completed the drilling on June 5, 2026. Findings from the boring and onsite observation are summarized below and full reports are attached to the appendices.

B. Geoenvironmental

This American Society for Testing and Materials (ASTM) Phase II Environmental Site Assessment (Phase II ESA) report describes the field investigation performed by Mabbett & Associates, Inc. on June 1 through 5 and June 9, 2026, at 115 Sycamore Street, Somerville, Middlesex County, Massachusetts to evaluate Recognized Environmental Condition (REC) and Business Environmental Risks (BERs) identified by Mabbett during our March 2026 ASTM Phase I Environmental Site Assessment (Phase I ESA).

The Property, located at 115 Sycamore Street in Somerville, Massachusetts, is identified by the City of Somerville Assessor as Parcel 48-D-1. The Property encompasses approximately 1.97 acres and is owned by the City of Somerville. The site is improved with an approximately 92,000 square foot (sf) school structure that was originally constructed in 1973. Exterior portions of the Subject Property include playgrounds, athletic fields, and landscaped areas. The school's exterior is constructed of concrete. The property is accessed from Medford Street to the south, Sycamore Street to the west, Evergreen Avenue to the north, and Thurston Street to the east. Access to the site is restricted by fencing on select boundaries. The area surrounding the Subject Property consists of residential neighborhoods.

The Property was originally developed with the Forster School in approximately 1867, as well as several residential structures. The Forster School Annex building was constructed in 1900. Both school buildings were razed by 1974 to make way for the current WHCIS. Historically, there were as many as seven residential buildings and four commercial units on the property in addition to the school.

According to city directories, building occupants included a press, a beauty salon, a laundry, and a tailor.

Recognized Environmental Condition (REC):
According to the Somerville Fire Department records, a 5,000-gallon #5 fuel oil underground storage tank (UST) was historically utilized by the Forster School. The UST was permitted in 1952 and renewed in 1972 and 1978. A plan of the subject property from 1973 showed an "oil tap" in the northern corner of the property, just west of the original school building. No removal records were available for this UST. The Forster School was reportedly demolished in place. As such, the UST may not have been removed. The historical presence of the #5 fuel oil UST and the possible age of the UST represent a REC.

Business Environmental Risks (BER):
Regulated Building Materials: According to Axiom Partners, Inc's 2023 Hazardous Building Materials Survey Report, asbestos containing materials (ACM) and lead based paint (LBP) are present at the Subject Property. The presence of these materials represents a BER due to the added cost of abatement during future demolition or renovation of the building. Additionally, the City of Somerville and Somerville Public Schools indicated during the pre-bid briefing that the existing school building was likely constructed over the location where two former educational buildings on the northern portion of the property were demolished in-place. Based on the time of the demolition and construction of the existing school building, it is suspected that ACM may be contained in that demolition debris and comingled soils located beneath the current building and the current basketball court on the northern portion of the subject property. The potential presence of buried ACM represents a BER due to the environmental premiums associated with specialized excavation protocols, mandatory air monitoring, and elevated hazardous waste disposal fees which pose a material financial impact on future redevelopment costs.

Fill Soils: The U.S Department of Agriculture (USDA) Web Soil Survey identifies the soils located beneath and southeast of the elementary school as Urban land (i.e., urban fill). The potential for the quality of fill materials to result in elevated environmental premiums for off-site management during future redevelopment activities is considered a BER.

Per-and Polyfluoroalkyl Substances (PFAS) Risk: Rogers Foam Corporation at 20 Vernon Street was located approximately 640 ft cross-gradient to the Subject Property. Rogers Foam Corp has been a fabricator of latex foam since 1947, a process which may have included the use of PFAS-containing chemicals. Although there has been no documented PFAS release, PFAS from foam manufacturing operations may be present in groundwater at the Subject Property. If extensive dewatering is required during site redevelopment, the potential PFAS plume if not already underlying the subject property may be pulled onto the subject property, resulting in elevated dewatering premiums to treat and manage PFAS contaminated groundwater, which is considered a BER

Prior to drilling the borings Mabbett performed a Ground Penetration Radar Scan (GPRS) of the site. The subsurface investigation was completed across the approximately 0.86acre school site to evaluate

for the presence of demolished building foundation remnants. No definitive evidence of buried foundation walls or slab structures was identified within the scanned areas. Due to surface obstructions, variable GPR depth penetration, and site complexity, the absence of detectable anomalies does not guarantee the absence of buried structures outside the limits of detection.

Between June 1 and 5, 2026, Northern Drilling Service, Inc. (NDS, Inc) of Northborough, Massachusetts advanced six (6) soil borings using Drive and Wash (DAW) drilling techniques under the observation of a Mabbett scientist and a Haley and Aldrich (H&A) Geotechnical Engineer. Environmental soil samples were collected concurrently during the geotechnical assessment to reduce duplicate field efforts. Figure 2 shows the locations of the soil borings on the Subject Property. The following table provides a summary of soil boring locations:

TABLE 1
Boring and Monitoring Well Locations

Boring ID	Location	Completion Depth (ft bgs)	Rationale
HA-B01/MW-01	Northern portion of the Subject Property, near the suspected UST.	29	UST/Urban Fill
HA-B02	Northern portion of the Subject Property, along the edge of the basketball court.	24	UST/Building Debris/Urban Fill
HA-B03	Northern portion of the Subject Property, near the northern building entrance walkway.	25.5	UST/Building Debris/Urban Fill
HA-B04	Southeastern portion of the Subject Property, in service alley along the eastern side of WHCIS.	18.5	Urban Fill
HA-B05/MW-02	Southern portion of the Subject Property, in the playground near south entrance of WHCIS.	23	PFAS Migration/ Urban Fill
HA-B06	Eastern portion of the Subject Property, on grassy median between WHCIS soccer field and Thurston Street.	18.5	Urban Fill

- The highest PID reading (80.3 parts per million by volume (ppmv)) was recorded in boring HA-B01 from approximately 11 ft below ground surface (bgs). PID readings in the remaining borings ranged from 0.1 to 1.2 ppmv.
- Mabbett noted a petroleum odor and staining from 2 to 12 ft bgs in HA-B01 and a petroleum odor from 4 to 6 ft bgs In HA-B05.
- Mabbett observed evidence of fill soil between 0 ft bgs to 13 ft bgs at all six boring locations.
- Groundwater was encountered between 7 to 17-ft bgs at all six soil boring locations, with depth to water confirmed during subsequent well gauging.

Mabbett recommends additional soil sampling to further characterize and delineate soil with physical evidence of petroleum impacts near HA-B01 and HA-B05. Apart from this localized observed

contamination and petroleum odor, it is anticipated that soils (including fill materials) can be managed as <RCS-1 soils.

Soils characterized as less than RCS-1 may be managed both on-site and off-site, provided they meet applicable regulatory requirements. On-site, <RCS-1 soils may be reused as general fill, backfill, or grading material without additional treatment, as long as the soils remain within the Subject Property boundaries, are placed in areas consistent with the intended future use and are geotechnically suitable.

If excess soil requires off-site transport, it may be sent to a receiving facility permitted to accept <RCS-1 soils for reuse or disposal. Accepting facilities typically include approved reuse sites, asphalt batching facilities, or lined or unlined landfills that accept nonhazardous soil. Off-site transportation of soil must follow proper characterization, documentation, and waste manifesting protocols, including adherence to facility acceptance criteria, transporter requirements, and any local or state notification procedures.

Mabbet recommends that subject Property workers must manage extracted groundwater in accordance with applicable regulatory requirements during dewatering. Although PFAS was detected at low concentrations, water may still require treatment prior to discharge to prevent the mobilization of PFAS-impacted groundwater into municipal sewer systems or the environment. Typical treatment measures may include granular activated carbon (GAC), ion-exchange resin, or other PFAS-specific treatment technologies capable of reducing PFAS concentrations to below permitted discharge limits.

Dewatering operations should also include appropriate containment to prevent runoff, dedicated sampling to confirm water quality, and coordination with the receiving utility or regulatory authority to determine allowable discharge pathways. These precautions ensure compliance with regulatory expectations and reduce the potential for PFAS-impacted water to leave the Subject Property without appropriate controls.

Refer to Appendix for complete Phase 2 Environmental Site Assessment Report

C. Geotechnical

Haley & Aldrich planned and monitored a subsurface exploration program consisting of six boring tests, designated HA-B01 through HA-B06, obtaining subsurface information to support geotechnical aspects of the new construction design, including depth to undisturbed soils, bedrock elevation, and groundwater table elevation. Observation wells were installed at HA-B-01 (OW) and HA-B-05 (OW). Field personnel logged encountered soil and groundwater conditions, collected samples, and recorded Standard Penetration Test blow counts where applicable.

Boring ID	Approximately Ground Surface Elevation (ft)	Termination Depth in ft (Elevation)	Generalized Soil Conditions (Depth below ground surface)	Groundwater Observed
HA-B-01 (OW)	82.0	29.0 (53.0)	Asphalt: 0.0 to 0.3 ft Fill: 0.3 to 14.0 ft Glacial Till: 14.0 to 28.5 ft Possible Bedrock: > 28.5 ft	Not encountered
HA-B-02	80.7	24.0 (56.7)	Asphalt: 0.0 to 0.3 ft Fill: 0.3 to 10.0 ft Glacial Till: 10.0 to 23.0 ft Possible Bedrock: > 23.0 ft	Not encountered
HA-B-03	80.2	25.5 (54.7)	Concrete: 0.0 to 0.4 ft Fill: 0.4 to 10.0 ft Glacial Till: 10.0 to 20.5 ft Bedrock: 20.5 ft (5.0 ft coring)	Not encountered
HA-B-04	55.8	18.5 (37.3)	Asphalt 0.0 to 0.3 ft Fill: 0.3 to 6.0 ft Glacial Till: 6.0 to 17.5 ft Possible Bedrock: > 17.5 ft	Not encountered
HA-B-05 (OW)	58.4	23.0 (35.4)	Asphalt 0.0 to 0.3 ft Fill: 0.3 to 7.0 ft Glacial Till: 7.0 to 22.0 ft Possible Bedrock: > 22.0 ft	Not encountered
HA-B-06	63	18.5 (44.5)	Topsoil: 0.0 to 1.3 ft Fill: 1.3 to 8.0 ft Glacial Till: 8.0 to 17.0 ft Possible Bedrock: > 17.0 ft	Not encountered

Generalized Subsurface Conditions:
Based on the six completed borings, the subsurface conditions generally consist of surface cover materials underlain by fill, glacial till, and bedrock. Surface cover materials included asphalt, concrete, or topsoil, depending on the boring location.

Fill was encountered in each boring below the surface cover materials. The fill thickness ranged from approximately 5.7 ft at HA-B-04 to approximately 13.7 ft at HA-B-01 (OW). The bottom of fill was observed at depths ranging from approximately 6.0 to 14.0 ft below ground surface. The greater fill thicknesses were generally encountered near the basketball court area, including HA-B-01 (OW), HA-B-02, and HA-B-03.

Glacial till was encountered below the fill in each boring. The top of glacial till was observed at depths ranging from approximately 6.0 to 14.0 ft below ground surface. The glacial till extended to refusal on probable bedrock at depths ranging from approximately 17.0 to 28.5 ft below ground surface.
At HA-B-03, one 5 ft core was taken.

Preliminary Foundation Recommendations:
The fill is not a suitable foundation bearing material. We recommend loads of the proposed structures be supported on reinforced concrete spread footing foundations bearing on undisturbed, naturally deposited Glacial soils or on Compacted Granular Fill placed following removal of the unsuitable fill materials.
Alternatively, spread footing foundation could be used after the fill is improved with ground improvement such as aggregate piers to eliminate the need for over-excavation. As the design progresses this can be evaluated further. Underslab drainage and full foundation wall waterproofing is recommended

Limitations:
This summary presents initial field observations and preliminary interpretations based on the six completed borings. The information should be considered preliminary until Haley & Aldrich completes final boring log review, groundwater monitoring, and geotechnical engineering analyses. Haley & Aldrich will need the proposed building location and lowest-level floor elevation to finalize our design recommendations.

Limitations:
Subsurface conditions may vary between boring locations. The borings represent conditions observed only at the specific boring locations and at the time the borings were advanced. Conditions between borings may differ from those summarized above Groundwater was not encountered during drilling; however, groundwater levels can vary with season, precipitation, nearby drainage conditions, construction activities, and other factors. This will be further studied with the monitoring wells.

Recommendations:
Recommendations for design of new footing foundations are provided below.

- Size footings using the below-listed maximum net allowable bearing pressures, which are, for footings, having a least lateral dimension (width) of 3 ft. For footings less than 3 ft in width, the maximum net allowable bearing pressures shall be reduced proportionally to the width of the footing. A least lateral dimension of 30 in. is recommended for footings.
    - Bearing on Bedrock: 12 kips per square foot (ksf)
    - Bearing on Glacial Till: 8 ksf
    - Bearing on Structural Fill: 5 ksf

- Design footings to bear a minimum of 4 ft below the lowest adjacent ground or slab surface exposed to freezing. Footings at heated interior locations not exposed to freezing temperatures should bear at least 24 inches (in.) below the adjacent slab surface.
- Position tops of footings a minimum of 6 in. beneath the underside of adjacent floor slabs and where applicable a minimum of 12 in. below adjacent pavements or sidewalks to reduce the potential for reflective cracking in the slab, pavement, or sidewalk.
- Position footing bottoms so as not to load adjacent foundation or pit walls (i.e., position footing bottoms to bear below an imaginary line extending upward and away from an adjacent foundation wall at a 1.5 horizontal to 1 vertical [1.5H:1V] inclination starting 1 ft below the top of the adjacent slab).
- Design footings to bear below a reference line drawn upward and outward on a 1.5H:1V slope from the bottom of adjacent utilities or underground structures.
- If infiltration systems are planned near footings, position footings to bear at or below the elevation of the infiltration system bottom and locate the nearest infiltration system chambers a minimum of 20 ft laterally from footing edges.
- If pressurized pipes pass beneath or within 5 ft of soil-bearing foundations, configurations should be reviewed on a case-by-case basis to determine if special measures are needed to protect foundations from undermining in the event of pipe failure (e.g., encapsulation of utility pipe in lean concrete).
- Unsuitable materials should be removed from within the zone of influence (ZOI) beneath foundations and replaced with Structural Fill as necessary to achieve design footing bearing elevations. The ZOI is defined as the zone beneath the footing and beneath imaginary lines extending 1 ft laterally beyond the footing outer bottom edges and down and out on a 1H:1V slope to the bearing strata. Structural Fill or other suitable approved structural fill should also be used to raise the grade within the ZOI beneath footings, where required.

Refer to Appendix for Preliminary Geotechnical Report

D. Traffic

Two levels of enrollment are being explored during the feasibility study for the new school – 690 students and 925 students. The preferred schematic report (PSR) has identified a single preferred option for the building with an enrollment of 925 students. Among the various technical studies and evaluations that are being undertaken by the Project team, is a comprehensive and holistic review of mobility and transportation considerations associated with the new school, with emphasis on addressing access needs for different modes of transportation/service that are anticipated for the site (pedestrian, bicyclist, motor vehicle, transit rider, emergency response and loading/delivery vehicle). Also important to the review is parking demand and supply. This review will need to be conducted in the context of the site setting (dense residential neighborhood) and competing mobility needs for various users who share the same transportation infrastructure as the school users.

Typical development projects in the City follow a well thought out and organized permitting process that hinges on documents such as a Mobility Management Plan (MMP), Transportation Access Plan (TAP) and a comprehensive Transportation Impact Study (TIS) informed by a scoping process overseen by the City's Mobility Division of the Office of Strategic Planning & Community Development.
The Project's permitting process will touch upon all these individual steps covered by the City's Zoning Ordinances.

At the start of Schematic Design, the design team will begin the Initial Mobility Management Plan (MMP) and the Preliminary Transportation Access Plan (TAP). These plans will require the following studies:

- Prepare a detailed description of the Project's components that have a bearing on mobility and transportation infrastructure impacts. This would include details such as prior and current enrollment numbers, teachers and staff counts, mode of travel information (to the extent that the mode splits can be established using record data), geographic distribution of the student population for both WHCIS as well as Benjamin Brown School and a discussion of prior parking accommodations for the school.
- Develop trip generation estimates by mode of travel based on the foregoing information.
- Summarize existing transit services within walking distance of the site and locations of nearest heavy rail, light rail, bus services.
- Prepare an exhibit showing the walking distance and the average walking time from the nearest transit stops to the school's primary entrances.
- Describe local bicycle infrastructure that could support the school.
- Prepare a conceptual site plan exhibit identifying the location of proposed on-site parking (if any), bicycle parking, building entrances, accessible routes and loading or services areas and develop trip distribution estimates for entering and existing trips by mode. This detail would identify both the major transportation corridors that could be used by school users as well as the individual intersections and roadways around the site that the users would rely on to access the primary building entrances.

- Using record multimodal data that may be available from the City, and through modeling software such as Replica© and the aforementioned transportation inventory and Project related demands, develop a preliminary list of locations that could experience capacity impacts/congestion, or locations where gaps in the system are identified.
- Based on the findings of the review, develop an exhibit showing potential transportation infrastructure improvement locations as well as operational enhancements that will need to be explored further during the preparation of the comprehensive TIS
- Quantify the Project's parking demand and identify potential solutions to address the demand, including on-site structured parking, neighborhood parking, remote parking, and feasible transportation demand management (TDM) measures that could assist in reducing the reliance on single occupant vehicles (SOVs).
- The findings of the review under Task 1.0 will be documented a technical memorandum. It will include a discussion of the need for potential changes to the public right-of-way around and near the site to support the Project's mobility needs. Where appropriate, vehicle turning templates (for example, at loading/service areas, structured parking areas, if any) will also be prepared.
- A draft of the document will be submitted to the City for review. In consultation with input from the Project team, the memorandum and associated exhibits and technical appendices will be updated to reflect changes based on City comments and finalized.

The Design team will also need to submit the following prior to the debt exclusion vote:

- Transportation scoping memorandum (TSM) Submit at the start of Schematic Design
- Mobility Management Plan" (MMP) – Submit prior to completion of Schematic Design
    - Existing Conditions Assessment
    - Future Conditions Assessment
- Transportation Impact Study – Submit in April of 2027

It is expected that various meetings will be conducted involving the City staff and Project team members to take place throughout this process. The Project team will consult with the City to identify meeting cadence and number of discrete mobility related meetings that may be needed during the completion of the items identified.

3.3.3 Preliminary Evaluation of Alternatives

A. Analysis of Prospective Site

B. Construction Impact for Each Alternative

C. Conceptual Building & Site Drawings

D. Outline of Structural Systems

E. Summary of Utilities

F. Major Building Systems Narratives

G. Proposed Total Budget

H. Permitting and Zoning Requirements

I. Design & Construction Schedule

J. Preliminary Design Pricing

3.3.3 Preliminary Evaluation of Alternatives

A. Analysis of Prospective Site

The City-wide site analysis began with the School Construction Advisory Group (CAG) study back in 2024; further studies where then completed during the PDP phase. All possible City sites were studied and it was determined that due to the limited amount of open space in the City of Somerville that developing the 2 acre existing school site at 115 Sycamore Street would be the focus for this project. In the PSR portion of the feasibility study the MSBA requested that the design team also include further study of the 0.5 acre existing Benjamin Brown School site at 201 Willow Avenue.

Development at Winter Hill Community Innovation School – 115 Sycamore Street
Winter Hill Innovation Community School has frontage along Medford Street to the southwest, Sycamore Street to the northwest, Evergreen Street to the northeast and Thurston Street Southeast. The main vehicular circulation access is from Sycamore Street which runs one direction north at the school block. Vehicles access the main entry of the school from the two-way traffic on Medford Street to the drop off area on Sycamore Street. Evergreen Street is two-way traffic and Thurston Street has one-way traffic traveling south onto Medford Street. There is an MBTA bus stop on Medford Street and Green Line access 0.4 miles away at Gilmore Square. On-street parking is shared with the residence and school.

The site is approximately 2 acres. The site slopes in two directions; from Evergreen Street the site slopes south down to Medford Street and east down to Thruston Street with the corner of Sycamore Street and Evergreen Street as the high point of the site. The schools shares the block with St. Ann's Parish and a small condominium building all of which are surrounded by residential homes. There is a small playground on the south side of the school and a larger playground and multi-use field on the north side of the school.



Development at Benjamin G. Brown School site - 201 Willow Avenue:
Benjamin G. Brown School is located at the end of a residential block with Willow Avenue on the west Side, Kidder Ave. on the north side and Josephine Ave. on the east side. The property is about 0.55 acres and the current footprint of the school consumes one third of the site. The closest public transit is 0.25 miles (bus and green line at Ball Square); students currently walk or are dropped off and picked by parents. There is only on-street parking which is shared with the residence in the area. Parking as well as parent pickup and drop off is an issue in this neighborhood. There is a small and narrow outdoor dining area/learning space on the north side of the school with picnic tables. A paved and turf outdoor play space is on the south side of the school. This play area was recently renovated and is contained within a chain link fence on all three sides.



B. Construction Impact for Each Alternative

115 Sycamore Street Options:
At the 115 Sycamore Street Site the impact of a construction project will have no effect on the active school. Due to the conditions of the existing building on 115 Sycamore Street the school was vacated, and students are currently occupying a swing space in the City. This eliminates the need for phasing and/or temporary facilities. The impact of construction would be the same for both a new building project or the addition renovation project as the renovation work and new construction can take place at the same time.

The 115 Sycamore Street site is constrained along all its borders and is relatively tight. Although street access is available on four sides of the site, considerations will need to be made for the abutting Saint Ann's property on the east side of the site.

For the new construction options the project can benefit from an early bid package to abate and remove the existing school and prepare the site for construction to begin once the documents are available for bidding. Early abatement of the existing school can also benefit the addition and renovation options. There will be limited laydown area on the Sycamore Street site as a majority of the site will be encompassed by the new school structure. Contractor parking will be limited and/ or require the contractors to arrange off-site parking and transportation to and from the site. Additional Police traffic details may be required at times of deliveries and during major events such as the erecting of the structure.



115 Sycamore Street

201 Willow Avenue Options:

At the 201 Willow Avenue Site the impact of a construction project will be substantial. The site is constrained along all its borders and is extremely tight to fit the necessary building and site program resulting in a high-rise structure with only roof top outdoor play space. There is street access on three sides of the site but considerations for the abutting residential neighbors on the south side of the site will be required. Approximately 220 students occupy the Brown School and will need to be moved off site during construction. At this time the City's swing space is being occupied by the Winter Hill School students and there are no additional functioning building in the City for the Brown students to be placed. The other K-8 schools in the City are at maximum capacity. Costly temporary classrooms may need to be considered at several of the existing schools to disperse and accommodate the Brown Students which may impact outdoor play space or parking at these schools.



201 Willow Avenue

For the new construction and addition/renovation options there will be minimal to no laydown area on the Willow Avenue site as a majority of the site will be encompassed by the new school structure. Construction materials will need to be offloaded from the street multiple times of the week as bulk storage of materials will not be possible. Structural Steel Member will most likely need to be erected directly off of the trucks. Additional Police traffic details may be required at times of deliveries and at major construction events such as erecting of the structure. The base repair project will also have limited laydown space to avoid damage to the recently upgraded playground space. For all options at 201 Willow Avenue site, contractor parking will need to be shared with the residence and/or will require the contractors to arrange off-site parking and transportation to and from the site.

C. Conceptual Building & Site Drawings

At the completion of the PDP phase, the SBC voted to eliminate options 3A, 3B, 5A and 5B from further study. The reasons for omitting these options were as follow:

Option 3A New School Building for 690 Students at 115 Sycamore St.

- Does not address enrollment for consolidating the Brown School students, keeping Brown School open will be costly for the City to maintain and repair
- Does not meet City's sustainability goals (building orientation does not take advantage of the sun)
- Limits accessible open space to the neighborhood and community
- The long wing requires grade clusters to circulate through each other and does not help create a scaled, small school feel.
- Long corridors create safety blind spots, cause sensory overload for young children, and make adult supervision difficult

Option 3B New School Building for 925 Students at 115 Sycamore St.

- Does not meet City's sustainability goals (building orientation does not take advantage of the sun)
- Limits accessible open space to the neighborhood and community
- The long wing requires grade clusters to circulate through each other and does not help create a scaled, small school feel.
- Long corridors create safety blind spots, cause sensory overload for young children, and make adult supervision difficult

Option 5A New School Building for 690 Students at Trum Field

- Does not address enrollment for consolidating the Brown School students, keeping Brown School open will be costly for the City to maintain and repair
- Loss of the largest open space in the City (City community opposes this option)
- Challenging to fit the school program next to the baseball field limiting the area for outdoor school program space.
- Broadway is one of the most heavily traveled streets in the City, additional congestion during drop off and pick up will be create major traffic issues
- Requires permitting approval for Article 97 and additional costs to rebuild park land at 115 Sycamore Street where the shape of the site will not accommodate a softball field

Option 5B New School Building for 925 Students at Trum Field

- Loss of the largest open space in the City (City community opposes this option)
- Challenging to fit the school program next to the baseball field limiting the area for outdoor school program space.
- Broadway is one of the most heavily traveled streets in the City, additional congestion during drop off and pick up will be create major traffic issues
- Requires permitting approval for Article 97 and additional costs to rebuild park land at 115 Sycamore Street where the shape of the site will not accommodate a softball field

Potential Future of Non-selected Sites

The Trum Field Site will remain as open park land for the city-wide community. State law requires maintaining green and open space, making it mandatory to preserve public park land like Trum Field in the City of Somerville which is one of the densest cities in the United States. The 4.78 acre site provides essential ball fields, basketball courts, and community gathering spaces for local leagues and residents. Trum Field currently has parking available on all four sides of the park. The park is also easily accessible by bike with dedicated bike lanes and is adjacent to the Ball Square MBTA Green Line Station. The pavilion on the north side of the park will continue to be used by the community for fairs and various City-wide events. Recreation, youth and adult programs will continue to use Trum Field for Spring, Summer and Fall sports programs. The school district will also use the space for scholastic athletic events. Trum Field will continue to hold the annual Family Fun Day, Cornhole Tournament, seasonal celebrations and other event throughout the year.

The Benjamin Brown School at 201 Willow Avenue will remain City property with no immediate plans for renovation or demolition at this time. The building is not accessible and is in need of major infrastructure repairs of which the City will need time to evaluate the future use. The recently renovated playground and multiuse field at 201 Willow Ave would remain open as a community resource.

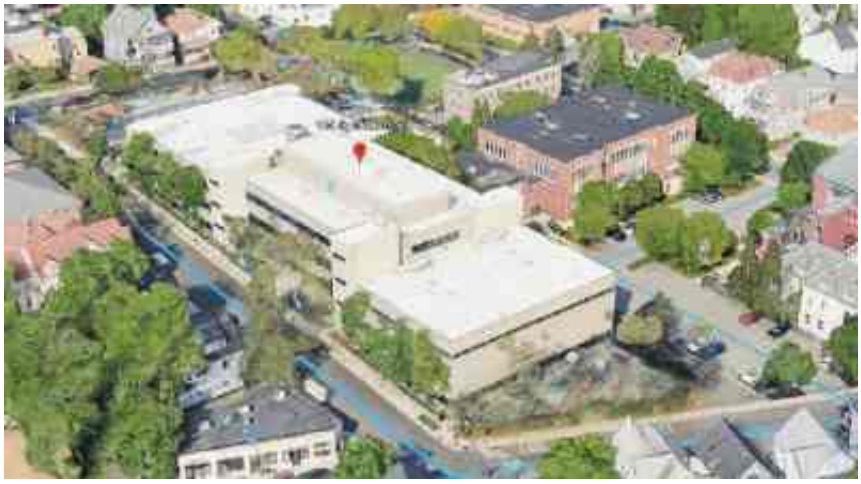
During the PSR process the SBC studied a number of options on the Sycamore Street site for the enrollments of 690 students and 925 students. The following options have been developed and evaluated by the School Building Committee and the School Committee:

- Option BR Base Repair at 115 Sycamore St.
- Option 1A Addition and Renovation for 690 Students at 115 Sycamore St.
- Option 1B Addition and Renovation for 925 Students at 115 Sycamore St.
- Option 2A New School Building for 690 Students at 115 Sycamore St.
- Option 2B New School Building for 925 Students at 115 Sycamore St.
- Option 4 New School Building for 925 Students at 115 Sycamore St.
- Option 4.1 New School Building for 925 Students at 115 Sycamore St.
- Option 4.2 New School Building for 925 Students at 115 Sycamore St.
- Option 6A Base Repair at 201 Willow Ave
- Option 6C Addition and Renovation for 925 Students at 201 Willow Ave
- Option 6E New School Building for 925 Students at 201 Willow Ave

Option BR - Base Repair

As required by MSBA this option has been carried forward as part of the standard MSBA process. As noted in the PDP report there are a number of substantial issues found in the existing building above and beyond the aging infrastructure. The building is also significantly undersized for the current program by upwards of 90,000 SF and the existing space does not meet the educational needs of the school district. There are a number of AAB/ADA issues within the existing building along with costly building structure repairs. In addition, the building envelope requires extensive upgrades to

meet current building code requirements, and the concrete façade contains asbestos materials.



A base repair project will not address the school district's educational programmatic needs and enrollment size nor will it address the City's sustainability goals.

- This option will not improve the current educational needs of the school.
- Base repair will not address the school district's enrollment capacity
- Does not address aging concerns of the Brown School Building
- Does not address the City's sustainability goals
- Doe not meet City's sustainability goals

Option 1A – Additon/Renovation at 115 Sycamore Street 690 Students:
The new 5-story academic wing addition with moderate solar orientation is located on the north side of the existing school eliminating the existing basketball court and playground.

This plan keeps the entire existing school building in place. The existing building will require a full gut renovation to meet the school district's educational program needs. Upgrades to the exiting envelop will be required to improve the energy performance of the building.

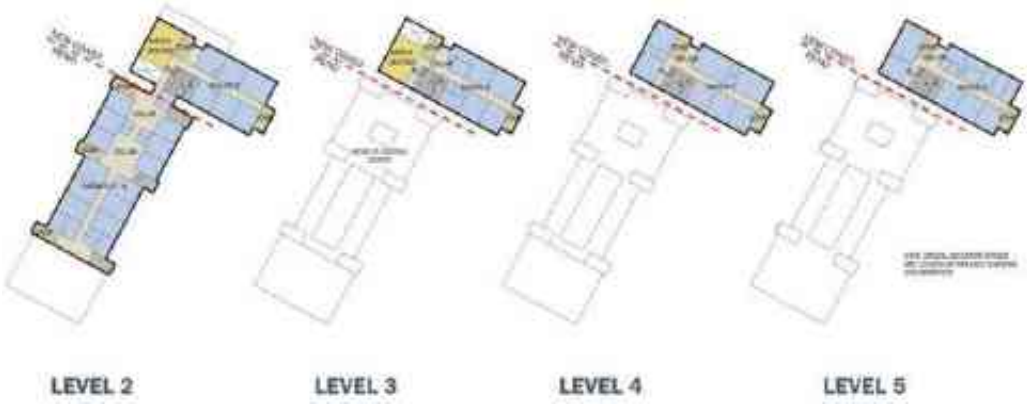
The existing gymnasium and cafeteria are adequately sized and will be renovated in their current locations. However, from the school's main entry, access requires passing through the K/PK or Grades 1–2 academic neighborhoods to reach these spaces. The new five-story addition vertically stacks Grades 5–8, with a media center on the upper floors and art and music classrooms, along with community space, located on the main floor.

Outdoor open space on the site will be impacted by the footprint of the new addition. Rooftops will need to be used to accommodate outdoor learning and play space. Public access to outdoor open space will be limited and will require access through the school. The existing multiuse field at the corner of Evergreen and Thurston Street will remain, the early childhood playground along Medford Street can be reconstructed in the same

location and a half basketball court can be added to the east side of the school. Mae's Garden is placed along the north and east side of the building on Evergreen Street.







- Does not address enrollment for consolidating the Brown School students, keeping Brown School open will be costly for the City to maintain and repair
- The cost of an addition is near equal to the cost of a new building.
- Keeping the existing building and adding to the north of the site will consume almost all of the outside open space on the school property.
- The long wing requires grade clusters to circulate through each other and does not help create a scaled, small school feel.
- The Cafeteria & Gym are remote to play and not part of a shared community core

Option 1B – Additon/Renovation at 115 Sycamore Street 925 Stusdents:
Similar to option 1A this option proposes new construction for 925 students at the existing school and does not require phasing as the building is currently unoccupied. The new construction and renovation work can be done at the same time. The new 5-story academic wing with moderate solar orientation located on the north side of the existing school. The 5 story academic addition will need to extend to the east to accommodate the larger enrollment and a small 1-story addition will be needed at the south of the building for the kindergarten students.

This plan keeps the entire existing school building in place. The existing building will require a full gut renovation to meet program needs. Upgrades to the exiting envelop will be required to improve the energy performance of the building.

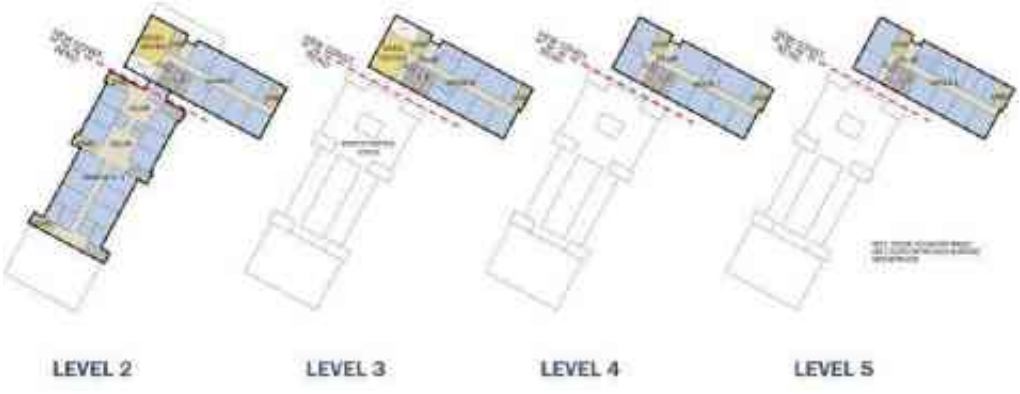
Similar to Option 1A, the existing gymnasium and cafeteria will be renovated in their current locations, with a small addition to provide a stage adjacent to the cafeteria. Access from the main entry still requires passing through the K/PK or Grades 1–2 academic neighborhoods.

The new five-story addition vertically stacks Grades 5–8 and is extended beyond Option 1A to accommodate additional classrooms for the larger enrollment. A new media center is located on the upper floors, with art and music classrooms and community space on the main floor.

Outdoor open space on the site will be severely impacted by the footprint of the new additions. Roof tops will need to be used to accommodate outdoor learning and play space. Public access to outdoor open space will be limited and will require access through the school. The existing multiuse field at the corner of Evergreen and Thurston Street will need to be reduced to half its original size to accommodate space for the larger building footprint making the field space unusable for its intended use. The PK and Kindergarten playground at the south side of the school will also be reduced in size due to the expansion of the building needed for program to accommodate the larger enrollment. A half basketball court can be added to the east side of the school. Mae's Garden is placed along the north side of the building on Evergreen Street.







- The cost of an addition is near equal to the cost of a new building.
- Keeping the existing building and adding to the north of the site will consume almost all of the outside open space on the school property.
- The long wing requires grade clusters to circulate through each other and does not help create a scaled, small school feel.
- The Cafeteria & Gym are remote to play and not part of a shared community core

Option 2A New School Building at 115 Sycamore Street 690 Students.

For the new school options multiple test fit plans were developed to study the building footprint and open space on a tight urban site. These test fits include options for the 690 student enrollment and the 925 student enrollment. Option 2A studies the 690 student enrolment at the existing school site on 115 Sycamore Street. This 5 floor level option orientates a majority of the academic spaces on an east west axis to maximize daylight into the classrooms. The plan can be zoned for community use with access to the building from Sycamore Street or Medford Street. Grades can be separated vertically by level.

In this test fit, the school is organized into small academic neighborhoods, housing two grades per level to maintain a “small school” feel within the larger building. Public and assembly spaces, including the gym, cafeteria, and media center, are located along Sycamore Street, terracing down the hill and utilizing multilevel rooftops for secure outdoor learning and play.

The building is accessed through three main entrances: the primary entrance at the top of the hill, an event entrance on Medford Street, and a dedicated PreK/K entrance on Thurston Street. The main level features a pedestrian-friendly plaza, administrative and guidance offices adjacent to a secure lobby, and direct access from the cafeteria to a stage and rooftop learning/play areas. Collaboration zones, breakout spaces, and faculty touchdown areas are embedded within the academic neighborhoods to support engagement and supervision.

Lower levels include PreK/K classrooms with direct access to dedicated outdoor play areas, music classrooms, and a slightly sunken gym with open stair and ramp connections to the multiuse field on the south side of the site along Medford Street. Additional outdoor amenities include an early childhood playground on the southeast side of the building, Mae’s Garden along Thurston Street, and most outdoor learning and play spaces on the terraced rooftops. Public spaces are separated from academic areas to allow evening and weekend community use without disrupting school operations.



- Does not address enrollment for consolidating the Brown School students, keeping Brown School open will be costly for the City to maintain and repair
- Too much green space is via rooftops and not likely accessible to community.
- The preference is for more building mass to shift toward Medford Street and keep open-space inward, along Evergreen Ave (see Option 4)
- Moves Multi-purpose field to busier Medford Street side of the site

Option 2B New School Building at 115 Sycamore Street 925 Student

Option 2B studies the 925 student enrolment at the existing school site on 115 Sycamore Street. This 5 floor level option orientates a majority of the academic spaces on an east west axis to maximize daylight into the classrooms. The plan can be zoned for community use with access to the building from Sycamore Street or Medford Street. Grades can be separated vertically by level. This option follows the same overall concept as the smaller enrollment but accommodates the larger 925-student population. The new addition and learning neighborhoods are extended toward Thurston Street to provide additional classrooms.

Overall, the layout and organization remain consistent with the previous concept: academic neighborhoods for small-school feel, terraced public and assembly spaces along Sycamore Street, rooftop learning and play areas, and clear separation of public and academic spaces to allow community use without disrupting school operations. The design preserves collaboration zones, faculty touchdown areas, and direct access from

classrooms to outdoor play and rooftop learning spaces.
Similar to 2A this option relocates the multiuse field to the south side of the site along Medford Street. An early childhood playground and Mae's garden is located on the southeast side of the building with direct access to the PK and K classrooms. There is no outdoor space along Thurston Street due to the larger building footprint for the 925 student enrollment. A majority of the outdoor learning and play space is shown on the multilevel roof tops that are accessed through the building.



- Too much green space is via rooftops and not likely accessible to community.
- The preference is for more building mass to shift toward Medford St and keep open-space inward, along Evergreen Ave (see Option 4)
- Moves Multi-purpose field to busier Medford Street side of the site
- Construction Cost is higher than option 4

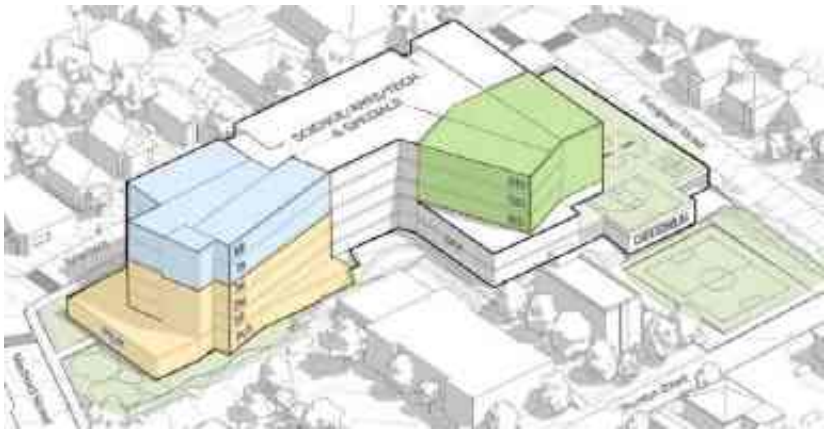
Option 4 New School Building at 115 Sycamore Street 925 Students:

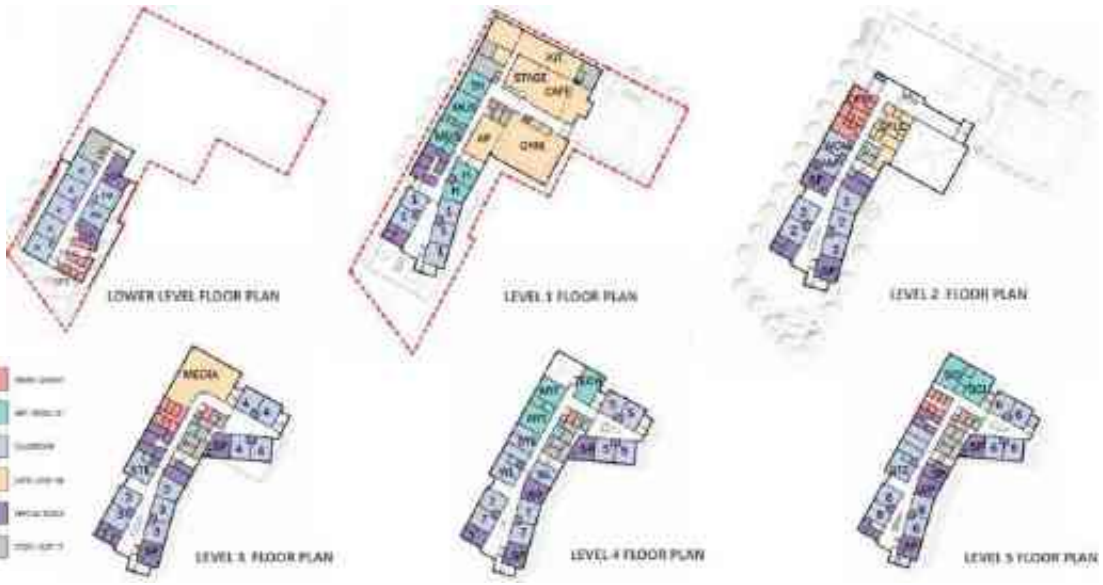
Option 4 studied the 925 student enrolment at the existing school site on 115 Sycamore Street. This 6 floor level option orientates a portion of the building on the east west axis

and divides the school into schools within a school. The academic wing on the east west axis is dedicated to grades 4, 5, and 6 with good solar orientation. The Lower Elementary school grades are oriented on the north south axis with the 7th and 8th grade students on the 2 upper levels above. The plan can be zoned for after hour community use with access from Thurston Street. This options incorporates outdoor learning and play space on rooftops to maximize open space. The outdoor space above the cafeteria can be accessed from grade on the west side for community use after school hours.

The PK and Kindergarten will have a dedicated playground at the south end of the building. A secure space along the east side of the building will connect the early childhood playground with the larger playground and field on the north side of the site. Mae's Garden follows the connector path along the east side of the building including a gathering area of outdoor learning.

This option keeps the multiuse field at its current location at the corner of Evergreen and Thurston Street. The community can have a dedicated entry at the east side of the site to allow for direct access into the gym and cafeteria. The Gymnasium also has direct access to the multiuse field. This option addresses many of the school and community's needs.



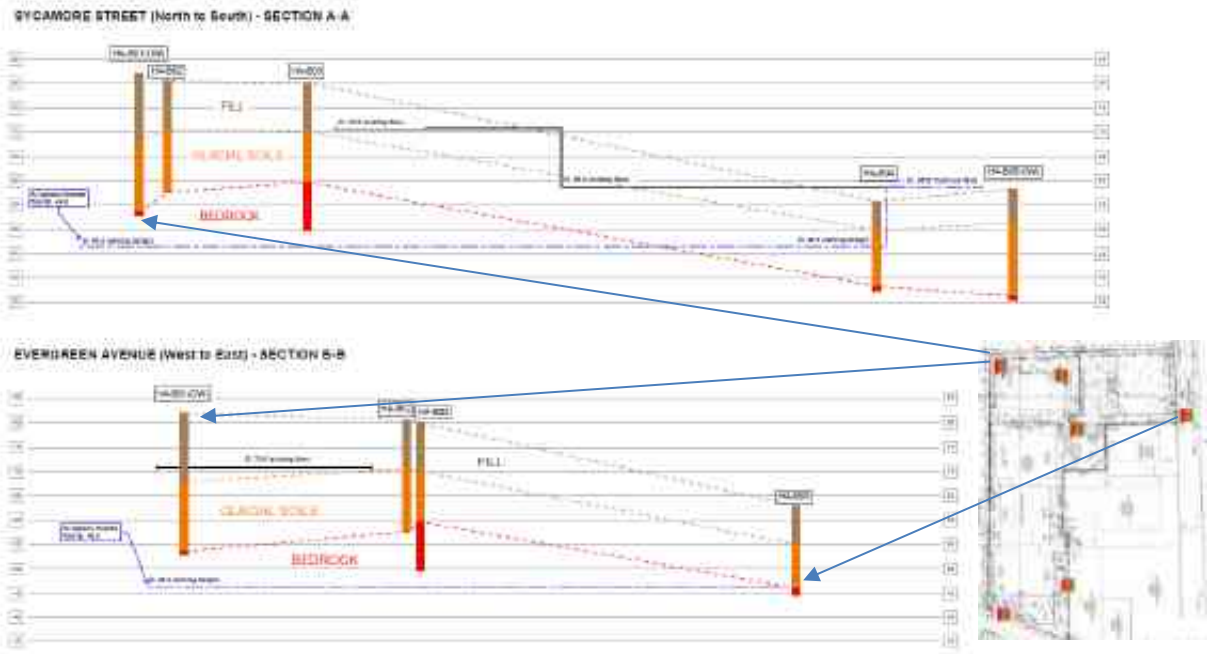


- Preferred Option by the School Building Committee
- Daylight challenges at Kindergarten and Music spaces can be addressed with an exterior light well
- New survey information identifies potential bedrock in the north corner of the site (current elevation indicates that the building will be above the bedrock but further study is recommended to confirm extent of bedrock for budgeting)
- Cafeteria and Gymnasium have direct access out to multiuse field

Option 4.1 New School Building at 115 Sycamore Street 925 Students

Option 4.1 was an added study due to the findings from the subsurface investigation. The design team's geotechnical engineer and geoenvironmental engineer investigated 6 borings throughout the site. On the north west corner of the site bedrock was found about 20' below grade. It is not known what the full extent of the bedrock is in this area but additional testing will proceed to better inform the project.
The assumed area of ledge will make the potential add alternate for a below grade parking garage difficult and costly. However the design team assumes at this time that option 4 can be constructed above the ledge with minimal rock removal.

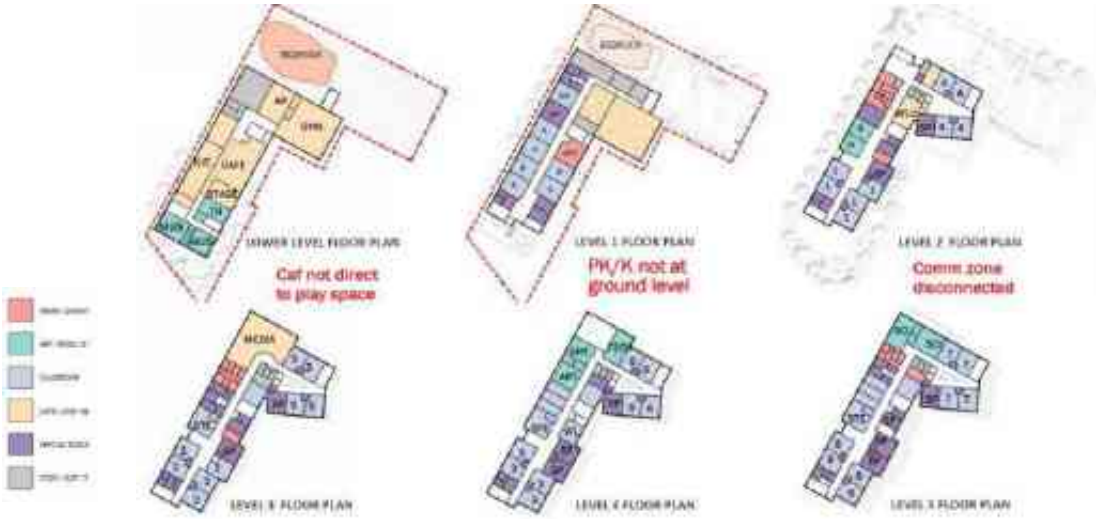
Test Boring Site Profile:



Site Sections at 115 Sycamore Street **Boring Locations**

Option 4.1 takes this study a little further by reducing the building footprint and avoiding excavation in the north west corner of the site where the ledge is present. The cafeteria and gymnasium are moved to the lower levels of the school raising the building elevation. This moves the PreK and Kindergarten classrooms to a higher level requiring a dedicated stair for the younger students to access the outdoor play area and pick up drop off locations. The layout does not have a true heart of school and the community and shared spaces become

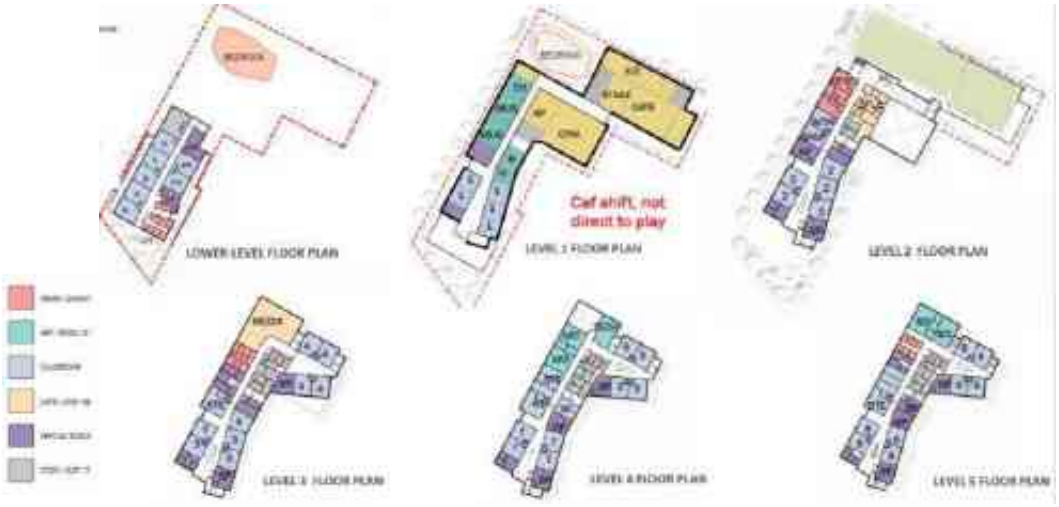
disconnected on multiple levels . The reduced footprint saves costs in excavation and shoring, it reduces the roof area and keeps the main playground area at grade limiting the need for rooftop play structures.



- Reduced footprint avoids bedrock but PK/K not at ground level for direct to outdoors
- Cafeteria is not near recess/play space (for school and afterschool programs)
- Disconnected community use/shared spaces, lacks a 'heart' of school
- Gymnasium does not have direct access out to field

Option 4.2 New School Building at 115 Sycamore Street 925 Students

Option 4.2 was another added study due to the findings from the subsurface investigation. This option is very similar to the original option 4 but it moves the cafeteria, kitchen and stage towards the east side of the site to avoid excavation in the northwest corner of the site. This option moves the multipurpose field on top of the building and keeps the playground structures at grade. Option 4.2 has longer travel distances to the cafeteria and it makes access to the outdoor spaces more challenging; direct outdoor access to the field and playground will require outdoor stairs or ramps or transaction through the interior stairwell.



- Preferred, avoids bedrock but sliding the cafeteria increases corridor length/access
- All play space is above the cafeteria, not as direct and visible.
- Higher construction cost due to additional exterior walls and complex roof structure for multiuse field and tall fencing
- Lacks transition space between Thruston Street and Cafeteria
- Gymnasium does not have direct access out to field

Option 6A Base Repair at 201 Willow Avenue

The Benjamin Brown School is the City's oldest remaining school building. It suffers several program deficiencies, including the lack of a dedicated cafeteria or gymnasium and there is no building-wide accessibility. The building envelope and MEP systems are antiquated and inefficient. An accessible rear entrance ramp was added more recently but only allows access to a small portion of the basement level. Various interiors and equipment were updated through the years, but the building's physical plant has areas of significant age and deterioration that require a comprehensive building rehabilitation. The Building envelop does not meet current energy code requirements and cracks in the foundation are currently being monitored but will require extensive repairs.

- This option will not improve the current educational needs of the school.
- Base repair will not address the school district's enrollment capacity
- The school will still be without a cafeteria and gymnasium, the academic spaces will remain undersized and no additional support spaces will be available.
- The school will not be able to expand from a K-5 to a K-8 school and development of a 21st century learning environment will not be met
- Repairs to this building will not meet the City's sustainability goals



Option 6C Addition and Renovation at 201 Willow Avenue 925 Students

An addition renovation option was studied for the Brown School. This option looked at a maximum build-out of the site with a footprint of 7,880 SF located at the south side of the existing school and within the current outdoor play space. The addition would accommodate a gymnasium, cafeteria and all of the additional academic spaces required in the space summary for 925 students. The addition would need to be 160,000 GSF which would result in a structure of 20 stories. A high-rise structure is not practical for a K-8 school and most likely not permittable in this residential area of the city. There is no solution for at grade outdoor play space in this option and adjacent open space in the neighborhood for outdoor play space expansion is not possible. Limited roof top play space will need to be constructed on the roof the building.
The existing building would still require all of the necessary and costly upgrades stated in the base repair.





- Requires swing space for Brown Students
- Limited outdoor play and learning space on the roof (20 stories above grade)/ access to rooftop play space will be difficult
- A 20 story building is not practical for a K-8 school
- High rise construction is costly and most likely not permittable in this area of the City
- Deep high rise foundations adjacent to the existing structure will be expensive making the existing foundation vulnerable for failure
- No outdoor fields for physical education program/access to roof will be difficult

Option 6E New School Building at 201 Willow Avenue 925 Students

A new school option was studied for the Brown School. This option looked at a maximum build-out of the site with a footprint of 16,060 SF. The 925 student enrollment would requires a building of 186,700 GSF. The new build option would be more efficient than the addition renovation option but will still require multiple floors resulting in a high-rise structure that is not seen as practical for a K-8 school and most likely not permittable in this residential area of the city. There is no solution for at grade outdoor play space in this option and adjacent open space in the neighborhood for outdoor play space expansion is not possible. Limited roof top play space will need to constructed on the roof the building.





- Requires swing space for Brown Students
- Eliminates outdoor play space at grade/access to rooftop play space will be difficult
- 12 stories is not practical for a K-8 school
- High rise construction is costly and most likely not permittable in this area
- No outdoor fields for physical education program/access to roof will be difficult

D. Outline of Structural Systems

Refer to Appendix for full Structural Outline provided by the structural engineer
Applicable Codes and Standards 780 CMR 10th Edition Massachusetts State Building Code

Design Loads:

Dead Loads:

Weight of Building Components	As Required
Partitions Allowance	20 psf (for live loads < 80 psf)
Ceiling, Lights, HVAC, Fireproofing	10 psf
PV allowance	10 psf

Live Loads:

Offices	50 psf
Classrooms, Labs, activity rooms	50 psf
Gym, Public Spaces and balconies	100 psf
Stairways, Lobbies and corridors	100 psf
Assembly Areas	100 psf
Library stacking area	150 psf
Fixed Seat Auditorium	60 psf
Stage floors	150 psf
Kitchen Area	150 psf
Mechanical Area	150 psf or weight of mech equipment

Snow Loads:

Ground Snow	TBD psf plus drift
Importance Factor, I	1.1

Wind Loads:

Basic wind speed	137 mph
Exposure	B
Wind Pressure per	ASCE7-16
Maximum Overall Drift	H/500

Earthquake Loads:

Risk Category	III
Site Class	TBD
Importance Factor, I	1.25
Site Coefficient, Fa	-
Site Coefficient, Fv	-
Spectral Acceleration, SS	TBD
Spectral Acceleration, S1	TBD
Max Spectral Acceleration, SMS -	
Design Spectral Acceleration, SDS	-
Seismic Design Category	B
Seismic Resisting System	Steel Bracing Not Specially Detailed
Response Modification Factor, R 3	
Deflection Amplification Factor, Cd	3
Seismic Base Shear, V	CSW

Structural Systems Criteria

Two sites have been evaluated for the Winter Hill Community Innovation School project the existing school site at 115 Sycamore Street and the existing Benjamin Brown School at 201 Willow Avenues

Anticipated structural repair and alternation scope of existing building at 115 Sycamore Street:

The existing 4-story concrete structure school is built into the hillside, with the cafeteria at grade on the south side of the building, the administration offices and classrooms at grade on the west side of the building and the academic 3rd floor at grade on the north side of the building. Concrete framing, including columns, beams, girders and slabs with distressed concrete and corrosion will need to be repaired. CMU walls, mainly exterior but also interior show various patterns of cracking – diagonal at exterior and many vertical interior cracks. This could be a function of foundation movement and structural settlement.
Precast slab also exhibits deterioration of concrete; signs of water penetration has been observed within the ceiling and shear walls. Repair and patch work should be caried out if this building is to be repurposed.

There are signs of potential fire instances in the past at 3rd floor. The fire incidence should be investigated further. At minimum we recommend to identify the duration of fire and damage in the structural elements and carrying an allowance for repair. The roof shows lots of rust from mechanical floor and equipment which is penetrating through the roof to framing below and damaging the structure life. This should be identified and addressed. All stair tower roof slab showing sign of rust and moisture. Carry an allowance for stairs roof repair or replacement.

Seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades may be required if the structural framing is substantially altered to accommodate the project program.
Anchoring of masonry walls to existing diaphragms for lateral force resisting system will be required. Carry steel angles epoxy anchored into the masonry at slab at 4 feet on center. Concrete spalling and surface cracking was spotted at multiple locations throughout the building which should be addressed. Buildings of this vintage, should have an allowance for existing CMU openings lintels to be cleaned, repaired and repainted.

Anticipated structural repair and alternation scope of existing building at 201 Willow Avenue:

The Benjamin Brown School is the City's oldest remaining school; built in 1901 with an addition built in 1907. Both structures are 2 stories with a half below grade basement.
Radiating zones of distress in the structure, envelope, and foundations were observed on the north and east facades, with the origination of these issues located at the north facade of the 1907 addition where it abuts the original structure. Studies show significant movement (both vertical and lateral) of the exterior bearing wall that translated all the way through the wall. 7" of vertical displacement was measured across the floor of Classroom 107. There is evidence of cracking in the foundation walls, in the adjacent slab on grade as well as significant deflection of the floor structures above. Damage is assumed to be caused by historical foundation settlement. Major Foundation repairs will be required to ensure the future safety of the building.
The 1907 east wing has significant settlement and displacement issues mostly pronounced on the north elevation which will require repair. In addition to this all of the facades will require repointing of step cracking at windows and corners and spalling brick will need to be replaced. The existing chimneys are also in need of repair. Water infiltration in the roof needs to be addressed to mitigate the deterioration of the building façade.

Structural Demolition:

The subject sites are developed as elementary school with existing structures and open play areas. Complete removal and offsite disposal of the primary structure and foundations will be required to construct the proposed building structure and open play area. Structural fill will need to be imported for the foundation base.

Base Repair and Renovation for Options 1A and 1B:

Basic Structural Systems:

The new school building options at the Sycamore Street site will be built into the hill similar to the existing school to conform to the existing terrain within the city block. The existing contours of the sites will be designed to allow the lower level-floor slab on grade to have direct access to Medford Street, the first floor will have partial slab on grade with direct access to Thurston Street and the second floor will have a partial slab on grade with direct access to Sycamore Street. The remaining academic spaces will be on the third, forth and fifth levels above.

Addition for Options 1A and 1B:

Anticipated Foundation for New Building Addition:

A conventional spread footings supported on undisturbed, naturally deposited glacial soil or on compacted granular fill placed following removal of the unsuitable fill material, recommended by geotechnical engineer. An allowable bearing capacity of 8,000 pounds per square feet is assumed. Typical, Interior Column Footings of 9’ x 9’ x 30”, and Exterior Column Footings of 8’ x 8’ x 24” with 60 lbs/cu.yd. steel reinforcement is recommended for both options. The proposed footing sizes are based on a typical bay spacing of 30 feet in each direction. 2’-0” x 2’-6” Grade Beams below slab-on-grade at locations of the braced frames. Reinforced with 115 lbs/cu.yd. 2’-0’ x 2’-0” concrete piers under all perimeter columns with 300 lbs/cu.yd. steel reinforcement. Perimeter Frost Walls – 15” thick, 4’-0” below finished grade with 2’-6” x 1’-3” footing. First floor slab-on-grade, 5” thick concrete with WWF6x6-W2.9xW2.9 supported on minimum of 12-inch structural fill, insulation and vapor barrier. Elevator pit with 12” thick reinforced concrete wall and 24” thick base, reinforced with 120 lbs/cu.yd. steel reinforcement

Anticipated Superstructure for New Building Addition:

A conventionally framed structural steel system is proposed for this project. Composite beams supporting composite floor slabs consisting of lightweight concrete on steel deck. The floor slab construction will consist of 3.25” light weight concrete on a 3", 20 gage composite galvanized steel deck. The roof housing mechanical units will consist of 3”, 18 gage galvanized steel decking with concrete topping or other suitable means for acoustical considerations.

Assuming a typical floor bay of 30’ x 30’, the floors will be supported by steel wide flange (typically 18 inch deep) beams, 24-inch-deep girders and steel columns. Actual spans may vary depending on further coordination with other disciplines. The columns will typically be placed along exterior walls and along the corridor walls. Assume square and rectangular HSS columns for compact shapes. The beams are typically spaced at 8 to 10 feet on center. Standard double angle or shear plate bolted connections are anticipated between steel members.

Open web bar joists may be considered as an alternative to the traditional wide flange steel framing for main occupied floors. This change may result in savings of about 1.0 lbs per sf of steel tonnage but will require deeper joist depths. This option can be considered in the next phase of design upon further coordination. Open web steel joists can be spaced at 36" or so on center to keep the joist depths within reasonable range.

The lateral force resisting system to resist wind and seismic forces will be composed of braced frames in both orthogonal directions. These will be strategically located at partition walls, exterior walls, or exposed to coordinate with project aesthetics. The braced frame diagonals are anticipated to be steel tube sections spanning diagonally within the plane of a column bay. Brace end connections will consist of gusset plates and a combination of welded and bolted anchorage to the plates.
Façade support is generally expected to consist of slab-supported perimeter walls constructed with light gage steel studs. Glazing elevations are expected to require perimeter bent plate slab edge construction for appropriate mullion anchorage.

Structural Steel Estimates :

Typical floor and roof framing 9.0 psf
Columns (HSS) 2 psf
Bracing (HSS) 2.5 psf
Miscellaneous 2 psf

New Building Options:

Anticipated Foundation for New Building:

A conventional spread footings supported on undisturbed, naturally deposited glacial soil or on compacted granular fill placed following removal of the unsuitable fill material, recommended by geotechnical engineer. An allowable bearing capacity of 8,000 pounds per square feet is assumed based on information available on existing building drawings.
Typical Interior Column Footings of 8' x 8' x 30", and Exterior Column Footings of 7' x 7' x 24" with 60 lbs/cu.yd. steel reinforcement is recommended for option 2A and 2B. For option 4 the Interior Column Footings are anticipated at 9' x 9' x 30" and Exterior Column Footings of 8' x 8' x 24" with 65lbs/cu.yd. steel reinforcement. The proposed footing sizes are based on a typical bay spacing of 30 feet in each direction. Individual footings may vary depending on specific column spacing in each area. 2'-0" x 2'-6" Grade Beams below slab-on-grade at locations of the braced frames. Consider 1 bay (or 25 linear feet) of grade beam at every 30' x 100' area. 100 feet long grade beams at 30 feet on center under cafeteria floor. 330lbs/cu.yd. steel reinforcement. Perimeter Frost Walls – 15" thick, 4'-0" below finished grade with 2'-6" x 1'-3" footing. Reinforced with 115 lbs/cu.yd. 2'-0' x 2'-0" concrete piers under all perimeter columns with 300 lbs/cu.yd. steel reinforcement. First floor slab-on-grade, 5" thick concrete with WWF6x6-W2.9xW2.9 supported on minimum of 12-inch structural fill, insulation and vapor barrier. No under slab drains anticipated. Contraction joints at 15 feet max. Slabs that are polished, exposed concrete and carry directly adhered finish should include vapor reducing admixtures such as Barrier One. Elevator pit with 12" thick reinforced concrete wall and 24" thick base, reinforced with 120 lbs/cu.yd. steel

reinforcement. Ground water level is not encountered at any bore log and ranging well below existing grade, and hence low level of groundwater management is anticipated to be required. Permanent perimeter wall drains are recommended around program spaces that are below grade.

Anticipated Superstructure for New Building:

A conventionally framed structural steel system is proposed for this project. Composite beams supporting composite floor slabs consisting of lightweight concrete on steel deck. The floor slab construction will consist of 3.25" light weight concrete on a 3", 20 gage composite galvanized steel deck. The roof housing mechanical units will consist of 3", 18 gage galvanized steel decking with concrete topping or other suitable means for acoustical considerations.

Assuming a typical floor bay of 32' x 30', the floors will be supported by steel wide flange (typically 18 inch deep) beams, 24 inch deep girders and steel columns. Actual spans may vary depending on further coordination with other disciplines. The columns will typically be placed along exterior walls and along the corridor walls. Assume square and rectangular HSS columns for compact shapes. The beams are typically spaced at 8 to 10 feet on center. Standard double angle or shear plate bolted connections are anticipated between steel members. The framing supporting the gym and cafeteria roofs are anticipated to span close to 60 and 55 feet. Deep steel trusses or wide flange long girders or joists are typically used for such spans. The long span members in turn are supported by girders supported by perimeter columns.
Open web bar joists may be considered as an alternative to the traditional wide flange steel framing. for main occupied floors This change may result in savings of about 1.0 lbs per sf of steel tonnage but will require deeper joist depths. Open web steel joists can be spaced at 36" or so on center.
The lateral force resisting system to resist wind and seismic forces will be composed of braced frames in both orthogonal directions. These will be strategically located at partition walls, exterior walls, or exposed to coordinate with project aesthetics. The braced frame diagonals are anticipated to be steel tube sections spanning diagonally within the plane of a column bay. Brace end connections will consist of gusset plates
and a combination of welded and bolted anchorage to the plates.
Façade support is generally expected to consist of slab-supported perimeter walls constructed with light gage steel studs. Glazing elevations are expected to require perimeter bent plate slab edge construction for appropriate mullion anchorage.

Structural Steel Estimates:

Typical floor and roof framing	9 psf
Cafeteria roof framing	14 psf
Gym Roof Framing	15 psf
Columns (HSS)	2 psf
Bracing (HSS)	2.0 psf
Miscellaneous	2 psf

Add Alternate for Mass Timber Superstructure:

Mass timber frame and deck: Timber framing has also been considered for the framing keeping the same grid lines spacing as for the steel framing. Foundation scope is same as the base option

- 6.875" CLT panels with 2" topping supported by 8" wide x 32" deep glulam/CLT beams spaced at 8 feet on center and spanning between 10"x38" girder. Column, CLT or Glulam, should be considered to be 21"x21". Shorter bays of 24'-0"x24'-0" would help reducing the depth of structural beams to 26".
- Lateral load resting system can be steel braced frame or CLT shear wall panels or reinforced concrete shear walls. The lateral system location and type will be determined in the later phases of design upon coordination between various stakeholders.
- For gym and cafeteria, we can assume hybrid system as define in base scope superstructure.

Refer to attached Structural Narrative in the Appendix for additional information

E. Summary of Utilities

The following are preliminary research and findings of the impacts on existing local utilities from the development of the larger new school option located on 115 Sycamore Street, Somerville, MA. The proposed utility work and their impact on existing infrastructure associated with this work is summarized below and detailed in the attached narrative, refer to the appendix. All utilities (water, gas, drain, sanitary sewer, and power) are public and available within the immediate vicinity of the existing site.

115 Sycamore Street Site:

Water:

The city of Somerville is supplied water from the MWRA. The existing water line at 115 Sycamore Street will need to be cut and capped and two new 6" water line will need to be connected to the water main in Sycamore Street and coordinated with the new building layout. One line will be dedicated to fire protection and the other line for domestic water. A new or relocated fire hydrant will need to be coordinated with the Fire Department.

Sanitary Sewer

The existing sanitary line is gravity fed and connected to the city's sewer main at the corner of Sycamore and Medford Street. The existing line should be cut and capped and two new 8" sanitary sewer connections are to be installed in the approximate location at the low point of the site on the corner of Sycamore Street and Medford Street.

Stormwater Management

A Stormwater Management Plan will need to be developed with input from the City of Somerville Engineering Department. A formal submission and permitting process will be required for final approval. The Project will remove approximately 20 existing catch basins

and drain manholes and approximately 1,600 feet of drainpipes at the 115 Sycamore Street Site The Project should assume that a subsurface filtration system, such as a sand filter, located in the southern outdoor play area by Medford Street. Based on preliminary sizing, the sand filter will be approximately 35-feet wide by 60-feet long by 7-feet deep and would consist of prefabricated chambers. The system will be open bottom and will require pipes connecting roof drains and an outlet pipe to the combined sewer drain in Sycamore Street or Medford Street.

The Project will have raised planters and permeable pavers throughout the sidewalk. The raised planters will act as rain gardens with bioretention soil mix and underdrains and cleanouts. Permeable pavers will have underdrains and cleanouts with connections towards existing catch basins and manholes in the surrounding rights-of-way. Area drains with associated drain lines will be required within outdoor amenity areas to collect and convey stormwater runoff to the proposed treatment systems. Although there will not be a parking lot on site, porous pavement can be used at the loading area driveway and asphalt sidewalks.

Gas

There is an existing Gas line on Sycamore Street. The new school project will have all electric building systems to minimize the carbon footprint. However, a new gas connection may be needed for the emergency generator in lieu of diesel.

Electric/Telcom Service

The Project should assume new telecom services from one or some of the following providers: Verizon, Comcast, and Astound. New underground duct banks will be needed for the new telecom system. The Project will remove 3 existing utility poles and approximately 280-feet of overhead wire servicing the existing Site and exterior lights at the northern side of the existing Site. The Project will also remove the existing transformers. EV charging stations are located on Evergreen Ave that may need to be relocated or replaced.

The new school will require new underground electric connection. Assume a connection will be made to UP#119/8 on the northern side of Evergreen Avenue. The connection will be underground with a riser to the existing pole on Evergreen Street.

201 Willow Avenue Site:

Water:

A 10-inch water main is located in Kidder Avenue and a 12-inch water main is located in Willow Avenue. Record information indicates that the existing building is served from the main in Willow Avenue via a domestic service on the north side of the building. A new water line connection and a booster pump will be required for a new high rise structure. An existing hydrant is located on the north side, additional hydrants may be required per Fire Department requirements.

Sanitary Sewer:

Existing 8-inch sewer mains are located in Josephine and Willow Avenues. Record information indicates that the existing building is served by an existing 6-inch sewer service connected to the main in Josephine Avenue. Replacement of the connection will be necessary for the addition and new school options

Stormwater Management
Based on the City of Somerville Stormwater Management Plan, dated June 15, 2020, the Brown School is located within a portion of the City served by separated storm sewers. The exterior building roof drains discharge to grade around the entire perimeter of the building. At least one catch basin is located in the paved school yard, which 1990s record drawings indicate to be connected to the building via a 4-inch
drain line. Runoff from the roof drains and perimeter site sheet flow towards the drainage system located in the adjacent roadways. Follow-up confirmation of the
existing drainage systems is recommended and a updated Stormwater Management Plan will be required to accommodate the additional impervious surface.

Gas
Record information indicates an existing gas service exiting the north side of the building, which connects to a 6" main in Willow Avenue. An oil fill location, likely abandoned, was observed on the east side of the building, adjacent to the asphalt ramp. It is unknown if any former tank(s) are still on-site.

Electric:
Utility poles are located around the site perimeter with overhead wire connections to the existing building. The new school building should have an underground electrical ductbank.

Refer to attached Utilities Narrative in the Appendix for additional information

F. Major Building Systems Narratives

Mechanical:
Codes and Standards
All equipment shall be designed per the following codes and standards:

- Massachusetts Building Code, 10th Edition, and all referenced standards/codes
- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- MSBA Guidelines
- LEED for Schools v4 and all referenced standards
- City of Somerville "Somerville Zoning Ordinance

Estimated Heat and Cooling Block Loads
Base Repair – Renovation

- Cooling Block Load: 210 tons
- Heating Block Load: 2,800 MBH

Addition and Renovation

- Cooling Block Load: 400 tons
- Heating Block Load: 5,400 MBH

New Construction

- Cooling Block Load: 410 tons
- Heating Block Load: 5,600 MBH

There are many factors to consider when selecting the appropriate HVAC system for a project and involve several competing priorities. These factors include:

- Acoustics
- Emissions Implications
- Fewer Compressors
- First Cost
- Future Adaptability
- Individual Zoning
- Indoor Air Quality
- Low Life Cycle Cost
- Minimal Space
- Operating Cost
- Photovoltaic System Size
- Refrigerant Global Warming Potential
- Simplicity
- Speed of Construction
- Low Energy Use Intensity

As a result, three options are being considered for this project. A summary is as follows:

System	Estimated EUI (kbtu/sf)	Replacement Year	Impact on Sustainability Goals
Ground Source Heat Pump System	22	20	• Likely meeting LEED v4 Silver • Meets 25 EUI goal
Air Source Heat Pump System	30	20	• Likely meeting LEED v4 Silver • Low EUI, but does not meet EUI target
Hybrid Geothermal/Air Source Heat Pump System	25	20	• Likely meeting LEED v4 Silver • Meets 25 EUI goal

Air Source Heat Pump System:
This all-electric option consists of roof mounted 4-pipe air-source heat pump(s) capable of providing simultaneous heating and cooling sized for the base simultaneous load. Additional 2-pipe air-source heat pump(s) capable of providing either heating or cooling would be provided sized to meet the peak heating or cooling loads. A trimming boiler plant shall be provided that consists of one (1) electric boiler. The chilled water pumping system shall consist of two variable flow pumps (one operational – one 100% standby) for pumping chilled water to all fan coil units and rooftop units throughout the building via a closed loop piping system. The pumps shall be in a Mechanical Room and circulate water throughout the building to the individual hydronic equipment. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

The hot water pumping system shall consist of two variable flow pumps (one operational – one 100% standby) for pumping hot water to all fan coil units and rooftop units throughout the building via a closed loop piping system. Additionally, the trimming boiler shall be provided with a circulator pump. The pumps shall be in a Mechanical Room and circulate water throughout the building to the individual hydronic equipment. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

All chilled/hot water piping mains interior of the building shall be insulated Schedule 40 steel with grooved joints and fittings and/or copper piping as an alternative. Terminal equipment run outs shall be copper. The piping will be purged to remove dirt, debris, and air. Ports shall

be installed on the ASHP side of the system, building loop side of the system, and throughout the building as necessary to isolate zones for more thorough purging.

A dedicated outside air system (DOAS) shall deliver preconditioned and highly filtered fresh air to all occupiable spaces. The ventilation air is de-coupled from the HVAC heating and cooling with spaces or zones receiving outside air separately, utilizing demand control ventilation via a VAV air terminal and CO2/occupancy control.

Ground Source Heat Pump System

This all-electric option consists of unitary water-source heat pumps for zone heating/cooling control, and an underground closed loop geothermal wellfield. A dedicated outside air system (DOAS) shall deliver preconditioned and highly filtered fresh air to all occupiable spaces. The ventilation air is de-coupled from the HVAC heating and cooling with spaces or zones receiving outside air separately or ducted into the heat pumps utilizing demand control ventilation via a VAV air terminal and CO2/occupancy control.

The geothermal well field will preliminarily consist of 850 feet deep wells with quantity and circuiting as noted below. The bores will be 6" diameter and will include a factory-made DR-9, 1-1/4" U-tube, fully grouted well. Multiple wells will be piped into a single circuit, with the final number of circuits to be determined based on the final wellfield design. Each circuit will enter into the building in the main geothermal mechanical room located at grade and accessed through the building and shall be equipped with isolation valves on both the supply and return pipe, as well as balance valves on the return pipe. The wells shall be installed on a 17.5' by 17.5' staggered grid system. The geothermal test bores described below will be used as functional wells in the final layout. All horizontal mains shall be a minimum of 5 feet below grade and the trenches shall be 100% back filled with rock or other suitable materials. Caution tape with an integrated tracer wire shall be placed above the horizontal piping to prevent future damage.

Final sizing of the geothermal wellfield will be established during the design phases utilizing on-site test bore data and computerized simulation software. 1 or 2 geothermal test bores at 850-foot depths will be used to determine geological conditions. Quantity of test bores will be determined based on geothermal
wellfield layout. Conductivity tests will be performed to finalize and inform the wellfield design. For budgetary purposes assume the following for the wellfield sizing:

a. Base Repair 210 tons – 8x5 grid – 40 wells
b. Addition and Renovation – 9x8 grid – 72 wells
c. New Construction 410 tons – 15x5 grid – 75 wells

The geothermal well field pumping system shall consist of two variable flow pumps (one operational – one 100% standby) for pumping the to all heat pumps throughout the building via a closed loop piping system. The pumps shall be located in a mechanical Room and circulate water throughout the building to the individual heat pumps. Manual air vents shall be required at each pipe riser. A complete closed loop
chemical treatment system shall be required.

All geothermal piping mains interior of the building shall be Schedule 40 steel with grooved joints and fittings and/or copper piping as an alternative. Heat pump run outs shall be copper. There will be two pipes (supply/return) routed between the wellfield and central GSHP. The wellfield piping and building piping will be purged to remove dirt, debris and air. Ports for purging of air shall be installed in the mechanical room
and accessed through egress doorways sized for installing and removing mechanical equipment. Ports shall be installed on the wellfield side of the system, building loop side of the system, and throughout the building as necessary to isolate zones for more thorough purging. All interior piping shall be insulated.

Hybrid Geothermal/Air Source Heat Pump System
This all-electric option consists of 6-pipe central plant ground source heat pumps, an underground closed loop geothermal wellfield, and roof mounted 2-pipe air-source heat pump(s) capable of providing either heating or cooling, sized to meet the peak heating or cooling loads. A trimming boiler plant shall be provided that consists of one (1) electric boiler. The same geothermal wellfield and piping system shall be provided for the hybrid option as in the full GSHP option. However, for the hybrid system, the maximum geothermal capacity that can be fit within the site boundary is under consideration. No wells will be placed or angled under the building. Final sizing of the geothermal wellfield will be established during the design phases utilizing on-site test bore data, computerized simulation software, and conductivity tests to finalize and inform the wellfield design.

For budgetary purposes assume the following for the wellfield sizing:
a. 6x8 grid – 48 wells

The hybrid Geothermal/ASHP system shall consist of the same hydronic system and space conditioning as detailed for the Base - ASHP. Additionally, it will include a geothermal well field pumping system. The pumps shall be in a Mechanical Room and circulate water throughout the building to the individual hydronic equipment. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

A dedicated outside air system (DOAS) shall deliver preconditioned and highly filtered fresh air to all occupiable spaces. The ventilation air is de-coupled from the HVAC heating and cooling with spaces or zones receiving outside air separately, utilizing demand control ventilation via a VAV air terminal and CO2/occupancy control.

- Refer to attached Mechanical and Electrical Report in the Appendix for additional information

<u>Life Cycle Cost Analysis</u>

The LCCA evaluates three HVAC systems for the 180,000 sf Winter Hill Community Innovation School. The annual energy cost is based on a blended utility cost rate of $0.22/kWh electricity.

It includes a 3% market escalation and a 9% escalation rate for electricity. The LCCA includes projections with and without current federal incentives. Final incentive values and eligibility are subject to policy change.

Incentives:
Mass Save and Federal Tax incentives may be available for the project depending on EUI performance and selected HVAC technology. Mass Save offers both $/SF and $/ton incentives, which depend on the system type & size and building EUI. The Mass Save tiered offerings for Path 1 and Path 2 are shown below. The total incentives, including construction incentives, post-occupancy incentives and adders are capped at $3 million per project.
The Investment Tax Credit (ITC) is a U.S. federal tax incentive that allows businesses to deduct a percentage of the cost of eligible investments and nonprofits, like schools, to get direct payments equal to the value of the credit after the project is placed in service. Geothermal systems are eligible technologies for the Investment Tax Credit.

The LCCA is based on a new construction design for a 180,000-sf school. Year 1 energy costs are based on a blended utility cost rate of $0.22/kWh. The LCCA includes escalation rates for the cost of electricity and maintenance. The Investment Tax Credit is based on 30% of the total HVAC cost; geothermal systems are eligible for tax credit. The owner will need to consult a tax attorney to confirm potential credit. The cost and incentives associated with Solar PV were not evaluated.

The tables below break down the costs associated with each HVAC option and their final impact on the 30-year Life Cycle Cost (LCC).

System	HVAC First Costs	Year 1 Energy Cost	Year 1 Mainten-ance Cost	Mass Save Incentive	Invest-ment Tax Credit	Replace-ment Cost
Ground Source Heat Pump	$19,800,000	$255,000	$99,000	$1,870,000	$5,940,000	$8,600,000
Air Source Heat Pump	16,200,000	$348,000	$108,000	$418,000	-	$12,300,000
Hybrid Geothermal/ Air Source Heat Pump	$18,000,000	$290,000	$103,000	$1,200,000	$3,240,000	$11,600,000

The ground source heat pump (geothermal) system has the highest first costs, $3.6 million more than the air source heat pump system and $1.8 million more than the hybrid system. However, across each 30-year LCCA, the geothermal system has the lowest Life Cycle Cost. With the addition of incentives, the life cycle savings of the geothermal system significantly increases compared to the other three HVAC options.

System	Estimated EUI (kbtu/sf)	30-Year LCC without Incentives	30-Year LCC with Mass Save & ITC Incentives
Ground Source Heat Pump	22	$67,900,000	$59,500,000
Air Source Heat Pump	30	$81,100,000	$80,200,000
Hybrid Geothermal/Air Source Heat Pump	25	$74,000,000	$69,000,000

- **Refer to attached Life Cycle Cost Analysis (LCCA) in the Appendix for additional information.**

Electrical:

Codes and Standards

The New or Renovated Winter Hill Community Innovation School shall incorporate an electrical system designed to meet the requirements of the following:

- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- NFPA 70: National Electric Code (2026)
- Americans with Disability Act Accessibility Guidelines (ADAAG)
- MSBA Guidelines
- LEED for Schools v4 and all referenced standards
- City of Somerville "Somerville Zoning Ordinance"

Site Lighting, Power & Security

A new pad mount transformer will need to be located on site to provide power to the building. Transformer will be provided by the local utility. All site lighting shall be controlled via photocell sensors and automatic controls as part of a networked system. The networked system will allow easier user experience, allowing the user to control both the exterior and interior lighting fixtures in one location. The networked system can be wired directly or wirelessly connected to the exterior fixtures based on owner/architect preference. Certain fixtures (both building and pole mounted) could be equipped with motion sensors to completely turn off at night if no motion is detected, thus allowing them to go to full bright upon any motion in the area. These fixtures can also be dimmed to a lower level in lieu of being fully shut down, and would operate otherwise the same, if desired. Light fixtures shall be equipped with cutoff technology (either integral to the fixture or utilizing rear/side shielding) to control light spill to adjacent properties/housing areas.

Power:

The building will be provided with the following 480/277V, three phase, four wire electrical system for budgetary purposes:

- Addition and Renovation – 3,500 Amp

- New Construction, 690 Students – 3,000 Amp
- New Construction, 925 Students – 3,500 Amp

This service will serve all building and site needs. The service will be provided in a below-grade concrete encased duct bank from the utility transformer and terminate in the main gear lineup in the Main Electrical Room which will be provided with a main circuit breaker. The main circuit breaker will be provided with both arc fault and ground fault protection as well as a maintenance switch to meet the Arc Flash Energy Reduction requirements. The main gear will have a dedicated section with a dedicated circuit breaker for PV. The main gear will also have a dedicated section with a dedicated circuit breaker for a fire pump if required. Distribution transformers of varying sizes will be located chiefly in the Main Electrical Room as well as intermittently throughout the building to provide 208/120V, single or three phase power to devices as required. Panels will be located throughout the building in mechanical spaces and electrical closets, as well as in the main electrical room, to reduce the overall branch circuit length to devices. Emergency generator will be designed for the building; preliminary sizing is estimated to be approximately 300 kW.

Receptacles will be located at teacher workstation locations, fixed locations where equipment requires power and multiple locations on each wall for convenience. All receptacles in student-accessible locations shall be tamper-resistant. Receptacles will be provided throughout the corridor for maintenance and general use purposes. Any group learning areas in corridors or open spaces will be provided with additional power per classroom standards, or as requested by the owner/program specifier. Additionally, any outdoor teaching areas will be provided with multiple receptacles. Most receptacles will be provided with integral USB outlet for device charging. These outlets accept both regular 120V plug heads and USB connections.

The school will be designed to be ready for Solar photovoltaics (PV Ready). As part of the base scope, a dedicated section of switchgear and pathways to the roof will be provided. An add alternate will be considered for Rooftop Solar

Metering:
All portions of the HVAC and electrical system will be metered for student and owner use. In addition to the main building electrical meter, all branch circuit and equipment panelboards will be provided with digital electric meters to track specific breakdowns of lighting, power, systems, EV charging, and HVAC loads in a diversified format. This will be implemented to track building performance both during and after installation. Additional sub-metering equipment can be installed to measure specific loads or use group areas, such as kitchen loads, gymnasium, library-media center, classroom, etc. All large public spaces will be metered separately from classrooms as a part of this project.

Fire Alarm:
A voice evacuation type fire alarm system will be provided for the building. Manual pull stations and speaker/strobes will be located throughout the building to notify all occupants of potential fires. Refer to each area for the types of devices/head end equipment specified and additional information. Fire alarm devices will be wall/ceiling mounted per area and use

group. Outdoor visual only devices will be provided in any play area and outdoor classroom areas. AED devices will be monitored by the fire alarm system. Voice evacuation telephone handsets will be provided at the main control panel location. A remote annunciator panel will be located near the main entrance. Test switches for duct smoke detectors will be required to be mounted at 48" above finished floor.

Lighting:
Classrooms operate on a typical use schedule of 9:00AM to 4:00PM. Classroom lighting shall be direct/indirect linear pendant LED lighting with digital controls such as vacancy and daylight sensors where applicable such as rooms with large window surface area. Creative/higher profile lighting fixtures and types can be utilized as desired in these spaces. Full dimming will be provided in classrooms and fixtures shall be switched so that teaching wall can be switched separately. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall.

Classroom power will be served by locally placed panelboards in shared electrical/mechanical spaces. Receptacles will be controlled by occupancy sensors where required by code, which will help to reduce the overall energy use of the space. The classrooms shall also contain fire alarm devices as required by code, either ceiling or wall mounted.

Data outlets in classrooms will be minimized to only be present where required for teacher desks and interactive mobile/wall-mounted displays; quantities and specifications to be determined during the design process. All classrooms will be provided with wireless capability, and all technology implemented in classrooms shall strive to be wireless to reduce the number of devices present on the wall.

- **Refer to attached Mechanical and Electrical Narrative in the Appendix for additional information on the Electrical Systems**

Fire Protection:

CODES
A. All Fire Protection work installed under Section 210000 shall comply with:
- 780CMR MA State Building Code (Tenth Edition)
- NFPA 13 Standard for the Installation of Sprinkler Systems (2019 Edition)
- NFPA 14 Standard for the Installation of Standpipe and Hose Systems (2019 Edition)
- NFPA 24 Standard for the Installation of Private Fire Service Mains (2019 edition)

DESIGN DENSITY

1. Light Hazard	0.10 GPM over a design area of 1,500 s.f.
2. Ordinary Hazard Group 1	0.15 GPM over a design area of 1,500 s.f.
3. Ordinary Hazard Group 2	0.20 GPM over a design area of 1,500 s.f.

SPRINKLER COVERAGE AREA AND SPACING

1. Light Hazard	225 s.f., maximum of 15' between sprinklers

2. Ordinary Hazard Group 1 130 s.f., maximum of 15' between sprinklers
3. Ordinary Hazard Group 2 130 s.f., maximum of 15' between sprinklers

Base Repair and Addition and Renovation and New Construction

The required fire protection systems includes private fire service mains, manual standpipes, and automatic sprinklers. The existing building will be serviced by the municipal water system.

- New fire protection systems will be provided, and sized to accommodate the existing building.
- A new underground private fire service main will be provided and sized to accommodate the fire protection systems.
- The existing manual standpipe system will be modified as required to meet current code and support the new sprinkler system.
- An automatic fire sprinkler system will be installed and will provide complete building coverage.
- An electric motor driven vertical inline fire pump will be provided to serve the automatic standpipe and sprinkler system. The fire pump will require the installation of an alternate electric power source.
- Kitchen hoods will be furnished with integral Ansul dry chemical suppression systems. Hoods are to be provided by the kitchen equipment contractor.
- New fire department connection shall be a cast brass four-way inlet body with drop clappers
- The existing manual standpipe system will be modified as required to meet current code and support the new sprinkler system. New standpipes will be required at new stairwells
- An electric motor driven vertical inline fire pump will be provided to serve the automatic standpipe and sprinkler system. The fire pump will require the installation of an alternate electric power source.
- Kitchen hoods will be furnished with integral Ansul dry chemical suppression systems. Hoods are to be provided by the kitchen equipment contractor.
- New fire department connection shall be a cast brass four-way inlet body with drop clappers

Plumbing:

CODES

All Plumbing work installed under Section 220000 shall comply with:

- 780CMR MA State Building Code - 10th Edition
- 248CMR MA State Plumbing Code
- NFPA 54 Fuel Gas Code (2012 Edition)

Plumbing Fixtures

The initial proposed flow rates for the new plumbing fixtures are as follows:

1. Toilets 1.28 gpf
2. Urinals 0.125 gpf

3. Lavatories 0.35 gpm
4. Sinks 1.5 gpm
5. Showers 1.5 gpm
6. Water Coolers 0.5 gpm

Base Repair and Addition and Renovation

The required plumbing systems include cold water, hot water, hot water recirculation, sanitary, waste and vent system, kitchen grease waste system, storm drain system, laboratory waste and vent piping system, and non-potable hot and cold water systems.

- Existing domestic water piping systems will be demolished and replaced with new, sized to accommodate the existing building renovations.
- The existing gas-fired water heater and hot water storage tank will be removed and replaced with new. The hot water will be a single temperature system, equipped with a thermostatic mixing valve, circulator, hot water circulation piping, and balancing stations.
- Existing sanitary waste and vent piping systems will be demolished and replaced with new, sized to accommodate the existing building renovations. The kitchen will be equipped with recessed grease interceptors serving the scullery sinks and dishwashers. A dedicated grease waste will exit the building and discharge into a 1,000-gallon grease interceptor with a 4" dedicated chamber vent which will be run back into the building and up through the roof.
- Existing roof drains and storm drainage piping will be replaced as needed and modified where required.
- Existing laboratory waste and vent piping will be demolished and replaced with new laboratory waste and vent piping, neutralization tank with pH adjustment system (chemical injection), and non-potable hot and cold water piping systems equipped with reduced pressure backflow preventers. Each laboratory type science classroom will be provided with an emergency safety station (eye wash and shower) with a dedicated thermostatic mixing valve.
- Natural gas piping will be provided. Each laboratory type science classroom will be equipped with an emergency gas shut-off valve. The kitchen will be quipped with master gas valves interlocked with CO detection systems and the kitchen hoods.
- An elevator sump pump, control panel, alarm, and oil separator will be provided, and will discharge to the sanitary drainage system.
- Plumbing work will include furnishing all equipment, fixtures, piping, accessories, and labor required for the complete and operational installation of the plumbing systems. All systems shall be tested and inspected.

New Construction

The required plumbing systems include cold water, hot water, hot water recirculation, sanitary, waste and vent system, kitchen grease waste system, storm drain system, laboratory waste and vent piping system, and non-potable hot and cold water systems.

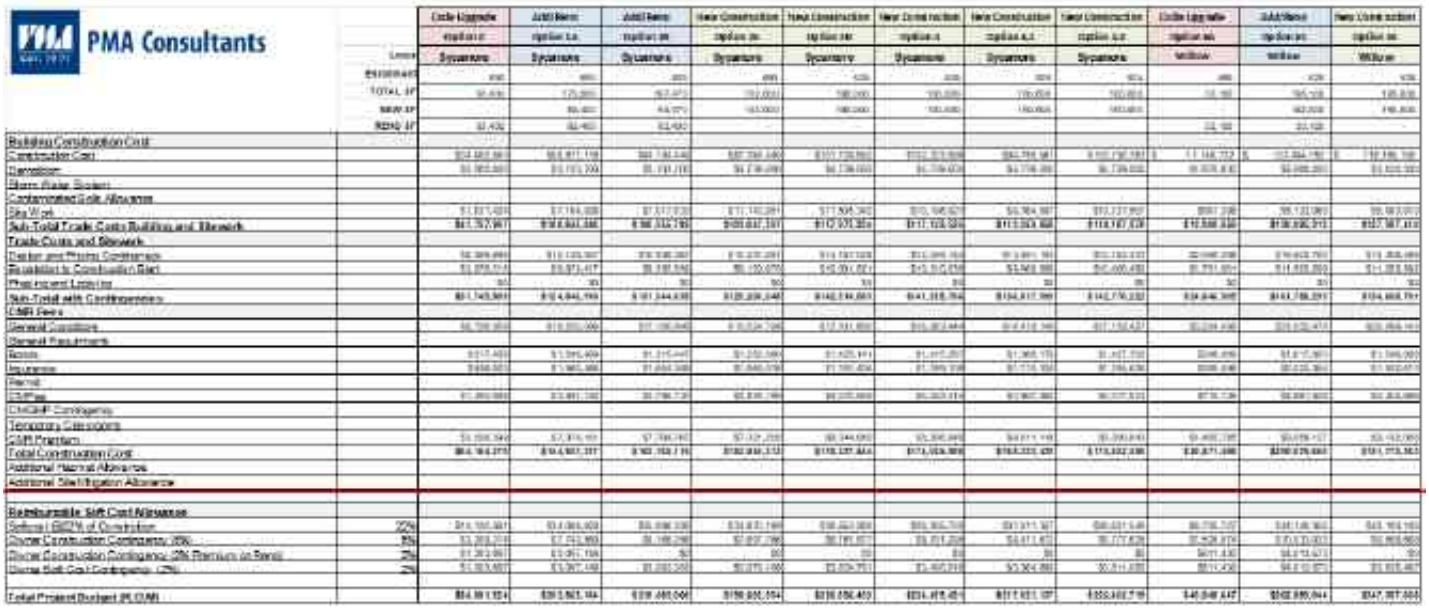
- New domestic water piping systems will be provided and sized to accommodate the new building.

- Hot water will be provided by two high-efficiency gas-fired water heaters. The hot water will be a single temperature system, equipped with thermostatic mixing valve, circulator, hot water circulation piping, and balancing stations.
- New sanitary waste and vent piping systems will be provided, and sized to accommodate the new building. The kitchen will be equipped with recessed grease interceptors serving the scullery sinks and dishwashers. A dedicated grease waste will exit the building and discharge into a 1,000-gallon grease interceptor with a 4" dedicated chamber vent which will be run back into the building and up through the roof.
- Roof drains and storm drainage piping will be provided, and sized to accommodate the new building.
- Laboratory waste and vent piping will be provided, and sized to accommodate the laboratory type science classrooms. The system will be provided with a neutralization tank with pH adjustment system (chemical injection). Non-potable hot and cold water piping systems will be provided and equipped with reduced pressure backflow preventers. Each laboratory type science classroom will be provided with an emergency safety station (eye wash and shower) with a dedicated thermostatic mixing valve.
- Natural gas piping will be provided. Each laboratory type science classroom will be equipped with an emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods.
- Elevator sump pump, control panel, alarm, and oil separator will be provided, and will discharge to the sanitary drainage system.
- Plumbing work will include furnishing all equipment, fixtures, piping, accessories, and labor required for the complete and operational installation of the plumbing systems. All systems shall be tested and inspected

Refer to attached Fire Protection and Plumbing Narrative in the Appendix for additional information

G. Proposed Total Budget

The total project budget presentation was assembled using the cost estimates provided by PM+C and reconciled by the design team. PMA Consultants developed a rough order of magnitude soft cost budget that equated to about 30% on top of the hard costs which includes potential additional expenses for the project site. PMA developed a cost comparison table utilizing a 30% soft cost multiplier to these hard costs to arrive at a total project cost. The shortlist of options are all listed out in the table below to show the relative cost of each option.



Project Budget Sheet Cost Comparison

The SBC has many decisions ahead that will shape the cost of the project, including whether to use a construction Manager or General Contractor delivery method, sustainability goals and material decisions, Mass Timber or structural steel and the potential option for a parking garage. For now, the project has assumed the high end of the range with a CMAR and assuming full net zero energy ready. This NZE does not include Photovoltaics' which is why we are referring to it as NZE ready. The total project cost range for these decisions is between $220,000,000 - $250,000,000. The SBC will make the necessary decisions prior to the Schematic Design costing exercise.

H. Permitting and Zoning Requirements

The subject sites do not contain any Wetland Recourse Areas, jurisdictional Buffer Zones, floodplains or Waters of the United States and therefore will not require submissions for permitting. The design team has met with City Departments to review the permit process with the Mobility Division and the Zoning Board Site Plan Approval. The school project at 115 Sycamore Street Site falls within Civic Zone which will not require a formal permit process but informal reviews and a presentation to the planning board will take place as part of the process.

Formal submissions and approval by the Mobility Division for traffic and parking will need take place during the schematic design phase.

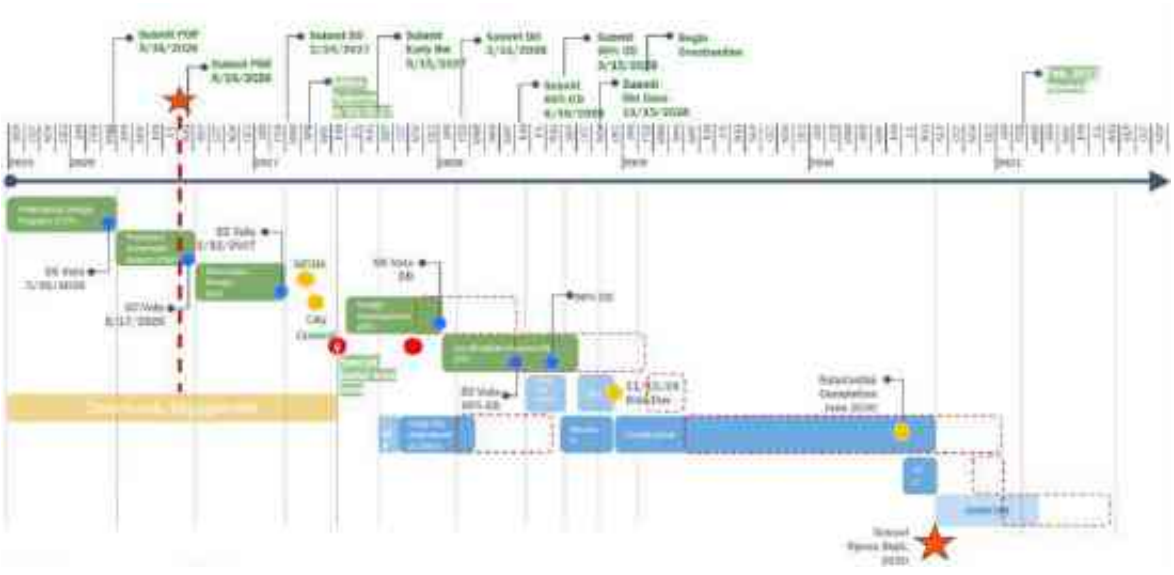
A preliminary permitting matrix is included in the Appendix along with a narrative for environmental regulatory reviews.

I. Design & Construction Schedule

After submitting the Preliminary Design Program (PDP) in April 2026, the SBC stayed on track to submit the Preferred Schematic Report (PSR) at the August 2026 deadline.
The project is on track for a Schematic Design submission to the MSBA by the February 24, 2027 deadline for an approval of the Project Scope and Budget at the MSBA's April Board meeting. The design team intends to engage the available educators in the Fall of 2026 prior to the Holiday breaks. Due to the severe over crowding in all grades in the district, the SBC, Somerville Public Schools and the City leadership are committed to an aggressive timeline and remain committed to hitting their June Special City election to fund the School project.

The overall schedule goal of the project is to break ground by the Fall of 2028 and to have occupancy in the new school by Fall of 2030. The abatement and demolition phases will be an early site package in the Fall of 2027.

• PSR Submitted to MSBA	August 27, 2026
• Facilities Assessment Subcommittee	September 16/30, 2026
• MSBA Vote to Proceed into SD	October 28, 2026
• Schematic Design Submitted to MSBA	February 24, 2027
• MSBA Vote on Project Scope and Funding	April 28, 2027
• District Funding	June 2027
• Detailed Design	July 2027 – Sept 2028
• Construction	October 2028 – August 2030
• Occupancy	September 2030



J. Preliminary Design Pricing

The Designer's cost estimaor PM+C provided estaimes for all 11 options. The cost were reviewed and reconciled with the design team. The conceptual estimates provided were approriate for comparative analysis of multiple site locations, configurations and sizes. The full cost estaimes for all 11 options and add alternates have been included in the appendix.

Cost Estimate Option Summary Sheet:

PSR OPTIONS	Gross Floor Area	$/sf	Estimated Construction Cost: DRB	Estimated Construction Cost: CMr
BASE REPAIR - 115 SYCAMORE STREET	93,400	$654.48	$61,127,971	$64,184,370
1A ADD/RENO - 115 SYCAMORE STREET, 690 STUDENTS	173,800	$848.58	$147,483,216	$154,857,377
1B ADD/RENO - 115 SYCAMORE STREET, 925 STUDENTS	187,470	$828.91	$155,395,349	$163,165,116
2A NEW CONSTRUCTION - 115 SYCAMORE STREET, 690 STUDENTS	152,000	$964.63	$146,624,308	$153,955,523
2B NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	180,000	$897.27	$160,892,899	$173,237,544
4 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$891.07	$165,738,960	$174,025,908
4.1 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$861.41	$160,222,323	$168,233,439
4.2 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$898.89	$167,192,853	$175,552,496
BASE REPAIR - 201 WILLOW AVENUE	33,100	$879.63	$29,115,701	$30,571,486
6C ADD/RENO - 201 WILLOW AVENUE, 925 STUDENTS	195,100	$979.61	$191,122,533	$200,678,660
6E NEW CONSTRUCTION - 201 WILLOW AVENUE, 925 STUDENTS	195,800	$933.75	$182,841,298	$191,773,363



Refer to appendix for detailed cost estimates

3.3.4 Preferred Solution

A. Summary of Preferred Solution

B. Educational Program

B.1 Grade Reconfiguration and Districting Approval Certification Template

C. Space Summary

D. Sustainability

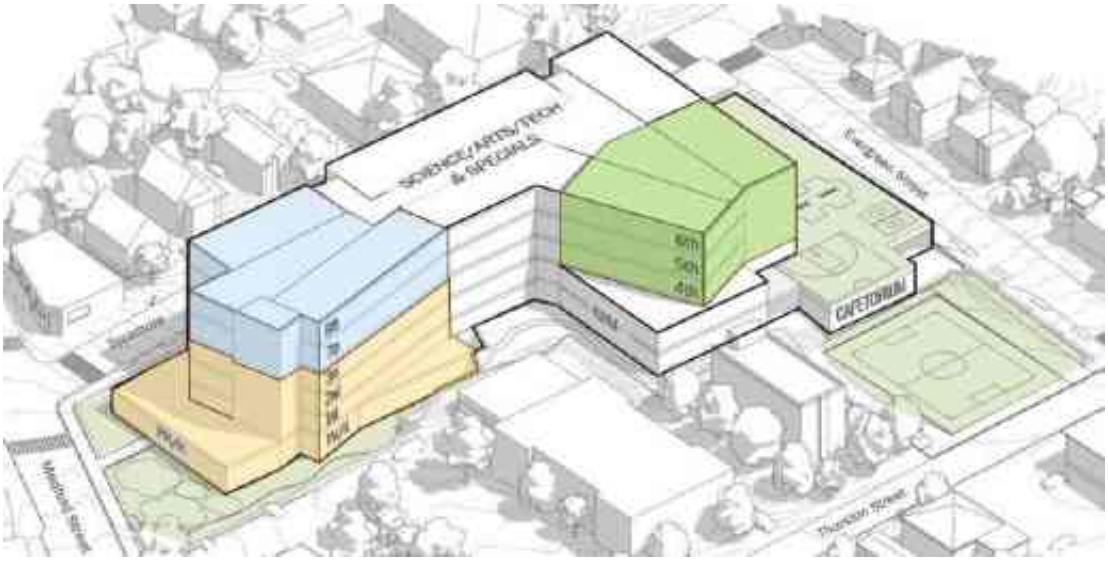
E. Building & Site Plans

F. Budget (including Budget Statement)

G. Project Schedule

A. Summary of Preferred Solution

Since the completion of the PDP, the options developed have been studied at the existing Winter Hill school site at 115 Sycamore street and the existing Benjamin Brown School site at 201 Willow Ave. Both include options for renovations and additions, as well as new construction with differing building layouts on the 115 Sycamore site. These designs also studied the two (690 and 925) student enrollment sizes that the School Committee has been considering. The School Committee has made the recommendation for the 925 student enrollment with the "Option 4" layout located at 115 Sycamore street. The new school is positioned north/south along Sycamore Street, similar to the existing school building. The site is centrally located within the city of Somerville. It is easily walkable, neighboring an MBTA bus stop, and has the potential for cars queuing along Sycamore Street, Evergreen Ave and Thurston Street. The playgrounds and fields remain located to the north end of the site, with the play structures mounted on the roof of the cafeteria below. In this way, the existing community spaces can remain consistent with the new school project. The kindergarten playgrounds will be located to the south end of the building neighboring their classrooms at the same level.



The six-story building includes two academic wings, one running east/west and the other north/south along the site, and shared program located centrally in between the wings. The school is organized by floor and stacking grade clusters: Early Education (Kindergarten through 3rd grade) is located in the lower floors of the north/south academic wing, Upper Elementary (4th through 6th grade) in the second east/west academic wing, and the Middle School (7th through 8th grade) is located above the Early education cluster. While the school will include a larger enrollment, the classrooms are organized in shorter, scaled, learning neighborhoods.

The site does not have the flexibility for the classrooms to all achieve true N/S orientation, so the program is stacked accordingly along the sloping site to achieve proper daylight and minimize glare. The central community hub includes the shared program and main entrance, including the cafeteria, gymnasium, art and music rooms, STE rooms, media center, and science labs.

B. Educational Program

Summary Below (see the appendix for full document)

1. Introduction & Vision

Somerville Public Schools envisions a student-centered community where every student is empowered to thrive academically, socially, and emotionally. Four strategic priorities anchor all planning: Academic Excellence, Equity & Access, Wellness & Joy, and Family & Community Engagement.

In Fall 2025 and Winter 2026, Educational Planner Mike Pirollo and Consultant Paul White of MLP Integrated Design facilitated visioning sessions with staff, families, administrators, and community members, in partnership with Perkins Eastman. As an Innovation School, Winter Hill holds additional autonomies in curriculum and instruction, budgeting, staffing, scheduling, professional development, and district policies — autonomies that have enabled embedded intervention, tier-one small group instruction across PK–8, co-teaching models, and a robust middle grades elective program. The sessions produced the following overarching goals for the new building at 115 Sycamore Street:

- A school community where every student, educator, and family feels known, valued, and a strong sense of belonging.
- An inclusive, responsive environment supporting specialized programs, multilingual learners, and diverse developmental needs in integrated and affirming ways.
- Hands-on, project-based, interdisciplinary, arts-integrated, and community-connected learning experiences.
- Flexible, human-centered spaces supporting movement, collaboration, sensory needs, and multiple modes of teaching and learning.
- A Welcome Center and community hub model providing space for family connection, wraparound services, and engagement beyond the instructional day.
- A future-ready, adaptable, multi-use, sustainable facility designed to evolve with student and community needs.

2. Grade & School Configuration

Current

Winter Hill serves PK–8 with one PK homeroom and two general education homerooms per grade (K–8), ten sub-separate classrooms, and three Newcomer Academy homerooms (Grades 6–8). The Brown School is a K–5 school with two homerooms per grade.

Proposed

The unified PK–8 building will be organized into three developmentally distinct but connected learning communities:

- Early Childhood Cluster (PK–3): Play-based, experiential learning; homeroom teacher delivers core content; grade-level neighborhoods with shared open areas, tot lots, and classroom bathrooms for PK/K.
- Upper Elementary Cluster (Grades 4–6): Two core teachers per team (ELA/SS and Math/Science); increased autonomy; pairs of classrooms with wide connecting doors for interdisciplinary collaboration.
- Middle Grades Cluster (Grades 7–8): Advisory structure, interdisciplinary teaming, expanded electives, STEM/CTE, capstone experiences; lockers in hallways.

Enrollment growth — particularly in the AIM autism program and MLE/Newcomer Academy — and space limitations at Brown (no science lab, gym, or ADA-accessible routes) drive the need for the new facility. Proposed actions include adding middle-grade classrooms and expanding sub-separate autism classrooms.

Design Response

The building is organized for distinct but connected PK–3, 4–6, and 7–8 experiences scaled into grade-level neighborhoods with integrated ELL/MLL, special education, and admin/support. Shared specialist spaces are centrally located within the extended community use zone.

3. Class Size

Current

Kindergarten: max 25 students. Grades 1–8: max 26. SEI-1 (K–8): max 20. PE: max 30. Brown School upper elementary averages at or below 20 students.

Proposed / Design Response

No changes to maximum class size policy. Planning calculations use: 22 for Kindergarten, 23 for Grades 1–8. Newcomer Academy classes are preferred at 8–12 students for targeted instruction.

4. School Scheduling

Current

Winter Hill runs a 30-period cycle with five specialists offered once per week for K–6. Grades 7–8 choose two electives per semester. Newcomer Academy classes are grouped together; AIM classes are integrated with general education specials. The schedule follows SPS K-8 Minutes by Content Area Guidance.

Proposed

Two scheduling options are under consideration, both using a 35-period specialist cycle. Option 1 gives PK–6 one specialist per day, five days per week, with Grades 7–8 choosing from elective offerings. Option 2 is identical for PK–6 but adds a second specialist block daily for

Grades 7–8, enabling deeper exploration and providing the middle school team with a common planning block for interdisciplinary units, exhibitions, and capstone projects.

Core specialists for all grades: Library, Art, Music, Theater, Physical Education, Health, and STEM/Engineering. Grade 4+ adds DLCS (replacing Library) and Exploratory Spanish. Grades 7–8 add an Interdisciplinary course and Exploratory Culinary. Specialist departments will collaborate across disciplines: Theater + Music productions, STEM + Art design challenges, Engineering + Math problem-solving, and cross-grade exhibitions.

Design Response

At 690 enrollment (34 sections): one room per core special is required — Library/DLCS Lab, 1 Art, 1 Music, 1 Theater, 1 Health, 1 PE, 2 STE including 7–8 Engineering; Exploratory Culinary elective for 7–8. At 925-enrollment (46 sections): two rooms per core special are required — Library for 2 classes with DLCS Lab, 2 Art, 2 Music, 2 Theater (incl. stage), 2 Health, 2 PE, 3 STE which includes grade 7–8 Engineering. Electives, like Engineering, World Language & Culinary only require 1 room as not all grades will be offered these.

5. Teaching, Learning & Curriculum

Current

A shared Vision of Excellent Instruction was developed in 2024–25 with all academic administrators and refined through district-wide professional development. High-quality curriculum is in place: Wit & Wisdom / FUNdations and Fishtank (ELA); Illustrative Mathematics (K–8); BU-developed phenomena-based units and STEM scopes (Science); Investigating History (Social Studies). MTSS operates on three tiers for both academic and social-emotional supports; Second Step SEL curriculum is in its third year of full implementation (PK–8) alongside PBIS.

Proposed

The PK–8 model deepens vertical alignment and expands inclusive, co-taught instruction across all content areas. Common threads across subjects:

- Inclusive co-teaching: special education and MLL services integrated within general education settings; push-in support prioritized; classrooms sized for multiple adults.
- Interdisciplinary and project-based learning throughout, with capstone exhibitions in middle grades; performance-based assessments and public presentations of learning.
- World Language (Spanish) continues Grades 7–8 with a dedicated classroom; phased elementary introduction (Grades 4–6, with potential expansion to Grades 1–3) explored.
- MTSS vertically aligned across clusters, each led by an assistant principal ensuring consistent Tier 1 instruction, coaching cycles, universal screeners, and CST structures.
- SEL unified across PK–8 through Responsive Classroom, Restorative Practices, Second Step curriculum, and consistent PBIS behavioral expectations by developmental level.
- Instructional coaching expanding by 4 district-wide coaches; shared workroom suites with collaborative meeting areas co-located near classrooms.

- Culturally responsive pedagogy, diverse texts, multilingual assets honored; heritage language speakers supported through Spanish Language Arts for heritage speakers.

Design Response

Large classrooms with ample storage and sinks support PBL and co-teaching. Classrooms are clustered around grade-level collaboration spaces and planned in pairs sharing small-group rooms. Distributed ESL/MLL classrooms, support services, and sensory spaces reinforce inclusivity. All instructional spaces are designed for high-quality acoustics, daylighting, comfortable thermal systems, culturally responsive theming, and multilingual/dyslexia-friendly signage. Large gathering and group play alternatives are provided inside and out, including respite rooms, a quiet cafeteria section, alternative PE zone, and play areas. Administration and support services are dispersed throughout with strong visibility.

6–7. Teacher Planning & Professional Development

Current

Common Planning Time (CPT) was introduced in 2024–25 via early-release Wednesdays: 12 individual sessions (1.75 hrs each), 10 school-based team sessions (1.5 hrs), 10 cross-district sessions (1.25 hrs), and 4 districtwide PD sessions (1.5 hrs). SEU Unit A educators complete 30 hours of professional development annually across choice-based, school-based, department-based, and embedded categories.

Proposed

No changes to CPT structures. Targeted PD will be added ahead of opening to support the merger of the two school communities: developing a unified school identity, shared culture, consistent PBIS practices, student-centered instructional approaches, and effective use of new learning spaces. Ongoing PD will continue to emphasize inclusive practices, interdisciplinary and project-based learning, and collaborative planning.

Design Response

Grade-level classroom proximity to specialist and support spaces facilitates planning & PD. The Media Center includes a large-group seminar/PD space designed as a flexible multi-purpose room for presentations, workshops, guest speakers, and career and business activities.

8–9. Pre-Kindergarten & Kindergarten

Current

PK serves four-year-olds (8:45 a.m.–1:45 p.m.) across seven sites via lottery; includes the Sonrisa bilingual (80/20 Spanish/English) program at ESCS, the ECIP inclusive multi-sensory program, and the AIM program for students on the autism spectrum. Kindergarten is full-day, grounded in Massachusetts Frameworks.

Proposed

The new building provides purposefully designed early childhood environments: sensory-responsive classrooms, flexible furnishings, abundant natural light, and direct outdoor access. A dedicated PK drop-off/pick-up area features a 30-minute window starting 10 minutes after

the K–8 schedule, allowing parents/caregivers to walk students in, check in with teachers, and engage in structured choice activities. At dismissal, teachers return students to the same area for family reconnection.

Design Response

PK and K rooms are at ground level with age-appropriate outdoor learning and play. Rooms include flexible furniture, ample storage, sinks, marker-walls, lower windows, seat walls, and carpeted storytelling zones. The PK/K cluster integrates special education spaces, admin, counselor, and social worker offices.

10. Lunch Programs

Current

Winter Hill and Brown operate as satellite kitchens; meals are prepared at ESCS and Argenziano and transported daily (~300 lunches/day at Winter Hill, ~150 at Brown). The district served ~900,000 meals across 11 cafeterias in 2024–25. Five lunch waves of two grades each are currently in place.

Proposed

A fully equipped, commercial-grade central production kitchen is required in the new building — capable of scratch/batch cooking, rapid cooling, and efficient distribution in compliance with USDA NSLP and Massachusetts DESE requirements. It must include walk-in refrigeration and freezers, high-capacity combi ovens, tilt skillets, steamers and kettles, blast chilling, palletized dry storage, dedicated receiving/loading access, NFPA-compliant fire suppression, and adequate floor drainage. Five lunch waves continue; the cafeteria is sized for one-third of enrollment to support multi-purpose use and cafetorium performances.

Design Response

The cafeteria is subdivided with a quiet/calm section and an operable partition for multi-purpose use and OST programming. Kitchen square footage exceeds MSBA guidelines to accommodate central production capacity for district-wide service.

11–12. Technology & Media Center / Library

Current / Proposed

1:1 Chromebook program continues for Grades 3+; no policy changes proposed. The DLCS program aligns to Massachusetts Digital Literacy and Computer Science Frameworks. The new media center will include separate zones for elementary and middle grades, maker spaces (light A/V, stop-frame animation), and a computer lab. Two teaching stations ensure the 35-period scheduling cycle is met across both grade zones.

Design Response

The Library/Media Center includes a DLCS Lab and a multi-purpose seminar/PD space. Both elementary and middle school zones have full-class teaching areas, informal seating, stacks, and research stations. Small A/V and maker rooms supplement the STE labs. Robust wireless infrastructure and ample charging support the 1:1 device program.

13–14. Visual Arts & Performing Arts

Current

Thirteen certified Art Educators serve PK–12. Theater is offered as a fifth specialist class to all students at Winter Hill. Music includes free instrument instruction, city-wide ensembles (Grades 6–8), the El Sistema after-school program, and summer orchestra. Middle grades participate in the All-City Musical at Centennial Auditorium.

Proposed

Growing enrollment and demand support adding an additional theater teacher. A dedicated theater/performance space will expand middle grades theater, support after-school productions, and host interdisciplinary arts integration. Visual arts gains a second room, enabling new courses not currently feasible.

Design Response

For 925 students: 2 Art rooms (Grades 1–3 and 4–8) sharing a connected kiln and storage suite; 2 Music rooms (Grades 1–3 and 4–8) with connected practice and ensemble spaces; 1 Theater with the stage serving as a second. Note: MSBA guidelines would allow 3 Art and 3 Music rooms; the innovation model intentionally trades one of each for dedicated Theater and Health rooms.

15. Physical Education & Wellness

Current

SPARK (PK–12) and Health Smart (K–8) curricula are in use. K–6 receive PE on a five-day cycle; Grades 7–8 on a two-of-three schedule. ~370 students participate at Winter Hill and ~230 at Brown. Both curricula are adapted for AIM students.

Proposed

A district-designed PE curriculum will build on SPARK, adding a challenge climbing course aligned to high school programming, plus orienteering, rowing, and rugby as the district maximizes updated facilities. Health education gains dedicated instructional space for the first time, supporting engaging and inclusive wellness instruction.

Design Response

A 6,000 sf gym (two teaching stations) is divided with age-appropriate markings and equipment heights for PK–3 and 4–8. Activity areas inside and out accommodate alternative activities for students with sensory needs. Some alternatives include walking paths and varied play equipment. An Adaptive PE space is also open to the gym for students with special needs that cannot participate in general PE classes.

16. Special Education

Current

Programs include AIM (autism, PK–12; currently 10 classrooms at Winter Hill), Life Skills, ECIP, Resource Rooms, and full related services (OT, PT, Speech, Counseling, APE, BCBA, AT). Space limitations force staff into closets and hallways; three resource room teachers share one

classroom; no dedicated sensory room exists; AIM staff work from converted storage areas. Brown School is not ADA accessible and students receive OT/PT services in hallways.

Proposed

All programs continue. AIM classrooms will grow to accommodate increased enrollment. The district is moving toward shared workroom suites for related service providers (rather than isolated offices), co-located near flexible small-group instructional rooms to support inclusive, co-teaching service delivery.

Design Response

- 11 AIM Classrooms (10 Tier-3 with in-classroom toilets + 1 Tier-1 without toilets), all dispersed with general education classrooms.
- 2 Life Skills rooms clustered as a mock apartment suite.
- 3 OT/PT rooms with sensory spaces — one per cluster (PK–3, 4–6, 7–8).
- 15 Small Group rooms (5 per cluster): 8 Resource, 5 Speech/Lang, 1 Reading, 1 Math.
- 18 Small Meeting/Pull-Out rooms between each pair of classrooms.
- 5 Respite/Regulation spaces near high-traffic areas.
- 3 Workrooms for behavioral, intervention, and coaching staff; 2 Office Suites with IEP conference rooms — all dispersed throughout the building.

17. Vocations & Technology (CTE Exploration)

Current

No middle grades CTE exploration during the school year. Summer programs at SHS offer Culinary Arts, Graphic Design, Health Careers, and Cosmetology for rising 6th–8th graders. The Somerville Robotics League serves Grades 5–8 after school.

Proposed

The new building enables four exploratory middle grades (6–8) career pathways aligned to SHS Chapter 74 programs: Pre-Engineering/Design, Construction/Carpentry, Culinary Foundations, and Manufacturing/Fabrication. Two additional technology explorations — Intro to Computer Science and Robotics & Automation — round out the offerings, meeting state recommendations to provide career exploration to Grades 7 and 8.

Design Response

Approximately 1,400 sf of dedicated space, plus adjacent library space supports Exploratory Culinary and Pre-Engineering/STEM. STE room counts include full K–6 enrollment since STEM is a specialist at all grade levels.

18. Transportation

Current / Proposed

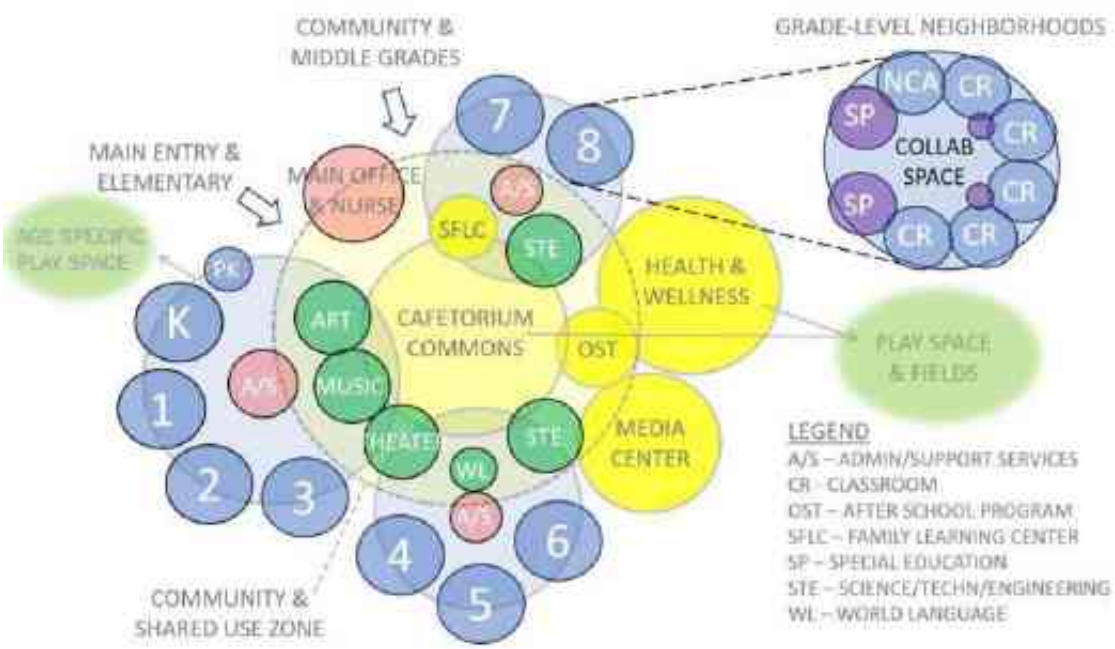
Door-to-door transportation for IEP/504 students and McKinney-Vento homeless students. MLE students transported between proximity school and school of instruction. Grades 7–12

receive M7 MBTA cards. No policy changes proposed. Traffic flow will be reconfigured: bus and caregiver drop-off remain separate; caregiver zones sized for 15–20 cars; pedestrian approaches wide and vehicle-buffered.

19. Functional & Spatial Relationships

The building is organized in three layered zones: (1) grade-level academic neighborhoods (PK–3, 4–6, 7–8) with integrated special education and Newcomer Academy classrooms; (2) a central shared specialist/arts/STEM/community zone accessible to all grades and for after-hours community use; (3) a main lobby housing the SFLC Welcome Center and OST space. Admin clusters — including assistant principals, deans, counselors, and social workers — are dispersed within each academic zone; the main administration and nurse suite anchor the primary entry.

The site maintains near-equivalent outdoor space to the former school despite more than doubling in facility size, achieved by berming program into the hillside and using entry-level rooftop for outdoor play. Distinct pedestrian-friendly entries serve: elementary (Sycamore/Evergreen corner), community/middle grades (Thurston Street), and PK/K (Medford Street). Play areas are contiguous, supervised, and age-segregated; directly connected to the cafeteria and gymnasium.



The Somerville Family Learning Collaborative (SFLC) lost its centrally located space when the current Winter Hill closed. The new Welcome Center, co-located in the main lobby, restores a centralized, walkable family hub offering enrollment support, multilingual services, health services, basic needs/housing assistance, early childhood playgroups, and family engagement

programming — serving as a one-stop destination for families from early childhood through graduation.

20. Security & Visual Access

Current

Controlled access with card readers, visitor management/badge system, video surveillance, alarm panels, PA system, classroom phones, and BeSafe cloud technology. Regular emergency drills and coordination with Somerville OEM, police, and fire.

Proposed / Design Response

Crime Prevention Through Environmental Design (CPTED) principles — territorial reinforcement, natural surveillance, natural access control, and maintenance — are integrated throughout from the earliest planning phases. Active measures include: video surveillance (exterior perimeter, entryways, hallways, stairwells; minimum 30-day storage); electrified access-controlled doors with staff key cards; zone-based intrusion alarm system; panic controls to automatically secure areas; and an emergency notification system integrated with phones, PA, and electronic displays. A dedicated community entrance provides controlled after-hours access to the gym, cafeteria, and shared spaces without opening academic wings, which can be locked off for layered security. Every teaching and learning room includes a natural get-out-of-sight zone. Airport-style bathroom entries and open stairwells support acoustic safety awareness. Future workshops with first responders will continue through design and construction phases.

21. Typical Day & Week in the Life of a Student

Grade 3 Highlights

Morning Meeting (Responsive Classroom/restorative circle, classroom or common area) → ELA Foundational Skills / phonics (15 min) → Specialist (40 min: Art, PE, Music, Theater, or Library/Media) → Intervention/Extension block — teachers push in or pull out to adjacent small spaces; grade-level partners may share students for targeted grouping → Illustrative Mathematics (55 min, problem-solving/discourse model) → Science/Social Studies with outdoor/hands-on options → Lunch/Recess with Playworks → ELA Small Group — Wit & Wisdom gallery walks, Socratic Seminars, gallery walls (30 min) → ELA Knowledge Building — thematic units integrating history, science, humanities (55 min) → Dismissal.

Weekly additions: Second Step SEL (1–2x/week); swimming one quarter per year; optional strings or band instrument lessons Grades 3–5 (Wednesday/Thursday); Health on Fridays.

Grade 7 Highlights

Informal peer arrival gathering (separate from elementary, outdoors when weather allows) → Homeroom/phone collection (10 min) → Specialist Elective (40 min: two chosen from Art, Music, Theater, PE/Wellness, DLCS; Health for one quarter each year; over Grades 7–8 students complete one elective in each of the five areas) → Illustrative Mathematics (55 min) → Two FLEX blocks M/Tu/Th/F for intervention, enrichment, BAM/WOW partner programs,

Spanish, or iReady → RISE Block Wednesdays (30 min SEL/community circle) → ELA via Fishtank (55 min) → Lunch/Recess (30 min) → Science (55 min, standards-based with outdoor/lab options) → Investigating History (55 min) → Homeroom check-in, phones returned, escorted to separate indoor middle grades dismissal area.

B.1 Grade Reconfiguration and Districting Approval Certification Template

The City of Somerville School Committee (the "SC") understands the proposed change to existing grade structure that is being proposed in the Preferred Schematic Report for the Winter Hill Community School project (the "Project"), and on August 17, 2026 the SC voted to approve and authorize the proposed change to the existing grade structure for the following reason, a new larger school Creates an Opportunity to Add a Community Asset, Maximizes Future Flexibility for the District, Makes the Best Use of State Funding, and Minimizes Impact of Future Building Failure as described in the Feasibility Study related materials. A certified copy of the SC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

The Grade Reconfiguration and Districting Approval Certification Template has been included in the Appendix

C. Space Summary

The 925 enrollment size is the preferred option and reflected in the space summary. The following narrative highlights changes since the PDP submission:

a. SPACE SUMMARY DESCRIPTION

The projected enrollment agreement for the Winter Hill Community Innovation School (WHCIS) with Brown/Redistricting is 925 students in grades K-8 and an additional PK room is projected for up to 18 children.

Core Academics – the proposed program in this category is 50,430 NSF, which is **+3,350 sf**, larger than the guidelines. This has reduced 300sf since the PDP due to 1 less K classroom offset by 1 World Language classroom moved here from Art & Music per MSBA comments.

The net total is larger than guidelines due to STE needs for grades K-6, not just grades 3-6 and includes Engineering. Newcomer Academy (NCA) classrooms serve MLE students in grade 6-8. Newcomer students are part of the overall enrollment but have smaller class sizes, ideally 8-12 students. Approximately 40 students utilize 5 NCA classrooms now. We are proposing 6 NCA classrooms allowing for a range of 48-72. Despite 48 students being removed from the general classroom count, the need for general classrooms rounds to the same count as the MSBA guidelines.

Classroom areas are proposed at 900sf with the intent of more push-in services and coteaching in the future, and while there may be justification for slightly larger rooms, we recognize the

rooms are supplemented by the breakout spaces and small meeting rooms between each pair of classrooms. This are described in the Educational Program as important to the vision for the school.

Special Education – the proposed program is 22,650 NSF, which is **+9,550 sf**, larger than the MSBA guidelines and has not changed since the PDP. The primary reason for the robust space needs are due to the school housing one of the district-wide special education programs, specifically the AIM tier-3 program for autism. The full list of spaces for special education is detailed in the Educational Program and are based on current and projected needs. Note; adaptive PE is also part of the special needs spaces but listed with the gymnasium as had been directed by the MSBA on similar projects. We understand that the special needs program is subject to the DESE's review and approval.

Art & Music – the proposed program is 9,750 NSF, which is **-2,200 sf** less than guidelines with 1 less Art & Music space. This has reduced 3,900 sf since the PDP due to 1 World Language, 2 Health & Theater moving to other categories per MSBA comments. Instead of students taking Art & Music 2x week, Somerville has more offerings at 1x week and rotating through the semesters. Offerings include Theater & Health currently and is proposed to include Culinary and Interdisciplinary Courses at grade 7-8.

The schedule and calculations are described further in the Educational Program but simply put, up to 70 classrooms can take each special 1x/week in a 35-period cycle at 2 rooms per special. Theater remains at 1 because it is supplemented by the stage itself and World Language at 1 because it is for grades 4-6.

Example Schedule for 925 students & 49 Classrooms/Sci requires 2 rooms for each special.

Room 1

Period	Mon.	Tues.	Wed.	Thur.
1	PK	Elem CR-1	Elem CR-8	Elem CR-15
2	PK	Elem CR-2	Elem CR-9	Elem CR-16
3	K	Elem CR-3	Elem CR-10	Elem CR-17
4	K	Elem CR-4	Elem CR-11	Elem CR-18
Lunch	planning	planning	planning	planning
5	K	Elem CR-5	Elem CR-12	Elem CR-19
6	K	Elem CR-6	Elem CR-13	Elem CR-20
7	K	Elem CR-7	Elem CR-14	Elem CR-21

Room 2

Period	Mon.	Tues.	Wed.	Thur.	Friday
1	ELEM STE-2	Middle CR-6			
2	ELEM STE-3	Middle CR-7			
3	Middle CR-1	Middle CR-8			
4	Middle CR-2	Middle Sci-1			
Lunch	planning	planning			
5	Middle CR-3	Middle Sci-2			
6	Middle CR-4	NCA 1-3 as 1			
7	Middle CR-5	NCA 4-6 as 2			

The scheduling reality would likely be 1 for PK-3 and the other for grades 4-8, both at 75% use

Vocations & Technology – the proposed program at 1,440 NSF, **matches MSBA guidelines** and has not changed since the PDP, other than the room designation as Exploratory Culinary. This space is intended to be highly flexible for the grade 7-8 electives and interdisciplinary units, while the additional 3 STE labs listed with core academics would serve the Engineering and K-6 STE needs, including grade 6 science.

Health & Physical Education – the proposed program is 8,322 NSF, which **matches guidelines** and has not changed since the PDP. The program trades unnecessary locker room space for adaptive PE accommodations

Media Center – the proposed program **matches MSBA Guidelines** at 5,025 NSF and has not changed since the PDP.

Dining & Food Service - the proposed program is 12,064 NSF, which is **+462 sf** more than guidelines and has not changed since the PDP. While the cafeteria is sized for 1/3 the enrollment vs the default 1/2 enrollment and therefore smaller, the kitchen provides the district's central food prep for the PK-8 schools. This results in the kitchen plus storage being about double the MSBA guidelines.

Medical – the proposed program is 770sf, which is **+60 NSF** larger than MSBA Guidelines for an additional toilet room needed for the larger enrollment. This hasn't changed since the PDP.

Administration & Guidance – the proposed program is 5,484 NSF, which is **+1,965 sf** more than guidelines and has not changed since the PDP. The additional needs are based on the proposed organizational model of having an distinct Early Education, Upper Elementary and Middle grade-level clusters, each with an Assistant Principal, Dean, waiting and counselors. The constrained site also forces a 5+ story plan, which necessitates further dispersed work rooms.

Custodial & Maintenance – the proposed program **matches MSBA Guidelines** at 2,497sf and has not changed since the PDP.

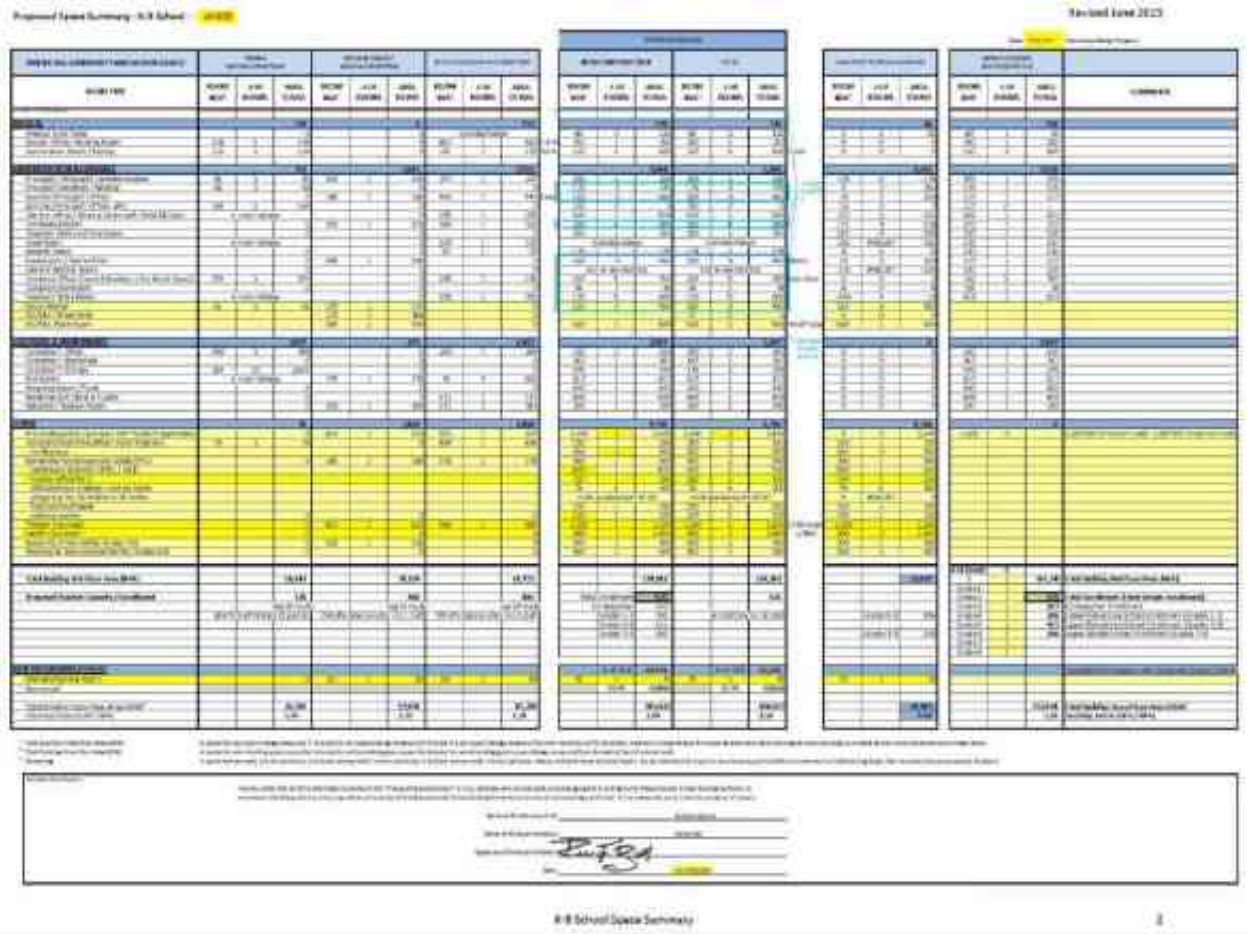
Other – this category totals 9,750 NSF, increasing 4,575 sf since the PDP with the Theater & 2 Health Classrooms being moved here, along with an added PK room and OST small group, and Mother's/Nursing room moved to grossing.

Net to Gross – the net total of 124,282 net is **+22,937 larger** than the MSBA baseline, which increased 375sf since the PDP and becomes 186,423 gross or **+34,405 larger** using the 1.5x standard for net to gross ratio.

PROPOSED SPACE SUMMARY FORM

see the Appendix for the full-size, signed space summary





D. Sustainability

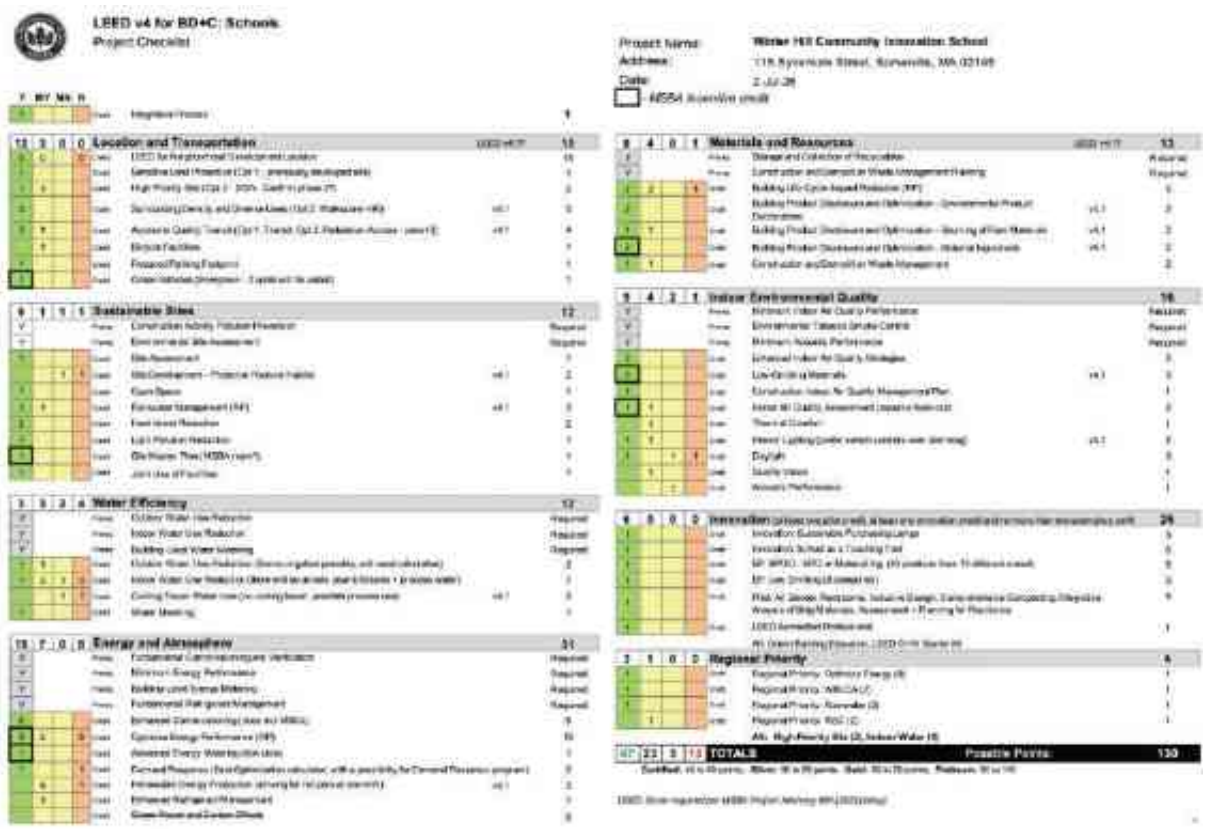
Sustainability has been an integral topic within the School Committee meetings throughout the Feasibility study. The School Committee is interested in pursuing an all electric facility to reduce carbon emission. To start the process, the team has been engaging with the City Staff and Community to understand what they felt are priorities in sustainable design. The design team started with a sustainability workshop to gather input from the community and various City Departments to understand what aspects of sustainability were most important for this project. Designing for Learning, Play and Community were amongst the top priorities, followed by Energy Efficiency and Carbon. These priorities align with the city's Climate Action Plan and the vision of creating a healthy, high performing new school with a strong focus on education. The key criteria of the goals focus on Social, Environmental and Economics.



The Climate Action Plan notes the importance of both community engagement as well as educating the community on climate change and resiliency. This aligns with our goals to incorporate educational opportunities within the design and construction process with the building as a teaching tool. The project will track LEED Gold but aims for Platinum, and that discourages the use of fossil fuels. Going fully electric within this project will also align with Somerville's Climate Action Plan. The School Committee was presented with options for mechanical systems that would align with these energy goals. The discussions weighed the pros and cons of each system as well as the cost implications both initially and in the future. The School Committee decided to carry Air source heat pump systems with no gas connection to support the community's energy goals and will continue to study geothermal ground source heat pumps as an option and potential goal. As we move into Schematic Design we will further study occupant well-being, outdoor spaces, and material health to address the community's other priorities for the project.

The team has developed a preliminary LEED v4 scorecard to establish the projects goals. All of the LEED prerequisites will be met, the project is currently tracking 67 points for LEED Gold and 23 maybe points for potential LEED Platinum.

A Sustainability Narrative with a summary of the teams goals has been included in the appendix.



E. Building & Site Plans

At the end of the PDP phase the School Committee omitted the Trum Field site as an option for building the new school. This site was removed from consideration for the following reasons:

- **Open Space:** This site is currently the largest open park space in the city, and the community was not in favor of replicating the open space at 115 Sycamore street. This site would require additional funds to replicate the open space and comply with Article 97 regulations.
- **Additional Cost:** Replicating open space at 115 Sycamore would incur additional costs with the removal of the existing school building and additional site work that the existing Trum field would not need.
- **Program:** Due to the topography and shape of the property at 115 Sycamore Street a softball field will not be able to be replicated at this site. The softball field at Trum Field is the City's only softball field.

After further studied in the PSR phase the School Committee omitted the existing Brown School site at 201 Willow Ave. This was removed for the following reasons:

- **Size of Site:** This site was too small for both enrollments the School Committee is considering and needs. It would take a multi – story tower, with additional

circulation cores, to fit the program needs of the new school. A high-rise building is not practical for a K-8 School.

- **Open Space:** The site does not allow for expansion of open playground space due to its smaller size. An addition or new building on this site would leave the site with no open space at grade.
- **Program:** The existing Brown School does not meet the school districts educational program needs. The building envelop and infrastructure is outdated and beyond its expected life span. The school is not accessible and cannot accommodate grades 6 through 8.

The School Committee landed on the 115 Sycamore Street site as the preferred site for the new school building. This site was chosen for a number of desirable reasons:

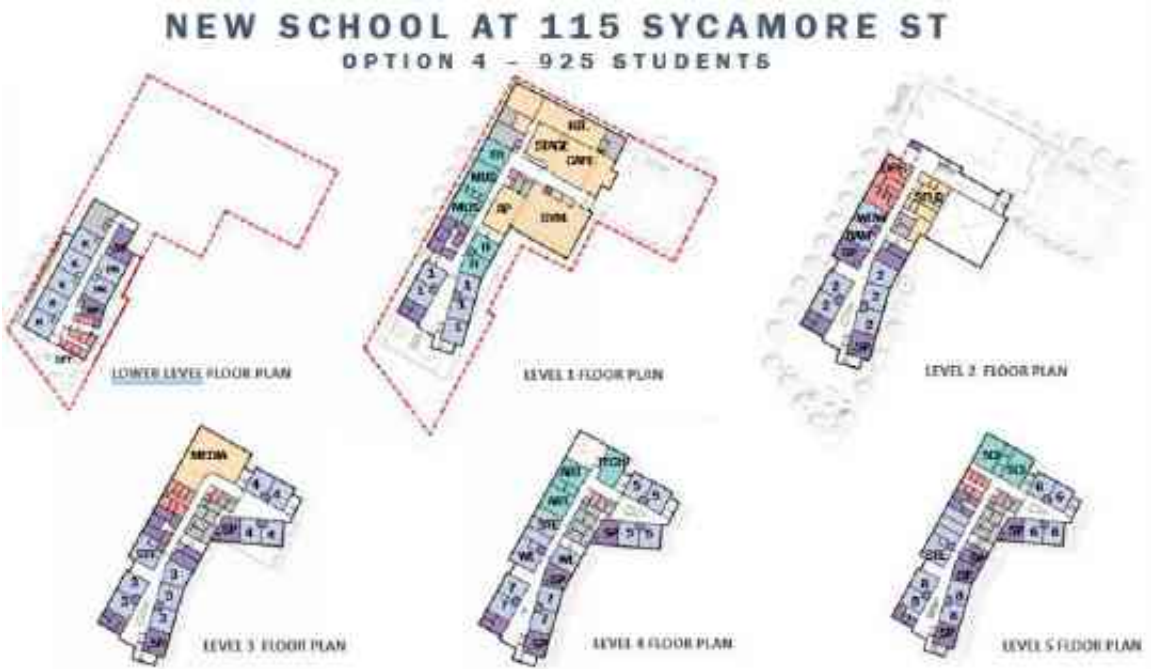
- **Location:** This is the site of the existing Winter Hill school and is better suited to meet the programmatic needs of the new school. The site is also located centrally within Somerville.
- **Open Space:** This option does not remove existing open space within the city as the previous Trum Field option would have. The vertical school design allows for a smaller footprint on the site, and between open play space and rooftop play and gardens, the site will still be able to provide ample open community space going forward.
- **Community Hub**: Although the existing school has been closed, the outdoor open space along Evergreen Ave continues to be a gathering place for community events, sports and play. This Option 4 provides this same opportunity by pulling the academic wings away from Evergreen, and locating the cafeteria a floor below the main entrance along Evergreen. In this way the open outdoor space and play structures can sit on the cafeteria roof, fully accessible to the community.

During the PSR phase a number of building options were studied. These explorations were driven by the challenges with meeting the program requirements on a constricting site. The site elevation decreases going from the Sycamore and Evergreen corner out towards Medford street to the south. Some studies minimized the excavation that would be required, opting for a taller building, while others explored where select excavation would occur, and arranged the program accordingly. All studies aimed for maximizing daylight within the classrooms. Through this, the School Committee decided that Option 4 best fits the needs of the educational program and community needs. This option was selected for a multitude of reasons, including:

- Grade Clusters: the layout allows for the Early Education, Upper Elementary and Middle School clusters to be organized to align with the Educational Program. These are organized in two distinct academic wings and allows for a clear separation of public and private spaces. The shared program is located centrally between the academic wings to allow for easy lock off.
- Shared Program Location: The louder gymnasium, cafeteria and music classrooms are all grouped together at the north end of the site. This group also neighbors the field

and outdoor playgrounds. The academic spaces are located above and to the south, separating them from the louder areas of the school. The shared program also separates the two academic wings, minimizing crossing student traffic and reduces the likelihood of students walking through other grade neighborhoods.

- Kindergarten: the layout keeps the Kindergarten and Preschool classrooms on grade and neighboring the younger student playground along Medford street. Other options considered locating the neighborhood on an upper level, but that did not align with the Educational Program goals. In order to achieve daylight within this classrooms, the footprint shifts east on the lower level and allows for a light well space wide enough for both daylight into the classrooms and additional outdoor space for student use.



The building plans group the cafeteria and gymnasium to the north of the site, allowing for a separate community entrance to the building off the outdoor field on the northeast. The main entrance to the building is located on the floor above, opening on the corner of Sycamore Street and Medford street at the northwest, at the same elevation as the playgrounds. These areas are visually connected with a double height corridor running from the main entrance down towards the community entrance of the school. The media center is located on the floor above the main entrance, overlooking the playgrounds and sports field. The two academic wings are separated running east/west above the gym, and north/south following the sloping site.

F. Budget (Including Budget Statement)

The City of Somerville's outstanding governmental debt including principal and interest as of June 30, 2026, totaled $344,645,995 of which $ 184,084,343 is for school projects. In addition to governmental debt, the business-type Water and Sewer Enterprise Funds carry an

outstanding debt of $145,668,672. This debt is fully funded by Water and Sewer Charges and program fees and does not rely upon the General Fund for a subsidy.
Moody's Investors Services has assigned an Aa1 bond rating to the City's outstanding debt noting the City's strengths such as its sizeable tax base which has experienced significant growth in recent years due to ongoing redevelopment efforts. Additionally, Moody's rating incorporates the stable financial position supported by healthy reserve levels, as well as manageable long-term liabilities for pension and OPEB.

Standard & Poors has assigned an AAA long-term rating to the City. Both Moody's and Standard & Poors, believe the city's debt remains manageable due to its average direct debt burden. Total governmental fund debt service is 4.9% of total governmental fund revenues and net direct debt per capita equals $6,138. All of Somerville's debt is fixed rate, and principal amortizes at a pace of 60% within 10 years.

The City has made a concerted effort to build and maintain ample reserves. Somerville closed fiscal 2025 with $138,455,784 in available reserves, including an unassigned, assigned, and committed fund balance. As the close of FY2025, total General Fund Stabilization Balances equaled $109,130,884 and are available with legislative body approval. In addition to General Fund Stabilization Funds, the City has a balance of $29,017,383 in the Water-Sewer Stabilization fund to be used for water-sewer infrastructure debt service. In FY2015, the Mayor, with the approval of the Board of Aldermen, established a Facility Construction and Renovation Stabilization Fund. The current value of the Facility Construction and Renovation Stabilization Fund is $30,494,630. The purpose of this fund is to support new building construction and renovation of old city buildings. The City intends to tap this fund and other reserves for the Winter Hill Community Innovation School Construction/Renovation Project.
Somerville is experiencing unprecedented commercial growth. Major economic projects in such areas as Assembly Square, Union Square, Boynton Yards, Inner Belt/Brick bottom, and neighborhoods adjacent to the Green Line Extension subway stations are expected to greatly expand Somerville's property tax base. This will be the primary source for funding debt service for major infrastructure projects in the City's Capital Investment Plan. In addition to the tax levy and reserves, other sources may include the proceeds from the sale of surplus municipal real estate, grant assistance, unexpended/unobligated bond proceeds from other projects, and free cash.

The Winter Hill Community Innovation School Feasibility Phase has studied two design enrollments with different school populations, a Pre-K through 8th grade 690-student enrollment version and a Pre-K through 8th grade 925- student enrollment version including the Benjamin Brown School population.
The School Building Committee has decided to proceed with a 925-student enrollment option with a construction cost estimate between $224.5 and $267.4 million depending on selection of alternates. These costs are exclusive of anticipated MSBA reimbursements.

Though the City of Somerville maintains a healthy balance sheet with strong reserves and its current debt loads are within recommended levels, the sheer magnitude of cost associated with the construction/renovation of the Winter Hill Community Innovation School leads the City to seriously consider a Proposition 2 ½ Debt Exclusion Ballot Measure to exclude a portion of the debt service required from the tax levy.

The City considers this as one tool of many that will be utilized to finance the project. To that end, the City Administration is prepared to take steps to place a Proposition 2 ½ Debt Exclusion Ballot question before the voters at some point in calendar year 2027. The City's Mayor is confident that the City can acquire bonded financing exceeding the estimates provided here in the period FY2028 or FY2029, if the project is approved by the citizens of Somerville.
The detailed Capital Budget Statement is currently being tailored to the MSBA format and will be included as required within the district's Preferred Schematic Report submission. At this point it is anticipated that any operational cost increases for the proposed project will be substantially offset by the increases in building efficiency and reduced maintenance costs, a more detailed operational cost analysis will be performed upon selection of a preferred schematic option.

G. Project Schedule

The project schedule for the design phases of the project have not changed since the PDP submission and we are still anticipating the following schedule dates:

- PSR Submitted to MSBA — August 27, 2026
- Facilities Assessment Subcommittee — September 16 or 30, 2026
- MSBA Vote to Proceed into SD — October 28, 2026
- Schematic Design Submitted to MSBA — February 25, 2027
- MSBA Vote on Project Scope and Funding — April 27, 2027
- District Funding — June 22, 2027
- Detailed Design — July 2027-September 2028
- Construction — October 2028 - August 2030
- Occupancy — September 2030

3.3.5 Local Actions & Approvals

A. Approval of Preferred Schematic Report

B. SBC Meetings

C. School Committee Meetings

D. Community Meetings

E. First Responder Meeting

3.3.5 Local Actions and Approvals

The Winter Hill Community Innovation School Building Committee has continued to maintain a public, transparent and open process. The Committee has increased their presence on social media and continues to keep the city informed in an effort to gain input and feedback and public support for the project.

The preferred option was selected thru an open public process. The Committee had sponsored a public forum during the PDP phase and has organized multiple workshops during the PSR phase to gather input from the community. Additionally, the Committee has engaged in informal dialog with representatives of city constituent groups, representing a wide spectrum of the general public. The Committee approved to submit this Preferred Schematic Report on August 17, 2026.

A. Approval of Preferred Schematic Report

On August 3, 2026 the SBC held a meeting to review the options left under consideration. The Committee voted unanimously to move forward with Option 4, a new school for 925 students at the 115 Sycamore Street Site. On August 17, 2026 the SBC met to discuss the contents of the PSR in anticipation of submission to the MSBA. All aspects were discussed including but not limited to, educational program, sustainability, cost and other factors relevant to the discussion. At the conclusion of the discussion the SBC voted unanimously to move forward with Option 4 as the preferred schematic with the focus on educational programmatic needs and 21st century learning.

B. School Building Committee Meetings

The School Building Committee has held the following meetings since the PDP submission:

SBC Meeting – April 6, 2026
SBC Meeting – May 4, 2026
SBC Meeting – June 8, 2026
SBC Meeting – July 6, 2026
SBC Meeting – August 3, 2026
SBC Meeting – August 17, 2026

Agenda and Minutes are included in the appendix

C. School Committee Meetings

The School Committee held the following meetings where the project was on the agenda:

SC Meeting – August 10, 2026
SC Meeting – August 17, 2026

D. Community Meetings

During the PSR phase the following Public Community Events where held:

- **April 13, 2026:** Community Sustainability workshop in which the design team presented the AIA 10 measures of excellence for design framework. At this event various community members broke out into working groups to discuss and gather feedback on sustainable measures that best fit the Somerville Community.
- **April 16, 2026:** SPS Young Children Event, the design team set up a table to share information and progress on the school project. At this event a drawing and Lego building station was set up for young children share their idea of a new school. The children also voted on types of playground features that they would like to see at the new school.
- **May 11, 2026:** Community Space workshop to discuss community needs inside and outside of the school, this workshop had breakout sessions to gather community input on afterschool and weekend activities at the school site.
- **May 19, 2026:** A meeting was held with the Out of School Time Task Force (OST) to further review indoor and outdoor space at the school. Multiple City groups attended this meeting to share needs for various programs and activities for children and adults throughout the City.
- **May 20, 2026:** Slice of Somerville at the Healey School, the design team set up a table to share information and progress on the school project.
- **June 26, 2026:** A third Community Workshop was held for Neurodiversity. This work shop focused on universal space and social emotional learning needs.

All presentations are posted on the school project website and included in the appendix

E. First Responders

The design team had an initial meeting with the Somerville Police Department, Fire Department and Emergency Management Team on March 24, 2026. Coordination with the City's First Responders will be an interictal part of the design process.
March 24, 2026 Meeting minutes are attached in section O of the Appendix

CITY OF SOMERVILLE, MASSACHUSETTS
JAKE WILSON
MAYOR
DEPARTMENT of INFRASTRUCTURE & ASSET MANAGEMENT

August 27, 2026

Mr. Michael McGurl
Director of Capital Planning
Massachusetts School Building Authority
10 Post Office Square, Suite S400
Boston, Massachusetts 02109

Dear Mr. McGurl:

The City of Somerville School Building Committee ("SBC") has completed review of the Preferred Schematic Report ("PSR") Submittal for the Winter Hill Community Innovation School project and voted to approve and authorize the OPM to submit the Preferred Schematic Report related submittals to the MSBA for consideration on August 17th, 2026. A certified copy of the SBC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed and abstained, are attached.

The SBC held (5) meetings regarding the Winter Hill Community Innovation School project since the City's submission of the Preliminary Design Program to the MSBA on April 8, 2026.

1. **May 4, 2026:** held at 4:30PM virtually via Zoom: during the meeting the project team reviewed the project schedule, workplan and community engagement updates. Project team also presented development of the preliminary options, an overview of the sustainability workshop results, and traffic, mobility and parking concepts.
2. **June 8, 2026:** held at 4:30PM virtually via Zoom: during the meeting the project team reviewed the project schedule, workplan and community engagement updates. Project team also presented preliminary sustainability goals and associated certifications that are desired, an overview of the building systems

options, recommendations for site circulation, and an introduction to project delivery methods of Chapter 149 and 149A. Project team also verified grade reconfiguration.

3. **July 6, 2026:** held at 4:30PM virtually via Zoom: during the meeting the project team reviewed the project schedule, workplan and community engagement updates. Project team noted that the MSBA's PDP comments were received and is being coordinated by the project team, as well as noting that the PSR estimates have begun. Presentations were made for life cycle cost analysis of the mechanical system options, geotechnical site investigation results, and further development of the design options.
4. **August 3, 2026:** held at 4:30PM virtually via Zoom: during the meeting the project team reviewed the project schedule and workplan updates. Project team also presented programming updates, PSR cost estimates, add alternate cost estimates, and PSR evaluations completed by the committee. There was a motion to select Option 4 as the preferred option for Schematic Design, and that vote passed (13-0).
5. **August 17, 2026:** held at 4:30PM virtually via Zoom: during the meeting the SBC reviewed the compiled PSR submission that was ready for submission to the MSBA. There was a motion to approve the PSR submission to the MSBA, and that vote passed (12-0).

In addition to the SBC meetings listed above, the City held (13) public community engagement events or meetings, which were posted in compliance with the Open Meeting Law, at which the Winter Hill Community Innovation School project was discussed.

1. **April 13, 2026:** Community Workshop #1, Sustainability: held at 5:30PM at the East Somerville Community School (50 Cross St, Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. This was inclusive of gauging the community's sustainability goals and desires. The project team and the City included a Q&A portion to receive and discuss community feedback.
2. **April 16, 2026:** Community Engagement, Young Child Event: held at 5:30PM at Somerville High School (81 Highland Ave. Somerville, MA). The project team and City leadership hosted a table at the event to present the status of the project to the community members and explain what the next steps are ahead. This was inclusive of showing the community the SBC's short-listed options, as well as engaging with the youth of the community by allowing them to vote on their favorite outdoor playground concept. The project team and the City answered questions and received feedback from the community.
3. **April 27, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The committee continued to discuss the development and status updates of the ongoing project. City leadership attended the open School Committee meeting to answer any project-specific questions as necessary.

4. **May 4, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The committee continued to discuss the development and status updates of the ongoing project. City leadership attended the open School Committee meeting to answer any project-specific questions as necessary.
5. **May 11, 2026:** Community Workshop #2, Community Programs: held at 5:30PM at the Tufts Administration Building (167 Holland St, Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. This was inclusive of gauging the community's needs and desires for indoor and outdoor spaces for community use. The project team and the City included a Q&A portion to receive and discuss community feedback.
6. **May 18, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The committee continued to discuss the development and status updates of the ongoing project. City leadership attended the open School Committee meeting to answer any project-specific questions as necessary.
7. **May 19, 2026:** OST Task Force Meeting: held at 10:00AM at the YMCA Building (101 Highland Ave, Somerville, MA). The project team and City leadership presented the status of the project and what the next steps are ahead to the YMCA staff and community members. This was inclusive of gauging the group's needs and desires for indoor and outdoor spaces for community use, relating to the programs they historically host at the facility. The project team and the City included a Q&A portion to receive and discuss community feedback.
8. **May 20, 2026:** Community Engagement, Slice of the City: held at 5:00PM at the Healey School (5 Meacham St, Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. The project team and the City answered questions and received feedback from the community.
9. **June 8, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The committee continued to discuss the development and status updates of the ongoing project. City leadership attended the open School Committee meeting to answer any project-specific questions as necessary.
10. **June 15, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The committee continued to discuss the development and status updates of the ongoing project. City leadership attended the open School Committee meeting to answer any project-specific questions as necessary.
11. **June 26, 2026:** Neurodiversity Design Workshop: held at 10:00AM via Zoom. The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. The focus was to discuss how the new school will support students with a wide range of sensory, cognitive, social-emotional, and other needs. The project team and the City included a Q&A portion to receive and discuss community feedback.

12. **August 10, 2026:** School Committee Meeting: held at 7:00pm via Zoom. The project team and City leadership attended the open School Committee meeting to answer any questions necessary about the programming or information on the SBC's selected preferred option. This was the School Committee's first reading of the PSR package for approval. Also reviewed included evaluations of the design options by the SBC, project alternates being studied, space summary changes, and the 3rd party estimates.
13. **August 17, 2026:** School Committee Meeting: held at 6:00pm via Zoom. The project team and City leadership attended the open School Committee meeting to answer any questions necessary about the programming or information on the SBC's selected preferred option. Images of similar projects and spaces were shared with the School Committee as inspirational examples. This was the School Committee's second reading of the PSR package for approval. A motion was made to approve the PSR submission and the vote passed (8-1).

The meeting presentation materials, meeting minutes and summary materials as they relate to the Winter Hill Community Innovation School project are available locally for public review at https://www.somervillema.gov/newschool

It is anticipated that the 6/8/26, 6/15/26, 8/10/26 and 8/17/26 School Committee meeting minutes will not be approved prior to PSR submission and will be sent to the MSBA as soon as approved. The School Committee's meeting recordings are also available locally for public review at
https://www.youtube.com/channel/UCTRRe7zpR1nmRlgBH3TMQVw

To the best of my knowledge the meetings listed above comply with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§18-25 and 940 CMR 29.00: Open Meetings.

The City has named Richard Raiche (Director of Infrastructure and Asset Management) as the local point of contact to receive questions.

By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.

By: Mr. Richard Raiche

Title: Director of Infrastructure & Asset Management

Date: August 17, 2026

By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.

By: Dr. Ruben Carmona

Title: Superintendent of Schools

Date: August 17, 2026

By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.

By: Ms. Emily Ackman

Title: Chair of the School Committee

Date: August 17, 2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, May 4, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Magdalena Gomez (CoS)
Ralph Henry (CoS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Robert Bell (PE)
Dan Arons (PE)
Matt Hoffman (PE)

- **Call to Order – 4:31pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from April 6, 2026.
    - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 13 yes, 0 no, 1 abstain, 1 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Andre Green, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Rich Heidebrecht
      - No:
      - Abstain: Courtney Koslow
      - Not Present: Eric Weisman

- **New Business**
  - Review Project Schedule & Workplan
    - PE and PMA congratulated the City and the committee on their PDP submission to the MSBA.
    - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
    - PE noted that they have begun soil characterization process and will soon be doing borings at the Winter Hill site soon.
  - Set Upcoming SBC Meeting Schedule
    - The committee came to a consensus to have our next SBC meetings on the following dates: 6/8, 7/6, 8/3, and 8/17. All meetings will continue to be held virtually and at 4:30pm.
    - The August 3rd meeting will be the committee's selection of the Preferred Solution. On August 17th it will be the committee's approval of the PSR Submission.
  - Preliminary Options Update
    - PE updated the community that the MSBA required us to add an option at the Brown School, which was presented to the committee. The project team needed to pull this together in short order for the MSBA, and it is basically a high rise building that doesn't fit the programming needs for this project.
      - Committee member asked if this is advantageous and what they asked for in regards to Brown. PE responded that because of the language the MSBA/City have, it requires us to study the two enrollment options at Brown School.
    - PE noted that additionally, the MSBA asked us to add 1B for Addition/Reno at 925, and 2A for 690 New Construction.
      - Committee member asked about the nomenclature of the options and what the MSBA's clarification requested is. PMA responded to the committee member with the reasons that we are adding a couple options and the others were previously voted on to submit to MSBA.
    - PE presented a more in depth design of the layout of the spaces within the inside and outside of the building. They presented on the options of the 925 student enrollment (2B and 4), as that was the City's CAG recommendation.

- Committee member asked if there should be more PreK students included within the new building. The Superintendent responded on more of the program and the strategy behind it.
- Committee member inquired on the bathroom sizes, and PE responded that we will be above the minimum that code requires, but that we are still within feasibility and that things can still adjust.
- Committee member mentioned that the theater teacher has requested if their space can be adjacent to the stage, and PE responded that they can look into improving that circulation.
- The Chair noted that the success of Option 4 is getting a grade on one level, and that the public spaces and the access to them are great. The Chair explained to the committee that these updates are iterative and that the feedback is appreciated.
- Multiple committee members were in favor of Option 4.
- Committee member noted that out of school activity space seems more limited than ideally desired.
- Committee member questioned the staggering of the classrooms in Option 4 and the hallway seems constrained, PE noted that they could provide a rendering or image that could better show the feel of inside the hallway.
- Committee member mentioned that each grade having their own centralized bathrooms appear on what should be
- Committee member questioned where the Nurse's suite is and what the spaces labeled Health were for educational purposes or not. PE responded and showed the committee member where the Nurse's offices are. The committee further discussed the needed space for Nurse's with this size enrollment.
- Committee member questioned the adjacencies of grades and what he may believe could be beneficial, and what other communities may do. Chair and PE responded to satisfaction.
- Committee member asked if there was a Newcomer Academy room, and wants to make sure they are only with grades 6, 7 and 8. The committee member asked about the corners in the building and if camera coverage can be sufficient and PE responded that yes, you will definitely be able to have sufficient coverage.

- Overview of MSBA PDP Review Comments
  - We have not received the MSBA comments yet, so we do not have anything to present as far as the MSBA's review comments to the submission. We included this agenda item in case we received them in advance of this meeting. We should have those review comments by the time of the next meeting.
- Community Engagement Update
  - PE gave an overview of the most recent community engagement events that the project team participated in, as well as what is ahead for events that the project team will be attending to further inform the community of the project's status and receive feedback.
  - PE highlighted the Young Children's Event that the project team attended at the High School on April 16th. The votes amongst children's preference for playground theme is: climbing course, nature, and slopes/games.
  - Committee Member requested a Slice of the City event in Ward 5, and it could be an option for the project team if available. It was discussed that the event is tomorrow, and it may be too short of notice to attend, but will let the City know either way.
- Sustainability Workshop Feedback
  - PE updated the committee on how the Sustainability Workshop with the community went. They stated it was a tremendous event and gauged the community on what their feedback is, as well as what best fits best for the project.

        - It was a takeaway that the community workshop top preferences were: Energy Efficiency, Community, and Learning/Play Space.
    - Review of Traffic, Mobility, and Parking Concepts
        - PE presented proposals of site circulation and parking for the options of 2B and 4. PE did present the option of a parking garage, though explained the excessive costs for this option. PMA mentioned that the estimates presented on the options and the submission to the MSBA does not include the parking garage.
            - Committee member noted that he wanted to remind PE of some site adjacencies and site traffic controls that surround the property, and asked them to consider these adjacencies. He also mentioned access to the garage and loading dock for the amount of food that will be needed to deliver to this size school. PE responded about elevator access to garage, but for the loading dock it will need some more consideration and review.
            - Committee member asked about the soils there and it's characterization. PE mentioned that there are two buildings that are demolished in place, and the borings are expected to show us a lot about the site, and what may be needed for mitigation.
            - Committee member asked about Option 4 parking presentation, seeing if the traffic in this area can sustain the parking garage. Also asked for pick up/drop off or just for staff. PE mentioned it is proposed just for staff, but much more study has to be done for a parking garage and what that may mean for traffic studies.
            - Superintendent is in favor of the committee and the project exploring a parking garage, and believes the community would appreciate it as well.

- **Public Comment**
    - The Chair opened it up to the public to ask any questions or make any comments.
        - Ian Neill: As a current PreK parent, and mentioned that the existing waitlist would result in two PreK classrooms, and would be in favor of that because the other school does not offer PreK. He also has concern about amount of daylight into the Cafeteria, as well as the loading dock along a residential street. He also questioned that the bring back of option 2A for 690 students, further confuses the community.

- **Adjournment**
    - Vote to Adjourn
        - Rich Raiche motions to adjourn. Daniel Grayton seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
            - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
            - No:
            - Abstain:
            - Not Present: Eric Weisman, Andre Green

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 05/06/2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, June 8, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Ralph Henry (CoS)
Danielle Barry (SPS)
Darryl Nash (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Robert Bell (PE)
Dan Arons (PE)
Matt Hoffman (PE)
Ryan Dirks (PE)
Peter Darrouzet (CMTA)
Colleen Soden (SS)

- **Call to Order – 4:32pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.
  - The SBC mentioned they are aware that there were some SPS staff that were unable to attend, due to a previous commitment scheduled during this time.

- **Meeting Minutes**
  - Approve meeting minutes from May 4, 2026.
    - Rich Raiche motions to approve as presented. Courtney Koslow seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 9 yes, 0 no, 0 abstain, 6 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Kathleen Seward, Jesse Clingan

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that the soil borings were completed last week at the 115 Sycamore St site.
  - Grade Reconfiguration
    - PMA presented an overview of the MSBA requirement for the committee to formally review grade reconfiguration in any school consolidation project. The MSBA would like the City to advise why they believe grade reconfiguration is best for the project. The School Committee will be required to take a vote of grade reconfiguration during our PSR submission, and also require the Mayor's sign off.
    - Committee members had a couple of clarifying questions that PMA responded to satisfaction.
    - PMA noted that they will have a draft for the Building Committee's review at the next meeting.

- **New Business**
  - Preliminary Sustainability Goals
    - Mass Timber / Construction Manager v General Contractor
      - PE presented the concept of Mass Timber construction at the New School, and what it brings to the project.
      - PE presented other MSBA projects that have used hybrids of Mass Timber and structural steel.
      - PMA presented the differences between Construction Manager and General Contractor. PMA noted that costs will increase approximately 5-7% with Construction Manager at Risk, in lieu of General Contractor. PMA also noted that it is the project team's recommendation that if Mass Timber were to be used, we would recommend Construction Manager at Risk project delivery method.
    - Passive Solar
      - PE presented passive solar concept, noting that this revolves around natural daylight into spaces to limit mechanical needs in spaces. PE noted that their goal

is net zero energy and net zero carbon, but there will be difficulties with the size of the building. PE is proposing an all-electric building and explained the reasonings that all-electric ties in with passive solar.

- Building Systems
  - PE passed it over to their mechanical consultant, CMTA, to present to the committee. CMTA provided options – noting Ground Source Heat Pump, Air Source Heat Pump, and a hybrid of those two. CMTA then explained each of these options to the Committee.
  - CMTA recommended that the committee should consider costs with practicality with the options presented.
  - Committee member asked 1) due to the narrow site, is a drill rig appropriate? 2) is a gas backup generator needed? 3) how does the MSBA contribute to systems like geothermal that is expensive to install. CMTA responded that the drill rig can go anywhere on site, but it depends what is going on it, because if it requires maintenance it could be costly to remove and reinstall items that may be there. CMTA responded about gas, noting it is up to the Building Committee – but we will need to have a generator. PMA responded to the third question noting that MSBA reimburses a percentage of the project cost, with site work capped.
  - Committee member spoke that she is against natural gas use. She then also asked about battery storage, which PE responded.
  - City asked if there are challenges that underground geothermal requires – CMTA explained that it depends what overburden is on top of the system.
- Certifications – Passive House, TEDI, LEED, Well
  - We will pursue LEED certification for the project
  - We can also look at Passive House and Well certification – which PE explained the differences between the certifications and requirements to obtain those certifications.
  - Soden Sustainability, PE's consultant for sustainability, spoke further about the certifications of the proposed sustainability concepts. Soden noted that we are confirmed with version four, and that the goal of the project is to be LEED Platinum, though that will depend on energy systems designed, and how the final design would result.
- Other Sustainability Goals
  - Soden spoke about health, wellness and student experience.
  - Soden spoke about sustainability education and curriculum.
  - Soden spoke about transportation and community access.
  - Soden spoke about building operations and long-term stewardship.
  - Soden spoke about indoor air quality.
  - Soden spoke about carbon and climate leadership.
  - Soden spoke about materials and healthy buildings.

- Site Circulation
  - PE proposed some site circulation concepts, and recommendations they would make to the loading dock, vehicular traffic patterns, bike lanes, speed bumps, etc.
  - Committee member asked clarification questions which PE responded to satisfaction.
  - Committee member asked about the site circulation and parking garage proposal and how that ties in with the proposed site circulation graphic. PE and City responded to satisfaction.
  - Committee member provided some feedback to the graphics, and noting that he is concerned with Thurston St becoming backed up due to the Stop sign that is located at bottom of hill at Medford St.

- **Community Engagement Update**
  - PE gave an overview of the most recent community engagement events that the project team participated in, as well as what is ahead for events that the project team will be attending to further inform the community of the project's status and receive feedback.
  - PE highlighted the Community Workshop, OST Task Force, and Slice of Somerville events that the project team attended since our last meeting.
  - From the Community Workshop, the PE shared some of the community members' requests they'd like to have in the project.

- **Public Comment**
  - The Chair opened it up to the public to ask any questions or make any comments.
    - Ian Neill: recommended using mass timber for this project and explained his reasons why he believes it is the best option.

- **Adjournment**
  - Vote to Adjourn
    - Daniel Grayton motions to adjourn. Rich Raiche seconds the motion.
    - VOTE (roll call): 9 yes, 0 no, 0 abstain, 6 not present
      - Yes: Emily Grandstaff-Rice, Rich Raiche, Ruben Carmona, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Mayor Jake Wilson, Courtney Gosselin, Ed Bean, Chris Ames, Kathleen Seward, Jesse Clingan

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 06/19/2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, July 6, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Darryl Nash (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Robert Bell (PE)
Emily Ercolano (PE)
Joytika Bhargo (CMTA)

- **Call to Order – 4:32pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from June 8, 2026.
    - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 10 yes, 0 no, 0 abstain, 5 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Andre Green, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chris Ames, Eric Weisman, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that we received the MSBA's comments to the PDP Submission last week, and we are required to provide responses by July 14th. We have already begun coordinating and drafting these responses. There is a section that asks about the educational program, which is typical, and we are going to meet and coordinate with SPS staff to note those responses.
  - We sent our PSR options to the cost estimators today, and we will be able to share those on August 3rd with the committee.
  - Project team plans to meet with the City's mobility team next week.
  - Permitting requirements are ongoing, as coordination is taking place with City staff, and working to understand what may be required.

- **Community Engagement Update**
  - PE gave an overview of the most recent community engagement events that the project team participated in, as well as what is ahead for events that the project team will be attending to further inform the community of the project's status and receive feedback.
  - PE presented a recap of the neurodiversity workshop that took place.
    - Spoke about the seven principles of universal design, which will be the basis of the design. We then specifically dug into Neurodiversity, which PE presented the qualities that were discussed to ensure neurodiversity is incorporated in many aspects of the design.
  - PE noted to the committee that we received some questions from the community and that we want to guide people to the project's website while also noting that we are creating an FAQ section on the website to which we will post the questions and our responses to those questions.

- **New Business**
  - Mechanical Systems: Life Cycle Cost Analysis
    - PE passed it over to their mechanical consultant, CMTA, to build upon what was presented to the committee on 6/8/26.
    - CMTA broke down the expected life cycle of the different options, and also how they match up and impact our sustainability goals. Across all three options, we are meeting LEED v4 Silver, which obtains additional MSBA reimbursement.

- Committee member asked about how the EUI relates to the envelope of the building. CMTA responded to satisfaction. Committee member also asked a clarification on the LEED obtaining resulting in additional MSBA reimbursement. CMTA responded to satisfaction.
- CMTA further broke down the EUI performance incentives on the different options.
- CMTA broke down the 30-year life cycle cost analysis and cost associated with it.

- Geotechnical Engineer Findings at 115 Sycamore St.
  - PE presented the report from their completed investigative site work done at 115 Sycamore St.
  - PE provided profiles and elevations of how the site conditions match up to the proposed design options.
  - Committee member asked how the conditions discovered relate to geothermal buildings. PE, CMTA, and the Chairwoman responded to satisfaction. Committee member then asked when the committee makes that decision regarding geothermal, and PE responded those discussions take place in the beginning of Schematic Design.
- Development of Options
  - PE presented continued development of the design options.
  - PE noted they will be submitting 11 options with pricing provided for each. The SBC originally chose options, which then the MSBA has asked us to include several other options for pricing comparison. This includes Base Repairs for both Sycamore and Willow sites. PE noted that we will comply with the MSBA's requests.
  - Committee member asked clarifying questions regarding MSBA process and requirement to include these designs. The Chairwoman, the City and PE responded to satisfaction.
  - PE focused on presenting the development of the committee's chosen options – Option 2A, Option 2B, and Option 4.
  - PE then presented their new options, based upon the geotechnical borings completed, proposed to the committee – which is options 4.1 (reduced footprint) and 4.2 (cafeteria below field). These will provide us good cost data to understand extent of excavation and removal of soil/rock.
    - Committee member thanked the design firm for considering different ideas of the design, as this widens the hallways in the school.
    - Committee member wants to echo their colleague, in thanking the work that was completed to maximize the space inside.
  - On August 3rd we will be sharing the costs, and on August 3rd asking the committee to select a preferred option. We would ask that the SBC complete this ahead of the August 3rd meeting. We would send this document out to everyone and ask to have it completed by July 27th. That date would be July 27th, to complete the evaluations.
  - Superintendent Carmona asked if we should discuss the evolution of the criteria, and what the criteria is asking. PE responded that they can provide better details of what is being asked.
  - Committee member asked a clarifying question about the sites for PSR options, and PE explained the MSBA's process and what we're being asked.
  - Committee member explained that he agreed that it's not right to have options like 20 and 12 story buildings, but also this shows the community that you can't build projects like this on this site.
  - Superintendent Carmona asked about one the new options' accessibility, security and public access.
  - PE lastly noted that there will be pricing alternatives for the evaluation criteria including but not limited to: mechanical system, mass timber, parking garage, PV canopy structure, building certifications, and project delivery method (CMR vs GC).

- **Public Comment**
  - The Chair opened it up to the public to ask any questions or make any comments.
    - Ian Neill: inquired what the scope of the Brown School base repair (option 6A) was. PE responded to satisfaction. Mr. Neill then asked about accessibility to the school on option 6A, which the design team responded to. The 2nd question was about the bedrock, and the impacts it would have depending on the type of rock, and how it impacts costs. PE responded that it may result in different structural design and varying site costs.
    - Ksenia Samokhvalova: noted that she has a 4th grader at Brown. She wants to support the Winter Hill Community in getting a new school and does not want to delay, but cannot support the repair of the Brown School and shutting down the Brown School. She mentioned she doesn't know when the estimates of the base repair of Brown School will come through. She noted the efforts she has made to communicate her concerns. She noted that the City should be figuring out the redistricting before the preferred option is selected. She believes that the project team should have a more robust conversation about the 690 student enrollment option. She noted that she contacted the MSBA and questioned if the project's process and the MSBA's process have been done correctly. She emphasized that the additions and new construction on Brown site does not make sense. She then noted geographical concerns that she has coming from West Side of the City. She believes that issues like these should be decided sooner rather than later. Thanked the committee for her opportunity to speak.

- **Adjournment**
  - Vote to Adjourn
    - Rich Raiche motions to adjourn. Rich Heidebrecht seconds the motion.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Eric Weisman, Andre Green, Jesse Clingan, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chirs Ames, Kathleen Seward, Suraj Rajbanshi

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 07/10/2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, August 3, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Meekerley Sanon (CoS)
Darryl Nash (SPS)
Danielle Barry (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Dan Arons (PE)
Robert Bell (PE)

- **Call to Order – 4:31pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from July 6, 2026.
    - Rich Raiche motions to approve as presented. Mayor Jake Wilson seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chris Ames, Kathleen Seward, Jesse Clingan

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that we have a few weeks remaining until the preferred schematic report is scheduled to be submitted to the MSBA
  - PE presented a summary of the estimate narratives, which was the guide that assisted in having the estimates completed.
  - Today's goal is to select the preferred option, and on August 17th is to propose approval of the PSR submission.

- **New Business**
  - Programming Updates
    - PE presented some refinements that were completed based off the MSBA's review of the PDP submission. This is standard with MSBA's process to confirm how the School will operate and ensure programming was thoroughly completed.
      - Committee member asked if this educational program is ready for public issuance. PE responded to satisfaction.
    - PE presented the space summary refinements as collaborated with the MSBA, through the PDP submission review comments. Many of these items are standard in the review of what the MSBA performs, where the project team will discuss reasonings with the MSBA.
    - PE presented the organizational diagram which graphically shows the ideal spatial relationships proposed for the buildings.
    - PE presented building mass graphics that show where the grades are proposed and where each grade will be located within the building
      - Committee member asked why PE chose to stack 7th and 8th grade clusters above the PK/K-3rd grade clusters, and the 4th-6th grade clusters are separated. PE responded to satisfaction.
  - Add Alternate Review
    - PE presented the costs of the add alternates that were estimated by our 3rd party estimators.

- PSR Cost Estimate Review
  - PE presented the construction costs and total project costs of all 11 options that are apart of the PSR phase.
    - Committee member asked about cost per parking space of the parking garage and what that breakeven point is for the committee to believe it is too much. PE responded to satisfaction.
    - Committee member asked about future operational maintenance costs and if this is included in project costs, and PE responded that they are not, and that was done through the life cycle cost analysis.
    - Mayor Jake Wilson asked which of these options would receive MSBA funding and what options would be solely on the cost of the City. PMA responded that the code upgrade options would not meet your educational plan, and therefore MSBA would most likely not participate in the project. The remainder of the options would be partially MSBA funded.
    - Committee member asked where the costs came from, and PMA/PE noted that there were two independent 3rd party cost estimators, that the narratives were sent to for estimates, and then a 4-hour reconciliation meeting to ensure they are estimating the same specifications and assumptions. PE noted that these estimates include escalation.
- PSR Evaluation Matrix
  - PE noted that we received 10 committee members' evaluations of the eleven design options.
  - PE noted that the summary shows that the evaluators favored Options 2B, Option 4, Option 4.1 and Option 4.2, with 4.2 ranking the highest.
- Select Preferred Schematic Option
  - PE opened up the floor to the committee for discussion and potential vote if the committee is prepared.
    - Committee member asked if 4.1 and 4.2 were options to avoid the bedrock/ledge below ground, and PE responded in the affirmative.
    - Committee member asked how the decision between the 3 builds work with other options we're considering, and how the parking garage cost would coexist with the 3 options. PE responded that the parking garage cost is not much impacted between the options of 4, 4.1 and 4.2. Committee member then asked how large a truck can fit at loading dock, and PE responded they schedule this space based off a tractor trailer.
    - Committee member asked about site costs and MSBA reimbursement. PMA noted that the MSBA caps site costs, and this site is believed to go over the cap, which is regularly expected for MSBA projects.
    - Committee member noted that the cost differences between option 4 and option 4.1 is $5 million which is 3%. He then noted that the investment is worth school operation and how the occupants and community uses the space. He noted that a 3% difference is worth the investment for the City, to allow School to use for best serving the student and community population.
    - Committee member mentioned he does not want to compromise the educational program and what's best for the students, and does not want the relatively small costs, in comparison, to impact our decision.
    - Chairwoman noted that she believes a major aspect of this is how the building will be used on the land, and how it fits on the site.
    - Mayor Jake Wilson notes that he likes Option 4, because he believes it is the best investment for the City.

        - Committee member asked about traffic patterns and how they relate to each option. PE responded to satisfaction.
        - Superintendent Carmona spoke about environmental changes happening across the world, and asked if any underground structure needs to take account of different water patterns above and beyond what we currently experience. PE responded to satisfaction.
    - Vote to Select Preferred Schematic Option
        - Courtney Koslow motions to select Option 4 as the preferred option for the PSR phase. Andre Green seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
        - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
        - No:
        - Abstain:
        - Not Present: Kathleen Seward, Jesse Clingan
    - PE noted they will complete their PSR package, and it will be distributed to the SBC and SC ahead of meeting on 8/17 to see if there is any questions and then vote to submit to the MSBA.
    - Committee member noted that the committee and project team should explain how the community is part of this process as well.

- **Public Comment**
    - The Chair opened it up to the public for any comments, and there were none.

- **Adjournment**
    - Vote to Adjourn
        - Daniel Grayton motions to adjourn. Rich Raiche seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
            - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
            - No:
            - Abstain:
            - Not Present: Kathleen Seward, Jesse Clingan

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 08/05/2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, August 17, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Darryl Nash (SPS)
Danielle Barry (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Dan Arons (PE)
Emily Ercolano (PE)

- **Call to Order – 4:32pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from August 3, 2026.
    - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Chris Ames, Daniel Grayton, Andre Green, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Ed Bean, Eric Weisman, Kathleen Seward

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that our next SBC meeting there will be a more detailed presentation on the schematic design workplan and schedule, so the committee understands what it entails.
  - Today's goal is to approve the submission of the PSR package to the MSBA.

- **Community Engagement Update**
  - PE highlighted the Back to School Fair on 8/25 and Civic Day on 9/10, both events the project team plans to attend.
  - PE noted that workshops and forums will be scheduled for October and November.
  - Mayor Jake Wilson recommended Ward-based meetings that will be in late September, and may make sense to have presence at wards of interest. PE agreed to that notion and will discuss details with the City.

- **New Business**
  - Inspirational Examples
    - PE presented some similar spaces of similar schools and what the design may feel and look like in the future of the new school building. PE explained why some of these designs have been successful in the past.
    - PE presented daylight classroom studies on what areas of the building best receive daylight and that PE is continuing to work how to maximize daylight in the school classrooms and spaces.
    - Committee member asked if there has been thought given for the areas that do not receive the most daylight, if we want to send our youngest learners to these spaces. PE responded that it is set up that the youngest grades have the easiest access to outdoor play space, but they are confident they can meet the challenge to achieve more daylight into the specific spaces.
    - PE noted they will be explaining their design decisions as they go along so they are receiving the committee's input.
  - Review Compiled PSR Package
    - PE opened the floor to any committee member that would like to discuss or have questions on the PSR compiled package they received in advance of this meeting for review.

        - Committee member noted that the work was well put together and appreciate the design team's responsiveness to the committee's requests.
        - Committee member asked about best practices – how to review this document and make sure it contains everything the MSBA is looking for and how do we know we are providing all required deliverables. PE and PMA responded that that there is a checklist of deliverables required, we have cursory reviews by the MSBA, as well as coordination meetings to ensure we are accounting for all required deliverables.
        - Chair asked what's coming up for project team. PE noted that the Facilities Assessment Subcommittee meeting of the MSBA, and present the educational program to the MSBA, along with a summary of what will be presented, with a rigorous agenda for the team to present. PE then noted the MSBA Board is on October 28th for the approval to move into the next Module, Schematic Design, and making sure when we submit the PSR on time will keep us on the MSBA schedule to meet for that Board meeting.
    - Vote to Approve PSR Submission to the MSBA
        - Andre Green motions to approve the PSR submission to the MSBA. Courtney Koslow seconds the motion.
            - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
            - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Chris Ames, Daniel Grayton, Andre Green, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
            - No:
            - Abstain:
            - Not Present: Ed Bean, Eric Weisman, Kathleen Seward
        - Chair then asked what takes place in the interim, and City noted that we are considering additional items of design with parking, mass timber, etc, and we will continue to work and meet on those topics while we are awaiting MSBA process, and believes we should still meet on a monthly cadence, which the Chair and the committee agreed.
        - Chair proposed next meeting to be Monday, September 21st @ 4:30 virtually, as this meeting will be after the Facilities Assessment Subcommittee meeting, which can be a beneficial update to the committee.

- **Public Comment**
    - The Chair opened it up to the public for any comments.
        - Marc Levy: stated he has issues with School Committee posted notices. He stated that he does not believe it is properly noticed, and there is no meeting on the calendar for a meeting tonight. He lastly noted that the calendar item is on city calendar but believes that meeting took place at 12 noon, and not tonight.
        - Superintendent responded that today's meeting at 12:00 noon was a School Committee retreat and that tonight is a special meeting, which was sent it within the first 48 hours. School Committee member and Chair responded as well supporting the Super, where the Chair noted where to find the information of the amended agenda and where it is posted for the special meeting tonight.

- **Adjournment**
  - Vote to Adjourn
    - Rich Raiche motions to adjourn. Daniel Grayton seconds the motion.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Chris Ames, Daniel Grayton, Andre Green, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Ed Bean, Eric Weisman, Kathleen Seward

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 08/19/2026

THIS IS TO CERTIFY that the attached meeting minutes of the School Building Committee dated August 17, 2026, is a True Record Attest on file:



Emily Grandstaff-Rice

School Building Committee Chair

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE

Monday, April 27, 2026 - Regular Meeting

7:00 p.m. – City Hall Chambers

Members present: President Davis, Member. Pitone(absent), Member. Lippens, Member. Eldridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **Members Absent:** Member Pitone

I. CALL TO ORDER

The meeting was called to order at 7:00 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Ackman asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT –8– President Davis, Member. Pitone, Member. Lippens, Member. Eldridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **ABSENT –** Member Pitone

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

No Student Representatives were present

III. PUBLIC COMMENT

Chair Ackman read the public comment regulations and asked those who had signed up to comment at this time.

Andrew Cannon-92, Marshall St Andrew Cannon, resident of Ward 4 and father of a six-year-old child with a physical disability, spoke in support of the resolution introduced by Member Biton. He thanked Member Biton for his allyship toward children with disabilities and their families.

Mr. Cannon shared that discussing inaccessibility and exclusion can be difficult for his family, but emphasized the importance of sharing their lived experiences to help others understand the challenges families face. Over the past six and a half years, he and his wife have experienced moments of exclusion due to inaccessible spaces, particularly playgrounds that do not accommodate children with disabilities. He described feelings of anxiety and overwhelm when trying to make those spaces enjoyable for their daughter, while also planning exits in ways that would not make her feel excluded. He noted that his daughter often becomes quiet and shy in inaccessible playgrounds because she cannot move freely or connect with peers.

In contrast, Mr. Cannon explained that accessible playgrounds create excitement and a sense of belonging for their daughter. He shared that she is able to play alongside peers at eye level, choose from different activities, and feel included as part of the group.

Mr. Cannon expressed pride in the City of Somerville for creating what will soon be the City's first inclusive playground at the front lot of the John F. Kennedy School. He stated that families are excited about the opportunities the playground will provide, including accessible recess, birthday parties, and accessible summer recreation camps.

He noted that in past advocacy efforts, families had been told that some playgrounds could not meet accessibility requirements due to space limitations. Mr. Cannon stated that this should not be accepted, as the alternative leaves children with disabilities feeling excluded and teaches peers that disabled children do not belong.

Mr. Cannon thanked the Committee for hearing his comments and for committing to making schoolyards welcoming spaces for every child, regardless of ability. He concluded by quoting Mayor Jake Wilson: "The ADA is the floor, not the ceiling." Thank you.

Julia Dahlin- Hi, my name is Julia Dahlin. I live at 93 Jake St., and I am a teacher at Next Wave/Full Circle. I rise tonight to thank the School Committee and the Superintendent for fighting against cuts to our school budget. I also want to read a statement from my colleague, Liz Gelat, Clinical Coordinator at our school, which speaks specifically to

the proposed cuts to BAM and WOW funding.

"I am very concerned about the possibility of budget cuts next year, as we already work very hard as a team to meet the needs of our traumatized teens on a daily basis, and often moment to moment. My clinical team is constantly triaging crises and juggling the many needs of our students simultaneously.

I have also worked very hard over the last few years to integrate additional therapeutic supports and outside agencies in ways that our students can realistically access and benefit from. As an example, I have worked with the BAM and WOW programs to build relationships, structure, and routines for our highest-risk and highest-need students. Years into this work, the impact and success of these programs have been wonderful to see.

I believe it is so important to provide long-standing and predictable support for our City's students, especially when it comes to counseling and therapeutic services. There is often significant staff turnover, along with logistical and financial barriers, that can remove access to these supports. I believe it is our responsibility to provide equitable services and follow through on our promises in these areas. Please do not allow cuts that would stop access to these programs."

Thank you for continuing to consider a level-funded budget and for protecting these important services for our students.

Virtual sign-up

Jess Perez Adams -Submitted written Public Comment
Title: Public Comment- Inclusive Design Resolution
Name: Jess Perez Adams
Affiliation: Somerville Parent
The Inclusive Design Resolution reflects a meaningful commitment to accessibility and inclusion within Somerville Public Schools. I appreciate the thoughtfulness and leadership that informed its development.

However, inclusion must extend beyond physical design.

Accessible buildings and environments are necessary, but they are not sufficient. Inclusion must also be reflected in the systems, processes, and decisions that determine whether students can meaningfully access their education.

This includes:

- how services are delivered,
- how decisions are made,
- and how families are engaged as partners.

The School Committee's policies commit the district to equitable access and to ensuring that all students receive the supports necessary to participate fully in school. That standard must guide implementation.

Currently, "level service" is often framed as success.

However, current conditions include:

- a "needs assistance" designation in special education,
- reports of inconsistent or missed services,
- and decision-making processes in which access to evaluation and services may be influenced by capacity and budget constraints.

These conditions do not represent a stable or sufficient foundation for inclusive practice.

Current programmatic decisions, including those affecting AIM program structure and placement, raise important questions regarding:

- the use of student-specific data,

- adherence to IEP team processes,
- and readiness of environments to meet student needs.

These issues are directly relevant to the principles outlined in this resolution.

As the Committee advances this resolution, it is important that it be treated as an operational standard.

This includes:

- applying its principles to current program and placement decisions,
- ensuring alignment with budget priorities and staffing,
- and strengthening systems for family engagement and transparency.

Inclusion must be visible not only in the design of spaces, but in the daily functioning of the system.

IV. APPROVAL OF MINUTES

- March 16, 2026

MOTION: There was a motion by member Green, seconded by member Biton, to approve the minutes of March 16, 2026, and March 9, 2026
The motion was approved unanimously via roll call vote.

V. REPORT OF SUPERINTENDENT

A. District Report

Notes- Superintendent Update: School Committee Meeting- Monday April 27, 2026

Dr Carmona: I will echo those words that great to hear from the community and that will keep us grounded as well as attuned to the needs of our members. I'd like to begin this evening with some very exciting news. I'm thrilled to share that one of Somerville High School's most accomplished and inspiring programs, our Robotics Team, is heading to the World Championships after winning their competitive division at the New England Championships earlier this month. Later this week, ten of our students are headed to Houston to compete with robotics students from across the globe. We will be watching closely, and we couldn't be more excited to cheer them on and celebrate their achievements.
So, congratulations, and good luck to the Highlanders!

Next, I would like to recognize two groups that are absolutely essential to the success of our district: our school principals and our teachers.
It's especially fitting that we do so this week, as we celebrate both National Teacher Appreciation Week and National Principal's Day.
Our principals set the vision, foster strong school communities, and support both students and staff with steady leadership.
And our teachers bring that vision to life in classrooms—engaging, inspiring, and meeting the diverse needs of every learner. Through this partnership, our schools become places where students feel supported, challenged, and ready to grow.
So, please join me in celebrating their collective commitment and collaboration; we are deeply grateful for the impact our principals and teachers make every single day.

- **Capuano School Improvement Plan**

Before we jump into our first report, I'd like to begin by acknowledging one of those principals, Isabel Barros, who has served the Capuano Early Childhood Center in an interim capacity this year.

We are grateful for her steady leadership and commitment to the school community, and we are proud to share that she will officially step into the role of principal beginning in the upcoming school year.

Under Isabel's guidance, Capuano has continued to build strong momentum. The school is seeing encouraging gains in grade-level performance, alongside meaningful growth in students' social-emotional development.

These improvements reflect the dedication of staff, the resilience of students and parents, and a shared focus on creating a supportive, high-quality learning environment.

Principal Barros will now walk us through the school's improvement plan and her strategies to move the Capuano community forward.

Principal Barros shared her presentation

Comments/Questions

Member Green: First, congratulations to your school and community. Given that your student population changes significantly year to year, how do you measure whether your educational practices are improving, and how are you preparing students to navigate standardized assessments that may not reflect their lived experiences in an increasingly diverse district?

Principal Barros: We are closely tracking students from PreK through age 8 and reviewing data to better understand long-term growth, including how students perform after transitioning into other school settings. Our current focus is on exposing students to the broader community and new experiences while meeting them where they are developmentally and academically.

Member green: I'm encouraged to hear about the longitudinal data work and glad to know the gains students make at the Capuano are continuing after they leave. I would love to see the district expand this work, potentially in partnership with Greater Boston research institutions, so we can develop more meaningful qualitative data about long-term student growth beyond what standardized assessments are designed to measure.

Dr. Stellman: The presentation on wellness and joy was incredibly valuable and even raised the idea of whether programs like this could someday extend to adults in the community. I appreciate the district's focus on the qualitative aspects of learning and the thoughtful approach you and your staff are taking to support students' overall development.

Member Biton: Building on Dr. Stellman's remarks, I really appreciate your focus on self-regulation and teaching students how to be good partners in a classroom and community. I also value the way you support parents and caregivers in feeling welcomed and successful in the district, and I'm curious about your vision for the Capuano next year as the AIM program transitions out.

Principal Barros: We will deeply miss the AIM program and are working to close this chapter in a way that makes everyone feel seen, heard, and valued, including through a collaborative art project. As we look ahead, we are exploring possibilities such as a model classroom, expanded afterschool space, and a more robust sensory space, while making sure the conversation remains thoughtful, community-driven, and respectful of the students and staff still in the building.

Member Pitone: I appreciated the photo narrative you shared because it was a simple but powerful reflection of your school culture and commitment to exposing students to new experiences. I also want to commend your willingness to pause and reevaluate internal assessment tools, and I'm curious whether the school uses the Conditions for Learning survey in PreK and why it was not included as part of this presentation.

Principal Barros: Our PreK curriculum emphasizes project-based learning and exposes students to themes connected to the Somerville community, including transportation, nature, light, color, and reflection. We have reviewed the Conditions for Learning survey with staff and discussed both family and staff feedback, while also recognizing that family responses can vary significantly from year to year as our population changes.

Member Lippens: I want to reflect on how special the Capuano is as an early childhood learning environment, especially given how critical the early years are for brain development and foundational learning. I also want to emphasize the importance of exposure, helping students understand what it means to be in a classroom, a community,

and a friendship, which are experiences that standardized tests cannot fully capture. My question is about the resource bank for families and how it can be sustained over time, particularly as new parents enter the system each year, and whether community partnerships could help strengthen and extend that work.

Principal Barros: The resource bank is included in our newsletters and is actively updated in response to family questions and needs. We also rely heavily on partnerships like SFLC, playgroups, school events, and our family liaison to connect families early, introduce them to district resources, and ensure ongoing access to support as part of a broader community-based approach.

Mayor Wilson: Thank you, Chair. I won't repeat the question my colleague from Ward 7 raised, but I do want to share a comment. I recently attended the Capuano spring concert with the superintendent, and it was an incredible experience. The level of inclusion and joy on display was truly remarkable and a testament to the strong school community you've built.

Principal Barros: Thank you. Our teachers continuously learn from one another across general education and special education, working as a team to adapt curriculum and support students where they are. As you saw, it takes every adult in the building, along with our music teacher and families, to create an environment where students can fully participate, grow, and experience meaningful inclusion and success.

Dr. Ackman: I'm curious, Principal Barros, because I know you stay closely connected to research and best practices through your comprehensive work. Given the high turnover in your school, are there evidence-based practices for building community in high-turnover environments that you're drawing on, or are you effectively helping to pioneer approaches for others to learn from?

Principal Barros: I would not describe us as pioneers, as many others are doing strong work in this area. I often draw on the work of Dr. Karen Map, whose course and book *Beyond the Bake Sale* helped shape my understanding of effective family partnerships and the importance of creating spaces like our family room to build stronger school communities.

Member Biton: I really enjoy reading the school newsletters and appreciate the updates shared from the Capuano. I believe the School Committee may have fallen off the distribution list and would like to be added back so we can continue receiving them regularly.

Dr. Carmona noted that Principal Barros's work is driven by intentional practice that has been consistent across her previous schools, and that she continues to grow and evolve while shaping a strong, supportive learning environment alongside Assistant Principal Chavallier. He described the work at the Capuano as deeply intentional and transformational for students and community, and thanked them for their continued leadership in supporting student growth.

- **Brown School Improvement Plan**

Dr. Carmona: Our next presentation comes from the Brown School and we have a principal Christopher Ames. Christopher is a teacher at heart. He's a coach by intention and also a principal by design. We're really excited to have him here. I know this year and last year in the conversations that we have had about growth and focus the community has focused entirely on addressing our underserved students and that has paid off. They have seen significant growth and I'm excited to hear today what you will be continuing to do with your community to sustain that growth for years to come. Thank you.

Principal Ames: Thank you, Principal Barros, and congratulations on your presentation. I'm here to share progress on the Benjamin G. Brown School improvement plan, before getting into goals and data and next steps, I wanted to make sure to underscore my appreciation to this school committee and to our central leadership for creating the foundational conditions for our staff and our students to thrive. I have the honor of standing before you as the school leader, but it has been students and educators of course making the remarkable progress reflected in tonight's presentation. And I don't plan on reading the presentation this evening, but I am thanking people up front, and I want to make sure I don't miss anyone. So, thank you to our incredible students who are everything to us and inspire us every day. Boundless thanks to the dedicated and talented staff at the Benjamin G. Brown School who work

tirelessly for young people. I have marveled at educators' ability to avoid the distractions around the future of our school and instead maintain unwavering focus on supporting one another, developing their own practice in the service of individual students, and ensuring that all of the young people for whom we work are making growth. I also want to thank our fantastic PTA, School Site Council, and Instructional Leadership Team for their essential role in developing and implementing our school improvement efforts.

Principal Ames continued with his presentation

Comments/ Questions

Member Lippens: I'm a math coach, so I was curious about your comment regarding not using i-Ready for grades 3–5. When you mentioned using math assessments to evaluate priority standards, what exactly were you referring to did you adapt items from i-Ready, or are you using a specific program or set of tools to create those assessments?

Principal Ames: I created and used screeners, starting with versions I had developed previously and then refining them over time. Some of the original screeners had been used across the district to help identify students for intervention, and I am now collecting teacher feedback through one-on-one meetings so we can continue improving and strengthening their validity.

Member Lippens: I think part of my question was around how to leverage existing screeners, since those tools already exist, especially for determining at a district level which students may need intervention in math and reading. It seems like there may be opportunities to strengthen and better use that data, and I would be interested in learning more about how that could be developed further.

Principal Ames: We are still in the process of refining our screeners and ensuring they are well calibrated for our school context. Once they are further developed, we may consider sharing them with other schools, and we are also exploring the possibility of adding a mid-year assessment focused on priority standards to better track student learning before moving into new content later in the year.

Dr. Ackman: I'm curious, thinking about your earlier conversation with Principal Barros and your emphasis on data, whether you have looked longitudinally at how Brown School students perform after they leave. Is that data available to you, and is it something you would want access to in order to better understand longer-term outcomes?

Principal Ames: You are correct that I would like to see that longitudinal data. As I am only in my second year, my focus has primarily been on the students currently in the school and last year's fifth graders, since they are the only cohort I have seen transition out so far. I do not currently have access to broader post-Brown student data, but I believe it would be valuable work to track those outcomes and begin comparing results with receiving schools over time.

Member Biton: I wanted to offer a compliment on your data visualization, which made your presentation much easier to follow and helped clearly tell the story of the work. The way you integrated data into the narrative was very effective and made the information accessible, which is why I didn't have additional questions beyond the one raised by Member Lippens.

Principal Ames: Thank you. That approach is not something that comes naturally to me, but my mentor Uri Harel often encouraged me to "tell a good story." Over time I've learned that large tables of data can be hard to process, so I've tried to focus more on clarity and narrative, and I'm glad that approach was helpful.

Member Pitone: Thank you for the presentation. I'm not sure whether my question is for the superintendent's office or for you, but I'm wondering about the use of i-Ready for grades 3–5 and whether there is an equivalent for K–2. I'm curious why principals are being asked to develop their own screeners and whether there are plans to address that at a systemic level so that we have consistent data across all grade levels. I also wanted to ask about your comments regarding i-Ready and what you meant by not always trusting it as a measure, as that raised broader questions for me about how we interpret and use these tools.

Principal Ames: There are district-provided screeners developed by our curriculum coordinator that are widely used and trusted, but in some cases they did not fully meet the specific scope or depth needed for our instructional focus, which led us to supplement them with additional tools. Regarding i-Ready, I view it as a useful indicator or "compass" rather than a precise diagnostic tool, meaning it helps guide instruction but should be paired with additional assessment to understand student needs more deeply, especially since it does not always capture the full nuance of proficiency. We also see strong correlation between i-Ready and MCAS data, and we are increasingly using it in more targeted ways such as assigning specific lessons rather than relying solely on adaptive pathways to better support both intervention and extension for students.

Dr. Carmona: I agree that assessment tools have both strengths and limitations, and that effective teaching requires balancing both the science and the art of instruction. While tools like i-Ready can provide valuable information, they do not always capture the full nuance of student learning, which is why educators must use their professional judgment and deeper understanding of individual student needs to guide instruction.

Member Green: I want to echo Vice Chair Biton's comments about the readability and presentation of the data, which made the information much easier for me to follow and understand. Building on Chair Ackman's questions about longitudinal data, I would encourage the district to consider a medium-term project examining how students from different K–5 and K–8 schools experience high school, including not only academics but also extracurricular participation, leadership opportunities, and equitable access to experiences across the district.

Chair Ackman: Principal Ames, thank you for your wonderful presentation.

Dr. Carmona: I want to highlight the importance of creating opportunities for teachers to act as researchers in their classrooms and thoughtfully develop tools to support Tier 1, Tier 2, and Tier 3 instruction. This reflects the district's commitment to being a learning organization that continually supports teachers in meeting student needs, and I look forward to continuing to visit the Brown School to learn from the work taking place there.

- **School Climate Safety Memo**

Dr. Carmona (District Report): We are now shifting gears to the school climate and safety memo included in your packet. As part of this work, we are engaging multiple stakeholders to develop an MOU with SPS and SPD to explore how best to support our high schools, including the potential placement of School Resource Officers.

I want to acknowledge that the simplest path forward would be to do nothing, and I recognize the historical complexity and differing perspectives surrounding this issue, particularly the balance between safety, law enforcement presence, and school climate. We are approaching this humbly and in response to requests from high school principals for additional support in addressing safety challenges, and I am bringing this forward for discussion as a thought partner rather than for immediate approval.

Comments/ Questions

Member Green: Thank you. To that point, the last time we addressed this issue, we were in a period of transition with police leadership, and an agreement was not ultimately reached for a variety of reasons. With new leadership in place at the police department and continued attention to community relations, it makes sense to revisit this conversation and assess where both SPS and SPD are today. I support reopening the discussion with a fresh perspective, recognizing that the balance between safety and maintaining welcoming school environments is always evolving, and that we should approach this work without pre-judging the outcome.

Member Pitone: I have a few questions and will start with some framing, and then defer if I can come back in later. I was glad Member Green spoke first, since he originally initiated the subcommittee, and I also reviewed the prior materials and recommendations from March 2023. That recommendation specifically advised against a traditional School Resource Officer model and instead proposed a School Liaison Officer approach, and I'm not saying that is where we should land now. I do agree that community conditions may have evolved, and if the high schools are raising concerns about safety that feel beyond their current capacity, I am supportive of exploring options. My question for the administration is whether those 2023 recommendations have been part of the current review process and how they are

being weighed as this conversation moves forward.

Member Green: To be clear, the recommendations previously discussed on which the School Committee expressed at least preliminary support were ultimately not agreed to by the prior leadership of SPD. To follow up on my earlier point, I would hope that those recommendations can serve as a starting point for this renewed conversation, as they reflect terms the district had previously identified as important and that we were not able to reach agreement on at the time.

Dr. Stellman: Thank you, through the chair and superintendent. As a new School Committee member, I would appreciate a general overview of the types of supports the police department could provide to help address the complexities discussed, without needing specific operational details.

Dr. Carmona: In our new Chief of Police, Shu, we have identified a partner who brings relevant lived and professional experience and an understanding of the challenges students face in developing a sense of belonging, particularly for those in minority populations. He has been open and engaged in ongoing dialogue and demonstrates a willingness to serve as a collaborative partner in this work. As outlined in the referenced MOU in the packet, this provides a framework for considering boundaries and expectations as we move forward. We remain open to developing an approach that reflects both the district's needs and our shared commitment to equity, diversity, and the lived realities of our school communities.

Chair Ackman: I will call on myself to follow up briefly. In my conversations with the high school principals and I want to emphasize this is a paraphrase, not a direct quotation it was conveyed that students at Somerville High School and Full Circle do interact with Somerville Police, even if not on a daily basis, and that there are concerns about consistency in response and training when multiple officers are involved. The perspective shared was that having a more consistent point of contact could improve safety and continuity, particularly if aligned with the model MOU and with appropriate accountability to school leadership. The principals are also engaging their school improvement teams and students, including those most likely to interact with law enforcement, and have committed to bringing that feedback forward. This memo is intended to inform the committee that this work is underway, and that any future request for funding for a School Resource Officer would be grounded in community input, student feedback, and the data collected through that process.

Ms. Anosike: Thank you. I just want to add that some principals, such as Principal Asual, have previously worked with a School Resource Officer, so this is not only a theoretical discussion but one informed by prior experience with both models. We are currently relying on SPD support on an almost daily basis, and the goal of this work is to better coordinate and structure that relationship in a way that responds to the needs of our schools.

Dr. Stellman: Thank you, this is exactly what I was hoping to hear. Given his community-focused approach, expertise, and lived experience, I think Chief Bedford is excellent and has spent considerable time working with his team to engage effectively with communities across the city. I am encouraged that our principals are asking for support that we are now in a position to provide, and I also appreciate the broader context of collaboration between the police department and the Mayor's office. From my perspective as a School Committee member, this feels like a strong and appropriate direction, and I appreciate the work of those who have engaged in this issue over time, given its complexity.

Member Green: As these conversations continue and we consider potential policies, I want to revisit a question that was raised during previous policing subcommittee discussions but never fully answered: what specific problem are we trying to solve with the placement of an armed officer in schools? I don't think anyone is suggesting there should be no coordination between SPS and SPD, but if we are considering the return of an armed, uniformed SRO, I would need a clear articulation of the problem that this approach is intended to address.

Ms. Anosike: Just a few weeks ago, there was a swatting incident at the high school that required a SWAT response to ensure everyone's safety, and we are grateful to SPD for their support in that situation. We have experienced similar incidents multiple times, and in those moments it would have been helpful to have a designated point person in the building to support administrators as they navigated the response. More broadly, there are several situations where we rely on SPD when they enter school buildings, and our administrators have expressed that having a consistent on-site support person whether in uniform or not could help them manage situations that go beyond their training.

Member Green: Thank you for that. Respectfully, I think this points to a broader need for stronger coordination between SPS and SPD, which I am glad we are working on. However, if we are considering the return of an armed, uniformed officer to schools which is what an SRO is by definition I would need a clearer explanation of why that specific model is the appropriate solution, rather than other forms of communication and coordination with SPD.

Chair Ackman: My recommendation is that this question be shared with the principals.

Dr. Carmona: We can continue this conversation and I think it would be helpful for principals to further articulate their perspective. To the example raised about swatting incidents, these situations can emerge unexpectedly and require rapid response, and having a clear point of coordination can help ensure schools are supported and administrators are not carrying that burden alone. My concern is that our school leaders are often placed in high-pressure situations that go beyond their training, and we should consider how best to support them in those moments. I also want to emphasize that this is about ensuring timely response and stronger coordination, and we should look at both our local experience and comparative data as we consider options. Ultimately, I agree it would be helpful for principals to share their rationale directly as part of this discussion.

Member Pitone: Thank you to everyone engaging in this conversation. This was a very contentious issue four years ago during a difficult national context, and if we are going to consider a significant shift now, we owe our community a thorough, transparent, and public process. I would like us to revisit key historical documents, including the February 2023 recommendation and the June 2023 legal memo outlining the roles of the School Committee and Superintendent. My intent is not to question authority, but to ensure clarity on process, roles, and what input or advisory guidance the School Committee can appropriately provide. I also think it would be helpful to clarify our policy authority, including areas such as budgeting considerations, training expectations, disciplinary scope, and reporting requirements, so we fully understand what levers exist and how they can be applied. If we are moving forward, I would like counsel to help clarify the School Committee's scope and options so we can proceed thoughtfully and transparently. Ultimately, I am supportive of fully examining the request from our school leaders, but given the significance of this decision, we need to ensure we do our due diligence and engage the community in an open and informed way.

Dr. Carmona: Thank you. I agree, and under Massachusetts General Law Chapter 71, Section 37P, the Superintendent does have the authority in this area. However, the School Committee does hold responsibility over funding decisions, along with an important role in ensuring transparency and clarity around the rationale and best practices guiding this work. We are approaching this in a practical, non-political way, focused on responding to needs identified in our schools, and the memo includes provisions for annual reporting to ensure ongoing oversight. It is also critical that we implement any approach carefully to avoid unintended consequences for students, particularly related to discipline outcomes. I agree that transparency and clarity of purpose are essential, and I appreciate the importance of the Committee's role in both oversight and budget considerations as we move forward.

Member Eldridge: I appreciate the context provided. I was going to ask a similar question to Member Pitone, as I'm also looking for a bit more information to ground myself in this discussion. Could you provide more clarity on the timeline, particularly with focus groups planned for May and June and annual reporting noted for August? It would be helpful to better understand the overall sequence and key milestones we are working toward.

Ms. Anosike: Through the chair, we are just beginning the planning process for focus groups and holding initial conversations with SPD regarding the MOU. We will need to incorporate feedback from those groups before moving forward. There is also a budget component to consider, so we do not anticipate that any placement of an SRO would occur by the beginning of next school year. Our current goal is to have a clearer direction by December, while also working through budget alignment with the Mayor's office and SPD, which will ultimately influence the timeline.

Member Green: Building on Member Pitone's request for more information, I would also encourage the district to reach out to Worcester, which adopted a model similar to the one we previously explored and which SPD had been

willing to consider. It would be helpful to understand their experience in a larger and more complex district over the past several years. I think there are examples of alternative approaches that could inform our work, beyond simply returning to the prior status quo.

Dr. Carmona: Thank you for your attention and thoughtful engagement on this complex matter. That concludes my report.

VI. REPORTS FROM SUBCOMMITTEES

A. School Committee for the Finance and Facilities Meeting of the Whole: April 8, 2026 (Member Biton)

MOTION: There was a motion by Member Biton, seconded by Member Lippens, to approve the Finance and Facilities meeting of the Whole for April 8, 2026
The motion was approved unanimously via roll call vote.

VII. UNFINISHED BUSINESS

A. MSBA

Dr. Carmona: Let me share an update on where we are. As you know, we submitted the first half of MSBA Module 3, including the Preliminary Design Program, in March. That submission included the educational program and space summary, which you reviewed and provided helpful feedback on. We are now in the next phase, where Perkins Eastman is preparing the Preferred Schematic Report along with revisions to the educational program. Once we receive those drafts, we will review and return them as needed. My understanding is that we will need School Committee approval in August before submitting the final Module 3 package, and I would like to confirm the exact date for that vote.

Chair Ackman: We don't have a date set yet, but you'll be getting an email from me. The meeting will likely be fully virtual, so we are not limited to a Monday as we typically are for in-person meetings. The week of August 17th is the likely window, assuming we can confirm enough member availability, and we will finalize the exact timing via email.

Dr. Carmona: That concludes the report. I'm happy to take any questions. Regarding the Preferred Systematic Report, we made some adjustments prior to submission, including deciding not to move forward with certain locations that were not needed, which helped streamline the process. My understanding is that any remaining corrections will be relatively minor on our end as we move into the next phase.

Member Pitone: I just want to make another plug for the City of Somerville website, somervillema.gov/newschool. There are still community engagement events happening, including a community design workshop on May 11th from 5:30 to 7:30 focused on community programs. For anyone interested in the new school project, I highly recommend visiting the website for the most up-to-date information and attending the workshop if possible

Dr. Carmona: Thank you for that. I just want to highlight that this workshop will focus on community spaces, particularly those outside of the traditional school day. The event is scheduled for Monday the 11th at 5:30 at the TAB building.

Member Green: I know that, because of the School Building Committee's decision to only advance 920-seat proposals, the August meeting may require less preparation than we originally anticipated. However, I would still request that any materials members need to review be shared before summer recess, if at all possible, to allow adequate time for review.

Chair Ackman: That is truly my goal. I am hoping to have as much information as possible by the end of the academic year, or by our final meeting, even if some of it is still in draft form. The consultants and the director are aware and fully on board, and there is a chance the materials will be in fairly good shape by then, depending on MSBA timelines. Is there anything else?

VIII. NEW BUSINESS

A. March Bill Rolls:(Recommended action: approval)

MOTION: There was a motion by Member Pitone, seconded by Member Biton, to approve the March Bill Rolls
The motion was approved unanimously via roll call vote.

B. SEU-Substance Abuse and Prevention Accretion

MOTION: There was a motion by Member Pitone, seconded by Member Green, to authorize the chair to sign the Substance Use

Member Pitone : Just a brief comment that this is to add a position to the SEU contract , which is a substantive abused and prevention Positon not that we going to accrete substance use itself.
The motion was approved unanimously via roll call vote.

C. SAA - Change of Title side letter

MOTION: There was a motion by Member Green, seconded by Member Pitone, to authorize the chair to sign the SAA - Change of Title side letter
The motion was approved unanimously via roll call vote.

D. Field Trips: (Recommended action: approval) *Out of Order*

MOTION: There was a motion by Member Biton, seconded by Member to approved the Field Trips listed below:
April 29, 2026 – May 3, 2026 10 students from SHS Robotics Team 6201 will attend the FIRST Robotics Competition in Houston, TX to compete in the World Championships. Travel via airplane, Student Cost $500
May 16, 2025-May 17, 2026, 32 students from SHS will attend the GX Ultimate Frisbee in North Hampton, MA, to compete in the PVF Tournament. Travel via SHS Van, Student Cost 0

Member Green: Out of curiosity, when we say "World Championships," do we mean events like the Olympics or the World Cup? Or are we referring to something like the World Series, which is essentially a national championship but called "world" because of tradition?

Dr. Boston Davis: Thank you, Chair. I appreciate the follow-up, as the sports reference went over my head, and I'm not sure I understand the difference being referenced. I believe it may involve international teams, but I would need clarification.

Dr. Stellman: I only know it's international because my nephews, who used to attend East Somerville and have since moved to California, said their school did not qualify. It was a very competitive field. Across the United States, it appears to be an exceptionally high-level competition, similar to the ceramics award something truly impressive. Congratulations, and I am very proud of our school system, from the early programs at Capuano through the upper grades.

Dr. Boston Davis: And just so I'm clear, for those listening live, that is correct—it is a world championship, and when we say "world," we mean an international competition.

Member Green: I also want to thank our community partners who have been working hard to fundraise so that the $500 cost is not a barrier for students.

Mayor Wilson: I was going to make a similar point about those stepping up to ensure students can afford to attend. I also note that the event includes attendees from 66 countries.

The motion was approved unanimously via roll call vote.

Member Biton recused himself from the voting on the field trip listed below

MOTION: There was a motion by Member Green, seconded by Mayor Wilson to approved the Field Trip listed below: **June 8, 2026,** 45 eighth-grade students from West Somerville Neighborhood School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, Student Cost $0

Member Green: To the district, I want to raise a broader point about field trips. I know this is a long-standing and valued tradition in our schools, but I would be interested in seeing a clearer picture of who participates and who does not. As we continue discussing field trip equity, I think it's important to understand who is able to go versus who is not, so we can better assess whether these opportunities are truly accessible to all students.

Dr. Boston Davis: Just for clarity, when you say who goes, do you mean which schools participate?

Member Green: No, I mean student profiles. And again, this is not something immediate we're talking about going forward. I'd love for us to revisit this this time next year with more context and data

The motion was approved unanimously via roll call vote.

E. RESOLUTION SUPPORTING INCLUSIVE DESIGN FOR ALL SOMERVILLE SCHOOL BUILDINGS AND SCHOOLYARDS for First Reading: (member Biton) *out of order*

Chair Ackman: All right, don't get too out of breath because we have a resolution from Member Biton that I'll ask you to read for its first reading. Whenever you're ready.

Member Biton: Thank you, Chair. Before I read it, I want to share some context. I began working on this months ago as I watched the Kennedy Schoolyard process unfold and felt both excited about the opportunity and concerned that we were only just beginning to design a truly inclusive, universally accessible schoolyard where all students can participate in equitable play and feel a sense of belonging. Around the same time, we discussed the new Winter Hill School building and heard from Perkins Eastman about intentionally designing spaces so all students can access them. That helped shape this resolution for me. I also shared an early draft with advocates, including someone here tonight, whose feedback meaningfully strengthened it. I feel now is the right time for this conversation, as we are actively engaged in thinking about these designs. While we do not have direct authority over building or schoolyard decisions, I believe it is important for us as a body to affirm these principles and endorse these practices.

Member Biton read the resolution

Member Green: Thank you to Member Biton for bringing this forward. Our district has grown in this area over time, and I remember when the Healey playground was built, students strongly emphasized the importance of a space where all their friends could play together, which helped shape its design. I hope each new project improves on the last, and I think it is appropriate to set that expectation for the Kennedy and Winter Hill playgrounds. More broadly, I support continuing to prioritize accessibility across our buildings and play spaces, and I'm glad we are explicitly affirming these principles going forward.

Member Eldridge: Through the chair, this was fantastic to read. Thank you to Member Biton and the advocates who supported this work. I appreciate the intentionality and the way this centers the voices most affected. As I read it, I also thought about educators, families, and community members who have raised ongoing concerns about inclusivity in our spaces. While the resolution does not explicitly reference safety, I believe it is an important component of inclusive design, particularly in how students access the school environment. Inclusive design should also account for the supports and safeguards needed for students to safely access all parts of the school day, building, and grounds. My request is to consider including the term "safety" in the resolution. Overall, I am very supportive and grateful for this work.

Member Biton: I would welcome that, and if you could send me a specific edit to include it, I am very open to adding it. Thank you.

Dr. Stellman: I echo the kudos for Member Biton and support continuing to build inclusivity into our physical spaces as our understanding of student needs evolves. I also want to build on Member Eldridge's point about safety in inclusive design. In schools, many aspects of safety are often taken for granted, including navigation of hallways, access to materials, and shared spaces. I was also struck by the SEPAC letter regarding AIM relocation and the safety concerns raised around elopement, which highlighted the importance of clear design that supports all students. From a personal perspective as a parent, I also recognize how central safety is for families with children who have different needs. I'm happy to send suggested language to Member Biton.

Member Pitone: Thank you to Member Biton for bringing this forward, and to members for engaging in this conversation. I also want to note for the public that if this resolution passes at our next meeting, it will be posted on the Somerville Public Schools website under School Committee resolutions and statements, where prior statements and resolutions can also be found.

Chair Ackman: Thank you for that. We do have another meeting in a week, so any feedback should be shared sooner rather than later, as we are planning to vote on this at that time. With that, the first reading is complete. Thank you, Member Biton, for your work on this.

F. APPOINTMENTS First Reading

To the Rank Choice Voting Committee and Public Financing of Campaigns Committee

Chair Ackman: Officer Wells informed me that the body is expected to appoint community members to the Charter-approved Rank Choice Voting Committee and the Public Financing of Campaigns Committee. For the Rank Choice Voting Committee, we are putting forward Eleanor Barish and Jack Perinac, both of whom have run for office in Somerville, including a former School Committee member. For the Public Financing of Campaigns Committee, we are putting forward Ilana, a former School Committee member, and Devon Moose, former president of East Main Streets and a longtime community leader who also takes graduation photos for Full Circle. We will bring these appointments forward for a vote next week. I'll pause in case there are any questions or comments.

Member Pitone: I have a general question about appointments. I understand there will be a student assignment group convening in September, and I've had a few people express interest in serving on it. I will forward those names to you. I know there are many factors to consider in appointments, including ensuring diverse representation, and I wanted to clarify whether that is the appropriate way to move forward.

Chair Ackman: Before you send them my way, my understanding is that the district is in the process of sending out communications through all channels, and that there are formal Google forms applicants should submit to, which will then be aggregated.

I believe the information has gone out to some, but I will confirm with Darryl, who is the appropriate contact, and have an update for our next meeting. Most, if not all, of us are SPS parents, so we should see this communication through district channels by the end of the week. I will follow up with more information next week. Is that sufficient for now?

G. Acceptance of FY26 Grants Funds:(Recommended action: approval)

MOTION: There was a motion by Member Biton, seconded by Member Lippens, to accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below:

State

MetroNorth WIOA- SCALE Dept- Grant Increase- $52,295.93

The motion was approved unanimously via roll call vote.

IX. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS

Member Pitone: Thank you, through the chair. I have a question about a topic that's been brought to my attention regarding technology use. I understand the Cambridge School Committee is currently engaging in a broader review of device use, including laptops and iPads, and I'm curious what forum we might use in Somerville to have a similar conversation. I'm wondering whether this would be best addressed through Regular School Committee, Educational Programs, or Rules. More broadly, I think we should revisit how technology is being used, including emerging issues such as AI policy. I'm asking the administration to consider this and recommend an appropriate structure for how we might bring this conversation forward.

Mayor Wilson: Thanks, Chair. Just a quick shout-out to the Slice the City events, which are starting up on Tuesday. This year, we worked with ward counselors and School Committee representatives to identify dates that hopefully work for everyone, so residents can speak with their ward counselors, at-large counselors, the mayor, and their School Committee representative. I do want to flag one scheduling conflict I've already shared with the communications department: Monday, June 1st, which is scheduled for Ward 2 Slice the City, conflicts with commencement. We will likely need to reschedule that date.

Member Biton: I want to extend my thanks. This coordination around Slice the City is something we on the School Committee have been requesting for years, and I really appreciate the foresight in this engagement. I think it benefits the entire community, so thank you.

Member Green: I echo Member Biton's statement that this is something that has been requested for years. I do think the process is still imperfect and we should look at how to better systematize it. It seems some members received more coordination than others, as evidenced by a scheduling conflict with commencement.

X. CONDOLENCES

The Somerville School Committee extends its deepest condolences to the families of
Anthony Caliri, Retired(1993-2007)- Human Resource Director of Somerville Public Schools.

Lawrence "Larry" IIamello -Retired (1975 - 2008) Head Of Math and Science of Somerville Public Schools.

XI. ADJOURNMENT

The meeting was adjourned at 9:45 p.m.

Related documents:

Agenda

Capuano School Improvement Plan

Brown School Improvement Plan

School Climate Memo

Submitted by: E Garcia

Attach Documents Starting on the next page

CITY OF SOMERVILLE, MASSACHUSETTS

SCHOOL COMMITTEE

City Council Chambers – City Hall
REGULAR MEETING – April 27, 2026 – 7:00 P.M.

Pursuant to Chapter 20 of the Acts of 2026, this meeting of the School Committee will be conducted via hybrid participation.

We will post an audio recording, audio-video recording, transcript, or other comprehensive record of these proceedings as soon as possible after the meeting on the City of Somerville website and local cable access government channels.

To ***watch*** *this Regular School Committee meeting live from home* please visit the following link: somervillema.gov/GovTVLive

Somerville Public Schools provides **simultaneous interpretation** of this meeting in Spanish, Portuguese, or Haitian Creole. **You must register 48 hours in advance and indicate your preferred language:**
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

Somerville Public Schools - School Committee Goals 2023 - 2025

In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with Somerville families, district staff, city government, and community partners. Our goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future.

1. Whole Child Teaching and Learning... we will:
   - prepare students to demonstrate strong literacy and mathematics foundation by grade 3, grade 6, and grade 10
   - provide all students with integrated classroom lessons from a high quality social-emotional learning curriculum that helps students value and develop their ability to build relationships with other students, to be self aware and socially aware, to self regulate, and to make responsible decisions
   - expand access to real-world learning experiences through students' participation in Early College, Advanced Placement courses, CTE, and/or other learning experiences that help students build critical 21st century skills, meeting with their college and career counselor in their junior and senior year, and students graduating with a defined post-secondary plan.

2. Equitable Access to Programming... we will conduct a district enrollment study to understand the prospective future population of the district and create and begin implementing a strategy for school building development, school assignment, and programming that aligns with the district's equity policy, and which is based on results of the enrollment study and the projected 10+ year plan for school facilities.

3. Workforce Diversity... we will increase the percentage of support staff of color, teachers and counselors of color, and administrators of color by 6% per group compared to SY22 rates through evaluating and strengthening all elements of our personnel system – recruitment, processes, training, retention, development, advancement, and staff data collection systems on which we base and measure our improvement efforts.

4. Equitable Resource Allocation... we will design, evaluate, and partially or fully implement student-based budgeting by 2025, or identify alternative mechanisms to more equitably allocate district resources.

ORDER OF BUSINESS

I. CALL TO ORDER
Call to order with a moment of silence and a salute to the flag of the United States of America.

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

III. PUBLIC COMMENT – In person
To participate in Public Comment remotely, please use the following Zoom link:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

IV. APPROVAL OF MINUTES
- March 16, 2026

V. REPORT OF SUPERINTENDENT

A. District Report
- Capuano School Improvement Plan
- Brown School Improvement Plan
- School Climate Safety Memo

VI. REPORTS FROM SUBCOMMITTEES

A. School committee Meeting for the Finance and Facilities meeting of the whole: April 8, 2026 (member Green)
Motion: to accept the report of the Finance and Facilities Meeting of the Whole for April 8, 2026

VII. UNFINISHED BUSINESS

A. MSBA

VIII. NEW BUSINESS

A. March Bill Rolls (Recommended action: approval)
MOTION: to approve the March Bill Rolls

B. SEU-Substance Abuse and Prevention Accretion
MOTION: to authorize the chair to sign the Substance Use and Prevention Accretion

C. SAA - Change of Title side letter
MOTION: to authorize the chair to sign the SAA - Change of Title side letter

D. APPOINTMENTS First Reading
To the Rank Choice Voting Committee and Public Financing of Campaigns Committee

E. RESOLUTION SUPPORTING INCLUSIVE DESIGN FOR ALL SOMERVILLE SCHOOL BUILDINGS AND SCHOOLYARDS for First Reading: (member Biton)

F. Field Trips: (Recommended action: approval)

April 29, 2026 – May 3, 2026	10 students from SHS Robotics Team 6201 will attend the FIRST Robotics Competition in Houston, MA to compete in the World Championships. Travel via airplane, Student Cost $500
May 16, 2025-May 17, 2026,	32 students from SHS will attend the GX Ultimate Frisbee in North Hampton, MA, to compete in the PVF Tournament. Travel via SHS Van, Student Cost 0
June 8, 2026,	45 eighth-grade students from West Somerville Neighborhood School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, Student Cost $0

G. Acceptance of FY26 Grants Funds: (Recommended action: approval)
MOTION: To accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below:

State
MetroNorth WIOA- SCALE Dept- Grant Increase- $52,295.93

IX. COMMUNITY OR CALENDAR ITEMS FROM COMMITTEE MEMBERS

X. CONDOLENCE

XI. ADJOURNMENT

For Simultaneous Interpretation in Spanish, Portuguese and Haitian Creole See below:

Español - Para Interpretación
Para **ver** la reunión regular del Comité Escolar el 27 de abril a las 7:00pm, en vivo desde su casa, visite el siguiente Enlace y seleccione GovTV:
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Para poder **escuchar en vivo la interpretación en simultáneo de esta reunión en español, portugués o criollo haitiano**, debe registrarse y solicitar el servicio con 48 horas de anticipación e indicar su idioma de preferencia. Para registrarse haga clic en el enlace a continuación
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
ID de la reunion: 810 5048 0087
Contraseña: SPSSC25

Português - Para Interpretação
Para **assistir** à Reunião Regular do Comitê Escolar 27 de Abril às 19h, ao vivo de casa, visite o seguinte link e selecione **GovTV**:
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Para **ouvir ao vivo a interpretação simultânea da Reunião Regular em espanhol, português ou crioulo haitiano**, é necessário fazer sua inscrição com 48 horas de antecedência e indicar o idioma de sua preferência. Para se inscrever, clique no link abaixo:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

Kreyòl ayisyen - Pou entèpretasyon
Pou **gade** reyinyon regilye Komite Lekòl la, 27 Avri a 7:00PM an direk lakay ou, vizite lyen sa a epi chwazi **GovTV**: https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Pou **w tande entèpretasyon similtane Reyinyon Regilye a an panyòl, pòtigè oswa kreyòl ayisyen**, ou dwe enskri 48 èdtan davans epi endike lang ou prefere a. Pou enskri, klike sou lyen ki anba a:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE

Monday, May 4, 2026 - Regular Meeting

7:00 p.m. – City Hall Chambers

Members present: President Davis, Member. Pitone, Member. Lippens, Member. Eldridge, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **Members Absent:** Member Green

I. CALL TO ORDER

The meeting was called to order at 7:00 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Ackman asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT – 8 –President Davis, Member. Pitone, Member. Lippens, Member. Eldridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **ABSENT –** Member Green

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

Student Representatives Marlee and Bhavika were both present and reported the following:

- Student Representative Marley Thrasher shared that AP testing began this week at Somerville High School, including the AP Biology exam, and noted that students will be focused on testing over the next several weeks.
- Marley Thrasher also reported that the senior class's last day of school will be May 28, followed by Class Day on May 29 and graduation on June 1.
- Student Representative Bhavika Kalia provided updates regarding the Cambridge Somerville Asian Festival. The festival will take place on May 30 and May 31.
- Bhavika Kalia shared that the May 30 event will feature a Union Square Asian Market walking tour for all ages, beginning at the Somerville Community Growing Center and highlighting Asian-owned businesses in Somerville.
- Bhavika Kalia noted that the May 31 festival events in Cambridge will include karaoke, badminton, Asian games, crafts, and other cultural activities celebrating Asian culture.
- Bhavika Kalia also announced plans to present at the next School Committee meeting in recognition of Asian American, Native Hawaiian, and Pacific Islander Heritage Month. The presentation will highlight initiatives completed through the Asian American Pacific Islanders Commission Youth Council focused on implementing AAPI education into existing history curriculum.

Chair Ackman: Thank you both. I can confidently say on behalf of the body, we're really excited for that presentation. I can't wait to learn more about it.

III. PUBLIC COMMENT

Chair Ackman read the public comment regulations and asked those who had signed up to comment at this time.
Public Comment (May Meeting – MTSS, Equity, Implementation)

Title: Public Comment- MTSS, Equity, and Implementation
Name: Jess Perez Adams
Affiliation: Somerville Parent
Date: May 4, 2026

As the Committee advances the Inclusive Design Resolution, the focus now shifts to implementation and accountability.

The central question is how this standard will be applied in practice.

Current programmatic changes, including those affecting the AIM program, continue to raise concerns regarding:

- whether decisions are grounded in student-specific data,
- whether IEP team processes are being followed,
- and whether environments are prepared to meet student needs.

At the same time, the Committee is preparing to review MTSS and Special Education programming.

Within this context, a significant gap exists in family engagement.

Parents are often not meaningfully engaged during MTSS, particularly at Tier 2, and in some cases even at Tier 3, where engagement is expected.

This has direct implications for equity.

MTSS serves as the entry point for academic and behavioral support. When families are not informed early:

- they cannot reinforce interventions,
- they cannot fully understand their child's needs,
- and they are limited in their ability to advocate effectively.

As a result, access to support may depend less on student need and more on family awareness or persistence.

If the district is committed to equity, access, and meaningful family engagement, then parent involvement in MTSS, beginning at Tier 2, must be treated as a core expectation.

This also informs how "level service" should be understood.

Current conditions include:

- a "needs assistance" designation in special education,
- inconsistent service delivery,
- and systems in which capacity influences access to evaluation and support.

These conditions indicate a system under strain and are not sufficient to support inclusive practice.

As the Committee moves forward, three areas warrant focused attention:

1. Alignment of the resolution with current program, placement, and safety decisions
2. Use of the upcoming MTSS and Special Education review to evaluate family engagement as an equity issue
3. Ensuring that budget and staffing decisions support early, transparent, and consistent intervention

Inclusion must be reflected not only in design, but in how the system functions from the earliest point of support.

I would welcome any follow-up, or any clarification regarding how these issues will be addressed in upcoming discussions.

Thank you for your time and consideration,
Jess Perez Adams
(she/her/hers)
cell: (617)419-0847

IV. REPORT OF SUPERINTENDENT

A. District Report

Notes- Superintendent Update: School Committee Meeting- Monday May 4 2026

Superintendent Dr. Carmona: I'll begin tonight with a friendly reminder that the School District Budget Hearing will take place this Wednesday evening at 6:00 PM at East Somerville Community School.

This hearing is an opportunity for the community to learn more about the district's proposed budget for the upcoming fiscal year, including key priorities, investments, and planning efforts that support our students and schools.
We encourage all interested families and community members to attend, listen, and stay informed.

ROBOTICS

As I mentioned last week, our high school Robotics team competed at the World Championships in Texas this past weekend.
The team won three of their ten matches in a highly competitive field, and we ultimately finished inside the top 20% of more than 3,500 eligible teams.
It is a remarkable achievement, and it ranks as the best season for SHS Robotics to date.

APPRECIATION

And lastly, as I mentioned a week ago, we're celebrating Teacher Appreciation Week this week with a heartfelt shoutout to all of our educators who inspire, support, and keep our students learning and growing each day.

- **Technology Update**

Superintendent Carmona: Superintendent Carmona: Our first department report tonight focuses on Technology. As you know, technology plays a critical role in education by expanding access to learning, strengthening instruction, and preparing students with the skills they need to succeed in an increasingly digital world.

Tonight, our Director of Technology, John Breslin, and Technology Coordinator, Joey Braga, are here to provide an overview of the department and how we deploy technology resources to support student learning across the district. This includes how devices, platforms, and digital tools are currently being used in classrooms to enhance instruction, accessibility, and engagement for all students.

The presentation will also look ahead to how we plan to continue strengthening our systems, stay ahead of emerging trends, and ensure that our technology investments remain aligned with best practices in teaching and learning.

We are fortunate to have our technology team here tonight to take a deeper look at our technology systems and the work currently being done to support both access to learning and the next steps in learning through technology. At this time, I would like to invite Director of Technology John Breslin and Technology Coordinator Joey Braga to the podium.

Director Breslin: Thank you. I also have a few additional members of the team who I will be introducing during the presentation.

To begin, I'll review tonight's agenda. We have a brief overview planned, starting with introductions of the Technology team. We will then discuss the district's student one-to-one device program, which has just completed its 10th school year. Following the presentation, we will open the floor for questions and feedback.

Comment/ Questions

Member Biton: Thank you for being here tonight and for bringing your great team. You spoke very well about the product lifecycle and overall system. Can you talk a little bit about the devices we provide to teachers?

Director Breslin: Sure. The majority of teachers currently opt for a laptop. Teachers are provided with a Windows device. This used to be a desktop model, but we have since evolved to a laptop model, and now almost all staff choose

the laptop option. These devices are on approximately a five-year lifecycle.

Chair Ackman: I also have a question about the technology lifecycle. I'm curious whether the choice of Chromebooks is something we are now locked into, or whether we continue to reevaluate it periodically to determine if it remains the best option.

Director Breslin: Yes, it is a collaboration. We focus on supporting teaching and learning, so the choice of device comes down to what best supports the curriculum. When the program began over 10 years ago, the curriculum coordinator at the time, Uri Harel, helped lay the foundation for selecting appropriate devices. Options included Windows, Mac, and the then-emerging Chromebook. A key ongoing consideration is state assessments, which are now administered on devices. Chromebooks remain the most cost-effective option for ensuring access to those assessments, though device choices could evolve if curriculum needs change.

Dr. Stellman: Thank you for coming and for introducing your team. It's especially exciting to see so many Somerville graduates on your team; it speaks well of both your team and the school system. I have two questions. First, what are the biggest challenges you face in terms of technology? Second, out of curiosity, what kinds of positive surprises have you experienced in how teachers and students are using the technology?

Director Breslin: Managing the device lifecycle is one of the biggest challenges we face, along with ongoing increases in hardware costs that require us to continually adjust. On the positive side, we are impressed by how well high school students have adapted to the one-to-one program. Students receive a device in grade 9 and generally maintain it through high school, arriving each day with devices charged and ready to use with minimal disruption. We have also seen strong teacher adoption of laptops. While many initially preferred desktops, they have increasingly embraced the flexibility and collaboration that mobile devices support, which aligns with our goal of promoting collaboration in teaching and learning.

Member Lippens: Thank you for the presentation. I really appreciated the flowchart, it was very helpful. My question is about assistive technology that supports inclusion, such as AAC devices, AMF, and speakers. Does that fall under your purview, and how do you manage rollout, maintenance, and training for teachers using these tools?

Director Breslin: That primarily falls under the Special Education Department, which determines the devices and applications needed, as well as their use and care. We support the backend management for devices like Chromebooks and iPads, including tracking and setup. We also assist with procurement, delivery, and initial configuration. From there, the Special Education team manages day-to-day use and implementation.

Member Pitone: Thank you for being here. It's nice to see members of your staff here, and I appreciate your work. My question is about devices used for Pre-K through Grade 2 students, specifically iPads what is the current scope of that program?

Director Breslin: In prior years, early education purchased mini iPads for classroom use as shared sets, not one-to-one. Those devices have not been refreshed recently, so it is unclear how many are still in active use. During the pandemic, additional devices such as Kindle Fire tablets were used to support access to platforms like ClassDojo. Currently, there are also shared Chromebooks available through the library media program under Dr. Boston Davis's team, which supports digital literacy. There are some shared devices available, but limited dedicated early education technology beyond that.

Member Pitone: Thank you. Just a follow-up so it sounds like iPads were provided, but not one-to-one for every school. I'm not sure if they are still on carts and being moved around or how they are currently being used. It sounds like we haven't received requests to update them. Is there maintenance you provide for these devices, and how do you determine whether they are still being used?

Director Breslin: Yes, we do provide support. In many cases, the Apple ecosystem requires OS updates to ensure apps continue functioning properly, so our team is involved in that ongoing maintenance work.

Dr. Boston Davis: Thank you for that response. I want to add that our curriculum including K–2 and what will be rolled

out next year is not dependent on technology such as Chromebooks or iPads. Educators may use their own devices in the classroom, but student learning does not require one-to-one devices. I am not aware of the iPads in question, as they likely predate my time in this role. While there may be iPads available in the younger grades, they are used more as exceptions or for occasional teacher-led activities, not as part of regular instructional practice and not as a curriculum requirement.

Member Pitone: Thank you, Dr. Boston Davis. So what I'm hearing is that we have iPads available in classrooms, but they are not used in a regimented or consistent way. I would be interested in understanding this further not just for myself, but potentially for other members as well. Given that technology usage has been a significant topic of discussion, I would appreciate a clearer picture of how technology is being used in the younger grades in particular. We may want to continue this conversation at a future meeting, but I would be interested in exploring whether a survey or some other method could help provide better insight into how technology is currently being used in the early grades.

Member Eldridge: I appreciate the presentation. Could you provide a bit more information about the software we use to ensure safe browsing, including any limitations on internet access? I'm particularly interested in how we ensure students especially younger students are using the internet safely and appropriately.

Director Breslin: Yes, that's a great question, and not just for students but for staff as well we need to ensure everyone is browsing safely. The city's firewall includes web filtering that helps protect staff devices. In addition, within the Chromebook ecosystem, we use endpoint security software called GoGuardian. This system works both on and off campus, so for high school students using devices outside of school, web filtering remains active at all times.

Member Lippens: I see that curriculum coordinators are part of staff. To support curriculum rollout, do we provide teachers with tools such as document cameras to showcase student thinking? How are these maintained and updated, and is access equitable across schools, or do only some teachers have them? I'm wondering about that, as it may be an area worth further support.

Director Breslin: Yes, we have been discussing how to strengthen the budget in this area. In the past, the curriculum coordinator was able to secure grant funding for document cameras, which allowed us to provide one for nearly every classroom. Document cameras do not really have a set obsolescence; they generally remain in use until they are damaged or stop working. Many of the devices installed over 10 years ago are still in use today. Recently, we worked with Curriculum Coordinator Paula O'Sullivan to replace and supplement document cameras in cases where new teachers arrived in classrooms without one, or where devices needed to be reassigned due to breakage. We are continuing to address these gaps as needed. At this point, we are exploring funding options, as there may no longer be a grant pipeline supporting these purchases. The devices are relatively inexpensive about $200 each but they are not typically covered in my budget.

Member Lippens: For the members of the public, I just want to explain that a document camera allows teachers to display student work under a camera, which is then projected onto a smart board. This can be used across all grade levels. It is a relatively small investment with significant instructional benefits for student learning. Thank you.

Member Biton: I'll follow up on Member Lippens' question with a broader one. Are there any technologies we are currently exploring that could be valuable investments for the district, but that we do not have room in the budget for at this time things we should be considering for the near or midterm future?

Director Breslin: From my recent dealings with principals, one of the most significant emerging technologies has been electronic hall pass systems, and schools have been working to incorporate those into their budgets. At this time, there is no specific new or cutting-edge device or hardware being pursued by my team. Our primary goal remains ensuring we can support what schools and curriculum require and providing the necessary infrastructure to do so.

Dr. Stellman: As we know, AI is becoming increasingly present in many aspects of our lives. I'm wondering what you and your colleagues at other institutions are seeing in terms of the current best practices for keeping students safe from potential harmful uses of AI, which are becoming more widespread, while also, as you noted in your vision, preparing students for the digital world we are in. I'm interested in where your team's thinking is on navigating this evolving and

somewhat uncertain area.

Director Breslin: There is significant promise and potential in AI. However, at present, some of the increased demand driven by generative AI is contributing to rising costs in hardware components, such as RAM, which impacts our purchasing. In the long term, we do need to consider the safe and responsible use of AI as the technology continues to evolve. The approach we are taking is to work collaboratively with the curriculum department to develop an AI policy. Joe Braga from my team has been working closely with Jason Behrens and Arundhati in the curriculum department to advance this work. While I do not have specific details on the final policy at this time, the goal is to ensure that staff and students can appropriately explore and use these tools while also addressing safety and responsible use considerations.

Dr. Stellman: Thank you very much for that that was a very polite "rant," I appreciate it. I also want to note that in Member Biton's policy subcommittee, we are discussing ways to reduce harm related to AI use. I was surprised that the Massachusetts Association of School Committees (MASC), which typically provides policy guidance, does not yet have a policy in this area, which reflects how quickly this space is evolving. We are considering what belongs in acceptable use policies versus district-level student handbooks, and how AI-related issues may fit into existing categories such as bullying or other policies. Thank you for your attentiveness to this issue as we work to develop safe and effective approaches moving forward.

Member Pitone: I think this question is more for the Superintendent's Office and the Chair. Are we planning to have a conversation about technology use at a future meeting? I believe this was discussed previously, or at least I had raised it before.

Chair Ackman: You did bring it up previously. It is not on the docket through the end of the school year. My hope is that we can make time for it in the fall.

Member Pitone: Thank you. I understand that your role is focused on maintaining technology and providing the tools, while this conversation is more about how those tools are used and the outcomes associated with them. There is also an ongoing tension between our goals around digital equity which is one of the reasons districts moved toward one-to-one technology and growing concerns among some populations and demographics about overexposure to digital technology use. I look forward to continuing that conversation in the future.

Chair Ackman: All right. Thank you, guys, for your time.

Superintendent Carmona: Thank you, John. Thank you, Tim

- **Enrollment Update**

Superintendent Carmona: Great, now we will move into our conversation around enrollment. Simone Braga, Director of Enrollment, will present on current trends and changes in district enrollment. This presentation will highlight enrollment trends, as well as the impact of broader factors, including geopolitical challenges affecting our numbers, school choice, and patterns in student withdrawals and movement within the district. Enrollment is an important topic that I know the Committee frequently asks about. It not only reflects the confidence families have in sending their students to our schools, but also has broader implications for the district with that, thank you for joining us, and I will now turn it over.

Director Simone Braga: Thank you. You can move to the next slide. Good evening, my name is Simone Braga, and I am the Director of Enrollment. This is my first year in this role, but I have worked in Somerville Public Schools for over 26 years.

I began my career in enrollment at the former Parent Information Center, where I worked for 18 years. I then moved to the high school, where I served as Registrar and Data Supervisor for eight years before returning to enrollment.

I have a deep connection to this community, both professionally and personally. My children attended Somerville Public Schools, and my granddaughter is now a student at East Somerville.

What makes this role especially meaningful is my team. I am fortunate to work with a very experienced and dedicated group of staff who are passionate about serving our families. Many of us have worked together for over 20 years, and together we bring more than 130 years of experience in Somerville Public Schools.

I would also like to acknowledge our support partners: Erika da Silva from the MLE Department, and Kayla Centeio and Kelly Morales from the Health Department. Together, we work as a coordinated team to support enrollment and registration. This year, we have made meaningful improvements to the registration process, and I am proud of the work we have done to strengthen and streamline it.

Director Braga shared her Presentation below

Comments/Questions

Chair Ackman: Thank you, Director Braga. I was also reflecting on your final comment. It is a gift, given the work that we do, but it is also the result of your hard work, along with the superintendent, assistant superintendent teams, and your enrollment team. You are making Somerville a welcoming and desirable place for families to enroll. This presentation highlights how fortunate we are to be at capacity. While that presents its own challenges, we are not experiencing the enrollment declines seen in many other urban school systems. I want to take a moment to express my appreciation for the work you do every day to help make that possible. Thank you, colleagues, are there any questions?

Member Biton: Director Braga, thank you for this data-rich presentation. I really appreciate the visuals and the positive information shared. As you know, we revised our enrollment policy last year and are now considering future updates. One question I often hear is how much proximity weighting influences family school choices. We have data on neighborhood school selection, but I wonder how much of that is preference versus proximity advantage. It may be helpful to better understand this by asking families what their top choice would be if proximity were not a factor. I'm curious if this is something the district has considered exploring

Director Braga: I know you are currently studying how we can better accommodate first and second choices. Our community is very diverse, and I often see that many families choose schools based on walkability and proximity. For some families, having a school within walking distance is essential, especially if they do not have access to a car or if transportation is a barrier. At the same time, we also have families who are able to travel across the city more easily and therefore may prioritize other factors when selecting a school. For them, proximity is less of a limiting factor. Overall, proximity plays a significant role for a portion of families, while others are more flexible in their choices depending on their circumstances.

Chair Ackman: Thank you for that. I'll see if the Superintendent and Assistant Superintendent want to add anything. I do want to note that while it is natural for families to have preferences and make choices, all of our schools in the district are exceptional. Each has its own strengths and unique qualities. While one school may feel like the right fit for a family, I believe that any school in Somerville offers a strong and positive experience for students.
Superintendent Carmona: Thank you. You stole my line my punch line. We are very fortunate to have a robust ecosystem of schools. I believe your question was about what would happen if we eliminated choice. Is that correct?

Member Biton: This is a complex issue, as we hear a range of factors influencing family school choice, including preference and proximity. I would like to better understand these motivations as we consider future policy decisions.

Superintendent Carmona: This reflects the complexity of the system. We have heard from families who are unsure about how choosing or not choosing their first option affects proximity priority. While the current system works as intended most of the time, there are cases where it creates challenges. There is research on different enrollment models, and we have also consulted external expertise, including MIT connections, to better understand these dynamics. Any potential changes would require careful analysis and consideration, and this work is occurring alongside ongoing enrollment policy updates. Our goal is to better understand the system and identify priorities for improvement moving forward.

President Davis: Just a quick question on that point, and I'll frame this as the new guy asking a basic question. Superintendent, you addressed this to some degree, so thank you, but I'll still ask it directly.

Why not apply proximity to the second choice as well? If I understand correctly, if a student's first choice is not their proximity school, why wouldn't we then apply the proximity weighting to their second choice if that is their neighborhood school?

Superintendent Carmona: That may be a good question. I may defer to Simone on that.

Director Braga: Our policy applies weighting for siblings first, followed by proximity. This year was unusual, with demand for certain schools far exceeding capacity. In some cases, sibling placements alone filled entire classrooms, with proximity accounting for most remaining seats. For example, at Brown, 61 students selected the school, including 22 siblings and 14 based on proximity. Brown, Kennedy, and Capuano were all oversubscribed, with many families selecting the same schools in similar order. By the time we reached second choices, those schools were already full. The process runs in rounds first choices are assigned, then remaining students are considered for second and third choices based on availability and priority. While proximity is applied, high demand at a small number of schools drove the outcomes this year.

Member Lippens: Nice to meet you, and thank you again. As a new School Committee member, I found this presentation very helpful. I appreciated the data shared on newcomer enrollment and would like to see continued reporting, including breakdowns of out-of-state and out-of-country students. I am also receiving questions about Kennedy School. What should I communicate to parents, educators, and administrators regarding long-term planning and enrollment updates, particularly around concerns about bubble classes and staffing? Could you also share more context about next year and how we should think about communicating this moving forward?

Director Braga: The reason this situation will not be the same next year is because this year's cohort was unusually small. Although there was a bubble classroom, there were only 27 fifth-grade students at Kennedy moving into that class. Next year, we will have a full cohort of approximately 46 fifth-grade students moving into sixth grade. Those 46 students will be placed across the district. Because of this larger cohort, we anticipate being able to better accommodate first-choice placements across schools compared to this year, when we were able to meet most first-choice requests due to the smaller cohort size.

Member Lippens: I think that answers my question, but I'm still not sure. What if next year everyone's first choice at Brown is Kennedy again? What happens to enrollment at Kennedy and at our other schools? All of our schools are wonderful, so one school may be at full capacity while another proximity school is not. How does that work in practice?

Director Braga: We would be able to accommodate approximately 23 students, and the remaining 23 would be placed on a waitlist or assigned to their second or third choices as space allows. There isn't a perfect solution for this situation, unfortunately.

Member Pitone: Thank you for the presentation; it is always helpful in framing the situation. My question is for the administration. There have been community concerns about the addition of a second bubble at Kennedy. What factors led to that decision, and how do we determine in future years whether to add a bubble? In previous years, families were given clearer projections of available seats at specific schools. What was different this year compared to prior years, and how will we approach this moving forward?

Superintendent Carmona: From a capacity standpoint, Kennedy had an additional teacher position that could be used to support the incoming class. This year was particularly tight across the city in terms of available space. In past years, we have had more flexibility with seats across schools such as Argenziano, West, and Healey, but this year capacity was very limited systemwide. We continue to work within constrained resources and use space as effectively as possible while responding to family needs when we can. However, overall capacity, particularly on the west side of the city, is limited, and that was a key factor this year.

Member Pitone: Thank you. So what I'm hearing is that there were actually not enough seats in other schools across the city.

Superintendent Carmona: Correct.

Member Pitone: We are going to have to, as a district, open up a classroom somewhere based on this demand. Looking at where space was available, where demand was coming from, and the proximity for these families, it made sense to place that classroom at Kennedy rather than at East or Healey.

Superintendent Carmona: Superintendent Carmona: There is no available space at East physically, there is no capacity there. Proximity is also a key factor in our placement process. We make an intentional effort to provide access for families who prioritize proximity in their school choice. We try to accommodate that whenever possible. At the same time, building capacity is complex. Even when space exists, adding students creates pressure across the system. The enrollment numbers this year were also unique. Thank you.

Chair Ackman: Chair Dr. Ackman: This is a genuine question about communication. Some families were unhappy about receiving their fourth choice, but in cases where their top choices were already full, it makes sense. Is there a way to communicate this more clearly at the time of placement? I think it could help families better understand the context and feel more informed, rather than simply feeling they received a lower choice. I'm wondering if, especially for third or fourth choices, there is a way to provide some framing around how those decisions were made.

Director Braga: For the few families who received a fourth choice, I previously had a visual map that helped explain the process. As we continue to look for ways to improve, one idea we are discussing for next year is adding a section to the website with FAQs and scenario-based examples. This would help families better understand how different choices can lead to different outcomes. We are also considering incorporating similar scenarios into Pre-K and K orientations, so families can better anticipate what may happen based on the choices they make.

Member Lippens: You kind of answered my question, but I have a quick follow-up. How are enrollment decisions communicated to schools so they can begin planning for scheduling, class sizes, and ordering supplies? I assume this is managed through the district, but I would appreciate a better understanding of the process.

Director Braga: Sure. We just completed our first round of assignments and sent principals their initial student lists last week. Some principals are already beginning to assign students to classrooms and review enrollment numbers. This process currently applies to Pre-K and K. At the end of May and beginning of June, we complete registration for grades 1 through 8, and then we provide principals with updated lists for those grades.

Member Pitone: I appreciate that every year is different, and this year was particularly challenging. We've discussed this before, and I'm not sure if this is a policy issue, but I'm interested in your perspective. A constituent asked whether students who receive their fourth or fifth choice could be given priority on the waitlist. Currently, someone who receives a higher choice could still rank ahead on a waitlist for their first choice, which raises questions about fairness. How do we think about waitlist priority in terms of equity and fairness in the system?

Director Braga: I usually start by acknowledging that families may feel anxious and overwhelmed, as each situation is different. Historically, we have been able to accommodate most students on the waitlist. For example, during this year's assignment process, a kindergarten teacher from Kennedy shared that a student who was number 14 on the waitlist ultimately joined her classroom in September. That reflects what we often see: movement continues over the summer due to families relocating or changes in plans, and we may not receive that information immediately. By the start of the school year, additional openings often emerge as families notify schools or circumstances change, and classrooms adjust accordingly. While I cannot make guarantees, I share this historical pattern with families to help provide context and reassurance about how waitlists typically evolve.

Superintendent Carmona: I want to thank Simone for her response. Our goal is to support families as best as possible. However, it is not always possible to meet every family's first choice. Our enrollment policy considers factors such as proximity and siblings, as well as class size limits outlined in our SEU agreement. We are continuing to review the enrollment process and work with SEU on related policy considerations, while balancing family needs with operational constraints.

Member Eldridge: Thank you for the presentation. On the withdrawals page under the exit reason category, there is an option listed as "other public schools in Massachusetts." Should we interpret that as families who have left Somerville, or does that also include families who may have enrolled in charter schools or other local options? Is there more detail available on that?

Director Braga: That category includes students who have left to attend another public school district in Massachusetts. I do not currently have a breakdown of specific destinations, such as charter schools, but I can provide more detailed tracking in the future if that information would be helpful.

Member Eldridge: I've recently heard that Benjamin Banneker is also expanding into Somerville and may be an additional option for families. It would be helpful to understand whether we are seeing families leaving the district for other options like this, or choosing other schools within Massachusetts or charter options.

Director Braga: I can include that information in a future update. Thank you.

Member Pitone: This came up in my office hours, and it comes up every year. People often ask why we don't have sibling preference for pre-K. I thought this might be an opportunity to address that question.

Director Braga: I do receive that question frequently. The main reason is that pre-K is not available in every school in Somerville, so we cannot consistently apply sibling or proximity preferences in the same way as other grades.

Chair Dr. Ackman: Thank you for your time and your presentation.

- **Youth Health Survey**

Superintendent Carmona: We are now at our final presentation, and I'd like to invite Tina Los, Director of Prevention Services for the City of Somerville, to the front. Thank you for your patience. This presentation includes valuable information that helps us triangulate data to better assess our current state and direction. We appreciate your patience, as this has been a long time coming. We are now all yours.

Director Tina Los Thank you so much for the opportunity to be here and share the data we've collected. I want to begin with a few framing points.

First, I think of data as a starting point. We encourage young people to reflect on it, connect it to their lived experiences, and use it to guide further conversation. Please feel free to ask questions as we go.

Second, I want to note the funding source for this survey, which comes from the schools, the city, and the police department. This reflects the importance of cross-sector partnership in supporting young people, as this responsibility extends beyond schools alone. One of my priorities in this role has been strengthening collaboration between schools and the city to support students as whole individuals, recognizing that they spend significant time outside of school.

Third, there are limitations in the data. While we are able to capture some vulnerable populations, there are gaps for example, students with disabilities are not included in the survey. This is important context as we review the findings, as the data should be viewed as a starting point.

Presentation below

Comments/ questions

Dr. Stellman: Thank you for an excellent, data-filled presentation. I have two questions. First, perhaps through the superintendent's office, I'm wondering about the partnership between Somerville Public Schools and your department, and how you work together to better understand and support our students.

Second, I'm curious about the issue of addiction. I did not see it specifically addressed in the presentation, but we know excessive screen use can be addictive for many young people. There is also growing concern around things like online sports betting. How are we thinking about addiction, particularly related to screens and digital behavior? And what supports are available for students who recognize these challenges and may be looking for help?

Chair Ackman: I'm going to build on that a bit and adjust the language slightly to focus on disordered use rather than addiction. I think that when people identify something as addiction, there can already be stigma attached to it, whereas talking about disordered use may create a more open and supportive conversation.

Director Los: Thank you for the question. I've been in this role for about a year, and this survey cycle took place before I started. Moving forward, I'm looking forward to partnering with the schools to ensure future surveys better inform policy decisions. Regarding addiction, or disordered use, some of our work is shaped by funding focused on youth substance use prevention, though we can continue exploring related topics like screen use. I've also been encouraged that many young people already recognize they are being targeted by companies through screens and digital platforms. Student groups such as Somerville Positive Forces are even organizing off-screen activities to encourage healthier habits, and we hope to continue supporting those efforts.

Superintendent Carmona: Thank you. I had the opportunity to attend the Hope Healthy Outcomes event, and the individual leading those conversations will also be speaking with the schools about healthy outcomes and student well-being. The district remains committed to partnerships that support students, including embedded therapy services and our ongoing collaboration with Cambridge Health Alliance. These supports were established before my arrival and continue to be an important part of our work. Overall, our high school data is trending in a positive direction, even compared to state data, though there are some areas of concern at the middle school level. At the same time, we are navigating significant external challenges, including screen use, digital platforms, and the growing influence of industries such as online betting. While there are positive trends in the data, we recognize there is still important work ahead, and we remain committed to strengthening these partnerships and supports for students.

Mayor Wilson: Just on this point, I want to make it clear for anyone watching at home that this is an example of the partnership between the City of Somerville and the public schools. Tina is one of our excellent City of Somerville employees and leads Somerville Prevention Services. I appreciate the collaboration reflected here.

Member Lippens: This was an excellent presentation. Thank you, Mr. Mayor, for supporting this work. I had a question about slide 21 on out-of-school activities. The data showing strong student participation feels really significant. In light of the proposed reduction in extracurricular funding, could you speak to how cuts like that might impact students who rely on these programs?

Director Los: I work under Health and Human Services, and we have a partner division, Summer Promise, which leads out-of-school-time programming and works closely with the schools to coordinate these efforts. From a prevention perspective, out-of-school-time activities are a cost-effective way to support youth. These programs provide not just a safe place to be, but also trusted adult relationships and opportunities for students to navigate social situations outside of the structured school day. This unstructured time is also important for development, as it allows young people to learn, make mistakes, and grow. While there are difficult budget decisions ahead, continuing to fund or support access to these types of programs in Somerville is very important for youth development.

Member Lippens: I want to make sure I heard you correctly. After-school opportunities provide students with a safe space to learn, make mistakes, and grow, which is essential for youth development. You also noted that these programs are a cost-effective and beneficial way to provide structured activities, and a good use of funding.

Director Los: I would say so, yes.

Member Pitone: Thank you for being here. I attended the student presentation where students interpreted this data from their own perspective, and it was really compelling. The student facilitation was impressive, and I also want to highlight the framing around protective factors, which feels like a positive advancement in how this information is being presented. I had a question about physical activity. A few years ago, we saw lower rates among female students, and here we're also seeing lower activity rates among Hispanic and Latino students. I'm interested in the broader strategy for increasing physical activity, especially through accessible, non-traditional opportunities. We can't fully control screen time or sleep habits, but we can think about expanding access to activities beyond organized sports. This also raises a larger question about where this work sits between the schools and the city, and who would lead a broader strategy potentially Parks and Recreation, or a joint effort across departments.

Director Los: I can speak to this briefly. There are already promising partnerships happening across the city. We work closely with Teen Empowerment, which recently held a panel where young people shared what activities they want. Our goal is to center youth voice and support those priorities. I also want to acknowledge Officer Diogo and the Community Outreach team, who have been engaging with young people in informal settings, such as playing basketball at Mystic Learning Center. These kinds of authentic connections are important. We already have strong foundations in place, and the focus now is on expanding and strengthening these opportunities. I'll also let the schools add anything further.

Superintendent Carmona: We know we've lost some spaces for engaging teens, which is a real challenge. We've had conversations about potential locations that could help address that gap, but it's clear we need to continue collaborating to support students beyond the school day. I also want to note that some students are unable to participate in after-school activities because they need to work and contribute to their households. This is an important reality in our community and helps us understand the range of needs our students are balancing. While I don't have the exact numbers in front of me, it's an important context as we think about how to support students more broadly

Chair Ackman: Chair Dr. Ackman: I want to build on this conversation, thank you for starting it. We often think of out-of-school time as after school, but it also includes before school programming. I'm not sure which schools still have the BOKS program or other early-morning offerings I know it was discontinued at the Healey but many students are up early, and this is an opportunity to support early engagement in physical activity and community. Before-school programs that are active, rather than just unstructured time in a cafeteria, can also support learning throughout the day. I just want us to consider out-of-school time in a broader, more comprehensive way, including before school.

Member Biton: Member Biton: Thank you, Director Los. This is a fantastic presentation sobering in parts, but also hopeful, and I appreciated your framing. Looking at slide 7 on bullying, this is self-reported data, correct? It shows 19% of middle school students and 8% of high school students reporting they were bullied on school property. That stood out to me alongside prior data from Director Doncaster on bullying investigations, which showed very few formal reports at the high school, for example, only one investigation. I'm wondering about the difference between self-reported experiences and formal reporting or investigations. It may reflect differences in definition or threshold, but it raises questions about how students who feel bullied are accessing support. In particular, do students who experience bullying feel they have a trusted adult or clear pathway to report it? This feels like an opportunity for continued cross-department collaboration to better understand and support students who may be experiencing harm.

Director Los: Thank you for your comments. I think you're on point that there are gaps related to reporting. A key focus for us is ensuring that every young person has a trusted adult they can go to for support. Strengthening those relationships is central to addressing these gaps and ensuring students feel safe and supported. This is an important point, and it's something we will continue to work on.

Member Lippens: I just want to follow up on the gap in data regarding students with disabilities. I look forward to hearing more about that next year and exploring ways to capture that information.

Member Eldridge: Thank you for the presentation. Could you share more about training opportunities and ways community members can support youth, particularly in the context of the Year of the Neighbor and related efforts? I raised something similar at the Building Hope event, and I think it would be helpful to discuss here as well.

Director Los: As part of rolling out the HOPE framework, we've been offering free training opportunities. These can be provided at organizations, with parent groups, or with other community partners, and we're also happy to work with this body if there's interest in training on building protective factors for youth. The training explores the research behind the approach and includes time for discussion on how we can strengthen everyday interactions with young people such as building meaningful relationships, ensuring youth voice is heard, and creating a sense of belonging. We recently completed training with school guidance counselors, and both the superintendent and mayor attended our HOPE event. We're working to build momentum around this approach and would welcome continued collaboration. Please feel free to reach out to my office.

Chair Dr. Ackman: I may be answering my own question here, and you may not be the right person to address it, or it may be for the superintendent. My understanding of our mental health supports is that we provide individual counseling, and for group support we have programs like BAM and WOW, which are excellent. I'm wondering if there are other forms of group therapeutic supports available. Given the importance of peer connections highlighted in the data, I'm curious whether there are additional group-based supports for students who may benefit from them beyond individual counseling and these programs.

Superintendent Carmona: I don't have specific data in front of me, but I know that our restorative justice circles and other daily structures help students build language and skills to express and manage concerns. That said, not every approach works the same way for every student, and some students may need additional support. Counselors and social workers also use strategies such as lunch groups or informal check-ins to better connect with students. The data raises important questions about who may not be fully benefiting from these supports, and that is something worth further exploration. At the same time, the district has made significant investments in social-emotional supports, and we are committed to building on that work. We also recognize that implementation takes time, and ensuring fidelity to these practices is part of the ongoing work so that students receive consistent and effective support

Director Los: On the city side, we are working to expand opportunities outside the school day. There is already a lot happening, but there is more we can build on. I work under Health and Human Services, which includes a youth services division and a social work division. I've been partnering with both to explore ways to expand mental health supports outside of school hours. For example, we've been working with the MLC and its teen youth leaders to explore options like art groups and other trust-building, supportive spaces. We've also been working with the newcomers group, where Jen Osha has done strong work connecting with students and providing trusted adult support. Overall, we are looking at both formal and informal ways to expand these supports across the city.

Chair Ackman: That's great. On that note, it is 9:00 PM, so we will let you go. Thank you for the presentation. Superintendent, you can conclude your report.

Superintendent Carmona: That concludes my report. Thank you.

V. REPORTS FROM SUBCOMMITTEES

A. **School Committee for the Rules Management Subcommittee: March 16, 2026** (Member Biton)

MOTION: There was a motion by Member Biton, seconded by Member Lippens, to approve the Rules Management Subcommittee: March 16, 2026
The motion was approved unanimously via roll call vote.

Report to School Committee on the Rules Management Subcommittee Meeting for April 27, 2026

To: Somerville School Committee
From: Leiran Biton, Chair of the Rules Management Subcommittee

The School Committee (SC) Rules Management Subcommittee met on April 27, 2026 at the City Council Chambers. The meeting was also broadcast on Zoom. The was one person in the audience.

Attending:
• School Committee members: Leiran Biton, chair; Dr. Emma Stellman, vice chair; Michele Lippens.
• Also attending: Alicia Kersten, Somerville High School (SHS) Principal; Darryl Nash, SPS Communications Director; Alicia Mallon, Massachusetts Association of School Committees (MASC).

The chair called the meeting to order at 5:31 p.m.

1) Approval of the report from the March 16, 2026 Meeting

Approved.

2) Cell Phone Policy

The subcommittee discussed the district's draft cell phone policy with input from Principal Kersten. The high school currently requires phones to be out of sight during class, with 9th graders utilizing "shoe pouches" for storage. Principal Kersten emphasized the need for a policy that provides backup for teachers when confiscating phones, specifically addressing liability if a device is broken or stolen. The group discussed the high cost and logistical difficulty of systems like "Yonder" pouches compared to potential app-blocking technology being piloted in Watertown. There was consensus on teaching students "responsibility" rather than implementing a "bell-to-bell" ban, while recognizing the reality of students with adult responsibilities, and for students who have a formal need as documented in a medical plan, IEP, or 504 plan. The subcommittee also discussed how cell phones are currently used with teacher permission in class, and work-arounds to use school-issued Chromebooks when students do not have a phone. The subcommittee will digest the draft policy and return for a fuller discussion on May 18, 2026, once Principal Kersten and administrative teams provide feedback on locking in specific procedures versus maintaining operational flexibility.

3) Policy Manual Review (Section J)

The subcommittee continued its review of Section J led by MASC.

Policy JICC - Student Conduct on School Buses: The subcommittee recommended adopting the MASC version and updating the language to "District provided transportation" to ensure coverage for field trips and sporting events, and to be consistent with the approved policy in section E.

Policy JICD - Academic Integrity: The group discussed making this policy more concise at a high level, moving specific procedural definitions of cheating and plagiarism to school handbooks. The discussion included the need to address the impact of AI on academic honesty. This item was tabled for administrative feedback.

Policy JICE - Student Publications: Members compared the Somerville and MASC versions. Member Biton expressed concern that the list of prohibited content in the Somerville version could have a chilling effect on student expression. The subcommittee recommended the MASC version for its liability shield and adherence to First Amendment standards. The chair will consult legal counsel regarding specific language.

Policy JICF - Gang Activity/Secret Societies: This policy was approved with grammatical updates, including a shift to gender-neutral pronouns and replacing "citizen" with "resident". Policy JICFA - Prohibition of Hazing: The subcommittee recommended removing legal references from the body of the policy.

Policy JICFA-E - Hazing: The subcommittee recommended adopting the updated MASC policy.

Policy JICFB – Bullying in Schools/Bullying Prevention: The subcommittee also requested input from the administration on whether the current Somerville policy specification of the Bullying Prevention and Intervention Plan (BPIP) is current. The subcommittee proposed updating the cyber-bullying definition to include artificial intelligence (AI)-generated harm and harmful imagery. Dr. Stellman will share specific language around AI for discussion at a future meeting.

Policy JICG - Tobacco Use by Students: The subcommittee recommended replacing JICG and JICH (below) with a single combined MASC JICH - Alcohol, Tobacco, and Drug Use by Students Prohibited.

Policy JICH - Drug and Alcohol Use by Students Prohibited: The subcommittee recommended replacing JICG (above) and JICH with a single combined MASC JICH - Alcohol, Tobacco, and Drug Use by Students Prohibited. The subcommittee recommended replacing these two policies with the consolidated 2021 MASC version (JICH), which includes mandatory verbal screening for 7th and 9th graders. Dr. Stellman raised suggestion to address prevention programs. Ms. Mallon indicated this will be touched upon in section I. Members suggested adding cross-references to the district's wellness policy and addiction support resources.

The next subcommittee meetings are scheduled for May 18, 2026, and June 15, 2026. The subcommittee will consider working through the summer to complete the manual review.

The chair adjourned the meeting at 6:40 p.m.

B. ***School Committee Meeting for the Educational Programs and Instruction Subcommittee: April 2, 2026*** *(Member Pitone)* ***Table***

VI. UNFINISHED BUSINESS

A. MSBA

Superintendent Carmona: No, we don't have an update at this time. As I shared at our last meeting, there is nothing new to report right now.

B. Resolution Supporting Inclusive Design for all Somerville School Buildings and Schoolyards (second reading)

MOTION: There was a motion by Member Lippens seconded by Dr. Stellman to approved to authorize the chair to accept The Somerville School Buildings and Schoolyards (second reading)

The motion was approved unanimously via roll call vote.

Resolution Supporting Inclusive Design For all Somerville School Buildings and Schoolyards

Whereas, *Inclusive design is a proactive approach that ensures the built environment is welcoming, usable, and accessible to all people, and that inherently supports physical, personal, and social-emotional safety, regardless of physical, cognitive, sensory, social-emotional, or developmental differences; and*

Whereas, *School buildings and schoolyards must serve and support a diverse student population, including multilingual learners and students with disabilities and varied developmental needs, with inclusive, responsive, and accessible spaces that go beyond simple compliance with the Americans with Disabilities Act of 1990; and*

WHEREAS, *Students with and without disabilities mutually benefit from shared spaces that enable safe interactions and participation; and*

Whereas, *Both indoor educational spaces and outdoor play environments are essential for child development across all ages and abilities; and*

Whereas, *Inclusive school design affirms every child's right to fully and meaningfully participate in all aspects of school life and contributes to broader goals of safety and instilling confidence, self-worth, and community belonging; and*

WHEREAS, *The project to replace the Winter Hill School building and the planned schoolyard redevelopment project at the Kennedy School represent meaningful progress in inclusive design practices in Somerville;*

Now, therefore, be it

Resolved: *That the Somerville School Committee strongly recommends that all future Somerville school building and schoolyard projects incorporate inclusive design principles and features to the maximum extent practicable, including explicit consideration of physical, personal, and social-emotional safety;*

Resolved: *That the Somerville School Committee encourages all relevant City departments, committees, and commissions—including the Mayor's Office; Somerville Public Schools (SPS); School Building Committee; Special Education Parents Advisory Council (SEPAC); Commission for Persons with Disabilities (SCPD); and the Departments of Public Space and Urban Forestry (PSUF), Racial and Social Justice (RSJ)), and Infrastructure and Asset Management (IAM)—to collaborate fully in all school and schoolyard building projects with inclusion as a central design principle;*

Resolved: *That copies of this resolution shall be shared with the entities listed above to support coordinated implementation and mutual accountability;*

RESOLVED: *That the Superintendent will provide updates to the School Committee as needed about the coordination of inclusive school building and schoolyard design projects.*

C. **APPOINTMENTS: to the Rank Choice Voting Committee and Public Financing of Campaigns Committee** (second reading)

MOTION: There was a motion by Member Pitone seconded by President Davis to authorize the chair to appoint Ellenor Barish and Jack Paranak to the Rank Choice Voting Committee and Ilana Krepchin and Devin Moose to the Public Financing of Campaigns Committee.

The motion was approved unanimously via roll call vote.

VII. NEW BUSINESS

A. UAW (Community School)-Integrated Contract

MOTION: There was a motion by Member Pitone seconded by Member Lippens to approved to authorize the chair to sign the UAW (Community School)-Integrated Contract

The motion was approved unanimously via roll call vote.

B. Report Out of SC Coordinated Office Hours

Chair Ackman: I'm excited to hear the report from the School Committee coordinated office hours. Thank you, Member Pitone, for all your work on this.

Member Pitone: I'll open it up to the group to see if anyone wants to share highlights or concerns, and I'll share my own as well.

Chair Ackman: All right, we'll go around the circle in a clockwise fashion.

Member Biton: Appreciation to Member Pitone for coordinating and organizing everything. I had two office hours, both sparsely attended, but I had some meaningful conversations. One was with a teacher concerned about cuts and the importance of supporting teachers with policies that help them manage classrooms and support students effectively. The other conversation focused on the transfer of the AIM strand from the Winter Hill School to the Argenziano and the related transition changes. Overall, both were thoughtful discussions. Thank you

Dr. Stellman: Dr. Stellman: First of all, thank you to Member Pitone for organizing this. I also appreciate colleagues who

have done this before for helping orient newer members. I felt well prepared for these conversations. I spoke with parents in a couple of settings, including a joint meeting at Argenziano and another at the West Somerville Library community room. Attendance was limited, but the conversations were meaningful, particularly around questions related to the budget. I want to thank Dr. Carmona, the superintendent's team, and Mayor Wilson for the transparency around the budget process and the realistic framing of potential cuts. I also want to specifically recognize CFO Bobby Beretta for an excellent, very accessible presentation. In both conversations, I was able to walk through the slides with parents and answer questions in real time, which really supported transparency and understanding. I appreciated being able to say when I didn't know something and look at it together. Overall, I'm very grateful for the work that went into making this information accessible and clear.

Member Eldridge: Member Eldridge: It was great to have Dr. Stellman join me at Argenziano. We discussed the budget, as well as questions raised by Member Biton regarding the transfer of the AIM strands from Winter Hill to Argenziano. There were also conversations about out-of-school-time (OST) offerings and when more information from the related report might be available. Those were the main topics from my office hours. Thank you.

Member Lippens: Thank you. I also held several office hours, one with Member Eldridge, and Mayor Wilson attended one session as well thank you. We heard concerns about Kennedy enrollment and questions around transparency in the process, including the role of teacher and parent input. There were also questions about the new high school student handbook, specifically related to how sick time will be addressed. Safety concerns were raised regarding the Argenziano AIM program. At MLPAC, while attendance was lighter, one theme that came up was around out-of-school events. Families noted that some events held at outside venues can involve costs but may feel more comfortable and inclusive, and there was interest in exploring funding options to support more accessible community events. We also had a conversation about continued support for CTE programming and funding. Thank you.

Member Pitone: Fortunately, many of the topics we discussed in office hours aligned with what we've already covered around enrollment. There was interest in plans to adjust catchment areas and a desire to see that work move forward sooner. There were also questions about the Kennedy "bubble," and I think the district did a good job explaining that situation. One participant raised concerns about the transition to a larger school on Sycamore Street, particularly around safe walking routes, sidewalks, and protected bike lanes, and emphasized the importance of completing that work before the school opens. There were also questions about potential enrollment impacts on the Brown School as changes move forward, with some concern about maintaining strong enrollment and balancing pressure across schools. At the same time, it was noted that Brown had very high enrollment this year, and there was advocacy for sustaining the school as a neighborhood option. Additional discussion included whether there is consideration of renovating Brown for ADA compliance without broader redevelopment, and how the scope of planned work may be influencing perceptions of enrollment. These topics were also connected to broader conversations about school assignments and past discussions around an override for school repairs. Thank you.

Chair Ackman: Thank you. I want to note something that came up from a parent conversation earlier, which I think you raised as well. As we move forward with new school buildings, families from Winter Hill and Brown will likely want a clear commitment that they will be prioritized for enrollment in those new schools. This is something we should continue to keep in mind, and at some point we may need to explicitly address it in our enrollment policy.

Member Pitone: We discussed this previously in the school buildings meeting, but there were some concerns raised at the Kennedy School about water damage in the building, which also came up in the building committee and may be revisited. There were also questions about ventilation and air quality, including how we monitor air exchanges following COVID-related upgrades. The current focus is on air exchanges and ensuring adequate fresh air rather than direct air quality measures. We also received feedback that DPW planned to investigate the issue. I want to note this is based on parent feedback and is not an official finding.

Mayor Wilson: I've heard similar concerns about water damage at Kennedy School. When we looked into it, the water infiltration appeared to be coming from internal systems rather than exterior roof failure, which is somewhat positive news. However, we do still need to replace roofs at several schools, including Kennedy, Healey, West, and Capuano. We will have more updates on that soon. The key message is that we are actively addressing these issues.

Chair Dr. Ackman: I appreciate that naming the issues and working to address them. Thank you, Mayor.

In East Somerville, I didn't hold formal office hours, but I attended several neighborhood events, including a cleanup, Padres Latinos, and Neighbors Helping Neighbors. A consistent concern in East is ongoing anxiety around ICE and its impact on our community. I've also been very impressed by how residents have stepped up to support families, and I'm proud of that response.

Another ongoing concern is staffing at East, and we've also received multiple emails requesting additional support there. These were the main themes raised in East Somerville.

Is there anything else from office hours to report out?

C. SHORE Educational Collaborative Report

Member Eldridge: I attended one meeting as I continue getting acclimated. There was a review of financial statements, a vote on expansion of the master's degree program, and approval of new hires. The upcoming meetings will be important as they relate to budget approval. That is the current update.

Chair Ackman: My only request, based on my past experience in that role, is that once decisions are made particularly around tuition increases the district is notified as quickly as possible. I've seen firsthand how important it is to keep everyone informed in real time, so I encourage that practice going forward.

D. Field Trips: (Recommended action: approval)

MOTION: There was a motion by Member Biton seconded by Member Lippens, to approved the Field Trips listed below:

May 27, 2025-May 29, 2026, 27 fifth grade students from the Brown School will travel to Freedom NH Outdoor Classroom. Travel via bus, cost to student $175

June 12, 2026, 46 eighth-grade students from Healey School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, student cost $25

The motion was approved unanimously via roll call vote.

E. Acceptance of FY26 Grants Funds:(Recommended action: approval)

MOTION: There was a motion by Member Biton, seconded by Member Lippens, to accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below:

Private

Harvard Emerging Leaders Program- SHS Mentoring Program- $10,000

The motion was approved unanimously via roll call vote.

VIII. UPCOMING MEETING TOPICS

A. May

● MTSS, Special Ed Program Review

B. June

● OST Presentation, District Budget, MSBA Plans

Chair Dr. Ackman: This is a new agenda item requested by Member Pitone to help improve transparency around upcoming topics and what is on the pipeline. This reflects items planned through the end of the school year, though I can't yet confirm August items, aside from the MSBA vote we will need to take. We will continue refining this as we go.

At our next meeting in May, we are planning to discuss MTSS and the special education program review, and we will also likely have Bhavika's AAPI presentation. In June, we expect presentations on out-of-school time, the district budget, and MSBA plans.

Member Biton: I want to thank you, the superintendent, and the team for putting this together. It supports transparency and is helpful for all of us.

Chair Ackman: This is a new effort, so any feedback is welcome.

IX. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS

Superintendent Carmona: I want to remind everyone about an upcoming community design workshop hosted by the architect team on Monday, May 11th at the High School building at 5:30 PM. This two-hour session will focus on community design, including how spaces inside and outside the building are used. All are welcome to attend.

Chair Ackman: Great. I hope our new resolution comes into play there.

Member Pitone: On Saturday, May 16th, Ward 5 will host office hours from 10:00 AM to 12:00 PM at Zuruma Café on Woodbine Street. I will be attending along with State Representative Uyterhoeven and State Senator Pat Jehlen.

Chair Ackman: Thank you. I also want to remind my colleagues that Erica has done an excellent job organizing a spreadsheet of events. We're aiming to ensure at least one member is present at each, but from early May through the end of the school year is a busy period, so I encourage everyone to attend thoughtfully and balance commitments.

Mayor Wilson: On that note, my office is making progress on improving the public calendar. Our scheduler is working on a more streamlined way to share community events so people don't have to track multiple emails or piece together information. More on that soon.

Chair Ackman: That's very exciting. Thank you

X. CONDOLENCES

The Somerville School Committee extends its deepest condolences to the families of David A. Gardner, father to Ruth Ronan, coordinator of district communications. And to the family of Vera Ventura, TV media teacher at Somerville High School.

XI. ADJOURNMENT

The meeting was adjourned at 9:25 p.m.

Related documents:

Agenda

Technology update

Enrollment Update

Youth Health Survey

Submitted by: G. Silveira/E Garcia

Attach Documents Starting on the next page

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
City Council Chambers – City Hall
REGULAR MEETING – May 4, 2026 – 7:00 P.M.

Pursuant to Chapter 20 of the Acts of 2026, this meeting of the School Committee will be conducted via hybrid participation.

We will post an audio recording, audio-video recording, transcript, or other comprehensive record of these proceedings as soon as possible after the meeting on the City of Somerville website and local cable access government channels.

To ***watch*** *this Regular School Committee meeting live from home* please visit the following link: somervillema.gov/GovTVLive

Somerville Public Schools provides **simultaneous interpretation** of this meeting in Spanish, Portuguese, or Haitian Creole. **You must register 48 hours in advance and indicate your preferred language:**
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

Somerville Public Schools - School Committee Goals 2023 - 2025

In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with Somerville families, district staff, city government, and community partners. Our goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future.

1. Whole Child Teaching and Learning… we will:
   - prepare students to demonstrate strong literacy and mathematics foundation by grade 3, grade 6, and grade 10
   - provide all students with integrated classroom lessons from a high quality social-emotional learning curriculum that helps students value and develop their ability to build relationships with other students, to be self aware and socially aware, to self regulate, and to make responsible decisions
   - expand access to real-world learning experiences through students' participation in Early College, Advanced Placement courses, CTE, and/or other learning experiences that help students build critical 21st century skills, meeting with their college and career counselor in their junior and senior year, and students graduating with a defined post-secondary plan.

2. Equitable Access to Programming… we will conduct a district enrollment study to understand the prospective future population of the district and create and begin implementing a strategy for school building development, school assignment, and programming that aligns with the district's equity policy, and which is based on results of the enrollment study and the projected 10+ year plan for school facilities.

3. Workforce Diversity… we will increase the percentage of support staff of color, teachers and counselors of color, and administrators of color by 6% per group compared to SY22 rates through evaluating and strengthening all elements of our personnel system – recruitment, processes, training, retention, development, advancement, and staff data collection systems on which we base and measure our improvement efforts.

4. Equitable Resource Allocation… we will design, evaluate, and partially or fully implement student-based budgeting by 2025, or identify alternative mechanisms to more equitably allocate district resources.

ORDER OF BUSINESS

I. CALL TO ORDER
Call to order with a moment of silence and a salute to the flag of the United States of America.

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

III. PUBLIC COMMENT – In person
To participate in Public Comment remotely, please use the following Zoom link:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

IV. REPORT OF SUPERINTENDENT

A. District Report

- Technology update
- Enrollment Update
- Youth Health Survey

V. REPORTS FROM SUBCOMMITTEES

A. School Committee Meeting for the Rules Management Subcommittee: March 16, 2026 (member Biton)
Motion: to accept the report of the Rules Management Subcommittee for March 16, 2026

B. School Committee Meeting for the Educational Programs and Instruction Subcommittee: April 2, 2026 (Member Pitone)
Motion: to accept the report of the Educational Programs and Instruction Subcommittee for April 2, 2026

VI. UNFINISHED BUSINESS

A. MSBA

B. Resolution Supporting Inclusive Design for all Somerville School Buildings and Schoolyards (second reading)

C. APPOINTMENTS: to the Rank Choice Voting Committee and Public Financing of Campaigns Committee (second reading)

VII. NEW BUSINESS

A. UAW (Community School)-Integrated Contract
MOTION: to authorize the chair to sign the UAW (Community School)-Integrated Contract

B. Report Out of SC Coordinated Office Hours

C. SHORE Educational Collaborative Report

D. Field Trips:(Recommended action: approval)

May 27, 2025-May 29, 2026,	27 fifth grade students from the Brown School will travel to Freedom NH Outdoor Classroom. Travel via bus, cost to student $175
June 12, 2026,	46 eighth-grade students from Healey School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, student cost $25

E. Acceptance of FY26 Grants Funds: (Recommended action: approval)
MOTION: To accept all federal entitlement and continuation grants and all state continuation grants awarded to the Somerville Public Schools listed below:

Private
Harvard Emerging Leaders Program- SHS Mentoring Program- $10,000

VIII. UPCOMING MEETING TOPICS

A. May

- MTSS, Special Ed Program Review

B. June

- OST Presentation, District Budget, MSBA Plans

IX. COMMUNITY OR CALENDAR ITEMS FROM COMMITTEE MEMBERS

X. CONDOLENCE

The items listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

XI. ADJOURNMENT

For Simultaneous Interpretation in Spanish, Portuguese and Haitian Creole See below:

Español - Para Interpretación
Para **ver** la reunión regular del Comité Escolar el 4 de mayo a las 7:00pm, en vivo desde su casa, visite el siguiente Enlace y seleccione GovTV:
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Para poder **escuchar en vivo la interpretación en simultáneo de esta reunión en español, portugués o criollo haitiano**, debe registrarse y solicitar el servicio con 48 horas de anticipación e indicar su idioma de preferencia. Para registrarse haga clic en el enlace a continuación
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
ID de la reunion: 810 5048 0087
Contraseña: SPSSC25

Português - Para Interpretação
Para **assistir** à Reunião Regular do Comitê Escolar 4 de Maio às 19h, ao vivo de casa, visite o seguinte link e selecione **GovTV**:
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Para **ouvir ao vivo a interpretação simultânea da Reunião Regular em espanhol, português ou crioulo haitiano**, é necessário fazer sua inscrição com 48 horas de antecedência e indicar o idioma de sua preferência. Para se inscrever, clique no link abaixo:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

Kreyòl ayisyen - Pou entèpretasyon
Pou **gade** reyinyon regilye Komite Lekòl la, 4 Me a 7:00PM an direk lakay ou, vizite lyen sa a epi chwazi **GovTV**: https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Pou **w tande entèpretasyon similtane Reyinyon Regilye a an panyòl, pòtigè oswa kreyòl ayisyen**, ou dwe enskri 48 èdtan davans epi endike lang ou prefere a. Pou enskri, klike sou lyen ki anba a:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

The items listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE

Monday, May 18, 2026 - Regular Meeting

7:00 p.m. – City Hall Chambers

Members present: Member. Pitone, Member. Lippens, Member. Eldridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **Members Absent:** President Davis

I. CALL TO ORDER

The meeting was called to order at 7:00 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Ackman asked Superintendent Carmona to call the roll, the results of which were as follows: PRESENT – 8– Member. Pitone, Member. Lippens, Member. Eldridge, Member Green, Dr. Stellman, Mayor Wilson, Member Biton, and Chair Ackman. **ABSENT –**President Davis

II. AWARDS AND CITATIONS

A. Massachusetts Association of Schools Superintendent Award

- **Valedictorian- Tommy Vandewege**

Chair Ackman read a few words that Ms Maguire, Guidance Counselor for Broadway Community, had to say about Tommy Vandewege with admission to Smith College in the fall

- **Salutatorian- Lucas Oliver**

Chair Ackman read a few words that Ms. Ruiz Toro, Guidance Counselor for Broadway Community, had to say about Lucas Oliver with admission to Tufts University in the fall

Recesses were taken to celebrate the Valedictorian and Salutatorian of the class of 2026
Meeting Resumed @7:18

III. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

- Asian American Pacific Islander (AAPI) Presentation

My name is Bhavika Kalia, and I am currently a junior at Somerville High School. Today, I will be presenting a project that I worked on throughout the school year, especially in recognition of Asian American and Pacific Islander Heritage Month. Through this initiative, I wanted to highlight the importance of amplifying AAPI voices through a more inclusive curriculum.

To provide some background, I am currently leading a Community Action Project as a member of the AAPI Commission's Youth Council. I wanted to take on this role because there were many times when I felt invisible, particularly since Somerville has only about a 5% Asian population. I noticed there were many spaces where I did not see myself represented, and I wanted to help create that representation for students who look like me.

I also wanted to address gaps within the current school curriculum. My original idea was to craft a proposal to establish an Asian American history or experiences course. However, I realized that this would be a long-term initiative and not something I could fully accomplish within a single school year.

Instead, my updated project focused on amplifying AAPI voices by implementing culturally inclusive and comprehensive lessons within the pre-existing curriculum at Somerville High School.

Presentation Below

Comments/questions

Member Biton: Thank you for your presentation. I want to reflect on what you shared at the beginning about feeling

invisible. That is very powerful, and I want to acknowledge that and apologize for that experience. Thank you for your vulnerability and for turning those feelings into action. That is exactly what our district strives for, and you have demonstrated that through your words and actions in a meaningful way. What advice would you give other students who may want to take on big challenges or work toward change in our district, based on your experience with this project?

Bhavika: Thank you, that means a lot. I would say to other students: just go for it. We have amazing teachers at Somerville High School, and you will find someone willing to support your ideas. Also, try to find other students who share your passion. I worked mostly on my own, but I had strong support from my family, including my sister here today. Finding your people helps you stay motivated and keep going when things get challenging.

Member Green: Thank you. I want to echo appreciation for this work. Yesterday marked the 62nd anniversary of the Brown v. Board of Education decision, which reflects the vision of equitable education. However, curriculum has not always reflected that vision, and strengthening inclusive and accurate American history is both a moral and educational responsibility. I encourage continued advocacy for an AAPI history course at Somerville High School. There are broader efforts underway regarding cross-cultural studies and desegregation, including recommendations that high schools incorporate such requirements for graduation. While curriculum development takes time and coordination, I would be surprised if other districts with larger Asian American student populations have not already addressed this. I encourage both student advocacy and district support in exploring this further.

Although Asian American students currently make up about 5% of our population, it is one of the fastest-growing groups. We should ensure we are welcoming and inclusive, and not repeat past shortcomings in how new communities are integrated. This type of curriculum would be an important step toward that goal.

Bhavika: Thank you so much. I really appreciate it. That's very encouraging and inspiring, and it will definitely keep me motivated as I continue working on the elective proposal. I hope to come back next year with an update.

Chair Ackman: Thank you again, Bhavika. The committee is very excited to see what you develop should you choose to move forward with this project. We recognize it is a significant amount of work, and we appreciate your effort. Thank you. We will now move on to public comment.

IV. PUBLIC COMMENT

Chair Ackman read the public comment regulations and asked those who had signed up to comment at this time.

Ryan Williams, Ward 7, Kingston Street: I want to begin by acknowledging the strong budget document presented to the community. Thank you to Dr. Carmona and Dr. Breda for clearly outlining the district's financial changes. However, now that we have this level of clarity, we can also see where gaps and unmet needs remain. While we are achieving level service through administrative reductions, level service also means accepting level outcomes. The recent special education review highlighted that, despite strong commitments to inclusion, implementation is limiting progress for some of our most vulnerable students. Educators are doing important work using diagnostic tools, but there are limits to what is feasible for a single teacher in the classroom. Students with significant learning gaps for example, a third grader working at a first-grade reading level require supports that cannot be fully addressed through classroom instruction alone. For that reason, I urge the committee and the city to prioritize funding for digital reading and math interventions and continue the co-teaching pilot program. If funding constraints remain, we must also be clear about the broader plan whether that includes reallocating resources, pursuing partnerships, or advocating more aggressively for additional state funding. These decisions cannot wait until next year; they require immediate planning and action. I also want to note the connection between unmet academic needs and behavioral challenges, which relates to the need for the interventions and supports referenced in the MOU.

John Campbell, 150 Lowell Street: The first time I ever felt threatened by a gun was at school. It was a difficult time for me, around the anniversary of my brother's death. I was a 14-year-old student and had gone to eat lunch alone outside the art room. Students were generally allowed to eat in different areas, so I didn't think anything of it. I just wanted to be by myself. While I was sitting there upset, a school police officer approached and told me I needed to move. I asked if I could finish my lunch quietly, but I was told I could be suspended if I didn't comply. When I

continued to explain myself, the interaction escalated, and the officer placed a hand on his gun. At that moment, I did not feel safe. This experience shaped how I think about the presence of police in schools. Studies have shown that millions of students attend schools with law enforcement but without access to counselors, nurses, psychologists, or social workers. Schools with police presence also tend to see higher suspension and expulsion rates, which are linked to negative long-term outcomes. There are documented cases of students being disciplined or even arrested for minor actions, and concerns have been raised about the impact of police in school settings on student safety and well-being. While school resource officers may play a role in certain safety situations, research has also raised questions about their overall impact in schools. Our students should be able to experience normal emotions and behaviors without fear of criminalization.

Jessie Ratey -47 Church Street, Ward 3: I am here to speak about the recent SRO memo and to urge the superintendent and School Committee to continue the work already done toward a limited school liaison model rather than placing an on-site School Resource Officer. I am a parent at the Argenziano School, and my oldest child will attend Somerville High School next year. School safety and school climate across all schools are extremely important to me. During my recent conversations with hundreds of Ward 3 residents, including SPS educators, recent graduates, and high school students, I heard broad support for the innovative policing model previously developed and approved through a community process. At candidate forums, I also heard commitments to uphold those decisions. I encourage the district to honor that work and move forward with a model that maintains direct communication through a liaison, without establishing a permanent police presence in schools. Thank you for your time and consideration.

Kat Johnston, 82 Belmont Street: I am a parent in Somerville Public Schools, a former teacher, and a former employee of the Massachusetts Department of Elementary and Secondary Education, where I supported schools and educators across the state. I have spent much of my career working to help schools create environments where children feel safe, supported, and able to thrive. I am here tonight to speak against the proposed return of School Resource Officers in our schools. I understand and respect the concerns raised by high school administrators, particularly around coordination and communication during serious incidents. However, I do not believe that embedding armed, uniformed police in students' daily learning environments is the right solution. For many students in Somerville, especially immigrant students, Black and brown students, and students with disabilities, a daily police presence can undermine trust and belonging. Research also shows that school police presence disproportionately impacts these groups and can increase the likelihood of future involvement with the criminal justice system. We can strengthen safety coordination and emergency response systems without returning to an SRO model. During my recent campaign for School Committee in Ward 3, I spoke with hundreds of residents. I heard strong support for improved facilities, well-supported teachers, engaging curriculum, social-emotional learning, more recess and lunch time, and stronger special education and inclusion services. I did not hear calls for armed police in schools. I urge the committee, district, and city to reject the return of School Resource Officers and instead prioritize investments in mental health and behavioral supports, restorative practices, and resources that help students feel connected, supported, and ready to learn. Thank you

Jess Perez Adams, 3 Porter St: Good evening. I would like to speak about meaningful participation, because meaningful participation cannot exist where outcomes are already predetermined. Under IDEA, predetermination is a serious concern, as families are meant to be collaborative participants in decision-making, not informed after conclusions have already been made. At a systems level, district decisions can feel predetermined when, despite reports from parents, teachers, and students through crisis, dysregulation, school refusal, disengagement, and behavior the same conclusion is repeatedly reached: that students are doing well, even when district data suggests otherwise. The district's own special education and intervention review identifies inconsistent implementation of interventions, uneven MTSS systems, inconsistent instructional access, widening achievement gaps for students with disabilities, and significant variability across schools. These concerns are especially visible in programs such as Next Wave and Full Circle at the high school, which serve students with IEPs. Available data indicates disproportionately high suspension rates in these programs compared to district and state averages, raising serious system-level concerns. These are not isolated issues, but indicators of broader structural challenges that disproportionately impact students with disabilities

and students of color students who are often already experiencing exclusion and unmet needs. As we consider any changes that may increase police presence in schools, we must be especially mindful of how such decisions may impact these students. At the mayor's inauguration, it was stated that ADA compliance is the floor, not the ceiling. I agree with that then, and I agree with it now. We must ensure that all students are seen, supported, and meaningfully included in our systems. Thank you.

Molly Fraust-Wylie- (*Comment submitted*) Good evening, My name is Molly Fraust-Wylie. I'm an organizer with Safe Schools Somerville and I am a parent who has been working for many years to keep police out of our schools. My concern began when police were called on a first grader a friend of my now 13-year-old son. That moment made it impossible for me to ignore the impact of policing in schools. Since then, I have stayed engaged because I believe our children deserve something better.

It is hard to believe we are at this point again.

In 2023, after years of collaboration, civic engagement, and sustained effort—much of it with people in this room—our community worked together to halt the policing of children in our schools. That process reflected careful dialogue, shared learning, and a clear understanding of harm. Yet here we are again.

The memo circulated in late April does not acknowledge the depth of that community work or the legal guidance and clear next steps that were already outlined. Those steps could have—and should have—been followed. The unanimous vote in March 2023 reflected what many of us understood clearly: the existing MOU needed to be ended, and we needed to stop policing children in our schools.

I want to share a few facts that have stayed with me as a parent.

Between 2018 and 2021—over 180-day school years, across just eight schools in our district—Somerville Police entered and exited our schools 4,300 times. When I first heard that number presented in a school committee meeting, it was framed as a point of pride. As a parent, I found it shocking and deeply disturbing.

More recently, I learned that of documented student interactions with police, 60% involved students from Next Wave Full Circle, who represent just 6% of the student population. That level of disproportionate impact on an already vulnerable group of students is not acceptable.

This is why Safe Schools Somerville continues to advocate for limiting police presence in Somerville Public Schools and investing instead in what we know supports students: counselors, restorative justice programs, and training in anti-racism and implicit bias.

We are not asking to reduce safety. We are asking to redefine it in ways that actually support children.

We know that police in schools cause harm, and research shows they do not prevent the harms they are often brought in to stop. Students of color, students with disabilities, and immigrant students are disproportionately impacted. This is not about individual intent or training. It is about how policing functions in schools and the unequal outcomes it produces.

We also know that our community has consistently and clearly expressed support for alternatives. Students, educators, and families have repeatedly called for restorative practices, mental health supports, and investment in caring, not punitive, systems. Safe Schools Somerville has gathered and delivered hundreds of comments opposing the return of school resource officers, and students themselves have conducted surveys documenting their experiences and concerns.

Finally, we all want our schools to be safe. But police presence in schools does not prevent school shootings, and in many cases, it can create environments that feel more punitive and less supportive for students.

I urge this body to return to the recommendations of the subcommittee and the SLO model. Our Community wants to see a policy that limits police presence to what is required by Massachusetts law, ensures transparency and parent involvement whenever police are engaged, and shifts our resources toward counselors, restorative justice, and

supportive school environments.

Our children deserve schools that are safe because they are supportive—not because they are surveilled.

Thank you.

Molly Fraust-Wylie
Concord Ave, Ward 2
Safe Schools Somerville

Erika Uyterheaven-Good evening, esteemed members of the Somerville School Committee. Erika Uyterhoeven, 11 Wesley Park. I have the honor of representing part of our city as a State Representative, and I am also speaking today as a Nisei immigrant whose advocacy is rooted in protecting and standing in solidarity with immigrant communities. Recently, both the House and Senate advanced legislation known as the PROTECT Act, which seeks to limit state and local law enforcement cooperation with ICE. While I support this as a step in the right direction, it is also important to recognize what the bill does not address. To illustrate, I want to share the case of a student at East Boston High School, Orlando, who was involved in a lunchtime argument that was documented by a school police officer. That report contributed to Orlando being labeled as a gang-affiliated individual in a database, despite having no criminal record. He was later detained by ICE for over a year and deported. This is one of several documented cases where youth have been impacted by information originating in school-based policing contexts. It highlights how school policing can contribute to broader enforcement systems with serious consequences. I want to be clear that the PROTECT Act does not eliminate ICE access to certain law enforcement databases, which continue to raise concerns about accuracy, transparency, and due process. Both the legislation and prior discussions by this committee, in my view, focus too heavily on individual conduct and not enough on the broader systems of policing and their connection to surveillance and deportation pathways. I urge you to consider how routine school disciplinary interactions can have far-reaching consequences for immigrant students and students of color when connected to these systems. Thank you.

Kevin Foster, 334 Putnam Street, Ward 3: My comments tonight are regarding the school climate and safety memo. It would be a failure of all parties to return to the status quo of School Resource Officers. Doing so would ignore the significant work the School Committee undertook four years ago to bring stakeholders together and develop an MOU that removed policing from schools. While I appreciate the request for additional data and input, this is not a blank slate issue. Reinstating an SRO model would disregard extensive community engagement, including meetings, surveys, two MOU proposals including one from Safe Schools Somerville and broad public testimony opposing SROs. Somerville also faces a broader issue of institutional inertia around policing, where proposals that reduce police presence are often delayed or set aside. This risks reinforcing the status quo rather than moving forward with prior commitments. At the same time, significant municipal resources continue to be directed toward policing-related expenses, while the school district faces ongoing funding constraints. I urge the School Committee not to step back from its prior work or become a secondary partner in this process, but instead to continue developing an MOU that does not include School Resource Officers in schools.

Jess Wygoda 26 Grandview Avenue: I strongly oppose the reintroduction of School Resource Officers in our schools. Thank you.

Marcia Norh-Bochway 22 Richardson Street: I am here today to take a strong stand against police in schools. Four years ago, two significant incidents occurred, including a school administrator using a racial slur in an interaction with a student of color and an incident involving police aggression toward an SHS student. These events prompted students and community members to advocate for change, including a letter to district and city leadership calling for the removal of police from schools, implementation of restorative justice programs, district-wide anti-racism training, and an independent equity audit. In March 2023, the School Committee unanimously adopted policy recommendations

to remove police from Somerville Public Schools. I am here now to defend that decision. During my time as a student, I was involved in multiple leadership roles, including athletics, school improvement work, and student representation. Through these experiences, I saw the importance of trusted relationships in schools. After COVID, community engagement specialists played a key role in rebuilding those relationships, becoming trusted adults for students and helping to de-escalate situations before they escalated. Introducing police into schools risks undermining the sense of trust and belonging that has been built. Somerville is a diverse community, with many languages spoken and students from a wide range of backgrounds, including those who may have negative or fearful experiences with law enforcement. Fear should not be part of the school environment. I urge us to uphold the commitment made to keep police out of schools and continue working toward a safer, more supportive environment for all students.

Derrick Rice 49 Craigie Street, Ward 3: I want to add my voice to those in the community rejecting the idea of bringing police into our schools. This approach is at odds with the work the city has done over the past several years. Since at least 2020, Somerville has been engaging in a broader conversation about reducing overreliance on police and investing in more holistic public safety services. Thousands of residents have called for shifting funding toward alternatives to armed first responders, and city-led efforts have reinforced the importance of social workers and community-based supports. It is concerning, then, that school district leadership is now considering police as a solution to student behavioral needs, when the broader community has been moving in the opposite direction. An SRO at Somerville High School would effectively be a full-time patrol officer position funded through the school budget. That is a significant cost that could otherwise support school-based social workers or other student supports. Both options involve resources, but I believe school-based social workers provide more effective support for students. I urge the committee to choose an approach that aligns with Somerville's stated values and prior commitments.

Abby Hare, 18 Wesley Park: I have children at Capuano and East. I want to start by noting that more than 100 people have emailed in support of increased school funding, which reflects how deeply this community cares about students and schools. District data shows that too many students are not meeting academic benchmarks, and addressing this requires meaningful investment in interventions and student supports. One key priority should be hiring more interventionists to provide targeted, flexible support so students can receive help before they fall further behind. Interventionists can work with multiple student groups and also serve as instructional leaders within schools. We also need continued and expanded investment in co-teaching. Early results from co-taught classrooms at East have been promising both academically and in supporting inclusive learning environments. Effective programs should be expanded, not limited. I understand this is a challenging budget year, but I urge the committee to advocate strongly for students and ensure that school needs remain a city priority. Investments made now will have long-term benefits for academic outcomes and school communities.

Anna Feingold, 95 Franklin Street, Ward 1: I have a child at East End Elementary. I will reserve comments on the SRO issue for another meeting. Tonight, I want to focus on the importance of funding interventionists and expanding the co-teaching model. My family has directly benefited from access to a reading specialist this year. We have seen significant growth in our child's reading skills through consistent small-group instruction that was not possible in the general classroom alone. This support helped not only academic progress but also maintained our child's confidence and love of learning. This experience showed us how effective early, targeted intervention can be when students receive the right support at the right time. Not all families have access to these services, and that inequity is a concern. Interventionists are an effective investment, but they require intentional funding beyond level service. I urge the district to prioritize these supports so more students can benefit.

Eric Ludwig, Berkeley Street, Ward 3: Good evening. I have been a regular participant in these meetings, both in person and online. I reviewed the most recent memo and video from the last session, and I am deeply frustrated. Our community invested significant time and effort into examining the issue of School Resource Officers in schools. Students, parents, educators, and researchers including work facilitated through Harvard-led focus groups contributed to a thorough, multi-year process. The conclusion of that work was clear: there was not support for returning SROs to

schools. This Committee previously recommended pursuing a school liaison model rather than SROs, and supported development of an MOU aligned with community input, including proposals from Safe Schools Somerville. That process reflected a shared commitment to keeping police out of schools while still addressing safety concerns through alternative approaches. State guidance establishes a baseline requirement for MOUs, but communities can and should go further. Somerville has the opportunity to continue building on that work rather than reverting to a model that the community has already rejected. We have also seen alternative proposals, including those focused on youth justice and community-based approaches to safety. These efforts were intended to strengthen not replace the collaborative work already done. I urge the Committee to follow through on the 2023 recommendations and adopt an MOU that maintains the decision to keep police out of schools.

Donji Felix, 40 River Road: I am a current student at UMass Amherst and a former Somerville High School student who advocated for the removal of school-based officers. From my experience, the school environment shifted positively after SROs were removed, becoming more of a true community. That change was supported by intentional relationship-building and investment in community-based supports. A police presence in schools is not a substitute for meaningful engagement between students, staff, and support systems. While I can only speak from my own perspective, I do not believe an armed officer contributes to a sense of safety for all students. I urge the Committee to continue supporting models that keep police out of schools and prioritize community-based approaches to safety and support.

Zoom Public Comment Sign-up

Isabella Milanoski Hello, my name is Isabella Milanowski. I am a resident of 31 Oak Street and I graduated Somerville High School in 2021. And I wanted to leave a comment on adding school resource officers back to Our high school community. I just want to share a short story from November of 2014. I was a student at the Argenziano The Argenziano Public School and I was sitting in the office waiting to get picked up for a dentist appointment. It was the day after Tamir Rice had been killed by a police officer. He's a young boy, a 12-year-old boy who was killed in Ohio by a police officer because he had a toy gun that the officer felt threatened by And I overheard from a couple of cops sitting in my school lobby that one of them said, and I remember it very specifically, she said, I don't care if it was a banana I would feel threatened by that, and I feel like I may have to act. A school police officer said that in the lobby of my school building when I was a child I think at this point, if the police community has lost or has never had trust with the school community, I think that is their, their issue to solve off of our off of our school floors. Thank you.

Melissa Duarte Florence Terrace, Somerville. I'm an AIM parent. I keep hearing some families are happy to move to the Argenziano, but families need to understand they are not being asked, they are being told. Meaningful participation does not mean informing the parents after decisions are made. Meaningful participation means families are included Before placement decisions are finalized and with the ability to discuss concerns, review data, consider alternatives, and participate as equal IEP team members. Informed consent is not the district announcing a unilateral placement change and are expecting families to quietly comply afterward. Many families don't even realize that they have procedural safeguards, the right to disagree, requests reconvenes Ask questions, seek individualized consideration for their child. That matters because these students have already experienced years of instability caused by systemic district failures COVID disruptions, emergency school moves, inconsistent supports, and now another forced transition being minimized as merely a location only change. For disabled students, environment, predictability, staffing Peer relationships, transportation, and safety are part of educational access. Right now, families are being put in the position we're advocating for their child gets refrained as being difficult, and silence is being treated as an agreement This is coercion, not consent, not collaboration. And before the district and the city finalize their budget, they should budget for meaningful team reconvenes, family participation, compensatory supports, and actual safety upgrades Because as of today, there is still no clear public timeline for the crucial fencing and safety improvements at the Argenziano site. Students with disability deserve better than instability crisis response and decisions made without or their families. Thank you.

Charlotte Walker 39 Oliver Street in Ward 1. I have a second grader and a fifth grader at East Somerville Community School, where I serve as the co-president of the PTA and the CPAC school representative. I also work at the high school as a college and career counselor Or advisor, but tonight I'm speaking as a parent and a community member, and I'm here to express my support for more special educators, as well as more reading and math interventionists I asked my 5th grader about his co-taught fifth grade classroom, and he said that there's a lot more students who still need help Even he notices the strain in the classroom. And it's not just this year, his whole time at East, he's noticed a strain in the classroom. He talks about classmates who need more support and who aren't always getting it, and at the same time, there are students who are ready for more, but they're becoming bored and disengaged already because the teachers are being asked to do too much for too many students
At once. And it's not a criticism of our educators. It's a sign that they need more support, right? We need these specialists So also as the city discusses how to respond to student behavioral challenges I hope we invest in prevention. Special educators, interventionists, they're not extras. There's some of the most important tools we have for helping students stay engaged, confident and connected to school. Our students are capable of so much more, and I really hope the mayor and the school committee invest more to help them have the support to reach what they are truly capable of. Thank

Kelsey Clark 67 Church Street: I'm a high school special education teacher at CRLS, a licensed social worker and the parent of a first grader at the Ogensiano. I'm speaking today to urge the committee not to provide funding for an armed SRO at SHS And to advise the superintendent to seek out alternatives for addressing the safety needs of the high school There's a popular misconception that we in schools need to balance student safety with student belonging. Yes, of course, we want all kids to belong, but we need to focus on student safety. But this isn't true. Student safety is student belonging. Schools can only be safe when all, not just some kids feel a true sense of belonging at school the feeling of being authentically known, seen, valued, changed, and accepted. The presence of SROs in schools erodes that valuable and elusive sense of belonging, and thus threatens school safety. There's so much research that tells us this. SROs in schools lead to more surveillance, inappropriate sharing of student information, and an atmosphere of coercive control and distrust in school, particularly for kids of color and students with disabilities. I've seen these effects firsthand as an educator. When we asked armed police officers to patrol our schools, we send our students day by day an insidious message that we do not trust them that we fear them, and that we as educators are not equipped to meet their needs. But the good news is that we actually do know how to make schools safer, because we know how to make schools places where every kid belongs. We can hire, entertain, and educate our workforce that matches the diversity of our student population. We can train educators in de-escalation, anti-racism, and restorative practices We can make sure that every kid has at least one adult who really knows them and their family. I understand that there may be real concerns about emergency response coordination at SHS, but our answer to those problems cannot be to bring in an armed police officer The known cost to student belonging and school safety are simply too great. We can, and we must do better Thank you.

Joh Link Bigelow Street: I am here today to, I guess, agree with so many other people before me. Member Green asked, I think, exactly the right question when he asked what problem will an armed and uniformed officer solve? And I haven't heard in that In that meeting in the end of April, I didn't hear an adequate answer to that, and I don't believe that there is one, if I'm honest. The research is clear. SROs do result in more arrests, police referrals, suspensions, expulsions, higher absenteeism, and impacts that are felt far higher for black, brown, and disabled students, twice as much, in fact. So I hear our admin when they say that they need support, and I want them to have that support. They should have support from social workers or mental health providers, school counselors Mr. Rice was exactly right in, pointing out that as a city, we're moving in a direction where we're understanding that alternative response is the correct way to help people, and we need to do that in the schools as well. So I'm asking that the school committee and Dr. Kimona Our superintendent take a really long, hard look at all the work that's already been done by the school committee, by the community, and really focus on that, as opposed to trying to just go turn the clock back. Thank you very much.

V. APPROVAL OF MINUTES

- **April 6 2026**

MOTION: There was a motion by Member Green, seconded by Member Lippens, to approve the April 6, 2026, regular School Committee meeting minutes.

VI. REPORT OF SUPERINTENDENT

A. District Report

Notes- Superintendent Update: School Committee Meeting- Monday May 18, 2026

Superintendent Carmona: First of all, everyone, again, we thank you for your participation and your feedback. As I said in the past, this is what makes a community. So I want to start by recognizing Haitian Flag Day and celebrating Haitian Heritage Month. So yes, that's It is It is a great moment to celebrate, and it is an honor and a privilege to recognize our Haitian brothers and sisters and our students of Haitian heritage on National Haitian Flag Day. So earlier today, I was proud to join Mayor Wilson, City Partners, and the community members at the City Halls, at the city's Haitian flag raising ceremony at City Hall And I just wanted to highlight to our Haitian community members to thank them for the gifts of joy, resilience, and determination that they bring to our district and to our city, and we are proud to stand alongside them in support and in partnership. So I just wanted to make sure that we recognize and we acknowledge and also celebrate their presence in our district.

Chair Ackman: I work at the State House and on, I'm pretty sure it's May 26th. There's going to be a celebration because the Haitian soccer team is one of the teams that's going to be playing at the World Cup. And there is a player who is from Massachusetts, I think Everett, it might be Melrose, Franzi Pirot. And there'll be a celebration at the State House for those, especially college students who might be home if you have time on Tuesday, May 26th, it's open to the public. It's supposed to be like a really wonderful celebration, just building on that Hope to see some of you there

Superintendent Carmona Continue with report: I also want to thank Bhavika for her report, which thank you, Bhavika. I think I think she thoughtfully highlighted the experiences, histories, and the contributions of Asian American and Pacific Islander communities Within our schools, our AAPI students and families bring extraordinary gifts linguistic, cultural, and academic richness to our community and remind us of the importance of belonging and visibility. So you said it well, Bhavika. I think the contributions that they have brought in terms of solidarity and nonviolence movement As well as enriching our community is something worth celebrating, so thank you for the work, and thank you for bringing your voice into that. Thanks And so now I want to kick things off by expressing my gratitude to students, families, and the broader community for collaborating on a budget that keeps our services in place and adds targeted investments and roles in coaching, interventions And social-emotional programming at a time in which other communities are experiencing a severe contraction in the services they offer as well as some of them are facing layoffs and again, financial hardships that are very difficult to navigate in such a time of contraction. I also want to acknowledge the mayor and the school committee for navigating a budget shortfall and the local level at the local level and is still deciding to continue to invest in our schools at the levels beyond our peer districts We often say, don't tell me who you are, show me through your actions, and our budget does exactly that Before we get into tonight's presentations, I also want to update the community on the process underway as we explore ways to collaborate with SPD to address challenges that have been brought up to our attention by our high school principals Family focus groups at Somerville High School and Next Way Full Circle have already begun, and additional opportunities for engagement will continue in the weeks ahead. We will also be releasing a broader survey to ensure we are hearing from students, families, and staff across a diverse linguistic, cultural, and socioeconomic backgrounds I also want to make sure that the information that was shared tonight will be part of that discussion, so I thank you for your participation. So as you know, our goal is not simply to hear from those with the greatest access to these conversations, but to create a space for broad community input That reflects the full range of experiences and perspectives within our schools. I want to thank SFLC for leading the way in ensuring a process that uplifts all voices and not just the most visible ones. And I

also want to reiterate, this is not a done process. We are not engaging in this process with a definite answer in mind So I just wanted to respond to the principal's concern and to make sure that I hear from all the different constituents. We're going to have our principals come to the next meeting, and so we will continue to, again, elaborate in our process and thinking around this subject and switching gears tonight, I'm pleased to provide an update on the ongoing development and the implementation of our multi-tier system of support across Somerville Public Schools. So this work reflects our commitment to ensuring that every student has access to the academic, social, emotional, behavioral, and instructional supports they need to thrive. So over the past year, we have continued building stronger systems, deepening staff collaboration and refining practices to better meet the diverse needs of our students This work is grounded in our district's strategic priorities and is strengthened through our partnership with Boston Children's Hospital, whose expertise has helped guide planning, professional learning, and implementing and implementation efforts. So Dr. Boston Davis will provide us with an overview of MTSS, highlight the progress made this year, and outline the next steps as we continue building equitable and responsive systems to support our students. With that, I'm going to have Dr. Jessica Boston-Davis

- **MTSS Presentation**

Dr. Jessica Boston Davis: Good evening, everyone. I'm joined by Amy Candelora, Assistant Principal at the AFA School, to help ground this discussion in the work happening at the school level. She will share what this looks like in practice as I speak about the district systems we are working to strengthen. I also want to acknowledge Katie Gately-Gahant, our MTSS specialist this year, and Nate Harris, our partner from Boston Children's Hospital, who contributed to this work and presentation. Presentation Below

Comments/questions

Member Lippens: Thank you for the presentation. MTSS is often discussed as a framework, but at its core it reflects the daily work of educators and staff, starting with strong Tier 1 instruction where students spend most of their time. I appreciate the district's investment in high-quality curriculum and coaching to strengthen classroom instruction and ensure staff understand available supports.

My question is about implementation. Child study teams and interventions vary across schools, and supports are not always implemented consistently. From a budget perspective, what staffing or resource gaps may be contributing to this, and how are we ensuring equitable and effective use of resources to support Tier 2 and Tier 3 interventions?

Dr. Boston Davis: MTSS work in SPS has been a focus for several years, but past efforts have been inconsistent, largely due to capacity and lack of a clear system-wide structure. This year, the addition of an MTSS specialist is a positive step. Moving forward, strengthening district leadership, particularly through the Director of Equity and Excellence role can help ensure consistency and provide principals with stronger support in implementation. In addition, the proposed budget includes adding interventionists, which would expand Tier 2 and Tier 3 supports, particularly in math, across the district.

Ms. Candelora added that while having staff to deliver interventions is essential, building capacity and having ongoing conversations is equally important. Drawing on her prior experience as a literacy and instructional coach, she emphasized the importance of setting clear team expectations. She noted that although she is one member of a larger team supporting child study, MTSS requires shared, schoolwide understanding and consistent practices. She referenced the idea of a handbook, explaining that she has developed one for the Argenziano child study process, which serves as a resource for classroom teachers. If a question arises, staff are encouraged to consult the handbook first; if something is missing, it can be added collaboratively to ensure clarity and consistency. She added that while interventions are important, MTSS requires broad, creative problem-solving since students may experience a wide range of needs. This makes it essential to have the right people at the table to think flexibly and identify available school resources. She concluded by expressing appreciation for Somerville Public Schools, noting that based on her experience in other districts, she feels committed to and supported by the resources available within the system.

