

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

April 7, 2026

RE: Preliminary Design Program for the Winter Hill Community Innovation School

Dear Claire,

In accordance with the MSBA's Feasibility Study Submittal Procedures, PMA has reviewed and coordinated the materials contained within Project's Preliminary Design Program submittal.

PMA finds the submittal to be complete and certifies that the Winter Hill Community Innovation School Building Committee (SBC) has officially approved the submittal and the materials contained within. The formal approval of the School Building Committee was obtained on the evening of Monday, April 6th, 2026. Meeting minutes from this meeting are contained within the PDP submission as required under Appendix S.

The City, along with PMA and Perkins Eastman have performed in-depth analysis on a total of ten scenarios for the purposes of this study. The SBC narrowed down the ten options with (2) enrollment options on (2) sites, to (4) options with (2) enrollment options on (1) site. Due to the existing site's acreage and location, the City, with assistance from PMA and Perkins Eastman, have determined that the existing site (115 Sycamore St) is the most appropriate.

After careful consideration by the SBC, four (4) options were identified for further investigation during the development of the preferred schematic report.

To summarize, this will bring the total number of options recommended to be carried into PSR to the following four scenarios using an enrollment of 690 and 925.



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

- Code Upgrade/Base Repair at Winter Hill Community Innovation School, 115 Sycamore St (Option #0).
- Addition/Renovation at Winter Hill Community Innovation School, 115 Sycamore St (Option #1B).
- New Construction at Winter Hill Community Innovation School, 115 Sycamore St (Option #2B).
- New Construction at Winter Hill Community Innovation School, 115 Sycamore St (Option #4B).

We look forward to the MSBA's review and are eager to begin final evaluation of the proposed alternatives. As always, please feel free to contact me with any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sean Burke". The signature is fluid and cursive, with the first name "Sean" and last name "Burke" clearly distinguishable.

Sean Burke
Managing Director
PMA Consultants, LLC

Winter Hill Community Innovation School **Preliminary Design Program**

MSBA Module 3 Feasibility Study

For the Massachusetts School Building Authority

Submitted April 7, 2026



**PERKINS —
EASTMAN**

20 Ashburton Place 8th Floor Boston, MA 02108

Module 3

Feasibility Study

3.1 Preliminary Design Program

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3.1.1 Introduction

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3.1.3 Introduction

In April of 2023 the Somerville School District (The District) submitted a Statement of Interest (SOI) to the Massachusetts School Building Authority (MSBA) regarding the conditions of the Winter Hill Community Innovation School on 115 Sycamore Street. Through the course of the eligibility phase, the District worked with the MSBA to define a range of configuration options that could be explored to address the existing conditions. In December of 2023 the MSBA invited The District to proceed with a feasibility study that would explore options to renovate, expand, or replace the Winter Hill Community Innovation School with a population of 690 students or a combined Winter Hill Community Innovation School and Benjamin Brown School with a population of school for 925 students in grades Pre-K through Grade 8.

Following the Eligibility Period, of March 4, 2024 through November 29, 2024 The District moved into MSBA Module 2, “Forming the Team,” and engaged PMA Consulting as the Owner’s Project Manager (OPM) and Perkins Eastman Architects DPC as the Design Team.

The primary reason for the study, as stated in the SOI, is the age, size, and condition of the existing school building as it relates to the population growth in the community. The building is and will continue to be overcrowded. To fully understand the existing building, current educational program, community concerns, and overall project goals/objectives, the Feasibility Study process was outlined and performed including:

- 1) **Existing Conditions Study** – An assessment of the Winter Hill Community Innovation School
 - a. The Architectural team from Perkins Eastman visited and cataloged the facility conditions at the Winter Hill Community Innovation School.
 - b. Perkins Eastman’s team of Mechanical, Electrical, Plumbing, Fire Protection and Structural engineers visited and toured the facility.
 - c. Perkins Eastman’s Civil Engineers and Landscape Architects visited the site and cataloged the existing conditions.
 - d. The design team’s Traffic Consultants visited the sites and made general observations. The Traffic Engineer collected data from the school and City to access the traffic and transportation; the school is currently unoccupied and daily onsite school impacts could not be observed at 115 Sycamore Street.
 - e. Hazardous Materials consultants performed both a Phase 1 Environmental Site Assessment (ESA) and a full survey of hazardous materials.
 - f. Perkins Eastman’s Environmental consultant visited both 115 Sycamore Street Site and Trum Field on Broadway Street to conduct initial observations and researched permitting requirement for each site.
- 2) **Educational Visioning** – members of the Winter Hill Community Innovation School and Brown School, Somerville School Committee, educators, administrators, parents,

and members of the public took part in the visioning process. The process featured a full day in-person Visioning Session, Community Forum and Community “Walk & Talks”. The process focused on community integration, maintaining a small school feel and scale, classroom clustering, maintaining outdoor open space, and providing natural light and views.

3) **Educational Programming** - Based on the visioning process, public and committee input, and Education Leadership Team (ELT) direction, the Educational Program was developed, vetted, and approved by the School Committee. The space needs were developed in conjunction with the Educational Program and corroborated through the course of numerous ELT meetings and work sessions.

4) **Development of Options** - The development of alternatives began with a preliminary assessment of site options and test-fit studies at both locations before showing a potential plan alternative to best understand how each site might be fully utilized and to limit any future potential planning issues. Test fits were done from both the 690-student population and the 925-student population.

A. Summary of Deficiencies

The Existing Winter Hill Community Innovation School is a 93,400 SF building that served as a Kindergarten through 8th Grade school for the City of Somerville. The building was constructed in 1973. There have been no additions to the building. A window, door, and roof replacement project was completed in 2017. Some minor renovations to interior spaces and minimal mechanical upgrades have been performed over time. The school closed in June 2023 due to the unsafe conditions and the presence of hazardous materials. After the school population moved to the Edgerly School, the City began abatement including removal of many asbestos-containing interior partitions and piping insulation. Asbestos and other hazardous materials still remain in the building façade and throughout other areas of the school. The school has a functioning elevator but most of the building is not code or

Architectural Access Board (MAAB)/American with Disabilities Act (ADA) compliant.

The age of the building fabric, its systems, presence of hazardous materials, code compliance inadequacies and programmatic deficiencies are the primary impediments to reuse of the building.. Despite window, door and roof replacement in the past 9 years, the building envelope is inefficient and will continue to be a source of long-term energy loss and discomfort. The building is a four-story structure plus a 5th story penthouse. The building has an accessible elevator that does not accommodate a stretcher. Primary vertical circulation includes non-compliant stairwells with non-compliant (open and low) guardrails. The toilet rooms have inadequate maneuvering clearances, and non-

compliant controls and plumbing fixtures. Many of the doors have non-compliant knobs rather than lever handles. Some doors have inadequate maneuvering clearances. All cabinetry, plumbing fixtures, and signage are non compliant relative with MAAB.

Safety is a concern; the main entry to the school from Sycamore Street is hidden, has no visibility from the main office, and has nooks where people can hide. The entry on the north side of the school has a MAAB non-compliant ramp and does not have a secure entry vestibule.

Specific building deficiencies include:

- Accessibility Issues
- Out-dated fire alarm system
- Presence of asbestos containing materials
- Inadequate lighting and mechanical systems
- Code deficiencies
- Security and safety concerns

Programmatically, the building is undersized for the current population. MSBA space standards indicate a proper building size of around 120,000 SF to 152,000, so the building is 30% smaller than the MSBA program requires for an enrollment of 690 students. Program elements are missing, not supported adequately, or are undersized. Based on the school's programmatic needs and special education the building should be around 157,000 SF to 182,000 SF, this means the existing building is almost 50% smaller than required.

The educational condition at the Winter Hill Community Innovation School is compromised. The 1973 building is oriented essentially north/south while the preferred orientation for classrooms is east/west enhancing the quality of natural daylight in the classrooms. The existing building has insufficient fresh air, thermal inconsistency, and inferior acoustics which negatively impact teaching and learning. Learning technology is inadequate for a modern educational environment and connections to outdoor learning do not exist.

B. Date of Invitation to Feasibility

In December, 2023, the MSBA invited the City of Somerville to conduct a feasibility of the Winter Hill Community Innovation School, including considerations to include the Brown School population. A copy of the invitation letter can be found in Appendix B.

C. Design Enrollment

The enrollment options for the study, are as follows:

- Pre-K through 8th Grade – 690 Students
- Pre-K through 8th Grade – 925 Students

D. Capital Budget Statement Narrative

The Winter Hill Community Innovation School feasibility phase is studying 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.

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.

The City of Somerville's outstanding governmental debt as of March 01, 2026, totaled \$393,158,281 of which \$191,287,916 is for school projects. In addition to governmental debt, the business-type Water and Sewer Enterprise Funds carry an outstanding debt of \$205,502,259. 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 a 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 5.9% of total governmental fund expenditures and net direct debt per capita equals \$5,973. All of Somerville's debt is fixed rate, and principal amortizes at a pace of 50% 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 \$113,930,260, 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 \$25,087,993. 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 is studying 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.

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.

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.

E. Project Directory

The project directory is included in the Appendix E.

F. Project Schedule

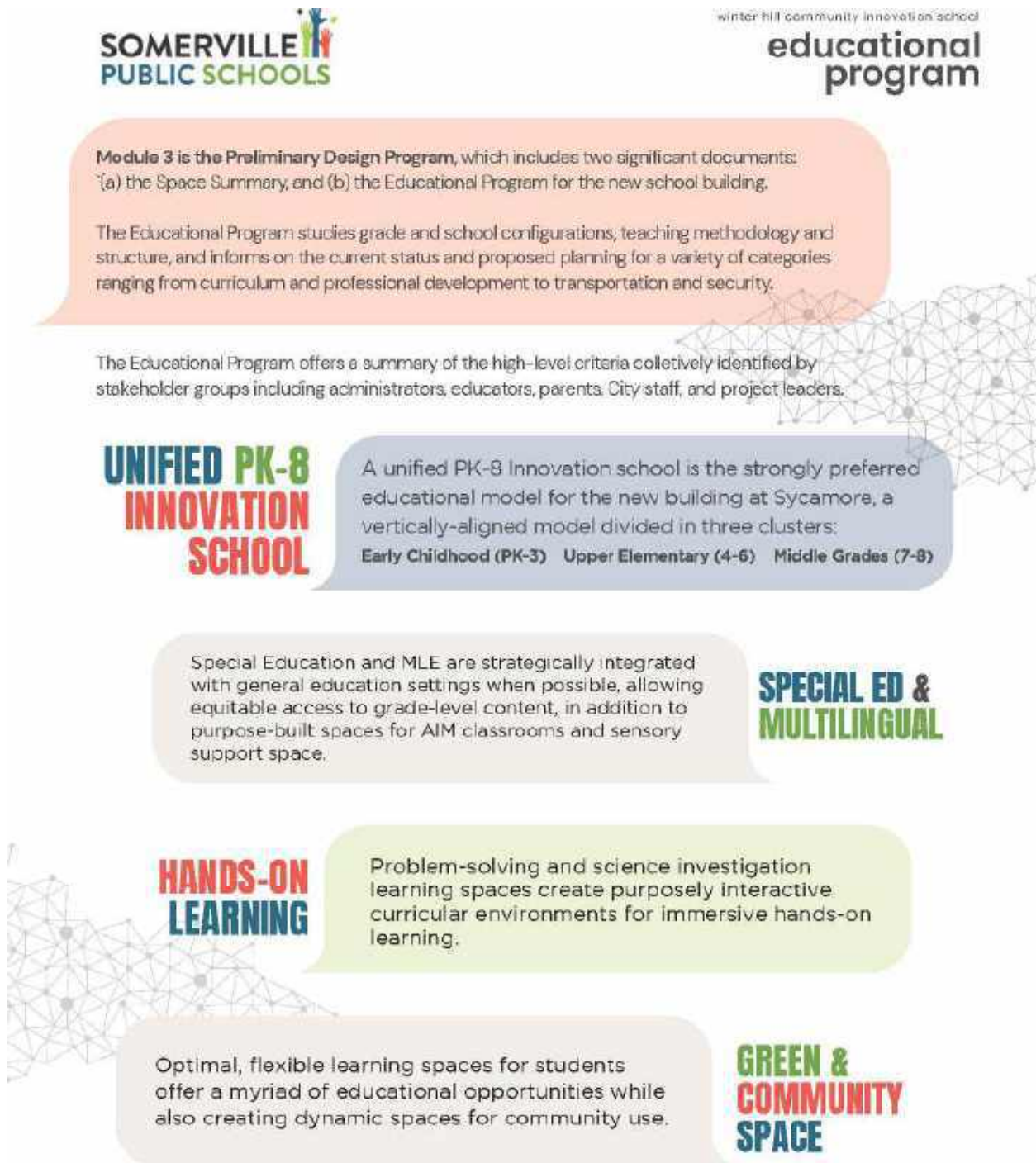
The project schedule is included in the Appendix F.

3.1.2 Educational Program (Plan)

- A. Grade and School Configuration**
- B. Class Size Policies**
- C. School Scheduling Method**
- D. Teaching Methodology and Structure**
- E. Teacher Planning and Room Assignment**
- F. Lunch Programs**
- G. Technology Policies/Program Requirements**
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- L. Vocational Education Programs (N/A)**
- M. Transportation Policies**
- N. Functional and Spatial Relationships**
- O. Key Programmatic Adjacencies**
- P. Security and Visual Access Requirements**

3.1.2 Educational Program (Plan)

The Full Educational Program is provided in Appendix Item G, are highlights and a summary:



Educational Vision & Goals (MSBA: Educational Vision)

- Establishes a unified PK–8 Innovation School centered on equity, belonging, and the whole child
- Aligns with district priorities: academic excellence, equity & access, wellness, and family/community engagement
- Promotes culturally responsive, multilingual, and inclusive learning environments
- Positions the school as both an academic institution and community hub

School Organization & Grade Configuration (MSBA: Grade Configuration)

- Organizes PK–8 into three clusters: PK–3, Grades 4–6, and Grades 7–8
- Maintains continuity of a unified K–8 model with developmentally distinct experiences
- Creates “small learning communities” to support belonging and personalization
- Aligns enrollment, programming, and circulation to developmental needs

Teaching & Learning Practices (MSBA: Teaching Methodology)

- Implements inclusive, co-taught instructional model with integrated supports
- Expands interdisciplinary, project-based, and experiential learning
- Utilizes flexible grouping and data-informed instruction
- Embeds culturally responsive and student-centered practices

Curriculum & Instructional Delivery (MSBA: Curriculum Delivery)

- Provides vertically aligned PK–8 curriculum across core content areas
- Strengthens literacy (structured foundation → analytical discourse)
- Advances mathematics through conceptual understanding and application
- Expands science/STEM with inquiry, engineering, and lab-based learning
- Integrates social studies, arts, and world language into interdisciplinary experiences

Scheduling & Program Structure (MSBA: Scheduling)

- Establishes consistent specialist rotation and protected core instructional blocks
- Incorporates advisory, interdisciplinary learning, and flexible grouping
- Provides common planning time to support collaboration and co-teaching
- Expands elective and exploratory opportunities in middle grades

Student Support Services (MSBA: Student Services)

- Implements a unified PK–8 Multi-Tiered System of Support (MTSS)
- Integrates academic, behavioral, and multilingual supports within classrooms
- Prioritizes early identification and intervention through data-driven practices

- Provides coordinated, accessible support for diverse learners

Social-Emotional Learning & Wellness (MSBA: Student Wellness)

- Embeds SEL through curriculum, advisory, and restorative practices
- Aligns PBIS and tiered behavioral supports across grade spans
- Supports mental health through integrated counseling and student services
- Promotes a positive, inclusive school culture

Specialist & Elective Programs (MSBA: Program Areas)

- Expands access to arts, music, theater, STEM, wellness, and world language
- Introduces choice-based electives and interdisciplinary pathways in Grades 7–8
- Supports performance, exhibition, and applied learning experiences
- Encourages cross-disciplinary collaboration among program areas

Professional Collaboration & Staffing (MSBA: Staffing & Professional Development)

- Supports co-teaching and interdisciplinary team structures
- Embeds common planning time and professional learning communities
- Provides instructional coaching and vertical collaboration PK–8
- Aligns leadership structure to developmental clusters

Community Use & Partnerships (MSBA: Community Use)

- Establishes a Welcome Center and community hub model
- Expands access to school facilities for family and community use
- Supports partnerships for applied learning and extended programming
- Enhances after-school and out-of-school time opportunities

Educational Space Summary & Design Implications (MSBA: Space Summary)

- Organizes building into developmentally aligned academic neighborhoods
- Provides flexible classrooms sized for co-teaching and varied instruction
- Includes collaboration commons and project-based learning spaces
- Integrates small-group rooms, sensory supports, and specialized program areas
- Locates shared core spaces (commons, performance, wellness, community) centrally

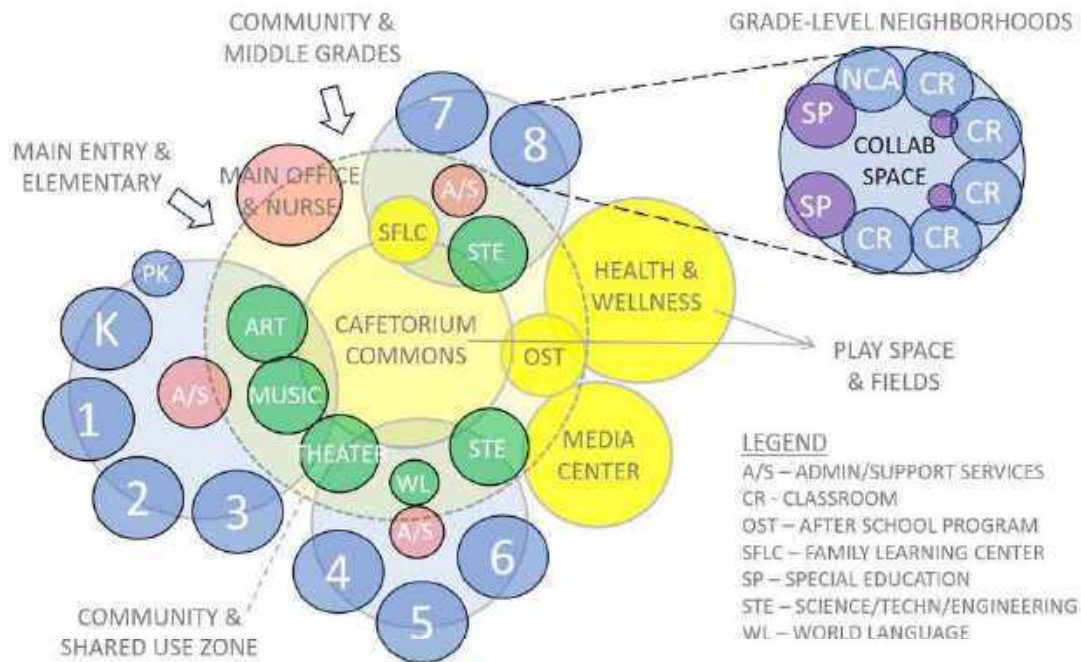
Specialized Instructional Spaces (MSBA: Program Spaces)

- STEM/engineering labs, science labs, and maker spaces
- Theater/performance space and enhanced arts/music rooms
- Dedicated world language classrooms and flexible specialist spaces
- Exhibition areas for student work and interdisciplinary projects

- Outdoor learning environments integrated into campus

Flexibility & Future Adaptability (MSBA: Flexibility & Long-Term Use)

- Designs adaptable, multi-use spaces to support evolving programs
- Supports enrollment growth and program expansion
- Enables reconfiguration of instructional and support spaces over time
- Ensures long-term value and alignment with future educational practices



Strengthened Vertical Alignment
for collaboration and interdisciplinary learning

Flexible Collaborative Spaces
supporting discourse, intervention, and shared planning

Science Spaces
for integrated study and hands-on learning

Shared Media Center
for collaboration and interdisciplinary learning

Integrated Extended Learning Spaces
to enhance OST as an extension of school day learning

Food and Nutrition Central Hub
for food preparation

Technology Infrastructure

3.1.3 Space Summary

A. 690 Student K-8 + PK

- a. Space Summary Description
- b. Proposed Space Summary Form

B. 925 Student K-8 + PK

- a. Space Summary Description
- b. Proposed Space Summary Form

3.1.3 Space Summary

A. 690 Student K-8 + PK

a. SPACE SUMMARY DESCRIPTION

The projected enrollment agreement for the Winter Hill Community Innovation School (WHCIS) alone is 690 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 36,878 NSF, which is **+2,748 sf**, larger than the guidelines calculate. This includes MSBA recommendations for STE rooms that otherwise do not auto-calculate. The primary justification for this increase is the result of the need for Newcomer Academy (NCA) classrooms to serve grade 6-8 MLL students and the desire for shared breakout space with each grade-level cluster. 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. With 48 students removed from the general classroom count, the need for general classrooms rounds down by 1.

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.

Special Education – the proposed program is 20,900 NSF, which is **+10,320 sf**, larger than the MSBA guidelines calculate. 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 6,275 NSF, which is **+650 sf** more than guidelines with 1 less Art & Music space, but 3 additional room types. This is the result of more offerings beyond Art, Music, Library/DCLS, STE & Physical Education, with additional Theater, Health/Nutrition, World Language at upper elementary grades and Interdisciplinary offerings at grade 7-8.

What does this mean for space needs? Unlike the MSBA guidelines, which calculate more art and music rooms based on a certain % of participation and occurring 2x/week in a 30-period schedule, the proposed needs are based on more/different specials occurring 1x/week within a 35-period schedule.

The schedule and calculations are described further in the Educational Program but simply put, up to 35 classrooms can take each special 1x/week in a 35-period cycle with 1 room per special.

Example Schedule for 690 enrollment or 35 Classrooms/Sci with 1 room per special at 100% use

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	PK	Elem CR-3	Elem CR-10	Elem CR-17	Middle CR-3
2	K	Elem CR-4	Elem CR-11	Elem CR-18	Middle CR-4
3	K	Elem CR-5	Elem CR-12	Elem CR-19	Middle CR-5
4	K	Elem CR-6	Elem CR-13	ELEM STE-1	Middle Sci-1
Lunch	planning	planning	planning	planning	planning
5	K	Elem CR-7	Elem CR-14	ELEM STE-2	Middle Sci-2
6	Elem CR-1	Elem CR-8	Elem CR-15	Middle CR-1	NCA 1-3 as 1
7	Elem CR-2	Elem CR-9	Elem CR-16	Middle CR-2	NCA 4-6 as 2

Vocations & Technology – the proposed program is 1,440 NSF, which **matches MSBA guidelines** and as noted above for all specials, just 1 space is required. While there are multiple types of offerings under the STE umbrella, this space would be highly flexible, intended to be more of the grade 7-8 engineering and interdisciplinary units, while the 2 core academic STE labs would serve the K-6 STE needs, including grade 6 science.

Health & Physical Education – the proposed program is 8,322 NSF, which **matches guidelines** but trades unnecessary locker room space for a larger gym and adaptive PE accommodations

Media Center – the proposed program **matches MSBA Guidelines** at 3,902 NSF.

Dining & Food Service - the proposed program is 10,752 NSF, which is **+1,285 sf** more than guidelines. 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 **matches MSBA Guidelines** at 610sf.

Administration & Guidance – the proposed program is 4,659 NSF, which is **+1,525 sf** more than guidelines. The additional needs are based on the proposed organizational model of having a 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 2,262sf.

Other – this category totals 5,175 NSF and includes a PK room at 1,200sf, The Outside School Time program at 600sf, the Somerville Family Learning Center spaces totaling 1,500sf, BAM & WOW programs each at 900sf and a mothers nursing room at 75sf. The need and description of these programs are described in the Educational Program.

Net to Gross – the net total of 101,175 net is **+21,702 larger** than the MSBA baseline, which becomes 151,762 gross or **+32,553 larger** using the 1.5x standard for net to gross ratio.

b. PROPOSED SPACE SUMMARY FORM

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

Imperial School Summary - K-12 School - SA 690			Qtr 4 - 2023			Archdiocese Budget Program		
WINTER HIL COMMUNITY INNOVATION SCHOOL			TOTAL			ADDITIONAL TO BUDGET (2023-24)		
PROGRAM TYPE	RCOM APT	# OF STUDENTS	RCOM APT	# OF STUDENTS	ARCIA TOTAL	RCOM APT	# OF STUDENTS	ARCIA TOTAL
GENERAL EDUCATION	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 1-4)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 5-8)	800	2	10,400	114	1,400	1,200	1	1,400
General Education (Grades 9-12)	800	2	10,400	114	1,400	1,200	1	1,400
General Education								

BUDGET & FINANCIALS				TOTAL				TOTAL				TOTAL			
Capital Expenditure	100	1	100	0	100	1	100	0	100	1	100	0	100	1	100
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Operating Expenses	300	30	330	0	300	30	330	0	300	30	330	0	300	30	330
Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Income	0	0	0	0	0	0	0	0	0	0	0	0</			

B. 925 Student K-8 + PK

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 50,321 NSF, which is **+3,241 sf**, larger than the guidelines calculate. This includes MSBA recommendations for STE rooms that otherwise do not auto-calculate. The primary justification for this increase is the result of the need for Newcomer Academy (NCA) classrooms to serve grade 6-8 MLL students and the desire for shared breakout space with each grade-level cluster. 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.

Special Education – the proposed program is 22,650 NSF, which is **+9,550 sf**, larger than the MSBA guidelines calculate. 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 +**1,700 sf** more than guidelines with 1 less Art & Music space, but 4 additional room types. This is the result of more offerings beyond Art, Music, Library/DCLS, STE & Physical Education, with additional Theater, Health/Nutrition, World Language at upper elementary grades and Interdisciplinary offerings at grade 7-8.

What does this mean for space needs? Unlike the MSBA guidelines, which calculate more art and music rooms based on a certain % of participation and occurring 2x/week in a 30-period schedule, the proposed needs are based on more/different specials occurring 1x/week within a 35-period schedule.

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 enrollment or 49 Classrooms/Sci requires 2 rooms for each special.

Room 1						Room 2					
Period	Mon.	Tues.	Wed.	Thur.	Friday	Period	Mon.	Tues.	Wed.	Thur.	Friday
1	PK	Elem CR-1	Elem CR-8	Elem CR-15	Elem CR-22	1	ELEM STE-2	Middle CR-6			
2	K	Elem CR-2	Elem CR-9	Elem CR-16	Elem CR-23	2	ELEM STE-3	Middle CR-7			
3	K	Elem CR-3	Elem CR-10	Elem CR-17	Elem CR-24	3	Middle CR-1	Middle CR-8			
4	K	Elem CR-4	Elem CR-11	Elem CR-18	Elem CR-25	4	Middle CR-2	Middle Sci-1			
Lunch	planning	planning	planning	planning	planning	Lunch	planning	planning			
5	K	Elem CR-5	Elem CR-12	Elem CR-19	Elem CR-26	5	Middle CR-3	Middle Sci-2			
6	K	Elem CR-6	Elem CR-13	Elem CR-20	Elem CR-27	6	Middle CR-4	NCA 1-3 as 1			
7	K	Elem CR-7	Elem CR-14	Elem CR-21	ELEM STE-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 is 1,440 NSF, which **matches MSBA guidelines** and as noted above for all specials, 2 spaces are required. This space is intended to be highly flexible, used for the grade 7-8 engineering and interdisciplinary units, while the additional 3 STE labs listed with core academics would serve the K-6 STE needs, including grade 6 science.

Health & Physical Education – the proposed program is 8,322 NSF, which **matches guidelines** but trades unnecessary locker room space for a larger gym and adaptive PE accommodations

Media Center – the proposed program **matches MSBA Guidelines** at 5,025 NSF.

Dining & Food Service - the proposed program is 10,752 NSF, which is **+462 sf** more than guidelines. 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 the additional toilet room that is needed for the larger enrollment.

Administration & Guidance – the proposed program is 5,484 NSF, which is **+1,965 sf** more than guidelines. 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.

Other – this category totals 5,175 NSF and includes a PK room at 1,200sf, The Outside School Time program at 600sf, the Somerville Family Learning Center spaces totaling 1,500sf, BAM & WOW programs each at 900sf and a mothers nursing room at 75sf. The need and description of these programs are described in the Educational Program.

Net to Gross – the net total of 123,498 net is **+22,153 larger** than the MSBA baseline, which becomes 185,247 gross or **+33,230 larger** using the 1.5x standard for net to gross ratio.

b. PROPOSED SPACE SUMMARY FORM

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

[illegible]

Winter Hill Community Innovation School – Somerville MA
MSBA Module 3 Feasibility Study – Preliminary Design Program

WINTER HILL COMMUNITY INNOVATION SCHOOL			ROOM DESIGNATIONS			SPACE DESIGN DESIGNATIONS			TOTAL			OCCUPANCY DESIGN DESIGNATIONS			SCHOOL DESIGN DESIGNATIONS			TOTAL		
ROOM TYPE	ROOM NO.	# OF ROOMS	AREA	ROOM NO.	# OF ROOMS	AREA	ROOM NO.	# OF ROOMS	AREA	ROOM NO.	# OF ROOMS	AREA	ROOM NO.	# OF ROOMS	AREA	ROOM NO.	# OF ROOMS	AREA	ROOM NO.	# OF ROOMS
SCHOOL BUILDING																				
Classroom	100	1	1,000	101	1	1,000	102	1	1,000	103	1	1,000	104	1	1,000	105	1	1,000	106	1
Classroom	107	1	1,000	108	1	1,000	109	1	1,000	110	1	1,000	111	1	1,000	112	1	1,000	113	1
Classroom	114	1	1,000	115	1	1,000	116	1	1,000	117	1	1,000	118	1	1,000	119	1	1,000	120	1
Classroom	121	1	1,000	122	1	1,000	123	1	1,000	124	1	1,000	125	1	1,000	126	1	1,000	127	1
Classroom	128	1	1,000	129	1	1,000	130	1	1,000	131	1	1,000	132	1	1,000	133	1	1,000	134	1
Classroom	135	1	1,000	136	1	1,000	137	1	1,000	138	1	1,000	139	1	1,000	140	1	1,000	141	1
Classroom	142	1	1,000	143	1	1,000	144	1	1,000	145	1	1,000	146	1	1,000	147	1	1,000	148	1
Classroom	149	1	1,000	150	1	1,000	151	1	1,000	152	1	1,000	153	1	1,000	154	1	1,000	155	1
Classroom	156	1	1,000	157	1	1,000	158	1	1,000	159	1	1,000	160	1	1,000	161	1	1,000	162	1
Classroom	163	1	1,000	164	1	1,000	165	1	1,000	166	1	1,000	167	1	1,000	168	1	1,000	169	1
Classroom	170	1	1,000	171	1	1,000	172	1	1,000	173	1	1,000	174	1	1,000	175	1	1,000	176	1
Classroom	177	1	1,000	178	1	1,000	179	1	1,000	180	1	1,000	181	1	1,000	182	1	1,000	183	1
Classroom	184	1	1,000	185	1	1,000	186	1	1,000	187	1	1,000	188	1	1,000	189	1	1,000	190	1
Classroom	191	1	1,000	192	1	1,000	193	1	1,000	194	1	1,000	195	1	1,000	196	1	1,000	197	1
Classroom	198	1	1,000	199	1	1,000	200	1	1,000	201	1	1,000	202	1	1,000	203	1	1,000	204	1
Classroom	205	1	1,000	206	1	1,000	207	1	1,000	208	1	1,000	209	1	1,000	210	1	1,000	211	1
Classroom	212	1	1,000	213	1	1,000	214	1	1,000	215	1	1,000	216	1	1,000	217	1	1,000	218	1
Classroom	219	1	1,000	220	1	1,000	221	1	1,000	222	1	1,000	223	1	1,000	224	1	1,000	225	1
Classroom	226	1	1,000	227	1	1,000	228	1	1,000	229	1	1,000	230	1	1,000	231	1	1,000	232	1
Classroom	233	1	1,000	234	1	1,000	235	1	1,000	236	1	1,000	237	1	1,000	238	1	1,000	239	1
Classroom	240	1	1,000	241	1	1,000	242	1	1,000	243	1	1,000	244	1	1,000	245	1	1,000	246	1
Classroom	247	1	1,000	248	1	1,000	249	1	1,000	250	1	1,000	251	1	1,000	252	1	1,000	253	1
Classroom	254	1	1,000	255	1	1,000	256	1	1,000	257	1	1,000	258	1	1,000	259	1	1,000	260	1
Classroom	261	1	1,000	262	1	1,000	263	1	1,000	264	1	1,000	265	1	1,000	266	1	1,000	267	1
Classroom	268	1	1,000	269	1	1,000	270	1	1,000	271	1	1,000	272	1	1,000	273	1	1,000	274	1
Classroom	275	1	1,000	276	1	1,000	277	1	1,000	278	1	1,000	279	1	1,000	280	1	1,000	281	1
Classroom	282	1	1,000	283	1	1,000	284	1	1,000	285	1	1,000	286	1	1,000	287	1	1,000	288	1
Classroom	289	1	1,000	290	1	1,000	291	1	1,000	292	1	1,000	293	1	1,000	294	1	1,000	295	1
Classroom	296	1	1,000	297	1	1,000	298	1	1,000	299	1	1,000	300	1	1,000	301	1	1,000	302	1
Classroom	303	1	1,000	304	1	1,000	305	1	1,000	306	1	1,000	307	1	1,000	308	1	1,000	309	1
Classroom	310	1	1,000	311	1	1,000	312	1	1,000	313	1	1,000	314	1	1,000	315	1	1,000	316	1
Classroom	317	1	1,000	318	1	1,000	319	1	1,000	320	1	1,000	321	1	1,000	322	1	1,000	323	1
Classroom	324	1	1,000	325	1	1,000	326	1	1,000	327	1	1,000	328	1	1,000	329	1	1,000	330	1
Classroom	331	1	1,000	332	1	1,000	333	1	1,000	334	1	1,000	335	1	1,000	336	1	1,000	337	1
Classroom	338	1	1,000	339	1	1,000	340	1	1,000	341	1	1,000	342	1	1,000	343	1	1,000	344	1
Classroom	345	1	1,000	346	1	1,000	347	1	1,000	348	1	1,000	349	1	1,000	350	1	1,000	351	1
Classroom	352	1	1,000	353	1	1,000	354	1	1,000	355	1	1,000	356	1	1,000	357	1	1,000	358	1
Classroom	359	1	1,000	360	1	1,000	361	1	1,000	362	1	1,000	363	1	1,000	364	1	1,000	365	1
Classroom	366	1	1,000	367	1	1,000	368	1	1,000	369	1	1,000	370	1	1,000	371	1	1,000	372	1
Classroom	373	1	1,000	374	1	1,000	375	1	1,000	376	1	1,000	377	1	1,000	378	1	1,000	379	1
Classroom	380	1	1,000	381	1	1,000	382	1	1,000	383	1	1,000	384	1	1,000	385	1	1,000	386	1
Classroom	387	1	1,000	388	1	1,000	389	1	1,000	390	1	1,000	391	1	1,000	392	1	1,000	393	1
Classroom	394	1	1,000	395	1	1,000	396	1	1,000	397	1	1,000	398	1	1,000	399	1	1,000	400	1
Classroom	401	1	1,000	402	1	1,000	403	1	1,000	404	1	1,000	405	1	1,000	406	1	1,000	407	1
Classroom	408	1	1,000	409	1	1,000	410	1	1,000	411	1	1,000	412	1	1,000	413	1	1,000	414	1
Classroom	415	1	1,000	416	1	1,000	417	1	1,000	418	1	1,000	419	1	1,000	420	1	1,000	421	1
Classroom	422	1	1,000	423	1	1,000	424	1	1,000	425	1	1,000	426	1	1,000	427	1	1,000	428	1
Classroom	429	1	1,000	430	1	1,000	431	1	1,000	432	1	1,000	433	1	1,000	434	1	1,000	435	1
Classroom	436	1	1,000	437	1	1,000	438	1	1,000	439	1	1,000	440	1	1,000	441	1	1,000	442	1
Classroom	443	1	1,000	444	1	1,000	445	1	1,000	446	1	1,000	447	1	1,000	448	1	1,000	449	1
Classroom	450	1	1,000	451	1	1,000	452	1	1,000	453	1	1,000	454	1	1,000	455	1	1,000	456	1
Classroom	457	1	1,000	458	1	1,000	459	1	1,000	460	1	1,000	461	1	1,000	462	1	1,000	463	1
Classroom	464	1	1,000	465	1	1,000	466	1	1,000	467	1	1,000	468	1	1,000	469	1	1,000	470	1
Classroom	471	1	1,000	472	1	1,000	473	1	1,000	474	1	1,000	475	1	1,000	476	1	1,000	477	1
Classroom	478	1	1,000	479	1	1,000	480	1	1,000	481	1	1,000	482	1	1,000	483	1	1,000	484	1
Classroom	485	1	1,000	486	1	1,000	487	1	1,000	488	1	1,000	489	1	1,000	490	1	1,000	491	1
Classroom	492	1	1,000	493	1	1,000	494	1	1,000	495	1	1,000	496	1	1,000	497	1	1,000	498	1
Classroom	499	1	1,000	500	1	1,000	501	1	1,000	502	1	1,000	503	1	1,000	504	1	1,000	505	1
Classroom	506	1	1,000	507	1	1,000	508	1	1,000	509	1	1,000	510	1	1,000	511	1	1,000	512	1
Classroom	513	1	1,000	514	1	1,000	515	1	1,000	516	1	1,000	517	1	1,000	518	1	1,000	519	1
Classroom	520	1	1,000	521	1	1,000														

3.1.4 Evaluation of Existing Conditions

A. Overview of Existing Building and Site(s)

B. Developable Property

- Determination of Legal Title or Actions to Obtain
- Determination of Availability for Development
- Determination of Historic or Other Registrations
- Determination of Development Restrictions

C. Existing Building

- Primary Evaluation of Structural Assessment
- HVAC, Electrical, Plumbing and Fire Protection
- Food Service
- Assessment of Hazardous Materials
- Initial Evaluation of Building Code and Accessibility

D. Existing Site(s)

- Site Survey and Infrastructure
- Environmental Assessment
- Geo-Environmental Assessment (Phase 1 ESA)
- Geotechnical Assessment

3.1.4 Evaluation of Existing Conditions

A. Overview of Existing Building and Sites

This following examines the existing conditions of the Winter Hill Community Innovation School located at 115 Sycamore Street in Somerville, Massachusetts.. It includes an in-depth review of all the systems and serves as a snapshot of the overall facility condition at the time the reviews were completed. The consultant team visited the existing building, spoke to the City facilities and maintenance staff, reviewed the areas of the building and provided a base existing conditions report as well as a summary of necessary repair scope, where applicable.

Perkins Eastman visited and cataloged every room and surface in the facility, recorded observed deficiencies on existing condition drawings. These documents served as the basis for cost estimating. See Appendix # for the referenced plans.

The existing four-story building is approximately 93,400 GSF including a 5th story mechanical penthouse. The structure was constructed between 1973-1974 and opened for students in 1974. The building housed classrooms for Kindergarten through 8th Grade. The school is built into a sloped site, rising from southeast to northwest, with Medford Street to the south, Sycamore Street to the west, Evergreen Street to the north and Thruston Street to the east. Other owners occupy parcels to southeast, along Medford and Thurston Streets. There is a small playground to the south of the school and a larger playground and playing field on the north side of the school along Evergreen Street.

The cafeteria, kitchen, music rooms and mechanical rooms are on the grade level, accessible from Medford Street; only the cafeteria and kitchen office have exterior windows, the other spaces are set into the hillside. There is a loading dock on the east side of the building, accessed from Medford Street with a direct connection to the kitchen and mechanical spaces. The second floor houses administrative offices, nurse's suite and 12 academic classroom spaces and is accessed from an entrance on Sycamore street. The third floor has 14 academic classrooms with access to grade on the north side of the building connecting to the playground and basketball court. The fourth floor has 8 academic classrooms, an art room and a library with perimeter support spaces. A mechanical penthouse on the roof level (5th floor) of the school that is accessed by one of the stairwells.

B. Developable Property

Determination of Legal Title or Actions to Obtain

Proof of Ownership & Availability for Development

- a) Property Card Information included in Appendix J

Determination of Availability for Development

Development on the 115 Sycamore Site:

The Winter Hill Community Innovation School falls under the Civic zoning district which is characterized by public spaces, such as parks, commons and plazas, and buildings dedicated to arts, culture, education, recreation, and local government that serve as necessary components of any community. Buildings are distinctive in their placement, orientation, and design and occupy prominent locations that reinforce community identity.

Building on the existing school site at 115 Sycamore Street will meet the City's intent to preserve already established sites as civic space and its purpose to permit the development of a building that serves a public purpose for the community

The following process will need to be followed:

7.1.5 Development Review

- a. Development review is subject to the provisions of Article 15: Administration of this Ordinance.
- b. This Ordinance may also require Subdivision Plan Approval, Site Plan Approval, a Special Permit, or a Hardship Variance based on the nature of a development proposal. In such cases, additional development review is required in accordance with Article 15: Administration.
 - i. The Planning Board is the decision-making authority for all development that requires a Special Permit.
 - ii. The Zoning Board of Appeals is the review board for all Hardship Variances.

The following items are exempt:

7.1.7 Development Standards

- a. Development is exempt from Article 10: Development Standards of this Ordinance.

7.1.8 Parking & Mobility

- a. Development is exempt from Article 11: Parking and Mobility of this Ordinance.

7.1.9 Public Realm

- a. Civic spaces existing prior to the adoption date of this Ordinance are exempt from Article 13: Public Realm of this Ordinance.

Development on the Trum Field site:

Trum Field is located on Broadway Street and is occupied by a baseball field, softball field, grandstands, a pavilion, toilet facilities and two basketball courts. There is also playground with play structures across Franey Street to the south. Trum Field is open space that is protected by Article 97 of the Massachusetts Constitution. This article protects designated public parklands, like Somerville's Trum Field, from conversion to other uses without a two-thirds vote of the State Legislature. Any development reducing the open space footprint requires legislative approval and may require comparable replacement land to ensure no net loss of open space. If the new school building were built at the Trum Field Site then the 115 Sycamore Street Site might be proposed as a land swap and converted into parkland. The Somerville Community is opposed to this option. A recent survey indicated that Trum field should not be used as the new school site and should remain in its current state as community parkland.

Key Aspects of Article 97 and Potential Impacts on Trum Field:

- **Protected Status:** As a public park and playground, Trum Field is considered protected under Article 97, which requires strict compliance for any change of use.
- **Legislative Approval:** If any redevelopment project at Trum Field were to diminish the size of the park or convert it to non-recreational use, the City of Somerville would need a favorable 2/3 vote from the City and also from the Massachusetts Legislature.
- **No Net Loss Policy:** Under M.G.L. c. 3, § 5A, any disposal or change of use of Article 97 land requires replacing of that land with comparable Article 97 land.
- **Public Process:** The process, overseen by the Executive Office of Energy and Environmental Affairs (EOEEA), involves alternatives analysis to avoid impacting the park

Community Concerns:

- Additional City cost to rebuild parkland in another location
- Desire to preserve the city's largest green space; one large open parkland would be divided into two smaller parklands
- Desire to preserve Somerville's only softball field; site shape and elevation variations at 115 Sycamore Street is not adequate to fit a softball field
- Loss of 2 existing basketball courts
- Limited space for new school to have future expansion due to close proximity to the baseball field
- Traffic concerns on Broadway Street which is one of the most heavily traveled roads in Somerville
- Timeline for approval with city and state legislation

Determination of Historic or Other Registrations:

On March 3, 2026, Perkins Eastman submitted a Project Notification Form to the Massachusetts Historic Commission and is currently awaiting a response.

Project notification submission is included in Appendix W.

Determination of Development Restrictions:

The existing Winter Hill Community Innovation School site at 115 Sycamore Street is zoned as civic and has no known restrictions

The Trum Field site on Broadway is zoned as civic and dedicated open parkland that will require approval through Article 97.

C. Existing Building

Primary Evaluation of Structural Assessment:

The primary structural system is comprised of reinforced concrete columns and beams that support precast concrete floors and wall panels. Below grade walls and floor slabs are cast-in-place concrete. The majority of the roof is precast concrete planks with a TPO roof system that replaced an original tar and gravel roof. The building has a below average window-to-wall ratio and very poor thermal envelope consisting of an 8" concrete panel with 1" wood fiber "tectum" panel exposed as an interior finish; consequently it has very low insulating value of about R1.75sf-h-F/BTU. The existing single pane metal windows were replaced in 2017 with a thermally broken metal frame window with 1" double pane insulated glass. The TPO roof was installed in 2017 and is in fair to poor condition. There is a patch on the roof that has failed and allows water to enter the building. The roof appears to have some moisture below the membrane as areas of the roof are soft and the membrane is wrinkled in multiple locations. The exterior concrete is in fair condition with minor cracks and spalling, but according to the hazardous materials report, the concrete contains asbestos. The caulking of exterior control joints needs to be repaired.

The interior finishes and layouts are largely unchanged from the building's original construction except for a center classroom cluster on the second, third and fourth floors where the interior partitions and acoustical tile ceilings have been removed as a previous partial abatement. The existing light fixtures have been left dangling from chains mounted to the structure. Electrical boxes from demolished partitions hang exposed from the structure above. Base cabinets with sinks remain exposed in the open space.

The existing building has code and accessibility deficiencies. There have been some upgrades made to the toilet rooms such as added grab bars but most of the changes and existing conditions are not ADA compliant. The MEP/FP systems have had some repairs and upgrades over the years but all of the systems are beyond life expectancy. The existing building technology and network infrastructure is insufficient, and the facility's age, structure and base system inhibit the delivery of reliable technology for current educational needs.

HVAC, Electrical, Plumbing and Fire Protection:

The major HVAC infrastructure within the building has been in place since the original construction. There have been modifications to the existing systems to improve air quality (UV filtration and steam humidification) due to COVID but these upgrades do not meet current air quality standards. The building is served by two custom air handling units (AHUs) in the penthouse with chilled water coils, hot water coils, and steam humidifiers. A smaller AHU serves the cafeteria, and a dedicated make-up

air unit serves the kitchen. There are two gas-fired heating-only rooftop units (not original to the building) serving the gym. Air is distributed to classrooms via linear diffusers in the modular ceiling grids with plenum return. A natural gas boiler provides hot water to air handling units; There is no heating hot water distribution throughout the building. The VAV boxes have electric reheat coils. There is electric baseboard heating throughout the classrooms, some of the baseboard heating units are pulled off of the walls. A water-cooled chiller provides chilled water to air handling units. The chiller and its cooling tower are located in the penthouse and roof, respectively. The building controls are a mix of pneumatic and digital. There are several exhaust fans located on the roof to serve bathrooms, gymnasium, and general exhaust for the building.

The main electrical service equipment, along with the normal and emergency distribution power systems, are extremely outdated and have limited replacement parts available. Major electrical infrastructure upgrades would be required to support classroom renovations and future inclusion of building-wide electrified heating, ventilating, and air conditioning systems. The existing electrical rooms and back-of-house spaces currently may not have sufficient space or structural capabilities to accommodate new electrical switchboards, transformers, and panelboards. The current utility medium voltage load break switch and utility transformer appear to be in poor condition and must be surveyed and evaluated by the utility provider (Eversource) to confirm their condition and capacity for any renovation work.

Currently, there is a single three-phase 75 kW natural gas generator serving limited emergency loads. The building lacks a sprinkler system, though it is equipped with a relatively new fire alarm system. However, device coverage and code compliance for the fire alarm system appear inadequate.

The heating systems, electrical systems, and infrastructure in the building are in poor condition and require renewal for occupant comfort, reliability, efficiency, and the environmental impacts of carbon emissions. Further details are noted within the body of this report.

The existing school building is equipped with several plumbing systems including domestic hot and cold water; sanitary drain, waste, and vent; natural gas; and storm drainage. The building's domestic water is supplied from a water line on Sycamore Street, the service also supplies the fire suppression standpipe system. The four-inch (4") domestic water supply is reduced and equipped with a two-inch (2") water meter. The water service piping is a mixture of ductile iron and copper, appears to be in good condition. The domestic hot water is a single- temperature system with a recirculation pump. The piping around the water heater, storage tank, and recirculation pump is in fair condition. Plumbing fixtures appear to be in good condition, but do not meet current codes for flow rates and/or accessibility. Floor drains throughout the building do not appear to be equipped with automatic trap primers. Domestic water piping insulation thickness may not meet current energy code requirements and should be inspected and replaced where it has been damaged or does not meet current energy code requirements.

The building is equipped with a natural gas service located outside the water service room. The natural gas system serves the domestic water heater and the building heating equipment. Gas piping is steel with welded or threaded fittings and appears to be in good condition.

The existing school building is protected by a wet-pipe manual standpipe system that is fed from a 6" combination domestic and fire service. The system includes an isolation valve and check valve, and a freestanding siamese fire department connection with a check valve. There is no system riser or backflow preventer present. Standpipes are located in exit stairwells and have hose valve cabinets located on the main floor levels. The cabinets are equipped with 2½" fire department valves and 1½" hose valves. At some point, the hoses were removed from the cabinets. Each standpipe is equipped with a control valve. None of the system control valves are supervised. The existing kitchen hoods are not equipped with fire suppression systems.

The building is not provided with automatic sprinkler protection. The IEBC requires protection in the work area (defined as the reconfigured area) on any floor where the work area exceeds 50% of the individual floor area (IEBC 803.2.2). However, even if sprinkler protection is not required by the IEBC, the fire official can potentially require sprinkler protection throughout the building under Massachusetts General Law Chapter 148 Section 26G since the building is over 7,500 ft². Sprinkler protection is required if the building is substantially renovated, which is typically interpreted as a project with a renovated area exceeding 33% of the gross floor area or a project with a cost exceeding 33% of the building's assessed value. Based on an assessed value for the building of 16,838,100 (see Appendix), the fire official may require sprinklers if the cost of renovations exceeds \$5,556,573.

The existing previously approved fire alarm and detection systems are permitted to remain for a Level 1 or 2 renovation (IEBC 803.4.1 Exception 1). The existing fire alarm and detection systems must be maintained and altered as necessary to accommodate the renovations and maintain compliance with NFPA 72 (IEBC 803.4.1 Exception 1). A Level 3 Alteration would require a fire alarm system in compliance with the code requirements for new construction (i.e. a voice-alarm system)(IEBC 904.2).

Food Service:

The school's kitchen at one time served as a hub of food production for other schools. This is evidenced by the sheer volume of refrigerated storage and production equipment such as flow wrappers and metal detectors. The equipment that was used for this purpose is still in place. Some equipment appears to be in good condition and suitable for reuse. The floor within the kitchen is a quarry tile. Walls and floors are worn and cracked with holes and exposed conduit in some locations. Infrastructure such as plumbing, exhaust, and electrical are original to the facility construction and beyond their life expectancy. Plumbing needs to be updated to modern standards as many sinks do not meet health code requirements. Lighting levels below the hood are poor and the effectiveness of capture and containment of cooking combustion vapors and odors is not adequate.

Refer to Appendix K for existing conditions Reports

Assessment of Hazardous Materials:

The Existing Winter Hill Community Innovation School does contain Hazardous Materials. A partial abatement to remove asbestos was done in a portion of the school. Further abatement will be required, refer to attached Appendix N for hazardous materials survey of the existing building

Initial Evaluation of Building Code and Accessibility:

There were no major hazardous means of egress conditions identified during the site visit, other than the fact that the building is somewhat in disrepair since it has not been occupied and there is limited lighting in some areas, trash cans in egress paths, etc. Each floor of the building is provided with multiple wide egress stairs that appear sufficient. Illuminated exit signs and means-of-egress lighting must be provided in all work areas in accordance with the code for new construction (780 CMR 102.6.4). The building includes existing exit signs and emergency lighting, however a detailed survey and evaluation was not conducted and it is unclear whether they are all functioning. Accessibility is insufficient. There are access issues that must be addressed as part of any major project. The restrooms, drinking fountains, countertops, food serving lines, library circulation desk, door hardware, and drinking fountains all will require replacement or significant alterations to comply with current MAAB and ADA. The building is constructed on several levels and is equipped with an elevator. The condition of the elevator will need to be further studied. At the exterior, there are very few perimeter doors that provide compliant accessible means of egress from the facility and there is currently no discernable accessible route around the facility connecting all the site amenities and egress pathways.

Massachusetts M.G.L. 521 CMR. All administrative spaces, instructional spaces, and areas open to students or the general public are subject to the requirements of 521 CMR 12.1.1. Employee-only spaces are not currently regulated by 521 CMR, but are subject to ADA compliance. Existing buildings are not required to retro-actively comply with 521 CMR except if renovated to levels defined by 521 CMR: If the cost of the proposed work is greater than \$100,000 then all new work must comply and the existing building must include an accessible public entrance, toilet room, telephone and drinking fountain. If the cost of work is greater than the 30% of the full and fair cash value of the building, full compliance is required. One must assume that the work will exceed this threshold.

The Massachusetts Stretch Code as adopted by the City of Somerville incorporates the 2021 International Energy Conservation Code (IECC) with Massachusetts Amendments (225 CMR 23). Alterations to an existing building, building system or portion thereof must conform to the provisions of the IECC as those provisions relate to new construction without requiring the unaltered portions of the existing building or building system to comply (IECC C503.1). Although this code does not have a full-compliance threshold, any new equipment must also comply with the Stretch Code amendments to the 2021 IECC.

All reconfigured spaces must provide existing mechanical ventilation not less than 5 cfm of outdoor air per person and not less than 15 cfm of ventilation air per person, or natural ventilation as required by the International Mechanical Code (i.e. exterior openings equal to 4% of floor area) (IEBC Section 807).

From an energy perspective the building is a below average performer with an assumed EUI of approximately 68, in contrast the typical median school in the United States has an EUI of 58. The existing building has been closed since 2023 and current utility costs are not available.

The existing school has many security and safety deficiencies. The existing access control system and video management system with single lens cameras at the entry doors are insufficient and not capable of recording. Intrusion detection system/alarms appear to be outdated and in need of replacement. The intercom and video intercom systems are old non-video Aiphone brand intercoms, insufficient for school screening at perimeter entrances. Various exterior locations do not have sufficient spacing of safety bars. This poses a risk to small unattended children. The main entrance on Sycamore Street and the north entry at the playground are not visible by the main office. The perimeter of the building has alleys and hidden corners limiting visibility and allowing places for people to hide.

ARCHITECTURAL, ACCESSIBILITY AND BUILDING CODE

The current codes apply to the existing Winter Hill Community Innovation School as of the date of this report are as follows:

Massachusetts State Building Code 10th edition
2021 International Existing Building Code (replaces chapter 34 of the previous codes)
AAB Rules and Regulations 521 CMR
Elevators 524 CMR
Fuel Gas and Plumbing Code 248 CMR
Boilers, Pressure Vessels and Hoisting
Board of Fire Prevention Regulations 527 CMR

Building Data & Background:

3.00 Use and Occupancy Classification

303.1 – Exception #4 – Assembly areas that are accessory to group E occupancies are not considered separate occupancies except when applying the assembly occupancy requirements of chapter 11.

305 – (E) – the use of a building or structure, or a portion thereof by 6 or more persons at any one time for educational purposes through the 12th grade.

4.00 Special Detailed Requirements Based on Use and Occupancy

410 – Stages and Platforms – No stages exist in the building – N/A

5.00 General Building Heights and Areas

503 – General Heights and Areas

Type I (Unlimited)

<u>Use</u>	<u>Allowable</u>

E 5 stories / Unlimited

506.2 Single Occupancy, one-story buildings – N/A (building is 4 story at Core and Academic wings)

506.3 – Automatic Sprinkler System Increase – N/A (building does not have a sprinkler system)

508.2.5 Separation of incidental occupancies –

- Furnace room any piece of equipment over 400,000 BTU per hour input – 1 hour or Sprinkler System
- Rooms with Boilers where the largest piece of equipment is over 15 PSI and 10 HP - 1 hour or Sprinkler System
- Laboratories or vocational shops - 1 hour or Sprinkler System – N/A
- Laundry rooms - 1 hour or Sprinkler System – N/A
- Rooms containing fire-pumps – 2 hours or 1 hour with full coverage sprinkler system.

*The building is currently non-conforming in terms of overall area - any renovation or repair project would include the addition of an Automatic Sprinkler System; the addition of this system would increase the allowable SF of the building to 58,000 SF which would still leave the building as non-conforming.

6.00 Types of Construction

Table 601 Fire resistance ratings of structural elements.

602 : Non combustile Construction classification Type 1

7.00 Fire and Smoke Protection Features

706 Currently the building has no fire walls or separations.

8.00 Interior Finishes

803.11 Interior wall and ceiling finish shall have a flame spread index not greater than specified in Table 803.11

(In Non - Sprinklered Condition)

Group	Exit Enclosures	Corridors	Rooms/Enclosed Space
E	A	B	C

Class A – Flame Spread 0-25, Smoke Developed index 0-450

Class B – Flame Spread 26-75, Smoke Developed index 0-450

Class C – Flame Spread 76-200, Smoke Developed index 0-450

806.7 Interior Trim shall have a minimum Class C flame spread and smoke developed index. Combustible trim, excluding handrails and guardrails, shall not exceed 10 percent of the specific wall or ceiling area in which it is applied.

Exterior Finish

Exterior wall finishes must fully comply with the requirements of 780 CMR 14. Combustible materials are permitted to be used as an exterior wall finish for this building in accordance with 780 CMR Section 1406.0; however, all exterior wall finishes and architectural trim located greater than 40 feet above grade plane must be constructed of approved noncombustible materials and must be secured to the wall with metal or other approved noncombustible brackets (780 CMR Section 1406.2.1). Additionally, combustible exterior wall finish is limited to 10% of the exterior wall surface area where the fire separation distance is 5 ft or less. The use of plastic materials as part of the exterior wall assembly (i.e. foam plastic insulation, exterior coatings and facings) must comply with 780 CMR 26 (780 CMR 1404.8). The wall assembly must be tested in accordance with NFPA 285 (780 CMR 2603.5.5). Note that this test standard is a full-scale assembly test. We recommend confirming with the manufacturer that any foam plastic insulation proposed is part of an approved NFPA 285 assembly. NOTE: as there is no change in use, no further compliance is required for ratings and opening limitations for the existing building (IEBC 912.6.1)

9.00 Fire Protection Systems

903 – Automatic Sprinkler Systems – although not present currently any project undertaken in the City of Somerville will require the installation of a sprinkler system as it will be classified as a major alteration under MGL section 26G, refer to chapter 34 section for additional details.

905.3.4.1 – Hose and Cabinet – the 1-1/2" hose connection shall be provided with sufficient length of hose to provide protection to the stage area.

905.7.1 – Cabinets – cabinets shall be identified in an approved manner by a permanently attached sign with letters not less than 2 inches high in a color that contrasts with the background color.

906.1 – Fire Extinguishers – in new and existing group E occupancies, portable extinguishers shall be installed, exception for group E – when a quick response sprinkler system is installed only locations called for in items 2 thru 6 apply.

- Within 30 feet of commercial cooking equipment
- Areas where flammable liquids are stored, used or dispensed
- Areas under construction
- Where required by table 906.1
- Special hazard areas, laboratories, computer rooms, generator rooms or as required by the fire code official.

906.3.1 Size and distribution – (2-A) maximum travel distance 75'-0"

907.2.3 Manual Fire Alarm with Occupant notification system required in use group E

10.00 Means of Egress

1004.1 design occupant load – Table 1004.1.1, the following design occupant loads are suggested based on the use groups present.

- Accessory storage areas, Mechanical Equip. Rooms – 300 gross
- Assembly without fixed seats
 - o Unconcentrated (15 net)
 - o Standing Space (5 net)
- Business Areas – 100 gross
- Educational
 - o Classroom – 20 net
- Exercise rooms – 50 gross
- Kitchens / Commercial – 200 gross
- Library
 - o Reading Rooms – 50 net
 - o Stack Area – 100 gross

The calculated occupant load for the proposed floor plans, the corresponding required number of exits, the provided number of exits, and the provided egress capacity are summarized below (780 CMR Table 1004.1.1, Table 1021.1, and Table 1005.1). See egress analysis drawings for detailed egress calculations.

Means of Egress:

Floor	SF	Occ. Load	Required Exits	Existing Exits
First	19010	410	3	4
Second	28135	1448	8 + 8 for upper levels	4
Third	20790	625	4	4
Fourth	20790	698	4	3

Note: Second Floor gymnasium has inadequate egress

1005.3.1&2 Egress width, for stairs 0.3 inches per occupant, for corridors and other egress components 0.2 inches per occupant.

1006.3.1 Minimum number of exits – Over 1000 persons (4 required)

1008.2.1 Means of Egress Illumination – the means of egress shall at all times be lighted and shall not be less than 1 FC at the walking surface.

1010.1.1 – The minimum width of an egress door shall be 32" clear opening.

1017.2 Travel Distance – without sprinkler system for use group E – 200'-0"

1020.1 Corridors – Corridors are to be fire rated to 1 hour in use group E unless the building has an Automatic Sprinkler System.

NOTE: all spaces or rooms with an occupant load greater than 50 people, or a travel distance to an exit exceeding 75 feet must have 2 means of egress doors, swinging in the direction of egress travel, and illuminated exit signs above each exit. (IEBC 705.4.1.1, 705.4.2 and 805.3)

521 CMR - Access Board Regulations

3.3 All *additions to, reconstruction, remodeling, and alterations or repairs of existing public buildings or facilities*, which require a building permit or which are so defined by a state or local inspector, shall be governed by all applicable subsections in **521 CMR 3.00: JURISDICTION**.

Any project at the Revere High School will most likely exceed the exemptions listed under section 3.3.1 and will therefore require full accessibility. The following items will need to be addressed as part of any renovation project.

- 1) Accessible Route – 521 CMR 20.2 – an accessible route shall be provided from the public way to the accessible entrance, which shall coincide with the route for the general public. All exterior walkways around the perimeter of the building are not in compliance, there are no compliant walkways leading to the athletic fields.
- 2) Maneuvering Clearance at entrance to classrooms – 521 CMR section 26.6, Doors shall have pull and push side clearances of 18" and 12" respectively and not be located in a recess of more than 6" without provision for the clearance met. There are only a few instances of this violation in the existing building.
- 3) Accessible route / clear opening at doorways – 521 CMR section 26.5 – all accessible doorways and opens shall be minimum 32" clear. There are no instances of this violation present in the existing facility.
- 4) Door Hardware – 521 CMR section 26.11.1 – door hardware shall be easy to operate with one hand and not require twisting, pinching or grasping. Currently most rim-sets in the facility have knobs – each of these should be replaced with a lever type handle. 521CMR section 26.7 – Two doors in a series the minimum *space* between two hinged or pivoted doors in series shall be 48 inches (48" = 1219mm) plus the width of any door swinging into the *space*. Doors

in series shall swing either in the same direction or away from the *space* between the doors.
See Fig. 26g.

- 5) Food Service Lines – 521 CMR section 17.6 – the student serving lines would need to comply with the following, clear width of 36”, tray slide height at 34”, cash register counter 36” AFF maximum.
- 6) Public Toilet Rooms – 521 CMR section 30.1 – Each Public Toilet room on a site or building shall comply with 521 CMR. There are currently limited accessible facilities at the school, to fully comply each toilet room would require full renovation.
- 7) Corridor lockers – 521 CMR 19.4.1 at least 5% of the lockers shall be accessible. Provide proper hardware 42” AFF operable with closed fist and shelves within reach range at 5% of each locker type throughout the facility.
- 8) Libraries – 521 CMR 12.2.3. – Checkout facilities, at least one lane shall have a counter at 36” in height and 36” in length. The circulation desk should be retrofitted.
- 9) Assisted Listening Systems – 521 CMR section 14.5 – all assembly areas that accommodate more than 50 people or have an amplification system shall comply. The Multi-purpose room would require an appropriate system and signage.
- 10) Access to performing areas – 521 CMR section 14.6 – access to the stage shall be from an accessible route within the performance space. Compliance requires the addition of a platform lift and re-work of the flanking stair off the stage thrust at either stage left or right.
- 11) Cane Detection – 521 CMR 20.6.2, objects with their leading edges between 27 and 80” may not protrude more than 4” into the corridor.
- 12) Accessible means of Egress and AOR – 521 CMR section 20.11/26.1.2 – accessible means of egress are required from all spaces or elements by no less than one accessible egress, unless more are required by the building code. Although the AAB code does not require an AOR it is required under the Massachusetts state code egress requirements, there are several different conditions present at the school, some require an AOR, other’s may require a 5 to 7’-0” ramp from the single step outside the exit.
- 13) Drinking Fountains – 521 CMR section 36.1 – drinking fountain clearance, clear floor space, spout and control locations. All drinking fountains should be replaced with hi-low compliant units.
- 14) Signage – 521 CMR section 41.1 – signs that designate a permanent room or space shall comply and be mounted 60” to centerline AFF. All signage shall have character proportion, height, contrast, Braille and symbols of accessibility as required.

- 15) Stairs, Ramps, & Handrails – 521 CMR sections 24 and 27 – Stairs to pairs of rails, (1) at 34 to 38" AFF and a second at 18 to 20" AFF, handgrip portion of the rails must be circular or oval in cross section and be between 1.25 and 2 inches in diameter.

Chapter 34 (IEBC)

- 101.4 Applicability
 - o 101.4.2 – Buildings previously occupied: the legal occupancy of any building existing on the date of adoption of this code shall be permitted to continue without change, except as specifically covered in this code.
- 101.5 Compliance Methods
 - o Prescriptive Compliance Method – Chapter 3 (in general, altered areas must comply with the code for new construction)
 - o Work Area Compliance Method – Chapter 4-12 (level of compliance is based on the classification of work)
 - o Performance Compliance Method – Chapter 13 (Numerical method that allows trade-offs for deficiencies)

The proposed work includes additions and alterations to the existing building. For the purpose of this report, it has been assumed that the renovations include reconfiguration of space and reconfiguration of and or extension of systems for more than 50% of the aggregate area. Therefore the work will be classified as level 3 alterations and must comply with IEBC chapters 6 through 10.

- 101.5.4.0 – investigation and evaluation required to ascertain the effects of the proposed work on the work area under consideration and the entire building including its structure and foundation.
- 102.2.1.1– Fire Protection Systems – if the existing building undergoes additions or alterations the provisions of MGL c 148 § 26G (7,500 GSF sprinkler coverage requirement) may apply
 - o MGL c 148 § 26G – requires that a sprinkler system be installed if
 - A new building or structure is constructed
 - An addition is built onto an existing building
 - Major alterations or modifications are planned for an existing building (defined within the 2009 memo as a project exceeding 33% of the assessed value of the property under consideration, and/or affecting over 33%) * as of the writing of this report the subject building assessed value is 32,750,000.
 - o October 2009, Fire Safety Commission memo has 2 exceptions
 - No such system shall be required unless sufficient water and water pressure exists at the site
 - Generally, buildings owned by the Commonwealth are exempt from section 26G see opinion of the AG (00/01-1)
 - o As per MGL the decision rests with the head of the fire department in which the project is located.

Definitions – Chapter 2

Work Area (see appendix #2) – That portion or portions of a building consisting of all reconfigured spaces as indicated on the construction documents. Work area excludes other portion of the building where incidental work entailed by the intended work must be performed or portions of the building where work not initially intended by the owner is specifically required by this code. This has been further clarified by BBRs Official Interpretation No. 2014_01

Q. Work area and reconfigured space: What is reconfigured space?

A. “Reconfigured space” though not specifically defined is typically associated with floor plan changes such as the removal, addition or relocation of a door or wall. This can also include spaces reconfigured, for example, due to movement or inclusion of mechanical duct work that affects the layout of the building. However, in some cases a ‘space’ may be modified but it is not within the intent of the code to consider this ‘reconfigured space’. For example, the addition of new *equipment or fixtures* like a HVAC or a smoke detection system is a level 2 alteration, without necessarily a work area. However, if the HVAC system requires floor plan changes like rerouting of exits, then work area considerations must be addressed. This code is intended to encourage the reuse and improvement of buildings and the work area for a project must be approved by the building official.

Classification of Work – Chapter 4

- 402 Repairs – patching or restoration of damaged materials, elements, equipment or fixtures for the purpose of maintaining components in good and sound condition.
- 403 Alteration Level 1 – removal, replacement or covering of existing materials using new materials that serve the same purpose.
- 404 Alteration Level 2 – reconfiguration of any space that includes addition or elimination of any doors or windows, additions to any systems or new equipment.
- 405 Alteration Level 3 – Work area exceeds 50% of the aggregate area of the building.
- 406 Change of Occupancy
- 407 Additions
- 408 Historic Buildings
- 409 Relocated Buildings

A potential project would likely be classified as an Alteration Level 3 / Additions – therefore the project must comply with the provisions of chapter 6, 7, 8 & 10.

The actual code requirements will be subject to the final scope of the project.

ENERGY CODE PROVISIONS FOR EXISTING BUILDINGS

* Somerville is a stretch code community.

The building must comply with the 2021 International Energy Conservation Code (IECC) including the amendments contained in 780 CMR Chapter 13. The IECC 101.4.3 requires new or altered systems of portions of the existing building to comply with code requirements for new construction. Unaltered sections are not required to be upgraded. Where compliance with the IECC would result in an unsafe or hazardous condition, the altered element is not required to comply with the IECC.

248 CMR – State Plumbing Code

10.10 – section 18 H –

- Educational (School, College and University etc.) Toilet Facilities.
 - o Women and men's toilet facilities shall be located within 300 feet.
 - o Separate toilet facilities shall be provided for teachers and other staff employees. These toilet facilities shall be in addition to the requirements of 248 CMR 10.10(18): Table 1, See Educational Use Group E (staff) for teacher occupancy toilet facility requirements.
 - o In addition to 248 CMR 10.10(18)(h) 4., there shall be separate toilet facilities for kitchen (staff) employees, which shall comply with the requirements of 248 CMR 10.10(18)(i)1. thru 3. and Table 1, Educational Use Group E (staff) for kitchen employee toilet facility requirements.

Floor	Student	Required Toilets	Existing Toilets
First	275	14	6
Second	330	16	12
Third	278	14	8
Fourth	280	14	8

D. Existing Site(s)

Site Survey and Infrastructure:

The Winter Hill Community Innovation School site located at 115 Sycamore Street is fully developed. The Buildings is accessible to the street on the south, west, and north sides and land locked on the east side adjacent to the Archdiocese property. The topography of the site varies with the high point at the north west side of the site at the corner of Sycamore Street and Evergreen Street, and low points at the south and east side of the sites.

The main electrical line enters the building on the east side from a utility pole that is fed by the main electrical lines on Medford Street. The water line enters the building on the west side from the water main in Sycamore Street; City records indicate that the water lines are in

poor condition. The sewer line exits the building on the south side and connects to the main City sewer line in Medford Street. The gas meter is location outside of the building on Sycamore Street.

Refer to Appendix L for Site Survey of Existing Conditions.

Environmental Assessment

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 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. According to the FEMA Flood Insurance Rate Map (FIRM), dated July 8, 2025 the property is mapped within a Zone X [unshaded]: Area of Minimal Flood Hazard

Trum Field Property

The 4.65±-acre Trum Field property is located approximately one mile northwest of the Winter Hill Community School property. 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. 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. According to the FEMA Flood

Insurance Rate Map (FIRM), dated July 8, 2025, the property is mapped within a Zone X [unshaded]: Area of Minimal Flood Hazard.

Refer to Environmental Wetlands Narrative from January 20, 2026 in Appendix K

Geo-environmental Assessment (Phase 1 ESA):

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.

Refer Appendix M for Winter Hill Community Innovation School Phase I Environmental Site Assessment Recommendations and the full Phase I ESA report

Geotechnical Assessment:

Aside from environmental and fall-hazard concerns, the site appears generally functional, showing typical wear for a school property of this age. No major surface conditions were observed that would indicate significant geotechnical concerns. Minor cracking observed in retaining walls and some exterior slabs. Paved areas along the Melford St. driveway show visible cracking and localized settlement. Pavement in the rear play area exhibits noticeable cracking. Cracking was also observed in the sidewalk near the kitchen entrance on the building's side. Cracks noted in the walls and floors in the shower room in the boys' locker room. Additional floor cracks observed in the basement hallway and mechanical room. No signs of moisture intrusion that would indicate groundwater-related issues. No recognizable signs of slab movement were detected. All observed cracks and surface irregularities were documented and none appear to indicate foundation settlement, and no signs of active movement or subsurface-related instability were observed. A subsurface investigation would provide confirmation.

The building appears to be in good structural condition, with no cracking patterns that suggest settlement or foundation-related problems. 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.

Refer Appendix O for Geotechnical Report

3.1.5 Site Development Requirements

- A. Overview of Site Programming**
- B. Site Access and Circulation**
- C. Parking and Paving**
- D. Emergency Access, Safety and Security**
- E. Trash Removal, Deliveries and Maintenance**
- F. Utilities and Services**
- G. Code Requirements**
- H. Zoning Requirements**
- I. Orientation/Location Considerations**
- J. Preliminary Outdoor Program**
- K. Site Specific Narratives**

3.1.5 Site Development Requirements

A. Overview of Site Programming

All project requirements related to site development of a future school are described below for both the 690-student enrollment and the 925-student enrollment for the Winter Hill Community Innovation School 115 Sycamore Street – New School Building, followed by existing conditions, site specific narratives for the existing School and associated proposed site studies. The RFP outlined two site selections for the Design Team to study. These are currently identified as:

- Winter Hill Community Innovation School at 115 Sycamore Street
- Trum Field at 541 Broadway Street

The City of Somerville performed an extensive search to evaluate other site locations throughout Somerville but due to City's density and limited open space it was determined that there were no other properties in the City large enough to construct a new school building. The Homans site was looked at as possible location for a new school but the configuration and size of the site along with the close proximity to the MBTA train tracks did not fare well for a new school location. It was decided that there are only 2 potential parcels both of which are under City control. The new school building can fit on the 4.7 acre Trum Field site but the community is not in favor of this option as Trum Field is the City's largest open park space. Building on Trum Field will also require additional funds to replicate the open space to comply with Article 97 regulations at 115 Sycamore Street. Building the new school at the existing site at 115 Sycamore Street has been the more desirable and cost-effective option.



It was concluded that there are only two potential parcels under City control. The new school building can fit on the 4.7 acre Trum Field site but the community is not in favor of this option as

Trum Field is the City's largest open park space. Building on Trum Field will also require additional funds to replicate the open space at 115 Sycamore Street. Building the new school at the existing site at 115 Sycamore Street is deemed the more desirable and cost-effective option.



Trum Field Site



Winter Hill Community Innovation School Site



B. Site Access and Circulation

The Winter Hill Community Innovation School (projected for 690 or 925 Students):

The School District does not bus students to school with the exception of students with specific required needs. Current school drop off is between 7:30am – 8:00am with a school start time at 8:10 am. The Prekindergarten students are dropped off between 8:15 and 8:45 (School Starts). Student dismissal begins at 2:35pm and the Prekindergarten students are dismissed at 1:45pm. On Wednesdays students are dismissed at 1:00pm and the Prekindergarten students are dismissed at 12:00pm. It is anticipated that a similar pattern will occur in the future at either site that is chosen. Parent drop-off/pick-up will require car queuing on the streets. The number of parents that drop-off and pick-up students is assumed at 50% of the student enrollment. The program for site access will be dedicated parent drop-off areas in order to minimize traffic conflicts, improve safety and provide sidewalks and bicycle-friendly circulation to the main entrance of the school.

Walking and biking to school is done throughout the school year and more so during nicer weather. The new school plan shall include locations for bike racks and safe pedestrian access to

the school from the road. Racks for scooters have also been requested as scooters have been a common form of transportation to school.

There is an MBTA bus stop on Medford Street. Middle School students are provided with bus passes for traveling to and from school.

C. Parking and Paving

Many of the teachers live nearby and either walk or take public transportation to school. Teachers who live further away are provided with residence parking passes to park on the streets in the neighborhood. This has been an issue as there is limited parking available and many of the parking spots are used by the residents.