Member Eldridge: I really appreciate the overview. It's something I've been looking forward to learning more about,

so thank you. I also want to emphasize the importance of strengthening family engagement. I think it would be really helpful to have a concrete example to better understand what this looks like for a student who may be struggling. For instance, could you walk us through what happens when a child completes a screener and what happens next, including how supports are provided? There is a lot of important language in this work, but for some of us it can be difficult to fully grasp without a practical example of what it looks like for a student who is struggling.

Dr. Boston Davis: On a high level, let me use DIBELS as an example. When students are screened in the fall, a second grader who scores in the "intensive" range just below grade level would be identified for a reading intervention group with a reading specialist. Reading specialists use DIBELS data to form groups and may support multiple groups per day, with about 36 students in their caseload per cycle. In terms of family engagement, the first point of contact should be the classroom teacher. Families also receive a DIBELS report outlining student results and placement, as well as a letter from the reading specialist confirming intervention group placement. If a student is identified for CST, a family intake form is also sent home.

Ms. Candelora: I can give an example. If a child is in a reading group but is not making the expected progress or is demonstrating needs outside of what we would typically expect, the reading specialist may bring the concern to CST or first collaborate with the classroom teacher to determine what additional interventions can be put in place at Tier 1. Parents are informed at all points in the process. If there are concerns within a reading group, the reading specialist reaches out right away so families know what supports are being provided. If a child is referred to Child Study, the referral form specifically requires documentation of when and how the parent was informed. At Argenziano, for example, we are intentional about ensuring parents are not surprised by this process. The same approach applies across supports, including when a student is working with a math interventionist, where families are also kept informed.

Dr. Boston Davis: I do want to add that, while families are not typically part of Child Study Team meetings due to the structured and time-bound nature of those meetings, families should absolutely be offered the opportunity to follow up and discuss concerns at a time that works for both the family and the school. That follow-up should include reviewing notes, talking through what was discussed, and ensuring families have clear contact information and next steps. This is an important part of what MTSS should look like in practice. That said, I am aware that this is not yet the experience for all families, and this is an area where we need to strengthen consistency across the district.

Member Pitone: Thank you for that whole description. I am very excited and impressed with the district's evolution over the past several years, from where we were to where we are now, while also recognizing there is still more work to do and appreciating the areas of concern that were flagged. I may have missed it, but I am curious how families are made aware that they can request consideration for their child if they have concerns. How do we ensure equity in access so that families with more resources are not more likely to navigate or initiate that process? I also want to emphasize the importance of using accessible language for families, since terms like "Child Study Team" and "MTSS" are not always easily understood.

Ms. Candelora: So I can give an example without giving too many details. I had a parent whose child they were worried about, and they came to me as the assistant principal. I talked with them about their concerns and said that it was something I hadn't previously considered, and that we were going to have a CST meeting. I asked for their permission to move forward and meet about the child. The parent asked what CST was, and I explained that it is a team of staff with expertise who come together to design interventions to support the child. The parent was very receptive, and we moved forward from there. As someone who is present in the school, along with Ms. Soto, we are often contacted by parents with concerns, and we do have those conversations frequently. I do agree this is something we could also highlight more in our newsletters. In addition, if a teacher is made aware of a concern by a parent, that can also initiate a referral.

Dr. Carmona: Can I just add a little bit? I think we skipped over a key piece. We talked about MTSS as being everything we do. When a student struggles for example, in fourth grade with fractions that can create confusion or anxiety for the learner. Our response has to include the teacher-student relationship, family communication, and instructional adjustment based on what we're seeing. I believe we need to approach this with a "researcher mindset," continually asking what is driving the struggle and how we adjust instruction in response. There is some variability across the district in how consistently that mindset is applied. Student learning is not linear, so when students struggle, we have to consider whether it's the content, the instructional approach, or the need to break the learning down differently. We are not fully there yet, but we are moving toward stronger alignment and practice.

Member Green: I want to build on Member Lippins' question. I also have firsthand experience with past communication challenges around MTSS. I learned after the fact that my daughter was receiving reading and vision services, which were very effective, but the initial communication was not there. I know we are working to improve that. My question is for the superintendent. The original budget included an MTSS director, but I understand the current plan is to have the Director of Equity and Excellence oversee this work. Is that based on current realities or perceptions? What would we gain with a dedicated MTSS director, and what might we lose by housing it under Equity and Excellence?

Dr. Carmona: The CST work is housed in Student Services and remains aligned across the district. We are looking to strengthen it by improving consistency, supervision, and accountability through a role with administrative capacity. Previously, this work did not have the level of supervision a dedicated structure would provide, and we believe that added structure would improve implementation. Equity work is directly tied to student outcomes, and with that in mind, I am reconsidering whether a separate MTSS director is the best use of resources.

Member Green: Clarifying question, so to be clear, is this an evolution in your thinking since you previously suggested that, if we had the funding, we would include an MTSS director?

Dr. Carmona: We have increased coaching, but we are still not where we need to be, particularly around Tier 1 instruction. As we strengthen this work, I believe we are better served by aligning support within Student Services and the equity role, with greater coordination between them. So yes, I am rethinking how best to structure that investment.

Member Biton: I have not fully read the report, so I appreciate the summary and the way it was contextualized for our district. I also appreciate the clear outline of future work and the thoughtful, balanced approach to addressing these priorities. I'm interested in the school-to-school learning that has already taken place, and how you envision scaling it with a larger cohort next year, both logistically and in how you'll build on what's already been learned.

Ms. Candelora: I would say our administrative team is really solid, with strong ongoing collaboration among assistant principals who facilitate the Child Study Team. A key area of growth this year has been observing one another in practice, which has strengthened shared understanding and consistency in how we support students and communicate with families. I am one part of a broader team supporting Child Study, and we also have a schoolwide effort supporting MTSS. We still have work to do, particularly around strengthening Tier 1 supports, with the goal of making the system more consistent, manageable, and effective for all students.

Dr. Boston Davis: To build on that, next year, I hope we continue the cohort model with schools meeting regularly in a structured way focused on MTSS and Child Study Team practices. An enhancement will be a mentorship structure, where Cohort 1 leaders support Cohort 2 leaders, likely assistant principals, to share systems and best practices. We will also continue observations, rubric check-ins, and MTSS summits, with intentional learning built from the prior cohort.

Ms. Candelora: And to add, we have three different schools in the cohort, and each has a distinct context. For example, at the Capuano, which is part of Cohort 2, the student experience is different, with students potentially there for one to three years. Their focus is primarily early literacy, but also includes areas like environmental print, and they may have different needs such as executive functioning or use of tools like iReady. As we bring all schools onto the same page in

terms of MTSS and Child Study practices, we will continue to learn from one another and refine our approach.

Dr. Boston Davis: The handbook that Ms. Candelora described will be enhanced by incorporating best practices from other cohorts and will ultimately become a district-wide handbook.

Member Biton: That cross-pollination, mentorship, and learning really take advantage of the tremendous instructional leadership and thought leadership we have in our district. I'm glad we're leveraging those resources to support students and strengthen best practices. I also support developing a district-wide handbook, or whatever we are calling it. I think that's phenomenal. Thank you.

Member Lippens: Thank you, through the chair. I'm really excited about this work and the strong structure that's been established. I'm wondering how we are ensuring that students furthest from justice are prioritized, especially given limited resources. I also heard Dr. Carmona speak about focusing on student outcomes, and I'm curious how we're balancing meeting the needs of all students while intentionally prioritizing those with the greatest needs.

Dr. Boston Davis: That is a fantastic question. I don't have a clear, succinct answer yet on exactly how we will do that, but I think it raises an important vision for keeping students furthest from justice centered and prioritized within our systems. I'd like to bring this back to the team to better understand current practices and how we can strengthen consistency, and I would come back with a more developed response. I really appreciate the question and see it as an important guiding lens moving forward.

Ms. Candelora: The Argenziano is a very diverse community, and we see students who need varying levels of support. Equity and justice are at the center of this work. We focus on supporting all students, especially those who may not have the same voice or access, and that is the core of MTSS and Child Study.

Member Eldridge: Moving forward, will we be able to see data as we build on this structure for example, how many students are being referred, how many students we are able to meet the needs of, and related outcomes? As we look at budgeting and planning going forward, having a clear understanding of where needs are and ensuring we have the appropriate staffing and supports seems important, and it would be helpful to understand how this work is evolving in real terms.

Dr. Boston Davis: Absolutely. That's a great question. The data exists, but it is not consistently tracked at the district level. Moving forward, the answer is yes, we should be able to provide that data in a more consistent way. I will also add that as a goal for myself in the slides, as it is a best practice.

- **Special Education Review**

Dr. Carmona: This serves as a segue into special education. While MTSS does not lead directly to special education, it does connect to the work happening in that area. I know everyone is eager to hear from our department regarding the feedback we have received, as well as the results of the commissioned study conducted with one of our partners. With that, Director Ildefonso is here to share what is working and outline our next steps.

Ildefonso Arellano: My name is Ildefonso Arellano, Director of Special Education. Today's presentation will be divided into two parts. First, we will hear a summary from the Advancing Parent Professional Leadership and Education (APPLE) group on the work completed this year and the work moving forward. The second part of the presentation will provide an overview of the recent review process, including the LEA determination and our next steps as we continue planning and aligning our efforts to better support our students. With that, I will begin with the APPLE Institute.

Member from the APPLE Institute introduce themselves

Sarah Krakauer member of SEPAC.
Sam Steiner member of the SEPAC and current chair of the SEPAC.

Jess Perez Adams, SEPAC co-secretary and PTA officer for the Kennedy.
Abby Hare, member of SEPAC.
Marissa McDonald Assistant Director of Special Education.

Presentation below

Comments/ Questions to APPLE Presentation

Member Green: On behalf of all of us, thank you. We're incredibly grateful for this work, especially those volunteering your time. A consistent theme tonight has been the need for stronger systems, structures, and resources. We also know there's a constant balance between funding direct services and building the capacity to support them effectively. If we could make just one additional investment in next year's budget, what would have the greatest impact?

Jess Perez Adams: Listen to the children. They communicate their needs through their words and behaviors. As a parent of three neurodivergent children, I've learned that behavior is communication, often reflecting an unmet academic or emotional need. It's our responsibility as adults to listen, understand, and center the voices most impacted by our decisions. If we do that, we can better support all students. Thank you.

Member Biton: I want to echo Member Green's thanks and appreciation for this work. Across both sides of this partnership, I've heard how valuable it's been, and that's clear today. What I'm hearing is a shared understanding that we need to identify needs early and provide supports. The question is how we do that—through systems, direct services, or both. I appreciate the thoughtful discussion.

Member Pitone: I'm really impressed with the tangible work your team has done, including the quick start guide and data input system. It's thoughtful and impactful. I'd encourage not moving too quickly to eliminate questions, since feedback is still coming in across schools and will strengthen the work over time. I look forward to seeing how this evolves and the recommendations that come from it. Thank you and bravo.

Member Lippens: If I'm a parent listening and I want to get involved in SEPAC, can you share when the next meeting is and where we can find information to join? And briefly, why is it important for parents to be involved?

Sam: I'd love any parent watching now or later to join us. Our next SEPAC meeting is May 27, where we'll share recent election results and vote on new bylaws. We'd really encourage participation and feedback, and it's a great space for conversation and community. We also have an active parent community, including a WhatsApp group, newsletters, and an email list. Updates and resources are shared regularly on our website, and parents can always reach us at SomervilleSEPAC@gmail.com. We're also planning an end-of-year celebration on May 28, with more details to come. To answer Member Green's question, I would say student-facing staff are essential. Without them, access to learning, social connection, and belonging doesn't happen. Strong staffing, along with consistent training and professional development, ensures all students are seen, understood, and supported in inclusive environments.

Member Eldridge: It's been a pleasure working with all of you, both as CPAC chair and as a parent. Seeing everyone come together around shared goals has been meaningful, and the dedication to students is clear and deeply appreciated. I also wanted to see if anyone else would like to respond to Member Green's question about budget priorities.

Abby: I agree with Sam. The most important factor is the people working directly with students. Systems matter, but they only work when consistently implemented by staff who are supported and engaged.

Member Biton: I would love to hear further updates on this work as it progresses both in six months and in a year. This feels like an important start, and I'd be interested in seeing how it continues to evolve.

Director Ildefonso continues with the second presentation This presentation will provide an overview of the Special Education Intervention Service Delivery Review. Marissa will summarize the 102-page report, followed by a summary of

the 2025–26 IDEA LEA determination. We will also review key findings and initial priorities for district improvement planning.

Member Biton: To Director Arellano and Assistant Director McDonald, thank you for the clear and thoughtful presentation. On slide 12, you note that by June 2027 the district will complete a coherent, sequenced professional learning plan. Can you share the timeline for developing that plan specifically, whether it's a multi-year framework, such as a five-year plan?

Director Arellano: This stems from last year's Needs Assistance designation, which required a targeted goal and implementation plan. Based on the review findings, we are focusing on Tier 1 instructional practices. We will work with EmpowerEd and the curriculum department to develop a comprehensive, district-wide professional development plan to support educators and meet this goal.

Member Biton: I'm trying to understand the implementation timeline. Is this a self-implementing plan once developed, or an ongoing effort?

Director Ildefonso: This is not a one-time initiative. While there is a June 2027 target, the work is ongoing and will continue as we build and sustain it over time.

Chair Ackman: I just want to clarify the use of the acronym LEA. It stands for Local Education Agency, which is the state's term for a district or, in some cases, a charter school organization. In our context, it refers to the district.

Member Green: Your presentation highlights a key paradox in public education—change often takes 5–6 years, while superintendents typically serve about 3. It seems some of the work started under Superintendent Carmona is now showing early results, especially in culture and MTSS. As you plan forward, how do you balance staying the course and resourcing current strategies versus knowing when to adjust or change direction?

Director Arellano: This is work we've been building over the past two years and continuing into year three. It's not a change in direction, but an extension of our focus on inclusive practices so students can access learning in general education settings alongside peers, which research shows improves outcomes. Specialized programming will still be needed, but the goal is to strengthen both.

Member Eldridge: It's encouraging to see the LEA determination move to Meets Requirements, while also recognizing we still have work to do given achievement gaps for students with disabilities. How are you defining success beyond compliance, and what measures will show whether we're on the right path? Can we expect updates on those indicators, beyond MCAS?

Director Arellano: MCAS is one data point the state uses, but we also look at placement, access to general education, and levels of support, especially as we expand co-teaching. We also use growth data from i-Ready, DIBELS, and other assessments to track progress. While state benchmarks provide a comparison, our goal is to go beyond compliance and close achievement gaps for students with disabilities.

Member Eldridge: You mentioned DIBELS and i-Ready data. Is that data available in a way that allows us to specifically review outcomes for historically marginalized student groups?

Director Arellano: Yes, that data should be available through Open Architects. We can definitely pull and disaggregate it for review.

Member Pitone: I appreciate your point about shared responsibility and the importance of gen ed and special education working in partnership. I also believe educators need the right tools, training, and accountability to be truly inclusive. While district-wide PD is limited, much of this work will need to be built and reinforced at the school level. How do we ensure staff have both the support and accountability needed to move this forward?

Director Arellano: The training will focus on baseline instructional practices tied directly to our high-quality curricula,

with practical examples like implementation in the 3rd grade reading program.This work will include teachers, administrators, and coaches, with targeted PD so coaches can better support gen ed, special ed, and ESL staff. The goal is to ensure everyone is aligned in applying and adjusting instruction to meet student needs.

Member Eldridge: If we could briefly touch on the EmpowerEd report, it recommended a deeper analysis of resource room staffing, caseloads, and intensity of services. I'm wondering how you plan to address that moving forward and how you'll track it over time, since having strong baseline data is so important for understanding both where we are and where we're going.

Director Arellano: Like with all areas, we continuously analyze our data. One trend we've seen is that our special education identification rate has remained steady at about 19% over the past 3–4 years. However, the intensity of services has increased. While the number of students hasn't changed significantly, the level of support such as reading intervention, math support, executive functioning, and speech services—has become more intensive.

Member Eldridge: That makes sense, especially since we're not yet seeing corresponding gains in outcomes. It raises the question of what additional levers we need to consider, given the increased services and the need for stronger student progress.

Director Arellano: Coming into the district, one of the shifts I identified was the need to ensure we are providing students with exactly what they require. If that means increasing services, then we must do so—students are entitled to the supports they need to make effective progress and achieve gains. We continue to examine this work. Strengthening Tier 1 instruction and inclusive practices is a key priority, and the next step is looking closely at specialized instruction and ensuring our special educators have the training and tools needed to deliver it effectively.

Mayor Wilson: The discussion of these reports highlights concerns about consistency. While there is agreement that the systems are in place, the challenge appears to be in implementation and execution. My question is how we are measuring this work—particularly differentiation and accountability so we can ensure consistency across classrooms and address the implementation gaps that have been identified.

Director Arellano: For students with IEPs, we look closely at whether their goals are aligned to grade-level benchmarks for example, a 5th grade student's reading goal aligned to 5th grade expectations. We also monitor progress toward those goals to ensure students are making effective progress. If students are not progressing as expected, we are responsible for reconvening the team, engaging families, and making adjustments to the plan. In addition, we review broader district data on special education student performance. It's a multifaceted approach to ensure students are making meaningful gains.

Dr. Carmona: We do know the next level of work needed. As teachers learn new instructional materials, there is a natural learning curve that can impact consistency and outcomes. As fluency builds, instruction strengthens. Given that many students are in inclusive Tier 1 classrooms, we are partnering with organizations like the Barr Foundation to support lesson design and strengthen implementation through coaching, support, and accountability.

Ms. MacDonald: In practice, students may be making progress on IEP goals but still face barriers in general education classrooms if appropriate scaffolds aren't in place. Inclusive practices and UDL focus on removing those barriersthrough tools like read-alouds, audiobooks, and structured supports—so students can access grade-level content. The review noted that these practices are not yet consistent.

Dr. Carmona: External reviews also highlight variability between classrooms and schools. Our goal is to reduce that inconsistency so all students receive a high-quality, aligned learning experience.

B. Personnel Report

- April 2026

Dr. Carmona read his personnel report and announced the following retirements

Kristi Savage physical Education and Health Teacher at the Argenziano School 33 years of service

Linda Muree-Walsh Special Education Resources Room Teacher at the Winter Hill Community Innovation School 30 years of service

Cheryl McGovern Senior Clerk at Somerville High School 20 years of service

Thank you all for your years of service

A couple of resignations taking place at the end of the school year were received this month:

Megan Hubbard Grade 2 Teacher at the John F. Kennedy School
Elizabeth Nakhtigal Special Education Paraprofessional at Somerville High School

New Hires – we welcome:

Darrel Lynch	Payroll Coordinator for the Payroll Office
Sarah Kaziyev	Grade 2 Teacher at the East Somerville Community School
Aarush Ganji	Boys Varsity Tennis Assistant Coach
Daniel Pena	Boys Ultimate Frisbee (A) Club Coach

We continue to hire for Substitute Teachers and Lunch Attendants. Leaves of Absences continue to grow and are already extending to the next school year.

VII. REPORTS FROM SUBCOMMITTEES

A. School Committee Meeting for the Educational Programs and Instruction Subcommittee: April 2, 2026 *(Member Pitone)* ***Table***
Motion: *to accept the report of the Educational Programs and Instruction Subcommittee for April 2, 2026*

The motion was approved unanimously via roll call vote.

B. School Committee Meeting for the Rules Management Subcommittee meeting: April 27, 2026 (Member Biton)
Motion: There was a motion by Member Lippens, seconded by Member Biton, *to accept the report of the* Rules Management Subcommittee meeting of April 27, 2026

C. School Committee Meeting for the A. the Finance and Facilities Meeting of the Whole: April 29, 2026 (Member Green)

Motion: **T**here was a motion by Member Lippens, seconded by Member Biton, *to accept the report of the* the Finance and Facilities Meeting of the Whole of April 29, 2026

VIII. UNFINISHED BUSINESS

A. MSBA

Dr. Carmona: We recently held two design planning forums with strong community participation. Topics included sustainability practices and the community use of facilities beyond the school day, an ongoing priority also raised by the Mayor's office. We also received positive feedback on dedicated space for SFLC, which reflects a shared community priority. Regarding Module 3 of the MSBA process, we are in the preliminary design phase and are awaiting MSBA feedback before finalizing the document due in August, with a deadline of August 28. We are also considering an August 17 meeting to review the MSBA update.

Chair Ackman: The goal is to have as much information as possible by the June 15 meeting. We should also pencil in August 17 for an additional meeting to discuss this, and determine whether a second August meeting is needed for first and second readings. We can finalize details as information comes in, and MSBA updates will continue at each meeting.

Member Biton: I would support an additional meeting to avoid overloading the late August agenda, which will likely already be full of key items.

Chair Ackman: The August meeting will likely be fully remote and does not need to follow our usual Monday schedule. We can aim for roughly a 10-business-day spacing between meetings. Please share any input ahead of the next meeting so we can finalize dates.

IX. NEW BUSINESS

A. Field Trips: (Recommended action: approval)

MOTION: There was a motion by Member Pitone, seconded by Member Biton, to approved the Field Trips listed below:
June 5, 2026 15 students from the SHS Auto Tech will travel to New England Dragway in Epping, NH. Travel via bus, cost to student $0
June 17, 2026, 83 eighth-grade students from East Somerville Community School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, student cost $30

The motion was approved unanimously via roll call vote.

B. FY26 SCALE Diploma Request (Recommended action: approval)

MOTION: There was a motion by Member Biton, seconded by Member Pitone, to approve the FY26 SCALE Diploma Request for the students listed below

Maria Eduarda Bitencort	*Somerville, MA*
Daniela Celidieu	*Somerville, MA*
Evelyn Chivalan	*Somerville, MA*
Cosme Cisneros	*Somerville, MA*
Miguel Angel Huezo	*Somerville, MA*
Mirna Lopez	*Somerville, MA*
Leidy Mauricio Isidro	*Somerville, MA*
Rodenaelle Mecharles	*Somerville, MA*
Wilken Pineda	*Revere, MA*
Alison Pleitez Quinonez	*Somerville, MA*
Kener Ramirez Velasquez	*Somerville, MA*
Arnulfo Reyes	*Somerville, MA*
Lidia Pineda	*Chelsea, MA*

The motion was approved unanimously via roll call vote.

X. UPCOMING MEETING TOPICS

- **June**
  - **OST Presentation, District Budget, MSBA Plans**
  - **Admin Retirements, SPS Strategic Plan Update**

Dr. Ackman: In June, we will have an out-of-school time presentation, finalize the district budget, continue MSBA updates, note administrative retirements, and receive a Somerville Strategic Plan update.

Member Pitone: Thank you, and I appreciate the continued effort to set clear expectations and provide a vision for the community. I want to clarify the upcoming discussion on SROs and the high school. I'm looking forward to hearing from the high school administration, but I also want to ensure we're not approaching this in isolation. We previously had a subcommittee recommendation on policing that was approved, and I'd like to understand how that recommendation is being considered in the current discussion. My goal is to make sure we're connecting the high school's current needs with the prior work and recommendations already approved by the School Committee.

XI. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS

Member Biton: I want to share an important air quality alert for tomorrow. The Massachusetts Department of Environmental Protection has issued an alert for unhealthy air quality for sensitive groups due to high ozone levels. Sensitive groups include people with asthma or other heart and lung conditions, older adults, children and teenagers, and those active outdoors. These individuals should reduce prolonged or heavy outdoor activity. If you're planning outdoor sports or strenuous activity, you may want to limit it tomorrow. If you have asthma or use an inhaler, please make sure to have it with you.

Member Green: On another note, SEIU, in partnership with the Office of American Affairs and the Welcome Project, is hosting an online fundraiser to raise $25,000 for immigrant legal support, including application fees and related legal costs. The link has been shared with School Committee members, and I encourage everyone to share it within their networks.

Chair Ackman: I also want to note that the Teen Empowerment Community Block Party will be held on May 29 from 4:00 to 6:00 p.m. at 24 Dane Street, also known as the alley near Market Basket. It's a great community event. Finally, as we approach the holiday of Eid, I want to extend well wishes to our Muslim community members for a joyful celebration.

XII. CONDOLENCES

The Somerville School Committee extends its deepest condolences to the families of

Kevin Anzalone - Brother to Michelle Anzalone, paraprofessional at WSNS.

XIII. ADJOURNMENT

The meeting was adjourned at 10:45 p.m.

Related documents:

Agenda

Asian American Pacific Islander (AAPI) Presentation

MTSS Presentation

Special Education Review

Personnel Report

Submitted by: E Garcia

Attach Documents Starting on the next page

CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE
City Council Chambers – City Hall
REGULAR MEETING – May 18, 2026 – 7:00 P.M.

Pursuant to Chapter 20 of the Acts of 2026, this meeting of the School Committee will be conducted via hybrid participation.

We will post an audio recording, audio-video recording, transcript, or other comprehensive record of these proceedings as soon as possible after the meeting on the City of Somerville website and local cable access government channels.

To *watch this Regular School Committee meeting live from home* please visit the following link: somervillema.gov/GovTVLive

Somerville Public Schools provides **simultaneous interpretation** of this meeting in Spanish, Portuguese, or Haitian Creole. **You must register 48 hours in advance and indicate your preferred language:**
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

Somerville Public Schools - School Committee Goals 2023 - 2025

In order to address the root causes of systemic inequity in our schools, the Somerville School Committee and SPS commit to the following goals, knowing that these can only be achieved through ensuring meaningful partnerships with Somerville families, district staff, city government, and community partners. Our goals attempt to address deep-rooted systemic barriers that have prevented us from achieving our district vision of equity and excellence and ensure that all students, regardless of race or ethnicity, have the supports and resources they need to achieve educational success in our district now and in the future.

1. Whole Child Teaching and Learning... we will:
- prepare students to demonstrate strong literacy and mathematics foundation by grade 3, grade 6, and grade 10
- provide all students with integrated classroom lessons from a high quality social-emotional learning curriculum that helps students value and develop their ability to build relationships with other students, to be self aware and socially aware, to self regulate, and to make responsible decisions
- expand access to real-world learning experiences through students' participation in Early College, Advanced Placement courses, CTE, and/or other learning experiences that help students build critical 21st century skills, meeting with their college and career counselor in their junior and senior year, and students graduating with a defined post-secondary plan.

2. Equitable Access to Programming... we will conduct a district enrollment study to understand the prospective future population of the district and create and begin implementing a strategy for school building development, school assignment, and programming that aligns with the district's equity policy, and which is based on results of the enrollment study and the projected 10+ year plan for school facilities.

3. Workforce Diversity... we will increase the percentage of support staff of color, teachers and counselors of color, and administrators of color by 6% per group compared to SY22 rates through evaluating and strengthening all elements of our personnel system – recruitment, processes, training, retention, development, advancement, and staff data collection systems on which we base and measure our improvement efforts.

4. Equitable Resource Allocation... we will design, evaluate, and partially or fully implement student-based budgeting by 2025, or identify alternative mechanisms to more equitably allocate district resources.

ORDER OF BUSINESS

I. CALL TO ORDER
Call to order with a moment of silence and a salute to the flag of the United States of America.

II. AWARDS AND CITATIONS
A. Massachusetts Association of Schools Superintendent Award
- Valedictorian- Tommy Vandewege
- Salutatorian- Lucas Oliver

III. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES
- Asian American Pacific Islander (AAPI) Presentation

IV. PUBLIC COMMENT – In person

To participate in Public Comment remotely, please use the following Zoom link:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg

Meeting ID: 810 5048 0087
Password: SPSSC25

V. APPROVAL OF MINUTES

- April 6, 2026

VI. REPORT OF SUPERINTENDENT

A. District Report

- MTSS Presentation
- Special Education Review

B. PERSONNEL REPORT

- April 2026

VII. REPORTS FROM SUBCOMMITTEES

A. School Committee Meeting for the Educational Programs and Instruction Subcommittee: April 2, 2026 (Member Pitone)
Motion: to accept the report of the Educational Programs and Instruction Subcommittee for April 2, 2026

B. School Committee Meeting for the Rules Management Subcommittee meeting: April 27, 2026 (Member Biton)
Motion: to accept the report of the Rules Management Subcommittee Meeting for April 27, 2026

C. School Committee Meeting for the Finance and Facilities Meeting of the Whole: April 29, 2026 (Member Green)
Motion: to accept the meeting for the Finance and Facilities Meeting of the Whole for April 29, 2026

VIII. UNFINISHED BUSINESS

A. MSBA

IX. NEW BUSINESS

A. Field Trips:(Recommended action: approval)

June 5, 2026	15 students from the SHS Auto Tech will travel to New England Dragway in Epping, NH. Travel via bus, cost to student $0
June 17, 2026,	83 eighth-grade students from East Somerville Community School will visit Canobie Lake Park as an end-of-year celebration. Travel via school bus, student cost $30

B. FY26 SCALE Diploma Request (Recommended action: approval)

Maria Eduarda Bitencort	Somerville, MA
Daniela Celidieu	Somerville, MA
Evelyn Chivalan	Somerville, MA
Cosme Cisneros	Somerville, MA
Miguel Angel Huezo	Somerville, MA
Mirna Lopez	Somerville, MA
Leidy Mauricio Isidro	Somerville, MA
Rodenaelle Mecharles	Somerville, MA
Wilken Pineda	Revere, MA
Alison Pleitez Quinonez	Somerville, MA
Kener Ramirez Velasquez	Somerville, MA
Arnulfo Reyes	Somerville, MA
Lidia Pineda	Chelsea, MA

The items listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

X. UPCOMING MEETING TOPICS
- June
  - OST Presentation, District Budget, MSBA Plans
  - Admin Retirements, SPS Strategic Plan Update

XI. COMMUNITY OR CALENDAR ITEMS FROM COMMITTEE MEMBERS

XII. CONDOLENCE

XIII. ADJOURNMENT

For Simultaneous Interpretation in Spanish, Portuguese and Haitian Creole See below:

Español - Para Interpretación
Para **ver** la reunión regular del Comité Escolar el 18 de mayo a las 7:00pm, en vivo desde su casa, visite el siguiente Enlace y seleccione GovTV:
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Para poder **escuchar** en vivo la interpretación en simultáneo de esta reunión en español, portugués o criollo haitiano, debe registrarse y solicitar el servicio con 48 horas de anticipación e indicar su idioma de preferencia. Para registrarse haga clic en el enlace a continuación
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
ID de la reunion: 810 5048 0087
Contraseña: SPSSC25

Português - Para Interpretação
Para **assistir** à Reunião Regular do Comitê Escolar 18 de Maio às 19h, ao vivo de casa, visite o seguinte link e selecione **GovTV:**
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Para **ouvir** ao vivo a interpretação simultânea da Reunião Regular em espanhol, português ou crioulo haitiano, é necessário fazer sua inscrição com 48 horas de antecedência e indicar o idioma de sua preferência. Para se inscrever, clique no link abaixo:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

Kreyòl ayisyen - Pou entèpretasyon
Pou **gade** reyinyon regilye Komite Lekòl la, 18 Me a 7:00PM an dirèk lakay ou, vizite lyen sa a epi chwazi **GovTV:** https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

Pou **w tande entèpretasyon similtane Reyinyon Regilye a an panyòl, pòtigè oswa kreyòl ayisyen**, ou dwe enskri 48 èdtan davans epi endike lang ou prefere a. Pou enskri, klike sou lyen ki anba a:
https://k12somerville.zoom.us/webinar/register/WN_u8Awy93fR6OhvC37Xib1zg
Meeting ID: 810 5048 0087
Password: SPSSC25

The items listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

Somerville Public Schools

Education + Inspiration + Excellence

April 2020

RESIGNATION FOR PURPOSE OF RETIREMENT:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	SERVICE YEARS
SHS	English Teacher	Lisa Brewster-Cook	07/15/25	26 years
SHS/ETE	Cosmetology Instructor	Gregory Wright	08/13/25	21 years
WSNS	Grade 1 Teacher	Jane Gardner	06/30/26	27 years
Central/Finance	Principal Account Clerk	Mary Kelley	08/29/25	36 years
DW	School Nurse	Lynne Chiarello	08/31/25	31 years
SCALE	SCALE Teacher	Nancy Egan-Tricoli	07/15/25	34 years
SHS	Assistant Principal	Marie Foreman	06/30/26	27 years
CAP	Occupational Therapist	Andrea Pease	04/03/26	30 years
SPED	Academic Evaluator	Sharon Levesque	06/30/26	28 years
CAP	Special Education Teacher	Jacquelyn Lawrence	06/30/26	33 years
CAP	PreK Paraprofessional	Jerri Fullerton	01/02/26	27 years
Central	Director of Student Services	Elizabeth Doncaster	06/30/26	25 years
KEN	Kindergarten Teacher	Rosane Serima	06/30/26	35 years
HHS	Assistant Principal, Elm Community	Joel Villegas	06/30/26	31 years
DW	Occupational Therapist	Maureen Corso	06/30/26	35 years
WHCIS	Head Clerk 2	Nancy McWeeny	06/30/26	27 Years
Central/SPLC	Director of Basic Needs and Housing Support Services	Regina Bertholdo	07/22/26	27 years
SPED	Special Education Department Coordinator	William Verbits	06/30/26	35 years
AFAS	Physical Education & Health	Kristi Savage	06/30/26	33 years
WHCIS	Special Education Resource Room Teacher	Linda Murree Walsh	06/30/26	30 years
SHS	Senior Clerk 2	Cheryl McGovern	06/30/26	29 years

RESIGNATION NOTICES:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	COMMENTS
AFAS	ESL Paraprofessional	Daisy Rodrigues	04/03/26	
DW	Intermittent Lunch Attendant	Dulce Lora	04/21/26	
HLY	School Adjustment Counselor	Meghan Clark	06/18/26	
HLY/CS	High School Helper	Miriam Berger	06/06/26	
HLY/CS	FT Lead Teacher & Intermittent Substitute Teacher	Rafael Santos	05/01/26	
KEN	Grade 2 Teacher	Megan Hubbard	06/18/26	
KEN/CS	FT Lead Teacher	Jennifer Asher	05/31/26	
KEN/CS	High School Helper	Liliam Borges	04/07/26	
SHS	Special Education SHIP Paraprofessional	Elizabeth Nakhigai	06/18/26	
SHS	Biology Teacher	Sogoli Saimeinsour	03/17/26	
WHCIS/CS	High School Helper	Bryana Peart	06/30/26	

ASSIGNMENT ENDED:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE

Food Services	Intermittent Cafeteria Helper	Dianne Garcia Ramos	1/23/2026			
Food Services	Intermittent Cafeteria Helper	Jasvinder Kaur	1/23/2026			

LEAVES OF ABSENCES:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES
AFAS	Grade 5 Teacher	Kristen Swanson	08/27/26-06/10/27
AFAS	Grade 1 SEI Paraprofessional	Maria Rosa	04/07/26-05/04/26
BR	PreK-2 Teacher	Charles Gurry	08/27/26-06/30/27
CAP	SPED AIM PreK Teacher	Jessica Couce	02/10/26-04/07/26 - Revised
CAP	PreK Teacher	Matthew Wu	08/27/26-06/30/27
CAP	SPED SEI Paraprofessional	Stephanie Burrell	10/06/25-01/07/26 - Revised
DW	Substance Abuse Specialist	Kristen Sneltz	05/01/26-07/27/26
ESCS	Dean of Students	Lura Lyons	05/07/26-10/09/26
ESCS	Grade 4 Teacher	Jillian Gebelloi	05/04/26-06/10/26
Food Services	Assistant Director of Food & Nutrition Services	Caitlin Sheehan	01/04/26-03/01/26 - Revised
HLY	Grades 7/8 Social Studies Teacher	Charles Graham	04/13/26-06/11/26
HLY	Special Education Teacher	Jo-Ann Driscoll Dwyer	08/27/26-06/11/26
KER	Grade 2 Teacher	Elizabeth Hedges	08/27/26-06/10/27
OST/Brown	PT Lead Teacher	Madeleine Luney	07/06/26-08/07/26
SCALE	PT Reading/Writing 5 Teacher - PM	Maria Stelopolus	01/12/26-04/27/26
SCALE	PT SCALE Teacher	Hilary Sellick	01/15/26-04/10/26 - Revised
SCALE	PT SCALE HSE Mathematics Teacher	Bridgeon McFeeley	03/10/26-06/15/26
SHS	Bilingual School Adjustment Counselor	Ashely Pleros	08/30/26-06/11/26
SHS	TV/Media Teacher	Vera Ventura	02/09/26-04/30/26 - Revised
SHS	Special Education Teacher	Christy Burbidge	01/29/26-05/01/26 - Revised
SHS	Community Engagement Specialist	Edson Soares Da Rosa	05/11/26-06/15/26
SHS	Path Clinical Coordinator	Christine Campbell	08/27/26-11/25/26
WHOS	School Adjustment Counselor	Alexandra Schroner	12/15/25-01/20/26 - Revised
WHOS	Grade 5 Teacher	Amanda Bell	03/31/26-06/10/26
WHOS	Theater Teacher	Jennifer Miller	08/27/26-06/10/27
WHOS	Speech & Language Pathologist	Shyreen Rothschild-Shaz	05/04/26-06/03/26
WSNS	Adjustment Counselor	Nicole Pedroff	08/27/26-06/10/27

INTRA-DISTRICT:

SCHOOL	POSITION	INCUMBENT	REASON	VICE	EFFECTIVE	*PT/FT
AFAS	Grade 5 Teacher	Shalom Binsky	Reassignment	Lenn Pedersen	03/26/26	FT
AFAS	PT High School Helper	Komal Verma	Location Change Only	Jamalyze Charles	03/30/26	PT
DW	Intermittent Substitute Teacher	Luna Soley	Additional Assignment	N/A	03/30/26	Intermittent
HLY	MLT Paraprofessional	Khara Lane	Temp Reassignment	Nicholas Triant	03/16/26	FT
HLY	Grades 7/8 Social Studies Teacher	Devo Jackson	Temporary Reassignment	Charles Graham	04/13/26	FT
HLY	Kindergarten Paraprofessional	Jennalyn Pfleger	Temp Reassignment	New	03/16/26	FT
KER	School Building Substitute	Olivia Gilligan-Cornetti	Temporary Reassignment	Emmaline Lipka	03/26/26	FT
SCALE	PT Contextualized ESOL/ Food Services Teacher	Marlen Flores Paniagua	Additional Assignment	New	03/02/26	PT
SHS	Door Monitor & Building Monitor	Jose Maria Gomis	Additional Assignment	Jasmine Bell	03/30/26	PT
SHS	Door Monitor & Building Monitor	Jules Cleophat	Additional Assignment	Tammy Maniscalco	03/30/26	PT

SHS	Standardized Test Proctor	Riley Hoag	Additional Assignment	Temp Assignment	03/24/26	Intermittent
SHS/Athletics	Girls Freshman Head Coach	Claire Gruenke	Additional Assignment	Ashley Fuery	03/03/26	Seasonal
WHCIS	Grade 5 Teacher	Kayla Mejia	Temp Reassignment	Amanda Bell	03/30/26	FT
NEW HIRES:						
SCHOOL	**POSITION**	**INCUMBENT**	**VICE**	**DUAL/SEI**	**EFFECTIVE**	***PT/FT**
Central/Payroll	Payroll Coordinator	Darral Lynch	Katharine Viera	No/No	03/23/26	FT
DW	Intermittent Substitute Teacher	Jinell Jovel Perez	NA	No/No	03/13/26	Intermittent
DW	Intermittent Substitute Teacher	Alana LaGrega	NA	No/No	03/13/26	Intermittent
DW	Intermittent Lunch Attendant	Jerry Cajuste	NA	No/No	03/23/26	Intermittent
DW	Intermittent Lunch Attendant	Ahlam Ahmed	NA	No/No	03/23/26	Intermittent
DW	Intermittent Lunch Attendant	Madeline Duplooy	NA	No/No	03/20/26	Intermittent
DW	Intermittent Substitute Teacher	Dave Isaksen	NA	No/No	03/19/26	Intermittent
DW	Intermittent Substitute Teacher	Connor Evans	NA	No/No	03/31/26	Intermittent
DW	Homebound Tutor	Cecilia Hill	NA	No/No	03/25/26	Intermittent
DW	Intermittent Substitute Teacher	Michelle Mobilia	NA	No/No	04/15/26	Intermittent
ESCS	Grade 2 Teacher	Sarah Nazlyan	Jessica Greenberg	No/No	04/06/26	FT
KEN	Library Utility Aide	Alyssa Blankenship	Sunny Kaur	No/No	03/30/26	PT
KEN/CS	FT Lead Teacher	Julia Poroshina	Laura Modahl	No/No	04/13/26	FT
SCALE	Long Term Substitute Teacher - HSE Math - Mornings	Summer Seward	Bridgeon McFadden	No/No	04/13/26	FT
SHS	Standardized Test Proctor	Jessica Resendes-Hernandez	NA	No/No	03/25/26	Intermittent
SHS	Standardized Test Proctor	Harrison Zorilla (Revise)	NA	No/No	03/13/26	Seasonal
SHS/Athletics	Boys Varsity Tennis Assistant Coach	Aarum Garg	New	No/No	03/13/26	Seasonal
SHS/Athletics	Boys Ultimate Frisbee (A) Club Head Coach	Daniel Perez	Alessandro Ferrari	No/No	03/13/26	Seasonal
WHCIS	School Building Substitute	Aaron Bento	Norma Mitchell	No/No	04/27/26	FT
***PT= Under 20 hours per week**						
***FT= Over 20 hours per week**						

3.3.6 Appendix Documents

A. MSBA - PDP Comments and District Response - A
B. MSBA - PDP Comments and District Response - B
C. Cost Estimate
D. Form 3011 Options Worksheet
E. Capital Budget Statement
F. Project Schedule
G. Updated Educational Program
H. Grade Reconfiguration and Districting Approval Certification Template
I. Updated Space Summary
J. Site Survey
K. MSBA Green Letter
L. LEED V4 Narrative and Scorecard
M. Preferred Schematic Floor Plan
N. Preferred Schematic Site Plan
O. Meetings /Minutes/Attachments
P. Community Presentations
Q. Geo-Environmental Phase 2 ESA Report
R. Preliminary Geotechnical Report
S. Structural Narrative
T. Utilities Narrative
U. Fire Protection and Plumbing Narrative
V. Mechanical and Electrical Narrative
W. Life Cycle Analysis
X. Security System Narrative
Y. Permitting Matrix
z. Massachusetts Historic Response

A. MSBA - PDP Comments and District Response - A

ATTACHMENT A
MODULE 3 – PRELIMINARY DESIGN PROGRAM REVIEW COMMENTS

District: City of Somerville
School: Winter Hill Community School
Owner's Project Manager: PMA Consultants, LLC
Designer Firm: Perkins Eastman Architects, DPC
Submittal Due Date: June 3, 2026
Submittal Received Date: April 8, 2026
Review Date: April 8, 2026 – June 30, 2026
Reviewed by: L. Winston, J. Adams, C. Forde, C. Alles

MSBA REVIEW COMMENTS

The following comments[1] on the Preliminary Design Program ("PDP") submittal are issued pursuant to a review of the project submittal document for the proposed project presented as a part of the Feasibility Study submission in accordance with the MSBA Module 3 Guidelines.

Subsequent to receiving the PDP submittal, the MSBA received and reviewed supplemental information associated with the Benjamin G. Brown Elementary School on April 15, 2026, which is accounted for in the comments below. Please acknowledge.

3.1 PRELIMINARY DESIGN PROGRAM

Overview of the Preliminary Design Program Submittal	Complete	Provided; *Refer to comments following each section*	Not Provided; *Refer to comments following each section*	Receipt of District's Response; *To be filled out by MSBA Staff*
OPM Certification of Completeness and Conformity	☒	☐	☐	☐
Table of Contents	☒	☐	☐	☐
3.1.1 Introduction	☐	☒	☐	☐
3.1.2 Educational Program	☐	☒	☐	☐
3.1.3 Initial Space Summary	☐	☒	☐	☐
3.1.4 Evaluation of Existing Conditions	☐	☒	☐	☐
3.1.5 Site Development Requirements	☐	☒	☐	☐
3.1.6 Preliminary Evaluation of Alternatives	☐	☒	☐	☐
3.1.7 Local Actions and Approvals Certification(s)	☒	☐	☐	☐
3.1.8 Appendices	☐	☒	☐	☐

[1] The written comments provided by the MSBA are solely for purposes of determining whether the submittal documents, analysis process, proposed planning concept and any other design documents submitted for MSBA review appear consistent with the MSBA's guidelines and requirements, and are not for the purpose of determining whether the proposed design and its process may meet any legal requirements imposed by federal, state or local law, including, but not limited to, zoning ordinances and by-laws, environmental regulations, building codes, sanitary codes, safety codes and public procurement laws or for the purpose of determining whether the proposed design and process meet any applicable professional standard of care or any other standard of care. Project designers are obligated to implement detailed planning and technical review procedures to effect coordination of design criteria, buildability, and technical adequacy of project concepts. Each city, town and regional school district shall be solely responsible for ensuring that its project development concepts comply with all applicable provisions of federal, state, and local law. The MSBA recommends that each city, town and regional school district have its legal counsel review its development process and subsequent bid documents to ensure that it is in compliance with all provisions of federal, state and local law, prior to bidding. The MSBA shall not be responsible for any legal fees or costs of any kind that may be incurred by a city, town or regional school district in relation to MSBA requirements or the preparation and review of the project's planning process or plans and specifications.

3.1.1 INTRODUCTION

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Summary of the Facility Deficiencies and Current S.O.I.	☒	☐	☐	☐
2	Date of invitation to conduct a Feasibility Study and MSBA Board Action Letter	☐	☐	☒	☐
3	Executed Design Enrollment Certification	☐	☒	☐	☐
4	Narrative of the Capital Budget Statement and Target Budget	☐	☒	☐	☐
5	Project Directory with contact information	☒	☐	☐	☐
6	Updated Project Schedule	☐	☒	☐	☐

MSBA Review Comments:

2) The MSBA Board Action Letter included in the submittal indicates invitation into Eligibility Period rather than an invitation to conduct a Feasibility Study. The Board Action Letter related to invitation into Feasibility Study was issued to the District on December 13, 2024. In response to these review comments, please confirm the District possesses a copy of this document. *Document included in project team's responses, as Exhibit A*

3) Please note that the District will be required to execute a Design Enrollment Certification based on its Preferred Schematic. The MSBA will prepare a certification to be forwarded for signature upon approval by the MSBA Board of Directors for its Preferred Schematic. Please acknowledge. *Acknowledged.*

4) The information provided as part of the 'Capital Budget Statement Narrative' states:

> *"Early budgeting suggests current construction cost estimate between $174.5 and $177.6 million for the 690-student enrollment option, and between $184.9 and $193.5 million for the 925-student enrollment option. These costs are exclusive of anticipated MSBA reimbursements."*
>
> *In response to these review comments, please provide the District's not-to-exceed budget and indicate how the District and the Design team intend to maintain the District's project budget through schematic design. The School Building Committee (SBC) reviewed the needs of the school, taking into consideration the Somerville Education Program they looked as a replacement of the Winter Hill Community Innovation School as well as a potential merger of the Brown and Winter Hill student populations into a single building. Those solutions produced conceptual cost estimates that ranged from $175-$194 million. The district aims to keep the total construction cost within this estimated range, however with limited site investigation in the PDP process it understood that the estimates may change based on findings and further design refinement in the PSR and SD.*
>
> *The project team will closely monitor the estimated costs as the design is further developed through the schematic design phase. During PSR, the district will further study the preferred site and additional site amenities that would benefit the city ,*

generate more detailed estimates, and will choose a preferred option to future study and advance the design. It is the goal of the project team and Building Committee to identify cost saving opportunities throughout the PSR and SD phases with the goal of reducing the projects estimated cost in forthcoming submittals without compromising or reducing the district's educational programming goals.

Also, please note that the MSBA does not calculate a potential grant until the conclusion of Schematic Design, and the District should take caution in communicating this information as the potential project develops. Please acknowledge. *Acknowledged*

6) In response to these review comments, please provide an updated schedule that includes an overview of the milestone dates from the Schematic Design phase through project completion and include any required/anticipated permitting reviews and approvals, and site testing and analysis.

We will provide a more detailed project schedule in the PSR submission for Schematic Design through project completion. Additional testing is being performed during the PSR phase that will better inform the permitting requirements

No further review comments for this section.

3.1.2 EDUCATIONAL PROGRAM

Provide a summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following items:

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Grade and School Configuration Policies	☒	☐	☐	☐
2	Class Size Policies	☒	☐	☐	☐
3	School Scheduling Method	☐	☒	☐	☐
4	Teaching Methodology and Structure				
	a) Administrative and Academic Organization/Structure	☐	☒	☐	☐
	b) Curriculum Delivery Methods and Practices	☐	☒	☐	☐
	c) English Language Arts/Literacy	☒	☐	☐	☐
	d) Mathematics	☒	☐	☐	☐
	e) Science	☐	☒	☐	☐
	f) Social Studies	☒	☐	☐	☐
	g) World Languages	☐	☒	☐	☐
	h) Academic Support Programming Spaces	☒	☐	☐	☐
	i) Student Guidance and Support Services	☐	☒	☐	☐
5	Teacher Planning	☐	☒	☐	☐

6	Professional Development	☐	☒	☐	☐
7	Pre-kindergarten	☐	☒	☐	☐
8	Kindergarten	☐	☒	☐	☐
9	Lunch Programs	☐	☒	☐	☐
10	Technology Instruction Policies and Program Requirements	☐	☒	☐	☐
11	Media Center/Library	☐	☒	☐	☐
12	Visual Arts Programs	☐	☒	☐	☐
13	Performing Arts Programs	☐	☒	☐	☐
14	Physical Education Programs	☐	☒	☐	☐
15	Special Education Programs	☒	☐	☐	☐
16	Vocation and Technology Programs				
	a) Non-Chapter 74 Programming	☐	☒	☐	☐
	b) Chapter 74 Programming	☒	☐	☐	☐
17	Transportation Policies	☒	☐	☐	☐
18	Functional and Spatial Relationships	☐	☒	☐	☐
19	Security and Visual Access Requirements	☐	☒	☐	☐
20	Typical Day and Week in the Life of a Student	☒	☐	☐	☐

MSBA Review Comments:

In response to these review comments, address the comments below. Additionally, as part of the District's Preferred Schematic Report ("PSR") submittal include (2) copies of the updated educational program, (1) redlined copy and (1) clean copy. The updated educational program must address the comments below, include District updates, provide a Designer response for each component of the educational program, and align with the District's Preferred Schematic. Please acknowledge. *Acknowledged*

3) In response to these review comments, please provide the following information:

- *Provide the timeline associated with developing and finalizing the long-term plan for schedule changes and any potential impacts to the proposed project.* *SPS Response: There are two potential areas that will impact the schedule for the proposed project. First, the additional course offerings (i.e. exploratory career and technical education) will impact what courses can be offered to students. The other area is the layout of the building and how students will transition from one area to another outside of the classroom. Once these are finalized, then the formal scheduling process can begin, using a process similar to the ones that have been used by administration at both the Brown and Winter Hill schools. The process includes meeting with all key stakeholders to hear feedback on what works, what does not, what are current and foreseeable challenges for teachers as they plan to move into the new building. Using this feedback, district requirements in the SPS K-8 Minutes by Content Area Guidance, and working with district administration in the specialist areas, a draft schedule is created. This draft is shared with staff and staff are given the opportunity to provide feedback. Feedback is implemented where appropriate. This is a continuous process that is implemented (at various levels) year over year.*

- *Describe how the current school schedule accommodates the District's educational program goals. SPS Response: Currently, the school schedule follows all district requirements provided in the SPS K-8 Minutes By Content Area Guidance.*

  Describe the District's plan to encourage and support schedule changes, and how it will work with its educators, schedule committee, and consultants to generate the information needed to develop an updated schedule that will meet the District's educational program. SPS Response: Effective schedule is essential to delivering its educational program and will use a collaborative, data-informed process to develop a schedule that aligns with the District's instructional priorities. The scheduling process will be guided by the District's commitment to equitable access to rigorous instruction, inclusive practices, interdisciplinary learning, and student well-being. The District will work closely with school leaders, curriculum administrators, educators, and union leadership, to regularly evaluate current scheduling practices and identify opportunities for improvement. This process will include reviewing instructional time allocations, educator and student schedules, enrollment projections, staffing models, service delivery requirements, and space utilization to ensure the schedule supports both the curriculum and the physical design of the building. Schedules will prioritize protected instructional time for core academic subjects, regular access to specialist programming, dedicated intervention and enrichment opportunities within the school day, and sufficient collaborative planning time for educators. It will also support efficient transitions, maximize the use of instructional spaces, and facilitate inclusive service delivery by allowing special educators, English learner educators, and related service providers to provide services within or adjacent to general education classrooms whenever appropriate.

  Describe whether the District has considered providing staff flexibility in modifying their schedules. SPS Response: Administrators will continue to revise scheduling flexibility each year to ensure we adopt a format that reflects the District's educational vision while remaining flexible enough to respond to evolving student needs, staffing patterns, and future programming.

  Describe whether the District has considered self-identified groups of teachers that can propose professional development activities to provide instructional programs and activities related to the skills and goals of the educational program. SPS Response: Currently, the teachers' contract allows for educators to select 12 hours of "choice professional development." Educators within the district submit proposals to provide this PD for their colleagues. Through the district process, proposals are selected that support the skills and goals of the educational program.

- *Describe how the updated schedule will support and reinforce the District's educational program goals as well as the benefits of the proposed changes. SPS Response: When creating and modifying schedules, the district's educational program - which highlights the learning priorities for students - drives the schedule.*

- *Also, please ensure that schedules included in the educational program are clear, legible and unpixellated in future submissions.*

4a) The submittal notes that the Winter Hill Community School is the District's only "Innovation School". In response to these review comments, please explain the distinguishing features and practices that characterize an "Innovation School" and identify key physical elements that must be added or redesigned to support the practices that make the facility an "Innovation School". *SPS Response: Through the "innovation school" status, our school is provided additional autonomies in curriculum and instruction, budgeting, staffing, schedule and calendar, professional development, and district policies. Currently, the Winter Hill uses its innovation status to provide additional curriculum for intervention, small group instruction as a feature of tier one instruction across PK-8, a co-teaching model for special education at designated grade levels, and a robust middle grades elective model for specialist classes. For the upcoming school year, there is a focus on expanding experiential learning through curriculum-driven field trips, after-school offerings aligned to school needs, and planning for increasing project-based learning. The new building will further support innovation through flexible spaces between classrooms for tier 1 small group, integrated intervention, classrooms designed for multiple adults, expanded facilities for more robust specialists, after-school, curriculum-based experiences during the day.*

Please provide a description of how goals for individual subjects are integrated into the District's overarching goal of creating hands-on, interdisciplinary learning experiences. *SPS Response: Goals for individual subjects are integrated into the District's broader vision of creating engaging, hands-on, interdisciplinary learning experiences that prepare students to think critically, collaborate effectively, and apply their learning in authentic contexts. Each content area maintains clear standards-aligned goals, while planning and instructional practices emphasize meaningful interdisciplinary learning experiences. For example, students may investigate community issues through research and writing, analyze data in mathematics, explore scientific phenomena, and communicate their findings through presentations, visual arts, or digital media. Inquiry-driven instruction, and collaborative planning support teachers in designing learning experiences that integrate multiple subjects around compelling questions and real-world problems. This approach reflects SPS' commitment to equity, deeper learning, and student engagement, ensuring that students develop strong content knowledge while also building creativity, communication, problem-solving, and civic participation skills that transfer across subjects and beyond the classroom.*

Please also describe how schedules and activities can be modified by teachers within grade level clusters to promote collaboration. *SPS Response: By acting as a shared hub, the teaching teams in this cluster can collaboratively alter schedules and activities, easily shifting between large group instruction, cross-class grouping, and specialized cooperative learning. They can use responsive pacing to ensure that blocks of time for each content area provide whole-group lessons to be buffered between opportunities for small group, choice activities, and movement. The physical layout of the space provides classroom and grade-level flexibility to ensure students are properly supervised while also developing autonomy as learners. Instructional structures will be developmentally responsive, recognizing the unique academic, social, and emotional needs of students at each stage of learning.*

For students in the PK–3 age group, each day will begin with community-building activities, such as a morning meeting, to establish routines, strengthen relationships, and foster a positive classroom culture. Morning instructional blocks will prioritize foundational literacy and mathematics, when students are best positioned for focused learning. Specialist classes, choice time, and other learning experiences will typically occur in the afternoon. Throughout the day, teachers will have the flexibility to intentionally integrate social-emotional learning into authentic classroom experiences, providing students with regular opportunities to practice and develop these essential skills.

For students in Grades 4–6, the instructional model will balance growing independence with the predictable structures students continue to need for success. Through collaborative planning, teachers will respond to students' developmental needs by incorporating meaningful choices in how students demonstrate their learning, breaking larger assignments into manageable milestones, and providing consistent organizational supports. Students will begin transitioning between classrooms and learning from different teachers, with a two-teacher team supporting humanities and STEM instruction. This model allows educators to establish shared expectations while helping students gradually develop the skills needed to navigate multiple classrooms and instructional settings. Specialist classes may include flexible groupings across grade levels, allowing students to expand their peer interactions beyond their homeroom community. Teachers will also have the autonomy to create flexible instructional groups across academic teams to meet students' individual learning needs.

For students in Grades 7–8, the instructional program will build upon adolescents' increasing desire for independence, identity development, collaboration, and meaningful peer relationships. Students will learn within interdisciplinary teaching teams that include English language arts, mathematics, science, social studies, and world languages. This team-based structure promotes consistency in instructional practices, behavioral expectations, and student supports while allowing students to engage with multiple teachers throughout the day. It also creates a smaller learning community where educators can collaborate closely to monitor student progress, coordinate interventions, and respond effectively to students' academic, social, and emotional needs.

Also, please describe the role of Deans within the administration structure along with the credentials and experience required for the position. SPS Response: The focus of the deans' position is to ensure that students are regularly attending school (attendance) and meeting behavioral expectations (behavior). They serve key roles on the student support team and work closely with administration to develop tier one practices and expectations to support school goals in these areas, use data to identify students who are not meeting these expectations, and determine tier two and tier three supports and interventions. The dean positions require extensive experience working with students in a school setting, either as a teacher or counselor. Additionally, they hold a counselor or principal/assistant principal MA certification.

4b) In response to these review comments, provide a narrative that describes the academic support program spaces. Please clarify if there are any proposed changes to the District's academic support program spatial utilization or provide a statement that no changes are being proposed.

Also, describe the District's current curriculum delivery methods and practices and provide additional information on how the proposed curriculum and all associated existing and new programming offerings, if any, are scheduled, and how this academic organization/structure supports the delivery of the proposed curriculum. SPS Response: Somerville Public Schools delivers a comprehensive, standards-aligned curriculum through inclusive, high-quality Tier 1 instruction that is grounded in the Massachusetts Curriculum Frameworks and supported by a Multi-Tiered System of Supports (MTSS). Core instruction emphasizes culturally and linguistically sustaining practices, evidence-based instructional strategies, and equitable access to rigorous learning for all students. To fully support this instructional model, each core content area requires dedicated instructional spaces designed to meet the unique needs of each discipline. Classroom spaces should also be designed to accommodate co-teaching and push-in service delivery by special educators, English learner educators, interventionists, and related service providers. Adequate instructional space for multiple adults to work alongside students supports inclusive practices, minimizes disruption, and enables students to receive services within the general education classroom whenever appropriate.

The district utilizes high-quality instructional materials across content areas, including Wit & Wisdom and FUNdations in English Language Arts, Illustrative Mathematics, Investigating History, and Amplify Science. Instruction is designed to promote inquiry, collaboration, critical thinking, and authentic application of knowledge through discussion, problem-solving, writing, and hands-on learning experiences. Digital tools including smart boards, projectors, and chromebooks are integrated to enhance instruction, provide opportunities for differentiation, and support formative assessment.

The district's academic schedule is organized to provide protected instructional blocks for literacy and mathematics, dedicated science and social studies instruction, and regular access to specialist programming, including visual arts, music, physical education, health, library, world languages, and digital literacy/computer science. Services for students are scheduled to maximize participation in core instruction while providing targeted support through flexible grouping. Secondary schedules provide opportunities for interdisciplinary learning, electives, and college and career pathways.

The physical organization of the school plays a critical role in supporting this instructional model. Learning spaces designed to facilitate collaboration among students and educators strengthen interdisciplinary teaching, project-based learning, and professional collaboration. Locating service providers, such as special educators, English learner educators, related service providers, and interventionists, in close proximity to classrooms reduces unnecessary student transitions, increases instructional time, and supports inclusive practices by making in-class services and co-teaching more feasible. Flexible learning spaces that accommodate small-group instruction, collaborative planning, and interdisciplinary projects further enhance the district's ability to meet the diverse needs of all learners.

Professional learning, instructional coaching, and collaborative planning structures support consistent implementation of the curriculum across schools. Common planning time enables educators to analyze student work, use assessment data to inform instruction, and design interdisciplinary learning experiences. Together, this academic organization and the intentional design of instructional spaces ensure that all students have equitable access to rigorous,

engaging instruction while fostering collaboration, inclusion, and meaningful connections across content areas.

Additionally, the submittal notes the potential use of rugs within classroom spaces. Please note that rugs and carpeting should be easy to clean, move, remove, or replace if necessary. Acknowledged

4e) Please note and acknowledge that the MSBA's STE Guidelines require that all elementary school general classrooms have a minimum of (2) sinks to facilitate STE exploration and project-based learning within the classrooms. One sink must be accessible, and one must be deep and wide to accommodate buckets or containers. Acknowledged

4g) In response to these review comments, please describe whether English Language Learners are encouraged to participate in World Language classes and experiences under the proposed educational program. SPS Response: English Language Learners are encouraged to participate in World Language courses and related learning experiences. In addition, heritage language speakers are supported in developing and strengthening their home language through specialized course offerings, such as Spanish Language Arts for heritage speakers.

4i) In response to these review comments, please describe whether all students have equal access to the after school and out-of-school programs provided by the District. SPS Response: The previous building created a challenging barrier with regards to design and space availability, often limiting the scope of our services and, more importantly, the amount of students who can participate. Programming has been expanded to allow students equal access to out of school time programming, and we hope to have dedicated space to continue providing services that offer partners and teachers the appropriate space for enrichment, academic, and physical and wellness activities in a coordinated environment.

5) The information provided in the submittal references a "Proposed Teaching and Learning Overview" section that was not found in the educational program. In response to these review comments, please describe the reasoning behind any changes to teacher planning spaces and scheduled planning time, or provide a statement that no changes are proposed. SPS Response: No changes are proposed.

6) In response to these review comments, provide additional information regarding the District's plan to provide professional development opportunities to prepare staff to work within a new or renovated facility; including how the district is preparing to effectively utilize the spaces within a renovated or new facility, including detail regarding any current and planned preparations before and after the opening of the facility. SPS Response: Prior to the opening of the new building, PD will be provided to staff with regard to working in the new building. As this is the combining of two schools, there will be robust PD on developing the identity of the school and shared expectations through PBIS, a unified instructional approach focused on student-centered learning and the utilization of those spaces, and building institutional knowledge around how to operate as one school in a new environment. The PD focused on building a unified and collaborative school culture is paramount during the time before opening and moving into the new building.

Also, please describe whether the District has considered providing additional professional and curricular development opportunities outside of the regular school year that would enable teachers extended time to prepare for changes in the curriculum and structure as a result of the

proposed project. SPS Response: Yes, as the district moves closer to the opening of the new building, additional PD will be provided to meet the aforementioned needs.

Additionally, the educational program includes reference to "Flexible Professional Learning Spaces". In response to these review comments, please clarify whether these spaces are dedicated solely to professional development or if other functions will also be supported. SPS Response: The facility will support this work by providing flexible professional learning spaces capable of accommodating full staff gatherings as well as smaller collaborative groups, allowing teachers and support staff to engage in training, planning, and cross-grade collaboration within the building. These areas will allow them a dedicated space before, during, and after school to collaborate either in small or larger groups with resources readily accessible. However, when not in use for Professional Development purposes, these spaces can be utilized as an extension of classroom and student learning opportunities.

7) *In response to these review comments, please describe the proposed parent pick-up and drop-off procedures for the Pre-Kindergarten program in the new or renovated Winter Hill Community School.*

Also, the space summaries provided indicate that the District is proposing (1) 1,200 nsf Pre-Kindergarten Classroom with Toilet for both enrollment options. In response to these review comments, please confirm that the proposed size and number of classrooms meets the current and future needs of the District's educational program.

Additionally, please provide an overview of community outreach regarding the early childhood programs described in the educational program, including how program features and enrollment information are communicated to multilingual and multicultural populations. SPS Response: For PK, there will be a designated drop-off and pick-up area for students. PK starts 10 minutes after and ends 50 after K-8, allowing for a designed PK space. There will be a 30-minute drop off time for parents, guardians, and/or caregivers to walk their children to the designated area and check in with teachers. Students will be able to engage in structured choice activities during this time. At the end of the day, teachers will return with students to the designated area and parents, guardians, and/or caregivers will meet their students in this area. This again allows for checkins between staff and caregivers.

8) The information provided in the submittal references a "Proposed Teaching and Learning Overview" section that was not found in the educational program. In response to these review comments, please describe the reasoning associated with any changes to teacher planning spaces and scheduled planning time, or provide a statement that no changes are proposed. SPS Response: No changes are proposed

9) In response to these review comments, please confirm that kitchen staff will be included in the review of design and equipment for the kitchen. Please note that the MSBA guidelines are based on two lunch servings.

Also, please clarify whether the proposed kitchen is intended to produce meals solely for the students within the building or whether it will provide meals to students across the District Additionally, the educational program includes a schedule indicating fifteen minutes will be allotted for lunch and recess. In response to these review comments, please confirm that the proposed schedule meets the current and future needs of the District's educational program. SPS Response: The District's School Nutrition Department, including kitchen and cafeteria staff, will

participate in the review of the kitchen design and equipment selection. The proposed kitchen is designed to function as a production kitchen serving both students in the new school and students at other schools across the district. The design includes the production capacity, expanded cold and dry storage, loading dock access, and transportation logistics necessary to support district-wide meal service. Whether a proposed fifteen-minute lunch period is sufficient will depend on several factors, including projected enrollment, cafeteria seating capacity, the number of lunch seatings required, and the throughput capacity of the serving lines. These elements will be evaluated as part of the design process to determine whether the proposed lunch period can effectively support current and future programmatic needs. If the analysis identifies the need for adjustments, those considerations can be incorporated into the ongoing planning and design process10) In response to these review comments, please provide information that describes the proposed technology instruction policies and program requirements. Also, provide reasoning for any proposed changes, or a statement that no changes are proposed. SPS Response: Somerville Public Schools will continue to implement a comprehensive Digital Literacy and Computer Science (DLCS) program aligned with the Massachusetts Digital Literacy and Computer Science Frameworks. Students develop the knowledge and skills necessary to use technology effectively, think computationally, create digital content, solve problems, and engage safely, ethically, and responsibly in digital environments. Technology instruction is integrated throughout the curriculum and is also provided through dedicated instructional experiences at designated grade levels, ensuring that all students have equitable access to digital learning opportunities. This course does require a classroom/ computer lab like space. Technology is embedded across all content areas to enhance teaching and learning. Educators leverage technology to differentiate instruction, provide formative assessment, increase accessibility, and support collaboration. The District maintains a 1:1 student device program for grades 3 and up and provides the infrastructure and technical support necessary to ensure reliable access to instructional technology. No changes are proposed to the District's technology instruction policies or program requirements. The proposed facility is designed to support the continued implementation of the District's existing technology program through robust wireless infrastructure, instructional technology, flexible learning environments, and technology-rich classrooms that support collaboration, creativity, and authentic learning experiences.

Please describe any measures the District employs to ensure that every student has access to the intended function of school-provided technology outside of school. SPS Response: Classroom-issued devices, including Chromebooks, are generally maintained as school-based resources and do not leave campus, with the exception of devices assigned to high school students.

Please confirm that the District's operating budget allows or will allow for the acquisition, maintenance, and replacement of all hardware and software required to support the proposed program. SPS Response: This is confirmed. The District's operating budget includes funding for the routine acquisition, maintenance, and replacement of instructional technology hardware and software in accordance with current technology planning and budgeting practices.

Additionally, the MSBA suggests the District consider providing assisted listening technology in each classroom, as well as general use throughout educational spaces within the proposed project for hearing impaired accessibility. Please acknowledge. Acknowledged, Currently, Assisted Listening Devices are coordinated through Student Services when related to accommodations provided through Section 504 plans. Devices and supports required as part of a

student's Individualized Education Program (IEP) are coordinated through the Special Education Department in accordance with established special education procedures.

11) In response to these review comments, please provide additional information regarding existing staffing and scheduling associated with the Media Center / Library for both the Winter Hill Community School and Benjamin G. Brown Elementary School, as well as reasoning for any proposed changes or a statement that no changes are proposed. SPS Response: Winter Hill currently has a 1.0 FTE library position, while Brown has a 0.8 FTE library position that is shared with another SPS school. No changes are proposed to the District's current library staffing model. Library educators provide specialist instruction comparable to other enrichment areas such as art, music, theater, and physical education. In addition to teaching scheduled library classes, they may also support classroom instruction and facilitate small-group reading interventions throughout the school day.

12) The information provided in the submittal references a "Proposed Teaching and Learning Overview" section that is not included in the educational program. In response to these review comments, please describe the reasoning behind any changes to the visual arts program, or provide a statement that no changes are proposed.

Additionally, please describe how the schedules of visual arts staff allow for collaboration with in-school and outside-of-school colleagues. SPS Response: The District provides dedicated collaborative planning time every Wednesday during the school calendar, allowing educators to meet in teams within their schools and across the district. In addition, visual arts educators participate in regular department meetings and participate in district-wide professional learning.

13) In response to these review comments, please provide additional information regarding staffing for the proposed dedicated theater space. Also, please refer to 'Attachment B' for additional comments under the 'Arts & Music' category. SPS Response: Given the increased school size and number of students, as well as increased demand for arts & music programming, an additional theater teacher would be added to the team.

14) In response to these review comments, please describe how the physical education curriculum is currently delivered, the number of periods per academic cycle, and the number of students participating in physical education programs at both the Winter Hill Community School and Benjamin G. Brown Elementary School. Also, please describe the reasoning behind any proposed changes, or a statement that no changes are proposed. SPS Response: Physical Education utilizes the SPARK Physical Education curriculum for grades K–8, delivering developmentally appropriate, standards-based instruction that builds students' movement skills, physical literacy, fitness, cooperation, and lifelong engagement in physical activity. At the Winter Hill Community School, approximately 370 students participate in physical education. Students in grades K–6 receive instruction on a five-day academic cycle, while students in grades 7–8 participate on a two-out-of-three schedule within each five-day cycle during the semester. At the Benjamin G. Brown Elementary School, approximately 230 students participate in physical education, with students in grades K–5 receiving instruction on a five-day academic cycle. The proposed program will build upon this strong foundation by expanding opportunities for students to engage in innovative and experiential learning experiences, including Project Adventure, rowing, rugby, and orienteering. These additions will broaden students' exposure to a

diverse range of physical activities while further developing physical literacy, teamwork, problem-solving, resilience, and a lifelong appreciation for active, healthy living.

16a) In response to these review comments, please confirm exploratory career pathways are currently being offered and which will be proposed in the new or renovated Winter Hill Community School, along with associated spatial and staffing needs for these programs. SPS Response: Currently, we do not offer career and technical education exploration at the middle grades. This new building is an opportunity to meet state recommendations to provide this to 7th and 8th graders. Using the current 1400 square feet in the space outlines and by using part of the square footage of the library, there is sufficient space to offer an exploratory culinary program and a pre-engineering/design program.

Also, the space summaries provided indicate that the District is proposing (1) 1,440 nsf Technology / Engineering Room in the 'Vocations & Technology' category. In response to these review comments, please confirm that the proposed size and number of rooms meets the current and future needs of the District's educational program. SPS Response:

18) The information provided in the 'Community Engagement / SFLC' section states:

> *"The solution is a new Family Welcome Center within the new school building, centrally located to serve the entire city. This multilingual, one-stop hub creates a community anchor for SPS families, providing support from early childhood through graduation. The center houses a variety of SFLC programs and services, including the Enrollment Office for in-person registration support, health services, and language testing; Early Childhood Family Supports such as playgroups, parent support groups, and the Parent Child+ home visiting program; and the Office of Basic Needs and Housing Support Services, which includes the SFLC clothing and basic needs pantry. This new space is designed to be welcoming, accessible, and fully equipped to meet families' educational, social, and practical needs.*

In response to these review comments, please provide more information about the proposed Early Childhood programming and the Somerville Family Learning Collaborative ("SFLC"). SPS Response: The proposed Welcome Center is a centralized family engagement and support hub designed to improve access to essential district services while strengthening connections between families and the Somerville Public Schools. Following the closure of the Winter Hill School, the Somerville Family Learning Collaborative (SFLC) lost its centrally located space and no longer has a dedicated Welcome Center to serve families. For many families, SFLC programs are their first point of contact with the district during early childhood, providing playgroups, parent support groups, enrollment assistance, and more, while subsequently providing guidance and support throughout a student's educational journey. Restoring these services in a centrally located, welcoming, walkable, and accessible facility would better support families across the community. The Welcome Center would bring together key family-facing services, including district enrollment, multilingual services, family support, housing and basic needs assistance, volunteer coordination, and family and community engagement. By co-locating these services, it would provide a convenient "one-stop" destination where families can access enrollment assistance, language access, case management, early childhood programs, parent workshops, and connections to essential community resources. The Welcome Center would enhance the new school by improving access to services, strengthening family engagement, reducing barriers to participation, and reinforcing the school's role as a welcoming community hub.

19) In response to these review comments, please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the PSR submittal. The design team had a preliminary meeting with the City's emergency representatives (which included the City's police and fire departments) The design team will continue to consult with the emergency representatives throughout the design process.

Project developers will continue to engage local public safety partners, including fire, police, emergency medical services, and other first responders, throughout the planning and design process. Their input will help inform the development and review of building safety and security features, emergency access, life safety systems, and emergency response protocols to help ensure the facility is designed in accordance with applicable codes, best practices, and operational needs.

No further review comments for this section.

3.1.3 INITIAL SPACE SUMMARY

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Space summary; one per approved design enrollment	☐	☒	☐	☐
2	Floor plans of the existing facility	☒	☐	☐	☐
3	Narrative description of reasons for all variances (if any) between proposed net and gross areas as compared to MSBA guidelines	☒	☐	☐	☐

MSBA Review Comments:

1) Please refer to "Attachment B" for detailed review comments. *See response in Attachment B further review comments for this section.*

3.1.4 EVALUATION OF EXISTING CONDITIONS

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Confirmation of legal title to the property.	☒	☐	☐	☐
2	Determination that the property is available for development.	☒	☐	☐	☐
3	Existing historically significant features and any related effect on the project design and/or schedule.	☒	☐	☐	☐
4	Determination of any development restrictions that may apply.	☒	☐	☐	☐
5	Initial Evaluation of building code compliance for the existing facility.	☒	☐	☐	☐

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
6	Initial Evaluation of Architectural Access Board rules and regulations and their application to a potential project.	☒	☐	☐	☐
7	Preliminary evaluation of significant structural, environmental, geotechnical, or other physical conditions that may impact the cost and evaluations of alternatives.	☒	☐	☐	☐
8	Determination for need and schedule for soils exploration and geotechnical evaluation. - complete	☐	☒	☐	☐
9	Environmental site assessments minimally consisting of a Phase I: Initial Site Investigation performed by a licensed site professional.	☒	☐	☐	☐
10	Assessment of the school for the presence of hazardous materials.	☒	☐	☐	☐
11	Previous existing building and/or site reports, studies, drawings, etc. provided by the district, if any.	☒	☐	☐	☐

MSBA Review Comments:

8) The information provided in the 'Geo-environmental Assessment' narrative states:

> *"A Phase I Environmental Site Assessment was done on the 115 Sycamore Street site by Mabbett & Associates. The report recommends further investigation of soil conditions and confirmation of the removal of a former 5,000 gallon UST tank. In addition, it is assumed that the former school building located at the site prior to the 1974 school were demolished and buried in place."*

In response to these review comments, please note that the removal of fuel storage tanks and associated contaminated soils are considered ineligible for reimbursement. Please acknowledge *Acknowledged*

Also, the information provided in the 'Geotechnical Assessment' narrative states:

> *"A formal geotechnical investigation is required to validate these initial visual findings and to support future design work. Additional borings and/or test pits may be required if the original 1973 boring logs cannot be located. Once the final area for new construction is selected, additional geotechnical exploration should be conducted in the basketball court and playground area."*

In response to these review comments and as part of the District's PSR submittal, please include a timeline associated with additional site analysis into the overall project schedule and additional site analysis information when available. Please note that all cost increases subsequent to a Project Scope and Budget Approval from the MSBA's Board of Directors will be the sole responsibility of the District and considered ineligible for reimbursement. Please acknowledge. *Acknowledged, subsurface investigation was performed on site during the week of*

June 1, 2026. The findings from 6 test borings will be provided in the PSR submission from both the Geotech engineering and geoenvironmental consulting teams

No further review comments for this section.

3.1.5 SITE DEVELOPMENT REQUIREMENTS

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	A narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives.	☐	☒	☐	☐
2	Existing site plan(s)	☒	☐	☐	☐

MSBA Review Comments:

1) The information provided in the 'Site Specific Narratives' section states:

> *"The City Annex building located at the corner of Thurston and Evergreen Street is potential open space for the new school. The City is currently looking to consolidate city employees into a central location near City Hall making the City Annex property available for school use."*

In response to these review comments, please provide more information regarding the potential open space at the City Annex building site, including site ownership details, site development requirements, existing site conditions, and proposed design and utilization The Annex building is owned by the City of Somerville and currently operates as a civic building. It is not currently under the care, custody, and prevue of the School Department. The City is currently reviewing the needs of the project and the needs of the city to determine if the property can be turned over to the school project for use in the project. As such the site is not critical to the constitution of a planned building on Sycamore Street; it would be used as addition outdoor space and a location for geothermal wells. The city continues to evaluate the site and need provide a decision early in the SD process.

No further review comments for this section.

3.1.6 PRELIMINARY EVALUATION OF ALTERNATIVES

	Provide the following Items	Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Analysis of school district student school assignment practices and available space in other schools in the district	☒	☐	☐	☐
2	Tuition agreement with adjacent school districts	☒	☐	☐	☐

3	Rental or acquisition of existing buildings that could be made available for school use	☒	☐	☐	☐
4	Code Upgrade option that includes repair of systems and/or scope required for purposes of code compliance; with no modification of existing spaces or their function	☐	☒	☐	☐
5	Renovation(s) and/or addition(s) of varying degrees to the existing building(s)	☐	☒	☐	☐
6	Construction of new building and the evaluation of potential locations	☐	☒	☐	☐
7	List of 3 distinct alternatives (including at least 1 renovation and/or addition option) are recommended for further development and evaluation.	☐	☒	☐	☐

MSBA Review Comments:

As part of the Preliminary Evaluation of Alternatives, the District explored the following (15) options on (3) potential sites. Please note the (4) options denoted with an asterisk (*) are the options the District intends to further evaluate as part of its PSR submittal:

- ***Option 0****: Base repair at the existing Winter Hill Community School facility designed for 690 students in grades K-8; with an estimated total project cost of $83,824,847.*
- *Option 1A: Addition/renovation at the existing Winter Hill Community School designed for 690 students in grades K-8; with an estimated total project cost of $174,505,624.*
- ***Option 1B*:** Addition/renovation at the existing Winter Hill Community School designed for 925 students in grades K-8; with an estimated total project cost of $184,896,642.*
- *Option 2A: New construction oriented along Evergreen Avenue (5 stories) at the existing Winter Hill Community School site designed for 690 students in grades K-8; with an estimated total project cost of $175,227,660.*
- ***Option 2B*:** New construction oriented along Evergreen Avenue (5 stories) at the existing Winter Hill Community School site designed for 925 students in grades K-8; with an estimated total project cost of $190,208,526.*
- *Option 3A: New construction oriented along Sycamore Street (5 stories) at the existing Winter Hill Community School site designed for 690 students in grades K-8; with an estimated total project cost of $177,497,286.*
- *Option 3B: New construction oriented along Sycamore Street (5 stories) at the existing Winter Hill Community School site designed for 925 students in grades K-8; with an estimated total project cost of $193,484,186.*
- ***Option 4*:** New construction (6 stories) at the existing Winter Hill Community School site designed for 925 students in grades K-8; with an estimated total project cost of $190,208,526.*
- *Option 5A: New construction at the Trum Field site designed for 690 students in grades K-8; with an estimated total project cost of $177,586,254.*

- *Option 5B: New construction at the Trum Field site designed for 925 students in grades K-8; with an estimated total project cost of $191,426,870.*
- *Option 6A: Base repair at the existing Benjamin G. Brown Elementary School facility designed for 690 students in grades K-8; with an estimated total project cost of $34,757,094.*
- *Option 6B: Addition/renovation at the existing Benjamin G. Brown Elementary School designed for 690 students in grades K-8; with an estimated total project cost of $201,465,524.*
- *Option 6C: Addition/renovation at the existing Benjamin G. Brown Elementary School designed for 925 students in grades K-8; with an estimated total project cost of $242,818,412.*
- *Option 6D: New construction at the existing Benjamin G. Brown Elementary School site designed for 690 students in grades K-8; with an estimated total project cost of $212,172,846.*
- *Option 6E: New construction at the existing Benjamin G. Brown Elementary School site designed for 925 students in grades K-8; with an estimated total project cost of $251,457,667.*

4) In response to these review comments, please clarify whether the base repair option at the existing Winter Hill Community School facility will be referred to as 'Option 0' or 'Option BR'. *The base repair option will be referred to as Option BR*

4-7) In addition to the (4) options identified above, the District will be required to include Option 6A (code upgrade at the existing Benjamin G. Brown Elementary School) as part of the District's PSR submittal for comparison purposes. The District will also be required to include (1) addition/renovation or (1) new construction option located at the existing Benjamin G. Brown Elementary School site for an enrollment of 925 students as part of the District's PSR submittal for comparison purposes. Please acknowledge. *Acknowledged: Option 6A, 6C and 6D will be included in the PSR*

The information provided in the 'Findings' narrative within the Preliminary Evaluation of Alternatives states:

> *"The SBC noted that they prefer to pursue the higher enrollment of 925 student as a more feasible approach to addressing school, community and city needs."*

In response to these review comments, please note and acknowledge that the District will also be required to include at least (1) addition/renovation and (1) new construction option designed for an enrollment of 690 students at the existing Winter Hill Community School site as part of the District's PSR submittal. *Acknowledged*

Please note that the MSBA expects to receive complete and thorough evaluations of all options identified in the conclusion of the District's PDP submittal as well as the options required by these review comments. The Owner's Project Manager should ensure that this work is complete and aligns with the options to be further evaluated prior to submitting the PSR to the MSBA. Adjustments to the options identified in the conclusion of the PDP must be communicated to the MSBA in writing well in advance of receiving the PSR submittal for the opportunity for the

MSBA to weigh in on any adjustment to the options being evaluated. Please acknowledge. *Acknowledged*

Also, in response to these review comments, please clarify whether "Options 1A, 1B, 2A, 2B, 3A, 3B, and 4" propose to incorporate the City Annex parcel into the project. *The Annex building is owned by the City of Somerville and currently operates as a civic building. It is not currently under the care, custody, and prevue of the School Department. The City is currently reviewing the needs of the project and the needs of the city to determine if the property can be turned over to the school project for use in the project. As such the site is not critical to the constitution of a planned building on Sycamore Street; it would be used as addition outdoor space and a location for geothermal wells. The city continues to evaluate the site and need provide a decision early in the SD process.*

Additionally, as part of the District's PSR submittal, please:

- *Ensure that further detail is provided that clearly describes and illustrates the safety provisions, separation, and possible construction laydown areas that will be applied during construction on the existing site(s). Please acknowledge.* *Acknowledged*
- *Continue to use the same naming conventions of options for clarity and consistency. Please acknowledge.* *Acknowledged: option 1A and 2A will be included in the PSR*
- *For all options and sites that are not selected by the District, please provide detailed narratives containing at least three reasons that describe why these options and sites were eliminated from further consideration. Please acknowledge.* *Acknowledged, the design team will provide 3 or more reasons why option 3A, 3B, 5A and 5B were eliminated – this will be summarized in the PSR report*
- *Provide a narrative that describes the potential future use of any non-selected site(s) as a result of the preferred solution.* *Trum Field will remain as open park land. Brown School will remain a city property with no immediate plans for renovation or demolition at this time.* *The open space at the Brown School will remain open as a community resource*.

No further review comments for this section.

3.1.7 LOCAL ACTIONS AND APPROVAL

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Signed Local Actions and Approvals Certification: (original)	☒	☐	☐	☐
2	Certified copies of the School Building Committee meeting notes showing specific submittal approval vote language and voting results, and a list of associated School Building Committee meeting dates, agenda, attendees and description of the presentation materials	☒	☐	☐	☐

MSBA Review Comments:

No review comments for this section.

3.1.8 APPENDICES

Provide the following Items		Complete; *No response required*	Provided; *District's response required*	Not Provided; *District's response required*	Receipt of District's Response; *To be filled out by MSBA Staff*
1	Current Statement of Interest	☒	☐	☐	☐
2	MSBA Board Action Letter including the invitation to conduct a Feasibility Study – requested in previous section	☐	☐	☒	☐
3	Design Enrollment Certification	☐	☒	☐	☐

MSBA Review Comments:

2) Please see comment above in Section 3.1.1, Item 2.

3) Please see comment above in Section 3.1.1, Item 3.

No further review comments for this section.

Additional Comments:

- *Please note that as part of the upcoming Preferred Schematic submittal process, districts and their consultants are required to provide a summary overview of the proposed project to the MSBA Facilities Assessment Subcommittee (the "FAS"). In preparation, the MSBA requests that the District submit a complete PowerPoint of the FAS presentation with the PSR submittal. For your reference, the guidance memorandum for preparing an FAS presentation is attached. Acknowledged: PE to provide in the PSR submission*
- *The MSBA issues project advisories from time to time, as informational updates for Districts, Owner's Project Managers ("OPM"), and Designers in an effort to facilitate the efficient and effective administration of proposed projects currently pending review by the MSBA. The advisories can be found on the MSBA's website. In response to these review comments, please confirm that the District's consultants have reviewed all project advisories and they have been incorporated into the proposed project as applicable. PMA and Perkins Eastman both confirm that we have reviewed the MSBA's advisories on the MSBA website and have been incorporated into the proposed project as applicable.*

Regarding Past Projects:

Both the MSBA's enabling legislation, M.G.L. c. 70B, and the MSBA's regulations, 963 CMR 2.00 et seq. specifically address the issue of past projects. MSBA records show a total MSBA payment of $1,717,926 for the Winter Hill Community School Roof, Windows, and Doors Replacement Project #201602740120 completed in September 2018.

Pursuant to these requirements and depending on the School District's ultimate plan for the School, the MSBA may recover a pro-rated portion of the financial assistance that the School District has received

for previous renovation grants. The exact amount recovered will be established at the conclusion of the Schematic Design / Total Project Budget phase. Please see the MSBA website to view the MSBA's regulations, statute and closed school bulletin for additional information. *Acknowledged*

End

B. MSBA - PDP Comments and District Response - B

ATTACHMENT B
MODULE 3 – PRELIMINARY DESIGN PROGRAM SPACE SUMMARY REVIEW

District: City of Somerville
School: Winter Hill Community School
Owner's Project Manager: PMA Consultants, LLC
Designer Firm: Perkins Eastman Architects, DPC
Submittal Due Date: June 3, 2026
Submittal Received Date: April 8, 2026
Review Date: April 8, 2026 – June 30, 2026
Reviewed by: J. Adams, C. Forde, C. Alles

The Massachusetts School Building Authority (the "MSBA") has completed a preliminary review of the proposed space summary as produced by Perkins Eastman Architects, DPC and its consultants. This review involved evaluating the extent to which the Winter Hill Community School's proposed space summary conforms to the MSBA guidelines and regulations.

Please note the MSBA considers it critical that the Districts and their Designers aggressively pursue design strategies to achieve compliance with the MSBA guidelines for all proposed projects in the new program and strive to meet the gross square footage allowed per student and the core classroom space standards, as outlined in the guidelines. The MSBA also considers its stance on core classroom space critical to its mission of supporting the construction of successful school projects throughout the Commonwealth that meet current and future educational demands. The MSBA does not want to see this critical component of education suffer at the expense of larger or grander spaces that are not directly involved in the education of students.

Additionally, the MSBA recognizes the benefits and the challenges associated with saving or renovating existing spaces and may consider variations in the guidelines for renovation projects beyond those included below. Please note that any spaces in new construction or substantially renovated spaces must be compliant with MSBA space standards for both allotted area and room quantity unless otherwise approved in writing by the MSBA.

The following preliminary review is based on the initial space summaries submitted for a new construction option for the following (2) study enrollment options:

- Enrollment 1: 690 students in grades K-8, plus PK, at the Winter Hill Community School (current configuration); and,
- Enrollment 2: 925 students in grades K-8, plus PK, consolidating the Winter Hill Community School and Benjamin G. Brown Elementary School.

The MSBA review comments are as follows:

Please note that subsequent to receiving the submittal, the MSBA received updated space summaries on April 21, 2026, which is the basis of the review comments below.

- **General Comments** – In response to these review comments, please review and respond to the following items regarding the 'Existing Conditions' section of the space summaries:
    - **Vocations & Technology (Winter Hill Community School)** – The existing conditions at the Winter Hill Community School provides a total of 7,195 nsf for the overall 'Vocations & Technology' category, which does not align with the values of individual rooms therein. In response to these review comments, please confirm whether the individual room values are correct and update the total accordingly. Additionally, ensure that the correct values are noted in future space summaries. Please acknowledge. *Acknowledged, No Voc-Tech space is listed.*
    - **Administration & Guidance (Benjamin G. Brown Elementary School)** – The existing conditions at the Benjamin G. Brown Elementary School provides a total of 750 nsf for the overall 'Administration & Guidance' category, which does not align with the values of individual rooms therein. In response to these review comments, please confirm whether the individual room values are correct and update the total accordingly. Additionally, ensure that the correct values are noted in future space summaries. Please acknowledge. *Acknowledged, 750sf aligns with the values of the rooms.*
- **Core Academic** – For Enrollment 1, the District is proposing a total of 36,630 net square feet ("nsf"), which exceeds the MSBA guidelines by 3,700 nsf. For Enrollment 2, the District is proposing a total of 50,730 nsf, which exceeds the MSBA guidelines by 4,850 nsf. The District is proposing the following spaces:
    - **Kindergarten Classrooms (with Toilet)** – For Enrollment 1, the District is proposing (4) 1,200 nsf Kindergarten Classrooms totaling 4,800 nsf, which meets the MSBA guidelines. For Enrollment 2, the District is proposing (6) 1,200 nsf Kindergarten Classrooms totaling 7,200 nsf, which meets the MSBA guidelines. In response to these review comments, please review and respond to the following items: *As follow-up and refinement to the Educational Program, only 5 Kindergarten Rooms will be proposed. This is due to a higher class size average than MSBA guidelines at 18. SPS has a maximum class size of 25, so an average of 21 was used to recalculate needs, resulting in 1 less at the 925 enrollment.*
        - As the project further develops, please note and acknowledge that 1,100 nsf is the minimum size and 1,300 nsf is the maximum size for all newly constructed Kindergarten Classrooms. *Acknowledged*

- Please confirm that the proposed project will provide a minimum of two sinks in each Kindergarten Classroom. Please refer to the MSBA's STE Guidelines. *Confirmed*

- **General Classrooms (Grades 1-6)** – For Enrollment 1, the District is proposing (19) 900 nsf General Classrooms for grades 1-6 totaling 17,100 nsf, which is (1) General Classroom and 1,900 nsf below MSBA guidelines. For Enrollment 2, the District is proposing (27) 900 nsf General Classrooms for grades 1-6 totaling 24,300 nsf, which is 1,350 nsf below MSBA guidelines. In response to these review comments, please review and respond to the following items: *It should be noted that a portion of general classroom enrollment is allocated into added NCA small group classrooms*

  - As the project further develops, please note and acknowledge that 900 nsf is the minimum size and 1,000 nsf is the maximum size for all newly constructed General Classrooms in grades 1-6. *Acknowledged*

  - Please note and acknowledge that the MSBA's STE Guidelines require all grades 1-6 General Classrooms have a minimum of (2) sinks to facilitate STE exploration and project-based learning within the classrooms. One sink must be accessible, and one must be deep and wide to accommodate buckets or containers. *Acknowledged*

- **Science, Technology, Engineering ("STE") Rooms –** For Enrollment 1, the District is proposing (2) 1,080 nsf STE Rooms totaling 2,160 nsf, which exceeds the MSBA guidelines by (1) STE room and 1,080 nsf. For Enrollment 2, the District is proposing (3) 1,080 nsf STE Rooms totaling 3,240 nsf, which exceeds the MSBA guidelines by (1) STE room and 1,080 nsf. In response to these review comments, please review and respond to the following items regarding the proposed number and size of the STE Rooms:

  - Please provide scheduling, overall utilization, and any other supporting information that further documents the District's need for the proposed number of STE Rooms for both enrollments. *The STE Rooms were based on 1 room/350 students as guidelines suggest but using the K-6 enrollment rather than 3-6 enrollment per guidelines. The reason for including K-2 is that STEM is 1 of 8 specials offered at all grades PK-6 and takes the form of electives in grades 7-8 with an Interdisciplinary and Engineering option.The 35-period schedule and specials rotation are outlined in the Educational Program (pg. 15-19) but effectively describes that PK-6 classes would take 5 specials 1x/week and rotate during the year to cover all 8 specials. Enrollment 1 has 35 classrooms, including 1 PK & 6 NCA as 2, all scheduled 1x/week within a 35-period cycle means an extra STE room could be 100% utilized just*

for specials. Enrollment 2 has 49 sections and would require two extra STE rooms for specials, the second being Engineering (listed under Voc-Tech).

- Also, please refer to the MSBA's STE Guidelines for additional information. *Referenced*

- **STE Storage Rooms –** For Enrollment 1, the District is proposing (2) 120 nsf STE Storage Rooms totaling 240 nsf, which exceeds the MSBA guidelines. For Enrollment 2, the District is proposing (3) 120 nsf STE Storage Rooms totaling 360 nsf, which exceeds the MSBA guidelines. Please refer to the comments above.

- **General Classrooms (Grades 7-8)** – For Enrollment 1, the District is proposing (5) 900 nsf General Classrooms for grades 7-8 totaling 4,500 nsf, which meets the MSBA guidelines. For Enrollment 2, the District is proposing (8) 900 nsf General Classrooms for grades 7-8 totaling 7,200 nsf, which meets the MSBA guidelines. In response to these review comments, please review and respond to the following item:

  - As the project further develops, please note that 850 nsf is the minimum size and 950 nsf is the maximum size for all newly constructed General Classrooms in grades 7-8. Please acknowledge. *Acknowledged*

- **Science Classroom / Lab (Grades 7-8)** – For both Enrollment 1 and Enrollment 2, the District is proposing (2) 1,440 nsf Science Classrooms/Labs totaling 2,880 nsf, which meets the MSBA guidelines. No further preliminary comments.

- **Prep Room** – For both Enrollment 1 and Enrollment 2, the District is proposing (2) 200 nsf Prep Rooms totaling 400 nsf, which meets the MSBA guidelines. No further preliminary comments.

- **Central Chemical Storage Room** – For both Enrollment 1 and Enrollment 2, the District is proposing (1) 150 nsf Central Chemical Storage Room, which meets the MSBA guidelines. No further preliminary comments.

- **Newcomers Classroom (ESL/MLL Grade 6) -** For both Enrollment 1 and Enrollment 2, the District is proposing (2) 500 nsf Newcomers Classrooms for grade 6 totaling 1,000 nsf, which exceeds the MSBA guidelines. In response to these review comments, please describe the proposed scheduling, staffing, and overall utilization for this space. *A portion of the population are ELL students and part of the New-Comer Academy program (NCA). As such, these students take core academics in smaller groups with ELL teachers and specialists. The 6 NCA classrooms provided at class size between 8-12 students are sufficient for 48-72 students. 54 currently*.

- **Newcomers Classroom (ESL/MLL Grade 7-8) -** For both Enrollment 1 and Enrollment 2, the District is proposing (4) 500 nsf Newcomers Classrooms for grades 7-8 totaling 2,000 nsf, which exceeds the MSBA guidelines. In response to these review comments, please describe the proposed scheduling, staffing, and overall utilization for this space. *As noted above*

- **Breakout/Collaboration Zone** – For Enrollment 1, the District is proposing (8) 175 nsf Breakout/Collaboration Zones totaling 1,400 nsf, which exceeds the MSBA guidelines. For Enrollment 2, the District is proposing (8) 250 nsf Breakout/Collaboration Zones totaling 2,000 nsf, which exceeds the MSBA guidelines. In response to these review comments, please describe the anticipated adjacencies, proposed scheduling, utilization, and staffing of the proposed spaces, as well as examples of activities that will occur in these spaces. *These spaces are an important part of the school's vision for a scaled school experience. They occur at each grade level of general classrooms (1-8), forming identifiable learning 'neighborhoods,' fostering collaborative opportunities, informal learning and flexibility, and not specifically scheduled.*

- **Special Education** – For Enrollment 1, the District is proposing a total of 20,900 nsf which exceeds the MSBA guidelines by 10,320 nsf. For Enrollment 2, the District is proposing a total of 22,650 nsf, which exceeds the MSBA guidelines by 9,550 nsf. In response to these review comments, please review and respond to the following items:

  - Confirm whether the spaces provided within this category are dedicated exclusively to the use of the Special Education Program. If any spaces are not exclusively dedicated to the Special Education Program, please provide an updated space summary that relocates those spaces to the appropriate category. *The spaces proposed within this category are specifically for Special Education*

  - Confirm whether the spaces provided within this category are aligned with the information provided in the District's educational program. *The spaces proposed align with the Educational Program*

  - Please note that the Special Education program is subject to approval by the Department of Elementary and Secondary Education ("DESE"). The District should provide this information for this submittal with the Schematic Design submittal. Formal approval of the District's proposed Special Education program by the DESE is a prerequisite for executing a Project Funding Agreement with the MSBA. Please acknowledge. *Acknowledged*

- **Art & Music –** For Enrollment 1, the District is proposing a total of 6,275 nsf, which exceeds the MSBA guidelines by 650 nsf. For Enrollment 2, the District is proposing a total of 9,750 nsf, which exceeds the MSBA guidelines by 1,700 nsf. In response to these review comments, please respond to the following items:

- **Art Classroom (Grades K-6) –** For Enrollment 1, the District is not proposing an Art Classroom for grades K-6. In response to these review comments, please describe how Art will be delivered to students in grades K-6. Additionally, please confirm whether not providing an Art Classroom supports delivery of the District's educational program. *MSBA calculations for Art are based on all K-6 students and 50% of 7-8 taking Art 2x/week. WHCIS students will take Art 1x/week and possibly not for the full year per specials rotation.*

  The schedule and specials rotation are outlined in the Educational Program (pg. 15-19) but effectively describes that PK-6 classes would take 5 specials 1x/week and rotate within the school year to cover all 8 specials. Enrollment 1 results in 35 classrooms, including 1 PK & 6 NCA as 2, all scheduled 1x/week within a 35-period cycle means every special would need 1 room at 100% utilization, but the rotation can be planned to drop that utilization.

- **Theater Classroom –** For both Enrollment 1 and Enrollment 2, the District is proposing (1) 1,200 nsf Theater Classroom, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following:

  - Describe the anticipated scheduling, staffing, and overall utilization of this space. *Theater is 1 of 8 specials; the scheduling and utilization is as described for Art above.*
  - Relocate the Theater Classroom to the 'Other' category and provide an updated Space Summary. *This space was located with Art/Music because it is an alternative (special). Art & Music are taught 1x/wk to afford more offerings, including Theater, Health & WL. We trust the MSBA recognizes this as reimbursable, in place of a 2nd Art or Music room. Theater is part of the performing arts programming along with music.*

- **Health Classroom –** For Enrollment 1, the District is proposing (1) 900 nsf Health Classroom, which exceeds the MSBA guidelines. For Enrollment 2, the District is proposing (2) 900 nsf Health Classrooms totaling 1,800 nsf, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following:

  - Describe the anticipated scheduling, staffing, and overall utilization of these spaces. *Health is 1 of 8 specials; the scheduling and utilization are as described above for Art.*
  - Relocate the Health Classrooms to the 'Other' category and provide an updated Space Summary. *This space was located with Art/Music because it is an alternative (special). Art & Music are taught 1x/wk to afford more offerings, including Theater, Health & WL. We trust the MSBA recognizes this as reimbursable, in place of a 2nd Art or Music room.*

- **World Language –** For both Enrollment 1 and Enrollment 2, the District is proposing (1) 900 nsf World Language space. In response to these review comments, please review and respond to the following:
    - Describe the anticipated scheduling, staffing, and overall utilization of this space. *World Language is 1 of 8 specials; the scheduling and utilization are as described above for Art, although only proposed to be offered at grades 4-6*.
    - Relocate the World Language space to the 'Core Academic' category and provide an updated Space Summary. *This space was located with Art/Music because it is an alternative (special). Art & Music are taught 1x/wk to afford more offerings, including Theater, Health & WL*

- **Vocations & Technology** – For both Enrollment 1 and Enrollment 2, the District is proposing a total of 1,440 nsf, which meets the MSBA guidelines. No further preliminary comments. *The space summary is refined to reflect the district's Educational Program responses to the MSBA's questions on program offerings, suggesting a multipurpose space for engineering and exploratory culinary*

- **Health & Physical Education** – For both Enrollment 1 and Enrollment 2, the District is proposing a total of 8,322 nsf, which meets the MSBA guidelines. No further preliminary comments.

- **Media Center** – For Enrollment 1, the District is proposing a total of 3,902 nsf, which meets the MSBA guidelines. For Enrollment 2, the District is proposing a total of 5,025 nsf, which meets the MSBA guidelines. No further preliminary comments. *The space summary is refined to reflect the district's Educational Program responses to the MSBA's questions on professional development and digital literacy spaces and would be included within the Media Center's square footage.*

- **Dining & Food Service** – For Enrollment 1, the District is proposing a total of 10,752 nsf, which exceeds the MSBA guidelines by 1,285 nsf. For Enrollment 2, the District is proposing a total of 12,064 nsf, which exceeds the MSBA guidelines by 462 nsf. In response to these review comments, please review and respond to the following:
    - **Cafeteria** – For Enrollment 1, the District is proposing a Cafeteria that is 1,725 nsf below MSBA guidelines. For Enrollment 2, the District is proposing a Cafeteria that is 2,313 nsf below the MSBA guidelines. Please note and acknowledge that the size of the Cafeteria must at minimum meet MSBA guidelines as part of its Preferred Schematic. *The MSBA guidelines on cafeteria are not described as minimum and have not been enforced as such on prior projects; please confirm. The MSBA guidelines are based on 2 lunch seating (1/2 the enrollment), which is not the case for WHCIS where they are planning on 4 lunches (1/4 the enrollment), but the size was kept larger at 1/3 for flexibility and it's function for performances/audiences.*

- **Kitchen –** For Enrollment 1, the District is proposing a (1) 3,300 nsf Kitchen space, which exceeds MSBA guidelines by 1,310 nsf. For Enrollment 2, the District is proposing a (1) 3,300 nsf Kitchen space, which exceeds MSBA guidelines by 1,075 nsf. *The kitchen is the district's central food prep facility for the K-8 schools. As such, we recognize the space needs exceed guidelines.*
- **Kitchen Areas/Storage** – For both Enrollment 1 and Enrollment 2, the District is proposing a (1) 1,700 nsf Kitchen Areas/Storage space, which exceeds the MSBA guidelines. In response to these review comments, please provide additional information that describes the specific use of this space. Also, please confirm whether this is one larger space or several smaller spaces. Each space should be individually identified in future submittals. *This is also necessary as the central food prep facility. Kitchen areas will be identified individually in future*

Additionally, please note that the MSBA does not object to this additional square footage; however, additional square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge.

- **Medical** – For Enrollment 1, the District is proposing a total of 610 nsf, which meets the MSBA guidelines. For Enrollment 2, the District is proposing a total of 770 nsf, which exceeds the MSBA guidelines by 60 nsf. Please note that the MSBA does not object to this additional square footage; however, additional square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge. *Acknowledged*

- **Administration & Guidance** – For Enrollment 1, the District is proposing a total of 4,659 nsf, which exceeds the MSBA guidelines by 1,525 nsf. For Enrollment 2, the District is proposing a total of 5,484 nsf, which exceeds the MSBA guidelines by 1,965 nsf. In response to these review comments, please provide additional information that further describes the anticipated scheduling, staffing, and overall utilization and anticipated adjacencies of the ESL/MLL Work Room. Also, please note that the MSBA does not object to this additional square footage; however, additional square footage exceeding the MSBA guidelines will be considered ineligible for reimbursement. Please acknowledge. *Acknowledged*

  The ESL/MLL workrooms function much the same as teacher workrooms, but are specific to the Newcomer Academy teachers and support staff. There are 9 staff total, 1 per grade that would share the proposed 500sf space. Because there is not ownership of MLL classrooms, this provides a touchdown and planning place for the MLL staff

- **Custodial & Maintenance** – For Enrollment 1, the District is proposing a total of 2,262 nsf, which meets the MSBA guidelines. For Enrollment 2, the District is proposing a total of 2,497 nsf, which meets the MSBA guidelines. No further preliminary comments.

- **Other** – For both Enrollment 1 and Enrollment 2, the District is proposing a total of 5,175 nsf which exceeds the MSBA guidelines by 5,175 nsf. The District is proposing the following spaces:
    - **Pre-Kindergarten Classroom with Toilet –** For both Enrollment 1 and Enrollment 2, the District is proposing (1) 1,200 nsf Pre-Kindergarten Classroom, which exceeds the MSBA guidelines. In response to these review comments, please review and respond to the following item:
        - As the project further develops, please note that 1,100 nsf is the minimum size and 1,300 is the maximum size for all newly constructed Pre-Kindergarten Classrooms. Please acknowledge. *Acknowledged. A refined determination was made to provide a second PreKindergarten classroom per the district's reconsideration*
    - **Outside School Time (After School Program) –** For both Enrollment 1 and Enrollment 2, the District is proposing a total of 600 nsf, which exceeds the MSBA guidelines. The District is proposing the following spaces:
        - (1) 150 nsf Outside School Time Office.
        - (1) 450 nsf Outside School Time Small Group Room.

      In response to these review comments, please provide additional information that describes the general use, scheduling, and staffing of each of the proposed spaces above.
    - **Somerville Family Learning Collab (SFLC) –** For both Enrollment 1 and Enrollment 2, the District is proposing a total of 1,275 nsf, which exceeds the MSBA guidelines. The District is proposing the following spaces:
        - (1) 300 nsf Somerville Family Learning Collab Space.
        - (1) 600 nsf Workroom.
        - (4) 75 nsf Office/Privacy Meeting & Testing Spaces.
        - (1) 150 nsf Food Pantry/Freezer.
        - (1) 150 nsf Clothing Pantry.

      In response to these review comments, please provide additional information that describes the general use, scheduling, and staffing of each of the proposed spaces above.

      The Somerville Family Learning Collaborative will address significant access and service challenges for families, especially those with the highest needs. The current location at 167 Holland St. is difficult to reach, often requiring long walks or multiple bus transfers, which discourages families from returning. The facility also lacks a dedicated welcome or

waiting area, and families often have to wait in hallways. Limited storage for essential items like diapers, food, or clothing further prevents the Collaborative from functioning as a fully supportive resource.

The solution is a new Family Welcome Center within the new school building, centrally located to serve the entire city. This multilingual, one-stop hub creates a community anchor for SPS families, providing support from early childhood through graduation. The center houses a variety of SFLC programs and services, including the Enrollment Office for in-person registration support, health services, and language testing; Early Childhood Family Supports such as playgroups, parent support groups, and the Parent Child+ home visiting program; and the Office of Basic Needs and Housing Support Services, which includes the SFLC clothing and basic needs pantry. This new space is designed to be welcoming, accessible, and fully equipped to meet families' educational, social, and practical needs.

- **Becoming a Man (BAM, Grades 7-8) -** For both Enrollment 1 and Enrollment 2, the District is proposing (1) 900 nsf Becoming a Man (BAM) space, which exceeds the MSBA guidelines. In response to these review comments, please provide additional information that describes the general use, scheduling, and staffing of this space. *Free referral programs include Becoming A Man (BAM) and Working on Womanhood (WOW) are for social-emotional development. These programs create inclusive, engaging spaces where students extend learning, explore new interests, build skills in leadership and teamwork, and grow socially, emotionally, and academically beyond the school day.*

- **Working on Womanhood (WOW, Grades 6-8) -** For both Enrollment 1 and Enrollment 2, the District is proposing (1) 900 nsf Working on Womanhood (WOW) space, which exceeds the MSBA guidelines. In response to these review comments, please provide additional information that describes the general use, scheduling, and staffing of this space. *As note above*

- **Mother's/Nursing Room –** For both Enrollment 1 and Enrollment 2, the District is proposing (1) 75 nsf Mother's/Nursing Room, which exceeds the MSBA guidelines. In response to these review comments, please provide an updated space summary that relocates this space to the 'Non-Programmed Spaces' category. As a reminder, the Designer must coordinate a space planning scenario where the grossing factor does not exceed 1.50. *A nursing room is required by MGL and is not scheduled or staffed, simply available for general wellness and to attend to issues associated with new motherhood.*

Please note the MSBA does not object to including the spaces above; however, square footage may be considered ineligible for reimbursement following further review of the additional information requested. Please acknowledge.
Acknowledged

- **Non-Programmed Spaces** – Please note this section must be completed as part of the Schematic Design submittal. Please acknowledge. *Acknowledged*

- **Total Building Net Floor Area** – For Enrollment 1, the District is proposing to provide a total of 100,927 nsf, which exceeds the MSBA guidelines by 22,654 nsf. For Enrollment 2, the District is proposing to provide a total of 123,907 nsf, which exceeds the MSBA guidelines by 35,029 nsf. Please address the comments provided in the categories above. *See responses above and revised Space Summaries, v5.*

  Enrollment 1 increased 1,125 from 1 added PreK at 1200sf, but -75sf with Mother's Room moved into grossing factor. Enrollment 2 decreased -75sf with Mother's Room moved into grossing factor. 1 added Prek was offset by 1 less Kindergarten Room.

- **Total Building Gross Floor Area** – For Enrollment 1, the District is proposing to provide a total of 151,391 gross square feet ("gsf"), which exceeds the MSBA guidelines by 33,982 gsf. For Enrollment 2, the District is proposing to provide a total of 185,861 gsf, which exceeds the MSBA guidelines by 35,643 gsf. Please address the comments provided in the categories above as part of the District's response to these comments. See responses above and revised Space Summaries, v5

Please note that upon moving forward into subsequent phases of the proposed project, the Designer will be required to provide, with each submission, a signed, updated space summary that reflects the design and demonstrates that the design remains, except as agreed to in writing by the MSBA, in accordance with the guidelines, rules, regulations and policies of the MSBA. Should the updated space summary demonstrate changes to the previous space summary include a narrative description of the change(s) and the reason for the proposed changes to the project.

C. Cost Estimate

PSR Estimate

Winter Hill Community Innovation School

Add/Reno + New OPTIONS

Somerville, MA

PM&C LLC
20 Downer Ave, Suite 5
Hingham, MA 02043
(T) 781-740-8007
(F) 781-740-1012

Prepared for:

Perkins Eastman

July 29, 2026

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

PSR OPTIONS

	Gross Floor Area	$/sf	Estimated Construction Cost; DBB	Estimated Construction Cost; CMr
BASE REPAIR - 115 SYCAMORE STREET	93,400	$654.48	$61,127,971	$64,184,370
1A ADD/RENO - 115 SYCAMORE STREET, 690 STUDENTS	173,800	$848.58	$147,483,216	$154,857,377
1B ADD/RENO - 115 SYCAMORE STREET, 925 STUDENTS	187,470	$828.91	$155,395,349	$163,165,116
2A NEW CONSTRUCTION - 115 SYCAMORE STREET, 690 STUDENTS	152,000	$964.63	$146,624,108	$153,955,313
2B NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$897.27	$166,892,899	$175,237,544
4 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$891.07	$165,738,960	$174,025,908
4.1 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$861.41	$160,222,323	$168,233,439
4.2 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$898.89	$167,192,853	$175,552,496
BASE REPAIR - 201 WILLOW AVENUE	33,100	$879.63	$29,115,701	$30,571,486
6C ADD/RENO - 201 WILLOW AVENUE, 925 STUDENTS	195,100	$979.61	$191,122,533	$200,678,660
6E NEW CONSTRUCTION - 201 WILLOW AVENUE, 925 STUDENTS	195,600	$933.75	$182,641,298	$191,773,363

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
BASE REPAIR - 115 SYCAMORE STREET				
	Dec-28			
RENOVATIONS TO EXISTING SCHOOL		93,400	$392.17	$36,628,483
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK; allowance				$1,831,424
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		93,400	$447.52	$41,797,907
DESIGN AND PRICING CONTINGENCY	15.0%			$6,269,686
ESCALATION	8.8%			$3,678,216
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		93,400	$554.02	$51,745,809
GENERAL CONDITIONS	8.00%			$4,139,665
GENERAL REQUIREMENTS	5.00%			$2,587,290
BONDS	1.00%			$517,458
INSURANCE	1.25%			$646,823
PERMIT				Waived
PROFIT	2.5%			$1,490,926
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				Assumed NR
TOTAL OF ALL CONSTRUCTION		93,400	$654.48	**$61,127,971**

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
1A ADD/RENO - 115 SYCAMORE STREET, 690 STUDENTS				
	Dec-28			
RENOVATION		93,400	$483.38	$45,147,294
ADDITION		80,400	$562.13	$45,195,524
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$7,164,828
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		173,800	$580.24	$100,845,646
DESIGN AND PRICING CONTINGENCY	15.0%			$15,126,847
ESCALATION	8.8%			$8,874,417
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		173,800	$718.34	$124,846,910
GENERAL CONDITIONS	8.00%			$9,987,753
GENERAL REQUIREMENTS	5.00%			$6,242,346
BONDS	1.00%			$1,248,469
INSURANCE	1.25%			$1,560,586
PERMIT				Waived
PROFIT	2.5%			$3,597,152
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		173,800	$848.58	**$147,483,216**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,354,563
Full Geothermal System		ADD		$7,625,475
Mass Timber Construction		ADD		$4,115,475
Underground Parking Structure		ADD		$16,087,500
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
1B ADD/RENO - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
RENOVATION		93,400	$482.36	$45,052,119
ADDITION		94,070	$540.53	$50,848,030
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$7,017,633
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		187,470	$566.79	$106,255,782
DESIGN AND PRICING CONTINGENCY	15.0%			$15,938,367
ESCALATION	8.8%			$9,350,509
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		187,470	$701.68	$131,544,658
GENERAL CONDITIONS	8.00%			$10,523,573
GENERAL REQUIREMENTS	5.00%			$6,577,233
BONDS	1.00%			$1,315,447
INSURANCE	1.25%			$1,644,308
PERMIT				Waived
PROFIT	2.5%			$3,790,130
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		187,470	$828.91	**$155,395,349**

ALTERNATES

Hybrid Geothermal System	ADD	$6,854,372
Full Geothermal System	ADD	$8,225,246
Mass Timber Construction	ADD	$4,815,208
Underground Parking Structure	ADD	$16,087,500
Phius/Building Envelope Commissioning		TBD
Top Cat Sound System for Classrooms		TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
2A NEW CONSTRUCTION - 115 SYCAMORE STREET, 690 STUDENTS				
	Dec-28			
NEW SCHOOL		152,000	$577.40	$87,764,440
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$11,143,951
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		152,000	$681.89	$103,647,391
DESIGN AND PRICING CONTINGENCY	12.0%			$12,437,687
ESCALATION	8.8%			$9,120,970
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		152,000	$823.72	$125,206,048
GENERAL CONDITIONS	8.00%			$10,016,484
GENERAL REQUIREMENTS	4.00%			$5,008,242
BONDS	1.00%			$1,252,060
INSURANCE	1.25%			$1,565,076
PERMIT				Waived
PROFIT	2.5%			$3,576,198
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		152,000	$964.63	**$146,624,108**
ALTERNATES				
Hybrid Geothermal System		ADD		$5,375,480
Full Geothermal System		ADD		$6,450,576
Mass Timber Construction		ADD		$7,525,672
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,672,890
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
2B NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$546.93	$101,729,892
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$11,506,342
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$634.28	$117,975,234
DESIGN AND PRICING CONTINGENCY	12.0%			$14,157,028
ESCALATION	8.8%			$10,381,821
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$766.20	$142,514,083
GENERAL CONDITIONS	8.00%			$11,401,127
GENERAL REQUIREMENTS	4.00%			$5,700,563
BONDS	1.00%			$1,425,141
INSURANCE	1.25%			$1,781,426
PERMIT				Waived
PROFIT	2.5%			$4,070,559
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$897.27	**$166,892,899**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,672,890
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
4 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$549.59	$102,223,598
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$10,196,927
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$629.89	$117,159,525
DESIGN AND PRICING CONTINGENCY	12.0%			$14,059,143
ESCALATION	8.8%			$10,310,038
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$760.91	$141,528,706
GENERAL CONDITIONS	8.00%			$11,322,296
GENERAL REQUIREMENTS	4.00%			$5,661,148
BONDS	1.00%			$1,415,287
INSURANCE	1.25%			$1,769,109
PERMIT				Waived
PROFIT	2.5%			$4,042,414
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$891.07	**$165,738,960**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,718,542
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
4.1 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$536.32	$99,755,961
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$8,764,897
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$608.92	$113,259,858
DESIGN AND PRICING CONTINGENCY	12.0%			$13,591,183
ESCALATION	8.8%			$9,966,868
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$735.58	$136,817,909
GENERAL CONDITIONS	8.00%			$10,945,433
GENERAL REQUIREMENTS	4.00%			$5,472,716
BONDS	1.00%			$1,368,179
INSURANCE	1.25%			$1,710,224
PERMIT				Waived
PROFIT	2.5%			$3,907,862
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$861.41	**$160,222,323**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,718,542
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
4.2 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$552.26	$102,720,763
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$10,727,507
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$635.42	$118,187,270
DESIGN AND PRICING CONTINGENCY	12.0%			$14,182,472
ESCALATION	8.8%			$10,400,480
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$767.58	$142,770,222
GENERAL CONDITIONS	8.00%			$11,421,618
GENERAL REQUIREMENTS	4.00%			$5,710,809
BONDS	1.00%			$1,427,702
INSURANCE	1.25%			$1,784,628
PERMIT				Waived
PROFIT	2.5%			$4,077,874
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$898.89	**$167,192,853**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,718,542
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
BASE REPAIR - 201 WILLOW AVENUE				
	Dec-28			
RENOVATIONS TO EXISTING SCHOOL		33,100	$538.54	$17,825,762
REMOVE HAZARDOUS MATERIALS, ALLOW				$1,191,600
SITEWORK; allowance				$891,288
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		33,100	$601.47	$19,908,650
DESIGN AND PRICING CONTINGENCY	15.0%			$2,986,298
ESCALATION	8.8%			$1,751,961
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		33,100	$744.62	$24,646,909
GENERAL CONDITIONS	8.00%			$1,971,753
GENERAL REQUIREMENTS	5.00%			$1,232,345
BONDS	1.00%			$246,469
INSURANCE	1.25%			$308,086
PERMIT				Waived
PROFIT	2.5%			$710,139
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				Assumed NR
TOTAL OF ALL CONSTRUCTION		33,100	$879.63	**$29,115,701**

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
6C ADD/RENO - 201 WILLOW AVENUE, 925 STUDENTS				
	Dec-28			
RENOVATION		33,100	$519.13	$17,183,299
ADDITION		162,000	$661.66	$107,188,253
REMOVE HAZARDOUS MATERIALS, ALLOW				$1,191,600
SITEWORK				$5,122,060
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		195,100	$669.84	$130,685,212
DESIGN AND PRICING CONTINGENCY	15.0%			$19,602,782
ESCALATION	8.8%			$11,500,299
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		195,100	$829.26	$161,788,293
GENERAL CONDITIONS	8.00%			$12,943,063
GENERAL REQUIREMENTS	5.00%			$8,089,415
BONDS	1.00%			$1,617,883
INSURANCE	1.25%			$2,022,354
PERMIT				Waived
PROFIT	2.5%			$4,661,525
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		195,100	$979.61	**$191,122,533**
ALTERNATES				
Hybrid Geothermal System		ADD		$7,133,344
Full Geothermal System		ADD		$8,560,013

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
6E NEW CONSTRUCTION - 201 WILLOW AVENUE, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		195,600	$604.14	$118,169,100
DEMO EXISTING SCHOOL		33,100	$15.00	$496,500
REMOVE HAZARDOUS MATERIALS, ALLOW				$3,338,000
SITEWORK				$5,983,810
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		195,600	$654.33	$127,987,410
DESIGN AND PRICING CONTINGENCY	12.0%			$15,358,489
ESCALATION	8.8%			$11,262,892
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		195,600	$790.43	$154,608,791
GENERAL CONDITIONS	8.00%			$12,368,703
GENERAL REQUIREMENTS	5.00%			$7,730,440
BONDS	1.00%			$1,546,088
INSURANCE	1.25%			$1,932,610
PERMIT				Waived
PROFIT	2.5%			$4,454,666
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		195,600	$933.75	**$182,641,298**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,978,030
Full Geothermal System		ADD		$8,373,636

PSR Estimate

The costs presented in this PSR report should not be represented as the final construction costs as the information they are based on is extremely preliminary and final construction costs may vary significantly from the PSR costs once the final design has been completed.

This PSR cost estimate was produced from outline drawings and other documentation prepared by Perkins Eastman and their design team received July 6, 2026. Design and engineering changes occurring subsequent to the issue of these documents have not been incorporated in this estimate.

This estimate includes all direct construction costs, general contractors overhead and profit and design contingency. Cost escalation assumes start dates indicated.

Bidding conditions are expected to be public bidding under 149 of the Massachusetts General Laws to pre-qualified general contractors, and pre-qualified sub-contractors, open specifications for materials and manufacturers.

The estimate is based on prevailing wage rates for construction in this market and represents a reasonable opinion of cost. It is not a prediction of the successful bid from a contractor as bids will vary due to fluctuating market conditions, errors and omissions, proprietary specifications, lack or surplus of bidders, perception of risk, etc. Consequently the estimate is expected to fall within the range of bids from a number of competitive contractors or subcontractors, however we do not warrant that bids or negotiated prices will not vary from the final construction cost estimate.

ITEMS NOT CONSIDERED IN THIS ESTIMATE

Items not included in this estimate are:

- Land acquisition, feasibility, and financing costs
- All professional fees and insurance
- Special foundations or ground improvements
- Rock Removal
- Geothermal HVAC
- PV systems (rough-in only included)
- Site or existing conditions surveys investigations costs, including to determine subsoil conditions
- All Furnishings, Fixtures and Equipment
- Items identified in the design as Not In Contract (NIC)
- Items identified in the design as by others
- Owner supplied and/or installed items as indicated in the estimate
- Utility company back charges, including work required off-site
- Work to City streets and sidewalks, (except as noted in this estimate)
- Construction contingency (GMP Contingency is included)
- Contaminated soils removal

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

MSBA COST SUMMARY
115 SYCAMORE STREET

	BUILDING SYSTEM	BASE REPAIR - 115 SYCAMORE STREET	*RENOVATION OPTION 1A*	*ADDITION OPTION 1A*	TOTAL OPTION 1A ADD/RENO	*RENOVATION OPTION 1B*	*ADDITION OPTION 1B*	TOTAL OPTION 1B ADD/RENO	NEW OPTION 2A	NEW OPTION 2B	NEW OPTION 4	NEW OPTION 4.1	NEW OPTION 4.2
A	**SUBSTRUCTURE**	$744,995	*$980,155*	*$1,717,805*	$2,697,960	*$884,980*	*$1,893,882*	$2,778,862	$8,049,995	$8,410,519	$7,627,719	$6,068,277	$7,927,477
B	**SHELL**												
B10	**SUPERSTRUCTURE**	$2,821,800	*$2,821,800*	*$5,618,970*	$8,440,770	*$2,821,800*	*$6,492,951*	$9,314,751	$10,461,644	$12,650,213	$12,569,131	$12,699,138	$12,598,555
B20	**EXTERIOR CLOSURE**												
B2010	Exterior Walls	$1,222,987	*$4,096,822*	*$5,636,385*	$9,733,207	*$4,096,822*	*$5,874,713*	$9,971,535	$7,998,562	$8,440,950	$8,999,151	$8,822,158	$9,121,679
B2020	Windows		*$2,052,863*	*$2,494,550*	$4,547,413	*$2,052,863*	*$2,618,169*	$4,671,032	$3,869,269	$4,198,558	$4,487,967	$4,396,200	$4,551,492
B2030	Exterior Doors	$86,351	*$186,800*	*$160,800*	$347,600	*$186,800*	*$188,140*	$374,940	$304,000	$372,000	$372,000	$372,000	$372,000
B30	**ROOFING**	$1,146,080	*$1,267,470*	*$1,349,750*	$2,617,220	*$1,267,470*	*$1,400,550*	$2,668,020	$3,110,560	$3,255,350	$3,384,230	$2,367,110	$3,362,380
C	**INTERIORS**	$6,312,030	*$9,828,450*	*$10,564,500*	$20,392,950	*$9,828,450*	*$11,821,494*	$21,649,944	$18,312,154	$21,433,902	$21,617,780	$21,870,918	$21,617,780
D	**SERVICES**												
D10	**CONVEYING SYSTEMS**	$160,000	*$160,000*	*$450,000*	$610,000	*$160,000*	*$450,000*	$610,000	$900,000	$900,000	$1,080,000	$1,080,000	$1,080,000
D20	**PLUMBING**	$2,895,400	*$2,708,600*	*$2,251,200*	$4,959,800	*$2,708,600*	*$2,633,960*	$5,342,560	$4,256,000	$5,208,000	$5,208,000	$5,208,000	$5,208,000
D30	**HVAC**	$8,522,750	*$8,546,100*	*$7,236,000*	$15,782,100	*$8,546,100*	*$8,466,300*	$17,012,400	$13,680,000	$16,740,000	$16,740,000	$16,740,000	$16,740,000
D40	**FIRE PROTECTION**	$853,900	*$747,200*	*$853,200*	$1,600,400	*$747,200*	*$962,560*	$1,709,760	$1,406,000	$1,698,000	$1,698,000	$1,698,000	$1,698,000
D50	**ELECTRICAL**	$6,654,750	*$6,429,026*	*$5,469,204*	$11,898,230	*$6,429,026*	*$6,453,415*	$12,882,441	$10,928,200	$13,444,700	$13,444,700	$13,444,700	$13,444,700
E	**FURNISHINGS & FIXED EQUIP.**	$3,479,800	*$3,556,308*	*$1,393,160*	$4,949,468	*$3,556,308*	*$1,591,896*	$5,148,204	$4,488,056	$4,977,700	$4,994,920	$4,989,460	$4,998,700
	BUILDING SUBTOTAL	$34,900,843	*$43,381,594*	*$45,195,524*	$88,577,118	*$43,286,419*	*$50,848,030*	$94,134,449	$87,764,440	$101,729,892	$102,223,598	$99,755,961	$102,720,763
F	**SPECIAL CONSTRUCTION & DEMOLITION**	$5,065,640	*$5,103,700*		$5,103,700	*$5,103,700*		$5,103,700	$4,739,000	$4,739,000	$4,739,000	$4,739,000	$4,739,000
G	**OTHER SITE CONSTRUCTION**	$1,831,424											
G10	Site Preparation				$2,121,339			$2,121,339	$2,140,061	$2,121,339	$2,087,445	$2,087,445	$2,087,445
G20	Site Improvements				$3,786,286			$3,668,841	$7,708,887	$8,087,200	$6,831,279	$5,399,249	$7,361,859
G30	Mechanical Utilities				$823,403			$793,653	$861,203	$864,003	$844,403	$844,403	$844,403
G40	Electrical Utilities				$433,800			$433,800	$433,800	$433,800	$433,800	$433,800	$433,800
	SUBTOTAL	$41,797,907	*$48,485,294*	*$45,195,524*	$100,845,646	*$48,390,119*	*$50,848,030*	$106,255,782	$103,647,391	$117,975,234	$117,159,525	$113,259,858	$118,187,270
Z	**MARKUPS**												
	Insurance	$646,823			$1,560,586			$1,644,308	$1,565,076	$1,781,426	$1,769,109	$1,710,224	$1,784,628
	Subcontractor Bonds												
	GC Bonds	$517,458			$1,248,469			$1,315,447	$1,252,060	$1,425,141	$1,415,287	$1,368,179	$1,427,702
	Design & Pricing Contingency	$6,269,686			$15,126,847			$15,938,367	$12,437,687	$14,157,028	$14,059,143	$13,591,183	$14,182,472
	General Conditions	$6,726,955			$16,230,099			$17,100,806	$15,024,726	$17,101,690	$16,983,444	$16,418,149	$17,132,427
	Overhead & Profit	$1,490,926			$3,597,152			$3,790,130	$3,576,198	$4,070,559	$4,042,414	$3,907,862	$4,077,874
	CONSTRUCTION SUBTOTAL	$57,449,755			$138,608,799			$146,044,840	$137,503,138	$156,511,078	$155,428,922	$150,255,455	$156,792,373
	Escalation	$3,678,216			$8,874,417			$9,350,509	$9,120,970	$10,381,821	$10,310,038	$9,966,868	$10,400,480
	TOTAL COST OF CONSTRUCTION	$61,127,971			$147,483,216			$155,395,349	$146,624,108	$166,892,899	$165,738,960	$160,222,323	$167,192,853
$/gsf		$654			$849			$829	$965	$897	$891	$861	$899

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

MSBA COST SUMMARY
201 WILLOW AVENUE

BUILDING SYSTEM

			BASE REPAIR - 201 WILLOW AVENUE	*RENOVATION OPTION 6C*	*ADDITION OPTION 6C*	TOTAL OPTION 6C ADD/RENO	NEW OPTION 6E
A	**SUBSTRUCTURE**		$877,500	*$651,750*	*$2,530,733*	$3,182,483	$5,182,243
B	**SHELL**						
B10	**SUPERSTRUCTURE**		$1,038,200	*$1,013,000*	*$17,462,950*	$18,475,950	$20,506,564
B20	**EXTERIOR CLOSURE**						
	B2010	Exterior Walls	$1,820,426	*$1,213,912*	*$13,697,859*	$14,911,771	$11,232,315
	B2020	Windows	$1,110,056	*$766,845*	*$6,220,899*	$6,987,744	$5,158,500
	B2030	Exterior Doors	$55,000	*$66,200*	*$324,000*	$390,200	$391,200
B30	**ROOFING**		$1,674,140	*$1,961,990*	*$933,750*	$2,895,740	$1,449,750
C	**INTERIORS**		$2,666,400	*$3,512,875*	*$20,913,150*	$24,426,025	$22,907,800
D	**SERVICES**						
D10	**CONVEYING SYSTEMS**		$480,000		$4,000,000	$4,000,000	$2,400,000
D20	**PLUMBING**		$1,036,100	$959,900	$5,346,000	$6,305,900	$6,454,800
D30	**HVAC**		$3,070,775	$3,028,650	$16,200,000	$19,228,650	$19,560,000
D40	**FIRE PROTECTION**		$347,230	$264,800	$1,830,000	$2,094,800	$2,166,000
D50	**ELECTRICAL**		$2,400,375	$2,355,825	$12,963,900	$15,319,725	$15,590,708
E	**FURNISHINGS & FIXED EQUIP.**		$570,530	$510,752	$4,765,012	$5,275,764	$5,169,220
	BUILDING SUBTOTAL		$17,146,732	$16,306,499	$107,188,253	$123,494,752	$118,169,100
F	**SPECIAL CONSTRUCTION & DEMOLITION**		$1,870,630	$2,068,400		$2,068,400	$3,834,500
G	**OTHER SITE CONSTRUCTION**		$891,288				
G10		Site Preparation				$1,357,755	$1,360,255
G20		Site Improvements				$2,870,509	$3,923,759
G30		Mechanical Utilities				$459,996	$265,996
G40		Electrical Utilities				$433,800	$433,800
	SUBTOTAL		$19,908,650			$130,685,212	$127,987,410
Z	**MARKUPS**						
		Insurance	$308,086			$2,022,354	$1,932,610
		Subcontractor Bonds					
		GC Bonds	$246,469			$1,617,883	$1,546,088
		Design & Pricing Contingency	$2,986,298			$19,602,782	$15,358,489
		General Conditions	$3,204,098			$21,032,478	$20,099,143
		Overhead & Profit	$710,139			$4,661,525	$4,454,666
	CONSTRUCTION SUBTOTAL		$27,363,740			$179,622,234	$171,378,406
		Escalation	$1,751,961			$11,500,299	$11,262,892
	TOTAL COST OF CONSTRUCTION		$29,115,701			$191,122,533	$182,641,298
$/gsf			$880			$980	$934

PSR Estimate

Winter Hill Community Innovation School

Add/Reno + New OPTIONS

Somerville, MA

PM&C LLC
20 Downer Ave, Suite 5
Hingham, MA 02043
(T) 781-740-8007
(F) 781-740-1012

Prepared for:

Perkins Eastman

July 29, 2026

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

PSR OPTIONS

	Gross Floor Area	$/sf	Estimated Construction Cost; DBB	Estimated Construction Cost; CMr
BASE REPAIR - 115 SYCAMORE STREET	93,400	$654.48	$61,127,971	$64,184,370
1A ADD/RENO - 115 SYCAMORE STREET, 690 STUDENTS	173,800	$848.58	$147,483,216	$154,857,377
1B ADD/RENO - 115 SYCAMORE STREET, 925 STUDENTS	187,470	$828.91	$155,395,349	$163,165,116
2A NEW CONSTRUCTION - 115 SYCAMORE STREET, 690 STUDENTS	152,000	$964.63	$146,624,108	$153,955,313
2B NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$897.27	$166,892,899	$175,237,544
4 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$891.07	$165,738,960	$174,025,908
4.1 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$861.41	$160,222,323	$168,233,439
4.2 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS	186,000	$898.89	$167,192,853	$175,552,496
BASE REPAIR - 201 WILLOW AVENUE	33,100	$879.63	$29,115,701	$30,571,486
6C ADD/RENO - 201 WILLOW AVENUE, 925 STUDENTS	195,100	$979.61	$191,122,533	$200,678,660
6E NEW CONSTRUCTION - 201 WILLOW AVENUE, 925 STUDENTS	195,600	$933.75	$182,641,298	$191,773,363

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
BASE REPAIR - 115 SYCAMORE STREET				
	Dec-28			
RENOVATIONS TO EXISTING SCHOOL		93,400	$392.17	$36,628,483
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK; allowance				$1,831,424
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		93,400	$447.52	$41,797,907
DESIGN AND PRICING CONTINGENCY	15.0%			$6,269,686
ESCALATION	8.8%			$3,678,216
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		93,400	$554.02	$51,745,809
GENERAL CONDITIONS	8.00%			$4,139,665
GENERAL REQUIREMENTS	5.00%			$2,587,290
BONDS	1.00%			$517,458
INSURANCE	1.25%			$646,823
PERMIT				Waived
PROFIT	2.5%			$1,490,926
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				Assumed NR
TOTAL OF ALL CONSTRUCTION		93,400	$654.48	**$61,127,971**

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
1A ADD/RENO - 115 SYCAMORE STREET, 690 STUDENTS				
	Dec-28			
RENOVATION		93,400	$483.38	$45,147,294
ADDITION		80,400	$562.13	$45,195,524
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$7,164,828
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		173,800	$580.24	$100,845,646
DESIGN AND PRICING CONTINGENCY	15.0%			$15,126,847
ESCALATION	8.8%			$8,874,417
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		173,800	$718.34	$124,846,910
GENERAL CONDITIONS	8.00%			$9,987,753
GENERAL REQUIREMENTS	5.00%			$6,242,346
BONDS	1.00%			$1,248,469
INSURANCE	1.25%			$1,560,586
PERMIT				Waived
PROFIT	2.5%			$3,597,152
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		173,800	$848.58	**$147,483,216**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,354,563
Full Geothermal System		ADD		$7,625,475
Mass Timber Construction		ADD		$4,115,475
Underground Parking Structure		ADD		$16,087,500
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
1B ADD/RENO - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
RENOVATION		93,400	$482.36	$45,052,119
ADDITION		94,070	$540.53	$50,848,030
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$7,017,633
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		187,470	$566.79	$106,255,782
DESIGN AND PRICING CONTINGENCY	15.0%			$15,938,367
ESCALATION	8.8%			$9,350,509
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		187,470	$701.68	$131,544,658
GENERAL CONDITIONS	8.00%			$10,523,573
GENERAL REQUIREMENTS	5.00%			$6,577,233
BONDS	1.00%			$1,315,447
INSURANCE	1.25%			$1,644,308
PERMIT				Waived
PROFIT	2.5%			$3,790,130
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		187,470	$828.91	**$155,395,349**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,854,372
Full Geothermal System		ADD		$8,225,246
Mass Timber Construction		ADD		$4,815,208
Underground Parking Structure		ADD		$16,087,500
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
2A NEW CONSTRUCTION - 115 SYCAMORE STREET, 690 STUDENTS				
	Dec-28			
NEW SCHOOL		152,000	$577.40	$87,764,440
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$11,143,951
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		152,000	$681.89	$103,647,391
DESIGN AND PRICING CONTINGENCY	12.0%			$12,437,687
ESCALATION	8.8%			$9,120,970
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		152,000	$823.72	$125,206,048
GENERAL CONDITIONS	8.00%			$10,016,484
GENERAL REQUIREMENTS	4.00%			$5,008,242
BONDS	1.00%			$1,252,060
INSURANCE	1.25%			$1,565,076
PERMIT				Waived
PROFIT	2.5%			$3,576,198
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		152,000	$964.63	**$146,624,108**
ALTERNATES				
Hybrid Geothermal System		ADD		$5,375,480
Full Geothermal System		ADD		$6,450,576
Mass Timber Construction		ADD		$7,525,672
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,672,890
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
2B NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$546.93	$101,729,892
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$11,506,342
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$634.28	$117,975,234
DESIGN AND PRICING CONTINGENCY	12.0%			$14,157,028
ESCALATION	8.8%			$10,381,821
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$766.20	$142,514,083
GENERAL CONDITIONS	8.00%			$11,401,127
GENERAL REQUIREMENTS	4.00%			$5,700,563
BONDS	1.00%			$1,425,141
INSURANCE	1.25%			$1,781,426
PERMIT				Waived
PROFIT	2.5%			$4,070,559
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$897.27	**$166,892,899**

ALTERNATES

Hybrid Geothermal System	ADD	$6,577,890
Full Geothermal System	ADD	$7,893,468
Mass Timber Construction	ADD	$9,209,046
Underground Parking Structure	ADD	$15,560,600
PV Systems (incl. canopies)	ADD	$3,672,890
Phius/Building Envelope Commissioning		TBD
Top Cat Sound System for Classrooms		TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
4 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$549.59	$102,223,598
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$10,196,927
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$629.89	$117,159,525
DESIGN AND PRICING CONTINGENCY	12.0%			$14,059,143
ESCALATION	8.8%			$10,310,038
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$760.91	$141,528,706
GENERAL CONDITIONS	8.00%			$11,322,296
GENERAL REQUIREMENTS	4.00%			$5,661,148
BONDS	1.00%			$1,415,287
INSURANCE	1.25%			$1,769,109
PERMIT				Waived
PROFIT	2.5%			$4,042,414
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$891.07	**$165,738,960**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,718,542
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
4.1 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$536.32	$99,755,961
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$8,764,897
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$608.92	$113,259,858
DESIGN AND PRICING CONTINGENCY	12.0%			$13,591,183
ESCALATION	8.8%			$9,966,868
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$735.58	$136,817,909
GENERAL CONDITIONS	8.00%			$10,945,433
GENERAL REQUIREMENTS	4.00%			$5,472,716
BONDS	1.00%			$1,368,179
INSURANCE	1.25%			$1,710,224
PERMIT				Waived
PROFIT	2.5%			$3,907,862
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$861.41	**$160,222,323**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,718,542
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
4.2 NEW CONSTRUCTION - 115 SYCAMORE STREET, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		186,000	$552.26	$102,720,763
DEMO EXISTING SCHOOL		93,400	$15.00	$1,401,000
REMOVE HAZARDOUS MATERIALS				$3,338,000
SITEWORK				$10,727,507
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		186,000	$635.42	$118,187,270
DESIGN AND PRICING CONTINGENCY	12.0%			$14,182,472
ESCALATION	8.8%			$10,400,480
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		186,000	$767.58	$142,770,222
GENERAL CONDITIONS	8.00%			$11,421,618
GENERAL REQUIREMENTS	4.00%			$5,710,809
BONDS	1.00%			$1,427,702
INSURANCE	1.25%			$1,784,628
PERMIT				Waived
PROFIT	2.5%			$4,077,874
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		186,000	$898.89	**$167,192,853**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,577,890
Full Geothermal System		ADD		$7,893,468
Mass Timber Construction		ADD		$9,209,046
Underground Parking Structure		ADD		$15,560,600
PV Systems (incl. canopies)		ADD		$3,718,542
Phius/Building Envelope Commissioning				TBD
Top Cat Sound System for Classrooms				TBD

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
BASE REPAIR - 201 WILLOW AVENUE				
	Dec-28			
RENOVATIONS TO EXISTING SCHOOL		33,100	$538.54	$17,825,762
REMOVE HAZARDOUS MATERIALS, ALLOW				$1,191,600
SITEWORK; allowance				$891,288
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		33,100	$601.47	$19,908,650
DESIGN AND PRICING CONTINGENCY	15.0%			$2,986,298
ESCALATION	8.8%			$1,751,961
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		33,100	$744.62	$24,646,909
GENERAL CONDITIONS	8.00%			$1,971,753
GENERAL REQUIREMENTS	5.00%			$1,232,345
BONDS	1.00%			$246,469
INSURANCE	1.25%			$308,086
PERMIT				Waived
PROFIT	2.5%			$710,139
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				Assumed NR
TOTAL OF ALL CONSTRUCTION		33,100	$879.63	**$29,115,701**

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
6C ADD/RENO - 201 WILLOW AVENUE, 925 STUDENTS				
	Dec-28			
RENOVATION		33,100	$519.13	$17,183,299
ADDITION		162,000	$661.66	$107,188,253
REMOVE HAZARDOUS MATERIALS, ALLOW				$1,191,600
SITEWORK				$5,122,060
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		195,100	$669.84	$130,685,212
DESIGN AND PRICING CONTINGENCY	15.0%			$19,602,782
ESCALATION	8.8%			$11,500,299
PHASING & LOGISTICS - Unoccupied Building	0.0%			$0
SUBTOTAL with CONTINGENCIES		195,100	$829.26	$161,788,293
GENERAL CONDITIONS	8.00%			$12,943,063
GENERAL REQUIREMENTS	5.00%			$8,089,415
BONDS	1.00%			$1,617,883
INSURANCE	1.25%			$2,022,354
PERMIT				Waived
PROFIT	2.5%			$4,661,525
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		195,100	$979.61	**$191,122,533**
ALTERNATES				
Hybrid Geothermal System		ADD		$7,133,344
Full Geothermal System		ADD		$8,560,013

PM&C

Winter Hill Community Innovation School
Somerville, MA
Add/Reno + New OPTIONS

29-Jul-26

PSR Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start	Gross Floor Area	$/sf	Estimated Construction Cost
6E NEW CONSTRUCTION - 201 WILLOW AVENUE, 925 STUDENTS				
	Dec-28			
NEW SCHOOL		195,600	$604.14	$118,169,100
DEMO EXISTING SCHOOL		33,100	$15.00	$496,500
REMOVE HAZARDOUS MATERIALS, ALLOW				$3,338,000
SITEWORK				$5,983,810
SUBTOTAL TRADE COSTS BUILDING and SITEWORK		195,600	$654.33	$127,987,410
DESIGN AND PRICING CONTINGENCY	12.0%			$15,358,489
ESCALATION	8.8%			$11,262,892
PHASING & LOGISTICS	0.0%			NR
SUBTOTAL with CONTINGENCIES		195,600	$790.43	$154,608,791
GENERAL CONDITIONS	8.00%			$12,368,703
GENERAL REQUIREMENTS	5.00%			$7,730,440
BONDS	1.00%			$1,546,088
INSURANCE	1.25%			$1,932,610
PERMIT				Waived
PROFIT	2.5%			$4,454,666
GMP CONTINGENCY				N/A
TEMPORARY CLASSROOMS				NR
TOTAL OF ALL CONSTRUCTION		195,600	$933.75	**$182,641,298**
ALTERNATES				
Hybrid Geothermal System		ADD		$6,978,030
Full Geothermal System		ADD		$8,373,636

PSR Estimate

The costs presented in this PSR report should not be represented as the final construction costs as the information they are based on is extremely preliminary and final construction costs may vary significantly from the PSR costs once the final design has been completed.

This PSR cost estimate was produced from outline drawings and other documentation prepared by Perkins Eastman and their design team received July 6, 2026. Design and engineering changes occurring subsequent to the issue of these documents have not been incorporated in this estimate.

This estimate includes all direct construction costs, general contractors overhead and profit and design contingency. Cost escalation assumes start dates indicated.

Bidding conditions are expected to be public bidding under 149 of the Massachusetts General Laws to pre-qualified general contractors, and pre-qualified sub-contractors, open specifications for materials and manufacturers.

The estimate is based on prevailing wage rates for construction in this market and represents a reasonable opinion of cost. It is not a prediction of the successful bid from a contractor as bids will vary due to fluctuating market conditions, errors and omissions, proprietary specifications, lack or surplus of bidders, perception of risk, etc. Consequently the estimate is expected to fall within the range of bids from a number of competitive contractors or subcontractors, however we do not warrant that bids or negotiated prices will not vary from the final construction cost estimate.

ITEMS NOT CONSIDERED IN THIS ESTIMATE

Items not included in this estimate are:

- Land acquisition, feasibility, and financing costs
- All professional fees and insurance
- Special foundations or ground improvements
- Rock Removal
- Geothermal HVAC
- PV systems (rough-in only included)
- Site or existing conditions surveys investigations costs, including to determine subsoil conditions
- All Furnishings, Fixtures and Equipment
- Items identified in the design as Not In Contract (NIC)
- Items identified in the design as by others
- Owner supplied and/or installed items as indicated in the estimate
- Utility company back charges, including work required off-site
- Work to City streets and sidewalks, (except as noted in this estimate)
- Construction contingency (GMP Contingency is included)
- Contaminated soils removal

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

MSBA COST SUMMARY
115 SYCAMORE STREET

	BUILDING SYSTEM	BASE REPAIR - 115 SYCAMORE STREET	*RENOVATION OPTION 1A*	*ADDITION OPTION 1A*	TOTAL OPTION 1A ADD/RENO	*RENOVATION OPTION 1B*	*ADDITION OPTION 1B*	TOTAL OPTION 1B ADD/RENO	NEW OPTION 2A	NEW OPTION 2B	NEW OPTION 4	NEW OPTION 4.1	NEW OPTION 4.2
A	**SUBSTRUCTURE**	$744,995	*$980,155*	*$1,717,805*	$2,697,960	*$884,980*	*$1,893,882*	$2,778,862	$8,049,995	$8,410,519	$7,627,719	$6,068,277	$7,927,477
B	**SHELL**												
B10	**SUPERSTRUCTURE**	$2,821,800	*$2,821,800*	*$5,618,970*	$8,440,770	*$2,821,800*	*$6,492,951*	$9,314,751	$10,461,644	$12,650,213	$12,569,131	$12,699,138	$12,598,555
B20	**EXTERIOR CLOSURE**												
B2010	Exterior Walls	$1,222,987	*$4,096,822*	*$5,636,385*	$9,733,207	*$4,096,822*	*$5,874,713*	$9,971,535	$7,998,562	$8,440,950	$8,999,151	$8,822,158	$9,121,679
B2020	Windows		*$2,052,863*	*$2,494,550*	$4,547,413	*$2,052,863*	*$2,618,169*	$4,671,032	$3,869,269	$4,198,558	$4,487,967	$4,396,200	$4,551,492
B2030	Exterior Doors	$86,351	*$186,800*	*$160,800*	$347,600	*$186,800*	*$188,140*	$374,940	$304,000	$372,000	$372,000	$372,000	$372,000
B30	**ROOFING**	$1,146,080	*$1,267,470*	*$1,349,750*	$2,617,220	*$1,267,470*	*$1,400,550*	$2,668,020	$3,110,560	$3,255,350	$3,384,230	$2,367,110	$3,362,380
C	**INTERIORS**	$6,312,030	*$9,828,450*	*$10,564,500*	$20,392,950	*$9,828,450*	*$11,821,494*	$21,649,944	$18,312,154	$21,433,902	$21,617,780	$21,870,918	$21,617,780
D	**SERVICES**												
D10	**CONVEYING SYSTEMS**	$160,000	*$160,000*	*$450,000*	$610,000	*$160,000*	*$450,000*	$610,000	$900,000	$900,000	$1,080,000	$1,080,000	$1,080,000
D20	**PLUMBING**	$2,895,400	*$2,708,600*	*$2,251,200*	$4,959,800	*$2,708,600*	*$2,633,960*	$5,342,560	$4,256,000	$5,208,000	$5,208,000	$5,208,000	$5,208,000
D30	**HVAC**	$8,522,750	*$8,546,100*	*$7,236,000*	$15,782,100	*$8,546,100*	*$8,466,300*	$17,012,400	$13,680,000	$16,740,000	$16,740,000	$16,740,000	$16,740,000
D40	**FIRE PROTECTION**	$853,900	*$747,200*	*$853,200*	$1,600,400	*$747,200*	*$962,560*	$1,709,760	$1,406,000	$1,698,000	$1,698,000	$1,698,000	$1,698,000
D50	**ELECTRICAL**	$6,654,750	*$6,429,026*	*$5,469,204*	$11,898,230	*$6,429,026*	*$6,453,415*	$12,882,441	$10,928,200	$13,444,700	$13,444,700	$13,444,700	$13,444,700
E	**FURNISHINGS & FIXED EQUIP.**	$3,479,800	*$3,556,308*	*$1,393,160*	$4,949,468	*$3,556,308*	*$1,591,896*	$5,148,204	$4,488,056	$4,977,700	$4,994,920	$4,989,460	$4,998,700
	BUILDING SUBTOTAL	$34,900,843	*$43,381,594*	*$45,195,524*	$88,577,118	*$43,286,419*	*$50,848,030*	$94,134,449	$87,764,440	$101,729,892	$102,223,598	$99,755,961	$102,720,763
F	**SPECIAL CONSTRUCTION & DEMOLITION**	$5,065,640	*$5,103,700*		$5,103,700	*$5,103,700*		$5,103,700	$4,739,000	$4,739,000	$4,739,000	$4,739,000	$4,739,000
G	**OTHER SITE CONSTRUCTION**	$1,831,424											
G10	Site Preparation				$2,121,339			$2,121,339	$2,140,061	$2,121,339	$2,087,445	$2,087,445	$2,087,445
G20	Site Improvements				$3,786,286			$3,668,841	$7,708,887	$8,087,200	$6,831,279	$5,399,249	$7,361,859
G30	Mechanical Utilities				$823,403			$793,653	$861,203	$864,003	$844,403	$844,403	$844,403
G40	Electrical Utilities				$433,800			$433,800	$433,800	$433,800	$433,800	$433,800	$433,800
	SUBTOTAL	$41,797,907	*$48,485,294*	*$45,195,524*	$100,845,646	*$48,390,119*	*$50,848,030*	$106,255,782	$103,647,391	$117,975,234	$117,159,525	$113,259,858	$118,187,270
Z	**MARKUPS**												
	Insurance	$646,823			$1,560,586			$1,644,308	$1,565,076	$1,781,426	$1,769,109	$1,710,224	$1,784,628
	Subcontractor Bonds												
	GC Bonds	$517,458			$1,248,469			$1,315,447	$1,252,060	$1,425,141	$1,415,287	$1,368,179	$1,427,702
	Design & Pricing Contingency	$6,269,686			$15,126,847			$15,938,367	$12,437,687	$14,157,028	$14,059,143	$13,591,183	$14,182,472
	General Conditions	$6,726,955			$16,230,099			$17,100,806	$15,024,726	$17,101,690	$16,983,444	$16,418,149	$17,132,427
	Overhead & Profit	$1,490,926			$3,597,152			$3,790,130	$3,576,198	$4,070,559	$4,042,414	$3,907,862	$4,077,874
	CONSTRUCTION SUBTOTAL	$57,449,755			$138,608,799			$146,044,840	$137,503,138	$156,511,078	$155,428,922	$150,255,455	$156,792,373
	Escalation	$3,678,216			$8,874,417			$9,350,509	$9,120,970	$10,381,821	$10,310,038	$9,966,868	$10,400,480
	TOTAL COST OF CONSTRUCTION	$61,127,971			$147,483,216			$155,395,349	$146,624,108	$166,892,899	$165,738,960	$160,222,323	$167,192,853
$/gsf		$654			$849			$829	$965	$897	$891	$861	$899

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

MSBA COST SUMMARY
201 WILLOW AVENUE

BUILDING SYSTEM

			BASE REPAIR - 201 WILLOW AVENUE	*RENOVATION OPTION 6C*	*ADDITION OPTION 6C*	TOTAL OPTION 6C ADD/RENO	NEW OPTION 6E
A	**SUBSTRUCTURE**		$877,500	*$651,750*	*$2,530,733*	$3,182,483	$5,182,243
B	**SHELL**						
B10	**SUPERSTRUCTURE**		$1,038,200	*$1,013,000*	*$17,462,950*	$18,475,950	$20,506,564
B20	**EXTERIOR CLOSURE**						
	B2010	Exterior Walls	$1,820,426	*$1,213,912*	*$13,697,859*	$14,911,771	$11,232,315
	B2020	Windows	$1,110,056	*$766,845*	*$6,220,899*	$6,987,744	$5,158,500
	B2030	Exterior Doors	$55,000	*$66,200*	*$324,000*	$390,200	$391,200
B30	**ROOFING**		$1,674,140	*$1,961,990*	*$933,750*	$2,895,740	$1,449,750
C	**INTERIORS**		$2,666,400	*$3,512,875*	*$20,913,150*	$24,426,025	$22,907,800
D	**SERVICES**						
D10	**CONVEYING SYSTEMS**		$480,000		$4,000,000	$4,000,000	$2,400,000
D20	**PLUMBING**		$1,036,100	$959,900	$5,346,000	$6,305,900	$6,454,800
D30	**HVAC**		$3,070,775	$3,028,650	$16,200,000	$19,228,650	$19,560,000
D40	**FIRE PROTECTION**		$347,230	$264,800	$1,830,000	$2,094,800	$2,166,000
D50	**ELECTRICAL**		$2,400,375	$2,355,825	$12,963,900	$15,319,725	$15,590,708
E	**FURNISHINGS & FIXED EQUIP.**		$570,530	$510,752	$4,765,012	$5,275,764	$5,169,220
	BUILDING SUBTOTAL		$17,146,732	$16,306,499	$107,188,253	$123,494,752	$118,169,100
F	**SPECIAL CONSTRUCTION & DEMOLITION**		$1,870,630	$2,068,400		$2,068,400	$3,834,500
G	**OTHER SITE CONSTRUCTION**		$891,288				
G10		Site Preparation				$1,357,755	$1,360,255
G20		Site Improvements				$2,870,509	$3,923,759
G30		Mechanical Utilities				$459,996	$265,996
G40		Electrical Utilities				$433,800	$433,800
	SUBTOTAL		$19,908,650			$130,685,212	$127,987,410
Z	**MARKUPS**						
		Insurance	$308,086			$2,022,354	$1,932,610
		Subcontractor Bonds					
		GC Bonds	$246,469			$1,617,883	$1,546,088
		Design & Pricing Contingency	$2,986,298			$19,602,782	$15,358,489
		General Conditions	$3,204,098			$21,032,478	$20,099,143
		Overhead & Profit	$710,139			$4,661,525	$4,454,666
	CONSTRUCTION SUBTOTAL		$27,363,740			$179,622,234	$171,378,406
		Escalation	$1,751,961			$11,500,299	$11,262,892
	TOTAL COST OF CONSTRUCTION		$29,115,701			$191,122,533	$182,641,298
$/gsf			$880			$980	$934

CONSTRUCTION COST SUMMARY
115 SYCAMORE STREET

BUILDING SYSTEM		*SUB-TOTAL*						*SUB-TOTAL*					
ALL OPTIONS		BASE REPAIR - 115 SYCAMORE STREET	*RENOVATION OPTION 1A*	*ADDITION OPTION 1A*	TOTAL OPTION 1A ADD/RENO	*RENOVATION OPTION 1B*	*ADDITION OPTION 1B*	TOTAL OPTION 1B ADD/RENO	NEW OPTION 2A	NEW OPTION 2B	NEW OPTION 4	NEW OPTION 4.1	NEW OPTION 4.2
A10	**FOUNDATIONS**												
A1010	Standard Foundations	$411,695	*$688,495*	*$931,367*	$1,619,862	*$593,320*	*$1,051,693*	$1,645,013	$2,482,579	$2,677,534	$3,291,370	$3,274,504	$4,305,193
A1020	Special Foundations												
A1030	Lowest Floor Construction	$333,300	*$291,660*	*$786,438*	$1,078,098	*$291,660*	*$842,189*	$1,133,849	$5,567,416	$5,732,985	$4,336,349	$2,793,773	$3,622,284
B10	**SUPERSTRUCTURE**												
B1010	Upper Floor Construction	$2,771,800	*$2,771,800*	*$3,863,685*	$6,635,485	*$2,771,800*	*$4,663,353*	$7,435,153	$6,753,254	$8,743,774	$8,385,774	$9,618,165	$8,665,644
B1020	Roof Construction	$50,000	*$50,000*	*$1,755,285*	$1,805,285	*$50,000*	*$1,829,598*	$1,879,598	$3,708,390	$3,906,439	$4,183,357	$3,080,973	$3,932,911
B20	**EXTERIOR CLOSURE**												
B2010	Exterior Walls	$1,222,987	*$4,096,822*	*$5,636,385*	$9,733,207	*$4,096,822*	*$5,874,713*	$9,971,535	$7,998,562	$8,440,950	$8,999,151	$8,822,158	$9,121,679
B2020	Windows		*$2,052,863*	*$2,494,550*	$4,547,413	*$2,052,863*	*$2,618,169*	$4,671,032	$3,869,269	$4,198,558	$4,487,967	$4,396,200	$4,551,492
B2030	Exterior Doors	$86,351	*$186,800*	*$160,800*	$347,600	*$186,800*	*$188,140*	$374,940	$304,000	$372,000	$372,000	$372,000	$372,000
B30	**ROOFING**												
B3010	Roof Coverings	$1,146,080	*$1,267,470*	*$1,256,000*	$2,523,470	*$1,267,470*	*$1,306,800*	$2,574,270	$3,016,810	$3,161,600	$3,290,480	$2,273,360	$3,268,630
B3020	Roof Openings			*$93,750*	$93,750		*$93,750*	$93,750	$93,750	$93,750	$93,750	$93,750	$93,750
C10	**INTERIOR CONSTRUCTION**												
C1010	Partitions	$677,680	*$3,269,000*	*$4,614,000*	$7,883,000	*$3,269,000*	*$5,092,450*	$8,361,450	$7,120,000	$8,310,000	$8,310,000	$8,310,000	$8,310,000
C1020	Interior Doors	$840,600	*$1,120,800*	*$964,800*	$2,085,600	*$1,120,800*	*$1,128,840*	$2,249,640	$1,824,000	$2,232,000	$2,232,000	$2,232,000	$2,232,000
C1030	Specialties/Millwork	$983,150	*$1,343,550*	*$1,426,900*	$2,770,450	*$1,343,550*	*$1,623,098*	$2,966,648	$2,455,600	$2,943,950	$2,943,950	$2,943,950	$2,943,950
C20	**STAIRCASES**												
C2010	Stair Construction	$80,000	*$80,000*	*$610,000*	$690,000	*$80,000*	*$610,000*	$690,000	$835,000	$880,000	$880,000	$1,015,000	$880,000
C2020	Stair Finishes	$88,000	*$88,000*	*$88,000*	$176,000	*$88,000*	*$88,000*	$176,000	$143,000	$154,000	$154,000	$187,000	$154,000
C30	**INTERIOR FINISHES**												
C3010	Wall Finishes	$840,600	*$840,600*	*$723,600*	$1,564,200	*$840,600*	*$846,630*	$1,687,230	$1,368,000	$1,674,000	$1,674,000	$1,674,000	$1,674,000
C3020	Floor Finishes	$1,494,400	*$1,778,900*	*$1,011,600*	$2,790,500	*$1,778,900*	*$1,115,496*	$2,894,396	$2,438,554	$2,635,952	$2,819,830	$2,904,968	$2,819,830
C3030	Ceiling Finishes	$1,307,600	*$1,307,600*	*$1,125,600*	$2,433,200	*$1,307,600*	*$1,316,980*	$2,624,580	$2,128,000	$2,604,000	$2,604,000	$2,604,000	$2,604,000
D10	**CONVEYING SYSTEMS**												
D1010	Elevator	$160,000	*$160,000*	*$450,000*	$610,000	*$160,000*	*$450,000*	$610,000	$900,000	$900,000	$1,080,000	$1,080,000	$1,080,000
D20	**PLUMBING**												
D20	Plumbing	$2,895,400	*$2,708,600*	*$2,251,200*	$4,959,800	*$2,708,600*	*$2,633,960*	$5,342,560	$4,256,000	$5,208,000	$5,208,000	$5,208,000	$5,208,000

CONSTRUCTION COST SUMMARY
115 SYCAMORE STREET

BUILDING SYSTEM		*SUB-TOTAL*							*SUB-TOTAL*				
ALL OPTIONS		BASE REPAIR - 115 SYCAMORE STREET	*RENOVATION OPTION 1A*	*ADDITION OPTION 1A*	TOTAL OPTION 1A ADD/RENO	*RENOVATION OPTION 1B*	*ADDITION OPTION 1B*	TOTAL OPTION 1B ADD/RENO	NEW OPTION 2A	NEW OPTION 2B	NEW OPTION 4	NEW OPTION 4.1	NEW OPTION 4.2
D30	**HVAC**												
D30	HVAC	$8,522,750	*$8,546,100*	*$7,236,000*	$15,782,100	*$8,546,100*	*$8,466,300*	$17,012,400	$13,680,000	$16,740,000	$16,740,000	$16,740,000	$16,740,000
D40	**FIRE PROTECTION**												
D40	Fire Protection	$853,900	*$747,200*	*$853,200*	$1,600,400	*$747,200*	*$962,560*	$1,709,760	$1,406,000	$1,698,000	$1,698,000	$1,698,000	$1,698,000
D50	**ELECTRICAL**												
D5010	Complete System	$6,654,750	*$6,429,026*	*$5,469,204*	$11,898,230	*$6,429,026*	*$6,453,415*	$12,882,441	$10,928,200	$13,444,700	$13,444,700	$13,444,700	$13,444,700
E10	**EQUIPMENT**												
E10	Equipment	$2,055,460	*$2,129,620*	*$134,000*	$2,263,620	*$2,129,620*	*$134,000*	$2,263,620	$2,153,620	$2,153,620	$2,153,620	$2,153,620	$2,153,620
E20	**FURNISHINGS**												
E2010	Fixed Furnishings	$1,424,340	*$1,426,688*	*$1,259,160*	$2,685,848	*$1,426,688*	*$1,457,896*	$2,884,584	$2,334,436	$2,824,080	$2,841,300	$2,835,840	$2,845,080
E2020	Movable Furnishings												
F20	**INTERIOR DEMOLITION**												
F2010	Building Elements Demo	$1,727,640	*$1,765,700*		$1,765,700	*$1,765,700*		$1,765,700					
TOTAL DIRECT COST (Trade Costs)		$36,628,483	*$45,147,294*	*$45,195,524*	$90,342,818	*$45,052,119*	*$50,848,030*	$95,900,149	$87,764,440	$101,729,892	$102,223,598	$99,755,961	$102,720,763
		$392	*$483*	*$562*	$520	*$482*	*$541*	$512	$577	$547	$550	$536	$552

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate **GFA** 93,400

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 115 SYCAMORE STREET							
	GROSS FLOOR AREA CALCULATION						
	Level 1				22,220		
	Level 2				28,652		
	Level 3				21,264		
	Level 4				21,264		
	TOTAL GROSS FLOOR AREA (GFA)				**93,400** ***sf***		
A10	***FOUNDATIONS***						
A1010	**STANDARD FOUNDATIONS**						
	Repair existing foundations walls; cracks + chips	**1**	ls	30,000.00	30,000		
	Work to existing retaining wall	**6,345**	sf	15.00	95,175		
	Allowance for work at existing foundations for new shear walls etc.	**28,652**	sf	10.00	286,520		
	SUBTOTAL					411,695	
A1020	**SPECIAL FOUNDATIONS**						
	Assume no work required						
	SUBTOTAL						
A1030	**LOWEST FLOOR CONSTRUCTION**						
	Miscellaneous slab repairs, infills, cutting + patching etc.	**22,220**	sf	15.00	333,300		
	SUBTOTAL					333,300	
	TOTAL - FOUNDATIONS						**$744,995**
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
	Seismic upgrades + new shear walls	**93,400**	gsf	25.00	2,335,000		
	Allowance for penetrations for MEP replacement	**93,400**	gsf	2.00	186,800		
	Allowance for repair to existing concrete structure including columns	**1**	ls	250,000.00	250,000		
	Repair level 2, concrete framing, especially exterior columns show signs of distressed concrete and corrosion				incl		
	Repair Level 2 and 3, concrete beams/girders show signs of distressed, crack concrete, corrosion and signs of chemical reactions				incl		
	Repair CMU walls, mainly exterior but also interior show various patterns of cracking – diagonal at exterior and many vertical interior cracks				incl		
	Repair precast slab - exhibits deterioration of concrete. Also, signs of water penetration has been observed within the ceiling				incl		
	Repair concrete shear walls around the staircase				incl		
	Repair signs of potential fire instances in the past at 3rd floor				incl		
	Gym concrete beams/girders show signs of water and moisture which may require repair and further investigation. The source of the moisture should be identified and addressed.				incl		
	The roof shows lots of rust from mechanical floor and equipment which is penetrating through the roof to framing below and damaging the structure life. This should be identified and addressed.				incl		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
		BASE REPAIR - 115 SYCAMORE STREET						
43		Anchoring of masonry walls to existing diaphragms for lateral force resisting system. Carry steel angles epoxy anchored into the masonry at slab at 4 feet on center.				incl		
44		Seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades				incl		
45		Repair concrete spalling and surface cracking was spotted at multiple locations throughout the building				incl		
46		Identify and address signs of water intrusion found on 4th floor classrooms and restrooms. Source of water intrusion should be identified and addressed.				incl		
47		Allow for structural restoration for the concrete columns, beams and precast slab as well.				incl		
48		Allow for existing CMU openings lintels to be cleaned, repaired and repainted.				incl		
49		There are instances of concrete spalling in the concrete elements. Most of these spalls are not structurally significant. These spalls should be repaired as they can be aesthetically unacceptable.				incl		
50		Some of the observations and recommendations for common elements such as lintels and subframe under the ventilator window shall be investigated				incl		
51		All stair tower roof slab showing sign of rust and moisture. Carry an allowance for stairs roof repair or replacement.				incl		
52		SUBTOTAL					2,771,800	
53								
54	**B1020**	**ROOF CONSTRUCTION**						
55		Allowance for dunnage and new roof penetrations	**1**	ls	50,000.00	50,000		
56		SUBTOTAL					50,000	
57								
58		***TOTAL - SUPERSTRUCTURE***						**$2,821,800**
59								
60								
61	***B20***	***EXTERIOR CLOSURE***						
62								
63	**B2010**	**EXTERIOR WALLS - solid**						
64								
65	*042000*	*MASONRY*						
66		Clean all concrete surfaces; misc. repair	**26,021**	sf	20.00	520,420		
67								
68	*070001*	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
69		Air barrier/flashing at glazing	**2,891**	lf	15.00	ETR		
70		Miscellaneous repair of flashings & sealants at existing closure including stripping out and resealing all soft joints and at expansion joints as noted	**26,021**	sf	2.00	52,042		
71								
72	*092900*	*GYPSUM BOARD ASSEMBLIES*						
73		Insulation, AVB, GWB	**26,021**	sf	25.00	650,525		
74		SUBTOTAL					1,222,987	
75								
76	**B2020**	**WINDOWS/CURTAINWALL**						
77		**Exterior Wall Area - Glazed**	*8,674*	*sf*				
78								
79	*061000*	*ROUGH CARPENTRY*						
80		Wood blocking at openings	**2,891**	lf	14.00	ETR		
81								
82	*070001*	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
83		Backer rod & double sealant	**2,891**	lf	12.00	ETR		
84								
85	*080001*	*METAL WINDOWS*						
86		Replacement storefront/Windows/CW	**8,674**	sf	170.00	ETR		
87		SUBTOTAL					-	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 115 SYCAMORE STREET							
	B2030 EXTERIOR DOORS						
061000	*ROUGH CARPENTRY*						
	Wood blocking replacement at openings	**227**	lf	3.00	681		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**227**	lf	10.00	2,270		
081110	*DOORS, FRAMES & HARDWARE*						
	HM doors, frames and hardware- double	**2**	pr	4,800.00	9,600		
	HM doors, frames and hardware- single	**5**	ea	3,100.00	15,500		
083000	*OVERHEAD DOORS*						
	Replace receiving door	**1**	ls	7,500.00	7,500		
084110	*ALUMINUM-FRAMED ENTRANCES AND STOREFRONTS*						
	Glazed entrance doors including frame and hardware	**6**	ea	6,500.00	39,000		
	Auto openers - allow	**2**	ea	5,000.00	10,000		
090007	*PAINTING*						
	Paint HM doors and frames	**9**	ea	200.00	1,800		
	SUBTOTAL					86,351	
	TOTAL - EXTERIOR CLOSURE						**$1,309,338**
	B30 ROOFING						
	B3010 ROOF COVERINGS						
070002	*ROOFING AND FLASHING*						
	Existing roof to removed	**28,652**	sf	5.00	143,260		
	New PVC roofing; complete	**28,652**	sf	35.00	1,002,820		
	SUBTOTAL					1,146,080	
	B3020 ROOF OPENINGS						
078010	*ROOF OPENINGS*						
	No work in this section						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$1,146,080**
	C10 INTERIOR CONSTRUCTION						
	C1010 PARTITIONS						
042000	*MASONRY*						
	Allowance to reconfigure, infill and patch to widen door openings	**1**	ls	200,000.00	200,000		
	Seismic clips at interior CMU walls				Included with Structure		
080001	*GLAZING*						
	Allowance for new and replacement interior glazing	**93,400**	gsf	0.50	46,700		
092500	*GWB PARTITIONS*						
	Allowance for gwb partitions in reconfigured spaces	**19,590**	sf	22.00	430,980		

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate **GFA** 93,400

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 115 SYCAMORE STREET							
010880	*OPERABLE PARTITIONS*						
	SUBTOTAL					677,680	
C1020	**INTERIOR DOORS**						
081110	*DOORS, FRAMES & HARDWARE*						
	Replace existing doors and hardware including painting and sound gasketing at select locations	**93,400**	sf	9.00	840,600		
	SUBTOTAL					840,600	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Rails, handrails at exterior ramps/stairs	**1**	ls	50,000.00	50,000		
	Miscellaneous metals throughout building	**93,400**	gsf	2.00	186,800		
064020	*INTERIOR ARCHITECTURAL WOODWORK*						
	Reception desk in Admin Suite	**1**	ls	20,000.00	20,000		
	Circulation desk in Library	**1**	ls	25,000.00	25,000		
	Allowance for built-in benches throughout	**1**	ls	20,000.00	20,000		
	Allowance for built-in shelving in Bookroom				NR		
	New display cases				NR		
	New window sills				ETR		
	Miscellaneous millwork/ trim allowance	**93,400**	gsf	1.00	93,400		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**93,400**	gsf	1.25	116,750		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards	**93,400**	gsf	0.75	70,050		
	Tack boards	**93,400**	gsf	0.50	46,700		
102110	*TOILET COMPARTMENTS*						
	Allowance to gut renovation to bathrooms	**2,119**	sf	50.00	105,950		
102800	*TOILET ACCESSORIES*						
	See above						
104000	*SIGNAGE*						
	Allowance for new signage	**93,400**	sf	1.00	93,400		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	15,000.00	15,000		
105000	*LOCKERS*						
	Allowance lockers	**93,400**	gsf	1.50	140,100		
	SUBTOTAL					983,150	
	TOTAL - INTERIOR CONSTRUCTION						**$2,501,430**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
055000	*MISCELLANEOUS METALS*						
	Compliant stair rails to existing egress stair	**8**	flt	10,000.00	80,000		
	SUBTOTAL					80,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 115 SYCAMORE STREET							
C2020	**STAIR FINISHES**						
090005	*RESILIENT FLOORING*						
	Rubber tile at stairs - treads, risers and landings	**8**	lft	6,000.00	48,000		
090007	*PAINTING*						
	High performance coating to stairs including all railings etc.	**8**	flt	5,000.00	40,000		
	SUBTOTAL					88,000	
	TOTAL - STAIRCASES						**$168,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes; complete renovation	**93,400**	gsf	9.00	840,600		
	SUBTOTAL					840,600	
C3020	**FLOOR FINISHES**						
	Patch/repair/level	**93,400**	gsf	4.00	373,600		
	New floor finishes	**93,400**	gsf	12.00	1,120,800		
	SUBTOTAL					1,494,400	
C3030	**CEILING FINISHES**						
	Ceiling finishes	**93,400**	gsf	14.00	1,307,600		
	SUBTOTAL					1,307,600	
	TOTAL - INTERIOR FINISHES						**$3,642,600**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
	Upgrade elevator cab and controls including full service/ maintenance	**1**	ea	160,000.00	160,000		
	SUBTOTAL					160,000	
	TOTAL - CONVEYING SYSTEMS						**$160,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Entirely new plumbing system, gas fired water heaters	**93,400**	gsf	30.00	2,802,000		
	Cut & cap existing plumbing	**93,400**	gsf	1.00	93,400		
	SUBTOTAL					2,895,400	
	TOTAL - PLUMBING						**$2,895,400**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 115 SYCAMORE STREET							
	Cut & cap existing HVAC; gut renovation	**93,400**	gsf	1.25	116,750		
	HVAC REPLACEMENT - assume all-electric ASHP	**93,400**	gsf	90.00	8,406,000		
	SUBTOTAL					8,522,750	
	TOTAL - HVAC						**$8,522,750**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Fire pump				Not required		
	New sprinkler system	**93,400**	gsf	8.50	793,900		
	SUBTOTAL					853,900	
	TOTAL - FIRE PROTECTION						**$853,900**
D50	***ELECTRICAL***						
D50	**ELECTRICAL, GENERALLY**						
	Cut & cap existing Electrical; gut renovation	**93,400**	gsf	1.25	116,750		
	Electrical systems replacement	**93,400**	gsf	70.00	6,538,000		
	New switchgear & feeders, 3000A 208V switchgear as BOD, 300KW diesel fueled generator set with 2 automatic transfer switches & 2000A docking station, PV ready roof, new electrical to mechanical gear, new LED lighting system, control emergency/egress to code, update branch devices, replace outdated telecom & public address, replace nonfunction clock system, update fire alarm, update security.						
	SUBTOTAL					6,654,750	
	TOTAL - ELECTRICAL						**$6,654,750**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
	Wall pads in Gymnasium	**2,000**	sf	20.00	40,000		
	Divider curtain in Gymnasium	**1**	ea	34,000.00	34,000		
	Basketball backstops	**6**	ea	15,000.00	90,000		
	Scoreboard	**1**	ea	12,000.00	12,000		
	Bleachers				assume no scope		
	Kiln				assume no scope		
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
	Residential appliances - allowance	**1**	ls	10,000.00	10,000		
	Allowance for projection screens	**1**	ls	15,000.00	15,000		
	SUBTOTAL					2,055,460	
	TOTAL - EQUIPMENT						**$2,055,460**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
	Casework package	**93,400**	gsf	14.00	1,307,600		
	Miscellaneous furnishings						
	Allowance for window treatments	**8,674**	sf	10.00	86,740		

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate **GFA** 93,400

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 115 SYCAMORE STREET							
	Entry mats/grilles - allowance	**400**	sf	75.00	30,000		
	SUBTOTAL					1,424,340	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,424,340**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	No work in this section						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	Sawcut and remove slab on grade for new plumbing work, reconfigured spaces	**22,220**	sf	15.00	333,300		
	Demo and remove existing storefront/windows etc.	**8,674**	sf	10.00	86,740		
	Allowance for miscellaneous new masonry openings, masonry wall demo etc.	**93,400**	gsf	2.00	186,800		
	Remove doors and hardware	**93,400**	gsf	0.50	46,700		
	Selective interior demolition including removal of casework, visual displays, toilet accessories, compartments, furnishings etc.	**93,400**	gsf	2.00	186,800		
	Demo & remove floor finishes, ceilings and selective wall finishes	**93,400**	sf	6.00	560,400		
	Removal of cut & capped MEP equipment & fixtures	**93,400**	gsf	2.00	186,800		
	Miscellaneous demolition, temporary protection, shoring etc.. Not yet identified	**93,400**	gsf	1.50	140,100		
	SUBTOTAL					1,727,640	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See summary						
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						**$1,727,640**

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate GFA 93,400

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
	TOTAL GROSS FLOOR AREA (GFA)					**93,400**	
A1010	**STANDARD FOUNDATIONS**						
	Repair existing foundations walls; cracks + chips	**1**	ls	30,000.00	30,000		
	Work to existing retaining wall	**6,345**	sf	15.00	95,175		
	Allowance for work at existing foundations for new shear walls etc.	**28,166**	sf	20.00	563,320		
	SUBTOTAL					688,495	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
	Patch/repair existing slabs	**28,166**	sf	10.00	281,660		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	SUBTOTAL					291,660	
	TOTAL - FOUNDATIONS						**$980,155**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
	Seismic upgrades + repair/replace shear walls	**93,400**	gsf	25.00	2,335,000		
	Allowance for penetrations for MEP replacement	**93,400**	gsf	2.00	186,800		
	Allowance for repair to existing concrete structure including columns	**1**	ls	250,000.00	250,000		
	Repair level 2, concrete framing, especially exterior columns show signs of distressed concrete and corrosion				incl		
	Repair Level 2 and 3, concrete beams/girders show signs of distressed, crack concrete, corrosion and signs of chemical reactions				incl		
	Repair CMU walls, mainly exterior but also interior show various patterns of cracking – diagonal at exterior and many vertical interior cracks				incl		
	Repair precast slab - exhibits deterioration of concrete. Also, signs of water penetration has been observed within the ceiling				incl		
	Repair concrete shear walls around the staircase				incl		
	Repair signs of potential fire instances in the past at 3rd floor				incl		
	Gym concrete beams/girders show signs of water and moisture which may require repair and further investigation. The source of the moisture should be identified and addressed.				incl		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
	The roof shows lots of rust from mechanical floor and equipment which is penetrating through the roof to framing below and damaging the structure life. This should be identified and addressed.				incl		
	Anchoring of masonry walls to existing diaphragms for lateral force resisting system. Carry steel angles epoxy anchored into the masonry at slab at 4 feet on center.				incl		
	Seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades				incl		
	Repair concrete spalling and surface cracking was spotted at multiple locations throughout the building				incl		
	Identify and address signs of water intrusion found on 4th floor classrooms and restrooms. Source of water intrusion should be identified and addressed.				incl		
	Allow for structural restoration for the concrete columns, beams and precast slab as well.				incl		
	Allow for existing CMU openings lintels to be cleaned, repaired and repainted.				incl		
	There are instances of concrete spalling in the concrete elements. Most of these spalls are not structurally significant. These spalls should be repaired as they can be aesthetically unacceptable.				incl		
	Some of the observations and recommendations for common elements such as lintels and subframe under the ventilator window shall be investigated				incl		
	All stair tower roof slab showing sign of rust and moisture. Carry an allowance for stairs roof repair or replacement.				incl		
	SUBTOTAL					2,771,800	
B1020	**ROOF CONSTRUCTION**						
	Allowance for dunnage and new roof penetrations	**1**	ls	50,000.00	50,000		
	SUBTOTAL					50,000	
	TOTAL - SUPERSTRUCTURE						**$2,821,800**
B20	***EXTERIOR CLOSURE***	39,695	sf				
B2010	**EXTERIOR WALLS; 75%**						
		29,771	*sf*				
040001	*MASONRY*						
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**29,771**	sf	2.00	ETR		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**29,771**	sf	9.00	ETR		
	Air barrier/flashing at windows	**3,308**	lf	6.25	20,675		
	Miscellaneous sealants to closure	**29,771**	sf	0.50	14,886		
072100	*THERMAL INSULATION*						
	Spray insulation	**29,771**	sf	7.00	208,397		
	Insulation at window openings	**3,308**	lf	6.00	19,848		
074213	*WALL PANELS; 35%*						
	Metal panels	**29,771**	sf	110.00	3,274,810		
092900	*GYPSUM BOARD ASSEMBLIES*						
	3" metal stud backup	**29,771**	sf	10.00	297,710		
	Gypsum Sheathing	**29,771**	sf	3.75	111,641		
	Drywall lining to interior face of stud backup	**29,771**	sf	5.00	148,855		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
	SUBTOTAL					4,096,822	
B2020	**WINDOWS; 25%**	*9,924*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**3,308**	lf	14.00	46,312		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**3,308**	lf	12.00	39,696		
080001	*METAL WINDOWS*						
	Windows, Triple-pane low-e insulated units	**9,924**	sf	170.00	1,687,080		
	Sun control allowance	**1**	ls	250,000.00	250,000		
	Security film at grade	**1,985**	sf	15.00	29,775		
	SUBTOTAL					2,052,863	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**93,400**	gsf	2.00	186,800		
	SUBTOTAL					186,800	
	TOTAL - EXTERIOR CLOSURE						**$6,336,485**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**28,166**	sf	40.00	1,126,640		
	Demo roof	**28,166**	sf	5.00	140,830		
	SUBTOTAL					1,267,470	
B3020	**ROOF OPENINGS**						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$1,267,470**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions new/modify existing; renovation	**93,400**	sf	35.00	3,269,000		
	SUBTOTAL					3,269,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**93,400**	gsf	12.00	1,120,800		
	SUBTOTAL					1,120,800	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**93,400**	gsf	3.00	280,200		
064100	*FINISH CARPENTRY*						
	Display cases				w/ addition		
	Circulation desk				w/ addition		
	Millwork complete; other spaces	**93,400**	gsf	4.00	373,600		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**93,400**	gsf	1.50	140,100		
101100	*VISUAL DISPLAY SURFACES*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
	Marker boards/TB complete	**93,400**	gsf	1.50	140,100		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics				w/ addition		
	Signage; complete package	**93,400**	gsf	1.00	93,400		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**93,400**	gsf	1.25	116,750		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**31**	ea	350.00	10,850		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**93,400**	gsf	2.00	186,800		
	SUBTOTAL					1,343,550	
	TOTAL - INTERIOR CONSTRUCTION						**$5,733,350**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	Stairs; upgrade existing railings for ADA	**8**	flt	10,000.00	80,000		
	SUBTOTAL					80,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**8**	flt	11,000.00	88,000		
	SUBTOTAL					88,000	
	TOTAL - STAIRCASES						**$168,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**93,400**	gsf	9.00	840,600		
	SUBTOTAL					840,600	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**53,425**	sf	8.00	427,400		
	Terrazzo - L1 & L2 corridors, cafeteria	**9,275**	sf	50.00	463,750		
	Poured resinous flooring - bathrooms, kitchen, custodial	**8,440**	sf	24.00	202,560		
	Sealed concrete	**1,000**	sf	3.00	3,000		
	Carpet	**2,500**	sf	6.70	16,750		
	Rubber flooring - Upper level corridors, OT/PT	**7,270**	sf	12.00	87,240		
	Wood athletic flooring in gymnasium	**6,820**	sf	30.00	204,600		
	Platform flooring				w/ addition		
	Ardex/leveler to existing floors	**93,400**	sf	4.00	373,600		
	SUBTOTAL					1,778,900	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**93,400**	sf	14.00	1,307,600		
	SUBTOTAL					1,307,600	
	TOTAL - INTERIOR FINISHES						**$3,927,100**
D10	***CONVEYING SYSTEMS***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Upgrade elevator cab and controls including full service/ maintenance	**1**	ea	160,000.00	160,000		
	SUBTOTAL					160,000	
	TOTAL - CONVEYING SYSTEMS						**$160,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Entirely new plumbing system, gas fired water heaters	**93,400**	gsf	28.00	2,615,200		
	Demolition	**93,400**	sf	1.00	93,400		
	SUBTOTAL					2,708,600	
	TOTAL - PLUMBING						**$2,708,600**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 210 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**93,400**	gsf	90.00	8,406,000		
	Demolition	**93,400**	sf	1.50	140,100		
	SUBTOTAL					8,546,100	
	TOTAL - HVAC						**$8,546,100**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	Allowance for fire pump				w/ addition		
	Wet system complete	**93,400**	gsf	8.00	747,200		
	SUBTOTAL					747,200	
	TOTAL - FIRE PROTECTION						**$747,200**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3000A 480/277V switchboard	**1**	ea	160,000.00	160,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**93,400**	gsf	7.00	653,800		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution				w/ addition		
	Associated ATS's, transformers, panelboards and feeders	**93,400**	gsf	5.50	513,700		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**93,400**	gsf	4.00	373,600		
	Gymnasium equipment feeds and connections	**1**	ls	15,000.00	15,000		
	kitchen equipment feeds and connections	**1**	ls	25,000.00	25,000		
	SUBTOTAL					1,811,100	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	RENOVATION OPTION 1A						
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**93,400**	gsf	15.00	1,401,000		
	Lighting controls						
	Networked lighting control system	**93,400**	gsf	2.25	210,150		
	Branch devices						
	Receptacles/device boxes + wiring	**93,400**	gsf	4.50	420,300		
	SUBTOTAL					2,031,450	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**93,400**	gsf	3.50	326,900		
	Digital Signage System						
	Digital Signage System	**93,400**	gsf	0.50	46,700		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**93,400**	gsf	3.50	326,900		
	Mass Notification	**93,400**	gsf	0.50	46,700		
	Distribution Antennae System						
	BDA/DAS system, allow	**93,400**	gsf	0.75	70,050		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**93,400**	gsf	1.50	140,100		
	Classroom Audio (Speech amplification)						
	Speech amplification	**93,400**	gsf	1.25	116,750		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**93,400**	gsf	0.75	70,050		
	Gymnasium sound system, allow	**1**	ls	15,000.00	15,000		
	Cafeteria sound system, allow	**1**	ls	20,000.00	20,000		
	Cafeteria Projector	**1**	ls	25,000.00	25,000		
	Music Room	**1**	ls	10,000.00	10,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	75,000.00	75,000		
	Video Management - CCTV System						
	Head end + cameras	**93,400**	gsf	3.00	280,200		
	Access Control- Intrusion Alarm						
	Head end + devices	**93,400**	gsf	2.00	186,800		
	SUBTOTAL					1,756,150	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**93,400**	sf	0.75	70,050		
	Temp power and lights; Coordination; BIM	**93,400**	sf	6.00	560,400		
	Demolition + make safe	**93,400**	sf	2.14	199,876		
	Permits and fees				Assumed Waived		
	SUBTOTAL					830,326	
	TOTAL - ELECTRICAL						**$6,429,026**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance				w/ Add		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; cafeteria, stage	**1**	ea	8,000.00	8,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,129,620	
	TOTAL - EQUIPMENT						**$2,129,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**9,924**	sf	12.00	119,088		
123000	*CASEWORK*						
	Classroom Casework	**93,400**	gsf	14.00	1,307,600		
	SUBTOTAL					1,426,688	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,426,688**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate GFA 93,400

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1A							
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	Demo exterior wall complete	**2,380**	sf	25.00	59,500		
	Shoring	**1**	ls	25,000.00	25,000		
	Gut demolition; walls, finishes + specialties	**93,400**	sf	15.00	1,401,000		
	MEP demo; cut + cap in trades	**93,400**	sf	3.00	280,200		
	SUBTOTAL					1,765,700	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						**$1,765,700**

TRADE SUBTOTAL **$45,147,294**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

ADDITION OPTION 1A

		TOTAL GROSS FLOOR AREA (GFA)					**80,400**
	A1010	**STANDARD FOUNDATIONS**					
033000	*CONCRETE*						
		Strip Footings	*80*	*CY*	$953 /cy		
		Foundation Walls	*120*	*CY*	$1,574 /cy		
		Retaining Walls					
		Spread Footings	*268*	*CY*	$705 /cy		
		Grade beams	*35*	*CY*	$1,377 /cy		
		Piers	*10*	*CY*	$2,129 /cy		
		Total Foundation Concrete	*513*	*CY*			
		Strip footing; 2'-6" x 1'-3"					
		Formwork	**1,650**	sf	20.00	33,000	
		Rebar; 115 pcy	**9,200**	lbs.	2.00	18,400	
		Concrete material	**80**	cy	190.00	15,200	
		Placing concrete	**80**	cy	120.00	9,600	
		Foundation wall; 14" thick					
		Formwork	**5,280**	sf	22.00	116,160	
		Rebar; 115 pcy	**13,800**	lbs.	2.00	27,600	
		Concrete material	**120**	cy	190.00	22,800	
		Placing concrete	**120**	cy	120.00	14,400	
		Form shelf	**660**	lf	12.00	7,920	
		Retaining wall footing; 5' x 2'					
		Formwork		sf	20.00	N/A	
		Re-bar; 130 pcy		lbs.	2.00	N/A	
		Concrete material		cy	190.00	N/A	
		Placing concrete		cy	120.00	N/A	
		Retaining wall; 15"					
		Formwork		sf	25.00	N/A	
		Re-bar; 130 pcy		lbs.	2.00	N/A	
		Concrete material		cy	190.00	N/A	
		Placing concrete		cy	120.00	N/A	
		Form shelf		lf		N/A	
		Spread Footings; 8'x8'x24"					
		Formwork	**1,408**	sf	20.00	28,160	
		Re-bar; 65 pcy	**7,150**	lbs.	2.00	14,300	
		Concrete material	**110**	cy	190.00	20,900	
		Placing concrete	**110**	cy	120.00	13,200	
		Set anchor bolts grout plates	**22**	ea	165.00	3,630	
		Spread Footings; 9'x9'x30"					
		Formwork	**1,800**	sf	20.00	36,000	
		Re-bar; 65 pcy	**10,270**	lbs.	2.00	20,540	
		Concrete material	**158**	cy	190.00	30,020	
		Placing concrete	**158**	cy	120.00	18,960	
		Set anchor bolts grout plates	**20**	ea	165.00	3,300	
		Grade beams; 2' x 2'-6"					
		Formwork	**712**	sf	20.00	14,240	
		Re-bar; 330 pcy	**11,550**	lbs.	2.00	23,100	
		Concrete material	**35**	cy	190.00	6,650	
		Placing concrete	**35**	cy	120.00	4,200	
		Piers/Pilasters; 2' x 2'					
		Formwork	**554**	sf	22.00	12,188	
		Re-bar; 300 pcy	**3,000**	lbs	2.00	6,000	
		Concrete material, 4000psi	**10**	cy	190.00	1,900	
		Placing concrete	**10**	cy	120.00	1,200	
		Elevator pit	**1**	loc	50,000.00	50,000	
		SOE allowance					
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
	Dampproofing at foundation walls	**2,640**	sf	6.00	15,840		
	Waterproofing at retaining walls						
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**2,640**	sf	3.50	9,240		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**1,086**	cy	12.00	13,032		
	Remove off-site	**1,846**	tn	65.00	119,990		
	Backfill with imported material	**851**	cy	60.00	51,060		
	Spread footings						
	Excavation	**676**	cy	12.00	8,112		
	Remove off-site	**1,149**	tn	65.00	74,685		
	Backfill with imported material	**398**	cy	60.00	23,880		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**186**	cy	60.00	11,160		
	Perimeter drain				NR		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					931,367	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*21,400*	*sf*				
	VB at slab on grade	**21,400**	sf	1.25	26,750		
	WWF reinforcement	**24,610**	sf	1.80	44,298		
	Concrete - 5" thick	**350**	cy	175.00	61,250		
	Barrier One Admixture	**350**	cy	100.00	35,000		
	Placing concrete	**350**	cy	90.00	31,500		
	Finishing and curing concrete	**21,400**	sf	3.50	74,900		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	Underslab drainage system	**21,400**	sf		NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**21,400**	sf	3.50	74,900		
312000	*EARTHWORK*						
	Cut - 52,000 CF	**1,926**	cy	10.00	19,260		
	Fill - import structural - 30% of cut	**578**	cy	65.00	37,570		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,926**	cy	2.50	4,815		
	RCS-1	**3,274**	tn	65.00	212,810		
	Gravel base, 12"	**793**	cy	45.00	35,685		
	Compact existing sub-grade	**21,400**	sf	1.00	21,400		
	Under slab E&B for plumbing	**21,400**	sf	1.50	32,100		
	Underlsab drainage	**21,400**	sf	3.00	64,200		
	SUBTOTAL					786,438	
	TOTAL - FOUNDATIONS						**$1,717,805**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		17.2	*lbs/sf*				
		692	*tns*				
		$6,620	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**67,850**	sf	1.80	122,130		
	Concrete Fill to metal deck; 3.25" light weight	**1,193**	cy	210.00	250,530		
	Place and finish concrete	**59,000**	sf	5.00	295,000		
	Rebar to decks	**17,700**	lbs	2.00	35,400		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**266**	tns	5,500.00	1,463,000		
	Columns; 2 psf	**59**	tns	5,500.00	324,500		
	Bracing; 2.5 psf	**74**	tns	5,500.00	407,000		
	Miscellaneous; 2 psf	**59**	tns	5,500.00	324,500		
	Shear studs	**14,750**	ea	3.50	51,625		
	3" metal floor deck	**59,000**	sf	7.00	413,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**59,000**	sf	3.00	177,000		
	SUBTOTAL					3,863,685	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTUs*						
	WWF reinforcement	**5,750**	sf	1.80	10,350		
	Concrete Fill to metal deck; 3.25" light weight	**101**	cy	210.00	21,210		
	Place and finish concrete	**5,000**	sf	5.00	25,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**114**	tns	5,500.00	627,000		
	Premium for cafeteria; 5 psf				N/A		
	Premium for gym; 6 psf				N/A		
	Columns; 2 psf	**25**	tns	5,500.00	137,500		
	Bracing; 2.5 psf	**32**	tns	5,500.00	176,000		
	Miscellaneous; 2 psf	**25**	tns	5,500.00	137,500		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**6,350**	ea	3.50	22,225		
	3" metal floor deck at typical roof	**25,400**	sf	6.00	152,400		
	Premium for acoustic deck at gym				N/A		
	Premium for acoustic deck at cafeteria				N/A		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**25,400**	sf	4.00	101,600		
	SUBTOTAL					1,755,285	
	TOTAL - SUPERSTRUCTURE						**$5,618,970**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
B20	***EXTERIOR CLOSURE***	44,520	sf				
B2010	**EXTERIOR WALLS; 75%**	*33,390*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**17,808**	sf	55.00	979,440		
	Precast trim	**17,808**	sf	2.00	35,616		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**17,808**	sf	2.00	35,616		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**33,390**	sf	9.50	317,205		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**3,710**	lf	6.25	23,188		
	Miscellaneous sealants to closure	**33,390**	sf	0.50	16,695		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**33,390**	sf	8.00	267,120		
	Spray insulation; 1"	**33,390**	sf	2.00	66,780		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**3,710**	lf	6.00	22,260		
074213	*WALL PANELS; 35%*						
	Metal panels	**15,582**	sf	110.00	1,714,020		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**33,390**	sf	16.00	534,240		
	Gypsum Sheathing	**33,390**	sf	4.50	150,255		
	Drywall lining to interior face of stud backup	**33,390**	sf	5.00	166,950		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					5,636,385	
B2020	**WINDOWS; 25%**	*11,130*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**3,710**	lf	14.00	51,940		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**3,710**	lf	12.00	44,520		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**11,130**	sf	190.00	2,114,700		
	Sun control allowance	**1**	ls	250,000.00	250,000		
	Security film at grade	**2,226**	sf	15.00	33,390		
	SUBTOTAL					2,494,550	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**80,400**	gsf	2.00	160,800		
	SUBTOTAL					160,800	
	TOTAL - EXTERIOR CLOSURE						**$8,291,735**
B30	***ROOFING***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**25,400**	sf	40.00	1,016,000		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)				N/A		
	SUBTOTAL					1,256,000	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$1,349,750**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**80,400**	sf	35.00	2,814,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					4,614,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**80,400**	gsf	12.00	964,800		
	SUBTOTAL					964,800	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**80,400**	gsf	3.00	241,200		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**80,400**	gsf	4.00	321,600		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**80,400**	gsf	1.50	120,600		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**80,400**	gsf	1.50	120,600		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**80,400**	gsf	1.00	80,400		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**80,400**	gsf	1.25	100,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**27**	ea	350.00	9,450		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**80,400**	gsf	2.00	160,800		
	SUBTOTAL					1,426,900	
	TOTAL - INTERIOR CONSTRUCTION						**$7,005,700**
C20	***STAIRCASES***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**8**	flt	45,000.00	360,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					610,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**8**	flt	11,000.00	88,000		
	SUBTOTAL					88,000	
	TOTAL - STAIRCASES						**$698,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**80,400**	gsf	9.00	723,600		
	SUBTOTAL					723,600	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**53,436**	sf	8.00	427,488		
	Terrazzo - L1 & L2 corridors	**6,875**	sf	50.00	343,750		
	Poured resinous flooring - bathrooms	**3,750**	sf	24.00	90,000		
	Sealed concrete	**1,000**	sf	3.00	3,000		
	Carpet	**2,500**	sf	6.70	16,750		
	Rubber flooring - Upper level corridors, OT/PT	**7,270**	sf	12.00	87,240		
	Wood athletic flooring in gymnasium				N/A		
	Platform flooring	**1,549**	sf	28.00	43,372		
	SUBTOTAL					1,011,600	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**80,400**	sf	14.00	1,125,600		
	SUBTOTAL					1,125,600	
	TOTAL - INTERIOR FINISHES						**$2,860,800**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Five stop elevator	**1**	ea	450,000.00	450,000		
	SUBTOTAL					450,000	
	TOTAL - CONVEYING SYSTEMS						**$450,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**80,400**	gsf	28.00	2,251,200		
	SUBTOTAL					2,251,200	
	TOTAL - PLUMBING						**$2,251,200**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	ADDITION OPTION 1A							
380		Allowance for all electric 4 pipe 190 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**80,400**	gsf	90.00	7,236,000		
381		SUBTOTAL					7,236,000	
382								
383		***TOTAL - HVAC***						**$7,236,000**
384								
385								
386	***D40***	***FIRE PROTECTION***						
387								
388	**D40**	**FIRE PROTECTION, GENERALLY**						
389		New service	**1**	ls	60,000.00	60,000		
390		Allowance for fire pump	**1**	ls	150,000.00	150,000		
391		Wet system complete	**80,400**	gsf	8.00	643,200		
392		SUBTOTAL					853,200	
393								
394		***TOTAL - FIRE PROTECTION***						**$853,200**
395								
396								
397	***D50***	***ELECTRICAL***						
398								
399	**D5010**	**SERVICE & DISTRIBUTION**						
400		**Gear & Distribution**						
401		Normal Power						
402		3000A 480/277V switchboard	**1**	ea	160,000.00	160,000		
403		Submeters	**1**	ls	50,000.00	50,000		
404		Associated transformers, panelboards and feeders	**80,400**	gsf	7.00	562,800		
405		Emergency power						
406		300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
407		Associated ATS's, transformers, panelboards and feeders	**80,400**	gsf	5.50	442,200		
408		Photovoltaic System						
409		Infrastructure for system	**1**	ls	20,000.00	20,000		
410		Uninterruptible Power Supply						
411		UPS system				NIC		
412		Equipment Wiring feeds and connection						
413		Misc. mechanical and plumbing equipment feed and connections	**80,400**	gsf	3.00	241,200		
414		Gymnasium equipment feeds and connections	**1**	ls	15,000.00	15,000		
415		kitchen equipment feeds and connections	**1**	ls	25,000.00	25,000		
416		SUBTOTAL					1,866,200	
417								
418	**D5020**	**LIGHTING & POWER**						
419		Lighting & Branch Power						
420		Lighting (fixtures + install) includes lighting circuitry	**80,400**	gsf	15.00	1,206,000		
421		Lighting controls						
422		Networked lighting control system	**80,400**	gsf	2.25	180,900		
423		Branch devices						
424		Receptacles/device boxes + wiring	**80,400**	gsf	4.50	361,800		
425		SUBTOTAL					1,748,700	
426								
427	**D5030**	**COMMUNICATION & SECURITY SYSTEMS**						
428		Technology Systems						
429		*Procured & installed during the Equipment Phase (FF&E)*						
430		Instructional Video Presentation Equipment				FF&E		
431		Computer Network Equipment				FF&E		
432		Computer carts & lockers				FF&E		
433		Network copier/printer equipment				FF&E		
434		Portable Video presentation system				FF&E		
435		Cafeteria POS equipment				FF&E		
436		Visitor management system				FF&E		
437		Short throw projectors including cabling				FF&E		
438		Telecommunications - Voice/Data Structured Cabling System						
439		Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
	Telcom devices, cabling and rough-in	**80,400**	gsf	3.50	281,400		
	Digital Signage System						
	Digital Signage System	**80,400**	gsf	0.50	40,200		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**80,400**	gsf	3.50	281,400		
	Mass Notification	**80,400**	gsf	0.50	40,200		
	Distribution Antennae System						
	BDA/DAS system, allow	**80,400**	gsf	0.75	60,300		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**80,400**	gsf	1.50	120,600		
	Classroom Audio (Speech amplification)						
	Speech amplification	**80,400**	gsf	1.25	100,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**80,400**	gsf	0.75	60,300		
	Gymnasium sound system, allow	**1**	ls	15,000.00	15,000		
	Cafeteria sound system, allow	**1**	ls	20,000.00	20,000		
	Cafeteria Projector	**1**	ls	25,000.00	25,000		
	Music Room	**1**	ls	10,000.00	10,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	75,000.00	75,000		
	Video Management - CCTV System						
	Head end + cameras	**80,400**	gsf	3.00	241,200		
	Access Control- Intrusion Alarm						
	Head end + devices	**80,400**	gsf	2.00	160,800		
	SUBTOTAL					1,531,900	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**80,400**	sf	0.75	60,300		
	Temp power and lights; Coordination; BIM	**80,400**	sf	3.26	262,104		
	Permits and fees				Assumed Waived		
	SUBTOTAL					322,404	
	TOTAL - ELECTRICAL						**$5,469,204**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26				w/ Reno		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; stage	**1**	ea	8,000.00	8,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1A							
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads				w/ Reno		
	Gym divider				w/ Reno		
	Gym backboards; retractable				w/ Reno		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.				w/ Reno		
	SUBTOTAL					134,000	
	TOTAL - EQUIPMENT						**$134,000**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**11,130**	sf	12.00	133,560		
123000	*CASEWORK*						
	Classroom Casework	**80,400**	gsf	14.00	1,125,600		
	SUBTOTAL					1,259,160	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,259,160**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$45,195,524**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1A ADD/RENO - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	Excluded		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,763*	*cy*				
	Cut	**1,763**	cy	10.00	17,630		
	Site fill to design subgrade	*1,763*	*cy*				
	Fill - imported common fill; swell 25%	**2,204**	cy	48.00	105,792		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,763**	cy	2.50	4,408		
	RCS-1	**2,997**	tn	65.00	194,805		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1A ADD/RENO - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**47,600**	sf	0.25	11,900		
	Fine grading throughout the site	**47,600**	sf	0.35	16,660		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					865,595	
	TOTAL - SITE PREPARATION						**$2,121,339**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*2,800*	*sf*				
	Porous asphalt paving; 4" thick	**70**	tns	400.00	28,000		
	Choker course; 4" thick	**26**	cy	90.00	2,340		
	gravel base; 12" thick	**104**	cy	75.00	7,800		
	3/8" pea gravel; 3" thick	**26**	cy	90.00	2,340		
	3/4" crushed stone; 12" thick	**104**	cy	75.00	7,800		
	SUBTOTAL					48,280	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*8,900*	*sf*				
	gravel base; 8" thick	**221**	cy	75.00	16,575		
	Broom finish concrete paving; 5" thick	**8,900**	sf	14.00	124,600		
	Concrete pads - dumpster and compactor enclosure	*1,000*	*sf*				
	gravel base; 12" thick	**37**	cy	75.00	2,775		
	Broom finish concrete paving; 8" thick	**1,000**	sf	17.00	17,000		
	Permeable concrete pavers	*12,500*	*sf*				
	Concrete unit pavers	**12,500**	sf	32.00	400,000		
	Washed stone; 1' thick	**463**	cy	125.00	57,875		
	Sand; 4" thick	**157**	cy	75.00	11,775		
	Stone base; 4" thick	**157**	cy	75.00	11,775		
	Bedding stone; 2" thick	**77**	cy	75.00	5,775		
	Structural; 36" thick	**1,389**	cy	75.00	104,175		
	Edging	**2,100**	lf	18.00	37,800		
320000	*STAIRS AND RAMPS*						
	Ramp premium	**500**	sf	20.00	10,000		
	Ramp handrails - stainless steel	**150**	lf	425.00	63,750		
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stairs - repair	**90**	lf	150.00	13,500		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair handrails - repairs	**55**	lf	350.00	19,250		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					929,375	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Circular benches at tree planters	**2**	ea	15,000.00	30,000		
	Shade structure	**1**	ea	100,000.00	100,000		
	Group seating - circular backless bench	**2**	ea	25,000.00	50,000		
	Bike racks	**10**	ea	900.00	9,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**19**	ea	3,500.00	66,500		
	Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	13,000.00	26,000		
	Table and chairs - includes allowance for 3 under shade structure	**6**	ea	4,500.00	27,000		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	2,800	*sf*				
	gravel base; 8" thick	**69**	cy	75.00	5,175		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	1A ADD/RENO - SITEWORK							
136		Pour-in-place safety surface	**2,800**	sf	36.00	100,800		
137		Edging	**375**	lf	45.00	16,875		
138		Allowance for play equipment	**1**	ls	112,000.00	112,000		
139	*320000*	*SYNTHETIC TURF*	*3,800*	*sf*				
140		Synthetic turf field - multi-purpose	**3,800**	sf	11.75	44,650		
141		Painted field lines	**1**	loc	5,000.00	5,000		
142		Field top stone; 2" thick	**23**	cy	150.00	3,450		
143		Field base stone; 8" thick	**93**	cy	125.00	11,625		
144		Geotextile underlayment below base stone	**422**	sy	3.00	1,266		
145		Turf anchor curbing	**250**	lf	80.00	20,000		
146	*320000*	*SPORTS COURTS*						
147		Pavement areas	*2,100*	*sf*				
148		gravel base; 8" thick	**52**	cy	125.00	6,500		
149		asphalt top; 1.5" thick	**20**	tns	225.00	4,500		
150		asphalt binder; 1.5" thick	**20**	tns	190.00	3,800		
151		Basketball court color coating	**2,100**	sf	6.00	12,600		
152		Basketball hoops	**1**	ea	8,700.00	8,700		
153	*320000*	*FENCING*						
154		Repair fencing	**25**	lf	85.00	2,125		
155		Decorative fencing	**200**	lf	350.00	70,000		
156		Decorative gate	**1**	ea	15,000.00	15,000		
157		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
158		Vehicular gate	**1**	ea	20,000.00	20,000		
159		Ball control netting - 20' Ht.	**170**	lf	212.50	36,125		
160		SUBTOTAL					1,449,191	
161								
162	*329900*	*SITE WALLS*						
163		Allowance to repair walls	**50**	lf	200.00	10,000		
164		Cheekwalls - allowance for 2' ht.	*120*	*lf*				
165		Concrete	**120**	lf	527.00	63,240		
166		Excavation	**25**	cy	100.00	2,500		
167		Backfill - (assume using onsite soils)	**8**	cy	35.00	280		
168		Wall drain	**120**	lf	22.00	2,640		
169								
170		Retaining walls at Medford st. play area - allowance for 2' ht.	*205*	*lf*				
171		Concrete	**205**	lf	526.00	107,830		
172		Excavation	**43**	cy	100.00	4,300		
173		Backfill - (assume using onsite soils)	**13**	cy	35.00	455		
174		Wall drain	**205**	lf	22.00	4,510		
175								
176		Retaining walls at Sycamore St. - allow for 3' ht.	*125*	*lf*				
177		Concrete	**125**	lf	608.00	76,000		
178		Excavation	**52**	cy	100.00	5,200		
179		Backfill - (assume using onsite soils)	**31**	cy	35.00	1,085		
180		Wall drain	**125**	lf	22.00	2,750		
181								
182		Retaining wall at service area - allow for 4' ht.	*35*	*lf*				
183		Concrete	**35**	lf	688.00	24,080		
184		Excavation	**19**	cy	100.00	1,900		
185		Backfill - (assume using onsite soils)	**16**	cy	35.00	560		
186		Wall drain	**35**	lf	22.00	770		
187								
188		Low Retaining Wall - 4' ht.	*120*	*lf*				
189		Concrete	**120**	lf	691.00	82,920		
190		Excavation	**67**	cy	100.00	6,700		
191		Backfill - (assume using onsite soils)	**53**	cy	35.00	1,855		
192		Wall drain	**120**	lf	22.00	2,640		
193								
194		High Retaining Wall - 8' ht.	*310*	*lf*				
195		Concrete	**310**	lf	1,346.00	417,260		
196		Excavation	**172**	cy	100.00	17,200		
197		Backfill - (assume using onsite soils)	**138**	cy	35.00	4,830		
198		Wall drain	**310**	lf	22.00	6,820		
199								
200		Replace existing walls - assume low 4' ht.	*150*	*lf*				
201		Concrete	**150**	lf	690.00	103,500		
202		Excavation	**83**	cy	100.00	8,300		
203		Backfill - (assume using onsite soils)	**67**	cy	35.00	2,345		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1A ADD/RENO - SITEWORK							
	Wall drain	**150**	lf	22.00	3,300		
	SUBTOTAL					965,770	
	Landscaping						
329900	*TOPSOIL*						
	Topsoil - imported 6" thick	**104**	cy	90.00	9,360		
	Soil and mulch at planting areas; 18" thick - 9,100sf	**506**	cy	120.00	60,720		
329900	*LAWN AND SEED*	*3,600*	*sf*				
	Topsoil 6" thick - required	**83**	cy		incl. above		
	Scarify subgrade	**3,600**	sf	0.25	900		
	Power rake and hydroseed disturbed areas	**3,600**	sf	0.35	1,260		
329900	*TREES*						
	Shade tree	**24**	ea	2,500.00	60,000		
	Evergreen trees	**16**	ea	1,300.00	20,800		
	Ornamental tree	**9**	ea	2,000.00	18,000		
329900	*SHRUBS*						
	Shrubs - allowance for 36" oc for 50% of planting area (4,550sf)	**584**	ea	75.00	43,800		
329900	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
	Groundcovers - allowance for 18" oc for 50% of planting area (4,550sf)	**2,335**	ea	38.00	88,730		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	34,699.50	34,700		
328400	*IRRIGATION*						
	Irrigation area - lawns	**3,600**	sf	2.75	9,900		
	Irrigation area - planting beds	**9,100**	sf	5.00	45,500		
	SUBTOTAL					393,670	
	TOTAL - SITE IMPROVEMENTS						**$3,786,286**
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	6" CLDI - fire protection	**100**	lf	49.64	4,964		
	Fire department connection	**1**	ea	2,500.00	2,500		
	Gate valve	**1**	ls	10,000.00	10,000		
	Fire hydrant	**4**	ea	6,500.00	26,000		
	Thrust blocks	**1**	ls	5,000.00	5,000		
331000	*WATER UTILITIES*						
	6" CLDI - domestic	**100**	lf	67.50	6,750		
331000	*CONNECTIONS*						
	Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
312000	*EXCAVATION & BACKFILL*	*200*	*lf*				
	DI gravity piping excavation	**178**	cy	56.75	10,102		
	Trench bedding	**40**	cy	38.50	1,540		
	Pressure test & chlorinate	**200**	lf	5.00	1,000		
	SUBTOTAL					97,856	
333000	*SANITARY SEWER*						
	8" PVC	**90**	lf	45.00	4,050		
333000	*CONNECTIONS*						
	Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
312000	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
	PVC gravity piping excavation	**80**	cy	56.75	4,540		
	Trench bedding	**27**	cy	38.50	1,040		
	Pressure testing	**90**	lf	4.00	360		
	Video Inspection	**1**	ls	5,000.00	5,000		
	SUBTOTAL					59,990	
334000	*STORM DRAINAGE*						
	Storm drainage allowance; includes roof run-off	**32,800**	sf	14.00	459,200		
	DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
334000	*CONNECTIONS*						
	Connect to existing brick main	**1**	ea	10,000.00	10,000		
334000	*SUBSURFACE DRAINAGE SYSTEMS*						
	Underground recharger - based on narrative for roof drainage	*2,100*	*sf*				
	MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
	MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
	Excavate and reuse on-site	**700**	cy	25.00	17,500		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1A ADD/RENO - SITEWORK							
	Load excess soils for disposal	**700**	cy	2.50	1,750		
	RCS-1	**1,190**	tn	65.00	77,350		
	Install stone base; 12" thick	**495**	tn	90.00	44,550		
	Fine grade base	**2,100**	sf	0.25	525		
	Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		
	Geotextile fabrics	**5,250**	sf	0.75	3,938		
	SUBTOTAL					664,588	
	NATURAL GAS						
312000	*EXCAVATION & BACKFILL*	*30*	*lf*				
	Gas piping excavation	**13**	cy	56.75	738		
	Trench bedding	**6**	cy	38.50	231		
	SUBTOTAL					969	
	TOTAL - SITE MECHANICAL UTILITIES						**$823,403**
G40	**ELECTRICAL UTILITIES**						
	Site Civil for Electrical						
	Concrete:						
	Primary duct bank (allow)	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	40.00	2,800		
	Generator duct bank	**100**	lf	20.00	2,000		
	Communications duct bank	**270**	lf	20.00	5,400		
	Transformer pad	**1**	ea	2,000.00	2,000		
	Generator pad	**1**	ea	2,000.00	2,000		
	Excavation & Backfill:						
	Primary duct bank	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	28.00	1,960		
	Generator duct bank	**100**	lf	22.00	2,200		
	Communications duct bank	**270**	lf	22.00	5,940		
	Power						
	Utility company back charges (allow)	**1**	ls		By Owner		
	New manhole	**1**	ea	9,000.00	9,000		
	Utility company pad mounted transformer				Utility co.		
	Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
	4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
	Generator duct bank, allow	**100**	lf	1,025.00	102,500		
	Communications , allow						
	Utility company back charges (allow)	**1**	ls		By Owner		
	Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
	New manhole	**1**	ea	8,500.00	8,500		
	Site Lighting						
	Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
	Site Security , allow						
	Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
	EV Charging Stations						
	EV ready	**1**	ls	20,000.00	20,000		
	SUBTOTAL					433,800	
	TOTAL - SITE ELECTRICAL UTILITIES						**$433,800**
	TOTAL - SITE DEVELOPMENT						**$7,164,828**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
	TOTAL GROSS FLOOR AREA (GFA)					**93,400**	
A1010	**STANDARD FOUNDATIONS**						
	Repair existing foundations walls; cracks + chips	**1**	ls	30,000.00	30,000		
	Allowance for work at existing foundations for new shear walls etc.	**28,166**	sf	20.00	563,320		
	SUBTOTAL					593,320	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
	Patch/repair existing slabs	**28,166**	sf	10.00	281,660		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	SUBTOTAL					291,660	
	TOTAL - FOUNDATIONS						**$884,980**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
	Seismic upgrades + repair/replace shear walls	**93,400**	gsf	25.00	2,335,000		
	Allowance for penetrations for MEP replacement	**93,400**	gsf	2.00	186,800		
	Allowance for repair to existing concrete structure including columns	**1**	ls	250,000.00	250,000		
	Repair level 2, concrete framing, especially exterior columns show signs of distressed concrete and corrosion				incl		
	Repair Level 2 and 3, concrete beams/girders show signs of distressed, crack concrete, corrosion and signs of chemical reactions				incl		
	Repair CMU walls, mainly exterior but also interior show various patterns of cracking – diagonal at exterior and many vertical interior cracks				incl		
	Repair precast slab - exhibits deterioration of concrete. Also, signs of water penetration has been observed within the ceiling				incl		
	Repair concrete shear walls around the staircase				incl		
	Repair signs of potential fire instances in the past at 3rd floor				incl		
	Gym concrete beams/girders show signs of water and moisture which may require repair and further investigation. The source of the moisture should be identified and addressed.				incl		
	The roof shows lots of rust from mechanical floor and equipment which is penetrating through the roof to framing below and damaging the structure life. This should be identified and addressed.				incl		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
	Anchoring of masonry walls to existing diaphragms for lateral force resisting system. Carry steel angles epoxy anchored into the masonry at slab at 4 feet on center.				incl		
	Seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades				incl		
	Repair concrete spalling and surface cracking was spotted at multiple locations throughout the building				incl		
	Identify and address signs of water intrusion found on 4th floor classrooms and restrooms. Source of water intrusion should be identified and addressed.				incl		
	Allow for structural restoration for the concrete columns, beams and precast slab as well.				incl		
	Allow for existing CMU openings lintels to be cleaned, repaired and repainted.				incl		
	There are instances of concrete spalling in the concrete elements. Most of these spalls are not structurally significant. These spalls should be repaired as they can be aesthetically unacceptable.				incl		
	Some of the observations and recommendations for common elements such as lintels and subframe under the ventilator window shall be investigated				incl		
	All stair tower roof slab showing sign of rust and moisture. Carry an allowance for stairs roof repair or replacement.				incl		
	SUBTOTAL					2,771,800	
B1020	**ROOF CONSTRUCTION**						
	Allowance for dunnage and new roof penetrations	**1**	ls	50,000.00	50,000		
	SUBTOTAL					50,000	
	TOTAL - SUPERSTRUCTURE						**$2,821,800**
B20	***EXTERIOR CLOSURE***	39,695	sf				
B2010	**EXTERIOR WALLS; 75%**	*29,771*	*sf*				
	Solid 75%	*29,771*	*sf*				
040001	*MASONRY*						
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**29,771**	sf	2.00	ETR		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**29,771**	sf	9.00	ETR		
	Air barrier/flashing at windows	**3,308**	lf	6.25	20,675		
	Miscellaneous sealants to closure	**29,771**	sf	0.50	14,886		
072100	*THERMAL INSULATION*						
	Spray insulation	**29,771**	sf	7.00	208,397		
	Insulation at window openings	**3,308**	lf	6.00	19,848		
074213	*WALL PANELS; 35%*						
	Metal panels	**29,771**	sf	110.00	3,274,810		
092900	*GYPSUM BOARD ASSEMBLIES*						
	3" metal stud backup	**29,771**	sf	10.00	297,710		
	Gypsum Sheathing	**29,771**	sf	3.75	111,641		
	Drywall lining to interior face of stud backup	**29,771**	sf	5.00	148,855		
	SUBTOTAL					4,096,822	
B2020	**WINDOWS; 25%**	*9,924*	sf				

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**3,308**	lf	14.00	46,312		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**3,308**	lf	12.00	39,696		
080001	*METAL WINDOWS*						
	Windows, Triple-pane low-e insulated units	**9,924**	sf	170.00	1,687,080		
	Sun control allowance	**1**	ls	250,000.00	250,000		
	Security film at grade	**1,985**	sf	15.00	29,775		
	SUBTOTAL					2,052,863	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**93,400**	gsf	2.00	186,800		
	SUBTOTAL					186,800	
	TOTAL - EXTERIOR CLOSURE						**$6,336,485**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**28,166**	sf	40.00	1,126,640		
	Demo roof	**28,166**	sf	5.00	140,830		
	SUBTOTAL					1,267,470	
B3020	**ROOF OPENINGS**						
	SUBTOTAL					-	
	TOTAL - ROOFING						**$1,267,470**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions new/modify existing; renovation	**93,400**	sf	35.00	3,269,000		
	SUBTOTAL					3,269,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**93,400**	gsf	12.00	1,120,800		
	SUBTOTAL					1,120,800	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**93,400**	gsf	3.00	280,200		
064100	*FINISH CARPENTRY*						
	Display cases				w/ addition		
	Circulation desk				w/ addition		
	Millwork complete; other spaces	**93,400**	gsf	4.00	373,600		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**93,400**	gsf	1.50	140,100		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**93,400**	gsf	1.50	140,100		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
	Special graphics				w/ addition		
	Signage; complete package	**93,400**	gsf	1.00	93,400		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**93,400**	gsf	1.25	116,750		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**31**	ea	350.00	10,850		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**93,400**	gsf	2.00	186,800		
	SUBTOTAL					1,343,550	
	TOTAL - INTERIOR CONSTRUCTION						**$5,733,350**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	Stairs; upgrade existing railings for ADA	**8**	flt	10,000.00	80,000		
	SUBTOTAL					80,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**8**	flt	11,000.00	88,000		
	SUBTOTAL					88,000	
	TOTAL - STAIRCASES						**$168,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**93,400**	gsf	9.00	840,600		
	SUBTOTAL					840,600	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**53,425**	sf	8.00	427,400		
	Terrazzo - L1 & L2 corridors, cafeteria	**9,275**	sf	50.00	463,750		
	Poured resinous flooring - bathrooms, kitchen, custodial	**8,440**	sf	24.00	202,560		
	Sealed concrete	**1,000**	sf	3.00	3,000		
	Carpet	**2,500**	sf	6.70	16,750		
	Rubber flooring - Upper level corridors, OT/PT	**7,270**	sf	12.00	87,240		
	Wood athletic flooring in gymnasium	**6,820**	sf	30.00	204,600		
	Platform flooring				w/ addition		
	Ardex/leveler to existing floors	**93,400**	sf	4.00	373,600		
	SUBTOTAL					1,778,900	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**93,400**	sf	14.00	1,307,600		
	SUBTOTAL					1,307,600	
	TOTAL - INTERIOR FINISHES						**$3,927,100**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
	Upgrade elevator cab and controls including full service/ maintenance	**1**	ea	160,000.00	160,000		
	SUBTOTAL					160,000	
	TOTAL - CONVEYING SYSTEMS						**$160,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Entirely new plumbing system, gas fired water heaters	**93,400**	gsf	28.00	2,615,200		
	Demolition	**93,400**	sf	1.00	93,400		
	SUBTOTAL					2,708,600	
	TOTAL - PLUMBING						**$2,708,600**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 210 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**93,400**	gsf	90.00	8,406,000		
	Demolition	**93,400**	sf	1.50	140,100		
	SUBTOTAL					8,546,100	
	TOTAL - HVAC						**$8,546,100**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	Allowance for fire pump				w/ addition		
	Wet system complete	**93,400**	gsf	8.00	747,200		
	SUBTOTAL					747,200	
	TOTAL - FIRE PROTECTION						**$747,200**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3000A 480/277V switchboard	**1**	ea	160,000.00	160,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**93,400**	gsf	7.00	653,800		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution				w/ addition		
	Associated ATS's, transformers, panelboards and feeders	**93,400**	gsf	5.50	513,700		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**93,400**	gsf	4.00	373,600		
	Gymnasium equipment feeds and connections	**1**	ls	15,000.00	15,000		
	kitchen equipment feeds and connections	**1**	ls	25,000.00	25,000		
	SUBTOTAL					1,811,100	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**93,400**	gsf	15.00	1,401,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
	Lighting controls						
	Networked lighting control system	**93,400**	gsf	2.25	210,150		
	Branch devices						
	Receptacles/device boxes + wiring	**93,400**	gsf	4.50	420,300		
	SUBTOTAL					2,031,450	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**93,400**	gsf	3.50	326,900		
	Digital Signage System						
	Digital Signage System	**93,400**	gsf	0.50	46,700		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**93,400**	gsf	3.50	326,900		
	Mass Notification	**93,400**	gsf	0.50	46,700		
	Distribution Antennae System						
	BDA/DAS system, allow	**93,400**	gsf	0.75	70,050		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**93,400**	gsf	1.50	140,100		
	Classroom Audio (Speech amplification)						
	Speech amplification	**93,400**	gsf	1.25	116,750		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**93,400**	gsf	0.75	70,050		
	Gymnasium sound system, allow	**1**	ls	15,000.00	15,000		
	Cafeteria sound system, allow	**1**	ls	20,000.00	20,000		
	Cafeteria Projector	**1**	ls	25,000.00	25,000		
	Music Room	**1**	ls	10,000.00	10,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	75,000.00	75,000		
	Video Management - CCTV System						
	Head end + cameras	**93,400**	gsf	3.00	280,200		
	Access Control- Intrusion Alarm						
	Head end + devices	**93,400**	gsf	2.00	186,800		
	SUBTOTAL					1,756,150	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**93,400**	sf	0.75	70,050		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 1B							
	Temp power and lights; Coordination; BIM	**93,400**	sf	5.64	526,776		
	Demolition + make safe	**93,400**	sf	2.50	233,500		
	Permits and fees				Assumed Waived		
	SUBTOTAL					830,326	
	TOTAL - ELECTRICAL						**$6,429,026**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance				w/ Add		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; cafeteria, stage	**1**	ea	8,000.00	8,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,129,620	
	TOTAL - EQUIPMENT						**$2,129,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**9,924**	sf	12.00	119,088		
123000	*CASEWORK*						
	Classroom Casework	**93,400**	gsf	14.00	1,307,600		
	SUBTOTAL					1,426,688	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,426,688**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	Demo exterior wall complete	**2,380**	sf	25.00	59,500		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	RENOVATION OPTION 1B							
413		Shoring	**1**	ls	25,000.00	25,000		
414		Gut demolition; walls, finishes + specialties	**93,400**	sf	15.00	1,401,000		
415		MEP demo; cut + cap in trades	**93,400**	sf	3.00	280,200		
416		SUBTOTAL					1,765,700	
417								
418	**F2020**	**HAZARDOUS COMPONENTS ABATEMENT**						
419		See main summary for HazMat allowance				See Summary		
420		SUBTOTAL						
421								
422		***TOTAL - SELECTIVE BUILDING DEMOLITION***						**$1,765,700**

TRADE SUBTOTAL **$45,052,119**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

ADDITION OPTION 1B

		TOTAL GROSS FLOOR AREA (GFA)					**94,070**
	A1010	**STANDARD FOUNDATIONS**					
033000	*CONCRETE*						
		Strip Footings	*101*	*CY*	$982 /cy		
		Foundation Walls	*152*	*CY*	$1,689 /cy		
		Retaining Walls					
		Spread Footings	*297*	*CY*	$773 /cy		
		Grade beams	*37*	*CY*	$1,543 /cy		
		Piers	*13*	*CY*	$2,288 /cy		
		Total Foundation Concrete	*600*	*CY*			
		Strip footing; 2'-6" x 1'-3"					
		Formwork	**2,088**	sf	20.00	41,760	
		Rebar; 115 pcy	**11,615**	lbs.	2.25	26,134	
		Concrete material	**101**	cy	190.00	19,190	
		Placing concrete	**101**	cy	120.00	12,120	
		Foundation wall; 14" thick					
		Formwork	**6,680**	sf	24.00	160,320	
		Rebar; 115 pcy	**17,480**	lbs.	2.25	39,330	
		Concrete material	**152**	cy	190.00	28,880	
		Placing concrete	**152**	cy	120.00	18,240	
		Form shelf	**835**	lf	12.00	10,020	
		Retaining wall footing; 5' x 2'					
		Formwork		sf	22.00		
		Re-bar; 130 pcy		lbs.	2.25		
		Concrete material		cy	190.00		
		Placing concrete		cy	120.00		
		Retaining wall; 15"					
		Formwork		sf	25.00		
		Re-bar; 130 pcy		lbs.	2.25		
		Concrete material		cy	190.00		
		Placing concrete		cy	120.00		
		Form shelf		lf	12.00		
		Spread Footings; 8'x8'x24"					
		Formwork	**1,792**	sf	24.00	43,008	
		Re-bar; 65 pcy	**9,035**	lbs.	2.25	20,329	
		Concrete material	**139**	cy	190.00	26,410	
		Placing concrete	**139**	cy	120.00	16,680	
		Set anchor bolts grout plates	**28**	ea	165.00	4,620	
		Spread Footings; 9'x9'x30"					
		Formwork	**1,800**	sf	24.00	43,200	
		Re-bar; 65 pcy	**10,270**	lbs.	2.25	23,108	
		Concrete material	**158**	cy	190.00	30,020	
		Placing concrete	**158**	cy	120.00	18,960	
		Set anchor bolts grout plates	**20**	ea	165.00	3,300	
		Grade beams; 2' x 2'-6"					
		Formwork	**756**	sf	24.00	18,144	
		Re-bar; 330 pcy	**12,210**	lbs.	2.25	27,473	
		Concrete material	**37**	cy	190.00	7,030	
		Placing concrete	**37**	cy	120.00	4,440	
		Piers/Pilasters; 2' x 2'					
		Formwork	**706**	sf	24.00	16,944	
		Re-bar; 300 pcy	**3,900**	lbs	2.25	8,775	
		Concrete material, 4000psi	**13**	cy	190.00	2,470	
		Placing concrete	**13**	cy	120.00	1,560	
		Elevator pit	**1**	loc	50,000.00	50,000	
		SOE allowance		sf	120.00		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
	Dampproofing at foundation walls	**3,340**	sf	6.00	20,040		
	Waterproofing at retaining walls		sf	14.00			
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**3,340**	sf	3.50	11,690		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**1,327**	cy	12.00	15,924		
	Remove off-site	**1,327**	cy	65.00	86,255		
	Backfill with imported material	**1,037**	cy	60.00	62,220		
	Spread footings						
	Excavation	**787**	cy	12.00	9,444		
	Remove off-site	**787**	cy	65.00	51,155		
	Backfill with imported material	**477**	cy	60.00	28,620		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**218**	cy	60.00	13,080		
	Perimeter drain		lf	32.00	NR		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					1,051,693	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*22,670*	*sf*				
	VB at slab on grade	**22,670**	sf	1.25	28,338		
	WWF reinforcement	**26,071**	sf	1.80	46,928		
	Concrete - 5" thick	**370**	cy	175.00	64,750		
	Barrier One Admixture	**370**	cy	100.00	37,000		
	Placing concrete	**370**	cy	90.00	33,300		
	Finishing and curing concrete	**22,670**	sf	3.50	79,345		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	Underslab drainage system	**22,670**	sf		NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**22,670**	sf	3.50	79,345		
312000	*EARTHWORK*						
312000	*BUILDING EARTHWORK*						
	Cut - 81,200 CF	**3,007**	cy	10.00	30,070		
	Fill - import structural - 30% of cut	**902**	cy	65.00	58,630		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**3,007**	cy	2.50	7,518		
	RCS-1	**5,112**	tn	40.00	204,480		
	Gravel base, 12"	**840**	cy	45.00	37,800		
	Compact existing sub-grade	**22,670**	sf	1.00	22,670		
	Under slab E&B for plumbing	**22,670**	sf	1.50	34,005		
	Underlsab drainage	**22,670**	sf	3.00	68,010		
	SUBTOTAL					842,189	
	TOTAL - FOUNDATIONS						**$1,893,882**
A20	***BASEMENT CONSTRUCTION***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		16.9	*lbs/sf*				
		797	*tns*				
		$6,606	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**82,110**	sf	1.80	147,798		
	Concrete Fill to metal deck; 3.25" light weight	**1,444**	cy	210.00	303,240		
	Place and finish concrete	**71,400**	sf	5.00	357,000		
	Rebar to decks	**21,420**	lbs	2.00	42,840		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**321**	tns	5,500.00	1,765,500		
	Columns; 2 psf	**71**	tns	5,500.00	390,500		
	Bracing; 2.5 psf	**89**	tns	5,500.00	489,500		
	Miscellaneous; 2 psf	**71**	tns	5,500.00	390,500		
	Shear studs	**17,850**	ea	3.50	62,475		
	3" metal floor deck	**71,400**	sf	7.00	499,800		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**71,400**	sf	3.00	214,200		
	SUBTOTAL					4,663,353	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's*						
	WWF reinforcement	**5,750**	sf	1.80	10,350		
	Concrete Fill to metal deck; 3.25" light weight	**101**	cy	210.00	21,210		
	Place and finish concrete	**5,000**	sf	5.00	25,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**120**	tns	5,500.00	660,000		
	Premium for cafeteria; 5 psf				N/A		
	Premium for gym; 6 psf				N/A		
	Columns; 2 psf	**27**	tns	5,500.00	148,500		
	Bracing; 2.5 psf	**33**	tns	5,500.00	181,500		
	Miscellaneous; 2 psf	**27**	tns	5,500.00	148,500		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**6,668**	ea	3.50	23,338		
	3" metal floor deck at typical roof	**26,670**	sf	6.00	160,020		
	Premium for acoustic deck at gym				N/A		
	Premium for acoustic deck at cafeteria				N/A		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**26,670**	sf	4.00	106,680		
	SUBTOTAL					1,829,598	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
	TOTAL - SUPERSTRUCTURE						**$6,492,951**
B20	***EXTERIOR CLOSURE***	46,970	sf				
B2010	**EXTERIOR WALLS; 75%**	*35,228*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**18,788**	sf	55.00	1,033,340		
	Precast trim	**18,788**	sf	2.00	37,576		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**18,788**	sf	2.00	37,576		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**35,228**	sf	9.50	334,666		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**3,914**	lf	6.25	24,463		
	Miscellaneous sealants to closure	**35,228**	sf	0.50	17,614		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**35,228**	sf	8.00	281,824		
	Spray insulation; 1"	**35,228**	sf	2.00	70,456		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**3,914**	lf	6.00	23,484		
074213	*WALL PANELS; 35%*						
	Metal panels	**16,440**	sf	110.00	1,808,400		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**35,228**	sf	16.00	563,648		
	Gypsum Sheathing	**35,228**	sf	4.50	158,526		
	Drywall lining to interior face of stud backup	**35,228**	sf	5.00	176,140		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					5,874,713	
B2020	**WINDOWS; 25%**	*11,743*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**3,914**	lf	14.00	54,796		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**3,914**	lf	12.00	46,968		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**11,743**	sf	190.00	2,231,170		
	Sun control allowance	**1**	ls	250,000.00	250,000		
	Security film at grade	**2,349**	sf	15.00	35,235		
	SUBTOTAL					2,618,169	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**94,070**	gsf	2.00	188,140		
	SUBTOTAL					188,140	
	TOTAL - EXTERIOR CLOSURE						**$8,681,022**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
	B30 ROOFING						
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**26,670**	sf	40.00	1,066,800		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)				N/A		
	SUBTOTAL					1,306,800	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$1,400,550**
	C10 INTERIOR CONSTRUCTION						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**94,070**	sf	35.00	3,292,450		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					5,092,450	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**94,070**	gsf	12.00	1,128,840		
	SUBTOTAL					1,128,840	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**94,070**	gsf	3.00	282,210		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**94,070**	gsf	4.00	376,280		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**94,070**	gsf	1.50	141,105		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**94,070**	gsf	1.50	141,105		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**94,070**	gsf	1.00	94,070		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**94,070**	gsf	1.25	117,588		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**31**	ea	350.00	10,850		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**94,070**	gsf	2.00	188,140		
	SUBTOTAL					1,623,098	
	TOTAL - INTERIOR CONSTRUCTION						**$7,844,388**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
	C20 STAIRCASES						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**8**	flt	45,000.00	360,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					610,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**8**	flt	11,000.00	88,000		
	SUBTOTAL					88,000	
	TOTAL - STAIRCASES						**$698,000**
	C30 INTERIOR FINISHES						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**94,070**	gsf	9.00	846,630		
	SUBTOTAL					846,630	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**66,423**	sf	8.00	531,384		
	Terrazzo - L1 & L2 corridors	**6,875**	sf	50.00	343,750		
	Poured resinous flooring - bathrooms	**3,750**	sf	24.00	90,000		
	Sealed concrete	**1,000**	sf	3.00	3,000		
	Carpet	**2,500**	sf	6.70	16,750		
	Rubber flooring - Upper level corridors, OT/PT	**7,270**	sf	12.00	87,240		
	Wood athletic flooring in gymnasium				N/A		
	Platform flooring	**1,549**	sf	28.00	43,372		
	SUBTOTAL					1,115,496	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**94,070**	sf	14.00	1,316,980		
	SUBTOTAL					1,316,980	
	TOTAL - INTERIOR FINISHES						**$3,279,106**
	D10 CONVEYING SYSTEMS						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Five stop elevator	**1**	ea	450,000.00	450,000		
	SUBTOTAL					450,000	
	TOTAL - CONVEYING SYSTEMS						**$450,000**
	D20 PLUMBING						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**94,070**	gsf	28.00	2,633,960		
	SUBTOTAL					2,633,960	
	TOTAL - PLUMBING						**$2,633,960**
	D30 HVAC						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 190 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**94,070**	gsf	90.00	8,466,300		
	SUBTOTAL					8,466,300	
	TOTAL - HVAC						**$8,466,300**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**94,070**	gsf	8.00	752,560		
	SUBTOTAL					962,560	
	TOTAL - FIRE PROTECTION						**$962,560**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	4000A 480/277V switchboard	**1**	ea	160,000.00	160,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**94,070**	gsf	7.00	658,490		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**94,070**	gsf	5.50	517,385		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**94,070**	gsf	4.00	376,280		
	Gymnasium equipment feeds and connections	**1**	ls	15,000.00	15,000		
	kitchen equipment feeds and connections	**1**	ls	25,000.00	25,000		
	SUBTOTAL					2,172,155	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**94,070**	gsf	15.00	1,411,050		
	Lighting controls						
	Networked lighting control system	**94,070**	gsf	2.25	211,658		
	Branch devices						
	Receptacles/device boxes + wiring	**94,070**	gsf	4.50	423,315		
	SUBTOTAL					2,046,023	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**94,070**	gsf	3.50	329,245		
	Digital Signage System						
	Digital Signage System	**94,070**	gsf	0.50	47,035		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**94,070**	gsf	3.50	329,245		
	Mass Notification	**94,070**	gsf	0.50	47,035		
	Distribution Antennae System						
	BDA/DAS system, allow	**94,070**	gsf	0.75	70,553		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**94,070**	gsf	1.50	141,105		
	Classroom Audio (Speech amplification)						
	Speech amplification	**94,070**	gsf	1.25	117,588		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**94,070**	gsf	0.75	70,553		
	Gymnasium sound system, allow	**1**	ls	15,000.00	15,000		
	Cafeteria sound system, allow	**1**	ls	20,000.00	20,000		
	Cafeteria Projector	**1**	ls	25,000.00	25,000		
	Music Room	**1**	ls	10,000.00	10,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	75,000.00	75,000		
	Video Management - CCTV System						
	Head end + cameras	**94,070**	gsf	3.00	282,210		
	Access Control- Intrusion Alarm						
	Head end + devices	**94,070**	gsf	2.00	188,140		
	SUBTOTAL					1,767,709	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**94,070**	sf	0.50	47,035		
	Temp power and lights; Coordination; BIM	**94,070**	sf	4.47	420,493		
	Permits and fees				Assumed Waived		
	SUBTOTAL					467,528	
	TOTAL - ELECTRICAL						**$6,453,415**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26				w/ Reno		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; stage	**1**	ea	8,000.00	8,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 1B							
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads				w/ Reno		
	Gym divider				w/ Reno		
	Gym backboards; retractable				w/ Reno		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.				w/ Reno		
	SUBTOTAL					134,000	
	TOTAL - EQUIPMENT						**$134,000**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**11,743**	sf	12.00	140,916		
123000	*CASEWORK*						
	Classroom Casework	**94,070**	gsf	14.00	1,316,980		
	SUBTOTAL					1,457,896	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$1,457,896**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$50,848,030**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1B ADD/RENO - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	Excluded		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,763*	*cy*				
	Cut	**1,763**	cy	10.00	17,630		
	Site fill to design subgrade	*1,763*	*cy*				
	Fill - imported common fill; swell 25%	**2,204**	cy	48.00	105,792		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,763**	cy	2.50	4,408		
	RCS-1	**2,997**	tn	65.00	194,805		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1B ADD/RENO - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**47,600**	sf	0.25	11,900		
	Fine grading throughout the site	**47,600**	sf	0.35	16,660		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					865,595	
	TOTAL - SITE PREPARATION						**$2,121,339**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*2,800*	*sf*				
	Porous asphalt paving; 4" thick	**70**	tns	400.00	28,000		
	Choker course; 4" thick	**26**	cy	90.00	2,340		
	gravel base; 12" thick	**104**	cy	75.00	7,800		
	3/8" pea gravel; 3" thick	**26**	cy	90.00	2,340		
	3/4" crushed stone; 12" thick	**104**	cy	75.00	7,800		
	SUBTOTAL					48,280	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*8,900*	*sf*				
	gravel base; 8" thick	**221**	cy	75.00	16,575		
	Broom finish concrete paving; 5" thick	**8,900**	sf	14.00	124,600		
	Concrete pads - dumpster and compactor enclosure	*1,000*	*sf*				
	gravel base; 12" thick	**37**	cy	75.00	2,775		
	Broom finish concrete paving; 8" thick	**1,000**	sf	17.00	17,000		
	Permeable concrete pavers	*12,500*	*sf*				
	Concrete unit pavers	**12,500**	sf	32.00	400,000		
	Washed stone; 1' thick	**463**	cy	125.00	57,875		
	Sand; 4" thick	**157**	cy	75.00	11,775		
	Stone base; 4" thick	**157**	cy	75.00	11,775		
	Bedding stone; 2" thick	**77**	cy	75.00	5,775		
	Structural; 36" thick	**1,389**	cy	75.00	104,175		
	Edging	**2,100**	lf	18.00	37,800		
320000	*STAIRS AND RAMPS*						
	Ramp premium	**500**	sf	20.00	10,000		
	Ramp handrails - stainless steel	**150**	lf	425.00	63,750		
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stairs - repair	**90**	lf	150.00	13,500		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair handrails - repairs	**55**	lf	350.00	19,250		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					929,375	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Circular benches at tree planters	**2**	ea	15,000.00	30,000		
	Shade structure	**1**	ea	100,000.00	100,000		
	Group seating - circular backless bench	**2**	ea	25,000.00	50,000		
	Bike racks	**10**	ea	900.00	9,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**19**	ea	3,500.00	66,500		
	Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	13,000.00	26,000		
	Table and chairs - includes allowance for 3 under shade structure	**6**	ea	4,500.00	27,000		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	2,800	*sf*				
	gravel base; 8" thick	**69**	cy	75.00	5,175		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	1B ADD/RENO - SITEWORK							
136		Pour-in-place safety surface	**2,800**	sf	36.00	100,800		
137		Edging	**375**	lf	45.00	16,875		
138		Allowance for play equipment	**1**	ls	112,000.00	112,000		
139	*320000*	*SYNTHETIC TURF*	*3,800*	*sf*				
140		Synthetic turf field - multi-purpose	**3,800**	sf	11.75	44,650		
141		Painted field lines	**1**	loc	5,000.00	5,000		
142		Field top stone; 2" thick	**23**	cy	150.00	3,450		
143		Field base stone; 8" thick	**93**	cy	125.00	11,625		
144		Geotextile underlayment below base stone	**422**	sy	3.00	1,266		
145		Turf anchor curbing	**250**	lf	80.00	20,000		
146	*320000*	*SPORTS COURTS*						
147		Pavement areas	*2,100*	*sf*				
148		gravel base; 8" thick	**52**	cy	125.00	6,500		
149		asphalt top; 1.5" thick	**20**	tns	225.00	4,500		
150		asphalt binder; 1.5" thick	**20**	tns	190.00	3,800		
151		Basketball court color coating	**2,100**	sf	6.00	12,600		
152		Basketball hoops	**1**	ea	8,700.00	8,700		
153	*320000*	*FENCING*						
154		Repair fencing	**25**	lf	85.00	2,125		
155		Decorative fencing	**200**	lf	350.00	70,000		
156		Decorative gate	**1**	ea	15,000.00	15,000		
157		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
158		Vehicular gate	**1**	ea	20,000.00	20,000		
159		Ball control netting - 20' Ht.	**170**	lf	212.50	36,125		
160		SUBTOTAL					1,449,191	
161								
162	*329900*	*SITE WALLS*						
163		Allowance to repair walls	**50**	lf	200.00	10,000		
164		Cheekwalls - allowance for 2' ht.	*120*	*lf*				
165		Concrete	**120**	lf	527.00	63,240		
166		Excavation	**25**	cy	100.00	2,500		
167		Backfill - (assume using onsite soils)	**8**	cy	35.00	280		
168		Wall drain	**120**	lf	22.00	2,640		
169								
170		Retaining walls at Medford st. play area - allowance for 2' ht.	*205*	*lf*				
171		Concrete	**205**	lf	526.00	107,830		
172		Excavation	**43**	cy	100.00	4,300		
173		Backfill - (assume using onsite soils)	**13**	cy	35.00	455		
174		Wall drain	**205**	lf	22.00	4,510		
175								
176		Retaining walls at Sycamore St. - allow for 3' ht.	*125*	*lf*				
177		Concrete	**125**	lf	608.00	76,000		
178		Excavation	**52**	cy	100.00	5,200		
179		Backfill - (assume using onsite soils)	**31**	cy	35.00	1,085		
180		Wall drain	**125**	lf	22.00	2,750		
181								
182		Retaining wall at service area - allow for 4' ht.	*35*	*lf*				
183		Concrete	**35**	lf	688.00	24,080		
184		Excavation	**19**	cy	100.00	1,900		
185		Backfill - (assume using onsite soils)	**16**	cy	35.00	560		
186		Wall drain	**35**	lf	22.00	770		
187								
188		Low Retaining Wall - 4' ht.	*120*	*lf*				
189		Concrete	**120**	lf	691.00	82,920		
190		Excavation	**67**	cy	100.00	6,700		
191		Backfill - (assume using onsite soils)	**53**	cy	35.00	1,855		
192		Wall drain	**120**	lf	22.00	2,640		
193								
194		High Retaining Wall - 8' ht.	*310*	*lf*				
195		Concrete	**310**	lf	1,346.00	417,260		
196		Excavation	**172**	cy	100.00	17,200		
197		Backfill - (assume using onsite soils)	**138**	cy	35.00	4,830		
198		Wall drain	**310**	lf	22.00	6,820		
199		SUBTOTAL					848,325	
200								
201		***Landscaping***						
202	*329900*	*TOPSOIL*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1B ADD/RENO - SITEWORK							
	Topsoil - imported 6" thick	**104**	cy	90.00	9,360		
	Soil and mulch at planting areas; 18" thick - 9,100sf	**506**	cy	120.00	60,720		
329900	*LAWN AND SEED*	*3,600*	*sf*				
	Topsoil 6" thick - required	**83**	cy		incl. above		
	Scarify subgrade	**3,600**	sf	0.25	900		
	Power rake and hydroseed disturbed areas	**3,600**	sf	0.35	1,260		
329900	*TREES*						
	Shade tree	**24**	ea	2,500.00	60,000		
	Evergreen trees	**16**	ea	1,300.00	20,800		
	Ornamental tree	**9**	ea	2,000.00	18,000		
329900	*SHRUBS*						
	Shrubs - allowance for 36" oc for 50% of planting area (4,550sf)	**584**	ea	75.00	43,800		
329900	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
	Groundcovers - allowance for 18" oc for 50% of planting area (4,550sf)	**2,335**	ea	38.00	88,730		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	34,699.50	34,700		
328400	*IRRIGATION*						
	Irrigation area - lawns	**3,600**	sf	2.75	9,900		
	Irrigation area - planting beds	**9,100**	sf	5.00	45,500		
	SUBTOTAL					393,670	
	TOTAL - SITE IMPROVEMENTS						**$3,668,841**
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	6" CLDI - fire protection	**100**	lf	49.64	4,964		
	Fire department connection	**1**	ea	2,500.00	2,500		
	Gate valve	**1**	ls	10,000.00	10,000		
	Fire hydrant	**4**	ea	6,500.00	26,000		
	Thrust blocks	**1**	ls	5,000.00	5,000		
331000	*WATER UTILITIES*						
	6" CLDI - domestic	**100**	lf	67.50	6,750		
331000	*CONNECTIONS*						
	Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
312000	*EXCAVATION & BACKFILL*	*200*	*lf*				
	DI gravity piping excavation	**178**	cy	56.75	10,102		
	Trench bedding	**40**	cy	38.50	1,540		
	Pressure test & chlorinate	**200**	lf	5.00	1,000		
	SUBTOTAL					97,856	
333000	*SANITARY SEWER*						
	8" PVC	**90**	lf	45.00	4,050		
333000	*CONNECTIONS*						
	Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
312000	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
	PVC gravity piping excavation	**80**	cy	56.75	4,540		
	Trench bedding	**27**	cy	38.50	1,040		
	Pressure testing	**90**	lf	4.00	360		
	Video Inspection	**1**	ls	5,000.00	5,000		
	SUBTOTAL					59,990	
334000	*STORM DRAINAGE*						
	Storm drainage allowance	**32,800**	sf	14.00	459,200		
	DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
334000	*CONNECTIONS*						
	Connect to existing brick main	**1**	ea	10,000.00	10,000		
334000	*SUBSURFACE DRAINAGE SYSTEMS*						
	Underground recharger - based on narrative for roof drainage	*2,100*	*sf*				
	MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
	MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
	Excavate and reuse on-site	**700**	cy	25.00	17,500		
	Load excess soils for disposal	**700**	cy	2.50	1,750		
	RCS-1	**1,190**	tn	40.00	47,600		
	Install stone base; 12" thick	**495**	tn	90.00	44,550		
	Fine grade base	**2,100**	sf	0.25	525		
	Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
1B ADD/RENO - SITEWORK							
	Geotextile fabrics	**5,250**	sf	0.75	3,938		
	SUBTOTAL					634,838	
	NATURAL GAS						
312000	*EXCAVATION & BACKFILL*	*30*	*lf*				
	Gas piping excavation	**13**	cy	56.75	738		
	Trench bedding	**6**	cy	38.50	231		
	SUBTOTAL					969	
	TOTAL - SITE MECHCANICAL UTILITIES						**$793,653**
G40	**ELECTRICAL UTILITIES**						
	Site Civil for Electrical						
	Concrete:						
	Primary duct bank (allow)	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	40.00	2,800		
	Generator duct bank	**100**	lf	20.00	2,000		
	Communications duct bank	**270**	lf	20.00	5,400		
	Transformer pad	**1**	ea	2,000.00	2,000		
	Generator pad	**1**	ea	2,000.00	2,000		
	Excavation & Backfill:						
	Primary duct bank	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	28.00	1,960		
	Generator duct bank	**100**	lf	22.00	2,200		
	Communications duct bank	**270**	lf	22.00	5,940		
	Power						
	Utility company back charges (allow)	**1**	ls		By Owner		
	New manhole	**1**	ea	9,000.00	9,000		
	Utility company pad mounted transformer				Utility co.		
	Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
	4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
	Generator duct bank, allow	**100**	lf	1,025.00	102,500		
	Communications , allow						
	Utility company back charges (allow)	**1**	ls		By Owner		
	Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
	New manhole	**1**	ea	8,500.00	8,500		
	Site Lighting						
	Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
	Site Security , allow						
	Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
	EV Charging Stations						
	EV ready	**1**	ls	20,000.00	20,000		
	SUBTOTAL					433,800	
	TOTAL - SITE ELECTRICAL UTILITIES						**$433,800**
	TOTAL - SITE DEVELOPMENT						**$7,017,633**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

NEW OPTION 2A

		TOTAL GROSS FLOOR AREA (GFA)					**152,000**
	A1010	**STANDARD FOUNDATIONS**					
033000	*CONCRETE*						
	Strip Footings		*233*	*CY*	$457 /cy		
	Foundation Walls		*167*	*CY*	$1,576 /cy		
	Retaining Walls		*211*	*CY*	$1,247 /cy		
	Spread Footings		*469*	*CY*	$703 /cy		
	Grade beams		*79*	*CY*	$1,381 /cy		
	Piers		*14*	*CY*	$2,137 /cy		
		Total Foundation Concrete	*1,173*	*CY*			
	Strip footing; 2'-6" x 1'-3"						
	Formwork		**2,300**	sf	20.00	46,000	
	Rebar; 115 pcy		**12,880**	lbs.	2.00	25,760	
	Concrete material		**112**	cy	190.00	21,280	
	Placing concrete		**112**	cy	120.00	13,440	
	Foundation wall; 14" thick						
	Formwork		**7,360**	sf	22.00	161,920	
	Rebar; 115 pcy		**19,205**	lbs.	2.00	38,410	
	Concrete material		**167**	cy	190.00	31,730	
	Placing concrete		**167**	cy	120.00	20,040	
	Form shelf		**920**	lf	12.00	11,040	
	Retaining wall footing; 5' x 2'						
	Formwork		**1,240**	sf	20.00	24,800	
	Re-bar; 130 pcy		**15,730**	lbs.	2.00	31,460	
	Concrete material		**121**	cy	190.00	22,990	
	Placing concrete		**121**	cy	120.00	14,520	
	Retaining wall; 15"						
	Formwork		**8,680**	sf	25.00	217,000	
	Re-bar; 130 pcy		**27,430**	lbs.	2.00	54,860	
	Concrete material		**211**	cy	190.00	40,090	
	Placing concrete		**211**	cy	120.00	25,320	
	Form shelf		**310**	lf			
	Spread Footings; 8'x8'x24"						
	Formwork		**1,984**	sf	20.00	39,680	
	Re-bar; 65 pcy		**10,010**	lbs.	2.00	20,020	
	Concrete material		**154**	cy	190.00	29,260	
	Placing concrete		**154**	cy	120.00	18,480	
	Set anchor bolts grout plates		**31**	ea	165.00	5,115	
	Spread Footings; 9'x9'x30"						
	Formwork		**3,600**	sf	20.00	72,000	
	Re-bar; 65 pcy		**20,475**	lbs.	2.00	40,950	
	Concrete material		**315**	cy	190.00	59,850	
	Placing concrete		**315**	cy	120.00	37,800	
	Set anchor bolts grout plates		**40**	ea	165.00	6,600	
	Grade beams; 2' x 2'-6"						
	Formwork		**1,624**	sf	20.00	32,480	
	Re-bar; 330 pcy		**26,070**	lbs.	2.00	52,140	
	Concrete material		**79**	cy	190.00	15,010	
	Placing concrete		**79**	cy	120.00	9,480	
	Piers/Pilasters; 2' x 2'						
	Formwork		**781**	sf	22.00	17,182	
	Re-bar; 300 pcy		**4,200**	lbs	2.00	8,400	
	Concrete material, 4000psi		**14**	cy	190.00	2,660	
	Placing concrete		**14**	cy	120.00	1,680	
	Elevator pit		**2**	loc	50,000.00	100,000	
	SOE allowance		**4,340**	sf	120.00	520,800	
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
	Dampproofing at foundation walls	**3,680**	sf	6.00	22,080		
	Waterproofing at retaining walls	**620**	sf	14.00	8,680		
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**4,300**	sf	3.50	15,050		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**1,719**	cy	12.00	20,628		
	Remove off-site	**2,922**	tn	65.00	189,930		
	Backfill with imported material	**1,361**	cy	60.00	81,660		
	Spread footings						
	Excavation	**1,112**	cy	12.00	13,344		
	Remove off-site	**1,890**	tn	65.00	122,850		
	Backfill with imported material	**629**	cy	60.00	37,740		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**366**	cy	55.00	20,130		
	Perimeter drain	**920**	lf	32.00	29,440		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					2,482,579	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*48,750*	*sf*				
	VB at slab on grade	**48,750**	sf	1.25	60,938		
	WWF reinforcement	**56,063**	sf	1.80	100,913		
	Concrete - 5" thick	**796**	cy	175.00	139,300		
	Barrier One Admixture	**796**	cy	100.00	79,600		
	Placing concrete	**796**	cy	90.00	71,640		
	Finishing and curing concrete	**48,750**	sf	3.50	170,625		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	Underslab drainage system	**48,750**	sf		NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**48,750**	sf	3.50	170,625		
312000	*EARTHWORK*						
	Building						
	Cut - 831,270 CF	**30,788**	cy	10.00	307,880		
	Fill - import structural - 30% of cut	**9,236**	cy	65.00	600,340		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**30,788**	cy	2.50	76,970		
	RCS-1	**52,340**	tn	65.00	3,402,100		
	Gravel base, 12"	**1,806**	cy	60.00	108,360		
	Compact existing sub-grade	**48,750**	sf	1.00	48,750		
	Under slab E&B for plumbing	**48,750**	sf	1.50	73,125		
	Underlsab drainage	**48,750**	sf	3.00	146,250		
	SUBTOTAL					5,567,416	
	TOTAL - FOUNDATIONS						**$8,049,995**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		16.8	*lbs/sf*				
		1,279	*tns*				
		$6,588	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**118,738**	sf	1.80	213,728		
	Concrete Fill to metal deck; 3.25" light weight	**2,088**	cy	210.00	438,480		
	Place and finish concrete	**103,250**	sf	5.00	516,250		
	Rebar to decks	**30,975**	lbs	2.00	61,950		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**465**	tns	5,500.00	2,557,500		
	Columns; 2 psf	**103**	tns	5,500.00	566,500		
	Bracing; 2.5 psf	**129**	tns	5,500.00	709,500		
	Miscellaneous; 2 psf	**103**	tns	5,500.00	566,500		
	Shear studs	**25,813**	ea	3.50	90,346		
	3" metal floor deck	**103,250**	sf	7.00	722,750		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**103,250**	sf	3.00	309,750		
	SUBTOTAL					6,753,254	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**31,311**	sf	1.80	56,360		
	Concrete Fill to metal deck; 3.25" light weight	**551**	cy	210.00	115,710		
	Place and finish concrete	**27,227**	sf	5.00	136,135		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**237**	tns	5,500.00	1,303,500		
	Premium for cafeteria; 5 psf	**14**	tns	5,500.00	77,000		
	Premium for gym; 6 psf	**18**	tns	5,500.00	99,000		
	Columns; 2 psf	**53**	tns	5,500.00	291,500		
	Bracing; 2.5 psf	**66**	tns	5,500.00	363,000		
	Miscellaneous; 2 psf	**53**	tns	5,500.00	291,500		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**13,188**	ea	3.50	46,158		
	3" metal floor deck at typical roof	**52,750**	sf	6.00	316,500		
	Premium for acoustic deck at gym	**6,037**	sf	7.00	42,259		
	Premium for acoustic deck at cafeteria	**5,488**	sf	7.00	38,416		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**46,713**	sf	4.00	186,852		
	SUBTOTAL					3,708,390	
	TOTAL - SUPERSTRUCTURE						**$10,461,644**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
	B20 EXTERIOR CLOSURE	68,810	sf				
B2010	**EXTERIOR WALLS; 75%**	*51,608*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**27,524**	sf	55.00	1,513,820		
	Precast trim	**27,524**	sf	2.00	55,048		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**27,524**	sf	2.00	55,048		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**51,608**	sf	9.50	490,276		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**5,734**	lf	6.25	35,838		
	Miscellaneous sealants to closure	**51,608**	sf	0.50	25,804		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**51,608**	sf	8.00	412,864		
	Spray insulation; 1"	**51,608**	sf	2.00	103,216		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**5,734**	lf	6.00	34,404		
074213	*WALL PANELS; 35%*						
	Metal panels	**24,084**	sf	110.00	2,649,240		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**51,608**	sf	16.00	825,728		
	Gypsum Sheathing	**51,608**	sf	4.50	232,236		
	Drywall lining to interior face of stud backup	**51,608**	sf	5.00	258,040		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					7,998,562	
B2020	**WINDOWS; 25%**	*17,203*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**5,734**	lf	14.00	80,276		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**5,734**	lf	12.00	68,808		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**17,203**	sf	190.00	3,268,570		
	Sun control allowance	**1**	ls	400,000.00	400,000		
	Security film at grade	**3,441**	sf	15.00	51,615		
	SUBTOTAL					3,869,269	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**152,000**	gsf	2.00	304,000		
	SUBTOTAL					304,000	
	TOTAL - EXTERIOR CLOSURE						**$12,171,831**
	B30 ROOFING						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**52,750**	sf	40.00	2,110,000		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)	**22,227**	sf	30.00	666,810		
	SUBTOTAL					3,016,810	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$3,110,560**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**152,000**	sf	35.00	5,320,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					7,120,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**152,000**	gsf	12.00	1,824,000		
	SUBTOTAL					1,824,000	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**152,000**	gsf	3.00	456,000		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**152,000**	gsf	4.00	608,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**152,000**	gsf	1.50	228,000		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**152,000**	gsf	1.50	228,000		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**152,000**	gsf	1.00	152,000		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**152,000**	gsf	1.25	190,000		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**51**	ea	350.00	17,850		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**152,000**	gsf	2.00	304,000		
	SUBTOTAL					2,455,600	
	TOTAL - INTERIOR CONSTRUCTION						**$11,399,600**
C20	***STAIRCASES***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**13**	flt	45,000.00	585,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					835,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**13**	flt	11,000.00	143,000		
	SUBTOTAL					143,000	
	TOTAL - STAIRCASES						**$978,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**152,000**	gsf	9.00	1,368,000		
	SUBTOTAL					1,368,000	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**61,253**	sf	8.00	490,024		
	Terrazzo - L1 & L2 corridors, cafeteria	**18,320**	sf	50.00	916,000		
	Poured resinous flooring - bathrooms, kitchen, custodial	**14,225**	sf	24.00	341,400		
	Sealed concrete	**2,000**	sf	3.00	6,000		
	Carpet	**6,000**	sf	6.70	40,200		
	Rubber flooring - Upper level corridors, OT/PT	**35,000**	sf	12.00	420,000		
	Wood athletic flooring in gymnasium	**6,037**	sf	30.00	181,110		
	Platform flooring	**1,565**	sf	28.00	43,820		
	SUBTOTAL					2,438,554	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**152,000**	sf	14.00	2,128,000		
	SUBTOTAL					2,128,000	
	TOTAL - INTERIOR FINISHES						**$5,934,554**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Five stop elevator	**2**	ea	450,000.00	900,000		
	SUBTOTAL					900,000	
	TOTAL - CONVEYING SYSTEMS						**$900,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**152,000**	gsf	28.00	4,256,000		
	SUBTOTAL					4,256,000	
	TOTAL - PLUMBING						**$4,256,000**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 360 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**152,000**	gsf	90.00	13,680,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
	SUBTOTAL					13,680,000	
	TOTAL - HVAC						**$13,680,000**
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Allowance for fire pump	**1**	ls	130,000.00	130,000		
	Wet system complete	**152,000**	gsf	8.00	1,216,000		
	SUBTOTAL					1,406,000	
	TOTAL - FIRE PROTECTION						**$1,406,000**
	D50 ELECTRICAL						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**152,000**	gsf	7.00	1,064,000		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**152,000**	gsf	5.50	836,000		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**152,000**	gsf	4.00	608,000		
	Gymnasium equipment feeds and connections	**1**	ls	30,000.00	30,000		
	Kitchen equipment feeds and connections	**1**	ls	45,000.00	45,000		
	SUBTOTAL					3,253,000	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**152,000**	gsf	15.00	2,280,000		
	Lighting controls						
	Networked lighting control system	**152,000**	gsf	2.25	342,000		
	Branch devices						
	Receptacles/device boxes + wiring	**152,000**	gsf	4.50	684,000		
	SUBTOTAL					3,306,000	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**152,000**	gsf	4.00	608,000		
	Digital Signage System						
	Digital Signage System	**152,000**	gsf	0.50	76,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**152,000**	gsf	3.50	532,000		
	Mass Notification	**152,000**	gsf	1.00	152,000		
	Distribution Antennae System						
	BDA/DAS system, allow	**152,000**	gsf	1.00	152,000		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**152,000**	gsf	2.00	304,000		
	Classroom Audio (Speech amplification)						
	Speech amplification	**152,000**	sf	1.25	190,000		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**152,000**	gsf	1.00	152,000		
	Gymnasium sound system, allow	**1**	ls	50,000.00	50,000		
	Cafeteria sound system, allow	**1**	ls	50,000.00	50,000		
	Cafeteria Projector	**1**	ls	25,000.00	25,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	100,000.00	100,000		
	Video Management - CCTV System						
	Head end + cameras	**152,000**	gsf	3.00	456,000		
	Access Control- Intrusion Alarm						
	Head end + devices	**152,000**	gsf	2.50	380,000		
	SUBTOTAL					3,252,000	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**152,000**	sf	0.75	114,000		
	Temp power and lights; Coordination; BIM	**152,000**	sf	6.60	1,003,200		
	Permits and fees				Assumed Waived		
	SUBTOTAL					1,117,200	
	TOTAL - ELECTRICAL						**$10,928,200**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; gym, stage	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A							
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,153,620	
	TOTAL - EQUIPMENT						**$2,153,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**17,203**	sf	12.00	206,436		
123000	*CASEWORK*						
	Classroom Casework	**152,000**	gsf	14.00	2,128,000		
	SUBTOTAL					2,334,436	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$2,334,436**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$87,764,440**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	w_GRs		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,857*	*cy*				
	Cut	**1,857**	cy	10.00	18,570		
	Site fill to design subgrade	*1,857*	*cy*				
	Fill - imported common fill; swell 25%	**2,321**	cy	48.00	111,408		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,857**	cy	2.50	4,643		
	RCS-1	**3,157**	tn	65.00	205,205		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**50,150**	sf	0.25	12,538		
	Fine grading throughout the site	**50,150**	sf	0.35	17,553		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					884,317	
	TOTAL - SITE PREPARATION						**$2,140,061**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*2,500*	*sf*				
	Porous asphalt paving; 4" thick	**62**	tns	400.00	24,800		
	Choker course; 4" thick	**23**	cy	90.00	2,070		
	gravel base; 12" thick	**93**	cy	75.00	6,975		
	3/8" pea gravel; 3" thick	**23**	cy	90.00	2,070		
	3/4" crushed stone; 12" thick	**93**	cy	75.00	6,975		
	SUBTOTAL					42,890	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*5,500*	*sf*				
	gravel base; 8" thick	**136**	cy	75.00	10,200		
	Broom finish concrete paving; 5" thick	**5,500**	sf	14.00	77,000		
	Concrete pads - dumpster and compactor enclosure	*1,500*	*sf*				
	gravel base; 12" thick	**56**	cy	75.00	4,200		
	Broom finish concrete paving; 8" thick	**1,500**	sf	17.00	25,500		
	Permeable concrete pavers	*15,500*	*sf*				
	Concrete unit pavers	**15,500**	sf	32.00	496,000		
	Washed stone; 1' thick	**574**	cy	125.00	71,750		
	Sand; 4" thick	**195**	cy	75.00	14,625		
	Stone base; 4" thick	**195**	cy	75.00	14,625		
	Bedding stone; 2" thick	**96**	cy	75.00	7,200		
	Structural; 36" thick	**1,722**	cy	75.00	129,150		
	Edging	**1,800**	lf	18.00	32,400		
320000	*STAIRS AND RAMPS*						
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stairs - repair	**60**	lf	150.00	9,000		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair handrails - repairs	**90**	lf	350.00	31,500		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					955,900	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Bike racks	**20**	ea	900.00	18,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**3**	ea	5,000.00	15,000		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**5**	ea	3,500.00	17,500		
	Table and chairs	**7**	ea	4,500.00	31,500		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	2,300	*sf*				
	gravel base; 8" thick	**57**	cy	75.00	4,275		
	Pour-in-place safety surface	**2,300**	sf	36.00	82,800		
	Edging	**375**	lf	45.00	16,875		
	Allowance for play equipment	**1**	ls	92,000.00	92,000		
320000	*SYNTHETIC TURF*	*7,200*	*sf*				
	Synthetic turf field - multi-purpose	**7,200**	sf	11.75	84,600		
	Painted field lines	**1**	loc	5,000.00	5,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 2A - SITEWORK							
137		Field top stone; 2" thick	**43**	cy	150.00	6,450		
138		Field base stone; 8" thick	**176**	cy	125.00	22,000		
139		Geotextile underlayment below base stone	**800**	sy	3.00	2,400		
140		Turf anchor curbing	**350**	lf	80.00	28,000		
141	*320000*	*FENCING*						
142		Repair fencing	**20**	lf	85.00	1,700		
143		Decorative fencing	**300**	lf	350.00	105,000		
144		Decorative gate	**1**	ea	15,000.00	15,000		
145		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
146		Vehicular gate	**1**	ea	20,000.00	20,000		
147		Ball control netting - 20' Ht.	**250**	lf	212.50	53,125		
148		SUBTOTAL					1,261,725	
149								
150	*329900*	*SITE WALLS*						
151		Allowance to repair walls	**50**	lf	200.00	10,000		
152		Cheekwalls - allowance for 2' ht.	*85*	*lf*				
153		Concrete	**85**	lf	525.00	44,625		
154		Excavation	**18**	cy	100.00	1,800		
155		Backfill - (assume using onsite soils)	**5**	cy	35.00	175		
156		Wall drain	**85**	lf	22.00	1,870		
157								
158		Retaining walls at Medford st. play area - allowance for 2' ht.	*300*	*lf*				
159		Concrete	**300**	lf	527.00	158,100		
160		Excavation	**63**	cy	100.00	6,300		
161		Backfill - (assume using onsite soils)	**19**	cy	35.00	665		
162		Wall drain	**300**	lf	22.00	6,600		
163								
164		Retaining wall at service area - allow for 4' ht.	*20*	*lf*				
165		Concrete	**20**	lf	688.00	13,760		
166		Excavation	**11**	cy	100.00	1,100		
167		Backfill - (assume using onsite soils)	**9**	cy	35.00	315		
168		Wall drain	**20**	lf	22.00	440		
169								
170		Low Retaining Wall - 4' ht.	*120*	*lf*				
171		Concrete	**120**	lf	691.00	82,920		
172		Excavation	**67**	cy	100.00	6,700		
173		Backfill - (assume using onsite soils)	**53**	cy	35.00	1,855		
174		Wall drain	**120**	lf	22.00	2,640		
175								
176		High Retaining Wall - 8' ht.	*310*	*lf*				
177		Concrete	**310**	lf	1,346.00	417,260		
178		Excavation	**172**	cy	100.00	17,200		
179		Backfill - (assume using onsite soils)	**138**	cy	35.00	4,830		
180		Wall drain	**310**	lf	22.00	6,820		
181		SUBTOTAL					785,975	
182								
183	*320000*	*GREEN ROOF*						
184		Rooftop						
185		Benches	**24**	ea	3,500.00	84,000		
186		Tables and chairs	**20**	ea	4,500.00	90,000		
187		Shade structure	**1**	ea	150,000.00	150,000		
188		Planter walls	**380**	ea	350.00	133,000		
189		Group seating - circular backless bench	**3**	ea	50,000.00	150,000		
190		Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	25,000.00	50,000		
191		Decorative fencing at perimeter, assume 10'	**950**	lf	1,500.00	1,425,000		
192		Concrete pedestal pavers	*14,043*	*sf*				
193		Concrete pavers on pedestals	**14,043**	sf	75.00	1,053,225		
194		Pavers Edging	**170**	lf	100.00	17,000		
195		Sports court tiles	*2,500*	*sf*				
196		Sports court tiles on pedestals	**2,500**	sf	45.00	112,500		
197		Basketball hoops	**1**	ea	15,000.00	15,000		
198		20' ht. protective fencing	**50**	lf	2,500.00	125,000		
199		Poured-in-place safety surfacing	*3,865*	*sf*				
200		gravel base; 8" thick	**94**	cy	125.00	11,750		
201		Play surfacing	**3,865**	sf	60.00	231,900		
202		PIP edging	**300**	lf	100.00	30,000		
203		Play equipment allowance	**1**	ls	350,000.00	350,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 2A - SITEWORK							
204		Access to roof						
205		Crane access	**1**	ls	25,000.00	25,000		
206		Landscaping						
207		Soil and mulch at planting areas; 12" thick - 2,250 sf	**160**	cy	250.00	40,000		
208		Ornamental tree	**12**	ea	2,000.00	24,000		
209		Pre-vegetated planting mats in plant areas	**4,319**	sf	40.00	172,760		
210		SUBTOTAL					4,290,135	
211								
212		***Landscaping***						
213	*329900*	*TOPSOIL*						
214		Topsoil - imported 6" thick	**203**	cy	90.00	18,270		
215		Soil and mulch at planting areas; 18" thick - 7,650 sf	**425**	cy	120.00	51,000		
216	*329900*	*LAWN AND SEED*	*7,000*	*sf*				
217		Topsoil 6" thick - required	**162**	cy		incl. above		
218		Scarify subgrade	**7,000**	sf	0.25	1,750		
219		Power rake and hydroseed disturbed areas	**7,000**	sf	0.35	2,450		
220	*329900*	*TREES*						
221		Shade tree	**27**	ea	2,500.00	67,500		
222		Evergreen trees	**13**	ea	1,300.00	16,900		
223		Ornamental tree	**7**	ea	2,000.00	14,000		
224	*329900*	*SHRUBS*						
225		Shrubs - allowance for 36" oc for 50% of planting area (3,825sf)	**491**	ea	75.00	36,825		
226	*329900*	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
227		Groundcovers - allowance for 18" oc for 50% of planting area (3,825sf)	**1,963**	ea	38.00	74,594		
228	*329900*	*MAINTENANCE*						
229		1-yr plant maintenance	**1**	ls	31,472.85	31,473		
230	*328400*	*IRRIGATION*						
231		Irrigation area - lawns	**7,000**	sf	2.75	19,250		
232		Irrigation area - planting beds	**7,650**	sf	5.00	38,250		
233		SUBTOTAL					372,262	
234								
235		***TOTAL - SITE IMPROVEMENTS***						**$7,708,887**
236								
237	**G30**	**CIVIL MECHANICAL UTILITIES**						
238	*210000*	*FIRE PROTECTION*						
239		6" CLDI - fire protection	**100**	lf	49.64	4,964		
240		Fire department connection	**1**	ea	2,500.00	2,500		
241		Gate valve	**1**	ls	10,000.00	10,000		
242		Fire hydrant	**4**	ea	6,500.00	26,000		
243		Thrust blocks	**1**	ls	5,000.00	5,000		
244	*331000*	*WATER UTILITIES*						
245		6" CLDI - domestic	**100**	lf	67.50	6,750		
246	*331000*	*CONNECTIONS*						
247		Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
248	*312000*	*EXCAVATION & BACKFILL*	*200*	*lf*				
249		DI gravity piping excavation	**178**	cy	56.75	10,102		
250		Trench bedding	**40**	cy	38.50	1,540		
251		Pressure test & chlorinate	**200**	lf	5.00	1,000		
252		SUBTOTAL					97,856	
253								
254	*333000*	*SANITARY SEWER*						
255		8" PVC	**90**	lf	45.00	4,050		
256	*333000*	*CONNECTIONS*						
257		Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
258	*312000*	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
259		PVC gravity piping excavation	**80**	cy	56.75	4,540		
260		Trench bedding	**27**	cy	38.50	1,040		
261		Pressure testing	**90**	lf	4.00	360		
262		Video Inspection	**1**	ls	5,000.00	5,000		
263		SUBTOTAL					59,990	
264								
265	*334000*	*STORM DRAINAGE*						
266		Storm drainage allowance	**35,500**	ea	14.00	497,000		
267		DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
268	*334000*	*CONNECTIONS*						
269		Connect to existing brick main	**1**	ea	10,000.00	10,000		
270	*334000*	*SUBSURFACE DRAINAGE SYSTEMS*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2A - SITEWORK							
	Underground recharger - based on narrative	*2,100*	*sf*				
	MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
	MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
	Excavate and reuse on-site	**700**	cy	25.00	17,500		
	Load excess soils for disposal	**700**	cy	2.50	1,750		
	RCS-1	**1,190**	tn	65.00	77,350		
	Install stone base; 12" thick	**495**	tn	90.00	44,550		
	Fine grade base	**2,100**	sf	0.25	525		
	Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		
	Geotextile fabrics	**5,250**	sf	0.75	3,938		
	SUBTOTAL					702,388	
	NATURAL GAS						
312000	*EXCAVATION & BACKFILL*	*30*	*lf*				
	Gas piping excavation	**13**	cy	56.75	738		
	Trench bedding	**6**	cy	38.50	231		
	SUBTOTAL					969	
	TOTAL - SITE MECHCANICAL UTILITIES						**$861,203**
G40	**ELECTRICAL UTILITIES**						
	Site Civil for Electrical						
	Concrete:						
	Primary duct bank (allow)	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	40.00	2,800		
	Generator duct bank	**100**	lf	20.00	2,000		
	Communications duct bank	**270**	lf	20.00	5,400		
	Transformer pad	**1**	ea	2,000.00	2,000		
	Generator pad	**1**	ea	2,000.00	2,000		
	Excavation & Backfill:						
	Primary duct bank	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	28.00	1,960		
	Generator duct bank	**100**	lf	22.00	2,200		
	Communications duct bank	**270**	lf	22.00	5,940		
	Power						
	Utility company back charges (allow)	**1**	ls		By Owner		
	New manhole	**1**	ea	9,000.00	9,000		
	Utility company pad mounted transformer				Utility co.		
	Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
	4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
	Generator duct bank, allow	**100**	lf	1,025.00	102,500		
	Communications , allow						
	Utility company back charges (allow)	**1**	ls		By Owner		
	Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
	New manhole	**1**	ea	8,500.00	8,500		
	Site Lighting						
	Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
	Site Security , allow						
	Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
	EV Charging Stations						
	EV ready	**1**	ls	20,000.00	20,000		
	SUBTOTAL					433,800	
	TOTAL - SITE ELECTRICAL UTILITIES						**$433,800**
	TOTAL - SITE DEVELOPMENT						**$11,143,951**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

NEW OPTION 2B

	TOTAL GROSS FLOOR AREA (GFA)						**186,000**
	A1010 STANDARD FOUNDATIONS						
033000	*CONCRETE*						
	Strip Footings	*254*	*CY*	$498	/cy		
	Foundation Walls	*199*	*CY*	$1,574	/cy		
	Retaining Walls	*211*	*CY*	$1,485	/cy		
	Spread Footings	*515*	*CY*	$704	/cy		
	Grade beams	*85*	*CY*	$1,380	/cy		
	Piers	*17*	*CY*	$2,116	/cy		
	Total Foundation Concrete	*1,281*	*CY*				
	Strip footing; 2'-6" x 1'-3"						
	Formwork	**2,738**	sf	20.00		54,760	
	Rebar; 115 pcy	**15,295**	lbs.	2.00		30,590	
	Concrete material	**133**	cy	190.00		25,270	
	Placing concrete	**133**	cy	120.00		15,960	
	Foundation wall; 14" thick						
	Formwork	**8,760**	sf	22.00		192,720	
	Rebar; 115 pcy	**22,885**	lbs.	2.00		45,770	
	Concrete material	**199**	cy	190.00		37,810	
	Placing concrete	**199**	cy	120.00		23,880	
	Form shelf	**1,095**	lf	12.00		13,140	
	Retaining wall footing; 5' x 2'						
	Formwork	**1,240**	sf	20.00		24,800	
	Re-bar; 130 pcy	**15,730**	lbs.	2.00		31,460	
	Concrete material	**121**	cy	190.00		22,990	
	Placing concrete	**121**	cy	120.00		14,520	
	Retaining wall; 15"						
	Formwork	**8,680**	sf	25.00		217,000	
	Re-bar; 130 pcy	**27,430**	lbs.	2.00		54,860	
	Concrete material	**211**	cy	190.00		40,090	
	Placing concrete	**211**	cy	120.00		25,320	
	Form shelf	**310**	lf				
	Spread Footings; 8'x8'x24"						
	Formwork	**2,368**	sf	20.00		47,360	
	Re-bar; 65 pcy	**11,960**	lbs.	2.00		23,920	
	Concrete material	**184**	cy	190.00		34,960	
	Placing concrete	**184**	cy	120.00		22,080	
	Set anchor bolts grout plates	**37**	ea	165.00		6,105	
	Spread Footings; 9'x9'x30"						
	Formwork	**3,780**	sf	20.00		75,600	
	Re-bar; 65 pcy	**21,515**	lbs.	2.00		43,030	
	Concrete material	**331**	cy	190.00		62,890	
	Placing concrete	**331**	cy	120.00		39,720	
	Set anchor bolts grout plates	**42**	ea	165.00		6,930	
	Grade beams; 2' x 2'-6"						
	Formwork	**1,744**	sf	20.00		34,880	
	Re-bar; 330 pcy	**28,050**	lbs.	2.00		56,100	
	Concrete material	**85**	cy	190.00		16,150	
	Placing concrete	**85**	cy	120.00		10,200	
	Piers/Pilasters; 2' x 2'						
	Formwork	**932**	sf	22.00		20,504	
	Re-bar; 300 pcy	**5,100**	lbs	2.00		10,200	
	Concrete material, 4000psi	**17**	cy	190.00		3,230	
	Placing concrete	**17**	cy	120.00		2,040	
	Elevator pit	**2**	loc	50,000.00		100,000	
	SOE allowance	**4,340**	sf	120.00		520,800	
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
	Dampproofing at foundation walls	**4,380**	sf	6.00	26,280		
	Waterproofing at retaining walls	**620**	sf	14.00	8,680		
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**5,000**	sf	3.50	17,500		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**1,985**	cy	12.00	23,820		
	Remove off-site	**3,375**	tn	65.00	219,375		
	Backfill with imported material	**1,568**	cy	60.00	94,080		
	Spread footings						
	Excavation	**1,250**	cy	12.00	15,000		
	Remove off-site	**2,125**	tn	65.00	138,125		
	Backfill with imported material	**718**	cy	60.00	43,080		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**405**	cy	55.00	22,275		
	Perimeter drain	**965**	lf	32.00	30,880		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					2,677,534	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*52,360*	*sf*				
	VB at slab on grade	**52,360**	sf	1.25	65,450		
	WWF reinforcement	**60,214**	sf	1.80	108,385		
	Concrete - 5" thick	**855**	cy	175.00	149,625		
	Barrier One Admixture	**855**	cy	100.00	85,500		
	Placing concrete	**855**	cy	90.00	76,950		
	Finishing and curing concrete	**52,360**	sf	3.50	183,260		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	Underslab drainage system	**52,360**	sf		NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**52,360**	sf	3.50	183,260		
312000	*EARTHWORK*						
	Building						
	Cut - 846,240 CF	**31,342**	cy	10.00	313,420		
	Fill - import structural - 30% of cut	**9,403**	cy	65.00	611,195		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**31,342**	cy	2.50	78,355		
	RCS-1	**53,281**	tn	65.00	3,463,265		
	Gravel base, 12"	**1,939**	cy	60.00	116,340		
	Compact existing sub-grade	**52,360**	sf	1.00	52,360		
	Under slab E&B for plumbing	**52,360**	sf	1.50	78,540		
	Underlsab drainage	**52,360**	sf	3.00	157,080		
	SUBTOTAL					5,732,985	
	TOTAL - FOUNDATIONS						**$8,410,519**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		16.6	*lbs/sf*				
		1,543	*tns*				
		$6,576	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**153,686**	sf	1.80	276,635		
	Concrete Fill to metal deck; 3.25" light weight	**2,702**	cy	210.00	567,420		
	Place and finish concrete	**133,640**	sf	5.00	668,200		
	Rebar to decks	**40,092**	lbs	2.00	80,184		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**601**	tns	5,500.00	3,305,500		
	Columns; 2 psf	**134**	tns	5,500.00	737,000		
	Bracing; 2.5 psf	**167**	tns	5,500.00	918,500		
	Miscellaneous; 2 psf	**134**	tns	5,500.00	737,000		
	Shear studs	**33,410**	ea	3.50	116,935		
	3" metal floor deck	**133,640**	sf	7.00	935,480		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**133,640**	sf	3.00	400,920		
	SUBTOTAL					8,743,774	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**31,326**	sf	1.80	56,387		
	Concrete Fill to metal deck; 3.25" light weight	**551**	cy	210.00	115,710		
	Place and finish concrete	**27,240**	sf	5.00	136,200		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**254**	tns	5,500.00	1,397,000		
	Premium for cafeteria; 5 psf	**15**	tns	5,500.00	82,500		
	Premium for gym; 6 psf	**18**	tns	5,500.00	99,000		
	Columns; 2 psf	**56**	tns	5,500.00	308,000		
	Bracing; 2.5 psf	**70**	tns	5,500.00	385,000		
	Miscellaneous; 2 psf	**56**	tns	5,500.00	308,000		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**14,090**	ea	3.50	49,315		
	3" metal floor deck at typical roof	**56,360**	sf	6.00	338,160		
	Premium for acoustic deck at gym	**5,996**	sf	7.00	41,972		
	Premium for acoustic deck at cafeteria	**6,177**	sf	7.00	43,239		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**50,364**	sf	4.00	201,456		
	SUBTOTAL					3,906,439	
	TOTAL - SUPERSTRUCTURE						**$12,650,213**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
	B20 EXTERIOR CLOSURE	73,360	sf				
B2010	**EXTERIOR WALLS; 75%**	*55,020*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**29,344**	sf	55.00	1,613,920		
	Precast trim	**29,344**	sf	2.00	58,688		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**29,344**	sf	2.00	58,688		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**55,020**	sf	9.50	522,690		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**6,113**	lf	6.25	38,206		
	Miscellaneous sealants to closure	**55,020**	sf	0.50	27,510		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**55,020**	sf	8.00	440,160		
	Spray insulation; 1"	**55,020**	sf	2.00	110,040		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**6,113**	lf	6.00	36,678		
074213	*WALL PANELS; 35%*						
	Metal panels	**25,676**	sf	110.00	2,824,360		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**55,020**	sf	16.00	880,320		
	Gypsum Sheathing	**55,020**	sf	4.50	247,590		
	Drywall lining to interior face of stud backup	**55,020**	sf	5.00	275,100		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					8,440,950	
B2020	**WINDOWS; 25%**	*18,340*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**6,113**	lf	14.00	85,582		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**6,113**	lf	12.00	73,356		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**18,340**	sf	190.00	3,484,600		
	Sun control allowance	**1**	ls	500,000.00	500,000		
	Security film at grade	**3,668**	sf	15.00	55,020		
	SUBTOTAL					4,198,558	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					372,000	
	TOTAL - EXTERIOR CLOSURE						**$13,011,508**
	B30 ROOFING						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**56,360**	sf	40.00	2,254,400		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)	**22,240**	sf	30.00	667,200		
	SUBTOTAL					3,161,600	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$3,255,350**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**186,000**	sf	35.00	6,510,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					8,310,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**186,000**	gsf	12.00	2,232,000		
	SUBTOTAL					2,232,000	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**186,000**	gsf	3.00	558,000		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**186,000**	gsf	4.00	744,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**186,000**	gsf	1.50	279,000		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**186,000**	gsf	1.50	279,000		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**186,000**	gsf	1.00	186,000		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**186,000**	gsf	1.25	232,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**62**	ea	350.00	21,700		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					2,943,950	
	TOTAL - INTERIOR CONSTRUCTION						**$13,485,950**
C20	***STAIRCASES***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**14**	flt	45,000.00	630,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					880,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**14**	flt	11,000.00	154,000		
	SUBTOTAL					154,000	
	TOTAL - STAIRCASES						**$1,034,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**186,000**	gsf	9.00	1,674,000		
	SUBTOTAL					1,674,000	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**110,708**	sf	8.00	885,664		
	Terrazzo - L1 & L2 corridors, cafeteria	**18,450**	sf	50.00	922,500		
	Poured resinous flooring - bathrooms, kitchen, custodial	**14,495**	sf	24.00	347,880		
	Sealed concrete	**2,000**	sf	3.00	6,000		
	Carpet	**6,000**	sf	6.70	40,200		
	Rubber flooring - Upper level corridors, OT/PT	**17,475**	sf	12.00	209,700		
	Wood athletic flooring in gymnasium	**5,996**	sf	30.00	179,880		
	Platform flooring	**1,576**	sf	28.00	44,128		
	SUBTOTAL					2,635,952	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**186,000**	sf	14.00	2,604,000		
	SUBTOTAL					2,604,000	
	TOTAL - INTERIOR FINISHES						**$6,913,952**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Five stop elevator	**2**	ea	450,000.00	900,000		
	SUBTOTAL					900,000	
	TOTAL - CONVEYING SYSTEMS						**$900,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**186,000**	gsf	28.00	5,208,000		
	SUBTOTAL					5,208,000	
	TOTAL - PLUMBING						**$5,208,000**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
	Allowance for all electric 4 pipe 410 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**186,000**	gsf	90.00	16,740,000		
	SUBTOTAL					16,740,000	
	TOTAL - HVAC						**$16,740,000**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Allowance for fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**186,000**	gsf	8.00	1,488,000		
	SUBTOTAL					1,698,000	
	TOTAL - FIRE PROTECTION						**$1,698,000**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**186,000**	gsf	7.00	1,302,000		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**186,000**	gsf	5.50	1,023,000		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**186,000**	gsf	4.00	744,000		
	Gymnasium equipment feeds and connections	**1**	ls	30,000.00	30,000		
	Kitchen equipment feeds and connections	**1**	ls	45,000.00	45,000		
	SUBTOTAL					3,814,000	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**186,000**	gsf	15.00	2,790,000		
	Lighting controls						
	Networked lighting control system	**186,000**	gsf	2.25	418,500		
	Branch devices						
	Receptacles/device boxes + wiring	**186,000**	gsf	4.50	837,000		
	SUBTOTAL					4,045,500	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
	Telcom devices, cabling and rough-in	**186,000**	gsf	4.00	744,000		
	Digital Signage System						
	Digital Signage System	**186,000**	gsf	0.50	93,000		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**186,000**	gsf	3.50	651,000		
	Mass Notification	**186,000**	gsf	1.00	186,000		
	Distribution Antennae System						
	BDA/DAS system, allow	**186,000**	gsf	1.00	186,000		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**186,000**	gsf	2.00	372,000		
	Classroom Audio (Speech amplification)						
	Speech amplification	**186,000**	gsf	1.25	232,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**186,000**	gsf	1.00	186,000		
	Gymnasium sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria Projector	**1**	ls	35,000.00	35,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	150,000.00	150,000		
	Video Management - CCTV System						
	Head end + cameras	**186,000**	gsf	3.00	558,000		
	Access Control- Intrusion Alarm						
	Head end + devices	**186,000**	gsf	2.50	465,000		
	SUBTOTAL					4,013,500	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**186,000**	sf	0.75	139,500		
	Temp power and lights; Coordination; BIM	**186,000**	sf	7.70	1,432,200		
	Permits and fees				Assumed Waived		
	SUBTOTAL					1,571,700	
	TOTAL - ELECTRICAL						**$13,444,700**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; gym, stage	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B							
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,153,620	
	TOTAL - EQUIPMENT						**$2,153,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**18,340**	sf	12.00	220,080		
123000	*CASEWORK*						
	Classroom Casework	**186,000**	gsf	14.00	2,604,000		
	SUBTOTAL					2,824,080	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$2,824,080**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$101,729,892**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	w_GRs		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,763*	*cy*				
	Cut	**1,763**	cy	10.00	17,630		
	Site fill to design subgrade	*1,763*	*cy*				
	Fill - imported common fill; swell 25%	**2,204**	cy	48.00	105,792		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,763**	cy	2.50	4,408		
	RCS-1	**2,997**	tn	65.00	194,805		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**47,600**	sf	0.25	11,900		
	Fine grading throughout the site	**47,600**	sf	0.35	16,660		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					865,595	
	TOTAL - SITE PREPARATION						**$2,121,339**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*2,500*	*sf*				
	Porous asphalt paving; 4" thick	**62**	tns	400.00	24,800		
	Choker course; 4" thick	**23**	cy	90.00	2,070		
	gravel base; 12" thick	**93**	cy	75.00	6,975		
	3/8" pea gravel; 3" thick	**23**	cy	90.00	2,070		
	3/4" crushed stone; 12" thick	**93**	cy	75.00	6,975		
	SUBTOTAL					42,890	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*4,900*	*sf*				
	gravel base; 8" thick	**122**	cy	75.00	9,150		
	Broom finish concrete paving; 5" thick	**4,900**	sf	14.00	68,600		
	Concrete pads - dumpster and compactor enclosure	*1,500*	*sf*				
	gravel base; 12" thick	**56**	cy	75.00	4,200		
	Broom finish concrete paving; 8" thick	**1,500**	sf	17.00	25,500		
	Permeable concrete pavers	*16,400*	*sf*				
	Concrete unit pavers	**16,400**	sf	32.00	524,800		
	Washed stone; 1' thick	**607**	cy	125.00	75,875		
	Sand; 4" thick	**207**	cy	75.00	15,525		
	Stone base; 4" thick	**207**	cy	75.00	15,525		
	Bedding stone; 2" thick	**101**	cy	75.00	7,575		
	Structural; 36" thick	**1,822**	cy	75.00	136,650		
	Edging	**1,800**	lf	18.00	32,400		
320000	*STAIRS AND RAMPS*						
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stairs - repair	**90**	lf	150.00	13,500		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair handrails - repairs	**60**	lf	350.00	21,000		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					983,050	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Circular benches at tree planters	**3**	ea	15,000.00	45,000		
	Group seating - circular backless bench	**1**	ea	25,000.00	25,000		
	Bike racks	**20**	ea	900.00	18,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**3**	ea	5,000.00	15,000		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**13**	ea	3,500.00	45,500		
	Table and chairs	**6**	ea	4,500.00	27,000		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	2,200	*sf*				
	gravel base; 8" thick	**55**	cy	75.00	4,125		
	Pour-in-place safety surface	**2,200**	sf	36.00	79,200		
	Edging	**250**	lf	45.00	11,250		
	Allowance for play equipment	**1**	ls	88,000.00	88,000		
320000	*SYNTHETIC TURF*	*7,200*	*sf*				

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 2B - SITEWORK							
137		Synthetic turf field - multi-purpose	**7,200**	sf	11.75	84,600		
138		Painted field lines	**1**	loc	5,000.00	5,000		
139		Field top stone; 2" thick	**43**	cy	150.00	6,450		
140		Field base stone; 8" thick	**176**	cy	125.00	22,000		
141		Geotextile underlayment below base stone	**800**	sy	3.00	2,400		
142		Turf anchor curbing	**350**	lf	80.00	28,000		
143	*320000*	*FENCING*						
144		Repair fencing	**20**	lf	85.00	1,700		
145		Decorative fencing	**300**	lf	350.00	105,000		
146		Decorative gate	**1**	ea	15,000.00	15,000		
147		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
148		Vehicular gate	**1**	ea	20,000.00	20,000		
149		Ball control netting - 20' Ht.	**250**	lf	212.50	53,125		
150		SUBTOTAL					1,341,850	
151								
152	*329900*	*SITE WALLS*						
153		Allowance to repair walls	**50**	lf	200.00	10,000		
154		Cheekwalls - allowance for 2' ht.	*85*	*lf*				
155		Concrete	**85**	lf	525.00	44,625		
156		Excavation	**18**	cy	100.00	1,800		
157		Backfill - (assume using onsite soils)	**5**	cy	35.00	175		
158		Wall drain	**85**	lf	22.00	1,870		
159								
160		Retaining walls at Medford st. play area - allowance for 2' ht.	*300*	*lf*				
161		Concrete	**300**	lf	527.00	158,100		
162		Excavation	**63**	cy	100.00	6,300		
163		Backfill - (assume using onsite soils)	**19**	cy	35.00	665		
164		Wall drain	**300**	lf	22.00	6,600		
165								
166		Retaining wall at service area - allow for 4' ht.	*20*	*lf*				
167		Concrete	**20**	lf	688.00	13,760		
168		Excavation	**11**	cy	100.00	1,100		
169		Backfill - (assume using onsite soils)	**9**	cy	35.00	315		
170		Wall drain	**20**	lf	22.00	440		
171								
172		Low Retaining Wall - 4' ht.	*120*	*lf*				
173		Concrete	**120**	lf	691.00	82,920		
174		Excavation	**67**	cy	100.00	6,700		
175		Backfill - (assume using onsite soils)	**53**	cy	35.00	1,855		
176		Wall drain	**120**	lf	22.00	2,640		
177								
178		High Retaining Wall - 8' ht.	*310*	*lf*				
179		Concrete	**310**	lf	1,346.00	417,260		
180		Excavation	**172**	cy	100.00	17,200		
181		Backfill - (assume using onsite soils)	**138**	cy	35.00	4,830		
182		Wall drain	**310**	lf	22.00	6,820		
183		SUBTOTAL					785,975	
184								
185	*320000*	*GREEN ROOF*						
186		Rooftop						
187		Benches	**24**	ea	3,500.00	84,000		
188		Tables and chairs	**14**	ea	4,500.00	63,000		
189		Shade structure	**1**	ea	150,000.00	150,000		
190		Planter walls	**400**	ea	350.00	140,000		
191		Group seating - circular backless bench	**3**	ea	50,000.00	150,000		
192		Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	25,000.00	50,000		
193		Decorative fencing at perimeter, assume 10'	**1,050**	lf	1,500.00	1,575,000		
194		Circular benches at tree planters	**7**	ea	5,000.00	35,000		
195		Concrete pedestal pavers	*13,912*	*sf*				
196		Concrete pavers on pedestals	**13,912**	sf	75.00	1,043,400		
197		Pavers Edging	**190**	lf	100.00	19,000		
198		Sports court tiles	*2,100*	*sf*				
199		Sports court tiles on pedestals	**2,100**	sf	45.00	94,500		
200		Basketball hoops	**1**	ea	15,000.00	15,000		
201		20' ht. protective fencing	**50**	lf	2,500.00	125,000		
202		Poured-in-place safety surfacing	*3,865*	*sf*				
203		gravel base; 8" thick	**94**	cy	125.00	11,750		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 2B - SITEWORK							
204		Play surfacing	**3,865**	sf	60.00	231,900		
205		PIP edging	**300**	lf	100.00	30,000		
206		Play equipment allowance	**1**	ls	350,000.00	350,000		
207		Access to roof						
208		Crane access	**1**	ls	25,000.00	25,000		
209		Landscaping						
210		Soil and mulch at planting areas; 12" thick - 1,950 sf	**165**	cy	250.00	41,250		
211		Ornamental tree	**16**	ea	2,000.00	32,000		
212		Pre-vegetated planting mats in plant areas	**4,463**	sf	65.00	290,095		
213		Raised planters	**3**	ea	7,500.00	22,500		
214		SUBTOTAL					4,578,395	
215								
216		***Landscaping***						
217	*329900*	*TOPSOIL*						
218		Topsoil - imported 6" thick	**130**	cy	90.00	11,700		
219		Soil and mulch at planting areas; 18" thick - 7,400 sf	**411**	cy	120.00	49,320		
220	*329900*	*LAWN AND SEED*	*4,500*	*sf*				
221		Topsoil 6" thick - required	**104**	cy		incl. above		
222		Scarify subgrade	**4,500**	sf	0.25	1,125		
223		Power rake and hydroseed disturbed areas	**4,500**	sf	0.35	1,575		
224	*329900*	*TREES*						
225		Shade tree	**27**	ea	2,500.00	67,500		
226		Evergreen trees	**7**	ea	1,300.00	9,100		
227		Ornamental tree	**13**	ea	2,000.00	26,000		
228	*329900*	*SHRUBS*						
229		Shrubs - allowance for 36" oc for 50% of planting area (3,700sf)	**475**	ea	75.00	35,625		
230	*329900*	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
231		Groundcovers - allowance for 18" oc for 50% of planting area (3,700sf)	**1,899**	ea	38.00	72,162		
232	*329900*	*MAINTENANCE*						
233		1-yr plant maintenance	**1**	ls	31,558.05	31,558		
234	*328400*	*IRRIGATION*						
235		Irrigation area - lawns	**4,500**	sf	2.75	12,375		
236		Irrigation area - planting beds	**7,400**	sf	5.00	37,000		
237		SUBTOTAL					355,040	
238								
239		***TOTAL - SITE IMPROVEMENTS***						**$8,087,200**
240								
241	**G30**	**CIVIL MECHANICAL UTILITIES**						
242	*210000*	*FIRE PROTECTION*						
243		6" CLDI - fire protection	**100**	lf	49.64	4,964		
244		Fire department connection	**1**	ea	2,500.00	2,500		
245		Gate valve	**1**	ls	10,000.00	10,000		
246		Fire hydrant	**4**	ea	6,500.00	26,000		
247		Thrust blocks	**1**	ls	5,000.00	5,000		
248	*331000*	*WATER UTILITIES*						
249		6" CLDI - domestic	**100**	lf	67.50	6,750		
250	*331000*	*CONNECTIONS*						
251		Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
252	*312000*	*EXCAVATION & BACKFILL*	*200*	*lf*				
253		DI gravity piping excavation	**178**	cy	56.75	10,102		
254		Trench bedding	**40**	cy	38.50	1,540		
255		Pressure test & chlorinate	**200**	lf	5.00	1,000		
256		SUBTOTAL					97,856	
257								
258	*333000*	*SANITARY SEWER*						
259		8" PVC	**90**	lf	45.00	4,050		
260	*333000*	*CONNECTIONS*						
261		Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
262	*312000*	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
263		PVC gravity piping excavation	**80**	cy	56.75	4,540		
264		Trench bedding	**27**	cy	38.50	1,040		
265		Pressure testing	**90**	lf	4.00	360		
266		Video Inspection	**1**	ls	5,000.00	5,000		
267		SUBTOTAL					59,990	
268								
269	*334000*	*STORM DRAINAGE*						
270		Storm drainage allowance	**35,700**	ea	14.00	499,800		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 2B - SITEWORK							
	DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
334000	*CONNECTIONS*						
	Connect to existing brick main	**1**	ea	10,000.00	10,000		
334000	*SUBSURFACE DRAINAGE SYSTEMS*						
	Underground recharger - based on narrative	*2,100*	*sf*				
	MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
	MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
	Excavate and reuse on-site	**700**	cy	25.00	17,500		
	Load excess soils for disposal	**700**	cy	2.50	1,750		
	RCS-1	**1,190**	tn	65.00	77,350		
	Install stone base; 12" thick	**495**	tn	90.00	44,550		
	Fine grade base	**2,100**	sf	0.25	525		
	Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		
	Geotextile fabrics	**5,250**	sf	0.75	3,938		
	SUBTOTAL					705,188	
	NATURAL GAS						
312000	*EXCAVATION & BACKFILL*	*30*	*lf*				
	Gas piping excavation	**13**	cy	56.75	738		
	Trench bedding	**6**	cy	38.50	231		
	SUBTOTAL					969	
	TOTAL - SITE MECHCANICAL UTILITIES						**$864,003**
G40	**ELECTRICAL UTILITIES**						
	Site Civil for Electrical						
	Concrete:						
	Primary duct bank (allow)	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	40.00	2,800		
	Generator duct bank	**100**	lf	20.00	2,000		
	Communications duct bank	**270**	lf	20.00	5,400		
	Transformer pad	**1**	ea	2,000.00	2,000		
	Generator pad	**1**	ea	2,000.00	2,000		
	Excavation & Backfill:						
	Primary duct bank	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	28.00	1,960		
	Generator duct bank	**100**	lf	22.00	2,200		
	Communications duct bank	**270**	lf	22.00	5,940		
	Power						
	Utility company back charges (allow)	**1**	ls		By Owner		
	New manhole	**1**	ea	9,000.00	9,000		
	Utility company pad mounted transformer				Utility co.		
	Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
	4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
	Generator duct bank, allow	**100**	lf	1,025.00	102,500		
	Communications , allow						
	Utility company back charges (allow)	**1**	ls		By Owner		
	Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
	New manhole	**1**	ea	8,500.00	8,500		
	Site Lighting						
	Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
	Site Security , allow						
	Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
	EV Charging Stations						
	EV ready	**1**	ls	20,000.00	20,000		
	SUBTOTAL					433,800	
	TOTAL - SITE ELECTRICAL UTILITIES						**$433,800**
	TOTAL - SITE DEVELOPMENT						**$11,506,342**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

NEW OPTION 4

		TOTAL GROSS FLOOR AREA (GFA)					**186,000**
	A1010	**STANDARD FOUNDATIONS**					
033000	*CONCRETE*						
	Strip Footings		*331*	*CY*	$337 /cy		
	Foundation Walls		*176*	*CY*	$1,571 /cy		
	Retaining Walls		*374*	*CY*	$739 /cy		
	Spread Footings		*474*	*CY*	$703 /cy		
	Grade beams		*94*	*CY*	$1,379 /cy		
	Piers		*15*	*CY*	$2,092 /cy		
		Total Foundation Concrete	*1,464*	*CY*			
	Strip footing; 2'-6" x 1'-3"						
	Formwork		**2,413**	sf	20.00	48,260	
	Rebar; 115 pcy		**13,455**	lbs.	2.00	26,910	
	Concrete material		**117**	cy	190.00	22,230	
	Placing concrete		**117**	cy	120.00	14,040	
	Foundation wall; 14" thick						
	Formwork		**7,720**	sf	22.00	169,840	
	Rebar; 115 pcy		**20,240**	lbs.	2.00	40,480	
	Concrete material		**176**	cy	190.00	33,440	
	Placing concrete		**176**	cy	120.00	21,120	
	Form shelf		**965**	lf	12.00	11,580	
	Retaining wall footing; 5' x 2'						
	Formwork		**2,200**	sf	20.00	44,000	
	Re-bar; 130 pcy		**27,820**	lbs.	2.00	55,640	
	Concrete material		**214**	cy	190.00	40,660	
	Placing concrete		**214**	cy	120.00	25,680	
	Retaining wall; 15"						
	Formwork		**15,400**	sf	25.00	385,000	
	Re-bar; 130 pcy		**48,620**	lbs.	2.00	97,240	
	Concrete material		**374**	cy	190.00	71,060	
	Placing concrete		**374**	cy	120.00	44,880	
	Form shelf		**550**	lf			
	Spread Footings; 8'x8'x24"						
	Formwork		**2,048**	sf	20.00	40,960	
	Re-bar; 65 pcy		**10,335**	lbs.	2.00	20,670	
	Concrete material		**159**	cy	190.00	30,210	
	Placing concrete		**159**	cy	120.00	19,080	
	Set anchor bolts grout plates		**32**	ea	165.00	5,280	
	Spread Footings; 9'x9'x30"						
	Formwork		**3,600**	sf	20.00	72,000	
	Re-bar; 65 pcy		**20,475**	lbs.	2.00	40,950	
	Concrete material		**315**	cy	190.00	59,850	
	Placing concrete		**315**	cy	120.00	37,800	
	Set anchor bolts grout plates		**40**	ea	165.00	6,600	
	Grade beams; 2' x 2'-6"						
	Formwork		**1,924**	sf	20.00	38,480	
	Re-bar; 330 pcy		**31,020**	lbs.	2.00	62,040	
	Concrete material		**94**	cy	190.00	17,860	
	Placing concrete		**94**	cy	120.00	11,280	
	Piers/Pilasters; 2' x 2'						
	Formwork		**806**	sf	22.00	17,732	
	Re-bar; 300 pcy		**4,500**	lbs	2.00	9,000	
	Concrete material, 4000psi		**15**	cy	190.00	2,850	
	Placing concrete		**15**	cy	120.00	1,800	
	Elevator pit		**2**	loc	50,000.00	100,000	
	SOE allowance		**7,700**	sf	120.00	924,000	
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
	Dampproofing at foundation walls	**3,860**	sf	6.00	23,160		
	Waterproofing at retaining walls	**1,100**	sf	14.00	15,400		
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**4,960**	sf	3.50	17,360		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**1,874**	cy	12.00	22,488		
	Remove off-site	**3,186**	tn	65.00	207,090		
	Backfill with imported material	**1,487**	cy	60.00	89,220		
	Spread footings						
	Excavation	**1,130**	cy	12.00	13,560		
	Remove off-site	**1,921**	tn	65.00	124,865		
	Backfill with imported material	**641**	cy	60.00	38,460		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**423**	cy	55.00	23,265		
	Perimeter drain	**475**	lf	32.00	15,200		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					3,291,370	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*57,700*	*sf*				
	VB at slab on grade	**57,700**	sf	1.25	72,125		
	WWF reinforcement	**66,355**	sf	1.80	119,439		
	Concrete - 5" thick	**942**	cy	175.00	164,850		
	Barrier One Admixture	**942**	cy	100.00	94,200		
	Placing concrete	**942**	cy	90.00	84,780		
	Finishing and curing concrete	**57,700**	sf	3.50	201,950		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**57,700**	sf	3.50	201,950		
312000	*EARTHWORK*						
	Building						
	Cut - 557,335 CF	**20,642**	cy	10.00	206,420		
	Fill - import structural - 30% of cut	**6,193**	cy	65.00	402,545		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**20,642**	cy	2.50	51,605		
	RCS-1	**35,091**	tn	65.00	2,280,915		
	Gravel base, 12"	**2,137**	cy	60.00	128,220		
	Compact existing sub-grade	**57,700**	sf	1.00	57,700		
	Under slab E&B for plumbing	**57,700**	sf	1.50	86,550		
	Underlsab drainage	**57,700**	sf	3.00	173,100		
	SUBTOTAL					4,336,349	
	TOTAL - FOUNDATIONS						**$7,627,719**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		16.6	*lbs/sf*				
		1,545	*tns*				
		$6,574	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**147,545**	sf	1.80	265,581		
	Concrete Fill to metal deck; 3.25" light weight	**2,595**	cy	210.00	544,950		
	Place and finish concrete	**128,300**	sf	5.00	641,500		
	Rebar to decks	**38,490**	lbs	2.00	76,980		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**577**	tns	5,500.00	3,173,500		
	Columns; 2 psf	**128**	tns	5,500.00	704,000		
	Bracing; 2.5 psf	**160**	tns	5,500.00	880,000		
	Miscellaneous; 2 psf	**128**	tns	5,500.00	704,000		
	Shear studs	**32,075**	ea	3.50	112,263		
	3" metal floor deck	**128,300**	sf	7.00	898,100		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**128,300**	sf	3.00	384,900		
	SUBTOTAL					8,385,774	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**28,078**	sf	1.80	50,540		
	Concrete Fill to metal deck; 3.25" light weight	**494**	cy	210.00	103,740		
	Place and finish concrete	**24,416**	sf	5.00	122,080		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**278**	tns	5,500.00	1,529,000		
	Premium for cafeteria; 5 psf	**16**	tns	5,500.00	88,000		
	Premium for gym; 6 psf	**19**	tns	5,500.00	104,500		
	Columns; 2 psf	**62**	tns	5,500.00	341,000		
	Bracing; 2.5 psf	**77**	tns	5,500.00	423,500		
	Miscellaneous; 2 psf	**62**	tns	5,500.00	341,000		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**15,425**	ea	3.50	53,988		
	3" metal floor deck at typical roof	**61,700**	sf	6.00	370,200		
	Premium for acoustic deck at gym	**6,334**	sf	7.00	44,338		
	Premium for acoustic deck at cafeteria	**6,501**	sf	7.00	45,507		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**55,366**	sf	4.00	221,464		
	SUBTOTAL					4,183,357	
	TOTAL - SUPERSTRUCTURE						**$12,569,131**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
B20	***EXTERIOR CLOSURE***	79,100	sf				
B2010	**EXTERIOR WALLS; 75%**	*59,325*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**31,640**	sf	55.00	1,740,200		
	Precast trim	**31,640**	sf	2.00	63,280		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**31,640**	sf	2.00	63,280		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**59,325**	sf	9.50	563,588		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**6,592**	lf	6.25	41,200		
	Miscellaneous sealants to closure	**59,325**	sf	0.50	29,663		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**59,325**	sf	8.00	474,600		
	Spray insulation; 1"	**59,325**	sf	2.00	118,650		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**6,592**	lf	6.00	39,552		
074213	*WALL PANELS; 35%*						
	Metal panels	**27,685**	sf	110.00	3,045,350		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**59,325**	sf	16.00	949,200		
	Gypsum Sheathing	**59,325**	sf	4.50	266,963		
	Drywall lining to interior face of stud backup	**59,325**	sf	5.00	296,625		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					8,999,151	
B2020	**WINDOWS; 25%**	*19,775*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**6,592**	lf	14.00	92,288		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**6,592**	lf	12.00	79,104		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**19,775**	sf	190.00	3,757,250		
	Sun control allowance	**1**	ls	500,000.00	500,000		
	Security film at grade	**3,955**	sf	15.00	59,325		
	SUBTOTAL					4,487,967	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					372,000	
	TOTAL - EXTERIOR CLOSURE						**$13,859,118**
B30	***ROOFING***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**61,700**	sf	40.00	2,468,000		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)	**19,416**	sf	30.00	582,480		
	SUBTOTAL					3,290,480	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$3,384,230**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**186,000**	sf	35.00	6,510,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					8,310,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**186,000**	gsf	12.00	2,232,000		
	SUBTOTAL					2,232,000	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**186,000**	gsf	3.00	558,000		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**186,000**	gsf	4.00	744,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**186,000**	gsf	1.50	279,000		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**186,000**	gsf	1.50	279,000		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**186,000**	gsf	1.00	186,000		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**186,000**	gsf	1.25	232,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**62**	ea	350.00	21,700		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					2,943,950	
	TOTAL - INTERIOR CONSTRUCTION						**$13,485,950**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
	New stairs; complete	**14**	flt	45,000.00	630,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					880,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**14**	flt	11,000.00	154,000		
	SUBTOTAL					154,000	
	TOTAL - STAIRCASES						**$1,034,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**186,000**	gsf	9.00	1,674,000		
	SUBTOTAL					1,674,000	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**89,235**	sf	8.00	713,880		
	Terrazzo - L1 & L2 corridors, cafeteria	**20,280**	sf	50.00	1,014,000		
	Poured resinous flooring - bathrooms, kitchen, custodial	**16,025**	sf	24.00	384,600		
	Sealed concrete	**2,000**	sf	3.00	6,000		
	Carpet	**6,000**	sf	6.70	40,200		
	Rubber flooring - Upper level corridors, OT/PT	**35,000**	sf	12.00	420,000		
	Wood athletic flooring in gymnasium	**6,335**	sf	30.00	190,050		
	Platform flooring	**1,825**	sf	28.00	51,100		
	SUBTOTAL					2,819,830	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**186,000**	sf	14.00	2,604,000		
	SUBTOTAL					2,604,000	
	TOTAL - INTERIOR FINISHES						**$7,097,830**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Six stop elevator	**2**	ea	540,000.00	1,080,000		
	SUBTOTAL					1,080,000	
	TOTAL - CONVEYING SYSTEMS						**$1,080,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**186,000**	gsf	28.00	5,208,000		
	SUBTOTAL					5,208,000	
	TOTAL - PLUMBING						**$5,208,000**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 410 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**186,000**	gsf	90.00	16,740,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
	SUBTOTAL					16,740,000	
	TOTAL - HVAC						**$16,740,000**
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Allowance for fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**186,000**	gsf	8.00	1,488,000		
	SUBTOTAL					1,698,000	
	TOTAL - FIRE PROTECTION						**$1,698,000**
	D50 ELECTRICAL						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**186,000**	gsf	7.00	1,302,000		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**186,000**	gsf	5.50	1,023,000		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**186,000**	gsf	4.00	744,000		
	Gymnasium equipment feeds and connections	**1**	ls	30,000.00	30,000		
	Kitchen equipment feeds and connections	**1**	ls	45,000.00	45,000		
	SUBTOTAL					3,814,000	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**186,000**	gsf	15.00	2,790,000		
	Lighting controls						
	Networked lighting control system	**186,000**	gsf	2.25	418,500		
	Branch devices						
	Receptacles/device boxes + wiring	**186,000**	gsf	4.50	837,000		
	SUBTOTAL					4,045,500	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**186,000**	gsf	4.00	744,000		
	Digital Signage System						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4							
	Digital Signage System	**186,000**	gsf	0.50	93,000		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**186,000**	gsf	3.50	651,000		
	Mass Notification	**186,000**	gsf	1.00	186,000		
	Distribution Antennae System						
	BDA/DAS system, allow	**186,000**	gsf	1.00	186,000		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**186,000**	gsf	2.00	372,000		
	Classroom Audio (Speech amplification)						
	Speech amplification	**186,000**	gsf	1.25	232,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**186,000**	gsf	1.00	186,000		
	Gymnasium sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria Projector	**1**	ls	35,000.00	35,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	150,000.00	150,000		
	Video Management - CCTV System						
	Head end + cameras	**186,000**	gsf	3.00	558,000		
	Access Control- Intrusion Alarm						
	Head end + devices	**186,000**	gsf	2.50	465,000		
	SUBTOTAL					4,013,500	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**186,000**	sf	0.75	139,500		
	Temp power and lights; Coordination; BIM	**186,000**	sf	7.70	1,432,200		
	Permits and fees				Assumed Waived		
	SUBTOTAL					1,571,700	
	TOTAL - ELECTRICAL						**$13,444,700**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; gym, stage	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4							
502		Wall Pads	**1,920**	sf	18.00	34,560		
503		Gym divider	**1**	ls	38,000.00	38,000		
504		Gym backboards; retractable	**6**	loc	12,000.00	72,000		
505		Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
506		SUBTOTAL					2,153,620	
507								
508		***TOTAL - EQUIPMENT***						**$2,153,620**
509								
510								
511	***E20***	***FURNISHINGS***						
512								
513	**E2010**	**FIXED FURNISHINGS**						
514								
515	*122100*	*WINDOW TREATMENT*						
516		Shades complete; rolling mesh	**19,775**	sf	12.00	237,300		
517								
518	*123000*	*CASEWORK*						
519		Classroom Casework	**186,000**	gsf	14.00	2,604,000		
520		SUBTOTAL					2,841,300	
521								
522	**E2020**	**MOVABLE FURNISHINGS**						
523		All movable furnishings to be provided and installed by owner						
524		SUBTOTAL					NIC	
525								
526		***TOTAL - FURNISHINGS***						**$2,841,300**
527								
528								
529	***F10***	***SPECIAL CONSTRUCTION***						
530								
531	**F10**	**SPECIAL CONSTRUCTION**						
532		SUBTOTAL					-	
533								
534		***TOTAL - SPECIAL CONSTRUCTION***						
535								
536								
537	***F20***	***SELECTIVE BUILDING DEMOLITION***						
538								
539	**F2010**	**BUILDING ELEMENTS DEMOLITION**						
540		SUBTOTAL					-	
541								
542	**F2020**	**HAZARDOUS COMPONENTS ABATEMENT**						
543		See main summary for HazMat allowance				See Summary		
544		SUBTOTAL						
545								
546		***TOTAL - SELECTIVE BUILDING DEMOLITION***						
547								
548								
549		**TRADE SUBTOTAL**						**$102,223,598**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4 - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	w_GRs		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,593*	*cy*				
	Cut	**1,593**	cy	10.00	15,930		
	Site fill to design subgrade	*1,593*	*cy*				
	Fill - imported common fill; swell 25%	**1,991**	cy	48.00	95,568		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,593**	cy	2.50	3,983		
	RCS-1	**2,708**	tn	65.00	176,020		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4 - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**43,000**	sf	0.25	10,750		
	Fine grading throughout the site	**43,000**	sf	0.35	15,050		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					831,701	
	TOTAL - SITE PREPARATION						**$2,087,445**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*1,700*	*sf*				
	Porous asphalt paving; 4" thick	**42**	tns	400.00	16,800		
	Choker course; 4" thick	**16**	cy	90.00	1,440		
	gravel base; 12" thick	**63**	cy	75.00	4,725		
	3/8" pea gravel; 3" thick	**16**	cy	90.00	1,440		
	3/4" crushed stone; 12" thick	**63**	cy	75.00	4,725		
	SUBTOTAL					29,130	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*6,500*	*sf*				
	gravel base; 8" thick	**161**	cy	75.00	12,075		
	Broom finish concrete paving; 5" thick	**6,500**	sf	14.00	91,000		
	Concrete pads - dumpster and compactor enclosure	*1,500*	*sf*				
	gravel base; 12" thick	**56**	cy	75.00	4,200		
	Broom finish concrete paving; 8" thick	**1,500**	sf	17.00	25,500		
	Permeable concrete pavers	*12,600*	*sf*				
	Concrete unit pavers	**12,600**	sf	32.00	403,200		
	Washed stone; 1' thick	**467**	cy	125.00	58,375		
	Sand; 4" thick	**159**	cy	75.00	11,925		
	Stone base; 4" thick	**159**	cy	75.00	11,925		
	Bedding stone; 2" thick	**78**	cy	75.00	5,850		
	Structural; 36" thick	**1,400**	cy	75.00	105,000		
	Edging	**1,500**	lf	18.00	27,000		
320000	*STAIRS AND RAMPS*						
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					788,800	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Circular benches at tree planters	**2**	ea	15,000.00	30,000		
	Group seating - circular backless bench	**1**	ea	25,000.00	25,000		
	Bike racks	**30**	ea	900.00	27,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**3**	ea	5,000.00	15,000		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**26**	ea	3,500.00	91,000		
	Table and chairs	**4**	ea	4,500.00	18,000		
	Picnic tables	**4**	ea	4,000.00	16,000		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	2,300	*sf*				
	gravel base; 8" thick	**57**	cy	75.00	4,275		
	Pour-in-place safety surface	**2,300**	sf	36.00	82,800		
	Edging	**300**	lf	45.00	13,500		
	Allowance for play equipment	**1**	ls	92,000.00	92,000		
320000	*SYNTHETIC TURF*	*8,700*	*sf*				
	Synthetic turf field - multi-purpose	**8,700**	sf	11.75	102,225		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4 - SITEWORK							
137		Painted field lines	**1**	loc	5,000.00	5,000		
138		Field top stone; 2" thick	**52**	cy	150.00	7,800		
139		Field base stone; 8" thick	**213**	cy	125.00	26,625		
140		Geotextile underlayment below base stone	**967**	sy	3.00	2,901		
141		Turf anchor curbing	**370**	lf	80.00	29,600		
142	*320000*	*FENCING*						
143		Decorative fencing	**165**	lf	350.00	57,750		
144		Decorative gate	**1**	ea	15,000.00	15,000		
145		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
146		Vehicular gate	**1**	ea	20,000.00	20,000		
147		Ball control netting - 20' Ht.	**300**	lf	212.50	63,750		
148		SUBTOTAL					1,385,726	
149								
150	*329900*	*SITE WALLS*						
151		Cheekwalls - allowance for 2' ht.	*30*	*lf*				
152		Concrete	**30**	lf	527.00	15,810		
153		Excavation	**6**	cy	100.00	600		
154		Backfill - (assume using onsite soils)	**2**	cy	35.00	70		
155		Wall drain	**30**	lf	22.00	660		
156								
157		Retaining walls at Medford st. play area - allowance for 2' ht.	*165*	*lf*				
158		Concrete	**165**	lf	527.00	86,955		
159		Excavation	**34**	cy	100.00	3,400		
160		Backfill - (assume using onsite soils)	**10**	cy	35.00	350		
161		Wall drain	**165**	lf	22.00	3,630		
162								
163		Retaining wall at flex-space - allow for 4' ht.	*20*	*lf*				
164		Concrete	**20**	lf	688.00	13,760		
165		Excavation	**11**	cy	100.00	1,100		
166		Backfill - (assume using onsite soils)	**9**	cy	35.00	315		
167		Wall drain	**20**	lf	22.00	440		
168								
169		Low Retaining Wall - 4' ht.	*170*	*lf*				
170		Concrete	**170**	lf	690.00	117,300		
171		Excavation	**94**	cy	100.00	9,400		
172		Backfill - (assume using onsite soils)	**76**	cy	35.00	2,660		
173		Wall drain	**170**	lf	22.00	3,740		
174								
175		High Retaining Wall - 8' ht.	*390*	*lf*				
176		Concrete	**390**	lf	1,347.00	525,330		
177		Excavation	**217**	cy	100.00	21,700		
178		Backfill - (assume using onsite soils)	**173**	cy	35.00	6,055		
179		Wall drain	**390**	lf	22.00	8,580		
180		SUBTOTAL					821,855	
181								
182	*320000*	*GREEN ROOF*						
183		Rooftop						
184		Benches	**6**	ea	3,500.00	21,000		
185		Tables and chairs	**10**	ea	4,500.00	45,000		
186		Shade structure	**1**	ea	150,000.00	150,000		
187		Planter walls	**200**	ea	350.00	70,000		
188		Group seating - circular backless bench	**2**	ea	50,000.00	100,000		
189		Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	25,000.00	50,000		
190		Decorative fencing at perimeter, assume 10'	**600**	lf	1,500.00	900,000		
191		Picnic tables	**3**	ea	4,000.00	12,000		
192		Concrete pedestal pavers	*10,010*	*sf*				
193		Concrete pavers on pedestals	**10,010**	sf	75.00	750,750		
194		Sports court tiles	*2,100*	*sf*				
195		Sports court tiles on pedestals	**2,100**	sf	45.00	94,500		
196		Basketball hoops	**1**	ea	15,000.00	15,000		
197		20' ht. protective fencing	**50**	lf	2,500.00	125,000		
198		Poured-in-place safety surfacing	*7,797*	*sf*				
199		gravel base; 8" thick	**191**	cy	125.00	23,875		
200		Play surfacing	**7,797**	sf	60.00	467,820		
201		PIP edging	**170**	lf	100.00	17,000		
202		Play equipment allowance	**1**	ls	550,000.00	550,000		
203		Access to roof						

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4 - SITEWORK							
204		Crane access	**1**	ls	25,000.00	25,000		
205		Landscaping						
206		Soil and mulch at planting areas; 12" thick - 1,950 sf	**60**	cy	250.00	15,000		
207		Ornamental tree	**10**	ea	2,000.00	20,000		
208		Pre-vegetated planting mats in plant areas	**1,609**	sf	40.00	64,360		
209		SUBTOTAL					3,516,305	
210								
211		***Landscaping***						
212	*329900*	*TOPSOIL*						
213		Topsoil - imported 6" thick	**64**	cy	90.00	5,760		
214		Soil and mulch at planting areas; 18" thick - 6,500 sf	**361**	cy	120.00	43,320		
215	*329900*	*LAWN AND SEED*	*2,200*	*sf*				
216		Topsoil 6" thick - required	**51**	cy		incl. above		
217		Scarify subgrade	**2,200**	sf	0.25	550		
218		Power rake and hydroseed disturbed areas	**2,200**	sf	0.35	770		
219	*329900*	*TREES*						
220		Shade tree	**23**	ea	2,500.00	57,500		
221		Evergreen trees	**14**	ea	1,300.00	18,200		
222		Ornamental tree	**2**	ea	2,000.00	4,000		
223	*329900*	*SHRUBS*						
224		Shrubs - allowance for 36" oc for 50% of planting area (3,250sf)	**417**	ea	75.00	31,275		
225	*329900*	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
226		Groundcovers - allowance for 18" oc for 50% of planting area (3,250sf)	**1,668**	ea	38.00	63,384		
227	*329900*	*MAINTENANCE*						
228		1-yr plant maintenance	**1**	ls	26,153.85	26,154		
229	*328400*	*IRRIGATION*						
230		Irrigation area - lawns	**2,200**	sf	2.75	6,050		
231		Irrigation area - planting beds	**6,500**	sf	5.00	32,500		
232		SUBTOTAL					289,463	
233								
234		***TOTAL - SITE IMPROVEMENTS***						**$6,831,279**
235								
236	**G30**	**CIVIL MECHANICAL UTILITIES**						
237	*210000*	*FIRE PROTECTION*						
238		6" CLDI - fire protection	**100**	lf	49.64	4,964		
239		Fire department connection	**1**	ea	2,500.00	2,500		
240		Gate valve	**1**	ls	10,000.00	10,000		
241		Fire hydrant	**4**	ea	6,500.00	26,000		
242		Thrust blocks	**1**	ls	5,000.00	5,000		
243	*331000*	*WATER UTILITIES*						
244		6" CLDI - domestic	**100**	lf	67.50	6,750		
245	*331000*	*CONNECTIONS*						
246		Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
247	*312000*	*EXCAVATION & BACKFILL*	*200*	*lf*				
248		DI gravity piping excavation	**178**	cy	56.75	10,102		
249		Trench bedding	**40**	cy	38.50	1,540		
250		Pressure test & chlorinate	**200**	lf	5.00	1,000		
251		SUBTOTAL					97,856	
252								
253	*333000*	*SANITARY SEWER*						
254		8" PVC	**90**	lf	45.00	4,050		
255	*333000*	*CONNECTIONS*						
256		Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
257	*312000*	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
258		PVC gravity piping excavation	**80**	cy	56.75	4,540		
259		Trench bedding	**27**	cy	38.50	1,040		
260		Pressure testing	**90**	lf	4.00	360		
261		Video Inspection	**1**	ls	5,000.00	5,000		
262		SUBTOTAL					59,990	
263								
264	*334000*	*STORM DRAINAGE*						
265		Storm drainage allowance	**34,300**	ea	14.00	480,200		
266		DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
267	*334000*	*CONNECTIONS*						
268		Connect to existing brick main	**1**	ea	10,000.00	10,000		
269	*334000*	*SUBSURFACE DRAINAGE SYSTEMS*						
270		Underground recharger - based on narrative	*2,100*	*sf*				

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4 - SITEWORK							
271		MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
272		MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
273		Excavate and reuse on-site	**700**	cy	25.00	17,500		
274		Load excess soils for disposal	**700**	cy	2.50	1,750		
275		RCS-1	**1,190**	tn	65.00	77,350		
276		Install stone base; 12" thick	**495**	tn	90.00	44,550		
277		Fine grade base	**2,100**	sf	0.25	525		
278		Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		
279		Geotextile fabrics	**5,250**	sf	0.75	3,938		
280		SUBTOTAL					685,588	
281								
282		*NATURAL GAS*						
283	*312000*	*EXCAVATION & BACKFILL*	*30*	*lf*				
284		Gas piping excavation	**13**	cy	56.75	738		
285		Trench bedding	**6**	cy	38.50	231		
286		SUBTOTAL					969	
287								
288		***TOTAL - SITE MECHCANICAL UTILITIES***						**$844,403**
289								
290	**G40**	**ELECTRICAL UTILITIES**						
291		Site Civil for Electrical						
292		Concrete:						
293		Primary duct bank (allow)	**200**	lf	30.00	6,000		
294		Secondary duct bank	**70**	lf	40.00	2,800		
295		Generator duct bank	**100**	lf	20.00	2,000		
296		Communications duct bank	**270**	lf	20.00	5,400		
297		Transformer pad	**1**	ea	2,000.00	2,000		
298		Generator pad	**1**	ea	2,000.00	2,000		
299		Excavation & Backfill:						
300		Primary duct bank	**200**	lf	30.00	6,000		
301		Secondary duct bank	**70**	lf	28.00	1,960		
302		Generator duct bank	**100**	lf	22.00	2,200		
303		Communications duct bank	**270**	lf	22.00	5,940		
304		Power						
305		Utility company back charges (allow)	**1**	ls		By Owner		
306		New manhole	**1**	ea	9,000.00	9,000		
307		Utility company pad mounted transformer				Utility co.		
308		Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
309		4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
310		Generator duct bank, allow	**100**	lf	1,025.00	102,500		
311		Communications , allow						
312		Utility company back charges (allow)	**1**	ls		By Owner		
313		Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
314		New manhole	**1**	ea	8,500.00	8,500		
315		Site Lighting						
316		Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
317		Site Security , allow						
318		Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
319		EV Charging Stations						
320		EV ready	**1**	ls	20,000.00	20,000		
321		SUBTOTAL					433,800	
322								
323		***TOTAL - SITE ELECTRICAL UTILITIES***						**$433,800**
324								
325		**TOTAL - SITE DEVELOPMENT**						**$10,196,927**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

NEW OPTION 4.1

	TOTAL GROSS FLOOR AREA (GFA)						**186,000**
	A1010 STANDARD FOUNDATIONS						
033000	*CONCRETE*						
	Strip Footings	*334*	*CY*	$214	/cy		
	Foundation Walls	*113*	*CY*	$1,572	/cy		
	Retaining Walls	*453*	*CY*	$392	/cy		
	Spread Footings	*420*	*CY*	$699	/cy		
	Grade beams	*69*	*CY*	$1,379	/cy		
	Piers	*10*	*CY*	$2,074	/cy		
	Total Foundation Concrete	*1,399*	*CY*				
	Strip footing; 2'-6" x 1'-3"						
	Formwork	**1,550**	sf	20.00		31,000	
	Rebar; 115 pcy	**8,625**	lbs.	2.00		17,250	
	Concrete material	**75**	cy	190.00		14,250	
	Placing concrete	**75**	cy	120.00		9,000	
	Foundation wall; 14" thick						
	Formwork	**4,960**	sf	22.00		109,120	
	Rebar; 115 pcy	**12,995**	lbs.	2.00		25,990	
	Concrete material	**113**	cy	190.00		21,470	
	Placing concrete	**113**	cy	120.00		13,560	
	Form shelf	**620**	lf	12.00		7,440	
	Retaining wall footing; 5' x 2'						
	Formwork	**2,660**	sf	20.00		53,200	
	Re-bar; 130 pcy	**33,670**	lbs.	2.00		67,340	
	Concrete material	**259**	cy	190.00		49,210	
	Placing concrete	**259**	cy	120.00		31,080	
	Retaining wall; 15"						
	Formwork	**18,620**	sf	25.00		465,500	
	Re-bar; 130 pcy	**58,890**	lbs.	2.00		117,780	
	Concrete material	**453**	cy	190.00		86,070	
	Placing concrete	**453**	cy	120.00		54,360	
	Form shelf	**665**	lf				
	Spread Footings; 8'x8'x24"						
	Formwork	**1,344**	sf	20.00		26,880	
	Re-bar; 65 pcy	**6,825**	lbs.	2.00		13,650	
	Concrete material	**105**	cy	190.00		19,950	
	Placing concrete	**105**	cy	120.00		12,600	
	Set anchor bolts grout plates	**21**	ea	165.00		3,465	
	Spread Footings; 9'x9'x30"						
	Formwork	**3,600**	sf	20.00		72,000	
	Re-bar; 65 pcy	**20,475**	lbs.	2.00		40,950	
	Concrete material	**315**	cy	190.00		59,850	
	Placing concrete	**315**	cy	120.00		37,800	
	Set anchor bolts grout plates	**40**	ea	165.00		6,600	
	Grade beams; 2' x 2'-6"						
	Formwork	**1,412**	sf	20.00		28,240	
	Re-bar; 330 pcy	**22,770**	lbs.	2.00		45,540	
	Concrete material	**69**	cy	190.00		13,110	
	Placing concrete	**69**	cy	120.00		8,280	
	Piers/Pilasters; 2' x 2'						
	Formwork	**529**	sf	22.00		11,638	
	Re-bar; 300 pcy	**3,000**	lbs	2.00		6,000	
	Concrete material, 4000psi	**10**	cy	190.00		1,900	
	Placing concrete	**10**	cy	120.00		1,200	
	Elevator pit	**2**	loc	50,000.00		100,000	
	SOE allowance	**9,310**	sf	120.00		1,117,200	
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
	Dampproofing at foundation walls	**2,480**	sf	6.00	14,880		
	Waterproofing at retaining walls	**1,330**	sf	14.00	18,620		
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**3,810**	sf	3.50	13,335		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**1,261**	cy	12.00	15,132		
	Remove off-site	**2,144**	tn	65.00	139,360		
	Backfill with imported material	**1,004**	cy	60.00	60,240		
	Spread footings						
	Excavation	**927**	cy	12.00	11,124		
	Remove off-site	**1,576**	tn	65.00	102,440		
	Backfill with imported material	**497**	cy	60.00	29,820		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**376**	cy	55.00	20,680		
	Perimeter drain	**550**	lf	32.00	17,600		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					3,274,504	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*42,400*	*sf*				
	VB at slab on grade	**42,400**	sf	1.25	53,000		
	WWF reinforcement	**48,760**	sf	1.80	87,768		
	Concrete - 5" thick	**693**	cy	175.00	121,275		
	Barrier One Admixture	**693**	cy	100.00	69,300		
	Placing concrete	**693**	cy	90.00	62,370		
	Finishing and curing concrete	**42,400**	sf	3.50	148,400		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**42,400**	sf	3.50	148,400		
312000	*EARTHWORK*						
	Building						
	Cut -334,585 CF	**12,392**	cy	10.00	123,920		
	Fill - import structural - 30% of cut	**3,718**	cy	65.00	241,670		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**12,392**	cy	2.50	30,980		
	RCS-1	**21,066**	tn	65.00	1,369,290		
	Gravel base, 12"	**1,570**	cy	60.00	94,200		
	Compact existing sub-grade	**42,400**	sf	1.00	42,400		
	Under slab E&B for plumbing	**42,400**	sf	1.50	63,600		
	Underlsab drainage	**42,400**	sf	3.00	127,200		
	SUBTOTAL					2,793,773	
	TOTAL - FOUNDATIONS						**$6,068,277**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
	A2020 BASEMENT WALLS						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
	B10 SUPERSTRUCTURE						
	B1010 FLOOR CONSTRUCTION						
		16.2	*lbs/sf*				
		1,511	*tns*				
		$6,638	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**165,140**	sf	1.80	297,252		
	Concrete Fill to metal deck; 3.25" light weight	**2,904**	cy	210.00	609,840		
	Place and finish concrete	**143,600**	sf	5.00	718,000		
	Rebar to decks	**43,080**	lbs	2.00	86,160		
	Acoustic isolation slab at gym	**5,899**	sf	30.00	176,970		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**646**	tns	5,500.00	3,553,000		
	Columns; 2 psf	**144**	tns	5,500.00	792,000		
	Bracing; 2.5 psf	**180**	tns	5,500.00	990,000		
	Miscellaneous; 2 psf	**144**	tns	5,500.00	792,000		
	Shear studs	**35,900**	ea	3.50	125,650		
	3" metal floor deck	**143,600**	sf	7.00	1,005,200		
	Premium for acoustic deck at gym	**5,899**	sf	7.00	41,293		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**143,600**	sf	3.00	430,800		
	SUBTOTAL					9,618,165	
	B1020 ROOF CONSTRUCTION						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**12,549**	sf	1.80	22,588		
	Concrete Fill to metal deck; 3.25" light weight	**221**	cy	210.00	46,410		
	Place and finish concrete	**10,912**	sf	5.00	54,560		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**209**	tns	5,500.00	1,149,500		
	Premium for cafeteria; 5 psf	**16**	tns	5,500.00	88,000		
	Columns; 2 psf	**46**	tns	5,500.00	253,000		
	Bracing; 2.5 psf	**58**	tns	5,500.00	319,000		
	Miscellaneous; 2 psf	**46**	tns	5,500.00	253,000		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**11,600**	ea	3.50	40,600		
	3" metal floor deck at typical roof	**46,400**	sf	6.00	278,400		
	Premium for acoustic deck at cafeteria	**6,545**	sf	7.00	45,815		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**46,400**	sf	4.00	185,600		
	SUBTOTAL					3,080,973	
	TOTAL - SUPERSTRUCTURE						**$12,699,138**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
B20	***EXTERIOR CLOSURE***	77,280	sf				
B2010	**EXTERIOR WALLS; 75%**	*57,960*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**30,912**	sf	55.00	1,700,160		
	Precast trim	**30,912**	sf	2.00	61,824		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**30,912**	sf	2.00	61,824		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**57,960**	sf	9.50	550,620		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**6,440**	lf	6.25	40,250		
	Miscellaneous sealants to closure	**57,960**	sf	0.50	28,980		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**57,960**	sf	8.00	463,680		
	Spray insulation; 1"	**57,960**	sf	2.00	115,920		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**6,440**	lf	6.00	38,640		
074213	*WALL PANELS; 35%*						
	Metal panels	**27,048**	sf	110.00	2,975,280		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**57,960**	sf	16.00	927,360		
	Gypsum Sheathing	**57,960**	sf	4.50	260,820		
	Drywall lining to interior face of stud backup	**57,960**	sf	5.00	289,800		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					8,822,158	
B2020	**WINDOWS; 25%**	*19,320*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**6,440**	lf	14.00	90,160		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**6,440**	lf	12.00	77,280		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**19,320**	sf	190.00	3,670,800		
	Sun control allowance	**1**	ls	500,000.00	500,000		
	Security film at grade	**3,864**	sf	15.00	57,960		
	SUBTOTAL					4,396,200	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					372,000	
	TOTAL - EXTERIOR CLOSURE						**$13,590,358**
B30	***ROOFING***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**46,400**	sf	40.00	1,856,000		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A (pavers/planting w/ G20)	**5,912**	sf	30.00	177,360		
	SUBTOTAL					2,273,360	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$2,367,110**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**186,000**	sf	35.00	6,510,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					8,310,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**186,000**	gsf	12.00	2,232,000		
	SUBTOTAL					2,232,000	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**186,000**	gsf	3.00	558,000		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**186,000**	gsf	4.00	744,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**186,000**	gsf	1.50	279,000		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**186,000**	gsf	1.50	279,000		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**186,000**	gsf	1.00	186,000		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**186,000**	gsf	1.25	232,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**62**	ea	350.00	21,700		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					2,943,950	
	TOTAL - INTERIOR CONSTRUCTION						**$13,485,950**
C20	***STAIRCASES***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**17**	flt	45,000.00	765,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					1,015,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**17**	flt	11,000.00	187,000		
	SUBTOTAL					187,000	
	TOTAL - STAIRCASES						**$1,202,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**186,000**	gsf	9.00	1,674,000		
	SUBTOTAL					1,674,000	
C3020	**FLOOR FINISHES**						
	HD Linoleum; Typical spaces	**96,363**	sf	8.00	770,904		
	Terrazzo - L1 & L2 corridors, cafeteria	**23,325**	sf	50.00	1,166,250		
	Poured resinous flooring - bathrooms, kitchen, custodial	**16,870**	sf	24.00	404,880		
	Sealed concrete	**2,000**	sf	3.00	6,000		
	Carpet	**6,000**	sf	6.70	40,200		
	Rubber flooring - Upper level corridors, OT/PT	**24,690**	sf	12.00	296,280		
	Wood athletic flooring in gymnasium	**5,899**	sf	30.00	176,970		
	Platform flooring	**1,553**	sf	28.00	43,484		
	SUBTOTAL					2,904,968	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**186,000**	sf	14.00	2,604,000		
	SUBTOTAL					2,604,000	
	TOTAL - INTERIOR FINISHES						**$7,182,968**
D10	***CONVEYING SYSTEMS***						
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	Six stop elevator	**2**	ea	540,000.00	1,080,000		
	SUBTOTAL					1,080,000	
	TOTAL - CONVEYING SYSTEMS						**$1,080,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**186,000**	gsf	28.00	5,208,000		
	SUBTOTAL					5,208,000	
	TOTAL - PLUMBING						**$5,208,000**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 410 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**186,000**	gsf	90.00	16,740,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
	SUBTOTAL					16,740,000	
	TOTAL - HVAC						**$16,740,000**
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Allowance for fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**186,000**	gsf	8.00	1,488,000		
	SUBTOTAL					1,698,000	
	TOTAL - FIRE PROTECTION						**$1,698,000**
	D50 ELECTRICAL						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**186,000**	gsf	7.00	1,302,000		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**186,000**	gsf	5.50	1,023,000		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**186,000**	gsf	4.00	744,000		
	Gymnasium equipment feeds and connections	**1**	ls	30,000.00	30,000		
	Kitchen equipment feeds and connections	**1**	ls	45,000.00	45,000		
	SUBTOTAL					3,814,000	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**186,000**	gsf	15.00	2,790,000		
	Lighting controls						
	Networked lighting control system	**186,000**	gsf	2.25	418,500		
	Branch devices						
	Receptacles/device boxes + wiring	**186,000**	gsf	4.50	837,000		
	SUBTOTAL					4,045,500	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**186,000**	gsf	4.00	744,000		
	Digital Signage System						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
	Digital Signage System	**186,000**	gsf	0.50	93,000		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**186,000**	gsf	3.50	651,000		
	Mass Notification	**186,000**	gsf	1.00	186,000		
	Distribution Antennae System						
	BDA/DAS system, allow	**186,000**	gsf	1.00	186,000		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**186,000**	gsf	2.00	372,000		
	Classroom Audio (Speech amplification)						
	Speech amplification	**186,000**	gsf	1.25	232,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**186,000**	gsf	1.00	186,000		
	Gymnasium sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria Projector	**1**	ls	35,000.00	35,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	150,000.00	150,000		
	Video Management - CCTV System						
	Head end + cameras	**186,000**	gsf	3.00	558,000		
	Access Control- Intrusion Alarm						
	Head end + devices	**186,000**	gsf	2.50	465,000		
	SUBTOTAL					4,013,500	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**186,000**	sf	0.75	139,500		
	Temp power and lights; Coordination; BIM	**186,000**	sf	7.70	1,432,200		
	Permits and fees				Assumed Waived		
	SUBTOTAL					1,571,700	
	TOTAL - ELECTRICAL						**$13,444,700**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; gym, stage	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1							
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,153,620	
	TOTAL - EQUIPMENT						**$2,153,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**19,320**	sf	12.00	231,840		
123000	*CASEWORK*						
	Classroom Casework	**186,000**	gsf	14.00	2,604,000		
	SUBTOTAL					2,835,840	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$2,835,840**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$99,755,961**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1 - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	w_GRs		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,593*	*cy*				
	Cut	**1,593**	cy	10.00	15,930		
	Site fill to design subgrade	*1,593*	*cy*				
	Fill - imported common fill; swell 25%	**1,991**	cy	48.00	95,568		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,593**	cy	2.50	3,983		
	RCS-1	**2,708**	tn	65.00	176,020		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.1 - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**43,000**	sf	0.25	10,750		
	Fine grading throughout the site	**43,000**	sf	0.35	15,050		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					831,701	
	TOTAL - SITE PREPARATION						**$2,087,445**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*1,700*	*sf*				
	Porous asphalt paving; 4" thick	**42**	tns	400.00	16,800		
	Choker course; 4" thick	**16**	cy	90.00	1,440		
	gravel base; 12" thick	**63**	cy	75.00	4,725		
	3/8" pea gravel; 3" thick	**16**	cy	90.00	1,440		
	3/4" crushed stone; 12" thick	**63**	cy	75.00	4,725		
	SUBTOTAL					29,130	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*6,500*	*sf*				
	gravel base; 8" thick	**161**	cy	75.00	12,075		
	Broom finish concrete paving; 5" thick	**6,500**	sf	14.00	91,000		
	Concrete pads - dumpster and compactor enclosure	*1,500*	*sf*				
	gravel base; 12" thick	**56**	cy	75.00	4,200		
	Broom finish concrete paving; 8" thick	**1,500**	sf	17.00	25,500		
	Permeable concrete pavers	*12,600*	*sf*				
	Concrete unit pavers	**12,600**	sf	32.00	403,200		
	Washed stone; 1' thick	**467**	cy	125.00	58,375		
	Sand; 4" thick	**159**	cy	75.00	11,925		
	Stone base; 4" thick	**159**	cy	75.00	11,925		
	Bedding stone; 2" thick	**78**	cy	75.00	5,850		
	Structural; 36" thick	**1,400**	cy	75.00	105,000		
	Edging	**1,500**	lf	18.00	27,000		
320000	*STAIRS AND RAMPS*						
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					788,800	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Circular benches at tree planters	**2**	ea	15,000.00	30,000		
	Group seating - circular backless bench	**1**	ea	25,000.00	25,000		
	Bike racks	**30**	ea	900.00	27,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**3**	ea	5,000.00	15,000		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**26**	ea	3,500.00	91,000		
	Table and chairs	**4**	ea	4,500.00	18,000		
	Picnic tables	**4**	ea	4,000.00	16,000		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
	Misc site improvements for reduction in building area	**1**	ls	350,000.00	350,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	2,300	*sf*				
	gravel base; 8" thick	**57**	cy	75.00	4,275		
	Pour-in-place safety surface	**2,300**	sf	36.00	82,800		
	Edging	**300**	lf	45.00	13,500		
	Allowance for play equipment	**1**	ls	92,000.00	92,000		
320000	*SYNTHETIC TURF*	*8,700*	*sf*				

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4.1 - SITEWORK							
137		Synthetic turf field - multi-purpose	**8,700**	sf	11.75	102,225		
138		Painted field lines	**1**	loc	5,000.00	5,000		
139		Field top stone; 2" thick	**52**	cy	150.00	7,800		
140		Field base stone; 8" thick	**213**	cy	125.00	26,625		
141		Geotextile underlayment below base stone	**967**	sy	3.00	2,901		
142		Turf anchor curbing	**370**	lf	80.00	29,600		
143	*320000*	*FENCING*						
144		Decorative fencing	**165**	lf	350.00	57,750		
145		Decorative gate	**1**	ea	15,000.00	15,000		
146		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
147		Vehicular gate	**1**	ea	20,000.00	20,000		
148		Ball control netting - 20' Ht.	**300**	lf	212.50	63,750		
149		SUBTOTAL					1,735,726	
150								
151	*329900*	*SITE WALLS*						
152		Cheekwalls - allowance for 2' ht.	*30*	*lf*				
153		Concrete	**30**	lf	527.00	15,810		
154		Excavation	**6**	cy	100.00	600		
155		Backfill - (assume using onsite soils)	**2**	cy	35.00	70		
156		Wall drain	**30**	lf	22.00	660		
157								
158		Retaining walls at Medford st. play area - allowance for 2' ht.	*165*	*lf*				
159		Concrete	**165**	lf	527.00	86,955		
160		Excavation	**34**	cy	100.00	3,400		
161		Backfill - (assume using onsite soils)	**10**	cy	35.00	350		
162		Wall drain	**165**	lf	22.00	3,630		
163								
164		Retaining wall at flex-space - allow for 4' ht.	*20*	*lf*				
165		Concrete	**20**	lf	688.00	13,760		
166		Excavation	**11**	cy	100.00	1,100		
167		Backfill - (assume using onsite soils)	**9**	cy	35.00	315		
168		Wall drain	**20**	lf	22.00	440		
169								
170		Low Retaining Wall - 4' ht.	*170*	*lf*				
171		Concrete	**170**	lf	690.00	117,300		
172		Excavation	**94**	cy	100.00	9,400		
173		Backfill - (assume using onsite soils)	**76**	cy	35.00	2,660		
174		Wall drain	**170**	lf	22.00	3,740		
175								
176		High Retaining Wall - 8' ht.	*390*	*lf*				
177		Concrete	**390**	lf	1,347.00	525,330		
178		Excavation	**217**	cy	100.00	21,700		
179		Backfill - (assume using onsite soils)	**173**	cy	35.00	6,055		
180		Wall drain	**390**	lf	22.00	8,580		
181		SUBTOTAL					821,855	
182								
183	*320000*	*GREEN ROOF*						
184		Rooftop						
185		Benches	**6**	ea	3,500.00	21,000		
186		Tables and chairs	**10**	ea	4,500.00	45,000		
187		Shade structure	**1**	ea	150,000.00	150,000		
188		Planter walls	**200**	ea	350.00	70,000		
189		Group seating - circular backless bench	**2**	ea	50,000.00	100,000		
190		Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	25,000.00	50,000		
191		Decorative fencing at perimeter, assume 10'	**400**	lf	1,500.00	600,000		
192		Picnic tables	**3**	ea	4,000.00	12,000		
193		Concrete pedestal pavers	*4,487*	*sf*				
194		Concrete pavers on pedestals	**4,487**	sf	75.00	336,525		
195		Sports court tiles	*2,100*	*sf*				
196		Sports court tiles on pedestals	**2,100**	sf	45.00	94,500		
197		Basketball hoops	**1**	ea	15,000.00	15,000		
198		20' ht. protective fencing	**50**	lf	2,500.00	125,000		
199		Access to roof						
200		Crane access	**1**	ls	25,000.00	25,000		
201		Landscaping						
202		Soil and mulch at planting areas; 12" thick - 1,950 sf	**53**	cy	250.00	13,250		
203		Ornamental tree	**10**	ea	2,000.00	20,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4.1 - SITEWORK							
204		Pre-vegetated planting mats in plant areas	**1,425**	sf	40.00	57,000		
205		SUBTOTAL					1,734,275	
206								
207		***Landscaping***						
208	*329900*	*TOPSOIL*						
209		Topsoil - imported 6" thick	**64**	cy	90.00	5,760		
210		Soil and mulch at planting areas; 18" thick - 6,500 sf	**361**	cy	120.00	43,320		
211	*329900*	*LAWN AND SEED*	*2,200*	*sf*				
212		Topsoil 6" thick - required	**51**	cy		incl. above		
213		Scarify subgrade	**2,200**	sf	0.25	550		
214		Power rake and hydroseed disturbed areas	**2,200**	sf	0.35	770		
215	*329900*	*TREES*						
216		Shade tree	**23**	ea	2,500.00	57,500		
217		Evergreen trees	**14**	ea	1,300.00	18,200		
218		Ornamental tree	**2**	ea	2,000.00	4,000		
219	*329900*	*SHRUBS*						
220		Shrubs - allowance for 36" oc for 50% of planting area (3,250sf)	**417**	ea	75.00	31,275		
221	*329900*	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
222		Groundcovers - allowance for 18" oc for 50% of planting area (3,250sf)	**1,668**	ea	38.00	63,384		
223	*329900*	*MAINTENANCE*						
224		1-yr plant maintenance	**1**	ls	26,153.85	26,154		
225	*328400*	*IRRIGATION*						
226		Irrigation area - lawns	**2,200**	sf	2.75	6,050		
227		Irrigation area - planting beds	**6,500**	sf	5.00	32,500		
228		SUBTOTAL					289,463	
229								
230		***TOTAL - SITE IMPROVEMENTS***						**$5,399,249**
231								
232	**G30**	**CIVIL MECHANICAL UTILITIES**						
233	*210000*	*FIRE PROTECTION*						
234		6" CLDI - fire protection	**100**	lf	49.64	4,964		
235		Fire department connection	**1**	ea	2,500.00	2,500		
236		Gate valve	**1**	ls	10,000.00	10,000		
237		Fire hydrant	**4**	ea	6,500.00	26,000		
238		Thrust blocks	**1**	ls	5,000.00	5,000		
239	*331000*	*WATER UTILITIES*						
240		6" CLDI - domestic	**100**	lf	67.50	6,750		
241	*331000*	*CONNECTIONS*						
242		Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
243	*312000*	*EXCAVATION & BACKFILL*	*200*	*lf*				
244		DI gravity piping excavation	**178**	cy	56.75	10,102		
245		Trench bedding	**40**	cy	38.50	1,540		
246		Pressure test & chlorinate	**200**	lf	5.00	1,000		
247		SUBTOTAL					97,856	
248								
249	*333000*	*SANITARY SEWER*						
250		8" PVC	**90**	lf	45.00	4,050		
251	*333000*	*CONNECTIONS*						
252		Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
253	*312000*	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
254		PVC gravity piping excavation	**80**	cy	56.75	4,540		
255		Trench bedding	**27**	cy	38.50	1,040		
256		Pressure testing	**90**	lf	4.00	360		
257		Video Inspection	**1**	ls	5,000.00	5,000		
258		SUBTOTAL					59,990	
259								
260	*334000*	*STORM DRAINAGE*						
261		Storm drainage allowance	**34,300**	ea	14.00	480,200		
262		DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
263	*334000*	*CONNECTIONS*						
264		Connect to existing brick main	**1**	ea	10,000.00	10,000		
265	*334000*	*SUBSURFACE DRAINAGE SYSTEMS*						
266		Underground recharger - based on narrative	*2,100*	*sf*				
267		MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
268		MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
269		Excavate and reuse on-site	**700**	cy	25.00	17,500		
270		Load excess soils for disposal	**700**	cy	2.50	1,750		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4.1 - SITEWORK							
271		RCS-1	**1,190**	tn	65.00	77,350		
272		Install stone base; 12" thick	**495**	tn	90.00	44,550		
273		Fine grade base	**2,100**	sf	0.25	525		
274		Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		
275		Geotextile fabrics	**5,250**	sf	0.75	3,938		
276		SUBTOTAL					685,588	
277								
278		*NATURAL GAS*						
279	*312000*	*EXCAVATION & BACKFILL*	*30*	*lf*				
280		Gas piping excavation	**13**	cy	56.75	738		
281		Trench bedding	**6**	cy	38.50	231		
282		SUBTOTAL					969	
283								
284		***TOTAL - SITE MECHCANICAL UTILITIES***						**$844,403**
285								
286	**G40**	**ELECTRICAL UTILITIES**						
287		Site Civil for Electrical						
288		Concrete:						
289		Primary duct bank (allow)	**200**	lf	30.00	6,000		
290		Secondary duct bank	**70**	lf	40.00	2,800		
291		Generator duct bank	**100**	lf	20.00	2,000		
292		Communications duct bank	**270**	lf	20.00	5,400		
293		Transformer pad	**1**	ea	2,000.00	2,000		
294		Generator pad	**1**	ea	2,000.00	2,000		
295		Excavation & Backfill:						
296		Primary duct bank	**200**	lf	30.00	6,000		
297		Secondary duct bank	**70**	lf	28.00	1,960		
298		Generator duct bank	**100**	lf	22.00	2,200		
299		Communications duct bank	**270**	lf	22.00	5,940		
300		Power						
301		Utility company back charges (allow)	**1**	ls		By Owner		
302		New manhole	**1**	ea	9,000.00	9,000		
303		Utility company pad mounted transformer				Utility co.		
304		Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
305		4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
306		Generator duct bank, allow	**100**	lf	1,025.00	102,500		
307		Communications , allow						
308		Utility company back charges (allow)	**1**	ls		By Owner		
309		Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
310		New manhole	**1**	ea	8,500.00	8,500		
311		Site Lighting						
312		Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
313		Site Security , allow						
314		Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
315		EV Charging Stations						
316		EV ready	**1**	ls	20,000.00	20,000		
317		SUBTOTAL					433,800	
318								
319		***TOTAL - SITE ELECTRICAL UTILITIES***						**$433,800**
320								
321		**TOTAL - SITE DEVELOPMENT**						**$8,764,897**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST

NEW OPTION 4.2

		TOTAL GROSS FLOOR AREA (GFA)					**186,000**
	A1010	**STANDARD FOUNDATIONS**					
033000	*CONCRETE*						
	Strip Footings		*379*	*CY*	$395 /cy		
	Foundation Walls		*228*	*CY*	$1,692 /cy		
	Retaining Walls		*395*	*CY*	$976 /cy		
	Spread Footings		*653*	*CY*	$770 /cy		
	Grade beams		*93*	*CY*	$1,544 /cy		
	Piers		*24*	*CY*	$2,295 /cy		
		Total Foundation Concrete	*1,772*	*CY*			
	Strip footing; 2'-6" x 1'-3"						
	Formwork		**3,138**	sf	20.00	62,760	
	Rebar; 115 pcy		**17,595**	lbs.	2.25	39,589	
	Concrete material		**153**	cy	190.00	29,070	
	Placing concrete		**153**	cy	120.00	18,360	
	Foundation wall; 14" thick						
	Formwork		**10,040**	sf	24.00	240,960	
	Rebar; 115 pcy		**26,220**	lbs.	2.25	58,995	
	Concrete material		**228**	cy	190.00	43,320	
	Placing concrete		**228**	cy	120.00	27,360	
	Form shelf		**1,255**	lf	12.00	15,060	
	Retaining wall footing; 5' x 2'						
	Formwork		**2,320**	sf	22.00	51,040	
	Re-bar; 130 pcy		**29,380**	lbs.	2.25	66,105	
	Concrete material		**226**	cy	190.00	42,940	
	Placing concrete		**226**	cy	120.00	27,120	
	Retaining wall; 15"						
	Formwork		**16,240**	sf	25.00	406,000	
	Re-bar; 130 pcy		**51,350**	lbs.	2.25	115,538	
	Concrete material		**395**	cy	190.00	75,050	
	Placing concrete		**395**	cy	120.00	47,400	
	Form shelf		**580**	lf	12.00	6,960	
	Spread Footings; 8'x8'x24"						
	Formwork		**3,328**	sf	24.00	79,872	
	Re-bar; 65 pcy		**16,835**	lbs.	2.25	37,879	
	Concrete material		**259**	cy	190.00	49,210	
	Placing concrete		**259**	cy	120.00	31,080	
	Set anchor bolts grout plates		**52**	ea	165.00	8,580	
	Spread Footings; 9'x9'x30"						
	Formwork		**4,500**	sf	24.00	108,000	
	Re-bar; 65 pcy		**25,610**	lbs.	2.25	57,623	
	Concrete material		**394**	cy	190.00	74,860	
	Placing concrete		**394**	cy	120.00	47,280	
	Set anchor bolts grout plates		**50**	ea	165.00	8,250	
	Grade beams; 2' x 2'-6"						
	Formwork		**1,904**	sf	24.00	45,696	
	Re-bar; 330 pcy		**30,690**	lbs.	2.25	69,053	
	Concrete material		**93**	cy	190.00	17,670	
	Placing concrete		**93**	cy	120.00	11,160	
	Piers/Pilasters; 2' x 2'						
	Formwork		**1,310**	sf	24.00	31,440	
	Re-bar; 300 pcy		**7,200**	lbs	2.25	16,200	
	Concrete material, 4000psi		**24**	cy	190.00	4,560	
	Placing concrete		**24**	cy	120.00	2,880	
	Elevator pit		**2**	loc	50,000.00	100,000	
	SOE allowance		**10,000**	sf	120.00	1,200,000	
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
	Dampproofing at foundation walls	**5,020**	sf	6.00	30,120		
	Waterproofing at retaining walls	**9,280**	sf	14.00	129,920		
	Crystalline waterproofing at elevator pits	**720**	sf	15.00	10,800		
072100	*THERMAL INSULATION*						
	2" Insulation at foundation walls	**14,300**	sf	3.50	50,050		
312000	*EARTHWORK*						
	Strip footings/Fdn wall/Grade beams						
	Excavation	**2,244**	cy	12.00	26,928		
	Remove off-site	**3,815**	tn	65.00	247,975		
	Backfill with imported material	**1,770**	cy	60.00	106,200		
	Spread footings						
	Excavation	**1,635**	cy	12.00	19,620		
	Remove off-site	**2,780**	tn	65.00	180,700		
	Backfill with imported material	**958**	cy	60.00	57,480		
	Miscellaneous						
	Gravel fill beneath footings, 12"	**532**	cy	60.00	31,920		
	Perimeter drain	**580**	lf	32.00	18,560		
	Temporary dewatering for foundation work	**1**	ls	20,000.00	20,000		
	SUBTOTAL					4,305,193	
A1020	**SPECIAL FOUNDATIONS**						
	SUBTOTAL					-	
A1030	**LOWEST FLOOR CONSTRUCTION**						
033000	*CONCRETE*						
	Slab on Grade	*57,150*	*sf*				
	VB at slab on grade	**57,150**	sf	1.25	71,438		
	WWF reinforcement	**65,723**	sf	1.80	118,301		
	Concrete - 5" thick	**933**	cy	175.00	163,275		
	Barrier One Admixture	**933**	cy	100.00	93,300		
	Placing concrete	**933**	cy	90.00	83,970		
	Finishing and curing concrete	**57,150**	sf	3.50	200,025		
	Miscellaneous						
	Equipment pads	**1**	ls	10,000.00	10,000		
	Underslab drainage system	**57,150**	sf		NR		
072100	*THERMAL INSULATION*						
	Slab insulation, 2" thick	**57,150**	sf	3.50	200,025		
312000	*EARTHWORK*						
	Building						
	Cut -383,185 CF	**14,192**	cy	10.00	141,920		
	Fill - import structural - 30% of cut	**4,258**	cy	65.00	276,770		
	Ledge/rock removal	**1**	ls	250,000.00	250,000		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**14,192**	cy	2.50	35,480		
	RCS-1	**24,126**	tn	65.00	1,568,190		
	Gravel base, 12"	**2,117**	cy	45.00	95,265		
	Compact existing sub-grade	**57,150**	sf	1.00	57,150		
	Under slab E&B for plumbing	**57,150**	sf	1.50	85,725		
	Underlsab drainage	**57,150**	sf	3.00	171,450		
	SUBTOTAL					3,622,284	
	TOTAL - FOUNDATIONS						**$7,927,477**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		16.4	*lbs/sf*				
		1,525	*tns*				
		$6,506	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**148,178**	sf	1.80	266,720		
	Concrete Fill to metal deck; 3.25" light weight	**2,606**	cy	210.00	547,260		
	Place and finish concrete	**128,850**	sf	5.00	644,250		
	Rebar to decks	**38,655**	lbs	2.00	77,310		
	Acoustic isolation slab at gym	**6,334**	sf	30.00	190,020		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical floor framing; 9 psf	**580**	tns	5,500.00	3,190,000		
	Columns; 2 psf	**129**	tns	5,500.00	709,500		
	Bracing; 2.5 psf	**161**	tns	5,500.00	885,500		
	Miscellaneous; 2 psf	**129**	tns	5,500.00	709,500		
	Shear studs	**32,213**	ea	3.50	112,746		
	3" metal floor deck	**128,850**	sf	7.00	901,950		
	Premium for acoustic deck at gym	**6,334**	sf	7.00	44,338		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**128,850**	sf	3.00	386,550		
	SUBTOTAL					8,665,644	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**28,084**	sf	1.80	50,551		
	Concrete Fill to metal deck; 3.25" light weight	**494**	cy	210.00	103,740		
	Place and finish concrete	**24,421**	sf	5.00	122,105		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 9 psf	**275**	tns	5,500.00	1,512,500		
	Columns; 2 psf	**61**	tns	5,500.00	335,500		
	Bracing; 2.5 psf	**76**	tns	5,500.00	418,000		
	Miscellaneous; 2 psf	**61**	tns	5,500.00	335,500		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**15,288**	ea	3.50	53,508		
	3" metal floor deck at typical roof	**61,150**	sf	6.00	366,900		
	Premium for acoustic deck at cafeteria	**6,501**	sf	7.00	45,507		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing	**38**	tns	6,500.00	247,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**61,150**	sf	4.00	244,600		
	SUBTOTAL					3,932,911	
	TOTAL - SUPERSTRUCTURE						**$12,598,555**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
B20	***EXTERIOR CLOSURE***	80,360	sf				
B2010	**EXTERIOR WALLS; 75%**	*60,270*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**32,144**	sf	55.00	1,767,920		
	Precast trim	**32,144**	sf	2.00	64,288		
	Staging/Lifts to exterior wall				Included		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**32,144**	sf	2.00	64,288		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**60,270**	sf	9.50	572,565		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**6,697**	lf	6.25	41,856		
	Miscellaneous sealants to closure	**60,270**	sf	0.50	30,135		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**60,270**	sf	8.00	482,160		
	Spray insulation; 1"	**60,270**	sf	2.00	120,540		
	Insulation at soffit	**6,000**	sf	8.00	48,000		
	Insulation at window openings	**6,697**	lf	6.00	40,182		
074213	*WALL PANELS; 35%*						
	Metal panels	**28,126**	sf	110.00	3,093,860		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered	**5,000**	sf	80.00	400,000		
092900	*GYPSUM BOARD ASSEMBLIES*						
	6" metal stud backup	**60,270**	sf	16.00	964,320		
	Gypsum Sheathing	**60,270**	sf	4.50	271,215		
	Drywall lining to interior face of stud backup	**60,270**	sf	5.00	301,350		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					9,121,679	
B2020	**WINDOWS; 25%**	*20,090*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**6,697**	lf	14.00	93,758		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**6,697**	lf	12.00	80,364		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**20,090**	sf	190.00	3,817,100		
	Sun control allowance	**1**	ls	500,000.00	500,000		
	Security film at grade	**4,018**	sf	15.00	60,270		
	SUBTOTAL					4,551,492	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					372,000	
	TOTAL - EXTERIOR CLOSURE						**$14,045,171**
B30	***ROOFING***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**61,150**	sf	40.00	2,446,000		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A, 2B (pavers/planting w/ G20)	**19,421**	sf	30.00	582,630		
	SUBTOTAL					3,268,630	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$3,362,380**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**186,000**	sf	35.00	6,510,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					8,310,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**186,000**	gsf	12.00	2,232,000		
	SUBTOTAL					2,232,000	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**186,000**	gsf	3.00	558,000		
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**186,000**	gsf	4.00	744,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**186,000**	gsf	1.50	279,000		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**186,000**	gsf	1.50	279,000		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**186,000**	gsf	1.00	186,000		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**186,000**	gsf	1.25	232,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**62**	ea	350.00	21,700		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**186,000**	gsf	2.00	372,000		
	SUBTOTAL					2,943,950	
	TOTAL - INTERIOR CONSTRUCTION						**$13,485,950**
C20	***STAIRCASES***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
	C2010 STAIR CONSTRUCTION						
	New stairs; complete	**14**	flt	45,000.00	630,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					880,000	
	C2020 STAIR FINISHES						
	Finishes complete	**14**	flt	11,000.00	154,000		
	SUBTOTAL					154,000	
	TOTAL - STAIRCASES						**$1,034,000**
	C30 INTERIOR FINISHES						
	C3010 WALL FINISHES						
	Allowance for wall finishes complete	**186,000**	gsf	9.00	1,674,000		
	SUBTOTAL					1,674,000	
	C3020 FLOOR FINISHES						
	HD Linoleum; Typical spaces	**89,235**	sf	8.00	713,880		
	Terrazzo - L1 & L2 corridors, cafeteria	**20,280**	sf	50.00	1,014,000		
	Poured resinous flooring - bathrooms, kitchen, custodial	**16,025**	sf	24.00	384,600		
	Sealed concrete	**2,000**	sf	3.00	6,000		
	Carpet	**6,000**	sf	6.70	40,200		
	Rubber flooring - Upper level corridors, OT/PT	**35,000**	sf	12.00	420,000		
	Wood athletic flooring in gymnasium	**6,335**	sf	30.00	190,050		
	Platform flooring	**1,825**	sf	28.00	51,100		
	SUBTOTAL					2,819,830	
	C3030 CEILING FINISHES						
	Ceilings; complete package	**186,000**	sf	14.00	2,604,000		
	SUBTOTAL					2,604,000	
	TOTAL - INTERIOR FINISHES						**$7,097,830**
	D10 CONVEYING SYSTEMS						
	D1010 ELEVATOR						
142000	*ELEVATOR*						
	Six stop elevator	**2**	ea	540,000.00	1,080,000		
	SUBTOTAL					1,080,000	
	TOTAL - CONVEYING SYSTEMS						**$1,080,000**
	D20 PLUMBING						
	D20 PLUMBING, GENERALLY						
	Plumbing system, gas fired water heaters	**186,000**	gsf	28.00	5,208,000		
	SUBTOTAL					5,208,000	
	TOTAL - PLUMBING						**$5,208,000**
	D30 HVAC						
	D30 HVAC, GENERALLY						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
	Allowance for all electric 4 pipe 410 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**186,000**	gsf	90.00	16,740,000		
	SUBTOTAL					16,740,000	
	TOTAL - HVAC						**$16,740,000**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Allowance for fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**186,000**	gsf	8.00	1,488,000		
	SUBTOTAL					1,698,000	
	TOTAL - FIRE PROTECTION						**$1,698,000**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**186,000**	gsf	7.00	1,302,000		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**186,000**	gsf	5.50	1,023,000		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**186,000**	gsf	4.00	744,000		
	Gymnasium equipment feeds and connections	**1**	ls	30,000.00	30,000		
	Kitchen equipment feeds and connections	**1**	ls	45,000.00	45,000		
	SUBTOTAL					3,814,000	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**186,000**	gsf	15.00	2,790,000		
	Lighting controls						
	Networked lighting control system	**186,000**	gsf	2.25	418,500		
	Branch devices						
	Receptacles/device boxes + wiring	**186,000**	gsf	4.50	837,000		
	SUBTOTAL					4,045,500	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**186,000**	gsf	4.00	744,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
	Digital Signage System						
	Digital Signage System	**186,000**	gsf	0.50	93,000		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**186,000**	gsf	3.50	651,000		
	Mass Notification	**186,000**	gsf	1.00	186,000		
	Distribution Antennae System						
	BDA/DAS system, allow	**186,000**	gsf	1.00	186,000		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**186,000**	gsf	2.00	372,000		
	Classroom Audio (Speech amplification)						
	Speech amplification	**186,000**	gsf	1.25	232,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**186,000**	gsf	1.00	186,000		
	Gymnasium sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria Projector	**1**	ls	35,000.00	35,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	150,000.00	150,000		
	Video Management - CCTV System						
	Head end + cameras	**186,000**	gsf	3.00	558,000		
	Access Control- Intrusion Alarm						
	Head end + devices	**186,000**	gsf	2.50	465,000		
	SUBTOTAL					4,013,500	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**186,000**	sf	0.75	139,500		
	Temp power and lights; Coordination; BIM	**186,000**	sf	7.70	1,432,200		
	Permits and fees				Assumed Waived		
	SUBTOTAL					1,571,700	
	TOTAL - ELECTRICAL						**$13,444,700**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; gym, stage	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2							
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,153,620	
	TOTAL - EQUIPMENT						**$2,153,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**20,090**	sf	12.00	241,080		
123000	*CASEWORK*						
	Classroom Casework	**186,000**	gsf	14.00	2,604,000		
	SUBTOTAL					2,845,080	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$2,845,080**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$102,720,763**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2 - SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	6' high site construction fence double gate	**1**	loc	5,000.00	5,000		
	Vehicle protection concrete barriers and fencing	**1,100**	lf	100.00	110,000		
	Site construction entrance and removal/restoration	**2**	loc	8,000.00	16,000		
	Site construction fence maintenance	**1,700**	lf	6.00	10,200		
	Mobilization & Demobilization	**1**	ea	80,000.00	80,000		
	Sidewalk rental/Protection	**1**	ls	100,000.00	100,000		
	Temp laydown areas	**1**	ls	10,000.00	10,000		
	Construction offices area prep - allowance	**1**	ls	10,000.00	10,000		
	Temporary signs	**1**	ls	20,000.00	w_GRs		
	Wheel wash rack	**1**	ls	20,000.00	20,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish steps	**400**	lf	150.00	60,000		
	Demolish existing handrails	**100**	lf	5.00	500		
	Demolish existing paving , concrete, rubber surfacing, etc.	**50,000**	sf	2.50	125,000		
	Demolish existing playground equipment	**1**	ls	25,000.00	25,000		
	Demolish existing fencing	**700**	lf	5.00	3,500		
	Demolish existing walls - allowance	**1**	ls	125,000.00	125,000		
	Demolish synthetic turf field	**8,200**	sf	5.00	41,000		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	250,000.00	250,000		
311000	*UTILITY DEMOLITION*						
	Demolish existing utility structures	**20**	ea	500.00	10,000		
	Demolish existing utility lines	**1,630**	lf	25.00	40,750		
	Cut/cap utility lines	**4**	ea	10,000.00	40,000		
	Protection of utilities during construction allowance	**1**	ls	50,000.00	50,000		
311000	*ROADWAY WORK - allowance for utility connections*						
	Sawcut	**200**	lf	8.25	1,650		
	Remove pavement	**500**	sf	3.50	1,750		
	Temp pavement patching	**500**	sf	4.00	2,000		
	Steel plates	**1**	ls	2,500.00	2,500		
	Police details	**7**	dy	850.00	5,950		
	Permanent pavement patch	**500**	sf	6.00	3,000		
311000	*VEGETATION & TOPSOIL MANAGEMENT*						
	Clear and grub - allowance	**1**	ls	5,000.00	5,000		
	Remove existing trees - allowance	**1**	ls	20,000.00	20,000		
	Strip + dispose topsoil - allowance for 5,000 sf	**93**	cy	37.00	3,441		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**93**	cy	2.50	233		
	RCS-1	**158**	tn	65.00	10,270		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**1,700**	lf	15.00	25,500		
	Silt Sacks; installation and removal - allowance	**20**	ea	250.00	5,000		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,255,744	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*1,593*	*cy*				
	Cut	**1,593**	cy	10.00	15,930		
	Site fill to design subgrade	*1,593*	*cy*				
	Fill - imported common fill; swell 25%	**1,991**	cy	48.00	95,568		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**1,593**	cy	2.50	3,983		
	RCS-1	**2,708**	tn	65.00	176,020		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance - for removal/replacement of walls - repairs to adjacent property	**5,160**	sf	90.00	464,400		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 4.2 - SITEWORK							
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**43,000**	sf	0.25	10,750		
	Fine grading throughout the site	**43,000**	sf	0.35	15,050		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					831,701	
	TOTAL - SITE PREPARATION						**$2,087,445**
G20	**SITE IMPROVEMENTS**						
320000	***ROADWAYS AND PARKING LOTS***						
	Service drive - porous paving	*1,700*	*sf*				
	Porous asphalt paving; 4" thick	**42**	tns	400.00	16,800		
	Choker course; 4" thick	**16**	cy	90.00	1,440		
	gravel base; 12" thick	**63**	cy	75.00	4,725		
	3/8" pea gravel; 3" thick	**16**	cy	90.00	1,440		
	3/4" crushed stone; 12" thick	**63**	cy	75.00	4,725		
	SUBTOTAL					29,130	
320000	***PEDESTRIAN PAVING***						
	Concrete sidewalks	*6,500*	*sf*				
	gravel base; 8" thick	**161**	cy	75.00	12,075		
	Broom finish concrete paving; 5" thick	**6,500**	sf	14.00	91,000		
	Concrete pads - dumpster and compactor enclosure	*1,500*	*sf*				
	gravel base; 12" thick	**56**	cy	75.00	4,200		
	Broom finish concrete paving; 8" thick	**1,500**	sf	17.00	25,500		
	Permeable concrete pavers	*12,600*	*sf*				
	Concrete unit pavers	**12,600**	sf	32.00	403,200		
	Washed stone; 1' thick	**467**	cy	125.00	58,375		
	Sand; 4" thick	**159**	cy	75.00	11,925		
	Stone base; 4" thick	**159**	cy	75.00	11,925		
	Bedding stone; 2" thick	**78**	cy	75.00	5,850		
	Structural; 36" thick	**1,400**	cy	75.00	105,000		
	Edging	**1,500**	lf	18.00	27,000		
320000	*STAIRS AND RAMPS*						
	Stairs - cast-in-place concrete	**70**	lf	225.00	15,750		
	Stair handrails - stainless steel	**20**	lf	425.00	8,500		
	Stair foundations	**20**	lf	425.00	8,500		
	SUBTOTAL					788,800	
320000	***SITE IMPROVEMENTS***						
320000	*SITE FURNISHINGS*						
	Bollards - concrete filled steel - allowance	**10**	ea	1,100.00	11,000		
	Circular benches at tree planters	**2**	ea	15,000.00	30,000		
	Group seating - circular backless bench	**1**	ea	25,000.00	25,000		
	Bike racks	**30**	ea	900.00	27,000		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**3**	ea	5,000.00	15,000		
	Trash and Recycling receptacles - allowance	**5**	ea	3,800.00	19,000		
	Benches	**26**	ea	3,500.00	91,000		
	Table and chairs	**4**	ea	4,500.00	18,000		
	Picnic tables	**4**	ea	4,000.00	16,000		
	Misc site furnishings - allowance	**1**	ls	300,000.00	300,000		
	Misc site improvements for reduction in building area	**1**	ls	350,000.00	350,000		
320000	*LOADING DOCK*						
	Loading dock - allowance	*1,000*	*sf*				
	Loading dock area - walls, numbers, stairs, ramps, guardrails, etc.	**1,000**	sf	125.00	125,000		
320000	*PLAY AREAS*						
	Playground - pour-in-place safety surfacing	*2,300*	*sf*				
	gravel base; 8" thick	**57**	cy	75.00	4,275		
	Pour-in-place safety surface	**2,300**	sf	36.00	82,800		
	Edging	**300**	lf	45.00	13,500		
	Allowance for play equipment	**1**	ls	92,000.00	92,000		
320000	*SYNTHETIC TURF*	*8,700*	*sf*				

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4.2 - SITEWORK							
137		Synthetic turf field - multi-purpose	**8,700**	sf	11.75	102,225		
138		Painted field lines	**1**	loc	5,000.00	5,000		
139		Field top stone; 2" thick	**52**	cy	150.00	7,800		
140		Field base stone; 8" thick	**213**	cy	125.00	26,625		
141		Geotextile underlayment below base stone	**967**	sy	3.00	2,901		
142		Turf anchor curbing	**370**	lf	80.00	29,600		
143	*320000*	*FENCING*						
144		Decorative fencing	**165**	lf	350.00	57,750		
145		Decorative gate	**1**	ea	15,000.00	15,000		
146		Privacy fencing - 6' ht.	**700**	lf	250.00	175,000		
147		Vehicular gate	**1**	ea	20,000.00	20,000		
148		Ball control netting - 20' Ht.	**300**	lf	212.50	63,750		
149		SUBTOTAL					1,735,726	
150								
151	*329900*	*SITE WALLS*						
152		Cheekwalls - allowance for 2' ht.	*30*	*lf*				
153		Concrete	**30**	lf	527.00	15,810		
154		Excavation	**6**	cy	100.00	600		
155		Backfill - (assume using onsite soils)	**2**	cy	35.00	70		
156		Wall drain	**30**	lf	22.00	660		
157								
158		Retaining walls at Medford st. play area - allowance for 2' ht.	*165*	*lf*				
159		Concrete	**165**	lf	527.00	86,955		
160		Excavation	**34**	cy	100.00	3,400		
161		Backfill - (assume using onsite soils)	**10**	cy	35.00	350		
162		Wall drain	**165**	lf	22.00	3,630		
163								
164		Retaining wall at flex-space - allow for 4' ht.	*20*	*lf*				
165		Concrete	**20**	lf	688.00	13,760		
166		Excavation	**11**	cy	100.00	1,100		
167		Backfill - (assume using onsite soils)	**9**	cy	35.00	315		
168		Wall drain	**20**	lf	22.00	440		
169								
170		Low Retaining Wall - 4' ht.	*170*	*lf*				
171		Concrete	**170**	lf	690.00	117,300		
172		Excavation	**94**	cy	100.00	9,400		
173		Backfill - (assume using onsite soils)	**76**	cy	35.00	2,660		
174		Wall drain	**170**	lf	22.00	3,740		
175								
176		High Retaining Wall - 8' ht.	*390*	*lf*				
177		Concrete	**390**	lf	1,347.00	525,330		
178		Excavation	**217**	cy	100.00	21,700		
179		Backfill - (assume using onsite soils)	**173**	cy	35.00	6,055		
180		Wall drain	**390**	lf	22.00	8,580		
181		SUBTOTAL					821,855	
182								
183	*320000*	*GREEN ROOF*						
184		Rooftop						
185		Benches	**6**	ea	3,500.00	21,000		
186		Tables and chairs	**10**	ea	4,500.00	45,000		
187		Shade structure	**1**	ea	150,000.00	150,000		
188		Planter walls	**200**	ea	350.00	70,000		
189		Group seating - circular backless bench	**2**	ea	50,000.00	100,000		
190		Ping pong table - allowance for outdoor, concrete mounted	**2**	ea	25,000.00	50,000		
191		Decorative fencing at perimeter, assume 10'	**725**	lf	1,500.00	1,087,500		
192		Picnic tables	**3**	ea	4,000.00	12,000		
193		Concrete pedestal pavers	*9,412*	*sf*				
194		Concrete pavers on pedestals	**9,412**	sf	75.00	705,900		
195		Sports court tiles	*2,100*	*sf*				
196		Sports court tiles on pedestals	**2,100**	sf	45.00	94,500		
197		Basketball hoops	**1**	ea	15,000.00	15,000		
198		20' ht. protective fencing	**50**	lf	2,500.00	125,000		
199		Poured-in-place safety surfacing	*8,400*	*sf*				
200		gravel base; 8" thick	**205**	cy	125.00	25,625		
201		Play surfacing	**8,400**	sf	60.00	504,000		
202		PIP edging	**170**	lf	100.00	17,000		
203		Play equipment allowance	**1**	ls	550,000.00	550,000		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4.2 - SITEWORK							
204		Access to roof						
205		Crane access	**1**	ls	25,000.00	25,000		
206		Landscaping						
207		Soil and mulch at planting areas; 12" thick - 1,950 sf	**60**	cy	250.00	15,000		
208		Ornamental tree	**10**	ea	2,000.00	20,000		
209		Pre-vegetated planting mats in plant areas	**1,609**	sf	40.00	64,360		
210		SUBTOTAL					3,696,885	
211								
212		***Landscaping***						
213	*329900*	*TOPSOIL*						
214		Topsoil - imported 6" thick	**64**	cy	90.00	5,760		
215		Soil and mulch at planting areas; 18" thick - 6,500 sf	**361**	cy	120.00	43,320		
216	*329900*	*LAWN AND SEED*	*2,200*	*sf*				
217		Topsoil 6" thick - required	**51**	cy		incl. above		
218		Scarify subgrade	**2,200**	sf	0.25	550		
219		Power rake and hydroseed disturbed areas	**2,200**	sf	0.35	770		
220	*329900*	*TREES*						
221		Shade tree	**23**	ea	2,500.00	57,500		
222		Evergreen trees	**14**	ea	1,300.00	18,200		
223		Ornamental tree	**2**	ea	2,000.00	4,000		
224	*329900*	*SHRUBS*						
225		Shrubs - allowance for 36" oc for 50% of planting area (3,250sf)	**417**	ea	75.00	31,275		
226	*329900*	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
227		Groundcovers - allowance for 18" oc for 50% of planting area (3,250sf)	**1,668**	ea	38.00	63,384		
228	*329900*	*MAINTENANCE*						
229		1-yr plant maintenance	**1**	ls	26,153.85	26,154		
230	*328400*	*IRRIGATION*						
231		Irrigation area - lawns	**2,200**	sf	2.75	6,050		
232		Irrigation area - planting beds	**6,500**	sf	5.00	32,500		
233		SUBTOTAL					289,463	
234								
235		***TOTAL - SITE IMPROVEMENTS***						**$7,361,859**
236								
237	**G30**	**CIVIL MECHANICAL UTILITIES**						
238	*210000*	*FIRE PROTECTION*						
239		6" CLDI - fire protection	**100**	lf	49.64	4,964		
240		Fire department connection	**1**	ea	2,500.00	2,500		
241		Gate valve	**1**	ls	10,000.00	10,000		
242		Fire hydrant	**4**	ea	6,500.00	26,000		
243		Thrust blocks	**1**	ls	5,000.00	5,000		
244	*331000*	*WATER UTILITIES*						
245		6" CLDI - domestic	**100**	lf	67.50	6,750		
246	*331000*	*CONNECTIONS*						
247		Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
248	*312000*	*EXCAVATION & BACKFILL*	*200*	*lf*				
249		DI gravity piping excavation	**178**	cy	56.75	10,102		
250		Trench bedding	**40**	cy	38.50	1,540		
251		Pressure test & chlorinate	**200**	lf	5.00	1,000		
252		SUBTOTAL					97,856	
253								
254	*333000*	*SANITARY SEWER*						
255		8" PVC	**90**	lf	45.00	4,050		
256	*333000*	*CONNECTIONS*						
257		Connect to existing (in roadway)	**3**	ea	15,000.00	45,000		
258	*312000*	*EXCAVATION & BACKFILL - Gravity*	*90*	*lf*				
259		PVC gravity piping excavation	**80**	cy	56.75	4,540		
260		Trench bedding	**27**	cy	38.50	1,040		
261		Pressure testing	**90**	lf	4.00	360		
262		Video Inspection	**1**	ls	5,000.00	5,000		
263		SUBTOTAL					59,990	
264								
265	*334000*	*STORM DRAINAGE*						
266		Storm drainage allowance	**34,300**	ea	14.00	480,200		
267		DMH - 0-5' doghouse - connect to existing brick main	**1**	ea	6,000.00	6,000		
268	*334000*	*CONNECTIONS*						
269		Connect to existing brick main	**1**	ea	10,000.00	10,000		
270	*334000*	*SUBSURFACE DRAINAGE SYSTEMS*						

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 4.2 - SITEWORK							
271		Underground recharger - based on narrative	*2,100*	*sf*				
272		MC-3500 chambers and installation - 179.9cuft/per chamber with a 12" stone base (90" long x 77" wide/ea)	**45**	ea	675.00	30,375		
273		MC-3500 end cap and installation - allowance	**10**	ea	350.00	3,500		
274		Excavate and reuse on-site	**700**	cy	25.00	17,500		
275		Load excess soils for disposal	**700**	cy	2.50	1,750		
276		RCS-1	**1,190**	tn	65.00	77,350		
277		Install stone base; 12" thick	**495**	tn	90.00	44,550		
278		Fine grade base	**2,100**	sf	0.25	525		
279		Back-fill infiltration bed with 1-2" crushed stone	**110**	tn	90.00	9,900		
280		Geotextile fabrics	**5,250**	sf	0.75	3,938		
281		SUBTOTAL					685,588	
282								
283		*NATURAL GAS*						
284	*312000*	*EXCAVATION & BACKFILL*	*30*	*lf*				
285		Gas piping excavation	**13**	cy	56.75	738		
286		Trench bedding	**6**	cy	38.50	231		
287		SUBTOTAL					969	
288								
289		***TOTAL - SITE MECHCANICAL UTILITIES***						**$844,403**
290								
291	**G40**	**ELECTRICAL UTILITIES**						
292		Site Civil for Electrical						
293		Concrete:						
294		Primary duct bank (allow)	**200**	lf	30.00	6,000		
295		Secondary duct bank	**70**	lf	40.00	2,800		
296		Generator duct bank	**100**	lf	20.00	2,000		
297		Communications duct bank	**270**	lf	20.00	5,400		
298		Transformer pad	**1**	ea	2,000.00	2,000		
299		Generator pad	**1**	ea	2,000.00	2,000		
300		Excavation & Backfill:						
301		Primary duct bank	**200**	lf	30.00	6,000		
302		Secondary duct bank	**70**	lf	28.00	1,960		
303		Generator duct bank	**100**	lf	22.00	2,200		
304		Communications duct bank	**270**	lf	22.00	5,940		
305		Power						
306		Utility company back charges (allow)	**1**	ls		By Owner		
307		New manhole	**1**	ea	9,000.00	9,000		
308		Utility company pad mounted transformer				Utility co.		
309		Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
310		4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
311		Generator duct bank, allow	**100**	lf	1,025.00	102,500		
312		Communications , allow						
313		Utility company back charges (allow)	**1**	ls		By Owner		
314		Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
315		New manhole	**1**	ea	8,500.00	8,500		
316		Site Lighting						
317		Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
318		Site Security , allow						
319		Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
320		EV Charging Stations						
321		EV ready	**1**	ls	20,000.00	20,000		
322		SUBTOTAL					433,800	
323								
324		***TOTAL - SITE ELECTRICAL UTILITIES***						**$433,800**
325								
326		**TOTAL - SITE DEVELOPMENT**						**$10,727,507**

CONSTRUCTION COST SUMMARY
201 WILLOW AVENUE

BUILDING SYSTEM		*SUB-TOTAL*	BASE REPAIR - 201 WILLOW AVENUE	*RENOVATION OPTION 6C*	*ADDITION OPTION 6C*	TOTAL OPTION 6C ADD/RENO	NEW OPTION 6E
ALL OPTIONS							
A10	**FOUNDATIONS**						
	A1010	Standard Foundations	$554,500	*$229,250*	*$576,000*	$805,250	$1,180,800
	A1020	Special Foundations	$50,000	*$250,000*	*$1,056,000*	$1,306,000	$2,164,800
	A1030	Lowest Floor Construction	$273,000	*$172,500*	*$898,733*	$1,071,233	$1,836,643
B10	**SUPERSTRUCTURE**						
	B1010	Upper Floor Construction	$1,011,000	*$993,000*	*$16,319,370*	$17,312,370	$18,626,304
	B1020	Roof Construction	$27,200	*$20,000*	*$1,143,580*	$1,163,580	$1,880,260
B20	**EXTERIOR CLOSURE**						
	B2010	Exterior Walls	$1,820,426	*$1,213,912*	*$13,697,859*	$14,911,771	$11,232,315
	B2020	Windows	$1,110,056	*$766,845*	*$6,220,899*	$6,987,744	$5,158,500
	B2030	Exterior Doors	$55,000	*$66,200*	*$324,000*	$390,200	$391,200
B30	**ROOFING**						
	B3010	Roof Coverings	$1,624,140	*$1,911,990*	*$840,000*	$2,751,990	$1,356,000
	B3020	Roof Openings	$50,000	*$50,000*	*$93,750*	$143,750	$93,750
C10	**INTERIOR CONSTRUCTION**						
	C1010	Partitions	$347,550	*$1,158,500*	*$7,470,000*	$8,628,500	$8,646,000
	C1020	Interior Doors	$407,280	*$397,200*	*$1,944,000*	$2,341,200	$2,347,200
	C1030	Specialties/Millwork	$427,870	*$477,275*	*$2,599,150*	$3,076,425	$3,081,800
C20	**STAIRCASES**						
	C2010	Stair Construction	$90,000	*$90,000*	*$2,905,000*	$2,995,000	$1,960,000
	C2020	Stair Finishes	$99,000	*$99,000*	*$649,000*	$748,000	$418,000
C30	**INTERIOR FINISHES**						
	C3010	Wall Finishes	$305,460	*$297,900*	*$1,458,000*	$1,755,900	$1,760,400
	C3020	Floor Finishes	$514,080	*$529,600*	*$1,620,000*	$2,149,600	$1,956,000
	C3030	Ceiling Finishes	$475,160	*$463,400*	*$2,268,000*	$2,731,400	$2,738,400
D10	**CONVEYING SYSTEMS**						
	D1010	Elevator	$480,000		*$4,000,000*	$4,000,000	$2,400,000
D20	**PLUMBING**						
	D20	Plumbing	$1,036,100	*$959,900*	*$5,346,000*	$6,305,900	$6,454,800
D30	**HVAC**						
	D30	HVAC	$3,070,775	*$3,028,650*	*$16,200,000*	$19,228,650	$19,560,000
D40	**FIRE PROTECTION**						
	D40	Fire Protection	$347,230	*$264,800*	*$1,830,000*	$2,094,800	$2,166,000
D50	**ELECTRICAL**						
	D5010	Complete System	$2,400,375	*$2,355,825*	*$12,963,900*	$15,319,725	$15,590,708
E10	**EQUIPMENT**						
	E10	Equipment	$15,000		*$2,153,620*	$2,153,620	$2,153,620

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

CONSTRUCTION COST SUMMARY
201 WILLOW AVENUE

BUILDING SYSTEM	*SUB-TOTAL*				
ALL OPTIONS	BASE REPAIR - 201 WILLOW AVENUE	*RENOVATION OPTION 6C*	*ADDITION OPTION 6C*	TOTAL OPTION 6C ADD/RENO	NEW OPTION 6E
E20 FURNISHINGS					
E2010 Fixed Furnishings	$555,530	*$510,752*	*$2,611,392*	$3,122,144	$3,015,600
E2020 Movable Furnishings					
F20 INTERIOR DEMOLITION					
F2010 Building Elements Demo	$679,030	*$876,800*		$876,800	
TOTAL DIRECT COST (Trade Costs)	$17,825,762	*$17,183,299*	*$107,188,253*	$124,371,552	$118,169,100
	$539	*$519*	*$662*	$637	$604

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate **GFA** 33,100

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 201 WILLOW AVENUE							
	GROSS FLOOR AREA CALCULATION						
				New	Renovation		
	Basement			240	8,900		
	Level 1			240	8,900		
	Level 2			180	8,900		
	Level 3/Attic			180	6,400		
	TOTAL GROSS FLOOR AREA (GFA)			**840**	**33,100**	***sf***	**33,940**
	A10 FOUNDATIONS						
A1010	**STANDARD FOUNDATIONS**						
	Allowance for repair at existing granite foundations	**550**	lf	350.00	192,500		
	Allowance for foundations for new shear walls etc.	**8,900**	sf	30.00	267,000		
	Foundations at new elevator connector	**1**	ls	20,000.00	20,000		
	New elevator pit	**1**	ls	75,000.00	75,000		
	SUBTOTAL					554,500	
A1020	**SPECIAL FOUNDATIONS**						
	Underpinning at new elevator addition	**1**	ls	50,000.00	50,000		
	SUBTOTAL					50,000	
A1030	**LOWEST FLOOR CONSTRUCTION**						
	New slab at elevator connector	**240**	sf	25.00	6,000		
	Miscellaneous slab repairs, infills, cutting + patching etc.	**8,900**	sf	30.00	267,000		
	SUBTOTAL					273,000	
	TOTAL - FOUNDATIONS						**$877,500**
	B10 SUPERSTRUCTURE						
B1010	**FLOOR CONSTRUCTION**						
	Seismic upgrades + new shear walls	**33,100**	gsf	25.00	827,500		
	Reinforce existing timber framing	**33,100**	gsf	5.00	165,500		
	New elevator and connector	**600**	sf	30.00	18,000		
	SUBTOTAL					1,011,000	
B1020	**ROOF CONSTRUCTION**						
	Roof at new elevator and connector	**240**	sf	30.00	7,200		
	Allowance for new roof penetrations	**1**	ls	20,000.00	20,000		
	SUBTOTAL					27,200	
	TOTAL - SUPERSTRUCTURE						**$1,038,200**
	B20 EXTERIOR CLOSURE						
B2010	**EXTERIOR WALLS - solid**						
042000	*MASONRY*						
	Clean all brick and stone surfaces; misc. repair & repointing	**18,638**	sf	45.00	838,710		
	Rebuild existing chimneys above roof level	**3**	loc	30,000.00	90,000		
	New chimney caps at south chimneys	**2**	loc	2,500.00	5,000		
	Scaffolding	**18,638**	sf	10.00	186,380		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier/flashing at glazing	**2,071**	lf	10.00	20,710		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	BASE REPAIR - 201 WILLOW AVENUE							
59		Miscellaneous repair of flashings & sealants at existing closure including stripping out and resealing all soft joints and at expansion joints as noted	**18,638**	sf	2.00	37,276		
60								
61	*074213*	*WALL PANELS*						
62		New metal panel wall, AVB, insulation, framing at elevator addition	**1,176**	sf	150.00	176,400		
63								
64	*092900*	*GYPSUM BOARD ASSEMBLIES*						
65		Insulation, AVB, GWB	**18,638**	sf	25.00	465,950		
66		SUBTOTAL					1,820,426	
67								
68	**B2020**	**WINDOWS/CURTAINWALL**						
69		**Exterior Wall Area - Glazed**	*6,213*	*sf*				
70								
71	*061000*	*ROUGH CARPENTRY*						
72		Wood blocking at openings	**2,071**	lf	14.00	28,994		
73								
74	*070001*	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
75		Backer rod & double sealant	**2,071**	lf	12.00	24,852		
76								
77	*080001*	*METAL WINDOWS*						
78		Replacement storefront/Windows/CW	**6,213**	sf	170.00	1,056,210		
79		SUBTOTAL					1,110,056	
80								
81	**B2030**	**EXTERIOR DOORS**						
82								
83	*084110*	*ALUMINUM-FRAMED ENTRANCES AND STOREFRONTS*						
84		Glazed entrance doors including frame and hardware; single	**4**	ea	7,500.00	30,000		
85		Glazed entrance doors including frame and hardware; double	**1**	ea	15,000.00	15,000		
86		Auto openers - allow	**2**	ea	5,000.00	10,000		
87		SUBTOTAL					55,000	
88								
89		***TOTAL - EXTERIOR CLOSURE***						**$2,985,482**
90								
91								
92	***B30***	***ROOFING***						
93								
94	**B3010**	**ROOF COVERINGS**						
95								
96	*070002*	*ROOFING AND FLASHING*						
97		Existing slate & asphalt roof to removed	**11,900**	sf	5.00	59,500		
98		New slate roof, including blocking, fascia	**11,900**	sf	120.00	1,428,000		
99		New TPO roof at flat roof and elevator addition	**750**	sf	40.00	30,000		
100		New gutters, copper	**500**	lf	120.00	60,000		
101		New downspouts, copper	**583**	lf	80.00	46,640		
102		SUBTOTAL					1,624,140	
103								
104	**B3020**	**ROOF OPENINGS**						
105								
106	*078010*	*ROOF OPENINGS*						
107		Replace existing skylights	**1**	ls	50,000.00	50,000		
108		SUBTOTAL					50,000	
109								
110		***TOTAL - ROOFING***						**$1,674,140**
111								
112								
113	***C10***	***INTERIOR CONSTRUCTION***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 201 WILLOW AVENUE							
C1010	**PARTITIONS**						
042000	*MASONRY*						
	Allowance to reconfigure, infill and patch to widen door openings	**33,100**	sf	10.00	331,000		
	Seismic clips at interior CMU walls				Included with Structure		
080001	*GLAZING*						
	Allowance for new and replacement interior glazing	**33,100**	gsf	0.50	16,550		
	SUBTOTAL					347,550	
C1020	**INTERIOR DOORS**						
081110	*DOORS, FRAMES & HARDWARE*						
	Replace existing doors and hardware including painting and sound gasketing at select locations	**33,940**	sf	12.00	407,280		
	SUBTOTAL					407,280	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Rails, handrails at exterior ramps/stairs	**1**	ls	50,000.00	50,000		
	Miscellaneous metals throughout building	**33,940**	gsf	2.00	67,880		
064020	*INTERIOR ARCHITECTURAL WOODWORK*						
	Reception desk in Admin Suite	**1**	ls	20,000.00	20,000		
	Circulation desk in Library	**1**	ls	25,000.00	25,000		
	Allowance for built-in benches throughout	**1**	ls	20,000.00	20,000		
	Allowance for built-in shelving in Bookroom				NR		
	New display cases				NR		
	New window sills				ETR		
	Miscellaneous millwork/ trim allowance	**33,940**	gsf	1.00	33,940		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**33,940**	gsf	1.25	42,425		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards	**33,940**	gsf	0.75	25,455		
	Tack boards	**33,940**	gsf	0.50	16,970		
102110	*TOILET COMPARTMENTS*						
	Allowance to gut renovation to bathrooms	**767**	sf	50.00	38,350		
102800	*TOILET ACCESSORIES*						
	See above						
104000	*SIGNAGE*						
	Allowance for new signage	**33,940**	sf	1.00	33,940		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**1**	ls	3,000.00	3,000		
105000	*LOCKERS*						
	Allowance lockers	**33,940**	gsf	1.50	50,910		
	SUBTOTAL					427,870	
	TOTAL - INTERIOR CONSTRUCTION						**$1,182,700**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 201 WILLOW AVENUE							
	C20 STAIRCASES						
	C2010 STAIR CONSTRUCTION						
055000	*MISCELLANEOUS METALS*						
	Compliant stair rails to existing egress stair	**9**	flt	10,000.00	90,000		
	SUBTOTAL					90,000	
	C2020 STAIR FINISHES						
090005	*RESILIENT FLOORING*						
	Rubber tile at stairs - treads, risers and landings	**9**	lft	6,000.00	54,000		
090007	*PAINTING*						
	High performance coating to stairs including all railings etc.	**9**	flt	5,000.00	45,000		
	SUBTOTAL					99,000	
	TOTAL - STAIRCASES						**$189,000**
	C30 INTERIOR FINISHES						
	C3010 WALL FINISHES						
	Allowance for wall finishes; complete renovation	**33,940**	gsf	9.00	305,460		
	SUBTOTAL					305,460	
	C3020 FLOOR FINISHES						
	Ardex/leveler to existing floors	**26,700**	gsf	4.00	106,800		
	New floor finishes	**33,940**	gsf	12.00	407,280		
	SUBTOTAL					514,080	
	C3030 CEILING FINISHES						
	Ceiling finishes	**33,940**	gsf	14.00	475,160		
	SUBTOTAL					475,160	
	TOTAL - INTERIOR FINISHES						**$1,294,700**
	D10 CONVEYING SYSTEMS						
	D1010 ELEVATOR						
	New elevator, 5 stop double opening	**1**	ea	480,000.00	480,000		
	SUBTOTAL					480,000	
	TOTAL - CONVEYING SYSTEMS						**$480,000**
	D20 PLUMBING						
	D20 PLUMBING, GENERALLY						
	Entirely new plumbing system, gas fired water heaters	**33,100**	gsf	30.00	993,000		

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate **GFA** 33,100

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
BASE REPAIR - 201 WILLOW AVENUE							
	Cut & cap existing plumbing	**33,100**	gsf	1.00	33,100		
	Elevator sump pump to serve new elevator	**1**	ls	10,000.00	10,000		
	SUBTOTAL					1,036,100	
	TOTAL - PLUMBING						**$1,036,100**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Cut & cap existing HVAC; gut renovation	**33,100**	gsf	1.25	41,375		
	HVAC REPLACEMENT - assume all-electric ASHP	**33,100**	gsf	90.00	2,979,000		
	HVAC to elevator lobby	**840**	gsf	60.00	50,400		
	SUBTOTAL					3,070,775	
	TOTAL - HVAC						**$3,070,775**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Fire pump				Not required		
	Wet system complete	**33,100**	gsf	8.50	281,350		
	FP to elevator lobby	**840**	gsf	7.00	5,880		
	SUBTOTAL					347,230	
	TOTAL - FIRE PROTECTION						**$347,230**
D50	***ELECTRICAL***						
D50	**ELECTRICAL, GENERALLY**						
	Cut & cap existing Electrical; gut renovation	**33,100**	gsf	1.25	41,375		
	Electrical systems replacement	**33,100**	gsf	70.00	2,317,000		
	Electric to elevator and elevator lobby	**840**	gsf	50.00	42,000		
	SUBTOTAL					2,400,375	
	TOTAL - ELECTRICAL						**$2,400,375**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
	Kitchen equipment replacement				NIC		
	Residential appliances - allowance	**1**	ls	5,000.00	5,000		
	Allowance for projection screens	**1**	ls	10,000.00	10,000		
	SUBTOTAL					15,000	
	TOTAL - EQUIPMENT						**$15,000**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
	Casework package	**33,100**	gsf	14.00	463,400		
	Miscellaneous furnishings						
	Allowance for window treatments	**6,213**	sf	10.00	62,130		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	BASE REPAIR - 201 WILLOW AVENUE							
285		Entry mats/grilles - allowance	**400**	sf	75.00	30,000		
286		SUBTOTAL					555,530	
287								
288	**E2020**	**MOVABLE FURNISHINGS**						
289		All movable furnishings to be provided and installed by owner						
290		SUBTOTAL					NIC	
291								
292		***TOTAL - FURNISHINGS***						**$555,530**
293								
294								
295	***F10***	***SPECIAL CONSTRUCTION***						
296								
297	**F10**	**SPECIAL CONSTRUCTION**						
298		No work in this section						
299		SUBTOTAL					-	
300								
301		***TOTAL - SPECIAL CONSTRUCTION***						
302								
303								
304	***F20***	***SELECTIVE BUILDING DEMOLITION***						
305								
306	**F2010**	**BUILDING ELEMENTS DEMOLITION**						
307		Sawcut and remove slab on grade for new plumbing work, reconfigured spaces	**8,900**	sf	15.00	133,500		
308		New openings in exterior wall	**4**	loc	5,000.00	20,000		
309		Demo and remove existing storefront/windows etc.	**6,213**	sf	10.00	62,130		
310		Allowance for miscellaneous new masonry openings, masonry wall demo etc.	**33,100**	gsf	2.00	66,200		
311		Remove doors and hardware	**33,100**	gsf	0.50	16,550		
312		Selective interior demolition including removal of casework, visual displays, toilet accessories, compartments, furnishings etc.	**33,100**	gsf	2.00	66,200		
313		Demo & remove floor finishes, ceilings and selective wall finishes	**33,100**	sf	6.00	198,600		
314		Removal of cut & capped MEP equipment & fixtures	**33,100**	gsf	2.00	66,200		
315		Miscellaneous demolition, temporary protection, shoring etc. Not yet identified	**33,100**	gsf	1.50	49,650		
316		SUBTOTAL					679,030	
317								
318	**F2020**	**HAZARDOUS COMPONENTS ABATEMENT**						
319		See summary						
320		SUBTOTAL						
321								
322		***TOTAL - SELECTIVE BUILDING DEMOLITION***						**$679,030**

PM&C

Winter Hill Community Innovation School 29-Jul-26
Somerville, MA

PSR Estimate GFA 33,100

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
	GROSS FLOOR AREA CALCULATION						
	Basement				8,900		
	Level 1				8,900		
	Level 2				8,900		
	Level 3/Attic				6,400		
	TOTAL GROSS FLOOR AREA (GFA)				**33,100**	**sf**	
A1010	**STANDARD FOUNDATIONS**						
	Allowance for repair at existing granite foundations	**365**	lf	250.00	91,250		
	Allowance for foundations for new shear walls etc.	**6,900**	sf	20.00	138,000		
	SUBTOTAL					229,250	
A1020	**SPECIAL FOUNDATIONS**						
	Underpinning at new addition, allow	**1**	ls	250,000.00	250,000		
	SUBTOTAL					250,000	
A1030	**LOWEST FLOOR CONSTRUCTION**						
	Miscellaneous slab repairs, infills, cutting + patching etc.	**6,900**	sf	25.00	172,500		
	SUBTOTAL					172,500	
	TOTAL - FOUNDATIONS						**$651,750**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
	Seismic upgrades + new shear walls	**33,100**	gsf	25.00	827,500		
	Reinforce existing timber framing	**33,100**	gsf	5.00	165,500		
	SUBTOTAL					993,000	
B1020	**ROOF CONSTRUCTION**						
	Allowance for new roof penetrations	**1**	ls	20,000.00	20,000		
	SUBTOTAL					20,000	
	TOTAL - SUPERSTRUCTURE						**$1,013,000**
B20	***EXTERIOR CLOSURE***	15,785	sf				
B2010	**EXTERIOR WALLS; 75%**	*11,839*	*sf*				

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
042000	*MASONRY*						
	Clean all brick and stone surfaces; misc. repair & repointing	**11,839**	sf	45.00	532,755		
	Rebuild existing chimneys above roof level	**3**	loc	30,000.00	90,000		
	New chimney caps at south chimneys	**2**	loc	2,500.00	5,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**11,839**	sf	9.50	112,471		
	Air barrier/flashing at glazing	**1,315**	lf	10.00	13,150		
	Miscellaneous repair of flashings & sealants at existing closure including stripping out and resealing all soft joints and at expansion joints as noted	**11,839**	sf	2.00	23,678		
072100	*THERMAL INSULATION*						
	Spray insulation	**11,839**	sf	7.00	82,873		
074213	*WALL PANELS*						
	New metal panel wall, AVB, insulation, framing at elevator addition	**1,176**	sf	150.00	176,400		
092900	*GYPSUM BOARD ASSEMBLIES*				No work		
	3" metal stud backup	**11,839**	sf	10.00	118,390		
	Gypsum Sheathing	**11,839**	sf	4.50	NR		
	Drywall lining to interior face of stud backup	**11,839**	sf	5.00	59,195		
	SUBTOTAL					1,213,912	
B2020	**WINDOWS; 25%**	*3,946*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**1,315**	lf	14.00	18,410		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**1,315**	lf	12.00	15,780		
080001	*METAL WINDOWS*						
	Windows, Triple-pane low-e insulated units	**3,946**	sf	170.00	670,820		
	Sun control allowance	**1**	ls	50,000.00	50,000		
	Security film at grade	**789**	sf	15.00	11,835		
	SUBTOTAL					766,845	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**33,100**	gsf	2.00	66,200		
	SUBTOTAL					66,200	
	TOTAL - EXTERIOR CLOSURE						**$2,046,957**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
070002	*ROOFING AND FLASHING*						
	Existing slate & asphalt roof to removed	**14,750**	sf	5.00	73,750		
	New slate roof, including blocking, fascia	**14,750**	sf	120.00	1,770,000		
	New gutters, copper	**320**	lf	120.00	38,400		
	New downspouts, copper	**373**	lf	80.00	29,840		
	SUBTOTAL					1,911,990	
B3020	**ROOF OPENINGS**						
	Replace existing skylights	**1**	ls	50,000.00	50,000		
	SUBTOTAL					50,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
	TOTAL - ROOFING						**$1,961,990**
	C10 INTERIOR CONSTRUCTION						
C1010	**PARTITIONS**						
	Interior partitions new/modify existing; renovation	**33,100**	sf	35.00	1,158,500		
	SUBTOTAL					1,158,500	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**33,100**	gsf	12.00	397,200		
	SUBTOTAL					397,200	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**33,100**	gsf	3.00	99,300		
064100	*FINISH CARPENTRY*						
	Display cases				w/ addition		
	Circulation desk				w/ addition		
	Millwork complete; other spaces	**33,100**	gsf	4.00	132,400		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**33,100**	gsf	1.50	49,650		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**33,100**	gsf	1.50	49,650		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics				w/ addition		
	Signage; complete package	**33,100**	gsf	1.00	33,100		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**33,100**	gsf	1.25	41,375		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**11**	ea	350.00	3,850		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**33,100**	gsf	2.00	66,200		
	SUBTOTAL					477,275	
	TOTAL - INTERIOR CONSTRUCTION						**$2,032,975**
	C20 STAIRCASES						
C2010	**STAIR CONSTRUCTION**						
	Stairs; upgrade existing railings for ADA	**9**	flt	10,000.00	90,000		
	SUBTOTAL					90,000	
C2020	**STAIR FINISHES**						
090005	*RESILIENT FLOORING*						
	Rubber tile at stairs - treads, risers and landings	**9**	lft	6,000.00	54,000		
090007	*PAINTING*						
	High performance coating to stairs including all railings etc.	**9**	flt	5,000.00	45,000		
	SUBTOTAL					99,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
	TOTAL - STAIRCASES						**$189,000**
	C30 INTERIOR FINISHES						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**33,100**	gsf	9.00	297,900		
	SUBTOTAL					297,900	
C3020	**FLOOR FINISHES**						
	New floor finishes	**33,100**	gsf	12.00	397,200		
	Ardex/leveler to existing floors	**33,100**	sf	4.00	132,400		
	SUBTOTAL					529,600	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**33,100**	sf	14.00	463,400		
	SUBTOTAL					463,400	
	TOTAL - INTERIOR FINISHES						**$1,290,900**
	D10 CONVEYING SYSTEMS						
D1010	**ELEVATOR**						
	No work in this section						
	SUBTOTAL					-	
	TOTAL - CONVEYING SYSTEMS						
	D20 PLUMBING						
D20	**PLUMBING, GENERALLY**						
	Entirely new plumbing system, gas fired water heaters	**33,100**	gsf	28.00	926,800		
	Demolition	**33,100**	gsf	1.00	33,100		
	SUBTOTAL					959,900	
	TOTAL - PLUMBING						**$959,900**
	D30 HVAC						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 80 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**33,100**	gsf	90.00	2,979,000		
	Demolition	**33,100**	sf	1.50	49,650		
	SUBTOTAL					3,028,650	
	TOTAL - HVAC						**$3,028,650**
	D40 FIRE PROTECTION						
D40	**FIRE PROTECTION, GENERALLY**						
	Allowance for fire pump				w/ addition		
	Wet system complete	**33,100**	gsf	8.00	264,800		
	SUBTOTAL					264,800	
	TOTAL - FIRE PROTECTION						**$264,800**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
	D50 ELECTRICAL						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3000A 480/277V switchboard	**1**	ea	100,000.00	100,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**33,100**	gsf	7.00	231,700		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution				w/ addition		
	Associated ATS's, transformers, panelboards and feeders	**33,100**	gsf	5.50	182,050		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**33,100**	gsf	4.00	132,400		
	Gymnasium equipment feeds and connections	**1**	ls	15,000.00	15,000		
	kitchen equipment feeds and connections	**1**	ls	15,000.00	15,000		
	SUBTOTAL					746,150	
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**33,100**	gsf	15.00	496,500		
	Lighting controls						
	Networked lighting control system	**33,100**	gsf	2.25	74,475		
	Branch devices						
	Receptacles/device boxes + wiring	**33,100**	gsf	4.50	148,950		
	SUBTOTAL					719,925	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**33,100**	gsf	3.00	99,300		
	Digital Signage System						
	Digital Signage System	**33,100**	gsf	0.50	16,550		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**33,100**	gsf	3.50	115,850		
	Mass Notification	**33,100**	gsf	0.50	16,550		
	Distribution Antennae System						
	BDA/DAS system, allow	**33,100**	gsf	0.75	24,825		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**33,100**	gsf	1.25	41,375		
	Classroom Audio (Speech amplification)						
	Speech amplification	**33,100**	gsf	1.25	41,375		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**33,100**	gsf	0.75	24,825		
	Gymnasium sound system, allow	**1**	ls	15,000.00	15,000		
	Cafeteria sound system, allow	**1**	ls	20,000.00	20,000		
	Cafeteria Projector	**1**	ls	25,000.00	25,000		
	Music Room	**1**	ls	10,000.00	10,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	75,000.00	75,000		
	Video Management - CCTV System						
	Head end + cameras	**33,100**	gsf	3.00	99,300		
	Access Control- Intrusion Alarm						
	Head end + devices	**33,100**	gsf	2.00	66,200		
	SUBTOTAL					691,150	
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	Lightning Protection	**33,100**	sf	0.50	16,550		
	Temp power and lights; Coordination; BIM	**33,100**	sf	4.00	132,400		
	Demolition + make safe	**33,100**	sf	1.50	49,650		
	Permits and fees				Assumed Waived		
	SUBTOTAL					198,600	
	TOTAL - ELECTRICAL						**$2,355,825**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance				w/ Add		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26				w/ Add		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; cafeteria, stage				w/ Add		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging				w/ Add		
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads				w/ Add		
	Gym divider				w/ Add		
	Gym backboards; retractable				w/ Add		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.				w/ Add		
	SUBTOTAL					-	
	TOTAL - EQUIPMENT						
E20	***FURNISHINGS***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
RENOVATION OPTION 6C							
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**3,946**	sf	12.00	47,352		
123000	*CASEWORK*						
	Classroom Casework	**33,100**	gsf	14.00	463,400		
	SUBTOTAL					510,752	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$510,752**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						
F2010	**BUILDING ELEMENTS DEMOLITION**						
	Demo exterior wall complete	**9,240**	sf	25.00	231,000		
	Shoring	**1**	ls	50,000.00	50,000		
	Gut demolition; walls, finishes + specialties	**33,100**	sf	15.00	496,500		
	MEP demo; cut + cap in trades	**33,100**	sf	3.00	99,300		
	SUBTOTAL					876,800	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						**$876,800**
	TRADE SUBTOTAL						**$17,183,299**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
	TOTAL GROSS FLOOR AREA (GFA)					**162,000**	
A1010	**STANDARD FOUNDATIONS**						
	Pile caps/Grade beams	**8,000**	sf	72.00	576,000		
	SUBTOTAL					576,000	
A1020	**SPECIAL FOUNDATIONS**						
	Piles	**8,000**	sf	132.00	1,056,000		
	SUBTOTAL					1,056,000	
A1030	**LOWEST FLOOR CONSTRUCTION**						
	Structural slab	**8,000**	sf	48.00	384,000		
312000	*EARTHWORK*						
	Building						
	Cut - excavated 8' beneath building - 7,880 sf	**2,335**	cy	10.00	23,350		
	Fill - import structural - 25% swell	**2,919**	cy	65.00	189,735		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**2,335**	cy	2.50	5,838		
	RCS-1	**3,970**	tn	65.00	258,050		
	Gravel base, 12"	**296**	cy	60.00	17,760		
	Compact existing sub-grade	**8,000**	sf	1.00	8,000		
	Under slab E&B for plumbing	**8,000**	sf	1.50	12,000		
	SUBTOTAL					898,733	
	TOTAL - FOUNDATIONS						**$2,530,733**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		23.8	*lbs/sf*				
		1,925	*tns*				
		$7,713	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**177,100**	sf	1.80	318,780		
	Concrete Fill to metal deck; 3.25" light weight	**3,114**	cy	210.00	653,940		
	Place and finish concrete	**154,000**	sf	5.00	770,000		
	Rebar to decks	**46,200**	lbs	2.00	92,400		
	Acoustic isolation at gym	**6,000**	sf	30.00	180,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Tower Crane; premium	**1**	ls	2,000,000	2,000,000		
	Typical floor framing; 25 psf	**1,925**	tns	5,500.00	10,587,500		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
	Shear studs	**38,500**	ea	3.50	134,750		
	3" metal floor deck	**154,000**	sf	7.00	1,078,000		
	Premium for acoustic deck at gym	**6,000**	sf	7.00	42,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**154,000**	sf	3.00	462,000		
	SUBTOTAL					16,319,370	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**9,200**	sf	1.80	16,560		
	Concrete Fill to metal deck; 3.25" light weight	**162**	cy	210.00	34,020		
	Place and finish concrete	**8,000**	sf	5.00	40,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 25 psf	**150**	tns	5,500.00	825,000		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**3,000**	ea	3.50	10,500		
	3" metal floor deck at typical roof	**12,000**	sf	6.00	72,000		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing				N/A		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**12,000**	sf	4.00	48,000		
	SUBTOTAL					1,143,580	
	TOTAL - SUPERSTRUCTURE						**$17,462,950**
B20	***EXTERIOR CLOSURE***	114,464	sf				
B2010	**EXTERIOR WALLS; 75%**	*85,848*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**45,786**	sf	55.00	2,518,230		
	Precast trim	**45,786**	sf	2.00	91,572		
	Staging/Lifts to exterior wall	**114,464**	sf	10.00	1,144,640		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**45,786**	sf	2.00	91,572		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**85,848**	sf	9.50	815,556		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**9,539**	lf	6.25	59,619		
	Miscellaneous sealants to closure	**85,848**	sf	0.50	42,924		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**85,848**	sf	8.00	686,784		
	Spray insulation; 1"	**85,848**	sf	2.00	171,696		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**9,539**	lf	6.00	57,234		
074213	*WALL PANELS; 35%*						
	Metal panels	**40,062**	sf	110.00	4,406,820		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered				N/A		
092900	*GYPSUM BOARD ASSEMBLIES*						
	10" metal stud backup	**85,848**	sf	22.00	1,888,656		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
	Gypsum Sheathing	**85,848**	sf	4.50	386,316		
	Drywall lining to interior face of stud backup	**85,848**	sf	5.00	429,240		
	Soffit framing	**6,000**	sf	22.00	132,000		
101400	*SIGNAGE*						
	Signage	**1**	ls	10,000.00	10,000		
	SUBTOTAL					13,697,859	
B2020	**WINDOWS; 25%**	*28,616*	sf				
092900	*GYPSUM BOARD ASSEMBLIES*						
	Wood blocking at openings	**9,539**	lf	14.00	133,546		
079200	*JOINT SEALANTS*						
	Backer rod & double sealant	**9,539**	lf	12.00	114,468		
080001	*METAL WINDOWS*						
	Curtainwall, Triple-pane low-e insulated units	**28,616**	sf	190.00	5,437,040		
	Sun control allowance	**1**	ls	450,000.00	450,000		
	Security film at grade	**5,723**	sf	15.00	85,845		
	SUBTOTAL					6,220,899	
B2030	**EXTERIOR DOORS**						
	Exterior door allowance	**162,000**	gsf	2.00	324,000		
	SUBTOTAL					324,000	
	TOTAL - EXTERIOR CLOSURE						**$20,242,758**
B30	***ROOFING***						
B3010	**ROOF COVERINGS**						
	PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**12,000**	sf	40.00	480,000		
	Canopy	**2,000**	sf	120.00	240,000		
	Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)	**4,000**	sf	30.00	120,000		
	SUBTOTAL					840,000	
B3020	**ROOF OPENINGS**						
	Skylight	**375**	sf	250.00	93,750		
	SUBTOTAL					93,750	
	TOTAL - ROOFING						**$933,750**
C10	***INTERIOR CONSTRUCTION***						
C1010	**PARTITIONS**						
	Interior partitions complete; new construction	**162,000**	sf	35.00	5,670,000		
	Interior glazing system	**10,000**	sf	120.00	1,200,000		
	Fire rated glazing system	**1,500**	sf	400.00	600,000		
	SUBTOTAL					7,470,000	
C1020	**INTERIOR DOORS**						
	Interior doors; complete	**162,000**	gsf	12.00	1,944,000		
	SUBTOTAL					1,944,000	
C1030	**SPECIALTIES / MILLWORK**						
055000	*MISCELLANEOUS METALS*						
	Miscellaneous metals complete	**162,000**	gsf	3.00	486,000		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
064100	*FINISH CARPENTRY*						
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**162,000**	gsf	4.00	648,000		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**162,000**	gsf	1.50	243,000		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**162,000**	gsf	1.50	243,000		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**162,000**	gsf	1.00	162,000		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**162,000**	gsf	1.25	202,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**54**	ea	350.00	18,900		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**162,000**	gsf	2.00	324,000		
	SUBTOTAL					2,599,150	
	TOTAL - INTERIOR CONSTRUCTION						**$12,013,150**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**59**	flt	45,000.00	2,655,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					2,905,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**59**	flt	11,000.00	649,000		
	SUBTOTAL					649,000	
	TOTAL - STAIRCASES						**$3,554,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**162,000**	gsf	9.00	1,458,000		
	SUBTOTAL					1,458,000	
C3020	**FLOOR FINISHES**						
	Floor finishes, complete	**162,000**	gsf	10.00	1,620,000		
	SUBTOTAL					1,620,000	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**162,000**	sf	14.00	2,268,000		
	SUBTOTAL					2,268,000	
	TOTAL - INTERIOR FINISHES						**$5,346,000**
D10	***CONVEYING SYSTEMS***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	20 stop elevator	**2**	ea	2,000,000.00	4,000,000		
	SUBTOTAL					4,000,000	
	TOTAL - CONVEYING SYSTEMS						**$4,000,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**162,000**	gsf	28.00	4,536,000		
	High rise premium	**162,000**	gsf	5.00	810,000		
	SUBTOTAL					5,346,000	
	TOTAL - PLUMBING						**$5,346,000**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 360 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**162,000**	gsf	90.00	14,580,000		
	High rise premium	**162,000**	gsf	10.00	1,620,000		
	SUBTOTAL					16,200,000	
	TOTAL - HVAC						**$16,200,000**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**162,000**	gsf	8.00	1,296,000		
	High rise premium	**162,000**	gsf	2.00	324,000		
	SUBTOTAL					1,830,000	
	TOTAL - FIRE PROTECTION						**$1,830,000**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**162,000**	gsf	7.00	1,134,000		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**162,000**	gsf	5.50	891,000		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	20,000.00	20,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**162,000**	gsf	4.00	648,000		
	Gymnasium equipment feeds and connections	**1**	ls	50,000.00	50,000		
	Kitchen equipment feeds and connections	**1**	ls	35,000.00	35,000		
	SUBTOTAL					3,428,000	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**162,000**	gsf	15.00	2,430,000		
	Lighting controls						
	Networked lighting control system	**162,000**	gsf	2.25	364,500		
	Branch devices						
	Receptacles/device boxes + wiring	**162,000**	gsf	4.50	729,000		
	SUBTOTAL					3,523,500	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**162,000**	gsf	4.00	648,000		
	Digital Signage System						
	Digital Signage System	**162,000**	gsf	1.00	162,000		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**162,000**	gsf	3.50	567,000		
	Mass Notification	**162,000**	gsf	0.50	81,000		
	Distribution Antennae System						
	BDA/DAS system, allow	**162,000**	gsf	1.00	162,000		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**162,000**	gsf	1.50	243,000		
	Classroom Audio (Speech amplification)						
	Speech amplification	**162,000**	gsf	1.25	202,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**162,000**	gsf	1.00	162,000		
	Gymnasium sound system, allow	**1**	ls	50,000.00	50,000		
	Cafeteria sound system, allow	**1**	ls	50,000.00	50,000		
	Cafeteria Projector	**1**	ls	35,000.00	35,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	150,000.00	150,000		
	Video Management - CCTV System						
	Head end + cameras	**162,000**	gsf	3.00	486,000		
	Access Control- Intrusion Alarm						
	Head end + devices	**162,000**	gsf	2.00	324,000		
	SUBTOTAL					3,347,500	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
D5040	**OTHER ELECTRICAL SYSTEMS**						
	Common Work Results						
	High rise premium	**162,000**	gsf	8.00	1,296,000		
	Lightning Protection	**162,000**	sf	0.75	121,500		
	Temp power and lights; Coordination; BIM	**162,000**	sf	7.70	1,247,400		
	Permits and fees				Assumed Waived		
	SUBTOTAL					2,664,900	
	TOTAL - ELECTRICAL						**$12,963,900**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; stage, gym	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,153,620	
	TOTAL - EQUIPMENT						**$2,153,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**28,616**	sf	12.00	343,392		
123000	*CASEWORK*						
	Classroom Casework	**162,000**	gsf	14.00	2,268,000		
	SUBTOTAL					2,611,392	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$2,611,392**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						

PM&C

Winter Hill Community Innovation School
Somerville, MA

29-Jul-26

PSR Estimate

GFA 162,000

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C							
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$107,188,253**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C SITEWORK							
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	Site construction fence maintenance	**600**	lf	6.00	3,600		
	Mobilization & Demobilization	**1**	ea	50,000.00	50,000		
	Temp laydown areas - assume off-site	**1**	ls	100,000.00	100,000		
	Construction offices area prep - allowance	**1**	ls	15,000.00	15,000		
	Temporary signs	**1**	ls	10,000.00	w_GRs		
	Wheel wash rack	**1**	ls	10,000.00	10,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing paving , concrete, rubber surfacing, etc.	**9,000**	sf	2.50	22,500		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**1**	ls	50,000.00	50,000		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**600**	lf	15.00	9,000		
	Silt Sacks; installation and removal - allowance	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					347,600	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*396*	*cy*				
	Cut	**396**	cy	10.00	3,960		
	Site fill to design subgrade	*396*	*cy*				
	Fill - imported common fill; swell 25%	**495**	cy	48.00	23,760		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**396**	cy	2.50	990		
	RCS-1	**673**	tn	65.00	43,745		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance	**9,792**	sf	90.00	881,280		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**10,700**	sf	0.25	2,675		
	Fine grading throughout the site	**10,700**	sf	0.35	3,745		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					1,010,155	
	TOTAL - SITE PREPARATION						**$1,357,755**
	G20 SITE IMPROVEMENTS						
320000	*PEDESTRIAN PAVING*						
	Concrete sidewalks - building entry	*600*	*sf*				
	gravel base; 8" thick	**15**	cy	75.00	1,125		
	Broom finish concrete paving; 5" thick	**600**	sf	14.00	8,400		
	Permeable concrete pavers	*2,400*	*sf*				
	Concrete unit pavers	**2,400**	sf	32.00	76,800		
	Washed stone; 1' thick	**89**	cy	125.00	11,125		
	Sand; 4" thick	**30**	cy	75.00	2,250		
	Stone base; 4" thick	**30**	cy	75.00	2,250		
	Bedding stone; 2" thick	**15**	cy	75.00	1,125		
	Structural; 36" thick	**267**	cy	75.00	20,025		
	Edging	**1,500**	lf	18.00	27,000		
	SUBTOTAL					150,100	
320000	*SITE FURNISHINGS - ALLOWANCE*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C SITEWORK							
	Bike racks	**5**	ea	900.00	4,500		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**1**	ea	5,000.00	5,000		
	Trash and Recycling receptacles - allowance	**1**	ea	3,800.00	3,800		
	Benches	**2**	ea	3,500.00	7,000		
	Table and chairs	**1**	ea	4,500.00	4,500		
	Picnic tables	**2**	ea	4,000.00	8,000		
	Misc site furnishings - allowance	**1**	ls	100,000.00	100,000		
	SUBTOTAL					143,300	
320000	*GREEN ROOF*						
	Poured-in-place safety surfacing	*4,000*	*sf*				
	gravel base; 8" thick	**98**	cy	125.00	12,250		
	Play surfacing	**4,000**	sf	60.00	240,000		
	PIP edging	**170**	lf	100.00	17,000		
	Play equipment allowance	**1**	ls	550,000.00	550,000		
	Site furnishings and plantings allowance	**1**	ls	750,000.00	750,000		
	Decorative fencing at perimeter, assume 10'	**300**	lf	1,500.00	450,000		
	Access to roof						
	Crane access	**1**	ls	350,000.00	350,000		
	Landscaping						
	Soil and mulch at planting areas; 12" thick - 1,950 sf	**41**	cy	250.00	10,250		
	Ornamental tree	**10**	ea	2,000.00	20,000		
	Pre-vegetated planting mats in plant areas	**1,100**	sf	40.00	44,000		
	SUBTOTAL					2,443,500	
	Landscaping						
329900	*TOPSOIL*						
	Topsoil - imported 6" thick	**174**	cy	90.00	15,660		
	Soil and mulch at planting areas; 18" thick - 1,700 sf	**94**	cy	120.00	11,280		
329900	*LAWN AND SEED*	*6,000*	*sf*				
	Topsoil 6" thick - required	**139**	cy		incl. above		
	Scarify subgrade	**6,000**	sf	0.25	1,500		
	Power rake and hydroseed disturbed areas	**6,000**	sf	0.35	2,100		
329900	*TREES - ALLOWANCES*						
	Shade tree	**5**	ea	2,500.00	12,500		
	Evergreen trees	**3**	ea	1,300.00	3,900		
	Ornamental tree	**1**	ea	2,000.00	2,000		
329900	*SHRUBS*						
	Shrubs - allowance for 36" oc for 50% of planting area (1,700 sf)	**218**	ea	75.00	16,350		
329900	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
	Groundcovers - allowance for 18" oc for 50% of planting area (1,700 sf)	**872**	ea	38.00	33,136		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	10,182.90	10,183		
328400	*IRRIGATION*						
	Irrigation area - lawns	**6,000**	sf	2.75	16,500		
	Irrigation area - planting beds	**1,700**	sf	5.00	8,500		
	SUBTOTAL					133,609	
	TOTAL - SITE IMPROVEMENTS						**$2,870,509**
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	6" CLDI - fire protection	**50**	lf	49.64	2,482		
	Fire department connection	**1**	ea	2,500.00	2,500		
	Gate valve	**1**	ls	10,000.00	10,000		
	Fire hydrant	**4**	ea	6,500.00	26,000		
	Thrust blocks	**1**	ls	5,000.00	5,000		
331000	*WATER UTILITIES*						
	6" CLDI - domestic	**50**	lf	67.50	3,375		
331000	*CONNECTIONS*						
	Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
312000	*EXCAVATION & BACKFILL*	*100*	*lf*				
	DI gravity piping excavation	**89**	cy	56.75	5,051		
	Trench bedding	**20**	cy	38.50	770		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
ADDITION OPTION 6C SITEWORK							
	Pressure test & chlorinate	**100**	lf	5.00	500		
	SUBTOTAL					85,678	
333000	*SANITARY SEWER*						
	8" PVC	**30**	lf	45.00	1,350		
333000	*CONNECTIONS*						
	Connect to existing (in roadway)	**1**	ea	15,000.00	15,000		
312000	*EXCAVATION & BACKFILL - Gravity*	*30*	*lf*				
	PVC gravity piping excavation	**27**	cy	56.75	1,532		
	Trench bedding	**9**	cy	38.50	347		
	Pressure testing	**30**	lf	4.00	120		
	Video Inspection	**1**	ls	5,000.00	5,000		
	SUBTOTAL					23,349	
334000	*STORM DRAINAGE*						
	Storm drainage allowance	**7,000**	sf	50.00	350,000		
	SUBTOTAL					350,000	
	NATURAL GAS						
312000	*EXCAVATION & BACKFILL*	*30*	*lf*				
	Gas piping excavation	**13**	cy	56.75	738		
	Trench bedding	**6**	cy	38.50	231		
	SUBTOTAL					969	
	TOTAL - SITE MECHCANICAL UTILITIES						**$459,996**
G40	**ELECTRICAL UTILITIES**						
	Site Civil for Electrical						
	Concrete:						
	Primary duct bank (allow)	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	40.00	2,800		
	Generator duct bank	**100**	lf	20.00	2,000		
	Communications duct bank	**270**	lf	20.00	5,400		
	Transformer pad	**1**	ea	2,000.00	2,000		
	Generator pad	**1**	ea	2,000.00	2,000		
	Excavation & Backfill:						
	Primary duct bank	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	28.00	1,960		
	Generator duct bank	**100**	lf	22.00	2,200		
	Communications duct bank	**270**	lf	22.00	5,940		
	Power						
	Utility company back charges (allow)	**1**	ls		By Owner		
	New manhole	**1**	ea	9,000.00	9,000		
	Utility company pad mounted transformer				Utility co.		
	Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
	4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
	Generator duct bank, allow	**100**	lf	1,025.00	102,500		
	Communications , allow						
	Utility company back charges (allow)	**1**	ls		By Owner		
	Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
	New manhole	**1**	ea	8,500.00	8,500		
	Site Lighting						
	Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
	Site Security , allow						
	Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
	EV Charging Stations						
	EV ready	**1**	ls	20,000.00	20,000		
	SUBTOTAL					433,800	
	TOTAL - SITE ELECTRICAL UTILITIES						**$433,800**
	TOTAL - SITE DEVELOPMENT						**$5,122,060**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
	TOTAL GROSS FLOOR AREA (GFA)					**195,600**	
A1010	**STANDARD FOUNDATIONS**						
	Pile caps/Grade beams	**16,400**	sf	72.00	1,180,800		
	SUBTOTAL					1,180,800	
A1020	**SPECIAL FOUNDATIONS**						
	Piles	**16,400**	sf	132.00	2,164,800		
	SUBTOTAL					2,164,800	
A1030	**LOWEST FLOOR CONSTRUCTION**						
	Structural slab	**16,400**	sf	48.00	787,200		
312000	*EARTHWORK*						
	Building						
	Cut - excavated 8' beneath building - 16,060 sf	**4,759**	cy	10.00	47,590		
	Fill - import structural - 25% swell	**5,949**	cy	65.00	386,685		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**4,759**	cy	2.50	11,898		
	RCS-1	**8,090**	tn	65.00	525,850		
	Gravel base, 12"	**607**	cy	60.00	36,420		
	Compact existing sub-grade	**16,400**	sf	1.00	16,400		
	Under slab E&B for plumbing	**16,400**	sf	1.50	24,600		
	SUBTOTAL					1,836,643	
	TOTAL - FOUNDATIONS						**$5,182,243**
A20	***BASEMENT CONSTRUCTION***						
A2010	**BASEMENT EXCAVATION**						
	No Work in this section						
	SUBTOTAL					-	
A2020	**BASEMENT WALLS**						
	No Work in this section						
	SUBTOTAL					-	
	TOTAL - BASEMENT CONSTRUCTION						
B10	***SUPERSTRUCTURE***						
B1010	**FLOOR CONSTRUCTION**						
		23.1	*lbs/sf*				
		2,255	*tns*				
		$6,995	*$/Ton*				
033000	*CONCRETE*						
	WWF reinforcement	**206,080**	sf	1.80	370,944		
	Concrete Fill to metal deck; 3.25" light weight	**3,624**	cy	210.00	761,040		
	Place and finish concrete	**179,200**	sf	5.00	896,000		
	Rebar to decks	**53,760**	lbs	2.00	107,520		
	Acoustic isolation at gym	**6,000**	sf	30.00	180,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Tower Crane premium	**1**	ls	2,000,000	2,000,000		
	Typical floor framing; 25 psf	**2,240**	tns	5,500.00	12,320,000		
	Shear studs	**44,800**	ea	3.50	156,800		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
	3" metal floor deck	**179,200**	sf	7.00	1,254,400		
	Premium for acoustic deck at gym	**6,000**	sf	7.00	42,000		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fire proofing to columns and beams; 2 hr	**179,200**	sf	3.00	537,600		
	SUBTOTAL					18,626,304	
B1020	**ROOF CONSTRUCTION**						
033000	*CONCRETE - underneath RTU's + play areas*						
	WWF reinforcement	**16,100**	sf	1.80	28,980		
	Concrete Fill to metal deck; 3.25" light weight	**283**	cy	210.00	59,430		
	Place and finish concrete	**14,000**	sf	5.00	70,000		
051200	*STRUCTURAL STEEL FRAMING*						
	Typical roof framing; 25 psf	**255**	tns	5,500.00	1,402,500		
	Allowance for additional miscellaneous steel angles, plates etc.			assume included in lbs/sf tns			
	Shear studs	**5,100**	ea	3.50	17,850		
	3" metal floor deck at typical roof	**20,400**	sf	6.00	122,400		
	Canopy, 15 psf	**15**	tns	6,500.00	97,500		
	Roof screen framing				N/A		
078100	*FIREPROOFING/FIRESTOPPING*						
	Fireproofing to roof deck and structure	**20,400**	sf	4.00	81,600		
	SUBTOTAL					1,880,260	
	TOTAL - SUPERSTRUCTURE						**$20,506,564**
B20	***EXTERIOR CLOSURE***	92,400	sf				
B2010	**EXTERIOR WALLS; 75%**	*69,300*	*sf*				
040001	*MASONRY; 40%*						
	Brick veneer	**36,960**	sf	55.00	2,032,800		
	Precast trim	**36,960**	sf	2.00	73,920		
	Staging/Lifts to exterior wall	**92,400**	sf	10.00	924,000		
055000	*MISCELLANOUS METALS*						
	Miscellaneous metals to exterior; lintels, angles etc.	**36,960**	sf	2.00	73,920		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Air barrier	**69,300**	sf	9.50	658,350		
	Air barrier at soffit	**6,000**	sf	9.50	57,000		
	Air barrier/flashing at windows	**7,700**	lf	6.25	48,125		
	Miscellaneous sealants to closure	**69,300**	sf	0.50	34,650		
072100	*THERMAL INSULATION*						
	Mineral wool insulation; 6"	**69,300**	sf	8.00	554,400		
	Spray insulation; 1"	**69,300**	sf	2.00	138,600		
	Insulation at soffit	**6,000**	lf	8.00	48,000		
	Insulation at window openings	**7,700**	lf	6.00	46,200		
074213	*WALL PANELS; 35%*						
	Metal panels	**32,340**	sf	110.00	3,557,400		
	Metal panels, soffit	**6,000**	sf	110.00	660,000		
	Roof screen, louvered				N/A		
092900	*GYPSUM BOARD ASSEMBLIES*						
	10" metal stud backup	**69,300**	sf	22.00	1,524,600		
	Gypsum Sheathing	**69,300**	sf	4.50	311,850		

	CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 6E							
123		Drywall lining to interior face of stud backup	**69,300**	sf	5.00	346,500		
124		Soffit framing	**6,000**	sf	22.00	132,000		
125								
126	*101400*	*SIGNAGE*						
127		Signage	**1**	ls	10,000.00	10,000		
128		SUBTOTAL					11,232,315	
129								
130	**B2020**	**WINDOWS; 25%**	*23,100*	sf				
131								
132	*092900*	*GYPSUM BOARD ASSEMBLIES*						
133		Wood blocking at openings	**7,700**	lf	14.00	107,800		
134								
135	*079200*	*JOINT SEALANTS*						
136		Backer rod & double sealant	**7,700**	lf	12.00	92,400		
137								
138	*080001*	*METAL WINDOWS*						
139		Curtainwall, Triple-pane low-e insulated units	**23,100**	sf	190.00	4,389,000		
140		Sun control allowance	**1**	ls	500,000.00	500,000		
141		Security film at grade	**4,620**	sf	15.00	69,300		
142		SUBTOTAL					5,158,500	
143								
144	**B2030**	**EXTERIOR DOORS**						
145								
146		Exterior door allowance	**195,600**	gsf	2.00	391,200		
147		SUBTOTAL					391,200	
148								
149		***TOTAL - EXTERIOR CLOSURE***						**$16,782,015**
150								
151								
152	***B30***	***ROOFING***						
153								
154	**B3010**	**ROOF COVERINGS**						
155								
156		PVC roofing membrane; (30 yr warranty), BOD Carlisle SureWeld, 80 mil; 11" insulation, includes all blocking, AVB, etc.	**20,400**	sf	40.00	816,000		
157		Canopy	**2,000**	sf	120.00	240,000		
158		Premium for roof types 2, 2A & 2B (pavers/planting w/ G20)	**10,000**	sf	30.00	300,000		
159		SUBTOTAL					1,356,000	
160								
161	**B3020**	**ROOF OPENINGS**						
162		Skylight	**375**	sf	250.00	93,750		
163		SUBTOTAL					93,750	
164								
165		***TOTAL - ROOFING***						**$1,449,750**
166								
167								
168	***C10***	***INTERIOR CONSTRUCTION***						
169								
170	**C1010**	**PARTITIONS**						
171								
172		Interior partitions complete; new construction	**195,600**	sf	35.00	6,846,000		
173		Interior glazing system	**10,000**	sf	120.00	1,200,000		
174		Fire rated glazing system	**1,500**	sf	400.00	600,000		
175		SUBTOTAL					8,646,000	
176								
177	**C1020**	**INTERIOR DOORS**						
178								
179		Interior doors; complete	**195,600**	gsf	12.00	2,347,200		
180		SUBTOTAL					2,347,200	
181								
182	**C1030**	**SPECIALTIES / MILLWORK**						
183								
184	*055000*	*MISCELLANEOUS METALS*						
185		Miscellaneous metals complete	**195,600**	gsf	3.00	586,800		
186								
187	*064100*	*FINISH CARPENTRY*						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
	Display cases	**1**	ls	150,000.00	150,000		
	Circulation desk	**1**	ls	20,000.00	20,000		
	Millwork complete; other spaces	**195,600**	gsf	4.00	782,400		
070001	*WATERPROOFING, DAMPPROOFING AND CAULKING*						
	Miscellaneous sealants throughout building	**195,600**	gsf	1.50	293,400		
101100	*VISUAL DISPLAY SURFACES*						
	Marker boards/TB complete	**195,600**	gsf	1.50	293,400		
	Interactive White Board projectors				FF&E		
101400	*SIGNAGE*						
	Special graphics	**1**	ls	100,000.00	100,000		
	Signage; complete package	**195,600**	gsf	1.00	195,600		
102110	*TOILET COMPARTMENTS + Accessories*						
	Toilet partitions/bathroom accessories	**195,600**	gsf	1.25	244,500		
104400	*FIRE PROTECTION SPECIALTIES*						
	Fire extinguisher cabinets	**65**	ea	350.00	22,750		
	AED cabinets	**5**	ea	350.00	1,750		
105113	*LOCKERS*						
	Cubbies + lockers	**195,600**	gsf	2.00	391,200		
	SUBTOTAL					3,081,800	
	TOTAL - INTERIOR CONSTRUCTION						**$14,075,000**
C20	***STAIRCASES***						
C2010	**STAIR CONSTRUCTION**						
	New stairs; complete	**38**	flt	45,000.00	1,710,000		
	Feature stair	**1**	flt	250,000.00	250,000		
	SUBTOTAL					1,960,000	
C2020	**STAIR FINISHES**						
	Finishes complete	**38**	flt	11,000.00	418,000		
	SUBTOTAL					418,000	
	TOTAL - STAIRCASES						**$2,378,000**
C30	***INTERIOR FINISHES***						
C3010	**WALL FINISHES**						
	Allowance for wall finishes complete	**195,600**	gsf	9.00	1,760,400		
	SUBTOTAL					1,760,400	
C3020	**FLOOR FINISHES**						
	Floor finishes, complete	**195,600**	gsf	10.00	1,956,000		
	SUBTOTAL					1,956,000	
C3030	**CEILING FINISHES**						
	Ceilings; complete package	**195,600**	sf	14.00	2,738,400		
	SUBTOTAL					2,738,400	
	TOTAL - INTERIOR FINISHES						**$6,454,800**
D10	***CONVEYING SYSTEMS***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
D1010	**ELEVATOR**						
142000	*ELEVATOR*						
	12 stop elevator	**2**	ea	1,200,000.00	2,400,000		
	SUBTOTAL					2,400,000	
	TOTAL - CONVEYING SYSTEMS						**$2,400,000**
D20	***PLUMBING***						
D20	**PLUMBING, GENERALLY**						
	Plumbing system, gas fired water heaters	**195,600**	gsf	28.00	5,476,800		
	High rise premium	**195,600**	gsf	5.00	978,000		
	SUBTOTAL					6,454,800	
	TOTAL - PLUMBING						**$6,454,800**
D30	***HVAC***						
D30	**HVAC, GENERALLY**						
	Allowance for all electric 4 pipe 440 tons ASHP w/additional 2 pipe for peak heating and cooling and electric boiler	**195,600**	gsf	90.00	17,604,000		
	High rise premium	**195,600**	gsf	10.00	1,956,000		
	SUBTOTAL					19,560,000	
	TOTAL - HVAC						**$19,560,000**
D40	***FIRE PROTECTION***						
D40	**FIRE PROTECTION, GENERALLY**						
	New service	**1**	ls	60,000.00	60,000		
	Fire pump	**1**	ls	150,000.00	150,000		
	Wet system complete	**195,600**	gsf	8.00	1,564,800		
	High rise premium	**195,600**	gsf	2.00	391,200		
	SUBTOTAL					2,166,000	
	TOTAL - FIRE PROTECTION						**$2,166,000**
D50	***ELECTRICAL***						
D5010	**SERVICE & DISTRIBUTION**						
	Gear & Distribution						
	Normal Power						
	3500A 480/277V switchboard	**1**	ea	250,000.00	250,000		
	Submeters	**1**	ls	50,000.00	50,000		
	Associated transformers, panelboards and feeders	**195,600**	gsf	7.00	1,369,200		
	Emergency power						
	300KW diesel emergency generator and associated gear and distribution	**1**	ls	350,000.00	350,000		
	Associated ATS's, transformers, panelboards and feeders	**195,600**	gsf	5.50	1,075,800		
	Photovoltaic System						
	Infrastructure for system	**1**	ls	40,000.00	40,000		
	Uninterruptible Power Supply						
	UPS system				NIC		
	Equipment Wiring feeds and connection						
	Misc. mechanical and plumbing equipment feed and connections	**195,600**	gsf	4.00	782,400		
	Gymnasium equipment feeds and connections	**1**	ls	50,000.00	50,000		
	kitchen equipment feeds and connections	**1**	ls	50,000.00	50,000		
	SUBTOTAL					4,017,400	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
D5020	**LIGHTING & POWER**						
	Lighting & Branch Power						
	Lighting (fixtures + install) includes lighting circuitry	**195,600**	gsf	15.00	2,934,000		
	Lighting controls						
	Networked lighting control system	**195,600**	gsf	2.25	440,100		
	Branch devices						
	Receptacles/device boxes + wiring	**195,600**	gsf	4.50	880,200		
	SUBTOTAL					4,254,300	
D5030	**COMMUNICATION & SECURITY SYSTEMS**						
	Technology Systems						
	Procured & installed during the Equipment Phase (FF&E)						
	Instructional Video Presentation Equipment				FF&E		
	Computer Network Equipment				FF&E		
	Computer carts & lockers				FF&E		
	Network copier/printer equipment				FF&E		
	Portable Video presentation system				FF&E		
	Cafeteria POS equipment				FF&E		
	Visitor management system				FF&E		
	Short throw projectors including cabling				FF&E		
	Telecommunications - Voice/Data Structured Cabling System						
	Network switches, routers, firewalls, servers, VOIP, etc.	**1**	ls		FF&E		
	Telcom devices, cabling and rough-in	**195,600**	gsf	4.00	782,400		
	Digital Signage System						
	Digital Signage System	**195,600**	gsf	0.50	97,800		
	Flat panel display				Included above		
	Magic info messaging software				Included above		
	Digital site signage system rough-in and cabling				Included above		
	Fire Alarm						
	FA system	**195,600**	gsf	4.00	782,400		
	Mass Notification	**195,600**	gsf	1.00	195,600		
	Distribution Antennae System						
	BDA/DAS system, allow	**195,600**	gsf	1.00	195,600		
	BDA annunciator				Included above		
	Splitter				Included above		
	Police/Fire/School panels				Included above		
	Lightning & surge protection unit				Included above		
	Rough-in				Included above		
	Distributed Communication - Public Address System + Clock system						
	Complete package	**195,600**	gsf	1.50	293,400		
	Classroom Audio (Speech amplification)						
	Speech amplification	**195,600**	gsf	1.25	244,500		
	Audio Visual Systems						
	General building AV equipment				By Owner		
	Rough-in	**195,600**	gsf	1.00	195,600		
	Gymnasium sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria sound system, allow	**1**	ls	65,000.00	65,000		
	Cafeteria Projector	**1**	ls	35,000.00	35,000		
	Music Room	**1**	ls	25,000.00	25,000		
	Cafetorium						
	Stage lighting and dimming package, allow	**1**	ls	150,000.00	150,000		
	Video Management - CCTV System						
	Head end + cameras	**195,600**	gsf	3.00	586,800		
	Access Control- Intrusion Alarm						
	Head end + devices	**195,600**	gsf	2.00	391,200		
	SUBTOTAL					4,105,300	
D5040	**OTHER ELECTRICAL SYSTEMS**						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
	Common Work Results						
	High rise premium	**195,600**	gsf	8.00	1,564,800		
	Lightning Protection	**195,600**	sf	0.75	146,700		
	Temp power and lights; Coordination; BIM	**195,600**	sf	7.68	1,502,208		
	Permits and fees				Assumed Waived		
	SUBTOTAL					3,213,708	
	TOTAL - ELECTRICAL						**$15,590,708**
E10	***EQUIPMENT***						
E10	**EQUIPMENT, GENERALLY**						
113100	*APPLIANCES*						
	Residential appliances; allowance	**1**	ls	16,000.00	16,000		
114000	*FOODSERVICE EQUIPMENT*						
	Kitchen equipment, Crabtree & McGrath 7/6/26	**1**	ls	1,854,460.00	1,854,460		
115213	*PROJECTION SCREENS*						
	Projection screen - 12' wide; gym, stage	**2**	ea	8,000.00	16,000		
116200	*THEATRE EQUIPMENT*						
	Curtain and rigging	**1**	ls	110,000.00	110,000		
116600	*ATHLETIC EQUIPMENT*						
	Wall Pads	**1,920**	sf	18.00	34,560		
	Gym divider	**1**	ls	38,000.00	38,000		
	Gym backboards; retractable	**6**	loc	12,000.00	72,000		
	Gym equipment; chin-up bars, climbing ropes, cargo nets, volleyball sleeves, scoreboard etc.	**1**	ls	12,600.00	12,600		
	SUBTOTAL					2,153,620	
	TOTAL - EQUIPMENT						**$2,153,620**
E20	***FURNISHINGS***						
E2010	**FIXED FURNISHINGS**						
122100	*WINDOW TREATMENT*						
	Shades complete; rolling mesh	**23,100**	sf	12.00	277,200		
123000	*CASEWORK*						
	Classroom Casework	**195,600**	gsf	14.00	2,738,400		
	SUBTOTAL					3,015,600	
E2020	**MOVABLE FURNISHINGS**						
	All movable furnishings to be provided and installed by owner						
	SUBTOTAL					NIC	
	TOTAL - FURNISHINGS						**$3,015,600**
F10	***SPECIAL CONSTRUCTION***						
F10	**SPECIAL CONSTRUCTION**						
	SUBTOTAL					-	
	TOTAL - SPECIAL CONSTRUCTION						
F20	***SELECTIVE BUILDING DEMOLITION***						

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E							
F2010	**BUILDING ELEMENTS DEMOLITION**						
	SUBTOTAL					-	
F2020	**HAZARDOUS COMPONENTS ABATEMENT**						
	See main summary for HazMat allowance				See Summary		
	SUBTOTAL						
	TOTAL - SELECTIVE BUILDING DEMOLITION						
	TRADE SUBTOTAL						**$118,169,100**

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
	NEW OPTION 6E - SITEWORK						
	G SITEWORK						
	G10 SITE PREPARATION & DEMOLITION						
311000	*GENERAL CONDITIONS*						
	6' high site construction fence	**600**	lf	25.00	15,000		
	Site construction fence maintenance	**600**	lf	6.00	3,600		
	Mobilization & Demobilization	**1**	ea	50,000.00	50,000		
	Temp laydown areas - assume off-site	**1**	ls	100,000.00	100,000		
	Construction offices area prep - allowance	**1**	ls	15,000.00	15,000		
	Temporary signs	**1**	ls	10,000.00	w_GRs		
	Wheel wash rack	**1**	ls	10,000.00	10,000		
	Engineering/layout	**1**	ls	50,000.00	w_GRs		
	Concrete washout area	**1**	ea	2,500.00	2,500		
	Snow removal - allowance	**1**	ls		w_GRs		
	Winter conditions - allowance	**1**	ls		w_GRs		
	Police details	**1**	ls		w_GRs		
	Site security	**1**	ls		w_GRs		
	Job site construction trailer	**1**	ls		w_GRs		
	Temp utilities for job trailer	**1**	ls		w_GRs		
311000	*SITE SALVAGE ITEMS*						
	Allowance to salvage site items	**1**	ls	10,000.00	10,000		
311000	*SITE DEMOLITION AND RELOCATIONS*						
	Demolish existing paving , concrete, rubber surfacing, etc.	**9,000**	sf	2.50	22,500		
	Miscellaneous site demolition; furnishings, concrete pads, signs etc.	**1**	ls	50,000.00	50,000		
311000	*UTILITY DEMOLITION*						
	Utility demolition allowance	**1**	ls	50,000.00	50,000		
312000	*EROSION & SEDIMENT CONTROL*						
	Silt Fence; installation and removal - allowance	**600**	lf	15.00	9,000		
	Silt Sacks; installation and removal - allowance	**1**	ls	2,500.00	2,500		
	Erosion Control monitoring & maintenance	**1**	ls	10,000.00	10,000		
	SUBTOTAL					350,100	
312000	*SITE EARTHWORK*						
	Site cut to design subgrade	*396*	*cy*				
	Cut	**396**	cy	10.00	3,960		
	Site fill to design subgrade	*396*	*cy*				
	Fill - imported common fill; swell 25%	**495**	cy	48.00	23,760		
312000	*SOIL DISPOSAL - conversion factor 1.7 to tons*						
	Load excess soils for disposal	**396**	cy	2.50	990		
	RCS-1	**673**	tn	65.00	43,745		
312000	*SUPPORT OF EXCAVATION*						
	SOE allowance	**9,792**	sf	90.00	881,280		
312000	*ESTABLISHING GRADE*						
	Sub grade establishment	**10,700**	sf	0.25	2,675		
	Fine grading throughout the site	**10,700**	sf	0.35	3,745		
312000	*HAZARDOUS MATERIALS*						
	UST removal allowance	**1**	ls	50,000.00	50,000		
	SUBTOTAL					1,010,155	
	TOTAL - SITE PREPARATION						**$1,360,255**
	G20 SITE IMPROVEMENTS						
320000	*PEDESTRIAN PAVING*						
	Concrete sidewalks - building entry	*600*	*sf*				
	gravel base; 8" thick	**15**	cy	75.00	1,125		
	Broom finish concrete paving; 5" thick	**600**	sf	14.00	8,400		
	Permeable concrete pavers	*2,400*	*sf*				
	Concrete unit pavers	**2,400**	sf	32.00	76,800		
	Washed stone; 1' thick	**89**	cy	125.00	11,125		
	Sand; 4" thick	**30**	cy	75.00	2,250		
	Stone base; 4" thick	**30**	cy	75.00	2,250		
	Bedding stone; 2" thick	**15**	cy	75.00	1,125		
	Structural; 36" thick	**267**	cy	75.00	20,025		
	Edging	**1,500**	lf	18.00	27,000		
	SUBTOTAL					150,100	

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E - SITEWORK							
320000	*SITE FURNISHINGS - ALLOWANCE*						
	Bike racks	**5**	ea	900.00	4,500		
	Flagpole - 30' Ht.	**1**	ea	7,000.00	7,000		
	Flagpole foundation	**1**	ea	3,500.00	3,500		
	Raised planter beds	**1**	ea	5,000.00	5,000		
	Trash and Recycling receptacles - allowance	**1**	ea	3,800.00	3,800		
	Benches	**2**	ea	3,500.00	7,000		
	Table and chairs	**1**	ea	4,500.00	4,500		
	Picnic tables	**2**	ea	4,000.00	8,000		
	Misc site furnishings - allowance	**1**	ls	100,000.00	100,000		
	SUBTOTAL					143,300	
320000	*GREEN ROOF*						
	Poured-in-place safety surfacing	*10,000*	*sf*				
	gravel base; 8" thick	**244**	cy	125.00	30,500		
	Play surfacing	**10,000**	sf	60.00	600,000		
	PIP edging	**170**	lf	100.00	17,000		
	Play equipment allowance	**1**	ls	875,000.00	875,000		
	Site furnishings and plantings allowance	**1**	ls	1,200,000.00	1,200,000		
	Decorative fencing at perimeter, assume 10'	**400**	lf	1,500.00	600,000		
	Access to roof						
	Crane access	**1**	ls	100,000.00	100,000		
	Landscaping						
	Soil and mulch at planting areas; 12" thick - 1,950 sf	**41**	cy	250.00	10,250		
	Ornamental tree	**10**	ea	2,000.00	20,000		
	Pre-vegetated planting mats in plant areas	**1,100**	sf	40.00	44,000		
	SUBTOTAL					3,496,750	
	Landscaping						
329900	*TOPSOIL*						
	Topsoil - imported 6" thick	**174**	cy	90.00	15,660		
	Soil and mulch at planting areas; 18" thick - 1,700 sf	**94**	cy	120.00	11,280		
329900	*LAWN AND SEED*	*6,000*	*sf*				
	Topsoil 6" thick - required	**139**	cy		incl. above		
	Scarify subgrade	**6,000**	sf	0.25	1,500		
	Power rake and hydroseed disturbed areas	**6,000**	sf	0.35	2,100		
329900	*TREES - ALLOWANCES*						
	Shade tree	**5**	ea	2,500.00	12,500		
	Evergreen trees	**3**	ea	1,300.00	3,900		
	Ornamental tree	**1**	ea	2,000.00	2,000		
329900	*SHRUBS*						
	Shrubs - allowance for 36" oc for 50% of planting area (1,700 sf)	**218**	ea	75.00	16,350		
329900	*GROUNDCOVERS - GRASSES/PERENNIALS/VINES*						
	Groundcovers - allowance for 18" oc for 50% of planting area (1,700 sf)	**872**	ea	38.00	33,136		
329900	*MAINTENANCE*						
	1-yr plant maintenance	**1**	ls	10,182.90	10,183		
328400	*IRRIGATION*						
	Irrigation area - lawns	**6,000**	sf	2.75	16,500		
	Irrigation area - planting beds	**1,700**	sf	5.00	8,500		
	SUBTOTAL					133,609	
	TOTAL - SITE IMPROVEMENTS						**$3,923,759**
G30	**CIVIL MECHANICAL UTILITIES**						
210000	*FIRE PROTECTION*						
	6" CLDI - fire protection	**50**	lf	49.64	2,482		
	Fire department connection	**1**	ea	2,500.00	2,500		
	Gate valve	**1**	ls	10,000.00	10,000		
	Fire hydrant	**4**	ea	6,500.00	26,000		
	Thrust blocks	**1**	ls	5,000.00	5,000		
331000	*WATER UTILITIES*						
	6" CLDI - domestic	**50**	lf	67.50	3,375		
331000	*CONNECTIONS*						
	Connect to existing water line; 6/8/10 (in roadway)	**2**	ea	15,000.00	30,000		
312000	*EXCAVATION & BACKFILL*	*100*	*lf*				
	DI gravity piping excavation	**89**	cy	56.75	5,051		

CSI CODE	DESCRIPTION	QTY	UNIT	UNIT COST	EST'D COST	SUB TOTAL	TOTAL COST
NEW OPTION 6E - SITEWORK							
	Trench bedding	**20**	cy	38.50	770		
	Pressure test & chlorinate	**100**	lf	5.00	500		
	SUBTOTAL					85,678	
333000	*SANITARY SEWER*						
	8" PVC	**30**	lf	45.00	1,350		
333000	*CONNECTIONS*						
	Connect to existing (in roadway)	**1**	ea	15,000.00	15,000		
312000	*EXCAVATION & BACKFILL - Gravity*	*30*	*lf*				
	PVC gravity piping excavation	**27**	cy	56.75	1,532		
	Trench bedding	**9**	cy	38.50	347		
	Pressure testing	**30**	lf	4.00	120		
	Video Inspection	**1**	ls	5,000.00	5,000		
	SUBTOTAL					23,349	
334000	*STORM DRAINAGE*						
	Storm drainage allowance	**13,000**	sf	12.00	156,000		
	SUBTOTAL					156,000	
	NATURAL GAS						
312000	*EXCAVATION & BACKFILL*	*30*	*lf*				
	Gas piping excavation	**13**	cy	56.75	738		
	Trench bedding	**6**	cy	38.50	231		
	SUBTOTAL					969	
	TOTAL - SITE MECHCANICAL UTILITIES						**$265,996**
G40	**ELECTRICAL UTILITIES**						
	Site Civil for Electrical						
	Concrete:						
	Primary duct bank (allow)	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	40.00	2,800		
	Generator duct bank	**100**	lf	20.00	2,000		
	Communications duct bank	**270**	lf	20.00	5,400		
	Transformer pad	**1**	ea	2,000.00	2,000		
	Generator pad	**1**	ea	2,000.00	2,000		
	Excavation & Backfill:						
	Primary duct bank	**200**	lf	30.00	6,000		
	Secondary duct bank	**70**	lf	28.00	1,960		
	Generator duct bank	**100**	lf	22.00	2,200		
	Communications duct bank	**270**	lf	22.00	5,940		
	Power						
	Utility company back charges (allow)	**1**	ls		By Owner		
	New manhole	**1**	ea	9,000.00	9,000		
	Utility company pad mounted transformer				Utility co.		
	Primary duct bank 2-4" empty conduit	**200**	lf	40.00	8,000		
	4000A Secondary duct bank, allow	**70**	lf	1,470.00	102,900		
	Generator duct bank, allow	**100**	lf	1,025.00	102,500		
	Communications , allow						
	Utility company back charges (allow)	**1**	ls		By Owner		
	Telecom duct bank 4-4" conduits	**270**	lf	80.00	21,600		
	New manhole	**1**	ea	8,500.00	8,500		
	Site Lighting						
	Site lighting and circuitry; Allowance	**1**	ls	100,000.00	100,000		
	Site Security , allow						
	Pole cameras and circuitry	**1**	ls	25,000.00	25,000		
	EV Charging Stations						
	EV ready	**1**	ls	20,000.00	20,000		
	SUBTOTAL					433,800	
	TOTAL - SITE ELECTRICAL UTILITIES						**$433,800**
	TOTAL - SITE DEVELOPMENT						**$5,983,810**

D. Form 3011 Options Worksheet

Insert District and School Name

DRAFT

Enter Budget Values for Ineligible Costs in light yellow highlighted cells.

NOTE that ineligible costs can not exceed Estimated Budget Cost for any individual line item, distribute across multiple lines if needed.

Template Effective: January 1, 2026
Incorporates revisions to MSBA's project funding limits policy, which was approved at the August 27, 2025 MSBA Board of Directors Meeting.

Total Project Budget: All costs associated with the project are subject to 963 CMR 2.16(5)	Estimated Budget	Scope Items Excluded from the Estimated Basis of Maximum Facilities Grant	Estimated Basis of Maximum Total Facilities	Estimated Maximum Total Facilities Grant[1]
		Enter Budget Values for all light yellow highlighted cells.	Enter Budget Values for Ineligible Costs in light yellow highlighted cells.	
Feasibility Study Agreement				
OPM Feasibility Study	$375,000	$0	$375,000	
A&E Feasibility Study	$925,000	$0	$925,000	
Environmental & Site	$0	$0	$0	
Other	$203,425	$0	[illegible]	
Feasibility Study Agreement Subtotal	**$1,503,425**	**$0**	[illegible]	**$915,887**
Administration				
Legal Fees	$0	$0	[illegible]	**$0**
Owner's Project Manager				
Design Development	$166,026	$0		
Construction Contract Documents	$358,039	$0	[illegible]	
Bidding	$151,589	$0		
Construction Contract Administration	$3,573,169	$574,001		
Closeout	$235,816	$0		
Extra Services	$1,500,000	$0	$1,500,000	
Reimbursable & Other Services	$500,000	$0	$500,000	
Cost Estimates	$150,000	$0	$150,000	
Advertising	$50,000	$0	$50,000	
Permitting	$300,000	$0	$300,000	
Owner's Insurance	$0	$0	$0	
Other Administrative Costs	$0	$0	$0	
Administration Subtotal	**$6,984,639**	**$574,001**	**$6,410,638**	**$3,905,361**
Architecture and Engineering				
Basic Services				
Design Development	$2,541,720	$0		
Construction Contract Documents	$5,813,067	$0	[illegible]	
Bidding	$612,132	$0		
Construction Contract Administration	$5,200,935	$3,001,206		
Closeout	$153,033	$0		
Other Basic Services	$0	$0		
Basic Services Subtotal	**$14,320,886**	**$3,001,206**	**$11,319,680**	
Reimbursable Services				
Construction Testing	$0	$0	$0	
Printing (over minimum)	$25,000	$0	$25,000	
Other Reimbursable Costs	$3,000,000	$0	$3,000,000	
Hazardous Materials	$750,000	$0	$750,000	
Geotechnical & Geo-Environmental	$1,500,000	$0	$1,500,000	
Site Survey	$250,000	$0	$250,000	
Wetlands	$100,000	$0	$100,000	
Traffic Studies	$250,000	$0	$250,000	
Architectural / Engineering Subtotal	**$20,195,886**	**$3,001,206**	**$17,194,680**	**$10,474,999**
CM at Risk Pre-Construction Services				
Pre-Construction Services	$0	$0	**$0**	**$0**
Site Acquisition				
Land / Building Purchase	$0	$0	$0	
Appraisal Fees	$0	$0	$0	
Recording fees	$0	$0	$0	
Site Acquisition Subtotal	**$0**	**$0**	**$0**	**$0**
Construction Costs				
SUBSTRUCTURE				
Foundations	$0			
Basement Construction	$0			
SHELL				
Super Structure	$0			
Exterior Closure	$0			
Exterior Walls	$0			
Exterior Windows	$0			
Exterior Doors	$0			
Roofing	$0			
INTERIORS				
Interior Construction	$0			
Staircases	$0			
Interior Finishes	$0			
SERVICES				
Conveying Systems	$0			
Plumbing	$0			
HVAC	$0			
Fire Protection	$0			
Electrical	$0			
EQUIPMENT & FURNISHINGS				
Equipment	$0			
Furnishings	$102,223,598			
SPECIAL CONSTRUCTION & DEMOLITION				
Special Construction	$0	$0		
Existing Building Demolition	$4,739,000	$0		
In-Building Hazardous Material Abatement	$0	$0		
Asbestos Containing Floor Material / Ceiling Tile Abatement	$0			

Cell C10 - Legal Fees are ineligible for reimbursement.

Cell C13 - Scope Excluded OPM Fees (Cell I40)

Cell C15 - Costs beyond MSBA funding cap for OPM Basic Services (Cell K48)

Cell C28 - Scope excluded Designer Fees (Cell I41)

Cell C30 - Costs beyond MSBA funding cap for Designer Basic Services (Cell K52)

Soft Cost Reimbursement

Category	Estimated Budget	Excluded Costs	Eligible Soft Costs
Administration:	$7,563,064	$574,001	$6,989,063
A/E Services:	$21,120,886	$3,001,206	$18,119,680
Site Acquisition:	Ineligible, therefore not included in calculation		
Miscellaneous Project Costs:	$1,550,000	$300,000	$1,250,000
FFE:	$4,440,000	$1,216,375	$3,223,625
Owners Contingency:	Not included in this calculation		
		Total Eligible Soft Costs =	$29,582,368

Construction Costs associated with Soft Cost Cap Calculation

Category	Estimated Budget	
CM Pre-Construction Services:	$0	
Construction Cost:	$174,025,908	
Construction Contingency:	Not included in this calculation	
Total Construction Cost:	$174,025,908	
Soft Cost Allowance:	20%	
Reimbursable Soft Cost:	$34,805,182	
Eligible minus Reimbursable =	-$5,222,814	If >0 enter into Cell C116

-If Eligible minus Reimbursable is negative; OK.
-If Eligible minus Reimbursable is positive enter value into "Soft Costs that exceed 20% of Construction Cost" below in the Ineligible column.

Scope Excluded OPM & Designer Costs associated with Scope Excluded Building Costs

Scope Excluded Aud/PE (GSF):	0	(0.0000%)	
Total (GSF):	180,600		
	Estimated Budget	Excluded (%)	Scope Excluded Costs
OPM Basic Services:	$4,859,639	0.0000%	$0
Designer Basic Services:	$15,245,886	0.0000%	$0

Scope Excluded OPM & Designer Costs associated with Scope Excluded Site Work

Scope Excluded Direct Construction Cost ($):	$0	(0.0000%)	
Total Direct Construction Costs ($):	$117,159,525		
	Estimated Budget	Excluded (%)	Scope Excluded Costs
OPM Basic Services:	$4,859,639	0.0000%	$0
Designer Basic Services:	$15,245,886	0.0000%	$0
Total Scope Excluded OPM Fees ($):			$0 Enter in Cell C13
Total Scope Excluded Designer Fees ($):			$0 Enter in Cell C28

Ineligible Fees associated with OPM (3.5%) & Designer (10%) Fee Caps

	Upper Limit:	$122,446,800	180,600	$678 /sf	
	Construction Budget:	$174,025,908			
	Basis of OPM & Designer Fee Caps:	$122,446,800			
	OPM Services Estimated Budget	Ineligible Costs	Eligible Costs	OPM Value @ 3.50%	Value > 3.5%
Basic Services:	$4,859,639	$574,001	$4,285,638	$4,285,638	$0
Extra Services:	$2,353,425	$0	$2,353,425		If >0 enter into Cell C15
	Designer Services Estimated Budget	Ineligible Costs	Eligible Costs	Designer Value @ 10.00%	Value > 10%
Basic Services:	$15,245,886	$3,001,206	$12,244,680	$12,244,680	$0
Extra Services:	$5,875,000	$0	$5,875,000		If >0 enter into Cell C30

Ineligible Building Area	Ineligible NSF	Ineligible Aud/PE GSF	Other Ineligible GSF	Estimated District Cost
Core Academic:			-	$0
Special Education:			-	$0
Art & Music:			-	$0
Vocations & Technology:			-	$0
Chapter 74 CTE:			-	$0
Health & Physical Education:		-		$0
Media Center:			-	$0
Auditorium / Drama:		-		$0
Dining & Food Service:			-	$0
Medical:			-	$0
Administration & Guidance:			-	$0
Custodial & Maintenance			-	$0
Other:			-	$0
	Total:	**-**	**-**	**$0**
Grossing Factor:	1.50			

Mark Up Ratio

Construction Budget	$174,025,908	1.48537567	= Mark Up Ratio
Construction Trades Subtotal	$117,159,525		

Eligible Demolition and Abatement Costs

Total Demolition and Abatement Costs:	$4,739,000	0	Existing Building GSF
Ineligible Demolition and Abatement Costs:	$0	$42	**D&A Funding Level ($/sf) includes Markup**

Other Hazardous Material Abatement	$0	$0		
BUILDING SITE WORK				
Site Preparation	$0	$0		
Site Improvements	$10,196,927	$0		
Site Civil / Mechanical Utilities	$0	$0		
Site Electrical Utilities	$0	$0		
Scope Excluded Site Work	$0	$0		
Construction Trades Subtotal	$117,159,525	$0		
Contingencies (Design and Pricing)	$14,059,143	$0		
Sub-Contractor Bonds	$1,415,287	$0		
D/B/B Insurance	$1,769,109	$0		
General Conditions	$16,983,444	$0		
D/B/B Overhead & Profit	$8,286,948	$0		
GMP Insurance	$0	$0		
GMP Fee	$4,042,414	$0		
GMP Contingency	$0	$0		
Escalation to Mid-Point of Construction	$10,310,038	$0		
Construction Cost over Funding Cap		$0		
Construction Budget	**$174,025,908**	**$0**		**$106,016,583**
Alternates (See Alternates Tab)				
Ineligible Work Included in the Base Project	$0	$0		
Alternates Included in the Total Project Budget	$0	$0		
Alternates Excluded from the Total Project Budget	$0	$0		
Subtotal to be Included in Total Project Budget	**$0**	**$0**		**$0**
Miscellaneous Project Costs				
Utility Company Fees	$500,000	$0		
Testing Services	$750,000	$0		
Swing Space / Modulars	$0	$0		
Other Project Costs (Mailing & Moving)	$300,000	$300,000		
Miscellaneous Project Costs Subtotal	**$1,550,000**	**$300,000**		**$761,500**
Furnishings and Equipment				
Furniture, Fixtures, and Equipment	$2,220,000	$448,625		
Computer Equipment and Technology	$2,220,000	$767,750		
FF&E Subtotal	**$4,440,000**	**$1,216,375**		**$1,963,832**
Soft Costs that exceed 20% of Construction Cost		$0		
Project Budget	**$208,699,858**	**$5,091,582**		**$124,038,162**

Cell C86 - Scope Excluded Sitework Costs such as a stadium, out buildings, concession stand etc. (Enter Direct Construction Costs)

Cell C98 - Represents construction costs over MSBA funding limits (Cell H103)

Cell C108 - Costs associated with swing space / modulars are ineligible for reimbursement.

Cell C109 - Costs associated with mailing and moving are ineligible for reimbursement.

Cell C112 - Represents the amount exceeding the $1,915 per student allowance for FF&E (Cell J109)

Cell C113 - Represents the amount exceeding the $1,570 per student allowance for Computer Equipment and Technology (Cell J110)

Cell C116 - Soft costs that exceed 20% of the construction cost (Cell G21)

Eligible Demolition and Abatement Costs:	$4,739,000
Marked Up Eligible Demolition and Abatement Costs:	

$0 D&A Funding Level includes Markup

Eligible Site Work Cost

Total Direct Site Work Costs:	$10,196,927
Ineligible Site Work Costs:	$0
Potentially Eligible Direct Site Work Costs:	$10,196,927
Potentially Eligible Marked Up Site Work Costs:	$15,146,267
Marked Up Eligible Site Work Costs:	

180,600 Eligible Building GSF

$73 Site Work Cost Limit ($/sf) includes Mark Up

$13,183,800 Site Work Cost Allowance includes Mark Up

$13,183,800

Construction Costs and Funding Cap		**Ineligible Cost Breakdown**	
Total Building Area (GSF):	180,600	Scope Excluded Site Work:	$0
Ineligible Excess Auditorium/PE Areas (GSF):	0	Site Work Cost beyond Funding Limit:	$1,962,467
Other Ineligible Building Areas (GSF):	0	Ineligible Demo & Abatement:	$0
Eligible Building GSF:	180,600	Scope Excluded Aud/PE Areas:	$0
Building Cost Funding Limit ($/sf):	**$605**	Other Ineligible Building Areas:	$0
Eligible Building Costs:	$109,263,000	Construction Cost over Funding Cap:	$0
Eligible Site Work Costs:	$13,183,800		
Eligible Demolition & Abatement Costs:	$0		
Basis of Construction Costs:	**$122,446,800**	**Construction Cost Breakdown**	
Construction Budget:	$174,025,908	Total Construction Cost ($/sf):	$964
Basis of Construction Costs:	-$122,446,800	Reimbursable Construction Cost ($/sf):	$964
Ineligible Construction Costs:	$51,579,108	Marked Up Building Costs ($/sf):	$841
Construction Cost over Funding Cap:	$51,579,108	Marked Up Site, Building Takedown & Haz Mat ($/sf):	$123
If > 0 enter value into Cell C98		Direct Building Cost ($/sf):	$634

FF&E Reimbursement

Eligible Enrollment: 925 Enter Eligible Enrollment

	Funding Limit	Estimated Budget	Eligible Costs	Ineligible Costs	
Furniture, Fixtures & Equipment:	**$1,915/student**	$2,220,000	$1,771,375	$0	If >0 enter in Cell C112
Computer Equipment & Technology:	**$1,570/student**	$2,220,000	$1,452,250	$0	If >0 enter in Cell C113

Incentive Points

0.00	(0-2) Maintenance		
0.00	(0-6) Newly Formed Regional School District		
0.00	(0-5) Major Reconstruction or Reno/Reuse type in rounded to 2 decimal places		
	#DIV/0!	0 gsf Renovated or Existing to Remain	If Cell G117 > 0 enter value into Cell F116
		0 gsf Total at Conclusion of Project	
0.00	(0-1) Overly Zoning 40R and 40S		
0.00	(0-0.5) Overlay Zoning 100 units or 50% of units 1,2, or 3 family structures		
3.00	(0-3) Energy Efficiency - "Green Schools"		
1.00	(0-1) Indoor Air Quality - "Green Schools"		Owner's Contingency Cap: 0.50%
4.00	**Total Incentive Points**		Construction Contingency Cap: 1.00%

Commissioning (Cx) Costs associated with Ineligible Building Area

Building GSF:	180,600	
Cx Fee per GSF:	$0.95	
Ineligible GSF:	0	
Ineligible Cx Costs:	$0	If >0 enter in Cell B128

Cost Recovery associated with Prior Projects

Prior Project ID Number:		
Prior Project Total Grant:		
Propose School Opens:		
Prior Project Substantial Completion:		
Beneficial use (years):	0.00	
Unused Years:	20.00	
Unused Years as % of 20:	100.00%	
Prior Project Cost Recovery:	$0	If >0 enter in Cell B128

Enter Date. Assume 15th of August if new school opens in September. For example if turnover is June, new school will not be used until September by students.

Enter Date. If only month is known, assume 15th of the month.

Board Authorization	
Design Enrollment	925
Total Building Gross Floor Area (GSF)	180,600
Total Project Budget (excluding Contingencies)	$208,699,858
Scope Items Excluded or Otherwise Ineligible	- $5,091,582
Third Party Funding (Ineligible)	- $0
Estimated Basis of Maximum Total Facilities Grant[1]	$203,608,276
Reimbursement Rate[1]	60.92%
Est. Max. Total Facilities Grant (before recovery)[1]	$124,038,162
Cx Costs associated with Ineligible Building Area[2]	- $0
Cost Recovery associated with Prior Projects[2]	- $0
Estimated Maximum Total Facilities Grant[1]	$124,038,162

Construction Contingency[3]	$12,313,045
Ineligible Construction Contingency[3]	$10,572,786
"Potentially Eligible" Construction Contingency[3]	$1,740,259
Owner's Contingency[3]	$3,480,518
Ineligible Owner's Contingency[3]	$2,610,388
"Potentially Eligible" Owner's Contingency[3]	$870,130
Total Potentially Eligible Contingency[3]	$2,610,389
Reimbursement Rate	60.92%
Potential Additional Contingency Grant Funds[3]	$1,590,249
Maximum Total Facilities Grant	$125,628,411
Total Project Budget	$224,493,421
Total Project Budget	**$224,493,421**

from estimate summary

56.92 Reimbursement Rate Before Incentive Points

4.00 Total Incentive Points

60.92% MSBA Reimbursement Rate

NOTES

This template was prepared by the MSBA as a tool to assist Districts and consultants in understanding MSBA policies and practices regarding potential impact on the MSBA's calculation of a potential Basis of Total Facilities Grant and potential Total Maximum Facilities Grant. This template does not contain a final, exhaustive list of all evaluations which the MSBA may use in determining whether items are eligible for reimbursement by the MSBA. The MSBA will perform an independent analysis based on a review of information and estimates provided by the District for the proposed school project that may or may not agree with the estimates generated by the District using this template.

1 - The Estimated Basis of Total Facilities Grant and Estimated Maximum Facilities Grant amounts do not include any potentially eligible contingency funds and are subject to review and audit by the MSBA.

2 - Costs associated with the commissioning of ineligible building area is estimated to result in the recovery of a portion of the overall commissioning cost. The OPM has estimated this recovery of funds to be $_____. The proposed demolition of the _____ School is expected to result in the MSBA recovering a portion of state funds previously paid to the District for the _____ project at the existing facilities completed in ____. The MSBA will perform an independent analysis based on a review of its records and information and estimates provided by the District for the proposed school project that may or may not agree with the estimated cost recovery generated by the District and its consultants using this template.

3 - Pursuant to Section 3.21 of the Project Funding Agreement and the applicable policies and guidelines of the Authority, any project costs associated with the reallocation or transfer of funds from either the Owner's contingency or the Construction contingency to other budget line items shall be subject to review by the Authority to determine whether any such costs are eligible for reimbursement by the Authority. All costs are subject to review and audit by the MSBA.

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

_____

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

_____

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

_____

By signing this Total Project Budget, I hereby certify that I have read and understand the form and further certify, to the best of my knowledge and belief, that the information supplied by the District in the table above is true, accurate, and complete.

_____

E. Capital Budget Statement

Budget Statement for Preferred Schematic - Expenditures

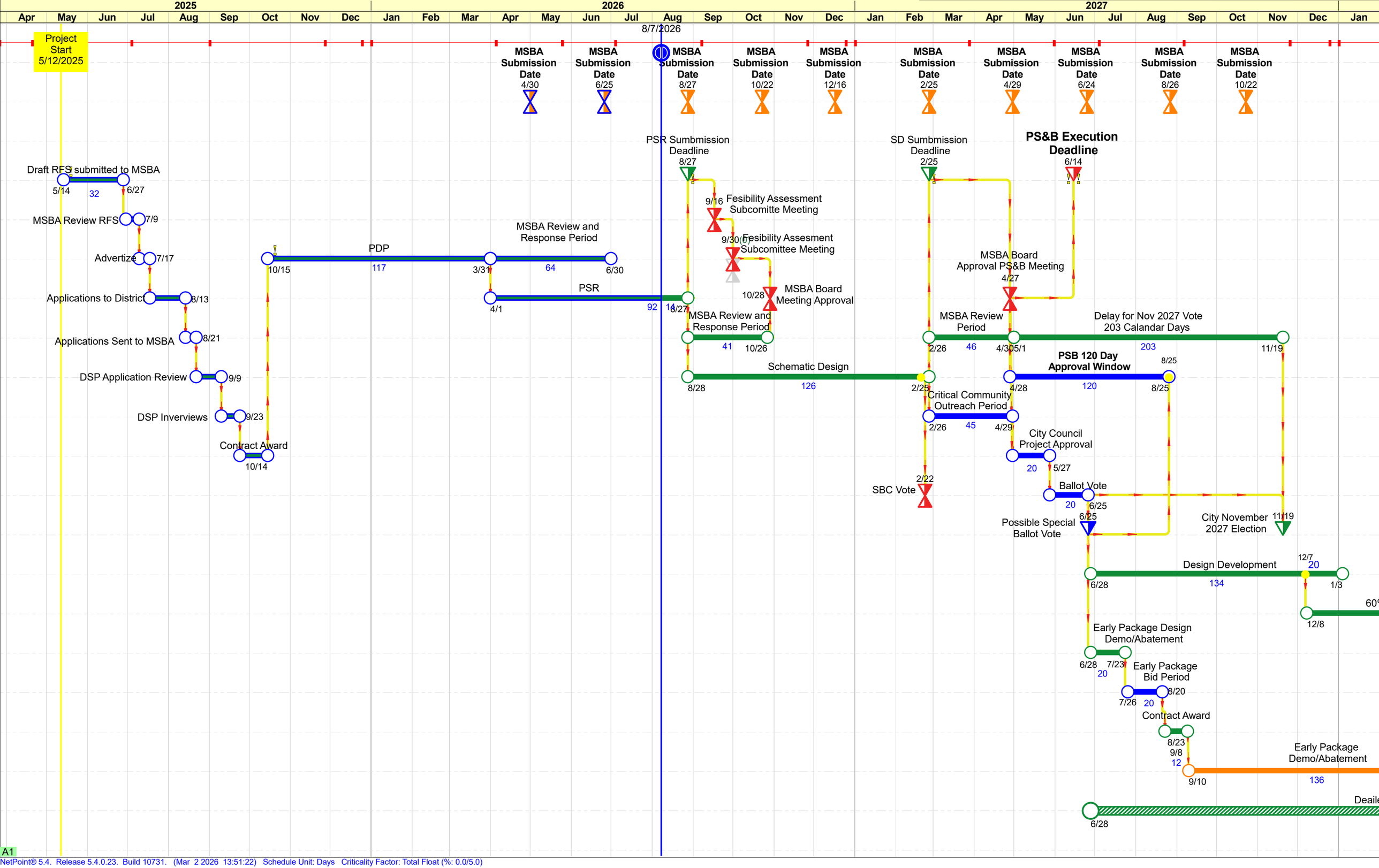
As reported on the school district's most recent three end of year information, please updated to the 3 latest fiscal year periods and complete the fields below.

Category	2022-2023 FY2023 Staff (FTE)	2022-2023 FY2023 Budget	2023-2024 FY2024 Staff (FTE)	2023-2024 FY2024 Budget	2024-2025 FY2025 Staff	2024-2025 FY2025 Budget	Change from Previous Year Staff (FTE)	Change from Previous Year Budget	Post-Constuction Budget FY2031 Staff	Post-Constuction Budget FY2031 Budget	New Facility vs. Current Staff (FTE)	New Facility vs. Current Budget
Salaries												
Administration												
Admin. Secretary	0.00		0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Assistant Principal	16.00	2,169,263	16.00	2,113,199	14.00	2,044,677	-2.00	(68,522)	14.00	2,632,317	0.00	587,640
Business Office	9.40	810,697	9.40	949,346	10.90	1,048,435	1.50	99,089	10.90	1,349,755	0.00	301,320
Curriculum Director/Coord.	6.00	761,049	6.00	761,545	7.00	957,859	1.00	196,314	7.00	1,233,148	0.00	275,289
Custodians/Maintenance Staff	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Executive Secretary	2.00	157,612	2.00	165,500	2.00	172,947	0.00	7,447	2.00	222,652	0.00	49,705
Facilities Manager	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Guidance	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Adjustment Counselor	21.00	1,671,320	20.00	1,827,957	24.00	2,372,267	4.00	544,310	24.00	3,054,057	0.00	681,790
Guidance Counselors	30.00	2,895,740	29.00	2,833,000	29.00	3,146,159	0.00	313,159	29.00	4,050,365	0.00	904,206
Guidance Director	2.00	245,646	2.00	252,792	2.00	269,580	0.00	16,788	2.00	347,057	0.00	77,477
Legal	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Nurse	20.00	1,591,872	18.00	1,651,630	18.00	1,851,620	0.00	199,990	18.00	2,383,776	0.00	532,156
Other	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Principal	11.00	1,723,767	10.00	1,601,794	10.00	1,650,533	0.00	48,739	10.00	2,124,896	0.00	474,363
Special Education Admin	9.00	1,165,574	11.00	1,467,612	12.00	1,709,040	1.00	241,428	12.00	2,200,218	0.00	491,178
Superintendent/Asst. Superintendent	3.00	593,436	3.00	593,500	2.00	419,665	-1.00	(173,835)	2.00	540,277	0.00	120,612
Transportation	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Technology	10.00	707,589	10.00	748,499	10.00	720,871	0.00	(27,628)	10.00	928,049	0.00	207,178
Total Administration	**139.40**	**14,493,565**	**136.40**	**14,966,374**	**140.90**	**16,363,653**	**4.50**	**1,397,279**	**140.90**	**21,066,567**	**0.00**	**4,702,914**
Instruction - Teaching Services												
Arts	12.00	913,324	12.00	848,189	12.00	990,875	0.00	142,686	12.00	1,275,652	0.00	284,777
Business	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Communications	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Coping Instructor	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Culinary Arts	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
ELL	66.00	6,026,674	74.50	7,063,378	66.50	6,665,487	-8.00	(397,891)	66.50	8,581,148	0.00	1,915,661
English Language	12.00	1,079,073	12.00	1,145,615	12.00	1,272,014	0.00	126,399	12.00	1,637,591	0.00	365,577
Family Consumer Services	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Foreign Language	13.50	1,057,254	13.50	1,197,086	13.50	1,389,461	0.00	192,375	13.50	1,788,792	0.00	399,331
Health Services	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
History & Social Science	12.00	1,159,140	12.00	1,170,936	12.00	1,203,463	0.00	32,527	12.00	1,549,338	0.00	345,875
Instructional Assistant/Paraprofessionals	137.00	5,031,703	138.00	5,158,235	138.00	5,748,869	0.00	590,634	138.00	7,401,094	0.00	1,652,225
Library/Media	11.00	991,622	9.00	950,212	10.60	993,901	1.60	43,689	10.60	1,279,548	0.00	285,647
Mathematics	18.60	1,686,008	18.60	1,819,915	17.80	1,851,644	-0.80	31,729	17.80	2,383,806	0.00	532,162
MCAS	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Music	18.70	$1,656,219	19.90	1,860,448	18.00	1,798,320	-1.90	(62,128)	18.00	2,315,157	0.00	516,837
Other	142.00	13,129,921	134.00	12,932,473	144.00	14,433,206	10.00	1,500,733	144.00	18,581,309	0.00	4,148,103
Physical Education	18.00	1,582,377	17.00	1,653,705	17.00	1,690,111	0.00	36,406	17.00	2,175,849	0.00	485,738
Reading	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
School Adjustment Counselor	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Science	14.00	1,320,755	14.00	1,311,999	14.00	1,256,122	0.00	(55,877)	14.00	1,617,131		
Biology	0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Botany	0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Chemistry	0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Geology	0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Physics	0.00	-	0.00		0.00		0.00	-	0.00	-	0.00	-
Special Education	86.00	7,748,354	85.00	7,917,718	84.00	7,909,413	-1.00	(8,305)	84.00	10,182,578	0.00	2,273,165
Substitute Teachers	14.00	324,000	22.00	486,000	28.31	439,217	6.31	(46,783)	28.31	565,448	0.00	126,231
Technology	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-	0.00	-
Vocational Tech.	23.00	2,086,883	22.00	2,034,345	22.00	2,254,594	0.00	220,249	22.00	2,902,564	0.00	647,970
Total Instruction - Teaching Services	**597.80**	**45,793,307**	**603.50**	**47,550,254**	**609.71**	**49,896,697**	**6.21**	**2,346,443**	**609.71**	**64,237,008**	**0.00**	**14,340,311**
Total Salaries Administration & Instruction	**737.20**	**60,286,872**	**739.90**	**62,516,628**	**750.61**	**66,260,350**	**10.71**	**3,743,722**	**750.61**	**85,303,575**	**0.00**	**19,043,225**
Employee Benefits												
All employee-related fringe (health insurance, retirement etc)		**-**		**-**		**-**		**-**		**-**		**-**
Materials & Services												
Materials												
Audio-Visual Materials				-		-		-		-		-
Culinary Arts Materials		-		-		-		-		-		-

Budget Statement for Preferred Schematic - Expenditures

General Office Supplies		164,668		159,415		163,897	4,482		211,001	47,104		
Information technology		-		-		-	-		-	-		
Hardware		168,459		1,112,747		668,621	(444,126)		860,783	192,162		
Software		30,793		29,576		45,318	15,742		58,342	13,024		
Library Materials		443,649		740,178		572,982	(167,196)		737,657	164,675		
Non info-tech equipment		69,475		11,452		43,195	31,743		55,609	12,414		
Testing Materials & Supplies		2,205		6,432		32,118	25,686		41,349	9,231		
Textbooks		72,371		53,523		73,485	19,962		94,605	21,120		
Vocational Program Materials		114,113		185,703		146,932	(38,771)		189,160	42,228		
Total Materials		**1,065,733**		**2,299,026**		**1,746,548**	**(552,478)**		**2,248,506**	**501,958**		
Services												
Athletics		285,181		332,306		316,738	(15,568)		407,769	91,031		
Attendance		31,671		50,312		54,168	3,856		69,736	15,568		
Food Service		-		-		-	-		-	-		
Health Services		81,632		89,689		112,250	22,561		144,511	32,261		
Other Student Activities		59,648		48,397		104,655	56,258		134,733	30,078		
Psychological Services		74,794		276,479		279,738	3,259		360,135	80,397		
School Security		146,177		16,373		(3,315)	(19,688)		(4,268)	(953)		
Student Transportation		4,267,290		4,741,671		4,481,211	(260,460)		5,769,111	1,287,900		
Total Services		**4,946,393**		**5,555,227**		**5,345,445**	**66,246**		**6,881,726**	**1,536,281**		
Total Material & Services		**6,012,126**		**7,854,253**		**7,091,993**	**(486,232)**		**9,130,232**	**2,038,239**		
Facility Costs & Capital Improvements												
Facility Costs												
Custodial Supplies		-		-		-	-		-	-		
Electricity		-		-		-	-		-	-		
Heating Oil		-		-		-	-		-	-		
Maintenance		76625		55,851		83770			107,845.50			
Building Security Maintenance		-		-		-	-		-	-		
Elevator		-		-		-	-		-	-		
Equipment Maintenance		-		-		-	-		-	-		
Exterminating		-		-		-	-		-	-		
Facility Maintenance		-		-		-	-		-	-		
Fire Alarm		-		-		-	-		-	-		
Fire Extinguisher Inspection		-		-		-	-		-	-		
Generator		-		-		-	-		-	-		
HVAC Maintenance		-		-		-	-		-	-		
Other		-		-		-	-		-	-		
Site Maintenance (Grouds)		-		-		-	-		-	-		
Technology		29,022		4,981		32,348	27,367		41,644.82	9,297		
Trash Removal		-		-		-	-		-	-		
Natural Gas		-		-		-	-		-	-		
Snow Removal		-		-		-	-		-	-		
Telephone		-		-		-	-		-	-		
Water/Sewer		-		-		-	-		-	-		
Total Facility Costs		**105,647**		**60,832**		**116,118**	**55,286**		**149,490**	**33,372**		
Captial Improvements												
Captial Improvements		**-**		**-**		**-**	**-**		**-**	**-**		
Total Facility Costs & Capital Improvements		**105,647**		**60,832**		**116,118**	**55,286**		**149,490**	**33,372**		
Debt Service												
Short-term		-		-		-	-		-	-		
Long-term		-		-		-	-		-	-		
Total Debt Service		**-**		**-**		**-**	**-**		**-**	**-**		
Total Budget & Staff	**737.20**	**66,404,645**	**739.90**	**70,431,713**	**750.61**	**73,468,461**	**11**	**3,312,776**	**751**	**94,583,297**	**0**	**21,114,836**

F. Project Schedule



NetPoint® 5.4. Release 5.4.0.23. Build 10731. (Mar 2 2026 13:51:22) Schedule Unit: Days Criticality Factor: Total Float (%: 0.0/5.0)

2028 2029 2030

Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov

Project Completion 8/28/2030

Bid Period
9/19 30 10/30

Construction Contract Award
10/31 11/20
15

Construction
409
11/21 6/28

Cx
7/1 40 8/26

FF&E
6/7 55 8/23

% Design
94
3/21 20 4/17

90% Design
88
3/21 6/26 20 7/24

100% Bid Package
59
6/26 9/18

3/20

ed Design
449
9/18

B1

G. Updated Educational Program

SOMERVILLE PUBLIC SCHOOLS

winter hill community innovation school

educational program

somerville's new school building at 115 Sycamore

Final Version
July 2026

MODULE 3: PRELIMINARY DESIGN PROGRAM

Table of Contents

1. INTRODUCTION
2. GRADE & SCHOOL CONFIGURATION POLICIES
3. CLASS SIZE POLICIES
4. SCHOOL SCHEDULING METHODS
5. TEACHING METHODOLOGY AND STRUCTURE
6. TEACHER PLANNING
7. PROFESSIONAL DEVELOPMENT
8. PRE-KINDERGARTEN
9. KINDERGARTEN
10. LUNCH PROGRAMS
11. TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS
12. MEDIA CENTER/LIBRARY
13. VISUAL ARTS PROGRAMS
14. PERFORMING ARTS PROGRAMS
15. PHYSICAL EDUCATION AND WELLNESS
16. SPECIAL EDUCATION
17. VOCATIONS AND TECHNOLOGY PROGRAMS
18. TRANSPORTATION POLICIES
19. FUNCTIONAL AND SPATIAL RELATIONSHIPS AND KEY ADJACENCIES
20. SECURITY AND VISUAL ACCESS REQUIREMENTS
21. TYPICAL DAY AND WEEK IN THE LIFE OF A STUDENT

1 | INTRODUCTION - VISION & PRIORITIES

SPS VISION

We envision a student-centered learning community where every student – honoring their unique strengths and background – is empowered to thrive academically, socially, and emotionally through tailored supports and equitable access to opportunity.

SPS MISSION

Our primary mission is to cultivate inspired learners who are equipped to make a positive impact on the world. We achieve this by fostering rigorous and joyful learning environments where students, families, staff and community partners collaborate with a shared commitment to academic excellence and well-being.

SPS VALUES

Somerville Public Schools believes in:

- Empowering every child to realize their potential to become leaders and achieve ***academic excellence*** through academic rigor, a commitment to consistent, high standards, and access to caring and attentive adults.
- Embedding ***equity and access*** into every aspect of our school culture and community by maintaining a multicultural, multilingual, and inclusive school community, and disrupting and eliminating roadblocks to quality outcomes through strategic systems and practice.
- *Prioritizing the* ***whole child***, recognizing that their social, emotional, mental, developmental and physical health are foundational pillars for academic success.
- ***Using data to drive decision-making*** to inform strategic initiatives, measure progress, and continuously improve student outcomes.
- Cultivating robust partnerships and ***engagement with families*** and community stakeholders, prioritizing the essential need for collaboration, family partnership, and shared accountability.
- ***Sharing responsibility*** across staff, students, families and community members to promote a culture of collaboration, transparency, and mutual respect.

STRATEGIC PRIORITIES

Priority #1 – Academic Excellence
Establish a shared instructional framework that advances academic achievement for all students. We will foster a strengths-based mindset, promote equitable outcomes, and provide targeted supports

based on student need by prioritizing high-quality curriculum, instructional rigor, Multi-Tiered Systems of Support (MTSS), and engaging learning experiences. This work will include a focused commitment to strengthening supports for multilingual learners and students receiving special education services.

Priority #2 – Equity & Access
Equity and access are foundational values that guide every aspect of our work. While reflected throughout this strategic plan — including within Academic Excellence — this priority sharpens our focus on expanding equitable access to programs, supports, and structures. We are committed to reducing opportunity gaps, fostering belonging, and ensuring every student has what they need to succeed.

Priority #3 – Wellness & Joy
Invest in the wellness and joy of students and staff as essential conditions for success. By proactively supporting social-emotional well-being, cultivating positive school cultures, and creating environments where students and adults feel valued and connected, we strengthen our entire community.

Priority #4 – Family & Community Engagement
Strengthen family and community engagement to build a collaborative and inclusive system of support for students. By deepening partnerships with families and community organizations, improving communication, and creating meaningful opportunities for shared decision-making, we ensure that students thrive both in and beyond our schools.

For more information on the District's Strategic Plan, including goals and action items, please visit our Strategic Plan Website page at https://somerville.k12.ma.us/strategicplan.

PROJECT SPECIFIC VISIONING

In Fall 2025 and Winter 2026, members of Somerville Public Schools participated in a series of Educational Visioning sessions facilitated by Educational Planner Mike Pirollo and Educational Consultant Paul White of My Learning Place Integrated Design, Inc., in partnership with Perkins Eastman. These sessions were part of a collaborative planning process to guide the New School Building Project and ensure that future design decisions are grounded in the district's educational priorities and the unique mission and opportunities afforded through Winter Hill Community School's Innovation School status.

As an Innovation School, Winter Hill is provided additional autonomies in curriculum and instruction, budgeting, staffing, scheduling and calendar, professional development, and district policies. These autonomies have enabled the school to implement enhanced instructional supports, including embedded intervention opportunities, tier-one small group instruction across PK–8, co-teaching models in designated grade levels, and a robust middle grades elective program. Looking ahead, the school seeks to further expand experiential learning opportunities through curriculum-driven field experiences, after-school programming aligned to student needs, and increased project-based learning.

Through interactive workshops, structured protocols, and reflective dialogue, participants engaged in a thoughtful, step-by-step process designed to elevate high-level thinking in the following areas:

- Educational, architectural, and community priorities
- Developmental traits and needs of PK–8 learners
- Current and reimagined student experiences
- A shared vision of teaching and learning within a PK–8 Innovation School model
- Learning environments that foster belonging, inclusion, and support for the whole child
- The ways in which physical spaces can intentionally support innovative instructional practices

Throughout the process, participants reflected on how students experience Winter Hill and Brown today, what learners need to thrive across developmental stages, and how spaces, schedules, staffing models, and systems can be intentionally designed to support both academic growth and social-emotional well-being.

Participants also considered how a new school facility can serve as an enabler of innovation by providing flexible learning environments that support integrated intervention and tier-one small group instruction, classrooms designed for multiple educators and co-teaching models, expanded specialist and elective spaces, and facilities that promote experiential, project-based, and after-school learning opportunities.

The summary that follows highlights the key themes and outcomes that emerged, capturing Somerville's collective vision for a future-ready, inclusive, and community-centered PK–8 Innovation School that leverages both educational autonomy and thoughtfully designed learning environments to meet the needs of every student.

OVERARCHING GOALS AND PRIORITIES

The visioning process surfaced a clear and cohesive set of guiding educational goals that will inform future planning and design decisions for the new school building at Sycamore Street:

- A school community where every student, educator, and family feels known, valued, and a strong sense of belonging
- An inclusive and responsive environment that supports specialized programs, multilingual learners, and diverse developmental needs in integrated and affirming ways
- Learning experiences that are hands-on, project-based, interdisciplinary, arts-integrated, and authentically connected to community partnerships
- Flexible, purposeful, and human-centered spaces that support movement, collaboration, sensory needs, and multiple modes of teaching and learning
- A Welcome Center and community hub model that provides space for family connection, wraparound services, and engagement beyond the instructional day
- A future-ready facility that is adaptable, multi-use, sustainable, and designed to evolve alongside the needs of students and the broader community

Together, these goals articulate a shared vision for the new school building as both a PK–8 Innovation School and a vital community resource — a place that balances safety with openness and centers belonging, equity, and opportunity for all learners.

DEVELOPMENTAL CONSIDERATIONS & IMPACTS

Participants explored the developmental characteristics of learners across the PK–8 continuum, emphasizing the importance of environments that thoughtfully balance play with structure, independence with guidance, and collaboration with opportunities for regulation and reflection. Students were described as benefiting from movement, sensory-aware spaces, access to outdoor learning, meaningful relationships with trusted adults, and opportunities for both small-group engagement and unstructured social interaction.

These reflections reinforced the importance of creating developmentally appropriate elementary and middle grades experiences within a cohesive school community. Participants supported distinct upper and lower school environments that reflect differences in student independence, identity development, and instructional approach, while maintaining shared spaces that foster connection and belonging. Design priorities included strategically-coordinated entrances and circulation, middle grade advisory structures, flexible gathering and dining spaces, integrated sensory supports, access to wellness resources, and environments designed first around what is best for children.

TEACHING, LEARNING, AND THE VISION OF THE FUTURE SCHOOL

Across all sessions, participants envisioned the new school building as a PK–8 Innovation School defined by experiential, student-centered, and community-connected learning. They imagined learning experiences that are project-based, interdisciplinary, arts-integrated, and STEM-rich, woven into daily practice and supported by flexible schedules and thoughtfully designed spaces. Educators emphasized inclusive co-teaching models and robust specialist programming — including visual arts, music, theater, performing arts, movement, and real-world problem-solving — to ensure that all learners are actively engaged and challenged.

The Innovation School identity was described not as a label, but as a commitment to flexibility, autonomy, restorative practices, inclusive excellence, and high expectations for every student. Participants also highlighted partnerships with local organizations to create “living labs” and authentic learning experiences, while underscoring the value of common planning spaces, professional learning hubs, and structures that foster adult collaboration, creativity, and innovation.

DESIGN AND PHYSICAL SPACE IMPLICATIONS

Participants envisioned a future new school building that is welcoming, adaptable, and intentionally organized to support both learning and well-being across the PK–8 continuum. Key design considerations include:

- Distinct yet connected upper and lower school areas that respond to developmental needs
- Flexible classrooms designed to accommodate multiple adults, co-teaching, and varied instructional approaches
- Dedicated sensory rooms and built-in sensory supports within classrooms
- Outdoor classrooms and age-appropriate playgrounds integrated throughout the site
- Centralized shared spaces, including gyms, performance areas, specialist classrooms, and a learning commons that support both academic and community use
- A highly visible and accessible Welcome Center that serves as a hub for family engagement, basic needs support, and emotional connection
- Well-designed gathering spaces that prevent overstimulation and promote safety, including smaller lunch areas and calming environments
- Opportunities to showcase student work, creativity, and cultural identity throughout the building

The facility is envisioned as an active contributor to school culture, belonging, inclusion, and innovation. Flexibility, adaptability, and multi-use functionality are essential to ensure the school can grow and evolve alongside the needs of students, staff, and the broader community.

COMMUNITY VISION

Ultimately, the school communities envision an environment that centers belonging, nurtures the whole child, and reflects the diversity and strengths of Somerville. A school where inclusivity is visible everywhere. A school where students are challenged academically, supported emotionally, and given meaningful choices in their learning.

The future school building at Sycamore Street will reflect a commitment to equity, adaptability, collaboration, and community partnership. It will serve not only as a place of learning for children, but as a hub for families, educators, and neighbors; a school that embodies innovation through experiential learning, celebrates diversity, and creates a sense of pride and possibility for generations to come.

Participants

Dr. Rubén Carmona Superintendent of Schools
Courtney Gosselin Principal of Winter Hill
Christopher Ames Principal of Brown School
Amara Anosike Chief of Staff and Strategy

Danielle Barry Facilities Transportation and Safety Coordinator
Dr. Jessica Boston Davis Asst. Supt. of Academics
Ildefonso Arellano Director of Special Education
Paulina Mitropoulus Director of Multi-Lingual Education
Ruth Santos Director of SFLC (Somerville Family Lrng Collab)
Rosanna Paribello Director of Community Schools (after school & summer programming)
Khin Mar Project Manager, City of Somerville
Marisa MacDonald Asst. Director of Special Education
Ryan Williams PTA
Meghan Phillips Parent
Chris Templeman Parent
Ann Fullerton Parent
Emily Spicer Hankle Parent, PTA President
Peter Doherty Parent
Jennifer Fostel Parent
Kara Dodd Resource Room Teacher
Christine Stone Parent
James Hines Parent
Kayla Burgess Grade 6 Math/Science Teacher
Cathy Ward Music Teacher
Jessica Gutierrez Bilingual School Adjustment Counselor
Cayla Puglisi Music Teacher
Kristin Stier PK - 8 Music teacher
Dayshawn Simmons Grades 7/8 Social Studies Teacher, and SEU President
Chuck Graham Teacher
Gwyneth Davies Teacher
Karen Johnson School Nurse
Laurie Gagnon Parent
Lindsay Weaver Newcomer Program Teacher
Shauna Powers Parent
Marla Aguirre School Liaison
Beverly Mosby Supervisor of Music and Theatre Arts
Michelle De Paula Home Visit
Tim McCormack Parent
Mike Pirollo MLP Integrated Design, Inc. Educational Planner
Paul White MLP Integrated Design, Inc. Educational Consultant
Robert Bell Perkins Eastman Architect
Lisa Pecora Perkins Eastman Architect
Sean Burke PMA OPM
Nick Masse PMA Associate OPM

2 | GRADE & SCHOOL CONFIGURATION POLICIES

> Current Configuration Policies

Winter Hill Community Innovation School serves students from Pre-Kindergarten through 8th grade, offering a full continuum of early childhood, elementary, and middle school learning. The school has one PK homeroom and two general education homerooms per grade from Kindergarten through 8th grade. It also includes ten classrooms for subseparate programming and three homerooms for students in the Newcomer Academy (Grades 6–8). In contrast, the Benjamin G. Brown School is a K–5 elementary school with two homerooms per grade, focusing on foundational and intermediate grade-level instruction.

> Proposed Configuration Policies

As part of the visioning process, participants — including staff, community members, administrators, and public officials — examined the developmental characteristics of learners across the PK–8 continuum. The discussions emphasized the need for environments that thoughtfully balance play with structure, independence with guidance, and collaboration with opportunities for regulation and reflection. Students were described as benefiting from movement, sensory-aware spaces, access to outdoor learning, meaningful relationships with adults, and opportunities for both small-group engagement and unstructured social interaction. Participants also expressed a desire to keep a “small-school” feel within the context of a larger school.

These insights highlighted the importance of developmentally responsive yet connected early childhood, elementary, and middle school experiences. Participants supported upper and lower school structures that acknowledge differences in autonomy, identity development, and instructional approaches, while maintaining shared spaces that foster community and belonging. Design implications included strategic entrances and circulation paths, advisory structures in the middle grades, flexible gathering and dining spaces, integrated sensory supports, access to wellness resources, and environments designed first and foremost around what is best for children rather than operational efficiency.

With these priorities in mind, planning continues to explore ways to create a unified building that also provides a distinct and developmentally appropriate experience for elementary and middle grade learners.

> Proposed PK–8 Configuration Framework

The unified PK–8 model will be intentionally structured to create three developmentally distinct but connected learning communities.

Our focus will be on building core knowledge and foundational literacy and numeracy, play-based and experiential learning, and strong family engagement. We will also enhance the early childhood experience by building on the effective systems established at the Capuano School, which provide a proven blueprint for coaching, hands-on learning, and community-connected experiences for our PK and Kindergarten students.

This cluster is designed to meet the developmental needs of students ages 4–8, spanning Pre-K through third grade. Each student will have a homeroom teacher who delivers core content, with the classroom serving as their home base throughout the day. To support the academic and instructional goals of this cluster, the following structures and resources will be provided:

- Grade level communities with common open areas between classrooms for whole grade community building and learning activities
- Specific arrival and dismissal area
- Tot lot for Pre-K and Kindergarten
- Classroom bathrooms for Pre-K and Kindergarten
- In class storage / storage closets in hallways to ensure sufficient storage for curricular materials allowing for clutter-free rooms
- Cubbies in the classroom viewable from all areas of classroom for proper supervision
- Classroom spaces that allow for circle time, centers, sensory spaces

> Proposed Upper Elementary Cluster Grades 4 - 6

This cluster is designed to meet the developmental needs of students ages 9–11, in Grades 4–6. Students will have two core teachers—one for English Language Arts and Social Studies, and another for Science and Math. This team-based structure allows teachers to focus on their areas of expertise while providing students with the experience of moving between classrooms and engaging with multiple instructors.

> Proposed Middle Grades Cluster Grades 7 - 8

The learning in this cluster will be structured around advisory, interdisciplinary teaming, increasing student autonomy, and expanded access to electives, STEM, and applied learning opportunities.

The building will reflect this structure through:

- Separate yet connected entrances and circulation patterns
- Age-appropriate gathering and lunch spaces
- Dedicated upper school collaboration zones
- Shared specialist spaces to promote community cohesion

This configuration ensures developmental alignment while maintaining a unified school culture.

Results from our K–8 Capacity Study indicate that the District is experiencing significant space limitations. The proposed changes outlined below respond directly to these documented needs. For example, Winter Hill Community Innovation School has seen steady enrollment growth, particularly in the AIM program for students on the autism spectrum and in the MLE/Newcomer Academy (Grades 6–8), programs that serve some of our highest-need and most vulnerable students.

At the Brown School, the facility lacks a dedicated science lab, computer lab, gym or physical education space, and a common area for assemblies or family meetings. The building is not fully ADA accessible and presents challenges for students requiring OT, PT, or other services, which are sometimes delivered in hallways.

District-wide, increasing enrollment in certain grade bands is creating broader capacity constraints. The Brown School, as the district's only K–5 school, feeds primarily into Kennedy and West Somerville Neighborhood Schools for 6th grade. Rising enrollment at Brown, Kennedy, and West Somerville Neighborhood Schools has resulted in more 5th graders at Brown and fewer available seats at the middle schools. Projections indicate that this trend will continue, creating additional demand for middle school classrooms if enrollment remains steady.

After-school and out-of-school time (OST) programming is also limited relative to community needs. SPS funds and manages OST across district facilities, serving approximately 2,000 students, with many families on waitlists. Because the City of Somerville does not operate a youth center, families rely on SPS for academic enrichment and child care.

To address these challenges, proposed actions include:

- Adding middle-grade classrooms to accommodate enrollment growth at the Brown School
- Expanding sub-separate autism classrooms to meet the needs of students requiring specialized supports

These steps aim to ensure that all students have equitable access to high-quality learning environments, academic supports, and enrichment opportunities.

Design Response

The overall school is organized for distinct, but connected PK-3, Grades 4-6 and 7-8 experiences that are further scaled into grade-level neighborhoods with integrated ELL/MLL, special education and supports. Shared special spaces are located more centrally and are part of the extended and community use zone.

3 | CLASS SIZE POLICIES

> Current Class Size Policies
Winter Hill Community Innovation School

Winter Hill provides a wide range of programs to support the diverse needs of all learners. In addition to general education classrooms, the school is home to the District's middle grades (6–8) Newcomer program and the AIM program for students with Autism Spectrum Disorder. Together, including the AIM and Newcomer programs, Winter Hill comprises 32 homerooms, reflecting its comprehensive approach to student learning and support.

Class sizes are structured to support effective instruction and student learning. In general education, Kindergarten classes have a maximum of 25 students, while Grades 1–8 have a maximum of 26 students per class. SEI-1 classes for Grades K–8 are capped at 20 students, and physical education classes have a maximum of 30 students. These limits help ensure that every student receives the attention and support needed to thrive academically, socially, and emotionally.

> Current Class Size Policies
Benjamin G. Brown School

The Benjamin G. Brown School operates on a straightforward K–5 model without specialized programming. In the upper elementary grades, average class sizes are at or below 20 students, while lower elementary classrooms exceed 20 students. The school has two class sections per grade, for a total of 12 grade-level classrooms.

The building includes a counseling suite where the school social worker and counselor-educator meet with students, and the adjustment counselor has a separate office. A special education suite is shared by several service providers as well as the reading specialist, supporting a range of student needs.

Class size guidelines are designed to support effective instruction, with Kindergarten classes capped at 25 students and Grades 1–5 capped at 26 students per class.

> Proposed Class Size Policies

While no changes are proposed to the policy on maximum class sizes, the average class size used to determine space needs aligns with the MSBA guidelines, which set the average at 22 for Kindergarten and 23 for grades 1–8, ensuring the average remains below the maximum. Similarly, SEI or ELL classrooms, such as those in the Newcomer Academy, are planned with class sizes below the maximum and within a preferred range of 8–12 students to support targeted instruction and individualized learning.

The district is currently exploring potential grade-span configurations for the future school, including a PK–3, 4–6, and 7–8 model. However, existing programmatic, curricular, and scheduling structures may require adjustments to support this configuration. As a result, a PK–5 and 6–8 model also remains under consideration. The district is assessing the merits of both approaches as part of the ongoing planning process.

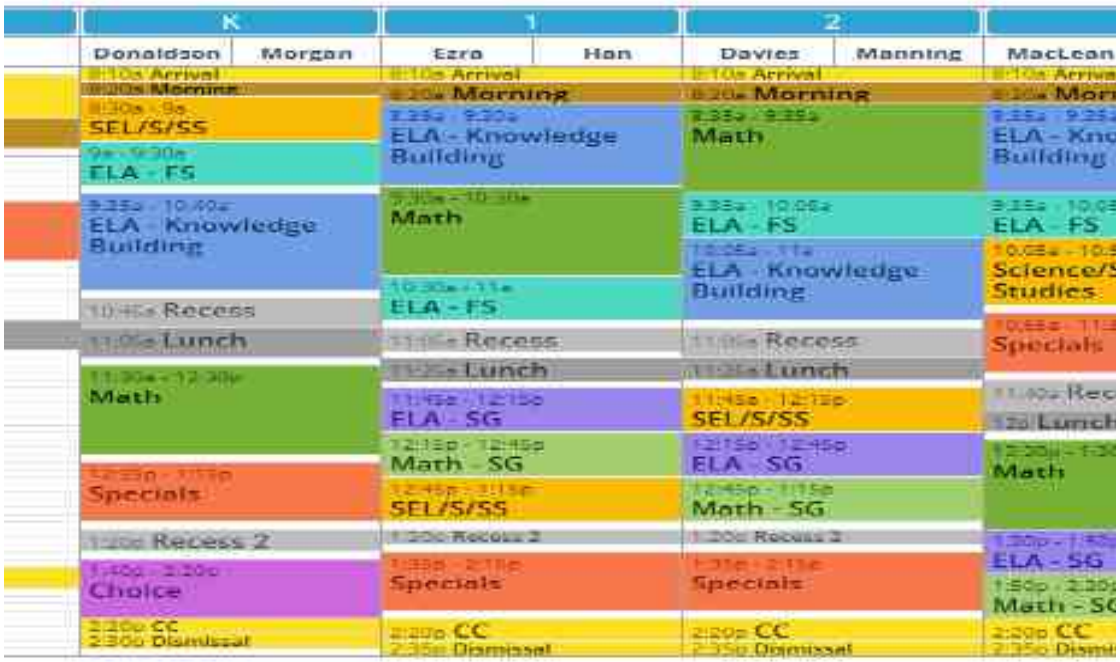
Design Response

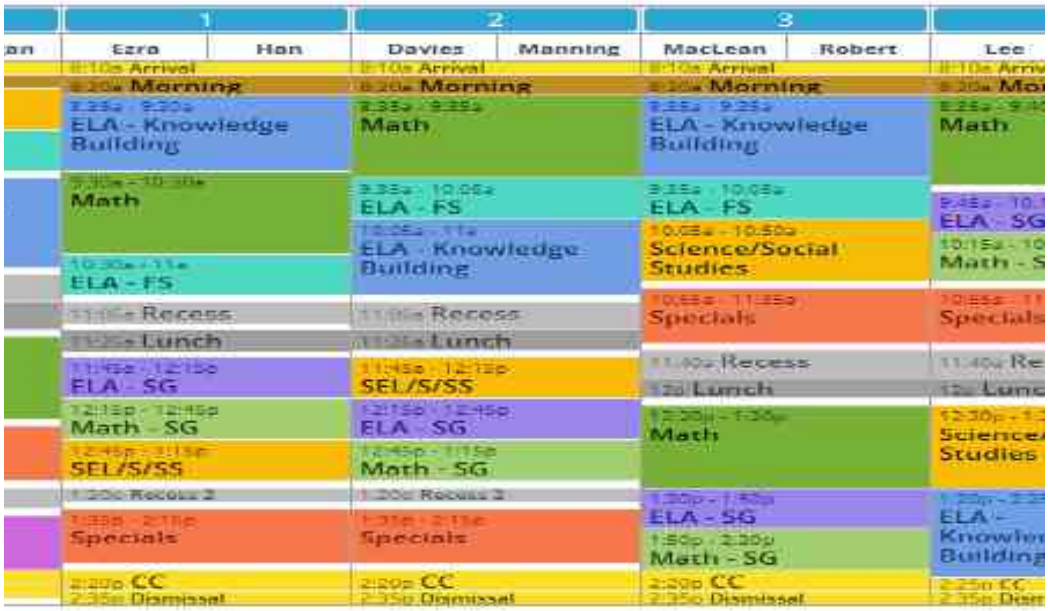
Recognizing the class size caps of 25 for Kindergarten and 26 for Grades 1-8, the calculations for classroom counts utilize an average of 22 for Kindergarten and 23 for Grades 1-8. Newcomer Academy class sizes are preferred between 8-12.

4 | SCHOOL SCHEDULING METHOD

> Current Scheduling Method

Winter Hill Daily Schedule





The current Winter Hill specials schedule shows that each of the five specials is offered once per week for students in grades K–6. For grades 7-8, students select two electives each semester from the five specialist areas. Specials occur within six time slots each day, creating an effective 30-period cycle for scheduling. Most of the smaller Newcomer Academy classes, highlighted in red, are scheduled together as a single group, while the very small sub-separate AIM classes are integrated and combined with general education specials.

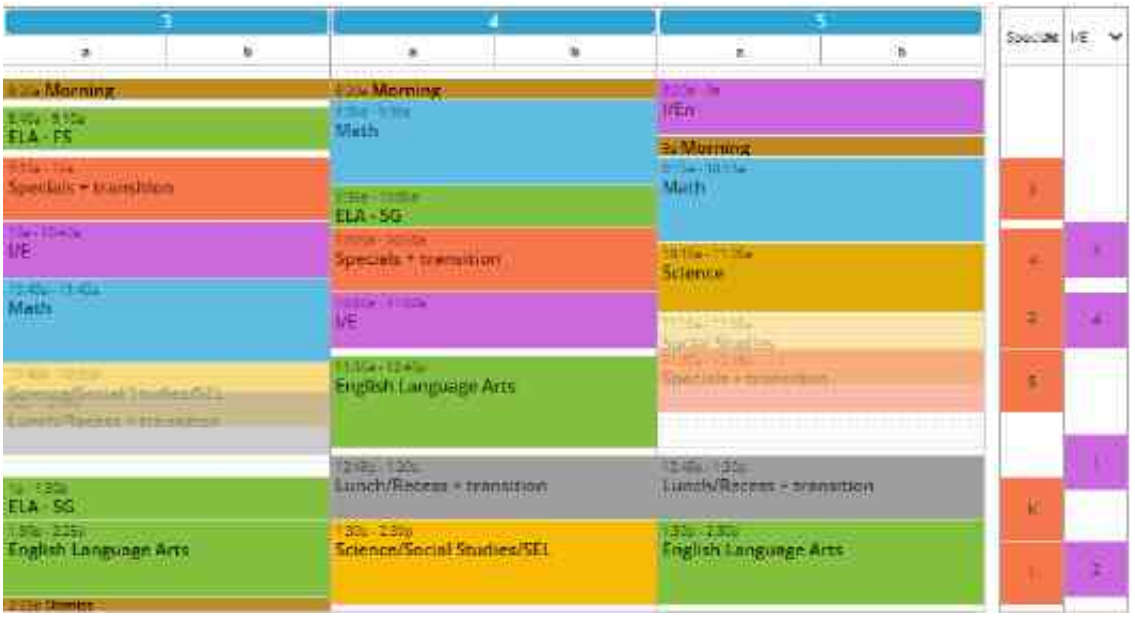
Currently, the school schedule follows all district requirements provided in the SPS K-8 Minutes By Content Area Guidance. When creating and modifying schedules, the district's educational program - which highlights the learning priorities for students - drives the schedule.



			Mon	Tue	Wed	Thu	Fri
8:20am - 9:00am	Newcom	Weaver	Art	Library	Music	Theater	PE
		Thelapurath	Art	Library	Music	Theater	PE
		Murphy/Donington	Art	Library	Music	Theater	PE
		Weaver/Thelapur	Art	Library	Music	Theater	PE
	7/8	Brady	Library	Music	Theater	PE	Art
		Moore	Music	Theater	PE	Art	Library
		Justin	Theater	PE	Art	Library	Music
		Scafidi	PE	Art	Library	Music	Theater
9:40am - 10:20am	Newcom	PF/DiFante	Art	PE	Theater	Music	Library
	PK	Berkowitz	Library	Art	PE	Theater	Music
	6	Collins	Music	Library	Art	PE	Theater
		Luna	Theater	Music	Library	Art	PE
	AIM	1	PE	Theater	Music	Library	Art
10:55am - 11:35am	3	MacLean	Art	PE	Theater	Music	Library
		Robert	Library	Art	PE	Theater	Music
	4	Lee	Music	Library	Art	PE	Theater
		Sahlas	Theater	Music	Library	Art	PE
	AIM	2	PE	Theater	Music	Library	Art
11:41am - 12:20pm	5	Payette	Music	Library	Art	PE	Theater
		Day	Theater	Music	Library	Art	PE
	AIM	3	PE	Theater	Music	Library	Art
12:26pm - 1:15pm	K	Donaldson	Art	PE	Theater	Music	Library
		Morgan	Library	Art	PE	Theater	Music
	AIM	4	PE	Theater	Music	Library	Art
1:35pm - 2:15pm	1	Ezra	Art	PE	Theater	Music	Library
		Han	Library	Art	PE	Theater	Music
	2	Davies	Music	Library	Art	PE	Theater
		Manning	Theater	Music	Library	Art	PE
	AIM	5	PE	Theater	Music	Library	Art

Benjamin G. Brown Daily Schedule





> Proposed Scheduling Method

The district is exploring the introduction of developmentally appropriate STEM/Engineering experiences beginning in upper elementary grades to create a PK–8 continuum.

Students will rotate through specialists on a consistent cycle (e.g., 5–6 week rotation or trimester model), ensuring predictable planning time for classroom teachers and equitable access for all students.

The school schedule will be thoughtfully structured to prioritize uninterrupted literacy and mathematics blocks, ensuring that students have consistent time for focused learning in these foundational subjects. It will also provide common planning periods for grade-level teams, supporting collaboration and alignment among teachers. Additionally, the schedule will promote cross-special collaboration during project-based units, allowing students to engage in integrated learning experiences that connect multiple disciplines and enrich their educational experience.

The Middle School Specialist Elective Model - Grades 7 - 8

The Middle Grades program will expand opportunities for students to engage in elective and specialist experiences beyond the scope of our current 7th and 8th grade offerings. Core offerings will include Theater, Music (including performance-based ensembles), Visual Arts, Physical Education and Wellness, World Language, and Engineering/STEM.

Students in Grades 7–8 will have the chance to participate in semester- or trimester-based electives, project-based interdisciplinary units, and performance or exhibition opportunities. This model allows students to explore their interests more deeply while ensuring equitable access to foundational experiences. The schedule will be designed to support interdisciplinary teaming, advisory periods, flexible grouping, and capstone or exhibition opportunities that showcase student learning.

Integration & Collaboration Structure

Specialist departments will not operate independently. The facility and schedule will intentionally support cross-disciplinary collaboration. Shared planning time and adjacency of specialist spaces will enable authentic interdisciplinary work.

Examples of collaborative structuring include:

- Theater + Music collaborative productions
- STEM + Art design challenges
- Engineering + Math applied problem-solving
- Cross-Grade exhibitions and showcases

Facility Implications

The educational program for the future Winter Hill Community Innovation School includes collaborative and project-based learning structures that require shared instructional spaces beyond traditional classrooms. These spaces will support interdisciplinary learning, student collaboration, and specialist programming aligned with the Innovation School model.

The Upper Elementary Collaboration Commons and the Middle Grades Collaboration / Project Spaces will function as shared learning environments located within grade-level neighborhoods. These spaces will not be assigned to individual teachers but will be shared across grade teams and disciplines to support flexible instructional use throughout the school day. Teachers and students will be able to transition easily between classrooms and these collaborative areas to support small group work, interdisciplinary projects, and student presentations.

Examples of activities that may occur in these spaces include:

- Small group research and project work connected to interdisciplinary units
- STEM design challenges and engineering prototypes
- Student exhibitions and presentations of learning
- Advisory or team meetings in middle grades
- Peer collaboration and tutoring
- Flexible breakout instruction for differentiated learning

These common areas will be visually connected to adjacent classrooms through glass panels or open sightlines, allowing teachers to supervise students while maintaining instructional flexibility. Students may “spill out” from classrooms into these spaces as part of planned instructional activities, while still remaining under teacher supervision within the grade-level neighborhood.

While both collaboration areas support project-based and interdisciplinary learning, the upper elementary commons will be designed with flexible furnishings and small-group collaboration zones to support guided instruction and structured group work appropriate for younger students. The middle grades project spaces will be designed to support more independent and interdisciplinary work, including larger group collaboration, student-led projects, and exhibition of learning connected to STEM, humanities, and arts integration.

The specialist rotation model also requires several dedicated and flexible instructional spaces that support hands-on learning across grade levels, including:

- A dedicated Theater / Performance space to support drama instruction and student performances
- A fully equipped STEM / Engineering lab designed for experimentation, design, and fabrication
- Flexible Art and Music rooms designed to accommodate varied instructional formats and group sizes
- Shared exhibition spaces where student work and interdisciplinary projects can be displayed

- Adequate storage for materials and equipment to support arts, engineering, and performance programs

These spaces are essential to deliver the instructional model described in this Educational Program, supporting interdisciplinary learning, specialist programming, and opportunities for students to collaborate, create, and present their work to the school community.

There are two proposed models for scheduling specialists:

1. *Option One*: For each cluster, they will have specialists once a day, five times per week, 5 days per week. Grades PK - 6 will rotate through each option while grades 7 - 8 will be able to choose from elective offerings.

    a. Early Childhood Cluster Options: library, art, music, physical education, theater, health, STEM
    b. Upper Elementary Cluster Options: DLCS, art, music, physical education, theater, health, exploratory Spanish, STEM
    c. Middle Grades Cluster Elective Options: DLCS, art, music, physical education, theater, health, interdisciplinary course, engineering

2. *Option Two*: The model is the same for the early childhood and upper elementary cluster with a structured rotation of one specialist per day, 5 days per week. For the middle grades cluster, there would be an additional specialist block each day by grade level that would provide more exploration and specialization for middle grades students in the specialist areas. By providing the additional specialist block, the middle school team (grades 7 - 8 teachers) will have one common planning block to plan for interdisciplinary units, exhibitions, and capstone projects that highlight the culmination of a PK - 8 education.

There are two potential areas that will impact the schedule for the proposed project.

First, the additional course offerings (i.e. exploratory career and technical education) will impact what courses can be offered to students. The second is the layout of the building and how students will transition from one area to another outside of the classroom.

Once finalized, the formal scheduling process will begin using a collaborative approach similar to those implemented at Brown and Winter Hill. Key stakeholders will provide feedback on current practices, challenges, and opportunities for the new building. Using this input, along with SPS K–8 instructional time requirements and guidance from district specialists, a draft schedule will be developed, shared with staff, and revised based on feedback where appropriate. This continuous improvement process will be reviewed and refined annually to ensure schedules remain responsive to student and staff needs.

Option 1 Schedule

Specialist Schedule - One Specialist / Day / Grade Level Specialist

OPTION 1 SCHEDULE	Grade	Number of Specialist Classes needed for enrollment of 600	Number of Specialist Classes needed for enrollment of 624	Number of AIM Classes needed (either enrollment)	Total Spaces Needed for Specialist Block
8:20-9:00	7,8	8	12		9/12
9:05-9:45	6	4	6	1	
9:50-10:30	5	4	5	1	
10:35-11:15	4	3	5	1	4/6
11:20-12:00	3	3	5	1	4/6
12:05-12:35	Specialist Lunch				
12:40-1:20	2,PK	4	6	1	5/7
1:25-2:05	1,K	6	10	1	7/11

Option 2 Schedule

One Specialist / Day for Early Childhood & Upper Elementary Clusters and Two Specialists / Day for Middle School Cluster

OPTION 2 SCHEDULE	Grade	Number of Specialist Classes needed for enrollment of 600	Number of Specialist Classes needed for enrollment of 624	Number of AIM Classes needed (either enrollment)	Total Spaces Needed for Specialist Block
8:20-9:00	8,7	8	12		9/12
9:05-9:45	6	4	6	1	5/7
9:50-10:30	5,4	7	10	1	8/11
10:35-11:15	7	5	6	1	6/7
11:20-12:00	8	5	6	1	5/7
12:05-12:35	Specialist Lunch				
12:40-1:20	3,2,PK	7	1	1	8/12
1:25-2:05	1,K	6	10	1	5/11

Flexible Staff Scheduling and Alignment with the Educational Program

When creating and modifying schedules, the district's educational program - which highlights the learning priorities for students - drives the schedule. An effective, flexible schedule is essential to the successful implementation of the District's Educational Program and the full utilization of the new school facility. The District will use a collaborative, data-informed scheduling process that empowers educators and school leaders to evaluate and modify schedules in ways that best support student learning, staff collaboration, and the instructional priorities outlined in the Educational Program.

The scheduling process will be guided by the District's commitment to equitable access to rigorous instruction, inclusive learning environments, interdisciplinary opportunities, and student wellness. The District will work closely with school leaders, educators, curriculum administrators, union leadership, the scheduling committee, and design consultants to regularly review current scheduling practices and identify opportunities for improvement. This process will consider instructional time requirements, student and educator schedules, enrollment projections, staffing models, service delivery needs, and the organization and availability of learning spaces within the new building.

Flexible scheduling will allow staff to develop schedules that better reflect the needs of students and the intended use of the facility. Schedules will prioritize:

- protected instructional time for core academic subjects;
- consistent access to specialist programming;
- dedicated intervention, enrichment, and extension opportunities;
- meaningful collaboration time for educators.

The schedule will also support inclusive service delivery by creating opportunities for special educators, multilingual learner educators, and related service providers to provide support within or near general education classrooms whenever appropriate.

By aligning scheduling decisions with the design and capacity of the new facility, the District can maximize the use of instructional spaces, improve transitions, support flexible learning environments, and create more opportunities for collaboration among educators. The schedule will be reviewed and refined annually to ensure it remains responsive to evolving student needs, staffing patterns, enrollment changes, and emerging educational priorities while continuing to advance the District's vision for high-quality, student-centered learning.

Design Response

The 35 period schedule and specials rotation outlined above, effectively describes that PK-6 classes would take 5 specials 1x/week and rotate within the school year to cover 7+ specials. Grades 7-8 would choose from elective offerings.

Library, Art, Music, Theater, Physical Education, Health & STEM or Engineering are the core specials for all grades, with Library becoming Digital Literacy/Computer Science (DLCS) starting at Grade 4. Exploratory Spanish is also for Grades 4-6 with thoughts of expanding to Grades 1-3 over time, while Grades 7-8 have interdisciplinary offerings in addition to the common specials. Exploratory Culinary is provided as an elective for 7-8 and World Language for Grades 4-6 with the potential to expand to Grades 1-6 over time.

The 690 enrollment has 34 sections, including 2 PK rooms & 6 NCA scheduled as two classes. The specials 1x/week within a 35-period cycle means each core special would need one room utilized almost every period, but the rotation can be used to drop that utilization. The program includes a Library with a DLCS Lab, 1 Art, 1 Music, 1 Theater, 1 Health, 1 PE, and 2 STE, including the Grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8.

The 925 enrollment has 46 sections, including 2 PK rooms & 6 NCA scheduled as two classes and requires two rooms for each core special. The program includes a Library for two classes, including the DLCS Lab, 2 Art, 2 Music, 2 Theater (incl. Stage), 2 Health, 2 PE, and 3 STE including the Grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8, which can be accommodated in 1 room, similar to World Language even if expanded to 1-6.

5 | TEACHING METHODOLOGIES AND STRUCTURE

ADMINISTRATIVE AND ACADEMIC ORGANIZATION

Winter Hill School Administration
Principal Courtney Gosselin
Interim Assistant Principal Mrs. Rocio Camargo Ruiz
Dean of Students Brendan Buckland
Dean of Students Evan McAlear
Counselor Educator Jessica Gutierrez
Counselor Educator Tara Stead
Social Worker Emily Thies

Benjamin G. Brown School Administration
Principal Christopher Ames
Dean of Students Eve Rybnick
Counselor Educator Kate Melilo
Social Worker Julie Schmidt

Current Academic Organization
Winter Hill Community Innovation School

Winter Hill Community Innovation School is the Somerville Public Schools district's only Innovation School, offering a model of limited self-governance and a deliberate, innovative approach to meeting student needs. The school serves PK–8 mainstream classes, Grades 6–8 English Language Learners, and Somerville students with special education needs in grades K–8.

Current Academic Organization
Benjamin G. Brown School

The Benjamin G. Brown School has 12 general education inclusion classrooms serving grades K–5. Every class includes students with IEPs and multilingual learners. Because of the school's relatively small size, nearly everyone knows one another, fostering a strong sense of shared responsibility for each student's success. Within this close-knit learning community, there is a strong emphasis on academic growth, enrichment opportunities, social-emotional learning, and meaningful family and community engagement.

> Proposed Academic Organization

Under either enrollment scenario—approximately 690 seats or a combined 925-seat configuration—the District's core design principle is to intentionally reduce the perceived scale of the building while maintaining a strong sense of belonging, connection, and community. The school will be organized into three primary academic zones: Early Childhood PK–3, Upper Elementary Grades 4–6, and Middle School Grades 7–8. Within each zone, grade-level neighborhoods will create smaller learning communities that support age-appropriate design, developmentally responsive practices, and a "small school" feel within a larger facility.

Working in partnership with scheduling and educational planning consultants, the District will develop and evaluate multiple scheduling scenarios to ensure the educational program and building design work together effectively. Through an iterative process, the final schedule will prioritize protected instructional time for core academics, consistent access to specialist programming, intervention and enrichment opportunities, and collaborative planning time for educators. It will also support efficient transitions, maximize the use of learning spaces, and promote inclusive service delivery by enabling special educators, multilingual learner educators, and related service providers to provide support within or near general education classrooms whenever appropriate.

Leadership Structure and Coherence

To ensure coherence across the PK–8 model, the proposed structure maintains a single principal overseeing the entire school. While some PK–8 schools operate with co-principals or separate principals for elementary and middle grades, this approach prioritizes unified instructional leadership and a consistent school culture across all grade levels.

To support both scale and developmental differences, the proposed structure includes one principal responsible for PK–8 instructional coherence and strategic oversight, along with three assistant principals: one assigned to Early Childhood (PK - 3), Upper Elementary (4-6), and Middle School (7-8) This configuration was chosen based on the teaming structure at each developmental level. Grades PK-3 have a homeroom teacher who also teaches their core content areas (reading, math, social studies, science) and students spend most of their day with this teacher. Grades 4-6 have two main academic teachers, one for English Language Arts and social studies and the other for math and science. Each pair of teachers works as a team with the same two groups of students. At the middle school level, students have five academic teachers (ELA, Math, Science, Social Studies, World Languages) and change classrooms for each class.

This configuration provides age-specific leadership while preserving a unified academic vision, consistent expectations, and vertical alignment across the school.

Proposed Administrative Distribution (925 Enrollment Model)			
Main Administration	Early Childhood Cluster PK–3	Upper Elementary Cluster 4–6	Middle Grades Cluster 7–8
Principal	Asst. Principal	Asst. Principal	Asst. Principal
Main Secretary	Waiting Area	Waiting Area	Waiting Area
General Office/ Waiting Area	Dean	Dean	Dean
Nurse Suite	1 SSW, 1 SAC	1 SSW, 1 SAC, 1 Counselor Educator	1 SSW, 1 SAC, 1 Counselor, 2 NCA SAC
Conference Room	Conference Room	Conference Room	Conference Room

Administrative and student support staff will be strategically positioned within academic zones so that leadership, deans, and counselors are integrated into the daily routines of students and instruction. This approach enhances accessibility, visibility, supervision, and relationship-building. Ideally, student-facing leadership offices will be located within or adjacent to grade-level neighborhoods, potentially on each floor, to maintain close proximity to the learners they support.

The addition of a School Dean provides dedicated leadership focused on improving student attendance, behavior, and overall student well-being. Deans are licensed professionals who hold either a counseling license or an administrative license and receive ongoing professional development in de-escalation, restorative practices, and social-emotional support. Using a proactive, tiered approach, they monitor attendance and behavior data, implement targeted interventions, and help foster positive, supportive school environments where students can thrive.

Central Community Core

Shared spaces will be centrally located to serve as the heart of the school, reinforcing unity across PK–8. These include:

- Main administrative entrance
- Family welcome and waiting areas
- After-school programming space
- Somerville Family Learning Collaborative (SFLC)
- Shared performance and gathering spaces

Locating these areas centrally reinforces the building as both an academic hub and a community anchor, while the zoned academic neighborhoods maintain developmental appropriateness and scale.

CURRICULUM DELIVERY METHODS AND PRACTICES

Our curriculum and instructional approach provides numerous opportunities for students to collaborate in groups with their peers. Group sizes are flexible and vary depending on the content area and lesson. Classrooms are arranged so that all students can see and engage with projected materials that support learning.

In general education, PK, Kindergarten, and 1st grade classrooms include one educator and one paraprofessional. All students in Grade 3 and above have access to a Chromebook to support learning.

In our AIM program, a sub-separate program for students with autism, technology plays a critical role. Students may use communication devices to support their communication skills, and devices such as iPads may also serve as reinforcers.

Specialized courses, including music, art, physical education, theater, and library, require dedicated spaces. Music classes, in particular, need additional rooms for instrumental choice programs such as band, strings, and choir. Spanish is offered to students in Grades 7 and 8.

Students in the AIM program require classroom-accessible bathrooms to support Activities of Daily Living (ADL) skills, and some may have individualized toileting plans. Classrooms should be large enough to include a sensory space and at least three individual workstations (cubicle style) for discrete trial programs, with built-in lockable cabinets to minimize distractions.

A dedicated sensory room with appropriate equipment is essential for AIM students, as is a separate classroom for upper-grade students to work on ADLs and transitional or vocational skills. This space should include a kitchen, bed, and workstation to accommodate vocational tasks such as envelope stuffing or using a mock cash register.

Additionally, separate spaces should be provided for individualized and small-group (3–5 students) specialized instruction by service providers. Physical therapy areas should be large enough to support gross motor skill development.

> **Current Methods and Practices**
> **Current Vision of Excellent Instruction**

During the 2024–2025 school year, Somerville Public Schools convened academic administrators—including principals, assistant principals, department chairs, curriculum and data

coordinators, and leaders from Special Education and Multilingual Learner Education—to develop a Vision of Excellent Instruction for Somerville Public Schools (see Figure 1 below). The Vision was shared with educators during two district-wide professional development sessions, and feedback was incorporated to create a shared framework that guides instructional practice and promotes alignment across the District.

This vision informs the District's curriculum, professional development, instructional coaching, instructional rounds, and collaborative planning structures. Grounded in the Massachusetts Curriculum Frameworks and supported by a Multi-Tiered System of Supports (MTSS), SPS delivers high-quality Tier 1 instruction that emphasizes culturally and linguistically sustaining practices, evidence-based strategies, and equitable access to rigorous learning. The instructional model is supported by high-quality materials, including Wit & Wisdom and FUNdations in English Language Arts, Illustrative Mathematics, Investigating History, and Amplify Science, with a focus on inquiry, collaboration, critical thinking, problem-solving, and authentic application of knowledge.

To support this approach, learning environments must accommodate a range of instructional models, including co-teaching, small-group instruction, intervention, and push-in services from special educators, multilingual learner educators, interventionists, and related service providers. Dedicated content spaces, flexible learning environments, and strategically located support areas will strengthen inclusive practices, reduce transitions, and increase opportunities for students to receive services within general education classrooms whenever appropriate.

The academic schedule will reflect this vision by providing protected instructional time for literacy, mathematics, science, and social studies, while ensuring consistent access to specialist programming, including visual arts, music, physical education, health, library, world languages, and digital literacy/computer science. Flexible scheduling and collaborative planning time will allow educators to analyze student data, respond to student needs, and design interdisciplinary learning experiences that support intervention, enrichment, and advanced learning opportunities.

Together, the District's instructional vision, curriculum, scheduling practices, professional learning structures, and intentional design of learning spaces will create an environment that supports high-quality teaching, collaboration, inclusion, and meaningful learning experiences for all students.



> <u>Proposed</u> Curriculum Delivery Methods and Instructional Practices

The instructional model for the future school building at Sycamore reflects the district's commitment to inclusive excellence, culturally responsive practice, and applied learning. Community visioning sessions highlighted the importance of belonging, hands-on engagement, interdisciplinary learning, and spaces that foster collaboration and student voice. The curriculum delivery framework is designed to respond to these priorities, aligning instructional approaches, scheduling structures, and spatial design to support meaningful and equitable learning experiences for all students.

Inclusive and Co-Taught Instruction

Instruction across the unified PK–8 model will emphasize inclusive, co-taught classrooms wherever appropriate. Special education and multilingual services will be integrated within general education settings when possible to ensure equitable access to grade-level content while promoting collaboration among educators. Service delivery will prioritize push-in support when appropriate, flexible grouping, and data-informed interventions within the classroom to meet the needs of all learners.

To support this model, the building must include:

- Classrooms sized to accommodate co-teaching models
- Adjacent small-group rooms within each grade cluster
- Purpose-built spaces for specialized programming, including AIM classrooms with sensory supports
- Shared planning areas to facilitate collaborative instructional design

This structure enables inclusive practice to be embedded rather than peripheral.

Interdisciplinary and Project-Based Learning

Consistent with the Innovation School model, curriculum delivery will feature interdisciplinary and project-based learning experiences across all grade levels. Students will participate in applied problem-solving, performance-based assessments, and public exhibitions of learning that connect academic content to real-world contexts.

In the middle grades, interdisciplinary teaming will support coordinated instruction across content areas, while specialist programs — including Theater , Computer Science, Art, Music, Physical Education/Wellness, and World Languages — will be integrated into thematic units when appropriate.

The building must support this instructional approach through:

- Flexible classrooms with movable furnishings at all grade levels
- Shared collaboration zones within grade-level neighborhoods
- Exhibition and presentation spaces for public showcases in both the publicly accessible area and grade level neighborhoods
- Dedicated STEM/Engineering labs adjacent to the middle school cluster
- Purpose-built Theater/performance space with appropriate acoustics and flexibility

These spaces ensure that interdisciplinary work is supported structurally, not dependent on temporary scheduling adaptations.

Developmentally Responsive Practices

The PK–8 model allows for intentional alignment across grade spans while honoring developmental differences. Within each grade level cluster, each grade level will create a community that includes general education classrooms, special education classrooms, and newcomer classrooms (grade 6 - 8 only).

The physical layout will reflect this by creating distinct but connected early childhood, upper elementary, and middle-grade academic zones. Zoning will preserve a small-school feel within a larger facility while maintaining unified leadership and instructional coherence.

All students at every development level, will have the following in their learning spaces:

- Natural light
- Flexible and movable furniture to allow for multiple configurations of classrooms
- Adequate storage (rooms are not cluttered or over-stimulating)
- Sinks for handwashing
- Areas for prominently displaying student work
- Instructional technology
- Quiet zones
- Safe spaces for security

The **PK–3 cluster** will emphasize community building through daily routines such as morning meetings and closing circles, both within individual classrooms and across grade-level teams. Students will begin each day by establishing relationships, building classroom community, and developing social-emotional skills through intentional opportunities for connection and reflection. Teachers will then prioritize foundational literacy and mathematics instruction during the morning hours, when students are most prepared for focused learning. Afternoons will provide opportunities for specialist classes, choice-based learning, exploration, and additional collaborative experiences.

Instruction throughout the day will incorporate structured routines, play-based learning, and experiential, inquiry-driven approaches that support academic growth, creativity, and social-emotional development. Teachers will have the flexibility to embed social-emotional learning naturally within classroom experiences, allowing students to practice communication, collaboration, problem-solving, and self-regulation skills as authentic opportunities arise.

As a collaborative hub, teaching teams within this cluster will have the flexibility to adapt schedules and learning experiences, allowing for seamless transitions between whole-group instruction, cross-class groupings, small-group learning, and specialized cooperative activities. Responsive scheduling will ensure that instructional blocks balance direct instruction with opportunities for choice, movement, and differentiated support. The physical organization of the learning spaces will provide classroom and grade-level flexibility, enabling effective supervision while fostering student independence and autonomy as learners.

Facility Implications:

- Classroom spaces designed for varied activities such as rug space, centers, cozy areas, calm down spaces, and dramatic play areas (PK and K), which allow students to move freely between them.
- Bathroom facilities in classroom for PK and K
- Student cubbies in the classroom to support students accessing these independently
- Community spaces between classrooms for larger lessons (i.e. science) and movement activities

The **Grades 4–6** cluster will emphasize community building through morning meeting structures that support identity development, belonging, and strong classroom relationships. This grade span will also focus on interdisciplinary collaboration and teaming across content areas, providing

students with increased opportunities to develop independence, leadership skills, and ownership of their learning as they continue to grow academically, socially, and emotionally.

Students in this age group are seeking greater autonomy while continuing to benefit from clear expectations, consistent routines, and predictable structures. Through collaborative teaching models, educators will be able to respond to these developmental needs by designing learning experiences that provide meaningful choice, differentiated pathways for demonstrating understanding, and appropriate scaffolds for larger assignments through chunked milestones and progress checkpoints.

Students will begin transitioning between classes and learning from multiple teachers, with instructional teams organized around humanities and STEM content areas. This model will allow teacher teams to establish shared structures, expectations, and supports for students while also introducing students to the experience of working with different educators and learning environments. Specialist classes may include regrouping students across grade levels, providing opportunities to build connections beyond their homeroom communities. Teachers will also have flexibility to create cross-class and cross-grade groupings to support targeted instruction, collaboration, and student engagement.

Facility Implications:

- Classroom spaces for class circles (either on rug or chairs)
- Pairs of classrooms for teams with wide doors between them to allow for interdisciplinary collaboration and cross grouping of students
- Student cubbies in hallways for students to gain more independence with materials and moving between two core academic teachers

The **Grades 7–8** cluster will provide strong opportunities for community building through an advisory structure and weekly community circles that foster meaningful relationships, student voice, and a strong sense of belonging. As students prepare for the transition to high school, they will have increased opportunities to develop independence, navigate a more complex schedule, and take greater ownership of their academic, social, and personal growth.

Students will benefit from expanded opportunities for exploration through electives in areas such as theater, STEM, and career and technical education (CTE), as well as capstone projects and exhibition experiences that allow them to demonstrate their learning in authentic and meaningful ways. During this developmental stage, students are increasingly motivated to explore their identities, collaborate with peers, and define their roles as learners and community members. Teachers will have the flexibility to design experiences that honor this growth while providing appropriate guidance and support.

Instructional teams across core content areas—including English language arts, mathematics, science, social studies, and world language—will collaborate to create consistent expectations, coordinated support, and a cohesive learning experience for students. This team structure allows students to benefit from multiple teachers while maintaining the stability of a smaller learning community. Through ongoing collaboration, educators can ensure consistent academic and

behavioral expectations, strengthen student connections, and respond efficiently to individual academic, social, and emotional needs.

Facility Implications:

- Classroom spaces for class circles
- Lockers in hallways for students to manage materials and move independently from class to class
- Project rooms (i.e. makerspaces) for interdisciplinary projects and exhibitions

Culturally Responsive and Community-Connected Learning

Visioning sessions highlighted the importance of honoring student identity, cultural background, and multilingual assets. Curriculum delivery will continue to incorporate culturally responsive pedagogy, diverse texts and materials, and meaningful opportunities for student voice and representation.

Community partnerships, family engagement spaces, and performance venues will provide students with opportunities to share their work publicly and connect learning to local organizations and civic life. Shared family spaces and centrally located areas for community use reinforce the building's role as both an academic hub and a community anchor.

Vertical Alignment Across PK–8

A unified PK–8 model strengthens curricular coherence and smooth academic transitions. Cross-grade collaboration and shared professional learning will ensure that instructional practices intentionally build from early childhood through middle grades.

The facility must support:

- Common planning areas for grade-level and vertical teams
- Flexible meeting spaces for interdisciplinary collaboration
- Instructional zones designed to evolve over time as programming expands

This design ensures that curriculum delivery is not only aligned to district vision, but operationally supported by the physical environment.

ENGLISH LANGUAGE ARTS/LITERACY

A good introduction to literacy (reading) needs a strong foundation. In early grades, our curriculum and instruction strive to build that strong literacy foundation through core knowledge and foundational skills development. The National Reading Panel defines effective reading instruction includes phonological awareness, phonics, fluency, vocabulary, and comprehension. These concepts are also reinforced by the latest research on literacy development and dyslexia. Together, these five pillars make up the

components of successful reading instruction by shaping learners' brains to learn to read and understand the written English language.

> Current Language Arts/Literacy

In Pre-K, students engage with the SEE Every Child curriculum to support early learning development. In Grades K–4, Wit & Wisdom provides core knowledge instruction, while FunDations supports foundational literacy skills. Assessment tools, including DIBELS (Grades K - 6) and i-Ready (Grades 3 and up), guide instruction and monitor student progress.

Through the Fishtank curriculum in Grades 5-8, the purpose of our ELA curriculum is to help students to discover and further develop the joy of reading and expression. Students will gain a broad understanding of the world and the human experience through reading, writing, listening, and speaking. Students will develop skills to investigate and analyze a text. They will also express their thinking orally and in writing, and consider multiple perspectives and audiences. Our curriculum is standards-based, intellectually challenging, invites critical thinking, and encourages discourse. In grades 6-8 we use the Fishtank Curriculum.

> Proposed Language Arts/Literacy

The new PK–8 facility will support stronger vertical alignment and more consistent implementation of structured literacy practices in the early grades, alongside rich, discourse-based instruction in the middle grades.

At the elementary level, literacy instruction will continue to focus on core knowledge and foundational skill development, while also expanding opportunities for oral language growth, knowledge-building texts, and small-group, differentiated instruction.

At the middle grades level, ELA will emphasize:

- Close reading of complex texts
- Analytical and argumentative writing
- Structured academic discourse
- Cross-curricular literacy integration
- Performance-based assessments and public presentation of learning

The unified PK–8 model supports greater collaboration across grade spans, ensuring that literacy instruction builds intentionally from foundational decoding to advanced analysis and composition.

Inclusive co-teaching structures will ensure multilingual learners and students with disabilities have access to grade-level texts with appropriate scaffolds embedded within the classroom environment.

MATHEMATICS

> Current Mathematics

The district's math curriculum and instructional practices emphasize conceptual understanding, procedural fluency, and real-world application. In Pre-K, students engage with the SEE curriculum for mathematics. The Illustrative Math (IM) curriculum is being implemented in grades K–5 over the 2024–2025 and 2025–2026 school years, building on its adoption in grades 6–8 in 2020.

The IM curriculum is designed to support students' conceptual understanding and application of mathematics, creating a coherent and connected learning experience from K through 8. In the middle grades, IM ensures a strong and seamless transition from the elementary program, maintaining continuity in mathematical thinking and practice.

> Proposed Mathematics

In the new PK–8 facility, mathematics instruction will be delivered through a fully implemented K–8 Illustrative Mathematics framework, supported by collaborative planning and vertically aligned professional learning.

At the elementary level, instruction will emphasize:

- Mathematical discourse and reasoning
- Hands-on problem-solving
- Concrete-to-abstract conceptual development
- Targeted small-group intervention based on formative data

In middle grades, the model will prioritize:

- Collaborative problem-solving
- Justification and critique of reasoning
- Application of mathematics to real-world and interdisciplinary contexts
- Acceleration pathways that maintain conceptual integrity

The unified PK–8 model will strengthen vertical alignment, allowing educators to collaborate across grade spans and ensure smooth progression from foundational numeracy to advanced middle-grade mathematical reasoning.

Inclusive co-teaching practices will ensure multilingual learners and students with disabilities engage in grade-level problem-solving with embedded scaffolds and strategic push-in, intervention supports.

SCIENCE, TECHNOLOGY, AND ENGINEERING

Strong science education nurtures a child's curiosity about the world while developing critical inquiry and problem-solving skills essential for college and career readiness. Students may design experiments about matter, construct bridges, or create websites focused on energy conservation.

> Current Science, Technology, and Engineering

Since 2016, a partnership with a team from Boston University has developed science units for Grades K–5, all built around anchoring phenomena that help students make sense of key scientific concepts. In Grades 6–8, the STEMscopes curriculum, adopted in 2019, provides a rigorous, hands-on science experience. A curriculum selection process for the middle grades is currently underway.

> Proposed Science, Technology, and Engineering

Within the unified PK–8 model at the new school building, science instruction will build upon this strong foundation and expand opportunities for applied, interdisciplinary, and lab-based learning.

At the elementary level, science will continue to emphasize:

- Phenomena-based inquiry
- Hands-on investigation
- Engineering design challenges
- Scientific discourse and evidence-based reasoning

At the middle grades level, the model will deepen:

- Laboratory-based experimentation
- Data analysis and modeling
- Integration of science and engineering practices
- Cross-curricular connections with mathematics and STEM

The unified PK–8 structure will strengthen vertical alignment across science domains, ensuring that foundational inquiry skills in elementary grades intentionally build toward advanced analytical and experimental practices in middle grades.

Science instruction will also integrate with the expanded STEM/Engineering program to provide students with authentic design, testing, and revision cycles.

Inclusive co-teaching practices will ensure multilingual learners and students with disabilities engage fully in grade-level scientific investigation with embedded supports.

The district further acknowledges that MSBA STE Guidelines require that all elementary school general classrooms have a minimum of (2) sinks to facilitate STE exploration and project-based

learning within the classrooms, and that one sink must be accessible while the other must be deep and wide to accommodate buckets or containers.

Facility Implications

To support this instructional model, the facility must include:

- Dedicated science labs for grades 6–8 with appropriate safety features and equipment
- Flexible elementary science spaces designed for hands-on investigation
- Integrated STEM/Engineering lab spaces
- Adequate storage for materials and experimental equipment
- Collaboration areas for project-based and interdisciplinary work

Purpose-built science and STEM spaces are essential to support a robust, inquiry-driven curriculum aligned to district vision and state standards.

SOCIAL STUDIES

We believe the purpose of Social Studies is to help students develop into effective, informed, and engaged citizens of local, national, and global communities. Our curriculum promotes values of compassion, empathy, curiosity, perspective taking, and respect for human differences.

> Current Social Studies

We strive to provide knowledge & skills for students to investigate interests and critically analyze information. Currently, we use an educator-developed, standards-based curriculum. We are also in the process of implementing the Investigating History Social Studies curriculum.

> Proposed Social Studies

Within the unified PK–8 model at the new school building, Social Studies instruction will be delivered through a vertically aligned framework that emphasizes inquiry, civic engagement, and interdisciplinary connections.

At the elementary level, students will engage in inquiry-based units that build foundational understanding of community, geography, and historical thinking skills.

At the middle grades level, instruction will deepen students' ability to analyze primary sources, evaluate multiple perspectives, engage in civil discourse, and connect historical study to contemporary civic issues.

Across PK–8, Social Studies will incorporate:

- Structured academic discussion and debate
- Project-based and research-driven learning
- Integration with literacy instruction
- Opportunities for student voice and public presentation

The unified PK–8 model will support vertical collaboration among educators to ensure that civic reasoning, historical analysis, and critical thinking skills develop intentionally over time.

WORLD LANGUAGES

> Current World Languages

The World Language Department recognizes research showing that students who learn another language achieve higher academic performance, gain cognitive benefits, and develop a more positive attitude toward the language and its speakers. Middle school Spanish instruction was introduced in the 2012–2013 school year.

> Proposed World Languages

Spanish instruction in the middle grades should have a dedicated classroom to preserve scheduling flexibility and support future program growth. A designated space would allow the school to offer Spanish as a special or elective if schedules change, align with common practices across other SPS schools, and promote instructional consistency and program development.

Within the unified PK–8 model at the new school building, middle grades Spanish instruction will continue with a dedicated classroom to ensure program continuity and scheduling flexibility.

The district will also explore gradually introducing world language exposure at the elementary level. With a robust specialist rotation in place, there is an opportunity to pilot developmentally appropriate Spanish offerings. Elementary world language exposure, if implemented, would focus on:

- Foundational vocabulary and oral language development
- Cultural awareness and appreciation
- Integration with literacy and social studies content

A unified PK–8 model would support intentional vertical alignment, creating a coherent pathway from early exposure to proficiency in the middle grades. Additionally, English Language Learners are encouraged to participate in World Language courses and related learning experiences. In addition, heritage language speakers are supported in developing and strengthening their home

language through specialized course offerings, such as Spanish Language Arts for heritage speakers.

Facility Implications

To support this model, the facility should include:

- Dedicated middle-grade Spanish classroom(s)
- Flexible specialist spaces that could accommodate future elementary world language programming
- Technology infrastructure to support language acquisition

This approach preserves current program integrity while allowing for thoughtful and phased expansion aligned with district priorities and staffing capacity.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Somerville Public Schools provides a tiered system of support for academic learning and social-emotional learning through a districtwide Multi-Tiered System of Support (MTSS) framework. Using the District Accommodation Plan as a guide, tiered supports are implemented through MTSS structures.

Multi-Tiered System of Support (MTSS)			
	Leadership Team	Grade-Level Teams	Problem-Solving Teams (CST, SST)
Purpose	Guide and oversee the implementation of MTSS at the school and district level	Strengthen Tier 1 supports and develop Tier 2 interventions for students	Focus on identifying and addressing specific academic, behavioral, or social-emotional concerns for individual or small groups of students.
Participants	District/school administrators, lead teachers, specialists	Teachers, coaches, support staff, school admin	School admin, teachers, counselors, specialists, special educators, other relevant staff
Key Focus	Allocating resources, designing professional development, reviewing data to guide system-level decisions	Analyzing grade-level or classwide data, identifying trends and gaps in Tier 1 instruction, brainstorming and sharing strategies to improve core instruction and Tier 2 supports	Analyzing student data, assigning targeted interventions and monitoring their effectiveness, adjusting interventions as needed

> Current Academic Learning & Multi-Tiered Systems of Support

The district follows a three-tiered model:

Tier 1 (All Students): High quality core curriculum (see above), small group instruction within classroom with content area teacher, co-taught ELA class for multilingual learners, universal screeners (Early Screening Inventory, Pre-School Early Literacy Indicator, DIBELS, iReady); universal accommodations (presentation, response, timing and flexibility, setting and environment) as outlined in the DCAP

Tier 2 (Some Students)
Targeted small group instructing during X block (intervention/enrichment block) with content area teacher, personalized learning software

Tier 3 (Few Students)
Targeted small-group or short-term individual interventions which include reading intervention and math intervention with interventionists.

> Proposed Academic Learning & Multi-Tiered Systems of Support

Within the unified PK–8 model at the new school building, the MTSS framework will operate as a unified, vertically aligned system designed to ensure:

- Consistent implementation of Tier 1 instruction across grade level clusters
- Stronger data-driven decision-making
- Early identification of academic needs
- Embedded co-teaching and inclusive practices
- Clear transition supports from on grade-level cluster to the next

The unified PK–8 structure will allow for each grade-level cluster to implement tiered interventions. Each cluster, led by an assistant principal, will ensure the following:

- Vertically aligned curriculum and professional development from PK - Grade 8
- Consistent vision for high-quality instruction
- Shared professional learning for teachers and interventionists.
- Coaching for teachers to ensure implementation of curriculum and interventions
- Consistent use of universal screeners, identification of students for tiered supports, and implementation of CST structure

Facility Implications

- Administrative offices embedded within each grade level cluster with a conference room for CST meetings and other collaborative meetings

- Meeting spaces for staff collaboration
- Small-group instructional spaces located in close proximity to grade-level classrooms. (This allows students to receive targeted support with minimal disruption to core instruction and ensures that support providers remain closely connected to classroom learning.)
- Academic support suite designed to house multiple support providers. This suite would include several small breakout rooms for individual or small-group instruction, along with a flexible collaboration area that can support team planning, coaching cycles, and occasional larger instructional groups. These spaces will support activities such as targeted literacy and math intervention, multilingual language development, instructional coaching, and collaborative planning among educators. Their flexible design will allow the school to adapt support services over time while ensuring students receive timely and coordinated academic assistance.

> Current Social Emotional Learning & Multi-Tiered Systems of Support

Social-emotional learning (SEL) is delivered through explicit instruction, embedded classroom practices, and tiered interventions designed to foster healthy identity development, emotional regulation, empathy, responsible decision-making, and positive relationships.

The district follows a three-tiered model:

Tier 1 (All Students): Universal SEL instruction and positive school climate practices are delivered through Second Step (PK–8), PBIS, restorative community circles, responsive classroom practices (in select schools), and culturally responsive classroom management.

Tier 2 (Some Students)
Targeted small-group or short-term individual interventions are initiated through Student Support Teams.

Tier 3 (Few Students)
Intensive individualized supports include behavior intervention planning, counseling services, wraparound supports, and collaboration with community agencies.

The district is in its third year of full implementation of the Second Step curriculum, which includes 20 lessons for K–5 and 26 lessons for Grades 6–8. A districtwide MTSS Specialist role was introduced in 2025–2026 to strengthen system coherence, data tracking, and alignment among general education, special education, and mental health services. SPS also continues its partnership with Boston Children's Hospital to develop a consistent and aligned MTSS model across the district.

> Proposed Social Emotional Learning & Multi-Tiered Systems of Support

Within the unified PK–8 model at the new school building, the SEL and MTSS framework will operate as a unified, vertically aligned system designed to ensure:

- Consistent implementation of Tier 1 SEL instruction across grade spans
- Stronger data-driven decision-making
- Earlier identification of behavioral and emotional needs
- Embedded co-teaching and inclusive practices
- Clear transition supports between elementary and middle grades

The unified PK–8 structure will allow for:

- Shared identity as a school with consistent behavioral expectations through tier 1 PBIS
- Consistent practices across each cluster focused on community building through Responsive Classroom and Restorative Practices, development of social-emotional skills through the Second Steps curriculum,
- Shared professional learning for deans, counselors, social workers, and SEL specialists. Through consistent programs and professional development support staff, each cluster will have an assistant principal, a dean, and a counselor to develop and implement school-wide expectations at the appropriate developmental level of each cluster.
- Student support teams will work collaboratively to ensure a smoother transition for students from one cluster to the next.

The MTSS Specialist will continue to collaborate with school student support teams, and instructional staff to ensure interventions are systematic, monitored, and aligned to academic support.

Coaching structures will support Tier 1 implementation by strengthening classroom management, culturally responsive instruction, and SEL integration within academic content areas.

Facility Implications

- Administrative and student support team (deans, counselors) offices embedded within each grade level cluster with a conference room for SST meetings and other collaborative meetings
- Meeting spaces for staff collaboration
- Small-group spaces for restorative circles and student mediation

COACHES

> Current Coaches

SPS employs early education coaches for PK and K, coaches in ELA and math for Grades 1–5, and four part-time, districtwide middle grades coaches across core academic areas (social studies, science, math, and ELA). As the district moves toward a model that includes at least two full-time coaches dedicated to Winter Hill, alongside part-time coaches who split their time between teaching and coaching, it is critical to provide dedicated office and desk space for instructional coaches near classrooms.

Proximity to classrooms enables effective in-the-moment coaching, collaborative planning, confidentiality, and smooth transitions between instructional roles. Purposefully designed, classroom-adjacent coach workspaces provide the infrastructure needed to sustain a coherent, scalable district coaching model and maximize the impact of instructional support on teaching and learning.

> Proposed Coaches

Instructional coaching plays a critical role in supporting high-quality teaching and learning across the PK–8 model. As the school brings together multiple developmental stages within one unified building, academic coaches ensure strong vertical alignment of curriculum, instructional practices, and student supports across grade levels.

The district anticipates the increase of 4 academic coaches district wide as part of the strategic plan to strengthen Tier 1 instruction in the following years. These coaches partner with teachers across grades to support the implementation of high-quality curriculum, data-informed instruction, and the district's instructional priorities. Their work includes modeling lessons, co-planning with teachers, facilitating professional learning, analyzing student data, and providing in-classroom coaching cycles that strengthen instructional practice.

Because coaching is embedded within the daily work of teaching and learning, academic coaches regularly work in classrooms alongside educators. At the same time, they require a dedicated collaborative workspace that supports planning, coordination, and meetings with colleagues. This space includes shared desk areas, a small collaborative meeting area, and flexible arrangements to support occasional small-group or one-to-one work with students, particularly when modeling intervention strategies, supporting targeted instruction, or collaborating with educators around specific student needs.

MULTILINGUAL EDUCATION

Our Multilingual Education strategy focuses on the implementation of equitable and effective programming and services for multilingual learners and their families in Somerville from initial

identification through reclassification. We support heritage language speakers in developing and strengthening their home language through specialized course offerings, such as Spanish Language Arts for heritage speakers.

> Current Multilingual Education

The Sheltered English Immersion Program (SEI–1) serves immigrant newcomer students who are beginning to learn English. It is designed to address their unique cultural and linguistic needs and is intended as a temporary program, with students transitioning as their English proficiency develops.

The Sheltered English Immersion General Education Program (SEI–Gen Ed) supports students at transitional levels of English proficiency, fully integrating them with fluent English-speaking peers while providing ESL instruction in an inclusive setting.

The Sheltered English Immersion Program Special Education (SEI–Special Ed) is for students in a substantially separate classroom alongside English-fluent peers, with placement determined by a student's Individualized Education Plan (IEP).

Students with Limited or Interrupted Formal Education (SLIFE) have experienced gaps in schooling and, in grades 2–8, are placed in SEI–1 classrooms. At the high school level, some participate in the Goal Program through the adult education department, typically earning an Adult High School diploma from the City of Somerville.

Bilingual programs include the Unidos K–8 Dual Language Program and the Sonrisa Prekindergarten Program, both housed at the East Somerville Community School, with Sonrisa serving four-year-old students from Spanish-speaking families.

STUDENT GUIDANCE AND SUPPORT SERVICES

(e.g., social support, METCO, after school programs, anti-bullying programs, etc.)

> Current Student Guidance and Support Services

The Student Services Department in Somerville Public Schools is committed to supporting the social, emotional, and academic well-being of all students. Across the district, each school is staffed with embedded counselor educators and school-based social workers who work directly with students and families to ensure access to guidance, support, and resources that promote healthy development and successful learning.

At Somerville High School, every student is assigned a school counselor who partners with them throughout their high school experience and helps them plan for life after graduation. The School Counseling Department works closely with students and families to support academic progress, social-emotional growth, and postsecondary planning. Through a comprehensive, preventative, and developmentally appropriate school counseling program, the department helps students build the skills and confidence needed for college, career, and other postsecondary pathways.

The district also collaborates with community-based providers to expand access to services that support student wellness and address a range of needs. These partnerships strengthen the network of care available to students and ensure families can connect with appropriate supports when needed.

A key component of the district's commitment to safe and supportive school environments is the Somerville Public Schools Bullying Prevention and Intervention Plan. Developed over nine months with input from parents, educators, administrators, community partners, and experts from the Massachusetts Department of Elementary and Secondary Education, the plan outlines the district's comprehensive approach to preventing and responding to bullying. Since its submission to the state in December 2010, the district has continued to implement the plan through ongoing training and information for students, families, and staff on strategies to reduce bullying and increase awareness of available resources and supports.

Together, these efforts reflect the district's commitment to ensuring that every student is supported, safe, and prepared to thrive both in school and beyond.

> Proposed Student Guidance and Support Services

The future Winter Hill Community Innovation School will strengthen the district's commitment to comprehensive student guidance and support services by integrating social-emotional, academic, and wellness supports into the daily life of the school. Counselors, social workers, and other student support staff will work closely with grade-level teams to provide coordinated and responsive support for students and families.

The facility design will support this model by locating guidance and student support staff in accessible areas near grade-level neighborhoods, allowing students to connect with support services with minimal disruption to instruction. Dedicated spaces for counseling, small-group meetings, and family engagement will allow staff to provide confidential and individualized support while remaining connected to the broader school community.

As the new building brings together students across multiple grade spans, the school will implement intentional systems for community and culture building, including advisory structures and a strong Positive Behavioral Interventions and Supports (PBIS) framework. These systems will help establish clear expectations, strengthen relationships, and promote a safe, inclusive, and supportive learning environment for all students.

Partnerships with community-based organizations will continue to expand access to services such as mentoring, after-school enrichment, and wellness supports. These programs will complement the school's academic and social-emotional programming and provide additional opportunities for students to engage in meaningful learning beyond the school day.

Together, these supports will ensure that students have access to a coordinated network of academic, social, and emotional resources that promote belonging, well-being, and long-term success.

AFTER SCHOOL PROGRAMMING

> Current After School Programming

Somerville Public Schools offers a wide range of after-school and out-of-school programs that engage students academically, socially, and creatively. Elementary students can join SPS Community Schools, a full-time, fee-based program at each school, where they explore curriculum-aligned enrichment like rock climbing, LEGOs, gardening, and martial arts. Middle and upper elementary students can participate in El Sistema Somerville, a full-time music program offering intensive instruction in strings, winds, and brass through rehearsals, private lessons, and chamber music.

Apollo After School at the Argenziano and Kennedy Schools provides project-based learning while supporting social-emotional growth and positive relationships. Free referral programs include Becoming A Man (BAM) and Working on Womanhood (WOW) for social-emotional development, Enroot for immigrant high school students, and Future Lab by Knovva Academy for hands-on, curriculum-aligned enrichment.

Students can also join weekly clubs led by instructors or community partners, and vacation programs provide full-day academic and enrichment opportunities. Summer offerings include SPS Adventure for rising K–6 students, open-enrollment programs in Career and Technical Education, robotics, music, The Calculus Project, and SHS orientation, along with referral-based programs targeting academic growth.

Together, these programs create inclusive and engaging opportunities for students to extend their learning beyond the school day, explore new interests, develop leadership and teamwork skills, and continue growing socially, emotionally, and academically.

Expanding access to these opportunities requires a facility that can adequately support the breadth and scale of programming envisioned for students. The previous building presented significant design and space limitations that constrained the range of out-of-school time offerings and, most importantly, limited the number of students able to participate. A new facility provides an opportunity to address these challenges by creating dedicated, flexible spaces that support enrichment, academic support, physical activity, and wellness programming in a coordinated environment. This expanded capacity will allow community partners and educators to increase participation, provide more equitable access, and continue developing high-quality experiences that support students beyond the traditional school day.

> Proposed After School Programming

The new Winter Hill Community Innovation School will expand opportunities for after-school and out-of-school programming by leveraging the flexibility, capacity, and resources of the new facility. In the current setting, limitations in building design and available space have created barriers that

restrict the number and variety of programs that can be offered, ultimately limiting student participation.

The new facility provides an opportunity to address these challenges by creating dedicated, flexible spaces that support enrichment, academic support, physical activity, and wellness programming in a coordinated environment. Spaces such as performance areas, STEM labs, collaborative commons, and multipurpose rooms will allow the school to significantly broaden opportunities for students beyond the traditional school day.

This expanded capacity will support the district's commitment to ensuring equitable access to high-quality out-of-school time experiences. Dedicated spaces will allow community partners and educators to provide a wider range of enrichment, academic, and wellness activities while ensuring they have the appropriate environments and resources to support student engagement, collaboration, and growth.

These facilities will support a wider range of programs aligned with the school's academic model, including arts, theater, music, engineering, robotics, and project-based learning activities. In particular, the enhanced facilities will allow the school to expand programming for upper elementary and middle grades students, providing developmentally appropriate opportunities for exploration, leadership, and enrichment during the out-of-school hours.

The design of the building will also support stronger partnerships with community organizations and allow multiple programs to operate simultaneously. This will increase access to enrichment opportunities for students while strengthening the connection between academic learning and after-school experiences.

Together, these expanded opportunities will ensure that students can continue to explore their interests, develop new skills, and build strong relationships in a safe and engaging environment beyond the school day.

Design Response

The program and plans include the main office with PK-8 Principal and 3 dispersed admin/support suites for PK-3, Grades 4-6 & Grades 7-8 AP's, Deans, Counselors, Social Workers & conference.

The programming and plans reflect the goals for flexible/adaptable teaching and learning, PBL, coteaching, integrated interventions and expanded experiential learning with large classrooms having ample storage and sinks; classrooms are clustered around grade-level collaboration spaces and planned in pairs that share small group space. The program includes a variety of arts and tech spaces, including theater arts, culinary arts, engineering and DLCS. Special Education spaces for AIM, Life Skills, OT/PT and small group needs are planned and dispersed with academics, arts and tech spaces.

Inclusivity shows in planning for distributed ESL/MLL classrooms, support services and sensory spaces as well as the planning for all instructional spaces to have HQ acoustics, daylight and indoor air, quiet/comfortable thermal systems, culturally responsive theming and multi-lingual + dyslexia friendly signage. Large gathering and group play alternatives are identified inside and out, including respite rooms, a quiet cafeteria, alternative PE zone and play. The plans also seek to foster

relationships through dispersed administration and support services with good visibility and visible connections throughout the school.

The program includes a variety of arts and tech spaces, including theater arts, culinary arts, engineering and DLCS. Special Education spaces are purpose-built for AIM, Life Skills, OT/PT and small group needs are planned and dispersed with academics, arts and tech spaces.

The Somerville Family Learning Collaborative with welcome center and the Outside of School Time space are located within the main lobby and within the community use zone that includes the Cafetorium, Gym, Arts, Tech and Media Center spaces.

6 | TEACHER PLANNING

> Current Teaching Plan: Common Planning Time

During the 2024–2025 school year, we initiated a significant shift in practice by implementing Common Planning Time (CPT) for educators in grades PK–8. The purpose of CPT is to establish consistent, structured time within contractual hours (through early release Wednesdays) for planning and collaboration across grades, departments, and schools. This dedicated time is designed to improve lesson quality, instructional effectiveness, co-teaching practices, and student achievement. Students are dismissed every Wednesday at 1:00 p.m. to provide regular opportunities for educator collaboration.

Common Planning Time includes structured activities such as analyzing student work using shared protocols; previewing upcoming units and planning instructional adjustments; collaborating around students who require additional support or extension; planning grade-level initiatives connected to student learning; coordinating co-teaching; reviewing student achievement and behavioral data; and reflecting on districtwide priorities, including restorative practices, student discourse, and new curriculum implementation.

Both school-based and district-based CPT leaders facilitate these sessions, supported by a range of wraparound structures. Wednesday afternoons are organized into four types of experiences for educators: individual planning sessions totaling 12 sessions at 1.75 hours each; school-based team CPT sessions totaling 10 sessions at 1.5 hours each, during which principals may hold five 30-minute rotating grade-level meetings over the course of the year; cross-district team CPT sessions totaling 10 sessions at 1.25 hours each; and four districtwide professional development sessions at 1.5 hours each, totaling six hours of district PD.

> Proposed Teaching Plan

There are no proposed changes to teacher planning spaces and scheduled planning time.

Design Response

The proximity of grade level classrooms, specialists and support services provides convenience for planning sessions which can occur within a classroom, break-out space or other spaces available in the school.

7 | PROFESSIONAL DEVELOPMENT

> Current Professional Development

All SEU Unit A Educators are required to complete a comprehensive professional development program that includes 6 hours of choice-based learning from the SPS Professional Development Catalog, 12 hours of school-based professional development, 6 hours of department-based professional development, and 6 hours of embedded professional learning aligned with district priorities.

SEU Unit C Paraprofessionals are required to complete 6 hours of choice-based professional development from the SPS PD Catalog, school- or department-based sessions offered on Wednesday afternoons, or other pre-approved professional learning activities, in addition to 6 hours of embedded professional development aligned with district priorities.

Other school staff and SPS partners are encouraged to participate in professional development opportunities as space allows, reinforcing a districtwide culture of inclusive, collaborative learning and continuous growth.

A space that fits all staff for professional development purposes is crucial.

> Proposed Professional Development

The transition to the new Winter Hill Community Innovation School and potential grade span reconfiguration will require intentional professional development to support staff in adapting to new instructional structures, interdisciplinary collaboration, and evolving teaching assignments. Professional learning will focus on building a unified school identity, establishing shared expectations, and ensuring staff are prepared to work collaboratively within a new educational model and facility.

Prior to the opening of the new building, educators will participate in targeted professional development focused on the transition, including the development of a shared school culture, implementation of consistent Positive Behavioral Interventions and Supports (PBIS) practices, student-centered instructional approaches, and effective use of the new learning spaces. As a merger of two school communities, this work will be essential in building a cohesive identity, shared practices, and a strong foundation for collaboration.

Ongoing professional learning will continue to emphasize inclusive instructional practices, interdisciplinary and project-based learning, collaborative planning, and alignment with district priorities. Staff will have access to coaching, team-based professional learning communities, and embedded opportunities to reflect on and refine instructional practices. Additional training and support will be provided as needed for educators transitioning to new grade levels or instructional roles.

The new facility will support this work through flexible professional learning spaces designed to accommodate both full-staff gatherings and smaller collaborative groups. These dedicated areas will provide educators and support staff with spaces for planning, training, and cross-grade collaboration before, during, and after the school day, with resources readily accessible. When not being used for professional learning, these spaces may also support expanded classroom and student learning opportunities, maximizing the flexibility and utility of the building.

Design Response

The Media Center is planned to include a large group seminar space that can be used for professional development, but will be designed as a flexible multi-purpose space accommodating various meetings, presentations, seminars, guest speakers, business and career activities, etc.

8 | PRE-KINDERGARTEN

(e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)

Somerville Public Schools offers a variety of tuition-free preschool programs to meet the needs of all students: Pre-Kindergarten, Early Childhood Intervention Program (ECIP), and AIM (Adapt, Include, Motivate).

> Current Pre-Kindergarten

The Pre-Kindergarten program in Somerville Public Schools serves four-year-old children in the year before kindergarten. The school day runs from 8:45 a.m. to 1:45 p.m. and includes universal free breakfast and lunch for all students. Enrollment is determined through a lottery system, with classrooms located throughout the city at the Michael E. Capuano Early Childhood Center, Albert F. Argenziano School, Arthur D. Healey School, East Somerville Community School, John F. Kennedy School, West Somerville Neighborhood School, and Winter Hill Community Innovation School.

The Sonrisa program, a bilingual prekindergarten classroom at East Somerville Community School, serves four-year-old students from Spanish-speaking families. Using an 80/20 instructional model, children receive 80% of their instruction in Spanish to build foundational literacy and 20% in English. Students in the program have the opportunity to affirm their cultural heritage while developing age-appropriate literacy and language skills in both Spanish and English.

The Early Childhood Intervention Program (ECIP) is an inclusive, multi-sensory program designed for children ages three to five who have been identified as needing specially designed instruction due to a disability. ECIP classrooms integrate peer partners from the community to support inclusive learning, providing a rich, language-based, and developmentally appropriate curriculum that benefits students with and without disabilities. Classrooms are located at the Capuano Early Childhood Center, and peers considered for admission must be three years old and screened.

The Adapt, Include, Motivate (AIM) classrooms at the Capuano Early Childhood Center serve students on the autism spectrum who require specialized instruction. The program supports unique needs in communication, social interaction, sensory experiences, and adapting to routines. Students receive individualized instruction in substantially separate classrooms, with opportunities to join general education when appropriate. A team of specialists—including a BCBA, occupational therapist, speech and language pathologist, and counselor—guides instruction using Applied Behavior Analysis (ABA) strategies, multi-sensory approaches, and total communication. Teaching occurs in one-on-one, small group, and large group settings, with a focus on skill generalization and independence.

Additionally, Somerville Family Learning Collaborative supports families across the district with a strong focus on early childhood. For our youngest learners, the Collaborative offers parent support groups, multilingual and specialized playgroups, early literacy home visits, and programs to ease transitions to kindergarten. These services help families build skills, confidence, and connections that set children up for success from the very start. Beyond early childhood, the Collaborative also

provides resources for all SPS families, including enrollment support, multilingual services, basic needs and housing assistance, school-based liaisons, volunteer opportunities, and family workshops and events. Together, these programs create a network of support that strengthens both children and families across the Somerville Public Schools community.

> Proposed Pre-Kindergarten / Early Childhood Programming

The new Winter Hill Community Innovation School will enhance Somerville Public Schools' early childhood instructional philosophy by providing purposefully designed, developmentally appropriate learning environments for young learners. The facility will incorporate sensory-responsive classrooms, flexible learning areas, age-appropriate furnishings, and spaces that support play-based, language-rich, and multi-sensory instruction. Classrooms will benefit from abundant natural light and direct access to outdoor play and learning areas, promoting exploration, movement, social development, and independence.

The design will also support strong family partnerships and smooth daily transitions through a dedicated PK drop-off and pick-up area. PK students will begin the day 10 minutes after and end 50 minutes before the K–8 schedule, allowing for a dedicated early childhood arrival and dismissal routine. During a 30-minute drop-off window, parents, guardians, and caregivers will be able to walk students to the designated area, check in with teachers, and support their children as they engage in structured choice activities. At dismissal, teachers will return with students to the same designated area, allowing families and caregivers to reconnect with staff and support ongoing communication.

These intentional early childhood spaces will strengthen programming for students with a range of developmental and sensory needs, including those served through ECIP and AIM programs, while creating welcoming environments that encourage curiosity, early language development, and confidence. The design will also support inclusive practices by enabling educators and specialists to provide targeted support while maintaining strong connections to classroom learning. Together, these facility enhancements will deepen the District's commitment to inclusive early childhood education and create a strong foundation for students as they transition into kindergarten and beyond.

Design Response

The PreK (and Kindergarten) rooms are located at ground-level with age appropriate outdoor learning and play and, the opportunity for a separate drop-off/pick-up area. The rooms will accommodate varied activities and multi-sensory instruction through the use of flexible/adaptable and varied furniture, ample storage, sinks, marker-walls, lower windows, seat walls and use of area rugs and carpeted story telling zones. The PreK/K cluster has integrated special education spaces, admin, counselor and social worker offices within.

9 | KINDERGARTEN

(e.g., full day, half day, locations, if applicable)

Kindergarten teaching and learning is full-day and grounded in the Common Core Standards, the Massachusetts Curriculum Frameworks, and the curricular approaches adopted by Somerville Public Schools.

> Current Kindergarten

Academic standards are designed to ensure that all students, regardless of their starting point, are prepared for success in the next grade level, in college, and in their future careers. Clearly defined standards help families and educators work in partnership to support student achievement. Some students may require additional support to meet grade-level expectations, while others benefit from more complex and enriched learning experiences that extend beyond the standard. Teachers design daily instruction based on these standards, individual student needs, and the unique strengths of their school community.

In English Language Arts, Kindergarten students use FUNdations for phonics and Heggerty for phonological awareness, and the district is in the process of implementing the Wit & Wisdom curriculum. Students' reading progress is monitored using the DIBELS assessment to ensure timely support and continued growth.

In Reading, students develop early literacy skills, including print concepts, phonics, decoding, and word recognition. They engage with texts by identifying characters, settings, and story events, retelling stories, recalling key facts in nonfiction, and exploring poetry. Students practice asking questions, making connections, visualizing, and noticing descriptive language, while classroom discussions build respectful listening, speaking, and collaborative skills.

In Writing, students practice expressing ideas daily through talking, drawing, and writing. They learn to write a title, a complete sentence, and connected sentences with a beginning, middle, and end. Instruction emphasizes phonetic spelling, high-frequency words, proper letter formation, spacing, and conventions. Programs like Thinking, Drawing, Writing and Handwriting Without Tears support translating thoughts into written language and developing strong handwriting skills.

In Mathematics, students engage with the Illustrative Mathematics curriculum, which is implemented districtwide in grades K–8. Kindergarten students learn to count objects accurately, compare groups and written numbers, and determine which quantities are greater. They act out and represent addition and subtraction word problems, build fluency within five, and solve problems within ten. Students also identify and name shapes regardless of orientation or size and begin developing a strong conceptual understanding of number relationships and operations.

In Science, Kindergarten students explore foundational concepts through hands-on investigation. They learn how pushes and pulls affect motion, how sunlight warms materials, and how materials can change between solid and liquid depending on temperature. They study how plants and animals grow and change over time, what living things need to survive, and how plants make their own food using light. Students observe patterns in weather, learn how people prepare for different weather conditions, examine how plants and animals can change their environments, and consider ways individuals can reduce their use of natural resources.

In Social Studies, students develop an understanding of community, citizenship, and respect. They learn appropriate school behaviors and demonstrate respect for peers, teachers, community helpers, property, and national symbols. They explore cultural diversity within their community, including family customs and celebrations, and practice handling disagreements in constructive ways. Students create and describe simple maps using location words, learn about the roles of community helpers and various occupations, understand basic uses of money, and study national holidays and important United States symbols.

Social-emotional development is integrated throughout Kindergarten. Using the evidence-based Second Step curriculum, students build self-regulation, empathy, problem-solving, and a sense of belonging. Lessons, led by teachers with counselor support, focus on listening, attention, following directions, and managing emotions. Students practice empathy, calm strategies, and respectful conflict resolution, laying the foundation for long-term academic and social-emotional success.

> Proposed Kindergarten

See above, *Proposed teaching and learning* overview section.

Design Response

As described for PreK, the Kindergarten rooms are located at ground-level with age appropriate outdoor learning and play. The rooms will accommodate varied activities and multi-sensory instruction through the use of flexible/adaptable and varied furniture, ample storage, sinks, marker-walls, lower windows, seat walls and use of area rugs and carpeted story telling zones. The Prek/K cluster has integrated special education spaces, admin, counselor and social worker offices within.

10 | LUNCH PROGRAMS

(e.g., number of servings, District kitchen, full-service kitchens, warming kitchens, etc.)

Somerville Public Schools' Food and Nutrition Services Program is committed to providing free, nutritious, and culturally responsive meals to every student, while operating fully within all federal and state regulations. Our mission is to nourish every student with high-quality, inclusive meals served in welcoming school environments that foster healthy habits and support academic success.

> Current Lunch Programs

During the 2024–2025 school year, the department served roughly 900,000 meals across 11 cafeterias, including 260,000 breakfasts and 650,000 lunches, without service disruptions. A key milestone was the opening of the Argenziano production kitchen, allowing expanded scratch cooking and the return of many student-favorite menu items.

Previously, the district's primary production kitchen was at Winter Hill, preparing meals for nearly 5,000 students daily and over 30,000 meals each summer for school programs and community partners. Over time, Winter Hill space was repurposed for educational programs like AIM, forcing Food and Nutrition Services staff to operate out of converted basement spaces.

Today, Winter Hill and Brown function as satellite kitchens, with meals prepared at ESCS and Argenziano and transported daily. Winter Hill serves about 300 lunches daily (80% participation) and Brown serves about 150 (63% participation). Transitioning either to full production would require major capital upgrades, highlighting the need for strong centralized production capacity.

While the Argenziano kitchen represents progress, it is not large enough for long-term district-wide demand. A new, fully equipped production kitchen is essential to ensure continuity, efficiency, and compliance, with commercial-grade equipment, walk-in refrigeration, proper ventilation and fire suppression, and a workflow designed to sustain high-quality meals for students.

The current Winter Hill has five lunch waves, of two grades each.

	Monday / Tuesday / Thursday / Friday		Wednesday		1/2 Day Wednesdays (first day, 11/26, 12/23, last day)	
Recess & Lunch Master	Recess	Lunch	Recess	Lunch	Recess	Lunch
PK / K	10:45 – 11:05	11:05 – 11:25	10:45 – 11:00	11:00 – 11:15	10:00 – 10:20	10:20 – 10:40
Grades 1 / 2	11:05 – 11:25	11:25 – 11:40	11:05 – 11:25	11:25 – 11:40	10:30 – 10:45	10:45 – 11:05
Grades 3	11:40 – 12:00	12:00 – 12:15	11:35 – 11:50	11:50 – 12:05	10:50 – 11:05	11:05 – 11:20
Grade 4	11:40 – 12:00	12:00 – 12:15	11:40 – 11:55	11:55 – 12:15	10:40 – 11:05	11:05 – 11:20
Grades 7 / 8	12:05 – 12:20	12:20 – 12:35	12:40 – 12:55	12:25 – 12:40	(Cross Street)	11:25 – 11:40
Grades 5 / 6	12:30 – 12:45	12:45 – 1:00	12:25 – 12:40	12:40 – 12:55	11:30 – 11:45	11:45 – 12:00

> **Proposed** Lunch Programs

Five lunch waves of two-grades each is expected to continue, but with a larger enrollment and more students per wave. The intent, however, is to size the cafeteria for one third the enrollment for future flexibility, multi-purpose use and to serve as audience space for the cafetorium stage performances. This would be for the sake of long-term flexibility, larger audiences or gatherings as a cafetorium, multipurpose use and to support community programs that overlap the school day.

The district must include a fully equipped, commercial-grade production kitchen in the design of the new school building. This kitchen will function as a central hub for food production, capable of preparing and distributing large volumes of high-quality meals in full compliance with USDA National School Lunch Program (NSLP) and Massachusetts DESE requirements.

The production kitchen must be designed to support high-capacity scratch and batch cooking, bulk preparation, rapid cooling, safe holding, and efficient distribution. It should accommodate commercial-grade equipment and infrastructure, including walk-in refrigerators and freezers with sufficient cubic footage for multi-day storage, high-capacity combi ovens, tilt skillets, steamers, and kettles, as well as blast chilling capability to support cook-chill production models. The kitchen must also provide dedicated dry storage for palletized deliveries, separate receiving and loading access for vendor shipments, properly engineered exhaust hoods and make-up air systems, NFPA-compliant fire suppression systems, and adequate floor drainage, trench drains, and washable surfaces to meet sanitation standards.

The District's School Nutrition Department, including kitchen and cafeteria staff, will participate in the review of the kitchen design and selection of equipment to ensure the facility supports both current and future meal service needs. The proposed kitchen is designed as a production kitchen capable of serving students at the new school as well as supporting meal preparation and distribution across the district. The design will prioritize operational efficiency, food safety, labor productivity, and regulatory compliance, while incorporating the production capacity, expanded

cold and dry storage, loading dock access, and transportation logistics needed for district-wide meal service.

A full-scale production kitchen is essential to maintaining the District's ability to safely and cost-effectively prepare meals that meet federal reimbursement standards while providing flexibility for future enrollment growth and expanded programming, including summer feeding, after-school meals, and emergency meal service operations. The cafeteria and serving areas will also be evaluated to ensure they support efficient student meal service. Whether a proposed fifteen-minute lunch period is sufficient will depend on factors such as projected enrollment, cafeteria seating capacity, number of lunch seatings, and serving line throughput. These elements will be analyzed throughout the design process, with adjustments incorporated as needed to ensure the facility effectively supports the District's current and future nutritional programming.

Design Response

The Cafeteria is sized for 1/3 the enrollment and is subdivided for a quiet, calm section and has an operable partition to further divide the space for multi-purpose uses throughout the day and for the Outside of School Time program. The kitchen size is larger than MSBA guidelines to accommodate the central production kitchen needs.

11 | TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

(e.g., labs, in classroom, Media Center, required infrastructure, etc.)

Technology is a critical component in advancing educational goals in today's connected world. It enables students to access information, analyze data, synthesize ideas, and express their thinking creatively. Technology brings the world into the classroom, enriching instructional approaches to meet the needs of diverse learning styles, while also serving as a tool to increase efficiency in classroom management and student assessment.

> Current Technology Instruction Policies and Program Requirements

Somerville Public Schools provides a range of hardware and software to support teaching, learning, and administration. Chromebooks are issued to every student from grade 3 onward, supporting both in-class and at-home learning. The HP Chromebook 11, equipped with Chrome OS and an 11-inch HD LED anti-glare display, accelerates the district's movement toward cloud-based applications. The Aspen Information System offers robust administrative functionality for tracking student and staff information and generating reports. The Finalsite MessagesXR platform allows administrators to record, schedule, and send personalized voice messages to thousands of students, families, and staff in minutes.

Classroom workstations, including HP Elite and Pro models or Lenovo Think series, are powered by the latest Intel® processors, ensuring students and staff have the performance needed for modern learning. Interactive projectors and displays, such as Epson laser projectors with finger-touch capability or large TouchView LCD touchscreens, transform traditional wall space into a collaborative, hands-on digital workspace. These tools support multimedia engagement and enable students to interact directly with lessons, fostering collaboration and accommodating multiple learning modalities.

> Proposed Technology Instruction Policies and Program Requirements

Proposed technology enhancements align with the district's broader vision for teaching and learning by providing the infrastructure needed to support innovation, student engagement, and instructional excellence across all grade levels. Somerville Public Schools will continue to implement a comprehensive Digital Literacy and Computer Science (DLCS) program aligned with the Massachusetts Digital Literacy and Computer Science Frameworks. Through this program, students develop the skills to use technology effectively, think computationally, create digital content, solve problems, and engage safely, ethically, and responsibly in digital environments.

Technology learning is integrated throughout the curriculum and is supported through dedicated instructional experiences at designated grade levels to ensure equitable access to digital learning opportunities for all students. The DLCS program requires flexible instructional spaces, including classroom or computer lab-style environments, to support hands-on learning and direct technology instruction.

Across all content areas, educators use technology to enhance instruction, differentiate learning, provide formative assessment opportunities, increase accessibility, and support collaboration and creativity. The district maintains a 1:1 student device program for students in Grades 3 and above and provides the infrastructure, systems, and technical support necessary to ensure reliable access to instructional technology. No changes are proposed to the district's existing technology instruction policies or program requirements.

The proposed facility will support the continued implementation of the district's technology program through robust wireless connectivity, flexible learning environments, technology-rich classrooms, and spaces designed to promote collaboration, creativity, and authentic learning experiences. Classroom-issued devices, including Chromebooks, are generally maintained as school-based resources and do not leave campus, with the exception of devices assigned to high school students.

The district's operating budget includes ongoing funding for the acquisition, maintenance, and replacement of instructional technology hardware and software consistent with current technology planning and budgeting practices. This approach ensures that technology resources remain reliable, sustainable, and aligned with evolving instructional needs.

Design Response

The Library/Media Center includes a Digital Literacy/Computer Science Lab (DLCS) space. As described in the scheduling, Library, Art, Music, Theater, Physical Education, Health & STEM or Engineering are the core specials for all grades, with Library becoming DLCS starting at Grade 4. The school will have robust wireless infrastructure and ample charging ability to support the 1:1 device program.

12 | MEDIA CENTER / LIBRARY

The Library Media Department is central to fostering information-literate students who can locate, evaluate, and effectively use information across a range of formats, including text, audiovisual materials, digital resources, and web-based content. Information literacy is most impactful when integrated directly into subject-specific activities, such as research projects, presentations, and other classroom assignments, allowing students to apply skills in meaningful, authentic contexts.

> Current Media Center / Library

In addition to providing instructional support, the Library Media Department offers dedicated spaces, resources, and learning experiences that help Somerville students develop the skills needed to become future-ready members of the community. Each year, students across the district participate in the Somerville Hour of Code, a hands-on, collaborative experience that builds coding skills, computational thinking, and digital literacy while strengthening critical thinking, creativity, and technological fluency.

Winter Hill Innovation currently has a 1.0 FTE library educator, while Brown School has a 0.8 FTE library educator position that is shared with another SPS school. Library educators provide specialist instruction comparable to other enrichment areas, including art, music, theater, and physical education. In addition to teaching scheduled library classes, they support classroom learning, collaborate with teachers, and may facilitate small-group reading support and interventions throughout the school day.

> Proposed Media Center / Library

The media center will be designed with separate zones for elementary and middle grades, reflecting the school's overall structure and supporting age-appropriate content, resources, and furnishings. Within the media center, students will also have access to shared activity and maker spaces, including light video and audio recording, stop-frame animation, and a computer lab, fostering creativity, collaboration, and hands-on learning.

To accommodate the scheduling of specials, where each class participates once per week, the media center will provide the equivalent of two teaching stations. This ensures that instruction can occur efficiently within the 30-period weekly cycle, meeting the needs of a classroom count that exceeds thirty students.

No changes are proposed to the District's current library staffing model.

Design Response

The Library/Media Center includes plans for subdividing the allowable SF for both a lower elementary and upper elementary/middle school experience within, along with the previously described DLCS Lab and multi-purpose seminar/professional development space. Both the elementary and middle school zones will accommodate a full class teaching area along with informal seating areas, stacks and

reference/research computer stations. Small group rooms for A/V and maker equipment will supplement accommodations in the STE Labs.

13 | VISUAL ARTS PROGRAMS

(e.g., in-classroom, specialized area, etc.)

Somerville Public Schools offers a rich and comprehensive visual arts program designed to support both student learning and the integration of the arts into the broader curriculum and social-emotional development. Research demonstrates that participation in visual arts fosters visual awareness, creative problem-solving, intellectual growth, and self-expression.

> Current Visual Arts Program

The district's Visual Arts Department is staffed with 13 highly qualified, certified Art Educators who serve the diverse SPS community. The curriculum is grounded in state standards for Visual Arts instruction across grades K–12 and provides a sequential, balanced program that encourages students to explore both real and imagined worlds as part of their educational growth. Instruction emphasizes creative and aesthetic learning, motivating students to engage their imagination, develop technical skills, and express themselves through a variety of media. Exposure to diverse media and global cultures further supports creative discovery and the development of artistic voice.

Assessment is individualized and reflective of each student's stage of growth and development in the Visual Arts. The program's sequential and cumulative structure ensures that students build skills over time, make aesthetic judgments about their own work and the work of others, and develop a foundation for future opportunities and careers in the arts.

Somerville's vibrant arts community, which has the highest number of artists per capita outside New York City, provides unique opportunities for collaboration. The SPS Visual Arts Department partners with local artists, arts organizations, and area colleges and universities to enrich student learning and connect classroom instruction to real-world artistic practice.

> Proposed Visual Arts Program

Visual arts programming continues to experience growing student interest, and the district remains committed to balancing expanded opportunities with the space limitations of existing facilities. The additional instructional space provided by the new school will create the capacity to offer new and expanded visual arts courses that are not currently feasible, increasing access for more students to engage in high-quality artistic experiences. This added flexibility will allow programming to evolve in response to student interests, enrollment needs, and district educational priorities.

Given the increased school size, larger student population, and growing demand for arts and music programming, the district also anticipates adding an additional theater teacher to support expanded access and ensure students have meaningful opportunities to participate in performing arts experiences.

Design Response

The program for 925 students includes 2 Art Rooms; 1 for Grades 1-3, the other for Grades 4-8. The rooms will be equipped for both 2D & 3D projects and share a connected set of kiln and storage spaces. The 2 rooms are 1 less than MSBA guidelines because students take art or any special less times/week to afford more diverse offerings as is the designation of innovation for this school. Where MSBA guidelines would have 3 Art & 3 Music, Somerville needs 2 Art, 2 Music & Theater & Health. The MSBA's PDP review required Theater & Health to be moved to the 'other' category, but we hope these will be reimbursed as additional Art & Music Rooms would have.

14 | PERFORMING ARTS PROGRAMS

(e.g., music, dance, drama theater, in-classroom, specialized area)

The mission of the Somerville Public Schools Music Arts program is to inspire and engage every student in active music-making through a sequential and creative curriculum that nurtures the human spirit and promotes cultural understanding.

> Current Performing Arts Programs

Music instruction in SPS is designed to provide students with multiple avenues for participation and growth. Free instrument instruction is offered in applicable grades, allowing students to explore musical skills at no cost. Students in grades 6–8 have the opportunity to join city-wide music ensembles by invitation, including the All City Middle School Chorus, Band, and Orchestra, fostering collaboration and high-level performance experiences.

Beyond the school day, the district offers the El Sistema After-School Music Program, which serves students from elementary through middle grades, with the East Somerville Community School hosting the innovative strings program. Summer programming further expands musical opportunities, with a two-week orchestra program that includes chamber music, improvisation, chorus, technique, music theory, and full orchestra rehearsals for woodwind, brass, and string instruments. Students showcase their learning through a performance for families and the community at the conclusion of the program.

The Arts offerings extend into theatre as well. Middle school students have the chance to participate in the All-City Middle School Musical, an inclusive production supported by the Highlander Theatre Company, with rehearsals and performances held at the Centennial Auditorium at Somerville High School. At Winter Hill Community Innovation School, theatre is offered to all students as a fifth specialist class, where learners explore movement, character development, story creation, and writing, providing a hands-on, collaborative, and expressive arts experience that complements the broader curriculum.

> Proposed Performing Arts Programs

The new Winter Hill Community Innovation School will strengthen performing arts opportunities by providing a dedicated theater and performance space, allowing the district to expand the successful middle grades theater program currently offered at Winter Hill. Theater will continue to be offered as a specialist class for middle grades students and will remain an integral part of the arts rotation alongside music and visual arts. Given the increased school size and number of students, as well as increased demand for arts & music programming, an additional theater teacher would be added to the team.

The dedicated theater space will allow students to engage in a wider range of performance-based learning experiences, including acting, movement, stage design, storytelling, script development, and collaborative production work. During the school day, the theater classroom will support

multiple sections of middle grades theater instruction each week as part of the specialist rotation, ensuring that all students have access to the program.

Beyond scheduled classes, the space will support rehearsals, small performances, interdisciplinary projects, and collaboration with music and visual arts programs. The facility will also create opportunities for expanded after-school programming, student showcases, and school-community performances.

Providing a dedicated theater space ensures that performing arts remain a visible and valued component of the school's instructional program while supporting creative expression, collaboration, and confidence-building for students across the middle grades.

Design Response

The program for 925 students includes 2 Music Rooms; 1 for Grades 1-3, the other for Grades 4-8. The rooms will be equipped for both choral and instrumental music and share a connected set of practice and ensemble spaces. The 2 rooms are 1 less than MSBA guidelines because students take music, or any special less times/week to afford more diverse offerings as is the designation of innovation for this school. Where MSBA guidelines would have 3 Art & 3 Music, Somerville needs 2 Art, 2 Music & Theater & Health. The MSBA's PDP review required Theater & Health to be moved to the 'other' category, but we hope these will be reimbursed as additional Art & Music Rooms would have.

15 | PHYSICAL EDUCATION PROGRAMS

Somerville Public Schools' Health and Physical Education Department provides students with a 21st-century approach to health and physical education, offering contemporary concepts and rich, hands-on experiences in a collaborative and supportive environment.

> Current Physical Education Programs

The district implements the SPARK Physical Education curriculum, a research-based program designed to promote lifelong wellness for students in Pre-K through Grade 12. SPARK provides educators with comprehensive curriculum resources, professional development, ongoing support, and equipment to deliver engaging, standards-based instruction focused on movement skills, physical literacy, fitness, and active participation.

The program also integrates social-emotional learning (SEL), helping students develop cooperation, communication, resilience, confidence, and sportsmanship. Through a variety of physical activities, students learn to collaborate with peers, share space and equipment, and develop positive habits that support lifelong health and wellness. At Winter Hill Community School, SPARK is adapted as part of the district's K–8 physical education curriculum to meet the needs of AIM students, ensuring accessible and inclusive learning experiences.

In addition to physical education, K–8 Health Education utilizes Health Smart, a research-based curriculum focused on personal health, safety, nutrition, and overall wellness. Nutrition education is a core component, supporting students in making informed choices, understanding healthy habits, and exploring connections between food, health, and community. At Winter Hill, Health Smart is adapted for AIM students to ensure all learners can meaningfully participate and develop skills related to personal wellness, self-management, and healthy decision-making.

At Winter Hill Community School, approximately 370 students participate in physical education. Students in Grades K–6 receive instruction on a five-day academic cycle, while students in Grades 7–8 participate on a two-out-of-three schedule within each five-day cycle during the semester. At Benjamin G. Brown Elementary School, approximately 230 students participate in physical education, with students in Grades K–5 receiving instruction on a five-day academic cycle.

> Proposed Physical Education Programs

The district seeks to build upon the strong foundation of the SPARK framework by developing a district-designed physical education curriculum that is increasingly responsive to the needs, interests, and developmental stages of students across all grade levels. The expanded program will create opportunities for innovative and experiential learning, including a new challenge climbing course that aligns with high school programming and provides students with opportunities to develop physical skills, teamwork, problem-solving, and confidence through meaningful challenges.

Additional enrichment experiences, such as orienteering, rowing, and rugby, will be incorporated as the district maximizes the use of updated facilities and expands access to diverse forms of physical activity. These experiences will broaden students' understanding of physical literacy while reinforcing collaboration, resilience, and a lifelong appreciation for active and healthy living.

Health education will also continue to evolve, with educators benefiting from dedicated instructional spaces designed to support engaging, relevant, and inclusive wellness instruction. These environments will enhance opportunities for students to explore personal health, nutrition, safety, and social-emotional wellness through hands-on and developmentally appropriate learning experiences.

Also refer to *Special Education for the Adaptive PE* program.

Design Response

Plans show a 6k sf gym which is the equivalent of two teaching stations. Each half will be age appropriate with markings and heights for either Grades PK-3 or 4-8. Alternative activities are accommodated inside and out for students with sensory needs via walking paths/patterns and margins for alternative play/equipment.

The Physical Education program is part of the larger Health & Wellness offerings that include Health as an additional special and requires two classrooms as identified in the plans and program. Adjacent and deliberately connected to the gym is an Adaptive PE space as described in the Special Education narrative.

16 | SPECIAL EDUCATION PROGRAMS

(e.g., in-house, collaborative, facility restrictions)

Somerville Public Schools provides a comprehensive continuum of services for children and youth with disabilities, serving students from ages three through twenty-two. All referral, evaluation, and placement procedures are guided by federal and state special education laws, including the Individuals with Disabilities Education Act (IDEA). The district is committed to ensuring that students receive an appropriate education in the least restrictive environment, tailored to their individual needs.

Winter Hill Special Education Administration
Special Education Department Coordinator Jared Wickham
Special Education Program Director - AIM Laura Walley
Special Education Department Coordinator - AIM Keveny Landry

Benjamin G. Brown School Special Education Administration
Special Education Department Coordinator Dorothy Scally

> Current Special Education Programs

Specialized Classrooms and Programs serve students who require a highly modified curriculum delivered in separate classrooms rather than general education settings. Each program is designed to provide academic, behavioral, and social support within a self-contained environment. Classrooms are staffed with a certified special education teacher and at least one teacher assistant, with additional support provided as needed. Instructional methodologies are individualized to meet student needs and align with the Massachusetts Curriculum Frameworks. Special education instruction occurs throughout the school day and includes individual and small-group formats. Students also participate in general education experiences—such as music, art, physical education, recess, lunch, and supported academic classes—when appropriate.

The **Early Childhood Intervention Program** (ECIP) at the Michael E. Capuano Early Childhood Center serves both children with and without Individualized Education Programs (IEPs) in a multi-sensory, developmentally based prekindergarten setting. ECIP includes substantially separate classrooms as well as integrated classes of up to 15 students, with fewer than half of the children having identified disabilities. The program follows the same developmental benchmarks and curriculum as the general prekindergarten program, emphasizing a language-based approach to support individual learning differences. Activities occur in individual, small-group, and large-group settings to ensure that all children are challenged and supported to achieve their full potential.

The **Adapt, Include, Motivate** (A.I.M.) program serves students from prekindergarten through grade twelve at the Michael E. Capuano Early Childhood Center (PK–K), Winter Hill Community Innovation School (1–8), and Somerville High School (9–12). The program supports students with unique learning needs that impact verbal and non-verbal communication, social interactions,

sensory processing, and adapting to changes in environment or routine. Students receive individualized instruction within substantially separate classrooms, with opportunities for integration into general education as determined by their educational team. Instruction is supported by a clinical team including a BCBA, occupational therapist, speech and language pathologist, and counselor. The program relies on Applied Behavior Analysis (ABA) strategies, including discrete trial training, errorless learning, prompting hierarchies, and incidental teaching, alongside multi-sensory and total communication approaches. Instruction is delivered in one-on-one, small-group, and large-group settings, with behavioral supports and individualized plans designed to promote skill generalization, independence, and success across environments.

Somerville Public Schools offers a comprehensive range of specialized programs to meet the diverse needs of students with disabilities across all grade levels. The **Life Skills Program**, available at John F. Kennedy School (K–8) and Somerville High School (9–12), serves students with moderate to severe disabilities across multiple domains, including language, motor skills, social-emotional development, and cognitive functioning. Instruction focuses on functional academics, social skills, self-advocacy, and safety, delivered through direct, differentiated, and specially designed teaching in a multi-sensory, context-rich environment, using a modified curriculum aligned with the Massachusetts Curriculum Frameworks.

The **Specialized Kennedy Intensive Program** (SKIP) and **Specialized High School Intensive Program** (SHIP) support students with complex learning profiles who are unable to access the general education curriculum. These programs emphasize the development of communication, mobility, social, and independent daily living skills, and provide instruction on standards through entry points designated by the Massachusetts Department of Elementary and Secondary Education. Students may also receive support for daily living skills and medical needs, as appropriate.

The **Social and Educational Enrichment at Kennedy** (SEEK) program, serving Grades 1–6 at John F. Kennedy School, is designed for students needing additional support with coping skills and emotional regulation to successfully interact with peers and access the curriculum. Academic instruction is delivered at grade level in multi-graded, self-contained classrooms, with therapeutic supports provided individually and in groups. Inclusion with general education peers is available during specialist classes and, when appropriate, in grade-level content classes. Student behavior is monitored through structured systems, ensuring targeted support for social-emotional growth.

At the **Arthur D. Healey School**, multi-graded classrooms serve students who require significant curriculum modification and access standards through entry points. These students often demonstrate a wide range of cognitive abilities and are substantially below grade level. Inclusion opportunities are provided during lunch, recess, and specialist classes, with additional integration into co-taught grade-level classes at the middle school level when supported and scaffolded.

The **Language-Based Learning Disability** (LB/LD) program at Albert F. Argenziano School (grades 4–6) provides a developmentally appropriate, multi-sensory, and sequenced phonics-based curriculum designed to support students with language-based learning disabilities. Instruction targets expressive and receptive language skills across all areas of the curriculum, fostering independence and academic motivation.

At Somerville High School, the **PATH Program** serves emotionally vulnerable students who are at risk for school failure due to social-emotional challenges. Counseling supports are embedded through individual and group sessions, focusing on coping, social skills, and self-advocacy, with integration into general education environments when appropriate.

The **Transition Program**, for students ages 18–22 at Somerville High School and off-campus locations, supports students who are completing IEP goals beyond traditional high school timelines or pursuing a Certificate of Completion. This program emphasizes vocational training, travel and community skills, functional life skills, self-advocacy, and independence. Students spend more than half of their time in community-based settings, including job sites, dual enrollment at local colleges, or other experiential learning opportunities.

Across all schools, Resource Room support is provided for students with mild to moderate disabilities placed in general education classrooms. Small groups of up to twelve students receive instruction tailored to their IEP goals, which may include support in reading, math, writing, organization, and other academic areas. Instructional strategies are individualized to meet student needs while remaining aligned with Massachusetts Curriculum Frameworks, ensuring that every student receives meaningful and accessible learning opportunities.

Grades PK–12 at all SPS schools:

- Inclusion Opportunities
- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy
- Counseling
- Adaptive Physical Education
- BCBA Services
- Teacher of the Visually Impaired
- Orientation and Mobility
- Assistive Technology
- Teacher of the Deaf

> Current Special Education Needs at Winter Hill School

The school is ADA accessible; however, accessible entrances, circulation routes, and overall accessibility within the building present ongoing challenges, particularly given the high proportion of students with complex needs, including those with disabilities attending Winter Hill. Currently, accessible entrances are shared with an active loading zone, which also serves as the main entry point for middle school students each morning. Because of the school's layout, this entrance provides the closest access to outdoor spaces capable of safely accommodating all middle-grade students.

Winter Hill has experienced steady and, in some cases, increased enrollment, particularly in specialized programs such as AIM for students on the autism spectrum and the MLE/Newcomer Academy for grades 5–8, which serve some of the district's highest-need and most vulnerable

students. To support these programs and the existing classroom configurations, staff and administrators have relied on numerous movable partitions as makeshift classroom walls. While these partitions provide temporary solutions, they are inefficient and allow sound to bleed between classrooms, which negatively impacts student learning. Additionally, non-instructional areas such as closets, showers, and locker rooms have been repurposed to accommodate staff offices, food service operations, or shared spaces for critical, often confidential, meetings between counselors, students, and families. No current school or municipal facility provides the space, accessibility, or infrastructure necessary to fully support the expansion and needs of these programs.

The lack of adequate space has a significant impact on counselors, educators, and staff who require private areas for student or family meetings. Similar to how classrooms have been divided to create additional space for core academics, non-traditional areas have been converted to accommodate support services. For example, three resource room teachers share a single full-sized classroom; AIM staff, including related services personnel, work out of converted closets and IT storage areas; occupational therapists use offices that double as service spaces and a sensory room; there is no separate sensory room for students in AIM or general education; and ELL specialists, including the grade 6 SLIFE teacher, teach newcomer ELL classes in small classrooms that must be shared among multiple staff members.

Because of the building layout and conditions, staff and administrators spend a substantial portion of the day addressing issues related to accessibility, classroom and office space, pest control, ongoing building repairs, temperature regulation, and other operational needs. The school has only one functional conference room, which is insufficient for required or critical services such as IEP meetings, Student Support Team meetings, intervention sessions in reading and math, dean/parent conferences, and educator planning time. School counselors have offices that accommodate no more than 2–3 students, limiting their ability to conduct small group work, and there is no dedicated space for interventionists or tutors. This constrained environment affects the district's ability to provide consistent, high-quality support services and programming.

> Current Special Education Needs at the Brown School

The Brown School is not ADA accessible, and existing accessible routes and entrances are extremely limited. Students receiving occupational therapy or physical therapy services often must work in hallways or other non-traditional spaces due to the lack of appropriate, dedicated areas for these supports. This limitation affects both the quality and consistency of services provided and underscores the need for a facility that can accommodate all students' accessibility and service needs.

> Proposed Special Education Programming

We intend to continue all Special Education Programs. In order to accommodate the needs of the rich diversity of learners that we serve, we envision classrooms that incorporate technology as a critical component. Students in our AIM classrooms require the use of communication devices in order to access their communication skills. In addition, devices such as iPads are needed as reinforcers.

Students in our AIM program require access to bathrooms within the classroom space to work on Activities of Daily Living (ADL) skills. Students may also have individualized toileting plans, which require access to a bathroom within the classroom. We propose classrooms that are large enough to accommodate a sensory space and a minimum of three individualized workstations (cubicle style) to access their discrete trial programs. The classroom should be equipped with built in cabinets that lock in order to minimize distraction.

We are also proposing a sensory room for our students in the AIM program with appropriate sensory equipment. A separate classroom should be devoted to work on ADLs and transitional/vocational skills for the upper grades. The classroom should be equipped with a kitchen, bed, and a workstation to accommodate various vocational tasks (e.g., stuffing envelopes, mock cash registers, etc.).

Separate spaces in all classrooms should be considered to provide individualized and small group (3-5 students) specialized instruction, including for each of the service providers. Physical Therapy spaces should be large enough to work on gross motor skills.

Given the space limitations and significant need, we are proposing the following:

- Additional sub-separate autism classrooms for AIM to accommodate the increased enrollment, including based on current kindergarten enrollment
- Additional small spaces for related services and providers, such as speech, OT/PT, and a School Adjustment Counselor
- 8 spaces for resource rooms teachers to deliver specialized instructions to non-AIM special education students

Workrooms vs. Offices for Related Service Providers

The district is moving toward a collaborative service delivery model that emphasizes inclusion, co-teaching, and in-class support for students whenever appropriate.As a result, many student support specialists - including behavior specialists, interventional specialists and coaches—spend a significant portion of their day working directly with students in classrooms or small-group instructional spaces rather than in isolated offices

To support this model, the proposed facility design includes shared workroom suites for related service providers rather than individual dedicated offices. These suites will function as professional workspaces where providers can complete documentation, prepare materials, and collaborate with colleagues and classroom teachers.

Adjacent to these workrooms will be flexible small-group instructional rooms that can be scheduled for targeted services when students require pull-out or small-group instruction. This arrangement supports efficient use of space while allowing providers to deliver services in a range of settings depending on student needs.

This model also strengthens collaboration among student support specialists and instructional staff, allowing teams to coordinate supports more effectively and respond to student needs in real time. By co-locating providers in shared suites near instructional areas, the design promotes communication, flexibility, and a more integrated approach to student support.

Design Response

The program and plans were built for special education needs, including:

- 11 AIM Classrooms (10 Tier-3 & 1 Tier-1) with toilet rooms within each Tier-3, but Tier-1 intended to use general toilet rooms. These are dispersed with general classrooms and sized equally.
- 2 Life Skills rooms, clustered together to function as a mock apartment suite.
- 3 OT/PT Rooms with Sensory Spaces are dispersed to the PK-3, 4-6 & 7-8 grade groups
- 15 Small Group rooms are dispersed with 5 in each of the PK-3, 4-6 & 7-8 grade groups and including 8 Resource, 5 Speech/Language, 1 Reading and 1 Math.
- 18 Small Meeting/Pull-Out rooms are located between each pair of classrooms
- 5 Respite/Regulation Spaces are dispersed near large gathering or traffic areas
- 3 Workrooms to accommodate 3 behavioral, 4 intervention & 4 coaches are in the plans along with 2 Office Suites for 5 Adjustment Counselors, 1 AIM Director, Dept Coordinator, 2 Team Leaders & 2 IEP Conference Rooms are dispersed within the plan.

17 | VOCATIONS & TECHNOLOGY PROGRAMS

Non-Chapter 74 Programming
(e.g., vocational, technical, enrichment, STEM/STEAM, project-based programming)

> Current Vocations and Technology Programs

While middle grades do not currently offer career and technical education exploration during the school year, Somerville High School Career and Technical Education (CTE) offers dynamic summer programs for all rising 6th, 7th, and 8th graders, designed to provide engaging, hands-on learning experiences in a variety of career pathways. These week-long programs allow students to enroll in one or two weeks and explore areas such as Culinary Arts, Graphic Design, Health Careers, and Cosmetology. Each program introduces students to real-world skills in a supportive high school setting while fostering creativity, confidence, and teamwork. Breakfast and lunch are provided daily, ensuring students are fueled for active learning. Whether students are cooking in a state-of-the-art culinary kitchen, capturing professional-quality images, learning essential health skills, or exploring the art and science of cosmetology, the summer CTE programs offer a rich preview of the opportunities available at Somerville High School and inspire students to begin thinking about their future passions and career pathways.

Somerville's Summer Robotics Program invites students to explore creative computing and engineering alongside members of the Somerville High School Robotics Team. Designed for all experience levels, the program offers a hands-on, project-based environment where students design, build, program, and customize their own robots. Students are grouped by experience to ensure meaningful challenge and growth: advanced participants create soccer bots, music-making robots, or artistic robots using Micro:bit or Arduino platforms; intermediate students tackle real-world challenges inspired by FIRST LEGO League; and beginners explore SumoBots and past Somerville Robotics League challenges to build foundational engineering and coding skills.

Participants also gain experience with modern fabrication tools, including 3D printers, laser cutters, and vinyl cutters, using them to prototype custom parts and design their own summer robotics t-shirts. A defining feature of the program is its near-peer mentorship model, led primarily by high school students with guidance from SPS teachers. This approach empowers teen leaders while creating a supportive environment where younger students can see clear pathways into future robotics and STEM opportunities.

Beyond summer, Somerville Public Schools offers a range of after-school and extracurricular robotics and computer science programs that introduce students to STEM in hands-on, collaborative, and student-centered ways.

With a curriculum led by high school students, the **Somerville Robotics League** (SRL) serves students in Grades 5–8 and is an after-school intramural robotics program founded by Somerville High School robotics team members and SPS staff. Teams of up to 25 students are based at Argenziano, Brown, East Somerville, Healey, Kennedy, West Somerville, and Winter Hill, meeting weekly for 10 weeks. Each team is supported by school-based SPS staff as head coaches, a

community volunteer, and two high school students who facilitate challenges and projects. Additional staff from Winter Hill's AIM program provide specialized support for students in the program. Participants explore design, engineering, coding, teamwork, collaboration, and strategy, culminating in a final showcase and competition at Somerville High School.

The **FIRST Robotics Competition** (FRC) is an international high school program that combines the excitement of competition with engineering, coding, and real-world problem solving. Students design, build, and program robots for themed challenges while developing teamwork, leadership, project management, and business skills. FRC prepares students for careers in engineering, computer science, advanced manufacturing, and other STEM fields. FRC **Team 6201**, led by Laura Peters and Jose Saravia alongside high school mentors, offers hands-on experience in CAD, programming, mechanical engineering, prototyping, and team management. Through FRC and Team 6201, Somerville students gain a nationally recognized STEM experience that blends technical skill, creativity, teamwork, and school pride, preparing them for college and future careers.

For students in Grades 6–8, **FIRST LEGO League** (FLL) is offered at Somerville High School's Fab Lab. FLL is an international program introducing students to STEM through building and programming LEGO robots while solving real-world challenges. Students collaborate to design, build, and program their robots while also working on a research project. FLL emphasizes discovery, teamwork, and gracious professionalism, guiding students in how they approach challenges and work with one another. Local competitions allow teams to showcase their robots and research projects. While some experience is helpful, students are encouraged to begin with SRL or Summer Robotics to build foundational skills.

The district offers **Girls Who Code** for Grades 6–8, a national program aimed at closing the gender gap in technology. Open to all students, it encourages girls and nonbinary students to explore coding and computer science in a supportive, hands-on environment. Launched in 2023, the club teaches Scratch, JavaScript, circuitry, and introductory robotics, while emphasizing Bravery and Community to foster collaboration, risk-taking, and leadership. Enrollment has steadily grown, reflecting strong interest in inclusive STEM pathways.

> Proposed Vocations and Technology Programs

The proposed middle school career pathways program will introduce students in Grades 6–8 to hands-on learning experiences that connect directly to potential high school Chapter 74 CTE programs while also developing broader STEM, problem-solving, and career exploration skills.

The district proposes implementing exploratory career pathways that align with Somerville High School's CTE offerings, providing students with early exposure to high-demand technical fields, workplace skills, career awareness, and foundational competencies that prepare them for future academic and career opportunities. This approach supports state recommendations to provide career exploration experiences for students in Grades 7 and 8 while creating a stronger continuum between middle school learning and high school pathways.

The new school building presents an opportunity to expand these experiences through purpose-built learning spaces. Utilizing the approximately 1,400 square feet identified in the current space program, along with a portion of the adjacent library space, the district will have sufficient capacity to offer exploratory programs such as culinary arts and pre-engineering/design.

These flexible spaces will allow students to engage in authentic, project-based experiences that foster creativity, collaboration, technical skills, and informed decision-making about future pathways.

The **Pre-Engineering Pathway** introduces students to engineering design, technical drawing, and problem-solving through project-based learning and may utilize Project Lead the Way curriculum, preparing them for the high school Drafting/Engineering program where they develop advanced skills in architectural drafting, 3D printing, laser engraving, and engineering design.

The **Construction Education Pathway** focuses on foundational carpentry skills such as measurement, tool use, and project layout through hands-on building activities, preparing students for the high school Carpentry program where they expand their knowledge of framing, layout, and construction techniques.

The **Culinary Foundations Pathway** introduces students to kitchen safety, food preparation, sanitation, and nutrition through hands-on cooking labs and collaborative kitchen work, preparing them for further skill development in the high school Culinary Arts program.

The **Manufacturing Pathway** exposes students to fabrication, materials science, CAD/3D printing, and basic automation concepts, creating a foundation for the high school Advanced Manufacturing program where students gain experience with CNC machines, CAD/CAM software, and modern manufacturing processes. In addition to these pathways aligned with Chapter 74 programs, two exploratory options broaden students' exposure to technology fields.

Additionally, programs that do not immediately align with Chapter 74 include an **Intro to Computer Science** course builds coding, computational thinking, and digital literacy skills through project-based learning and real-world problem solving, while **Robotics and Automation Explorations** introduces students to robotics systems, sensors, motors, and programming in a collaborative engineering environment, helping develop teamwork and foundational technology skills. Together, these programs provide early exposure to technical fields, strengthen problem-solving and design thinking skills, and help students explore future academic and career interests.

Design Response

The count of STE Rooms is based on 1 per 350 students as guidelines suggest but include the full K-6 enrollment rather than the 3-6 enrollment per guidelines. The reason for including K-2 is that STEM is 1 of the specials offered at all Grades PK-6 and takes the form of electives in Grades 7-8 with an Interdisciplinary and Engineering option. Grades 7-8 also have interdisciplinary offerings and Exploratory Culinary as an elective.

The 690 enrollment has 34 sections, including 2 PK rooms & 6 NCA scheduled as 2 classes. The specials 1x/week within a 35-period cycle means each core special would need 1 room utilized almost every period, but the rotation can be used to drop that utilization. The program includes a Library with a DLCS Lab, 1 Art, 1 Music, 1 Theater, 1 Health, 1 PE, and 2 STE, including the Grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8.

The 925 enrollment has 46 sections, including 2 PK rooms & 6 NCA scheduled as 2 classes and requires two rooms for each core special. The program includes a Library for 2 classes, including the DLCS Lab, 2 Art, 2 Music, 2 Theater (incl. Stage), 2 Health, 2 PE, and 3 STE including the Grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8, which can be accommodated in 1 room, similar to World Language even if expanded to 1-6.

18 | TRANSPORTATION POLICIES

Somerville Public Schools currently provides transportation for students with specialized needs, multilingual learners whose learning school is not their proximity school and free M7 MBTA cards for all students in Grades 7-12.

> Current Transportation Policies

Somerville Public Schools provides door-to-door transportation for students with specialized needs, including those with disabilities or special education services as outlined in their Individualized Education Plan (IEP) or 504 Plan. In accordance with the McKinney-Vento Act, transportation is also offered to homeless students of all grades living in transitional housing who continue to attend school in the district.

Multilingual Learner Education (MLE) students receive monitored transportation between their proximity school—the school closest to home—and the school where they receive instruction. Families are responsible for travel between home and the proximity school.

Students in Grades 7–12 are provided M7 MBTA Cards, allowing free access to MBTA buses, subway lines, and portions of the commuter rail throughout the school year. M7 Cards are valid 24/7 from distribution through June 30, 2025, and later convert to S-Cards in July and August for discounted summer fares.

For daily arrivals and dismissals, students in Grades K–8 who use bus transportation are dropped off and picked up at the front of the building, while caregivers drop off and pick up students at the back. Preschool students are also dropped off and picked up at the back of the building, following a slightly adjusted school schedule.

File: EEA - STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the Somerville School Committee. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers (i.e. Criminal Offenses Records Inquiry (CORI) Search and drug testing.)
4. Driving regulations
5. Small vehicle requirements, if applicable

6. Insurance coverage

7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1;76:12Bi; 76:14

Revised: January 1996 | Reviewed: December 2008

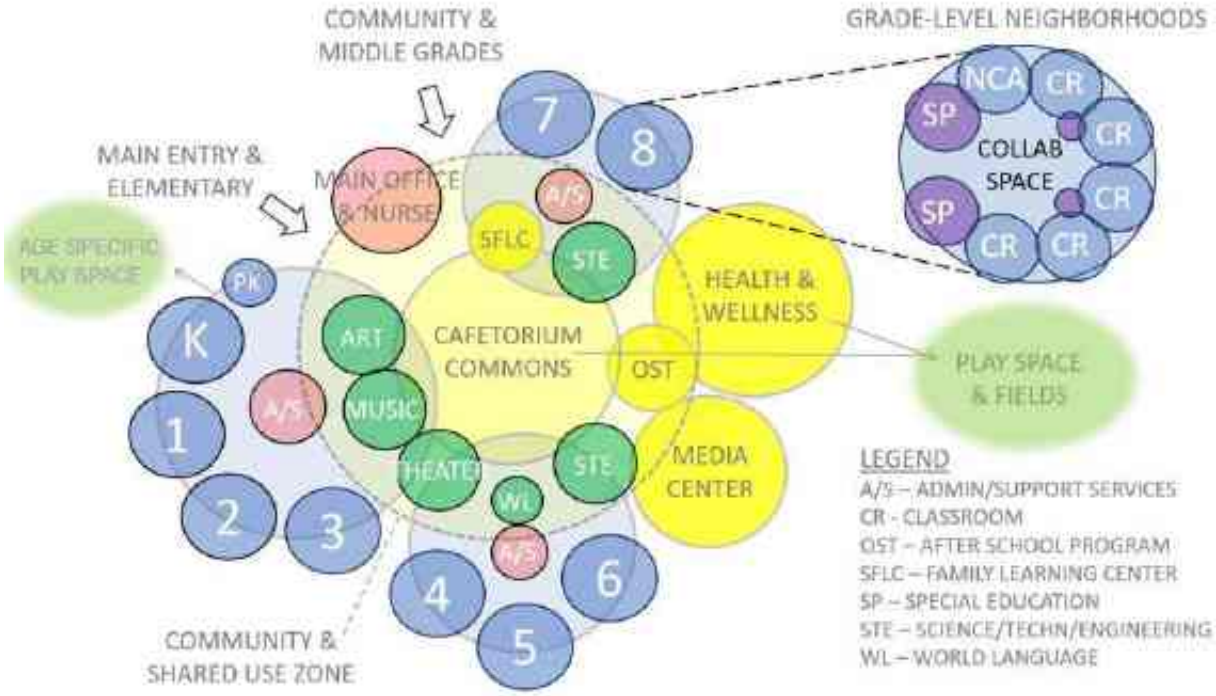
> Proposed Transportation Policies

While no changes to current transportation policies and practices are proposed, the traffic flow for bus and caregiver drop-off and pick-up may need to be reconfigured to accommodate the new school facility, its location, and increased size. Bus drop-off areas should remain separate from caregiver drop-off locations and provide direct, convenient access to the school building. Caregiver drop-off zones should be long enough to prevent vehicles from extending onto the main road and should be able to accommodate 15–20 cars simultaneously.

19 | FUNCTIONAL & SPATIAL RELATIONSHIPS

The new school building at Sycamore is designed with intentional educational adjacencies to support both learning and community use. Spaces are zoned to separate elementary and middle grades while providing shared and extended areas for broader community programs. Administrative clusters, including assistant principals, deans, and support services, are dispersed throughout the building, with the main administration area connected to the nurse for additional coverage and strong visibility.

Academic neighborhoods are organized by grade level, integrating special education and Newcomer Academy classrooms within the general academic areas. Special education classrooms are also dispersed near main corridors to balance accessibility with inclusion. After-school, family, and community programs are housed within the commons and core areas, providing students with direct access to the arts, STEM spaces, the media center, cafeteria, and health and wellness facilities.



The site is designed with thoughtful adjacencies to support safe, efficient, and flexible use. While bus traffic is currently minimal, any future increase should remain separate from caregiver drop-off areas. The school will have distinct entries for elementary (main) and middle (community) grades, with approaches that are pedestrian-friendly, wide, and buffered from vehicles.

Playgrounds and playfields will be contiguous, easily supervised, and feature age-appropriate equipment zoned for early childhood versus elementary and middle grades. Play areas will have direct connections to the cafeteria and gymnasium to support supervision and program integration.

Although some rooftop space is available, the majority of outdoor areas are intended for community use. Service and loading areas will be discreet and buffered from student spaces, while outdoor learning areas and gardens are being considered to further enrich instructional opportunities.

COMMUNITY ENGAGEMENT / SFLC

Following the closure of the Winter Hill School, the Somerville Family Learning Collaborative (SFLC) lost its centrally located space and no longer has a dedicated Welcome Center to serve families. This transition created significant access and service challenges, particularly for families with the greatest needs. The current SFLC location at 167 Holland Street is difficult for many families to reach, often requiring long walks or multiple bus transfers, which can discourage families from accessing services or returning for continued support. The facility also lacks a dedicated welcome or waiting area, requiring families to wait in hallways, and has limited storage capacity for essential resources such as diapers, food, and clothing. These limitations prevent the Collaborative from functioning as a fully accessible and comprehensive family support resource.

For many families, SFLC programs serve as their first connection to Somerville Public Schools during early childhood, providing playgroups, parent support groups, enrollment assistance, and other resources that help families navigate their child's educational journey. Restoring a centrally located, welcoming, walkable, and accessible facility would strengthen these critical connections and better support families across the community.

The proposed Welcome Center would serve as a centralized family engagement and support hub, bringing together key family-facing services, including district enrollment, multilingual services, family support, housing and basic needs assistance, volunteer coordination, and family and community engagement. By co-locating these services, the Welcome Center would provide a convenient "one-stop" destination where families can access enrollment guidance, language supports, case management, early childhood programming, parent workshops, and connections to essential community resources.

Integrated within the new school, the Welcome Center would enhance the building's role as a welcoming community hub by improving access to services, strengthening family partnerships, reducing barriers to participation, and ensuring that families have a consistent point of connection with Somerville Public Schools from early childhood through graduation.

Design Response

The overall school is organized for distinct, but connected PK-3, Grade 4-6 and 7-8 experiences that are further scaled into grade-level neighborhoods with integrated ELL/MLL, special education and admin/supports. Shared special spaces are located more centrally and are part of the extended and

community use zone. All of this is illustrated in the bubble diagram which is a graphic description of the spatial relationships and layered zones

The design maintains near equivalent outdoor space as compared to the former school, despite being more than double the facility size. This occurs by creatively burming some program into the hillside and using rooftop flush with the entry level for outdoor play.

The Somerville Family Learning Collaborative with welcome center and the Outside of School Time space are located within the main lobby and within the community use zone that includes the Cafetorium, Gym, Arts, Tech and Media Center spaces.

20 | SECURITY & VISUAL ACCESS REQUIREMENTS

The feasibility study process begins with a kickoff involving first responders, facilities staff, and educational leaders to review existing emergency plans and protocols while understanding access and safety requirements, including height limits, minimum widths, clearances, and other logistical considerations. From the earliest planning phases, such as the PDP, a Crime Prevention Through Environmental Design (CPTED) lens guides key decisions. As the project progresses into schematic design and later stages, more detailed discussions will focus on alarms, communications, detection, surveillance, and protective systems.

Planning-level considerations for safety and security in the new school include:

- Clear delineation of school property and controlled community use/access
- Separation of cars, buses, and pedestrian traffic wherever possible, including wide sidewalks and plantings or other buffers
- Isolation of receiving, garbage, and recycling areas from pedestrian zones
- Main entry designed for strong visibility and controlled access through a contained vestibule
- Additional controlled entry points for early childhood, elementary, and middle grades, with a single main entry for visitors after arrival and before dismissal
- Ability to lock off or isolate academic neighborhoods from shared and community spaces
- Interior visibility balanced with natural retreat or get-out-of-sight space within all rooms and suites
- Minimized or eliminated climbable surfaces and hiding places inside and outside
- Dispersed adult presence throughout the school to support supervision and safety

> Current Security and Visual Access

Over the past several years, Somerville Public Schools has implemented a range of security measures to ensure the safety of students and staff. Schools maintain controlled access throughout the day, with secure, locked exterior doors, card reader access on most entrances, and a visitor management system that includes sign-in procedures and visitor badges.

Video surveillance systems monitor entrances, hallways, and outdoor areas, while alarm panels track exterior door activity. Emergency preparedness is supported through regular drills, established crisis response protocols, trained staff, a PA system in the main building, phones in all classrooms and office spaces, and BeSafe cloud technology that provides instant access to site information.

The district also collaborates closely with the City of Somerville's Office of Emergency Management as well as local police and fire departments. Additional safety features include surveillance cameras at exterior doors and playgrounds, fenced-in playground areas with limited access points, and consistent adult supervision during recess and other outdoor activities.

> Proposed Security and Visual Access

The new school building at Sycamore will prioritize student and staff safety through the integration of thoughtful, non-intrusive security measures designed to support a welcoming learning environment. These systems will be monitored through a central command center and school-based operations to ensure effective oversight and timely response when needed.

Project developers will continue to engage local public safety partners, including fire, police, emergency medical services, and other first responders, throughout the planning and design process. Their expertise will inform the development and review of building safety features, emergency access, life safety systems, and response protocols, ensuring the facility aligns with applicable codes, best practices, and the operational needs of the school and broader community.

Key security enhancements will include:

Controlled Access

- All exterior doors and a select number of interior doors will be electrified, and will be controlled by the same access control system used throughout the District.
- Staff members will receive identification key cards/fobs that will provide access to their building.
- Specific access schedules will be assigned to staff members based on their job type and access needs.
- PA capability from any phone in the building with admin code
- Panic controls are located in areas around the building so that any staff member can activate in order to automatically secure the building from an intruder by automatically closing and locking off areas into smaller, more secure spaces.

Security Camera System

- Security cameras will be installed around the entire outdoor perimeter of the school building as well as in entryways, hallways, stairwells, and other select high-traffic interior areas of the school.
- The district will work with school administrators, Facilities, Safety & Transportation Coordinator, Director of Student Services, Commissioner of the Department of Public Works and the Superintendent of Buildings to identify and select the areas in need of security camera installation. Access to the cameras will be given to a select group of administrators.
- All cameras will be tied into the SPS district camera system, in which a minimum of 30 days of recording will be stored.

Intrusion Detection System

The school will also feature a comprehensive intrusion alarm system, including motion detectors and window and door contacts. Multiple alarm zones will be established throughout

the building, each monitored via keypad panels. Security codes will be assigned to designated staff based on job function and access needs. In the event an alarm is triggered, notifications will be sent immediately to the Somerville Police Department, the Superintendent of Buildings, and school administrators.

School Emergency Notification System

The school will be equipped with an emergency notification system that integrates with the phone system, PA system, and electronic displays. This system will ensure that emergency alerts can reach the entire school population immediately in the event of a school emergency, lockdown, or evacuation. All phones will have access to the PA system using an administrator code.

Community Entrance

A designated entrance will provide controlled access for community use of the gymnasium, cafeteria, auditorium, and other shared spaces. This ensures appropriate access to these facilities while maintaining the security of the remainder of the building.

Key Safety and Security Design Principles

- Clear delineation of school property with controlled community use and access
- Separation of vehicles and pedestrians, minimizing interaction between cars, buses, and foot traffic through generous sidewalk widths, landscaping, and other protective buffers
- Dedicated separation of receiving, garbage, and recycling areas from pedestrian pathways
- Highly visible and controlled main entry, including a contained vestibule for visitor screening and clearance
- Additional controlled entry points for early childhood, elementary, and middle grades, with a single designated main visitor entrance during the school day
- Ability to secure and isolate academic neighborhoods from shared or community-use spaces when needed
- Strong internal visibility paired with controlled environments, including natural retreat or out-of-sight spaces within classrooms and learning suites
- Minimized climbability and reduced hiding places both inside and outside the building
- Dispersed adult presence throughout the school to promote supervision, safety, and positive engagement

The most recent Medical Emergency Response Plan was submitted to DESE September 1, 2024. Updating our emergency response plan involves forming/gathering our team including school administration, nursing staff, teacher representatives, first responders (police, fire, EMS) and representation from our parent council. Next, we plan for risks that could potentially happen in school or on school grounds. Then we create detailed procedures for different emergencies (lockdown, evacuation, etc.), communication, roles, and resources. We coordinate the plan with local police, fire, and EMS. We train staff and students through drills and exercises. The plan is reviewed at least once a year and resubmitted to the state every three years.

Design Response

CPTED principles are integrated into the plans for the future school, including territorial reinforcement, natural surveillance, natural access controls & maintenance. These are primarily passive planning strategies that will be supplemented with more active measures such as video surveillance, intrusion detection, access control & communications systems, and other hardening measures to prevent intrusion, fire or environmental hazards.

The plans have a defined school property edge with controlled entry points at each of the three ground levels (PreK/K entry along Medford Street, Caf/Gym Community entry facing Thurston Street and the Main/Visitors Entry at the corner of Sycamore and Evergreen). Receiving is a challenge with all four sides of the site being pedestrian walkways, but providing daylight into hillside spaces does require some areaways that create a security challenge.

Administration is intentionally dispersed throughout the school with a main admin/nurse suite, three admin/support clusters for the PK-3, 4-6 & 7-8 grades, and teacher workrooms each floor. There is a multi-floor community use and shared Science, Arts & Tech zone in the center of the school with academic wings being able to be locked off for layered security and controlled after-hours access.

Visibility is an important part of safety, including internal spaces. Every teaching and learning room is intended to have a natural get-out-of-sight zone within or a retreat space connected. Controlled visibility is intended to allow supervision of breakout spaces without compromising the get-out-of-sight. Acoustics are also important to safety and are the intent with open stairwells and airport-style bathroom entries.

Future workshops with educational leadership, city and facilities, kitchen/custodial and first responders is an important part of the preceding phases for design and construction.

21 | TYPICAL DAY & WEEK IN THE LIFE OF A STUDENT

A typical day for a third grader in Somerville Public Schools is carefully structured to balance foundational skills, creativity, and social-emotional growth. The day may begin with a Responsive Classroom or restorative justice-style community circle, held in the classroom, a common area, or even outdoors, where students build respect, collaboration, and a sense of belonging. Literacy instruction is a core focus, with explicit phonics lessons ensuring students finish the year with a solid foundation to become critical readers. In addition, students rotate through Art, PE, Music, Theater, or Library/Media classes, enriching their creative and physical development.

Throughout the day, students receive targeted interventions, extensions, or practice based on formative assessment data. These activities occur independently, in pairs, or in small groups, with teachers and specialists either “pushing in” to classrooms or “pulling out” students to adjacent small spaces. Flexible arrangements, including shared students across grade-level partners, support personalized learning, ensuring every child receives the tiered instruction needed for success in literacy and mathematics.