The school and all exterior school spaces including walkways, plazas, outdoor gardens, classrooms and sustainable learning areas shall be ADA accessible and in conformance with the Massachusetts Architectural Access Board Rules and Regulations Board. All parking spaces shall have handicapped parking spaces in the quantity and location as required by these standards.

D. Emergency Vehicle Access/ Safety and Security Requirements

The design team had a preliminary meeting with the Somerville Fire Department, Police Department and Emergency Management to introduce the project and discuss the design review process and requirements. The Somerville Fire Department requires a third-party review for tier-one construction documents which includes engineering plans and system narratives per NFPA 241/527 CMR 1.00. During construction a Construction Fire Safety Plan and fire system plans for alarms and sprinklers will need to be submitted to the Fire Prevention Bureau. All new construction must comply with the Specialized Stretch Energy Code and undergo site safety plan reviews.

The site extends the length of an entire block and so fronts on at least three roads providing extensive access for emergency vehicles.

Walkways and playground areas shall be adequately illuminated at night. All vegetation shall be clear of sight lines. Drop-off and pick-up areas shall be provided with the least amount of vehicular conflicts as possible. Drop-off areas shall be clear of vehicular traffic and shall not require students to cross parking lots or driveways. Crosswalks shall be located as required and be in conformance with MAAB rules and regulations. Service areas are to be clearly identified and possibly restricted by bollards, gates or chains.

E. Trash Removal, Deliveries & Maintenance

The design team had a preliminary meeting with the Somerville Department of Public Works (DPW) to introduce the project and discuss the design review process and requirements. The DPW contracts trash removal with a private contractor. Trash is picked up daily during the weekdays

and recycling is picked up on Tuesdays and Thursdays. There is currently no composting program for the school district.

The Winter Hill Community Innovation School has (2) 10-yard containers, (1) for trash and (1) for recycling. The previous school housed the production kitchen for the other K-8 schools in the city. The production kitchen will move back into the new school building and therefore it is assumed that the trash removal will be similar however this will be further reviewed as the design of the project progresses and after student enrollment is finalized.

New program shall locate dumpsters near Kitchen/cafeteria. Future service areas should include a loading dock, recycling dumpster and a possible trash compactor to contain waste and minimize the impact of rodents. Service areas shall be located with unobstructed access.

F. Utilities and Service

See Site Narratives (Section K)

G. Code Requirements:

See Site Narratives (Section K)

H. Zoning Requirements

See Site Narratives (Section K)

I. Orientation/Location Considerations

A priority throughout the early planning process has been to maintain ideal north-south facing classrooms. This is seen as a critical component to creating high-performance educational spaces that can both improve learning and save energy through the controlled use of daylight. Secondly, views to the natural landscape are desired to help foster connectivity, comfort and creative thinking. One of the preliminary options is centered around an east west orientation for the academic classrooms which maximizes daylight into the classrooms. However, the Community's desire to maximize accessible open space on the north side of the site and divide the building into an elementary grade experience and a middle grade experience challenged the design team to look at a building with a north south axis that conforms more to the existing shape of the site within the restricted city block. A third option was also developed to orient the academic classrooms for the middle grade experience back onto an east west axis and jig saw the elementary classrooms on the north south axis to maximize daylight. This option allowed for the elementary and middle grades to have dedicated sections and increased accessible open space for the school and the community. The design team has developed daylight studies to assist with the design through the development of these options.

Site locations were reviewed for vehicular, pedestrian and bicycle connectivity as well as public transportation. Due to the density within the City, buildable sites are limited which narrowed the

options to two site locations, that being the existing school site at 115 Sycamore Street and the open space at Trum Field. Although both sites are restricted in size, the design options will require a multilevel building of 4 to 5 stories. Building a multilevel school will allow for more open space on the sites. Rooftops will also be considered to maximize outdoor space for the students. Refer to section (K) for site specific information.

The design team is currently working on Preliminary Massing Studies to compare daylight, glare, energy and whole life carbon for each option.

J. Preliminary Outdoor Program

Outdoor Plaza: Flexible, multi-purpose outdoor space for students will be designed to include performance space and classroom space as well as a welcoming main entrance plaza. All entrance plazas shall have portions that are covered and or provide shade and are sheltered from the elements. Exterior spaces shall be thoughtfully designed at a scale relative to the varying age of the children. This is one of the critical design criteria to make sure that the exterior approach and spaces are inviting and safe. Outdoor spaces for students should showcase environmental stewardship through the use of highly visible, low impact design techniques and storm water best management practices. These elements shall be fully integrated and a focal point in all landscape areas. Plant material throughout shall feature native drought tolerant species that invite habitats for birds and butterflies and offer outdoor learning opportunities.

Outdoor Use Areas: The total anticipated SF of outdoor use areas will be approximately 30,000-35,000 sf not including rooftop areas (depending on population and final design) and will incorporate a variety of Play and Outdoor Learning Spaces.

Playgrounds: Active, natural and imaginative play will be important features of the landscape design. It is anticipated that this will be broken down into a minimum of two play areas based on age and/or space required. All play areas will incorporate play surfacing, swings, climbers, slides and ground-accessible play equipment. Language and symbol communication boards will also be included. Natural play equipment will also be incorporated in the form of log steppers, log climbers, outdoor easels and possibly a wood overlook or tree deck. All playgrounds will have ADA/AAB compliant components and integrate sensory learning such as outdoor musical instruments, spinners and roller slides.

Hardscape Play: Hardscape play will be included in the form of a half-sized basketball court (Depending on the final design and population, this may be located on a rooftop) and blacktop games.. The community would like to have a track around the basketball court or playground for walking, running, bicycling, etc.

Outdoor Classrooms: Outdoor classrooms shall be designed throughout the site and shall be located in courtyards, rooftops and smaller breakout zones within close proximity to the school. Outdoor classrooms shall incorporate seating and, in some cases, tables for use in art class, science journaling, etc. Currently, Winter Hill Community Innovation School has raised garden beds and a dedicated location for Mae's Garden. The new outdoor learning space will include raised and ADA

accessible planting beds and a dedicated area for Mae's Garden. Due to the space restriction on site, outdoor classrooms and Mae's Garden may overlap and additional uses like sensory garden space and therapy-based spaces can be included within the same footprint as well. All gardens shall be located close to a water supply, the possibility of rain barrels for supplemental irrigation will also be studied.

Fields: Currently the Winter Hill Community Innovation School has a small synthetic turf soccer field that his heavily used for recess during the school day and soccer for community sports. The future program will require replication of this fields and possibly increase the size to accommodate more space for students to run around.

K. Site Specific Narratives

Summary of Existing Conditions

1. 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. Left turns onto Medford Street from Thurston are difficult due to the amount of traffic on Medford Street backing up cars along Thurston Street.

The site is approximately 2.1 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 main drop off is located at the front of the school on Sycamore Street which is on modest slope with curb-side drop-off. Deliveries and emergency access is located off of Medford Street at the loading dock to the kitchen and maintenance area of the school. There is an MBTA bust stop on Medford Street alongside of the school.

The site includes a full-size basketball court, raised garden beds, swings, a play structure, a slide built into the hill and a small synthetic turf field on the north side of the site. There is a smaller playground with a play structure and picnic tables on the south side of the site along Medford Street. An outdoor classroom and Mae's Garden is on the east side of the site between the school and the Archdiocese property

The neighborhood is mostly residential with some commercial spaces. The Winter Hill Community innovation School shares the block with property owned by the Archdiocese.

The Archdiocese owns the Church at the corner of Medford Street and Thurston Street, a school building that is not currently occupied and a convent that has been converted into condominiums, both accessed from Thurston Street. The City has had discussions with the Archdiocese to inquire the purchase of some of the church owned property but at this time the Archdiocese is not interested in selling any of the land.

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.

There is no parking on the school property; vehicles park on the street. Some of the school staff walk or take public transit to the school. Staff that drive to the school are given residence permit parking passes to park on the street. Parking has been an issue.

Potential recognized environmental conditions include:

- Mitigation of the existing site – currently under investigation (refer to Phase 1 ESA)

Water Service

4" DIP Domestic Water line and 6" DIP manual standpipe system tapped into the water main at the Sycamore Street side of the building.

Sewer Service

6" DIP sewer line tapped into existing 8" sewer line running along Sycamore Street.

Gas Service

2-inch galvanized steel pipe service enters site from Sycamore Street (exposed vertical riser on the west face of the building extends to the equipment in the penthouse)

Electrical Service

(4) 4" conduits encased in concrete extending from the transformer at the service entry on the east side of the school connecting to the underground service in Medford Street

Flood Plain

N/A

Soils

Refer to Geo-technical Report Appendix Section N.

Zoning

Civic

Table 7.1.7 Permitted Uses

Use Category Specific Use	CIV
Civic & Institutional	
Minor Utility Facility	SP
Public Services	P
Religious & Educational Uses Protected by M.G.L. 40A, Sec. 3	P
Commercial Services	
Recreation Services	P
Vehicle Parking (as noted below)	--
Bike Share Parking	P
Car Share Parking (3 or less)	N
Car Share Parking (4 or more)	N
COMMERCIAL PARKING	N
Urban Agriculture	
Farming (as noted below)	--
Commercial Farming	N
Community Farming	P
Community Gardening	P



Natural Heritage & Endangered Species Program

Not located within NHESP Estimated Habitat of Rare Wildlife or Priority Habitat of Rare Species.

Considerations for future Site Development:

The L shaped site is confined to less than 2.1 acres making it challenging to design school for 690 to 925 students and maximize open space. Multiple stories will be needed to accommodate the educational needs and maximize open space.

Vegetation:

The current site has street trees along Sycamore Street in tree pits. The other street trees are set further back and are in more open lawn spaces. The other trees on site are primarily in the area of Mae's Garden and the area between the synthetic turf field and the upper black top area. Most of the trees on site are London Planetrees (*Platanus acerifolia*), Linden trees (*Tilia sp.*), Honey Locusts (*Gleditsia triacanthos*), and Columnar Norway Maples (*Acer platanoides*). There are several other tree species on site that are represented by single or small quantities. Most trees are in good health with the exception of the Norway Maples along Sycamore Street – these all show a high level of dieback and decline most likely due to age, small tree pits, and typical longevity of the species.

Other vegetation on site is comprised of some lawn areas, small planted areas of shrubs along the existing building, and a more recent planting of mostly native plant material in Mae's Garden. With the exception of Mae's Garden, most remaining shrubs appear to be original to the 1970's construction.

Due to the site's constraints and likely extent of site disturbance, it is likely that most of, if not all, existing trees may need to be removed. It is also likely that all other vegetation on site will be removed as a result of the proposed work.

In any proposed plan for the site, new trees and plantings will be incorporated with an emphasis on native, drought-tolerant, and bird and insect attracting species. Due to City-wide concerns with rodents, non-fruiting plant material will be selected to prevent creating food sources at the school.

2. Trum Field – 541 Broadway Street

Summary of Existing Conditions

The Trum Field site has frontage along Broadway Street to the northeast, Charles Ryan Road to the southeast, Franey Road to the southwest and Cedar Street to the northwest. All of the streets have 2-way traffic. The intersection at Cedar Street and Broadway has a traffic light. The site is fully developed as parkland and has two basketball courts, a baseball field and the city's only softball field. There is a playground at the corner of Franey and Cedar Street which is separated from Trum Field by Franey Street.

The site does not have a parking lot, there is curbside parking along all Cedar Street and Charles Ryan Road, a parking lane on Broadway Street with dedicated bike lane between the parking and the sidewalk, and curb side and head in parking on Franey Street most of which is reserved for the DPW and City departments.

The site is approximately 4.78 acres and is bordered by commercial and residential properties on the west, north and east and the City's department of public works to the south.

The site itself is relatively flat but the north side of the site has a retaining wall along Broadway Street. There is a pavilion structure on the north side of the site and grandstands along the 1st and 3rd base line of the baseball field. The field has athletic field lighting for night time use.



Potential recognized environmental conditions include:

- Article 97 – land swap approval

Water Service

Domestic Water service from Broadway Street to the pavilion where there are public toilet rooms

Sewer Service

Sewer line connection from public toilet rooms sewer line on Broadway Street

Gas Service

Gas Line on Cedar St, Broadway and Charles Ryan Road (no gas line connection directly onto Trum Field)

Flood Plain

Site is not within FEMA flood zone.

Soils

Refer to Geo-technical Report Appendix Section N.

Zoning

Table 7.1.7 Permitted Uses

Use Category Specific Use	CIV
Civic & Institutional	
Minor Utility Facility	SP
Public Services	P
Religious & Educational Uses Protected by M.G.L. 40A, Sec. 3	P
Commercial Services	
Recreation Services	P
Vehicle Parking (as noted below)	--
Bike Share Parking	P
Car Share Parking (3 or less)	N
Car Share Parking (4 or more)	N
Commercial Parking	N
Urban Agriculture	
Farming (as noted below)	--
Commercial Farming	N
Community Farming	P
Community Gardening	P



Natural Heritage & Endangered Species Program

Not located within NHESP Estimated Habitat of Rare Wildlife or Priority Habitat of Rare Species.

Considerations for future Site Development:

The site is existing parkland that is heavily used by the community and is Somerville's largest area of open space. The community uses this space for recreational programs, school athletics and various community events. The open space is protected parkland through Article 97. A land swap and legislative approval would be required to construct a new school building on this site. This option is not desired by the community.

Vegetation:

The current site has street trees along Broadway in tree pits and in the upper paved area north of the existing bleacher systems. These trees are a combination of London Planetrees (*Platanus acerifolia*) and Red Maples (*Acer rubrum*). These trees are a mix of ages and appear in good health. There is a cluster of trees on the south portion of the site adjacent to the basketball courts. This cluster includes Oak (*Quercus sp.*) and Ash (*Fraxinus sp.*). The Ash trees are very likely to decline in health over time due to the Emerald Ash Borer which is killing all Ash trees throughout the region. There are trees planted in tree pits along Cedar Street – a mix of Honey Locusts (*Gleditsia triacanthos*) and Ornamental Pear Trees (*Pyrus calleryana*). Some of these trees appear to have been planted recently, however, most of these trees are in poor health likely due to the small tree pits. Also, the Ornamental Pear trees are highly invasive.

The only other vegetation on site is the lawn associated with the sports fields.

Due to the site's constraints and likely extent of site disturbance, it is likely that most of, if not all, existing trees may need to be removed. The trees along Broadway are most likely to be saved on this site.

In any proposed plan for the site, new trees and plantings will be incorporated with an emphasis on native, drought-tolerant, and bird and insect attracting species. Due to City-wide concerns with rodents, non-fruiting plant material will be selected to prevent creating food sources at the school.

3.1.6 Preliminary Evaluation of Alternatives

- A. Analysis of School District Capacity & Assignments**
- B. Tuition Agreements**
- C. Rental or Acquisition of Existing Buildings**
- D. Code Upgrade (Base Repair) Option**
- E. Renovation/Addition Option(s)**
- F. New Construction Option(s)**
- G. Summary of Evaluations & Conclusions**

3.1.6 Preliminary Evaluation of Alternatives

A. Analysis of District Capacity & Assignments

The City of Somerville has experienced moderate growth in the past few years. This influx of multifamily housing and apartment complexes has, and will continue to, put increasing pressure on the school system. In addition, the existing schools are over crowded and the current Winter Hill students reside in a swing space at one of the older school facilities in the City.

The City of Somerville currently has 11 schools. One Early Childhood Education Center; Michael E. Capuano ECC, Six PK-8th grade schools; Albert Argenziano School, Arthur D. Healey School, East Somerville Community School, John F. Kennedy School, West Somerville Neighborhood School, & Winter Hill Community Innovation School which is now relocated into the Edgerly School Building, One K-5th grade school; Benjamin B. Brown School, One High School 9-12th grade; Somerville High School, and two therapeutic schools 6-8th and 9-12th grades; Next Wave & Full Circle. At this time based on current enrollment and future enrollment projections there is no other viable option than to rebuild the 115 Sycamore school building. The School Building Committee has also looked into an additional location for the New Winter Hill School Building Project to be built at Trum Field at 541 Broadway Somerville.

The chart below shows the district growth over the past 10 years -

School Year	K-5	6-8	9-12	Total
2015-2016	2,364	958	1,278	4,600
2016-2017	2,398	909	1,315	4,622
2017-2018	2,342	959	1,262	4,563
2018-2019	2,328	973	1,289	4,590
2019-2020	2,330	1,022	1,270	4,622
2020-2021	2,200	992	1,260	4,452
2021-2022	2,074	1,007	1,346	4,427
2022-2023	2,167	1,012	1,349	4,528
2023-2024	2,219	963	1,426	4,608
2024-2025	2,210	989	1,449	4,648

It is projected that the enrollment will continue to climb. The expected this significant increase in enrollment will affect all the schools in the district.

Consolidation of Winter Hill Community Innovation School and Benjamin Brown School

Winter Hill Community Innovation School Current configuration of grade K-8 enrollment: 690 students plus Pre-K students. Winter Hill Community School and Benjamin G. Brown Elementary proposed consolidation of grade K-8 enrollment: 925 students plus Pre-K students. This growth will inevitably require additions and renovations to some of the schools in the district in order to accommodate the increased student populations as well as continue to deliver the educational program to the standards that the district students deserve.

B. Tuition Agreements

The Somerville Public Schools do not have any tuition agreements with adjacent school districts, and does not plan to after completing this project.

C. Rental or Acquisition of Existing Buildings

There are no rental properties or potential acquisitions known to the city that might be made available for school use

D. Code Upgrade (Base Repair) Option

Winter Hill Community Innovation School Repair Summary – The design team conducted a visual inspection and review of available documents to assess the repairs necessary to bring the Winter Hill Community Innovation School up to Code(s). The 1973 facility approximate assessed value of \$18.6M, therefore any repairs that exceed \$5.5M (30%) will trigger ADA/AAB compliance. Likewise, reconfiguration of 50% aggregate area would require seismic upgrades. The state of the current building is not occupiable, partitions and ceilings have been removed, light fixtures and electrical boxes are hanging from the ceiling, a portion of the library has been damaged by a small fire. Many repairs and reconstruction is needed:

- **Exterior/Envelope** – replacement of roofs, doors and hardware. Repair and repointing of existing brick veneers.
- **Structural Issues** – repair/anchoring of walls to the existing diaphragms. Adding brace frames, concrete shear wall or reinforcing the existing CMU walls. Foundation upgrades. Repairs of surface cracking and spauling. Restoration of concrete columns, beams and slabs
- **Building Systems** – replacement of HVAC, Plumbing and Electrical systems in full, replacement of lighting & plumbing fixtures. Additional upsized water line / service required. Addition of a full sprinkler system for fire protection.
- **Hazardous-Materials** – abatement required for ACM, PLM, LCP and PCB

- **Install interior partitions, doors, ceilings and electrical work** – more than half of the classrooms have been demolished and will need to be reconstructed into classroom spaces. Existing Classroom walls are thin and will require modification to meet required STC rating for sound transmittance.
- **Finishes & Built-Ins** – new cabinetry, marker/tack boards and floor finishes.
- **HCP/Accessibility** – building entrances/exits non-accessible, as are bathroom layouts, classroom entries, and numerous doorways. ADA compliant door hardware and signage is required throughout.
- **Stairs and Entries** – replacement of open stair guardrails and noncompliant handrails at all stairs. Replace of exterior ramp at the north entry
- **Security** – replace security system and add additional cameras

The estimated Construction Costs for repairs is \$54M to 54M / \$607psf (\$76.9m Total Project Cost). Refer to Appendix for detailed Base-Repair drawings and estimate

E. Renovation/Addition Option(s)

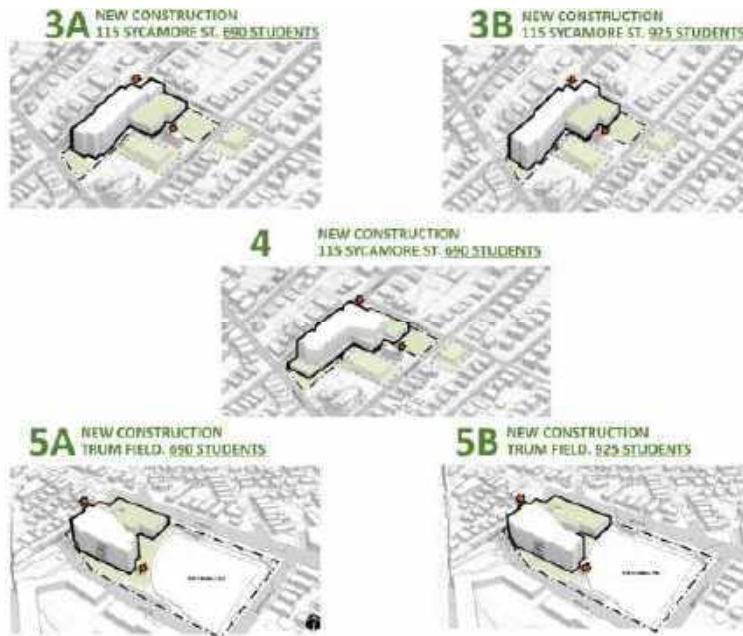
The overall scope of this project includes study of Repair, Addition/Renovation and New Construction of the Winter Hill Community Innovation School grades PK through 8th for the enrollment of 690 students as well as the enrollment of 925 students.

Of the 10 planning options that were developed on the 2 sites, two options are Addition/Renovation.

The options are listed as follow:

- BR Base Repair of the Winter Hill Community Innovation School
- 1A Addition/Renovation at 115 Sycamore Street 690
- 1B Addition/Renovation at 115 Sycamore Street 925
- 2A New Building at 115 Sycamore Street 690
- 2B New Building at 115 Sycamore Street 925
- 3A New Building at 115 Sycamore Street 690
- 3B New Building at 115 Sycamore Street 925
- 4 New Building at 115 Sycamore Street 925
- 5A New Building at Trum Field 690
- 5B New Building at Trum Field 925





The existing Winter Hill Community Innovation School has on street parking only. Many teachers commute to the school via public transportation and some of them are able to walk. However, teachers that commute in private vehicles are given residential parking passes to park on the street in the neighborhood. There is no current plan to add a parking lot to the new school project as outdoor space is limited. The increase enrollment will create a need for additional parking. The neighbors have voiced concerns with parking for teachers as the current condition was challenging with limited street parking for the school faculty and staff. The design team will study the possibilities for below grade parking but cost associated to this solution will be a concern.

Most students are not bussed to school, the limited busses are dedicated to students with special needs. Students wither walk or are driven to school by parents. The City is looking into acquiring additional land around the site to increase open space and improve parent pickup and drop off. The potential sites include the City Annex at the corner of Thurston and Evergreen Streets and property that would need to be purchased from the Archdiocese. City Annex property that is owned by the City is the more likely acquisition.

Option 1A – Additon/Renovation at 115 Sycamore Street 690: New construction for 690 students at the existing school 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 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 educational program needs. Upgrades to the existing envelope 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.

Option 1B – Addition/Renovation at 115 Sycamore Street 925:

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.

F. New Construction Option(s)

2A New Building at 115 Sycamore Street 690

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 enrollment 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.

2B New Building at 115 Sycamore Street 925

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.

3A New Building at 115 Sycamore Street 690

Option 3A studies the 690-student enrollment at the existing school site on 115 Sycamore Street. The five-story building is oriented along a north-south axis to fit the site and preserve open green space on the north side along Evergreen, keeping the heart of the neighborhood accessible. The design pushes the bulk of the building toward Medford Street while maintaining a “small school” feel, with learning neighborhoods stacked vertically and grades separated by level or clustered in groups. Collaboration zones are integrated near Grades 1 and 2.



Public and assembly spaces, including the gym, cafeteria with stage, and media center, are located along Sycamore Street, with access from the main entrance and a secondary PreK/K/event entrance on Thurston Street. Rooftop learning and play areas are consolidated, with smaller outdoor spaces near Medford Street. Community spaces can be zoned for evening and weekend use without disrupting academic areas.

The main level features a pedestrian-friendly plaza, administrative offices, and lobby-adjacent community space. Lower levels house PreK/K classrooms with direct access to outdoor play areas, the gym, and cafeteria. Upper floors continue academic neighborhoods, with the media center as a central hub, art classrooms for Grades 2–

3 on Level 3, and rooftop learning spaces for older students. The plan does result in longer corridors and requires traveling through one grade's academic cluster to reach another, which may limit direct circulation and necessitate creative architectural strategies to improve wayfinding for younger students.

This option keeps the multiuse field at its current location at the corner of Evergreen and Thurston Street. The early childhood playground and Mae's garden is placed on the south side of the school with direct access to the PK and K classrooms. A majority of the outdoor learning and play space is shown on the multilevel roof tops that are accessed through the building. It may be possible to access the rooftop space over the gymnasium and cafeteria from the outside but accessibility compliance would need to be further studied.

3B New Building at 115 Sycamore Street 925

Option 3B is similar to Options 3A but has a larger footprint to accommodate the 925 student enrolment at the existing school site on 115 Sycamore Street. This 5 floor level option orientates the building on a north south axis to conform to the longer orientation of the site and maximize the open space on the north side of the site in the heart of the neighborhood. The plan can be zoned for community use with access from Thurston Street. Grades can be separated vertically by level or clustered in groups. The configuration of the plan does create corridors long corridor which is not desirable for the elementary school students. This option also requires traveling through one grade's academic cluster to reach another.





This option keeps the multiuse field at its current location at the corner of Evergreen and Thurston Street. The cafeteria gets longer to the east and encroaches closer to the multiuse field making the space between the field and the building very tight. In this option the building also extends to the south encroaching on the early childhood playground and Mae's garden and making this outdoor space very small. A majority of the outdoor learning and play space is shown on the multilevel roof tops that are accessed through the building. It may be possible to access the rooftop space over the gymnasium and cafeteria from the outside but accessibility compliance would need to be further studied.

4 New Building at 115 Sycamore Street 925

Option 4 studied the 925 student enrolment at the existing school site on 115 Sycamore Street. This 6 floor level option orientates portion of the building on the east west axis and divides the school into 2 schools within a school. The academic wing on the east west axis is dedicated to the middle school grades with good solar orientation. The Elementary school grades are oriented on the north south axis with a jig sawed façade to allow natural light to enter the classrooms. 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.

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 play ground 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.

5A New Building at Trum Field 690

Option 5A studies the 690 student enrolment at the Trum Field Site on 541 Broadway Street. This 5 story option orientates the building on an east west axis and divides the school into an academic side to the south of the site and a shared community side to the north of the site. The school will share the block with the existing baseball field. The placement of the building will eliminate the City's only softball field and two basketball courts. Trum Field is currently the City's largest open space where multiple community events and activities take place throughout the year. Placing a new school in this location will reduce the size of the open space by almost half.

Although the overall Trum Field site is larger than 115 Sycamore Street the site is very tight and the new building is squeezed between Cedar Street and the existing baseball field. Similar to 115 Sycamore Street, there is only on street parking that will need to be shared with neighboring properties including the DPW and City offices located on the south side of Trum field on Franey Street.



LEVEL 2



LEVEL 3



LEVEL 4



LEVEL 5

This option would need to keep the multiuse field at its current location on 115 Sycamore Street. The Sycamore Street site would need to be dedicated open space as park land under Article 97; legislative approval will be required for the land swap. A new softball field will not fit within the property line of 115 Sycamore Street. Outdoor learning and Playground space on the Trum field site will be limited to the small courtyard that will contain Mae's Garden and a dedicated early childhood space on the southside of the school. Additional outdoor learning and play space will need to be accommodated on rooftops and will not be accessible to the public. There is an existing playground across Franey Street that may be able to be used by the school if security and safety can be addressed.

5B New Building at Trum Field 925

Option 5B studies the 925 student enrolment at the Trum Field Site on 541 Broadway Street. Similar to option 5A, this option is also 5 stories and orientates the building on an east west axis and divides the school into an academic side to the south of the site and a community side to the north of the site. Due to the increased size of the school both the academic wing and shared community space are extended closer to the warning track of the baseball field.

The early childhood playground on the south side of the site is reduced in size due to space limitation, this is not ideal as the school enrollment is higher and the need for outdoor space is greater.



LEVEL 2



LEVEL 3



Similar to option 5A this option would need to keep the multiuse field at its current location on 115 Sycamore Street and will require the same land swap under Article 97. Parking will be more of a concern as additional cars will need to accommodate the larger enrollment. Broadway Street is also a main road through the City and traffic will be more of a concern in this area during parent drop off and pick up times.

G. Summary of Evaluations & Conclusions

As planning options were developed, the design team solicited feedback from the School Building Committee (SBC), with key points recorded in iterative versions of the Evaluation Criteria Matrix. The SBC first agreed on the following list of 16 criteria's:

Stakeholder and community sentiment <i>Supports viewpoints and judgment of stakeholders</i>
Cost/finance implications <i>Meets project budget and financial requirements of the City</i>
Walkshed impacts <i>Provides pedestrian access</i>
City Wide Green Space <i>expand open space / Onsite Greenspace and Playspace for School and Community Use</i>
Neighborhood Fit/Feel <i>Supports civic identity within neighborhood context</i>
Educational considerations <i>Enhances educational vision and program</i>
Health & Safety impacts <i>Enhances security & safety, physical, mental & social well-being</i>
Future expansion <i>Allows for future growth</i>
District Swing Space Use <i>Limits neighborhood and school district disruption</i>
Timeline <i>Supports accelerated construction schedule</i>
Disruption impacts <i>Limits neighborhood and school district disruption</i>
Environmental Performance <i>Reflect and support City's goal to support biodiversity, conserve resources, and provide healthy learning environment</i>
Orientation <i>Placement of the building to maximize daylight and limit glare</i>
Operation costs/Maintenance <i>Limits expenses for building operations and repairs</i>
Traffic <i>Limits traffic impacts</i>
Permitting Complexity <i>Provides advantages for ease, timing, and cost of permitting</i>

Each member of the SBC did their own evaluation of the 10 options which included base repair, addition and renovations for both 690 and 925 student enrolment, new building options for both 690 and 925 student enrolment at 115 Sycamore Street and new building options for both 690 and 925 student enrolment at the Trum Field site.

The SBC rated the criteria based on a scale of 1 thru 5 with 1 being least advantageous and 5 being most advantageous. Each criteria was also rated as low, medium or high.

The data was gathered by the design team and combined into a final matrix that formulated the results taken from each individuals evaluation.

The following results were then shared to the SBC:

Average Response by Topic

Average Response by Respondent

Average Response by High Priority Topic

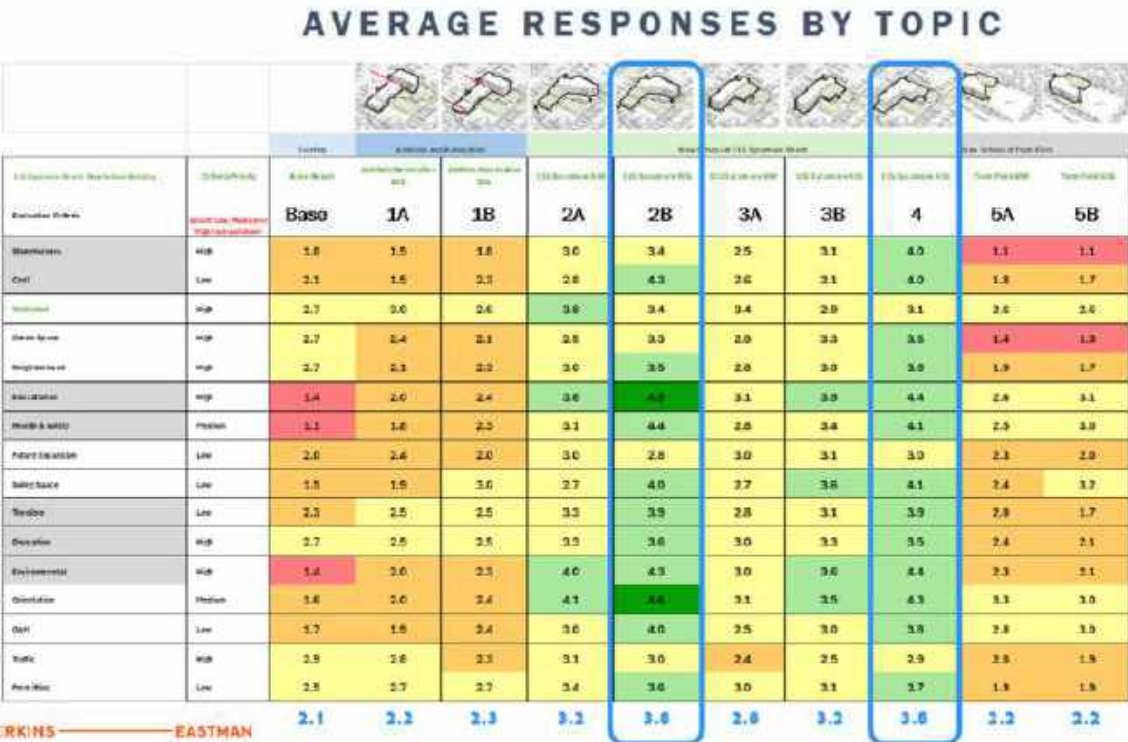
Refer to Figures 1, 2, 3 and 4

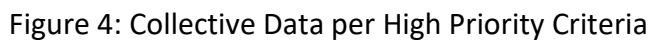
The collected evaluation data shows option 2B and option 4 score the highest based on the criteria developed by the SBC. It should also be noted the criteria shown in grey was provided by the City's Construction Advisory team (CAG) who spent over a year researching the new school building project prior to the selection of the design team. The CAG reports are provided in Appendix V and have been used as reference in this feasibility phase.

Figure 1: Individual Evaluations



Figure 2: Collective Data per Criteria Topic





Findings:

Base Repair Option: Base repair will not address the school district's programmatic needs and enrollment size nor will it address the City's sustainability goals. However, this options will be carried into the next phase as required by the MSBA guidelines

Addition Renovation Options 1A for 690 students: The SBC voted to move forward with the higher enrollment of 925 students

Addition Renovation Options 1B for 925 students: 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 community is concerned about the loss of open space and is in favor of increasing open space but not reducing the current open space that is on the school site. The SBC voted to move forward with studying this option for the larger enrollment as required by the MSBA guidelines

New Building Option 2A at 115 Sycamore Street for 690 students: 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.

New Building Option 2B at 115 Sycamore Street for 925 students: The SBC voted to continue to study option 2B for the higher enrollment. This option had the second highest ranking in the evaluation criteria.

New Building Option 3A at 115 Sycamore Street for 690 students: Similar to option 2B the SBC prefers to pursue the higher enrollment of 925 students as a more feasible approach to addressing school, community and city needs.

New Building Option 3B at 115 Sycamore Street for 925 students: This option ranked in the middle and although it supported some of the criteria that the SBC was looking for it came up slightly short in many of the other categories. The SBC was concerned about the long corridors in the school and the inability of being able to have a school within a school that separates the elementary and middle grades

New Building Option 4 at 115 Sycamore Street for 925 students: The SBC voted to continue to study option 4 for the higher enrollment. This option had the highest ranking in the evaluation criteria. This option starts to address many of the school and communities needs.

New Building Option 5A at Trum Field for 690 students: Locating the new school at Trum Field proposes many challenges. The main concern being the loss of the largest open space in the City. A pole was taken in the Fall of 2025 which showed that the City was not in favor of building a new school at the Trum Field site. In addition to this it was very challenging to fit the school program next to the baseball field limiting the area for outdoor school program space.

New Building Option 5B at Trum Field for 925 students: For the same reasons noted above, the SBC does not want to consider the Trum Field site as a location for building the new school. The program for the larger enrollment crams the building up along the baseball outfield. The land swap for open space would be proposed at 115 Sycamore

Street. The Sycamore Street site is not wide enough to accommodate a softball field, leaving the community without a regulation size field for school and recreational use. The cost to redevelop both site is also not feasible for the community.

3.1.7 Local Actions & Approvals

A. Action & Approvals Letter

April 2026



April 7th, 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 Preliminary Design Program (“PDP”) Submittal for the Winter Hill Community Innovation School project and voted to approve and authorize the OPM to submit the Preliminary Design Program related submittals to the MSBA for consideration on March 23rd, 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 (10) meetings regarding the Winter Hill Community Innovation School project since the MSBA Board of Directors approved the City to proceed into the Preliminary Design Program on December 13th, 2023.

1. **July 7, 2025:** held at 4:30PM at 81 Highland Ave, Somerville, MA. 02143 in Room C205: during the meeting the OPM was introduced to the SBC, a Chair was elected by the committee, the OPM presented the MSBA process, the OPM presented the timeline of the project, and the OPM outlined the designer selection process.
2. **August 18, 2025:** held at 4:30PM virtually via Zoom: during the meeting, the SBC reviewed updates from the City’s Construction Advisory Group (CAG), the project team advised of the designer RFS’ received, continued to review MSBA process, presented information on evaluation criteria, explained the Designer Selection Panel process, and affirmed DSP members.

3. **September 29, 2025:** held at 4:30PM virtually via Zoom: during the meeting, the project team received an update from the City's CAG, PMA advised the SBC of the DSP's selected designer as Perkins Eastman, PMA advised the SBC of the procurement process of contracting with the Designer, and the project team further discussed the MSBA process, and the timeline of the funding and voting.
4. **November 3, 2025:** held at 4:30PM virtually via Zoom: during the meeting, the project team received the City's CAG recommendation, PMA advised that the Designer contract is pending execution, the Design firm's team was introduced to the SBC, the designer made a presentation and highlighted the educational visioning process.
5. **December 1, 2025:** held at 4:30PM virtually via Zoom: during the meeting, the SBC and the project team was advised of updates on the City's CAG recommendation, project team presented workplan update, presented community outreach plan, updated the committee on visioning and programing, and the project team provided a presentation of the existing conditions and site assessment of the existing building.
6. **January 5, 2026:** held at 4:30PM virtually via Zoom: during the meeting, the SBC and the project team were updated by the Mayor of the final updates to the City's CAG recommendation, the project team updated the SBC on the workplan timeline, the traffic assessment and walkshed analysis of the two properties were presented to the SBC, Designer presented and update to the SBC on progress of Educational visioning and programming, and the first round of the building massing study was presented to the SBC.
7. **February 2, 2026:** held at 4:30PM virtually via Zoom: during the meeting, the project team reviewed the workplan timeline, provided an update on educational visioning and programming, presented an update on community engagement, and presented preliminary options and evaluation criteria to the committee for feedback.
8. **March 2, 2026:** held at 4:30PM virtually via Zoom: during the meeting, the project team reviewed the project schedule and workplan timeline, presented an overview of the Article 97 process for alternate sites, and provided a community engagement update. Project team also continued to present and review preliminary design options and the evaluation criteria for feedback and issuance to committee members for evaluation. The project team reviewed the PDP space summary with the committee members, and an update on the progress of the PDP Educational Program.
9. **March 23, 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 the finalized preliminary options evaluations by the committee. There was a motion for the Preferred Schematic Report phase to continue to only study some of the options and remove other options. The options motioned to further study included Options 0 (base/repair code upgrade), 1B (add/reno), 2B and 4 (new construction). That vote passed (10-2).
10. **April 6, 2026:** held at 4:30PM virtually via Zoom: during the meeting the project team reviewed the project schedule, workplan and community engagement

updates. There was a motion to approve the submission of the Preliminary Design Program, and all contents within, to the MSBA. The vote passed (13-0).

In addition to the SBC meetings listed above, the City held (10) 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. **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 2, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The project team and City leadership attended the open School Committee meeting to answer any questions as necessary as the Educational Plan for the PDP submission was being discussed.
7. **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.
8. **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.
9. **March 9, 2026:** School Committee Meeting: held at 7:00PM virtually via Zoom. The project team and City leadership attended the open School Committee meeting to answer any questions as necessary as the Educational Plan for the PDP

submission was having its first reading of the Educational Plan for the PDP submission.

10. **March 16, 2026:** School Committee Meeting: held at 7:00PM at Somerville City Hall (93 Highland Ave. Somerville, MA). The project team and City leadership attended the open School Committee meeting to answer any questions as necessary as the Educational Plan for the PDP submission was having its second reading of the Educational Plan. The School Committee passed a vote to approve the Educational Plan, by a vote of (7-2).

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 3/16 School Committee meeting minutes will not be approved prior to PDP 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.

April 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.

Signed by:

42C692C7699C498...
By: Mr. Richard Raiche

Title: Director of Infrastructure & Asset Management

Date: April 7, 2026

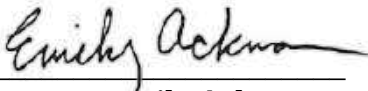
By signing this Local Action Certification, I hereby certify that, to the best of my knowledge and belief, that the information supplied by the District is true, complete and accurate.


By: Dr. Ruben Carmona

Title: Superintendent of Schools

Date: April 7, 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: April 7, 2026

Somerville Winter Hill Meeting Minutes

PROJECT: Somerville Winter Hill
LOCATION: Somerville High School RM C205

MEETING DATE: July 07, 2025
MEETING No. 01

ATTENDEES: (*Absent Members Listed in Italics*)

City:	☐ Rich Raiche	☐ <i>Hon. Katjana Ballantyne</i>	☐ <i>Andre Green</i>	☐ Ruben Carmona
	☐ Jill Lathan	☐ Courtney Gosselin	☐ Kathleen Seward	☐ <i>Edward Bean</i>
	☐ <i>Jesse Clingan</i>	☐ <i>Christopher Ames</i>	☐ Courtney Koslow	☐ Emily Grandstaff-Rice
	☐ Daniel Grayton	☐ <i>Richard Heidebrecht</i>	☐ Hanna Bao	☐ Suraj Rajbanshi

PMA:	☐ Sean Burke	☐ <i>Mitch Miller</i>
City:	☐ Khin That Mar	☐ Danielle Barry

General

Item	Responsible	Due	Notes
01:01	CITY	Recurring	Call to Order - RR thanked everyone for being here and being a part of the committee. We are now at a place where we will be ramping up our work. - Mayor's Opening Remarks: Nickki Spencer for the mayor. The mayor intended to be here but had a family emergency. Thanked everyone for their commitment to the project for the next 7-10 years. Thanked members of the last committee for seeing the high school through and next members for applying and serving. All members showed a knack for strategic thinking and long-term planning. She emphasized the Mayor's belief in inclusive leadership and the goal of creating a K-8 school to be proud of. The school construction advisory group (CAG) will be investigating a single school (Winter Hill) or merged school option (including the Brown School) and making a recommendation to the Mayor. The CAG will also be making a recommendation on site selection. This committee's goal is to provide the design for the school with the correct budget. We will unite around this goal and the mayor feels that everyone at the table working together will provide the right solution for the city. - Introductions. Each committee member introduced themselves, their backgrounds, and motivations for serving.
01:02	CITY/PMA	Recurring	MSBA Process: - PMA Consultants introduced as the Owner's Project Manager, outlined PMA's role as an extension of city staff, focusing on project management, communication, and stakeholder engagement. - PMA Detailed the MSBA process: Current stage: Forming the project team, next step is hiring an architect. Designer RFS published in mid-June. Briefing session for designers: July 16th at Winter Hill. Submission deadline for designers: August 13th. The project team and committee will review the submission and send them to the MSBA by August 21. PMA will review to ensure minimum submission requirements are fulfilled and will perform all reference checks. MSBA Designer Selection Panel (DSP) process: City has 3 members. Shortlist meeting on Sept 9th, interviews on Sept 23rd. - Under the city charter, the Mayor is the appointing authority and signatory, the mayor's role gets designated to the department chair who is Rich Raiche, the school superintendent is required to be on the DSP, the third seat is appointed by the school committee. Andre Green is a SC member, so it may be him. - Emily Grandstaff-Rice stated that the committee should avoid specific discussions with potential design firms.
01:03	CITY	7/7/2025	Election of Chair Member Open Nomination - RR asked for nomination of a chair. RR filled the role when the committee was established but thinks it is important to have separation between AIM and the project. RC asked what is expected of the chair. RR PMA and designer will bring most of the material. Chair will have premeeting with OPM and designer group. Chair will run the meeting, acknowledge members, make sure everyone has equal time.

			to speak in a protected way; administer public comment. Not a huge lift but will take some additional time. Nominate Emily Rice. EGR – is honored to be nominated, her goal is to give back and to run the process in a way that everyone’s voice is heard. 2) Motion - Nominate Emily Grandstaff-Rice to be SBC Chairperson M:Jill Lathan S: Ruban Carmona Role Call vote: For :Ruben Carmona, Jill Lathan, Courtney Gosselin, Kathleen Seward, Courtney Koslow, Daniel Grayton, Hanna Bao, Suraj Rajbanshi, Rich Raiche Against: None Abstain : Emily Grandstaff-Rice
01:04	CITY	7/7/2025	SBS meeting Logistics: 1) Frequency of Meetings - Monthly Would be a good cadence, the HS SBC elected to meet at 4:30 on Monday’s. We carried that forward to allow city staff and council members to be able to make it. High School always met in person until covid, Hybrid is a nightmare. August 18th remote 4:30PM. 2) The committee agreed to meet monthly, generally on Mondays at 4:30 PM. This time was chosen to accommodate schedules while avoiding conflicts with other city meetings. 3) Next Meeting: The next meeting is scheduled for Monday, August 18th, at 4:30 PM and will be held remotely to allow time to review architect submissions. 4) Meeting Format: The committee will use a mix of in-person and remote formats, with a preference for in-person meetings for significant design decisions. They acknowledged that hybrid meetings are difficult and will try to commit to one format for each meeting. CAG update on the next meeting. EGR addressed the committee and that member to think about what you are looking to see. RR – Each member has different background have we want to hear what is important to each member.
01:05	CITY	Recurring	Public Comment Jacob Bloom: Raised concerns about the difficulty of workday meetings for parents, the lack of a remote option for the current meeting despite previous assurances, the project website not being updated (including the RFS and current meeting details), and the RFS sustainability language being limited to "net zero ready" rather than Somerville's broader carbon net negative commitments. Matthew Daniels: Noted difficulty accessing the meeting due to front door staffing and stressed the importance of public access. Ryan Dunn: Expressed concerns that a Trum Field location would not serve the existing Winter Hill community due to transportation and proximity issues, urging the committee to consider other locations. Kate St. Laurent: Voiced concern that the 4:30 PM Monday meeting time might limit public comment if committee members need to leave for subsequent School Committee meetings.
01:06	CITY	Recurring	Motion to adjourn M: Courtney Koslow S: Jill Lathan Role Call vote: For :Ruben Carmona, Jill Lathan, Courtney Gosselin, Kathleen Seward, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Hanna Bao, Suraj Rajbanshi, Rich Raiche Against: None Abstain : None

PMA Consultants assumes, to the best of our knowledge, that the above content of these Meeting Minutes depicts all that transpired during this Project meeting. All attendees are required to address by memo or via e-mail, any omissions, errors or inconsistencies in the reporting of these Meeting Minutes, to the writer, within two (2) business days of receipt of these Meeting Minutes.

Prepared by: PMA Consultants LLC
Signed: Sean Burke

Date: July 07, 2025

**Winter Hill Community School
School Building Committee Meeting Minutes
August 18, 2025 4:30PM – Virtual Via Zoom**

1. Call to Order

- The meeting was called to order. The roll call confirmed 12 members present.
- Members Present were: Rich Raiche, Andre Green, Ruben Carmona, Courtney Gosselin, Kathleen Seward, Jesse Clingan, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi,

2. Introductions The following individuals, who were unable to attend the previous meeting, introduced themselves:

- **Jesse Clingan:** Ward counselor and City Council representative.
- **Andre Green:** School Committee member for the ward encompassing Winter Hill School.
- **Rich Heidebrecht:** Resident, parent of children at the Brown School, with a background in construction.
- **Christopher Ames:** Principal at the Brown School, aiming to offer perspectives that benefit Somerville students.
- **Edward Bean (Ed Bean):** City Finance Director, Auditor, and Chief Financial Officer, with previous involvement in school building committees including the recent Somerville High School Project.
- **Ralph Henry (non member):** Director of Capital Projects, providing support to Rich and Khin.

3. Approval of Minutes

- Minutes from the July 7, 2025 meeting were presented for approval.
- **Corrections:**
 - Spelling of Chief of Staff's name: Nikki K. Spencer.
 - Addition of Danielle Barry's last name.
- A **motion** to approve the corrected minutes was made by Rich Raiche and seconded by Daniel Grayton and seconded.

Vote: For: Rich Raiche, Andre Green, Ruben Carmona, Courtney Gosselin, Kathleen Seward, Jesse Clingan, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Edward Bean, Suraj Rajbanshi, Daniel Grayton **Against :** None
Abstain: Richard Heidebrecht

Carried: 12-0-1

4. Old Business: MSBA and Construction Advisory Group (CAG) Progress and Schedule Update

- **CAG Activities:** The CAG met the previous Monday and is still gathering data. Community outreach, including an online survey and focus groups, is underway and expected to gain more momentum in September when school is back in session.
- **CAG Recommendation:** The CAG will provide its recommendation to the Mayor, who will use it as a data point in her decision-making process, specifically regarding the size of the school to be built.
- **MSBA Feasibility Study:** It was clarified that while an early decision on school size might be made, the MSBA will still require the feasibility study to explore all enrollment options until a preferred schematic response is determined. Previous enrollment and capacity studies have been used as a starting point and evolved favorably with MSBA staff evaluation.

5. New Business: Designer Selection Process (PMA Consultants Update)

- **MSBA Overall Process Timeline:** The project is past the eligibility period and is in the process of forming the project team. An OPM (PMA Consultants) has been selected, and an RFS for a designer was issued.
- **Designer RFS:** Six applications were received by the deadline (last Wednesday).
- **Designer Selection Panel (DSP) Meetings:** Two DSP meetings with the MSBA are scheduled for September 9th and September 23rd.
- **Evaluation Criteria:** Key criteria for evaluating designers include qualifications for specific projects, past performance, design quality, clarity of documents, coordination with consultants, financial stability, and geographical proximity to the project site.
- **Somerville-Specific Criteria:** Important considerations for Somerville include experience with building on a zero lot line in an urban environment and the firm's ability to meet the city's sustainability goals (e.g., net-zero and all-electric standards).
- **Subconsultant Matrix:** The MSBA requires a list of subconsultants, including MBE (5.4%), WBE (10.4%), and veteran-owned business enterprises (3%). One applicant failed to include two subconsultants and any veteran-owned businesses, and clarification is being sought from the MSBA.
- **Conceptual Examples:** Preliminary conceptual examples from each of the six applicants were shown, emphasizing they are not final designs.
- **Reference Checks:** PMA has begun the process of collecting references for the applicants.
- **DSP Voting:** The DSP will rank firms using a 3-2-1 point system, with the firm receiving the highest cumulative points ranked first. The city will have three votes on the panel, the other 13 appointed members will have one vote each.
- **School Committee DSP Designate:** The School Committee needs to appoint its designate for the DSP. Courtney K expressed interest in being considered for this role. The School Committee will vote on this at their meeting next week.
- **Public Access to RFS Submissions:** Proposals are typically not shared until after selection to protect proprietary and sensitive information and prevent unfair advantage. Requests for documents can be made through a public records request process facilitated by PMA and the city.

- **Committee Input on Designer Selection:** Committee members are encouraged to send their thoughts and considerations regarding the designer applications to Sean at PMA consultants to be aggregated for the DSP members.
- **Quality of Design:** Discussion on defining "quality of design" included aspects like inspiring spirit, meeting functional requirements, aesthetic beauty, efficiency of form, and factoring in sustainability and net-zero goals.

6. Public Comment

- No public comments were received.

7. Next Meeting

- **Date:** September 29, 2025
- **Time:** 4:30 PM
- **Location:** Virtual

8. Adjournment

- A **motion** to adjourn was made by Rich Raiche and seconded by Andre Green.

Vote For: Rich Raiche, Andre Green, Ruben Carmona, Courtney Gosselin, Kathleen Seward, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Edward Bean, Suraj Rajbanshi, Daniel Grayton, Richard Heidebrecht

Against: None **Abstain:** None

Carried : 12-0-0

Minutes by:

Sean Burke

PMA Consultants

**Winter Hill Community School
School Building Committee Meeting Minutes
September 29, 2025 4:30PM – Virtual Via Zoom**

1. Call to Order 4:33

- The meeting was called to order. The roll call confirmed 12 members present.
- Members Present were:
 -
 - *Ruben Carmona,*
 - *Courtney Gosselin,*
 - *Kathleen Seward,*
 - *Edward Bean*
 - *Jesse Clingan,*
 - Christopher Ames,
 - Courtney Koslow,
 - *Emily Grandstaff-Rice,*
 - *Daniel Grayton,*
 - *Richard Heidebrecht,*
 - *Suraj Rajbanshi*

2. Approval of Minutes

- Minutes from the August 18, 2025 meeting were presented for approval.
 - **Corrections:**
 - Spelling of *Jesse Clingan* last name was corrected
 - A **motion** to approve the corrected minutes was made by Courtney Koslow and seconded by Daniel Grayton and seconded. **Vote: For:** *Ruben Carmona, Courtney Gosselin, Edward Bean, Jesse Clingan, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi* **Against :** None **Abstain:** *Kathleen Seward,*
- Carried:** 11-0-1

3. Old Business:

MSBA and Construction Advisory Group (CAG) Progress and Schedule Update

- Khin provided the CAG update. The Winter Hill survey closed with over 2,000 responses, one of the largest the city has received. Survey results and community feedback will be presented at the next CAG meeting. This data will be used in their deliberations. A community communication team is also organizing focus groups, which are scheduled to take place during the first half of October. The CAG is expected to deliver concrete recommendation to the committee by its November meeting, though this timeline could be extended if they determine more deliberation is needed.
- Courtney Koslow asked if the cost information shared at the CAG could be shared with the committee. Emily stated that the request could be made, but cautioned that it is important to understand with the cost is coming from and worries about attaching a cost to the project prior to performing the feasibility study. PMA agreed and questioned what project that cost the CGA is looking is estimating.

Designer Selection

- The DSP took place last Thursday, September 25. The Selected designer was Perkins Eastman. PMA reminded the committee of the MSBA process. We will investigate many option in the PDP phase, pare down those options. The remaining options will be further investigated, and one option will be chosen at the end of PSR.
- At the DSP, the three first that were shortlisted at the September 9 meeting, Perkins Eastman, William Rawn and MDS/Sasaki. Perkin Eastman was selected as the designer.
- Emily noted that the Committee was well represented at the DSP by Rich, Ruben and Courtney K.
- Reuben was impressed with the way all the firms walked the committee through both their idea process and found their design to be quite impressive. He was really impressed with the firms' deep understanding of two key areas: The needs of the student population and The community in which the school is going to be built. The presentations made him excited about what's coming next for this community. He felt the firms helped him visualize the potential changes that we can introduce to the community and dreamed about what's possible for this next site. He stated that it was really exciting process and that the committee ended up with a great choice, calling the outcome a win-win for all of us.
- In Courtney mind, William Rawn was a close runner up. Their presentation was filled with personal touches, showing they had listened. Their presentation included pictures of Winter Hill students and activities. They specifically included an image of the Mae's Garden an outdoor classroom at the school, which Courtney K. noted had a deep personal significance to her. Courtney K. also praised their plan for the community process. Perkins Eastman Courtney K. called their team fantastic and was particularly impressed that they assembled experts for every facet of the project, including sustainability, security, and the educational components. A key point for Courtney K. was the team's inclusion of people with a background in neurodiversity to specifically support the school's autism spectrum program and experts in universal design. The most impactful element of their presentation was a 3D flythrough concept of a potential building at 115 Sycamore. Courtney K. described this as gorgeous and said it was powerful and helped her visualize what the community deserves.
- Jesse Clingan thanked the members of the committee and started that they represented the committee very well. Jesse stated that he had brought concerns to Courtney and thanked her for having those concerns addressed.

Project Timeline

- **Contracting:** The first step is to get the selected designer, Perkins Eastman, under contract with the city, a process expected to take 3-4 weeks. Once contracted, the design team will work with PMA to finalize the project schedule. While the team is currently comfortable with the timeline, there may be "room to improve on schedule and to accelerate.

- MSBA Process:** The project will now move into the MSBA's feasibility study phase, which was broken down as follows. Educational Program Development: Defining the educational needs for the new school. Preliminary Design Program (PDP): This is the first major report. It involves studying all available sites and all possible options (e.g., renovation, new build, different configurations). Preferred Schematic Response (PSR): After the PDP, the committee will narrow down the options to a single preferred solution, which is then submitted to the MSBA. Schematic Design (SD): Once the MSBA approves the PSR, the team moves into Schematic Design, which creates a detailed design and a fully vetted budget. This budget is what the MSBA board will vote on.
- Funding and Vote Discussion** The committee discusses the timeline for project approval and funding. MSBA Vote: The current schedule targets MSBA board approval for the final project budget in Spring 2027. City Funding: After that approval, the MSBA gives the city a 120-day window to secure its portion of the funding. City-Wide Vote: It is noted that this will require a city-wide vote. The committee discusses the timing, noting the difference between holding a special election or waiting for the regular November election, which could cause a 6-7 month delay. Reuben requests that for the next meeting, the team provide a visual timeline (like a bar chart) to help the committee and the public understand the different phases and their durations.
- Jesse asks if existing feasibility studies from the high school project can be used to get a lot of this information already and speed up the process. Sean and Emily clarify that while site information can be reused, the educational programming piece is specific to this K-8 school and cannot be rushed. Emily notes that the educational planner (MLP) who worked on the city's master plan is also part of the Perkins Eastman team, which will bring valuable "embedded knowledge" to the process.

6. Public Comment

- No public comments were received.

7. Next Meeting

- Date:** November 3, 2025 at 4:30 PM.
- Time:** 4:30 PM
- Location:** Virtual

8. Adjournment

- A **motion** to adjourn was made by Daniel Grayton and seconded by Jill Lathan.
- Vote For:** *Ruben Carmona, Courtney Gosselin, Kathleen Seward, Edward Bean, Jesse*

Clingan, , Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi, Jill Lathan **Against:** None **Abstain:** None **Carried**
: 13-0-0

Minutes by:

Sean Burke

PMA Consultants

5:14PM

**Winter Hill Community School
School Building Committee Meeting Minutes
November 03, 2025, 4:30PM – Virtual Via Zoom**

1. Call to Order 4:32

- The meeting was called to order. The roll call confirmed 10 members present.
- Members Present (in bold):
 1. **Ruben Carmona,**
 2. **Courtney Gosselin** (arrived after roll call)
 3. Kathleen Seward,
 4. **Edward Bean**
 5. **Jesse Clingan** (arrived after roll call)
 6. **Christopher Ames,**
 7. **Courtney Koslow,**
 8. **Emily Grandstaff-Rice,**
 9. **Daniel Grayton,**
 10. **Richard Heidebrecht,**
 11. **Suraj Rajbanshi**
 12. **Rich Raiche**
 13. Hon. Katjana Ballantyne
 14. **Andre Green**
 15. **Jill Lathan**
 16. Hanna Bao

2. Approval of Minutes

- Minutes from the September 29, 2025, meeting was presented for approval.
 - **Corrections:**
 - o Motion to Adjourn was made by Jill Lathan and seconded by Andre Green
- Roll call for:** Ruben Carmona, Courtney Gosselin, Edward Bean, Jesse Clingan, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi, Rich Raiche, Andre Green, Jill Lathan **Against:** none **Carried:** 13-0-0

3. Old Business:

MSBA and Construction Advisory Group (CAG) Progress and Schedule Update

RR provided an update: Over 2,500 people took the survey, it was a record for the city. Meeting will be reposted once audio issues are fixed.

<https://spsbuildings.org/construction-advisory-group/> The community fairly divided on whether to combine or not combine. Trum field location is very unpopular; the preferred location is Sycamore Street. Focus groups met with smaller groups of parents, non-parents, parent of special Ed ect. and there were differing opinions between those groups. There is another meeting on the 10th of November for

deliberation. We suspect one meeting will not be enough and a second meeting was scheduled for November 25th. The decision will likely be akin to a supreme court decision with a prevailing opinion and a dissenting opinion. The CAG was formed to provide community input on the location and the decision to combine the schools. This will also give insight into the way the Mayor is leaning. This project will need a debt exclusion vote, a process that is driven by the Mayor. This committee will explore the options and document that exploration, but we hope to have the Mayor option to help guide our decision.

CK asked if there was data based on who wanted to combine, i.e. did Brown families favor an independent Brown, and non Brown family favor a combined school? **RR** the data seem to indicate a bias for those affiliated with the brown school and wards 5 and 6 towards a separate brown school 1,2,3, and 7 favorites a combined school. High School Parents and Students favored a combined school.

CK asked with a new mayor, how does that tie in. **RR** stated that they are navigating that and will have a clearer picture after the election tomorrow. The current mayor understands that this decision will be ultimately made by the next mayor; any dissidence between the outgoing and incoming mayor will hurt that process.

AG found it interesting that that closer you were to either of the brown or winter, the more likely you were to support keeping the schools sperate, the further away the more combining was favored.

DG asked about Trum and how it ties into the MSBS process. **RR** stated that we do need to explore the site and ultimately explain why Trum was excluded. In the HS process, the Franey road site was included and the MSBA required additional information and a deep dive into review of that site. The Trum fields is Article 97 land and would require state approval. It is not an impossible task but would certainly be difficult.

SR asked if by the end of the second CAG meeting, a recommendation would be made to the Mayor, **RR** confirmed that this is the expected time line. The Winter Hill Community would really like to know what the decision so there is pressure to have this wrapped up.

4. New Business

- **Designer Contract** – The contract been agreed to and sent to the city. The city's procurement team is reviewing the contract.
- **Perkins Eastman Introduction/Presentation** – Dan Arons introduced the team. PE gave the presentation that was given to the MSBA at the DSP. Highlighting scaling, multilingual, sensory friendly and address urban challenges.

CK, thanked the team and expressed her excitement to have Perkins Eastman on board. **RC** echoed **CK**'s words, appreciated the effort that went into the presentation and knew that there

would be community input; asked where kids go when it snows or during inclement weather, how does glass work with the security needs. **DA** looks forward to discussing the needs of the city and making sure the needs of Somerville are met. **AG** noted that school committee will be taking up school assignment next year.

Design schedule Starting this month, PDP the plan is to submit to the MSBA on 3/31. PSR will be submitted in August 26.

CK asked if this body will be the one to make the decision. **PMA** stated that this committee and the mayor need to come to consensus on the project when submitting it to the MSBA.

CK- stated that there is a conversation about acquiring St. Ann parish, is it already too late? **EGR** and **SB** explained that the MSBA would require proof of ownership of the property before project approval. It may be hard for the city to acquire the property within that timeline, for now the building will be planned without St, Ann's lot.

Bob Bell from Perkins Eastman presented the educational visioning. The process will engage the educational leadership team and education forum. The Leadership team will be small and charged with writing the educational plan and has already started to be formed. The forum is a larger group that will form consensus on an education vision for the new school. Phase 1 will be Immersion and Inspiration Nov 2025, it will include goal and mapping, program and experiential observations and school tours. Phase 2 in December will focus on Vision Development, Phase 3 in January will focus on programing and synthesis. **CK** asked is the forum would include the larger community. Perkins Eastman will engage the larger community thought forums to get feedback from a much larger audience.

4. Next Meeting

- **Dec 1, 2025, 4:30PM** and will be held virtual

5. Public Comment

- **Uma Murugan** asked if both sites would be investigated in the PDP and if one final site would be carried into the PSR? **EGR** explained that it is not just on which site, the MSBA process required the study of repairs, add/renovations and new builds.
-

8. Adjournment

- A **motion** to adjourn was made by Daniel Grayton and seconded by Rich Raiche

Vote For: all for Ruben Carmona, Edward Bean, Jesse Clingan, Courtney Gosselin, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi, Rich Raiche, Andre Green, Jill Lathan.

Against: none

Minutes by: Sean Burke PMA Consultants 6:00PM

**Winter Hill Community School
School Building Committee Meeting Minutes
December 01, 2025, 4:30PM – Virtual Via Zoom**

1. Call to Order 4:32

- The meeting was called to order.
- Members Present (in bold): 13 members present at opening
 1. **Ruben Carmona,**
 2. **Courtney Gosselin**
 3. Kathleen Seward,
 4. **Edward Bean**
 5. **Jesse Clingan**
 6. **Christopher Ames,**
 7. **Courtney Koslow,**
 8. **Emily Grandstaff-Rice,**
 9. **Daniel Grayton**
 10. **Richard Heidebrecht**
 11. **Suraj Rajbanshi**
 12. **Rich Raiche**
 13. Hon. Katjana Ballantyne
 14. **Andre Green**
 15. **Jill Lathan**
 16. Hanna Bao

Others: Bob Bell (PE), Lisa Pecora (PE), Dan Arons (PE), Sean Burke (PMA), Khin Mar (COS), Ralph Henry (COS), Steve D'Ambrosia (Traverse Landscape), Kris Bradner (Traverse)

2. Approval of Minutes

- Minutes from the November 03, 2025, meeting was presented for approval.
- **Corrections:**

CK noted that the notes about the acquisition of the St. Ann sight seemed incomplete. Sean Burke noted that the minutes would be reviewed and issued as draft. They will be voted on at the next meeting.

3. Old Business:

- **MSBA and Construction Advisory Group (CAG) Update: RR:** Since last SBC CAG has met twice, Nov10 and 25th so form their recommendation. The consultant CBI was given two drafts to merge. There was a vote on location, Sycamore site was preferred. The majority of the CAG is leaning towards the larger enrollment. A smaller portion wanted to build smaller and ensure future for the Brown school. There was a small group in between. There is a possibility of having another meeting to make final recommendations. **AG** added that there was no consensus in making

a recommendation for the future of the Brown. **EGR** asked about timeline. **RR** reported that the goal is to be resolved by the end of the year. Mayor Ballantyne and Mayor elect Wilson agreed that they need to be on the same page. They will meet.

SR asked if the draft recommendation is final? **RR** Thinks that that CAG understands there is lack of consensus around issues, the recommendation is a consensus option on direction the mayor should go but will highlight the key issues for the community. This is in part to inform our project team on the consensus of the district and help work towards their goals.

4. New Business

- **Workplan Update: LP** we are one month into the PDP, design team has visited the site and are working on assessment for their report. Focus is on Sycamore Street. We have started to collect educational information from the school to work towards the education plan. They will shortly start with test fits.
- **Community Outreach Plan: LP** is working with the city on community events for outreach, including first some walk and talks with the neighbors. Waiting on some feedback to confirm. December for Winter Hill, January for Brown. Typically start at a coffee shop and walk around and look at things around the site, talking about what works well and what can use improvement.
- **Visioning/Programing Update: BB** We are in the first phase of feasibility, PDP. We have formed the educational leadership team (ELT) who are moving forward with developing the educational plan. We will be reviewing the site and developing some preliminary options. Visioning, programing and spacy summaries require more detailed conversations. We are working with the ELT to pull this together. At PDP submission, the MSBA will review and questions the educational plan and ensure with the design team that spaces will support the educational plan. **CK** asked for the members of the ELT, **BB** will provide offline. **RR** provided a link the educational plan for the high school.
AG – noted that the school committee is expecting to vote on the educational plan.

- **Review of Existing Conditions: LP** There are lot of accessible and safety issues in the existing building. **EGR** noted that the building predates ADA requirements. **LP** Toilet rooms are too small and not compliant. The classrooms are outdated, inadequate acoustic separation, fluorescent lighting. The exterior is inefficient, minimal insulation, security cameras are insufficient, intercom is outdated, there are no vestibules, many guardrails are non-compliant. There were no major geotechnical concerns, but test borings would need to be performed to get a full assessment. There is some cracking that appears to be from settling. No moisture from ground water was found. Renovation would require significant structural upgrades. MEP systems are past useful life; boiler is original, there is electric heater that in some areas are detached, there is not enough flow through duct work, deck

to deck height will limit the ability to add ductwork, controls are in poor condition. Switchgear is near recommended lifespan, the generator is in poor condition and not large enough to serve additional loads. FA does not have voice evacuation, there is not sprinkler protection in the building. Most kitchen equipment is dated, some newer pieces can be reused or used at other schools. It would be difficult to support wifi throughout the building, there is limited power and conductivity for new technology. **CK** was not surprised with the assessment, while she is all for reusing what we can; asked when we will know if we are building a new building or reusing. **EGR** noted that the MSBA required to study new and reuse, and PSR is the time when the decision will be made.

CK

JK – asked if any window, which are newer, could be salvaged and or reused? **DA** – it is not a definite but will investigate it. Window technology is advancing so quickly that even if the windows are newer, they may not be able to be reused.

- **Site Assessment: SD** Most of the trees onsite are not native, only the Honey Locust are native. The trees on the northside that have room to grow are growing well. The north side tree would be targeted to be protected. The Norway Maples on the south side are in bad health and are an invasive species. The London Planetrees provide a lot of shading on the street, and would be targeted to be saved. There are some nice river birches in Mae's Garden that could be saved and be moved to a location elsewhere in the city. A lot of the playground equipment is in good shape, it will be studied for relocation or reuse. The synthetic field is in good shape but will not be able to be reused but the lighting could be. **SR** Asked if there has been a study/requirement for ratio of recess area to floor area of the building. **KB** – stated that there are requirements for pre-k, but for older children we must work with the school to ensure adequate outdoor space.
AG – asked if the playground equipment is in its expected condition for being only 7 years old. **SD** responded that the wear and tear is as expected. Site furnishings are generally in good shape, we will need to understand what will be salvaged and create a salvage plan. **CK** would love to have Mae's garden to be incorporated into the new school. Teachers and Staff have been asking as well. They have a celebration every year in May. **CK** asked that Mae's garden be considered for incorporation in the new landscape design. **EGR** echoed that she felt it's incredibly important to keep Mae's Garden into the new project. **AG** agreed, feels that Mae's garden is part of the community and should be included in the new project. **KB** – noted that often it is easier to relocate equipment vs. storing and returning to the site. **CG** – is not for any QR codes that would encourage cell phone use over playing. Also noted that there is a need for lots of bike racks onsite. **DG** wanted to point out that areas where Honey Locusts are located, there may be a building in that place. We are very early in the process and it is important to set expectations. **JL** – noted that there is no storage available in the city.

4. Next Meeting

- **Jan 5, 2026, 4:30PM** and will be held virtual
-

5. Public Comment

- None

6. Adjournment

17. A motion to adjourn was made by **Daniel Grayton** by and seconded by **Jill Lathan**

Roll Call Vote: For: **Ruben Carmona, Courtney Gosselin, Edward Bean, Jesse Clingan, Christopher Ames, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi, Rich Raiche, Andre Green, Jill Lathan** Against: None Pass 13-0-0

Minutes by: Sean Burke PMA Consultants 6:00PM

**Winter Hill Community School
School Building Committee Meeting Minutes
January 05, 2026, 4:30PM – Virtual Via Zoom**

1. Call to Order 4:32

- The meeting was called to order.
- Members Present (in bold): 9 members present at opening
 1. **Ruben Carmona** (after roll call)
 2. Courtney Gosselin
 3. Kathleen Seward,
 4. **Edward Bean**
 5. **Jesse Clingan** (after roll call)
 6. Christopher Ames,
 7. **Courtney Koslow,**
 8. **Emily Grandstaff-Rice,**
 9. **Daniel Grayton**
 10. **Richard Heidebrecht**
 11. **Suraj Rajbanshi**
 12. **Rich Raiche**
 13. **Hon. Jake Wilson**
 14. **Andre Green**
 15. Jill Lathan
 16. Hanna Bao

Others: Bob Bell (PE), Lisa Pecora (PE), Dan Arons (PE), Sean Burke (PMA), Khin Mar (COS), Ralph Henry (COS), Steve D'Ambrosia (Traverse Landscape), Vinod Kalikiri (VHB), Mike Berger (PE)

2. Approval of Minutes

- Minutes from the November 03, 2025, and December 1, 2025 meeting were presented for approval.
- **Corrections:**

EGR – Noted that Steve D'Ambrosia capitalizes the A in his last name.

Motion for Approval of the meeting Minutes from November 3 and December 1 as amended, was made by Rick Raice, second by Daniel Grayton. For: **Edward Bean, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi, Rich Raiche, Jake Wilson, Andre Green** Against: none PASS 9-0-0

3. Old Business:

- **MSBA and Construction Advisory Group (CAG) Update: RR: A "CAG"**
(Construction Advisory Group) update was presented by Rich Raiche summarizing the group's finalized report and recommendations regarding the new school project. The group overwhelmingly recommended construction at the existing Winter Hill site (115 Sycamore Street) rather than Trum Field. There is significant community opposition to developing Trum Field, extra costs associated with offsetting the loss of Article 97 land (green space), and a lack of substantial benefits to moving the school there. A majority (though not unanimous) recommended building to the maximum size allowable under the MSBA process. This implies consolidating the Brown School enrollment into the new Winter Hill building. Three members dissented, preferring a smaller school to force the Brown School to remain open as a K-8 or K-5 institution. While the large school recommendation suggests closing the Brown School, the CAG explicitly delegated the final decision on its closure to the School Committee. The group noted the Brown School building could serve as critical "swing space" during future renovations of other district schools (e.g., Argenziano, East, West, & Healey). The full report is posted on the Website; **Andre Green** added that the School Committee voted (6-2) to endorse the recommendation for a larger school at Sycamore. Both the former and current Mayors also expressed alignment with this plan. **Mayor Wilson** noted that he and the former Mayor were in alignment with this plan and with the recommendation of the CAG. **Emily Granstaff-Rice** thanked the CAG members for their work.

4. New Business

Workplan Update: PDP Phase: The team is nearly halfway through the Preliminary Design Program (PDP) phase. Existing Conditions: Perkins Eastman are gathering reports from consultants to compile into a comprehensive report for submission to the Massachusetts School Building Authority (MSBA) on March 31st. Site Surveys: The survey team has been working at the 115 Sycamore Street site for the past six weeks. Preliminary survey data is expected in a few weeks. Traffic Assessment: VHB has started the initial traffic assessment for both the Winter Hill and Trum Field sites (to be presented later in this meeting). Test Fits: The team has developed initial test fits for both sites, which will be presented later in the meeting by Mike and Steve. Educational Programming: Bob Bell and Mike Pillo have been working with the educational leadership team to review program needs and develop the educational space summary. School Visits are scheduled for January 13th. The visioning sessions are set to begin on January 20th. Community Outreach will begin soon. They aim to begin community outreach this month, starting specifically with the Winter Hill and Brown School communities. **Courtney Koslow** asked about the meeting on the 20th. **Emily Granstaff-Rice** explained that the Visioning Session on the 20th is led by SPS who asked for applications from community members to join the session, about 80 applications were received. This meeting is about the education visioning for the new school, not for community feedback about the

project itself. **Suraj Rajbansh** asked if the outcome of the meeting will decide the outcome of the design. **Emily Granstaff-Rice** informed that this meeting is one touchpoint informing how education will be delivered in the building; not the physical design of the building.