Mathematics instruction follows the Illustrative Mathematics curriculum, emphasizing problem solving, group discussion, and real-world application. Lessons include small-group, whole-group, and independent work, with space to move and collaborate. In social studies and science, instruction is guided by state standards, with opportunities to extend learning outdoors in gardens or classrooms designed for hands-on exploration. Recess incorporates Playworks programming, providing structured choices, conflict resolution, and inclusive play that keeps students active and ready to focus afterward.

Literacy instruction continues through the Wit & Wisdom curriculum, where students engage in small-group work, gallery walks, and Socratic Seminars. Flexible seating, magnetic whiteboards, and ample wall space support collaboration and critical thinking. Units integrate history, science, and other humanities, guiding students through the “wonder, organize, reveal, distill, and know” structure to develop vocabulary, content knowledge, and analytical skills. Altogether, the day blends academic rigor, creativity, social-emotional learning, and hands-on experiences to foster well-rounded, engaged, and capable third graders.

Typical Day in the Life of a Student (Grade 3)	
Activity or Subject	**Program Details and Educational Benefit**
Morning Meeting (15 minutes)	Students participate in a Responsive Classroom or restorative justice-styled community building circle. These could take place in the classroom in a common area, or in an outdoor classroom. The primary educational benefit is fostering a respectful and collaborative learning environment.
ELA - Foundational Skills (15 minutes)	Students receive phonics instruction. Grade 3 is the last year in which tier one instruction includes explicit phonics instruction. The primary educational benefit is ensuring that students have solid foundational skills as they move on to be increasingly critical readers.

Specialist (40 minutes)	Art, PE, Music, Theater, or Library / Media Science
Intervention/Extension (40 minutes)	Students receive learning interventions, extensions, or extra practice, as determined by analysis of formative assessment data. These activities happen independently, in partnerships, and in small groups. During this period there could be teachers/interventionists “pushing in” or “pulling out” to work with students. The “pull out” could be in smaller spaces adjacent to the classroom. Grade-level partners sometimes share students across classrooms during this period, so proximity should be prioritized. The primary educational benefit is ensuring that all students are met at the edge of their proficiency, that all students get the tier two and tier three instruction they require for success in literacy and mathematics.
Mathematics (55 minutes)	Our curriculum is Illustrative Mathematics, which utilizes a problem-solving instructional model. Lessons entail extensive “zooming in and out,” with small-group, whole-group, and independent activities. All lessons include a group discussion at the end that brings coherence to the learning. To facilitate these lessons, there should be ample space for students to shift between working arrangements. The primary educational benefit is to foster not just proficiency in mathematical computation, but to foster collaboration, discourse, and real-world application of mathematics.
Science / Social Studies (40 minutes)	For social studies and science lessons, teachers utilize the state standards to guide instruction, along with a variety of lessons from various curricula that cover those standards. Science lessons in particular, would benefit from the option of working in a school garden or outdoor classroom. The primary educational benefit is to support students in becoming proficient in the related concepts outlined in the content standards, but also to bring the content to life with hands-on experiences. .
Lunch / Recess (40 minutes)	During recess, all students have access to Playworks programming, a partner that supports providing recess choices, conflict resolution, and increased inclusion for all students. The educational benefits of this include more physical activity during recess and fewer conflicts that impact time on learning after recess ends.
ELA - Small Group Instruction (30 minutes)	Grade 3 uses the Wit & Wisdom curriculum, which includes a small-group instruction period. During this period, small groups of students work with a teacher, or participate in collaborative exercises, such as “gallery walks,” and “Socratic Seminars.” These activities often require significant wall space, magnetic whiteboards, and flexible seating. The primary educational benefit is to provide differentiated learning and foster collaboration, discourse, and critical thinking.
ELA - Knowledge Building (55 minutes)	Grade 3 Wit & Wisdom is structured around four thematic units that integrate history, science, and other humanities. Instead of reading in isolation, students read, write, and talk about the unit’s central topic(s). Each lesson is structured by activities around: “wonder, organize, reveal, distill, and know.” The primary educational benefit is that students engage with authentic texts to develop vocabulary, content knowledge, and critical thinking.
Dismissal	

Third graders in Somerville also engage in regular social-emotional learning through the Second Step curriculum, with activities occurring once or twice each week. These lessons give students structured opportunities to explore healthy relationships, reflect on personal growth, and discuss behaviors that support positive social interactions, fostering self-awareness and emotional regulation. For one quarter of the year, students participate in swimming lessons at a district pool, developing water proficiency and comfort, while also gaining confidence and physical coordination.

In addition, students in Grades 3–5 have the option to take music lessons, either on stringed or band instruments. Learning an instrument has well-documented benefits for cognitive, mental, and physical health, supporting executive functioning, memory, and, in many cases, overall academic performance. Dedicated spaces for these lessons ensure students have an environment conducive to focused practice and creative exploration, allowing them to develop musical skills alongside their academic and social-emotional growth.

Typical Week in the Life of a Student (Grade 3)	
Weekly Activity or Subject	**Program Details and Educational Benefit**
Monday	Once or twice each week, classes engage in Second Step, our SEL curriculum, activities. This curriculum fosters healthy relationships and behaviors. The primary educational benefit is that students receive opportunities to think about and discuss issues around social-emotional learning, as well as reflect on their own personal development.
Tuesday	For one quarter of the year, our grade three students participate in swimming lessons at the pool in another school in the district. The primary educational benefit is that students become comfortable and proficient in the water.
Wednesday	Students in Grades 3-5 have the option to take classes in a stringed instrument. It has been well-established that learning an instrument improves cognitive, mental, and physical health. These lessons should have dedicated spaces. The primary educational benefits include improved executive functioning, memory, and in many cases, academic success.
Thursday	Students in Grades 3-5 have the option to take classes in a “band” instrument. Students in Grades 3-5 have the option to take classes in a stringed instrument. It has been well-established that learning an instrument improves cognitive, mental, and physical health. These lessons should have dedicated spaces. The primary educational benefits include improved executive functioning, memory, and in many cases, academic success.
Friday	Health

Middle grades students begin their day with a developmentally appropriate arrival routine that gives them time to connect with peers before classes begin. In an open gathering space—outdoors when weather allows or indoors when needed—students can socialize, play games, or use the time productively to finish homework. Located near the middle grades academic area and separate from the elementary arrival zone, this informal start helps foster community, strengthen relationships, and ease the transition into the school day. Students then head to their lockers, gather what they need, and report to homeroom, where attendance is taken and phones are collected to support focus and minimize distractions.

From there, students move into a schedule that balances academic rigor, enrichment, and student choice. They participate in specialist electives, selecting two areas such as music, theater, physical education, digital literacy and computer science, or art, with health included for one quarter each year. Electives rotate throughout the week, giving students exposure to all five areas by the end of grades 7 and 8. Core instruction includes mathematics through Illustrative Mathematics, a problem-solving curriculum that builds conceptual understanding, collaboration, and real-world application, and English Language Arts through the Fishtank curriculum, which emphasizes knowledge-building, rich and diverse texts, discussion, writing, and strong instructional preparation. Science is guided by state standards and may be enhanced through hands-on learning in gardens or outdoor classrooms, while history uses the Investigating History curriculum to deepen historical inquiry, civic engagement, and critical literacy.

The middle grades schedule also includes flexible supports and meaningful opportunities for social-emotional growth. Students participate in two FLEX blocks that allow for targeted intervention or enrichment based on individual needs, including reading and math support, counseling, BAM or WOW partner programs, Spanish, or personalized iReady learning. Once each week, students also engage in Second Step lessons or restorative justice-style community circles that build community and strengthen social-emotional skills. The day ends with a return to homeroom, where teachers check in with students before escorting them to a separate indoor dismissal area for middle grades students, helping ensure a smooth, safe, and connected close to the day.

Typical Day in the Life of a Student - Grade 7	
Activity or Subject	**Program Details and Educational Benefit**
Arrival (up to 25 minutes before the school day starts)	Students gather in an open space, either outside, whether permitting, or inside. This is an unstructured social time where students hang out with their friends, play games, such as soccer or football, or do homework. This area provides easy access to the middle grades academic area of the school and is separate from the elementary grades arrival area. While this is not a structured program, this time in the morning is developmentally appropriate for middle grades students to reconnect with their peers and staff each morning.

Homeroom (10 minutes)	Students check in with the homeroom teacher and daily attendance is taken. Phones are collected for the day. Phone collection is an important policy to remove distractions throughout the school day.
Specialists (40 minutes)	Students choose two specialist electives from music, theater, physical education, digital literacy & computer science, or art. Health is also a requirement for one quarter of the year during this block. Each week, students attend one elective on Mondays, Wednesdays, and Friday, and the other elective on Tuesdays and Thursdays. (Over the course of 7th and 8th grade, students must choose one elective in each of the 5 areas.)
Math (55 minutes)	Our curriculum is Illustrative Mathematics, which utilizes a problem-solving instructional model. Lessons entail extensive “zooming in and out,” with small-group, whole-group, and independent activities. All lessons include a group discussion at the end that brings coherence to the learning. To facilitate these lessons, there should be ample space for students to shift between working arrangements. The primary educational benefit is to foster not just proficiency in mathematical computation, but to foster collaboration, discourse, and real-world application of mathematics.
FLEX Block 1 - intervention / enrichment (30 minutes on Mondays, Tuesdays, Thursdays, Fridays)	Students have two FLEX blocks to provide increased opportunities for enrichment and intervention, based on students’ individual needs. These opportunities include: *Read 180 reading intervention with trained teacher *math tutoring with tutor or intervention with math interventionist *individual or group counseling with counselor educator, school adjustment counselor, or social worker *BAM (Becoming a Man partner program) *WOW (Working on Womanhood partner program) *Spanish *iReady personalized learning program
FLEX Block 2 - intervention / enrichment (30 minutes on Mondays, Tuesdays, Thursdays, Fridays)	
RISE Block - Social-Emotional Learning (30 minutes on Wednesdays)	Once a week, students participate in Second Steps lessons or restorative justice-styled community building circle. These could take place in the classroom, in a common area, or in an outdoor classroom. The primary educational benefit is fostering a respectful and collaborative learning environment while teaching specific SEL skills.
English Language Arts (55 minutes)	Our curriculum for ELA is Fishtank, a high quality, standards-based curriculum. Through thematic units and well-structured lessons, this curriculum integrates its five guiding principles: (1) knowledge-building to nurture critical thinking (2) diverse, relevant, and rigorous texts (3) student-led discussion and collaboration to build academic discourse skills (4) learning to write and writing to learn (5) intellectual preparation for teachers to prepare them to support students. Lessons are designed for

	students to think deeply on important topics, share ideas and learn from the ideas of their peers, and write in-depth analysis of the text. The primary educational benefit is to ensure that students are developing grade-appropriate language arts skills through higher level thinking.
Recess / Lunch (30 minutes)	
Science (55 minutes)	For science lessons, teachers utilize the state standards to guide instruction, along with a variety of lessons from various curricula that cover those standards. Science lessons in particular, would benefit from the option of working in a school garden or outdoor classroom. The primary educational benefit is to support students in becoming proficient in the related concepts outlined in the content standards, but also to bring the content to life with hands-on experiences.
Social Studies (55 minutes)	Our curriculum is Investigating History which is comprehensive, authentic, inquiry-based, and standards-aligned. The four principles of this curriculum are: (1) historical inquiry and investigation (2) historical empathy and human connections (3) civic engagement and current world relevance, and (4) culturally sustaining pedagogy. The primary educational benefit is to support students to engage with challenging topics and rigorous texts while becoming better readers, writers, and thinkers.
Dismissal (10 minutes)	Students' last academic block is their homeroom class. Their homeroom teacher checks in with them and escorts them to the indoor dismissal area, where their phones are returned to them and they exit the building. While not a structured program, this is a social time of day where students hang out with peers and check in staff to foster school connections. This area is separate from the elementary dismissal area.

SOMERVILLE PUBLIC SCHOOLS

winter hill community innovation school

educational program

somerville's new school building at 115 Sycamore

Redlined Revision Version

July 2026

MODULE 3: PRELIMINARY DESIGN PROGRAM

Table of Contents

1. INTRODUCTION
2. GRADE & SCHOOL CONFIGURATION POLICIES
3. CLASS SIZE POLICIES
4. SCHOOL SCHEDULING METHODS
5. TEACHING METHODOLOGY AND STRUCTURE
6. TEACHER PLANNING
7. PROFESSIONAL DEVELOPMENT
8. PRE-KINDERGARTEN
9. KINDERGARTEN
10. LUNCH PROGRAMS
11. TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS
12. MEDIA CENTER/LIBRARY
13. VISUAL ARTS PROGRAMS
14. PERFORMING ARTS PROGRAMS
15. PHYSICAL EDUCATION AND WELLNESS
16. SPECIAL EDUCATION
17. VOCATIONS AND TECHNOLOGY PROGRAMS
18. TRANSPORTATION POLICIES
19. FUNCTIONAL AND SPATIAL RELATIONSHIPS AND KEY ADJACENCIES
20. SECURITY AND VISUAL ACCESS REQUIREMENTS
21. TYPICAL DAY AND WEEK IN THE LIFE OF A STUDENT

1 | INTRODUCTION - VISION & PRIORITIES

SPS VISION

We envision a student-centered learning community where every student – honoring their unique strengths and background – is empowered to thrive academically, socially, and emotionally through tailored supports and equitable access to opportunity.

SPS MISSION

Our primary mission is to cultivate inspired learners who are equipped to make a positive impact on the world. We achieve this by fostering rigorous and joyful learning environments where students, families, staff and community partners collaborate with a shared commitment to academic excellence and well-being.

SPS VALUES

Somerville Public Schools believes in:

- Empowering every child to realize their potential to become leaders and achieve ***academic excellence*** through academic rigor, a commitment to consistent, high standards, and access to caring and attentive adults.
- Embedding ***equity and access*** into every aspect of our school culture and community by maintaining a multicultural, multilingual, and inclusive school community, and disrupting and eliminating roadblocks to quality outcomes through strategic systems and practice.
- *Prioritizing the* ***whole child***, recognizing that their social, emotional, mental, developmental and physical health are foundational pillars for academic success.
- ***Using data to drive decision-making*** to inform strategic initiatives, measure progress, and continuously improve student outcomes.
- Cultivating robust partnerships and ***engagement with families*** and community stakeholders, prioritizing the essential need for collaboration, family partnership, and shared accountability.
- ***Sharing responsibility*** across staff, students, families and community members to promote a culture of collaboration, transparency, and mutual respect.

STRATEGIC PRIORITIES

Priority #1 – Academic Excellence
Establish a shared instructional framework that advances academic achievement for all students. We will foster a strengths-based mindset, promote equitable outcomes, and provide targeted supports

based on student need by prioritizing high-quality curriculum, instructional rigor, Multi-Tiered Systems of Support (MTSS), and engaging learning experiences. This work will include a focused commitment to strengthening supports for multilingual learners and students receiving special education services.

Priority #2 – Equity & Access
Equity and access are foundational values that guide every aspect of our work. While reflected throughout this strategic plan — including within Academic Excellence — this priority sharpens our focus on expanding equitable access to programs, supports, and structures. We are committed to reducing opportunity gaps, fostering belonging, and ensuring every student has what they need to succeed.

Priority #3 – Wellness & Joy
Invest in the wellness and joy of students and staff as essential conditions for success. By proactively supporting social-emotional well-being, cultivating positive school cultures, and creating environments where students and adults feel valued and connected, we strengthen our entire community.

Priority #4 – Family & Community Engagement
Strengthen family and community engagement to build a collaborative and inclusive system of support for students. By deepening partnerships with families and community organizations, improving communication, and creating meaningful opportunities for shared decision-making, we ensure that students thrive both in and beyond our schools.

For more information on the District's Strategic Plan, including goals and action items, please visit our Strategic Plan Website page at https://somerville.k12.ma.us/strategicplan.

PROJECT SPECIFIC VISIONING

~~In Fall 2025 and Winter 2026, members of Somerville Public Schools engaged in a series of Educational Visioning sessions facilitated by Educational Planner Mike Pirollo and Educational Consultant Paul White of My Learning Place Integrated Design, Inc., in partnership with Perkins Eastman. These sessions were part of a collaborative planning process to guide the New School Building Project and ensure that future design decisions are grounded in the district's educational priorities and the school's Innovation School identity.~~

~~Through interactive workshops, structured protocols, and reflective dialogue, participants engaged in a thoughtful, step-by-step process designed to elevate high-level thinking in the following areas:~~

- ~~Educational, architectural, and community priorities~~
- ~~Developmental traits and needs of PK–8 learners~~
- ~~Current and reimagined student experiences~~
- ~~A shared vision of teaching and learning in a PK–8 Innovation School~~
- ~~Learning environments that foster belonging, inclusion, and support for the whole child~~

~~Throughout the process, participants reflected on how students experience Winter Hill and Brown today, what learners need to thrive across developmental stages, and how spaces, schedules, and systems can be intentionally designed to support both academic growth and social-emotional well-being. The summary that follows highlights the key themes and outcomes that emerged, capturing Somerville's collective vision for a future-ready, inclusive, and community-centered PK–8 model Innovation School.~~

In Fall 2025 and Winter 2026, members of Somerville Public Schools participated in a series of Educational Visioning sessions facilitated by Educational Planner Mike Pirollo and Educational Consultant Paul White of My Learning Place Integrated Design, Inc., in partnership with Perkins Eastman. These sessions were part of a collaborative planning process to guide the New School Building Project and ensure that future design decisions are grounded in the district's educational priorities and the unique mission and opportunities afforded through Winter Hill Community School's Innovation School status.

As an Innovation School, Winter Hill is provided additional autonomies in curriculum and instruction, budgeting, staffing, scheduling and calendar, professional development, and district policies. These autonomies have enabled the school to implement enhanced instructional supports, including embedded intervention opportunities, tier-one small group instruction across PK–8, co-teaching models in designated grade levels, and a robust middle grades elective program. Looking ahead, the school seeks to further expand experiential learning opportunities through curriculum-driven field experiences, after-school programming aligned to student needs, and increased project-based learning.

Through interactive workshops, structured protocols, and reflective dialogue, participants engaged in a thoughtful, step-by-step process designed to elevate high-level thinking in the following areas:

- Educational, architectural, and community priorities
- Developmental traits and needs of PK–8 learners
- Current and reimagined student experiences
- A shared vision of teaching and learning within a PK–8 Innovation School model
- Learning environments that foster belonging, inclusion, and support for the whole child
- The ways in which physical spaces can intentionally support innovative instructional practices

Throughout the process, participants reflected on how students experience Winter Hill and Brown today, what learners need to thrive across developmental stages, and how spaces, schedules, staffing models, and systems can be intentionally designed to support both academic growth and social-emotional well-being.

Participants also considered how a new school facility can serve as an enabler of innovation by providing flexible learning environments that support integrated intervention and tier-one small group instruction, classrooms designed for multiple educators and co-teaching models, expanded specialist and elective spaces, and facilities that promote experiential, project-based, and after-school learning opportunities.

The summary that follows highlights the key themes and outcomes that emerged, capturing Somerville's collective vision for a future-ready, inclusive, and community-centered PK–8 Innovation School that leverages both educational autonomy and thoughtfully designed learning environments to meet the needs of every student.

OVERARCHING GOALS AND PRIORITIES

The visioning process surfaced a clear and cohesive set of guiding educational goals that will inform future planning and design decisions for the new school building at Sycamore Street:

- A school community where every student, educator, and family feels known, valued, and a strong sense of belonging
- An inclusive and responsive environment that supports specialized programs, multilingual learners, and diverse developmental needs in integrated and affirming ways
- Learning experiences that are hands-on, project-based, interdisciplinary, arts-integrated, and authentically connected to community partnerships
- Flexible, purposeful, and human-centered spaces that support movement, collaboration, sensory needs, and multiple modes of teaching and learning
- A Welcome Center and community hub model that provides space for family connection, wraparound services, and engagement beyond the instructional day
- A future-ready facility that is adaptable, multi-use, sustainable, and designed to evolve alongside the needs of students and the broader community

Together, these goals articulate a shared vision for the new school building as both a PK–8 Innovation School and a vital community resource — a place that balances safety with openness and centers belonging, equity, and opportunity for all learners.

DEVELOPMENTAL CONSIDERATIONS & IMPACTS

Participants explored the developmental characteristics of learners across the PK–8 continuum, emphasizing the importance of environments that thoughtfully balance play with structure, independence with guidance, and collaboration with opportunities for regulation and reflection. Students were described as benefiting from movement, sensory-aware spaces, access to outdoor learning, meaningful relationships with trusted adults, and opportunities for both small-group engagement and unstructured social interaction.

These reflections reinforced the importance of creating developmentally appropriate elementary and middle grades experiences within a cohesive school community. Participants supported distinct upper and lower school environments that reflect differences in student independence, identity development, and instructional approach, while maintaining shared spaces that foster connection and belonging. Design priorities included strategically-coordinated entrances and circulation, middle grade advisory

structures, flexible gathering and dining spaces, integrated sensory supports, access to wellness resources, and environments designed first around what is best for children.

TEACHING, LEARNING, AND THE VISION OF THE FUTURE SCHOOL

Across all sessions, participants envisioned the new school building as a PK–8 Innovation School defined by experiential, student-centered, and community-connected learning. They imagined learning experiences that are project-based, interdisciplinary, arts-integrated, and STEM-rich, woven into daily practice and supported by flexible schedules and thoughtfully designed spaces. Educators emphasized inclusive co-teaching models and robust specialist programming — including visual arts, music, theater, performing arts, movement, and real-world problem-solving — to ensure that all learners are actively engaged and challenged.

The Innovation School identity was described not as a label, but as a commitment to flexibility, autonomy, restorative practices, inclusive excellence, and high expectations for every student. Participants also highlighted partnerships with local organizations to create “living labs” and authentic learning experiences, while underscoring the value of common planning spaces, professional learning hubs, and structures that foster adult collaboration, creativity, and innovation.

DESIGN AND PHYSICAL SPACE IMPLICATIONS

Participants envisioned a future new school building that is welcoming, adaptable, and intentionally organized to support both learning and well-being across the PK–8 continuum. Key design considerations include:

- Distinct yet connected upper and lower school areas that respond to developmental needs
- Flexible classrooms designed to accommodate multiple adults, co-teaching, and varied instructional approaches
- Dedicated sensory rooms and built-in sensory supports within classrooms
- Outdoor classrooms and age-appropriate playgrounds integrated throughout the site
- Centralized shared spaces, including gyms, performance areas, specialist classrooms, and a learning commons that support both academic and community use
- A highly visible and accessible Welcome Center that serves as a hub for family engagement, basic needs support, and emotional connection
- Well-designed gathering spaces that prevent overstimulation and promote safety, including smaller lunch areas and calming environments
- Opportunities to showcase student work, creativity, and cultural identity throughout the building

The facility is envisioned as an active contributor to school culture, belonging, inclusion, and innovation. Flexibility, adaptability, and multi-use functionality are essential to ensure the school can grow and evolve alongside the needs of students, staff, and the broader community.

COMMUNITY VISION

Ultimately, the school communities envision an environment that centers belonging, nurtures the whole child, and reflects the diversity and strengths of Somerville. A school where inclusivity is visible everywhere. A school where students are challenged academically, supported emotionally, and given meaningful choices in their learning.

The future school building at Sycamore Street will reflect a commitment to equity, adaptability, collaboration, and community partnership. It will serve not only as a place of learning for children, but as a hub for families, educators, and neighbors; a school that embodies innovation through experiential learning, celebrates diversity, and creates a sense of pride and possibility for generations to come.

Participants

Dr. Rubén Carmona Superintendent of Schools
Courtney Gosselin Principal of Winter Hill
Christopher Ames Principal of Brown School
Amara Anosike Chief of Staff and Strategy
Danielle Barry Facilities Transportation and Safety Coordinator
Dr. Jessica Boston Davis Asst. Supt. of Academics
Ildefonso Arellano Director of Special Education
Paulina Mitropoulus Director of Multi-Lingual Education
Ruth Santos Director of SFLC (Somerville Family Lrng Collab)
Rosanna Paribello Director of Community Schools (after school & summer programming)
Khin Mar Project Manager, City of Somerville
Marisa MacDonald Asst. Director of Special Education
Ryan Williams PTA
Meghan Phillips Parent
Chris Templeman Parent
Ann Fullerton Parent
Emily Spicer Hankle Parent, PTA President
Peter Doherty Parent
Jennifer Fostel Parent
Kara Dodd Resource Room Teacher
Christine Stone Parent
James Hines Parent
Kayla Burgess Grade 6 Math/Science Teacher
Cathy Ward Music Teacher
Jessica Gutierrez Bilingual School Adjustment Counselor

Cayla Puglisi Music Teacher
Kristin Stier PK - 8 Music teacher
Dayshawn Simmons Grades 7/8 Social Studies Teacher, and SEU President
Chuck Graham Teacher
Gwyneth Davies Teacher
Karen Johnson School Nurse
Laurie Gagnon Parent
Lindsay Weaver Newcomer Program Teacher
Shauna Powers Parent
Marla Aguirre School Liaison
Beverly Mosby Supervisor of Music and Theatre Arts
Michelle De Paula Home Visit
Tim McCormack Parent
Mike Pirollo MLP Integrated Design, Inc. Educational Planner
Paul White MLP Integrated Design, Inc. Educational Consultant
Robert Bell Perkins Eastman Architect
Lisa Pecora Perkins Eastman Architect
Sean Burke PMA OPM
Nick Masse PMA Associate OPM

2 | GRADE & SCHOOL CONFIGURATION POLICIES

Current Configuration Policies

Winter Hill Community Innovation School serves students from Pre-Kindergarten through 8th grade, offering a full continuum of early childhood, elementary, and middle school learning. The school has one PK homeroom and two general education homerooms per grade from Kindergarten through 8th grade. It also includes ten classrooms for subseparate programming and three homerooms for students in the Newcomer Academy (Grades 6–8). In contrast, the Benjamin G. Brown School is a K–5 elementary school with two homerooms per grade, focusing on foundational and intermediate grade-level instruction.

Proposed Configuration Policies

As part of the visioning process, participants — including staff, community members, administrators, and public officials — examined the developmental characteristics of learners across the PK–8 continuum. The discussions emphasized the need for environments that thoughtfully balance play with structure, independence with guidance, and collaboration with opportunities for regulation and reflection. Students were described as benefiting from movement, sensory-aware spaces, access to outdoor learning, meaningful relationships with adults, and opportunities for both small-group engagement and unstructured social interaction. Participants also expressed a desire to keep a “small-school” feel within the context of a larger school.

These insights highlighted the importance of developmentally responsive yet connected early childhood, elementary, and middle school experiences. Participants supported upper and lower school structures that acknowledge differences in autonomy, identity development, and instructional approaches, while maintaining shared spaces that foster community and belonging. Design implications included strategic entrances and circulation paths, advisory structures in the middle grades, flexible gathering and dining spaces, integrated sensory supports, access to wellness resources, and environments designed first and foremost around what is best for children rather than operational efficiency.

With these priorities in mind, planning continues to explore ways to create a unified building that also provides a distinct and developmentally appropriate experience for elementary and middle grade learners.

Proposed PK–8 Configuration Framework

The unified PK–8 model will be intentionally structured to create three developmentally distinct but connected learning communities.

Our focus will be on building core knowledge and foundational literacy and numeracy, play-based and experiential learning, and strong family engagement. We will also enhance the early childhood experience by building on the effective systems established at the Capuano School, which provide a proven blueprint for coaching, hands-on learning, and community-connected experiences for our PK and Kindergarten students.

This cluster is designed to meet the developmental needs of students ages 4–8, spanning Pre-K through third grade. Each student will have a homeroom teacher who delivers core content, with the classroom serving as their home base throughout the day. To support the academic and instructional goals of this cluster, the following structures and resources will be provided:

- Grade level communities with common open areas between classrooms for whole grade community building and learning activities
- Specific arrival and dismissal area
- Tot lot for Pre-K and Kindergarten
- Classroom bathrooms for Pre-K and Kindergarten
- In class storage / storage closets in hallways to ensure sufficient storage for curricular materials allowing for clutter-free rooms
- Cubbies in the classroom viewable from all areas of classroom for proper supervision
- Classroom spaces that allow for circle time, centers, sensory spaces

<u>Proposed</u> Upper Elementary Cluster Grades 4 - 6

This cluster is designed to meet the developmental needs of students ages 9–11, in Grades 4–6. Students will have two core teachers—one for English Language Arts and Social Studies, and another for Science and Math. This team-based structure allows teachers to focus on their areas of expertise while providing students with the experience of moving between classrooms and engaging with multiple instructors.

<u>Proposed</u> Middle Grades Cluster Grades 7 - 8

The learning in this cluster will be structured around advisory, interdisciplinary teaming, increasing student autonomy, and expanded access to electives, STEM, and applied learning opportunities.

The building will reflect this structure through:

- Separate yet connected entrances and circulation patterns
- Age-appropriate gathering and lunch spaces
- Dedicated upper school collaboration zones
- Shared specialist spaces to promote community cohesion

This configuration ensures developmental alignment while maintaining a unified school culture.

Results from our K–8 Capacity Study indicate that the District is experiencing significant space limitations. The proposed changes outlined below respond directly to these documented needs. For example, Winter Hill Community Innovation School has seen steady enrollment growth, particularly in the AIM program for students on the autism spectrum and in the MLE/Newcomer Academy (Grades 6–8), programs that serve some of our highest-need and most vulnerable students.

At the Brown School, the facility lacks a dedicated science lab, computer lab, gym or physical education space, and a common area for assemblies or family meetings. The building is not fully ADA accessible and presents challenges for students requiring OT, PT, or other services, which are sometimes delivered in hallways.

District-wide, increasing enrollment in certain grade bands is creating broader capacity constraints. The Brown School, as the district's only K–5 school, feeds primarily into Kennedy and West Somerville Neighborhood Schools for 6th grade. Rising enrollment at Brown, Kennedy, and West Somerville Neighborhood Schools has resulted in more 5th graders at Brown and fewer available seats at the middle schools. Projections indicate that this trend will continue, creating additional demand for middle school classrooms if enrollment remains steady.

After-school and out-of-school time (OST) programming is also limited relative to community needs. SPS funds and manages OST across district facilities, serving approximately 2,000 students, with many families on waitlists. Because the City of Somerville does not operate a youth center, families rely on SPS for academic enrichment and child care.

To address these challenges, proposed actions include:

- Adding middle-grade classrooms to accommodate enrollment growth at the Brown School
- Expanding sub-separate autism classrooms to meet the needs of students requiring specialized supports

These steps aim to ensure that all students have equitable access to high-quality learning environments, academic supports, and enrichment opportunities.

Design Response

The overall school is organized for distinct, but connected PK-3, grade 4-6 and 7-8 experiences that are further scaled into grade-level neighborhoods with integrated ELL/MLL, special education and supports. Shared specials spaces are located more centrally and are part of the extended and community use zone.

3 | CLASS SIZE POLICIES

Current Class Size Policies
Winter Hill Community Innovation School

Winter Hill provides a wide range of programs to support the diverse needs of all learners. In addition to general education classrooms, the school is home to the District's middle grades (6–8) Newcomer program and the AIM program for students with Autism Spectrum Disorder. Together, including the AIM and Newcomer programs, Winter Hill comprises 32 homerooms, reflecting its comprehensive approach to student learning and support.

Class sizes are structured to support effective instruction and student learning. In general education, Kindergarten classes have a maximum of 25 students, while Grades 1–8 have a maximum of 26 students per class. SEI-1 classes for Grades K–8 are capped at 20 students, and physical education classes have a maximum of 30 students. These limits help ensure that every student receives the attention and support needed to thrive academically, socially, and emotionally.

Current Class Size Policies
Benjamin G. Brown School

The Benjamin G. Brown School operates on a straightforward K–5 model without specialized programming. In the upper elementary grades, average class sizes are at or below 20 students, while lower elementary classrooms exceed 20 students. The school has two class sections per grade, for a total of 12 grade-level classrooms.

The building includes a counseling suite where the school social worker and counselor-educator meet with students, and the adjustment counselor has a separate office. A special education suite is shared by several service providers as well as the reading specialist, supporting a range of student needs.

Class size guidelines are designed to support effective instruction, with Kindergarten classes capped at 25 students and Grades 1–5 capped at 26 students per class.

Proposed Class Size Policies

While no changes are proposed to the policy on maximum class sizes, the average class size used to determine space needs aligns with the MSBA guidelines, which set the average at 22 for Kindergarten and 23 for grades 1–8, ensuring the average remains below the maximum. Similarly, SEI or ELL classrooms, such as those in the Newcomer Academy, are planned with class sizes below the maximum and within a preferred range of 8–12 students to support targeted instruction and individualized learning.

The district is currently exploring potential grade-span configurations for the future school, including a PK–3, 4–6, and 7–8 model. However, existing programmatic, curricular, and scheduling structures may require adjustments to support this configuration. As a result, a PK–5 and 6–8 model also remains under consideration. The district is assessing the merits of both approaches as part of the ongoing planning process.

Design Response

Recognizing the class size caps of 25 for Kindergarten and 26 for grades 1-8, the calculations for classroom counts utilize an average of 22 for Kindergarten and 23 for grades 1-8. Newcomer Academy class sizes are preferred between 8-12.

4 | SCHOOL SCHEDULING METHOD

Current Scheduling Method

Winter Hill Daily Schedule



The current Winter Hill specials schedule shows that each of the five specials is offered once per week for students in grades K–6. For grades 7-8, students select two electives each semester from the five specialist areas. Specials occur within six time slots each day, creating an effective 30-period cycle for scheduling. Most of the smaller Newcomer Academy classes, highlighted in red, are scheduled together as a single group, while the very small sub-separate AIM classes are integrated and combined with general education specials.

Currently, the school schedule follows all district requirements provided in the SPS K-8 Minutes By Content Area Guidance. When creating and modifying schedules, the district's educational program - which highlights the learning priorities for students - drives the schedule.

			Mon	Tue	Wed	Thu	Fri
8:20am - 9:00am	Newcon	Weaver	Art	Library	Music	Theater	PE
		Thelapurath	Art	Library	Music	Theater	PE
		Murphy/Donington	Art	Library	Music	Theater	PE
		Weaver/Thelapur	Art	Library	Music	Theater	PE
	7/8	Brady	Library	Music	Theater	PE	Art
		Moore	Music	Theater	PE	Art	Library
		Justin	Theater	PE	Art	Library	Music
		Scafidi	PE	Art	Library	Music	Theater
9:40am - 10:20am	Newcon	PF/DiFante	Art	PE	Theater	Music	Library
	PK	Berkowitz	Library	Art	PE	Theater	Music
	6	Collins	Music	Library	Art	PE	Theater
		Luna	Theater	Music	Library	Art	PE
	AIM	1	PE	Theater	Music	Library	Art
10:55am - 11:35am	3	MacLean	Art	PE	Theater	Music	Library
		Robert	Library	Art	PE	Theater	Music
	4	Lee	Music	Library	Art	PE	Theater
		Sahlas	Theater	Music	Library	Art	PE
	AIM	2	PE	Theater	Music	Library	Art
11:45am - 12:25pm	5	Payette	Music	Library	Art	PE	Theater
		Day	Theater	Music	Library	Art	PE
	AIM	3	PE	Theater	Music	Library	Art
12:35pm - 1:15pm	K	Donaldson	Art	PE	Theater	Music	Library
		Morgan	Library	Art	PE	Theater	Music
	AIM	4	PE	Theater	Music	Library	Art
1:35pm - 2:15pm	1	Ezra	Art	PE	Theater	Music	Library
		Han	Library	Art	PE	Theater	Music
	2	Davies	Music	Library	Art	PE	Theater
		Manning	Theater	Music	Library	Art	PE
	AIM	5	PE	Theater	Music	Library	Art

Benjamin G. Brown Daily Schedule



<u>Proposed</u> Scheduling Method

The district is exploring the introduction of developmentally appropriate STEM/Engineering experiences beginning in upper elementary grades to create a PK–8 continuum.

Students will rotate through specialists on a consistent cycle (e.g., 5–6 week rotation or trimester model), ensuring predictable planning time for classroom teachers and equitable access for all students.

The school schedule will be thoughtfully structured to prioritize uninterrupted literacy and mathematics blocks, ensuring that students have consistent time for focused learning in these foundational subjects. It will also provide common planning periods for grade-level teams, supporting collaboration and alignment among teachers. Additionally, the schedule will promote cross-special collaboration during project-based units, allowing students to engage in integrated learning experiences that connect multiple disciplines and enrich their educational experience.

The Middle School Specialist Elective Model - Grades 7 - 8

The Middle Grades program will expand opportunities for students to engage in elective and specialist experiences beyond the scope of our current 7th and 8th grade offerings. Core offerings will include Theater, Music (including performance-based ensembles), Visual Arts, Physical Education and Wellness, World Language, and Engineering/STEM.

Students in Grades 7–8 will have the chance to participate in semester- or trimester-based electives, project-based interdisciplinary units, and performance or exhibition opportunities. This model allows students to explore their interests more deeply while ensuring equitable access to foundational experiences. The schedule will be designed to support interdisciplinary teaming, advisory periods, flexible grouping, and capstone or exhibition opportunities that showcase student learning.

Integration & Collaboration Structure

Specialist departments will not operate independently. The facility and schedule will intentionally support cross-disciplinary collaboration. Shared planning time and adjacency of specialist spaces will enable authentic interdisciplinary work.

Examples of collaborative structuring include:

- Theater + Music collaborative productions
- STEM + Art design challenges
- Engineering + Math applied problem-solving
- Cross-Grade exhibitions and showcases

Facility Implications

The educational program for the future Winter Hill Community Innovation School includes collaborative and project-based learning structures that require shared instructional spaces beyond traditional classrooms. These spaces will support interdisciplinary learning, student collaboration, and specialist programming aligned with the Innovation School model.

The Upper Elementary Collaboration Commons and the Middle Grades Collaboration / Project Spaces will function as shared learning environments located within grade-level neighborhoods. These spaces will not be assigned to individual teachers but will be shared across grade teams and disciplines to support flexible instructional use throughout the school day. Teachers and students will be able to transition easily between classrooms and these collaborative areas to support small group work, interdisciplinary projects, and student presentations.

Examples of activities that may occur in these spaces include:

- Small group research and project work connected to interdisciplinary units
- STEM design challenges and engineering prototypes
- Student exhibitions and presentations of learning
- Advisory or team meetings in middle grades
- Peer collaboration and tutoring
- Flexible breakout instruction for differentiated learning

These common areas will be visually connected to adjacent classrooms through glass panels or open sightlines, allowing teachers to supervise students while maintaining instructional flexibility. Students may “spill out” from classrooms into these spaces as part of planned instructional activities, while still remaining under teacher supervision within the grade-level neighborhood.

While both collaboration areas support project-based and interdisciplinary learning, the upper elementary commons will be designed with flexible furnishings and small-group collaboration zones to support guided instruction and structured group work appropriate for younger students. The middle grades project spaces will be designed to support more independent and interdisciplinary work, including larger group collaboration, student-led projects, and exhibition of learning connected to STEM, humanities, and arts integration.

The specialist rotation model also requires several dedicated and flexible instructional spaces that support hands-on learning across grade levels, including:

- A dedicated Theater / Performance space to support drama instruction and student performances
- A fully equipped STEM / Engineering lab designed for experimentation, design, and fabrication
- Flexible Art and Music rooms designed to accommodate varied instructional formats and group sizes
- Shared exhibition spaces where student work and interdisciplinary projects can be displayed

- Adequate storage for materials and equipment to support arts, engineering, and performance programs

These spaces are essential to deliver the instructional model described in this Educational Program, supporting interdisciplinary learning, specialist programming, and opportunities for students to collaborate, create, and present their work to the school community.

There are two proposed models for scheduling specialists:

1. *Option One*: For each cluster, they will have specialists once a day, five times per week, 5 days per week. Grades PK - 6 will rotate through each option while grades 7 - 8 will be able to choose from elective offerings.

    a. Early Childhood Cluster Options: library, art, music, physical education, theater, health, STEM
    b. Upper Elementary Cluster Options: DLCS, art, music, physical education, theater, health, exploratory Spanish, STEM
    c. Middle Grades Cluster Elective Options: DLCS, art, music, physical education, theater, health, interdisciplinary course, engineering

2. *Option Two*: The model is the same for the early childhood and upper elementary cluster with a structured rotation of one specialist per day, 5 days per week. For the middle grades cluster, there would be an additional specialist block each day by grade level that would provide more exploration and specialization for middle grades students in the specialist areas. By providing the additional specialist block, the middle school team (grades 7 - 8 teachers) will have one common planning block to plan for interdisciplinary units, exhibitions, and capstone projects that highlight the culmination of a PK - 8 education.

There are two potential areas that will impact the schedule for the proposed project.

First, the additional course offerings (i.e. exploratory career and technical education) will impact what courses can be offered to students. The second is the layout of the building and how students will transition from one area to another outside of the classroom.

Once finalized, the formal scheduling process will begin using a collaborative approach similar to those implemented at Brown and Winter Hill. Key stakeholders will provide feedback on current practices, challenges, and opportunities for the new building. Using this input, along with SPS K–8 instructional time requirements and guidance from district specialists, a draft schedule will be developed, shared with staff, and revised based on feedback where appropriate. This continuous improvement process will be reviewed and refined annually to ensure schedules remain responsive to student and staff needs.

Option 1 Schedule

Specialist Schedule - One Specialist / Day / Grade Level Specialist

OPTION 1 SCHEDULE	Grade	Number of Specialist Classes needed for enrollment of 600	Number of Specialist Classes needed for enrollment of 624	Number of AIM Classes needed (either enrollment)	Total Spaces Needed for Specialist Block
8:20-9:00	7,8	8	12		9/12
9:05-9:45	6	4	6	1	
9:50-10:30	5	4	5	1	
10:35-11:15	4	3	5	1	4/6
11:20-12:00	3	3	5	1	4/6
12:05-12:35	Specialist Lunch				
12:40-1:20	2,PK	4	6	1	5/7
1:25-2:05	1,K	6	10	1	7/11

Option 2 Schedule

One Specialist / Day for Early Childhood & Upper Elementary Clusters and Two Specialists / Day for Middle School Cluster

OPTION 2 SCHEDULE	Grade	Number of Specialist Classes needed for enrollment of 600	Number of Specialist Classes needed for enrollment of 624	Number of AIM Classes needed (either enrollment)	Total Spaces Needed for Specialist Block
8:20-9:00	8,7	8	12		9/12
9:05-9:45	6	4	6	1	5/7
9:50-10:30	5,4	7	10	1	8/11
10:35-11:15	7	5	6	1	6/7
11:20-12:00	8	5	6	1	5/7
12:05-12:35	Specialist Lunch				
12:40-1:20	3,2,PK	7	1	1	8/12
1:25-2:05	1,K	6	10	1	5/11

Flexible Staff Scheduling and Alignment with the Educational Program

When creating and modifying schedules, the district's educational program - which highlights the learning priorities for students - drives the schedule. An effective, flexible schedule is essential to the successful implementation of the District's Educational Program and the full utilization of the new school facility. The District will use a collaborative, data-informed scheduling process that empowers educators and school leaders to evaluate and modify schedules in ways that best support student learning, staff collaboration, and the instructional priorities outlined in the Educational Program.

The scheduling process will be guided by the District's commitment to equitable access to rigorous instruction, inclusive learning environments, interdisciplinary opportunities, and student wellness. The District will work closely with school leaders, educators, curriculum administrators, union leadership, the scheduling committee, and design consultants to regularly review current scheduling practices and identify opportunities for improvement. This process will consider instructional time requirements, student and educator schedules, enrollment projections, staffing models, service delivery needs, and the organization and availability of learning spaces within the new building.

Flexible scheduling will allow staff to develop schedules that better reflect the needs of students and the intended use of the facility. Schedules will prioritize:

- protected instructional time for core academic subjects;
- consistent access to specialist programming;
- dedicated intervention, enrichment, and extension opportunities;
- meaningful collaboration time for educators.

The schedule will also support inclusive service delivery by creating opportunities for special educators, multilingual learner educators, and related service providers to provide support within or near general education classrooms whenever appropriate.

By aligning scheduling decisions with the design and capacity of the new facility, the District can maximize the use of instructional spaces, improve transitions, support flexible learning environments, and create more opportunities for collaboration among educators. The schedule will be reviewed and refined annually to ensure it remains responsive to evolving student needs, staffing patterns, enrollment changes, and emerging educational priorities while continuing to advance the District's vision for high-quality, student-centered learning.

Design Response

The 35 period schedule and specials rotation outlined above, effectively describes that PK-6 classes would take 5 specials 1x/week and rotate within the school year to cover 7+ specials. Grades 7-8 would choose from elective offerings.

Library, Art, Music, Theater, Physical Education, Health & STEM or Engineering are the core specials for all grades, with Library becoming Digital Literacy/Computer Science (DLCS) starting at grade 4. Exploratory Spanish is also for grades 4-6 with thoughts of expanding to grades 1-3 over time, while grades 7-8 have interdisciplinary offerings in addition to the common specials. Exploratory Culinary is provided as an elective for 7-8 and World Language for grades 4-6 with the potential to expand to grades 1-6 over time.

The 690 enrollment has 34 sections, including 2 PK rooms & 6 NCA scheduled as 2 classes. The specials 1x/week within a 35-period cycle means each core special would need 1 room utilized almost every period, but the rotation can be used to drop that utilization. The program includes a Library with a DLCS Lab, 1 Art, 1 Music, 1 Theater, 1 Health, 1 PE, and 2 STE, including the grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8.

The 925 enrollment has 46 sections, including 2 PK rooms & 6 NCA scheduled as 2 classes and requires two rooms for each core special. The program includes a Library for 2 classes, including the DLCS Lab, 2 Art, 2 Music, 2 Theater (incl. Stage), 2 Health, 2 PE, and 3 STE including the grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8, which can be accommodated in 1 room, similar to World Language even if expanded to 1-6.

5 | TEACHING METHODOLOGIES AND STRUCTURE

ADMINISTRATIVE AND ACADEMIC ORGANIZATION

Winter Hill School Administration
Principal Courtney Gosselin
Interim Assistant Principal Mrs. Rocio Camargo Ruiz
Dean of Students Brendan Buckland
Dean of Students Evan McAlear
Counselor Educator Jessica Gutierrez
Counselor Educator Tara Stead
Social Worker Emily Thies

Benjamin G. Brown School Administration
Principal Christopher Ames
Dean of Students Eve Rybnick
Counselor Educator Kate Melilo
Social Worker Julie Schmidt

Current Academic Organization
Winter Hill Community Innovation School

Winter Hill Community Innovation School is the Somerville Public Schools district's only Innovation School, offering a model of limited self-governance and a deliberate, innovative approach to meeting student needs. The school serves PK–8 mainstream classes, Grades 6–8 English Language Learners, and Somerville students with special education needs in grades K–8.

Current Academic Organization
Benjamin G. Brown School

The Benjamin G. Brown School has 12 general education inclusion classrooms serving grades K–5. Every class includes students with IEPs and multilingual learners. Because of the school's relatively small size, nearly everyone knows one another, fostering a strong sense of shared responsibility for each student's success. Within this close-knit learning community, there is a strong emphasis on academic growth, enrichment opportunities, social-emotional learning, and meaningful family and community engagement.

Proposed Academic Organization

~~Under either enrollment scenario — approximately 690 seats or a combined 925-seat configuration — the core design principle is to intentionally reduce the perceived scale of the building, ensuring that a strong sense of belonging and community is maintained throughout.~~

~~The school will be organized into three primary academic zones: (a) Early Childhood PK–3, (b) Upper Elementary Grades 4-6, and (c) Middle School Grades 7-8. Within each zone, grade-level neighborhoods will be created to foster smaller learning communities. This structure supports age-appropriate design, developmentally responsive practices, and a strong "small school" feel within a larger facility.~~

Under either enrollment scenario—approximately 690 seats or a combined 925-seat configuration—the District's core design principle is to intentionally reduce the perceived scale of the building while maintaining a strong sense of belonging, connection, and community. The school will be organized into three primary academic zones: Early Childhood PK–3, Upper Elementary Grades 4–6, and Middle School Grades 7–8. Within each zone, grade-level neighborhoods will create smaller learning communities that support age-appropriate design, developmentally responsive practices, and a "small school" feel within a larger facility.

Working in partnership with scheduling and educational planning consultants, the District will develop and evaluate multiple scheduling scenarios to ensure the educational program and building design work together effectively. Through an iterative process, the final schedule will prioritize protected instructional time for core academics, consistent access to specialist programming, intervention and enrichment opportunities, and collaborative planning time for educators. It will also support efficient transitions, maximize the use of learning spaces, and promote inclusive service delivery by enabling special educators, multilingual learner educators, and related service providers to provide support within or near general education classrooms whenever appropriate.

Leadership Structure and Coherence

To ensure coherence across the PK–8 model, the proposed structure maintains a single principal overseeing the entire school. While some PK–8 schools operate with co-principals or separate principals for elementary and middle grades, this approach prioritizes unified instructional leadership and a consistent school culture across all grade levels.

To support both scale and developmental differences, the proposed structure includes one principal responsible for PK–8 instructional coherence and strategic oversight, along with three assistant principals: one assigned to Early Childhood (PK - 3), Upper Elementary (4-6), and Middle School (7-8) This configuration was chosen based on the teaming structure at each developmental level. Grades PK-3 have a homeroom teacher who also teaches their core content areas (reading, math, social studies, science) and students spend most of their day with this teacher. Grades 4-6 have two main academic teachers, one for English Language Arts and social studies and the other for math and science. Each pair of teachers works as a team with the same two groups of

students. At the middle school level, students have five academic teachers (ELA, Math, Science, Social Studies, World Languages) and change classrooms for each class.

This configuration provides age-specific leadership while preserving a unified academic vision, consistent expectations, and vertical alignment across the school.

Proposed Administrative Distribution (925 Enrollment Model)			
Main Administration	Early Childhood Cluster PK–3	Upper Elementary Cluster 4–6	Middle Grades Cluster 7–8
Principal	Asst. Principal	Asst. Principal	Asst. Principal
Main Secretary	Waiting Area	Waiting Area	Waiting Area
General Office/ Waiting Area	Dean	Dean	Dean
Nurse Suite	1 SSW, 1 SAC	1 SSW, 1 SAC, 1 Counselor Educator	1 SSW, 1 SAC, 1 Counselor, 2 NCR SAC
Conference Room	Conference Room	Conference Room	Conference Room

Administrative and student support staff will be strategically positioned within academic zones so that leadership, deans, and counselors are integrated into the daily routines of students and instruction. This approach enhances accessibility, visibility, supervision, and relationship-building. Ideally, student-facing leadership offices will be located within or adjacent to grade-level neighborhoods, potentially on each floor, to maintain close proximity to the learners they support.

The addition of a School Dean provides dedicated leadership focused on improving student attendance, behavior, and overall student well-being. Deans are licensed professionals who hold either a counseling license or an administrative license and receive ongoing professional development in de-escalation, restorative practices, and social-emotional support. Using a proactive, tiered approach, they monitor attendance and behavior data, implement targeted interventions, and help foster positive, supportive school environments where students can thrive.

Central Community Core

Shared spaces will be centrally located to serve as the heart of the school, reinforcing unity across PK–8. These include:

- Main administrative entrance
- Family welcome and waiting areas
- After-school programming space
- Somerville Family Learning Collaborative (SFLC)

- Shared performance and gathering spaces

Locating these areas centrally reinforces the building as both an academic hub and a community anchor, while the zoned academic neighborhoods maintain developmental appropriateness and scale.

CURRICULUM DELIVERY METHODS AND PRACTICES

Our curriculum and instructional approach provides numerous opportunities for students to collaborate in groups with their peers. Group sizes are flexible and vary depending on the content area and lesson. Classrooms are arranged so that all students can see and engage with projected materials that support learning.

In general education, PK, Kindergarten, and 1st grade classrooms include one educator and one paraprofessional. All students in Grade 3 and above have access to a Chromebook to support learning.

In our AIM program, a sub-separate program for students with autism, technology plays a critical role. Students may use communication devices to support their communication skills, and devices such as iPads may also serve as reinforcers.

Specialized courses, including music, art, physical education, theater, and library, require dedicated spaces. Music classes, in particular, need additional rooms for instrumental choice programs such as band, strings, and choir. Spanish is offered to students in Grades 7 and 8.

Students in the AIM program require classroom-accessible bathrooms to support Activities of Daily Living (ADL) skills, and some may have individualized toileting plans. Classrooms should be large enough to include a sensory space and at least three individual workstations (cubicle style) for discrete trial programs, with built-in lockable cabinets to minimize distractions.

A dedicated sensory room with appropriate equipment is essential for AIM students, as is a separate classroom for upper-grade students to work on ADLs and transitional or vocational skills. This space should include a kitchen, bed, and workstation to accommodate vocational tasks such as envelope stuffing or using a mock cash register.

Additionally, separate spaces should be provided for individualized and small-group (3–5 students) specialized instruction by service providers. Physical therapy areas should be large enough to support gross motor skill development.

Current Methods and Practices
Current Vision of Excellent Instruction

~~During the 2024–2025 school year, we convened all academic administrators — including principals, assistant principals, department chairs, curriculum and data coordinators, and leaders from the Special Education and MLE departments — to develop a Vision of Excellent Instruction for Somerville Public Schools (see Figure 1 below). Drafts of the Vision were then shared with all educators during two district-wide professional development sessions, and revisions were made based on their feedback. The result is a clear, shared vision that will guide the years ahead, fostering cohesion and alignment across all instructional initiatives. This vision informs professional development, instructional rounds, coaching, and common planning time.~~

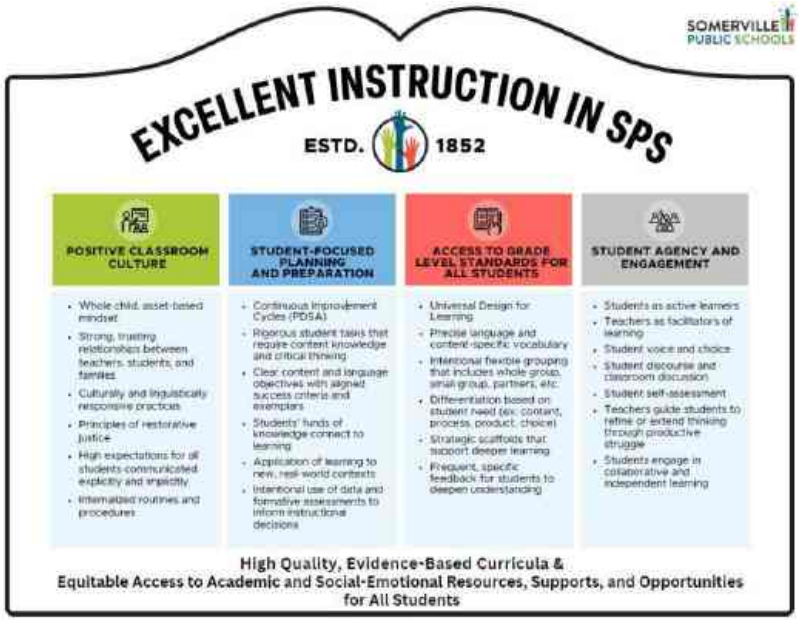
During the 2024–2025 school year, Somerville Public Schools convened academic administrators—including principals, assistant principals, department chairs, curriculum and data coordinators, and leaders from Special Education and Multilingual Learner Education—to develop a Vision of Excellent Instruction for Somerville Public Schools (see Figure 1 below). The Vision was shared with educators during two district-wide professional development sessions, and feedback was incorporated to create a shared framework that guides instructional practice and promotes alignment across the District.

This vision informs the District's curriculum, professional development, instructional coaching, instructional rounds, and collaborative planning structures. Grounded in the Massachusetts Curriculum Frameworks and supported by a Multi-Tiered System of Supports (MTSS), SPS delivers high-quality Tier 1 instruction that emphasizes culturally and linguistically sustaining practices, evidence-based strategies, and equitable access to rigorous learning. The instructional model is supported by high-quality materials, including Wit & Wisdom and FUNdations in English Language Arts, Illustrative Mathematics, Investigating History, and Amplify Science, with a focus on inquiry, collaboration, critical thinking, problem-solving, and authentic application of knowledge.

To support this approach, learning environments must accommodate a range of instructional models, including co-teaching, small-group instruction, intervention, and push-in services from special educators, multilingual learner educators, interventionists, and related service providers. Dedicated content spaces, flexible learning environments, and strategically located support areas will strengthen inclusive practices, reduce transitions, and increase opportunities for students to receive services within general education classrooms whenever appropriate.

The academic schedule will reflect this vision by providing protected instructional time for literacy, mathematics, science, and social studies, while ensuring consistent access to specialist programming, including visual arts, music, physical education, health, library, world languages, and digital literacy/computer science. Flexible scheduling and collaborative planning time will allow educators to analyze student data, respond to student needs, and design interdisciplinary learning experiences that support intervention, enrichment, and advanced learning opportunities.

Together, the District's instructional vision, curriculum, scheduling practices, professional learning structures, and intentional design of learning spaces will create an environment that supports high-quality teaching, collaboration, inclusion, and meaningful learning experiences for all students.



<u>Proposed</u> Curriculum Delivery Methods and Instructional Practices

The instructional model for the future school building at Sycamore reflects the district's commitment to inclusive excellence, culturally responsive practice, and applied learning. Community visioning sessions highlighted the importance of belonging, hands-on engagement, interdisciplinary learning, and spaces that foster collaboration and student voice. The curriculum delivery framework is designed to respond to these priorities, aligning instructional approaches, scheduling structures, and spatial design to support meaningful and equitable learning experiences for all students.

Inclusive and Co-Taught Instruction

Instruction across the unified PK–8 model will emphasize inclusive, co-taught classrooms wherever appropriate. Special education and multilingual services will be integrated within general education settings when possible to ensure equitable access to grade-level content while promoting collaboration among educators. Service delivery will prioritize push-in support when appropriate, flexible grouping, and data-informed interventions within the classroom to meet the needs of all learners.

To support this model, the building must include:

- Classrooms sized to accommodate co-teaching models
- Adjacent small-group rooms within each grade cluster
- Purpose-built spaces for specialized programming, including AIM classrooms with sensory supports
- Shared planning areas to facilitate collaborative instructional design

This structure enables inclusive practice to be embedded rather than peripheral.

Interdisciplinary and Project-Based Learning

Consistent with the Innovation School model, curriculum delivery will feature interdisciplinary and project-based learning experiences across all grade levels. Students will participate in applied problem-solving, performance-based assessments, and public exhibitions of learning that connect academic content to real-world contexts.

In the middle grades, interdisciplinary teaming will support coordinated instruction across content areas, while specialist programs — including Theater , Computer Science, Art, Music, Physical Education/Wellness, and World Languages — will be integrated into thematic units when appropriate.

The building must support this instructional approach through:

- Flexible classrooms with movable furnishings at all grade levels
- Shared collaboration zones within grade-level neighborhoods
- Exhibition and presentation spaces for public showcases in both the publicly accessible area and grade level neighborhoods
- Dedicated STEM/Engineering labs adjacent to the middle school cluster
- Purpose-built Theater/performance space with appropriate acoustics and flexibility

These spaces ensure that interdisciplinary work is supported structurally, not dependent on temporary scheduling adaptations.

Developmentally Responsive Practices

The PK–8 model allows for intentional alignment across grade spans while honoring developmental differences. Within each grade level cluster, each grade level will create a community that includes general education classrooms, special education classrooms, and newcomer classrooms (grade 6 - 8 only).

The physical layout will reflect this by creating distinct but connected early childhood, upper elementary, and middle-grade academic zones. Zoning will preserve a small-school feel within a larger facility while maintaining unified leadership and instructional coherence.

All students at every development level, will have the following in their learning spaces:

- Natural light
- Flexible and movable furniture to allow for multiple configurations of classrooms
- Adequate storage (rooms are not cluttered or over-stimulating)
- Sinks for handwashing
- Areas for prominently displaying student work
- Instructional technology
- Quiet zones
- Safe spaces for security

~~The **PK–3 cluster** will emphasize community building through morning meetings and closing circles, both within individual classrooms and across classes, while also focusing on core knowledge and the development of foundational literacy and numeracy skills. Students will benefit from structured routines, play-based learning, and experiential, inquiry-driven instruction designed to support both academic growth and social-emotional development.~~

The **PK–3 cluster** will emphasize community building through daily routines such as morning meetings and closing circles, both within individual classrooms and across grade-level teams. Students will begin each day by establishing relationships, building classroom community, and developing social-emotional skills through intentional opportunities for connection and reflection. Teachers will then prioritize foundational literacy and mathematics instruction during the morning hours, when students are most prepared for focused learning. Afternoons will provide opportunities for specialist classes, choice-based learning, exploration, and additional collaborative experiences.

Instruction throughout the day will incorporate structured routines, play-based learning, and experiential, inquiry-driven approaches that support academic growth, creativity, and social-emotional development. Teachers will have the flexibility to embed social-emotional learning naturally within classroom experiences, allowing students to practice communication, collaboration, problem-solving, and self-regulation skills as authentic opportunities arise.

As a collaborative hub, teaching teams within this cluster will have the flexibility to adapt schedules and learning experiences, allowing for seamless transitions between whole-group instruction, cross-class groupings, small-group learning, and specialized cooperative activities. Responsive scheduling will ensure that instructional blocks balance direct instruction with opportunities for choice, movement, and differentiated support. The physical organization of the learning spaces will provide classroom and grade-level flexibility, enabling effective supervision while fostering student independence and autonomy as learners.

Facility Implications:

- Classroom spaces designed for varied activities such as rug space, centers, cozy areas, calm down spaces, and dramatic play areas (PK and K), which allow students to move freely between them.
- Bathroom facilities in classroom for PK and K
- Student cubbies in the classroom to support students accessing these independently
- Community spaces between classrooms for larger lessons (i.e. science) and movement activities

~~The **Grades 4–6 cluster** will incorporate community building through morning meeting structures that support identity development and a strong sense of belonging, while also emphasizing interdisciplinary teaming across subjects. This grade span will provide students with increased opportunities for autonomy and leadership as they continue to grow academically, socially, and emotionally.~~

The **Grades 4–6** cluster will emphasize community building through morning meeting structures that support identity development, belonging, and strong classroom relationships. This grade span will also focus on interdisciplinary collaboration and teaming across content areas, providing students with increased opportunities to develop independence, leadership skills, and ownership of their learning as they continue to grow academically, socially, and emotionally.

Students in this age group are seeking greater autonomy while continuing to benefit from clear expectations, consistent routines, and predictable structures. Through collaborative teaching models, educators will be able to respond to these developmental needs by designing learning experiences that provide meaningful choice, differentiated pathways for demonstrating understanding, and appropriate scaffolds for larger assignments through chunked milestones and progress checkpoints.

Students will begin transitioning between classes and learning from multiple teachers, with instructional teams organized around humanities and STEM content areas. This model will allow teacher teams to establish shared structures, expectations, and supports for students while also introducing students to the experience of working with different educators and learning environments. Specialist classes may include regrouping students across grade levels, providing opportunities to build connections beyond their homeroom communities. Teachers will also have flexibility to create cross-class and cross-grade groupings to support targeted instruction, collaboration, and student engagement.

Facility Implications:

- Classroom spaces for class circles (either on rug or chairs)
- Pairs of classrooms for teams with wide doors between them to allow for interdisciplinary collaboration and cross grouping of students
- Student cubbies in hallways for students to gain more independence with materials and moving between two core academic teachers

~~The **Grades 7–8 cluster** will provide strong opportunities for community building through an advisory structure and weekly community circles, helping students develop meaningful connections and a sense of belonging. Students will also benefit from expanded elective exploration, including offerings in theater, STEM, and CTE, along with capstone and exhibition experiences that showcase their learning. As they prepare for high school, students will have increased autonomy in navigating the school day and taking greater ownership of their academic experience~~.

The **Grades 7–8** cluster will provide strong opportunities for community building through an advisory structure and weekly community circles that foster meaningful relationships, student

voice, and a strong sense of belonging. As students prepare for the transition to high school, they will have increased opportunities to develop independence, navigate a more complex schedule, and take greater ownership of their academic, social, and personal growth.

Students will benefit from expanded opportunities for exploration through electives in areas such as theater, STEM, and career and technical education (CTE), as well as capstone projects and exhibition experiences that allow them to demonstrate their learning in authentic and meaningful ways. During this developmental stage, students are increasingly motivated to explore their identities, collaborate with peers, and define their roles as learners and community members. Teachers will have the flexibility to design experiences that honor this growth while providing appropriate guidance and support.

Instructional teams across core content areas—including English language arts, mathematics, science, social studies, and world language—will collaborate to create consistent expectations, coordinated supports, and a cohesive learning experience for students. This team structure allows students to benefit from multiple teachers while maintaining the stability of a smaller learning community. Through ongoing collaboration, educators can ensure consistent academic and behavioral expectations, strengthen student connections, and respond efficiently to individual academic, social, and emotional needs.

Facility Implications:

- Classroom spaces for class circles
- Lockers in hallways for students to manage materials and move independently from class to class
- Project rooms (i.e. makerspaces) for interdisciplinary projects and exhibitions

Culturally Responsive and Community-Connected Learning

Visioning sessions highlighted the importance of honoring student identity, cultural background, and multilingual assets. Curriculum delivery will continue to incorporate culturally responsive pedagogy, diverse texts and materials, and meaningful opportunities for student voice and representation.

Community partnerships, family engagement spaces, and performance venues will provide students with opportunities to share their work publicly and connect learning to local organizations and civic life. Shared family spaces and centrally located areas for community use reinforce the building's role as both an academic hub and a community anchor.

Vertical Alignment Across PK–8

A unified PK–8 model strengthens curricular coherence and smooth academic transitions. Cross-grade collaboration and shared professional learning will ensure that instructional practices intentionally build from early childhood through middle grades.

The facility must support:

- Common planning areas for grade-level and vertical teams
- Flexible meeting spaces for interdisciplinary collaboration
- Instructional zones designed to evolve over time as programming expands

This design ensures that curriculum delivery is not only aligned to district vision, but operationally supported by the physical environment.

ENGLISH LANGUAGE ARTS/LITERACY

A good introduction to literacy (reading) needs a strong foundation. In early grades, our curriculum and instruction strive to build that strong literacy foundation through core knowledge and foundational skills development. The National Reading Panel defines effective reading instruction includes phonological awareness, phonics, fluency, vocabulary, and comprehension. These concepts are also reinforced by the latest research on literacy development and dyslexia. Together, these five pillars make up the components of successful reading instruction by shaping learners' brains to learn to read and understand the written English language.

Current Language Arts/Literacy

In Pre-K, students engage with the SEE Every Child curriculum to support early learning development. In Grades K–4, Wit & Wisdom provides core knowledge instruction, while FunDations supports foundational literacy skills. Assessment tools, including DIBELS (Grades K - 6) and i-Ready (Grades 3 and up), guide instruction and monitor student progress.

Through the Fishtank curriculum in Grades 5-8, the purpose of our ELA curriculum is to help students to discover and further develop the joy of reading and expression. Students will gain a broad understanding of the world and the human experience through reading, writing, listening, and speaking. Students will develop skills to investigate and analyze a text. They will also express their thinking orally and in writing, and consider multiple perspectives and audiences. Our curriculum is standards-based, intellectually challenging, invites critical thinking, and encourages discourse. In grades 6-8 we use the Fishtank Curriculum.

Proposed Language Arts/Literacy

The new PK–8 facility will support stronger vertical alignment and more consistent implementation of structured literacy practices in the early grades, alongside rich, discourse-based instruction in the middle grades.

At the elementary level, literacy instruction will continue to focus on core knowledge and foundational skill development, while also expanding opportunities for oral language growth, knowledge-building texts, and small-group, differentiated instruction.

At the middle grades level, ELA will emphasize:

- Close reading of complex texts
- Analytical and argumentative writing
- Structured academic discourse
- Cross-curricular literacy integration
- Performance-based assessments and public presentation of learning

The unified PK–8 model supports greater collaboration across grade spans, ensuring that literacy instruction builds intentionally from foundational decoding to advanced analysis and composition.

Inclusive co-teaching structures will ensure multilingual learners and students with disabilities have access to grade-level texts with appropriate scaffolds embedded within the classroom environment.

MATHEMATICS

Current Mathematics

The district's math curriculum and instructional practices emphasize conceptual understanding, procedural fluency, and real-world application. In Pre-K, students engage with the SEE curriculum for mathematics. The Illustrative Math (IM) curriculum is being implemented in grades K–5 over the 2024–2025 and 2025–2026 school years, building on its adoption in grades 6–8 in 2020.

The IM curriculum is designed to support students' conceptual understanding and application of mathematics, creating a coherent and connected learning experience from K through 8. In the middle grades, IM ensures a strong and seamless transition from the elementary program, maintaining continuity in mathematical thinking and practice.

Proposed Mathematics

In the new PK–8 facility, mathematics instruction will be delivered through a fully implemented K–8 Illustrative Mathematics framework, supported by collaborative planning and vertically aligned professional learning.

At the elementary level, instruction will emphasize:

- Mathematical discourse and reasoning
- Hands-on problem-solving
- Concrete-to-abstract conceptual development
- Targeted small-group intervention based on formative data

In middle grades, the model will prioritize:

- Collaborative problem-solving
- Justification and critique of reasoning

- Application of mathematics to real-world and interdisciplinary contexts
- Acceleration pathways that maintain conceptual integrity

The unified PK–8 model will strengthen vertical alignment, allowing educators to collaborate across grade spans and ensure smooth progression from foundational numeracy to advanced middle-grade mathematical reasoning.

Inclusive co-teaching practices will ensure multilingual learners and students with disabilities engage in grade-level problem-solving with embedded scaffolds and strategic push-in, intervention supports.

SCIENCE, TECHNOLOGY, AND ENGINEERING

Strong science education nurtures a child's curiosity about the world while developing critical inquiry and problem-solving skills essential for college and career readiness. Students may design experiments about matter, construct bridges, or create websites focused on energy conservation.

Current Science, Technology, and Engineering

Since 2016, a partnership with a team from Boston University has developed science units for Grades K–5, all built around anchoring phenomena that help students make sense of key scientific concepts. In Grades 6–8, the STEMscopes curriculum, adopted in 2019, provides a rigorous, hands-on science experience. A curriculum selection process for the middle grades is currently underway.

Proposed Science, Technology, and Engineering

Within the unified PK–8 model at the new school building, science instruction will build upon this strong foundation and expand opportunities for applied, interdisciplinary, and lab-based learning.

At the elementary level, science will continue to emphasize:

- Phenomena-based inquiry
- Hands-on investigation
- Engineering design challenges
- Scientific discourse and evidence-based reasoning

At the middle grades level, the model will deepen:

- Laboratory-based experimentation
- Data analysis and modeling
- Integration of science and engineering practices

- Cross-curricular connections with mathematics and STEM

The unified PK–8 structure will strengthen vertical alignment across science domains, ensuring that foundational inquiry skills in elementary grades intentionally build toward advanced analytical and experimental practices in middle grades.

Science instruction will also integrate with the expanded STEM/Engineering program to provide students with authentic design, testing, and revision cycles.

Inclusive co-teaching practices will ensure multilingual learners and students with disabilities engage fully in grade-level scientific investigation with embedded supports.

The district further acknowledges that MSBA STE Guidelines require that all elementary school general classrooms have a minimum of (2) sinks to facilitate STE exploration and project-based learning within the classrooms, and that one sink must be accessible while the other must be deep and wide to accommodate buckets or containers.

Facility Implications

To support this instructional model, the facility must include:

- Dedicated science labs for grades 6–8 with appropriate safety features and equipment
- Flexible elementary science spaces designed for hands-on investigation
- Integrated STEM/Engineering lab spaces
- Adequate storage for materials and experimental equipment
- Collaboration areas for project-based and interdisciplinary work

Purpose-built science and STEM spaces are essential to support a robust, inquiry-driven curriculum aligned to district vision and state standards.

SOCIAL STUDIES

We believe the purpose of Social Studies is to help students develop into effective, informed, and engaged citizens of local, national, and global communities. Our curriculum promotes values of compassion, empathy, curiosity, perspective taking, and respect for human differences.

Current Social Studies

We strive to provide knowledge & skills for students to investigate interests and critically analyze information. Currently, we use an educator-developed, standards-based curriculum. We are also in the process of implementing the Investigating History Social Studies curriculum.

Proposed Social Studies

Within the unified PK–8 model at the new school building, Social Studies instruction will be delivered through a vertically aligned framework that emphasizes inquiry, civic engagement, and interdisciplinary connections.

At the elementary level, students will engage in inquiry-based units that build foundational understanding of community, geography, and historical thinking skills.

At the middle grades level, instruction will deepen students' ability to analyze primary sources, evaluate multiple perspectives, engage in civil discourse, and connect historical study to contemporary civic issues.

Across PK–8, Social Studies will incorporate:

- Structured academic discussion and debate
- Project-based and research-driven learning
- Integration with literacy instruction
- Opportunities for student voice and public presentation

The unified PK–8 model will support vertical collaboration among educators to ensure that civic reasoning, historical analysis, and critical thinking skills develop intentionally over time.

WORLD LANGUAGES

Current World Languages

The World Language Department recognizes research showing that students who learn another language achieve higher academic performance, gain cognitive benefits, and develop a more positive attitude toward the language and its speakers. Middle school Spanish instruction was introduced in the 2012–2013 school year.

Proposed World Languages

Spanish instruction in the middle grades should have a dedicated classroom to preserve scheduling flexibility and support future program growth. A designated space would allow the school to offer Spanish as a special or elective if schedules change, align with common practices across other SPS schools, and promote instructional consistency and program development.

Within the unified PK–8 model at the new school building, middle grades Spanish instruction will continue with a dedicated classroom to ensure program continuity and scheduling flexibility.

The district will also explore gradually introducing world language exposure at the elementary level. With a robust specialist rotation in place, there is an opportunity to pilot developmentally appropriate Spanish offerings. Elementary world language exposure, if implemented, would focus on:

- Foundational vocabulary and oral language development
- Cultural awareness and appreciation
- Integration with literacy and social studies content

A unified PK–8 model would support intentional vertical alignment, creating a coherent pathway from early exposure to proficiency in the middle grades. Additionally, English Language Learners are encouraged to participate in World Language courses and related learning experiences. In addition, heritage language speakers are supported in developing and strengthening their home language through specialized course offerings, such as Spanish Language Arts for heritage speakers.

Facility Implications

To support this model, the facility should include:

- Dedicated middle-grade Spanish classroom(s)
- Flexible specialist spaces that could accommodate future elementary world language programming
- Technology infrastructure to support language acquisition

This approach preserves current program integrity while allowing for thoughtful and phased expansion aligned with district priorities and staffing capacity.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Somerville Public Schools provides a tiered system of support for academic learning and social-emotional learning through a districtwide Multi-Tiered System of Support (MTSS) framework. Using the District Accommodation Plan as a guide, tiered supports are implemented through MTSS structures.

Multi-Tiered System of Support (MTSS)			
	Leadership Team	Grade-Level Teams	Problem-Solving Teams (CST, SST)
Purpose	Guide and oversee the implementation of MTSS at the school and district level	Strengthen Tier 1 supports and develop Tier 2 interventions for students	Focus on identifying and addressing specific academic, behavioral, or social-emotional concerns for individual or small groups of students.
Participants	District/school administrators, lead teachers, specialists	Teachers, coaches, support staff, school admin	School admin, teachers, counselors, specialists, special educators, other relevant staff
Key Focus	Allocating resources, designing professional development, reviewing data to guide system-level decisions	Analyzing grade-level or classwide data, identifying trends and gaps in Tier 1 instruction, brainstorming and sharing strategies to improve core instruction and Tier 2 supports	Analyzing student data, assigning targeted interventions and monitoring their effectiveness, adjusting interventions as needed

<u>Current</u> Academic Learning & Multi-Tiered Systems of Support

The district follows a three-tiered model:

Tier 1 (All Students): High quality core curriculum (see above), small group instruction within classroom with content area teacher, co-taught ELA class for multilingual learners, universal screeners (Early Screening Inventory, Pre-School Early Literacy Indicator, DIBELS, iReady); universal accommodations (presentation, response, timing and flexibility, setting and environment) as outlined in the DCAP

Tier 2 (Some Students)
Targeted small group instructing during X block (intervention/enrichment block) with content area teacher, personalized learning software

Tier 3 (Few Students)
Targeted small-group or short-term individual interventions which include reading intervention and math intervention with interventionists.

<u>Proposed</u> Academic Learning & Multi-Tiered Systems of Support

Within the unified PK–8 model at the new school building, the MTSS framework will operate as a unified, vertically aligned system designed to ensure:

- Consistent implementation of Tier 1 instruction across grade level clusters
- Stronger data-driven decision-making

- Early identification of academic needs
- Embedded co-teaching and inclusive practices
- Clear transition supports from on grade-level cluster to the next

The unified PK–8 structure will allow for each grade-level cluster to implement tiered interventions. Each cluster, led by an assistant principal, will ensure the following:

- Vertically aligned curriculum and professional development from PK - Grade 8
- Consistent vision for high-quality instruction
- Shared professional learning for teachers and interventionists.
- Coaching for teachers to ensure implementation of curriculum and interventions
- Consistent use of universal screeners, identification of students for tiered supports, and implementation of CST structure

Facility Implications

- Administrative offices embedded within each grade level cluster with a conference room for CST meetings and other collaborative meetings
- Meeting spaces for staff collaboration
- Small-group instructional spaces located in close proximity to grade-level classrooms. (This allows students to receive targeted support with minimal disruption to core instruction and ensures that support providers remain closely connected to classroom learning.)
- Academic support suite designed to house multiple support providers. This suite would include several small breakout rooms for individual or small-group instruction, along with a flexible collaboration area that can support team planning, coaching cycles, and occasional larger instructional groups. These spaces will support activities such as targeted literacy and math intervention, multilingual language development, instructional coaching, and collaborative planning among educators. Their flexible design will allow the school to adapt support services over time while ensuring students receive timely and coordinated academic assistance.

<u>Current</u> Social Emotional Learning & Multi-Tiered Systems of Support

Social-emotional learning (SEL) is delivered through explicit instruction, embedded classroom practices, and tiered interventions designed to foster healthy identity development, emotional regulation, empathy, responsible decision-making, and positive relationships.

The district follows a three-tiered model:

Tier 1 (All Students): Universal SEL instruction and positive school climate practices are delivered through Second Step (PK–8), PBIS, restorative community circles, responsive classroom practices (in select schools), and culturally responsive classroom management.

Tier 2 (Some Students)
Targeted small-group or short-term individual interventions are initiated through Student Support Teams.

Tier 3 (Few Students)
Intensive individualized supports include behavior intervention planning, counseling services, wraparound supports, and collaboration with community agencies.

The district is in its third year of full implementation of the Second Step curriculum, which includes 20 lessons for K–5 and 26 lessons for Grades 6–8. A districtwide MTSS Specialist role was introduced in 2025–2026 to strengthen system coherence, data tracking, and alignment among general education, special education, and mental health services. SPS also continues its partnership with Boston Children's Hospital to develop a consistent and aligned MTSS model across the district.

<u>Proposed</u> Social Emotional Learning & Multi-Tiered Systems of Support

Within the unified PK–8 model at the new school building, the SEL and MTSS framework will operate as a unified, vertically aligned system designed to ensure:

- Consistent implementation of Tier 1 SEL instruction across grade spans
- Stronger data-driven decision-making
- Earlier identification of behavioral and emotional needs
- Embedded co-teaching and inclusive practices
- Clear transition supports between elementary and middle grades

The unified PK–8 structure will allow for:

- Shared identity as a school with consistent behavioral expectations through tier 1 PBIS
- Consistent practices across each cluster focused on community building through Responsive Classroom and Restorative Practices, development of social-emotional skills through the Second Steps curriculum,
- Shared professional learning for deans, counselors, social workers, and SEL specialists. Through consistent programs and professional development support staff, each cluster will have an assistant principal, a dean, and a counselor to develop and implement school-wide expectations at the appropriate developmental level of each cluster.
- Student support teams will work collaboratively to ensure a smoother transition for students from one cluster to the next.

The MTSS Specialist will continue to collaborate with school student support teams, and instructional staff to ensure interventions are systematic, monitored, and aligned to academic supports.

Coaching structures will support Tier 1 implementation by strengthening classroom management, culturally responsive instruction, and SEL integration within academic content areas.

Facility Implications

- Administrative and student support team (deans, counselors) offices embedded within each grade level cluster with a conference room for SST meetings and other collaborative meetings
- Meeting spaces for staff collaboration
- Small-group spaces for restorative circles and student mediation

COACHES

Current Coaches

SPS employs early education coaches for PK and K, coaches in ELA and math for Grades 1–5, and four part-time, districtwide middle grades coaches across core academic areas (social studies, science, math, and ELA). As the district moves toward a model that includes at least two full-time coaches dedicated to Winter Hill, alongside part-time coaches who split their time between teaching and coaching, it is critical to provide dedicated office and desk space for instructional coaches near classrooms.

Proximity to classrooms enables effective in-the-moment coaching, collaborative planning, confidentiality, and smooth transitions between instructional roles. Purposefully designed, classroom-adjacent coach workspaces provide the infrastructure needed to sustain a coherent, scalable district coaching model and maximize the impact of instructional support on teaching and learning.

Proposed Coaches

Instructional coaching plays a critical role in supporting high-quality teaching and learning across the PK–8 model. As the school brings together multiple developmental stages within one unified building, academic coaches ensure strong vertical alignment of curriculum, instructional practices, and student supports across grade levels.

The district anticipates the increase of 4 academic coaches district wide as part of the strategic plan to strengthen Tier 1 instruction in the following years. These coaches partner with teachers across grades to support the implementation of high-quality curriculum, data-informed instruction, and the district's instructional priorities. Their work includes modeling lessons, co-planning with teachers, facilitating professional learning, analyzing student data, and providing in-classroom coaching cycles that strengthen instructional practice.

Because coaching is embedded within the daily work of teaching and learning, academic coaches regularly work in classrooms alongside educators. At the same time, they require a dedicated

collaborative workspace that supports planning, coordination, and meetings with colleagues. This space includes shared desk areas, a small collaborative meeting area, and flexible arrangements to support occasional small-group or one-to-one work with students, particularly when modeling intervention strategies, supporting targeted instruction, or collaborating with educators around specific student needs.

MULTILINGUAL EDUCATION

Our Multilingual Education strategy focuses on the implementation of equitable and effective programming and services for multilingual learners and their families in Somerville from initial identification through reclassification. We support heritage language speakers in developing and strengthening their home language through specialized course offerings, such as Spanish Language Arts for heritage speakers.

Current Multilingual Education

The Sheltered English Immersion Program (SEI–1) serves immigrant newcomer students who are beginning to learn English. It is designed to address their unique cultural and linguistic needs and is intended as a temporary program, with students transitioning as their English proficiency develops.

The Sheltered English Immersion General Education Program (SEI–Gen Ed) supports students at transitional levels of English proficiency, fully integrating them with fluent English-speaking peers while providing ESL instruction in an inclusive setting.

The Sheltered English Immersion Program Special Education (SEI–Special Ed) is for students in a substantially separate classroom alongside English-fluent peers, with placement determined by a student's Individualized Education Plan (IEP).

Students with Limited or Interrupted Formal Education (SLIFE) have experienced gaps in schooling and, in grades 2–8, are placed in SEI–1 classrooms. At the high school level, some participate in the Goal Program through the adult education department, typically earning an Adult High School diploma from the City of Somerville.

Bilingual programs include the Unidos K–8 Dual Language Program and the Sonrisa Prekindergarten Program, both housed at the East Somerville Community School, with Sonrisa serving four-year-old students from Spanish-speaking families.

STUDENT GUIDANCE AND SUPPORT SERVICES

(e.g., social support, METCO, after school programs, anti-bullying programs, etc.)

Current Student Guidance and Support Services

The Student Services Department in Somerville Public Schools is committed to supporting the social, emotional, and academic well-being of all students. Across the district, each school is staffed with embedded counselor educators and school-based social workers who work directly with students and families to ensure access to guidance, support, and resources that promote healthy development and successful learning.

At Somerville High School, every student is assigned a school counselor who partners with them throughout their high school experience and helps them plan for life after graduation. The School Counseling Department works closely with students and families to support academic progress, social-emotional growth, and postsecondary planning. Through a comprehensive, preventative, and developmentally appropriate school counseling program, the department helps students build the skills and confidence needed for college, career, and other postsecondary pathways.

The district also collaborates with community-based providers to expand access to services that support student wellness and address a range of needs. These partnerships strengthen the network of care available to students and ensure families can connect with appropriate supports when needed.

A key component of the district's commitment to safe and supportive school environments is the Somerville Public Schools Bullying Prevention and Intervention Plan. Developed over nine months with input from parents, educators, administrators, community partners, and experts from the Massachusetts Department of Elementary and Secondary Education, the plan outlines the district's comprehensive approach to preventing and responding to bullying. Since its submission to the state in December 2010, the district has continued to implement the plan through ongoing training and information for students, families, and staff on strategies to reduce bullying and increase awareness of available resources and supports.

Together, these efforts reflect the district's commitment to ensuring that every student is supported, safe, and prepared to thrive both in school and beyond.

Proposed Student Guidance and Support Services

The future Winter Hill Community Innovation School will strengthen the district's commitment to comprehensive student guidance and support services by integrating social-emotional, academic, and wellness supports into the daily life of the school. Counselors, social workers, and other student support staff will work closely with grade-level teams to provide coordinated and responsive support for students and families.

The facility design will support this model by locating guidance and student support staff in accessible areas near grade-level neighborhoods, allowing students to connect with support services with minimal disruption to instruction. Dedicated spaces for counseling, small-group

meetings, and family engagement will allow staff to provide confidential and individualized support while remaining connected to the broader school community.

As the new building brings together students across multiple grade spans, the school will implement intentional systems for community and culture building, including advisory structures and a strong Positive Behavioral Interventions and Supports (PBIS) framework. These systems will help establish clear expectations, strengthen relationships, and promote a safe, inclusive, and supportive learning environment for all students.

Partnerships with community-based organizations will continue to expand access to services such as mentoring, after-school enrichment, and wellness supports. These programs will complement the school's academic and social-emotional programming and provide additional opportunities for students to engage in meaningful learning beyond the school day.

Together, these supports will ensure that students have access to a coordinated network of academic, social, and emotional resources that promote belonging, well-being, and long-term success.

AFTER SCHOOL PROGRAMMING

Current After School Programming

Somerville Public Schools offers a wide range of after-school and out-of-school programs that engage students academically, socially, and creatively. Elementary students can join SPS Community Schools, a full-time, fee-based program at each school, where they explore curriculum-aligned enrichment like rock climbing, LEGOs, gardening, and martial arts. Middle and upper elementary students can participate in El Sistema Somerville, a full-time music program offering intensive instruction in strings, winds, and brass through rehearsals, private lessons, and chamber music.

Apollo After School at the Argenziano and Kennedy Schools provides project-based learning while supporting social-emotional growth and positive relationships. Free referral programs include Becoming A Man (BAM) and Working on Womanhood (WOW) for social-emotional development, Enroot for immigrant high school students, and Future Lab by Knovva Academy for hands-on, curriculum-aligned enrichment.

Students can also join weekly clubs led by instructors or community partners, and vacation programs provide full-day academic and enrichment opportunities. Summer offerings include SPS Adventure for rising K–6 students, open-enrollment programs in Career and Technical Education, robotics, music, The Calculus Project, and SHS orientation, along with referral-based programs targeting academic growth.

~~Together, these programs create inclusive, engaging spaces where students extend learning, explore new interests, build skills in leadership and teamwork, and grow socially, emotionally, and academically beyond the school day.~~

Together, these programs create inclusive and engaging opportunities for students to extend their learning beyond the school day, explore new interests, develop leadership and teamwork skills, and continue growing socially, emotionally, and academically.

Expanding access to these opportunities requires a facility that can adequately support the breadth and scale of programming envisioned for students. The previous building presented significant design and space limitations that constrained the range of out-of-school time offerings and, most importantly, limited the number of students able to participate. A new facility provides an opportunity to address these challenges by creating dedicated, flexible spaces that support enrichment, academic support, physical activity, and wellness programming in a coordinated environment. This expanded capacity will allow community partners and educators to increase participation, provide more equitable access, and continue developing high-quality experiences that support students beyond the traditional school day.

Proposed After School Programming

~~The new Winter Hill Community Innovation School will expand opportunities for after-school and out-of-school programming by leveraging the flexibility and capacity of the new facility. In the current setting, limitations in available space have constrained the number and variety of programs that can be offered. The new building will provide dedicated and flexible spaces—including performance areas, STEM labs, collaborative commons, and multipurpose rooms—that will allow the school to significantly broaden enrichment opportunities for students. The older building created a barrier with its design and space available therefore limiting the amount of students who can participate. Programming has been expanded so students have equal access to out of school time programming and we are hoping to have dedicated space to continue to provide services so our partners and teachers have the appropriate space for enrichment, academic, and physical and wellness activities in a coordinated environment.~~

The new Winter Hill Community Innovation School will expand opportunities for after-school and out-of-school programming by leveraging the flexibility, capacity, and resources of the new facility. In the current setting, limitations in building design and available space have created barriers that restrict the number and variety of programs that can be offered, ultimately limiting student participation.

The new facility provides an opportunity to address these challenges by creating dedicated, flexible spaces that support enrichment, academic support, physical activity, and wellness programming in a coordinated environment. Spaces such as performance areas, STEM labs,

collaborative commons, and multipurpose rooms will allow the school to significantly broaden opportunities for students beyond the traditional school day.

This expanded capacity will support the district's commitment to ensuring equitable access to high-quality out-of-school time experiences. Dedicated spaces will allow community partners and educators to provide a wider range of enrichment, academic, and wellness activities while ensuring they have the appropriate environments and resources to support student engagement, collaboration, and growth.

These facilities will support a wider range of programs aligned with the school's academic model, including arts, theater, music, engineering, robotics, and project-based learning activities. In particular, the enhanced facilities will allow the school to expand programming for upper elementary and middle grades students, providing developmentally appropriate opportunities for exploration, leadership, and enrichment during the out-of-school hours.

The design of the building will also support stronger partnerships with community organizations and allow multiple programs to operate simultaneously. This will increase access to enrichment opportunities for students while strengthening the connection between academic learning and after-school experiences.

Together, these expanded opportunities will ensure that students can continue to explore their interests, develop new skills, and build strong relationships in a safe and engaging environment beyond the school day.

Design Response

The program and plans include the main office with PK-8 Principal and 3 dispersed admin/support suites for PK-3, Gr 4-6 & Gr 7-8 AP's, Deans, Counselors, Social Workers & conference.

The programming and plans reflect the goals for flexible/adaptable teaching and learning, PBL, coteaching, integrated interventions and expanded experiential learning with large classrooms having ample storage and sinks; classrooms are clustered around grade-level collaboration spaces and planned in pairs that share small group space. The program includes a variety of arts and tech spaces, including theater arts, culinary arts, engineering and DLCS. Special Education spaces for AIM, Life Skills, OT/PT and small group needs are planned and dispersed with academics, arts and tech spaces.

Inclusivity shows in planning for distributed ESL/MLL classrooms, support services and sensory spaces as well as the planning for all instructional spaces to have HQ acoustics, daylight and indoor air, quiet/comfortable thermal systems, culturally responsive theming and multi-lingual + dyslexia friendly signage. Large gathering and group play alternatives are identified inside and out, including respite rooms, a quiet cafeteria, alternative PE zone and play. The plans also seek to foster relationships through dispersed administration and support services with good visibility and visible connections throughout the school.

The program includes a variety of arts and tech spaces, including theater arts, culinary arts, engineering and DLCS. Special Education spaces are purpose-built for AIM, Life Skills, OT/PT and small group needs are planned and dispersed with academics, arts and tech spaces.

The Somerville Family Learning Collaborative with welcome center and the Outside of School Time space are located within the main lobby and within the community use zone that includes the Cafetorium, Gym, Arts, Tech and Media Center spaces.

6 | TEACHER PLANNING

Current Teaching Plan: Common Planning Time

During the 2024–2025 school year, we initiated a significant shift in practice by implementing Common Planning Time (CPT) for educators in grades PK–8. The purpose of CPT is to establish consistent, structured time within contractual hours (through early release Wednesdays) for planning and collaboration across grades, departments, and schools. This dedicated time is designed to improve lesson quality, instructional effectiveness, co-teaching practices, and student achievement. Students are dismissed every Wednesday at 1:00 p.m. to provide regular opportunities for educator collaboration.

Common Planning Time includes structured activities such as analyzing student work using shared protocols; previewing upcoming units and planning instructional adjustments; collaborating around students who require additional support or extension; planning grade-level initiatives connected to student learning; coordinating co-teaching; reviewing student achievement and behavioral data; and reflecting on districtwide priorities, including restorative practices, student discourse, and new curriculum implementation.

Both school-based and district-based CPT leaders facilitate these sessions, supported by a range of wraparound structures. Wednesday afternoons are organized into four types of experiences for educators: individual planning sessions totaling 12 sessions at 1.75 hours each; school-based team CPT sessions totaling 10 sessions at 1.5 hours each, during which principals may hold five 30-minute rotating grade-level meetings over the course of the year; cross-district team CPT sessions totaling 10 sessions at 1.25 hours each; and four districtwide professional development sessions at 1.5 hours each, totaling six hours of district PD.

Proposed Teaching Plan

There are no proposed changes to teacher planning spaces and scheduled planning time.

Design Response

The proximity of grade level classrooms, specialists and support services provides convenience for planning sessions which can occur within a classroom, break-out space or other spaces available in the school.

7 | PROFESSIONAL DEVELOPMENT

Current Professional Development

All SEU Unit A Educators are required to complete a comprehensive professional development program that includes 6 hours of choice-based learning from the SPS Professional Development Catalog, 12 hours of school-based professional development, 6 hours of department-based professional development, and 6 hours of embedded professional learning aligned with district priorities.

SEU Unit C Paraprofessionals are required to complete 6 hours of choice-based professional development from the SPS PD Catalog, school- or department-based sessions offered on Wednesday afternoons, or other pre-approved professional learning activities, in addition to 6 hours of embedded professional development aligned with district priorities.

Other school staff and SPS partners are encouraged to participate in professional development opportunities as space allows, reinforcing a districtwide culture of inclusive, collaborative learning and continuous growth.

A space that fits all staff for professional development purposes is crucial.

Proposed Professional Development

~~The transition to the new Winter Hill Community Innovation School and the potential reconfiguration of grade spans will require targeted professional development to support staff in adapting to new instructional structures, interdisciplinary collaboration, and evolving grade-level assignments. Educators may require additional training or certification as they transition to new grade levels or instructional roles.~~

~~Professional learning will emphasize collaborative planning, inclusive instructional practices, and the integration of project-based and interdisciplinary learning aligned with the school's academic model. Staff will participate in ongoing coaching, team-based professional learning communities, and embedded professional development aligned with district priorities.~~

~~The facility will support this work by providing flexible professional learning spaces capable of accommodating full staff gatherings as well as smaller collaborative groups, allowing teachers and support staff to engage in training, planning, and cross-grade collaboration within the building. These spaces will be used solely for staff to allow them a dedicated space before, during, and after school to collaborate either in small or larger groups with resources readily accessible.~~

The transition to the new Winter Hill Community Innovation School and potential grade span reconfiguration will require intentional professional development to support staff in adapting to new instructional structures, interdisciplinary collaboration, and evolving teaching assignments.

Professional learning will focus on building a unified school identity, establishing shared expectations, and ensuring staff are prepared to work collaboratively within a new educational model and facility.

Prior to the opening of the new building, educators will participate in targeted professional development focused on the transition, including the development of a shared school culture, implementation of consistent Positive Behavioral Interventions and Supports (PBIS) practices, student-centered instructional approaches, and effective use of the new learning spaces. As a merger of two school communities, this work will be essential in building a cohesive identity, shared practices, and a strong foundation for collaboration.

Ongoing professional learning will continue to emphasize inclusive instructional practices, interdisciplinary and project-based learning, collaborative planning, and alignment with district priorities. Staff will have access to coaching, team-based professional learning communities, and embedded opportunities to reflect on and refine instructional practices. Additional training and support will be provided as needed for educators transitioning to new grade levels or instructional roles.

The new facility will support this work through flexible professional learning spaces designed to accommodate both full-staff gatherings and smaller collaborative groups. These dedicated areas will provide educators and support staff with spaces for planning, training, and cross-grade collaboration before, during, and after the school day, with resources readily accessible. When not being used for professional learning, these spaces may also support expanded classroom and student learning opportunities, maximizing the flexibility and utility of the building.

Design Response

The Media Center is planned to include a large group seminar space that can be used for professional development, but will be designed as a flexible multi-purpose space accommodating various meetings, presentations, seminars, guest speakers, business and career activities, etc.

8 | PRE-KINDERGARTEN

(e.g., Special Education only, tuition programs, locations, full day, half day, if applicable)

Somerville Public Schools offers a variety of tuition-free preschool programs to meet the needs of all students: Pre-Kindergarten, Early Childhood Intervention Program (ECIP), and AIM (Adapt, Include, Motivate).

Current Pre-Kindergarten

The Pre-Kindergarten program in Somerville Public Schools serves four-year-old children in the year before kindergarten. The school day runs from 8:45 a.m. to 1:45 p.m. and includes universal free breakfast and lunch for all students. Enrollment is determined through a lottery system, with classrooms located throughout the city at the Michael E. Capuano Early Childhood Center, Albert F. Argenziano School, Arthur D. Healey School, East Somerville Community School, John F. Kennedy School, West Somerville Neighborhood School, and Winter Hill Community Innovation School.

The Sonrisa program, a bilingual prekindergarten classroom at East Somerville Community School, serves four-year-old students from Spanish-speaking families. Using an 80/20 instructional model, children receive 80% of their instruction in Spanish to build foundational literacy and 20% in English. Students in the program have the opportunity to affirm their cultural heritage while developing age-appropriate literacy and language skills in both Spanish and English.

The Early Childhood Intervention Program (ECIP) is an inclusive, multi-sensory program designed for children ages three to five who have been identified as needing specially designed instruction due to a disability. ECIP classrooms integrate peer partners from the community to support inclusive learning, providing a rich, language-based, and developmentally appropriate curriculum that benefits students with and without disabilities. Classrooms are located at the Capuano Early Childhood Center, and peers considered for admission must be three years old and screened.

The Adapt, Include, Motivate (AIM) classrooms at the Capuano Early Childhood Center serve students on the autism spectrum who require specialized instruction. The program supports unique needs in communication, social interaction, sensory experiences, and adapting to routines. Students receive individualized instruction in substantially separate classrooms, with opportunities to join general education when appropriate. A team of specialists—including a BCBA, occupational therapist, speech and language pathologist, and counselor—guides instruction using Applied Behavior Analysis (ABA) strategies, multi-sensory approaches, and total communication. Teaching occurs in one-on-one, small group, and large group settings, with a focus on skill generalization and independence.

Additionally, Somerville Family Learning Collaborative supports families across the district with a strong focus on early childhood. For our youngest learners, the Collaborative offers parent support groups, multilingual and specialized playgroups, early literacy home visits, and programs to ease transitions to kindergarten. These services help families build skills, confidence, and connections that set children up for success from the very start. Beyond early childhood, the Collaborative also

provides resources for all SPS families, including enrollment support, multilingual services, basic needs and housing assistance, school-based liaisons, volunteer opportunities, and family workshops and events. Together, these programs create a network of support that strengthens both children and families across the Somerville Public Schools community.

Proposed Pre-Kindergarten / Early Childhood Programming

~~The new Winter Hill Community Innovation School will enhance Somerville Public Schools' early childhood instructional philosophy by providing purposefully designed, developmentally appropriate learning environments for young learners. The facility will incorporate sensory-responsive classrooms, flexible learning areas, and age-appropriate furnishings that support play-based, language-rich, and multi-sensory instruction.~~

~~Classrooms will benefit from abundant natural light and direct access to outdoor play and learning areas, supporting exploration, movement, and social development. The design will also support inclusive practices by allowing educators and specialists to provide targeted support while maintaining strong connections to classroom learning.~~

~~These spaces will strengthen programming for students with a range of developmental and sensory needs, including those served through ECIP and AIM programs, while creating welcoming environments that encourage curiosity, independence, and early language development.~~

~~The design of the early childhood spaces will also support smooth transitions into the elementary grades, ensuring continuity in instructional practices and helping students build confidence as they move into kindergarten.~~

~~Together, these facility enhancements will allow the district to deepen its commitment to inclusive early childhood education and ensure that the youngest learners learn in environments designed to support joyful, developmentally appropriate learning.~~

The new Winter Hill Community Innovation School will enhance Somerville Public Schools' early childhood instructional philosophy by providing purposefully designed, developmentally appropriate learning environments for young learners. The facility will incorporate sensory-responsive classrooms, flexible learning areas, age-appropriate furnishings, and spaces that support play-based, language-rich, and multi-sensory instruction. Classrooms will benefit from abundant natural light and direct access to outdoor play and learning areas, promoting exploration, movement, social development, and independence.

The design will also support strong family partnerships and smooth daily transitions through a dedicated PK drop-off and pick-up area. PK students will begin the day 10 minutes after and end 50 minutes before the K–8 schedule, allowing for a dedicated early childhood arrival and dismissal routine. During a 30-minute drop-off window, parents, guardians, and caregivers will be able to walk students to the designated area, check in with teachers, and support their children as they engage in structured choice activities. At dismissal, teachers will return with students to the same designated area, allowing families and caregivers to reconnect with staff and support ongoing communication.

These intentional early childhood spaces will strengthen programming for students with a range of developmental and sensory needs, including those served through ECIP and AIM programs, while creating welcoming environments that encourage curiosity, early language development, and confidence. The design will also support inclusive practices by enabling educators and specialists to provide targeted support while maintaining strong connections to classroom learning. Together, these facility enhancements will deepen the District's commitment to inclusive early childhood education and create a strong foundation for students as they transition into kindergarten and beyond.

Design Response

The PreK (and Kindergarten) rooms are located at ground-level with age appropriate outdoor learning and play and, the opportunity for a separate drop-off/pick-up area. The rooms will accommodate varied activities and multi-sensory instruction through the use of flexible/adaptable and varied furniture, ample storage, sinks, marker-walls, lower windows, seat walls and use of area rugs and carpeted story telling zones. The Prek/K cluster has integrated special education spaces, admin, counselor and social worker offices within.

9 | KINDERGARTEN

(e.g., full day, half day, locations, if applicable)

Kindergarten teaching and learning is full-day and grounded in the Common Core Standards, the Massachusetts Curriculum Frameworks, and the curricular approaches adopted by Somerville Public Schools.

<u>Current</u> Kindergarten

Academic standards are designed to ensure that all students, regardless of their starting point, are prepared for success in the next grade level, in college, and in their future careers. Clearly defined standards help families and educators work in partnership to support student achievement. Some students may require additional support to meet grade-level expectations, while others benefit from more complex and enriched learning experiences that extend beyond the standard. Teachers design daily instruction based on these standards, individual student needs, and the unique strengths of their school community.

In English Language Arts, Kindergarten students use FUNdations for phonics and Heggerty for phonological awareness, and the district is in the process of implementing the Wit & Wisdom curriculum. Students' reading progress is monitored using the DIBELS assessment to ensure timely support and continued growth.

In Reading, students develop early literacy skills, including print concepts, phonics, decoding, and word recognition. They engage with texts by identifying characters, settings, and story events, retelling stories, recalling key facts in nonfiction, and exploring poetry. Students practice asking questions, making connections, visualizing, and noticing descriptive language, while classroom discussions build respectful listening, speaking, and collaborative skills.

In Writing, students practice expressing ideas daily through talking, drawing, and writing. They learn to write a title, a complete sentence, and connected sentences with a beginning, middle, and end. Instruction emphasizes phonetic spelling, high-frequency words, proper letter formation, spacing, and conventions. Programs like Thinking, Drawing, Writing and Handwriting Without Tears support translating thoughts into written language and developing strong handwriting skills.

In Mathematics, students engage with the Illustrative Mathematics curriculum, which is implemented districtwide in grades K–8. Kindergarten students learn to count objects accurately, compare groups and written numbers, and determine which quantities are greater. They act out and represent addition and subtraction word problems, build fluency within five, and solve problems within ten. Students also identify and name shapes regardless of orientation or size and begin developing a strong conceptual understanding of number relationships and operations.

In Science, Kindergarten students explore foundational concepts through hands-on investigation. They learn how pushes and pulls affect motion, how sunlight warms materials, and how materials can change between solid and liquid depending on temperature. They study how plants and animals grow and change over time, what living things need to survive, and how plants make their own food using light. Students observe patterns in weather, learn how people prepare for different weather conditions, examine how plants and animals can change their environments, and consider ways individuals can reduce their use of natural resources.

In Social Studies, students develop an understanding of community, citizenship, and respect. They learn appropriate school behaviors and demonstrate respect for peers, teachers, community helpers, property, and national symbols. They explore cultural diversity within their community, including family customs and celebrations, and practice handling disagreements in constructive ways. Students create and describe simple maps using location words, learn about the roles of community helpers and various occupations, understand basic uses of money, and study national holidays and important United States symbols.

Social-emotional development is integrated throughout Kindergarten. Using the evidence-based Second Step curriculum, students build self-regulation, empathy, problem-solving, and a sense of belonging. Lessons, led by teachers with counselor support, focus on listening, attention, following directions, and managing emotions. Students practice empathy, calm strategies, and respectful conflict resolution, laying the foundation for long-term academic and social-emotional success.

Proposed Kindergarten

See above, *Proposed teaching and learning* overview section.

Design Response

As described for PreK, the Kindergarten rooms are located at ground-level with age appropriate outdoor learning and play. The rooms will accommodate varied activities and multi-sensory instruction through the use of flexible/adaptable and varied furniture, ample storage, sinks, marker-walls, lower windows, seat walls and use of area rugs and carpeted story telling zones. The Prek/K cluster has integrated special education spaces, admin, counselor and social worker offices within.

10 | LUNCH PROGRAMS

(e.g., number of servings, District kitchen, full-service kitchens, warming kitchens, etc.)

Somerville Public Schools' Food and Nutrition Services Program is committed to providing free, nutritious, and culturally responsive meals to every student, while operating fully within all federal and state regulations. Our mission is to nourish every student with high-quality, inclusive meals served in welcoming school environments that foster healthy habits and support academic success.

Current Lunch Programs

During the 2024–2025 school year, the department served roughly 900,000 meals across 11 cafeterias, including 260,000 breakfasts and 650,000 lunches, without service disruptions. A key milestone was the opening of the Argenziano production kitchen, allowing expanded scratch cooking and the return of many student-favorite menu items.

Previously, the district's primary production kitchen was at Winter Hill, preparing meals for nearly 5,000 students daily and over 30,000 meals each summer for school programs and community partners. Over time, Winter Hill space was repurposed for educational programs like AIM, forcing Food and Nutrition Services staff to operate out of converted basement spaces.

Today, Winter Hill and Brown function as satellite kitchens, with meals prepared at ESCS and Argenziano and transported daily. Winter Hill serves about 300 lunches daily (80% participation) and Brown serves about 150 (63% participation). Transitioning either to full production would require major capital upgrades, highlighting the need for strong centralized production capacity.

While the Argenziano kitchen represents progress, it is not large enough for long-term district-wide demand. A new, fully equipped production kitchen is essential to ensure continuity, efficiency, and compliance, with commercial-grade equipment, walk-in refrigeration, proper ventilation and fire suppression, and a workflow designed to sustain high-quality meals for students.

The current Winter Hill has five lunch waves, of two grades each.

	Monday / Tuesday / Thursday / Friday		Wednesday		1/2 Day Wednesdays (first day, 11/26, 12/23, last day)	
Recess & Lunch Master	Recess	Lunch	Recess	Lunch	Recess	Lunch
PK / K	10:45 – 11:05	11:05 – 11:25	10:45 – 11:00	11:00 – 11:15	10:00 – 10:20	10:20 – 10:40
Grades 1 / 2	11:05 – 11:25	11:25 – 11:40	11:05 – 11:25	11:25 – 11:40	10:30 – 10:45	10:45 – 11:05
Grades 3	11:40 – 12:00	12:00 – 12:15	11:35 – 11:50	11:50 – 12:05	10:50 – 11:05	11:05 – 11:20
Grade 4	11:40 – 12:00	12:00 – 12:15	11:40 – 11:55	11:55 – 12:15	10:40 – 11:05	11:05 – 11:20
Grades 7 / 8	12:05 – 12:20	12:20 – 12:35	12:40 – 12:55	12:25 – 12:40	(Cross Street)	11:25 – 11:40
Grades 5 / 6	12:30 – 12:45	12:45 – 1:00	12:25 – 12:40	12:40 – 12:55	11:30 – 11:45	11:45 – 12:00

Proposed Lunch Programs

Five lunch waves of two-grades each is expected to continue, but with a larger enrollment and more students per wave. The intent, however, is to size the cafeteria for one third the enrollment for future flexibility, multi-purpose use and to serve as audience space for the cafetorium stage performances. This would be for the sake of long-term flexibility, larger audiences or gatherings as a cafetorium, multipurpose use and to support community programs that overlap the school day.

The district must include a fully equipped, commercial-grade production kitchen in the design of the new school building. This kitchen will function as a central hub for food production, capable of preparing and distributing large volumes of high-quality meals in full compliance with USDA National School Lunch Program (NSLP) and Massachusetts DESE requirements.

The production kitchen must be designed to support high-capacity scratch and batch cooking, bulk preparation, rapid cooling, safe holding, and efficient distribution. It should accommodate commercial-grade equipment and infrastructure, including walk-in refrigerators and freezers with sufficient cubic footage for multi-day storage, high-capacity combi ovens, tilt skillets, steamers, and kettles, as well as blast chilling capability to support cook-chill production models. The kitchen must also provide dedicated dry storage for palletized deliveries, separate receiving and loading access for vendor shipments, properly engineered exhaust hoods and make-up air systems, NFPA-compliant fire suppression systems, and adequate floor drainage, trench drains, and washable surfaces to meet sanitation standards.

~~The overall layout must prioritize operational efficiency, food safety, labor productivity, and regulatory compliance. The facility should meet current needs while allowing flexibility for future enrollment growth and expanded program offerings, including summer feeding, after-school programs, and emergency meal service operations. Without a full-scale production kitchen, the district's ability to safely and cost-effectively produce meals in alignment with federal reimbursement standards would be severely constrained.~~

The District's School Nutrition Department, including kitchen and cafeteria staff, will participate in the review of the kitchen design and selection of equipment to ensure the facility supports both current and future meal service needs. The proposed kitchen is designed as a production kitchen capable of serving students at the new school as well as supporting meal preparation and distribution across the district. The design will prioritize operational efficiency, food safety, labor productivity, and regulatory compliance, while incorporating the production capacity, expanded cold and dry storage, loading dock access, and transportation logistics needed for district-wide meal service.

A full-scale production kitchen is essential to maintaining the District's ability to safely and cost-effectively prepare meals that meet federal reimbursement standards while providing flexibility for future enrollment growth and expanded programming, including summer feeding, after-school meals, and emergency meal service operations. The cafeteria and serving areas will also be evaluated to ensure they support efficient student meal service. Whether a proposed fifteen-minute lunch period is sufficient will depend on factors such as projected enrollment, cafeteria seating capacity, number of lunch seatings, and serving line throughput. These elements will be analyzed throughout the design process, with adjustments incorporated as needed to ensure the facility effectively supports the District's current and future nutritional programming.

Design Response

The Cafeteria is sized for 1/3 the enrollment and is subdivided for a quiet, calm section and has an operable partition to further divide the space for multi-purpose uses throughout the day and for the Outside of School Time program. The kitchen size is larger than MSBA guidelines to accommodate the central production kitchen needs.

11 | TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

(e.g., labs, in classroom, Media Center, required infrastructure, etc.)

Technology is a critical component in advancing educational goals in today's connected world. It enables students to access information, analyze data, synthesize ideas, and express their thinking creatively. Technology brings the world into the classroom, enriching instructional approaches to meet the needs of diverse learning styles, while also serving as a tool to increase efficiency in classroom management and student assessment.

Current Technology Instruction Policies and Program Requirements

Somerville Public Schools provides a range of hardware and software to support teaching, learning, and administration. Chromebooks are issued to every student from grade 3 onward, supporting both in-class and at-home learning. The HP Chromebook 11, equipped with Chrome OS and an 11-inch HD LED anti-glare display, accelerates the district's movement toward cloud-based applications. The Aspen Information System offers robust administrative functionality for tracking student and staff information and generating reports. The Finalsite MessagesXR platform allows administrators to record, schedule, and send personalized voice messages to thousands of students, families, and staff in minutes.

Classroom workstations, including HP Elite and Pro models or Lenovo Think series, are powered by the latest Intel® processors, ensuring students and staff have the performance needed for modern learning. Interactive projectors and displays, such as Epson laser projectors with finger-touch capability or large TouchView LCD touchscreens, transform traditional wall space into a collaborative, hands-on digital workspace. These tools support multimedia engagement and enable students to interact directly with lessons, fostering collaboration and accommodating multiple learning modalities.

Proposed Technology Instruction Policies and Program Requirements

~~Proposed enhancements to technology align with the district's overall vision for teaching and learning, providing the infrastructure to support innovation, student engagement, and instructional excellence across all grade levels~~.

Proposed technology enhancements align with the district's broader vision for teaching and learning by providing the infrastructure needed to support innovation, student engagement, and instructional excellence across all grade levels. Somerville Public Schools will continue to implement a comprehensive Digital Literacy and Computer Science (DLCS) program aligned with the Massachusetts Digital Literacy and Computer Science Frameworks. Through this program, students develop the skills to use technology effectively, think computationally, create digital content, solve problems, and engage safely, ethically, and responsibly in digital environments.

Technology learning is integrated throughout the curriculum and is supported through dedicated instructional experiences at designated grade levels to ensure equitable access to digital learning opportunities for all students. The DLCS program requires flexible instructional spaces, including classroom or computer lab-style environments, to support hands-on learning and direct technology instruction.

Across all content areas, educators use technology to enhance instruction, differentiate learning, provide formative assessment opportunities, increase accessibility, and support collaboration and creativity. The district maintains a 1:1 student device program for students in Grades 3 and above and provides the infrastructure, systems, and technical support necessary to ensure reliable access to instructional technology. No changes are proposed to the district's existing technology instruction policies or program requirements.

The proposed facility will support the continued implementation of the district's technology program through robust wireless connectivity, flexible learning environments, technology-rich classrooms, and spaces designed to promote collaboration, creativity, and authentic learning experiences. Classroom-issued devices, including Chromebooks, are generally maintained as school-based resources and do not leave campus, with the exception of devices assigned to high school students.

The district's operating budget includes ongoing funding for the acquisition, maintenance, and replacement of instructional technology hardware and software consistent with current technology planning and budgeting practices. This approach ensures that technology resources remain reliable, sustainable, and aligned with evolving instructional needs.

Design Response

The Library/Media Center includes a Digital Literacy/Computer Science Lab (DLCS) space. As described in the scheduling, Library, Art, Music, Theater, Physical Education, Health & STEM or Engineering are the core specials for all grades, with Library becoming DLCS starting at grade 4. The school will have robust wireless infrastructure and ample charging ability to support the 1:1 device program.

12 | MEDIA CENTER / LIBRARY

The Library Media Department is central to fostering information-literate students who can locate, evaluate, and effectively use information across a range of formats, including text, audiovisual materials, digital resources, and web-based content. Information literacy is most impactful when integrated directly into subject-specific activities, such as research projects, presentations, and other classroom assignments, allowing students to apply skills in meaningful, authentic contexts.

Current Media Center / Library

~~In addition to instruction, the Library Media Department provides dedicated spaces and resources that support all Somerville students in becoming future-ready members of the community. Each year, students districtwide participate in the Somerville Hour of Code, a hands-on, collaborative experience that engages learners in coding, computational thinking, and digital literacy while reinforcing critical thinking, creativity, and technological fluency.~~

In addition to providing instructional support, the Library Media Department offers dedicated spaces, resources, and learning experiences that help Somerville students develop the skills needed to become future-ready members of the community. Each year, students across the district participate in the Somerville Hour of Code, a hands-on, collaborative experience that builds coding skills, computational thinking, and digital literacy while strengthening critical thinking, creativity, and technological fluency.

Winter Hill Innovation currently has a 1.0 FTE library educator, while Brown School has a 0.8 FTE library educator position that is shared with another SPS school. Library educators provide specialist instruction comparable to other enrichment areas, including art, music, theater, and physical education. In addition to teaching scheduled library classes, they support classroom learning, collaborate with teachers, and may facilitate small-group reading support and interventions throughout the school day.

Proposed Media Center / Library

The media center will be designed with separate zones for elementary and middle grades, reflecting the school's overall structure and supporting age-appropriate content, resources, and furnishings. Within the media center, students will also have access to shared activity and maker spaces, including light video and audio recording, stop-frame animation, and a computer lab, fostering creativity, collaboration, and hands-on learning.

To accommodate the scheduling of specials, where each class participates once per week, the media center will provide the equivalent of two teaching stations. This ensures that instruction can occur efficiently within the 30-period weekly cycle, meeting the needs of a classroom count that exceeds thirty students.

No changes are proposed to the District's current library staffing model.

Design Response

The Library/Media Center includes plans for subdividing the allowable SF for both a lower elementary and upper elementary/middle school experience within, along with the previously described DLCS Lab and multi-purpose seminar/professional development space. Both the elementary and middle school zones will accommodate a full class teaching area along with informal seating areas, stacks and reference/research computer stations. Small group rooms for A/V and maker equipment will supplement accommodations in the STE Labs.

13 | VISUAL ARTS PROGRAMS

(e.g., in-classroom, specialized area, etc.)

Somerville Public Schools offers a rich and comprehensive visual arts program designed to support both student learning and the integration of the arts into the broader curriculum and social-emotional development. Research demonstrates that participation in visual arts fosters visual awareness, creative problem-solving, intellectual growth, and self-expression.

Current Visual Arts Program

The district's Visual Arts Department is staffed with 13 highly qualified, certified Art Educators who serve the diverse SPS community. The curriculum is grounded in state standards for Visual Arts instruction across grades K–12 and provides a sequential, balanced program that encourages students to explore both real and imagined worlds as part of their educational growth. Instruction emphasizes creative and aesthetic learning, motivating students to engage their imagination, develop technical skills, and express themselves through a variety of media. Exposure to diverse media and global cultures further supports creative discovery and the development of artistic voice.

Assessment is individualized and reflective of each student's stage of growth and development in the Visual Arts. The program's sequential and cumulative structure ensures that students build skills over time, make aesthetic judgments about their own work and the work of others, and develop a foundation for future opportunities and careers in the arts.

Somerville's vibrant arts community, which has the highest number of artists per capita outside New York City, provides unique opportunities for collaboration. The SPS Visual Arts Department partners with local artists, arts organizations, and area colleges and universities to enrich student learning and connect classroom instruction to real-world artistic practice.

Proposed Visual Arts Program

~~See above, Proposed teaching and learning overview section.~~

Visual arts programming continues to experience growing student interest, and the district remains committed to balancing expanded opportunities with the space limitations of existing facilities. The additional instructional space provided by the new school will create the capacity to offer new and expanded visual arts courses that are not currently feasible, increasing access for more students to engage in high-quality artistic experiences. This added flexibility will allow programming to evolve in response to student interests, enrollment needs, and district educational priorities.

Given the increased school size, larger student population, and growing demand for arts and music programming, the district also anticipates adding an additional theater teacher to support expanded access and ensure students have meaningful opportunities to participate in performing arts experiences.

Design Response

The program for 925 students includes 2 Art Rooms; 1 for grades 1-3, the other for grades 4-8. The rooms will be equipped for both 2D & 3D projects and share a connected set of kiln and storage spaces. The 2 rooms are 1 less than MSBA guidelines because students take art or any special less times/week to afford more diverse offerings as is the designation of innovation for this school. Where MSBA guidelines would have 3 Art & 3 Music, Somerville needs 2 Art, 2 Music & Theater & Health. The MSBA's PDP review required Theater & Health to be moved to the 'other' category, but we hope these will be reimbursed as additional Art & Music Rooms would have.

14 | PERFORMING ARTS PROGRAMS

(e.g., music, dance, drama theater, in-classroom, specialized area)

The mission of the Somerville Public Schools Music Arts program is to inspire and engage every student in active music-making through a sequential and creative curriculum that nurtures the human spirit and promotes cultural understanding.

Current Performing Arts Programs

Music instruction in SPS is designed to provide students with multiple avenues for participation and growth. Free instrument instruction is offered in applicable grades, allowing students to explore musical skills at no cost. Students in grades 6–8 have the opportunity to join city-wide music ensembles by invitation, including the All City Middle School Chorus, Band, and Orchestra, fostering collaboration and high-level performance experiences.

Beyond the school day, the district offers the El Sistema After-School Music Program, which serves students from elementary through middle grades, with the East Somerville Community School hosting the innovative strings program. Summer programming further expands musical opportunities, with a two-week orchestra program that includes chamber music, improvisation, chorus, technique, music theory, and full orchestra rehearsals for woodwind, brass, and string instruments. Students showcase their learning through a performance for families and the community at the conclusion of the program.

The Arts offerings extend into theatre as well. Middle school students have the chance to participate in the All-City Middle School Musical, an inclusive production supported by the Highlander Theatre Company, with rehearsals and performances held at the Centennial Auditorium at Somerville High School. At Winter Hill Community Innovation School, theatre is offered to all students as a fifth specialist class, where learners explore movement, character development, story creation, and writing, providing a hands-on, collaborative, and expressive arts experience that complements the broader curriculum.

Proposed Performing Arts Programs

The new Winter Hill Community Innovation School will strengthen performing arts opportunities by providing a dedicated theater and performance space, allowing the district to expand the successful middle grades theater program currently offered at Winter Hill. Theater will continue to be offered as a specialist class for middle grades students and will remain an integral part of the arts rotation alongside music and visual arts. Given the increased school size and number of students, as well as increased demand for arts & music programming, an additional theater teacher would be added to the team.

The dedicated theater space will allow students to engage in a wider range of performance-based learning experiences, including acting, movement, stage design, storytelling, script development, and collaborative production work. During the school day, the theater classroom will support

multiple sections of middle grades theater instruction each week as part of the specialist rotation, ensuring that all students have access to the program.

Beyond scheduled classes, the space will support rehearsals, small performances, interdisciplinary projects, and collaboration with music and visual arts programs. The facility will also create opportunities for expanded after-school programming, student showcases, and school-community performances.

Providing a dedicated theater space ensures that performing arts remain a visible and valued component of the school's instructional program while supporting creative expression, collaboration, and confidence-building for students across the middle grades.

Design Response

The program for 925 students includes 2 Music Rooms; 1 for grades 1-3, the other for grades 4-8. The rooms will be equipped for both choral and instrumental music and share a connected set of practice and ensemble spaces. The 2 rooms are 1 less than MSBA guidelines because students take music, or any special less times/week to afford more diverse offerings as is the designation of innovation for this school. Where MSBA guidelines would have 3 Art & 3 Music, Somerville needs 2 Art, 2 Music & Theater & Health. The MSBA's PDP review required Theater & Health to be moved to the 'other' category, but we hope these will be reimbursed as additional Art & Music Rooms would have.

15 | PHYSICAL EDUCATION PROGRAMS

Somerville Public Schools' Health and Physical Education Department provides students with a 21st-century approach to health and physical education, offering contemporary concepts and rich, hands-on experiences in a collaborative and supportive environment.

Current Physical Education Programs

~~The district implements the SPARK curriculum, a research-based program that promotes lifelong wellness for students from Pre-K through 12th grade. SPARK equips teachers with curriculum, training, follow-up support, and equipment to encourage physical activity, fitness, and fundamental movement skills.~~

~~The program also emphasizes social-emotional learning (SEL), teaching students cooperation, communication, resilience, and sportsmanship. Students practice sharing space and equipment, collaborating with peers, and building confidence across a variety of physical activities. At Winter Hill, SPARK is adapted alongside the district's K–8 PE curriculum to meet the needs of AIM students, ensuring accessibility and inclusion.~~

~~Additionally, Health Education in K-8 uses Health Smart, a research-based program that focuses on personal health, safety, nutrition, and overall wellness. Nutrition education is a core component, helping students make informed food choices, understand healthy habits, and explore food systems. At Winter Hill, Health Smart is adapted for AIM students, ensuring all learners can fully engage with lessons and activities. The curriculum supports students in developing healthy habits, social-emotional growth, and confidence in managing their personal wellness~~.

The district implements the SPARK Physical Education curriculum, a research-based program designed to promote lifelong wellness for students in Pre-K through Grade 12. SPARK provides educators with comprehensive curriculum resources, professional development, ongoing support, and equipment to deliver engaging, standards-based instruction focused on movement skills, physical literacy, fitness, and active participation.

The program also integrates social-emotional learning (SEL), helping students develop cooperation, communication, resilience, confidence, and sportsmanship. Through a variety of physical activities, students learn to collaborate with peers, share space and equipment, and develop positive habits that support lifelong health and wellness. At Winter Hill Community School, SPARK is adapted as part of the district's K–8 physical education curriculum to meet the needs of AIM students, ensuring accessible and inclusive learning experiences.

In addition to physical education, K–8 Health Education utilizes Health Smart, a research-based curriculum focused on personal health, safety, nutrition, and overall wellness. Nutrition education is a core component, supporting students in making informed choices, understanding healthy habits, and exploring connections between food, health, and community. At Winter Hill, Health Smart is adapted for AIM students to ensure all learners can meaningfully participate and develop skills related to personal wellness, self-management, and healthy decision-making.

At Winter Hill Community School, approximately 370 students participate in physical education. Students in Grades K–6 receive instruction on a five-day academic cycle, while students in Grades 7–8 participate on a two-out-of-three schedule within each five-day cycle during the semester. At Benjamin G. Brown Elementary School, approximately 230 students participate in physical education, with students in Grades K–5 receiving instruction on a five-day academic cycle.

Proposed Physical Education Programs

~~The district seeks to build upon the current SPARK framework by developing a district-designed PE curriculum that is even more responsive to the needs and interests of students at all grade levels. A new challenge climbing course is expected to provide experiences aligned with high school programming, giving students opportunities to develop new skills, teamwork, and confidence through physical challenges. Additional enrichment activities - such as orienteering, rowing, and rugby - will also be incorporated as the district maximizes use of its updated facilities.~~

~~Health education will continue to evolve with educators now having dedicated instructional spaces designed to enhance learning and support engaging, relevant, and inclusive wellness instruction for all students~~.

The district seeks to build upon the strong foundation of the SPARK framework by developing a district-designed physical education curriculum that is increasingly responsive to the needs, interests, and developmental stages of students across all grade levels. The expanded program will create opportunities for innovative and experiential learning, including a new challenge climbing course that aligns with high school programming and provides students with opportunities to develop physical skills, teamwork, problem-solving, and confidence through meaningful challenges.

Additional enrichment experiences, such as orienteering, rowing, and rugby, will be incorporated as the district maximizes the use of updated facilities and expands access to diverse forms of physical activity. These experiences will broaden students' understanding of physical literacy while reinforcing collaboration, resilience, and a lifelong appreciation for active and healthy living.

Health education will also continue to evolve, with educators benefiting from dedicated instructional spaces designed to support engaging, relevant, and inclusive wellness instruction. These environments will enhance opportunities for students to explore personal health, nutrition, safety, and social-emotional wellness through hands-on and developmentally appropriate learning experiences.

Also refer to *Special Education for the Adaptive PE* program.

Design Response

Plans show a 6k sf gym which is the equivalent of 2 teaching stations. Each half will be age appropriate with markings and heights for either grades PK-3 or 4-8. Alternative activities are accommodated inside and out for students with sensory needs via walking paths/patterns and margins for alternative play/equipment.

The Physical Education program is part of the larger Health & Wellness offerings that include Health as an additional special and requires 2 classrooms as identified in the plans and program. Adjacent and deliberately connected to the gym is an Adaptive PE space as described in the Special Education narrative.

16 | SPECIAL EDUCATION PROGRAMS

(e.g., in-house, collaborative, facility restrictions)

Somerville Public Schools provides a comprehensive continuum of services for children and youth with disabilities, serving students from ages three through twenty-two. All referral, evaluation, and placement procedures are guided by federal and state special education laws, including the Individuals with Disabilities Education Act (IDEA). The district is committed to ensuring that students receive an appropriate education in the least restrictive environment, tailored to their individual needs.

Winter Hill Special Education Administration
Special Education Department Coordinator Jared Wickham
Special Education Program Director - AIM Laura Walley
Special Education Department Coordinator - AIM Keveny Landry

Benjamin G. Brown School Special Education Administration
Special Education Department Coordinator Dorothy Scally

Current Special Education Programs

Specialized Classrooms and Programs serve students who require a highly modified curriculum delivered in separate classrooms rather than general education settings. Each program is designed to provide academic, behavioral, and social support within a self-contained environment. Classrooms are staffed with a certified special education teacher and at least one teacher assistant, with additional support provided as needed. Instructional methodologies are individualized to meet student needs and align with the Massachusetts Curriculum Frameworks. Special education instruction occurs throughout the school day and includes individual and small-group formats. Students also participate in general education experiences—such as music, art, physical education, recess, lunch, and supported academic classes—when appropriate.

The **Early Childhood Intervention Program** (ECIP) at the Michael E. Capuano Early Childhood Center serves both children with and without Individualized Education Programs (IEPs) in a multi-sensory, developmentally based prekindergarten setting. ECIP includes substantially separate classrooms as well as integrated classes of up to 15 students, with fewer than half of the children having identified disabilities. The program follows the same developmental benchmarks and curriculum as the general prekindergarten program, emphasizing a language-based approach to support individual learning differences. Activities occur in individual, small-group, and large-group settings to ensure that all children are challenged and supported to achieve their full potential.

The **Adapt, Include, Motivate** (A.I.M.) program serves students from prekindergarten through grade twelve at the Michael E. Capuano Early Childhood Center (PK–K), Winter Hill Community Innovation School (1–8), and Somerville High School (9–12). The program supports students with unique learning needs that impact verbal and non-verbal communication, social interactions,

sensory processing, and adapting to changes in environment or routine. Students receive individualized instruction within substantially separate classrooms, with opportunities for integration into general education as determined by their educational team. Instruction is supported by a clinical team including a BCBA, occupational therapist, speech and language pathologist, and counselor. The program relies on Applied Behavior Analysis (ABA) strategies, including discrete trial training, errorless learning, prompting hierarchies, and incidental teaching, alongside multi-sensory and total communication approaches. Instruction is delivered in one-on-one, small-group, and large-group settings, with behavioral supports and individualized plans designed to promote skill generalization, independence, and success across environments.

Somerville Public Schools offers a comprehensive range of specialized programs to meet the diverse needs of students with disabilities across all grade levels. The **Life Skills Program**, available at John F. Kennedy School (K–8) and Somerville High School (9–12), serves students with moderate to severe disabilities across multiple domains, including language, motor skills, social-emotional development, and cognitive functioning. Instruction focuses on functional academics, social skills, self-advocacy, and safety, delivered through direct, differentiated, and specially designed teaching in a multi-sensory, context-rich environment, using a modified curriculum aligned with the Massachusetts Curriculum Frameworks.

The **Specialized Kennedy Intensive Program** (SKIP) and **Specialized High School Intensive Program** (SHIP) support students with complex learning profiles who are unable to access the general education curriculum. These programs emphasize the development of communication, mobility, social, and independent daily living skills, and provide instruction on standards through entry points designated by the Massachusetts Department of Elementary and Secondary Education. Students may also receive support for daily living skills and medical needs, as appropriate.

The **Social and Educational Enrichment at Kennedy** (SEEK) program, serving Grades 1–6 at John F. Kennedy School, is designed for students needing additional support with coping skills and emotional regulation to successfully interact with peers and access the curriculum. Academic instruction is delivered at grade level in multi-graded, self-contained classrooms, with therapeutic supports provided individually and in groups. Inclusion with general education peers is available during specialist classes and, when appropriate, in grade-level content classes. Student behavior is monitored through structured systems, ensuring targeted support for social-emotional growth.

At the **Arthur D. Healey School**, multi-graded classrooms serve students who require significant curriculum modification and access standards through entry points. These students often demonstrate a wide range of cognitive abilities and are substantially below grade level. Inclusion opportunities are provided during lunch, recess, and specialist classes, with additional integration into co-taught grade-level classes at the middle school level when supported and scaffolded.

The **Language-Based Learning Disability** (LB/LD) program at Albert F. Argenziano School (grades 4–6) provides a developmentally appropriate, multi-sensory, and sequenced phonics-based curriculum designed to support students with language-based learning disabilities. Instruction targets expressive and receptive language skills across all areas of the curriculum, fostering independence and academic motivation.

At Somerville High School, the **PATH Program** serves emotionally vulnerable students who are at risk for school failure due to social-emotional challenges. Counseling supports are embedded through individual and group sessions, focusing on coping, social skills, and self-advocacy, with integration into general education environments when appropriate.

The **Transition Program**, for students ages 18–22 at Somerville High School and off-campus locations, supports students who are completing IEP goals beyond traditional high school timelines or pursuing a Certificate of Completion. This program emphasizes vocational training, travel and community skills, functional life skills, self-advocacy, and independence. Students spend more than half of their time in community-based settings, including job sites, dual enrollment at local colleges, or other experiential learning opportunities.

Across all schools, Resource Room support is provided for students with mild to moderate disabilities placed in general education classrooms. Small groups of up to twelve students receive instruction tailored to their IEP goals, which may include support in reading, math, writing, organization, and other academic areas. Instructional strategies are individualized to meet student needs while remaining aligned with Massachusetts Curriculum Frameworks, ensuring that every student receives meaningful and accessible learning opportunities.

Grades PK–12 at all SPS schools:

- Inclusion Opportunities
- Occupational Therapy
- Speech and Language Therapy
- Physical Therapy
- Counseling
- Adaptive Physical Education
- BCBA Services
- Teacher of the Visually Impaired
- Orientation and Mobility
- Assistive Technology
- Teacher of the Deaf

<u>Current</u> Special Education Needs at Winter Hill School

The school is ADA accessible; however, accessible entrances, circulation routes, and overall accessibility within the building present ongoing challenges, particularly given the high proportion of students with complex needs, including those with disabilities attending Winter Hill. Currently, accessible entrances are shared with an active loading zone, which also serves as the main entry point for middle school students each morning. Because of the school's layout, this entrance provides the closest access to outdoor spaces capable of safely accommodating all middle-grade students.

Winter Hill has experienced steady and, in some cases, increased enrollment, particularly in specialized programs such as AIM for students on the autism spectrum and the MLE/Newcomer Academy for grades 5–8, which serve some of the district's highest-need and most vulnerable

students. To support these programs and the existing classroom configurations, staff and administrators have relied on numerous movable partitions as makeshift classroom walls. While these partitions provide temporary solutions, they are inefficient and allow sound to bleed between classrooms, which negatively impacts student learning. Additionally, non-instructional areas such as closets, showers, and locker rooms have been repurposed to accommodate staff offices, food service operations, or shared spaces for critical, often confidential, meetings between counselors, students, and families. No current school or municipal facility provides the space, accessibility, or infrastructure necessary to fully support the expansion and needs of these programs.

The lack of adequate space has a significant impact on counselors, educators, and staff who require private areas for student or family meetings. Similar to how classrooms have been divided to create additional space for core academics, non-traditional areas have been converted to accommodate support services. For example, three resource room teachers share a single full-sized classroom; AIM staff, including related services personnel, work out of converted closets and IT storage areas; occupational therapists use offices that double as service spaces and a sensory room; there is no separate sensory room for students in AIM or general education; and ELL specialists, including the grade 6 SLIFE teacher, teach newcomer ELL classes in small classrooms that must be shared among multiple staff members.

Because of the building layout and conditions, staff and administrators spend a substantial portion of the day addressing issues related to accessibility, classroom and office space, pest control, ongoing building repairs, temperature regulation, and other operational needs. The school has only one functional conference room, which is insufficient for required or critical services such as IEP meetings, Student Support Team meetings, intervention sessions in reading and math, dean/parent conferences, and educator planning time. School counselors have offices that accommodate no more than 2–3 students, limiting their ability to conduct small group work, and there is no dedicated space for interventionists or tutors. This constrained environment affects the district's ability to provide consistent, high-quality support services and programming.

Current Special Education Needs at the Brown School

The Brown School is not ADA accessible, and existing accessible routes and entrances are extremely limited. Students receiving occupational therapy or physical therapy services often must work in hallways or other non-traditional spaces due to the lack of appropriate, dedicated areas for these supports. This limitation affects both the quality and consistency of services provided and underscores the need for a facility that can accommodate all students' accessibility and service needs.

Proposed Special Education Programming

We intend to continue all Special Education Programs. In order to accommodate the needs of the rich diversity of learners that we serve, we envision classrooms that incorporate technology as a critical component. Students in our AIM classrooms require the use of communication devices in order to access their communication skills. In addition, devices such as iPads are needed as reinforcers.

Students in our AIM program require access to bathrooms within the classroom space to work on Activities of Daily Living (ADL) skills. Students may also have individualized toileting plans, which require access to a bathroom within the classroom. We propose classrooms that are large enough to accommodate a sensory space and a minimum of three individualized workstations (cubicle style) to access their discrete trial programs. The classroom should be equipped with built in cabinets that lock in order to minimize distraction.

We are also proposing a sensory room for our students in the AIM program with appropriate sensory equipment. A separate classroom should be devoted to work on ADLs and transitional/vocational skills for the upper grades. The classroom should be equipped with a kitchen, bed, and a workstation to accommodate various vocational tasks (e.g., stuffing envelopes, mock cash registers, etc.).

Separate spaces in all classrooms should be considered to provide individualized and small group (3-5 students) specialized instruction, including for each of the service providers. Physical Therapy spaces should be large enough to work on gross motor skills.

Given the space limitations and significant need, we are proposing the following:

- Additional sub-separate autism classrooms for AIM to accommodate the increased enrollment, including based on current kindergarten enrollment
- Additional small spaces for related services and providers, such as speech, OT/PT, and a School Adjustment Counselor
- 8 spaces for resource rooms teachers to deliver specialized instructions to non-AIM special education students

Workrooms vs. Offices for Related Service Providers

The district is moving toward a collaborative service delivery model that emphasizes inclusion, co-teaching, and in-class support for students whenever appropriate.As a result, many student support specialists - including behavior specialists, interventional specialists and coaches—spend a significant portion of their day working directly with students in classrooms or small-group instructional spaces rather than in isolated offices

To support this model, the proposed facility design includes shared workroom suites for related service providers rather than individual dedicated offices. These suites will function as professional workspaces where providers can complete documentation, prepare materials, and collaborate with colleagues and classroom teachers.

Adjacent to these workrooms will be flexible small-group instructional rooms that can be scheduled for targeted services when students require pull-out or small-group instruction. This arrangement supports efficient use of space while allowing providers to deliver services in a range of settings depending on student needs.

This model also strengthens collaboration among student support specialists and instructional staff, allowing teams to coordinate supports more effectively and respond to student needs in real

time. By co-locating providers in shared suites near instructional areas, the design promotes communication, flexibility, and a more integrated approach to student support.

Design Response

The program and plans were built for special education needs, including:

- 11 AIM Classrooms (10 Tier-3 & 1 Tier-1) with toilet rooms within each Tier-3, but Tier-1 intended to use general toilet rooms. These are dispersed with general classrooms and sized equally.
- 2 Life Skills rooms, clustered together to function as a mock apartment suite.
- 3 OT/PT Rooms with Sensory Spaces are dispersed to the PK-3, 4-6 & 7-8 grade groups
- 15 Small Group rooms are dispersed with 5 in each of the PK-3, 4-6 & 7-8 grade groups and including 8 Resource, 5 Speech/Language, 1 Reading and 1 Math.
- 18 Small Meeting/Pull-Out rooms are located between each pair of classrooms
- 5 Respite/Regulation Spaces are dispersed near large gathering or traffic areas
- 3 Workrooms to accommodate 3 behavioral, 4 intervention & 4 coaches are in the plans along with 2 Office Suites for 5 Adjustment Counselors, 1 AIM Director, Dept Coordinator, 2 Team Leaders & 2 IEP Conference Rooms are dispersed within the plan.

17 | VOCATIONS & TECHNOLOGY PROGRAMS

Non-Chapter 74 Programming
(e.g., vocational, technical, enrichment, STEM/STEAM, project-based programming)

Current Vocations and Technology Programs

While middle grades do not currently offer career and technical education exploration during the school year, Somerville High School Career and Technical Education (CTE) offers dynamic summer programs for all rising 6th, 7th, and 8th graders, designed to provide engaging, hands-on learning experiences in a variety of career pathways. These week-long programs allow students to enroll in one or two weeks and explore areas such as Culinary Arts, Graphic Design, Health Careers, and Cosmetology. Each program introduces students to real-world skills in a supportive high school setting while fostering creativity, confidence, and teamwork. Breakfast and lunch are provided daily, ensuring students are fueled for active learning. Whether students are cooking in a state-of-the-art culinary kitchen, capturing professional-quality images, learning essential health skills, or exploring the art and science of cosmetology, the summer CTE programs offer a rich preview of the opportunities available at Somerville High School and inspire students to begin thinking about their future passions and career pathways.

Somerville's Summer Robotics Program invites students to explore creative computing and engineering alongside members of the Somerville High School Robotics Team. Designed for all experience levels, the program offers a hands-on, project-based environment where students design, build, program, and customize their own robots. Students are grouped by experience to ensure meaningful challenge and growth: advanced participants create soccer bots, music-making robots, or artistic robots using Micro:bit or Arduino platforms; intermediate students tackle real-world challenges inspired by FIRST LEGO League; and beginners explore SumoBots and past Somerville Robotics League challenges to build foundational engineering and coding skills.

Participants also gain experience with modern fabrication tools, including 3D printers, laser cutters, and vinyl cutters, using them to prototype custom parts and design their own summer robotics t-shirts. A defining feature of the program is its near-peer mentorship model, led primarily by high school students with guidance from SPS teachers. This approach empowers teen leaders while creating a supportive environment where younger students can see clear pathways into future robotics and STEM opportunities.

Beyond summer, Somerville Public Schools offers a range of after-school and extracurricular robotics and computer science programs that introduce students to STEM in hands-on, collaborative, and student-centered ways.

With a curriculum led by high school students, the **Somerville Robotics League** (SRL) serves students in Grades 5–8 and is an after-school intramural robotics program founded by Somerville High School robotics team members and SPS staff. Teams of up to 25 students are based at Argenziano, Brown, East Somerville, Healey, Kennedy, West Somerville, and Winter Hill, meeting

weekly for 10 weeks. Each team is supported by school-based SPS staff as head coaches, a community volunteer, and two high school students who facilitate challenges and projects. Additional staff from Winter Hill's AIM program provide specialized support for students in the program. Participants explore design, engineering, coding, teamwork, collaboration, and strategy, culminating in a final showcase and competition at Somerville High School.

The **FIRST Robotics Competition** (FRC) is an international high school program that combines the excitement of competition with engineering, coding, and real-world problem solving. Students design, build, and program robots for themed challenges while developing teamwork, leadership, project management, and business skills. FRC prepares students for careers in engineering, computer science, advanced manufacturing, and other STEM fields. FRC **Team 6201**, led by Laura Peters and Jose Saravia alongside high school mentors, offers hands-on experience in CAD, programming, mechanical engineering, prototyping, and team management. Through FRC and Team 6201, Somerville students gain a nationally recognized STEM experience that blends technical skill, creativity, teamwork, and school pride, preparing them for college and future careers.

For students in Grades 6–8, **FIRST LEGO League** (FLL) is offered at Somerville High School's Fab Lab. FLL is an international program introducing students to STEM through building and programming LEGO robots while solving real-world challenges. Students collaborate to design, build, and program their robots while also working on a research project. FLL emphasizes discovery, teamwork, and gracious professionalism, guiding students in how they approach challenges and work with one another. Local competitions allow teams to showcase their robots and research projects. While some experience is helpful, students are encouraged to begin with SRL or Summer Robotics to build foundational skills.

The district offers **Girls Who Code** for Grades 6–8, a national program aimed at closing the gender gap in technology. Open to all students, it encourages girls and nonbinary students to explore coding and computer science in a supportive, hands-on environment. Launched in 2023, the club teaches Scratch, JavaScript, circuitry, and introductory robotics, while emphasizing Bravery and Community to foster collaboration, risk-taking, and leadership. Enrollment has steadily grown, reflecting strong interest in inclusive STEM pathways.

Proposed Vocations and Technology Programs

~~The proposed middle school career pathways introduce students to hands-on learning experiences that connect directly to potential high school Career and Technical Education (CTE) opportunities while also building broader STEM and career exploration skills.~~

~~Somerville Public Schools propose to implement hands-on, exploratory career pathways for grades 6–8 that align directly with Somerville High School's Chapter 74 CTE programs. These pathways provide students with early exposure to high-demand technical fields, career awareness, soft skills, and foundational skills that prepare them to pursue high school CTE programs and future careers.~~

The proposed middle school career pathways program will introduce students in Grades 6–8 to hands-on learning experiences that connect directly to potential high school Chapter 74 CTE programs while also developing broader STEM, problem-solving, and career exploration skills.

The district proposes implementing exploratory career pathways that align with Somerville High School's CTE offerings, providing students with early exposure to high-demand technical fields, workplace skills, career awareness, and foundational competencies that prepare them for future academic and career opportunities. This approach supports state recommendations to provide career exploration experiences for students in Grades 7 and 8 while creating a stronger continuum between middle school learning and high school pathways.

The new school building presents an opportunity to expand these experiences through purpose-built learning spaces. Utilizing the approximately 1,400 square feet identified in the current space program, along with a portion of the adjacent library space, the district will have sufficient capacity to offer exploratory programs such as culinary arts and pre-engineering/design.

These flexible spaces will allow students to engage in authentic, project-based experiences that foster creativity, collaboration, technical skills, and informed decision-making about future pathways.

The **Pre-Engineering Pathway** introduces students to engineering design, technical drawing, and problem-solving through project-based learning and may utilize Project Lead the Way curriculum, preparing them for the high school Drafting/Engineering program where they develop advanced skills in architectural drafting, 3D printing, laser engraving, and engineering design.

The **Construction Education Pathway** focuses on foundational carpentry skills such as measurement, tool use, and project layout through hands-on building activities, preparing students for the high school Carpentry program where they expand their knowledge of framing, layout, and construction techniques.

The **Culinary Foundations Pathway** introduces students to kitchen safety, food preparation, sanitation, and nutrition through hands-on cooking labs and collaborative kitchen work, preparing them for further skill development in the high school Culinary Arts program.

The **Manufacturing Pathway** exposes students to fabrication, materials science, CAD/3D printing, and basic automation concepts, creating a foundation for the high school Advanced Manufacturing program where students gain experience with CNC machines, CAD/CAM software, and modern manufacturing processes. In addition to these pathways aligned with Chapter 74 programs, two exploratory options broaden students' exposure to technology fields.

Additionally, programs that do not immediately align with Chapter 74 include an **Intro to Computer Science** course builds coding, computational thinking, and digital literacy skills through project-based learning and real-world problem solving, while **Robotics and Automation Explorations** introduces students to robotics systems, sensors, motors, and programming in a collaborative engineering environment, helping develop teamwork and foundational technology skills. Together, these programs provide early exposure to technical fields, strengthen

problem-solving and design thinking skills, and help students explore future academic and career interests.

Design Response

The count of STE Rooms is based on 1 per 350 students as guidelines suggest but include the full K-6 enrollment rather than the 3-6 enrollment per guidelines. The reason for including K-2 is that STEM is 1 of the specials offered at all grades PK-6 and takes the form of electives in grades 7-8 with an Interdisciplinary and Engineering option. Grades 7-8 also have interdisciplinary offerings and Exploratory Culinary as an elective.

The 690 enrollment has 34 sections, including 2 PK rooms & 6 NCA scheduled as 2 classes. The specials 1x/week within a 35-period cycle means each core special would need 1 room utilized almost every period, but the rotation can be used to drop that utilization. The program includes a Library with a DLCS Lab, 1 Art, 1 Music, 1 Theater, 1 Health, 1 PE, and 2 STE, including the grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8.

The 925 enrollment has 46 sections, including 2 PK rooms & 6 NCA scheduled as 2 classes and requires two rooms for each core special. The program includes a Library for 2 classes, including the DLCS Lab, 2 Art, 2 Music, 2 Theater (incl. Stage), 2 Health, 2 PE, and 3 STE including the grade 7-8 Engineering. Exploratory Culinary is provided as an elective for 7-8, which can be accommodated in 1 room, similar to World Language even if expanded to 1-6.

18 | TRANSPORTATION POLICIES

Somerville Public Schools currently provides transportation for students with specialized needs, multilingual learners whose learning school is not their proximity school and free M7 MBTA cards for all students in Grades 7-12.

<u>Current</u> Transportation Policies

Somerville Public Schools provides door-to-door transportation for students with specialized needs, including those with disabilities or special education services as outlined in their Individualized Education Plan (IEP) or 504 Plan. In accordance with the McKinney-Vento Act, transportation is also offered to homeless students of all grades living in transitional housing who continue to attend school in the district.

Multilingual Learner Education (MLE) students receive monitored transportation between their proximity school—the school closest to home—and the school where they receive instruction. Families are responsible for travel between home and the proximity school.

Students in Grades 7–12 are provided M7 MBTA Cards, allowing free access to MBTA buses, subway lines, and portions of the commuter rail throughout the school year. M7 Cards are valid 24/7 from distribution through June 30, 2025, and later convert to S-Cards in July and August for discounted summer fares.

For daily arrivals and dismissals, students in Grades K–8 who use bus transportation are dropped off and picked up at the front of the building, while caregivers drop off and pick up students at the back. Preschool students are also dropped off and picked up at the back of the building, following a slightly adjusted school schedule.

File: EEA - STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the Somerville School Committee. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers (i.e. Criminal Offenses Records Inquiry (CORI) Search and drug testing.)
4. Driving regulations
5. Small vehicle requirements, if applicable

6. Insurance coverage

7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1;76:12Bi; 76:14

Revised: January 1996 | Reviewed: December 2008

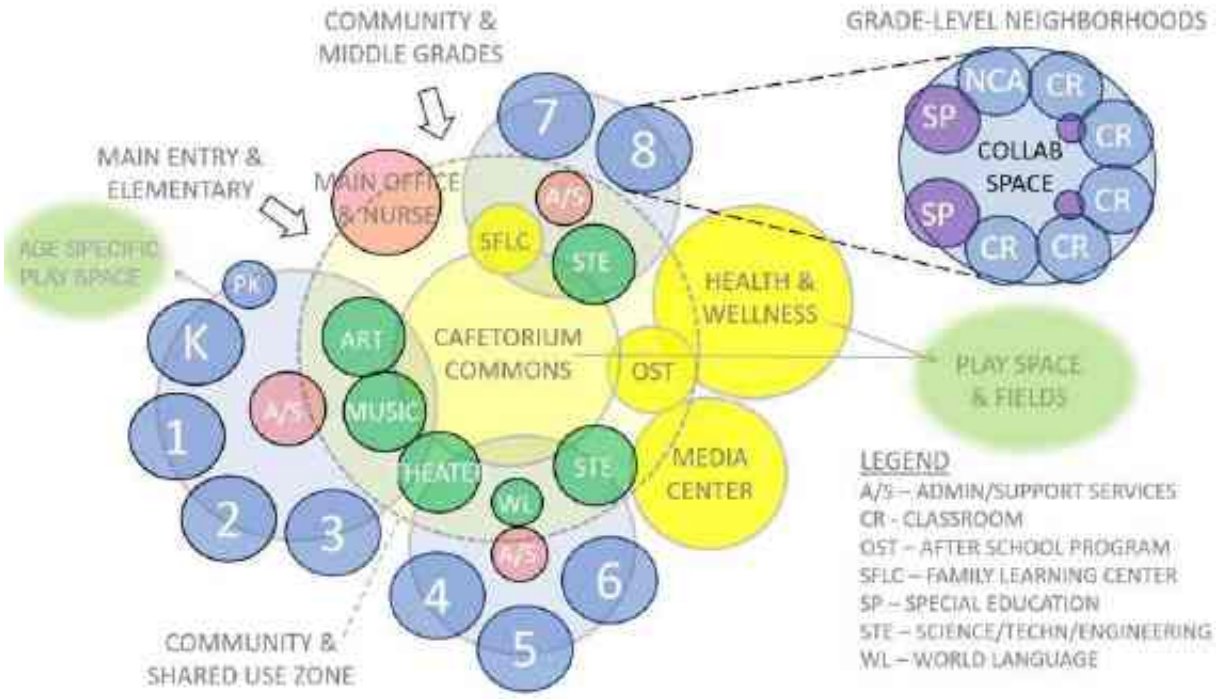
Proposed Transportation Policies

While no changes to current transportation policies and practices are proposed, the traffic flow for bus and caregiver drop-off and pick-up may need to be reconfigured to accommodate the new school facility, its location, and increased size. Bus drop-off areas should remain separate from caregiver drop-off locations and provide direct, convenient access to the school building. Caregiver drop-off zones should be long enough to prevent vehicles from extending onto the main road and should be able to accommodate 15–20 cars simultaneously.

19 | FUNCTIONAL & SPATIAL RELATIONSHIPS

The new school building at Sycamore is designed with intentional educational adjacencies to support both learning and community use. Spaces are zoned to separate elementary and middle grades while providing shared and extended areas for broader community programs. Administrative clusters, including assistant principals, deans, and support services, are dispersed throughout the building, with the main administration area connected to the nurse for additional coverage and strong visibility.

Academic neighborhoods are organized by grade level, integrating special education and Newcomer Academy classrooms within the general academic areas. Special education classrooms are also dispersed near main corridors to balance accessibility with inclusion. After-school, family, and community programs are housed within the commons and core areas, providing students with direct access to the arts, STEM spaces, the media center, cafeteria, and health and wellness facilities.



The site is designed with thoughtful adjacencies to support safe, efficient, and flexible use. While bus traffic is currently minimal, any future increase should remain separate from caregiver drop-off areas. The school will have distinct entries for elementary (main) and middle (community) grades, with approaches that are pedestrian-friendly, wide, and buffered from vehicles.

Playgrounds and playfields will be contiguous, easily supervised, and feature age-appropriate equipment zoned for early childhood versus elementary and middle grades. Play areas will have direct connections to the cafeteria and gymnasium to support supervision and program integration.

Although some rooftop space is available, the majority of outdoor areas are intended for community use. Service and loading areas will be discreet and buffered from student spaces, while outdoor learning areas and gardens are being considered to further enrich instructional opportunities.

COMMUNITY ENGAGEMENT / SFLC

~~The Somerville Family Learning Collaborative will address significant access and service challenges for families, especially those with the highest needs. The current location at 167 Holland St. is difficult to reach, often requiring long walks or multiple bus transfers, which discourages families from returning. The facility also lacks a dedicated welcome or waiting area, and families often have to wait in hallways. Limited storage for essential items like diapers, food, or clothing further prevents the Collaborative from functioning as a fully supportive resource.~~

~~The solution is a new Family Welcome Center within the new school building, centrally located to serve the entire city. This multilingual, one-stop hub creates a community anchor for SPS families, providing support from early childhood through graduation. The center houses a variety of SFLC programs and services, including the Enrollment Office for in-person registration support, health services, and language testing; Early Childhood Family Supports such as playgroups, parent support groups, and the Parent Child+ home visiting program; and the Office of Basic Needs and Housing Support Services, which includes the SFLC clothing and basic needs pantry. This new space is designed to be welcoming, accessible, and fully equipped to meet families' educational, social, and practical needs.~~

Following the closure of the Winter Hill School, the Somerville Family Learning Collaborative (SFLC) lost its centrally located space and no longer has a dedicated Welcome Center to serve families. This transition created significant access and service challenges, particularly for families with the greatest needs. The current SFLC location at 167 Holland Street is difficult for many families to reach, often requiring long walks or multiple bus transfers, which can discourage families from accessing services or returning for continued support. The facility also lacks a dedicated welcome or waiting area, requiring families to wait in hallways, and has limited storage capacity for essential resources such as diapers, food, and clothing. These limitations prevent the Collaborative from functioning as a fully accessible and comprehensive family support resource.

For many families, SFLC programs serve as their first connection to Somerville Public Schools during early childhood, providing playgroups, parent support groups, enrollment assistance, and other resources that help families navigate their child's educational journey. Restoring a centrally located, welcoming, walkable, and accessible facility would strengthen these critical connections and better support families across the community.

The proposed Welcome Center would serve as a centralized family engagement and support hub, bringing together key family-facing services, including district enrollment, multilingual services, family

support, housing and basic needs assistance, volunteer coordination, and family and community engagement. By co-locating these services, the Welcome Center would provide a convenient “one-stop” destination where families can access enrollment guidance, language supports, case management, early childhood programming, parent workshops, and connections to essential community resources.

Integrated within the new school, the Welcome Center would enhance the building’s role as a welcoming community hub by improving access to services, strengthening family partnerships, reducing barriers to participation, and ensuring that families have a consistent point of connection with Somerville Public Schools from early childhood through graduation.

Design Response

The overall school is organized for distinct, but connected PK-3, grade 4-6 and 7-8 experiences that are further scaled into grade-level neighborhoods with integrated ELL/MLL, special education and admin/supports. Shared specials spaces are located more centrally and are part of the extended and community use zone. All of this is illustrated in the bubble diagram which is a graphic description of the spatial relationships and layered zones

The design maintains near equivalent outdoor space as compared to the former school, despite being more than double the facility size. This occurs by creatively burming some program into the hillside and using rooftop flush with the entry level for outdoor play.

The Somerville Family Learning Collaborative with welcome center and the Outside of School Time space are located within the main lobby and within the community use zone that includes the Cafetorium, Gym, Arts, Tech and Media Center spaces.

20 | SECURITY & VISUAL ACCESS REQUIREMENTS

The feasibility study process begins with a kickoff involving first responders, facilities staff, and educational leaders to review existing emergency plans and protocols while understanding access and safety requirements, including height limits, minimum widths, clearances, and other logistical considerations. From the earliest planning phases, such as the PDP, a Crime Prevention Through Environmental Design (CPTED) lens guides key decisions. As the project progresses into schematic design and later stages, more detailed discussions will focus on alarms, communications, detection, surveillance, and protective systems.

Planning-level considerations for safety and security in the new school include:

- Clear delineation of school property and controlled community use/access
- Separation of cars, buses, and pedestrian traffic wherever possible, including wide sidewalks and plantings or other buffers
- Isolation of receiving, garbage, and recycling areas from pedestrian zones
- Main entry designed for strong visibility and controlled access through a contained vestibule
- Additional controlled entry points for early childhood, elementary, and middle grades, with a single main entry for visitors after arrival and before dismissal
- Ability to lock off or isolate academic neighborhoods from shared and community spaces
- Interior visibility balanced with natural retreat or get-out-of-sight space within all rooms and suites
- Minimized or eliminated climbable surfaces and hiding places inside and outside
- Dispersed adult presence throughout the school to support supervision and safety

Current Security and Visual Access

Over the past several years, Somerville Public Schools has implemented a range of security measures to ensure the safety of students and staff. Schools maintain controlled access throughout the day, with secure, locked exterior doors, card reader access on most entrances, and a visitor management system that includes sign-in procedures and visitor badges.

Video surveillance systems monitor entrances, hallways, and outdoor areas, while alarm panels track exterior door activity. Emergency preparedness is supported through regular drills, established crisis response protocols, trained staff, a PA system in the main building, phones in all classrooms and office spaces, and BeSafe cloud technology that provides instant access to site information.

The district also collaborates closely with the City of Somerville's Office of Emergency Management as well as local police and fire departments. Additional safety features include surveillance cameras at exterior doors and playgrounds, fenced-in playground areas with limited access points, and consistent adult supervision during recess and other outdoor activities.

Proposed Security and Visual Access

~~The new school building at Sycamore will prioritize safety and security, incorporating non-intrusive measures to protect students. These measures will be monitored from a central command center and within the school itself.~~

~~Project developers will continue to engage local public safety partners, including fire, police, emergency medical services, and other first responders, throughout the planning and design process. Their input will help inform the development and review of building safety and security features, emergency access, life safety systems, and emergency response protocols to help ensure the facility is designed in accordance with applicable codes, best practices, and operational needs.~~

The new school building at Sycamore will prioritize student and staff safety through the integration of thoughtful, non-intrusive security measures designed to support a welcoming learning environment. These systems will be monitored through a central command center and school-based operations to ensure effective oversight and timely response when needed.

Project developers will continue to engage local public safety partners, including fire, police, emergency medical services, and other first responders, throughout the planning and design process. Their expertise will inform the development and review of building safety features, emergency access, life safety systems, and response protocols, ensuring the facility aligns with applicable codes, best practices, and the operational needs of the school and broader community.

Key security enhancements will include:

Controlled Access

- All exterior doors and a select number of interior doors will be electrified, and will be controlled by the same access control system used throughout the District.
- Staff members will receive identification key cards/fobs that will provide access to their building.
- Specific access schedules will be assigned to staff members based on their job type and access needs.
- PA capability from any phone in the building with admin code
- Panic controls are located in areas around the building so that any staff member can activate in order to automatically secure the building from an intruder by automatically closing and locking off areas into smaller, more secure spaces.

Security Camera System

- Security cameras will be installed around the entire outdoor perimeter of the school building as well as in entryways, hallways, stairwells, and other select high-traffic interior areas of the school.
- The district will work with school administrators, Facilities, Safety & Transportation Coordinator, Director of Student Services, Commissioner of the Department of Public Works and the Superintendent of Buildings to identify and select the areas in need of

security camera installation. Access to the cameras will be given to a select group of administrators.
- All cameras will be tied into the SPS district camera system, in which a minimum of 30 days of recording will be stored.

Intrusion Detection System

The school will also feature a comprehensive intrusion alarm system, including motion detectors and window and door contacts. Multiple alarm zones will be established throughout the building, each monitored via keypad panels. Security codes will be assigned to designated staff based on job function and access needs. In the event an alarm is triggered, notifications will be sent immediately to the Somerville Police Department, the Superintendent of Buildings, and school administrators.

School Emergency Notification System

The school will be equipped with an emergency notification system that integrates with the phone system, PA system, and electronic displays. This system will ensure that emergency alerts can reach the entire school population immediately in the event of a school emergency, lockdown, or evacuation. All phones will have access to the PA system using an administrator code.

Community Entrance

A designated entrance will provide controlled access for community use of the gymnasium, cafeteria, auditorium, and other shared spaces. This ensures appropriate access to these facilities while maintaining the security of the remainder of the building.

Key Safety and Security Design Principles

- Clear delineation of school property with controlled community use and access
- Separation of vehicles and pedestrians, minimizing interaction between cars, buses, and foot traffic through generous sidewalk widths, landscaping, and other protective buffers
- Dedicated separation of receiving, garbage, and recycling areas from pedestrian pathways
- Highly visible and controlled main entry, including a contained vestibule for visitor screening and clearance
- Additional controlled entry points for early childhood, elementary, and middle grades, with a single designated main visitor entrance during the school day
- Ability to secure and isolate academic neighborhoods from shared or community-use spaces when needed
- Strong internal visibility paired with controlled environments, including natural retreat or out-of-sight spaces within classrooms and learning suites
- Minimized climbability and reduced hiding places both inside and outside the building

- Dispersed adult presence throughout the school to promote supervision, safety, and positive engagement

The most recent Medical Emergency Response Plan was submitted to DESE September 1, 2024. Updating our emergency response plan involves forming/gathering our team including school administration, nursing staff, teacher representatives, first responders (police, fire, EMS) and representation from our parent council. Next, we plan for risks that could potentially happen in school or on school grounds. Then we create detailed procedures for different emergencies (lockdown, evacuation, etc.), communication, roles, and resources. We coordinate the plan with local police, fire, and EMS. We train staff and students through drills and exercises. The plan is reviewed at least once a year and resubmitted to the state every three years.

Design Response

CPTED principles are integrated into the plans for the future school, including territorial reinforcement, natural surveillance, natural access controls & maintenance. These are primarily passive planning strategies that will be supplemented with more active measures such as video surveillance, intrusion detection, access control & communications systems, and other hardening measures to prevent intrusion, fire or environmental hazards.

The plans have a defined school property edge with controlled entry points at each of the three ground levels (PreK/K entry along Medford Street, Caf/Gym Community entry facing Thurston Street and the Main/Visitors Entry at the corner of Sycamore and Evergreen). Receiving is a challenge with all four sides of the site being pedestrian walkways, but providing daylight into hillside spaces does require some areaways that create a security challenge.

Administration is intentionally dispersed throughout the school with a main admin/nurse suite, three admin/support clusters for the PK-3, 4-6 & 7-8 grades, and teacher workrooms each floor. There is a multi-floor community use and shared Science, Arts & Tech zone in the center of the school with academic wings being able to be locked off for layered security and controlled after-hours access.

Visibility is an important part of safety, including internal spaces. Every teaching and learning room is intended to have a natural get-out-of-sight zone within or a retreat space connected. Controlled visibility is intended to allow supervision of breakout spaces without compromising the get-out-of-sight. Acoustics are also important to safety and are the intent with open stairwells and airport-style bathroom entries.

Future workshops with educational leadership, city and facilities, kitchen/custodial and first responders is an important part of the preceding phases for design and construction.

21 | TYPICAL DAY & WEEK IN THE LIFE OF A STUDENT

A typical day for a third grader in Somerville Public Schools is carefully structured to balance foundational skills, creativity, and social-emotional growth. The day may begin with a Responsive Classroom or restorative justice-style community circle, held in the classroom, a common area, or even outdoors, where students build respect, collaboration, and a sense of belonging. Literacy instruction is a core focus, with explicit phonics lessons ensuring students finish the year with a solid foundation to become critical readers. In addition, students rotate through Art, PE, Music, Theater, or Library/Media classes, enriching their creative and physical development.

Throughout the day, students receive targeted interventions, extensions, or practice based on formative assessment data. These activities occur independently, in pairs, or in small groups, with teachers and specialists either “pushing in” to classrooms or “pulling out” students to adjacent small spaces. Flexible arrangements, including shared students across grade-level partners, support personalized learning, ensuring every child receives the tiered instruction needed for success in literacy and mathematics.

Mathematics instruction follows the Illustrative Mathematics curriculum, emphasizing problem solving, group discussion, and real-world application. Lessons include small-group, whole-group, and independent work, with space to move and collaborate. In social studies and science, instruction is guided by state standards, with opportunities to extend learning outdoors in gardens or classrooms designed for hands-on exploration. Recess incorporates Playworks programming, providing structured choices, conflict resolution, and inclusive play that keeps students active and ready to focus afterward.

Literacy instruction continues through the Wit & Wisdom curriculum, where students engage in small-group work, gallery walks, and Socratic Seminars. Flexible seating, magnetic whiteboards, and ample wall space support collaboration and critical thinking. Units integrate history, science, and other humanities, guiding students through the “wonder, organize, reveal, distill, and know” structure to develop vocabulary, content knowledge, and analytical skills. Altogether, the day blends academic rigor, creativity, social-emotional learning, and hands-on experiences to foster well-rounded, engaged, and capable third graders.

Typical Day in the Life of a Student (Grade 3)	
Activity or Subject	**Program Details and Educational Benefit**
Morning Meeting (15 minutes)	Students participate in a Responsive Classroom or restorative justice-styled community building circle. These could take place in the classroom in a common area, or in an outdoor classroom. The primary educational benefit is fostering a respectful and collaborative learning environment.
ELA - Foundational Skills (15 minutes)	Students receive phonics instruction. Grade 3 is the last year in which tier one instruction includes explicit phonics instruction. The primary educational benefit is ensuring that students have solid foundational skills as they move on to be increasingly critical readers.

Specialist (40 minutes)	Art, PE, Music, Theater, or Library / Media Science
Intervention/Extension (40 minutes)	Students receive learning interventions, extensions, or extra practice, as determined by analysis of formative assessment data. These activities happen independently, in partnerships, and in small groups. During this period there could be teachers/interventionists “pushing in” or “pulling out” to work with students. The “pull out” could be in smaller spaces adjacent to the classroom. Grade-level partners sometimes share students across classrooms during this period, so proximity should be prioritized. The primary educational benefit is ensuring that all students are met at the edge of their proficiency, that all students get the tier two and tier three instruction they require for success in literacy and mathematics.
Mathematics (55 minutes)	Our curriculum is Illustrative Mathematics, which utilizes a problem-solving instructional model. Lessons entail extensive “zooming in and out,” with small-group, whole-group, and independent activities. All lessons include a group discussion at the end that brings coherence to the learning. To facilitate these lessons, there should be ample space for students to shift between working arrangements. The primary educational benefit is to foster not just proficiency in mathematical computation, but to foster collaboration, discourse, and real-world application of mathematics.
Science / Social Studies (40 minutes)	For social studies and science lessons, teachers utilize the state standards to guide instruction, along with a variety of lessons from various curricula that cover those standards. Science lessons in particular, would benefit from the option of working in a school garden or outdoor classroom. The primary educational benefit is to support students in becoming proficient in the related concepts outlined in the content standards, but also to bring the content to life with hands-on experiences. .
Lunch / Recess (40 minutes)	During recess, all students have access to Playworks programming, a partner that supports providing recess choices, conflict resolution, and increased inclusion for all students. The educational benefits of this include more physical activity during recess and fewer conflicts that impact time on learning after recess ends.
ELA - Small Group Instruction (30 minutes)	Grade 3 uses the Wit & Wisdom curriculum, which includes a small-group instruction period. During this period, small groups of students work with a teacher, or participate in collaborative exercises, such as “gallery walks,” and “Socratic Seminars.” These activities often require significant wall space, magnetic whiteboards, and flexible seating. The primary educational benefit is to provide differentiated learning and foster collaboration, discourse, and critical thinking.
ELA - Knowledge Building (55 minutes)	Grade 3 Wit & Wisdom is structured around four thematic units that integrate history, science, and other humanities. Instead of reading in isolation, students read, write, and talk about the unit’s central topic(s). Each lesson is structured by activities around: “wonder, organize, reveal, distill, and know.” The primary educational benefit is that students engage with authentic texts to develop vocabulary, content knowledge, and critical thinking.
Dismissal	

Third graders in Somerville also engage in regular social-emotional learning through the Second Step curriculum, with activities occurring once or twice each week. These lessons give students structured opportunities to explore healthy relationships, reflect on personal growth, and discuss behaviors that support positive social interactions, fostering self-awareness and emotional regulation. For one quarter of the year, students participate in swimming lessons at a district pool, developing water proficiency and comfort, while also gaining confidence and physical coordination.

In addition, students in Grades 3–5 have the option to take music lessons, either on stringed or band instruments. Learning an instrument has well-documented benefits for cognitive, mental, and physical health, supporting executive functioning, memory, and, in many cases, overall academic performance. Dedicated spaces for these lessons ensure students have an environment conducive to focused practice and creative exploration, allowing them to develop musical skills alongside their academic and social-emotional growth.

Typical Week in the Life of a Student (Grade 3)	
Weekly Activity or Subject	**Program Details and Educational Benefit**
Monday	Once or twice each week, classes engage in Second Step, our SEL curriculum, activities. This curriculum fosters healthy relationships and behaviors. The primary educational benefit is that students receive opportunities to think about and discuss issues around social-emotional learning, as well as reflect on their own personal development.
Tuesday	For one quarter of the year, our grade three students participate in swimming lessons at the pool in another school in the district. The primary educational benefit is that students become comfortable and proficient in the water.
Wednesday	Students in Grades 3-5 have the option to take classes in a stringed instrument. It has been well-established that learning an instrument improves cognitive, mental, and physical health. These lessons should have dedicated spaces. The primary educational benefits include improved executive functioning, memory, and in many cases, academic success.
Thursday	Students in Grades 3-5 have the option to take classes in a “band” instrument. Students in Grades 3-5 have the option to take classes in a stringed instrument. It has been well-established that learning an instrument improves cognitive, mental, and physical health. These lessons should have dedicated spaces. The primary educational benefits include improved executive functioning, memory, and in many cases, academic success.
Friday	Health

Middle grades students begin their day with a developmentally appropriate arrival routine that gives them time to connect with peers before classes begin. In an open gathering space—outdoors when weather allows or indoors when needed—students can socialize, play games, or use the time productively to finish homework. Located near the middle grades academic area and separate from the elementary arrival zone, this informal start helps foster community, strengthen relationships, and ease the transition into the school day. Students then head to their lockers, gather what they need, and report to homeroom, where attendance is taken and phones are collected to support focus and minimize distractions.

From there, students move into a schedule that balances academic rigor, enrichment, and student choice. They participate in specialist electives, selecting two areas such as music, theater, physical education, digital literacy and computer science, or art, with health included for one quarter each year. Electives rotate throughout the week, giving students exposure to all five areas by the end of grades 7 and 8. Core instruction includes mathematics through Illustrative Mathematics, a problem-solving curriculum that builds conceptual understanding, collaboration, and real-world application, and English Language Arts through the Fishtank curriculum, which emphasizes knowledge-building, rich and diverse texts, discussion, writing, and strong instructional preparation. Science is guided by state standards and may be enhanced through hands-on learning in gardens or outdoor classrooms, while history uses the Investigating History curriculum to deepen historical inquiry, civic engagement, and critical literacy.

The middle grades schedule also includes flexible supports and meaningful opportunities for social-emotional growth. Students participate in two FLEX blocks that allow for targeted intervention or enrichment based on individual needs, including reading and math support, counseling, BAM or WOW partner programs, Spanish, or personalized iReady learning. Once each week, students also engage in Second Step lessons or restorative justice-style community circles that build community and strengthen social-emotional skills. The day ends with a return to homeroom, where teachers check in with students before escorting them to a separate indoor dismissal area for middle grades students, helping ensure a smooth, safe, and connected close to the day.

Typical Day in the Life of a Student - Grade 7	
Activity or Subject	**Program Details and Educational Benefit**
Arrival (up to 25 minutes before the school day starts)	Students gather in an open space, either outside, whether permitting, or inside. This is an unstructured social time where students hang out with their friends, play games, such as soccer or football, or do homework. This area provides easy access to the middle grades academic area of the school and is separate from the elementary grades arrival area. While this is not a structured program, this time in the morning is developmentally appropriate for middle grades students to reconnect with their peers and staff each morning.

Homeroom (10 minutes)	Students check in with the homeroom teacher and daily attendance is taken. Phones are collected for the day. Phone collection is an important policy to remove distractions throughout the school day.
Specialists (40 minutes)	Students choose two specialist electives from music, theater, physical education, digital literacy & computer science, or art. Health is also a requirement for one quarter of the year during this block. Each week, students attend one elective on Mondays, Wednesdays, and Friday, and the other elective on Tuesdays and Thursdays. (Over the course of 7th and 8th grade, students must choose one elective in each of the 5 areas.)
Math (55 minutes)	Our curriculum is Illustrative Mathematics, which utilizes a problem-solving instructional model. Lessons entail extensive “zooming in and out,” with small-group, whole-group, and independent activities. All lessons include a group discussion at the end that brings coherence to the learning. To facilitate these lessons, there should be ample space for students to shift between working arrangements. The primary educational benefit is to foster not just proficiency in mathematical computation, but to foster collaboration, discourse, and real-world application of mathematics.
FLEX Block 1 - intervention / enrichment (30 minutes on Mondays, Tuesdays, Thursdays, Fridays)	Students have two FLEX blocks to provide increased opportunities for enrichment and intervention, based on students’ individual needs. These opportunities include: *Read 180 reading intervention with trained teacher *math tutoring with tutor or intervention with math interventionist *individual or group counseling with counselor educator, school adjustment counselor, or social worker *BAM (Becoming a Man partner program) *WOW (Working on Womanhood partner program) *Spanish *iReady personalized learning program
FLEX Block 2 - intervention / enrichment (30 minutes on Mondays, Tuesdays, Thursdays, Fridays)	
RISE Block - Social-Emotional Learning (30 minutes on Wednesdays)	Once a week, students participate in Second Steps lessons or restorative justice-styled community building circle. These could take place in the classroom, in a common area, or in an outdoor classroom. The primary educational benefit is fostering a respectful and collaborative learning environment while teaching specific SEL skills.
English Language Arts (55 minutes)	Our curriculum for ELA is Fishtank, a high quality, standards-based curriculum. Through thematic units and well-structured lessons, this curriculum integrates its five guiding principles: (1) knowledge-building to nurture critical thinking (2) diverse, relevant, and rigorous texts (3) student-led discussion and collaboration to build academic discourse skills (4) learning to write and writing to learn (5) intellectual preparation for teachers to prepare them to support students. Lessons are designed for

	students to think deeply on important topics, share ideas and learn from the ideas of their peers, and write in-depth analysis of the text. The primary educational benefit is to ensure that students are developing grade-appropriate language arts skills through higher level thinking.
Recess / Lunch (30 minutes)	
Science (55 minutes)	For science lessons, teachers utilize the state standards to guide instruction, along with a variety of lessons from various curricula that cover those standards. Science lessons in particular, would benefit from the option of working in a school garden or outdoor classroom. The primary educational benefit is to support students in becoming proficient in the related concepts outlined in the content standards, but also to bring the content to life with hands-on experiences.
Social Studies (55 minutes)	Our curriculum is Investigating History which is comprehensive, authentic, inquiry-based, and standards-aligned. The four principles of this curriculum are: (1) historical inquiry and investigation (2) historical empathy and human connections (3) civic engagement and current world relevance, and (4) culturally sustaining pedagogy. The primary educational benefit is to support students to engage with challenging topics and rigorous texts while becoming better readers, writers, and thinkers.
Dismissal (10 minutes)	Students' last academic block is their homeroom class. Their homeroom teacher checks in with them and escorts them to the indoor dismissal area, where their phones are returned to them and they exit the building. While not a structured program, this is a social time of day where students hang out with peers and check in staff to foster school connections. This area is separate from the elementary dismissal area.

H. Grade Reconfiguration and Districting Approval Certification

Module 3 Grade Reconfiguration and Districting Approval Certification

CITY OF SOMERVILLE, MASSACHUSETTS
JAKE WILSON
MAYOR
DEPARTMENT of INFRASTRUCTURE & ASSET MANAGEMENT

August 27, 2026

Mr. Michael McGurl
Director of Capital Planning
Massachusetts School Building Authority
10 Post Office Square, Suite S400
Boston, Massachusetts 02109

Dear Mr. McGurl:

The **City of Somerville** School Committee (the "SC") understands the proposed change to existing **grade structure** that is being proposed in the ***Preferred Schematic Report*** for the **Winter Hill Community School** project (the "Project"), and on **August 17, 2026** the SC voted to approve and authorize the proposed change to the existing ***grade structure*** for the following reason, ***a new larger school Creates an Opportunity to Add a Community Asset, Maximizes Future Flexibility for the District, Makes the Best Use of State Funding, and Minimizes Impact of Future Building Failure*** as described in the Feasibility Study related materials. A certified copy of the SC meeting minutes, which includes the specific language of the vote and the number of votes in favor, opposed, and abstained, are attached.

As part of this decision process, the City formed the Somerville Construction Advisory Group (CAG), facilitated by the Consensus Building Institute (CBI). CAG was convened in October 2024 to develop a recommendation on key decisions related to the location and scope of the new school building project. The group, comprised of community members representing the Winter Hill School, Brown School, the broader Somerville Public School (SPS) community,

elected officials, and representatives of other community groups. The Construction Advisory Group (CAG) final report is attached to this document. Meeting documents and video recording of the meetings are posted on the City's Website. The Construction Advisory Group is also involved in Citywide community surveys and focus groups.

https://www.somervillema.gov/cag

The CAG has held (14) meetings regarding a new school building **project and** the ***grade structure*** as related to the proposed Project, in compliance with the state Open Meeting Law. These meetings include:

October 08, 2024: held at 6:00 PM at 81 Highland Ave, Somerville, MA. 02143, Somerville High School. At the start of this first meeting of the Construction Advisory Group (CAG), all members introduced themselves. The group was oriented to ground rules and the timeline. Members shared their aspirations for designing success. The group discussed group norms. A draft work plan was presented to the group; meetings will be held roughly monthly. Public comment was held at the end of the meeting.

November 12, 2024: held at 6:00 PM at 81 Highland Ave, Somerville, MA. 02143, Somerville High School. An Overview of the K-8 capacity study and engineering investigations was presented with a focus on the Brown and Winter Hill Schools. Potential replacement options were discussed, including one and two-building options. A student-led Civic Action study was presented; 600 members of the school community were surveyed to gather preferences. The Construction Advisory Group (CAG) discussed a Broad Community Engagement Process with the goal to gather broad input from the community; the public will be provided with background information, and they will be asked to identify and rank the features and values most important to them. Different ways to engage the community, particularly marginalized groups, are being explored. The meeting was opened up for public comments and feedback.

December 18, 2024: held at 6:00 PM, hosted virtually on Zoom. The Construction Advisory Group (CAG) was informed that the MSBA has voted to move the Somerville project into the MSBA process. The timeline for Owners Project Manager (OPM) and designer selection was reviewed. The Mayor introduced the broad community engagement process and clarified the Construction Advisory Group's (CAG) role, highlighting the importance of incorporating diverse perspectives from the public. A multi-language survey will be conducted to help understand the public's core priorities and interests. The meeting was opened up for public comments and feedback.

January 29, 2025: held at 6:00 PM at 81 Highland Ave, Somerville, MA. 02143, Somerville High School. An overview of municipal finance and funding strategies was presented with a focus on the financial realities of the new school project. The necessity of a voter-approved debt exclusion was discussed, including concerns regarding the projected tax burden on Somerville residents and the strategy for a citywide vote. Internal process adjustments were also reviewed to clarify norms and improve collaboration between the advisory group and city staff. The

Construction Advisory Group (CAG) discussed community outreach efforts, focusing heavily on the recently launched New School Building Survey. The Construction Advisory Group (CAG) questioned the survey's methodology and emphasized the need for more transparent and nuanced engagement to ensure the public fully understands the project's financial and logistical implications. The meeting was opened up for public comments and feedback; it was also noted that questions and comments can be submitted to the committee via email.

March 6, 2025: held at 6:00 PM at 81 Highland Ave, Somerville, MA 02143, Somerville High School. An overview of walksheds for current and potential future K-8 school locations was presented, utilizing maps to evaluate walking distances for enrolled students and nearby housing units. The enrollment process and demand were reviewed alongside these walkshed maps. Potential replacement and consolidation options were discussed, specifically evaluating the capacity of the Sycamore Street site to absorb students from both the Winter Hill and Brown Schools. The Construction Advisory Group (CAG) focused heavily on building a comprehensive decision-making framework, debating whether to use qualitative descriptions or quantitative scoring to evaluate future options. Members identified critical evaluation factors to include in this framework, such as capital and ancillary costs, walk distances, community sentiment, space constraints, contamination, and potential citywide disruptions. The group also emphasized long-term planning, including maintaining flexible "swing spaces" and repurposing unused school buildings as community assets. The meeting was opened for public comments and feedback.

April 14, 2025: held at 6:00 PM at 81 Highland Ave, Somerville, MA 02143, Somerville High School. The Somerville School Construction Advisory Group discussed evaluation criteria data, refined the decision-making framework, and planned future community engagement. An update on the MSBA process revealed that a preferred Owner's Project Manager (OPM) has been selected and awaits formal MSBA approval in early May. The group reviewed data regarding Trum Field, learning that under Massachusetts law, any recreational space lost to school construction must be equivalently replaced. Discussions heavily focused on the MSBA's updated capacity projection for a combined school, which increased from 600 to approximately 900 students, prompting debates on how a larger facility might better accommodate multipurpose areas, out-of-school programming, and specialized educational programs like AIM. A draft decision-making matrix was presented to evaluate the three remaining building options, with members suggesting the addition of criteria such as temporary space flexibility, contamination remediation costs, and input from the Somerville Educators Union. Finally, the city introduced a plan to hire an independent vendor to conduct broader community engagement between July and September, inviting the CAG to assist in the vendor selection process and help design a survey that captures diverse community perspectives. The meeting was opened for public comments and feedback.

May 12, 2025: Held at 6:00 PM at 201 Willow Ave, Somerville, MA 02144, Brown School. The meeting began with a guided tour of the Brown School facility, convening afterward in the school library. Updates from the MSBA process and School Building Committee were provided. The Construction Advisory Group (CAG) held an initial discussion regarding options for the future of the Brown School in the event it is not included in the current building project, reflecting on the

building tour and reviewing designs and general timelines from the K-8 Master Plan Concepts. Iterative input on the broad Community Engagement Process was a major focus, featuring a direct discussion with the community outreach vendor. The meeting concluded by outlining the upcoming summer schedule, which will transition to virtual meetings for June, July, and August, and included a designated public comment period for attendees to share feedback on the meetings agenda topics.

June 17, 2025: held at 6:00 PM, hosted virtually on Zoom. Updates were provided from the MSBA process and School Building Committee, alongside discussions evaluating options for the Brown School if it is excluded from the current building project. The meeting featured a debrief of recent principal coffee hours per below:

> June 4, 2025: WHCIS Coffee hour held at Edgerly School, 8 Bonair Street. Attendees were surprised by the longer building project timeline and higher potential student capacity for the new building, as well as desire for a decision on location and scale of the new school.
>
> June 13, 2025: Brown School Coffee hour held at Brown School, 201 Willow Avenue. Attendees expressed strong interest in maintaining the walkability and scale of the Brown School as well as astonishment by the cost of ADA compliance and repairs to the facility.

Dr. Ruben Carmona, Superintendent of Somerville Public Schools, introduced the educational considerations presentation and emphasized that no single factor such as school size should be decisive on student outcomes. Amara Anosike, Chief of Staff for Somerville Public Schools, presented research on educational outcomes related to specialized programming, school size, distance to school, and facility features (specifically gathering spaces). The research findings suggest that outcomes peak for mid-sized K-8 schools of approximately 400 to 700 students, which can balance benefits like specialized services and fiscal efficiency with individualized attention. Beyond school size considerations, increasing student diversity through specialized programming may provide slight benefits to learners when adequately supported. The impact of increased distance from school on student outcomes is generally minor, but it can affect students' sense of belonging and family engagement. Additionally, actively used large gathering spaces such as gyms and auditoriums can boost academics, behavior, and engagement when they are well-programmed and maintained.
The Construction Advisory Group (CAG) also focused heavily on finalizing the broad public community survey, collaborating on a plain-language review and debating the inclusion of specific survey questions aimed at gauging non-parents' priorities and their willingness to support a future debt exclusion vote. The meeting was opened for public comments and feedback.

July 14, 2025: held at 6:00 PM, hosted virtually on Zoom. This meeting of the Somerville School Construction Advisory Group (CAG) focused on navigating complex municipal financing realities while prioritizing community input regarding the project’s future. During the session, the

committee received updates on the MSBA process and reviewed contingency plans for the Brown School, evaluating design concepts from the K-8 Master Plan in the event the facility is excluded from the primary construction scope. A significant portion of the meeting was dedicated to a "Municipal Finance 201" presentation, which detailed the mechanics of voter-approved debt exclusions and positioned the project within the city's broader capital investment needs. The meeting was opened for public comments and feedback.

August 11, 2025: held at 6:00 PM, hosted virtually on Zoom. This meeting of the Somerville School Construction Advisory Group (CAG) continued refining project scope and long-term community outreach strategies. A significant portion of the session was dedicated to reviewing the preliminary data from the recent citywide community survey, which highlighted public priorities around school capacity and neighborhood integration, as well as survey trends concerning school size, walkability, and potential tax impacts. To address concerns about public appetite for a ballot initiative, members engaged in a robust debate on how to refine their vendor-led outreach strategies to ensure that both parents and non-parents—particularly within marginalized groups—fully understand the long-term value and trade-offs of the project. Members also engaged in a deep-dive discussion regarding the financial feasibility of the proposed options, specifically weighing the tax implications of a potential voter-approved debt exclusion against the city's broader capital investment goals. The CAG also examined updated architectural concepts for the Sycamore Street and Trum Field sites, focusing on how each location might support flexible "swing spaces" for the district's long-term utility. There was a notable shift in the group's focus toward ensuring that the project's educational programming meets the needs of diverse student populations, including those in specialized programs like AIM. The group discussed the importance of clear communication regarding the distinction between MSBA-funded portions of the project and city-funded community amenities. To address gaps in feedback from underrepresented demographics, the CAG collaborated with their community engagement vendor to plan a series of focus groups for the fall. The meeting concluded with a summary of upcoming milestones, including the scheduled presentation of a refined decision-making matrix at the September session. Overall, the discussion reinforced the CAG's commitment to balancing aggressive construction timelines with the need to build broad, sustainable public support for the final project recommendation. The meeting was opened for public comments and feedback. During the public comment period, attendees expressed continued anxiety about the potential loss of neighborhood school walkability and urged the committee to maintain transparency about project trade-offs.

September 8, 2025, held at 6:00 PM at 81 Highland Ave, Somerville, MA 02143, Somerville High School. School Construction Advisory Group (CAG) meeting primarily focused on evaluating the financial and logistical impacts of rebuilding the Winter Hill and Brown schools. Members reviewed updated cost estimates, debt exclusion impacts, and maintenance expenses for various scenarios, including maintaining separate schools versus building one combined, 900-student facility. Following the financial presentation, the committee transitioned into a robust discussion about community involvement and public sentiment. Denise Taylor, Director of Communications and Community Engagement, reported a record-breaking response to the ongoing community survey, which had already garnered nearly 2,000 submissions. While the

survey successfully reached a wide demographic cross-section, the team identified participation gaps among young adults, new residents, and low-income earners. To address these gaps, the City implemented a hands-on outreach strategy, including "tabling" at local schools during busy drop-off and pick-up times. Outreach staff also planned to attend local events, including a senior community picnic, to capture a broader audience. Crucially, the Office of Immigrant Affairs was deployed to local food markets to help non-English speaking and low-income families complete the survey while they waited in line. The City is additionally organizing targeted focus groups to gather deeper qualitative data, with all community feedback scheduled for a final presentation on October 27th. During the meeting's small-group deliberations, the Construction Advisory Group (CAG) members heavily emphasized the direct feedback they had already received from local parents and residents. Constituents expressed a preference for maintaining smaller, neighborhood-based. Ultimately, committee members stressed that the community wants the final construction decision to prioritize the well-being of children and families over purely financial and infrastructure efficiencies. The meeting was opened for public comments and feedback.

October 27, 2025, held at 6:00 PM at 81 Highland Ave, Somerville, MA 02143, Somerville High School. The Somerville School Construction Advisory Group (CAG) reviewed the results of their extensive community engagement process regarding future school facilities. The city collected over 2,400 responses in a city-wide survey that achieved representation across nearly all demographic categories. Additionally, the committee engaged the community by hosting six diverse focus groups that included public school staff, parents, neighborhood abutters, and special education advocates. The survey results revealed a deeply divided community, with 45% of respondents favoring the maintenance of separate schools and 41% preferring a new, combined educational facility. Despite this divide, community engagement clearly demonstrated a unified opposition to building a new school on Trum Field. Residents strongly rejected the Trum Field option due to concerns over traffic congestion, pedestrian safety, potential soil contamination, and the loss of cherished open space. Proponents of a combined school—notably including many public school staff members—argued that a larger facility would ensure ADA compliance, provide dedicated spaces for special education, and maximize funding from the Massachusetts School Building Authority (MSBA). Conversely, supporters of separate schools championed the preservation of neighborhood identity and the close-knit communities fostered by smaller student populations. Across all demographic groups and school preferences, residents consistently ranked walkability as a top priority for any future school construction. The focus groups provided deeper context to the survey data, highlighting community anxieties about what would happen to vacant school buildings like the Brown School if it were closed. Committee members acknowledged the difficult reality that MSBA funding heavily favors larger school models, making it financially challenging to maintain the city's smaller, aging neighborhood schools. Recognizing that no perfect solution exists, the group stressed that the School Committee must provide a clear educational vision to address the diverse concerns. The Construction Advisory Group (CAG) concluded by planning to draft a final recommendation report that may include both majority and minority opinions to accurately reflect the nuanced community feedback. The meeting was opened for public comments and feedback.

More About the Community Survey and Focus Groups

Community Survey

Development of the communitywide survey was led by a subcommittee of the Construction Advisory Group (CAG) along with Urban Planning consultancy DREAM Collaborative with support from City staff. Feedback from the Construction Advisory Group (CAG) was incorporated into the survey development process. The survey asked the community to share their perspectives on key questions related to the location and scope of the school building project as well as their general funding priorities.

The survey was fielded between August 7 and September 22, 2025 and available in seven languages. The City of Somerville and Somerville Public School (SPS) along with support from community partners promoted the survey extensively through a multi-channel, multi-language outreach campaign and received a record-breaking 2,429 responses. 73 of 81 demographic categories were represented among the survey responses, including typical underrepresented groups like lower-income and non-English-speaking households.

In addition to being presented to the Construction Advisory Group (CAG) at their October 27, 2025 meeting the results of the survey were presented in a comprehensive report and shared with the broader community. The full report is available at the link below:

https://s3.amazonaws.com/somervillema-live/s3fs-public/2025-10/construction-advisory-20251027-survey-analyisis-dream.pdf

Focus Groups

To supplement the survey results and as part of the broad public input process for the project, the City of Somerville in collaboration with DREAM Collaborative and the Consensus Building Institute (CBI) convened six focus group discussions to provide deeper insight into community sentiment and priorities. Groups identified as the most affected or underrepresented were selected for participation. These included:

- Somerville Public Schools Staff
- Parents/Guardians and Abutters of Winter Hill & Brown School
- Abutters and Users of Trum Field
- Parents/Guardians of Children in Early Childhood Years (ages 0-4)
- Parents/Guardians of Multilingual Learners
- Parents/Guardians of SPS Special Education Students

City staff worked with Somerville Public School (SPS) as well as other community partners to identify approximately eight participants for each group. Discussions took place between October 1 and October 11, 2025.

The discussions were designed to supplement the survey results and enable community members to provide more nuanced perspectives.

In addition to being presented to the Construction Advisory Group (CAG) at their October 27, 2025 meeting, a synthesis of focus group discussions was shared in a report with the broader community. The full report is available at the link below:

https://s3.amazonaws.com/somervillema-live/s3fs-public/2025-10/construction-advisory-20251027-focus-groups-synthesis-CBI.pdf

November 10, 2025 - held at 6:00 PM at 81 Highland Ave, Somerville, MA 02143, Somerville High School. The Somerville School Construction Advisory Group (CAG) synthesizes initial recommendations regarding facility challenges at the Winter Hill and Brown schools. The City committed to a broad community engagement process to allow parents, educators, and residents to meaningfully weigh in on how to address these facility needs through the Massachusetts School Building Authority (MSBA) process. Highlighting this community feedback, the advisory group's location recommendation was heavily influenced by widespread public opposition across all demographic groups to building a school at Trum Field. Consequently, there was unanimous agreement among the CAG members to support the Sycamore Street site as the location for the new school. Regarding the building's scale, the majority of CAG members expressed a preference for constructing a larger school that accommodates both the Winter Hill and Brown school populations. Members supported a combined facility to maximize state funding, reduce overall costs, and avoid a highly concerning second debt exclusion vote. Members also noted that a larger building would resolve serious facility and ADA deficiencies at the Brown school while promoting educational equity and the mixing of socio-economic and ability levels. However, listening directly to community concerns, the document acknowledges public fears regarding the loss of the beloved K-5 model and worries that a massive school could overwhelm students, especially those in the AIM program. To actively rebuild community trust, the members recommend giving both the Brown and Winter Hill communities a direct seat at the table during the planning phase. They emphasized the need for personal community outreach and urged city leaders to build bridges between schools and families to prepare for the new facility. Addressing transportation was another critical community priority, prompting recommendations for comprehensive traffic mitigation, safe walking routes, and a special school choice priority for families placed further from the school. Furthermore, members suggested the new building's design must intentionally create a "small" feel through separate wings and flow control to directly address community anxieties over the building's size. Finally, the members called for the School Committee to share a clear, public educational vision that transparently outlines the future of the vacant Brown building and acknowledges the pain of the displaced Winter Hill families. The meeting was opened for public comments and feedback.

November 24, 2025, held at 6:00 PM at 81 Highland Ave, Somerville, MA 02143, Somerville High School. The primary objective of this session was to review the draft of the group's final recommendations report regarding new school construction. Facilitated by the Consensus Building Institute, the committee engaged in extensive discussions to align the report's key components. Members dedicated time to reviewing areas of mutual agreement, as well as acknowledging and detailing their differences and disagreements. A major focal point of the finalized recommendations was the location for the district's newly proposed public school building. The advisory group reached a unanimous consensus that the new educational facility should be constructed at 115 Sycamore Street. This location is the former site of the Winter Hill Community Innovation School, which was closed in 2023 due to a structural ceiling collapse. However, the committee was more divided on the ultimate size and enrollment capacity of the new building. Nine of the thirteen members recommended building a facility up to the maximum capacity of 925 students allowed by the Massachusetts School Building Authority. Conversely, the remaining four members expressed their preference for constructing a smaller-scale school. The fate of the aging Benjamin G. Brown School also prompted varied perspectives within the advisory group's final report. Seven members chose to defer the decision regarding the Brown School's potential closure to the Somerville School Committee. Meanwhile, three members advocated for closing the Brown School entirely, and the final three members supported keeping it open while excluding its student capacity from the new Sycamore Street project. The meeting was opened for public comments and feedback.

The School Committee has held (16) meetings regarding the proposed change to existing ***grade structure*** as related to the proposed Project, in compliance with the state Open Meeting Law. These meetings include:

December 01, 2025 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

The School Committee held a deliberation regarding whether to endorse the majority draft recommendations of the Construction Advisory Group (CAG), which proposed rebuilding the Winter Hill school at the 115 Sycamore Street site with the maximum feasible capacity—approximately 925 seats—as permitted by the MSBA. While the CAG reached a consensus on the location, the proposal for a larger "mega school" sparked significant debate among committee members. Proponents of the motion argued that a larger facility offers necessary flexibility for future district needs, helps address systemic inequities found in smaller, resource-limited schools like the Brown, and is a fiscally responsible choice compared to the high costs of maintaining aging, non-ADA-compliant infrastructure. They emphasized that a larger footprint could accommodate more students and improved resources, even if it does not technically merge existing school identities. Conversely, opponents of the motion voiced strong concerns regarding the impact of school consolidation on community identity, neighborhood walkability, and the potential loss of a public school in Ward 6. Clr.Davis argued that the planning process felt rushed and steered toward a predetermined outcome, warning that endorsing this model without a concrete plan for the future of the Brown school community could jeopardize the overall viability of the Winter Hill project. He and other dissenters advocated for a more cautious, transparent approach that prioritizes rebuilding Winter Hill while separately addressing the needs of other smaller schools. The debate also surfaced frustrations regarding the lack of definitive information on whether closing the Brown School is a prerequisite for the Sycamore project. Ultimately, despite acknowledging the complexity of the trade-offs, the committee moved toward a vote to endorse the majority CAG recommendation as a necessary step to advance the project within the strict timelines imposed by state funding requirements. The vote to endorse the CAG recommendations was approved by 6-2.

December 15, 2025 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

City staff provided updates on the ongoing MSBA process. Ms. Raddassi reported that the Mayor and Mayor-Elect are in communication to ensure a smooth transition and are awaiting the finalization of recommendations from the School Construction Advisory Group (CAG). Mr. Raiche added that the School Building Committee now meets monthly and is focused on developing the educational plan with the City’s architectural firm, Perkins Eastman. He anticipates this plan will be presented to the School Committee for approval in February or March. Mr. Clingan noted that all public meetings are recorded and available on the city website and encouraged public engagement.

January 12, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

Superintendent Carmona provided a progress update on the new Winter Hill Community Innovation School building project, noting that the Construction Advisory Group (CAG) issued its final recommendation in late December following a 13-month study. The CAG unanimously recommended the former Winter Hill site at 115 Sycamore Street for the new facility, with a majority favoring building to the maximum capacity allowed by the Massachusetts School Building Authority (MSBA). While a majority of CAG recommended that the School Committee ultimately determine the future of the Brown School. The full report has been made public for community review.

In the coming weeks, district leadership and Mayor Wilson plan to meet directly with the Winter Hill and Brown School communities to explain the implications of these recommendations and outline the next steps in the MSBA process. Additionally, the district is prioritizing educational design through an upcoming visioning session on January 20th, where educators and families can contribute their input to the project's development. Further opportunities for public engagement regarding the school's design are expected throughout the spring to ensure the project remains aligned with community needs.

January 26, 2026 Location: Hosted Virtually | **Time:** 7:00 PM

The discussion centered on the Somerville School Committee's role in the highly consequential planning process for the new school at 115 Sycamore Street. Chair Dr. Ackman initiated the dialogue by outlining plans to coordinate with project leadership to clarify the committee’s necessary voting schedule and overall project timeline. Mayor Wilson acknowledged the difficulty of the tight timeline but insisted that involving the School Committee in programmatic decisions is vital to ensure broad local buy-in. He stressed that the School Building Committee should not act without the committee’s engagement, despite the administrative pressure to move quickly. Superintendent Carmona provided updates on community outreach efforts, including recent meetings with the Brown school community and upcoming opportunities for public dialogue. He also prepared the committee for the upcoming review and approval process regarding the project's pending space summary and educational program. Member Biton informed the body that logistical scheduling conflicts between the City Council and the School Committee would unfortunately delay a joint subcommittee meeting until March. Responding to these challenges, Member Green emphasized that the committee must receive the critical space and educational plan summaries well ahead of their next session following the February break. Throughout the session, participants highlighted the inherent tension between strictly adhering to the Massachusetts School Building Authority’s requirements and the necessity of conducting a transparent, community-informed review. There was a unanimous agreement among the members that the school committee’s oversight is essential for maintaining public trust during this complex infrastructure project. The administration and members committed to keeping the lines of communication open to prevent unnecessary project stalls. Ultimately, the discussion served as a firm assertion of the committee’s requirement for enough time to

deliberate on decisions that will leave a long-lasting impact on the district. By establishing these clear expectations for information sharing, the committee aimed to protect the integrity of the planning process.

February 02, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

During the MSBA update, Chair Dr. Ackman announced a meeting with Director Raiche to define the necessary committee votes and project timeline. This coordination aims to provide the Mayor with a clear framework for future deliberations while ensuring the committee receives information well in advance. Mayor Wilson emphasized the importance of securing their formal buy-in for consequential decisions. He argued that engaging the School Committee now is superior to the School Building Committee proceeding without necessary local oversight. Superintendent Carmona highlighted ongoing efforts to engage the community, specifically noting recent meetings with the Brown school community and upcoming public forums. He further advised that the committee will soon be tasked with reviewing and approving the project's space summary and educational program. Member Biton informed the committee that a joint meeting regarding the MSBA process is delayed until March due to scheduling conflicts between the City Council and the School Committee. Addressing these logistical challenges, Member Green stressed that the committee requires all relevant planning documents well before their next session following the February break. He explicitly warned the SBC that any future delays in the process would not be the result of a lack of clear communication from the committee. Collectively, the members and administration highlighted the delicate balance between meeting strict state deadlines and ensuring the committee can properly represent the community's interests. The discussion concluded with a firm consensus that timely access to project data is critical for effective oversight and public trust.

February 23, 2026 Location: Hosted Virtually | **Time:** 7:00 PM

The School Committee discussed the administrative path forward for the MSBA-mandated school building project, emphasizing the need for transparency and deliberate pacing. Chair Dr. Ackman announced plans to coordinate with the Mayor and project leadership to clarify the committee's role and establish a clear timeline for pending votes. Mayor Wilson underscored the importance of obtaining formal School Committee buy-in to ensure the School Building Committee (SBC) is not acting without necessary oversight, despite the challenges posed by tight deadlines and limited advance notice. Concurrently, committee members and administrators focused on the necessity of robust community engagement and timely document sharing. Superintendent Carmona highlighted ongoing outreach efforts with the Brown school community, while Members Biton and Green emphasized the procedural hurdles, such as scheduling conflicts and the urgent need to receive space and educational plan summaries well in advance of upcoming meetings. The discussion concluded with a firm expectation from the committee that they be provided with all relevant project materials ahead of the March preliminary design program deadline to ensure a thorough and informed deliberative process.

March 02, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

The superintendent provided an update regarding the Massachusetts School Building Authority (MSBA) process, specifically concerning the project's Space Summary and Educational Program. This update served as a crucial step for the district as it navigated the feasibility and preliminary design phase for the new school facility at 115 Sycamore Street, focusing on balancing instructional vision with MSBA logistical constraints. Superintendent Carmona outlined plans to create a personalized feel within the large-scale building by utilizing "neighborhoods" and grade-level clusters, while incorporating flexible design and expanded STEAM programming. Mayor Wilson and Member Biton both expressed appreciation for the collaborative planning process, acknowledging the administration's hard work in preparing the educational program on a tight timeline. Technical debate centered on the two enrollment scenarios (690 vs. 925 students), with concerns raised regarding resource allocation and potential space inefficiencies. Robert Bell of Perkins Eastman clarified that the city is bound to MSBA enrollment tiers, but noted that flexibility in space utilization and scheduling can mitigate concerns about low-use areas. President Davis pushed for further clarification on support spaces, noting that counselor, art, and music allocations appeared stagnant despite significant enrollment growth in the larger model. Bell explained that these discrepancies stem from differences between MSBA’s standardized participation assumptions and the district's specific educational model, which values distinct allocations for specialized subjects like theater. Finally, Chair Dr. Ackman established a timeline for the committee to review and vote on the educational program, while cautioning that additional planning will be required to handle project milestones during the summer recess.

March 09, 2026 Location: Hosted Virtually | **Time:** 7:00 PM

The School Committee’s Special Meeting of the Whole on March 9, 2026, served as a formal venue for the first reading of the Educational Program and Space Summary, a crucial milestone in the partnership with the Massachusetts School Building Authority (MSBA) to rebuild the Winter Hill Community Innovation School. A central focus of the discussion was the proposed 925-student enrollment model, which aligns with the recommendation from the Construction Advisory Group to pursue the largest capacity the state will help fund to accommodate a combined Winter Hill and Benjamin Brown school population. Throughout the meeting, leadership emphasized that this 925-student capacity is intended to balance the necessity of addressing long-term district-wide enrollment growth with a pedagogical strategy of "small learning communities." By organizing the facility into distinct developmental clusters—specifically PreK–3, grades 4–6, and grades 7–8—the district aims to provide age-appropriate environments that maintain the intimacy of smaller schools while utilizing the expanded resources and programmatic flexibility of a modern, larger facility. The committee reviewed how this target capacity would dictate the distribution of core instructional, specialized, and shared-use spaces, ensuring the design remains operationally viable and flexible enough to support diverse student needs, including special education and multilingual learning, as the project moves into the formal feasibility and design phases.

March 16, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

The School Committee had their second reading of the MSBA space summary and the educational program for the new school building project. The committee Chair notes that the body had a robust and thorough conversation about these documents during the previous week's meeting. Based on the feedback provided during those deliberations, several small but meaningful edits were incorporated into the latest draft. These adjustments specifically address details regarding the Career and Technical Education (CTE) plan and the physical education components of the proposal. To ensure all technical questions can be addressed, district experts and design team representatives were in the room for support. The committee Chair invites further discussion, questions, or concerns before proceeding with the deliberation. This reading serves as the final review step for the educational program and space plan before the committee moves toward a formal vote. The collaborative nature of the edits highlights the committee's commitment to refining the proposal based on community and member feedback. The presence of both district leadership and school-level administration demonstrates a unified approach to finalizing the MSBA documentation.

The committee engaged in a pointed discussion about the implications of endorsing the space summary and educational plan for a 925-seat building. Mayor Wilson frankly acknowledged that while the documents themselves could theoretically scale, voting to accept them at this stage effectively "tips the district's hand" to the MSBA that Somerville is committed to the larger facility. Several members, including Member Davis, expressed frustration, characterizing the endorsement as a "predetermined" outcome that lacked genuine community choice and transparency. Member Green echoed this sentiment, critiquing the MSBA's bureaucratic process for being intentionally obscure and designed to obfuscate decision-making authority. District staff further clarified that they did not prepare parallel documentation for a smaller 690-seat option because it would have been an inefficient use of resources and would have delayed the project's critical timeline. It was noted that a formal vote to close the Brown School cannot legally occur until after a separate debt exclusion vote takes place later in the summer. Member Pitone argued that while community members have expressed valid disappointment, the project's direction was set by the Construction Advisory Group's earlier recommendations and the city's subsequent funding commitments. She urged her colleagues to accept that the "train is on the tracks" and to pivot their energy toward developing a high-quality transition plan for families rather than relitigating the building size. The discussion ultimately clarified that while the committee's endorsement was not a legally binding vote to close specific schools, it served as a clear signal of the district's intended trajectory. This candid exchange highlighted the complex tension between the committee's governance role and the realities of the city's fiscal and structural constraints. The school committee voted to authorize the chair to sign the PDP submission to MSBA with 7-2 vote. The meeting was opened for public comments and feedback.

April 27, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

The superintendent shared that the Preliminary Design Program (PDP) has been submitted to the MSBA, including space summaries. The next submission will be towards the end of August. The superintendent stated that the SC must approve the submission. The SC chair noted that there will be a meeting, likely virtual, in August. Member Pitone noted that the public can go to the school project website, where they can get lots of information about the project, and stated that there would be a workshop on May 11 at the TAB building, and anyone interested in the project is encouraged to attend. Member Green reminded the committee that the 925 enrollment option was the preferred option of the PDP submission. The meeting was opened for public comments and feedback.

May 4, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

The Superintendent noted there were no new administrative MSBA updates since a comprehensive brief had been given the previous week. However, later in the meeting, he announced an upcoming Community Design Workshop scheduled for Monday, May 11, at 5:30 p.m. at the Tufts Administration Building. Unlike a previous forum that focused on environmental sustainability, this two-hour workshop will be dedicated specifically to "community programming." The workshop aimed to gather public input on how the shared community spaces inside and outside the new school facility would be utilized by both students and the public. The MSBA project also surfaced earlier in the meeting during a comprehensive presentation by the enrollment department. The director of enrollment noted that her team played a crucial role in providing data-driven projections to help inform the MSBA's capacity planning. Furthermore, the building project was a prominent topic during the committee's report-out on community office hours. Member Pitone shared that constituents were actively asking about the timeline for when the new school's catchment area changes would be finalized. Finally, constituents voiced anxieties that the massive new building might "cannibalize" enrollment at the Brown School. Consequently, some parents questioned whether the district should bypass the larger MSBA scope entirely and instead focus on executing necessary ADA upgrades to keep the smaller, neighborhood-based Brown School open and viable. Member Pitone also notes that there would be a Ward 5 open house on May 16. The meeting was opened for public comments and feedback.

May 18, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

Superintendent Carmona provided a brief update regarding the Massachusetts School Building Authority (MSBA) process for the new school facility. He reported that the district recently hosted two design planning forums that saw broad and active community participation. A major focus of these public discussions was exploring sustainability practices to ensure the new building meets environmental standards. Additionally, community members heavily discussed how the facility could be utilized beyond the standard school day to benefit the broader neighborhood. One of the most positively received design features was the inclusion of a

dedicated, permanent space for the Somerville Family Learning Collaborative (SFLC). Residents expressed strong support for this dedicated area, noting the SFLC's vital role in supporting local families and students.

Regarding the administrative timeline, the Superintendent explained that the district is currently in a holding pattern for Module 3, which covers the preliminary design phase. Officials are actively waiting to receive crucial feedback from the MSBA before they can finalize their plans. Once this official feedback arrives, the district's architectural and planning team will incorporate all necessary revisions into the final document. This finalized design package must be officially submitted to the MSBA by August 28. To accommodate this tight turnaround, the committee acknowledged that their standard summer meeting schedule would not be sufficient. Consequently, they tentatively scheduled a special virtual meeting for August 17 to thoroughly review the MSBA updates and execute the required approvals prior to the deadline. The meeting was opened for public comments and feedback.

June 08, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

The superintendent provided an update on the MSBA process; the chair noted that two meetings would be required in August to approve the submission to the MSBA. The Superintendent reported that there would be an upcoming meeting with the Brown School PTA to discuss the MSBA process. The meeting was open for public comments and feedback.

June 15, 2026 Location: 93 Highland Ave, Somerville, MA 02143 (Somerville City Hall) | **Time:** 7:00 PM

During the June 15, 2026, Somerville School Committee meeting, the Superintendent provided a critical update on the Massachusetts School Building Authority (MSBA) process for the new Winter Hill Community School. The district is currently awaiting feedback from the MSBA regarding the educational programming package that was submitted earlier in the spring. In the meantime, officials are actively engaging with specific community groups to ensure diverse needs are met in the new facility's design. This includes a virtual session scheduled in collaboration with the Special Education Parent Advisory Council and hosted by project architects to discuss how the building can best support neurodivergent learners. Additionally, the district scheduled meetings with the Brown School PTA to address concerns over the new project's broader impact.

To address these complex district-wide implications, an ad hoc committee is being formed under the leadership of Chair Ackman. This committee will be tasked with examining relevant data and projections to determine how the new building will alter existing catchment areas and enrollment plans. It will consist of community applicants, union partners, and district staff to ensure a collaborative and comprehensive evaluation. Because redrawing school boundary lines carries such significant weight, the district has also secured an outside Harvard fellow to facilitate the process and provide objective analysis. The group is officially slated to convene and begin its critical work in the fall. Finally, to keep the overall construction timeline on track, the school committee will hold two special virtual meetings in August to fulfill required MSBA votes. The meeting was open for public comments and feedback.

August 10, 2026 Location: Hosted Virtually | **Time:** 7:00 PM

The School Committee hosted a special meeting primarily for moving the MSBA process along on schedule for the upcoming 8/27/26 PSR submission by the project team. The Chair noted this is the committee's opportunity to ask questions. Perkins Eastman presented the project schedule, an overview of how the SBC narrowed down their options that started with 2 sites and 11 building options, an overview of estimating that was completed by 3rd party estimators, and finally presented the preferred option of the SBC which is Option 4 for 925 student enrollment at 115 Sycamore St. Perkins Eastman also noted that the project team has been working with City Departments, and School leadership. Perkins Eastman provided a brief overview of the PDP review comments and potential changes needed to space summary. The committee and project team had interactive discussions on these items, and Perkins Eastman noted they will keep exploring ways to meet the needs.

Perkins Eastman then presented the SBC's evaluation criteria on how the committee came to their decision. PE also presented the add alternates that are being studied and their associated costs, which opened a discussion by the committee and the project team. Parking was a major portion of the discussion. There was then further discussion regarding the disapproval by the committee to review base repair options or addition/renovation options.

August 17, 2026 Location: Hosted Virtually | **Time:** 6:00 PM

During the August 17, 2026, Somerville School Committee meeting, the Chair provided the second reading of the PSR package for approval to submit to the MSBA. The SBC's selected preferred option was shared again, along with images of similar projects and spaces as inspirational examples of proposed spaces. The school committee voted to authorize the chair to sign the PSR submission to MSBA with 8-1 vote. The meeting was open for public comments and feedback.

The School Building Committee held (5) meetings regarding the Winter Hill Community Innovation School project since the City's submission of the Preliminary Design Program to the MSBA on April 8, 2026.

1. **May 4, 2026:** held at 4:30 PM virtually via Zoom: during the meeting, the project team reviewed the project schedule, work plan, and community engagement updates. The project team also presented development of the preliminary options, an overview of the sustainability workshop results, and traffic, mobility, and parking concepts.
2. **June 8, 2026:** held at 4:30 PM virtually via Zoom: during the meeting, the project team reviewed the project schedule, work plan, and community engagement updates. The project team also presented preliminary sustainability goals and associated certifications that are desired, an overview of the building systems options, recommendations for site circulation, and an introduction to project delivery methods of Chapter 149 and 149A. The project team also verified grade reconfiguration.
3. **July 6, 2026:** held at 4:30 PM virtually via Zoom: during the meeting, the project team reviewed the project schedule, workplan, and community engagement updates. The project team noted that the MSBA's PDP comments were received and are being coordinated by the project team, as well as noting that the PSR estimates have begun. Presentations were made for life cycle cost analysis of the mechanical system options, geotechnical site investigation results, and further development of the design options.
4. **August 3, 2026:** held at 4:30 PM virtually via Zoom: during the meeting, the project team reviewed the project schedule, workplan, and community engagement updates. The project team also presented the finalized preliminary options evaluations by the committee. There was a motion to choose option 4 for further study in the Schematic Design Phase. The motion passed 13-0 with no abstentions.
5. **August 17, 2026:** held at 4:30 PM virtually via Zoom: during the meeting, the project team reviewed the project schedule, workplan, and community engagement updates. The project team presented a final overview of the PSR package, to which the committee reviewed. There was a motion made to submit the PSR to the MSBA. The motion passed 12-0 with no abstentions.

In addition to the School Committee meetings listed above, the District held (13) public meetings and community engagement events which were posted in compliance with the state Open Meeting Law, at which the Project was discussed. These meetings & events include:

1. **January 23, 2026:** Community Coffee Hour: held at 8:30AM at the Benjamin G Brown School (201 Willow Ave. Somerville, MA). The project team and City leadership held an open meeting to the public, presenting information and status updates, and having a Q&A portion to receive community feedback.
2. **February 3, 2026:** Community Coffee Hour: held at 8:20AM at the Edgerly Education Center (33 Cross St. Somerville, MA). The project team and City leadership held an open meeting to the public, presenting information and status updates, and having a Q&A portion to receive community feedback.
3. **February 5, 2026:** Community Coffee Hour: held at 6:30PM virtually via Zoom. The project team and City leadership held an open meeting to the public, presenting information and status updates, and having a Q&A portion to receive community feedback.
4. **February 24, 2026:** Community Coffee Hour: held at 6:30PM virtually via Zoom. The project team and City leadership held an open meeting to the public, presenting information and status updates, and having a Q&A portion to receive community feedback.
5. **February 28, 2026:** Community Site Walk & Talk 1: held at 10:00AM at the Winter Hill Community Innovation School site (115 Sycamore St, Somerville MA) and met with residents and abutters to update them on the project's progress, existing conditions of the building, and took questions from the community throughout the walks, receiving feedback for the larger project team.
6. **March 3, 2026:** Community Forum: held at 6:00PM at Somerville High School Dining Commons (81 Highland Ave. Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. The project team and the City answered questions and received feedback from the community.
7. **March 7, 2026:** Community Site Walk & Talk 2: held at 10:00AM at the Winter Hill Community Innovation School site (115 Sycamore St, Somerville MA) and met with residents and abutters to update them on the project's progress, existing conditions of the building, and took questions from the community throughout the walks, receiving feedback for the larger project team.
8. **April 13, 2026:** Community Workshop #1, Sustainability: held at 5:30 PM at the East Somerville Community School (50 Cross St, Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. This was inclusive of gauging the community's sustainability goals and desires. The project team and the City included a Q&A portion to receive and discuss community feedback.
9. **April 16, 2026:** Community Engagement, as Week of the Young Child Event: held at 5:30 PM at Somerville High School (81 Highland Ave., Somerville, MA). The project team and City leadership hosted a table at the event to present the status of the project to the community members and explain what the next steps are ahead. This was inclusive of showing the community the SBC's short-listed options, as well as engaging with the youth of the community by allowing them to vote on their favorite outdoor playground concept. The project team and the City answered questions and received feedback from the community.

10. **May 11, 2026:** Community Workshop #2, Community Programs: held at 5:30 PM at the Tufts Administration Building (167 Holland St, Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. This was inclusive of gauging the community's needs and desires for indoor and outdoor spaces for community use. The project team and the City included a Q&A portion to receive and discuss community feedback.
11. **May 19, 2026:** Out of School Time Task Force Meeting: held at 10:00 AM at the YMCA Building (101 Highland Ave, Somerville, MA). The project team and City leadership presented the status of the project and what the next steps are ahead to the YMCA staff and community members. This was inclusive of gauging the group's needs and desires for indoor and outdoor spaces for community use, relating to the programs they historically host at the facility. The project team and the City included a Q&A portion to receive and discuss community feedback.
12. **May 20, 2026:** Community Engagement, Slice of the City Ward 4: held at 5:00 PM at the Healey School (5 Meacham St, Somerville, MA). The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. The project team and the City answered questions and received feedback from the community.
13. **June 26, 2026:** Neurodiversity Design Workshop: held at 10:00 AM via Zoom. The project team and City leadership presented the status of the project to the community members and what the next steps are ahead. The focus was to discuss how the new school will support students with a wide range of sensory, cognitive, social-emotional, and other needs. The project team and the City included a Q&A portion to receive and discuss community feedback.

The presentation materials for each meeting, meeting minutes, and summary materials related to the Project are available locally for public review at

Somerville Construction Advisory Group (CAG)
https://www.somervillema.gov/cag
https://www.somervillema.gov/meetingdocs?title=Construction%20Advisory%20Group

School Building Committee
https://www.somervillema.gov/departments/school-building-committee
https://www.youtube.com/playlist?list=PLGj157CeWYraPQ_7udqfvWkuPXY2PH-vm

Somerville School Committee
https://somerville.k12.ma.us/district-leadership/somerville-school-committee/school-committee-meetings
https://www.youtube.com/@SomervilleSchoolCommittee

Community Project Updates

To keep residents informed as this project progresses, the City created and maintains a dedicated project website at somervillema.gov/newschool to keep the community informed about the project. This webpage includes:

- A high-level description of the project along with answers to frequently asked questions.
- Links to designated pages for the Construction Advisory Group, School Building Committee, and School Committee where residents can find relevant meeting materials and recordings.
- A list of upcoming meetings and community engagement opportunities.
- Monthly project updates + links to previous project newsletters
- Key documents related to the project and MSBA process

In addition to visiting the webpage for updates, community members can sign up to receive monthly project newsletter emails directly. These monthly emails convey project status updates, report on presentations to the School Building Community, highlight upcoming events, and provide insight into key aspects of the design process. Previous editions of the project newsletter are linked below:

- July ‘26
- June ‘26
- May ‘26
- April ‘26
- March ‘26

Opportunities for the public to get involved and major project milestones are also shared through other City and Somerville Public Schools channels such as social media, press releases, posters/fliers, CityTV, general City and District newsletters, and more.

To the best of my knowledge and belief, each of the meetings listed above complied with the requirements of the Open Meeting Law, M.G.L. c. 30A, §§ 18-25 and 940 CMR 29 *et seq*.

If you have any questions or require any additional information, please contact Richard Raiche (Director of Infrastructure and Asset Management) at rraiche@somervillema.gov.

By signing this Grade Reconfiguration and Districting Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

By: Mayor Jake Wilson

Title: Mayor

Date: August 17, 2026

By signing this Grade Reconfiguration and Districting Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

By: Dr. Ruben Carmona

Title: Superintendent of Schools

Date: August 17, 2026

By signing this Grade Reconfiguration and Districting Approval Certification, I hereby certify that, to the best of my knowledge and belief, the information supplied by the District in this Certification is true, complete, and accurate.

By: Ms. Emily Ackman

Title: Chair of the School Committee

Date: August 17, 2026

I. Updated Space Summary

Proposed Space Summary - K-8 School - v6 925

Date: 8/2/2026 Preliminary Design Program

WINTER HILL COMMUNITY INNOVATION SCHOOL	BROWN EXISTING CONDITIONS			WHCIS @ EDGERLY EXISTING CONDITIONS			WHCIS (2023) EXISTING CONDITIONS			PROPOSED PROGRAM NEW CONSTRUCTION			PROPOSED PROGRAM TOTAL				VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (925 STUDENTS K-8)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
CORE ACADEMIC			10,412			14,301			19,106			50,430			50,430				3,350			47,080	STE Guidelines Policy
Kindergarten Classroom with Toilet	845	2	1,690	618	2	1,236	928	2	1,855	1,200	5	6,000	1,200	5	6,000	21/CR vs 25	0	-1	-1,200	1,200	6	7,200	1,100 NSF (minimum size) - 1,300 NSF (maximum
General Classroom (Grades 1-6)	872	10	8,722	960	1	960	840	4	3,360	900	27	24,300	900	27	24,300	23/CR vs 26	-50	0	-1,350	950	27	25,650	900 NSF (minimum size) - 1,000 NSF (maximum size);
General Classroom (Grades 1-6)				860	1	860	830	6	4,980	5cr/gr 1-3, 4/gr4-6+STE			5cr/gr 1-3, 4/gr4-6+STE										
General Classroom (Grades 1-6)				800	2	1,600	820	2	1,640	2rm tms @ 4-6			2rm tms @ 4-6										
General Classroom (Grades 1-6)				720	1	720			0														
General Classroom (Grades 1-6)				680	2	1,360			0														
General Classroom (Grades 1-6)				630	2	1,260			0														
General Classroom (Grades 1-6)				600	1	600			0														
Science, Technology, Engineering (Gr 3-6) **incl. special**			0			0			0	1,080	3	3,240	1,080	3	3,240	1/350	0	0	0	1,080	3	3,240	1,080 NSF (minimum size); Refer to the 2018 STE
STE Storage Room (If applicable)			0			0			0	120	3	360	120	3	360		0	0	0	120	3	360	Minimum of (1) 120 NSF STE Storage Room required
General Classroom (Grades 7-8)			0	735	1	735			0	900	8	7,200	900	8	7,200	23/CR	0	0	0	900	8	7,200	850 NSF (minimum size) - 950 NSF (maximum size)
General Classroom (Grades 7-8)				675	1	675	830	4	3,320	5cr/gr w sci			5cr/gr w sci										
General Classroom (Grades 7-8)				620	1	620	820	1	820														
Science Classroom / Lab (Grades 7-8)			0	960	1	960			0	1,440	2	2,880	1,440	2	2,880		0	0	0	1,440	2	2,880	Assumed schedule: 1 period per day per student;
Science Classroom / Lab (Grades 7-8)				680	1	680			0	42 CR/Sci+2 PK+NCA as 2			42 CR/Sci+2 PK+NCA as 2										
Prep Room			0			0			0	200	2	400	200	2	400		0	0	0	200	2	400	(1) 200 NSF Prep Room required per Science
Central Chemical Storage Room			0			0			0	150	1	150	150	1	150		0	0	0	150	1	150	(1) 150 NSF Central Chemical Storage Room Required
World Language			0			0			0	900	1	900	900	1	900	only gr.4-6	900	1	900				
Newcomers Classrooms (ESL/MLL Grade-6)			0	590	1	590	731	2	1,461	ESL 500	2	1,000	500	2	1,000	8-12/CR	500	2	1,000				
Newcomers Classrooms (ESL/MLL Grade-7/8)			0	385	2	770	840	1	840	500	4	2,000	500	4	2,000	8-12/CR	500	4	2,000				
Newcomers Classrooms (ESL/MLL Grade-7/8)				675	1	675	830	1	830			0					0	0	0				
Breakout/Collaboration Zones			0			0			0	250	8	2,000	250	8	2,000	Gr.1-8	250	8	2,000				
SPECIAL EDUCATION			729			10,260			13,169			22,650			22,650				9,550			13,100	Special Education spaces require DESE review and
Self-Contained Special Education Classroom (Gr K-6)			0	1,180	1	1,180	1,214	1	1,214	AIM 900	8	7,200	900	8	7,200	AIM T3	-50	3	2,450	950	5	4,750	900 NSF (minimum size) - 1,300 NSF; equal to the size
Self-Contained Special Education Classroom (Gr K-6)			0	1,000	1	1,000	1,115	2	2,230	AIM													
Self-Contained Special Education Classroom (Gr K-6)			0	850	1	850	906	1	906	AIM													
Self-Contained Special Education Classroom (Gr K-6)			0	820	1	820	890	1	890	AIM													
Self-Contained Special Education Classroom (Gr K-6)			0	780	1	780	843	1	843	AIM													
Self-Contained Special Education Classroom (Gr K-6)			0	680	1	680	830	1	830	AIM													
Self-Contained Special Education Classroom (Gr K-6)			0	620	1	620	710	1	710	AIM													
Self-Contained Special Education Classroom (Gr K-6)			0	580	1	580			0														
Self-Contained Special Education Classroom (Gr 7-8)			0	500	1	500			0	900	2	1,800	900	2	1,800	AIM T3	-50	-3	-2,950	950	5	4,750	850 NSF (minimum size) - 950 NSF; equal to the size of
Self-Contained Special Education Classroom (Gr 7-8)			0	440	1	440			0	900	1	900	900	1	900	AIM T1							
Self-Contained Special Education Toilet Room (Gr K-6)			0			0			0	60	8	480	60	8	480		0	3	180	60	5	300	
Self-Contained Special Education Toilet Room (Gr 7-8)			0			0			0	60	2	120	60	2	120	not at T1	0	-3	-180	60	5	300	
Life Skills Suite			0			0	830	1	830	SLIFE 600	2	1,200	600	2	1,200	aim+gen-e	600	2	1,200				
Life Skills Suite							615	1	615	SLIFE													
Resource Room (Grades K-6)	729	1	729	225	2	450	843	1	843	for 4 300	6	1,800	300	6	1,800	dbl/smalle	-200	3	300	500	3	1,500	
Resource Room (Grades 7-8)			0	275	2	550			0	300	2	600	300	2	600	dbl/smalle	-200	1	100	500	1	500	
Small Group Room (SLP/Speech & Language)	within resource rm			90	3	270	146	3	437	200	5	1,000	200	5	1,000	2aim1nca 1/cluster	-300	3	0	500	2	1,000	1/2 size of a General Classroom
Small Group Room (Reading & Math Interven)	within resource rm			345	2	690	507	1	507	200	2	400	200	2	400		200	2	400				
OT/PT	within resource rm			335	1	335	720	1	720	450	3	1,350	450	3	1,350	1/cluster	450	3	1,350				
OT/PT Sensory	within resource rm					0	200	1	200	200	3	600	200	3	600	ea. ot/pt	200	3	600				
Adjustment Counselor			0	90	2	180	195	2	390	150	5	750	150	5	750	incl 2 NCA	150	5	750				
Work Rooms (3 behav, 4 interven, 4 coaches)			0			0	200	1	200	300	3	900	300	3	900	1/cluster	300	3	900				
- Adjustment/Counselor							150	1	150						0		0	0	0				
- Adjustment/Counselor							91	1	91						0	5 SP/MLL CLUSTER S	0	0	0				
- Behavioral (BCBA)							198	1	198						0		0	0	0				
- Behavioral (BCBA)							179	1	179						0		0	0	0				
Meeting Space within Classroom Clusters			0			0			0	100	18	1,800	100	18	1,800	ea.pair crs	100	18	1,800				
AIM Director			0	335	1	335			0	150	1	150	150	1	150		150	1	150				
Department Coordinator			0	included above			186	1	186	150	2	300	150	2	300		150	2	300				
IEP Team Leader	within resource rm					0			0	150	2	300	150	2	300		150	2	300				
IEP Conference	within resource rm					0			0	300	1	300	300	1	300		300	1	300				
Small Conference			0			0			0	200	1	200	200	1	200		200	1	200				
Regulation Space (stand-alone)			0			0			0	100	5	500	100	5	500	ea.floor	100	5	500				
ART & MUSIC			1,491			2,108			2,966			5,850			5,850				-2,200			8,050	
Art Classroom (Grades K-6)	735	1	735	1,120	1	1,120	1,011	1	1,011	1,000	1	1,000	1,000	1	1,000	1/35cr	0	-1	-1,000	1,000	2	2,000	Assumed schedule: 2 times per week per student
Art Classroom (Grades 7-8)			0			0			0	1,200	1	1,200	1,200	1	1,200		0	0	0	1,200	1	1,200	Assumed schedule: 50% total enrollment; 2 times per
Art Workroom with Storage and Kiln			0			0			0	150	3	450	150	3	450		0	0	0	150	3	450	
Band / Chorus (100 seats)			0			0			0	1,500	1	1,500	1,500	1	1,500	1/35cr	0	0	0	1,500	1	1,500	
Music Classroom / Large Group (25-50 seats)	756	1	756	988	1	988	978	2	1,955	1 ASP 1,200	1	1,200	1,200	1	1,200		0	-1	-1,200	1,200	2	2,400	Assumed schedule: 2 times per week per student
Music Practice / Ensemble (Grades K-6)			0			0			0	75	4	300	75	4	300		0	0	0	75	4	300	
Music Practice / Ensemble (Grades 7-8)			0			0			0	200	1	200	200	1	200		0	0	0	200	1	200	
VOCATIONS & TECHNOLOGY			0			0			0			1,440			1,440				0			1,440	STE Guidelines Policy
Technology / Engineering **/ Exploritory Culinary**			0			0			0	1,440	1	1,440	1,440	1	1,440		0	0	0	1,440	1	1,440	Assumed schedule: 50% total enrollment (Grades 7-8); 5 times per week; 850 NSF (minimum size) - 2,000
HEALTH & PHYSICAL EDUCATION			0			3,245			7,195	+3 STE in Core Academics		8,322	+3 STE in Core Academics		8,322				0			8,322	Excess Physical Education Spaces Policy
Gymnasium	uses media center			3,245	1	3,245	7,050	1	7,050	6,000	1	6,000	6,000	1	6,000		0	0	0	6,000	1	6,000	
Adaptive PE			0			0			0	2,000	1	2,000	2,000	1	2,000		2,000	1	2,000				
Gym Storeroom			0			0			0	150	1	150	150	1	150		0	0	0	150	1	150	
Health Instructor's Office with Shower and Toilet			0			0	145	1	145	172	1	172	172	1	172		0	0	0	172	1	172	
Locker Rooms - Boys and Girls with Toilets			0			0			0			0	0	0	0		-1,000	-2	-2,000	1,000	2	2,000	
MEDIA CENTER			1,400			1,000			3,491			5,025			5,025				0			5,025	
Media Center / Reading Room	1,400	1	1,400	1,000	1	1,000	2,980	1	2,980	5,025	1	5,025	5,025	1	5,025		0	0	0	5,025	1	5,025	
Elementary Reading Room			0			0	511	1	511	multi-p included above			included above				0	#VALUE!	0				
Digital Literacy/Computer Science Lab										included above			included above										
Prof Development Room										included above			included above										
DINING & FOOD SERVICE			397			3,420			8,696			12,064			12,064				462			11,602	
Cafeteria / Dining			0	2,075	1	2,075	3,450	1	3,450	4,625	1	4,625	4,625	1	4,625	3Inch+SFLC	-2,313	0	-2,313	6,938	1	6,938	Based on 2 lunch seatings - 15 NSF per seat
Stage			0	455	1	455			0	1,600	1	1,600	1,600	1	1,600		0	0	0	1,600	1	1,600	
Kitchen	397	1	397	630	1	630	3,283	1	3,283	3,300	1	3,300	3,300	1	3,300	central	1,075	0	1,075	2,225	1	2,225	1,600 NSF for first 300 students + 1 NSF per additional
Kitchen areas/Storage							331	5	1,655	1,700	1	1,700	1,700	1	1,700	central							
Chair / Table / Equipment Storage			0			0			0	508	1	508	508	1	508		0	0	0	508	1	508	200 NSF for first 300 students + 0.333 NSF per
Staff Lunch Room			0	260	1	260	308	1	308	331	1	331	331	1	331	disp w wrk	0	0	0	331	1	331	200 NSF for first 400 students + 0.25 NSF per

Proposed Space Summary - K-8 School - v6 925

Revised June 2023

Date: 8/2/2026 Preliminary Design Program

WINTER HILL COMMUNITY INNOVATION SCHOOL	BROWN EXISTING CONDITIONS			WHCIS @ EDGERLY EXISTING CONDITIONS			WHCIS (2023) EXISTING CONDITIONS			PROPOSED PROGRAM: NEW CONSTRUCTION			PROPOSED PROGRAM: TOTAL				VARIATION TO MSBA GUIDELINES			MSBA GUIDELINES (925 STUDENTS K-8)			
ROOM TYPE	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS		ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	COMMENTS
MEDICAL			230			0			737			770			770				60			710	
Medical Suite Toilet			0			0	included below			60	2	120	60	2	120		0	1	60	60	1	60	
Nurses' Office / Waiting Room	106	1	106			0	562	1	562	250	1	250	250	1	250		0	0	0	250	1	250	
Examination Room / Resting	124	1	124			0	88	2	175	100	4	400	100	4	400		0	0	0	100	4	400	
ADMINISTRATION & GUIDANCE			750			2,005			2,551			5,484			5,484				1,965			3,519	
Principal's Office with Conference Area	85	1	85	325	1	325	297	1	297	200	1	200	200	1	200		-175	0	-175	375	1	375	
Principal's Secretary / Waiting	86	1	86			0			0	125	3	375	125	3	375		0	2	250	125	1	125	
Assistant Principal's Office			0	165	1	165	440	1	440	150	3	450	150	3	450		23	2	323	127	1	127	
Assistant Principal's Office - AP2	144	1	144			0			0	150	0	0	150	0	0		23	0	0	127	0	-	
General Office / Waiting Room with Toilet (& Secr)	in main hallway					0	375	1	375	500	1	500	500	1	500		-101	0	-101	601	1	601	
Conference Room			0	325	1	325	320	1	320	200	4	800	200	4	800		-72	3	528	272	1	272	
Teachers' Mail and Time Room			0			0			0	250	1	250	250	1	250		150	0	150	100	1	100	
Copy Room	in main hallway					0	139	1	139	included above			included above				-161	#VALUE!	-161	161	1	161	
Records Room			0			0	70	1	70	125	1	125	125	1	125		-5	0	-5	130	1	130	
Supervisory / Spare Office			0	335	1	335			0	150	3	450	150	3	450		23	2	323	127	1	127	
General Waiting Room			0			0			0	incl. w secr/waiting			incl. w secr/waiting				-100	#VALUE!	-100	100	1	100	
Guidance Office (Couns Educators + Stu Assist Couns)	374	1	374			0	195	1	195	150	5	750	150	5	750		0	0	0	150	5	750	
Guidance Storeroom			0			0			0	34	1	34	34	1	34		-4	0	-4	38	1	38	
Teachers' Work Room	in main hallway					0	715	1	715	120	5	600	120	5	600		-493	4	-13	613	1	613	
Social Worker	61	1	61	170	1	170			0	150	3	450	150	3	450		150	3	450				
ESL/MLL Office (NCA)				178	2	355			0				0	0	0		0	0	0				
ESL/MLL Work Room				330	1	330			0	500	1	500	500	1	500		500	1	500				
CUSTODIAL & MAINTENANCE			2,927			975			1,443			2,497			2,497				0			2,497	
Custodian's Office	386	1	386			0	248	1	248	150	1	150	150	1	150		0	0	0	150	1	150	
Custodian's Workshop			0			0			0	347	1	347	347	1	347		0	0	0	347	1	347	
Custodian's Storage	254	10	2,541			0			0	375	1	375	375	1	375		0	0	0	375	1	375	
Storeroom	in main hallway			775	1	775	76	9	682	617	1	617	617	1	617		0	0	0	617	1	617	
Recycling Room / Trash			0			0			0	400	1	400	400	1	400		0	0	0	400	1	400	
Receiving and General Supply			0			0	171	1	171	408	1	408	408	1	408		0	0	0	408	1	408	
Network / Telecom Room			0	200	1	200	171	2	342	200	1	200	200	1	200		0	0	0	200	1	200	
OTHER			78			1,810			2,418			9,750			9,750				9,750			0	
Pre-Kindergarten Classroom with Toilet (if applicable)			0	610	1	610	872	1	872	1,200	2	2,400	1,200	2	2,400		0	2	2,400	1,200	0	-	1,100 NSF (minimum size) - 1,300 NSF (maximum size)
Outside School Time (After School Program)	78	1	78			0	484	1	484	150	1	150	150	1	150		150	1	150				
- small group										450	2	900	450	2	900		450	2	900				
Somerville Family Learning Collab (SFLC)			0	165	1	165	198	1	198	300	1	300	300	1	300		300	1	300				
- workroom (6 enroll, 3 hlth, 1 MLE)										500	1	500	500	1	500		500	1	500				
- Liasson office for 2										150	1	150	150	1	150		150	1	150				
- office/privacy meeting + testing space										75	4	300	75	4	300		75	4	300				
- playgroup for 20 children + 25 adults										multi-purpose part of caf			multi-purpose part of caf				0	#VALUE!	0				
- food pantry/freezer										150	1	150	150	1	150		150	1	150				
- clothing pantry			0			0			0	100	1	100	100	1	100		100	1	100				
Theater Classroom			0	610	1	610	864	1	864	1,200	1	1,200	1,200	1	1,200	1/35+stage	1,200	1	1,200				
Health Classroom			0			0			0	900	2	1,800	900	2	1,800	1/35cr	900	2	1,800				
Becoming A Man (BAM, Grades 7-8)			0	425	1	425			0	900	1	900	900	1	900		900	1	900				
Working on Womanhood (WOW, Grades 6-8)			0			0			0	900	1	900	900	1	900		900	1	900				
Total Building Net Floor Area (NFA)			18,414			39,124			61,772			124,282			124,282				22,937			101,345	Total Building Net Floor Area (NFA)
Proposed Student Capacity / Enrollment			178			400			400	Total Enrollment		925			925							925	Total Enrollment (Enter Design Enrollment)
			avg 30 stu/gr			avg 44 stu/gr			avg 44 stu/gr	Kindergarten		103										103	Kindergarten Enrollment
	36 FTE Staff (30+10-15 partial)			79staff+28paras+2libr =111 staff			79staff+28paras+2libr =111 staff			Grades 1-2		206	est.staff/paras 160-180					Grades K-6	78%			206	Lower Elementary School Enrollment (Grades 1-2)
										Grades 3-6		411										411	Upper Elementary School Enrollment (Grades 3-6)
										Grades 7-8		206						Grades 7-8	22%			206	Upper Middle School Enrollment (Grades 7-8)
NON-PROGRAMMED SPACES											% of GFA	62,141		% of GFA	62,141								Complete this category with Schematic Design Submitt
Mothers/Nursing Room			0	50	1	50	89	1	89	75	1	75	75	1	75		75	1	75				
Remaining[3]										-	33.3%	62,066	-	33.3%	62,066								
Total Building Gross Floor Area (GFA)[2]			26,700			91,920			85,700			186,423			186,423				34,405			152,018	Total Building Gross Floor Area (GFA)[2]
Grossing Factor (GFA / NFA)			1.45			2.35			1.39			1.50			1.50				0.00			1.50	Grossing Factor (GFA / NFA)

# of Grades	9	
K	1	
Grade 1	1	
Grade 2	1	925
Grade 3	1	103
Grade 4	1	206
Grade 5	1	411
Grade 6	1	206
Grade 7	1	
Grade 8	1	

3 ADMIN CLUSTERS

DISPERSE w/ SPED CLUSTER

[1] **Individual Room Net Floor Area (NFA)** Includes the net square footage measured fr Includes the net square footage measured fr Includes the net square footage measured from the inside face of the perimeter walls and includes all specific spaces assigned to a particular program area including such spaces as non-communal toilets and storage rooms.

[2] **Total Building Gross Floor Area (GFA)** Includes the entire building gross square foo Includes the entire building gross square foo Includes the entire building gross square footage measured from the outside face of exterior walls.

[3] **Remaining** Includes exterior walls, interior partitions, cl Includes exterior walls, interior partitions, cl Includes exterior walls, interior partitions, chases, and other areas not listed above. Do not calculate this area, it is assumed to equal the difference between the Total Building Gross Floor Area and area not accounted for above.

Architect Certification

I hereby certify that all of the information provided in this "Proposed Space Summary" is true, complete and accurate and, except as agreed to in writing by the Massachusetts School Building Authority, in accordance with the guidelines, rules, regulations and policies of the Massachusetts School Building Authority to the best of my knowledge and belief. A true statement, made under the penalties of perjury.

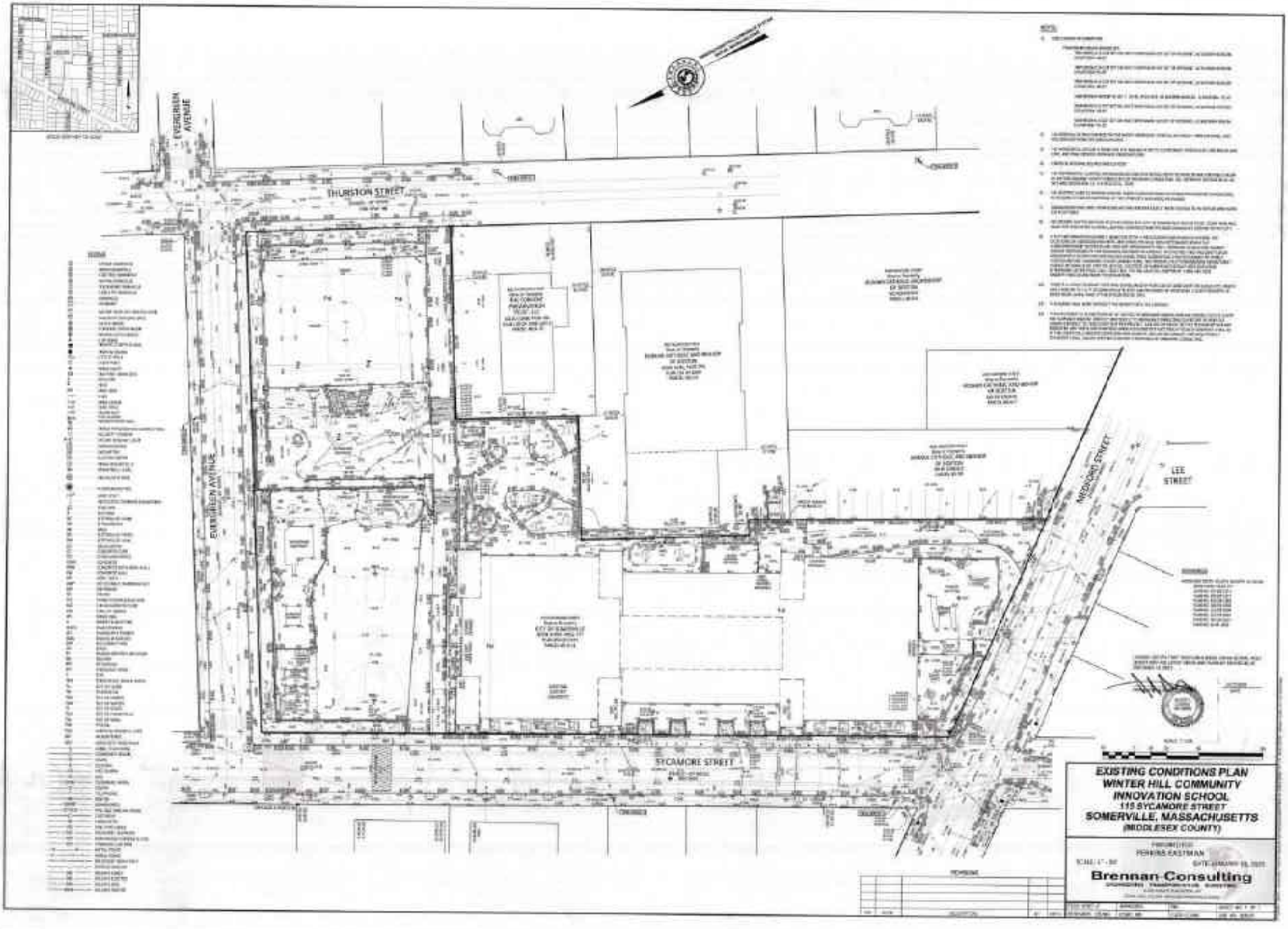
Name of Architecture Firm: Perkins Eastman

Name of Principal Architect: Robert Bell

Signature of Principal Architect:

Date: rev 8/2/2026

J. Site Survey


EVERGREEN AVENUE
THURSTON STREET
EVERGREEN AVENUE
MEDFORD STREET
LEE STREET
SYCAMORE STREET
EXISTING CONDITIONS PLAN
WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE STREET
SOMERVILLE, MASSACHUSETTS
(MIDDLESEX COUNTY)
PERKINS EASTMAN
Brennan Consulting

K. MSBA Green Letter

PERKINS EASTMAN

August 4, 2026

Ms. Diane Sullivan
Massachusetts School Building Authority
10 Post Office Square
Suite S400
Boston, MA 02109

Re: MSBA Green Schools Program
Project Name: Winter Hill Community Innovation School
Project Location: 115 Sycamore Street, Somerville, MA 02145

Dear Ms. Sullivan,

This is an acknowledgement that the City of Somerville has identified a goal of 2% additional reimbursement from the MSBA High Efficiency Green School Program. As their Designer, I have submitted a completed LEED V4.1 scorecard showing all prerequisites and 67 attempted points, which will meet the goal.

The scope of the work for this project will include the construction elements and performance tasks to achieve that goal, and all subsequent documents, including but not limited to, specifications, drawings and cost estimates will match the scope of work indicated in the submitted scorecard.

Regards,



Lisa Pecora, AIA, LEED AP BD+C
Senior Associate

cc: File

Perkins Eastman
Architects DPC

20 Ashburton Place
Floor 8
Boston, MA 02108
+1.617.449.4000

PERKINSEASTMAN.COM

Boston
Charlotte
Chicago
Dallas
Dubai
Guayaquil
Los Angeles
Mumbai
New York
Pittsburgh
San Francisco
Shanghai
Stamford
Toronto
Washington DC

L. LEED V4 Narrative and Scorecard

Winter Hill Community Innovation School (Pre-K through 8th Grade)
33 Cross St, Somerville, MA 02145

PSR Sustainability Narrative

LEED & Sustainability Narrative

This narrative provides a detailed but condensed summary of the LEED BD+C: Schools v4 sustainability strategy for the Winter Hill Community Innovation school project. The project is pursuing a minimum of LEED Gold certification and is currently tracking a strong number of YES and MAYBE credits across all categories.

Integrative Process (IP)

The Integrative Process credit emphasizes early, collaborative exploration of design options before major decisions are fixed. For Winter Hill, the team engaged in a structured discovery phase to clarify the owner's goals around energy, water, carbon, indoor environmental quality, and community use. Energy modeling and water-use analyses were initiated at the predesign and schematic design stages to inform site planning, building mass and orientation, envelope performance, glazing strategy, and HVAC system selection.

Findings from these early studies guided an iterative design process, with architects, engineers, sustainability consultants, and the owner's team working together to identify synergies and cost-effective performance improvements. The project will continue this feedback loop through construction and initial occupancy, aligning with the LEED Integrative Process framework. This credit is being actively pursued.

Location & Transportation (LT)

The Winter Hill project is located on a previously developed urban site, which supports compact development and reduces pressure on greenfield lands. The project meets Sensitive Land Protection requirements by reusing a developed site rather than disturbing new land.

The project qualifies as a High-Priority Site due to its location in a Difficult Development Area (non-split ZCTA). Soil and/or groundwater conditions will be documented through environmental site assessments, and remediation is being carried out to meet applicable regulatory standards. This supports both environmental health and neighborhood revitalization.

The surrounding area features dense residential and non-residential development and a broad mix of diverse uses—such as retail, services, civic facilities, and recreational destinations—

within walking distance of the site. This supports striving for the Surrounding Density and Diverse Uses credit for five points. The project will study points in this category.

The site is also well-served by public transit, with multiple bus and/or rail routes within a short walking distance of primary building entrances. Service frequency may meet LEED thresholds for weekday trips, and the project expects to achieve minimal points available for Access to Quality Transit. The team will evaluate walking distances relative to the student attendance boundary to confirm that a significant percentage of students can safely walk to school.

Bicycle Facilities will be provided through secure long-term bike storage for regular occupants, short-term racks for visitors, and on-site shower/changing facilities for staff. The site is connected to existing bicycle networks that lead to key neighborhood destinations and transit stops. The project may provide Green Vehicle accommodations by designating preferred parking for low-emitting and fuel-efficient vehicles and installing electric vehicle supply equipment (EVSE) for a subset of parking spaces.

Sustainable Sites (SS)

The project complies with the Construction Activity Pollution Prevention prerequisite through an erosion and sedimentation control plan consistent with or exceeding the U.S. EPA Construction General Permit. The plan addresses soil stabilization, sediment control, tracking prevention, and proper management of stockpiles and stormwater during construction.

The Environmental Site Assessment prerequisite will be met through Phase I investigation and potentially a Phase II investigation. Contaminants identified on site would be remediated to meet or exceed residential/unrestricted use standards, reducing long-term risk to occupants and the community.

A Site Assessment will be completed to document topography, hydrology, climate, vegetation, soils, human use patterns, and potential health impacts. This assessment informed site layout, landscape design, circulation, and selection of outdoor program areas. The project will provide meaningful Open Space exceeding LEED minimums by offering accessible outdoor areas dedicated to social activity, recreation, educational gardens, and/or habitat areas. At least 25% of the open space will be vegetated with non-turf plantings or shaded by overhead canopy.

Rainwater Management credits are limited by existing site and infrastructure constraints. The project incorporates stormwater best management practices where feasible, will strive to meet the full percentile-based targets described in LEED. Heat Island Reduction will be addressed by using compliant roofing. Light Pollution Reduction measures, including careful selection and aiming of exterior luminaires and control of uplight and trespass, are being evaluated to minimize impacts on the night sky and neighboring properties.

A Site Master Plan credit will be evaluated if applicable - because the project does not anticipate future phased development on the site. Joint Use of Facilities is being explored through potential shared use of auditoriums, gymnasiums, fields, and other program spaces with the wider community to support after-hours access and community benefit.

Water Efficiency (WE)

Outdoor Water Use Reduction will be achieved primarily through plant species selection and high-efficiency irrigation design. Landscaped areas are being designed with drought-tolerant and/or native/adapted plantings. After plant establishment, there is a potential that no irrigation will be required.

Indoor Water Use Reduction is achieved through the specification of high-performance plumbing fixtures and fittings. Toilets, urinals, lavatory faucets, and showerheads will meet or exceed WaterSense or equivalent performance levels, enabling at least a 20% reduction in potable water use relative to the baseline. The project is targeting additional reductions to maximize LEED points. Appliances and process water uses (such as dishwashers or clothes washers, if in scope) will be selected for high efficiency to support further savings.

Building-Level Water Metering will be provided to measure total potable water consumption for the building and associated grounds. Data will be summarized monthly and annually and shared with USGBC for the required period. In addition, Water Metering credits will be pursued by submetering major subsystems such as irrigation, indoor plumbing fixtures, domestic hot water, and other large process uses. These meters will support ongoing monitoring, troubleshooting, and optimization of water performance.

Energy & Atmosphere (EA)

The project satisfies all Energy & Atmosphere prerequisites. Fundamental Commissioning and Verification will be conducted for mechanical, electrical, plumbing, and renewable energy systems, ensuring that systems are installed, calibrated, and functioning as intended. Owner's Project Requirements (OPR) and Basis of Design (BOD) documents are being developed and maintained, and commissioning activities will extend through design, construction, and early operations.

Minimum Energy Performance will be demonstrated via whole-building energy simulation using ASHRAE 90.1-2010 Appendix G or an approved equivalent. The design is modeled to achieve significant energy cost savings over the baseline, reflecting improvements in envelope performance, reduced internal loads, high-efficiency HVAC systems, lighting, and controls.

Building-Level Energy Metering will be provided for all major fuels, with a commitment to track and share usage data with USGBC. Refrigerant management will avoid the use of CFC-based

refrigerants in new systems, with any reused equipment evaluated and transitioned as required.

Enhanced Commissioning will be pursued excluding the monitoring-based commissioning pathway. In addition to traditional enhanced commissioning tasks—such as review of submittals, training plans, seasonal testing, and post-occupancy review. This includes identification of key energy and water performance points, integration with the building automation system, and development of ongoing commissioning protocols.

Advanced Energy Metering, is now required by MA code; the project will incorporate submetering that supports performance tracking. Demand Response credits are not being sought at this time due to program limitations and owner priorities. Instead, a study on Grid Harmonization will be completed for one point.

On-site renewable energy systems may offset a portion of annual consumption, and the project may contract for 100% Renewable Energy Certificates (RECs) and/or green power for the remaining demand. This strategy can support both EA credit achievement and broader carbon reduction goals. Enhanced Refrigerant Management will be researched through use of low-GWP refrigerants or through calculations demonstrating that the combination of systems meets LEED impact thresholds.

Materials & Resources (MR)

The project meets the Storage and Collection of Recyclables prerequisite by providing centralized, accessible areas for collection of paper, cardboard, metals, glass, and plastics, as well as provisions for safe handling of batteries, lamps, and electronic waste. Spaces are designed to accommodate ongoing operations and hauler access.

Construction and Demolition Waste Management will follow a written plan that identifies target materials for diversion and outlines whether materials will be source-separated or commingled. The project is targeting greater than 75% diversion from landfill, excluding land-clearing debris, and explicitly treats alternative daily cover (ADC) as disposal rather than diversion for compliance purposes.

Building Life-Cycle Impact Reduction opportunities, including building and material reuse and whole-building life-cycle assessment, are being evaluated where feasible. The project will assess cost and constructability considerations to determine the most appropriate pathways.

Building Product Disclosure and Optimization credits will be pursued by selecting materials that provide: (1) Environmental Product Declarations (EPDs), (2) transparent sourcing and extraction reporting, and (3) material ingredient disclosure down to 0.1%. The project will strive to meet LEED thresholds for the number of products and manufacturers providing these documents,

focusing on major product categories such as structure, envelope, interior finishes, and furnishings.

Indoor Environmental Quality (EQ)

The project satisfies Minimum Indoor Air Quality Performance by designing ventilation systems to meet or exceed ASHRAE 62.1-2010 requirements, including appropriate outdoor air rates and monitoring. Environmental Tobacco Smoke Control will be addressed through a no-smoking policy for the entire site, supported by signage at property boundaries.

Minimum Acoustic Performance will be addressed through careful design of HVAC systems, envelope assemblies, and interior partitions. Background noise levels in classrooms and core learning spaces will be controlled, and appropriate sound transmission class (STC) ratings will be achieved for walls, doors, and windows to support speech intelligibility and a productive learning environment.

Enhanced Indoor Air Quality Strategies include permanent entryway systems at primary entrances, exhaust and containment of spaces with higher pollutant loads (such as copy rooms or storage areas), and filtration of outdoor air with appropriately rated filters. Cross-contamination prevention measures will maintain negative pressure in specific rooms and provide deck-to-deck separation where required.

Low-Emitting Materials will be prioritized across paints, coatings, adhesives, sealants, flooring, composite wood, ceiling and wall systems, insulation, and furniture. Products will be selected to meet LEED VOC emissions and content thresholds to improve indoor air quality during and after construction.

A Construction Indoor Air Quality Management Plan will be implemented based on SMACNA guidelines, including protection of absorptive materials, control of dust and particulates, and appropriate use of temporary filtration for equipment operated during construction. The project will complete either a controlled flush-out or baseline IAQ testing prior to occupancy to verify indoor air quality.

Thermal Comfort will be addressed using ASHRAE 55-2010 or equivalent standards for both design and controls. Occupants will have reasonable control over thermal conditions through zoned systems and adjustable controls in both individual and shared spaces. Interior Lighting strategies include task-appropriate lighting controls for occupants and attention to lighting quality, glare control, and color rendering.

Daylighting and Quality Views are important goals for learning environments. Regularly occupied spaces are designed to receive balanced daylight while controlling glare through glazing selection, shading, and interior layout. A high percentage of occupied floor area will have views to the outdoors, with visual access to sky, landscape, and movement where

possible. Acoustic Performance credits beyond the prerequisite are being evaluated, recognizing that achieving stringent sound criteria in all spaces may be challenging but remains a design objective.

Innovation & Regional Priority

Innovation credits anticipated for the project include exemplary performance in Material Ingredients and Low – Emitting Materials. The project also plans to use the building as a teaching tool, incorporating educational signage, dashboards, and curriculum connections that help students, staff, and visitors understand the building's sustainable features.

A LEED Accredited Professional is an active member of the project team and will help coordinate certification efforts and documentation.

Regional Priority credits identified for the project's location include WBLCA and Optimize Energy Performance. The project is strategically aligned to pursue these credits, which have elevated importance for the region and support broader environmental and policy goals.

Overall, the Winter Hill Community Innovation School project integrates a robust set of sustainability strategies across site, water, energy, materials, and indoor environmental quality.

(see next page for the LEED scorecard)

July 2, 2026

LEED v4 for BD+C: Schools

Project Checklist

Project Name:	**Winter Hill Community Innovation School**
Address:	115 Sycamore Street, Somerville, MA 02145
Date:	2-Jul-26

☐ - *MSBA incentive credit*

Y	NY	MN	N				
1				Credit	Integrative Process		1

12	3	0	0	**Location and Transportation**	LEED v4.1?	15
0	0		0	Credit	LEED for Neighborhood Development Location	15
1				Credit	Sensitive Land Protection (Opt 1 - previously developed site)	1
1	1			Credit	High Priority Site (Opt 2 - DDA. Confirm phase 2?)	2
5				Credit	Surrounding Density and Diverse Uses (Opt 3: Walkscore = 90)	v4.1 5
3	1			Credit	Access to Quality Transit (Opt 1: Transit. Opt 2: Pedestrian Access - pass = 2)	v4.1 4
	1			Credit	Bicycle Facilities	1
1				Credit	Reduced Parking Footprint	1
1				Credit	Green Vehicles (Evergreen - 2 spots will be added)	1

9	1	1	1	**Sustainable Sites**		12
Y				Prereq	Construction Activity Pollution Prevention	Required
Y				Prereq	Environmental Site Assessment	Required
1				Credit	Site Assessment	1
		1	1	Credit	Site Development - Protect or Restore Habitat	v4.1 2
1				Credit	Open Space	1
2	1			Credit	Rainwater Management (RP)	v4.1 3
2				Credit	Heat Island Reduction	2
1				Credit	Light Pollution Reduction	1
1				Credit	Site Master Plan (MSBA req'd)	1
1				Credit	Joint Use of Facilities	1

3	3	2	4	**Water Efficiency**		12
Y				Prereq	Outdoor Water Use Reduction	Required
Y				Prereq	Indoor Water Use Reduction	Required
Y				Prereq	Building-Level Water Metering	Required
1	1			Credit	Outdoor Water Use Reduction (Some irrigation possible, will need calculation)	2
1	2	1	3	Credit	Indoor Water Use Reduction (there will be urinals, plumb fixtures + process water)	7
		1	1	Credit	Cooling Tower Water Use (no cooling tower, possible process use)	v4.1 2
1				Credit	Water Metering	1

16	7	0	8	**Energy and Atmosphere**		31
Y				Prereq	Fundamental Commissioning and Verification	Required
Y				Prereq	Minimum Energy Performance	Required
Y				Prereq	Building-Level Energy Metering	Required
Y				Prereq	Fundamental Refrigerant Management	Required
6				Credit	Enhanced Commissioning (does incl MBCx)	6
8	2		6	Credit	Optimize Energy Performance (RP)	16
1				Credit	Advanced Energy Metering (MA code)	1
1			1	Credit	Demand Response (Grid Optimization calculator, with a possibility for Demand Response program)	2
	4		1	Credit	Renewable Energy Production (striving for net zero at one mW)	v4.1 3
	1			Credit	Enhanced Refrigerant Management	1
				Credit	~~Green Power and Carbon Offsets~~	2

8	4	0	1	**Materials and Resources**	LEED v4.1?	13
Y				Prereq	Storage and Collection of Recyclables	Required
Y				Prereq	Construction and Demolition Waste Management Planning	Required
2	2		1	Credit	Building Life-Cycle Impact Reduction (RP)	5
2				Credit	Building Product Disclosure and Optimization - Environmental Product Declarations	v4.1 2
1	1			Credit	Building Product Disclosure and Optimization - Sourcing of Raw Materials	v4.1 2
2				Credit	Building Product Disclosure and Optimization - Material Ingredients	v4.1 2
1	1			Credit	Construction and Demolition Waste Management	2

9	4	2	1	**Indoor Environmental Quality**		16
Y				Prereq	Minimum Indoor Air Quality Performance	Required
Y				Prereq	Environmental Tobacco Smoke Control	Required
Y				Prereq	Minimum Acoustic Performance	Required
2				Credit	Enhanced Indoor Air Quality Strategies	2
3				Credit	Low-Emitting Materials	v4.1 3
1				Credit	Construction Indoor Air Quality Management Plan	1
1	1			Credit	Indoor Air Quality Assessment (assume flush-out)	2
	1			Credit	Thermal Comfort	1
1	1			Credit	Interior Lighting (prefer switch controls over dimming)	v4.1 2
1		1	1	Credit	Daylight	3
	1			Credit	Quality Views	1
		1		Credit	Acoustic Performance	1

6	0	0	0	**Innovation** (at least one pilot credit, at least one innovation credit and no more than two exemplary perf)		26
1				Credit	Innovation: Sustainable Purchasing Lamps	5
1				Credit	Innovation: School as a Teaching Tool	5
1				Credit	EP: BPDO - EPD or Material Ing. (40 products from 10 different manuf)	5
1				Credit	EP: Low Emitting (5 categories)	5
1				Credit	Pilot: All Gender Restrooms, Inclusive Design, Comprehensive Composting, Integrative Analysis of Bldg Materials, Assessment + Planning for Resilience	5
1				Credit	LEED Accredited Professional	1
					Alt: Green Building Education, LEED O+M Starter Kit	

3	1	0	0	**Regional Priority**		4
1				Credit	Regional Priority: Optimize Energy (6)	1
1				Credit	Regional Priority: WBLCA (2)	1
1				Credit	Regional Priority: Rainwater (2)	1
	1			Credit	Regional Priority: REC (2)	1
					Alt: High Priority Site (2), Indoor Water (4)	

67	23	5	15	**TOTALS**	Possible Points:	130

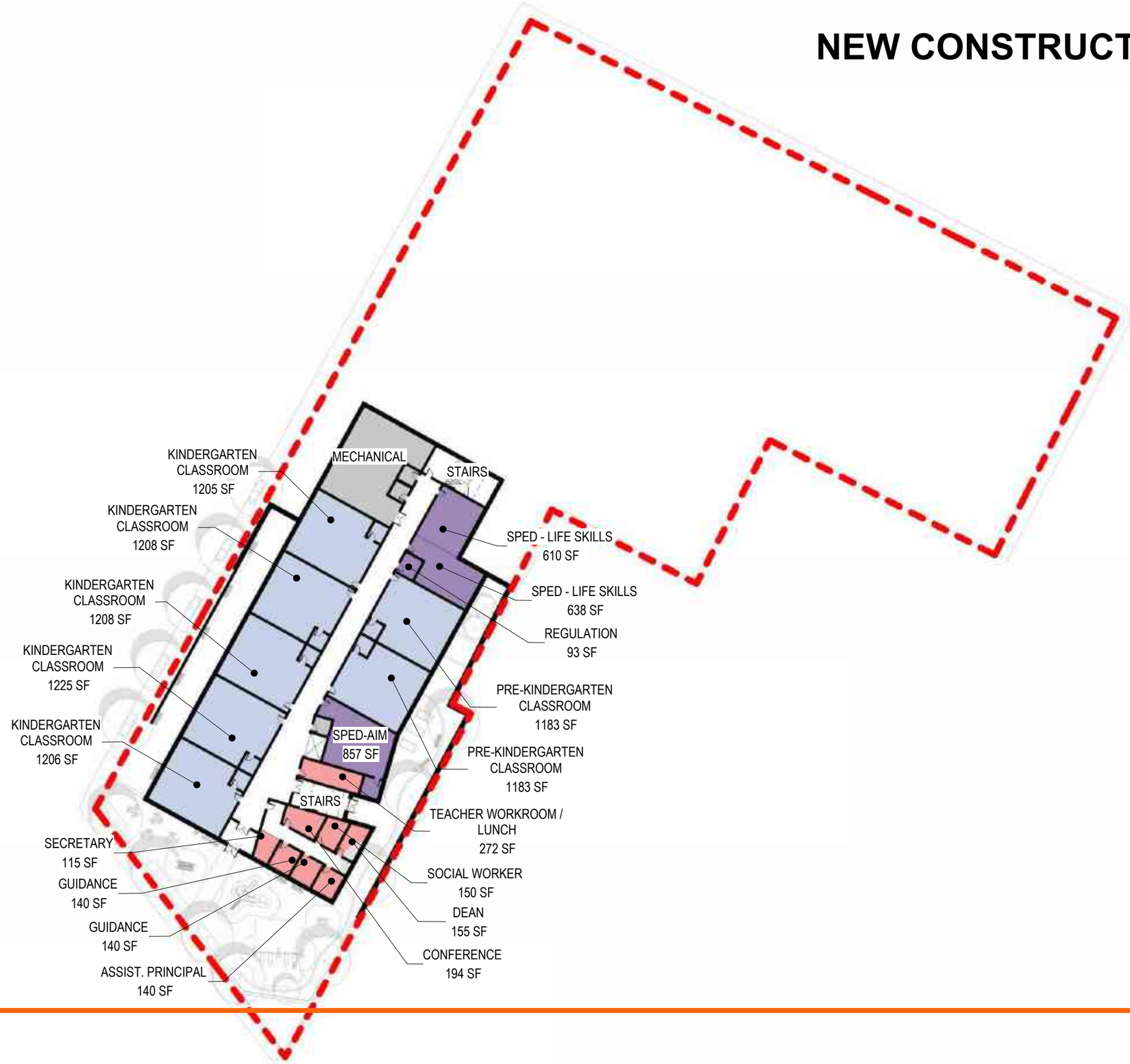
Certified: 40 to 49 points, **Silver:** 50 to 59 points, **Gold:** 60 to 79 points, **Platinum:** 80 to 110

LEED Silver required per MSBA Project Advisory #8? (2022 policy)

SODEN SUSTAINABILITY

M. Preferred Schematic Floor Plan

NEW CONSTRUCTION - OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

LEVEL 01
WINTER HILL

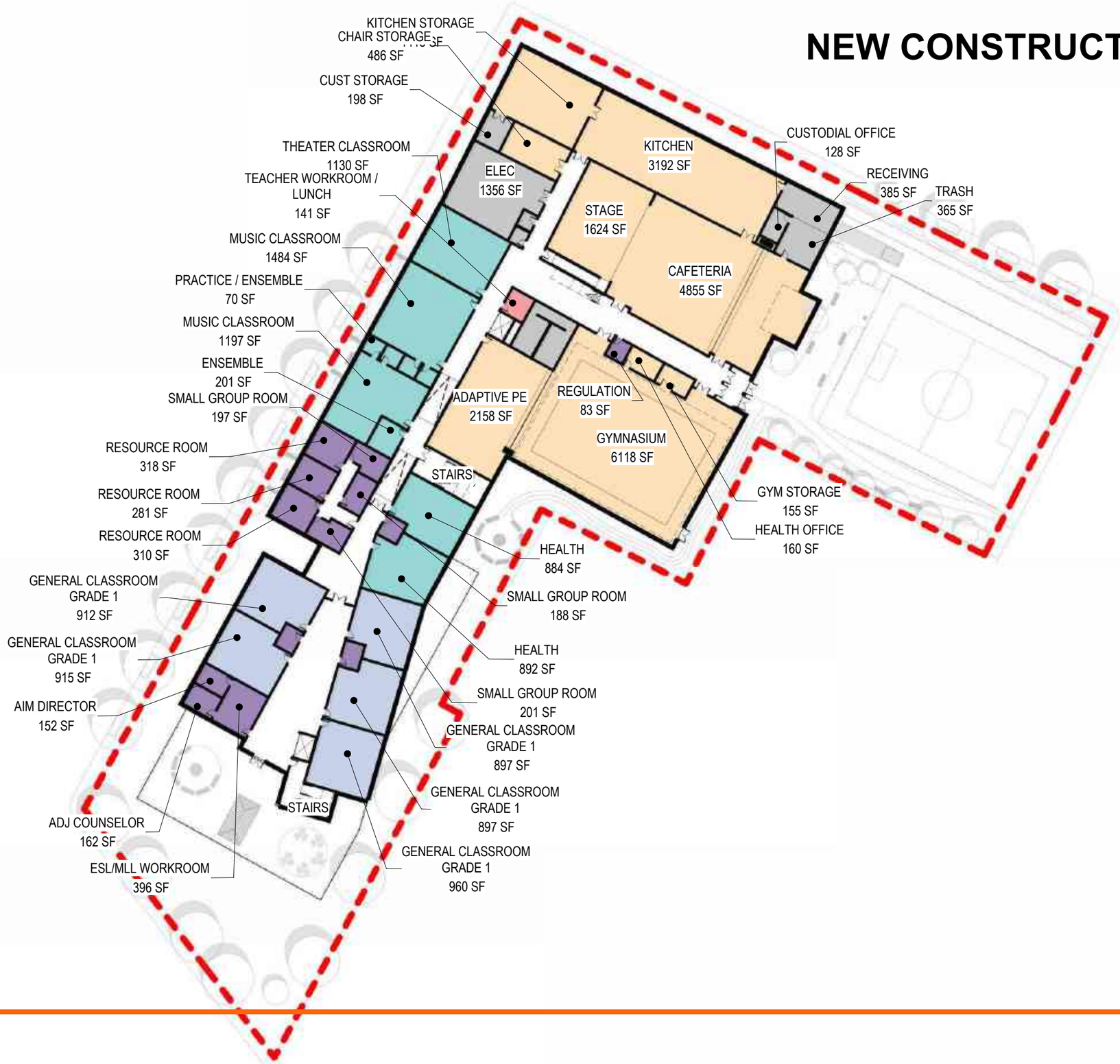
0 25' 50' 100' 150'

SCALE: 1" = 50'

PERKINS EASTMAN

04/23/26

NEW CONSTRUCTION - OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

LEVEL 02
WINTER HILL

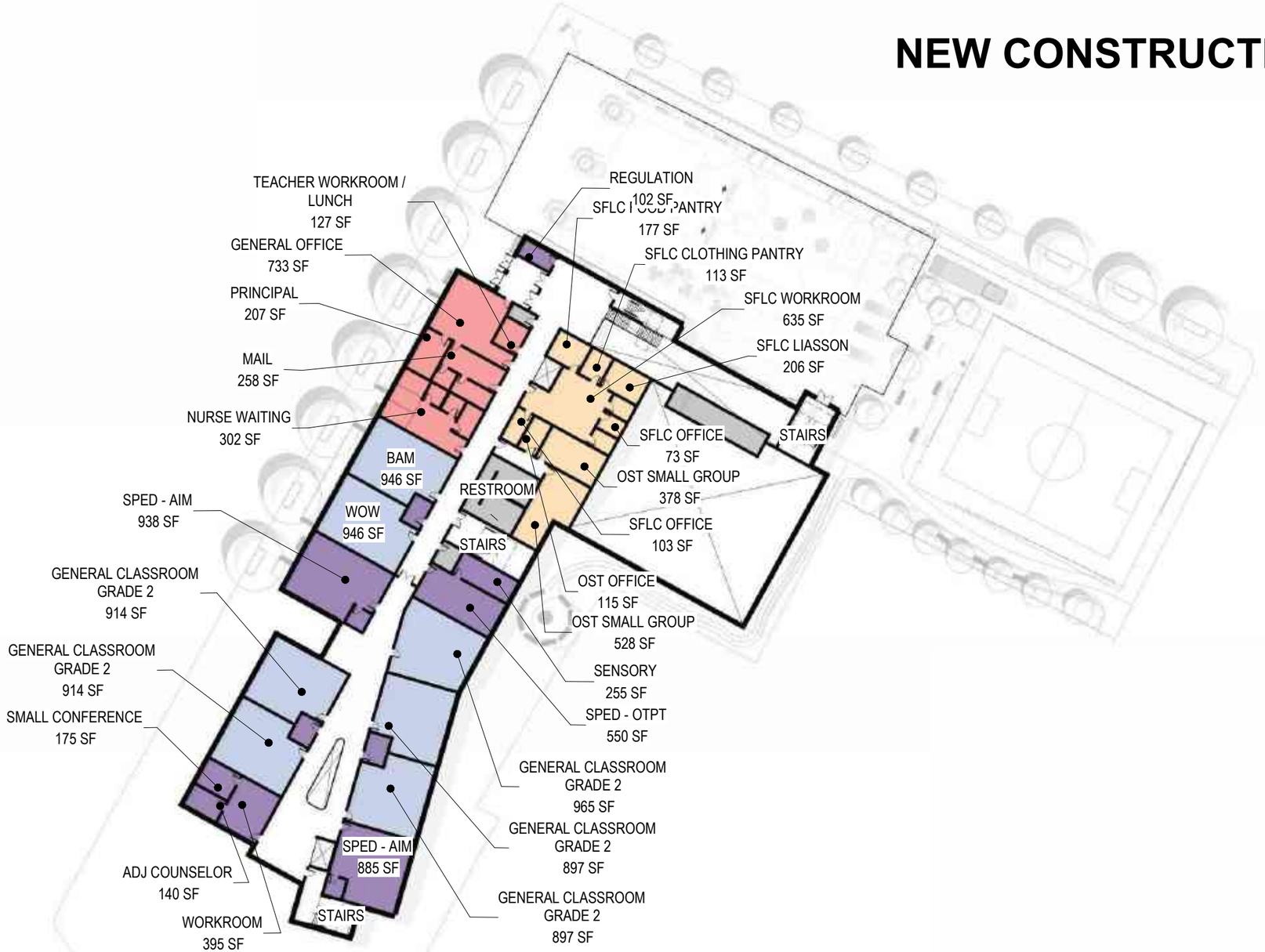
0 25' 50' 100' 150'

SCALE: 1" = 50'

PERKINS EASTMAN

04/23/26

NEW CONSTRUCTION - OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

LEVEL 03
WINTER HILL

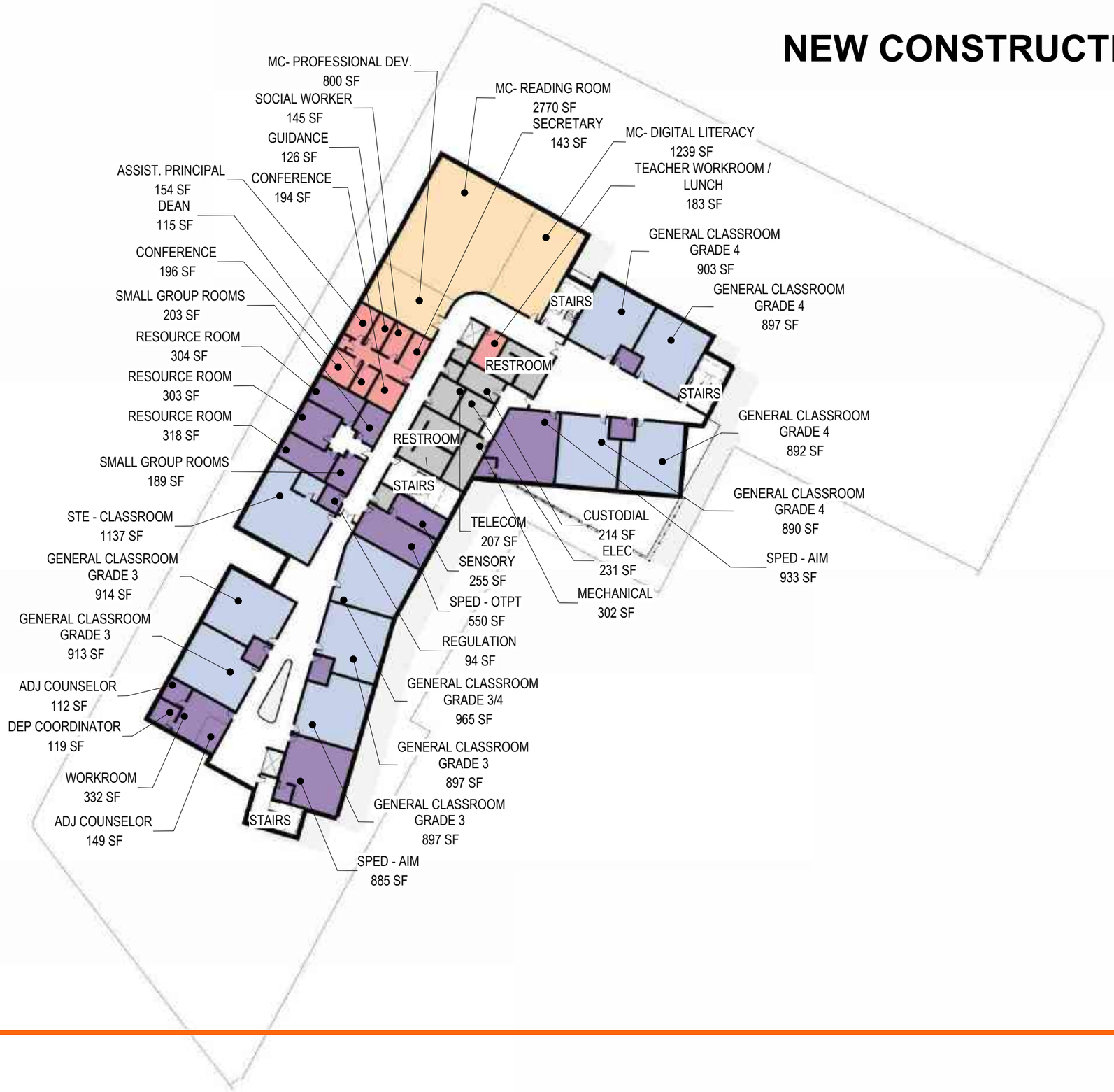
0 25' 50' 100' 150'

SCALE: 1" = 50'

PERKINS EASTMAN

04/23/26

NEW CONSTRUCTION - OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

LEVEL 04
WINTER HILL

0 25' 50' 100' 150'

SCALE: 1" = 50'

PERKINS EASTMAN

04/23/26

NEW CONSTRUCTION - OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

LEVEL 05
WINTER HILL

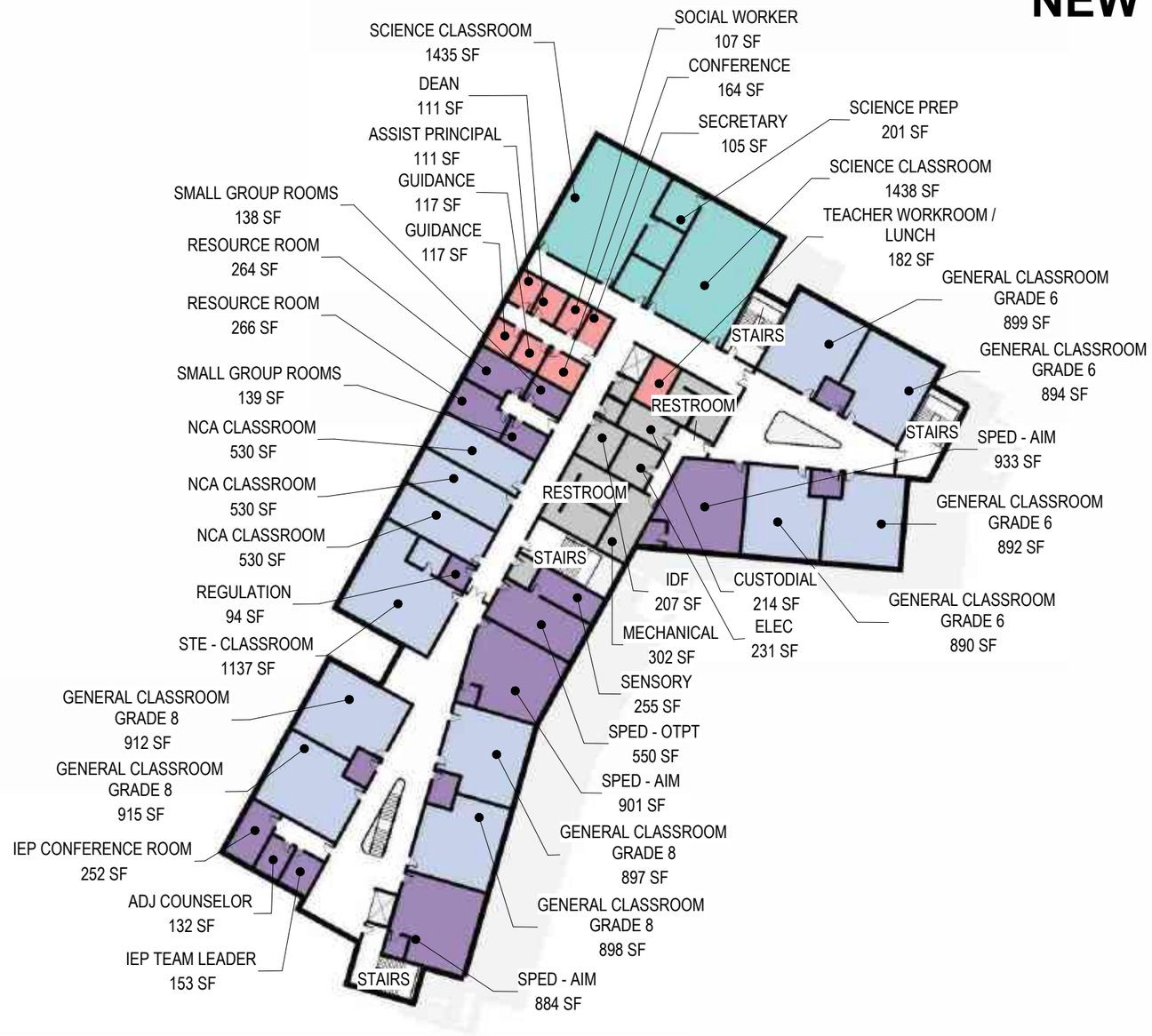
0 25' 50' 100' 150'

SCALE: 1" = 50'

PERKINS EASTMAN

04/23/26

NEW CONSTRUCTION - OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

LEVEL 06
WINTER HILL

0 25' 50' 100' 150'

SCALE: 1" = 50'

PERKINS EASTMAN

04/23/26

N. Preferred Schematic Site Plan

MAIN SCHOOL ENTRY
- BROOM-FINISHED CONCRETE
- FLAGPOLE WITH LIGHTING
- CONCRETE STAIRS WITH CONCRETE CHEEK WALLS
- BIKE RACKS
- TABLES & CHAIRS
- RECEPTACLE

ROOFTOP 3

ROOFTOP 3
- ACCESSIBLE VIA FLUSH WALK-ON FROM MAIN ENTRY PLAZA FOR COMMUNITY ACCESS
- PROTECTIVE DECORATIVE FENCING ALONG ALL ROOF EDGES
- ORNAMENTAL PLANTING WITHIN RAISED PLANTERS AROUND EDGES OF ROOFS & IN TREE PLANTERS
- WALLS OF RAISED PLANTERS INSULATED & LIGHT-WEIGHT PLANTING MEDIA USED
- OUTDOOR TABLES & BENCHES FOR OUTDOOR CLASSROOMS
- PROTECTIVE DECORATIVE FENCING ALONG ALL ROOF EDGES
- HALF-COURT BASKETBALL COURT WITH PROTECTIVE 20' FENCING ON NORTH ALONG EDGES OF ROOF
- PLAY STRUCTURES SURROUNDED WITH POURED-IN-PLACE RUBBERIZED SAFETY SURFACING, MOUNTED TO BUILDING STRUCTURAL COMPONENTS
- PING PONG TABLES
- OUTDOOR DINING WITH GROUP SEATING
- REMAINING SURFACES CONCRETE ROOF TILES ON PEDESTAL SYSTEM

SHADE TREES WITH UNDER PLANTING (TYP)

CAST-IN-PLACE CONCRETE WALL WITH PROTECTIVE FENCING

PERMEABLE PAVEMENT

PLANTING WITH BENCH SURROUNDS (TYP)

SHADE TREES WITH UNDER PLANTING (TYP)

ASPHALT SERVICE DRIVE WITH VEHICULAR GATE

SERVICE AREA WITH LOADING DOCK, DUMPSTER/COMPACTOR ENCLOSURE CONCRETE PAD AT DUMPSTER/COMPACTOR

SYNTHETIC TURF FIELD
- INLAID STRIPING FOR COURT SOCCER
- 20' NETTING ON SOUTH, WEST, & EAST SIDES OF FIELD - FIELD LIGHTING (MUSCO OR SIMILAR)

PRE-K ENTRANCE
BROOM-FINISHED CONCRETE WALKWAY WITH BENCHES, BIKE RACKS, AND RECEPTACLES ALONG SIDE

PERMEABLE PAVERS

ROOFTOP 1
- PROTECTIVE DECORATIVE FENCING ALONG ALL ROOF EDGES
- SHADE STRUCTURE MOUNTED TO BUILDING STRUCTURAL COMPONENTS
- OUTDOOR CLASSROOMS WITH GROUP SEATING, BENCHES, & TABLES & CHAIRS
PLANTERS - WALLS OF RAISED PLANTERS INSULATED & LIGHT-WEIGHT PLANTING MEDIA USED
- REMAINING SURFACES CONCRETE ROOF TILES ON PEDESTAL SYSTEM

ROOFTOP 1

ROOFTOP 2

ROOFTOP 4
- PROTECTIVE DECORATIVE FENCING ALONG ALL ROOF EDGES
- ORNAMENTAL PLANTING WITHIN RAISED PLANTERS AROUND EDGES OF ROOFS
- WALLS OF RAISED PLANTERS INSULATED & LIGHT-WEIGHT PLANTING MEDIA USED
- OUTDOOR TABLES & BENCHES FOR OUTDOOR CLASSROOMS
- REMAINING SURFACES CONCRETE ROOF TILES ON PEDESTAL SYSTEM

FLEX SPACE WITH BROOM-FINISH CONCRETE, LAWN & OUTDOOR CLASSROOM.

CAST-IN-PLACE CONCRETE RETAINING WALL

MAE'S GARDEN

CAST-IN-PLACE CONCRETE WALL WITH DECORATIVE FENCE

BROOM-FINISHED CONCRETE SITEWALKS

GATHERING AREA WITH TABLES & CHAIRS, BENCHES,& RECEPTACLE ALL ON BROOM-FINISHED CONCRETE SPACE

DECORATIVE GATE

SHADE TREE (TYP.)

PLANT BED WITH SHRUBS

YOUNGER STUDENT PLAYGROUND
- PLAY STRUCTURES SURROUNDED WITH POURED-IN-PLACE RUBBERIZED SAFETY SURFACING WITH CONCRETE EDGE
- OUTDOOR CLASSROOM WITH BENCHES & GROUP SEATING
- ORNAMENTAL PLANTING
- REMAINING SURFACES BROOM-FINISHED CONCRETE

MAE'S GARDEN
- BROOM-FINISHED CONCRETE WALK
- BENCHES
- RAISED BEDS
- OUTDOOR CLASSROOM WITH BENCHES & GROUP SEATING
- ORNAMENTAL TREES
- ORNAMENTAL PLANTING

6' PRIVACY FENCE ALONG PROPERTY LINE

Mech
L2
Kitchen & Servery
Stage
Receiving
Community
OT / PT
Ens
Cafeteria
80
Open Stair Up
Gym & Caf Lobby
FF: 65
Vest
Band / Chorus (Gr K - 8)
Prac
Adaptive PE
Elev
Theater CR (Gr K - 8)
FF: 65
Gym
Stair
L4
Music CR (Gr K - 8)
GR 1 UP
PK-K DN
Collab
FF: 71
Stair
Rooftop Learning
log tunnel
ramp
slide

EVERGREEN AVENUE
MEDFORD STREET
THURSTON STREET

OPTION 4
925 STUDENTS

0 20 40 Feet

O. Meetings - Minutes - Attachment



115 Sycamore Street New School Building

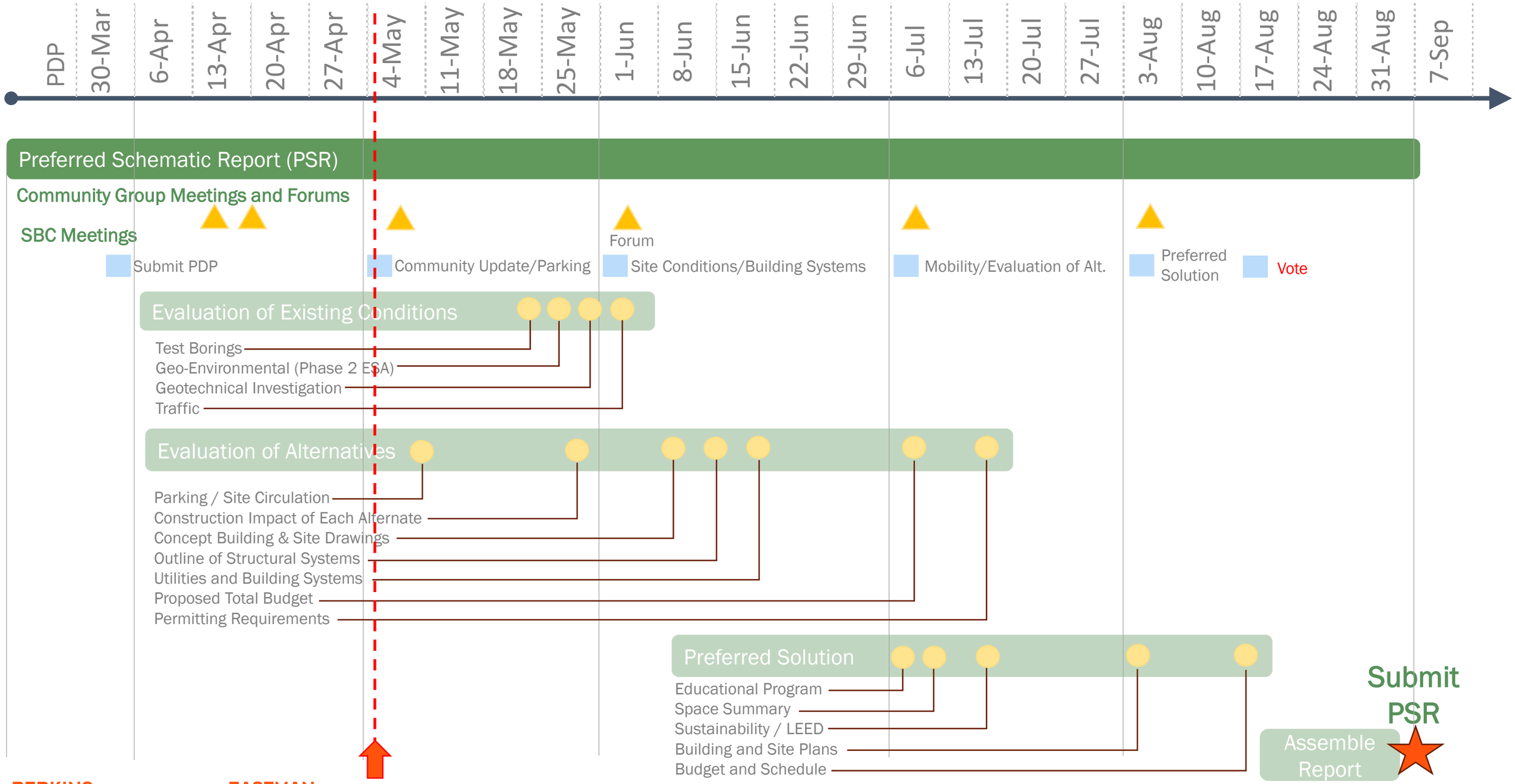
Meeting #8 May 4, 2026

PERKINS EASTMAN
Human by Design

AGENDA

- Project Update
  - PSR Schedule and SBC Meetings
- Community Engagement
  - Sustainability Workshop Feedback
  - Young Children Event
- Preliminary Options Update
- Traffic/Mobility/Parking Concepts

PSR WORKPLAN



PERKINS EASTMAN

PROPOSED SBC MEETINGS

May 4th Meeting:

- Sustainability Workshop Feedback
- Preliminary Options Update
- Traffic/Mobility/Parking Concepts

June 1st Meeting:

- Community Space Workshop Feedback
- Building Systems Options
- Passive House
- Preliminary LEED Goals

July 6th Meeting :

- Site, Parking and Mobility Options
- Evaluation of Alternatives (Base Repair, 1B, 2A, 2B and 4)

August 3rd Meeting :

- Select Preferred Solution
- Submit DRAFT PSR to SBC and SC

August 17th Meeting (Joint Meeting with SC)?

- Approve PSR Submission to MSBA

COMMUNITY WORKSHOP OVERVIEW

PERKINS EASTMAN
Human by Design

COMMUNITY ENGAGEMENT

Community Workshop #1 Sustainability	4/13/2026
SPS Event - Parents of Young Children	4/16/2026
Community Workshop #2 Community Programs	5/11/2026 at 5:30pm
Slice of the City Event	5/20/2026 at 5:00pm
Neurodiversity Workshop	*5/27/2026* TBD
Community Workshop #3 Sustainability Part 2	June TBD
Community Forum 2 – Project update, sustainability & traffic	Sept. TBD

MEASURING SUSTAINABILITY

LEED

WELL

Passive Building

American Institute of Architects Design Excellence Framework

AIA DESIGN FRAMEWORK

10 MEASURES OF EXCELLENCE



Measure 1
Design for Integration



Measure 2
Design for Equitable Communities



Measure 3
Design for Ecosystems



Measure 4
Design for Water



Measure 5
Design for Economy



Measure 6
Design for Energy



Measure 7
Design for Well-being



Measure 8
Design for Resources



Measure 9
Design for Change



Measure 10
Design for Discovery

Carbon: Operations and Energy, Embodied Carbon
Wellness: Daylight, Materials, IEQ, Arts & Discovery
Site: Outdoor Play, Gardens, Transportation, Mobility Ecosystems, Safety

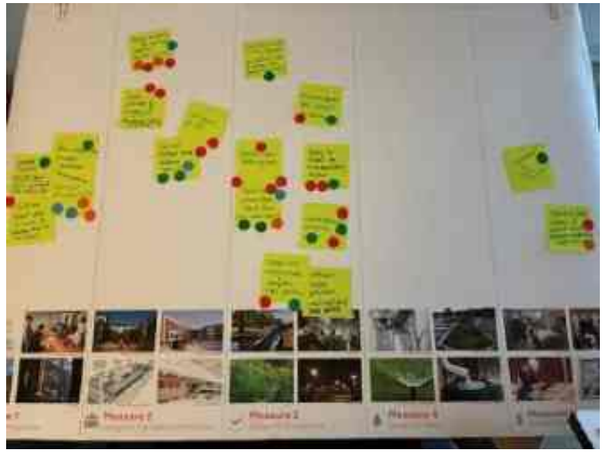
BRAINSTORMING



WORKSHOP

















WORKSHOP

Summary	School Community	Neighbors	City Employees	Consultant	Totals
Improve Heat Island	5	9		1	**15**
Geothermal	3	2		1	**6**
Stormwater Managemen	5	1	3	2	**11**
Mobility	2	8		2	**12**
Carbon	11	3	1	4	**19**
Energy Efficiency	17	5	1	6	**29**
Windows	3	1			**4**
Air Quality	2	2	2	1	**7**
Lighting	2	1	1	2	**6**
Water			1	1	**2**
Gardens/Biophilic	8	5	1	1	**15**
Materials	11	1	1	3	**16**
Wood	9			1	**10**
Acoustics	3				**3**
Art					**0**
Learning/Play Space	15	10	5	7	**37**
Community	14	9	5	1	**29**
Resiliency	2	4		2	**8**
Commissioning	1	1			**2**
Equitable	7	7		3	**17**
Maintenace		1	1		**2**

WORKSHOP COMMENTS

	School Community	Neighbors	City Employees	Consultants	
Carbon					
Carbon sequestration landscaping		1			
Low/No GWP refrigerants	1			1	
Design to encourage low carbon transportation	2	1			
Low embodied carbons	1			1	
Carbon-sequestering landscaping	2				
All Electric HVAC	1			1	
low embodied carbon and natural materials	2				
Reducing carbon heat island effect (cool outdoor spaces)	2	1	1	1	
Totals	**11**	**3**	1	4	**19**

Energy Efficiency					
Battery backup for energy power and load savings	1	1		1	
Reliable energy system performance	1	1			
Water based heat/cool for distribution				1	
No operable windows					
Life Cycle analysis	2	1			
Low operating costs		1			
BMS performance measuring					
Energy recovery ventilation for great indoor air quality	1			1	
Max PV	2	1		2	
Living Building Challenge	5			1	
Passive house	5				
Future Energy Standard LEED Gold			1		
Totals	**17**	**5**	1	6	**29**

WORKSHOP COMMENTS

	School Community	Neighbors	City Employees	Consultants	
Learning/Play Space					
Performing Arts Space		1			
Space for digital literacy education					
Interactive learning about building	1				
Views into mechanical space and wall assemblies	2	1	1		
Visualize energy production as learning opportunity		1			
Learning Through discovery	3		1	2	
Built in Displays - inspiration from museum of science and children's museum	1				
Lego Wall	1		1	1	
Kinetics - art/energy - display physics		1	1		
Dashboards - new windows in HVAC	1				
Physical displays - (playing/exploratory materials etc.) to teach sustainability of the building	4	1	1	1	
Integrated Educational potential - the building of curriculum		1			
Visualize energy production as learning opportunity		1			
3rd spaces for OST		1			
Outdoor STEM classrooms	1	1		1	
How to use your classroom - teacher antinomy					
Classroom based dashboard - easily tracked and compare energy use		1			
Educational awareness throughout the project	1			2	
Totals	**15**	**10**	5	7	**37**

Community					
Support startup from greentown labs					
Contribute to local economy	1				
Minimizing neighborhood and ecosystem light pollution - light justice	1	1			
Out of School Time - outdoor space	2	1	1		
Community Access to *maintain* shared spaces	4	1	2	1	
Cooling / warming center	4	3	2		
Protect the health of the community & habitat during construction	2	2			
Community Resilience hub		1			
Totals	**14**	**9**	5	1	**29**

SPS YOUNG CHILDREN EVENT













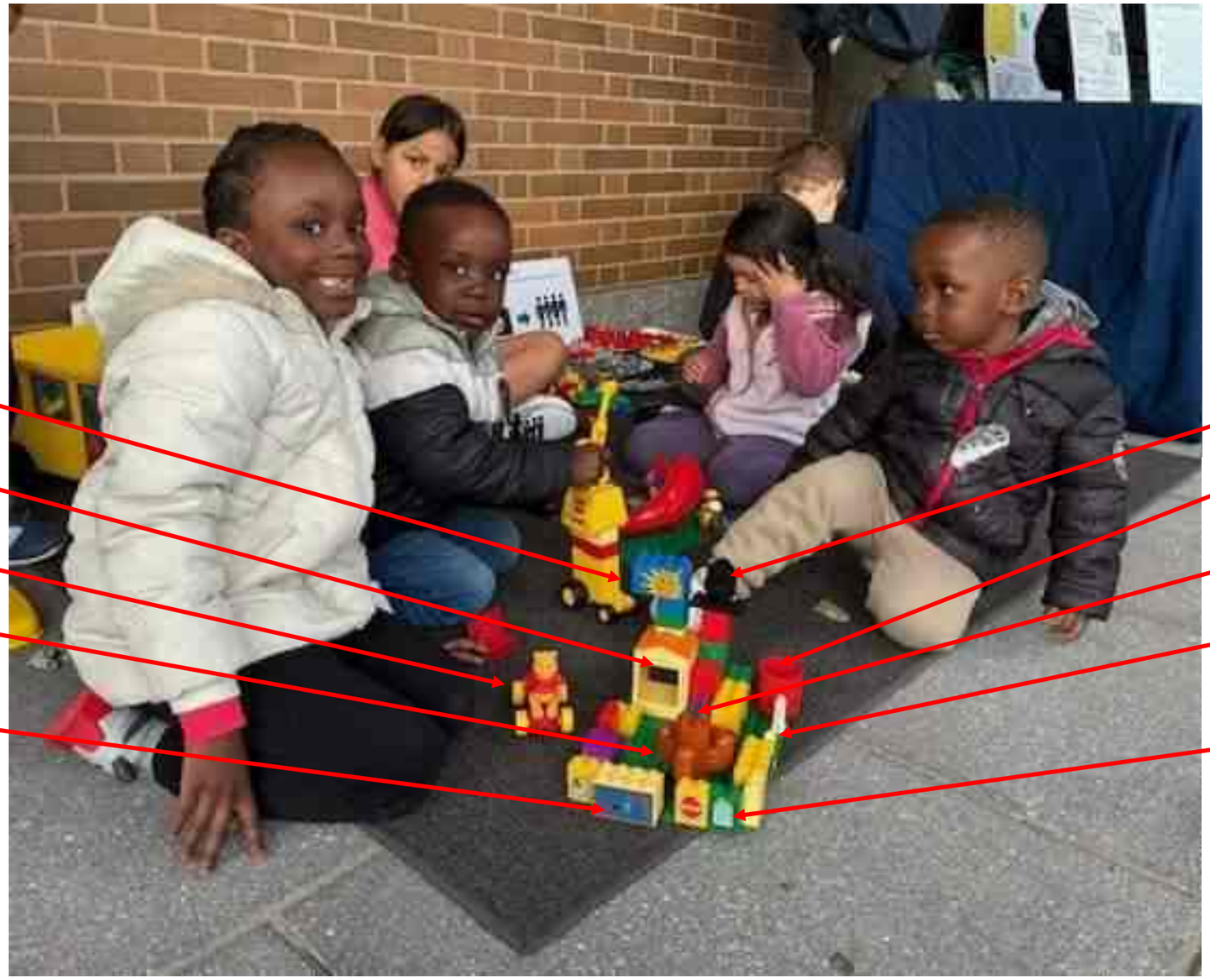








SPS YOUNG CHILDREN EVENT



Sunny sky

Classroom

Drop-off

Playground

Building Area

Smokestack

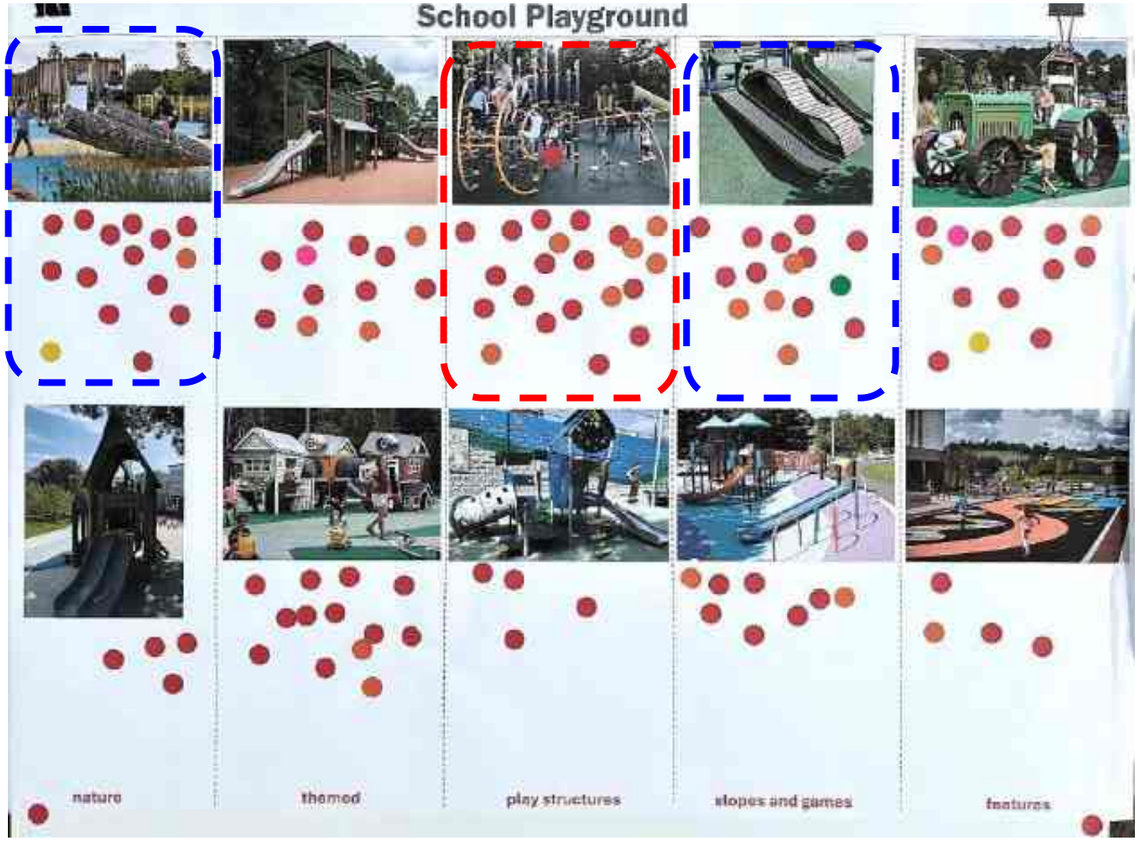
Trash Barrel

Treehouse

Fence –*to keep us safe*

Sign in

SPS YOUNG CHILDREN EVENT



	Kids Play ground votes	Votes
1a	Nature - tree trunks	15
1b	Nature - wood structure "tree house" with slide	4
2a	Themed - Train station structure	12
2b	Themed - Storyland houses	13
3a	Play Structures - climbing course	21
3b	Play Structures - slides	4
4a	Slopes and games - slides and climbing	15
4b	Slopes and games - slides and obstacles	8
5a	Features - Tractor	14
5b	Features - Hardscape games/hopscotch	4





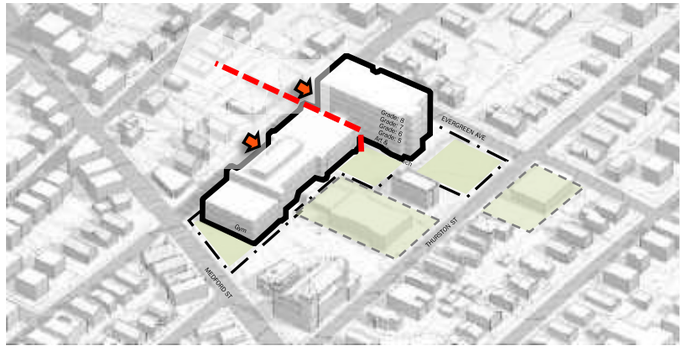


PRELIMINARY OPTIONS UPDATE

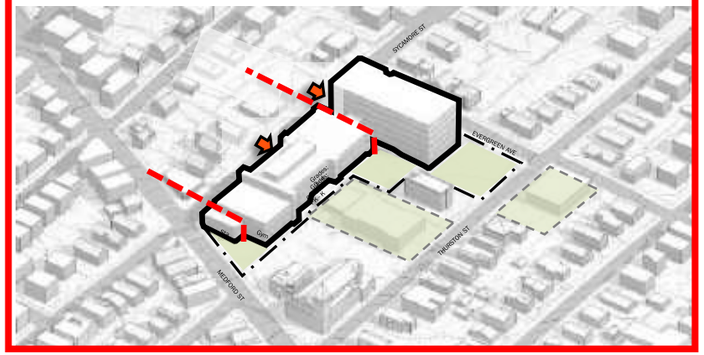
PERKINS EASTMAN
Human by Design

OPTION SUMMARY FOR PSR

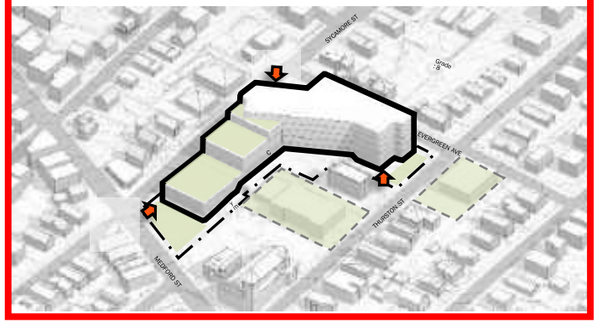
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



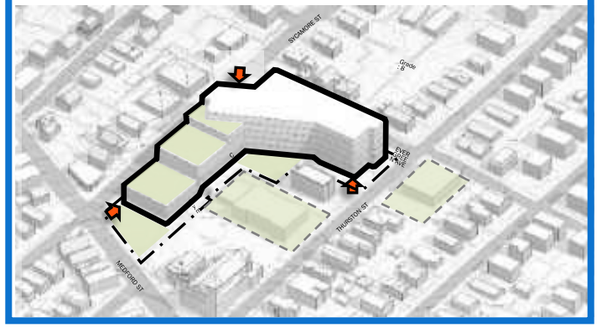
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



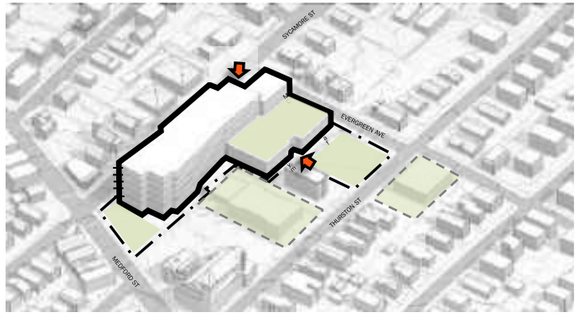
2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



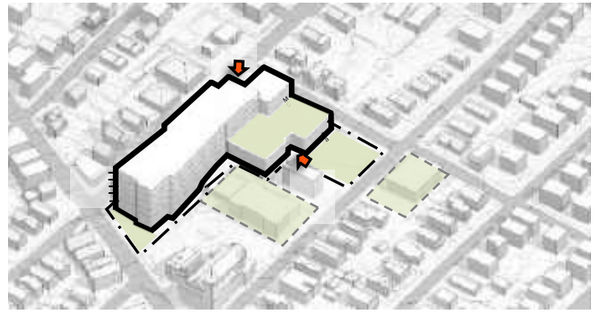
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



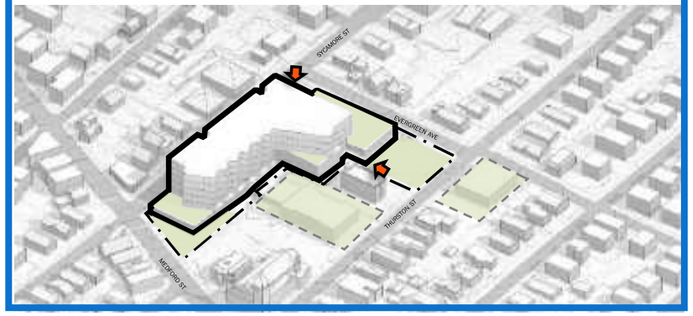
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



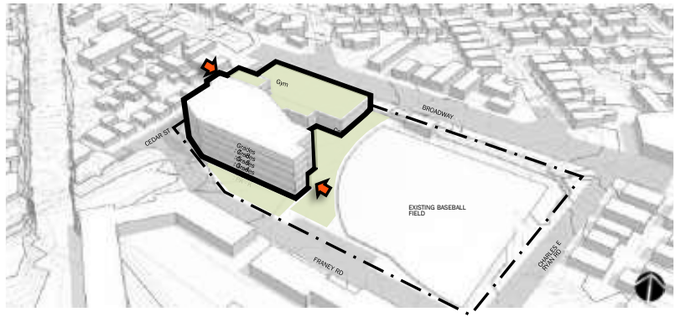
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



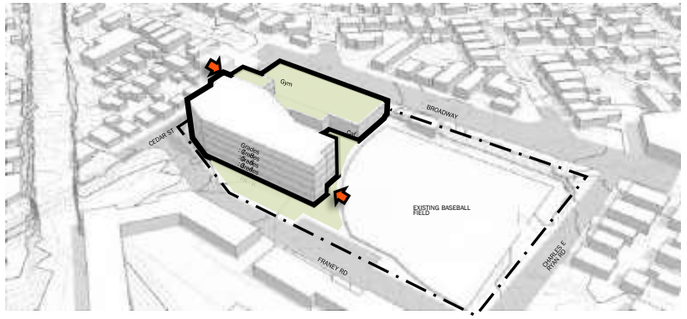
4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



BENJAMIN BROWN SCHOOL





Existing Building:

- Requires full accessibility upgrades (including an elevator)
- Building systems are beyond life expectancy
- Building envelope is not energy efficient
- Building does not have a gym or cafeteria
- Only school in the district that does not have 6th, 7th and 8th grade
- No space within the building for programmatic growth to meet education needs of the school district
- No direct connection to public transportation or dedicated bike lanes

Addition Renovation:

- An addition to the south side of the building will consume the only open space on the site
- No opportunities for open play space at adjacent properties
- The small 0.6 acre site cannot accommodate ab addition for 690 or 925 students

New School Building:

- The small 0.6 acre site cannot accommodate a new building for 690 or 925 students
- Open play space and parking will be challenging to achieve

OPTION 2B



Lower Play Area



Upper Play Area

NORTH

OPTION 2B



Lower Level

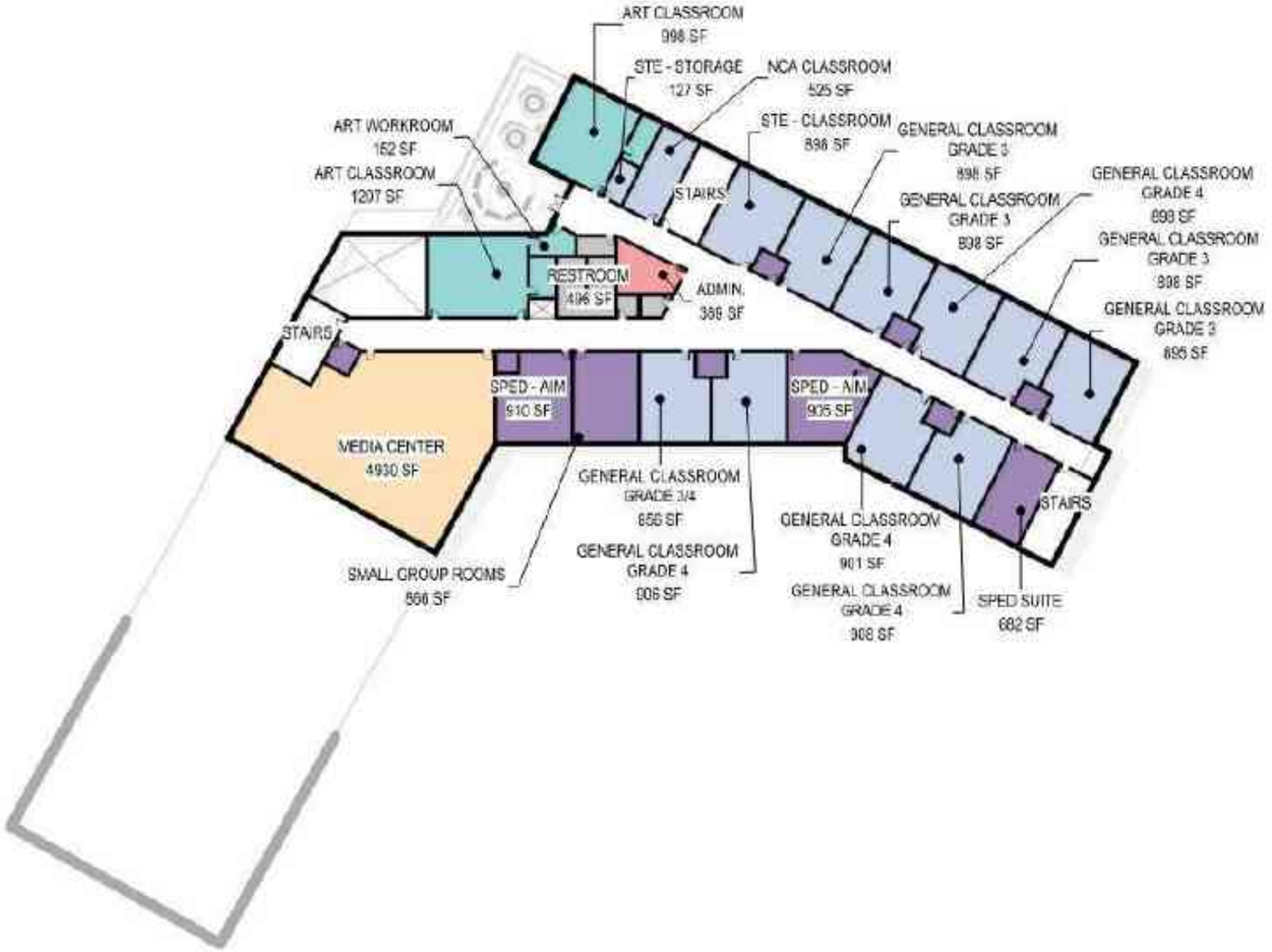
NORTH

OPTION 2B



Level 1

OPTION 2B



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

NORTH

Level 2

OPTION 2B



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

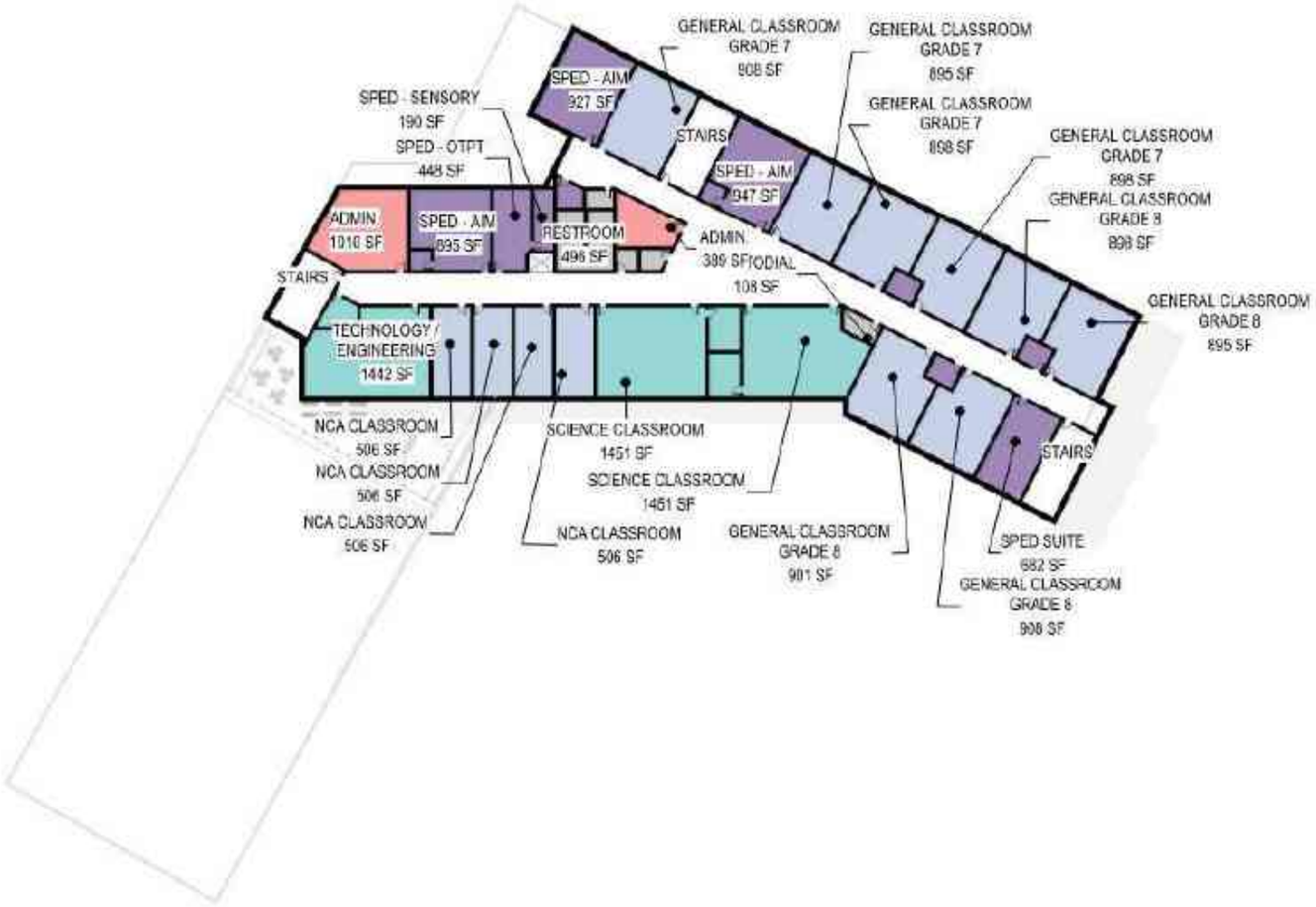
SPECIAL EDUCATION

STOR / CUST / TLT

NORTH

Level 3

OPTION 2B



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

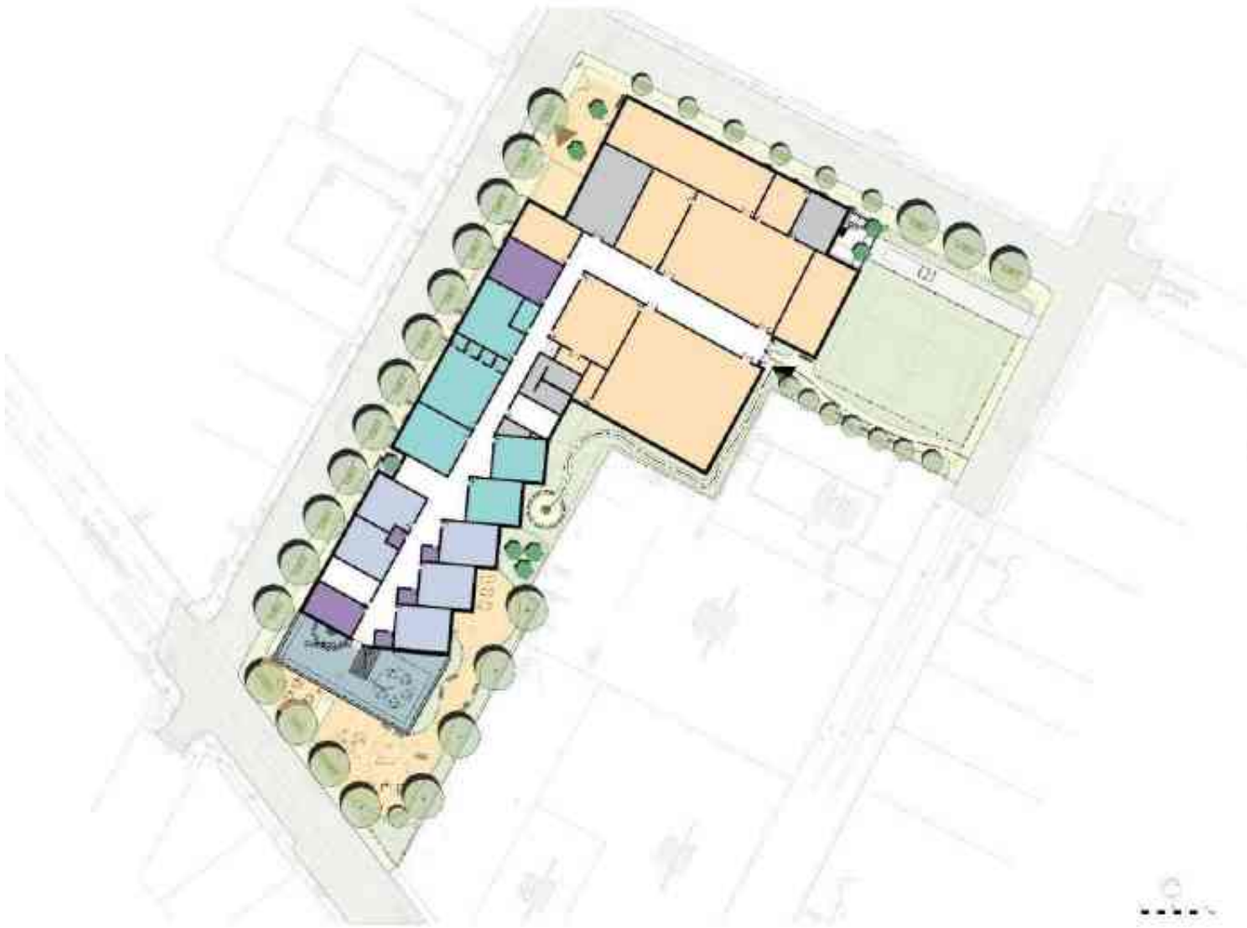
SPECIAL EDUCATION

STOR / CUST / TLT

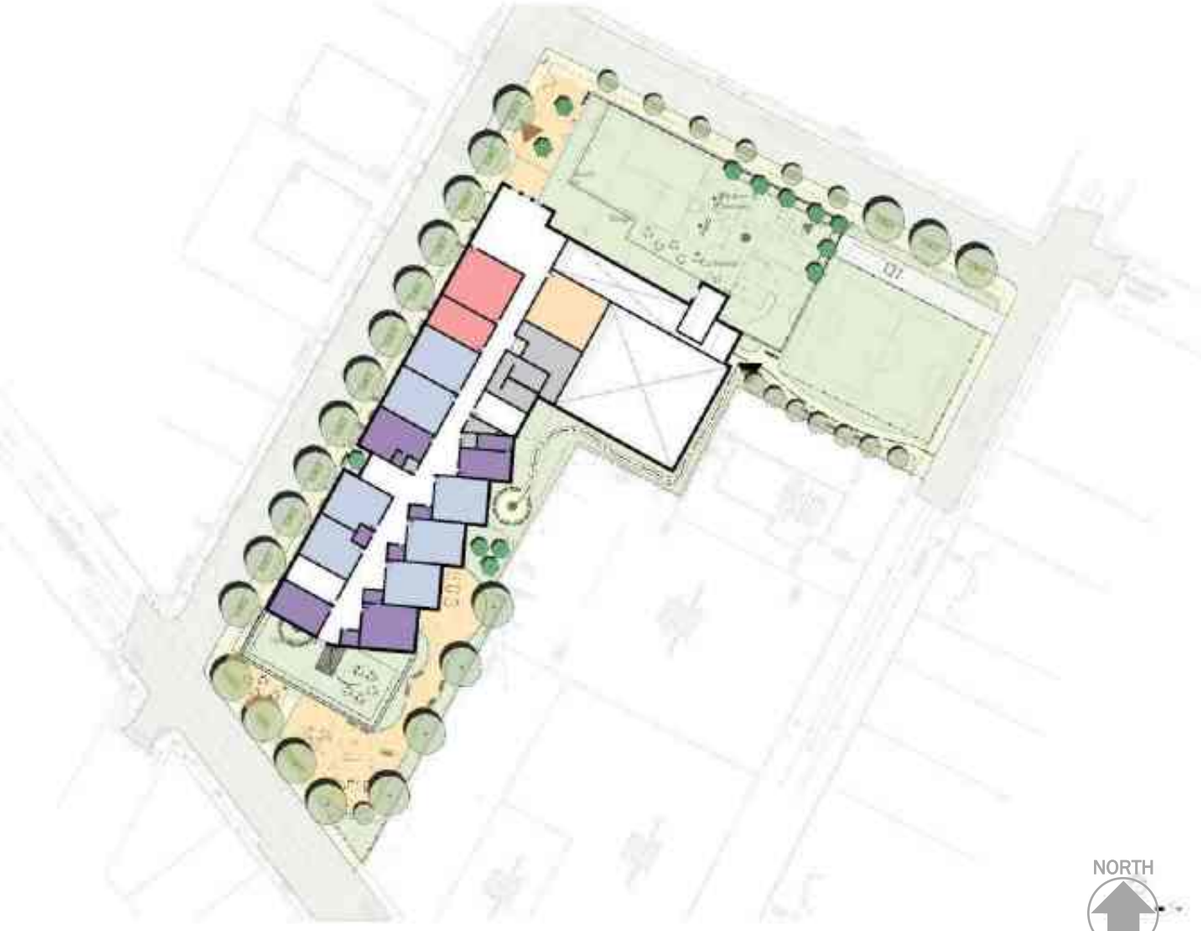
NORTH

Level 4

OPTION 4

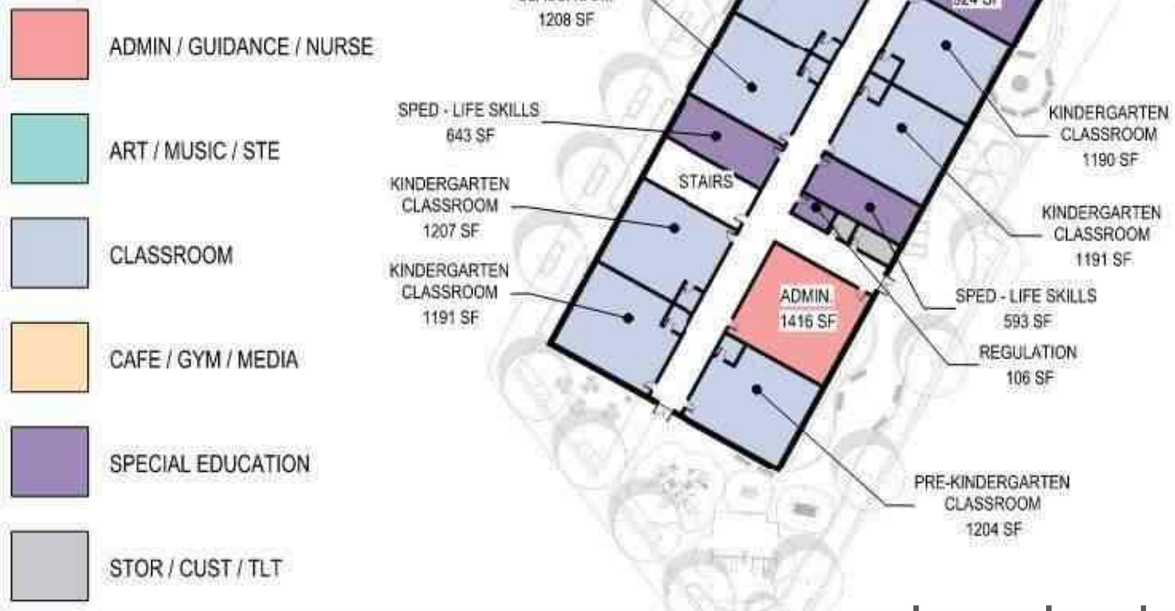


Lower Play Area



Upper Play Area

OPTION 4



Lower Level

NORTH

OPTION 4



Level 1

OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

NORTH

Level 2

OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

NORTH

Level 3

OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

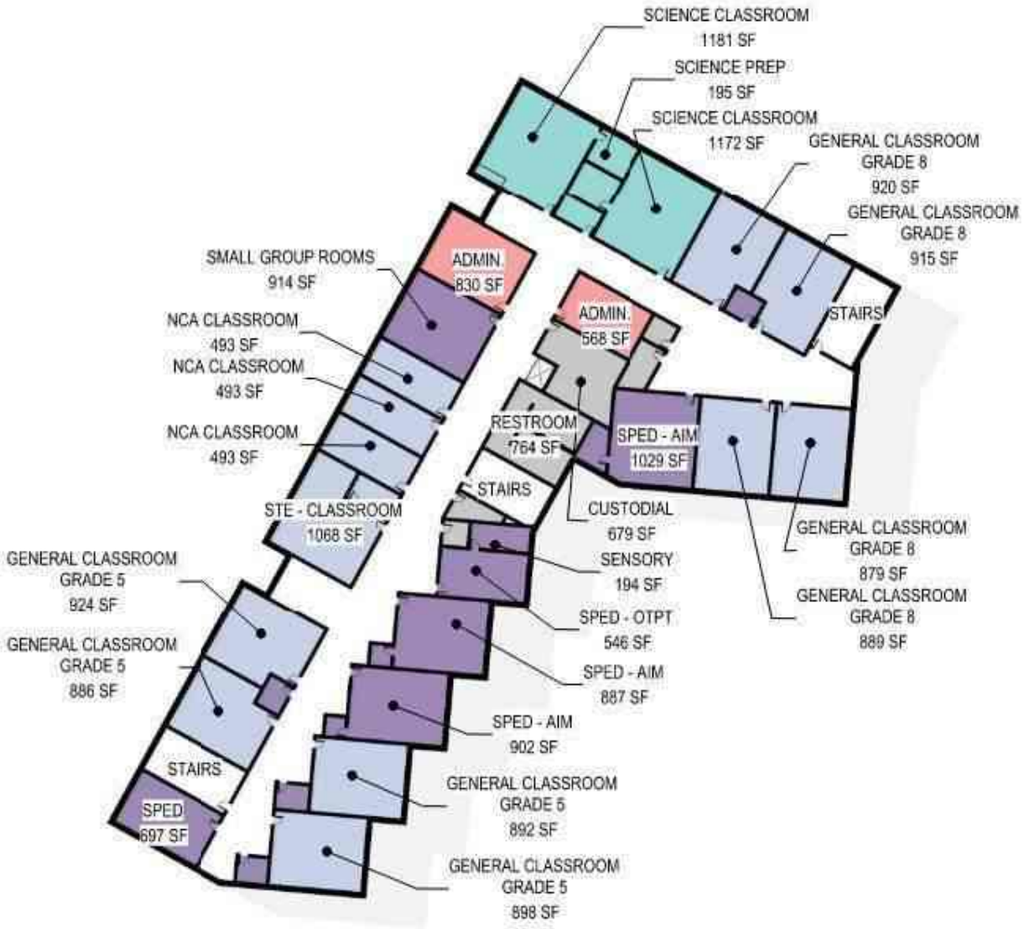
SPECIAL EDUCATION

STOR / CUST / TLT

NORTH

Level 4

OPTION 4



ADMIN / GUIDANCE / NURSE

ART / MUSIC / STE

CLASSROOM

CAFE / GYM / MEDIA

SPECIAL EDUCATION

STOR / CUST / TLT

NORTH

Level 5

PERKINS EASTMAN

SITE AND PARKING STUDY

PERKINS EASTMAN
Human by Design

PARKING CONCEPT FOR OPTION 2B



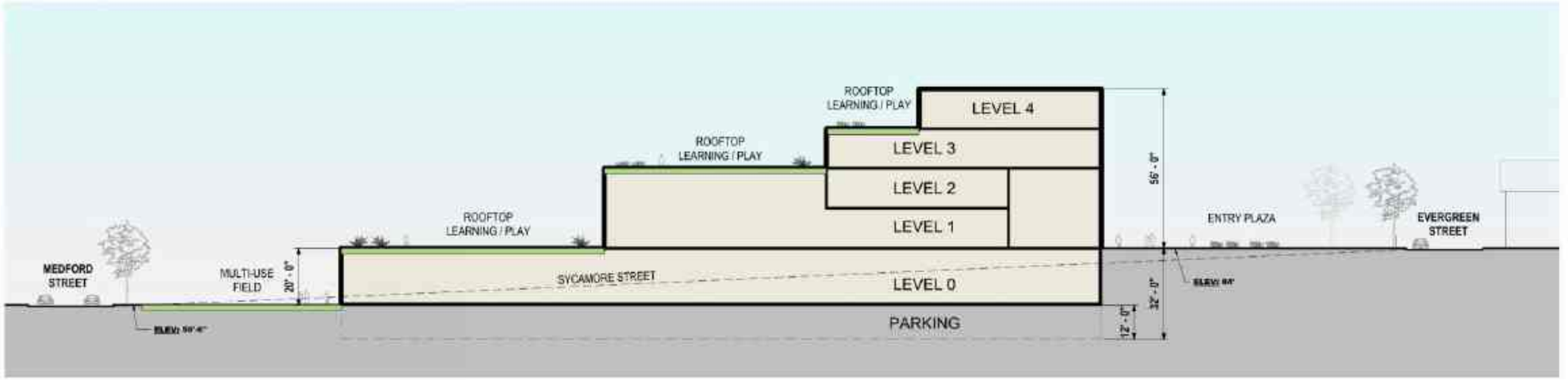
Parking below with Entry/Exit from Thurston St



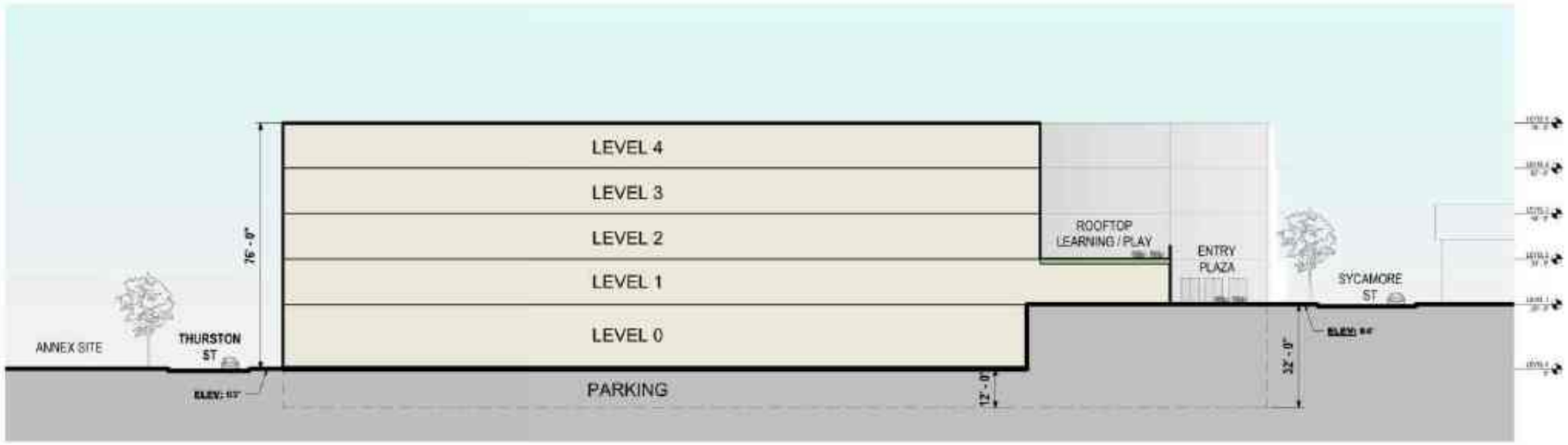
Parking below with Enty at Thurston St and.
Exit on Medford St

NORTH

SITE SECTION DIAGRAM - OPTION 2B



2 SITE SECTION - N/S



1 SITE SECTION - E/W

PARKING CONCEPT FOR OPTION 2B AND 4



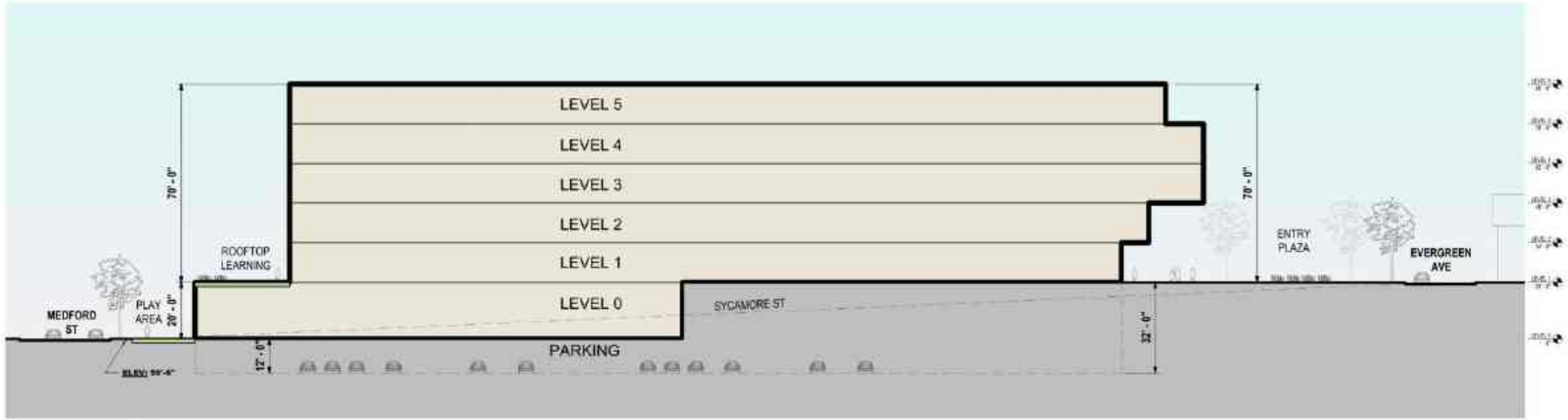
Parking below with Enty at Thurston St and.
Exit Through St. Ann Parking



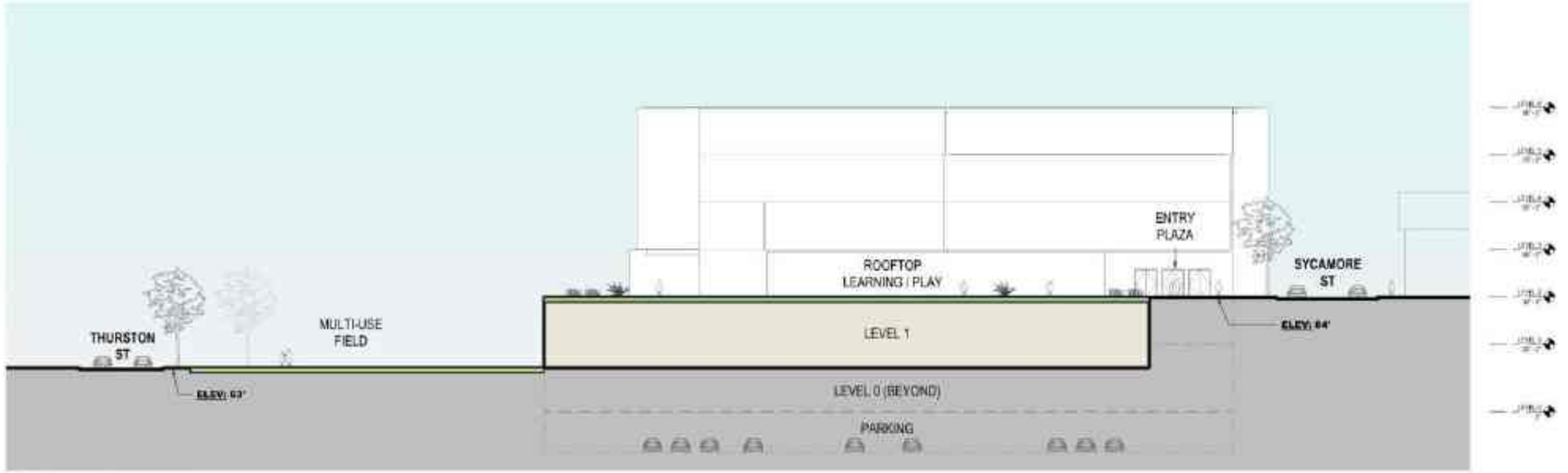
Parking below with Entry/Exit from Thurston St

NORTH

SITE SECTION DIAGRAM - OPTION 4



1 SITE SECTION - N/S



2 SITE SECTION - E/W



Thank you!

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, May 4, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Magdalena Gomez (CoS)
Ralph Henry (CoS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Robert Bell (PE)
Dan Arons (PE)
Matt Hoffman (PE)

- **Call to Order – 4:31pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from April 6, 2026.
    - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 13 yes, 0 no, 1 abstain, 1 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Andre Green, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Rich Heidebrecht
      - No:
      - Abstain: Courtney Koslow
      - Not Present: Eric Weisman

- **New Business**
  - Review Project Schedule & Workplan
    - PE and PMA congratulated the City and the committee on their PDP submission to the MSBA.
    - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
    - PE noted that they have begun soil characterization process and will soon be doing borings at the Winter Hill site soon.
  - Set Upcoming SBC Meeting Schedule
    - The committee came to a consensus to have our next SBC meetings on the following dates: 6/8, 7/6, 8/3, and 8/17. All meetings will continue to be held virtually and at 4:30pm.
    - The August 3rd meeting will be the committee's selection of the Preferred Solution. On August 17th it will be the committee's approval of the PSR Submission.
  - Preliminary Options Update
    - PE updated the community that the MSBA required us to add an option at the Brown School, which was presented to the committee. The project team needed to pull this together in short order for the MSBA, and it is basically a high rise building that doesn't fit the programming needs for this project.
      - Committee member asked if this is advantageous and what they asked for in regards to Brown. PE responded that because of the language the MSBA/City have, it requires us to study the two enrollment options at Brown School.
    - PE noted that additionally, the MSBA asked us to add 1B for Addition/Reno at 925, and 2A for 690 New Construction.
      - Committee member asked about the nomenclature of the options and what the MSBA's clarification requested is. PMA responded to the committee member with the reasons that we are adding a couple options and the others were previously voted on to submit to MSBA.
    - PE presented a more in depth design of the layout of the spaces within the inside and outside of the building. They presented on the options of the 925 student enrollment (2B and 4), as that was the City's CAG recommendation.

- Committee member asked if there should be more PreK students included within the new building. The Superintendent responded on more of the program and the strategy behind it.
- Committee member inquired on the bathroom sizes, and PE responded that we will be above the minimum that code requires, but that we are still within feasibility and that things can still adjust.
- Committee member mentioned that the theater teacher has requested if their space can be adjacent to the stage, and PE responded that they can look into improving that circulation.
- The Chair noted that the success of Option 4 is getting a grade on one level, and that the public spaces and the access to them are great. The Chair explained to the committee that these updates are iterative and that the feedback is appreciated.
- Multiple committee members were in favor of Option 4.
- Committee member noted that out of school activity space seems more limited than ideally desired.
- Committee member questioned the staggering of the classrooms in Option 4 and the hallway seems constrained, PE noted that they could provide a rendering or image that could better show the feel of inside the hallway.
- Committee member mentioned that each grade having their own centralized bathrooms appear on what should be
- Committee member questioned where the Nurse's suite is and what the spaces labeled Health were for educational purposes or not. PE responded and showed the committee member where the Nurse's offices are. The committee further discussed the needed space for Nurse's with this size enrollment.
- Committee member questioned the adjacencies of grades and what he may believe could be beneficial, and what other communities may do. Chair and PE responded to satisfaction.
- Committee member asked if there was a Newcomer Academy room, and wants to make sure they are only with grades 6, 7 and 8. The committee member asked about the corners in the building and if camera coverage can be sufficient and PE responded that yes, you will definitely be able to have sufficient coverage.

- Overview of MSBA PDP Review Comments
  - We have not received the MSBA comments yet, so we do not have anything to present as far as the MSBA's review comments to the submission. We included this agenda item in case we received them in advance of this meeting. We should have those review comments by the time of the next meeting.
- Community Engagement Update
  - PE gave an overview of the most recent community engagement events that the project team participated in, as well as what is ahead for events that the project team will be attending to further inform the community of the project's status and receive feedback.
  - PE highlighted the Young Children's Event that the project team attended at the High School on April 16th. The votes amongst children's preference for playground theme is: climbing course, nature, and slopes/games.
  - Committee Member requested a Slice of the City event in Ward 5, and it could be an option for the project team if available. It was discussed that the event is tomorrow, and it may be too short of notice to attend, but will let the City know either way.
- Sustainability Workshop Feedback
  - PE updated the committee on how the Sustainability Workshop with the community went. They stated it was a tremendous event and gauged the community on what their feedback is, as well as what best fits best for the project.

        - It was a takeaway that the community workshop top preferences were: Energy Efficiency, Community, and Learning/Play Space.
    - Review of Traffic, Mobility, and Parking Concepts
        - PE presented proposals of site circulation and parking for the options of 2B and 4. PE did present the option of a parking garage, though explained the excessive costs for this option. PMA mentioned that the estimates presented on the options and the submission to the MSBA does not include the parking garage.
            - Committee member noted that he wanted to remind PE of some site adjacencies and site traffic controls that surround the property, and asked them to consider these adjacencies. He also mentioned access to the garage and loading dock for the amount of food that will be needed to deliver to this size school. PE responded about elevator access to garage, but for the loading dock it will need some more consideration and review.
            - Committee member asked about the soils there and it's characterization. PE mentioned that there are two buildings that are demolished in place, and the borings are expected to show us a lot about the site, and what may be needed for mitigation.
            - Committee member asked about Option 4 parking presentation, seeing if the traffic in this area can sustain the parking garage. Also asked for pick up/drop off or just for staff. PE mentioned it is proposed just for staff, but much more study has to be done for a parking garage and what that may mean for traffic studies.
            - Superintendent is in favor of the committee and the project exploring a parking garage, and believes the community would appreciate it as well.

- **Public Comment**
    - The Chair opened it up to the public to ask any questions or make any comments.
        - Ian Neill: As a current PreK parent, and mentioned that the existing waitlist would result in two PreK classrooms, and would be in favor of that because the other school does not offer PreK. He also has concern about amount of daylight into the Cafeteria, as well as the loading dock along a residential street. He also questioned that the bring back of option 2A for 690 students, further confuses the community.

- **Adjournment**
    - Vote to Adjourn
        - Rich Raiche motions to adjourn. Daniel Grayton seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
            - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
            - No:
            - Abstain:
            - Not Present: Eric Weisman, Andre Green

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 05/06/2026



New School Building
115 Sycamore Street

Meeting #9 June 8, 2026

PERKINS EASTMAN
Human by Design

AGENDA

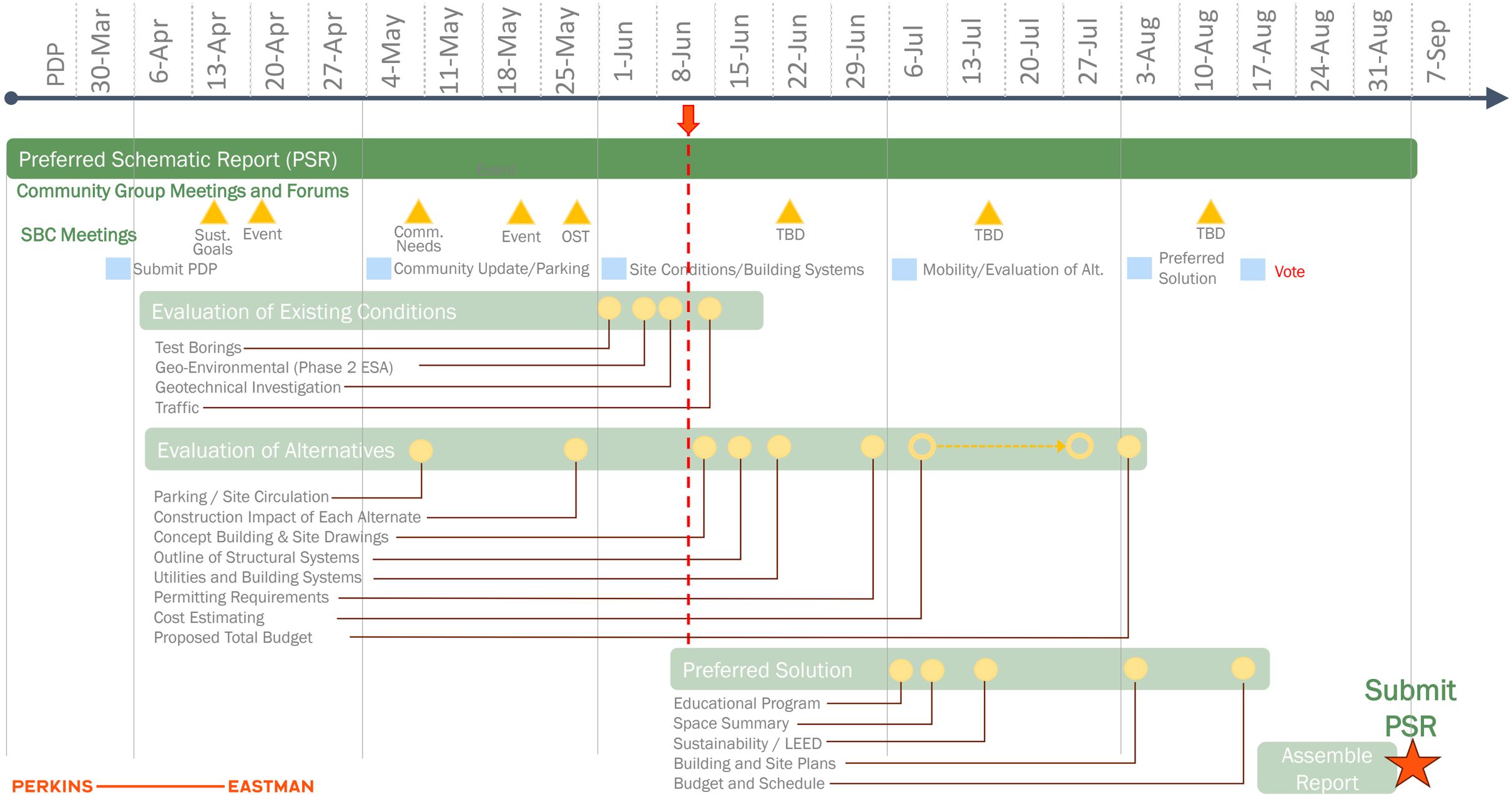
Project & Community Engagement Update

Preliminary Sustainability Goals

- Passive Solar
- Building Systems
- Certification
  - Passive House/TEDI
  - LEED/WELL
- Mass Timber for Low Embodied Carbon
  - Project Delivery, CM vs GC

Site Circulation

PSR WORKPLAN



COMMUNITY ENGAGEMENT OVERVIEW

PERKINS EASTMAN
Human by Design

COMMUNITY ENGAGEMENT

Community Workshop #1 Sustainability	4/13/2026
SPS Event - Parents of Young Children	4/16/2026
Community Workshop #2 Community Programs	5/11/2026 at 5:30pm
OST Task Force	5/19/2026 at 10:00am
Slice of Somerville Event	5/20/2026 at 5:00pm
Neurodiversity Workshop	6/26/2026 at 10:00am
Community Workshop #3 Sustainability Part 2	Sept. TBD
Community Forum 2 – Project update, sustainability & traffic	Oct. TBD

WORKSHOP

Community Workshop on Program Feedback:

Children Outdoor Spaces	Priority Votes
NEEDS	
Covered out door space for use in wet weather	5
Shaded space (so kids don't get baked)	6
Playground equipment for sensory seekers (climbing, spinning, hanging)	5
Solve long transition time from academic spaces to outside - especially upper floors	1
Have a plan for snow removal on roof	2
Have a plan for maintenance of roof top plants	1
No wood chips	1
Inclusive playground design	3
Picnic tables - heavy/secure so they are not stolen	1
Younger children area should be fenced and gated	5
Water bottle fill station / bubbler	
Clear sight lines so adults can watch kids	3
Lighting for after hours , especially in winter	4
ASKS	
Breakup play spaces so sports do not take over	
Quiet for neighborhood and brake up the façade	
Trees that can be climbed	1
Think about long term maintenance of the spaces	
Keep existing mature trees if possible	
Feel of nature - Hoyt - Sullivan Playground	2
Workout stations	2
Unscripted play elements vs traditional playground equipment	1
Access to grass and dirt - a reasonable amount of	1
Stadium seating elements that are built into the level change	2
Adult Outdoor Spaces	**Priority Votes**
NEEDS	
Place to sit in shade	2
Inclusive Design for playground	2
Access to toilet rooms from outside	3
Outdoor lights for basketball, pickleball and tennis	4
Welcome and accessible space for all community members of all ages and abilities	
Cover and overhands built into exterior to provide weather protection all year long	4
Walking track/Stepping logs and fitness trail that can be used by older adults and kids	4
Multi-use stadium seating /steps for spectating and fitness uses	1
Water bottle filler and water fountain	7
Beautiful landscape	1
Community Garden Plots	1
Monkey bars that adults and teens can use	4
Durable exterior architecture and landscape elements	2
ASKS	
Tennis or badminton or pickleball courts	1
Benches and tables for community gatherings	4
Shaded and covered meeting areas - rain proof	3
Outdoor classroom for scale and English classes	
Fitness Equipment apart of playground	1
Zumba class space	
Fire pit - LED/Safe with seating circle to relax and gather at evening	
Skate. Scouter park / pump track	

Children Indoor Spaces	Priority Votes
NEEDS	
SFLC playgroup (flex size) - EBBs/Flows with family leave and seasons	2
Baby stroller storage (covered no necessary interior space)	3
Adult bathrooms / Family nearby	5
Age appropriate/inclusive interactive play space - manipulatives, alt to outdoor play and Storage	5
Inclusive design - inside/out - beyond U.D.	3
Acoustics - large and small spaces	2
Daylight - cafeteria	1
Quiet spaces with cafeteria and gym	3
Flexibility at all scales	
Small school experience & graduating to spaces	3
ASKS	
Sensory gardens/int. spaces	2
School as thematic, interactive environment - a destination	
Informal common space - not just programmed	4
Classrooms available to OST with storage	2
Interior playspace near cafeteria	
Attention to rodent resistance - no carpets	
Pockets/alcoves - no cells and bells	3
Fun light wells	1
Multipurpose - habitable cafeteria and stair	2
Adult Indoor Spaces	**Priority Votes**
NEEDS	
Section off community spaces for public access and school safety	7
Secure area w/ easy community access	1
Space for community meetings - large and small with A/V	3
Non-school PE with storage off gym for outside program	5
IEP meetings are for adults entering the school during the school day and school staff /admin	
Afterschool teachers/admin needs at least one dedicated office	
However much space can be available for "outside" use	2
Spaces for teachers to do group Professional development and meetings	1
PTA would love something larger than a closet but needs at least a substantial closet	1
Lending Library - Somerville mutual aid clothing - storage with gym for swaps	1
Community access to 3D printers	1
ASKS	
Library/media access support local community needs	2
Food pantry, clothing, toy/clothing swap space	3
Lending Libraries - tools, bikes, books media	1
Storage for clubs and informal activities	1
Conference space by day - activity space by night/weekend	1
Conference space that can be easily accessed from the exterior - not buried	
Classroom space for SCALE - adult ed	
Ability to use indoor space informally for community ed activity	1
SFLC - needs outdoor access and nearby parking even if temporary	3
Gym space that opens onto open space with large doors	1
Plan for swing space in case spaces need to be future classrooms	1
Bathrooms/changing rooms accessed directly through gym space, not hallway	
Indoor movie space	2
ability to load equipment into cafeteria/gym from outside	2
Community art space with storage	1



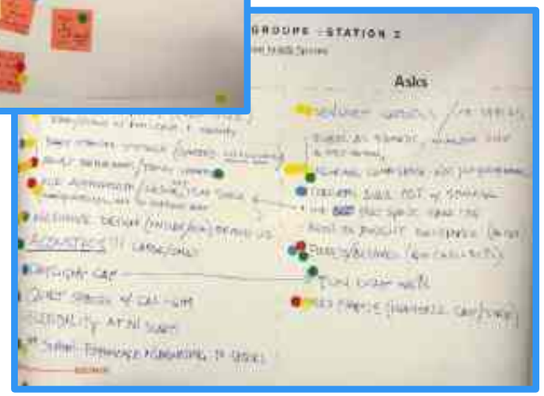
Adult Inside Spaces



Adult Outside Spaces



Children's Outside Spaces



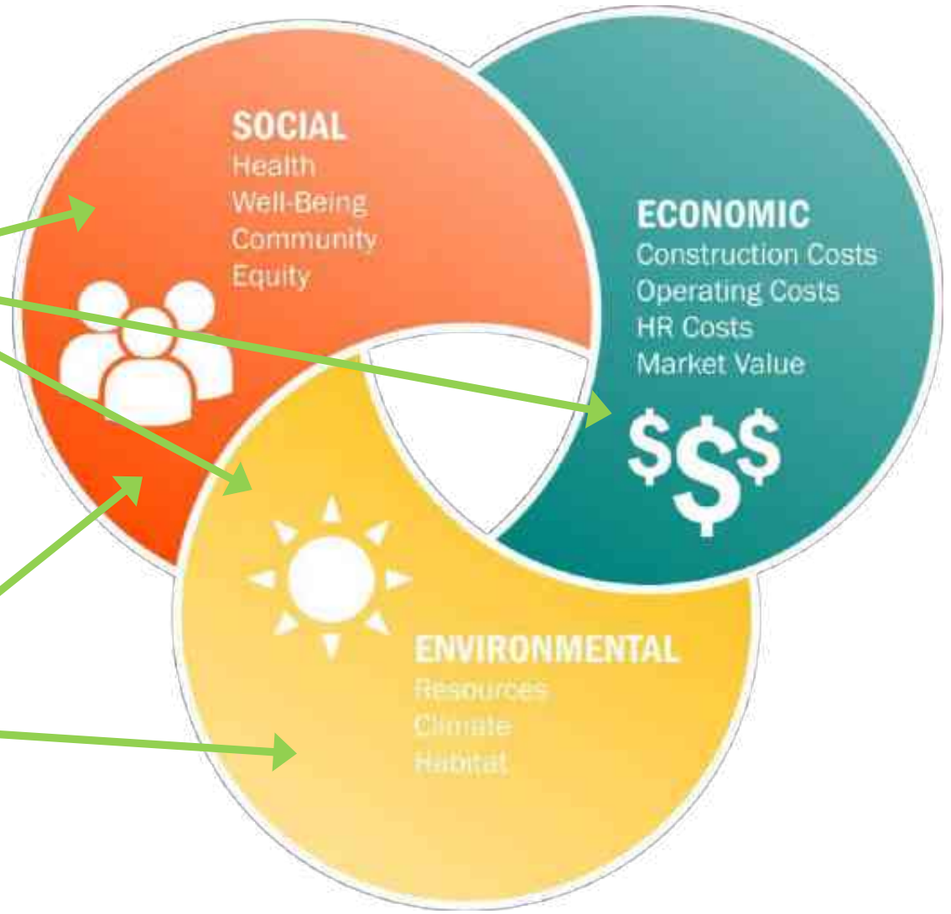
Children's Inside Spaces

PRELIMINARY SUSTAINABILITY GOALS

PERKINS EASTMAN
Human by Design

SUSTAINABILITY IS EVERYTHING

Summary	School Community	Neighbors	City Employees	Consultant	Totals
Improve Heat Island	5	9		1	**15**
Geothermal	3	2		1	**6**
Stormwater Managemen	5	1	3	2	**11**
Mobility	2	8		2	**12**
Carbon	11	3	1	4	**19**
Energy Efficiency	17	5	1	6	**29**
Windows	3	1			**4**
Air Quality	2	2	2	1	**7**
Lighting	2	1	1	2	**6**
Water			1	1	**2**
Gardens/Biophilic	8	5	1	1	**15**
Materials	11	1	1	3	**16**
Wood	9			1	**10**
Acoustics	3				**3**
Art					**0**
Learning/Play Space	15	10	5	7	**37**
Community	14	9	5	1	**29**
Resiliency	2	4		2	**8**
Commissioning	1	1			**2**
Equitable	7	7		3	**17**
Maintenace		1	1		**2**



PASSIVE SOLAR DESIGN

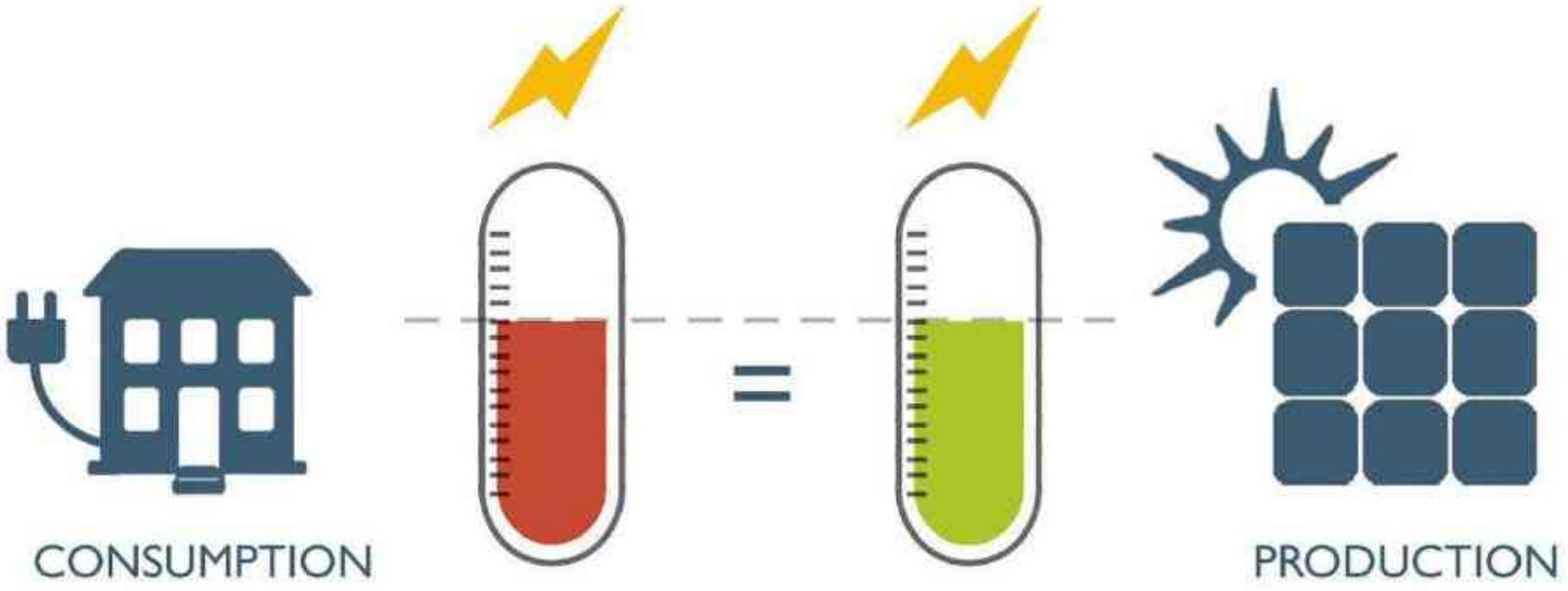




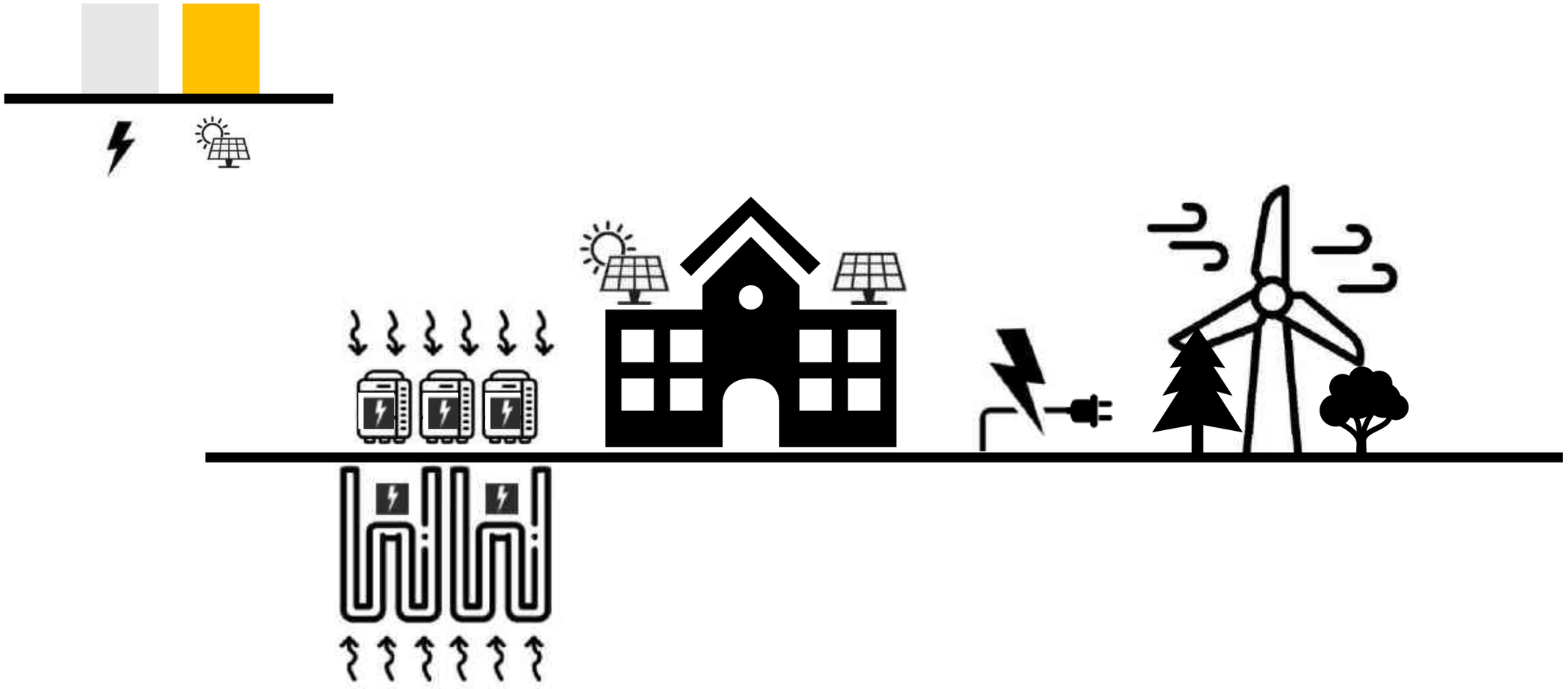
A NET ZERO ENERGY & CARBON BUILDING

NET ZERO ENERGY

A project that meets Net Zero Energy **produces as much energy** on-site **as it consumes** on an **annual** basis. On-site production comes from renewable sources such as solar photovoltaics.



HOW DO WE GET TO A CARBON-NEUTRAL FUTURE?



HVAC System Selection

City of Somerville
New School Building
115 Sycamore Street



HVAC System Options:

1. Ground Source Heat Pump (GSHP)
2. Air Source Heat Pump (ASHP)
3. Hybrid Ground Source / Air Source Heat Pump



What is Geothermal or Geo-Exchange?

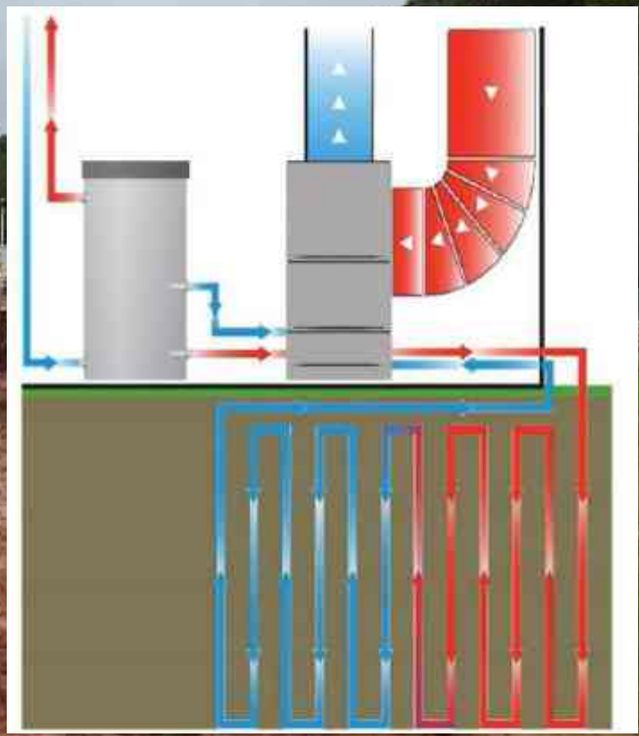
A geothermal system is a heat exchange system using pipes in the ground.

The ground's near constant temperature is a renewable resource that can be used to cool and heat water from the building.

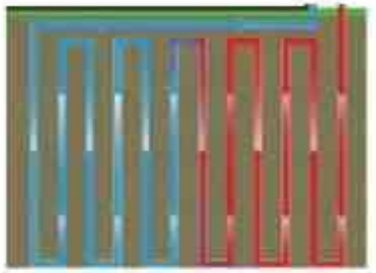
In the winter, the water is heated by the earth, then exchanged in the building.

In the summer, the water is cooled by the earth, then exchanges in the building.

They are generally 40% more energy efficient than traditional systems, which may require combustion or heat exchange with the air (rather than the ground).



HVAC System Options

	Option 1 – Electric GSHP	Option 2 - Electric ASHP	Option 3 – Electric GSHP / ASHP
Heating/ Cooling Source	Ground Source 	Air Source 	Ground & Air Source 
Compressor Location	Central or Distributed 	Air Source 	Air Source 
Terminal Distribution	Fan Coil Unit or Heat Pump Unit 	Fan Coil Unit 	Fan Coil Unit or Heat Pump Unit 

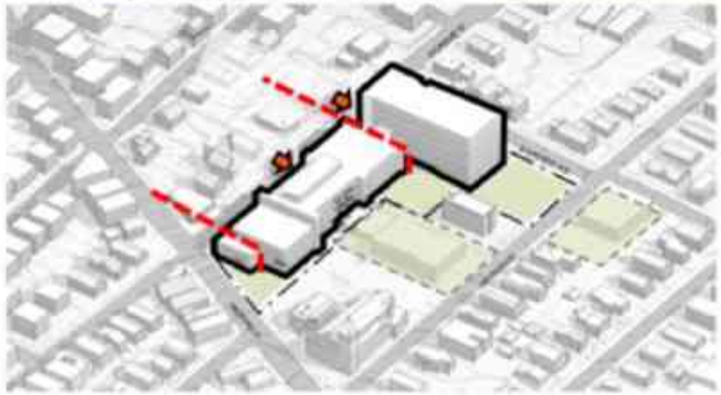
HVAC SYSTEM COMPARISON

	Option 1 Electric GSHP	Option 2 Electric ASHP	Option 3 Electric GSHP / ASHP
Energy Use Intensity	Best	Good	Better
System First Cost	Good	Best	Better
Annual Operating Costs	Best	Good	Better
Life Cycle Costs	Best	Good	Better
Rooftop Space Requirements	Best	Good	Better
Site Disruption	Good	Best	Better
Solar Requirements	Best	Good	Better

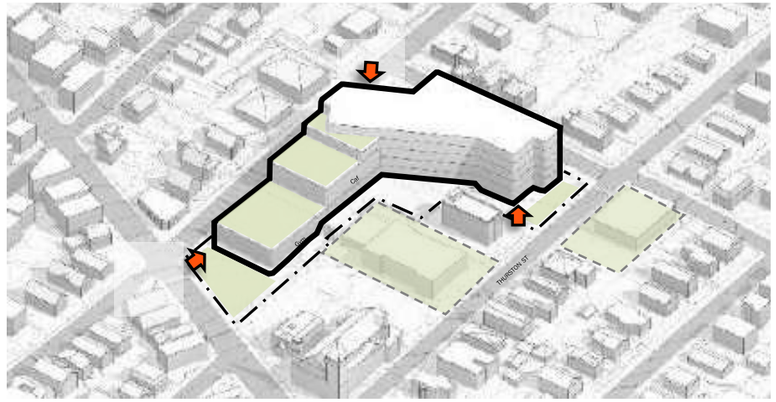
*Based on CMTA's previous experience and may shift based on site specific considerations.

SOLAR PHOTOVOLTAIC (PV) SYSTEM

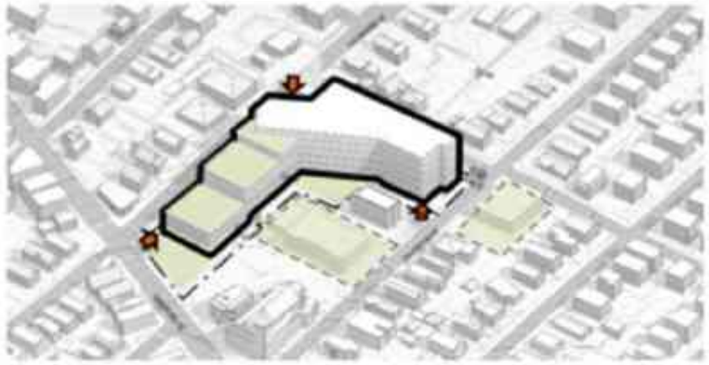
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



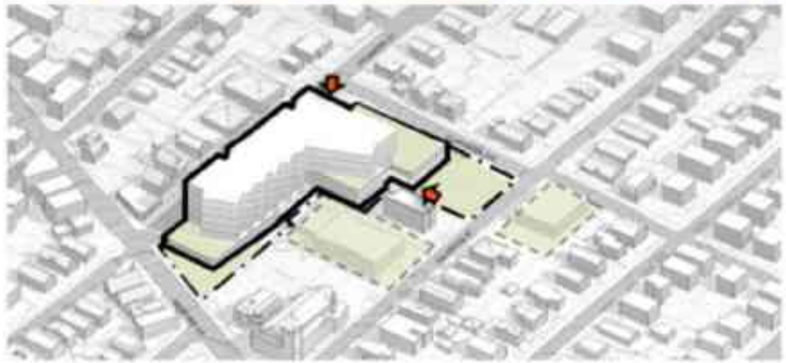
2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



- **Lower EUI designs require less solar PV**
- **Rooftop capacity can offset ~20% of building energy (excluding green play/learning space)**

GENERATOR

- Single diesel generator to be located on site with 24-hour fuel storage
- Optional loads that can be on the generator:
  - Cooler/freezers
  - IT loads (including cooling for IT spaces)
  - Select kitchen equipment
  - HVAC, power, and lighting in select relief center areas
  - Select HVAC equipment – can lead to a larger generator size needed



- Docking Station – large docking station can be included for full building backup with a portable generator
  - In addition to code required docking station
  - Requires coordination with generator rental company

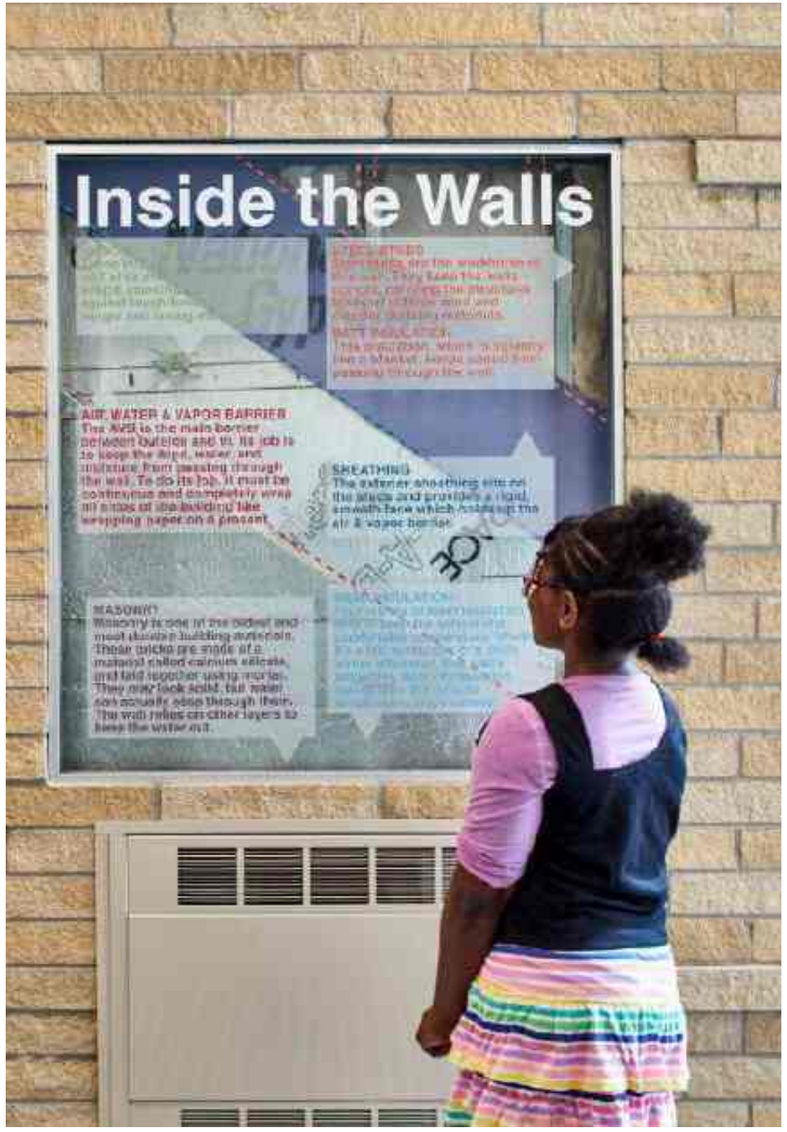


DESIGN FOR LEARNING AND PLAY









DESIGN FOR COMMUNITY









CERTIFICATIONS

PERKINS EASTMAN
Human by Design

CERTIFICATIONS

Passive Building

LEED

WELL

TEDI/PASSIVE HOUSE

TEDI: Requirements based on energy model

Uses energy model to determine compliance, based on thermal performance of building envelope.

- Sets prescriptive limit on energy demand
- Requires high-performance building enclosure
- Additional prescriptive requirements – some already assumed in project
- Modest infiltration requirement (0.35 CFM75 instead of 0.08 CFM75 for Passive House)

Pros:

- Significantly lower soft cost premium

Cons:

- Light quality control for design or construction
- Less flexibility in thermal envelope requirements

Passive House: Holistic 3rd party certification process

Ensures a building is energy-efficient, draft-free, and healthy: Covers ventilation, indoor air quality, thermal envelope, airtightness, and heating/cooling systems

- Certification primarily based on energy model
- Very stringent air leakage requirements
- More flexibility in building envelope, but comes with additional requirements for air tightness, building testing, HVAC equipment, materials, and more

Pros:

- Rigorous QC process during design and construction ensures high quality building
- Best track record in industry for energy savings

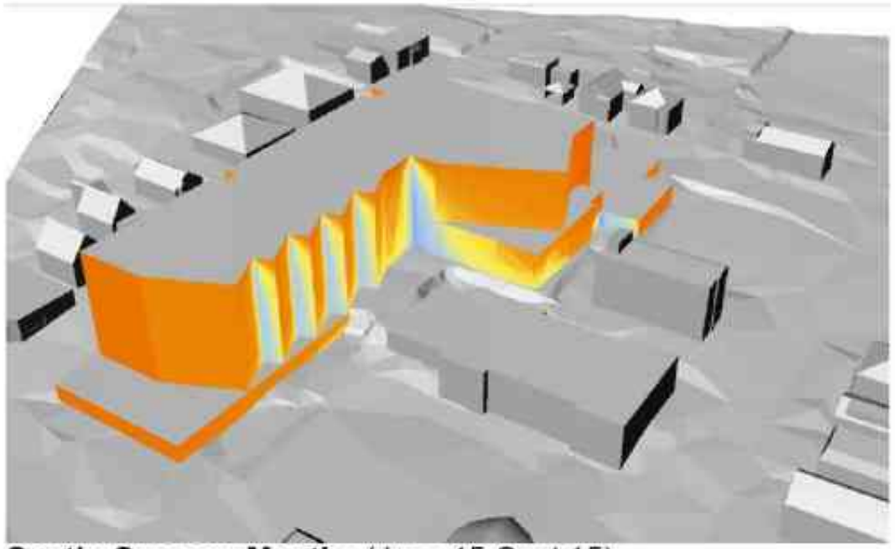
Cons:

- Additional soft costs (likely ~$200-300k)
- Possible small increase in hard costs (likely 1% or less)

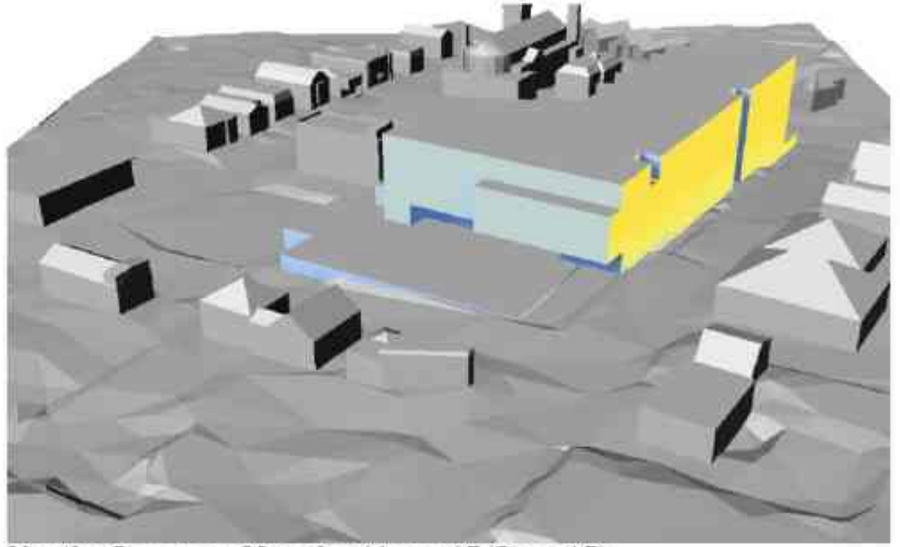
PASSIVE HOUSE/TEDI

Component	TEDI Model	Passive House
Above Grade Walls	**R-22 to R-27**, cladding-dependent 6" Cavity mineral wool, 5" Exterior mineral wool	**Same as TEDI Model** ✓
Below Grade Walls	**R-25** 5" XPS	**Same as TEDI Model** ✓
Roof	**R-50** 10" Polyiso	**Same as TEDI Model** ✓
Parking Garage Slab	**R-30** 6" Concrete with 6" XPS above	**Same as TEDI Model** ✓
Windows	U-0.22 whole window (Kawneer 1600UT, triple pane)	**Same as TEDI Model** ✓
Airtightness	**0.35 cfm75**	**0.08 cfm75** ✓

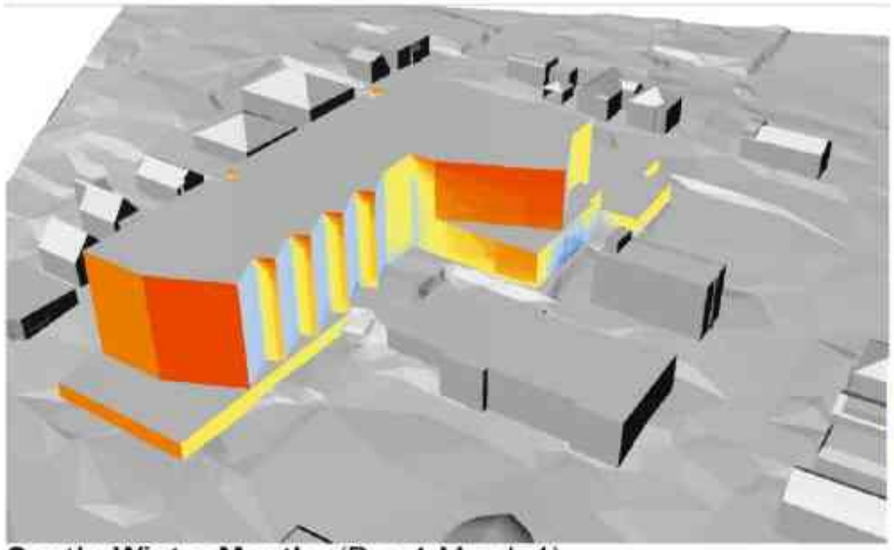
SEASONAL SOLAR RADIATION STUDIES



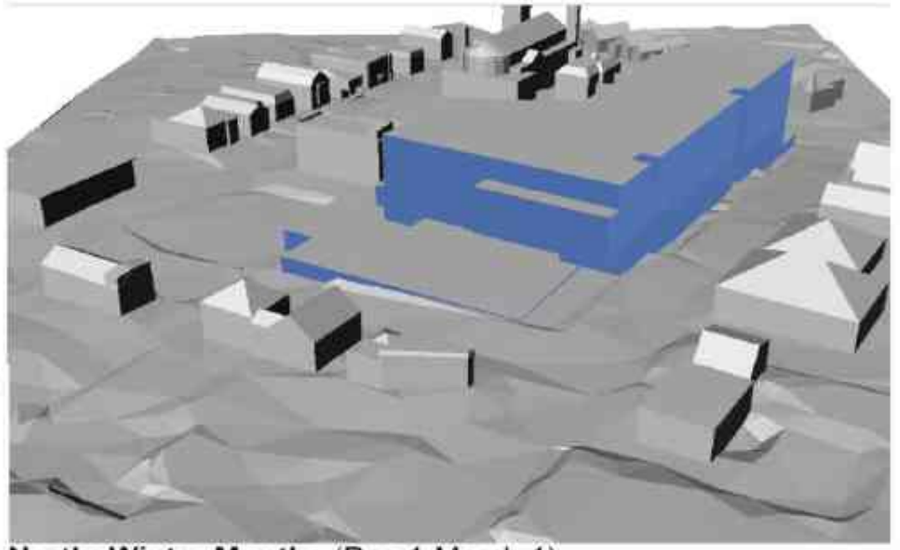
South: Summer Months (June 15-Sept 15)



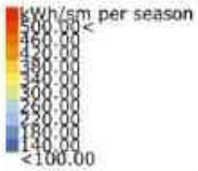
North: Summer Months (June 15-Sept 15)



South: Winter Months (Dec 1-March 1)



North: Winter Months (Dec 1-March 1)



CERTIFICATIONS



SUSTAINABLE GOAL SETTING

Health, Wellness & Student Experience
- Acoustic performance
- Individual thermal controls
- All-gender restrooms to support equity

Sustainability Education & Curriculum
- Building as a teaching tool
- Green Classroom Professional Certificate program
- Integrating building performance in curriculum

Transportation & Community Access
- Covered bicycle parking and storage
- Electric vehicle charging infrastructure

-

Building Operations & Long-Term Stewardship
- Enhanced water and energy submetering
- Long-term building performance verification
- Real time performance dashboards to track energy, water, and carbon metrics



SUSTAINABLE GOAL SETTING

Indoor Air Quality

- Full-building flush-out prior to occupancy

Carbon & Climate Leadership

- Reduce embodied carbon in building structure and materials
    - Mass timber as a strategy to reduce embodied carbon
- Set project-specific embodied carbon reduction target
- Exceed code-minimum energy performance
- Install renewable energy systems (solar PV)
- Enhance resilience for power outages or weather events



Materials & Healthy Buildings

- Select materials with environmental and human health transparency documentation
- Prioritize durable, low-maintenance materials
- Incorporate local, regional, or responsibly sourced materials

WELL CERTIFICATION OVERVIEW

What:

- 3rd party certification focusing on **wellness** of occupants
- Requires prerequisites and points to be achieved in each of 10 categories



How:

- Intentional and focused strategic planning meetings early in design
- Extensive policy & operations manual development
- On-site testing of air and water quality



MASS TIMBER FRAMING

PERKINS EASTMAN
Human by Design

MASS TIMBER BENEFITS

Carbon Sequestration: Mass-timber stores carbon, **reducing the embodied carbon footprint by 50-60%.**

Renewable Material: Sourced from responsibly managed forests, timber is a renewable resource.

Reduced Waste: Precision manufacturing minimizes scrap and construction debris.

Biophilic Design Benefits: Timber interiors enhance occupant well-being and indoor air quality.







MASS TIMBER

Construction Speed: Mass-timber components are prefabricated off-site, reducing on-site assembly time and labor compared to steel, which requires complex erection and welding.

Design Flexibility: Mass-timber allows exposed wood finishes, reducing the need to add supplemental fireproofing and wallboard enclosure.

Cost & Efficiency: Mass-timber can offset cost premiums with faster construction and reduced foundation requirements.

Sustainability: Mass-timber sequesters carbon and uses renewable resources, while steel has significantly higher embodied energy and carbon emissions

Fire Safety: Laminated timber has excellent fire resistance characteristic but similar to steel protective coatings and compartmentalizing needs to comply to building code requirements

Structural Sizes: Column bays are smaller than structural steel and have larger elements

MASS TIMBER PROJECTS

MSBA Projects with Hybrid Mass Timber:

Pentucket Regional High School - CM (W.T. Rich)

Stoughton New Elementary School - CM (W.T. Rich)

North Attleborough High School – CM (Consigli)



Pentucket R.H.S: W.T. Rich / Dore + Whittier

Other Projects with Mass Timber :

Noble & Greenough Castle Dining – CM (Shawmut)

Cambridge School of Weston Garthwaite Center – CM (Consigli)

David Rubenstein Treehouse at Harvard University – CM (Consigli/Smoot)



David Rubenstein Treehouse at Harvard University: Gang/Consigli and Smoot Construction

GC 149 / CM 149A

PERKINS EASTMAN
Human by Design

PROJECT DELIVERY

Design Bid Build

Lowest Qualified Bidder/Firm Fixed Price

Lowest bid cost

Highest change orders

Signs on after design is complete

No preconstruction fees

Difficult to coordinate Mass Timber

Different Early bid package contracts

Construction Manager at Risk

Negotiated Guaranteed Maximum Price

Higher bid cost

Lowest change orders

Pre-construction collaboration and coordination

Preconstruction fees (5% to 7%)

Early bid package coordination

Recommended for mass timber

Early involvement with neighbors and community







SITE CIRCULATION

PERKINS EASTMAN
Human by Design

SITE CIRCULATION WITH POTENTIAL PARKING

SITE ANALYSIS



1. MEDFORD STREET IS NOT RECOMMENDED FOR PICK-UP DROP-OFF ZONES DUE TO RUSH HOUR TRAFFIC
2. POTENTIAL BIKE STORAGE
3. ALTERNATIVELY, SYCAMORE CAN BE CLOSED TO PARENTS / OPEN TO RESIDENTS DURING SCHOOL PICK-UP / DROP-OFF
4. SIGNAL PHASING TO BE REVIEWED IF A BIKE SIGNAL OR SEPARATE PHASE TO ACCOMMODATE CONTRA FLOW BIKE LANE IS REQ'D
5. UPHILL GRADE IS CHALLENGE FOR BIKING - CONSIDER BIKE PARKING AT THE BOTTOM OF THE HILL
6. EXISTING 29' ROADWAY WIDTH ALLOWS FOR 6' WIDE CONTRA FLOW BIKE LANE, 9' TRAVEL LANE, AND (2) 7' PARKING/DROP-OFF LANES
7. EXISTING SPEED HUMPS TO REMAIN
8. EXISTING 26' ROADWAY WIDTH DOES NOT ALLOW FOR CONTRA FLOW BIKE LANE IF PARKING IS PRESUMED TO REMAIN ON BOTH SIDES
9. MAY NEED TO DEVELOP DISPLAYED NUMBER SYSTEM WHERE PARENTS HAVE NUMBERS DISPLAYED ON THEIR VEHICLES AND ADVANCED SPOTTERS CALL AHEAD FOR STUDENT PICK-UP
10. ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS
11. INVESTIGATE POTENTIAL DESIGNATED PICK-UP DROP-OFF ON THURSTON TO AVOID TRAFFIC CONGESTION AROUND SYCAMORE

SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 2B CONCEPT A- TWO-WAY RAMP

VEHICULAR CIRCULATION

DROP-OFF / PICK-UP ZONE

CONTRAFLOW BIKE LANE

ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS



SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 2B CONCEPT B - ENTRY AND EXIT RAMP

VEHICULAR CIRCULATION

DROP-OFF / PICK-UP ZONE

CONTRAFLOW BIKE LANE

ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS



SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 2B CONCEPT C- ENTRY AND EXIT RAMP

VEHICULAR CIRCULATION

DROP-OFF / PICK-UP ZONE

CONTRAFLOW BIKE LANE

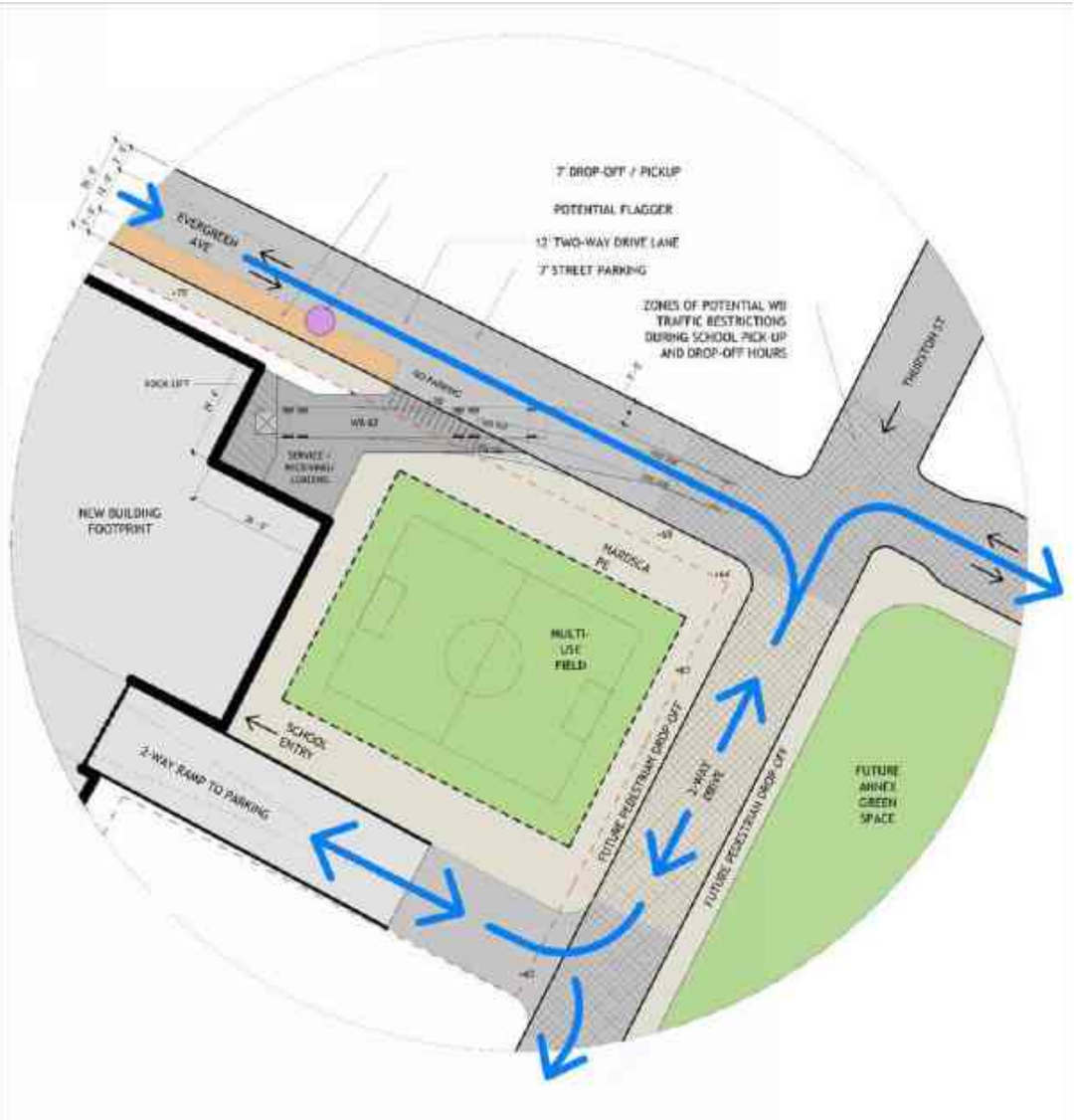
ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS



SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 4 CONCEPT D- TWO-WAY RAMP







Thank you!

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, June 8, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Ralph Henry (CoS)
Danielle Barry (SPS)
Darryl Nash (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Robert Bell (PE)
Dan Arons (PE)
Matt Hoffman (PE)
Ryan Dirks (PE)
Peter Darrouzet (CMTA)
Colleen Soden (SS)

- **Call to Order – 4:32pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.
  - The SBC mentioned they are aware that there were some SPS staff that were unable to attend, due to a previous commitment scheduled during this time.

- **Meeting Minutes**
  - Approve meeting minutes from May 4, 2026.
    - Rich Raiche motions to approve as presented. Courtney Koslow seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 9 yes, 0 no, 0 abstain, 6 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Kathleen Seward, Jesse Clingan

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that the soil borings were completed last week at the 115 Sycamore St site.
  - Grade Reconfiguration
    - PMA presented an overview of the MSBA requirement for the committee to formally review grade reconfiguration in any school consolidation project. The MSBA would like the City to advise why they believe grade reconfiguration is best for the project. The School Committee will be required to take a vote of grade reconfiguration during our PSR submission, and also require the Mayor's sign off.
    - Committee members had a couple of clarifying questions that PMA responded to satisfaction.
    - PMA noted that they will have a draft for the Building Committee's review at the next meeting.

- **New Business**
  - Preliminary Sustainability Goals
    - Mass Timber / Construction Manager v General Contractor
      - PE presented the concept of Mass Timber construction at the New School, and what it brings to the project.
      - PE presented other MSBA projects that have used hybrids of Mass Timber and structural steel.
      - PMA presented the differences between Construction Manager and General Contractor. PMA noted that costs will increase approximately 5-7% with Construction Manager at Risk, in lieu of General Contractor. PMA also noted that it is the project team's recommendation that if Mass Timber were to be used, we would recommend Construction Manager at Risk project delivery method.
    - Passive Solar
      - PE presented passive solar concept, noting that this revolves around natural daylight into spaces to limit mechanical needs in spaces. PE noted that their goal

is net zero energy and net zero carbon, but there will be difficulties with the size of the building. PE is proposing an all-electric building and explained the reasonings that all-electric ties in with passive solar.

- Building Systems
  - PE passed it over to their mechanical consultant, CMTA, to present to the committee. CMTA provided options – noting Ground Source Heat Pump, Air Source Heat Pump, and a hybrid of those two. CMTA then explained each of these options to the Committee.
  - CMTA recommended that the committee should consider costs with practicality with the options presented.
  - Committee member asked 1) due to the narrow site, is a drill rig appropriate? 2) is a gas backup generator needed? 3) how does the MSBA contribute to systems like geothermal that is expensive to install. CMTA responded that the drill rig can go anywhere on site, but it depends what is going on it, because if it requires maintenance it could be costly to remove and reinstall items that may be there. CMTA responded about gas, noting it is up to the Building Committee – but we will need to have a generator. PMA responded to the third question noting that MSBA reimburses a percentage of the project cost, with site work capped.
  - Committee member spoke that she is against natural gas use. She then also asked about battery storage, which PE responded.
  - City asked if there are challenges that underground geothermal requires – CMTA explained that it depends what overburden is on top of the system.
- Certifications – Passive House, TEDI, LEED, Well
  - We will pursue LEED certification for the project
  - We can also look at Passive House and Well certification – which PE explained the differences between the certifications and requirements to obtain those certifications.
  - Soden Sustainability, PE's consultant for sustainability, spoke further about the certifications of the proposed sustainability concepts. Soden noted that we are confirmed with version four, and that the goal of the project is to be LEED Platinum, though that will depend on energy systems designed, and how the final design would result.
- Other Sustainability Goals
  - Soden spoke about health, wellness and student experience.
  - Soden spoke about sustainability education and curriculum.
  - Soden spoke about transportation and community access.
  - Soden spoke about building operations and long-term stewardship.
  - Soden spoke about indoor air quality.
  - Soden spoke about carbon and climate leadership.
  - Soden spoke about materials and healthy buildings.

- Site Circulation
  - PE proposed some site circulation concepts, and recommendations they would make to the loading dock, vehicular traffic patterns, bike lanes, speed bumps, etc.
  - Committee member asked clarification questions which PE responded to satisfaction.
  - Committee member asked about the site circulation and parking garage proposal and how that ties in with the proposed site circulation graphic. PE and City responded to satisfaction.
  - Committee member provided some feedback to the graphics, and noting that he is concerned with Thurston St becoming backed up due to the Stop sign that is located at bottom of hill at Medford St.

- **Community Engagement Update**
  - PE gave an overview of the most recent community engagement events that the project team participated in, as well as what is ahead for events that the project team will be attending to further inform the community of the project's status and receive feedback.
  - PE highlighted the Community Workshop, OST Task Force, and Slice of Somerville events that the project team attended since our last meeting.
  - From the Community Workshop, the PE shared some of the community members' requests they'd like to have in the project.

- **Public Comment**
  - The Chair opened it up to the public to ask any questions or make any comments.
    - Ian Neill: recommended using mass timber for this project and explained his reasons why he believes it is the best option.

- **Adjournment**
  - Vote to Adjourn
    - Daniel Grayton motions to adjourn. Rich Raiche seconds the motion.
    - VOTE (roll call): 9 yes, 0 no, 0 abstain, 6 not present
      - Yes: Emily Grandstaff-Rice, Rich Raiche, Ruben Carmona, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Mayor Jake Wilson, Courtney Gosselin, Ed Bean, Chris Ames, Kathleen Seward, Jesse Clingan

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 06/19/2026



New School Building
115 Sycamore Street

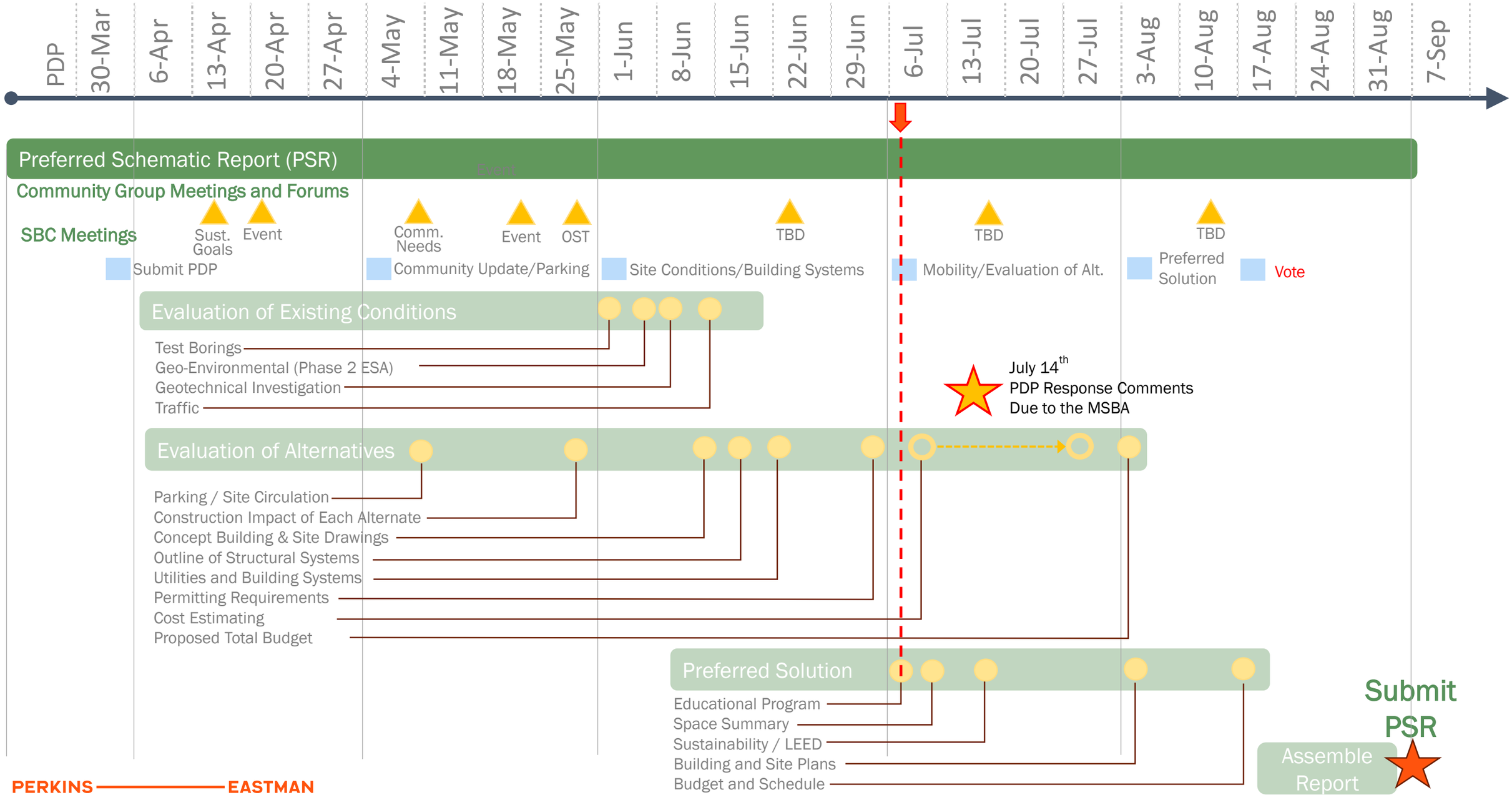
Meeting #10 July 6, 2026

PERKINS EASTMAN
Human by Design

AGENDA

- Project Schedule & Workplan
- Community Engagement Update
  - Neurodiversity Workshop
  - Community Questions
- Life Cycle Cost Analysis
- Geotech Findings
- Developed Options

PSR WORKPLAN



COMMUNITY ENGAGEMENT OVERVIEW

PERKINS EASTMAN
Human by Design

COMMUNITY ENGAGEMENT

Community Workshop #1 Sustainability	4/13/2026
SPS Event - Parents of Young Children	4/16/2026
Community Workshop #2 Community Programs	5/11/2026 at 5:30pm
OST Task Force	5/19/2026 at 10:00am
Slice of Somerville Event	5/20/2026 at 5:00pm
Neurodiversity Workshop	6/26/2026 at 10:00am
Community Workshop #3 Sustainability Part 2	Sept. TBD
Community Forum 2 – Project update, sustainability & traffic	Oct. TBD

UNIVERSAL DESIGN



1 equitable use

SHARED PATH OF TRAVEL



2 flexibility in use

SENSORY COURTYARD



3 simple and intuitive to use

NAVIGATING THE BUILDING



7 size and space for approach and use

BUILDING FOR ALL



4 perceptible information

HEARING IS LEARNING



5 tolerance for error

THE CURB-CUT EFFECT



6 low physical effort

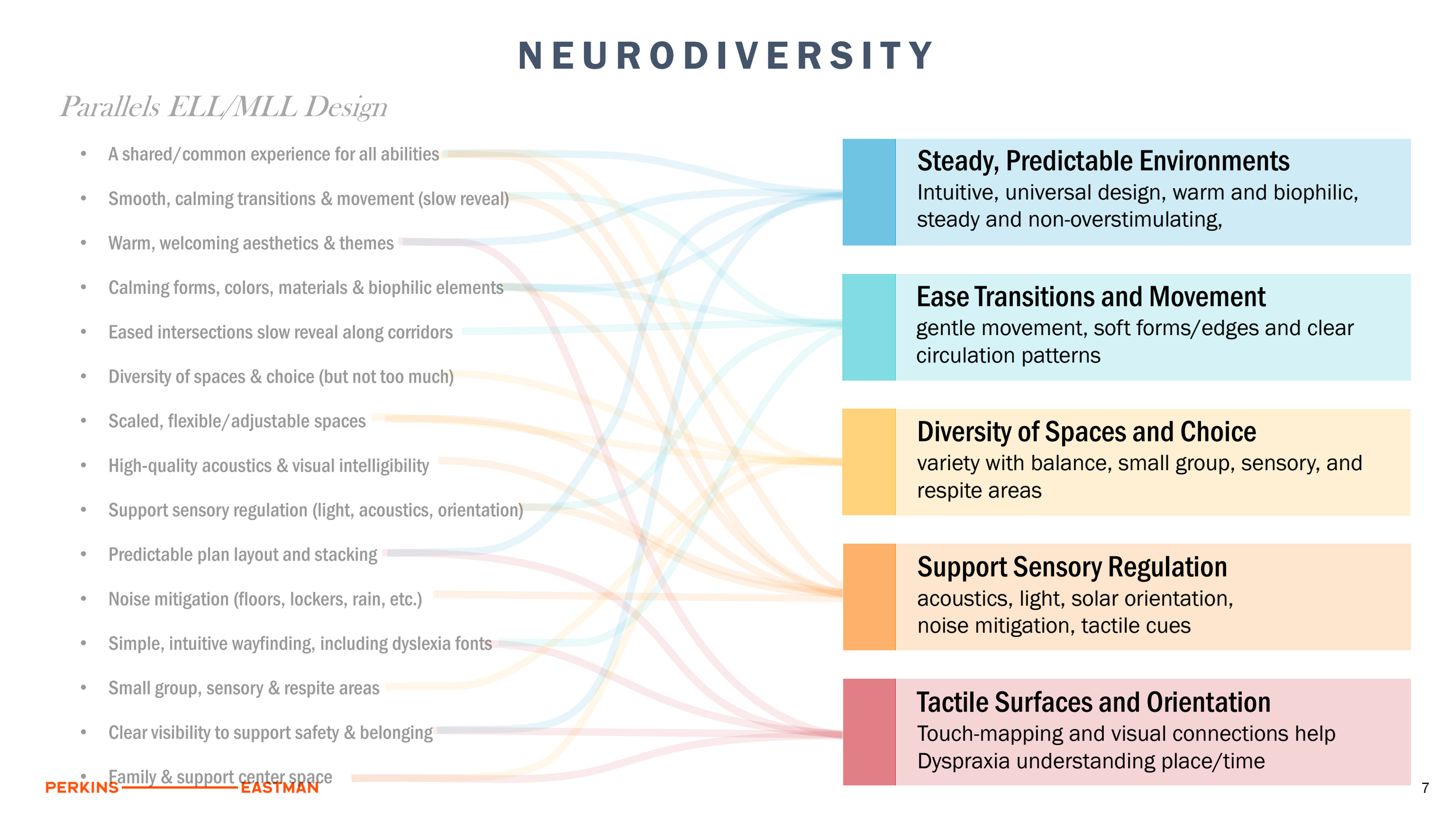
EASY TO USE



NEURODIVERSITY

Parallels ELL/MLL Design

- A shared/common experience for all abilities
- Smooth, calming transitions & movement (slow reveal)
- Warm, welcoming aesthetics & themes
- Calming forms, colors, materials & biophilic elements
- Eased intersections slow reveal along corridors
- Diversity of spaces & choice (but not too much)
- Scaled, flexible/adjustable spaces
- High-quality acoustics & visual intelligibility
- Support sensory regulation (light, acoustics, orientation)
- Predictable plan layout and stacking
- Noise mitigation (floors, lockers, rain, etc.)
- Simple, intuitive wayfinding, including dyslexia fonts
- Small group, sensory & respite areas
- Clear visibility to support safety & belonging
- Family & support center space



Steady, Predictable Environments
Intuitive, universal design, warm and biophilic, steady and non-overstimulating,

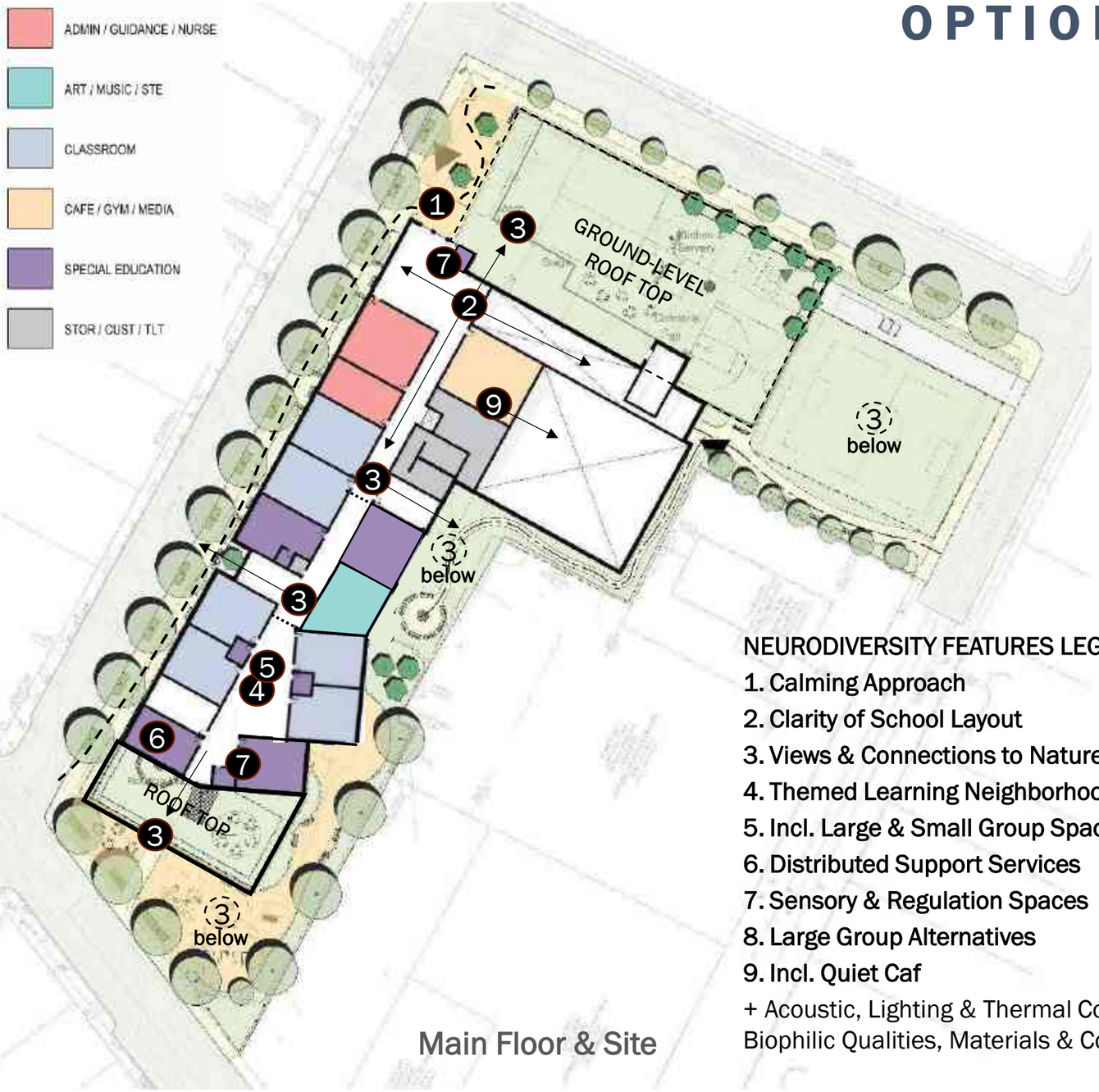
Ease Transitions and Movement
gentle movement, soft forms/edges and clear circulation patterns

Diversity of Spaces and Choice
variety with balance, small group, sensory, and respite areas

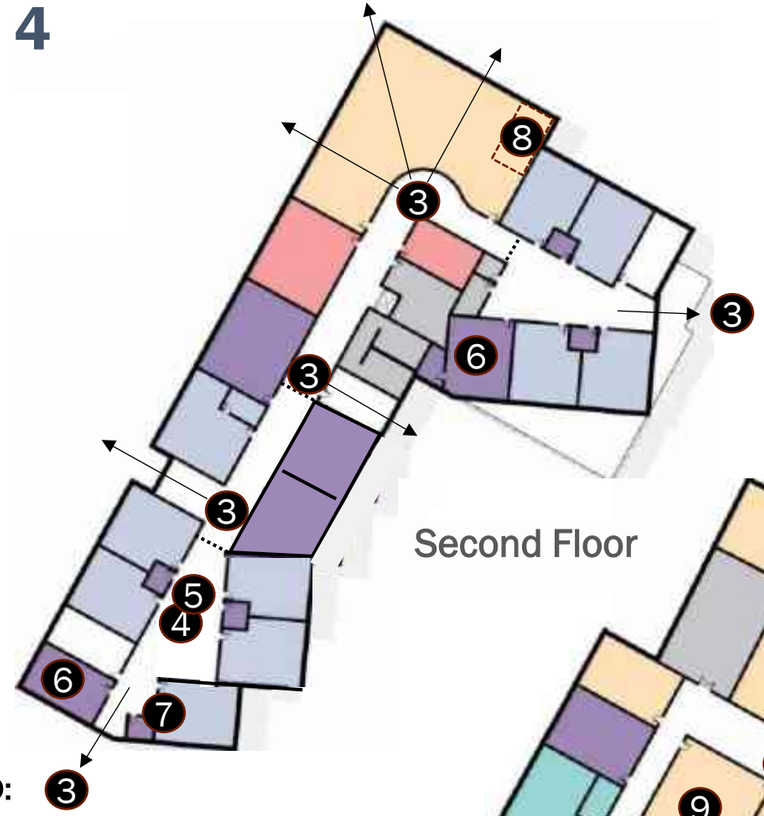
Support Sensory Regulation
acoustics, light, solar orientation, noise mitigation, tactile cues

Tactile Surfaces and Orientation
Touch-mapping and visual connections help Dyspraxia understanding place/time

OPTION 4



Main Floor & Site



Second Floor



Ground Floor

NEURODIVERSITY FEATURES LEGEND:

1. Calming Approach
2. Clarity of School Layout
3. Views & Connections to Nature
4. Themed Learning Neighborhoods
5. Incl. Large & Small Group Spaces
6. Distributed Support Services
7. Sensory & Regulation Spaces
8. Large Group Alternatives
9. Incl. Quiet Caf

+ Acoustic, Lighting & Thermal Comfort, Biophilic Qualities, Materials & Colors

NORTH

PERKINS EASTMAN

COMMUNITY QUESTIONS



LIFE CYCLE COST ANALYSIS

PERKINS EASTMAN
Human by Design

LIFE CYCLE COST ANALYSIS

SYSTEM EVALUATION AND INCENTIVE RATES

System	Estimated EUI (kbtu/sf)	Replacement Year	Impact on Sustainability Goals
Ground Source Heat Pump System	22	20	• Likely meeting LEED v4 Silver • Meets 25 EUI goal
Air Source Heat Pump System	30	20	• Likely meeting LEED v4 Silver • Low EUI, but does not meet EUI target
Hybrid Geothermal/Air Source Heat Pump System	25	20	• Likely meeting LEED v4 Silver • Meets 25 EUI goal

CMTA

PERKINS EASTMAN

LIFE CYCLE COST ANALYSIS

EUI PERFORMANCE INCENTIVES

K-12 Schools	Site EUI Range	Incentives		
		Payable at end of Construction	Payable at end of 1 yr. post occupancy	
		Construction Incentive $/sf	Post Occ. Inc. $/sf	Adder for getting under ZNE EUI target
Tier 2 (high schools only)	23-25	$1.00	$1.25	Not applicable
Tier 1 - Net Zero Level (all schools)	22 or less	$1.25	$1.50	$0.05/EUI point reduction/sf

Path 2: EUI Reduction Incentive Tiers						
Tier	Incentive Rate	Office	Lab/Office	K-12	Lodging	All other building types
1	$0.50/sf	5%-15%	20%-35%	20%-25%	20%-30%	15%-25%
2	$0.75/sf	N/A	N/A	25%-30%	30%-40%	25%-35%
3	$1.00/sf	15% and above	35% and above	30% and above	40% and above	35% and above

Heat Pump Incentive Rates ($/Ton)*				
Tier	System Size (Tons)	ASHP	VRF	GSHP
1	First 300 Tons	$800	$1,200	$3,600
2	Tons 300-800	$800	$1,200	$2,700
3	Tons 800-1,600	$800	$1,200	$1,800
4	Tons 1,600 and Above	$500	$500	$500
Incentives for each tonnage tier are paid at the respective rate and applied incrementally.				

CMTA

PERKINS EASTMAN

LIFE CYCLE COST ANALYSIS

30YEAR LIFE CYCLE COST

System	HVAC First Costs	Year 1 Energy Cost	Year 1 Mainten-ance Cost	Mass Save Incentive	Investment Tax Credit	Replacement Cost
Ground Source Heat Pump	$19,800,000	$255,000	$99,000	$1,870,000	$5,940,000	$8,600,000
Air Source Heat Pump	$16,200,000	$348,000	$108,000	$418,000	-	$12,300,000
Hybrid Geothermal/ Air Source Heat Pump	$18,000,000	$290,000	$103,000	$1,200,000	$3,240,000	$11,600,000

CMTA

PERKINS EASTMAN

LIFE CYCLE COST ANALYSIS

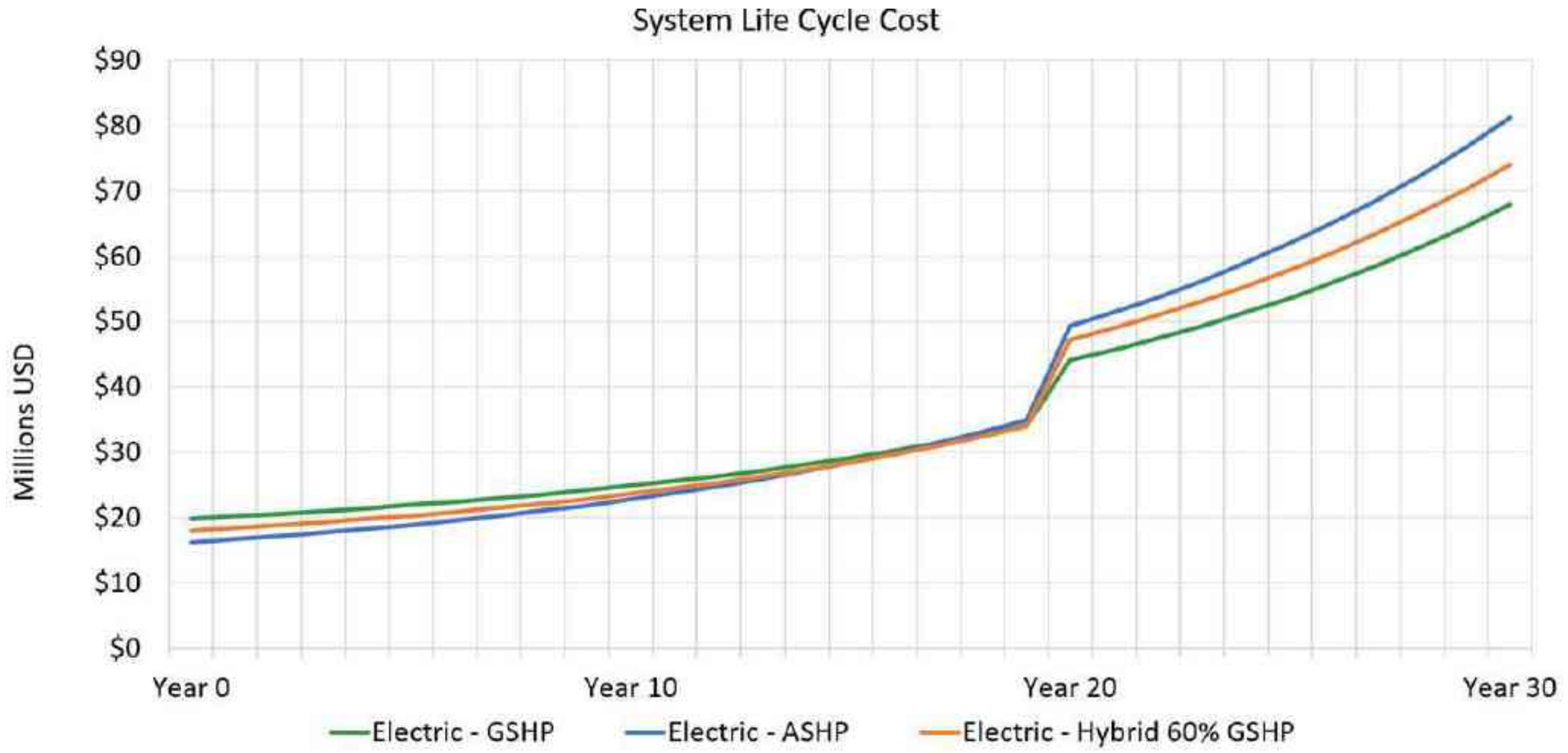
30YEAR LIFE CYCLE COST WITH INCENTIVES

System	Estimated EUI (kbtu/sf)	30-Year LCC without incentives	30-Year LCC with Mass Save & ITC Incentives
Ground Source Heat Pump	22	$67,900,000	$59,500,000
Air Source Heat Pump	30	$81,100,000	$80,200,000
Hybrid Geothermal/Air Source Heat Pump	25	$74,000,000	$69,000,000

LIFE CYCLE COST ANALYSIS

SYSTEM LIVE CYCLE COST WITH MASS SAVE INCENTIVES

Based on the 30 year LCCA without incentives, geothermal is $13.2 million less expensive than ASHP option



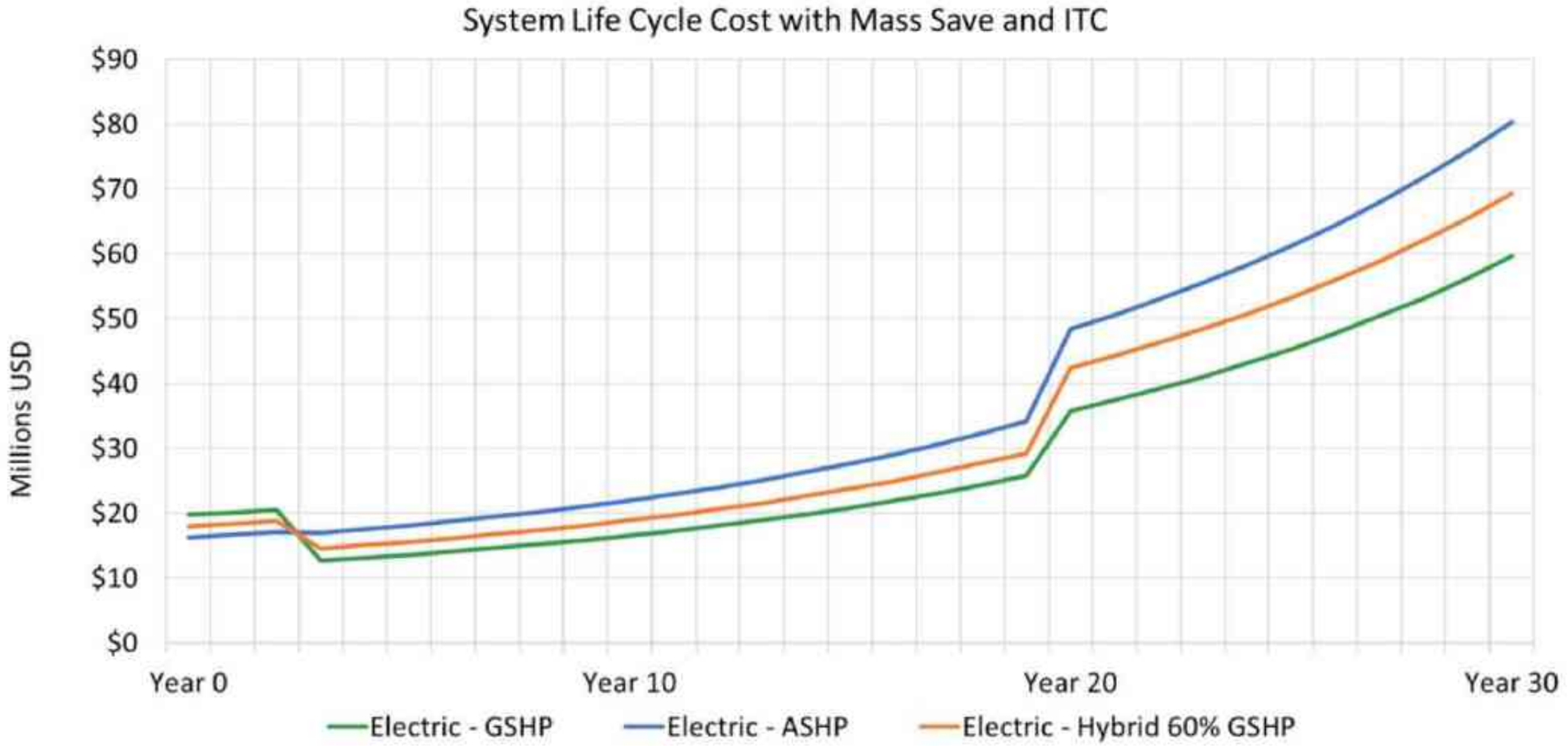
CMTA

PERKINS EASTMAN

LIFE CYCLE COST ANALYSIS

SYSTEM LIVE CYCLE COST WITH MASS SAVE AND ITC

Based on the 30 year LCCA with incentives, geothermal is $20.8 million less expensive than ASHP option



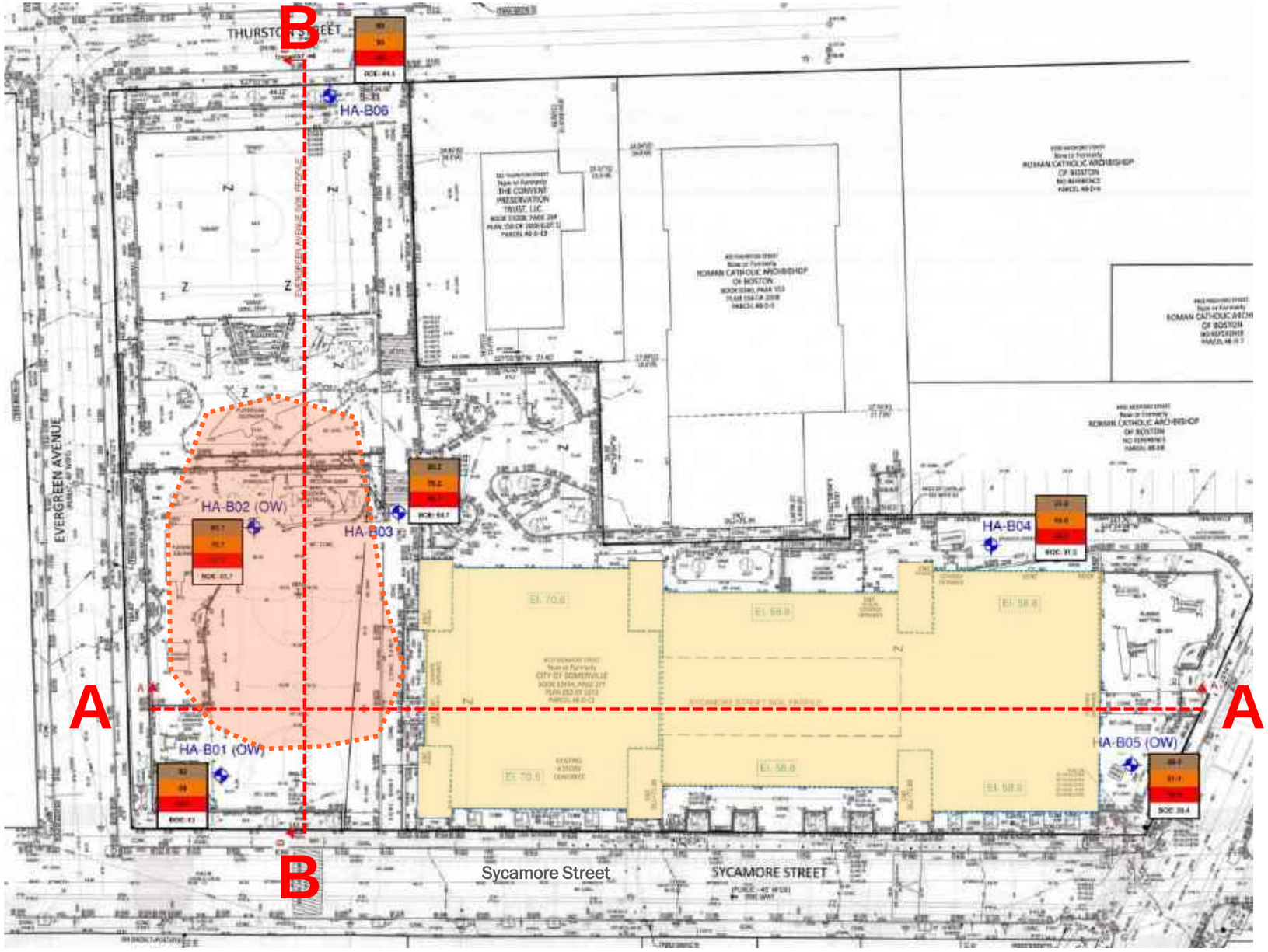
CMTA

PERKINS EASTMAN

GEOTECH FINDINGS

PERKINS EASTMAN
Human by Design

EXPLORATION BORING LOCATIONS



BORING SOIL PROFILES

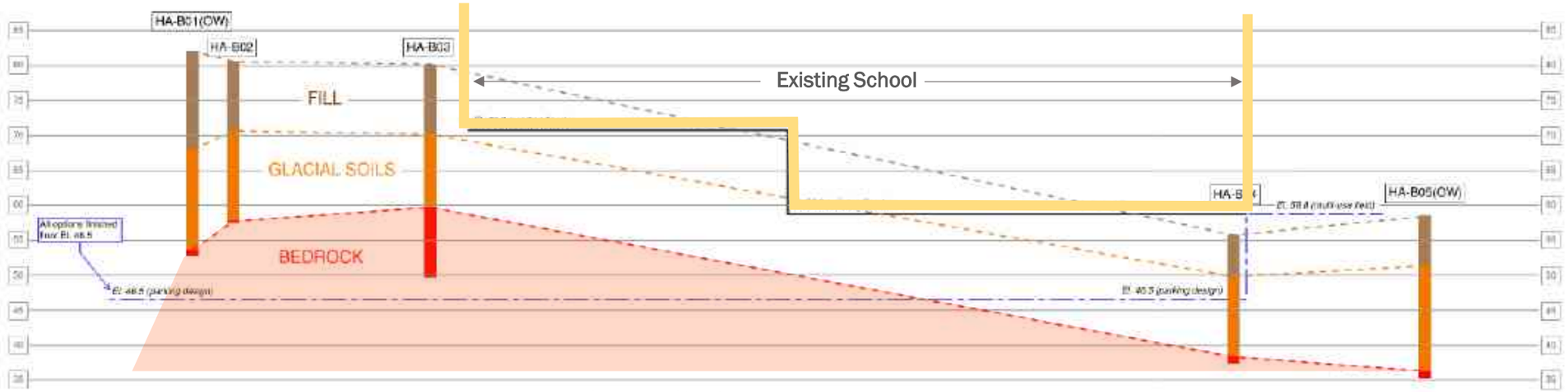
Proposed Main Level

Proposed Lower Level

Proposed Parking Garage

A

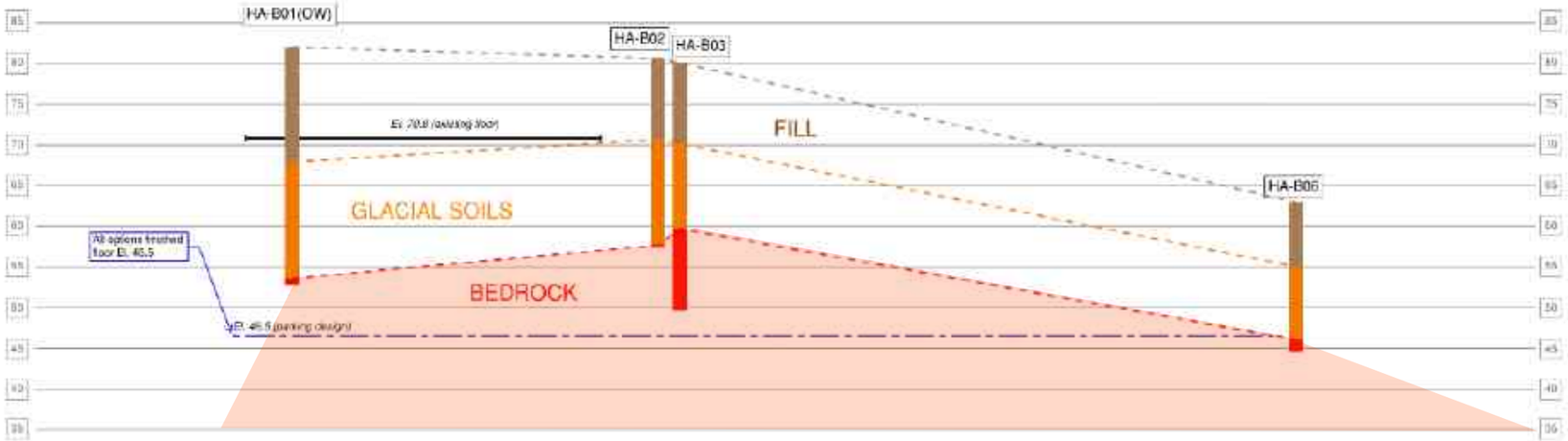
SYCAMORE STREET (North to South) - SECTION A-A



Sycamore Street

B

EVERGREEN AVENUE (West to East) - SECTION B-B



Evergreen Street

OPTIONS DEVELOPMENT

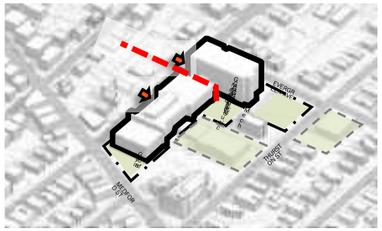
PERKINS EASTMAN
Human by Design

PSR OPTIONS

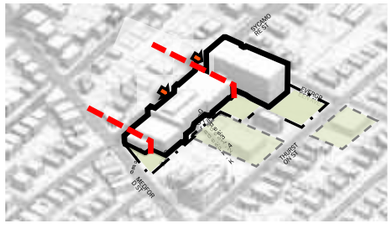
BR BASE REPAIR
115 Sycamore St.



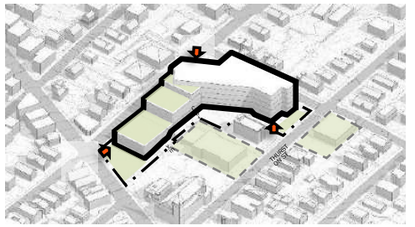
1A ADDITION/RENOVATION
115 Sycamore St. 690 Student



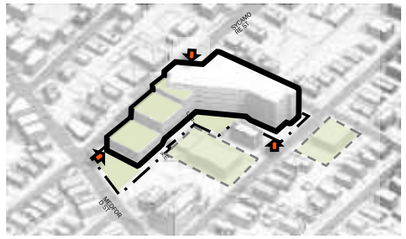
1B ADDITION/RENOVATION
115 Sycamore St. 925 Student



2A NEW CONSTRUCTION
115 Sycamore St. 690 Student



2B NEW CONSTRUCTION
115 Sycamore St. 925 Student



4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

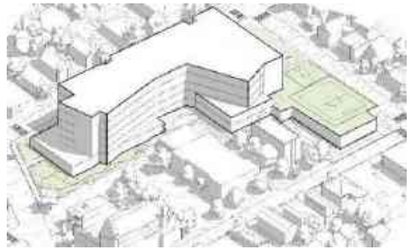


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Reduced Building Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Cafeteria below Field on Thurston St.

6A BASE REPAIR
201 Willow Ave.



6B ADDITION/RENOVATION
201 Willow Ave. 925 Student



20 Stories with Rooftop Play Space

6E NEW CONSTRUCTION
201 Willow Ave. 925 Student

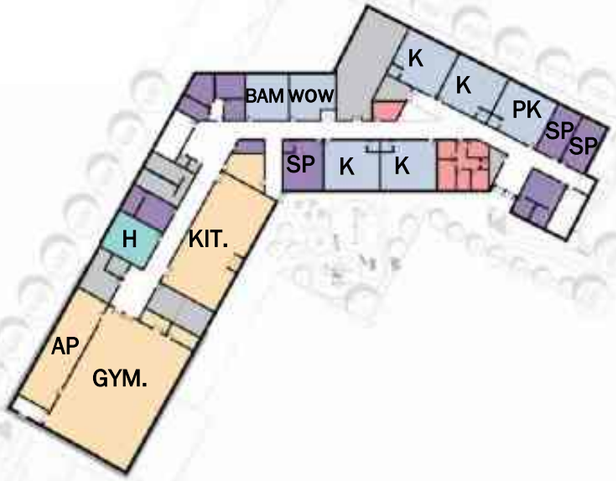


12 Stories with Rooftop Play Space

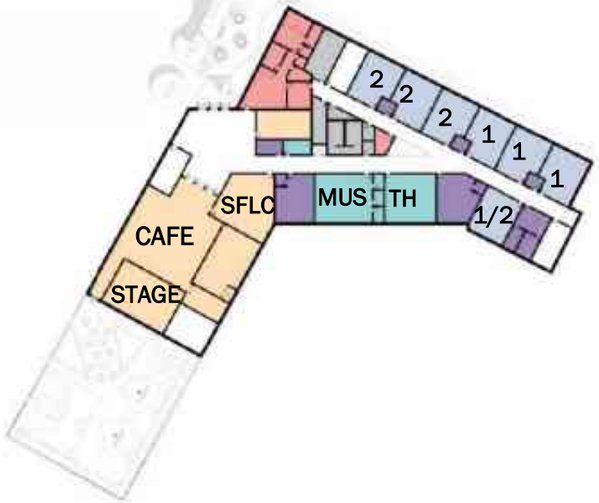
NEW SCHOOL AT 115 SYCAMORE ST

OPTION 2A – 690 STUDENTS

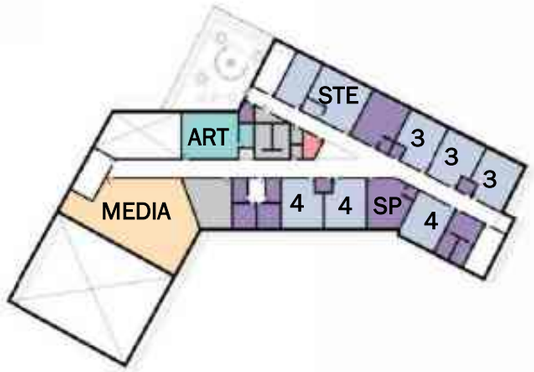
ADMIN / GUIDANCE / NURSE
ART / MUSIC / STE
CLASSROOM
CAFE / GYM / MEDIA
SPECIAL EDUCATION
STOR / CUST / TLT



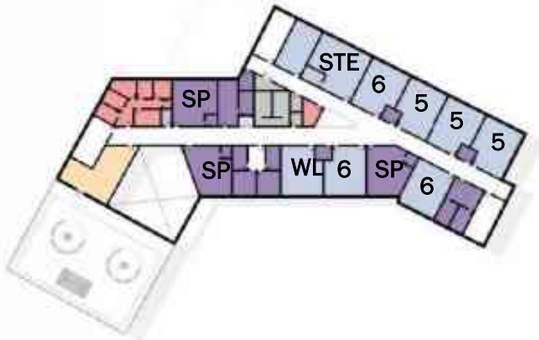
LOWER LEVEL FLOOR PLAN



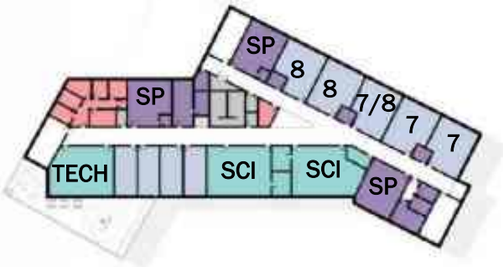
LEVEL 1 FLOOR PLAN



LEVEL 2 FLOOR PLAN



LEVEL 3 FLOOR PLAN

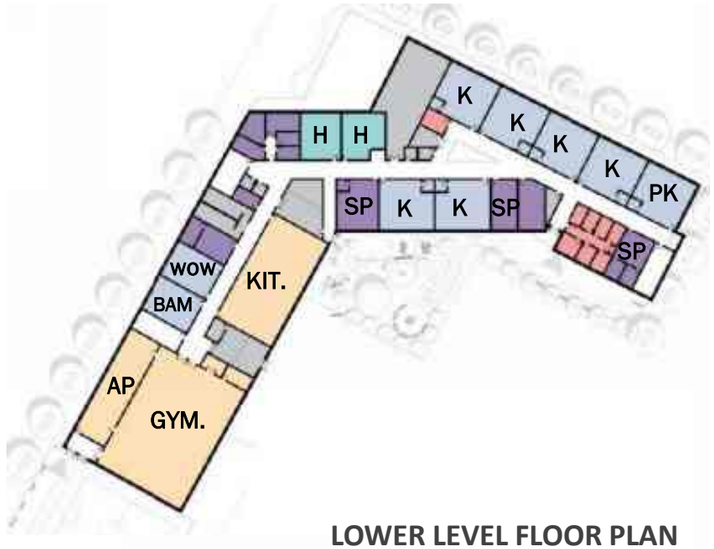


LEVEL 4 FLOOR PLAN

NEW SCHOOL AT 115 SYCAMORE ST

OPTION 2B – 925 STUDENTS

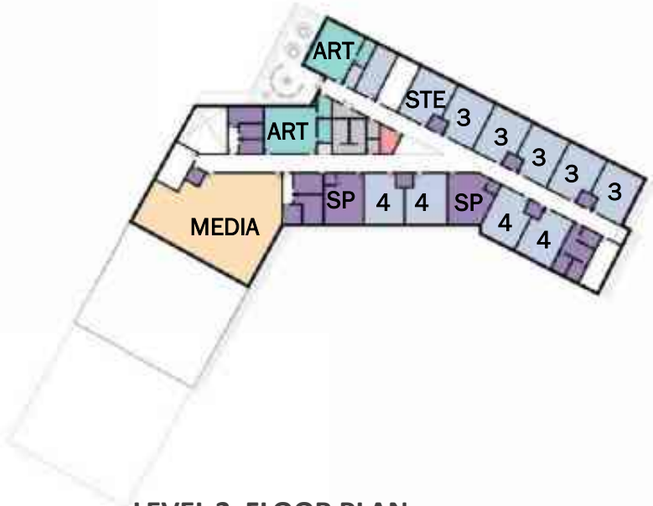
ADMIN / GUIDANCE / NURSE
ART / MUSIC / STE
CLASSROOM
CAFE / GYM / MEDIA
SPECIAL EDUCATION
STOR / CUST / TLT



LOWER LEVEL FLOOR PLAN



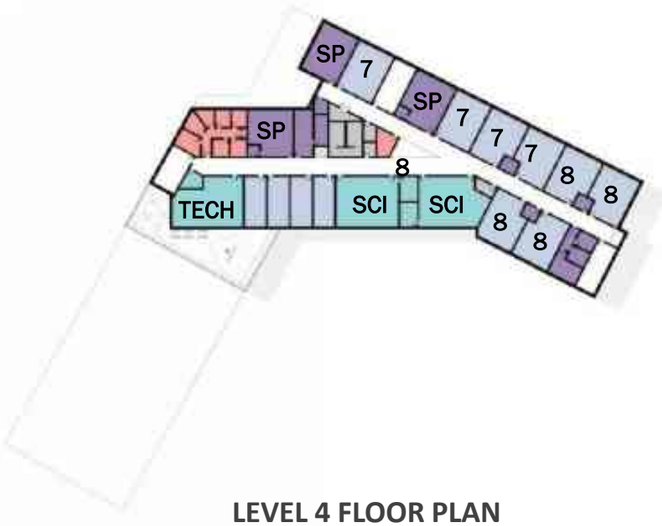
LEVEL 1 FLOOR PLAN



LEVEL 2 FLOOR PLAN



LEVEL 3 FLOOR PLAN

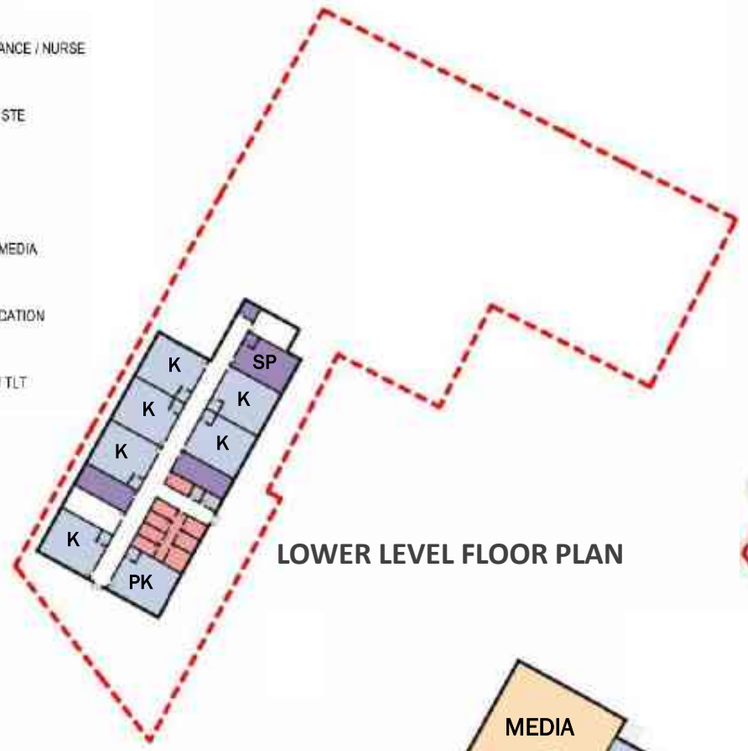


LEVEL 4 FLOOR PLAN

NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS





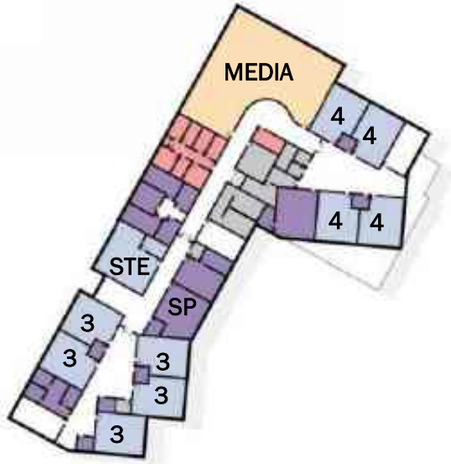
LOWER LEVEL FLOOR PLAN



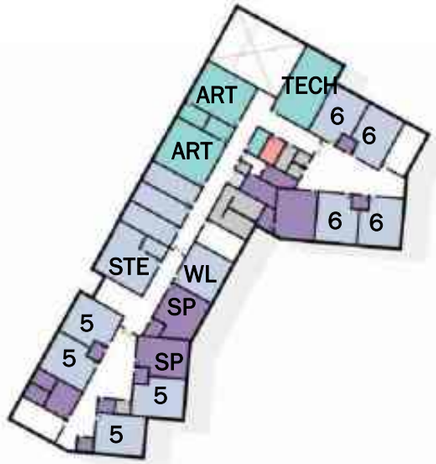
LEVEL 1 FLOOR PLAN



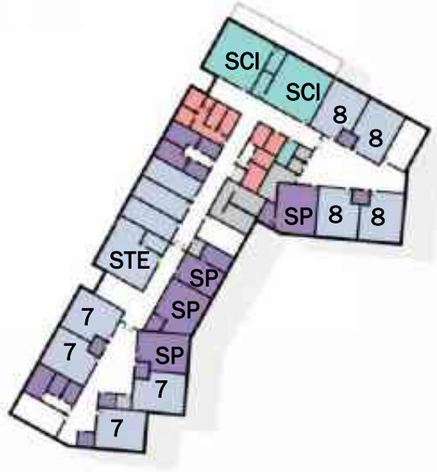
LEVEL 2 FLOOR PLAN



LEVEL 3 FLOOR PLAN

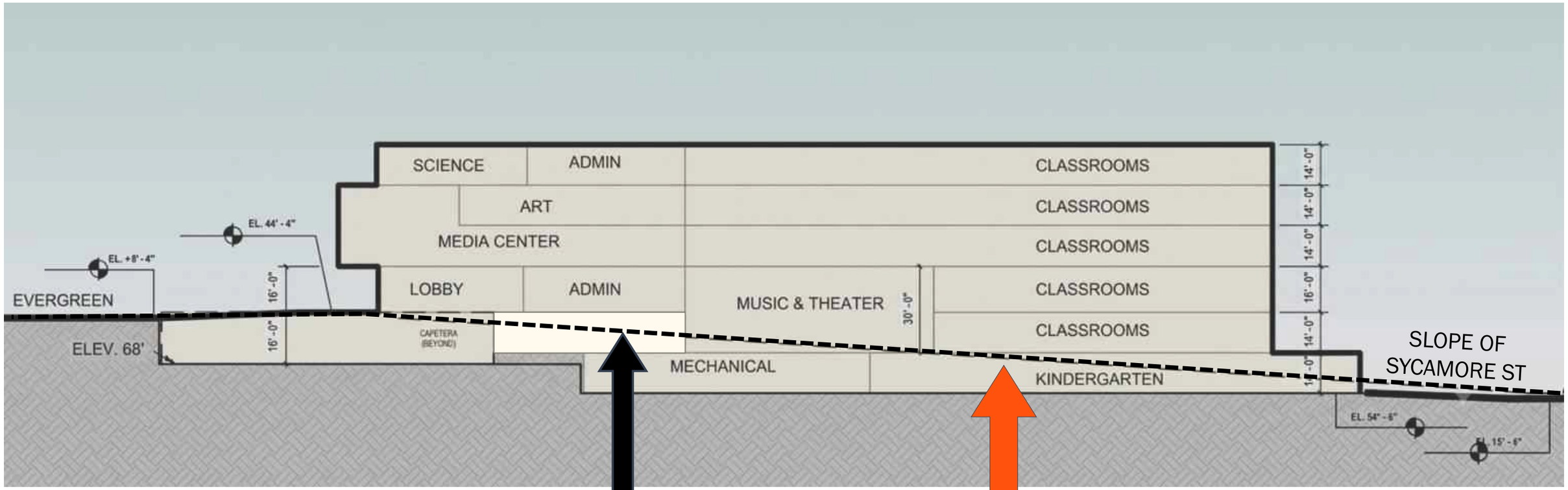


LEVEL 4 FLOOR PLAN



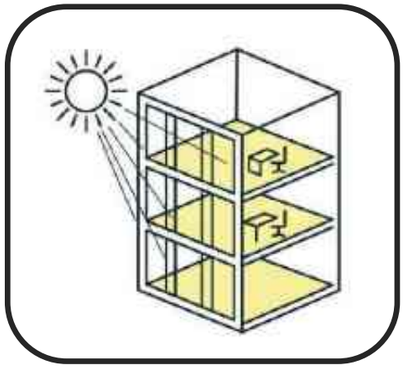
LEVEL 5 FLOOR PLAN

DAYLIGHT CHALLENGE
AT LOWER LEVEL LEARNING SPACES



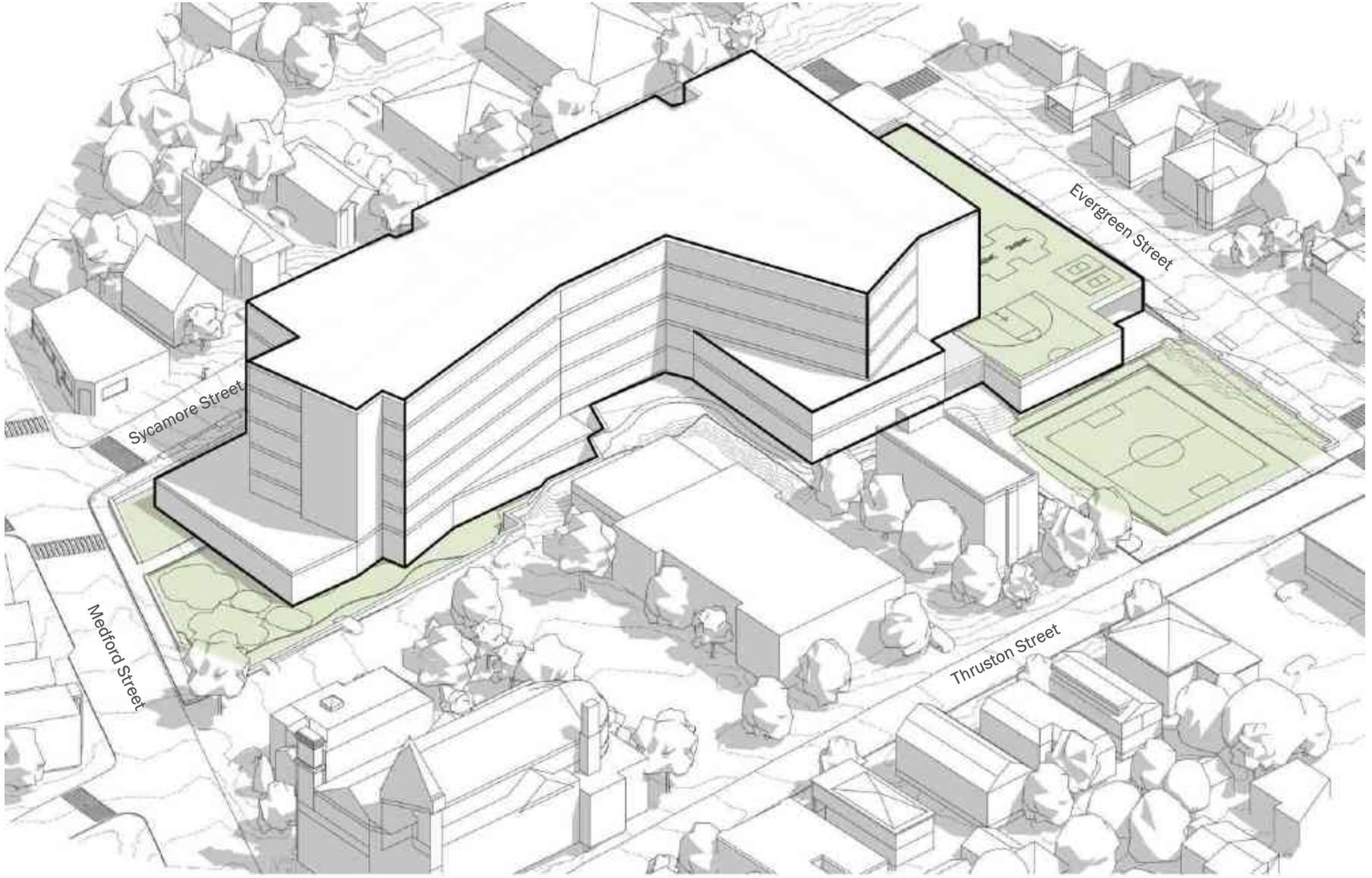
SLOPE OF EXISTING SYCAMORE STREET

CHALLENGE FOR DAYLIGHTING SPACES AT LOWER LEVEL



NEW SCHOOL AT 115 SYCAMORE ST

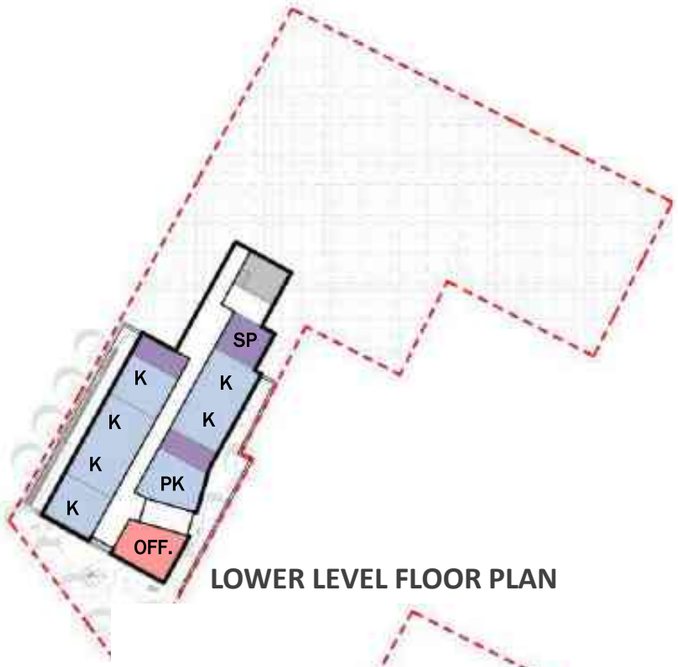
OPTION 4 – 925 STUDENTS



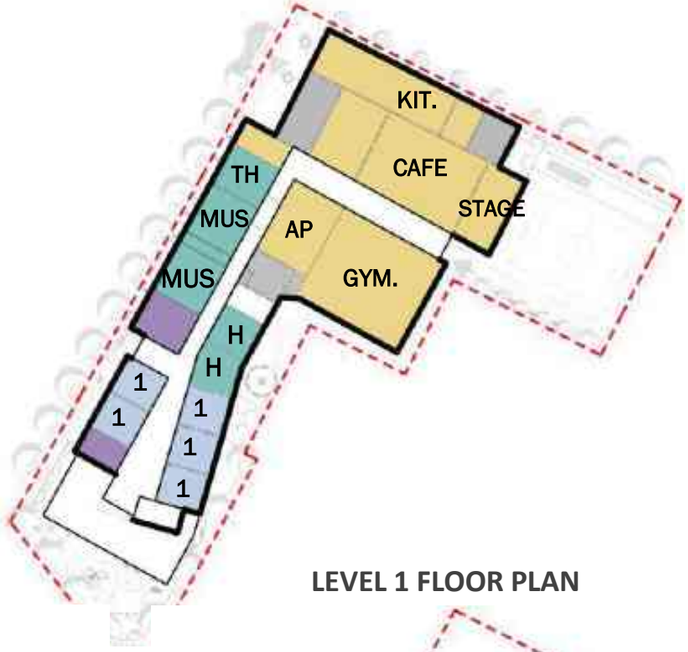
NEW SCHOOL AT 115 SYCAMORE ST

UPDATED OPTION 4 – 925 STUDENTS

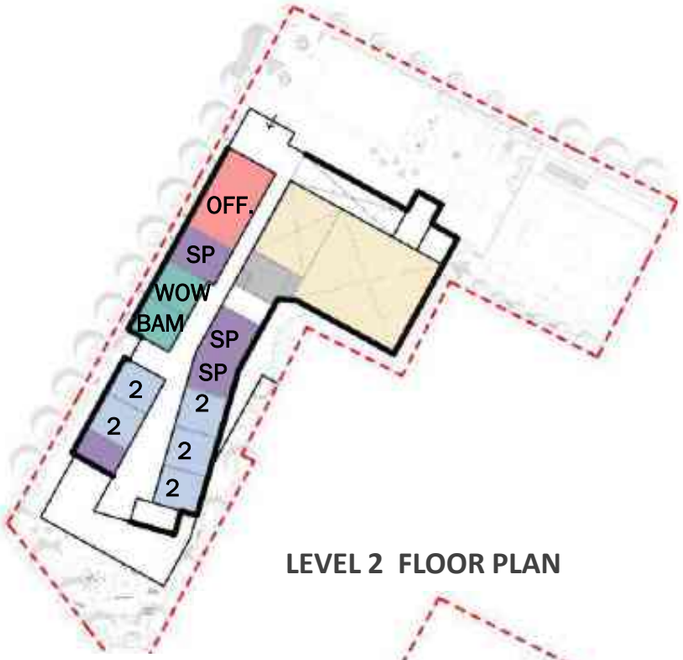




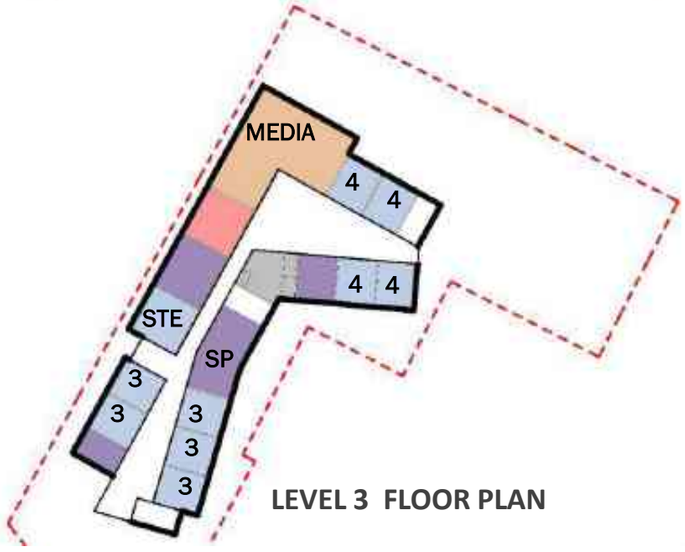
LOWER LEVEL FLOOR PLAN



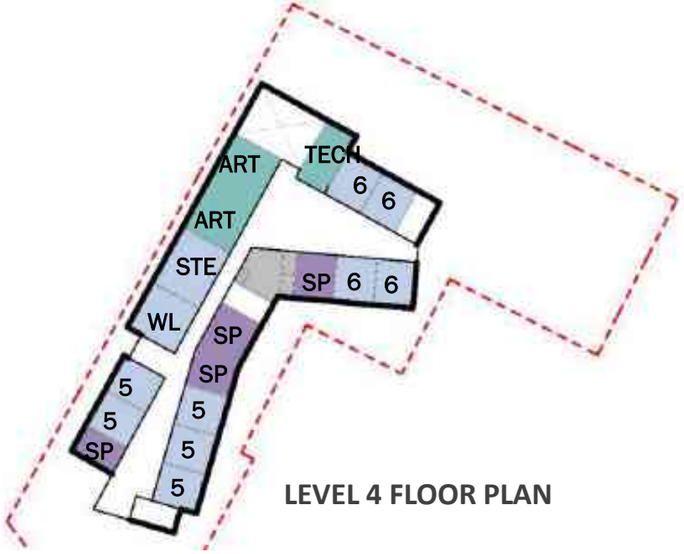
LEVEL 1 FLOOR PLAN



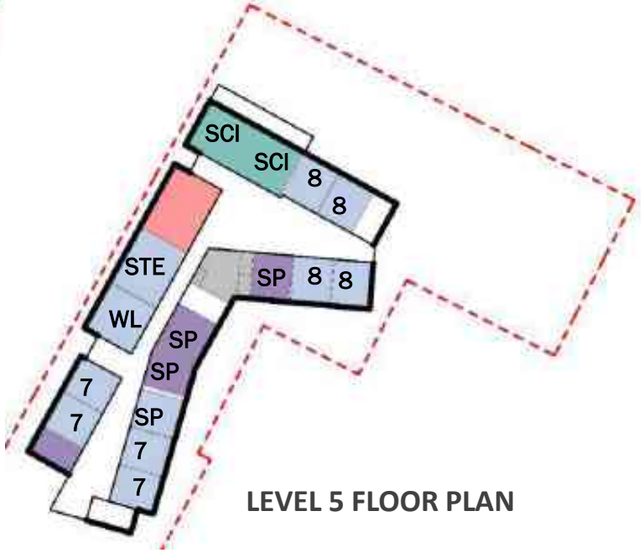
LEVEL 2 FLOOR PLAN



LEVEL 3 FLOOR PLAN



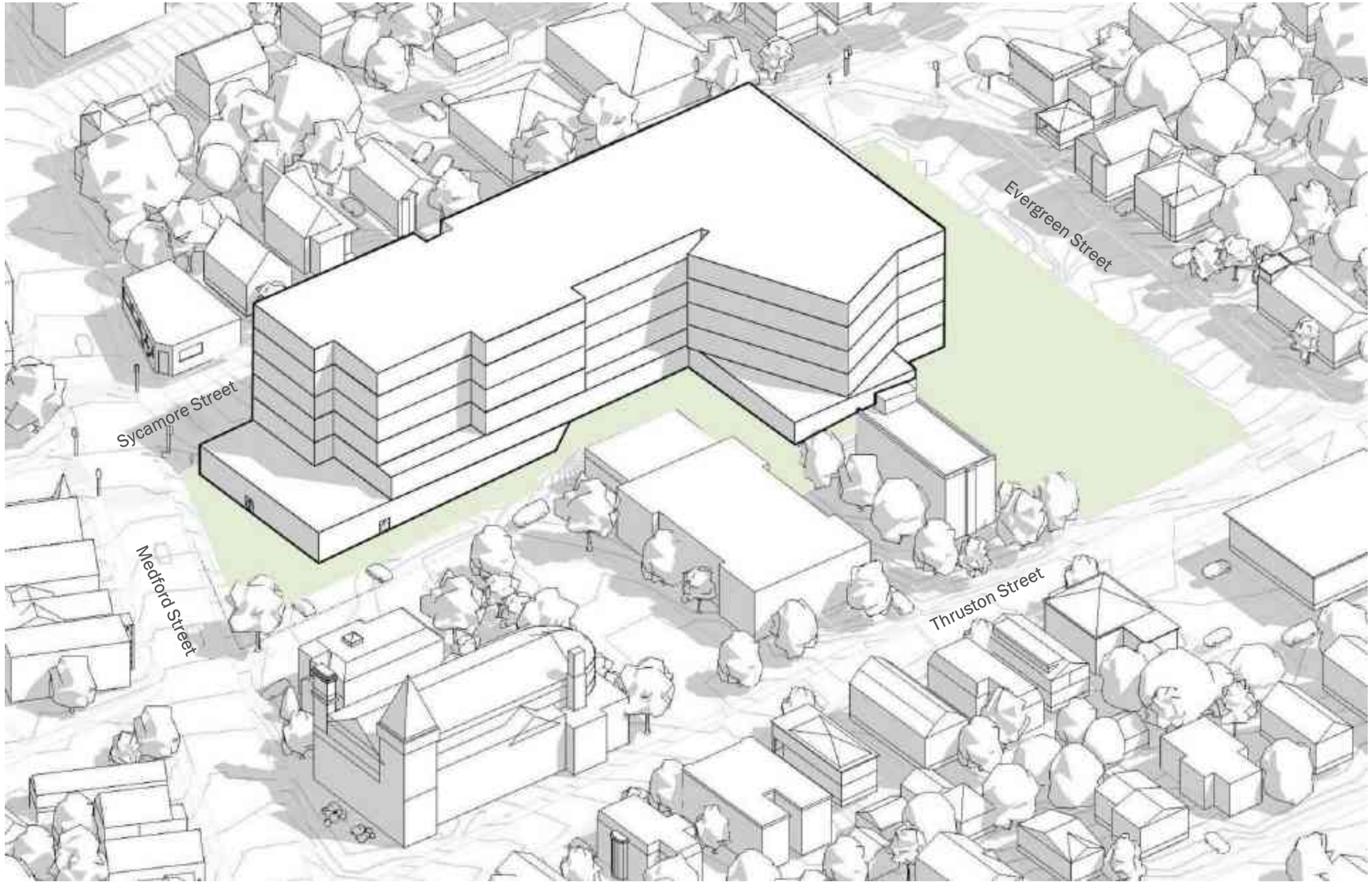
LEVEL 4 FLOOR PLAN



LEVEL 5 FLOOR PLAN

NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4.1(REDUCED FOOTPRINT) – 925 STUDENTS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4.1(REDUCED FOOTPRINT) – 925 STUDENTS

ADMIN / GUIDANCE / NURSE
ART / MUSIC / STE
CLASSROOM
CAFE / GYM / MEDIA
SPECIAL EDUCATION
STOR / CUST / TLT



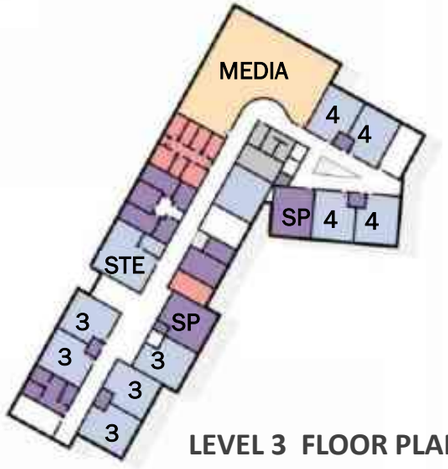
LOWER LEVEL FLOOR PLAN



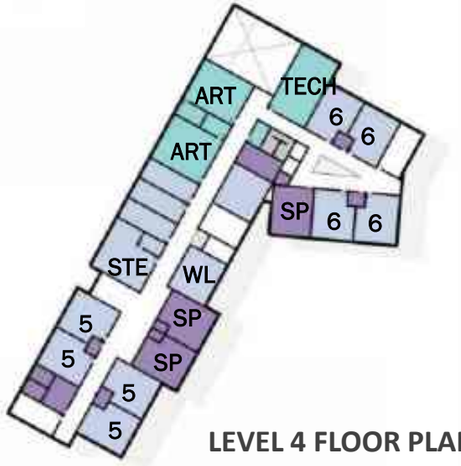
LEVEL 1 FLOOR PLAN



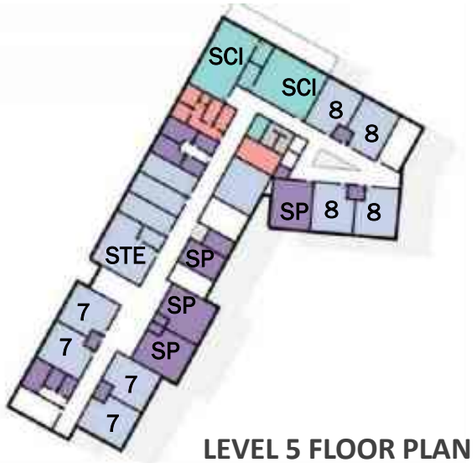
LEVEL 2 FLOOR PLAN



LEVEL 3 FLOOR PLAN



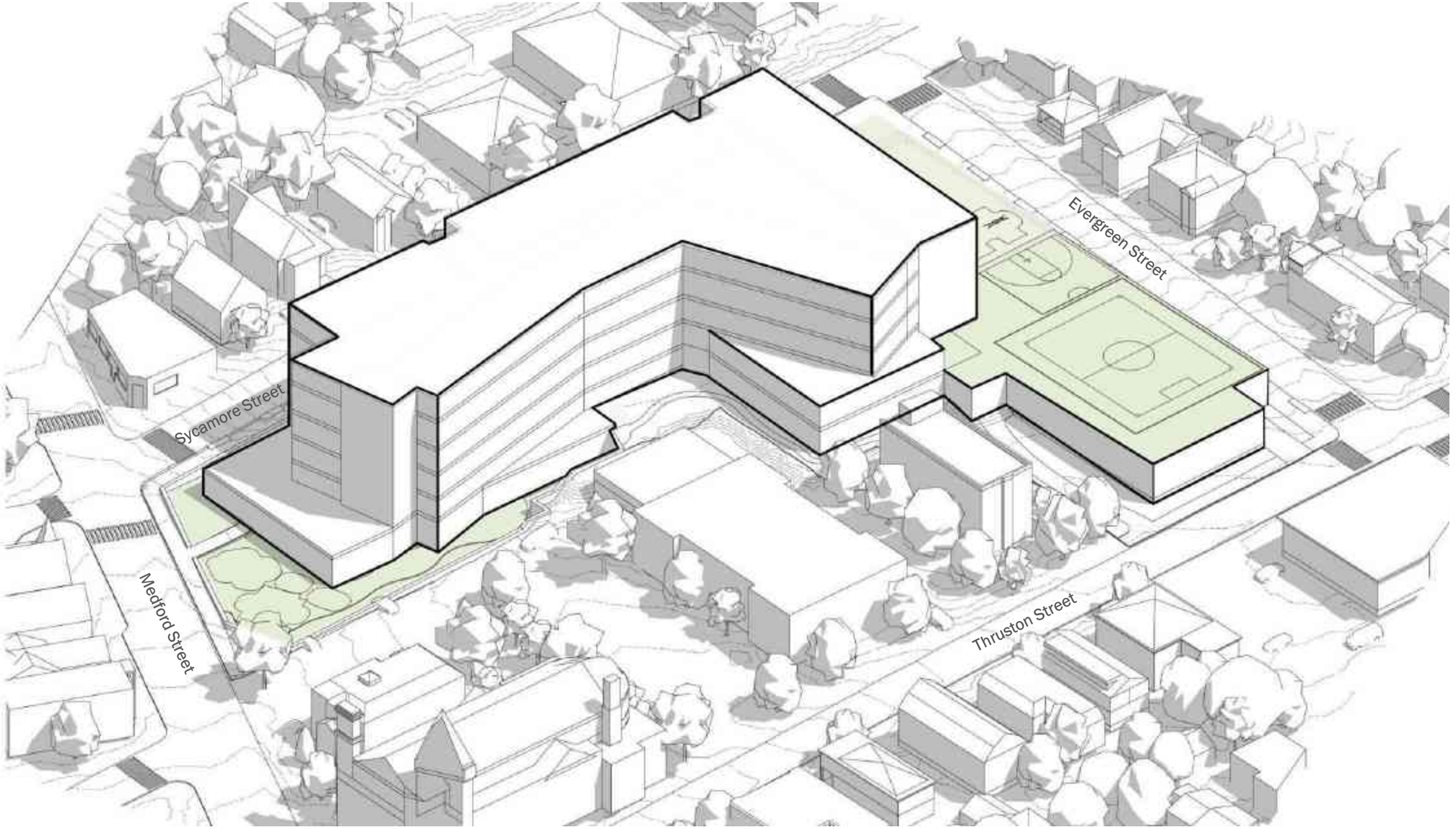
LEVEL 4 FLOOR PLAN



LEVEL 5 FLOOR PLAN

NEW SCHOOL AT 115 SYCAMORE ST

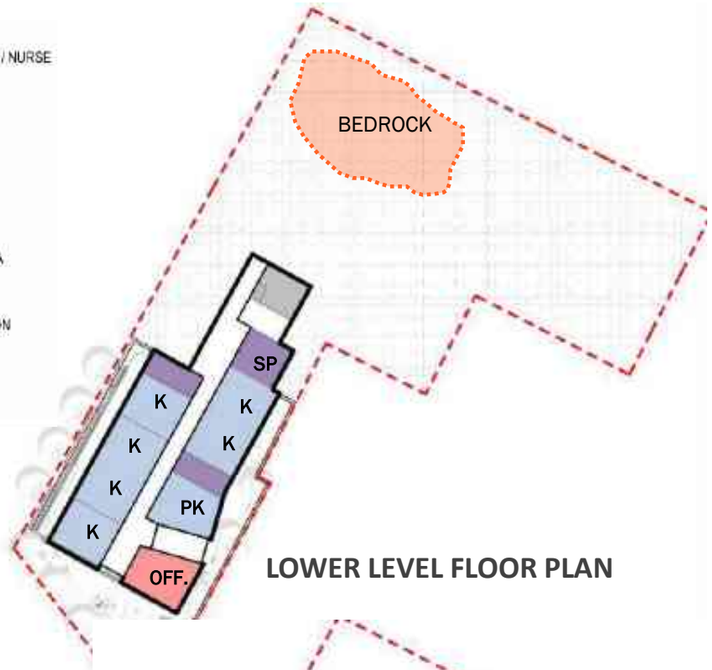
OPTION 4.2 (CAFETERIA BELOW FIELD) – 925 STUDENTS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4.2 (CAFETERIA BELOW FIELD) – 925 STUDENTS





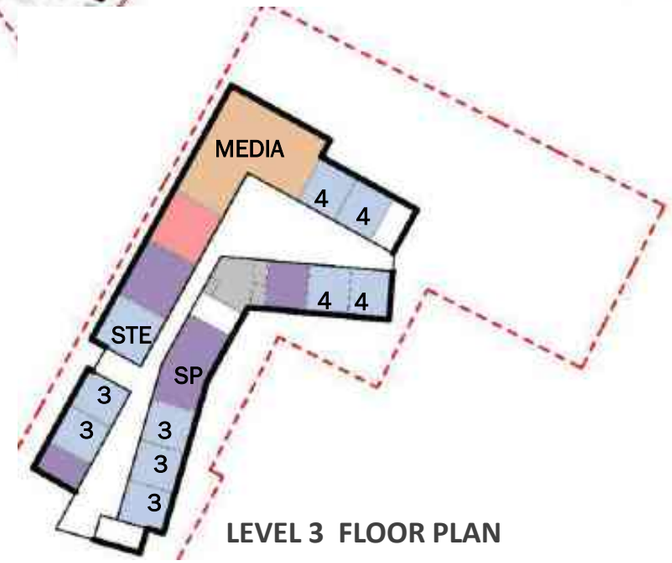
LOWER LEVEL FLOOR PLAN



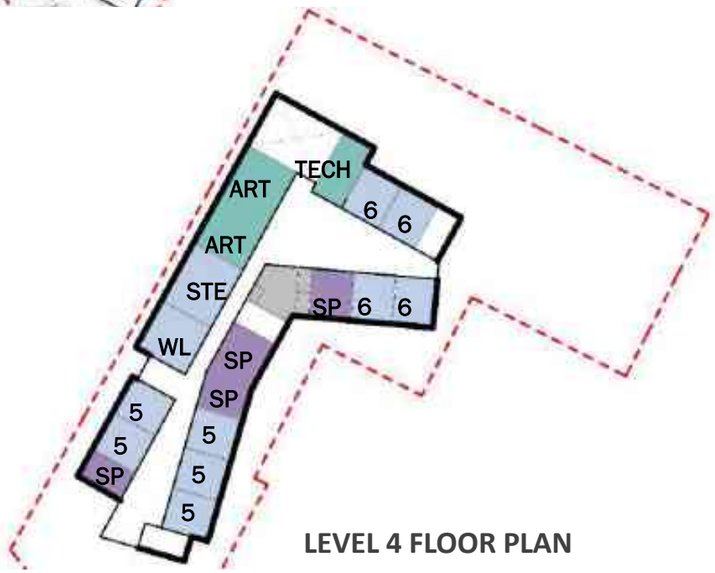
LEVEL 1 FLOOR PLAN



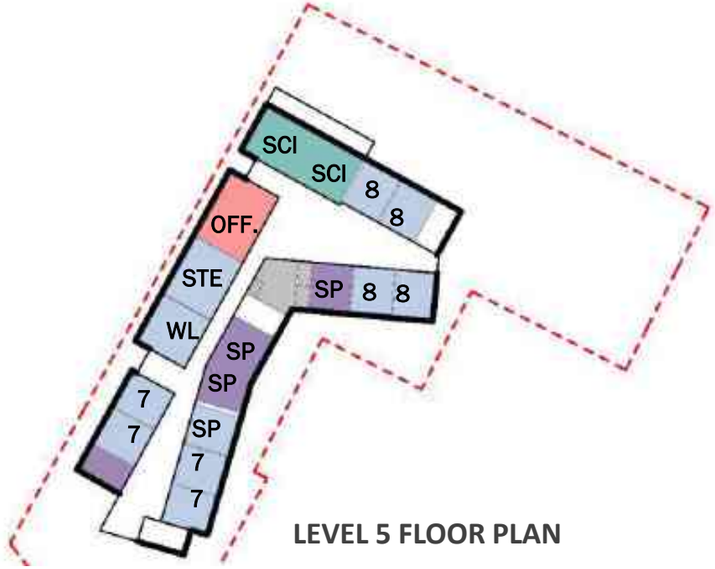
LEVEL 2 FLOOR PLAN



LEVEL 3 FLOOR PLAN



LEVEL 4 FLOOR PLAN



LEVEL 5 FLOOR PLAN

EVALUATION CRITERIA

1. Least Advantageous
2. Less Advantageous
3. Neutral
4. Advantageous
5. Most Advantageous













		Existing	Addition and Renovation		New School at 115 Sycamore Street					Existing Brown School 201 Willow Ave	Addition / Renovation 201 Willow Ave	New School 201 Willow Ave
115 Sycamore Street - New School Building	Criteria Priorty	Base Repair	Additon/Renovation 690	Additon/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	Base Repair	Additon/Renovation 925	115 Sycamore 925
Evaluation Criteria	Select: Low, Medium or High	Option BR	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 6A	Option 6C	Option 4.1
Stakeholders												
Cost												
Walkshed												
Green Space												
Neighborhood												
Educational												
Health & Safety												
Future Expansion												
Swing Space												
Timeline												
Disruption												
Environmental												
Orientation												
O&M												
Traffic												
Permitting												

EVALUATION CRITERIA

PRICING ALTERNATES

a. Hybrid ASHP and Geothermal

b. Geothermal

c. Mass Timber *

d. Parking garage

e. PV Canopy structure

f. Phius / Building Envelop Commissioning *

g. GC and CM delivery



Thank you!

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, July 6, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Darryl Nash (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Robert Bell (PE)
Emily Ercolano (PE)
Joytika Bhargo (CMTA)

- **Call to Order – 4:32pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from June 8, 2026.
    - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 10 yes, 0 no, 0 abstain, 5 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Andre Green, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chris Ames, Eric Weisman, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that we received the MSBA's comments to the PDP Submission last week, and we are required to provide responses by July 14th. We have already begun coordinating and drafting these responses. There is a section that asks about the educational program, which is typical, and we are going to meet and coordinate with SPS staff to note those responses.
  - We sent our PSR options to the cost estimators today, and we will be able to share those on August 3rd with the committee.
  - Project team plans to meet with the City's mobility team next week.
  - Permitting requirements are ongoing, as coordination is taking place with City staff, and working to understand what may be required.

- **Community Engagement Update**
  - PE gave an overview of the most recent community engagement events that the project team participated in, as well as what is ahead for events that the project team will be attending to further inform the community of the project's status and receive feedback.
  - PE presented a recap of the neurodiversity workshop that took place.
    - Spoke about the seven principles of universal design, which will be the basis of the design. We then specifically dug into Neurodiversity, which PE presented the qualities that were discussed to ensure neurodiversity is incorporated in many aspects of the design.
  - PE noted to the committee that we received some questions from the community and that we want to guide people to the project's website while also noting that we are creating an FAQ section on the website to which we will post the questions and our responses to those questions.

- **New Business**
  - Mechanical Systems: Life Cycle Cost Analysis
    - PE passed it over to their mechanical consultant, CMTA, to build upon what was presented to the committee on 6/8/26.
    - CMTA broke down the expected life cycle of the different options, and also how they match up and impact our sustainability goals. Across all three options, we are meeting LEED v4 Silver, which obtains additional MSBA reimbursement.

- Committee member asked about how the EUI relates to the envelope of the building. CMTA responded to satisfaction. Committee member also asked a clarification on the LEED obtaining resulting in additional MSBA reimbursement. CMTA responded to satisfaction.
- CMTA further broke down the EUI performance incentives on the different options.
- CMTA broke down the 30-year life cycle cost analysis and cost associated with it.

- Geotechnical Engineer Findings at 115 Sycamore St.
  - PE presented the report from their completed investigative site work done at 115 Sycamore St.
  - PE provided profiles and elevations of how the site conditions match up to the proposed design options.
  - Committee member asked how the conditions discovered relate to geothermal buildings. PE, CMTA, and the Chairwoman responded to satisfaction. Committee member then asked when the committee makes that decision regarding geothermal, and PE responded those discussions take place in the beginning of Schematic Design.
- Development of Options
  - PE presented continued development of the design options.
  - PE noted they will be submitting 11 options with pricing provided for each. The SBC originally chose options, which then the MSBA has asked us to include several other options for pricing comparison. This includes Base Repairs for both Sycamore and Willow sites. PE noted that we will comply with the MSBA's requests.
  - Committee member asked clarifying questions regarding MSBA process and requirement to include these designs. The Chairwoman, the City and PE responded to satisfaction.
  - PE focused on presenting the development of the committee's chosen options – Option 2A, Option 2B, and Option 4.
  - PE then presented their new options, based upon the geotechnical borings completed, proposed to the committee – which is options 4.1 (reduced footprint) and 4.2 (cafeteria below field). These will provide us good cost data to understand extent of excavation and removal of soil/rock.
    - Committee member thanked the design firm for considering different ideas of the design, as this widens the hallways in the school.
    - Committee member wants to echo their colleague, in thanking the work that was completed to maximize the space inside.
  - On August 3rd we will be sharing the costs, and on August 3rd asking the committee to select a preferred option. We would ask that the SBC complete this ahead of the August 3rd meeting. We would send this document out to everyone and ask to have it completed by July 27th. That date would be July 27th, to complete the evaluations.
  - Superintendent Carmona asked if we should discuss the evolution of the criteria, and what the criteria is asking. PE responded that they can provide better details of what is being asked.
  - Committee member asked a clarifying question about the sites for PSR options, and PE explained the MSBA's process and what we're being asked.
  - Committee member explained that he agreed that it's not right to have options like 20 and 12 story buildings, but also this shows the community that you can't build projects like this on this site.
  - Superintendent Carmona asked about one the new options' accessibility, security and public access.
  - PE lastly noted that there will be pricing alternatives for the evaluation criteria including but not limited to: mechanical system, mass timber, parking garage, PV canopy structure, building certifications, and project delivery method (CMR vs GC).

- **Public Comment**
  - The Chair opened it up to the public to ask any questions or make any comments.
    - Ian Neill: inquired what the scope of the Brown School base repair (option 6A) was. PE responded to satisfaction. Mr. Neill then asked about accessibility to the school on option 6A, which the design team responded to. The 2nd question was about the bedrock, and the impacts it would have depending on the type of rock, and how it impacts costs. PE responded that it may result in different structural design and varying site costs.
    - Ksenia Samokhvalova: noted that she has a 4th grader at Brown. She wants to support the Winter Hill Community in getting a new school and does not want to delay, but cannot support the repair of the Brown School and shutting down the Brown School. She mentioned she doesn't know when the estimates of the base repair of Brown School will come through. She noted the efforts she has made to communicate her concerns. She noted that the City should be figuring out the redistricting before the preferred option is selected. She believes that the project team should have a more robust conversation about the 690 student enrollment option. She noted that she contacted the MSBA and questioned if the project's process and the MSBA's process have been done correctly. She emphasized that the additions and new construction on Brown site does not make sense. She then noted geographical concerns that she has coming from West Side of the City. She believes that issues like these should be decided sooner rather than later. Thanked the committee for her opportunity to speak.

- **Adjournment**
  - Vote to Adjourn
    - Rich Raiche motions to adjourn. Rich Heidebrecht seconds the motion.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Eric Weisman, Andre Green, Jesse Clingan, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chirs Ames, Kathleen Seward, Suraj Rajbanshi

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 07/10/2026



New School Building
115 Sycamore Street

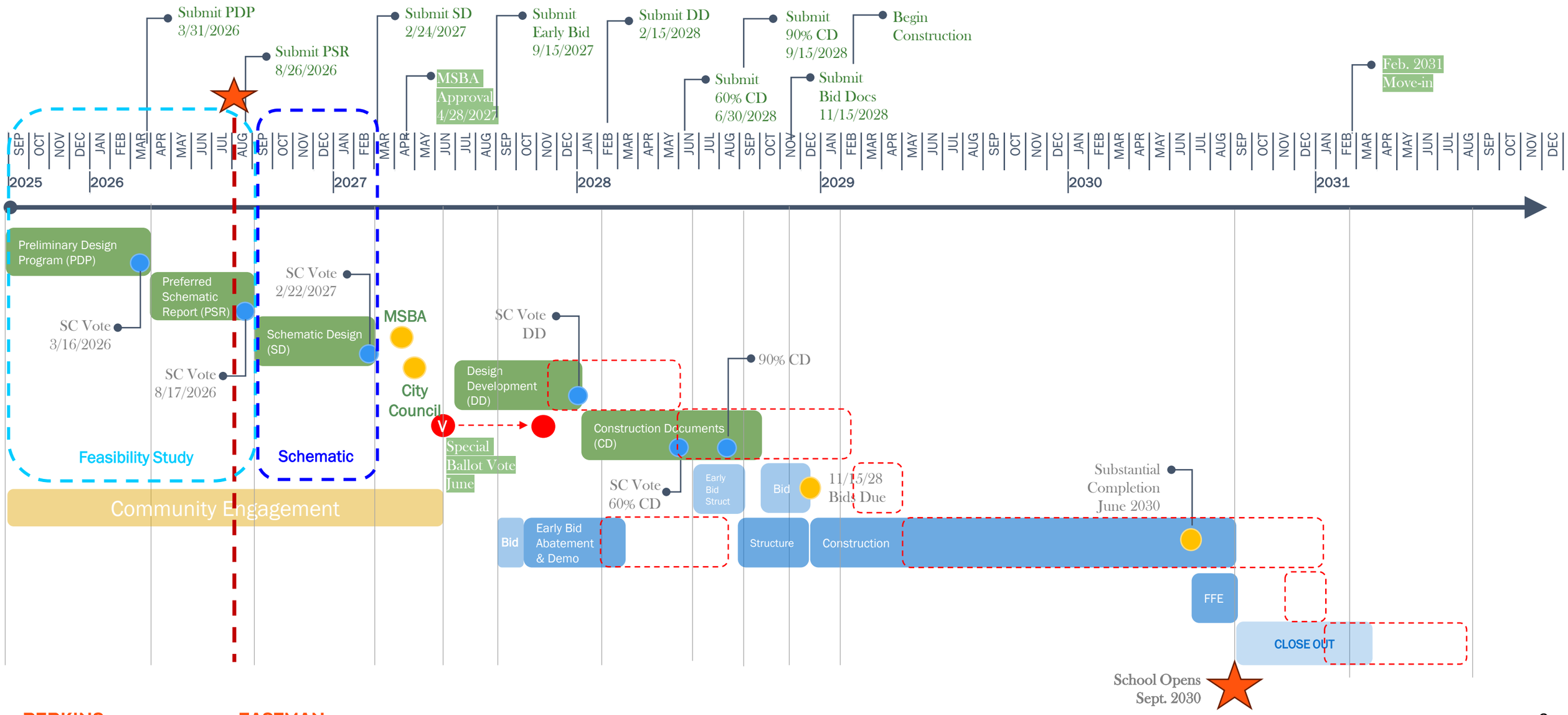
Meeting #11 August 3, 2026

PERKINS EASTMAN
Human by Design

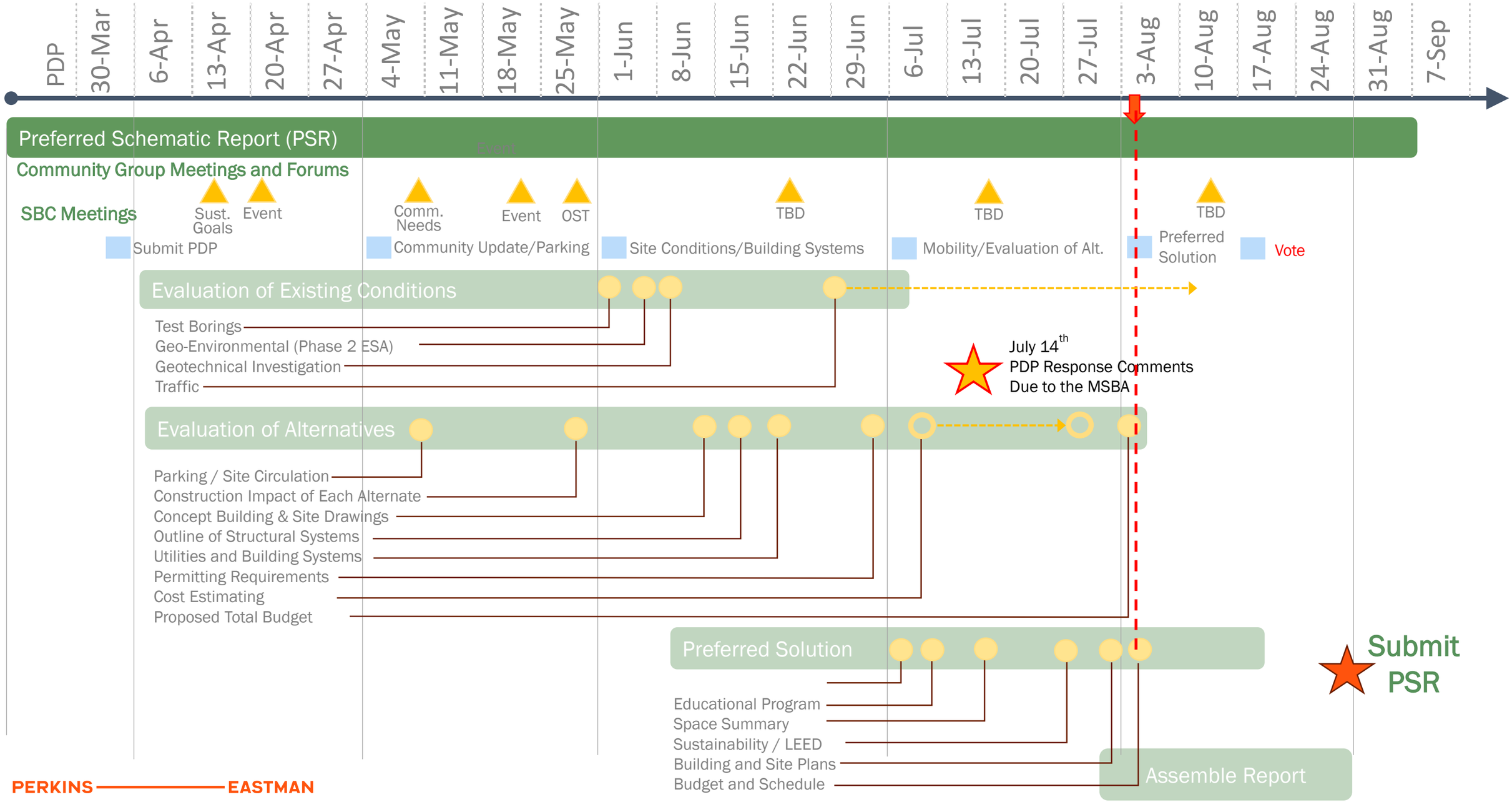
AGENDA

- Project Schedule & Workplan
- Program Updates
- PSR Cost Estimate Review
- Add Alternate Review
- PSR Evaluation Matrix
- Select Preferred Schematic Option

PROJECT TIMELINE



PSR WORKPLAN



PERKINS EASTMAN

PROJECT UPDATES

B+AC, LLC

Date: 7.3.2026
Re: MSBA WHCIS PSR - Winter Hill Community School Evaluation of Alternatives

STRUCTURAL SYSTEMS – OPTION RENOVATION

Pamela Perini Consulting

Confidential

INTRODUCTION

Pamela Perini Consulting, LLC
consulting firm located in Walth
consulting services that include
planning, security program ass
plans/drawings and specificatio
service and maintenance contr
programs, planning, implement
number of security credentials

Pamela Perini, PSP

Principal Security Consul

Credentials, Certifications, Trai

1. Certified Physical Secu
2. Certified Crime Prever
   Management Internatio
3. PREPaRE WS1: Crisis
   Planning, Northeast Ho
   Association of School F
4. SANS Isaca/Audit Serv
   Planning
5. OSHA10 Construction,
6. Certification Commonw
   Local Government
7. Rhode Island School S
   Conference 2019
8. Infrastructure Protectio
   Extension, National En
9. AMTRAK Passenger T
10. MA IGO Training; IT P
11. MCPPO Training; Cybe
12. Essentials of Facility S
13. Critical Thinking for Se
    Security Professionals

FEMA Certifications

1. FEMA AWR-136
2. FEMA AWR-175
3. FEMA AWR-375
   Interscholastic Athletics
4. FEMA ISC-100
5. FEMA IS-120.c
6. FEMA IS-700
7. FEMA IS-906
8. FEMA IS-907

vhb

Memorandum

To: Lisa Peters
Senior Associate
Perkins Eastman Architects
20 Ashburton Place, Floor 8
Boston, MA 02108

Date: July 2, 2026

Project #: 115741.000

From: Peter Mara, PE, WHB
Dale Hoffmann PE, VHB

Re: Utilities and Stormwater Pricing Narrative
Winter Hill Community Innovation School – PSP Submittal
Somerville, Massachusetts

Utilities

Water

- Cut and cap the existing water connection at the 8-inch municipal water main in Sycamore Street.
- Assume two proposed connections to the existing 8-inch main in Sycamore or the 8-inch main in Evergreen Avenue due to the existing mains' proximity to the Site with a triple water gate valve configuration for shutdown and isolation control. One connection will be for domestic services and one for fire protection. Assume 200' of 6-inch ductile iron pipe up to 10 feet below grade for connections.
- Assume relocating the existing four hydrants surrounding the Site, two of which are on the western side of Sycamore Street, and one is on the eastern side of Thurston Street. The hydrant on Evergreen Avenue is located on the public sidewalk adjacent to the existing site. Assume new hydrant assemblies with 6-inch ductile iron pipe and gate valves for the reconnections.

Sanitary Sewer

- Removal of approximately 30-feet of 8-inch ductile iron pipe (DIP) sanitary sewer service line conveying sanitary sewer flow from the southeast corner of the existing building and connecting to a sewer manhole in the sidewalk at the intersection of Sycamore Street and Medford Street. Cut and plug at the existing manhole
- Assume two sanitary sewer connections, both approximately 30-feet of 8-inch SDR-35 PVC sewer pipes with connections to existing sanitary manholes.
- Assume the Project will maintain and protect the 8-inch and 10-inch DIP municipal sewer mains underneath the existing sidewalks on the school side of Sycamore Street and Evergreen Avenue, respectively, that convey sanitary sewage to the municipal 20-inch brick combined sewer mains running in the center of Sycamore Street and Thurston Street.
- The Project should assume an inflow/infiltration migration fee of $14.35 per gallon of net new sewer generated based on Mass DEP Title V average daily flow rate design criteria.

Stormwater Management

- The Project will remove approximately 20 existing catch basins and drain manholes and approximately 1,600 feet of drainpipes across the Site.
- The existing connections to the existing manholes in Sycamore Street and Thurston Street will need to be cut and plugged at the existing manholes.

Engineers | Scientists | Planners | Designers

c.a.crowley
ENGINEERING, INC.

Winter Hill Community Innovati
PSR Narrative – Fire Protection
nstruction
he Fire Protecti
s as well as the
structed for LE
Protection wo
MR MA State B
13 Standard fo
14 Standard fo
20 Standard fo
24 Standard fo
RAMETERS
uired fire prot
pes, and auton
w building will
ENT
e protection sy
underground p
ion systems.
t flow test data
water system t
It is anticipat
matic standpip
matic sprinkle
hoods will be
ided by the kit

CMTA

HVAC Narrative

Codes and Stand

All equipment shall be design

- Massachusetts Buildi
- 225 CMR 23 Massach
- MSBA Guidelines
- LEED for Schools v4 a
- City of Somerville "So

Estimated Heat a

- Layout 1 – Renovation
  - Cooling Block
  - Heating Block
- Layout 2 – Additon an
  - Cooling Block
  - Heating Block
- Layout 3 – New Const
  - Cooling Block
  - Heating Block
- Layout 4 – New Const
  - Cooling Block
  - Heating Block
- Layout 5 – New Const
  - Cooling Block
  - Heating Block

Base – Air Source

This all-electric option consis
simultaneous heating and coo
pump(s) capable of providing
or cooling loads. A trimming b

CMTA

Electrical Narrative

Codes and Standards

The New or Renovated Winter Hill Community Innovation School shall incorporate an electrical system designed to meet the requirements of the following:

- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- NFPA 70: National Electric Code (2026)
- Americans with Disability Act Accessibility Guidelines (ADAAG)
- MSBA Guidelines
- LEED for Schools v4 and all referenced standards
- City of Somerville "Somerville Zoning Ordinance"

Site Lighting, Power & Security

A new pad mount transformer will need to be located on site to provide power to the building. Transformer will be provided by the local utility. Locations of all items provided by the utility (distribution equipment, raceways and conductors, metering equipment, etc.) to be coordinated with the utility and reviewed with both the owner and architect.

The facility and surrounding site shall be illuminated with LED type light fixtures. Building mounted (wall pack) style fixtures as well as pole mounted lighting for the parking areas shall be utilized. LED lighting will also be provided for the flagpole. Additional accent lighting, pathway lighting, rooftop lighting, etc. shall be provided to accommodate outdoor playground/gathering areas as defined during the design process.

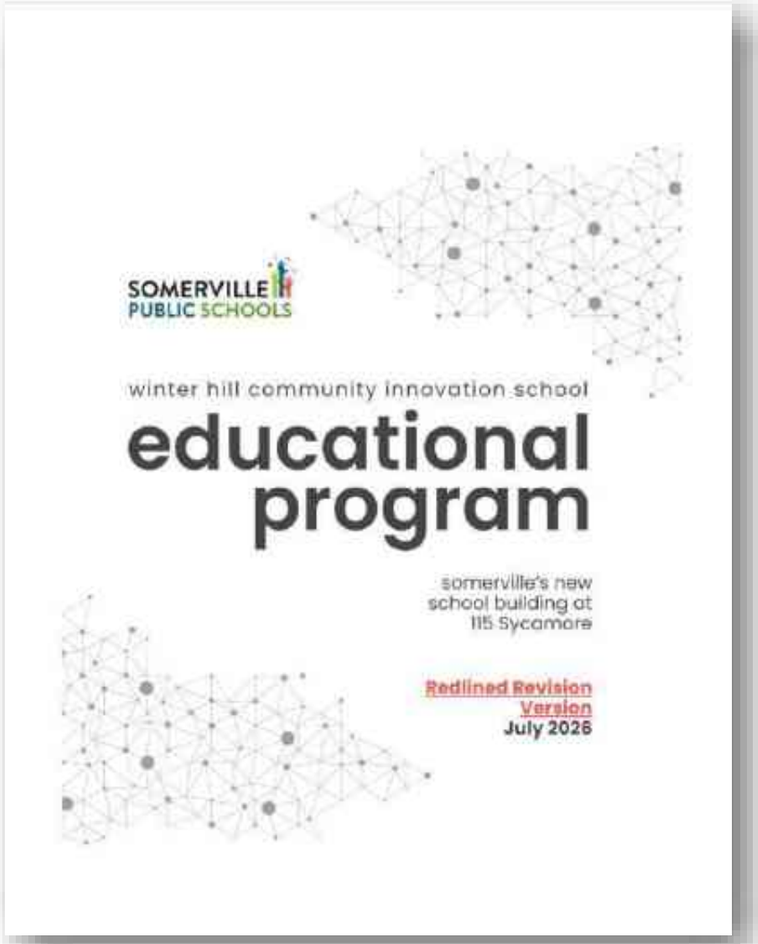
All site lighting shall be controlled via photocell sensors and automatic controls as part of a networked system. The networked system will allow easier user experience, allowing the user to control both the exterior and interior lighting fixtures in one location. The networked system can be wired directly or wirelessly connected to the exterior fixtures based on owner/architect preference. Certain fixtures (both building and pole mounted) could be equipped with motion sensors to completely turn off at night if no motion is detected, thus allowing them to go to full bright upon any motion in the area. These fixtures can also be dimmed to a lower level in lieu of being fully shut down, and would operate otherwise the same, if desired. Light fixtures shall be equipped with cutoff technology (either integral to the fixture or utilizing rear/side shielding) to control light spill to adjacent properties/housing areas.

PROGRAM UPDATE

PERKINS EASTMAN
Human by Design

EDUCATIONAL PROGRAM

QUESTIONS & REFINEMENTS



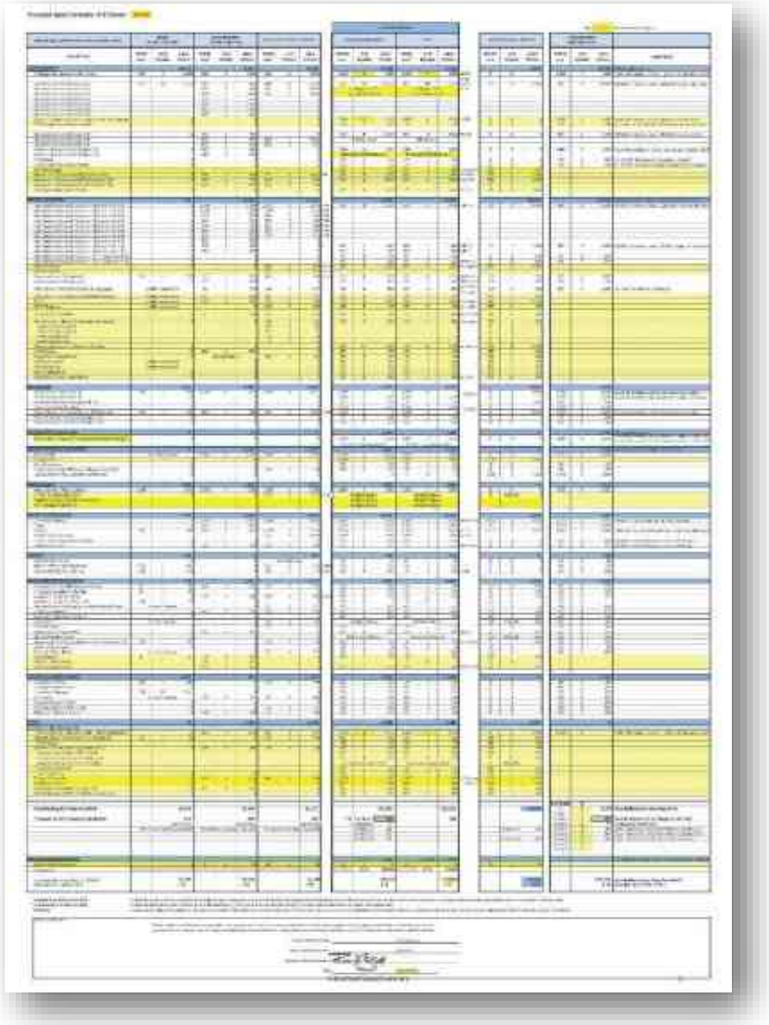
MSBA Comment Highlights:

- Many Questions About Schedule Changes, implementation & Associated Needs
- Questions About Supporting Hands on Interdisciplinary & Flexible Learning
- Requested a Teaching and Learning Overview or For Each Subject
- Asked to Describe Community Innovation Aspect of the School
- Clarifications on Admin, Supports, Prof Dev Requested
- Questioned 1 PreK

Edits/Refinements That May Impact Space Needs:

- Specials Scheduling Changes Require Follow-up For Decisions
- Kindergarten Class Size Restated at 22 Student Avg (not 18)
- Expanding World Language for Elementary Grades
- 6th Grade Science & Digital literacy (DLCS) Need Lab(s)
- Add Exploratory Culinary (elective for grade 7-8)
- Need a Dedicated Prof. Dev. Space

SPACE SUMMARY
QUESTIONS & REFINEMENTS



MSBA Required Changes

- List World Lang. with academics
- List Theater & Health Rooms in ‘other’
- Mother’s Room moved to grossing

Clarifications/Refinements

- Added 2nd PreK
- Reduced 1 Kindergarten for 5 total
- 2nd World Language Room Not Required
- STE spaces include 6th grade Science
- STE spaces include Tech/Engineering
- Former Tech/Eng to be Culinary
- Media Center to include DLCS Lab
- Media Center to Include a Prof. Dev. Space
- Nurse & SFLC Seem to be Adequate Sizes
- OST Needs a 2nd Small Group/Work Room

Scheduling Basis for Specials Space Needs:

35 period schedule and specials rotation

PK-6 classes would take 5 specials 1x/week & rotate within the school year to cover all 7+ Grades 7-8 would choose from electives

Library, Art, Music, Theater, PE, Health & STEM Engineering are the core specials at ea. grade

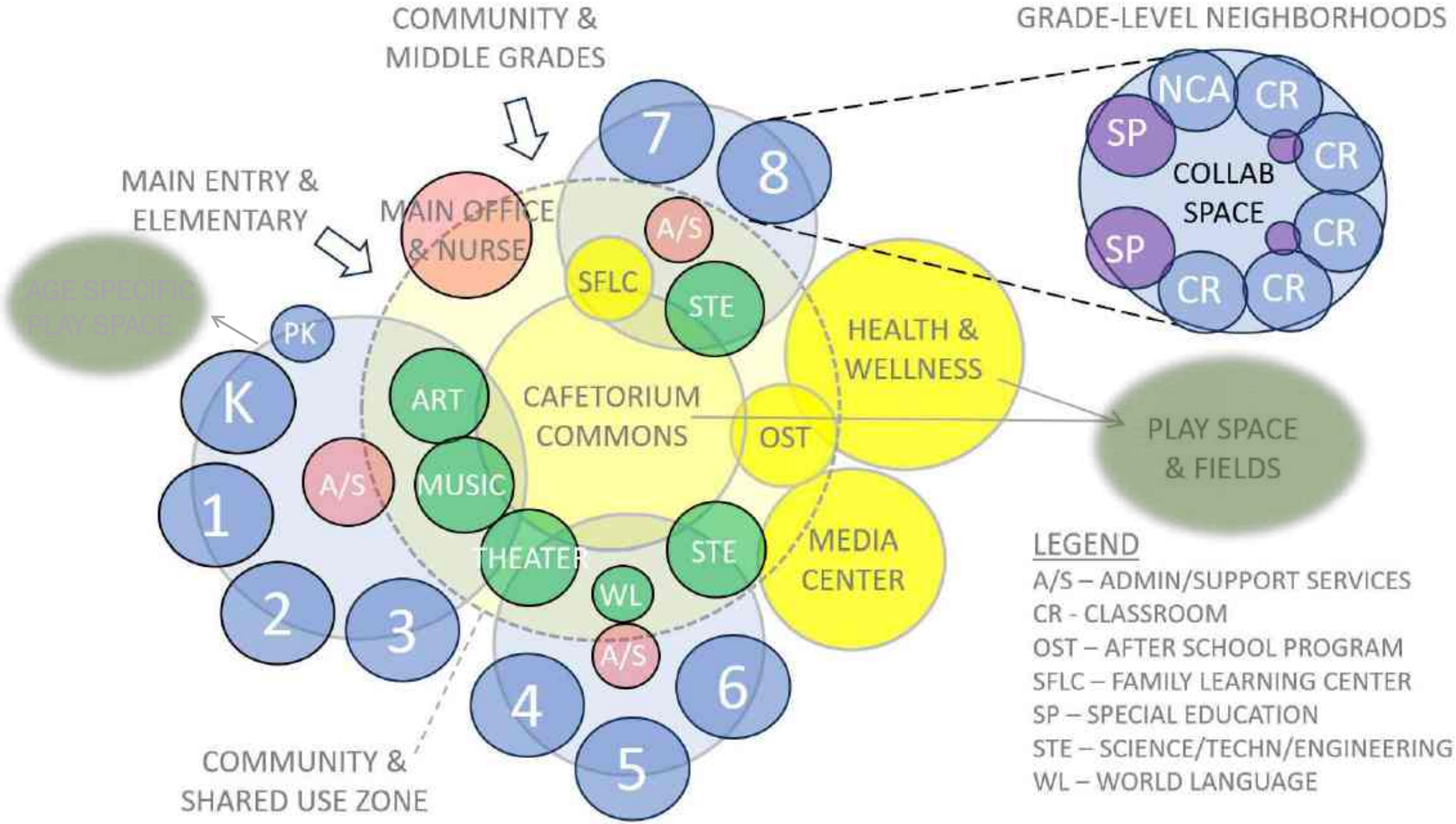
Library Special becomes Digital Literacy/ Computer Science (DLCS) starting at grade 4

Exploratory Spanish is also for grades 4-6, while grades 7-8 also have interdisciplinary offerings.

Exploratory Culinary is an elective.

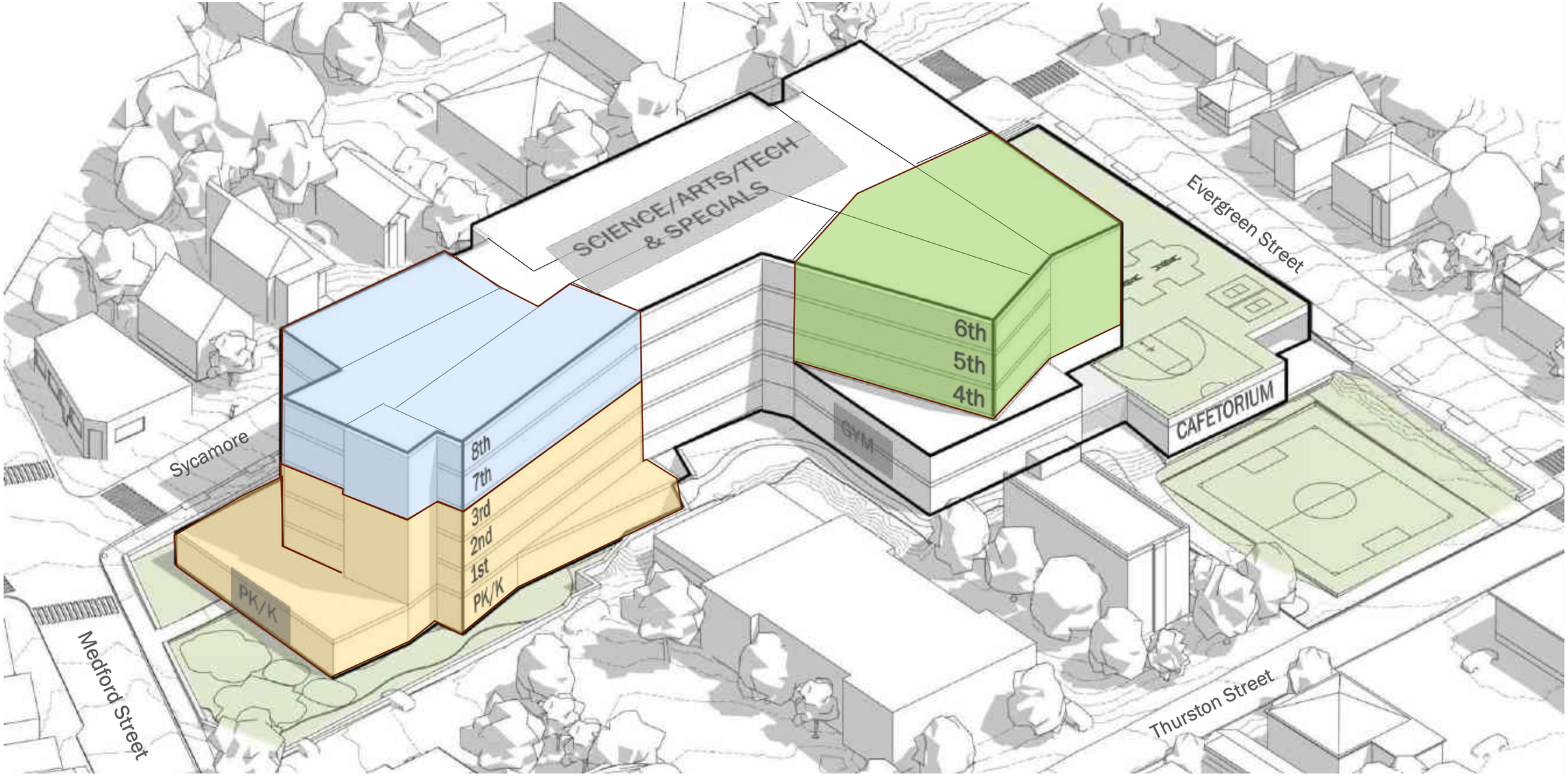
ORGANIZATIONAL DIAGRAM

IDEAL SPATIAL RELATIONSHIPS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 - GRADE LEVEL CLUSTERS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS



PSR COST ESTIMATE REVIEW

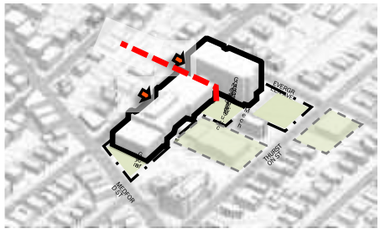
PERKINS EASTMAN
Human by Design

PSR OPTIONS

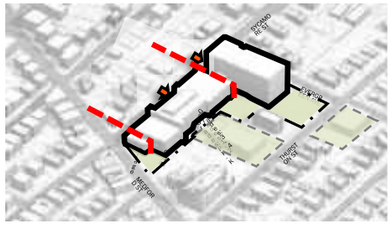
BR BASE REPAIR
115 Sycamore St.



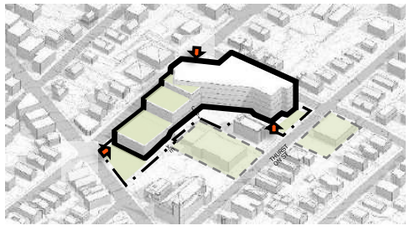
1A ADDITION/RENOVATION
115 Sycamore St. 690 Student



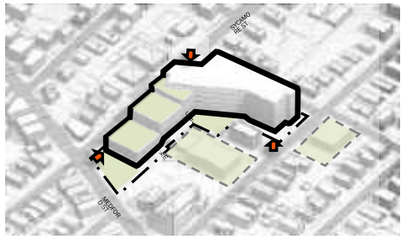
1B ADDITION/RENOVATION
115 Sycamore St. 925 Student



2A NEW CONSTRUCTION
115 Sycamore St. 690 Student



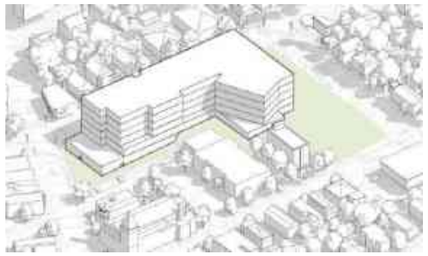
2B NEW CONSTRUCTION
115 Sycamore St. 925 Student



4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

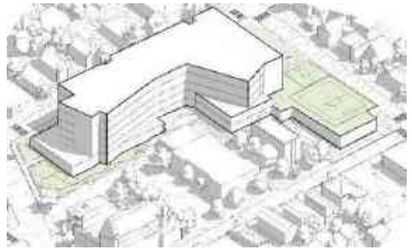


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Reduced Building Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Cafeteria below Field on Thurston St.

6A BASE REPAIR
201 Willow Ave.



6B ADDITION/RENOVATION
201 Willow Ave. 925 Student



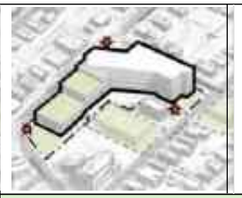
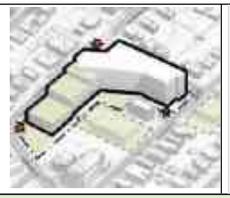
20 Stories with Rooftop Play Space

6E NEW CONSTRUCTION
201 Willow Ave. 925 Student



12 Stories with Rooftop Play Space

RECONCILED CONSTRUCTION COSTS

										
Existing	Addition and Renovation		New School at 115 Sycamore Street					Existing Brown School 201 Willow Ave	Addition / Renovation 201 Willow Ave	New School 201 Willow Ave
Winter Hill Base Repair	**Additon/Renovation 690**	**Additon/Renovation 925**	**115 Sycamore 690**	**115 Sycamore 925**	**115 Sycamore 925**	**115 Sycamore 925**	**115 Sycamore 925**	**Brown Base Repair**	**201 Willow Ave**	**201 Willow Ave**
Option BR	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 6A	Option 6C	Option 4.1
$61,127,971	**$147,483,216**	**$155,395,349**	**$146,624,108**	**$166,892,899**	**$165,738,960**	**$160,222,323**	**$167,192,853**	**$29,115,701**	**$191,122,533**	**$182,641,298**

EVALUATION CRITERIA

PRELIMINARY PRICING ALTERNATES FOR OPTION 4

a.	Hybrid ASHP and Geothermal *Test well required to confirm geothermal potential*	$6,577,890
b.	Geothermal *Extent of wells needs to be coordination with Stormwater mitigation*	$7,893,468
c.	Mass Timber * *Further study is needed to better understand all cost associated with Mass Timber*	$0 to $9,000,000
d.	Parking garage * *Concerns of unforeseen conditions due to deep excavation and ledge*	$15,560,600
e.	PV Canopy structure *Further study is needed to compare Energy Consumption and PV capacity*	$3,718,542
f.	CM at Risk vs Design Bid Build *Need to consider value of CM fees vs change order scope for Design Bid Build*	5% ($8,300,000)

PSR BUDGET

PMA Consultants

		Code Upgrade	Add/Reno	Add/Reno	New Construction	New Construction	New Construction	New Construction	New Construction	Code Upgrade	Add/Reno	New Construction
		Option 0	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 6A	Option 6C	Option 6E
	Locus	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Willow	Willow	Willow
	Enrollment	690	690	925	690	925	925	925	925	690	925	925
	TOTAL SF	93,400	173,800	187,470	152,000	186,000	180,600	180,600	180,600	33,100	195,100	195,600
	NEW SF		80,400	94,070	152,000	186,000	180,600	180,600	180,600	-	162,000	195,600
	RENO SF	93,400	93,400	93,400	-	-				33,100	33,100	-
Building Construction Cost												
Constrcution Cost		$34,900,843	$88,577,118	$94,134,449	$87,764,440	$101,729,892	$102,223,598	$99,755,961	$102,720,763	$ 17,146,732	$ 123,494,752	$ 118,169,100
Demolition		$5,065,640	$5,103,700	$5,103,700	$4,739,000	$4,739,000	$4,739,000	$4,739,000	$4,739,000	$1,870,630	$2,068,400	$3,834,500
Storm Water System												
Contaminated Soils Allowance												
Site Work		$1,831,424	$7,164,828	$7,017,633	$11,143,951	$11,506,342	$10,196,927	$8,764,897	$10,727,507	$891,288	$5,122,060	$5,983,810
Sub-Total Trade Costs Building and Sitework		**$41,797,907**	**$100,845,646**	**$106,255,782**	**$103,647,391**	**$117,975,234**	**$117,159,525**	**$113,259,858**	**$118,187,270**	**$19,908,650**	**$130,685,212**	**$127,987,410**
Trade Costs and Sitework												
Design and Pricing Contingnecy		$6,269,686	$15,126,847	$15,938,367	$12,437,687	$14,157,028	$14,059,143	$13,591,183	$14,182,472	$2,986,298	$19,602,782	$15,358,489
Escalation to Construction Start		$3,678,216	$8,874,417	$9,350,509	$9,120,970	$10,381,821	$10,310,038	$9,966,868	$10,400,480	$1,751,961	$11,500,299	$11,262,892
Phasing and Logistics		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Sub-Total with Contingencies		**$51,745,809**	**$124,846,910**	**$131,544,658**	**$125,206,048**	**$142,514,083**	**$141,528,706**	**$136,817,909**	**$142,770,222**	**$24,646,909**	**$161,788,293**	**$154,608,791**
CMR Fees												
General Conditions		$6,726,955	$16,230,099	$17,100,806	$15,024,726	$17,101,690	$16,983,444	$16,418,149	$17,132,427	$3,204,098	$21,032,478	$20,099,143
General Requirments												
Bonds		$517,458	$1,248,469	$1,315,447	$1,252,060	$1,425,141	$1,415,287	$1,368,179	$1,427,702	$246,469	$1,617,883	$1,546,088
Insurance		$646,823	$1,560,586	$1,644,308	$1,565,076	$1,781,426	$1,769,109	$1,710,224	$1,784,628	$308,086	$2,022,354	$1,932,610
Permit												
CM Fee		$1,490,926	$3,597,152	$3,790,130	$3,576,198	$4,070,559	$4,042,414	$3,907,862	$4,077,874	$710,139	$4,661,525	$4,454,666
CM GMP Contingency												
Temporary Classrooms												
CMR Premium		$3,056,399	$7,374,161	$7,769,767	$7,331,205	$8,344,645	$8,286,948	$8,011,116	$8,359,643	$1,455,785	$9,556,127	$9,132,065
Total Construction Cost		**$64,184,370**	**$154,857,377**	**$163,165,116**	**$153,955,313**	**$175,237,544**	**$174,025,908**	**$168,233,439**	**$175,552,496**	**$30,571,486**	**$200,678,660**	**$191,773,363**
Additional Hazmat Allowance												
Additional Site Mitigation Allowance												
Reimbursable Soft Cost Allowance												
Softcost @22% of Constrcition	22%	$14,120,561	$34,068,623	$35,896,326	$33,870,169	$38,552,260	$38,285,700	$37,011,357	$38,621,549	$6,725,727	$44,149,305	$42,190,140
Owner Construction Contingency (5%)	5%	$3,209,218	$7,742,869	$8,158,256	$7,697,766	$8,761,877	$8,701,295	$8,411,672	$8,777,625	$1,528,574	$10,033,933	$9,588,668
Owner Construction Contingency (2% Premium on Reno)	2%	$1,283,687	$3,097,148	$0	$0	$0	$0	$0	$0	$611,430	$4,013,573	$0
Owner Soft Cost Contingency (2%)	2%	$1,283,687	$3,097,148	$3,263,302	$3,079,106	$3,504,751	$3,480,518	$3,364,669	$3,511,050	$611,430	$4,013,573	$3,835,467
Total Project Budget (R.O.M)		**$84,081,524**	**$202,863,164**	**$210,483,000**	**$198,602,354**	**$226,056,432**	**$224,493,421**	**$217,021,137**	**$226,462,719**	**$40,048,647**	**$262,889,044**	**$247,387,638**

Code Upgrade	Add/Reno	Add/Reno	New Construction	New Construction	New Construction	New Construction	New Construction	Code Upgrade	Add/Reno	New Construction
Option 0	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 6A	Option 6C	Option 6E
Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Willow	Willow	Willow
$84,081,524	$202,863,164	$210,483,000	$198,602,354	$226,056,432	$224,493,421	$217,021,137	$226,462,719	$40,048,647	$262,889,044	$247,387,638

EVALUATION CRITERIA

PERKINS EASTMAN
Human by Design

EVALUATION CRITERIA





















EVALUATION CRITERIA

AVERAGE










		Existing	Addition and Renovation		New School at 115 Sycamore Street					Existing Brown School 201 Willow Ave	Addition / Renovation 201 Willow Ave	New School 201 Willow Ave
New School Building	Criteria Priority	Winter Hill Base Repair	Addition/Renovation 880	Addition/Renovation 925	115 Sycamore 880	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	Brown Base Repair	201 Willow Ave	201 Willow Ave
Evaluation Criteria	Select: Low, Medium or High	Option 8R	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 5A	Option 6C	Option 4.1
Cost	High	2.1	2.1	2.4	2.8	4.0	3.8	4.4	4.4	1.8	1.2	1.3
Walkshed	Medium	3.0	3.8	2.8	3.9	2.9	3.0	3.0	3.3	3.3	1.9	1.9
Green Space	Medium	3.1	3.0	2.6	2.9	3.0	3.6	4.1	4.3	2.4	1.6	1.5
Neighborhood	High	3.1	2.9	2.3	3.1	3.2	3.8	4.0	4.0	3.1	1.3	1.6
Educational	High	1.8	2.6	2.7	3.7	4.4	4.4	4.2	4.7	2.1	2.2	2.4
Health & Safety	High	1.6	2.6	2.6	3.3	4.1	4.6	4.7	4.7	2.1	2.2	2.6
Future Expansion	Low	2.4	2.5	2.3	2.3	2.8	2.8	3.1	2.8	2.0	1.6	1.6
Swing Space	Medium	1.8	2.3	3.1	2.8	4.2	4.1	3.8	4.1	1.6	2.5	2.5
Timeline	High	2.3	2.7	2.9	3.7	3.9	4.2	4.4	4.4	1.9	1.7	1.7
Disruption	Medium	3.5	2.8	2.7	3.1	3.0	2.9	3.2	3.2	2.8	1.3	1.4
Environmental	Medium	2.0	2.7	2.6	3.9	4.1	4.2	4.2	4.3	1.9	2.0	2.5
Orientation	Medium	1.8	2.0	2.3	4.1	4.4	4.1	4.3	4.1	2.1	1.8	2.1
O&M	Medium	1.7	2.2	2.3	3.8	4.2	4.1	4.4	4.1	1.8	2.1	2.6
Traffic	Medium	3.6	3.5	2.4	3.5	2.5	2.6	2.6	2.6	3.2	1.2	1.3
Permitting	Low	3.1	3.0	2.8	4.0	4.0	4.0	4.1	4.0	2.8	1.3	1.8
AVERAGE		2.4	2.7	2.6	3.4	3.6	3.8	3.9	3.9	2.3	1.7	1.9

EVALUATION CRITERIA
BY PERSON



		Existing	Addition and Renovation		New School at 115 Sycamore Street				Existing Brown School 201 Willow Ave	Addition / Renovation 201 Willow Ave	New School 201 Willow Ave
New School Building	Criteria Priority	Winter Hill Base Repair	Addition/Renovation 690	Addition/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	Brown Base Repair	201 Willow Ave	201 Willow Ave
Evaluation Criteria	Select: Low, Medium or High	Option 8R	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 8A	Option 8C	Option 4.1
AVERAGES BY RESPONDENT												
1		2.4	2.4	2.5	2.9	3.8	3.9	4.4	4.3	2.3	1.6	2.0
2		2.5	2.5	2.6	3.6	4.1	4.1	4.1	4.1	1.9	2.3	2.6
3		2.4	2.9	2.9	3.5	3.5	3.6	3.6	3.6	1.8	1.5	1.6
4		2.3	2.2	2.5	2.7	4.2	4.0	4.6	4.6	2.8	1.0	1.0
5		2.2	2.5	2.3	4.5	4.0	3.6	4.0	4.2	3.6	1.4	1.4
6		3.0	3.2	2.8	3.4	3.4	3.0	3.3	3.3	3.8	1.5	1.5
7		3.3	4.2	2.8	3.8	3.0	3.0	3.0	3.2	4.8	1.6	1.6
8		1.7	1.8	2.0	3.2	3.7	3.6	4.0	4.0	1.0	1.0	1.0
9		2.1	2.4	2.6	2.8	3.3	4.0	4.0	4.3	2.4	2.0	2.6
10		1.0	1.8	1.8	2.5	3.5	3.8	4.4	4.6	1.0	1.0	1.0

EVALUATION CRITERIA

HIGH PRIORITY











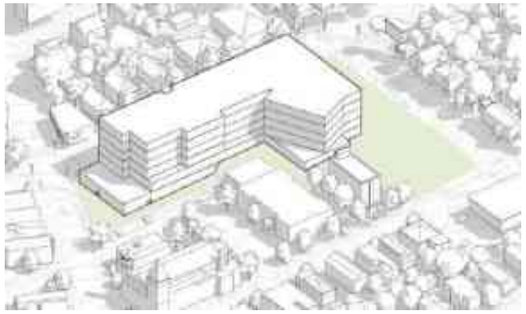
		Existing	Addition and Renovation		New School at 115 Sycamore Street					Existing Brown School 201 Willow	Addition / Renovation 201	New School 201 Willow Ave
New School Building	Criteria Priority	Winter Hill Base Repair	Addition/Renovation 690	Addition/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	Brown Base Repair	201 Willow Ave	201 Willow Ave
Evaluation Criteria	Select: Low, Medium or High	Option BR	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 6A	Option 6C	Option 4.1
Cost	High	2.2	2.2	2.4	3.0	3.9	3.8	4.3	4.3	1.9	1.2	1.3
Neighborhood	High	3.0	3.8	2.8	3.9	2.9	3.0	3.0	3.3	3.3	1.9	1.9
Educational	High	3.1	3.1	2.7	2.8	2.9	3.4	4.0	4.2	2.4	1.7	1.6
Health & Safety	High	3.0	2.9	2.2	3.1	3.2	3.8	3.9	3.9	3.1	1.3	1.7
Timeline	High	1.9	2.7	2.8	3.8	4.3	4.3	4.2	4.7	2.2	2.2	2.3
AVERAGE		2.6	2.9	2.6	3.3	3.4	3.7	3.9	4.1	2.6	1.7	1.8

CONSIDERATIONS

4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

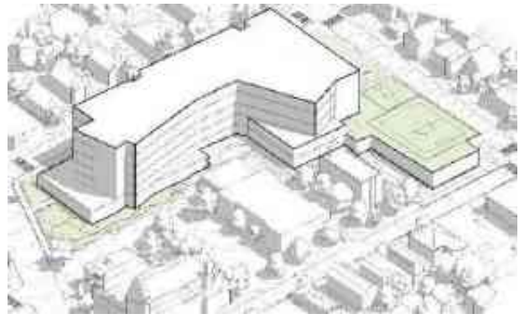


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Compact Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Cafeteria below Field on Thurston St.

EDUCATIONAL

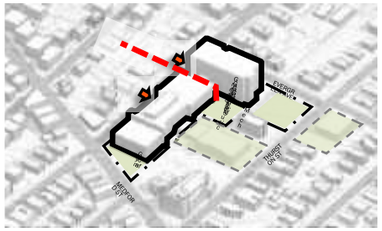
	4	4.1	4.2
Daylight to Lower Levels			
Connection from Cafeteria to Outside Play			
Connection from Kindergarten to Outside Play			
Dedicated PK/Kindergarten Entry (pickup/drop off)			
Classroom Cluster Adjacencies			
Interior Connection to Cafeteria			
Interior Community Connection			
Outdoor Community Connection			
Building Height			
Receiving location to Kitchen			
Cost			

DISCUSSION/VOTE

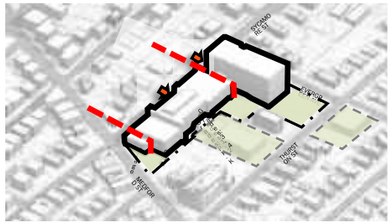
BR BASE REPAIR
115 Sycamore St.



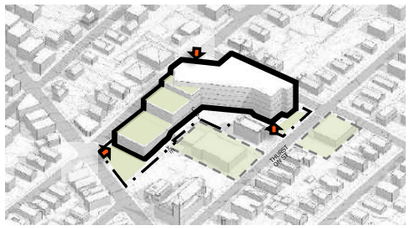
1A ADDITION/RENOVATION
115 Sycamore St. 690 Student



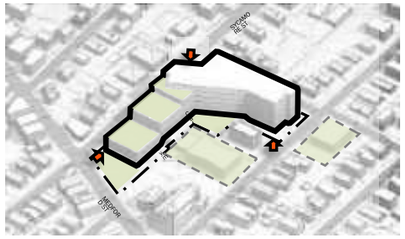
1B ADDITION/RENOVATION
115 Sycamore St. 925 Student



2A NEW CONSTRUCTION
115 Sycamore St. 690 Student



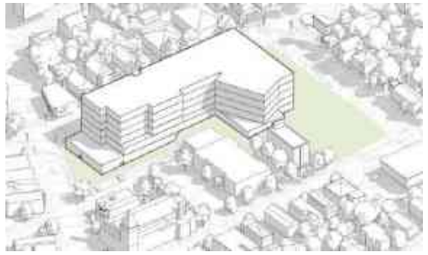
2B NEW CONSTRUCTION
115 Sycamore St. 925 Student



4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

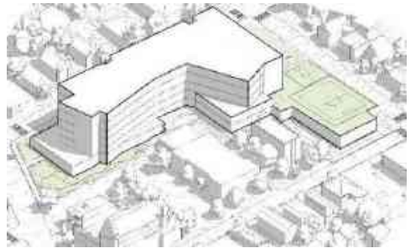


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Reduced Building Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Cafeteria below Field on Thurston St.

6A BASE REPAIR
201 Willow Ave.



6B ADDITION/RENOVATION
201 Willow Ave. 925 Student



20 Stories with Rooftop Play Space

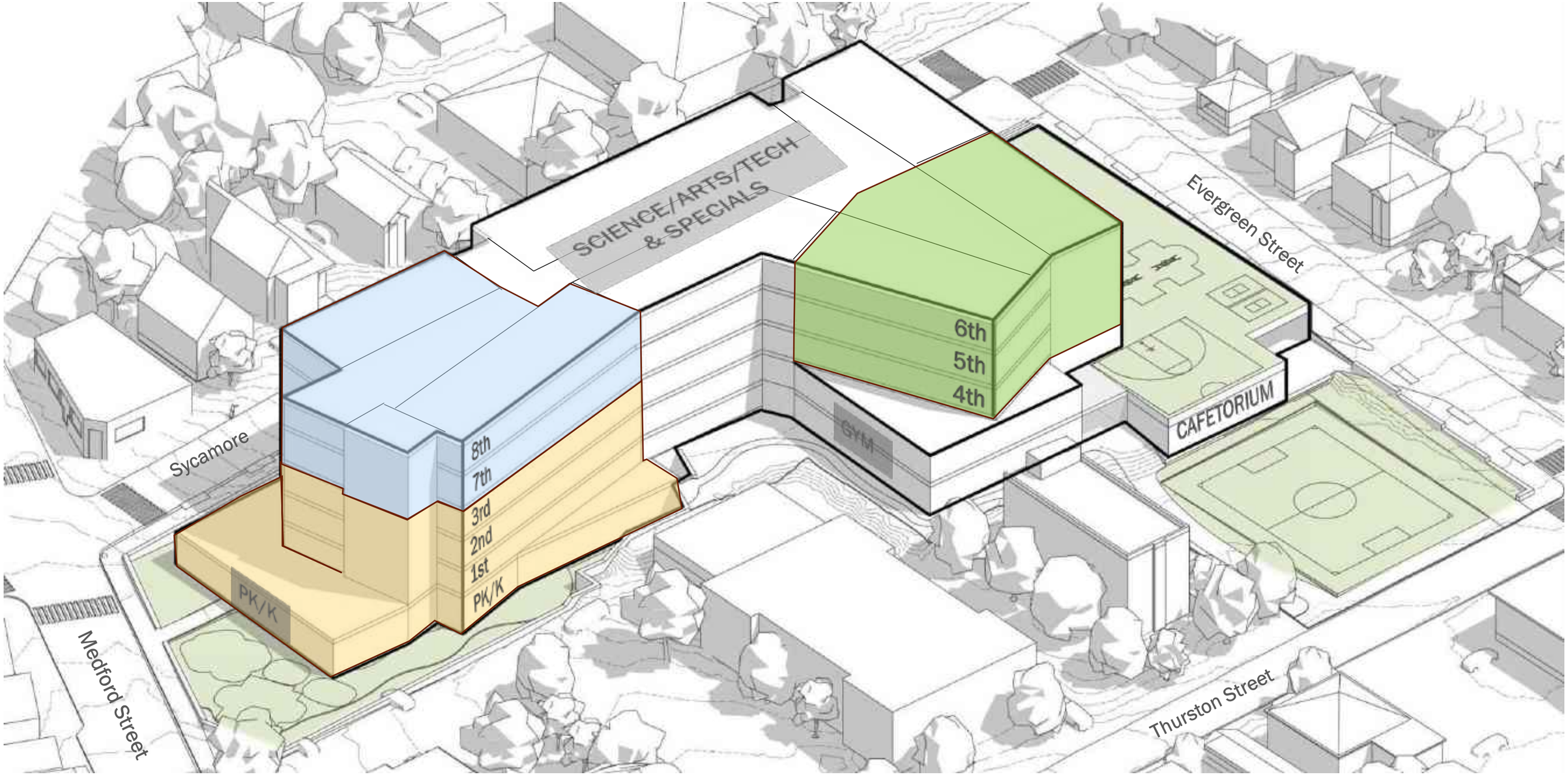
6E NEW CONSTRUCTION
201 Willow Ave. 925 Student



12 Stories with Rooftop Play Space

NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS



NEW SCHOOL AT 115 SYCAMORE ST

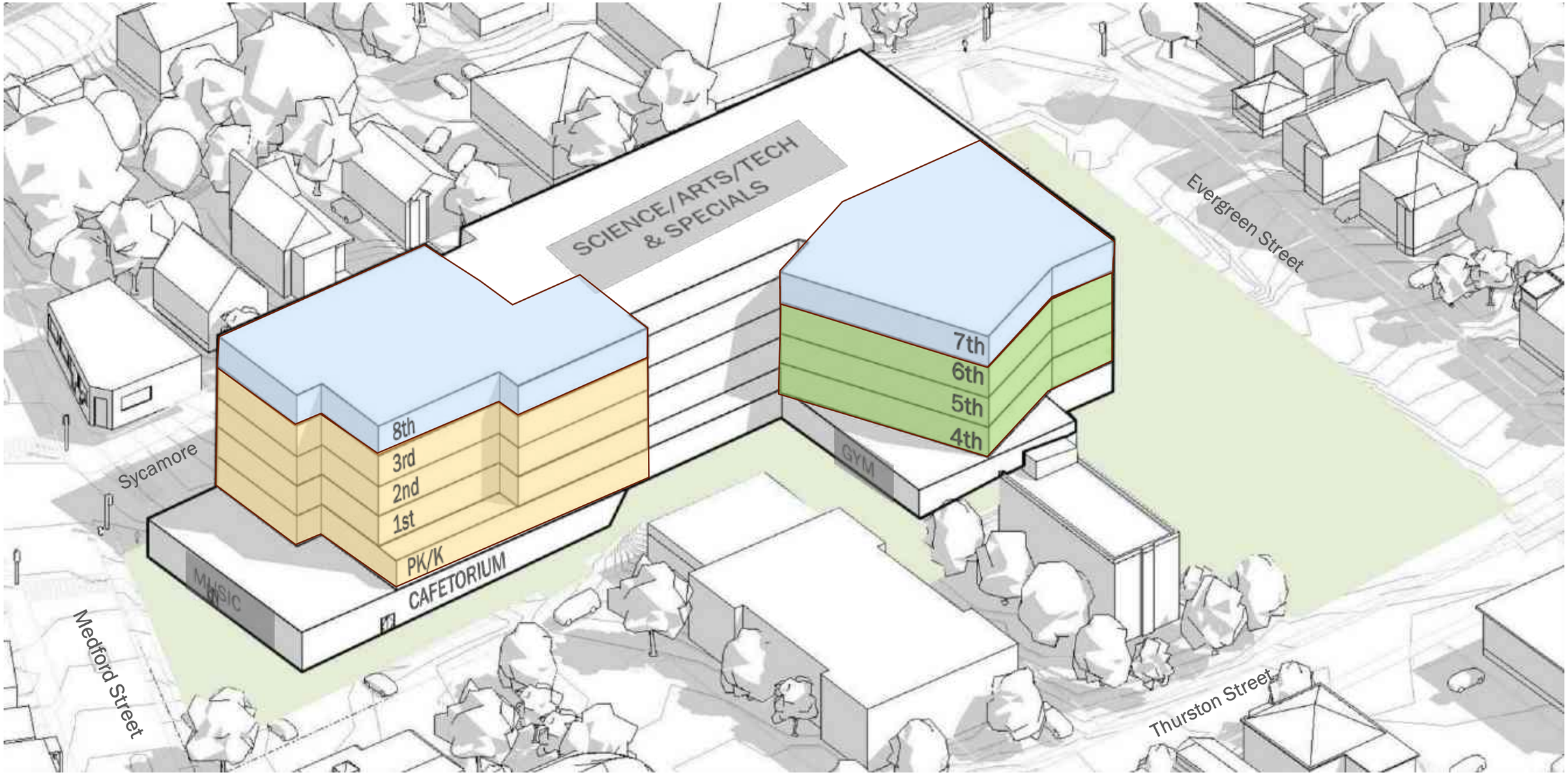
OPTION 4 – 925 STUDENTS



Shifts K level for daylight

NEW SCHOOL AT 115 SYCAMORE ST

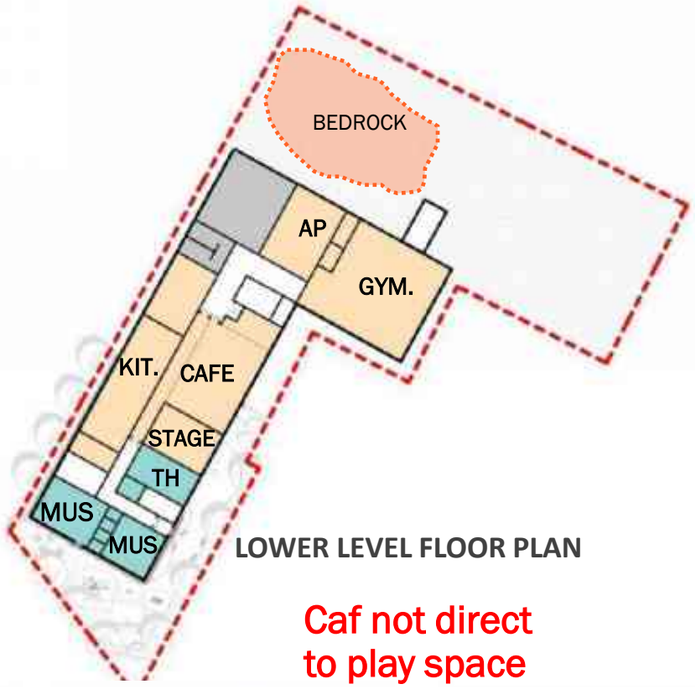
OPTION 4.1(REDUCED FOOTPRINT) – 925 STUDENTS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4.1(REDUCED FOOTPRINT) – 925 STUDENTS

ADMIN / GUIDANCE / NURSE
ART / MUSIC / STE
CLASSROOM
CAFE / GYM / MEDIA
SPECIAL EDUCATION
STOR / CUST / TLT



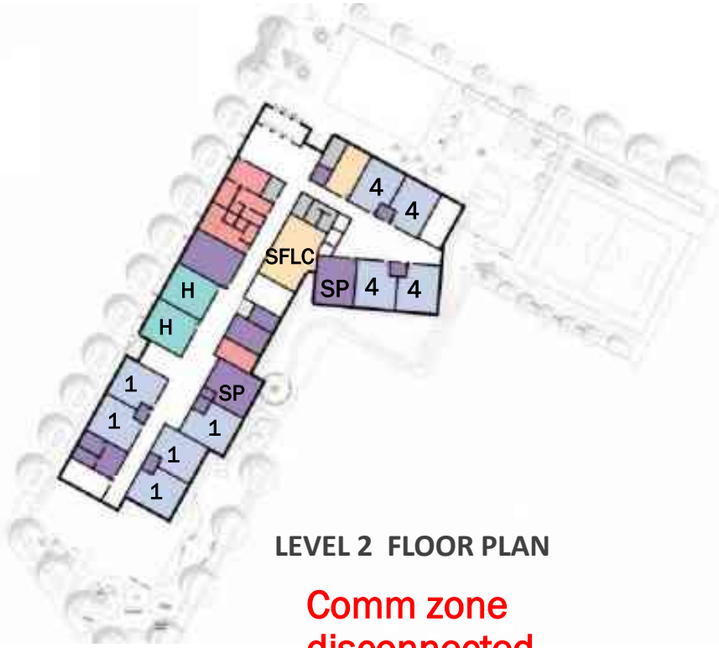
LOWER LEVEL FLOOR PLAN

Caf not direct to play space



LEVEL 1 FLOOR PLAN

PK/K not at ground level

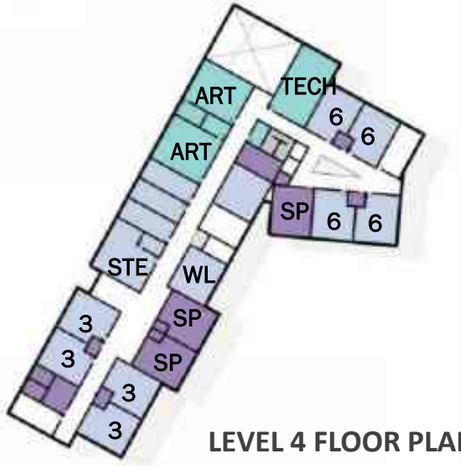


LEVEL 2 FLOOR PLAN

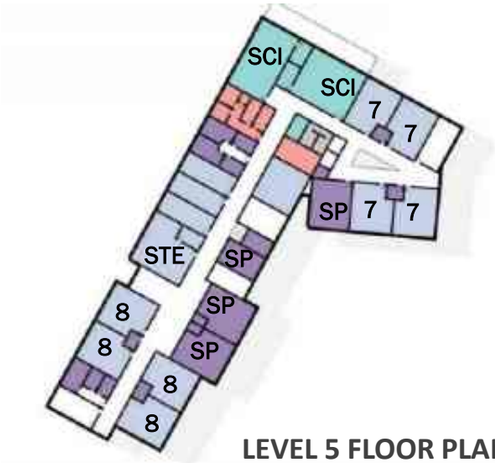
Comm zone disconnected



LEVEL 3 FLOOR PLAN



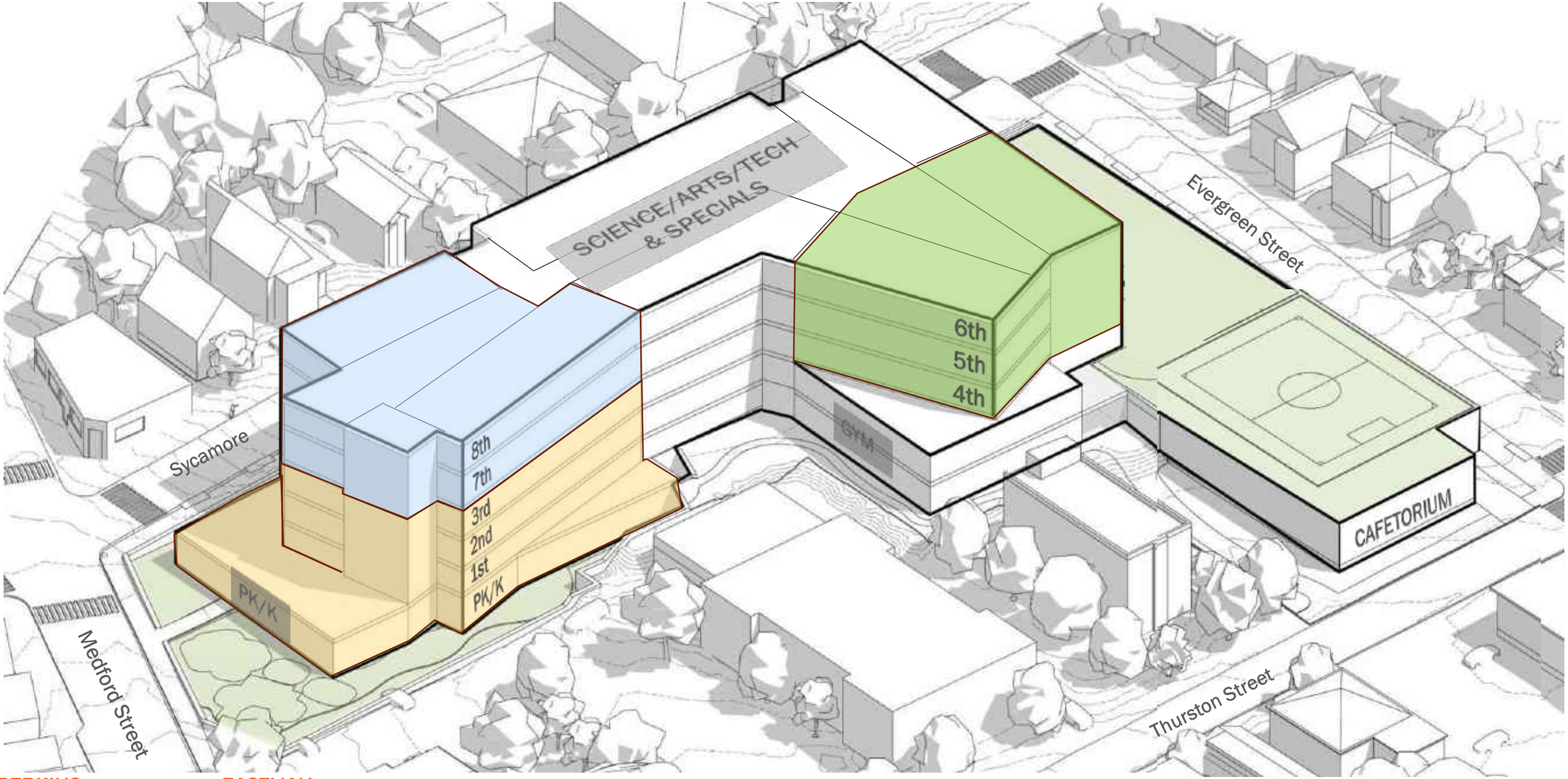
LEVEL 4 FLOOR PLAN



LEVEL 5 FLOOR PLAN

NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4.2 (CAFETERIA BELOW FIELD) – 925 STUDENTS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4.2 (CAFETERIA BELOW FIELD) – 925 STUDENTS



NEXT STEPS

- Review Draft PSR
- Vote on PSR submission to MSBA on August 17th



Thank you!

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, August 3, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Meekerley Sanon (CoS)
Darryl Nash (SPS)
Danielle Barry (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Dan Arons (PE)
Robert Bell (PE)

- **Call to Order – 4:31pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from July 6, 2026.
    - Rich Raiche motions to approve as presented. Mayor Jake Wilson seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chris Ames, Kathleen Seward, Jesse Clingan

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that we have a few weeks remaining until the preferred schematic report is scheduled to be submitted to the MSBA
  - PE presented a summary of the estimate narratives, which was the guide that assisted in having the estimates completed.
  - Today's goal is to select the preferred option, and on August 17th is to propose approval of the PSR submission.

- **New Business**
  - Programming Updates
    - PE presented some refinements that were completed based off the MSBA's review of the PDP submission. This is standard with MSBA's process to confirm how the School will operate and ensure programming was thoroughly completed.
      - Committee member asked if this educational program is ready for public issuance. PE responded to satisfaction.
    - PE presented the space summary refinements as collaborated with the MSBA, through the PDP submission review comments. Many of these items are standard in the review of what the MSBA performs, where the project team will discuss reasonings with the MSBA.
    - PE presented the organizational diagram which graphically shows the ideal spatial relationships proposed for the buildings.
    - PE presented building mass graphics that show where the grades are proposed and where each grade will be located within the building
      - Committee member asked why PE chose to stack 7th and 8th grade clusters above the PK/K-3rd grade clusters, and the 4th-6th grade clusters are separated. PE responded to satisfaction.
  - Add Alternate Review
    - PE presented the costs of the add alternates that were estimated by our 3rd party estimators.

- PSR Cost Estimate Review
  - PE presented the construction costs and total project costs of all 11 options that are apart of the PSR phase.
    - Committee member asked about cost per parking space of the parking garage and what that breakeven point is for the committee to believe it is too much. PE responded to satisfaction.
    - Committee member asked about future operational maintenance costs and if this is included in project costs, and PE responded that they are not, and that was done through the life cycle cost analysis.
    - Mayor Jake Wilson asked which of these options would receive MSBA funding and what options would be solely on the cost of the City. PMA responded that the code upgrade options would not meet your educational plan, and therefore MSBA would most likely not participate in the project. The remainder of the options would be partially MSBA funded.
    - Committee member asked where the costs came from, and PMA/PE noted that there were two independent 3rd party cost estimators, that the narratives were sent to for estimates, and then a 4-hour reconciliation meeting to ensure they are estimating the same specifications and assumptions. PE noted that these estimates include escalation.
- PSR Evaluation Matrix
  - PE noted that we received 10 committee members' evaluations of the eleven design options.
  - PE noted that the summary shows that the evaluators favored Options 2B, Option 4, Option 4.1 and Option 4.2, with 4.2 ranking the highest.
- Select Preferred Schematic Option
  - PE opened up the floor to the committee for discussion and potential vote if the committee is prepared.
    - Committee member asked if 4.1 and 4.2 were options to avoid the bedrock/ledge below ground, and PE responded in the affirmative.
    - Committee member asked how the decision between the 3 builds work with other options we're considering, and how the parking garage cost would coexist with the 3 options. PE responded that the parking garage cost is not much impacted between the options of 4, 4.1 and 4.2. Committee member then asked how large a truck can fit at loading dock, and PE responded they schedule this space based off a tractor trailer.
    - Committee member asked about site costs and MSBA reimbursement. PMA noted that the MSBA caps site costs, and this site is believed to go over the cap, which is regularly expected for MSBA projects.
    - Committee member noted that the cost differences between option 4 and option 4.1 is $5 million which is 3%. He then noted that the investment is worth school operation and how the occupants and community uses the space. He noted that a 3% difference is worth the investment for the City, to allow School to use for best serving the student and community population.
    - Committee member mentioned he does not want to compromise the educational program and what's best for the students, and does not want the relatively small costs, in comparison, to impact our decision.
    - Chairwoman noted that she believes a major aspect of this is how the building will be used on the land, and how it fits on the site.
    - Mayor Jake Wilson notes that he likes Option 4, because he believes it is the best investment for the City.

        - Committee member asked about traffic patterns and how they relate to each option. PE responded to satisfaction.
        - Superintendent Carmona spoke about environmental changes happening across the world, and asked if any underground structure needs to take account of different water patterns above and beyond what we currently experience. PE responded to satisfaction.
    - Vote to Select Preferred Schematic Option
        - Courtney Koslow motions to select Option 4 as the preferred option for the PSR phase. Andre Green seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
        - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
        - No:
        - Abstain:
        - Not Present: Kathleen Seward, Jesse Clingan
    - PE noted they will complete their PSR package, and it will be distributed to the SBC and SC ahead of meeting on 8/17 to see if there is any questions and then vote to submit to the MSBA.
    - Committee member noted that the committee and project team should explain how the community is part of this process as well.

- **Public Comment**
    - The Chair opened it up to the public for any comments, and there were none.

- **Adjournment**
    - Vote to Adjourn
        - Daniel Grayton motions to adjourn. Rich Raiche seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
            - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
            - No:
            - Abstain:
            - Not Present: Kathleen Seward, Jesse Clingan

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 08/05/2026



New School Building

115 Sycamore Street

School Committee - August 10, 2026

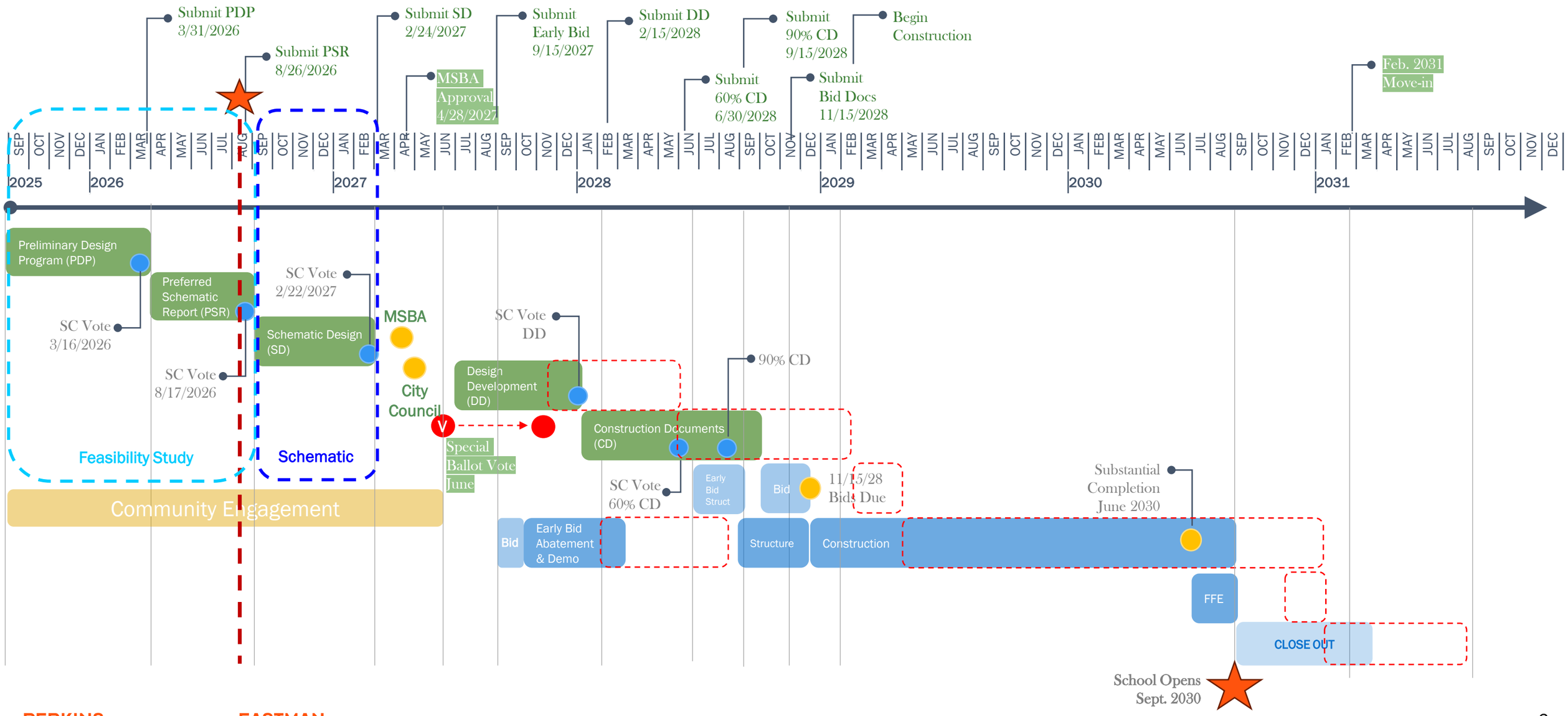
PERKINS EASTMAN

Human by Design

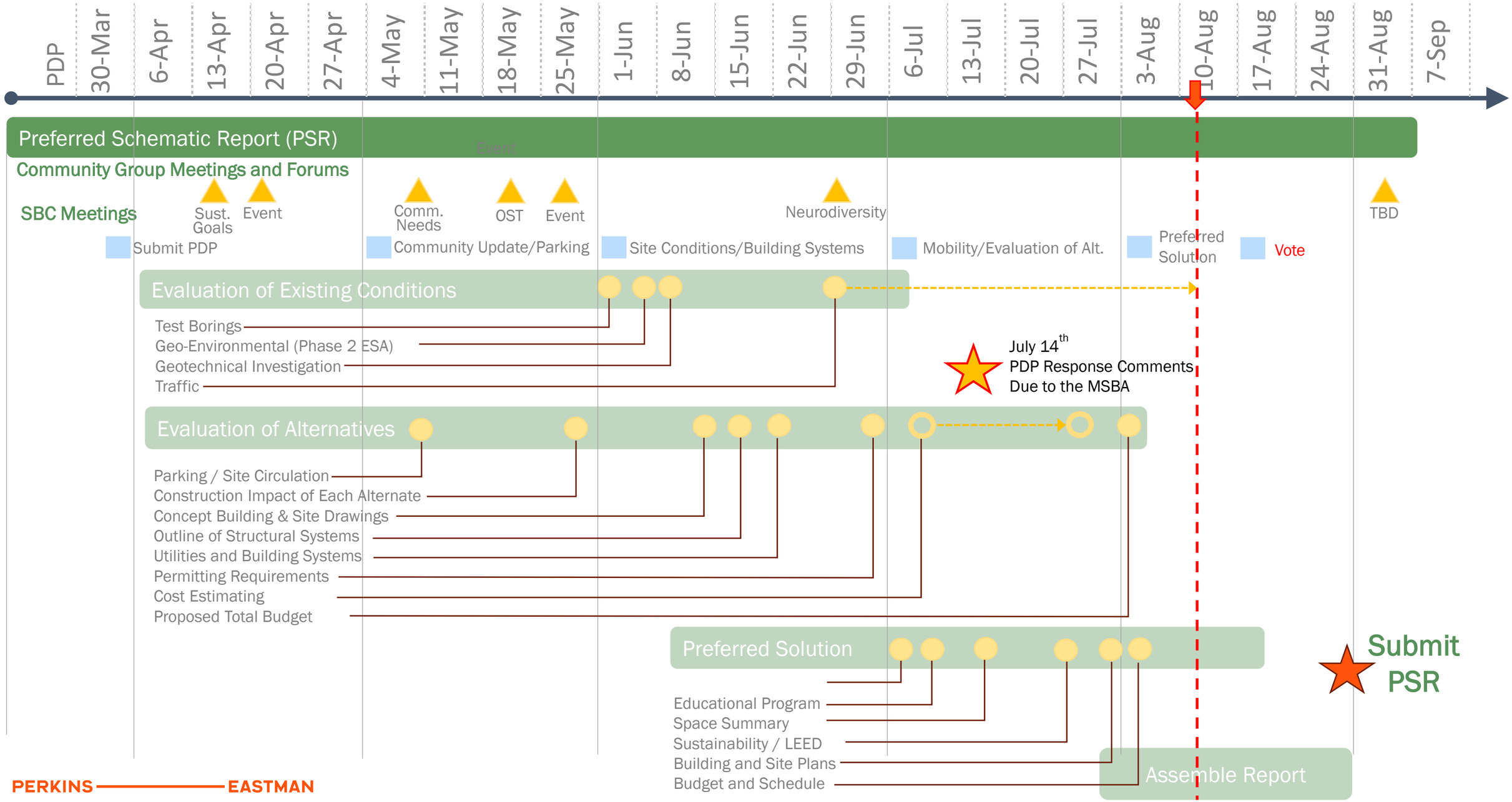
AGENDA

- Summary of Process
- Program Updates
- Summary of PSR Options
- SBC Evaluation of Options
- Preferred Schematic

PROJECT TIMELINE



PSR WORKPLAN



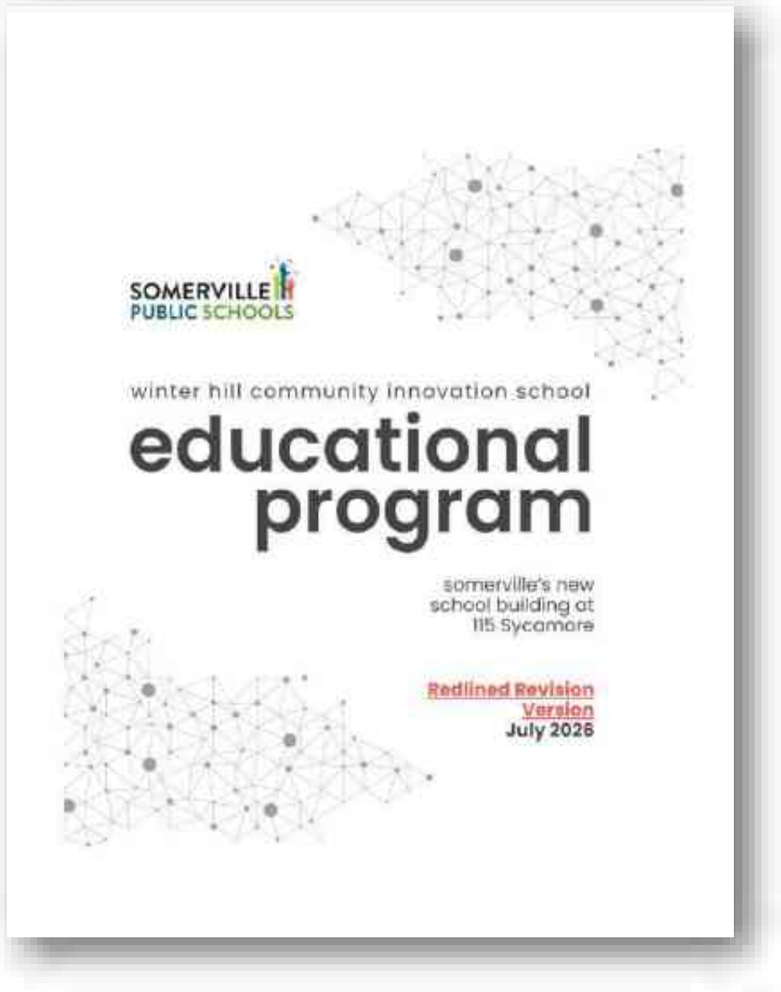
PERKINS EASTMAN

PROGRAM UPDATE

PERKINS EASTMAN
Human by Design

EDUCATIONAL PROGRAM

QUESTIONS & REFINEMENTS



MSBA Comment Highlights:

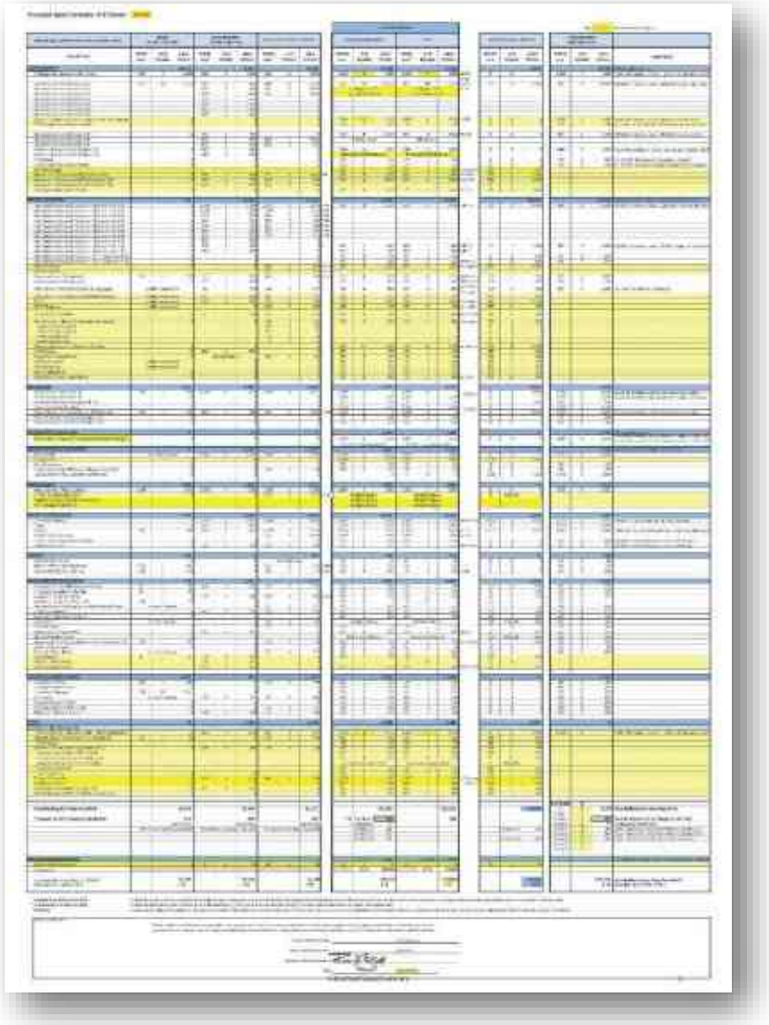
- Many Questions About Schedule Changes, implementation & Associated Needs
- Questions About Supporting Hands on Interdisciplinary & Flexible Learning
- Requested a Teaching and Learning Overview or For Each Subject
- Asked to Describe Community Innovation Aspect of the School
- Clarifications on Admin, Supports, Prof Dev Requested
- Questioned 1 PreK

Edits/Refinements That May Impact Space Needs:

- Specials Scheduling Changes Require Follow-up For Decisions
- Kindergarten Class Size Restated at 22 Student Avg (not 18)
- Expanding World Language for Elementary Grades
- 6th Grade Science & Digital literacy (DLCS) Need Lab(s)
- Add Exploratory Culinary (elective for grade 7-8)
- Need a Dedicated Prof. Dev. Space

SPACE SUMMARY

QUESTIONS & REFINEMENTS



MSBA Required Changes

- List World Lang. with academics
- List Theater & Health Rooms in ‘other’
- Mother’s Room moved to grossing

Clarifications/Refinements

- Added 2nd PreK
- Reduced 1 Kindergarten for 5 total
- 2nd World Language Room Not Required
- STE spaces include 6th grade Science
- STE spaces include Tech/Engineering
- Former Tech/Eng to be Culinary
- Media Center to include DLCS Lab
- Media Center to Include a Prof. Dev. Space
- Nurse & SFLC Seem to be Adequate Sizes
- OST Needs a 2nd Small Group/Work Room

Scheduling Basis for Specials Space Needs:

35 period schedule and specials rotation

PK-6 classes would take 5 specials 1x/week & rotate within the school year to cover all 7+ Grades 7-8 would choose from electives

Library, Art, Music, Theater, PE, Health & STEM Engineering are the core specials at ea. grade

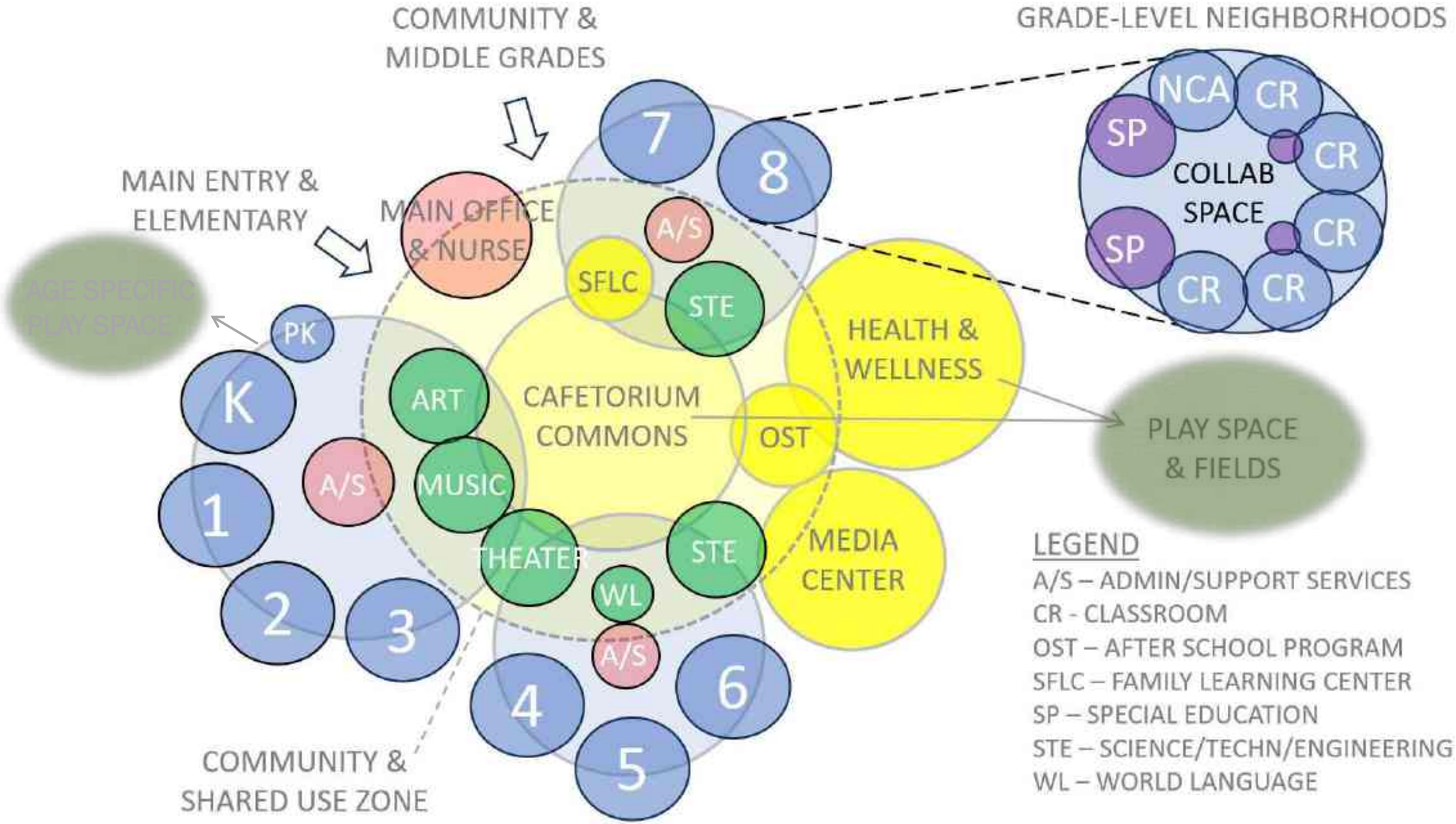
Library Special becomes Digital Literacy/ Computer Science (DLCS) starting at grade 4

Exploratory Spanish is also for grades 4-6, while grades 7-8 also have interdisciplinary offerings.

Exploratory Culinary is an elective.

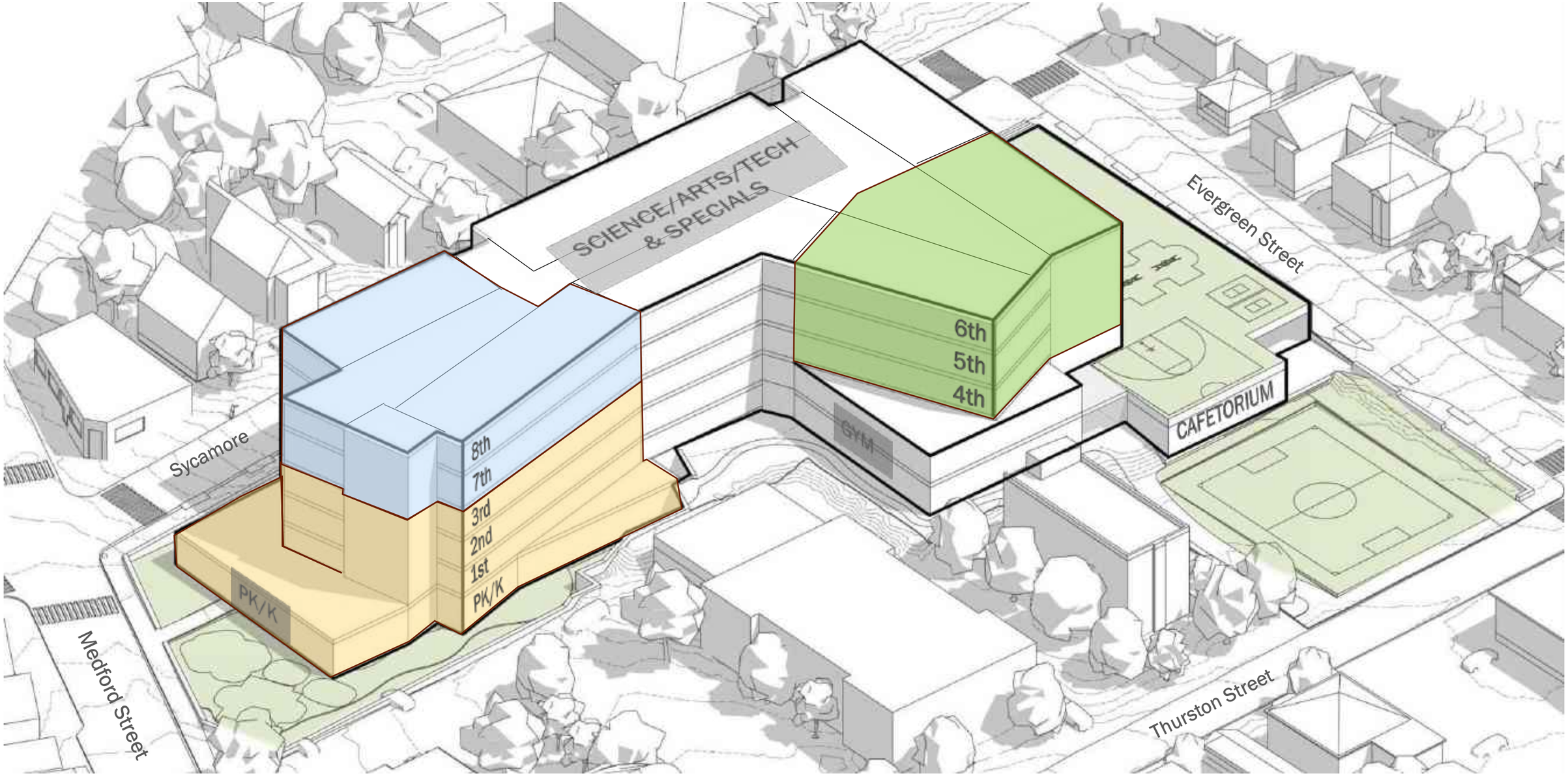
ORGANIZATIONAL DIAGRAM

IDEAL SPATIAL RELATIONSHIPS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 - GRADE LEVEL CLUSTERS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS



SUMMARY OF PSR OPTIONS

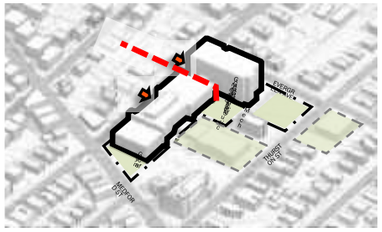
PERKINS EASTMAN
Human by Design

OPTIONS EXPLORED FOR PSR

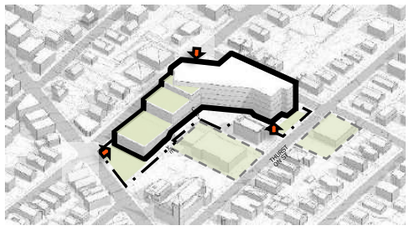
BR BASE REPAIR
115 Sycamore St.



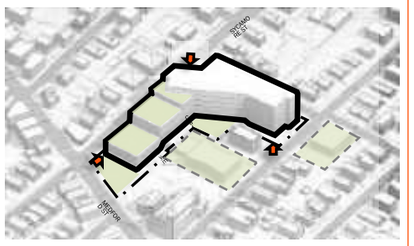
1A ADDITION/RENOVATION
115 Sycamore St. 690 Student



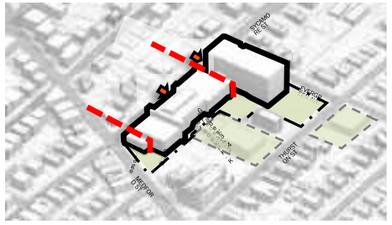
2A NEW CONSTRUCTION
115 Sycamore St. 690 Student



2B NEW CONSTRUCTION
115 Sycamore St. 925 Student



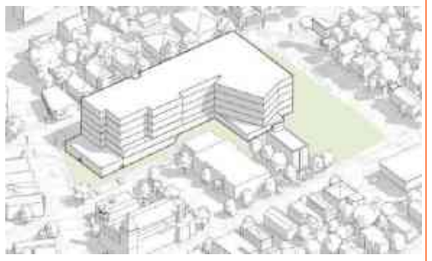
1B ADDITION/RENOVATION
115 Sycamore St. 925 Student



4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

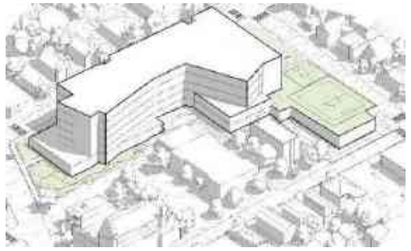


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Reduced Building Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Cafeteria below Field on Thurston St

6A BASE REPAIR
201 Willow Ave.



6B ADDITION/RENOVATION
201 Willow Ave. 925 Student



20 Stories with Rooftop Play Space

6E NEW CONSTRUCTION
201 Willow Ave. 925 Student



12 Stories with Rooftop Play Space

SBC EVALUATION CRITERIA

PERKINS EASTMAN
Human by Design

SBC EVALUATION CRITERIA





















SBC EVALUATION CRITERIA

AVERAGE



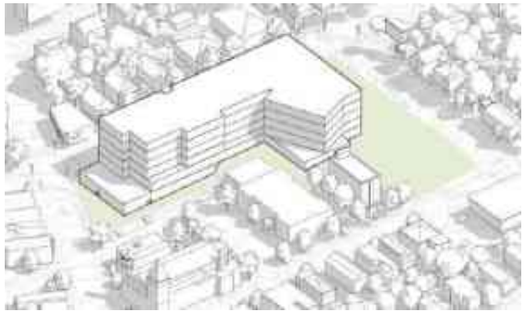
		Existing	Addition and Renovation		New School at 115 Sycamore Street				Existing Brown School 201 Willow Ave	Addition / Renovation 201 Willow Ave	New School 201 Willow Ave
New School Building	Criteria Priority	Winter Hill Base Repair	Addition/Renovation 880	Addition/Renovation 925	115 Sycamore 880	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	Brown Base Repair	201 Willow Ave	201 Willow Ave
Evaluation Criteria	Select: Low, Medium or High	Option 8R	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 5A	Option 6C	Option 4.1
Cost	High	2.1	2.1	2.4	2.8	4.0	3.8	4.4	4.4	1.8	1.2	1.3
Walkshed	Medium	3.0	3.8	2.8	3.9	2.9	3.0	3.0	3.3	3.3	1.9	1.9
Green Space	Medium	3.1	3.0	2.6	2.9	3.0	3.6	4.1	4.3	2.4	1.6	1.5
Neighborhood	High	3.1	2.9	2.3	3.1	3.2	3.8	4.0	4.0	3.1	1.3	1.6
Educational	High	1.8	2.6	2.7	3.7	4.4	4.4	4.2	4.7	2.1	2.2	2.4
Health & Safety	High	1.6	2.6	2.6	3.3	4.1	4.6	4.7	4.7	2.1	2.2	2.6
Future Expansion	Low	2.4	2.5	2.3	2.3	2.8	2.8	3.1	2.8	2.0	1.6	1.6
Swing Space	Medium	1.8	2.3	3.1	2.8	4.2	4.1	3.8	4.1	1.6	2.5	2.5
Timeline	High	2.3	2.7	2.9	3.7	3.9	4.2	4.4	4.4	1.9	1.7	1.7
Disruption	Medium	3.5	2.8	2.7	3.1	3.0	2.9	3.2	3.2	2.8	1.3	1.4
Environmental	Medium	2.0	2.7	2.6	3.9	4.1	4.2	4.2	4.3	1.9	2.0	2.5
Orientation	Medium	1.8	2.0	2.3	4.1	4.4	4.1	4.3	4.1	2.1	1.8	2.1
O&M	Medium	1.7	2.2	2.3	3.8	4.2	4.1	4.4	4.1	1.8	2.1	2.6
Traffic	Medium	3.6	3.5	2.4	3.5	2.5	2.6	2.6	2.6	3.2	1.2	1.3
Permitting	Low	3.1	3.0	2.8	4.0	4.0	4.0	4.1	4.0	2.8	1.3	1.8
AVERAGE		2.4	2.7	2.6	3.4	3.6	3.8	3.9	3.9	2.3	1.7	1.9

CONSIDERATIONS

4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

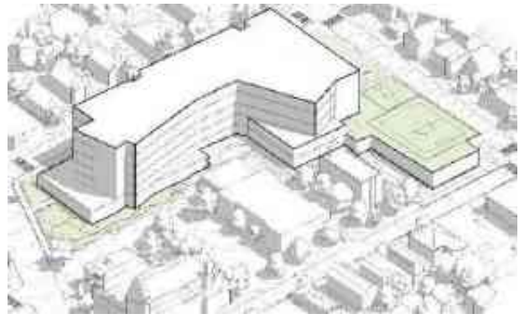


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Compact Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



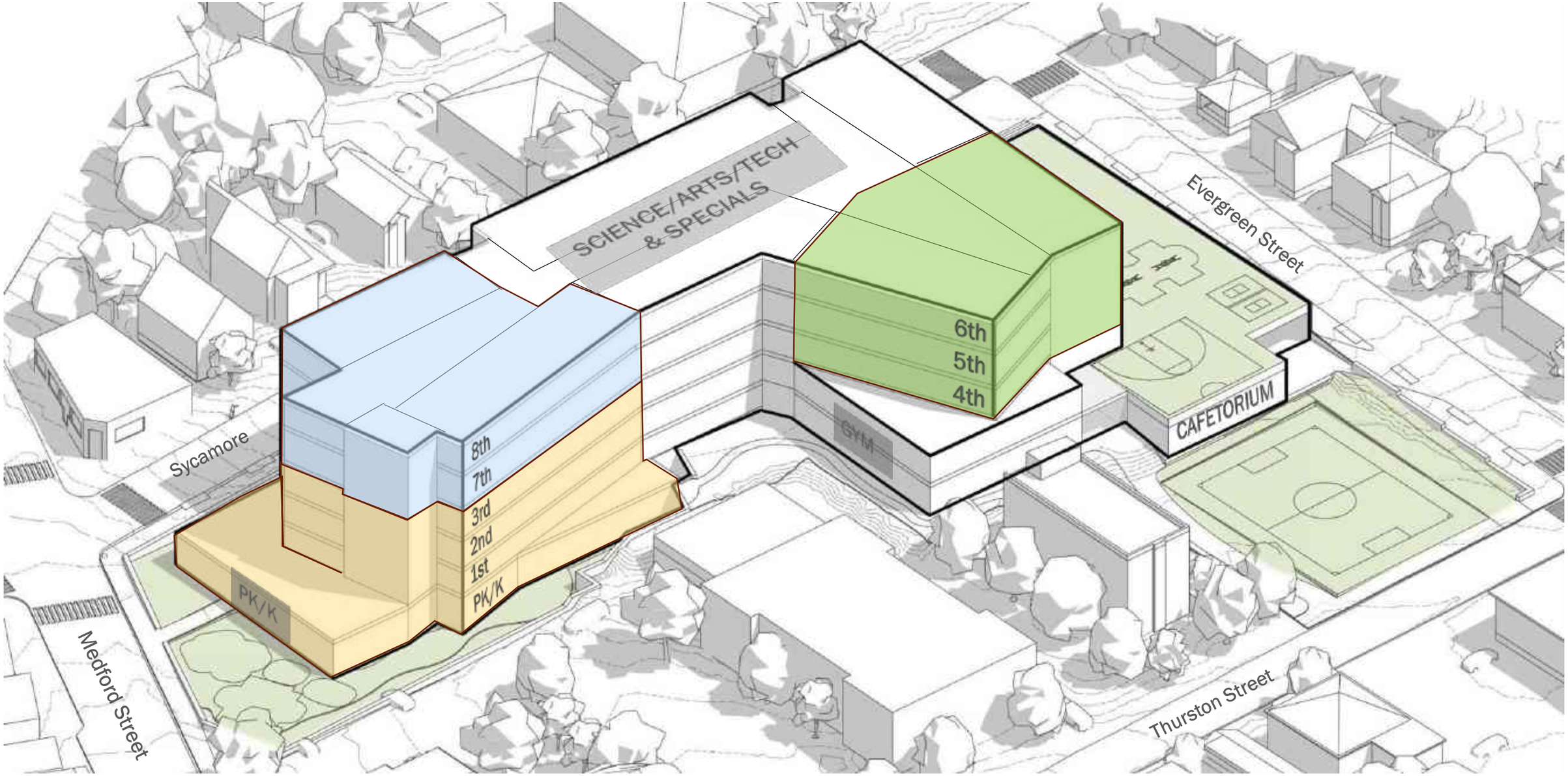
Cafeteria below Field on Thurston St.

EDUCATIONAL

	4	4.1	4.2
Daylight to Lower Levels			
Connection from Cafeteria to Outside Play			
Connection from Kindergarten to Outside Play			
Dedicated PK/Kindergarten Entry (pickup/drop off)			
Classroom Cluster Adjacencies			
Interior Connection to Cafeteria			
Interior Community Connection			
Outdoor Community Connection			
Building Height			
Receiving location to Kitchen			
Cost			

SELECT PREFERRED SCHEMATIC

OPTION 4 - GRADE LEVEL CLUSTERS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS



PRELIMINARY ALTERNATES

ITEMS FOR FURTHER STUDY IN SCHEMATIC DESIGN

a. Hybrid ASHP and Geothermal

Test well required to confirm geothermal potential

b. Geothermal

Extent of wells needs to be coordination with Stormwater mitigation

c. Mass Timber *

Further study is needed to better understand all cost associated with Mass Timber

d. Parking garage *

Concerns of unforeseen conditions due to deep excavation and ledge

e. PV Canopy structure

Further study is needed to compare Energy Consumption and PV capacity

f. CM at Risk vs Design Bid Build

Need to consider value of CM fees vs change order scope for Design Bid Build

g. Mobility Improvements

Comprehensive Transportation Impact Study, Mobility Management Plan and a Transportation Access Plan

NEXT STEPS

- Review Draft PSR
- Vote on PSR submission to MSBA on August 17th



Thank you!

SOMERVILLE NEW SCHOOL BUILDING PROJECT

SCHOOL BUILDING COMMITTEE

MEETING MINUTES

Virtual Meeting **Monday, August 3, 2026**

Via Zoom **4:30pm**

Members (15) – Present in bold:

Emily Grandstaff-Rice (Chair)
Jake Wilson, Mayor
Rich Raiche
Ruben Carmona
Courtney Gosselin
Ed Bean
Chris Ames
Daniel Grayton
Eric Weisman
Andre Green
Kathleen Seward
Jesse Clingan
Suraj Rajbanshi
Courtney Koslow
Rich Heidebrecht

Guests Present:

Khin Mar (CoS)
Ralph Henry (CoS)
Meekerley Sanon (CoS)
Darryl Nash (SPS)
Danielle Barry (SPS)
Sean Burke (PMA)
Nick Masse (PMA)
Lisa Pecora (PE)
Dan Arons (PE)
Robert Bell (PE)

- **Call to Order – 4:31pm**
  - The Chair called the meeting to order
  - Roll call attendance was had.

- **Meeting Minutes**
  - Approve meeting minutes from July 6, 2026.
    - Rich Raiche motions to approve as presented. Mayor Jake Wilson seconds the motion.
    - Discussion: none.
    - VOTE (roll call): 12 yes, 0 no, 0 abstain, 3 not present
      - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
      - No:
      - Abstain:
      - Not Present: Chris Ames, Kathleen Seward, Jesse Clingan

- **Review Project Schedule & Workplan**
  - PE did an overview of the project timeline and workplan, showing where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
  - PE noted that we have a few weeks remaining until the preferred schematic report is scheduled to be submitted to the MSBA
  - PE presented a summary of the estimate narratives, which was the guide that assisted in having the estimates completed.
  - Today's goal is to select the preferred option, and on August 17th is to propose approval of the PSR submission.

- **New Business**
  - Programming Updates
    - PE presented some refinements that were completed based off the MSBA's review of the PDP submission. This is standard with MSBA's process to confirm how the School will operate and ensure programming was thoroughly completed.
      - Committee member asked if this educational program is ready for public issuance. PE responded to satisfaction.
    - PE presented the space summary refinements as collaborated with the MSBA, through the PDP submission review comments. Many of these items are standard in the review of what the MSBA performs, where the project team will discuss reasonings with the MSBA.
    - PE presented the organizational diagram which graphically shows the ideal spatial relationships proposed for the buildings.
    - PE presented building mass graphics that show where the grades are proposed and where each grade will be located within the building
      - Committee member asked why PE chose to stack 7th and 8th grade clusters above the PK/K-3rd grade clusters, and the 4th-6th grade clusters are separated. PE responded to satisfaction.
  - Add Alternate Review
    - PE presented the costs of the add alternates that were estimated by our 3rd party estimators.

- PSR Cost Estimate Review
  - PE presented the construction costs and total project costs of all 11 options that are apart of the PSR phase.
    - Committee member asked about cost per parking space of the parking garage and what that breakeven point is for the committee to believe it is too much. PE responded to satisfaction.
    - Committee member asked about future operational maintenance costs and if this is included in project costs, and PE responded that they are not, and that was done through the life cycle cost analysis.
    - Mayor Jake Wilson asked which of these options would receive MSBA funding and what options would be solely on the cost of the City. PMA responded that the code upgrade options would not meet your educational plan, and therefore MSBA would most likely not participate in the project. The remainder of the options would be partially MSBA funded.
    - Committee member asked where the costs came from, and PMA/PE noted that there were two independent 3rd party cost estimators, that the narratives were sent to for estimates, and then a 4-hour reconciliation meeting to ensure they are estimating the same specifications and assumptions. PE noted that these estimates include escalation.
- PSR Evaluation Matrix
  - PE noted that we received 10 committee members' evaluations of the eleven design options.
  - PE noted that the summary shows that the evaluators favored Options 2B, Option 4, Option 4.1 and Option 4.2, with 4.2 ranking the highest.
- Select Preferred Schematic Option
  - PE opened up the floor to the committee for discussion and potential vote if the committee is prepared.
    - Committee member asked if 4.1 and 4.2 were options to avoid the bedrock/ledge below ground, and PE responded in the affirmative.
    - Committee member asked how the decision between the 3 builds work with other options we're considering, and how the parking garage cost would coexist with the 3 options. PE responded that the parking garage cost is not much impacted between the options of 4, 4.1 and 4.2. Committee member then asked how large a truck can fit at loading dock, and PE responded they schedule this space based off a tractor trailer.
    - Committee member asked about site costs and MSBA reimbursement. PMA noted that the MSBA caps site costs, and this site is believed to go over the cap, which is regularly expected for MSBA projects.
    - Committee member noted that the cost differences between option 4 and option 4.1 is $5 million which is 3%. He then noted that the investment is worth school operation and how the occupants and community uses the space. He noted that a 3% difference is worth the investment for the City, to allow School to use for best serving the student and community population.
    - Committee member mentioned he does not want to compromise the educational program and what's best for the students, and does not want the relatively small costs, in comparison, to impact our decision.
    - Chairwoman noted that she believes a major aspect of this is how the building will be used on the land, and how it fits on the site.
    - Mayor Jake Wilson notes that he likes Option 4, because he believes it is the best investment for the City.

        - Committee member asked about traffic patterns and how they relate to each option. PE responded to satisfaction.
        - Superintendent Carmona spoke about environmental changes happening across the world, and asked if any underground structure needs to take account of different water patterns above and beyond what we currently experience. PE responded to satisfaction.
    - Vote to Select Preferred Schematic Option
        - Courtney Koslow motions to select Option 4 as the preferred option for the PSR phase. Andre Green seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
        - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
        - No:
        - Abstain:
        - Not Present: Kathleen Seward, Jesse Clingan
    - PE noted they will complete their PSR package, and it will be distributed to the SBC and SC ahead of meeting on 8/17 to see if there is any questions and then vote to submit to the MSBA.
    - Committee member noted that the committee and project team should explain how the community is part of this process as well.

- **Public Comment**
    - The Chair opened it up to the public for any comments, and there were none.

- **Adjournment**
    - Vote to Adjourn
        - Daniel Grayton motions to adjourn. Rich Raiche seconds the motion.
        - VOTE (roll call): 13 yes, 0 no, 0 abstain, 2 not present
            - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
            - No:
            - Abstain:
            - Not Present: Kathleen Seward, Jesse Clingan

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 08/05/2026



New School Building
115 Sycamore Street

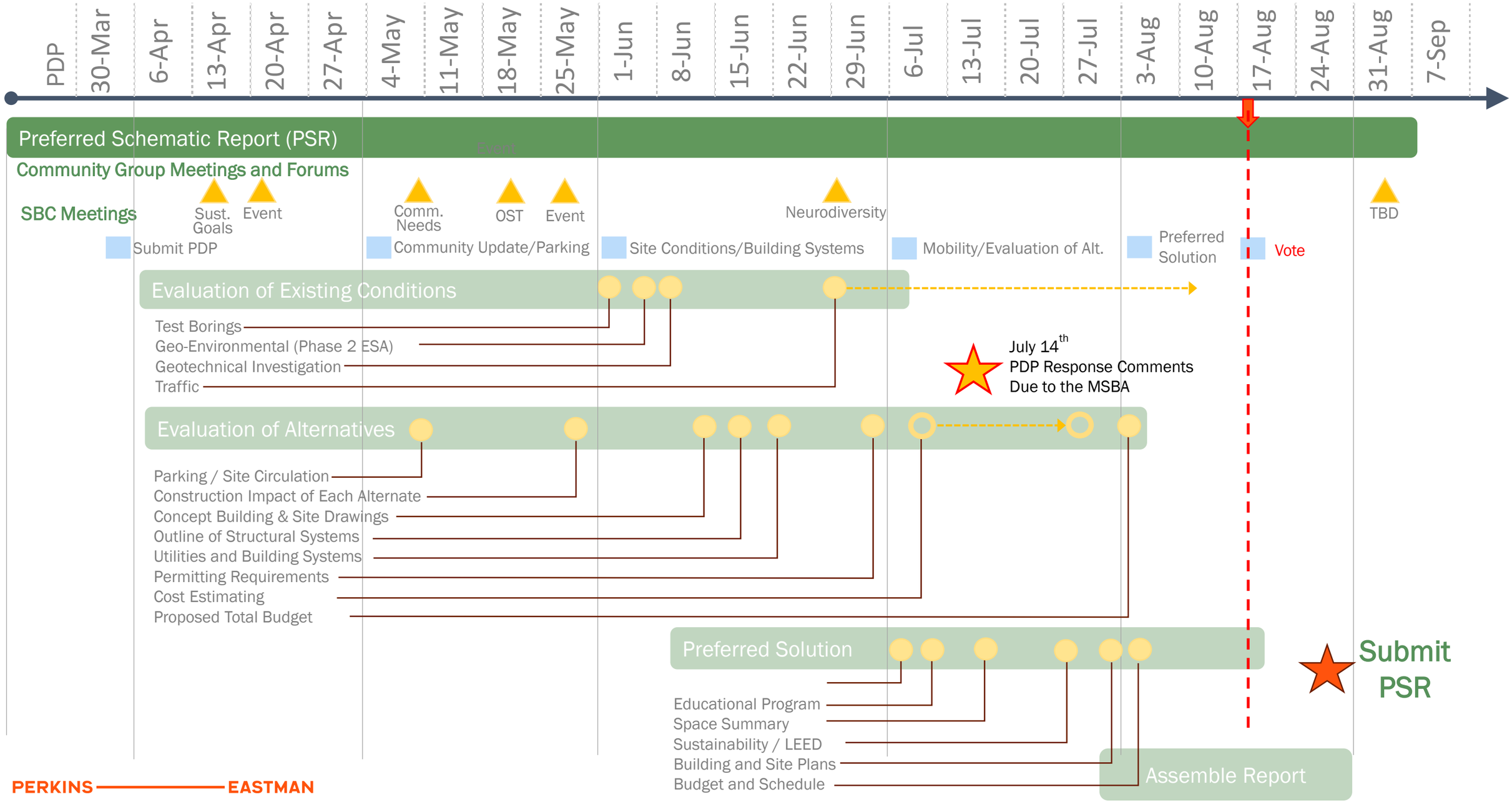
Meeting #12 August 17, 2026

PERKINS EASTMAN
Human by Design

AGENDA

- Workplan and Community Engagement Update
- Inspirational Examples
- Review Comments on PSR Package
- Vote to Approve PSR submission to MSBA

PSR WORKPLAN



COMMUNITY ENGAGEMENT

Community Workshop #1 Sustainability	4/13/2026
SPS Event - Parents of Young Children	4/16/2026
Community Workshop #2 Community Programs	5/11/2026 at 5:30pm
OST Task Force	5/19/2026 at 10:00am
Slice of Somerville Event	5/20/2026 at 5:00pm
Neurodiversity Workshop	6/26/2026 at 10:00am
Back-to School Fair	8/25/2026 at 4:00pm
Civic Day	9/10/2026 at 5:30pm
Community Workshop #3 Sustainability Part 2	Oct. TBD
Community Forum 2 – Project update, sustainability & traffic	Oct/Nov. TBD

HQ ACOUSTIC CAFETORIUMS



HQ ACOUSTIC CAFETORIUMS



Inclusive, Equitable & Accommodating

~~Main Stair~~
Main Ramp

Biophilic Qualities

High Quality Lighting
& Acoustical Treatment

Respite Window

Small Cafeteria &
Teaching Kitchen



Blanche A. Ames Elementary School, Easton, MA

QUIET DINING SPACES





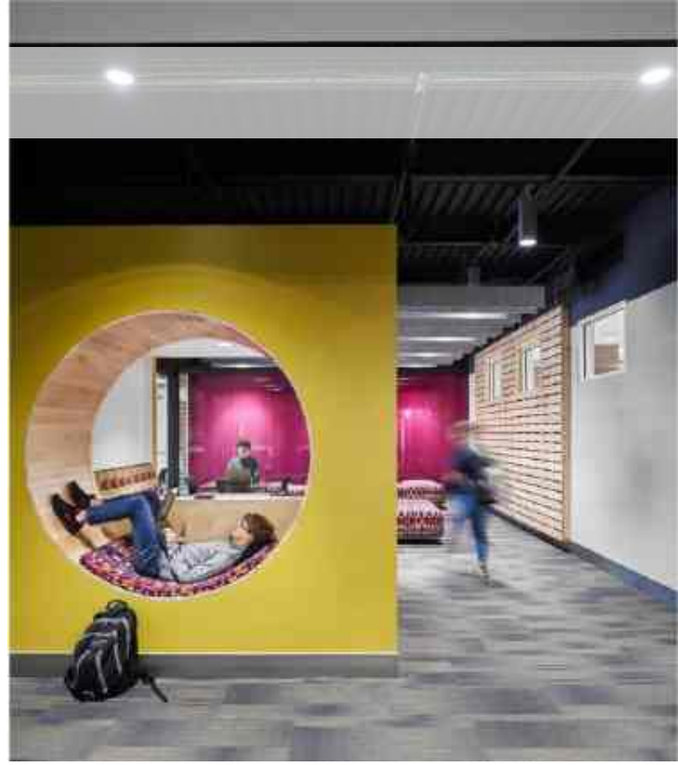




RESPITE THROUGHOUT











SMALL GROUP & QUIET SPACES









NEIGHBORHOODS & COLLABORATION SPACES



TMDVS PK-8, Cambridge, MA


Blanche Ames PK-2, Easton, MA


Pine Hill Westwood, MA


Zervas ES, Newton, MA

CLASSROOM DAYLIGHT STUDIES







NEXT STEPS

- Finalize PSR Report and Submit to MSBA
- Set SBC Meeting Dates for Schematic Design



Thank you!



New School Building

115 Sycamore Street

School Committee - August 10, 2026

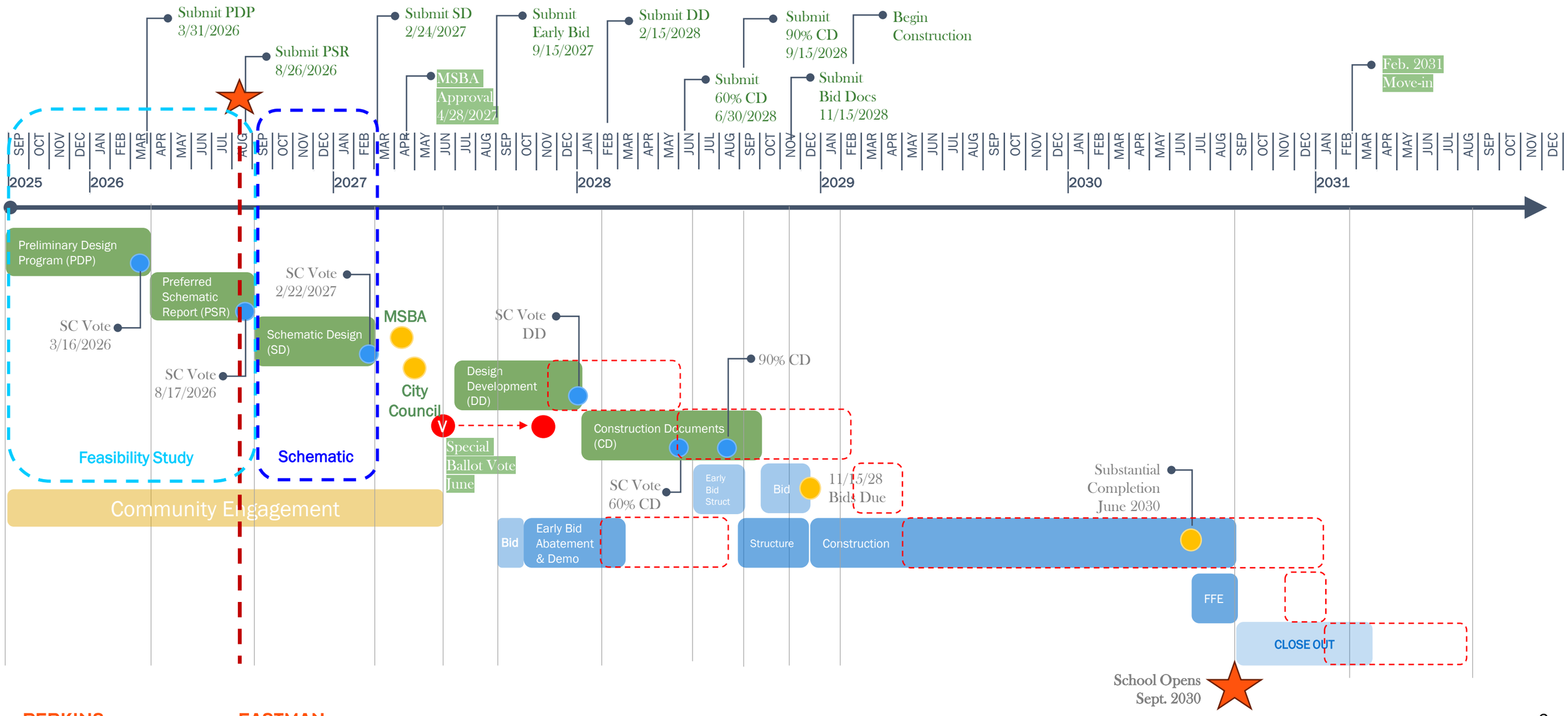
PERKINS EASTMAN

Human by Design

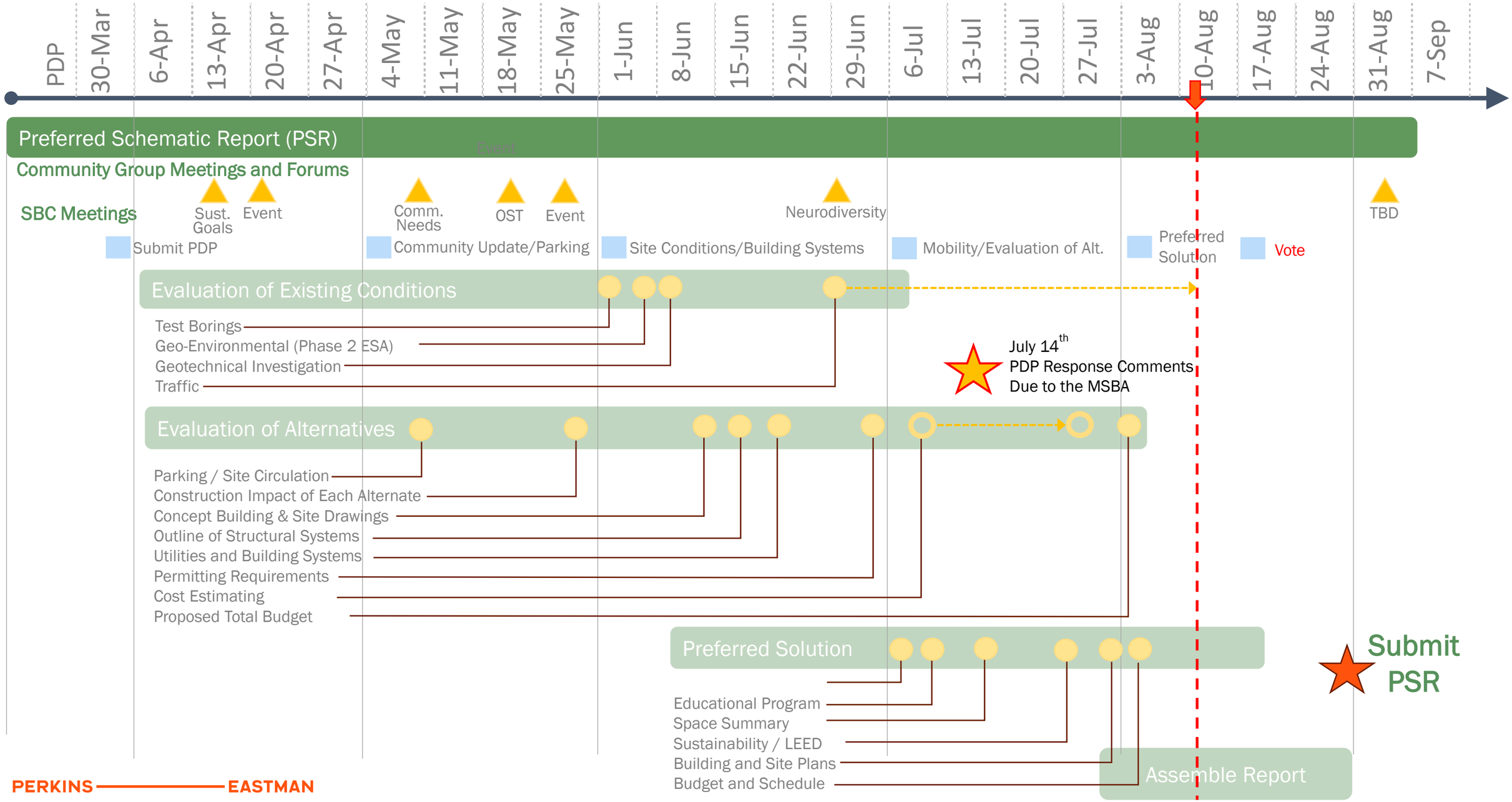
AGENDA

- Summary of Process
- Program Updates
- Summary of PSR Options
- SBC Evaluation of Options
- Preferred Schematic

PROJECT TIMELINE



PSR WORKPLAN



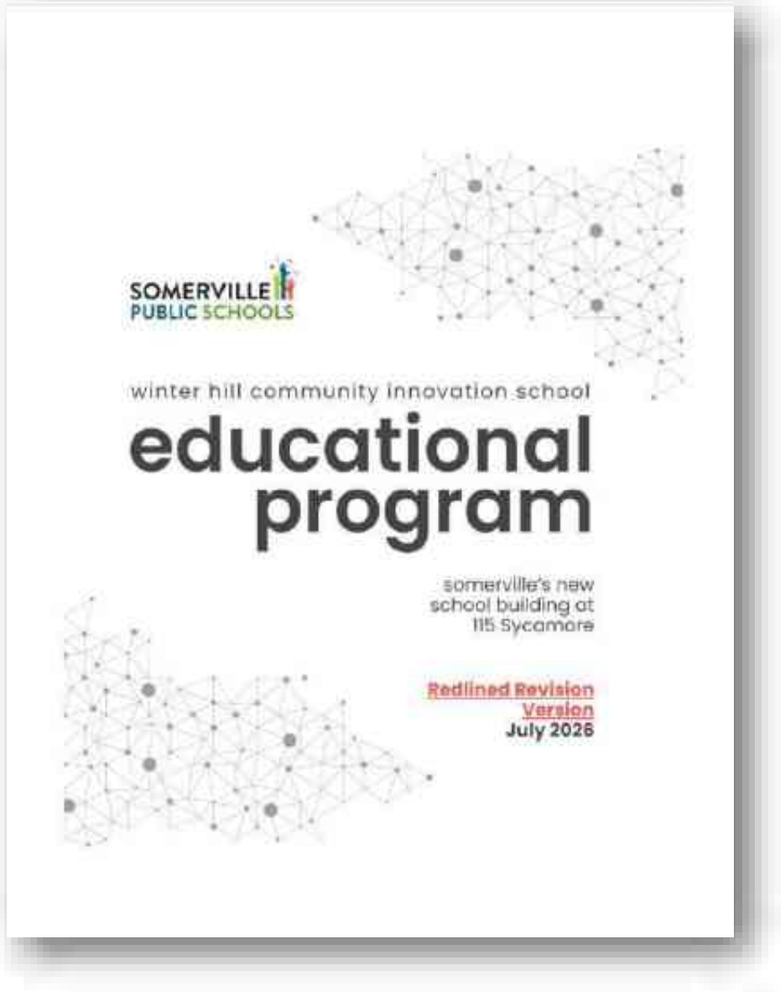
PERKINS EASTMAN

PROGRAM UPDATE

PERKINS EASTMAN
Human by Design

EDUCATIONAL PROGRAM

QUESTIONS & REFINEMENTS



MSBA Comment Highlights:

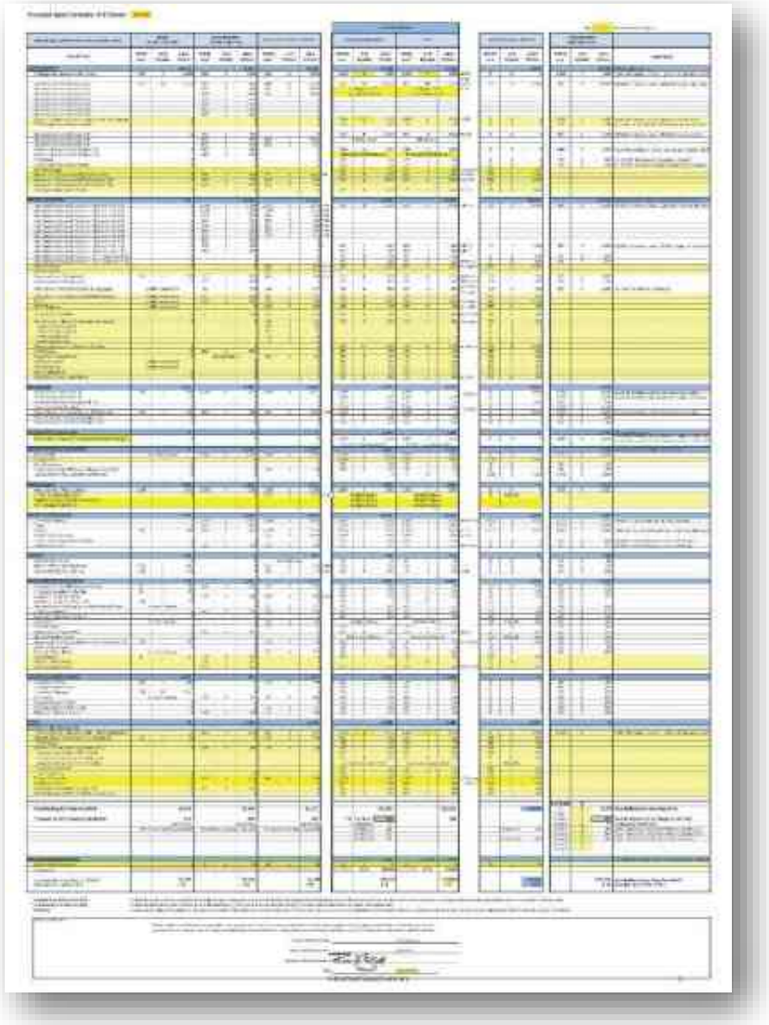
- Many Questions About Schedule Changes, implementation & Associated Needs
- Questions About Supporting Hands on Interdisciplinary & Flexible Learning
- Requested a Teaching and Learning Overview or For Each Subject
- Asked to Describe Community Innovation Aspect of the School
- Clarifications on Admin, Supports, Prof Dev Requested
- Questioned 1 PreK

Edits/Refinements That May Impact Space Needs:

- Specials Scheduling Changes Require Follow-up For Decisions
- Kindergarten Class Size Restated at 22 Student Avg (not 18)
- Expanding World Language for Elementary Grades
- 6th Grade Science & Digital literacy (DLCS) Need Lab(s)
- Add Exploratory Culinary (elective for grade 7-8)
- Need a Dedicated Prof. Dev. Space

SPACE SUMMARY

QUESTIONS & REFINEMENTS



MSBA Required Changes

- List World Lang. with academics
- List Theater & Health Rooms in ‘other’
- Mother’s Room moved to grossing

Clarifications/Refinements

- Added 2nd PreK
- Reduced 1 Kindergarten for 5 total
- 2nd World Language Room Not Required
- STE spaces include 6th grade Science
- STE spaces include Tech/Engineering
- Former Tech/Eng to be Culinary
- Media Center to include DLCS Lab
- Media Center to Include a Prof. Dev. Space
- Nurse & SFLC Seem to be Adequate Sizes
- OST Needs a 2nd Small Group/Work Room

Scheduling Basis for Specials Space Needs:

35 period schedule and specials rotation

PK-6 classes would take 5 specials 1x/week & rotate within the school year to cover all 7+ Grades 7-8 would choose from electives

Library, Art, Music, Theater, PE, Health & STEM Engineering are the core specials at ea. grade

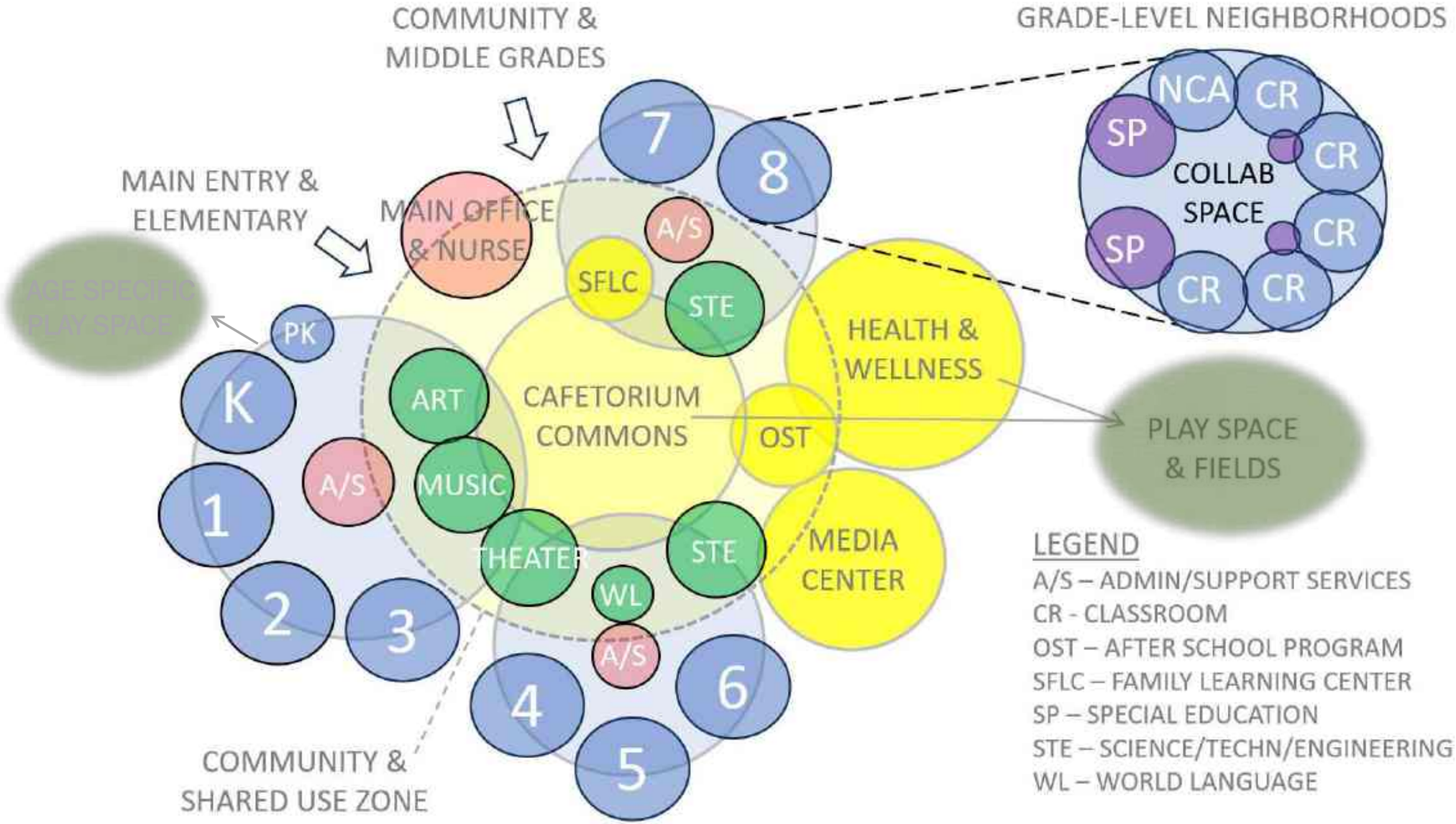
Library Special becomes Digital Literacy/ Computer Science (DLCS) starting at grade 4

Exploratory Spanish is also for grades 4-6, while grades 7-8 also have interdisciplinary offerings.

Exploratory Culinary is an elective.

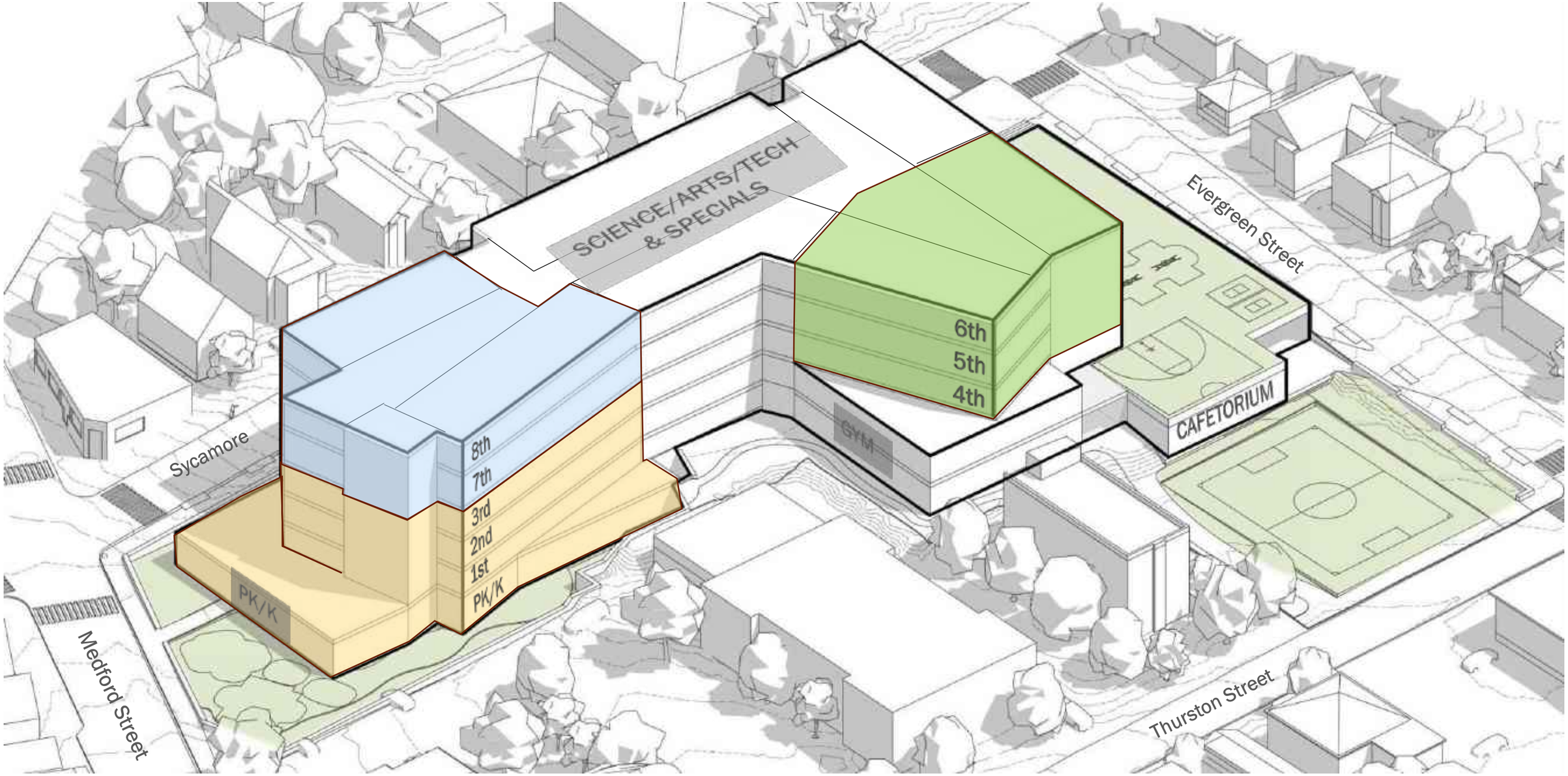
ORGANIZATIONAL DIAGRAM

IDEAL SPATIAL RELATIONSHIPS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 - GRADE LEVEL CLUSTERS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS



SUMMARY OF PSR OPTIONS

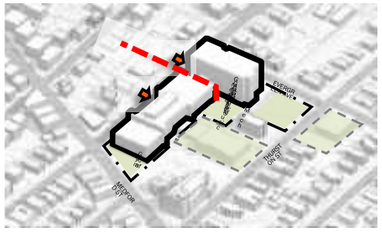
PERKINS EASTMAN
Human by Design

OPTIONS EXPLORED FOR PSR

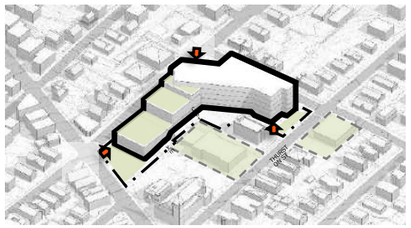
BR BASE REPAIR
115 Sycamore St.



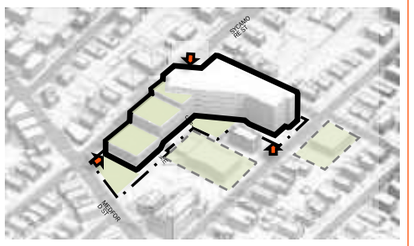
1A ADDITION/RENOVATION
115 Sycamore St. 690 Student



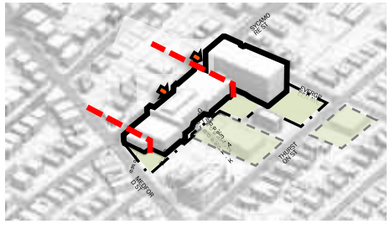
2A NEW CONSTRUCTION
115 Sycamore St. 690 Student



2B NEW CONSTRUCTION
115 Sycamore St. 925 Student



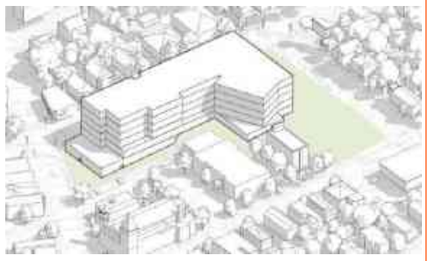
1B ADDITION/RENOVATION
115 Sycamore St. 925 Student



4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

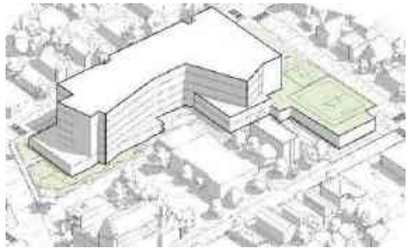


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Reduced Building Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Cafeteria below Field on Thurston St

6A BASE REPAIR
201 Willow Ave.



6B ADDITION/RENOVATION
201 Willow Ave. 925 Student



20 Stories with Rooftop Play Space

6E NEW CONSTRUCTION
201 Willow Ave. 925 Student



12 Stories with Rooftop Play Space

SBC EVALUATION CRITERIA

PERKINS EASTMAN
Human by Design

SBC EVALUATION CRITERIA





















SBC EVALUATION CRITERIA

AVERAGE



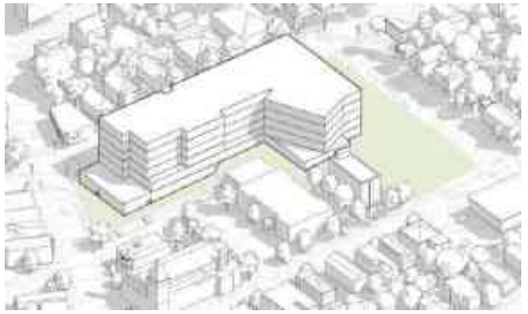
		Existing	Addition and Renovation		New School at 115 Sycamore Street				Existing Brown School 201 Willow Ave	Addition / Renovation 201 Willow Ave	New School 201 Willow Ave
New School Building	Criteria Priority	Winter Hill Base Repair	Addition/Renovation 880	Addition/Renovation 925	115 Sycamore 880	115 Sycamore 925	115 Sycamore 925	115 Sycamore 925	Brown Base Repair	201 Willow Ave	201 Willow Ave
Evaluation Criteria	Select: Low, Medium or High	Option 8R	Option 1A	Option 1B	Option 2A	Option 2B	Option 4	Option 4.1	Option 4.2	Option 5A	Option 6C	Option 4.1
Cost	High	2.1	2.1	2.4	2.8	4.0	3.8	4.4	4.4	1.8	1.2	1.3
Walkshed	Medium	3.0	3.8	2.8	3.9	2.9	3.0	3.0	3.3	3.3	1.9	1.9
Green Space	Medium	3.1	3.0	2.6	2.9	3.0	3.6	4.1	4.3	2.4	1.6	1.5
Neighborhood	High	3.1	2.9	2.3	3.1	3.2	3.8	4.0	4.0	3.1	1.3	1.6
Educational	High	1.8	2.6	2.7	3.7	4.4	4.4	4.2	4.7	2.1	2.2	2.4
Health & Safety	High	1.6	2.6	2.6	3.3	4.1	4.6	4.7	4.7	2.1	2.2	2.6
Future Expansion	Low	2.4	2.5	2.3	2.3	2.8	2.8	3.1	2.8	2.0	1.6	1.6
Swing Space	Medium	1.8	2.3	3.1	2.8	4.2	4.1	3.8	4.1	1.6	2.5	2.5
Timeline	High	2.3	2.7	2.9	3.7	3.9	4.2	4.4	4.4	1.9	1.7	1.7
Disruption	Medium	3.5	2.8	2.7	3.1	3.0	2.9	3.2	3.2	2.8	1.3	1.4
Environmental	Medium	2.0	2.7	2.6	3.9	4.1	4.2	4.2	4.3	1.9	2.0	2.5
Orientation	Medium	1.8	2.0	2.3	4.1	4.4	4.1	4.3	4.1	2.1	1.8	2.1
O&M	Medium	1.7	2.2	2.3	3.8	4.2	4.1	4.4	4.1	1.8	2.1	2.6
Traffic	Medium	3.6	3.5	2.4	3.5	2.5	2.6	2.6	2.6	3.2	1.2	1.3
Permitting	Low	3.1	3.0	2.8	4.0	4.0	4.0	4.1	4.0	2.8	1.3	1.8
AVERAGE		2.4	2.7	2.6	3.4	3.6	3.8	3.9	3.9	2.3	1.7	1.9

CONSIDERATIONS

4 NEW CONSTRUCTION
115 Sycamore St. 925 Student

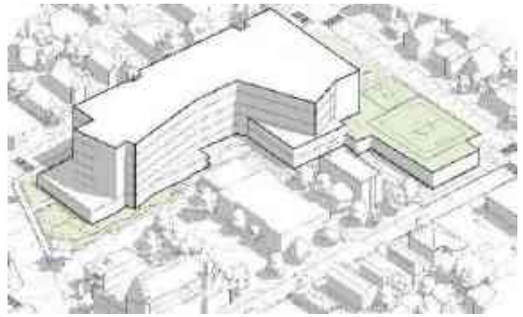


4.1 NEW CONSTRUCTION
115 Sycamore St. 925 Student



Compact Footprint

4.2 NEW CONSTRUCTION
115 Sycamore St. 925 Student



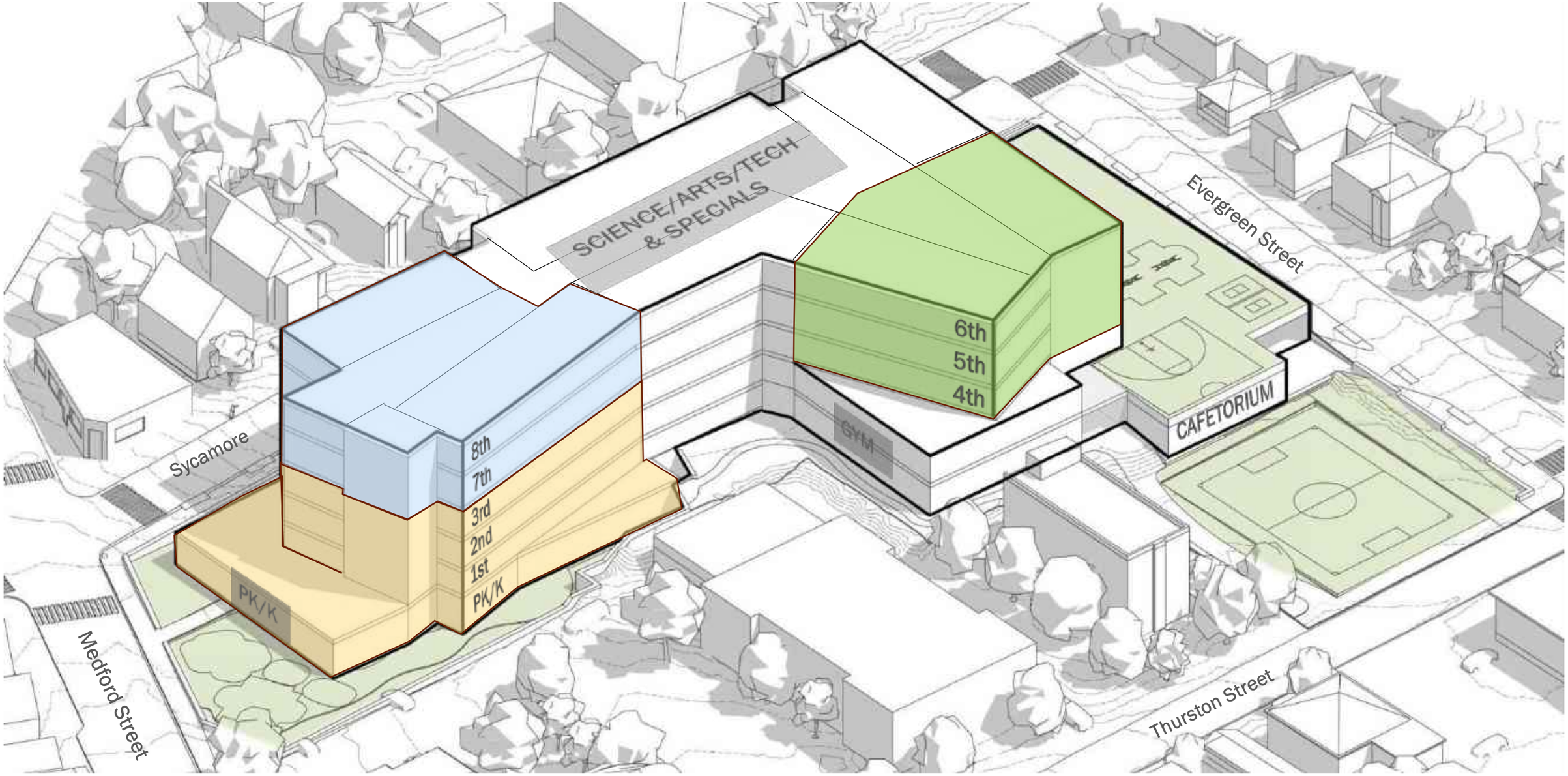
Cafeteria below Field on Thurston St.

EDUCATIONAL

	4	4.1	4.2
Daylight to Lower Levels			
Connection from Cafeteria to Outside Play			
Connection from Kindergarten to Outside Play			
Dedicated PK/Kindergarten Entry (pickup/drop off)			
Classroom Cluster Adjacencies			
Interior Connection to Cafeteria			
Interior Community Connection			
Outdoor Community Connection			
Building Height			
Receiving location to Kitchen			
Cost			

SELECT PREFERRED SCHEMATIC

OPTION 4 - GRADE LEVEL CLUSTERS



NEW SCHOOL AT 115 SYCAMORE ST

OPTION 4 – 925 STUDENTS



PRELIMINARY ALTERNATES

ITEMS FOR FURTHER STUDY IN SCHEMATIC DESIGN

a. Hybrid ASHP and Geothermal

Test well required to confirm geothermal potential

b. Geothermal

Extent of wells needs to be coordination with Stormwater mitigation

c. Mass Timber *

Further study is needed to better understand all cost associated with Mass Timber

d. Parking garage *

Concerns of unforeseen conditions due to deep excavation and ledge

e. PV Canopy structure

Further study is needed to compare Energy Consumption and PV capacity

f. CM at Risk vs Design Bid Build

Need to consider value of CM fees vs change order scope for Design Bid Build

g. Mobility Improvements

Comprehensive Transportation Impact Study, Mobility Management Plan and a Transportation Access Plan

NEXT STEPS

- Review Draft PSR
- Vote on PSR submission to MSBA on August 17th



Thank you!