Traffic Assessment: Vinod Kalikiri from VHB provided a comparative analysis of the traffic and safety implications for the two potential school sites: the existing 115 Sycamore Street (Winter Hill) location and Trum Field. **Walkshed Analysis** for the two sites found that Sycamore Street is superior for walkers. Approximately 80% of the current Winter Hill student population lives within a 15-minute walk of this location. Trum Field is less central to the student body, resulting in a significantly lower percentage of students within walking distance. **Traffic Volume & Road Classification for the** Sycamore Street shows the streets surrounding this site (Sycamore, Evergreen, Medford) have relatively lower traffic volumes, making them safer for a school zone. The Trum Field site is bordered by Broadway, a major arterial road. VHB data showed Average Daily Traffic (ADT) volumes between 10,000 and 20,000 vehicles, presenting a much higher conflict risk for students. **Safety & Crash History (5-Year Lookback).** The Sycamore Street area had a very low crash history, with only 3 reported crashes in the last five years, only one of which involved a pedestrian or cyclist. The Trum Field site, in particular the Broadway corridor, is a high-crash area. The data showed 25 reported crashes in the same period, with 3 involving pedestrians or cyclists. **Drop-off & Pick-up Logistics:** the Sycamore Street layout allows for an on-site queue ("stacking") of approximately 34 vehicles using the Evergreen/Sycamore loop. This helps keep waiting parents off the main public roadways, reducing congestion. Morning Drop off needs to be studied to see the effect it will have on on-site parking. At Trum Field due to the constrained nature of the site and busy intersections, creating a safe, separate drop-off lane would be extremely difficult and likely insufficient for the school's size. The Pre-K entrance would be on Franey Road on the south side which actually provides room for up to 28 cars for pickup and drop-off with no pickup/drop-off along Broadway, Charles Ryan, and as well as Cedar Street frontages. **Rich Raiche** Noted that at least half of that area is needed for DPW operations, particularly in morning drop off time; none of those DPW operations could be moved to Charles Ryan Road. During the DD phase VHB will be looking at individual intersections, roadways, traffic volume speeds and all kinds of data to make sure that we are coming up with the right set of enhancements, traffic calming improvements or any other interventions that may be needed to help improve the circulation traffic flow and pedestrian safety around the school site. **Mayor Wilson** commented that Sycamore Street already has traffic calming in place, specifically numerous speed humps and based on conversations with Director Ross, there are plans to install **raised crosswalks** on Medford Street. Mayor Wilson anticipates one of these will be located specifically at the Sycamore intersection, directly in front of the school. **Richard Heidebrecht** commented that traffic in the Sycamore street area can be tough, the one-way street running

opposite Sycamore (Thurston Street) is extremely narrow. He noted from experience that if traffic gets disrupted, the street becomes a parking lot quickly. He highlighted that closing the Brown School will inevitably result in significantly more parents driving or biking their children to the Sycamore site, putting pressure on these narrow streets. He mentioned his children love the current playground at the site and acknowledged it will likely be impacted by the new construction. Despite his concerns about the traffic logistics at Sycamore, he affirmed the group's consensus, believing that building at Trum Field is a poor idea.

Visioning/Programing Update: BB presented the MSBA space summary spread comparing two columns, one shows MSBA Guidelines which automatically allocates spaces based on a student population of 925, the second column shows a proposed building which the design team believes the Winter Hill Community School requires to function effectively. The proposed building spaces will be informed by the educational visioning process. This is the largest driver of additional space. The MSBA formula often underestimates the space needed for urban districts with high-needs populations. The team is programming specific, dedicated spaces for OT/PT (Occupational/Physical Therapy), speech therapy, and self-contained classrooms that exceed the standard state allocation. These spaces must be approved by the Department of Elementary and Secondary Education (DESE). If DESE validates the program, the MSBA will typically reimburse it. For Core Academic Spaces, general classrooms is typically 900-950 sqft, the count may differ due to class size policies. The proposal includes Extended Learning Areas which are flexible breakout spaces just outside classrooms for small group work and intervention. MSBA does not automatically fund these; they must be justified as educationally necessary. The proposal includes dedicated spaces for the AIM program (Autism Inclusion) and the Newcomers Academy (for English Language Learners). Because these programs require smaller class sizes (e.g., 10-12 students rather than 23), they require more total rooms than the standard formula assumes. The team is proposing a larger gymnasium, potentially 12,000 sq. ft. vs. the standard 6,000 sq. ft. to accommodate two teaching stations simultaneously, which is critical for a K-8 school of this size to meet physical education requirements. BB highlighted a specific constraint regarding the performance space, the state typically reimburses for a "Cafetorium" (a cafeteria with a raised platform/stage). They generally view a standalone Auditorium as "non-participating", meaning the City pays 100% of the cost. The current proposal sticks to the Cafetorium model to maximize reimbursement, but the design team is looking at ways to make the stage and acoustic qualities robust enough to serve the school's arts focus. **Andre Green** raised a significant strategic point regarding equity. He noted that MSBA formulas often favor suburban districts with cheaper land and standard student profiles. Urban districts like Somerville which serve high populations of English Learners, low-income students, and special education students often get penalized. To serve these students correctly, Somerville must build more space (e.g., smaller

classrooms, more breakout rooms, social worker offices). The MSBA often labels these necessary spaces as overage or non-participating, forcing the local taxpayers to foot the entire bill for equity-driven spaces; he cited a recent MassInc report. Superintendent Carmona emphasized that we are thinking about what we need for our community and ensure we are doing something meaningful and equitable for the community. Emily Grandstaff- Rice commented that the October 2025 MassInc report on some of the structural inequities in the MSBA process. and what's interesting about that report is it does recognize that that the MSBA does good but points out that the processes is structured with some disadvantages to urban districts who do not have access to 21st century schools.

Building massing Study: Mike Berger presented a 5-story academic building on the Sycamore Street Site, with public spaces closer to the Medford Street side, and learning commons on the Evergreen Ave side. A 5-story building allows for two grades per class. Open spaces are identified on the plan. **Courtney Koslow** advocated for the building to be moved closer to Medford Steet, the building will have great soundproofing. Locating the playground into a quieter area would allow for a calmer and quieter outdoor space; **Mayor Wilson** agreed. PE also showed massing on Trum field noting that the massing and space available makes it a tight fit for that site.

Near the Sycamore site, there is the city hall annex building and St. Anne's rectory are shown as potential areas for future development. **Courtney Koslow** asked when we would need to know if those parcels can be included as part of the project. **SB** suggested that no later than the Preferred Schematic Report in August 2026. **DA** stated that we are trying to site the building on the property owned, any other parcels that come available may be used for additional outdoor space. The general consensus is that the St. Anne's can't be included as owned property at this time and the time to acquire is may not work with our scheduled. **Jesse Clingan** was optimistic that the city may be able to acquire in short order and will follow those conversations in the city outside of this committee. **DA** presented a preliminary evaluation criterion. This conversation will be continued in subsequent meetings.

- **4. Next Meeting**
- **February 2, 2026, 4:30PM** and will be held virtual

5. Public Comment

- None

6. Adjournment

17. A motion to adjourn was made by **Rich Raiche** by and seconded by **Daniel Grayton**

Roll Call Vote: For: **Ruben Carmona, Edward Bean, Jesse Clingan, Courtney Koslow, Emily Grandstaff-Rice, Daniel Grayton, Richard Heidebrecht, Suraj Rajbanshi, Rich Raiche, Hon. Jake Wilson, Andre Green**

Against: None Pass **11-0-0**

Minutes by: Sean Burke PMA Consultants 6:09PM

SOMERVILLE NEW SCHOOL BUILDING PROJECT
SCHOOL BUILDING COMMITTEE
MEETING MINUTES

Virtual Meeting

Monday, February 2, 2026

Via Zoom

4:30pm

Members (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

Hanna Bao

Guests Present:

Khin Mar (CoS)

Ralph Henry (CoS)

Magda Gomez (CoS)

Sean Burke (PMA)

Nick Masse (PMA)

Bob Bell (PE)

Lisa Pecora (PE)

Dan Arons (PE)

Michael Berger (PE)

2 Members of Public

- **Call to Order – 4:32pm**

- The Chair called the meeting to order

- **Meeting Minutes**

- Approve meeting minutes from January 5, 2026.
 - Rich Raiche motions to approve as amended. Daniel Grayton seconds the motion.
 - Discussion: PMA noted that they needed to correct the date in the heading.
 - VOTE (roll call): 8 yes, 0 no, 3 abstain, 4 not present
 - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Daniel Grayton, Andre Green, Courtney Koslow, Ed Bean
 - No:
 - Abstain: Eric Weisman, Chris Ames, Kathleen Seward
 - Not Present: Jesse Clingan, Courtney Gosselin, Rich Heidebrecht, Hanna Bao, Suraj Rajbanshi

- **New Business**

- Workplan Update
 - PE noted that the project is halfway through the PDP phase, as the team is looking at preliminary options for 115 Sycamore and Trum Field sites, for both enrollment options. PE is looking for feedback today on those options.
 - Plans will be sent to the estimator this week to find out rough order of magnitude costs of the massing options.
 - PE reported that the MSBA kickoff meeting was successfully held on January 17th.
 - City has been helping the team set up meetings with different city departments to gather information on.
 - City standards, project goals, and other recommendations – we met with Engineering and DPW last week, with a few more set up for this week.
 - Site survey teams are out on site and will be wrapping up shortly.
 - HazMat was out on site at the existing school to perform some analysis and testing of existing building.
- Educational Visioning & Programming Update
 - MLP has led a series of activities – including shadowing day at each school and meetings with each principal, tours of other comparable schools in the State on 1/13, Educational Visioning Session on 1/20, and all along working with leadership teams on project workshops
 - Visioning Forum, with 60+ attendees, had several different parties as part of the process including City leadership, SPS leadership, project team, parents, and members of the community. The purpose was to have a shared understanding of pk-8 learnings and affirm Winter Hills Identity as a Community and innovation school. Outcomes were guiding principles which help shape decision makings. This is a good foundation, and we will continue this work.
 - We learned that design must be developmentally driven, the whole child is central, flexibility is essential, equity and inclusion must be built in, learning is experiential and the environment should foster pride.
 - In teaching and learning we need to create opportunities for movement and play, create developmentally appropriate environments and routines, spaces for small group learning. Grade band organization was prioritized, streamline circulation and arrival patterns, adaptable well supported leaning spaces, and fully accessible spaces are needed.

- PE reviewed the Visioning Outcomes with the Committee, which are essential daily student experiences and building design to support daily experiences.
- Superintendent asked PE if they can share the timeline shown when they share their findings with the group.
- Community Engagement
 - PE noted that they have been working with the City's Communication Group, which is helping guide the project team through what they believe fits Somerville best.
 - Mayor Wilson had Coffee Hour with the Brown School Community on January 3rd to get a sense of some of the concerns that the community may have
 - Another Coffee Hour will be held tomorrow morning at the Edgerly School with the Winter Hill Community.
 - There is a Virtual Coffee Hour set up for this Thursday evening for the broader community to participate.
 - Mayor Wilson recommended changing the name from Coffee Hour to Community Meeting.
 - February 28th and March 7th there will be Community Walk and Talks. We plan to meet at Brianna's and walk around some key areas of the site. It will give an opportunity for the community to give feedback face to face.
 - Committee member recommended that for all the community outreach events, it would be nice to have at least one committee member present.
- Design
 - PE presented the proposed Preliminary Options
 - Option 1A – Addition/Renovation for 690 students @ 115 Sycamore
 - Option 1B – Addition/Renovation for 925 students @ 115 Sycamore
 - Option 2A – New Construction for 690 students @ 115 Sycamore
 - Committee member question regarding traffic routes of the four roadways that surround the property, and PE clarified some information and noted those further site discussions will be happening shortly to refine.
 - Committee member question regarding rooftop playground and would like the committee to consider the difficulty of maintaining the space, access to the space, trash removal, etc.
 - Committee member made some comments about current traffic patterns, noting that the two-way Evergreen can cause major traffic jams, and if a bus needs to go there, there is not enough space because of parking on both sides.
 - City noted that they will look at these routings with the Engineering Department and there could be a potential for this street to turn into a one-way, as there is limited impact that it would have.
 - Chair asked about moving the open space towards Evergreen and Thurston and away from Medford
 - Committee member asked about staff school parking, and where it would be. City noted that the current Winter Hill and Brown Schools both do not have parking at the moment, and PE assumed taking the same approach.
 - Chair mentioned that parking is an item that we should continue to discuss.
 - Option 2B – New Construction for 925 students @ 115 Sycamore
 - Committee member asked about number of exits from the building, and the Chair noted that the number of exits will be required by Building

Code. PE noted that they will discuss with their code consultant and ensure there are sufficient amount of exits as required.

- Superintendent asked about AIM program, noting that there will need to be smaller spaces for AIM classes, and the way instruction needs to be provided for those programs.
- Committee member requested that the stage be adjacent to the Drama/Music space, and PE noted that they understand and can work through refining these plans as more feedback comes in.
- Option 3A – New Construction for 690 students @ 115 Sycamore
- Option 3B – New Construction for 925 students @ 115 Sycamore
- Option 4A – New Construction for 690 students @ Trum Field
- Option 4B – New Construction for 925 students @ Trum Field

▪ **Evaluation Criteria for Preliminary Options**

- PE presented to the committee their proposed evaluation criteria including stakeholder and community sentiment, cost, green space, neighborhood feel, educational considerations, health and safety impacts, timeline, disruption, traffic, operation costs, and permitting. PE asked the committee for their opinions on the proposed evaluation criteria and if there are additional criteria they would like included.
 - The Chair mentioned sustainability to be added as a criteria.
- Committee member asked if the building could be oriented in a different way and PE noted architectural and cost as reasons to their proposed design.
 - Chair agreed, noting that the community would be ok with more massing towards Medford St.
- PE will work on refining options and evaluation criteria.
- Next meeting PE will be presenting the space summary and the educational program. Chair asked if the project team would like a meeting with the school committee. PE noted that they would need approval by the School Committee on the space summary and the educational program, and proposed having joint meeting with them on March 2nd to approve those items.

• **Next Meeting**

- Scheduled for Monday, March 2, 2026 at 4:30pm, and will be held virtual via Zoom.

• **Public Comment**

- The Chair opened it up to the public to ask any questions or make any comments.
 - There were none.

• **Adjournment**

- Vote to Adjourn
 - Ruben Carmona motions to adjourn. Rich Raiche seconds the motion.
 - VOTE (roll call): 14 yes, 0 no, 0 abstain, 2 not present
 - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Rueben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow
 - No:
 - Abstain:
 - Not Present: Rich Heidebrecht, Hanna Bao

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 02/17/26

SOMERVILLE NEW SCHOOL BUILDING PROJECT
SCHOOL BUILDING COMMITTEE
MEETING MINUTES

Virtual Meeting

Monday, March 2, 2026

Via Zoom

4:30pm

Members (16) – 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

Hanna Bao

Guests Present:

Khin Mar (CoS)

Ralph Henry (CoS)

Magda Gomez (CoS)

Sean Burke (PMA)

Nick Masse (PMA)

Bob Bell (PE)

Lisa Pecora (PE)

Dan Arons (PE)

Michael Berger (PE)

Dawn Guarriello (PE)

Danielle Barry (SPS)

- **Call to Order – 4:32pm**
 - The Chair called the meeting to order
 - Roll call attendance was had.
- **Meeting Minutes**
 - Approve meeting minutes from February 2, 2026.
 - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
 - Discussion: none.
 - VOTE (roll call): 10 yes, 0 no, 1 abstain, 5 not present
 - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Ed Bean, Daniel Grayton, Eric Weisman, Andre Green, Jesse Clingan, Courtney Koslow
 - No:
 - Abstain: Rich Heidebrecht
 - Not Present: Chris Ames, Courtney Gosselin, Kathleen Seward, Hanna Bao, Suraj Rajbanshi
- **New Business**
 - Review Project Schedule
 - PE did an overview of the project timeline and showed where the project is at and what is ahead of us. PE highlighted the milestones within the project schedule.
 - Committee member asked when price estimates are coming, and who is doing them. Additionally, asked if the CD timeline is too long, and if there is cost savings that could be had.
 - The Chair responded to the committee member about the process, stating that the Designer and the OPM both have an estimating firm that will be estimating.
 - PE then jumped in and further explained the process that is required by the MSBA. Additionally, noted that the timeline for CD's is something that makes sure that the coordination is strong with quality assurance and quality control, as well as a thorough vetting.
 - PMA noted a correction to the above – that PDP phase is just the design firm for estimates, and for PSR and SD, both design firm and OPM firm provide 3rd party estimates.
 - PE noted that from a planning perspective, construction of 2 years is appropriate, because the City would want to protect themselves from delay claims.
 - The same committee member asked another question about Article 97 and what impact that may have on the timeline.
 - PE responded and advised of the typical timeline for an Article 97 process.
 - Article 97 Process Overview
 - PE presented the Article 97 process if the project chose to build on Trum Field (the alternate site of the project). The process could take approximately a year to get approval by the State. The process wouldn't start until we have a preferred option selected, and that is at the end of August. It would require City Council Town Meeting, which the local approval would require a 2/3 vote.
 - Committee member asked how the Article 97 process timeline could have an impact to the schedule.
 - PE responded and advised of the typical timeline for an Article 97 process.
 - Committee member asked if there is a Conservation Commission approval needed

- PE noted that yes, which we have that captured under the Parks department. All departments would need to provide their approval.
- Another committee member was going to ask what Parks falls under, but just received his answer from the previous committee member.
- Another committee member questioned that if there are office changes from elections, hoping that it wouldn't slow this project's process down.
- Workplan Update
 - PE presented the PDP workplan, as a course of regular business to continue to keep the committee updated.
- Community Engagement Update
 - PE presented the community engagement schedule – highlighting what was recently completed and what is ahead of us.
 - PE noted that we are getting a lot of great feedback from the community.
- Review Preliminary Design Options
 - PE presented the updated progress of the preliminary options and any design iterations that may have been adjusted from feedback that we've received.
 - Committee member thanked the team for taking the feedback that was presented and providing more massing towards Medford.
 - Committee member stated that he wanted to provide some feedback on Option 4. He stated his initial reaction that it feels that we are going away from big school, small feel. He also stated he likes the jigsaw idea to give it some context.
 - Another committee member asked about accessibility to different points of the site, and who is intended to access – school use only or public access?
 - PE responded to advise.
 - Superintendent stated that they value neighborhood clusters for grades. He mentioned that if we can stick to that guiding principle, it will help delivering education.
 - Committee member mentioned the importance of the after school program, and asking when we discuss the storage space for after school programs, as there is a lot of stuff that the program has.
 - PE responded advising what spaces may be available for after school program use.
 - Committee member noted that we don't want the building to be a limiting factor in regards to space available to them.
 - Committee member brought up the student experience is what is important for a small school feel, and not as much concerned with how it looks on the outside or for the neighbors, it's for the student use and experience.
 - Superintendent asked about STEM, and where are the spaces that indicate STEM?
 - PE noted that they are apart of this program, and advised where and how it'll be more refined and clearer as the process continues, but PE is well aware.
 - Superintendent noted that the site is a challenge, but the asking if the after school programs can be accessed and what spaces.
 - PE responded that programs can be used through out of school time space, and try to work within the MSBA guidelines. Cafeteria and Gymnasium are a great example those spaces, in addition.
 - Committee member noted that the Site Walk on Saturday raised many questions about outdoor play space. In addition, he noted that the Annex is a potential space – asking if the Annex is contingent on 1895 building? He clarified that we can figure these things out in time. How long will it take us to understand if the Annex is going to be part of the project?

- City responded that the Arch Diasis and they are not interested in selling the parish center that is adjacent to the project, and that the rent may be an option for potential field offices, which would save \$ on construction.
 - Committee member reiterated that clarification if we have this space or not, questioning if these things should be taken off the table of what is presented to the public, if it's not realistic.
- Committee member questions about Option 4 specifically for the open space, and agreed that the student experience appears better for Option 4, rather than Option 3. Option 4 appears to be the design option to work on. While at the same time we need to recommend the add/reno as an option for the MSBA process.
 - Same committee member noted that Option 2B, and the performance of this building is a community question, but not that we shouldn't abandon Option 2 quite yet and that there's more evaluation that can be done, as far as solar solstice.
- Chair reminded all that we are in PDP phase and we still have a long way to go, but tonight we are providing pros/cons and providing feedback.
- PE noted that energy is a good point, and with that is daylight impacts, especially if we have a couple options in lieu of 10, noting they can get back to that in short order.
- Committee member asked why there is no Option 4B.
 - PE noted that we didn't look at it for the 690, and just tried to make a different iteration of the building for 925.
- Committee member noted that he agrees with the Chair, and that we need to make it designed so that it doesn't appear that a building that is getting jammed into this neighborhood, and he likes that the open space kind of goes around the building a bit to give it a buffer.
- Committee member wants to note for the down the line, that if the Annex is able to be part of the open space, that there are families that desire to make the street a dead end to expand the play space.
 - Another committee member jumped in and stated that maybe there can be a basketball hoop put in the parking lot so that the neighbors and the after school programs can use during construction phase.
- Review Preliminary Options Evaluations Criteria
 - PE presented it and explained how it works.
 - City recommended that this should be homework for the committee, and vote on this at the next meeting.
 - Committee member questioned the walkshed for the community, and many pedestrians have different experiences
 - PE responded that the ones in green, which is more for the WH community, and that's why the lower enrollments looked a little more advantageous for that.
 - Ruben asked if the walkshed information can be sent to him after the meeting
- Vote to Approve PDP Space Summary
 - PE explained how the space summary works, and explained it is a requirement for MSBA. PE compared current operations of SPS, and what could be adjusted for MSBA guidelines, and what would happen if we go outside the guidelines may not be reimbursable, unless it is captured in the educational program and can be explained that it will be used for educational purposes.
 - No questions asked by the committee.
 - Chair noted it's a lot of information and that we can approve this at the next meeting
- Vote to Approve PDP Educational Program
 - PE did another overview of the Educational Program, and as the design is iterative, the ed program will also be refined and submitted for the preferred schematic report.

- The School Department has done a lot of hard work on this and will also be discussed at the SC meeting tonight.
 - Superintendent jumped and said it was an excellent summary. Noted the difference in experiences between lower grades and upper grades, and that is being focused on.
- Next Steps
 - PE noted that the next steps are to submit PDP to MSBA, begin PSR, and ongoing community outreach.
 - Committee member asked about the evaluation criteria and how the criteria came to be chosen.
 - PE noted that the team took a pass, and PE is asking if this is the right criteria and if the committee has any feedback. Also noting that this is what they have heard and how the community may view the project.
 - City noted that a special meeting to vote on PDP will have to be after the 2nd reading by SC. Anticipating the 23rd for a focused meeting and the committee was OK with it.
 - Committee member asked for the project team to put this schedule in writing about what is needed leading up to PDP submission
- **Public Comment**
 - The Chair opened it up to the public to ask any questions or make any comments.
 - There were none.
- **Adjournment**
 - Vote to Adjourn
 - Rich Raiche motions to adjourn. Andre Greene seconds the motion.
 - VOTE (roll call): 9 yes, 0 no, 0 abstain, 7 not present
 - Yes: Emily Grandstaff-Rice, Rich Raiche, Rueben Carmona, Ed Bean, Eric Weisman, Andre Green, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
 - No:
 - Abstain:
 - Not Present: Chris Ames, Courtney Gosselin, Kathleen Seward, Hanna Bao, Mayor Jake Wilson, Daniel Grayton, Jesse Clingan

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 03/11/2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT
SCHOOL BUILDING COMMITTEE
MEETING MINUTES

Virtual Meeting

Monday, March 23, 2026

Via Zoom

4:30pm

Members (16) – 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

Hanna Bao

Guests Present:

Ralph Henry (CoS)

Sean Burke (PMA)

Nick Masse (PMA)

Lisa Pecora (PE)

Dan Arons (PE)

Danielle Barry (SPS)

- **Call to Order – 4:32pm**
 - The Chair called the meeting to order
 - Roll call attendance was had.
- **Meeting Minutes**
 - Approve meeting minutes from March 2, 2026.
 - Rich Raiche motions to approve as presented. Daniel Grayton seconds the motion.
 - Discussion: none.
 - VOTE (roll call): 11 yes, 0 no, 0 abstain, 5 not present
 - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Ed Bean, Daniel Grayton, Andre Green, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
 - No:
 - Abstain:
 - Not Present: Chris Ames, Courtney Gosselin, Kathleen Seward, Hanna Bao, Eric Weisman
- **New Business**
 - 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 presented an initial schedule for PSR phase, which is the next phase of the MSBA process that the project will enter into.
 - City gave the committee a debrief of how the most recent School Committee went. School Committee reviewed the space summary, reviewed the educational program, and more content that is critical to PDP Submission.
 - Superintendent further explained the results of the most recent school committee meeting. Superintendent noted that his administration and staff are excited about the project.
 - 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.
 - Review Finalized Preliminary Options Evaluations
 - PE presented the respondents evaluations, and noted that the highest scoring options were Option 2B and Option 4. Both options scoring the highest were at 115 Sycamore St, and for the 925 student enrollment.
PE presented what the evaluators considered as the most important criteria to them, which was: stakeholders, walkshed, green space, neighborhood, educational fit, disruption, environmental, and traffic.
 - Chair thanked those committee members who did complete their evaluations.
 - City asked if there was a lot of consensus for the criteria priority (high, medium, low), and PE said that they will get back to the City with that information to answer precisely.
 - Committee member noted that she liked the weighted average process.
 - Preliminary Budget
 - PMA presented some preliminary budget information for the options, as was completed by the 3rd party estimator for Perkins Eastman. On top of that, consultants have provided costs for hazardous materials, and contingencies to be accurate. PMA further noted that there are soft costs for OPM, design team, and furniture, fixtures, and equipment. These numbers are ballpark values, as there is no detail included within the design at this point, though this will give us a good point of reference.

- City noted that there is a correction that Option 0 has the enrollment set at 690 students. Though, the Chair has noted as to why that may be an option that may need to be taken off the table when the vote takes place.
- Vote which Preliminary Options to Further Study in PSR Phase
 - PE presented a recommended motion for the committee to consider.
 - The motion was further explained by the Chair as to what the Committee may be voting on here, and a brief discussion took place for the specifics of the motion.
 - Motion to approve the PDP preliminary design option evaluations as presented during the meeting and to move forward with the following design options (Option 0, Option 1B, Option 2B, and Option 4) to be further studied in the next project phase, Preferred Schematic Report (PSR).
 - Courtney Koslow motions the above. Andre Green seconds the motion.
 - Discussion: There was a consensus amongst the committee to not further study Options 5A and 5B.
 - Committee member noted that 3A and 3B are also options that she'd believe could not be further studied. She would like only Options 2B and 4.
 - Committee member asked if the options that we choose to further study will they be more detailed into the design, in which the Chair responded and advised.
 - Committee member explained how he thought the community felt, which is in favor of the larger enrollment
 - Committee member also provided his opinion that he would be in favor of moving forward with 2B and 4 only.
 - City summarized the discussion to note what the MSBA process may result in from their review.
 - Committee member noted that he wasn't really in favor yet of the larger enrollment and needs further understanding in order to be favorable to larger enrollment.
 - VOTE (roll call): 10 yes, 2 no, 0 abstain, 4 not present
 - Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Ed Bean, Andre Green, Jesse Clingan, Courtney Koslow, Courtney Gosselin, Suraj Rajbanshi
 - No: Daniel Grayton, Rich Heidebrecht
 - Abstain:
 - Not Present: Chris Ames, Kathleen Seward, Hanna Bao, Eric Weisman
- Vote to Approve the PDP Submission and All Contents within
 - PE presented a recommended motion.
 - Chair noted that she is tabling the vote as the committee has not seen the full compiled PDP yet.
 - Committee member asking if not taking this vote will slow the process down. PE answered that no it will not, but it will be more important for the PSR date.
 - PE believes they can provide the committee with the compiled PDP by end of week, and vote on it on April 6th to approve.

- **Public Comment**

- The Chair opened it up to the public to ask any questions or make any comments.
 - There were none.

- **Adjournment**

- Vote to Adjourn
 - Rich Raiche motions to adjourn. Andre Greene seconds the motion.
 - VOTE (roll call): 12 yes, 0 no, 0 abstain, 4 not present

- Yes: Emily Grandstaff-Rice, Mayor Jake Wilson, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Daniel Grayton, Andre Green, Jesse Clingan, Suraj Rajbanshi, Courtney Koslow, Rich Heidebrecht
- No:
- Abstain:
- Not Present: Chris Ames, Kathleen Seward, Hanna Bao, Eric Weisman

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 03/27/2026

SOMERVILLE NEW SCHOOL BUILDING PROJECT
SCHOOL BUILDING COMMITTEE
MEETING MINUTES

Virtual Meeting

Monday, April 6, 2026

Via Zoom

4:30pm

Members (16) – 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

Hanna Bao

Guests Present:

Khin Mar (CoS)

Sean Burke (PMA)

Nick Masse (PMA)

Lisa Pecora (PE)

Robert Bell (PE)

Dan Arons (PE)

Danielle Barry (SPS)

- **Call to Order – 4:31pm**

- The Chair called the meeting to order
- Roll call attendance was had.

- **Meeting Minutes**

- Approve meeting minutes from March 23, 2026.
 - Rich Raiche motions to approve as presented. Rich Heidebrecht seconds the motion.
 - Discussion: none.
 - VOTE (roll call): 12 yes, 0 no, 1 abstain, 3 not present
 - Yes: Emily Grandstaff-Rice, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Jesse Clingan, Suraj Rajbanshi, Rich Heidebrecht
 - No:
 - Abstain: Kathleen Seward
 - Not Present: Mayor Jake Wilson, Courtney Koslow, Hanna Bao

- **New Business**

- Overview of PDP Contents
 - PE provided an overview of the contents within the PDP, highlighting that a majority of the content has been previously shared with the committee along the PDP phase.
 - PE asked the committee if they had any questions on the PDP submission
 - The Chair thanked the project team.
 - Committee member asked about the space summary, and the square footage that is proposed to be over the MSBA recommendation, and how that will impact the reimbursement on the spaces. PE responded satisfactorily.
 - Committee member asked about the options that the project is moving forward with, if the MSBA would find this unfavorable. PE and PMA responded satisfactorily.
 - Committee member asked if the MSBA is requiring the comparison of the new construction vs a renovation. PE responded that the MSBA likes to see the Code Upgrade/Base Repair, and an Addition/Renovation, so that tax dollars are exploring all avenues for Districts.
- Vote to Approve the PDP Submission and All Contents within
 - PE presented a recommended motion for the committee to consider.
 - Motion to approve the Preliminary Design Program (PDP) submission and all contents within.
 - Daniel Grayton motions the above. Andre Green seconds the motion.
 - Discussion: none.
 - VOTE (roll call): 13 yes, 0 no, 0 abstain, 3 not present
 - Yes: Emily Grandstaff-Rice, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Rich Heidebrecht
 - No:
 - Abstain:
 - Not Present: Mayor Jake Wilson, Courtney Koslow, Hanna Bao

- **Public Comment**

- The Chair opened it up to the public to ask any questions or make any comments.
 - There were none.

- **Adjournment**

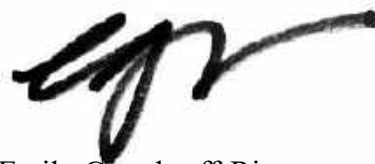
- Vote to Adjourn
 - Rich Raiche motions to adjourn. Daniel Grayton seconds the motion.
 - VOTE (roll call): 13 yes, 0 no, 0 abstain, 3 not present
 - Yes: Emily Grandstaff-Rice, Rich Raiche, Ruben Carmona, Courtney Gosselin, Ed Bean, Chris Ames, Daniel Grayton, Eric Weisman, Andre Green, Kathleen Seward, Jesse Clingan, Suraj Rajbanshi, Rich Heidebrecht
 - No:
 - Abstain:
 - Not Present: Mayor Jake Wilson, Courtney Koslow, Hanna Bao

Minutes Signed by:

NAME: Nicholas Masse, PMA Consultants

DATE: 04/06/2026

THIS IS TO CERTIFY that the attached meeting minutes of the School Building Committee dated April 6, 2026, is a True Record Attest on file:



Emily Grandstaff-Rice

School Building Committee Chair

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, March 2, 2026 - Regular Meeting

7:01 p.m. – City Hall Chambers

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

I. CALL TO ORDER

The meeting was called to order at 7:01 with a moment of silence, followed by a salute to the flag of the United States of America. Chair Krepchin 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, Mayor Wilson, Member Biton, and Chair Dr. Ackman **ABSENT** – Dr. Stellman

II. SCHOOL COMMITTEE STUDENT ADVISORY COMMITTEE REPRESENTATIVES

Student Representatives Bhavika Kalia and Aidan were both present and reported the following:

Aidan Becker – School & Senior Updates

School Events:

Recently, Somerville High School successfully hosted its first semi-formal dances for sophomores and juniors in the past three years. In prior years, several challenges prevented these events from taking place. Their return marks an important step toward restoring traditions and increasing student engagement. The events were well received and contributed positively to school culture.

Another recent event, the Class Cup, demonstrated a noticeable increase in school spirit. Student participation and enthusiasm were especially strong, reflecting a broader shift in the student body toward greater involvement in school activities.

Senior Updates:

Senior prom will be held at the State Room in Boston this year. This venue represents a higher cost compared to previous years, making it the most expensive prom to date. Despite this, strong community support and donations have helped make the event more accessible. Many students have been able to fully or partially cover ticket costs through financial assistance within their communities.

To date, nearly 200 tickets have been sold across all school communities, including Elm Community, New Wave Full Circle, Broadway, Highland, and Beacon. These efforts have helped ensure broad participation and inclusivity for the senior class.

Bhavika – Club Highlights & Student Initiatives

Highland Advocate (Club Highlight):

This week's featured club is the Highland Advocate, a newly established student newspaper currently in its pilot year. The club was co-founded by junior Carmen Wheeler, who also serves as Editor-in-Chief.

The creation of the Highland Advocate was driven by the absence of a school newspaper in recent years. Recognizing that students interested in journalism, media, and creative expression lacked a platform, the founders worked to establish a space for student voices.

With support from Career and Technical Education (CTE) programs, particularly the graphic design department, the club has received guidance and access to printing resources. As a result, more than a dozen students have already gained experience in writing and producing newspaper articles.

The publication covers a wide range of topics, including student life, local and international issues, historical perspectives, and pop culture. For example, students recently interviewed a student band, Kludos Return, showcasing emerging talent within the school. Printed copies of the newspaper are distributed in classrooms, and student readership has been strong, contributing to a more connected and informed school community.

The Highland Advocate has made significant progress in a short period of time, and its leadership is optimistic about continued growth and expanded reach.

Additional Club Updates

Community Services Club:

The Community Services Club will attend the Inspired Massachusetts Youth Leadership Institute on March 18. This program provides students with opportunities to develop leadership skills and create impactful community projects.

Last year, participants developed a multicultural reading initiative aimed at Pre-K and kindergarten students. Student volunteers visited the Capuano Early Childhood Center to read multicultural books, promoting diversity, inclusion, and cultural awareness from an early age. The initiative was supported through collaboration with a multicultural literacy organization.

This year, the club plans to continue its involvement in the Leadership Institute while expanding its outreach efforts beyond the high school. Their work reflects a growing commitment to community engagement and service-based learning.

Questions/Comments

Member Biton: I'm excited to see a student newspaper, I'm surprised there wasn't one already. Do you know how often it will be published?

Aidan Becker: It's planned to be monthly. They've only released a January issue so far but are meeting weekly and expect to start regular monthly publishing within a couple of weeks.

III. PUBLIC COMMENT

Chair Ackman read the public comment regulations and asked those who had signed up to comment at this time. 8 Public Comments in person and 9 Public comments via Zoom.

Sarah Campbell: Hi, my name is Sarah Campbell. I live at 18 Trull St, and I have a third grader at Brown and a sixth grader at Kennedy. I'm here to express concern about the proposed closure of the Brown School, which is ranked 101 in Massachusetts by U.S. News & World Report and has strong reading and math scores. I'm also concerned about the proposed replacement—a very large school of about 900 students, roughly two-thirds the size of the high school. I've heard the rationale is to maximize state funding by building a larger school, but I question whether "bigger is better" is the right approach for students. A school of that size could have 6–8 classes per grade, compared to Brown's current structure of about 4, and I worry about how it will be managed and whether it can maintain academic quality without significant administrative and financial support. I'm also concerned about equity and diversity impacts. If Brown closes, students may be redistributed in ways that could affect the demographic balance of other schools, potentially increasing segregation between neighborhoods. Overall, I believe the city should focus on strengthening schools rather than making them larger, and that smaller schools are better for

students and learning outcomes.

Caitlin Rameau: My name is Caitlin Rameau. I am a third grader at the Brown School. I am here because I don't want you to shut down the Brown School. Even though I may not be there when it happens, other kids will be, and I know they will be very upset. I am very, very sad about the possibility of the Brown School closing. Last year I cried when I had to leave Ms. Bornn's class, but I think this would feel much worse—like not just leaving a classroom, but losing your whole school.

Leigha Charboneau: My name is Leigha Charboneau, and I am a third-grade teacher at the West Somerville Neighborhood School. I am speaking tonight in support of prioritizing additional staff in next year's budget, specifically more interventionist positions. Currently, West Somerville does not have a math interventionist at all, and our reading interventionist is split between two buildings, even though we have two dedicated intervention blocks in our schedule. As a result, I am not able to meet all of my students' academic needs during this time without additional support. Each week, the other third-grade teacher and I meet to review student data and plan instructional groups for our intervention blocks. Much of this time is spent reteaching grade-level content that students struggled with or did not master during regular instruction. This work is incredibly important and has helped many students achieve mastery and demonstrate meaningful growth, but there is still a significant gap for students who lack foundational skills. During our literacy intervention block, our reading specialist works with students who need support with foundational skills from previous grade levels, while I focus on students who need help with grade-level content. However, because she is shared between two schools, we must make difficult decisions about which students receive support. In math, the challenges are even greater. Only one group can receive additional support at a time. I still have a reteaching group planned from assessments given before winter break that I have not yet been able to address because I am stretched so thin across this block, trying to meet all student needs. Without additional interventionists, classroom teachers are forced to choose between supporting students who need foundational skill development, helping students who are struggling with grade-level material, or providing enrichment for students who have already mastered content. All students deserve our time and attention. With more interventionists, we would be able to meet these diverse needs more effectively and equitably. I hope you will support the SEU's vision for high-quality education in Somerville Public Schools. It is what our students deserve.

Kayla Burgess: My name is Kayla Burgess, and I am the sixth-grade math and science teacher at the West Somerville Neighborhood School. I am speaking tonight in support of prioritizing additional staffing in next year's budget, specifically more interventionist positions. As you just heard, West Somerville currently does not have a math interventionist. As a second-year teacher, I look to educators like Leigha and her third-grade teaching colleague as models for how to maximize time and energy to meet student needs. Even with strong classroom-based intervention, it is not feasible for classroom teachers alone to serve all students as they deserve. We are forced to make difficult choices, which is inequitable and unfair. Now, consider those same students who struggled with foundational math skills in third grade, three years later as sixth graders. Because of insufficient intervention support throughout elementary school, many are now several grade levels behind. This year, 32% of my sixth-grade students began the year two or more grade levels below where they should be. At a critical stage in their development, these students are becoming academically disengaged, which also impacts their confidence and social well-being. In professional development focused on equity and excellence in SPS, I was asked to disaggregate student achievement data by factors such as income and race. Unsurprisingly, I saw that low-income students and Black and Brown students in my classes are those most in need of support largely due to factors outside of their control. While the district emphasizes equity, intervention services remain underfunded, despite being one of the most effective tools for closing opportunity gaps. Instead, classroom teachers are expected to meet all needs independently, an unrealistic and unsustainable expectation. This approach is not only unfair to students who need additional support, but also to teachers who are being asked to meet an impossible standard. I hope to remain in this profession long-term, but it is disheartening to be told that I am solely responsible for bringing students up multiple grade levels in foundational knowledge.

Hannah De Souza: Good evening, my name is Hannah De Souza, and I am an educator at the Argenziano School where I have worked for the last 19 years. I am speaking tonight in support of prioritizing ESL staffing in next year's budget. I'm speaking on behalf of myself and other SEI-1 teachers whose 5 classrooms will be closing after this school year. My colleagues Gina Yarmel and Diana Garity are joining us virtually this evening. The SEI-1 program is a specialized instructional model that serves immigrant newcomer students at the beginning stages of learning English. Our program has been part of the Argenziano community for the last 25 years. With the closing of this program at our school there will be an increased need for supporting multilingual learners in general education classrooms. We are asking you to support the conversion of our classroom positions to much needed ESL specialists. Students who were receiving ESL support during all subject areas in the SEI-1 classroom throughout the day in this program will now be integrated into general education classrooms next year. In addition to the closing of the SEI-1 program, Argenziano will be welcoming the AIM Autism program. There are multilingual learner students in this program as well that will further increase the number of students at Argenziano who will require specialized and dedicated English Language instruction from ESL specialists. Right now, ESL specialists are only able to push-in during literacy blocks or intervention blocks, and sometimes not even for the entire block. In some classrooms ESL specialists are supporting as many as 9 multilingual learners at a time for as little as 45 minutes a day. As teachers of multilingual learners, we know that language learning happens all day, not just during literacy time, and we believe that our students deserve better. In order to best support our students, we need more ESL specialists so that there is time to co-plan and co-teach, and so our students have equitable access to the curriculum. We need to continue to make Somerville schools welcoming to immigrant families and we need to maintain supports for multilingual learners, not take them away. In order to meet to the unique cultural and linguistic needs of our students we hope you will consider converting SEI-1 positions or adding ESL specialists to best serve our multilingual learners.

César Urrunaga: My name is César Urrunaga. I live at 45 Oxford Street. I am the parent of a 10th grader and a seventh-grade math teacher at ESCS. I am speaking tonight in support of prioritizing additional staffing in next year's budget, specifically math interventionists. I would like to share what math intervention has meant for students and what it has looked like in my classroom. Last year, my students had access to math intervention, and I saw firsthand how it helped them access the seventh-grade curriculum. In class, I would hear students say, "We just did this in math intervention," or "Mrs. Dinovis just taught us that." It was clear how valuable that support was. This year, however, we do not have math intervention in the middle grades at ESCS due to staffing limitations. I have several students who would greatly benefit from it—students who need just a bit of extra support to bridge gaps so they can fully engage with the curriculum. Some concepts, such as operations with fractions and integers, are particularly challenging. While we try to address these gaps through review lessons and programs like i-Ready, it is not enough. Nothing replaces targeted, small-group math intervention. Every moment spent reteaching foundational skills in class is time taken away from new instruction. There simply is not enough time in the year to both fill learning gaps and fully teach the curriculum. While intervention is not a complete solution, it makes a significant difference in student learning. I hope you will support the SEU's vision for high-quality education in Somerville Public Schools. It is what our students deserve

Ray Woodcock: Hi, my name is Ray Woodcock, and I am a fourth-grade teacher at East Somerville. I am speaking tonight in support of prioritizing additional staffing in next year's budget, specifically additional ESL specialists. Recently, administrators have raised concerns about the number of fourth-grade students who are significantly below reading benchmarks. In my classroom, 11 out of 20 students are currently reading below benchmark, and this pattern is consistent across all four fourth-grade classes. In response, administrators arranged additional coaching to support teachers in implementing reading interventions during X block, since fourth grade does not currently have access to pull-out services. While I am grateful for this coaching and willing to provide intervention, it is frustrating that this is the only support available to students. A large portion of students below benchmark are English language learners, and current ESL staffing at East Somerville is not sufficient to provide the high-quality services students are entitled to and need in order to grow. DESE guidelines state that students at WIDA levels 3 and 4 should receive at least 45 minutes of ESL services, while students at levels 1 and 2 should receive double that. However, current staffing levels at East Somerville do not allow for this to be fully implemented. Instead,

staffing constraints lead to inconsistent service delivery, including situations where students rely on dual-licensed teachers rather than receiving services from dedicated ESL specialists. While dual-licensed teachers are highly skilled, they cannot replace the individualized support of a full-time ESL teacher. In fourth grade, our ESL specialist is also split across three grade levels, requiring them to support multiple curricula and six teachers' pacing simultaneously. As a result, there is limited capacity for effective co-planning. One specialist cannot meaningfully plan with six teachers within the allotted CPT time. Without adequate co-planning and consistent ESL staffing, students miss out on intentionally designed supports and accommodations that are essential to their learning.

Naina Sood: My name is Naina Sood Fox. I teach fifth-grade math and science in the Neighborhood Program at East.

I am speaking tonight in support of prioritizing staffing in next year's budget, specifically regarding the inclusion model at East and across the district. This year, I have had the opportunity to be part of the inclusion model pilot program, and I cannot emphasize enough how positive it has been for my students, for my teaching practice, and for my ability to reach all learners. East is one of the highest-need schools in the district, with many English language learners and students with individualized education plans. In my classroom, students' academic levels range from kindergarten through fifth grade. In past years, it has often felt impossible to meet all of their needs effectively. This year, for the first time in a long time, I feel that I am actually able to reach all of my students. This is due to the support of having an inclusion teacher in my classroom. She works with students with the most intensive needs, while I am able to focus on the rest of the class. As a result, I am seeing meaningful growth across all students. I also want to share some data. We administer the i-Ready assessment in September and again in January. Over those four months, my students have achieved nearly a full year's expected growth about 94% of typical annual growth. I began the year with only three students at or above grade level; by January, that number had increased to 13. I also started the year with about half of my 20 students performing two or more grade levels below; that number has now decreased to 12. Both my data and my experience reflect the positive impact of the inclusion model. It has also had a meaningful impact on my well-being as a teacher. I hope you will consider prioritizing staffing to support and expand this model.

Karina Johanson: My name is Karina Johanson, and I am a fifth-grade ELA and social studies teacher in the Neighborhood Program at East Somerville. I am speaking tonight in support of prioritizing the expansion of the inclusion model in next year's budget. This model supports shared responsibility between special education and general education teachers, ensuring that all students' needs are met while also helping prevent educator burnout. There are 21 students in the fifth-grade inclusion classroom. At the beginning of the year, i-Ready data showed that seven students were reading two grade levels below, and eight students were reading three or more grade levels below meaning 71% of students required significant support during Tier 1 instruction and additional intervention during X block. This is not new data to me. After eight years in this district, I see similar patterns year after year. Many students' literacy needs go unmet early on, beginning as early as kindergarten, often because general education teachers are responsible for too many competing demands, including supporting students with significant needs alongside the rest of the class. This year has been different. In the inclusion model classroom, the special education teacher focuses on five students with intensive needs, while I am able to focus on the rest of the class, particularly students who also require significant support. The results have been strong. Mid-year i-Ready data shows that nine out of ten of those students have already met 100% of their annual growth goals. Some have exceeded expectations by 200–300% and are now close to grade level. One student has shown 400% growth and is now reading at an early fifth-grade level. We are only halfway through the year, but the impact is already clear: this model is working. It is especially effective in high-need schools like ours in Somerville. I strongly encourage continued investment in and expansion of the inclusion model. Thank you

Alison Cichowlas: Hi, I'm Allison Cichowlas. I live at 89 Rogers Ave. I'm going to take a moment and say thank you so much to the teachers who've been speaking up for additional funding for staffing. It's fantastic to hear your points, and I can hear in your voices how much you really, really care about our kids. My kindergartner is at the Brown School. I hope his two little sisters will be attending, too, in the next few years, and I wanted to have some comments and questions about its future. First, big picture, process-wise, it's difficult for me as a parent to

understand who is responsible for the decisions about the future of the Brown. I've read school committee does a formal evaluation before we close any school in any circumstance, but also from watching the last school committee meeting, it sounds like, that evaluation, that investigation doesn't actually start until the town has committed to taking more state money, which comes conditional on closing brown, and it feels like a little bit of a circle. I hope we can have some clearer information about what's going on, who's responsible for the decision, what happens in what order. And then secondly, I'd like to speak in favor of keeping the Brown School operational. It serves many important needs in the Somerville community, goes without saying it's a fantastic school by the numbers, but also, it's a public option for families who are looking for a smaller school, for young kids who need that kind of environment without the Brown, families would need to go to the private system for this. That's not an option for a lot of families. It takes cars off the road in our whole city by giving a walkable school towards 5 and 6, providing needed seats on the west side of Somerville. The other schools out here are already oversubscribed, might be even more so with new developments on the Red Line in the next few years. And last of all, neighborhood schools are a foundation of local community, local connections, just a building block for everything else. I'm really worried that the proposal to close the Brown hasn't taken this into consideration. It'll give our community worse education for our kids, worse traffic for everyone. Thanks for listening.

Kelly Williamson: My name is Kelly Williamson. I live in Ward 6, and I'm the mother of four young sons, ages 2, 4, 6, and 8. My 2 oldest children attend the Brown School, currently in kindergarten and second grade. We hope, like Allison, to send our younger sons to the Brown School as well. I'm concerned about the recent updates shared regarding the new school building and its impact on the Brown School's future. When we chose the Brown School for our children's education, we did so for 3 main reasons. One, walkability. It's the closest school to our home. 2. School size, roughly 225 children attend the Brown School, which means that every single child is known by every single adult in the school. And the children are given quite a bit of autonomy within the walls of its small building. And three, the age of its students. The Brown School is the only K-5 school in the district, which was its most compelling characteristic as we considered sending our five-year-old to school for the first time. A 900-capacity building located at the former Winter Hill site meets none of those criteria for our family. We would likely choose to send our children to West or Kennedy instead. First, the new school is not walkable for us. Our half mile walk would become a one-and-a-half-mile walk, which would realistically become a car ride, something we loathe as urban dwellers and aim to avoid at all costs. Secondly, it's not a small student population. 900 students are quadruple the size of the Brown school population. And finally, the proposed new school is not a K to 5 school. The social and behavioral problems of 6th to 8th graders are drastically different than those of elementary school learners, and that concerns me. When we moved to Somerville, we valued the neighborhood school model and the choice the district offered families to find the right learning environment for their children, eliminating 2 small school environments, one neighborhood school and the one and only K to 5 school in the district drastically reduces choice for Somerville families. Prior to committing to the proposed 900 student building on the former Winter Hill site, I urge the school committee to have concrete answers that address enrollment needs on the west side of the city, catchment reassignments district wide, and accompanying walkability and transportation needs for those in dead zones. as well as a transition plan for the Brown school prior to it.

Priscilla Ewen: Hi, my name is Priscilla Ewan. I live in Ward 5 at 85 Rogers Ave, and I am a Brown school parent. My older child has thrived at the Brown school. It feels like everyone there knows him. And the Brown School is the heartbeat of our neighborhood. I'm looking forward to sending my daughter there next year, and I'm very disappointed that the district wants to close the Brown. As a public-school teacher in another district. I'm also very concerned about what the closure process will be for the Brown school teachers. If it's not handled well, I worry that you will lose some great teachers much sooner than the 2031-2032 school year. Thanks.

Heidi Given: My name is Heidi Given, and I'm a math interventionist at the East Somerville Community School. Previously, I was the district equity coach. Now, in a role in which I closely screen hundreds of students quarterly and monitor testing data. I have a much deeper understanding of the structural, systemic, and staffing issues that underlie the academic inequalities that we see when we examine our MCAS data.

Tonight, I am speaking to the need for more math interventionists. I am a singular interventionist in a school with approximately 740 students. My screening data indicates a range of between 15 to 50% of any given grade level could benefit from receiving math intervention, yet I am one person and there is no way to meet that level of need. In fact, I am not even able to serve all of our grade levels as Cesar spoke of tonight. The inequitable decisions this leads me to have to make greatly pains me. I pull six small groups of students daily working intensively on foundational math skills around targeted concepts and topics. Many of my students gain understanding and comfort and confidence and have shown significant growth on their i-Ready scores, and a small few continue to struggle not demonstrating growth. Documenting their struggles while receiving Tier 2 intervention supports the work of our child study team. It is so very true that my school would benefit from a second or even a third math interventionist, similar to staffing ratios for reading, MLE, SEL, and special education services. And it is true that the district as a whole needs more math interventionists. Did you know there are only four of us across the city serving only 4 schools? Other schools in our district and their students have no access to math intervention. Please prioritize and fund more math interventionists so that all of our students can receive the instruction they need. In order to thrive and be successful in an increasingly digital, technological.

Jeremiah Hay: Hi, thanks everybody. Hope you're all having a nice night. I did want to say my wife, Esme von Hoffman, that she was unable to talk earlier. I can't tell if it's a Zoom issue or what, but if somebody could circle back to her, that'd be wonderful. I do think that the mayor and the superintendent are absolutely right that real problems exist within the Somerville Public Schools. So, just to name a couple, staff compensation and the cost and availability of aftercare, the appropriate need. Nothing that we've heard about all tonight, and I'm sure we'll continue to hear about this evening, and achievement levels and gaps around the district are real needs. And I was thrilled last week to hear the mayor acknowledge that our school system needs serious investment. I could not agree more. But honestly, I have a hard time wrapping my head around the idea that the only investment that we're here to talk about tonight is pouring hundreds of millions of taxpayer dollars into a new building while closing one of the best schools in the district. I know that there's been an incredible amount of time spent developing the solution, but that is not a good reason to move it forward. I think the basic fact is that this equation just doesn't make sense, especially at a time when the federal attitude towards public education, health, and social supports generally have made our state and local services and resources far more precious for many families. New buildings don't make better schools. I want to say that again. New buildings do not make better schools. And we don't need big new buildings to provide every child in Somerville with a great education. We need strong, dedicated teachers and staff, deeply engaged and committed school leaders, and an active, invested school community. And we have all of that already at the Brown School. So, what are we doing? We're closing it for a new discount on a building that's much bigger than what we need. New buildings and great schools are not the same thing, and I encourage, I urge all of our school committee members, for whom I have a great deal of respect, to realize that we have just lost the thread here. And to do what you can to push our investments and our focus back into school quality and not school construction, even if that means harder solutions. Thank you.

Swetha Kalluri: Hello, my name is Swetha Kalari, and I'm a math interventionist at Winter Hill. I am speaking tonight in support of prioritizing adding additional math interventionists into next year's budget. Currently, there are four district-wide math interventionists servicing the four of the highest need schools. While we do our best to meet the need, we are not able to provide intervention services to all the students who would benefit from the small group intervention support. We work in 8-week cycles, so we can switch students out and see more students. However, some students would benefit from meeting a math interventionist throughout the year, similar to reading services. Because math interventionists work across multiple grade levels, we have developed a strong understanding of mathematical learning progressions, and we have the resources to meet students where they are. Which is often 2 or 3 grade levels below their current grade level. While classroom teachers work tirelessly to meet the needs of all learners. Addressing such significant gaps in the classroom can be incredibly challenging. With small group support, students are able to talk through their thinking and learn from one another's ideas. They play engaging games that strengthen specific skills, and they take on challenging problems that build both confidence

and perseverance. From these interactions, students begin to see themselves as capable, confident learners who can succeed in mathematics. Expanding math intervention services would allow us to reach more students consistently and intervene early to close academic gaps as early as possible. Thank you for your time and consideration.

Ksenia Samokhvalova: Hi, can you hear me? Hi, my name is Ksenia Samokhvalova. I live on at 75

Irving Street in Somerville and Ward 6, and I have 2 children in the Somerville Public Schools, a third grader, the Brown, and a former Brown school student who is now in seventh grade at the West. I'm calling to express my extreme concern, because it appears that the recommendation of the Construction Advisory group to build the biggest capacity school at 115 Sycamore Street is now being used to imply that the city will be closing the Brown School. Once the winter school is built. I want to remind the mayor and the school committee that the construction advisory Group has not made a recommendation about the closure of the Brown School, and has explicitly called for this decision to be made by the school committee. As a parent who has been part of the Brown School community for 8 years now, I want to implore the school committee to not abdicate their responsibility to make a thoughtful decision whether the only way to proceed is to close our school. I'd like to join the construction advisory group's frustration about the lack of vision and educational perspective from the school committee on the preferred student population size and alignment of options with long-term goals. No matter the size of the school, there is a need for the school committees, Somerville Public Schools, and the city to provide robust plans for staffing management, redistricting, safe routes to school and programming, and a compelling vision for how this new building will maximize benefits for the district and the community. This vision must come from the elected officials of the city and the school committee level. To date, we have not seen analysis done to support the decision to close the Brown School, which is frankly completely unacceptable. And I've requested personally multiple documents that I have not received. So, I'd like to request that the school committee makes these decisions thoughtfully. Thank you for listening.

Esmé von Hoffman: Hi, I'm Esme von Hoffman, a current parent at the Benjamin G Brown School. I'm confused because every time I hear the Mayor speak he talks about closing the Brown school as part of building the new Winter Hill School. But according to CAG members, CAG video recordings, and the final CAG report (see section 3), that was not what the CAG voted for. Instead, the voted to build the new Winter Hill School, potentially use it as swing space, and then years from now, after this all happened, assess what the city needed.

The decision to close the Brown School without good solutions to the following issues would be reckless and hurt students, families, teachers, and staff.

- 1) Different students have different learning needs. Many students at Brown need the small school environment to thrive for instance, sensory overload issues. Combining Winter Hill and Brown would get rid of the two smallest schools in Somerville. Also, studies from top research institutions, including the National Academy of Sciences, overwhelmingly show kids do better in small schools. If the Brown School closed, parents who could afford are already talking about sending their kids to private school – causing drops in SPS enrollment which effects budget, which would forcing the firing of teachers – but the kids most hurt would be underprivileged, minority or immigrant kids who will lose the chance at education they need. These are real children, friends. I see every day the length these families go to get their kids to the Brown school for the education they need for their child, using buses and single moms taking time off of work to drop off and pick up, etc. And these are families that have least time to advocate for themselves and are most scared due to the federal situation. Please school committee members, be these children's advocates. At a giant school no matter how you configure the building, there is no way a principal could know all the student's names, there would have to be many classes per grade (that's a large pool of kids to be in) etc. Kids who really needed a small school option would be cut out.
- 2) Closing Brown will mean that there will be no school in West Somerville except West which is already full. That's a huge geographic area with only one school. The ramifications of this will be again kids going to private school causing SPS budget cuts, increased traffic (school drop-off caused traffic has been insane enough with this snow – I can't imagine what it will be like with so many people forced to commute long distances east), many more parents not being able to get their kids into the school they want and think is best for their child, etc.

3) What happens to the teachers? What happens to the students as the Brown School nears towards shutting down? Some of the best teachers stay at SPS because they like their school community. Forcing major changes on them might cause them to leave or force them out. It's clear from listening to public comment today how much good staffing is needed in SPS

Furthermore, voters will have to vote to raise taxes to build this new building – this huge new building is not all paid for by the state – and if people think kids will be hurt in the process, traffic will get bad, etc, they will not vote for this.

Please school committee – we deeply value you – you are members of our community, be a system of checks and balances on the Somerville executive branch you were elected to be. Stand up for children and particularly marginalized kids, teachers, families – and come up with a solution that works for all of Somerville. Don't just rubber stamp a half-thought-through plan that could hurt children. Thank you for your time.

IV. REPORT OF SUPERINTENDENT

A. District Report

Notes- Superintendent Update: School Committee Meeting- Monday March 2, 2026

We have a full agenda this evening, so I'd like to begin by jumping right into our first presentation of the evening by stepping into the athletic arena and sharing some great highlights of Highlander sports this winter.

Sports are a vital part of the educational experience for middle grades and Somerville High School student-athletes, teaching discipline, teamwork, resilience, and time management — skills that support success in the classroom and beyond.

Recently, both our girls and boys varsity basketball teams competed in the state tournament, and our swimming and track & field teams have enjoyed strong seasons as well.

Highlander Hockey also continued a meaningful tradition: each year, seniors select a staff member who has had a lasting impact on their high school experience. This year, the team honored CTE instructors Matt Waldman and Jim McGrath, World Language instructor Gino Colantuono, and Math teacher Dan Bachman as positive role models.

We're grateful for their dedication to our student-athletes at Somerville High School.

Athletic commitment goes hand in hand with commitment to learning.

• Athletics Department

To offer us a larger glimpse into Highlander athletics, I'm pleased to welcome Athletics Director Stanley Viera to offer a presentation on the district's exceptional sports programs.

Director Viera shared his presentation (Presentation below)

Comments/ Questions

Member Green: Thank you, as always. I appreciate the slide outlining a vision for athletics it's something we've struggled to clearly define as a district beyond the idea that sports are valuable. What I'm still wondering is: how do we know we're doing a good job? If we're measuring success by wins and championships, that doesn't seem aligned with our goals. But if not that, then what are we using? How do we know students are actually benefiting from the program?

Stanley Vieira: It's a great question. It's not just about wins and losses. We use student feedback on coaches collected anonymously each season, along with ongoing evaluations through observations of practices and games. We focus on whether students are having a positive, inclusive experience. We also build in leadership opportunities like the Captain's Council so students have a voice. In addition, we provide annual training through the Positive Coaching Alliance, and this year we're also including parents. The goal is to ensure students have a meaningful, positive experience and that we're continuously improving the program.

Member Green: Just a follow-up obviously it would be inappropriate for us to direct how coaches are evaluated. But I'm curious: what kinds of questions are being asked when you gather feedback on coaches? What exactly are

we measuring?

Stanley Vieira: If it helps, you can email me and I can send you the exact template we use. It's consistent across the board.

Mayor Wilson: I appreciate you mentioning the Positive Coaching Alliance and the upcoming event. They also offer a parent workshop, and I know we previously hosted something like that with Somerville Soccer. Has there been any thought about offering that parent workshop more broadly to the wider parent community? You could likely fill an auditorium. I ask because I attended it, and it really changed how I approached my kids after games. I think student-athletes would benefit greatly from more parents participating. The key takeaway I remember is simple: after a game, you say two things "I loved watching you play," and "Did you have fun?" And that's it.

Stanley Vieira: I completely agree with that last point. We're on the same page. Tomorrow's training is really a starting point for expanding this work. We haven't previously included parents at this level, so tomorrow will help us gauge interest and turnout and guide how we move forward. Absolutely thank you.

Member Lippens: Thank you for the presentation. As a parent of a middle school student, I'm wondering about winter programming. Basketball is great my child participates but are there plans to expand offerings, and what limitations exist?

Stanley Vieira:Expansion depends on league decisions and facility availability. Winter programming is limited by space constraints, with gyms booked from after school until late evening. Basketball is currently offered, and options like volleyball have been discussed, but expansion is constrained by facility capacity.

Member Eldridge:I appreciate the presentation and focus on athletics and social-emotional well-being. My constituent asks: "How does the athletic department include students with disabilities?"

Stanley Vieira:We've introduced Unified Sports at the high school and expanded offerings to ensure all students can participate. We provide non-cut sports, accommodations, and inclusive practices, and no student has been turned away. I'm happy to meet with any parent to discuss their child's specific needs.

Member Eldridge: There's a follow-up question about how coaches and programs support and foster an inclusive culture among all participants, especially at younger ages.

Stanley Vieira: One key piece is our Positive Coaching Alliance (PCA) training, which helps prepare coaches to be inclusive, welcoming, and supportive of all students. We've seen strong value from this training over the past few years. We also provide ongoing professional development through organizations like the Greater Boston League and the MIAA, including webinars and other training opportunities that coaches regularly participate in. It's a continuous focus on building inclusive practices across all programs

President Davis: Thank you, Director Vieira. I appreciate the presentation and the work you and your staff do. I strongly support student participation in athletics, and I appreciate the discussion about how we measure success. While win-loss records aren't the primary metric, participation rates are important—and it's encouraging to see growth in many programs. I also share interest in expanding middle school sports, as earlier participation can help sustain engagement at the high school level. Looking at the data, there are notable disparities in participation between boys' and girls' programs. Can you speak to what efforts are being made to increase girls' participation in athletics? I also want to raise girls' hockey specifically. The current situation, where students participate through a co-op and wear another district's jerseys, highlights a gap. While I understand the co-op arrangement is necessary and valuable right now, I believe we should do more to build a stronger in-district pathway for girls' hockey. I know there have been

broader community discussions about expanding opportunities, potentially starting at the youth or middle school level. Are there current efforts or conversations underway in that area, and how can we move toward increasing girls' hockey participation locally?

Stanley Vieira: We've been working closely with Somerville Recreation to expand girls' participation in sports at the youth level. We agree more needs to be done earlier—particularly in grades 3–5—to build awareness and interest in athletics, especially given the city's changing demographics and newer families who may not know all the offerings. We've supported clinics, camps, and intramural opportunities to introduce sports at a lower or no cost, including newer sports like lacrosse, in an effort to increase access and participation. Regarding girls' hockey, I've had several meetings on this topic. Most girls who currently play tend to have started very young and often end up in private school programs, which makes building a high school program challenging. We're focused on growing interest at the grassroots level through partnerships with Somerville Hockey, including potential learn-to-skate clinics and introductory programs. We've also explored additional outreach through recreation, such as floor and street hockey initiatives, though participation has been lower than expected. We are continuing these efforts, but building a sustainable girls' hockey program will require growing the pipeline at younger ages over time.

President Davis: Quick follow-up full disclosure, I coach several girls from Somerville High School on a fall team, but it's unpaid so there's no financial interest. You mentioned opportunity and building participation. Would having a second ice rink, or improving ice access generally, help support growth in programs like girls' hockey?

Member Biton: On a related note, with the success of the U.S. women's Olympic team, I expect we may see increased interest in girls' sports in younger grades and a stronger pipeline over time. Congratulations to Director Vieira the program is clearly moving in a strong direction. The growth in participation reflects real investment, care, and opportunities for students to grow and succeed. I also see athletics as an important way to build student leadership and confidence. I'm curious about the demographics of students participating in athletics. Are there any areas where participation does not reflect the overall student population? If so, what gaps exist, and what supports could help close them?

Stanley Vieira: I don't have exact demographic data with me today, but we have a diverse and inclusive student-athlete population. Coaches work to create welcoming environments, get to know students individually, and support both their athletic and personal goals. We also use structures like the Captain's Council to ensure student voice is included. Overall, the focus is on inclusion and positive student experience.

Member Biton: Please follow up with the demographic statistics you mentioned.

Member Green: We've been consistently focused on access and reducing barriers for all students. That work can't start in high school it has to begin much earlier to build real pathways into athletics. We also need to ensure that participation is meaningful, not just symbolic. Students should have real opportunities to play, contribute, and develop not just be on a roster. If certain programs don't reflect the diversity of our student body, we should ask whether barriers exist and work to remove them. At the same time, we should also respect student choice and ensure we are offering options that align with their interests and backgrounds. I'd like to see demographic data, but also a broader effort to think about a K–12 athletic pipeline where exposure starts in the earliest grades, so that opportunities like college-level athletics feel accessible long before high school.

Stanley Vieira: We also work closely with youth organizations in the city like Somerville Youth Soccer, Little League, Babe Ruth, and youth basketball programs. We invite them to games and host youth days to build early connections with our high school programs. It's valuable for younger students to see pathways and imagine themselves participating in the future. We have strong partnerships with community groups, and we see that early exposure as an important part of building long-term engagement in athletics.

Mayor Wilson: I'd like to see younger students more engaged at high school games. Sharing schedules with elementary schools could help build interest early and strengthen the pipeline. My question is: what do coaches say would most help their programs?

Stanley Vieira: The main need is more facility access. Field space is limited and tightly scheduled, which restricts practice time especially on weekends. Equipment support is strong; space and time are the biggest constraints.

Member Pitone: I have a question about intramural sports, which I understand may have shifted from the athletic department to Recreation. I may be mistaken, but I'm curious why that change was made. Intramurals are very accessible, build school spirit, and can serve as a pipeline for example, volleyball growing from intramurals into JV and varsity. How do intramurals fit into the broader athletics strategy, and do we have access to participation data now that it's outside school purview?

Stanley Vieira: Intramurals have been run by Somerville Recreation for several years, largely due to their larger staffing capacity and flexibility with facilities when middle school athletics were being developed. They've done a good job organizing the program, with strong participation, especially in soccer, and school staff often involved as coaches. Overall, the structure has worked alongside varsity and middle school athletics.

Laura Pitone: This isn't a critique just a question as we think about our overall vision for participation and building pipelines into high school sports. In some ways, it might be helpful to have a unified approach or shared leadership so we can better support students across all programs and ensure continuity. As a school committee member, I'd like to better understand participation and equity in this space and how that aligns with the broader vision, even if the program sits outside the district's direct purview. If needed, a memo or update from the city could be helpful. Intramurals are, from my understanding, one of the most accessible entry points for students, especially beginners, so I'm interested in how we think about that strategically.

Stanley Vieira: I agree thank you.

Laura Pitone: That's why my question was also directed to the superintendent.

Mayor Wilson: I know this is slightly off-topic, but I'm happy to follow up with Member Pitone directly as an intramural coach myself.

Superintendent Carmona: Thank you for the question. I'm mindful of time given the upcoming presentations, so I'll follow up in writing. I also want to thank Director Vieira for the report and his work.

- **West Somerville Neighborhood School Improvement Plan**

welcome Principal **Andre Pelletier** from West Somerville Neighborhood School. Andre will share how the school is prioritizing deep engagement with learning tasks and elevating the quality of discourse within that engagement.

These strategies are designed to support stronger growth for all students, and I'm interested to hear how this approach will continue to evolve with the school's School Improvement Plan.

Principal Pelletier shared his school Improvement presentation

Comments/ Questions

Mayor Wilson: I appreciate the rethink of back-to-school night and parent-teacher conferences. When I talk to educators, I often hear that the parents who attend are usually the ones who may need it least. Is part of the goal to better engage the families we most need to reach?

Principal Pelletier: Our family liaison helps us reach targeted families, and we also try to connect in flexible ways. More broadly, the traditional conference model can feel outdated. I think it works better when we start by asking families what they want to know. At a previous school, we redesigned back-to-school night into workshops based on family feedback, which increased engagement.

Member Lippens: I'm always impressed by the amount of work that goes into this. I'm curious whether you've been able to disaggregate the data by demographic or reporting groups, and if so, what that might tell us about student experiences and potential changes we could make.

Principal Pelletier: We are able to do that, but one challenge is that not all students completed the conditions-for-learning survey, so we need to be mindful of sample size before drawing conclusions from subgroups. That said, it's important to look at the data that way when possible. I also think our small school community is a strength we can lean on staff and student leadership to better understand student experiences. Our student council, for example, may be well positioned to gather peer feedback through focus groups and help surface insights that adults might miss.

Member Eldridge: Thank you for the presentation. Could you provide more information on DIBELS and i-Ready placement scores? The growth data doesn't provide a full picture, so it would be helpful to understand those results as well.

Principal Pelletier: I don't have it on hand, but I can share it with you. It's easy to pull from the Open Architects platform, which has been very helpful this year. It allows both administrators and teachers to quickly access DIBELS and i-Ready data to inform instruction and planning, so I can definitely provide that.

Member Green: I appreciate the emphasis on every student having a caring adult. From a data perspective, that's one of the strongest predictors of student success. I'm curious about the students who respond "strongly disagree" do we have any profile or shared characteristics that help us understand who those students are compared to the broader population?

Principal Pelletier: I don't have that off the top of my head, but it's a really good question.

Member Biton: Thank you for the presentation, and thank you to the educators here this evening. There's a lot of strong information in the memo and presentation, but as someone without an education background, I found it a bit dense. It would be helpful to include more narrative context around the data in future memos to make them easier to follow and engage with.

- **East Somerville Community School Improvement Plan**

I'm pleased to introduce our presentation on East Somerville Community School, one of our most diverse schools and home to the Unidos dual-language Spanish-English immersion program. Tonight, Principal Berenice Mace-Diaz will share how the school focuses on small-group and targeted instruction, and the school's efforts to build community and foster a sense of belonging key priorities in their School Improvement Plan.

This presentation offers a window into how East Somerville is supporting both academic growth and social-emotional well-being for all students.

Principal Mace-Diaz share her School Improvement presentation

Comments/Questions

Member Lippens: Great presentation. Just to frame i-Ready data: fall is the baseline, winter is a mid-year check, and ideally students should be around 50–60% of their annual growth by that point. When we see 60% or more, that indicates students are on track for their yearly growth. We also look at stretch growth, which measures progress toward closing achievement gaps. With that in mind, this data looks very strong. You've noted work in grades 5 and 6—what is going especially well right now, and from a school committee or budget perspective, how can we best support staff to sustain and build on this progress? support the phenomenal teachers and educators and the work that they're doing so we can continue this trend.

Principal Mace-Diaz: If you look at grades 6 and 8 reading data for ML students (WIDA levels 1–2), you'll see strong growth. This success comes from a targeted curriculum paired with strong collaboration between ESL specialists and classroom teachers, allowing students to apply learning directly in class. This model is working well and could be replicated in other grades.

Member Eldridge: Thank you for the presentation it was clear, transparent, and much appreciated, especially when the data isn't always where we want it to be. I'm encouraged by the goal of having 70% of students reading at grade level by the end of the 2027 school year. I strongly agree that literacy is foundational to student success. My question is: how can we best support you in reaching that goal?

Principal Mace-Diaz: That's a challenging question. The 70% goal is ambitious, and we may need more time, though we are moving in the right direction. To reach it, we likely need more support in the early grades to ensure students are reading at grade level sooner, as well as additional interventionists to support struggling readers. We're seeing success with current strategies, especially targeted support and collaboration, so the focus is on expanding and replicating those approaches across more grade levels.

Member Eldridge: Quick follow-up, early intervention seems critical. If students fall multiple grade levels behind, even strong growth still requires years to close the gap. So, providing support earlier could prevent those larger gaps from forming. Is that correct?

Principal Mace-Diaz: Yes, that's correct. Early intervention is key. While tools like i-Ready and at-home access can help students catch up, it's much easier if supports are in place earlier. Our educators are working hard and showing strong growth, but when students reach eighth grade already behind, it becomes much more difficult to close those gaps before high school.

Member Green: Building on Member Eldridge's questions, I want to start by highlighting the real progress we're seeing both in absolute terms and compared to where the school was several years ago, particularly for multilingual learners. Looking ahead, while expanding dual language programs across schools is a larger conversation, what lessons can we learn from your success? What do you think is driving the growth in access scores, and what can other schools take from that?

Principal Mace-Diaz: So, you're asking what we're doing well as a school in terms of access score growth?

Member Green: I'm asking about English language attainment what can we learn from your success and apply to other schools?

Principal Mace-Diaz: A big factor is the school's commitment and belief that all students can succeed. Our staff shares a strong mindset that students are capable, and they work collaboratively to support that growth. In addition, high-quality curriculum and training have made a significant difference. New curriculum in grades 4–8 and the use of ARC in the Unidos program have provided strong instructional tools. Combined with effective teaching and

collaboration, these elements are driving the growth we're seeing.

Superintendent Carmona: In terms of lessons learned, dual language and bilingual education are based on the idea that a student's primary language is an asset. Building on that foundation supports cognitive development and learning a strength-based approach. While this theory has long been discussed, seeing it work in practice in our district reinforces that it is effective. However, success also depends on key supports, including high-quality instructional materials, strong collaboration among educators, and adequate resources. This is a process that will continue to build over time, with the goal of improving outcomes and reducing disparities. Expanding dual language programs is a separate conversation, but these results show what is possible.

Member Green: My second question is more for the district and relates to early learning gaps. Before the pandemic, the district made significant efforts to close the kindergarten readiness gap, recognizing that many low-income students enter school already behind. While progress was being made, those efforts were disrupted by the pandemic. As we return to more typical conditions, I would appreciate an update on where that work stands. Narrowing gaps early makes it much easier for students to keep up, rather than having to catch up later.

Principal Mace-Diaz: We are working on early literacy, particularly in grades K–2. This year, we held a literacy night and, through donors, were able to provide a book to each attending student. Looking ahead, we hope to expand this by hosting two literacy nights one in the fall and one in the spring and provide books for all K–2 students. The goal is to involve families through workshops and shared reading activities to strengthen early literacy at home and school.

Dr. Boston Davis: Thank you for the presentation. To briefly add, one key factor is the importance of high-quality, research-based instructional materials, especially in early grades. Currently, aside from ARC, these are not yet fully in place across K–2, but they are planned for implementation next year. We've been rolling out initiatives in phases for example, Illustrative Mathematics this year so that staff aren't overwhelmed. Strengthening core instruction with strong materials and structured literacy practices is essential to improving outcomes early and preventing gaps from widening over time.

V. UNFINISHED BUSINESS

A. MSBA- Space Summary and Educational Program

Superintendent Carmona Thank you I'm very grateful for the patience and work of the Perkins Eastman team. We're now shifting from discussion of performance and improvement to the MSBA process, focusing on the vision for the new facility. Perkins Eastman has led this work, engaging the community and gathering feedback that has helped shape a clear and consistent vision. Tonight, the team will present the proposed designs and highlight key themes that have emerged from that community input. Welcome, and thank you again for your work.