New School Building

115 Sycamore Street

Additional Images - August 17, 2026

PERKINS EASTMAN

Human by Design

HQ ACOUSTIC CAFETORIUMS



HQ ACOUSTIC CAFETORIUMS



Inclusive, Equitable & Accommodating

~~Main Stair~~
Main Ramp

Biophilic Qualities

High Quality Lighting
& Acoustical Treatment

Respite Window

Small Cafeteria &
Teaching Kitchen



Blanche A. Ames Elementary School, Easton, MA

QUIET DINING SPACES





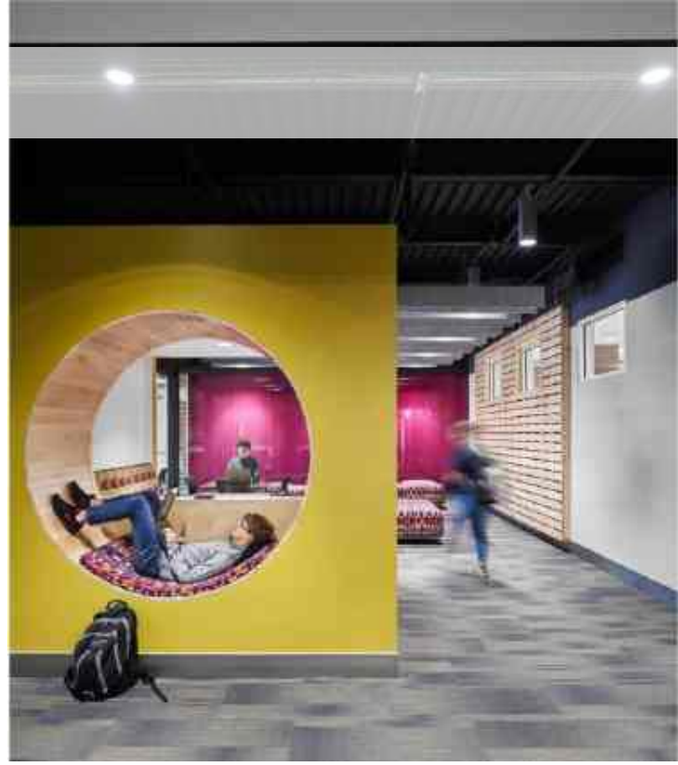




RESPITE THROUGHOUT











SMALL GROUP & QUIET SPACES









NEIGHBORHOODS & COLLABORATION SPACES



TMDVS PK-8, Cambridge, MA


Blanche Ames PK-2, Easton, MA


Pine Hill Westwood, MA


Zervas ES, Newton, MA



Thank you!

PERKINS EASTMAN

MEETING AGENDA/MINUTES

Perkins Eastman Architects
International PLLC

Date Prepared	3/24/2026	
Project Name	Winter Hill Community Innovation School	
Project Number	0108170.00	
Subject	City of Somerville First Responders	
Meeting Location	Video Conference	
Meeting Date	3/24/2026	
Prepared By	Lisa Pecora	l.pecora@perkinseastman.com
	978-760-7677	
Participants	Khin That Mar, City of Somerville Ralph Henry, City of Somerville Charles Breen, SFD Sean Tierney, SFD Deputy Chief Steven Mauras SFD Shumeane Benford, SPD Jeffrey DiGregorio, SPD William Fisher, Emergency Management Lauren Mahoney, Emergency Management Lisa Pecora, Perkins Eastman Kyle Isaksen, CMTA Joytika Bhargo, CMTA Raymond Vincent, Crowley Sean Burke, PMA Nick Masse, PMA	

NEW BUSINESS		DESCRIPTION
1.1	Welcome	1. Team Introduction (see participants above)
1.2	Existing Conditions	1. Discussion of items that need improvement at the existing school (when it was open): o More aerial access for ladder trucks, currently only 2 sides of the school have access o Better access to fire control panels o Better signage inside the building o Hydrant access within 50' of FDC – *design team to review locations of existing hydrants* o Off road pick up and drop off for parents - keep lanes of

		travel open on the streets o Pass card access to building
1.3	Project Introduction	2. Project introduction o PE reviewed project timeline (end of August is the selection of the design, SD complete by end of February, potential vote summer of 2027, potential demo in Fall of 2027, bidding in Fall 2028) o PE presented preliminary options 2B and 4 o PE pointed out potential use of City Annex site and community suggestion of closing Thuston street to connect the property to the school with the inclusion of a possible bus loop and drop off and connection from the school to the open space o Concerns/questions from the first responders were as follow: 1. SFD wants to see access to the east side of the building, Wide walkways for emergency truck access can be considered 2. SPD does not want to block off their access down Thurston Street, design team needs to make sure that they can still get through. A raise cross walk with signage for emergency personnel would be acceptable 3. Emergency management team commented on the playground location for the younger students in option 4 on Medford Street – they feel that it would be better to have them on the side of the building or propose a solution for keeping them safe 4. Option 4 with more accessible open space to the north of the site was more desirable 5. PE was asked to provide clarification on below grade spaces (mostly dedicated to mechanical and back of house needs)
1.4	Fire Department	1. Fire Department Comments: o Fire truck access needs to get as close to the building as possible (PMA noted that there may be a Truck/building collapse safety zone that needs to be considered) o City has 100' aerial fire trucks o 4" storz is city standard o PE indicated that there will be an Emergency generator (size is currently unknown), PE noted that it was mentioned to them that the school would be a neighborhood shelter in place. The design team can provide an exterior connection for a portable emergency generator to be brought on site to power more of the building in an emergency. SFD liked this idea o SFD suggested dedicated wall outlet that are color coated to identify what is on the emergency generator o Currently no requirement for post indicator valve (would be nice to have) o Rooftop hydrants are required (additional hydrants can be added to address rooftop PV's) o Safe refuge phones are required at stairwells

		o FD and police each have their own knox box
1.5	Police Department	1. Police and Emergency Management comments: o Include a BDA system o Younger learners in protected areas o Roof tops safety – design team to propose how students will be kept safe. PE noted that many of the higher rooftop areas in option 4 are outdoor learning spaces o Mass notification – the city does not currently have this but might be considered for this school o Will need to install a Code blue phone with ADA at field/playground
1.6	Next Steps	1. Please reach out to Khin with any questions or comments for the design team 2. The design team will continue to review the project an documents are each phase of design. Schematic drawing review will most likely be towards the end of the year. Design development drawing review in the fall of 2027 and CD drawing review in spring 2028

P. Community Presentations



115 Sycamore Street New School Building

Community Workshop - Sustainability

April 13, 2026

PERKINS EASTMAN
Human by Design

COMMUNITY WORKSHOP

1. INTRODUCTION - *35 min*
   - Welcome and Goals - *15 min*
   - Net Positive Education & Measures of Excellence - *10 min*
   - Project Update - *10 min*

2. BRAINSTORMING *45 min*
   - Carbon: Operations and Energy, Embodied
   - Wellness: Daylight, Materials, IEQ, Mobility, Arts & Discovery
   - Site: Outdoor Play, Gardens, Transportation, Ecosystems, Safety

3. SHARING *40 min*
   - Reporting and Discussion - *20 min*
   - A School for Sustainaville - *10 min*
   - Summary and Next Steps - *10 min*



SUSTAINABILITY

Conserving resources

Minimizing operational expenditures

Creating healthy, high-performance places to live and learn

Inspiring the next generations of environmental stewards

WHAT IS SUSTAINABILITY?







SUSTAINABILITY IS…

CREATING **AS MUCH VALUE AS POSSIBLE**
(SOCIAL, ECONOMIC, ENVIRONMENTAL)
BY HAVING **A MEASURABLY POSITIVE IMPACT.**

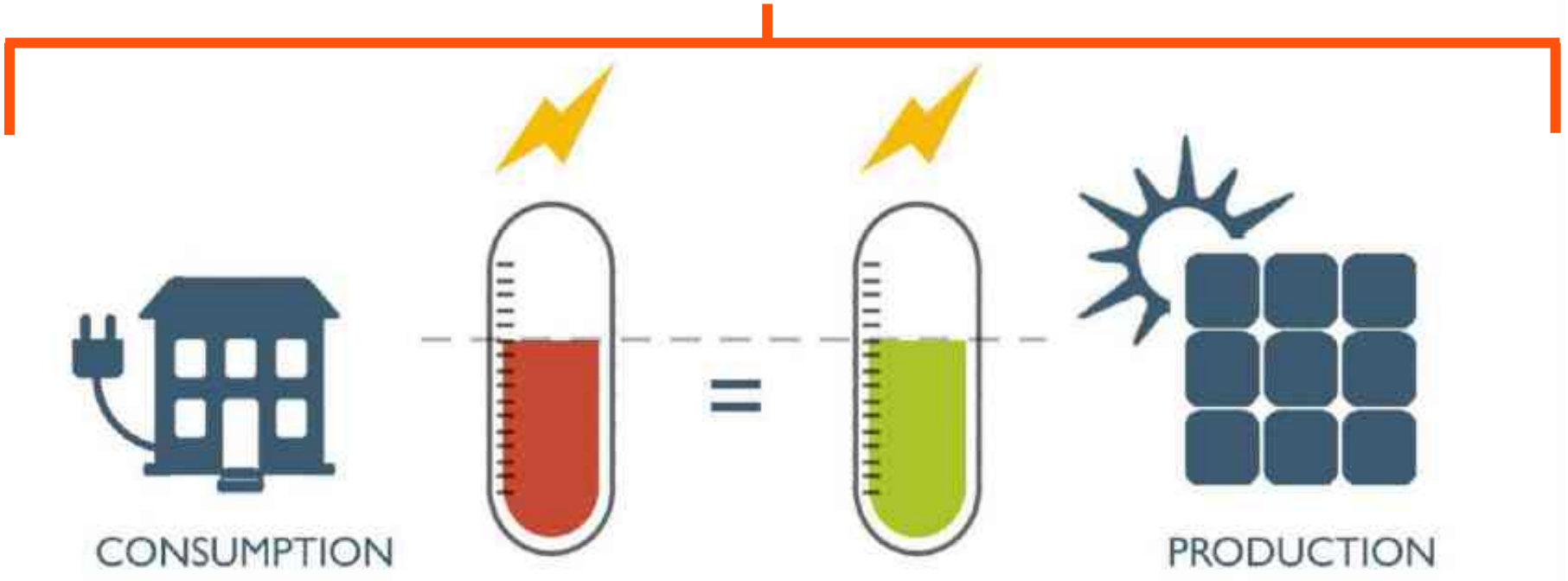


SUSTAINABILITY IS EVERYTHING

A NET ZERO ENERGY & CARBON BUILDING

NET ZERO ENERGY

A project that meets Net Zero Energy **produces as much energy** on-site **as it consumes** on an **annual** basis. On-site production comes from renewable sources such as solar photovoltaics.



A SUSTAINABLE SITE

TRANSPORTATION
- All Modes
- Traffic Mitigation
- Parking

RECREATION
- Hardscape
- Soft Scape
- Age-appropriate
- Informal

ECOSYSTEM
- Planting
- Shading
- Pollinating
- Stormwater
- Gardening

CURRICULUM
- Signage
- Outdoor Classrooms

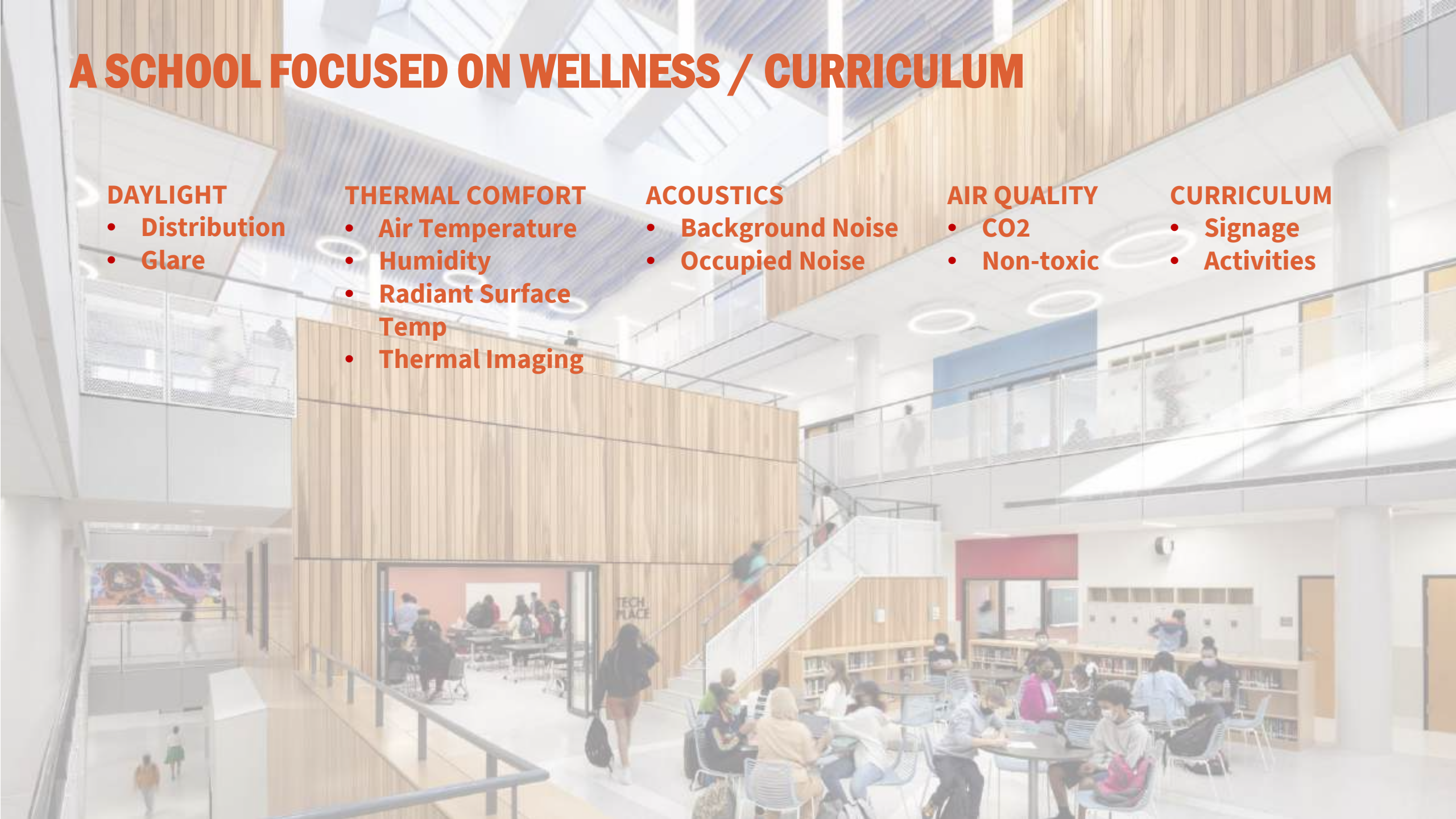


Net Zero Energy

Net Positive Education:

Baking-in High-Performance Strategies

A SCHOOL FOCUSED ON WELLNESS / CURRICULUM



DAYLIGHT
- Distribution
- Glare

THERMAL COMFORT
- Air Temperature
- Humidity
- Radiant Surface Temp
- Thermal Imaging

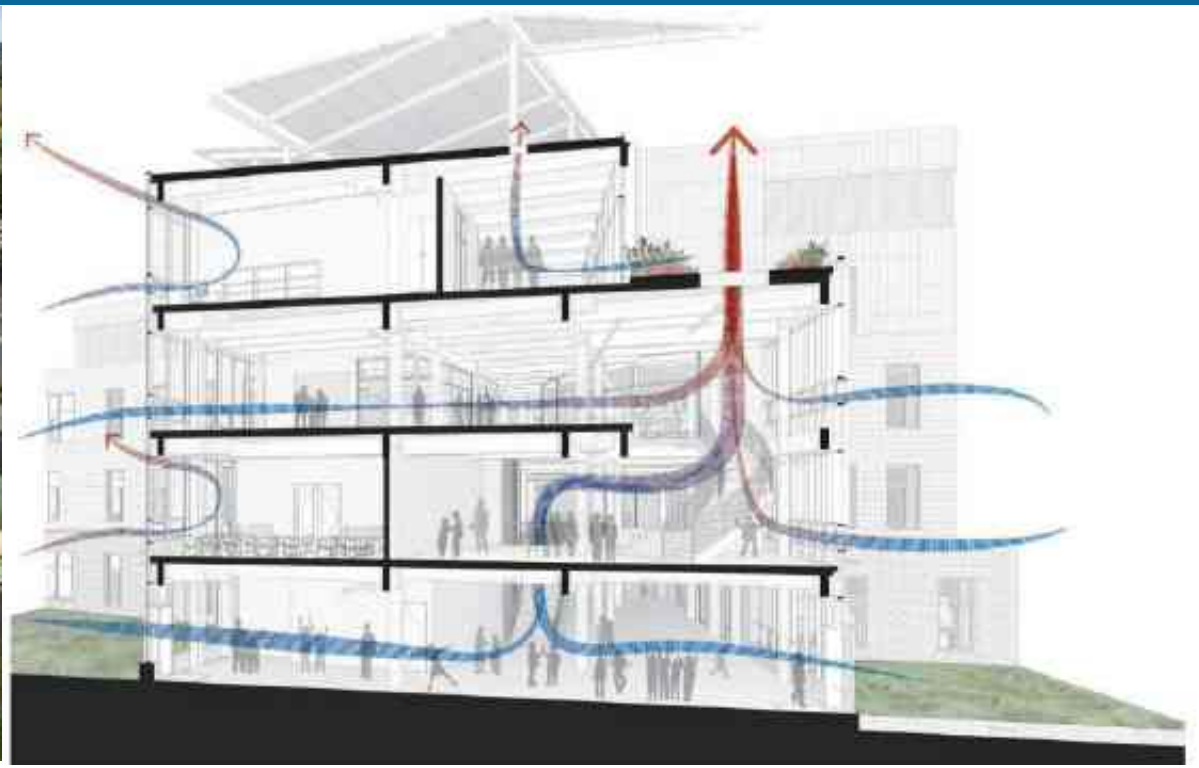
ACOUSTICS
- Background Noise
- Occupied Noise

AIR QUALITY
- CO2
- Non-toxic

CURRICULUM
- Signage
- Activities

MEASURING SUSTAINABILITY





MEASURING SUSTAINABILITY

LEED

WELL

Passive Building

American Institute of Architects Design Excellence Framework

AIA DESIGN FRAMEWORK

10 MEASURES OF EXCELLENCE

Measure 1
Design for Integration

Measure 2
Design for Equitable Communities

Measure 3
Design for Ecosystems

Measure 4
Design for Water

Measure 5
Design for Economy

Measure 6
Design for Energy

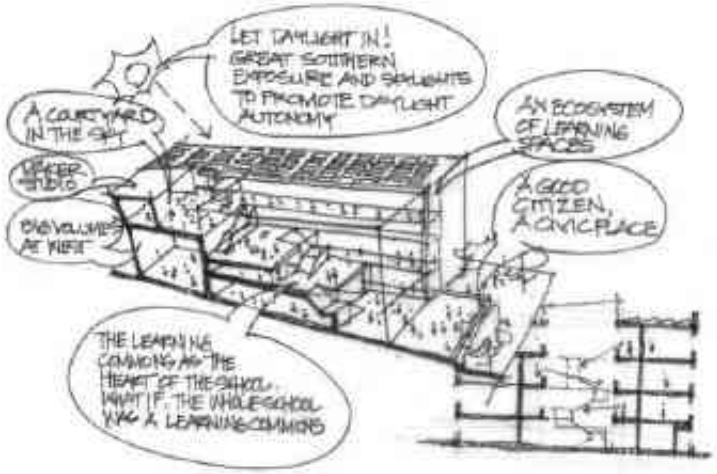
Measure 7
Design for Well-being

Measure 8
Design for Resources

Measure 9
Design for Change

Measure 10
Design for Discovery

Measure 1
Design for Integration



CENTRAL DESIGN VISION



INTEGRATIVE PROCESS



ALTERNATIVE TRANSPORTATION



BEAUTY & DELIGHT

Measure 2

Design for Equitable Communities



WALKABILITY AND HUMAN SCALE



COMMUNITY ENGAGEMENT



ALTERNATIVE TRANSPORTATION



SCHOOL SPIRIT/IDENTITY

Measure 3

Design for Ecosystems



LANDSCAPING



BIODIVERSITY



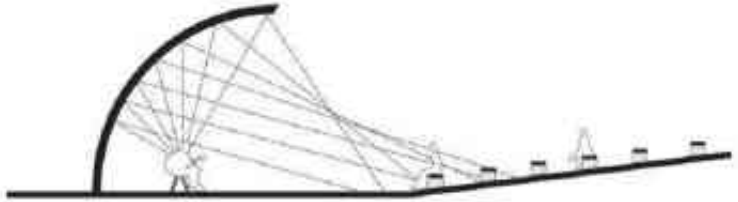
BIRD FRIENDLY DESIGN



HABITAT



LIGHT POLLUTION



SITE ACOUSTICS

Measure 4
Design for Water



INDOOR WATER EFFICIENCY



RAINWATER MANAGEMENT



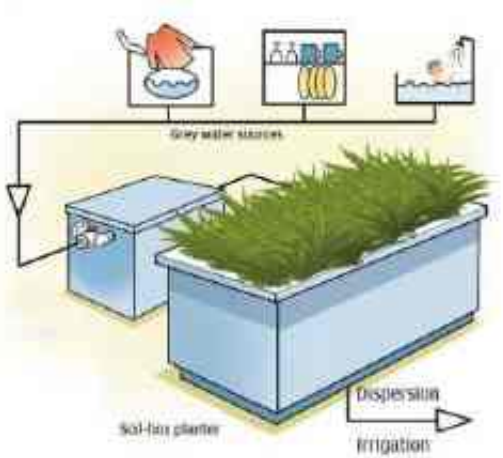
NET ZERO WATER



OUTDOOR WATER USE REDUCTION



WATER CAPTURE AND REUSE



GREY/BLACK WATER TREATMENT

Measure 5
Design for Economy



BUILDING SIZE



FINANCING AND INCENTIVES



COMMUNITY LINKS



MATERIAL USE



OPERATIONS



FLEXIBILITY AND MULTI-USE

Measure 6
Design for Energy



PASSIVE DESIGN / CLIMATE RESPONSIVE



ONSITE RENEWABLES



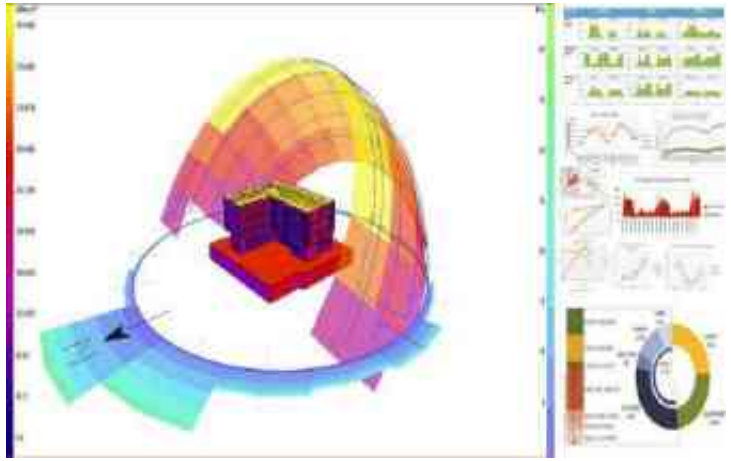
COMMISSIONING



PASSIVE DESIGN / CLIMATE RESPONSIVE



NET ZERO ENERGY / NET ZERO CARBON



ENERGY MODELING

Measure 7

Design for Well-being



DAYLIGHTING



BIOPHILIA/CONNECTION TO NATURE



ACOUSTICS/ELECTRIC LIGHT



INDOOR AIR QUALITY



FOOD/MOVEMENT/EXERCISE



VIEWS TO THE OUTSIDE

Measure 8

Design for Resources





SAFER MATERIAL SELECTION



EMBODIED CARBON



MATERIAL SOURCING



CONSTRUCTION WASTE DIVERSION

Measure 9

Design for Change



COMMUNITY RESILIENCY



ACTIVE RESERVE (WATER/ELECTRICITY)

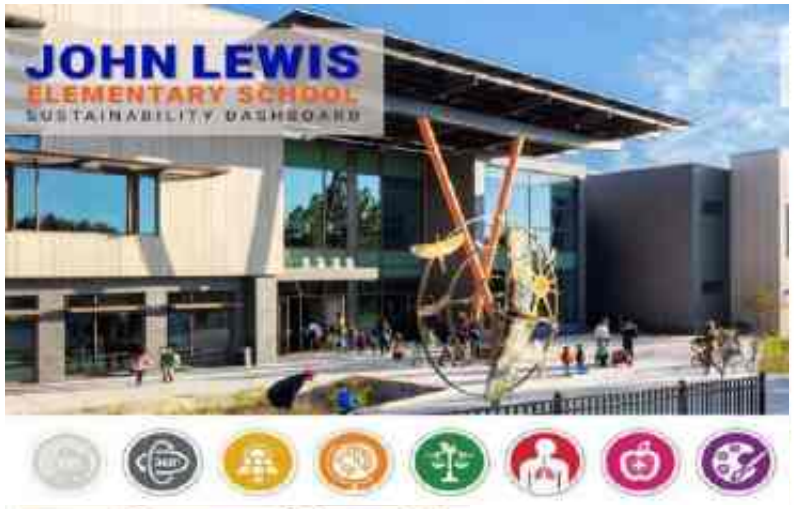


DESIGN FOR FUTURE CLIMATE EVENTS RISK



PASSIVE SURVIVABILITY

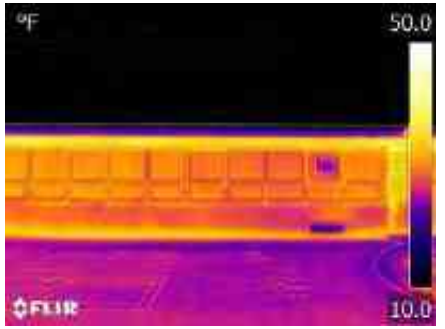
Measure 10
Design for Discovery



BRINGING DATA TO LIFE



INFLUENCE BEHAVIOR





POST-OCCUPANCY EVALUATION AND ENGAGEMENT

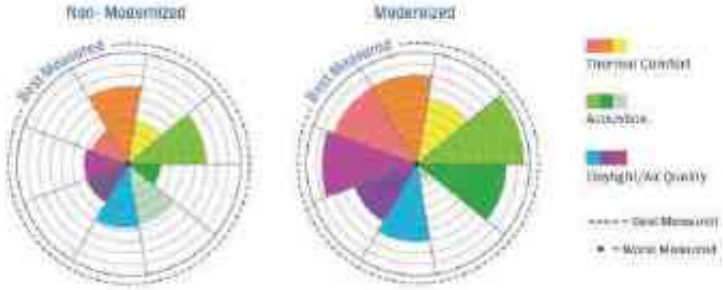




SIGNAGE/EDUCATION



INFLUENCE BEHAVIOR



DISCOVERIES THAT INFLUENCES BEHAVIOR

AIA DESIGN FRAMEWORK – 10 MEASURES

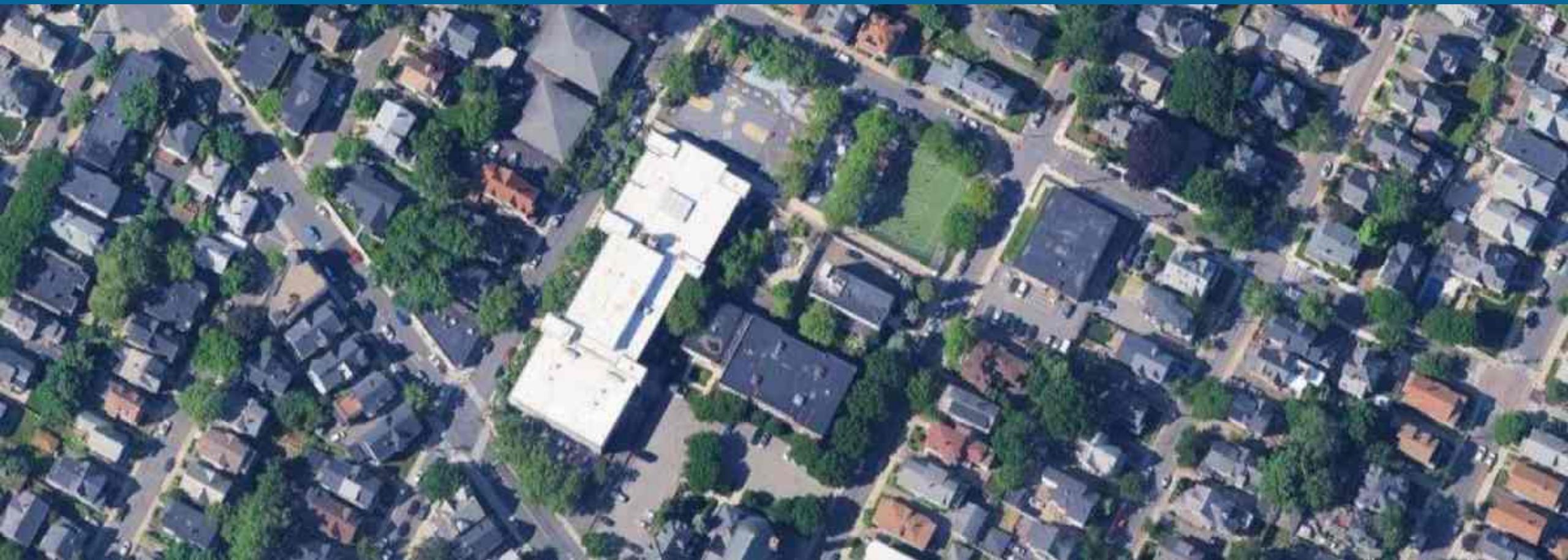
1. Integration
2. Community
3. Ecology
4. Water
5. Economy
6. Energy
7. Wellness
8. Resources
9. Change
10. Discovery

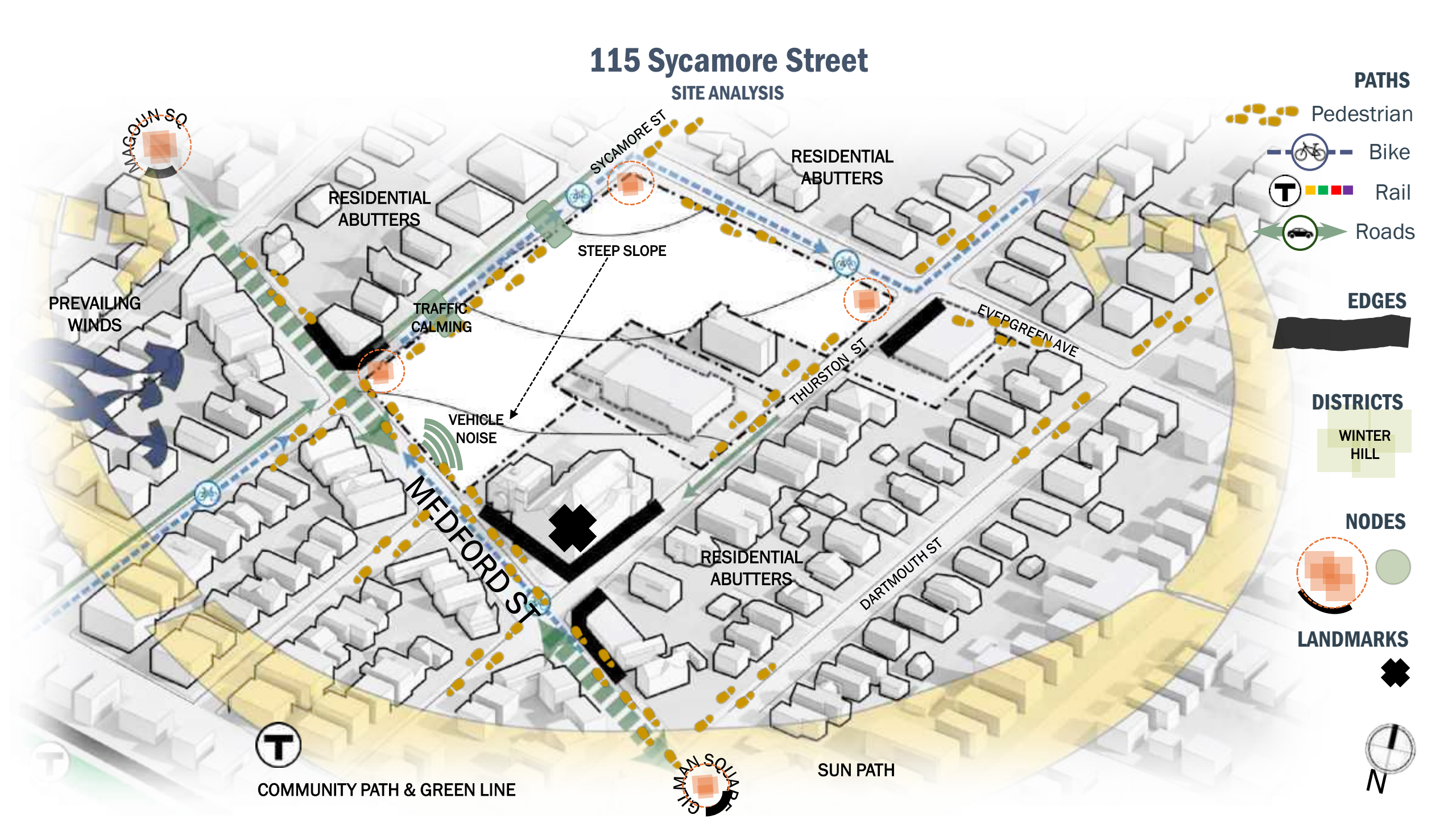


Which are measures should be a priority for us?

What design strategies will be most helpful?

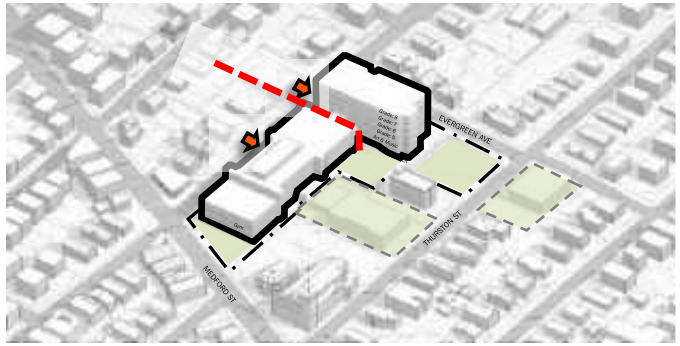
115 SYCAMORE STREET



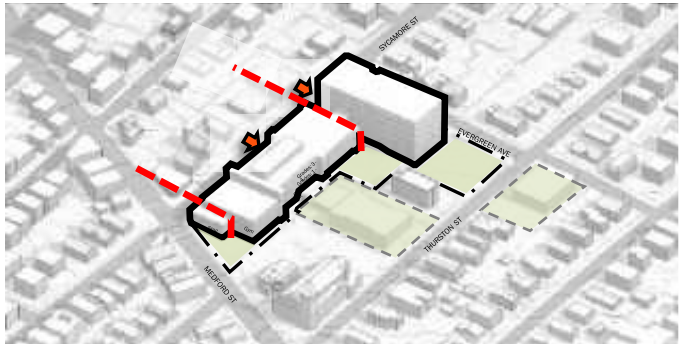

115 Sycamore Street
SITE ANALYSIS
MAGOUN SQ
SYCAMORE ST
RESIDENTIAL ABUTTERS
RESIDENTIAL ABUTTERS
STEEP SLOPE
PREVAILING WINDS
TRAFFIC CALMING
EVERGREEN AVE
THURSTON ST
VEHICLE NOISE
MEDFORD ST
RESIDENTIAL ABUTTERS
DARTMOUTH ST
GILMAN SQUARE
COMMUNITY PATH & GREEN LINE
SUN PATH
PATHS
Pedestrian
Bike
Rail
Roads
EDGES
DISTRICTS
WINTER HILL
NODES
LANDMARKS
N

OPTION SUMMARY

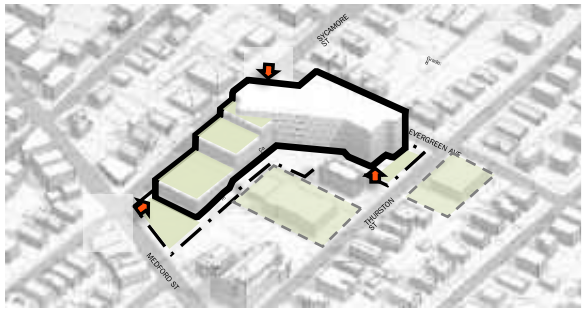
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



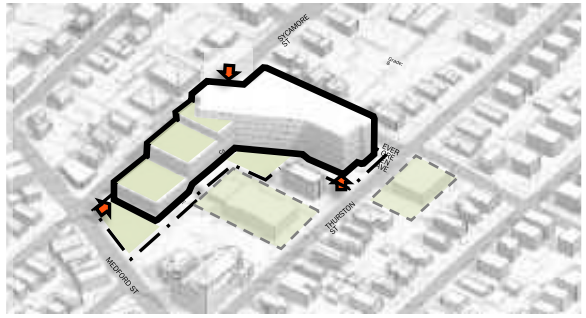
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



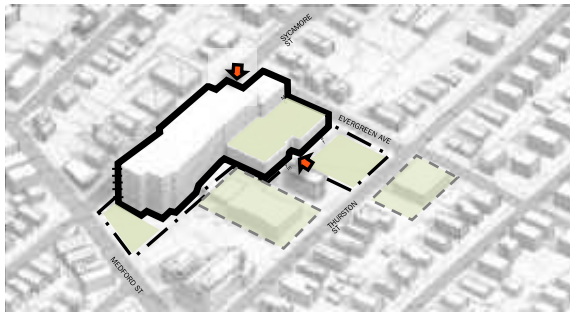
2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



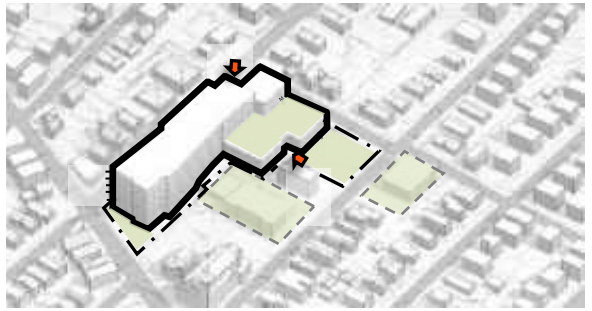
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



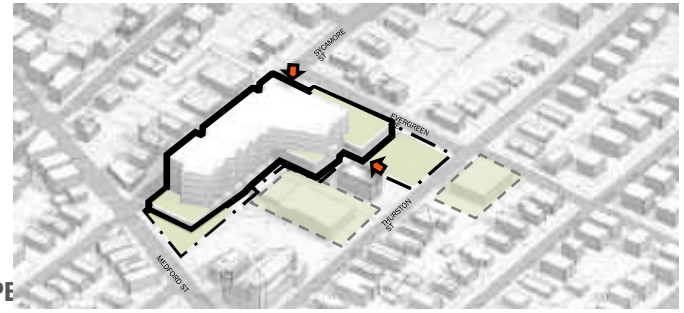
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



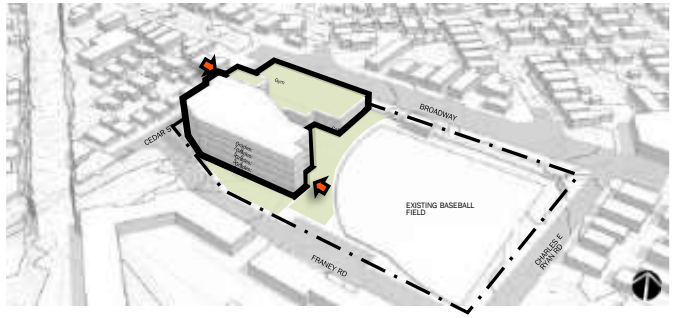
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



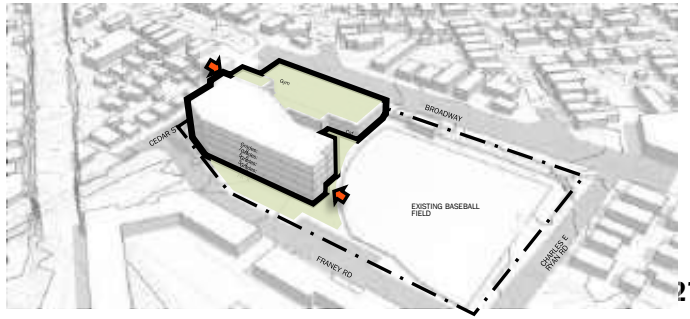
4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



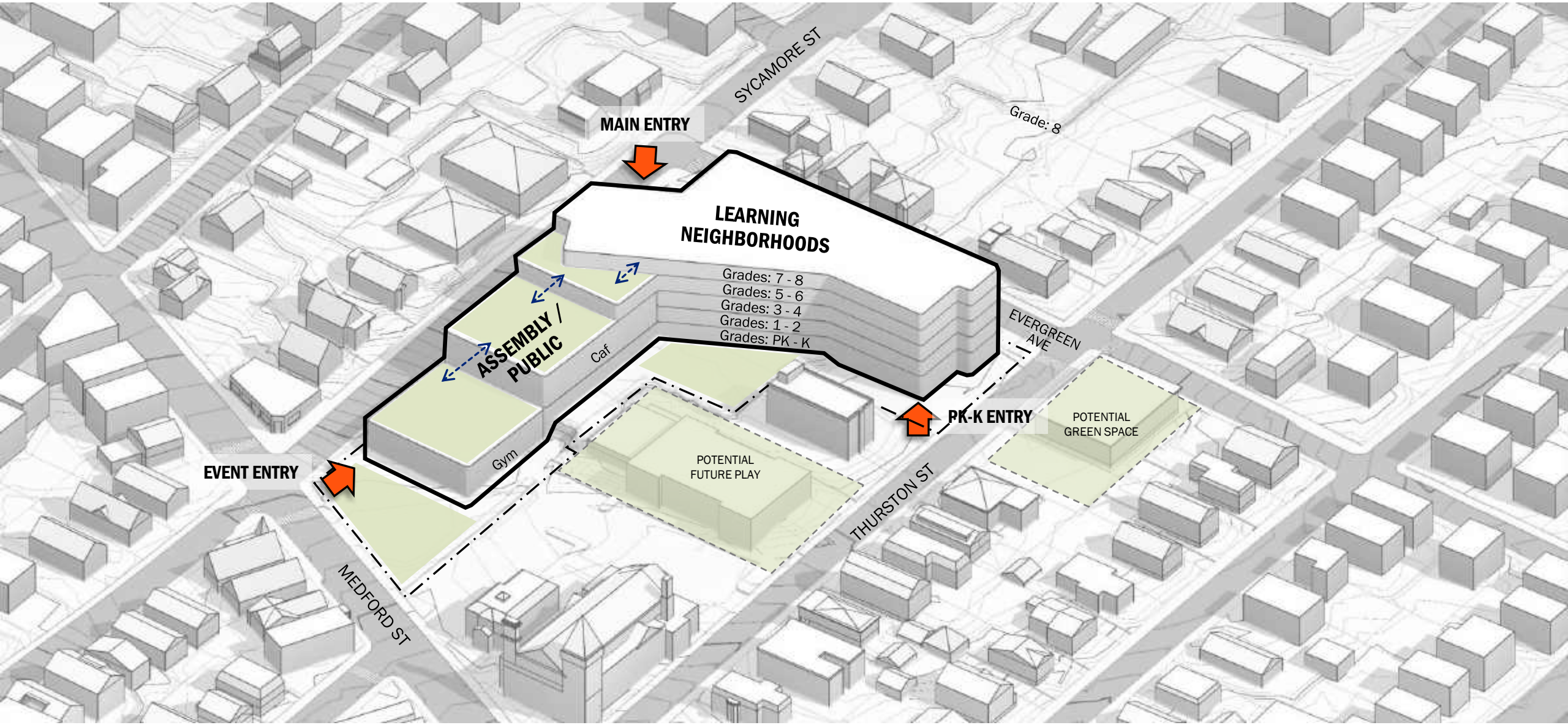
SCHOOL BUILDING COMMITTEE RESPONSES BY TOPIC



		Existing	Addition and Renovation			New School at 115 Sycamore Street				New School at Trum Field	
115 Sycamore Street - New School Building	Criteria Priorty	Base Repair	Additon/Renovation 690	Additon/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	Trum Field 690	Trum Field 925
Evaluation Criteria	Select: Low, Medium or High from pull down	Base	1A	1B	2A	2B	3A	3B	4	5A	5B
Stakeholders	High	1.8	1.5	1.8	3.0	3.4	2.5	3.1	4.0	1.1	1.1
Cost	Low	2.1	1.5	2.3	2.8	4.3	2.6	3.1	4.0	1.8	1.7
Walkshed	High	2.7	3.0	2.6	3.8	3.4	3.4	2.9	3.1	2.6	2.6
Green Space	High	2.7	2.4	2.1	2.5	3.3	2.9	3.3	3.5	1.4	1.3
Neighborhood	High	2.7	2.1	2.3	3.0	3.5	2.8	3.0	3.8	1.9	1.7
Educational	High	1.4	2.0	2.4	3.8	4.8	3.1	3.9	4.4	2.6	3.1
Health & Safety	Medium	1.1	1.8	2.3	3.1	4.4	2.8	3.4	4.1	2.5	3.0
Future Expansion	Low	2.0	2.4	2.0	3.0	2.8	3.0	3.1	3.0	2.3	2.0
Swing Space	Low	1.5	1.9	3.0	2.7	4.0	2.7	3.6	4.1	2.4	3.2
Timeline	Low	2.3	2.5	2.5	3.3	3.9	2.8	3.1	3.9	2.0	1.7
Disruption	High	2.7	2.5	2.5	3.3	3.6	3.0	3.3	3.5	2.4	2.1
Environmental	High	1.4	2.0	2.3	4.0	4.3	3.0	3.6	4.4	2.3	2.1
Orientation	Medium	1.6	2.0	2.4	4.1	4.6	3.1	3.5	4.3	3.3	3.0
O&M	Low	1.7	1.9	2.4	3.0	4.0	2.5	3.0	3.8	2.8	3.0
Traffic	High	2.9	2.8	2.3	3.1	3.0	2.4	2.5	2.9	2.0	1.9
Permitting	Low	2.5	2.7	2.7	3.4	3.6	3.0	3.1	3.7	1.9	1.9
		2.1	2.2	2.3	3.2	3.8	2.8	3.2	3.8	2.2	2.2

NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925



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



LEVEL 1



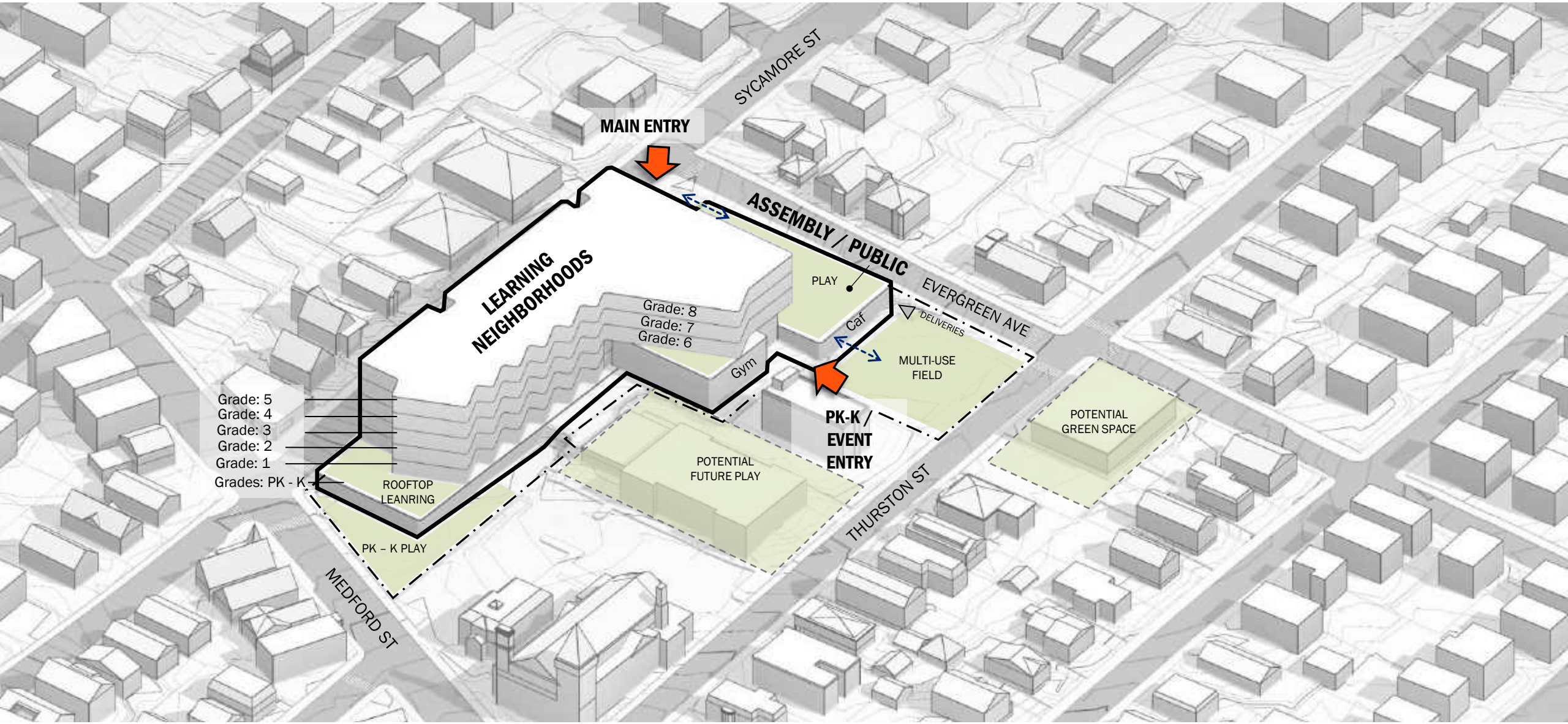
LEVEL 2

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



NEW CONSTRUCTION – OPTION 4

AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925



LEVEL 1A

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925



LEVEL 1B



LEVEL 2

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925



LEVEL 3 **LEVEL 4** **LEVEL 5**

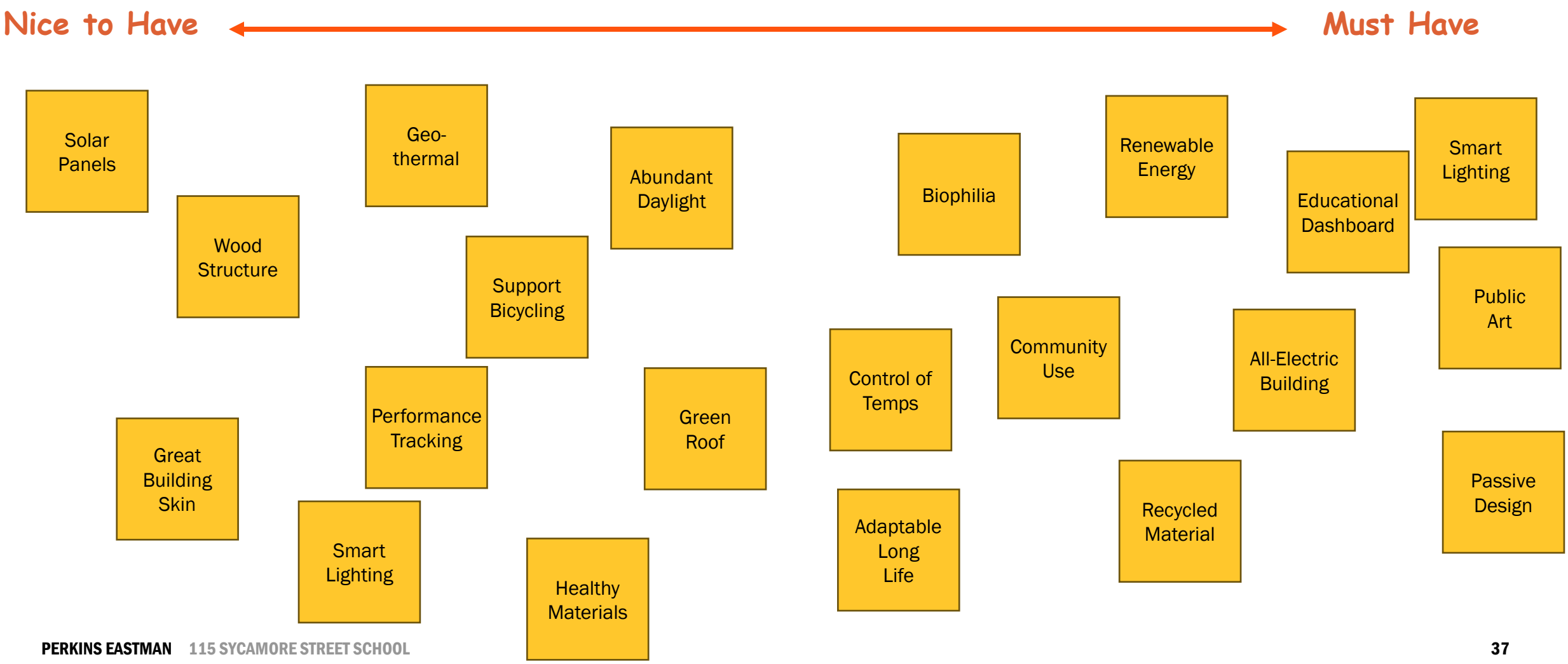
Carbon: Operations and Energy, Embodied Carbon
Wellness: Daylight, Materials, IEQ, Arts & Discovery
Site: Outdoor Play, Gardens, Transportation, Mobility Ecosystems, Safety

BRAINSTORMING



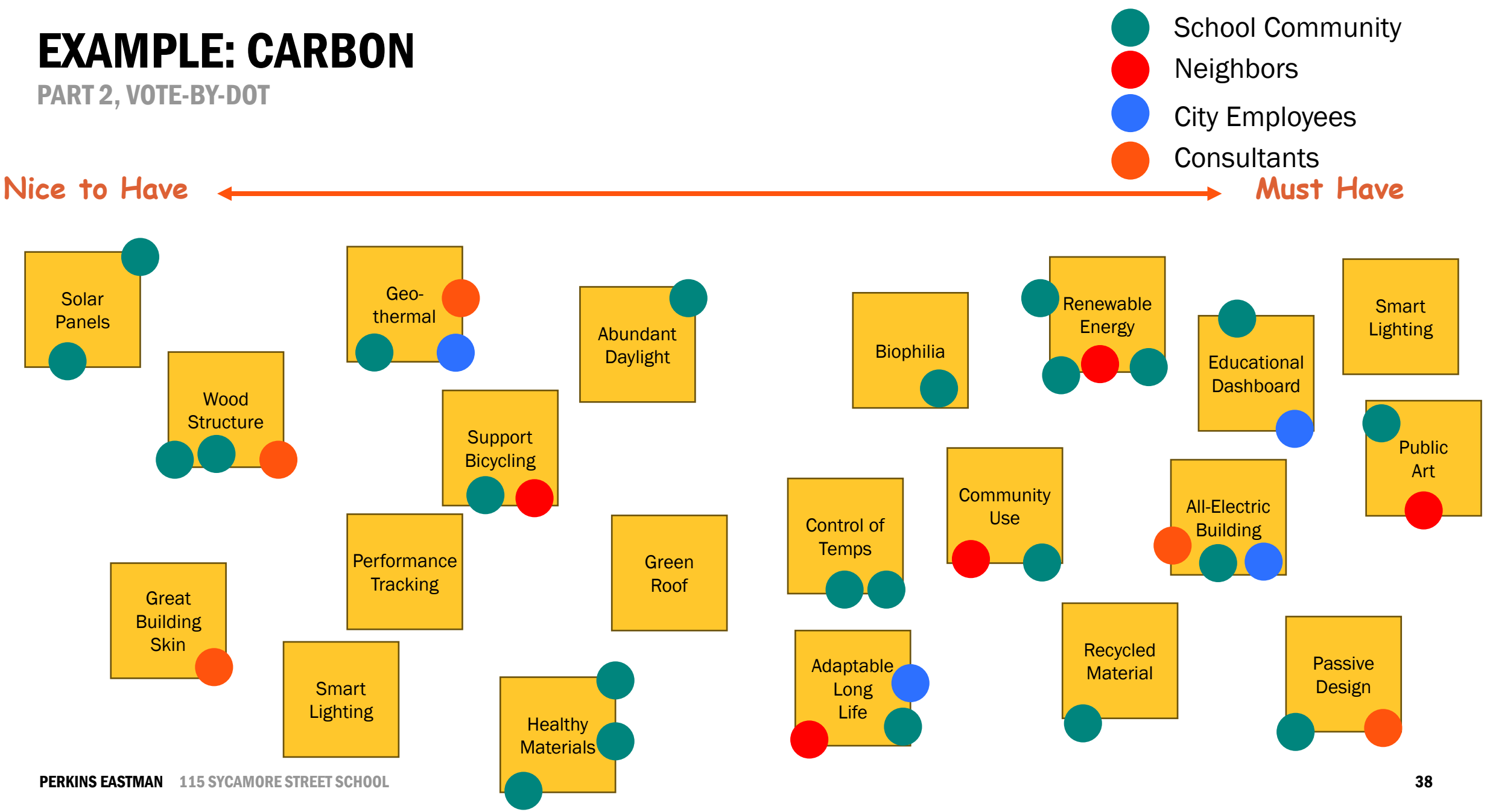
EXAMPLE: CARBON

PART 1 -- BRAINSTORMING



EXAMPLE: CARBON

PART 2, VOTE-BY-DOT



Carbon: Operations and Energy, Embodied Carbon
Wellness: Daylight, Materials, IEQ, Arts & Discovery
Site: Outdoor Play, Gardens, Transportation, Mobility Ecosystems, Safety

DISCUSSION



SustainaVille

People

Office of Sustainability and Environment (OSE)

Climate Action Commission (*Interim)*

High School Green Facilities

Department of Public Works

Capital Projects

Public Space and Urban Forestry

Mobility Division

Policy

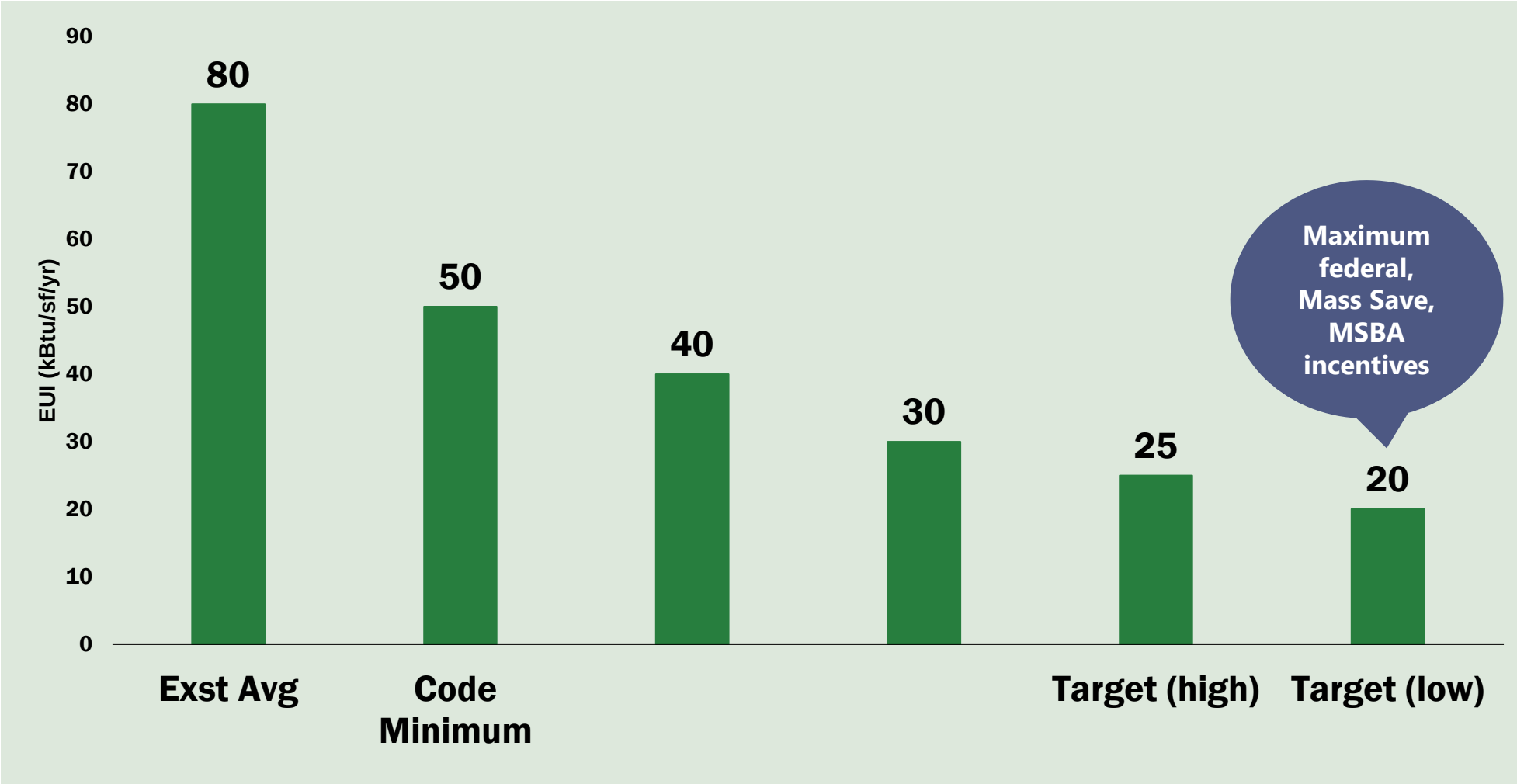


COMMUNITY PARTNERS

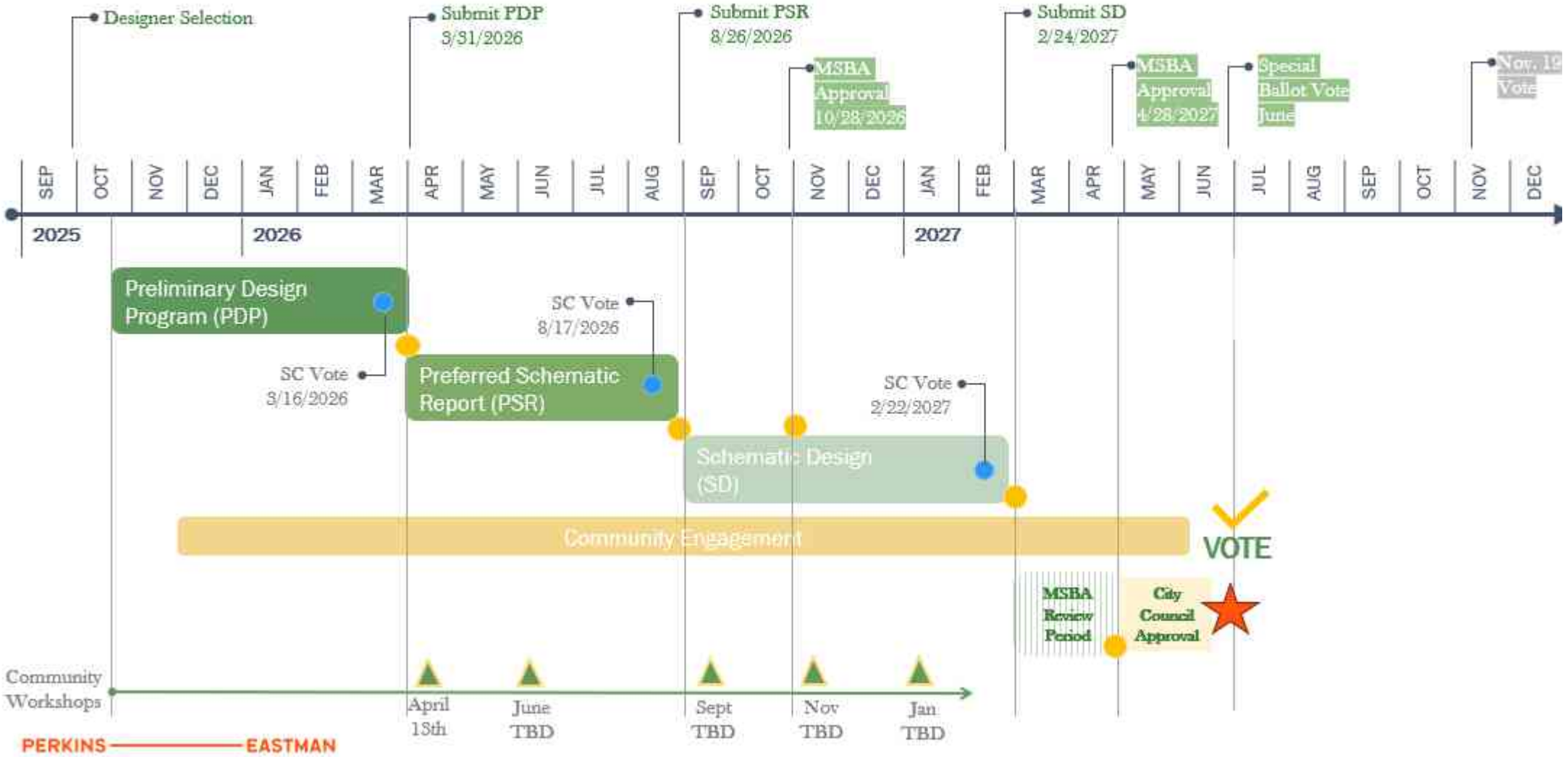
Gilman Square Neighborhood Association	Mothers Out Front	Voice
Green New Deal for SPS	Climate Coalition of Somerville	Foreign Language Groups
Groundwork Somerville	Tean Empowerment & Climate Clubs	Somerville Family Learning Collaborative

COMPETING PRIORITIES + INFORMED DECISIONS (ENERGY USE)

- Community Benefits
- Climate Goals
- First Costs & Lifetime Costs
- Rebates & Incentives
- Energy Efficiency
- Maintenance
- Durability
- Operations



UPCOMING SCHEDULE MILESTONES





115 Sycamore Street New School Building

Community Workshop - Sustainability

April 13, 2026

PERKINS EASTMAN
Human by Design

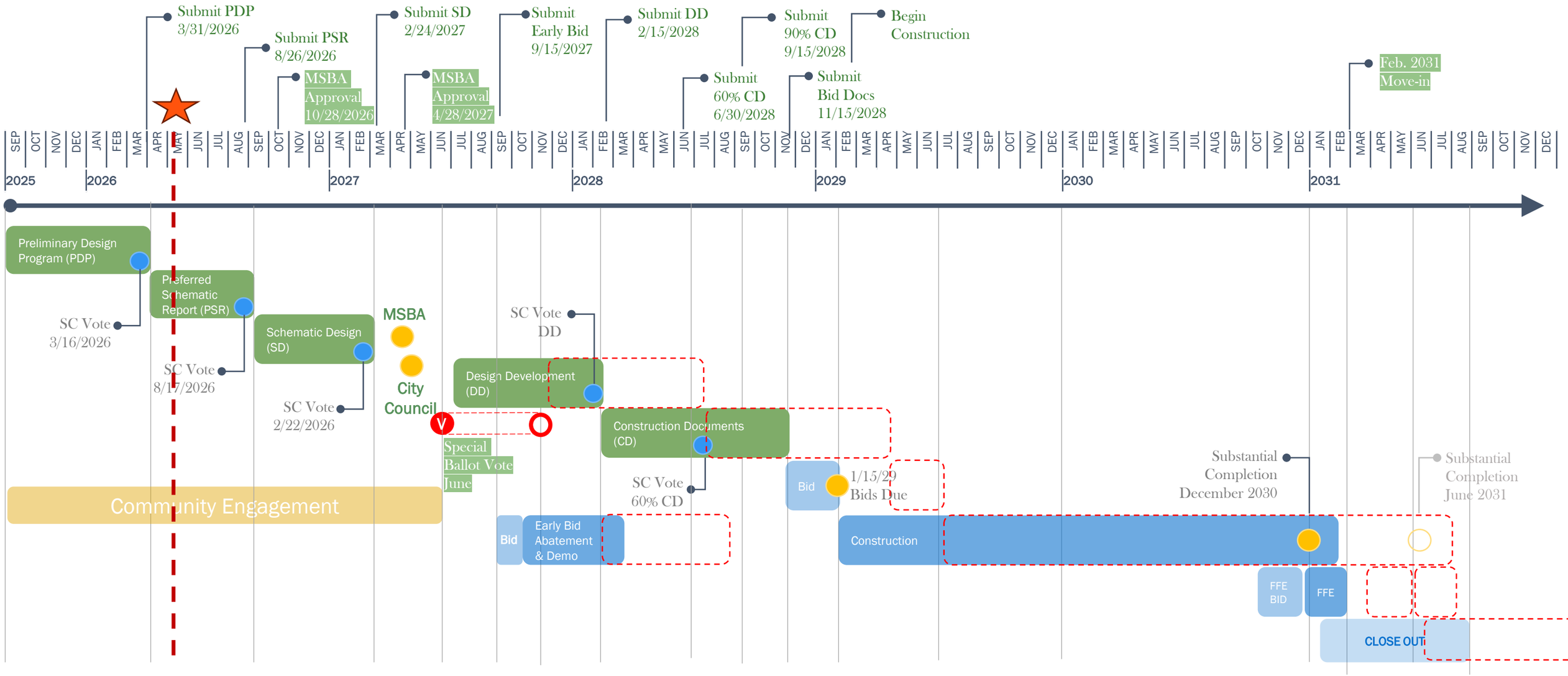


115 Sycamore Street New School Building

Community Programs May 11, 2026

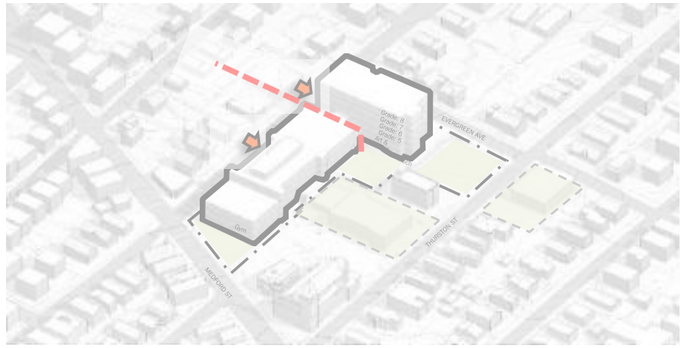
PERKINS EASTMAN
Human by Design

PROJECT TIMELINE

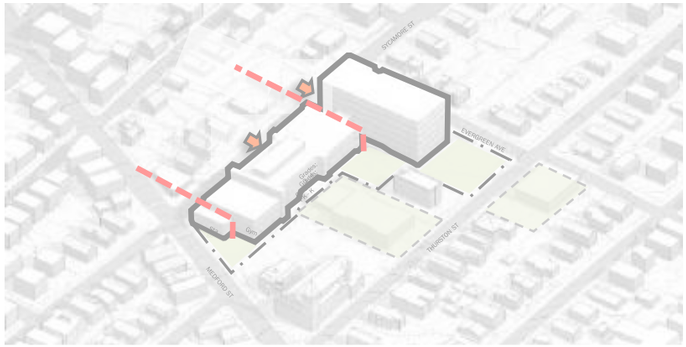


OPTION SUMMARY

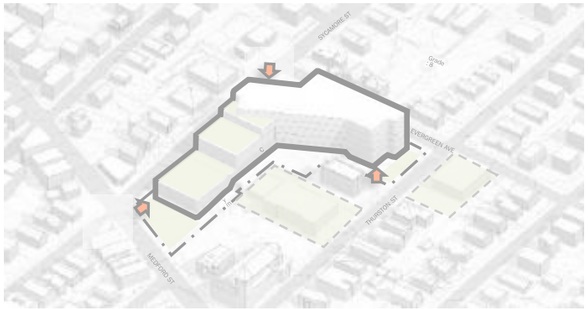
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



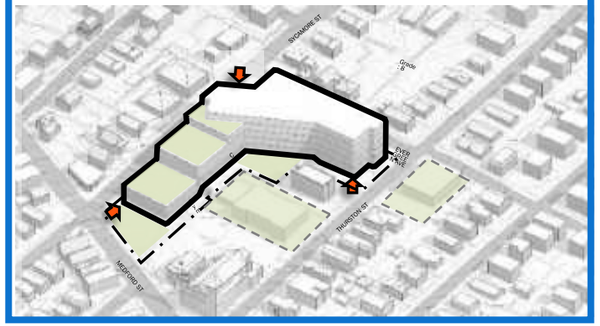
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



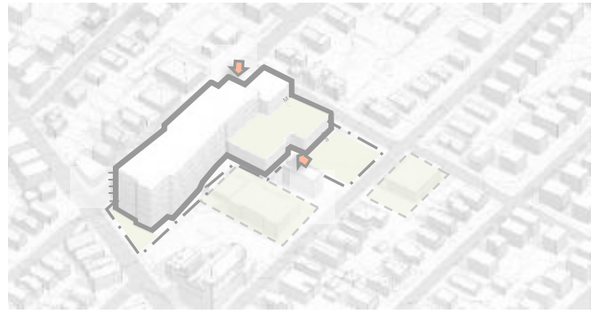
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



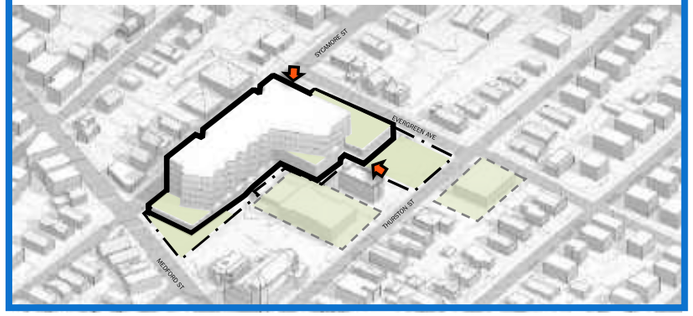
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



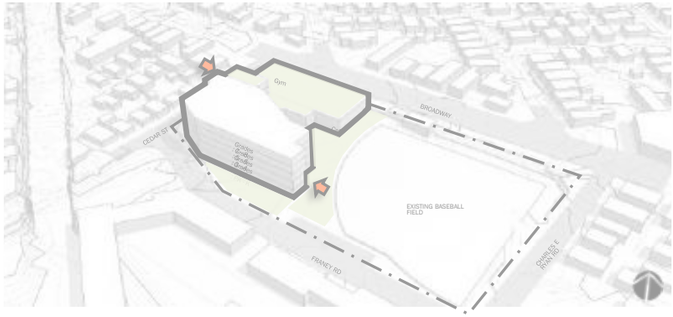
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



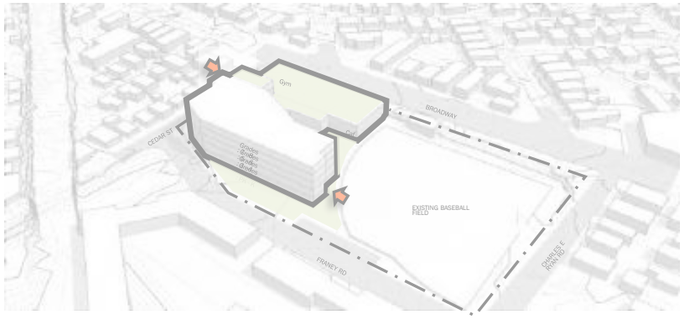
4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



EXISTING SITE AT 115 SYCAMORE STREET



EXISTING OUTDOOR EQUIPMENT



PLAYGROUND EQUIPMENT
Quantity: 4 Condition: Fair



PLAYGROUND EQUIPMENT
Quantity: 1 Set Condition: Fair



CUSTOM EQUIPMENT SET (LANDSCAPE STRUCTURE)
Quantity: 1 Set Finished Year: 2018 Condition: Good



VIKING SWING 2.5 (GORIC)
Quantity: 1 Finished Year: 2018 Condition: Fair



CUSTOM PLAY EQUIPMENT SET (LITTLE TIKES)
Quantity: 1 Set Finished Year: 2018 Condition: Good



MONKEY TRAIL (KOMPAN)
Quantity: 1 Set Finished Year: 2018 Condition: Good



SLIDE
Quantity: 1 Condition: Fair



FIELD LIGHT
Quantity: 4 Condition: Fair



PLAYGROUND/FIELD SIGNAGE
Quantity: 4 Condition: Fair



PLAYGROUND EQUIPMENT
Winter Hill Community Innovation School

PERKINS EASTMAN

TRAVERSE landscape architects

Internal Stakeholders:

- SomerPromise + SFLC
- Parks and Recreation
- DPW
- SPS community

External Stakeholders:

- Abutter/neighbors
- Parkour Generations
- SBC
- Sports leagues that historically used WHCIS field

COMMUNITY INPUT TO DATE

- Easily Accessible Playground Space
- Soccer Field – same size or bigger
- Full Size Basketball Court
- Hardscape for teaching kids to ride bikes (BB Court)
- Walking track
- Play Structures for various age groups and abilities
- Mae’s Garden (and possible Community Garden)
- Parkour Group
- After hour public toilets
- Dedicated community space inside of the school
- Community access to Cafeteria and Gym
- Cooling and Warming Shelter
- Space to vote (without having to close school)
- Community space for Birthday Parties and Family Events







SCHOOL COMMUNITY INPUT TO DATE

Spaces to be accessed include:

- Media Center/Computer Lab
- Gym & alternative PE space
- Caf & ideally teaching kitchen
- AIM's Life Skills suite
- (IEP) Conference space
- Specialty STE, Maker or Fab Lab spaces
- Playgrounds

Somerville Family Learning Center

- Welcome center for families to enroll, onboard, get assistance, use computers w/o going to main office
- Play group space for up to 40 (use sectioned-off cafe space)
- Food pantry/freezer and 2nd hand clothing shop
- ideally independent from the school with access to shared spaces







OPTION 2B



Main Floor & Site

OPTION 4

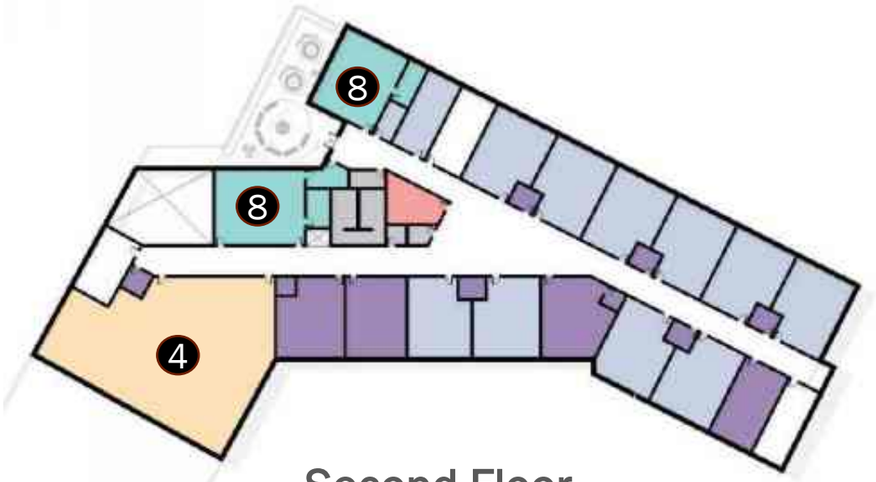


Main Floor & Site

OPTION 2B



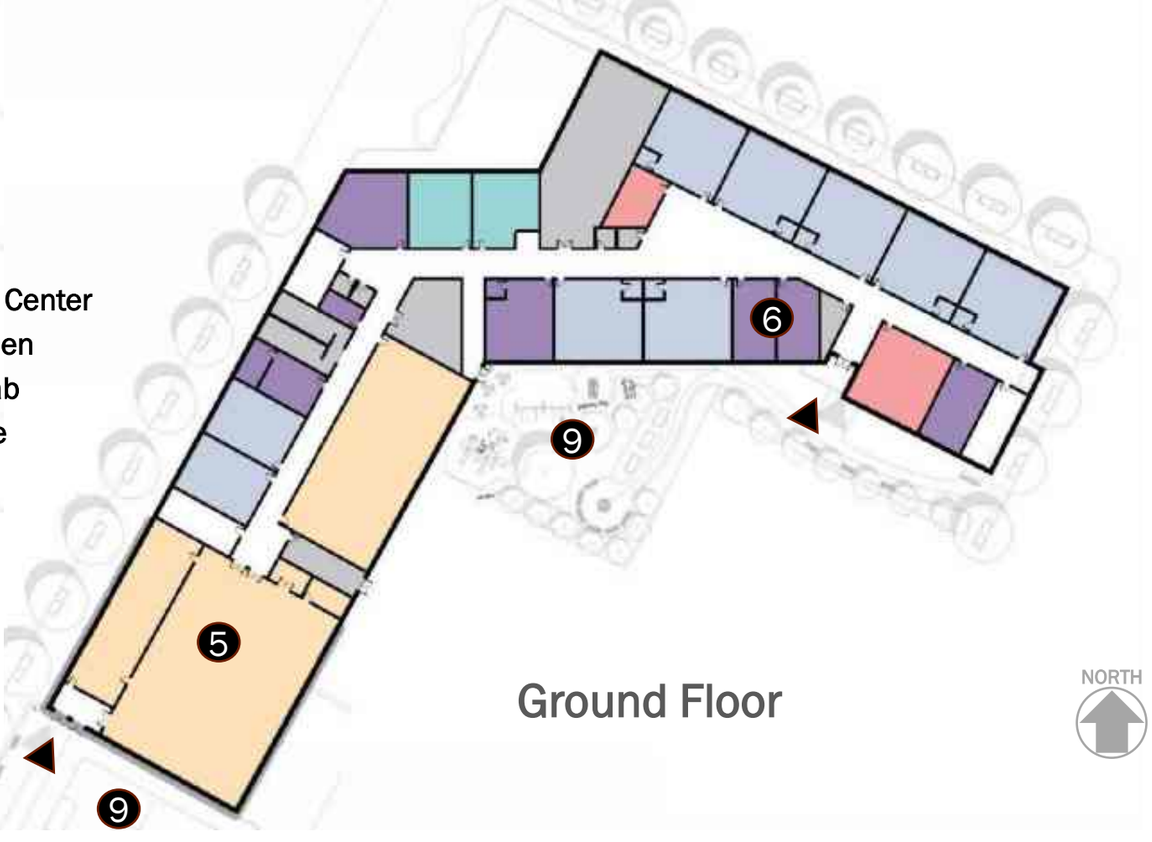
Main Floor & Site



Second Floor

COMMUNITY USE LEGEND:

1. After School Program
2. Somerville Family Learning Center
3. Caf & ideally teaching kitchen
4. Media Center/Computer Lab
5. Gym & alternative PE space
6. AIM's Life Skills suite
7. (IEP) Conference space
8. STEAM (science/tech/arts)
9. Playgrounds



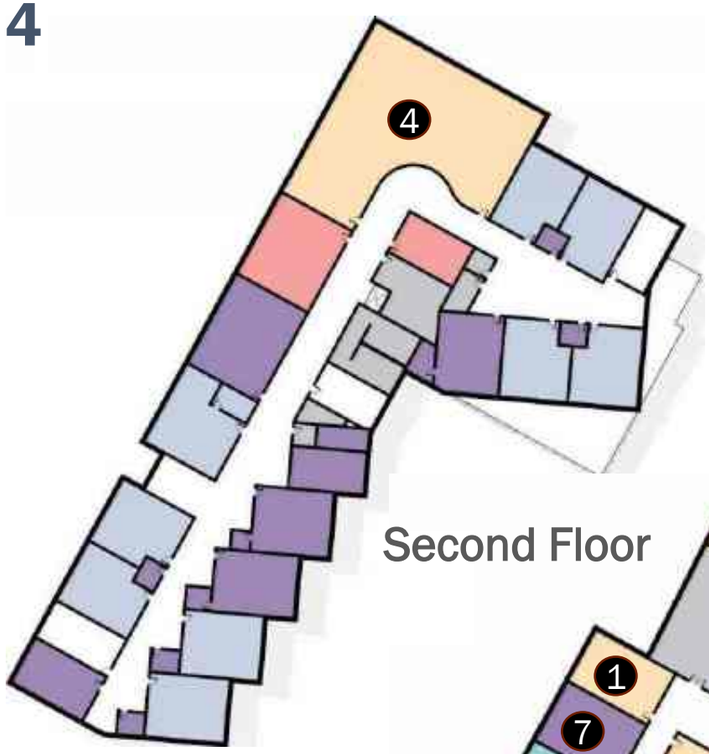
Ground Floor

NORTH

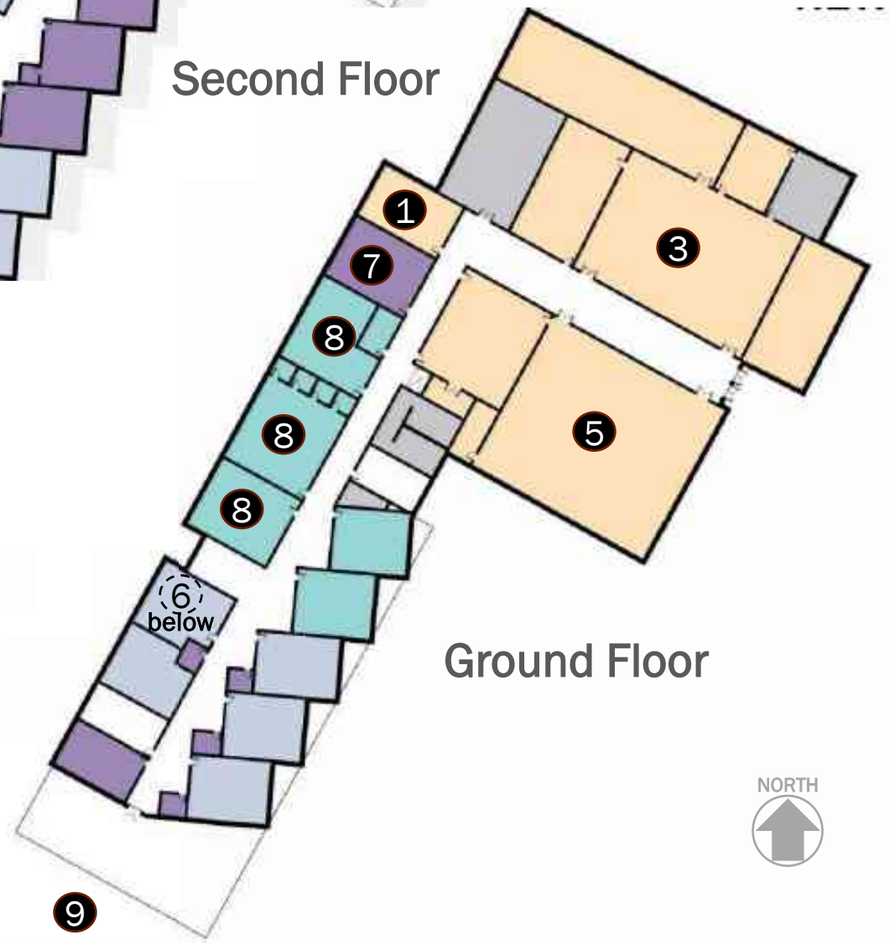
OPTION 4



Main Floor & Site



Second Floor



Ground Floor

COMMUNITY USE LEGEND:

1. After School Program
2. Somerville Family Learning Center
3. Caf & ideally teaching kitchen
4. Media Center/Computer Lab
5. Gym & alternative PE space
6. AIM's Life Skills suite
7. (IEP) Conference space
8. STEAM (science/tech/arts)
9. Playgrounds

NORTH

PERKINS EASTMAN

ROOFTOP PLAY SPACE CONCEPTS











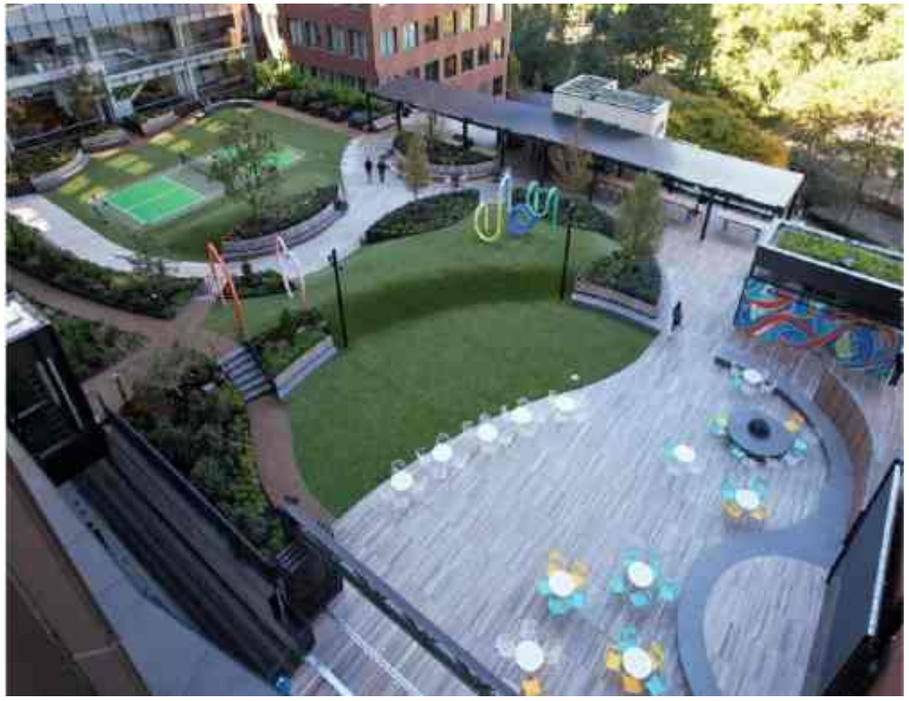


ROOFTOP PLAY SPACE CONCEPTS













INDOOR COMMUNITY SPACES













BREAKOUT GROUPS

Steve

Station 1

Children

Outside Spaces

- Play structures
- Outdoor Learning
- Afterschool Programs
- Summer Programs
- Sports
- Gardens
- Performance

Lisa

Station 2

Adult

Outside Spaces

- Outdoor Learning
- Sports
- Garden
- Performance
- Gathering

Emily/Bob

Station 3

Children

Inside Spaces

- Play space
- STEM
- Media Center
- Cafeteria
- Gym

Dan

Station 4

Adult

Inside Spaces

- Family
- Food Pantry
- Adult Education
- STEM
- Media Center
- Cafeteria
- Gym
- Kitchen



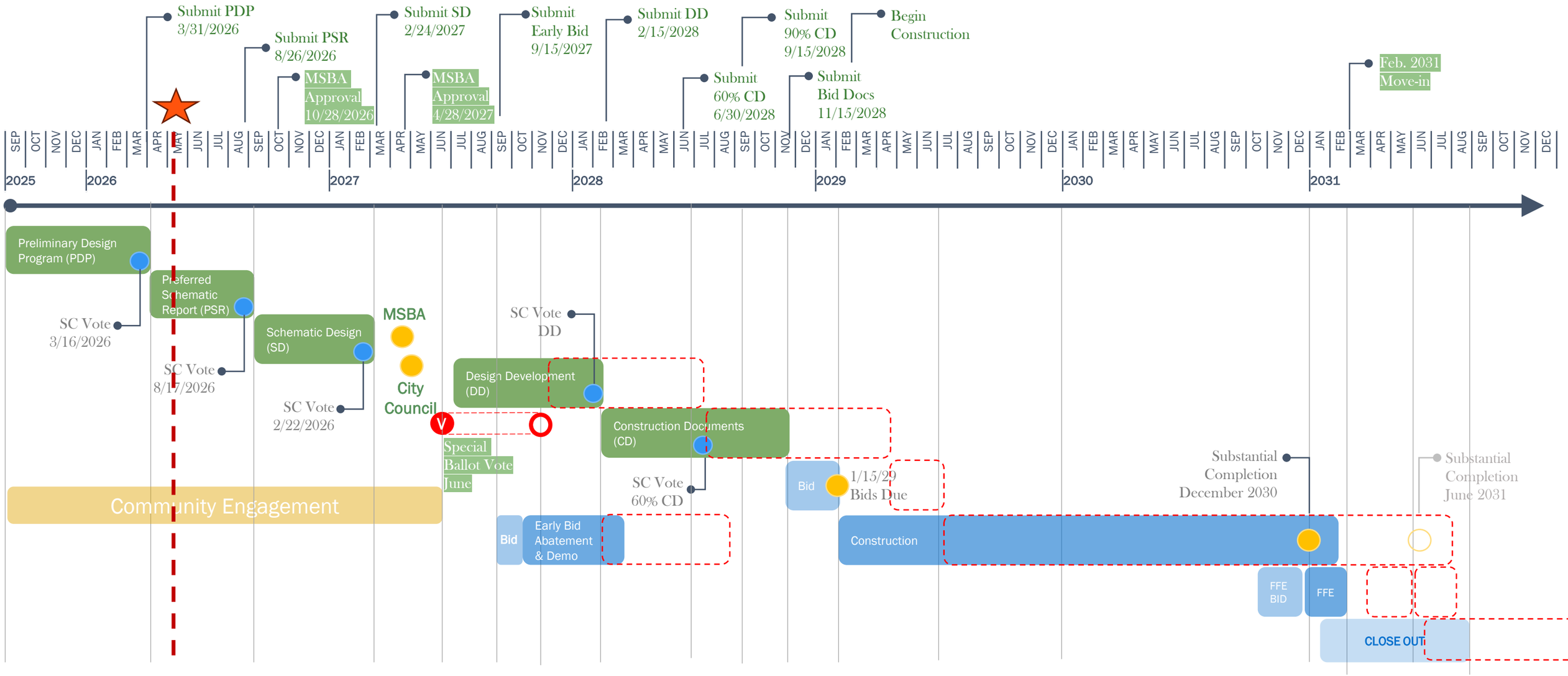
115 Sycamore Street New School Building

OST Task Force May 19, 2026

PERKINS — EASTMAN

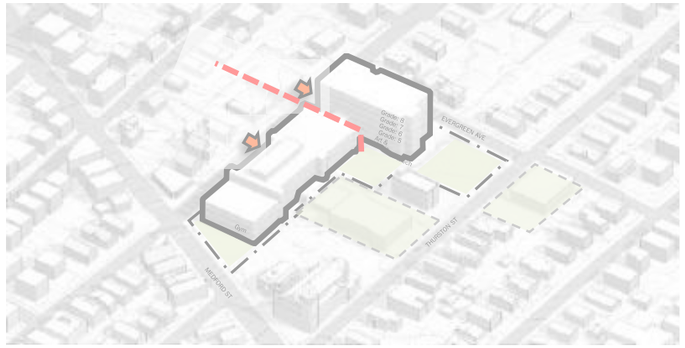
Human by Design

PROJECT TIMELINE

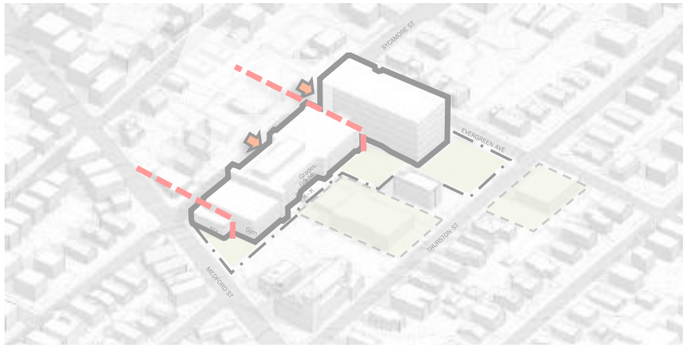


OPTION SUMMARY

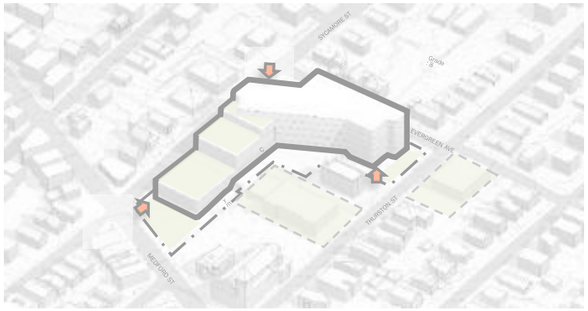
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



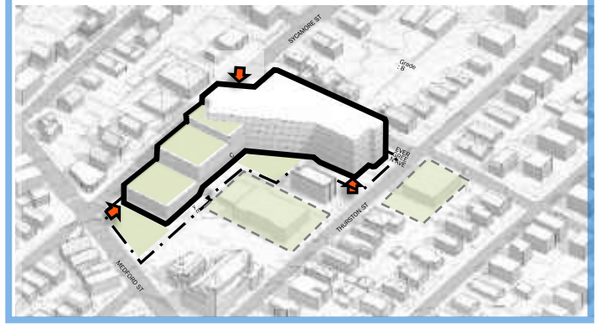
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



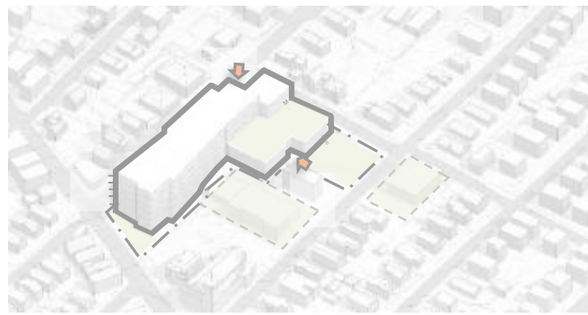
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



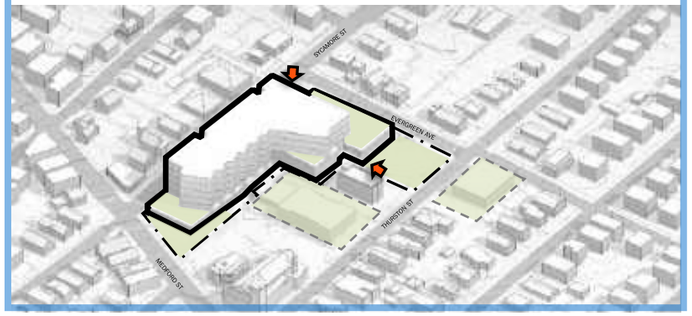
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



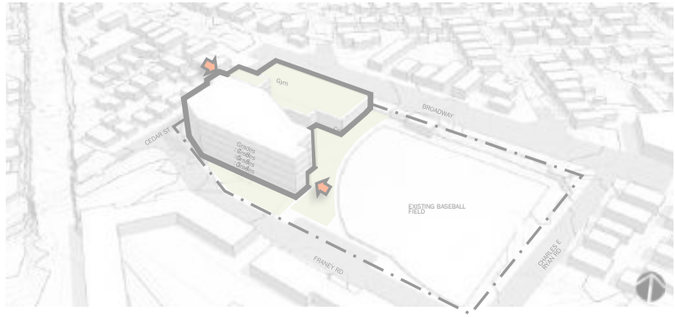
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



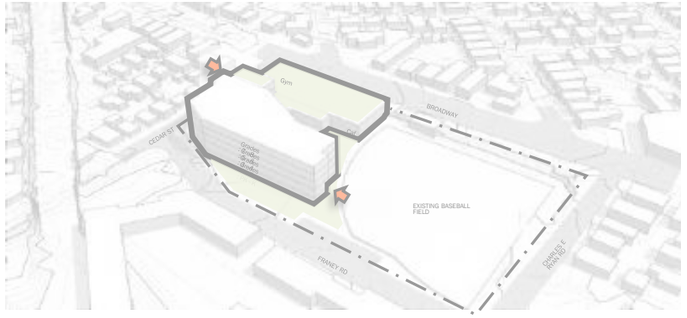
4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



EXISTING SITE AT 115 SYCAMORE STREET



EXISTING OUTDOOR EQUIPMENT



PLAYGROUND EQUIPMENT
Quantity: 4 Condition: Fair



PLAYGROUND EQUIPMENT
Quantity: 1 Set Condition: Fair



CUSTOM EQUIPMENT SET (LANDSCAPE STRUCTURE)
Quantity: 1 Set Finished Year: 2018 Condition: Good



VIKING SWING 2.5 (GDRC)
Quantity: 1 Finished Year: 2018 Condition: Fair



CUSTOM PLAY EQUIPMENT SET (LITTLE TIKES)
Quantity: 1 Set Finished Year: 2018 Condition: Good



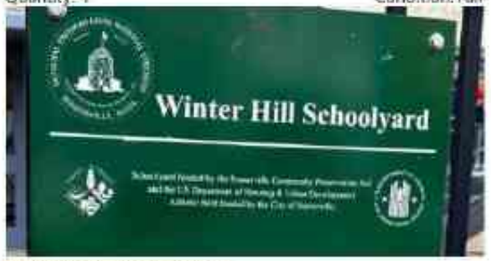
MONKEY TRAIL (KOMPAN)
Quantity: 1 Set Finished Year: 2018 Condition: Good



SLIDE
Quantity: 1 Condition: Fair



FIELD LIGHT
Quantity: 4 Condition: Fair



PLAYGROUND/FIELD SIGNAGE
Quantity: 4 Condition: Fair



PLAYGROUND EQUIPMENT

Winter Hill Community Innovation School

PERKINS EASTMAN

TRAVERSE landscape architects

SCHOOL COMMUNITY INPUT TO DATE

Spaces to be accessed include:

- Media Center/Computer Lab
- Gym & alternative PE space
- Caf & ideally teaching kitchen
- AIM's Life Skills suite
- (IEP) Conference space
- Specialty STE, Maker or Fab Lab spaces
- Playgrounds

Somerville Family Learning Center

- Welcome center for families to enroll, onboard, get assistance, use computers w/o going to main office
- Play group space for up to 40 (use sectioned-off cafe space)
- Food pantry/freezer and 2nd hand clothing shop
- ideally independent from the school with access to shared spaces







OPTION 2B



Main Floor & Site

OPTION 4

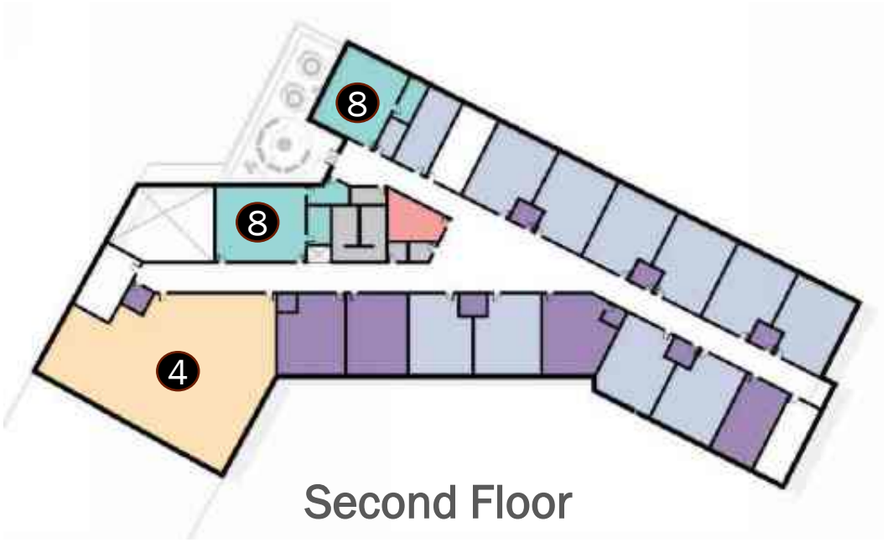


Main Floor & Site

OPTION 2B



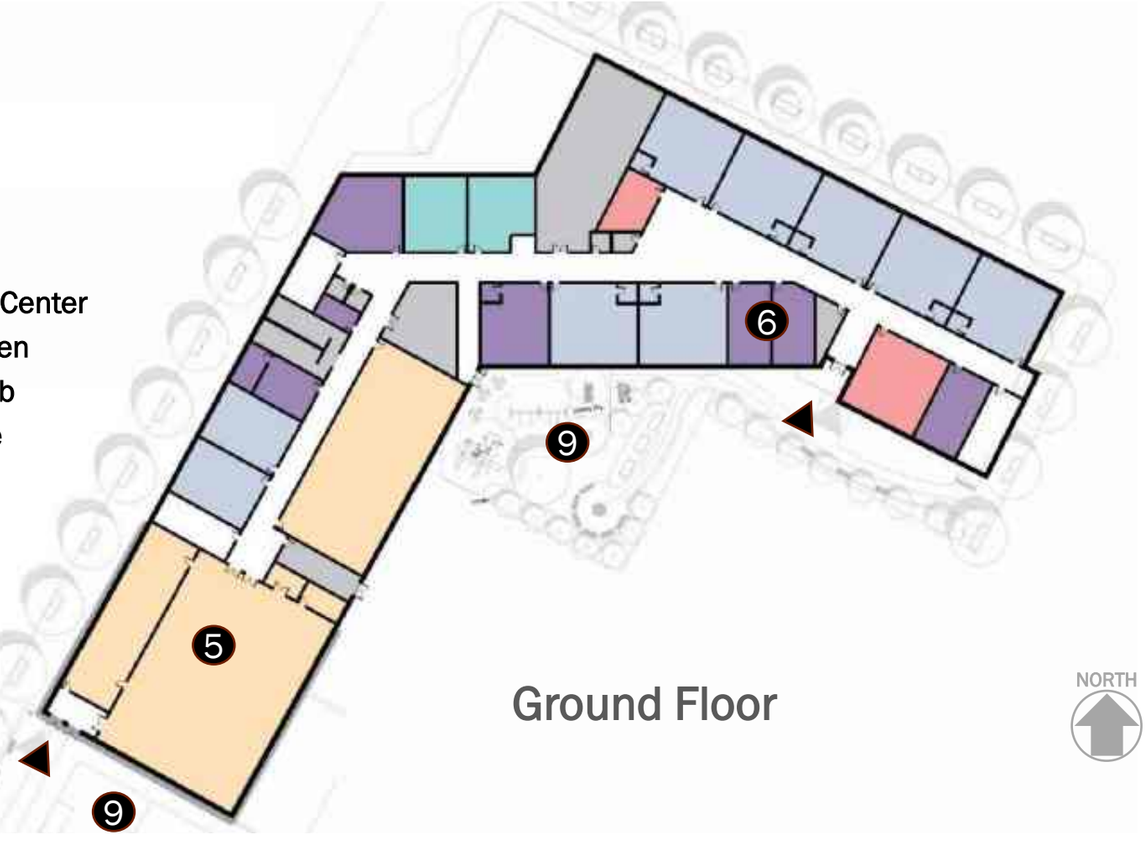
Main Floor & Site



Second Floor

COMMUNITY USE LEGEND:

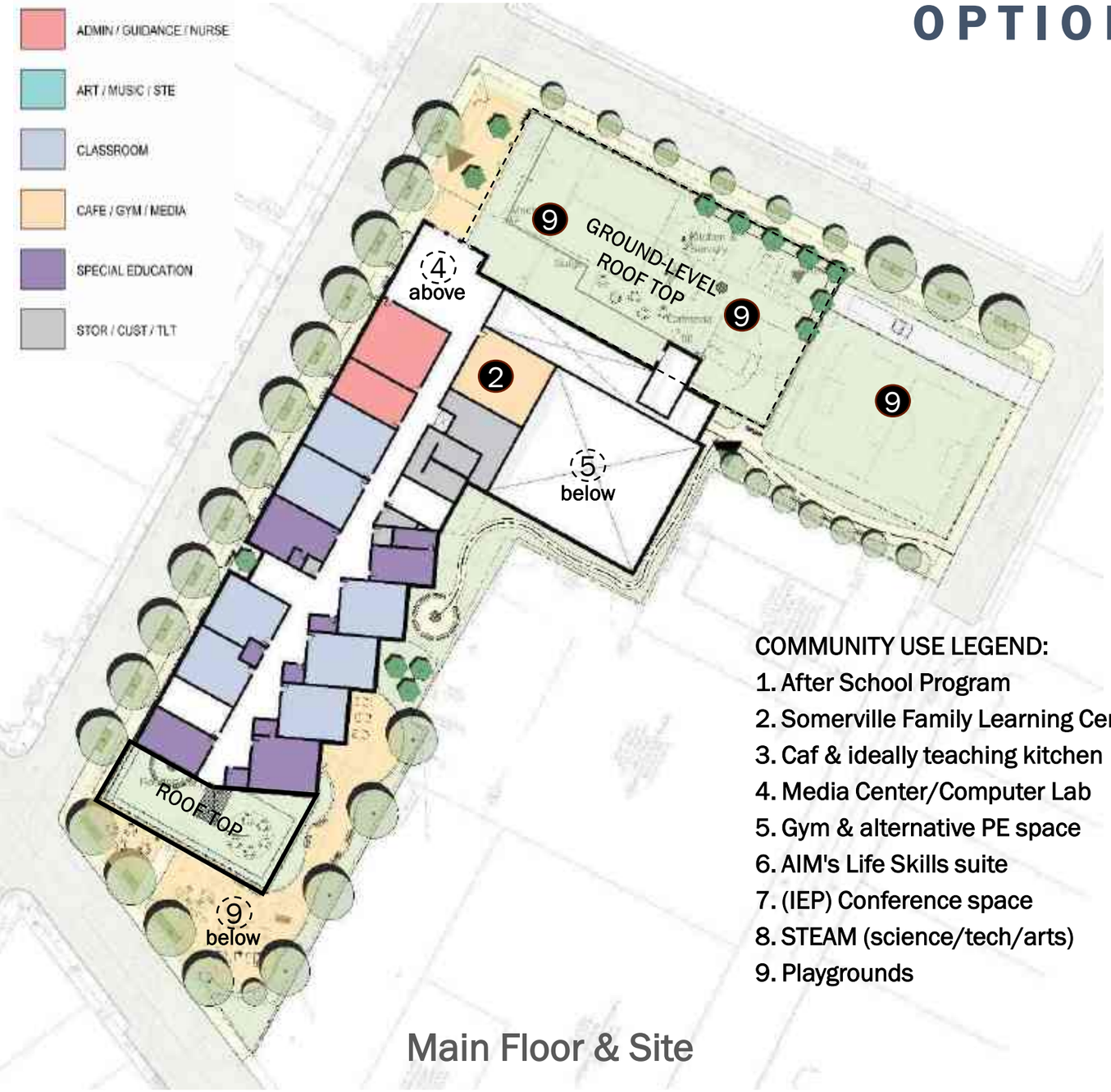
1. After School Program
2. Somerville Family Learning Center
3. Caf & ideally teaching kitchen
4. Media Center/Computer Lab
5. Gym & alternative PE space
6. AIM's Life Skills suite
7. (IEP) Conference space
8. STEAM (science/tech/arts)
9. Playgrounds



Ground Floor

NORTH

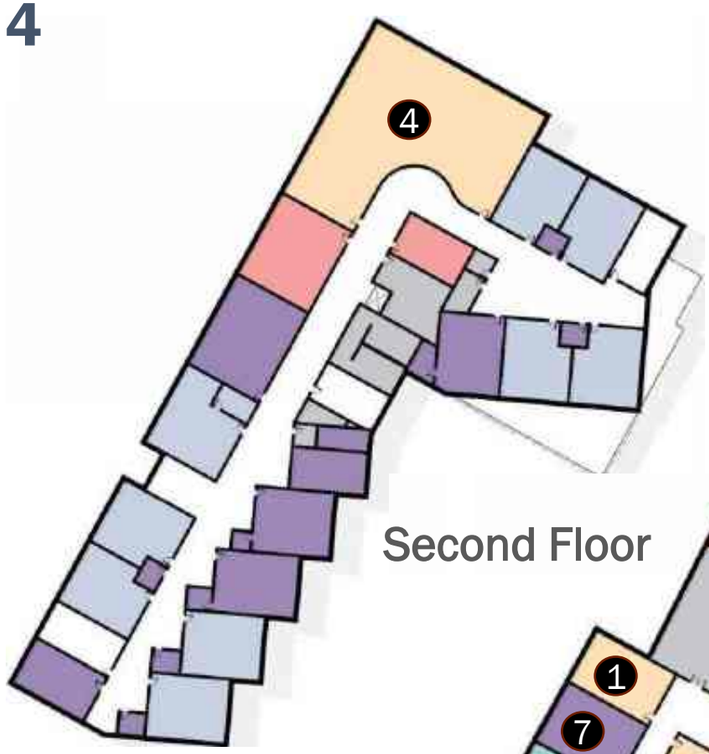
OPTION 4



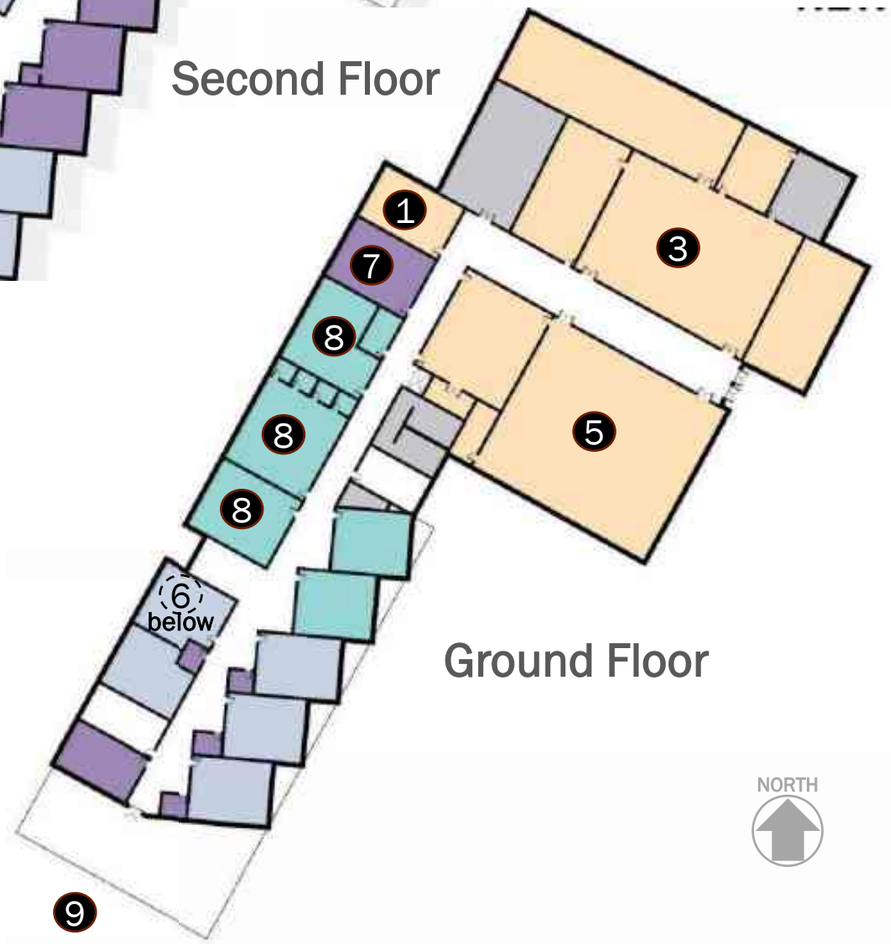
Main Floor & Site

COMMUNITY USE LEGEND:

1. After School Program
2. Somerville Family Learning Center
3. Caf & ideally teaching kitchen
4. Media Center/Computer Lab
5. Gym & alternative PE space
6. AIM's Life Skills suite
7. (IEP) Conference space
8. STEAM (science/tech/arts)
9. Playgrounds



Second Floor



Ground Floor

NORTH

PERKINS EASTMAN

ROOFTOP PLAY SPACE CONCEPTS











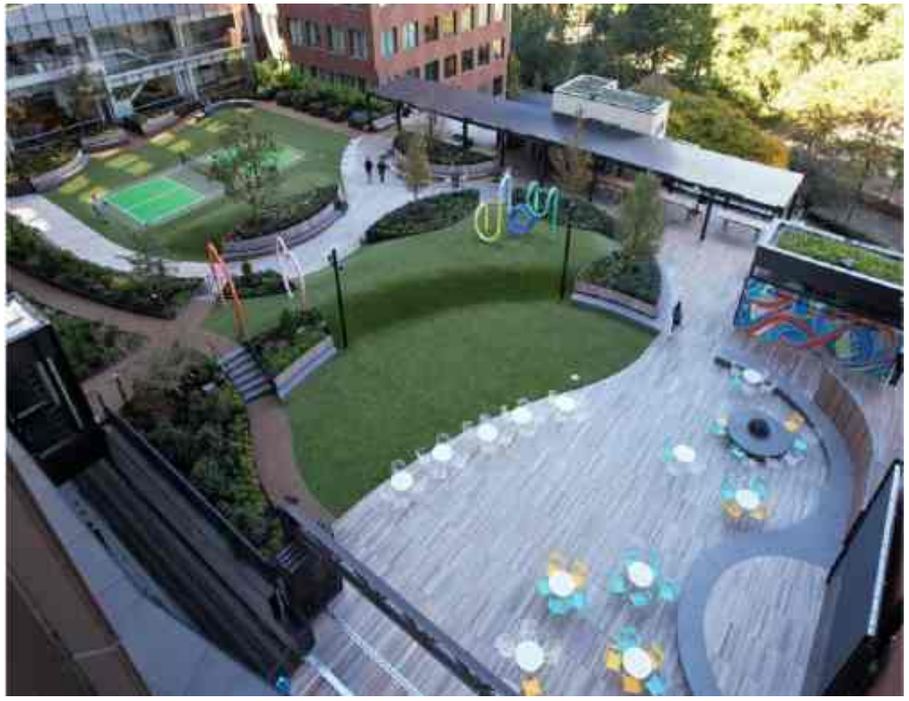


ROOFTOP PLAY SPACE CONCEPTS













INDOOR COMMUNITY SPACES











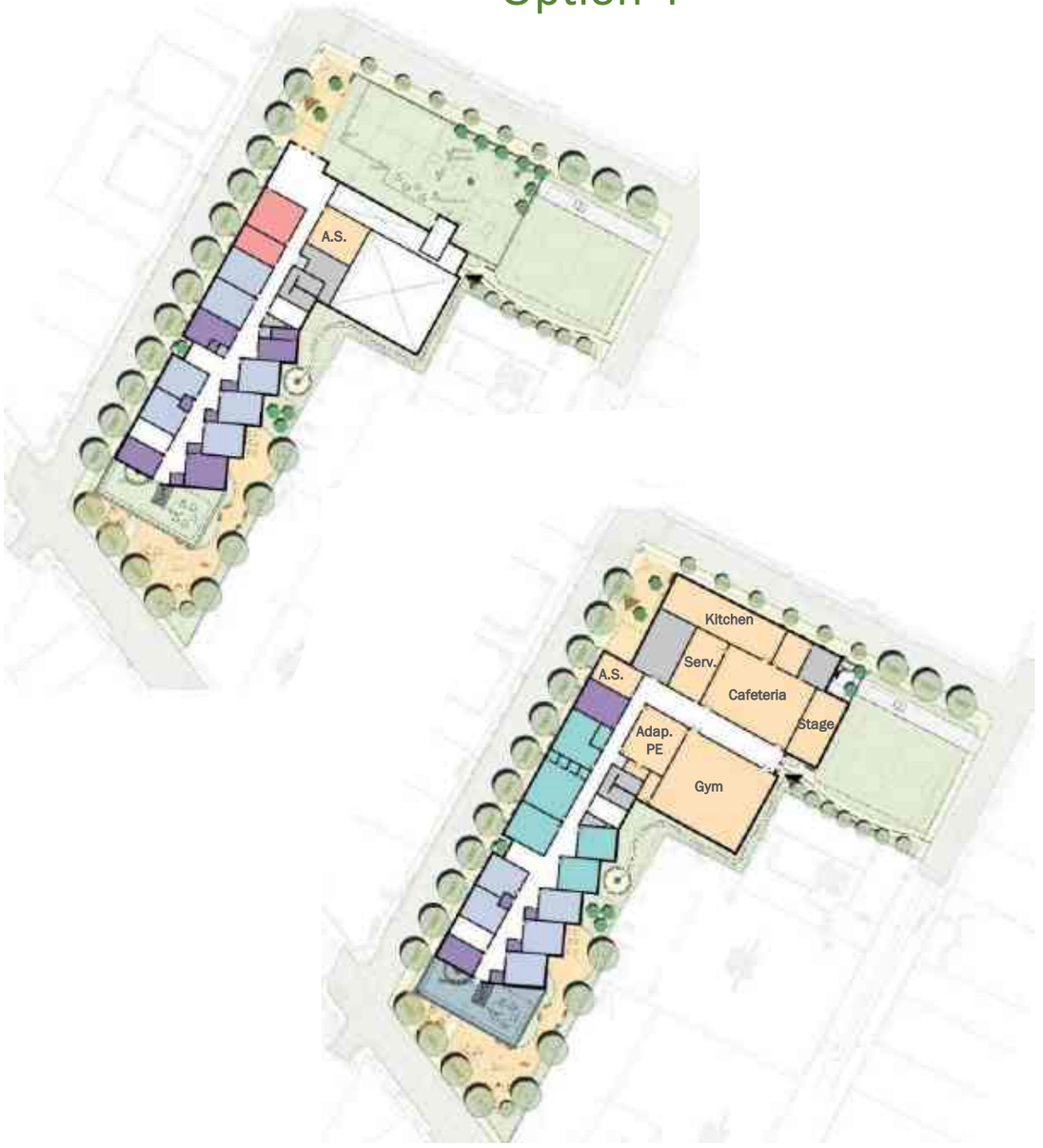


115 SYCAMORE STREET

Option 2B



Option 4



Internal Stakeholders:

- SomerPromise + SFLC
- Parks and Recreation
- DPW
- SPS community

External Stakeholders:

- Abutter/neighbors
- Parkour Generations
- SBC
- Sports leagues that historically used WHCIS field

COMMUNITY INPUT TO DATE

- Easily Accessible Playground Space
- Soccer Field – same size or bigger
- Full Size Basketball Court
- Hardscape for teaching kids to ride bikes (BB Court)
- Walking track
- Play Structures for various age groups and abilities
- Mae’s Garden (and possible Community Garden)
- Parkour Group
- After hour public toilets
- Dedicated community space inside of the school
- Community access to Cafeteria and Gym
- Cooling and Warming Shelter
- Space to vote (without having to close school)
- Community space for Birthday Parties and Family Events









115 Sycamore Street New School Building

Neurodiversity Workshop

June 26, 2026

PERKINS EASTMAN

Human by Design

New School at 115 Sycamore Street

Learn more about the project and how you can get involved at:
url: somervillema.gov/newschool

Email: newschool@somervillema.gov

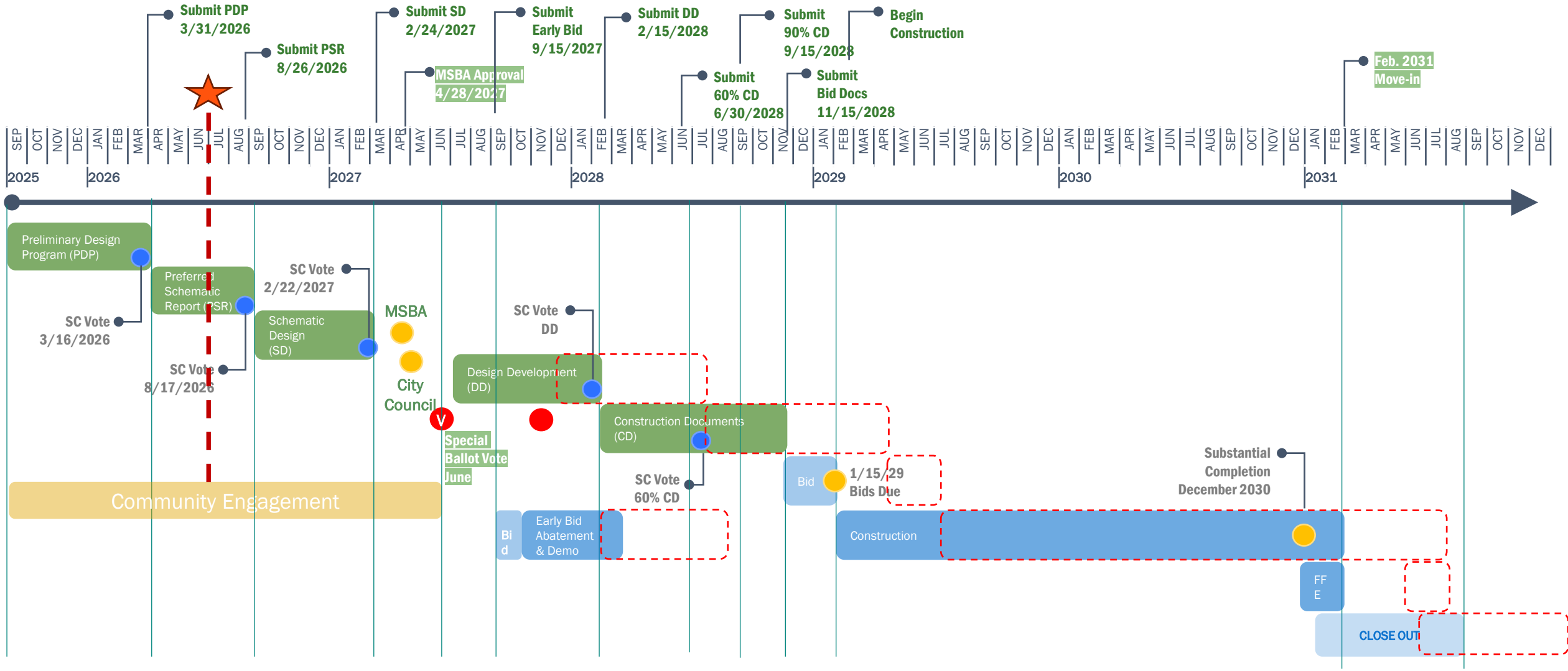
Phone: 311 (617-666-3311)

Neurodiversity Workshop

Agenda:

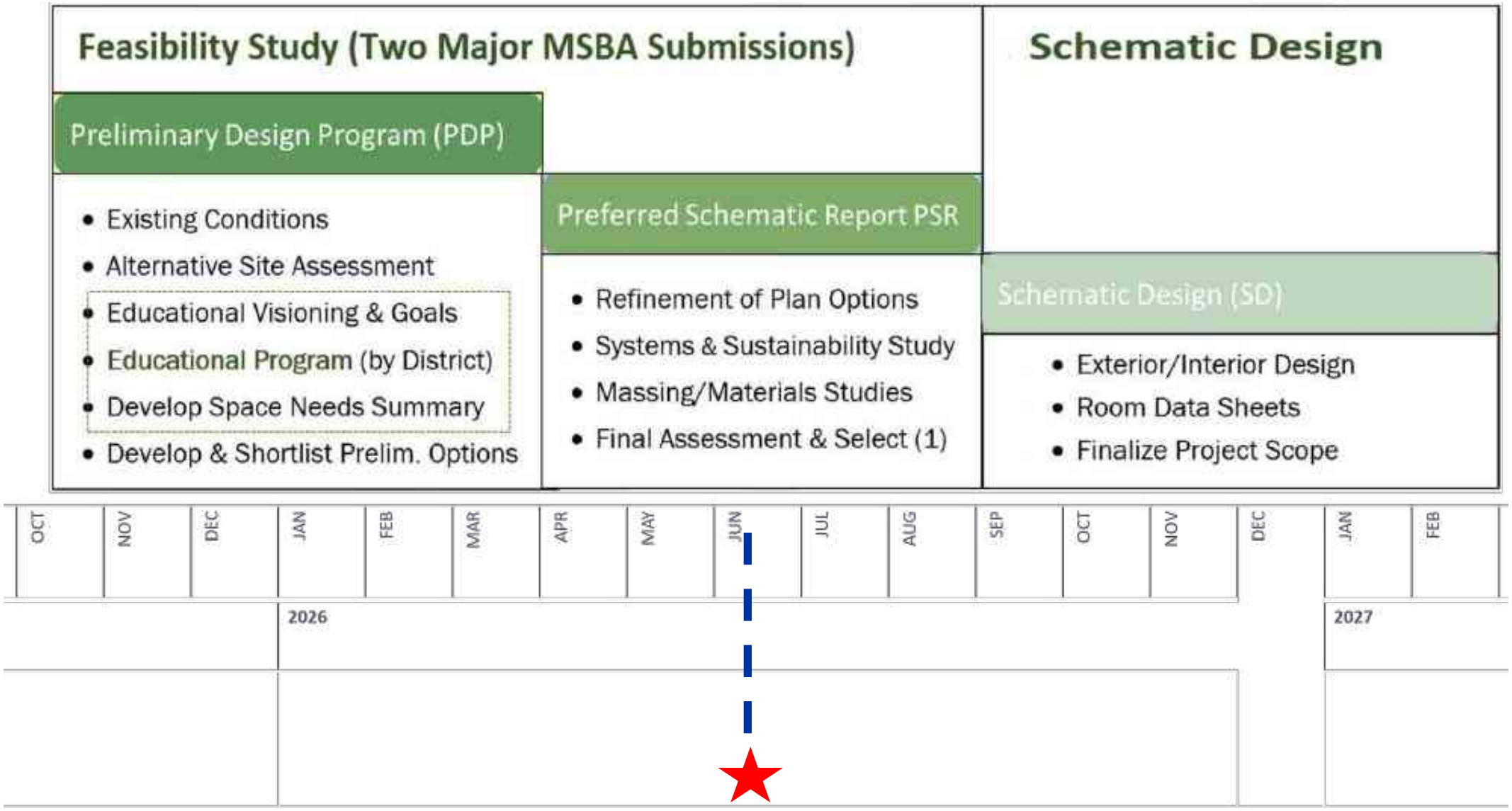
- Introductions & Overview of the Process
- Universal Design Approach
- Thoughts on Neurodiversity
- School Vision & Features
- Q/A & Thoughts Exchange

OVERALL PROJECT TIMELINE



PERKINS EASTMAN

FEASIBITY AND SCHEMATIC DESIGN TIMELINE



PERKINS EASTMAN

VISIONING SUMMARY & OGANIZATIONAL DIAGRAM

Visioning Goals & Guiding Principals

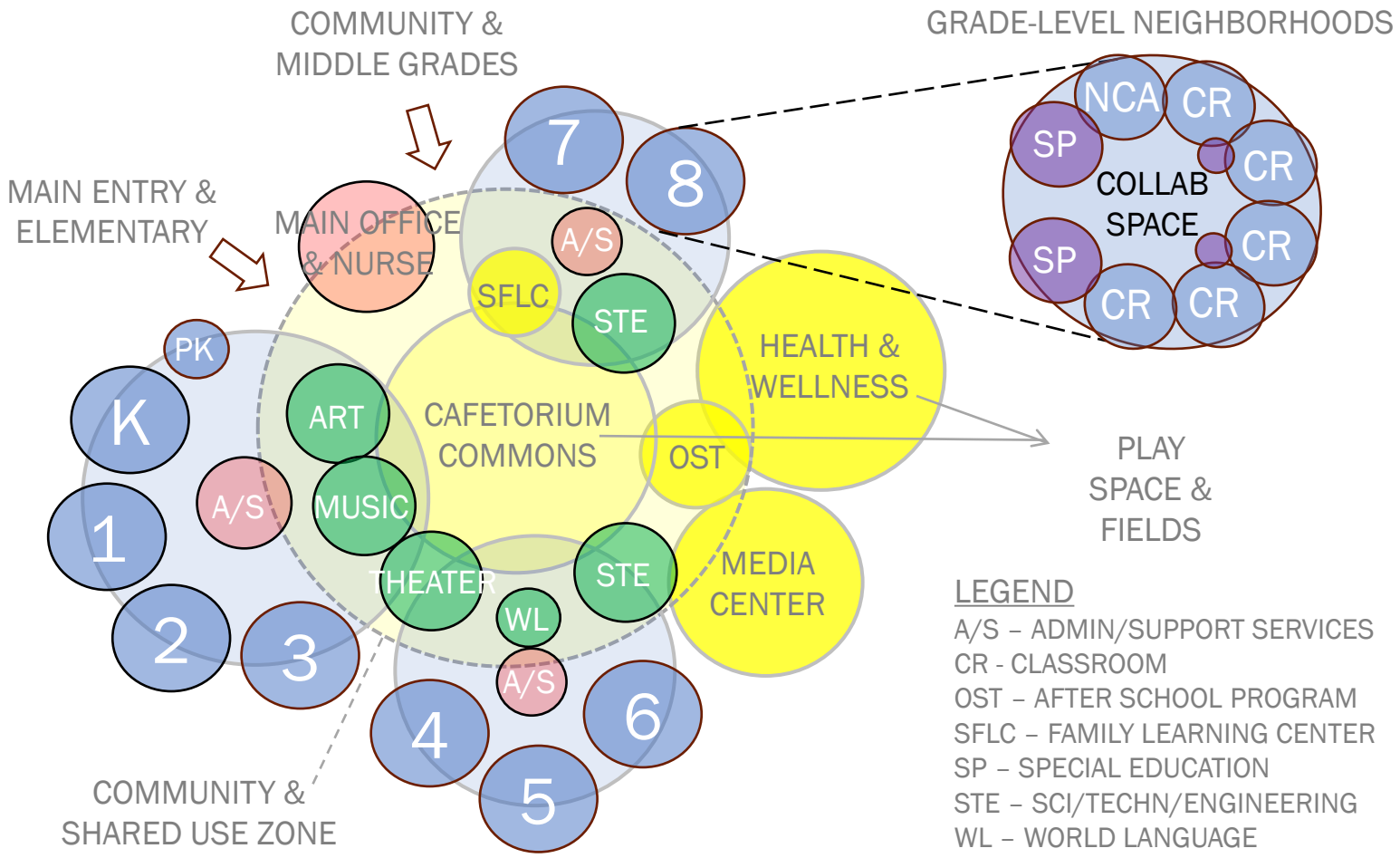
1. **Sm School Feel** - separate grade grouping
2. **Whole Child** - wellness & sensory supports
3. **DEI** – varied, integrated/visible programs
4. **Flexible/Adaptable** & Foster Collaboration
5. **A Community Hub** inside and out
6. Environment to **Foster Pride/Ownership**

Space Summary (Highlights)

- Newcomer Academy Classrooms
- Purposeful Special Needs/Support Spaces
- Integrated Respite & Regulation Spaces
- Innovation Focus - Arts/Tech & Community
- OST - After School Program Space
- SFLC (incl. food pantry + 2nd-hand clothes)

Organizational Diagram (Highlights)

- Shared Commons & Community Use Zone
- One School, Three Distinct Experiences
- Scaled Neighborhoods of Learning Within
- Integrated Collaboration & Small Group



Neurodiversity Workshop

Agenda:

- Introductions & Overview of the Process
- Universal Design Approach
- Thoughts on Neurodiversity
- School Vision & Features
- Q/A & Thoughts Exchange

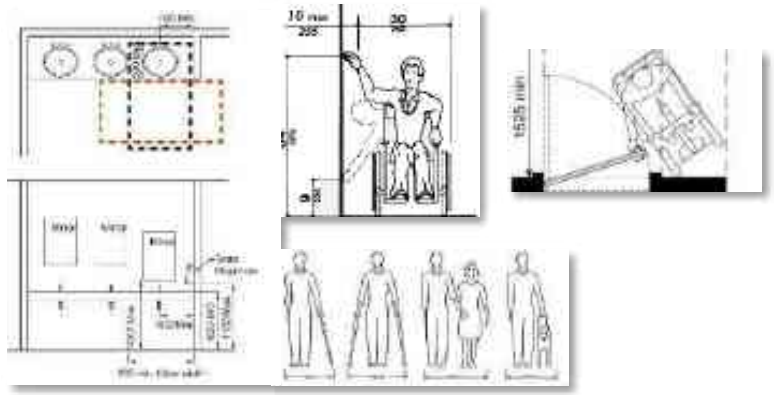
DESIGN FOR ALL LEARNERS



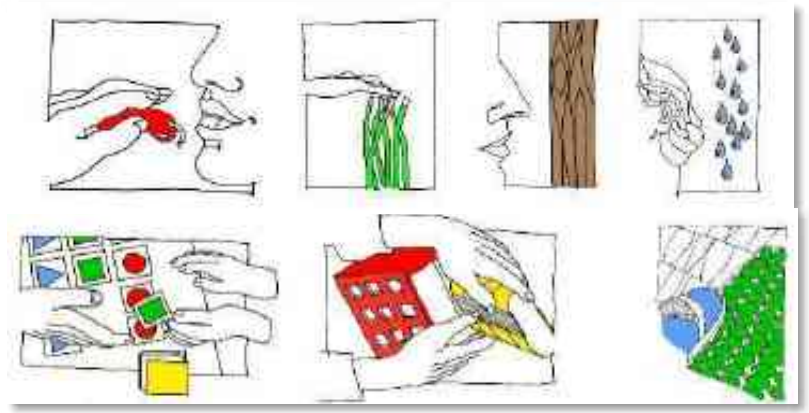
UNIVERSAL DESIGN ≠ ACCESSIBLE DESIGN



Accessible Design is a compliance-based approach to design, driven by minimum dimensional standards, established with a limited group of users in mind, and applied only in limited situations.



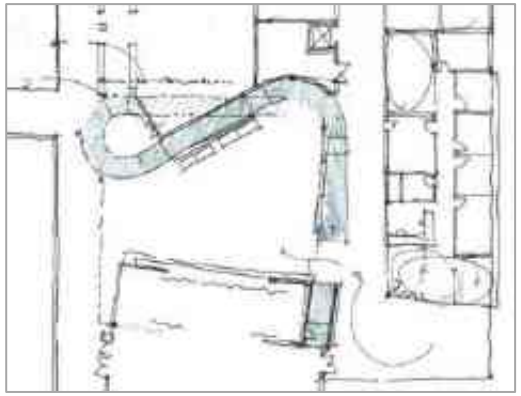
Universal Design is an attitude toward design that acknowledges the diversity of human ability, age, and culture in every aspect of our physical, information, and communication environments.

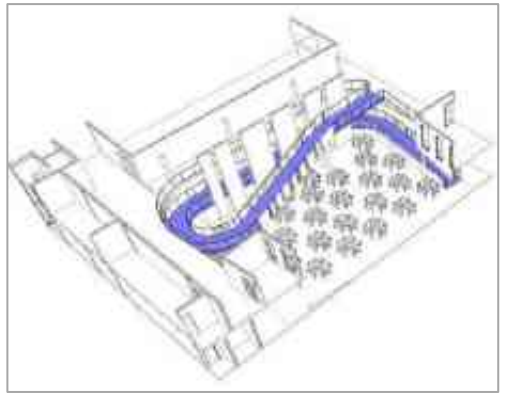


Credit: Kessler McGuinness & Associates

1 equitable use

SHARED PATH OF TRAVEL













2 flexibility in use

SENSORY COURTYARD













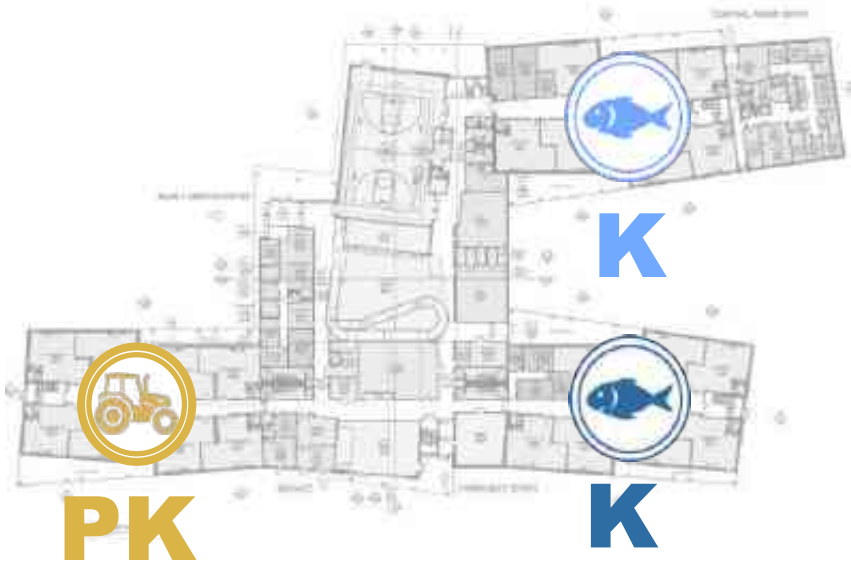




3 simple and intuitive to use

NAVIGATING THE BUILDING













4 perceptible information

HEARING IS LEARNING



Graphic from: iStock



Graphic from: iStock

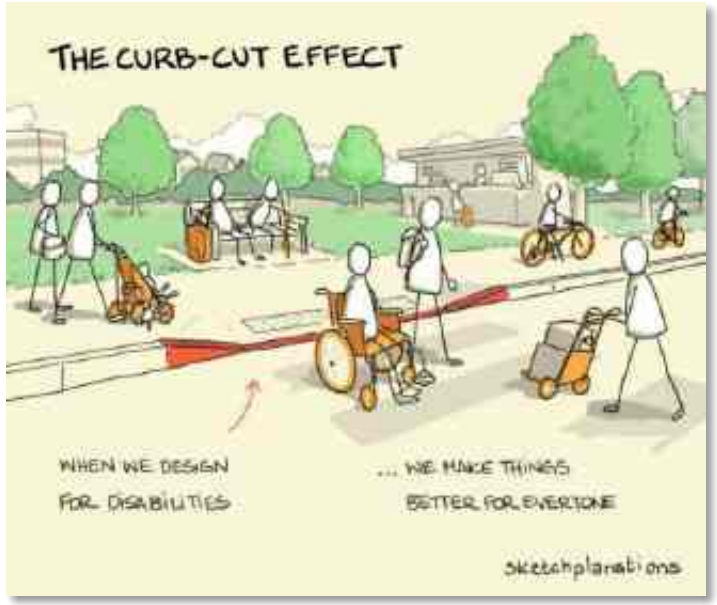


Graphic from: cie-group.com



5 tolerance for error

THE CURB-CUT EFFECT











6 low physical effort







7 size and space for approach and use





only 5% accessible



UNIVERSAL DESIGN

What does UD look like in a school?

•Accommodates all abilities (physical, cognitive & social/emotional) in a shared, single experience for all rather than separate or special accommodations.
•Spaces need to be inclusive and offer varied and adjustable scale, lighting and acoustics. This can take the shape of small group and sensory spaces, window boxes into assembly spaces, separate & scaled cafeteria zones, PE alternatives to group activities, etc.
•High quality acoustic treatment and sound reinforcement built into every space, including circulation areas as learning occurs everywhere in a modern school facility.
•Mitigation of jarring or patterned noises (footwear on floors, raindrops on sills, locker closure, etc)
•Long corridors, abrupt intersections and busy colors/patterns can be overwhelming, instead gentle curves, splays and offsets can ease anxieties.
•Biophilic qualities have both a calming effect and instill a sense of wonder and connections to nature in a time and place where natural resources are diminished and NDD is real.
•Good visibility helps with navigation and support/assistance, but is also an important part of a school that feels safe, connected and fosters relationships. A sense of belonging and connectedness helps all students and particularly those navigating personal challenges.
•Signage for dyslexia utilizes a font with bottom weighted letters that helps with intelligibility
•Wayfinding reinforcement through color, symbols and predictable stacking and clustering of spaces

Neurodiversity Workshop

Agenda:

- Introductions & Overview of the Process
- Universal Design Approach
- Thoughts on Neurodiversity
- School Vision & Features
- Q/A & Thoughts Exchange

What Does Neuro-Diverse Design Look Like?

Parallels ELL/MLL Design

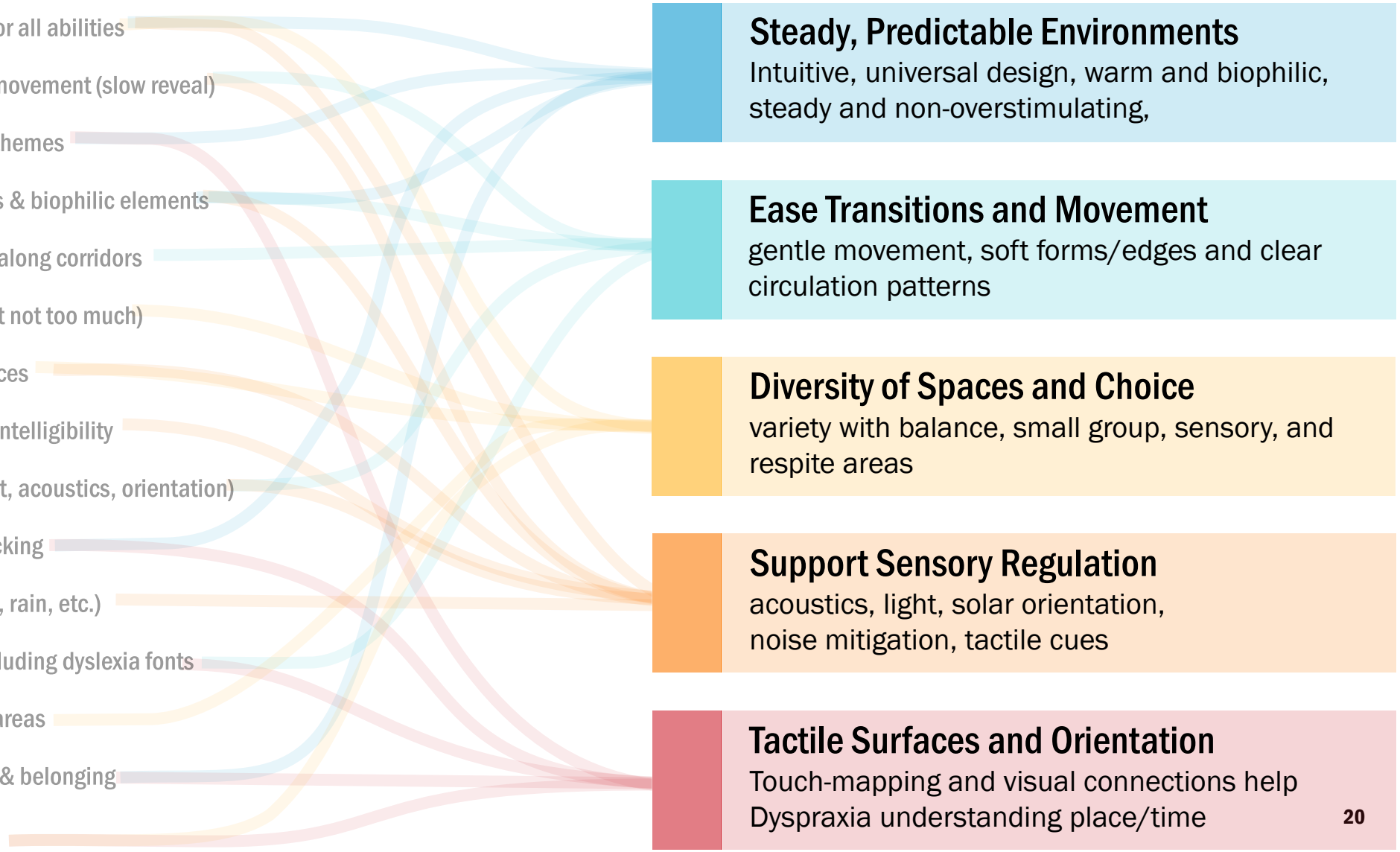
- A shared/common experience for all abilities
- Smooth, calming transitions & movement (slow reveal)
- Warm, welcoming aesthetics & themes
- Calming forms, colors, materials & biophilic elements
- Eased intersections slow reveal along corridors
- Diversity of spaces & choice (but not too much)
- Scaled, flexible/adjustable spaces
- High-quality acoustics & visual intelligibility
- Support sensory regulation (light, acoustics, orientation)
- Predictable plan layout and stacking
- Noise mitigation (floors, lockers, rain, etc.)
- Simple, intuitive wayfinding, including dyslexia fonts
- Small group, sensory & respite areas
- Clear visibility to support safety & belonging
- Family & support center space



What Does Neuro-Diverse Design Look Like?

Parallels ELL/MLL Design

- A shared/common experience for all abilities
- Smooth, calming transitions & movement (slow reveal)
- Warm, welcoming aesthetics & themes
- Calming forms, colors, materials & biophilic elements
- Eased intersections slow reveal along corridors
- Diversity of spaces & choice (but not too much)
- Scaled, flexible/adjustable spaces
- High-quality acoustics & visual intelligibility
- Support sensory regulation (light, acoustics, orientation)
- Predictable plan layout and stacking
- Noise mitigation (floors, lockers, rain, etc.)
- Simple, intuitive wayfinding, including dyslexia fonts
- Small group, sensory & respite areas
- Clear visibility to support safety & belonging
- Family & support center space



Steady, Predictable Environments

Intuitive, universal design, warm and biophilic, steady and non-overstimulating,

Ease Transitions and Movement

gentle movement, soft forms/edges and clear circulation patterns

Diversity of Spaces and Choice

variety with balance, small group, sensory, and respite areas

Support Sensory Regulation

acoustics, light, solar orientation, noise mitigation, tactile cues

Tactile Surfaces and Orientation

Touch-mapping and visual connections help Dyspraxia understanding place/time

Inclusive, Equitable & Accommodating

~~Main Stair~~
Main Ramp

Biophilic Qualities

High Quality Lighting
& Acoustical Treatment

Respite Window

Small Cafeteria &
Teaching Kitchen



Blanche A. Ames Elementary School, Easton, MA

Excellence in Universal Design



Respite Window



Tactile Finishes & Smooth Transitions



Break-out Zones



Dyslexia Font

SENSORY SPACES





Neurodiversity Workshop

Agenda:

- Introductions & Overview of the Process
- Universal Design Approach
- Thoughts on Neurodiversity
- School Vision & Features
- Q/A & Thoughts Exchange

VISIONING SUMMARY & OGANIZATIONAL DIAGRAM

Visioning Goals & Guiding Principals

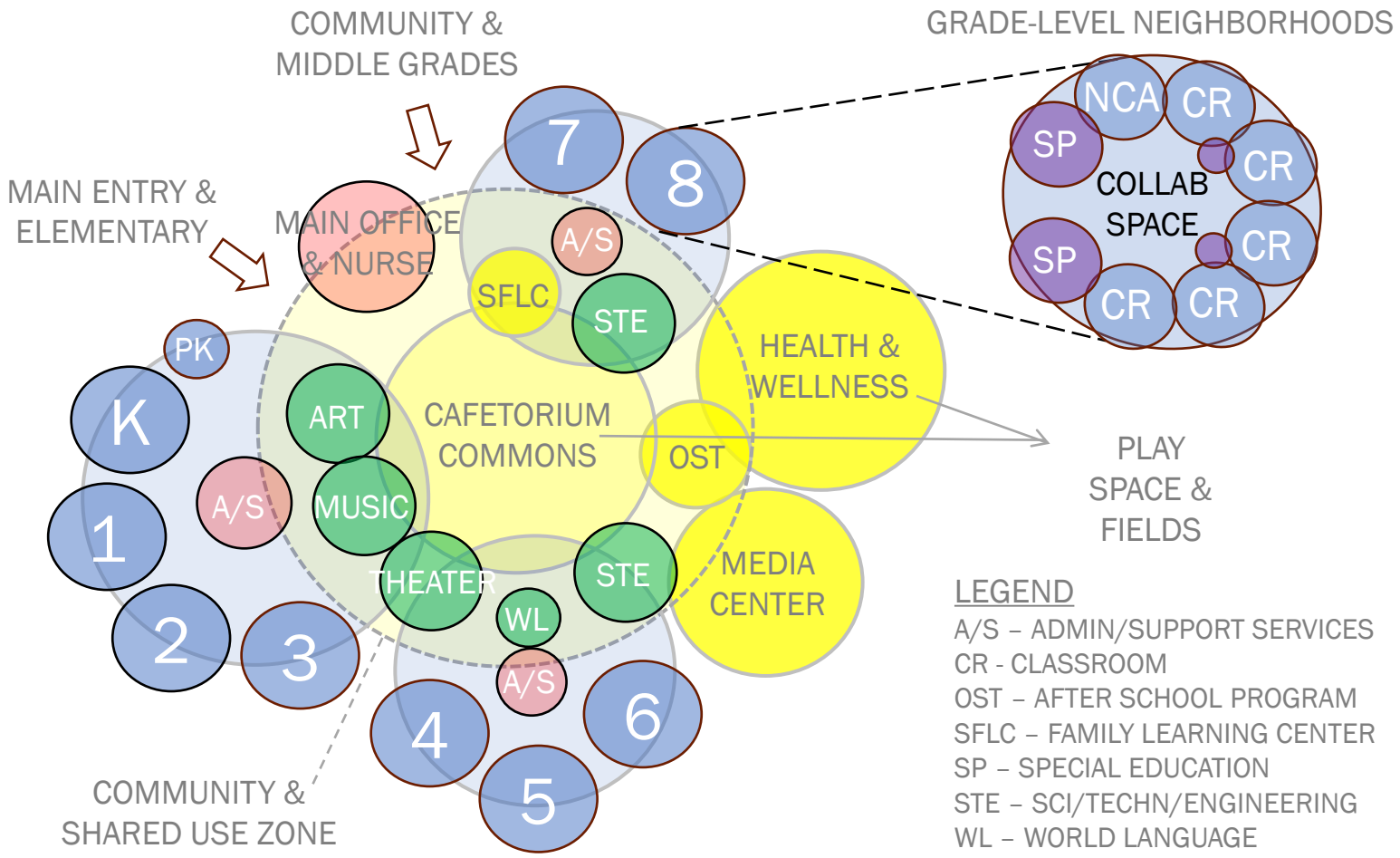
1. **Sm School Feel** - separate grade grouping
2. **Whole Child** - wellness & sensory supports
3. **DEI** – varied, integrated/visible programs
4. **Flexible/Adaptable** & Foster Collaboration
5. **A Community Hub** inside and out
6. Environment to **Foster Pride/Ownership**

Space Summary (Highlights)

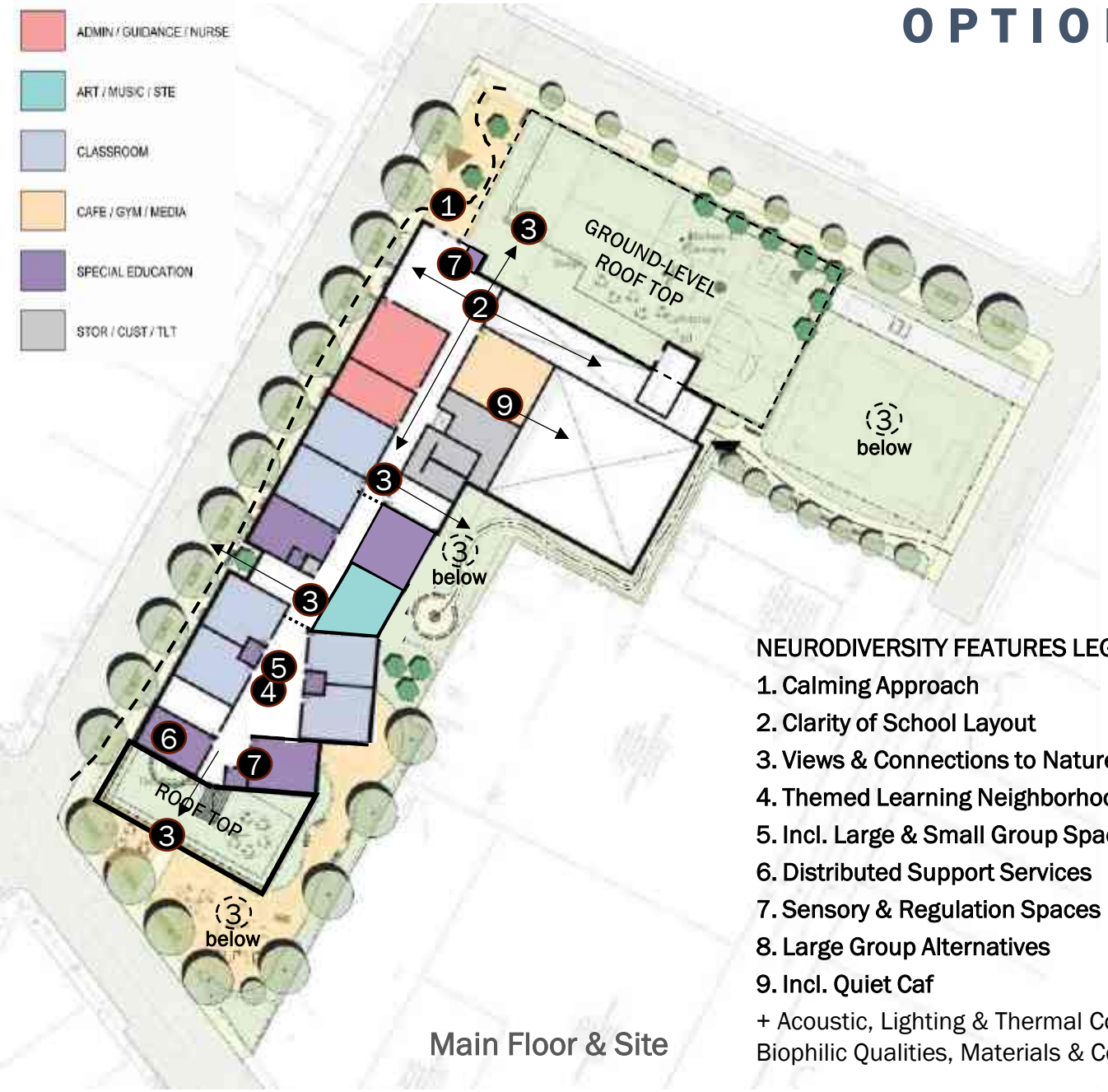
- Newcomer Academy Classrooms
- Purposeful Special Needs/Support Spaces
- Integrated Respite & Regulation Spaces
- Innovation Focus - Arts/Tech & Community
- OST - After School Program Space
- SFLC (incl. food pantry + 2nd-hand clothes)

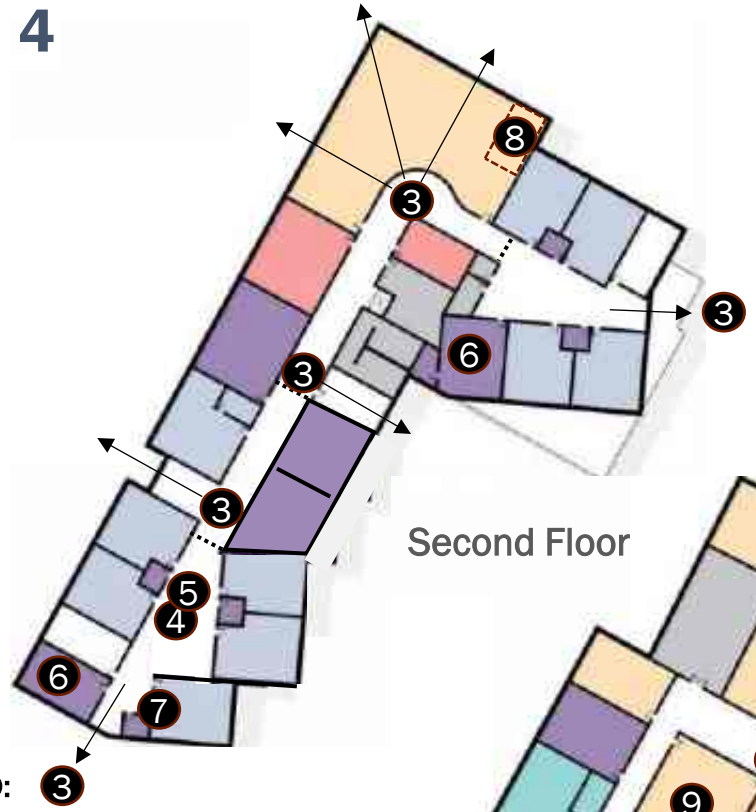
Organizational Diagram (Highlights)

- Shared Commons & Community Use Zone
- One School, Three Distinct Experiences
- Scaled Neighborhoods of Learning Within
- Integrated Collaboration & Small Group



OPTION 4







NEURODIVERSITY FEATURES LEGEND:

1. Calming Approach
2. Clarity of School Layout
3. Views & Connections to Nature
4. Themed Learning Neighborhoods
5. Incl. Large & Small Group Spaces
6. Distributed Support Services
7. Sensory & Regulation Spaces
8. Large Group Alternatives
9. Incl. Quiet Caf

+ Acoustic, Lighting & Thermal Comfort, Biophilic Qualities, Materials & Colors

Questions, Thoughts and Ideas?

Please raise a virtual hand or use the comment feature in Zoom

or

to leave comments for after this session use the link below



Web: **newschool@somervillema.gov**
Email: capitalprojects@somervillema.gov



Thank you!

Diverse Needs Across Grades PK-8

DEVELOPMENTAL DIFFERENCES









	Transition Years (K-1, 5-6 yrs)	Middle Years (2-3, 7-9 yrs)	Pre-Adolescent (4-6, 10-12 yrs)	Early Teens (7-8, 13-14 yrs)
Cognitive	• Understand language better than they speak • Are interested in present; vague concepts of past/future • Eager to learn • Ask many questions • Define things by their use	• Like to talk; use language to express... • Developing a sense of time • Enjoy collecting things • Enjoy problem-solving games like treasure hunts • Can plan and carry out projects with...	• Ask many questions and want thoughtful answers • Can often understand other points of view • Developing strong interests, hobbies and collections • Engage in daydreaming • Enjoy problem-solving games and puzzles	• Capable of high level of abstract thought • Beginning to think about their future life roles • Need time and freedom to engage in self-reflection • Are able to postpone gratification • Can plan ahead and organize tasks with...
Physical	• Enjoy long periods of free play • Developing eye-hand coordination • Enjoy small group cooperative games • May require rest after high energy play • Improved body coordination; yet still can fall easily	• Enthusiastic about games • Experiencing improvement in both gross and fine... • Possess a high activity level • Practice to master variations of movement for... • Enjoy games that allow for comparison of skills	• May be careless about their clothes, room... • Girls may have sudden growth spurt and... • Enjoy physical activities that master specific skills • Enjoy competitive games • Possess a high activity level	• May appear awkward as result of rapid... • Experiencing the beginning of puberty • Differ greatly in rate of maturation • Need to become familiar with changing body... • Tend to tire easily
Social-Emotional	• Eager to receive adult praise • Enjoy dramatic play • Eager to engage in new activities/adventures led... • Eager to identify with older children • Enjoy exploring new materials and equipment	• Have a strong drive toward independence • Develop a strong sense of loyalty to friends • Need to belong to a group • Play with and are friends with same-sex peers • Like to take on responsibility	• Enjoy small, peer-dominated group discussions • Like to join organized groups • Are anxious to grow up • Are intensely loyal to their peer group • Form a close one-on-one friendship	• Sensitive to their appearance • Establishing a personal moral code • Unsure of their place in society • Depend on their peer group to develop identity • Critical of their parents and home

Diverse Needs Across Grades PK-8

Developmental Differences









Transition Years (K-1, 5-6 yrs)	Middle Years (2-3, 7-9 yrs)	Pre-Adolescent (4-6, 10-12 yrs)	Early Teens (7-8, 13-14 yrs)

Learning Spaces

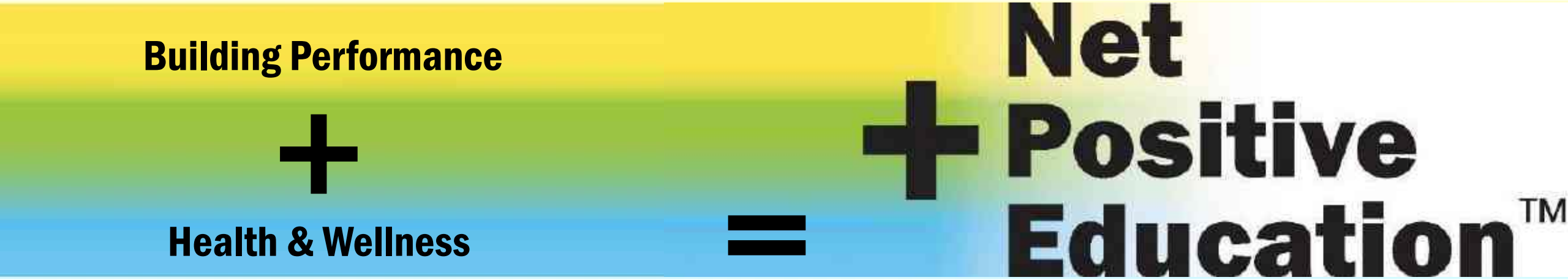








OUR APPROACH TO SUSTAINABILITY



It's Just Good Design

NET ZERO ENERGY TO NET POSITIVE EDUCATION



DAYLIGHT



THERMAL COMFORT



ACOUSTICS



AIR QUALITY

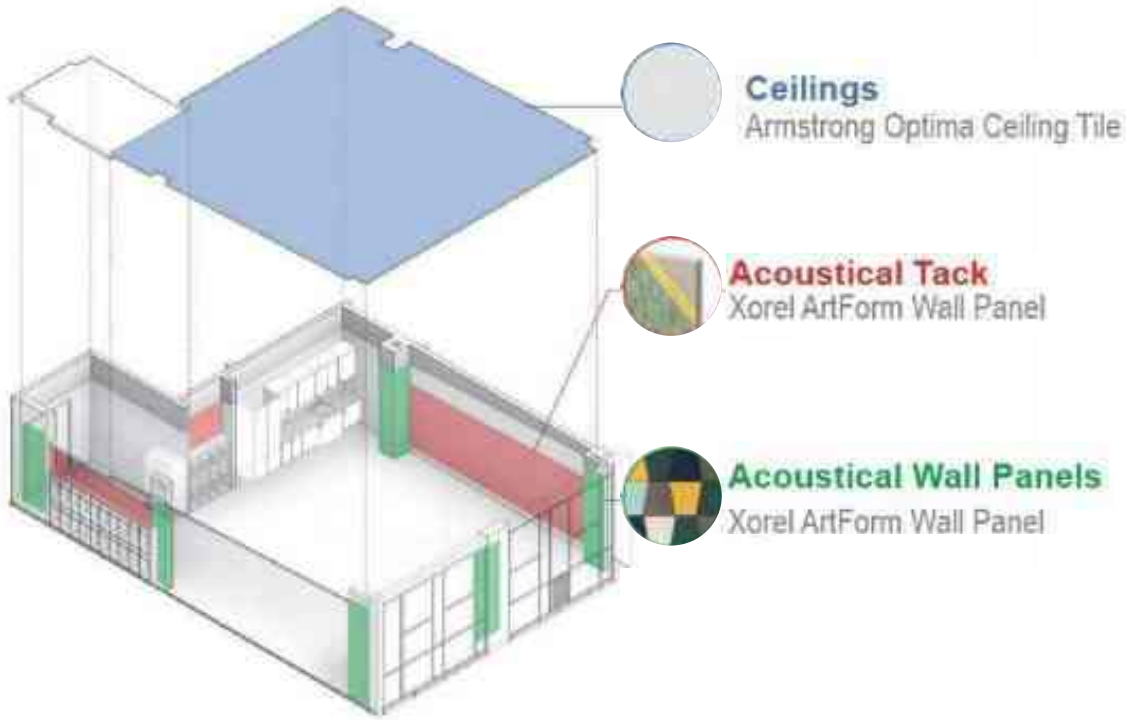
Net + Positive Education™

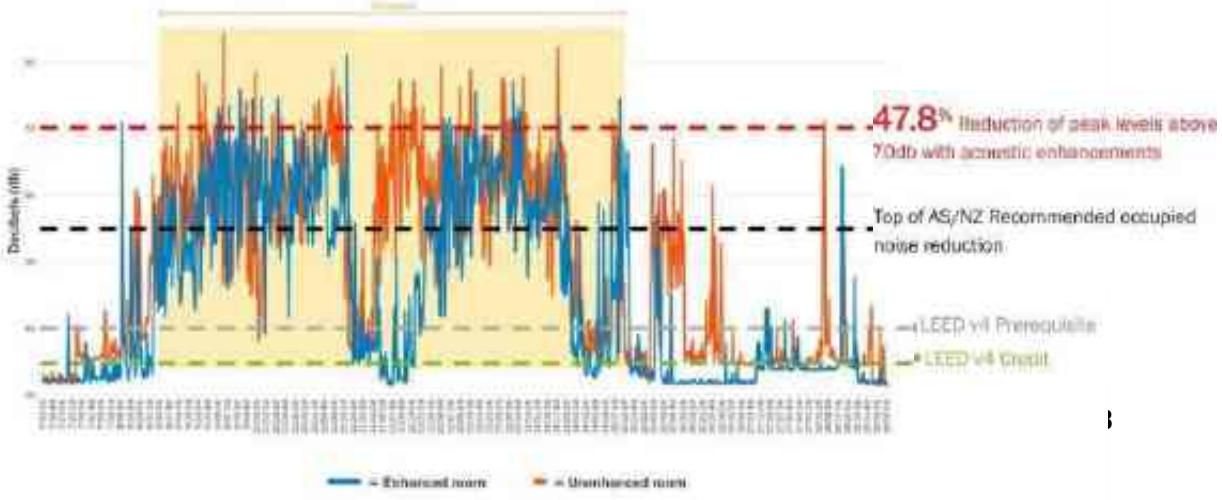
ACOUSTICS

We develop the ability to track voices over time.

Children are more hampered by additional **background noise** than adults.

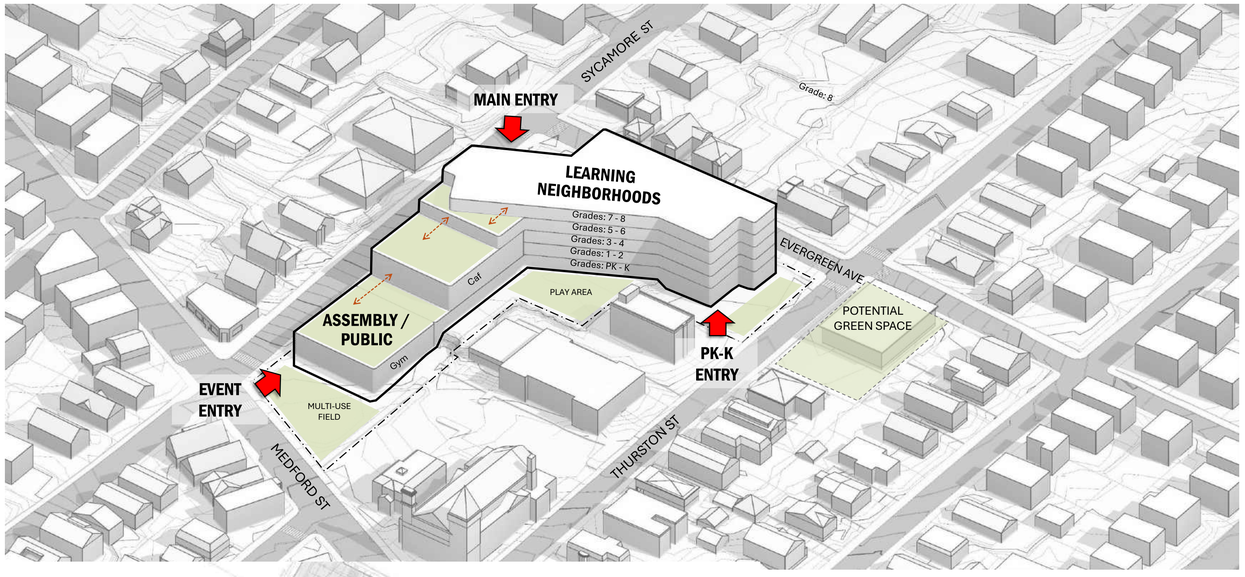
Non-native language speakers were found to have an additional **28% reduction in comprehension** at higher noise levels.





SLICE OF SOMERVILLE

NEW CONSTRUCTION – OPTION 2B
115 SYCAMORE STREET (925)





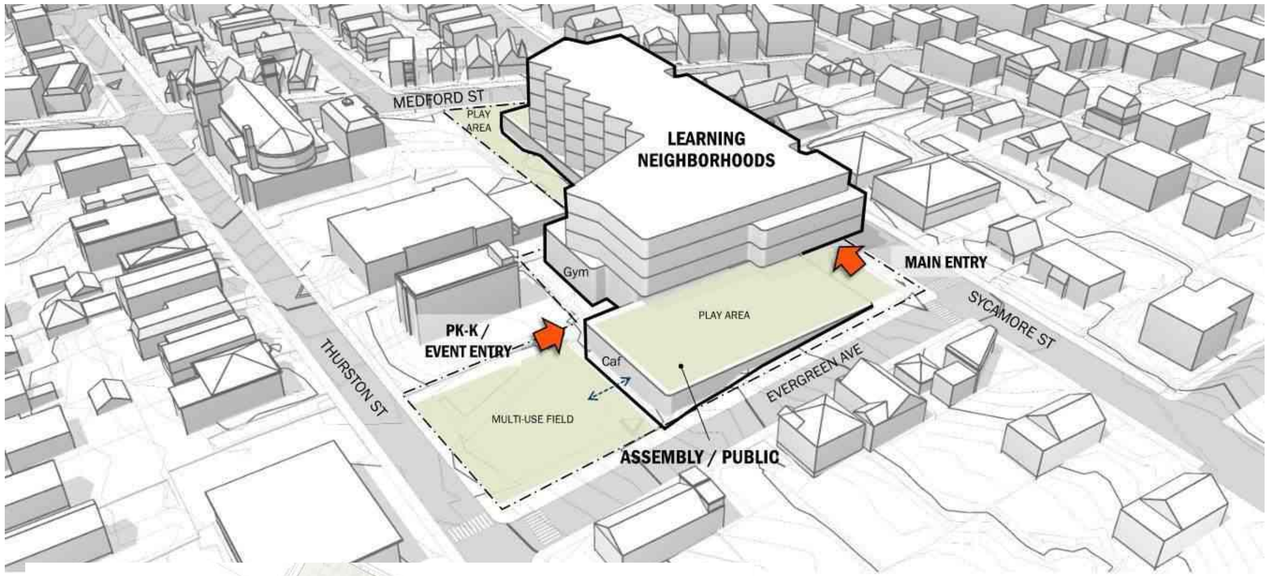
Lower Street Level



Upper Street Level



NEW CONSTRUCTION – OPTION 4
115 SYCAMORE STREET (925)





Lower Street Level



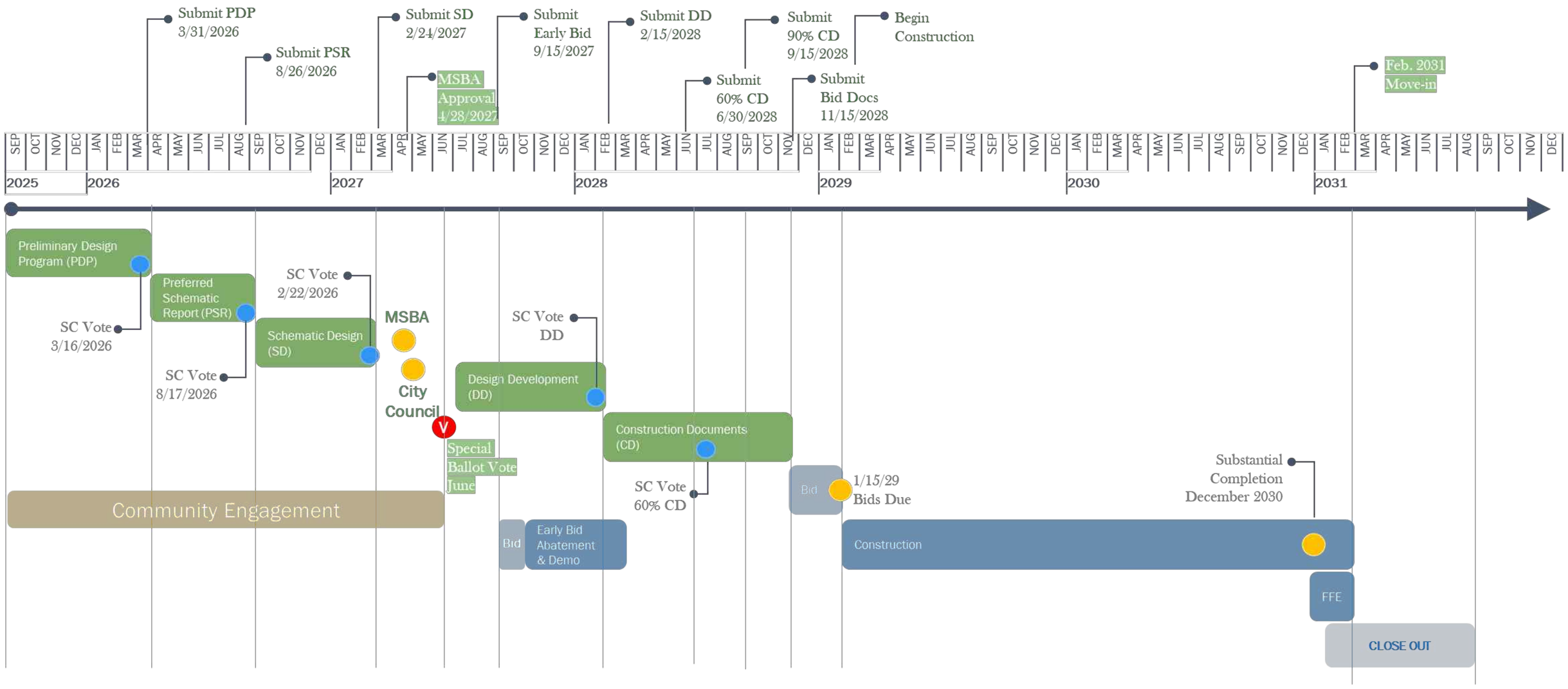
Upper Street Level

NORTH

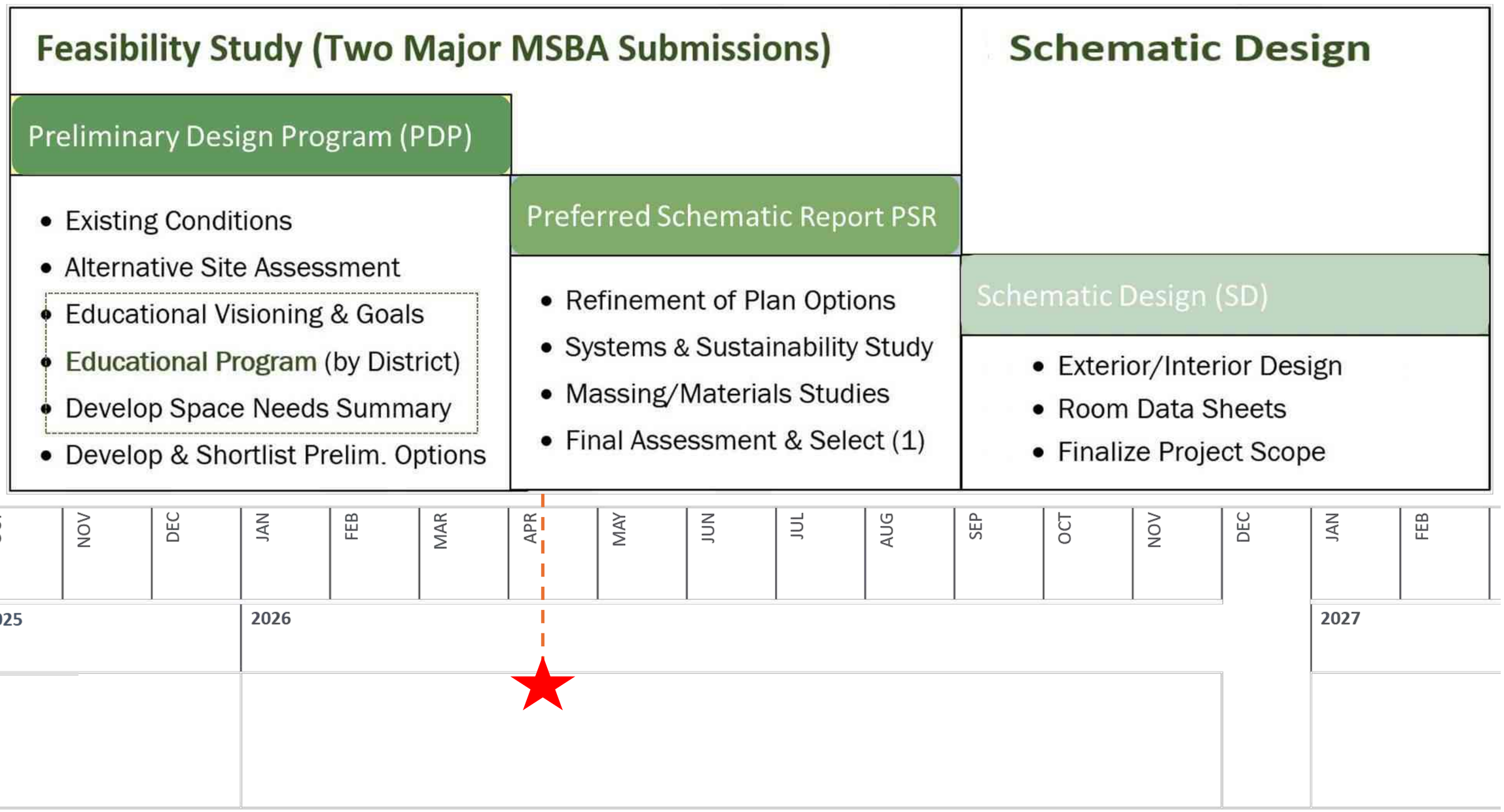
PERKINS EASTMAN

115 SYCAMORE STREET – NEW SCHOOL BUILDING

PROJECT TIMELINE

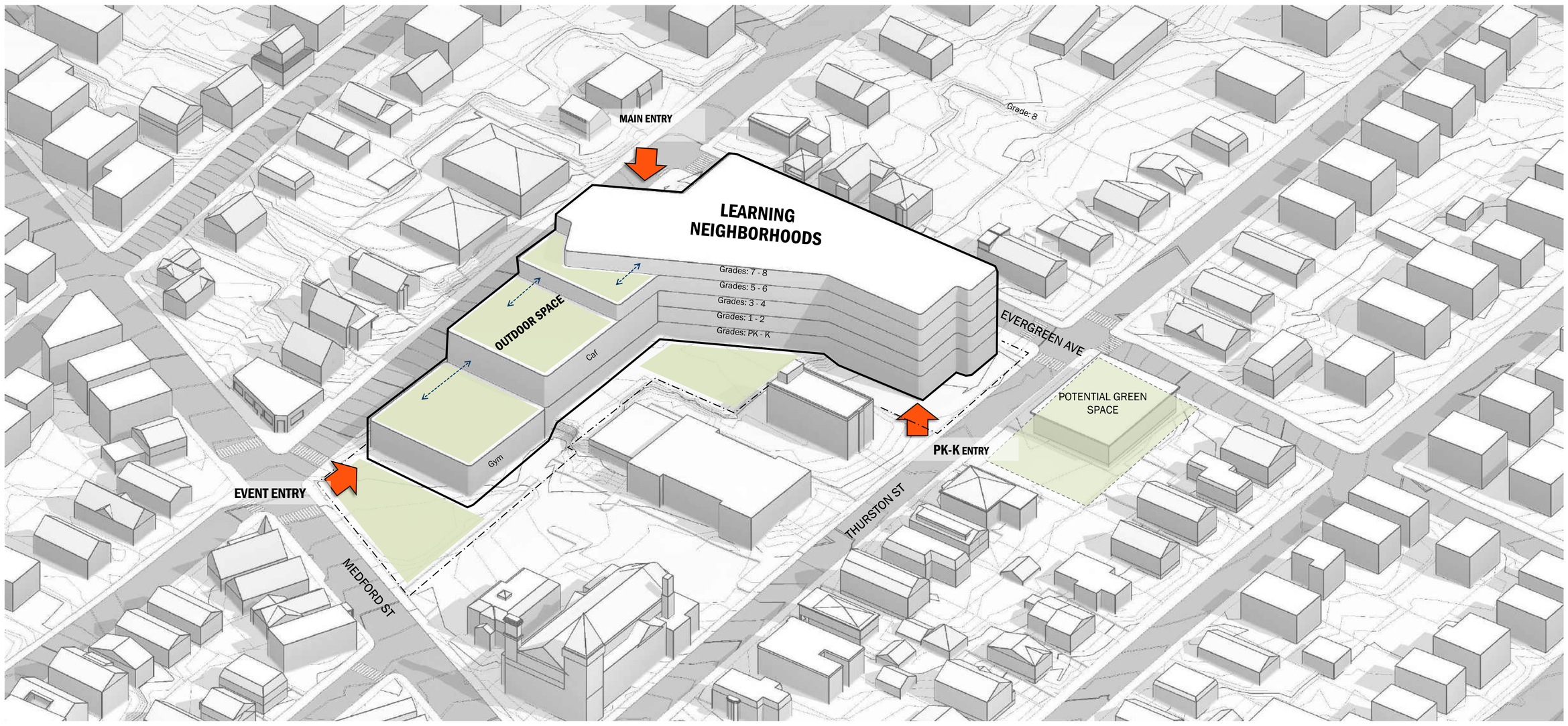


FEASIBITY AND SCHEMATIC DESIGN WORKPLAN



NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925





LEVEL 1



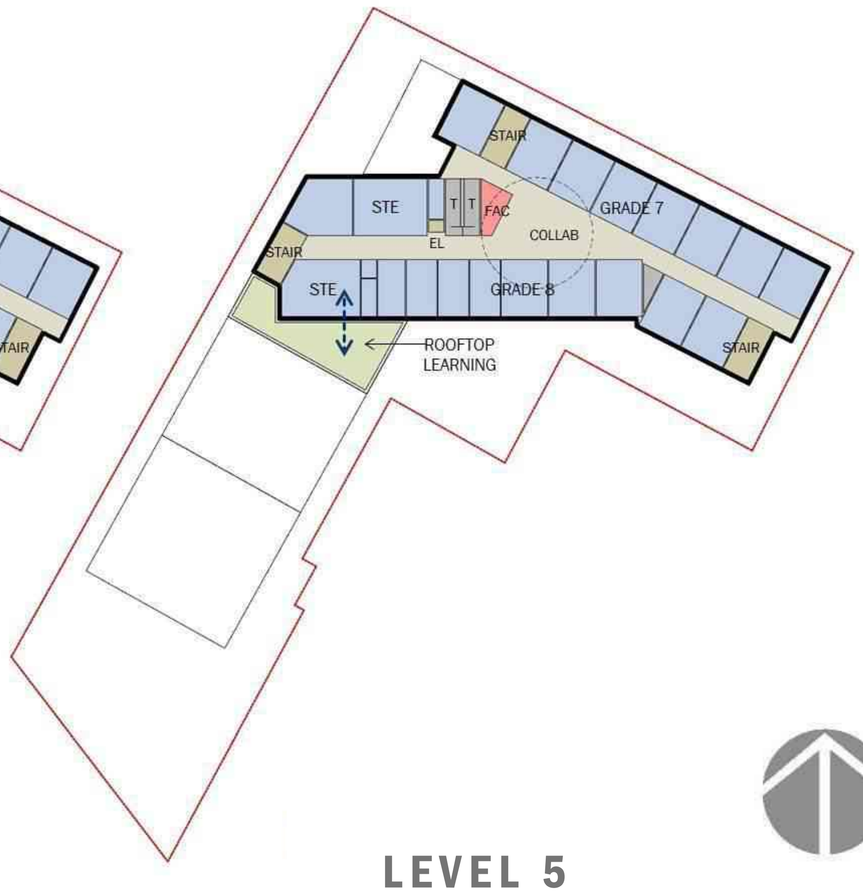
LEVEL 2



LEVEL 3



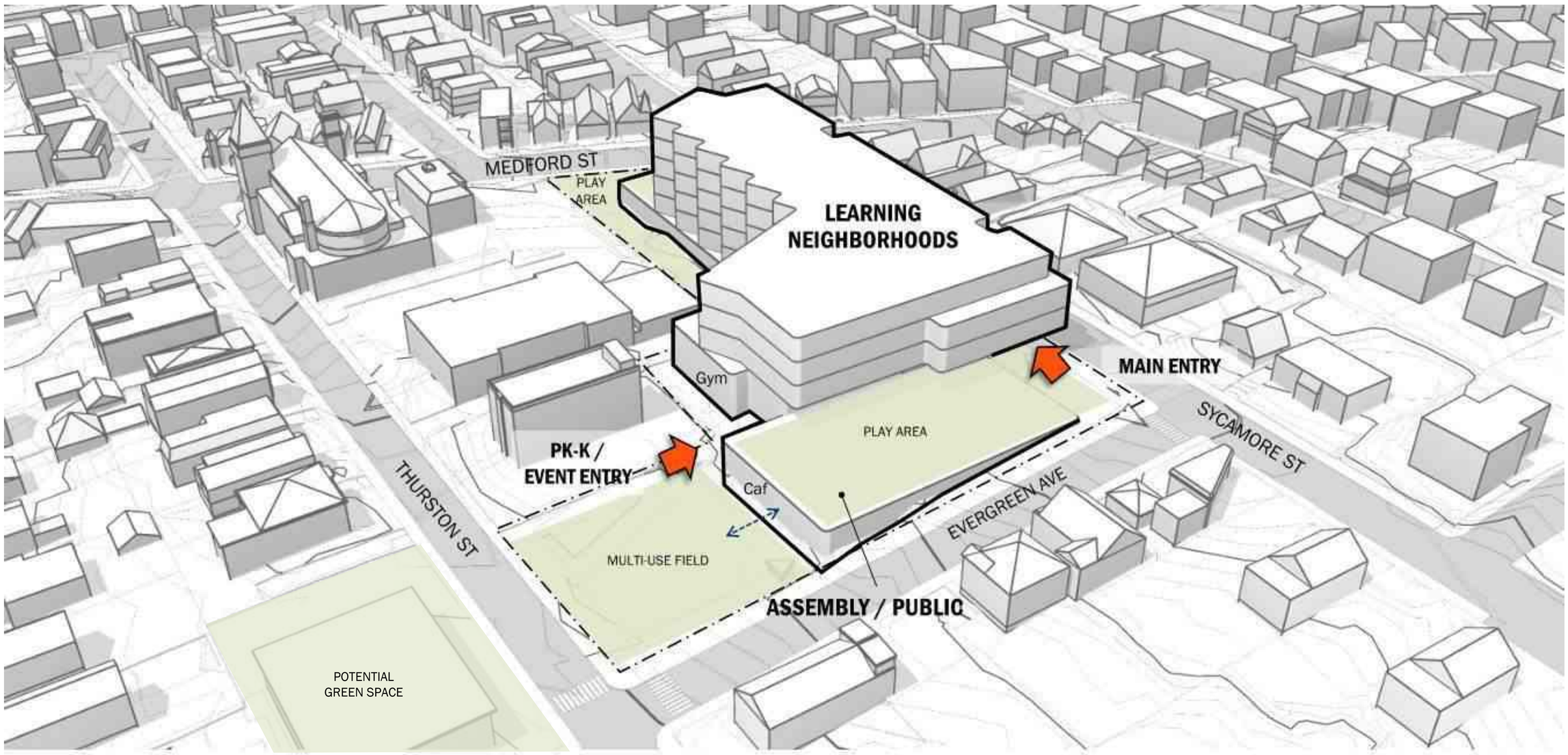
LEVEL 4



LEVEL 5

NEW CONSTRUCTION- OPTION 4

AT 115 SYCAMORE STREET FOR 925





LEVEL 1



LEVEL 2



LEVEL 1A

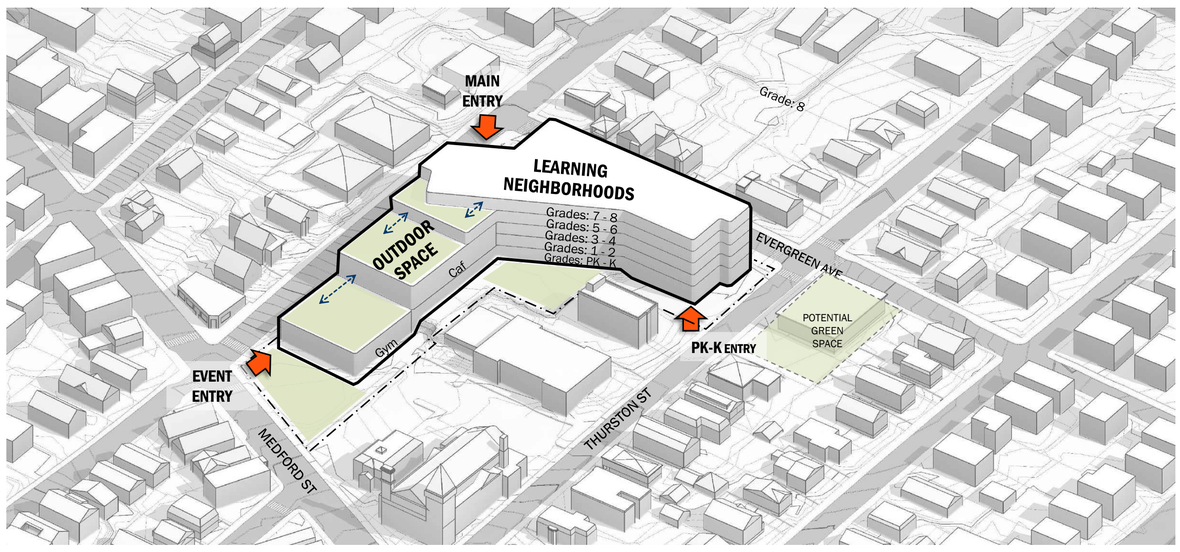
LEVEL 3

LEVEL 4

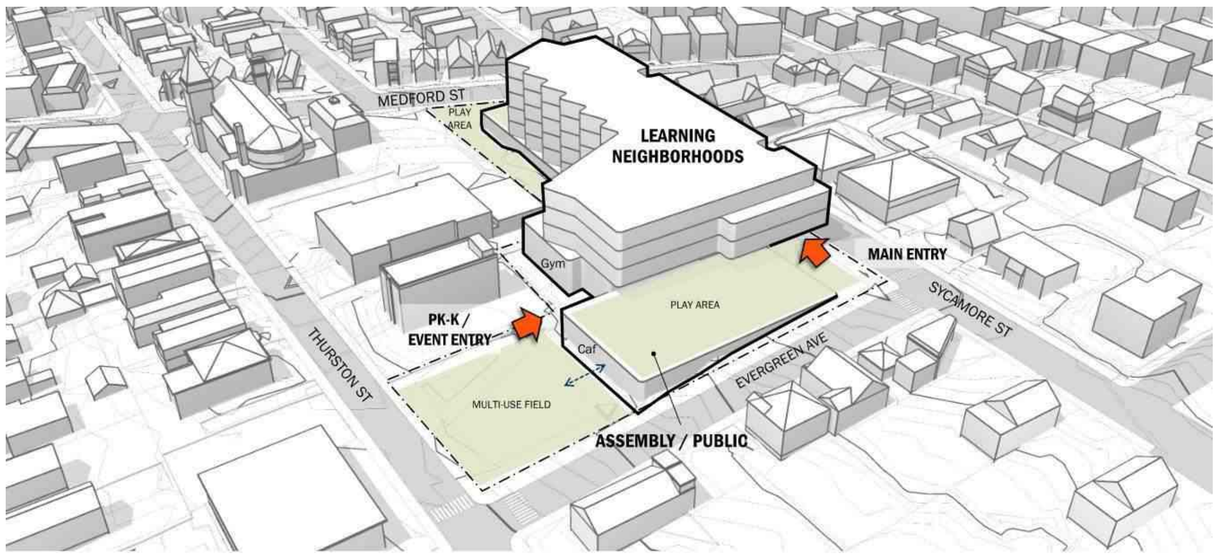
LEVEL 5

115 SYCAMORE STREET – NEW SCHOOL BUILDING

NEW CONSTRUCTION- OPTION 2B
115 SYCAMORE ST. 925



NEW CONSTRUCTION – OPTION 4
115 SYCAMORE STREET 925



115 SYCAMORE STREET – NEW SCHOOL BUILDING

VISION, SPACES & ORGANIZATIONAL DIAGRAM

Visioning Goals & Guiding Principals

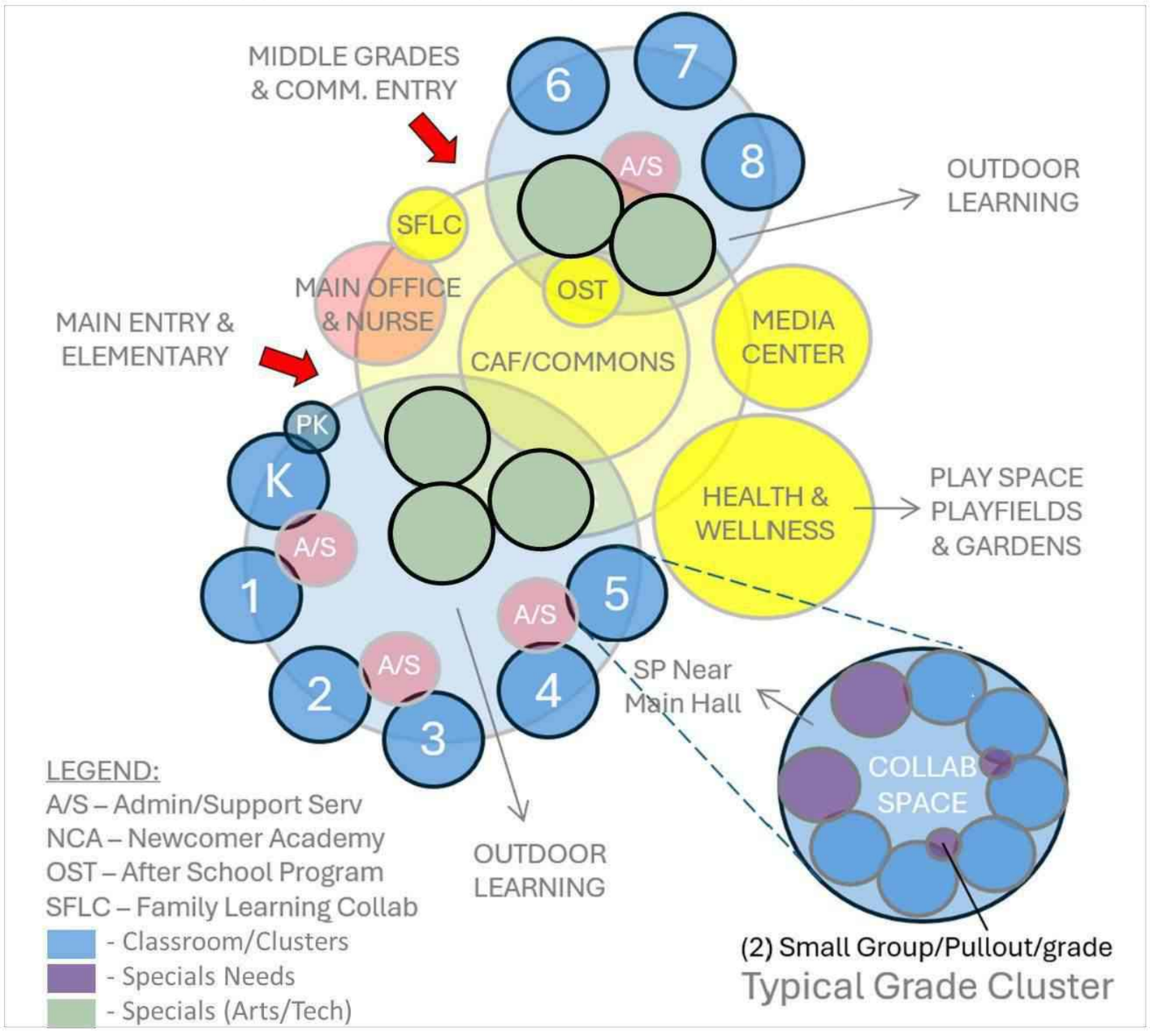
1. **Sm School Feel** - separate grade grouping
2. **Whole Child** - wellness & sensory supports
3. **DEI** – varied, integrated/visible programs
4. **Flexible/Adaptable** & Foster Collaboration
5. **A Community Hub** inside and out
6. Environment to **Foster Pride/Ownership**

Space Summary (Highlights)

- Newcomer Academy Classrooms
- Purposeful Special Needs/Support Spaces
- Integrated Respite & Regulation Spaces
- After School Program Space
- SFLC (incl. food pantry + 2nd-hand clothes)

Planning (Highlights)

- Shared Commons & Community Use Zone
- Separate Elementary & Middle Grades
- Pattern of Learning Neighborhoods
- Integrated Collaboration & Small Group



What Does Neuro-Diverse Design Look Like?

- A shared/common experience for all abilities
- Smooth, calming transitions & movement (slow reveal)
- Warm, welcoming aesthetics & themes
- Calming forms, colors, materials & biophilic elements
- Eased intersections slow reveal along corridors
- Diversity of spaces & choice (but not too much)
- Scaled, flexible/adjustable spaces
- High-quality acoustics & visual intelligibility
- Support sensory regulation (light, acoustics, orientation)
- Predictable plan layout and stacking
- Noise mitigation (floors, lockers, rain, etc.)
- Simple, intuitive wayfinding, including dyslexia fonts
- Small group, sensory & respite areas
- Clear visibility to support safety & belonging
- Family & support center space

Steady, Predictable Environments
Intuitive, universal design, warm and biophilic, steady and non-overstimulating,

Ease Transitions and Movement
gentle movement, soft forms/edges and clear circulation patterns

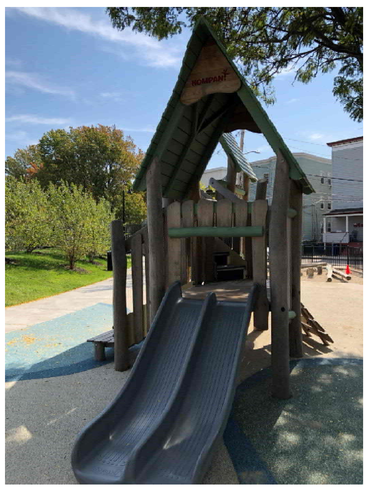
Diversity of Spaces and Choice
variety with balance, small group, sensory, and respite areas

Support Sensory Regulation
acoustics, light, solar orientation, noise mitigation, tactile cues

Tactile Surfaces and Orientation
Touch-mapping and visual connections help Dyspraxia understanding place/time

School Playground





nature





themed





play structures





slopes and games





features

Q. Geo-Environmental Phase 2 ESA Report

ASTM PHASE II ENVIRONMENTAL SITE ASSESSMENT REPORT

Winter Hill Community Innovation School
115 Sycamore Street, Somerville, MA 02145

Mabbett Project No. R2026012.002.005

July 2026

Prepared For:

Somerville Public Schools
167 Holland Street
Somerville, MA 02143

Under Contract To:

Perkins Eastman Architects, DPC
Boston Office
20 Ashburton Place, Floor 8
Boston, MA 02108

Mabbett & Associates, Inc. **www.mabbett.com**
105 Central Street
Stoneham, MA 0218-12600
T. 781-275-6050
Massachusetts | Virginia | Rhode Island | New York | South Carolina

© 2026, Mabbett & Associates, Inc.

ACKNOWLEDGEMENT

This Phase II Environmental Site Assessment has been prepared under contract to Perkins Eastman Architects, DPC (Perkins Eastman) to support the Winter Hill Community Innovations School Architectural Feasibility Study. This document was prepared for use by Perkins Eastman and the Somerville Public Schools District. This document is based on information available to Mabbett & Associates, Inc. (Mabbett®) at the time of the plan preparation.

This Phase II Environmental Site Assessment was prepared by the following Mabbett personnel:

Ana Gustafson
Digitally signed by Ana Gustafson
Date: 2026.07.02 16:52:34 -04'00'

Ana Gustafson
Project Environmental Scientist

Reviewed by:

Digitally signed by Cassidy Way
Date: 2026.07.02 16:51:29 -04'00'

Cassidy Way, QEP, CHMM
Project Environmental Scientist/ Project Manager

Approved by:

Digitally signed by Michael L. Bloom
Date: 2026.07.02 16:56:14 -04'00'

Michael Bloom, PG, CPG
Practice Lead, Site Assessment & Remediation, Northeast

ARG/CEW/MLB

LIST OF ACRONYMS

ACM	Asbestos Containing Materials
ASTM	American Society for Testing and Materials
BER	Business Environmental Risk
bgs	Below Ground Surface
COC	Chain Of Custody
DAW	Drive and Wash
DTB	Depth To Bottom
DTW	Depth To Water
EPA	Environmental Protection Agency
EPH	Extractable Petroleum Hydrocarbons
ESA	Environmental Site Assessment
FS	Feasibility Study
ft	Feet
GPR	Ground Penetration Radar
H&A	Haley & Aldrich
IDW	Investigative Derived Waste
LBP	Lead Based Paint
MassDEP	Massachusetts Department of Environmental Protection
MCP	Massachusetts Contingency Plan
mg/Kg	Milligrams per Kilograms
NDS, Inc	Northern Drilling Service, Inc
ORP	Oxidation Reduction Potential
PCBs	Polychlorinated Biphenyls
PFAS	Per- and Polyfluoroalkyl Substances
PID	Photoionization Detector
ppmv	Parts per Million by Volume
PVC	Polyvinyl Chloride
QA	Quality Assurance
QC	Quality Control
RCs	Reportable Concentrations
REC	Recognized Environmental Condition
SMP	Soil Management Plan
SVOCs	Semi-Volatile Organic Compounds
TPH	Total Petroleum Hydrocarbons
USCS	Unified Soil Classification System
USDA	United States Department of Agriculture
USEPA	United States Environmental Protection Agency
UST	Underground Storage Tank
VOC	Volatile Organic Compounds
VPH	Volatile Petroleum Hydrocarbon
WHCIS	Winter Hill Community Innovation School

© 2026, Mabbett & Associates, Inc.

TABLE OF CONTENTS

SECTION **PAGE**

1.0 INTRODUCTION 1
1.1 Site Description and Site History 1
1.2 Background Information 1
1.3 Future Site Use 2
2.0 INVESTIGATION TASKS 3
2.1 Project Planning 3
2.2 Subsurface Exploration via Ground Penetration Radar (GPR) 3
2.3 Soil Borings and Soil Sampling 3
2.3.1 Monitoring Well Installation and Groundwater Sampling 4
2.4 Asbestos Containing Material (ACM) Sampling 5
2.5 Investigation Derived Waste (IDW) 5
3.0 INVESTIGATION RESULTS 6
3.1 Soil Analytical Results 6
3.1.1 Soil Assessment Samples 6
3.1.2 Soil Pre-Characterization Samples 6
3.2 Groundwater Analytical Results 6
3.3 ACM Analytical Results 7
4.0 SUMMARY & CONCLUSIONS 8
4.1 Scope and Methods 8
4.2 GPR Survey 8
4.3 Soil 8
4.4 Groundwater 9
4.5 Asbestos Containing Materials 9
5.0 RECOMMENDATIONS 10
5.1 Redevelopment and Earthwork (Soil Management) 10
5.2 Groundwater Use and Construction Dewatering 10
6.0 REFERENCES 11

TABLES

Table 1 Boring and Monitoring Well Locations and Rationale (In-Text)
Table 2 Summary of Soil Analytical Data
Table 3 Summary of Groundwater Analytical Data
Table 4 Summary of ACM Analytical Data (In-Text)

FIGURES

Figure 1 Subject Property Locus Map
Figure 2 Phase II Sampling Locations

APPENDICES

Appendix A GPRS Reports
Appendix B Soil Boring Logs
Appendix C Groundwater Purge Logs
Appendix D Soil Laboratory Analytical Reports
Appendix E Soil Characterization Laboratory Analytical Reports
Appendix F Groundwater Analytical Reports
Appendix G Asbestos Identification Laboratory Data Report

1.0 INTRODUCTION

This American Society for Testing and Materials (ASTM) Phase II Environmental Site Assessment (Phase II ESA) report describes the field investigation performed by Mabbett & Associates, Inc. (Mabbett®) on June 1 through 5 and June 9, 2026, at 115 Sycamore Street, Somerville, Middlesex County, Massachusetts (the Subject Property) to evaluate Recognized Environmental Condition (REC) and Business Environmental Risks (BERs) identified by Mabbett during our March 2026 ASTM Phase I Environmental Site Assessment (ESA).

Mabbett prepared this report under contract to Perkins Eastman Architects, DPC (Perkins Eastman) for use by Perkins Eastman and Somerville Public Schools to support the Winter Hill Community Innovation School (WHCIS) Architectural Feasibility Study (FS).

1.1 Subject Property Description and Subject Property History

The Subject Property, located at 115 Sycamore Street in Somerville, Massachusetts, is identified by the City of Somerville Assessor as Parcel 48-D-1. The Subject Property encompasses approximately 1.97 acres and is owned by the City of Somerville. The Subject Property is improved with an approximately 89,410 square foot (sf) school structure that was originally constructed in 1974. Exterior portions of the Subject Property include playgrounds, athletic fields, and landscaped areas. The school's exterior is constructed of concrete.

The Subject Property is accessed from Medford Street to the south, Sycamore Street to the west, Evergreen Avenue to the north, and Thurston Street to the east. Access to the Subject Property is restricted by fencing on select boundaries. The area surrounding the Subject Property consists of residential neighborhoods.

The Subject Property was developed with the Forster School in approximately 1867, as well as several residential structures. The Forster School Annex building was constructed by 1900. Both school buildings were razed by 1975 to make way for the current WHCIS. Historically, there were as many as seven residential buildings and four commercial units on the subject property in addition to the school. According to city directories, building occupants included a press, a beauty salon, a laundry, and a tailor.

A Subject Property Locus map is provided as Figure 1. A Subject Property Map depicting current site features and well and boring locations is provided as Figure 2.

1.2 Background Information

Mabbett's March 2026 Phase I ESA identified the following REC and BERs:

- **REC:** According to Somerville Fire Department records, a 5,000-gallon #5 fuel oil underground storage tank (UST) was historically utilized by the Forster School. The UST was permitted in 1952 and renewed in 1972 and 1978. A plan of the subject property from 1973 showed an "oil tap" in the northern corner of the property, just west of the original school building. No removal records were available for this UST. The Forster School was reportedly demolished in place. As such, the UST may not have been removed. The historical presence of the #5 fuel oil UST and the possible age of the UST represents a REC.
- **BERs:**
  - *Regulated Building Materials:* According to Axiom Partners, Inc's 2023 Hazardous Building Materials Survey Report, asbestos containing materials (ACM) and lead based paint (LBP) are present at the Subject Property. The presence of these materials represent a BER due to the added cost of abatement during future demolition or renovation of the building. Additionally, the City of Somerville and Somerville Public Schools indicated during the pre-bid briefing that the existing school building was likely constructed over the location where two former educational buildings on the northern portion of the property were demolished in-place. Based on the time of the demolition

and construction of the existing school building, it is suspected that ACM may be contained in that demolition debris and comingled soils located beneath the current building and the current basketball court on the northern portion of the subject property. The potential presence of buried ACM represents a BER due to the environmental premiums associated with specialized excavation protocols, mandatory air monitoring, and elevated hazardous waste disposal fees which pose a material financial impact on future redevelopment costs.

- *Fill Soils:* The U.S Department of Agriculture (USDA) Web Soil Survey identifies the soils located beneath and southeast of the elementary school as Urban land (i.e., urban fill). The potential for the quality of fill materials to result in elevated environmental premiums for off-site management during future redevelopment activities is considered a BER.
- *Per-and Polyfluoroalkyl Substances (PFAS) Risk:* Rogers Foam Corporation at 20 Vernon Street was located approximately 640 ft cross-gradient to the Subject Property. Rogers Foam Corp has been a fabricator of latex foam since 1947, a process which may have included the use of PFAS-containing chemicals. Although there has been no documented PFAS release, PFAS from foam manufacturing operations may be present in groundwater at the Subject Property. If extensive dewatering is required during site redevelopment, the potential PFAS plume if not already underlying the subject property may be pulled onto the subject property, resulting in elevated dewatering premiums to treat and manage PFAS contaminated groundwater, which is considered a BER.

1.3 Future Site Use

This Phase II ESA considers the specific future use for the architectural FS of the WHCIS for renovation, renovation with addition, or demolition and new building construction. The Phase II ESA considers the anticipated future operation of the Subject Property to be educational use and compares laboratory-reported analytical data to the appropriate Massachusetts Contingency Plan (MCP) standards.

© 2026, Mabbett & Associates, Inc.

2.0 INVESTIGATION TASKS

This section describes the Phase II ESA tasks, beginning with the initial planning stages of the project and through subsequent components of the field investigation program. This section has been organized to present the field program tasks in chronological order with the means and methods that were utilized during implementation of individual field tasks.

2.1 Project Planning

Mabbett reviewed the findings from the Phase I ESA conducted in March 2026 to refine the scope of this Phase II ESA.

2.2 Subsurface Exploration via Ground Penetration Radar (GPR)

On May 19, 2026, Ground Penetrating Radar Systems, LLC (GPRS) of Boston, Massachusetts performed a ground penetrating radar (GPR) survey to investigate potential debris areas associated with the former (demolished) building footprints and investigate if the UST identified in the fire department records remains on-site.

The GPR study was limited due to surface obstructions, restricted access, overgrown vegetation, and soil conditions. As such, the GPR survey did not indicate the presence of foundation walls, slabs or concrete pad remnants, or debris areas within suspected former building footprints or evidence of past or present USTs. GPRS' survey report is included as Appendix A.

2.3 Soil Borings and Soil Sampling

Between June 1 and 5, 2026, Northern Drilling Service, Inc. (NDS, Inc) of Northborough, Massachusetts advanced six (6) soil borings using Drive and Wash (DAW) drilling techniques under the observation of a Mabbett scientist and a Haley and Aldrich (H&A) Geotechnical Engineer. Environmental soil samples were collected concurrently during the geotechnical assessment to reduce duplicate field efforts. Figure 2 shows the locations of the soil borings on the Subject Property. The following table provides a summary of soil boring locations:

TABLE 1
Boring and Monitoring Well Locations

Boring ID	Location	Completion Depth (ft bgs)	Rationale
HA-B01/MW-01	Northern portion of the Subject Property, near the suspected UST.	29	UST/Urban Fill
HA-B02	Northern portion of the Subject Property, along the edge of the basketball court.	24	UST/Building Debris/Urban Fill
HA-B03	Northern portion of the Subject Property, near the northern building entrance walkway.	25.5	UST/Building Debris/Urban Fill
HA-B04	Southeastern portion of the Subject Property, in service alley along the eastern side of WHCIS.	18.5	Urban Fill
HA-B05/MW-02	Southern portion of the Subject Property, in the playground near south entrance of WHCIS.	23	PFAS Migration/ Urban Fill
HA-B06	Eastern portion of the Subject Property, on grassy median between WHCIS soccer field and Thurston Street.	18.5	Urban Fill

Drillers advanced borings using casing, with soil samples collected via split spoons advanced in 2-foot intervals ahead of the casing. Supplemental borings were re-drilled using direct push technology if additional soil volume was needed for analytical sampling. H&A's geotechnical engineer classified soil samples using the Unified Soil Classification System (USCS - ASTM D 2487) while Mabbett screened soil using a field-calibrated photoionization detector (PID) for total volatile organic compounds (TVOCS) and evaluated samples for evidence of contamination (i.e. staining, odors, staining, presence of waste or other debris, etc.). H&A's soil boring logs that are supplemented with Mabbett's soil screening and sampling information are included in Appendix B. Mabbett noted the following conditions noted during boring advancement:

- The highest PID reading (80.3 parts per million by volume (ppmv)) was recorded in boring HA-B01 from approximately 11 ft below ground surface (bgs). PID readings in the remaining borings ranged from 0.1 to 1.2 ppmv.
- Mabbett noted a petroleum odor and staining from 2 to 12 ft bgs in HA-B01 and a petroleum odor from 4 to 6 ft bgs In HA-B05.
- Mabbett observed evidence of fill soil between 0 ft bgs to 13 ft bgs at all six boring locations.
- Groundwater was encountered between 7 to 17-ft bgs at all six soil boring locations, with depth to water confirmed during subsequent well gauging.

Mabbett collected one sample for soil assessment from each of the soil borings for laboratory analysis of Massachusetts 14 Metals by EPA Method 6010C. Mabbett also collected one soil sample from the groundwater interface in HA-B01 for laboratory analysis of extractable petroleum hydrocarbons (EPH) and volatile petroleum hydrocarbons (VPH) by MassDEP methodologies.

In addition, Mabbett collected soil samples from HA-B01 through HA-B05 to pre-characterize soil for off-site disposal (5 total). Mabbett composited soil vertically throughout the fill material in each of the borings sampled. Composite samples were homogenized, collected into laboratory-supplied containers, stored on ice, submitted under chain of custody (COC) documentation to Phoenix Environmental Laboratories, Inc. (Phoenix), a Massachusetts certified laboratory located in Manchester, Connecticut for the following analytical parameters:

- Semi-Volatile Organic Compounds (SVOCs) by EPA Method 8270D
- Total Petroleum Hydrocarbons (TPH)
- Massachusetts 14 Metals by EPA Method 6010C
- Polychlorinated Biphenyls (PCBs) by EPA Method 8082
- Conductivity by EPA Method 9050A
- Ignitability by EPA Method 1030
- Corrosivity by pH Method 9040C/9045D
- Reactivity by Method SW846

In accordance with sampling protocol, VOC samples are not to be homogenized. Mabbett collected discrete samples for VOC analysis by EPA Method 8260C. Discrete sampling intervals were selected based on elevated PID readings or other evidence of contamination (staining, odors, etc.).

2.3.1 Monitoring Well Installation and Groundwater Sampling

MW-01 (HA-B01) and MW-02 (HA-B05) were completed as 2-inch diameter flush mounted wells. Prior to installation, borings were backfilled to appropriate depths to allow the 10 feet of well screen to be set across the water table interface. MW-01 was constructed at 24 ft bgs with 10-feet of factory-slotted screen (14-24 ft bgs)

and 14 feet of riser. MW-02 was constructed at 17 ft bgs with a 10-feet of factory-slotted screen (7-17 ft bgs) and 10 feet of riser. Both wells were constructed with schedule 40 PVC.

Mabbet developed the monitoring wells prior to groundwater sampling using a peristaltic pump and dedicated polyethylene tubing. Groundwater levels were monitored continuously during development and depth to bottom (DTB) measurements were recorded before and after well development. The initial depth to water (DTW) in MW-01 and MW-02 were 10.26 ft bgs and 7.55 ft bgs, respectively. During development, Mabbett purged a minimum of three well volumes from each monitoring with 5 to 8 gallons purged per well. Both monitoring well locations demonstrated stable recharge rates. Purge and development water was collected into 55-gallon drums as investigative derived waste (IDW).

On June 9, 2026, Mabbett returned to the Subject Property to collect groundwater samples after allowing the wells to stabilize for several days. The DTW was measured from each monitoring well prior to and after sample collection. Groundwater samples were collected in accordance with USEPA low stress ("low flow") sampling guidance (USEPA, 2017). Mabbett purged each well using a peristaltic pump and dedicated polyethylene tubing and monitored water quality parameters including pH, conductivity, turbidity, oxidation reduction potential (ORP), and temperature were measured using a field-calibrated multi-parameter water quality meter. Mabbett noted a petroleum-like odor on water purged from MW-01. Both monitoring wells (MW-01 and MW-02) demonstrated high turbidity; however, the wells demonstrated stable recharge rates and were sampled once parameters were stable. Water quality parameters were recorded on well sampling sheets, which are included in Appendix C.

Mabbett collected groundwater samples into laboratory-supplied bottles, stored samples on ice, and submitted samples under COC documentation to Pace Analytical, a Massachusetts-certified laboratory located in Westborough, Massachusetts. The following samples were submitted for laboratory analysis:

- MW-01: EPH by MassDEP Method and VPH by MassDEP Method.
- MW-02: PFAS by MassDEP Method 1633.
- Quality assurance/quality control (QA/QC) field blank: PFAS by MassDEP Method 1633.

2.4 Asbestos Containing Material (ACM) Sampling

The Phase II included scope to sample ACM, paint chips, and PCBs to investigate the demolition debris BER if such materials were found in soil borings. Mabbett identified suspect ACM (fibrous material) beneath the concrete sidewalk at HA-B03. As such, Mabbett submitted one sample for asbestos analysis by Asbestos Identification Laboratory of Woburn, Massachusetts.

2.5 Investigation Derived Waste (IDW)

Soil and groundwater IDW was consolidated into four 55-gallon steel drums (two for soil, two for water) stored in the alley to the east of WHCIS. IDW disposal was the responsibility of the geotechnical engineer and beyond the scope of this Phase II ESA.

© 2026, Mabbett & Associates, Inc.

3.0 INVESTIGATION RESULTS

Mabbett compared analytical results to applicable regulatory standards established by the MCP. Soil analytical results were compared to the Reportable Concentrations for category S-1 soil (RCS-1) due to Subject Property use as a school. Groundwater analytical results were compared to the Reportable Concentrations for category GW-2 groundwater (RCGW-2) since the subject property is not located within a current or potential drinking water source area.

3.1 Soil Analytical Results

Mabbett compared soil analytical results to RCS-1. Soil assessment data collected to evaluate the REC and pre-characterize soil for off-site disposal is summarized in Table 2. The soil assessment and soil pre-characterization data for off-site disposal laboratory reports are provided in Appendix D and Appendix E, respectively. Analytical results are summarized as follows:

3.1.1 Soil Assessment Samples

The following summarizes the results of samples to investigate the REC identified during the Phase I ESA:

- Ten metals (arsenic, barium, beryllium, cadmium, chromium, lead, mercury, nickel, vanadium, and zinc) were detected at concentrations below the RCS-1 standard in soil samples collected from each of the borings.
- EPH or VPH were not detected in the HA-B01 sample.

3.1.2 Soil Pre-Characterization Samples

The following summarizes the results of the samples collected to pre-characterize soil for off-site disposal:

- Six VOCs were detected in soil from boring HA-B01 at concentrations below the RCS-1 standards. VOCs were not detected above laboratory reporting limits (RLs) in samples collected from HA-B02 through HA-B05.
- Eight SVOCs, specifically polyaromatic hydrocarbons (PAHs), were detected in samples collected from HA-B01, HA-B02, HA-B03, and HA-B05 at concentrations below the RCS-1 standards. No SVOCs were detected above RLs at HA-B04.
- TPH were not detected above RLs in any samples submitted for laboratory analysis.
- Metals were not detected above RCS-1 standards in any samples submitted for analysis.
- PCBs were not detected at concentrations above RLs in any samples submitted for analysis.
- Soil samples collected from HA-B01 through HA-B05 were not corrosive, ignitable, or reactive. Soil pH ranged from 7.87 to 10.3.

3.2 Groundwater Analytical Results

Mabbett compared groundwater analytical data to RCGW-2. Groundwater analytical data is summarized in Table 3. The groundwater laboratory analytical report is provided in Appendix G. Analytical results are summarized as follows:

- EPH and VPH were not detected above RLs in the groundwater sample collected at MW-01.
- Perfluorobutanoic Acid (PFBA), Perfluoropentanoic Acid (PFPeA), Perfluorobutanesulfonic Acid (PFBS), Perfluorohexanoic Acid (PFHxA), Perfluoroheptanoic Acid (PFHpA), Perfluorooctanoic Acid (PFOA), and Perfluorooctanesulfonic Acid (PFOS) were detected in the MW-02 sample at concentrations below RCGW-2.
- PFAS was not detected in the field blank.

3.3 ACM Analytical Results

ACM was not detected in the sample collected from HA-B03. The asbestos analytical report is included as Appendix G. The following table presents asbestos analytical results.

TABLE 4
Summary of ACM Analytical Data

Location (bgs)	Lab ID	Material	Material (%)		Asbestos Detected (%)
HA-B03 (0-2')	260608022-001	Brown fibers below sidewalk	Fiberglass	2	None Detected
			Cellulose	10	
			Synthetic Fibers	5	
			Non-Fibrous	83	

4.0 SUMMARY & CONCLUSIONS

4.1 Scope and Methods

Mabbett completed a Phase II ESA to investigate REC and BERs identified during the Phase I ESA, including:

- The location of a historical fuel oil UST with no removal documentation.
- The potential for hazardous building materials to be comingled with debris if historical buildings were demolished in place.
- The potential for PFAS migration to southern site groundwater from off-site sources.

Field activities included a GPR survey to investigate the former UST and potential demolition debris locations, the advancement of six soil borings (HA-B01 through HA-B06) to collect soil samples and install monitoring wells, and soil and groundwater sample collection from each soil boring/well location for site assessment and pre-characterization for off-site soil disposal.

4.2 GPR Survey

The GPR survey did not indicate the presence of a UST or building debris in the scanned areas; however, GPR effectiveness was limited by Subject Property conditions.

4.3 Soil

No compounds were detected above RCS-1 in site assessment or disposal pre-characterization samples; however, Mabbett noted evidence of petroleum contamination in HA-B01 and HA-B05. Regarding petroleum contamination at HA-B01 and HA-B05:

- HA-B01:
  - HA-B01 was advanced near the former UST location.
  - Mabbett noted strong petroleum odors, staining, and elevated PID readings (up to 80.3 ppmv).
  - EPH and VPH were not detected in soil sampled from the groundwater interface to track downward contaminant migration to the top of the water table.
  - VOCS were detected at concentrations below RCS-1 in the discrete sample collected for disposal characterization.
  - One SVOC was detected below RCS-1 in the soil sample composited across the fill layer (including the groundwater interface and location of the highest PID screening value).
  - TPH was not detected above laboratory RLs in the soil sample composited across the fill layer (including the groundwater interface and location of the highest PID screening value).
- HA-B05:
  - HA-B05 was advanced to investigate possible PFAS migration onto the Subject Property from the neighboring foam manufacturing site.
  - Mabbett noted petroleum odors and staining at 4-6 feet bgs.
  - SVOCs were detected below RCS-1 in the soil sample composited across the fill layer (including the groundwater interface and location of the highest PID screening value).
  - VOCs and TPH were not detected above laboratory RLs in the soil sample composited across the fill layer (including the groundwater interface and location of the highest PID screening value).

© 2026, Mabbett & Associates, Inc.

4.4 Groundwater

Groundwater samples were collected from MW-01 and MW-02. Although Mabbett noted a sheen on water purged from MW-01, EPH and VPH were not detected above RLs. Seven PFAS analytes were detected at MW-02 at concentrations below RCGW-2, with no PFAS detected in the field blank.

4.5 Asbestos Containing Materials

Asbestos was not detected in the sample collected from HA-B03.

© 2026, Mabbett & Associates, Inc.

5.0 RECOMMENDATIONS

5.1 Redevelopment and Earthwork (Soil Management)

Mabbett recommends additional soil sampling to further characterize and delineate soil with physical evidence of petroleum impacts near HA-B01 and HA-B05. Apart from this localized observed contamination and petroleum odor, it is anticipated that soils (including fill materials) can be managed as <RCS-1 soils.

Soils characterized as less than RCS-1 may be managed both on-site and off-site, provided they meet applicable regulatory requirements. On-site, <RCS-1 soils may be reused as general fill, backfill, or grading material without additional treatment, as long as the soils remain within the Subject Property boundaries, are placed in areas consistent with the intended future use and are geotechnically suitable.

If excess soil requires off-site transport, it may be sent to a receiving facility permitted to accept <RCS-1 soils for reuse or disposal. Accepting facilities typically include approved reuse sites, asphalt batching facilities, or lined or unlined landfills that accept nonhazardous soil. Off-site transportation of soils must follow proper characterization, documentation, and waste manifesting protocols, including adherence to facility acceptance criteria, transporter requirements, and any local or state notification procedures.

5.2 Groundwater Use and Construction Dewatering

Subject Property workers must manage extracted groundwater in accordance with applicable regulatory requirements during dewatering. Although PFAS was detected at low concentrations, water may still require treatment prior to discharge to prevent the mobilization of PFAS-impacted groundwater into municipal sewer systems or the environment. Typical treatment measures may include granular activated carbon (GAC), ion-exchange resin, or other PFAS-specific treatment technologies capable of reducing PFAS concentrations to below permitted discharge limits.

Dewatering operations should also include appropriate containment to prevent runoff, dedicated sampling to confirm water quality, and coordination with the receiving utility or regulatory authority to determine allowable discharge pathways. These precautions ensure compliance with regulatory expectations and reduce the potential for PFAS-impacted water to leave the Subject Property without appropriate controls.

© 2026, Mabbett & Associates, Inc.

6.0 REFERENCES

ASTM International (ASTM), 1995. Standard Guide for Developing Conceptual Site Models for Contaminated Sites.

ASTM, 2019. E1903-19, Standard Practice for Environmental Site Assessments: Phase II Environmental Site Assessment Process.

ASTM D 2488, Practice for Description and Identification of Soils (Visual-Manual Procedure)

ASTM D 2487 Test Method for Classification of Soils for Engineering Purposes

Axiom Partners, Inc., 2023, *Hazardous Building Materials Survey Report, the Winter Hill Community School Building, 115 Sycamore Street, Somerville, Ma.* August 9.

Mabbett, 2026. ASTM Phase I Environmental Site Assessment Report. March.

Mabbett, 2026. Phase II Environmental Site Assessment Proposal. April.

USDA NRCS Web Soil Survey, 2026. Accessed at https://websoilsurvey.nrcs.usda.gov/, January 27, 2026.

USEPA, 2017. Low Stress (Low Flow) Purging and Sampling Procedure for the Collection of Groundwater Samples from Monitoring Wells.

FIGURES



Mabbett
Scientists | Engineers | Program Managers

105 Central Street, Suite 4100
Stoneham, MA 02180
T. (781) 275-6050
www.mabbett.com

©2026 Mabbett & Associates. Inc.

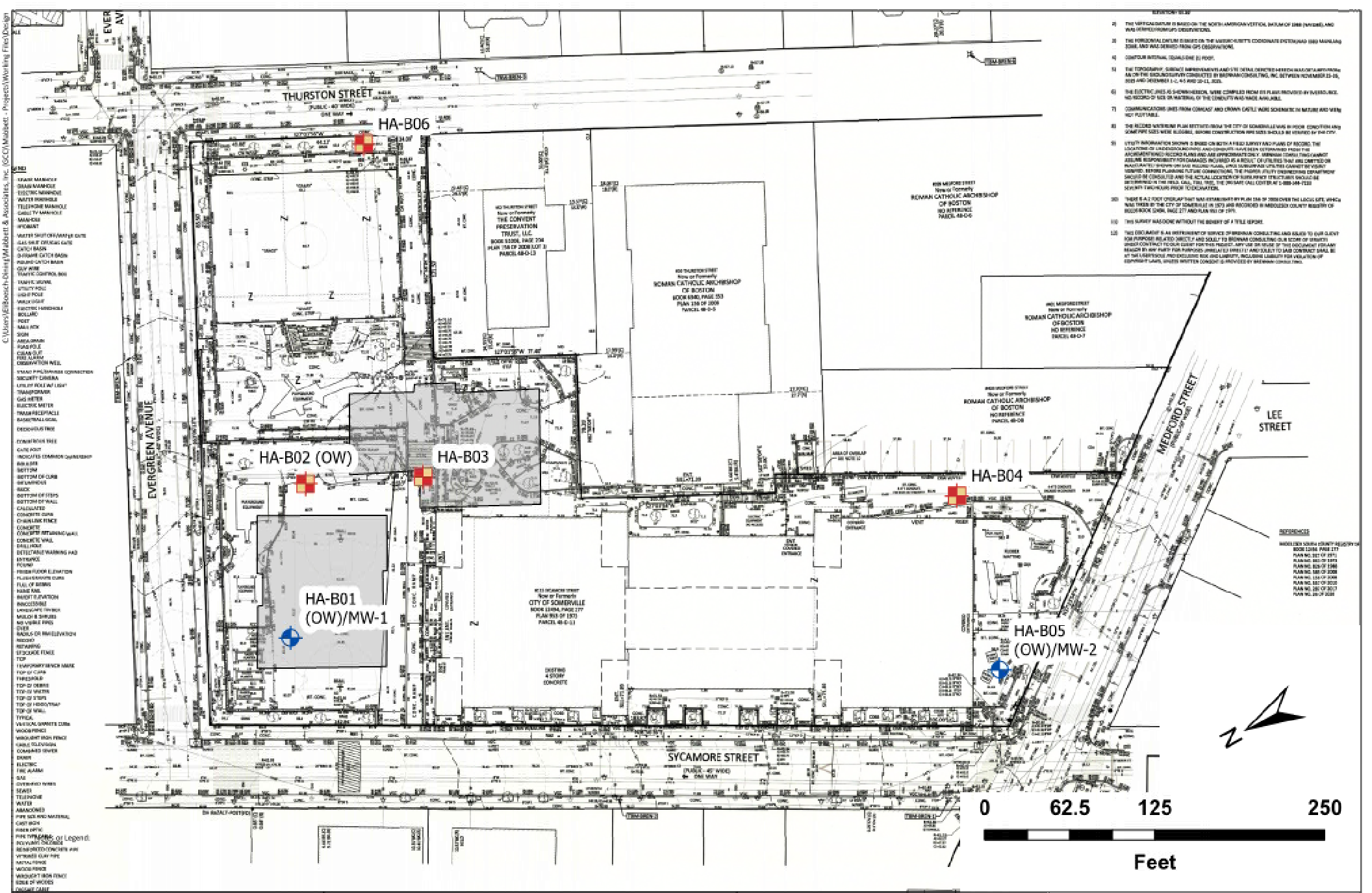
SUBJECT PROPERTY LOCUS

WINTER HILL COMMUNITY INNOVATION SCHOOL

115 SYCAMORE STREET SOMERVILLE, MA 01929

FIGURE 1

Drawn By: EBD	Approved By: CEW
Projection: NAD 1983 StatePlane Massachusetts FIPS 2001 (Meters)	
Project Number: R2026012.002.005	Date: 6/11/2026



Mabbett
Scientists | Engineers | Program Managers
105 Central Street, Suite 4100
Stoneham, MA 02180
T. (781) 275-6050
www.mabbett.com
©2026 Mabbett & Associates, Inc.

PHASE II SAMPLING LOCATIONS

WINTER HILL COMMUNITY INNOVATION SCHOOL

115 SYCAMORE STREET
SOMERVILLE, MA 01929

FIGURE 2

Drawn By: EBD	Approved By: CEW
Projection: NAD 1983 StatePlane Massachusetts FIPS 2001 (Meters)	
Project Number: R2026012.002.005	Date: 7/2/2026

Notes:
MassGIS, USGS The National Map: National Boundaries Dataset, 3DEP Elevation Program, Geographic Names Information System, National Hydrography Dataset, National Land Cover Database, National Structures Dataset, and National Transportation Dataset; USGS Global Ecosystems; U.S. Census Bureau TIGER/Line data; USFS Road data; Natural Earth Data; U.S. Department of State HIU; NOAA National Centers for Environmental Information. Data refreshed October 27, 2025-v2.1

TABLES

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B01			HA-B02			HA-B03		
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization	
			Sample ID	HA-B01-(14-16`)-060326	HA-B01-060326		HA-B02(2-4')-060226	HA-B02-060226		HA-B03-(4-6`)-060126	HA-B03-060126	
			Sample Depth (ft bgs)	14-16	2-4	0 - 24.8	2-4	0-4	0 -16	10-12	10-12	0 - 21
			Sample Date	6/3/2026			6/2/2026			6/1/2026		
			Sample Time	8:05	9:45	9:45	13:20	13:20	13:20	10:30	10:30	10:30
Analyte	**CAS**	**Unit**	**MassDEP RCS-1**	**Result**			**Result**			**Result**		
Metals												
Antimony	7440-36-0	mg/Kg	20	< 3.6	-	< 3.4	< 3.5	-	< 3.4	< 3.7	-	< 3.8
Arsenic	7440-38-2	mg/Kg	20	**4.93**	-	**4.68**	**5.27**	-	**4.27**	**9.02**	-	**7.34**
Barium	7440-39-3	mg/Kg	1,000	**31.4**	-	**66.4**	**40.5**	-	**45.4**	**51**	-	**42.8**
Beryllium	7440-41-7	mg/Kg	100	**0.42**	-	**0.48**	**0.5**	-	**1.57**	**0.5**	-	**0.48**
Cadmium	7440-43-9	mg/Kg	80	**0.56**	-	**0.66**	**0.45**	-	< 0.34	**0.46**	-	0.4
Chromium	7440-47-3	mg/Kg	100	**20.6**	-	**18.4**	**18.7**	-	**12.7**	**19.3**	-	**19.6**
Lead	7439-92-1	mg/Kg	200	**6.93**	-	**23**	**64.9**	-	**52.6**	**91.7**	-	**57.7**
Mercury	7439-97-6	mg/Kg	20	< 0.03	-	< 0.03	**0.04**	-	**0.15**	**0.11**	-	**0.15**
Nickel	7440-02-0	mg/Kg	700	**17.4**	-	**16.9**	**16**	-	**13**	**16.1**	-	**16**
Selenium	7782-49-2	mg/Kg	400	< 1.4	-	< 1.4	< 1.4	-	< 1.4	< 1.5	-	< 1.5
Silver	7440-22-4	mg/Kg	100	< 0.36	-	< 0.34	< 0.35	-	< 0.34	< 0.37	-	< 0.38
Thallium	7440-28-0	mg/Kg	8	< 3.2	-	< 3.0	< 3.1	-	< 3.1	< 3.4	-	< 3.4
Vanadium	7440-62-2	mg/Kg	500	**34.7**	-	**64.9**	**32.7**	-	**21.3**	**28.8**	-	**28.5**
Zinc	7440-66-6	mg/Kg	1,000	**48.3**	-	**65.7**	**60.7**	-	**60.3**	**66.6**	-	**72.3**
Total Petroleum Hydrocarbons (TPH)												
Fuel Oil #2 / Diesel Fuel	68476-30-2	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Fuel Oil #4	68476-31-3	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Fuel Oil #6	68553-00-4	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Kerosene	8008-20-6	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Motor Oil	PHNX - MOTOR OIL	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Total TPH	PHNX - TPH	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Unidentified	PHNX - OTHER OIL	mg/kg	~	-	-	< 270	-	-	< 270	-	-	< 54
Polychlorintated Biphenyls (PCBs)												
PCB-1016	12674-11-2	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1221	11104-28-2	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1232	11141-16-5	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1242	53469-21-9	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1248	12672-29-6	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1254	11097-69-1	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1260	11096-82-5	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1262	37324-23-5	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
PCB-1268	11100-14-4	ug/Kg	1,000	-	-	< 73	-	-	< 73	-	-	< 73
Volatile Organic Compounds (VOCs)												
1,1,1,2-Tetrachloroethane	630-20-6	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,1,1-Trichloroethane	71-55-6	ug/Kg	30,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,1,2,2-Tetrachloroethane	79-34-5	ug/Kg	5	-	< 3.3	-	-	< 2.9	-	-	< 3.0	-
1,1,2-Trichloroethane	79-00-5	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,1-Dichloroethane	75-34-3	ug/Kg	400	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,1-Dichloroethene	75-35-4	ug/Kg	3,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,1-Dichloropropene	563-58-6	ug/Kg	~	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,2,3-Trichlorobenzene	87-61-6	ug/Kg	~	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,2,3-Trichloropropane	96-18-4	ug/Kg	100,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,2,4-Trichlorobenzene	120-82-1	ug/Kg	2,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,2,4-Trimethylbenzene	95-63-6	ug/Kg	1,000,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,2-Dibromo-3-chloropropane	96-12-8	ug/Kg	10,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,2-Dibromoethane	106-93-4	ug/Kg	100	-	< 0.55	-	-	< 0.48	-	-	< 0.51	-
1,2-Dichlorobenzene	95-50-1	ug/Kg	9,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B01			HA-B02			HA-B03		
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization	
			Sample ID	HA-B01-(14-16`)-060326	HA-B01-060326		HA-B02(2-4')-060226	HA-B02-060226		HA-B03-(4-6`)-060126	HA-B03-060126	
			Sample Depth (ft bgs)	14-16	2-4	0 - 24.8	2-4	0-4	0 -16	10-12	10-12	0 - 21
			Sample Date	6/3/2026			6/2/2026			6/1/2026		
			Sample Time	8:05	9:45	9:45	13:20	13:20	13:20	10:30	10:30	10:30
Analyte	CAS	Unit	MassDEP RCS-1	Result			Result			Result		
Volatile Organic Compounds (VOCs)												
1,2-Dichloroethane	107-06-2	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,2-Dichloropropane	78-87-5	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,3,5-Trimethylbenzene	108-67-8	ug/Kg	10,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,3-Dichlorobenzene	541-73-1	ug/Kg	3,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
1,3-Dichloropropane	142-28-9	ug/Kg	500,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,4-Dichlorobenzene	106-46-7	ug/Kg	700	-	< 280	-	-	< 4.8	-	-	< 5.1	-
2,2-Dichloropropane	594-20-7	ug/Kg	~	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
2-Chlorotoluene	95-49-8	ug/Kg	100,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
2-Hexanone	591-78-6	ug/Kg	100,000	-	< 28	-	-	< 24	-	-	< 25	-
2-Isopropyltoluene	527-84-4	ug/Kg	~	-	190	-	-	< 4.8	-	-	< 5.1	-
4-Chlorotoluene	106-43-4	ug/Kg	~	-	< 280	-	-	< 4.8	-	-	< 5.1	-
4-Methyl-2-pentanone	108-10-1	ug/Kg	400	-	< 28	-	-	< 24	-	-	< 25	-
Acetone	67-64-1	ug/Kg	6,000	-	< 280	-	-	< 240	-	-	< 250	-
Acrylonitrile	107-13-1	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Benzene	71-43-2	ug/Kg	2,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Bromobenzene	108-86-1	ug/Kg	100,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
Bromochloromethane	74-97-5	ug/Kg	~	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Bromodichloromethane	75-27-4	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Bromoform	75-25-2	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Bromomethane	74-83-9	ug/Kg	500	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Carbon Disulfide	75-15-0	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Carbon tetrachloride	56-23-5	ug/Kg	5,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Chlorobenzene	108-90-7	ug/Kg	1,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Chloroethane	75-00-3	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Chloroform	67-66-3	ug/Kg	200	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Chloromethane	74-87-3	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
cis-1,2-Dichloroethene	156-59-2	ug/Kg	100	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
cis-1,3-Dichloropropene	10061-01-5	ug/Kg	10	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Dibromochloromethane	124-48-1	ug/Kg	5	-	< 3.3	-	-	< 2.9	-	-	< 3.0	-
Dibromomethane	74-95-3	ug/Kg	500,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Dichlorodifluoromethane	75-71-8	ug/Kg	1,000,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Ethylbenzene	100-41-4	ug/Kg	40,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Hexachlorobutadiene	87-68-3	ug/Kg	30,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
Isopropylbenzene	98-82-8	ug/Kg	1,000,000	-	84	-	-	< 4.8	-	-	< 5.1	-
m&p-Xylene	179601-23-1	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Methyl Ethyl Ketone	78-93-3	ug/Kg	4,000	-	< 33	-	-	< 29	-	-	< 30	-
Methyl t-butyl ether (MTBE)	1634-04-4	ug/Kg	100	-	< 11	-	-	< 9.6	-	-	< 10	-
Methylene chloride	75-09-2	ug/Kg	100	-	< 11	-	-	< 9.6	-	-	< 10	-
Naphthalene	91-20-3	ug/Kg	4,000	-	470	-	-	< 4.8	-	-	< 5.1	-
n-Butylbenzene	104-51-8	ug/Kg	~	-	490	-	-	< 4.8	-	-	< 5.1	-
n-Propylbenzene	103-65-1	ug/Kg	100,000	-	110	-	-	< 4.8	-	-	< 5.1	-
o-Xylene	95-47-6	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
p-Isopropyltoluene	99-87-6	ug/Kg	100,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
sec-Butylbenzene	135-98-8	ug/Kg	~	-	700	-	-	< 4.8	-	-	< 5.1	-
Styrene	100-42-5	ug/Kg	3,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
tert-Butylbenzene	98-06-6	ug/Kg	100,000	-	< 280	-	-	< 4.8	-	-	< 5.1	-
Tetrachloroethene	127-18-4	ug/Kg	1,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Tetrahydrofuran (THF)	109-99-9	ug/Kg	500,000	-	< 11	-	-	< 9.6	-	-	< 10	-
Toluene	108-88-3	ug/Kg	30,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Total Xylenes	1330-20-7	ug/Kg	100,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
trans-1,2-Dichloroethene	156-60-5	ug/Kg	1,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
trans-1,3-Dichloropropene	10061-02-6	ug/Kg	10	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
trans-1,4-dichloro-2-butene	110-57-6	ug/Kg	10,000	-	< 570	-	-	< 9.6	-	-	< 10	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B01			HA-B02			HA-B03		
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization	
			Sample ID	HA-B01-(14-16`)-060326	HA-B01-060326		HA-B02(2-4')-060226	HA-B02-060226		HA-B03-(4-6`)-060126	HA-B03-060126	
			Sample Depth (ft bgs)	14-16	2-4	0 - 24.8	2-4	0-4	0 -16	10-12	10-12	0 - 21
			Sample Date	6/3/2026			6/2/2026			6/1/2026		
			Sample Time	8:05	9:45	9:45	13:20	13:20	13:20	10:30	10:30	10:30
Analyte	CAS	Unit	MassDEP RCS-1	Result			Result			Result		
Volatile Organic Compounds (VOCs)												
Trichloroethene	79-01-6	ug/Kg	300	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Trichlorofluoromethane	75-69-4	ug/Kg	1,000,000	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
Trichlorotrifluoroethane	76-13-1	ug/Kg	~	-	< 11	-	-	< 9.6	-	-	< 10	-
Vinyl chloride	75-01-4	ug/Kg	300	-	< 5.5	-	-	< 4.8	-	-	< 5.1	-
1,1-Biphenyl	92-52-4	ug/Kg	50	-	< 50	-	-	< 50	-	-	< 50	-
1,2,4,5-Tetrachlorobenzene	95-94-3	ug/Kg	1,000,000	-	< 250	-	-	< 260	-	-	< 250	-
1,2,4-Trichlorobenzene	120-82-1	ug/Kg	2,000	-	< 250	-	-	< 260	-	-	< 250	-
1,2-Dichlorobenzene	95-50-1	ug/Kg	9,000	-	< 250	-	-	< 260	-	-	< 250	-
1,2-Diphenylhydrazine	122-66-7	ug/Kg	50,000	-	< 360	-	-	< 360	-	-	< 360	-
1,3-Dichlorobenzene	541-73-1	ug/Kg	3,000	-	< 250	-	-	< 260	-	-	< 250	-
1,4-Dichlorobenzene	106-46-7	ug/Kg	700	-	< 250	-	-	< 260	-	-	< 250	-
Semi-Volatile Organic Compounds (SVOCs)												
2,2'-Oxybis(1-Chloropropane)	108-60-1	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2,4,5-Trichlorophenol	95-95-4	ug/Kg	4,000	-	-	< 250	-	-	< 260	-	-	< 250
2,4,6-Trichlorophenol	88-06-2	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2,4-Dichlorophenol	120-83-2	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2,4-Dimethylphenol	105-67-9	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2,4-Dinitrophenol	51-28-5	ug/Kg	3,000	-	-	< 360	-	-	< 360	-	-	< 360
2,4-Dinitrotoluene	121-14-2	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2,6-Dinitrotoluene	606-20-2	ug/Kg	100,000	-	-	< 250	-	-	< 260	-	-	< 250
2-Chloronaphthalene	91-58-7	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
2-Chlorophenol	95-57-8	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2-Methylnaphthalene	91-57-6	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
2-Methylphenol (o-cresol)	95-48-7	ug/Kg	500,000	-	-	< 250	-	-	< 260	-	-	< 250
2-Nitroaniline	88-74-4	ug/Kg	~	-	-	< 360	-	-	< 360	-	-	< 360
2-Nitrophenol	88-75-5	ug/Kg	100,000	-	-	< 250	-	-	< 260	-	-	< 250
3&4-Methylphenol (m&p-cresol)	PHNX - M&P CRESOL	ug/Kg	500,000	-	-	< 360	-	-	< 360	-	-	< 360
3,3'-Dichlorobenzidine	91-94-1	ug/Kg	3,000	-	-	< 250	-	-	< 260	-	-	< 250
3-Nitroaniline	99-09-2	ug/Kg	~	-	-	< 360	-	-	< 360	-	-	< 360
4,6-Dinitro-2-methylphenol	534-52-1	ug/Kg	50,000	-	-	< 360	-	-	< 360	-	-	< 360
4-Bromophenyl phenyl ether	101-55-3	ug/Kg	100,000	-	-	< 360	-	-	< 360	-	-	< 360
4-Chloro-3-methylphenol	59-50-7	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
4-Chloroaniline	106-47-8	ug/Kg	1,000	-	-	< 250	-	-	< 260	-	-	< 250
4-Chlorophenyl phenyl ether	7005-72-3	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
4-Nitroaniline	100-01-6	ug/Kg	1,000,000	-	-	< 570	-	-	< 580	-	-	< 580
4-Nitrophenol	100-02-7	ug/Kg	100,000	-	-	< 250	-	-	< 260	-	-	< 250
Acenaphthene	83-32-9	ug/Kg	4,000	-	-	< 250	-	-	< 260	-	-	< 250
Acenaphthylene	208-96-8	ug/Kg	2,000	-	-	< 250	-	-	< 260	-	-	< 250
Acetophenone	98-86-2	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
Aniline	62-53-3	ug/Kg	1,000,000	-	-	< 360	-	-	< 360	-	-	< 360
Anthracene	120-12-7	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
Benzidine	92-87-5	ug/Kg	10,000	-	-	< 250	-	-	< 260	-	-	< 250
Benzo(a)anthracene	56-55-3	ug/Kg	20,000	-	-	< 250	-	-	< 260	-	-	< 250
Benzo(a)pyrene	50-32-8	ug/Kg	2,000	-	-	**< 250**	-	-	**260**	-	-	**270**
Benzo(b)fluoranthene	205-99-2	ug/Kg	20,000	-	-	**< 250**	-	-	**340**	-	-	**370**
Benzo(ghi)perylene	191-24-2	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
Benzo(k)fluoranthene	207-08-9	ug/Kg	200,000	-	-	< 250	-	-	< 260	-	-	< 250
Benzoic acid	65-85-0	ug/Kg	1,000,000	-	-	< 720	-	-	< 730	-	-	< 720
Benzyl butyl phthalate	85-68-7	ug/Kg	100,000	-	-	< 250	-	-	< 260	-	-	< 250
Bis(2-chloroethoxy)methane	111-91-1	ug/Kg	500,000	-	-	< 250	-	-	< 260	-	-	< 250
Bis(2-chloroethyl)ether	111-44-4	ug/Kg	700	-	-	< 360	-	-	< 360	-	-	< 360
Bis(2-ethylhexyl)phthalate	117-81-7	ug/Kg	100,000	-	-	< 360	-	-	< 360	-	-	440
Carbazole	86-74-8	ug/Kg	~	-	-	< 360	-	-	< 360	-	-	< 360
Chrysene	218-01-9	ug/Kg	200,000	-	-	< 250	-	-	< 260	-	-	270

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B01			HA-B02			HA-B03		
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization	
			Sample ID	HA-B01-(14-16`)-060326	HA-B01-060326		HA-B02(2-4')-060226	HA-B02-060226		HA-B03-(4-6`)-060126	HA-B03-060126	
			Sample Depth (ft bgs)	14-16	2-4	0 - 24.8	2-4	0-4	0 -16	10-12	10-12	0 - 21
			Sample Date	6/3/2026			6/2/2026			6/1/2026		
			Sample Time	8:05	9:45	9:45	13:20	13:20	13:20	10:30	10:30	10:30
Analyte	CAS	Unit	MassDEP RCS-1	Result			Result			Result		
Semi-Volatile Organic Compounds (SVOCs)												
Dibenz(a,h)anthracene	53-70-3	ug/Kg	2,000	-	-	< 250	-	-	< 260	-	-	< 250
Dibenzofuran	132-64-9	ug/Kg	100,000	-	-	< 250	-	-	< 260	-	-	< 250
Diethyl phthalate	84-66-2	ug/Kg	10,000	-	-	< 250	-	-	< 260	-	-	< 250
Dimethylphthalate	131-11-3	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
Di-n-butylphthalate	84-74-2	ug/Kg	50,000	-	-	< 360	-	-	< 360	-	-	< 360
Di-n-octylphthalate	117-84-0	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
Fluoranthene	206-44-0	ug/Kg	1,000,000	-	-	**< 250**	-	-	**510**	-	-	**510**
Fluorene	86-73-7	ug/Kg	1,000,000	-	-	< 250	-	-	< 260	-	-	< 250
Hexachlorobenzene	118-74-1	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
Hexachlorobutadiene	87-68-3	ug/Kg	30,000	-	-	< 250	-	-	< 260	-	-	< 250
Hexachlorocyclopentadiene	77-47-4	ug/Kg	50,000	-	-	< 250	-	-	< 260	-	-	< 250
Hexachloroethane	67-72-1	ug/Kg	700	-	-	< 250	-	-	< 260	-	-	< 250
Indeno(1,2,3-cd)pyrene	193-39-5	ug/Kg	20,000	-	-	< 250	-	-	< 260	-	-	< 250
Isophorone	78-59-1	ug/Kg	100,000	-	-	< 250	-	-	< 260	-	-	< 250
Naphthalene	91-20-3	ug/Kg	4,000	-	-	< 250	-	-	< 260	-	-	< 250
Nitrobenzene	98-95-3	ug/Kg	500,000	-	-	< 250	-	-	< 260	-	-	< 250
N-Nitrosodimethylamine	62-75-9	ug/Kg	50,000	-	-	< 360	-	-	< 360	-	-	< 360
N-Nitrosodi-n-propylamine	621-64-7	ug/Kg	50,000	-	-	< 250	-	-	< 260	-	-	< 250
N-Nitrosodiphenylamine	86-30-6	ug/Kg	100,000	-	-	< 360	-	-	< 360	-	-	< 360
Pentachloronitrobenzene	82-68-8	ug/Kg	100,000	-	-	< 360	-	-	< 360	-	-	< 360
Pentachlorophenol	87-86-5	ug/Kg	3,000	-	-	< 360	-	-	< 360	-	-	< 360
Phenanthrene	85-01-8	ug/Kg	10,000	-	-	250	-	-	< 260	-	-	< 250
Phenol	108-95-2	ug/Kg	900	-	-	< 250	-	-	< 260	-	-	< 250
Pyrene	129-00-0	ug/Kg	1,000,000	-	-	**< 250**	-	-	**470**	-	-	**430**
Pyridine	110-86-1	ug/Kg	500,000	-	-	< 360	-	-	< 360	-	-	< 360
Oxygenates & Dioxane												
1,4-Dioxane	123-91-1	ug/Kg	200	-	-	< 110	-	-	< 96	-	-	< 100
Diethyl ether	60-29-7	ug/Kg	100,000	-	-	< 5.5	-	-	< 4.8	-	-	< 5.1
Di-isopropyl ether	108-20-3	ug/Kg	100,000	-	-	< 5.5	-	-	< 4.8	-	-	< 5.1
Ethyl tert-butyl ether	637-92-3	ug/Kg	~	-	-	< 5.5	-	-	< 4.8	-	-	< 5.1
tert-amyl methyl ether	994-05-8	ug/Kg	~	-	-	< 5.5	-	-	< 4.8	-	-	< 5.1
Miscellaneous/Inorganics												
Percent Solid	PHNX - PCTSOLID	%	~	**90**	-	**90**	**89**	-	**89**	**89**	-	**90**
Conductivity - Soil Matrix	PHNX - COND	umhos/cm	~	-	-	**179**	-	-	**1,240**	-	-	**2,200**
Corrosivity	PHNX - CORROSIVITY	Pos/Neg	~	-	-	Negative	-	-	Negative	-	-	Negative
Flash Point	PHNX - FLASH POINT	Degree F	~	-	-	**>200**	-	-	**>200**	-	-	**>200**
Ignitability	PHNX - IGNITABILITY	Degree F	~	-	-	Passed	-	-	Passed	-	-	Passed
pH at 19.4C - Soil	PHNX - PH	pH Units	~	-	-	**8.65**	-	-	**8.31**	-	-	**10.3**
Reactivity_Cyanide	PHNX - REACT CYANIDE	mg/Kg	~	-	-	< 6	-	-	< 5	-	-	< 6
Reactivity Sulfide	PHNX - REACT SULFIDE	mg/Kg	~	-	-	< 20	-	-	< 20	-	-	< 20
Reactivity	PHNX - REACTIVITY	Pos/Neg	~	-	-	Negative	-	-	Negative	-	-	Negative
Volatile Petroleum Hydrocarbons (VPH)												
Benzene	71-43-2	mg/Kg	2	< 0.026	-	-	-	-	-	-	-	-
C5-C8 Aliphatic Hydrocarbons *1,2	PHNX - C5-C8	mg/Kg	100	< 5.2	-	-	-	-	-	-	-	-
C9-C10 Aromatic Hydrocarbons *1	PHNX - C9-C10	mg/Kg	100	< 5.2	-	-	-	-	-	-	-	-
C9-C12 Aliphatic Hydrocarbons *1,3	PHNX - C9-C12	mg/Kg	1,000	< 5.2	-	-	-	-	-	-	-	-
Ethyl Benzene	100-41-4	mg/Kg	40	< 0.052	-	-	-	-	-	-	-	-
m,p-Xylenes	179601-23-1	mg/Kg	100	< 0.052	-	-	-	-	-	-	-	-
MTBE	1634-04-4	mg/Kg	0.1	< 0.052	-	-	-	-	-	-	-	-
Naphthalene	91-20-3	mg/Kg	4	< 0.26	-	-	-	-	-	-	-	-
o-Xylene	95-47-6	mg/Kg	100	< 0.052	-	-	-	-	-	-	-	-
Toluene	108-88-3	mg/Kg	30	< 0.052	-	-	-	-	-	-	-	-
Unadjusted C5-C8 Aliphatics (*1)	PHNX - UNC5-C8	mg/Kg	~	< 5.2	-	-	-	-	-	-	-	-
Unadjusted C9-C12 Aliphatics (*1)	PHNX - UNC9-C12	mg/Kg	~	< 5.2	-	-	-	-	-	-	-	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B01			HA-B02			HA-B03		
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization	
			Sample ID	HA-B01-(14-16`)-060326	HA-B01-060326		HA-B02(2-4')-060226	HA-B02-060226		HA-B03-(4-6`)-060126	HA-B03-060126	
			Sample Depth (ft bgs)	14-16	2-4	0 - 24.8	2-4	0-4	0 -16	10-12	10-12	0 - 21
			Sample Date	6/3/2026			6/2/2026			6/1/2026		
			Sample Time	8:05	9:45	9:45	13:20	13:20	13:20	10:30	10:30	10:30
Analyte	**CAS**	**Unit**	**MassDEP RCS-1**	**Result**			**Result**			**Result**		
MA EPH Aliphatic/Aromatic Ranges By MA EPH 5/2019							-	-	-			
C11-C22 Aromatic Hydrocarbons 1,2*	PHNX - C11-C22	mg/Kg	1,000	< 74	-	-	-	-	-	-	-	-
C11-C22 Aromatic Hydrocarbons Unadj	PHNX - C11-C22RAW	mg/Kg	~	< 74	-	-	-	-	-	-	-	-
C19-C36 Aliphatic Hydrocarbons 1*	PHNX - C19-C36	mg/Kg	3,000	< 74	-	-	-	-	-	-	-	-
C9-C18 Aliphatic Hydrocarbons 1*	PHNX - C9-C18	mg/Kg	1,000	< 74	-	-	-	-	-	-	-	-
EPH Other PAH Target Analytes By MA EPH 5/2004							-	-	-			
Acenaphthylene	208-96-8	ug/Kg	2,000	< 520	-	-	-	-	-	-	-	-
Anthracene	120-12-7	ug/Kg	1,000,000	< 520	-	-	-	-	-	-	-	-
Benzo(a)anthracene	56-55-3	ug/Kg	20,000	< 520	-	-	-	-	-	-	-	-
EPH Other PAH Target Analytes By MA EPH 5/2004							-	-	-			
Benzo(a)pyrene	50-32-8	ug/Kg	2,000	< 520	-	-	-	-	-	-	-	-
Benzo(b)fluoranthene	205-99-2	ug/Kg	20,000	< 520	-	-	-	-	-	-	-	-
Benzo(ghi)perylene	191-24-2	ug/Kg	1,000,000	< 520	-	-	-	-	-	-	-	-
Benzo(k)fluoranthene	207-08-9	ug/Kg	200,000	< 520	-	-	-	-	-	-	-	-
Chrysene	218-01-9	ug/Kg	200,000	< 520	-	-	-	-	-	-	-	-
Dibenz(a,h)anthracene	53-70-3	ug/Kg	2,000	< 520	-	-	-	-	-	-	-	-
Fluoranthene	206-44-0	ug/Kg	1,000,000	< 520	-	-	-	-	-	-	-	-
Fluorene	86-73-7	ug/Kg	1,000,000	< 520	-	-	-	-	-	-	-	-
Indeno(1,2,3-cd)pyrene	193-39-5	ug/Kg	20,000	< 520	-	-	-	-	-	-	-	-
Pyrene	129-00-0	ug/Kg	1,000,000	< 520	-	-	-	-	-	-	-	-
EPH Diesel PAH Target Analytes By MA EPH 5/2004							-	-	-			
2-Methylnaphthalene	91-57-6	ug/Kg	700	< 520	-	-	-	-	-	-	-	-
Acenaphthene	83-32-9	ug/Kg	4,000	< 520	-	-	-	-	-	-	-	-
Naphthalene	91-20-3	ug/Kg	4,000	< 520	-	-	-	-	-	-	-	-
Phenanthrene	85-01-8	ug/Kg	10,000	< 520	-	-	-	-	-	-	-	-

Notes:
Bold = Result Detected
Highlighted = Detected above Criteria Levels
~ = No Screening Limit Available
- = Not Tested

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B04			HA-B05			HA-B06
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment
			Sample ID	HA-B04-(4-6`)-060426	HA-B04-060426		HA-B05-(10-12')-060526	HA-B05-060526		HA-B06-(4-6`)-060426
			Sample Depth (ft bgs)	4-6	8-10	0 - 15	10-12	4-6	0 - 16	4-6
			Sample Date	6/4/2026			6/5/2026			6/4/2026
			Sample Time	12:40	13:05	13:05	9:20	13:30	13:30	8:15
Analyte	**CAS**	**Unit**	**MassDEP RCS-1**	**Result**			**Result**			**Result**
Metals										
Antimony	7440-36-0	mg/Kg	20	< 3.6	-	< 3.8	< 3.5	-	< 3.3	< 3.8
Arsenic	7440-38-2	mg/Kg	20	**8.81**	-	**3.66**	**3.21**	-	**7.78**	**3.29**
Barium	7440-39-3	mg/Kg	1,000	**32.5**	-	**21.3**	**33.8**	-	**30.6**	**39.4**
Beryllium	7440-41-7	mg/Kg	100	**0.42**	-	**< 0.30**	**0.54**	-	**0.41**	**0.43**
Cadmium	7440-43-9	mg/Kg	80	**0.52**	-	< 0.38	**0.67**	-	0.68	**0.43**
Chromium	7440-47-3	mg/Kg	100	**27.3**	-	**17.7**	**22.3**	-	**22.9**	**17.1**
Lead	7439-92-1	mg/Kg	200	**22.6**	-	**7.53**	**6.31**	-	**23.6**	**7.09**
Mercury	7439-97-6	mg/Kg	20	< 0.03	-	< 0.03	< 0.03	-	**0.15**	< 0.03
Nickel	7440-02-0	mg/Kg	700	**21**	-	**13.1**	**21.1**	-	**21.1**	**14.8**
Selenium	7782-49-2	mg/Kg	400	< 1.4	-	< 1.5	< 1.4	-	< 1.3	< 1.5
Silver	7440-22-4	mg/Kg	100	< 0.36	-	< 0.38	< 0.35	-	< 0.33	< 0.38
Thallium	7440-28-0	mg/Kg	8	< 3.3	-	< 3.4	< 3.2	-	< 3.0	< 3.4
Vanadium	7440-62-2	mg/Kg	500	**35.1**	-	**25.3**	**36.7**	-	**34**	**32.6**
Zinc	7440-66-6	mg/Kg	1,000	**59.5**	-	**31**	**54.1**	-	**75.2**	**47.5**
Total Petroleum Hydrocarbons (TPH)				-	-		-	-		
Fuel Oil #2 / Diesel Fuel	68476-30-2	mg/kg	~	-	-	< 280	-	-	< 54	-
Fuel Oil #4	68476-31-3	mg/kg	~	-	-	< 280	-	-	< 54	-
Fuel Oil #6	68553-00-4	mg/kg	~	-	-	< 280	-	-	< 54	-
Kerosene	8008-20-6	mg/kg	~	-	-	< 280	-	-	< 54	-
Motor Oil	PHNX - MOTOR OIL	mg/kg	~	-	-	< 280	-	-	< 54	-
Total TPH	PHNX - TPH	mg/kg	~	-	-	< 280	-	-	< 54	-
Unidentified	PHNX - OTHER OIL	mg/kg	~	-	-	< 280	-	-	< 54	-
Polychlorintated Biphenyls (PCBs)				-	-		-	-		
PCB-1016	12674-11-2	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1221	11104-28-2	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1232	11141-16-5	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1242	53469-21-9	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1248	12672-29-6	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1254	11097-69-1	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1260	11096-82-5	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1262	37324-23-5	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
PCB-1268	11100-14-4	ug/Kg	1,000	-	-	< 74	-	-	< 73	-
Volatile Organic Compounds (VOCs)				-	-		-	-		
1,1,1,2-Tetrachloroethane	630-20-6	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
1,1,1-Trichloroethane	71-55-6	ug/Kg	30,000	-	< 4.9	-	-	< 4.6	-	-
1,1,2,2-Tetrachloroethane	79-34-5	ug/Kg	5	-	< 2.9	-	-	< 2.8	-	-
1,1,2-Trichloroethane	79-00-5	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
1,1-Dichloroethane	75-34-3	ug/Kg	400	-	< 4.9	-	-	< 4.6	-	-
1,1-Dichloroethene	75-35-4	ug/Kg	3,000	-	< 4.9	-	-	< 4.6	-	-
1,1-Dichloropropene	563-58-6	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
1,2,3-Trichlorobenzene	87-61-6	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
1,2,3-Trichloropropane	96-18-4	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
1,2,4-Trichlorobenzene	120-82-1	ug/Kg	2,000	-	< 4.9	-	-	< 4.6	-	-
1,2,4-Trimethylbenzene	95-63-6	ug/Kg	1,000,000	-	< 4.9	-	-	< 4.6	-	-
1,2-Dibromo-3-chloropropane	96-12-8	ug/Kg	10,000	-	< 4.9	-	-	< 4.6	-	-
1,2-Dibromoethane	106-93-4	ug/Kg	100	-	< 0.49	-	-	< 0.46	-	-
1,2-Dichlorobenzene	95-50-1	ug/Kg	9,000	-	< 4.9	-	-	< 4.6	-	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B04			HA-B05			HA-B06
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment
			Sample ID	HA-B04-(4-6`)-060426	HA-B04-060426		HA-B05-(10-12')-060526	HA-B05-060526		HA-B06-(4-6`)-060426
			Sample Depth (ft bgs)	4-6	8-10	0 - 15	10-12	4-6	0 - 16	4-6
			Sample Date	6/4/2026			6/5/2026			6/4/2026
			Sample Time	12:40	13:05	13:05	9:20	13:30	13:30	8:15
Analyte	CAS	Unit	MassDEP RCS-1	Result			Result			Result
Volatile Organic Compounds (VOCs)				-	-		-	-		
1,2-Dichloroethane	107-06-2	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
1,2-Dichloropropane	78-87-5	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
1,3,5-Trimethylbenzene	108-67-8	ug/Kg	10,000	-	< 4.9	-	-	< 4.6	-	-
1,3-Dichlorobenzene	541-73-1	ug/Kg	3,000	-	< 4.9	-	-	< 4.6	-	-
1,3-Dichloropropane	142-28-9	ug/Kg	500,000	-	< 4.9	-	-	< 4.6	-	-
1,4-Dichlorobenzene	106-46-7	ug/Kg	700	-	< 4.9	-	-	< 4.6	-	-
2,2-Dichloropropane	594-20-7	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
2-Chlorotoluene	95-49-8	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
2-Hexanone	591-78-6	ug/Kg	100,000	-	< 24	-	-	< 23	-	-
2-Isopropyltoluene	527-84-4	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
4-Chlorotoluene	106-43-4	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
4-Methyl-2-pentanone	108-10-1	ug/Kg	400	-	< 24	-	-	< 23	-	-
Acetone	67-64-1	ug/Kg	6,000	-	< 240	-	-	< 230	-	-
Acrylonitrile	107-13-1	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
Benzene	71-43-2	ug/Kg	2,000	-	< 4.9	-	-	< 4.6	-	-
Bromobenzene	108-86-1	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
Bromochloromethane	74-97-5	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
Bromodichloromethane	75-27-4	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
Bromoform	75-25-2	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
Bromomethane	74-83-9	ug/Kg	500	-	< 4.9	-	-	< 4.6	-	-
Carbon Disulfide	75-15-0	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
Carbon tetrachloride	56-23-5	ug/Kg	5,000	-	< 4.9	-	-	< 4.6	-	-
Chlorobenzene	108-90-7	ug/Kg	1,000	-	< 4.9	-	-	< 4.6	-	-
Chloroethane	75-00-3	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
Chloroform	67-66-3	ug/Kg	200	-	< 4.9	-	-	< 4.6	-	-
Chloromethane	74-87-3	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
cis-1,2-Dichloroethene	156-59-2	ug/Kg	100	-	< 4.9	-	-	< 4.6	-	-
cis-1,3-Dichloropropene	10061-01-5	ug/Kg	10	-	< 4.9	-	-	< 4.6	-	-
Dibromochloromethane	124-48-1	ug/Kg	5	-	< 2.9	-	-	< 2.8	-	-
Dibromomethane	74-95-3	ug/Kg	500,000	-	< 4.9	-	-	< 4.6	-	-
Dichlorodifluoromethane	75-71-8	ug/Kg	1,000,000	-	< 4.9	-	-	< 4.6	-	-
Ethylbenzene	100-41-4	ug/Kg	40,000	-	< 4.9	-	-	< 4.6	-	-
Hexachlorobutadiene	87-68-3	ug/Kg	30,000	-	< 4.9	-	-	< 4.6	-	-
Isopropylbenzene	98-82-8	ug/Kg	1,000,000	-	< 4.9	-	-	< 4.6	-	-
m&p-Xylene	179601-23-1	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
Methyl Ethyl Ketone	78-93-3	ug/Kg	4,000	-	< 29	-	-	< 28	-	-
Methyl t-butyl ether (MTBE)	1634-04-4	ug/Kg	100	-	< 9.8	-	-	< 9.2	-	-
Methylene chloride	75-09-2	ug/Kg	100	-	< 9.8	-	-	< 9.2	-	-
Naphthalene	91-20-3	ug/Kg	4,000	-	< 4.9	-	-	< 4.6	-	-
n-Butylbenzene	104-51-8	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
n-Propylbenzene	103-65-1	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
o-Xylene	95-47-6	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
p-Isopropyltoluene	99-87-6	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
sec-Butylbenzene	135-98-8	ug/Kg	~	-	< 4.9	-	-	< 4.6	-	-
Styrene	100-42-5	ug/Kg	3,000	-	< 4.9	-	-	< 4.6	-	-
tert-Butylbenzene	98-06-6	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
Tetrachloroethene	127-18-4	ug/Kg	1,000	-	< 4.9	-	-	< 4.6	-	-
Tetrahydrofuran (THF)	109-99-9	ug/Kg	500,000	-	< 9.8	-	-	< 9.2	-	-
Toluene	108-88-3	ug/Kg	30,000	-	< 4.9	-	-	< 4.6	-	-
Total Xylenes	1330-20-7	ug/Kg	100,000	-	< 4.9	-	-	< 4.6	-	-
trans-1,2-Dichloroethene	156-60-5	ug/Kg	1,000	-	< 4.9	-	-	< 4.6	-	-
trans-1,3-Dichloropropene	10061-02-6	ug/Kg	10	-	< 4.9	-	-	< 4.6	-	-
trans-1,4-dichloro-2-butene	110-57-6	ug/Kg	10,000	-	< 9.8	-	-	< 9.2	-	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B04			HA-B05			HA-B06
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment
			Sample ID	HA-B04-(4-6`)-060426	HA-B04-060426		HA-B05-(10-12')-060526	HA-B05-060526		HA-B06-(4-6`)-060426
			Sample Depth (ft bgs)	4-6	8-10	0 - 15	10-12	4-6	0 - 16	4-6
			Sample Date	6/4/2026			6/5/2026			6/4/2026
			Sample Time	12:40	13:05	13:05	9:20	13:30	13:30	8:15
Analyte	CAS	Unit	MassDEP RCS-1	Result			Result			Result
Volatile Organic Compounds (VOCs)				-	-		-	-		
Trichloroethene	79-01-6	ug/Kg	300	-	< 4.9	-	-	< 4.6	-	-
Trichlorofluoromethane	75-69-4	ug/Kg	1,000,000	-	< 4.9	-	-	< 4.6	-	-
Trichlorotrifluoroethane	76-13-1	ug/Kg	~	-	< 9.8	-	-	< 9.2	-	-
Vinyl chloride	75-01-4	ug/Kg	300	-	< 4.9	-	-	< 4.6	-	-
1,1-Biphenyl	92-52-4	ug/Kg	50	-	< 50	-	-	< 50	-	-
1,2,4,5-Tetrachlorobenzene	95-94-3	ug/Kg	1,000,000	-	< 260	-	-	< 250	-	-
1,2,4-Trichlorobenzene	120-82-1	ug/Kg	2,000	-	< 260	-	-	< 250	-	-
1,2-Dichlorobenzene	95-50-1	ug/Kg	9,000	-	< 260	-	-	< 250	-	-
1,2-Diphenylhydrazine	122-66-7	ug/Kg	50,000	-	< 370	-	-	< 360	-	-
1,3-Dichlorobenzene	541-73-1	ug/Kg	3,000	-	< 260	-	-	< 250	-	-
1,4-Dichlorobenzene	106-46-7	ug/Kg	700	-	< 260	-	-	< 250	-	-
Semi-Volatile Organic Compounds (SVOCs)				-	-		-	-		
2,2'-Oxybis(1-Chloropropane)	108-60-1	ug/Kg	700	-	-	< 260	-	-	< 250	-
2,4,5-Trichlorophenol	95-95-4	ug/Kg	4,000	-	-	< 260	-	-	< 250	-
2,4,6-Trichlorophenol	88-06-2	ug/Kg	700	-	-	< 260	-	-	< 250	-
2,4-Dichlorophenol	120-83-2	ug/Kg	700	-	-	< 260	-	-	< 250	-
2,4-Dimethylphenol	105-67-9	ug/Kg	700	-	-	< 260	-	-	< 250	-
2,4-Dinitrophenol	51-28-5	ug/Kg	3,000	-	-	< 370	-	-	< 360	-
2,4-Dinitrotoluene	121-14-2	ug/Kg	700	-	-	< 260	-	-	< 250	-
2,6-Dinitrotoluene	606-20-2	ug/Kg	100,000	-	-	< 260	-	-	< 250	-
2-Chloronaphthalene	91-58-7	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
2-Chlorophenol	95-57-8	ug/Kg	700	-	-	< 260	-	-	< 250	-
2-Methylnaphthalene	91-57-6	ug/Kg	700	-	-	< 260	-	-	< 250	-
2-Methylphenol (o-cresol)	95-48-7	ug/Kg	500,000	-	-	< 260	-	-	< 250	-
2-Nitroaniline	88-74-4	ug/Kg	~	-	-	< 370	-	-	< 360	-
2-Nitrophenol	88-75-5	ug/Kg	100,000	-	-	< 260	-	-	< 250	-
3&4-Methylphenol (m&p-cresol)	PHNX - M&P CRESOL	ug/Kg	500,000	-	-	< 370	-	-	< 360	-
3,3'-Dichlorobenzidine	91-94-1	ug/Kg	3,000	-	-	< 260	-	-	< 250	-
3-Nitroaniline	99-09-2	ug/Kg	~	-	-	< 370	-	-	< 360	-
4,6-Dinitro-2-methylphenol	534-52-1	ug/Kg	50,000	-	-	< 370	-	-	< 360	-
4-Bromophenyl phenyl ether	101-55-3	ug/Kg	100,000	-	-	< 370	-	-	< 360	-
4-Chloro-3-methylphenol	59-50-7	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
4-Chloroaniline	106-47-8	ug/Kg	1,000	-	-	< 260	-	-	< 250	-
4-Chlorophenyl phenyl ether	7005-72-3	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
4-Nitroaniline	100-01-6	ug/Kg	1,000,000	-	-	< 600	-	-	< 580	-
4-Nitrophenol	100-02-7	ug/Kg	100,000	-	-	< 260	-	-	< 250	-
Acenaphthene	83-32-9	ug/Kg	4,000	-	-	< 260	-	-	< 250	-
Acenaphthylene	208-96-8	ug/Kg	2,000	-	-	< 260	-	-	< 250	-
Acetophenone	98-86-2	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
Aniline	62-53-3	ug/Kg	1,000,000	-	-	< 370	-	-	< 360	-
Anthracene	120-12-7	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
Benzidine	92-87-5	ug/Kg	10,000	-	-	< 260	-	-	< 250	-
Benzo(a)anthracene	56-55-3	ug/Kg	20,000	-	-	< 260	-	-	380	-
Benzo(a)pyrene	50-32-8	ug/Kg	2,000	-	-	**< 260**	-	-	**360**	-
Benzo(b)fluoranthene	205-99-2	ug/Kg	20,000	-	-	**< 260**	-	-	**450**	-
Benzo(ghi)perylene	191-24-2	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
Benzo(k)fluoranthene	207-08-9	ug/Kg	200,000	-	-	< 260	-	-	< 250	-
Benzoic acid	65-85-0	ug/Kg	1,000,000	-	-	< 750	-	-	< 720	-
Benzyl butyl phthalate	85-68-7	ug/Kg	100,000	-	-	< 260	-	-	< 250	-
Bis(2-chloroethoxy)methane	111-91-1	ug/Kg	500,000	-	-	< 260	-	-	< 250	-
Bis(2-chloroethyl)ether	111-44-4	ug/Kg	700	-	-	< 370	-	-	< 360	-
Bis(2-ethylhexyl)phthalate	117-81-7	ug/Kg	100,000	-	-	< 370	-	-	< 360	-
Carbazole	86-74-8	ug/Kg	~	-	-	< 370	-	-	< 360	-
Chrysene	218-01-9	ug/Kg	200,000	-	-	< 260	-	-	400	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B04			HA-B05			HA-B06
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment
			Sample ID	HA-B04-(4-6`)-060426	HA-B04-060426		HA-B05-(10-12')-060526	HA-B05-060526		HA-B06-(4-6`)-060426
			Sample Depth (ft bgs)	4-6	8-10	0 - 15	10-12	4-6	0 - 16	4-6
			Sample Date	6/4/2026			6/5/2026			6/4/2026
			Sample Time	12:40	13:05	13:05	9:20	13:30	13:30	8:15
Analyte	**CAS**	**Unit**	**MassDEP RCS-1**	**Result**			**Result**			**Result**
Semi-Volatile Organic Compounds (SVOCs)				-	-		-	-		
Dibenz(a,h)anthracene	53-70-3	ug/Kg	2,000	-	-	< 260	-	-	< 250	-
Dibenzofuran	132-64-9	ug/Kg	100,000	-	-	< 260	-	-	< 250	-
Diethyl phthalate	84-66-2	ug/Kg	10,000	-	-	< 260	-	-	< 250	-
Dimethylphthalate	131-11-3	ug/Kg	700	-	-	< 260	-	-	< 250	-
Di-n-butylphthalate	84-74-2	ug/Kg	50,000	-	-	< 370	-	-	< 360	-
Di-n-octylphthalate	117-84-0	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
Fluoranthene	206-44-0	ug/Kg	1,000,000	-	-	**< 260**	-	-	**920**	-
Fluorene	86-73-7	ug/Kg	1,000,000	-	-	< 260	-	-	< 250	-
Hexachlorobenzene	118-74-1	ug/Kg	700	-	-	< 260	-	-	< 250	-
Hexachlorobutadiene	87-68-3	ug/Kg	30,000	-	-	< 260	-	-	< 250	-
Hexachlorocyclopentadiene	77-47-4	ug/Kg	50,000	-	-	< 260	-	-	< 250	-
Hexachloroethane	67-72-1	ug/Kg	700	-	-	< 260	-	-	< 250	-
Indeno(1,2,3-cd)pyrene	193-39-5	ug/Kg	20,000	-	-	< 260	-	-	< 250	-
Isophorone	78-59-1	ug/Kg	100,000	-	-	< 260	-	-	< 250	-
Naphthalene	91-20-3	ug/Kg	4,000	-	-	< 260	-	-	< 250	-
Nitrobenzene	98-95-3	ug/Kg	500,000	-	-	< 260	-	-	< 250	-
N-Nitrosodimethylamine	62-75-9	ug/Kg	50,000	-	-	< 370	-	-	< 360	-
N-Nitrosodi-n-propylamine	621-64-7	ug/Kg	50,000	-	-	< 260	-	-	< 250	-
N-Nitrosodiphenylamine	86-30-6	ug/Kg	100,000	-	-	< 370	-	-	< 360	-
Pentachloronitrobenzene	82-68-8	ug/Kg	100,000	-	-	< 370	-	-	< 360	-
Pentachlorophenol	87-86-5	ug/Kg	3,000	-	-	< 370	-	-	< 360	-
Phenanthrene	85-01-8	ug/Kg	10,000	-	-	< 260	-	-	880	-
Phenol	108-95-2	ug/Kg	900	-	-	< 260	-	-	< 250	-
Pyrene	129-00-0	ug/Kg	1,000,000	-	-	**< 260**	-	-	**740**	-
Pyridine	110-86-1	ug/Kg	500,000	-	-	< 370	-	-	< 360	-
Oxygenates & Dioxane				-	-		-	-		
1,4-Dioxane	123-91-1	ug/Kg	200	-	-	< 98	-	-	< 92	-
Diethyl ether	60-29-7	ug/Kg	100,000	-	-	< 4.9	-	-	< 4.6	-
Di-isopropyl ether	108-20-3	ug/Kg	100,000	-	-	< 4.9	-	-	< 4.6	-
Ethyl tert-butyl ether	637-92-3	ug/Kg	~	-	-	< 4.9	-	-	< 4.6	-
tert-amyl methyl ether	994-05-8	ug/Kg	~	-	-	< 4.9	-	-	< 4.6	-
Miscellaneous/Inorganics				-	-		-	-		
Percent Solid	PHNX - PCTSOLID	%	~	**92**	-	**88**	**90**	-	**90**	**90**
Conductivity - Soil Matrix	PHNX - COND	umhos/cm	~	-	-	**834**	-	-	**236**	-
Corrosivity	PHNX - CORROSIVITY	Pos/Neg	~	-	-	Negative	-	-	Negative	-
Flash Point	PHNX - FLASH POINT	Degree F	~	-	-	**>200**	-	-	**>200**	-
Ignitability	PHNX - IGNITABILITY	Degree F	~	-	-	Passed	-	-	Passed	-
pH at 19.4C - Soil	PHNX - PH	pH Units	~	-	-	**7.87**	-	-	**8.79**	-
Reactivity_Cyanide	PHNX - REACT CYANIDE	mg/Kg	~	-	-	< 6	-	-	< 5	-
Reactivity Sulfide	PHNX - REACT SULFIDE	mg/Kg	~	-	-	< 20	-	-	< 20	-
Reactivity	PHNX - REACTIVITY	Pos/Neg	~	-	-	Negative	-	-	Negative	-
Volatile Petroleum Hydrocarbons (VPH)					-	-			-	
Benzene	71-43-2	mg/Kg	2	-	-	-	-	-	-	-
C5-C8 Aliphatic Hydrocarbons *1,2	PHNX - C5-C8	mg/Kg	100	-	-	-	-	-	-	-
C9-C10 Aromatic Hydrocarbons *1	PHNX - C9-C10	mg/Kg	100	-	-	-	-	-	-	-
C9-C12 Aliphatic Hydrocarbons *1,3	PHNX - C9-C12	mg/Kg	1,000	-	-	-	-	-	-	-
Ethyl Benzene	100-41-4	mg/Kg	40	-	-	-	-	-	-	-
m,p-Xylenes	179601-23-1	mg/Kg	100	-	-	-	-	-	-	-
MTBE	1634-04-4	mg/Kg	0.1	-	-	-	-	-	-	-
Naphthalene	91-20-3	mg/Kg	4	-	-	-	-	-	-	-
o-Xylene	95-47-6	mg/Kg	100	-	-	-	-	-	-	-
Toluene	108-88-3	mg/Kg	30	-	-	-	-	-	-	-
Unadjusted C5-C8 Aliphatics (*1)	PHNX - UNC5-C8	mg/Kg	~	-	-	-	-	-	-	-
Unadjusted C9-C12 Aliphatics (*1)	PHNX - UNC9-C12	mg/Kg	~	-	-	-	-	-	-	-

© 2026, Mabbett Associates, Inc.

Table 2
Summary of Soil Analytical Data
Winter Hill Community Innovation School
Somerville, Massachusetts

			Boring ID	HA-B04			HA-B05			HA-B06
			Sample Type	Site Assessment	Disposal Characterization		Site Assessment	Disposal Characterization		Site Assessment
			Sample ID	HA-B04-(4-6`)-060426	HA-B04-060426		HA-B05-(10-12')-060526	HA-B05-060526		HA-B06-(4-6`)-060426
			Sample Depth (ft bgs)	4-6	8-10	0 - 15	10-12	4-6	0 - 16	4-6
			Sample Date	6/4/2026			6/5/2026			6/4/2026
			Sample Time	12:40	13:05	13:05	9:20	13:30	13:30	8:15
Analyte	**CAS**	**Unit**	**MassDEP RCS-1**	**Result**			**Result**			**Result**
MA EPH Aliphatic/Aromatic Ranges By MA EPH 5/2019					-	-	-	-	-	
C11-C22 Aromatic Hydrocarbons 1,2*	PHNX - C11-C22	mg/Kg	1,000	-	-	-	-	-	-	-
C11-C22 Aromatic Hydrocarbons Unadj	PHNX - C11-C22RAW	mg/Kg	~	-	-	-	-	-	-	-
C19-C36 Aliphatic Hydrocarbons 1*	PHNX - C19-C36	mg/Kg	3,000	-	-	-	-	-	-	-
C9-C18 Aliphatic Hydrocarbons 1*	PHNX - C9-C18	mg/Kg	1,000	-	-	-	-	-	-	-
EPH Other PAH Target Analytes By MA EPH 5/2004					-	-	-	-	-	
Acenaphthylene	208-96-8	ug/Kg	2,000	-	-	-	-	-	-	-
Anthracene	120-12-7	ug/Kg	1,000,000	-	-	-	-	-	-	-
Benzo(a)anthracene	56-55-3	ug/Kg	20,000	-	-	-	-	-	-	-
EPH Other PAH Target Analytes By MA EPH 5/2004					-	-	-	-	-	
Benzo(a)pyrene	50-32-8	ug/Kg	2,000	-	-	-	-	-	-	-
Benzo(b)fluoranthene	205-99-2	ug/Kg	20,000	-	-	-	-	-	-	-
Benzo(ghi)perylene	191-24-2	ug/Kg	1,000,000	-	-	-	-	-	-	-
Benzo(k)fluoranthene	207-08-9	ug/Kg	200,000	-	-	-	-	-	-	-
Chrysene	218-01-9	ug/Kg	200,000	-	-	-	-	-	-	-
Dibenz(a,h)anthracene	53-70-3	ug/Kg	2,000	-	-	-	-	-	-	-
Fluoranthene	206-44-0	ug/Kg	1,000,000	-	-	-	-	-	-	-
Fluorene	86-73-7	ug/Kg	1,000,000	-	-	-	-	-	-	-
Indeno(1,2,3-cd)pyrene	193-39-5	ug/Kg	20,000	-	-	-	-	-	-	-
Pyrene	129-00-0	ug/Kg	1,000,000	-	-	-	-	-	-	-
EPH Diesel PAH Target Analytes By MA EPH 5/2004					-	-	-	-	-	
2-Methylnaphthalene	91-57-6	ug/Kg	700	-	-	-	-	-	-	-
Acenaphthene	83-32-9	ug/Kg	4,000	-	-	-	-	-	-	-
Naphthalene	91-20-3	ug/Kg	4,000	-	-	-	-	-	-	-
Phenanthrene	85-01-8	ug/Kg	10,000	-	-	-	-	-	-	-

Notes:
Bold = Result Detected
Highlighted = Detected above Criteria Levels
~ = No Screening Limit Available
- = Not Tested

© 2026, Mabbett Associates, Inc.

Table 3
Summary of Groundwater Analytical Data
Winter Hill Community Innovation School
Somerville, MA

			Sample ID	MW-01-060926	MW-02-060926	FIELD BLANK
			Sample Location	MW-01	MW-02	MW-02
			Sample Date	6/9/2026	6/9/2026	6/9/2026
			Sample Time	12:36	15:21	
Analyte	CAS Number	Units	MassDEP RC GW-2	Result	Result	Result
PERFLUORINATED ALKYL ACIDS BY EPA 1633						
Perfluorobutanoic Acid (PFBA)	375-22-4	mg/l	~	-	**0.00000652**	< 0.00601
Perfluoropentanoic Acid (PFPeA)	2706-90-3	mg/l	~	-	**0.00000768**	< 0.003
Perfluorobutanesulfonic Acid (PFBS)	375-73-5	mg/l	~	-	**0.00000266**	< 0.0015
1H,1H,2H,2H-Perfluorohexanesulfonic Acid (4:2FTS)	757124-72-4	mg/l	~	-	< 0.00633	< 0.00601
Perfluorohexanoic Acid (PFHxA)	307-24-4	mg/l	~	-	**0.0000056**	< 0.0015
Perfluoropentanesulfonic Acid (PFPeS)	2706-91-4	mg/l	~	-	< 0.00158	< 0.0015
Perfluoroheptanoic Acid (PFHpA)	375-85-9	mg/l	40	-	**0.00000204**	< 0.0015
Perfluorohexanesulfonic Acid (PFHxS)	355-46-4	mg/l	0.5	-	< 0.00158	< 0.0015
Perfluorooctanoic Acid (PFOA)	335-67-1	mg/l	40	-	**0.00000549**	< 0.0015
1H,1H,2H,2H-Perfluorooctanesulfonic Acid (6:2FTS)	27619-97-2	mg/l	~	-	< 0.00633	< 0.00601
Perfluoroheptanesulfonic Acid (PFHpS)	375-92-8	mg/l	~	-	< 0.00158	< 0.0015
Perfluorononanoic Acid (PFNA)	375-95-1	mg/l	40	-	< 0.00158	< 0.0015
Perfluorooctanesulfonic Acid (PFOS)	1763-23-1	mg/l	0.5	-	**0.00000355**	< 0.0015
Perfluorodecanoic Acid (PFDA)	335-76-2	mg/l	40	-	< 0.00158	< 0.0015
1H,1H,2H,2H-Perfluorodecanesulfonic Acid (8:2FTS)	39108-34-4	mg/l	~	-	< 0.00633	< 0.00601
Perfluorononanesulfonic Acid (PFNS)	68259-12-1	mg/l	~	-	< 0.00158	< 0.0015
N-Methyl Perfluorooctanesulfonamidoacetic Acid (NMeFOSAA)	2355-31-9	mg/l	~	-	< 0.00158	< 0.0015
Perfluoroundecanoic Acid (PFUnA)	2058-94-8	mg/l	~	-	< 0.00158	< 0.0015
Perfluorodecanesulfonic Acid (PFDS)	335-77-3	mg/l	~	-	< 0.00158	< 0.0015
Perfluorooctanesulfonamide (PFOSA)	754-91-6	mg/l	~	-	< 0.00158	< 0.0015
N-Ethyl Perfluorooctanesulfonamidoacetic Acid (NEtFOSAA)	2991-50-6	mg/l	~	-	< 0.00158	< 0.0015
Perfluorododecanoic Acid (PFDoA)	307-55-1	mg/l	~	-	< 0.00158	< 0.0015
Perfluorotridecanoic Acid (PFTrDA)	72629-94-8	mg/l	~	-	< 0.00158	< 0.0015
Perfluorotetradecanoic Acid (PFTeDA)	376-06-7	mg/l	~	-	< 0.00158	< 0.0015
Hexafluoropropylene Oxide Dimer Acid (HFPO-DA)	13252-13-6	mg/l	~	-	< 0.00633	< 0.00601
4,8-Dioxa-3h-Perfluorononanoic Acid (ADONA)	919005-14-4	mg/l	~	-	< 0.00633	< 0.00601
Perfluorododecanesulfonic Acid (PFDoS)	79780-39-5	mg/l	~	-	< 0.00158	< 0.0015
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid (9Cl-PF3ONS)	756426-58-1	mg/l	~	-	< 0.00633	< 0.00601
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid (11Cl-PF3OUdS)	763051-92-9	mg/l	~	-	< 0.00633	< 0.00601
N-Methyl Perfluorooctane Sulfonamide (NMeFOSA)	31506-32-8	mg/l	~	-	< 0.00158	< 0.0015
N-Ethyl Perfluorooctane Sulfonamide (NEtFOSA)	4151-50-2	mg/l	~	-	< 0.00158	< 0.0015
N-Methyl Perfluorooctanesulfonamido Ethanol (NMeFOSE)	24448-09-7	mg/l	~	-	< 0.0158	< 0.015
N-Ethyl Perfluorooctanesulfonamido Ethanol (NEtFOSE)	1691-99-2	mg/l	~	-	< 0.0158	< 0.015
Perfluoro-3-Methoxypropanoic Acid (PFMPA)	377-73-1	mg/l	~	-	< 0.00317	< 0.003
Perfluoro-4-Methoxybutanoic Acid (PFMBA)	863090-89-5	mg/l	~	-	< 0.00317	< 0.003
Perfluoro(2-Ethoxyethane)Sulfonic Acid (PFEESA)	113507-82-7	mg/l	~	-	< 0.00317	< 0.003
Nonafluoro-3,6-Dioxaheptanoic Acid (NFDHA)	151772-58-6	mg/l	~	-	< 0.00317	< 0.003
3-Perfluoropropyl Propanoic Acid (3:3FTCA)	356-02-5	mg/l	~	-	< 0.00792	< 0.00751
2H,2H,3H,3H-Perfluorooctanoic Acid (5:3FTCA)	914637-49-3	mg/l	~	-	< 0.0396	< 0.0375
3-Perfluoroheptyl Propanoic Acid (7:3FTCA)	812-70-4	mg/l	~	-	< 0.0396	< 0.0375

© 2026, Mabbett Associates, Inc.

Table 3
Summary of Groundwater Analytical Data
Winter Hill Community Innovation School
Somerville, MA

			Sample ID	MW-01-060926	MW-02-060926	FIELD BLANK
			Sample Location	MW-01	MW-02	MW-02
			Sample Date	6/9/2026	6/9/2026	6/9/2026
			Sample Time	12:36	15:21	
Analyte	CAS Number	Units	MassDEP RC GW-2	Result	Result	Result
EXTRACTABLE PETROLEUM HYDROCARBONS (EPH)						
C9-C18 Aliphatics	C9-C18-ALPHA-UJ	mg/l	5	< 0.1	-	-
C19-C36 Aliphatics	C19-C36-ALPHA-UJ	mg/l	50	< 0.1	-	-
C11-C22 Aromatics	C11-C22-ALPHA-UJ	mg/l	~	< 0.1	-	-
C11-C22 Aromatics, Adjusted	C11-C22-ALPHA-J	mg/l	5	< 0.1	-	-
Naphthalene	91-20-3	mg/l	0.7	< 0.01	-	-
2-Methylnaphthalene	91-57-6	mg/l	2	< 0.01	-	-
Acenaphthylene	208-96-8	mg/l	0.04	< 0.01	-	-
Acenaphthene	83-32-9	mg/l	10	< 0.01	-	-
Fluorene	86-73-7	mg/l	0.04	< 0.01	-	-
Phenanthrene	85-01-8	mg/l	10	< 0.01	-	-
Anthracene	120-12-7	mg/l	0.03	< 0.01	-	-
Fluoranthene	206-44-0	mg/l	0.2	< 0.01	-	-
Pyrene	129-00-0	mg/l	0.02	< 0.01	-	-
Benzo(a)anthracene	56-55-3	mg/l	1	< 0.01	-	-
Chrysene	218-01-9	mg/l	0.07	< 0.01	-	-
Benzo(b)fluoranthene	205-99-2	mg/l	0.4	< 0.01	-	-
Benzo(k)fluoranthene	207-08-9	mg/l	0.1	< 0.01	-	-
Benzo(a)pyrene	50-32-8	mg/l	0.5	< 0.01	-	-
Indeno(1,2,3-cd)Pyrene	193-39-5	mg/l	0.1	< 0.01	-	-
Dibenzo(a,h)anthracene	53-70-3	mg/l	0.04	< 0.01	-	-
Benzo(ghi)perylene	191-24-2	mg/l	0.02	< 0.01	-	-
VOLATILE PETROLEUM HYDROCARBONS (VPH)						
C5-C8 Aliphatics, Adjusted	C5-C8-ALPHA-J	mg/l	3	< 0.1	-	-
C9-C12 Aliphatics, Adjusted	C9-C12-ALPHA-J	mg/l	5	< 0.1	-	-
C9-C10 Aromatics	C9-C10-ALPHA-UJ	mg/l	4	< 0.1	-	-
C5-C8 Aliphatics	C5-C8-ALPHA-UJ	mg/l	~	< 0.1	-	-
C9-C12 Aliphatics	C9-C12-ALPHA-UJ	mg/l	~	< 0.1	-	-
Benzene	71-43-2	mg/l	1	< 0.001	-	-
Toluene	108-88-3	mg/l	40	< 0.001	-	-
Ethylbenzene	100-41-4	mg/l	5	< 0.001	-	-
p/m-Xylene	179601-23-1	mg/l	3	< 0.002	-	-
o-Xylene	95-47-6	mg/l	3	< 0.001	-	-
Methyl tert butyl ether	1634-04-4	mg/l	5	< 0.001	-	-
Naphthalene	91-20-3	mg/l	0.7	< 0.005	-	-

Notes:
Bold = Detected
Highlighted = Detected above RSL
- = Not Analyzed
~ = No Screening Level Available

© 2026, Mabbett Associates, Inc.

APPENDIX A

GPRS Reports

JOB SUMMARY REPORT

Order Number:	Work Order #911641	**Job Date:**	May 19, 2026, 12:32:00 PM
Customer:	36321 MABBETT AND ASSOCIATES INC	**Billing Address:**	MABBETT AND ASSOCIATES INC 105 CENTRAL STREET STE 4100 STONEHAM MA 02180 United States

JOB DETAILS

Jobsite Location	50 Thurston Street, Somerville, Massachusetts 02145
Work Order Number	Work Order #911641
Job Number	
PO Number	6498

GPRS Project Manager: Dan Pacheco

Thank you for using GPRS on your project. We appreciate the opportunity to work with you. If you have questions regarding the results of this scanning, please contact the lead GPRS project manager on this project.

EQUIPMENT USED

The following equipment was used on this project:

- **Concrete GPR Antenna:** This GPR Antenna is handheld and rolls over the surface. The device displays scan data on a screen, and the operator marks detected objects on the surface in real-time. The antenna needs a reasonably smooth, unobstructed surface for scanning and cannot scan within 2”-4” of obstructions such as walls and metal tracks. Ideally, the client removes obstacles such as these before our work begins. The total effective scan depth can be as much as 18” or more with this antenna but can vary depending on the concrete conditions, composition, and other factors such as the spacing of the reinforcing. Depth accuracy depends on obtaining a precise depth calibration for the concrete. This device does not emit harmful radiation and can be safely operated while people are in close proximity. For more information, please visit: Link
- **Underground GPR Antenna:** This GPR Antenna uses frequencies ranging from 250 MHz to 450 MHz and is mounted in a stroller frame that rolls over the surface. Data is displayed on a screen and marked in the field in real time. The surface needs to be reasonably smooth and unobstructed to obtain readable scans. Obstructions such as curbs, landscaping, and vegetation will limit the efficacy of GPR. The total effective scan depth can be as much as 8’ or more with this antenna but can vary widely depending on the soil conditions and composition. Some soil types, such as clay, may limit maximum depths to 3’ or less. As depth increases, targets must be larger to be detected, and non-metallic targets can be challenging to locate. The depths provided should always be treated as estimates as their accuracy can be affected by multiple factors. For more information, please visit: Link
- **Magnetometer:** The Magnetometer detects the magnetic field of a ferromagnetic object by responding to the difference in the magnetic field between two sensors. Data is interpreted in the field by listening to changes in frequency emitted by a speaker on the device. Larger metallic objects can be located at depths of up to 10’ or more, depending on the size, type, shape, and orientation of targets and the amount of interference from other objects. For more information, please visit: Link Link
- **GPS:** This handheld unit offers accuracy down to 4 inches; however, the accuracy achieved will depend on the satellite environment at the time of collection and is not considered survey-grade. Features can be collected as points, lines, or areas and then exported as a KML/KMZ or overlaid on a CAD drawing. For more information, please visit: Link

JOB SUMMARY REPORT

WORK PERFORMED

UNDERGROUND UTILITY	
Client Provided Drawings	Yes
Client completed 811 locate request	Yes
Scope of Work	Client requested GPRS services to locate evidence of demolished buildings in a school area of 0.86 acres. Client also requested a UST investigation in this area, see separate deliverable for Formal Report.
Large Area Scan (acres)	0.86
Approximate GPR Effective Depth (ft)	2
Details on Non-locatable Utilities	Not tasked with locating utilities.
Limitations Encountered	- Surface obstructions - Restricted access - Not enough area to perform scan - Area not accessible to be scanned - Surface too rough - Overgrown vegetation - Utilities too deep to locate - Soil conditions not suitable for GPR at time of scanning
Limitations Encountered - Other	GPR cannot scan within 3 feet of fences, buildings, or any obstructions.
Obstructions Encountered	Playgrounds, landscape bedding, garden beds, fences, stairs, ramps, deck area.
Marking Medium	- Spray Paint
Results Notes	Project Summary For this project, we employed Ground Penetrating Radar (GPR) and a Proceq concrete scanner to evaluate subsurface conditions. The client, Mabbett and Associates, was represented onsite by Thomas Steinberg. The investigation was conducted on 5/19/2026 at 50 Thurston Street, Somerville, MA. The scope of work for this project was to identify evidence of previously demolished building foundations within an approximately 0.86acre area located at a school facility. Additionally, the client requested a UST (Underground Storage Tank) investigation, which is being addressed in a separate Formal Report deliverable. --- Scan Methodology Ground Penetrating Radar (GPR) The underground GPR cart was used to scan accessible portions of the site. Scanning focused on identifying: Subsurface structural remnants (e.g., foundations, slabs, footings) Soil disturbance patterns Anomalies consistent with previous construction activity GPR depth performance varied across the site: Approximately 2 feet on the basketball court

Approximately 4–5 feet in other accessible areas

Proceq Concrete Scanner

The Proceq scanner was deployed in selected areas to assist with shallow subsurface evaluation.

Due to site conditions and slab composition, the concrete scanner did not provide useful or interpretable data for foundation identification.

EM Pipe Scanner

An EM pipe scanner was not utilized, as utility locating was not part of the project scope.

Findings

Foundation / Structural Evidence

The GPR cart and Proceq concrete scanner did not produce data indicating the presence of foundation walls, slabs, or concrete pad remnants within the scanned areas.

No consistent linear or structural signatures typical of buried building foundations were identified in the collected data.

Subsurface Conditions

GPR responses across the site reflected typical soil and fill conditions, with no definitive signatures of structural remnants.

Variability in depth performance and surface conditions affected overall interpretation confidence.

UST Investigation Note

A UST investigation was conducted concurrently within the same project area.

Findings related specifically to potential underground storage tanks or tank grave locations will be:

Analyzed separately

Provided in a Formal Report deliverable

This JSR is limited to general subsurface observations related to structural investigation only.

Important Limitations & Notes

Surface Obstructions: Numerous site features limited scanning coverage and data continuity, including:

Playground equipment

Landscaped islands

Concrete fenced walls

Deck structures

Staircases

Concrete ramps

Garden beds

GPR Depth Variability:

Limited to ~2 feet on the basketball court

Up to 4–5 feet in other areas

Concrete Scanner Limitations:The Proceq scanner did not produce usable subsurface data due to material composition and site conditions.

Non-Utility Scope:No utility locating was performed as part of this scope.

Incomplete Coverage:Due to obstructions and site layout, portions of the area were not fully scannable, and subsurface features may exist outside scanned zones.

Interpretation Limitations:GPR identifies subsurface anomalies only and cannot confirm absence of structures beyond detectable depth or in obstructed areas.

Further Investigation Recommended:If confirmation is required, intrusive methods such as test pits or borings are recommended.

Conclusion

The subsurface investigation was completed across the approximately 0.86acre school site to evaluate for the presence of demolished building foundation remnants. No definitive evidence of buried foundation walls or slab structures was identified within the scanned areas.

Due to surface obstructions, variable GPR depth penetration, and site complexity, the absence of detectable anomalies does not guarantee the absence of buried structures outside the limits of detection.

A separate Formal Report will provide findings related to the UST investigation completed concurrently.

Dan Pacheco completed the Job Summary Report (JSR) following the site investigation.

Contact Information

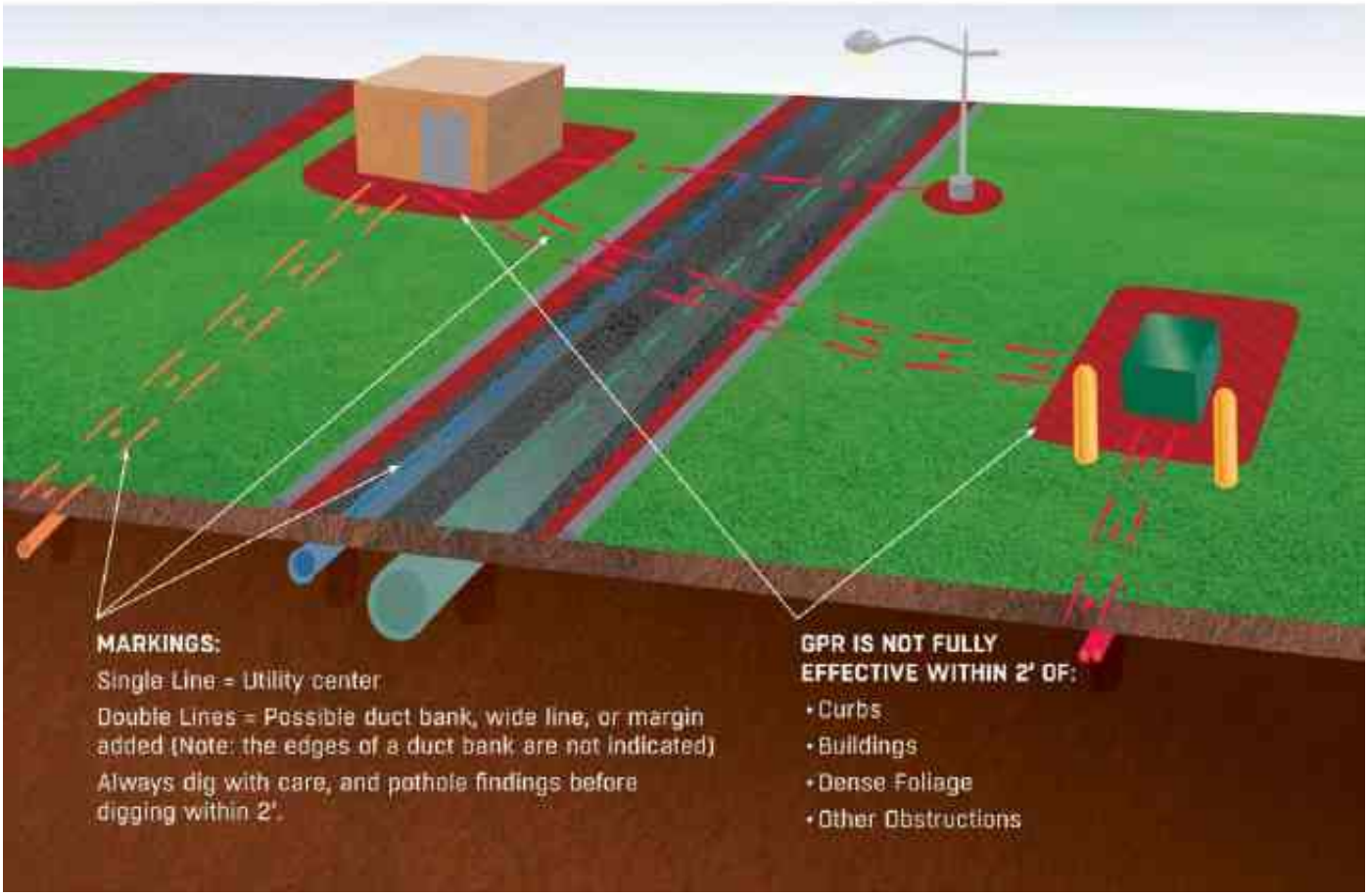
Name: Dan PachecoPhone: 6174555121Email: dan.pacheco@gprsinc.com

JOB SUMMARY REPORT

SUPPLEMENTAL INFORMATION

COMMON UTILITY LOCATING LIMITATIONS

There are many limitations to locating utilities, due to a variety of factors, with several more common examples illustrated here.



JOB SUMMARY REPORT

JOBSITE IMAGES



Jobsite Photo #1



Jobsite Photo #2



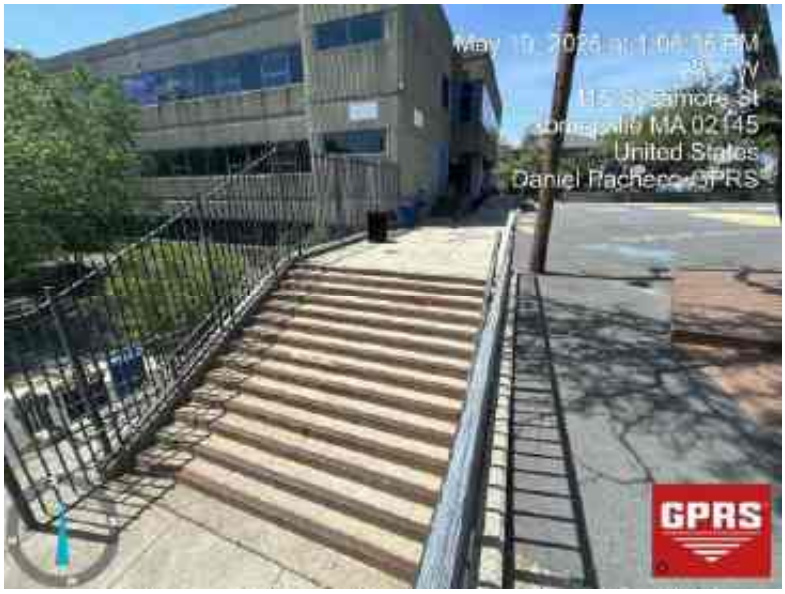
Jobsite Photo #3



Jobsite Photo #4



Jobsite Photo #5



Jobsite Photo #6

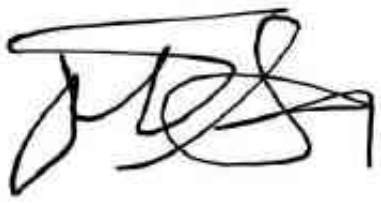
JOB SUMMARY REPORT



Jobsite Photo #7

CONTACT / SIGNATURE INFORMATION

SIGNATURE



Contact Information

Contact Name	Ana Gustafson	**Email**	gustafson@mabbett.com

TERMS & CONDITIONS

http://www.gprsinc.com/termsandconditions.html

Summary of Scanning for Underground Storage Tanks (UST's)

Prepared For: Mabbett and Associates

Prepared By:
Daniel Pacheco
dan.pacheco@gprsinc.com
Project Manager-Boston
617.455.5121

May 21, 2026

May 21, 2026

Mabbett and Associates
Attn: Ana Gustafson
Email: gustafson@mabbett.com
Site: 50 Thurston Street, Somerville, MA

We appreciate the opportunity to provide this report for our work completed on May 19, 2026.

PURPOSE

The purpose of this project was to search for any suspected underground storage tanks (USTs) or suspected UST-related piping/anomalies remaining on the property. The client asked for any evidence of tank pits as well. The scope of work consisted of an area of 37,500 square feet on a school property. The interiors of buildings were excluded from the scope of this project. The client provided an overhead image of the desired scan area prior to scanning.

EQUIPMENT

- **Underground Scanning GPR Antenna**. The antenna with frequencies ranging from 250 MHz-450 MHz is mounted in a stroller frame which rolls over the surface. The surface needs to be reasonably smooth and unobstructed in order to obtain readable scans. Obstructions such as curbs, landscaping, and vegetation will limit the feasibility of GPR. The data is displayed on a screen and marked in the field in real time. The total depth achieved can be as much as 8' or more with this antenna but can vary widely depending on the types of materials being scanned through. Some soil types such as clay may limit maximum depths to 3' or less. As depth increases, targets must be larger in order to be detected and non-metallic targets can be especially difficult to locate. Depths provided should always be treated as estimates as their accuracy can be affected by multiple factors. For more information, please visit: Link
- **Electromagnetic Pipe Locator**. The EM locator can passively detect the electromagnetic fields from live AC power or from radio signals travelling along some conductive utilities. It can also be used in conjunction with a transmitter to connect directly to accessible, metallic pipes or tracer wires. A current is sent through the pipe or tracer wire at a specific frequency and the resulting EM field can then be detected by the receiver. A utility's ability to be located depends on a variety of factors including access to the utility, conductivity, grounding, interference from other fields, and many others. Depths provided should always be treated as estimates as their accuracy can be affected by multiple factors. For more information, please visit: Link
- **GPS**. This handheld GPS unit offers accuracy down to 4 inches; however, the accuracy will depend on the satellite environment and obstructions and should not be considered to be survey-grade. Features can be collected as points, lines, or areas and then exported into Google Earth or overlaid on a CAD drawing. For more information, please visit: Link
- **Magnetometer**. The magnetometer detects the magnetic field of a ferromagnetic object. It responds to the difference in the magnetic field between two sensors. It is interpreted in the field by listening to changes in frequency as emitted by a speaker on the device. Larger metallic objects can be located at depths of up to 10' or more but total depths will depend on the size, type, shape, and orientation of objects along with the amount of interference from other objects. For more information, please visit: Link

PROCESS

The EM pipe locator will typically be used to connect to accessible, traceable pipes that may be tank-related such as vent pipes or product lines. A current is induced onto the pipe which creates an electromagnetic field that can be traced using the receiver. We can then attempt to trace these pipes to their origin or end point and paint or flag their locations.

Initial GPR scans were collected in order to evaluate the data and calibrate the equipment. Based on these findings, a scanning strategy is formed, consisting of scanning the entire area in a grid with 3 to 4 foot scan spacing in order to locate any potential UST's that may remain at the site. The GPR data is viewed in real time and anomalies in the data were located and marked on the surface along with their depths using spray paint. Relevant scan examples were saved and will be provided in this report.

The magnetometer was used to sweep the site every 3'-5' to search for readings that may represent buried, ferrous objects. Upon detection, the readings will be marked on the surface and then investigated from multiple directions and with other methods such as GPR.

LIMITATIONS

Please keep in mind that there are limitations to any subsurface investigation. The equipment may not achieve maximum effectiveness due to soil conditions, above ground obstructions, reinforced concrete, and a variety of other factors. No subsurface investigation or equipment can provide a complete image of what lies below. The scan area had many obstructions such as playground equipment, stairs, garden beds and fences. These areas were not able to be scanned are noted on the map with a green outline.

Our results should always be used in conjunction with as many methods as possible including consulting existing plans and drawings, exploratory excavation or potholing, visual inspection of above-ground features, and utilization of services such as One Call/811. Depths are dependent on many factors so depth accuracy can vary throughout a site and should be treated as estimates only. Relevant scan examples were saved and will be provided in this report.

FINDINGS

The subsurface conditions at the time of the scanning allowed for maximum GPR depth penetration of 3 to 4 feet in most areas. However, the basketball court GPR depth was less than 2 feet. Multiple utilities were observed during the scanning; however, utility locating was not part of the scope of this project. The equipment and methods used did not detect reactions from potential UST's. The following pages will provide further explanation of the findings.



Prepared for: MABBETT
Prepared By: DP
Date of Scanning: 05/19/2026

Terms and Conditions

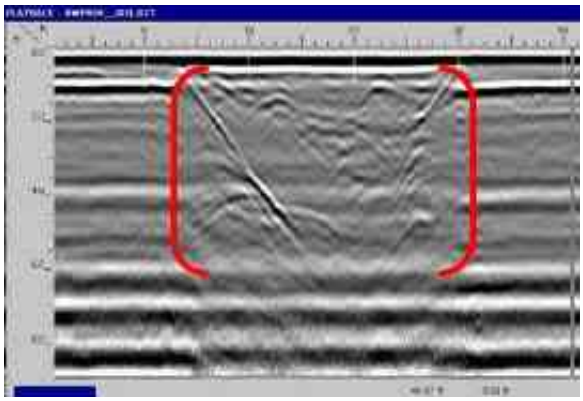
GPRS does not provide land survey or civil engineering data collection or documentation. This is provided as a reference map of the field markings and is not survey-grade.

LEGEND

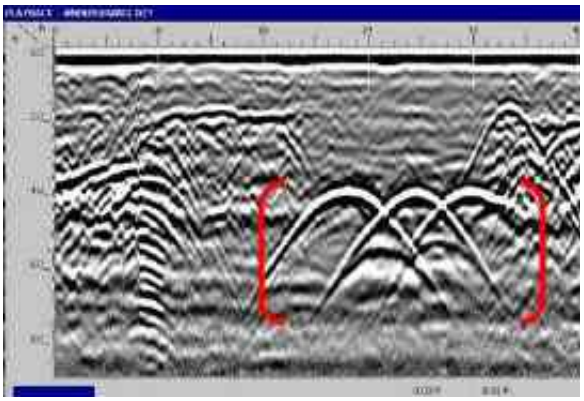
	ELECTRIC		SANITARY
	WATER		STORM
	COMM		AREA 1
	GAS		

50 Thurston Street, Somerville, MA

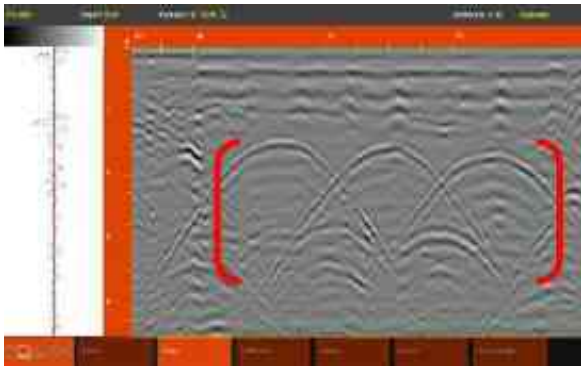
Prepared by:



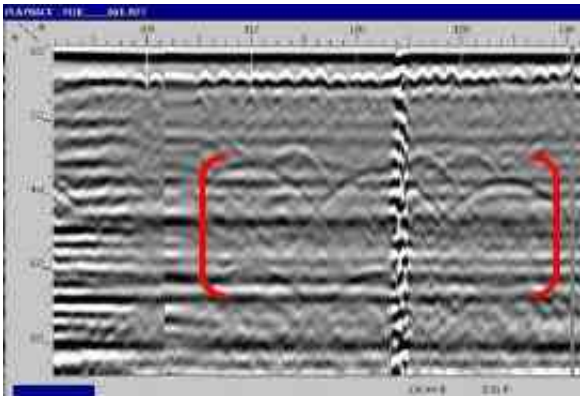
Sample GPR data screenshot showing a possible former tank pit or excavation. The change in the data from the excavation is apparent but GPR cannot determine whether this is due to a tank removal or whether tanks may still exist beyond the maximum depth penetration of the GPR signal.



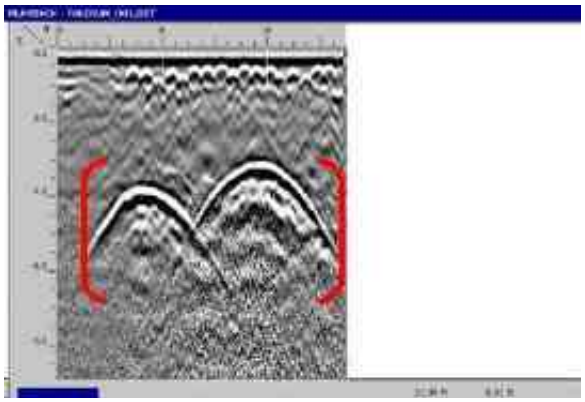
Sample GPR data screenshot showing three reactions from probable USTs. The diameters cannot be determined from these hyperbolas but they can be seen to be larger than a reaction from a typical utility.



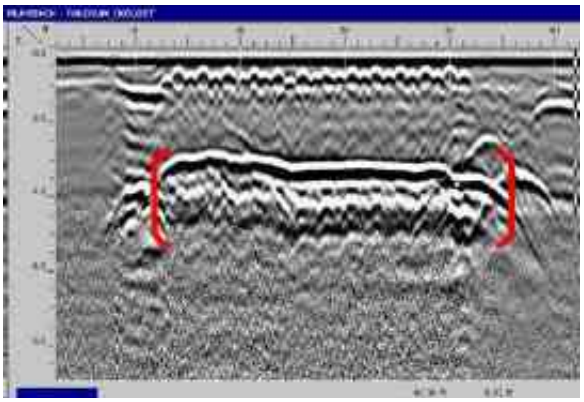
Sample GPR data screenshot showing three reactions from known USTs at an active fueling station. The concrete above the USTs is reinforced with wire mesh.



Sample GPR data screenshot showing three reactions from known USTs at an active fueling station. These USTs are non-metallic and therefore have a weaker reflection that is more difficult and sometimes impossible to identify in the GPR data.



Sample GPR data screenshot showing two potential USTs. These reactions are larger than a typical utility but large utilities can look identical to a UST.



Sample GPR data screenshot showing a scan collected parallel along the top one of the suspected USTs shown in the data to the left. A parallel scan is used to determine a clear beginning and end to the reaction to the reaction which is an indicator of a UST and to determine an approximate length.

Sample Data Screenshots. (Not taken from this project)	Location: previously collected from various sites	GPRS



Satellite image of requested scan area provided by client.

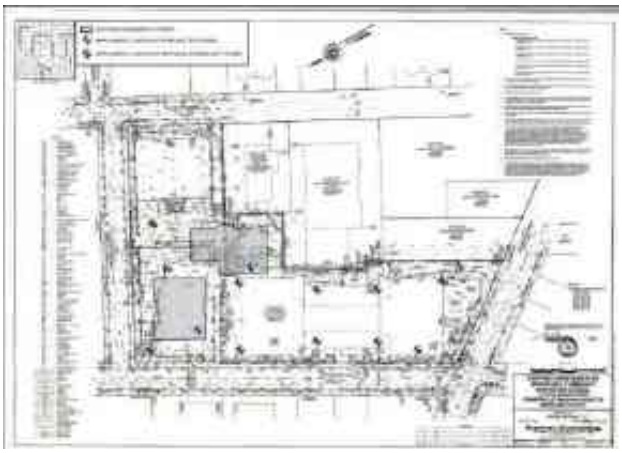
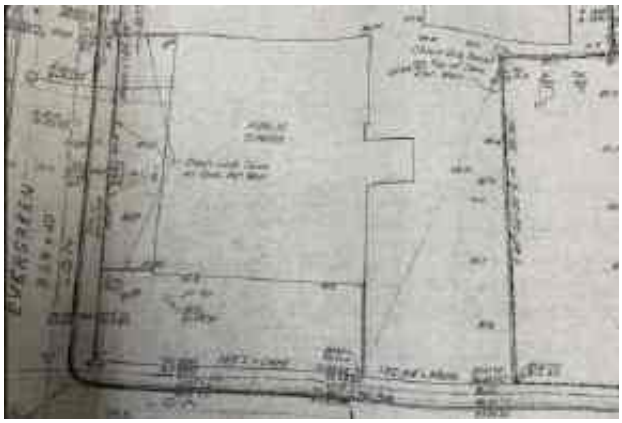


Image provided by client with demolished building footprints for reference.



Picture 1: 3

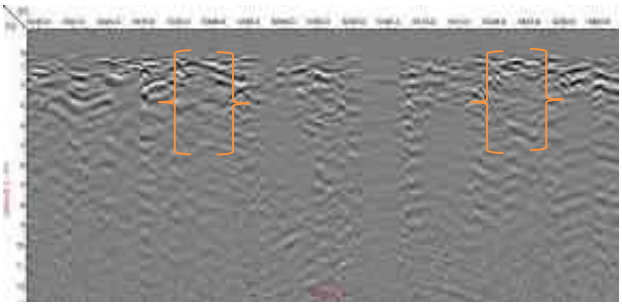


Map deliverable sent separately to client.

GPR Data Screenshots and Photos	50 Thurston Street, Somerville, MA	GPRS



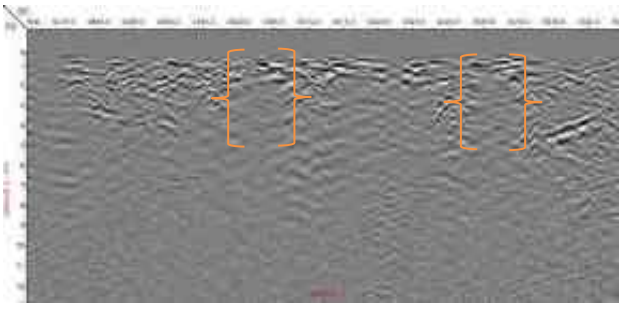
This is a photo of Area 1 facing South. This area is 8’ by 9’ totalling 72 square feet. This was marked on the surface for reference. The data on the right shows the soil disturbance of a possible removed utility.



Saved data shot of scanning over Area 1 in Southern direction, then Northern direction. Data shows soil disturbance, possibly a utility removal.



This is a photo of Area 1 facing Western direction.



Saved data shot of scanning over Area 1 in Western direction, then Eastern direction. Data shows soil disturbance, possibly utility removal.

CLOSING

GPRS, Inc. has been in business since 2001, specializing in underground storage tank location, concrete scanning, utility locating, and shallow void detection for projects throughout the United States. I encourage you to visit our website (www.gprsinc.com) and contact any of the numerous references listed.

GPRS appreciates the opportunity to offer our services, and we look forward to continuing to work with you on future projects. Please feel free to contact us for additional information or with any questions you may have regarding this report.

Signed,

Daniel Pacheco

Daniel Pacheco
Project Manager—Boston

Direct: 617.455.5121

dan.pacheco@gprsinc.com

www.gprsinc.com

Reviewed,

Sean Parker
Area Manager—Boston

Direct: 617.372.6695

sean.parker@gprsinc.com

www.gprsinc.com

Order Number:	Work Order #911641	**Customer:**	36321 MABBETT AND ASSOCIATES INC
Site Address:	50 Thurston Street, Somerville, Massachusetts 02145	**Inspection Completed:**	5/19/2026
		Service Technician:	Dan Pacheco

Job Hazard Analysis

PPE Utilized	
Types of PPE Used:	Eye Protection, Hi-Visibility Vest or Clothes, Foot Protection

Notes	
Equipment Notes:	

Hazards

Exposure to Hot Temperatures

While working outdoors with the potential of exposure to hot temperatures, GPRS workers continuously obtain, and review weather forecast to be aware of predicted weather systems and be prepared for sudden changes in temperature. Workers will combat these conditions by drinking water frequently and moderately, wearing appropriate clothing for hot temperatures, taking frequent breaks in cool, shaded areas, and if possible, avoiding direct sunlight or other heat sources.

Weather reports/forecasts reviewed prior to start of work and continuously monitored?	Yes
Have appropriate amount of water available to drink?	Yes
Wearing appropriate clothes worn for hot conditions (lightweight clothes, hat, sunscreen, sunglasses, etc.)?	Yes
Additional Mitigations	

Manual Lifting

GPRS workers whose job requires manual lifting will mitigate these hazards by completing pre-work stretch and flex, using proper lifting techniques (bend at the knees, lift with legs, do not twist, or overextend when lifting equipment and materials), and not lifting more than 50lbs without assistance.

Completed pre-work stretch and flex?	Yes
Understand proper lifting techniques?	Yes
Additional Mitigations	

Uneven Surfaces or Rough Terrain

Prior to starting work, GPRS workers will complete a site walk to survey the area for any potential slip, trip, and fall hazards. Additionally, workers will identify footing hazards, rough areas, and steep terrain, and making sure that working surfaces are free of clutter, debris, and congestion.

Completed a site walk-down and survey of the area to be scanned for any potential slip, trip, and fall hazards prior to starting work?	Yes
Identified footing hazards, rough areas, and steep terrain?	Yes
Wearing ankle supportive work boots with slip-resistant soles and good tread?	Yes
Additional Mitigations	

APPENDIX B

Soil Boring Logs

BORING NUMBER HA-B01

CLIENT	Perkins Eastmen	**PROJECT NAME**	Winter Hill Community Innovation School
PROJECT NUMBER	0213952-004	**PROJECT LOCATION**	Somerville, MA
DATE STARTED 6/2/2026	**COMPLETED** 6/4/2026	**GROUND ELEVATION**	**HOLE SIZE**
DRILLING CONTRACTOR	NORTHERN DRILL SERVICE, INC.	**DRILLING METHOD**	Drive and Wash
LOGGED BY	Cory Laskowsky	**NOTES**	

DEPTH (ft)	SAMPLE TYPE NUMBER	RECOVERY % (RQD)	BLOW COUNTS (N VALUES)	TESTS AND REMARKS	U.S.C.S.	GRAPHIC LOG	MATERIAL DESCRIPTION	ENVIRONMENTAL DATA
							0.3 Asphalt.	
	S S1	79.17	16 - 14 - 13 - 14 (27)		SM		Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 40.0%fine SAND; 30.0% FINES; gray-brown, medium dense consistency, moist, bonded structure, no odor, FILL; additional comments: Trace brick. 2.0	
	S S2	62.50	12 - 10 - 8 - 8 (18)		SM		Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 40.0%fine SAND; 30.0% FINES; gray-brown, loose to medium dense consistency, moist, bonded structure, petroleum-like odor, FILL; additional comments: Trace brick and asphalt. 4.5	
5.0	S S3	83.33	5 - 4 - 6 - 6 (10)		CL		Sandy lean CLAY (CL)— 5.0% coarse, 5.0% medium, 35.0%fine SAND; 55.0% FINES; olive-gray, stiff consistency, moist, bonded structure, petroleum-like odor, FILL; additional comments: Weak bonding. 6.0	
	S S4	83.33	7 - 6 - 14 - 6 (20)		CL		Sandy lean CLAY (CL)— 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 30.0%fine SAND; 50.0% FINES; olive-gray, stiff to very stiff consistency, moist, bonded structure, no odor, FILL; additional comments: Weak bonding. 8.5	
10.0	S S5	91.67	4 - 5 - 6 - 8 (11)		CL		Sandy lean CLAY (CL)— 5.0% coarse, 10.0% medium, 35.0%fine SAND; 50.0% FINES; olive-gray, stiff to hard consistency, moist, bonded structure, very strong petroleum-like odor, FILL; additional comments: Weak bonding. 13.0	
	S S6	95.83	11 - 16 - 28 - 38 (44)		SM		Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 10.0% medium, 40.0%fine SAND; 30.0% FINES; light brown, very dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Strong bonding. 17.0	
15.0	S S7	100.00	26 - 72 - 64 - 104 (136)		SM		Silty SAND with gravel (SM)— 5.0% fine GRAVEL; 10.0% coarse, 10.0% medium, 45.0%fine SAND; 30.0% FINES; light brown, none consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Strong bonding. 23.0	
20.0	S S8	93.33	57 - 58 - 100 (100.0/3.0")		SM		Silty SAND with gravel (SM)— 5.0% coarse, 10.0%fine GRAVEL; 10.0% coarse, 10.0% medium, 35.0%fine SAND; 30.0% FINES; light brown, none consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Strong bonding. 28.5	
25.0	S S9	52.63	100 - 100 (100.0/3.5")				29.0 BEDROCK; additional comments: Bedrock. Rough drilling, apparent argilite chips in drill spoils, and spoon refusal.	
30.0							Borehole terminated at 29.0 ft. Equipment refusal	
35.0								

MABBETT NOTES:
0-2 ft bgs; PID reading of 1.3 ppms. Fill present with trace brick, no odor.
2-4 ft bgs; PID reading of 68.2 ppms. Fill present with trace brick and asphalt. Visible oil discoloration on soil and petroluem odor present.
4-6 ft bgs; PID screening of 1.0 ppms. Fill present with trace brick and asphalt. Petroleum-like odor present.
6-8 ft bgs; PID screening of 0.4 ppms. Fill present with trace crushed rock. Petroleum-like odor present.
8-10 ft bgs; PID screening not recorded. Fill present with trace crushed rock. Visible oil discoloration on soil and very strong petroleum-like odor present.
10-12 ft bgs; PID screening of 80.3 ppms. Fill present with trace crushed rock. Visible oil discoloration on soil and very strong petroleum-like odor present.
Drilling malfunction; no PID screening taken at 12-14 ft bgs.
14-16 ft bgs; PID screening of 0.6 ppms. No fill or odor present.
No PID screening taken at 16-18 ft bgs; refusal.
18-20 ft bgs; No PID screening taken; flush.
20-22 ft bgs; No PID screening taken; flush.
22-24 ft bgs; No PID screening taken; flush.
24-24.8 ft bgs; PID screening of 0.5 ppms. No fill or odor present.

BORING NUMBER HA-B02

CLIENT	Perkins Eastmen	**PROJECT NAME**	Winter Hill Community Innovation School
PROJECT NUMBER	0213952-004	**PROJECT LOCATION**	Somerville, MA
DATE STARTED	6/2/2026 **COMPLETED** 6/2/2026	**GROUND ELEVATION**	**HOLE SIZE**
DRILLING CONTRACTOR	NORTHERN DRILL SERVICE, INC.	**DRILLING METHOD**	Drive and Wash
LOGGED BY	Cory Laskowsky	**NOTES**	

DEPTH (ft)	SAMPLE TYPE NUMBER	RECOVERY % (RQD)	BLOW COUNTS (N VALUES)	TESTS AND REMARKS	U.S.C.S.	GRAPHIC LOG	MATERIAL DESCRIPTION	ENVIRONMENTAL DATA
	S S1	83.33	3 - 1 - 5 - 18 (6)		SM		0.3 Asphalt. Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 35.0% fine SAND; 45.0% FINES; brown and gray-brown, loose consistency, moist, FILL.	
	S S2	75.00	18 - 18 - 25 - 19 (43)		SM		2.5 Silty SAND with gravel (SM)— 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 35.0%fine SAND; 35.0% FINES; gray-brown, dense consistency, moist, no structure structure, no odor, FILL; additional comments: Trace brick, asphalt, and ash.	
5.0	S S3	79.17	19 - 23 - 20 - 11 (43)		SM		4.0 Silty SAND with gravel (SM)— 5.0% coarse, 10.0%fine GRAVEL; 5.0% coarse, 10.0% medium, 35.0%fine SAND; 35.0% FINES; brown and gray-brown, medium dense to dense consistency, moist, no structure structure, no odor, FILL; additional comments: 10% brick.	
	S S4	66.67	11 - 11 - 14 - 9 (25)		SM		7.0 (SM) — 5.0% coarse GRAVEL; 15.0% medium, 45.0%fine SAND; 35.0% FINES; gray-brown, medium dense consistency, moist, no structure structure, no odor, FILL; additional comments: Trace brick, coal, and ash.	
10.0	S S5	75.00	18 - 14 - 11 - 21 (25)		SM		9.5 Silty SAND with gravel (SM)— 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 15.0% medium, 30.0%fine SAND; 35.0% FINES; light brown, medium dense to dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
	S S6	25.00	17 - 18 - 14 - 8 (32)		SM		12.0 Silty SAND with gravel (SM)— 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 5.0% medium, 45.0%fine SAND; 30.0% FINES; light brown, medium dense consistency, wet, bonded structure, no odor, GLACIAL TILL; additional comments: Weak bonding.	
	S S7	50.00	6 - 7 - 9 - 10 (16)		SM		14.0 Silty SAND with gravel (SM)— 10.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 10.0% medium, 45.0%fine SAND; 25.0% FINES; light brown and gray-brown, very dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
15.0	S S8	50.00	10 - 16 - 51 - 44 (67)		SM		17.5 Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 10.0% medium, 40.0%fine SAND; 30.0% FINES; light brown, none consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Strong bonding.	
20.0	S S9	97.14	29 - 57 - 100 (100.0/5.5")				23.0 BEDROCK; additional comments: Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal.	
25.0	S S10	1200.00	50 (50.0/1.0")	Rough drilling			24.0 Borehole terminated at 24.0 ft. Equipment refusal	
30.0								
35.0								

MABBETT NOTES:
0-2 ft bgs; PID screening of 0.0 ppms. Fill present, but no odor.
2-4 ft bgs; PID screening of 0.0 ppms. Fill present with trace brick, asphalt, and ash. No odor.
4-6 ft bgs; PID screening of 0.2 ppms. Fill present with 10% brick. No odor present.
6-8 ft bgs: PID screening of 0.3 ppms. Fill present with 10% brick. No odor present.
8-10 ft bgs: PID screening of 0.0 ppms. Fill present with trace brick, coal, and ash. No odor.
10-12 ft bgs; PID screening of 0.0 ppms. No fill or odor present.
12-14 ft bgs; PID screening of 0.0 ppms. No fill or odor present.
14-16 ft bgs; PID screening of 0.0 ppms. No fill or odor present.
16-18 ft bgs: No PID screening; refusal.
18-20 ft bgs; No PID screening; refusal
19-20.4 ft bgs; PID screening of 0.0 ppms. No fill or odor present.

BORING NUMBER HA-B03

CLIENT	Perkins Eastmen	**PROJECT NAME**	Winter Hill Community Innovation School
PROJECT NUMBER	0213952-004	**PROJECT LOCATION**	Somerville, MA
DATE STARTED	6/1/2026 **COMPLETED** 6/2/2026	**GROUND ELEVATION**	**HOLE SIZE**
DRILLING CONTRACTOR	NORTHERN DRILL SERVICE, INC.	**GROUND WATER LEVELS:**	
DRILLING METHOD	Drive and Wash	**At time of drilling**	16.4ft
LOGGED BY	Cory Laskowsky		
NOTES			

DEPTH (ft)	SAMPLE TYPE NUMBER	RECOVERY % (RQD)	BLOW COUNTS (N VALUES)	TESTS AND REMARKS	U.S.C.S.	GRAPHIC LOG	MATERIAL DESCRIPTION	ENVIRONMENTAL DATA
							0.4 Concrete.	
	S S1	41.67	21 - 11 - 8 - 6 (19)		SP-SM		Poorly graded SAND with silt and gravel (SP-SM)– 5.0% coarse, 10.0% fine GRAVEL; 15.0% coarse, 20.0% medium, 40.0%fine SAND; 10.0% FINES; light brown with gray-brown, medium dense to very dense consistency, moist, no structure structure, FILL; additional comments: Trace asphalt and brick. 2.5	
	S S2	50.00	3 - 29 - 26 - 23 (55)		SM		Silty SAND with gravel (SM)– 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 20.0% medium, 45.0%fine SAND; 15.0% FINES; gray-brown, very dense consistency, moist, no structure structure, no odor, FILL; additional comments: Trace brick and clinckers. 4.0	
5.0	S S3	62.50	1 - 2 - 3 - 5 (5)		SM		Silty SAND (SM)– 5.0% fine GRAVEL; 10.0% coarse, 15.0% medium, 45.0% fine SAND; 25.0% FINES; gray-brown and brown, loose consistency, moist, no structure structure, no odor, FILL; additional comments: Trace brick and ash.	
	S S4	25.00	5 - 5 - 2 - 13 (7)				7.0	
	S S5	16.67	5 - 4 - 7 - 15 (11)		SM		Silty SAND (SM)– 5.0% fine GRAVEL; 10.0% coarse, 15.0% medium, 40.0% fine SAND; 30.0% FINES; gray-brown, loose to medium dense consistency, moist, no structure structure, no odor, FILL; additional comments: Trace brick. 9.5	
10.0	S S6	62.50	15 - 12 - 9 - 11 (21)		ML		Sandy SILT (ML)– 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 20.0% fine SAND; 60.0% FINES; light brown, stiff to very stiff consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
	S S7	58.33	12 - 12 - 14 - 10 (26)				14.0	
15.0	S S8	25.00	2 - 3 - 5 - 10 (8)		ML		Sandy SILT (ML)– 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 30.0% fine SAND; 50.0% FINES; light brown, medium stiff consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Weak bonding. 16.0	
					ML		Sandy SILT (ML)– 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 25.0% fine SAND; 55.0% FINES; light brown, none consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
20.0	S S9	100.00	20 - 25 - 100 (100.0/5.0")				20.5	
	CORE RC-1	95.83 (30.00)					ARGILLITE, gray, aphanitic, moderately hard, Slightly weathered to Moderately weathered, extremely thin to very thin bedding, low angle bedding angle, CAMBRIDGE ARGILLITE.	
25.0							25.5	
							Borehole terminated at 25.5 ft. Equipment refusal	
30.0								
35.0								

MABBETT NOTES:
0-2 ft bgs; PID screening of 0.0 ppms. Fill present with trace asphalt and brick. No odor present. Potential ACM within interval.
2-4 ft bgs; PID screening of 0.0 ppms. Fill present with trace brick and clinckers. No odor present.
4-6 ft bgs; PID screening of 0.0 ppms. Fill present with trace brick and ash. No odor present.
6-8 ft bgs; PID screening of 0.0 ppms. Fill present with trace brick and ash. No odor present.
8-10 ft bgs; PID screening of 0.0 ppms. Fill present with trace brick. No odor present.
10-12 ft bgs; PID screening of 0.0 ppms. No fill present, no odor present.
12-14 ft bgs; PID screening of 0.0 ppms. No fill present, no odor present.
14-16 ft bgs; PID screening of 0.0 ppms. No fill present, no odor present.
19-21 ft bgs; PID screening of 0.0 ppms.No fill present, no odor present.

BORING NUMBER HA-B04

CLIENT	Perkins Eastmen	**PROJECT NAME**	Winter Hill Community Innovation School
PROJECT NUMBER	0213952-004	**PROJECT LOCATION**	Somerville, MA
DATE STARTED	6/4/2026 **COMPLETED** 6/4/2026	**GROUND ELEVATION**	**HOLE SIZE**
DRILLING CONTRACTOR	NORTHERN DRILL SERVICE, INC.	**DRILLING METHOD**	Drive and Wash
LOGGED BY	Cory Laskowsky	**NOTES**	

DEPTH (ft)	SAMPLE TYPE NUMBER	RECOVERY % (RQD)	BLOW COUNTS (N VALUES)	TESTS AND REMARKS	U.S.C.S.	GRAPHIC LOG	MATERIAL DESCRIPTION	ENVIRONMENTAL DATA
	S S	70.83	6 - 6 - 6 - 8 (12)				0.3 Asphalt.	
					SM		Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 40.0% fine SAND; 40.0% FINES; brown and gray-brown, loose to medium dense consistency, moist, no structure structure, no odor, FILL; additional comments: Trace brick and wood.	
	S S2	58.33	7 - 5 - 5 - 3 (10)				3.5	
5.0	S S3	66.67	4 - 3 - 6 - 31 (9)		SM		Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 10.0% medium, 35.0%fine SAND; 35.0% FINES; brown, loose consistency, moist, no structure structure, no odor, FILL; additional comments: Reworked natural.	
							5.5	
	S S4	79.17	29 - 38 - 32 - 30 (70)		SM		Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 15.0% medium, 30.0% fine SAND; 45.0% FINES; orange-brown, very dense consistency, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
	S S5	75.00	9 - 16 - 16 - 17 (32)				9.0	
10.0					SM		(SM) — 10.0% coarse, 15.0% medium, 45.0%fine SAND; 30.0% FINES; brown, dense consistency, wet, bonded structure, no odor, GLACIAL TILL; additional comments: Weak to no bonding. Suspected groundwater.	
	S S6	75.00	9 - 14 - 28 - 34 (42)				11.0	
					SM		Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 15.0% medium, 30.0% fine SAND; 45.0% FINES; orange-brown, dense to very dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
	S S7	79.17	26 - 27 - 35 - 98 (62)				14.0	
15.0	S S8	90.91	19 - 100 (100.0/5.0")		SM		Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 15.0% medium, 35.0% fine SAND; 35.0% FINES; light brown, none consistency.	
							17.5	
							BEDROCK; additional comments: Bedrock. Rough drilling, apparent argilite chips in drill spoils, and spoon refusal.	
							18.5	
	S S9	0.00	100 (100.0/5.0")				Borehole terminated at 18.5 ft. Equipment refusal	
20.0								
25.0								
30.0								
35.0								

MABBETT NOTES:
0-2 ft bgs; PID screening of 0.3 ppms. Fill present with trace brick and wood. No odor present
2-4 ft bgs; PID screening of 0.5 ppms. Fill present with trace brick and wood, reworked natural. No odor present.
4-6 ft bgs; PID screening of 0.2 ppms. Fill present with re-worked natural. No odor present.
6-8 ft bgs; PID screening of 0.3 ppms. No fill present, no odor.
8-10 ft bgs; PID screening of 0.1 ppms. No fill present, no odor.
10-12 ft bgs; PID screening of 0.2 ppms. No fill present, no odor.
12-14 ft bgs; PID screening of 0.3 ppms. No fill present, no odor.
14-15 ft bgs; PID screening of 0.3 ppms. No fill present, no odor.

BORING NUMBER HA-B0

CLIENT	Perkins Eastmen	**PROJECT NAME**	Winter Hill Community Innovation School
PROJECT NUMBER	0213952-004	**PROJECT LOCATION**	Somerville, MA
DATE STARTED	6/5/2026 **COMPLETED** 6/5/2026	**GROUND ELEVATION**	**HOLE SIZE**
DRILLING CONTRACTOR	NORTHERN DRILL SERVICE, INC.	**GROUND WATER LEVELS:**	
DRILLING METHOD	Drive and Wash	**At time of drilling**	10.0ft
LOGGED BY	Cory Laskowsky		
NOTES			

DEPTH (ft)	SAMPLE TYPE NUMBER	RECOVERY % (RQD)	BLOW COUNTS (N VALUES)	TESTS AND REMARKS	U.S.C.S.	GRAPHIC LOG	MATERIAL DESCRIPTION	ENVIRONMENTAL DATA
							0.3 Asphalt.	
	S S1	54.17	13 - 7 - 5 - 4 (12)		SM		Silty SAND (SM)– 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 40.0%fine SAND; 30.0% FINES; brown, medium dense consistency, moist, no structure structure, no odor, FILL; additional comments: Trace asphalt. 2.0	
	S S2	66.67	7 - 9 - 6 - 21 (15)		SM		Silty SAND with gravel (SM)– 5.0% coarse, 10.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 35.0%fine SAND; 30.0% FINES; brown, medium dense consistency, moist, no structure structure, no odor, FILL. 4.0	
5.0	S S3	0.00	100 (100.0/3.0")	spt refusal step off 4' to NW	SM		Silty SAND (SM)– 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 35.0%fine SAND; 35.0% FINES; gray-brown with dark gray, medium dense to none consistency, bonded structure, petroleum-like odor, FILL; additional comments: Trace brick.	
	S S3a	83.33	5 - 7 - 5 - 6 (12)				7.0	
	S S4	79.17	17 - 16 - 18 - 17 (34)		SM		Silty SAND (SM)– 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 10.0% medium, 40.0%fine SAND; 35.0% FINES; light brown, dense to very dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
10.0	S S5	68.18	40 - 24 - 69 - 100 (93)				10.0	
	S S6	91.67	87 - 54 - 53 - 52 (107)		SM		Silty SAND (SM)– 5.0% fine GRAVEL; 5.0% coarse, 5.0% medium, 40.0% fine SAND; 45.0% FINES; light brown, very dense consistency, moist to wet, bonded structure, no odor, trace cobbles, GLACIAL TILL; additional comments: Moderate bonding.	
	S S7	4.17	10 - 18 - 23 - 21 (41)				14.0	
15.0	S S8	50.00	15 - 22 - 17 - 16 (39)		SM		Silty SAND (SM)– 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 10.0% medium, 40.0%fine SAND; 35.0% FINES; light brown, dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
							17.0	
					SM		Silty SAND (SM)– 5.0% fine GRAVEL; 5.0% coarse, 10.0% medium, 40.0% fine SAND; 40.0% FINES; olive-brown, dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding.	
20.0	S S9	29.17	10 - 16 - 22 - 33 (38)					
							22.0	
				Rough drilling			BEDROCK; additional comments: Bedrock. Rough drilling, apparent argilite chips in dril spoils, and spoon refusal. 23.0	
	S S10	1200.00	50 (50.0/1.0")				Borehole terminated at 23.0 ft. Equipment refusal	
25.0								
30.0								
35.0								

MABBETT NOTES;
0-2 ft bgs; PID screening of 0.1 ppms. Fill present with trace asphalt. No odor present.
2-4 ft bgs; PID screening of 0.3 ppms. Fill present with crushed rock. No odor present.
4-6 ft bgs; PID screening of 0.3 ppms. Fill present with trace rock. Petroleum-like odor present.
6-8 ft bgs; PID screening of 0.4 ppms. Fill present with track brick. Petroleum-like odor present.
8-10 ft bgs; PID screening of 0.1 ppms. No fill present, no odor.
10-12 ft bgs; PID screening of 0.1 ppms. No fill present, no odor.
12-14 ft bgs; no PID screening, refusal.
14-16 ft bgs; PID screening of 0.3 ppms. No fill present, no odor.
19-21 ft bgs; no PID screening; refusal.

BORING NUMBER HA-B0(

CLIENT	Perkins Eastmen	**PROJECT NAME**	Winter Hill Community Innovation School
PROJECT NUMBER	0213952-004	**PROJECT LOCATION**	Somerville, MA
DATE STARTED 6/4/2026	**COMPLETED** 6/4/2026	**GROUND ELEVATION**	**HOLE SIZE**
DRILLING CONTRACTOR	NORTHERN DRILL SERVICE, INC.	**DRILLING METHOD**	Drive and Wash
LOGGED BY	Cory Laskowsky	**NOTES**	

DEPTH (ft)	SAMPLE TYPE NUMBER	RECOVERY % (RQD)	BLOW COUNTS (N VALUES)	TESTS AND REMARKS	U.S.C.S.	GRAPHIC LOG	MATERIAL DESCRIPTION	ENVIRONMENTAL DATA
	S S1	79.17	7 - 8 - 11 - 10 (19)				Topsoil. 1.3	
					SM		Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 15.0% medium, 35.0% fine SAND; 40.0% FINES; brown, medium dense consistency, moist, bonded structure, no odor, FILL; additional comments: Weak bonding, uniformity of matrix suggests reworked natural. 2.0	
	S S2	75.00	11 - 10 - 11 - 9 (21)		SM		Silty SAND (SM)— 5.0% fine GRAVEL; 5.0% coarse, 15.0% medium, 45.0% fine SAND; 30.0% FINES; light brown, medium dense consistency, moist, bonded structure, no odor, FILL; additional comments: Weak bonding, uniformity of matrix suggests reworked natural. 4.5	
5.0	S S3	70.83	6 - 6 - 10 - 9 (16)		SM		Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 10.0% coarse, 15.0% medium, 35.0%fine SAND; 30.0% FINES; light brown, medium dense consistency, moist, bonded structure, no odor, FILL; additional comments: Weak bonding, Trace wood. 7.5	
	S S4	83.33	11 - 12 - 16 - 22 (28)					
	S S5	91.67	14 - 29 - 73 - 43 (102)		SM		Silty SAND (SM)— 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 15.0% medium, 40.0%fine SAND; 20.0% FINES; yellow-brown, medium dense to very dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Moderate bonding. 12.0	
10.0	S S6	87.50	24 - 30 - 25 - 37 (55)					
	S S7	91.67	18 - 27 - 56 - 57 (83)		CL		Sandy lean CLAY (CL)— 5.0% coarse, 5.0%fine GRAVEL; 5.0% coarse, 5.0% medium, 25.0%fine SAND; 55.0% FINES; olive-gray, very dense consistency, moist, bonded structure, no odor, GLACIAL TILL; additional comments: Strong bonding. 17.0	
15.0	S S8	83.33	43 - 94 - 75 - 61 (169)					
							BEDROCK; additional comments: Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal. 18.5	
	S S9	33.33	27 - 50 (50.0/0.0")				Borehole terminated at 18.5 ft. Equipment refusal	
20.0								
25.0								
30.0								
35.0								

MABBETT NOTES:
0-2 ft bgs; PID screening of 1.2 ppms. Fill present with reworked natural. No odor present.
2-4 ft bgs: PID screening of 0.5 ppms. Fill present with reworked natural. No odor present.
4-6 ft bgs: PID screening of 0.2 ppms. Fill present with trace wood. No odor present.
6-8 ft bgs: PID screening of 0.1 ppms. Fill present with trace wood. No odor present.
8-10 ft bgs; PID screening of 0.2 ppms. No fill present. No odor present.
10-12 ft bgs: PID screening of 0.4 ppms. No fill present. No odor present.
12-14 ft bgs: PID screening of 0.3 ppms. No fill present. No odor present.
14-16 ft bgs: PID screening of 0.1 ppms. No fill present. No odor present.

APPENDIX C

Groundwater Purge Log

Mabbett
Scientists | Engineers | Program Managers

PURGE DATA LOG SHEET

Site Name: Winter Hill School
Site Location: 115 Sycamore st, Somerville, MA
Project Number: R2026012.002.004
Personnel: ARG/CEM/SBH

Location ID: MW-01
Sample ID: MW-01-060926
Date: 6/9/26 **Time:** [redacted] 12:36
Sample Method: Peristaltic pump w/ [redacted] Portable tubing

		At Start	At End
Depth to Water:	10.26 ft		
Total Depth:	29.0 ft	Sheen Observed:	N/A	N/A
Water Column:	18.74 ft	Odor Observed:	Yes	N/A
Depth Sampled:	16.5 ft	PID Reading:	N/A	N/A

PURGE DATA

Time	Water Depth (ft.)	Purge Rate (mL/min)	Temp. (°C)	pH (S.U.)	Sp. Cond. (µS/cm²)	DO (mg/L)	ORP (mV)	Turbidity (NTU)
10:40	Start	Purge						
10:45	11.33	120	15.5	7.69	1878	1.34	14.3	315
10:50	11.18	150	15.8	7.40	1889	1.99	15.6	177
10:55	11.15	130	16.5	7.47	1872	2.04	18.9	<1100
11:00	11.19	110	16.5	7.56	1856	2.08	24.3	<1100
11:05	11.06	110	16.7	7.54	1893	2.73	28.7	<1100
11:10	11.18	120	16.2	7.15	1885	2.92	31.9	1010
11:15	11.22	200	16.1	7.08	1882	2.89	38.4	1003
11:20	11.20	190	16.0	7.04	1879	2.91	41.5	988
11:25	11.24	220	16.1	7.03	1876	2.97	47.2	957
11:30	11.29	220	16.2	7.03	1863	2.96	46.4	424
11:35	11.33	230	15.8	7.04	1859	3.31	46.6	382
11:40	11.34	230	15.7	7.03	1834	3.42	45.5	367
11:45	11.52	210	15.7	7.02	1833	3.49	45.8	272
11:50	11.67	220	15.6	7.01	1826	3.56	46.7	229
11:55	11.56	220	15.7	7.00	1809	3.50	48.1	229
12:00	11.51	220	15.7	7.01	1805	3.49	49.0	227
12:05	11.35	210	15.7	6.95	1833	3.51	49.7	222
Total Volume Purged:	~5.4 gallons	+/- 3%	+/- 0.1	+/- 3%	+/- 10%	+/- 10%	+/- 10%	

SAMPLE ANALYSIS

Analysis	Container Type/Size	Number Collected	Field Filtered	Preservative	Container pH
EPH	1L Amber	2	N/A	HCl	-
VPH	40mL VOA Vial	3	N/A	HCl	-

QC Sample Collected? Y / (N)
ID:

Sample ID: MW-01-060926 Date: 06/09/26

Project Number: 820260.2.002.004

ADDITIONAL PURGE DATA

Time	Water Depth (ft.)	Purge Rate (mL/min)	Temp. (°C)	pH (S.U.)	Sp. Cond. (µS/cm²)	DO (mg/L)	ORP (mV)	Turbidity (NTU)
12:10	11.39	180	15.9	6.93	1847	3.45	54.4	352
12:15	11.35	180	16.0	6.91	1844	3.44	56.9	301
12:20	11.17	160	16.1	6.90	1845	3.47	57.1	287
12:25	11.15	160	16.2	6.90	1844	3.47	57.3	255
12:30	11.13	160	16.1	6.91	1841	3.49	56.7	256
12:35	11.10	160	16.1	6.92	1843	3.46	57.4	253
12:36	Collect	Sample						
Total Volume Purged: ~ 5.4 gallons			+/- 3%	+/- 0.1	+/- 3%	+/- 10%	+/- 10%	+/- 10%

NOTES:

Mabbett

Mabbett
Scientists | Engineers | Program Managers

PURGE DATA LOG SHEET

Site Name: Winter Hill School
Site Location: 115 Sycamore Street, Somerville, MA
Project Number: R202601 2.002.004
Personnel: ARG/CEM/SBH

Location ID: MW-02
Sample ID: MW-02-060926
Date: 06/09/26 **Time:** 15:21
Sample Method: Per:- Pump w/ Portable tubing

		At Start	At End
Depth to Water:	7.55 ft		
Pump Depth:	23.0 ft	Sheen Observed:	-	-
Water Column:	15.45 ft	Odor Observed:	-	-
Depth Sampled:	12.5 ft	PID Reading:	-	-

PURGE DATA

Time	Water Depth (ft.)	Purge Rate (mL/min)	Temp. (°C)	pH (S.U.)	Sp. Cond. (µS/cm²)	DO (mg/L)	ORP (mV)	Turbidity (NTU)
13:45	Start	Purge						
13:50	8.12	300	15.0	7.45	1738	0.24	-106.9	255
13:55	8.08	260	16.4	7.45	1734	0.44	-132.0	423
14:00	7.99	220	16.2	7.44	1751	0.46	-138.0	312
14:05	- Stopped	pumping						
14:10	8.14	220	16.5	7.37	1783	0.81	-51.2	<1100
14:15	8.12	230	15.0	7.39	1764	0.69	-9.15	<1100
14:20								
14:25								
14:30	* No parameters recorded							
14:35								
14:40								
14:45								
14:50	8.11	180	15.8	7.30	1756	1.74	-68.11	810
14:55	7.98	190	16.0	7.31	1750	1.14	-46.10	604
15:00	7.94	170	16.4	7.28	1747	1.18	-38.0	442
15:05	7.90	160	16.8	7.29	1784	1.17	-44.1	421
15:10	7.84	170	17.0	7.31	1771	1.14	-47.0	522
Total Volume Purged:			+/- 3%	+/- 0.1	+/- 3%	+/- 10%	+/- 10%	+/- 10%

SAMPLE ANALYSIS

Analysis	Container Type/Size	Number Collected	Field Filtered	Preservative	Container pH
PFAAS	250 mL Plastic	2	-	Unpreserved	-

QC Sample Collected? (Y) / N
ID: Trip blank

* Needed to purge MW-02 to decrease turbidity

Sample ID: MW-62-060926 Date: 06/09/26

Project Number: R2026012.002.004

ADDITIONAL PURGE DATA

Time	Water Depth (ft.)	Purge Rate (mL/min)	Temp. (°C)	pH (S.U.)	Sp. Cond. (µS/cm²)	DO (mg/L)	ORP (mV)	Turbidity (NTU)
15:15	7.81	160	16.9	7.32	1774	1.11	-48.7	541
15:20	7.85	160	17.1	7.33	1772	1.12	-51.0	577
15:21	Sample	Collected						
Total Volume Purged:			+/ 3%	+/ 0.1	+/- 3%	+/- 10%	+/ 10%	+/ 10%

NOTES:

Mabbett

APPENDIX D

Soil Laboratory Analytical Reports

Friday, June 12, 2026

Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Project ID: WINTER HILL SCHOOL
SDG ID: GCW16323
Sample ID#s: CW16323

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

SDG Comments

June 12, 2026

SDG I.D.: GCW16323

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

June 12, 2026

SDG I.D.: GCW16323

Project ID: WINTER HILL SCHOOL

Client Id	Lab Id	Matrix	Col Date
HA-B05-(10-12`)-060526	CW16323	SOIL	06/05/26 9:20

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 12, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/05/26	9:20
Location Code:	MABBETT	Received by:	SR1	06/08/26	15:23
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW16323
Phoenix ID: CW16323

Project ID: WINTER HILL SCHOOL
Client ID: HA-B05-(10-12`)-060526

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.35	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Arsenic	3.21	0.70	mg/Kg	1	06/10/26	CPP	SW6010D
Barium	33.8	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Beryllium	0.54	0.28	mg/Kg	1	06/10/26	CPP	SW6010D
Cadmium	0.67	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Chromium	22.3	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Mercury	< 0.03	0.03	mg/Kg	1	06/11/26	ZT	SW7471B
Nickel	21.1	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Lead	6.31	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Antimony	< 3.5	3.5	mg/Kg	1	06/10/26	CPP	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	06/10/26	CPP	SW6010D
Thallium	< 3.2	3.2	mg/Kg	1	06/10/26	CPP	SW6010D
Vanadium	36.7	0.35	mg/Kg	1	06/10/26	CPP	SW6010D
Zinc	54.1	0.7	mg/Kg	1	06/10/26	CPP	SW6010D
Percent Solid	90		%		06/08/26	CV	SW846-%Solid
Mercury Digestion	Completed				06/09/26	SD/SM1/AI	SW7471B
Total Metals Digest	Completed				06/09/26	N/AG/BF	SW3050B

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level

Comments:

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

June 12, 2026

Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 12, 2026

QA/QC Data

SDG I.D.: GCW16323

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 844552 (mg/kg), QC Sample No: CW16319 (CW16323)													
Mercury - Soil	BRL	0.02	<0.077	<0.03	NC	88.4	86.1	2.6	112	108	3.6	75 - 125	30
Comment:													
Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.													
QA/QC Batch 844660 (mg/kg), QC Sample No: CW16322 (CW16323)													
ICP Metals - Soil													
Antimony	BRL	3.3	<3.3	<3.5	NC	91.2	92.8	1.7	79.6			75 - 125	30
Arsenic	BRL	0.67	7.78	6.39	19.6	91.9	92.5	0.7	88.1			75 - 125	30
Barium	BRL	0.33	30.6	35.9	15.9	98.9	99.3	0.4	98.9			75 - 125	30
Beryllium	BRL	0.27	0.41	0.44	NC	98.3	104	5.6	96.3			75 - 125	30
Cadmium	BRL	0.33	0.68	0.72	NC	99.7	106	6.1	96.7			75 - 125	30
Chromium	BRL	0.33	22.9	23.8	3.90	102	103	1.0	97.0			75 - 125	30
Lead	BRL	0.33	23.6	23.4	0.90	103	98.7	4.3	95.2			75 - 125	30
Nickel	BRL	0.33	21.1	21.3	0.90	100	105	4.9	97.0			75 - 125	30
Selenium	BRL	1.3	<1.3	<1.4	NC	97.8	99.2	1.4	80.3			75 - 125	30
Silver	BRL	0.33	<0.33	<0.35	NC	98.3	96.0	2.4	92.3			75 - 125	30
Thallium	BRL	3.0	<3.0	<3.1	NC	97.4	102	4.6	93.2			75 - 125	30
Vanadium	BRL	0.33	34.0	37.3	9.30	102	105	2.9	97.4			75 - 125	30
Zinc	BRL	0.67	75.2	77.8	3.40	96.9	99.7	2.8	87.2			75 - 125	30
Comment:													
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.													

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
June 12, 2026

Friday, June 12, 2026

Criteria: MA: CAM, S1, S2, S2G2

State: MA

Sample Criteria Exceedances Report

GCW16323 - MABBETT

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units

*** No Data to Display ***

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: WINTER HILL SCHOOL **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CW16323

Matrices: ☐ Groundwater/Surface Water ☑ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☐	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☐	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☐	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☐	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☐	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☐ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☑ Yes ☐ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved?	☑ Yes ☐ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Friday, June 12, 2026

Printed Name: Ethan Lee

Position: Project Manager

PHOENIX

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

Certification Report

June 12, 2026

SDG I.D.: GCW16323

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? Yes.

Instrument:

ARCOS-3 06/10/26 14:16 Cindy Pearce, Chemist 06/10/26

CW16323

TThe initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 844660 (CW16322)

CW16323

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

Temp 1-3 °C Coolant: IPK ☑ ICE ☐ Cooler: Yes ☑ No ☐ No ☐

PHOENIX
Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

Pg of

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com Fax (860) 645-0823
Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone:
Email(s):

Customer: Mabbett & Associates, Inc
Address: 175 Central St
Stoneham, MA, 02180

Project: Winter Hill School
Report to (name): Way@mabbett.com
Invoice to:
Quote #

Project P.O:

This section MUST be completed with Bottle Quantities.

Client Sample - Information - Identification

Sampler's Signature: TDS/ARG Date: 06/05/26

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **WW**=Waste Water
RW=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **SD**=Solid **W**=Wipe **OIL**=Oil
B=Bulk **L**=Liquid **X** = _____(Other)

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrix	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	RCP w/ target 5	VPH w/ targets	Mass 14 metals	GL Amber 8 oz. [ ] w/H3PO4 [ ] NAHSO4	Soil VOA Vials [ ] methanol [ ] H2O	GL Soil container (4) oz amber	GL Soil container ( ) oz	40 ml VOA Vial [ ] As is [ ] HCl	GL Amber 1000ml [ ] As is [ ] H2SO4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H2SO4 [ ] 250ml [ ] 500ml	PL HNO3 250ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
	[redacted]	[redacted]	[redacted]	[redacted]		SW	GW													
16323	HA-B05[redacted]-(10-12')-060526	S	06/05/26	09:20		X	X	X				1								

Relinquished by:	Accepted by:	Date:	Time:
	Ally Lee	6/8	2:40
		6/8/26	1523

Comments, Special Requirements or Regulations:
Just MM14 metals

Turnaround Time:
☐ 1 Day* ☑ Standard
☐ 2 Days* ☐ Other _____
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

*** SURCHARGES MAY APPLY**

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ SWPC
RES☐ DEC☐ VC
I/C ☐ DEC☐ VC

MA
☑ MCP Certification
☐ GW-1 ☑ RCS-1 / RCGW-1
☐ GW-2 ☑ RCS-2 / RCGW-2
☐ GW-3 ☐ S-1 Calc.
☑ S-1
☑ S-2
☐ S-3 ☐ _____
☐ SW Protection

State where samples were collected: MA

Data Format
☑ Excel
☑ PDF
☐ GIS/Key
☑ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☑ Phoenix Std
☐ MAT-212 Form

*** SURCHARGE APPLIES**

Form PEL-126 Rev. 1/25

PHOENIX
Environmental Laboratories, Inc.

Monday, June 15, 2026

Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Project ID: **WINTER HILL SCHOOL**
SDG ID: **GCW15209**
Sample ID#s: CW15209 - CW15213

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

SDG Comments

June 15, 2026

SDG I.D.: GCW15209

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

June 15, 2026

SDG I.D.: GCW15209

Project ID: WINTER HILL SCHOOL

Client Id	Lab Id	Matrix	Col Date
HA-B03-(4-6`)-060126	CW15209	SOIL	06/01/26 10:30
HA-B02-060226	CW15210	SOIL	06/02/26 13:20
HA-B01-(14-16`)-060326	CW15211	SOIL	06/03/26 8:05
HA-B06-(4-6`)-060426	CW15212	SOIL	06/04/26 8:15
HA-B04-(4-6`)-060426	CW15213	SOIL	06/04/26 12:40

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 15, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/01/26	10:30
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15209
Phoenix ID: CW15209

Project ID: WINTER HILL SCHOOL
Client ID: HA-B03-(4-6`)-060126

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.37	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	9.02	0.75	mg/Kg	1	06/09/26	TH	SW6010D
Barium	51.0	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	0.50	0.30	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	0.46	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	19.3	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	0.11	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	16.1	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Lead	91.7	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.7	3.7	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.5	1.5	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.4	3.4	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	28.8	0.37	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	66.6	0.7	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	89		%		06/05/26	CV	SW846-%Solid
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level

Comments:

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

June 15, 2026

Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 15, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/02/26	13:20
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15209
Phoenix ID: CW15210

Project ID: WINTER HILL SCHOOL
Client ID: HA-B02-060226

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.35	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	5.27	0.69	mg/Kg	1	06/09/26	TH	SW6010D
Barium	40.5	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	0.50	0.28	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	0.45	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	18.7	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	0.04	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	16.0	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Lead	64.9	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.5	3.5	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.1	3.1	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	32.7	0.35	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	60.7	0.7	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	89		%		06/05/26	CV	SW846-%Solid
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level

Comments:

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

June 15, 2026

Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 15, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/03/26	8:05
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15209
Phoenix ID: CW15211

Project ID: WINTER HILL SCHOOL
Client ID: HA-B01-(14-16`)-060326

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.36	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	4.93	0.71	mg/Kg	1	06/09/26	TH	SW6010D
Barium	31.4	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	0.42	0.28	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	0.56	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	20.6	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	17.4	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Lead	6.93	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.6	3.6	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.2	3.2	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	34.7	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	48.3	0.7	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	90		%		06/05/26	CV	SW846-%Solid
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
EPH Extraction	Completed				06/08/26	A/K/K	SW3546
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B
Ext. Petroleum Hydrocarbons	Completed				06/05/26		MADEP EPH-19
MA Petroleum Hydrocarbon (VPH)	Completed				06/12/26	V	MA VPH 2/20182.1, 201
EPH Other PAH Target Analytes							
Acenaphthylene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Anthracene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Benzo(a)anthracene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Benzo(a)pyrene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Benzo(b)fluoranthene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Benzo(ghi)perylene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Benzo(k)fluoranthene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Chrysene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Dibenz(a,h)anthracene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Fluoranthene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Fluorene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Indeno(1,2,3-cd)pyrene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Pyrene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
EPH Diesel PAH Target Analytes							
2-Methylnaphthalene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Acenaphthene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Naphthalene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
Phenanthrene	ND	520	ug/Kg	1	06/10/26	KCA	MA EPH 5/2004
MA EPH Aliphatic/Aromatic Ranges							
C11-C22 Aromatic Hydrocarbons 1,2	ND	74	mg/Kg	1	06/10/26	AW	MA EPH 5/2019
C11-C22 Aromatic Hydrocarbons Un	ND	74	mg/Kg	1	06/10/26	AW	MA EPH 5/2019
C19-C36 Aliphatic Hydrocarbons 1*	ND	74	mg/Kg	1	06/10/26	AW	MA EPH 5/2019
C9-C18 Aliphatic Hydrocarbons 1*	ND	74	mg/Kg	1	06/10/26	AW	MA EPH 5/2019
QA/QC Surrogates							
% 1-chlorooctadecane (aliphatic)	80		%	1	06/10/26	AW	40 - 140 %
% 2-Bromonaphthalene (Fractionation)	84		%	1	06/10/26	AW	40 - 140 %
% 2-Fluorobiphenyl (Fractionation)	87		%	1	06/10/26	AW	40 - 140 %
% o-terphenyl (aromatic)	79		%	1	06/10/26	AW	40 - 140 %
MA Volatile Petroleum Hydrocarbons (VPH)							
Unadjusted C5-C8 Aliphatics (*1)	ND	5.2	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
Unadjusted C9-C12 Aliphatics (*1)	ND	5.2	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
C5-C8 Aliphatic Hydrocarbons *1,2	ND	5.2	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
C9-C12 Aliphatic Hydrocarbons *1,3	ND	5.2	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
C9-C10 Aromatic Hydrocarbons *1	ND	5.2	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
Benzene	ND	0.026	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
Ethyl Benzene	ND	0.052	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
MTBE	ND	0.052	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
Naphthalene	ND	0.26	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
Toluene	ND	0.052	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
m,p-Xylenes	ND	0.052	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
o-Xylene	ND	0.052	mg/Kg	50	06/12/26	V	MA VPH2.1, 2018
QA/QC Surrogates							
% 2,5-Dibromotoluene (FID)	99		%	50	06/12/26	V	70 - 130 %
% 2,5-Dibromotoluene (PID)	98		%	50	06/12/26	V	70 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

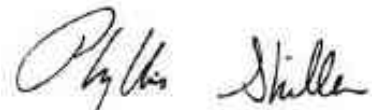
Comments:

MAEPH:
1* Hydrocarbon range data exclude concentrations of any surrogate(s) and/or internal standards eluting in that range.
2* C11-C22 Aromatic Hydrocarbons exclude the concentration of Target PAH analytes eluting in that range.

VPH:
*1 Range data exclude concentrations of any surrogate(s) and/or Internal stds eluting in that range.
*2 C5-C8 and C9-C12 Aliphatic exclude the conc. of Target Analytes in that range.
*3 C9-C12 Aliphatic also exclude C9-C10 Aromatic Hydrocarbons.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

June 15, 2026

Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 15, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/04/26	8:15
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15209
Phoenix ID: CW15212

Project ID: WINTER HILL SCHOOL
Client ID: HA-B06-(4-6`)-060426

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.38	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	3.29	0.75	mg/Kg	1	06/09/26	TH	SW6010D
Barium	39.4	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	0.43	0.30	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	0.43	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	17.1	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	14.8	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Lead	7.09	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.8	3.8	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.5	1.5	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.4	3.4	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	32.6	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	47.5	0.8	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	90		%		06/05/26	CV	SW846-%Solid
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B

Project ID: WINTER HILL SCHOOL
Client ID: HA-B06-(4-6`)-060426

Phoenix I.D.: CW15212

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level

Comments:

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

June 15, 2026

Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 15, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/04/26	12:40
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15209
Phoenix ID: CW15213

Project ID: WINTER HILL SCHOOL
Client ID: HA-B04-(4-6`)-060426

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.36	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	8.81	0.72	mg/Kg	1	06/09/26	TH	SW6010D
Barium	32.5	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	0.42	0.29	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	0.52	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	27.3	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	21.0	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Lead	22.6	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.6	3.6	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.3	3.3	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	35.1	0.36	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	59.5	0.7	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	92		%		06/05/26	CV	SW846-%Solid
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level

Comments:

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.



Phyllis Shiller, Laboratory Director

June 15, 2026

Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 15, 2026

QA/QC Data

SDG I.D.: GCW15209

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 844304 (mg/kg), QC Sample No: CW15167 (CW15209, CW15210, CW15211, CW15212, CW15213)														
Mercury - Soil	BRL	0.03	0.34	0.42	21.1	99.6	96.5	3.2	103			75 - 125	30	
Comment: Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.														
QA/QC Batch 844223 (mg/kg), QC Sample No: CW15238 (CW15209, CW15210, CW15211, CW15212, CW15213)														
ICP Metals - Soil														
Antimony	BRL	3.3	<4.0	<3.6	NC	89.0	95.7	7.3	93.1			75 - 125	30	
Arsenic	BRL	0.67	5.38	4.11	26.8	88.1	95.4	8.0	92.6			75 - 125	30	
Barium	BRL	0.33	31.6	28.6	10.0	99.4	97.1	2.3	99.6			75 - 125	30	
Beryllium	BRL	0.27	0.46	0.49	NC	98.3	106	7.5	101			75 - 125	30	
Cadmium	BRL	0.33	<0.40	<0.36	NC	97.2	104	6.8	97.1			75 - 125	30	
Chromium	BRL	0.33	17.6	24.7	33.6	99.1	104	4.8	101			75 - 125	30	r
Lead	BRL	0.33	11.9	12.2	2.50	96.9	103	6.1	101			75 - 125	30	
Nickel	BRL	0.33	15.1	18.5	20.2	98.7	105	6.2	99.2			75 - 125	30	
Selenium	BRL	1.3	<1.6	<1.4	NC	90.2	95.8	6.0	80.1			75 - 125	30	
Silver	BRL	0.33	<0.40	<0.36	NC	92.2	101	9.1	100			75 - 125	30	
Thallium	BRL	3.0	<3.6	<3.2	NC	95.0	103	8.1	100			75 - 125	30	
Vanadium	BRL	0.33	28.2	33.7	17.8	99.3	105	5.6	99.6			75 - 125	30	
Zinc	BRL	0.67	44.0	44.9	2.00	95.1	101	6.0	96.4			75 - 125	30	
Comment: Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.														

r = This parameter is outside laboratory RPD specified recovery limits.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 15, 2026

QA/QC Data

SDG I.D.: GCW15209

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 844534 (mg/kg), QC Sample No: CW15238 (CW15211)											
Extractable Petroleum Hydrocarbons - Soil											
C11-C22 Aromatic Hydrocarbons U	ND	3.3							40 - 140	25	
C9-C18 Aliphatic Hydrocarbons 1*	ND	3.3	46	44	4.4	53	49	7.8	40 - 140	25	
C19-C36 Aliphatic Hydrocarbons 1*	ND	3.3	67	68	1.5	69	64	7.5	40 - 140	25	
C11-C22 Aromatic Hydrocarbons 1	ND	3.3	78	80	2.5	64	72	11.8	40 - 140	25	
Naphthalene	ND	0.67	59	59	0.0	65	71	8.8	40 - 140	25	
2-Methylnaphthalene	ND	0.67	59	59	0.0	67	72	7.2	40 - 140	25	
Acenaphthylene	ND	0.67	77	79	2.6	86	92	6.7	40 - 140	25	
Acenaphthene	ND	0.67	71	72	1.4	78	83	6.2	40 - 140	25	
Fluorene	ND	0.67	72	73	1.4	76	84	10.0	40 - 140	25	
Phenanthrene	ND	0.67	73	72	1.4	92	95	3.2	40 - 140	25	
Anthracene	ND	0.67	85	91	6.8	70	79	12.1	40 - 140	25	
Fluoranthene	ND	0.67	77	80	3.8	92	95	3.2	40 - 140	25	
Pyrene	ND	0.67	78	80	2.5	68	76	11.1	40 - 140	25	
Benzo(a)anthracene	ND	0.67	76	89	15.8	85	69	20.8	40 - 140	25	
Chrysene	ND	0.67	90	81	10.5	30	38	23.5	40 - 140	25	m
Benzo(a)pyrene	ND	0.67	112	116	3.5	42	67	45.9	40 - 140	25	r
Benzo(ghi)perylene	ND	0.67	81	86	6.0	36	45	22.2	40 - 140	25	m
C9 - Nonane	ND	0.67	25	23	8.3	22	25	12.8	40 - 140	25	I,m
C-10 Decane	ND	0.67	34	32	6.1	33	35	5.9	40 - 140	25	I,m
C12 - Dodecane	ND	0.67	41	38	7.6	47	42	11.2	40 - 140	25	I
C14 - Tetradecane	ND	0.67	48	46	4.3	61	53	14.0	40 - 140	25	
C16 - Hexadecane	ND	0.67	55	56	1.8	69	59	15.6	40 - 140	25	
C18 - Octadecane	ND	0.67	74	72	2.7	88	77	13.3	40 - 140	25	
C19 - Nonadecane	ND	0.67	61	61	0.0	74	62	17.6	40 - 140	25	
C20 - Eicosane	ND	0.67	68	68	0.0	85	70	19.4	40 - 140	25	
C22 - Docosane	ND	0.67	83	82	1.2	89	82	8.2	40 - 140	25	
C24 - Tetracosane	ND	0.67	66	67	1.5	62	62	0.0	40 - 140	25	
C26 - Hexacosane	ND	0.67	66	68	3.0	64	55	15.1	40 - 140	25	
C28 - Octacosane	ND	0.67	68	69	1.5	57	57	0.0	40 - 140	25	
C30 - Tricotane	ND	0.67	64	66	3.1	57	63	10.0	40 - 140	25	
C36 - Hexatriacontane	ND	0.67	55	59	7.0	52	58	10.9	40 - 140	25	
% 1-chlorooctadecane (aliphatic)	78	%	90	90	0.0	111	92	18.7	40 - 140	25	
% o-terphenyl (aromatic)	77	%	76	78	2.6	79	84	6.1	40 - 140	25	
% 2-Fluorobiphenyl (Fractionation)	88	%	90	90	0.0	93	99	6.3	40 - 140	25	
% 2-Bromonaphthalene (Fractionati	89	%	90	91	1.1	92	98	6.3	40 - 140	25	
% 2-Methylnaphthalene BT		%	0.90	0	NC				0 - 5		
% Naphthalene BT		%	0	0	NC				0 - 5		

Comment:

Additional EPH fractionation criteria: Breakthrough criteria (BT) is 0 to 5%

QA/QC Data

SDG I.D.: GCW15209

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 844534 (ug/kg), QC Sample No: CW15238 (CW15211)										
Extractable Petroleum Hydrocarbons - Soil										
2-Methylnaphthalene	ND	0.67	57	60	5.1	59	61	3.3	40 - 140	30
Acenaphthene	ND	0.67	69	70	1.4	67	72	7.2	40 - 140	30
Acenaphthylene	ND	0.67	69	68	1.5	66	71	7.3	40 - 140	30
Anthracene	ND	0.67	74	78	5.3	71	75	5.5	40 - 140	30
Benzo(a)anthracene	ND	0.67	75	79	5.2	68	72	5.7	40 - 140	30
Benzo(a)pyrene	ND	0.67	76	80	5.1	65	71	8.8	40 - 140	30
Benzo(b)fluoranthene	ND	470	79	82	3.7	67	75	11.3	40 - 140	30
Benzo(ghi)perylene	ND	0.67	77	80	3.8	58	63	8.3	40 - 140	30
Benzo(k)fluoranthene	ND	470	75	79	5.2	66	69	4.4	40 - 140	30
Chrysene	ND	0.67	73	77	5.3	63	69	9.1	40 - 140	30
Dibenz(a,h)anthracene	ND	470	77	80	3.8	60	64	6.5	40 - 140	30
Fluoranthene	ND	0.67	76	80	5.1	72	77	6.7	40 - 140	30
Fluorene	ND	0.67	70	73	4.2	69	75	8.3	40 - 140	30
Indeno(1,2,3-cd)pyrene	ND	470	77	80	3.8	61	64	4.8	40 - 140	30
Naphthalene	ND	0.67	61	62	1.6	58	62	6.7	40 - 140	30
Phenanthrene	ND	0.67	74	78	5.3	71	75	5.5	40 - 140	30
Pyrene	ND	0.67	76	80	5.1	72	78	8.0	40 - 140	30
Comment:										
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)										
QA/QC Batch 845472 (mg/Kg), QC Sample No: CW13689 (CW15211 (50X))										
Volatile Petroleum Hydrocarbons - Soil										
Benzene	ND	0.25	100	100	0.0	97	98	1.0	70 - 130	25
C5-C8 Aliphatic Hydrocarbons *1,2	ND	5.0	96	95	1.0	93	94	1.1	70 - 130	25
C9-C10 Aromatic Hydrocarbons *1	ND	1.7	102	103	1.0	100	99	1.0	70 - 130	25
C9-C12 Aliphatic Hydrocarbons *1,	ND	5.0	97	99	2.0	102	108	5.7	70 - 130	25
Ethyl Benzene	ND	0.25	100	100	0.0	97	98	1.0	70 - 130	25
m,p-Xylenes	ND	0.25	102	102	0.0	99	99	0.0	70 - 130	25
MTBE	ND	0.050	87	89	2.3	119	124	4.1	70 - 130	25
Naphthalene	ND	0.25	103	104	1.0	100	99	1.0	70 - 130	25
o-Xylene	ND	0.25	101	102	1.0	99	99	0.0	70 - 130	25
Toluene	ND	0.25	102	102	0.0	99	100	1.0	70 - 130	25
Unadjusted C5-C8 Aliphatics (*1)	ND	5.0	96	95	1.0	93	94	1.1	70 - 130	25
Unadjusted C9-C12 Aliphatics (*1)	ND	5.0	97	99	2.0	102	108	5.7	70 - 130	25
% 2,5-Dibromotoluene (FID)	98	%	97	98	1.0	94	98	4.2	70 - 130	25
% 2,5-Dibromotoluene (PID)	97	%	96	96	0.0	93	97	4.2	70 - 130	25

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
June 15, 2026

Monday, June 15, 2026

Criteria: MA: CAM, S1, S2, S3

State: MA

Sample Criteria Exceedances Report

GCW15209 - MABBETT

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units

*** No Data to Display ***

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: WINTER HILL SCHOOL **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CW15209, CW15210, CW15211, CW15212, CW15213

Matrices: ☐ Groundwater/Surface Water ☑ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☐	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☑	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☐	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☑	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☐	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☑ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☑ Yes ☐ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved? See Section: EPH Narration .	☐ Yes ☑ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Monday, June 15, 2026

Printed Name: Ethan Lee

Position: Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 15, 2026

SDG I.D.: GCW15209

EPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? No.

QC Batch 844534 (Samples: CW15211): -----

The LCS and/or the LCSD recovery is below the method criteria. All of the other QC is acceptable, therefore no significant bias is suspected. (C12 - Dodecane)

The QC recoveries for one or more analytes is below the method criteria. A slight low bias is likely. (C-10 Decane, C9 - Nonane)

Instrument:

AU-FID7 06/09/26-1 Adam Werner, Chemist 06/09/26

CW15211 (1X)

No significant modifications were made to the EPH method, as specified in Section 11.3 of the method.

The initial calibration (AL0604AI) RSD for the compound list was less than 25% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 25% except for the following compounds:None.

QC (Batch Specific):

Batch 844534 (CW15238)

CW15211

All LCS recoveries were within 40 - 140 with the following exceptions: C-10 Decane(34%), C9 - Nonane(25%)
All LCSD recoveries were within 40 - 140 with the following exceptions: C-10 Decane(32%), C12 - Dodecane(38%), C9 - Nonane(23%)
All LCS/LCSD RPDs were less than 25% with the following exceptions: None.
Additional EPH fractionation criteria: Breakthrough criteria (BT) is 0 to 5%

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? Yes.

Instrument:

ARCOS-3 06/09/26 15:47 Tina Hall, Chemist 06/09/26

CW15209, CW15210, CW15211, CW15212, CW15213

TThe initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 844223 (CW15238)

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

Certification Report

June 15, 2026

SDG I.D.: GCW15209

ICP Metals Narration

QC (Batch Specific):

CW15209, CW15210, CW15211, CW15212, CW15213

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

SVOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

CHEM36 06/09/26-2 Robert Looney, Chemist 06/09/26

CW15211 (1X)

Initial Calibration Evaluation (CHEM36/36_0528_SVBN):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: None.

Continuing Calibration Verification (CHEM36/0609_27-36_0528_SVBN) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
100% of target compounds met criteria.
The following compounds did not meet % deviation criteria: None.
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: None.

QC (Batch Specific):

Batch 844534 (CW15238)

CW15211

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional EPH fractionation criteria: Breakthrough criteria (BT) is 0 to 5%
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

VPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

PIDFID 06/12/26-2 James Karabetsos, Chemist 06/12/26

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 15, 2026

SDG I.D.: GCW15209

VPH Narration

Instrument:

CW15211 (50X)

Initial Calibration Evaluation (PIDFID/VPH_061126_T):
The following compounds exceeded %RSD criteria: None.

QC (Batch Specific):

Batch 845472 (CW13689)

CW15211(50X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 25% with the following exceptions: None.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

EPH Fractionation Standard

SDG I.D.: GCW15209

Effective Date(s): 06/06/25 - 06/06/26 **Analyst:** AW

AS #	TV	8ml	10ml	12ml	14ml	% Rec1	% Rec2	% Rec3	% Rec4	Rec Limits
1,2,3-Trimethylbenzene	20	19.37	19.94	19.67	22.66	96.9	99.7	98.3	113.3	40-140
2-Methylnaphthalene	20	20.43	20.91	20.50	24.27	102.2	104.6	102.5	121.3	40-140
Acenaphthalene	20	22.34	23.14	22.75	26.77	111.7	115.7	113.8	133.9	40-140
Acenaphthene	20	23.25	24.06	23.77	27.77	116.2	120.3	118.9	138.8	40-140
Anthracene	20	24.85	25.56	25.32	30.94	124.3	127.8	126.6	154.7	40-140
Benzo(a)anthracene	20	22.82	23.41	22.24	27.59	114.1	117.1	111.2	137.9	40-140
Benzo(a)pyrene	20	19.94	21.44	19.74	23.20	99.7	107.2	98.7	116.0	40-140
Benzo(b/K)fluor COPK	40	48.76	50.48	49.73	57.80	121.9	126.2	124.3	144.5	40-140
Benzo(ghi)perylene	20	23.51	24.56	24.15	28.50	117.5	122.8	120.8	142.5	40-140
C-10 Decane	20	21.27	20.86	21.40	21.79	106.4	104.3	107.0	109.0	40-140
C12 - Dodecane	20	22.75	21.81	22.59	22.91	113.8	109.0	113.0	114.6	40-140
C14 - Tetradecane	20	24.21	22.81	24.10	24.03	121.1	114.0	120.5	120.1	40-140
C16 - Hexadecane	20	24.87	23.14	24.81	24.51	124.4	115.7	124.0	122.6	40-140
C18 - Octadecane	20	25.79	24.05	26.19	25.68	129.0	120.3	131.0	128.4	40-140
C20 - Eicosane	20	25.17	23.59	25.45	25.21	125.9	118.0	127.2	126.0	40-140
C21 - Heneicosane	20	27.31	25.53	27.45	27.24	136.6	127.6	137.2	136.2	40-140
C22 - Docosane	20	23.59	22.04	23.43	23.48	118.0	110.2	117.2	117.4	40-140
C24 - Tetracosane	20	24.23	22.75	24.24	24.18	121.2	113.7	121.2	120.9	40-140
C26 - Hexacosane	20	24.19	22.82	24.45	24.24	120.9	114.1	122.2	121.2	40-140
C28 - Octacosane	20	23.71	22.42	24.15	23.69	118.6	112.1	120.8	118.5	40-140
C30 - Tricotane	20	23.55	22.53	24.19	23.59	117.7	112.7	121.0	118.0	40-140
C32 - Dotriacontance	20	22.79	22.16	23.84	23.25	114.0	110.8	119.2	116.3	40-140
C34 - Tetratriacontane	20	22.02	21.88	23.84	23.29	110.1	109.4	119.2	116.5	40-140
C36 - Hexatriacontane	20	19.45	20.49	22.49	22.06	97.3	102.5	112.5	110.3	40-140
C38 - Octatriacontane	20	16.03	18.69	21.11	20.97	80.1	93.4	105.5	104.8	40-140
C40 - Tetracontane	20	11.24	14.49	17.37	18.05	56.2	72.5	86.9	90.2	40-140
C9 - Nonane	20	18.68	18.53	18.88	19.12	93.4	92.6	94.4	95.6	40-140
Chyrsene	20	24.20	24.97	25.28	28.03	121.0	124.8	126.4	140.1	40-140
Fluoranthene	20	23.60	24.31	23.88	27.87	118.0	121.5	119.4	139.4	40-140
Fluorene	20	21.91	22.59	22.20	26.17	109.5	113.0	111.0	130.8	40-140
Indeno/Dibenz copk	40	43.79	46.18	45.87	54.24	109.5	115.5	114.7	135.6	40-140
Naphthalene	20	19.71	20.17	19.80	23.25	98.6	100.9	99.0	116.2	40-140

EPH Fractionation Standard

SDG I.D.: GCW15209

Effective Date(s): 06/06/25 - 06/06/26 **Analyst:** AW

AS #	TV	8ml	10ml	12ml	14ml	% Rec1	% Rec2	% Rec3	% Rec4	Rec Limits
o-Terphenyl (s)	20	23.46	21.94	23.81	23.34	117.3	109.7	119.0	116.7	40-140
Phenanthrene	20	22.07	22.84	21.98	25.06	110.4	114.2	109.9	125.3	40-140
Pyrene	20	24.34	24.87	24.39	28.62	121.7	124.3	122.0	143.1	40-140

Notes: EPH Frac Check Solution EPH10b-solvent transfer into hex, frac 1ml.
AU-FID7 06/06/25 (8) files 606A019 - 606A026

Temp 1.6 C Coolant: IPK ☑ ICE ☐ Cooler: Yes ☑ No ☐ No ☐

PHOENIX Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

Pg of

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com
Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone:
Email(s):

Customer: Mabbett & Associates, inc
Address: 105 Central St
Stoneham, MA 02180

Project: Winter Hill School
Report to (name): Way@mabbett.com
Invoice to:
Quote #

Project P.O:

This section MUST be completed with Bottle Quantities.

Client Sample - Information - Identification

Sampler's Signature: TDS/ARG Date: 06/01/2026

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **C**=Concrete
CLK=Caulk **W**=Wipe **O**=Oil **B**=Bulk **L**=Liquid **X** = Other_____ **(Must define)**

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrixx	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	EPH w/ Targets	VPH w/ Targets	Mass 14 Metals	GL Amber ( ) oz. [ ] H_3PO_4 [ ] NAHSO4 [ ] NHACL	Soil VOA Vials [1] methanol [2] H_2O	GL Soil container (4) oz	GL Soil container (8) oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCL [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml [ ] 1000ml	PL HNO_3 [ ] 250ml [ ] 500ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
15209	HA-B03-(4-6')-060126	S	06/01/26	10:30			X				1*									
15210	HA-B02-( )-060226	S	06/02/26	13:20			X				1									
15211	HA-B01-(14-16')-060326	S	06/03/26	08:05	X	X	X			2	2									
15212	HA-B05-(4-6')-060426	S	06/04/26	08:15			X				1									
15213	HA-B04-(4-6')-060426	S	06/04/26	12:40			X				1									

Relinquished by:	Accepted by:	Date:	Time:
		6/5	11:38
		6/5/26	15:36

Comments, Special Requirements or Regulations:

Turnaround Time:
☐ 1 Day* ☐ 2 Days* ☐ 3 Days* ☐ 4 Days* ☐ 5 Days*
☒ Standard ☐ Other

*MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

* SURCHARGES MAY APPLY

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ _____
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☒ MCP Certification
☐ GW-1 ☐ RCS-1 / RCGW-1
☐ GW-2 ☐ RCS-2 / RCGW-2
☐ GW-3 ☐ S-1 Calc.
☒ S-1
☒ S-2
☒ S-3
☐ SW Protection
☐ _____

State where samples were collected: MA

Data Format
☒ Excel
☒ PDF
☐ GIS/Key
☒ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☒ Phoenix Std
☐ MAT-212 Form

* SURCHARGE APPLIES

APPENDIX E

Soil Characterization Laboratory Analytical Reports

Friday, June 12, 2026

Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Project ID: WINTER HILL SCHOOL
SDG ID: GCW15214
Sample ID#s: CW15214 - CW15217

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

SDG Comments

June 12, 2026

SDG I.D.: GCW15214

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

June 12, 2026

SDG I.D.: GCW15214

Project ID: WINTER HILL SCHOOL

Client Id	Lab Id	Matrix	Col Date
HA-B03-060126	CW15214	SOIL	06/01/26 10:30
HA-B02-060226	CW15215	SOIL	06/02/26 13:20
HA-B01-060326	CW15216	SOIL	06/03/26 9:45
HA-B04-060426	CW15217	SOIL	06/04/26 13:05

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 12, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/01/26	10:30
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15214
Phoenix ID: CW15214

Project ID: WINTER HILL SCHOOL
Client ID: HA-B03-060126

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.38	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Arsenic	7.34	0.76	mg/Kg	1	06/10/26	TH	SW6010D
Barium	42.8	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Beryllium	0.48	0.30	mg/Kg	1	06/10/26	TH	SW6010D
Cadmium	0.40	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Chromium	19.6	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Mercury	0.15	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	16.0	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Lead	57.7	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Antimony	< 3.8	3.8	mg/Kg	1	06/10/26	TH	SW6010D
Selenium	< 1.5	1.5	mg/Kg	1	06/10/26	TH	SW6010D
Thallium	< 3.4	3.4	mg/Kg	1	06/10/26	TH	SW6010D
Vanadium	28.5	0.38	mg/Kg	1	06/10/26	TH	SW6010D
Zinc	72.3	0.8	mg/Kg	1	06/10/26	TH	SW6010D
Percent Solid	90		%		06/05/26	CV	SW846-%Solid
Conductivity - Soil Matrix	2200	500	umhos/cm	1	06/08/26	RO	SW9050A
Corrosivity	Negative		Pos/Neg	1	06/05/26	KL1	SW846-Corr
Flash Point	>200	200	Degree F	1	06/08/26	G	SW1010B
Ignitability	Passed	140	Degree F	1	06/08/26	G	SW846-Ignit
pH at 21.0C - Soil	10.3	1.00	pH Units	1	06/05/26 23:25	KL1	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	06/10/26	RM/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	06/12/26	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	06/12/26	IH/GD	SW846-React
Field Extraction	Completed				06/01/26		SW5035A
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Extraction of ETPH	Completed				06/10/26	SM1/SM1	SW3546
Soil Extraction for PCB	Completed				06/09/26	SM1/F/S	SW3546

Ver 1

Project ID: WINTER HILL SCHOOL
Client ID: HA-B03-060126

Phoenix I.D.: CW15214

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Soil Extraction for SVOA	Completed				06/09/26	SM1/F/S	SW3546
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1221	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1232	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1242	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1248	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1254	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1260	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1262	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1268	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
QA/QC Surrogates							
% DCBP	72		%	2	06/10/26	SC	30 - 150 %
% DCBP (Confirmation)	83		%	2	06/10/26	SC	30 - 150 %
% TCMX	80		%	2	06/10/26	SC	30 - 150 %
% TCMX (Confirmation)	83		%	2	06/10/26	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
Fuel Oil #4	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
Fuel Oil #6	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
Kerosene	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
Motor Oil	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
Total TPH	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
Unidentified	ND	54	mg/kg	1	06/11/26	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	76		%	1	06/11/26	JRB	50 - 150 %
% Tricosane(C23)	81		%	1	06/11/26	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.0	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloropropene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichloropropane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dibromoethane	ND	0.51	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichlorobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloroethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloropropane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,3-Dichlorobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D

Project ID: WINTER HILL SCHOOL
Client ID: HA-B03-060126

Phoenix I.D.: CW15214

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,3-Dichloropropane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
1,4-Dichlorobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
2,2-Dichloropropane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
2-Chlorotoluene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
2-Hexanone	ND	25	ug/Kg	1	06/07/26	JLI	SW8260D
2-Isopropyltoluene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
4-Chlorotoluene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
4-Methyl-2-pentanone	ND	25	ug/Kg	1	06/07/26	JLI	SW8260D
Acetone	ND	250	ug/Kg	1	06/07/26	JLI	SW8260D
Acrylonitrile	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Benzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Bromobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Bromochloromethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Bromodichloromethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Bromoform	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Bromomethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon Disulfide	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon tetrachloride	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Chlorobenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroform	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Chloromethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromochloromethane	ND	3.0	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromomethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Dichlorodifluoromethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Ethylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Hexachlorobutadiene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Isopropylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
m&p-Xylene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl Ethyl Ketone	ND	30	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	10	ug/Kg	1	06/07/26	JLI	SW8260D
Methylene chloride	ND	10	ug/Kg	1	06/07/26	JLI	SW8260D
Naphthalene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
n-Butylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
n-Propylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
o-Xylene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
p-Isopropyltoluene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
sec-Butylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Styrene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
tert-Butylbenzene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrachloroethene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrahydrofuran (THF)	ND	10	ug/Kg	1	06/07/26	JLI	SW8260D
Toluene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Total Xylenes	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	10	ug/Kg	1	06/07/26	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichloroethene	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Trichlorofluoromethane	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
Trichlorotrifluoroethane	ND	10	ug/Kg	1	06/07/26	JLI	SW8260D
Vinyl chloride	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	97		%	1	06/07/26	JLI	70 - 130 %
% Bromofluorobenzene	98		%	1	06/07/26	JLI	70 - 130 %
% Dibromofluoromethane	101		%	1	06/07/26	JLI	70 - 130 %
% Toluene-d8	97		%	1	06/07/26	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	100	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Diethyl ether	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	5.1	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	06/10/26	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
1,2,4-Trichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
1,2-Dichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
1,2-Diphenylhydrazine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
1,3-Dichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
1,4-Dichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,4,5-Trichlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,4,6-Trichlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dichlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dimethylphenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dinitrophenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dinitrotoluene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2,6-Dinitrotoluene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2-Chloronaphthalene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2-Chlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2-Methylnaphthalene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2-Methylphenol (o-cresol)	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
2-Nitroaniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
2-Nitrophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
3,3'-Dichlorobenzidine	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
3-Nitroaniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
4-Bromophenyl phenyl ether	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
4-Chloro-3-methylphenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
4-Chloroaniline	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitroaniline	ND	580	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitrophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Acenaphthene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E

Project ID: WINTER HILL SCHOOL
Client ID: HA-B03-060126

Phoenix I.D.: CW15214

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acenaphthylene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Acetophenone	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Aniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Anthracene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzidine	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)anthracene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)pyrene	270	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(b)fluoranthene	370	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(ghi)perylene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(k)fluoranthene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzoic acid	ND	720	ug/Kg	1	06/10/26	MR	SW8270E
Benzyl butyl phthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethyl)ether	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-ethylhexyl)phthalate	440	360	ug/Kg	1	06/10/26	MR	SW8270E
Carbazole	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Chrysene	270	250	ug/Kg	1	06/10/26	MR	SW8270E
Dibenz(a,h)anthracene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Dibenzofuran	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Diethyl phthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Dimethylphthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-butylphthalate	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-octylphthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Fluoranthene	510	250	ug/Kg	1	06/10/26	MR	SW8270E
Fluorene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobutadiene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorocyclopentadiene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachloroethane	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Isophorone	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Naphthalene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Nitrobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodimethylamine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodiphenylamine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Pentachloronitrobenzene	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Pentachlorophenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Phenanthrene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Phenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Pyrene	430	250	ug/Kg	1	06/10/26	MR	SW8270E
Pyridine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	66		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorobiphenyl	63		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorophenol	63		%	1	06/10/26	MR	30 - 130 %
% Nitrobenzene-d5	65		%	1	06/10/26	MR	30 - 130 %
% Phenol-d5	66		%	1	06/10/26	MR	30 - 130 %
% Terphenyl-d14	70		%	1	06/10/26	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
June 12, 2026
Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 12, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/02/26	13:20
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15214
Phoenix ID: CW15215

Project ID: WINTER HILL SCHOOL
Client ID: HA-B02-060226

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.34	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	4.27	0.69	mg/Kg	1	06/09/26	TH	SW6010D
Barium	45.4	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	1.57	0.27	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	< 0.34	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	12.7	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	0.15	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	13.0	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Lead	52.6	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.4	3.4	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.1	3.1	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	21.3	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	60.3	0.7	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	89		%		06/05/26	CV	SW846-%Solid
Conductivity - Soil Matrix	1240	5	umhos/cm	1	06/08/26	RO	SW9050A
Corrosivity	Negative		Pos/Neg	1	06/05/26	KL1	SW846-Corr
Flash Point	>200	200	Degree F	1	06/08/26	G	SW1010B
Ignitability	Passed	140	Degree F	1	06/08/26	G	SW846-Ignit
pH at 21.0C - Soil	8.31	1.00	pH Units	1	06/05/26 23:13	KL1	SW846 9045D
Reactivity Cyanide	< 5	5	mg/Kg	1	06/10/26	RM/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	06/12/26	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	06/12/26	IH/GD	SW846-React
Field Extraction	Completed				06/02/26		SW5035A
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Extraction of ETPH	Completed				06/10/26	SM1/SM1	SW3546
Soil Extraction for PCB	Completed				06/09/26	SM1/F/S	SW3546

Ver 1

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Soil Extraction for SVOA	Completed				06/09/26	KP/KP	SW3546
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1221	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1232	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1242	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1248	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1254	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1260	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1262	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
PCB-1268	ND	73	ug/Kg	2	06/10/26	SC	SW8082A
QA/QC Surrogates							
% DCBP	96		%	2	06/10/26	SC	30 - 150 %
% DCBP (Confirmation)	89		%	2	06/10/26	SC	30 - 150 %
% TCMX	74		%	2	06/10/26	SC	30 - 150 %
% TCMX (Confirmation)	86		%	2	06/10/26	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Fuel Oil #4	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Fuel Oil #6	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Kerosene	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Motor Oil	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Total TPH	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Unidentified	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	72		%	5	06/11/26	JRB	50 - 150 %
% Tricosane(C23)	67		%	5	06/11/26	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloropropene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dibromoethane	ND	0.48	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloroethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloropropane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D

Project ID: WINTER HILL SCHOOL
Client ID: HA-B02-060226

Phoenix I.D.: CW15215

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,3-Dichloropropane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
2,2-Dichloropropane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
2-Chlorotoluene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
2-Hexanone	ND	24	ug/Kg	1	06/07/26	JLI	SW8260D
2-Isopropyltoluene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
4-Chlorotoluene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
4-Methyl-2-pentanone	ND	24	ug/Kg	1	06/07/26	JLI	SW8260D
Acetone	ND	240	ug/Kg	1	06/07/26	JLI	SW8260D
Acrylonitrile	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Benzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Bromobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Bromochloromethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Bromodichloromethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Bromoform	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Bromomethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon Disulfide	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon tetrachloride	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Chlorobenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroform	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Chloromethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromochloromethane	ND	2.9	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromomethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Dichlorodifluoromethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Ethylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Hexachlorobutadiene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Isopropylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
m&p-Xylene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl Ethyl Ketone	ND	29	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.6	ug/Kg	1	06/07/26	JLI	SW8260D
Methylene chloride	ND	9.6	ug/Kg	1	06/07/26	JLI	SW8260D
Naphthalene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
n-Butylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
n-Propylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
o-Xylene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
p-Isopropyltoluene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
sec-Butylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Styrene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
tert-Butylbenzene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrachloroethene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.6	ug/Kg	1	06/07/26	JLI	SW8260D
Toluene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Total Xylenes	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.6	ug/Kg	1	06/07/26	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichloroethene	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Trichlorofluoromethane	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.6	ug/Kg	1	06/07/26	JLI	SW8260D
Vinyl chloride	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	98		%	1	06/07/26	JLI	70 - 130 %
% Bromofluorobenzene	97		%	1	06/07/26	JLI	70 - 130 %
% Dibromofluoromethane	105		%	1	06/07/26	JLI	70 - 130 %
% Toluene-d8	97		%	1	06/07/26	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	96	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Diethyl ether	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.8	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	06/10/26	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,2,4-Trichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,2-Dichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,2-Diphenylhydrazine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
1,3-Dichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,4-Dichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4,5-Trichlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4,6-Trichlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dichlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dimethylphenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dinitrophenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dinitrotoluene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,6-Dinitrotoluene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Chloronaphthalene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Chlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Methylnaphthalene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Methylphenol (o-cresol)	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Nitroaniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
2-Nitrophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
3,3'-Dichlorobenzidine	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
3-Nitroaniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
4-Bromophenyl phenyl ether	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
4-Chloro-3-methylphenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
4-Chloroaniline	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitroaniline	ND	580	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitrophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acenaphthylene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Acetophenone	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Aniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzidine	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)anthracene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)pyrene	260	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(b)fluoranthene	340	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzoic acid	ND	730	ug/Kg	1	06/10/26	MR	SW8270E
Benzyl butyl phthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethyl)ether	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Carbazole	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Dibenzofuran	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Diethyl phthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Dimethylphthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-butylphthalate	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-octylphthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Fluoranthene	510	260	ug/Kg	1	06/10/26	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobutadiene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorocyclopentadiene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachloroethane	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Isophorone	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Nitrobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodimethylamine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodiphenylamine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Pentachloronitrobenzene	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Pentachlorophenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Phenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Pyrene	470	260	ug/Kg	1	06/10/26	MR	SW8270E
Pyridine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	79		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorobiphenyl	63		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorophenol	66		%	1	06/10/26	MR	30 - 130 %
% Nitrobenzene-d5	62		%	1	06/10/26	MR	30 - 130 %
% Phenol-d5	71		%	1	06/10/26	MR	30 - 130 %
% Terphenyl-d14	69		%	1	06/10/26	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
June 12, 2026
Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 12, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/03/26	9:45
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15214
Phoenix ID: CW15216

Project ID: WINTER HILL SCHOOL
Client ID: HA-B01-060326

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.34	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	4.68	0.68	mg/Kg	1	06/09/26	TH	SW6010D
Barium	66.4	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	0.48	0.27	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	0.66	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	18.4	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	16.9	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Lead	23.0	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.4	3.4	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.4	1.4	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.0	3.0	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	64.9	0.34	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	65.7	0.7	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	90		%		06/05/26	CV	SW846-%Solid
Conductivity - Soil Matrix	179	5	umhos/cm	1	06/08/26	RO	SW9050A
Corrosivity	Negative		Pos/Neg	1	06/05/26	KL1	SW846-Corr
Flash Point	>200	200	Degree F	1	06/08/26	G	SW1010B
Ignitability	Passed	140	Degree F	1	06/08/26	G	SW846-Ignit
pH at 21.0C - Soil	8.65	1.00	pH Units	1	06/05/26 23:13	KL1	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	06/10/26	RM/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	06/12/26	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	06/12/26	IH/GD	SW846-React
Field Extraction	Completed				06/03/26		SW5035A
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Extraction of ETPH	Completed				06/10/26	SM1/SM1	SW3546
Soil Extraction for PCB	Completed				06/10/26	SM1/F/S	SW3546

Ver 1

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Soil Extraction for SVOA	Completed				06/09/26	SM1/F/S	SW3546
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1221	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1232	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1242	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1248	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1254	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1260	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1262	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1268	ND	73	ug/Kg	2	06/11/26	SC	SW8082A
QA/QC Surrogates							
% DCBP	83		%	2	06/11/26	SC	30 - 150 %
% DCBP (Confirmation)	85		%	2	06/11/26	SC	30 - 150 %
% TCMX	67		%	2	06/11/26	SC	30 - 150 %
% TCMX (Confirmation)	82		%	2	06/11/26	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Fuel Oil #4	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Fuel Oil #6	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Kerosene	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Motor Oil	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Total TPH	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
Unidentified	ND	270	mg/kg	5	06/11/26	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	51		%	5	06/11/26	JRB	50 - 150 %
% Tricosane(C23)	60		%	5	06/11/26	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,1-Trichloroethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	3.3	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2-Trichloroethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloropropene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,2,3-Trichloropropane	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,2-Dibromoethane	ND	0.55	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichlorobenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,2-Dichloroethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloropropane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
1,3-Dichlorobenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D

Project ID: WINTER HILL SCHOOL
Client ID: HA-B01-060326

Phoenix I.D.: CW15216

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,3-Dichloropropane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
1,4-Dichlorobenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
2,2-Dichloropropane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
2-Chlorotoluene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
2-Hexanone	ND	28	ug/Kg	1	06/07/26	JLI	SW8260D
2-Isopropyltoluene	190	170	ug/Kg	50	06/08/26	JLI	SW8260D
4-Chlorotoluene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
4-Methyl-2-pentanone	ND	28	ug/Kg	1	06/07/26	JLI	SW8260D
Acetone	ND	280	ug/Kg	1	06/07/26	JLI	SW8260D
Acrylonitrile	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Benzene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Bromobenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
Bromochloromethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Bromodichloromethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Bromoform	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Bromomethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon Disulfide	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon tetrachloride	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Chlorobenzene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroform	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Chloromethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,2-Dichloroethene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,3-Dichloropropene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromochloromethane	ND	3.3	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromomethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Dichlorodifluoromethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Ethylbenzene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Hexachlorobutadiene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
Isopropylbenzene	84	57	ug/Kg	50	06/08/26	JLI	SW8260D
m&p-Xylene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl Ethyl Ketone	ND	33	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	11	ug/Kg	1	06/07/26	JLI	SW8260D
Methylene chloride	ND	11	ug/Kg	1	06/07/26	JLI	SW8260D
Naphthalene	470	280	ug/Kg	50	06/08/26	JLI	SW8260D
n-Butylbenzene	490	280	ug/Kg	50	06/08/26	JLI	SW8260D
n-Propylbenzene	110	85	ug/Kg	50	06/08/26	JLI	SW8260D
o-Xylene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
p-Isopropyltoluene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
sec-Butylbenzene	700	280	ug/Kg	50	06/08/26	JLI	SW8260D
Styrene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
tert-Butylbenzene	ND	280	ug/Kg	50	06/08/26	JLI	SW8260D
Tetrachloroethene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrahydrofuran (THF)	ND	11	ug/Kg	1	06/07/26	JLI	SW8260D
Toluene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
Total Xylenes	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,2-Dichloroethene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,3-Dichloropropene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	570	ug/Kg	50	06/08/26	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference	
Trichloroethene	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D	
Trichlorofluoromethane	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D	
Trichlorotrifluoroethane	ND	11	ug/Kg	1	06/07/26	JLI	SW8260D	
Vinyl chloride	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D	
QA/QC Surrogates								
% 1,2-dichlorobenzene-d4	122		%	1	06/07/26	JLI	70 - 130 %	
% Bromofluorobenzene	>200		%	1	06/07/26	JLI	70 - 130 %	3
% Dibromofluoromethane	111		%	1	06/07/26	JLI	70 - 130 %	
% Toluene-d8	95		%	1	06/07/26	JLI	70 - 130 %	
% 1,2-dichlorobenzene-d4 (50x)	100		%	50	06/08/26	JLI	70 - 130 %	
% Bromofluorobenzene (50x)	108		%	50	06/08/26	JLI	70 - 130 %	
% Dibromofluoromethane (50x)	93		%	50	06/08/26	JLI	70 - 130 %	
% Toluene-d8 (50x)	96		%	50	06/08/26	JLI	70 - 130 %	
Oxygenates & Dioxane								
1,4-Dioxane	ND	110	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)	
Diethyl ether	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)	
Di-isopropyl ether	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)	
Ethyl tert-butyl ether	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)	
tert-amyl methyl ether	ND	5.5	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)	
Semivolatiles								
1,1-Biphenyl	ND	50	ug/Kg	1	06/10/26	MR	SW8270E	
1,2,4,5-Tetrachlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
1,2,4-Trichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
1,2-Dichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
1,2-Diphenylhydrazine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
1,3-Dichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
1,4-Dichlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,2'-Oxybis(1-Chloropropane)	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,4,5-Trichlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,4,6-Trichlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,4-Dichlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,4-Dimethylphenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,4-Dinitrophenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
2,4-Dinitrotoluene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2,6-Dinitrotoluene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2-Chloronaphthalene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2-Chlorophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2-Methylnaphthalene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2-Methylphenol (o-cresol)	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
2-Nitroaniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
2-Nitrophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
3&4-Methylphenol (m&p-cresol)	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
3,3'-Dichlorobenzidine	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
3-Nitroaniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
4,6-Dinitro-2-methylphenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
4-Bromophenyl phenyl ether	ND	360	ug/Kg	1	06/10/26	MR	SW8270E	
4-Chloro-3-methylphenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	
4-Chloroaniline	ND	250	ug/Kg	1	06/10/26	MR	SW8270E	

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
4-Chlorophenyl phenyl ether	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitroaniline	ND	570	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitrophenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Acenaphthene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Acenaphthylene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Acetophenone	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Aniline	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Anthracene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzidine	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)anthracene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)pyrene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(b)fluoranthene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(ghi)perylene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(k)fluoranthene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Benzoic acid	ND	720	ug/Kg	1	06/10/26	MR	SW8270E
Benzyl butyl phthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethyl)ether	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Carbazole	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Chrysene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Dibenz(a,h)anthracene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Dibenzofuran	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Diethyl phthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Dimethylphthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-butylphthalate	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-octylphthalate	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Fluoranthene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Fluorene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobutadiene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorocyclopentadiene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Hexachloroethane	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Isophorone	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Naphthalene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Nitrobenzene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodimethylamine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodiphenylamine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Pentachloronitrobenzene	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Pentachlorophenol	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
Phenanthrene	250	250	ug/Kg	1	06/10/26	MR	SW8270E
Phenol	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Pyrene	ND	250	ug/Kg	1	06/10/26	MR	SW8270E
Pyridine	ND	360	ug/Kg	1	06/10/26	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	87		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorobiphenyl	62		%	1	06/10/26	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
% 2-Fluorophenol	66		%	1	06/10/26	MR	30 - 130 %
% Nitrobenzene-d5	65		%	1	06/10/26	MR	30 - 130 %
% Phenol-d5	69		%	1	06/10/26	MR	30 - 130 %
% Terphenyl-d14	68		%	1	06/10/26	MR	30 - 130 %

3 = This parameter exceeds laboratory specified limits.
Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

Volatile Comment:
Elevated surrogate recovery was observed for volatiles due to matrix interference.

Volatile Comment:
There was a suppression of the last internal standard in the low level analysis, all affected compounds are reported from the methanol preserved high level analysis which did not exhibit this interference.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
June 12, 2026
Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 12, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/04/26	13:05
Location Code:	MABBETT	Received by:	SR1	06/05/26	15:36
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW15214
Phoenix ID: CW15217

Project ID: WINTER HILL SCHOOL
Client ID: HA-B04-060426

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.38	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Arsenic	3.66	0.76	mg/Kg	1	06/09/26	TH	SW6010D
Barium	21.3	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Beryllium	< 0.30	0.30	mg/Kg	1	06/09/26	TH	SW6010D
Cadmium	< 0.38	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Chromium	17.7	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Mercury	< 0.03	0.03	mg/Kg	2	06/08/26	KG	SW7471B
Nickel	13.1	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Lead	7.53	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Antimony	< 3.8	3.8	mg/Kg	1	06/09/26	TH	SW6010D
Selenium	< 1.5	1.5	mg/Kg	1	06/09/26	TH	SW6010D
Thallium	< 3.4	3.4	mg/Kg	1	06/09/26	TH	SW6010D
Vanadium	25.3	0.38	mg/Kg	1	06/09/26	TH	SW6010D
Zinc	31.0	0.8	mg/Kg	1	06/09/26	TH	SW6010D
Percent Solid	88		%		06/05/26	CV	SW846-%Solid
Conductivity - Soil Matrix	834	5	umhos/cm	1	06/08/26	RO	SW9050A
Corrosivity	Negative		Pos/Neg	1	06/05/26	KL1	SW846-Corr
Flash Point	>200	200	Degree F	1	06/08/26	G	SW1010B
Ignitability	Passed	140	Degree F	1	06/08/26	G	SW846-Ignit
pH at 21.0C - Soil	7.87	1.00	pH Units	1	06/05/26 23:13	KL1	SW846 9045D
Reactivity Cyanide	< 6	6	mg/Kg	1	06/10/26	RM/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	06/12/26	IH/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	06/12/26	IH/GD	SW846-React
Field Extraction	Completed				06/04/26		SW5035A
Mercury Digestion	Completed				06/06/26	SM1/SM1	SW7471B
Extraction of ETPH	Completed				06/10/26	SM1/SM1	SW3546
Soil Extraction for PCB	Completed				06/10/26	SM1/F/S	SW3546

Ver 1

Project ID: WINTER HILL SCHOOL
Client ID: HA-B04-060426

Phoenix I.D.: CW15217

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Soil Extraction for SVOA	Completed				06/09/26	SM1/F/S	SW3546
Total Metals Digest	Completed				06/05/26	N/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1221	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1232	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1242	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1248	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1254	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1260	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1262	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
PCB-1268	ND	74	ug/Kg	2	06/11/26	SC	SW8082A
QA/QC Surrogates							
% DCBP	81		%	2	06/11/26	SC	30 - 150 %
% DCBP (Confirmation)	79		%	2	06/11/26	SC	30 - 150 %
% TCMX	70		%	2	06/11/26	SC	30 - 150 %
% TCMX (Confirmation)	81		%	2	06/11/26	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
Fuel Oil #4	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
Fuel Oil #6	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
Kerosene	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
Motor Oil	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
Total TPH	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
Unidentified	ND	280	mg/kg	5	06/11/26	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	74		%	5	06/11/26	JRB	50 - 150 %
% Tricosane(C23)	76		%	5	06/11/26	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloroethene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,1-Dichloropropene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dibromoethane	ND	0.49	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloroethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,2-Dichloropropane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D

Project ID: WINTER HILL SCHOOL
Client ID: HA-B04-060426

Phoenix I.D.: CW15217

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,3-Dichloropropane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
2,2-Dichloropropane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
2-Chlorotoluene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
2-Hexanone	ND	24	ug/Kg	1	06/07/26	JLI	SW8260D
2-Isopropyltoluene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
4-Chlorotoluene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
4-Methyl-2-pentanone	ND	24	ug/Kg	1	06/07/26	JLI	SW8260D
Acetone	ND	240	ug/Kg	1	06/07/26	JLI	SW8260D
Acrylonitrile	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Benzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Bromobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Bromochloromethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Bromodichloromethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Bromoform	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Bromomethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon Disulfide	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Carbon tetrachloride	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Chlorobenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Chloroform	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Chloromethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromochloromethane	ND	2.9	ug/Kg	1	06/07/26	JLI	SW8260D
Dibromomethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Dichlorodifluoromethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Ethylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Hexachlorobutadiene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Isopropylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
m&p-Xylene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl Ethyl Ketone	ND	29	ug/Kg	1	06/07/26	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.8	ug/Kg	1	06/07/26	JLI	SW8260D
Methylene chloride	ND	9.8	ug/Kg	1	06/07/26	JLI	SW8260D
Naphthalene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
n-Butylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
n-Propylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
o-Xylene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
p-Isopropyltoluene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
sec-Butylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Styrene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
tert-Butylbenzene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrachloroethene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.8	ug/Kg	1	06/07/26	JLI	SW8260D
Toluene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Total Xylenes	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.8	ug/Kg	1	06/07/26	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichloroethene	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Trichlorofluoromethane	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.8	ug/Kg	1	06/07/26	JLI	SW8260D
Vinyl chloride	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	97		%	1	06/07/26	JLI	70 - 130 %
% Bromofluorobenzene	101		%	1	06/07/26	JLI	70 - 130 %
% Dibromofluoromethane	98		%	1	06/07/26	JLI	70 - 130 %
% Toluene-d8	97		%	1	06/07/26	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	98	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Diethyl ether	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.9	ug/Kg	1	06/07/26	JLI	SW8260D (OXY)
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	06/10/26	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,2,4-Trichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,2-Dichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,2-Diphenylhydrazine	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
1,3-Dichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
1,4-Dichlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4,5-Trichlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4,6-Trichlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dichlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dimethylphenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dinitrophenol	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
2,4-Dinitrotoluene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2,6-Dinitrotoluene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Chloronaphthalene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Chlorophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Methylnaphthalene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Methylphenol (o-cresol)	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
2-Nitroaniline	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
2-Nitrophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
3,3'-Dichlorobenzidine	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
3-Nitroaniline	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
4-Bromophenyl phenyl ether	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
4-Chloro-3-methylphenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
4-Chloroaniline	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitroaniline	ND	600	ug/Kg	1	06/10/26	MR	SW8270E
4-Nitrophenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Acenaphthene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acenaphthylene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Acetophenone	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Aniline	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Anthracene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzidine	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)anthracene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(a)pyrene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(b)fluoranthene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(ghi)perylene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzo(k)fluoranthene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Benzoic acid	ND	750	ug/Kg	1	06/10/26	MR	SW8270E
Benzyl butyl phthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-chloroethyl)ether	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Carbazole	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Chrysene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Dibenz(a,h)anthracene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Dibenzofuran	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Diethyl phthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Dimethylphthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-butylphthalate	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Di-n-octylphthalate	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Fluoranthene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Fluorene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorobutadiene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachlorocyclopentadiene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Hexachloroethane	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Isophorone	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Naphthalene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Nitrobenzene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodimethylamine	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
N-Nitrosodiphenylamine	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Pentachloronitrobenzene	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Pentachlorophenol	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
Phenanthrene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Phenol	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Pyrene	ND	260	ug/Kg	1	06/10/26	MR	SW8270E
Pyridine	ND	370	ug/Kg	1	06/10/26	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	85		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorobiphenyl	68		%	1	06/10/26	MR	30 - 130 %
% 2-Fluorophenol	74		%	1	06/10/26	MR	30 - 130 %
% Nitrobenzene-d5	73		%	1	06/10/26	MR	30 - 130 %
% Phenol-d5	77		%	1	06/10/26	MR	30 - 130 %
% Terphenyl-d14	73		%	1	06/10/26	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
June 12, 2026
Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 12, 2026

QA/QC Data

SDG I.D.: GCW15214

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 844304 (mg/kg), QC Sample No: CW15167 (CW15214, CW15215, CW15216, CW15217)														
Mercury - Soil	BRL	0.03	0.34	0.42	21.1	99.6	96.5	3.2	103			75 - 125	30	
Comment:														
Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.														
QA/QC Batch 844223 (mg/kg), QC Sample No: CW15238 (CW15214, CW15215, CW15216, CW15217)														
ICP Metals - Soil														
Antimony	BRL	3.3	<4.0	<3.6	NC	89.0	95.7	7.3	93.1			75 - 125	30	
Arsenic	BRL	0.67	5.38	4.11	26.8	88.1	95.4	8.0	92.6			75 - 125	30	
Barium	BRL	0.33	31.6	28.6	10.0	99.4	97.1	2.3	99.6			75 - 125	30	
Beryllium	BRL	0.27	0.46	0.49	NC	98.3	106	7.5	101			75 - 125	30	
Cadmium	BRL	0.33	<0.40	<0.36	NC	97.2	104	6.8	97.1			75 - 125	30	
Chromium	BRL	0.33	17.6	24.7	33.6	99.1	104	4.8	101			75 - 125	30	r
Lead	BRL	0.33	11.9	12.2	2.50	96.9	103	6.1	101			75 - 125	30	
Nickel	BRL	0.33	15.1	18.5	20.2	98.7	105	6.2	99.2			75 - 125	30	
Selenium	BRL	1.3	<1.6	<1.4	NC	90.2	95.8	6.0	80.1			75 - 125	30	
Silver	BRL	0.33	<0.40	<0.36	NC	92.2	101	9.1	100			75 - 125	30	
Thallium	BRL	3.0	<3.6	<3.2	NC	95.0	103	8.1	100			75 - 125	30	
Vanadium	BRL	0.33	28.2	33.7	17.8	99.3	105	5.6	99.6			75 - 125	30	
Zinc	BRL	0.67	44.0	44.9	2.00	95.1	101	6.0	96.4			75 - 125	30	
Comment:														
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.														

r = This parameter is outside laboratory RPD specified recovery limits.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 12, 2026

QA/QC Data

SDG I.D.: GCW15214

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 844788 (mg/Kg), QC Sample No: CW15168 (CW15214, CW15215, CW15216, CW15217)													
Reactivity Cyanide	BRL	5	<5	<5.2	NC	100						80 - 120	30
Reactivity Sulfide	BRL	20	<20	<20	NC	92.0						80 - 120	30
Comment:													
SAMPLES CW15265 AND CW15266 LIMITED VOLUME													
Additional: MS acceptance range is 75-125%.													
QA/QC Batch 844533 (umhos/cm), QC Sample No: CW14788 (CW15214, CW15215, CW15216, CW15217)													
Conductivity - Soil Matrix	BRL	5	285	285	0	101						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 844294 (PH), QC Sample No: CW14919 (CW15214, CW15215, CW15216, CW15217)													
pH			8.02	7.98	0.50	100						85 - 115	20
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 844421 (Degree F), QC Sample No: CW15115 (CW15214, CW15215, CW15216, CW15217)													
Flash Point			>200	>200	NC	101						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 12, 2026

QA/QC Data

SDG I.D.: GCW15214

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
QA/QC Batch 844781 (mg/Kg), QC Sample No: CW15126 (CW15214, CW15215, CW15216, CW15217)											
TPH by GC (Extractable Products) - Soil											
Total TPH	ND	50	71	72	1.4	63	58	8.3	50 - 150	30	
% Terphenyl-d14	77	%	79	79	0.0	45	42	6.9	50 - 150	30	m
% Tricosane(C23)	86	%	80	81	1.2	71	68	4.3	50 - 150	30	
Comment:											
The ETPH/DRO LCS has been normalized based on the alkane calibration.											
QA/QC Batch 844592 (ug/Kg), QC Sample No: CW14428 (CW15214, CW15215)											
Polychlorinated Biphenyls - Soil											
PCB-1016	ND	33	102	90	12.5	97	96	1.0	40 - 140	30	
PCB-1221	ND	33							40 - 140	30	
PCB-1232	ND	33							40 - 140	30	
PCB-1242	ND	33							40 - 140	30	
PCB-1248	ND	33							40 - 140	30	
PCB-1254	ND	33							40 - 140	30	
PCB-1260	ND	33	115	103	11.0	112	107	4.6	40 - 140	30	
PCB-1262	ND	33							40 - 140	30	
PCB-1268	ND	33							40 - 140	30	
% DCBP (Surrogate Rec)	98	%	121	108	11.4	116	117	0.9	30 - 150	30	
% DCBP (Surrogate Rec) (Confirm	108	%	133	119	11.1	133	128	3.8	30 - 150	30	
% TCMX (Surrogate Rec)	85	%	103	92	11.3	99	98	1.0	30 - 150	30	
% TCMX (Surrogate Rec) (Confirm	93	%	110	100	9.5	110	108	1.8	30 - 150	30	
QA/QC Batch 844838 (ug/Kg), QC Sample No: CW15300 (CW15216, CW15217)											
Polychlorinated Biphenyls - Soil											
PCB-1016	ND	33	98	96	2.1	111	79	33.7	40 - 140	30	r
PCB-1221	ND	33							40 - 140	30	
PCB-1232	ND	33							40 - 140	30	
PCB-1242	ND	33							40 - 140	30	
PCB-1248	ND	33							40 - 140	30	
PCB-1254	ND	33							40 - 140	30	
PCB-1260	ND	33	109	107	1.9	126	84	40.0	40 - 140	30	r
PCB-1262	ND	33							40 - 140	30	
PCB-1268	ND	33							40 - 140	30	
% DCBP (Surrogate Rec)	92	%	115	118	2.6	115	88	26.6	30 - 150	30	
% DCBP (Surrogate Rec) (Confirm	100	%	129	137	6.0	112	100	11.3	30 - 150	30	
% TCMX (Surrogate Rec)	75	%	95	97	2.1	104	85	20.1	30 - 150	30	
% TCMX (Surrogate Rec) (Confirm	79	%	102	106	3.8	110	95	14.6	30 - 150	30	
QA/QC Batch 844566 (ug/kg), QC Sample No: CW13132 (CW15215)											
Semivolatiles - Soil											
1,1-Biphenyl	ND	230	62	48	25.5	61	47	25.9	40 - 140	30	
1,2,4,5-Tetrachlorobenzene	ND	230	61	48	23.9	61	49	21.8	40 - 140	30	

QA/QC Data

SDG I.D.: GCW15214

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
1,2,4-Trichlorobenzene	ND	230	54	43	22.7	53	41	25.5	40 - 140	30	
1,2-Dichlorobenzene	ND	180	59	42	33.7	59	46	24.8	40 - 140	30	r
1,2-Diphenylhydrazine	ND	230	67	51	27.1	68	54	23.0	40 - 140	30	
1,3-Dichlorobenzene	ND	230	55	41	29.2	54	42	25.0	40 - 140	30	
1,4-Dichlorobenzene	ND	230	56	41	30.9	54	42	25.0	40 - 140	30	r
2,2'-Oxybis(1-Chloropropane)	ND	230	63	44	35.5	69	52	28.1	40 - 140	30	r
2,4,5-Trichlorophenol	ND	230	73	56	26.4	75	59	23.9	30 - 130	30	
2,4,6-Trichlorophenol	ND	130	73	57	24.6	74	58	24.2	30 - 130	30	
2,4-Dichlorophenol	ND	130	74	58	24.2	81	63	25.0	30 - 130	30	
2,4-Dimethylphenol	ND	230	76	58	26.9	79	61	25.7	30 - 130	30	
2,4-Dinitrophenol	ND	230	81	63	25.0	76	63	18.7	30 - 130	30	
2,4-Dinitrotoluene	ND	130	67	50	29.1	68	55	21.1	40 - 140	30	
2,6-Dinitrotoluene	ND	130	66	50	27.6	68	54	23.0	40 - 140	30	
2-Chloronaphthalene	ND	230	66	51	25.6	65	50	26.1	40 - 140	30	
2-Chlorophenol	ND	230	76	51	39.4	88	66	28.6	30 - 130	30	r
2-Methylnaphthalene	ND	230	62	49	23.4	64	50	24.6	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230	80	55	37.0	94	71	27.9	30 - 130	30	r
2-Nitroaniline	ND	330	105	78	29.5	104	84	21.3	40 - 140	30	
2-Nitrophenol	ND	230	70	53	27.6	72	56	25.0	30 - 130	30	
3&4-Methylphenol (m&p-cresol)	ND	230	79	55	35.8	94	69	30.7	30 - 130	30	r
3,3'-Dichlorobenzidine	ND	130	97	74	26.9	83	66	22.8	40 - 140	30	
3-Nitroaniline	ND	330	85	64	28.2	84	67	22.5	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230	77	59	26.5	79	61	25.7	30 - 130	30	
4-Bromophenyl phenyl ether	ND	230	66	55	18.2	66	53	21.8	40 - 140	30	
4-Chloro-3-methylphenol	ND	230	77	59	26.5	84	68	21.1	30 - 130	30	
4-Chloroaniline	ND	230	73	55	28.1	70	56	22.2	40 - 140	30	
4-Chlorophenyl phenyl ether	ND	230	70	54	25.8	69	55	22.6	40 - 140	30	
4-Nitroaniline	ND	230	80	59	30.2	80	64	22.2	40 - 140	30	
4-Nitrophenol	ND	230	87	63	32.0	88	72	20.0	30 - 130	30	r
Acenaphthene	ND	230	67	52	25.2	67	52	25.2	40 - 140	30	
Acenaphthylene	ND	130	60	45	28.6	59	47	22.6	40 - 140	30	
Acetophenone	ND	230	67	47	35.1	77	58	28.1	40 - 140	30	r
Aniline	ND	330	54	42	25.0	47	40	16.1	40 - 140	30	
Anthracene	ND	230	68	55	21.1	67	54	21.5	40 - 140	30	
Benzidine	ND	330	39	49	22.7	<10	<10	NC	40 - 140	30	l,m
Benzo(a)anthracene	ND	230	69	55	22.6	69	54	24.4	40 - 140	30	
Benzo(a)pyrene	ND	130	66	52	23.7	65	51	24.1	40 - 140	30	
Benzo(b)fluoranthene	ND	160	67	53	23.3	67	53	23.3	40 - 140	30	
Benzo(ghi)perylene	ND	230	67	50	29.1	61	47	25.9	40 - 140	30	
Benzo(k)fluoranthene	ND	230	68	54	23.0	66	52	23.7	40 - 140	30	
Benzoic Acid	ND	670	85	57	39.4	61	49	21.8	30 - 130	30	r
Benzyl butyl phthalate	ND	230	72	58	21.5	72	57	23.3	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230	69	52	28.1	73	55	28.1	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130	74	46	46.7	81	58	33.1	40 - 140	30	r
Bis(2-ethylhexyl)phthalate	ND	230	71	57	21.9	70	55	24.0	40 - 140	30	
Carbazole	ND	230	63	50	23.0	64	51	22.6	40 - 140	30	
Chrysene	ND	230	69	54	24.4	67	53	23.3	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	69	53	26.2	64	50	24.6	40 - 140	30	
Dibenzofuran	ND	230	62	48	25.5	62	50	21.4	40 - 140	30	
Diethyl phthalate	ND	230	68	51	28.6	68	55	21.1	40 - 140	30	
Dimethylphthalate	ND	230	72	54	28.6	72	57	23.3	40 - 140	30	
Di-n-butylphthalate	ND	670	73	57	24.6	72	58	21.5	40 - 140	30	
Di-n-octylphthalate	ND	230	74	57	26.0	74	57	26.0	40 - 140	30	

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
Fluoranthene	ND	230	71	56	23.6	73	58	22.9	40 - 140	30	
Fluorene	ND	230	70	54	25.8	69	56	20.8	40 - 140	30	
Hexachlorobenzene	ND	130	59	49	18.5	57	46	21.4	40 - 140	30	
Hexachlorobutadiene	ND	230	51	40	24.2	46	37	21.7	40 - 140	30	m
Hexachlorocyclopentadiene	ND	230	<10	26	NC	<10	<10	NC	40 - 140	30	l,m
Hexachloroethane	ND	130	50	38	27.3	48	38	23.3	40 - 140	30	l,m
Indeno(1,2,3-cd)pyrene	ND	230	70	53	27.6	66	50	27.6	40 - 140	30	
Isophorone	ND	130	56	43	26.3	59	46	24.8	40 - 140	30	
Naphthalene	ND	230	59	46	24.8	60	48	22.2	40 - 140	30	
Nitrobenzene	ND	130	65	44	38.5	72	54	28.6	40 - 140	30	r
N-Nitrosodimethylamine	ND	230	71	46	42.7	81	62	26.6	40 - 140	30	r
N-Nitrosodi-n-propylamine	ND	130	70	49	35.3	83	62	29.0	40 - 140	30	r
N-Nitrosodiphenylamine	ND	130	71	54	27.2	70	57	20.5	40 - 140	30	
Pentachloronitrobenzene	ND	230	67	55	19.7	65	53	20.3	40 - 140	30	
Pentachlorophenol	ND	230	80	65	20.7	82	66	21.6	30 - 130	30	
Phenanthrene	ND	130	67	53	23.3	67	54	21.5	40 - 140	30	
Phenol	ND	230	80	55	37.0	96	72	28.6	30 - 130	30	r
Pyrene	ND	230	71	55	25.4	72	58	21.5	40 - 140	30	
Pyridine	ND	230	48	34	34.1	52	44	16.7	40 - 140	30	l,r
% 2,4,6-Tribromophenol	72	%	72	59	19.8	71	56	23.6	30 - 130	30	
% 2-Fluorobiphenyl	56	%	58	46	23.1	58	44	27.5	30 - 130	30	
% 2-Fluorophenol	60	%	70	47	39.3	81	59	31.4	30 - 130	30	r
% Nitrobenzene-d5	55	%	62	43	36.2	70	53	27.6	30 - 130	30	r
% Phenol-d5	62	%	76	53	35.7	91	69	27.5	30 - 130	30	r
% Terphenyl-d14	61	%	65	51	24.1	66	53	21.8	30 - 130	30	

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 844620 (ug/kg), QC Sample No: CW14455 (CW15214, CW15216, CW15217)

Semivolatiles - Soil

1,1-Biphenyl	ND	230	75	73	2.7	70	71	1.4	40 - 140	30	
1,2,4,5-Tetrachlorobenzene	ND	230	75	75	0.0	73	73	0.0	40 - 140	30	
1,2,4-Trichlorobenzene	ND	230	63	63	0.0	64	62	3.2	40 - 140	30	
1,2-Dichlorobenzene	ND	180	67	66	1.5	67	64	4.6	40 - 140	30	
1,2-Diphenylhydrazine	ND	230	73	70	4.2	67	68	1.5	40 - 140	30	
1,3-Dichlorobenzene	ND	230	66	65	1.5	64	62	3.2	40 - 140	30	
1,4-Dichlorobenzene	ND	230	66	64	3.1	63	61	3.2	40 - 140	30	
2,2'-Oxybis(1-Chloropropane)	ND	230	66	63	4.7	64	61	4.8	40 - 140	30	
2,4,5-Trichlorophenol	ND	230	86	85	1.2	80	83	3.7	30 - 130	30	
2,4,6-Trichlorophenol	ND	130	86	87	1.2	81	85	4.8	30 - 130	30	
2,4-Dichlorophenol	ND	130	80	78	2.5	76	78	2.6	30 - 130	30	
2,4-Dimethylphenol	ND	230	79	77	2.6	72	71	1.4	30 - 130	30	
2,4-Dinitrophenol	ND	230	99	105	5.9	87	89	2.3	30 - 130	30	
2,4-Dinitrotoluene	ND	130	69	68	1.5	65	69	6.0	40 - 140	30	
2,6-Dinitrotoluene	ND	130	76	76	0.0	72	76	5.4	40 - 140	30	
2-Chloronaphthalene	ND	230	78	75	3.9	73	75	2.7	40 - 140	30	
2-Chlorophenol	ND	230	77	74	4.0	73	70	4.2	30 - 130	30	
2-Methylnaphthalene	ND	230	72	70	2.8	69	69	0.0	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230	78	74	5.3	72	71	1.4	30 - 130	30	
2-Nitroaniline	ND	330	107	104	2.8	99	103	4.0	40 - 140	30	
2-Nitrophenol	ND	230	84	80	4.9	80	80	0.0	30 - 130	30	
3&4-Methylphenol (m&p-cresol)	ND	230	85	81	4.8	78	77	1.3	30 - 130	30	

QA/QC Data

SDG I.D.: GCW15214

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
3,3'-Dichlorobenzidine	ND	130	92	95	3.2	91	99	8.4	40 - 140	30	
3-Nitroaniline	ND	330	93	92	1.1	86	95	9.9	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230	102	106	3.8	99	103	4.0	30 - 130	30	
4-Bromophenyl phenyl ether	ND	230	80	81	1.2	76	79	3.9	40 - 140	30	
4-Chloro-3-methylphenol	ND	230	84	84	0.0	80	81	1.2	30 - 130	30	
4-Chloroaniline	ND	230	65	64	1.6	61	67	9.4	40 - 140	30	
4-Chlorophenyl phenyl ether	ND	230	85	83	2.4	80	84	4.9	40 - 140	30	
4-Nitroaniline	ND	230	83	80	3.7	77	78	1.3	40 - 140	30	
4-Nitrophenol	ND	230	136	138	1.5	120	128	6.5	30 - 130	30	I
Acenaphthene	ND	230	80	80	0.0	74	77	4.0	40 - 140	30	
Acenaphthylene	ND	130	70	68	2.9	65	67	3.0	40 - 140	30	
Acetophenone	ND	230	72	70	2.8	70	66	5.9	40 - 140	30	
Aniline	ND	330	55	52	5.6	43	55	24.5	40 - 140	30	
Anthracene	ND	230	81	81	0.0	77	81	5.1	40 - 140	30	
Benzidine	ND	330	<10	<10	NC	12	16	28.6	40 - 140	30	I,m
Benzo(a)anthracene	ND	230	77	76	1.3	72	77	6.7	40 - 140	30	
Benzo(a)pyrene	ND	130	76	78	2.6	71	78	9.4	40 - 140	30	
Benzo(b)fluoranthene	ND	160	76	79	3.9	73	78	6.6	40 - 140	30	
Benzo(ghi)perylene	ND	230	77	77	0.0	71	77	8.1	40 - 140	30	
Benzo(k)fluoranthene	ND	230	77	78	1.3	73	80	9.2	40 - 140	30	
Benzoic Acid	ND	670	98	98	0.0	51	50	2.0	30 - 130	30	
Benzyl butyl phthalate	ND	230	82	84	2.4	78	84	7.4	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230	72	71	1.4	68	68	0.0	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130	70	66	5.9	75	62	19.0	40 - 140	30	
Bis(2-ethylhexyl)phthalate	ND	230	86	87	1.2	81	87	7.1	40 - 140	30	
Carbazole	ND	230	72	73	1.4	68	73	7.1	40 - 140	30	
Chrysene	ND	230	80	79	1.3	75	80	6.5	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	83	84	1.2	77	84	8.7	40 - 140	30	
Dibenzofuran	ND	230	72	70	2.8	67	69	2.9	40 - 140	30	
Diethyl phthalate	ND	230	73	74	1.4	68	73	7.1	40 - 140	30	
Dimethylphthalate	ND	230	78	78	0.0	72	77	6.7	40 - 140	30	
Di-n-butylphthalate	ND	670	82	84	2.4	78	85	8.6	40 - 140	30	
Di-n-octylphthalate	ND	230	77	78	1.3	72	78	8.0	40 - 140	30	
Fluoranthene	ND	230	82	81	1.2	78	82	5.0	40 - 140	30	
Fluorene	ND	230	82	82	0.0	78	82	5.0	40 - 140	30	
Hexachlorobenzene	ND	130	65	65	0.0	61	65	6.3	40 - 140	30	
Hexachlorobutadiene	ND	230	64	65	1.6	63	62	1.6	40 - 140	30	
Hexachlorocyclopentadiene	ND	230	59	58	1.7	60	59	1.7	40 - 140	30	
Hexachloroethane	ND	130	60	60	0.0	59	57	3.4	40 - 140	30	
Indeno(1,2,3-cd)pyrene	ND	230	82	83	1.2	76	83	8.8	40 - 140	30	
Isophorone	ND	130	57	55	3.6	54	54	0.0	40 - 140	30	
Naphthalene	ND	230	69	68	1.5	68	68	0.0	40 - 140	30	
Nitrobenzene	ND	130	64	61	4.8	61	60	1.7	40 - 140	30	
N-Nitrosodimethylamine	ND	230	63	60	4.9	61	58	5.0	40 - 140	30	
N-Nitrosodi-n-propylamine	ND	130	74	72	2.7	72	68	5.7	40 - 140	30	
N-Nitrosodiphenylamine	ND	130	82	83	1.2	77	81	5.1	40 - 140	30	
Pentachloronitrobenzene	ND	230	79	81	2.5	75	82	8.9	40 - 140	30	
Pentachlorophenol	ND	230	89	91	2.2	81	85	4.8	30 - 130	30	
Phenanthrene	ND	130	79	80	1.3	75	79	5.2	40 - 140	30	
Phenol	ND	230	81	78	3.8	77	76	1.3	30 - 130	30	
Pyrene	ND	230	82	82	0.0	79	83	4.9	40 - 140	30	
Pyridine	ND	230	38	43	12.3	43	50	15.1	40 - 140	30	I
% 2,4,6-Tribromophenol	84	%	76	76	0.0	73	77	5.3	30 - 130	30	

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
% 2-Fluorobiphenyl	70	%	66	67	1.5	65	67	3.0	30 - 130	30
% 2-Fluorophenol	72	%	69	67	2.9	67	65	3.0	30 - 130	30
% Nitrobenzene-d5	63	%	62	60	3.3	60	59	1.7	30 - 130	30
% Phenol-d5	71	%	71	70	1.4	69	68	1.5	30 - 130	30
% Terphenyl-d14	76	%	72	73	1.4	72	76	5.4	30 - 130	30

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 844589 (ug/kg), QC Sample No: CW15661 (CW15214, CW15215, CW15216, CW15217)

Volatiles - Soil (Low Level)

1,1,1,2-Tetrachloroethane	ND	5.0	122	120	1.7	115	115	0.0	70 - 130	20
1,1,1-Trichloroethane	ND	5.0	121	120	0.8	116	115	0.9	70 - 130	20
1,1,2,2-Tetrachloroethane	ND	3.0	105	105	0.0	102	104	1.9	70 - 130	20
1,1,2-Trichloroethane	ND	5.0	106	104	1.9	102	101	1.0	70 - 130	20
1,1-Dichloroethane	ND	5.0	112	112	0.0	109	107	1.9	70 - 130	20
1,1-Dichloroethene	ND	5.0	119	118	0.8	115	110	4.4	70 - 130	20
1,1-Dichloropropene	ND	5.0	106	105	0.9	101	99	2.0	70 - 130	20
1,2,3-Trichlorobenzene	ND	5.0	110	107	2.8	88	85	3.5	70 - 130	20
1,2,3-Trichloropropane	ND	5.0	106	107	0.9	102	103	1.0	70 - 130	20
1,2,4-Trichlorobenzene	ND	5.0	110	108	1.8	88	85	3.5	70 - 130	20
1,2,4-Trimethylbenzene	ND	1.0	109	109	0.0	103	99	4.0	70 - 130	20
1,2-Dibromo-3-chloropropane	ND	5.0	133	129	3.1	114	116	1.7	70 - 130	20
1,2-Dibromoethane	ND	5.0	111	110	0.9	105	105	0.0	70 - 130	20
1,2-Dichlorobenzene	ND	5.0	104	103	1.0	95	92	3.2	70 - 130	20
1,2-Dichloroethane	ND	5.0	112	110	1.8	109	108	0.9	70 - 130	20
1,2-Dichloropropane	ND	5.0	104	103	1.0	98	98	0.0	70 - 130	20
1,3,5-Trimethylbenzene	ND	1.0	109	109	0.0	104	101	2.9	70 - 130	20
1,3-Dichlorobenzene	ND	5.0	106	105	0.9	95	91	4.3	70 - 130	20
1,3-Dichloropropane	ND	5.0	105	104	1.0	98	98	0.0	70 - 130	20
1,4-Dichlorobenzene	ND	5.0	104	105	1.0	91	89	2.2	70 - 130	20
1,4-dioxane	ND	100	98	98	0.0	92	104	12.2	40 - 160	20
2,2-Dichloropropane	ND	5.0	123	125	1.6	118	111	6.1	70 - 130	20
2-Chlorotoluene	ND	5.0	106	107	0.9	100	98	2.0	70 - 130	20
2-Hexanone	ND	25	103	100	3.0	84	82	2.4	40 - 160	20
2-Isopropyltoluene	ND	5.0	108	108	0.0	104	101	2.9	70 - 130	20
4-Chlorotoluene	ND	5.0	102	102	0.0	94	92	2.2	70 - 130	20
4-Methyl-2-pentanone	ND	25	113	112	0.9	103	101	2.0	40 - 160	20
Acetone	ND	10	112	106	5.5	98	94	4.2	40 - 160	20
Acrylonitrile	ND	5.0	114	111	2.7	91	91	0.0	70 - 130	20
Benzene	ND	1.0	105	105	0.0	100	97	3.0	70 - 130	20
Bromobenzene	ND	5.0	108	109	0.9	100	96	4.1	70 - 130	20
Bromochloromethane	ND	5.0	107	108	0.9	104	99	4.9	70 - 130	20
Bromodichloromethane	ND	5.0	124	121	2.4	116	116	0.0	70 - 130	20
Bromoform	ND	5.0	131	125	4.7	111	115	3.5	70 - 130	20
Bromomethane	ND	5.0	120	120	0.0	118	115	2.6	40 - 160	20
Carbon Disulfide	ND	5.0	129	127	1.6	117	115	1.7	70 - 130	20
Carbon tetrachloride	ND	5.0	124	126	1.6	120	117	2.5	70 - 130	20
Chlorobenzene	ND	5.0	105	103	1.9	97	95	2.1	70 - 130	20
Chloroethane	ND	5.0	125	122	2.4	124	120	3.3	70 - 130	20
Chloroform	ND	5.0	110	110	0.0	107	103	3.8	70 - 130	20
Chloromethane	ND	5.0	104	101	2.9	105	101	3.9	40 - 160	20
cis-1,2-Dichloroethene	ND	5.0	104	109	4.7	102	103	1.0	70 - 130	20

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
cis-1,3-Dichloropropene	ND	5.0	121	120	0.8	110	109	0.9	70 - 130	20
Dibromochloromethane	ND	3.0	121	118	2.5	112	111	0.9	70 - 130	20
Dibromomethane	ND	5.0	110	107	2.8	106	103	2.9	70 - 130	20
Dichlorodifluoromethane	ND	5.0	105	102	2.9	125	118	5.8	40 - 160	20
Diethyl ether	ND	5.0	118	114	3.4	110	107	2.8	70 - 130	20
Di-isopropyl ether	ND	5.0	114	113	0.9	109	108	0.9	70 - 130	20
Ethyl tert-butyl ether	ND	5.0	116	113	2.6	112	111	0.9	70 - 130	20
Ethylbenzene	ND	1.0	106	104	1.9	100	97	3.0	70 - 130	20
Hexachlorobutadiene	ND	5.0	118	118	0.0	101	96	5.1	70 - 130	20
Isopropylbenzene	ND	1.0	106	107	0.9	100	100	0.0	70 - 130	20
m&p-Xylene	ND	2.0	107	104	2.8	99	96	3.1	70 - 130	20
Methyl ethyl ketone	ND	5.0	101	100	1.0	87	86	1.2	40 - 160	20
Methyl t-butyl ether (MTBE)	ND	1.0	115	114	0.9	114	112	1.8	70 - 130	20
Methylene chloride	ND	5.0	107	105	1.9	111	107	3.7	70 - 130	20
Naphthalene	ND	5.0	112	111	0.9	94	92	2.2	70 - 130	20
n-Butylbenzene	ND	1.0	109	109	0.0	99	95	4.1	70 - 130	20
n-Propylbenzene	ND	1.0	106	106	0.0	98	95	3.1	70 - 130	20
o-Xylene	ND	2.0	104	102	1.9	98	96	2.1	70 - 130	20
p-Isopropyltoluene	ND	1.0	110	109	0.9	100	96	4.1	70 - 130	20
sec-Butylbenzene	ND	1.0	106	106	0.0	100	97	3.0	70 - 130	20
Styrene	ND	5.0	109	107	1.9	94	92	2.2	70 - 130	20
tert-amyl methyl ether	ND	5.0	114	111	2.7	109	109	0.0	70 - 130	20
tert-Butylbenzene	ND	1.0	106	107	0.9	103	101	2.0	70 - 130	20
Tetrachloroethene	ND	5.0	109	108	0.9	105	99	5.9	70 - 130	20
Tetrahydrofuran (THF)	ND	5.0	107	105	1.9	100	98	2.0	70 - 130	20
Toluene	ND	1.0	105	105	0.0	100	97	3.0	70 - 130	20
trans-1,2-Dichloroethene	ND	5.0	115	116	0.9	110	106	3.7	70 - 130	20
trans-1,3-Dichloropropene	ND	5.0	129	127	1.6	115	115	0.0	70 - 130	20
trans-1,4-dichloro-2-butene	ND	5.0	126	126	0.0	105	105	0.0	70 - 130	20
Trichloroethene	ND	5.0	109	109	0.0	102	98	4.0	70 - 130	20
Trichlorofluoromethane	ND	5.0	122	120	1.7	120	116	3.4	70 - 130	20
Trichlorotrifluoroethane	ND	5.0	127	125	1.6	128	119	7.3	70 - 130	20
Vinyl chloride	ND	5.0	112	110	1.8	112	107	4.6	70 - 130	20
% 1,2-dichlorobenzene-d4	99	%	99	100	1.0	99	100	1.0	70 - 130	20
% Bromofluorobenzene	99	%	100	100	0.0	100	101	1.0	70 - 130	20
% Dibromofluoromethane	103	%	103	101	2.0	106	104	1.9	70 - 130	20
% Toluene-d8	96	%	99	99	0.0	99	100	1.0	70 - 130	20

Comment:

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

QA/QC Batch 844625H (ug/kg), QC Sample No: CW15986 50X (CW15216 (50X))

Volatiles - Soil (High Level)

1,2,3-Trichlorobenzene	ND	250	116	108	7.1	110	105	4.7	70 - 130	20
1,2,3-Trichloropropane	ND	250	102	110	7.5	99	97	2.0	70 - 130	20
1,2,4-Trichlorobenzene	ND	250	117	111	5.3	110	106	3.7	70 - 130	20
1,2,4-Trimethylbenzene	ND	250	109	104	4.7	107	103	3.8	70 - 130	20
1,2-Dibromo-3-chloropropane	ND	250	120	110	8.7	112	115	2.6	70 - 130	20
1,2-Dichlorobenzene	ND	250	106	102	3.8	105	100	4.9	70 - 130	20
1,3,5-Trimethylbenzene	ND	250	110	104	5.6	107	103	3.8	70 - 130	20
1,3-Dichlorobenzene	ND	250	107	101	5.8	104	99	4.9	70 - 130	20
1,4-Dichlorobenzene	ND	250	106	101	4.8	104	99	4.9	70 - 130	20

QA/QC Data

SDG I.D.: GCW15214

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
2-Chlorotoluene	ND	250	106	102	3.8	102	100	2.0	70 - 130	20
2-Isopropyltoluene	ND	250	108	102	5.7	107	103	3.8	70 - 130	20
4-Chlorotoluene	ND	250	104	98	5.9	101	98	3.0	70 - 130	20
Bromobenzene	ND	250	108	101	6.7	104	102	1.9	70 - 130	20
Hexachlorobutadiene	ND	250	120	116	3.4	120	112	6.9	70 - 130	20
Isopropylbenzene	ND	250	106	101	4.8	103	99	4.0	70 - 130	20
Naphthalene	ND	250	112	105	6.5	108	106	1.9	70 - 130	20
n-Butylbenzene	ND	250	111	105	5.6	108	101	6.7	70 - 130	20
n-Propylbenzene	ND	250	106	100	5.8	103	98	5.0	70 - 130	20
p-Isopropyltoluene	ND	250	111	104	6.5	108	102	5.7	70 - 130	20
sec-Butylbenzene	ND	250	105	99	5.9	104	98	5.9	70 - 130	20
tert-Butylbenzene	ND	250	107	101	5.8	105	101	3.9	70 - 130	20
trans-1,4-dichloro-2-butene	ND	250	116	108	7.1	107	105	1.9	70 - 130	20
% 1,2-dichlorobenzene-d4	100	%	101	101	0.0	101	101	0.0	70 - 130	20
% Bromofluorobenzene	100	%	100	102	2.0	102	102	0.0	70 - 130	20
% Dibromofluoromethane	94	%	98	101	3.0	101	103	2.0	70 - 130	20
% Toluene-d8	97	%	101	100	1.0	101	101	0.0	70 - 130	20

Comment:

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution

Phyllis Shiller, Laboratory Director
June 12, 2026

Friday, June 12, 2026

Criteria: MA: CAM, S1, S2, S2G2

State: MA

Sample Criteria Exceedances Report

GCW15214 - MABBETT

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units

*** No Data to Display ***

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: WINTER HILL SCHOOL **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CW15214, CW15215, CW15216, CW15217

Matrices: ☐ Groundwater/Surface Water ☑ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☑	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☐	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☑	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☐	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☑	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☐ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☑ Yes ☐ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved? See Sections: SVOA, VOA Narrations .	☐ Yes ☑ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Friday, June 12, 2026

Printed Name: Ethan Lee

Position: Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

Cyanide Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

LACHAT 06/10/26-1 Isabella Hinkle, Greg Danielewski, Chemist 06/10/26

CW15214 , CW15215 , CW15216 , CW15217

The samples were distilled in accordance with the method.
The initial calibration met criteria.
The calibration check standards (ICV,CCV) met criteria.
The initial and continuing calibration blanks (ICB,CCB) met criteria.

The method blank, laboratory control sample (LCS), and matrix spike (MS) were distilled with the samples.

QC (Batch Specific):

Batch 844788 (CW15168)

CW15214, CW15215, CW15216, CW15217

All LCS recoveries were within 80 - 120 with the following exceptions: None.
SAMPLES CW15265 AND CW15266 LIMITED VOLUME
Additional: MS acceptance range is 75-125%.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ETPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-FID21 06/10/26-1 Jeff Bucko, Chemist 06/10/26

CW15214 (1X)

The initial calibration (ET_505NI) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (610A003_1) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:None.

AU-FID84 06/10/26-1 Jeff Bucko, Chemist 06/10/26

CW15215 (5X), CW15216 (5X), CW15217 (5X)

The initial calibration (ET_506NI) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (610A003_1) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:None.

QC (Batch Specific):

Batch 844781 (CW15126)

CW15214, CW15215, CW15216, CW15217

All LCS recoveries were within 50 - 150 with the following exceptions: None.
All LCSD recoveries were within 50 - 150 with the following exceptions: None.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

ETPH Narration

QC (Batch Specific):

Batch 844781 (CW15126)

CW15214, CW15215, CW15216, CW15217

All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
The ETPH/DRO LCS has been normalized based on the alkane calibration.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? Yes.

Instrument:

ARCOS-3 06/09/26 15:47 Tina Hall, Chemist 06/09/26

CW15214, CW15215, CW15216, CW15217

TThe initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 844223 (CW15238)

CW15214, CW15215, CW15216, CW15217

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

PCB Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-ECD5 06/10/26-1 Saadia Chudary, Chemist 06/10/26

CW15215 (2X)

The initial calibration (PC0608AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC0608BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD5 06/11/26-1 Saadia Chudary, Chemist 06/11/26

CW15216 (2X), CW15217 (2X)

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

PCB Narration

Instrument:

AU-ECD5 06/11/26-1 Saadia Chudary, Chemist 06/11/26

CW15216 (2X), CW15217 (2X)

The initial calibration (PC0608AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC0608BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

AU-ECD7 06/10/26-1 Saadia Chudary, Chemist 06/10/26

CW15214 (2X)

The initial calibration (PC0609AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC0609BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:
Samples: CW15214
Preceding CC 610B032 - DCBP SURR -23%L (20%)
Succeeding CC 610B045 - None.

QC (Batch Specific):

Batch 844592 (CW14428)

CW15214, CW15215

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

Batch 844838 (CW15300)

CW15216, CW15217

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

SVOA Narration

PHOENIX

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

SVOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? No.

QC Batch 844566 (Samples: CW15215): -----

The LCS and/or the LCSD recovery is below the method criteria. All of the other QC is acceptable, therefore no significant bias is suspected. (Pyridine)

The LCS/LCSD RPD exceeds the method criteria for one or more analytes, but these analytes were not reported in the sample(s) so no variability is suspected. (1,2-Dichlorobenzene, 1,4-Dichlorobenzene, 2,2"-Oxybis(1-Chloropropane), 2-Chlorophenol, 2-Methylphenol (o-cresol), 3&4-Methylphenol (m&p-cresol), 4-Nitrophenol, Acetophenone, Benzoic Acid, Bis(2-chloroethyl)ether, Nitrobenzene, N-Nitrosodimethylamine, N-Nitrosodi-n-propylamine, Phenol, Pyridine)

The LCS/LCSD RPD exceeds the method criteria for one or more surrogates, therefore there may be variability in the reported result. (% 2-Fluorophenol, % Nitrobenzene-d5, % Phenol-d5)

The QC recoveries for one or more analytes is below the method criteria. A slight low bias is likely. (Benzidine, Hexachloroethane, Hexachlorocyclopentadiene)

QC Batch 844620 (Samples: CW15214, CW15216, CW15217): -----

The LCS and/or the LCSD recovery is above the upper range for one or more analytes that were not reported in the sample(s), therefore no significant bias is suspected. (4-Nitrophenol)

The LCS and/or the LCSD recovery is below the method criteria. All of the other QC is acceptable, therefore no significant bias is suspected. (Pyridine)

The QC recoveries for one or more analytes is below the method criteria. A slight low bias is likely. (Benzidine)

Instrument:

CHEM07 06/09/26-1 Matt Richard, Chemist 06/09/26

CW15214 (1X), CW15216 (1X), CW15217 (1X)

For 8270 full list, the DDT breakdown and pentachlorophenol & benzidine peak tailing were evaluated in the DFTPP tune and were found to be in control.
For 8270 BN list, benzidine peak tailing was evaluated in the DFTPP tune and was found to be in control.

Initial Calibration Evaluation (CHEM07/x7_0528_SV):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.058 (0.1), Hexachlorobenzene 0.089 (0.1)

Continuing Calibration Verification (CHEM07/0609_07-x7_0528_SV) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
97% of target compounds met criteria.
The following compounds did not meet % deviation criteria: Hexachlorobenzene 22%L (20%), Hexachlorocyclopentadiene 36%L (20%), Hexachloroethane 21%L (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.057 (0.1), Hexachlorobenzene 0.069 (0.1)

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

SVOA Narration

Instrument:

CHEM22 06/09/26-2 Matt Richard, Chemist 06/09/26

CW15215 (1X)

Initial Calibration Evaluation (CHEM22/x22_0609_SV):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.061 (0.1)

Continuing Calibration Verification (CHEM22/0609_17-x22_0609_SV) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
100% of target compounds met criteria.
The following compounds did not meet % deviation criteria: None.
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.063 (0.1), Hexachlorobenzene 0.088 (0.1)

QC (Batch Specific):

Batch 844566 (CW13132)

CW15215

All LCS recoveries were within 40 - 140 with the following exceptions: Benzidine(39%), Hexachlorocyclopentadiene(<10%)
All LCSD recoveries were within 40 - 140 with the following exceptions: Hexachlorocyclopentadiene(26%), Hexachloroethane(38%), Pyridine(34%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: % 2-Fluorophenol(39.3%), % Nitrobenzene-d5(36.2%), % Phenol-d5(35.7%), 1,2-Dichlorobenzene(33.7%), 1,4-Dichlorobenzene(30.9%), 2,2'-Oxybis(1-Chloropropane)(35.5%), 2-Chlorophenol(39.4%), 2-Methylphenol (o-cresol)(37.0%), 3&4-Methylphenol (m&p-cresol)(35.8%), 4-Nitrophenol(32.0%), Acetophenone(35.1%), Benzoic Acid(39.4%), Bis(2-chloroethyl)ether(46.7%), Nitrobenzene(38.5%), N-Nitrosodimethylamine(42.7%), N-Nitrosodi-n-propylamine(35.3%), Phenol(37.0%), Pyridine(34.1%)
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

Batch 844620 (CW14455)

CW15214, CW15216, CW15217

All LCS recoveries were within 40 - 140 with the following exceptions: 4-Nitrophenol(136%), Benzidine(<10%), Pyridine(38%)
All LCSD recoveries were within 40 - 140 with the following exceptions: 4-Nitrophenol(138%), Benzidine(<10%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

VOA Narration

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

VOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? No.

QC Batch 844589 (Samples: CW15214, CW15215, CW15216, CW15217): -----

The LCS and/or the LCSD recovery is above the upper range for one or more analytes that were not reported in the sample(s), therefore no significant bias is suspected. (1,2-Dibromo-3-chloropropane, Bromoform)

Instrument:

CHEM26 06/07/26-1 Jane Li, Chemist 06/07/26

CW15214 (1X), CW15215 (1X), CW15216 (1X), CW15217 (1X)

Initial Calibration Evaluation (CHEM26/VT-060426):
93% of target compounds met criteria.
The following compounds had %RSDs >20%: 1,2-Dibromo-3-chloropropane 26% (20%), Acetone 25% (20%), Bromoform 23% (20%), Dibromochloromethane 21% (20%), trans-1,3-Dichloropropene 21% (20%), trans-1,4-dichloro-2-butene 25% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: Bromodichloromethane 0.294 (0.3), Ethylbenzene 0.377 (0.4)

Continuing Calibration Verification (CHEM26/0607_02-VT-060426) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
93% of target compounds met criteria.
The following compounds did not meet % deviation criteria: 2,2-Dichloropropane 23%H (20%), Bromodichloromethane 21%H (20%), Bromoform 21%H (20%), Dibromochloromethane 22%H (20%), trans-1,3-Dichloropropene 23%H (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: Ethylbenzene 0.376 (0.4)

CHEM26 06/08/26-1 Jane Li, Chemist 06/08/26

CW15216 (50X)

Initial Calibration Evaluation (CHEM26/VT-060426):
93% of target compounds met criteria.
The following compounds had %RSDs >20%: 1,2-Dibromo-3-chloropropane 26% (20%), trans-1,4-dichloro-2-butene 25% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: None.

Continuing Calibration Verification (CHEM26/0608_02-VT-060426) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
93% of target compounds met criteria.
The following compounds did not meet % deviation criteria: 1,2-Dibromo-3-chloropropane 21%H (20%), trans-1,4-dichloro-2-butene 22%H (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: None.

QC (Batch Specific):

Batch 844589 (CW15661) CHEM26 6/7/2026-1

CW15214(1X), CW15215(1X), CW15216(1X), CW15217(1X)

All LCS recoveries were within 70 - 130 with the following exceptions: 1,2-Dibromo-3-chloropropane(133%), Bromoform(131%)
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 12, 2026

SDG I.D.: GCW15214

VOA Narration

QC (Batch Specific):

Batch 844589 (CW15661) CHEM26 6/7/2026-1

CW15214(1X), CW15215(1X), CW15216(1X), CW15217(1X)

The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

Batch 844625H (CW15986) CHEM26 6/8/2026-1

CW15216(50X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

Temp 1.6° C Coolant: Cooler: Yes ☑ No ☐ IPK ☐ ICE ☐ No ☐

PHOENIX Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

Pg of

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com
Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone:
Email(s):

Customer: Mabbett & Associates, inc
Address: 105 Central St
Stoneham, MA 02180

Project: Winter Hill School
Report to (name): Way@mabbett.com
Invoice to:
Quote #

Project P.O:

This section MUST be completed with Bottle Quantities.

Client Sample - Information - Identification

Sampler's Signature: TDS/ARG Date:

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **C**=Concrete
CLK=Caulk **W**=Wipe **O**=Oil **B**=Bulk **L**=Liquid **X** = Other_____ **(Must define)**

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrixx	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	VOCs	SVOCs	MM 14 Metals	TPH	PCBs	Conductivity	Ignitability	Corrosivity	Reactivity			GL Amber 8 oz. [ ] H_3PO_4 [ ] NAHSO4 [ ] NH_4Cl	Soil VOA Vials [1] methanol [4] H_2O	GL Soil container (4) oz	GL Soil container (8) oz	40 ml VOA Vial [ ] As is [ ] HCl [ ] $Na_2S_2O_3$	GL Amber 1000ml [ ] As is [ ] HCl [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] HCL [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml [ ] 500ml	PL HNO_3 [ ] 250ml [ ] 1000ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
15214	HA-B03-060126	S	06/01/26	10:30		X	X	X	X	X	X	X	X	X			3	1	1									
15215	HA-B02-060226	S	06/02/26	13:20		X	X	X	X	X	X	X	X	X			3	1	1									
15216	HA-B01-060326	S	06/03/26	09:45		X	X	X	X	X	X	X	X	X			3	1	1									
15217	HA-B04-060426	S	06/04/26	13:05		X	X	X	X	X	X	X	X	X			3	1	1									
																	3	1	1									

Relinquished by:	Accepted by:	Date:	Time:
ann Gustafson		6/5	11:58
		6/5/26	15:36

Comments, Special Requirements or Regulations:

Turnaround Time:
☐ 1 Day* ☐ 2 Days* ☐ 3 Days* ☐ 4 Days* ☐ 5 Days*
☒ Standard ☐ Other _____

*MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.

* SURCHARGES MAY APPLY

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ _____
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☒ MCP Certification
☐ GW-1 ☒ RCS-1 / RCGW-1
☐ GW-2 ☒ RCS-2 / RCGW-2
☐ GW-3 ☐ S-1 Calc.
☒ S-1
☒ S-2
☐ S-3 ☐ _____
☐ SW Protection

State where samples were collected: MA

Data Format
☒ Excel
☒ PDF
☐ GIS/Key
☒ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☒ Phoenix Std
☐ MAT-212 Form

* SURCHARGE APPLIES

Sarah Bell

From: Cassidy E. Way <way@mabbett.com>
Sent: Sunday, June 7, 2026 10:14 PM
To: Sample Receiving - Phoenix Labs; Sarah Bell
Subject: Re: Phoenix Labs - GCW15214, WINTER HILL SCHOOL - COC Acknowledgement

Hello,

Can I add a request to run TCLP on these samples if the 20x rule is exceeded?

Thanks!
Cassidy

Get Outlook for iOS

From: SampleReceiving@phoenixlabs.com <SampleReceiving@phoenixlabs.com>
Sent: Friday, June 5, 2026 6:54:32 PM
To: Cassidy E. Way <way@mabbett.com>
Subject: Phoenix Labs - GCW15214, WINTER HILL SCHOOL - COC Acknowledgement

This is an automated sample acknowledgement.

If you were issued a Phoenix Price Quote # for this SDG and it was not listed on the chain, please email client services with the quote number so we can ensure proper invoicing. If no quote was issued, no further action is required.

If you have a PO# that is required for this SDG, and you need it listed on your invoice please email client services so we can be sure to get the PO# listed on the invoice. If no PO# is required, no further action is required.

Samples Will Be Disposed After: 30 Days

GCW15214 Criteria:
SOIL(4): MA CAM, MA S1 (RCS-1 (S-1 GW1)), MA S2 (S-2 GW1), MA S2G2 (S2GW2)

Please email client services only if you require criteria different than what is listed. Criteria added post-reporting requires re-evaluation of data and possible re-analysis therefore charges may apply. Project objectives not communicated at time of submittal may not be achieved.

Delivery group GCW15214 (WINTER HILL SCHOOL) has been logged in for the following samples:

Phoenix Id	Client Id
CW15214	HA-B03-060126
CW15215	HA-B02-060226

CW15216	HA-B01-060326
CW15217	HA-B04-060426

This SDG has been logged in for Standard turn-around time.

Turnaround time is an estimate and may vary depending on laboratory capacity at the time of sample receipt. PEL reserves the right to revise the turnaround time, accordingly, should the scope and/or schedule of the project change.

The samples in this delivery group were received at 1.6°C. (Note acceptance criteria for relevant matrices is above freezing up to 6°C)

If there are any questions regarding this submittal, please call Phoenix Client Services at extension 200.

Thank you for your business,

Phoenix Environmental Laboratories, Inc.
587 East Middle Turnpike
P.O. Box 370
Manchester, CT 06374
Tel. (860) 645-1102
Fax. (860) 645-0823
www.phoenixlabs.com

Please do not reply to this email.
cc'd:way@mabbett.com

Monday, June 15, 2026

Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Project ID: WINTER HILL SCHOOL
SDG ID: GCW16322
Sample ID#s: CW16322

This laboratory is in compliance with the NELAC requirements of procedures used except where indicated.

This report contains results for the parameters tested, under the sampling conditions described on the Chain Of Custody, as received by the laboratory. This report is incomplete unless all pages indicated in the pagination at the bottom of the page are included.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

A scanned version of the COC form accompanies the analytical report and is an exact duplicate of the original.

The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Sincerely yours,

Phyllis Shiller

Phyllis Shiller
Laboratory Director

NELAC - #NY11301
CT Lab Registration #PH-0618
MA Lab Registration #M-CT007
ME Lab Registration #CT-007
NH Lab Registration #213693-A,B
NJ Lab Registration #CT-003
NY Lab Registration #11301
PA Lab Registration #68-03530
RI Lab Registration #63
VT Lab Registration #VT11301

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

SDG Comments

June 15, 2026

SDG I.D.: GCW16322

Phoenix reporting levels may exceed those referenced in the CAM protocol. Please refer to criteria sheet for comparisons to requested MCP standards.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

Sample Id Cross Reference

June 15, 2026

SDG I.D.: GCW16322

Project ID: WINTER HILL SCHOOL

Client Id	Lab Id	Matrix	Col Date
HA-B05-060526	CW16322	SOIL	06/05/26 13:30

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

Analysis Report

June 15, 2026

FOR: Attn:
Mabbett & Assoicates Inc
105 Central Street Suite 4100
Stoneham, MA 02180

Sample Information		Custody Information		Date	Time
Matrix:	SOIL	Collected by:	TDS,ARG	06/05/26	13:30
Location Code:	MABBETT	Received by:	SR1	06/08/26	15:23
Rush Request:	Standard	Analyzed by:	see "By" below		
P.O.#:					

Laboratory Data

SDG ID: GCW16322
Phoenix ID: CW16322

Project ID: WINTER HILL SCHOOL
Client ID: HA-B05-060526

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Silver	< 0.33	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Arsenic	7.78	0.66	mg/Kg	1	06/10/26	CPP	SW6010D
Barium	30.6	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Beryllium	0.41	0.26	mg/Kg	1	06/10/26	CPP	SW6010D
Cadmium	0.68	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Chromium	22.9	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Mercury	0.15	0.03	mg/Kg	1	06/11/26	ZT	SW7471B
Nickel	21.1	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Lead	23.6	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Antimony	< 3.3	3.3	mg/Kg	1	06/10/26	CPP	SW6010D
Selenium	< 1.3	1.3	mg/Kg	1	06/10/26	CPP	SW6010D
Thallium	< 3.0	3.0	mg/Kg	1	06/10/26	CPP	SW6010D
Vanadium	34.0	0.33	mg/Kg	1	06/10/26	CPP	SW6010D
Zinc	75.2	0.7	mg/Kg	1	06/10/26	CPP	SW6010D
Percent Solid	90		%		06/08/26	CV	SW846-%Solid
Conductivity - Soil Matrix	236	5	umhos/cm	1	06/12/26	RO	SW9050A
Corrosivity	Negative		Pos/Neg	1	06/08/26	KL1	SW846-Corr
Flash Point	>200	200	Degree F	1	06/09/26	G	SW1010B
Ignitability	Passed	140	Degree F	1	06/09/26	G	SW846-Ignit
pH at 19.4C - Soil	8.79	1.00	pH Units	1	06/08/26 21:12	KL1	SW846 9045D
Reactivity Cyanide	< 5	5	mg/Kg	1	06/11/26	NP/GD	SW846 7.3.3.1/90
Reactivity Sulfide	< 20	20	mg/Kg	1	06/12/26	NP/GD	SW846 CH7
Reactivity	Negative		Pos/Neg	1	06/12/26	NP/GD	SW846-React
Field Extraction	Completed				06/05/26		SW5035A
Mercury Digestion	Completed				06/09/26	SD/SM1/AI	SW7471B
Extraction of ETPH	Completed				06/12/26	Y/F/S	SW3546
Soil Extraction for PCB	Completed				06/12/26	F/S	SW3546

Ver 1

Project ID: WINTER HILL SCHOOL
Client ID: HA-B05-060526

Phoenix I.D.: CW16322

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Soil Extraction for SVOA	Completed				06/12/26	KP/KP	SW3546
Total Metals Digest	Completed				06/09/26	N/AG/BF	SW3050B
Polychlorinated Biphenyls							
PCB-1016	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1221	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1232	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1242	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1248	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1254	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1260	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1262	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
PCB-1268	ND	73	ug/Kg	2	06/13/26	SC	SW8082A
QA/QC Surrogates							
% DCBP	80		%	2	06/13/26	SC	30 - 150 %
% DCBP (Confirmation)	84		%	2	06/13/26	SC	30 - 150 %
% TCMX	79		%	2	06/13/26	SC	30 - 150 %
% TCMX (Confirmation)	79		%	2	06/13/26	SC	30 - 150 %
TPH by GC (Extractable (C9-C36))							
Fuel Oil #2 / Diesel Fuel	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
Fuel Oil #4	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
Fuel Oil #6	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
Kerosene	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
Motor Oil	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
Total TPH	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
Unidentified	ND	54	mg/kg	1	06/14/26	JRB	SW8015D
QA/QC Surrogates							
% Terphenyl-d14	79		%	1	06/14/26	JRB	50 - 150 %
% Tricosane(C23)	80		%	1	06/14/26	JRB	50 - 150 %
Volatiles							
1,1,1,2-Tetrachloroethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,1,1-Trichloroethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,1,2,2-Tetrachloroethane	ND	2.8	ug/Kg	1	06/09/26	JLI	SW8260D
1,1,2-Trichloroethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,1-Dichloroethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,1-Dichloroethene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,1-Dichloropropene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2,3-Trichlorobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2,3-Trichloropropane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2,4-Trichlorobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2,4-Trimethylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2-Dibromo-3-chloropropane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2-Dibromoethane	ND	0.46	ug/Kg	1	06/09/26	JLI	SW8260D
1,2-Dichlorobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2-Dichloroethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,2-Dichloropropane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,3,5-Trimethylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,3-Dichlorobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D

Project ID: WINTER HILL SCHOOL
Client ID: HA-B05-060526

Phoenix I.D.: CW16322

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
1,3-Dichloropropane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
1,4-Dichlorobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
2,2-Dichloropropane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
2-Chlorotoluene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
2-Hexanone	ND	23	ug/Kg	1	06/09/26	JLI	SW8260D
2-Isopropyltoluene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
4-Chlorotoluene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
4-Methyl-2-pentanone	ND	23	ug/Kg	1	06/09/26	JLI	SW8260D
Acetone	ND	230	ug/Kg	1	06/09/26	JLI	SW8260D
Acrylonitrile	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Benzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Bromobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Bromochloromethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Bromodichloromethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Bromoform	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Bromomethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Carbon Disulfide	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Carbon tetrachloride	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Chlorobenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Chloroethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Chloroform	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Chloromethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
cis-1,2-Dichloroethene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
cis-1,3-Dichloropropene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Dibromochloromethane	ND	2.8	ug/Kg	1	06/09/26	JLI	SW8260D
Dibromomethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Dichlorodifluoromethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Ethylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Hexachlorobutadiene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Isopropylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
m&p-Xylene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Methyl Ethyl Ketone	ND	28	ug/Kg	1	06/09/26	JLI	SW8260D
Methyl t-butyl ether (MTBE)	ND	9.2	ug/Kg	1	06/09/26	JLI	SW8260D
Methylene chloride	ND	9.2	ug/Kg	1	06/09/26	JLI	SW8260D
Naphthalene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
n-Butylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
n-Propylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
o-Xylene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
p-Isopropyltoluene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
sec-Butylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Styrene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
tert-Butylbenzene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Tetrachloroethene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Tetrahydrofuran (THF)	ND	9.2	ug/Kg	1	06/09/26	JLI	SW8260D
Toluene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Total Xylenes	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
trans-1,2-Dichloroethene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
trans-1,3-Dichloropropene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
trans-1,4-dichloro-2-butene	ND	9.2	ug/Kg	1	06/09/26	JLI	SW8260D

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Trichloroethene	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Trichlorofluoromethane	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
Trichlorotrifluoroethane	ND	9.2	ug/Kg	1	06/09/26	JLI	SW8260D
Vinyl chloride	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D
QA/QC Surrogates							
% 1,2-dichlorobenzene-d4	96		%	1	06/09/26	JLI	70 - 130 %
% Bromofluorobenzene	100		%	1	06/09/26	JLI	70 - 130 %
% Dibromofluoromethane	105		%	1	06/09/26	JLI	70 - 130 %
% Toluene-d8	99		%	1	06/09/26	JLI	70 - 130 %
Oxygenates & Dioxane							
1,4-Dioxane	ND	92	ug/Kg	1	06/09/26	JLI	SW8260D (OXY)
Diethyl ether	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D (OXY)
Di-isopropyl ether	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D (OXY)
Ethyl tert-butyl ether	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D (OXY)
tert-amyl methyl ether	ND	4.6	ug/Kg	1	06/09/26	JLI	SW8260D (OXY)
Semivolatiles							
1,1-Biphenyl	ND	50	ug/Kg	1	06/13/26	MR	SW8270E
1,2,4,5-Tetrachlorobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
1,2,4-Trichlorobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
1,2-Dichlorobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
1,2-Diphenylhydrazine	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
1,3-Dichlorobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
1,4-Dichlorobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,2'-Oxybis(1-Chloropropane)	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,4,5-Trichlorophenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,4,6-Trichlorophenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,4-Dichlorophenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,4-Dimethylphenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,4-Dinitrophenol	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
2,4-Dinitrotoluene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2,6-Dinitrotoluene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2-Chloronaphthalene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2-Chlorophenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2-Methylnaphthalene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2-Methylphenol (o-cresol)	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
2-Nitroaniline	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
2-Nitrophenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
3&4-Methylphenol (m&p-cresol)	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
3,3'-Dichlorobenzidine	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
3-Nitroaniline	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
4,6-Dinitro-2-methylphenol	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
4-Bromophenyl phenyl ether	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
4-Chloro-3-methylphenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
4-Chloroaniline	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
4-Chlorophenyl phenyl ether	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
4-Nitroaniline	ND	580	ug/Kg	1	06/13/26	MR	SW8270E
4-Nitrophenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Acenaphthene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E

Project ID: WINTER HILL SCHOOL
Client ID: HA-B05-060526

Phoenix I.D.: CW16322

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference
Acenaphthylene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Acetophenone	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Aniline	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Anthracene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzidine	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzo(a)anthracene	380	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzo(a)pyrene	360	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzo(b)fluoranthene	450	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzo(ghi)perylene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzo(k)fluoranthene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Benzoic acid	ND	720	ug/Kg	1	06/13/26	MR	SW8270E
Benzyl butyl phthalate	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Bis(2-chloroethoxy)methane	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Bis(2-chloroethyl)ether	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Bis(2-ethylhexyl)phthalate	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Carbazole	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Chrysene	400	250	ug/Kg	1	06/13/26	MR	SW8270E
Dibenz(a,h)anthracene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Dibenzofuran	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Diethyl phthalate	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Dimethylphthalate	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Di-n-butylphthalate	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Di-n-octylphthalate	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Fluoranthene	920	250	ug/Kg	1	06/13/26	MR	SW8270E
Fluorene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Hexachlorobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Hexachlorobutadiene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Hexachlorocyclopentadiene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Hexachloroethane	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Indeno(1,2,3-cd)pyrene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Isophorone	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Naphthalene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Nitrobenzene	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
N-Nitrosodimethylamine	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
N-Nitrosodi-n-propylamine	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
N-Nitrosodiphenylamine	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Pentachloronitrobenzene	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Pentachlorophenol	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
Phenanthrene	880	250	ug/Kg	1	06/13/26	MR	SW8270E
Phenol	ND	250	ug/Kg	1	06/13/26	MR	SW8270E
Pyrene	740	250	ug/Kg	1	06/13/26	MR	SW8270E
Pyridine	ND	360	ug/Kg	1	06/13/26	MR	SW8270E
QA/QC Surrogates							
% 2,4,6-Tribromophenol	82		%	1	06/13/26	MR	30 - 130 %
% 2-Fluorobiphenyl	57		%	1	06/13/26	MR	30 - 130 %
% 2-Fluorophenol	48		%	1	06/13/26	MR	30 - 130 %
% Nitrobenzene-d5	60		%	1	06/13/26	MR	30 - 130 %
% Phenol-d5	56		%	1	06/13/26	MR	30 - 130 %
% Terphenyl-d14	50		%	1	06/13/26	MR	30 - 130 %

Parameter	Result	RL/ PQL	Units	Dilution	Date/Time	By	Reference

Massachusetts does not offer certification for Soil/Solid matrices.

RL/PQL=Reporting/Practical Quantitation Level ND=Not Detected BRL=Below Reporting Level
QA/QC Surrogates: Surrogates are compounds (preceeded with a %) added by the lab to determine analysis efficiency. Surrogate results(%) listed in the report are not "detected" compounds.

Comments:

Per 1.4.6 of EPA method 8270D, 1,2-Diphenylhydrazine is unstable and readily converts to Azobenzene. Azobenzene is used for the calibration of 1,2-Diphenylhydrazine.

Corrosivity is based solely on the pH analysis performed above.

Ignitability is based solely on the results of the closed cup flashpoint analysis performed above. Passed is >140 degree F.

The regulatory hold time for pH is immediately. This pH was performed in the laboratory and may be considered outside of hold-time.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Cyanide. This method is no longer listed in the current version of SW-846.

The reactivity, reported above, is based only on the EPA Interim Guidance for Reactive Sulfide. This method is no longer listed in the current version of SW-846.

All soils, solids and sludges are reported on a dry weight basis unless otherwise noted in the sample comments.

If you are the client above and have any questions concerning this testing, please do not hesitate to contact Phoenix Client Services at ext.200.
The contents of this report cannot be discussed with anyone other than the client listed above without their written consent.

Phyllis Shiller, Laboratory Director
June 15, 2026
Reviewed and Released by: Ethan Lee, Project Manager

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 15, 2026

QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 844552 (mg/kg), QC Sample No: CW16319 (CW16322)													
Mercury - Soil	BRL	0.02	<0.077	<0.03	NC	88.4	86.1	2.6	112	108	3.6	75 - 125	30
Comment:													
Additional Mercury Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range is 75-125% for aqueous and 80-120% for soils.													
QA/QC Batch 844660 (mg/kg), QC Sample No: CW16322 (CW16322)													
ICP Metals - Soil													
Antimony	BRL	3.3	<3.3	<3.5	NC	91.2	92.8	1.7	79.6			75 - 125	30
Arsenic	BRL	0.67	7.78	6.39	19.6	91.9	92.5	0.7	88.1			75 - 125	30
Barium	BRL	0.33	30.6	35.9	15.9	98.9	99.3	0.4	98.9			75 - 125	30
Beryllium	BRL	0.27	0.41	0.44	NC	98.3	104	5.6	96.3			75 - 125	30
Cadmium	BRL	0.33	0.68	0.72	NC	99.7	106	6.1	96.7			75 - 125	30
Chromium	BRL	0.33	22.9	23.8	3.90	102	103	1.0	97.0			75 - 125	30
Lead	BRL	0.33	23.6	23.4	0.90	103	98.7	4.3	95.2			75 - 125	30
Nickel	BRL	0.33	21.1	21.3	0.90	100	105	4.9	97.0			75 - 125	30
Selenium	BRL	1.3	<1.3	<1.4	NC	97.8	99.2	1.4	80.3			75 - 125	30
Silver	BRL	0.33	<0.33	<0.35	NC	98.3	96.0	2.4	92.3			75 - 125	30
Thallium	BRL	3.0	<3.0	<3.1	NC	97.4	102	4.6	93.2			75 - 125	30
Vanadium	BRL	0.33	34.0	37.3	9.30	102	105	2.9	97.4			75 - 125	30
Zinc	BRL	0.67	75.2	77.8	3.40	96.9	99.7	2.8	87.2			75 - 125	30
Comment:													
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.													

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 15, 2026

QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	Sample Result	Dup Result	Dup RPD	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 844988 (mg/Kg), QC Sample No: CW15986 (CW16322)													
Reactivity Cyanide	BRL	5	<5	<5.1	NC	100						80 - 120	30
Reactivity Sulfide	BRL	20	<20	<20	NC	92.0						80 - 120	30
Comment:													
Additional: MS acceptance range is 75-125%.													
QA/QC Batch 844526 (PH), QC Sample No: CV99904 (CW16322)													
pH			6.02	6.02	0	100						85 - 115	20
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 845316 (umhos/cm), QC Sample No: CW14292 (CW16322)													
Conductivity - Soil Matrix	BRL	5	1330	1330	0	102						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													
QA/QC Batch 844630 (Degree F), QC Sample No: CW15986 (CW16322)													
Flash Point			>200	>200	NC	103						75 - 125	30
Comment:													
Additional: LCS acceptance range is 85-115% MS acceptance range 75-125%.													

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102

QA/QC Report

June 15, 2026

QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
QA/QC Batch 845243 (mg/Kg), QC Sample No: CW15910 (CW16322)										
TPH by GC (Extractable Products) - Soil										
Total TPH	ND	50	98	85	14.2				50 - 150	30
% Terphenyl-d14	87	%	99	87	12.9				50 - 150	30
% Tricosane(C23)	97	%	107	91	16.2				50 - 150	30
Comment:										
**The MS/MSD could not be reported due to the presence of ETPH in the original sample. The LCS was within method criteria.										
The ETPH/DRO LCS has been normalized based on the alkane calibration.										
QA/QC Batch 845318 (ug/Kg), QC Sample No: CW16320 (CW16322)										
Polychlorinated Biphenyls - Soil										
PCB-1016	ND	33	90	88	2.2	76	90	16.9	40 - 140	30
PCB-1221	ND	33							40 - 140	30
PCB-1232	ND	33							40 - 140	30
PCB-1242	ND	33							40 - 140	30
PCB-1248	ND	33							40 - 140	30
PCB-1254	ND	33							40 - 140	30
PCB-1260	ND	33	87	88	1.1	75	86	13.7	40 - 140	30
PCB-1262	ND	33							40 - 140	30
PCB-1268	ND	33							40 - 140	30
% DCBP (Surrogate Rec)	87	%	95	96	1.0	83	93	11.4	30 - 150	30
% DCBP (Surrogate Rec) (Confirm	94	%	96	97	1.0	83	93	11.4	30 - 150	30
% TCMX (Surrogate Rec)	82	%	87	88	1.1	80	88	9.5	30 - 150	30
% TCMX (Surrogate Rec) (Confirm	80	%	87	86	1.2	79	88	10.8	30 - 150	30
QA/QC Batch 845186 (ug/kg), QC Sample No: CW18686 (CW16322)										
Semivolatiles - Soil										
1,1-Biphenyl	ND	230	53	61	14.0	48	52	8.0	40 - 140	30
1,2,4,5-Tetrachlorobenzene	ND	230	50	58	14.8	45	51	12.5	40 - 140	30
1,2,4-Trichlorobenzene	ND	230	41	48	15.7	44	44	0.0	40 - 140	30
1,2-Dichlorobenzene	ND	180	47	54	13.9	47	45	4.3	40 - 140	30
1,2-Diphenylhydrazine	ND	230	72	78	8.0	58	65	11.4	40 - 140	30
1,3-Dichlorobenzene	ND	230	43	49	13.0	44	44	0.0	40 - 140	30
1,4-Dichlorobenzene	ND	230	44	50	12.8	45	44	2.2	40 - 140	30
2,2'-Oxybis(1-Chloropropane)	ND	230	54	62	13.8	52	50	3.9	40 - 140	30
2,4,5-Trichlorophenol	ND	230	66	75	12.8	55	62	12.0	30 - 130	30
2,4,6-Trichlorophenol	ND	130	69	79	13.5	61	68	10.9	30 - 130	30
2,4-Dichlorophenol	ND	130	67	78	15.2	60	63	4.9	30 - 130	30
2,4-Dimethylphenol	ND	230	67	79	16.4	59	62	5.0	30 - 130	30
2,4-Dinitrophenol	ND	230	92	101	9.3	71	66	7.3	30 - 130	30
2,4-Dinitrotoluene	ND	130	61	67	9.4	49	54	9.7	40 - 140	30
2,6-Dinitrotoluene	ND	130	59	65	9.7	49	54	9.7	40 - 140	30
2-Chloronaphthalene	ND	230	56	65	14.9	51	56	9.3	40 - 140	30

QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
2-Chlorophenol	ND	230	66	75	12.8	58	56	3.5	30 - 130	30	
2-Methylnaphthalene	ND	230	55	62	12.0	50	54	7.7	40 - 140	30	
2-Methylphenol (o-cresol)	ND	230	74	87	16.1	61	61	0.0	30 - 130	30	
2-Nitroaniline	ND	330	126	136	7.6	95	107	11.9	40 - 140	30	
2-Nitrophenol	ND	230	69	79	13.5	68	66	3.0	30 - 130	30	
3&4-Methylphenol (m&p-cresol)	ND	230	76	89	15.8	62	62	0.0	30 - 130	30	
3,3'-Dichlorobenzidine	ND	130	70	80	13.3	53	58	9.0	40 - 140	30	
3-Nitroaniline	ND	330	80	86	7.2	60	68	12.5	40 - 140	30	
4,6-Dinitro-2-methylphenol	ND	230	87	94	7.7	69	71	2.9	30 - 130	30	
4-Bromophenyl phenyl ether	ND	230	57	65	13.1	49	55	11.5	40 - 140	30	
4-Chloro-3-methylphenol	ND	230	74	85	13.8	59	67	12.7	30 - 130	30	
4-Chloroaniline	ND	230	66	76	14.1	53	56	5.5	40 - 140	30	
4-Chlorophenyl phenyl ether	ND	230	59	65	9.7	50	56	11.3	40 - 140	30	
4-Nitroaniline	ND	230	79	88	10.8	65	70	7.4	40 - 140	30	
4-Nitrophenol	ND	230	70	73	4.2	61	67	9.4	30 - 130	30	
Acenaphthene	ND	230	58	65	11.4	50	56	11.3	40 - 140	30	
Acenaphthylene	ND	130	51	58	12.8	42	57	30.3	40 - 140	30	
Acetophenone	ND	230	70	79	12.1	62	59	5.0	40 - 140	30	
Aniline	ND	330	48	48	0.0	20	36	57.1	40 - 140	30	m,r
Anthracene	ND	230	60	67	11.0	47	60	24.3	40 - 140	30	
Benzidine	ND	330	41	48	15.7	15	20	28.6	40 - 140	30	m
Benzo(a)anthracene	ND	230	57	64	11.6	NC	NC	NC	40 - 140	30	
Benzo(a)pyrene	ND	130	56	63	11.8	NC	NC	NC	40 - 140	30	
Benzo(b)fluoranthene	ND	160	57	65	13.1	NC	NC	NC	40 - 140	30	
Benzo(ghi)perylene	ND	230	57	64	11.6	30	44	37.8	40 - 140	30	m,r
Benzo(k)fluoranthene	ND	230	59	65	9.7	42	51	19.4	40 - 140	30	
Benzoic Acid	ND	670	115	118	2.6	76	45	51.2	30 - 130	30	r
Benzyl butyl phthalate	ND	230	61	68	10.9	52	53	1.9	40 - 140	30	
Bis(2-chloroethoxy)methane	ND	230	59	69	15.6	55	55	0.0	40 - 140	30	
Bis(2-chloroethyl)ether	ND	130	79	85	7.3	70	67	4.4	40 - 140	30	
Bis(2-ethylhexyl)phthalate	ND	230	62	69	10.7	52	54	3.8	40 - 140	30	
Carbazole	ND	230	55	59	7.0	47	55	15.7	40 - 140	30	
Chrysene	ND	230	55	62	12.0	NC	NC	NC	40 - 140	30	
Dibenz(a,h)anthracene	ND	130	59	66	11.2	41	50	19.8	40 - 140	30	
Dibenzofuran	ND	230	53	60	12.4	46	52	12.2	40 - 140	30	
Diethyl phthalate	ND	230	63	68	7.6	51	57	11.1	40 - 140	30	
Dimethylphthalate	ND	230	67	72	7.2	53	58	9.0	40 - 140	30	
Di-n-butylphthalate	ND	670	68	74	8.5	58	63	8.3	40 - 140	30	
Di-n-octylphthalate	ND	230	68	75	9.8	57	60	5.1	40 - 140	30	
Fluoranthene	ND	230	63	69	9.1	NC	NC	NC	40 - 140	30	
Fluorene	ND	230	60	68	12.5	53	63	17.2	40 - 140	30	
Hexachlorobenzene	ND	130	54	62	13.8	44	48	8.7	40 - 140	30	
Hexachlorobutadiene	ND	230	39	43	9.8	40	40	0.0	40 - 140	30	l
Hexachlorocyclopentadiene	ND	230	<10	<10	NC	<10	<10	NC	40 - 140	30	l,m
Hexachloroethane	ND	130	42	47	11.2	43	43	0.0	40 - 140	30	
Indeno(1,2,3-cd)pyrene	ND	230	60	68	12.5	36	51	34.5	40 - 140	30	m,r
Isophorone	ND	130	50	57	13.1	45	45	0.0	40 - 140	30	
Naphthalene	ND	230	49	56	13.3	49	50	2.0	40 - 140	30	
Nitrobenzene	ND	130	57	66	14.6	54	52	3.8	40 - 140	30	
N-Nitrosodimethylamine	ND	230	60	70	15.4	45	45	0.0	40 - 140	30	
N-Nitrosodi-n-propylamine	ND	130	67	79	16.4	59	57	3.4	40 - 140	30	
N-Nitrosodiphenylamine	ND	130	62	68	9.2	51	59	14.5	40 - 140	30	
Pentachloronitrobenzene	ND	230	63	69	9.1	52	60	14.3	40 - 140	30	

QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits	
Pentachlorophenol	ND	230	80	91	12.9	70	77	9.5	30 - 130	30	
Phenanthrene	ND	130	60	67	11.0	41	61	39.2	40 - 140	30	r
Phenol	ND	230	83	96	14.5	66	66	0.0	30 - 130	30	
Pyrene	ND	230	62	71	13.5	NC	NC	NC	40 - 140	30	
Pyridine	ND	230	47	53	12.0	35	36	2.8	40 - 140	30	m
% 2,4,6-Tribromophenol	88	%	82	90	9.3	68	73	7.1	30 - 130	30	
% 2-Fluorobiphenyl	56	%	52	58	10.9	47	50	6.2	30 - 130	30	
% 2-Fluorophenol	66	%	65	75	14.3	54	52	3.8	30 - 130	30	
% Nitrobenzene-d5	63	%	60	67	11.0	54	52	3.8	30 - 130	30	
% Phenol-d5	69	%	73	83	12.8	58	58	0.0	30 - 130	30	
% Terphenyl-d14	63	%	59	64	8.1	51	59	14.5	30 - 130	30	

Comment:

Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

QA/QC Batch 844667 (ug/kg), QC Sample No: CW16319 (CW16322)

Volatiles - Soil (Low Level)

1,1,1,2-Tetrachloroethane	ND	5.0	108	108	0.0	101	103	2.0	70 - 130	20	
1,1,1-Trichloroethane	ND	5.0	104	103	1.0	100	102	2.0	70 - 130	20	
1,1,2,2-Tetrachloroethane	ND	3.0	101	102	1.0	77	93	18.8	70 - 130	20	
1,1,2-Trichloroethane	ND	5.0	107	108	0.9	105	109	3.7	70 - 130	20	
1,1-Dichloroethane	ND	5.0	100	102	2.0	100	100	0.0	70 - 130	20	
1,1-Dichloroethene	ND	5.0	104	104	0.0	100	100	0.0	70 - 130	20	
1,1-Dichloropropene	ND	5.0	101	102	1.0	96	98	2.1	70 - 130	20	
1,2,3-Trichlorobenzene	ND	5.0	108	105	2.8	89	89	0.0	70 - 130	20	
1,2,3-Trichloropropane	ND	5.0	120	123	2.5	98	99	1.0	70 - 130	20	
1,2,4-Trichlorobenzene	ND	5.0	103	100	3.0	83	83	0.0	70 - 130	20	
1,2,4-Trimethylbenzene	ND	1.0	103	101	2.0	94	94	0.0	70 - 130	20	
1,2-Dibromo-3-chloropropane	ND	5.0	110	111	0.9	105	103	1.9	70 - 130	20	
1,2-Dibromoethane	ND	5.0	105	105	0.0	103	104	1.0	70 - 130	20	
1,2-Dichlorobenzene	ND	5.0	104	103	1.0	94	95	1.1	70 - 130	20	
1,2-Dichloroethane	ND	5.0	103	104	1.0	103	105	1.9	70 - 130	20	
1,2-Dichloropropane	ND	5.0	105	104	1.0	102	105	2.9	70 - 130	20	
1,3,5-Trimethylbenzene	ND	1.0	103	101	2.0	94	95	1.1	70 - 130	20	
1,3-Dichlorobenzene	ND	5.0	100	99	1.0	89	90	1.1	70 - 130	20	
1,3-Dichloropropane	ND	5.0	105	106	0.9	104	105	1.0	70 - 130	20	
1,4-Dichlorobenzene	ND	5.0	104	102	1.9	92	93	1.1	70 - 130	20	
1,4-dioxane	ND	100	94	97	3.1	99	96	3.1	40 - 160	20	
2,2-Dichloropropane	ND	5.0	109	109	0.0	96	98	2.1	70 - 130	20	
2-Chlorotoluene	ND	5.0	101	100	1.0	93	95	2.1	70 - 130	20	
2-Hexanone	ND	25	98	101	3.0	101	100	1.0	40 - 160	20	
2-Isopropyltoluene	ND	5.0	106	106	0.0	97	98	1.0	70 - 130	20	
4-Chlorotoluene	ND	5.0	102	101	1.0	90	91	1.1	70 - 130	20	
4-Methyl-2-pentanone	ND	25	104	108	3.8	107	108	0.9	40 - 160	20	
Acetone	ND	10	90	90	0.0	92	89	3.3	40 - 160	20	
Acrylonitrile	ND	5.0	94	98	4.2	98	97	1.0	70 - 130	20	
Benzene	ND	1.0	103	103	0.0	99	101	2.0	70 - 130	20	
Bromobenzene	ND	5.0	105	105	0.0	98	99	1.0	70 - 130	20	
Bromochloromethane	ND	5.0	101	103	2.0	100	101	1.0	70 - 130	20	
Bromodichloromethane	ND	5.0	104	106	1.9	100	103	3.0	70 - 130	20	
Bromoform	ND	5.0	105	104	1.0	98	100	2.0	70 - 130	20	
Bromomethane	ND	5.0	102	99	3.0	96	98	2.1	40 - 160	20	
Carbon Disulfide	ND	5.0	100	99	1.0	92	95	3.2	70 - 130	20	

QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits
Carbon tetrachloride	ND	5.0	105	105	0.0	96	101	5.1	70 - 130	20
Chlorobenzene	ND	5.0	103	101	2.0	95	97	2.1	70 - 130	20
Chloroethane	ND	5.0	112	115	2.6	105	105	0.0	70 - 130	20
Chloroform	ND	5.0	96	97	1.0	94	96	2.1	70 - 130	20
Chloromethane	ND	5.0	102	101	1.0	99	98	1.0	40 - 160	20
cis-1,2-Dichloroethene	ND	5.0	106	107	0.9	105	105	0.0	70 - 130	20
cis-1,3-Dichloropropene	ND	5.0	113	113	0.0	104	108	3.8	70 - 130	20
Dibromochloromethane	ND	3.0	104	104	0.0	98	101	3.0	70 - 130	20
Dibromomethane	ND	5.0	109	109	0.0	106	108	1.9	70 - 130	20
Dichlorodifluoromethane	ND	5.0	104	105	1.0	101	98	3.0	40 - 160	20
Diethyl ether	ND	5.0	111	111	0.0	108	110	1.8	70 - 130	20
Di-isopropyl ether	ND	5.0	109	111	1.8	108	109	0.9	70 - 130	20
Ethyl tert-butyl ether	ND	5.0	112	113	0.9	112	113	0.9	70 - 130	20
Ethylbenzene	ND	1.0	103	101	2.0	95	97	2.1	70 - 130	20
Hexachlorobutadiene	ND	5.0	105	103	1.9	84	83	1.2	70 - 130	20
Isopropylbenzene	ND	1.0	104	101	2.9	94	97	3.1	70 - 130	20
m&p-Xylene	ND	2.0	103	102	1.0	94	96	2.1	70 - 130	20
Methyl ethyl ketone	ND	5.0	89	92	3.3	93	93	0.0	40 - 160	20
Methyl t-butyl ether (MTBE)	ND	1.0	107	109	1.9	108	111	2.7	70 - 130	20
Methylene chloride	ND	5.0	99	100	1.0	96	99	3.1	70 - 130	20
Naphthalene	ND	5.0	109	110	0.9	99	100	1.0	70 - 130	20
n-Butylbenzene	ND	1.0	109	108	0.9	93	92	1.1	70 - 130	20
n-Propylbenzene	ND	1.0	101	100	1.0	91	91	0.0	70 - 130	20
o-Xylene	ND	2.0	106	104	1.9	100	101	1.0	70 - 130	20
p-Isopropyltoluene	ND	1.0	107	104	2.8	94	94	0.0	70 - 130	20
sec-Butylbenzene	ND	1.0	103	102	1.0	92	93	1.1	70 - 130	20
Styrene	ND	5.0	103	102	1.0	97	99	2.0	70 - 130	20
tert-amyl methyl ether	ND	5.0	119	120	0.8	119	122	2.5	70 - 130	20
tert-Butylbenzene	ND	1.0	104	103	1.0	96	97	1.0	70 - 130	20
Tetrachloroethene	ND	5.0	102	100	2.0	95	95	0.0	70 - 130	20
Tetrahydrofuran (THF)	ND	5.0	94	98	4.2	99	97	2.0	70 - 130	20
Toluene	ND	1.0	105	104	1.0	101	102	1.0	70 - 130	20
trans-1,2-Dichloroethene	ND	5.0	98	99	1.0	94	98	4.2	70 - 130	20
trans-1,3-Dichloropropene	ND	5.0	118	118	0.0	108	112	3.6	70 - 130	20
trans-1,4-dichloro-2-butene	ND	5.0	111	110	0.9	97	99	2.0	70 - 130	20
Trichloroethene	ND	5.0	103	102	1.0	113	105	7.3	70 - 130	20
Trichlorofluoromethane	ND	5.0	106	106	0.0	99	101	2.0	70 - 130	20
Trichlorotrifluoroethane	ND	5.0	109	110	0.9	103	106	2.9	70 - 130	20
Vinyl chloride	ND	5.0	105	106	0.9	102	103	1.0	70 - 130	20
% 1,2-dichlorobenzene-d4	95	%	101	102	1.0	101	101	0.0	70 - 130	20
% Bromofluorobenzene	101	%	100	101	1.0	102	102	0.0	70 - 130	20
% Dibromofluoromethane	103	%	97	99	2.0	100	102	2.0	70 - 130	20
% Toluene-d8	100	%	103	102	1.0	103	104	1.0	70 - 130	20

Comment:

Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

l = This parameter is outside laboratory LCS/LCSD specified recovery limits.
m = This parameter is outside laboratory MS/MSD specified recovery limits.
r = This parameter is outside laboratory RPD specified recovery limits.

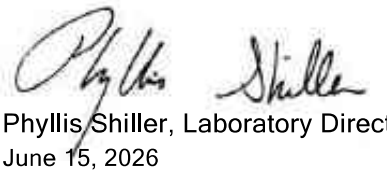
QA/QC Data

SDG I.D.: GCW16322

Parameter	Blank	Blk RL	LCS %	LCSD %	LCS RPD	MS %	MSD %	MS RPD	% Rec Limits	% RPD Limits

If there are any questions regarding this data, please call Phoenix Client Services at extension 200.

RPD - Relative Percent Difference
LCS - Laboratory Control Sample
LCSD - Laboratory Control Sample Duplicate
MS - Matrix Spike
MS Dup - Matrix Spike Duplicate
NC - No Criteria
Intf - Interference
(ISO) - Isotope Dilution



Phyllis Shiller, Laboratory Director
June 15, 2026

Monday, June 15, 2026

Criteria: MA: CAM, S1, S2, S2G2

State: MA

Sample Criteria Exceedances Report

GCW16322 - MABBETT

SampNo	Acode	Phoenix Analyte	Criteria	Result	RL	Criteria	RL Criteria	Analysis Units

*** No Data to Display ***

Phoenix Laboratories does not assume responsibility for the data contained in this exceedance report. It is provided as an additional tool to identify requested criteria exceedences. All efforts are made to ensure the accuracy of the data (obtained from appropriate agencies). A lack of exceedence information does not necessarily suggest conformance to the criteria. It is ultimately the site professional's responsibility to determine appropriate compliance.

MassDEP Analytical Protocol Certification Form

Laboratory Name: Phoenix Environmental Laboratories, Inc. **Project #:**

Project Location: WINTER HILL SCHOOL **RTN:**

This Form provides certifications for the following data set: [list Laboratory Sample ID Number(s)]
CW16322

Matrices: ☐ Groundwater/Surface Water ☑ Soil/Sediment ☐ Drinking Water ☐ Air ☐ Other:

CAM Protocol (check all that apply below)

8260 VOC CAM II A ☑	7470/7471 Hg CAM III B ☑	MassDEP VPH CAM IV A ☐	8081 Pesticides CAM V B ☐	7196 Hex Cr CAM VI B ☐	MassDEP APH CAM IX A ☐
8270 SVOC CAM II B ☑	7010 Metals CAM III C ☐	MassDEP EPH CAM IV B ☐	8151 Herbicides CAM V C ☐	8330 Explosives CAM VIII A ☐	TO-15 VOC CAM IX B ☐
6010 Metals CAM III A ☑	6020 Metals CAM III D ☐	8082 PCB CAM V A ☑	9012 Total Cyanide/PAC CAM V1 A ☐	6860 Perchlorate CAM VIII B ☐	

Affirmative responses to questions A through F are required for "Presumptive Certainty" status

A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature*) in the field or laboratory, and prepared/analyzed with method holding times? (* see narrative)	☑ Yes ☐ No
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	☑ Yes ☐ No
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	☑ Yes ☐ No
D	Does the laboratory report comply with all the reporting requirements speified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data"?	☑ Yes ☐ No
E	a. VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (refer to the individual method(s) for a list of significant modifications). b. APH and TO-15 methods only: Was the complete analyte list reported for each method?	☐ Yes ☐ No ☐ Yes ☐ No
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	☑ Yes ☐ No

Responses to questions G, H and I below is required for "Presumptive Certainty" status

G	Were the reporting limits at or below all CAM reporting limits specified in the selected CAM protocol(s)?	☑ Yes ☐ No

Data User Note: Data that achieve "Presumptive Certainty" status may not necessarily meet the data usability and representativeness requirements described in 310 CMR 40. 1056(2)(k) and WSC-07-350

H	Were all QC performance standards specified in the CAM protocol(s) achieved? See Section: SVOA Narration .	☐ Yes ☑ No
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	☑ Yes ☐ No

All negative responses must be addressed in an attached laboratory narrative.

I, the undersigned, attest under the pains and penalties of perjury that, based upon my personal inquiry of those responsible for obtaining the information, the material contained in this analytical report is, to the best of my knowledge and belief, accurate and complete.

Authorized Signature: Ethan Lee

Date: Monday, June 15, 2026

Printed Name: Ethan Lee

Position: Project Manager

PHOENIX

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

June 15, 2026

SDG I.D.: GCW16322

Cyanide Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

LACHAT 06/11/26-1 Nicholas Pappas, Greg Danielewski, Chemist 06/11/26

CW16322

The samples were distilled in accordance with the method.
The initial calibration met criteria.
The calibration check standards (ICV,CCV) met criteria.
The initial and continuing calibration blanks (ICB,CCB) met criteria.

The method blank, laboratory control sample (LCS), and matrix spike (MS) were distilled with the samples.

QC (Batch Specific):

Batch 844988 (CW15986)

CW16322

All LCS recoveries were within 80 - 120 with the following exceptions: None.
Additional: MS acceptance range is 75-125%.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ETPH Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-FID2 06/13/26-1 Jeff Bucko, Chemist 06/13/26

CW16322 (1X)

The initial calibration (ET_609NI) RSD for the compound list was less than 30% except for the following compounds: None.
As per section 7.2.3, a discrimination check standard was run (613A003_1) and contained the following outliers: None.
The continuing calibration %D for the compound list was less than 30% except for the following compounds:
Samples: CW16322
Preceding CC 613A028 - None.
Succeeding CC 613A040 - ETPH (C9-C36) -53%L (30%)

QC (Batch Specific):

Batch 845243 (CW15910)

CW16322

All LCS recoveries were within 50 - 150 with the following exceptions: None.
All LCSD recoveries were within 50 - 150 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
**The MS/MSD could not be reported due to the presence of ETPH in the original sample. The LCS was within method criteria.
The ETPH/DRO LCS has been normalized based on the alkane calibration.

PHOENIX

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

June 15, 2026

SDG I.D.: GCW16322

ETPH Narration

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

ICP Metals Narration

Were all QA/QC performance criteria specified in the analytical method achieved? Yes.

Instrument:

ARCOS-3 06/10/26 14:16 Cindy Pearce, Chemist 06/10/26

CW16322

TThe initial calibration met criteria and the linear range is defined daily by the calibration range.
The Low-Level Calibration Verification (LLCV) met criteria.
The following Initial Calibration Verification (ICV) compounds did not meet criteria: None.
The following Initial Calibration Blank (ICB) compounds did not meet criteria: None.
The following Spectral Interference Check compounds did not meet criteria: None.
The following Continuing Calibration Verification (CCV) compounds did not meet criteria: None.
The following Continuing Calibration Blank (CCB) compounds did not meet criteria: None.

QC (Batch Specific):

Batch 844660 (CW16322)

CW16322

All LCS recoveries were within 75 - 125 with the following exceptions: None.
All LCSD recoveries were within 75 - 125 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional Criteria: LCS acceptance range is 80-120% for aqueous and for soils the acceptance range is set by vendor limits. MS acceptance range 75-125%.

PCB Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

AU-ECD48 06/13/26-1 Saadia Chudary, Chemist 06/13/26

CW16322 (2X)

The initial calibration (PC0611AI) RSD for the compound list was less than 20% except for the following compounds: None.
The initial calibration (PC0611BI) RSD for the compound list was less than 20% except for the following compounds: None.
The continuing calibration %D for the compound list was less than 20% except for the following compounds:None.

QC (Batch Specific):

Batch 845318 (CW16320)

CW16322

All LCS recoveries were within 40 - 140 with the following exceptions: None.
All LCSD recoveries were within 40 - 140 with the following exceptions: None.
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for

PHOENIX

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

ACCREDITED IN ACCORDANCE WITH nelac NY # 11301

MCP Certification Report

June 15, 2026

SDG I.D.: GCW16322

PCB Narration

obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

SVOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? No.

QC Batch 845186 (Samples: CW16322): -----

The LCS and/or the LCSD recovery is below the method criteria. All of the other QC is acceptable, therefore no significant bias is suspected. (Hexachlorobutadiene)

The QC recoveries for one or more analytes is below the method criteria. A slight low bias is likely. (Hexachlorocyclopentadiene)

Instrument:

CHEM29 06/12/26-2 Matt Richard, Chemist 06/12/26

CW16322 (1X)

For 8270 full list, the DDT breakdown and pentachlorophenol & benzidine peak tailing were evaluated in the DFTPP tune and were found to be in control.
For 8270 BN list, benzidine peak tailing was evaluated in the DFTPP tune and was found to be in control.

Initial Calibration Evaluation (CHEM29/x29_0611_SV):
100% of target compounds met criteria.
The following compounds had %RSDs >20%: None.
The following compounds did not meet recommended response factors: % 2,4,6-Tribromophenol 0.044 (0.05), 2-Nitrophenol 0.042 (0.1), Hexachlorobenzene 0.090 (0.1)

Continuing Calibration Verification (CHEM29/0612_19-x29_0611_SV) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
94% of target compounds met criteria.
The following compounds did not meet % deviation criteria: % 2,4,6-Tribromophenol 34%H (20%), 2-Nitroaniline 21%H (20%), 2-Nitrophenol 26%H (20%), 4-Nitrophenol 27%H (20%), Pentachloronitrobenzene 22%H (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet recommended response factors: 2-Nitrophenol 0.053 (0.1), Hexachlorobenzene 0.094 (0.1)

QC (Batch Specific):

Batch 845186 (CW18686)

CW16322

All LCS recoveries were within 40 - 140 with the following exceptions: Hexachlorobutadiene(39%), Hexachlorocyclopentadiene(<10%)
All LCSD recoveries were within 40 - 140 with the following exceptions: Hexachlorocyclopentadiene(<10%)
All LCS/LCSD RPDs were less than 30% with the following exceptions: None.
Additional 8270 criteria: 10% of compounds can be outside of acceptance criteria as long as recovery is at least 10%. (Acid surrogates acceptance range for aqueous samples: 10-110%, for soils 30-130%)

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

Environmental Laboratories, Inc.
587 East Middle Turnpike, P.O.Box 370, Manchester, CT 06045
Tel. (860) 645-1102 Fax (860) 645-0823

NY # 11301

MCP Certification Report

June 15, 2026

SDG I.D.: GCW16322

VOA Narration

Were all QA/QC performance criteria specified in the MADEP document CAM achieved? Yes.

Instrument:

CHEM14 06/08/26-3 Jane Li, Chemist 06/08/26

CW16322 (1X)

Initial Calibration Evaluation (CHEM14/8260-060826):
99% of target compounds met criteria.
The following compounds had %RSDs >20%: trans-1,4-dichloro-2-butene 21% (20%)
The following compounds did not meet Table 4 recommended minimum response factors: None.

Continuing Calibration Verification (CHEM14/0608_17-8260-060826) (MCP Compliance):
Internal standard areas were within 50 to 200% of the initial calibration with the following exceptions: None.
98% of target compounds met criteria.
The following compounds did not meet % deviation criteria: Acetone 25%L (20%), Methyl Ethyl Ketone 22%L (20%)
The following compounds did not meet maximum % deviations: None.
The following compounds did not meet Table 4 recommended minimum response factors: None.

QC (Batch Specific):

Batch 844667 (CW16319) CHEM14 6/8/2026-3

CW16322(1X)

All LCS recoveries were within 70 - 130 with the following exceptions: None.
All LCSD recoveries were within 70 - 130 with the following exceptions: None.
All LCS/LCSD RPDs were less than 20% with the following exceptions: None.
Additional 8260 criteria: 10% of LCS/LCSD compounds can be outside of acceptance criteria as long as recovery is 40-160%.
The RPD criteria for the LCS/LCSD is 20%,
The MS/MSD RPD criteria is listed above.

I attest under the pains and penalties of perjury that, based upon my inquiry of those individuals immediately responsible for obtaining the information, the material contained in this report is, to the best of my knowledge and belief, accurate and complete.

Temp 1.3 °C Coolant: Cooler: IPK ☒ Yes ☒ No ☐ ICE ☐ Yes ☐ No ☐

Pg of

PHOENIX
Environmental Laboratories, Inc.

CT/MA/RI CHAIN OF CUSTODY RECORD

587 East Middle Turnpike, P.O. Box 370, Manchester, CT 06040
Email: makrina@phoenixlabs.com
Client Services (860) 645-1102

Data Delivery/Contact Options:
Phone:
Email(s):

Customer: Mabbett & Associates, Inc
Address: 105 ~~Stoneham~~ Central Street
Stoneham, MA 02180

Project: Winter Hill School
Report to (name): wang@mabbett.com
Invoice to:
Quote #

Project P.O:

This section MUST be completed with Bottle Quantities.

Client Sample - Information - Identification

Sampler's Signature: TDS/ ARG Date: 06/05/26

Matrix Code:
DW=Drinking Water **GW**=Ground Water **SW**=Surface Water **STW** = Storm Water
WW=Waste Water **RW**=Raw Water **SE**=Sediment **SL**=Sludge **S**=Soil **C**=Concrete
CLK=Caulk **W**=Wipe **O**=Oil **B**=Bulk **L**=Liquid **X** = Other_____ **(Must define)**

Analysis Request

PHOENIX USE ONLY SAMPLE #	Customer Sample Identification	Sample Matrixx	Date Sampled	Time Sampled	*MS/MSD (May be billable at analysis unit rate)	VOCs	SVOCs	MA 14 Metals	TPH	PCBs	Conductivity	Ignitability	Corrosivity	Reactivity			GL Amber ( ) oz. [ ] H_3PO_4 [ ] NAHSO4 [ ] NH_4Cl	Soil VOA Vials [ ] methanol [ ] H_2O	GL Soil container (4) oz	GL Soil container (8) oz amber	40 ml VOA Vial [ ] As is [ ] HCl [ ] Na_2SO_3	GL Amber 1000ml [ ] As is [ ] HCL [ ] H_2SO_4	PL As is [ ] 250ml [ ] 500ml [ ] 1000ml	PL H_2SO_4 [ ] 250ml [ ] 500ml [ ] 1000ml	PL HNO_3 [ ] 250ml [ ] 500ml	PL NaOH 250ml	Bacteria Bottle w/thio	Bacteria Bottle as is
16322	HA-B05[redacted]-060526	S	06/05/26	13:30		X	X	X	X	X	X	X	X	X			3	1	1									

Relinquished by: | **Accepted by:** | **Date:** | **Time:**

Relinquished by:	Accepted by:	Date:	Time:
[illegible]	[illegible]	6/8	12:40
	Ashley Lee	6/8/23	1523

Comments, Special Requirements or Regulations:

TCLP 20X if needed

Turnaround Time:
☐ 1 Day* ☒ Standard
☐ 2 Days* ☐ Other
☐ 3 Days*
☐ 4 Days*
☐ 5 Days*

RI
☐ RES DEC
☐ I/C DEC
☐ GA Leachability
☐ GB Leachability
☐ GA -GW Objectives
☐ GB -GW Objectives
☐ Other

CT
☐ RCP Cert
☐ GWPC
☐ SWPC
☐ GA PMC
☐ GB PMC
☐ _____
RES ☐ DEC ☐ VC
I/C ☐ DEC ☐ VC

MA
☒ MCP Certification
☐ GW-1 ☒ RCS-1 / RCGW-1
☐ GW-2 ☒ RCS-2 / RCGW-2
☐ GW-3
☒ S-1 ☐ S-1 Calc.
☒ S-2
☐ S-3 ☐ _____
☐ SW Protection

Data Format
☒ Excel
☒ PDF
☒ GIS/Key
☒ EQuIS
☐ Other

Data Package
☐ Tier II Checklist*
☐ Full Data Package*
☒ Phoenix Std
☐ MAT-212 Form

**MS/MSD are considered site samples and will be billed as such in accordance with the prices quoted.*

* SURCHARGES MAY APPLY

State where samples were collected: MA

* SURCHARGE APPLIES

APPENDIX F

Groundwater Analytical Reports

ANALYTICAL REPORT

Lab Number:	L2635994
Client:	Mabbett & Associates 105 Central Street Suite 4100 Stoneham, MA 02180
ATTN:	Cassidy Way
Phone:	(781) 275-6050
Project Name:	WINTER HILL SCHOOL PHASE II
Project Number:	R2026012.002.004
Report Date:	06/29/26

The original project report/data package is held by Pace Analytical Services. This report/data package is paginated and should be reproduced only in its entirety. Pace Analytical Services holds no responsibility for results and/or data that are not consistent with the original.

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Lab Sample ID	Client ID	Matrix	Sample Location	Collection Date/Time	Receive Date
L2635994-01	MW-01-060926	WATER	115 SYCAMORE ST, SOMERVILLE, MA	06/09/26 12:36	06/10/26
L2635994-02	MW-02-060926	WATER	115 SYCAMORE ST, SOMERVILLE, MA	06/09/26 15:21	06/10/26
L2635994-03	FIELD BLANK	WATER	115 SYCAMORE ST, SOMERVILLE, MA	06/09/26 15:21	06/10/26

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

MADEP MCP Response Action Analytical Report Certification

This form provides certifications for all samples performed by MCP methods. Please refer to the Sample Results and Container Information sections of this report for specification of MCP methods used for each analysis. The following questions pertain only to MCP Analytical Methods.

An affirmative response to questions A through F is required for "Presumptive Certainty" status		
A	Were all samples received in a condition consistent with those described on the Chain-of-Custody, properly preserved (including temperature) in the field or laboratory, and prepared/analyzed within method holding times?	YES
B	Were the analytical method(s) and all associated QC requirements specified in the selected CAM protocol(s) followed?	YES
C	Were all required corrective actions and analytical response actions specified in the selected CAM protocol(s) implemented for all identified performance standard non-conformances?	YES
D	Does the laboratory report comply with all the reporting requirements specified in CAM VII A, "Quality Assurance and Quality Control Guidelines for the Acquisition and Reporting of Analytical Data?"	YES
E 1.	VPH, EPH, and APH Methods only: Was each method conducted without significant modification(s)? (Refer to the individual method(s) for a list of significant modifications).	YES
E 2.	PFAS Only: Were aqueous samples extracted without filtering?	YES
F	Were all applicable CAM protocol QC and performance standard non-conformances identified and evaluated in a laboratory narrative (including all "No" responses to Questions A through E)?	YES

A response to questions G, H and I is required for "Presumptive Certainty" status		
G	Were the reporting limits/lower limits of quantitation at or below all CAM reporting limits/lower limits of quantitation specified in the selected CAM protocol(s)?	NO
H	Were all QC performance standards specified in the CAM protocol(s) achieved?	YES
I	Were results reported for the complete analyte list specified in the selected CAM protocol(s)?	YES

For any questions answered "No", please refer to the case narrative section on the following page(s).

Please note that sample matrix information is located in the Sample Results section of this report.

Project Name:	WINTER HILL SCHOOL PHASE II	**Lab Number:**	L2635994
Project Number:	R2026012.002.004	**Report Date:**	06/29/26

Case Narrative

The samples were received in accordance with the Chain of Custody and no significant deviations were encountered during the preparation or analysis unless otherwise noted. Sample Receipt, Container Information, and the Chain of Custody are located at the back of the report.

Results contained within this report relate only to the samples submitted under this Pace Lab Number and meet NELAP requirements for all NELAP accredited parameters unless otherwise noted in the following narrative. The data presented in this report is organized by parameter (i.e. VOC, SVOC, etc.). Sample specific Quality Control data (i.e. Surrogate Spike Recovery) is reported at the end of the target analyte list for each individual sample, followed by the Laboratory Batch Quality Control at the end of each parameter. Tentatively Identified Compounds (TICs), if requested, are reported for compounds identified to be present and are not part of the method/program Target Compound List, even if only a subset of the TCL are being reported. If a sample was re-analyzed or re-extracted due to a required quality control corrective action and if both sets of data are reported, the Laboratory ID of the re-analysis or re-extraction is designated with an "R" or "RE", respectively.

When multiple Batch Quality Control elements are reported (e.g. more than one LCS), the associated samples for each element are noted in the grey shaded header line of each data table. Any Laboratory Batch, Sample Specific % recovery or RPD value that is outside the listed Acceptance Criteria is bolded in the report. In reference to questions H (CAM) or 4 (RCP) when "NO" is checked, the performance criteria for CAM and RCP methods allow for some quality control failures to occur and still be within method compliance. In these instances, the specific failure is not narrated but noted in the associated QC Outlier Summary Report, located directly after the Case Narrative. QC information is also incorporated in the Data Usability Assessment table (Format 11) of our Data Merger tool, where it can be reviewed in conjunction with the sample result, associated regulatory criteria and any associated data usability implications.

Soil/sediments and solids are reported on a dry weight basis unless otherwise noted. Tissues are reported "as received" or on a wet weight basis, unless otherwise noted. Definitions of all data qualifiers and acronyms used in this report are provided in the Glossary located at the back of the report.

HOLD POLICY - For samples submitted on hold, Pace's policy is to hold samples (with the exception of Air canisters) free of charge for 21 calendar days from the date the project is completed. After 21 calendar days, we will dispose of all samples submitted including those put on hold unless you have contacted your Pace Project Manager and made arrangements for Pace to continue to hold the samples. Air canisters will be disposed after 3 business days from the date the project is completed.

Please contact Project Management at 800-624-9220 with any questions.

Project Name:	WINTER HILL SCHOOL PHASE II	**Lab Number:**	L2635994
Project Number:	R2026012.002.004	**Report Date:**	06/29/26

Case Narrative (continued)

MCP Related Narratives

Sample Receipt

L2635994-03: A sample identified as "FIELD BLANK" was received, but not listed on the chain of custody. At the client's request, this sample was analyzed.

EPH

In reference to question G:

L2635994-01: One or more of the target analytes did not achieve the requested CAM reporting limits.

I, the undersigned, attest under the pains and penalties of perjury that, to the best of my knowledge and belief and based upon my personal inquiry of those responsible for providing the information contained in this analytical report, such information is accurate and complete. This certificate of analysis is not complete unless this page accompanies any and all pages of this report.

Authorized Signature: Caitlin Walukevich

Title: Technical Director/Representative Date: 06/29/26

QC OUTLIER SUMMARY REPORT

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Method	Client ID (Native ID)	Lab ID	Parameter	QC Type	Recovery/RPD (%)	QC Limits (%)	Associated Samples	Data Quality Assessment

There are no QC Outliers associated with this report.

ORGANICS

SEMIVOLATILES

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID: L2635994-02
Client ID: MW-02-060926
Sample Location: 115 SYCAMORE ST, SOMERVILLE, MA

Date Collected: 06/09/26 15:21
Date Received: 06/10/26
Field Prep: Not Specified

Sample Depth:
Matrix: Water
Analytical Method: 168,1633A
Analytical Date: 06/27/26 09:02
Analyst: AC

Extraction Method: EPA 1633
Extraction Date: 06/22/26 07:10

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab						
Perfluorobutanoic Acid (PFBA)	6.52		ng/l	6.33	--	1
Perfluoropentanoic Acid (PFPeA)	7.68		ng/l	3.17	--	1
Perfluorobutanesulfonic Acid (PFBS)	2.66		ng/l	1.58	--	1
1H,1H,2H,2H-Perfluorohexanesulfonic Acid (4:2FTS)	ND		ng/l	6.33	--	1
Perfluorohexanoic Acid (PFHxA)	5.60		ng/l	1.58	--	1
Perfluoropentanesulfonic Acid (PFPeS)	ND		ng/l	1.58	--	1
Perfluoroheptanoic Acid (PFHpA)	2.04		ng/l	1.58	--	1
Perfluorohexanesulfonic Acid (PFHxS)	ND		ng/l	1.58	--	1
Perfluorooctanoic Acid (PFOA)	5.49		ng/l	1.58	--	1
1H,1H,2H,2H-Perfluorooctanesulfonic Acid (6:2FTS)	ND		ng/l	6.33	--	1
Perfluoroheptanesulfonic Acid (PFHpS)	ND		ng/l	1.58	--	1
Perfluorononanoic Acid (PFNA)	ND		ng/l	1.58	--	1
Perfluorooctanesulfonic Acid (PFOS)	3.55		ng/l	1.58	--	1
Perfluorodecanoic Acid (PFDA)	ND		ng/l	1.58	--	1
1H,1H,2H,2H-Perfluorodecanesulfonic Acid (8:2FTS)	ND		ng/l	6.33	--	1
Perfluorononanesulfonic Acid (PFNS)	ND		ng/l	1.58	--	1
N-Methyl Perfluorooctanesulfonamidoacetic Acid (NMeFOSAA)	ND		ng/l	1.58	--	1
Perfluoroundecanoic Acid (PFUnA)	ND		ng/l	1.58	--	1
Perfluorodecanesulfonic Acid (PFDS)	ND		ng/l	1.58	--	1
Perfluorooctanesulfonamide (PFOSA)	ND		ng/l	1.58	--	1
N-Ethyl Perfluorooctanesulfonamidoacetic Acid (NEtFOSAA)	ND		ng/l	1.58	--	1
Perfluorododecanoic Acid (PFDoA)	ND		ng/l	1.58	--	1
Perfluorotridecanoic Acid (PFTrDA)	ND		ng/l	1.58	--	1
Perfluorotetradecanoic Acid (PFTeDA)	ND		ng/l	1.58	--	1
Hexafluoropropylene Oxide Dimer Acid (HFPO-DA)	ND		ng/l	6.33	--	1
4,8-Dioxa-3h-Perfluorononanoic Acid (ADONA)	ND		ng/l	6.33	--	1

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID: L2635994-02 Date Collected: 06/09/26 15:21

Client ID: MW-02-060926 Date Received: 06/10/26

Sample Location: 115 SYCAMORE ST, SOMERVILLE, MA Field Prep: Not Specified

Sample Depth:

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab						
Perfluorododecanesulfonic Acid (PFDoS)	ND		ng/l	1.58	--	1
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid (9Cl-PF3ONS)	ND		ng/l	6.33	--	1
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid (11Cl-PF3OUdS)	ND		ng/l	6.33	--	1
N-Methyl Perfluorooctane Sulfonamide (NMeFOSA)	ND		ng/l	1.58	--	1
N-Ethyl Perfluorooctane Sulfonamide (NEtFOSA)	ND		ng/l	1.58	--	1
N-Methyl Perfluorooctanesulfonamido Ethanol (NMeFOSE)	ND		ng/l	15.8	--	1
N-Ethyl Perfluorooctanesulfonamido Ethanol (NEtFOSE)	ND		ng/l	15.8	--	1
Perfluoro-3-Methoxypropanoic Acid (PFMPA)	ND		ng/l	3.17	--	1
Perfluoro-4-Methoxybutanoic Acid (PFMBA)	ND		ng/l	3.17	--	1
Perfluoro(2-Ethoxyethane)Sulfonic Acid (PFEESA)	ND		ng/l	3.17	--	1
Nonafluoro-3,6-Dioxaheptanoic Acid (NFDHA)	ND		ng/l	3.17	--	1
3-Perfluoropropyl Propanoic Acid (3:3FTCA)	ND		ng/l	7.92	--	1
2H,2H,3H,3H-Perfluorooctanoic Acid (5:3FTCA)	ND		ng/l	39.6	--	1
3-Perfluoroheptyl Propanoic Acid (7:3FTCA)	ND		ng/l	39.6	--	1

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID: L2635994-02 Date Collected: 06/09/26 15:21

Client ID: MW-02-060926 Date Received: 06/10/26

Sample Location: 115 SYCAMORE ST, SOMERVILLE, MA Field Prep: Not Specified

Sample Depth:

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor

Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab

Surrogate	% Recovery	Qualifier	Acceptance Criteria
Perfluoro-n-[13C4]Butanoic Acid (13C4-PFBA)	106		5-130
Perfluoro-n-[13C5]Pentanoic Acid (13C5-PFPeA)	103		40-130
Perfluoro-1-[2,3,4-13C3]Butanesulfonic Acid (13C3-PFBS)	105		40-135
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Hexanesulfonic Acid (13C2-4:2FTS)	81		40-200
Perfluoro-n-[1,2,3,4,6-13C5]Hexanoic Acid (13C5-PFHxA)	108		40-130
Perfluoro-n-[1,2,3,4-13C4]Heptanoic Acid (13C4-PFHpA)	110		40-130
Perfluoro-1-[1,2,3-13C3]Hexanesulfonic Acid (13C3-PFHxS)	102		40-130
Perfluoro-n-[13C8]Octanoic Acid (13C8-PFOA)	99		40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Octanesulfonic Acid (13C2-6:2FTS)	94		40-200
Perfluoro-n-[13C9]Nonanoic Acid (13C9-PFNA)	107		40-130
Perfluoro-1-[13C8]Octanesulfonic Acid (13C8-PFOS)	96		40-130
Perfluoro-n-[1,2,3,4,5,6-13C6]Decanoic Acid (13C6-PFDA)	92		40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Decanesulfonic Acid (13C2-8:2FTS)	78		40-300
N-Methyl-d3-perfluoro-1-octanesulfonamidoacetic Acid (D3-NMeFOSAA)	96		40-170
Perfluoro-n-[1,2,3,4,5,6,7-13C7]Undecanoic Acid (13C7-PFUnA)	49		30-130
Perfluoro-1-[13C8]Octanesulfonamide (13C8-PFOSA)	76		40-130
N-Ethyl-d5-perfluoro-1-octanesulfonamidoacetic Acid (D5-NEtFOSAA)	63		25-135
Perfluoro-n-[1,2-13C2]Dodecanoic Acid (13C2-PFDoA)	48		10-130
Perfluoro-n-[1,2-13C2]Tetradecanoic Acid (13C2-PFTeDA)	51		10-130
Tetrafluoro-2-heptafluoropropoxy-[13C3]-propanoic acid (13C3-HFPO-DA)	104		40-130
N-Methyl-d3-Perfluoro-1-Octanesulfonamide (D3-NMeFOSA)	60		10-130
N-Ethyl-d5-Perfluoro-1-Octanesulfonamide (D5-NEtFOSA)	60		10-130
N-Methyl-d7-Perfluorooctanesulfonamidoethanol (D7-NMeFOSE)	72		10-130
N-Ethyl-d9-Perfluorooctanesulfonamidoethanol (D9-NEtFOSE)	70		10-130

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID: L2635994-03 Date Collected: 06/09/26 15:21

Client ID: FIELD BLANK Date Received: 06/10/26

Sample Location: 115 SYCAMORE ST, SOMERVILLE, MA Field Prep: Not Specified

Sample Depth:

Matrix: Water Extraction Method: EPA 1633

Analytical Method: 168,1633A Extraction Date: 06/22/26 07:10

Analytical Date: 06/27/26 09:11

Analyst: AC

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab						
Perfluorobutanoic Acid (PFBA)	ND		ng/l	6.01	--	1
Perfluoropentanoic Acid (PFPeA)	ND		ng/l	3.00	--	1
Perfluorobutanesulfonic Acid (PFBS)	ND		ng/l	1.50	--	1
1H,1H,2H,2H-Perfluorohexanesulfonic Acid (4:2FTS)	ND		ng/l	6.01	--	1
Perfluorohexanoic Acid (PFHxA)	ND		ng/l	1.50	--	1
Perfluoropentanesulfonic Acid (PFPeS)	ND		ng/l	1.50	--	1
Perfluoroheptanoic Acid (PFHpA)	ND		ng/l	1.50	--	1
Perfluorohexanesulfonic Acid (PFHxS)	ND		ng/l	1.50	--	1
Perfluorooctanoic Acid (PFOA)	ND		ng/l	1.50	--	1
1H,1H,2H,2H-Perfluorooctanesulfonic Acid (6:2FTS)	ND		ng/l	6.01	--	1
Perfluoroheptanesulfonic Acid (PFHpS)	ND		ng/l	1.50	--	1
Perfluorononanoic Acid (PFNA)	ND		ng/l	1.50	--	1
Perfluorooctanesulfonic Acid (PFOS)	ND		ng/l	1.50	--	1
Perfluorodecanoic Acid (PFDA)	ND		ng/l	1.50	--	1
1H,1H,2H,2H-Perfluorodecanesulfonic Acid (8:2FTS)	ND		ng/l	6.01	--	1
Perfluorononanesulfonic Acid (PFNS)	ND		ng/l	1.50	--	1
N-Methyl Perfluorooctanesulfonamidoacetic Acid (NMeFOSAA)	ND		ng/l	1.50	--	1
Perfluoroundecanoic Acid (PFUnA)	ND		ng/l	1.50	--	1
Perfluorodecanesulfonic Acid (PFDS)	ND		ng/l	1.50	--	1
Perfluorooctanesulfonamide (PFOSA)	ND		ng/l	1.50	--	1
N-Ethyl Perfluorooctanesulfonamidoacetic Acid (NEtFOSAA)	ND		ng/l	1.50	--	1
Perfluorododecanoic Acid (PFDoA)	ND		ng/l	1.50	--	1
Perfluorotridecanoic Acid (PFTrDA)	ND		ng/l	1.50	--	1
Perfluorotetradecanoic Acid (PFTeDA)	ND		ng/l	1.50	--	1
Hexafluoropropylene Oxide Dimer Acid (HFPO-DA)	ND		ng/l	6.01	--	1
4,8-Dioxa-3h-Perfluorononanoic Acid (ADONA)	ND		ng/l	6.01	--	1

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID: L2635994-03 Date Collected: 06/09/26 15:21

Client ID: FIELD BLANK Date Received: 06/10/26

Sample Location: 115 SYCAMORE ST, SOMERVILLE, MA Field Prep: Not Specified

Sample Depth:

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab						
Perfluorododecanesulfonic Acid (PFDoS)	ND		ng/l	1.50	--	1
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid (9Cl-PF3ONS)	ND		ng/l	6.01	--	1
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid (11Cl-PF3OUdS)	ND		ng/l	6.01	--	1
N-Methyl Perfluorooctane Sulfonamide (NMeFOSA)	ND		ng/l	1.50	--	1
N-Ethyl Perfluorooctane Sulfonamide (NEtFOSA)	ND		ng/l	1.50	--	1
N-Methyl Perfluorooctanesulfonamido Ethanol (NMeFOSE)	ND		ng/l	15.0	--	1
N-Ethyl Perfluorooctanesulfonamido Ethanol (NEtFOSE)	ND		ng/l	15.0	--	1
Perfluoro-3-Methoxypropanoic Acid (PFMPA)	ND		ng/l	3.00	--	1
Perfluoro-4-Methoxybutanoic Acid (PFMBA)	ND		ng/l	3.00	--	1
Perfluoro(2-Ethoxyethane)Sulfonic Acid (PFEESA)	ND		ng/l	3.00	--	1
Nonafluoro-3,6-Dioxaheptanoic Acid (NFDHA)	ND		ng/l	3.00	--	1
3-Perfluoropropyl Propanoic Acid (3:3FTCA)	ND		ng/l	7.51	--	1
2H,2H,3H,3H-Perfluorooctanoic Acid (5:3FTCA)	ND		ng/l	37.5	--	1
3-Perfluoroheptyl Propanoic Acid (7:3FTCA)	ND		ng/l	37.5	--	1

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID: L2635994-03 Date Collected: 06/09/26 15:21

Client ID: FIELD BLANK Date Received: 06/10/26

Sample Location: 115 SYCAMORE ST, SOMERVILLE, MA Field Prep: Not Specified

Sample Depth:

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor

Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab

Surrogate	% Recovery	Qualifier	Acceptance Criteria
Perfluoro-n-[13C4]Butanoic Acid (13C4-PFBA)	99		5-130
Perfluoro-n-[13C5]Pentanoic Acid (13C5-PFPeA)	93		40-130
Perfluoro-1-[2,3,4-13C3]Butanesulfonic Acid (13C3-PFBS)	74		40-135
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Hexanesulfonic Acid (13C2-4:2FTS)	79		40-200
Perfluoro-n-[1,2,3,4,6-13C5]Hexanoic Acid (13C5-PFHxA)	98		40-130
Perfluoro-n-[1,2,3,4-13C4]Heptanoic Acid (13C4-PFHpA)	95		40-130
Perfluoro-1-[1,2,3-13C3]Hexanesulfonic Acid (13C3-PFHxS)	71		40-130
Perfluoro-n-[13C8]Octanoic Acid (13C8-PFOA)	90		40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Octanesulfonic Acid (13C2-6:2FTS)	91		40-200
Perfluoro-n-[13C9]Nonanoic Acid (13C9-PFNA)	92		40-130
Perfluoro-1-[13C8]Octanesulfonic Acid (13C8-PFOS)	55		40-130
Perfluoro-n-[1,2,3,4,5,6-13C6]Decanoic Acid (13C6-PFDA)	86		40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Decanesulfonic Acid (13C2-8:2FTS)	67		40-300
N-Methyl-d3-perfluoro-1-octanesulfonamidoacetic Acid (D3-NMeFOSAA)	72		40-170
Perfluoro-n-[1,2,3,4,5,6,7-13C7]Undecanoic Acid (13C7-PFUnA)	48		30-130
Perfluoro-1-[13C8]Octanesulfonamide (13C8-PFOSA)	62		40-130
N-Ethyl-d5-perfluoro-1-octanesulfonamidoacetic Acid (D5-NEtFOSAA)	41		25-135
Perfluoro-n-[1,2-13C2]Dodecanoic Acid (13C2-PFDoA)	45		10-130
Perfluoro-n-[1,2-13C2]Tetradecanoic Acid (13C2-PFTeDA)	39		10-130
Tetrafluoro-2-heptafluoropropoxy-[13C3]-propanoic acid (13C3-HFPO-DA)	90		40-130
N-Methyl-d3-Perfluoro-1-Octanesulfonamide (D3-NMeFOSA)	54		10-130
N-Ethyl-d5-Perfluoro-1-Octanesulfonamide (D5-NEtFOSA)	55		10-130
N-Methyl-d7-Perfluorooctanesulfonamidoethanol (D7-NMeFOSE)	73		10-130
N-Ethyl-d9-Perfluorooctanesulfonamidoethanol (D9-NEtFOSE)	71		10-130

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 168,1633A
Analytical Date: 06/27/26 08:26
Analyst: AC

Extraction Method: EPA 1633
Extraction Date: 06/22/26 07:10

Parameter	Result	Qualifier	Units	RL	MDL
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab for sample(s): 02-03 Batch: WG2231169-1					
Perfluorobutanoic Acid (PFBA)	ND		ng/l	6.40	--
Perfluoropentanoic Acid (PFPeA)	ND		ng/l	3.20	--
Perfluorobutanesulfonic Acid (PFBS)	ND		ng/l	1.60	--
1H,1H,2H,2H-Perfluorohexanesulfonic Acid (4:2FTS)	ND		ng/l	6.40	--
Perfluorohexanoic Acid (PFHxA)	ND		ng/l	1.60	--
Perfluoropentanesulfonic Acid (PFPeS)	ND		ng/l	1.60	--
Perfluoroheptanoic Acid (PFHpA)	ND		ng/l	1.60	--
Perfluorohexanesulfonic Acid (PFHxS)	ND		ng/l	1.60	--
Perfluorooctanoic Acid (PFOA)	ND		ng/l	1.60	--
1H,1H,2H,2H-Perfluorooctanesulfonic Acid (6:2FTS)	ND		ng/l	6.40	--
Perfluoroheptanesulfonic Acid (PFHpS)	ND		ng/l	1.60	--
Perfluorononanoic Acid (PFNA)	ND		ng/l	1.60	--
Perfluorooctanesulfonic Acid (PFOS)	ND		ng/l	1.60	--
Perfluorodecanoic Acid (PFDA)	ND		ng/l	1.60	--
1H,1H,2H,2H-Perfluorodecanesulfonic Acid (8:2FTS)	ND		ng/l	6.40	--
Perfluorononanesulfonic Acid (PFNS)	ND		ng/l	1.60	--
N-Methyl Perfluorooctanesulfonamidoacetic Acid (NMeFOSAA)	ND		ng/l	1.60	--
Perfluoroundecanoic Acid (PFUnA)	ND		ng/l	1.60	--
Perfluorodecanesulfonic Acid (PFDS)	ND		ng/l	1.60	--
Perfluorooctanesulfonamide (PFOSA)	ND		ng/l	1.60	--
N-Ethyl Perfluorooctanesulfonamidoacetic Acid (NEtFOSAA)	ND		ng/l	1.60	--
Perfluorododecanoic Acid (PFDoA)	ND		ng/l	1.60	--
Perfluorotridecanoic Acid (PFTrDA)	ND		ng/l	1.60	--

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 168,1633A
Analytical Date: 06/27/26 08:26
Analyst: AC

Extraction Method: EPA 1633
Extraction Date: 06/22/26 07:10

Parameter	Result	Qualifier	Units	RL	MDL
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab for sample(s): 02-03 Batch: WG2231169-1					
Perfluorotetradecanoic Acid (PFTeDA)	ND		ng/l	1.60	--
Hexafluoropropylene Oxide Dimer Acid (HFPO-DA)	ND		ng/l	6.40	--
4,8-Dioxa-3h-Perfluorononanoic Acid (ADONA)	ND		ng/l	6.40	--
Perfluorododecanesulfonic Acid (PFDoS)	ND		ng/l	1.60	--
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid (9Cl-PF3ONS)	ND		ng/l	6.40	--
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid (11Cl-PF3OUdS)	ND		ng/l	6.40	--
N-Methyl Perfluorooctane Sulfonamide (NMeFOSA)	ND		ng/l	1.60	--
N-Ethyl Perfluorooctane Sulfonamide (NEtFOSA)	ND		ng/l	1.60	--
N-Methyl Perfluorooctanesulfonamido Ethanol (NMeFOSE)	ND		ng/l	16.0	--
N-Ethyl Perfluorooctanesulfonamido Ethanol (NEtFOSE)	ND		ng/l	16.0	--
Perfluoro-3-Methoxypropanoic Acid (PFMPA)	ND		ng/l	3.20	--
Perfluoro-4-Methoxybutanoic Acid (PFMBA)	ND		ng/l	3.20	--
Perfluoro(2-Ethoxyethane)Sulfonic Acid (PFEESA)	ND		ng/l	3.20	--
Nonafluoro-3,6-Dioxaheptanoic Acid (NFDHA)	ND		ng/l	3.20	--
3-Perfluoropropyl Propanoic Acid (3:3FTCA)	ND		ng/l	8.00	--
2H,2H,3H,3H-Perfluorooctanoic Acid (5:3FTCA)	ND		ng/l	40.0	--
3-Perfluoroheptyl Propanoic Acid (7:3FTCA)	ND		ng/l	40.0	--

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 168,1633A
Analytical Date: 06/27/26 08:26
Analyst: AC

Extraction Method: EPA 1633
Extraction Date: 06/22/26 07:10

Parameter	Result	Qualifier	Units	RL	MDL
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab for sample(s): 02-03 Batch: WG2231169-1					

Surrogate	%Recovery	Qualifier	Acceptance Criteria
Perfluoro-n-[13C4]Butanoic Acid (13C4-PFBA)	106		5-130
Perfluoro-n-[13C5]Pentanoic Acid (13C5-PFPeA)	109		40-130
Perfluoro-1-[2,3,4-13C3]Butanesulfonic Acid (13C3-PFBS)	93		40-135
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Hexanesulfonic Acid (13C2-4:2FTS)	82		40-200
Perfluoro-n-[1,2,3,4,6-13C5]Hexanoic Acid (13C5-PFHxA)	111		40-130
Perfluoro-n-[1,2,3,4-13C4]Heptanoic Acid (13C4-PFHpA)	109		40-130
Perfluoro-1-[1,2,3-13C3]Hexanesulfonic Acid (13C3-PFHxS)	94		40-130
Perfluoro-n-[13C8]Octanoic Acid (13C8-PFOA)	99		40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Octanesulfonic Acid (13C2-6:2FTS)	86		40-200
Perfluoro-n-[13C9]Nonanoic Acid (13C9-PFNA)	100		40-130
Perfluoro-1-[13C8]Octanesulfonic Acid (13C8-PFOS)	91		40-130
Perfluoro-n-[1,2,3,4,5,6-13C6]Decanoic Acid (13C6-PFDA)	98		40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Decanesulfonic Acid (13C2-8:2FTS)	80		40-300
N-Methyl-d3-perfluoro-1-octanesulfonamidoacetic Acid (D3-NMeFOSAA)	95		40-170
Perfluoro-n-[1,2,3,4,5,6,7-13C7]Undecanoic Acid (13C7-PFUnA)	59		30-130
Perfluoro-1-[13C8]Octanesulfonamide (13C8-PFOSA)	84		40-130
N-Ethyl-d5-perfluoro-1-octanesulfonamidoacetic Acid (D5-NEtFOSAA)	63		25-135
Perfluoro-n-[1,2-13C2]Dodecanoic Acid (13C2-PFDoA)	65		10-130
Perfluoro-n-[1,2-13C2]Tetradecanoic Acid (13C2-PFTeDA)	63		10-130
Tetrafluoro-2-heptafluoropropoxy-[13C3]-propanoic acid (13C3-HFPO-DA)	101		40-130
N-Methyl-d3-Perfluoro-1-Octanesulfonamide (D3-NMeFOSA)	75		10-130
N-Ethyl-d5-Perfluoro-1-Octanesulfonamide (D5-NEtFOSA)	76		10-130
N-Methyl-d7-Perfluorooctanesulfonamidoethanol (D7-NMeFOSE)	86		10-130
N-Ethyl-d9-Perfluorooctanesulfonamidoethanol (D9-NEtFOSE)	89		10-130

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	Low Level LCS %Recovery	Qual	Low Level LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-2 LOW LEVEL								
Perfluorobutanoic Acid (PFBA)	112		-		70-140	-		
Perfluoropentanoic Acid (PFPeA)	108		-		65-135	-		
Perfluorobutanesulfonic Acid (PFBS)	113		-		60-145	-		
1H,1H,2H,2H-Perfluorohexanesulfonic Acid (4:2FTS)	101		-		70-145	-		
Perfluorohexanoic Acid (PFHxA)	106		-		70-145	-		
Perfluoropentanesulfonic Acid (PFPeS)	108		-		65-140	-		
Perfluoroheptanoic Acid (PFHpA)	114		-		70-150	-		
Perfluorohexanesulfonic Acid (PFHxS)	104		-		65-145	-		
Perfluorooctanoic Acid (PFOA)	124		-		70-150	-		
1H,1H,2H,2H-Perfluorooctanesulfonic Acid (6:2FTS)	122		-		65-155	-		
Perfluoroheptanesulfonic Acid (PFHpS)	134		-		70-150	-		
Perfluorononanoic Acid (PFNA)	123		-		70-150	-		
Perfluorooctanesulfonic Acid (PFOS)	106		-		55-150	-		
Perfluorodecanoic Acid (PFDA)	107		-		70-140	-		
1H,1H,2H,2H-Perfluorodecanesulfonic Acid (8:2FTS)	126		-		60-150	-		
Perfluorononanesulfonic Acid (PFNS)	97		-		65-145	-		
N-Methyl Perfluorooctanesulfonamidoacetic Acid (NMeFOSAA)	125		-		50-140	-		
Perfluoroundecanoic Acid (PFUnA)	112		-		70-145	-		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Parameter	Low Level LCS %Recovery	Qual	Low Level LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-2 LOW LEVEL								
Perfluorodecanesulfonic Acid (PFDS)	80		-		60-145	-		
Perfluorooctanesulfonamide (PFOSA)	106		-		70-145	-		
N-Ethyl Perfluorooctanesulfonamidoacetic Acid (NEtFOSAA)	104		-		70-145	-		
Perfluorododecanoic Acid (PFDoA)	108		-		70-140	-		
Perfluorotridecanoic Acid (PFTrDA)	108		-		65-140	-		
Perfluorotetradecanoic Acid (PFTeDA)	118		-		60-140	-		
Hexafluoropropylene Oxide Dimer Acid (HFPO-DA)	105		-		70-140	-		
4,8-Dioxa-3h-Perfluorononanoic Acid (ADONA)	120		-		65-145	-		
Perfluorododecanesulfonic Acid (PFDoS)	59		-		50-145	-		
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid (9Cl-PF3ONS)	103		-		70-155	-		
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid (11Cl-PF3OUdS)	85		-		55-160	-		
N-Methyl Perfluorooctane Sulfonamide (NMeFOSA)	100		-		60-150	-		
N-Ethyl Perfluorooctane Sulfonamide (NEtFOSA)	110		-		65-145	-		
N-Methyl Perfluorooctanesulfonamido Ethanol (NMeFOSE)	100		-		70-145	-		
N-Ethyl Perfluorooctanesulfonamido Ethanol (NEtFOSE)	101		-		70-135	-		
Perfluoro-3-Methoxypropanoic Acid (PFMPA)	98		-		55-140	-		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	Low Level LCS %Recovery	Qual	Low Level LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-2 LOW LEVEL								
Perfluoro-4-Methoxybutanoic Acid (PFMBA)	97		-		60-150	-		
Perfluoro(2-Ethoxyethane)Sulfonic Acid (PFEESA)	87		-		70-140	-		
Nonafluoro-3,6-Dioxaheptanoic Acid (NFDHA)	106		-		50-150	-		
3-Perfluoropropyl Propanoic Acid (3:3FTCA)	87		-		65-130	-		
2H,2H,3H,3H-Perfluorooctanoic Acid (5:3FTCA)	97		-		70-135	-		
3-Perfluoroheptyl Propanoic Acid (7:3FTCA)	78		-		50-145	-		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	Low Level LCS %Recovery	Qual	Low Level LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-2 LOW LEVEL								

Surrogate	LCS %Recovery	Qual	LCSD %Recovery	Qual	Acceptance Criteria
Perfluoro-n-[13C4]Butanoic Acid (13C4-PFBA)	105				5-130
Perfluoro-n-[13C5]Pentanoic Acid (13C5-PFPeA)	98				40-130
Perfluoro-1-[2,3,4-13C3]Butanesulfonic Acid (13C3-PFBS)	88				40-135
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Hexanesulfonic Acid (13C2-4:2FTS)	77				40-200
Perfluoro-n-[1,2,3,4,6-13C5]Hexanoic Acid (13C5-PFHxA)	107				40-130
Perfluoro-n-[1,2,3,4-13C4]Heptanoic Acid (13C4-PFHpA)	93				40-130
Perfluoro-1-[1,2,3-13C3]Hexanesulfonic Acid (13C3-PFHxS)	87				40-130
Perfluoro-n-[13C8]Octanoic Acid (13C8-PFOA)	96				40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Octanesulfonic Acid (13C2-6:2FTS)	102				40-200
Perfluoro-n-[13C9]Nonanoic Acid (13C9-PFNA)	96				40-130
Perfluoro-1-[13C8]Octanesulfonic Acid (13C8-PFOS)	80				40-130
Perfluoro-n-[1,2,3,4,5,6-13C6]Decanoic Acid (13C6-PFDA)	92				40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Decanesulfonic Acid (13C2-8:2FTS)	76				40-300
N-Methyl-d3-perfluoro-1-octanesulfonamidoacetic Acid (D3-NMeFOSAA)	82				40-170
Perfluoro-n-[1,2,3,4,5,6,7-13C7]Undecanoic Acid (13C7-PFUnA)	59				30-130
Perfluoro-1-[13C8]Octanesulfonamide (13C8-PFOSA)	77				40-130
N-Ethyl-d5-perfluoro-1-octanesulfonamidoacetic Acid (D5-NEtFOSAA)	55				25-135
Perfluoro-n-[1,2-13C2]Dodecanoic Acid (13C2-PFDoA)	60				10-130
Perfluoro-n-[1,2-13C2]Tetradecanoic Acid (13C2-PFTeDA)	55				10-130
Tetrafluoro-2-heptafluoropropoxy-[13C3]-propanoic acid (13C3-HFPO-DA)	94				40-130
N-Methyl-d3-Perfluoro-1-Octanesulfonamide (D3-NMeFOSA)	66				10-130
N-Ethyl-d5-Perfluoro-1-Octanesulfonamide (D5-NEtFOSA)	67				10-130
N-Methyl-d7-Perfluorooctanesulfonamidoethanol (D7-NMeFOSE)	82				10-130
N-Ethyl-d9-Perfluorooctanesulfonamidoethanol (D9-NEtFOSE)	83				10-130

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-3								
Perfluorobutanoic Acid (PFBA)	119		-		70-140	-		
Perfluoropentanoic Acid (PFPeA)	116		-		65-135	-		
Perfluorobutanesulfonic Acid (PFBS)	122		-		60-145	-		
1H,1H,2H,2H-Perfluorohexanesulfonic Acid (4:2FTS)	105		-		70-145	-		
Perfluorohexanoic Acid (PFHxA)	114		-		70-145	-		
Perfluoropentanesulfonic Acid (PFPeS)	111		-		65-140	-		
Perfluoroheptanoic Acid (PFHpA)	115		-		70-150	-		
Perfluorohexanesulfonic Acid (PFHxS)	114		-		65-145	-		
Perfluorooctanoic Acid (PFOA)	122		-		70-150	-		
1H,1H,2H,2H-Perfluorooctanesulfonic Acid (6:2FTS)	122		-		65-155	-		
Perfluoroheptanesulfonic Acid (PFHpS)	128		-		70-150	-		
Perfluorononanoic Acid (PFNA)	125		-		70-150	-		
Perfluorooctanesulfonic Acid (PFOS)	118		-		55-150	-		
Perfluorodecanoic Acid (PFDA)	120		-		70-140	-		
1H,1H,2H,2H-Perfluorodecanesulfonic Acid (8:2FTS)	107		-		60-150	-		
Perfluorononanesulfonic Acid (PFNS)	106		-		65-145	-		
N-Methyl Perfluorooctanesulfonamidoacetic Acid (NMeFOSAA)	115		-		50-140	-		
Perfluoroundecanoic Acid (PFUnA)	124		-		70-145	-		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-3								
Perfluorodecanesulfonic Acid (PFDS)	103		-		60-145	-		
Perfluorooctanesulfonamide (PFOSA)	111		-		70-145	-		
N-Ethyl Perfluorooctanesulfonamidoacetic Acid (NEtFOSAA)	124		-		70-145	-		
Perfluorododecanoic Acid (PFDoA)	123		-		70-140	-		
Perfluorotridecanoic Acid (PFTrDA)	119		-		65-140	-		
Perfluorotetradecanoic Acid (PFTeDA)	122		-		60-140	-		
Hexafluoropropylene Oxide Dimer Acid (HFPO-DA)	115		-		70-140	-		
4,8-Dioxa-3h-Perfluorononanoic Acid (ADONA)	134		-		65-145	-		
Perfluorododecanesulfonic Acid (PFDoS)	91		-		50-145	-		
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid (9Cl-PF3ONS)	113		-		70-155	-		
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid (11Cl-PF3OUdS)	109		-		55-160	-		
N-Methyl Perfluorooctane Sulfonamide (NMeFOSA)	113		-		60-150	-		
N-Ethyl Perfluorooctane Sulfonamide (NEtFOSA)	112		-		65-145	-		
N-Methyl Perfluorooctanesulfonamido Ethanol (NMeFOSE)	114		-		70-145	-		
N-Ethyl Perfluorooctanesulfonamido Ethanol (NEtFOSE)	112		-		70-135	-		
Perfluoro-3-Methoxypropanoic Acid (PFMPA)	109		-		55-140	-		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-3								
Perfluoro-4-Methoxybutanoic Acid (PFMBA)	107		-		60-150	-		
Perfluoro(2-Ethoxyethane)Sulfonic Acid (PFEESA)	87		-		70-140	-		
Nonafluoro-3,6-Dioxaheptanoic Acid (NFDHA)	119		-		50-150	-		
3-Perfluoropropyl Propanoic Acid (3:3FTCA)	114		-		65-130	-		
2H,2H,3H,3H-Perfluorooctanoic Acid (5:3FTCA)	113		-		70-135	-		
3-Perfluoroheptyl Propanoic Acid (7:3FTCA)	94		-		50-145	-		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Perfluorinated Alkyl Acids by EPA 1633 - Mansfield Lab Associated sample(s): 02-03 Batch: WG2231169-3								

Surrogate	LCS %Recovery	Qual	LCSD %Recovery	Qual	Acceptance Criteria
Perfluoro-n-[13C4]Butanoic Acid (13C4-PFBA)	78				5-130
Perfluoro-n-[13C5]Pentanoic Acid (13C5-PFPeA)	75				40-130
Perfluoro-1-[2,3,4-13C3]Butanesulfonic Acid (13C3-PFBS)	52				40-135
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Hexanesulfonic Acid (13C2-4:2FTS)	62				40-200
Perfluoro-n-[1,2,3,4,6-13C5]Hexanoic Acid (13C5-PFHxA)	75				40-130
Perfluoro-n-[1,2,3,4-13C4]Heptanoic Acid (13C4-PFHpA)	69				40-130
Perfluoro-1-[1,2,3-13C3]Hexanesulfonic Acid (13C3-PFHxS)	48				40-130
Perfluoro-n-[13C8]Octanoic Acid (13C8-PFOA)	66				40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Octanesulfonic Acid (13C2-6:2FTS)	59				40-200
Perfluoro-n-[13C9]Nonanoic Acid (13C9-PFNA)	66				40-130
Perfluoro-1-[13C8]Octanesulfonic Acid (13C8-PFOS)	43				40-130
Perfluoro-n-[1,2,3,4,5,6-13C6]Decanoic Acid (13C6-PFDA)	63				40-130
1H,1H,2H,2H-Perfluoro-1-[1,2-13C2]Decanesulfonic Acid (13C2-8:2FTS)	56				40-300
N-Methyl-d3-perfluoro-1-octanesulfonamidoacetic Acid (D3-NMeFOSAA)	66				40-170
Perfluoro-n-[1,2,3,4,5,6,7-13C7]Undecanoic Acid (13C7-PFUnA)	40				30-130
Perfluoro-1-[13C8]Octanesulfonamide (13C8-PFOSA)	56				40-130
N-Ethyl-d5-perfluoro-1-octanesulfonamidoacetic Acid (D5-NEtFOSAA)	38				25-135
Perfluoro-n-[1,2-13C2]Dodecanoic Acid (13C2-PFDoA)	41				10-130
Perfluoro-n-[1,2-13C2]Tetradecanoic Acid (13C2-PFTeDA)	42				10-130
Tetrafluoro-2-heptafluoropropoxy-[13C3]-propanoic acid (13C3-HFPO-DA)	71				40-130
N-Methyl-d3-Perfluoro-1-Octanesulfonamide (D3-NMeFOSA)	47				10-130
N-Ethyl-d5-Perfluoro-1-Octanesulfonamide (D5-NEtFOSA)	47				10-130
N-Methyl-d7-Perfluorooctanesulfonamidoethanol (D7-NMeFOSE)	67				10-130
N-Ethyl-d9-Perfluorooctanesulfonamidoethanol (D9-NEtFOSE)	67				10-130

PETROLEUM HYDROCARBONS

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID:	L2635994-01	Date Collected:	06/09/26 12:36
Client ID:	MW-01-060926	Date Received:	06/10/26
Sample Location:	115 SYCAMORE ST, SOMERVILLE, MA	Field Prep:	Not Specified
Sample Depth:			
Matrix:	Water	Extraction Method:	MA VPH
Analytical Method:	131,VPH	Extraction Date:	06/18/26 07:09
Analytical Date:	06/18/26 17:27		
Analyst:	KDK		

Quality Control Information

Condition of sample received:	Satisfactory
Aqueous Preservative:	Laboratory Provided Preserved Container
Sample Temperature upon receipt:	Received on Ice

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor
Volatile Petroleum Hydrocarbons - East Longmeadow Lab						
C5-C8 Aliphatics, Adjusted	ND		ug/l	100	--	1
C9-C12 Aliphatics, Adjusted	ND		ug/l	100	--	1
C9-C10 Aromatics	ND		ug/l	100	--	1
C5-C8 Aliphatics	ND		ug/l	100	--	1
C9-C12 Aliphatics	ND		ug/l	100	--	1
Benzene	ND		ug/l	1.0	--	1
Toluene	ND		ug/l	1.0	--	1
Ethylbenzene	ND		ug/l	1.0	--	1
p/m-Xylene	ND		ug/l	2.0	--	1
o-Xylene	ND		ug/l	1.0	--	1
Methyl tert butyl ether	ND		ug/l	1.0	--	1
Naphthalene	ND		ug/l	5.0	--	1

Surrogate	% Recovery	Qualifier	Acceptance Criteria
2,5-Dibromotoluene-PID	73		70-130
2,5-Dibromotoluene-FID	83		70-130

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID:	L2635994-01	Date Collected:	06/09/26 12:36
Client ID:	MW-01-060926	Date Received:	06/10/26
Sample Location:	115 SYCAMORE ST, SOMERVILLE, MA	Field Prep:	Not Specified
Sample Depth:			
Matrix:	Water	Extraction Method:	EPA 3510C
Analytical Method:	135,EPH-19-2.1	Extraction Date:	06/14/26 16:56
Analytical Date:	06/15/26 19:26	Cleanup Method1:	EPH-19-2.1
Analyst:	ARW	Cleanup Date1:	06/15/26

Quality Control Information

Condition of sample received:	Satisfactory
Aqueous Preservative:	Laboratory Provided Preserved Container
Sample Temperature upon receipt:	Received on Ice
Sample Extraction method:	Extracted Per the Method

Extractable Petroleum Hydrocarbons - Westborough Lab

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor
C9-C18 Aliphatics	ND		ug/l	100	--	1
C19-C36 Aliphatics	ND		ug/l	100	--	1
C11-C22 Aromatics	ND		ug/l	100	--	1
C11-C22 Aromatics, Adjusted	ND		ug/l	100	--	1
Naphthalene	ND		ug/l	10.0	--	1
2-Methylnaphthalene	ND		ug/l	10.0	--	1
Acenaphthylene	ND		ug/l	10.0	--	1
Acenaphthene	ND		ug/l	10.0	--	1
Fluorene	ND		ug/l	10.0	--	1
Phenanthrene	ND		ug/l	10.0	--	1
Anthracene	ND		ug/l	10.0	--	1
Fluoranthene	ND		ug/l	10.0	--	1
Pyrene	ND		ug/l	10.0	--	1
Benzo(a)anthracene	ND		ug/l	10.0	--	1
Chrysene	ND		ug/l	10.0	--	1
Benzo(b)fluoranthene	ND		ug/l	10.0	--	1
Benzo(k)fluoranthene	ND		ug/l	10.0	--	1
Benzo(a)pyrene	ND		ug/l	10.0	--	1
Indeno(1,2,3-cd)Pyrene	ND		ug/l	10.0	--	1
Dibenzo(a,h)anthracene	ND		ug/l	10.0	--	1
Benzo(ghi)perylene	ND		ug/l	10.0	--	1

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

SAMPLE RESULTS

Lab ID:	L2635994-01	Date Collected:	06/09/26 12:36
Client ID:	MW-01-060926	Date Received:	06/10/26
Sample Location:	115 SYCAMORE ST, SOMERVILLE, MA	Field Prep:	Not Specified

Sample Depth:

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor

Extractable Petroleum Hydrocarbons - Westborough Lab

Surrogate	% Recovery	Qualifier	Acceptance Criteria
Chloro-Octadecane	56		40-140
o-Terphenyl	56		40-140
2-Fluorobiphenyl	62		40-140
2-Bromonaphthalene	64		40-140

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 135,EPH-19-2.1
Analytical Date: 06/15/26 10:40
Analyst: CRE

Extraction Method: EPA 3510C
Extraction Date: 06/14/26 11:49
Cleanup Method: EPH-19-2.1
Cleanup Date: 06/15/26

Parameter	Result	Qualifier	Units	RL	MDL
Extractable Petroleum Hydrocarbons - Westborough Lab for sample(s): 01 Batch: WG2227642-1					
C9-C18 Aliphatics	ND		ug/l	100	--
C19-C36 Aliphatics	ND		ug/l	100	--
C11-C22 Aromatics	ND		ug/l	100	--
C11-C22 Aromatics, Adjusted	ND		ug/l	100	--
Naphthalene	ND		ug/l	10.0	--
2-Methylnaphthalene	ND		ug/l	10.0	--
Acenaphthylene	ND		ug/l	10.0	--
Acenaphthene	ND		ug/l	10.0	--
Fluorene	ND		ug/l	10.0	--
Phenanthrene	ND		ug/l	10.0	--
Anthracene	ND		ug/l	10.0	--
Fluoranthene	ND		ug/l	10.0	--
Pyrene	ND		ug/l	10.0	--
Benzo(a)anthracene	ND		ug/l	10.0	--
Chrysene	ND		ug/l	10.0	--
Benzo(b)fluoranthene	ND		ug/l	10.0	--
Benzo(k)fluoranthene	ND		ug/l	10.0	--
Benzo(a)pyrene	ND		ug/l	10.0	--
Indeno(1,2,3-cd)Pyrene	ND		ug/l	10.0	--
Dibenzo(a,h)anthracene	ND		ug/l	10.0	--
Benzo(ghi)perylene	ND		ug/l	10.0	--

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 135,EPH-19-2.1
Analytical Date: 06/15/26 10:40
Analyst: CRE

Extraction Method: EPA 3510C
Extraction Date: 06/14/26 11:49
Cleanup Method: EPH-19-2.1
Cleanup Date: 06/15/26

Parameter	Result	Qualifier	Units	RL	MDL
Extractable Petroleum Hydrocarbons - Westborough Lab for sample(s): 01 Batch: WG2227642-1					

Surrogate	%Recovery	Qualifier	Acceptance Criteria
Chloro-Octadecane	53		40-140
o-Terphenyl	50		40-140
2-Fluorobiphenyl	64		40-140
2-Bromonaphthalene	65		40-140

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 131,VPH
Analytical Date: 06/18/26 14:19
Analyst: KDK

Extraction Method: MA VPH
Extraction Date: 06/18/26 07:09

Parameter	Result	Qualifier	Units	RL	MDL
Volatile Petroleum Hydrocarbons - East Longmeadow Lab for sample(s): 01 Batch: WG2230650-1					
C5-C8 Aliphatics, Adjusted	ND		ug/l	100	--
C9-C12 Aliphatics, Adjusted	ND		ug/l	100	--
C9-C10 Aromatics	ND		ug/l	100	--
C5-C8 Aliphatics	ND		ug/l	100	--
C9-C12 Aliphatics	ND		ug/l	100	--
Benzene	ND		ug/l	1.0	--
Toluene	ND		ug/l	1.0	--
Ethylbenzene	ND		ug/l	1.0	--
p/m-Xylene	ND		ug/l	2.0	--
o-Xylene	ND		ug/l	1.0	--
Methyl tert butyl ether	ND		ug/l	1.0	--
Naphthalene	ND		ug/l	5.0	--

Surrogate	%Recovery	Qualifier	Acceptance Criteria
2,5-Dibromotoluene-PID	90		70-130
2,5-Dibromotoluene-FID	104		70-130

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Extractable Petroleum Hydrocarbons - Westborough Lab Associated sample(s): 01 Batch: WG2227642-2 WG2227642-3								
C9-C18 Aliphatics	48		47		40-140	2		20
C19-C36 Aliphatics	68		70		40-140	3		20
C11-C22 Aromatics	55		59		40-140	7		20
Naphthalene	42		40		40-140	5		20
2-Methylnaphthalene	45		45		40-140	0		20
Acenaphthylene	55		58		40-140	5		20
Acenaphthene	52		55		40-140	6		20
Fluorene	52		58		40-140	11		20
Phenanthrene	54		62		40-140	14		20
Anthracene	59		67		40-140	13		20
Fluoranthene	57		65		40-140	13		20
Pyrene	57		64		40-140	12		20
Benzo(a)anthracene	55		60		40-140	9		20
Chrysene	51		53		40-140	4		20
Benzo(b)fluoranthene	54		61		40-140	12		20
Benzo(k)fluoranthene	52		55		40-140	6		20
Benzo(a)pyrene	76		83		40-140	9		20
Indeno(1,2,3-cd)Pyrene	51		57		40-140	11		20
Dibenzo(a,h)anthracene	47		49		40-140	4		20

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Extractable Petroleum Hydrocarbons - Westborough Lab Associated sample(s): 01 Batch: WG2227642-2 WG2227642-3								
Benzo(ghi)perylene	47		48		40-140	2		20

Surrogate	LCS %Recovery	Qual	LCSD %Recovery	Qual	Acceptance Criteria
Chloro-Octadecane	59		61		40-140
o-Terphenyl	56		63		40-140
2-Fluorobiphenyl	62		67		40-140
2-Bromonaphthalene	65		72		40-140
% Naphthalene Breakthrough	0		0		
% 2-Methylnaphthalene Breakthrough	0		0		

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Volatile Petroleum Hydrocarbons - East Longmeadow Lab	Associated sample(s): 01		Batch: WG2230650-2 WG2230650-3					
C9-C10 Aromatics	102		102		70-130	0.151		25
C5-C8 Aliphatics	98		98		70-130	0.602		25
C9-C12 Aliphatics	97		99		70-130	2.69		25
Benzene	88		88		70-130	0.0977		25
Toluene	88		90		70-130	1.71		25
Ethylbenzene	93		93		70-130	0.226		25
p/m-Xylene	96		95		70-130	1.11		25
o-Xylene	93		92		70-130	0.816		25
Methyl tert butyl ether	81		82		70-130	0.937		25
Naphthalene	96		96		70-130	0.837		25
1,2,4-Trimethylbenzene	102		102		70-130	0.151		25
Pentane	104		103		70-130	1.18		25
2-Methylpentane	100		100		70-130	0.343		25
2,2,4-Trimethylpentane	90		92		70-130	2.93		25
Nonane (C9)	94		96		30-130	2.56		25
Decane (C10)	91		94		70-130	2.58		25
n-Butylcyclohexane	106		109		70-130	2.92		25

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits
Volatile Petroleum Hydrocarbons - East Longmeadow Lab	Associated sample(s): 01		Batch: WG2230650-2		WG2230650-3			

Surrogate	LCS %Recovery	Qual	LCSD %Recovery	Qual	Acceptance Criteria
2,5-Dibromotoluene-PID	93		99		70-130
2,5-Dibromotoluene-FID	107		113		70-130

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004

Lab Number: L2635994
Report Date: 06/29/26

Sample Receipt and Container Information

Were project specific reporting limits specified? YES

Cooler Information

Cooler	Custody Seal
A	Absent

Container Information

Container ID	Container Type	Cooler	Initial pH	Final pH	Temp deg C	Pres	Seal	Frozen Date/Time	Analysis(*)
L2635994-01A	Vial HCl preserved	NA	NA			Y	Absent		A3-VPH-DELUX-18(14)
L2635994-01B	Vial HCl preserved	NA	NA			Y	Absent		A3-VPH-DELUX-18(14)
L2635994-01C	Vial HCl preserved	NA	NA			Y	Absent		A3-VPH-DELUX-18(14)
L2635994-01D	Amber 1L HCl preserved	NA	<2	<2		Y	Absent		EPH-DELUX-20(14)
L2635994-01E	Amber 1L HCl preserved	NA	<2	<2		Y	Absent		EPH-DELUX-20(14)
L2635994-02A	Plastic 250ml unpreserved	NA	NA			Y	Absent		A2-1633(28)
L2635994-02B	Plastic 250ml unpreserved	NA	NA			Y	Absent		A2-1633(28)
L2635994-03A	Plastic 250ml unpreserved	NA	NA			Y	Absent		A2-1633(28)

*Values in parentheses indicate holding time in days

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

PFAS PARAMETER SUMMARY

Parameter	Acronym	CAS Number
PERFLUOROALKYL CARBOXYLIC ACIDS (PFCAs)		
Perfluorooctadecanoic Acid	PFODA	16517-11-6
Perfluorohexadecanoic Acid	PFHxDA	67905-19-5
Perfluorotetradecanoic Acid	PFTA/PFTeDA	376-06-7
Perfluorotridecanoic Acid	PFTrDA	72629-94-8
Perfluorododecanoic Acid	PFDoA	307-55-1
Perfluoroundecanoic Acid	PFUnA	2058-94-8
Perfluorodecanoic Acid	PFDA	335-76-2
Perfluorononanoic Acid	PFNA	375-95-1
Perfluorooctanoic Acid	PFOA	335-67-1
Perfluoroheptanoic Acid	PFHpA	375-85-9
Perfluorohexanoic Acid	PFHxA	307-24-4
Perfluoropentanoic Acid	PFPeA	2706-90-3
Perfluorobutanoic Acid	PFBA	375-22-4
PERFLUOROALKYL SULFONIC ACIDS (PFSAs)		
Perfluorododecanesulfonic Acid	PFDoDS/PFDoS	79780-39-5
Perfluorodecanesulfonic Acid	PFDS	335-77-3
Perfluorononanesulfonic Acid	PFNS	68259-12-1
Perfluorooctanesulfonic Acid	PFOS	1763-23-1
Perfluoroheptanesulfonic Acid	PFHpS	375-92-8
Perfluorohexanesulfonic Acid	PFHxS	355-46-4
Perfluoropentanesulfonic Acid	PFPeS	2706-91-4
Perfluorobutanesulfonic Acid	PFBS	375-73-5
Perfluoropropanesulfonic Acid	PFPrS	423-41-6
FLUOROTELOMERS		
1H,1H,2H,2H-Perfluorododecanesulfonic Acid	10:2FTS	120226-60-0
1H,1H,2H,2H-Perfluorodecanesulfonic Acid	8:2FTS	39108-34-4
1H,1H,2H,2H-Perfluorooctanesulfonic Acid	6:2FTS	27619-97-2
1H,1H,2H,2H-Perfluorohexanesulfonic Acid	4:2FTS	757124-72-4
PERFLUOROALKANE SULFONAMIDES (FASAs)		
Perfluorooctanesulfonamide	FOSA/PFOSA	754-91-6
N-Ethyl Perfluorooctane Sulfonamide	NEtFOSA	4151-50-2
N-Methyl Perfluorooctane Sulfonamide	NMeFOSA	31506-32-8
PERFLUOROALKANE SULFONYL SUBSTANCES		
N-Ethyl Perfluorooctanesulfonamido Ethanol	NEtFOSE	1691-99-2
N-Methyl Perfluorooctanesulfonamido Ethanol	NMeFOSE	24448-09-7
N-Ethyl Perfluorooctanesulfonamidoacetic Acid	NEtFOSAA	2991-50-6
N-Methyl Perfluorooctanesulfonamidoacetic Acid	NMeFOSAA	2355-31-9
PER- and POLYFLUOROALKYL ETHER CARBOXYLIC ACIDS		
2,3,3,3-Tetrafluoro-2-[1,1,2,2,3,3,3-Heptafluoropropoxy]-Propanoic Acid	HFPO-DA	13252-13-6
4,8-Dioxa-3h-Perfluorononanoic Acid	ADONA	919005-14-4
CHLORO-PERFLUOROALKYL SULFONIC ACIDS		
11-Chloroeicosafluoro-3-Oxaundecane-1-Sulfonic Acid	11Cl-PF3OUdS	763051-92-9
9-Chlorohexadecafluoro-3-Oxanone-1-Sulfonic Acid	9Cl-PF3ONS	756426-58-1
PERFLUOROETHER SULFONIC ACIDS (PFESAs)		
Perfluoro(2-Ethoxyethane)Sulfonic Acid	PFEESA	113507-82-7
PERFLUOROETHER/POLYETHER CARBOXYLIC ACIDS (PFPCAs)		
Perfluoro-3-Methoxypropanoic Acid	PFMPA	377-73-1
Perfluoro-4-Methoxybutanoic Acid	PFMBA	863090-89-5
Nonafluoro-3,6-Dioxaheptanoic Acid	NFDHA	151772-58-6

Project Name: WINTER HILL SCHOOL PHASE II
Project Number: R2026012.002.004
Lab Number: L2635994
Report Date: 06/29/26

PFAS PARAMETER SUMMARY

Parameter	Acronym	CAS Number
FLUOROTELOMER CARBOXYLIC ACIDS (FTCAs)		
3-Perfluoroheptyl Propanoic Acid	7:3FTCA	812-70-4
2H,2H,3H,3H-Perfluorooctanoic Acid	5:3FTCA	914637-49-3
3-Perfluoropropyl Propanoic Acid	3:3FTCA	356-02-5

Project Name:	WINTER HILL SCHOOL PHASE II	**Lab Number:**	L2635994
Project Number:	R2026012.002.004	**Report Date:**	06/29/26

GLOSSARY

Acronyms

DL	- Detection Limit: This value represents the level to which target analyte concentrations are reported as estimated values, when those target analyte concentrations are quantified below the limit of quantitation (LOQ). The DL includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.)
EDL	- Estimated Detection Limit: This value represents the level to which target analyte concentrations are reported as estimated values, when those target analyte concentrations are quantified below the reporting limit (RL). The EDL includes any adjustments from dilutions, concentrations or moisture content, where applicable. The use of EDLs is specific to the analysis of PAHs using Solid-Phase Microextraction (SPME).
EMPC	- Estimated Maximum Possible Concentration: The concentration that results from the signal present at the retention time of an analyte when the ions meet all of the identification criteria except the ion abundance ratio criteria. An EMPC is a worst-case estimate of the concentration.
EPA	- Environmental Protection Agency.
LCS	- Laboratory Control Sample: A sample matrix, free from the analytes of interest, spiked with verified known amounts of analytes or a material containing known and verified amounts of analytes.
LCSD	- Laboratory Control Sample Duplicate: Refer to LCS.
LFB	- Laboratory Fortified Blank: A sample matrix, free from the analytes of interest, spiked with verified known amounts of analytes or a material containing known and verified amounts of analytes.
LOD	- Limit of Detection: This value represents the level to which a target analyte can reliably be detected for a specific analyte in a specific matrix by a specific method. The LOD includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.)
LOQ	- Limit of Quantitation: The value at which an instrument can accurately measure an analyte at a specific concentration. The LOQ includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.) Limit of Quantitation: The value at which an instrument can accurately measure an analyte at a specific concentration. The LOQ includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.)
MDL	- Method Detection Limit: This value represents the level to which target analyte concentrations are reported as estimated values, when those target analyte concentrations are quantified below the reporting limit (RL). The MDL includes any adjustments from dilutions, concentrations or moisture content, where applicable.
MS	- Matrix Spike Sample: A sample prepared by adding a known mass of target analyte to a specified amount of matrix sample for which an independent estimate of target analyte concentration is available. For Method 332.0, the spike recovery is calculated using the native concentration, including estimated values.
MSD	- Matrix Spike Sample Duplicate: Refer to MS.
NA	- Not Applicable.
NC	- Not Calculated: Term is utilized when one or more of the results utilized in the calculation are non-detect at the parameter's reporting unit.
NDPA/DPA	- N-Nitrosodiphenylamine/Diphenylamine.
NI	- Not Ignitable.
NP	- Non-Plastic: Term is utilized for the analysis of Atterberg Limits in soil.
NR	- No Results: Term is utilized when 'No Target Compounds Requested' is reported for the analysis of Volatile or Semivolatile Organic TIC only requests.
RL	- Reporting Limit: The value at which an instrument can accurately measure an analyte at a specific concentration. The RL includes any adjustments from dilutions, concentrations or moisture content, where applicable.
RPD	- Relative Percent Difference: The results from matrix and/or matrix spike duplicates are primarily designed to assess the precision of analytical results in a given matrix and are expressed as relative percent difference (RPD). Values which are less than five times the reporting limit for any individual parameter are evaluated by utilizing the absolute difference between the values; although the RPD value will be provided in the report.
SRM	- Standard Reference Material: A reference sample of a known or certified value that is of the same or similar matrix as the associated field samples.
STLP	- Semi-dynamic Tank Leaching Procedure per EPA Method 1315.
TEF	- Toxic Equivalency Factors: The values assigned to each dioxin and furan to evaluate their toxicity relative to 2,3,7,8-TCDD.
TEQ	- Toxic Equivalent: The measure of a sample's toxicity derived by multiplying each dioxin and furan by its corresponding TEF and then summing the resulting values.
TIC	- Tentatively Identified Compound: A compound that has been identified to be present and is not part of the target compound list (TCL) for the method and/or program. All TICs are qualitatively identified and reported as estimated concentrations.

Report Format: Data Usability Report

Project Name:	WINTER HILL SCHOOL PHASE II	**Lab Number:**	L2635994
Project Number:	R2026012.002.004	**Report Date:**	06/29/26

Footnotes

1 - The reference for this analyte should be considered modified since this analyte is absent from the target analyte list of the original method.

Terms

Analytical Method: Both the document from which the method originates and the analytical reference method. (Example: EPA 8260B is shown as 1,8260B.) The codes for the reference method documents are provided in the References section of the Addendum.

Chlordane: The target compound Chlordane (CAS No. 57-74-9) is reported for GC ECD analyses. Per EPA,this compound "refers to a mixture of chlordane isomers, other chlorinated hydrocarbons and numerous other components." (Reference: USEPA Toxicological Review of Chlordane, In Support of Summary Information on the Integrated Risk Information System (IRIS), December 1997.)

Difference: With respect to Total Oxidizable Precursor (TOP) Assay analysis, the difference is defined as the Post-Treatment value minus the Pre-Treatment value.

Final pH: As it pertains to Sample Receipt & Container Information section of the report, Final pH reflects pH of container determined after adjustment at the laboratory, if applicable. If no adjustment required, value reflects Initial pH.

Frozen Date/Time: With respect to Volatile Organics in soil, Frozen Date/Time reflects the date/time at which associated Reagent Water-preserved vials were initially frozen. Note: If frozen date/time is beyond 48 hours from sample collection, value will be reflected in 'bold'.

Gasoline Range Organics (GRO): Gasoline Range Organics (GRO) results include all chromatographic peaks eluting from Methyl tert butyl ether through Naphthalene, with the exception of GRO analysis in support of State of Ohio programs, which includes all chromatographic peaks eluting from Hexane through Dodecane.

Initial pH: As it pertains to Sample Receipt & Container Information section of the report, Initial pH reflects pH of container determined upon receipt, if applicable.

PAH Total: With respect to Alkylated PAH analyses, the 'PAHs, Total' result is defined as the summation of results for all or a subset of the following compounds: Naphthalene, C1-C4 Naphthalenes, 2-Methylnaphthalene, 1-Methylnaphthalene, Biphenyl, Acenaphthylene, Acenaphthene, Fluorene, C1-C3 Fluorenes, Phenanthrene, C1-C4 Phenanthrenes/Anthracenes, Anthracene, Fluoranthene, Pyrene, C1-C4 Fluoranthenes/Pyrenes, Benz(a)anthracene, Chrysene, C1-C4 Chrysenes, Benzo(b)fluoranthene, Benzo(j)+(k)fluoranthene, Benzo(e)pyrene, Benzo(a)pyrene, Perylene, Indeno(1,2,3-cd)pyrene, Dibenz(ah)+(ac)anthracene, Benzo(g,h,i)perylene. If a 'Total' result is requested, the results of its individual components will also be reported.

PFAS Total: With respect to PFAS analyses, the 'PFAS, Total (5)' result is defined as the summation of results for: PFHpA, PFHxS, PFOA, PFNA and PFOS. In addition, the 'PFAS, Total (6)' result is defined as the summation of results for: PFHpA, PFHxS, PFOA, PFNA, PFDA and PFOS. For MassDEP DW compliance analysis only, the 'PFAS, Total (6)' result is defined as the summation of results at or above the RL. Note: If a 'Total' result is requested, the results of its individual components will also be reported.

Total: With respect to Organic analyses, a 'Total' result is defined as the summation of results for individual isomers or Aroclors. If a 'Total' result is requested, the results of its individual components will also be reported. This is applicable to 'Total' results for methods 8260, 8081 and 8082.

Data Qualifiers

A - Spectra identified as "Aldol Condensates" are byproducts of the extraction/concentration procedures when acetone is introduced in the process.

B - The analyte was detected above the reporting limit in the associated method blank. Flag only applies to associated field samples that have detectable concentrations of the analyte at less than ten times (10x) the concentration found in the blank. For MCP-related projects, flag only applies to associated field samples that have detectable concentrations of the analyte at less than ten times (10x) the concentration found in the blank. For DOD-related projects, flag only applies to associated field samples that have detectable concentrations of the analyte at less than ten times (10x) the concentration found in the blank AND the analyte was detected above one-half the reporting limit (or above the reporting limit for common lab contaminants) in the associated method blank. For NJ-Air-related projects, flag only applies to associated field samples that have detectable concentrations of the analyte above the reporting limit. For NJ-related projects (excluding Air), flag only applies to associated field samples that have detectable concentrations of the analyte, which was detected above the reporting limit in the associated method blank or above five times the reporting limit for common lab contaminants (Phthalates, Acetone, Methylene Chloride, 2-Butanone).

C - Co-elution: The target analyte co-elutes with a known lab standard (i.e. surrogate, internal standards, etc.) for co-extracted analyses.

D - Concentration of analyte was quantified from diluted analysis. Flag only applies to field samples that have detectable concentrations of the analyte.

E - Concentration of analyte exceeds the range of the calibration curve and/or linear range of the instrument.

F - The ratio of quantifier ion response to qualifier ion response falls outside of the laboratory criteria. Results are considered to be an estimated maximum concentration.

G - The concentration may be biased high due to matrix interferences (i.e, co-elution) with non-target compound(s). The result should be considered estimated.

H - The analysis of pH was performed beyond the regulatory-required holding time of 15 minutes from the time of sample collection.

I - The lower value for the two columns has been reported due to obvious interference.

J - Estimated value. This represents an estimated concentration for Tentatively Identified Compounds (TICs).

M - Reporting Limit (RL) exceeds the MCP CAM Reporting Limit for this analyte.

Report Format: Data Usability Report

Project Name:	WINTER HILL SCHOOL PHASE II	**Lab Number:**	L2635994
Project Number:	R2026012.002.004	**Report Date:**	06/29/26

Data Qualifiers

ND	- Not detected at the reporting limit (RL) for the sample.
NJ	- Presumptive evidence of compound. This represents an estimated concentration for Tentatively Identified Compounds (TICs), where the identification is based on a mass spectral library search.
P	- The RPD between the results for the two columns exceeds the method-specified criteria.
Q	- The quality control sample exceeds the associated acceptance criteria. For DOD-related projects, LCS and/or Continuing Calibration Standard exceedences are also qualified on all associated sample results. Note: This flag is not applicable for matrix spike recoveries when the sample concentration is greater than 4x the spike added or for batch duplicate RPD when the sample concentrations are less than 5x the RL. (Metals only.)
R	- Analytical results are from sample re-analysis.
RE	- Analytical results are from sample re-extraction.
S	- Analytical results are from modified screening analysis.
V	- The surrogate associated with this target analyte has a recovery outside the QC acceptance limits. (Applicable to MassDEP DW Compliance samples only.)
Z	- The batch matrix spike and/or duplicate associated with this target analyte has a recovery/RPD outside the QC acceptance limits. (Applicable to MassDEP DW Compliance samples only.)

Report Format: Data Usability Report

Project Name: WINTER HILL SCHOOL PHASE II **Lab Number:** L2635994

Project Number: R2026012.002.004 **Report Date:** 06/29/26

REFERENCES

131 Method for the Determination of Volatile Petroleum Hydrocarbons (VPH), MassDEP, February 2018, Revision 2.1 with QC Requirements & Performance Standards for the Analysis of VPH under the Massachusetts Contingency Plan, WSC-CAM-IVA, June 1, 2018.

135 Method for the Determination of Extractable Petroleum Hydrocarbons (EPH), MassDEP, December 2019, Revision 2.1 with QC Requirements & Performance Standards for the Analysis of EPH under the Massachusetts Contingency Plan, WSC-CAM-IVB, March 1, 2020.

168 Analysis of Per- and Polyfluoroalkyl Substances (PFAS) in Aqueous, Solid, Biosolids, and Tissue Samples by LC-MS/MS. EPA Method 1633A, EPA 820-R-24-007, December 2024. For MCP, WSC-CAM-XA, September 2025. For CT DEEP RCP, USEPA Method 1633, Version 1.0, July 2026.

LIMITATION OF LIABILITIES

Pace Analytical Services performs services with reasonable care and diligence normal to the analytical testing laboratory industry. In the event of an error, the sole and exclusive responsibility of Pace Analytical Services shall be to re-perform the work at it's own expense. In no event shall Pace Analytical Services be held liable for any incidental, consequential or special damages, including but not limited to, damages in any way connected with the use of, interpretation of, information or analysis provided by Pace Analytical Services.

We strongly urge our clients to comply with EPA protocol regarding sample volume, preservation, cooling, containers, sampling procedures, holding time and splitting of samples in the field.

ENV-FORM-WES2-0065 v03 Certificate/Approval Program Summary

Certification Information

The following analytes are not included in our Primary NELAP Scope of Accreditation:

PAS-WES2 Westborough Facility – 8 Walkup Dr. Westborough, MA 01581
EPA 8260D: NPW: 1,2,4,5-Tetramethylbenzene; 4-Ethyltoluene; SCM: Iodomethane (methyl iodide), 1,2,4,5-Tetramethylbenzene; 4-Ethyltoluene.
EPA 8270E: NPW: Dimethylnaphthalene,1,4-Diphenylhydrazine, alpha-Terpineol, Azobenzene; SCM: Dimethylnaphthalene,1,4-Diphenylhydrazine.
SM4500: NPW: Amenable Cyanide; SCM: Total Phosphorus, TKN, NO2, NO3.

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048
SM 2540D: TSS.
Biological Tissue Matrix: EPA 3050B

PAS-MAN1 Mansfield Facility – 120 Forbes Blvd. Mansfield, MA 02048
EPA TO-15: Halothane, 2,4,4-Trimethyl-2-pentene, 2,4,4-Trimethyl-1-pentene, Thiophene, 2-Methylthiophene, 3-Methylthiophene, 2-Ethylthiophene, 1,2,3-Trimethylbenzene, Indan, Indene, 1,2,4,5-Tetramethylbenzene, Benzothiophene, 1-Methylnaphthalene.
MADEP-APH.

PAS-ELON East Longmeadow Facility – 39 Spruce Street East Longmeadow, MA 01028
EPA 524.2: 1,3,5-Trichlorobenzene, m/p-Xylene, o-xylene.
EPA 625.1: 1,2-Dichlorobenzene, 1,3-Dichlorobenzene, 1,4-Dichlorobenzene, N-Nitrosodiphenylamine.
EPA 8081B NPW and SCM: Alachlor, Endrin Ketone, Hexachlorobenzene.
EPA 8260D NPW: Tetrahydrofuran, 1,3,5-Trichlorobenzene; **SCM:** TAME, TBEE, Diethyl ether, DIPE, Tetrahydrofuran. 1,3,5-Trichlorobenzene, Freon-113.
EPA 8270E: NPW: Carbazole, 1-Methylnaphthalene, Pentachloronitrobenzene; **SCM:** Carbazole, 1-Methylnaphthalene.
EPA TO-13: Air: Benzo(e)pyrene, 1-Methylnaphthalene, 2-Methylnaphthalene, Perylene.
EPA TO-4A Pesticide Air: delta-BHC, Endosulfan I, Endosulfan II, Endosulfan Sulfate, Endrin, Endrin Aldehyde, Endrin Ketone, Hexachlorobenzene, Methoxychlor.
SM4500: NPW: Amenable Cyanide; **SCM:** Total Phosphorus, TKN, NH3, NECi: NO2, NO3, ASTMD516.

The following test method is not included in our New Jersey Secondary NELAP Scope of Accreditation:

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048
Determination of Selected Perfluorinated Alkyl Substances by Solid Phase Extraction and Liquid Chromatography/Tandem Mass Spectrometry Isotope Dilution (via Alpha SOP 23528)

The following analytes are included in our Massachusetts DEP Scope of Accreditation:

PAS-WES2 Westborough Facility – 8 Walkup Dr. Westborough, MA 01581

Drinking Water
EPA 300.0: Chloride, Nitrate-N, Fluoride, Sulfate; **EPA 353.2**: Nitrate-N, Nitrite-N; **SM4500NO3-F**: Nitrate-N, Nitrite-N; **SM4500F-C, SM4500CN-CE, EPA 180.1, SM2130B, SM4500Cl-D, SM2320B, SM2540C, SM4500H-B, SM4500NO2-B**
EPA 504.1: EDB, DBCP.
Microbiology: **SM9215B; SM9223-P/A, SM9223B-Colilert-QT,.**

Non-Potable Water
SM4500H,B, EPA 120.1, SM2510B, SM2540C, SM2320B, SM4500CL-E, SM4500F-BC, SM4500NH3-BH: Ammonia-N and Kjeldahl-N, **EPA 350.1**: Ammonia-N, **LACHAT 10-107-06-1-B**: Ammonia-N, **EPA 351.1, SM4500NO3-F, EPA 353.2**: Nitrate-N, **SM4500P-E, SM4500P-B, E, SM4500SO4-E, SM5220D, EPA 410.4, SM5210B, SM4500CL-G, EPA 1664, EPA 420.1, SM4500-CN-CE, SM2540D, EPA 300: Chloride, Sulfate, Nitrate.**
Microbiology: **SM9223B-Colilert-QT; Enterolert-QT.**

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048

Drinking Water
EPA 200.7: Al, Ba, Cd, Cr, Cu, Fe, Mn, Ni, Na, Ag, Ca, Zn. **EPA 200.8:** Al, Sb, As, Ba, Be, Cd, Cr, Cu, Pb, Mn, Ni, Se, Ag, TL, Zn. **EPA 245.1** Hg.
EPA 522, EPA 537.1.

Non-Potable Water
EPA 200.7: Al, Sb, As, Be, Cd, Ca, Cr, Co, Cu, Fe, Pb, Mg, Mn, Mo, Ni, K, Se, Ag, Na, Sr, TL, Ti, V, Zn.
EPA 200.8: Al, Sb, As, Be, Cd, Ca, Cr, Cu, Fe, Pb, Mg, Mn, Ni, K, Se, Ag, Na, TL, Zn.
EPA 245.1: Hg. **EPA 245.7:** Hg.
SM2340B

ENV-FORM-WES2-0065 v03 Certificate/Approval Program Summary

PAS-ELON East Longmeadow Facility – 39 Spruce Street East Longmeadow, MA 01028

Drinking Water
EPA 300.0: NO3, NO2, Fl, Cl, SO4. **NECI Reductase**: NO3, NO2.
SM4500F-C, SM4500Cl-B, SM4500CN-C,E, EPA 180.1, SM2320B, SM 2540C, SM4500H-B, SM4500SO4-E.
EPA 537.1; EPA 524.2: THMs and VOCs; **EPA 504.1:** EDB, DBCP.
Microbiology: SM9223-P/A: TC/EC; SM9223B-Colilert-enumeration: TC/EC; HPC-Simplate.

Non-Potable Water
SM4500H-B, SM2510B, SM2540C, SM2320B, SM4500Cl-B, SM4500NH3-B, C, EPA 350.1, NECi: NO3, **SM4500NH3-B, C: TKN, SM4500P-E: Ortho Phosphate, SM4500P-B, E: Total Phosphorus, EPA 410.4, SM5210B, SM5310C, SM4500CN-C, E, SM2540D, SM4500Cl-G, SM4500SO4-E, EPA 1664, EPA 420.1, EPA 300.0:** Cl, SO4, NO3.
EPA 624.1: Volatile Halocarbons, Volatile Aromatics.
EPA 608.3: Chlordane, Toxaphene, Aldrin, Alpha-BHC, Beta-BHC, Gamma-BHC, Delta-BHC, Dieldrin, DDD, DDE, DDT, Endosulfan I, Endosulfan II, Endosulfan Sulfate, Endrin, Endrin Aldehyde, Heptachlor, Heptachlor Epoxide, PCBs.
EPA 625.1: SVOC-Acid Extractables and Base/Neutrals
Microbiology: SM9223B-Colilert: E. coli (Ambient and Wastewater), **SM9223B-Colilert-18:** Fecal Coliform (Wastewater).

Certification IDs:

PAS-WES2 Westborough Facility – 8 Walkup Dr. Westborough, MA 01581
CT PH-0826, IL 200077, IN C-MA-03, KY KY98045, ME MA00086, MD 348, MA M-MA086, NH 2064, NJ MA935, NY 11148, NC (NPW/SCM) 666, OR MA-1316, PA 68-03671, RI LAO00065, TX T104704476, VT VT-0935, VA 460195.

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048
ANAB/DoD L2474, CA 3117, CO MA00030, CT PH-0825, IL 200081, IN C-MA-04, KY KY98046, LA 85084, ME MA00030, MD 350, MA M-MA00030, MI 9110, MN 025-999-495, NV MA00030, NH 2062, NJ MA015, NY 11627, NC (NPW/SCM) 685, OR MA-0262, PA 68-02089, RI LAO00299, TX T-104704419, UT MA00030, VT VT-0015, VA 460194, WA C954.

PAS-MAN1 Mansfield Air Lab Facility – 120 Forbes Blvd. Mansfield, MA 02048
ANAB/DoD L2474, LA 245052, ME MA01156, MN 025-999-498, NH 2249, NJ MA025, NY 12191, OR 4203, TX T104704583, VA 460311, WA C1104.

PAS-ELON East Longmeadow Facility – 39 Spruce St. East Longmeadow, MA 01028
CT PH-0821, ME MA00100, MI 9100, NC (DENR) 652, NC (DW) 25703, MA M-MA100, NH (Secondary) 2516, NH (Primary) 2557, NJ MA007, NY 10899, PA 68-05812, RI LAO00373, VA 460217, VT-255716, WV DEP 419, WV-DW 9979C, LA 05130, LA-DW LA042, MD-DW 373, OH 87781.

For a complete listing of analytes and methods, please contact your Project Manager.

CHAIN OF CUSTODY

PAGE 1 OF 1

Pace

WESTBORO, MA TEL: 508-898-9220 FAX: 508-898-9193
MANSFIELD, MA TEL: 508-822-9300 FAX: 508-822-3288

Date Rec'd in Lab: 6/10/26

PACE Job #: 35994

Client Information

Client: Mabbett & Associates, Inc
Address: 105 Central St
Stoneham, MA
Phone: (617) 999-8209
Fax:
Email: Wy@Mabbett.com
☐ These samples have been previously analyzed by Pace

Project Information

Project Name: Winter Hill School Phase II
Project Location: 115 Sycamore St, Somerville, MA
Project #: R2026012.002.004
Project Manager: Cassidy Way
PACE Quote #:

Turn-Around Time

☒ Standard ☐ RUSH (only confirmed if pre-approved)
Date Due: Time:

Report Information - Data Deliverables

☐ FAX ☒ EMAIL
☒ ADEx ☐ Add'l Deliverables

Billing Information

☐ Same as Client info PO #:

Regulatory Requirements/Report Limits

State/Fed Program: MA MCP Criteria

MA MCP PRESUMPTIVE CERTAINTY --- CT REASONABLE CONFIDENCE PROTO

☒ Yes ☐ No Are MCP Analytical Methods Required?
☐ Yes ☒ No Is Matrix Spike (MS) Required on this SDG? (If yes see note in Comments)
☐ Yes ☒ No Are CT RCP (Reasonable Confidence Protocols) Required?

Other Project Specific Requirements/Comments/Detection Limits:

If MS is required, indicate in Sample Specific Comments which samples and what tests MS to be performed.
(Note: All **CAM** methods for inorganic analyses require MS every 20 soil samples)

PACE Lab ID (Lab Use Only)	Sample ID	Collection Date	Collection Time	Sample Matrix	Sampler's Initials	EPH w/ PAHs	VPH	PFAAs									Sample Specific Comments	TOTAL # BOTTLES
35994-01	MW-01-060926	06/09/26	12:36	GW	ARG	X	X											5
-02	MW-02-060926	06/09/26	15:21	GW	ARG			X										2

SAMPLE HANDLING
Filtration
☐ Done ☐ Not needed ☐ Lab to do
Preservation
☐ Lab to do
(Please specify below)

PLEASE ANSWER QUESTIONS ABOVE!

IS YOUR PROJECT MA MCP or CT RCP?

Container Type	A	V	P											
Preservative	B	B	A											

Relinquished By:	Date/Time	Received By:	Date/Time
AW Mustafavan	06/09/26 17:30	PACE	6/10/26 1205
Drawn Clendal	6/10/26 1835		6/10/26 1831

Please print clearly, legibly and completely. Samples can not be logged in and turnaround time clock will not start until any ambiguities are resolved. All samples submitted are subject to Pace's Terms and Conditions. See reverse side.

FORM NO: 01-01 (rev. 29-Jan-2025)

Sample Delivery Group Summary

Pace Job Number : L2635994
Received : 10-JUN-2026
Reviewer : Harmony Evans

Account Name : Mabbett & Associates
Project Number : R2026012.002.004
Project Name : WINTER HILL SCHOOL PHASE II

Delivery Information

Samples Delivered By : Pace Courier

Chain of Custody : Present

Cooler Information

Cooler	Seal/Seal#	Preservation	Temperature(°C)	Additional Information
A	Absent/	Ice	2.2	

Condition Information

1) All samples on COC received?	YES
2) Extra samples received? Following additional samples were received: -03	YES
3) Are there any sample container discrepancies?	NO
4) Are there any discrepancies between COC & sample labels?	NO
5) Are samples in appropriate containers for requested analysis?	YES
6) Are samples properly preserved for requested analysis?	YES
7) Are samples within holding time for requested analysis?	YES
8) All sampling equipment returned?	NA

Volatile Organics/VPH

1) Reagent Water Vials Frozen by Client?	NA

APPENDIX G

Asbestos Identification Laboratory Data Report

Asbestos Identification Laboratory

165 New Boston St., Ste 227
Woburn, MA 01801
781-932-9600

Web: www.asbestosidentifcationlab.com
Email: mikemanning@asbestosidentificationlab.com

NVLAP Testing Lab Code: 200919-0

Batch: 260608022

Michael Weydt
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.002.002

Method: PLM Soil, EPA 600/R-93/116

Dear Michael Weydt,

Asbestos Identification Laboratory has completed the analysis of the samples from your office for the above referenced project. The Analysis Method is PLM Soil. The information and analysis contained in this report have been generated using the EPA 600/R-93/116 Method for the Determination of Asbestos in Bulk Building Materials. Materials or prodcuts that contain more than 1% of any kind or combination of asbestos are considered as asbestos containing building material as determined by the EPA. This Polarized Light Microscope (PLM) technique may be performed either by visual estimation or point counting. Point counting provides a determination of the area percentage of asbestos in a sample. If the asbestos is estimated to be less than 10% by visual estimation of friable material, the determination may be repeated using the point counting technique. The report may not be used by the customer to claim product endorsement by NVLAP or any other U.S. Government Agency.

The EPA recommends you should assume vermiculite contains asbestos and not to disturb it. Airborne asbestos fibers present a health risk through inhalation, so the first step is to not disturb the material, which could release fibers into the air. If you disturb the insulation, you may inhale some asbestos fibers. The degree of health risk depends on how much and how often this occurred. If you choose to remove the vermiculite insulation, this work should be done by a trained and accredited asbestos abatement contractor that is separate and independent from the company that performed the assessment of the vermiculite insulation to avoid any conflict of interest. https://www.epa.gov/asbestos/my-attic-has-vermiculite-insulation-it-am-i-risk-should-i-take-it-out | US EPA.

Laboratory results represent the analysis of samples as submitted by the customer. Information regarding sample location, description, area, volcume, etc., was provided by the customer. Information provided by the customer can affect the validity of results. Asbestos Identification Laboratory is not responsible for sample collection activities or analytical method limitations. Unless notified in writing to return samples, Asbestos Identification Laboratory discards customer samples after 30 days. Samples containing subsamples or layers will be analyzed separately when applicable. Reports are kept at Asbestos Identification Laboratory for three years. All customer information will be maintained in confidentiality. This report shall not be reproduced, except in full, without the written consent of Asbestos Identification Laboratory.

- NVLAP Lab Code: 200919-0
- Massachusetts Certification License: AA000208
- State of Connecticut, Department of Public Health Approved Environmental Laboratory Registration Number: PH-0142
- State of Maine, Department of Environmental Protection Asbestos Analytical Laboratory License Number: LB-0078(Bulk) LA-0087(Air)
- State of Rhode Island and Providence Plantations, Department of Health Certification: AAL-121
- State of Vermont, Department of Health Environmental Health License AL934461

Thank you Michael Weydt for your business.

Michael Manning
Owner/Director
781-932-9600

Sampled: June 8, 2026 **Received:** June 8, 2026 **Analyzed:** 06/11/2026 **Report Date:** June 11, 2026

Analyzed by:
Erik Gongas

Michael Weydt
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.002.002

Method: PLM Soil, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
HA-B03 260608022-001	0'-2' Fibers in Sidewalk	Boring HA-B03	Brown	Fiberglass 2 Cellulose 10 Synthetic Fibers 5 Non-Fibrous 83	None Detected

Sampled: June 8, 2026 **Received:** June 8, 2026 **Analyzed:** 06/11/2026 **Report Date:** June 11, 2026

Analyzed by:
Erik Gongas

Batch: 260608022

Terms & Conditions: https://sanair.com/terms-and-conditions/

Client: Mabbett & Associates

Address: 165 Central Street Stoneham, MA

Project Site & #: R2026012.002.002

Phone / email address:
781-835-9976 Way@mabbett.com

Contact: Cassidy Way

Relinquish by/date: [signature] 6/8/26

Received by/date: 06/08/26 9:46 GN

# of Samples Received: 1

CHAIN OF CUSTODY

EPA/600/R-93/116

SanAir Technologies Laboratory, Inc
165 New Boston St.
Suite 227
Woburn, MA 01801
(781) 932-9600
SanAir.com

SanAir Technologies Laboratory

Date Sampled: 6/1/26

BATCH# 260608022

INV: _____ Page 1 of 1

Turnaround Time		Sample Method	
	Less 3 Hrs		Bulk
	Same Day	X	Soil
	Next Day		Wipe
	Two Day		Point Count
X	Three Day		NOB

Lab Use Typed: ICC QC

Stop on 1st Positive? Yes/No

Analyzed By: [signature]

Date: 6/11/26 QC: LED

Form #036 Revision 0 5/26/2026

Temp in Celsius = 21

Lab ID# (Batch # Proceeds all Lab IDs, Lab Use Only)	Field ID/ (Client Reference)	Material / Location	Stereomicroscope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
81	HA-B03MB	Material: 0'-2' Fibers in sidewalk Location: Boring HA-B03	0	BRN	N	Fry		Chrysotile									S/I		ZE/A		FS/MH		
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite									2		10		5		83
								Actinolite															
		Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
		Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															

R. Preliminary Geotechnical Report

HALEY ALDRICH

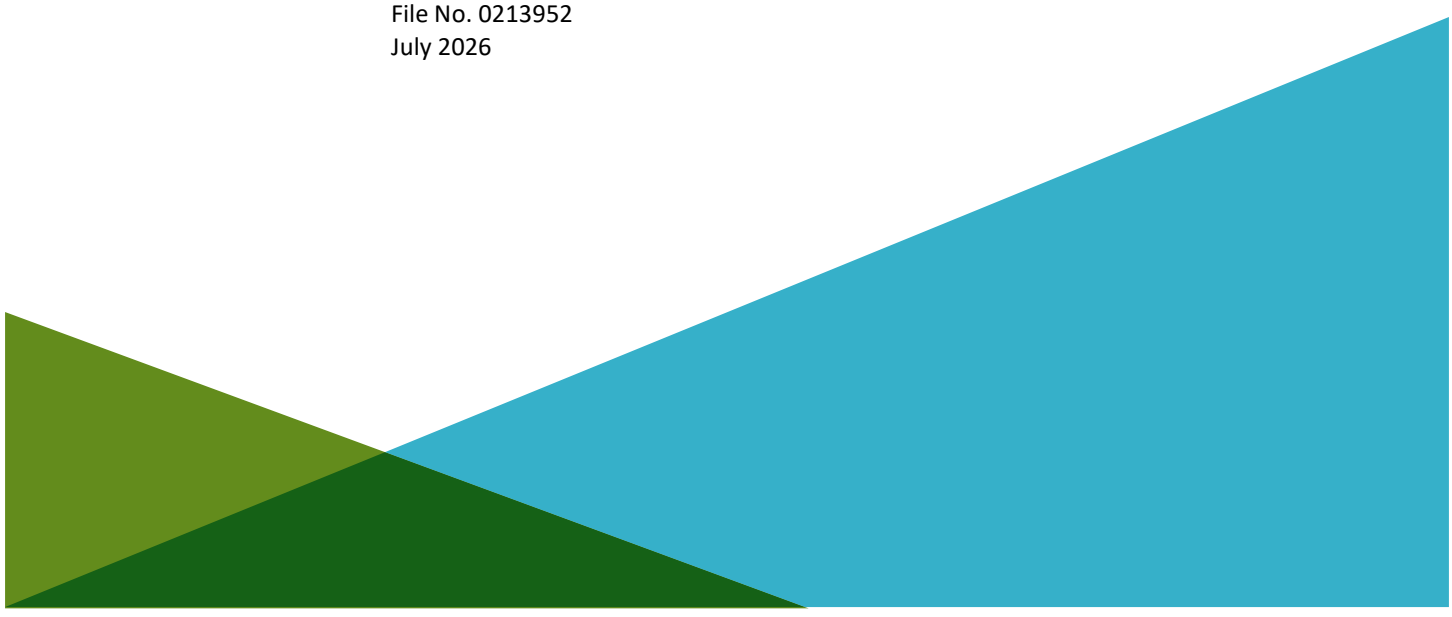
www.haleyaldrich.com

PRELIMINARY GEOTECHNICAL REPORT
WINTER HILL COMMUNITY INNOVATION SCHOOL
115 SYCAMORE STREET
SOMERVILLE, MASSACHUSETTS

by
Haley & Aldrich, Inc.
Boston, Massachusetts

for
Perkins Eastman
Boston, Massachusetts

File No. 0213952
July 2026



HALEY & ALDRICH, INC.
465 Medford St.
Suite 2200
Boston, MA 02129
617.886.7400

July 7, 2026
Revised July 28, 2026
File No. 0213952

Perkins Eastman
20 Ashburton Place, Floor 8
Boston, Massachusetts 02108

Attention: Lisa Pecora

Subject: Preliminary Geotechnical Report
Winter Hill Community Innovation School
115 Sycamore St
Somerville, Massachusetts

Dear Lisa Pecora:

This preliminary Geotechnical Report presents the results of subsurface explorations completed at the project site by Haley & Aldrich, Inc. (Haley & Aldrich) and provides geotechnical engineering recommendations and associated construction considerations for the proposed new construction options 2B (with concepts A, B, and C) and 4 (concept D) of the Winter Hill Community Innovation School in Somerville, Massachusetts. The work reported herein, and preparation of this report, have been performed in accordance with our proposal dated April 16, 2026.

We appreciate the opportunity to serve on your team for this project. Please contact us if you wish to discuss the contents of this report.

Sincerely yours,
HALEY & ALDRICH, INC.

Alejandra Larrea Brown
Assistant Project Manager

Damian Siebert, P.E.
Principal

Enclosures

https://haleyaldrich.sharepoint.com/sites/CityofSomerville/Shared Documents/0213952.Winter Hill Community School/Geotech/2026-07 Geotech Report/2026_0728_HAI_WHCIS_PreliminaryGeotechnicalReport.docx

Table of Contents

Page

List of Exhibits iv

List of Figures iv

List of Appendices iv

1. Introduction 1

1.1 GENERAL 1
1.2 ELEVATION DATUM 1
1.3 SITE HISTORY 1
1.4 EXISTING SITE CONDITIONS 1
1.5 PROPOSED DEVELOPMENT 1

2. Subsurface Exploration Program 4

2.1 HISTORICAL DATA 4
2.2 SUBSURFACE EXPLORATION 4

3. Subsurface Soil and Bedrock Conditions 5

3.1 SUBSURFACE SOIL CONDITIONS 5
3.2 GROUNDWATER CONDITIONS 6

4. Geotechnical Design Recommendations 1

4.1 GENERAL 1
4.2 FOUNDATION DESIGN RECOMMENDATIONS 1
4.2.1 Foundation Type 1
4.2.2 Foundation Design Criteria 1
4.2.3 Foundation Settlements 2
4.2.4 Adjacent Building Considerations 2
4.3 LOWEST LEVEL FLOOR 2
4.4 DESIGN GROUNDWATER 3
4.5 FOUNDATION DRAINAGE AND WATERPROOFING 3
4.5.1 Underslab Drainage 3
4.5.2 Foundation Walls 4
4.6 SEISMIC DESIGN 4
4.7 LATERAL EARTH PRESSURES 5
4.7.1 Restrained Walls (At Rest) 5
4.7.2 Unrestrained Walls (Active) 5
4.8 LATERAL LOAD RESISTANCE 5
4.9 SUBSLAB PITS 6

Table of Contents

		Page
5.	**Construction Considerations**	**7**
5.1	GENERAL EXCAVATION	7
5.2	TEMPORARY SUPPORT OF EXCAVATION	7
5.2.1	Rock Excavation and Stabilization	8
5.3	CONSTRUCTION DEWATERING	8
5.4	GEOTECHNICAL INSTRUMENTATION MONITORING	9
5.5	PREPARATION OF BEARING SURFACES	9
5.5.1	Footings	9
5.5.2	Slab Area	10
5.6	FILLING AND BACKFILLING	10
5.6.1	Structural Fill	11
5.6.2	Common Fill	11
5.6.3	Geotextile Filter Fabric	12
5.6.4	Lean Concrete	12
5.7	REUSE OF ON-SITE SOILS	12
5.8	EXCAVATED SOIL MANAGEMENT	13
5.9	CONSTRUCTION PHASE OBSERVATIONS	13
6.	**Limitations**	**14**
References		**15**

Table of Contents

Page

List of Exhibits

Exhibit No.	Title	Page
1	Option 2B	2
2	Option 4	3

List of Figures

Figure No.	Title
1	Project Locus
2	Exploration Borings Plan – Strata Box
3	Boring Soil Profile

List of Appendices

Appendix	Title
A	Select Drawings Provided by Perkins Eastman
B	Historical Drawings
C	Exploration Boring Logs

1. Introduction

1.1 GENERAL

This preliminary report summarizes the results of subsurface explorations and provides geotechnical recommendations for foundation design and construction considerations for the Winter Hill Community Innovation School project located in Somerville, Massachusetts. The project location is generally shown on the Project Locus, Figure 1.

1.2 ELEVATION DATUM

Elevations reported herein are in feet (ft) and reference the North American Vertical Datum of 1988 (NAVD 1988).

1.3 SITE HISTORY

The Site is located in a mixed-use area of Somerville, Massachusetts. It is currently developed with a vacant four-story building constructed in the 1970s that formerly served as the Winter Hill Community School and is owned by the City of Somerville. The remainder of the property consists of landscaped areas, recreational facilities, and paved parking areas.

1.4 EXISTING SITE CONDITIONS

The approximately 90,000-square-foot (sq ft) Site is situated on a sloping parcel bounded by Evergreen Avenue and residential properties to the north, Sycamore Street to the west, Medford Street and residential properties to the south, and Saint Ann's Parish and Thurston Street to the east. The Site slopes upward toward the north, with an overall elevation change of approximately 23 ft. Ground surface elevations average approximately 58 ft along the front of the building adjacent to Medford Street and approximately 81 ft at the rear of the building near the basketball court.

1.5 PROPOSED DEVELOPMENT

We understand that the team is considering various options for the new construction as follows:

Option 2B: This option includes a five-level building organized with most academic spaces along an east-west axis. The layout separates grades by level and supports community access from Sycamore Street or Medford Street while keeping public and academic areas distinct. Option 2B includes below-grade parking and evaluates three concepts (A, B and C).

Concepts A and B have approximately the same footprint, about 48,600 to 50,000 sq ft, with differences in ramp access and parking exits. Concept C includes additional parking below Mae's Garden, increasing the footprint to approximately 53,000 sq ft. The parking finished floor design elevation is currently 46.5 ft for all three concepts.



***Exhibit 1**: Option 2B*

Option 4: This option includes a six-level building organized as two schools within one building, with the middle school wing oriented east-west and the elementary grades arranged north. Outdoor areas include rooftop learning and play spaces, a dedicated prekindergarten and kindergarten playground, Mae's Garden, and a secure connector to the larger playground and field at Evergreen Avenue and Thurston Street.

The parking for this option is located below grade, beneath the footprint of the existing building, the current basketball court, the adjacent playground, and Mae's Garden. The below-grade parking is approximately 55,000 sq ft with a finished parking floor design elevation at 46.5 ft.

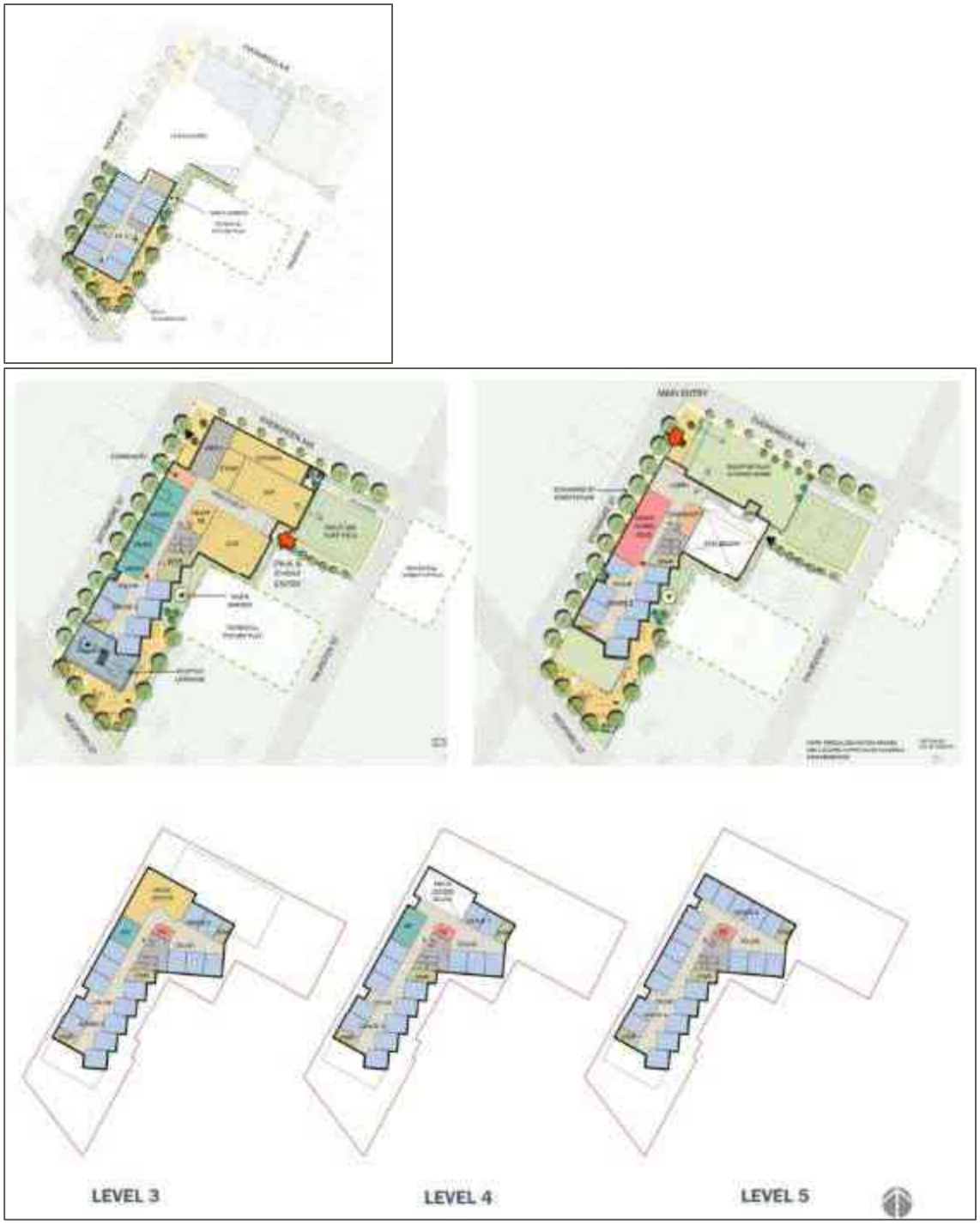


Exhibit 2: *Option 4*

Our understanding of the proposed development is based on "WHCIS Preliminary Design Program 4-7-2026", dated on April 7, 2026, and "2026-06-08 SBC Meeting Parking Plans for Borings", dated June 8, 2026, received from Perkins Eastman. See Appendix A for this and other select drawings we were provided.

2. Subsurface Exploration Program

2.1 HISTORICAL DATA

Historical records indicate that a subsurface investigation was performed in July 1973 for construction of the current Winter Hill Community School building, originally known as Ward Four Elementary School. Boring logs from that investigation were not available. The available structural drawings indicate that the building foundation consists of conventional spread footings. Retaining walls are shown around portions of the building perimeter. This information was taken from "Ward Four Elementary School, Somerville, Massachusetts, General Notes and Typical Details Plan, S-1," dated July 20, 1973, refer to Appendix B.

2.2 SUBSURFACE EXPLORATION

Haley & Aldrich planned and monitored a subsurface exploration program consisting of six boring tests, designated HA-B01 through HA-B06, obtaining subsurface information to support geotechnical aspects of the new construction design, including depth to undisturbed soils, bedrock elevation, and groundwater table elevation. Observation wells were installed at HA-B-01 (OW) and HA-B-05 (OW).

Northern Drill Services Inc. completed the test boring between June 1 and 5, 2026. The borings were advanced with a GEO Pro 7822VT drill rig to depths ranging from 18.5 to 29 ft below ground surface. Figure 2 shows the exploration locations and stratigraphy blocks for each boring. Haley & Aldrich personnel observed the boring activities. Appendix C includes the boring logs, and Figure 3 presents the boring profile.

3. Subsurface Soil and Bedrock Conditions

3.1 SUBSURFACE SOIL CONDITIONS

Based on the six borings, the subsurface conditions generally consist of surface cover materials underlain by Fill, Glacial Till, and Bedrock. Surface cover materials included asphalt, concrete, or topsoil, depending on the boring location.

Fill was encountered in each boring below the surface cover materials. The Fill thickness ranged from approximately 5.7 ft at HA-B-04 to approximately 13.7 ft at HA-B-01 (OW). The bottom of Fill was observed at depths ranging from approximately 6.0 to 14.0 ft below ground surface. The greater Fill thicknesses were generally encountered near the basketball court area, including HA-B-01 (OW), HA-B-02, and HA-B-03.

Glacial Till was encountered below the Fill in each boring. The top of Glacial Till was observed at depths ranging from approximately 6.0 to 14.0 ft below ground surface. The Glacial Till extended to refusal on probable Bedrock at depths ranging from approximately 17.0 to 28.5 ft below ground surface.

Boring ID	Approximately Ground Surface Elevation (ft)	Termination Depth in ft (Elevation)	Generalized Soil Conditions (Depth below ground surface)	Groundwater Observed at Depth in ft (Elevation)
HA-B-01 (OW)	82.0	29.0 (53.0)	Asphalt: 0.0 to 0.3 ft Fill: 0.3 to 14.0 ft Glacial Till: 14.0 to 28.5 ft Possible Bedrock: > 28.5 ft	10.3 (71.7)*
HA-B-02	80.7	24.0 (56.7)	Asphalt: 0.0 to 0.3 ft Fill: 0.3 to 10.0 ft Glacial Till: 10.0 to 23.0 ft Possible Bedrock: > 23.0 ft	Not encountered
HA-B-03	80.2	25.5 (54.7)	Concrete: 0.0 to 0.4 ft Fill: 0.4 to 10.0 ft Glacial Till: 10.0 to 20.5 ft Bedrock: 20.5 ft (5.0 ft coring)	16.5 (63.7)
HA-B-04	55.8	18.5 (37.3)	Asphalt 0.0 to 0.3 ft Fill: 0.3 to 6.0 ft Glacial Till: 6.0 to 17.5 ft Possible Bedrock: > 17.5 ft	Not encountered
HA-B-05 (OW)	58.4	23.0 (35.4)	Asphalt 0.0 to 0.3 ft Fill: 0.3 to 7.0 ft Glacial Till: 7.0 to 22.0 ft Possible Bedrock: > 22.0 ft	7.6 (50.9)* 10.1 (48.3)
HA-B-06	63	18.5 (44.5)	Topsoil: 0.0 to 1.3 ft Fill: 1.3 to 8.0 ft Glacial Till: 8.0 to 17.0 ft Possible Bedrock: > 17.0 ft	Not encountered

**Note: Groundwater information provided by Mabbett Engineering.*

Detailed descriptions of the materials encountered in the borings are provided on the logs in Appendix C.

3.2 GROUNDWATER CONDITIONS

Groundwater was encountered at a depth of 10.3 ft (El. 71.7) in boring HA-B-01(OW), 16.5 ft (El. 63.7) in boring HA-B-03, and between 7.6 ft and 10.1 (El. 50.9 and El. 48.3) in boring HA-B-05(OW). Potentially the relatively low permeability of the Glacial Till and Bedrock can cause water to perch near the Fill and Glacial Till after heavy precipitation, rapid snowmelt or during seasonally wet times of the year which have occurred at these locations.

Groundwater levels will fluctuate with season, precipitation, leakage into or out of utilities, and nearby construction activity. Additionally, post-construction groundwater levels may vary significantly from pre-construction levels due to the planned development and site grading changes.

4. Geotechnical Design Recommendations

4.1 GENERAL

This section provides recommendations for design of foundations and slabs for the proposed new construction project. Foundations should be designed and constructed in accordance with the current edition of the Massachusetts State Building Code (Building Code). Recommendations provided herein are consistent with the requirements of the current, 10th Edition of the Building Code.

4.2 FOUNDATION DESIGN RECOMMENDATIONS

4.2.1 Foundation Type

The fill is not a suitable foundation bearing materials. Based on the subsurface conditions encountered in the recent subsurface explorations and the information provided regarding the proposed construction, we recommend proposed structure wall and column loads be supported on conventional shallow spread footing foundations bearing on Glacial Till, Bedrock, or Structural Fill placed over suitable bearing materials following over-excavation of unsuitable bearing materials. Unsuitable bearing materials include existing fill, and soils disturbed during construction. The current lowest level floor elevation (El. 46.5) will require significant excavation of Bedrock. Should the structure remain at this elevation additional exploration should be performed to further characterize the potential groundwater quantity in the Bedrock and the Bedrock strength and depth as this can have an impact on construction and design costs for the project.

4.2.2 Foundation Design Criteria

Recommendations for design of new footing foundations are provided below.

- Size footings using the below-listed maximum net allowable bearing pressures, which are, for footings, having a least lateral dimension (width) of 3 ft. For footings less than 3 ft in width, the maximum net allowable bearing pressures shall be reduced proportionally to the width of the footing. A least lateral dimension of 30 in. is recommended for footings.
  - Bearing on Bedrock: 12 kips per square foot (ksf)
  - Bearing on Glacial Till: 8 ksf
  - Bearing on Structural Fill: 5 ksf
- Design footings to bear a minimum of 4 ft below the lowest adjacent ground or slab surface exposed to freezing. Footings at heated interior locations not exposed to freezing temperatures should bear at least 24 inches (in.) below the adjacent slab surface.
- Position tops of footings a minimum of 6 in. beneath the underside of adjacent floor slabs and where applicable a minimum of 12 in. below adjacent pavements or sidewalks to reduce the potential for reflective cracking in the slab, pavement, or sidewalk.
- Position footing bottoms so as not to load adjacent foundation or pit walls (i.e., position footing bottoms to bear below an imaginary line extending upward and away from an adjacent foundation wall at a 1.5 horizontal to 1 vertical [1.5H:1V] inclination starting 1 ft below the top of the adjacent slab).

- Design footings to bear below a reference line drawn upward and outward on a 1.5H:1V slope from the bottom of adjacent utilities or underground structures.
- If infiltration systems are planned near footings, position footings to bear at or below the elevation of the infiltration system bottom and locate the nearest infiltration system chambers a minimum of 20 ft laterally from footing edges.
- If pressurized pipes pass beneath or within 5 ft of soil-bearing foundations, configurations should be reviewed on a case-by-case basis to determine if special measures are needed to protect foundations from undermining in the event of pipe failure (e.g., encapsulation of utility pipe in lean concrete).
- Unsuitable materials should be removed from within the zone of influence (ZOI) beneath foundations and replaced with Structural Fill as necessary to achieve design footing bearing elevations. The ZOI is defined as the zone beneath the footing and beneath imaginary lines extending 1 ft laterally beyond the footing outer bottom edges and down and out on a 1H:1V slope to the bearing strata. Structural Fill or other suitable approved structural fill should also be used to raise the grade within the ZOI beneath footings, where required.

4.2.3 Foundation Settlements

We anticipate total settlements of individual footings under static loading conditions, constructed as recommended herein, of up to 1 in. for Glacial Till and Structural Fill and up to 1/2-in. for bearing on 12 in. of 3/4-in. Crushed Stone placed over un-weathered, unfractured (sound) Bedrock with differential settlements between adjacent individual footings and within a horizontal distance of about 30 ft along wall footings as follows:

- Within and between Glacial Till and Structural Fill bearing areas: up to 1/2-in.
- Within Bedrock bearing area: up to 1/4-in.
- Between Glacial Till/Structural Fill and Bedrock bearing areas: up to 1/2-in.

4.2.4 Adjacent Building Considerations

Several abutting buildings are present along the east side of the site, specifically the several story building owned by the Roman Catholic Archbishop of Boston. At this time the presence or below grade for the building is not known. Additional information should be gathered about the foundation type and depth for this and other adjacent structure so potential impacts from the proposed construction can be identified and mitigated.

4.3 LOWEST LEVEL FLOOR

Slab subgrades for the proposed structures will consist of Glacial Till, Structural Fill, or Bedrock. The slabs may be designed as soil/bedrock-supported, concrete slabs-on-grade constructed on a 12-in. minimum thickness of select base course material following removal of unsuitable soils (e.g., fills if/where present, and soils disturbed during construction). Select base course shall consist of 3/4-in. washed Crushed Stone separated from surrounding soils using geotextile filter fabric (6 ounces [oz] per square yard [sq yd] minimum, such as Mirafi 160N). The Crushed Stone will also serve as part of underslab drain systems as recommended herein and shall therefore be washed at the source site prior to import/placement.

Design slabs using a modulus of subgrade reaction (k_{v1}, 1-ft square plate) of 200 pounds per cubic inch. This modulus value applies to transient loads and point loads. For sustained loads and area loads, the modulus value shall be factored (reduced) based on the width of the loaded area on the slab (defined as "B") using the following formula: $k_{factored} = k_{v1}*((B+1)/2B)^2$. Long-term consolidation movements due to slab loading are not anticipated given the granular composition of the soils underlying the slab base course.

4.4 DESIGN GROUNDWATER

Based on groundwater observations during the subsurface explorations at the Site, we recommend a design groundwater be set 7 ft below finished grades for the design of both the temporary excavation support system (if it is not drained) and the permanent walls. It should be noted that groundwater levels will fluctuate depending on seasonal variations in temperature and precipitation, as well as nearby construction activities.

4.5 FOUNDATION DRAINAGE AND WATERPROOFING

The basement and foundation walls should be fully waterproofed and designed to resist hydrostatic pressures associated with the design groundwater level.

4.5.1 Underslab Drainage

A permanent underslab drainage system is recommended below the building to capture groundwater. We recommend that the team review the results of Mabbetts groundwater sampling, and the potential for continuousness of groundwater flow into the completed excavation to inform the feasibility of the drained slab on grade approach and the need for/ size of the treatment system for the underdrain system effluent. An alternative using a concrete pressure (structural) slab could be explored but would require the use of hold-down anchors into the rock to assist in the resistance of the hydrostatic forces.

Underslab drainage systems should consist of a network of interconnected 4-in. diameter, Schedule 40 perforated polyvinyl chloride (PVC) pipes set mid-height in the Crushed Stone layer (two, 1/2-in. diameter holes at 120 degrees oriented down) and routed to designated discharge locations using solid PVC pipe flowing via gravity. Pipe spacings typically range between about 20 to 25 ft.

If gravity drainage is not feasible, underslab drainpipes will need to be routed to centrally located sump pits, where collected water would then be pumped to the site recharge or drainage system. Sump pumping systems should include redundant pumps each capable of pumping at the peak flow rate and backup power in the event of a power outage. Redundant connections to the sump from the pipe network should also be provided.

For design of sump, pump and piping, and for permitting purposes, we anticipate the design flow rate of the underslab drain system may range from 10 gpm to 25 gpm. The range is a result of the potential variation in hydraulic conductivity of the rock mass on the bottom of the excavation (which will need to be evaluated prior to or during construction).

Cleanouts should be provided at pipe terminations and corners. Backflow preventers should be provided on discharge pipes. We anticipate that the building system will operate intermittently, likely only during storm events or following rapid snowmelt.

Given that the finished floor slab will be underdrained as recommended herein, waterproofing of the building slab is considered not necessary (unless a pressure slab alternative is used). Foundation walls and slabs should be insulated in accordance with Building Code requirements, as applicable.

We recommend that a geotechnical vapor retarder (e.g., 10-mil minimum Class A in accordance with ASTM International [ASTM] E1745) be provided below slabs in occupied or conditioned spaces to aid building humidity control, avoid potential problems if vapor-tight floor coverings are used, and avoid potential condensation on the floor surfaces. Seams shall be lapped and taped using manufacturer-approved tape and adhesive. If a full vapor barrier is required, we recommend the retarder be upgraded to a 20-mil system such as Stego Wrap.

The slab concrete design and construction procedures should consider the impacts of the presence of the vapor retarder membrane, if used, due to the potential for slab curling.

Surface runoff should be directed away from the building. In general, ground surface within 10 ft immediately around the buildings should slope downward away from the structure to divert surface runoff.

4.5.2 Foundation Walls

Below-grade building walls shall be waterproofed full height using a sheet membrane waterproofing system. If single side forming is planned the temporary support of excavation face should be prepared in accordance with the waterproofing manufacturer recommendations. Manufacturer-recommended protection board should be used, as applicable.

Foundation walls should be backfilled full-height with a low permeability backfill material. Grades should slope slightly downward and away from the building.

4.6 SEISMIC DESIGN

Under the current edition of the Building Code, seismic design of structures is to be based on American Society of Civil Engineers/Structural Engineering Institute (ASCE/SEI) 7-16-Minimum Design Loads for Buildings and Other Structures as modified for Massachusetts.

Based on review of the available subsurface data and our analysis, we recommend the following parameters in accordance with the 10th edition Building Code be used in the structural design of the new construction:

- Seismic Class D
- S_S = 0.277
- S_1 = 0.066

Values determined from Table 1604.11 of the Massachusetts State Building Code, 10th Edition. Other structural seismic parameters such as F_a and F_v should be determined by correlation of these above values with Tables 1613.3.3(1) and (2) of the International Building Code (2021).

The soils at the site are not considered susceptible to liquefaction during the design earthquake in accordance with criteria in the Building Code.

4.7 LATERAL EARTH PRESSURES

Building basement or foundation walls serving as retaining walls should be design to resist static, seismic, and surcharge loading as provided below.

The structural engineer and general contractor should coordinate and review planned unbalanced loading from excavation and backfill heights during the construction condition (if any) to provide adequate resistance for potentially increased temporary pressures, including surcharges.

4.7.1 Restrained Walls (At Rest)

Design foundation retaining walls that are braced or restrained at the top for the following "at-rest" earth pressures:

- Static: Calculate using an equivalent fluid unit weight of retained earth and water equal to 60 pounds per cubic foot (pcf) above the design water table and 90 pounds per cubic foot (pcf) below the water table.
- Seismic: Calculate in accordance with the Building Code using a total soil unit weight (γ_t) of 125 pounds per cubic foot (pcf).
- Surcharge: Calculate on the basis of a uniform lateral pressure equal to 0.5 times the vertical surcharge pressure, acting on the backside of the wall, applied over the full height of the wall.

4.7.2 Unrestrained Walls (Active)

Design foundation retaining walls that are not restrained at the top (i.e., cantilever) for the following "active" lateral earth pressures:

- Static: Same as for restrained walls.
- Seismic: Same as for restrained walls.
- Surcharge: Uniform pressures with magnitudes of 0.5q (psf) applied from the surcharge elevation to a depth of 10 ft below the surcharge elevation and 0.25q (psf) below that to a depth of 20 ft below the surcharge elevation for restrained walls, where q is the vertical surcharge load (psf).

The recommended pressures assume that the backfill surface behind the walls is inclined no steeper than 10H:1V.

4.8 LATERAL LOAD RESISTANCE

The net (passive minus active) lateral resistance provided by the backfill surrounding footings, foundation walls, and grade beams can be estimated using an equivalent fluid unit weight of 250 pcf. This value assumes that granular backfill is systematically compacted in the manner recommended herein for Structural Fill within 5 ft laterally against the structure elements. The top of the assumed passive zone should be 6 in. below the top of the adjacent soil or backfill surface. If the horizontal

distance between nearby footings, walls, or grade beams is less than twice the height of the subject structural element, the passive pressure should be discounted proportionately to the distance (full pressure at twice the height away) to accommodate interaction of the elements.

A coefficient of friction between cast-in-place footing concrete and the bearing strata equal to 0.40 for Glacial Till/Structural Fill and 0.6 for Bedrock bearing conditions may be used to calculate the ultimate sliding resistance. The recommended minimum factor of safety against sliding and overturning is 1.5.

4.9 SUBSLAB PITS

Walls and slabs of pits extending below the lowest slab in the building should be waterproofed using a membrane waterproofing system such as Preprufe 300 (slabs), Bituthene 3000/4000 (walls in two-sided form application), and Preprufe 160N (walls in one-sided form applications) by Grace Construction Products or suitable equal. The waterproofing below the slab should be installed on a smooth concrete mudmat or other substrate suitable to the waterproofing manufacturer, and standard details from the waterproofing manufacturer should be employed so that the warranties from the waterproofing manufacturer and installer are in effect.

Pit slabs and walls should be designed for hydrostatic pressures calculated using a water head equivalent to the underside of the building's finished floor level. Resistance to uplift may be provided by thickening the pit slab or increasing the slab plan dimensions extending beyond the exterior face of the pit walls to increase the weight of concrete and overlying soil backfill. The uplift resistance may be estimated as the weight of the pit slab and walls plus the weight of the soil over the protrusion of the slab beyond the exterior face of the walls with a suitable factor of safety (typically 1.2). The soil engaged would include the "column" of soil above the protrusion plus a wedge rising outward and upward on a 2V:1H splay from the top edges of the pit slab to the underside of the building floor slab (or ground surface if the pit is located on the building exterior). The uplift resistance provided by the soil should be calculated using a buoyant unit weight of 60 pcf.

5. Construction Considerations

This section provides comments related to installation of foundations, earthwork, and other geotechnical aspects of the project construction. It will aid those responsible for the preparation of contract plans and specifications, and those involved with construction monitoring. Contractors should evaluate potential construction problems based on their own knowledge and experience, taking into account their own proposed construction methods, procedures, and available equipment.

In addition to the construction guidelines and recommendations provided herein, all construction activities should conform to the requirements of the Occupational Safety and Health Administration and other applicable regulations.