Lisa Pakora project manager for the 115 Sycamore Street new building project and Robert Bell, educational planner and programmer both with Perkins Eastman share the Space Summary and Educational Program presentation

Comments/Questions

Superintendent Carmona: Thank you for the comprehensive update. I want to highlight a few key points that have emerged from the ELT and community visioning sessions. First, there is a strong focus on creating a sense of smallness and community within a larger school. This is being addressed by organizing the building into smaller "neighborhoods" or grade-level groupings, including early childhood spaces, to provide a more personalized, developmentally appropriate experience. Second, the design incorporates flexibility to adapt to changing needs over time. Third, we are exploring ways to integrate innovative programming, building on the Winter Hill model,

including expanded STEM, engineering, and theater opportunities to strengthen the middle grades experience. The planning document is still being refined but is nearing completion. A first reading is scheduled for Monday, with a second on the 16th. Thank you to the School Committee for the time and support in this process.

Chair Dr. Ackman: **Chair Dr. Ackman:** To reiterate, the educational program will be presented and discussed at a special virtual meeting next week on the 9th, followed by an in-person discussion in chambers two weeks from tonight as part of the regular meeting.

Mayor Wilson: I want to acknowledge that when I announced in January that the School Committee would be involved in this decision, it was a significant shift. I appreciate the work of our Chair in quickly engaging with this process as it became clear the timeline would move to March. I also want to thank the district administration for rapidly developing the educational program, and the project team for preparing tonight's presentation on a tight timeline. It's important that this elected body has a voice in decisions like this, and I appreciate everyone's efforts to make that possible.

Member Biton: Thank you, Mr. Mayor, for involving the School Committee I think this is exactly where we need to be. I also want to thank the administration for their hard work on the educational programming plan. I know it's a significant amount of work, and I appreciate the care and effort going into getting it right. Thank you as well to the Perkins Eastman team for being here late and for the presentation, which helps us better understand the schools we're designing and the care that goes into our district's work. That's why we're here on a Monday night. My question relates to the numbers in the presentation specifically the 925 and 690 student seat options. You noted that in both scenarios we are slightly above a threshold that would require additional space for shared resources like gyms. Is there flexibility in the seating numbers that could help optimize space and avoid potentially inefficient investment in those facilities? For example, if the capacity were slightly reduced, would that allow for a more efficient allocation of resources, or are we fixed to those two options?

Robert Bell: **Robert Bell:** Yes, you are locked into those particular numbers as part of the agreement with MSBA. But you have flexibility in other ways. So, when we talk about tipping into needing two, if doing so would lead to low utilization, we can be creative about what those spaces are. Something in the STEAM variety, an art room and a flex room. Another way to be flexible is in how it's scheduled. These are some of the exact conversations happening with the educational leadership and educational program to consider such things.

President Davis: Thank you for the presentation. There's a lot to take in. I was reviewing the spreadsheet and a few things stood out that I want to better understand, especially when comparing the two options. While the difference in class sections makes sense, it appears many support spaces stay largely the same even as enrollment increases. That raises some concerns about capacity and programming. In particular, counselor spaces remain the same despite serving several hundred more students, which I'd like to understand better. I also noticed art and music spaces don't increase and appear to fall below MSBA recommendations in the higher-enrollment option. That stood out to me and I need clarification on how that will work in practice. To be clear, I'm not supportive of the larger building option, but if we go in that direction, I want to understand how we ensure we're not limiting access to core enrichment areas like art and music, where Somerville has historically been strong.

Robert Bell: I'll start with the last point. The MSBA calculations assume a 30-period cycle, with students attending programs twice per week rather than once per week. They also include art, music, and technology, but they do not include theater as part of their standard model. So overall, their assumptions about scheduling and participation are different from how our program is structured and delivered.

President Davis: Just a quick clarification on that, because this might actually be helpful to understand. So are you saying the MSBA calculation groups art, music, and theater together into a single allocation? And then in our model, we effectively treat them separately so instead of one combined allocation, we're looking at something like

two sections of art, two of music, and two of theater, rather than a single shared number? Am I understanding that correctly?

Robert Bell: Yes, it's a different participation model. The reason you sometimes see the same number of spaces in both the 690 and 925 scenarios is that at 690 you just reach the threshold of needing a second space, while at 925 you are still able to use the space at a high level of utilization. That's also where flexibility in multi-purpose spaces can improve efficiency. Some programs, like the central kitchen, remain the same in both options because they are designed to serve multiple schools, so they don't scale directly with enrollment. For special education, based on what we understand, most of the programming is coming from the current Winter Hill program, so there isn't a significant change in those needs even with combined enrollment. That may seem counterintuitive, but this is still an early iteration. For guidance counselors, that's an area we are still refining. We may also be double-counting some roles between special education supports and general administration, and that is still being resolved.

President Davis: Thank you for that, I appreciate it. I do want to make one brief comment of caution. I would be careful about any assumptions that the Brown School population will simply move into this school, because we heard in public comment tonight that that is not necessarily the case. So I would not rely on that in the analysis.

Chair Dr. Ackman: Thank you, everyone. We'll discuss the educational program one week from tonight and hopefully vote in two weeks, on the 16th, with the option to extend by a week if needed given the volume of material. After the March vote, we'll also need to work with the city and Perkins Eastman to address a separate timeline issue. They are requesting feedback by August 27th and a vote around August 17th, which falls during a period when we are typically not in session. We'll need to plan accordingly.

VI. REPORT OF SUPERINTENDENT (Continue)

B. Personnel Report

- February 2026

During February we had one retirement come through and that is for Will Verbits our Special Education Department Coordinator for the Kennedy School. Will has been in the district for 5 years but has many years of experience in the special Education Field

Unfortunately, we lost Katherine Viera, our payroll coordinator as of 2/20/26 and we will be losing Gladys Valle, our MLE Assistant Director at the end of the school year.

We also have 2 staff members who will be filling in leaves:

Paraprofessional Nick Triant will be filling as Dean of Students at the Healey School

OST Assistant Site Director Alexander Walters will be filling as OST Site Director

We have hired:

a new Technology Specialist/Trainer Claire Messier

a Special Education Paraprofessional Wayne Gethers

more substitute teachers and

more lunch attendants.

Summer School postings have been posted and the hiring season has started; we have also posted some positions due to resignations and retirements for the 2026-2027 school year.

VII. NEW BUSINESS

A. SY26 Somerville High School Diploma Request: (Recommended action: approval)

MOTION: There was a motion by Member Biton, seconded by Member Lippens, to approve the SY26 Somerville High School Diploma Request for David Didier.

The motion was approved unanimously via roll call vote.

B. SY26-27 School Committee Meetings Schedule

Chair Dr. Ackman- proposed meeting schedule for next school year. Please review it, provide feedback, and compare it against your calendars. We've already received some initial feedback, and more is welcome.

VIII. COMMUNITY OR CALENDAR ITEMS FROM BOARD MEMBERS

Member Biton: I just want to share that I will be holding joint office hours with Ward 7 Councilor Emily Hart on Saturday, March 14th from 10 to noon at the North Street Stefan building. I encourage residents to come by and share any concerns. Thank you.

Member Pitone: I also have office hours on March 14th from 10 a.m. to noon at Zaruma Gold Coffee on Woodbine Street, along with Senator Pat Jehlen and Ward 5 City Councilor Naima Sait. Please join us.

Mayor Wilson: I will also be attending the Ward 5 office hours. Thank you.

Superintendent Carmona: Just a quick reminder that tomorrow evening at Somerville High School, we will be joining the city and Perkins Eastman to host a community forum on the new building project. It begins at 6 p.m. This is an opportunity for the Somerville community to learn more about the project, provide feedback, and ask questions to the panel, including myself and Mayor Wilson. Everyone is welcome.

IX. CONDOLENCES

No Condolences.

X. ADJOURNMENT

The meeting was adjourned at 10:28 p.m.

Related documents:

Agenda

[Athletics Department](#)

[West Somerville Neighborhood School Improvement Plan](#)

[East Somerville Community School Improvement Plan](#)

Personnel Report

[Space Summary and Educational Program Presentation](#)

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 – MARCH 2, 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**

- Athletics Department
- West Somerville Neighborhood School Improvement Plan
- East Somerville Community Schools Improvement Plan

B. Personnel Report

- February 2026

V. UNFINISHED BUSINESS**A. MSBA- Space Summary and Educational Program****VI. NEW BUSINESS****A. SY26 Somerville High School Diploma Request: (Recommended action: approval)**

David Didier Somerville, MA

B. SY26-27 School Committee Meetings Schedule**VII. COMMUNITY OR CALENDAR ITEMS FROM COMMITTEE MEMBERS****VIII. CONDOLENCE****IX. ADJOURNMENT**

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

Español - Para Interpretación

Para **ver** la reunión regular del Comité Escolar el 2 de marzo 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_u8Awy93fR60hvc37Xib1zg

ID de la reunión: 810 5048 0087

Contraseña: SPSSC25

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 2 de março às 19h, ao vivo de casa, visite o seguinte link e seleccione 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_u8Awy93fR60hvc37Xib1zg

Meeting ID: 810 5048 0087

Password: SPSSC25

Kreyòl ayisyen - Pou entèpretasyon

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

Pou **gade** reyinyon regilye Komite Lekòl la, 2 mas 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

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Somerville Public Schools				
Education • Inspiration • Excellence				
February 2026				
RESIGNATION FOR PURPOSE OF RETIREMENT:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	SERVICE YEARS
SHS	English Teacher	Lisa Brewster-Cook	07/23/25	26 years
SHS/GTE	Cosmetology Instructor	Gregory Wright	09/13/25	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 Chamallas	08/23/25	21 years
SCALE	SCALE Teacher	Nancy Egan-Incomi	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	38 years
CAP	PreK Paraprofessional	Jeri Fullerton	01/02/26	27 years
Central	Director of Student Services	Elizabeth Doncaster	06/30/26	25 years
KEN	Kindergarten Teacher	Roxane Scrima	06/30/26	35 years
SHS	Assistant Principal, Elm Community	Joel Villegas	06/30/26	4 years
DW	Occupational Therapist	Maureen Corso	06/30/26	35 years
WHCIS	Head Clerk 1	Nancy McWeeny	06/30/26	27 Years
Central/SFLC	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	5 years
RESIGNATION NOTICES:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	COMMENTS
Central/Payroll	Payroll Coordinator	Katherine Vieira	02/20/26 - Revised	
Central/MLE	Assistant Director of MLE Programs	Gladys Valle	06/30/26	
SHS	Door & Building Monitor	Jasmine Bell	01/30/26	
WHCIS	50 Spanish Teacher	Kimberly Kaufman	01/16/26	
ASSIGNMENT ENDED:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE	
LEAVES OF ABSENCES:				
SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES	
AFAJ	ELA Teacher	Carlin Holmquist	11/26/25-01/02/26 - Revised	
CAP	SPED AIM Paraprofessional	Lillian Kelley	01/22/26-02/06/26	
Central/MLE	Assistant Director of MLE Programs	Gladys Valle	12/08/25-01/16/26 - Revised	
ESCS	Paraprofessional	Bonilla Felicia	01/14/26-02/13/26	

HLV	Dean of Students	Samphel Bayul	02/02/26-05/11/26 - Revised		
HLV	Speech & Language Pathologist	Melissa Werren	09/15/25-06/16/26 - Revised		
HLV	School Nurse	Kaitlyn Newman	01/05/26-03/28/26 - Revised		
HLV	Grades 5-8 Math Teacher	Sabrina Soriano	01/02/26-06/16/26 - Revised		
KEN	PK-2 Teacher	Roxane Scrima	01/02/26-04/02/26		
KEN	SKIP Teacher	Laura Valenstein	02/05/26-03/05/26		
KEN	English Teacher	Ren Ward	12/22/25-03/13/26		
KEN	Grade 1 Teacher	Melissa Mattels	10/20/25-06/16/26 - Revised		
KEN/CS	FT Lead Teacher	Laura Modahl	12/19/25-02/20/26		
SCALE	PT SCALE Teacher	Hilary Sallick	01/15/26-04/22/26		
WHCIS	SPED Paraprofessional	Jillian Lerner	01/29/26-03/23/26		
WHCIS	School Adjustment Counselor	Alexandra Scheman	12/15/25-01/28/26 - Revised		
WHCIS	Grade 5 Teacher	Amanda Bell	04/28/26-06/16/26		
WHCIS	Speech & Language Pathologist	Katherine Margulis	12/08/25-01/16/26 - Revised		
WHCIS	Grade 3 Teacher	Holly Robert	09/25/26-06/16/26 - Revised		
WSHS	Math/Science Teacher	Lorin Federico	11/21/25-03/09/26 - Revised		
INTRA-DISTRICT:					
SCHOOL POSITION INCUMBENT REASON VICE EFFECTIVE					
AFAS/CS	FT Lead Teacher	Eman Shoukat	New Assignment	Yesenia Resles	02/02/26
DW	Intermittent Substitute Teacher	Gabriella Miranda	Additional Assignment	NA	02/04/26
ESCS/FS	FT Cafeteria Helper	Gail Arensbach	PT to FT status	NA	01/20/26
ESCS/FS	FT Cafeteria Helper	David Moulton	New Assignment	NA	01/20/26
ESCS/FS	FT Cafeteria Helper	Jessica Fernandes	PT to FT status	NA	01/20/26
HLV	SPED Paraprofessional	JennaLyn Pfeiffer	Temporary New Assignment	Priya Plein	01/05/26
HLV	MLE Paraprofessional	JennaLyn Pfeiffer	Temporary New Assignment	Nicholas Triant	02/14/26
HLV	Dean of Students	Nicholas Triant	Temporary New Assignment	Samphel Bayul	02/03/26
OST/HLV	OST Site Director	Alexander Walters	Temporary New Assignment	Amanda Oppman	02/02/26
WHCIS/FS	FT Cafeteria Helper	Bertha Sanchez	PT to FT status	NA	02/09/26
NEW HIRES:					
SCHOOL POSITION INCUMBENT VICE DUAL/SEI EFFECTIVE					
AFAS/CS	FT Lead Teacher	Zaita Antonio	Ana Cortez	No/No	02/02/26
DW	Intermittent Substitute Teacher	Joran Dade	NA	No/No	02/04/26
DW	Intermittent Substitute Teacher	John Cho	NA	No/No	02/06/26
DW	Intermittent Substitute Teacher	Morgan O'Connor	NA	No/No	02/06/26
DW	Intermittent Substitute Teacher	Sarah Kate Burdick	NA	No/No	02/05/26
DW	Intermittent Substitute Teacher	Olivia Gilligan-Consetti	NA	No/No	02/02/26
DW	Intermittent Lunch Attendant	Dulce Lazo	NA	No/No	02/09/26
DW	Intermittent Lunch Attendant	Joseph Goodrich	NA	No/No	02/09/26
DW	Intermittent Lunch Attendant	Karima Moujehid	NA	No/No	02/09/26
DW	Technology Specialist/Trainer	Claire Messier	Arbens Lew	No/No	02/17/26
ESCS	PT Library Utility Aide	Jestenia Southerland	Kim Aguirre	No/No	02/02/26
KEN/CS	PT Lead Teacher	Bleanor Scoville	Kelly Lopez	No/No	02/02/26
SCALE	PT Reading/Writing 2 Teacher - Mornings	Marion Paniagua	Hilary Sallick	No/No	02/09/26
SHS	SPED Para professional	Wayne Gethers	Isaac Wilde	No/No	02/09/26

**Somerville School Committee
Special Meeting of the Whole
Via Zoom Webinar
March 9, 2026**

Chair Member Biton called the meeting to order at 7:00 p.m. Attendees (present): President Lance Davis, Member Pitone, Member Lippens, Member Eldridge, Member Green, Dr. Stellman, Mayor Wilson (Dr. Ackman Chair, joined 8:19 p.m.)

Also Present were Superintendent Rubén Carmona, Robert Bell, Rich Raiche, Assistant Superintendent of Academics Jess. Boston Davis, and Erika Garcia Executive Assistant

Chair Biton announced that chair Dr. Ackman was unavailable due to a personal matter but may join later. He stated that there is one item on the agenda for today's session which is the MSBA-Space Summary and Educational Program. He formally handed the meeting over to Dr. Carmona to proceed with that item.

Dr. Carmona Introduced the Educational Program overview as part of Module 3 of the feasibility phase, noting it includes the Educational Program and Space Summary, with the latter to be presented next. Time for questions would follow.

He explained the program was developed through extensive collaboration with stakeholders, including educators, the community, and the Educational Leadership Team (ELT), as well as site visits and visioning sessions aligned with the district's strategic plan.

Key highlights included:

A shift to developmentally appropriate grade clusters (K–3, 4–6, 7–8).
Integration of special education and multilingual learning.
Emphasis on hands-on learning, flexible spaces, and technology.
Inclusion of community-focused spaces, green areas, and OST programming.

He described a unified K–8 model organized into smaller “neighborhoods” to support student needs, with one principal and cluster-based leadership.

Dr. Carmona concluded by emphasizing the goal of creating an inclusive, student-centered school and then transitioned the presentation to the design team for the Space Summary.

Robert Bell thanked Dr. Carmona and provided a brief update on the project timeline, noting the preliminary design submission is due March 31 and includes the vision, educational program, and space summary. He emphasized that the educational program guides all design decisions.

He outlined the proposed layout, featuring a central shared core with community-accessible spaces and three developmental clusters (PreK–3, 4–6, 7–8) organized as “neighborhoods,” each with integrated support services and distributed administration under one principal.

He noted the design prioritizes indoor-outdoor connections and community use. Updates to the space summary include refinements to administrative, support, and specialized program spaces, with some needs driven by school structure rather than enrollment.

He concluded that the design remains iterative and open for further input.

Comments/ Questions

Dr. Stellman thanked the Chair and presenters for the diagrams and explanations. She asked whether a crosswalk or visual representation could be provided to help non-architects understand how the conceptual diagrams translate into actual classroom layouts. She also inquired about anticipated security features and innovations in the proposed school design.

Mr. Bell responded to both questions. He stated that as the design progresses, the team will provide clearer visual translations to help illustrate how conceptual diagrams relate to the physical layout. He noted that current diagrams represent ideal adjacencies, but site constraints will influence the final configuration. As options are refined into a preferred design, more detailed and accessible representations will be shared. Regarding safety and security, Mr. Bell explained that the design incorporates both natural and passive strategies from the outset. He noted that safety planning will involve collaboration with first responders, educators, and facilities staff to determine appropriate measures for the community. He highlighted key approaches, including controlled entry points with secure vestibules, strategic visibility for supervision balanced with areas of limited visibility for safety, and thoughtful design of classrooms and shared spaces. He added that security considerations extend to the exterior, including landscaping. He emphasized that the goal is to create a safe environment while maintaining an open, education-focused atmosphere rather than a restrictive one.

Member Green expressed support for organizing the school into three sub-schools to create a smaller-school environment. He also supported the focus on early STEM programming and learning from the high school model. He asked whether the design includes high-quality STEM lab spaces that could serve both the Winter Hill community and potentially function as a shared district resource due to the school's central location.

Dr. Carmona responded that STEM and lab space planning is actively in development. He noted he is working with Jim Hachey and partners to explore models connecting early STEM learning with Career and Technical Education (CTE) pathways at the high school level. He added that this work is ongoing and will be further refined in future plan updates, along with efforts to strengthen hands-on science learning across the curriculum.

Member Green clarified that his comment regarding STEM not being a district strength referred to facilities rather than programming. He emphasized that while STEM instruction is strong, the district has historically faced challenges with adequate lab space, and he expressed support for developing high-quality facilities that better align with the strength of the district's STEM programming.

Member Pitone noted past challenges in maintaining dedicated lab spaces and thanked Member Green for raising the issue. She asked about the rationale for the proposed three-neighborhood model, expressing concern that increased specialization could reduce flexibility and lead to

underutilized spaces. She also requested clarification on how the three-cluster structure aligns with prior district models and supports consistency across the system.

Dr. Carmona explained that the original model was two clusters (PreK–5 and 6–8), consistent with traditional district structure. He noted that feedback from early childhood educators prompted reconsideration of a more intentional early childhood/primary structure to better support developmental needs. He acknowledged that while greater specialization may improve alignment with student needs, it could also reduce flexibility and increase costs. He added that the final configuration remains under review and will be informed by ongoing analysis and community input.

Member Lippens thanked the presenters and noted appreciation for the level of detail in the document. She observed that the proposed K–3, 4–6, and 7–8 structure aligns with the coaching model focused on strengthening Tier 1 instruction. She requested clarification on how social-emotional learning (SEL) and MTSS supports relate to coaching structures, including academic coaching, classroom management, culturally responsive instruction, and SEL integration.

Dr. Carmona responded that he would need to review the section further before providing a detailed answer. He reiterated the goal of strengthening Tier 1 instruction and noted ongoing discussion about the appropriate scope of instructional coaching, including support for SEL, special education, and language acquisition. He clarified that while staff support SEL and crisis needs, there is no formal coaching model dedicated specifically to SEL, and he will revisit the document for further clarification.

Member Eldridge asked for clarification on two items. First, she inquired whether “regulation rooms” referenced in the space data sheet are intended to be the same as “sensory rooms” described in the educational program, or if they are separate spaces. Second, she requested additional information regarding playground and field design, specifically how equipment choices differ between early childhood, elementary, and middle grades.

Mr. Bell explained that regulation spaces are quiet areas distributed throughout the school to support students who need a break from high-noise or high-traffic environments. He clarified that sensory rooms are separate, more specialized spaces associated with special education and occupational/physical therapy supports. He added that both concepts are still in early stages of development.

Mr. Davis asked whether outdoor spaces and entrances would align with the proposed three grade-level clusters and if each cluster would have separate outdoor areas or entry points.

Mr. Bell responded that outdoor spaces will be developmentally appropriate but not necessarily physically separated, with an emphasis on balancing age-appropriate design and overall connectivity.

Mr. Davis also asked about separate entrances by grade level. Mr. Bell explained that entry design is still in development and may include multiple potential access points for early childhood, elementary, and middle grades, but that a single main entrance would be required for security purposes. Final configurations have not yet been determined.

Mr. Davis expressed support for the three-cluster model and asked about Pre-K classroom counts.

Mr. Bell clarified that Pre-K is not included in kindergarten enrollment figures.

Mr. Davis summarized his understanding of classroom distribution in the lower-grade neighborhood, estimating approximately 25–27 classrooms.

Mr. Bell noted these would likely be distributed vertically across multiple floors within a building wing.

Mr. Davis asked whether staffing projections are included in the materials.

Mr. Bell responded that staffing is not included in the space summary but is addressed in the educational program and will be further developed in future MSBA-required submissions.

Dr. Carmona responded that the district has not yet conducted a full analysis of detailed staffing or configuration impacts. He explained that additional engagement with school-based teams is still needed to better understand their perspectives on the proposed models, and that more detailed discussions on grade configuration and operational implications will occur later in the process.

Mr. Davis expressed concern about whether decisions are being made without sufficient data on key impacts, including staffing levels, student supports (such as sensory and regulation spaces), and classroom organization. He stated that he has significant unanswered questions regarding the implications of the proposal.

Mr. Bell explained that the intent is to organize classrooms into smaller grade-level “neighborhoods,” with clusters of approximately five classrooms supported by special education and newcomer program spaces. He clarified that the design aims to reduce unnecessary movement between grade levels and create more contained, developmentally appropriate learning environments.

Mr. Davis noted that this explanation appeared inconsistent with earlier diagrams showing three larger neighborhoods with separate administrative supports, including a PreK–3 grouping. He requested clarification on whether the model is shifting away from the previously described neighborhood structure and whether neighborhoods are intended as distinct units with their own supports or as smaller clusters within larger groupings.

Chair Biton requested clarification on the seating figures used in the proposal, specifically 690 and 925 seats. She noted that these figures do not directly correspond to student enrollment, as different programs require varying amounts of space per student. She asked for a clearer explanation in the educational plan of how seat counts translate into projected enrollment under each design scenario. She also asked whether the district has a reasonable estimate of the number of students the school would serve in each option, directing the question to the Superintendent.

Dr. Carmona stated that current district enrollment is approximately 600–650 students, with a recent decline of about 140 students across the district due to mobility and other factors. He explained that, under current conditions, the combined facilities would serve roughly 600–650 students, but planning must account for fluctuations and potential growth. He noted that district projections suggest enrollment could eventually reach approximately 750–800 students. He emphasized that seating capacity and enrollment do not always align due to programmatic needs and space configuration, and concluded that planning for additional capacity is prudent given enrollment variability.

Member Biton asked for clarification on the upper enrollment estimate, confirming whether the 925-seat option corresponds to approximately 800 students.

Dr. Carmona responded that the upper range would be roughly 800–850 students.

Member Pitone then asked about the design of common spaces, specifically whether a single gymnasium and a large cafeteria would be sufficient for the student population. She noted that there was limited detail on how lunch schedules would be managed for a large enrollment and expressed concern about potential scheduling challenges, such as very early lunch periods. She also raised concerns that large shared spaces, even with good acoustics, may be difficult for some students, while emphasizing the importance of avoiding isolated classroom-based dining. She requested further clarity on the overall vision for managing common spaces to support a large and diverse student population with varying needs.

Mr. Bell explained that the next phase of the educational program will include more detailed architectural responses to program needs, including how spaces such as the cafeteria are designed to support sensory-sensitive students. He noted that while MSBA guidelines assume a large cafeteria designed for two lunch seating's, the design team does not anticipate using that model due to crowding concerns. Instead, the space will be designed flexibly to support multiple uses, including small-group programming, alternative learning spaces, and community use after school hours. He added that designers are also exploring quieter zones within larger spaces, while being careful to avoid creating stigmatizing separate areas. He further stated that the team is reviewing scheduling and program needs to ensure appropriate sizing for cafeterias, classrooms, and gymnasiums. While MSBA provides a standard gym size, the project may include a larger, more flexible gym space to support both school and community use, including adaptive physical education.

Member Pitone followed up, noting that the additional detail shared was helpful but not reflected in the document. She stated that the lack of a documented vision for how the design will accommodate differing student needs makes it difficult to feel confident in the plan, and suggested that including that level of detail would be beneficial.

Mr. Bell explained that the Massachusetts School Building Authority (MSBA) does not require that level of detail at the initial feasibility stage. However, he noted that it will be required in the next phase, which involves more detailed planning and design submissions.

Member Lippens noted that she reviewed the line-item space document and highlighted an increase in common planning spaces from the current schools to the proposed designs, rising from about nine spaces in the smaller option to eighteen in the larger option. She emphasized

that these cluster spaces are important and could function flexibly as meeting areas, sensory spaces, or locations for interventions and student support within an inclusion model. She requested reassurance that, as the design develops, there will be clear and intentional planning for how these flexible spaces will be used to support student needs.

Mr. Bell asked for clarification on whether the concern specifically related to the increase from nine to eighteen common planning spaces.

Member Lippens responded that her question was not about a discrepancy, but rather about the apparent intentional increase in common planning spaces as the project scales. She asked for clarification on the rationale for the increase and how those additional spaces are expected to be used.

Mr. Bell explained that the number of common planning spaces is based on a ratio of approximately one space for every two classrooms. In the smaller model, this equates to about two spaces per grade, with the number increasing proportionally in larger configurations. He noted that these spaces are intended to support a range of uses, including general education support, small-group instruction, and pull-out/push-in services from specialists. He added that they are designed to be located near classrooms to better integrate student support services. Mr. Bell further stated that some of the spaces will also function as meeting or work areas for support staff and specialists, facilitating both individual and small-group instruction.

Member Lippens emphasized the importance of understanding how flexible cluster spaces will support inclusion services. She noted that current inclusion models appear to operate without dedicated common spaces and asked how supports are currently delivered. She also asked whether, in the proposed design, special education staff offices or service spaces would be located within the cluster areas, separate from specialized special education classrooms, and requested confirmation on how these spaces are intended to function.

Dr. Carmona explained that different configurations are being considered, including dedicated suites and spaces designed for individualized student services. He noted that the final layout will depend on the overall “neighborhood” design and how space is allocated. The goal is to create suites that allow staff to deliver services while maintaining appropriate separation from other learning activities, ensuring that instruction and support services do not interfere with one another.

Member Green expressed appreciation for earlier comments and noted a shared emphasis on flexibility in school design. He referenced the high school as an example of a larger building serving fewer students and emphasized the importance of designing adaptable learning spaces. He cautioned against focusing too heavily on early design details, noting that the project is still far from final configuration and will evolve significantly over the next year. He encouraged the committee not to let detailed critiques overshadow the broader vision.

Member Green stated that he supports the superintendent’s overall vision, describing it as one that prioritizes flexible, future-focused learning environments designed to serve students and the community for decades.

Member Eldridge expressed appreciation for the focus on inclusion and supporting diverse student needs. She asked whether the long-term vision is to consolidate all newcomer and SCI programs at Winter Hill or whether those programs would continue to be distributed across multiple school sites. She noted that this question is particularly relevant given recent program changes at other schools and referenced the planned spaces supporting English language learner (ELL) students.

Dr. Carmona explained that the Argenziano newcomer program was closed due to enrollment numbers, with students redirected to other programs, including those at Healey. He noted that the Winter Hill middle school newcomer program remains in place and is intended to continue. He added that program placement depends heavily on changing enrollment patterns, including international and multilingual learner (MLL) student populations, which can fluctuate due to external or geopolitical factors. He also emphasized that the proposed facility design includes space to support second-language learning and related services, and that program configuration will continue to adapt based on student need and enrollment trends.

Dr. Boston Davis responded that this was not part of the initial planning conversations and reiterated that the design process is iterative and intended to support long-term flexibility, noting that the building is being planned for decades of future use. She added that while there is no current specific plan regarding consolidation of programs, the space is intended to allow for future programmatic changes if needed.

Member Eldridge said she understood and supported the emphasis on flexible spaces. She added that her question was purely out of curiosity and noted appreciation for the inclusion of dedicated spaces for a range of learners.

Vice Chair Biton acknowledged that Chair Dr. Ackman had joined the meeting and turned the chairing of the session over to her.

Dr. Carmona explained that enrollment comparisons are based on similar district models. He referenced a comparable school serving approximately 738 students across 36 PreK–8 sections and noted that the combined Winter Hill and Brown programs would be similar in scale. He reiterated that enrollment team feedback suggests the need for roughly 200 additional seats to support programming needs, including PreK and special education. He added that Massachusetts School Building Authority (MSBA) capacity figures are formula-based and intended for planning comparisons rather than exact projections.

Member Biton asked whether the educational plan being considered is required to address all current design options under review. He noted that no final decision has been made on a preferred option and that the committee is still evaluating alternatives. He asked whether the educational plan is intended to encompass all options currently on the table.

Mr. Raiche confirmed that all project options remain under consideration at this stage, including repair, renovation, and new construction scenarios. He explained that the educational plan is based on MSBA-derived 690- and 920-seat options, which reflect district-wide enrollment projections and system capacity planning, including a contingency for enrollment changes.

Member Biton thanked Mr. Raiche for the explanation and said it clarified the MSBA calculation method. He then asked the Superintendent about the educational plan, specifically the three assistant principal model shown for the 925-enrollment option. He noted that he did not see a comparable configuration for the 690-seat model and asked whether that information was included elsewhere or would be provided in a revised draft.

Dr. Carmona explained that the educational plan provided reflects a combined model as originally requested. He noted that a single-version configuration for one facility was not included, as that was not part of his initial directive. He stated that if the committee is now requesting a single, consolidated facility model, he can develop that. He reiterated that, based on enrollment team feedback, combining facilities would likely require approximately 200 additional seats. He asked for clarification on whether the committee is requesting a revised plan focused on a single consolidated Sycamore Street facility model.

Mayor Wilson stated that the Superintendent and staff prepared the educational program for the larger school option because that is the option the City has indicated it would fund.

Member Green said the educational plan is aspirational and that the 925-seat option is being used as the baseline, with other options expected to scale from it. He emphasized the importance of distinguishing between programs that require dedicated specialized space and those that can use flexible general-purpose classrooms, noting that this distinction would help guide long-term design decisions.

Dr. Carmona explained that AIM programming would require specialized spaces, while the district's overall goal is to support an inclusion model as much as possible. He noted that some services, such as speech or occupational therapy, may occur in separate designated spaces rather than in classrooms to maintain appropriate learning environments. He emphasized the priority of delivering services in the least restrictive environment while ensuring that specialized programs like AIM have appropriately configured spaces.

Member Green asked whether medically fragile students might require additional or specialized facilities for health and safety reasons. He noted uncertainty regarding the specific needs of these students and asked whether such situations would require dedicated spaces.

Dr. Carmona responded that students with physical needs, as opposed to cognitive needs, are typically served through different program configurations depending on the level of support required. He stated that the intent is to provide services within general education settings whenever possible, and noted that the district already has programs, such as life skills programs, that support students requiring specialized equipment or supports. He added that AIM programming is currently planned to be split between Winter Hill and Argenziano to better address student needs. He concluded by noting that the special education department would be consulted for a more detailed and specific response at a later time.

President Council Davis expressed concern about the proposed cafeteria size and the challenges of managing student behavior and supervision in larger school settings compared to smaller school communities. He noted that staffing and space configuration, particularly for younger grades, may require further consideration, including how different spaces are used. He also referenced experiences from another district where school consolidation resulted in a

projected reduction in full-time equivalent staff, particularly among special education staff, specialists, co-teachers, and interventionists. He stated that he was not comfortable proceeding without a clearer understanding of potential staffing impacts and emphasized the importance of addressing these issues earlier in the planning process to avoid unexpected outcomes later.

Chair Ackman thanked the participants and noted that, while the discussion reflects a practical and realistic concept, it is unlikely that the final building will look exactly as currently presented once a final decision is made.

Member Green agreed with the Chair and added that the Building Committee has been clear that they do not anticipate a model with only two lunch sections, noting that the plan would likely require at least three or more. He also noted that MSBA-designed cafeteria spaces are larger than what the district would typically expect to use.

Member Eldridge sought clarification on the process for selecting a final option from the five proposals being presented to the MSBA, including renovation, renovation/addition, and various enrollment scenarios. She asked who ultimately makes the final "select one" decision in August whether it is the MSBA, the City, or the School Committee and requested clarification on the decision-making authority.

Mayor Wilson clarified that the School Building Committee may vote to remove the Trum Field options from consideration at its next meeting. He confirmed that the remaining options will be submitted to the MSBA at the end of the month. He explained that a preferred option will be selected over the summer through a vote of the School Building Committee, with a major factor being which option has confirmed City funding. He also emphasized the importance of School Committee support and noted that the process begins with the educational plan and space summary, leading to a summer decision on the preferred schematic design.

Chair Ackman thanked the participants and noted that, while the discussion reflects a practical and realistic concept, it is unlikely that the final building will look exactly as currently presented once a final decision is made.

Member Green agreed with the Chair and added that the Building Committee has been clear that they do not anticipate a model with only two lunch sections, noting that the plan would likely require at least three or more. He also noted that MSBA-designed cafeteria spaces are larger than what the district would typically expect to use.

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Committee support and noted that the process begins with the educational plan and space summary, leading to a summer decision on the preferred schematic design.

Member Biton expressed appreciation for the Educational Programming document, noting that it reflects a substantial amount of work and articulates a strong educational vision for the future school, students, and educators. He acknowledged the described process and the intention for the School Committee to serve as a partner in decision-making. However, he also shared that the committee has received community feedback regarding the direction of school consolidation decisions, particularly related to the Brown School and Winter Hill School. He stated his view that the City appears to have already committed to funding a single option, which he believes will significantly shape the School Committee's eventual decision. He expressed concern that they are being asked to participate in a process where key decisions may already be effectively determined, and he emphasized the importance of transparency regarding the decision-making framework and the roles of the different governing bodies.

Mayor Wilson stated that he understood the concern raised and did not want to engage in extended back-and-forth. He emphasized the importance of alignment among stakeholders, which is why the process has been brought before the School Committee. He explained that, while different bodies technically retain decision-making authority, selecting options that lack alignment between the School Building Committee, School Committee, and funding sources would create significant challenges. He noted that the purpose of the process is to secure broad buy-in, and that the next steps will depend on whether that alignment is achieved.

Member Pitone noted that the School Committee previously voted in December to support the CAG's recommendation for the largest school possible. She acknowledged that a small number of members did not support the vote, but emphasized that the committee did engage in deliberation and ultimately voted in favor of that recommendation. She added that this decision occurred prior to further evolution in the understanding of the proposal and its implications, and clarified that they did not want to dismiss the School Committee's prior engagement in the process.

Chair Ackman thanked participants and acknowledged their role in helping the group reach agreement as a body. She expressed appreciation for the discussion and noted the time, stating that the meeting had been in session for nearly two hours and this item will be in our regular meeting for a second reading.

Meeting Adjourned 8:51 pm

3.1.8 Appendix Documents

- A. Statement of Interest
- B. MSBA Board Action Letter
- C. Design Enrollment Certification
- D. Capital Budget Report
- E. Project Directory
- F. Project Schedule
- G. Educational Programming
- H. Space Summary
- I. Educational Visioning
- J. Property Data Cards
- K. Existing Conditions Reports
 - Evaluation of Existing Conditions - Civil
 - Fire Protection Existing Conditions Reprot
 - Plumbing Existing Conditions Report
 - Mechanical and Electrical Existing Conditions Report
 - Kitchen Existing Conditions Report
 - Code Report
 - Existing Building Conditions
- L. Site Survey
- M. Phase I Environmental Site Assessment Report
- N. Hazardous Materials Report
- O. Geotechnical Information
- P. Site Analysis
 - Site Development Requirements
 - Site Observations – Landscape
 - Environmental Assessment and Permitting Analysis
 - Somerville First Responder Meeting Minutes
 - Somerville DPW Meeting Minutes
- Q. Facility Base Repair Drawings

- R. Planning Options
 - Site Development Requirements
 - Systems Narratives
 - Planning Option 2A for 690 students
 - Planning Option 2B for 925 students
 - Planning Option 4 for 925 students
- S. SBC Meetings/Minutes/Attachments
- T. SC Meetings/Minutes/Attachments
- U. Community Meetings/Minutes/Attachments
- V. Construction Advisory Group (CAG) Report
- W. Massachusetts Historic Commission Notification Form
- X. PM+C - PDP Cost Estimate

A. Statement of Interest

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2023 Statement of Interest

Thank you for submitting an FY 2023 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete if the District selected statutory priority 1 or priority 3.** If either of these priorities were selected, the District is required to mail the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION FOR SOI STATUTORY PRIORITIES #1 AND #3: If a District selects Statutory priority #1 and/or priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects statutory priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects statutory priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Somerville

District Contact Jackie Piques TEL: (617) 629-5200

Name of School Winter Hill Community

Submission Date 4/14/2023

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the priorities for which the SOI is being submitted.
- ☒ The district hereby acknowledges that it must upload all required vote documentation on the "Vote" tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for statutory priority 1 and statutory priority 3. If statutory priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If statutory priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *

Katjana Ballantyne

School Committee Chair

Andre Green

Superintendent of Schools

Dr. Jeff Curley

Mayor





(signature)

(signature)

(signature)

Date

Date

Date

4/14/2023 3:52:00 PM

4/14/2023 5:00:57 PM

4/14/2023 4:01:18 PM

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Somerville

District Contact Jackie Piques TEL: (617) 629-5200

Name of School Winter Hill Community

Submission Date 4/14/2023

Note

The following Priorities have been included in the Statement of Interest:

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☒ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☐ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☒ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: 2023 Winter Hill Community

Is this part of a larger facilities plan? No

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 10 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 12 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

Because the Somerville School Committee believes that no group of students should be disproportionately impacted by district enrollment policies and that all students should have access to support they need, by 2025, we will 1) conduct a district enrollment study to understand the prospective future population of the district and 2) 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 there overcrowding at the school facility? Yes

If "YES", please describe in detail, including specific examples of the overcrowding.

The Winter Hill Community Innovation School (WHCIS) has seen steady/increased enrollment especially in the specialized programs offered at the school, such as AIM for students on the autism spectrum and MLE/Newcomer Academy, which serve some of our highest needs and most vulnerable students. To accommodate existing educational programming and classrooms and provide these critical services, staff and administrators have had to install numerous movable partitions to serve as formal classroom walls that divide classrooms, which in addition to being inefficient and temporary measures also create sound bleeding between classrooms that negatively impacts students across these classes.

Non-educational spaces such as closets, showers, and locker rooms have been converted to accommodate staff offices, food service spaces, or shared spaces for critical and often confidential meetings between counselors and students or families. For School Year 2023-2024 we are planning for the necessary addition of three new AIM classrooms at WHCIS but we do not currently have the space to meet those needs, particularly due to the nature of the specialized services and programs housed at WHCIS.

These programs cannot expand into other buildings as all available school buildings are being utilized. The Cummings School is beyond its useful life and significant structural issues in the older sections of the building render its continued use unfeasible without significant intervention. District staff in the building have already been relocated. All district administrative staff are now located in the Edgerly Education Building, an all-concrete and brick masonry building constructed in the 1930s.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does not apply

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The SPS budget is subject to approval by the School Committee, typically in April or May. The budget is then subject to final vote by the City Council during the City's budget process that culminates in a series of public meetings and public hearings in June. Building and capital projects in the Somerville Public Schools fall under the purview of the City of Somerville's Capital Projects management and overall Infrastructure and Asset Management Department. The City maintains a 5-year Capital Investment Plan that helps drive Somerville's overall capital investment strategy and takes into account both internal and external fiscal factors. Though the City continues to have a strong bond rating and strong fiscal management and performance, we would be prepared to utilize a number of tools to finance a potential new school building within our district that could include a combination of public municipal funds as well as the possibility of a Proposition 2 ½ vote.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The WHCIS is approximately 95,000 SF and was originally constructed in 1975. In 2008, there were renovations to portions of the HVAC system as well as to portions of the external walls when certain vertical joints in the precast wall were re-caulked. In 2016, renovation and replacement included replacement of exterior windows and doors, removal/replacement of hollow metal doors and frames, ribbon windows, associated hazardous material abatement, and replacement of existing window treatment. 2016 renovations also included a partial roof replacement with removal/replacement of roofing, insulation, flashings, skylight, associated hazardous material abatement, roof drain repair, new overflow drains, electrical, and HVAC work associated with the new roof installation. The roof area is approximately 28,000 sq ft and on three different levels.

In 2017 the City's Public Space and Urban Forestry Division completed the renovation of the existing schoolyard to include a multi-level play area and a small artificial turf field that is open to the public outside of school hours.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

95000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The building is located on a 85,864 SF lot, bordered by paved streets and a Catholic church. In addition to the 95,000 square foot, four story physical building, the lot includes a small tot lot, a large two-level play area and a small artificial turf field. The building is ADA compliant. However, due to existing layout and needs, access for some students and staff is shared by a loading zone and loading dock for deliveries which poses numerous safety, accessibility, and logistical difficulties. Like most other schools in our district, WHCIS is located in a very densely populated residential neighborhood which makes space, access, and expansion extremely challenging.

Lot size and neighborhood density among other factors do not allow for expanded or new educational spaces at this site. With projected increased enrollment in our district's AIM program, WHCIS can no longer adequately meet the needs of our students. Yet our existing facilities are also unable to accommodate these needs due to a combination of lot or building capacity, current enrollment, availability of building stock, and building renovations.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

115 Sycamore Street, Somerville MA 02145

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The building exterior consists of precast concrete panels with aluminum double pane windows. The window system in the school is original to the school, however windows have been more recently updated (2016-2017). The overall window system has become inefficient and is causing significant heat loss and strain on the heating system. The school must utilize additional electric baseboard heaters to assist the boiler system with its difficulty

in maintaining a comfortable temperature throughout the heating season. Many of the windows do not operate properly and are, in many cases, fixed shut.

On the interior, interim repairs and attempts to reconfigure spaces to provide optimal learning environments have been ineffective. Installation of temporary movable walls between classrooms means that students and educators must work in classrooms that are not soundproofed and often not effectively temperature controlled. Network and cellular connectivity is a chronic issue despite numerous attempts at system upgrades, greatly contributing to WiFi and Internet connectivity challenges, cellular service outages, and other interruptions to a standard 21st century learning environment.

Current required maintenance includes:

- ? Cooling tower needs to be refurbished
- ? Caulking exterior joints (water penetration)
- ? Electrical system is past the end of useful life
- ? Air separator replacement (in process)
- ? Network/Wi-Fi update - WiFi network is not available on the basement level, where classes are
- ? Concrete work by rear stairwell
- ? Ceiling tiles need to be replaced
- ? HVAC controls are outdated

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 2008

Description of Last Major Repair or Replacement:

In 2008, certain vertical joints in the precast walls were re-caulked.

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 30000

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Mixed roof. Upper Level is PVC membrane and Lower Level is Ballasted EPDM

Age of Section (number of years since the Roof was installed or replaced) 48

Description of repairs, if applicable, in the last three years. Include year of repair:

General Leak repairs

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 360

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Aluminum double Pane

Age of Section (number of years since the Windows were installed or replaced) 7

Description of repairs, if applicable, in the last three years. Include year of repair:

All windows were replaced in 2016-2017.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

Gas fired forced hot air system distributed via duct work.

Electrical system improvements are recommended and will be considered at a future date. The main electrical system in the building is original and is becoming aged. The subpanels are approaching capacity based on the increased need for technology in all areas of the building.

There is no electrical backup generator on site.

Boiler Section 1

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? NO

What percentage of the School is heated by the Boiler? 75

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 48

Description of repairs, if applicable, in the last three years. Include year of repair:

Smaller routine repairs. No major repairs.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2022

Description of Last Major Repair or Replacement:

The chiller and cooling tower were both replaced in 2008. Fan blades, shaft, bearings and motor were replaced in 2022.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1975

Description of Last Major Repair or Replacement:

Does not apply

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Flooring is a combination of aged VCT, resilient tile, and carpet. Lighting throughout the school is in the process of being updated from standard fluorescent fixtures to LED. Walls and ceilings are finished with wall board and/or sheet rock throughout the building, most dating to the original construction of the building and in need of being updated to present day standards. Numerous movable partitions are being utilized to separate individual classrooms throughout the building.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

WHCIS is the Somerville Public School district's only Innovation School. It is home to 428 students in PK-8 and includes General Education classes, grades 6-8 Multilingual Learners (ELLs), and Somerville students with special education needs. It also is a home of the AIM program (Adapt, Include, Motivate) for students on the autism spectrum who need specially designed instruction.

? First language not English: 58% (Most common: Portuguese, Spanish, Haitian Creole, French, Vietnamese, Nepali, and Arabic)

? Economically Disadvantaged: 64%

? Multilingual learner: 36%

? Students with Disabilities: 26%

? High Needs: 80%

? Student Population: 428

Of all of the district's elementary schools, WHCIS serves the largest percentage of students with high needs and houses a number of critical programs for students with special needs. Coupled with increasing enrollment in the AIM program, we are in immediate need of additional classrooms. However, WHCIS does not have room to

accommodate these increases. At present, none of our existing school buildings can accommodate this additional need and we are pursuing adjacent but off-site spaces to accommodate these needs.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

The WHCS is a 95,000 square ft, 4 story building. The cafeteria is located on the first floor of the building, along with a production kitchen that serves the entire district, foodservice storage, afterschool offices, music classroom, drama classroom, a closet that has been converted to a counselor's office, an OT/PT room, a custodial office, and the loading dock entrance that is also used as an entrance for middle grade students. The cafeteria is the only student-used space on the first floor that has windows. On the second floor, there are 12 classrooms, the main office suite, guidance room, and gymnasium. The third floor has 13 classrooms, including two BCBA offices that have been converted from a closet and a former classroom space and 3 Speech Language Pathologist (SLP)/OT offices that have been converted from closets or other spaces,, and two rooms for small groups. The fourth floor has 8 full size classrooms, 5 small classrooms, the school library, art room, computer lab, teacher's workroom, and 6 offices serving SLPs, bilingual counselors, and the Special Education Department Head. The library has skylights that leak during snow and rain, and it has heating issues. There is one dedicated science room. It is equipped with movable double lab tables, but does not have running water or other utilities at each table. The lab space is too small to meet current educational needs and standards.

The educational experience at WHCIS is severely impacted by the internal building layout, which has been adjusted in many different ways to accommodate growing student and staff needs. WHCIS staff are often relegated to shared, non-soundproofed spaces for confidential conversations. Food and Nutrition Services staff work out of converted basement spaces, including two office spaces that have been converted from working showers. Staff have converted closets and non-educational spaces to offices and working spaces in order to meet their educational needs. There is no auditorium in the school.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Currently every classroom is being utilized, and non-educational spaces have been converted to provide necessary classes and services where classroom space has been exhausted. WHCIS houses the district's meal production kitchen, responsible for preparing breakfast, lunch, and snacks for almost 5,000 SPS students every weekday. Space for food preparation has been overtaken for other educational needs including continued growth of AIM programming, and Food and Nutrition Services staff work out of converted spaces in the basement, including two converted showers and a converted locker room.

The AIM program that serves students with autism and specialized needs continues to grow. To accommodate this growth, we need to add three new classrooms for School Year 2023-2024 but are actively pursuing off-site, private spaces to shift educational classrooms and spaces to meet this need. No current school or municipal building offers the necessary space or accessibility to accommodate the program expansion.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Winter Hill Community Innovation School is under an aggressive mechanical preventative maintenance program including quarterly filter changes, and seal and fluid inspections and changes. The building is currently part of the city-wide building master plan review.

The City completed the following improvements in 2020-2021 to improve ventilation:

- ? Replaced all MERV-8 filters with MERV-13 filters
- ? Installed duct-mounted humidifiers and UV disinfection bulbs
- ? Reconfigured ventilation in nurse's suite for negative pressure and external venting
- ? Rebalanced system for passive operation
- ? Provided portable air filtration units for specific rooms

In the course of the work above, JC Cannistraro LLC (JCC) and Thomas G. Gallagher Inc. (TGG) identified extensive evidence of significant deferred and under-executed maintenance including mechanical part failure. The City's then on-call operations and maintenance contractor, Honeywell, addressed approximately 190 individual items in the winter of 2020-2021. Despite these investments, WHCIS failed to meet the City's Covid-19 air quality guidelines (i.e., providing a minimum of 4 air exchanges per hour with 20% outside air OR providing a minimum of 6 air exchanges per hour with a minimum of MERV-13 filtration) and required portable air purification units.

The facility is maintained by the Department of Public Works. Scheduled maintenance of the HVAC system is by an outside contracted vendor. All other systems receive annual in-house maintenance during summer months when the facility is less active. Unscheduled maintenance is initiated by reports from school or custodial staff to a computerized work order system. Capital improvements such as the aforementioned roof and HVAC renovations are conducted as part of a continually evolving five-year Capital Improvements Plan. All projects are subject to funding availability.

Priority 4

Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.

Between 2000 to 2020, Middlesex County grew by 11.4 percent between censuses, gaining 166,606 residents. Over the same period, the population within the district increased. Gaining just over 3,453 residents, the District's population increased by 4.4 percent between 2000 and 2020. The City of Somerville also anticipates that residential construction will result in approximately 2,748 new units anticipated between 2022–23 and 2032–33.

Based on the historical rate of submitted and issued building permits, the District is expected to experience an average of 221 additional multi-family units per year over the next decade with the majority of the construction taking place over the next five years. These new units will increase the District's anticipated student population accordingly.

Priority 4

Question 2: Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The School Department and City of Somerville have attempted a number of stopgap measures including minor roof repair, window repair, exterior envelope repair, and internal space renovations (restrooms) which have improved conditions in the Winter Hill Community Innovation School building. The City of Somerville continues to provide maintenance and support of the facility. We have continued to make temporary enhancements to the facility since 2016, and our most recent Capital Improvement and Assessment Report shows that despite these efforts and remedies, the building's work as an educational institution has fallen short. It is because of this that we have proposed in our Capital Investment Plan (presented March 9, 2023) a new building for the Winter Hill Community Innovation School.

Priority 4

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

We have seen a significant rise in AIM program enrollment over the last several years. For school year 2023-2024, we have 19 AIM students coming to WHCIS from the Capuano Early Childhood Center, the district's public PK-1 school. This will require at least 3 new classrooms, and the addition of 3 teachers and 6 paraprofessionals. There is also a strong probability that we will need to open an additional PK classroom during the school year. Supporting these additional classrooms will require an AIM Department Head, Board-Certified Behavior Analyst (BCBA), and Occupational Therapist.

Please also provide the following:

Cafeteria Seating Capacity: 320

Number of lunch seatings per day: 6

Are modular units currently present on-site and being used for classroom space?: NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?: YES

If "YES", indicate the number of non-traditional classroom spaces in use: 13

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters).:

As we have added more classes, we have used all larger spaces for classrooms, resulting in the following:

? Storage room converted to an afterschool / instrumental classroom

? Locker room converted to an afterschool room

? Locker room shower converted to an afterschool office

? Closet converted to a shared office for 2 School Deans

? Electrical/IT room being used as a BCBA office

? Makeshift BCBA office space in a former classroom

? Classroom closets being used for 2 SLP Offices

? Split 1 office into 2 to house Counselor Offices - offices are inadequate space for groups

? Split 1 office into 2 for Special Education Offices; they are too small to use for meetings

? SLP office has no heat or AC

Please explain any recent changes to the district's educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district's enrollment capacity (maximum of 5000 characters). :

Somerville uses a "Controlled Choice" Student Assignment Policy. When an elementary grade student is registered for school, their parent or guardian is asked to select 5 ranked choices of school for student placement. Every effort is made to assign students in their preferred placement based on several factors, including the current enrollment of the school, class sizes, their need for special education or English language learner services, and whether or not they have a sibling in the school. Every effort is made to accommodate caregiver preference within the system of priorities, educational seating capacity, and the district's fairness guidelines.

Some students are assigned based on service needs. School placement depends on their programmatic needs and where that program is located. These students include students receiving special education services and/or receiving English language services. Placement in special education programs is determined by the IEP team meetings. Placement in an SEI program is determined by the WIDA language assessment. Specialized programs include:

? AIM - Capuano Early Childhood Center, Winter Hill

? SEEK - Kennedy School

? SKIP - Kennedy School

? Life Skills - Kennedy School

? SEI 1 - Argenziano, Healey, Winter Hill

All available school buildings are being utilized. The Cummings School is beyond its useful life and significant structural issues in the older sections of the building render its continued use unfeasible without significant intervention. District staff in the building have already been relocated. All district administrative staff are now located in the Edgerly Education Building, an all-concrete and brick masonry building constructed in the 1930s.

What are the district's current class size policies (maximum of 500 characters)?:

The School Committee agreed to the following maximum class sizes:

? SEI 1 (K-8): 20 students

? Kindergarten: 25 students

? Grades 1-8: 26 students

? Grade 9-12: 28 students

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The school is ADA accessible, but accessible entrances, access points, and accessibility throughout the building pose challenges, especially given the high percentage of students with high needs, and students with special needs who attend the WHCIS. Accessible entrances share space with an active loading zone.

Given the many space constraints and the overall facility needs, there are limitations on afterschool programming and out of school time despite a large number of WHCIS families requiring afterschool care, and a significant and increasing number of families applying for the district's afterschool program each year. Facility challenges also create inadequate library/media space, and severely constrain classroom space and other necessary spaces for educational programming. There is a lack of necessary space for counseling services; social workers and counselors currently share spaces in storage closets to conduct confidential meetings.

WHCIS contains the district's largest production kitchen with specialized equipment not available at any other SPS school. In a typical summer, more than 30,000 meals are cooked, packaged, and distributed from the WHCIS cafeteria. These meals go to youth in school programs, Head Start, Somerville Parks & Recreation, and other community partners throughout Somerville.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

To increase classroom space we have installed temporary wall partitions, converted administrative space to classroom space, and cleared and moved afterschool programming into a former storage room.

To accommodate food service and food preparation we converted locker rooms, storage closets, and showers to staff office space, and we have investigated outside food vendors to help increase our capacity given existing space constraints.

Working with available space and options, we re-poured concrete to make entrances more accessible, however accessible entrances are still shared with active loading zones.

To accommodate an increase in needed AIM classrooms for next school year we are actively pursuing rental opportunities with external, private organizations that will require a reconfiguration of classrooms in order for all students to access all programs and services within the school.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Classroom Inadequacies

All classrooms have temporary, partitioned walls. Noise from adjacent classrooms constantly disrupts learning. Bolts that hold smart board projectors in place physically go through the wall and are visible in the adjacent classroom. 7th and 8th grade classrooms are too small and are difficult for students and staff to maneuver within.

Service Delivery & Overcrowding

Due to lack of space, four resource room teachers share one full-sized classroom. AIM staff (primarily related services) work out of converted closets and IT storage spaces. The OTs' offices double as space for services AND the sensory room. There is no separate sensory room for students in AIM or general education. ELL specialists and the grade 6 SLIFE teacher teach newcomer ELL classes in small classrooms that are shared with other ELL specialists. For 7th and 8th grade ELL students, this classroom is on a separate floor, segregating students from their general education peers and others in their program.

Because of the space layout and building conditions, all staff and administrators spend a significant portion of the school day responding to or proactively addressing a number of needs including accessibility, office and classroom space, rodents or insects, ongoing building repair, temperature regulation, and more.

Conference and Office Space

There is one functional conference room in the building. It is insufficient for meeting required and/or critical services including IEP meetings, Student Support Team meetings, middle school reading and math intervention, dean/parent meetings, and educator planning time. School counselors have small offices that are not sufficient for more than 2-3 students, affecting their capacity to run small groups. There is no space for interventionists or tutors; they currently use shared space but next year they will use closet space between classrooms.

Accessibility

Middle school students enter the building each morning through a door shared with an active loading dock. Due to the layout of the school, this is the closest entrance that allows for middle grades to be in an outdoor space that can safely accommodate all students.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer *

Katjana Ballantyne

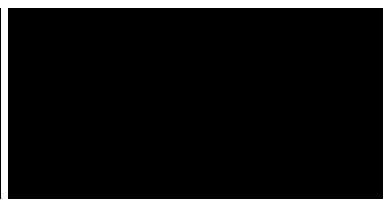
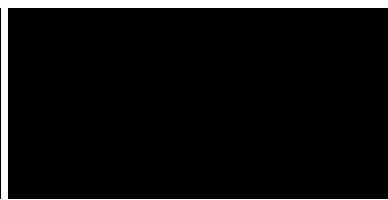
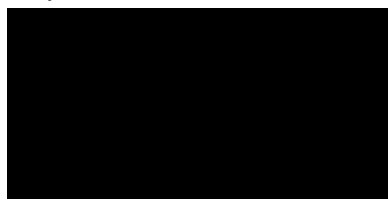
School Committee Chair

Andre Green

Superintendent of Schools

Dr. Jeff Curley

Mayor



(signature)

(signature)

(signature)

Date

Date

Date

4/14/2023 3:52:00 PM

4/14/2023 5:00:57 PM

4/14/2023 4:01:18 PM

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

B. MSBA Board Action Letter

Winter Hill Community Innovation School, Somerville MA
MSBA Module 3 Feasibility Study - Preliminary Design Program

**PERKINS —
EASTMAN**



Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

December 13, 2023

The Honorable Katjana Ballantyne, Mayor
City of Somerville
Mayor's Office
93 Highland Avenue
Somerville, MA 02143

Re: City of Somerville, Winter Hill Community School

Dear Mayor Ballantyne:

I am pleased to report that the Massachusetts School Building Authority (the “MSBA”) Board of Directors has voted to invite the Statement of Interest (the “SOI”) for the Winter Hill Community School in the City of Somerville (the “City”) into the MSBA’s Eligibility Period. The invitation for the Winter Hill Community School is for grades Pre-K through grade 8 and the potential during the feasibility study to examine the consolidation of the Winter Hill Community School with the Brown Elementary School to serve grades Pre-K through grade 8.

The 270-day Eligibility Period formalizes and streamlines the beginning of the MSBA’s grant approval process and benefits the City by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the City to be eligible for an MSBA invitation to Feasibility Study.

Invitation into the Eligibility Period is **not** an invitation to Feasibility Study. Moving forward in the MSBA’s process requires collaboration with the MSBA, and an invitation to Feasibility Study will require a further vote of the MSBA Board of Directors. Communities that “get ahead” of the MSBA without MSBA approval will not be eligible for grant funding. Additionally, the City’s vote by the Board of Directors approving a potential grant will be no sooner than July 1, 2026. To qualify for any funding from the MSBA, local communities must follow the MSBA’s statute and regulations, which require MSBA partnership and approval at each step of the process.

The City’s Eligibility Period will commence on March 4, 2024 and conclude on November 29, 2024. During this time, the City must complete the preliminary requirements in accordance with the schedule on page three of this letter. The first item that requires completion by the City is the Initial Compliance Certification, which will be sent to the City electronically two weeks prior to its commencement date, on February 20, 2024.

The ability of the City to complete the preliminary requirements within the 270 days does not guarantee an invitation into the MSBA Capital Pipeline. Further, if the City cannot complete the preliminary requirements within the 270-day Eligibility Period, the MSBA will require the City to withdraw its SOI, and the City will

December 13, 2023

Somerville, Winter Hill Community School Eligibility Period Board Action Letter

have to re-file an SOI during the next open SOI filing period and/or when the City has the required financial and community support.

If the City has concerns about meeting any of the deadlines set forth on page three of this letter, please notify the MSBA in writing by March 4, 2024. If you have questions or would like additional information regarding the Eligibility Period, please refer to our website and/or contact Sarah Przybylowicz at the MSBA (Sarah.Przybylowicz@MassSchoolBuildings.org).

I look forward to continuing to work with you throughout the MSBA's grant program process. As always, feel free to contact me or my staff at (617) 720-4466 should you have any questions.

Sincerely,



Mary L. Pichetti
Executive Director

Cc: Legislative Delegation
Ben Ewen-Campen, President, Somerville City Council
Ilana Krepchin, Chair, Somerville School Committee
Dr. Ruben Carmona, Superintendent, Somerville Public Schools
Richard E. Raiche, Director of Infrastructure and Asset Management, City of Somerville
Jackie Piques, Chief Communications and Development Officer, Somerville Public Schools
File: 10.2 Letters (Region 4)

Eligibility Period Schedule of Deliverables

City of Somerville Winter Hill Community School

MSBA Board of Director Meeting – December 13, 2023

Eligibility Period Commences –March 4, 2024		
MODULE ONE - Eligibility Period		
Deliverable	Days	Due Date and Status
Initial Compliance Certification	30	April 4, 2024 Required
School Building Committee	60	May 3, 2024 Required
Educational Profile Questionnaire	90	June 3, 2024 Required
Online Enrollment Projection	90	June 3, 2024 Required
Enrollment Meeting Held	180	August 30, 2024 Required
Maintenance and Capital Planning Information	180	August 30, 2024 Required
Local Vote Authorization	270	November 29, 2024 Required
Feasibility Study Agreement	270	November 29, 2024 Required
Eligibility Period Concludes – November 29, 2024		

Note: If the City has concerns about meeting any of the following deadlines, please let the MSBA know by March 4, 2024. The MSBA will require districts that are unable to complete the preliminary requirements within the timeframes noted for each to withdraw its SOI and reapply when the City has the financial and community support required.

C. Design Enrollment Certification

**MASSACHUSETTS SCHOOL BUILDING AUTHORITY
CITY OF SOMERVILLE
WINTER HILL COMMUNITY SCHOOL
STUDY ENROLLMENT CERTIFICATION**

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the Winter Hill Community School (the "Proposed Project"), the City of Somerville hereby acknowledges and agrees that the design of alternatives, which may be evaluated as a part of the feasibility study for the Winter Hill Community School, shall be based in accordance with the following:

Current Grade K-8 Enrollment Winter Hill Community School (plus Pre-K students)	Proposed Grade K-8 Enrollment Winter Hill Community School and Benjamin G. Brown Elementary School (plus Pre-K students)
690 students	925 students

The City of Somerville further acknowledges and agrees that, pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage according to the enrollments noted above. The City of Somerville acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than any of the enrollments noted above, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment for the Proposed Project that it has acknowledged and agreed to herein. The City of Somerville further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Proposed Project shall be subject to the approval of the MSBA's Board and that the final approval of a Proposed Project shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and the City of Somerville, hereby certify that they have read and understand the contents of this study enrollment certification and that each of the above statements is true, complete and accurate. The undersigned hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the City of Somerville and to bind the City of Somerville to its terms.


Chief Executive Officer

11-25-2024
Date


Superintendent of Schools

11-25-2024
Date


Duly Authorized Representative of School Committee

11/25/2024
Date



Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

November 22, 2024

The Honorable Katjana Ballantyne, Mayor
City of Somerville
Mayor's Office
93 Highland Avenue
Somerville, MA 02143

Re: City of Somerville, Winter Hill Community School

Dear Mayor Ballantyne:

I would like to thank representatives of the City of Somerville (the “District”) for meeting with Massachusetts School Building Authority (the “MSBA”) staff on June 25, 2024, to review enrollment projections and methodologies for the Winter Hill Community School project (the “Proposed Project”) and for the follow-up materials provided on October 4, 2024. As discussed, the next critical step is for the MSBA and the District to agree on a study enrollment for the Proposed Project.

The MSBA works with local communities to create affordable, sustainable, and energy-efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the District to efficiently meet space capacity needs throughout potential future enrollment variations.

The MSBA uses a data-driven enrollment projection methodology based on the widely accepted modified grade-to-grade cohort survival methodology (the “enrollment methodology”). The MSBA’s enrollment methodology generates a baseline enrollment projection as discussed during the June 25, 2024, enrollment meeting, and as further described on the MSBA’s website found under the ‘Building With Us’, ‘MSBA Enrollment Methodology’ section.

Based on discussions and information supplied by the District, data from sources such as the Department of Elementary and Secondary Education (“DESE”) and the Department of Public Health, the MSBA has been able to create an enrollment projection for the Proposed Project, as follows.

The Winter Hill Community School was one of seven schools serving the District’s grade Pre-K-8 enrollment. In a letter dated July 14, 2023, the City of Somerville informed the MSBA of the Winter Hill Community School’s closure. The MSBA understands the Winter Hill Community School remains unoccupied with the students relocated across the other six elementary schools.

The MSBA understands that in addition to the Winter Hill Community School's configuration of Pre-K-8, the District would like its Feasibility Study to evaluate the consolidation of the Benjamin G. Brown Elementary School, which serves grades K-5 with the Winter Hill Community School enrollment, and include a portion of the district's Pre-K enrollment to create a grade Pre-K-8 school.

As discussed, Pre-K enrollment is not included in these projections and the determination for required space will be in the early phase of the grant program's feasibility study phase of the MSBA's process at the time of the review of the District's proposed educational space program for the Proposed Project. Accordingly, this analysis will be focused on the enrollment projections for grades K-8 enrollment.

The table below illustrates the District's K-12 enrollment during the most recent ten-year period, including enrollment for the school year 2024-2025, as reported DESE.

School Year	K-5	6-8	9-12	Total
2015-2016	2,364	958	1,278	4,600
2016-2017	2,398	909	1,315	4,622
2017-2018	2,342	959	1,262	4,563
2018-2019	2,328	973	1,289	4,590
2019-2020	2,330	1,022	1,270	4,622
2020-2021	2,200	992	1,260	4,452
2021-2022	2,074	1,007	1,346	4,427
2022-2023	2,167	1,012	1,349	4,528
2023-2024	2,219	963	1,426	4,608
2024-2025	2,210	989	1,449	4,648

A version of the above table with more detail regarding the District's historic enrollment can also be found in the District's Enrollment Projection package dated November 5, 2024.

The total grade K-8 enrollment in the City of Somerville as reported by the District for the 2024-2025 school year was 3,199 students, which reflects a decrease of 153 students (-4.6%) from the maximum grade K through 8 enrollment reported during the preceding ten years. Additionally, the 2024-2025 grade K-8 enrollment reflects a decrease of 43 students (-1.3%) from the average grade K-8 enrollment reported during the preceding ten-year period.

The MSBA understands that the District initially proposed an enrollment to accommodate approximately 1,162 students in grades Pre-K-8 at the Winter Hill Community School. The proposed enrollment would accommodate a range of students including but not limited to those students attending the Winter Hill Community School and the Benjamin G. Brown Elementary School. According to DESE, the Winter Hill Community School enrollment for the 2024-2025 school year was 388 students. With respect to future enrollments, the MSBA's base enrollment projection indicates the District's grade K-8 enrollment will remain generally stable through

2027-2028 and then trend slightly downward through the 2034-2035 school year. In accordance with the MSBA's Enrollment Methodology, the baseline enrollment is calculated using the ten-year average of projected enrollments. As such, the average base enrollment projection for grades K-8 district-wide through the 2034-2035 school year is 2,770 students.

As a result of a sensitivity analysis performed by the MSBA on this base enrollment projection and further discussion with the District, the following adjustments have been made to the base enrollment projection:

Student Migration

- The MSBA's default methodology projects enrollment utilizing the most recent five-year average grade-to-grade cohort survival ratios.
- In order to account for the recently observed changes in the pattern of grade-to-grade cohort survival ratios, the MSBA's base model has been adjusted to utilize the most recent three-year average grade-to-grade survival ratios.
- This adjustment added approximately 265 students to the average district-wide grades K-8 enrollment as compared to the projection without this adjustment.

Out-of-District Enrollment

- In order to adjust for fluctuations in the out-of-district enrollment patterns of the District's residents over time, the MSBA has made an additional adjustment to the base enrollment projection.
- In order to make this adjustment, the MSBA adjusted the grade-to-grade survival ratios for grade K-8 enrollment by a total of 3.3% throughout a four-year period in the projection.
- This adjustment added approximately 20 students to the average district-wide grade K-8 enrollment as compared to the projection without this adjustment.

Development

- Based on the discussions between the District and the MSBA regarding new housing developments beyond what the District has experienced historically and additional development information provided by the District, the MSBA enrollment model has been adjusted.
- This adjustment added approximately 100 students to the average district-wide grade K-8 enrollment, as compared to the enrollment projection without this adjustment.

As a result of the analysis of the base enrollment forecast, the historical enrollment trends of the District, and the adjustments described above, the District's total ten-year average projected district-wide grade K-8 enrollment is 3,155.

In order to recommend an enrollment for an appropriately sized Proposed Project based on the current grade K-8 enrollment configuration, the MSBA performed a review using the proposed "school use" and capacity information included in the follow-up materials provided by the District on October 4, 2024 for the Benjamin G. Brown Elementary School, which serves grade K-5 enrollment, and for the schools serving grade K-8 enrollment: the Albert F. Argenziano

School, Arthur D. Healey School, East Somerville Community School, John F. Kennedy School, and the West Somerville Neighborhood School (the “non-project schools”). This review identified a total of 126 general classrooms (exclusive of Special Education, Art, Music, and “other”) and when multiplied by 23 students per classroom results in space for 2,898 students in the non-project schools identified above. The MSBA understands that year-to-year fluctuations in enrollment occur, and therefore, a 15% buffer has been applied, resulting in a design capacity of 2,465 students (rounded to the nearest five students) for enrollment in the non-project schools.

In order to recommend an enrollment for an appropriately-sized consolidated Winter Hill Community School and Benjamin G. Brown Elementary School, the MSBA repeated the review described above, exclusive of the spaces available in the Benjamin G. Brown Elementary School. This review identified a total of 114 general classrooms (exclusive of Special Education, Art, Music, and “other”), and when multiplied by 23 students per classroom, it results in space for 2,622 students in the non-project schools identified above. Applying a 15% buffer results in a design capacity of 2,230 students (rounded to the nearest five students) for enrollment in the non-project schools.

As a result of the analysis of the base enrollment projection, the historical enrollment trends of the District, the adjustments described above, and a review of available space in the District’s non-project schools, the MSBA recommends for planning and study purposes only, the following study enrollments for the Proposed Project:

- Winter Hill Community School Current Configuration of grade K-8 enrollment: 690 students (3,155 minus 2,465 spaces in the non-project schools referenced above) plus Pre-K students
- Winter Hill Community School and Benjamin G. Brown Elementary Proposed Consolidation of grade K-8 enrollment: 925 students (3,155 minus 2,230 spaces in the non-project schools referenced above) plus Pre-K students

Please note that these study enrollment recommendations do not represent an affirmation by the MSBA for approval and/or funding of any of these options and are intended only to provide a framework to inform the feasibility study, to be conducted as a means of determining the most cost-effective and educationally sound solution, to be agreed upon by the District and the MSBA. The MSBA’s study enrollment recommendations assume full utilization of all remaining school facilities.

If the consolidation of the Winter Hill Community School with the Benjamin G. Brown Elementary School is determined to be the Preferred Solution, the District will be required to document in the Preferred Schematic Report that the Preferred Solution has been approved by the School Committee and necessary local officials. Further, the MSBA will require a written plan from the District describing the process for determining local support for the preferred enrollment option. Upon approval of the District’s Preferred Solution, the MSBA will forward a design enrollment certification that is specific to the grade configuration associated with the approved Preferred Solution.

November 22, 2024

Somerville, Winter Hill Community School Enrollment Letter

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 MSBA-funded projects. Pursuant to these requirements and depending upon the District's ultimate plan for the existing Winter Hill Community School, which was the subject of an MSBA-funded roof, windows, and doors repair project, the MSBA may recover a pro-rated portion of the financial assistance that the District has received for the previous grant. The substantial completion of the prior project at the Winter Hill Community School was on August 24, 2018. The exact amount to be recovered will be established at the conclusion of Module 4 – Schematic Design.

The MSBA believes that the study enrollment recommendations will position the District to efficiently meet space capacity needs throughout future enrollment variations. Please sign and return the attached certification at your earliest convenience to confirm agreement on these study enrollment recommendations. If the District feels that this study enrollment recommendation does not meet the needs of the District, please respond to this letter via e-mail Sarah Przybylowicz and propose three meeting/conference call times for which the District can be available to discuss enrollment.

If you have any questions regarding this matter, please do not hesitate to contact me or Sarah Przybylowicz (Sarah.Przybylowicz@massschoolbuildings.org) at 617-720-4466.

Sincerely,



Michael McGurl
Director of Capital Planning

Cc: Legislative Delegation
Ben Ewen-Campen, President, Somerville City Council
Ilana Krepchin, Chair, Somerville School Committee
Dr. Ruben Carmona, Superintendent, Somerville Public Schools
Richard E. Raiche, Director of Infrastructure and Asset Management, City of Somerville
Nikki Spencer, Chief of Staff to the Mayor, City of Somerville
Jackie Piques, Chief Communications and Development Officer, Somerville Public Schools
Amara Anosike, Chief of Staff and Strategy, Somerville Public Schools
File: 10.2 Letters (Region 4)



Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Enrollment projections prepared for:

Somerville

Winter Hill Community School

Updated Enrollment November 5, 2024



The information herein represents historical enrollment and a projection using the latest data available from the Department of Elementary and Secondary Education, Department of Public Health, U.Mass Donahue Institute, and US Census. While every effort is made to have as accurate a projection as possible using the MSBA's established Enrollment Methodology, the MSBA does not and cannot predict the impact to enrollment of future, unknown events.

The MSBA relies on the District to communicate and document any anticipated acute, local changes that may impact enrollment.

Refer to this link for additional information: https://massschoolbuildings.org/index.php/building/prerequisites/enrollment_methodology

Overview

The Massachusetts School Building Authority (“MSBA”) works with local communities to create affordable, sustainable, and energy efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the district to efficiently meet space capacity needs throughout future enrollment variations. Based on an agreed upon design enrollment, the MSBA collaborates with each district and its designer to aggressively pursue strategies to create right-sized facilities that are more affordable to construct and less costly to operate and maintain.