5.1 GENERAL EXCAVATION

Excavations will predominantly be in Fill, Glacial Till and, to a lesser but still significant extent, Bedrock. Some construction debris are likely present at ground surface and at shallow depth in Fill soils. We anticipate that most of the soil excavation can be accomplished using conventional heavy earth-moving equipment. While excavations into the upper weathered zone of the Bedrock may be accomplished using conventional earthmoving equipment (e.g., large excavators or bulldozers with rippers), Bedrock excavation using hoe ramming or other means will be required to aid with finish excavation and breaking of boulders and rock blocks into workable sizes. It is unlikely that controlled blasting will be allowed in the City. We recommend that the design team consider raising the currently planned finished floor elevation to reduce the amount of Bedrock requiring excavation. We understand that the project team is currently evaluating options that bring the finished floor elevation up approximately 10 to 15 ft to reduce the amount of potential Bedrock excavation. Should the below-grade space remain at the current elevation, or require significant excavation into the Bedrock, we recommend performing additional explorations to further characterize the Bedrock to the aid the contractors in determining the best method for removal and reduce the potential for claims during construction.

The Glacial Till contains numerous cobbles and boulders (sometimes layered and nested) that may require removal during excavation.

5.2 TEMPORARY SUPPORT OF EXCAVATION

We anticipate a temporary support of excavations system will be necessary for most areas of the site with planned below-grade construction unless sloping can be used to achieve the excavation depths (may be feasible depending on the excavation depths in the northeast of the site). For planning, to evaluate the feasibility of areas of the site that may be sloped, temporary slopes should be assumed no steeper than 1.5H:1V. Shallower inclinations may be required for excavations below the groundwater or where groundwater may be perched depending on construction dewatering methods employed.

Temporary cut earth slopes in Glacial Till should be globally stable if constructed no steeper than about 1H:1V. Some sloughing, raveling, and erosion should be anticipated in temporary earth slopes, especially if water is present.

With the currently planned lowest finished floor elevations for most of the proposed structure (El. 46.5) the required depth of excavation may range from approximately 15 ft along Medford Street to 43 ft (at

the highest point along Sycamore Street) below existing site grades. In addition to a robust temporary support of excavation system, this would also require significant excavation into Bedrock, which was identified as high as approximately El. 60 in the explorations.

A cantilevered soldier pile and lagging wall is an option for the temporary support of excavation for excavation depths up to approximately 18 ft, unless sensitive structures or infrastructure is present that reduce this excavation depth; much beyond this depth will require a braced system involving either internal (raker braces, corner braces, cross lot braces, etc.) or external (tiebacks, soil nails, etc.) support. External bracing would necessitate obtaining permits to extend off the property line into public and private property. Raising the lowest level of the structure, ideally above the top of rock and to less than an 18 ft excavation depth, would significantly reduce the cost and schedule of the below-grade space for the project.

5.2.1 Rock Excavation and Stabilization

Below the soil excavation, a rock cut is required. This cut must be performed carefully and using perimeter control to minimize rock overbreak beyond the property lines and potential for loss of support for adjacent structures and the support of excavation system above.

The rock cut will need to be stabilized with a pattern of temporary rock dowels that will likely extend beyond the property line. The horizontal and vertical spacing of rock dowels will depend on the loading conditions and rock mass characteristics.

As the design progresses, additional recommendations for the temporary support of excavation system can be provided. Should significant advancement into Bedrock be necessary for the support of excavation system, we recommend performing additional explorations to further characterize the Bedrock and reduce the potential for claims during construction.

5.3 CONSTRUCTION DEWATERING

Based on groundwater levels observed during the explorations, temporary dewatering will be required during construction starting approximately 7 to 10 ft below existing site grades. Dewatering should be performed as necessary to protect subgrades and allow all final excavation, subgrade preparation, foundation construction, and backfilling to be conducted in-the-dry. Careful dewatering throughout foundation installation and backfilling will be necessary to retain the integrity of the natural bearing soils within excavations. We anticipate that dewatering can be accomplished by sumping from shallow pits, trenches, and drainage ditches. Eroded subgrades will require repair.

The site glacial soils are highly susceptible to disturbance in the presence of water. Dewatering should be performed in a manner that avoids pumping of fines or disturbance to subgrades and bearing surfaces. The Contractor should control the flow of surface water and seepage water away from the open excavations at all times. All prepared/approved subgrades should be protected from saturation that may occur during foundation or slab construction.

Dewatering effluent should be recharged on site, or discharged off site in accordance with all regulatory requirements. Significant infiltration or recharge of dewatering effluent directly into the ground is likely not feasible due to the low permeability of most of the site soils, unless more pervious locations are identified. Effluent discharged to municipal systems would be subject to regulatory requirements and

should be managed by the project's Stormwater Pollution Prevention Plan National Pollutant Discharge Elimination System Construction General Permit, obtained by the project civil engineer or contractor, or other applicable permit(s).

5.4 GEOTECHNICAL INSTRUMENTATION MONITORING

Given the proximity and depth of the proposed structure relative to adjacent buildings, we recommend an instrumentation monitoring program during construction consisting of survey monitoring points located on top of the temporary support of excavation system, seismographs to measure the vibrations during construction, preconstruction condition surveys of adjacent buildings within a defined zone of influence of the construction (to be determined during final design), and crack gauges and settlement monitoring points on select utilities and adjacent buildings to be defined during final design.

5.5 PREPARATION OF BEARING SURFACES

5.5.1 Footings

All pavements, organic matter, fill, debris, and other unsuitable materials should be removed from within the zone of influence beneath footing foundations, and directly beneath slabs, down to the suitable, undisturbed bearing strata as discussed above. The exposed subgrades should be observed in the field by the Geotechnical Engineer's representative to confirm the assumed foundation bearing conditions. Where encountered, disturbed or otherwise unacceptable foundation bearing materials must be recompacted, or over-excavated and replaced, as appropriate.

Soil subgrades consisting Glacial Till should be protected from disturbance using mudmats (3-in. minimum thickness of lean concrete with a 28-day compressive strength of 1,500 psi), crushed stone is not recommended. Subgrades shall be excavated using equipment with smooth-edged buckets, and recompacted using several passes in both cardinal directions of suitably sized compaction equipment (i.e., vibratory plate compactors imparting 5,000 pounds (lbs) dynamic force in confined areas and vibratory rollers imparting 25,000 lbs dynamic force in open areas).

Rock bearing footing subgrades may consist of Weathered Bedrock or Bedrock. Excavation for footings on rock should be conducted in a manner that minimizes disturbance to the bearing surfaces. Hand tools and compressed air should be used to clean the footing bearing surfaces. A lean concrete mud mat (free of laitance, clean and roughened surface) may be placed to level the bearing surfaces for ease of footing installation after the bedrock surface is cleaned.

If weaving or other disturbance is noticed during recompaction due to shallow depth to water, vibratory recompaction should be discontinued and judgments on subgrade repair will be needed on a case-by-case basis.

Care should be taken to prevent surface water from collecting on exposed soil bearing surfaces. Equipment and foot traffic over bearing surfaces should be minimized. When exposed in cold and wet weather, it may be difficult to prepare and maintain soil subgrades.

If subgrade protection difficulties are encountered due to water or cold weather, the following methods may be utilized:

- Leave subgrades high until immediately before forming and placing concrete to minimize the time the subgrade is exposed.
- Over-excavate footings by 6 to 8 in. using a smooth-edged bucket, place compacted dense-graded crushed stone on the subgrade, or alternatively place a non-woven filter fabric (6 oz per sq yd) on the exposed stable soil subgrade, and place compacted 3/4-in. size crushed stone to subgrade bearing elevation. The exposed top of the crushed stone next to the constructed footing should also be covered with filter fabric to prevent migration of fines from the backfill placed above.
- Place a 3- to 4-in.-thick concrete mud mat over the prepared subgrade immediately after subgrade preparation.

In the event that a boulder becomes partially exposed at subgrade level or at footing bearing level, one of the following options should be utilized: (1) remove the boulder and fill the void with Structural Fill, flowable fill, or lean concrete; or (2) remove a portion of the boulder sufficient to provide placement of 6 in. of Structural Fill beneath the footing over the boulder to limit "hard" spots. Each encounter with this scenario is best resolved individually in the field.

Soil bearing surfaces below completed foundations must be protected against freezing before and after foundation construction. If construction is performed during freezing weather, footings should be backfilled to a sufficient depth (up to 4 ft) as soon as possible after they are constructed. Alternatively, insulating blankets, heating, or other means may be used for protection against freezing. Footing bearing levels could also be lowered such that they are protected from freezing temperatures after backfilling.

5.5.2 Slab Area

Slab base course subgrades will consist of Structural Fill, Glacial Till, or Bedrock. Where Weathered Bedrock or Bedrock is present, it should be removed to 1.5 ft minimum below the slab base course to reduce the potential for differential settlement and reflective cracking in the slab due to underlying "hard spots". Subgrades consisting of Glacial Till or Structural Fill shall be proof-compacted with a minimum of eight passes (four in each cardinal direction) of a vibratory roller imparting a minimum 25,000 lbs dynamic force.

Soft or unsuitable materials at the subgrade, if encountered, will require over-excavation and replacement with Structural Fill, and the entire subgrade recompacted until a firm and stable surface is achieved.

5.6 FILLING AND BACKFILLING

We recommend that Structural Fill be used for fill or backfill beneath foundations or slab footprint. Reuse of on-site silty glacial soils as structural fill beath footings, in lieu of Structural Fill, is not recommended. Backfill outside of the structures may consist of Common Fill, except for special filling required for pavements, landscaping, or other site improvements.

Recommended compaction requirements are as follows:

Location	Minimum Compaction Requirements
Within the zone of influence beneath footings, and beneath slabs-on-grade	95%
Parking, roadways, and sidewalks	92% deeper than 3 ft below finished grade 95% within 3 ft below finished grade
Level landscaped areas	90% nominal compaction

Minimum compaction requirements refer to percentages of the maximum dry density as determined in accordance with ASTM D1557.

Compacted fills should be placed in horizontal lifts not more than 12 in. thick, measured prior to compaction. Compaction equipment should be large, self-propelled vibratory rollers. Where hand-guided compaction equipment, such as a vibratory plate compactor, is used in confined areas, the loose lift thickness should not exceed 8 in. Each layer of fill should receive at least four complete coverages with suitable compaction equipment. The maximum particle size in the fill should not exceed two-thirds of the loose lift thickness.

Placement of compacted fills should not be conducted when air temperatures are low enough (approximately 30 degrees Fahrenheit [°F] or below) to cause freezing of the moisture in the fill during or before placement. Fill materials should not be placed on water, snow, ice, or frozen ground. Frozen soil or soil containing frozen materials should not be used as compacted fill. At the end of each day's operations, the last lift of fill, after compaction, should be rolled by a smooth-wheeled roller to eliminate ridges of uncompacted soil.

5.6.1 Structural Fill

Structural Fill should consist of sandy gravel or gravelly sand, free of organic materials, recycled materials, environmentally impacted material, snow, ice, frozen soil, or other deleterious or unsuitable material, and well-graded within the following limits:

U.S. Standard Sieve Size	Percent Finer by Weight
3 in.	100
No. 4	30-80
No. 40	10-50
No. 200	0-8

Other materials or gradations may be acceptable for use as structural fill beneath foundations or slabs, subject to review by the Geotechnical Engineer.

5.6.2 Common Fill

Common fill should consist of uncontaminated mineral sandy gravel or gravelly soil, free from organic matter, plastic, metal, wood, ice, snow, debris, recycled materials, or other deleterious material and should have the characteristic that it can be readily placed and compacted. Common fill imported to the site should have a maximum of 80 percent passing the U.S. Standard No. 4 sieve and a maximum of 30 percent finer than the U.S. Standard No. 200 sieve. Silty common fill soils may require moisture control during placement and compaction, and may be difficult or impossible to compact properly in adverse (wet or cold) weather.

5.6.3 Geotextile Filter Fabric

A filtration-type geotextile is recommended between Structural Fill and surrounding and underlying soils. The material should consist of 6 oz per sq yd, needle-punched, non-woven filter fabric, such as Mirafi 160N or equivalent.

5.6.4 Lean Concrete

Lean concrete, if used for a mud mat to protect subgrade or to fill voids from boulders that were removed from the subgrade, should have a maximum 28-day compressive strength (f'_c) of 1,500 psi.

5.7 REUSE OF ON-SITE SOILS

The materials to be excavated for the proposed construction likely include fill, natural or reworked Glacial Till, and Bedrock. Granular fill could likely be reused as fill in relatively level, landscaped areas, subject to requirements for planting media or other site engineering considerations. These materials may need processing or nutritional amendments for reuse as planting media.

Based on the explorations, the majority of the Glacial Till materials to be excavated consist of inorganic very silty (or clayey) soil that can likely be reused as Common Fill in favorable (dry, warm) weather, subject to soil moisture and temperature conditions. Even under favorable weather conditions, necessary moisture conditioning can have a significant impact on work progress.

During favorable (dry, warm) weather, the glacial soils may also be reused as a substitute for Common Fill, depending on the nature of the material at the particular excavation location, and subject to moisture content and placement conditions, and after removal/processing of oversized particles. We recommend the following be considered when evaluating the reuse of the on-site glacial soils as compacted fill:

- Soil moisture content, weather conditions, and placement procedures are very important to the successful use of the glacial soils as engineered fill. Generally, their use in lieu of Structural Fill may be difficult or impossible during the period between late September through early June in the Southborough area due to difficulties with moisture control and/or freezing temperatures. Precipitation and/or lack of dry weather may inhibit its use during other periods as well. Even if the materials can be reused, careful control of moisture content will be required to achieve the necessary compaction. Moisture conditioning by drying or adding water may be necessary to bring the material within 2 percent of the optimum moisture content determined from the laboratory compaction testing.
- Oversized particles (greater than two-thirds of the lift thickness) would have to be removed by crushing or screening prior to placement.
- Placement and compaction of glacial soils should be performed when ambient air temperatures are above 30°F.
- Fill which is placed during the day should be fully compacted and smooth-rolled at the end of each workday, and protected from saturation and/or disturbance from surface traffic.

- Use of the materials will require judgment and careful monitoring, as quantitative compaction control may be more difficult than normal due to material variability, and high susceptibility to disturbance.

Rainfall or melting snow can saturate silty soils when placed in uncovered stockpiles. It has been our experience that glacial till soils in exposed stockpiles over winter and spring seasons will likely require drying for an extended period of time to enable their reuse.

Cobbles and boulders are present in the materials to be excavated. Such materials could be processed by crushing or screening to reduce the maximum size and enable the material to be reused on site.

If the project plans to reuse glacial soils as backfill during the course of the work, premiums to condition moisture, including augmenting with cement, should be considered as a contingency. We recommend this be discussed further with the project team as the design advances.

5.8 EXCAVATED SOIL MANAGEMENT

The site development will generate excess soil that will require off-site disposal; the management of the excess soils must be performed in accordance with all applicable federal, state, and local laws and regulations, including the requirements of the Massachusetts Contingency Plan (310 CMR 40.000). We understand that Mabbett & Associates has been retained to provide environmental assistance on the project including disposal of excess soil/bedrock that will be generated.

5.9 CONSTRUCTION PHASE OBSERVATIONS

It is recommended that a Geotechnical Engineer or technician qualified by training and experience be present during construction to perform the following tasks:

- Observe removal of existing unsuitable foundation materials from footing and slab areas and confirm the character of the material encountered at the proposed bearing levels;
- Confirm that materials used as fill and backfill are in accordance with the specification requirements;
- Make judgments on the suitability of excavated materials for reuse as fill;
- Observe preparation of footing bearing surfaces and subgrades beneath slabs and pavements;
- Observe and test placement and compaction of Structural Fill (required by the Building Code) and other compacted fills;
- Monitor the processing and consistency of on-site materials reused as fill; and
- Observe the effectiveness of construction dewatering and discharge of effluent.

The performance of the structures and facilities will depend on the manner in which the geotechnical construction activities are performed. Haley & Aldrich recommends performing field observations for the geotechnical aspects of construction, especially foundation-related earthwork. This will enable us to observe compliance with the design concepts and specifications, help resolve construction problems real-time, facilitate design changes in the event that subsurface conditions differ from those anticipated prior to the start of construction, and facilitate reuse of on-site soils.

6. Limitations

This report has been prepared for specific application to the geotechnical design of the Winter Hill Community Innovation School in Somerville, Massachusetts, as described herein. This report is intended for the exclusive use of the project team in connection with the geotechnical aspects of the project as described herein. In the event that changes in the nature, design, or location of the facilities planned, the conclusions and recommendations contained in this report should not be considered valid unless the changes are reviewed and conclusions of this report modified or verified in writing by Haley & Aldrich.

The analyses and recommendations submitted in this report are based in part upon data obtained from the referenced subsurface explorations from the locations on the dates indicated herein as performed by Haley & Aldrich. The nature and extent of variations between the explorations may not become evident until construction. If variations then appear evident, it will be necessary to reevaluate the recommendations of this report.

The data, recommendations, and conclusions provided in this report are based solely on the scope of work conducted by Haley & Aldrich and the sources of information referenced herein. This work was undertaken in accordance with generally accepted geotechnical engineering practice common to the local area.

The planned construction will be supported on or in the soil at the site. Recommendations presented in this report for foundation design, subsurface drainage, moisture protection, and waterproofing only address the conventional geotechnical related aspects of design and construction and are not intended to provide an environment that would prohibit infestation of mold or other biological pollutants. Our work scope also did not include development of criteria or procedures to mitigate intrusion of radon or other gases, or odors.

References

1. American Society of Civil Engineers/Structural Engineering Institute (ASCE/SEI). *ASCE/SEI 7-16: Minimum Design Loads and Associated Criteria for Buildings and Other Structures*, as modified for Massachusetts.

2. ASTM International. *ASTM D1557 – Standard Test Methods for Laboratory Compaction Characteristics of Soil Using Modified Effort (56,000 ft-lbf/ft³ [2,700 kN-m/m³]).*

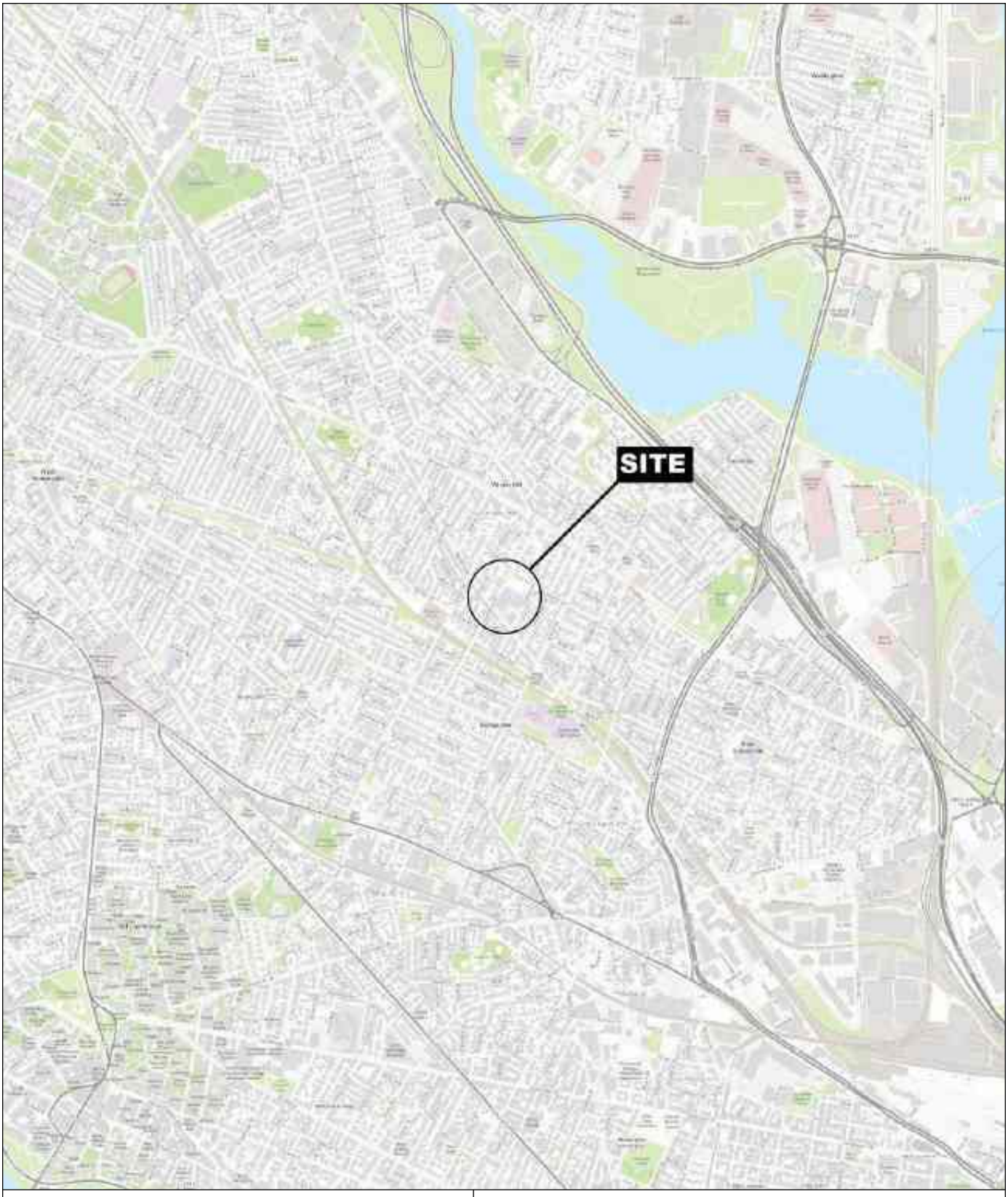
3. ASTM International. *ASTM E1745 – Standard Specification for Plastic Water Vapor Retarders Used in Contact with Soil or Granular Fill under Concrete Slabs.*

4. International Building Code, 2021 Edition.

5. Massachusetts Department of Environmental Protection (MassDEP). *Massachusetts Contingency Plan (MCP), 310 CMR 40.000.*

6. Massachusetts Board of Building Regulations and Standards (BBRS). *Massachusetts State Building Code, 10th Edition (780 CMR).*

FIGURES



SITE COORDINATES: 42°23'30"N, 71°05'55"W





MAP SOURCE: USGS

HALEY ALDRICH

WINTER HILL COMMUNITY INNOVATION SCHOOL
115 SYCAMORE STREET
SOMERVILLE, MASSACHUSETTS

PROJECT LOCUS

APPROXIMATE SCALE: 1 INCH = 2,000 FEET
JULY 2026

FIGURE 1

0213952_000_LOCUS HALEYALDRICH\MLARREABROWN

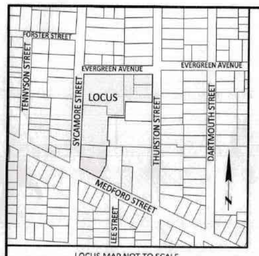
HALEY ALDRICH

WINTER HILL COMMUNITY INNOVATION SCHOOL - SOMERVILLE

EXPLORATION BORINGS PLAN - STRATA BOX

SCALE: AS SHOWN
JULY 2026

FIGURE 2



LOCUS MAP NOT TO SCALE

LEGEND:

HA-B01 — LOCATION OF PERFORMED BORING TESTS

El. 70.8 — CURRENT BUILDING FLOOR ELEVATIONS

MASSACHUSETTS COORDINATE SYSTEM NAD 83, MAINLAND ZONE

STRATA DATA BOX, ELEVATION IN FEET

82	- TOP OF FILL
68	- TOP OF GLACIAL TILL
54	- TOP OF BEDROCK
BOE: 53	- BOTTOM OF EXPLORATION

NOTES:

1) BENCH MARK INFORMATION:
   TEMPORARY BENCH MARKS SET:
   TBM-BREN-1: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREON. ELEVATION= 64.51'
   TBM-BREN-2: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREON. ELEVATION=79.25'
   TBM-BREN-3: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREON. ELEVATION= 80.22'
   TBM-BREN-4: BENCHTIE SET 1' UP IN UP #119/9, AS SHOWN HEREON. ELEVATION= 72.67'
   TBM-BREN-5: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREON. ELEVATION= 64.04'
   TBM-BREN-6: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREON. ELEVATION= 55.39'
2) THE VERTICAL DATUM IS BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988 (NAVD88), AND WAS DERIVED FROM GPS OBSERVATIONS.
3) THE HORIZONTAL DATUM IS BASED ON THE MASSACHUSETTS COORDINATE SYSTEM,NAD 1983 MAINLAND ZONE, AND WAS DERIVED FROM GPS OBSERVATIONS.
4) CONTOUR INTERVAL EQUALS ONE (1) FOOT.
5) THE TOPOGRAPHY, SURFACE IMPROVEMENTS AND SITE DETAIL DEPICTED HEREON WAS OBTAINED FROM AN ON-THE GROUND SURVEY CONDUCTED BY BRENNAN CONSULTING, INC. BETWEEN NOVEMBER 25-26, 2025 AND DECEMBER 1-2, 4-5 AND 10-11, 2025.
6) THE ELECTRIC LINES AS SHOWN HEREON, WERE COMPILED FROM GIS PLANS PROVIDED BY EVERSOURCE. NO RECORD OF SIZE OR MATERIAL OF THE CONDUITS WAS MADE AVAILABLE.
7) COMMUNICATIONS LINES FROM COMCAST AND CROWN CASTLE WERE SCHEMATIC IN NATURE AND WERE NOT PLOTTABLE.
8) THE RECORD WATERLINE PLAN RECEIVED FROM THE CITY OF SOMERVILLE WAS IN POOR CONDITION AND SOME PIPE SIZES WERE ILLEGIBLE, BEFORE CONSTRUCTION PIPE SIZES SHOULD BE VERIFIED BY THE CITY.
9) UTILITY INFORMATION SHOWN IS BASED ON BOTH A FIELD SURVEY AND PLANS OF RECORD. THE LOCATIONS OF UNDERGROUND PIPES AND CONDUITS HAVE BEEN DETERMINED FROM THE AFOREMENTIONED RECORD PLANS AND ARE APPROXIMATE ONLY. BRENNAN CONSULTING CANNOT ASSUME RESPONSIBILITY FOR DAMAGES INCURRED AS A RESULT OF UTILITIES THAT ARE OMITTED OR INACCURATELY SHOWN ON SAID RECORD PLANS, SINCE SUBSURFACE UTILITIES CANNOT BE VISIBLY VERIFIED. BEFORE PLANNING FUTURE CONNECTIONS, THE PROPER UTILITY ENGINEERING DEPARTMENT SHOULD BE CONSULTED AND THE ACTUAL LOCATION OF SUBSURFACE STRUCTURES SHOULD BE DETERMINED IN THE FIELD. CALL, TOLL FREE, THE DIG SAFE CALL CENTER AT 1-888-344-7233 SEVENTY-TWO HOURS PRIOR TO EXCAVATION.
10) THERE IS A 2 FOOT OVERLAP THAT WAS ESTABLISHED BY PLAN 156 OF 2008 OVER THE LOCUS SITE, WHICH WAS TAKEN BY THE CITY OF SOMERVILLE IN 1973 AND RECORDED IN MIDDLESEX COUNTY REGISTRY OF DEEDS BOOK 12494, PAGE 277 AND PLAN 953 OF 1973.
11) THIS SURVEY WAS DONE WITHOUT THE BENEFIT OF A TITLE REPORT.
12) THIS DOCUMENT IS AN INSTRUMENT OF SERVICE OF BRENNAN CONSULTING AND ISSUED TO OUR CLIENT FOR PURPOSES RELATED DIRECTLY AND SOLELY TO BRENNAN CONSULTING OUR SCOPE OF SERVICES UNDER CONTRACT TO OUR CLIENT FOR THIS PROJECT. ANY USE OR REUSE OF THIS DOCUMENT FOR ANY REASON BY ANY PARTY FOR PURPOSES UNRELATED DIRECTLY AND SOLELY TO SAID CONTRACT SHALL BE AT THE USER'S SOLE AND EXCLUSIVE RISK AND LIABILITY, INCLUDING LIABILITY FOR VIOLATION OF COPYRIGHT LAWS, UNLESS WRITTEN CONSENT IS PROVIDED BY BRENNAN CONSULTING.

LEGEND

- SEWER MANHOLE
- DRAIN MANHOLE
- ELECTRIC MANHOLE
- WATER MANHOLE
- TELEPHONE MANHOLE
- CABLE TV MANHOLE
- MANHOLE
- HYDRANT
- WATER SHUT OFF/WATER GATE
- GAS SHUT OFF/GAS GATE
- CATCH BASIN
- D-FRAME CATCH BASIN
- ROUND CATCH BASIN
- GUY WIRE
- TRAFFIC CONTROL BOX
- TRAFFIC SIGNAL
- UTILITY POLE
- LIGHT POLE
- WALK LIGHT
- ELECTRIC HANDHOLE
- BOLLARD
- POST
- MAIL BOX
- SIGN
- AREA DRAIN
- FLAG POLE
- CLEAN OUT
- FIRE ALARM OBSERVATION WELL
- STAND PIPE/SIAMESE CONNECTION
- SECURITY CAMERA
- UTILITY POLE W/ LIGHT
- TRANSFORMER
- GAS METER
- ELECTRIC METER
- TRASH RECEPTACLE
- BASKETBALL GOAL
- DECIDUOUS TREE
- CONIFEROUS TREE
- GP — GATE POST
- 7 — INDICATES COMMON OWNERSHIP
- BOULDER
- B — BOTTOM
- BC — BOTTOM OF CURB
- BIT — BITUMINOUS
- BK — BACK
- BS — BOTTOM OF STEPS
- BW — BOTTOM OF WALL
- (C) — CALCULATED
- CC — CONCRETE CURB
- CLF — CHAIN LINK FENCE
- CONC — CONCRETE
- CRW — CONCRETE RETAINING WALL
- CW — CONCRETE WALL
- DH — DRILL HOLE
- DWP — DETECTABLE WARNING PAD
- ENT — ENTRANCE
- FD — FOUND
- FFE — FINISH FLOOR ELEVATION
- FGC — FLUSH GRANITE CURB
- FOD — FULL OF DEBRIS
- HR — HAND RAIL
- I= — INVERT ELEVATION
- INACC. — INACCESSIBLE
- LST — LANDSCAPE TIMBER
- M&S — MULCH & SHRUBS
- NVP — NO VISIBLE PIPES
- OV — OVER
- R= — RADIUS OR RIM ELEVATION
- (R) — RECORD
- RET — RETAINING
- STF — STOCKADE FENCE
- T — TOP
- TBM — TEMPORARY BENCH MARK
- TC — TOP OF CURB
- TH — THRESHOLD
- TOD — TOP OF DEBRIS
- TOW — TOP OF WATER
- TS — TOP OF STEPS
- TOH — TOP OF HOOD/TRAP
- TW — TOP OF WALL
- TYP — TYPICAL
- VGC — VERTICAL GRANITE CURB
- WF — WOOD FENCE
- WIF — WROUGHT IRON FENCE
- C — CABLE TELEVISION
- CS — COMBINED SEWER
- D — DRAIN
- E — ELECTRIC
- FA — FIRE ALARM
- G — GAS
- OHW — OVERHEAD WIRES
- S — SEWER
- T — TELEPHONE
- W — WATER
- S(ABD) — ABANDONED
- 12"D(CI) — PIPE SIZE AND MATERIAL
- CI — CAST IRON
- FO — FIBER OPTIC
- PTC — PIPE TYPE CABLE
- PVC — POLYVINYL CHLORIDE
- RCP — REINFORCED CONCRETE PIPE
- VCP — VITRIFIED CLAY PIPE
- X — X — METAL FENCE
- WOOD FENCE
- WROUGHT IRON FENCE
- EDGE OF WOODS
- DSC — DIGSAFE CABLE
- DSE — DIGSAFE ELECTRIC
- DSG — DIGSAFE GAS
- DSW — DIGSAFE WATER

THURSTON STREET (PUBLIC - 30' WIDE) ONE WAY

EVERGREEN AVENUE (PUBLIC - 40' WIDE)

SYCAMORE STREET (PUBLIC - 45' WIDE) ONE WAY

MEDFORD STREET (Public-50' Wide)

LEE STREET

EVERGREEN AVENUE SOIL PROFILE

SYCAMORE STREET SOIL PROFILE

HA-B01 (OW): 82 / 68 / 53.5 / BOE: 53
HA-B02: 80.7 / 70.7 / 57.7 / BOE: 57.7
HA-B03: 80.2 / 70.2 / 59.7 / BOE: 54.7
HA-B04: 55.8 / 49.8 / 38.3 / BOE: 37.3
HA-B05 (OW): 58.4 / 51.4 / 36.4 / BOE: 35.4
HA-B06: 63 / 55 / 46 / BOE: 44.5

#52 THURSTON STREET
Now or Formerly
THE CONVENT PRESERVATION TRUST, LLC.
BOOK 51008, PAGE 204
PLAN 156 OF 2008 (LOT 1)
PARCEL 48-D-13

#50 THURSTON STREET
Now or Formerly
ROMAN CATHOLIC ARCHBISHOP OF BOSTON
BOOK 6340, PAGE 553
PLAN 156 OF 2008
PARCEL 48-D-5

#399 MEDFORD STREET
Now or Formerly
ROMAN CATHOLIC ARCHBISHOP OF BOSTON
NO REFERENCE
PARCEL 48-D-6

#401 MEDFORD STREET
Now or Formerly
ROMAN CATHOLIC ARCHBISHOP OF BOSTON
NO REFERENCE
PARCEL 48-D-7

#403 MEDFORD STREET
Now or Formerly
ROMAN CATHOLIC ARCHBISHOP OF BOSTON
NO REFERENCE
PARCEL 48-D8

#115 SYCAMORE STREET
Now or Formerly
CITY OF SOMERVILLE
BOOK 12494, PAGE 277
PLAN 953 OF 1973
PARCEL 48-D-11

EXISTING 4 STORY CONCRETE

AREA OF OVERLAP SEE NOTE 10

El. 70.8 / El. 58.8

TBM-BREN-1 (64.51) · TBM-BREN-2 (79.25) · TBM-BREN-3 (80.22) · TBM-BREN-4 (72.67) · TBM-BREN-5 (64.04) · TBM-BREN-6 (55.39)

REFERENCES

MIDDLESEX SOUTH COUNTY REGISTRY OF DEEDS
BOOK 12494 PAGE 277
PLAN NO. 927 OF 1971
PLAN NO. 953 OF 1973
PLAN NO. 826 OF 1988
PLAN NO. 585 OF 2008
PLAN NO. 156 OF 2008
PLAN NO. 557 OF 2010
PLAN NO. 287 OF 2012
PLAN NO. 26 OF 2020

I HEREBY CERTIFY THAT THIS PLAN IS BASED ON AN ACTUAL FIELD SURVEY AND THE LATEST DEEDS AND PLANS OF RECORD AS OF DECEMBER 11, 2025.

SCOTT T. LUDWIG — PROFESSIONAL LAND SURVEYOR — No. 48068 — 2/17/2025 DATE

SCALE: 1"=20'

20 0 10 20 40 80

EXISTING CONDITIONS PLAN
WINTER HILL COMMUNITY INNOVATION SCHOOL
115 SYCAMORE STREET
SOMERVILLE, MASSACHUSETTS
(MIDDLESEX COUNTY)

PREPARED FOR
PERKINS EASTMAN

SCALE: 1" =20'

DATE: JANUARY 13, 2026

Brennan·Consulting
ENGINEERING TRANSPORTATION SURVEYING
24 RAY AVENUE, BURLINGTON, MA
PHONE: (781) 273-3434 WWW.BRENNANCONSULTS.COM

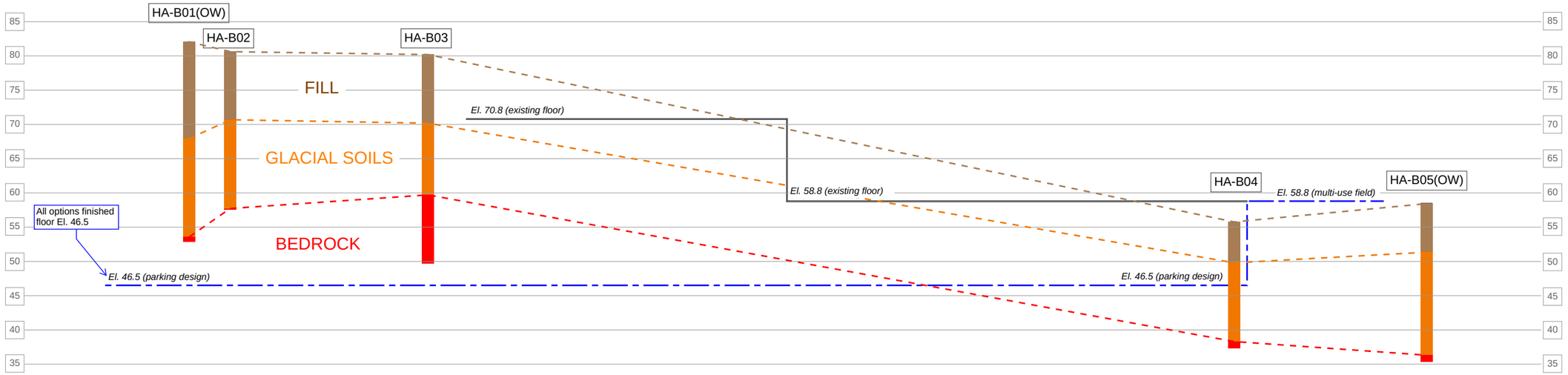
REVISIONS

NO.	DATE	DESCRIPTION	BY	CHK'D

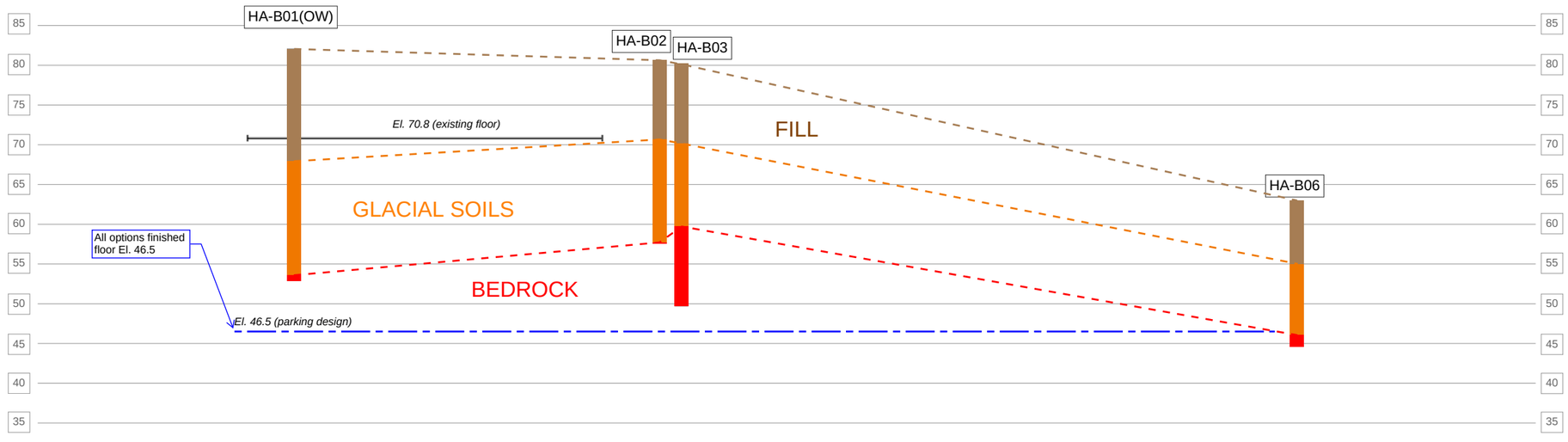
FIELD CHIEF: JT	APPROVED:	PM:	SHEET NO. 1 OF 1
RESEARCH: CB/MN	COMP: MN	CADD: JT/MN	JOB NO. 25557

P:\25557 #HCS, Somerville, Perkins Eastman\Survey\Dwg\Submitted to Client\25557-01-16 Draft.dwg

SYCAMORE STREET (North to South) - SECTION A-A



EVERGREEN AVENUE (West to East) - SECTION B-B



LEGEND

- FILL
- GLACIAL TILL
- BEDROCK

NOTES:

1. SEE FIGURE 1 FOR LOCATION AND ORIENTATION OF SUBSURFACE PROFILES.
2. SUBSURFACE PROFILES DEPICT THE GENERAL GEOLOGIC CONDITIONS AT THE SITE AND ARE BASED ON INTERPRETATION OF DATA ENCOUNTERED IN THE EXPLORATIONS. LINES REPRESENTING INTERFACES BETWEEN STRATA ON THE PROFILE ARE BASED UPON INTERPOLATION BETWEEN ADJACENT EXPLORATIONS. ACTUAL SOIL CONDITIONS AND INTERFACES BETWEEN SUBSURFACE EXPLORATIONS MAY VARY SIGNIFICANTLY FROM THOSE INDICATED ON THE PROFILES.
3. MATERIAL DESCRIPTIONS ARE GENERALIZED, REFER TO THE EXPLORATION LOGS FOR INDIVIDUAL SAMPLE DESCRIPTIONS.

HALEY ALDRICH

WINTER HILL COMMUNITY INNOVATION SCHOOL - SOMERVILLE

BORING SOIL PROFILE

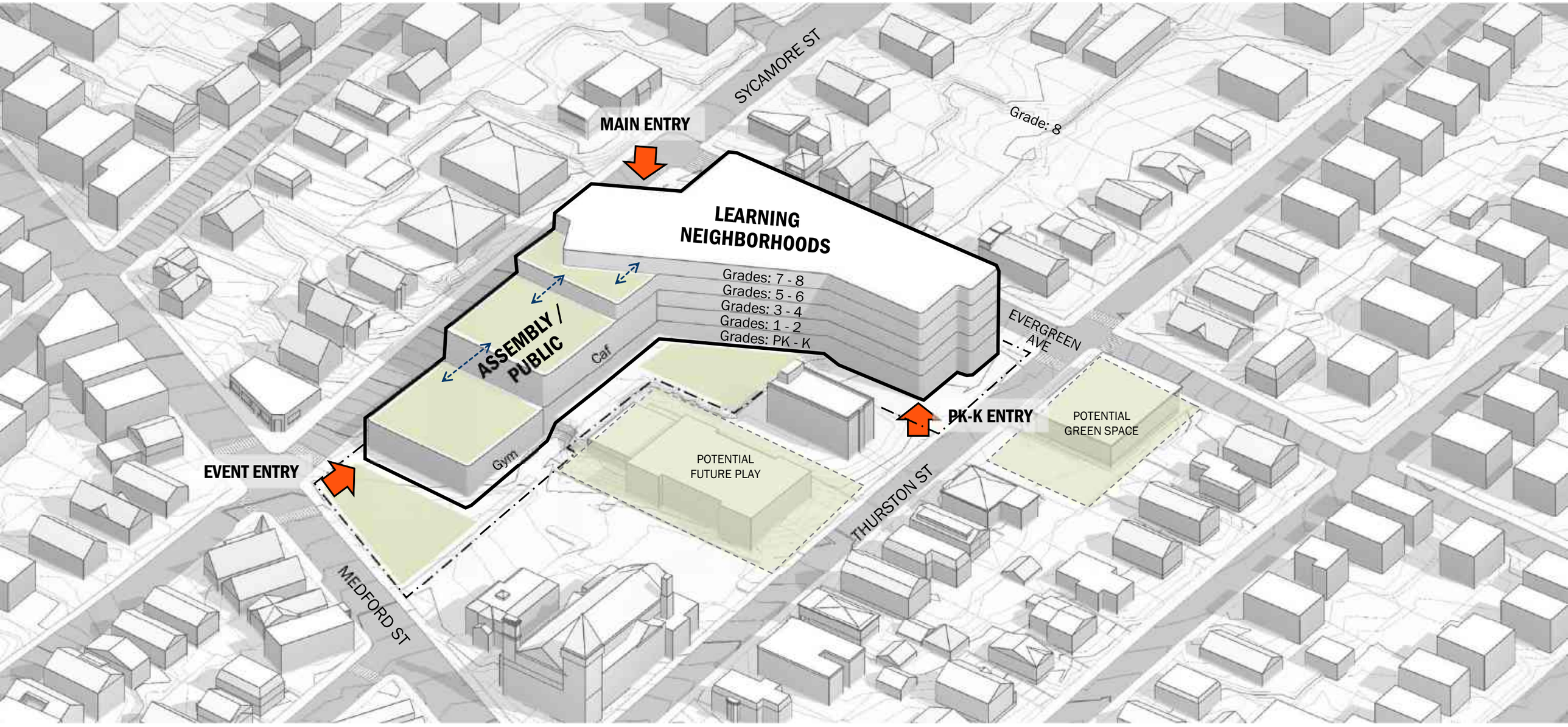
SCALE: AS SHOWN
JULY 2026

FIGURE 3

APPENDIX A
Select Drawings Provided by Perkins Eastman

NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925



LEVEL 1



LEVEL 2

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



NOTE: SPECIAL EDUCATION SPACES
ARE LOCATED WITHIN EACH ACADEMIC
NEIGHBORHOOD

LEVEL 3



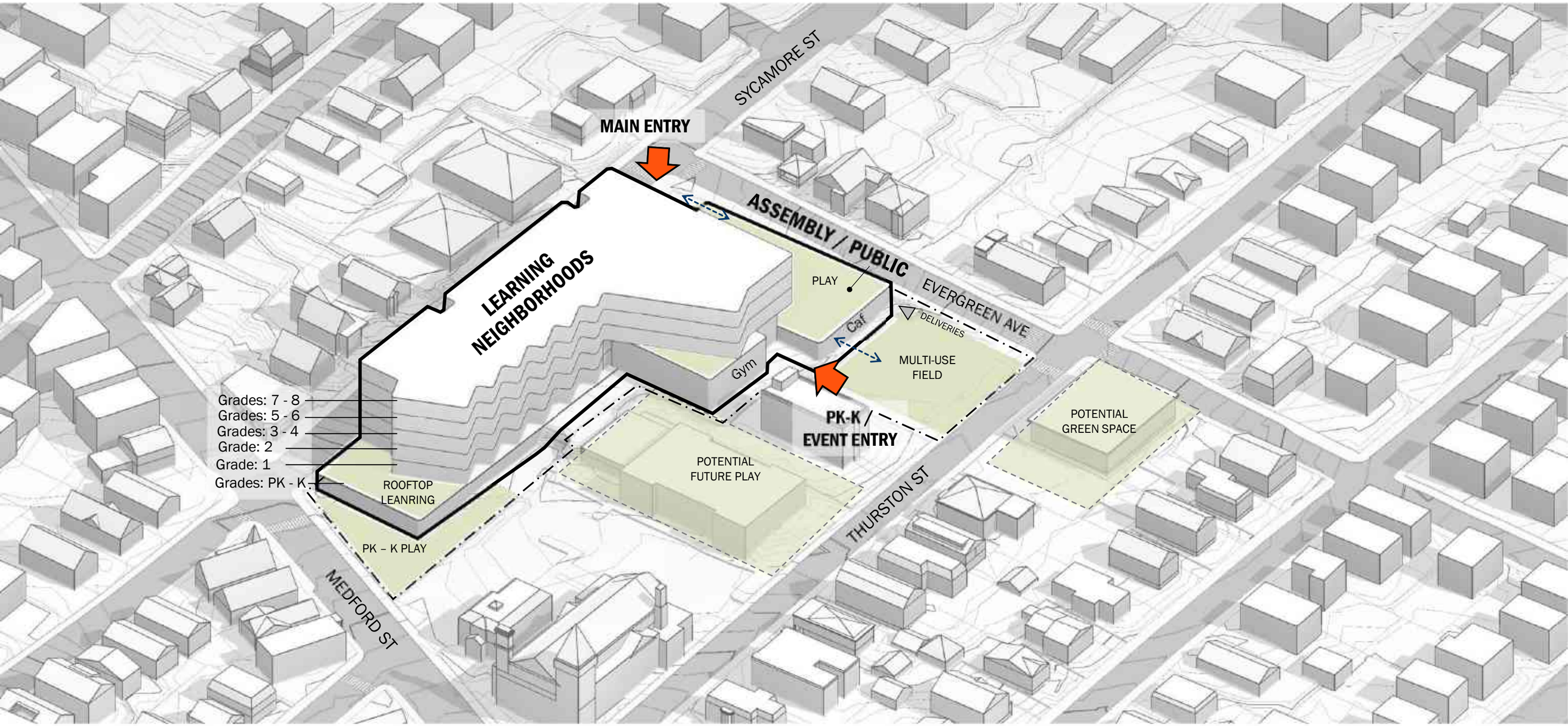
LEVEL 4



LEVEL 5

NEW CONSTRUCTION – OPTION 4

AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

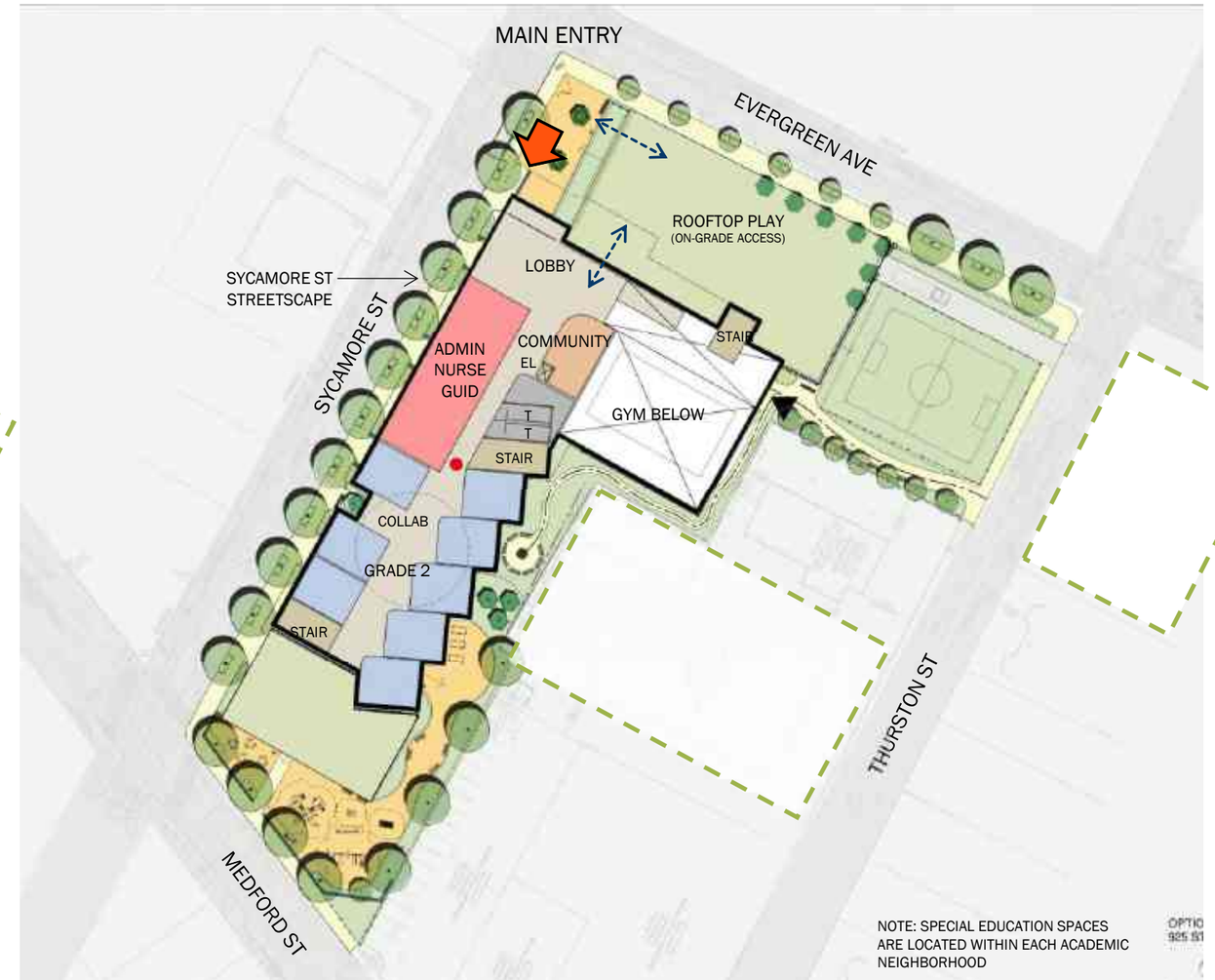


LEVEL 1A

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925



LEVEL 1B



LEVEL 2

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925



LEVEL 3



LEVEL 4



LEVEL 5

SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 2B CONCEPT A- TWO-WAY RAMP

VEHICULAR CIRCULATION

DROP-OFF / PICK-UP ZONE

CONTRAFLOW BIKE LANE

ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS



SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 2B CONCEPT B - ENTRY AND EXIT RAMP

VEHICULAR CIRCULATION

DROP-OFF / PICK-UP ZONE

CONTRAFLOW BIKE LANE

ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS


BELOW GRADE PARKING LEVEL
RAMP DOWN
FUTURE ANNEX GREEN SPACE
CONTRAFLOW BIKE LANE
PARKING
PARKING
PARKING

SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 2B CONCEPT C- ENTRY AND EXIT RAMP

VEHICULAR CIRCULATION

DROP-OFF / PICK-UP ZONE

CONTRAFLOW BIKE LANE

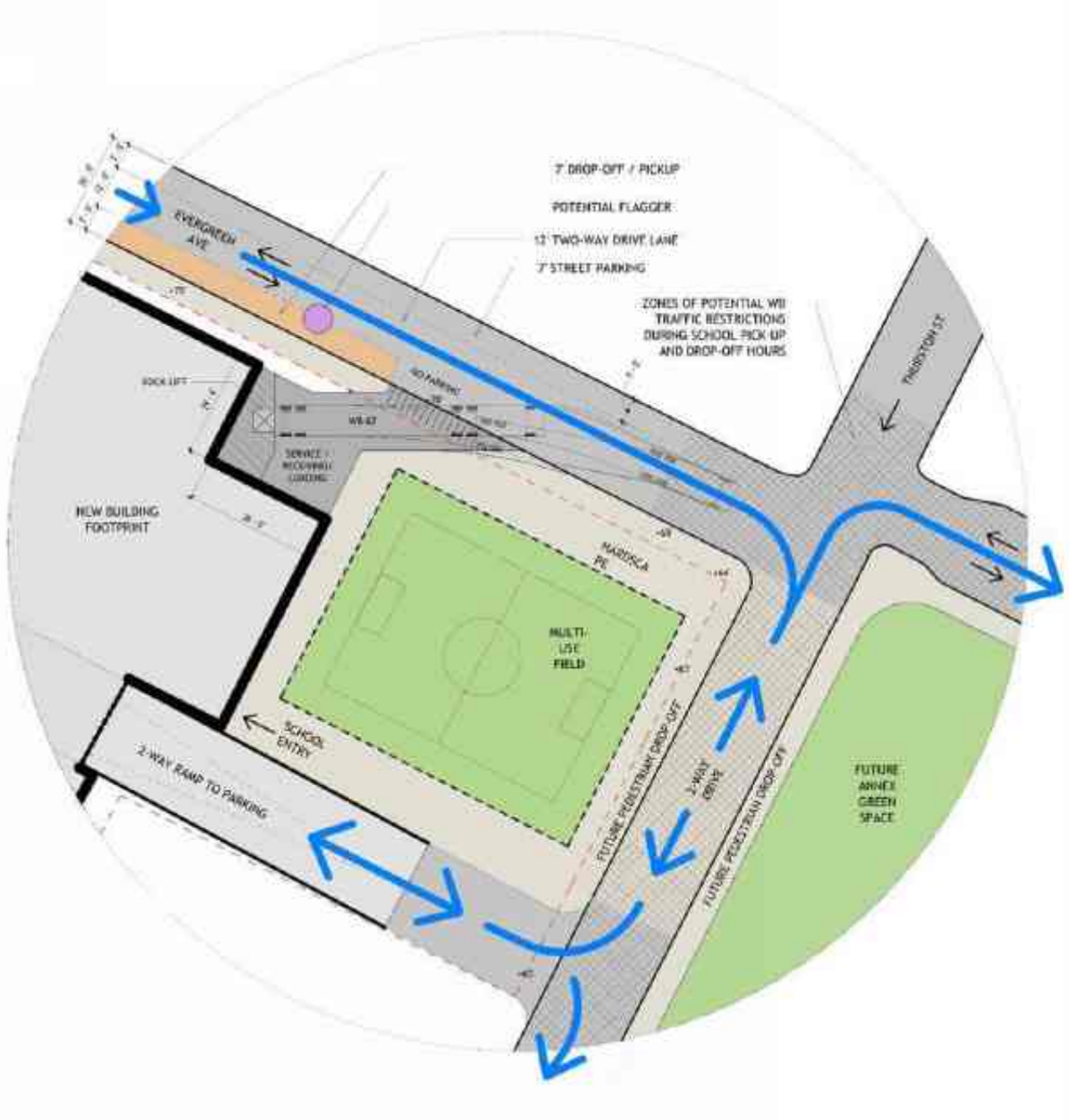
ZONES OF POTENTIAL WB TRAFFIC RESTRICTIONS DURING SCHOOL PICK-UP AND DROP-OFF HOURS



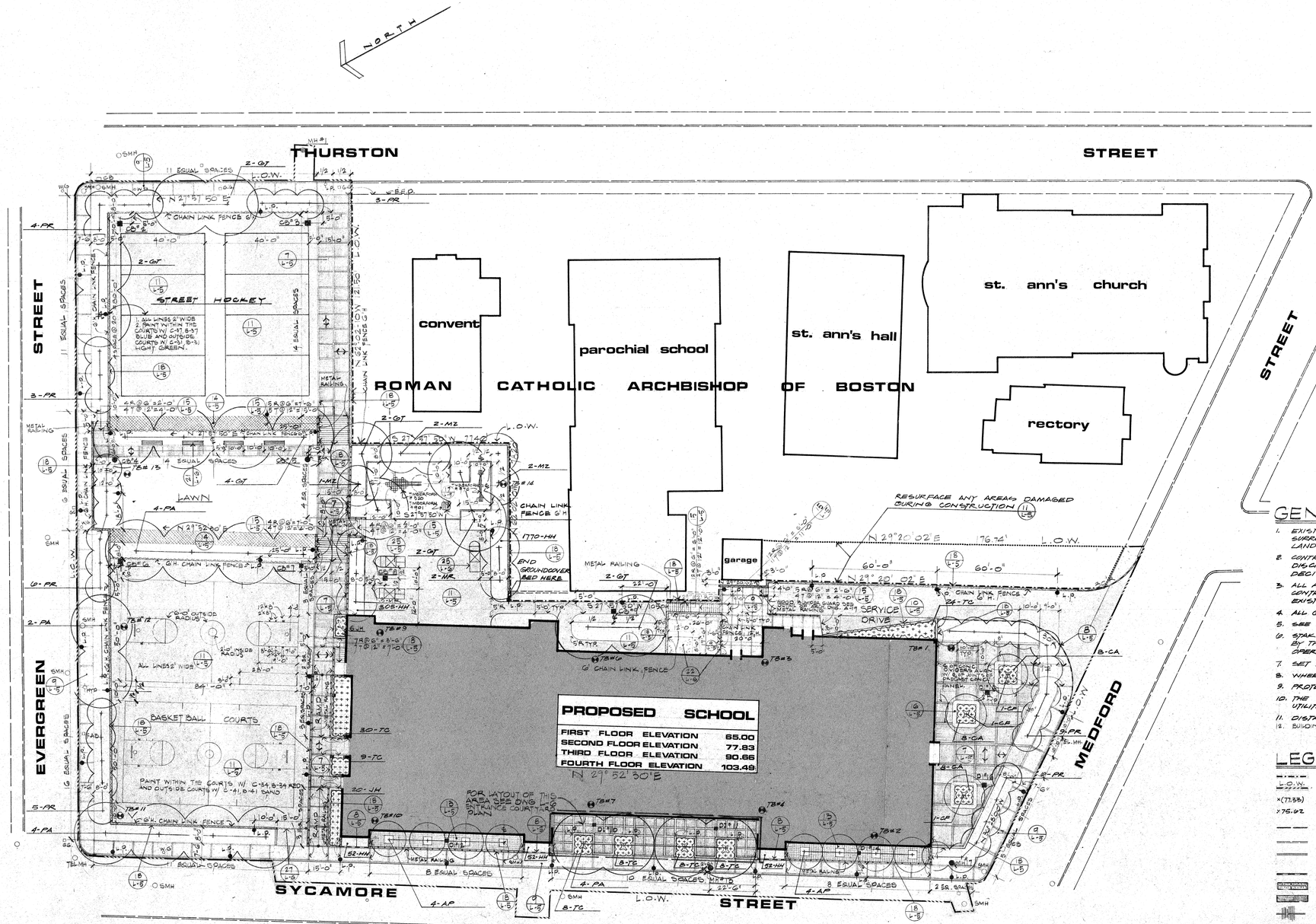
SITE CIRCULATION WITH POTENTIAL PARKING

OPTION 4 CONCEPT D- TWO-WAY RAMP





APPENDIX B
Historical Drawings



GENERAL NOTES:

1. EXISTING CONDITIONS TRACED FROM "PLAN OF LAND IN SOMERVILLE, BLOCK SURROUNDING ST. ANN'S CHURCH." PREPARED BY HARRISON A. MEEKER, LAND SURVEYOR. DATED: JANUARY 31, 1973.
2. CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND GRADES ON THE GROUND. ALL DISCREPANCIES MUST BE REPORTED IMMEDIATELY TO THE ARCHITECT FOR A DECISION.
3. ALL AREAS NOT REQUIRING GRADING SHALL BE LEFT UNDISTURBED. THE CONTRACTOR SHALL KEEP OUT OF THESE AREAS AND SHALL PRESERVE THE EXISTING PLANTING THEREIN.
4. ALL GRADED AND DISTURBED AREAS NOT OTHERWISE DEVELOPED SHALL BE SEEDED.
5. SEE ARCHITECTURAL DRAWINGS FOR ALL BUILDING DIMENSIONS.
6. STAKE ALL BLDG. CORNERS AND ALL LIMIT OF WORK LINES FOR APPROVAL BY THE ARCHITECT PRIOR TO THE BEGINNING OF CLEARING & STRIPPING OPERATIONS.
7. SET ALL FRAMES, GRATES AND COVERS TO MATCH SLOPE OF PROPOSED GRADE.
8. WHEREVER EXISTING AND PROPOSED MATERIALS ABUT, MEET AND BLEND MATERIALS.
9. PROTECT ALL EXISTING TREES TO REMAIN.
10. THE LIMIT OF WORK LINE SHALL BE EXTENDED TO PERMIT INSTALLATION OF UTILITIES TO 5'-0" EACH SIDE OF THE CENTERLINE OF UTILITY TRENCH.
11. DISTANCES ON STORM DRAIN LINES ARE APPROXIMATE.
12. BUILDING SHOULD BE LOCATED AS SHOWN ON ONG. L-2.

LEGEND:

TAKING LINE	PROPOSED RETAINING WALL	EXIST. STORM DRAIN LINE
L.O.W. LIMIT OF WORK LINE	PROPOSED GRANITE BLOCK PAVER	PROPOSED STORM DRAIN LINE
×(71.53) EXISTING SPOT GRADE	PROPOSED METAL RAILING	EXIST. SEWER MANHOLE
×75.62 PROPOSED SPOT GRADE	PROPOSED CHAIN LINK FENCE	EXIST. SEWER
EXIST. EDGE OF PAVEMENT	EXIST. CATCHBASIN	PROPOSED LIGHT POLE
EXIST. CURBING	PROPOSED CATCHBASIN	EXIST. RETAINING WALL TO BE RE-MOVED.
EXIST. CURBING TO BE RELOCATED	EXIST. MANHOLE	EXIST. EDGE OF PAVEMENT
PROPOSED CURBING	PROPOSED MANHOLE	EXIST. LIGHT POLE
CONC. PAVEMENT	PROPOSED DRAIN INLET	EXIST. HYDRANT
BIT. CONC.	PROPOSED FOUNDATION DRAIN	EXIST. FIRE ALARM BOX
BRICK W/ CONC. DIVIDER	PROPOSED CLEANOUT	EXIST. WATER GATE VALVES
GRANITE RUBBLE BLOCK EDGE	ALIGN TWO SURFACES	EXIST. GAS GATE VALVES
TB# TEST BORING LOCATION	TOP OF CONC. POST	
RUNNING BOND DIRECTION	TOP OF WALL	
CONSTRUCTION EASEMENT LINE	TOP OF CURB	

PLANT LIST

QTY.	SYM.	BOTANICAL NAME	COMMON NAME	MINIMUM SIZES CAL/SPR	HT.	BALL	REMARKS
8	AP	ACER PLATANOIDES COLUMNARE	COLUMNAR NORWAY MAPLE	5"	18'	55"	WELL BRANCHED; UNIFORM CROWNS
3	CF	CORNUS FLORIDA RUBRA	PINK FLOWERING DOGWOOD	3½"	14'	38"	WELL BRANCHED
24	CA	COTONEASTER APICULATA	CRANBERRY COTONEASTER	18"		11"	FULL & UNIFORM
14	GT	GLEDITSIA TRIACANTHOS INERMIS "SHADEMASTER"	SHADEMASTER HONEYLOCUST	5"	18'	85"	WELL BRANCHED; UNIFORM CROWNS
2.201	HH	HEDERA HELIX BALTICA	HARDY ENGLISH IVY	2 YR. POTS			PLANT STAGGERED ROWS 12" O.C.
216	JH	JUNIPERUS HORIZONTALIS "BAR HARBOR"	BAR HARBOR JUNIPER	18"		11"	FULL & UNIFORM
5	MR	MALUS "RED SILVER"	RED SILVER CRABAPPLE	3½"	14'	38"	WELL BRANCHED
9	MZ	MALUS ZUMI CALOCARPA	ZUMI CRABAPPLE	3½"	14'	38"	WELL BRANCHED
316	PR	PINUS RESINOSA	RED PINE	18"	12'	35"	FULL & UNIFORM; PLANT 12' O.C.
14	PA	PLATANUS ACERIFOLIA	LONDON PLANETREE	5"	18'	63"	WELL BRANCHED; UNIFORM CROWNS
96	TC	TAXUS CUSPIDATA DENSIFORMIS	DENSE JAPANESE YEW	18"		11"	FULL & UNIFORM

NOTES:
1. PLACEMENT OF ALL PLANTS TO BE APPROVED BY ARCHITECT PRIOR TO INSTALLATION.
2. PLACE 3" SHREDDED BARK MULCH ON ALL PLANT BEDS.
3. PLACE MINIMUM 6" HUMUS ON ALL HEDERA HELIX BALTICA BEDS.
4. STAKE ALL COLUMNAR NORWAY MAPLES WITH 3 STAKES 2½"x 2½"x 10' SPACED 1'-0" FROM TRUNK & PAINTED GREEN. LOWER 4' TREATED WITH CREOSOTE. STAKES DRIVEN AT ANGLE & PULLED VERTICAL WITH DOUBLE STRAND #12 GAUGE GALV. ANNEALED TWISTED WIRE. STAKES TO BE MIN. 40" BURIED.

SITE LAYOUT & PLANTING

WARD FOUR ELEMENTARY SCHOOL
ROSLINDALE STREET - SOMERVILLE, MASS. - 1974

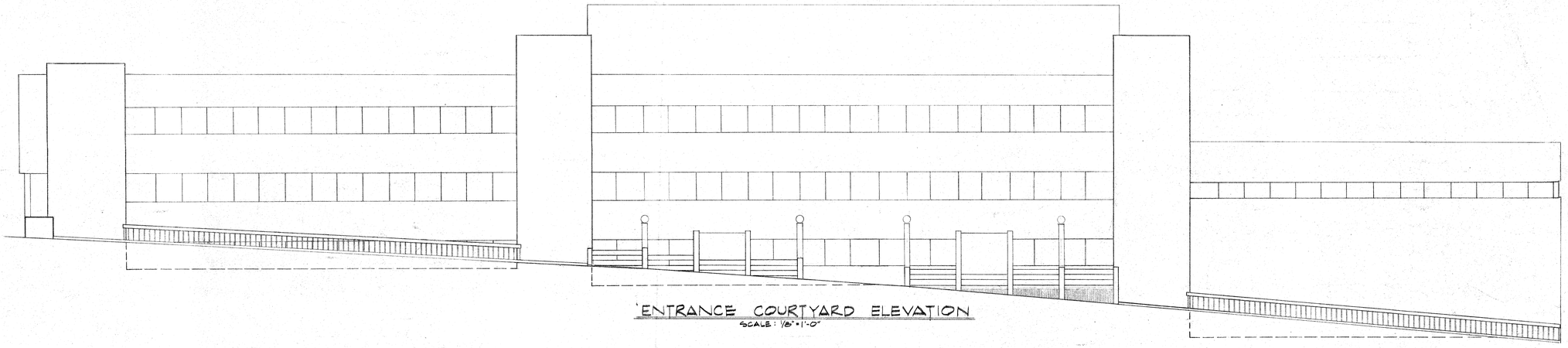
RICH, LANG & COTE, INC.
ARCHITECTS
1068 CHESTNUT ST. NEWTON UPPER FALLS, MASS. 02164

REGISTERED ARCHITECT No. 2553 WINGHAM, MASS. COMMONWEALTH OF MASSACHUSETTS

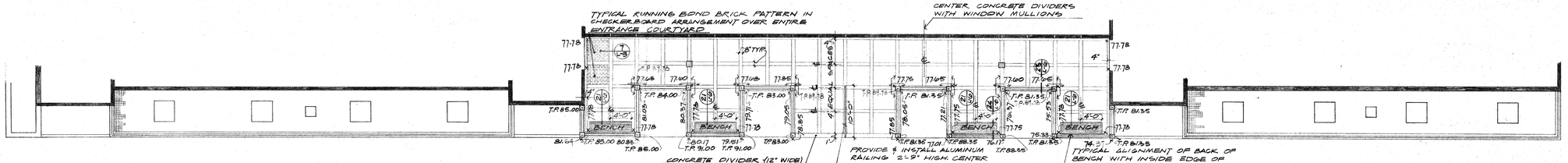
MORIEGE & GARY
28 MT AUBURN ST.
CAMBRIDGE, MASS.

SCALE 1"=20'-0" DATE JULY 20, 1973
DRAWN BY L.K. / F.B.
CHECKED BY L.K. REV.

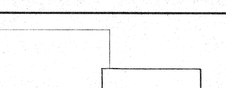
L-3

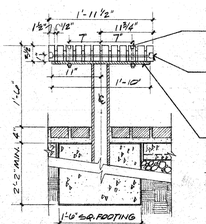


ENTRANCE COURTYARD ELEVATION
SCALE: 1/8"=1'-0"

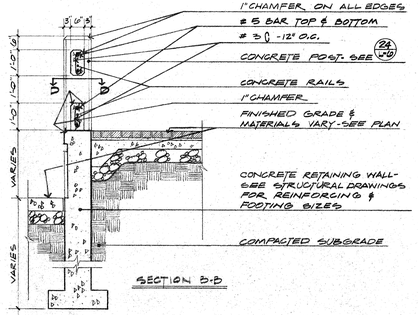


ENTRANCE COURTYARD PLAN - LAYOUT & GRADING
SCALE: 1/8"=1'-0"

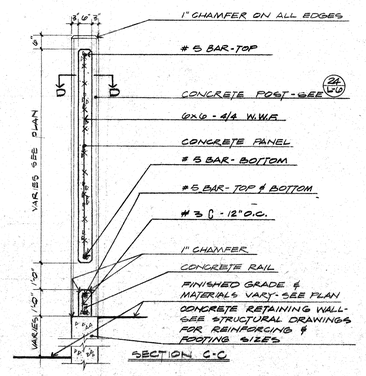




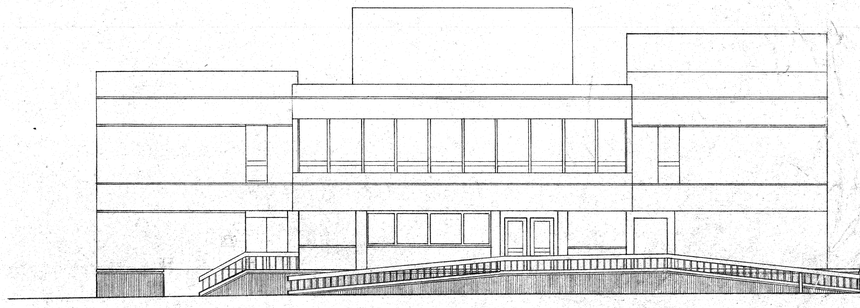
SECTION A-A



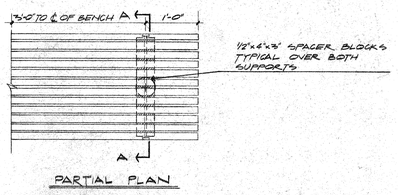
23 L-10 CONCRETE POST & RAILING DETAIL
SCALE: 1/2"=1'-0"



26 L-10 CONCRETE PANEL DETAIL
SCALE: 1/2"=1'-0"

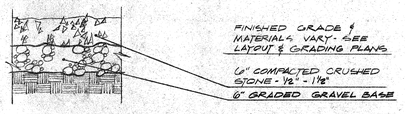


NORTH ELEVATION
SCALE: 1/8"=1'-0"

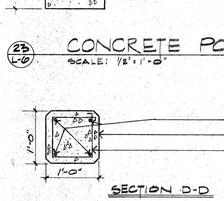


PARTIAL PLAN

21 L-10 BENCH DETAIL
SCALE: 1"=1'-0"

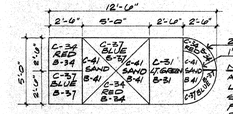


22 L-10 CRUSHED STONE STRIP
SCALE: 1"=1'-0"



SECTION D-D

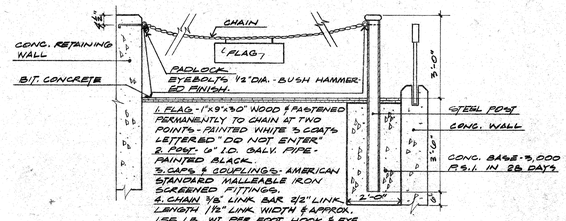
24 L-10 CONCRETE POST SECTION
SCALE: 1"=1'-0"



2'-6" RADIUS
1'-6" RADIUS

NOTE: ALL LINES ON THIS DRAWING ARE CENTER LINES. PAINT ALL LINES WHITE - 1" WIDE. PAINT EACH SECTION AS SHOWN W/ 2 COATS PLEXI-PAVE "C" SERIES & 1 COAT PLEXICHROME "B" SERIES.

25 L-10 HOPSCOTCH LAYOUT
SCALE: 1/4"=1'-0"



1. FLAG - 1"x9"x30" WOOD ℄ FASTENED PERMANENTLY TO CHAIN AT TWO POINTS - PAINTED WHITE 3 COATS LETTERED "DO NOT ENTER"
2. POST - 6" I.D. GALV. PIPE - PAINTED BLACK.
3. CAPS & COUPLINGS - AMERICAN STANDARD MALLEABLE IRON SCREENED FITTINGS.
4. CHAIN 1/2" LINK BAR 2 1/2" LINK LENGTH 1/2" LINK WIDTH & APPROX. 1.55 LB. WT. PER FOOT. HOOK & EYE 1/2" & WITH 7" SHANK. HEX & SHOULDER THREADS TO BE JAMMED

27 L-10 POST & CHAIN DETAIL
SCALE: 1/2"=1'-0"

SITE DETAILS

WARD FOUR ELEMENTARY SCHOOL
SYCAMORE STREET - SOMERVILLE, MASS. - 02143

RICH, LANG & COTE, INC. ARCHITECTS
1068 CHESTNUT ST. - NEWTON UPPER FALLS, MASS. 02164

REGISTERED ARCHITECT ROGER O. HOYT No. 2553 COMMONWEALTH OF MASSACHUSETTS

MOXIEGE & GARY
25 MT. AUBURN ST.
CAMBRIDGE, MASS.

SCALE: AS SHOWN DATE: JULY 20, 1973
DRAWN BY: F.B. REV.
CHECKED BY: L.K. REV.

SHEET NUMBER L-6

KITCHEN

1. VEG. PREP UNIT
2. S.S. PREP. TABLE
3. OMIT
4. POT & PAN RACK
5. CORRUGATED ALUM. RACK
6. POT RACK, TABLE
7. MOBILE SALAD BOWL
8. HAND SINK
9. VERTICAL CUTTER, MIXER
10. " " " TABLE
11. UTILITY CART
12. SINK UNIT UNDER HOOD
13. ELEC. CAN OPENER
14. COOKIE DROPPER
15. KETTLE RACK
16. CONVECTION OVEN
16A. ROLL IN CONVECTION OVEN
17. STOCK POT RANGE
18. 2 PROD. STEAMER
19. KETTLE
20. SOILED TABLE
21. MIXER
22. OMIT
23. OMIT
24. SCULLERY UNIT
25. FOOD GRINDER
26. WASHER, DOMESTIC, ELEC.
27. DRYER, DOMESTIC (GAS)
28. FOOT SLICER
29. BREAD & BUTTER MACHINE (115 V OUTLET)
30. OMIT
31. OMIT
32. OMIT
33. STORAGE RACKS
34. OMIT
35. WALK-IN COOLER
36. WALK-IN FREEZER
37. OMIT
38. TOASTER, 4 SLICE (115 V OUTLET)
39. OMIT
40. CONVEYOR

SERVING LINE

41. CASH REG. STATION (FLOATLET 115V.)
42. HOT PACKS ON DOLLY
43. COLD PACKS ON DOLLY
44. MILK, BEVERAGE DISPENSER

DRESS & TOILET

45. LOCKERS

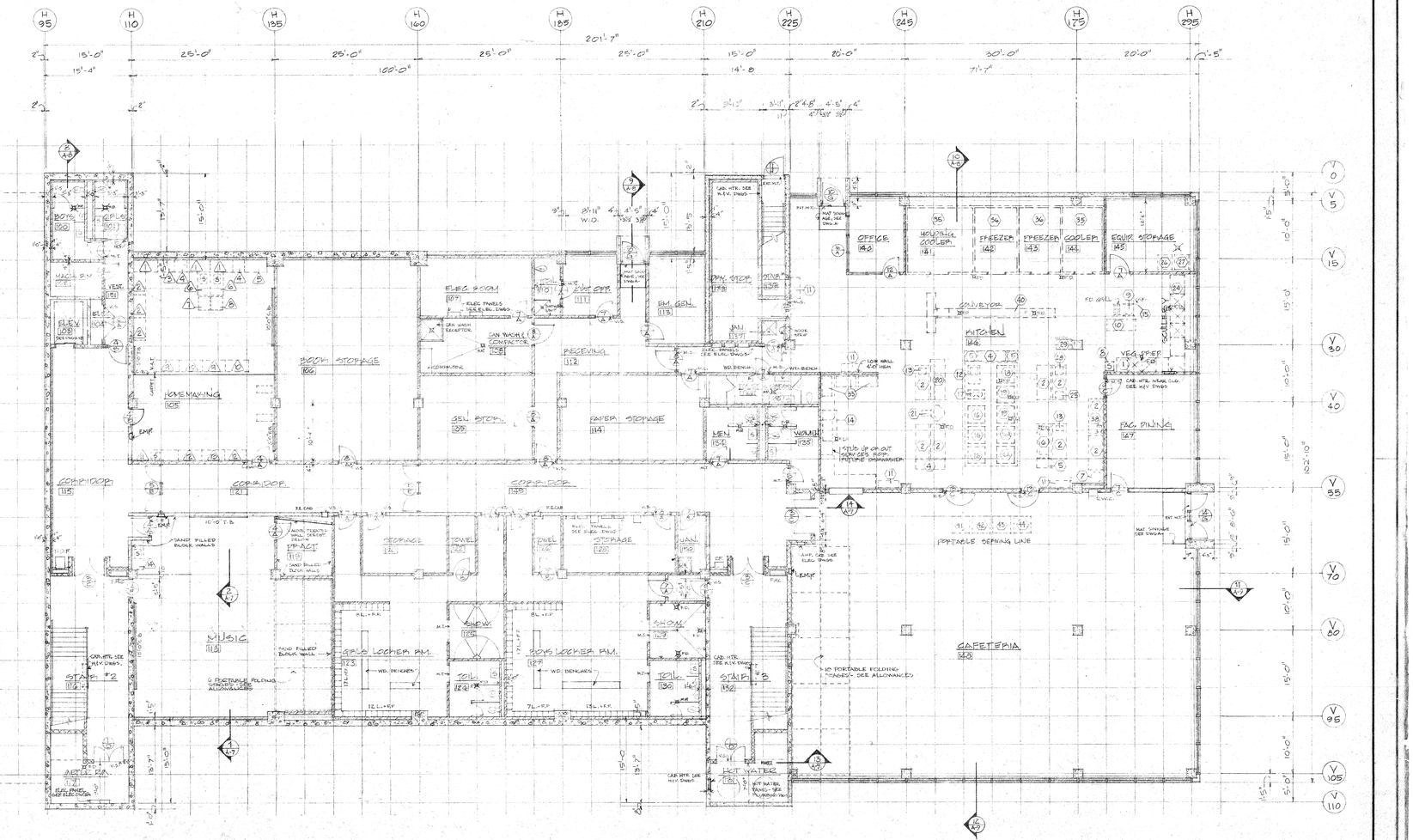
HOMEMAKING & MUSIC EQUIPMENT

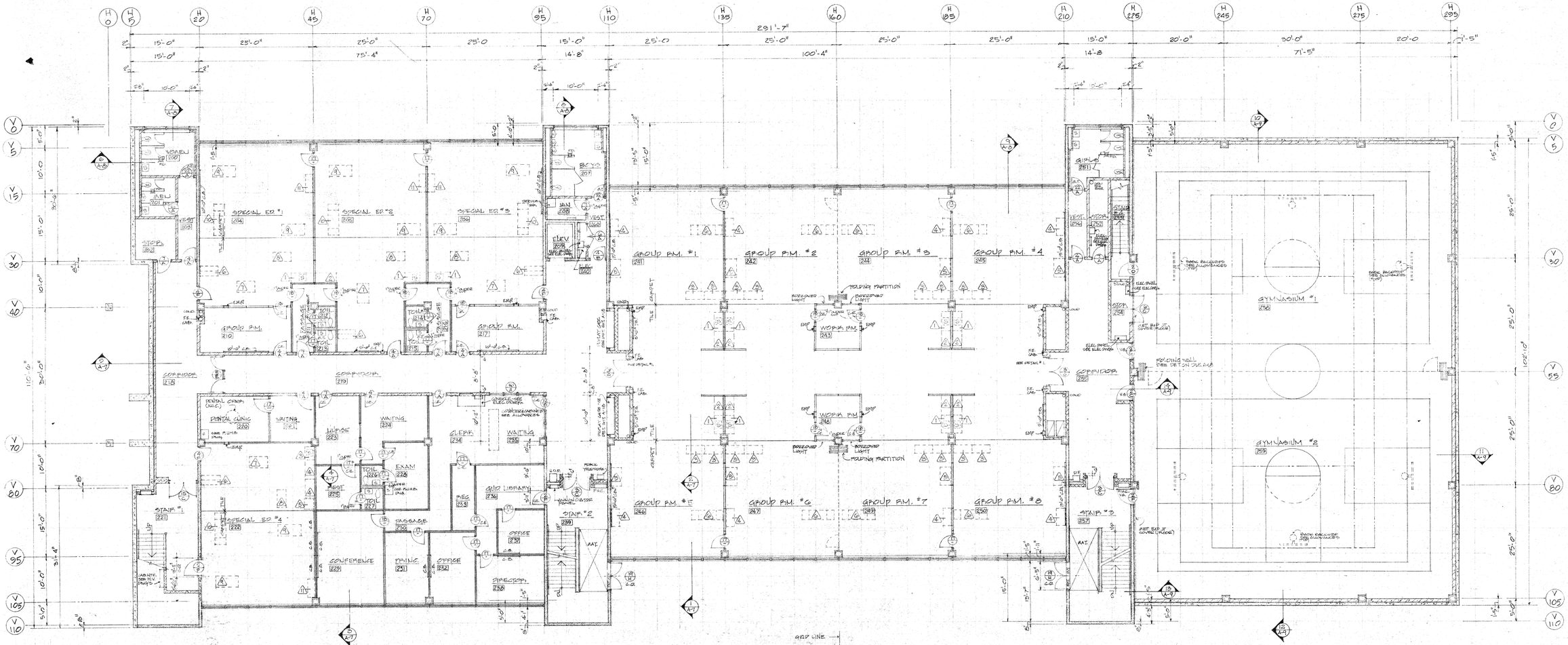
1. C-142D - 23C
2. C-145D
3. C-134 BSD
4. 124D
5. C-144BSD
6. C-249D w/1823 SILVS, REDUCET, GARBAGE DISPOSAL
7. RANGE (ELEC.)
8. RANGE (GAS)
9. C-548J
10. C-546JTT - (42-TIO1)
11. COMPOSITE - C-124B w/15 GAL. PZ FAUCET, AFBOJ C124D
E-923H 80 STE "MIRROR, E-923H
12. C-448F
13. C-448FTT - (54 TIO1)

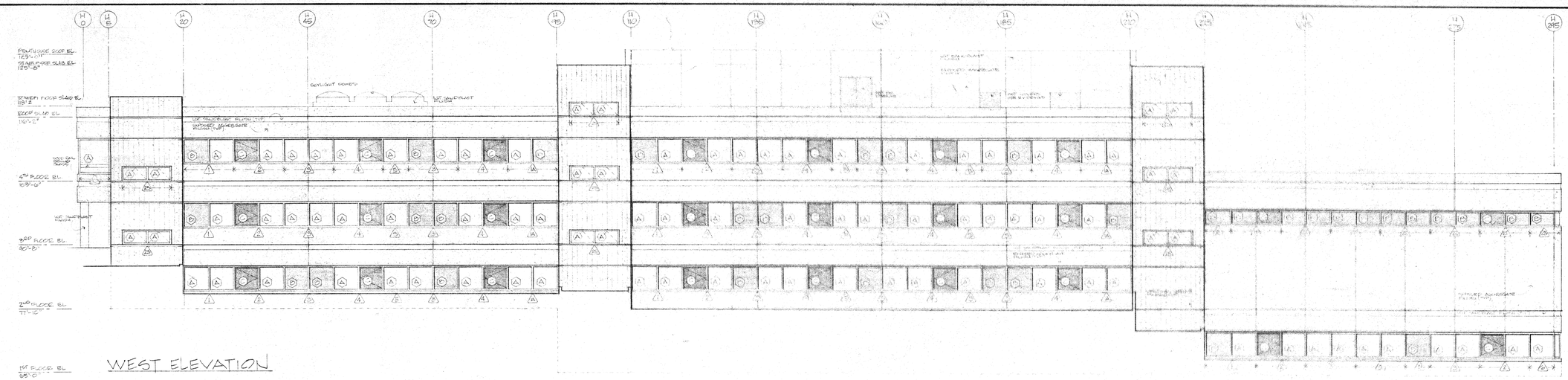
MUSIC

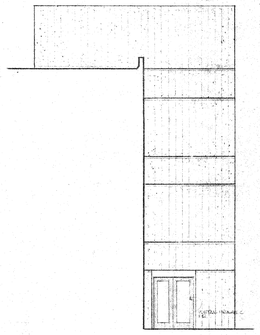
14. C-252B

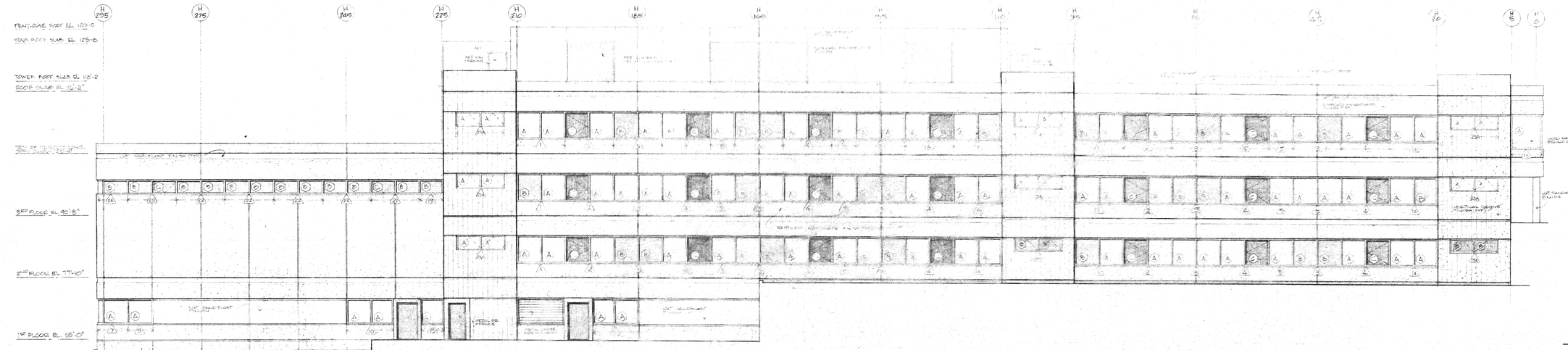
NOTE - ALL HOMEMAKING & MUSIC EQUIPMENT NUMBERS LISTED ABOVE ARE LOCATED IN CASWELL AID CATALOG #68 UNLESS OTHERWISE NOTED.

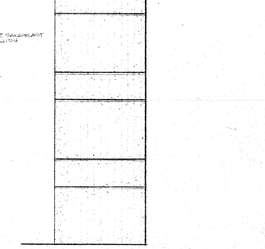

UNEXCAVATED
KITCHEN 146
OFFICE 142
HOUSEKEEPING COOLER 141
FREEZER 142
FREEZER 143
COOLER 144
EQUIP. STORAGE 145
CONVEYOR
SCULLERY
VEG. PREP
FAC. DINING 147
CAFETERIA 148
PORTABLE SERVING LINE
ELEC. ROOM 107
LOAD CTR.
JAN. CLOS. 113
RECEIVING 112
PAPER STORAGE 114
BROOM STORAGE 106
HOMEMAKING 105
SEW. ROOM 109
JAN. 135
MEN 134
WOMEN 135
CORRIDOR 115
CORRIDOR 121
CORRIDOR 129
STORAGE 122
TOWEL 123
TOWEL 130
STORAGE 120
JAN. 124
MUSIC 118
SAND FILLED BLOCK WALL
GIRLS LOCKER RM.
BOYS LOCKER RM.
SHOW. 125
SHOW. 131
TOIL. 126
TOIL. 132
STAIR #2
STAIR #3
ARTIC RM.
CAFETERIA 148
HOT WATER
5 PORTABLE FOLDING TABLES - SEE ALLOWANCES
10 PORTABLE FOLDING TABLES - SEE ALLOWANCES
EXPOSED CONC. FLOOR
SEE ELEC. DWGS.
SEE MECH. DWGS.
SEE ARCH. DWGS.
SEE KEY DWG.
SEE SPEC. SECTION
SEE ELEC. DWGS.
SEE MECH. DWGS.
SEE ELEC. DWGS.
SEE MECH. DWGS.
SEE ELEC. DWGS.
SEE MECH. DWGS.

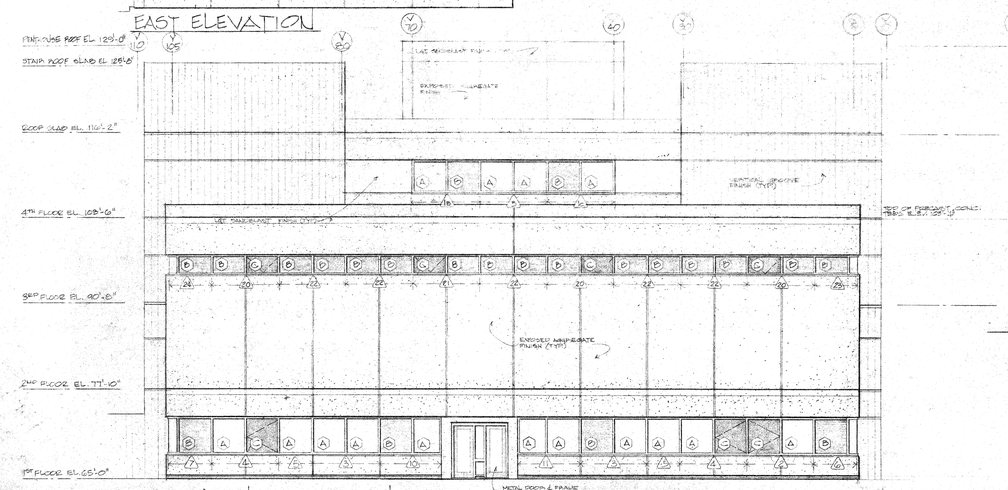

GROUP P.M. #1
GROUP P.M. #2
GROUP P.M. #3
GROUP P.M. #4
GROUP P.M. #5
GROUP P.M. #6
GROUP P.M. #7
GROUP P.M. #8
WORK P.M.
WORK P.M.
GYMNASIUM #1
GYMNASIUM #2
CORRIDOR
CORRIDOR
CORRIDOR
DENTAL CLINIC (M.I.C.)
DENTAL CLINIC
WAITING
LUPOS
WAITING
CLERK
WAITING
EXAM
GUID. LIBRARY
OFFICE
DIRECTOR
CONFERENCE
TYPING
OFFICE
PASSAGE
SPECIAL ED. #1
SPECIAL ED. #2
SPECIAL ED. #3
SPECIAL ED. #4
GROUP P.M.
GROUP P.M.
STAIR #1
STAIR #2
STAIR #3
ELEV.
STEP.
WOMEN
MEN
BOYS
GIRLS
FOLDING PARTITION
FOLDING WALL
SEE DETAIL 2/A-8
SEE DETAIL 1/A-8
SEE DETAIL 3/A-8
SEE DETAIL 4/A-8
SEE DETAIL 5/A-8
SEE DETAIL 6/A-8
SEE DETAIL 7/A-8
SEE DETAIL 8/A-8
SEE DETAIL 9/A-8
SEE DETAIL 10/A-8
SEE DETAIL 11/A-8
SEE DETAIL 12/A-8
SEE DETAIL 13/A-8
SEE DETAIL 14/A-8
SEE DETAIL 15/A-8
SEE DETAIL

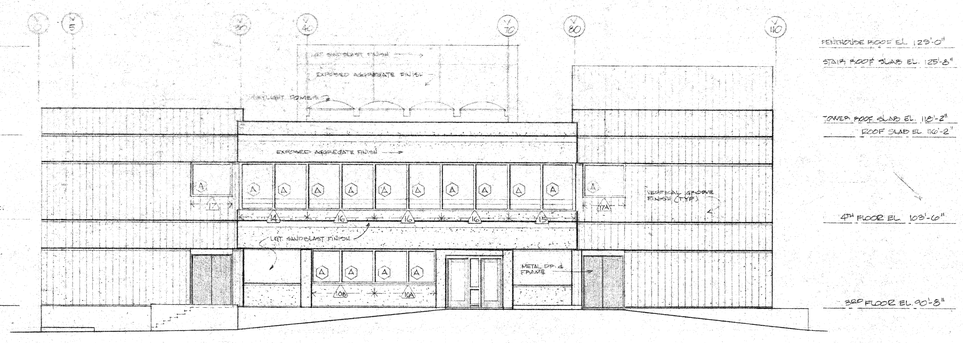


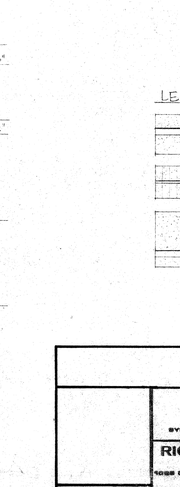


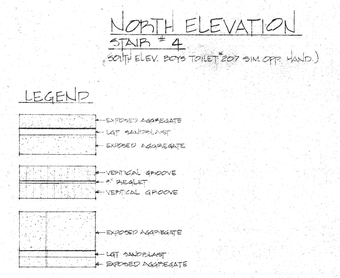












ELEVATIONS

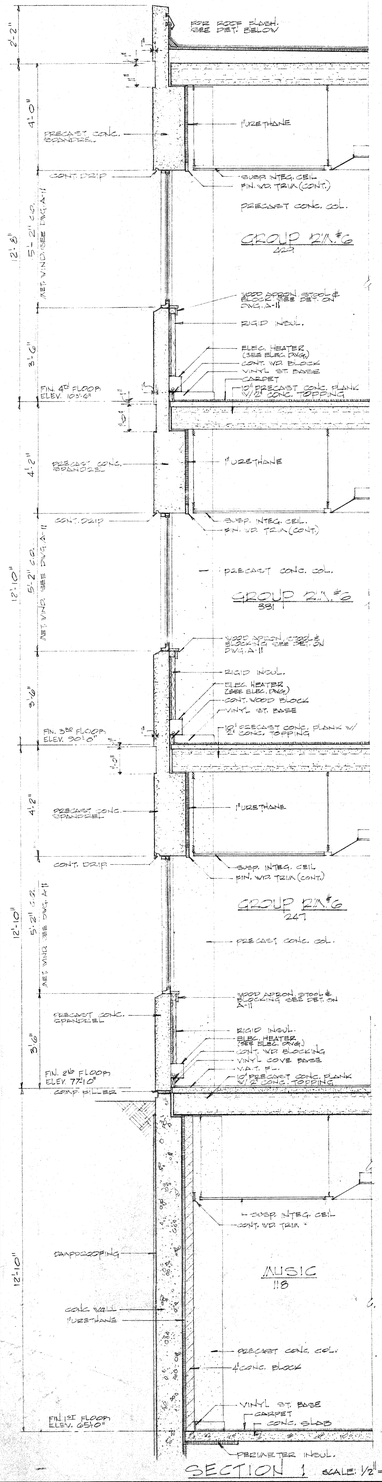
WARD FOUR ELEMENTARY SCHOOL
SYCAMORE STREET · SOMERVILLE, MASS. · 02145

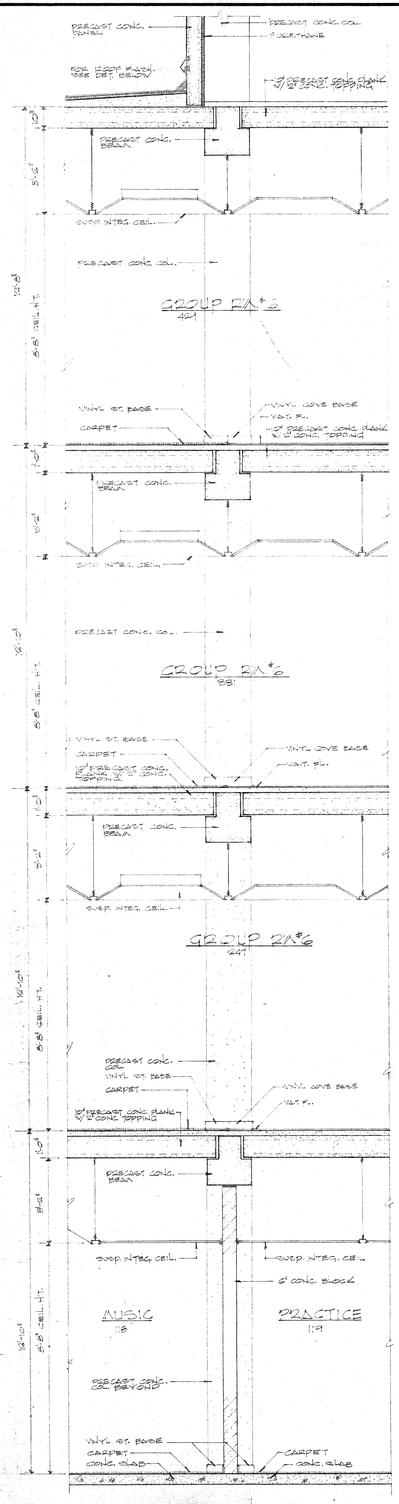
RICH, LANG & COTÉ, INC.
ARCHITECTS
1068 CHESTNUT ST. · NEWTON UPPER FALLS, MASS. 02164

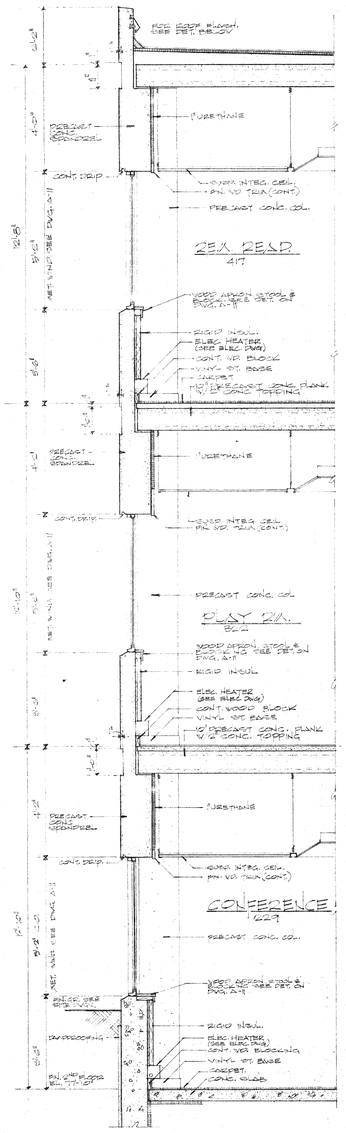
REGISTERED ARCHITECT · COMMONWEALTH OF MASSACHUSETTS · No. 2553 · WINDHAM · MASS.

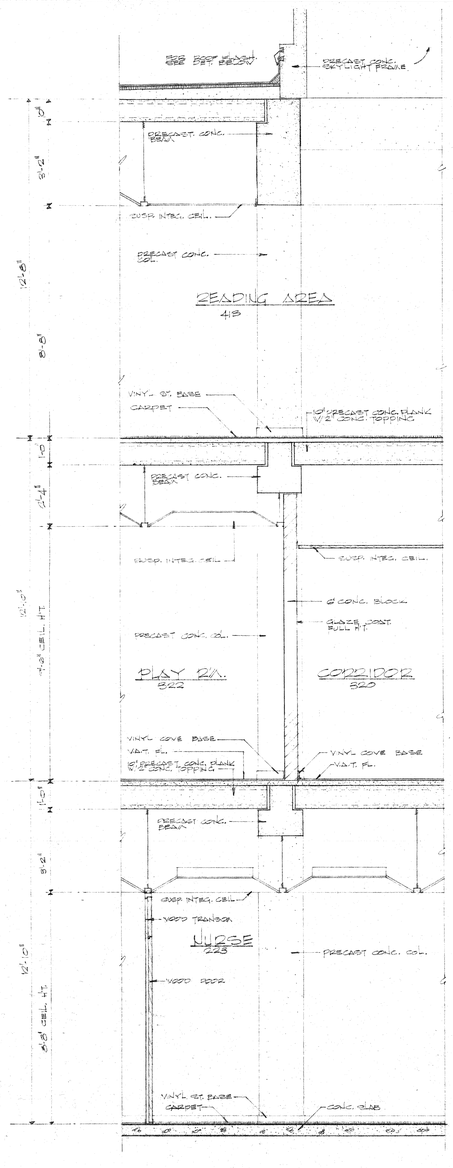
SCALE: 1/8" = 1'-0" | DATE: 11-22-73
DRAWN BY | REV.
CHECKED BY | REV.

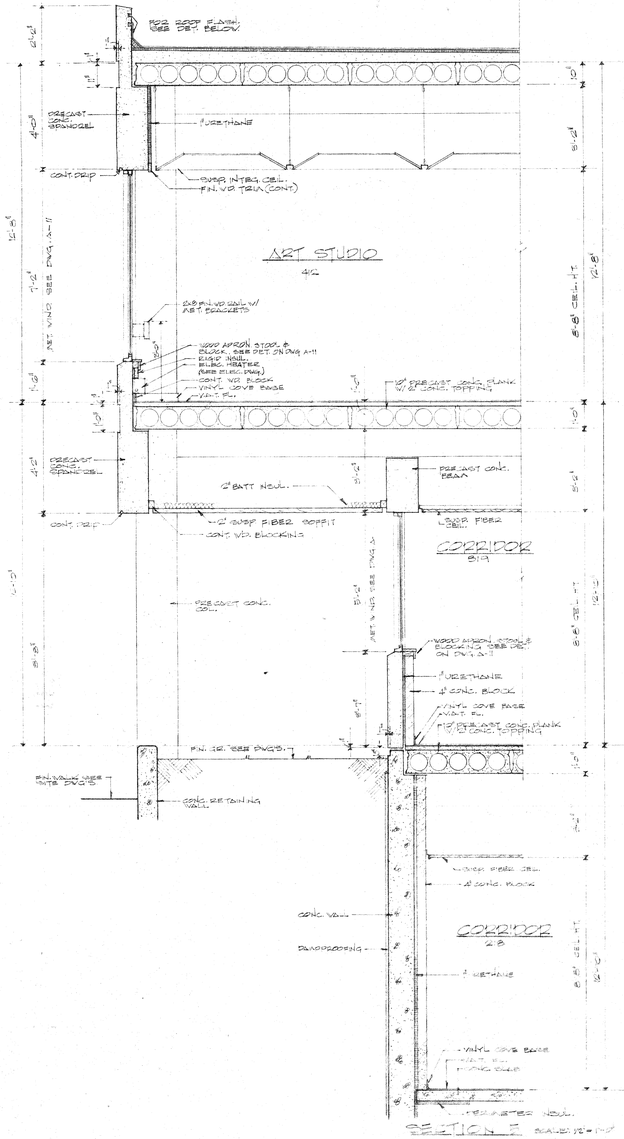
SHEET NUMBER **A-6**

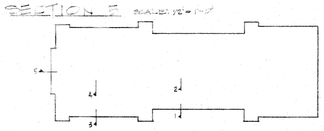




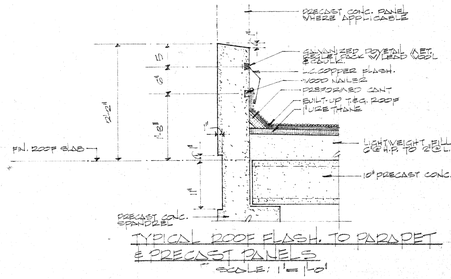




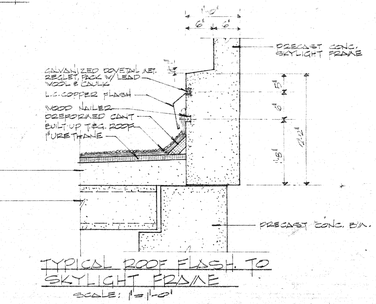




KEY PLAN



TYPICAL ROOF FLASH. TO PARAPET & PRECAST PANELS
SCALE: 1" = 1'-0"



TYPICAL ROOF FLASH. TO SKYLIGHT FRAME
SCALE: 1" = 1'-0"

WALL SECTIONS 1-5

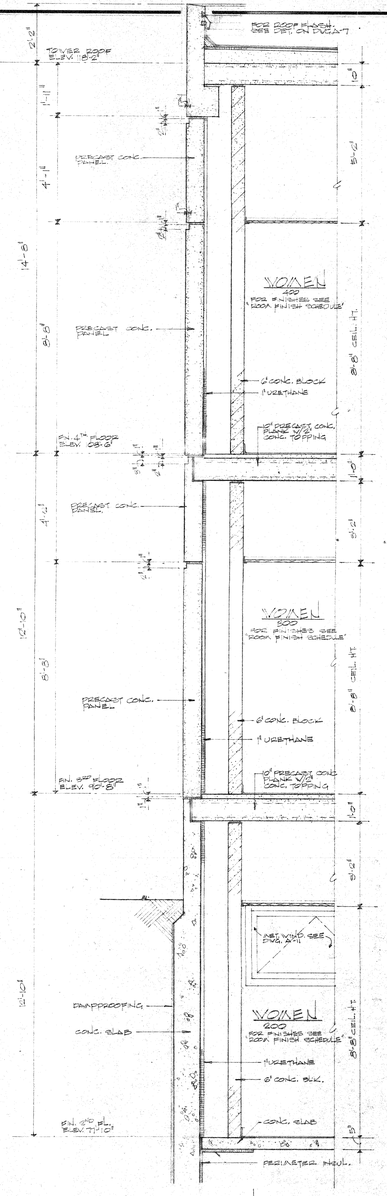
WARD FOUR ELEMENTARY SCHOOL
SYCAMORE STREET · SOMERVILLE, MASS. · 02143

RICH, LANG & COTÉ, INC.
ARCHITECTS
1688 CHESTNUT ST. · NEWTON UPPER FALLS, MASS. 02164

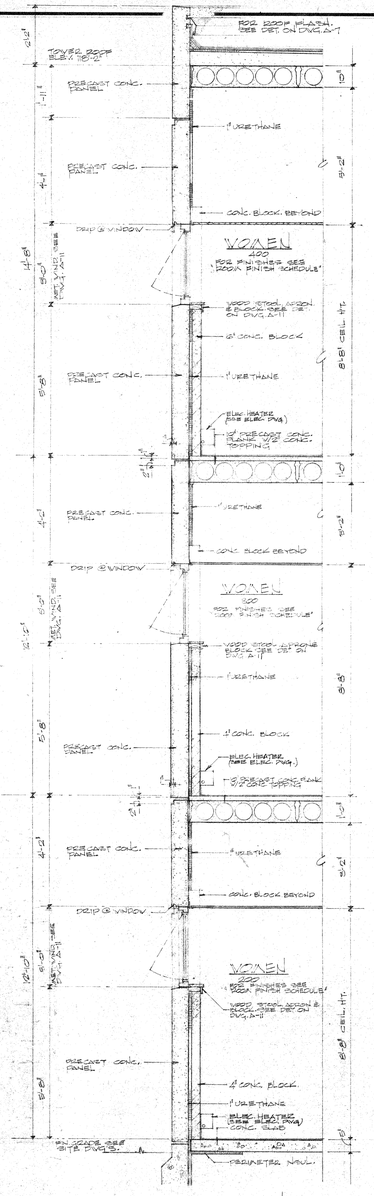
REGISTERED ARCHITECT COMMONWEALTH OF MASSACHUSETTS No. 2553 HINGHAM, MASS.

SCALE: AS NOTED
DRAWN BY
CHECKED BY
DATE: JULY 29, 1975
REV.
REV.

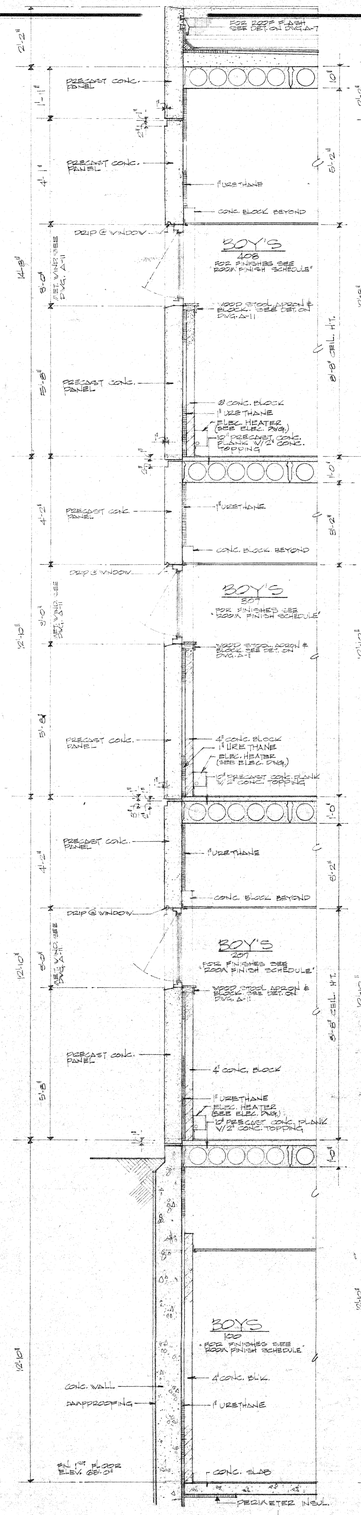
SHEET NUMBER
A-7



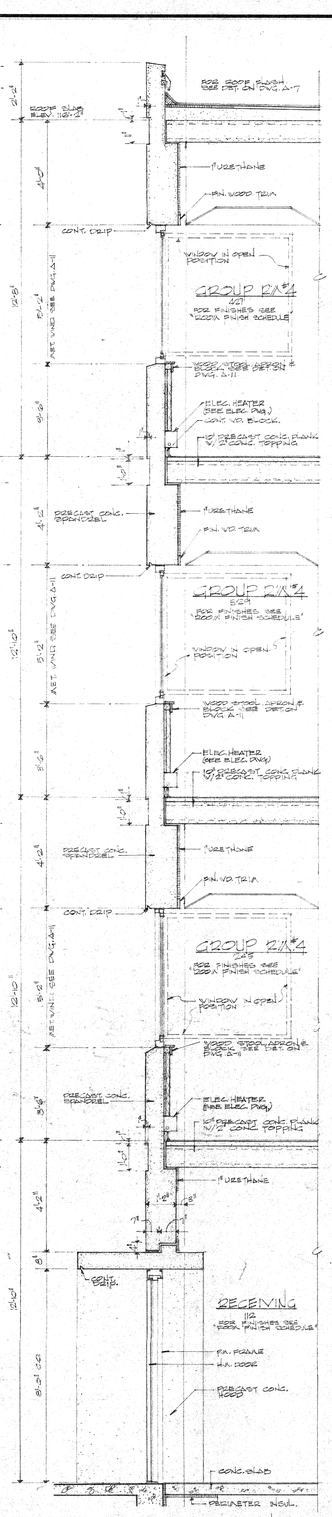
SECTION 6



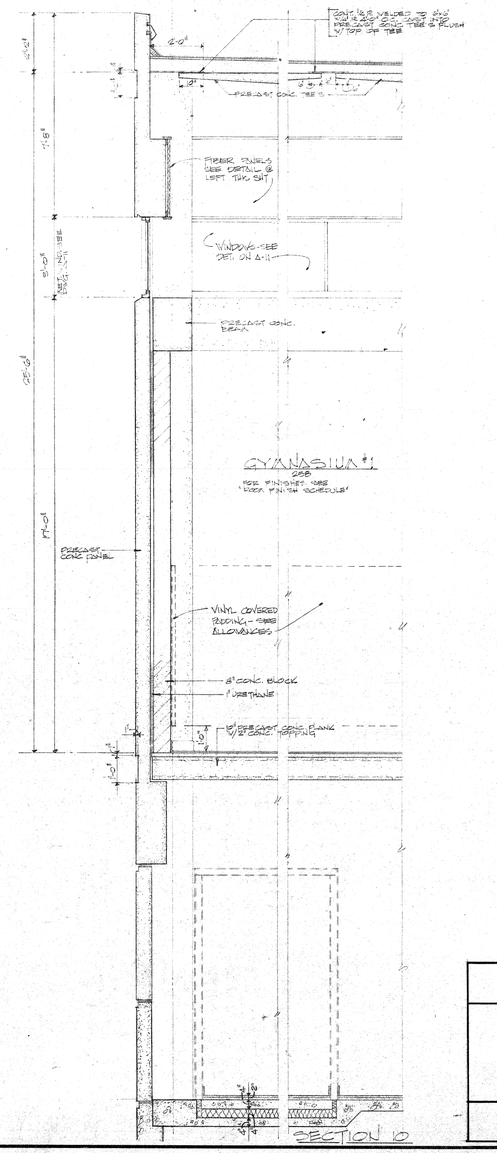
SECTION 7



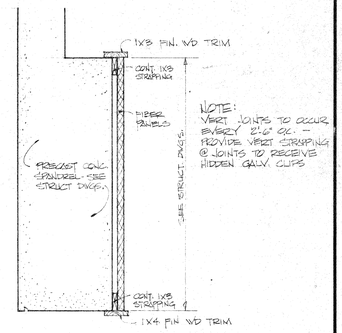
SECTION 8



SECTION 9

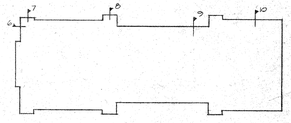


SECTION 10



NOTE:
VERT. JOINTS TO OCCUR EVERY 2'-0" OC. - PROVIDE VERT. STRAPPING @ JOINTS TO RECEIVE HIDDEN GALV. CLIPS

FIBER PANEL DETAIL
@ GYM SPANDREL
SCALE: 1½" = 1'-0"



KEY PLAN

WALL SECTIONS 6-10

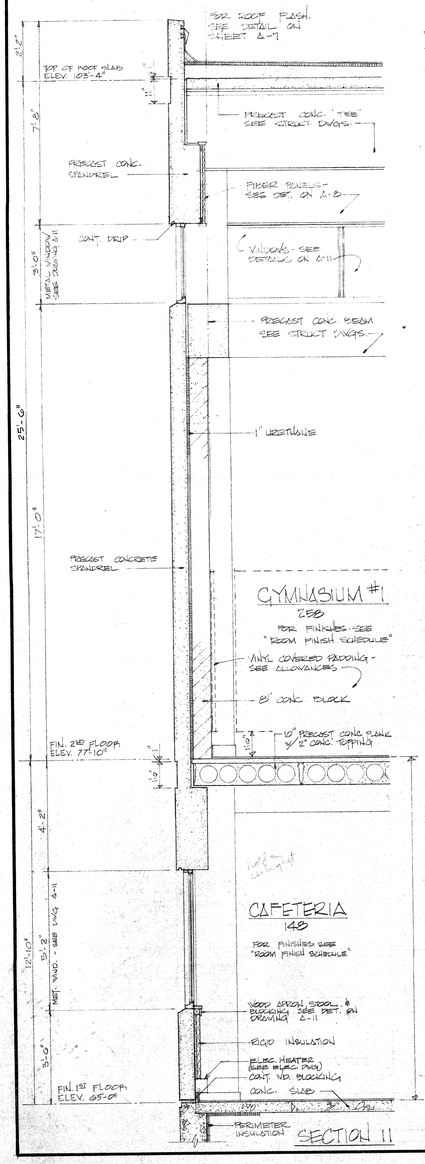
WARD FOUR
ELEMENTARY SCHOOL
SYCAMORE STREET · SOMERVILLE, MASS. · 02143

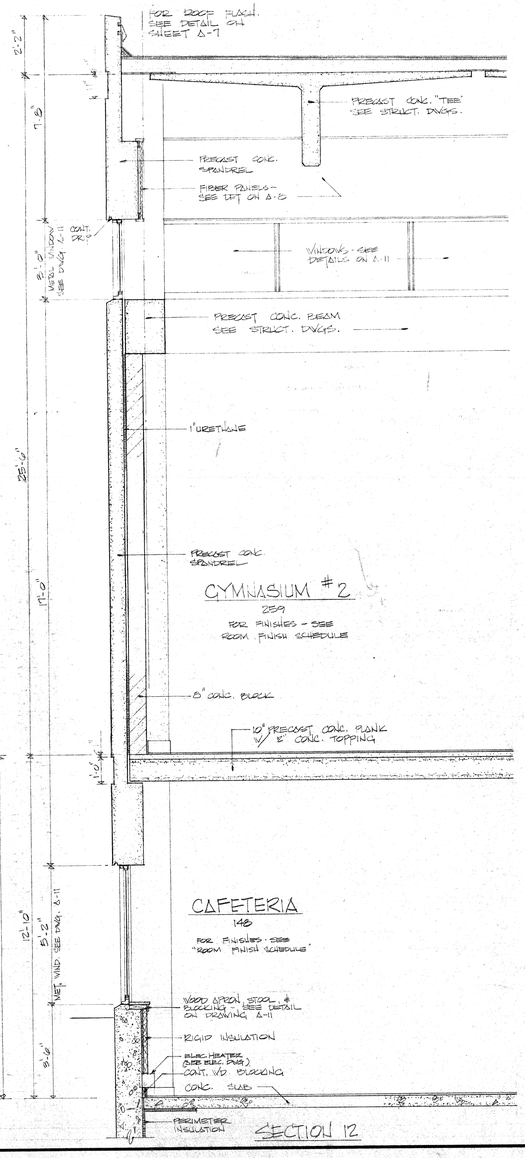
RICH, LANG & COTÉ, INC.
ARCHITECTS
1025 CHESTNUT ST. · NEWTON UPPER FALLS, MASS. 02164

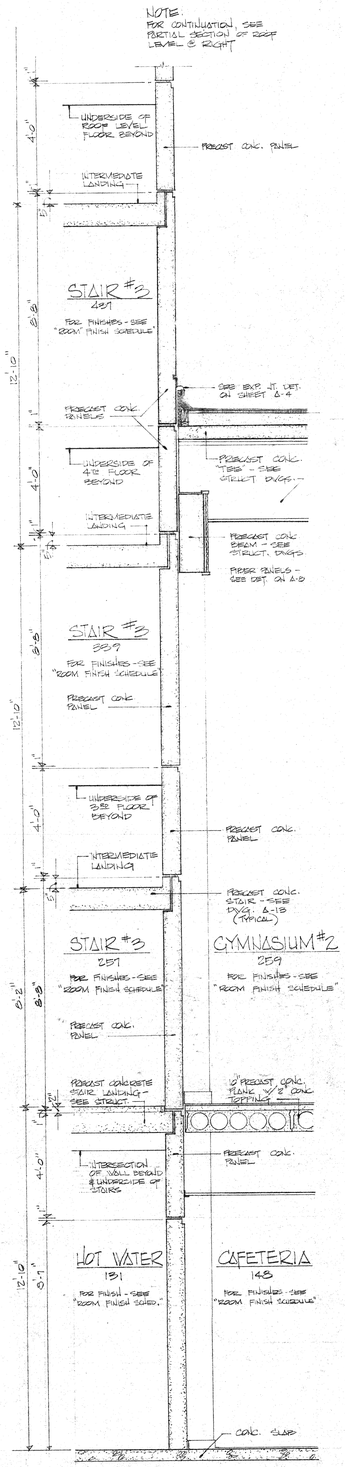
REGISTERED ARCHITECT ROGER G. COTÉ No. 2553 NEWTON, MASS. COMMONWEALTH OF MASSACHUSETTS

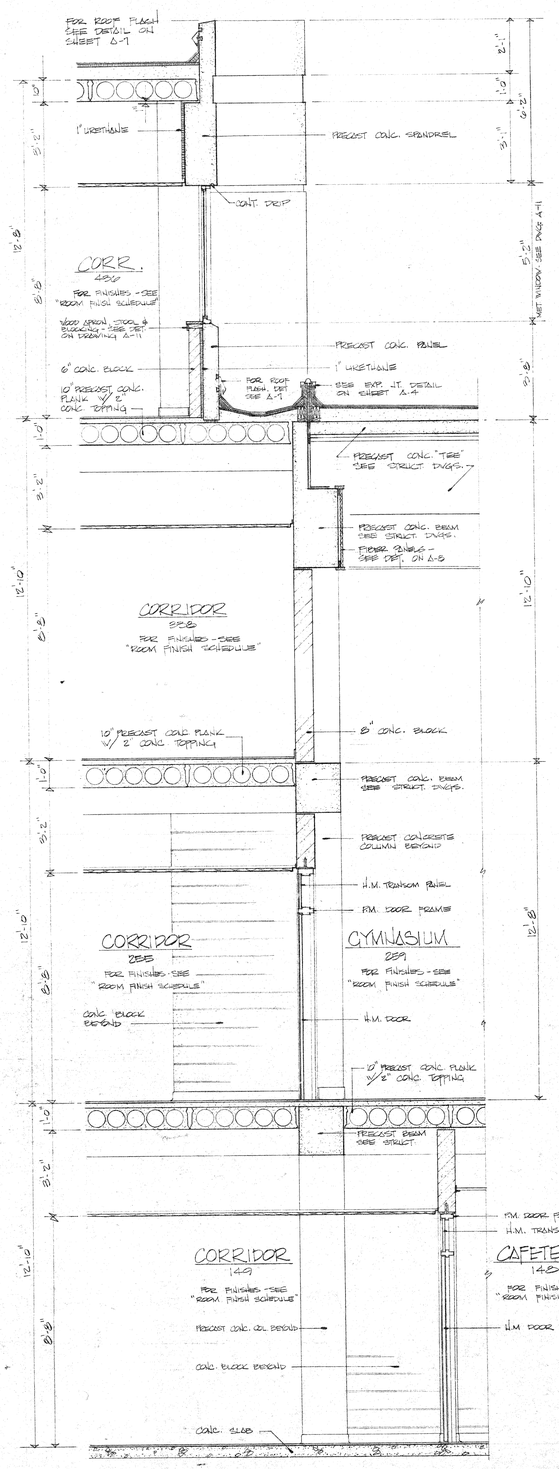
SCALE: ½" = 1'-0" | DATE: JULY 12, 1973
DRAWN BY | REV.
CHECKED BY | REV.

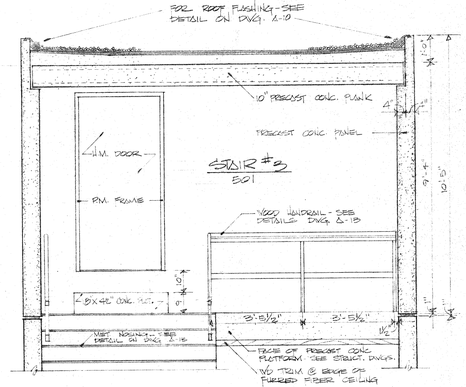
SHEET NUMBER
A-8



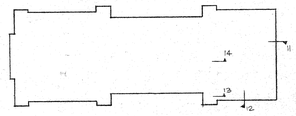








PARTIAL SECTION
CONTINUATION OF WALL SECTION #13 - BREAK OCCURS @ RT. WALL



KEY PLAN

WALL SECTIONS 11-14

WARD FOUR ELEMENTARY SCHOOL
SYCAMORE STREET · SOMERVILLE, MASS. - 01902

RICH, LANG & COTÉ, INC.
ARCHITECTS
1038 CHESTNUT ST. · NEWTON UPPER FALLS, MASS. 02164

SCALE: 1/2" = 1'-0" | DATE JULY 20, 1973
DRAWN BY | REV.
CHECKED BY | REV.

ROBERT O. RICH REGISTERED ARCHITECT No. 2553 HINGHAM, MASS. COMMONWEALTH OF MASSACHUSETTS

SHEET NUMBER A-9

APPENDIX C
Exploration Boring Logs

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B01
Sheet: 1 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/02/2026
Client:	Perkins Eastman	Date Completed:	06/04/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	82.0 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	29.0 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength
		16 14 13 14		24	19	S1		[0.0 / 82.0] Asphalt [0.3 / 81.7] Silty SAND (SM), medium dense, moist, gray-brown, no odor, bonded, trace brick, FILL	5	5	5	15	40	30				
		12 10 8 8		24	15	S2		[2.0 / 80.0] Silty SAND (SM), medium dense to medium dense, moist, gray-brown, petroleum-like odor, bonded, trace brick and asphalt, FILL	5	5	5	15	40	30				
77	5	5 4 6 6		24	20	S3		[4.0 / 78.0] Sandy lean CLAY (CL), stiff, moist, olive-gray, petroleum-like odor, weak bonding, FILL			5	5	35	55				
		7 6 14 6		24	20	S4		[6.0 / 76.0] Sandy lean CLAY (CL), stiff, moist, olive-gray, no odor, weak bonding, FILL		5	5	10	30	50				
		4 5 6 8		24	22	S5		[8.0 / 74.0] Sandy lean CLAY (CL), stiff, moist, olive-gray, very strong petroleum-like odor, weak bonding, FILL		0	5	10	35	50				
72	10	11 16 28 38		24	23	S6		[10.0 / 72.0] Similar to above, except hard, FILL										
67	15	26 72 64 104		24	24	S7		[14.0 / 68.0] Silty SAND (SM), very dense, moist, light brown, no odor, strong bonding, GLACIAL TILL	5	5	10	10	40	30				
62	20	57 58 100		15	14	S8		[19.0 / 63.0] Silty SAND with gravel (SM), very dense, moist, light brown, no odor, strong bonding, GLACIAL TILL	10	5	10	10	35	30				

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B01
Sheet: 2 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/02/2026
Client:	Perkins Eastman	Date Completed:	06/04/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	82.0 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	29.0 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength
57	25	100 100		10	5	S9		[24.0 / 58.0] Silty SAND with gravel (SM), very dense, moist, light brown, no odor, strong bonding, GLACIAL TILL	5	10	10	10	35	30				
								[28.5 / 53.5] Probable Top of Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal., BEDROCK										
52	30							Bottom of Exploration at 29.0 feet Backfill: Groundwater Monitoring Well Installed (MW developed by MABBETT)										
47	35																	
42	40																	

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B02
Sheet: 1 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/02/2026
Client:	Perkins Eastman	Date Completed:	06/02/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	80.7 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	24.0 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength
		3 1 5 18		24	20	S1		[0.0 / 80.7] Asphalt [0.3 / 80.4] Silty SAND (SM), loose, moist, brown and gray-brown, FILL		5	5	10	35	45				
		18 18 25 19		24	18	S2		[2.0 / 78.7] Silty SAND with gravel (SM), dense, moist, gray-brown, no odor, no structure, trace brick, asphalt, and ash, FILL	5	5	5	15	35	35				
76	5	19 23 20 11		24	19	S3		[4.0 / 76.7] Silty SAND with gravel (SM), medium dense, moist, brown and gray-brown, no odor, no structure, 10% brick, FILL	5	10	5	10	35	35				
		11 11 14 9		24	16	S4		[6.0 / 74.7] Silty SAND with gravel (SM), medium dense, moist, gray-brown, no odor, no structure, trace brick, coal, and ash, FILL	5		0	15	45	35				
71	10	18 14 11 21		24	18	S5		[8.0 / 72.7] Clayey SAND with gravel (SC), very stiff, moist, gray-brown, no odor, bonded, GLACIAL TILL	10	5	5	5	40	35				
		17 18 14 8		24	6	S6		[10.0 / 70.7] Silty SAND (SM), medium dense, moist, light brown, no odor, moderate bonding, trace clay, GLACIAL TILL	5	5	10	15	30	35				
		6 7 9 10		24				[12.0 / 68.7] Silty SAND (SM), medium dense, wet, light brown, no odor, weak bonding, trace clay, GLACIAL TILL	5	5	10	5	45	30				
66	15	10 16 51 44		24				[14.0 / 66.7] Silty SAND with gravel (SM), very dense, moist, light brown and gray-brown, no odor, moderate bonding, trace clay, GLACIAL TILL	10	5	5	10	45	25				
61	20	29 57 100		17	17	S9		[19.0 / 61.7] Silty SAND (SM), very dense, moist, light brown, no odor, strong bonding, trace clay, GLACIAL TILL	5	5	10	10	40	30				

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B02
Sheet: 2 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/02/2026
Client:	Perkins Eastman	Date Completed:	06/02/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	80.7 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	24.0 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength
								[Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME										
								[23.0 / 57.7] Probable Top of Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal, BEDROCK										
		50		1				Bottom of Exploration at 24.0 feet Backfill: Cuttings										
56	25																	
51	30																	
46	35																	
41	40																	

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B03
Sheet: 1 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/01/2026
Client:	Perkins Eastman	Date Completed:	06/02/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	80.2 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	25.5 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches) / [RQD (inches)]	Number [Tests]	Graphic Log	Material Description and Remarks Soil: [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME Rock: [Depth / Elevation] Hardness, weathering, color, grain size, ROCK TYPE, structure thickness, structure, additional description, GEOLOGIC FORMATION	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength	Water Level
		21 11 8 6		24	10	S1		[0.0 / 80.2] Concrete										
								[0.4 / 79.8] Poorly graded SAND with silt and gravel (SP-SM), medium dense, moist, light brown with gray-brown, no structure, trace asphalt and brick, FILL	5	10	15	20	40	10					
		3 29 26 23		24	12	S2		[2.0 / 78.2] Silty SAND with gravel (SM), very dense, moist, gray-brown, no odor, no structure, trace brick and clinckers, FILL	5	5	10	20	45	15					
76		1 2 3 5		24	15	S3		[4.0 / 76.2] Silty SAND (SM), loose, moist, gray-brown and brown, no odor, no structure, trace brick and ash, FILL		5	10	15	45	25					
	5																	
		5 5 2 13		24	6	S4		[6.0 / 74.2] Silty SAND (SM), loose, moist, gray-brown, no odor, no structure, trace brick, FILL		5	10	15	40	30					
		5 4 7 15		24	4	S5		[8.0 / 72.2] Similar to above, FILL										
71																		
	10	15 12 9 11		24	15	S6		[10.0 / 70.2] Sandy lean CLAY (CL), very stiff, moist, light brown, no odor, moderate bonding, GLACIAL TILL		5	5	10	20	60					
		12 12 14 10		24	14	S7		[12.0 / 68.2] Similar to above, FILL										
66		2 3 5 10		24	6	S8		[14.0 / 66.2] Sandy SILT (ML), medium stiff, moist, light brown, no odor, weak bonding, trace clay, GLACIAL TILL		5	5	10	30	50					06/02/2026
	15																	

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B03
Sheet: 2 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/01/2026
Client:	Perkins Eastman	Date Completed:	06/02/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	80.2 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	25.5 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches) / [RQD (inches)]	Number [Tests]	Graphic Log	Material Description and Remarks Soil: [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME Rock: [Depth / Elevation] Hardness, weathering, color, grain size, ROCK TYPE, structure thickness, structure, additional description, GEOLOGIC FORMATION	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength	Water Level
61	20	20 25 100		17	17	S9		[19.0 / 61.2] Sandy SILT (ML), none, moist, light brown, no odor, moderate bonding, trace clay, GLACIAL TILL		5	5	10	25	55					
	25			60	58 / [18]	RC-1		[20.5 / 59.7] Moderately hard, slightly weathered, gray, fine grained SANDSTONE, extremely thin to very thin bedding, low angle. Primary discontinuity bedding fractures, low angle, very close to close, smooth and planar, discolored, tight to open. Vertical joint from 23-24.5 ft with calcite infilling, smooth, undulated, tight to open. CAMBRIDGE ARGILLITE											
56																			
	30							Bottom of Borehole at 25.5 ft. Backfill: Cuttings											
51																			
	35																		
46																			

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B04
Sheet: 1 of 1

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/04/2026
Client:	Perkins Eastman	Date Completed:	06/04/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	55.8 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	18.5 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Observed Grain-Size Distribution Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests Dilatancy	Toughness	Plasticity	Strength
		6 6 6 8		24	17	S		[0.0 / 55.8] Asphalt [0.3 / 55.5] Silty SAND (SM), medium dense, moist, brown and gray-brown, no odor, no structure, trace brick and wood, FILL		5	5	10	40	40				
		7 5 5 3		24	14	S2		[2.0 / 53.8] Silty SAND (SM), loose, moist, brown and, no odor, no structure, reworked natural, FILL	5	5	10	10	35	35				
51	5	4 3 6 31		24	16	S3		[4.0 / 51.8] Similar to above, except bonded, FILL										
		29 38 32 30		24	19	S4		[6.0 / 49.8] Silty SAND (SM), very dense, orange-brown, no odor, moderate bonding, GLACIAL TILL		5	5	15	30	45				
		9 16 16 17		24	18	S5		[8.0 / 47.8] Similar to above, except dense, GLACIAL TILL										
46	10	9 14 28 34		24	18	S6		[10.0 / 45.8] Silty SAND (SM), dense, wet, brown, no odor, weak to no bonding, suspected groundwater, GLACIAL TILL			10	15	45	30				
		26 27 35 98		24	19	S7		[12.0 / 43.8] Silty SAND (SM), very dense, moist, orange-brown, no odor, moderate bonding, GLACIAL TILL		5	5	15	30	45				
41	15	19 100		11	10	S8		[14.0 / 41.8] Silty SAND (SM), very dense, light brown, bonded		5	5	15	35	35				
								[17.5 / 38.3] Top of Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal, BEDROCK										
36		100		5	0	S9		Bottom of Exploration at 18.5 feet Backfill: Cuttings										

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B05
Sheet: 1 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/05/2026
Client:	Perkins Eastman	Date Completed:	06/05/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	58.4 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	23.0 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks: [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Depth Related Remarks	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength	Water Level
		13 7 5 4		24	13	S1		[0.0 / 58.4] Asphalt [0.3 / 58.1] Silty SAND (SM), medium dense, moist, brown, no odor, no structure, trace asphalt, FILL		5	5	5	15	40	30					
		7 9 6 21		24	16	S2		[2.0 / 56.4] Silty SAND with gravel (SM), medium dense, moist, brown, no odor, no structure, FILL		5	10	5	15	35	30					
54		100 5 7 5 6		3 24	0 20	S3 S3a		[4.0 / 54.4] Silty SAND (SM), medium dense, gray-brown with dark gray, petroleum-like odor, bonded, trace brick, FILL	SPT refusal at 4 ft. Step off 4 ft to NW.	5	5	5	15	35	35					
	5	17 16 18 17		24	19	S4		[6.0 / 52.4] Similar to above, except dense [7.0 / 51.4] Silty SAND (SM), dense, moist, light brown, no odor, moderate bonding, GLACIAL TILL		5	5	5	10	40	35					
49		40 24 69 100		22	15	S5														
	10	87 54 53 52		24	22	S6		[10.0 / 48.4] Silty SAND (SM), very dense, moist to wet, light brown, no odor, trace cobbles, moderate bonding, GLACIAL TILL			5	5	5	40	45					06/05/2026
		10 18 23 21		24	1	S7		[12.0 / 46.4] Recovered a piece of gravel												
44		15 22 17 16		24	12	S8		[14.0 / 44.4] Silty SAND (SM), dense, moist, light brown, no odor, moderate bonding, GLACIAL TILL		5	5	5	10	40	35					
	15																			
39	20	10 16 22 33		24	7	S9		[19.0 / 39.4] Silty SAND (SM), dense, moist, olive-brown, no odor, moderate bonding, GLACIAL TILL			5	5	10	40	40					

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B05
Sheet: 2 of 2

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/05/2026
Client:	Perkins Eastman	Date Completed:	06/05/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	58.4 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	23.0 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks: [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Depth Related Remarks	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength	Water Level
								[22.0 / 36.4] Top of Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal, BEDROCK												
34	25	50		1		S10		Bottom of Exploration at 23.0 feet Backfill: Groundwater Monitoring Well Installed (MW developed by MABBETT)	Recovered gravel pieces.											
29	30																			
24	35																			
19	40																			

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

HALEY ALDRICH

EXPLORATION LOG

Exploration No: HA-B06
Sheet: 1 of 1

Project:	Winter Hill Community School	Project No:	0213952
Location:	Somerville, MA	Date Started:	06/04/2026
Client:	Perkins Eastman	Date Completed:	06/04/2026

Contractor/Crew:	Northern Drill Service, Inc. / Steve Perry	Logged By:	Cory Laskowsky
Exploration Method:	Drive and Wash	Coring Method:	HW
Equip. Make/Model:	Geoprobe 7822DT	Ground Surface Elev:	63.0 (NAVD 88, Estimated)
Hammer Type:	Automatic	General Remarks:	None
Hammer Weight (pounds):	140	Hammer Drop Height (inches):	30
Total Depth:	18.5 feet	Status:	Final

Checked By: J. Bode/A. Larrea Brown

Elevation (feet)	Depth (feet)	Blow Count	Sample Type	Length (inches)	Recovery (inches)	Number [Tests]	Graphic Log	Material Description and Remarks [Depth / Elevation] ASTM Group Name (ASTM SYMBOL), density, moisture, color, odor, structure, additional description, GEOLOGIC NAME	Observed Grain-Size Distribution: Gravel % Coarse	Gravel % Fine	Sand % Coarse	Sand % Medium	Sand % Fine	% Fines	Field Tests: Dilatancy	Toughness	Plasticity	Strength
		7 8 11 10		24	19	S1		[0.0 / 63.0] Topsoil										
								[1.3 / 61.7] Silty SAND (SM), medium dense, moist, brown, no odor, weak bonding, uniformity of matrix suggests reworked natural, FILL		5	5	15	35	40				
		11 10 11 9		24	18	S2		[2.0 / 61.0] Silty SAND (SM), medium dense, moist, light brown, no odor, weak bonding, uniformity of matrix suggests reworked natural, FILL		5	5	15	45	30				
58	5	6 6 10 9		24	17	S3		[4.0 / 59.0] Silty SAND (SM), medium dense, moist, light brown, no odor, weak bonding, trace wood, FILL	5	5	10	15	35	30				
		11 12 16 22		24	20	S4		[6.0 / 57.0] Silty SAND (SM), medium dense, moist, yellow-brown, no odor, bonded, GLACIAL TILL										
		14 29 73 43		24	22	S5		[8.0 / 55.0] Silty SAND (SM), very dense, moist, yellow-brown, no odor, moderate bonding, GLACIAL TILL	5	5	5	15	40	20				
53	10	24 30 25 37		24	21	S6		[10.0 / 53.0] Similar to above, GLACIAL TILL										
		18 27 56 57		24	22	S7		[12.0 / 51.0] Sandy lean CLAY (CL), very dense, moist, olive-gray, no odor, strong bonding, trace clay, GLACIAL TILL	5	5	5	5	25	55				
48	15	43 94 75 61		24	20	S8		[14.0 / 49.0] Similar to above, GLACIAL TILL										
								[17.0 / 46.0] Probable Top of Bedrock. Rough drilling, apparent argillite chips in drill spoils, and spoon refusal, BEDROCK										
		27 50		6	2	S9												
								Bottom of Exploration at 18.5 feet Backfill: Cuttings										

General Notes:

Produced on: 02 July 2026, 06:42 (UTC)

1. Refer to Key to Exploration Logs for explanation of descriptions and symbols.
2. Material stratum lines are interpretive and actual changes may be gradual.
3. USCS designations are generally based on visual-manual identification (ASTM D 2488), unless otherwise supported by laboratory testing (ASTM D 2487).
4. Groundwater level, if indicated, is at time of drilling/excavation (ATD) or for date specified. Level may vary with time.
5. Location and ground surface elevations are approximate

KEY TO EXPLORATION LOGS

Sample Description

Identification of soils in this report is based on visual field and laboratory observations which include density/consistency, moisture condition, grain size, and plasticity estimates and should not be construed to imply field nor laboratory testing unless presented herein. ASTM D 2488 visual-manual identification methods were used as a guide. Where laboratory testing confirmed visual-manual identifications, then ASTM D 2487 was used to classify the soils.

Relative Density/Consistency

Soil density/consistency in borings is related primarily to the standard penetration resistance (N). Soil density/consistency in test pits and probes is estimated based on visual observation and is presented parenthetically on the logs.

SAND or GRAVEL Relative Density	N (Blows/Foot)	SILT or CLAY Consistency	N (Blows/Foot)
Very loose	0 to 4	Very soft	0 to 1
Loose	5 to 10	Soft	2 to 4
Medium dense	11 to 30	Medium stiff	5 to 8
Dense	31 to 50	Stiff	9 to 15
Very dense	>50	Very stiff	16 to 30
		Hard	>30

Moisture

Dry	Absence of moisture, dusty, dry to the touch
Moist	Damp but no visible water
Wet	Visible free water, usually soil is below water table

USCS Soil Classification Chart (ASTM D 2487)

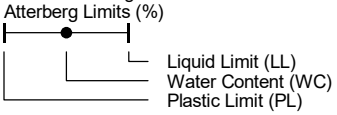
Major Divisions			Symbols Graph	Symbols USCS	Typical Descriptions
Coarse Grained Soils: More than 50% of Material Retained on No. 200 Sieve	Gravel and Gravelly Soils: More than 50% of Coarse Fraction Retained on No. 4 Sieve	Clean Gravels (<5% fines)		GW	Well-Graded Gravel; Well-Graded Gravel with Sand
				GP	Poorly Graded Gravel; Poorly Graded Gravel with Sand
		Gravels (5-12% fines)		GW-GM	Well-Graded Gravel with Silt; Well-Graded Gravel with Silt and Sand
				GW-GC	Well-Graded Gravel with Clay; Well-Graded Gravel with Clay and Sand
				GP-GM	Poorly Graded Gravel with Silt; Poorly Graded Gravel with Silt and Sand
				GP-GC	Poorly Graded Gravel with Clay; Poorly Graded Gravel with Clay and Sand
		Gravels with Fines (>12% fines)		GM	Silty Gravel; Silty Gravel with Sand
				GC	Clayey Gravel; Clayey Gravel with Sand
	Sand and Sandy Soils: More than 50% of Coarse Fraction Passing No. 4 Sieve	Sands with few Fines (<5% fines)		SW	Well-Graded Sand; Well-Graded Sand with Gravel
				SP	Poorly Graded Sand; Poorly Graded Sand with Gravel
		Sands (5-12% fines)		SW-SM	Well-Graded Sand with Silt Well-Graded Sand with Silt and Gravel
				SW-SC	Well-Graded Sand with Clay; Well-Graded Sand with Clay and Gravel
				SP-SM	Poorly Graded Sand with Silt; Poorly Graded Sand with Silt and Gravel
				SP-SC	Poorly Graded Sand with Clay; Poorly Graded Sand with Clay and Gravel
		Sands with Fines (>12% fines)		SM	Silty Sand; Silty Sand with Gravel
				SC	Clayey Sand; Clayey Sand with Gravel
Fine Grained Soils: More than 50% of Material Passing No. 200 Sieve	Silts			ML	Silt; Silt with Sand or Gravel; Sandy or Gravelly Silt
				MH	Elastic Silt; Elastic Silt with Sand or Gravel; Sandy or Gravelly Elastic Silt
	Silty Clay (based on Atterberg Limits)			CL-ML	Silty Clay; Silty Clay with Sand or Gravel; Gravelly or Sandy Silty Clay
	Clays			CL	Lean Clay; Lean Clay with Sand or Gravel; Sandy or Gravelly Lean Clay
				CH	Fat Clay; Fat Clay with Sand or Gravel; Sandy or Gravelly Fat Clay
	Organics			OL/OH	Organic Soil; Organic Soil with Sand or Gravel; Sandy or Gravelly Organic Soil
Highly Organic (>50% organic material)				PT	Peat - Decomposing Vegetation - Fibrous to Amorphous Texture

Minor Constituents

	Estimated Percentage
Sand, Gravel	
Trace	<5
Few	5 - 15
Cobbles, Boulders	
Trace	<5
Few	5 - 10
Little	15 - 25
Some	30 - 45

Soil Test Symbols

%F	Percent Passing No. 200 Sieve
AL	Atterberg Limits (%)



CA	Chemical Analysis
CBR	California Bearing Ratio
CON	Consolidation
DS	Direct Shear
DSS	Direct Simple Shear
DT	In Situ Density
GS	Grain Size Classification
HYD	Hydrometer
kc	Constant Head Permeability
kf	Falling Head Permeability
MD	Moisture Density Relationship
OC	Organic Content
OT	Tests by Others
P	Pressuremeter
PID	Photoionization Detector Reading
PP	Pocket Penetrometer
SG	Specific Gravity
TC	Triaxial Compression
TRS	Torsional Ring Shear
TV	Torvane
UC	Unconfined Compression
VS	Vane Shear
WC	Water Content (%)

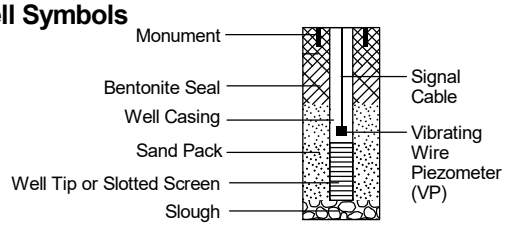
Groundwater Indicators

- Groundwater Level At Time of Drilling (ATD)
- Groundwater Level Measured At End of Drilling
- Groundwater Level Measured After Drilling
- Groundwater Seepage (Test Pits)

Sample Symbols

- 1.5" I.D. Split Spoon
- 3.0" I.D. Split Spoon
- Modified California Sampler
- Rock Core Run
- Sonic Core
- Thin-walled Sampler
- Grab
- Cuttings
- Push Probe

Well Symbols



KEY TO EXP LOGS (SOIL ONLY) - \\HALEYALDRICH.COM\SHARE\PDX_DATA\GEOMATICS\GINT\HA_LIBRARY.GLB - 7/12/21 15:08 - \\HALEYALDRICH.COM\SHARE\PDX_DATA\GEOMATICS\GINT\MAS-TESTING\HARTCROWSERTESTFILE.GPJ - mschweitzer

S. Structural Narrative

Structural Narrative for Preliminary Cost Estimation

Date: 7.3.2026

To: Perkins and Eastman

From: *B+AC, LLC*

Re: MSBA WHCIS PSR – Winter Hill Community School Evaluation of Alternatives

GENERAL

Winter Hill Community Innovation School is a sprawling campus built on what was originally a steep sloping land. The original building is that of four story and a penthouse, reinforced concrete building with concrete wall, precast concrete beam, column and precast T and hollow slab supporting system. Foundations are conventional standard spread footings. The existing school is 95,000 gross square feet building dating from 1973.

Four design options are studied:

a. Option – Renovation Only
b. Option – Renovation - Addition
c. Option 2A and 2B – Addition Only (New Construction)
d. Option 4 – Addition Only (New Construction)

Each design option is discussed separately and order of magnitude structural scope items are presented in the following pages. The purpose of this narrative is to inform the reader about structural implication of each design option based on our understanding of the existing conditions and the design options presented. This narrative should be used by a professional cost estimator to prepare a cost estimate in line with MSBA requirements.

STRUCTURAL SYSTEMS – OPTION RENOVATION

This option preserves the existing school building with renovation and alterations

RENOVATION:

Anticipated structural repair and alternation scope of existing building is noted below:

a. Level 2, concrete framing, especially exterior columns show signs of distressed concrete and corrosion which should be repaired.
b. Level 2 and 3, concrete beams/girders show signs of distressed, crack concrete, corrosion and signs of chemical reactions which should be repaired.
c. CMU walls, mainly exterior but also interior show various patterns of cracking – diagonal at exterior and many vertical interior cracks. This could be a function of foundation movement and structural settlement.
d. Precast slab also exhibits deterioration of concrete. Also, signs of water penetration has been observed within the ceiling. Repair and patch work should be caried out if this building is to be repurposed.
e. Concrete shear walls around the staircase shall be further investigated, as sign of water/moisture has been noticed. Carry allowance for repair.
f. There are signs of potential fire instances in the past at 3rd floor. The fire incidence should be investigated further. At minimum we recommend to identify the duration of fire and damages in the structural elements and carrying an allowance for repair, cleaning and re-painting.
g. Gym concrete beams/girders show signs of water and moisture which may require repair and further investigation. The source of the moisture should be identified and addressed.
h. The roof shows lots of rust from mechanical floor and equipment which is penetrating through the roof to framing below and damaging the structure life. This should be identified and addressed.
i. Anchoring of masonry walls to existing diaphragms for lateral force resisting system. Carry steel angles epoxy anchored into the masonry at slab at 4 feet on center.
j. Seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades may be required if the structural framing is substantially altered to accommodate the project program.
k. Concrete spalling and surface cracking was spotted at multiple locations throughout the building which should be addressed.
l. Signs of water intrusion found on 4th floor classrooms and restrooms. Source of water intrusion should be identified and addressed.
m. carrying an allowance for structural restoration for the concrete columns, beams and precast slab as well.
n. Buildings of this vintage, we recommend carrying an allowance for existing CMU openings lintels to be cleaned, repaired and repainted.
o. There are instances of concrete spalling in the concrete elements. Most of these spalls are not structurally significant. These spalls should be repaired as they can be aesthetically unacceptable.
p. Some of the observations and recommendations for common elements such as lintels and subframe under the ventilator window shall be investigated.
q. Another potential proposal is to support new mechanical equipment or potentially the relocation of an existing equipment. This could be accomplished by providing independent galvanized steel dunnage spanning to existing vertical elements. We do not anticipate strengthening of existing elements for reasonably sized equipment.
r. All stair tower roof slab showing sign of rust and moisture. Carry an allowance for stairs roof repair or replacement.
s. Carry allowance for repair for each item noted above.

STRUCTURAL SYSTEMS – OPTION ADDITION-RENOVATION

This option preserves the existing school building. A new addition is proposed adjacent to existing building with expansion joint. A 6 stories building is part of this addition and are accommodated by new construction and renovation of existing building.

RENOVATION:

Anticipated structural repair and alternation scope of existing building is noted below:

a. Level 2, concrete framing, especially exterior columns show signs of distressed concrete and corrosion which should be repaired.
b. Level 2 and 3, concrete beams/girders show signs of distressed, crack concrete, corrosion and signs of chemical reactions which should be repaired.
c. CMU walls, mainly exterior but also interior show various patterns of cracking – diagonal at exterior and many vertical interior cracks. This could be a function of foundation movement and structural settlement.
d. Precast slab also exhibits deterioration of concrete. Also, signs of water penetration has been observed within the ceiling. Repair and patch work should be caried out if this building is to be repurposed.
e. Concrete shear walls around the staircase shall be further investigated, as sign of water/moisture has been noticed. Carry allowance for repair.
f. There are signs of potential fire instances in the past at 3rd floor. The fire incidence should be investigated further. At minimum we recommend to identify the duration of fire and damages in the structural elements and carrying an allowance for repair, cleaning and re-painting.
g. Gym concrete beams/girders show signs of water and moisture which may require repair and further investigation. The source of the moisture should be identified and addressed.
h. The roof shows lots of rust from mechanical floor and equipment which is penetrating through the roof to framing below and damaging the structure life. This should be identified and addressed.
i. Anchoring of masonry walls to existing diaphragms for lateral force resisting system. Carry steel angles epoxy anchored into the masonry at slab at 4 feet on center.
j. Seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades may be required if the structural framing is substantially altered to accommodate the project program.
k. Concrete spalling and surface cracking was spotted at multiple locations throughout the building which should be addressed.
l. Signs of water intrusion found on 4th floor classrooms and restrooms. Source of water intrusion should be identified and addressed.
m. carrying an allowance for structural restoration for the concrete columns, beams and precast slab as well.
n. Buildings of this vintage, we recommend carrying an allowance for existing CMU openings lintels to be cleaned, repaired and repainted.
o. There are instances of concrete spalling in the concrete elements. Most of these spalls are not structurally significant. These spalls should be repaired as they can be aesthetically unacceptable.
p. Some of the observations and recommendations for common elements such as lintels and subframe under the ventilator window shall be investigated.
q. Another potential proposal is to support new mechanical equipment or potentially the relocation of an existing equipment. This could be accomplished by providing independent galvanized steel dunnage spanning to existing vertical elements. We do not anticipate strengthening of existing elements for reasonably sized equipment.
r. All stair tower roof slab showing sign of rust and moisture. Carry an allowance for stairs roof repair or replacement.
s. Carry allowance for repair for each item noted above.

ADDITION FOUNDATIONS:

A conventional spread footings supported on undisturbed, naturally deposited glacial soil or on compacted granular fill placed following removal of the unsuitable fill material, recommended by geotechnical engineer. An allowable bearing capacity of 8,000 pounds per square feet is assumed based on information available on existing building drawings. A geotechnical foundation recommendation report would be required for the next phases of design.

Typical, Interior Column Footings of 9’ x 9’ x 30”, and Exterior Column Footings of 8’ x 8’ x 24” with 60 lbs/cu.yd. steel reinforcement is recommended for both options. The proposed footing sizes are based on a typical bay spacing of 30 feet in each direction. Individual footings may vary depending on specific column spacing in each area.

2’-0” x 2’-6” Grade Beams below slab-on-grade at locations of the braced frames. Consider 1 bay (or 25 linear feet) of grade beam at every 30’ x 100’ area. 100 feet long grade beams at 30 feet on center under cafeteria floor. 330lbs/cu.yd. steel reinforcement.

Perimeter Frost Walls – 15” thick, 4’-0” below finished grade with 2’-6” x 1’-3” footing. Reinforced with 115 lbs/cu.yd. 2’-0’ x 2’-0” concrete piers under all perimeter columns with 300 lbs/cu.yd. steel reinforcement.

First floor slab-on-grade, 5” thick concrete with WWF6x6-W2.9xW2.9 supported on minimum of 12-inch structural fill, insulation and vapor barrier. Contraction joints at 15 feet max. Slabs that are polished, exposed concrete and carry directly adhered finish should include vapor reducing admixtures such as Barrier One.

Elevator pit with 12” thick reinforced concrete wall and 24” thick base, reinforced with 120 lbs/cu.yd. steel reinforcement.

The amount of earthwork will depend on the final finish level of the first-floor elevation. we recommend an allowance be carried for appropriate cut and fill earthwork, as recommended by Geotech engineer, including potential ledge cutting. Also, the utilities running under the building footprint may require trenching through ledge.

Ground water level is not encountered at any bore log and ranging well below existing grade, and hence low level of groundwater management is anticipated to be required. Permanent perimeter wall drains are recommended around program spaces that are below grade.

ADDITION SUPERSTRUCTURE:

A conventionally framed structural steel system is proposed for this project. Composite beams supporting composite floor slabs consisting of lightweight concrete on steel deck. The floor slab construction will consist of 3.25” light weight concrete on a 3", 20 gage composite galvanized steel deck. The roof housing mechanical units will consist of 3”, 18 gage galvanized steel decking with concrete topping or other suitable means for acoustical considerations.

Assuming a typical floor bay of 30’ x 30’, the floors will be supported by steel wide flange (typically 18 inch deep) beams, 24-inch-deep girders and steel columns. Actual spans may vary depending on further coordination with other disciplines. The columns will typically be placed along exterior walls and along the corridor walls. Assume square and rectangular HSS columns for compact shapes. The beams are typically spaced at 8 to 10 feet on center. Standard double angle or shear plate bolted connections are anticipated between steel members.

Open web bar joists may be considered as an alternative to the traditional wide flange steel framing for main occupied floors. This change may result in savings of about 1.0 lbs per sf of steel tonnage but will

require deeper joist depths. This option can be considered in the next phase of design upon further coordination. Open web steel joists can be spaced at 36" or so on center to keep the joist depths within reasonable range.

The lateral force resisting system to resist wind and seismic forces will be composed of braced frames in both orthogonal directions. These will be strategically located at partition walls, exterior walls, or exposed to coordinate with project aesthetics. The braced frame diagonals are anticipated to be steel tube sections spanning diagonally within the plane of a column bay. Brace end connections will consist of gusset plates and a combination of welded and bolted anchorage to the plates.

Façade support is generally expected to consist of slab-supported perimeter walls constructed with light gage steel studs. Glazing elevations are expected to require perimeter bent plate slab edge construction for appropriate mullion anchorage.

Structural Steel Estimates

Typical floor and roof framing	9.0 psf
Columns (HSS)	2 psf
Bracing (HSS)	2.5 psf
Miscellaneous	2 psf

ADDITIONAL CONSIDERATIONS:

1. Expansion/Separation Joints: The addition should be structurally independent of the existing building.
2. Other scope not specifically identified: Allowances should be considered for items such as screening around roof top units, structured canopies, monumental stairs, support for sculpture/art commissions, and thermal breaks within steel construction that penetrates the envelop.
3. Mass timber frame and deck: Timber framing has also been considered for the framing keeping the same grid lines spacing as for the steel framing.
    a. Foundation scope for timber is same as that for the base option. 6.875" CLT panels with 2" topping supported by 8 wide x 32" deep glulam/CLT beams spaced at 8 feet on center and spanning between 10"x38" girder. Column, CLT or Glulam, should be considered to be 21"x21". Shorter bays of 24'-0"x24'-0" would help reducing the depth of structural beams to 26".
    b. Lateral load resting system can be steel braced frame or CLT shear wall panels or reinforced concrete shear walls. The lateral system location and type will be determined in the later phases of design upon coordination between various stakeholders.

STRUCTURAL SYSTEMS – OPTION 2A & 2B (New Construction)

This option demolishes existing building structure. A new construction is proposed after demolition of existing building. For both options 2A & 2B, 5 stories are part of this option and are accommodated by a new construction. Only difference between options is the number of class rooms and overall square footage.

2A & 2B FOUNDATIONS:

A conventional spread footings supported on undisturbed, naturally deposited glacial soil or on compacted granular fill placed following removal of the unsuitable fill material, recommended by geotechnical engineer. An allowable bearing capacity of 8,000 pounds per square feet is assumed based on information available on existing building drawings. A geotechnical foundation recommendation report would be required for the next phases of design.

Typical Interior Column Footings of 8’ x 8’ x 30”, and Exterior Column Footings of 7’ x 7’ x 24” with 60 lbs/cu.yd. steel reinforcement is recommended for both options. The proposed footing sizes are based on a typical bay spacing of 30 feet in each direction. Individual footings may vary depending on specific column spacing in each area.

2’-0” x 2’-6” Grade Beams below slab-on-grade at locations of the braced frames. Consider 1 bay (or 25 linear feet) of grade beam at every 30’ x 100’ area. 100 feet long grade beams at 30 feet on center under cafeteria floor. 330lbs/cu.yd. steel reinforcement.

Perimeter Frost Walls – 15” thick, 4’-0” below finished grade with 2’-6” x 1’-3” footing. Reinforced with 115 lbs/cu.yd. 2’-0’ x 2’-0” concrete piers under all perimeter columns with 300 lbs/cu.yd. steel reinforcement.

First floor slab-on-grade, 5” thick concrete with WWF6x6-W2.9xW2.9 supported on minimum of 12-inch structural fill, insulation and vapor barrier. No under slab drains anticipated. Contraction joints at 15 feet max. Slabs that are polished, exposed concrete and carry directly adhered finish should include vapor reducing admixtures such as Barrier One.

Elevator pit with 12” thick reinforced concrete wall and 24” thick base, reinforced with 120 lbs/cu.yd. steel reinforcement

The amount of earthwork will depend on the final finish level of the first-floor elevation. We recommend an allowance be carried for appropriate cut and fill earthwork, as recommended by Geotech engineer’ including potential ledge cutting. Also, the utilities running under the building footprint may require trenching through ledge.

Ground water level is not encountered at any bore log and ranging well below existing grade, and hence low level of groundwater management is anticipated to be required. Permanent perimeter wall drains are recommended around program spaces that are below grade.

2A & 2B SUPERSTRUCTURE:

A conventionally framed structural steel system is proposed for this project. Composite beams supporting composite floor slabs consisting of lightweight concrete on steel deck. The floor slab construction will consist of 3.25” light weight concrete on a 3", 20 gage composite galvanized steel deck. The roof housing mechanical units will consist of 3”, 18 gage galvanized steel decking with concrete topping or other suitable means for acoustical considerations.

Assuming a typical floor bay of 32’ x 30’, the floors will be supported by steel wide flange (typically 18 inch deep) beams, 24 inch deep girders and steel columns. Actual spans may vary depending on further coordination with other disciplines. The columns will typically be placed along exterior walls and along the

corridor walls. Assume square and rectangular HSS columns for compact shapes. The beams are typically spaced at 8 to 10 feet on center. Standard double angle or shear plate bolted connections are anticipated between steel members.

The framing supporting the gym and cafeteria roofs are anticipated to span close to 60 and 55 feet. Deep steel trusses or wide flange long girders or joists are typically used for such spans. The long span members in turn are supported by girders supported by perimeter columns. The steel columns along these two special elements may also be utilized to support the tall curtain wall or other building envelope system. At least one level of wind girts should be estimated for supporting the building envelope in these and other tall spaces.

Open web bar joists may be considered as an alternative to the traditional wide flange steel framing. for main occupied floors This change may result in savings of about 1.0 lbs per sf of steel tonnage but will require deeper joist depths. This option can be considered in the next phase of design upon further coordination. Open web steel joists can be spaced at 36” or so on center to keep the joist depths within reasonable range.

The lateral force resisting system to resist wind and seismic forces will be composed of braced frames in both orthogonal directions. These will be strategically located at partition walls, exterior walls, or exposed to coordinate with project aesthetics. The braced frame diagonals are anticipated to be steel tube sections spanning diagonally within the plane of a column bay. Brace end connections will consist of gusset plates and a combination of welded and bolted anchorage to the plates.

Façade support is generally expected to consist of slab-supported perimeter walls constructed with light gage steel studs. Glazing elevations are expected to require perimeter bent plate slab edge construction for appropriate mullion anchorage.

Structural Steel Estimates

Typical floor and roof framing	9 psf
Cafeteria roof framing	14 psf
Gym Roof Framing	15 psf
Columns (HSS)	2 psf
Bracing (HSS)	2.0 psf
Miscellaneous	2 psf

2A & 2B ADDITIONAL CONSIDERATIONS:

1. Gym: The gym has unique components such well beams, header beams, lock rail and related rigging support framing, lighting grid etc. Carry an allowance for these items.
2. Expansion/Separation Joints: The both options shall have one expansion joint, separating gym & cafeteria from rest of the building.
3. Other scope not specifically identified: Allowances should be considered for items such as screening around roof top units, structured canopies, monumental stairs, support for sculpture/art commissions, and thermal breaks within steel construction that penetrates the envelop.
4. Mass timber frame and deck: Timber framing has also been considered for the framing keeping the same grid lines spacing as for the steel framing. Foundation scope is same as the base option
    a. 6.875” CLT panels with 2” topping supported by 8” wide x 32” deep glulam/CLT beams spaced at 8 feet on center and spanning between 10”x38” girder. Column, CLT or Glulam, should be considered to be 21”x21”. Shorter bays of 24’-0”x24’-0” would help reducing the depth of structural beams to 26”.
    b. Lateral load resting system can be steel braced frame or CLT shear wall panels or reinforced concrete shear walls. The lateral system location and type will be determined in the later phases of design upon coordination between various stakeholders.
    c. For gym and cafeteria, we can assume hybrid system as define in base scope superstructure for both options.

STRUCTURAL SYSTEMS – OPTION 4 (New Construction)

This option demolishes existing building structure. A new construction is proposed after demolition of existing building. The program 3C is 6 stories with partially basement, part of this new addition and are accommodated by a new construction.

OPTION 4 FOUNDATIONS:

A conventional spread footings supported on undisturbed, naturally deposited glacial soil or on compacted granular fill placed following removal of the unsuitable fill material, recommended by geotechnical engineer. An allowable bearing capacity of 8,000 pounds per square feet is assumed based on information available on existing building drawings. A geotechnical foundation recommendation report would be required for the next phases of design.

Typical Interior Column Footings of 9’ x 9’ x 30”, and Exterior Column Footings of 8’ x 8’ x 24” with 65lbs/cu.yd. steel reinforcement is recommended for this option. The proposed footing sizes are based on a typical bay spacing of 30 feet in each direction. Individual footings may vary depending on specific column spacing in each area.

2’-0” x 2’-6” Grade Beams below slab-on-grade at locations of the braced frames. Consider 1 bay (or 25 linear feet) of grade beam at every 30’ x 100’ area. 100 feet long grade beams at 30 feet on center under cafeteria floor. 330lbs/cu.yd. steel reinforcement.

Perimeter retaining wall 15” thk. with 5’-0” x 2’-0” footing and reinforced with 130 lbs/cu.yd in the basement. A frost walls – 14” thick, with 2’-6” x 1’-3” footing, 4’-0” below finished grade and reinforced with 115 lbs/cu.yd. 2’-0’ x 2’-0” concrete piers under all perimeter columns with 300 lbs/cu.yd. steel reinforcement.

First floor slab-on-grade, 5” thick concrete with WWF6x6-W2.9xW2.9 supported on minimum of 12-inch structural fill, insulation and vapor barrier. No under slab drains anticipated. Contraction joints at 15 feet max. Slabs that are polished, exposed concrete and carry directly adhered finish should include vapor reducing admixtures such as Barrier One.

Elevator pit with 12” thick reinforced concrete wall and 24” thick base, reinforced with 120 lbs/cu.yd. steel reinforcement

The amount of earthwork will depend on the final finish level of the first-floor elevation. We recommend an allowance be carried for appropriate cut and fill earthwork, as recommended by Geotech engineer, including potential ledge cutting. Also, the utilities running under the building footprint may require trenching through ledge.

Ground water level is not encountered at any bore log and ranging well below existing grade, and hence low level of groundwater management is anticipated to be required. Permanent perimeter wall drains are recommended around program spaces that are below grade.

OPTION 4 SUPERSTRUCTURE:

A conventionally framed structural steel system is proposed for this project. Composite beams supporting composite floor slabs consisting of lightweight concrete on steel deck. The floor slab construction will consist of 3.25” light weight concrete on a 3", 20 gage composite galvanized steel deck. The roof housing mechanical units will consist of 3”, 18 gage galvanized steel decking with concrete topping or other suitable means for acoustical considerations.

Assuming a typical floor bay of 32’ x 30’, the floors will be supported by steel wide flange (typically 18 inch deep) beams, 24 inch deep girders and steel columns. Actual spans may vary depending on further

coordination with other disciplines. The columns will typically be placed along exterior walls and along the corridor walls. Assume square and rectangular HSS columns for compact shapes. The beams are typically spaced at 8 to 10 feet on center. Standard double angle or shear plate bolted connections are anticipated between steel members.

The framing supporting the gym and cafeteria roofs are anticipated to span close to 65 and 55 feet. Deep steel trusses or wide flange long girders or joists are typically used for such spans. The long span members in turn are supported by girders supported by perimeter columns. The steel columns along these two special elements may also be utilized to support the tall curtain wall or other building envelope system. At least one level of wind girts should be estimated for supporting the building envelope in these and other tall spaces.

Open web bar joists may be considered as an alternative to the traditional wide flange steel framing. for main occupied floors This change may result in savings of about 1.0 lbs per sf of steel tonnage but will require deeper joist depths. This option can be considered in the next phase of design upon further coordination. Open web steel joists can be spaced at 36” or so on center to keep the joist depths within reasonable range.

The lateral force resisting system to resist wind and seismic forces will be composed of braced frames in both orthogonal directions. These will be strategically located at partition walls, exterior walls, or exposed to coordinate with project aesthetics. The braced frame diagonals are anticipated to be steel tube sections spanning diagonally within the plane of a column bay. Brace end connections will consist of gusset plates and a combination of welded and bolted anchorage to the plates.

Façade support is generally expected to consist of slab-supported perimeter walls constructed with light gage steel studs. Glazing elevations are expected to require perimeter bent plate slab edge construction for appropriate mullion anchorage.

Structural Steel Estimates

Typical floor and roof framing	9.0 psf
Cafeteria roof framing	14 psf
Gym Roof Framing	15 psf
Columns (HSS)	2 psf
Bracing (HSS)	2.5 psf
Miscellaneous	2 psf

ADDITIONAL CONSIDERATIONS:

1. Gym: The gym has unique components such well beams, header beams, lock rail and related rigging support framing, lighting grid etc. Carry an allowance for these items.
2. Expansion/Separation Joints: This option shall have one expansion joint, separating cafeteria and kitchen from rest of the building.
3. Other scope not specifically identified: Allowances should be considered for items such as screening around roof top units, structured canopies, monumental stairs, support for sculpture/art commissions, and thermal breaks within steel construction that penetrates the envelop.
4. Mass timber frame and deck: Timber framing has also been considered for the framing keeping the same grid lines spacing as for the steel framing. Foundation scope is same as the base option
    a. 6.875” CLT panels with 2” topping supported by 8” wide x 32” deep glulam/CLT beams spaced at 8 feet on center and spanning between 10”x38” girder. Column, CLT or Glulam, should be considered to be 21”x21”. Shorter bays of 24’-0”x24’-0” would help reducing the depth of structural beams to 26”.
    b. Lateral load resting system can be steel braced frame or CLT shear wall panels or reinforced concrete shear walls. The lateral system location and type will be determined in the later phases of design upon coordination between various stakeholders.
    c. For gym and cafeteria, we can assume hybrid system as define in base scope superstructure.

DESIGN LOADS

Dead Loads:

Weight of Building Components	As Required
Partitions Allowance	20 psf (for live loads < 80 psf)
Ceiling, Lights, HVAC, Fireproofing	10 psf
PV allowance	10 psf

Live Loads:

Offices	50 psf
Classrooms, Labs, activity rooms	50 psf
Gym, Public Spaces and balconies	100 psf
Stairways, Lobbies and corridors	100 psf
Assembly Areas	100 psf
Library stacking area	150 psf
Fixed Seat Auditorium	60 psf
Stage floors	150 psf
Kitchen Area	150 psf
Mechanical Area	150 psf or weight of mech equipment

Snow Loads:

Ground Snow	TBD psf plus drift
Importance Factor, I	1.1

Wind Loads:

Basic wind speed	137 mph
Exposure	B
Wind Pressure per	ASCE7-16
Maximum Overall Drift	H/500

Earthquake Loads:

Risk Category	III
Site Class	TBD
Importance Factor, I	1.25
Site Coefficient, Fa	-
Site Coefficient, Fv	-
Spectral Acceleration, SS	TBD
Spectral Acceleration, S1	TBD
Max Spectral Acceleration, SMS	-
Design Spectral Acceleration, SDS	-
Seismic Design Category	B
Seismic Resisting System	Steel Bracing Not Specially Detailed
Response Modification Factor, R	3
Deflection Amplification Factor, Cd	3
Seismic Base Shear, V	CSW

CONSTRUCTION MATERIALS

Cast-in-Place Concrete (General):	f'c = 4,500 psi
Concrete Slabs on Steel Deck:	f'c = 4,000 psi (Lightweight)
Concrete Equipment Pads:	f'c = 3,000 psi (Lightweight)
Reinforcing Steel:	ASTM A615, Grade 60 (Epoxy Coated foundation and floor)
Structural Steel:	ASTM A992/A572, Grade 50/55
Rectangular or Square HSS (Tubes):	ASTM A500, Grade B (Fy = 46 ksi)
Round HSS (Pipes):	ASTM A500, Grade C (Fy = 46 ksi)
Anchor Bolts:	ASTM A307, ASTM A449
High Strength Bolts:	ASTM A325, ASTM A490
Steel Deck	ASTM A653, galvanized coating class G-60
CMU	f'm = 2,000 psi

OTHER

Contingencies should be carried as appropriate with the nature of work and the phase of design.

T. Utilities Narrative

Memorandum

To:	Lisa Pecora Senior Associate Perkins Eastman Architects 20 Ashburton Place, Floor 8 Boston, MA 02108	Date: Project #:	July 2, 2026 175741.000
From:	Peter Mara, PE, VHB Dale Horsman, PE, VHB	Re:	Utilities and Stormwater Pricing Narrative Winter Hill Community Innovation School – PDP Submittal Somerville, Massachusetts

Utilities

Water

- Cut and cap the existing water connection at the 8-inch municipal water main in Sycamore Street.
- Assume two proposed connections to the existing 8-inch main in Sycamore or the 8-inch main in Evergreen Avenue due to the existing mains' proximity to the Site with a triple water gate valve configuration for shutdown and isolation control. One connection will be for domestic services and one for fire protection. Assume 200' of 6-inch ductile iron pipe up to 10 feet below grade for connections.
- Assume relocating the existing four hydrants surrounding the Site, two of which are on the western side of Sycamore Street, and one is on the eastern side of Thurston Street. The hydrant on Evergreen Avenue is located on the public sidewalk adjacent to the existing site. Assume new hydrant assemblies with 6-inch ductile iron pipe and gate valves for the reconnections.

Sanitary Sewer

- Removal of approximately 30-feet of 8-inch ductile iron pipe (DIP) sanitary sewer service line conveying sanitary sewer flow from the southeast corner of the existing building and connecting to a sewer manhole in the sidewalk at the intersection of Sycamore Street and Medford Street. Cut and plug at the existing manhole.
- Assume two sanitary sewer connections, both approximately 30-feet of 8-inch SDR-35 PVC sewer pipes with connections to existing sanitary manholes.
- Assume the Project will maintain and protect the 8-inch and 10-inch DIP municipal sewer mains underneath the existing sidewalks on the school side of Sycamore Street and Evergreen Avenue, respectively, that convey sanitary sewage to the municipal 20-inch brick combined sewer mains running in the center of Sycamore Street and Thurston Street.
- The Project should assume an inflow/infiltration migration fee of $14.35 per gallon of net new sewer generated based on Mass DEP Title V average daily flow rate design criteria.

Stormwater Management

- The Project will remove approximately 20 existing catch basins and drain manholes and approximately 1,600 feet of drainpipes across the Site.
- The existing connections to the existing manholes in Sycamore Street and Thurston Street will need to be cut and plugged at the existing manholes.

- The Project should assume costs associated with the City's Site Construction Permit as required by the City's Engineering Department.
- The Project should assume that a subsurface filtration system, such as a sand filter, located in the southern outdoor play area by Medford Street. Based on preliminary sizing, the sand filter will be approximately 35-feet wide by 60-feet long by 7-feet deep and would consist of prefabricated chambers, such as those manufactured by ADS or Retain-It. The system will be open bottom and will require pipes connecting roof drains and an outlet pipe to the combined sewer drain in Sycamore Street or Medford Street. A doghouse manhole may be required to make the connection to the existing 20-inch brick main.
- The Project should assume raised planters and permeable pavers throughout the sidewalk. The raised planters will act as rain gardens with bioretention soil mix and underdrains and cleanouts. Permeable pavers will have underdrains and cleanouts with connections towards existing catch basins and manholes in the surrounding rights-of-way.
- The Project should assume that area drains with associated drain lines would be required within outdoor amenity areas to collect and convey stormwater runoff to the proposed treatment systems.
- The Project may propose porous pavement which could be used with an impermeable liner and underdrain with a manhole connection in the loading dock at Medford Street. A 30-inch stone base should be assumed for porous pavement base.

<u>Gas</u>

- The Project may re-use the existing connection to the 6-inch gas main in Sycamore Street.
- The Project should assume approximately 30-feet of new gas line connecting to either the existing 8-inch gas main in Evergreen Avenue or the 6-inch gas main in Thurston Street with new gate valves.
- It is recommended to assume exterior gas metering configuration with bollard protection as National Grid has been requiring exterior metering for Projects in Somerville recently.

<u>Electric/Telcom Service</u>

- The Project should assume new telecom services from one or some of the following providers: Verizon, Comcast, and Astound.
- Project should assume new underground ductbanks approximately 2-feet to 5-feet below grade to existing telecom manholes in Sycamore Street.
- Assume Project will remove approximately 20-feet of existing telecom ductbank from the southwest corner of the existing school to the existing telecom manhole in Sycamore Street.
- The Project will remove 3 existing utility poles and approximately 280-feet of overhead wire servicing the existing Site and exterior lights at the northern side of the existing Site. The Project will also remove the existing transformers.
- EV charging stations are located on Evergreen Ave that may need to be relocated or replaced.
- The Project will require new underground electric connection. Assume a connection will be made to UP#119/8 on the northern side of Evergreen Avenue. The connection will be underground with a riser to the

existing utility pole crossing Evergreen Avenue to the Site. Assume approximately 60-feet of ductbank up to 10-feet deep to account for utility crossings.

- Assume one electric manhole meeting Eversource's requirements.
- The Project will maintain and protect an existing City controlled traffic signal electric cabinet servicing the traffic signals for the Medford Street and Sycamore Street intersection fall within the existing Site.

U - Fire Protection and Plumbing Narratives

c.a.crowley.
ENGINEERING, INC.

645 County Street, Suite 6
Taunton, MA 02780
Tel . (508) 884.5094
Fax . (508) 884.5099
WWW.CROWLEYENG.COM

Winter Hill Community Innovation School

PSR Narrative – Fire Protection

Option - Base Repair

Introduction

The following is the Fire Protection System Narrative which defines the scope of work related to the Fire Protection System as well as the Basis of Design. The Fire Protection Systems included in this narrative shall be designed and constructed for LEED certification.

1. CODES

   A. All Fire Protection work installed under Section 210000 shall comply with:

      780CMR MA State Building Code (Tenth Edition)

      NFPA 13 Standard for the Installation of Sprinkler Systems (2019 Edition)

      NFPA 14 Standard for the Installation of Standpipe and Hose Systems (2019 Edition)

      NFPA 24 Standard for the Installation of Private Fire Service Mains (2019 edition)

2. DESIGN PARAMETERS

   A. The required fire protection systems includes private fire service mains, manual standpipes, and automatic sprinklers.

   B. The existing building will be serviced by the municipal water system.

3. DESIGN INTENT

   A. New fire protection systems will be provided, and sized to accommodate the existing building.

   B. A new underground private fire service main will be provided and sized to accommodate the fire protection systems.

   C. Hydrant flow test data will be required to determine if there is sufficient flow and pressure in the public water system to support a combination automatic fire sprinkler and standpipe system. It is anticipated that a fire pump will not be required.

   D. The existing manual standpipe system will be modified as required to meet current code and support the new sprinkler system.

   E. An automatic fire sprinkler system will be installed and will provide complete building coverage.

   F. Kitchen hoods will be furnished with integral Ansul dry chemical suppression systems. Hoods are to be provided by the kitchen equipment contractor.

4. FIRE PROTECTION SYSTEMS

A. UNDERGROUND PRIVATE FIRE SERVICE MAIN

1. A new underground private fire service main will be installed to serve the existing building, and will be sized to accommodate the standpipe and sprinkler systems.
2. The private fire service main shall extend from the valve at the street main, into the building, and above the floor slab. The private fire service main shall be installed by the Fire Protection contractor.
3. The private fire service will be equipped with a double check valve assembly.

B. MANUAL STANDPIPE SYSTEM

1. The existing building is equipped with a manual standpipe system. The standpipe system will be modified as required to meet current code requirements. Each standpipe will be equipped with a supervised isolation valve. A roof hydrant and supervised control valve will be provided.
2. Operating pressure for the manual standpipe system will be provided by the local Fire Department pumping apparatus.
3. The manual standpipe system will be equipped with a fire department connection.

C. AUTOMATIC SPRINKLER SYSTEM

1. The existing building will be provided with an automatic wet-pipe sprinkler system providing complete building coverage, including electric rooms and combustible concealed spaces. Sprinklers will not be installed in elevator shafts or machine rooms.
2. The sprinkler system shall be zoned, each with its own dedicated riser and distribution piping. Zones shall not exceed 52,000sf of horizontal floor area.
3. The system riser shall consist of a backflow preventer, supervised isolation valves, alarm check valves with trim, tamper switches, flow switches, pressure switches, and test and drain connections.
4. In addition to zones, each floor shall be equipped with individual floor control valve assemblies which shall include supervised control valves, check valves, flow switches, and test and drain assemblies.
5. The sprinkler system shall be equipped with a fire department connection.

5. DESIGN CRITERIA

A. OCCUPANCY HAZARD

1. Classrooms, corridors, restrooms, offices, cafeteria, gymnasium, locker rooms, and similar areas are considered to be of light hazard.
2. Loading docks, mechanical rooms, storage rooms, shops, and the kitchen and culinary arts service area are considered to be of Ordinary Hazard Group 1.
3. Legitimate stages, library stack rooms, and large storage areas are considered to be of Ordinary Hazard Group 2.
4. No high piled storage or hazardous materials storage requiring special sprinkler coverage are anticipated.

B. DESIGN DENSITY

1.	Light Hazard	0.10 GPM over a design area of 1,500 s.f.
2.	Ordinary Hazard Group 1	0.15 GPM over a design area of 1,500 s.f.
3.	Ordinary Hazard Group 2	0.20 GPM over a design area of 1,500 s.f.

C. SPRINKLER COVERAGE AREA AND SPACING

1.	Light Hazard	225 s.f., maximum of 15’ between sprinklers
2.	Ordinary Hazard Group 1	130 s.f., maximum of 15’ between sprinklers
3.	Ordinary Hazard Group 2	130 s.f., maximum of 15’ between sprinklers

6. SPRINKLERS

A. Quick response, standard spray upright, pendent and sidewall sprinklers will be provided throughout the existing building.

B. Concealed pendent sprinkler with flat cover plates will be installed in all areas with suspended ceilings.

C. Sidewall sprinklers will be installed under overhead doors.

D. Dry sprinklers will be installed in freezers, coolers, and the carpentry shop dust collection system.

7. PIPE AND FITTINGS

A. All underground private fire service main piping shall be Class 52 cement lined ductile iron with bituminous outside coating and push-on joint. Fittings shall be ductile iron MegaLug type restrained mechanical joints. Joints between consecutive push-on pipe sections shall be restrained utilizing a boltless restraint joint system. Thrust blocks shall be provided and installed where required.

B All piping inside the building for the Sprinkler System, two inches (2") and smaller in size, shall be Schedule 40 threaded black steel, conforming to ASTM Standards A53, A135, and/or A795 as applicable, and listed and approved for use in Fire Suppression Systems.

C. All Sprinkler System piping inside the building two and one-half inches (2½") and larger in size, unless otherwise noted, shall be Schedule 10 black steel pipe with rolled groove ends, conforming to ASTM Standards A53, A135 and/or A795 as applicable, and listed and approved for use in Fire Suppression Systems.

D. U.L. listed and F.M. approved groove fittings will be allowed. All fittings shall be approved by Underwriters' Laboratories for use in Sprinkler System and shall be designed and guaranteed for a working pressure of not less than 175-psi cold-water pressure.

8. HOSE VALVES

A. Standpipe hose valves shall be 2½" polished chrome plated brass angle valve with removable 2½" chrome plated brass cap with chain. Valves shall be rated for 300psi. Valve and coupling shall have external threads having the NH standard thread, as specified in NFPA 1963.

9. FIRE DEPARTMENT CONNECTION

A. The fire department connection shall be a cast brass four-way inlet body with drop clappers, furnished with protective brass caps with chains, and decorative brass back plate.

B. Connections shall be national hose threads of a size to match the local Fire Department Requirements, with brass adapters as necessary.

C. Piping between the fire department connection and system riser shall be equipped with a check valve. Check valves shall be provided with an automatic ball drip.

c.a.crowley.
ENGINEERING, INC.

645 County Street, Suite 6
Taunton, MA 02780
Tel . (508) 884.5094
Fax . (508) 884.5099
WWW.CROWLEYENG.COM

Winter Hill Community Innovation School

PSR Narrative – Fire Protection

Option – Renovation and Addition

Introduction

The following is the Fire Protection System Narrative which defines the scope of work related to the Fire Protection System as well as the Basis of Design. The Fire Protection Systems included in this narrative shall be designed and constructed for LEED certification.

1. CODES

   A. All Fire Protection work installed under Section 210000 shall comply with:

      780CMR MA State Building Code (Tenth Edition)

      NFPA 13 Standard for the Installation of Sprinkler Systems (2019 Edition)

      NFPA 14 Standard for the Installation of Standpipe and Hose Systems (2019 Edition)

      NFPA 20 Standard for the Installation of Stationary Pumps for Fire Protection (2019 Edition)

      NFPA 24 Standard for the Installation of Private Fire Service Mains (2019 edition)

2. DESIGN PARAMETERS

   A. The required fire protection systems includes private fire service mains, fire pump, automatic standpipes, and automatic sprinklers.

   B. The existing building and addition will be serviced by the municipal water system.

3. DESIGN INTENT

   A. New fire protection systems will be provided, and sized to accommodate the existing building and addition.

   B. A new underground private fire service main will be provided and sized to accommodate the fire protection systems.

   C. Hydrant flow test data will be required to determine if there is sufficient flow and pressure in the public water system to support a combination automatic fire sprinkler and automatic standpipe system. It is anticipated that a fire pump will be required.

   D. The existing manual standpipe system will be modified as required to meet current code and support the new sprinkler system.

   E. An automatic sprinkler system will be installed and will provide complete building coverage.

F. Kitchen hoods will be furnished with integral Ansul dry chemical suppression systems. Hoods are to be provided by the kitchen equipment contractor.

4. FIRE PROTECTION SYSTEMS

A. UNDERGROUND PRIVATE FIRE SERVICE MAIN

1. A new underground private fire service main will be installed to serve the existing building and addition, and will be sized to accommodate the standpipe and sprinkler systems.

2. The private fire service main shall extend from the valve at the street main, into the building, and above the floor slab. The private fire service main shall be installed by the Fire Protection contractor.

3. The private fire service will be equipped with a double check valve assembly.

B. FIRE PUMP

1. An electric motor driven vertical inline fire pump will be provided to serve the automatic standpipe and sprinkler system.

2. The fire pump will be equipped with a bypass, test loop, test header, relief valve, and variable frequency drive motor controller.

3. A jockey pump and jockey pump controller will be provided.

4. The fire pump will require the installation of an alternate electric power source.

C. AUTOMATIC STANDPIPE SYSTEM

1. The existing building is equipped with a manual standpipe system. The standpipe system will be modified as required to meet current code requirements. Each standpipe will be equipped with a supervised isolation valve. A roof hydrant and supervised control valve will be provided.

2. Operating pressure for the automatic standpipe system will be provided by a fire pump.

3. The automatic standpipe system will be equipped with a fire department connection.

D. AUTOMATIC SPRINKLER SYSTEM

1. The existing building and addition will be provided with an automatic wet-pipe sprinkler system providing complete building coverage, including electric rooms and combustible concealed spaces. Sprinklers will not be installed in elevator shafts or machine rooms.

2. The sprinkler system shall be zoned, each with its own dedicated riser and distribution piping. Zones shall not exceed 52,000sf of horizontal floor area.

3. The system riser shall consist of a backflow preventer, supervised isolation valves, alarm check valves with trim, tamper switches, flow switches, pressure switches, and test and drain connections.
4. In addition to zones, each floor shall be equipped with individual floor control valve assemblies which shall include supervised control valves, check valves, flow switches, and test and drain assemblies.
5. The sprinkler system shall be equipped with a fire department connection.

5. DESIGN CRITERIA

A. OCCUPANCY HAZARD

1. Classrooms, corridors, restrooms, offices, cafeteria, gymnasium, locker rooms, and similar areas are considered to be of light hazard.
2. Loading docks, mechanical rooms, storage rooms, shops, and the kitchen and culinary arts service area are considered to be of Ordinary Hazard Group 1.
3. Legitimate stages, library stack rooms, and large storage areas are considered to be of Ordinary Hazard Group 2.
4. No high piled storage or hazardous materials storage requiring special sprinkler coverage are anticipated.

B. DESIGN DENSITY

1. Light Hazard	0.10 GPM over a design area of 1,500 s.f.
2. Ordinary Hazard Group 1	0.15 GPM over a design area of 1,500 s.f.
3. Ordinary Hazard Group 2	0.20 GPM over a design area of 1,500 s.f.

C. SPRINKLER COVERAGE AREA AND SPACING

1. Light Hazard	225 s.f., maximum of 15’ between sprinklers
2. Ordinary Hazard Group 1	130 s.f., maximum of 15’ between sprinklers
3. Ordinary Hazard Group 2	130 s.f., maximum of 15’ between sprinklers

D. AUTOMATIC STANDPIPE SYSTEM

1. The automatic standpipe system will require a minimum flow of 1,000 gallons per minute, and a minimum pressure of 100psi at the most remote hose valve.

6. SPRINKLERS

A. Quick response, standard spray upright, pendent and sidewall sprinklers will be provided throughout the existing building and addition.

B. Concealed pendent sprinkler with flat cover plates will be installed in all areas with suspended ceilings.

C. Sidewall sprinklers will be installed under overhead doors.

D. Dry sprinklers will be installed in freezers, coolers, and the carpentry shop dust collection system.

7. PIPE AND FITTINGS

A. All underground private fire service main piping shall be Class 52 cement lined ductile iron with bituminous outside coating and push-on joint. Fittings shall be ductile iron MegaLug type restrained mechanical joints. Joints between consecutive push-on pipe sections shall be restrained utilizing a boltless restraint joint system. Thrust blocks shall be provided and installed where required.

B All piping inside the building for the Sprinkler System, two inches (2") and smaller in size, shall be Schedule 40 threaded black steel, conforming to ASTM Standards A53, A135, and/or A795 as applicable, and listed and approved for use in Fire Suppression Systems.

C. All Sprinkler System piping inside the building two and one-half inches (2½") and larger in size, unless otherwise noted, shall be Schedule 10 black steel pipe with rolled groove ends, conforming to ASTM Standards A53, A135 and/or A795 as applicable, and listed and approved for use in Fire Suppression Systems.

D. U.L. listed and F.M. approved groove fittings will be allowed. All fittings shall be approved by Underwriters' Laboratories for use in Sprinkler System and shall be designed and guaranteed for a working pressure of not less than 175-psi cold-water pressure.

8. HOSE VALVES

A. Standpipe hose valves shall be 2½” polished chrome plated brass angle valve with removable 2½” chrome plated brass cap with chain. Valves shall be rated for 300psi. Valve and coupling shall have external threads having the NH standard thread, as specified in NFPA 1963.

9. FIRE DEPARTMENT CONNECTION

A. The fire department standpipe connection shall be a cast brass four-way inlet body with drop clappers, furnished with protective brass caps with chains, and decorative brass back plate.

B. Connections shall be national hose threads of a size to match the local Fire Department Requirements, with brass adapters as necessary.

C. Piping between the fire department connections and system riser shall be equipped with a check valve. Check valves shall be provided with an automatic ball drip.

c.a.crowley.
ENGINEERING, INC.

645 County Street, Suite 6
Taunton, MA 02780
Tel . (508) 884.5094
Fax . (508) 884.5099
WWW.CROWLEYENG.COM

Winter Hill Community Innovation School

PSR Narrative – Fire Protection

Option – New Construction

Introduction

The following is the Fire Protection System Narrative which defines the scope of work related to the Fire Protection System as well as the Basis of Design. The Fire Protection Systems included in this narrative shall be designed and constructed for LEED certification.

1. CODES

   A. All Fire Protection work installed under Section 210000 shall comply with:

      780CMR MA State Building Code (Tenth Edition)

      NFPA 13 Standard for the Installation of Sprinkler Systems (2019 Edition)

      NFPA 14 Standard for the Installation of Standpipe and Hose Systems (2019 Edition)

      NFPA 20 Standard for the Installation of Stationary Pumps for Fire Protection (2019 Edition)

      NFPA 24 Standard for the Installation of Private Fire Service Mains (2019 edition)

2. DESIGN PARAMETERS

   A. The required fire protection systems includes private fire service mains, fire pump, automatic standpipes, and automatic sprinklers.

   B. The new building will be serviced by the municipal water system.

3. DESIGN INTENT

   A. New fire protection systems will be provided, and sized to accommodate the new building.

   B. A new underground private fire service main will be provided and sized to accommodate the fire protection systems.

   C. Hydrant flow test data will be required to determine if there is sufficient flow and pressure in the public water system to support a combination automatic fire sprinkler and automatic standpipe system. It is anticipated that a fire pump will be required.

   D. An automatic standpipe system will be provided.

   E. An automatic sprinkler system will be installed and will provide complete building coverage.

   F. Kitchen hoods will be furnished with integral Ansul dry chemical suppression systems. Hoods are to be provided by the kitchen equipment contractor.

4. FIRE PROTECTION SYSTEMS

A. UNDERGROUND PRIVATE FIRE SERVICE MAIN

1. A new underground private fire service main will be installed to serve the new building, and will be sized to accommodate the standpipe and sprinkler systems.
2. The private fire service main shall extend from the valve at the street main, into the building, and above the floor slab. The private fire service main shall be installed by the Fire Protection contractor.
3. The private fire service will be equipped with a double check valve assembly.

B. FIRE PUMP

1. An electric motor driven vertical inline fire pump will be provided to serve the automatic standpipe and sprinkler system.
2. The fire pump will be equipped with a bypass, test loop, test header, relief valve, and variable frequency drive motor controller.
3. A jockey pump and jockey pump controller will be provided.
4. The fire pump will require the installation of an alternate electric power source.

C. AUTOMATIC STANDPIPE SYSTEM

1. The new building will be provided with an automatic standpipe system. Standpipes will be installed in each required exit stairwell. Each standpipe will be equipped with a supervised isolation valve. Hose valves will be located on each floor level. A roof hydrant and supervised control valve will be provided.
2. Operating pressure for the automatic standpipe system will be provided by a fire pump.
3. The automatic standpipe system will be equipped with a fire department connection.

D. AUTOMATIC SPRINKLER SYSTEM

1. The new building will be provided with an automatic wet-pipe sprinkler system providing complete building coverage, including electric rooms and combustible concealed spaces. Sprinklers will not be installed in elevator shafts or machine rooms.
2. The sprinkler system shall be zoned, each with its own dedicated riser and distribution piping. Zones shall not exceed 52,000sf of horizontal floor area.
3. The system riser shall consist of a backflow preventer, supervised isolation valves, alarm check valves with trim, tamper switches, flow switches, pressure switches, and test and drain connections.

4. In addition to zones, each floor shall be equipped with individual floor control valve assemblies which shall include supervised control valves, check valves, flow switches, and test and drain assemblies.

5. The sprinkler system shall be equipped with a fire department connection.

5. DESIGN CRITERIA

A. OCCUPANCY HAZARD

1. Classrooms, corridors, restrooms, offices, cafeteria, gymnasium, locker rooms, and similar areas are considered to be of light hazard.

2. Loading docks, mechanical rooms, storage rooms, shops, and the kitchen and culinary arts service area are considered to be of Ordinary Hazard Group 1.

3. Legitimate stages, library stack rooms, and large storage areas are considered to be of Ordinary Hazard Group 2.

4. No high piled storage or hazardous materials storage requiring special sprinkler coverage are anticipated.

B. DESIGN DENSITY

1. Light Hazard	0.10 GPM over a design area of 1,500 s.f.
2. Ordinary Hazard Group 1	0.15 GPM over a design area of 1,500 s.f.
3. Ordinary Hazard Group 2	0.20 GPM over a design area of 1,500 s.f.

C. SPRINKLER COVERAGE AREA AND SPACING

1. Light Hazard	225 s.f., maximum of 15’ between sprinklers
2. Ordinary Hazard Group 1	130 s.f., maximum of 15’ between sprinklers
3. Ordinary Hazard Group 2	130 s.f., maximum of 15’ between sprinklers

D. AUTOMATIC STANDPIPE SYSTEM

1. The automatic standpipe system will require a minimum flow of 1,000 gallons per minute, and a minimum pressure of 100psi at the most remote hose valve.

6. SPRINKLERS

A. Quick response, standard spray upright, pendent and sidewall sprinklers will be provided throughout the new building.

B. Concealed pendent sprinkler with flat cover plates will be installed in all areas with suspended ceilings.

C. Sidewall sprinklers will be installed under overhead doors.

D. Dry sprinklers will be installed in freezers, coolers, and the carpentry shop dust collection system.

7. PIPE AND FITTINGS

A. All underground private fire service main piping shall be Class 52 cement lined ductile iron with bituminous outside coating and push-on joint. Fittings shall be ductile iron MegaLug type restrained mechanical joints. Joints between consecutive push-on pipe sections shall be restrained utilizing a boltless restraint joint system. Thrust blocks shall be provided and installed where required.

B All piping inside the building for the Sprinkler System, two inches (2") and smaller in size, shall be Schedule 40 threaded black steel, conforming to ASTM Standards A53, A135, and/or A795 as applicable, and listed and approved for use in Fire Suppression Systems.

C. All Sprinkler System piping inside the building two and one-half inches (2½") and larger in size, unless otherwise noted, shall be Schedule 10 black steel pipe with rolled groove ends, conforming to ASTM Standards A53, A135 and/or A795 as applicable, and listed and approved for use in Fire Suppression Systems.

D. U.L. listed and F.M. approved groove fittings will be allowed. All fittings shall be approved by Underwriters' Laboratories for use in Sprinkler System and shall be designed and guaranteed for a working pressure of not less than 175-psi cold-water pressure.

8. HOSE VALVES

A. Standpipe hose valves shall be 2½" polished chrome plated brass angle valve with removable 2½" chrome plated brass cap with chain. Valves shall be rated for 300psi. Valve and coupling shall have external threads having the NH standard thread, as specified in NFPA 1963.

9. FIRE DEPARTMENT CONNECTION

A. The fire department standpipe connection shall be a cast brass four-way inlet body with drop clappers, furnished with protective brass caps with chains, and decorative brass back plate.

B. Connections shall be national hose threads of a size to match the local Fire Department Requirements, with brass adapters as necessary.

C. Piping between the fire department connections and system riser shall be equipped with a check valve. Check valves shall be provided with an automatic ball drip.

c.a.crowley.
ENGINEERING, INC.

645 County Street, Suite 6
Taunton, MA 02780
Tel . (508) 884.5094
Fax . (508) 884.5099
WWW.CROWLEYENG.COM

Winter Hill Community Innovation School

PSR Narrative – Plumbing

Option – Base Repair

Introduction

The following is the Plumbing System Narrative which defines the scope of work related to the Plumbing System as well as the Basis of Design. The Plumbing Systems included in this narrative shall be designed and constructed for LEED certification.

1. CODES

   A. All Plumbing work installed under Section 220000 shall comply with:

      780CMR MA State Building Code - 10th Edition

      248CMR MA State Plumbing Code

      NFPA 54 Fuel Gas Code (2012 Edition)

2. DESIGN PARAMETERS

   A. The required plumbing systems include cold water, hot water, hot water recirculation, sanitary, waste and vent system, kitchen grease waste system, storm drain system, laboratory waste and vent piping system, and non-potable hot and cold water systems.

   B. The renovated building will be serviced by the municipal water and sewer systems.

3. DESIGN INTENT

   A. Existing domestic water piping systems will be demolished and replaced with new, sized to accommodate the existing building renovations.

   B. The existing gas-fired water heater and hot water storage tank will be removed and replaced with new. The hot water will be a single temperature system, equipped with a thermostatic mixing valve, circulator, hot water circulation piping, and balancing stations.

   C. Existing sanitary waste and vent piping systems will be demolished and replaced with new, sized to accommodate the existing building renovations. The kitchen will be equipped with recessed grease interceptors serving the scullery sinks and dishwashers. A dedicated grease waste will exit the building and discharge into a 1,000-gallon grease interceptor with a 4” dedicated chamber vent which will be run back into the building and up through the roof.

   D. Existing roof drains and storm drainage piping will be replaced as needed and modified where required.

E. Existing laboratory waste and vent piping will be demolished and replaced with new laboratory waste and vent piping, neutralization tank with pH adjustment system (chemical injection), and non-potable hot and cold water piping systems equipped with reduced pressure backflow preventers. Each laboratory type science classroom will be provided with an emergency safety station (eye wash and shower) with a dedicated thermostatic mixing valve.

F. Natural gas piping will be provided. Each laboratory type science classroom will be equipped with an emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods.

G. An elevator sump pump, control panel, alarm, and oil separator will be provided, and will discharge to the sanitary drainage system.

H. Plumbing work will include furnishing all equipment, fixtures, piping, accessories, and labor required for the complete and operational installation of the plumbing systems. All systems shall be tested and inspected.

4. PLUMBING SYSTEMS

A. DRAINAGE SYSTEMS

1. Sanitary, waste, and vent piping systems will be provided and will connect to all fixtures and equipment requiring such connections throughout the renovated building. The building's drain(s) will extend to a point 10'-0" of developed length beyond the building foundation. All plumbing system vents will extend through the roof.

2. A separate, dedicated kitchen grease waste system will be provided and extend to an exterior grease interceptor. A chamber vent for the grease interceptor will be provided and will run independently back in to the building and through the roof. The grease waste will extend to a point 10'-0" of developed length beyond the exterior grease interceptor. Grease waste piping will serve kitchen equipment and floor drains. Interior grease traps will be provided at specific kitchen equipment such as, but not limited to, dishwashers and scullery sinks.

3. A storm drainage system will be provided to drain all flat roofs using roof drains and interior storm drainage piping routed through the renovated building. Areas with pitched roofs will be provided with downspout boots (gutters and downspouts will be provided by the GC). Overflow drains will be provided where required and will discharge to grade via downspout nozzles. The storm drainage system will extend to a point 10'-0" of developed length beyond the building foundation.

4. A separate, dedicated laboratory waste and vent piping will be provided and will include a containment and chemical injection type pH adjustment system. The pH adjustment system shall monitor and record the outgoing effluent. The piping system will connect to each fixture discharging wastes which require treatment.

B. WATER SYSTEM

1. Domestic water service for the renovated building will be provided from the municipal water system. The water service will include valves, strainers, a water meter, pressure gauge and drain. The water meter will be interfaced with the building management system. Backflow preventers will be installed where required including, but not limited to, HVAC system make-up water connections, kitchen equipment, custodial detergent injection systems, and laboratory type science classrooms.

2. Hot and cold water distribution piping will be provided throughout the renovated building and connect to each plumbing fixture. Hot water recirculation systems will be provided.

3. Water heating will be provided by two high efficiency gas-fired water heaters with storage tanks. A thermostatic mixing valve will be installed to provide 120°F hot water to the building. Hot water at showers and public use lavatories will be further tempered to code allowed maximum temperatures by point-of-use pressure balancing and thermostatic mixing valves. A hot water recirculation pump and piping will be provided. Sub-meters will be installed and interfaced with the building management system.

C. NATURAL GAS SYSTEM

1. The local gas company will be contacted to confirm availability of adequate flow and pressure.

2. Distribution piping will be provided to serve the heating system equipment, domestic water heaters, kitchen cooking equipment, laboratory type science classrooms, and generator (if provided). Each laboratory type science classroom will be equipped with an accessible emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods. The gas meter will be interfaced with the building management system.

3. Sub-meters will be installed and interfaced with the building management system. Proposed systems to be sub-metered include hot water and kitchen equipment.

5. FIXTURES

A. The renovated building will be furnished with all new fixtures, including floor mounted carriers, supports, connections, fittings, and any incidental items required for a complete installation. Toilets shall be wall-hung, white vitreous china with flush valves. Urinals shall be wall-hung, white vitreous china with flush valves. Lavatories shall be wall-hung or drop-in white vitreous china with manual faucets. General use sinks shall be stainless steel with manual faucets. Showers, if provided, will be furnished with thermostatic and pressure balancing mixing valves. Water coolers shall be stainless steel with bottle fillers.

B. The initial proposed flow rates for the new plumbing fixtures are as follows:

1. Toilets 1.28 gpf

2. Urinals 0.125 gpf

3. Lavatories 0.35 gpm
4. Sinks 1.5 gpm
5. Showers 1.5 gpm
6. Water Coolers 0.5 gpm

6. DRAINS

A. Floor drains will be provided where required throughout the renovated building. Floor drains shall be installed in restrooms with more than one flush valve type fixture, wet mechanical spaces, kitchens, at each emergency safety station, and where necessary for shop or process uses.

B. Floor drains will be connected to the appropriate drainage and venting system.

C. Floor drains in restrooms will be equipped with pressure drop type trap primers.

D. Floor drains in all other spaces will be equipped with electronic automatic trap priming devices.

7. WALL HYDRANTS, HOSE BIBBS, AND ROOF HYDRANTS

A. Wall hydrants shall be installed along the perimeter of the building. Wall hydrants shall be of the key-operated freeze-proof self-draining type with integral vacuum breaker and bronze box and door.

B. Hose bibbs shall be installed in restrooms with more than one flush valve type fixture, wet mechanical spaces, and where necessary for shop or process uses. Hose bibbs in restrooms shall be chrome plated key-operated type. Hose bibbs in shops and mechanical spaces will be rough bronze with metal wheel handles. All hose bibbs shall be equipped with vacuum breakers.

C. Roof hydrants shall be installed on the roof in the vicinity of HVAC equipment. The roof hydrants shall be of the non-freeze self-draining type with a galvanized casing, deck flange, underdeck clamp, operating handle, drain, and ¾-inch hose connection with integral vacuum breaker.

8. INSULATION

A. All water piping and storm drainage piping will be insulated.

9. MATERIALS

A. Below grade sanitary and storm piping will be service weight cast iron with gasketed hub and spigot fittings.

B. Above grade sanitary and storm piping will be standard weight no-hub cast iron with heavy duty couplings. Piping smaller than 2” will be type DWV copper tube with soldered drainage pattern fittings.

C. Laboratory waste and vent piping will be polypropylene with heat fused joints.

D. Water piping will be type L copper tube with soldered or pressed fittings.

E. Gas piping will be schedule 40 steel with welded steel or threaded malleable iron fittings.

F. Below grade gas piping will be polyethylene with anodeless risers.

G. Insulation will be pre-molded fiberglass with all service jacket.

c.a.crowley.
ENGINEERING, INC.

645 County Street, Suite 6
Taunton, MA 02780
Tel . (508) 884.5094
Fax . (508) 884.5099
WWW.CROWLEYENG.COM

Winter Hill Community Innovation School

PSR Narrative – Plumbing

Option – Renovation and Addition

Introduction

The following is the Plumbing System Narrative which defines the scope of work related to the Plumbing System as well as the Basis of Design. The Plumbing Systems included in this narrative shall be designed and constructed for LEED certification.

1. CODES

   A. All Plumbing work installed under Section 220000 shall comply with:

      780CMR MA State Building Code - 10th Edition

      248CMR MA State Plumbing Code

      NFPA 54 Fuel Gas Code (2012 Edition)

2. DESIGN PARAMETERS

   A. The required plumbing systems include cold water, hot water, hot water recirculation, sanitary, waste and vent system, kitchen grease waste system, storm drain system, laboratory waste and vent piping system, and non-potable hot and cold water systems.

   B. The renovated building and addition will be serviced by the municipal water and sewer systems.

3. DESIGN INTENT

   A. Existing domestic water piping systems will be demolished and replaced with new, sized to accommodate the existing building renovations and the new addition.

   B. The existing gas-fired water heater and hot water storage tank will be removed and replaced with new. The hot water will be a single temperature system, equipped with a thermostatic mixing valve, circulator, hot water circulation piping, and balancing stations.

   C. Existing sanitary waste and vent piping systems will be demolished and replaced with new, sized to accommodate the existing building renovations and the new addition. The kitchen will be equipped with recessed grease interceptors serving the scullery sinks and dishwashers. A dedicated grease waste will exit the building and discharge into a 1,000-gallon grease interceptor with a 4” dedicated chamber vent which will be run back into the building and up through the roof.

   D. Existing roof drains and storm drainage piping will be replaced as needed and modified where required. A new storm drainage piping system will be provided for the new addition.

E. Existing laboratory waste and vent piping will be demolished and replaced with new laboratory waste and vent piping, neutralization tank with pH adjustment system (chemical injection), and non-potable hot and cold water piping systems equipped with reduced pressure backflow preventers. Each laboratory type science classroom will be provided with an emergency safety station (eye wash and shower) with a dedicated thermostatic mixing valve.

F. Natural gas piping will be provided. Each laboratory type science classroom will be equipped with an emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods.

G. An elevator sump pump, control panel, alarm, and oil separator will be provided, and will discharge to the sanitary drainage system.

H. Plumbing work will include furnishing all equipment, fixtures, piping, accessories, and labor required for the complete and operational installation of the plumbing systems. All systems shall be tested and inspected.

4. PLUMBING SYSTEMS

A. DRAINAGE SYSTEMS

1. Sanitary, waste, and vent piping systems will be provided and will connect to all fixtures and equipment requiring such connections throughout the renovated building and addition. The building's drain(s) will extend to a point 10'-0" of developed length beyond the building foundation. All plumbing system vents will extend through the roof.

2. A separate, dedicated kitchen grease waste system will be provided and extend to an exterior grease interceptor. A chamber vent for the grease interceptor will be provided and will run independently back in to the building and through the roof. The grease waste will extend to a point 10'-0" of developed length beyond the exterior grease interceptor. Grease waste piping will serve kitchen equipment and floor drains. Interior grease traps will be provided at specific kitchen equipment such as, but not limited to, dishwashers and scullery sinks.

3. A storm drainage system will be provided to drain all flat roofs using roof drains and interior storm drainage piping routed through the renovated building and addition. Areas with pitched roofs will be provided with downspout boots (gutters and downspouts will be provided by the GC). Overflow drains will be provided where required and will discharge to grade via downspout nozzles. The storm drainage system will extend to a point 10'-0" of developed length beyond the building foundation.

4. A separate, dedicated laboratory waste and vent piping will be provided and will include a containment and chemical injection type pH adjustment system. The pH adjustment system shall monitor and record the outgoing effluent. The piping system will connect to each fixture discharging wastes which require treatment.

B. WATER SYSTEM

1. Domestic water service for the renovated building and addition will be provided from the municipal water system. The water service will include valves, strainers, a water meter, pressure gauge and drain. The water meter will be interfaced with the building management system. Backflow preventers will be installed where required including, but not limited to, HVAC system make-up water connections, kitchen equipment, custodial detergent injection systems, and laboratory type science classrooms.

2. Hot and cold water distribution piping will be provided throughout the renovated building and addition and connect to each plumbing fixture. Hot water recirculation systems will be provided.

3. Water heating will be provided by two high efficiency gas-fired water heaters with storage tanks. A thermostatic mixing valve will be installed to provide 120°F hot water to the building. Hot water at showers and public use lavatories will be further tempered to code allowed maximum temperatures by point-of-use pressure balancing and thermostatic mixing valves. A hot water recirculation pump and piping will be provided. Sub-meters will be installed and interfaced with the building management system.

C. NATURAL GAS SYSTEM

1. The local gas company will be contacted to confirm availability of adequate flow and pressure.

2. Distribution piping will be provided to serve the heating system equipment, domestic water heaters, kitchen cooking equipment, laboratory type science classrooms, and generator (if provided). Each laboratory type science classroom will be equipped with an accessible emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods. The gas meter will be interfaced with the building management system.

3. Sub-meters will be installed and interfaced with the building management system. Proposed systems to be sub-metered include hot water and kitchen equipment.

5. FIXTURES

A. The renovated building and addition will be furnished with all new fixtures, including floor mounted carriers, supports, connections, fittings, and any incidental items required for a complete installation. Toilets shall be wall-hung, white vitreous china with flush valves. Urinals shall be wall-hung, white vitreous china with flush valves. Lavatories shall be wall-hung or drop-in white vitreous china with manual faucets. General use sinks shall be stainless steel with manual faucets. Showers, if provided, will be furnished with thermostatic and pressure balancing mixing valves. Water coolers shall be stainless steel with bottle fillers.

B. The initial proposed flow rates for the new plumbing fixtures are as follows:

1. Toilets 1.28 gpf

2. Urinals 0.125 gpf
3. Lavatories 0.35 gpm
4. Sinks 1.5 gpm
5. Showers 1.5 gpm
6. Water Coolers 0.5 gpm

6. DRAINS

A. Floor drains will be provided where required throughout the renovated building and addition. Floor drains shall be installed in restrooms with more than one flush valve type fixture, wet mechanical spaces, kitchens, at each emergency safety station, and where necessary for shop or process uses.

B. Floor drains will be connected to the appropriate drainage and venting system.

C. Floor drains in restrooms will be equipped with pressure drop type trap primers.

D. Floor drains in all other spaces will be equipped with electronic automatic trap priming devices.

7. WALL HYDRANTS, HOSE BIBBS, AND ROOF HYDRANTS

A. Wall hydrants shall be installed along the perimeter of the building. Wall hydrants shall be of the key-operated freeze-proof self-draining type with integral vacuum breaker and bronze box and door.

B. Hose bibbs shall be installed in restrooms with more than one flush valve type fixture, wet mechanical spaces, and where necessary for shop or process uses. Hose bibbs in restrooms shall be chrome plated key-operated type. Hose bibbs in shops and mechanical spaces will be rough bronze with metal wheel handles. All hose bibbs shall be equipped with vacuum breakers.

C. Roof hydrants shall be installed on the roof in the vicinity of HVAC equipment. The roof hydrants shall be of the non-freeze self-draining type with a galvanized casing, deck flange, underdeck clamp, operating handle, drain, and ¾-inch hose connection with integral vacuum breaker.

8. INSULATION

A. All water piping and storm drainage piping will be insulated.

9. MATERIALS

A. Below grade sanitary and storm piping will be service weight cast iron with gasketed hub and spigot fittings.

B. Above grade sanitary and storm piping will be standard weight no-hub cast iron with heavy duty couplings. Piping smaller than 2” will be type DWV copper tube with soldered drainage pattern fittings.

C. Laboratory waste and vent piping will be polypropylene with heat fused joints.

D. Water piping will be type L copper tube with soldered or pressed fittings.

E. Gas piping will be schedule 40 steel with welded steel or threaded malleable iron fittings.

F. Below grade gas piping will be polyethylene with anodeless risers.

G. Insulation will be pre-molded fiberglass with all service jacket.

c.a.crowley.
ENGINEERING, INC.

645 County Street, Suite 6
Taunton, MA 02780
Tel . (508) 884.5094
Fax . (508) 884.5099
WWW.CROWLEYENG.COM

Winter Hill Community Innovation School

PSR Narrative – Plumbing

Option – New Construction

Introduction

The following is the Plumbing System Narrative which defines the scope of work related to the Plumbing System as well as the Basis of Design. The Plumbing Systems included in this narrative shall be designed and constructed for LEED certification.

1. CODES

   A. All Plumbing work installed under Section 220000 shall comply with:

      780CMR MA State Building Code - 10th Edition

      248CMR MA State Plumbing Code

      NFPA 54 Fuel Gas Code (2012 Edition)

2. DESIGN PARAMETERS

   A. The required plumbing systems include cold water, hot water, hot water recirculation, sanitary, waste and vent system, kitchen grease waste system, storm drain system, laboratory waste and vent piping system, and non-potable hot and cold water systems.

   B. The new building will be serviced by the municipal water and sewer systems.

3. DESIGN INTENT

   A. New domestic water piping systems will be provided, and sized to accommodate the new building.

   B. Hot water will be provided by two high-efficiency gas-fired water heaters. The hot water will be a single temperature system, equipped with thermostatic mixing valve, circulator, hot water circulation piping, and balancing stations.

   C. New sanitary waste and vent piping systems will be provided, and sized to accommodate the new building. The kitchen will be equipped with recessed grease interceptors serving the scullery sinks and dishwashers. A dedicated grease waste will exit the building and discharge into a 1,000-gallon grease interceptor with a 4” dedicated chamber vent which will be run back into the building and up through the roof.

   D. Roof drains and storm drainage piping will be provided, and sized to accommodate the new building.

   E. Laboratory waste and vent piping will be provided, and sized to accommodate the laboratory type science classrooms. The system will be provided with a neutralization tank with pH adjustment system (chemical injection). Non-potable hot and cold water piping systems will be provided and

equipped with reduced pressure backflow preventers. Each laboratory type science classroom will be provided with an emergency safety station (eye wash and shower) with a dedicated thermostatic mixing valve.

F. Natural gas piping will be provided. Each laboratory type science classroom will be equipped with an emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods.

G. Elevator sump pump, control panel, alarm, and oil separator will be provided, and will discharge to the sanitary drainage system.

H. Plumbing work will include furnishing all equipment, fixtures, piping, accessories, and labor required for the complete and operational installation of the plumbing systems. All systems shall be tested and inspected.

4. PLUMBING SYSTEMS

A. DRAINAGE SYSTEMS

1. Sanitary, waste, and vent piping systems will be provided and will connect to all fixtures and equipment requiring such connections throughout the new building. The building's drain(s) will extend to a point 10'-0" of developed length beyond the building foundation. All plumbing system vents will extend through the roof.

2. A separate, dedicated kitchen grease waste system will be provided and extend to an exterior grease interceptor. A chamber vent for the grease interceptor will be provided and will run independently back in to the building and through the roof. The grease waste will extend to a point 10'-0" of developed length beyond the exterior grease interceptor. Grease waste piping will serve kitchen equipment and floor drains. Interior grease traps will be provided at specific kitchen equipment such as, but not limited to, dishwashers and scullery sinks.

3. A storm drainage system will be provided to drain all flat roofs using roof drains and interior storm drainage piping routed through the new building. Areas with pitched roofs will be provided with downspout boots (gutters and downspouts will be provided by the GC). Overflow drains will be provided where required and will discharge to grade via downspout nozzles. The storm drainage system will extend to a point 10'-0" of developed length beyond the building foundation.

4. A separate, dedicated laboratory waste and vent piping will be provided and will include a containment and chemical injection type pH adjustment system. The pH adjustment system shall monitor and record the outgoing effluent. The piping system will connect to each fixture discharging wastes which require treatment.

B. WATER SYSTEM

1. Domestic water service for the new building will be provided from the municipal water system. The water service will include valves, strainers, a water meter, pressure gauge and drain. The

water meter will be interfaced with the building management system. Backflow preventers will be installed where required including, but not limited to, HVAC system make-up water connections, kitchen equipment, custodial detergent injection systems, and laboratory type science classrooms.

2. Hot and cold water distribution piping will be provided throughout the new building and connect to each plumbing fixture. Hot water recirculation systems will be provided.

3. Water heating will be provided by two high efficiency gas-fired water heaters with storage tanks. Thermostatic mixing valves will be installed to provide 140°F hot water to the kitchen fixtures and janitor sinks, and 120°F hot water to serve general use fixtures. Hot water at showers and public use lavatories will be further tempered to code allowed maximum temperatures by point-of-use pressure balancing and thermostatic mixing valves. Hot water recirculation pumps and piping will be provided for each system. Sub-meters will be installed and interfaced with the building management system. Proposed systems to be sub-metered include hot water and kitchen dishwashers.

C. NATURAL GAS SYSTEM

1. The local gas company will be contacted to confirm availability of adequate flow and pressure.

2. Distribution piping will be provided to serve the heating system equipment, domestic water heaters, kitchen cooking equipment, laboratory type science classrooms, and generator (if provided). Each laboratory type science classroom will be equipped with an accessible emergency gas shut-off valve. The kitchen will be equipped with master gas valves interlocked with CO detection systems and the kitchen hoods. The gas meter will be interfaced with the building management system.

3. Sub-meters will be installed and interfaced with the building management system. Proposed systems to be sub-metered include hot water and kitchen equipment.

5. FIXTURES

A. The new building will be furnished with all new fixtures, including floor mounted carriers, supports, connections, fittings, and any incidental items required for a complete installation. Toilets shall be wall-hung, white vitreous china with flush valves. Urinals shall be wall-hung, white vitreous china with flush valves. Lavatories shall be wall-hung or drop-in white vitreous china with manual faucets. General use sinks shall be stainless steel with manual faucets. Showers, if provided, will be furnished with thermostatic and pressure balancing mixing valves. Water coolers shall be stainless steel with bottle fillers.

B. The initial proposed flow rates for the new plumbing fixtures are as follows:

1. Toilets 1.28 gpf

2. Urinals 0.125 gpf

3. Lavatories 0.35 gpm
4. Sinks 1.5 gpm
5. Showers 1.5 gpm
6. Water Coolers 0.5 gpm

6. DRAINS

A. Floor drains will be provided where required throughout the new building. Floor drains shall be installed in restrooms with more than one flush valve type fixture, wet mechanical spaces, kitchens, at each emergency safety station, and where necessary for shop or process uses.

B. Floor drains will be connected to the appropriate drainage and venting system.

C. Floor drains in restrooms will be equipped with pressure drop type trap primers.

D. Floor drains in all other spaces will be equipped with electronic automatic trap priming devices.

7. WALL HYDRANTS, HOSE BIBBS, AND ROOF HYDRANTS

A. Wall hydrants shall be installed along the perimeter of the building. Wall hydrants shall be of the key-operated freeze-proof self-draining type with integral vacuum breaker and bronze box and door.

B. Hose bibbs shall be installed in restrooms with more than one flush valve type fixture, wet mechanical spaces, and where necessary for shop or process uses. Hose bibbs in restrooms shall be chrome plated key-operated type. Hose bibbs in shops and mechanical spaces will be rough bronze with metal wheel handles. All hose bibbs shall be equipped with vacuum breakers.

C. Roof hydrants shall be installed on the roof in the vicinity of HVAC equipment. The roof hydrants shall be of the non-freeze self-draining type with a galvanized casing, deck flange, underdeck clamp, operating handle, drain, and ¾-inch hose connection with integral vacuum breaker.

8. INSULATION

A. All water piping and storm drainage piping will be insulated.

9. MATERIALS

A. Below grade sanitary and storm piping will be service weight cast iron with gasketed hub and spigot fittings.

B. Above grade sanitary and storm piping will be standard weight no-hub cast iron with heavy duty couplings. Piping smaller than 2” will be type DWV copper tube with soldered drainage pattern fittings.

C. Laboratory waste and vent piping will be polypropylene with heat fused joints.

D. Water piping will be type L copper tube with soldered or pressed fittings.

E. Gas piping will be schedule 40 steel with welded steel or threaded malleable iron fittings.

F. Below grade gas piping will be polyethylene with anodeless risers.

G. Insulation will be pre-molded fiberglass with all service jacket.

V. Mechanical and Electrical Narrative

CMTA
A LEGENCE Company

Preferred Schematic Report

Winter Hill Community Innovation School (WHCIS)

115 Sycamore Street, Somerville, MA 02145

Prepared By:
CMTA, Inc.
170 Milk Street
Boston, MA 02109

Prepared For:
Perkins Eastman
20 Ashburton Place, Floor 8
Boston, MA 02108

CMTA Project Number:
BWIC25

Contents

General 4

HVAC Narrative 5

Codes and Standards 5

Estimated Heat and Cooling Block Loads 5

Base – Air Source Heat Pump (ASHP) 5

Alt #1 – Ground Source Heat Pump (GSHP) 6

Geothermal Well Field and Piping System: 6

Alt #2 – Hybrid Geothermal/ASHP System 8

Space Conditioning (ASHP, Hybrid Geothermal) 9

Academic Spaces (Classrooms): 9

Administration Spaces: 9

Library/Media Center: 9

Physical Education/Gymnasium: 10

Cafetorium: 10

Small Group/Collaboration: 11

Electrical Rooms: 11

Data Rooms/Technology Spaces: 11

General: 11

Space Conditioning (GSHP) 12

Academic Spaces (Classrooms): 12

Administration Spaces: 12

Library/Media Center: 13

Physical Education/Gymnasium: 13

Cafetorium: 13

Small Group/Collaboration: 14

Electrical Rooms: 14
Data Rooms/Technology Spaces: 15
General: 15
Ventilation Systems 15
Air Distribution 16
Temperature Control 16
Electrical Narrative 17
Codes and Standards 17
Site Lighting, Power & Security 17
Power Systems 18
Renewable Energy Systems (RES) – Solar Ready 19
RES Alternate – Rooftop Solar 19
RES Alternate – Solar Canopy 20
Building Metering & Sub-Metering 20
Parking Alternate – EV Ready Spaces 21
Fire Alarm Systems 21
Typical K-12 Space Designs 22
Academic Spaces (Classrooms): 22
Administration Spaces (Office, Reception, Teacher Workrooms, Etc.): 22
Physical Education/Gymnasium: 23
Cafeteria/Kitchen: 23
Library/Media Center: 24
Discovery Zones/Small Group/Collaboration Spaces: 24
PT/OT/Speech/Health Rooms 24
Special/Music Classrooms: 25
Art Classrooms: 25

General

The basis of design for this Preferred Schematic Report (PSR), as presented below, is a general description of the concepts and systems proposed for the new facility. Multiple architectural schemes are being considered in this narrative based on layouts dated May 21, 2026. Multiple versions of Layouts pertaining to Addition/Renovation and New Construction are provided. See below for how they relate to MEP narrative verbiage.

- **Layout 1** – Base Repair
  - Option 0 – 93,400 SF +/-
- **Layout 2** – Addition and Renovation, **925 Students**
  - Option 1B – 178,000 SF +/-
- **Layout 3** – New Construction, **690 Students** – Sycamore St
  - Option 2A – 161,000 SF +/-
- **Layout 4** – New Construction, **925 Students** – Sycamore St
  - Option 2B – 184,000 SF +/-
- **Layout 5** – New Construction, **925 Students** – Sycamore St
  - Option 4 – 197,000 SF +/-

The Base Repair scope is described within the existing conditions report provided by CMTA Refer to the 'Winter Hill Community School WHCIS – Somerville, MA – Mechanical/HVAC & Electrical Existing Conditions" report. The base repair option includes repairing all systems described within the report to working order or replacing those systems with in-kind equipment.

For Layout options 2-5, the HVAC Narrative includes three all-electric options. The base HVAC system is Air Source Heat Pump (ASHP). The alternates are Full Ground Source Heat Pump (GSHP) and Hybrid Geothermal/ASHP. The electrical services for all layout options are based on the largest system load (ASHP system). There is a base generator option providing code minimum backup and an alternate generator option to provide additional backup for HVAC heating systems and other loads.

HVAC Narrative

Codes and Standards

All equipment shall be designed per the following codes and standards:

- Massachusetts Building Code, 10th Edition, and all referenced standards/codes
- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- MSBA Guidelines
- LEED for Schools v4 and all referenced standards
- City of Somerville "Somerville Zoning Ordinance"

Estimated Heat and Cooling Block Loads

- Layout 1 – Renovation - 93,400 SF +/-
  - Cooling Block Load: 210 tons
  - Heating Block Load: 2,800 MBH
- Layout 2 – Additon and Renovation – 178,000 +/-
  - Cooling Block Load: 400 tons
  - Heating Block Load: 5,400 MBH
- Layout 3 – New Construction – 161,000 SF +/-
  - Cooling Block Load: 360 tons
  - Heating Block Load: 4,800 MBH
- Layout 4 – New Construction – 184,000 SF +/-
  - Cooling Block Load: 410 tons
  - Heating Block Load: 5,600 MBH
- Layout 5 – New Construction – 197,000 SF +/-
  - Cooling Block Load: 440 tons
  - Heating Block Load: 6,000 MBH

Base – Air Source Heat Pump (ASHP)

This all-electric option consists of roof mounted 4-pipe air-source heat pump(s) capable of providing simultaneous heating and cooling sized for the base simultaneous load. Additional 2-pipe air-source heat pump(s) capable of providing either heating or cooling would be provided sized to meet the peak heating or cooling loads. A trimming boiler plant shall be provided that consists of one (1) electric boiler.

The chilled water pumping system shall consist of two variable flow pumps (one operational – one 100% standby) for pumping chilled water to all fan coil units and rooftop units throughout the building via a closed loop piping system. The pumps shall be in a Mechanical Room and circulate water throughout the building to the individual hydronic equipment. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

The hot water pumping system shall consist of two variable flow pumps (one operational – one 100% standby) for pumping hot water to all fan coil units and rooftop units throughout the building via a closed loop piping system. Additionally, the trimming boiler shall be provided with a circulator pump. The pumps shall be in a Mechanical Room and circulate water throughout the building to the individual hydronic equipment. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

All chilled/hot water piping mains interior of the building shall be insulated Schedule 40 steel with grooved joints and fittings and/or copper piping as an alternative. Terminal equipment run outs shall be copper. The piping will be purged to remove dirt, debris, and air. Ports shall be installed on the ASHP side of the system, building loop side of the system, and throughout the building as necessary to isolate zones for more thorough purging.

A dedicated outside air system (DOAS) shall deliver preconditioned and highly filtered fresh air to all occupiable spaces. The ventilation air is de-coupled from the HVAC heating and cooling with spaces or zones receiving outside air separately, utilizing demand control ventilation via a VAV air terminal and CO2/occupancy control.

Alt #1 – Ground Source Heat Pump (GSHP)

This all-electric option consists of unitary water-source heat pumps for zone heating/cooling control, and an underground closed loop geothermal wellfield. A dedicated outside air system (DOAS) shall deliver preconditioned and highly filtered fresh air to all occupiable spaces. The ventilation air is de-coupled from the HVAC heating and cooling with spaces or zones receiving outside air separately or ducted into the heat pumps utilizing demand control ventilation via a VAV air terminal and CO2/occupancy control.

Geothermal Well Field and Piping System:

The geothermal well field will preliminarily consist of 850 feet deep wells with quantity and circuiting as noted below. The bores will be 6” diameter and will include a factory-made DR-9, 1-1/4” U-tube, fully grouted well. Multiple wells will be piped into a single circuit, with the final number of circuits to be determined based on the final wellfield design. Each circuit will enter into the building in the main geothermal mechanical room located at grade and accessed through the building and shall be equipped

with isolation valves on both the supply and return pipe, as well as balance valves on the return pipe. The wells shall be installed on a 17.5' by 17.5' staggered grid system. The geothermal test bores described below will be used as functional wells in the final layout. All horizontal mains shall be a minimum of 5 feet below grade and the trenches shall be 100% back filled with rock or other suitable materials. Caution tape with an integrated tracer wire shall be placed above the horizontal piping to prevent future damage.

Final sizing of the geothermal wellfield will be established during the design phases utilizing on-site test bore data and computerized simulation software. 1 or 2 geothermal test bores at 850-foot depths will be used to determine geological conditions. Quantity of test bores will be determined based on geothermal wellfield layout. Conductivity tests will be performed to finalize and inform the wellfield design.

For budgetary purposes assume the following for the wellfield sizing:

a. Layout 1 (93,400 SF +/-) 210 tons – 8x5 grid – 40 wells
b. Layout 2 (178,000 SF +/-) 400 tons – 9x8 grid – 72 wells
c. Layout 3 (161,000 SF +/-) 360 tons – 11x6 grid – 66 wells
d. Layout 4 (184,000 SF +/-) 410 tons – 15x5 grid – 75 wells
e. Layout 5 (197,000 SF +/-) 440 tons – 10x8 grid – 80 wells

The geothermal well field pumping system shall consist of two variable flow pumps (one operational – one 100% standby) for pumping the to all heat pumps throughout the building via a closed loop piping system. The pumps shall be located in a Mechanical Room and circulate water throughout the building to the individual heat pumps. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

All geothermal piping mains interior of the building shall be Schedule 40 steel with grooved joints and fittings and/or copper piping as an alternative. Heat pump run outs shall be copper. There will be two pipes (supply/return) routed between the wellfield and central GSHP. The wellfield piping and building piping will be purged to remove dirt, debris and air. Ports for purging of air shall be installed in the mechanical room and accessed through egress doorways sized for installing and removing mechanical equipment. Ports shall be installed on the wellfield side of the system, building loop side of the system, and throughout the building as necessary to isolate zones for more thorough purging. All interior piping shall be insulated.

Alt #2 – Hybrid Geothermal/ASHP System

This all-electric option consists of 6-pipe central plant ground source heat pumps, an underground closed loop geothermal wellfield, and roof mounted 2-pipe air-source heat pump(s) capable of providing either heating or cooling, sized to meet the peak heating or cooling loads. A trimming boiler plant shall be provided that consists of one (1) electric boiler.

The same geothermal wellfield and piping system shall be provided for the hybrid option as in the full GSHP option. However, for the hybrid system, the maximum geothermal capacity that can be fit within the site boundary is under consideration. No wells will be placed or angled under the building. Final sizing of the geothermal wellfield will be established during the design phases utilizing on-site test bore data, computerized simulation software, and conductivity tests to finalize and inform the wellfield design.

For budgetary purposes assume the following for the wellfield sizing:

a. 6x8 grid – 48 wells

The hybrid Geothermal/ASHP system shall consist of the same hydronic system and space conditioning as detailed for the Base - ASHP. Additionally, it will include a geothermal well field pumping system. The pumps shall be in a Mechanical Room and circulate water throughout the building to the individual hydronic equipment. Manual air vents shall be required at each pipe riser. A complete closed loop chemical treatment system shall be required.

A dedicated outside air system (DOAS) shall deliver preconditioned and highly filtered fresh air to all occupiable spaces. The ventilation air is de-coupled from the HVAC heating and cooling with spaces or zones receiving outside air separately, utilizing demand control ventilation via a VAV air terminal and CO2/occupancy control.

Space Conditioning (ASHP, Hybrid Geothermal)

Academic Spaces (Classrooms):

Cooling and heating for the Academic Spaces shall be provided by horizontal concealed fan coil units with a hot water coil, chilled water coil, and an ECM fan motor. Each classroom will be served by a dedicated unit, sized to meet the heating and cooling loads of the space. Most of the units will be ceiling mounted in corridors located throughout the building unless noted otherwise.

Units for each space will be controlled by a thermostat, BAS interface and occupancy sensor interlock. The BAS interface will allow the fan coil units to communicate with the building control system, and the occupancy sensor shall monitor the occupancy in the space, allowing the unit to go into setback mode when the room is vacant for a period of time. All fan coil units shall have fully ducted supply and return sheet metal ductwork. All supply air ductwork shall be insulated with 2.2" thick, ¾ pcf duct wrap with vapor barrier (installed R-value R>6). Return air ductwork shall not be insulated. Each unit shall include a 4" deep Astropleat MERV 11 filter. The Owner shall be engaged to discuss implementation of MERV 13 filters in lieu of MERV 11 filters at terminal equipment.

Each fan coil unit shall include integral disconnect. Condensate for each unit will be disposed of through a floor drain, open receptable, or condensate pump into the sanitary system. Each zone will have a thermostat (adjustable).

Administration Spaces:

Cooling and heating for the Administration spaces shall be provided by fan coil units. HVAC zoning for the Administration spaces shall be divided such that similar use spaces (i.e. a row of offices) shall be combined to be served by one unit. Interior spaces shall be zoned separately from spaces with exterior exposures, in accordance with sound engineering practices.

Each unit shall be equipped with a thermostat and BAS interface, fully ducted air distribution duct systems with insulation, disconnect, and condensate disposal as described above. Where one unit serves multiple spaces, ventilation air shall be controlled by occupancy sensors, which operate a VAV box to provide ventilation air ducted into the return air duct system of the unit or directly into the space.

Library/Media Center:

See "Academic Spaces (Classrooms)" above.

Physical Education/Gymnasium:

Cooling and heating for the gymnasium shall be provided by an energy recovery rooftop unit (RTU), sized to meet the heating and cooling load for the fully occupied gymnasium. This unit shall also be equipped with an outside air intake and relief outlet, in order to allow for the unit to utilize 100% outside air for space conditioning in economizer mode when the ambient air conditions allow. The gymnasium systems will utilize unit-mounted non-ozone (UL 2998 zero-ozone certified) generating bipolar ionization to provide odor control and reduce OA demand in the variable occupancy spaces.

The RTU will be equipped with an energy recovery wheel with at least 65% effectiveness, a hot water coil, and a chilled water coil. The coils will be tied to the building water loops. The fans shall be driven by variable speed motors.

Supply ductwork to the gymnasium shall be double-wall spiral ductwork with diffusers mounted to the side of the duct. The return air for the gymnasium shall be accomplished with a low return air inlet, in order to address any air stratification concerns. Low return air inlets will be supplied with heavy-duty return grilles.

The gymnasium will additionally be provided with destratification fans in order to more efficiently distribute conditioned heating air and in order to raise the temperature setpoint in cooling with the addition of the convective cooling from the High Volume Low Velocity (HVLS) fan.

The ancillary support spaces (offices, gym storage, etc.) will be served by fan coil units, with all associated items as described previously. Ventilation to these spaces will be either supplied directly to the space, or into the return air inlet of the associated heat pump, depending on the space layout and mechanical space configuration.

Cafetorium:

Cooling and heating for the cafetorium shall be provided by an energy recovery rooftop unit (RTU), sized to meet the heating and cooling load for the fully occupied cafetorium. This unit shall also be equipped with an outside air intake and relief outlet, in order to allow for the unit to utilize 100% outside air for space conditioning in economizer mode when the ambient air conditions allow. The cafetorium systems will utilize unit-mounted non-ozone (UL 2998 zero-ozone certified) generating bipolar ionization to provide odor control and reduce OA demand in the variable occupancy spaces.

The RTU will be equipped with an energy recovery wheel with at least 65% effectiveness, a hot water coil, and a chilled water coil. The coils will be tied to the building water loops. The fans shall be driven by variable speed motors.

The kitchen exhaust hood shall be a Type I, grease-removal hood. Kitchen equipment beneath the exhaust hood shall be selected accordingly. The kitchen hood shall be connected to a dedicated upblast exhaust fan and provided with stainless steel ductwork for carrying grease-laden vapor. Makeup Air will be provided via the local rooftop equipment fresh air.

The dishwasher exhaust hood shall also be a Type II condensate hood with a dedicated exhaust fan, like the kitchen exhaust hood. However, consideration should be given to a heat-recovery dish machine, which would eliminate the need for an exhaust hood and would provide potential energy savings by reducing the hot water heating load for the machine. All dishwasher ductwork shall be stainless steel or aluminum.

The walk-in refrigerator and freezer shall each be equipped with dedicated refrigeration systems, provided by the kitchen equipment supplier. These condensing units shall be air-cooled and located outside the building on the roof. Additionally, the kitchen equipment supplier should provide the walk-ins with air economizer systems, to utilize cold outdoor air in the winter to provide free cooling to these walk-ins. These economizer systems consist of intake and exhaust openings with dampers, and a fan at the inlet. The damper position and fan operation shall be controlled by temperature sensors in both the cooler and freezer, as well as an outside air temperature sensor.

Small Group/Collaboration:

See “Academic Spaces (Classrooms)” above. The occupancy status of these spaces shall be monitored by occupancy sensors, to allow these spaces to go into heating/cooling setback mode when they are vacant. This tracking of occupant movement in the building provides energy savings by taking advantage of the diversity of use within these spaces.

Electrical Rooms:

The main electrical room will be served with a ductless mini-split system. A thermostat and BAS controller will be provided as described herein. Remote electrical rooms will not be conditioned or ventilated.

Data Rooms/Technology Spaces:

24/7 Cooling Areas, such as Elevator Equipment and MDF rooms, shall be provided ductless mini-split systems as required. Small electrical rooms and IDF rooms shall be ventilated with plenum air by transfer air fans.

General:

Electric unit heaters shall be provided at the major points of entry.

Space Conditioning (GSHP)

Academic Spaces (Classrooms):

Cooling and heating for the Academic Spaces shall be provided by unitary water-source heat pumps. Each classroom will be served by a dedicated heat pump, sized to meet the heating and cooling loads of the space. Where applicable, a single heat pump will serve two classrooms of similar exposure and each space provided with an adjustable thermostat that will average temperatures for control through the BAS system. Heat pump units shall have two-stage scroll compressors, UV lamps and ECM variable speed fan motors. In general, to reduce quantity of units and associated maintenance, the schools will be zoned with two similar function classrooms on one heat pump with individual control via motorized variable volume dampers. Most units will be horizontal heat pumps, suspended above the ceiling with attenuation and vibration isolation to reduce the sound transmission from the equipment to the space.

Units for each space will be controlled by a thermostat, BAS interface and occupancy sensor interlock. The BAS interface will allow the heat pump unit to communicate with the building control system, and the occupancy sensor shall monitor the occupancy in the space, allowing the unit to go into setback mode when the room is vacant for a period of time. All heat pump units shall have fully ducted supply and return sheet metal ductwork. All supply air ductwork shall be insulated with 2.2" thick, ¾ pcf duct wrap with vapor barrier (installed R-value R>6). Return air ductwork shall not be insulated. Each heat pump unit will include a duct-mounted pre-filter rack. The pre-filters shall be 24" x 24" (4" deep) Astropleat MERV11, standardizing filter sizes throughout the school. The Owner shall be engaged to discuss implementation of MERV 13 filters in lieu of MERV 11 filters at terminal equipment.

Each heat pump will utilize refrigerant R-32 and will have an ozone depleting potential (ODP) of 0.01 or less. Each heat pump shall include integral disconnect. Condensate for each unit will be disposed of through a floor drain, open receptable, or condensate pump into the sanitary system.

Administration Spaces:

Cooling and heating for the Administration spaces shall be provided by unitary water-source heat pumps. HVAC zoning for the Administration spaces shall be divided such that similar use spaces (i.e. a row of offices) shall be combined to be served by one unit. Interior spaces shall be zoned separately from spaces with exterior exposures, in accordance with sound engineering practices.

Each unit shall be equipped with a thermostat and BAS interface, fully ducted air distribution duct systems with insulation, R-32 refrigerant, disconnect, duct-mounted filter rack, and condensate disposal as described above. Where one unit serves multiple spaces, ventilation air shall be controlled by

occupancy sensors, which operate a VAV box to provide ventilation air ducted into the return air duct system of the unit or directly into the space.

Library/Media Center:

See “Academic Spaces (Classrooms)” above.

Physical Education/Gymnasium:

Cooling and heating for the gymnasium shall be provided by a dedicated multi-stage water-source heat pump unit with hot-gas reheat for dehumidification, sized to meet the heating and cooling load for the fully occupied gymnasium. This unit shall also be equipped with an outside air intake and relief outlet, in order to allow for the unit to utilize 100% outside air for space conditioning in economizer mode when the ambient air conditions allow. The gymnasium systems will utilize unit-mounted non-ozone (UL 2998 zero-ozone certified) generating bipolar ionization to provide odor control and reduce OA demand in the variable occupancy spaces.

The gymnasium water source heat pump unit shall have a belt-driven supply fan. Ventilation air to the gymnasium shall be supplied directly to the space via a dedicated VAV box as described previously. Supply ductwork to the gymnasium shall be double-wall spiral ductwork with diffusers mounted to the side of the duct. The return air for the gymnasium shall be accomplished with a low return air inlet, in order to address any air stratification concerns. Low return air inlets will be supplied with heavy-duty return grilles.

The gymnasium will additionally be provided with destratification fans in order to more efficiently distribute conditioned heating air and in order to raise the temperature setpoint in cooling with the addition of the convective cooling from the High Volume Low Velocity (HVLS) fan.

The ancillary support spaces (offices, gym storage, etc.) will be served by unitary water-source heat pumps, with all associated items as described previously. Ventilation to these spaces will be either supplied directly to the space, or into the return air inlet of the associated heat pump, depending on the space layout and mechanical space configuration.

Cafetorium:

Cooling and heating for the cafetorium shall be provided by multiple unitary water-source heat pumps, with all associated items as described previously. Zoning of the dining area shall be planned in accordance with the final layout and exterior exposure(s) of the space. Ventilation to these dining areas shall be

supplied directly to the space, controlled by a CO2 sensor which will modulate a VAV box to provide outside air to the space.

Heating and cooling for the kitchen shall also be provided by a unitary water-source heat pump, sized to meet the heating and cooling loads for the kitchen, including all kitchen equipment loads. The heat pump shall be provided with all associated items described previously.

The kitchen exhaust hood shall be a Type I, grease-removal hood. Kitchen equipment beneath the exhaust hood shall be selected accordingly. The kitchen hood shall be connected to a dedicated upblast exhaust fan and provided with stainless steel ductwork for carrying grease-laden vapor. Makeup Air will be provided via a local rooftop equipment fresh air.

The dishwasher exhaust hood shall also be a Type II condensate hood with a dedicated exhaust fan, like the kitchen exhaust hood. However, consideration should be given to a heat-recovery dish machine, which would eliminate the need for an exhaust hood and would provide potential energy savings by reducing the hot water heating load for the machine. All dishwasher ductwork shall be stainless steel or aluminum.

The walk-in refrigerator and freezer shall each be equipped with dedicated refrigeration systems, provided by the kitchen equipment supplier. These condensing units shall be air-cooled and located outside the building on the roof. Additionally, the kitchen equipment supplier should provide the walk-ins with air economizer systems, to utilize cold outdoor air in the winter to provide free cooling to these walk-ins. These economizer systems consist of intake and exhaust openings with dampers, and a fan at the inlet. The damper position and fan operation shall be controlled by temperature sensors in both the cooler and freezer, as well as an outside air temperature sensor.

Small Group/Collaboration:

See “Academic Spaces (Classrooms)” above. The occupancy status of these spaces shall be monitored by occupancy sensors, to allow these spaces to go into heating/cooling setback mode when they are vacant. This tracking of occupant movement in the building provides energy savings by taking advantage of the diversity of use within these spaces.

Electrical Rooms:

The main electrical room will be served with a ductless mini-split system. A thermostat and BAS controller will be provided as described herein. Remote electrical rooms will not be conditioned or ventilated.

Data Rooms/Technology Spaces:

24/7 Cooling Areas, such as Elevator Equipment and MDF rooms, shall be provided ductless mini-split systems as required. Small electrical rooms and IDF rooms shall be ventilated with plenum air by transfer air fans.

General:

Electric unit heaters shall be provided at the major points of entry.

Ventilation Systems

The outside air system for the buildings shall be de-coupled from the primary heating and cooling. In general, outside air shall be provided directly to the occupied space via one outside air unit. The dedicated outside air handling unit will be modular type (indoor or outdoor depending on the site) and include supply/exhaust plenum fans and utilize double wall construction. The unit shall be variable volume energy recovery type units utilizing building exhaust and general exhaust air to precondition the outside air through desiccant energy recovery wheels. To further condition and dehumidify the outside air, the DOAS will be provided with a heating coil and cooling coil. The type of coil will be dependent on the chosen central mechanical system (ASHP, GSHP, or hybrid geothermal).

The air handling equipment shall be Trane, Carrier, Johnson Controls, Daikin, or approved equal, modular air handing units. The outside air unit will generally consist of one (1) dedicated air handling unit sized as noted below with the following sections/components: exhaust air tunnel will be a filter inlet filter/rack, energy recovery device, and two plenum type, exhaust air fans. The outside air tunnel will include an inlet filter, energy recovery device, access, heating coil, cooling coil with UV lamp, access, two plenum type supply air fans. Each fan will be controlled by a VFD for varying airflow conditions. The exhaust fan is sized at 20% reduction in capacity (thus maintaining building pressurization). The supply air distribution system will supply outside air to VAV terminal units for distribution of outside air to each zone.

Exhaust air (for toilet rooms, janitor's closets, etc.) and as well as general exhaust from all other spaces, shall be fully ducted. All outside air and return/exhaust ductwork shall be insulated with 3" thick, ¾ pcf duct wrap with vapor barrier.

For demand control ventilation, classrooms and other appropriate spaces will also include CO2 and occupancy sensors. The thermostat (and associated sensors), CO2 and occupancy sensors are to interface to the building automation system. The CO2 and occupancy sensor inputs will be utilized to control the space ventilation terminal unit and space temperature set points.

To control outside air, a CO2 monitoring will be provided to take advantage of building diversity. Each variable occupied area will contain a CO2 sensor. The VAV terminal will modulate in accordance with the CO2 measurements. The VAV terminal will also be interlocked with new room occupancy sensor. The ventilation rate will be modulated based on occupied and vacant spaces conditions. Where a single terminal serves multiple spaces, the terminal shall control to the highest-demand space.

Air Distribution

All ductwork shall be galvanized steel constructed to SMACNA's standards. All ductwork joints shall have a sealer applied as dictated by system duct pressure. Ductwork upstream of VAV boxes shall be medium pressure/velocity flat oval type with round runouts to boxes. All medium pressure ductwork shall be pressure tested. Ductwork downstream of the VAV boxes shall be low velocity, rectangular type. All HVAC air distribution systems shall be balanced to AABC standards.

In general, air diffusers shall be aluminum construction with a panel face and round neck (Titus ONMI-AA). Linear slot diffusers shall be used along the perimeter wall. Return and exhaust air grilles to be aluminum construction with a ½" egg-grate face mounted in a 24" x 24" lay-in ceiling panel (Titus 50F).

Temperature Control

A web-based BAC-Net DDC controls system shall be provided for the entire building and associated systems utilizing one of the City's standard control systems (Delta, Trane, Distech/ASI. The controls system will also include a JACE panel to communicate (wired/wireless) over the web-based area network. The BAS shall also interface with the building lighting, exterior lighting, and switch gear / electric metering. BTUH metering shall be provided for the central geothermal system. The system shall be ASHRAE 135 BACnet compliant using BTL listed components.

Electrical Narrative

Codes and Standards

The New or Renovated Winter Hill Community Innovation School shall incorporate an electrical system designed to meet the requirements of the following:

- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- NFPA 70: National Electric Code (2026)
- Americans with Disability Act Accessibility Guidelines (ADAAG)
- MSBA Guidelines
- LEED for Schools v4 and all referenced standards
- City of Somerville “Somerville Zoning Ordinance”

Site Lighting, Power & Security

A new pad mount transformer will need to be located on site to provide power to the building. Transformer will be provided by the local utility. Locations of all items provided by the utility (distribution equipment, raceways and conductors, metering equipment, etc.) to be coordinated with the utility and reviewed with both the owner and architect.

The facility and surrounding site shall be illuminated with LED type light fixtures. Building mounted (wall pack) style fixtures as well as pole mounted lighting for the parking areas shall be utilized. LED lighting will also be provided for the flagpole. Additional accent lighting, pathway lighting, rooftop lighting, etc. shall be provided to accommodate outdoor playground/gathering areas as defined during the design process.

All site lighting shall be controlled via photocell sensors and automatic controls as part of a networked system. The networked system will allow easier user experience, allowing the user to control both the exterior and interior lighting fixtures in one location. The networked system can be wired directly or wirelessly connected to the exterior fixtures based on owner/architect preference. Certain fixtures (both building and pole mounted) could be equipped with motion sensors to completely turn off at night if no motion is detected, thus allowing them to go to full bright upon any motion in the area. These fixtures can also be dimmed to a lower level in lieu of being fully shut down, and would operate otherwise the same, if desired. Light fixtures shall be equipped with cutoff technology (either integral to the fixture or utilizing rear/side shielding) to control light spill to adjacent properties/housing areas.

Power Systems

The building will be provided with the following 480/277V, three phase, four wire electrical system for budgetary purposes:

- Layout 2 (Option 1B) Addition and Renovation – 3,500 Amp
- Layout 3 (Option 2A) New Construction, 690 Students – 3,000 Amp
- Layout 4 (Option 2B) New Construction, 925 Students – 3,500 Amp
- Layout 5 (Option 4) New Construction, 925 students – 3,500 Amp

This service will serve all building and site needs. The service will be provided in a below-grade concrete encased duct bank from the utility transformer and terminate in the main gear lineup in the Main Electrical Room which will be provided with a main circuit breaker. The main circuit breaker will be provided with both arc fault and ground fault protection as well as a maintenance switch to meet the Arc Flash Energy Reduction requirements. The main gear will have a dedicated section with a dedicated circuit breaker for PV. The main gear will also have a dedicated section with a dedicated circuit breaker for a fire pump if required. Distribution transformers of varying sizes will be located chiefly in the Main Electrical Room as well as intermittently throughout the building to provide 208/120V, single or three phase power to devices as required. Panels will be located throughout the building in mechanical spaces and electrical closets, as well as in the main electrical room, to reduce the overall branch circuit length to devices.

A diesel fired emergency generator will be designed for the building, preliminary sizing is estimated to be approximately 300 kW. Generator fuel storage shall be sized for a minimum of 24 hour run time. There will be two transfer switches (branches) associated with the emergency system, and these switches will require a separate room per applicable codes. All life safety systems such as fire alarm and egress lighting, emergency lighting controls, PA Intercom system, Security/Panic systems will be provided on the life safety branch. All misc. loads such as cooler/freezer, IT closet cooling, IT loads, EMS controls, pumps to circulate geothermal loop and select kitchen equipment will be on standby. Additional standby loads will include select outlets in the Gym, Café, Library, and Admin areas, refrigerators in staff break rooms and nurses' station, and a few site lighting poles in select parking areas. Battery backup will be provided for the elevators in lieu of providing a third transfer switch and distribution. The final location of the generator and any additional systems/interconnections shall be coordinated with the owner and the architect.

Alternate pricing shall be provided for a larger diesel generator to serve additional building loads. This generator shall be sized at 800 kW and shall be sized for a minimum of 24 hour run time. There will be three transfer switches (branches) associated with the emergency system, and these switches will require

a separate room per applicable codes. All loads mentioned for the base generator shall be included, as well as the following loads: Elevator and smoke control loads, on a third transfer switch. Mechanical systems associated with heating and cooling of the administration areas, gym, and kitchen. The final location of the generator and any additional systems/interconnections shall be coordinated with the owner and the architect.

A generator docking station (for a portable generator connection) shall be provided on site. A second, larger docking station can be provided to backup main power to the building in conjunction with a smaller generator. Provide alternate pricing for a 2,000A docking station in addition to the base docking station.

Receptacles will be located at teacher workstation locations, fixed locations where equipment requires power and multiple locations on each wall for convenience. All receptacles in student-accessible locations shall be tamper-resistant. Receptacles will be provided throughout the corridor for maintenance and general use purposes. Any group learning areas in corridors or open spaces will be provided with additional power per classroom standards, or as requested by the owner/program specifier. Additionally, any outdoor teaching areas will be provided with multiple receptacles. Most receptacles will be provided with integral USB outlet for device charging. These outlets accept both regular 120V plug heads and USB connections.

Renewable Energy Systems (RES) – Solar Ready

The school will be designed to be ready for Solar photovoltaics (PV Ready). As part of the base scope, a dedicated section of switchgear and pathways to the roof will be provided.

During the design process, a building Energy Use Index (EUI) will be identified to estimate the amount of solar required to offset energy usage. Per IECC Appendix CC: Zero Energy Commercial Building Provisions, the annual onsite renewable energy production and adjusted annual offsite energy production must be greater than or equal to the building energy.

For a PV Ready design, the city will have to procure offsite renewable energy to meet the Appendix CC requirement. The adjusted annual offsite renewable energy required will vary based on EUI and chosen procurement options (community solar, VPPA, RECs, etc.) and their respective procurement factors.

RES Alternate – Rooftop Solar

For this alternative, the onsite PV system will be designed as a self-ballasted, roof mounted system at 5-degree tilt. Across the different layout options, the rooftop PV system has maximum capacity between 315kW to 440 kW, which covers approximately 22-28% of the building energy.

Portions of the PV system can be utilized for educational or showcase purposes as desired and will ideally be in the rooftop classroom area, pending shading due to adjacent roof areas. The PV system would be tied into the overall building distribution system, at the main distribution gear in a dedicated section of the gear. The final size of the solar array, type of panels or harvesting equipment, and location of equipment is to be determined based on the final system selection.

RES Alternate – Solar Canopy

Additional locations where PV can be utilized are canopies above entrances, rooftop play areas, outdoor classrooms, or a ground mounted array. The approximate size of these supplemental arrays shall be determined by the available space allotted on the site. Across the different layout options, the PV canopy capacity ranges from 60 kW to 175 kW. The ground mounted PV canopies vary in length, with two arrays with dimensions of 20ft wide by 40 ft long and one array 20ft wide by 80ft long. The two PV canopies shading the rooftop play areas and outdoor classrooms have dimensions of 35ft wide by 95ft long.

With rooftop solar and solar canopies, the total onsite energy production offsets approximately 33% (500 kW) of the building energy. The city will have to procure offsite renewable energy to meet the Appendix CC requirement.

For budgetary purposes assume the following for solar sizing:

- **Layout 4** – Option 2B – 184,000 SF +/-
    - 315 kW roof mounted solar
    - 175 kW Solar Canopy
- **Layout 5** – Option 4 – 197,000 SF +/-
    - 440 kW roof mounted solar
    - 60 kW Solar Canopy

Building Metering & Sub-Metering

All portions of the HVAC and electrical system will be metered for student and owner use. In addition to the main building electrical meter, all branch circuit and equipment panelboards will be provided with digital electric meters to track specific breakdowns of lighting, power, systems, EV charging, and HVAC loads in a diversified format. This will be implemented to track building performance both during and after installation. Additional sub-metering equipment can be installed to measure specific loads or use group areas, such as kitchen loads, gymnasium, library-media center, classroom, etc. All large public spaces will be metered separately from classrooms as a part of this project.

Additionally, metering can be used as an educational tool to teach students on the benefits of energy reduction, as well as a motivational/competitive tool to engage students to lend a hand in the energy conservation of the facility. The systems shall be implemented in a way to be interactive for both students and staff for the different use cases.

Parking Alternate – EV Ready Spaces

Electrical infrastructure shall be provided to make 10% of parking spaces 'EV-Ready." For the parking garage alternate, (2) 400A 208/120V panelboards shall be located within the parking garage area. Wiring shall be provided in conduit from the panelboards to each 'EV-Ready' space. A handhole shall be provided at each location for future connection to EV Charging equipment.

Fire Alarm Systems

A voice evacuation type fire alarm system will be provided for the building. Manual pull stations and speaker/strobes will be located throughout the building to notify all occupants of potential fires. Refer to each area for the types of devices/head end equipment specified and additional information. Fire alarm devices will be wall/ceiling mounted per area and use group. Outdoor visual only devices will be provided in any play area and outdoor classroom areas. AED devices will be monitored by the fire alarm system. Voice evacuation telephone handsets will be provided at the main control panel location. A remote annunciator panel will be located near the main entrance. Test switches for duct smoke detectors will be required to be mounted at 48" above finished floor.

Typical K-12 Space Designs

Academic Spaces (Classrooms):

Classrooms operate on a typical use schedule of 9:00AM to 4:00PM. Classroom lighting shall be direct/indirect linear pendant LED lighting with digital controls such as vacancy and daylight sensors where applicable such as rooms with large window surface area. Creative/higher profile lighting fixtures and types can be utilized as desired in these spaces. Full dimming will be provided in classrooms and fixtures shall be switched so that teaching wall can be switched separately. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall.

Classroom power will be served by locally placed panelboards in shared electrical/mechanical spaces. Receptacles will be controlled by occupancy sensors where required by code, which will help to reduce the overall energy use of the space. The classrooms shall also contain fire alarm devices as required by code, either ceiling or wall mounted.

Data outlets in classrooms will be minimized to only be present where required for teacher desks and interactive mobile/wall-mounted displays; quantities and specifications to be determined during the design process. All classrooms will be provided with wireless capability, and all technology implemented in classrooms shall strive to be wireless to reduce the number of devices present on the wall.

Administration Spaces (Office, Reception, Teacher Workrooms, Etc.):

The administrative spaces operate on a typical use schedule of 8:00AM to 5:00PM. Lighting shall be architectural, lay-in and downlight LED fixtures or suspended direct/indirect linear fixtures (ceiling type and height dependent) with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. Where required by code, 50% of the single occupant office receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. Admin spaces shall also have fire alarm devices as required by code.

Physical Education/Gymnasium:

The gymnasium shall not be used for any organized sports, or extracurricular/recreational use, outside of the educational program, excluding special events. The gymnasium operates on a typical use schedule of 9:00AM to 4:00PM, with the potential for 1 event after hours, from 4:00PM to 6:00PM. This space will be occupied for 100% of the typical use hours. The gymnasium lighting shall be high-bay type LED fixtures with digital controls such as occupancy and daylight sensors where applicable. Full dimming will be provided, and rows will be switched individually. Gymnasium control switches for lighting, power devices, operable goals and partitions, etc. shall be grouped where possible to minimize device footprint on the gymnasium walls.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces to serve the gymnasium. Where required by code, and outside of operable hours, the gymnasium general power receptacles shall be controlled by occupancy sensors, which will also help to reduce the overall building electrical load. Fire alarm devices shall be provided per code. All lighting and fire alarm devices shall be protected from damage by sports equipment by either wire guards or protective casings.

Cafeteria/Kitchen:

The cafeteria lighting shall be architectural/downlight LED fixtures, or suspended type LED fixtures dependent on the ceiling type. The lighting shall have digital controls such as vacancy/occupancy and daylight sensors where applicable, if the cafeteria is provided with a large enough window surface area as defined by code. Manual lighting controls for the cafeteria shall be located out of reach of students/general public. Receptacles will be located throughout the cafeteria for general power needs and will be controlled by occupancy sensors where required by code and outside of operable hours.

The kitchen operates on a typical use schedule of 6:00AM to 6:00PM, for breakfast and services.. The kitchen lighting shall be gasketed LED fixtures also controlled by the lighting control system such that lights are turned off during unoccupied hours. General power will be served by locally placed panelboards in dedicated electrical spaces in the kitchen floor area, or a nearby corridor/electrical closet. All kitchen equipment shall also be fed from these local panels such as coolers, freezers, the exhaust hood, microwaves, warming equipment and miscellaneous small loads. All kitchen receptacle loads shall be provided with GFCI-type breakers. Fire Alarm devices shall be provided as required by code and shall be tied into the kitchen hood as required by the local AHJ (Authority Having Jurisdiction).

Library/Media Center:

The Library/Media center operates on a typical use schedule of 8:00AM to 6:00PM. The media center lighting shall be architectural, pendant mount, direct/indirect, lay-in and downlight LED fixtures with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Lighting zones shall be defined to highlight teaching areas and will be switched separately from the general media center lighting. Full dimming will be provided for all fixtures. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall. Individual teaching zones may be provided with additional local controls as desired for the operation of the space.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. Power and data outlets will be strategically placed to only be present where required for interactive mobile/wall-mounted displays, or as required for general use in the space. The media center will be provided with wireless capability, and all technology implemented shall strive to be wireless to reduce the number of devices present on the wall. Fire Alarm devices shall be provided as required by code, either ceiling or wall mounted.

Discovery Zones/Small Group/Collaboration Spaces:

Discovery Zones, Small Group, or Collaborative spaces operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Lighting for these areas shall be architectural, lay-in and downlight LED fixtures dependent on the ceiling type in the space. Lighting controls will be digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

PT/OT/Speech/Health Rooms

PT/OT/Speech/Health Classrooms and educational spaces operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Lighting shall be lay-in and downlight, direct/indirect LED fixtures dependent on the ceiling type within each space. Lighting shall be controlled via digital controls such as

vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Full dimming will be provided. All light fixtures shall be tunable white type to achieve health and behavioral benefits in the space.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

Special/Music Classrooms:

Special Classrooms/Music Rooms operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Lighting shall be architectural or lay-in LED fixtures dependent on the ceiling type in the space and provided with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Full dimming will be provided.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

Art Classrooms:

Art Classrooms operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Dedicated receptacles/power shall be provided for electric kilns. Lighting shall be architectural LED fixtures dependent on the ceiling type in the space and provided with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Full dimming will be provided. Additional spotlighting or area lighting may be provided to highlight student art and display areas if desired.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

W. Life Cycle Analysis

Winter Hill Community Innovation School

HVAC LIFE CYCLE COST ANALYSIS

Somerville, MA

CMTA

MEP Engineering | Performance Contracting | Zero Energy Engineering | Technology | Commissioning

General

The Life Cycle Cost Analysis (LCCA) evaluates the total cost of different HVAC systems over a 30-year life cycle. The analysis includes:

- Initial HVAC Cost
- Annual Energy Cost
- Annual Maintenance Cost
- Replacement Costs
- MSBA 3% Reimbursement
- Mass Save Incentives
- Federal Tax Credits

The LCCA evaluates three HVAC systems for the 180,000 sf Winter Hill Community Innovation School. The annual energy cost is based on a blended utility cost rate of $0.22/kWh electricity. It includes a 3% market escalation and a 9% escalation rate for electricity. The LCCA includes projections with and without current federal incentives. Final incentive values and eligibility are subject to policy change.

System Evaluation and Incentive Rates

The choice in HVAC system impacts the building expected energy use intensity (EUI), which affects its ability to meet sustainability goals. The three systems under evaluation are the following:

- All electric – Ground Source Heat Pump (GSHP) System
- All electric – Air Source Heat Pump (ASHP) System
- All electric – Hybrid Geothermal/Air Source Heat Pump System – 60% Geothermal

The table summarizes the impact of HVAC system selection, given that the other design aspects are held equal (i.e. high-performance envelope).

System	Estimated EUI (kbtu/sf)	Replacement Year	Impact on Sustainability Goals
Ground Source Heat Pump System	22	20	• Likely meeting LEED v4 Silver • Meets 25 EUI goal
Air Source Heat Pump System	30	20	• Likely meeting LEED v4 Silver • Low EUI, but does not meet EUI target
Hybrid Geothermal/Air Source Heat Pump System	25	20	• Likely meeting LEED v4 Silver • Meets 25 EUI goal

Mass Save and Federal Tax incentives may be available for the project depending on EUI performance and selected HVAC technology. Mass Save offers both $/SF and $/ton incentives, which depend on the system type & size and building EUI. The Mass Save tiered offerings for Path 1 and Path 2 are shown below. The total incentives, including construction incentives, post-occupancy incentives, and adders are capped at $3 million per project.

Below are the incentive rates for Mass Save Path 1: Zero-Net Energy/Deep Energy Savings.

Table 1: EUI targets & incentives

K-12 Schools	Site EUI Range	Incentives		
		Payable at end of Construction	Payable at end of 1 yr. post occupancy	
		Construction Incentive $/sf	Post Occ. Inc. $/sf	Adder for getting under ZNE EUI target
Tier 2 (high schools only)	23-25	$1.00	$1.25	Not applicable
Tier 1 - Net Zero Level (all schools)	22 or less	$1.25	$1.50	$0.05/EUI point reduction/sf

Below are the incentive rates for Mass Save Path 2: Whole Building Energy Use Intensity (EUI) Reduction Approach.

Table 1: EUI Reduction Incentive Tiers

Path 2: EUI Reduction Incentive Tiers						
Tier	Incentive Rate	Office	Lab/Office	K-12	Lodging	All other building types
1	$0.50/sf	5%-15%	20%-35%	20%-25%	20%-30%	15%-25%
2	$0.75/sf	N/A	N/A	25%-30%	30%-40%	25%-35%
3	$1.00/sf	15% and above	35% and above	30% and above	40% and above	35% and above

The Heat Pump Incentives are available for Path 1 and Path 2 projects.

Table 2: Heat pump tier - new construction

Heat Pump Incentive Rates ($/Ton)*				
Tier	System Size (Tons)	ASHP	VRF	GSHP
1	First 300 Tons	$800	$1,200	$3,600
2	Tons 300-800	$800	$1,200	$2,700
3	Tons 800-1,600	$800	$1,200	$1,800
4	Tons 1,600 and Above	$500	$500	$500
Incentives for each tonnage tier are paid at the respective rate and applied incrementally.				

The Investment Tax Credit (ITC) is a U.S. federal tax incentive that allows businesses to deduct a percentage of the cost of eligible investments and nonprofits, like schools, to get direct payments equal to the value of the credit after the project is placed in service. Geothermal systems are eligible technologies for the Investment Tax Credit.

LCCA Life Cycle Cost Analysis

The LCCA is based on a new construction design for a 180,000-sf school. Year 1 energy costs are based on a blended utility cost rate of $0.22/kWh. The LCCA includes escalation rates for the cost of electricity and maintenance.

The Investment Tax Credit is based on 30% of the total HVAC cost; geothermal systems are eligible for tax credit. The owner will need to consult a tax attorney to confirm potential credit. The cost and incentives associated with Solar PV were not evaluated.

The tables below break down the costs associated with each HVAC option and their final impact on the 30-year Life Cycle Cost (LCC).

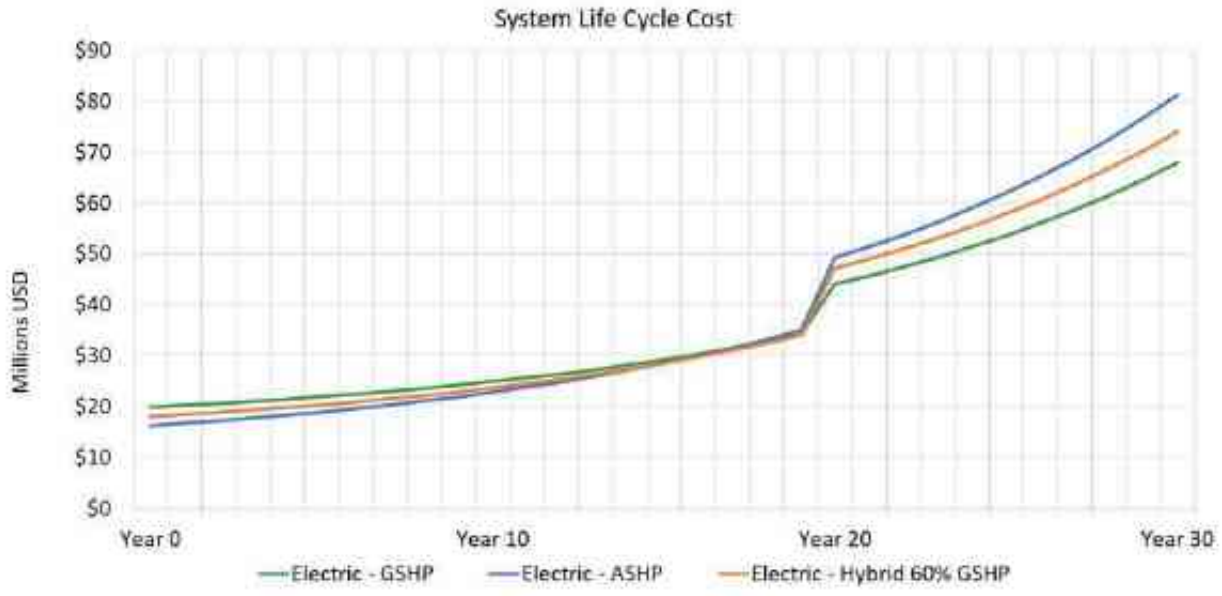
System	HVAC First Costs	Year 1 Energy Cost	Year 1 Mainten-ance Cost	Mass Save Incentive	Invest-ment Tax Credit	Replace-ment Cost
Ground Source Heat Pump	$19,800,000	$255,000	$99,000	$1,870,000	$5,940,000	$8,600,000
Air Source Heat Pump	16,200,000	$348,000	$108,000	$418,000	-	$12,300,000
Hybrid Geothermal/ Air Source Heat Pump	$18,000,000	$290,000	$103,000	$1,200,000	$3,240,000	$11,600,000

The ground source heat pump (geothermal) system has the highest first costs, $3.6 million more than the air source heat pump system and $1.8 million more than the hybrid system. However, across each 30-year LCCA, the geothermal system has the lowest Life Cycle Cost. With the addition of incentives, the life cycle savings of the geothermal system significantly increases compared to the other three HVAC options.

System	Estimated EUI (kbtu/sf)	30-Year LCC without incentives	30-Year LCC with Mass Save & ITC Incentives
Ground Source Heat Pump	22	$67,900,000	$59,500,000
Air Source Heat Pump	30	$81,100,000	$80,200,000
Hybrid Geothermal/Air Source Heat Pump	25	$74,000,000	$69,000,000

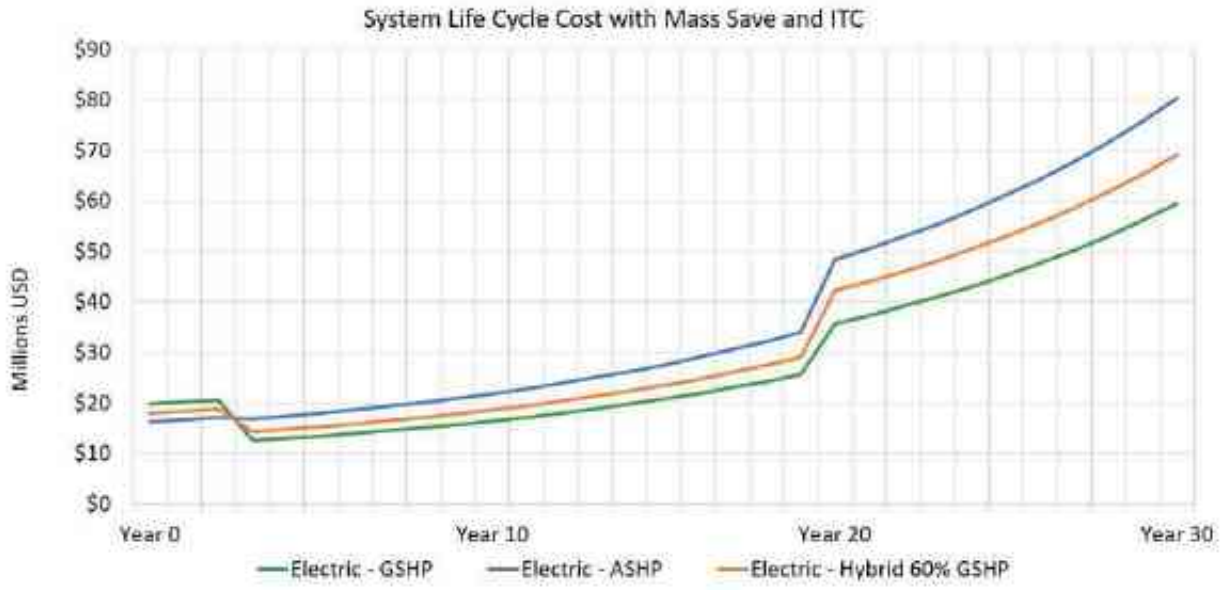
System Live Cycle Cost without Incentives

Based on the 30-year LCCA without incentives, the geothermal system has the lowest life cycle cost. It is $13.2 million less expensive than the air source option.



System Live Cycle Cost with Mass Save and ITC Incentives

Based on the 30-year LCCA with Mass Save and Federal ITC incentives, the geothermal system has the lowest life cycle cost. It is $20.8 million less expensive than the air source option.



X. Security Narrative

Winter Hill Community Innovation School

PSR DESIGN OPTIONS

Provided by: ***Pamela Perini, PSP***

Pamela Perini Consulting, LLC

Date: **July 3*, 2026***

Confidential

INTRODUCTION

Pamela Perini Consulting, LLC (herein referred to as PPC) is an independent security consulting firm located in Waltham, MA, and Providence, RI. PPC provides a number of security consulting services that include risk, vulnerability and security assessments; security master planning; security program assessment, development, evaluation and creation; security plans/drawings and specifications for construction, constructability assessments; peer reviews; service and maintenance contract assessments, creation and bid; and overall security programs, planning, implementation and oversight. PPC and its principal, Pamela Perini holds a number of security credentials that are necessary for multiple security consulting functions.

Pamela Perini, PSP

Principal Security Consultant

Credentials, Certifications, Training, etc.

1. Certified Physical Security Professional (PSP), ASIS International **
2. Certified Crime Prevention Through Environmental Design (CPTED), Facilities Management International
3. PREPaRE WS1: Crisis Prevention & Preparedness: Comprehensive School Safety Planning, Northeast Homeland Security Regional Advisory Council/NASP (National Association of School Psychologists)
4. SANS Isaca/Audit Serve: IT Auditing for Disaster Recovery & Business Continuity Planning
5. OSHA10 Construction, OSHA Training Institute
6. Certification Commonwealth of Massachusetts MCPPO Program, Cyber Threats to Local Government
7. Rhode Island School Safety Committee, Annual School Safety & Security Conference 2019
8. Infrastructure Protection (Master Certification), Texas A&M University Engineering Extension, National Emergency Response and Recovery Center
9. AMTRAK Passenger Train Emergency Response Certification
10. MA IGO Training; IT Procurement: Hardware, Software and Cybersecurity
11. MCPPO Training; Cybersecurity 101: Addressing Threats to Local Government
12. Essentials of Facility Security Design, ASIS International
13. Critical Thinking for Security Solutions: Analytical Skills & Intelligence Analysis for Security Professionals, ASIS International

FEMA Certifications

1.	FEMA AWR-136	Essentials of Community Cybersecurity
2.	FEMA AWR-175	Information Security for Everyone
3.	FEMA AWR-375	Risk Management for After School Activities & Interscholastic Athletics
4.	FEMA ISC-100	Introduction to Incident Command
5.	FEMA IS-120.c	Introduction to Exercises
6.	FEMA IS-700	National Incident Management System (NIMS)
7.	FEMA IS-906	Workplace Security Awareness
8.	FEMA IS-907	Active Shooter

9.	FEMA MGT-384	Community Preparedness for Cyber Incidents
10.	FEMA AWR-213	Critical Infrastructure Security & Resilience
11.	FEMA MTG-310	Jurisdictional Threat & Hazard Identification and Risk Assessment
12.	FEMA MGT-414	Advanced Critical Infrastructure Protection
13.	FEMA MGT-315	Critical Asset Risk Management
14.	FEMA AWR-383 Management	Cybersecurity Risk Awareness for Officials and Senior

*** The Physical Security Professional (PSP) ASIS credential is subject to The Department of Homeland Security's Safety Act. The SAFETY Act Designation gives ASIS board-certified professionals and their customer's immediate protection from lawsuits involving ASIS certification and the ASIS certification process that arise out of an act of terrorism. Not only does it limit the types of liability claims that can be brought against a certificant, but it also entitles the certificant to immediate dismissal of those specific types of claims.*

PPC has been engaged by Perkins Eastman as their security consultant for the Winter Hill Community Innovation School project in Somerville, Massachusetts. PPC has developed this security options for PSR narrative to review the various design options presented. PPC shall comment on information provided regarding architectural features that assist in the security programs, or strength/weaken the level of protection of the school from the site to the building, and interior assets. Our ultimate goal in School Building projects is to provide an environment for safe and secure 21st Century learning without institutionalizing the building and site.

This document is provided as a **CONFIDENTIAL** informational outline for the five final design options for an MSBA construction project at the Winter Hill Community Innovation School.

Creating a safe and secure environment that promotes and supports 21st Century learning is the goal of all PreK-12 school construction projects, and assessing existing conditions is the first step in the process. School safety and security protect students, teachers, faculty, staff, administration and visitors, and must be addressed from the whole facility concept, and feasibility through to the facility use, during both school hours and non- school/after-school hours. Identifying and mitigating the current risks is critical in moving forward in the process. Cybersecurity is also a contributing factor in any assessment, and assessing the school's ability to react during an incident.

Ensuring that the critical infrastructure and supporting information security is protected is paramount in protecting school district data and privacy. The information being stored by and shared by the systems is important to protect. Additionally, we seek to protect the privacy of children, students, teachers, faculty, staff, administration and visitors as needed. The school is a learning environment for young elementary school students.

FEMA states that school districts must: prevent, protect, mitigate against, respond to and recover from incidents that may be disruptive to our PK-12 schools and their building/facility occupants. All of these components should be addressed in the development of an overall School Security Program. This process and subsequent program include the review of processes and policies, and providing electronic measures that complement these processes and policies to protect the school from human-caused, technological, and natural disaster threats, hazards, risks and incidents. Identification of vulnerabilities should be part of the

process as well, and measures to potentially mitigate them.

All security programs need processes, policies, technology and training to support the Electronic Security System measures that are in use and installed. This use is most important to those stakeholders responsible for the response to incidents; the First Responders. By assessing and applying various security concepts, we are able to review the existing conditions of the site, and lead us to understanding the gaps, vulnerabilities and needs of the Winter Hill Community Innovation School.

Security review of the Design options

The purpose of this document is to provide a high-level review of the design options considered for the Somerville Winter Hill School. From a Security Standpoint, we have reservations regarding Options Base Repair, and the Add/Reno options will provide challenges. Any repurposing of the school can provide unforeseen challenges and does not provide the optimal designed architectural configuration for incident response.

Regardless of the option selected, the same strategies will be applied from a Security standpoint. We will start at the perimeter of the site and create layers of protection ensuring that the assets; people, faculty, staff and visitors, and property are protected.

We will aply the following standard measures with the names systems:

Access Control System:

- We will ensure safe entry points into any building perimeter opening utilized by credentialed people.
- All Access Control and non-Access Control doors will be monitored with door contacts including any overhead doors.
- All IDFs, MDFs and rooms holding any critical infrastructure or high value assets will have access control.
- Any records rooms will have access control or be locked. We recommend access control as it has an audit trail.

Video Management System:

- All cameras will be assessed for location, type, mounting, megapixels and storage impact.
- We will provide any video management cameras required to view perimeter play spaces, ensuring no strangers are with the students.
- All perimeter entryways and secure vestibules will be covered with video management system cameras.
- Stairwells and outside of bathrooms will be covered by Video Management Cameras.
- Large spaces like the Cafetorium and the Gym will be covered bu the Video Management System.
- Hallways are covered by the Video Management System.
- Locations as needed will be covered by the video management system.

Intrusion Detection System

- The Intrusion Detection System will be utilized after hours for alarming.
- The Duress buttons in the office and required locations will be monitored 24/7 by the intrusion detection system.
- Motion sensors will be installed in various school locations that include all first floor

perimeter rooms.

- All perimeter doors contacts (double pole double throw) will be tied into the intrusion detection system and will be monitored afterhours
- The Gym will be covered by morion detection as they are notoriously known as a mischief location by vandals.
- Behind the stag curtains will be covered by motion detection as again this location is notorious for mischief.

Video Intercom System

- The Video Intercom System shall all for screening into the building via the Secure Vestibule and whatever addition secure entry points the school shall designate.
- The Locking hardware required or door release buttons shall be included in project design to ensure the desired function from the required location.
- The Video Intercom Camera shall be integrated with the Video Management System to record all of those that the secure vestibule.

Critical Infrastructure

- The School District has a standard network configuration that this school shall communicate over.
- All required information shall be coordinated with the school IT Department.

Comments on the base repair option bringing the building up to code, will be a small part of this narrative as Security and Low Voltage are not required for occupancy and are not code driven.

All existing site options, renovation and Addition/Renovation would require reassessing all current locations of security devices (cameras, card readers, doors, door hold opens, operable windows, etc.) and adjusting locations accordingly. The existing conditions assessment showed that there were very limited, inconsistent and aging Security devices; limited card readers, limited cameras, limited motion detectors (some of which were inoperative), and an aging video intercom system. A large percent of new and moved devices must be surface-mounted with exposed pipe, as not all walls are penetrable. The current options for compartmentalization will be assessed in all design options for incident response. The existing structure in Base Repair option, has multiple entrances which pose a security threat in and of itself. Some of these entrances may be retained in the Add/Reno option as well.

Systems for the new design

There are currently platforms and infrastructure that will be extended as part of this new project. Additionally, the school district has critical infrastructure that will be maintained in a new facility, whether new, reno or add/reno. The System Platforms are:

- Access Control System is Software House CCURE. The new Somerville High School installed a Series P license that will be upgraded and expanded.
- Video Management System is ExacqVision and we recommend Axis Communications Cameras.
- Intrusion Detection system is Bosch and we will maintain that standard.
- The PoE and Network Infrastructure is based on HP Aruba core and edge devices, and we will extend that Network Infrastructure.

Five Options

The following are the early-stage PSR narratives reported:

- **Base Repair**
- **Addition/Renovation for 925 Students**
- **New Construction Option 2A, 161,198 sq ft. for 690 Students**
- **New Construction Option 2B, 183,835 sq ft. for 925 Students**
- **New Construction Option 4, 196,830 sq ft. for 925 Students**

Base Repair (see above)

Addition/Renovation



Figure 1: Add/Reno

Addition/Renovation Comments:

- Interior Building Flow and Security/Interior Detail:
    - The existing building has somewhat of a secure vestibule configuration at the main entrance.
    - The building layout is choppy, and has been expanded to add space on a number of occasions over time.
    - Most of the hallways are long and straight but choppy, with fire doors separating them. There were fire doors with old chain hold-open magnets.
    - The interior systems were limited and new head end, critical infrastructure and systems are recommended across the board as many of the systems and components were reaching end of life, were inconsistent, were not functioning or were positioned improperly. This too would require a full security systems update and upgrade.
    - If new field devices are to added, many will have to be surface mounted with conduit given the existing school construction.

New Construction 2A, 161, 198 sq ft for 690 Students

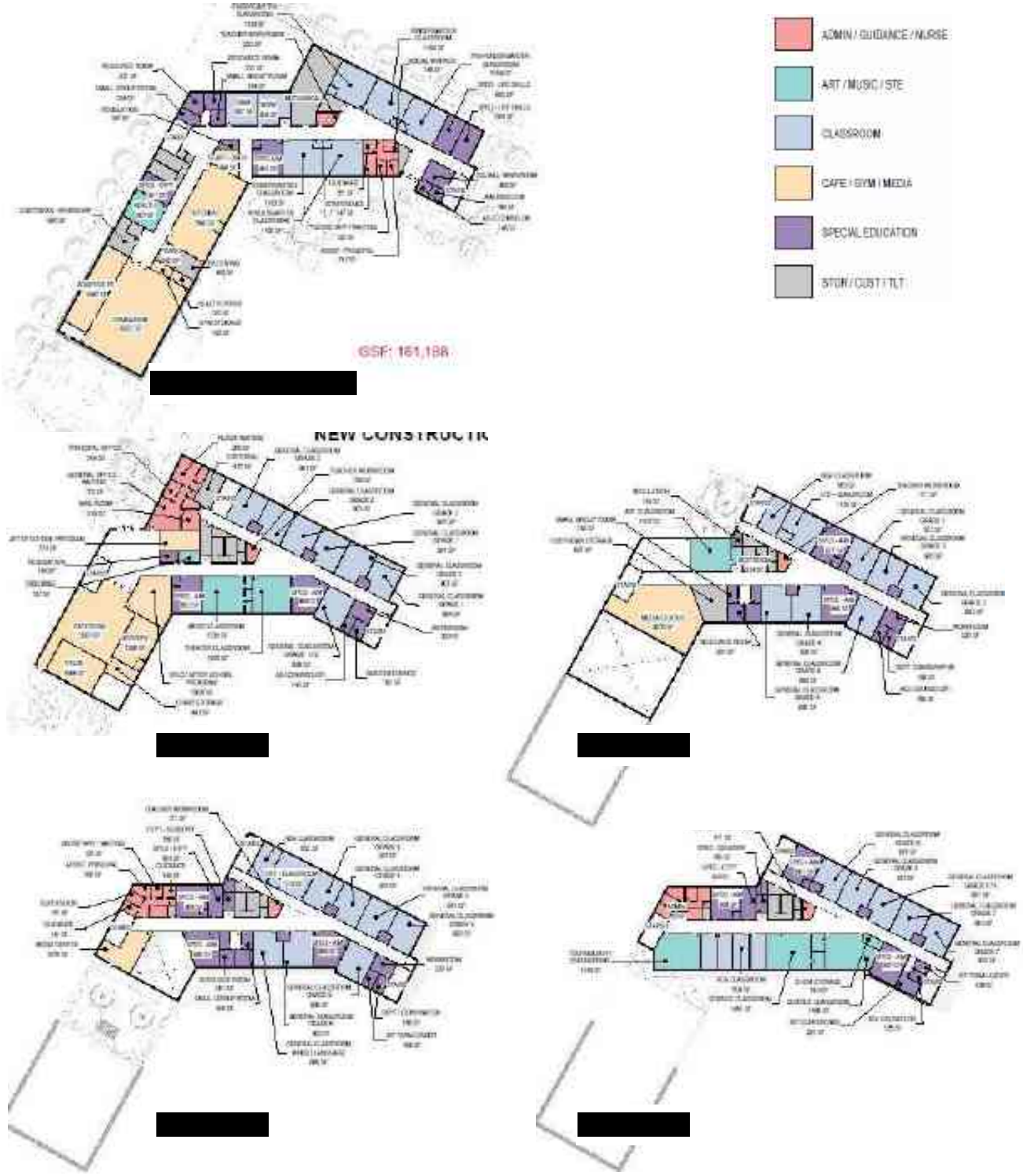


Figure 2: New Construction Option 2A

New Construction 2A Comments

Any new construction is far easier to secure than a base repair or an ADD/RENO. All systems may be installed new and connections between them may be easily planned, bid and executed.

- Interior Building Flow and Security/Interior Detail:
    - This new construction is more geometric and linear than the existing building. Placement of devices will be clean.
    - A Secure Vestibule is provided.
    - Most of the hallways are long and straight. We will provode door hold opens and connect them to lockdown for the proper sequence.
    - The interior systems will be connected to the existing access control and a new video management system will be provided allowing the First responders access during an incident.
    - If new field devices are to added, they will not be surface mounted with conduit given the existing school construction. All devices shall be recessed.

New Construction Option 2B, 183,835 sq ft for 925 Students



Figure 3: New Construction Option 2B

New Construction Option 2B comments

This New Construction of option 2B, is similar to option 2A with long straight hallways that would provide for compartmentalization as needed.

New Construction Option 4, 196,830 sq ft. for 925 Students



Figure 4: Option 4

New Construction Option 4 Comments

Very similar to option 2A and 2B, this new construction configuration is good. This configuration or design is most favorable as there is a large foyer lobby that should an adversary penetrate the exterior vestibule; the school has time to initiate the lockdown protocol and sequencing. This space will buys time, which is one of the most important factors in incident response.

We would question however the function of the hallways jut outs and the non-parallel hallways walls on Level 1-5 on the academic wing. New Construction here again provides for ease of better systems design to meet the needs of the building architecture.

CONCLUSION

The security program in any PK-12 School is a combination of People, Technology, Policies and Operations, all working together to mitigate risks, and provide a safe, secure and effective environment for 21st Century Learning, and in some cases community space.

All of the school district stakeholders should participate in the development of a whole security program for the school, whether the school be slated for demolition and new construction, an add/reno project or a renovation. The school needs to ensure the district is prepared with Emergency Response Plans for incidents in any building they work with.

Of the five options, the preferred options from a Security Standpoint are new construction Options 4, 2A and 2B, with 2B being number one. These options are best able to provide a designed level of protection for the school with a safe and secure educational environment. In new construction, we are also allowed to build the best critical infrastructure to support the new educational facility with unencumbered access to pipe and cable runs. Not having to navigate existing architecture and space, while meeting the educational needs of the school is ideal.

##

Figure 5: Option 4

Y. Permitting Matrix

Winter Hill Community Innovation School		August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April
Preliminary Permitting Matrix		2026					2027												2028			
Phase		Feasibility		Schematic Design									Design Development						60% Construction Documents			
Task/Permit Application																						
Mobility Division:																						
Project Review - The Design Team met with Somerville Mobility 7/30/2026																						
Initial Mobility Management Plan (MMP)	3 Month																					
Preliminary Transportation Access Plan (TAP)	3 Month																					
Transportation Impact Study (TIS)	1 Month																					
Transportation scoping memorandum (TSM)	1 Month																					
Mobility Management Plan (MMP)	4 Month																					
Transportation Access Plan (TAP)	4 Month																					
Zoning Board - Site Plan Approval - Special Permit is not required on this project based on: 1.1.3.a.ii Real property used or occupied by the City of Somerville is exempt from the provisions of this Ordinance The City has recommended that we plan for the following																						
Project Review - The Design Team met with Somerville Planning on 8/12/26	1 Meeting																					
Step 0: Pre-Submittal Meeting - Not Required																						
Step 1: Neighborhood Meeting - Design Team to meet with Neighborhood 2x's in SD	2 Meeting			1		2																
Step 2: Design Review Meeting (preferred schematic) - Exterior Review	1 Meeting																					
Step 3: Neighborhood Meeting Design Team to meet with Neighborhood before Vote	1 Meeting								3													
Step 4: Application Submittal Not Required																						
Step 5: Application Review & Staff Report Not Required																						
Step 6: Public Notice City will post on agenda																						
Step 7: Public Hearing - Desing to present project in public Hearing - Informational	1 Meeting																					
Step 8: Decision - Not Required																						
Step 9: Appeal Period Not Required																						
Step 10: Certification of Decision Not Required																						
Stormwater Management Plan Approval																						
Preliminary Stormwater Management Review	1 Month																					
Stormwater Managemen Permit	2 mMonth																					
Tree Removal Permit																						
Walk Site with Urban Forestry Department	1 Meeting																					
Submit Tree planting Plan																						

LEC WETLANDS WILDLIFE WATERWAYS

MEMORANDUM

DATE: **January 20, 2026**

TO: **Lisa Pecora, Perkins Eastman - Boston**

FROM: **Claire Hoogeboom, Wetland Scientist** CH

RE: **Winter Hill Community Innovation School**
Winter Hill and Trum Field Properties
115 Sycamore Street and 541 Broadway
Parcel IDs: 48-D-11, 32-K-1, and 32-J-3
Somerville, Massachusetts

PROJECT #: **PEB\25-358.01**

LEC Environmental Consultants, Inc. (LEC) conducted a desktop analysis and site evaluation on December 10, 2025, to support preparation of an environmental permitting analysis for the proposed Winter Hill Community Innovation School in Somerville, Massachusetts. LEC evaluated the following properties:

- 115 Sycamore Street (Parcel ID: 48-D-11) Winter Hill Community School
- 541 Broadway (Parcel IDs: 32-K-1 and 32-J-3) Trum Field Park

This environmental permitting analysis is prepared to evaluate the following statues and regulations:

- *Massachusetts Environmental Policy Act* (*MEPA*; M.G.L. c 30, s. 61-62H) and the *MEPA Regulations* (301 CMR 11.00).
- *Massachusetts Wetlands Protection Act* (M.G.L. c. 131, s. 40, the *Act*, its implementing *Regulations* (310 CMR 10.00, the *Act Regulations*).
- *Public Waterfront Act* (Chapter 91, Section 10) and its associated *Massachusetts Waterways Regulations* (310 CMR 9.00).
- Massachusetts Clean Water Act (M.G.L. c 21, s 26-53) and the *401 Water Quality Certification Regulations* (*WQC Regulations*; 314 CMR 9.00).
- Section 10 of the *Rivers and Harbors Act* (33 U.S.C. §403).
- Section 401 of the *Federal Clean Water Act* (33 U.S.C. §1251 et seq)
- Section 404 of the *Federal Clean Water Act* (*CWA*; 33 U.S.C. §1344, *et seq.*).
- *Endangered Species Act* of 1973 (*ESA*, 16 U.S.C. 1531-1544, 87 Stat. 884)

Existing Conditions and Wetland Resource Areas

Winter Hill Property

The 1.97± acre parcel located within the central portion of Sommerville contains the 89,410± square foot abandoned Winter Hill Community School building (Attachment A, Figures 1 and 2). Built in 1974, the building is situated within the western portion of the parcel and extends parallel to Sycamore Street. The main entrance is located in the southern portion of the building off Medford Street. A play-structure is situated between the building and Medford Street, and a paved driveway extends into the parcel from Medford Street, providing access to an exterior dumpster. A school yard enclosed by a chain link fence is located within the northern portion of the parcel along Evergreen Avenue, consisting of a basketball court, raised-bed garden, swing set, a sloped play structure, a small AstroTurf field, and a bituminous sidewalk. A concrete staircase descends from the school yard to a courtyard comprised of paved areas, isolated landscaping, and benches. A majority of the parcel is comprised of impervious surfaces. According to the Massachusetts Historical Commissions MACRIS website, the parcel is not located within a historic district, nor does it contain historic or archaeological structures.

The Winter Hill property is not mapped within an Areas of Critical Environmental Concern (ACEC), Outstanding Resource Water (ORW), or within Natural Heritage & Endangered Species Program (NHESP) Estimated or Priority Habitats of Rare Species or Wildlife (Attachment A, Figure 2). According to the FEMA Flood Insurance Rate Map (FIRM), dated July 8, 2025 (Community panel: *25017C0438F*), the property is mapped within a Zone X [unshaded]: *Area of Minimal Flood Hazard* (Attachment A, Figure 3).

Trum Field Property

The 4.65±-acre Trum Field property is located approximately one mile northwest of the Winter Hill Community School property (Attachment B, Figures 1 and 2). The pervious portions of the property contain a baseball diamond, a softball field, and manicured lawn throughout. A covered observation pavilion is situated within the north-central portion of the property along Broadway and is flanked on each side with metal bleachers. The south-central portion of the site contains two basketball courts with 13 perpendicular parking spaces directly off Franey Road, directly southeast of the courts. A cluster of mature trees are situated west of the courts. The park is enclosed with chain link fencing ranging between 10 to 30 feet tall, with openings for pedestrian access. The publicly accessible Trum Field, absent the paved parking spaces off Franey Road, is identified as Article 97 Open Space (Attachment B, Figure 4). According to the Massachusetts Historical Commissions MACRIS website, the parcel is not located within a historic district, nor does it contain historic or archaeological structures.

The site is not mapped within any ACEC, ORW, or within NHESP Estimated or Priority Habitats of Rare Species or Wildlife (Attachment B, Figure 2). According to the FEMA Flood Insurance Rate Map (FIRM), dated July 8, 2025 (Community panel: *25017C0438F*), the property is mapped within a Zone X [unshaded]: *Area of Minimal Flood Hazard* (Attachment B, Figure 3).

Permitting Analysis

The following analysis addresses environmental permitting considerations based on LEC's desktop review and December 10, 2025, site evaluation. The two subject parcels do not contain any Wetland Resource Areas, jurisdictional Buffer Zones, Floodplain and/or Waters of the United States (WOTUS). Trum Field is identified as Article 97 land.

MA Environmental Policy Act Environmental Notification Form/Environmental Impact Reports

MEPA review applies to projects that require State Agency Action and exceed a MEPA Review Threshold at 301 CMR 11.03 that is "conceptually or physically related to the subject matter of one or more required [state] permits." Financial Assistance is considered conceptually or physically related to any subject matter. Therefore, MEPA review applies if the project exceeds any Review Threshold.

Regardless of the site selected for construction of the new Winter Hill Community Innovation School, the project will involve Agency Action as it will receive Financial Assistance (i.e., MSBA reimbursement). The project will be subject to MEPA review if a Review Threshold is exceeded at 301 CMR 11.03(1) through (12). Considerations for the two properties are provided below.

Winter Hill Property

The 1.97± acre Winter Hill property is almost entirely comprised of impervious surfaces and redevelopment does not appear to exceed any land thresholds. If redevelopment at the existing school property is selected, LEC recommends consistent consultation with the project team to evaluate MEPA Review Thresholds (i.e., water, wastewater, transportation, etc.) as the design progresses to confirm if MEPA review is required.

Since the Winter Hill property is mapped within *Environmental Justice (EJ) Block Group 3 (Criteria = Minority*), *Census Tract 3503, Middlesex County, Massachusetts* (Attachment A, Figure 5) and is within one mile of 55 other EJ Block Groups, if the project exceeds a MEPA Threshold, an Environmental Notification Form (ENF), Draft and Final Environmental Impact Report (DEIR/FEIR) or perhaps an Expanded ENF and Single EIR filing with MEPA would be required.

Trum Field Property

The 4.65±-acre Trum Field property is almost entirely comprised of pervious surface, dissimilar to the Winter Hill property. Additionally, the property is identified as Article 97 Land and as such, will be subject to Agency Action (i.e., Financial Assistance and a Land Transfer) and MEPA review.

According to 301 CMR 11.03(1)(b)(3) any project proposing a change in the designated Article 97 use will require the filing of an ENF. The property is mapped within the *Environmental Justice (EJ) Block Group 3 (Criteria = Minority*), *Census Tract 3503, Middlesex County, Massachusetts* (Attachment B, Figure 6) and is within one mile of 55 additional EJ Block Groups; as such, a DEIR and a FEIR (or perhaps an Expanded ENF and Single EIR) filing would be required in addition to compliance with the EJ 45 day Notice and the EJ Policy.

MA Wetlands Protection Act Regulations

No Wetland Resource Areas, Floodplain, Buffer Zones, and/or Waters of the United States (WOTUS) occur within the two subject parcels. As such, permitting with the Somerville Conservation Commission in accordance with the *Act* and *Act Regulations* is not required for proposed development at either of the properties.

Stormwater Management Plan Permitting

The City of Somerville's Engineering Department adopted a Stormwater Management Program (SWMP) based on the requirements of the National Pollutant Discharge Elimination System (NPDES) Municipal Separate Storm Sewer System (MS4) Permit. State authorization of an MS4 permit may be applicable to development at both properties. Since neither site is subject to the *Act* and *Act Regulations*, any proposed project on either site would not be required to comply with the MassDEP Stormwater Management policy. LEC recommends consulting with the project engineer to confirm local and state stormwater permitting requirements.

Chapter 91 Permitting

Neither site is located within, or in proximity to, the Historic High Water Mark to tidal waters (Attachment A, Figure 5 and Attachment B, Figure 6). As such, neither site is subject to jurisdiction under the *Public Waterfront Act* (Chapter 91, Section 10) and its associated *Massachusetts Waterways Regulations* (310 CMR 9.00).

Water Quality Certification Permitting

Water Quality Certification applies to project that propose work within wetlands and/or Land Under Water. Neither site contains Wetland Resource Areas and/or WOTUS. As such, neither site is subject to the Massachusetts Clean Water Act (M.G.L. c 21, s 26-53) and the *WQC Regulations* (314 CMR 9.00) or Section 401 of the *Federal Clean Water Act* (33 U.S.C. §1251 et seq).

U.S. Army Corps of Engineers (ACOE) Permitting

Since the two properties do not contain WOTUS, neither project is subject to jurisdiction under the Section 404 of *Federal Clean Water Act* (33 U.S.C. 1344) and/or Section 10 of the *Rivers and Harbors Act* (33 U.S.C. §403). Therefore, permitting with the U.S. Army Corps of Engineers is not required.

Federal Environmental Protection Agency (EPA) Permitting

Both sites are greater than one acre, and the proposed school project would presumably result in more than one acre of land disturbance, requiring filing a NOI Application with the EPA NPDES Program to receive an NPDES Permit. This permit application is typically prepared by a Massachusetts licensed professional engineer and will require preparation of a Stormwater Pollution Prevention Plan (SWPPP).

This permit functions as a federal nexus and will require endangered species habitat (specifically related to the Northern Long-Eared Bat and Tri-Colored Bat) consultation with the U.S. Fish & Wildlife Service

(USFWS) under the federal *ESA*. The USFWS may impose Time of Year (TOY) restrictions for tree clearing to protect Northern Long-Eared Bat and Tri-Colored Bat.

Summary

The anticipated Winter Hill Community Innovation School development at the two properties under consideration does not include any significant temporary and/or permanent alterations to Wetland Resource Areas, Buffer Zones, Floodplain, and/or WOTUS protectable under local, state, and/or federal statutes. Following site selection and prior to developing more detailed conceptual design plans, LEC recommends that the project team consults with LEC to confirm whether the proposed project will require MEPA review. If MEPA review is anticipated, LEC recommends scheduling consultation discussions with the MEPA Unit as soon as possible and engaging in community outreach.

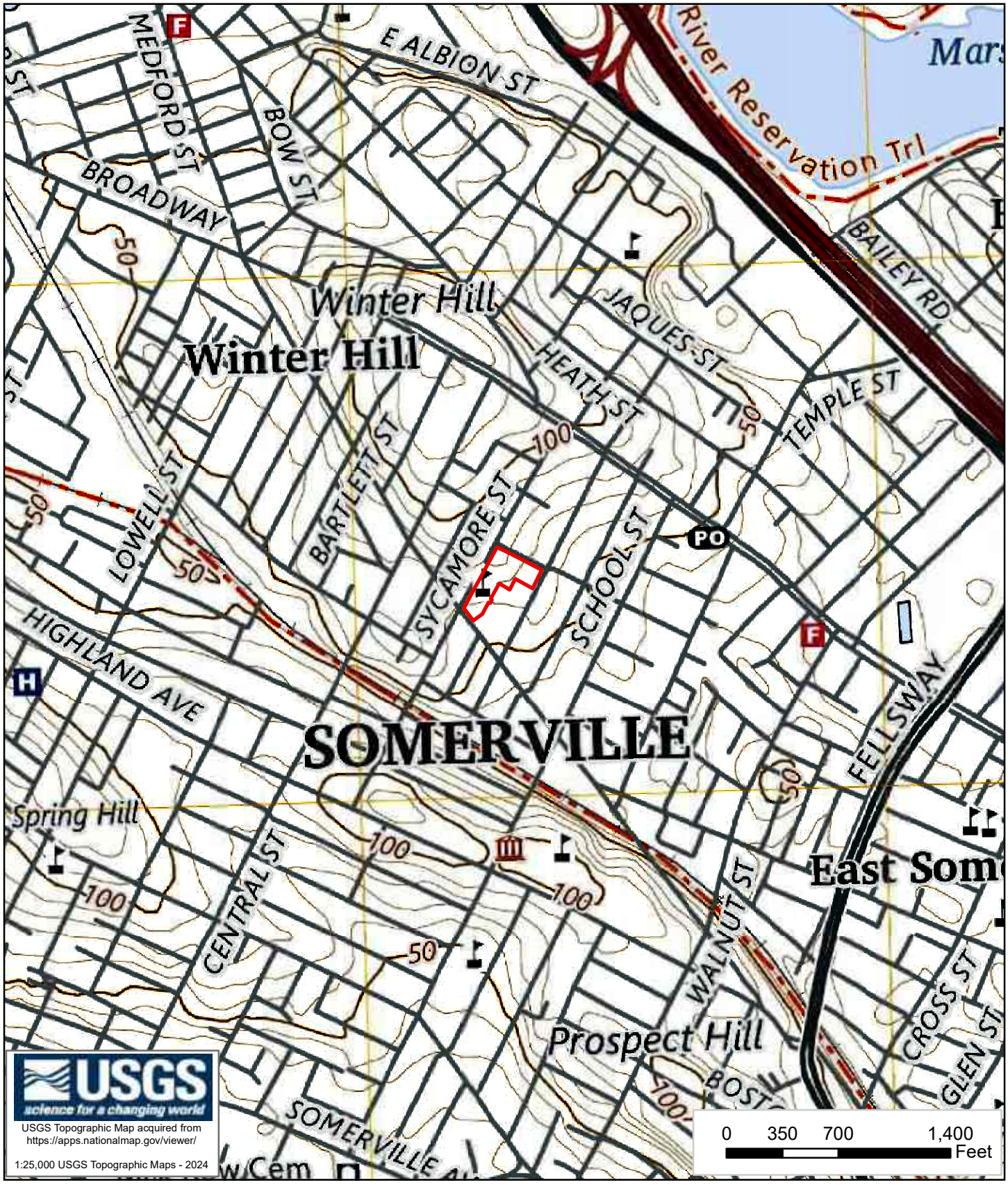
A proposed, the project at the Winter Hill Property may require MEPA review and will require a federal NPDES Permit. As proposed, the project at the Trum Field Property will require MEPA review and a NPDES Permit. The proposed school project is not anticipated to require the following environmental permits/approvals:

- NOI Application with the Somerville Conservation Commission to receive an OOC.
- Waterways Application with MassDEP Waterways to receive a Chapter 91 License.
- Water Quality Certification Application to receive a 401 Water Quality Certification from MassDEP Wetlands.
- Application to receive a Sec. 404/10 General Permit from ACOE.

Attachment A

Winter Hill Locus Maps

Figure 1: USGS Topographic Map
Figure 2: Orthophoto: ACEC, ORW and NHESP Map
Figure 3: FEMA Flood Insurance Rate Map
Figure 4: Environmental Justice Map
Figure 5: Orthophoto: Chapter 91 Jurisdiction Map



LEC Environmental Consultants, Inc.

Plymouth, MA
508.746.9491
www.lecenvironmental.com

Figure 1: USGS Topographic Map
Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026



LEC Environmental Consultants, Inc.
Plymouth, MA
508.746.9491
www.lecenvironmental.com

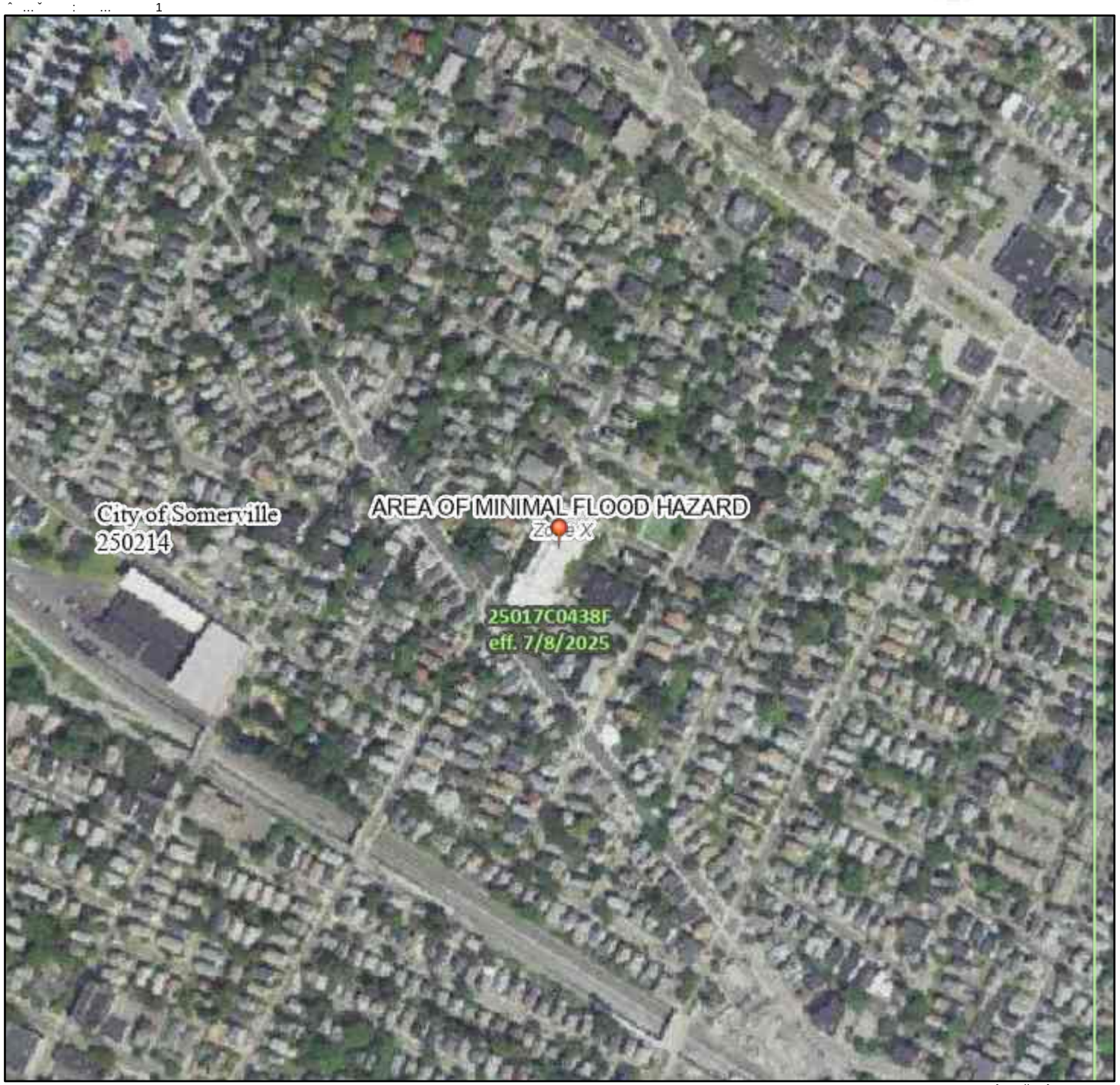
Figure 2: Aerial NHESP, ACEC, ORW Map

Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026

1DWLRQDO)ORRG +D]DUG / FEMA



)HHW

/HJHQG

6(( ),6 5(3257)25 '(7$,/(' /(*(1' $1' ,1'(; 0$3)25),50

63(&,$/)/2
+$=$5' $5(
:LWKRXW %DVH)ORRG (O
:LWK %)(RU ,QHSW
5HJXODWRU\ )ORRGZD\

$QQXDO &KDQFH)ORR
RI DQQXDO FKDQFH IO
GHSWK OHVV WKDQ RQH
DUHDV RI OHVV WKDQ RQ
)XWXUH &RQGLWLRQV
&KDQFH)ORRG +D]DUG
$UHD ZLWK 5HGXFHG)OR
/HYHH 6HH 1RWHV
27+(5 $5($6 2)
)/22' +$=$5'
$UHD ZLWK)ORRG 5LVN

12 6&((
$UHD RI 0LQLPDO)ORRG
(IIHFWLYH /205V
27+(5 $5($6
$UHD RI 8QGHWHUPLQHG

*(1(5$/
6758&785(6
&KDQQHO &XOYHUW RU
/HYHH 'LNH RU)ORRGZD

&URVV 6HFWLRQV ZLWK
:DWHU 6XUIDFH (OHYDWL
&RDVWDO 7UDQVHFW
%DVH)ORRG (OHYDWLRQ
/LPLW RI 6WXG\
-XULVGLFWLRQ %RXQGDU
&RDVWDO 7UDQVHFW %DV
27+(5
)($785(6
3URILOH %DVHOLQH
+\GURJUDSKLF)HDWXUH

'LJLWDO 'DWD $YDLODEO
1R 'LJLWDO 'DWD $YDLOD
0$3 3$1(/6
8QPDSSHG

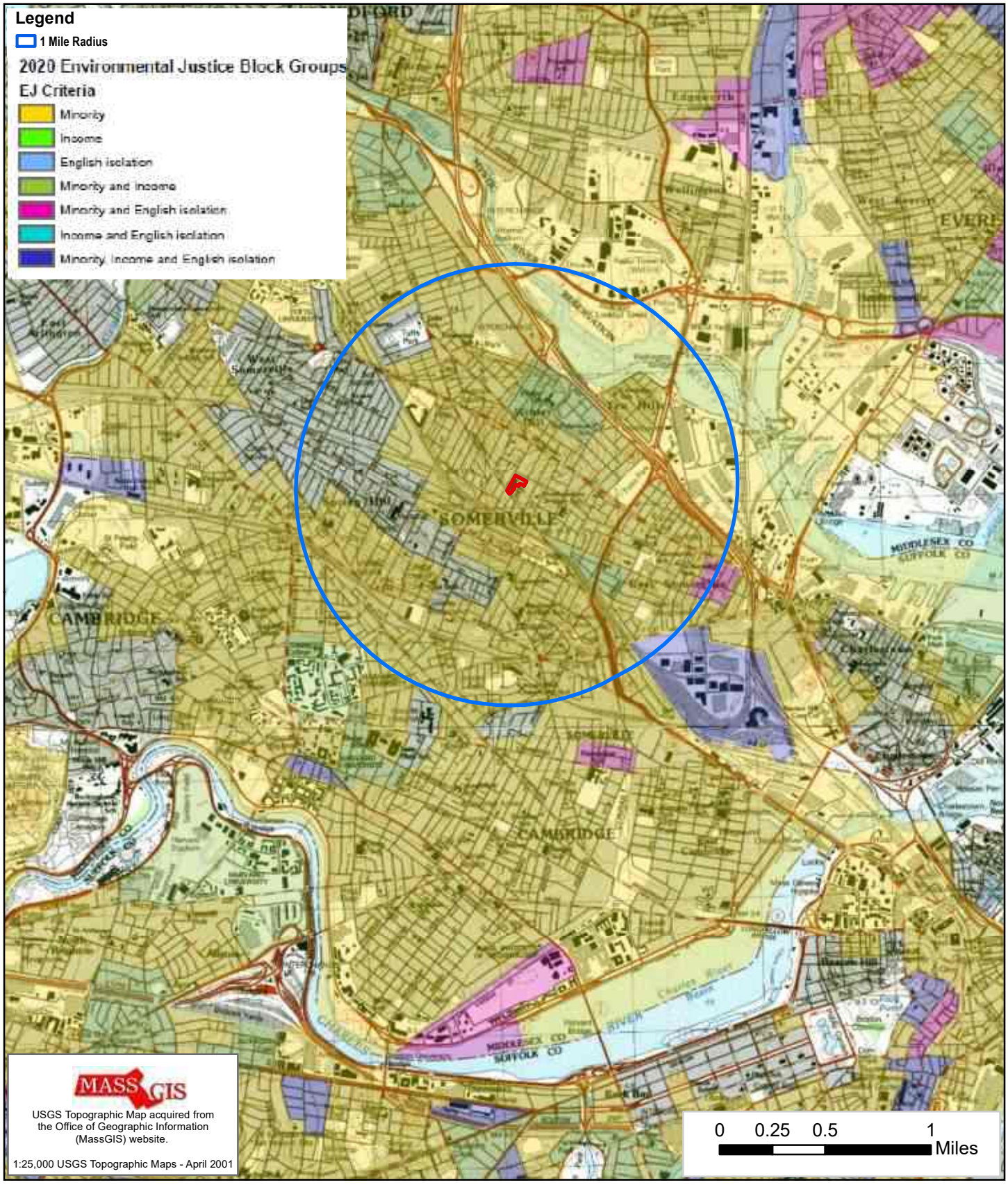
7KH SLQ GLVSOD\HG RQ WKH
SRLQW VHOHFWHG E\ WKH XV
DQ DXWKRULWDWLYH SURSHU

7KLV PDS FRPSOLHV ZLWK)(0$ V VWDQ
GLJLWDO IORRG PDSV LI LW LV QRW YR
7KH EDVHPDS VKRZQ FRPSOLHV ZLWK)(
DFFXUDF\ VWDQGDUGV

7KH IORRG KD]DUG LQIRUPDWLRQ LV GH
DXWKRULWDWLYH 1)+/ ZHE VHUYLFHV S
ZDV H[SRUWHG RQ DW ,3 DQG GRHV QRW
UHIOHFW FKDQJHV RU DPHQGPHQWV VX
WLPH 7KH 1)+/ DQG HIIHFWLYH LQIRUP
EHFRPH VXSHUVHGHG E\ QHZ GDWD RYH

7KLV PDS LPDJH LV YRLG LI WKH RQH R
HOHPHQWV GR QRW DSSHDU EDVHPDS
OHJHQG VFDOH EDU PDS FUHDWLRQ G
),50 SDQHO QXPEHU DQG),50 HIIHFWLY
XQPDSSHG DQG XQPRGHUQL]HG DUHDV
UHJXODWRU\ SXUSRVHV

%DVHPDS ,PDJHU\ 6RXUFH¸ 86*6 1DWLRQDO 0DS



LEC Environmental Consultants, Inc.

Plymouth, MA
508.746.9491
www.lecenvironmental.com

Figure 6: Environmental Justic Communities Map

Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026



LEC Environmental Consultants, Inc.
Plymouth, MA
508.746.9491
www.lecenvironmental.com

Figure 5: Chapter 91 Jurisdictional Map
Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026

Z. Massachusetts Historic Response

RECEIVED

MAR 0 4 2026

MASS. HIST. COMM

RC.78034

950 CMR: OFFICE OF THE SECRETARY OF THE COMMONWEALTH

APPENDIX A

MASSACHUSETTS HISTORICAL COMMISSION
220 MORRISSEY BOULEVARD
BOSTON, MASS. 02125
617-727-8470, FAX: 617-727-5128

PROJECT NOTIFICATION FORM

Project Name: Winter Hill Community Innovation School

Location / Address: 115 Sycamore Street

City / Town: Somerville, MA 02145

After review of MHC files and the materials you submitted, it has been determined that this project is unlikely to affect significant historic or archaeological resources.

Caitriona Parker RC.78034 3/24/26
Preservation Planner Date
Massachusetts Historical Commission

Project Proponent

Name: Perkins Eastman, Attn: Lisa Pecora, AIA

Address: 20 Ashburton Place, Floor 8

City/Town/Zip/Telephone: Boston, MA 02108 617 449 4036

Agency license or funding for the project (list all licenses, permits, approvals, grants or other entitlements being sought from state and federal agencies).

Agency Name	Type of License or funding (specify)
Massachusetts School Building Authority	Funding for school construction

Project Description (narrative):
The proposed Winter Hill Community Innovation School project consists of the abatement and demolition of the existing 93,000 GSF Existing School to be replaced with a new sustainable 175,000 GSF school building for grades pre-K though 8th. The new school building will increase the school enrollment to 925 students to address overcrowding throughout the school district, provide 21st century learning spaces to meet the school districts educational program requirements and provide an energy efficient facility with net zero emissions to reduce energy costs and improve air quality for all occupants in the building.

Does the project include demolition? If so, specify nature of demolition and describe the building(s) which are proposed for demolition.
The existing building was constructed in 1973 and is proposed to be demolished to allow space for the new school to be constructed in the same location and preserve open space in the City. The existing 4 story single building structure will need to abated prior to demolition. The existing building is not currently occupied due to deficiencies and health & safety concerns. At this time it is assumed that the the abatement and demolition of the existing school would be proposed for an early bid package in the fall of 2027

Does the project include rehabilitation of any existing buildings? If so, specify nature of rehabilitation and describe the building(s) which are proposed for rehabilitation.
No

Does the project include new construction? If so, describe (attach plans and elevations if necessary).
The proposed new school building is assumed to be a 5 story building built into the the slope of the site similar to the existing school. Outdoor rooftop spaces will be incorporated into the design to improve and increase outdoor learning and play space. The new school will have dedicated wings for the elementary school and middle school students. The larger building is designed to accommodate a larger student enrollment to address the overcrowding in schools throughout the district. Multiple design options are being considered; a final selection of the preferred option will be selected in August of 2026 and submitted to the MSBA in the Preferred Schematic Report

APPENDIX A (continued)

To the best of your knowledge, are any historic or archaeological properties known to exist within the project's area of potential impact? If so, specify.

To the best of our knowledge we do not believe that this property has any historic or archaeological impact

What is the total acreage of the project area?

Woodland		acres	Productive Resources:		
Wetland		acres	Agriculture		acres
Floodplain		acres	Forestry		acres
Open space	0.75 +/-	acres	Mining/Extraction		acres
Developed	2	acres	Total Project Acreage	2	acres

What is the acreage of the proposed new construction? 2 acres

What is the present land use of the project area?

Public educational facility and community space

Please attach a copy of the section of the USGS quadrangle map which clearly marks the project location.

This Project Notification Form has been submitted to the MHC in compliance with 950 CMR 71.00.

Signature of Person submitting this form: _____ Date: 3/3/2026

Name: Lisa Pecora, AIA. Perkins Eastman

Address: 20 Ashburton Place, Floor 8

City/Town/Zip: Boston, MA 02108

Telephone: Office: 617 449 4036 Mobile: 978-760-7677

REGULATORY AUTHORITY

950 CMR 71.00: M.G.L. c. 9, §§ 26-27C as amended by St. 1988, c. 254.