The MSBA, with the assistance of its consultant, developed a data driven enrollment projection methodology based on the modified grade-to-grade cohort survival methodology (“enrollment methodology”). The MSBA’s enrollment methodology generates a baseline enrollment projection using historic enrollment data (Department of Elementary and Secondary Education), birth data (Massachusetts Department of Public Health), female population data (US Census Bureau) and female population projections (University of Massachusetts’s Donahue Institute, “UMDI”) as follows:

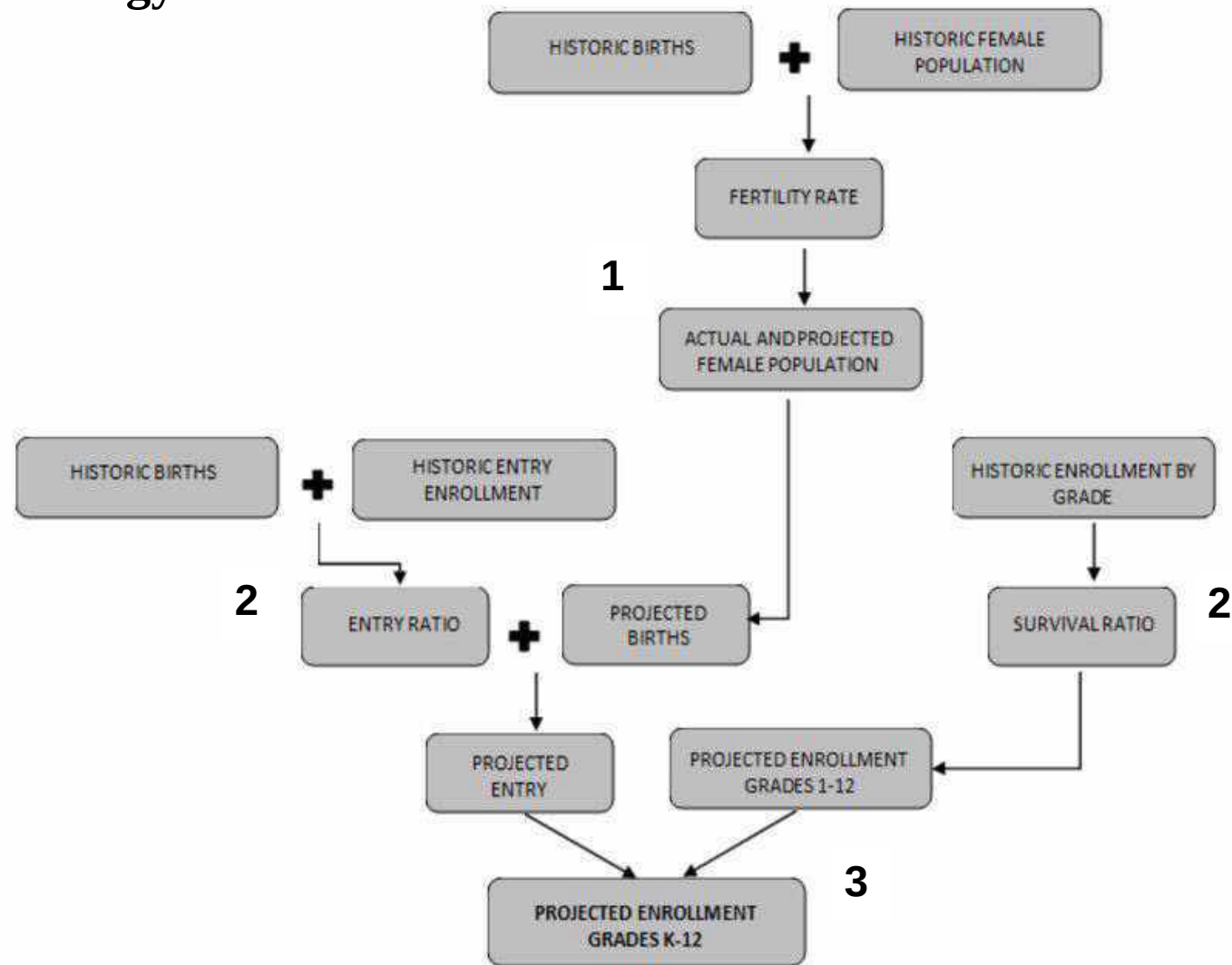
- Birth and female population data are used to calculate fertility rates;
- Fertility rates are applied to actual and projected female populations;
- Birth data and Kindergarten enrollment data is used to calculate an average birth-to-kindergarten ratio;
- The birth-to-kindergarten ratio is applied to actual and projected births to generate Kindergarten enrollments;
- Historic enrollment data is used to calculate average grade-to-grade survival ratios (the proportion of students enrolled in one grade and school year to the number of students enrolled in the next grade and school year) to project the number of students in each grade;
- Grade-to-grade survival ratios are applied to actual and projected student enrollments to generate grade 1-12 enrollment projections; and,
- The baseline enrollment is calculated using the 10-year average of projected enrollments for the grades to be considered in the proposed feasibility study.

A critical component in setting the design enrollment is an ongoing dialogue with the district throughout the process to understand what they are experiencing in their schools and in their community. Based on district-supplied information, the MSBA generates a baseline enrollment projection using its enrollment methodology. The MSBA and the district meet to share and review the baseline enrollment projection and to further discuss potential grade configurations, school consolidations, housing development and other local factors that the district believes may impact enrollment projections.

Upon agreement of a design enrollment, the MSBA and the district continue to collaborate to further develop the total square foot of the proposed project as informed by the MSBA’s space guidelines and the district’s educational program. The MSBA grant will be informed in large part by the eligible square footage of the project which is needed to house the student population generated by the enrollment projection.

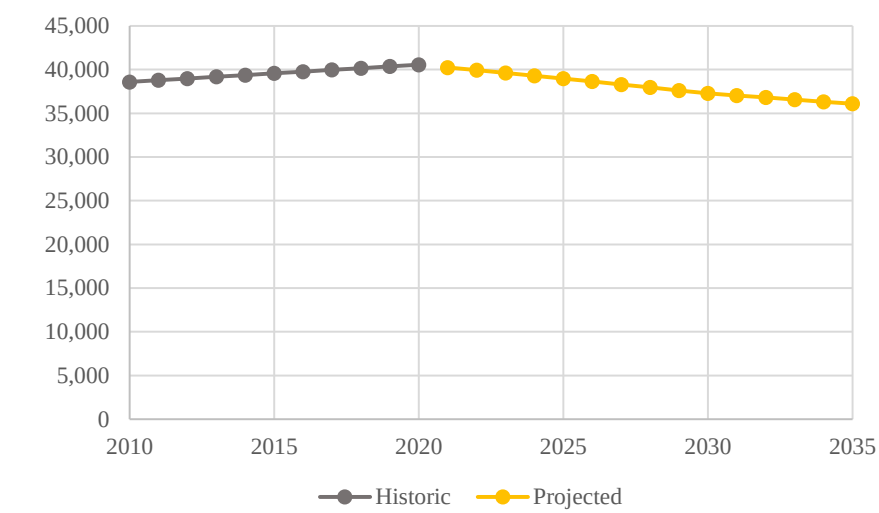


Methodology Overview

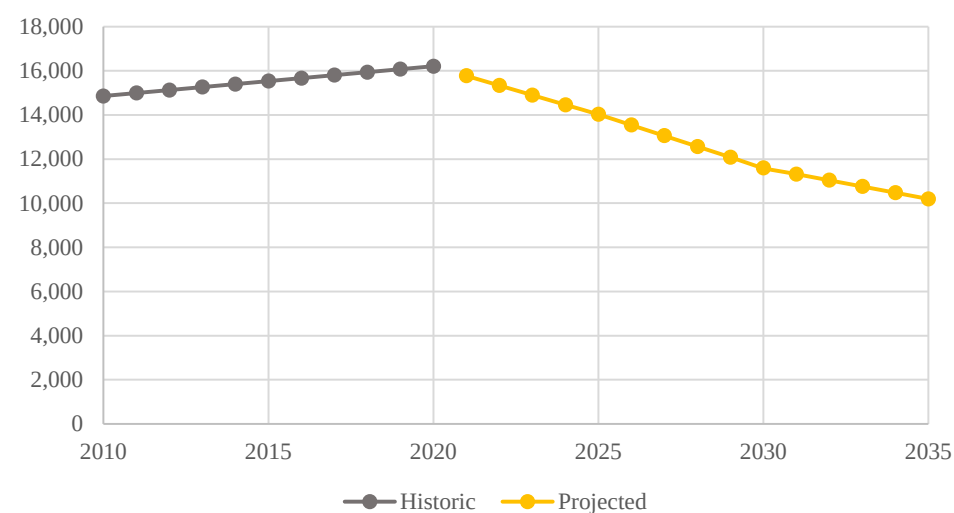


Overall female population had been increasing through 2020 and is projected to decrease going forward. The 25-39 Female Age Group peaked in 2020 and is projected to decline through 2035. Historic births have been trending downward, which is projected to continue, but at a lower rate of decline.

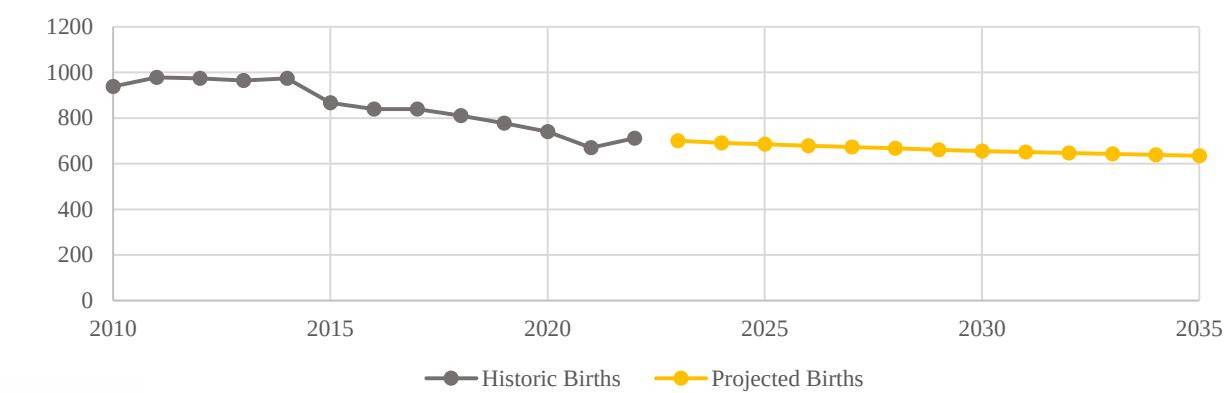
Total Females



Females 25-39 Years



Historic and Projected Births

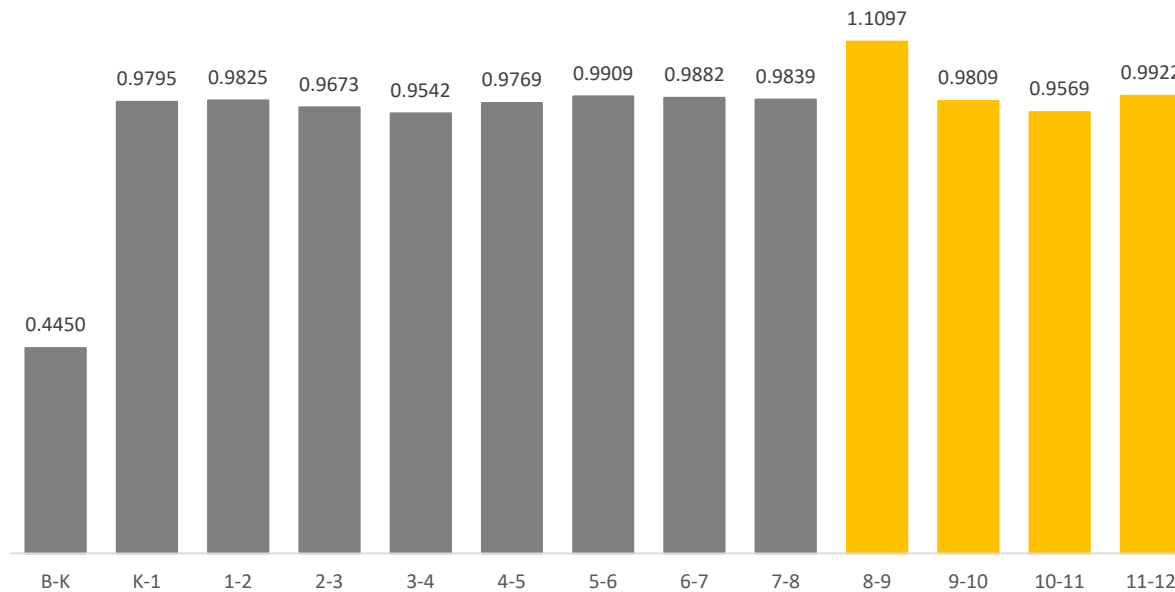


Maternal Age	Average Fertility Rate 2020-2022
10-14 Yrs	0.00%
15-19 Yrs	0.32%
20-24 Yrs	0.60%
25-29 Yrs	1.29%
30-34 Yrs	5.78%
35-39 Yrs	5.92%
40-44 Yrs	1.80%
Total Birth Rate	1.76%



Below is a look at the District's five year average Grade-to-Grade ratios. Ratios above 1.0 indicate an in-migration of students as they transition to the next grade. Ratios below 1.0 indicate an out-migration of students. Review of the ratios for Somerville implies that young families are leaving the City before entering Kindergarten, and a slight out-migration of students through the elementary and middle school grades with a noticeable increase in the grade 8-9 ratio. High school grades indicate a slight out-migration through grade 12. Examples of how the MSBA calculated the Birth to Kindergarten ratio as well as Grade-to-Grade survival ratios are at the bottom of the page.

Five Year Average Grade-to-Grade Survival Ratios



CALCULATING B-K RATIO:

$\frac{\text{FY25 'actual' K enrollment}}{\text{2019 'actual' births}} = \frac{361}{777} = 0.4646$	repeat for the prior (4) yrs	avg the (5) yrs together	=	0.4450

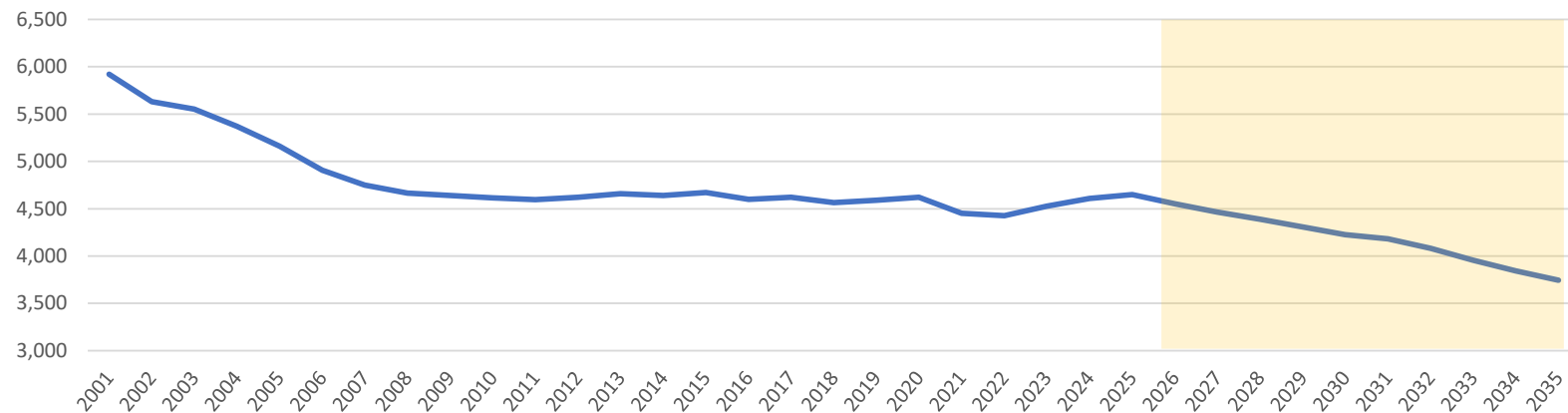
CALCULATING GRADE-TO-GRADE SURVIVAL RATIOS, grades K-1 example:

$\frac{\text{FY25' actual' grade 1 enrollment}}{\text{FY24'actual' K enrollment}} = \frac{373}{361} = 1.0332$	repeat for the prior (4) yrs	avg the (5) yrs together	=	0.9795

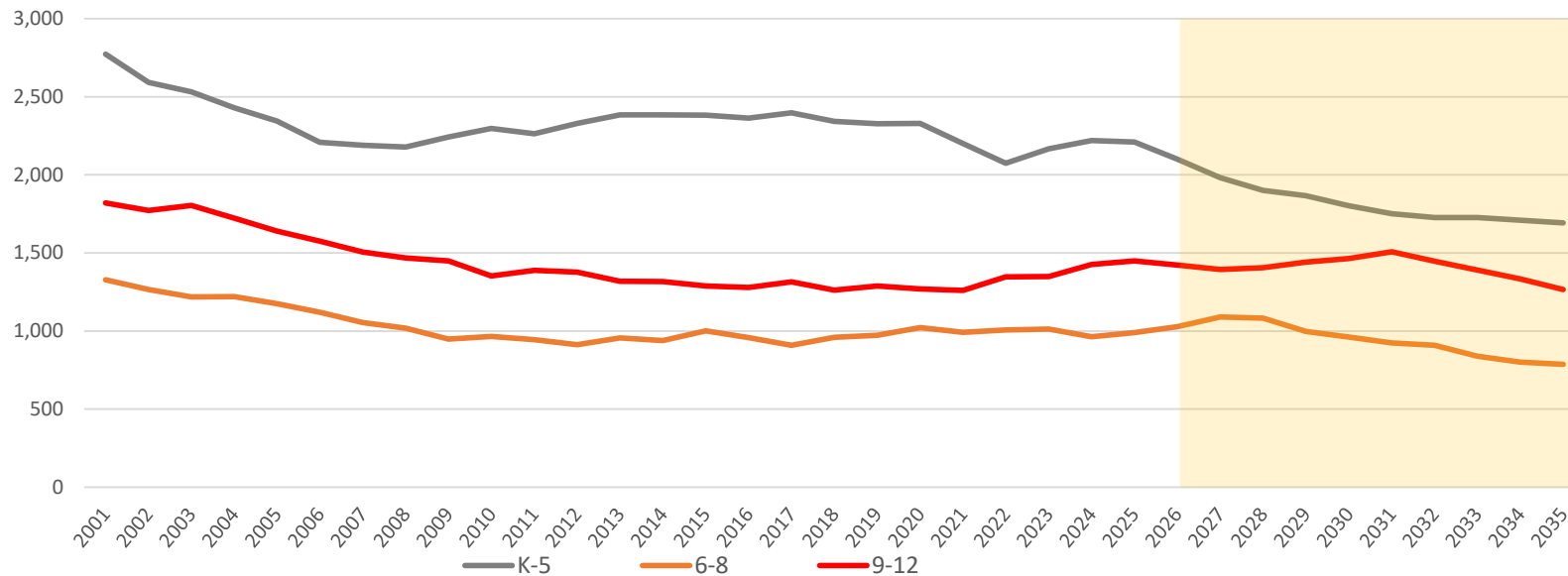


The MSBA's base enrollment projection indicates that the Somerville's total enrollment declined in the early 2000's, then stabilized in 2010 and is projected to decline for the next 10 years. Enrollment for grades K-5 and 6-8 followed a similar trajectory. High school grades are projected to trend upward through 2031 then decline.

Total Historic Enrollment and Ten-Year Average Projected



Ten-year Average, by Grade Group



The 5-yr averages of the grade-to-grade survival ratios are shown at the top. The unshaded data below presents the District's K-12 enrollment as reported by DESE through FY25 (School Year 2024-25). The shaded area presents the MSBA's base projection by grade for the next ten years. Average enrollments for the 10 projected years are shown at the bottom.

		B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12				
5 Yr Avg		0.4450	0.9795	0.9825	0.9673	0.9542	0.9769	0.9909	0.9882	0.9839	1.1097	0.9809	0.9569	0.9922				
FY	Births (in CY)	K	1	2	3	4	5	6	7	8	9	10	11	12	TTL	K-5	6-8	9-12
2001	872	477	488	457	438	443	470	406	461	461	583	468	402	367	5,921	2,773	1,328	1,820
2002	905	421	463	452	426	406	424	461	376	429	565	430	394	383	5,630	2,592	1,266	1,772
2003	924	404	421	425	432	433	417	417	438	363	549	473	397	385	5,554	2,532	1,218	1,804
2004	849	422	406	403	392	386	420	403	416	401	508	424	384	407	5,372	2,429	1,220	1,723
2005	902	458	415	367	363	366	376	409	372	394	506	363	395	375	5,159	2,345	1,175	1,639
2006	863	396	414	360	343	353	343	375	380	365	484	386	323	383	4,905	2,209	1,120	1,576
2007	964	415	382	394	327	329	342	325	383	347	421	399	354	331	4,749	2,189	1,055	1,505
2008	958	425	395	350	382	315	311	335	328	356	441	342	336	349	4,665	2,178	1,019	1,468
2009	1,001	424	418	384	330	365	322	295	332	322	439	347	316	347	4,641	2,243	949	1,449
2010	938	422	402	414	383	321	355	325	310	330	383	339	327	303	4,614	2,297	965	1,352
2011	978	374	428	384	412	372	294	331	306	308	398	342	322	326	4,597	2,264	945	1,388
2012	974	456	357	396	370	390	361	279	329	304	382	341	311	344	4,620	2,330	912	1,378
2013	964	476	440	361	375	365	367	354	271	331	370	333	306	310	4,659	2,384	956	1,319
2014	974	447	452	421	344	372	348	347	336	256	369	332	313	303	4,640	2,384	939	1,317
2015	867	467	419	425	400	330	342	328	335	338	314	355	308	311	4,672	2,383	1,001	1,288
2016	840	441	420	404	420	371	308	326	297	335	375	297	316	290	4,600	2,364	958	1,278
2017	839	419	425	422	367	398	367	292	329	288	370	362	276	307	4,622	2,398	909	1,315
2018	810	427	386	408	401	345	375	347	292	320	322	333	333	274	4,563	2,342	959	1,262
2019	777	418	416	378	400	376	340	354	339	280	336	312	322	319	4,590	2,328	973	1,289
2020	740	432	411	377	362	381	367	335	348	339	326	329	294	321	4,622	2,330	1,022	1,270
2021	670	393	396	379	340	330	362	344	316	332	343	303	336	278	4,452	2,200	992	1,260
2022	712	350	360	388	355	301	320	355	338	314	393	337	287	329	4,427	2,074	1,007	1,346
2023	701	363	390	377	389	355	293	328	351	333	353	393	314	289	4,528	2,167	1,012	1,349
2024	691	371	343	386	384	385	350	293	330	340	370	357	375	324	4,608	2,219	963	1,426
2025	685	361	373	334	377	378	387	354	299	336	380	363	332	374	4,648	2,210	989	1,449
2026	679	329	354	366	323	360	369	383	350	294	373	373	347	329	4,551	2,101	1,028	1,422
2027	673	298	323	347	354	308	351	366	379	344	326	366	357	345	4,465	1,982	1,089	1,393
2028	667	317	292	317	336	338	301	348	362	373	382	320	350	354	4,390	1,901	1,083	1,406
2029	661	312	310	287	307	321	330	298	344	356	414	375	306	347	4,307	1,867	998	1,442
2030	655	307	306	305	278	293	313	327	295	339	395	406	359	304	4,225	1,801	961	1,463
2031	651	305	301	300	295	265	286	310	324	290	376	387	388	356	4,183	1,752	924	1,507
2032	647	302	299	296	290	281	259	283	307	318	322	369	371	385	4,082	1,727	908	1,446
2033	643	300	296	293	286	277	275	256	280	302	353	316	353	368	3,955	1,727	838	1,389
2034	639	297	293	291	284	273	271	272	253	275	335	347	302	350	3,844	1,709	801	1,334
2035	634	294	291	288	281	271	267	268	269	249	306	329	332	300	3,745	1,692	787	1,265
10 yr projected avg:		K	1	2	3	4	5	6	7	8	9	10	11	12		1,826	942	1,407
		306	306	309	303	299	302	311	316	314	358	359	346	344	4,175			

Base Enrollment grades K-8 District-Wide **2,768**



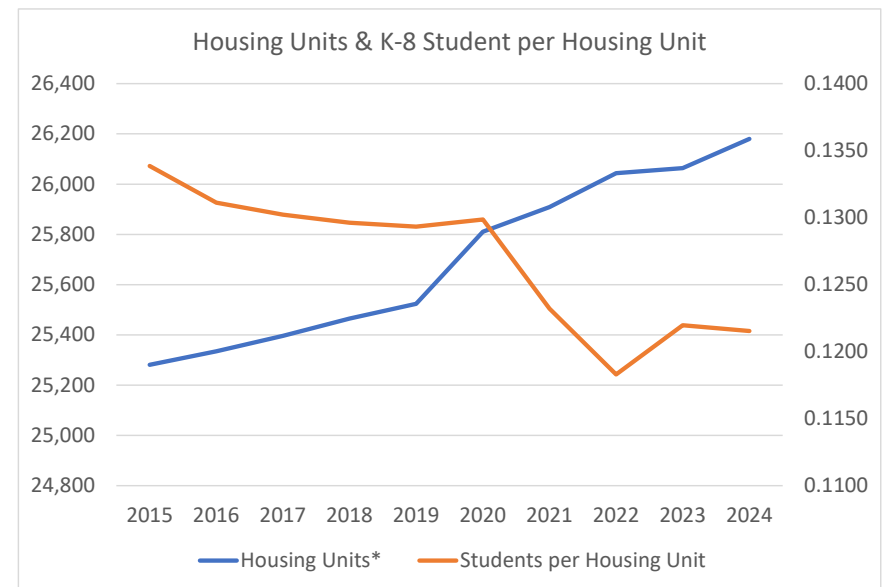
Housing data from the Department of Revenue indicates that the District has averaged 96 new housing units annually over the last 10 years, 74 exclusive of the increase of 287 units reported in 2020. The average number of K-8 students per housing unit was trending downward until 2018 stabilizing before dropping in 2020, and appears to be stabilizing once again.

FY	Single Family 101	Condominiums 102	Miscellaneous Residential 103,109	Two Family 104	Three Family 105	Apartment 111-125	Housing Units*	Change	K-8 Enrollment	Students per Housing Unit
2015	2,348	4,787	71	10,426	6,984	665	25,281	58	3,384	0.1339
2016	2,341	4,953	72	10,356	6,951	662	25,335	54	3,322	0.1311
2017	2,347	5,119	72	10,280	6,915	663	25,396	61	3,307	0.1302
2018	2,344	5,359	71	10,194	6,840	657	25,465	69	3,301	0.1296
2019	2,337	5,574	72	10,092	6,789	660	25,524	59	3,301	0.1293
2020	2,330	6,010	73	9,980	6,759	659	25,811	287	3,352	0.1299
2021	2,313	6,282	73	9,876	6,708	657	25,909	98	3,192	0.1232
2022	2,308	6,514	74	9,800	6,684	664	26,044	135	3,081	0.1183
2023	2,303	6,667	68	9,716	6,642	668	26,064	20	3,179	0.1220
2024	2,303	6,888	66	9,658	6,600	665	26,180	116	3,182	0.1215

*Apartments with more than 3 units are counted as 1

Housing Project Description

Development Name	Description; please include a breakdown of the type of units in this development, i.e., 50% single bedroom units, 50% 2+ bedrooms	Estimated Completion Year
Compiled Permit Data	45 Multi Family with estimated 396 units.	Permit Year 2024
Compiled Permit Data	45 Multi Family with estimated 396 units.	Permit Year 2025





Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Somerville

Winter Hill Community School

Updated Enrollment November 5, 2024

Questions / Discussion

D. Capital Budget Report

FY26 Budget Projection 5/7/25

	Organization		Changes	FY24	Change	FY25	Change	FY26
S01	SC							
		FY26	MASC review, printing				10,000	
			MASC Annual Fee	22,650	-	22,650	10,000	32,650
S02	Administration							
		FY26	Reduction: Alignment of HR/PR systems				(30,000)	
		FY26	Eliminate Website Upgrade - Complete				(6,000)	
		FY26	Reduction: Data Dashboard				(20,000)	
		FY26	Eliminate Enrollment Study - FY23				(50,000)	
		FY26	Eliminate Wage Study, Curriculum Study- FY22				(80,000)	
		FY25	Website System Upgrade		6,000			
		FY25	Reduction: SFE - Absence Management Support		(10,000)			
		FY25	Increased Legal Costs related to New Contract		40,000			
		FY25	Data Dashboard		40,000			
		FY25	Align HR/PR systems		50,000			
				775,522	126,000	901,522	(186,000)	715,522
S03	Curriculum							
		FY26	Illustrative Mathematics K-8				70,000	
		FY26	ELA Curriculum grades 3-5				200,000	
		FY26	iReady Student Assessment				15,000	
		FY26	Middle grades Science pilot				25,000	
		FY26	Eliminate subscriptions Turnitin, Unruly Splats				(13,150)	
		FY26	Eliminate NewsELA				(24,000)	
		FY26	Eliminate Beautiful Stuff				(20,000)	
		FY25	Unidos Curriculum (pre-paid, not included in allocation)					
		FY25	Newsela (pre-paid, not included in allocation)					
		FY25	Curriculum and Software		75,000			
		FY25	Reduction of Breakthrough		(480,000)			
		FY25	Move Out of School Time to new budget		(500,000)			
				1,302,615	(905,000)	397,615	252,850	650,465
S04	Student Services							
		FY25	Additional Funding for Restorative Justice Trainings		30,000			
		FY25	Additional Embedded Contracts		396,500			
				182,100	396,500	578,600	-	578,600
S05	Technology							
		FY26	Replacement of projectors				40,000	
		FY26	Increase in annual maintenance contracts				10,200	
		FY26	Replacement of computers/monitors				75,000	
		FY25	WiFi Hotspots		(151,000)			
		FY25	Chromebooks					
				829,500	(151,000)	678,500	125,200	803,700
S06	Facilities							
				442,304	-	442,304	-	442,304
S07	Prof Dev							
				175,000	-	175,000	-	175,000
S08	Transportation							
		FY26	Estimated contract increases				162,500	
		FY26	Transfer of McKenney Vento funds				(338,985)	
		FY25	Transportation Contract for Winter Hill & Agreement with YMCA to transportion to swimming classes at the Kennedy		109,999			
				1,515,680	109,999	1,625,679	(176,485)	1,449,194
S09	Nursing							
		FY26	Estimated increase in supplies				5,000	
		FY25	Increase AED Maintenance		1,300			
		FY25	Reduction in Contracted Nursing Services		(13,900)			

				75,675	(12,600)	63,075	5,000	68,075
S10	Equity							
				80,000	-	80,000	-	80,000
S11	Brown							
				24,930	-	24,930	-	24,930
S12	OST							
		FY26	Move funds to salary account for OST staff				(90,000)	
		FY25	New organization for Out of School Time		1,070,000			
					1,070,000	1,070,000	(90,000)	980,000
S13	ESCS							
		FY25	Unidos Curriculum moved to Curriculum budget		(54,500)			
				122,264	(54,500)	67,764	-	67,764
S14	Capuano							
				35,990	-	35,990	-	35,990
S15	Healey							
		FY25	Becoming a Man (BAM) to OST budget		(105,000)			
		FY25	Parent Group Engagement		10,000			
				153,220	(95,000)	58,220	-	58,220
S16	Kennedy							
				52,940	-	52,940	-	52,940
S17	AFAS							
				73,100	-	73,100	-	73,100
S19	WSNS							
				37,030	-	37,030	-	37,030
S21	WHCS							
		FY25	Parent Group Engagement		10,000			
				45,540	10,000	55,540	-	55,540
S31	SHS							
		FY26	Decrease NEASC Accreditation cost				(20,000)	
		FY26	Supplies CTE Program				45,000	
		FY25	Becoming a Man (BAM) to OST budget		(105,000)			
		FY25	Follow visit NEASC Accreditation		20,000			
		FY25	Supplies CTE Program (pre-paid not included in					
		FY25	Maintenance Contracts for CTE Program		10,000			
		FY25	Enroot		40,000			
				600,250	(35,000)	565,250	25,000	590,250
S32	Athletics							
		FY26	Increase in Custodial Rates		-		5,000	
				405,800	-	405,800	5,000	410,800
S46	Art							
				51,125	-	51,125	-	51,125
S47	MLE							
		FY26	Unidos Curriculum				45,000	
				56,000		56,000	45,000	101,000
S50	Guidance & CCR							
		FY25	College Advisors		(22,000)			
				149,892	(22,000)	127,892	-	127,892
S51	Health/PE							
				60,500	-	60,500	-	60,500
S52	Library							
		FY26	Increase in library software contracts				7,500	
		FY25	Library software		5,000			
				70,000	5,000	75,000	7,500	82,500
S53	Music							

			Moving HS Music Budget to Dept					
				50,625	-	50,625	-	50,625
S55	World Languages							
			Move HS World Language Budget to Dept					
				38,750	-	38,750	-	38,750
S56	SFLC							
		FY25	Costs for Youth Harbors not covered by grant funding		26,000			
		FY25	Lease for Playgroup Space		5,000			
		FY25	Additional translation needs		8,000			
				94,095	39,000	133,095	-	133,095
S57	Early Childhood							
		FY25	Mentoring contracts-transition from CPPI		50,000			
				30,500	50,000	80,500		80,500
S62	Special Ed							
		FY26	New Contract for SPED Transportation				496,000	
		FY26	Projected increase in private tuitions				250,000	
		FY26	Increase in Circuit Breaker funding				(425,000)	
		FY25	SPED Contracts moving from ESSER		125,000			
				10,370,200	125,000	10,495,200	321,000	10,816,200
S62	FC/NW							
				38,450	-	38,450	-	38,450
			Total Non-Salary accounts	17,962,247		18,618,646		18,962,711
			Total Change to Non-Salary accounts	2,294,760		656,399		344,065
				14.71%		3.65%		1.85%
S00	Salaries							
		FY26	Projected salaries for mid-year hires				323,109	
		FY26	Move salary from OST budget to salary				90,000	
		FY26	Projected salaries new positions				615,200	
		FY26	Decrease in Title 1 funds				175,000	
		FY26	Salary adjustment, which includes all negotiated and				4,029,449	
			Total Salary accounts	82,090,462	6,037,907	88,128,369	5,232,758	93,361,127
			Total % change to Salary			7.36%		5.94%
			Total Budget	100,052,709		106,747,015		112,323,838
			Total	7,315,507		6,694,306		5,576,823
			Total %	7.89%		6.69%		5.22%

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
School Committee	Ward 1	Board Member					1.00		\$15,000.00	\$15,000.00	
School Committee	Ward 2	Board Member					1.00		\$15,000.00	\$15,000.00	
School Committee	Ward 3	Board Member					1.00		\$15,000.00	\$15,000.00	
School Committee	Ward 4	Board Member					1.00		\$15,000.00	\$15,000.00	
School Committee	Ward 5	Board Member					1.00		\$17,500.00	\$17,500.00	
School Committee	Ward 6	Board Member					1.00		\$15,000.00	\$15,000.00	
School Committee	Ward 7	Board Member					1.00		\$15,000.00	\$15,000.00	
School Administration	Supt. of Schools Office	Superintendent of Schools		1			1.00		\$220,000.00	\$226,050.00	
School Administration	Supt. of Schools Office	Accounts Supervisor		19			1.00		\$98,015.19	\$100,641.86	
School Administration	Supt. of Schools Office	Administrative Assistant	Assistant Supt.	6			1.00		\$75,500.00	\$78,562.50	
School Administration	Supt. of Schools Office	Chief Communications & Devel Officer		2			1.00		\$140,000.00	\$143,850.00	
School Administration	Supt. of Schools Office	Chief Financial Officer					1.00		\$180,000.00	\$170,000.00	
School Administration	Supt. of Schools Office	Chief of Staff to the Supt.		1			1.00		\$155,000.00	\$159,262.50	
School Administration	Supt. of Schools Office	Chief Personnel Officer		19	CAGS		1.00		\$164,000.00	\$170,455.00	
School Administration	Supt. of Schools Office	Coordinator of District Communications		10			1.00		\$78,795.00	\$80,961.86	
School Administration	Supt. of Schools Office	Courier & Facilities Aide		15			0.80		\$46,589.38	\$47,870.59	
School Administration	Supt. of Schools Office	Deputy Financial Officer		30			1.00		\$133,014.86	\$137,562.77	
School Administration	Supt. of Schools Office	Dir. of Equity & Excellence		8			1.00		\$147,084.00	\$152,628.81	
School Administration	Supt. of Schools Office	Director of Operations		51			0.40		\$67,725.00	\$69,530.24	
School Administration	Supt. of Schools Office	Director, Human Resources		19			1.00		\$133,472.17	\$146,350.00	
School Administration	District Wide	DW Equity Coach		7	M+60	11	1.00		\$113,612.00	\$118,368.00	
School Administration	Supt. of Schools Office	Executive Assistant to the SI & CoS	Superintendent & Chief of Staff	8			1.00		\$90,000.00	\$92,947.50	
School Administration	Supt. of Schools Office	Facilities Safety & Transportation Coordinator		6			1.00		\$0.00	\$93,500.00	
School Administration	Supt. of Schools Office	Federal Grants & MCAS Administrator		13			0.20	0.80	\$73,550.00	\$16,789.06	\$60,783.57
School Administration	Supt. of Schools Office	HR Generalist		18			1.00		\$92,500.00	\$96,002.50	
School Administration	Supt. of Schools Office	HR Generalist		3			1.00		\$60,000.00	\$80,000.00	
School Administration	Supt. of Schools Office	HR Specialist		1			1.00		\$68,806.00	\$70,698.17	
School Administration	Supt. of Schools Office	OST Prog & Prntshps Manager	OST	3			1.00		\$93,000.00	\$95,557.50	
School Administration	Supt. of Schools Office	Payroll Manager		22			1.00		\$91,801.00	\$100,000.00	
School Administration	Supt. of Schools Office	Principal Account Clerk (Payroll / Accts Coord)		27		10	1.00		\$79,452.00	\$82,593.00	
School Administration	Supt. of Schools Office	Principal Account Clerk (Payroll / Accts Coord)		25		9	1.00		\$79,202.00	\$82,593.00	
School Administration	Supt. of Schools Office	Principal Account Clerk (Payroll / Accts Coord)		10		9	1.00		\$78,452.00	\$81,593.00	
School Administration	Supt. of Schools Office	Principal Account Clerk (Payroll / Accts Coord)		1		3	1.00		\$69,110.00	\$73,548.00	
School Administration	Supt. of Schools Office	Principal Account Clerk (Payroll / Accts Coord)		0		5	1.00		\$72,574.00	\$76,899.00	
School Administration	Supt. of Schools Office	Principal Account Clerk (Payroll / Accts Coord)				4	1.00		\$69,110.00	\$76,173.00	
School Administration	Supt. of Schools Office	PT Recording/Transcribing Secretary	Superintendent & Chief of Staff	4			0.40		\$33,356.94	\$34,274.25	
School Administration	Supt. of Schools Office	Senior Clerk 2 - Full Year		35		10	1.00		\$63,400.00	\$65,885.00	
School Administration	District Wide	Volunteer Coords. & Support	Volunteer Program				10.00		\$28,800.00	\$16,000.00	
Curriculum & Instruction	Supt. of Schools Office	Assistant Supt. - Academics		5			1.00		\$186,000.00	\$193,615.00	
Curriculum & Instruction	Supt. of Schools Office	K-8 Curriculum Coord of Humanities	El. Curric., Instruc., Assess.	15	M+15	2	1.00		\$137,480.00	\$141,096.00	
Curriculum & Instruction	Supt. of Schools Office	Coordinator Elementary CI&A STEM	El. Curric., Instruc., Assess.	4	M+30	2	1.00		\$138,379.00	\$140,096.00	
Curriculum & Instruction	Supt. of Schools Office	Director of Data, Assessment, & Accountability		3			1.00		\$110,313.00	\$113,346.61	
Curriculum & Instruction	Supt. of Schools Office	Admin Educator Development		2			1.00		\$141,730.00	\$151,572.58	
Curriculum & Instruction	Supt. of Schools Office	Wellness Coordinator		10			1.00		\$70,095.85	\$74,023.49	
Curriculum & Instruction	Supt. of Schools Office	Data & Evaluation Specialist					1.00		\$95,000.00	\$82,500.00	
Curriculum & Instruction	Supt. of Schools Office	Innovation Project Specialist		8			1.00		\$76,483.68	\$80,586.98	
Curriculum & Instruction	District Wide	Academic Coach	Curriculum	12	M+75	11	1.00		\$118,398.00	\$121,611.00	
Curriculum & Instruction	District Wide	Academic Coach	Curriculum	10	M+75	11	1.00		\$115,200.00	\$118,368.00	
Curriculum & Instruction	District Wide	Academic Coach	Curriculum	13	M+45	11	1.00		\$115,162.00	\$118,286.00	
Curriculum & Instruction	District Wide	Academic Coach	Curriculum	19	M+60	11	1.00		\$117,100.00	\$120,568.00	
Curriculum & Instruction	District Wide	Academic Coach	Curriculum	11	M+15	11	1.00		\$108,080.00	\$112,602.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Curriculum & Instruction	District Wide	Academic Coach Math	Curriculum	7	M+0	11	1.00		\$106,196.00	\$109,116.00	
Curriculum & Instruction	District Wide	Math Intervention Teacher	Curriculum	1	M+0	11	0.90	0.10	\$106,196.00	\$88,332.00	\$20,784.00
Curriculum & Instruction	District Wide	Math Intervention Teacher Elementary	Curriculum	5	M+60	7	0.90	0.10	\$89,212.00	\$77,586.00	\$18,256.00
Curriculum & Instruction	District Wide	Math Intervention Teacher Gr 5-8	Curriculum	11	M+60	11	0.90	0.10	\$115,200.00	\$101,469.00	\$18,449.00
Curriculum & Instruction	District Wide	Math Intervention Teacher Gr 5-8	Curriculum	1	M+0	11	0.90	0.10	\$106,196.00	\$92,329.00	\$16,787.00
Curriculum & Instruction	W. H. C. I. S.	Teacher	Reading	5	M+45	11	0.85	0.15	\$111,788.00	\$98,776.78	\$17,959.22
Curriculum & Instruction	E. S. C. S.	Teacher	Reading	14	M+60	11	0.85	0.15	\$116,750.00	\$97,360.00	\$22,908.00
Curriculum & Instruction	Healey School	Teacher	Reading	7	M+75	11	1.00		\$117,762.00	\$120,061.00	
Curriculum & Instruction	Healey School	Teacher	Reading	4	M+0	11	0.81	0.19	\$96,772.00	\$88,331.73	\$20,784.27
Curriculum & Instruction	Healey School	Teacher	Reading	8	M+75	9	0.81	0.19	\$115,200.00	\$85,721.15	\$20,169.85
Curriculum & Instruction	Argenziano School	Teacher	Reading	1	M+30	9	0.85	0.15	\$87,777.00	\$83,538.42	\$14,869.08
Curriculum & Instruction	E. S. C. S.	Teacher	Reading	9	M+75	11	0.81	0.19	\$115,200.00	\$96,668.50	\$22,546.00
Curriculum & Instruction	W. S. N. S. .50 / Brown .50	Teacher	Reading	8	M+30	9	0.81	0.19	\$89,682.00	\$84,758.00	\$15,411.00
Curriculum & Instruction	Healey School	Teacher	Reading	5	M+0	11	1.00		\$106,196.00	\$109,116.00	
Curriculum & Instruction	E. S. C. S.	Teacher	Reading	1	M+30	9	0.80	0.20	\$93,324.00	\$84,758.00	\$15,411.00
Curriculum & Instruction	Argenziano School	Teacher	Reading	3	M+0	11	0.81	0.19	\$106,196.00	\$88,331.80	\$20,784.20
Curriculum & Instruction	E.S.C.S. .50 / W.H.C.I.S. .50	Teacher	Reading	1	M+0	7	1.00		\$80,145.00	\$86,269.00	
Curriculum & Instruction	Argenziano School	Teacher	Reading	1	M+30	11	0.85	0.15	\$111,788.00	\$97,190.92	\$17,671.08
Curriculum & Instruction	Healey School	Teacher	Reading		M+75	11	1.00		\$106,196.00	\$120,061.00	
Curriculum & Instruction	District Wide	Teacher	Curriculum				0.50		\$58,368.00	\$58,368.00	
Curriculum & Instruction		BOK'S TRAINERS					1.00		\$26,000.00	\$26,000.00	
Curriculum & Instruction		RECESS/ SCHOOL WELLNESS CHAMPIONS					1.00		\$10,000.00	\$10,000.00	
Curriculum & Instruction		INSTRUCTIONAL LEADERSHIP TEAMS					63.00		\$100,800.00	\$147,000.00	
Curriculum & Instruction		Staff Stipends, Instruction							\$30,000.00	\$30,000.00	
Student Services	District Wide	Director, Student Svcs		22	M+15		1.00		\$165,500.00	\$171,482.50	
Student Services	Supt. of Schools Office	Assistant Director, Student Services		15	M+15	3	1.00		\$148,000.00	\$151,905.00	
Student Services	District Wide	Supv. Of Attendance		11	B+15	8	1.00		\$88,108.00	\$94,445.00	
Student Services	District Wide	Supv. Of Attendance		2	M+0	6	1.00		\$84,208.00	\$90,852.00	
Student Services	S. H. S.	Lead Mediator		4			1.00		\$89,469.52	\$91,929.93	
Student Services	District Wide	Mediator	K-8				1.00		\$63,036.00	\$63,036.00	
Student Services	S. H. S.	Mediator		1			1.00		\$22,032.00	\$63,039.00	
Student Services	S. H. S.	Mediator					1.00		\$67,524.16	\$63,036.00	
Student Services	District Wide	Substance Abuse Specialist		3			1.00		\$76,483.68	\$78,586.98	
Student Services	F.C. / N.W.	Drug & Alcohol Counselor					1.00		\$43,000.00	\$83,000.00	
Student Services	District Wide	Social Worker Manager		2			1.00		\$120,819.00	\$124,141.52	
Student Services	Argenziano School	School-Based Social Worker		2	M+30	9	1.00		\$110,062.00	\$118,134.00	
Student Services	Brown .60 / Healey .40	School-Based Social Worker			M+0	1	1.00		\$72,010.00	\$73,990.00	
Student Services	E. S. C. S.	School-Based Social Worker		2	CAGS	8	1.00		\$110,005.00	\$117,958.00	
Student Services	Full Circle / Next Wave	School-Based Social Worker		2	M+0	11	1.00		\$114,128.00	\$128,686.00	
Student Services	Healey School	School-Based Social Worker		3	M+0	9	1.00		\$103,519.00	\$111,766.00	
Student Services	S. H. S.	School-Based Social Worker		1	M+0	8	1.00		\$99,018.00	\$106,366.00	
Student Services	W. H. C. I. S.	School-Based Social Worker		2	M+15	11	1.00		\$127,464.00	\$130,969.00	
Student Services	W. S. N. S.	School-Based Social Worker		2	M+30	9	1.00		\$103,519.00	\$116,056.50	
Student Service	District Wide	BCBA	Early Childhood		M+0	11	1.00		\$75,961.50	\$109,116.00	
Student Services	District Wide	Registered Behavior Tech (RBT)					1.00		\$120,819.00	\$60,000.00	
Student Services		Homebound Tutors							\$10,000.00	\$25,000.00	
Technology Services	District Wide	Technology Director	Admin. Technology	22			1.00		\$165,500.00	\$170,482.50	
Technology Services	District Wide	Lead Technology Specialist	Admin. Technology	17			1.00		\$82,468.42	\$86,208.80	
Technology Services	District Wide	Tech Assist. Systems Admin.	Admin. Technology	10			1.00		\$82,619.87	\$86,378.17	
Technology Services	District Wide	Technology Coordinator	Admin. Technology	6			1.00		\$70,000.00	\$73,425.00	
Technology Services	District Wide	Technology Specialist / Trainer	Admin. Technology	5			1.00		\$56,270.00	\$59,317.43	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Technology Services	District Wide	Technology Specialist / Trainer, Bilingual	Admin. Technology	5			1.00		\$56,270.14	\$59,317.56	
Technology Services	District Wide	Technology Specialist / Trainer, Bilingual	Admin. Technology	3			1.00		\$56,270.00	\$57,817.43	
Technology Services	District Wide	Technology Specialist / Trainer	Admin. Technology	2			1.00		\$56,270.00	\$57,817.43	
Technology Services	District Wide	Technology Specialist / Trainer	Admin. Technology	2			1.00		\$47,000.00	\$48,292.50	
Technology Services	District Wide	Technician	Tech. Repair/Maint.	24			1.00		\$75,830.67	\$79,631.64	
A. F. Argenziano School at Lincoln Park	Argenziano School	Principal		14			1.00		\$165,070.02	\$171,568.19	
A. F. Argenziano School at Lincoln Park	Argenziano School	Elementary Assistant Principal (k-8)		3	CAGS	2	1.00		\$143,750.00	\$147,425.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Dean of Students	Principal's Office	5	M+45	11	1.00		\$124,337.00	\$128,790.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Head Clerk 1 - 205		1		2	1.00		\$50,831.00	\$53,272.50	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	SMILE	1	M+15	4	1.00		\$94,769.00	\$76,573.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Kindergarten	6	B+15	8	1.00		\$83,960.00	\$85,606.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Kindergarten	19	M+60	11	1.00		\$117,100.00	\$120,568.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 1	23	M+60	11	1.00		\$117,400.00	\$120,918.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 1	7	M+0	10	1.00		\$92,233.00	\$99,433.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 2	16	M+60	11	1.00		\$117,100.00	\$120,268.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 2 S.E.I.P.	5	M+15	6	1.00		\$82,173.00	\$84,433.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 2 SEI	2	M+0	6	1.00		\$76,326.00	\$82,349.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 3	19	M+15	11	1.00		\$110,280.00	\$113,252.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 3	24	M+0	11	1.00		\$108,396.00	\$111,666.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 4	7	M+15	11	1.00		\$108,080.00	\$111,052.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 4	2	M+0	3	1.00		\$64,876.00	\$70,581.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 4 SEI integrated	4	M+0	5	0.25	0.75	\$72,510.00	\$15,255.00	\$63,170.00
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 5				1.00		\$0.00	\$80,000.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 5	8	M+15	8	1.00		\$85,946.00	\$92,148.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 5	2	CAGS	11	1.00		\$106,413.00	\$118,368.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 6	17	M+15	11	1.00		\$109,116.00	\$112,952.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 6, Math & Science	2	M+0	11	1.00		\$106,196.00	\$109,116.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 6, Math & Science	3	M+0	9	1.00		\$87,777.00	\$94,769.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grade 7/8, Math	17	M+15	11	1.00		\$109,980.00	\$112,952.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grades 7/8, S.S.		M+60	11	1.00		\$112,952.00	\$120,568.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grades 7/8, Science	11	M+75	11	1.00		\$116,848.00	\$121,611.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	Grades 8, ELA		M+0	1	1.00		\$117,400.00	\$62,738.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	S. E. I. P. Kdgn.	2	B+0	2	1.00		\$64,876.00	\$61,462.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	S. E. I. P. Gr. 1	11	M+0	11	1.00		\$106,196.00	\$110,666.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Teacher	S. E. I. P. Gr. 3		M+60	11	1.00		\$99,586.00	\$117,552.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Paraprofessional	SMILE	1	AA	2	1.00		\$38,660.00	\$40,237.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Paraprofessional	Kdgn.	2	B+0	3	1.00		\$41,235.00	\$42,883.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Paraprofessional	S. E. I. P. Kdgn.	25	HQ	9	1.00		\$42,370.00	\$43,475.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Paraprofessional	E. L. L., Gr. 1		HQ	1	1.00		\$40,720.00	\$37,591.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Paraprofessional	Gr. 2		B+0	1	1.00		\$44,840.00	\$41,825.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Utility Aide		4			0.47		\$13,779.67	\$14,158.61	
A. F. Argenziano School at Lincoln Park	Argenziano School	Utility Aide	AMPM	11			0.60		\$18,267.83	\$18,770.20	
A. F. Argenziano School at Lincoln Park	Argenziano School	Utility Aide	PM	15			0.47		\$13,779.28	\$14,158.21	
A. F. Argenziano School at Lincoln Park	Argenziano School	Building Substitute		2			1.00		\$27,000.00	\$27,450.00	
A. F. Argenziano School at Lincoln Park	Argenziano School	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
Brown Elementary School	Brown School	Principal		10			1.00		\$159,754.33	\$160,208.00	
Brown Elementary School	Brown School	Head Clerk 1 - 205		6		7	1.00		\$57,981.00	\$60,297.00	
Brown Elementary School	Brown School	Teacher	Kindergarten	6	M+15	5	1.00		\$73,517.00	\$80,510.00	
Brown Elementary School	Brown School	Teacher	Kindergarten	8	M+30	11	1.00		\$102,573.00	\$114,862.00	
Brown Elementary School	Brown School	Paraprofessional	Kindergarten	3	AA	4	1.00		\$39,690.00	\$41,296.00	
Brown Elementary School	Brown School	Teacher	Grade 1	5	M+0	6	1.00		\$106,196.00	\$82,349.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Brown Elementary School	Brown School	Teacher	Grade 1	4	M+15	7	1.00		\$82,173.00	\$88,309.00	
Brown Elementary School	Brown School	Teacher	Grade 1	8	M+0	11	1.00		\$106,196.00	\$109,116.00	
Brown Elementary School	Brown School	Teacher	Grade 2	5	M+0	6	1.00		\$76,326.00	\$82,349.00	
Brown Elementary School	Brown School	Teacher	Grade 2	6	M+15	9	1.00		\$89,682.00	\$96,646.00	
Brown Elementary School	Brown School	Teacher	Grade 3	6	M+45	11	1.00		\$112,700.00	\$116,736.00	
Brown Elementary School	Brown School	Teacher	Grade 3	2	M+0	3	1.00		\$64,876.00	\$70,581.00	
Brown Elementary School	Brown School	Teacher	Grade 4	1	M+0	7	1.00		\$80,145.00	\$86,269.00	
Brown Elementary School	Brown School	Teacher	Grade 4	30	CAGS	11	1.00		\$119,100.00	\$122,268.00	
Brown Elementary School	Brown School	Teacher	Grade 5				1.00		\$117,750.00	\$80,000.00	
Brown Elementary School	Brown School	Teacher	Grade 5	15	M+0	11	1.00		\$108,096.00	\$111,016.00	
Brown Elementary School	Brown School	Paraprofessional	Kindergarten	5	AA	6	1.00		\$40,720.00	\$42,854.00	
Brown Elementary School	Brown School	Paraprofessional	Grade 1	2	AA	3	1.00		\$39,175.00	\$40,766.00	
Brown Elementary School	Brown School	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Principal		17			1.00		\$154,967.36	\$160,673.96	
Capuano E. C. Center	Capuano E. C. Ctr.	Elementary Assistant Principal (k-8)		1	M+60	2	1.00		\$143,750.00	\$147,428.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Head Clerk 1 - 205		7		8	1.00		\$58,556.00	\$60,895.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	SMILE	10	M+0	11	0.90	0.10	\$106,196.00	\$100,000.00	\$10,666.00
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	SMILE	19	M+0	11	0.70	0.30	\$108,096.00	\$75,000.00	\$36,316.00
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	SMILE	19	M+0	11	1.00		\$108,396.00	\$111,316.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	SMILE	16	M+30	11		1.00	\$113,688.00		\$116,762.00
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	SMILE	7	M+45	8	1.00		\$91,689.00	\$98,389.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	SMILE	10	M+45	11	1.00		\$104,824.00	\$116,736.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	Kindergarten	28	M+60	11	1.00		\$116,162.00	\$120,918.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Teacher	Kindergarten	11	M+15	11	1.00		\$108,080.00	\$112,602.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	26	HQ	9	1.00		\$42,370.00	\$43,475.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	21	HQ	9	1.00		\$42,220.00	\$43,325.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	22	HQ	9	1.00		\$42,220.00	\$43,325.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	28	HQ	9	1.00		\$42,370.00	\$43,475.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	16	HQ	9	1.00		\$42,070.00	\$43,175.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	4	HQ	5	1.00		\$38,145.00	\$39,708.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	5	M+0	6	1.00		\$45,870.00	\$48,145.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	SMILE	20	HQ	9	0.15	0.85	\$38,121.00	\$6,660.70	\$36,664.30
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	Kindergarten	16	M+0	9	1.00		\$49,280.00	\$50,583.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Paraprofessional	Kindergarten		B+0	1		1.00	\$42,220.00		\$41,825.00
Capuano E. C. Center	Capuano E. C. Ctr.	Building Substitute		2			1.00		\$27,000.00	\$27,450.00	
Capuano E. C. Center	Capuano E. C. Ctr.	Building Substitute		1			1.00		\$27,000.00	\$27,000.00	
East Somerville Community School	E. S. C. S.	Principal		1			1.00		\$153,000.00	\$157,207.50	
East Somerville Community School	E. S. C. S.	Elementary Assistant Principal K-8		2	M+45	2	1.00		\$138,500.00	\$144,928.00	
East Somerville Community School	E. S. C. S.	Elementary Assistant Principal K-8		1	PHD	1	1.00		\$143,500.00	\$147,103.00	
East Somerville Community School	E. S. C. S.	Dean of Students	Principal's Office		CAGS	11	1.00		\$75,785.00	\$130,591.00	
East Somerville Community School	E. S. C. S.	Head Clerk 1 - 205		1		2	1.00		\$50,831.00	\$54,189.00	
East Somerville Community School	E. S. C. S.	Senior Clerk 1 - 184				10	1.00		\$25,133.00	\$49,803.50	
East Somerville Community School	E. S. C. S.	Teacher	Kdgn, Integrated SEIP	8	M+30	9	1.00		\$93,324.00	\$100,169.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 1	12	B+15	11	1.00		\$102,687.00	\$105,468.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 1, Integrated SEIP	7	M+0	11	1.00		\$96,772.00	\$109,116.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 2, Integrated SEIP	1	M+0	3	1.00		\$80,145.00	\$70,581.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 2, Integrated SEIP	7	M+15	7	1.00		\$82,173.00	\$88,309.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 3	16	M+75	11	1.00		\$117,100.00	\$121,114.50	
East Somerville Community School	E. S. C. S.	Teacher	Grade 3, Integrated SEIP	10	M+60	11	1.00		\$106,413.00	\$118,368.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 4	7	M+30	8	1.00		\$111,082.00	\$95,891.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
East Somerville Community School	E. S. C. S.	Teacher	Grade 4	10	M+15	11	1.00		\$98,572.00	\$111,052.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 5 Math / Science	8	M+60	9	1.00		\$97,343.00	\$104,198.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 5, Two-Way Math/E	7	CAGS	8	1.00		\$92,482.50	\$100,020.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 6 MATHEMATICS		M+0	11	1.00		\$108,061.00	\$109,116.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 6, ELA Unidos	1	M+0	2	1.00		\$58,567.00	\$66,660.00	
East Somerville Community School	E. S. C. S.	Teacher	Grade 8, ELA Unidos	11	M+60	11	1.00		\$113,612.00	\$119,918.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8 Math & Science		M+0	5	1.00		\$98,572.00	\$78,425.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8 Science	7	M+30	11	1.00		\$109,934.00	\$114,862.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8 Science		M+60	7	1.00		\$109,934.00	\$95,842.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8 SS	14	M+75	11	1.00		\$118,398.00	\$121,961.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8, ELA	15	M+75	11	1.00		\$117,100.00	\$121,961.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8, ELA		B+15	1	0.50		\$0.00	\$30,089.00	
East Somerville Community School	E. S. C. S.	Teacher	Grades 7/8, Math	11	M+0	11	1.00		\$106,196.00	\$110,666.00	
East Somerville Community School	E. S. C. S.	Paraprofessional	Grade 1 S. E. I. P.	10	M+0	9	1.00		\$48,430.00	\$50,233.00	
East Somerville Community School	E. S. C. S.	Paraprofessional	Grade 1 S. E. I. P.	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
East Somerville Community School	E. S. C. S.	Paraprofessional	SEIP Gr. 1-2	5	B+0	6	1.00		\$42,780.00	\$44,970.00	
East Somerville Community School	E. S. C. S.	Utility Aide (AM)	AM	4			0.47		\$13,779.67	\$14,158.61	
East Somerville Community School	E. S. C. S.	Utility Aide (PM)	PM				0.47		\$13,779.67	\$14,158.61	
East Somerville Community School	E. S. C. S.	Utility Aide (PM)	PM	3			0.47		\$13,779.28	\$14,158.21	
East Somerville Community School	E. S. C. S.	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
East Somerville Community School	E. S. C. S.	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
East Somerville Community School	E. S. C. S.	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
Healey Elementary School	Healey School	Principal		1			1.00		\$153,000.00	\$157,208.00	
Healey Elementary School	Healey School	Elementary Assistant Principal (k-8)		11	M+60	3	1.00		\$149,500.00	\$153,254.00	
Healey Elementary School	Healey School	Dean of Students	Principal's Office	9	M+0	10	1.00		\$101,757.00	\$109,701.00	
Healey Elementary School	Healey School	Head Clerk 1 - 205	Main Office / Subs. Service	25		10	1.00		\$82,337.60	\$85,269.88	
Healey Elementary School	Healey School	Teacher	Pre-K	2	M+0	7		1.00	\$76,326.00		\$66,660.00
Healey Elementary School	Healey School	Teacher	Kindergarten	8	M+30	10	1.00		\$97,488.00	\$105,394.00	
Healey Elementary School	Healey School	Teacher	Kindergarten	10	M+30	11	1.00		\$111,788.00	\$114,862.00	
Healey Elementary School	Healey School	Teacher	Grade 1	5	CAGS	11	1.00		\$97,343.00	\$118,368.00	
Healey Elementary School	Healey School	Teacher	Grade 1/2	4	B+0	6	1.00		\$70,418.00	\$75,987.00	
Healey Elementary School	Healey School	Teacher	Grade 1/2 (2)		M+0	5	1.00		\$106,413.00	\$78,425.00	
Healey Elementary School	Healey School	Teacher	Grade 2	26	B+15	11	1.00		\$103,687.00	\$106,468.00	
Healey Elementary School	Healey School	Teacher	Grade 3	1	M+15	11	1.00		\$97,672.00	\$111,052.00	
Healey Elementary School	Healey School	Teacher	Grade 3	11	M+15	11	1.00		\$106,196.00	\$111,634.00	
Healey Elementary School	Healey School	Teacher	Grade 4	12	M+60	11	1.00		\$115,956.00	\$119,918.00	
Healey Elementary School	Healey School	Teacher	Grade 4				1.00		\$0.00	\$80,000.00	
Healey Elementary School	Healey School	Teacher	Grade 5 Math	2	M+0	5	1.00		\$72,510.00	\$78,425.00	
Healey Elementary School	Healey School	Teacher	Grade 5/6	3	B+0	9	1.00		\$81,021.00	\$87,452.00	
Healey Elementary School	Healey School	Teacher	Grade 5/6 (6) Science	2	M+15	9	1.00		\$89,682.00	\$96,646.00	
Healey Elementary School	Healey School	Teacher	Grade 6	8	M+15	11	1.00		\$108,080.00	\$111,052.00	
Healey Elementary School	Healey School	Teacher	Grade 6 ELA	2	B+0	3	1.00		\$59,817.00	\$65,092.00	
Healey Elementary School	Healey School	Teacher	Grade 6 SS		M+0	6	1.00		\$64,876.00	\$82,349.00	
Healey Elementary School	Healey School	Teacher	Grades 3/4	8	M+60	9	1.00		\$97,343.00	\$104,198.00	
Healey Elementary School	Healey School	Teacher	Grades 7	7	M+60	8	1.00		\$93,276.00	\$100,020.00	
Healey Elementary School	Healey School	Teacher	Grades 7 Math	24	M+15	11	1.00		\$110,280.00	\$113,602.00	
Healey Elementary School	Healey School	Teacher	Grades 7/8, Math	32	M+15	11	1.00		\$111,980.00	\$114,952.00	
Healey Elementary School	Healey School	Teacher	Grades 7/8, Science	26	M+60	11	1.00		\$117,750.00	\$120,918.00	
Healey Elementary School	Healey School	Teacher	Grades 7/8, Social Studies	8	M+0	11	1.00		\$96,772.00	\$109,116.00	
Healey Elementary School	Healey School	Teacher	Grades 8	13	M+15	11	1.00		\$109,630.00	\$112,602.00	
Healey Elementary School	Healey School	Paraprofessional	PreK	7	B+0	8	1.00		\$44,310.00	\$46,029.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Healey Elementary School	Healey School	Paraprofessional (Floater)	Kindergarten	4	HQ	5	1.00		\$38,145.00	\$39,708.00	
Healey Elementary School	Healey School	Paraprofessional	Grade 1	6	B+0	7	1.00		\$43,795.00	\$45,500.00	
Healey Elementary School	Healey School	Paraprofessional	Grade 2		B+0	1	1.00		\$44,325.00	\$41,825.00	
Healey Elementary School	Healey School	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
Healey Elementary School	Healey School	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
Kennedy Elementary School	Kennedy School	Principal		26	M+15		1.00		\$162,720.62	\$168,612.93	
Kennedy Elementary School	Kennedy School	Elementary Assistant Principal (K-8)		13	M+60	2	1.00		\$146,750.00	\$150,428.00	
Kennedy Elementary School	Kennedy School	Head Clerk 1 - 205		17		3	1.00		\$52,610.00	\$57,085.00	
Kennedy Elementary School	Kennedy School	Adjustment Counselor	Reg Ed	2	M+0	7	1.00		\$80,345.00	\$86,469.00	
Kennedy Elementary School	Kennedy School	Teacher	PK SMILE	10	M+15	5	1.00		\$74,524.00	\$80,510.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 1	4	M+0	9	1.00		\$87,777.00	\$94,769.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 1	6	M+15	9	1.00		\$89,682.00	\$96,646.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 2	4	M+0	10	1.00		\$92,233.00	\$99,433.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 2	9	M+45	10	1.00		\$53,275.25	\$105,394.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 3	5	M+15	11	1.00		\$108,080.00	\$111,052.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 3	22	M+15	11	1.00		\$110,280.00	\$113,252.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 4	9	M+45	11	1.00		\$104,824.00	\$116,736.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 4, ELA	15	M+30	11	1.00		\$113,688.00	\$116,762.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 5	12	M+15	9	1.00		\$89,327.00	\$97,257.50	
Kennedy Elementary School	Kennedy School	Teacher	Grade 5		M+0	1	1.00		\$115,512.00	\$62,738.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 6				1.00		\$0.00	\$80,000.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 6 Math & Science	1	M+0	5	1.00		\$72,510.00	\$78,425.00	
Kennedy Elementary School	Kennedy School	Teacher	Grade 6, S. S./ E. L. A.	6	M+45	9	1.00		\$95,756.00	\$102,566.00	
Kennedy Elementary School	Kennedy School	Teacher	Grades 7/8, E. L. A.	1	M+0	11	1.00		\$106,196.00	\$109,116.00	
Kennedy Elementary School	Kennedy School	Teacher	Grades 7/8, Math	8	M+0	11	1.00		\$106,196.00	\$109,116.00	
Kennedy Elementary School	Kennedy School	Teacher	Grades 7/8, S. S.	7	M+45	8	1.00		\$91,689.00	\$98,389.00	
Kennedy Elementary School	Kennedy School	Teacher	Grades 7/8, S. S.		M+0	6	1.00		\$91,689.00	\$82,349.00	
Kennedy Elementary School	Kennedy School	Teacher	Grades 7/8, Science	16	M+0	11	1.00		\$108,096.00	\$111,016.00	
Kennedy Elementary School	Kennedy School	Teacher	Kindergarten	33	M+75	11	1.00		\$120,748.00	\$124,211.00	
Kennedy Elementary School	Kennedy School	Teacher	Kindergarten	25	M+60	11	1.00		\$116,162.00	\$120,918.00	
Kennedy Elementary School	Kennedy School	Paraprofessional	SMILE	24	HQ	9	1.00		\$42,220.00	\$43,475.00	
Kennedy Elementary School	Kennedy School	Paraprofessional	Kindergarten	6	B+0+L	7	1.00		\$44,825.00	\$46,558.00	
Kennedy Elementary School	Kennedy School	Paraprofessional	Kindergarten	3	HQ	4	1.00		\$37,630.00	\$39,179.00	
Kennedy Elementary School	Kennedy School	Paraprofessional	Grade 1		B+0	1	1.00		\$44,325.00	\$41,825.00	
Kennedy Elementary School	Kennedy School	Building Substitute					1.00		\$27,000.00	\$27,450.00	
Kennedy Elementary School	Kennedy School	Utility Aide	AM	3			0.47		\$13,779.28	\$14,314.65	
West Somerville Neighborhood School	W. S. N. S.	Principal		1			1.00		\$150,000.00	\$154,125.00	
West Somerville Neighborhood School	W. S. N. S.	Elementary Assistant Principal (k-8)		31	CAGS	4	1.00		\$151,500.00	\$158,004.00	
West Somerville Neighborhood School	W. S. N. S.	Dean of Students	Principal's Office	1	M+30	11	1.00		\$123,331.00	\$126,723.00	
West Somerville Neighborhood School	W. S. N. S.	Head Clerk 1 - 205		1		8	1.00		\$50,831.00	\$60,395.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	SMILE	9	M+45	10	1.00		\$99,821.00	\$107,707.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Kindergarten	8	M+60	4	1.00		\$75,427.00	\$82,494.50	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Kindergarten	12	M+30	11	1.00		\$109,630.00	\$116,412.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 1	24	M+45	11	1.00		\$115,812.00	\$119,286.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 1	13	M+30	11	1.00		\$113,338.00	\$116,412.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 2	12	M+30	11	1.00		\$113,338.00	\$116,412.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 2	3	M+45	11	1.00		\$100,572.50	\$115,799.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 3	11	M+75	11	1.00		\$115,200.00	\$120,764.50	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 3	10	M+30	11	1.00		\$111,788.00	\$114,862.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 4		M+0	2	1.00		\$117,750.00	\$66,660.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 4	3	M+0	8	1.00		\$83,960.00	\$90,191.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 5	13	M+45	11	1.00		\$113,338.00	\$118,286.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 5 Math/Science	9	CAGS	11	1.00		\$115,200.00	\$118,368.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 6, E. L. A.	4	M+0	5	1.00		\$72,510.00	\$78,425.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 6, Math / Science		M+0	2	1.00		\$89,682.00	\$66,660.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 7/8, Math	5	M+30	11	1.00		\$111,788.00	\$114,862.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grade 7/8, Math		B+15	1	0.50		\$0.00	\$30,089.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grades 7/8, E. L. A.		M+15	5	1.00		\$116,848.00	\$79,467.50	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grades 7/8, S. S.		M+15	1	1.00		\$116,750.00	\$64,686.00	
West Somerville Neighborhood School	W. S. N. S.	Teacher	Grades 7/8, Science	25	M+0	11	1.00		\$108,746.00	\$111,666.00	
West Somerville Neighborhood School	W. S. N. S.	Paraprofessional	SMILE	6	HQ	7	1.00		\$39,675.00	\$41,266.00	
West Somerville Neighborhood School	W. S. N. S.	Paraprofessional	Kindergarten	16	HQ	9	1.00		\$42,070.00	\$43,175.00	
West Somerville Neighborhood School	W. S. N. S.	Paraprofessional	Kindergarten	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
West Somerville Neighborhood School	W. S. N. S.	Paraprofessional	Grade 1	2	B+0	3	1.00		\$41,235.00	\$42,883.00	
West Somerville Neighborhood School	W. S. N. S.	Utility Aide (AM)	AM	1			0.47		\$13,702.50	\$14,079.32	
West Somerville Neighborhood School	W. S. N. S.	Utility Aide (AM)	AM	1			0.47		\$13,526.48	\$13,116.00	
West Somerville Neighborhood School	W. S. N. S.	Building Substitute					1.00		\$27,000.00	\$27,450.00	
West Somerville Neighborhood School	W. S. N. S.	Building Substitute					1.00		\$27,000.00	\$27,450.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Principal		7	CAGS		1.00		\$167,330.00	\$172,890.33	
Winter Hill Community Innovation School	W. H. C. I. S.	Elementary Assistant Principal (k-8)		9	CAGS	2	1.00		\$143,750.00	\$150,428.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Dean of Students	Principal's Office	3	M+0	9	1.00		\$96,841.00	\$104,555.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Head Clerk 1 - 205		24		10	1.00		\$60,473.00	\$62,554.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Comm. Engagement Specialist					1.00		\$0.00	\$46,800.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 1	5	M+0	7	1.00		\$78,250.50	\$86,269.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 1 Integrated SEIP	12	M+45	11	1.00		\$115,162.00	\$118,286.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 2	4	M+0	5	1.00		\$72,510.00	\$78,425.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 2 Integrated SEIP	13	M+30	11	1.00		\$113,338.00	\$116,412.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 3		M+0	6	1.00		\$115,688.00	\$82,349.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 3	8	M+15	10	1.00		\$94,059.00	\$101,283.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 4	27	CAGS	11	1.00		\$117,750.00	\$120,918.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 4	31	M+45	11	1.00		\$114,338.00	\$120,636.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 5	16	M+30	11	1.00		\$113,688.00	\$116,762.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 5	16	M+30	11	1.00		\$113,688.00	\$116,762.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 6 MATH/SCIENCE	6	M+75	7	1.00		\$90,860.00	\$97,535.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 6, E. L. A. / S. S.	10	CAGS15	11	1.00		\$116,848.00	\$120,061.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grade 7/8 ELA	18	M+0	11	1.00		\$108,096.00	\$111,016.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grades 7/8, Math	14	M+0	11	1.00		\$108,096.00	\$111,016.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grades 7/8, S. S.	9	M+60	11	1.00		\$106,413.00	\$118,368.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grades 7/8, S. S.		B+15	3	0.50		\$0.00	\$33,776.50	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Grades 7/8, Science/Math	5	M+15	8	1.00		\$85,946.00	\$92,148.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Kindergarten	17	M+30	11	1.00		\$113,688.00	\$116,762.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	Kindergarten	10	M+30	11	1.00		\$111,788.00	\$114,862.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Teacher	SMILE	6	M+15	7	1.00		\$82,173.00	\$88,309.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Paraprofessional	SMILE	7	AA	8	1.00		\$42,250.00	\$43,912.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Paraprofessional	Kindergarten	3	B+0	4	1.00		\$41,750.00	\$43,412.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Paraprofessional	Kindergarten	1	HQ	2	1.00		\$36,600.00	\$38,121.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Paraprofessional	Grade 1		HQ	1	1.00		\$41,235.00	\$37,591.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Building Substitute					1.00		\$27,000.00	\$27,450.00	
Winter Hill Community Innovation School	W. H. C. I. S.	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
Multilingual Learner Education	Superintendent of Schools	Director of Multilingual Learner Ed		5	CAGS		1.00		\$150,000.00	\$156,625.00	
Multilingual Learner Education	District Wide	Assistant Director MLE	MLE Programs	2	PHD	2	1.00		\$149,000.00	\$155,579.00	
Multilingual Learner Education	District Wide	MLE Curric. & Instruc. Specialist	ESL	2	M+60	11	1.00		\$115,200.00	\$118,368.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Multilingual Learner Education	District Wide	Principal Clerk 2		3		4	1.00		\$62,693.00	\$65,219.50	
Multilingual Learner Education	Argenziano School	Adjustment Counselor	Bilingual	1	M+0	2	1.00		\$61,259.00	\$66,860.00	
Multilingual Learner Education	Healey School	Adjustment Counselor	Bilingual		M+0	6	1.00		\$0.00	\$82,549.00	
Multilingual Learner Education	W. H. C. I. S.	Adjustment Counselor	Bilingual - Portuguese	2	CAGS	3	1.00		\$73,150.00	\$79,332.00	
Multilingual Learner Education	W. H. C. I. S.	Adjustment Counselor	Soc Emotional / SLIFE	3	M+0	9	1.00		\$87,977.00	\$94,969.00	
Multilingual Learner Education	S. H. S.	ELL Pathway / GOAL Counselor		8			0.40		\$47,184.50	\$48,482.07	
Multilingual Learner Education	E. S. C. S.	ESL Literacy Specialist	ESL	16	CAGS	11	1.00		\$117,100.00	\$120,268.00	
Multilingual Learner Education	Argenziano School	ESL Specialist	ESL	1	M+15	11	1.00		\$106,196.00	\$111,052.00	
Multilingual Learner Education	Argenziano School	ESL Specialist	ESL	11	M+75	11	1.00		\$115,200.00	\$120,764.50	
Multilingual Learner Education	Argenziano School	ESL Specialist	ESL	1	M+60	5	1.00		\$72,510.00	\$86,671.00	
Multilingual Learner Education	Argenziano School	ESL Specialist	ESL	16	M+45	11	1.00		\$115,512.00	\$118,636.00	
Multilingual Learner Education	Brown .60 / Kennedy .40	ESL Specialist	ESL	22	M+75	11	1.00		\$117,400.00	\$122,261.00	
Multilingual Learner Education	District Wide	ESL Specialist	ESL				1.00		\$0.00	\$80,000.00	
Multilingual Learner Education	E. S. C. S.	ESL Specialist	ESL		M+0	10	1.00		\$85,363.00	\$99,433.00	
Multilingual Learner Education	E. S. C. S.	ESL Specialist	ESL		M+45	8	1.00		\$0.00	\$97,130.00	
Multilingual Learner Education	E. S. C. S.	ESL Specialist	ESL	14	M+30	11	1.00		\$113,338.00	\$116,762.00	
Multilingual Learner Education	E. S. C. S.	ESL Specialist	ESL	16	CAGS	11	1.00		\$117,100.00	\$120,268.00	
Multilingual Learner Education	E. S. C. S. .80 / CAP .20	ESL Specialist	ESL	16	M+30	11	1.00		\$113,688.00	\$116,762.00	
Multilingual Learner Education	FC .50 / NW .50	ESL Specialist	ESL	1	M+45	2	1.00		\$67,296.00	\$73,324.00	
Multilingual Learner Education	Healey School	ESL Specialist	ESL	13	M+45	11	1.00		\$115,162.00	\$118,286.00	
Multilingual Learner Education	Healey School	ESL Specialist	ESL		CAGS	8	1.00		\$61,059.00	\$100,020.00	
Multilingual Learner Education	Healey School	ESL Specialist	ESL	17	M+60	11	1.00		\$115,512.00	\$120,268.00	
Multilingual Learner Education	Healey School	ESL Specialist	ESL	1	M+30	7	1.00		\$85,363.00	\$91,802.00	
Multilingual Learner Education	Kennedy School	ESL Specialist	ESL				1.00		\$106,196.00	\$80,000.00	
Multilingual Learner Education	W. H. C. I. S.	ESL Specialist	ESL	10	M+30	11	1.00		\$111,788.00	\$114,862.00	
Multilingual Learner Education	W. H. C. I. S.	ESL Specialist	ESL	23	CAGS15	11	1.00		\$119,048.00	\$122,261.00	
Multilingual Learner Education	W. H. C. I. S.	ESL Specialist	ESL	11	M+60	11	1.00		\$115,956.00	\$119,918.00	
Multilingual Learner Education	W. H. C. I. S.	ESL Specialist	ESL	5	M+30	11	1.00		\$111,788.00	\$114,862.00	
Multilingual Learner Education	W. H. C. I. S.	ESL Specialist	ESL	12	M+30	11	0.50		\$56,669.00	\$58,206.00	
Multilingual Learner Education	W. H. C. I. S. .80 / Capuano .20	ESL Specialist	ESL	24	M+60	11	1.00		\$117,400.00	\$120,918.00	
Multilingual Learner Education	W. S. N. S.	ESL Specialist	ESL	11	M+60	11	1.00		\$0.00	\$119,918.00	
Multilingual Learner Education	S. H. S. .80 / SCALE .20	GOAL Program Specialist		1			1.00		\$98,000.00	\$100,695.00	
Multilingual Learner Education	District Wide	MLE Assessment & Placement Liaison	ESL	10			1.00		\$73,600.00	\$77,624.00	
Multilingual Learner Education	S. H. S.	Multilingual Education Program Coordinator	ELL Programs	2	M+0	2	1.00		\$134,860.00	\$141,394.00	
Multilingual Learner Education	District Wide	PT ELE ACAD SUPPORT COORD		14				0.40	\$21,031.89		\$21,610.26
Multilingual Learner Education	Argenziano School	Teacher	S. E. I. P. Gr. 1		M+15	8	1.00		\$56,282.00	\$92,148.00	
Multilingual Learner Education	Argenziano School	Teacher	S. E. I. P. Gr. 2	10	M+60	11	1.00		\$115,200.00	\$118,368.00	
Multilingual Learner Education	Argenziano School	Teacher	S. E. I. P. Gr. 3	16	M+75	11	1.00		\$117,100.00	\$121,114.50	
Multilingual Learner Education	Argenziano School	Teacher	S. E. I. P. Gr. 4	14	M+45	11	1.00		\$115,162.00	\$118,636.00	
Multilingual Learner Education	Argenziano School	Teacher	Grade 5 SEI		M+0	5	0.20	0.80	\$66,884.00	\$15,255.00	\$63,170.00
Multilingual Learner Education	E. S. C. S.	UNIDOS Program Specialist	UNIDOS		M+0	10	1.00		\$106,196.00	\$99,433.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Pre-K Sonrisa		B+0	1	1.00		\$68,692.00	\$46,264.00	
Multilingual Learner Education	E. S. C. S.	Teacher	UNIDOS, Kdgn.	4	B+15	4	1.00		\$64,547.50	\$71,197.00	
Multilingual Learner Education	E. S. C. S.	Teacher	UNIDOS, Kdgn; Spanish	6	M+60	7	1.00		\$89,212.00	\$95,842.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 1, Unidos	10	M+45	11	1.00		\$113,612.00	\$116,736.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 1, Unidos	5	M+30	6	1.00		\$81,381.00	\$87,711.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 2, Two-Way Spanish	2	B+15	8	1.00		\$77,489.00	\$85,606.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 3, Two-Way English	23	M+45	11	1.00		\$113,988.00	\$118,936.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 3, Two-Way Spanish	0	B+0	3	1.00		\$118,398.00	\$80,510.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 4, Two-Way Spanish	1	M+0	2	1.00		\$65,745.00	\$65,265.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 4, Unidos English		M+0	1	1.00		\$116,750.00	\$62,738.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 6 Sci / Soc Studies	2	M+15	4	1.00		\$89,345.00	\$76,573.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 6, Two-Way Sci./SS	8	M+75	11	1.00		\$116,848.00	\$120,061.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grades 7/8, Science Unidos		B+0	4	1.00		\$116,848.00	\$68,724.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 5 UNIDOS Spanish		M+0	3	1.00		\$66,884.00	\$70,581.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 5, Two-Way English		M+0	4	1.00		\$64,876.00	\$74,504.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grades 7/8, Two-Way ELA	2	M+0	8	1.00		\$83,960.00	\$90,191.00	
Multilingual Learner Education	Healey School	Teacher	Grade 1 SEI	10	M+0	11	1.00		\$106,196.00	\$109,116.00	
Multilingual Learner Education	Healey School	Teacher	Grade 2 SEI 1	3	CAGS15	9	1.00		\$98,991.00	\$105,891.00	
Multilingual Learner Education	Healey School	Teacher	Grade 3 SEI 1	4	M+15	11	1.00		\$98,572.00	\$111,052.00	
Multilingual Learner Education	Healey School	Teacher	Grade 4 SEI	2	M+0	3	1.00		\$64,876.00	\$70,581.00	
Multilingual Learner Education	Healey School	Teacher	Grade 5 SEI	2	M+0	7	1.00		\$80,145.00	\$86,269.00	
Multilingual Learner Education	S. H. S.	Teacher	ELL SAFE/SIFE	16	M+30	11	1.00		\$113,688.00	\$116,762.00	
Multilingual Learner Education	S. H. S.	Teacher	ESL	12	M+0	11	1.00		\$107,746.00	\$110,666.00	
Multilingual Learner Education	S. H. S.	Teacher	ESL	8	B+15	9	1.00		\$83,315.00	\$89,692.00	
Multilingual Learner Education	S. H. S.	Teacher	ESL	24	M+75	11	1.00		\$70,691.00	\$120,061.00	
Multilingual Learner Education	S. H. S.	Teacher	ESL	3	B+15	11	1.00		\$101,137.00	\$103,918.00	
Multilingual Learner Education	S. H. S.	Teacher	ESL	2	M+15	11	1.00		\$98,572.00	\$111,052.00	
Multilingual Learner Education	S. H. S.	Teacher	ESL 9-12	4	M+15	6	1.00		\$76,326.00	\$84,433.00	
Multilingual Learner Education	W. H. C. I. S.	Teacher	ESL Science 6-8 Newcomer	6	M+15	11	1.00		\$108,080.00	\$111,052.00	
Multilingual Learner Education	W. H. C. I. S.	Teacher	Gr. 6 Newcomer Academy		M+0	11	1.00		\$64,876.00	\$109,116.00	
Multilingual Learner Education	W. H. C. I. S.	Teacher	Gr. 7-8 SLIFE	9	M+60	11	1.00		\$115,200.00	\$118,368.00	
Multilingual Learner Education	W. H. C. I. S.	Teacher	S. E. I. P. ESL/SS/Sci.		B+15	6	1.00		\$119,048.00	\$78,456.00	
Multilingual Learner Education	E. S. C. S.	Teacher	Grade 2, UNIDOS English	9	M+0	10	1.00		\$92,233.00	\$99,433.00	
Multilingual Learner Education	W. H. C. I. S.	Teacher	Gr. 6-8 Math Newcomer A	2	M+0	8	1.00		\$83,960.00	\$90,191.00	
Multilingual Learner Education	S. H. S. .80 / SCALE .20	Teacher (ESL / Goal)	GOAL	1	M+30	9	1.00		\$93,324.00	\$100,169.00	
Multilingual Learner Education	S. H. S.	Teacher - ML LITERACY SPECIALIST	.50 ESL / .50 LIT	9	M+60	10	1.00		\$99,821.00	\$109,339.00	
Multilingual Learner Education	Argenziano School	Paraprofessional	E. L. L., Gr. 3-4	28	HQ	9	1.00		\$42,370.00	\$43,475.00	
Multilingual Learner Education	Argenziano School	Paraprofessional	S. E. I. P. Gr. 1	26	AA	9	1.00		\$42,780.00	\$45,591.00	
Multilingual Learner Education	Argenziano School	Paraprofessional	S. E. I. P. Kdgn.	2	B+0	3	1.00		\$41,235.00	\$42,883.00	
Multilingual Learner Education	E. S. C. S.	Paraprofessional	Grade 1/2 UNIDOS	3	HQ	4	1.00		\$37,630.00	\$40,179.00	
Multilingual Learner Education	E. S. C. S.	Paraprofessional	Pre-K Sonrisa	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
Multilingual Learner Education	E. S. C. S.	Paraprofessional	Two-Way Kdgn.	28	HQ	9	1.00		\$42,370.00	\$43,475.00	
Multilingual Learner Education	E. S. C. S.	Paraprofessional	Two-Way, Grades 1-2	17	AA	9	1.00		\$44,130.00	\$45,291.00	
Multilingual Learner Education	E. S. C. S.	Paraprofessional	UNIDOS, Grade K	2	HQ	3	1.00		\$37,115.00	\$40,150.00	
Multilingual Learner Education	Healey School	Paraprofessional	ELL Grade 3	5	B+0	6	1.00		\$42,780.00	\$44,970.00	
Multilingual Learner Education	Healey School	Paraprofessional	ELL Grade 5		B+0	1	1.00		\$43,810.00	\$41,825.00	
Multilingual Learner Education	Healey School	Paraprofessional	Int. SEIP; Grade 1		HQ	1	1.00		\$40,720.00	\$37,591.00	
Multilingual Learner Education	W. H. C. I. S.	Paraprofessional	MLE SLIFE	6	B+0	7	1.00		\$43,795.00	\$45,500.00	
Multilingual Learner Education	W. H. C. I. S.	Paraprofessional	S. E. I. P.	10	B+0	9	1.00		\$45,340.00	\$47,058.00	
Multilingual Learner Education	W. H. C. I. S.	Paraprofessional	SEI	6	AA	7	1.00		\$41,735.00	\$43,383.00	
Multilingual Learner Education	Healey School	Paraprofessional (Bilingual)	ELL Grade 2	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
Multilingual Learner Education	Healey School	Paraprofessional (Bilingual)	ELL Grade 4	2	AA	3	1.00		\$39,175.00	\$40,766.00	
Multilingual Learner Education		Bus Monitors	ELL Programs						\$85,000.00	\$110,000.00	
School Counselor Services	Argenziano School	Dean of Students		3	M+30	11	1.00		\$118,201.50	\$126,723.00	
School Counselor Services	Argenziano School	Counselor Educator		1	M+0	10	1.00		\$92,233.00	\$99,433.00	
School Counselor Services	Brown School	Counselor Educator		7	M+45	11	1.00		\$113,612.00	\$116,736.00	
School Counselor Services	Capuano E. C. Ctr.	Counselor Educator		9	M+75	10	1.00		\$103,057.00	\$111,032.00	
School Counselor Services	E. S. C. S.	Dean of Students		4	M+0	7	1.00		\$108,746.00	\$95,177.00	
School Counselor Services	E. S. C. S.	Counselor Educator		6	M+0	10	1.00		\$92,233.00	\$99,433.00	
School Counselor Services	E. S. C. S.	Counselor Educator		12	M+15	11	1.00		\$107,746.00	\$112,602.00	
School Counselor Services	Healey School	Dean of Students		7	M+60	8	1.00		\$89,345.00	\$110,348.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
School Counselor Services	Healey School	Counselor Educator		2	M+0	1	1.00		\$110,630.00	\$62,738.00	
School Counselor Services	Kennedy School	Counselor Educator		26	M+45	11	1.00		\$116,162.00	\$119,286.00	
School Counselor Services	Kennedy School	Teacher		26	M+15	11	1.00		\$110,630.00	\$113,602.00	
School Counselor Services	W. H. C. I. S.	Dean of Students		23	M+60	11	1.00		\$129,296.00	\$132,791.00	
School Counselor Services	W. H. C. I. S.	Counselor Educator		10	M+15	11	1.00		\$108,080.00	\$111,052.00	
School Counselor Services	W. S. N. S.	Counselor Educator		5	CAGS15	6	1.00		\$85,146.00	\$93,359.00	
School Counselor Services		Summer School Counselor Services							\$43,000.00	\$43,000.00	
Health & Physical Education	District Wide	Supervisor of Health / Phys Ed	K-12	19	M+0	4	1.00		\$131,600.00	\$138,373.00	
Health & Physical Education	Argenziano School	Teacher	Physical Education	30	M+60	11	1.00		\$119,100.00	\$122,268.00	
Health & Physical Education	Brown .50 /Capuano .50	Teacher	Physical Education		M+0	1	1.00		\$117,100.00	\$62,738.00	
Health & Physical Education	District Wide	Teacher	K-8 Health	1	M+0	11	1.00		\$106,196.00	\$109,116.00	
Health & Physical Education	District Wide	Teacher	K-8 Health		M+75	10	1.00		\$59,817.00	\$110,185.50	
Health & Physical Education	E. S. C. S.	Teacher	Physical Education	5	M+0	11	1.00		\$106,196.00	\$109,116.00	
Health & Physical Education	E. S. C. S. .60 / A. F. A. S. .40	Teacher	Health & Wellness	3	B+0	4	1.00		\$63,350.00	\$68,724.00	
Health & Physical Education	Healey School	Teacher	Physical Education	8	M+45	9	1.00		\$95,756.00	\$102,566.00	
Health & Physical Education	Kennedy School	Teacher	Physical Education	15	M+0	11	1.00		\$108,096.00	\$111,016.00	
Health & Physical Education	S. H. S.	Teacher	Health / Phys Ed	2	M+15	4	1.00		\$67,218.50	\$75,538.50	
Health & Physical Education	S. H. S.	Teacher	Health / Phys Ed	18	M+75	11	1.00		\$118,748.00	\$121,961.00	
Health & Physical Education	S. H. S.	Teacher	Health / Phys Ed	3	M+15	4	1.00		\$65,745.00	\$75,538.50	
Health & Physical Education	S. H. S.	Teacher	Health / Phys Ed	7	M+60	11	1.00		\$114,406.00	\$118,368.00	
Health & Physical Education	S. H. S.	Teacher	Physical Education	18	B+15	11	1.00		\$103,037.00	\$105,818.00	
Health & Physical Education	S. H. S.	Teacher	Physical Education	30	M+60	11	1.00		\$119,100.00	\$122,268.00	
Health & Physical Education	S. H. S.	Teacher	Physical Education	2	M+0	7	1.00		\$80,145.00	\$86,269.00	
Health & Physical Education	W. H. C. I. S.	Teacher	Physical Education	1	M+0	2	1.00		\$94,059.00	\$66,660.00	
Health & Physical Education	W. S. N. S.	Teacher	Physical Education	17	M+75	11	1.00		\$118,748.00	\$121,961.00	
Library - Media Services	District Wide	Supervisor of Library / Media Svc	Grades K-12	12	M+30	2	1.00		\$133,350.00	\$136,797.00	
Library - Media Services	Argenziano School	Librarian	Media Center	10	M+30	11	1.00		\$102,573.00	\$114,862.00	
Library - Media Services	Argenziano School	Utility Aide (AM) - LIBRARY	Library Aide				0.44		\$12,486.07	\$13,214.32	
Library - Media Services	Argenziano School	Utility Aide (PM) - LIBRARY	Library Aide	17			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	Brown .50 / Capuano .50	Librarian	Media Center	14	M+0	11	1.00		\$107,746.00	\$111,016.00	
Library - Media Services	Brown School	Utility Aide (AM) - LIBRARY	Library Aide	2			0.44		\$12,860.39	\$13,214.06	
Library - Media Services	Brown School	Utility Aide (PM) - LIBRARY	Library Aide				0.44		\$12,486.07	\$13,214.06	
Library - Media Services	Capuano E. C. Ctr.	Utility Aide (AM) - LIBRARY	Library Aide	5			0.44		\$12,486.07	\$12,860.65	
Library - Media Services	Capuano E. C. Ctr.	Utility Aide (PM) - LIBRARY	Library Aide	6			0.44		\$12,860.39	\$13,214.06	
Library - Media Services	District Wide	Teacher	Certified DLCS				1.00		\$82,349.00	\$80,000.00	
Library - Media Services	E. S. C. S.	Librarian	Media Center	5	M+60	11	1.00		\$115,200.00	\$118,368.00	
Library - Media Services	E. S. C. S.	Utility Aide (AM) - LIBRARY	Library Aide	1			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	E. S. C. S.	Utility Aide (PM) - LIBRARY	Library Aide	1			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	Healey School	Librarian	Media Center	17	M+60	11	1.00		\$117,100.00	\$120,268.00	
Library - Media Services	Healey School	Utility Aide (AM) - LIBRARY	Library Aide	8			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	Healey School	Utility Aide (PM) - LIBRARY	Library Aide	3			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	Kennedy School	Librarian	Media Center	9	M+15	10	1.00		\$94,059.00	\$101,283.00	
Library - Media Services	Kennedy School	Librarian	Media Center		M+0	1	1.00		\$94,059.00	\$86,269.00	
Library - Media Services	Kennedy School	Utility Aide (AM) - LIBRARY	Library Aide	7			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	Kennedy School	Utility Aide (PM) - LIBRARY	Library Aide	1			0.44		\$14,616.00	\$15,017.94	
Library - Media Services	S. H. S.	Utility Aide (PM) - LIBRARY	Library Aide	3			0.44		\$13,779.28	\$14,158.21	
Library - Media Services	S. H. S.	Librarian	Media Center	7	M+0	11	1.00		\$106,196.00	\$109,116.00	
Library - Media Services	S. H. S.	TV / MEDIA TEACHER	Media Center		B+0	1	0.60		\$23,132.00	\$34,698.00	
Library - Media Services	S. H. S. - Makerspace	Makerspace Library Assistant	Library Aide	1			0.60		\$36,050.00	\$22,224.83	
Library - Media Services	S. H. S. - Makerspace	Makerspace Library Assistant	Library Aide	1			0.40		\$36,050.00	\$14,816.55	
Library - Media Services	W. H. C. I. S.	Librarian	Media Center	22	M+60	11	1.00		\$115,812.00	\$120,568.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Library - Media Services	W. H. C. I. S.	Utility Aide (AM) - LIBRARY	Library Aide	14			0.44		\$12,860.65	\$13,214.32	
Library - Media Services	W. H. C. I. S.	Utility Aide (PM) - LIBRARY	Library Aide	3			0.44		\$12,860.62	\$13,214.29	
Library - Media Services	W. S. N. S.	Utility Aide (PM) - LIBRARY	Library Aide				0.44		\$12,484.00	\$13,214.00	
Library - Media Services	W. S. N. S.	Librarian	Media Center	11	M+60	11	1.00		\$115,200.00	\$119,918.00	
Library - Media Services	W. S. N. S.	Utility Aide (AM) - LIBRARY	Library Aide	18			0.44		\$12,860.65	\$13,214.32	
Art Program	District Wide	Supervisor of Art	Art	16	M+15	3	1.00		\$131,350.00	\$137,623.00	
Art Program	Argenziano School	Teacher	Art	16	M+45	11	1.00		\$113,688.00	\$118,636.00	
Art Program	Brown .50 / Capuano .50	Teacher	Art	3	M+0	4	1.00		\$68,692.00	\$74,504.00	
Art Program	E. S. C. S.	Teacher	Art	1	B+0	2	1.00		\$68,367.00	\$61,462.00	
Art Program	E. S. C. S. .60 / A. F. A. S. .40	Teacher	Art	3	B+0	4	1.00		\$63,350.00	\$68,724.00	
Art Program	Healey School	Teacher	Art	23	M+15	11	1.00		\$110,280.00	\$113,252.00	
Art Program	Kennedy School	Teacher	Art	2	M+0	3	1.00		\$64,876.00	\$70,581.00	
Art Program	S. H. S.	Teacher	Art	3	M+0	8	1.00		\$83,960.00	\$90,191.00	
Art Program	S. H. S.	Teacher	Art	2	M+0	3	1.00		\$64,876.00	\$70,581.00	
Art Program	S. H. S.	Teacher	Art	9	M+0	10	1.00		\$58,567.00	\$99,433.00	
Art Program	S. H. S. .50 / FCNW .50	Teacher	Art		M+0	3	1.00		\$87,292.00	\$70,581.00	
Art Program	W. H. C. I. S.	Teacher	Art	5	M+0	6	1.00		\$76,326.00	\$82,349.00	
Art Program	W. S. N. S.	Teacher	Art		M+0	3	1.00		\$56,282.00	\$70,581.00	
Athletics & Intramurals Program	District Wide	Director, Athletics / Intramurals	Athletics & Intramurals	6	PHD	4	1.00		\$152,860.00	\$159,470.00	
Athletics & Intramurals Program	District Wide	Ass't Athletics Director	Athletics & Intramurals	3			1.00		\$72,092.00	\$74,074.53	
Athletics & Intramurals Program	District Wide	Concussion Spec. & Head Athletic Trainer	Athletics	17			1.00		\$101,672.66	\$106,968.66	
Athletics & Intramurals Program	District Wide	Assistant Athletic Trainer	Athletics	2			1.00		\$54,400.00	\$55,896.00	
Athletics & Intramurals Program	S. H. S.	Fitness/Equip/Weight Rm Monitor							\$36,000.00	\$45,000.00	
Athletics & Intramurals Program	District Wide	Game Workers / Intramurals							\$386,036.00	\$402,736.00	
Music Program	District Wide	Supervisor of Music	K-12	26	M+75	3		1.00	\$145,100.00	\$148,623.00	
Music Program	Argenziano School	Teacher	Music	2	M+0	5	1.00		\$72,510.00	\$78,425.00	
Music Program	Capuano .50 / Brown .50	Teacher	Music	2	M+0	6	1.00		\$76,326.00	\$82,349.00	
Music Program	District Wide	Teacher	Strings				1.00		\$112,952.00	\$80,000.00	
Music Program	District Wide	Teacher	Strings	13	M+0	11	1.00		\$107,746.00	\$110,666.00	
Music Program	District Wide	Teacher	Music; Drumline	12	B+15	11	1.00		\$102,687.00	\$105,468.00	
Music Program	District Wide	Teacher	Instrumental	22	M+45	11	1.00		\$115,812.00	\$118,936.00	
Music Program	District Wide	Teacher	Music - Percussion	1	M+0	11		0.40	\$42,478.40		\$54,558.00
Music Program	District Wide	Teacher	Strings	1	M+30	6		1.00	\$81,381.00		\$87,711.00
Music Program	District Wide	Teacher	K-8 Strings Specialist	4	M+0	7	0.70		\$56,101.50	\$60,388.30	
Music Program	District Wide	Teacher	Band & Instrument	0	M+0	6	1.00		\$63,350.00	\$82,349.00	
Music Program	E. S. C. S.	Teacher	Music		M+0	4	1.00		\$108,080.00	\$74,504.00	
Music Program	E. S. C. S. .60 / A. F. A. S. .40	Teacher	Music	2	B+15	11	1.00		\$101,137.00	\$103,918.00	
Music Program	Healey School	Teacher	Music				1.00		\$118,748.00	\$80,000.00	
Music Program	Kennedy School	Teacher	Music	9	M+15	11	1.00		\$108,080.00	\$111,052.00	
Music Program	S. H. S.	Teacher	Music	11	B+0	11	0.20		\$20,088.80	\$20,702.60	
Music Program	S. H. S.	Teacher	Music	5	M+0	6	0.60		\$45,795.60	\$49,409.40	
Music Program	S. H. S.	Teacher	Choral Director	2	M+0	11	1.00		\$96,772.00	\$109,116.00	
Music Program	S. H. S. .80 / DW .20	Teacher	Music / Theatre Arts	7	M+30	8	1.00		\$89,345.00	\$95,891.00	
Music Program	W. H. C. I. S.	Teacher	Music	16	M+15	11	1.00		\$109,980.00	\$112,952.00	
Music Program	W. H. C. I. S.	Teacher	Theatre Arts	10	M+45	11		1.00	\$102,573.00		\$116,736.00
Music Program	W. S. N. S.	Teacher	Music	2	B+0	6	1.00		\$70,418.00	\$75,987.00	
Music Program	E. S. C. S. - dw music	Director of El Sistema	El Sistema - Grades K-8	8				1.00	\$80,561.95		\$84,277.41
Music Program	E. S. C. S.	El Sistema Admin Ass't	El Sistema	7				0.60	\$27,666.95		\$28,427.79
Music Program	E. S. C. S.	El Sistema Bass Teaching Artist	El Sistema	6				0.28	\$19,948.94		\$20,497.54
Music Program	E. S. C. S.	El Sistema Brass Teaching Artist	El Sistema	1			0.40		\$37,241.67	\$38,265.81	
Music Program	E. S. C. S.	El Sistema Cello Teaching Artist	El Sistema	2				0.47	\$33,251.49		\$34,165.91

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Music Program	E. S. C. S.	El Sistema Cello Teaching Artist	El Sistema	2			0.15	0.30	\$31,344.65	\$9,817.35	\$22,389.28
Music Program	E. S. C. S.	El Sistema High School Mentor	El Sistema	2			0.25		\$3,121.10	\$3,121.10	
Music Program	E. S. C. S.	El Sistema High School Mentor	El Sistema	1			0.25		\$3,121.10	\$6,379.20	
Music Program	E. S. C. S.	El Sistema Strings Teaching Artist	El Sistema	2				0.38	\$22,278.90		\$22,947.27
Music Program	E. S. C. S.	El Sistema Substitute Teaching Artist	El Sistema	2			0.47		\$31,344.65	\$32,206.63	
Music Program	E. S. C. S.	El Sistema Violin Teacher	El Sistema	9			0.47		\$34,251.15	\$35,193.05	
Music Program	E. S. C. S.	El Sistema Violin Teacher	EL SISTEMA Middle School	2	M+0	3	0.40		\$43,230.21	\$44,419.05	
Music Program	E. S. C. S.	El Sistema Violin/Viola Teacher	EL SISTEMA Middle School	1			0.40		\$41,971.08	\$43,230.21	
Music Program	E. S. C. S.	El Sistema Violin/Viola Teaching Artist	El Sistema	1			0.51		\$33,253.54	\$34,168.01	
Music Program	E. S. C. S.	El Sistema Wind Teacher	El Sistema	2			0.28		\$18,068.61	\$18,610.66	
SHS Principal's Office	S. H. S.	Principal		22			1.00		\$173,480.00	\$179,681.95	
SHS Principal's Office	S. H. S.	High School Assistant Principal	Highland Community	5	M+45	3	1.00		\$144,000.00	\$147,754.00	
SHS Principal's Office	S. H. S.	High School Assistant Principal	Beacon Community	26	M+45	4	1.00		\$148,500.00	\$155,004.00	
SHS Principal's Office	S. H. S.	High School Associate Principal		13	CAGS	4	1.00		\$161,927.00	\$165,565.00	
SHS Principal's Office	S. H. S.	High School Assistant Principal	Elm Community	2	M+15	2	1.00		\$133,500.00	\$139,928.00	
SHS Principal's Office	S. H. S.	High School Assistant Principal	Broadway Community	13	M+75	2	1.00		\$149,250.00	\$152,928.00	
SHS Principal's Office	S. H. S.	Dean of Students	Elm Community - MLE	11	M+45	11	1.00		\$125,343.00	\$130,340.00	
SHS Principal's Office	S. H. S.	Dean of Students	Highland Community	5	M+0	11	1.00		\$117,162.00	\$120,384.00	
SHS Principal's Office	S. H. S.	Dean of Students	Beacon Community	20	M+15	11	1.00		\$119,362.00	\$124,720.00	
SHS Principal's Office	S. H. S.	Dean of Students	Broadway Community	2	M+0	11	1.00		\$90,985.00	\$120,384.00	
SHS Principal's Office	S. H. S.	Head Clerk 2 SHS Full Year		3		3	1.00		\$70,238.00	\$74,751.00	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - Full Year		23		10	1.00		\$62,900.00	\$65,385.00	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - Full Year	CTE	3		4	1.00		\$52,887.00	\$57,395.00	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - Full Year	MLE Community	0		2	1.00		\$47,258.00	\$56,409.00	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - 184	Floating	0		1	1.00		\$39,683.00	\$37,986.00	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - 184		12		10	1.00		\$50,546.00	\$52,296.50	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - 184		17		10	1.00		\$50,796.00	\$52,803.00	
SHS Principal's Office	S. H. S.	Senior Clerk 2 - 184		11		9	1.00		\$50,053.00	\$51,786.00	
SHS Principal's Office	S. H. S.	Coop Ed & Work Based Learning Program Dir		10	M+45	3	1.00		\$141,980.00	\$148,421.00	
SHS Principal's Office	S. H. S.	Comm Engagement Supervisor 210		2			1.00		\$73,542.00	\$75,564.41	
SHS Principal's Office	S. H. S.	Comm Engagement Spec 210		2			1.00		\$63,036.00	\$64,769.49	
SHS Principal's Office	S. H. S.	Comm Engagement Spec 185		2			1.00		\$52,530.00	\$53,974.58	
SHS Principal's Office	S. H. S.	Comm Engagement Spec 210		2			1.00		\$63,036.00	\$64,769.49	
SHS Principal's Office	S. H. S.	Comm Engagement Spec 185		1			1.00		\$50,000.00	\$51,375.00	
SHS Principal's Office	S. H. S.	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	S. H. S.	Building Substitute					1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	W.H.C.I.S	Building Substitute		2			1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	S. H. S.	Building Substitute		2			1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	W.H.C.I.S	Building Substitute					1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	S. H. S.	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	S. H. S.	Building Substitute		2			1.00		\$27,000.00	\$27,450.00	
SHS Principal's Office	S. H. S.	Utility Aide (PM)	PM	1			0.24		\$13,526.48	\$8,550.00	
SHS Principal's Office	S. H. S.	Utility Aide (PM)	PM	1			0.24		\$13,526.48	\$8,550.00	
SHS English Language Arts	S. H. S.	Dept. Chair-English Lang Arts (9-12)	English Language Arts (9-1	11	M+30	3	1.00		\$133,350.00	\$139,623.00	
SHS English Language Arts	S. H. S.	Teacher	English	5	M+0	6	1.00		\$80,145.00	\$82,349.00	
SHS English Language Arts	S. H. S.	Teacher	English	1	M+0	6	1.00		\$76,326.00	\$82,349.00	
SHS English Language Arts	S. H. S.	Teacher	English	11	M+45	11	1.00		\$113,612.00	\$118,286.00	
SHS English Language Arts	S. H. S.	Teacher	English	10	M+15	11	1.00		\$108,080.00	\$111,052.00	
SHS English Language Arts	S. H. S.	Teacher	English	11	CAGS	11	1.00		\$115,200.00	\$119,918.00	
SHS English Language Arts	S. H. S.	Teacher	English	18	M+15	11	1.00		\$108,096.00	\$112,952.00	
SHS English Language Arts	S. H. S.	Teacher	English		M+0	6	1.00		\$0.00	\$82,349.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
SHS English Language Arts	S. H. S.	Teacher	English	16	M+0	11	1.00		\$108,096.00	\$111,016.00	
SHS English Language Arts	S. H. S.	Teacher	English	7	M+30	11	1.00		\$111,788.00	\$114,862.00	
SHS English Language Arts	S. H. S.	Teacher	English	1	M+0	2	1.00		\$61,059.00	\$66,660.00	
SHS English Language Arts	S. H. S.	Teacher	English	15	M+0	11	1.00		\$108,096.00	\$111,016.00	
SHS English Language Arts	S. H. S.	Teacher	English				1.00		\$116,162.00	\$80,000.00	
SHS English Language Arts	S. H. S.	Teacher	English				1.00		\$119,100.00	\$80,000.00	
SHS Counseling Services	S. H. S.	Dept. Chair School Counseling		1	CAGS15	1	1.00		\$135,100.00	\$138,472.00	
SHS Counseling Services	District Wide	Director Of Career & College Readiness	College & Readiness	11	M+0	3	1.00		\$134,480.00	\$140,921.00	
SHS Counseling Services	S. H. S. / TECHNOGY DEPT.	SHS Registrar & Data Supervisor		25			1.00		\$75,000.00	\$80,562.50	
SHS Counseling Services	S. H. S.	Principal Clerk 2		5		7	1.00		\$64,909.00	\$68,025.00	
SHS Counseling Services	S. H. S.	Academic Tutor	BRIDGE	2			0.40		\$15,742.96	\$16,175.89	
SHS Counseling Services	S. H. S.	Academic Tutor	Rise Program				1.00		\$45,175.80	\$55,888.00	
SHS Counseling Services	S. H. S.	Bilingual Adjustment Counselor			M+0	7	1.00		\$101,609.00	\$86,469.00	
SHS Counseling Services	S. H. S.	Bilingual Reg. Ed. Adjustment Counselor			M+0	4	1.00		\$111,988.00	\$74,704.00	
SHS Counseling Services	S. H. S.	College & Career Counselor	College & Readiness	2	M+15	10	1.00		\$94,059.00	\$101,283.00	
SHS Counseling Services	S. H. S.	Counselor		3	M+45	4	1.00		\$70,691.00	\$80,603.00	
SHS Counseling Services	S. H. S.	Counselor		8	M+60	11	1.00		\$115,200.00	\$118,368.00	
SHS Counseling Services	S. H. S.	Counselor		17	M+45	11	1.00		\$115,512.00	\$118,636.00	
SHS Counseling Services	S. H. S.	Counselor		17	M+30	11	1.00		\$109,980.00	\$116,762.00	
SHS Counseling Services	S. H. S.	Counselor		13	M+45	11	1.00		\$114,250.00	\$118,286.00	
SHS Counseling Services	S. H. S.	Counselor		3	M+60	7	1.00		\$87,624.00	\$95,842.00	
SHS Counseling Services	S. H. S.	Counselor		5	M+15	6	1.00		\$78,355.00	\$84,433.00	
SHS Counseling Services	S. H. S.	Redirect Academic Tutor	BRIDGE Redirect	1			0.40		\$15,284.42	\$15,704.75	
SHS Counseling Services	S. H. S.	Reg. Ed. Adjustment Counselor		22	M+0	11	1.00		\$108,396.00	\$111,316.00	
SHS Counseling Services	S. H. S.	Reg. Ed. Adjustment Counselor		5	M+0	6	1.00		\$76,526.00	\$82,549.00	
SHS Counseling Services	S. H. S.	RISP Coordinator	RISP Coordinator	1	B+0	2	1.00		\$56,282.00	\$61,462.00	
SHS Counseling Services	S. H. S.	Teacher	RISE	4	M+75	11	1.00		\$116,848.00	\$120,061.00	
SHS Mathematics Department	S. H. S.	Dept. Chair Mathematics	(9-12)	20	M+45	4	1.00		\$139,600.00	\$145,873.00	
SHS Mathematics Department	S. H. S.	Teacher	Math				0.60		\$109,980.00	\$48,000.00	
SHS Mathematics Department	S. H. S.	Teacher	ALGEBRA 1 & 2 / GEOMET	7	M+75	11	1.00		\$108,061.00	\$120,061.00	
SHS Mathematics Department	S. H. S.	Teacher	Algebra 2	22	M+45	11	1.00		\$115,812.00	\$118,936.00	
SHS Mathematics Department	S. H. S.	Teacher	Statistics/Algebra 2/MCAS	17	M+30	11	1.00		\$113,688.00	\$116,762.00	
SHS Mathematics Department	S. H. S.	Teacher	ADV MATH / ALG2 / PATH	7	M+30	11	1.00		\$98,572.00	\$114,862.00	
SHS Mathematics Department	S. H. S.	Teacher	Stats/Geometry/Pre-Calc	3	M+0	8	1.00		\$83,960.00	\$90,191.00	
SHS Mathematics Department	S. H. S.	Teacher	Algebra1&2 Honors,Geo H	9	M+0	10	1.00		\$92,233.00	\$99,433.00	
SHS Mathematics Department	S. H. S.	Teacher	Geometry, Algebra 2	15	M+30	11	1.00		\$109,980.00	\$116,762.00	
SHS Mathematics Department	S. H. S.	Teacher	Alg,Math Cons 1, precalc	10	M+15	11	1.00		\$98,572.00	\$111,052.00	
SHS Mathematics Department	S. H. S.	Teacher	GEOMETRY/ALGEBRA 1 &	7	M+0	11	1.00		\$106,196.00	\$109,116.00	
SHS Mathematics Department	S. H. S.	Teacher	Calc/Alg1/data anal/discre	7	B+0	9	1.00		\$81,021.00	\$87,452.00	
SHS Mathematics Department	S. H. S. .60 / DW .40	Teacher	Math .60 / MS Calc Proj .40	11	M+0	11	1.00		\$106,196.00	\$110,666.00	
SHS Mathematics Department	S. H. S.	Teacher	Precalculus	4	M+0	5	1.00		\$72,510.00	\$78,425.00	
SHS Mathematics Department	S. H. S.	Teacher	Geom/Exp Comp Sci / Mat	3	M+75	11	1.00		\$116,848.00	\$120,061.00	
SHS Mathematics Department	S. H. S.	Teacher	Math	3	M+30	11	0.60		\$64,848.00	\$91,889.60	
SHS Mathematics Department	S. H. S.	Teacher	Geometry, Algebra	2	M+60	10	1.00		\$99,821.00	\$109,339.00	
SHS Mathematics Department	S. H. S.	Teacher	Math		M+45	5	1.00		\$86,269.00	\$85,855.00	
SHS Science Department	S. H. S.	Dept. Chair - Science (9-12)	Sciences (9-12)	9	M+30	4	1.00		\$133,100.00	\$142,373.00	
SHS Science Department	S. H. S.	Teacher	Biology	17	M+0	11	1.00		\$108,096.00	\$111,016.00	
SHS Science Department	S. H. S.	Teacher	Biology	1	M+0	7	1.00		\$80,145.00	\$86,269.00	
SHS Science Department	S. H. S.	Teacher	Biology	10	M+0	11	1.00		\$106,196.00	\$109,116.00	
SHS Science Department	S. H. S.	Teacher	Chemistry	1	M+0	2	1.00		\$113,395.00	\$66,660.00	
SHS Science Department	S. H. S.	Teacher	Biology	17	M+60	11	1.00		\$117,100.00	\$120,268.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
SHS Science Department	S. H. S.	Teacher	Physics	10	M+45	11	1.00		\$104,824.00	\$116,736.00	
SHS Science Department	S. H. S.	Teacher	Biology	7	M+30	8	1.00		\$85,946.00	\$94,019.50	
SHS Science Department	S. H. S.	Teacher	Chemistry	11	M+60	11	1.00		\$113,612.00	\$119,918.00	
SHS Science Department	S. H. S.	Teacher	Physics	22	M+60	11	1.00		\$117,400.00	\$120,568.00	
SHS Science Department	S. H. S.	Teacher	Physics	2	M+75	3	1.00		\$74,598.00	\$80,825.00	
SHS Science Department	S. H. S.	Teacher	Earth Space	11	M+0	11	1.00		\$106,196.00	\$110,666.00	
SHS Science Department	S. H. S.	Teacher	Physics	1	CAGS15	11	1.00		\$116,848.00	\$120,061.00	
SHS Science Department	S. H. S.	Teacher	SEI - Biology	2	M+0	3	1.00		\$64,876.00	\$70,581.00	
SHS Science Department	S. H. S.	Teacher	Chemistry				1.00		\$120,918.00	\$80,000.00	
SHS Social Studies Department	S. H. S.	Dept. Chair - Social Studies (9-12)	Social Studies (9-12)	12	M+60	2	1.00		\$138,350.00	\$141,797.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	14	M+30	11	1.00		\$113,338.00	\$116,762.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	14	CAGS	11	1.00		\$116,750.00	\$120,268.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	11	M+0	11	1.00		\$106,196.00	\$110,666.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	5	M+15	9	1.00		\$89,682.00	\$96,646.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	7	M+30	11	1.00		\$111,788.00	\$114,862.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	1	M+15	10	1.00		\$94,059.00	\$101,283.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies		M+0	1	1.00		\$87,624.00	\$62,738.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	1	M+0	2	1.00		\$61,059.00	\$66,660.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	26	M+30	11	1.00		\$114,338.00	\$117,412.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	2	M+15	11	1.00		\$106,196.00	\$110,084.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	4	M+30	8	1.00		\$85,946.00	\$95,891.00	
SHS Social Studies Department	S. H. S.	Teacher	Social Studies	1	M+0	8	1.00		\$83,960.00	\$90,191.00	
Vocational Education Program	S. H. S.	Director CVTE	Career, Voc & Technical Ed	3	M+30	2	1.00		\$157,445.00	\$159,610.00	
Vocational Education Program	S. H. S.	Teacher	Auto Repair		M+15	9	1.00		\$101,894.00	\$97,096.00	
Vocational Education Program	S. H. S.	Teacher	Auto Repair	1	M+15	10	1.00		\$94,509.00	\$101,733.00	
Vocational Education Program	S. H. S.	Teacher	Business	13	M+75	11	1.00		\$118,848.00	\$122,411.00	
Vocational Education Program	S. H. S.	Teacher	Carpentry	9	M+15	11	1.00		\$108,530.00	\$111,502.00	
Vocational Education Program	S. H. S.	Teacher	Carpentry	3	M+15	11	1.00		\$108,530.00	\$111,502.00	
Vocational Education Program	S. H. S.	Teacher	Child Development	12	M+30	11	1.00		\$113,788.00	\$116,862.00	
Vocational Education Program	S. H. S.	Teacher	Cosmetology	8	M+0	9	1.00		\$88,227.00	\$95,219.00	
Vocational Education Program	S. H. S.	Teacher	Cosmetology	20	B+15	11	1.00		\$103,787.00	\$106,568.00	
Vocational Education Program	S. H. S.	Teacher	Culinary Arts	21	M+30	11	1.00		\$110,730.00	\$117,512.00	
Vocational Education Program	S. H. S.	Teacher	Culinary Arts	6	M+60	11	1.00		\$115,650.00	\$118,818.00	
Vocational Education Program	S. H. S.	Teacher	Dental Assistant	9	M+0	11	1.00		\$106,646.00	\$109,566.00	
Vocational Education Program	S. H. S.	Teacher	Design & Visual Instructor	1	M+0	6	1.00		\$76,776.00	\$82,799.00	
Vocational Education Program	S. H. S.	Teacher	Drafting	12	M+0	11	1.00		\$108,196.00	\$111,116.00	
Vocational Education Program	S. H. S.	Teacher	Electrical		B+0	8	1.00		\$56,732.00	\$83,699.00	
Vocational Education Program	S. H. S.	Teacher	Electrical Tech Instructor	2	B+0	9	1.00		\$81,471.00	\$87,902.00	
Vocational Education Program	S. H. S.	Teacher	Graphic Communications	6	M+30	11	1.00		\$112,238.00	\$115,312.00	
Vocational Education Program	S. H. S.	Teacher	Health Careers	2	M+30	7	1.00		\$85,813.00	\$92,252.00	
Vocational Education Program	S. H. S.	Teacher	Health Careers	3	M+0	7	1.00		\$80,595.00	\$86,719.00	
Vocational Education Program	S. H. S.	Teacher	HVAC	1	B+0	9	1.00		\$81,471.00	\$87,902.00	
Vocational Education Program	S. H. S.	Teacher	Machine Technology	1	M+0	10	1.00		\$92,683.00	\$99,883.00	
Vocational Education Program	S. H. S.	Teacher	Metal Fabrication	3	M+0	7	1.00		\$80,595.00	\$86,719.00	
Vocational Education Program	S. H. S.	Teacher	Plumbing	3	M+15	11	1.00		\$108,530.00	\$111,502.00	
Vocational Education Program	S. H. S.	Teacher	Plumbing				1.00		\$0.00	\$80,000.00	
Vocational Education Program	S. H. S.	Paraprofessional	CTE	1	B+0	2	1.00		\$40,720.00	\$42,354.00	
Vocational Education Program	S. H. S.	Paraprofessional	CTE	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
Vocational Education Program	S. H. S.	Paraprofessional	CTE - Culinary		B+0	1	1.00		\$40,720.00	\$41,825.00	
World Languages Department	S. H. S.	Supervisor of World Languages	(K-12)	9	PHD	4	1.00		\$140,600.00	\$149,873.00	
World Languages Department	Argenziano School	Teacher	Spanish	5	M+45	8	1.00		\$91,689.00	\$98,389.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
World Languages Department	E. S. C. S. .50 / FC/NW .50	Teacher	Spanish (Grades 7-8)	1	M+0	7	1.00		\$80,145.00	\$86,269.00	
World Languages Department	E. S. C. S. .50 / S. H. S. .50	Teacher	Spanish (Grades 6-12)	4	B+15	5	1.00		\$85,220.00	\$74,835.00	
World Languages Department	Healey School	Teacher	Spanish	9	M+0	11	1.00		\$106,196.00	\$109,116.00	
World Languages Department	Kennedy School	Teacher	Spanish (Grade 7 & 8)	6	M+15	11	1.00		\$96,772.00	\$111,052.00	
World Languages Department	S. H. S.	Teacher	French	1	M+75	7	1.00		\$90,860.00	\$97,535.00	
World Languages Department	S. H. S.	Teacher	Italian	18	M+75	11	1.00		\$117,100.00	\$121,961.00	
World Languages Department	S. H. S.	Teacher	Spanish	15	M+60	11	1.00		\$115,512.00	\$120,268.00	
World Languages Department	S. H. S.	Teacher	Spanish	9	M+60	11	1.00		\$113,612.00	\$118,368.00	
World Languages Department	S. H. S.	Teacher	Spanish/Italian	14	M+75	11	1.00		\$115,162.00	\$121,114.50	
World Languages Department	S. H. S.	Teacher	World Language	2	M+60	5	1.00		\$81,080.00	\$87,487.00	
World Languages Department	S. H. S.	Teacher	Spanish 6-12	4	M+0	5	1.00		\$72,510.00	\$78,425.00	
World Languages Department	W. H. C. I. S.	Teacher	Spanish (Grades 6-8)	9	M+0	11	0.50		\$53,098.00	\$54,558.00	
World Languages Department	W. S. N. S.	Teacher	Spanish (Grades 7-8)		M+15	11	1.00		\$63,350.00	\$110,084.00	
Early Childhood Programs	District Wide	Director, Early Education & Care	Early Childhood	3			1.00		\$147,504.24	\$151,560.61	
Early Childhood Programs	District Wide	Grant Administrative Project Coord	Early Childhood	2				1.00	\$66,393.60		\$77,958.40
Early Childhood Programs	District Wide	Instructional Coach	Early Childhood	10	M+45	11	1.00		\$113,612.00	\$116,736.00	
Early Childhood Programs	District Wide	Instructional Coach / Access Spec	Early Childhood	8	CAGS15	11		1.00	\$116,848.00		\$136,374.00
Early Childhood Programs	District Wide	Instructional Coach	Early Childhood	10	M+30	11	1.00		\$111,788.00	\$114,862.00	
Early Childhood Programs	District Wide	Instructional Coach	Early Childhood	1	M+0	11		1.00	\$106,196.00		\$109,116.00
Early Childhood Programs	District Wide	Itinerant Occupational Therapist	Early Childhood						\$116,815.00		\$116,815.00
Early Childhood Programs	District Wide	Itinerant Speech & Lang Pathologist	Early Childhood	1	M+60	2	0.55	0.45	\$82,861.00	\$48,500.00	\$41,384.00
Early Childhood Programs	District Wide	BCBA	Early Childhood	1	M+45	5		1.00	\$87,916.00		\$97,520.00
Somerville Childcare Center	Somerville Childcare Center	Director	Childcare	31				1.00	\$74,293.37		\$76,336.43
Somerville Childcare Center	Somerville Childcare Center	Teacher	Childcare	29				1.00	\$47,885.54		\$49,202.40
Somerville Childcare Center	Somerville Childcare Center	Assistant Teacher	Childcare	5				1.00	\$40,973.40		\$42,100.17
Somerville Childcare Center	Somerville Childcare Center	Permanent Substitute	Childcare	2				0.31	\$9,848.02		\$10,100.40
Somerville Family Learning Collaborative	SFLC	Director	Somerville Family Learning	1			0.80	0.20	\$110,000.00	\$117,942.37	\$20,557.63
Somerville Family Learning Collaborative	SFLC	Director of Admissions & Student Placement		3			1.00		\$120,188.64	\$123,493.83	
Somerville Family Learning Collaborative	SFLC	Director	Parent Child Home Program	17			0.46	0.54	\$92,000.00	\$43,828.00	\$51,147.00
Somerville Family Learning Collaborative	BNHSS	Dir of Basic Needs & Housing Support Svc (BNHSS)		27			1.00		\$127,794.30	\$131,198.64	
Somerville Family Learning Collaborative	SFLC	Social Worker for Basic Needs & Housing Support Svcs	School-Based Family & Community	2			1.00		\$68,289.00	\$75,000.00	
Somerville Family Learning Collaborative	SFLC	SFLC Resources, Data, & Communications Coord	Somerville Family & Community	2			1.00		\$68,806.00	\$70,698.17	
Somerville Family Learning Collaborative	SFLC	Coord of Prenatal to School		1			1.00		\$86,700.00	\$85,000.00	
Somerville Family Learning Collaborative	SFLC	Early Beginnings Specialist	SFLC	1			1.00		\$44,557.00	\$45,782.32	
Somerville Family Learning Collaborative	SFLC	Enrollment Systems & Data Quality Assurance Coord	SFLC	28				1.00	\$74,106.00		\$78,308.17
Somerville Family Learning Collaborative	Enrollment Ctr.	Student Enrollment & Registration Specialist		28			1.00		\$63,033.55	\$68,266.97	
Somerville Family Learning Collaborative	Enrollment Ctr.	Student Enrollment & Registration Specialist		3			1.00		\$63,033.55	\$64,766.97	
Somerville Family Learning Collaborative	Enrollment Ctr.	Student Enrollment & Registration Specialist		29			1.00		\$64,333.55	\$68,266.97	
Somerville Family Learning Collaborative	SFLC	Home Visitors	Parent Child Home Program	6				0.40	\$19,240.28		\$19,769.39
Somerville Family Learning Collaborative	SFLC	Home Visitors	Parent Child Home Program	2				0.40	\$17,096.35		\$17,609.24
Somerville Family Learning Collaborative	SFLC	Home Visitors	Parent Child Home Program	5				0.40	\$21,069.71		\$21,649.13
Somerville Family Learning Collaborative	SFLC	Home Visitors	Parent Child Home Program	6				1.00	\$53,800.00		\$56,779.50
Somerville Family Learning Collaborative	SFLC	Home Visitors	Parent Child Home Program	1				1.00	\$38,280.00		\$39,332.70
Somerville Family Learning Collaborative	SFLC	Interpreter & Translator	Multilingual Services				1.00		\$54,392.00	\$55,887.78	
Somerville Family Learning Collaborative	SFLC	Interpreter & Translator	Multilingual Services	3			1.00		\$54,392.00	\$55,887.78	
Somerville Family Learning Collaborative	SFLC	Interpreter & Translator	Multilingual Services	4			1.00		\$54,392.00	\$55,887.78	
Somerville Family Learning Collaborative	SFLC	Multi Lingual Coordinator	Somerville Family & Community	4			1.00		\$68,800.00	\$70,692.00	
Somerville Family Learning Collaborative	SFLC	Parent English Class Coordinator		1				0.38	\$16,380.00		\$16,830.45
Somerville Family Learning Collaborative	SFLC	Playgroup & Family Education/Support Coord.	SFLC	2				1.00	\$56,268.03		\$57,815.41
Somerville Family Learning Collaborative	SFLC	Playgroup Facilitator	Family Support Programs	1				0.40	\$20,232.88		\$20,789.28
Somerville Family Learning Collaborative	SFLC	Playgroup Facilitator	Family Support Programs	8				0.10	\$2,130.18		\$2,188.76

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Somerville Family Learning Collaborative	SFLC	Playgroup Facilitator	Family Support Programs	4				0.10	\$2,275.56		\$2,343.83
Somerville Family Learning Collaborative	Enrollment Ctr.	Principal Clerk 2		8		9	1.00		\$67,043.00	\$69,382.50	
Somerville Family Learning Collaborative	S.H.S	Liaison	Welcome Center	1	HS	1	1.00		\$53,000.00	\$52,300.00	
Somerville Family Learning Collaborative	S.H.S	Liaison	Welcome Center	4	HS	5	1.00		\$53,000.00	\$56,533.00	
Somerville Family Learning Collaborative	Argenziano School	SFLC Liaison	School-Based Family & Cor	4	B+0	6	1.00		\$55,620.00	\$59,708.00	
Somerville Family Learning Collaborative	Capuano .60 / Healey .40	SFLC Liaison	School-Based Family & Cor	2	HS	4	1.00		\$53,000.00	\$55,475.00	
Somerville Family Learning Collaborative	District Wide	SFLC Liaison	School-Based Family & Cor	3	HS	3	1.00		\$50,470.00	\$54,416.00	
Somerville Family Learning Collaborative	E. S. C. S.	SFLC Liaison	School-Based Family & Cor	2	HS	3	1.00		\$51,970.00	\$54,416.00	
Somerville Family Learning Collaborative	E. S. C. S. .60 / Brown .40	SFLC Liaison	School-Based Family & Cor	2	HS	3	1.00		\$50,470.00	\$52,916.00	
Somerville Family Learning Collaborative	FC / NW & S. H. S.	SFLC Liaison	School-Based Family & Cor	2	M+0	3	1.00		\$56,090.00	\$58,650.00	
Somerville Family Learning Collaborative	Healey School	SFLC Liaison	School-Based Family & Cor	9	HS	7	1.00		\$56,090.00	\$58,650.00	
Somerville Family Learning Collaborative	Kennedy School	SFLC Liaison	School-Based Family & Cor	7	HS	7	1.00		\$54,590.00	\$57,150.00	
Somerville Family Learning Collaborative	S. H. S	SFLC Liaison	School-Based Family & Com		HS	1	1.00		\$53,560.00	\$52,300.00	
Somerville Family Learning Collaborative	W. H. C. I. S.	SFLC Liaison	School-Based Family & Cor	35	HS	7		1.00	\$56,090.00		\$58,650.00
Somerville Family Learning Collaborative	W. H. C. I. S.	SFLC Liaison	School-Based Family & Cor	12	B+0	7	0.40		\$23,676.84	\$24,770.20	
Somerville Family Learning Collaborative	W. S. N. S.	SFLC Liaison	School-Based Family & Cor	8	B+0	7	1.00		\$56,650.00	\$59,266.00	
Somerville Family Learning Collaborative	SFLC	Volunteer Coordinator	Volunteer Program	16			1.00		\$58,833.60	\$62,951.52	
Special Needs Program	Central Office	Director of Special Ed. Prog.	Special Needs	1			1.00		\$170,000.00	\$174,675.00	
Special Needs Program	Central Office	Assistant Director, Special Educ	Special Needs	12	M+45	3	1.00		\$155,000.00	\$163,084.00	
Special Needs Program	Full Circle / Next Wave	Asst Principal & SPED Dept. Coord	Special Education Program	9	CAGS	4	1.00		\$146,500.00	\$156,004.00	
Special Needs Program	Brown School	Dean of Students / Adj Counselor	Special Needs		M+75	8	1.00		\$116,362.00	\$112,216.00	
Special Needs Program	District Wide	Academic Evaluator	Special Needs		M+0	7	1.00		\$116,750.00	\$86,269.00	
Special Needs Program	District Wide	Academic Evaluator	Special Needs	29	M+60	11	1.00		\$119,100.00	\$122,268.00	
Special Needs Program	Argenziano School	Adjustment Counselor	Special Needs	24	M+45	11		1.00	\$116,362.00		\$119,486.00
Special Needs Program	Capuano E. C. Ctr./E. S. C. S.	Adjustment Counselor	Special Needs	7	M+30	11	0.10	0.90	\$111,988.00	\$13,276.38	\$101,785.62
Special Needs Program	E. S. C. S.	Adjustment Counselor	Special Needs	6	M+15	7	1.00		\$82,373.00	\$88,509.00	
Special Needs Program	Healey School	Adjustment Counselor	Special Needs	14	M+15	11		1.00	\$109,830.00		\$113,152.00
Special Needs Program	Kennedy School	Adjustment Counselor	Special Needs	10	CAGS	11	1.00		\$106,613.00	\$118,568.00	
Special Needs Program	S. H. S.	Adjustment Counselor	SPECIAL NEEDS / Path Tch	2	M+15	11	1.00		\$108,280.00	\$111,252.00	
Special Needs Program	S. H. S.	Adjustment Counselor	SPECIAL NEEDS	20	CAGS15	11	0.14	0.86	\$117,600.00	\$17,494.44	\$104,966.56
Special Needs Program	S. H. S.	Adjustment Counselor	Special Needs	28	M+15	11		1.00	\$110,830.00		\$113,802.00
Special Needs Program	S. H. S.	Adjustment Counselor	Special Needs/SPED	8	M+75	11	1.00		\$110,830.00	\$120,261.00	
Special Needs Program	S. H. S.	Adjustment Counselor	Special Needs	26	M+0	11	1.00		\$108,946.00	\$111,866.00	
Special Needs Program	W. H. C. I. S.	Adjustment Counselor	Special Needs		M+0	5	1.00		\$82,549.00	\$78,625.00	
Special Needs Program	W. S. N. S.	Adjustment Counselor	Special Needs	4	CAGS	5		1.00	\$81,280.00		\$87,687.00
Special Needs Program	District Wide	BCBA	Special Needs				1.00		\$0.00	\$80,000.00	
Special Needs Program	District Wide	BCBA	Special Needs	1	M+0	11	1.00		\$96,772.00	\$109,116.00	
Special Needs Program	District Wide	BCBA	Specialized Program	2	M+75	9	1.00		\$111,505.00	\$120,279.00	
Special Needs Program	District Wide	BCBA / Specialist / Home Trainer	Special Needs	17	M+15	11	1.00		\$100,472.00	\$112,952.00	
Special Needs Program	Capuano E. C. Ctr.	BCBA ASD	Special Needs / Autism	4	M+15	8	1.00		\$96,494.50	\$104,669.00	
Special Needs Program	W. H. C. I. S.	BCBA ASD Specialist	Special Needs / Autism	1	CAGS	11	0.12	0.88	\$130,851.00	\$15,513.46	\$118,936.54
Special Needs Program	W. H. C. I. S.	BCBA ASD Specialist	INCLUSION ASD	6	M+30	11	0.12	0.88	\$126,977.00	\$15,054.12	\$115,414.88
Special Needs Program	Capuano E. C. Ctr.	BCBA ASD Specialist	Special Needs / Autism	2	M+0	8	1.00		\$95,366.00	\$102,445.00	
Special Needs Program	W. H. C. I. S.	BCBA ASD Specialist	Special Needs / Autism	0	M+0	6	1.00		\$116,510.00	\$93,537.00	
Special Needs Program	Kennedy School	BCBA Specialist	Special Needs	2	M+15	11	0.12	0.88	\$111,966.00	\$14,554.74	\$111,586.26
Special Needs Program	Central Office	Head Clerk I - Full Year		38		9	1.00		\$76,118.00	\$79,115.00	
Special Needs Program	Central Office	Principal Account Clerk (Payroll / Accts Coord)		0		9	1.00		\$79,202.00	\$81,904.00	
Special Needs Program	Central Office	Principal Clerk 1 - Full Year		2		3	1.00		\$58,525.00	\$62,390.00	
Special Needs Program	Central Office	Principal Clerk 1 - Full Year				9	1.00		\$60,285.00	\$67,218.50	
Special Needs Program	Healey .50 / W.H.C.I.S. .50	IEP Team Leader	Special Needs	6	M+0	11	1.00		\$106,196.00	\$109,116.00	
Special Needs Program	A.F.A.S. .50 / W.S.N.S. .50	IEP Team Leader	SPED		M+0	11	1.00		\$106,196.00	\$109,116.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Special Needs Program	Capuano E. C. Ctr.	IEP Team Leader	SPED	1	M+0	11	1.00		\$106,196.00	\$109,116.00	
Special Needs Program	S. H. S.	IEP Team Leader	SPED	2	CAGS	11	1.00		\$115,200.00	\$118,368.00	
Special Needs Program	W.H.C.I.S. .50 / FC .25 NW .25	IEP Team Leader	SPED		M+15	11	1.00		\$108,080.00	\$111,052.00	
Special Needs Program	E. S. C. S. .60 / BROWN .40	IEP Team Leader	SPED		M+60	11	1.00		\$115,200.00	\$118,368.00	
Special Needs Program	S. H. S.	IEP Team Leader	SPED	1	M+30	11	1.00		\$111,788.00	\$114,862.00	
Special Needs Program	Kennedy School	IEP Team Leader	SPED	12	M+60	11	1.00		\$115,200.00	\$119,918.00	
Special Needs Program	Healey School	Inclusion Specialist	Special Needs	9	M+45	10	1.00		\$104,824.00	\$107,707.00	
Special Needs Program	W. S. N. S.	Inclusion Specialist	Special Needs	23	M+60	11	1.00		\$117,400.00	\$120,568.00	
Special Needs Program	E. S. C. S.	Inclusion Specialist	Special Needs/Resource Rm	15	M+15	11	1.00		\$109,980.00	\$112,952.00	
Special Needs Program	Kennedy School	Inclusion Specialist	Special Needs Resource Rm	17	M+60	11		1.00	\$117,100.00		\$120,268.00
Special Needs Program	W. H. C. I. S.	Inclusion Specialist	Special Needs	20	M+30	11		1.00	\$113,988.00		\$117,062.00
Special Needs Program	W. S. N. S.	Inclusion Specialist	Special Needs/Resource Rm	8	M+30	11	1.00		\$111,788.00	\$114,862.00	
Special Needs Program	Capuano E. C. Ctr.	Itinerant Speech Language Therapist	Special Needs	4	M+15	8	1.00		\$85,946.00	\$92,148.00	
Special Needs Program	W. S. N. S / W. H. C.. I. S.	Occupational Therapist	Special Needs	33	M+0		1.00		\$104,533.72	\$108,401.15	
Special Needs Program	W. H. C. I. S.	Occupational Therapist	Special Needs / AIM	7			1.00		\$100,633.72	\$104,901.14	
Special Needs Program	Kennedy School	Occupational Therapist	Special Needs	11				1.00	\$100,633.72		\$105,401.14
Special Needs Program	E. S. C. S. .70 / Brown .20/ NWFC .10	Occupational Therapist	Special Needs	25	M+0		1.00		\$102,833.72	\$106,901.15	
Special Needs Program	A. F. A. S. .50 / S. H. S. .50	Occupational Therapist	Special Needs	18			1.00		\$102,533.72	\$105,901.15	
Special Needs Program	Capuano E. C. Ctr.	Occupational Therapist	Special Needs	17			1.00		\$102,183.72	\$105,901.15	
Special Needs Program	Capuano E. C. Ctr.	Occupational Therapist	Special Needs	29			1.00		\$103,183.72	\$106,901.15	
Special Needs Program	Healey .80 / Kennedy SKIP lower .20	Occupational Therapist	Special Needs	3			1.00		\$100,633.72	\$103,401.15	
Special Needs Program	W. H. C. I. S.	Occupational Therapist	Special Needs / AIM	2			1.00		\$100,633.72	\$103,401.15	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	8	AA	9	1.00		\$42,765.00	\$44,441.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs / AIM	25	HQ	9	1.00		\$42,220.00	\$43,475.00	
Special Needs Program	S. H. S.	Paraprofessional	SHS Life Skills		HQ	1	1.00		\$42,070.00	\$37,591.00	
Special Needs Program	Kennedy School	Paraprofessional	SEEK	11	HQ	9	1.00		\$41,720.00	\$42,825.00	
Special Needs Program	W. S. N. S.	Paraprofessional	Special Needs	16	B+0	9	1.00		\$46,190.00	\$47,408.00	
Special Needs Program	Kennedy School	Paraprofessional	SKIP	7	HQ	8	1.00		\$45,537.00	\$47,362.00	
Special Needs Program	Kennedy School	Paraprofessional	Life Skills		B+0	1	1.00		\$44,050.00	\$45,000.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	9	B+0	9	1.00		\$45,340.00	\$46,558.00	
Special Needs Program	Healey School	Paraprofessional	Special Needs	9	HQ	9	0.15	0.85	\$41,220.00	\$6,550.94	\$35,774.06
Special Needs Program	Kennedy School	Paraprofessional	Special Needs; Life Skills	20	HQ	9	1.00		\$42,220.00	\$43,325.00	
Special Needs Program	Kennedy School	Paraprofessional	Special Needs	30	HQ	9	1.00		\$42,370.00	\$43,475.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs; ECIP	8	B+0	9	1.00		\$44,825.00	\$46,558.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs; ECIP	7	AA	8	1.00		\$42,250.00	\$45,412.00	
Special Needs Program	S. H. S.	Paraprofessional	Autism/Resource Rm	10	B+0	9	1.00		\$45,340.00	\$47,058.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	6	B+0	7	1.00		\$43,795.00	\$45,500.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs / AIM	6	B+0	7	0.15	0.85	\$43,795.00	\$7,016.24	\$38,483.76
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM SPED	1	B+0	2	1.00		\$42,780.00	\$48,065.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs / Autism		HQ	1	1.00		\$45,446.00	\$42,652.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM Classroom		B+0	1	1.00		\$46,208.00	\$47,463.00	
Special Needs Program	S. H. S.	Paraprofessional	Special Needs	1	M+0	2	1.00		\$43,810.00	\$45,529.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs/ Autism		HQ	1	1.00		\$40,900.00	\$42,652.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	20	AA	9	1.00		\$44,130.00	\$45,441.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional		2	AA	3	1.00		\$44,452.00	\$46,260.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM Classroom	8	M+0	9	1.00		\$47,915.00	\$49,733.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	ASD Classroom	3	HQ	4	1.00		\$42,696.00	\$44,456.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	AIM K1	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD Classroom	1	B+0	2	1.00		\$46,208.00	\$48,065.00	
Special Needs Program	Kennedy School	Paraprofessional	Special Needs/LIFE SKILLS	4	HQ	5	1.00		\$38,145.00	\$39,708.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD Classroom	3	B+0	4	0.13	0.87	\$47,378.00	\$6,212.23	\$43,055.77

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Pre-K AIM	2	HQ	3	1.00		\$42,110.00	\$43,855.00	
Special Needs Program	S. H. S.	Paraprofessional	SHS SHIP PROG	3	HQ	4	1.00		\$37,630.00	\$39,179.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD Classroom	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	Kennedy School	Paraprofessional	SEEK		HQ	2	1.00		\$41,235.00	\$38,121.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD PK	3	B+0	4	1.00		\$47,378.00	\$49,268.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs AIM	5	HQ	6	1.00		\$38,660.00	\$40,737.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD PK		B+0	1	1.00		\$41,525.00	\$47,463.00	
Special Needs Program	S. H. S.	Paraprofessional	Special Needs / SHIP	3	B+0	4	1.00		\$47,378.00	\$49,268.00	
Special Needs Program	Kennedy School	Paraprofessional	Special Needs SEEK		AA	1	1.00		\$36,600.00	\$39,708.00	
Special Needs Program	Kennedy School	Paraprofessional	Special Needs SEEK				1.00		\$0.00	\$35,000.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs AIM K1	2	AA	3	1.00		\$44,452.00	\$46,260.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Pre-K AIM	2	B+0	3	1.00		\$46,793.00	\$48,666.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	2	B+0	3	1.00		\$41,235.00	\$42,883.00	
Special Needs Program	Healey School	Paraprofessional	Special Needs 1:1	2	HQ	3	1.00		\$42,110.00	\$43,855.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs/Autism	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Resource Room	2	HQ	3	1.00		\$37,115.00	\$38,650.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs ECIP		HQ	1	1.00		\$44,878.00	\$42,652.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs AIM PREK	1	B+0	2	1.00		\$46,208.00	\$48,065.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM Classroom	1	M+0	2	1.00		\$49,720.00	\$51,673.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs ASD	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	Kennedy School	Paraprofessional	Life Skills	1	B+0	2	1.00		\$40,720.00	\$42,354.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs AIM PREK	8	HQ	9	1.00		\$40,205.00	\$43,325.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM Classroom	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM Classroom	1	B+0	2	1.00		\$46,208.00	\$48,065.00	
Special Needs Program	Argenziano School	Paraprofessional	Language Based	1	HQ	2	1.00		\$36,600.00	\$38,121.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs/Autism		B+0	1	0.13	0.87	\$41,525.00	\$5,359.40	\$37,292.60
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM		B+0	1	1.00		\$46,208.00	\$47,463.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs AIM K1		B+0	1	1.00		\$46,208.00	\$47,463.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	PK - AIM		B+0	1	1.00		\$46,208.00	\$47,463.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM K1 Gr 2/3		AA	1	1.00		\$46,208.00	\$45,057.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs AIM	1	HQ	2	1.00		\$41,525.00	\$43,253.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD Classroom		HQ	2	0.10	0.90	\$41,525.00	\$5,477.26	\$37,775.74
Special Needs Program	W. H. C. I. S.	Paraprofessional	Sped Autism (ASD)		B+0	1	1.00		\$46,208.00	\$47,463.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM Classroom	0	AA	1	1.00		\$43,866.00	\$45,057.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	AIM		AA	1	1.00		\$45,870.00	\$45,057.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	SPECIAL NEEDS ASD / AIM		B+0	1	1.00		\$43,253.00	\$47,463.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	ASD Classroom	0	AA	1	1.00		\$47,964.00	\$45,057.00	
Special Needs Program	A. F. A. S. .50 / W. S. N. S. .50	Paraprofessional	SPED	0	BA+LIC	1	1.00		\$43,810.00	\$42,883.00	
Special Needs Program	S. H. S.	Paraprofessional	Special Needs / LIFE SKILLS	1	HQ	2	1.00		\$36,600.00	\$38,121.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	Special Needs ECIP		HQ	1	1.00		\$44,878.00	\$42,652.00	
Special Needs Program	Kennedy School	Paraprofessional	SKIP	3	B+0	4	1.00		\$47,378.00	\$49,268.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs AIM	1	HQ	2	0.13	0.87	\$41,525.00	\$5,497.51	\$37,755.49
Special Needs Program	W. H. C. I. S.	Paraprofessional	Special Needs / Autism		B+0	1	1.00		\$46,793.00	\$47,463.00	
Special Needs Program	S. H. S.	Paraprofessional	Special Needs / Transition	36	B+0	9	1.00		\$46,490.00	\$47,708.00	
Special Needs Program	S. H. S.	Paraprofessional	Special Needs SHIP	2	B+0	3	1.00		\$46,793.00	\$48,666.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.	2	HQ	3	1.00		\$42,110.00	\$43,855.00	
Special Needs Program	Capuano E. C. Ctr.	Paraprofessional	E. C. I. P.		B+0	1	1.00		\$38,660.00	\$41,825.00	
Special Needs Program	W. H. C. I. S.	Paraprofessional (Floater)	Special Needs - AIM	3	AA	4	1.00		\$45,037.00	\$46,862.00	
Special Needs Program	S. H. S.	Path Clinical Coordinator	Special Needs	6	M+15	11	1.00		\$108,080.00	\$111,052.00	
Special Needs Program	S. H. S.	Path Para Educator	Special Needs / PATH	1	B+0	2	1.00		\$40,720.00	\$42,354.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST LEA	Budget Grant Salary
Special Needs Program	S. H. S.	Path Para Educator	Special Needs / PATH		B+0	1	1.00		\$40,720.00	\$48,704.00	
Special Needs Program	Central Office	Psychologist	Special Needs		M+0	7	1.00		\$98,991.00	\$86,269.00	
Special Needs Program	District Wide	School Psychologist	Special Needs	5	CAGS15	6	1.00		\$85,970.00	\$93,359.00	
Special Needs Program	District Wide	School Psychologist	Special Needs	5	CAGS	11		1.00	\$106,413.00		\$118,368.00
Special Needs Program	District Wide	School Psychologist	Special Needs	5	CAGS15	11	1.00		\$116,848.00	\$120,061.00	
Special Needs Program	District Wide	School Psychologist / ACAD EVAL	Special Needs		CAGS	2	1.00		\$83,960.00	\$74,956.00	
Special Needs Program	Central Office	Senior Clerk 1 - 184 days	Special Needs	8		9	1.00		\$42,765.00	\$50,056.00	
Special Needs Program	A. F. A. S. .50 / W.S.N.S. .50	Special Education Department Coordinator	Special Needs	1	PHD	1	1.00		\$138,165.00	\$141,621.00	
Special Needs Program	Brown .20 / Eval Ctr .80	Special Education Department Coordinator	Special Needs	22	M+60	1	1.00		\$139,665.00	\$143,121.00	
Special Needs Program	Capuano E. C. Ctr.	Special Education Department Coordinator	Special Needs	7	CAGS	4	1.00		\$141,165.00	\$147,522.00	
Special Needs Program	E. S. C. S .80 / S. H. S. .20	Special Education Department Coordinator	Special Needs	2	CAGS	2	1.00		\$135,665.00	\$141,946.00	
Special Needs Program	Healey .50 / W. H. C. I. S. .50	Special Education Department Coordinator	Special Needs	12	M+60	2	1.00		\$141,415.00	\$144,946.00	
Special Needs Program	Kennedy School	Special Education Department Coordinator	Special Needs	4	CAGS	3	1.00		\$138,415.00	\$144,772.00	
Special Needs Program	Kennedy School	Special Education Department Coordinator	Special Needs						\$0.00	\$136,621.00	
Special Needs Program	S. H. S.	Special Education Department Coordinator	Special Needs	5	B+0	2	1.00		\$128,415.00	\$131,946.00	
Special Needs Program	CAP .20 / WHCIS .80	Special Education Program Director	Aim Program	7	M+30	2	1.00		\$136,795.00	\$143,245.00	
Special Needs Program	Central Office	SPED Translator	Interpreting & Translating	22			1.00		\$54,392.00	\$58,887.78	
Special Needs Program	Central Office	SPED Translator	Interpreting & Translating	6			1.00		\$59,952.45	\$63,101.15	
Special Needs Program	Central Office	SPED Translator (Spanish)	Interpreting & Translating	1			0.40		\$26,383.00	\$27,108.53	
Special Needs Program	Central Office	SPED Translator	Interpretor & Translator	1			1.00		\$54,392.00	\$55,887.78	
Special Needs Program	Capuano E. C. Ctr.	Speech & Language Pathologist	Special Needs / AIM	1	M+0	8	1.00		\$95,366.00	\$102,445.00	
Special Needs Program	W. H. C. I. S.	Speech & Language Pathologist	K	3	M+0	7	1.00		\$91,034.00	\$97,989.00	
Special Needs Program	W. H. C. I. S.	Speech & Language Pathologist		2	M+0	7	0.12	0.88	\$91,034.00	\$11,306.42	\$86,682.58
Special Needs Program	Argenziano School	Speech Pathologist	Special Needs	16	M+0	11	1.00		\$108,096.00	\$111,016.00	
Special Needs Program	CAP .80 / D.W., .20	Speech Pathologist	Special Needs	5	M+0	10	1.00		\$92,233.00	\$99,433.00	
Special Needs Program	Capuano E. C. Ctr.	Speech Pathologist	Special Needs	12	M+30	11	1.00		\$113,338.00	\$116,412.00	
Special Needs Program	District Wide	Speech Pathologist	Special Needs	2	M+0	10	1.00		\$104,764.00	\$112,943.00	
Special Needs Program	E. S. C. S.	Speech Pathologist	Special Needs	17	M+75	11	1.00		\$117,924.00	\$121,961.00	
Special Needs Program	Healey School	Speech Pathologist	Special Needs	10	M+45	11	1.00		\$113,612.00	\$116,736.00	
Special Needs Program	Kennedy .60 / S. H. S. .40	Speech Pathologist	Special Needs	2	M+0	8	1.00		\$95,366.00	\$102,445.00	
Special Needs Program	Kennedy School	Speech Pathologist	Special Needs				1.00		\$116,162.00	\$80,000.00	
Special Needs Program	S. H. S.	Speech Pathologist	Special Needs	3	M+45	11	1.00		\$111,788.00	\$116,736.00	
Special Needs Program	W. H. C. I. S. .80 / FC .10 / NW .10	Speech Pathologist	Special Needs	8	M+60	11	1.00		\$106,413.00	\$118,368.00	
Special Needs Program	W. S. N. S. .80 / E. S. C. S. .20	Speech Pathologist	Special Needs	14	M+0	11	1.00		\$107,746.00	\$111,016.00	
Special Needs Program	Argenziano School	Teacher	Language Based	2	M+15	11	1.00		\$106,196.00	\$111,052.00	
Special Needs Program	Argenziano School	Teacher	Resource Room		B+0	1	1.00		\$68,692.00	\$57,830.00	
Special Needs Program	Argenziano School	Teacher	Resource Room; Gr. K-2	7	M+45	11	0.14	0.86	\$113,612.00	\$16,676.57	\$100,059.43
Special Needs Program	Argenziano School	Teacher	Special Needs / LD Prog				1.00		\$0.00	\$80,000.00	
Special Needs Program	Argenziano School	Teacher	Special Needs / R. R.	2	M+15	3	1.00		\$64,876.00	\$72,635.00	
Special Needs Program	Argenziano School	Teacher	Special Needs RR	3	M+0	7	1.00		\$80,145.00	\$86,269.00	
Special Needs Program	Brown School	Teacher	Special Needs		M+0	1	1.00		\$111,980.00	\$62,738.00	
Special Needs Program	Capuano E. C. Ctr	Teacher	E. C. I. P.	8	M+45	11	1.00		\$113,612.00	\$116,736.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	AIM K	3	B+15	4	1.00		\$74,678.00	\$80,870.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	ASD K	6	M+0	5	1.00		\$80,542.75	\$89,081.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	ASD PK	2	B+0	3	1.00		\$67,944.00	\$73,935.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	ASD Pre K		M+0	7	1.00		\$86,697.00	\$97,989.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	ASD Pre-K	2	B+0	4	1.00		\$71,957.00	\$78,061.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	E. C. I. P.	36	B+15	11		1.00	\$105,287.00		\$108,068.00
Special Needs Program	Capuano E. C. Ctr.	Teacher	E. C. I. P.	22	M+30	11	0.60	0.40	\$113,988.00	\$66,893.00	\$50,169.00
Special Needs Program	Capuano E. C. Ctr.	Teacher	ECIP Special Needs	22	M+30	11	1.00		\$113,988.00	\$117,062.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	K AIM	4	B+0	2	1.00		\$81,554.00	\$69,813.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Special Needs Program	Capuano E. C. Ctr.	Teacher	PK AIM		M+0	7	1.00		\$91,034.00	\$97,989.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	PK-E. C. I. P.	3	B+0	4	1.00		\$63,350.00	\$68,724.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	PREK AIM	2	M+15	4	1.00		\$78,026.00	\$86,977.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	Resource Room	3	M+15	4	1.00		\$61,059.00	\$76,573.00	
Special Needs Program	Capuano E. C. Ctr.	Teacher	Special Needs / ECIP	17	M+60	11	1.00		\$117,100.00	\$120,268.00	
Special Needs Program	District Wide	Teacher	RR	4	M+0	7	1.00		\$78,250.50	\$86,269.00	
Special Needs Program	E. S. C. S.	Teacher	Bilingual SPED Resource Rm		M+0	3	1.00		\$106,196.00	\$70,581.00	
Special Needs Program	E. S. C. S.	Teacher	SPED RR	1	M+0	3	1.00		\$64,876.00	\$70,581.00	
Special Needs Program	E. S. C. S.	Teacher	Special Needs	19	M+75	11		1.00	\$117,100.00		\$122,261.00
Special Needs Program	E. S. C. S.	Teacher	Special Needs/Resource rm	12	M+15	11	1.00		\$109,630.00	\$112,602.00	
Special Needs Program	E. S. C. S.	Teacher	SPED Resource Rm	21	M+75	11		1.00	\$117,400.00		\$122,261.00
Special Needs Program	Healey School	Teacher	Resource Room	15	M+30	11		1.00	\$113,688.00		\$116,762.00
Special Needs Program	Healey School	Teacher	Resource Room - Reading				1.00		\$0.00	\$80,000.00	
Special Needs Program	Healey School	Teacher	Special Needs				1.00		\$117,762.00	\$80,000.00	
Special Needs Program	Healey School	Teacher	Special Needs	3	M+0	11	1.00		\$106,196.00	\$109,116.00	
Special Needs Program	Healey School	Teacher	Special Needs	26	M+60	11	1.00		\$116,162.00	\$120,918.00	
Special Needs Program	Healey School	Teacher	SPED RR	16	M+45	11	1.00		\$115,512.00	\$118,636.00	
Special Needs Program	Kennedy School	Teacher	k-2 lifeskills	9	M+0	11	1.00		\$106,196.00	\$109,116.00	
Special Needs Program	Kennedy School	Teacher	Resource Room				1.00		\$119,100.00	\$80,000.00	
Special Needs Program	Kennedy School	Teacher	Special Needs	6	M+15	11	1.00		\$98,572.00	\$111,052.00	
Special Needs Program	Kennedy School	Teacher	Special Needs	3	M+0	4	1.00		\$68,692.00	\$74,504.00	
Special Needs Program	Kennedy School	Teacher/SKIP	Special Needs				1.00		\$108,096.00	\$80,000.00	
Special Needs Program	Kennedy School	Teacher	Special Needs SEEK		B+0	1	1.00		\$106,196.00	\$57,830.00	
Special Needs Program	Kennedy School	Teacher/SEEK	Special Needs SEEK	2	M+0	4	1.00		\$61,059.00	\$74,504.00	
Special Needs Program	Kennedy School	Teacher	Special Needs, R. R.	3	M+45	11	1.00		\$117,762.00	\$116,736.00	
Special Needs Program	S. H. S.	Teacher	Autism/Resource Rm	5	M+0	6	1.00		\$86,697.00	\$93,537.00	
Special Needs Program	S. H. S.	Teacher	Spec Needs/Math Resource	4	M+15	11		1.00	\$108,080.00		\$111,052.00
Special Needs Program	S. H. S.	Teacher	Special Needs	8	M+75	11	1.00		\$116,848.00	\$120,061.00	
Special Needs Program	S. H. S.	Teacher	Special Needs	4	M+0	10	1.00		\$92,233.00	\$99,433.00	
Special Needs Program	S. H. S.	Teacher	Special Needs RR HIST/S.S.	2	M+0	11	1.00		\$106,196.00	\$109,116.00	
Special Needs Program	S. H. S.	Teacher	Special Needs RR/SCIENCE	6	M+45	11	1.00		\$108,080.00	\$115,799.00	
Special Needs Program	S. H. S.	Teacher	Special Needs Transition	7	M+60	8	1.00		\$93,276.00	\$100,020.00	
Special Needs Program	S. H. S.	Teacher	Special Needs/Resource	5	B+0	6	1.00		\$70,418.00	\$75,987.00	
Special Needs Program	S. H. S.	Teacher	Special Needs/Resource M	1	M+0	7	1.00		\$80,145.00	\$86,269.00	
Special Needs Program	S. H. S.	Teacher	Special Needs: SHIP	10	M+15	11	1.00		\$108,080.00	\$111,052.00	
Special Needs Program	S. H. S.	Teacher	Special Needs; Life Skills	4	M+0	9	1.00		\$87,777.00	\$94,769.00	
Special Needs Program	S. H. S.	Teacher	Special Needs; Life Skills		B+0	1	1.00		\$68,692.00	\$57,830.00	
Special Needs Program	S. H. S.	Teacher	SPED Humanities & Inclusi	2	M+15	5	1.00		\$72,510.00	\$79,467.50	
Special Needs Program	S. H. S.	Teacher	SPED RR	2	M+0	11	1.00		\$106,196.00	\$109,116.00	
Special Needs Program	S. H. S.	Teacher	SPED RR reading & study s	2	M+30	10	1.00		\$97,488.00	\$105,394.00	
Special Needs Program	S. H. S.	Teacher	SPED RR / ELA TCHR	4	M+0	11	1.00		\$108,080.00	\$109,116.00	
Special Needs Program	S. H. S.	Teacher	SPED RR Math/Science		M+0	8		1.00	\$106,196.00		\$90,191.00
Special Needs Program	W. H. C. I. S.	Teacher	AIM	1	M+0	11	1.00		\$120,625.00	\$123,943.00	
Special Needs Program	W. H. C. I. S.	Teacher	AIM	1	B+0	2	1.00		\$63,929.00	\$69,813.00	
Special Needs Program	W. H. C. I. S.	Teacher	AIM / Pre K -5		B+0	1	1.00		\$78,026.03	\$65,687.00	
Special Needs Program	W. H. C. I. S.	Teacher	AIM GR 2/3	2	M+0	3	0.14	0.86	\$73,691.00	\$11,453.13	\$68,718.87
Special Needs Program	W. H. C. I. S.	Teacher	ASD Discreet Trial	6	M+45	11	1.00		\$129,048.00	\$132,597.00	
Special Needs Program	W. H. C. I. S.	Teacher	ASD GR 3-5	3	M+30	2	1.00		\$63,929.00	\$81,039.00	
Special Needs Program	W. H. C. I. S.	Teacher	Resource Room				1.00		\$0.00	\$80,000.00	
Special Needs Program	W. H. C. I. S.	Teacher	Special Needs (Autism)	3	M+0	8	1.00		\$126,977.00	\$102,445.00	
Special Needs Program	W. H. C. I. S.	Teacher	Special Needs (Autism) K/1		M+0	7	0.12	0.88	\$86,697.00	\$11,306.42	\$86,682.58

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Special Needs Program	W. H. C. I. S.	Teacher	Special Needs / Autism	7	M+15	11	1.00		\$111,966.00	\$126,141.00	
Special Needs Program	W. H. C. I. S.	Teacher	Special Needs / R. R.	4	M+15	5	1.00		\$74,524.00	\$80,510.00	
Special Needs Program	W. H. C. I. S.	Teacher	Special Needs / R. R.	31	M+75	11	1.00		\$119,924.00	\$123,961.00	
Special Needs Program	W. H. C. I. S.	Teacher	SPED ASD / AIM Grades 6-	3	M+0	8	0.12	0.88	\$95,366.00	\$11,820.57	\$90,624.43
Special Needs Program	W. S. N. S.	Teacher	Resource Room	7	M+30	8	1.00		\$89,345.00	\$95,891.00	
Special Needs Program	W. S. N. S.	Teacher	Resource Room				1.00		\$0.00	\$80,000.00	
Special Needs Program	Kennedy School	Therapeutic Counselor		3	M+15	7	1.00		\$81,359.00	\$88,509.00	
Special Needs Program	Central Office	SPED Building Substitute		2			1.00		\$27,000.00	\$27,450.00	
Special Needs Program	Central Office	SPED Building Substitute					1.00		\$27,000.00	\$27,450.00	
Special Needs Program	Central Office	SPED Building Substitute					1.00		\$27,000.00	\$27,450.00	
Special Needs Program		Bus Monitors	Special Needs						\$40,000.00	\$46,500.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Principal	Special Needs	24	M+30		1.00		\$162,472.00	\$168,357.48	
Next Wave / Full Circle Alternative Schools	Full Circle	Dean of Students		11	M+0	11	1.00		\$117,162.00	\$121,934.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Head Clerk 1 - 205	Special Needs clerical offic	2		4	1.00		\$53,535.49	\$56,645.50	
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs; Science	7	M+30	10	1.00		\$97,488.00	\$105,394.00	
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs; History	25	M+60	11		1.00	\$117,750.00		\$120,918.00
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs; ELA	9	M+30	11		1.00	\$98,572.00		\$114,862.00
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs; History	2	M+0	10		1.00	\$92,233.00		\$99,433.00
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs; ELA	11	M+0	11		1.00	\$107,746.00		\$110,666.00
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs; Science	5	M+45	11	1.00		\$113,612.00	\$116,736.00	
Next Wave / Full Circle Alternative Schools	Full Circle	Teacher/Counselor	Special Needs (Math)	8	M+15	11	1.00		\$108,080.00	\$111,052.00	
Next Wave / Full Circle Alternative Schools	Full Circle / Next Wave	Instr Coach & Co-Ldr Designer		13	M+0	11		1.00	\$107,746.00		\$110,666.00
Next Wave / Full Circle Alternative Schools	Next Wave	Teacher/Counselor	Special Needs (6-8)	25	M+30	11		1.00	\$114,338.00		\$117,412.00
Next Wave / Full Circle Alternative School	Next Wave	Teacher/Counselor	Special Needs (6-8)	16	M+60	11		1.00	\$117,100.00		\$120,268.00
Next Wave / Full Circle Alternative Schools	Next Wave	Teacher/Counselor	Special Needs (6-8)	36	M+60	11	1.00		\$119,350.00	\$122,518.00	
Next Wave / Full Circle Alternative Schools	Next Wave	Teacher/Counselor	Special Needs (6-8)	24	M+60	11		1.00	\$117,750.00		\$120,918.00
Next Wave / Full Circle Alternative Schools	Next Wave	Teacher/Counselor	Special Needs - (6-8)	32	M+60	11	1.00		\$119,100.00	\$122,268.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Adjustment Counselor	Special Needs	5	M+30	10	1.00		\$97,688.00	\$105,594.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Clinical Coordinator	Special Needs	9	M+60	11	1.00		\$115,400.00	\$118,568.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	College & Career Support Counselor	Counselor	7	M+30	11	0.95	0.05	\$111,788.00	\$110,444.23	\$4,417.77
Next Wave / Full Circle Alternative School	Next Wave / Full Circle	Crisis Counselor	Special Needs	2	M+0	5	1.00		\$72,710.00	\$78,625.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Paraprofessional	Special Needs	1	M+0	2		1.00	\$43,810.00		\$45,529.00
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Comm Engagement Spec 185 days		1			1.00		\$50,000.00	\$51,375.00	
Next Wave / Full Circle Alternative Schools	Next Wave / Full Circle	Building Substitute		1			1.00		\$27,000.00	\$27,450.00	
SCHOOL HEALTH SERVICES	District Wide	School Health Services Director		3			1.00		\$147,504.24	\$151,560.61	
SCHOOL HEALTH SERVICES	District Wide	Health Coordinator (Bilingual)		2				1.00	\$72,800.00		\$74,802.00
SCHOOL HEALTH SERVICES	District Wide	Health Services Assistant		1			1.00		\$50,000.00	\$60,000.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse	SKIP	1	BSN	2	1.00		\$72,918.00	\$77,939.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse (Floater)			BSN	4	1.00		\$88,166.80	\$83,970.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		7	BSN	10	1.00		\$96,027.00	\$101,381.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		20	\$N / BCS	11	1.00		\$109,083.00	\$114,283.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		12	\$N / BCS	11	1.00		\$106,129.00	\$113,633.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		5	\$N / BCS	6	1.00		\$94,167.00	\$99,333.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		9	BSN	10	1.00		\$96,027.00	\$101,381.00	
SCHOOL HEALTH SERVICES	Somerville High School	Nurse (Floater)	SHIP PROGRAM	3	\$N / NCS	4	1.00		\$87,773.00	\$92,667.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		26	\$N / BCS	11	1.00		\$111,083.00	\$116,633.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse			BSN	11	1.00		\$83,137.00	\$104,204.00	
SCHOOL HEALTH SERVICES	E. S. C. S.	Nurse (Floater)		1	BSN	4	1.00		\$86,666.80	\$83,970.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse (Floater)		13	BSN	11	1.00		\$98,668.00	\$116,174.40	
SCHOOL HEALTH SERVICES	District Wide	Nurse		11	\$N / BCS	11	1.00		\$107,629.00	\$113,583.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		7	\$N / NCS	10	1.00		\$97,527.00	\$110,547.00	

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
SCHOOL HEALTH SERVICES	District Wide	Nurse		1	N / NCS	2	1.00		\$92,667.00	\$87,773.00	
SCHOOL HEALTH SERVICES	District Wide	Nurse		20	N / BCS	11	1.00		\$112,583.00	\$117,783.00	
SCHOOL HEALTH SERVICES	Healey School	Nurse		15	N / BCS	11	1.00		\$107,629.00	\$115,483.00	
SCALE	SCALE	Director of Continuing Education	Continuing Education	2	M+30	2	1.00		\$139,860.00	\$146,394.00	
SCALE	SCALE	Head Clerk 1 - Full Year	Continuing Education	6		7	1.00		\$72,024.50	\$75,965.50	
SCALE	SCALE	Principal Clerk 2	Continuing Education	2		4	1.00		\$62,693.00	\$65,219.50	
SCALE	SCALE	Senior Clerk 2 - Full Year	Continuing Education	1		3	1.00		\$47,258.00	\$54,473.50	
SCALE	SCALE	Computer Operator	Continuing Education		B+0	7		1.00	\$41,631.00		\$72,008.00
SCALE	SCALE	ELL PT Teacher (AM)	Continuing Education		B+0	8		0.19	\$12,657.75		\$15,184.34
SCALE	SCALE	ELL PT Teacher (PM)	Continuing Education		B+0	1		0.19	\$12,657.75		\$10,232.25
SCALE	SCALE	ELL PT Teacher (PM)	Continuing Education		B+0	1		0.19	\$12,657.75		\$15,458.00
SCALE	SCALE	FT Counselor	Continuing Education	17	B+0	11		1.00	\$82,313.00		\$84,597.00
SCALE	SCALE	FT Counselor	Continuing Education	1	M+0	11		1.00	\$86,479.00		\$89,073.00
SCALE	SCALE	FT Teacher	Continuing Education	1	B+0	11		1.00	\$82,133.19		\$84,597.00
SCALE	SCALE	FT Teacher	Continuing Education	5	M+0	6		1.00	\$65,159.00		\$73,128.00
SCALE	SCALE	Program Administrator	Continuing Education	3	M+0	7		1.00	\$102,054.11		\$103,056.05
SCALE	SCALE	Program Administrator	Continuing Education		M+0	7		1.00	\$98,090.23		\$103,056.05
SCALE	SCALE	PT ABE Counselor	Continuing Education	6	M+0	7		0.32	\$16,623.60		\$25,815.00
SCALE	SCALE	PT ADP Assessor (rate of PT Tchr)	Continuing Education	0	M+0	8		0.45	\$38,552.00		\$38,552.00
SCALE	SCALE	PT Chief Examiner	Continuing Education	1	B+0	8		0.45	\$15,421.00		\$38,914.00
SCALE	SCALE	PT Chief Examiner of Assessments	Continuing Education	2	M+0	8		0.35	\$15,421.00		\$24,100.00
SCALE	SCALE	PT Chief Examiner of Assessments	Continuing Education		M+0	8		0.21			\$15,421.00
SCALE	SCALE	PT Chief of Assessments PM	Continuing Education		MA	1		0.38	\$37,611.60		\$19,938.24
SCALE	SCALE	PT Clerical Aide	Continuing Education		AA	7		0.30	\$9,543.00		\$6,251.04
SCALE	SCALE	PT Computer Operator	Continuing Education			1		1.00	\$5,915.00		\$6,062.88
SCALE	SCALE	PT Counselor	Continuing Education		B+0	8		1.00	\$12,657.75		\$12,974.19
SCALE	SCALE	PT Educ. and Career Advisor - AM	Continuing Education		B+0	1		0.23	\$16,624.00		\$17,039.19
SCALE	SCALE	PT Educ. and Career Advisor - PM	Continuing Education		B+0	1		0.23	\$16,623.60		\$17,039.19
SCALE	SCALE	PT ELL Counselor	Continuing Education	2	B+0	8		0.28	\$13,839.14		\$19,754.00
SCALE	SCALE	PT ELL Level 3 Teacher	Continuing Education	2	M+0	6		0.18	\$12,657.75		\$12,974.19
SCALE	SCALE	PT ELL Level 3 Teacher	Continuing Education	1	B+0	8		0.18	\$12,657.75		\$14,530.00
SCALE	SCALE	PT Intro. to Entrepreneurship Tchr	Continuing Education	1	B+0	8		0.18	\$12,657.75		\$13,645.00
SCALE	SCALE	PT Teacher	Continuing Education	1	B+0	8		0.42	\$29,464.82		\$35,526.00
SCALE	SCALE	PT Teacher	Continuing Education		B+0	8		0.28	\$0.00		\$13,356.00
SCALE	SCALE	PT Teacher	Continuing Education	30	MA	8		0.28	\$19,028.82		\$22,915.00
SCALE	SCALE	PT Teacher	Continuing Education		M+0	8		0.19	\$10,164.00		\$16,274.00
SCALE	SCALE	PT Teacher	Continuing Education	0	M+0	8		0.19	\$12,657.75		\$16,274.00
SCALE	SCALE	PT Teacher	Continuing Education	33	M+0	8		0.28	\$19,028.82		\$22,916.00
SCALE	SCALE	PT Teacher	Continuing Education		MA	8		0.18	\$12,974.19		\$16,274.00
SCALE	SCALE	PT TEACHER	Continuing Education		MA	8		0.35	\$79,527.00		\$19,800.00
SCALE	SCALE	PT Teacher	Continuing Education	0	MA	8		0.20	\$12,657.75		\$14,529.38
SCALE	SCALE	PT Teacher	Continuing Education	8	M+0	8		0.18	\$9,096.00		\$16,274.00
SCALE	SCALE	PT Teacher	Continuing Education		M+0	7		0.28	\$19,028.82		\$22,916.00
SCALE	SCALE	PT Teacher	Continuing Education	19	M+0	8		0.28	\$18,564.70		\$22,915.00
SCALE	SCALE	PT Teacher	Continuing Education		B+0	8		0.18	\$12,974.19		\$15,203.00
SCALE	SCALE	PT Teacher	Spanish HSE Rding & Writi	1	B+0	8		0.18	\$15,421.00		\$15,283.00
SCALE	SCALE	PT Teacher	Eng-Intesive ASD 3 AM	4	M+0	8		0.15	\$16,312.52		\$7,970.00
SCALE	SCALE	PT Teacher	Continuing Education	2	M+0	3		0.18	\$19,028.82		\$18,404.00
SCALE	SCALE	PT Teacher	Continuing Education		MA	6		0.53	\$29,464.82		\$30,201.44
SCALE	SCALE	PT Teacher	Continuing Education	0	B+0	8		0.18	\$19,028.82		\$13,645.00
SCALE	SCALE	PT Teacher	Continuing Education					0.28	\$79,527.00		\$28,977.52

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
SCALE	SCALE	PT Teacher - AM	Continuing Education	0	M+0	8		0.18	\$14,106.75		\$15,283.00
SCALE	SCALE	PT Teacher (AM)	Continuing Education	5	M+0	8		0.42	\$12,657.00		\$38,715.00
SCALE	SCALE	PT Teacher (AM)	Continuing Education	2	M+0	8		0.28	\$18,564.70		\$19,028.82
SCALE	SCALE	PT Teacher (PM)	Continuing Education		M+0	8		0.18	\$15,184.34		\$11,955.00
SCALE	SCALE	Staff Development	Continuing Education						\$52,306.00		\$52,306.00
SCALE	SCALE	Substitutes	Continuing Education						\$20,000.00		\$20,000.00
Community Schools Program	Community Schools	OUT OF SCHOOL TIME DIRECTOR		20	M+0			1.00	\$147,500.00		\$151,987.50
Community Schools Program	Community Schools	Assist. Director		6				1.00	\$107,000.00		\$111,442.50
Community Schools Program	Community Schools	Principal Account Clerk 2		6		7		1.00	\$67,594.50		\$70,287.00
Community Schools Program	Community Schools	Principal Clerk 2- Full Year		3		4		1.00	\$62,693.00		\$65,219.50
Community Schools Program	Community Schools	Senior Clerk 2 - Full Year				5		1.00	\$54,766.00		\$57,395.00
Community Schools Program	Argenziano School	OST Site Director		2				1.00	\$77,000.00		\$79,117.50
Community Schools Program	Brown	OST Site Director		5				1.00	\$77,000.00		\$80,617.50
Community Schools Program	E. S. C. S.	OST Site Director		5				1.00	\$77,000.00		\$80,617.50
Community Schools Program	Healey	OST Site Director		6				1.00	\$77,000.00		\$80,617.50
Community Schools Program	Kennedy	OST Site Director		7				1.00	\$77,000.00		\$80,617.50
Community Schools Program	W. H. C. S.	OST Site Director	SPECIAL NEEDS	2				1.00	\$77,000.00		\$79,117.50
Community Schools Program	W. S. N. S.	OST Site Director		3				1.00	\$77,000.00		\$79,117.50
Community Schools Program	Capuano E.C. Ctr.	OST Site Director		20				1.00	\$77,000.00		\$82,117.50
Community Schools Program	Argenziano School	OST Assistant Site Director		9				1.00	\$50,000.00		\$52,875.00
Community Schools Program	Brown	OST Assistant Site Director		1				1.00	\$50,000.00		\$51,375.00
Community Schools Program	Capuano E. C. Center	OST Assistant Site Director		1				1.00	\$50,000.00		\$51,375.00
Community Schools Program	Capuano E. C. Center	OST Assistant Site Director						1.00	\$0.00		\$50,000.00
Community Schools Program	Capuano E. C. Center	OST Assistant Site Director						1.00	\$0.00		\$51,375.00
Community Schools Program	E. S. C. S.	OST Assistant Site Director		6				1.00	\$50,000.00		\$52,875.00
Community Schools Program	Kennedy	OST Assistant Site Director		3				1.00	\$50,000.00		\$51,375.00
Community Schools Program	W. H. C. I. S.	OST Assistant Site Director		2				1.00	\$50,000.00		\$51,375.00
Community Schools Program	W. S. N. S.	OST Assistant Site Director		2				1.00	\$50,000.00		\$51,375.00
Community Schools Program	District Wide	OST Social Worker (Clinical Consultant)		5				1.00	\$95,000.00		\$99,112.50
Community Schools Program	Argenziano School	PT After Sch Therapeutic Spec		1				0.40	\$14,535.00		\$14,535.00
Community Schools Program	Brown School	PT After Sch Therapeutic Spec		1				0.40	\$14,971.05		\$15,382.75
Community Schools Program	Capuano E. C. Ctr.	PT After Sch Therapeutic Spec						0.40	\$14,535.00		\$14,535.00
Community Schools Program	District-Wide	PT After Sch Therapeutic Spec						0.40	\$14,535.00		\$14,535.00
Community Schools Program	Kennedy	PT After Sch Therapeutic Spec		1				0.40	\$14,535.00		\$14,535.00
Community Schools Program	Kennedy	PT After Sch Therapeutic Spec						0.40	\$14,535.00		\$14,535.00
Community Schools Program	WHCS	PT After Sch Therapeutic Spec		2				0.40	\$14,971.05		\$15,382.75
Community Schools Program	Community Schools	PT Clerical Substitute		7				0.50	\$20,892.97		\$21,467.53
Community Schools Program	Community Schools	Student Services Coord.		14				1.00	\$95,000.00		\$99,612.50
Community Schools Program	ARGENZIANO	Lead Teacher			M+0	2		0.50	\$22,932.00		\$26,286.00
Community Schools Program	ARGENZIANO	Lead Teacher		1	B+0	2		0.70	\$28,197.00		\$33,150.00
Community Schools Program	ARGENZIANO	Lead Teacher			B+0	2		0.70	\$28,197.00		\$33,150.00
Community Schools Program	ARGENZIANO	Lead Teacher		1	B+0	1		0.70	\$25,480.00		\$32,019.00
Community Schools Program	BROWN	Lead Teacher		1	B+0	1		0.70	\$28,912.00		\$35,763.00
Community Schools Program	BROWN	Lead Teacher		27	B+0	7		0.70	\$34,710.00		\$40,521.00
Community Schools Program	BROWN	Lead Teacher		6	B+0	4		0.70	\$29,458.00		\$35,503.00
Community Schools Program	BROWN	Lead Teacher		4	AA	4		0.70	\$26,169.00		\$31,863.00
Community Schools Program	BROWN	Lead Teacher		2	AA	4		0.50	\$19,626.75		\$23,897.25
Community Schools Program	BROWN	Lead Teacher	SPED		M+0	4		0.70	\$31,148.00		\$34,723.00
Community Schools Program	Capuano E. C. Ctr.	Lead Teacher			AA	1		0.70	\$33,761.00		\$28,743.00
Community Schools Program	Capuano E. C. Ctr.	Lead Teacher						0.70	\$26,185.00		\$26,185.00
Community Schools Program	Capuano E. C. Ctr.	Lead Teacher	SMILE		AA	1		0.70	\$27,083.00		\$26,546.00

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Community Schools Program	Capuano E. C. Ctr.	Lead Teacher	SMILE		AA	4		0.70	\$25,779.00		\$27,092.00
Community Schools Program	E. S. C. S.	Lead Teacher		9	B+0	4		0.50	\$22,639.50		\$26,627.00
Community Schools Program	E. S. C. S.	Lead Teacher			AA	1		0.70	\$30,420.00		\$31,174.00
Community Schools Program	E. S. C. S.	Lead Teacher		2	M+0	4		0.70	\$30,862.00		\$37,544.00
Community Schools Program	E. S. C. S.	Lead Teacher		2	B+0	4		0.70	\$29,185.00		\$35,503.00
Community Schools Program	E. S. C. S.	Lead Teacher		1	AA	1		0.70	\$25,922.00		\$28,743.00
Community Schools Program	E. S. C. S.	Lead Teacher		22	B+0	6		0.70	\$33,267.00		\$34,099.00
Community Schools Program	East Somerville Community School	Lead Teacher			B+0	1		0.70	\$25,553.00		\$32,019.00
Community Schools Program	East Somerville Community School	Lead Teacher			B+0	1		0.70	\$25,553.00		\$32,019.00
Community Schools Program	HEALEY	Lead Teacher	SMILE	1	AA	3		0.70	\$25,922.00		\$30,784.00
Community Schools Program	HEALEY	Lead Teacher	SMILE		AA	1		0.70	\$25,922.00		\$28,743.00
Community Schools Program	Kennedy	Lead Teacher		1	AA	2		0.70	\$25,922.00		\$26,819.00
Community Schools Program	Kennedy	Lead Teacher		1	B+0	3		0.70	\$28,912.00		\$34,307.00
Community Schools Program	Kennedy	Lead Teacher			B+0	1		0.70	\$17,745.00		\$32,019.00
Community Schools Program	Kennedy	Lead Teacher		2	HS	4		0.70	\$17,803.50		\$31,863.00
Community Schools Program	Kennedy	Lead Teacher		2	B+0	4		0.70	\$29,185.00		\$35,503.00
Community Schools Program	Kennedy	Lead Teacher			AA	2		0.70	\$18,135.00		\$24,661.00
Community Schools Program	Kennedy	Lead Teacher			AA	2		0.50	\$18,963.75		\$19,626.75
Community Schools Program	WHCS	Lead Teacher			B+0	1		0.70	\$0.00		\$32,019.00
Community Schools Program	WHCS	Lead Teacher		0	B+0	1		0.70	\$30,186.00		\$32,019.00
Community Schools Program	WHCS	Lead Teacher		2	AA	2		0.70	\$30,186.00		\$29,744.00
Community Schools Program	WHCS	Lead Teacher			B+0	1		0.50	\$18,184.00		\$19,110.00
Community Schools Program	WHCS	Lead Teacher			B+0	2		0.50	\$21,147.75		\$21,888.75
Community Schools Program	WSNS	Lead Teacher		1	AA	3		0.50	\$21,888.75		\$30,784.00
Community Schools Program	WSNS	Lead Teacher		1	AA	3		0.70	\$21,888.75		\$30,784.00
Community Schools Program	WSNS	Lead Teacher	SMILE	2	AA	3		0.70	\$25,922.00		\$30,784.00
Community Schools Program	WSNS	Lead Teacher	PK	17	AA	4		0.70	\$27,092.00		\$31,863.00
Community Schools Program	WSNS	Lead Teacher			AA	3		0.70	\$24,245.00		\$30,784.00
Community Schools Program	WSNS	Lead Teacher			B+0	2		0.70	\$25,714.00		\$33,150.00
Community Schools Program	WSNS	Lead Teacher			AA	1		0.70	\$27,083.00		\$28,743.00
Community Schools Program	E. S. C. S.	Lead Teacher		1	AA	2		0.70	\$25,922.00		\$29,744.00
Community Schools Program	Argenziano School	Lead Teacher - SPED			B+0	2		0.70	\$27,014.00		\$32,825.00
Community Schools Program	Capuano	Lead Teacher - SPED		10	B+0	4		0.70	\$30,186.00		\$38,792.00
Community Schools Program	Capuano E. C. Ctr.	Lead Teacher - SPED			AA	2		0.70	\$27,014.00		\$33,946.90
Community Schools Program	KENNEDY	Lead Teacher - SPED			M+0	4		0.70	\$29,185.00		\$40,846.00
Community Schools Program	E. S. C. S.	Lead Teacher (SPED)		1	AA	2		0.70	\$25,922.00		\$26,819.00
Community Schools Program	W. H. C. I. S.	Lead Teacher (SPED)	SPED		AA	1		0.70	\$33,306.00		\$26,572.00
Community Schools Program	W. H. C. I. S.	Lead Teacher (SPED)	SPED		B+0	1		0.70	\$0.00		\$32,435.00
Community Schools Program	ARGENZIANO	PT Lead Teacher			AA	1		0.50	\$21,352.50		\$9,965.56
Community Schools Program	BROWN	PT Lead Teacher		1	B+0	2		0.50	\$21,684.00		\$24,862.50
Community Schools Program	Capuano E. C. Ctr.	PT Lead Teacher		2	B+0	4		0.50	\$21,888.75		\$26,627.25
Community Schools Program	Capuano E. C. Ctr.	PT Lead Teacher		22	B+0	6		0.50	\$24,950.25		\$29,074.50
Community Schools Program	Capuano E. C. Ctr.	PT Lead Teacher		1	HS	1		0.50	\$21,684.00		\$19,558.50
Community Schools Program	ESCS	PT Lead Teacher			M+0	2		0.50	\$22,376.25		\$23,146.50
Community Schools Program	ESCS	PT Lead Teacher			B+0	2		0.50	\$14,842.50		\$19,685.25
Community Schools Program	Healey	PT Lead Teacher			B+0	1		0.50	\$21,147.75		\$22,516.52
Community Schools Program	Healey	PT Lead Teacher			B+0	1		0.50	\$19,285.00		\$24,014.25
Community Schools Program	Healey	PT Lead Teacher		2	B+0	4		0.50	\$21,888.75		\$26,627.25
Community Schools Program	Kennedy	PT Lead Teacher			M+0	2		0.50	\$22,932.00		\$23,721.75
Community Schools Program	WHCS	PT Lead Teacher			B+0	2		0.50	\$18,183.00		\$18,183.00
Community Schools Program	WHCS	PT Lead Teacher			B+0	1		0.50	\$18,183.00		\$18,183.00

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Community Schools Program	WHCS	PT Lead Teacher			B+0	1		0.50	\$18,183.00		\$19,110.00
Community Schools Program	WSNS	PT Lead Teacher		1	HS	1		0.50	\$16,292.25		\$16,614.00
Community Schools Program	WSNS	PT Lead Teacher			B+0	2		0.50	\$19,110.00		\$24,862.50
Community Schools Program	WSNS	PT Lead Teacher	SPED		B+0	3		0.50	\$21,888.75		\$22,639.50
Community Schools Program	WSNS	PT Lead Teacher			B+0	1		0.50	\$19,110.00		\$22,220.25
Community Schools Program	WSNS	PT Lead Teacher			AA	1		0.50	\$17,959.50		\$21,557.25
Community Schools Program	Capuano E. C. Ctr.	PT Lead Teacher - SPED			AA	2		0.50	\$19,441.50		\$24,618.75
Community Schools Program	Kennedy	PT Lead Teacher (SPED)		6	M+0	4		0.50	\$21,547.50		\$26,695.50
Community Schools Program	BROWN	Ass't Teacher		4	HS	4		0.50	\$17,803.50		\$21,684.00
Community Schools Program	BROWN	Ass't Teacher		3	HS	4		0.50	\$17,803.50		\$21,684.00
Community Schools Program	BROWN	Ass't Teacher						0.50	\$20,397.00		\$20,807.00
Community School Programs	Kennedy	Ass't Teacher		1	HS	3		0.50	\$17,618.25		\$20,952.75
Community Schools Program	W. S. N. S.	Asst Teacher	Middle School Prg		AA	1		0.50	\$15,503.00		\$18,008.25
Community Schools Program	W. S. N. S.	Asst Teacher	Middle School Prg	1	HS	2		0.50	\$12,875.00		\$18,252.00
Community Schools Program	Argenziano	Ass't Teacher			HS	1		0.50	\$0.00		\$18,057.00
Community Schools Program	ARGENZIANO	Ass't Teacher			B+0	1		0.50	\$11,492.30		\$15,502.50
Community Schools Program	Argenziano	Ass't Teacher			HS	2		0.50	\$17,189.25		\$17,803.50
Community Schools Program	Argenziano School	Ass't Teacher		1	HS	2		0.50	\$17,853.16		\$18,252.00
Community Schools Program	Capuano	Ass't Teacher			HS	2		0.50	\$17,569.50		\$18,891.60
Community Schools Program	Capuano	Ass't Teacher		1	HS	2		0.50	\$17,618.25		\$18,252.00
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher			AA	2		0.50	\$18,008.25		\$20,679.75
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher		26	HS	7		0.50	\$21,196.50		\$24,745.50
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher		4	B+0	4		0.50	\$20,455.50		\$21,489.00
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher		2	B+0	1		0.50	\$17,608.50		\$17,959.50
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher			M+0			0.70	\$29,458.00		\$30,043.00
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher			HS	1		0.50	\$17,608.50		\$18,057.00
Community Schools Program	Capuano E. C. Ctr.	Ass't Teacher		5	B+0	4		0.50	\$20,260.50		\$24,657.75
Community Schools Program	E. S. C. S.	Ass't Teacher			B+0	1		0.50	\$15,834.00		\$18,154.00
Community Schools Program	E. S. C. S.	Ass't Teacher		2	HS	2		0.50	\$15,025.00		\$20,241.00
Community Schools Program	E. S. C. S.	Ass't Teacher			HS	1		0.50	\$20,777.25		\$19,558.50
Community Schools Program	Kennedy	Ass't Teacher		2	HS	3		0.50	\$17,803.50		\$18,437.25
Community Schools Program	KENNEDY	Ass't Teacher		4	AA	4		0.50	\$18,193.50		\$22,171.50
Community Schools Program	Kennedy	Ass't Teacher			HS	1		0.50	\$17,189.25		\$17,803.50
Community Schools Program	Winter Hill Community School	Ass't Teacher						0.50	\$15,815.00		\$16,008.00
Community Schools Program	WSNS	Ass't Teacher			HS	2		0.50	\$17,618.25		\$18,252.00
Community Schools Program	Healey	PT Ass't Teacher			HS	1		0.50	\$16,292.25		\$18,387.00
Community Schools Program	WHCS	PT Ass't Teacher		1	HS	3		0.50	\$17,618.25		\$20,952.75
Community Schools Program	Argenziano School	PT Ass't Teacher		1	B+0	3		0.50	\$20,065.50		\$25,730.25
Community Schools Program	Healey	PT Ass't Teacher			HS	1		0.50	\$17,189.25		\$19,558.50
Community Schools Program	Healey	PT Ass't Teacher		1	HS	3		0.50	\$17,618.25		\$20,952.75
Community Schools Program	Healey	PT Ass't Teacher			HS	2		0.50	\$17,189.25		\$17,803.50
Community Schools Program	WHCS	PT Ass't Teacher			B+0	1		0.50	\$16,760.00		\$18,133.95
Community Schools Program	WSNS	PT Ass't Teacher		4	AA	4		0.50	\$17,803.50		\$22,152.00
Community Schools Program	Argenziano	High School Helper		3				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Argenziano	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Argenziano	High School Helper		3				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Argenziano	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Argenziano School	High School Helper		2				0.40	\$9,165.60		\$9,228.60
Community Schools Program	Argenziano School	High School Helper		2				0.40	\$9,165.60		\$9,228.60
Community Schools Program	Brown School	High School Helper	F					0.40	\$9,228.60		\$10,100.40
Community Schools Program	Capuano E. C. Ctr	High School Helper		2				0.40	\$9,228.60		\$10,100.40

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Community Schools Program	Capuano E. C. Ctr	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Capuano E. C. Ctr.	High School Helper		2				0.40	\$9,165.60		\$9,228.60
Community Schools Program	E. S. C. S.	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	E. S. C. S.	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	E. S. C. S.	High School Helper	M	3				0.40	\$9,228.60		\$10,100.40
Community Schools Program	E. S. C. S.	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	E. S. C. S.	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	E. S. C. S.	High School Helper		3				0.40	\$9,228.60		\$10,100.40
Community Schools Program	E. S. C. S.	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		3				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		2				0.40	\$9,165.60		\$9,228.60
Community Schools Program	Healey	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		2				0.40	\$9,165.60		\$9,228.60
Community Schools Program	Healey	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Healey	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	Kennedy School	High School Helper						0.40	\$9,228.60		\$10,100.40
Community Schools Program	Kennedy School	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	W. H. C. I. S.	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	W. H. C. I. S.	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	W. H. C. I. S.	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	W. H. C. I. S.	High School Helper		1				0.40	\$9,228.60		\$10,100.40
Community Schools Program	W. S. N. S.	High School Helper		2				0.40	\$9,228.60		\$10,100.40
Community Schools Program	W. Somerville Neighborhood School	High School Helper		1				0.10	\$9,166.00		\$10,100.40
Community Schools Program	Brown	Substitute Teacher						0.50	\$15,111.97		\$15,111.97
Community Schools Program	Healey	Substitute Teacher						0.50	\$15,111.97		\$15,111.97
Community Schools Program	E. S. C. S.	Comm Sch Prog Substitute		5				0.50	\$16,032.28		\$16,513.25
Community Schools Program	Community Schools	Comm Sch Prog Substitute		2				0.50	\$16,032.28		\$16,032.28
Community Schools Program	Brown School	Door Monitor		1				0.50	\$4,822.65		\$4,822.65
Community Schools Program	Capuano E. C. Ctr.	Door Monitor		2				0.40	\$10,579.20		\$10,870.13
Community Schools Program	E. S. C. S.	Door Monitor		3				0.40	\$15,342.08		\$15,763.99
Community Schools Program	Kennedy	Door Monitor						0.40	\$9,739.80		\$10,633.91
Community Schools Program	W.H.C.I.S.	Door Monitor						0.50	\$7,168.00		\$7,168.00
Community Schools Program	Kennedy	Door Monitor / HS Helper		1				0.40	\$9,348.91		\$10,100.40
Community Schools Program	Kennedy	Door Monitor / HS Helper		2				0.40	\$9,348.91		\$10,100.40
Community Schools Program	Kennedy	Door Monitor / HS Helper						0.40	\$6,002.87		\$10,100.00
Community Schools Program	Kennedy	Door Monitor / HS Helper		1				0.40	\$10,766.70		\$10,100.40
Community Schools Program	ROUTE	Van Driver		8				0.50	\$13,410.33		\$13,779.12
Food Services	Food Services Office	Director, Food Services		16				1.00	\$152,691.76		\$157,335.78
Food Services	Food Services Office	Assistant Director of Food Services		27				1.00	\$107,000.00		\$109,832.50
Food Services	Food Services Office	Nutrition Operations Supervisor		2				1.00	\$152,691.76		\$82,000.00
Food Services	Food Services Office	Principal Account Clerk 2		0		10		1.00	\$62,758.00		\$72,260.00
Food Services	Food Services Office	Principal Account Clerk 2						1.00	\$69,523.00		\$69,523.00
Food Services	E. S. C. S.	Manager		21		4		1.00	\$46,558.00		\$55,594.75

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Food Services	S. H. S.	Manager		13		4		1.00	\$46,108.00		\$55,194.75
Food Services	W. H. C. S.	Manager		25		4		1.00	\$46,708.00		\$55,594.75
Food Services	S. H. S.	Cook		12		4		1.00	\$36,406.00		\$42,909.75
Food Services	W. H. C. S.	Cook		6		4		1.00	\$35,806.00		\$42,709.75
Food Services	W. H. C. S.	Cook		6		4		1.00	\$35,806.00		\$42,709.75
Food Services	Argenziano	Helper		3		4		0.93	\$29,532.70		\$33,873.30
Food Services	Argenziano	Helper		10		4		1.00	\$31,570.75		\$36,976.75
Food Services	Argenziano	Helper				1		0.47	\$13,542.39		\$13,968.10
Food Services	Argenziano School	Helper		1		2		0.47	\$13,968.10		\$16,395.00
Food Services	Argenziano School	Helper		2		2		0.47	\$13,968.00		\$16,395.00
Food Services	Capuano E. C. Ctr.	Helper		9		4		0.93	\$27,494.65		\$34,573.30
Food Services	E. S. C. S.	Helper		10		4		0.73	\$23,418.55		\$27,362.95
Food Services	E. S. C. S.	Helper		8		4		0.73	\$22,818.55		\$27,362.95
Food Services	E. S. C. S.	Helper		7		4		0.47	\$14,666.35		\$17,749.15
Food Services	E. S. C. S.	Helper		13		4		1.00	\$31,570.75		\$37,176.75
Food Services	E. S. C. S.	Helper		15		4		1.00	\$31,770.75		\$37,176.75
Food Services	Healey	Helper		7		4		0.87	\$26,894.65		\$32,169.85
Food Services	Healey	Helper		6		4		0.87	\$24,959.50		\$24,959.50
Food Services	Healey	Helper				1		0.87	\$11,661.65		\$13,845.21
Food Services	Healey	Helper		1		2		0.47	\$13,968.10		\$16,395.00
Food Services	Kennedy	Helper		1		3		0.73	\$13,968.10		\$16,395.00
Food Services	Kennedy	Helper		7		4		0.87	\$26,894.65		\$32,169.85
Food Services	S. H. S.	Helper		28		4		1.00	\$32,170.75		\$37,776.75
Food Services	S. H. S.	Helper		1		2		0.47	\$15,716.35		\$16,395.00
Food Services	S. H. S.	Helper		19		4		1.00	\$32,020.75		\$37,426.75
Food Services	S. H. S.	Helper		12		4		1.00	\$27,494.65		\$32,369.85
Food Services	S. H. S.	Helper		6		4		1.00	\$30,970.75		\$36,976.75
Food Services	S. H. S.	Helper		21		4		0.47	\$15,716.35		\$18,349.15
Food Services	S. H. S.	Helper		2		3		0.80	\$13,968.10		\$29,066.40
Food Services	S. H. S.	Helper						0.47	\$13,968.10		\$16,718.40
Food Services	S. H. S.	Helper		1		2		0.47	\$0.00		\$16,395.00
Food Services	S. H. S.	Helper		10		4		0.80	\$25,456.60		\$29,966.40
Food Services	S. H. S.	Helper		10		4		0.80	\$25,456.60		\$29,966.40
Food Services	W. H. C. S.	Helper		20		4		0.87	\$27,944.65		\$32,619.85
Food Services	W. H. C. S.	Helper		3		4		0.87	\$26,294.05		\$30,855.60
Food Services	W. H. C. S.	Helper		5		4		0.73	\$14,666.35		\$17,049.15
Food Services	W. H. C. S.	Helper		9		4		1.00	\$31,570.75		\$36,976.75
Food Services	W. S. N. S.	Helper		9		4		0.80	\$25,456.60		\$29,766.40
Food Services	WSNS	Helper		8		4		0.60	\$16,704.40		\$20,152.60
Food Services	Capuano E. C. Ctr.	Helper FT		3		4		0.60	\$15,906.40		\$16,718.40
Food Services	E. S. C. S.	Helper PT		1		2		0.47	\$0.00		\$16,395.00
Food Services	E. S. C. S.	Helper PT		1		3		0.47	\$14,247.40		\$16,395.00
Food Services	E. S. C. S.	Helper PT		1		3		0.47	\$13,968.10		\$16,395.00
Food Services	Argenziano	Ld Helper (Bulk)		18		4		1.00	\$35,188.50		\$40,702.75
Food Services	Capuano E. C. Ctr.	Ld Helper (Bulk)		12		4		1.00	\$34,988.50		\$40,452.75
Food Services	Healey	Ld Helper (Bulk)		8		4		1.00	\$34,988.50		\$40,252.75
Food Services	Kennedy	LD Helper (Bulk)		6		4		1.00	\$34,338.50		\$40,252.75
Food Services	W. S. N. S.	Ld Helper (Bulk)		12		4		1.00	\$34,988.50		\$40,452.75
Food Services	Brown	Sat Ld Helper		6		4		1.00	\$27,522.55		\$33,589.45
Food Services	S. H. S.	Utility Worker		6		4		1.00	\$35,806.00		\$42,709.75
Food Services	W. H. C. I. S.	Utility Worker		2		3		1.00	\$34,420.00		\$40,387.50

Budget Organization	Budget Location	Budget Position	Grade or Subject	Budget Years	Budget Lane	Budget Step	Budget INST FTE	Budget GRANT	Budget Prior Year \$	Budget LEA INST Salary	Budget Grant Salary
Food Services	W. H. C. S.	Utility Worker				1		1.00	\$34,987.00		\$41,190.96
Food Services	W. H. C. S.	Utility Worker		6		4		1.00	\$35,806.00		\$42,709.75
Food Services		Lunch Attendants					1.00		\$486,777.00	\$200,163.37	\$300,000.00
Food Services		Substitute Helpers							\$55,000.00		\$55,000.00
Food Services		Overtime Account							\$15,000.00		\$15,000.00
Food Services		Out-of-Grade Payments							\$25,000.00		\$25,000.00
Food Services		Additional Reg. Hours							\$25,000.00		\$25,000.00
Food Services		Summer Food Workers							\$95,000.00		\$95,000.00
Food Services		Personnel Cont.							\$15,000.00		\$15,000.00
Personnel & Activities		Auto Allowance							\$18,500.00	\$35,040.00	
Personnel & Activities		Co-Curricular Act.							\$230,360.00	\$230,360.00	
Personnel & Activities		Prof. Improvement	(Lane Advancement)						\$200,000.00	\$200,000.00	
Personnel & Activities		Substitute Teachers							\$585,097.00	\$715,000.00	
Anticipated COLA Expenses									\$1,457,267.71	\$4,029,449.00	
Perfect Attendance (SEU Para/AFSCME/SMEA)										\$8,000.00	
Overtime Expenses										\$55,500.00	
Unemployment										\$150,000.00	
Stipend Expenses (Curr/Equity/PD)										\$306,960.00	
Tuition Reimb (SAA/SEU/SMEA)										\$80,000.00	
Additional Required Days (Counselors/Team Facilitators/Nurse)										\$170,000.00	
Contractual Services										\$66,142.60	
Severance Expense										\$120,000.00	
Homebound Tutor Services										\$5,500.00	
Wellness Champions / Active Kids / Gardening										\$45,000.00	
Special Needs Sub Separate Clsrm Stipends										\$60,000.00	
Extended Learning Program Coord & Tutors										\$84,057.50	
Teacher Mentors							1.00		\$105,000.00	\$84,900.00	
Total									\$86,198,450.74	\$93,361,127.00	\$15,670,038.47

SCHOOL COMMITTEE - S01		PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
School Committee (1110), Superintendent (1210), Assistant Superintendent (1220), District Wide Administration (1230)			
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	memberships, printing	\$	13,950
Staff Stipends: Staff working after hours on events/issues	direct expense	\$	10,400
Supplies: Office supplies	office supplies, paper, postage	\$	200
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement	conferences, travel	\$	8,100
	TOTAL	\$	32,650
	TOTAL SCHOOL COMMITTEE BUDGET	\$	32,650
ADMINISTRATION - S02		PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Superintendent (1210), Assistant Superintendent (1220), District Wide Administration (1230)			
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	DW Contracts, Data Dashboard (20K)	\$	39,950
Staff Stipends: Staff working after hours on events/issues			
Supplies: Office supplies	office supplies (11K), paper (5.5K), postage (10K)	\$	26,500
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement	conferences, travel, consulting services	\$	12,900
	TOTAL	\$	79,350
Business and Finance (1410) and Human Resources/Benefits (1420)			
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	1410-audit fee (10K); 1420-advertising (27K), other services including printing, arbitration (8K); Evaluation software, HRIS, Teacher/sub DB (56K), Consultant to align payroll & HR databases (20K)	\$	119,000
Staff Stipends: Staff working after hours on events/issues			
Supplies: Office supplies	Copier supplies, paper, office supplies	\$	10,172
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement			
Legal services and settlements (1430 and 1435)			
Professional Services: Legal services for School Committee. Representation for collective bargaining. Payments for legal settlements.	Legal Services (197K), Legal Settlements (75K)	\$	272,000
	TOTAL	\$	401,172
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications			
Professional Services: Contracted maintenance services for buildings			
Supplies (4400): Supplies for maintenance and operations.			
Security Systems Professional Services (4225): Connect Ed			
Repairs and Maintenance Professional Services (4230): Copier/RISO maintenance contracts	maintenance of copiers, postage machines	\$	7,500
Networking/Telecommunication Professional Services (4400): Telephone/Networking contracted services.			
Networking/Telecommunications Supplies (4400)			
Technology Maintenance Professional Services (4450)			
Technology Maintenance Supplies (4450): Hardware/peripherals Repair Department supplies			
	TOTAL	\$	7,500
Insurance, Acquisition, and Fixed Assets			
Insurance for Active Employees (5200): Professional Liability, Fiduciary Bond, etc	Liability insurance (\$227,500); bonding	\$	227,500
Insurance for Retired Employees (5250): Severance, ERI, etc			
Insurance for Non Employees (5260): Student Insurance, Building Insurance, etc.			
Rental/Lease Office Equipment (5300): Copiers/RISO, etc.			
Rental/Lease Buildings (7200): Short Term Leases (less than 3 years)			
Capital Rental/Lease Buildings (7200): Long Term Leases (more than 3 years)			

Equipment Acquisition (7300): First time purchase, over \$5,000 per item		
Capital Technology (7350): Over \$5,000 per technology item		
Equipment Replacement (7400): Replace non-functioning equipment (copier, etc.)		
	TOTAL	\$ 227,500
	TOTAL ADMINISTRATION BUDGET	\$ 715,522
CURRICULUM - S03	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
School Committee (1110), Superintendent (1210), Assistant Superintendent (1220), District Wide Administration (1230)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Professional Association memberships for Asst. Supt.	\$ 800
Staff Stipends: Staff working after hours on events/issues		\$ -
Supplies: Office supplies		
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement	Travel, conference expenses for Asst. Supt.	\$ 1,200
	TOTAL	\$ 2,000
Curriculum/School Leadership (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Memberships for administrators; professional journals	\$ 5,304
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Office supplies, and RISO/photocopiers, not used in classrooms.		
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement	SAA Contract set-aside for conference expenses and travel reimbursement	\$ 10,000
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.	Innovation	\$ 10,000
	TOTAL	\$ 25,304
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Coaching and Leadership Development; program development	\$ 45,000
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
	TOTAL	\$ 45,000
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.	Textbook replacement	\$ 30,000
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	ELA Curriculum materials (\$200,000K); Math Curriculum (\$70K), Science pilot (25K)	\$ 418,350
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.		
Instructional Services (2440) contracts for direct instructional services to students		\$ 6,311
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.	Data plan for alternative learning programs (\$6.5K); Distance learning software (\$22K), DW software licenses (25K)	\$ 68,500
Professional Services: Testing and Assessment (2720) Services and other expenses used for testing and assessing students	Student Assessment; expand iReady (15K)	\$ 55,000
	TOTAL	\$ 578,161
	TOTAL CURRICULUM BUDGET	\$ 650,465

STUDENT SERVICES - S04		PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
School Committee (1110), Superintendent (1210), Assistant Superintendent (1220), District Wide Administration (1230)			
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Participation in professional organizations; City Links, drop out prevention; embedded counseling services	\$	455,500
Staff Stipends: Staff working after hours on events/issues			
Supplies: Office supplies	Student Services Office Supplies - Parent/Guardian Guide	\$	2,000
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement			
	TOTAL	\$	457,500
Professional Development (2358)			
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Youth Risk Survey; 504 training; 2nd Step, Restorative Justice and Responsive Classroom	\$	87,500
Supplies: Materials and books used by participants/instructor during professional development.			
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training	Attend Safety/Health-related conferences	\$	900
	TOTAL	\$	88,400
Attendance and Parent Liaison Services (3100)			
Professional Services: Staff memberships, contracted services		\$	-
Staff Stipends: Staff working after hours on events/issues related to PIC and Attendance Officers, but not professional development.			
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement			
	TOTAL	\$	-
Medical/Health Services (3200)			
Professional Services: Medical/mental health services contracted out for student services, i.e. Somerville Mental Health, individual Nursing Services for child, etc.	Student safety evaluations; EdPlan 504	\$	7,700
	TOTAL	\$	7,700
School Security (3600)			
Professional Services: Contracted services for staff/student security (Mediation).	Mediation Program Costs and Stipends	\$	25,000
Supplies: Supplies for student/staff security – i.e. cameras, film, ID badges, etc.			
	TOTAL	\$	25,000
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications			
Repairs and Maintenance Professional Services (4230): Copier/RISO maintenance contracts	Repair and maintain office equipment	\$	-
	TOTAL	\$	-
TOTAL STUDENT SERVICES BUDGET		\$	578,600
TECHNOLOGY - S05		PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
District Wide (1450) – Administrative Technology and Student Information System			
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	annual maintenance for X2 Aspen, Internet Provider, ConnectEd, EMC, web support; Web Appliance Filter for Students	\$	60,139
Supplies to support the data processing needs of the district.	servers, hardware for administration	\$	20,738
	TOTAL	\$	80,877
Professional Development (2358)			
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Training for technicians and staff	\$	4,148
Staff Stipends: Staff work after hours participating in or instructing professional development		\$	995
Supplies: Materials and books used by participants/instructor during professional development.		\$	995
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		\$	2,157
	TOTAL	\$	8,295
Instruction			

Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.	SMARTBoards, DVD Drives, Flash Drives, and related instructional equipment	\$ 83,440
Professional Services: Other Instructional Services (2440) contracted services		
Supplies: Classroom Instruction Technology (2451)	New computer refresh, printer supplies, lcd monitors, and general accessories; 1:1 mobile device expansion; Chromebooks and projectors	\$ 517,308
Supplies: Instructional Software and Licenses (2455) Instructional programs and licenses	Student Software upgrades (licenses)	\$ 20,738
	TOTAL	\$ 621,486
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Services to include maintenance contracts; consultants, other contracted services	Network Consultant, disaster recovery	\$ 62,042
Supplies required for the repair of computers; printers.	Replacement parts and consumables for Technology hardware	\$ 31,000
	TOTAL	\$ 93,042
	TOTAL TECHNOLOGY DEPARTMENT BUDGET	\$ 803,700
FACILITIES - S06	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Professional Services (4400): Contracted maintenance services for buildings, i.e., extermination, etc.	Repair and Maintenance; vehicle repair	\$ 58,000
Supplies (4400): Supplies for maintenance and operations.	Supplies, Furniture (\$75K)	\$ 136,000
Security Systems Professional Services (4225): Connect Ed		
Repairs and Maintenance Professional Services (4230): Copier/RISO maintenance contracts		
Networking/Telecommunication Professional Services (4400): Telephone/Networking contracted services.		\$ 3,000
Technology Maintenance Supplies (4450): Hardware/peripherals Repair Department supplies		
	TOTAL	\$ 197,000
Insurance, Acquisition, and Fixed Assets		
Insurance for Non Employees (5260): Student Insurance, Building Insurance, etc.		
Capital Rental/Lease Buildings (7200): Long Term Leases (more than 3 years)	TAB Building Lease - SCALE	\$ 185,453
Equipment Acquisition (7300): First time purchase, over \$5,000 per item	Copier Replacement-District	\$ 59,851
Capital Technology (7350): Over \$5,000 per technology item		
	TOTAL	\$ 245,304
	TOTAL FACILITES BUDGET	\$ 442,304
PROFESSIONAL DEVELOPMENT - S07	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Memberships for administrators; professional journals	
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Office supplies, and RISO/photocopiers, not used in classrooms.		
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement	SAA Contract set-aside for conference expenses and travel reimbursement	
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.	Professional Learning - Frontline	\$ 12,000
	TOTAL	\$ 12,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Coaching and Leadership Development; program development; PD Leadership Dev for Principals (\$50K)	\$ 125,500
Staff Stipends: Staff work after hours participating in or instructing professional development	Stipends: Summer Curriculum; School based professional development; District wide PD	\$ 25,000
Supplies: Materials and books used by participants/instructor during professional development.		\$ 12,500
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
	TOTAL	\$ 163,000

	TOTAL PROFESSIONAL DEVELOPMENT BUDGET	\$ 175,000
TRANSPORTATION - S08	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Student Transportation Services (3300) – to and from school (excludes Field Trips/Charters)	Transportation of ELL and other outplaced students and homeless students; Late bus, MBTA student passes; Afterschool transportation; MBTA Gr. 7-12 Passes (\$720K); Transportation to Swimming Lessons (10K); Transportation Contract for Winter Hill (100K) McKenney Vento grant (-338K)	
		\$ 1,449,194
Professional Services: Contract out with bus/taxi/van companies		
	TOTAL	\$ 1,449,194
	TOTAL TRANSPORTATION BUDGET	\$ 1,449,194
SCHOOL HEALTH SERVICES - S09	PROPOSED PURCHASE OF GOOD OR SERVICE	Dollar Amount
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied. S0998991-530100		\$ 1,900
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
	TOTAL	\$ 1,900
Medical/Health Services (3200)		
Professional Services: Medical/Health services contracted out for individual Nursing Services for child, etc. S0939995-530100		\$ 42,300
Supplies: Supplies for School Nurses S0939995-54210		\$ 20,875
Stipends		
	TOTAL	\$ 63,175
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Repairs and Maintenance Professional Services (4230): S0951995-524100	AED Maint; Audiometer calibration	\$ 3,000
	TOTAL	\$ 3,000
	TOTAL SCHOOL HEALTH SERVICES BUDGET	\$ 68,075
EQUITY - S10	PROPOSED PURCHASE OF GOOD OR SERVICE	Dollar Amount
Other District Wide Administration (1230)		
Professional Services: Contracted services to support Equity Svc S1004995-530100		
Supplies: Materials and books used by participants/instructor during professional development. S1004995-54210	Non-instruction supplies to support Equity Services; Affinity Group supplies	\$ 20,000
	TOTAL	\$ 20,000
Other Instructional Materials (2415)		
Supplies	Classroom Library Diversification (\$1,000/school)	\$ 10,000
	TOTAL	\$ 10,000
Other District Wide Administration (2358)		
Professional Services: Consultants to conduct professional development and training for staff. S1098995-530100	DW Admin PD / School Based PD (\$5,000 per school)	\$ 50,000

Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
	TOTAL	\$ 50,000
	TOTAL EQUITY BUDGET	\$ 80,000
BROWN SCHOOL - S11	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		
Staff Stipends: Staff working after hours on events/issues	Parent/Guardian Workshops and curriculum related evening events, Yard Monitor for morning drop off	\$ 2,150
Supplies: Office supplies	Lunches for foster-grandparent program	\$ 1,600
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
	TOTAL	\$ 3,750
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
	TOTAL	\$ -
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 8,010
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 1,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.		\$ 7,030
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		
	TOTAL	\$ 16,040
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		\$ 2,640
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		
Supplies: Supplies for student activities		
Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.		
	TOTAL	\$ 2,640
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier maintenance - \$450	\$ 2,500
	TOTAL	\$ 2,500
	TOTAL BROWN SCHOOL BUDGET	\$ 24,930

OUT OF SCHOOL TIME (OST) - S12		PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	OST Programming: summer and after-school programming	\$	980,000
	TOTAL OST BUDGET	\$	980,000
EAST SOMERVILLE COMMUNITY SCHOOL - S13		PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)			
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	MAESP, ASCD memberships	\$	2,000
Staff Stipends: Staff working after hours on events/issues	Staff for Open House events; Stipend for newsletter, design; Staff stipend for organization of book room (\$13K); Additional member of ILT (\$15K)	\$	4,875
Supplies: Office supplies	toner, file folders, etc.	\$	2,460
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement			
	TOTAL	\$	9,335
Professional Development (2358)			
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.			
Staff Stipends: Staff work after hours participating in or instructing professional development	Middle Grades planning; team building activities; intervention plans; ILT Summer SIP planning; Other TBD	\$	4,050
Supplies: Materials and books used by participants/instructor during professional development.	Videos and books related to inclusion and co-teaching models, matery and language objectives, and dual language principles and curriculum	\$	2,000
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training	conference transportation - MABE	\$	500
	TOTAL	\$	6,550
Instruction			
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.			
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Purchase materials for leveled bookroom	\$	17,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.			
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.	pencils, journals, copy paper, folders, glue sticks, crayons, etc.	\$	14,220
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Assemblies related to school culture and instructional focus - (1.5k);	\$	1,500
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.	Classroom headset replacement and listening center replacement		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.	Soliloquy fluency software	\$	3,000
	TOTAL	\$	35,720
Student Activities (3520)			
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	Buses for field trips	\$	8,101
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.			
Supplies: Supplies for student activities			
Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.			
	TOTAL	\$	8,101
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications			

Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier and risograph maintenance	\$ 8,058
	TOTAL	\$ 8,058
	TOTAL EAST SOMERVILLE COMMUNITY SCHOOL BUDGET	\$ 67,764
CAPUANO EARLY CHILDHOOD CENTER - S14	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		\$ 500
Staff Stipends: Staff working after hours on events/issues	Study groups; instructional leadership; Family nights; Books for Bingo; Math/literacy Fair	\$ 2,000
Supplies: Office supplies		\$ 500
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
	TOTAL	\$ 3,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Writing/Math/Literacy consultants	\$ 2,300
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.	Professional reference books	\$ 500
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training	Staff conferences	
	TOTAL	\$ 2,800
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 500
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Curriculum materials	\$ 4,500
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		\$ 500
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.	General classroom supplies; copier and risograph supplies.	\$ 12,030
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		\$ 2,050
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		\$ 500
	TOTAL	\$ 20,080
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		\$ 6,910
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		
	TOTAL	\$ 6,910
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		\$ -
Repairs and Maintenance Professional Services	Copier and Risograph Maintenance	\$ 3,200
	TOTAL	\$ 3,200
	TOTAL CAPUANO EARLY CHILDHOOD CENTER BUDGET	\$ 35,990
HEALEY SCHOOL - S15	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT

Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		
Staff Stipends: Staff working after hours on events/issues		
Supplies: Office supplies		\$ 2,000
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
	TOTAL	\$ 2,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ 2,500
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ 3,000
Supplies: Materials and books used by participants/instructor during professional development.		\$ -
	TOTAL	\$ 5,500
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 12,122
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.		\$ 14,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		
	TOTAL	\$ 26,122
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	Field Trip Transportation, Parent Group Engagement (10K)	\$ 16,330
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		
Supplies: Supplies for student activities		
	TOTAL	\$ 16,330
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier and Risograph maintenance -	\$ 8,268
	TOTAL	\$ 8,268
	TOTAL HEALEY SCHOOL BUDGET	\$ 58,220
KENNEDY SCHOOL - \$16	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		\$ 500
Staff Stipends: Staff working after hours on events/issues		
Supplies: Office supplies	Office supplies	\$ 250
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		\$ 500
	TOTAL	\$ 1,250
Professional Development (2358)		

Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	consultants for staff training related to educators' evaluations; MakerSpace	\$ 9,000
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ 500
Supplies: Materials and books used by participants/instructor during professional development.		\$ 500
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		\$ -
	TOTAL	\$ 10,000
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 2,500
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 3,417
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		\$ 2,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.	classroom supplies	\$ 14,995
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		\$ 1,000
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		\$ 1,500
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		\$ 250
	TOTAL	\$ 25,662
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	afterschool enrichment programs; field transportation	\$ 5,400
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.	Makerspace coordinator	\$ 2,500
	TOTAL	\$ 7,900
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier and Riso maintenance; leases	\$ 8,128
	TOTAL	\$ 8,128
	TOTAL KENNEDY SCHOOL BUDGET	\$ 52,940
ARGENZIANO SCHOOL - S17	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		
Staff Stipends: Staff working after hours on events/issues		
Supplies: Office supplies		\$ 3,000
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		\$ 3,000
	TOTAL	\$ 6,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ 12,000
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ 800
Supplies: Materials and books used by participants/instructor during professional development.		
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
	TOTAL	\$ 12,800
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ -

Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Assorted instructional tools/devices for classrooms	\$ 19,091
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.	Copier and Risograph supplies and General School Supplies	\$ 10,150
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Tutors-non-staff	\$ 10,000
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		\$ 2,000
	TOTAL	\$ 41,241
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	MCAS/Students based remediation and enrichment activities to reinforce/support instruction; field trip transportation	\$ 6,460
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.	Activity supplies	
Supplies: Supplies for student activities		\$ 800
	TOTAL	\$ 7,260
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier maintenance	\$ 5,799
	TOTAL	\$ 5,799
	TOTAL A.F. ARGENZIANO SCHOOL BUDGET	\$ 73,100
WEST SOMERVILLE NEIGHBORHOOD SCHOOL - \$19	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		\$ -
Staff Stipends: Staff working after hours on events/issues	Math Night, Literacy Night, Family Night, Multicultural events	\$ 1,500
Supplies: Office supplies		\$ 1,000
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
	TOTAL	\$ 2,500
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ 1,500
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ 638
Supplies: Materials and books used by participants/instructor during professional development.		
	TOTAL	\$ 2,138
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Risograph and copier supplies, paper, pencils, white board materials, etc.	\$ 7,460
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		\$ -
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.		\$ 8,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		
	TOTAL	\$ 15,460

Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		\$ 10,484
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		\$ 1,000
Supplies: Supplies for student activities		\$ 500
Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.		
	TOTAL	\$ 11,984
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		
Supplies for maintenance and operations.	Copier and risograph maintenance -	\$ 4,948
Repairs and Maintenance Professional Services	TOTAL	\$ 4,948
	TOTAL WEST SOMERVILLE NEIGHBORHOOD SCHOOL BUDGET	\$ 37,030
WINTERHILL COMMUNITY INNOVATION SCHOOL - S21	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		\$ 500
Staff Stipends: Staff working after hours on events/issues		\$ 7,178
Supplies: Office supplies		
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.		\$ 1,500
	TOTAL	\$ 9,178
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ -
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ -
Supplies: Materials and books used by participants/instructor during professional development.		\$ -
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
	TOTAL	\$ -
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		\$ 7,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.		\$ 13,500
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		\$ 1,200
	TOTAL	\$ 21,700
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	Field Trip Transportation, Parent Group Engagement (10K)	\$ 17,230
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		\$ 1,500

Supplies: Supplies for student activities		\$ -
	TOTAL	\$ 18,730
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier and risograph maintenance -	\$ 5,932
	TOTAL	\$ 5,932
	TOTAL WINTER HILL COMMUNITY INOVATION SCHOOL BUDGET	\$ 55,540
SOMERVILLE HIGH SCHOOL - S31	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		\$ 26,000
Staff Stipends: Staff working after hours on events/issues		\$ 6,000
Supplies: Office supplies		\$ 30,000
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		\$ 1,000
	TOTAL	\$ 63,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		
Staff Stipends: Staff work after hours participating in or instructing professional development	Summer staff professional development	\$ 10,000
Supplies: Materials and books used by participants/instructor during professional development.		\$ -
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		\$ 900
	TOTAL	\$ 10,900
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 25,000
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 20,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		\$ 5,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.	CTE Supplies (45K)	\$ 111,900
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Mass Insight (\$20K); AP exams student subsidies (\$15K), mock AP exams, Enroot partnership (\$130K)	\$ 189,000
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		\$ 6,000
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		\$ 2,000
	TOTAL	\$ 358,900
Medical/Health Services (3200)		
Professional Services: Medical/mental health services contracted out for student services, i.e. Somerville Mental Health, individual Nursing Services for child, etc.	hospital and home tutoring	\$ 25,000
Supplies: Supplies for medical and mental health related services, i.e., Nursing/Health Room supplies.		
	TOTAL	\$ 25,000
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	Graduation expenses (\$37K); other student activities and events; field trip transportation	\$ 47,500
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		\$ 2,000
Supplies: Supplies for student activities		\$ 5,000

Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.		\$ 5,000
	TOTAL	\$ 59,500
School Security (3600)		
Professional Services: Contracted services for staff/student security (Mediation).		
Staff Stipends: Security staff working after hours on non-school day activities.	Security details for events	\$ -
Supplies: Supplies for student/staff security – i.e. cameras, film, ID badges, etc.	Supplies for staff and student IDs	\$ 2,000
	TOTAL	\$ 2,000
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Professional Services (4400): Contracted maintenance services for buildings, i.e., extermination, etc.		
Supplies (4400): Supplies for maintenance and operations.		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copiers: Maintenance and repairs, Vocational Department: Equipment repairs (10K) ; Vocational Dept. - Copier maintenance and repairs	\$ 32,950
Networking/Telecommunication Professional Services (4400): Telephone/Networking contracted services.		
Networking/Telecommunications Supplies (4400)		
Technology Maintenance Professional Services (4450)		
Technology Maintenance Supplies (4450): Hardware/peripherals Repair Department supplies		
	TOTAL	\$ 32,950
Insurance, Acquisition, and Fixed Assets		
Insurance for Active Employees (5200): Professional Liability, Fiduciary Bond, etc.		
Insurance for Retired Employees (5250): Severance, ERI, etc		
Insurance for Non Employees (5260): Student Insurance, Building Insurance, etc.	Vocational Dept. - Health Careers insurance	\$ 1,000
Rental/Lease Office Equipment (5300): Copiers/RISO, etc.		
	TOTAL	\$ 1,000
Tuition		
Massachusetts Schools (9100)	Vocational Technical Schools	\$ 37,000
Collaborative (9400)		
	TOTAL	\$ 37,000
	TOTAL SOMERVILLE HIGH SCHOOL BUDGET	\$ 590,250
ATHLETICS - S32	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Athletics (3510)		
Professional Services: MIAA memberships, contracts with non-employees/companies, equipment maintenance and repair, Charter Transportation	Increased fees for officials and transportation due to addition of MS Sports and costs related to closure of field house during school contruction.	\$ 350,050
Staff Stipends: Staff working after hours on events, etc	Contest Management Workers	\$ 31,750
Supplies: Athletic supplies	New uniforms and equipment	\$ 23,550
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
	TOTAL	\$ 405,350
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies (4400): Supplies for maintenance and operations.		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier maintenance; custodial services	\$ 5,450
	TOTAL	\$ 5,450
	TOTAL ATHLETIC BUDGET	\$ 410,800
ART - S46	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT

Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		\$ 1,000
Staff Stipends: Staff working after hours on events/issues		
Supplies: Office supplies		\$ 500
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.		\$ 500
	TOTAL	\$ 2,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ 1,000
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ -
Supplies: Materials and books used by participants/instructor during professional development.		\$ -
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		\$ 2,000
	TOTAL	\$ 3,000
Instruction (2000)		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 39,500
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.		\$ 1,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		\$ 2,500
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		
	TOTAL	\$ 43,000
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		\$ 1,000
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		
Supplies: Supplies for student activities		
Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.		\$ 500
	TOTAL	\$ 1,500
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies for maintenance and operations.		\$ 500
Repairs and Maintenance Professional Services		\$ 1,125
	TOTAL	\$ 1,625
	TOTAL ART BUDGET	\$ 51,125
MLE - S47	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Weclome Project	\$ 37,000
Supplies: Office supplies	office supplies; bus monitor supplies (name tags, lanyards, clip boards)	\$ 2,500
	TOTAL	\$ 39,500

Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ 2,000
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
	TOTAL	\$ 2,000
Instruction (2000)		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.	ELL Texts and student books; Sheltered Content books, low readability high interest literature; student dictionaries; blended learning software; Unidos curriculum (\$45K)	\$ 55,000
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Instructional supplies	\$ 2,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.		
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
	TOTAL	\$ 57,000
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Repairs and Maintenance Professional Services (4230): Copier/RISO maintenance contracts	copier maintenance	\$ 2,500
	TOTAL	\$ 2,500
	TOTAL MLE BUDGET	\$ 101,000
GUIDANCE & CCR - S50	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Guidance Counseling (2710)		
Professional Services: Counseling staff/school memberships, contracted (non-medical/non-psychological licensed services for students	Naviance services and training; uAspire, College Board membership	\$ 48,427
Supplies: Supplies for guidance counselor office and staff members, instructional materials, supplies.		\$ 8,650
Staff Stipends: Staff working after hours on events/issues related to guidance, but not professional development.	Evening Guidance Events, College Career Day	\$ 5,450
Travel, buses, conference fees.	Buses for Fall & Spring Grade 9 University visits	\$ 6,600
	TOTAL	\$ 69,127
Professional Development (2358)		
Staff Stipends: Staff work after hours participating in or instructing professional development		\$ 3,000
	TOTAL	\$ 3,000
Guidance Testing and Assessment (2720)		
Professional Services: Testing staff/school memberships, contracted testing services (i.e., AP, SAT, etc.)	Kaplan, PSAT, SAT on Day (\$5k); College Advisors (\$18K)	\$ 46,850
Supplies: Supplies for testing and student assessment	Dictionaires	\$ 2,500
Staff Stipends: Staff working after hours on testing/events/issues related to testing, but not professional development.		\$ 500
Travel: Conference and travel payments/reimbursements for non-professional development conferences (Testing and Assessment Organization conferences not allowed for recertification/PDPs), mileage/ lodging/meals reimbursement. (Must be approved by Superintendent)		
	TOTAL	\$ 49,850
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Professional Services (4400): Contracted maintenance services for buildings, i.e., extermination, etc., custodial fees	Rental of tables and chairs for MCAS Administration in SHS Field House and Fall College Fair	\$ 5,000
Supplies (4400): Supplies for maintenance and operations.		
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier maintenance.	\$ 915
	TOTAL	\$ 5,915
	TOTAL GUIDANCE & CCR BUDGET	\$ 127,892

HEALTH & PHYSICAL EDUCATION - S51		
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Funding necessary for supervisor in the administration of his departmental responsibilities	\$ 1,500
Staff Stipends: Staff working after hours on events/issues	Staff working on projects and events promoting student transitions, parent/student activities and student activities	\$ 600
Supplies: Office supplies	Supplies necessary for Health/PE Supervisor's office	\$ 400
Travel: Conference and travel payments/reimbursements for non-professional development conferences, mileage reimbursement		
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.		
	TOTAL	\$ 2,500
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Provide Professional Development training relative to the improvement of teacher instruction	\$ 1,500
Staff Stipends: Staff work after hours participating in or instructing professional development	Funding for stipends for departmental staff involved in participation or instruction of professional development	\$ 700
Supplies: Materials and books used by participants/instructor during professional development.	Supplies for professional development activities	\$ 300
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
	TOTAL	\$ 2,500
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.	Textbooks, software, videos, etc needed for instruction in Health and PE	\$ 1,500
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Health Education materials and small PE supplies needed for student instruction; wellness mini-grants	\$ 22,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.	Health and PE equipment and supplies necessary for the implementation of the Health/PE standards; volleyball standards, etc	\$ 2,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.	General supplies necessary for the implementation of the Health/PE curriculum	\$ 1,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Rock Wall: Auto Belay Recertification; Additional costs associated with the Rock Wall operations and maintenance	\$ 27,500
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		
	TOTAL	\$ 54,000
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.	Stipends for staff running afterschool programming i.e.. Fitness Club, Health Fair, etc	\$ 1,500
Supplies: Supplies for student activities		
Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.		
	TOTAL	\$ 1,500
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies (4400): Supplies for maintenance and operations.		\$ -
Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services		
	TOTAL	\$ -
	TOTAL HEALTH AND PHYSICAL EDUCATION BUDGET	\$ 60,500

LIBRARY MEDIA - S52	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		
Supplies: Office supplies	SHS Library copier supplies	\$ 1,000
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.		
	TOTAL	\$ 1,000
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Professional development to library media staff	\$ 1,500
Staff Stipends: Staff work after hours participating in or instructing professional development		
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development		\$ 2,500
	TOTAL	\$ 4,000
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.	Library supplies including book tape, book covers, furniture, etc.	\$ 5,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.		\$ -
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.	Media Center Equipment for use in classroom instruction including wireless devises	\$ 5,000
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.	Annual Licenses for Destiny Automation Library System	\$ 22,500
	TOTAL	\$ 32,500
Library (2453, 2500)		
Supplies: Library Hardware and Peripherals (2453) Technology Expenditures for library use, i.e. computers and computer programming.	Hardware associated with Media Centers	\$ 25,000
Professional Services - Library (2500): Library staff memberships, contracted services - consultants, interns/short term assistants, etc.		\$ -
Staff Stipends – Library (2500): Staff working after hours on events/issues related to school libraries, but not professional development.		
Supplies – Library (2500): All books and other items for use in libraries	Purchase new books for all school libraries	\$ 20,000
	TOTAL	\$ 45,000
	TOTAL LIBRARY MEDIA BUDGET	\$ 82,500
MUSIC - S53	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Membership in Music Educator's National Association for Supervisors, the Kodaly Institute for Music Supervisors	\$ 250
Staff Stipends: Staff work after hours participating in or instructing professional development	Reimbursement for evening performances for staff as well as reimbursement for piano accompaniment.	\$ 2,000
Supplies: Materials and books used by participants/instructor during professional development.	General Office Supplies and mailing labels and envelopes	\$ 500
Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.	CHARMS Instrument Inventory Software	\$ 300
	TOTAL	\$ 3,050
Professional Development (2358)		

Professional Services: Consultants to conduct professional development and training for any staff member	Professional Development for General Music Teachers and Instrumental teachers	\$ 1,500
Staff Stipends: Staff work after hours participating in or instructing professional development	Staff member conducting after school professional development in World Drumming/Brazilian Percussion	\$ 600
Supplies: Materials and books used by participants/instructor during professional development.	Supplies for staff professional development	\$ 250
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training	Travel for interested staff to the Music Educators National and State Conventions	\$ 500
	TOTAL	\$ 2,850
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 7,000
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters		\$ 2,600
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.	Updated world percussion instruments	\$ 15,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.	Instrument mouthpieces, reeds, instrument repair cork, valve oil, rotor oil and slide grease as well as rosin for violins, violas, cellos and basses.	\$ 7,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Musicians for cultural performances and interactive/integrated cultural experiences, ex. Young Audiences performances	\$ 1,500
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.	Software and Music Arrangement Programs for each music classroom and renewal of Smart Music Software for Instrumental Instruction	\$ 1,700
	TOTAL	\$ 34,800
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	Transportation to the Boston Symphony Orchestra, Longy School of Music and other cultural performances; Honk Festival/ Choral Festival and other performance opportunities.	\$ 1,500
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		\$ 7,925
Supplies: Supplies for student activities		\$ 500
Travel: Students attending long distance/travel events, i.e., DECA, National History Day, National Science Fair, etc.		
	TOTAL	\$ 9,925
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Repairs and Maintenance Professional Services		
	TOTAL	\$ -
	TOTAL MUSIC BUDGET	\$ 50,625
WORLD LANGUAGES - S55	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
Travel: Course tuition/reimbursements and mileage/transportation costs/reimbursement for staff attending professional development/training		
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 8,750
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 25,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		\$ 4,500
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes,, i.e., pens, paper, crayons, test blanks, etc.		

Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs		
	TOTAL	\$ 38,250
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		
	TOTAL	\$ 500
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Repairs and Maintenance Professional Services		
	TOTAL	\$ -
	TOTAL WORLD LANGUAGES BUDGET	\$ 38,750

SOMERVILLE FAMILY LEARNING COLLABORATIVE - S56

	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		
Staff Stipends: Staff work after hours participating in or instructing professional development		
Supplies: Materials and books used by participants/instructor during professional development.		
	TOTAL	\$ -
Attendance and Parent Liaison Services (3100)		
Supplies: Supplies for Attendance Officers and PIC staff	Supplies to maintain proper operation of PIC; on-line registration program (\$25K)	
		\$ 33,500
	TOTAL	\$ 33,500
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted		
	TOTAL	
Community Services (6200)		
Supplies for maintenance and operations.	Materials and supplies to support events; playgroups; lease for playgroup space (5K)	\$ 8,000
Repairs and Maintenance Professional Services	Translations and outreach (\$26K); other services related to district events; Youth Harbors (\$51K); HIMMS Software (\$5,995)	\$ 89,095
	TOTAL	\$ 97,095
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Repairs and Maintenance Professional Services (4230): Copier/RISO maintenance contracts	Repair and maintain office equipment	\$ 2,500
	TOTAL	\$ 2,500
	TOTAL SOMERVILLE FAMILY LEARNING COLLABORATIVE BUDGET	\$ 133,095

EARLY CHILDHOOD - S57

	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.	Summer Intern, mentoring contracts (50K)	
		\$ 51,000
Supplies: Office supplies, and RISO/photocopiers, not used in classrooms.		\$ 500
	TOTAL	\$ 51,500
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.		\$ 10,000
Staff Stipends: Staff work after hours participating in or instructing professional development	Transition Activities to Support Pre-K to K Shift; Screening incoming Preschool Students	\$ 16,000

	TOTAL	\$ 26,000
Instruction		
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 2,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Week of the Young	\$ 1,000
	TOTAL	\$ 3,000
	TOTAL EARLY CHILDHOOD BUDGET	\$ 80,500
SPECIAL EDUCATION - S61	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, translations	Professional services: printing of office materials; interpreters	\$ 165,000
Staff Stipends: Staff working after hours on events/issues		
Supplies: Office supplies, and RISO/photocopiers, not used in classrooms.	Office Supplies, Supplies for SEPAC (\$500)	\$ 5,500
Legal Services and Settlements	Legal services and mediation	\$ 30,000
	TOTAL	\$ 200,500
Medical/Therapeutic Services (2320)		
Professional Services: Services for children with physical needs provided by schools through Special Education or ADA for instructional purposes (OT, PT, etc.)	Physical Therapy, Independent Evaluations for O.T/PT/Nursing needs/mobility training	\$ 400,000
Supplies: Goods needed to meet therapy and/or medical needs of students provided services.		
	TOTAL	\$ 400,000
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.	Texts and related materials	\$ 5,000
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.	Specialized Instructional Material; \$20K for new classrooms	\$ 40,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420)	Specialized Instructional Equipment (SKIP)	\$ 8,000
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.	General Supplies for specially designed instruction	\$ 15,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.	Tutoring for specially designed instruction	\$ 30,000
Supplies: Classroom Instructional Technology (under \$5,000 per unit) (2451) Computers printers, peripherals	Assistive Technology	\$ 15,000
Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses	IEP programs and instructional programs for specially designed instruction; ReThink Education software (\$30K)	\$ 46,000
	TOTAL	\$ 159,000
Psychological Services (2800)		
Professional Services: Psychological services contracted for individual students using licensed therapists for testing and therapy services	Psychological services for student evaluations, team meeting, consultations	\$ 150,000
	TOTAL	\$ 150,000
Transportation Services (3300)		
Contracted Services	Transportation services	\$ 2,996,000
	TOTAL	\$ 2,996,000
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies (4400): Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier maintenance	\$ 2,942
	TOTAL	\$ 2,942
Tuition		
Massachusetts Schools (9100)	Tuition for outside placements in Mass. Public programs	\$ 400,000
Tuition to Non-Public Schools (9300)	Tuition for outside placements in Mass. private educational programs of students who require intensive educational programming/cost-sharing with other agencies; Circuit Breaker offset (\$425K)	\$ 5,107,758
Tuition to Collaborative (9400)	Tuition for educational placements in collaborative	\$ 1,400,000

	TOTAL	\$ 6,907,758
	TOTAL SPECIAL EDUCATION BUDGET	\$ 10,816,200
FULL CIRCLE/NEXT WAVE - S62	PROPOSED PURCHASE OF GOOD OR SERVICE	DOLLAR AMOUNT
Curriculum/School Leadership/Principal's Office (2110, 2210, 2220)		
Professional Services: memberships, contracts with non-employees/companies, printing of office materials, etc.		
Staff Stipends: Staff working after hours on events/issues	Parent Group Stipends; Report card review and advisory	\$ 2,000
Supplies: Office supplies		\$ 1,500
5. 55100 – Supplies Building Technology (2250) – All office technology supplies (hardware, software, etc) not used in classrooms for teaching/learning.	SWIS data app tracking behavior interventions	\$ 350
	TOTAL	\$ 3,850
Professional Development (2358)		
Professional Services: Consultants to conduct professional development and training for any staff member with resulting PDPs and/or salary increment/job requirement-retention satisfied.	Summer stipends	\$ 2,000
Supplies: Materials and books used by participants/instructor during professional development.		\$ 500
	TOTAL	\$ 2,500
Instruction		
Supplies: Textbooks and Related Software/Media (2410) Hardcover and disk versions of texts for classroom use.		\$ 8,000
Supplies: Other Instructional Materials (2415) Maps/globes, trade books, clay, posters, lumber for voc. Ed., etc.		\$ 6,000
Supplies: Instructional Equipment – under \$5,000 per unit (2420) Musical instruments, teachers' room/department copiers/RISO, Voc. Ed machines, overhead projectors, etc.		
Supplies: General Supplies (2430) All supplies used by teachers and specialists for use with students for instructional purposes., i.e., pens, paper, crayons, test blanks, etc.		\$ 5,000
Professional Services: Other Instructional Services (2440) Performances for students related to classroom curriculum, contracted non-staff tutors, etc.		\$ 3,500
7. 55100 – Supplies: Instructional Software and Licenses (2455) Instructional programs for student use and associated licenses for the programs, i.e., River Deep, etc.		\$ 1,500
	TOTAL	\$ 24,000
Psychological Services (2800)		
Professional Services: Psychological services contracted for individual students using licensed therapists for testing and therapy services (usually associated with Special Education).		
Supplies: Supplies used in the delivery of psychological services to children (usually associated with Special Education).	Therapeutic Materials	\$ 2,000
	TOTAL	\$ 2,000
Student Activities (3520)		
Professional Services: Field Trip Charter Transportation and admission fees, non-curricular contracted school performances, non-staff club advisors/contracted	Field trips, van maintenance	\$ 2,500
Staff Stipends: Staff working after hours chaperoning/running events or clubs, performances, etc.		\$ 1,000
Supplies: Supplies for student activities		\$ 1,000
	TOTAL	\$ 4,500
Operations and Maintenance (4000, 4225, 4230) - Networking and Telecommunications		
Supplies (4400): Supplies for maintenance and operations.		
Repairs and Maintenance Professional Services	Copier maintenance -	\$ 1,600
	TOTAL	\$ 1,600
	TOTAL FULL CIRCLE/NEXT WAVE BUDGET	\$ 38,450
	Total FY25 Non Payroll Budget	\$ 18,962,711

E. Project Directory

Winter Hill Community Innovation School, Somerville MA
MSBA Module 3 Feasibility Study - Preliminary Design Program

**PERKINS —
EASTMAN**



DATED
3/16/2026

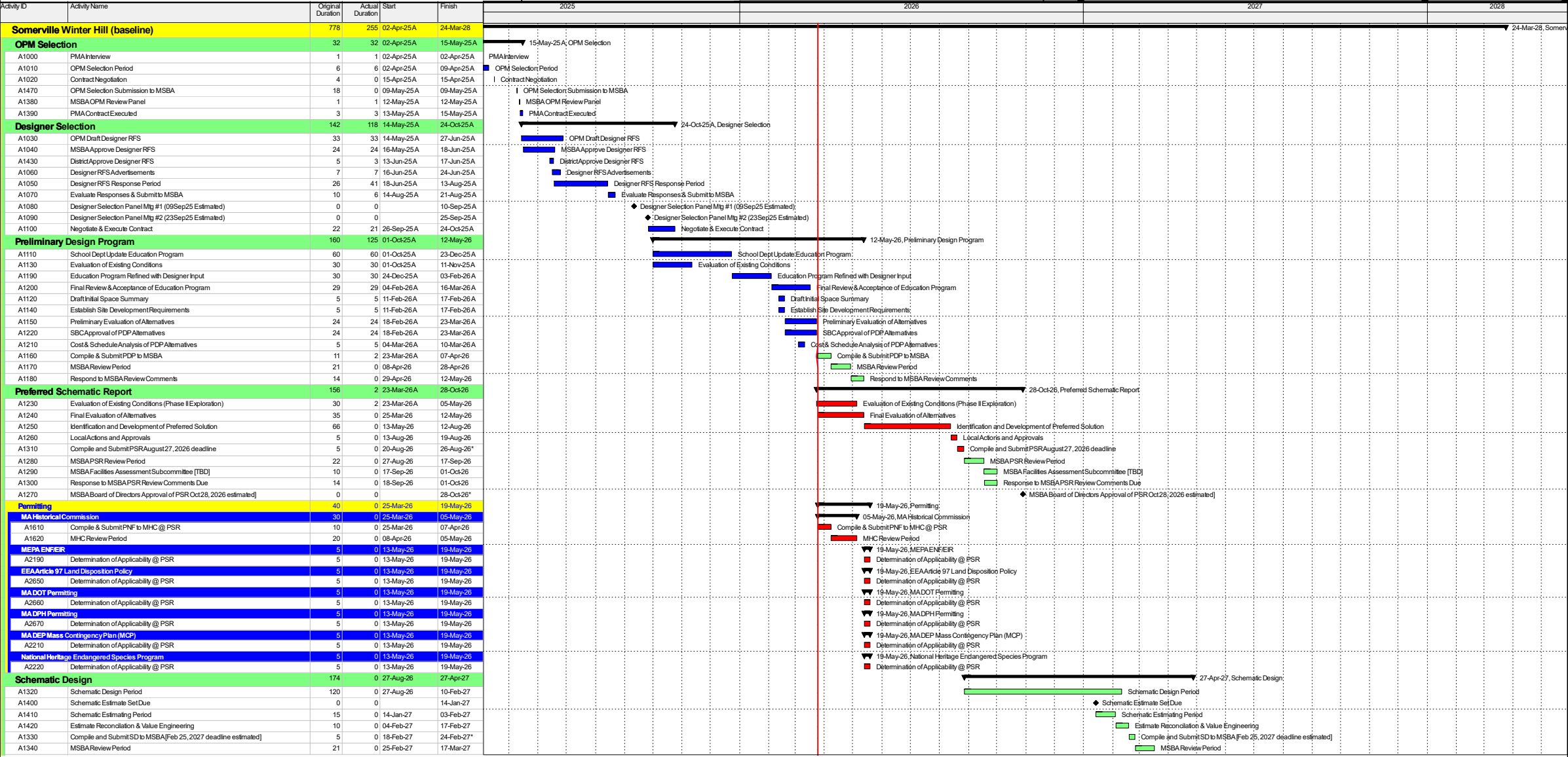
Project Directory : Winter Hill Community Innovation School

	Name	Title/Role	Phone No.	Ext.	E-Mail	CMR Experience	Address
	OWNER/CLIENT						
	Building Committee						
	Emily Grandstaff-Rice	Building Committee Chair	(617) 625-6600		emily.grandstaff.rice@gmail.com		93 Highland Ave, Somerville, MA 02143
	Mayor Jake Wilson	Honorable Mayor	(617) 625-6600		mayor@somervillema.gov		
	Richard Raiche	Director of Infrastructure and Asset Management	(617) 625-6600		rraiche@somervillema.gov		
	Andre Green	School Committee Member	(617) 625-6600		agreen@k12.somerville.ma.gov		
	Ruben Carmona	Superintendent of Somerville Public Schools	(617) 625-6600		rcarmona@k12.somerville.ma.us		
	Eric Weisman	Department of Public Works	(617) 625-6600		eweisman@somervillema.gov		
	Courtney Gosselin	Principal of Winter Hill Community Innovation School	(617) 625-6600		cgosselin@k12.somerville.ma.us		
	Kathleen Seward	Coordination for K-8 Curriculum, Instruction & Assessment	(617) 625-6600		kseward@k12.somerville.ma.gov		
	Edward Bean	Finance Director of Somerville	(617) 625-6600		ebean@somervillema.gov		
	Jesse Clingan	City Councilor	(617) 625-6600		jclingan@somervillema.gov		
	Courtney Koslow	Parent of Winter Hill Community Innovation School student	(617) 625-6600		courtney.koslow@gmail.com		
	Christopher Ames	Principal of Brown School	(617) 625-6600		comes@k12.somerville.ma.us		
	Richard Heidebrecht	Parent of Brown School student	(617) 625-6600		heidebrechjr@yahoo.com		
	Daniel Grayton	Resident with Municipal Finance Experience	(617) 625-6600		danielgrayton@gmail.com		
	Hanna Bao	Resident and Public School Parent with Development Experience	(617) 625-6600		hannasongwoods@gmail.com		
	Suraj Rajbanshi	Resident and Public School Parent with Engineering Background	(617) 625-6600		surairbn@yahoo.com		
	School Committee						
	Emily Ackman	School Committee Chair	(617) 625-6600		eackman@k12.somerville.ma.us		8 Bonair St, Somerville, MA 02145
	Leiran Biton	School Committee Vice Chair	(617) 625-6600		lbiton@k12.somerville.ma.us		
	Elizabeth Eldridge	Member	(617) 625-6600		eeldridge@k12.somerville.ma.us		
	Michele Lippens	Member	(617) 625-6600		mlippens@k12.somerville.ma.us		
	Andre Green	Member	(617) 625-6600		agreen@k12.somerville.ma.us		
	Laura Pitone	Member	(617) 625-6600		lpitone@k12.somerville.ma.us		
	Emma Stellman	Member	(617) 625-6600		estellman@k12.somerville.ma.us		
	Mayor Jake Wilson	Honorable Mayor	(617) 625-6600		mayor@somervillema.gov		
	Lance Davis	President, Somerville City Council	(617) 625-6600		ldavis@somervillema.gov		
	Ruben Carmona	Superintendent / Secretary to the School Committee	(617) 625-6600		rcarmona@k12.somerville.ma.us		
	Inspectional Services						
	Al Bargoot	Chief Building Inspector	(617) 625-6600		abargoot@somervillema.gov		93 Highland Ave, Somerville, MA 02143
	Jonathan Aureli	Local Building Inspector	(617) 625-6600		jaureli@somervillema.gov		
	Lee Anderson	Code Enforcement Inspector	(617) 625-6600		landerson@somervillema.gov		
	MD Ahsan	Inspectional Coordinator	(617) 625-6600		mahsan@somervillema.gov		
	Sheena Bonaventura	Safety Inspector	(617) 625-6600		sbonaventura@somervillema.gov		
	Michelle Bowler	Chief Code Enforcement Inspector	(617) 625-6600		mbowler@somervillema.gov		
	Keith Bryant	Wire Inspector ISD	(617) 625-6600		kbryant@somervillema.gov		
	Bill Cahill	Wire Inspector ISD	(617) 625-6600		bcahill@somervillema.gov		
	Thomas Cantillon	Building Inspector	(617) 625-6600		tcantillon@somervillema.gov		
	Andrea Como	Administrative Assistant	(617) 625-6600		acomo@somervillema.gov		
	Kelly Como	ISD Liaison	(617) 625-6600		kcomo@somervillema.gov		
	Peter D'Agostino	Local Building Inspector	(617) 625-6600		pdagostino@somervillema.gov		
	Julliane De Bona	Safety Inspector	(617) 625-6600		jsilveira@somervillema.gov		
	John Driscoll	Building Inspector	(617) 625-6600		jdriscoll@somervillema.gov		
	Gelin Esteban	Administrative Assistant	(617) 625-6600		gesteban@somervillema.gov		
	Marcello Fernandes	Wire Inspector ISD	(617) 625-6600		mfernandes@somervillema.gov		
	Kimberly Ford	Senior Code Enforcement Inspector - Rodent Control	(617) 625-6600		kford@somervillema.gov		
	Andrew Haynes	Code Enforcement Inspector	(617) 625-6600		ahaynes@somervillema.gov		
	Kevin Klein	Chief Plumbing and Gas Fitting Inspector	(617) 625-6600		kklein@somervillema.gov		
	Victoria Luis	Senior Code Enforcement Inspector	(617) 625-6600		vluis@somervillema.gov		
	Joseph Marino	Wire Inspector ISD	(617) 625-6600		jcmarino@somervillema.gov		
	William McCaffery	Plumbing and Gas Fitting Inspector	(617) 625-6600		wmccaffery@somervillema.gov		
	Stewart Mckenzie	Plumbing and Gas Fitting Inspector	(617) 625-6600		smckenzie@somervillema.gov		
Donna Pickett	Accountant/Business Analyst	(617) 625-6600		dpickett@somervillema.gov			
Alicia Privett	Environmental Health Coordinator	(617) 625-6600		aprivett@somervillema.gov			
Floyd Richardson	Lead Program Coordinator	(617) 625-6600		frichardson@somervillema.gov			
Chris Roche	Deputy Sealer	(617) 625-6600		croche@somervillema.gov			
Steve Ross	Sealer of Weights and Measures	(617) 625-6600		sross@somervillema.gov			
Matthew Sarcione	Zoning Review Planner ISD	(617) 625-6600		msarcione@somervillema.gov			
Jennifer Sousa	Operations Manager	(617) 625-6600		jsousa@somervillema.gov			
Arturo Vazquez	Senior Clerk	(617) 625-6600		avazquez@somervillema.gov			
Luis Waldron	Building Inspector	(617) 625-6600		lwaldron@somervillema.gov			
Matthew Zaino	ISD Deputy Director	(617) 625-6600		mzaino@somervillema.gov			
Colin Zeigler	Environmental Health Manager	(617) 625-6600		czeigler@somervillema.gov			
MSBA							
Mike McGurl	Director of Capital Planning	(617) 720-4466		michael.mcgurl@massschoolbuildings.org			
Clair Lerner	Senior Project Coordinator	(617) 720-4466		claire.lerner@massschoolbuildings.org			

	Jeffrey Adams	Project Manager	(617) 720-4466		jeffrey.adams@massschoolbuildings.org		10 Post Office Square S400, Boston, MA 02109
	Christina Forde	Senior Project Manager	(617) 720-4466		christina.forde@massschoolbuildings.org		
	Lexi Winston	Assistant Project Manager	(617) 720-4466		lexi.winston@massschoolbuildings.org		
PMA Consultants (Owner's Project Manager)							
	Chad Crittenden	Executive Director	(781) 794-1404		ccrittenden@pmaconsultants.com	X	35 Braintree Hill Office Park, Suite 300 Braintree, MA 02184
	Sean Burke	Managing Director	(781) 794-1404		sburke@pmaconsultants.com	X	
	Mitch Miller	Senior Associate	(781) 794-1404		mmiller@pmaconsultants.com	X	
	Nicholas Masse	Associate	(781) 794-1404		nmasse@pmaconsultants.com	X	
	Sheamus O'Connor	Associate	(781) 794-1405		soconnor@pmaconsultants.com	X	
	Matthew Muto	Senior Consultant	(781) 794-1406		mmuto@pmaconsultants.com	X	
	Ronald Caggiano	Site Representative	(781) 794-1404		rcaggiano@pmaconsultants.com	X	
Perkins Eastman (ARCHITECT)							
	Daniel Arons	Principal in Charge	(617) 449 4000		d.arons@perkinseastman.com	X	20 Ashburton Pl Floor 8, Boston, MA 02108
	Lisa Pecora	Project Manager	(617) 449 4000		l.pecora@perkinseastman.com	X	
	Robert Bell	Educational Planner	(617) 449 4000		r.bell@perkinseastman.com	X	
	Dawn Guarriello	Project Architect/Accessibility Designer	(617) 449 4000		d.guarriello@perkinseastman.com	X	
	Michael Berger	Design Architect	(617) 449 4000		m.berger@perkinseastman.com	X	
	Andrew Hazelton	Technical Architect	(617) 449 4000		a.hazelton@perkinseastman.com	X	
	Heather Jauregul	Sustainable/Green Design Specialist	(617) 449 4000		h.jauregul@perkinseastman.com	X	
	Christine Lucido	Interior Designer	(617) 449 4000		c.lucido@perkinseastman.com	X	
Perkins Eastman Subconsultants							
MLP Integrated Design (Educational Programming)							
	Michael Pirollo	Principal					
VHB (Civil Engineering)							
	Sean Manning	Principal					
Traverse Landscape Architects (Landscape Architecture)							
	Kris Bradner	Principal					
B+AC, LLC (Structural Engineering)							
	Balram Chamaria	Principal					
C.A. Crowley (Fire Protection Engineering)							
	Raymond Vincent	Principal					
C.A. Crowley (Plumbing Engineering)							
	Raymond Vincent	Principal					
CMTA (HVAC Engineering)							
	Jess Farber	Principal					
CMTA & HLB Lighting Design (Electrical/Lighting Consultant)							
	Jess Farber	Principal					
	Carrie Hawley	Principal					
CMTA (Data/Communications Consultant)							
	Jess Farber	Principal					
LEC Environmental Consultants (Environmental Permitting)							
	Ann Marton	Principal					
Haley & Aldrich (Geotechnical Engineering)							
	Damian Siebert	Principal					
Mabbett & Associates, Inc. (Hazardous Materials Consultant)							
	Michael Bloom	Principal					
PM&C (Cost Estimating Consultant)							
	Peter Bradley	Principal					
Crabtree McGrath (Kitchen/Food Service Consultant)							
	John Sousa	Principal					
Perkins Eastman (Laboratory Consultant)							
	Daniel Arons	Principal					
Cavanaugh Tocci Associates (Acoustical Consultant)							
	Lincoln Berry	Principal					
Kalin Associates (Specifications Consultant)							
	Mark Kalin	Principal					
Edvance (Technology Consultant)							
	Douglas Faria	Principal					
Cavanaugh Tocci Associates (Theatrical Consultant)							
	Lincoln Berry	Principal					
Soden Sustainability (Sustainable/Green Design/Renewable Energy Consultant)							
	Colleen Soden	Principal					
Hastings Consultings (Code Consultant)							
	Kevin Hastings	Principal					
Cavanaugh Tocci Associates (Accessibility/Universal Design Consultant)							
	Lincoln Berry	Principal					

	VHB (Traffic Consultant)						
	Sean Manning	Principal					
	Mohar Design (Furniture, Fixtures and Equipment Consultant)						
	Victoria Mohar	Principal					
	Brennan Consulting (Site Surveying)						
	Lauren Poulakis	Principal					
	Pamela Perini Consulting (Security Consultant)						
	Pamela Perini	Principal					

F. Project Schedule



Actual Work

Critical Remaining Work

Su...

Remaining Work

Milestone

TASK filter: All Activities

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Somerville Winter Hill (baseline)

Classic Schedule Analysis

25-Mar-26 10:54

Activity ID	Activity Name	Original Duration	Actual Duration	Start	Finish	2025	2026	2027	2028
A1370	Negotiate PS&B /Project Funding Agreement	15	0	17-Mar-27	07-Apr-27				
A1350	Respond to MSBA Review Comments	14	0	18-Mar-27	31-Mar-27				
A1360	MSBA Board Approval of Project Scope and Budget(April 27,2027 estimated)	0	0		27-Apr-27*				
DESE Submittal		35	0	11-Feb-27	31-Mar-27				
A2620	Schematic Design DESE Submittal	10	0	11-Feb-27	24-Feb-27				
A2630	DESE Review Period	15	0	25-Feb-27	17-Mar-27				
A2640	DESE Supplement- Provide add'l info if requested	10	0	18-Mar-27	31-Mar-27				
Permitting		5	0	25-Feb-27	03-Mar-27				
Board of Health Review		5	0	25-Feb-27	03-Mar-27				
A2230	Determination of Applicability @ SD	5	0	25-Feb-27	03-Mar-27				
MAAB Accessibility Variances		5	0	25-Feb-27	03-Mar-27				
A2680	Determination of Applicability @ SD	5	0	25-Feb-27	03-Mar-27				
Project Funding		84	0	25-Feb-27	22-Jun-27				
A1440	Critical Community Outreach Period	55	0	25-Feb-27	12-May-27				
A1450	Appropriation of Funds - Special Town Meetings (TBD)	20	0	27-Apr-27	25-May-27				
A1460	Authorization of Borrowing - Ballot Vote (TBD)	20	0	25-May-27	22-Jun-27				
DD->CLOSEOUT PERMITTING PLACEHOLDER		60	0	03-Jan-28	24-Mar-28				
-PLACEHOLDER: Planning Board Review @ 60%		45	0	03-Jan-28	03-Mar-28				
A2240	Submit Plans for Planning Review (PLACEHOLDER- SUBMIT AT 60%)	5	0	03-Jan-28*	07-Jan-28				
A2250	Planning Review Period (21 Days)	21	0	08-Jan-28	28-Jan-28				
A2260	Hearing #1 - Present Plans	10	0	28-Jan-28	11-Feb-28				
A2270	Hearing #2 -Approval	10	0	18-Feb-28	03-Mar-28				
-PLACEHOLDER: MA Office of Coastal Zone Mgmt (CZMA) @ 60%		15	0	03-Jan-28	21-Jan-28				
A2280	Permit Unlikely: Consult with MACZM @ 60% to Confirm	15	0	03-Jan-28	21-Jan-28				
-PLACEHOLDER: Wetlands Protection Act NOI (310 CMR 10.00) @ 90%		60	0	03-Jan-28	24-Mar-28				
A2290	Submit NOI @ 90% (BRP WPA Form 3) to Con Com and MA DEP	15	0	03-Jan-28	21-Jan-28				
A2300	MA DEP Assignment of File Number	15	0	24-Jan-28	11-Feb-28				
A2310	Public Hearing to Solicit Public Comments	10	0	14-Feb-28	25-Feb-28				
A2320	Public Comment Period (21 CDe)	15	0	28-Feb-28	17-Mar-28				
A2330	Order of Conditions Issued	5	0	20-Mar-28	24-Mar-28				
-PLACEHOLDER: MA DEP BWP Air Quality Program @ Construction		10	0	03-Jan-28	14-Jan-28				
A2200	GC to Submit Notification 10 Days Prior to Excavation Start	10	0	03-Jan-28	14-Jan-28				

Actual Work

Remaining Work

Critical Remaining Work

Milestone

Su...

Page 2 of 2

TASK filter: All Activities

G. Educational Program

Winter Hill Community Innovation School, Somerville MA

Winter Hill Community Innovation School, Somerville MA
MSBA Module 3 Feasibility Study - Preliminary Design Program

**PERKINS —
EASTMAN**

Draft - March 2, 2026



winter hill community innovation school

educational program

somerville's new
school building at
115 Sycamore

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. We will achieve this by implementing the goals and action items outlined below.

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. We will achieve this by implementing the goals and action items outlined below.

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. We will achieve this by implementing the goals and action items outlined below.

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. We will achieve this by implementing the goals and action items outlined below.

**For more information on the District's Strategic Plan and priorities, please visit our Strategic Plan Website page at <https://sommerville.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.

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 Strategies
[Danielle Barry](#) Facilities Transportation and Safety Coordinator
[Dr. Jessica Boston Davis](#) Asst. Supt. of Academics
[Ildelfonso 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 5–8), 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.

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 18 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.

4 | SCHOOL SCHEDULING METHOD

Current Scheduling Method

Winter Hill Daily Schedule

	Newcomer	PK	K	1	2	3	4	5	6	7/8	AIM	1	2	3	4	5	Specials	Choice
8:30am	PP/W/H/M/W/S Arrival	Derkowitz Arrival	Donald/Morgan Arrival	Era Arrival	Hans Arrival	Darles/Manni Arrival	MacLe/Robert Arrival	Lee Arrival	Sahles/Payett Arrival	Day Arrival	Collins/Luna Arrival	Drusus/DaMo Arrival	1 Arrival	2 Arrival	3 Arrival	4 Arrival	5 Arrival	
9:00am	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	ELA - PS	
9:30am	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	
10:00am	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	
10:30am	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	Math - SG	
11:00am	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	ELA - KB	
11:30am	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	Math - KB	
12:00pm	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	
12:30pm	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	
1:00pm	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	
2:00pm	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	
2:30pm	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	

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.

		Mon	Tue	Wed	Thu	Fri
8:30am - 9:00am	Newcomer Weaver	Art	Library	Music	Theater	PE
	Thelapourath	Art	Library	Music	Theater	PE
	Murphy/Darling	Art	Library	Music	Theater	PE
	Weaver/Thelapourath	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
	Scaffel	PE	Art	Library	Music	Theater
9:00am - 10:00am	Newcomer PF/DiFante	Art	PE	Theater	Music	Library
	PK	Library	Art	PE	Theater	Music
	Collins	Music	Library	Art	PE	Theater
	Luna	Theater	Music	Library	Art	PE
	AIM 1	PE	Theater	Music	Library	Art
10:00am - 10:30am	3 MacLean	Art	PE	Theater	Music	Library
	4 Robert	Library	Art	PE	Theater	Music
	Lee	Music	Library	Art	PE	Theater
	Sahles	Theater	Music	Library	Art	PE
	AIM 2	PE	Theater	Music	Library	Art
11:00am - 11:30am	5 Payetta	Music	Library	Art	PE	Theater
	Day	Theater	Music	Library	Art	PE
	AIM 3	PE	Theater	Music	Library	Art
12:00pm - 1:00pm	K Donaldson	Art	PE	Theater	Music	Library
	Morgan	Library	Art	PE	Theater	Music
	AIM 4	PE	Theater	Music	Library	Art
1:00pm - 2:00pm	6 Era	Art	PE	Theater	Music	Library
	Han	Library	Art	PE	Theater	Music
	Daues	Music	Library	Art	PE	Theater
	Manning	Theater	Music	Library	Art	PE
	AIM 5	PE	Theater	Music	Library	Art

Benjamin G. Brown Daily Schedule

	Mon	Tue	Wed	Thu	Fri	☞ Copy day...								
	K		1		2		3		4		5		Spec	IE
	a	b	a	b	a	b	a	b	a	b	a	b		
8:15am	8:25a Morning		8:25a Morning		8:25a Morning		8:25a Morning		8:25a Morning		8:25a - 9a I/En			
9:15am	8:40a - 9:40a English Language Arts		8:25a - 9:25a English Language Arts		8:25a - 9:25a Math		8:40a - 9:40a ELA - FS		8:25a - 9:25a Math		9a Morning			
			8:25a early		8:25a - 9:25a ELA - FS		9:15a - 10a Specials + transition		8:25a - 9:25a ELA - SG		9:15a - 10:15a Math		2	
10:15am	9:25a - 10:25a ELA - FS		9:40a - 10:40a Math		10:25a early		10a - 10:40a I/En		9:25a - 10:25a Specials + transition		10:15a - 11:05a Science		3	3
	10:25a - 11:25a Math		10:40a - 11:40a ELA - FS		10:25a - 10:25a Sci/SS/SEL		10:40a - 11:40a Math		10:25a - 11:25a I/En		11:05a - 11:55a Social Studies		4	4
11:10am	11:25a - 12:05p Lunch		11:15a - 12p Lunch/Recess + transition		11:25a - 12p ELA - SG		11:40a - 12:20p Science/Social Studies/SEL		11:25a - 12:40p English Language Arts		12:05a - 12:15p Specials + transition		5	
12:15pm	12:05a - 1p Intervention/Enrichment		12p - 12:30p Sci/SS/SEL		12p - 12:40p Lunch/Recess + transition		12p - 12:40p Lunch/Recess + transition							
	1p - 1:40p Specials + transition		1:15p - 1:40p ELA - SG		12:30p - 1:40p English Language Arts		12p - 1:30p ELA - SG		12:40a - 1:20p Lunch/Recess + transition		12:40a - 1:20p Lunch/Recess + transition		6	1
1:10pm	1:40p - 2:15p Sci/SS/SEL		1:40a - 2:30p Specials + transition		1:40p - 2:25p I/En		1:30p - 2:25a English Language Arts		1:30p - 2:30p Science/Social Studies/SEL		1:30p - 2:30p English Language Arts		7	2
2:10pm	2:25a Danies				2:25a Danies		2:25a Danies							

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.

Option 1 Schedule

Specialist Schedule - One Specialist / Day / Grade Level Specialist

OPTION 1 SCHEDULE	Grade	Number of Specialist Classes needed for enrollment of 699	Number of Specialist Classes needed for enrollment of 925	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 698	Number of Specialist Classes needed for enrollment of 925	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	4	10	1	5/11

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 Karina Ribeiro
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.

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. Grade 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 4-6
Principal	Asst. Principal	Asst. Principal	Asst. Principal
Main Secretary	Secretary/ Waiting Area	Secretary/ Waiting Area	Secretary/ 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, 1 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.

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.

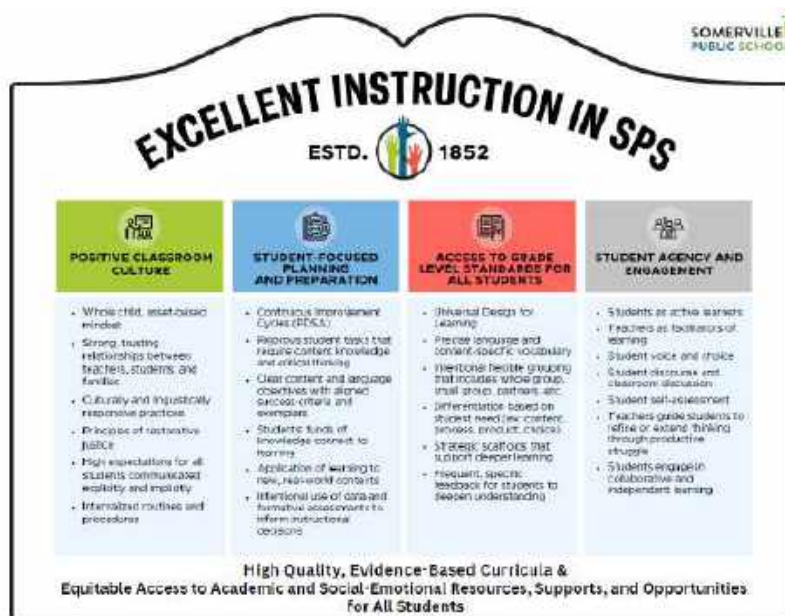
A dedicated sensory room with appropriate equipment is essential for AIM students, as is a separate classroom for upper-grade students to work on ADLs and transitional or vocational skills. This space should include a kitchen, bed, and workstation to accommodate vocational tasks such as envelope stuffing 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.



Proposed 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 meeting and closing circle within classes and across classes
Core knowledge and foundational literacy and numeracy skills
Structured routines and play-based learning
Experiential and inquiry-driven instruction

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

Grades 4 - 6 will incorporate:

- Community building through morning meeting structures that support identity development and belonging
- Interdisciplinary teaming
- Increased student autonomy and leadership opportunities

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

Grades 7 - 8 will provide:

- Community building through advisory structure and weekly community circles
- Expanded elective exploration, including theater, STEM, and CTE
- Capstone and exhibition experiences
- Increased student autonomy in navigating the school day

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.

In grades 5 - 8, through the Fishtank curriculum, 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.

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.

Facility Implications

To support this model, the facility should include:

- Two dedicated middle-grade Spanish classrooms
- 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 one 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, **in each grade-level cluster**, 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.

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.

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.

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.

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

See above, *Proposed teaching and learning* overview section.

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.

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.

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.

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 5 lunch waves of two grades each.

Recess & Lunch Master	Monday / Tuesday / Thursday / Friday		Wednesday		1/2 Day Wednesdays (first day, 11/26, 12/23, last day)	
	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	12:55 – 1:10	(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

5 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 per MSBA space summary default. 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.

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.

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.

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.

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.

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.

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.

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.

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.

Also refer to *Special Education for the Adaptive PE* program.

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.

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

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 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

	PROPOSED PROGRAM					
WINTER HILL COMMUNITY INNOVATION SCHOOL	WHCIS (690 STUDENTS K-8) + PK			WHCIS+BROWN (925 K-8) + PK		
ROOM TYPE	ROOM NFA ¹	# OF ROOMS	AREA TOTALS	ROOM NFA ¹	# OF ROOMS	AREA TOTALS
SPECIAL EDUCATION			20,900			22,650
Self-Contained Special Education Classroom (Gr	900	8	7,200	900	8	7,200
Self-Contained Special Education Classroom (Gr	900	2	1,800	900	2	1,800
Self-Contained Special Education Classroom (Gr	900	1	900	900	1	900
Self-Contained Special Education Toilet Room	60	8	480	60	8	480
Self-Contained Special Education Toilet Room	60	2	120	60	2	120
Life Skills Suite	600	2	1,200	600	2	1,200
Resource Room (Grades K-6)	300	4	1,200	300	6	1,800
Resource Room (Grades 7-8)	300	2	600	300	2	600
Small Group Room (SLP/Speech & Language)	200	4	800	200	5	1,000
Small Group Room (Reading & Math Interven)	200	2	400	200	2	400
OT/PT	450	3	1,350	450	3	1,350
OT/PT Sensory	200	2	400	200	3	600
Adjustment Counselor	150	4	600	150	5	750
Work Rooms (3 behav, 4 interven, 4 coaches)	300	3	900	300	3	900
Meeting Space within Classroom Clusters	100	12	1,200	100	18	1,800
AIM Director	150	1	150	150	1	150
Department Coordinator	150	2	300	150	2	300
IEP Team Leader	150	2	300	150	2	300
IEP Conference	300	1	300	300	1	300
Small Conference	200	1	200	200	1	200
Regulation Space (stand-alone)	100	5	500	100	5	500

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.

17 | VOCATIONS & TECHNOLOGY PROGRAMS

Non-Chapter 74 Programming

(e.g., vocational, technical, enrichment, STEM/STEAM, project-based programming)

Current Vocations and Technology Programs

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 **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.

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 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

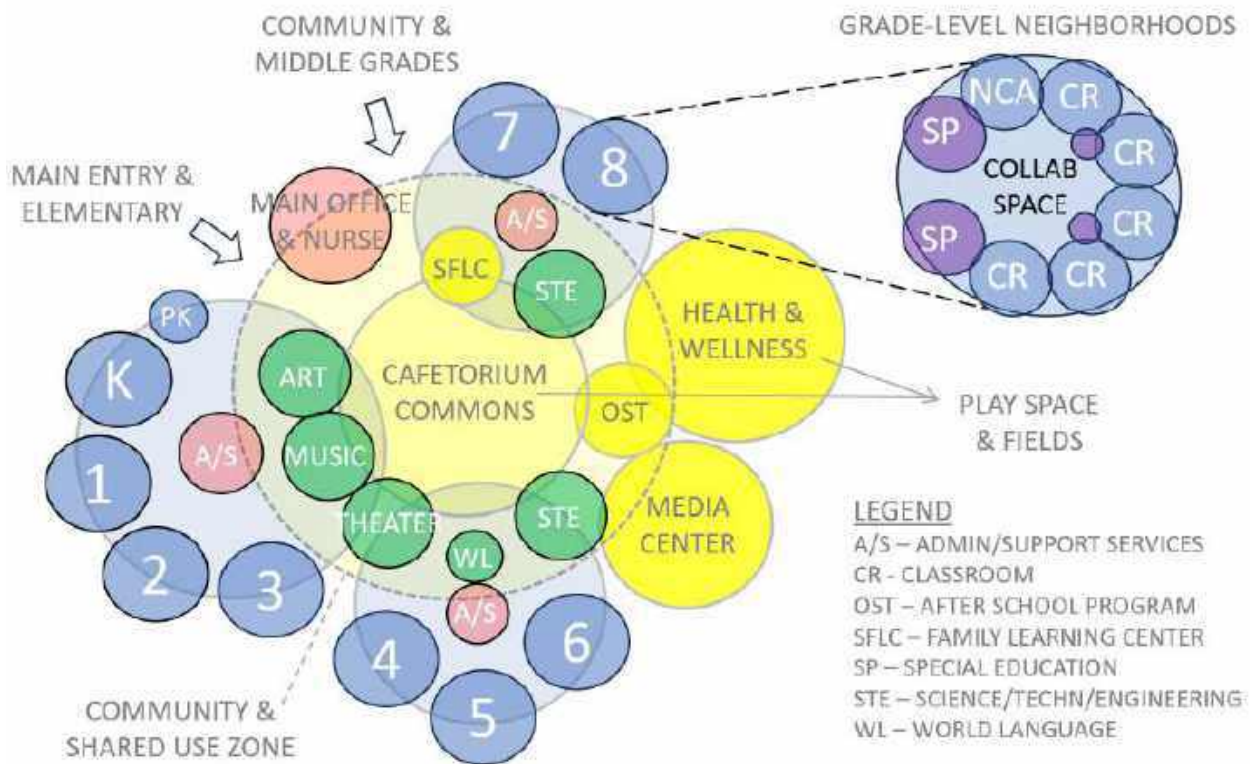
Proposed Transportation Policies

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.

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. 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.

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 by gathering in an open space, either outdoors when weather permits or indoors, for an unstructured social period. During this time, students connect with friends, play games like soccer or football, or complete homework. This space is conveniently located near the middle grades academic area and is separated from the elementary arrival zone. While informal, this morning routine provides developmentally appropriate opportunities for students to reconnect with peers and staff, fostering social engagement and a sense of community.

Following this, students put their belongings in their lockers, get the materials they need, and go to homeroom. In homeroom, the homeroom teacher takes attendance and phones are collected to minimize distractions throughout the school day. Students then participate in specialist electives, choosing two from music, theater, physical education, digital literacy and computer science, or art, with health required for one quarter of the year. Electives rotate across the week—one on Mondays, Wednesdays, and Fridays, the other on Tuesdays and Thursdays—ensuring that by the end of 7th and 8th grade, students have experienced all five elective areas.

Mathematics instruction is delivered through Illustrative Mathematics, a problem-solving curriculum emphasizing “zooming in and out” across small-group, whole-group, and independent activities, with a final group discussion to consolidate learning. This approach develops not only computational proficiency but also collaboration, discourse, and real-world application of mathematical concepts.

Students also have two FLEX blocks, providing targeted opportunities for enrichment and intervention tailored to individual needs. Options during FLEX include Read 180 reading intervention, math tutoring or intervention, individual or group counseling with a school counselor or social worker, participation in BAM (Becoming a Man) or WOW (Working on Womanhood) partner programs, Spanish instruction, or personalized iReady learning.

Once a week, students engage in Second Step lessons or restorative justice-style community-building circles, held in classrooms, common areas, or outdoor classrooms. These activities focus on fostering respectful, collaborative environments while teaching social-emotional learning skills.

English Language Arts uses the Fishtank curriculum, which integrates five guiding principles: knowledge-building, diverse and rigorous texts, student-led discussion and collaboration, writing to learn, and intellectual preparation for teachers. Lessons are designed to engage students in higher-level thinking, discussion, and analytical writing, ensuring growth in grade-appropriate literacy skills.

Science instruction is guided by state standards and can be enhanced by hands-on learning in gardens or outdoor classrooms. History is taught through the Investigating History curriculum, emphasizing historical inquiry, empathy, civic engagement, and culturally sustaining pedagogy. These lessons allow students to engage deeply with challenging texts while developing critical thinking, reading, and writing skills.

The day concludes with homeroom, where teachers check in with students and escort them to the indoor dismissal area. Phones are returned, and students leave the building, engaging in informal social interactions that strengthen peer and staff connections. This dismissal area is separate from elementary exits, ensuring smooth and safe transitions.

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. Space Summary

¹ Individual Room Net Floor Area (NFA) ² Total Building Gross Floor Area (GFA) ³ Remaining	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. Includes the entire building gross square foot includes the entire building gross square footage measured from the outside face of exterior walls. Includes exterior walls, interior partitions, ch 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: 25 March, 2026 K-8 School Space Summary	

I. Educational Visioning



WINTER HILL COMMUNITY INNOVATION SCHOOL

Educational Visioning Report
February 2026

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EXECUTIVE SUMMARY

Overview

In the fall of 2025 and winter of 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 from My Learning Place Integrated Design, Inc., in collaboration with Perkins Eastman. Each session was part of a collaborative process designed to inform the Winter Hill Community Innovation School Building Project and align future design decisions with the district's educational priorities and the school's Innovation School identity.

Through interactive workshops, structured protocols, and reflective discussions, participants engaged in a step-by-step process aimed at capturing high-level thinking around the following:

- Educational, Architectural, and Community Priorities
- Developmental Traits and Needs of PK–8 Learners
- Current and Reimagined Student Experiences
- Vision of Teaching and Learning in a PK–8 Innovation School
- Vision of Learning Environments that Support Belonging, Inclusion, and the Whole Child

Throughout the process, participants shared insights about how students experience Winter Hill today, what learners need to thrive across developmental stages, and how environments, schedules, and systems can be intentionally designed to support both academic growth and social-emotional wellbeing.

The following summary highlights the key themes and outcomes that emerged, reflecting Somerville's collective vision for a future-ready, inclusive, and community-centered PK–8 Innovation School.

Overarching Project Goals & Priorities

The visioning process surfaced a clear set of guiding educational goals that will shape future planning and design decisions for Winter Hill Community Innovation School:

- A school 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 without segregation
- Learning experiences that are hands-on, project-based, interdisciplinary, arts-integrated, and 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 supports families, wraparound services, and engagement beyond the instructional day
- A future-ready building that is adaptable, multi-use, sustainable, and able to evolve with changing student needs and innovation practices

Together, these goals define a shared vision for Winter Hill as both a PK-8 Innovation School and a central community resource, a place that balances safety with openness and centers belonging, equity, and opportunity for all learners.

Developmental Considerations & Impacts

Participants examined the developmental characteristics of learners across a PK-8 span, emphasizing environments that balance play with structure, independence with support, and collaboration with opportunities for regulation and reflection. Students were described as needing movement, sensory-aware spaces, access to outdoor learning, meaningful adult relationships, and opportunities for both small-group engagement and unstructured social interaction.

These insights reinforced the importance of developmentally distinct yet connected elementary and middle school experiences. Participants supported upper and lower school structures that reflect differences in autonomy, identity development, and instructional models, while maintaining shared spaces that build community. Implications for design included separate yet connected entrances and circulation, advisory structures in the middle grades, flexible gathering and lunch spaces, integrated sensory supports, access to wellness resources, and environments designed first around what is best for children rather than operational efficiency.

Teaching, Learning, and the Vision of the Future School

Across all sessions, participants articulated a vision for Winter Hill as a PK-8 Innovation School grounded in experiential, student-centered, and community-connected learning. They envisioned project-based, interdisciplinary, arts-integrated, and STEM-rich experiences embedded in daily practice and supported by flexible scheduling and purposefully designed spaces. Educators emphasized inclusive co-teaching models and robust specialist programming, including visual arts, music, theater, movement, and life skills, to ensure all learners are engaged and challenged.

The Innovation School identity was framed 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 real-world learning opportunities, while underscoring the importance of common planning spaces, professional learning hubs, and structures that support adult collaboration and innovation.

Design and Physical Space Implications

Participants described a future Winter Hill facility that is welcoming, adaptable, and intentionally organized to support both learning and wellbeing across a PK-8 continuum. Key design implications include:

- Distinct yet connected upper and lower school areas that respond to developmental needs
- Flexible classrooms designed for multiple adults, co-teaching, and varied instructional models
- 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 overwhelm and promote safety, including smaller lunch areas and calming environments
- Opportunities to showcase student work, creativity, and cultural identity throughout the building

The building is envisioned as an active contributor to culture, belonging, inclusion, and innovation. Flexibility, adaptability, and multi-use functionality are seen as essential to ensuring the school can evolve over time.

Community Vision

Ultimately, the Winter Hill community envisions a school 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 Winter Hill Community Innovation School 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, celebrates diversity, and creates a sense of pride and possibility for generations to come.

LAUNCH & INITIAL LISTENING

Overview

On November 14, 2025, members of Somerville Public Schools attended a meeting with Educational Planner Mike Pirollo from MLP Integrated Design, Inc., along with Perkins Eastman. This meeting was part of the visioning effort for the Winter Hill Community Innovation School building project. The goal of the meeting was to identify educational, architectural, and community goals and priorities.

Part 1 - Educational, Architectural, and Community Priorities

In Part 1, participants were given questions used to help them identify educational, architectural, and community priorities on individual sticky notes. After sharing their individual responses, participants grouped and categorized like-ideas to identify overarching project goals and considerations as documented below:

Project Goals:

- Build a Culture of Belonging, Care, and Community
- Ensure Inclusive and Responsive Supports for All Learners
- Support the Whole Child Through Wellness, Movement, and Environment
- Enable Effective Teaching, Learning, and Professional Collaboration
- Design for Flexibility, Longevity, and Adaptability Over Time
- Position the School as a Community Resource Beyond the School Day

Overarching goals, descriptors, and related individual responses are documented in the pages that follow.

Goal 1: Build a Culture of Belonging, Care, and Community

Design a school where students, staff, and families feel known, valued, and connected. Spaces should intentionally support relationships, recognition, joy, and a shared sense of community.

- Joy
- Care
- Connection
- Community
- Belonging
- Recognition
- Support and Empathy when needed, and Human Interactions

Goal 2: Ensure Inclusive and Responsive Supports for All Learners

Design environments that support diverse learners through inclusive planning, appropriate proximity of services, and spaces that respond to sensory and individual needs—without segregation.

- Inclusion
- Ensuring adequate spaces for our specialized programs, special educators and service providers.
- Spaces that take into account the sensory needs of our students.
- Special programming must be organized with proximity for professional collaboration and strategically located student supports, but in a manner that does not lead to any level of segregation

Goal 3: Support the Whole Child Through Wellness, Movement, and Environment

Design spaces that support students' social, emotional, and academic growth by prioritizing wellness, movement, natural elements, and opportunities for physical activity and regulation.

- It will be people who support this growth. The school must provide the physical spaces for that to happen. Through a broader perspective, I believe that natural light, clean air, proximity of soil, inviting exterior play spaces et cetera can all play a part in students feeling connected and alert, which are crucial for SE and academic learning.
- Large enough gym, outdoor, and a recreation community center space is essential for a new school to support SEL.
- Groundedness

Goal 4: Enable Effective Teaching, Learning, and Professional Collaboration

Design a building that supports varied instructional models, age-appropriate learning environments, and collaboration at multiple scales, enabling educators to work together effectively and educate the whole child.

- Primary rooms must be situated and designed differently than upper elementary and MS spaces; yet, the common areas will have to work for students age 5–15, and adults.
- If there are nine grades, four or five of them will be departmentalized.
- There must be ample space for collaboration on various scales: grade-level/grade-bands, support teams, whole-school, families, community partners, et cetera.
- The layout of building should allow for teachers and staff to communicate easily with those they work closely with.
- Educating the whole child

Goal 5: Design for Flexibility, Longevity, and Adaptability Over Time

Create a building that adapts over time, supporting evolving instructional practices, emerging technologies, and multi-purpose use through flexible, shared, and future-ready spaces.

- The building should be both cutting edge with current technology (in the construction and in what it allows for in teaching and learning) and anticipate advancements that are likely in the future (in the construction and teaching and learning), allowing for updates to be made more easily in the decades to come.
- Classrooms, cafe etc. should be planned out for multiple purposes, not just traditional learning styles. Think of more than just a library, but also a tech lab.
- Multi-use! Shared! Classrooms that are set up in a way to allow sharing easily. Storage and desk space for at least two. Learning spaces in places like the cafeteria that have storage and access to outdoor an outdoor play area.

Goal 6: Position the School as a Community Resource Beyond the School Day

Design the school to function as a community hub, balancing safety and security with welcoming, flexible spaces that support families, community programs, and use beyond the instructional day.

- The school should have spaces for families to connect, during the day with staff, and in workshops, support groups, et cetera, in off-school hours. The building must balance strong security with being inviting to families. Since we are in NE, there should also be ample indoor facilities for students, staff, and families to stay active in the cold months.
- Dedicated space for out of school time programs and for parent engagement and family support. In creating the layout think of a school during day and a community space at 2:30 and beyond.
- Safety

VISIONING 1 OVERVIEW

On January 20, 2026, members of Somerville Public Schools attended a meeting with Educational Planner Mike Pirollo and Educational Consultant Paul White from MLP Integrated Design, Inc., along with Perkins Eastman. This meeting was part of the visioning effort for the Winter Hill Community Innovation School building project. The session focused on developing a shared understanding of PK–8 learners and what powerful teaching and learning should look and feel like in a future Winter Hill PK–8 Innovation School. Participants engaged in collective reflection to articulate core beliefs and guiding educational principles that will shape the school's identity and support meaningful, developmentally responsive experiences for all students.

Part 1 – Understanding the Learner

In Part 1, participants explored research-based developmental characteristics of PK–8 learners and how these traits evolve across grade bands. Through structured reflection and discussion, groups identified defining academic, social-emotional, physical, and behavioral needs of students at different stages of development.

This work surfaced both commonalities and key differences across age levels and prompted reflection on implications for instruction, daily student experiences, and the role of the learning environment in supporting developmentally responsive practice.

Responses from the learner snapshot charts are documented below.

At this stage, students are...

enthusiastic and energetic
still learning the school environment
emotionally dependent on parents
lacking executive function
learning through play
prone to getting sick (and losing teeth)
thinking about themselves

moody
able to move beyond "basics"
numbers, letters
short attention spans

GRADE PK



GRADE 2



At this stage, students need...

to learn routines and transitions (parents too)
space to move around and places to focus
rest periods
bathroom access!
participation by caretakers

more structure (now ^{understand the} routine)
to limited distractions to focus
support in writing

- ☒ PK-2 paraprofessional support and smaller ratios
- ☐ 3-5 help expressing emotions
- ☐ 6-8

At this stage, students are...

3rd

able to adjust well to change,
full of energy,
cooperative,
creative,
imaginative,
growing,
funny,
group work lovers,
limited w/ attention
easy to tire

GRADE 3



At this stage, students need...

movement breaks,
group work / activities
structured risk opportunities
repetition
prompting + multiple opp.
space to talk to others
hands on learning

- ☐ PK-2
- ☒ 3-5
- ☐ 6-8

4th

complainers,
looking for independence,
competitive in groups,
easy to tire,
restless,
worry a lot,
push physical limits,
begin to see bigger world
hard workers
detail oriented

patience from adults,
humor,
encouragement,
movement breaks,
controlled exposure to
big ideas,
topic exploration,
choice
f actual explanations

SOMERVILLE
PUBLIC SCHOOLS

5th

concentrate for longer
amounts of time,
eager for community
opportunities,
cooperative,
moody,
like adult recognition,
concrete thinkers,
growing physically
proud of selves

GRADE 5



movement,
group opportunities
independent time

At this stage, students are...

lower effective filter

More interested in broader/more complex topics

Excited about learning

More able to do group work

GRADE 5



GRADE 3



flexible learning spaces →

Visuals for reference

more space to read for longer durations

At this stage, students need...

Make more often

small mod - 1pm/1.5pm

- ☐ PK-2
- ☒ 3-5
- ☐ 6-8

At this stage, students are...

- full of energy
- growing quickly
- testing limits

- restless
- brooding, worrying
- navigating big feelings as social dynamics change

- Cooperative
- Social, group-oriented
- becoming leaders
- proud of themselves/work

GRADE 5



GRADE 3



TALKING ABOUT AND EXPLAINING IDEAS

At this stage, students need...

- structures
- space w/in classrooms to move bodies frequently
- play
- smaller chunks of learning and movements

- humor, lightheartedness
- starting to see/make sense of the larger world they are part of
- opportunities to explore via play

- space & outlets to demonstrate/share knowledge
- access to fine & gross motor tools & space
- opportunities for peer groupings
- choices for play & rest time (academic or social)

- ☐ PK-2
- ☒ 3-5
- ☐ 6-8

At this stage, students are...

Parental/teacher
support + approval

want more challenges
+ ready for next step

GRADE 3



Need a lot of play
+ movement

wanting to share
+ collaborate

more self-aware
in the larger context

may do better in smaller
group

managing conflict resolution

movement!
snacks!

SAFE

working in larger groups (whole class activities)
wanting challenges/competition
hands-on projects
autonomy ^{and choice} over learning goals/objectives

puberty?

caretakers

GRADE 5



movement
snacks

SPACES

Support $\frac{2}{3}$ Autonomy

At this stage, students need...

☐ PK-2

☒ 3-5

☐ 6-8

At this stage, students are...

GROWING INTO SUPPORTED INDEPENDENCE
SPECIALIZING IN INTERESTS
CURIOUS + OPEN TO NEW EXPERIENCES

GRADE ⁶ _



GRADE ⁸ _



At this stage, students need...

agency choice
opportunity to have experiences connected
to the greater community.

Time
+
space for physical & cognitive
exploration

☐ PK-2

☐ 3-5

☒ 6-8

At this stage, students are...

Curious
taking risks

Kind and compassionate
but want to fit in

Pushing
boundaries

moody and
energetic

impulsive

gaining
confidence
developing
SEL

easily influenced

GRADE 6



GRADE 8



At this stage, students need...

A sense of belonging

Challenge and choice

Developing independence

The ability to process their emotions

responsiveness

Positive
influences

variety

guidance
exposure
direction
clear expectations/
consistency

☐ PK-2

☐ 3-5

☒ 6-8

At this stage, students are...

GRADE 6



GRADE 8



At this stage, students need...

- * Agency and personalization and flexibility to choose the space they need.
 - flexible large indoor space.
 - Space that allows for reading, movements etc.
 - Interactive learning spaces while also understanding individuality needs.
 - Actual space of the middle school to feel more comfortable. (Cafeteria etc.)

☐ PK-2

☐ 3-5

☒ 6-8

- * Opportunities for students to display their individual work.
- * Curriculum beyond traditional subjects such as woodworking, after school programs, cooking, art etc.
- * Spaces to support students academically without making students excluded/isolated.

As an extension to this work, participants were asked to apply developmental insights to the student experience and the learning environment. Groups considered what a developmentally appropriate day should include across PK-8 and how the building itself must respond to learners at different stages.

Responses from the group charts are documented below. Numbers in parentheses indicate the number of times a similar idea was shared.

Question 1:

Given the developmental traits we just named across PK-8, what does a developmentally appropriate daily experience need to include for students across PK-8?

- Opportunities for movement (PK-2 classroom spaces, 6-8 large community spaces) (2)
- Spaces for students to be independent without disrupting other classrooms
- Outdoor spaces for learning (2)
- Sensory spaces (2)
- Breakout spaces for individual / group
- Time for community building and space
- Recess / physical exercise (2)
- Unstructured social time
- Small group work
- Hands-on, experiential learning opportunities
- Opportunities for creativity (art, music, theater)
- Music: general music and instrumental classes in appropriate spaces
- Theatre class and spaces
- Facilities for specialists (2 music, gym, art, PE, library)
- Classroom sensory experiences
- Collaboration indoor and outdoor
- Safety (physical and emotional)
- Structure and flexibility balance
- Middle school experiences beyond general curriculum
- Unique spaces for cohorts
- Safe spaces of intersection between cohorts
- Open and safe public spaces for out-of-school connections. (space for gather: families of young kids and space for older kids to spend time together) (2)
- Experience at school needs to flow naturally
- Welcome space for the community (parents, liaisons, wraparound services, basic needs, language learners) (3)
- Access to space that is flexible and multipurpose
- Appropriate choice opportunities
- Interaction with and throughout grade bands
- Access to food / nutrition
- Play and movement; inside and outside, structured and unstructured (3)
- Sharing / displaying of ideas
- Opportunity to grow within a space
- Quiet space (not to hide, but to manage sensory needs)
- Welcoming environment
- Wellness Support (rest, food access, family support / resources)
- Discourse and collaboration; meaningful, caring interactions
- Routines and expectations; not one size fits all (2)

- Advisory (Grades 6–8)
- Developmentally appropriate classes and spaces (2)
- Challenged in learning
- Choices (2)
- Supported adults to care for kids
- Diverse positive adult role models
- Having one large program (gym, cafeteria) might not work while you combine different grades
- Not ideal to combine PK with higher grades
- Two separate entrances; circulation that allows different grade to move along

Question 2:

Given how learners' needs change from PK through Grade 8, how must the building be designed and organized to accommodate, support, or protect different stages of growth and independence?

- PreK–5 section and 6–8 section
- Opportunities for inclusion
- Cafeteria needs to take into sensory needs of students (i.e. ASD and early childhood)
- Sensory area, bathrooms, teacher work area w/ observation window for ASD classroom
- Sinks in classrooms (2)
- Student storage areas
- Designated safe spot
- Welcome Center
- Bus and parent drop-off spaces
- Developmentally appropriate arrival & dismissal
- Multiple spaces available for movement
- Areas large enough for multi-grade interaction (2)
- Space for flexibility for grade-level teams (2)
- Outside learning opportunities / age-appropriate spaces (in nature) (3)
- Acoustic dampeners
- Age-appropriate bathrooms – PreK-1 (3)
- Dedicated spaces / floors / wings for different grade levels (4)
- Centralized shared spaces for K–8 (gym, cafeteria, specialist spaces, office)
- Dedicated specialist classroom
- Instrumental spaces, especially if multiple classes scheduled at once
- After-school spaces & programming
- Sensory rooms (2)
- Maker space
- Build with safety in mind
- Performance space with access to outside
- Therapy space
- Private bathrooms for AIM throughout
- Room for community resources: clothes, food, parent training
- Life skills spaces: laundry, kitchen etc.
- Separate spaces for all service providers
- Thoughtful planning of spaces like cafeterias where the volume and number of students can be overwhelming and create more chaos / less feelings of safety. More small lunch areas?
- Spaces designed around what is best for kids not efficiency

- Spaces also designed to incorporate AIM and Special Ed; not seeing those as an add-on
- A school within a school; moving into a new space as they progress throughout
- Grouping by grade bands (e.g. PK–2 wing or separate entrance / exit for middle school)
- Central location of specialists (specialist spaces that accommodate diff. developmental stages)
- Access to outdoors is easy for each grade level (e.g. diff play structure for PK–2 vs. others)
- Community space for family events, art shows, PD spaces, conference rooms
- Rooms for interventionists / push in / pull out
- Every flex space is well-equipped
- Spacious, accessible, welcoming main entrance space that is clear and also secure
- Windows / courtyards for outdoor access in winter (e.g. East garden)
- Maybe indoor play + sensory spaces; 2 gyms so one could flex for indoor recess or events
- Age-appropriate playgrounds and spaces
- Separate entrances for different age groups
- Scheduling start / end times apart to avoid foot traffic, etc.
- Drop off time allows flexibility with parents / teacher drop off schedule
- Having kids at the same time for breakfast could be overwhelming
- More flexible space (playground, outdoor)
- Separate entrance but not far apart (Tobin entrance is great example)
- Same dedicated space for parents

Following this activity, participants engaged in a whole-group discussion to reflect on key developmental insights. Their responses are documented below.

- Students must have consistent, equitable access to basic needs, including readily available bathrooms, access to food throughout the day, and spaces that promote physical comfort and well-being.
- Developmental differences across cohorts should be acknowledged and supported without unnecessary separation. The design should allow for age-appropriate experiences while promoting circulation patterns that encourage interaction and community across grade levels.
- Large gathering spaces must be intentionally designed to support social-emotional needs.
- Students should have regular opportunities for choice and cross-grade interaction.
- A Welcome Center should support students and families in meeting basic needs and having access to resources and services.
- Physical needs across a PK–8 span must be thoughtfully addressed. Furniture, fixtures, and shared environments, such as libraries and the cafeteria, should reflect developmental differences in size, comfort, and use.
- Spaces should be designed for students first, not solely for operational efficiency.

- Arrival and dismissal transitions should be supported through intentional spatial design. Natural gathering areas at entrances should ease parent-to-educator hand-offs.
- After-school and extended-day programming require flexible, adaptable environments. Spaces should support community use and evolving needs beyond the traditional school day.
- Library and learning commons spaces should support independent homework and study across all grade levels. Particular attention should be given to intermediate grades (e.g., Grades 4–5), who are often developmentally in-between early childhood and adolescence.
- The Welcome Center should serve as a hub for emotional connection and community building. It should function as a safe space for students seeking support and a welcoming point of engagement for families.
- Outdoor learning must be intentionally integrated even on this compact site.
- The arts, visual art, music, and performing arts, should be centered as essential components of student development. These spaces should be visible, valued, and embedded in the daily life of the school community.

Part 2 – Learning That Sticks

In Part 2, participants reflected on experiences where learning felt meaningful and lasting. Through discussion and shared descriptors, participants articulated core values related to powerful learning, establishing a foundation for the day's work.

Participants' responses have been clustered by category and are documented below.

How We Define Learning

• Processes by which one acquires new skills, knowledge, information, behaviors	including experiences, recall / retell, hands-on, ...
• Experience – hands-on	• Attaining knowledge and skills and being able to apply and use it when I need it (requires awareness and agency)
• Not just receiving information through lecture	• Immersion, observation, experimentation
• The ongoing process and practice of integrating information, making connections, and applying new knowledge in contexts of life, relationships, and academics	• Experience, gaining new perspective, toolkit, expanding capacity
• Moving from not knowing to knowing through diverse methodologies	• Finding out the stuff you need to participate in society

How We Define Success

• Demonstrating a learned skill or applying new knowledge at your own independence level	• Repeated moments of self-awareness and reflection of the process you've gone through
• Synthesize, application, absorption	• The "I did it" feeling

- Application of what you have learned to other life areas
- Being excited to learn more
- Ability to choose what they want to do later
- Knowing my community and myself and being able to engage with my choices and multiple good options; be inspired by and to engage with/ navigate what's next
- Application, retention, authentic tasks, toolkit
- The application of what you have learned freely, independently, confidently
- Pride in figuring it out yourself and trying it (hands-on)
- Financial literacy, shop, home c and being able to use in life
- Sparking interest in knowing more
- Critical thinking skills (evaluating AI, doing without ChatGPT)
- Best you can for yourself
- Realistic expectations (high and attainable)
- Individualized engagement
- Things that don't show up on standardized tests

Part 3 – Teaching & Learning in an “Innovation School”

In Part 3, participants examined what it truly means for Winter Hill Community Innovation School to operate as an innovation school. Through collaborative dialogue, participants explored the teaching and learning experiences that should define daily life at Winter Hill and considered how instructional practices must align with the school's identity and aspirations.

The questions and responses from the collaborative conversations are documented below. Numbers in parentheses indicate the number of times a similar idea was shared.

Question 1:

What does it mean to be a PK-8 innovation school at Winter Hill? What core beliefs, values, or commitments should define this school's future identity?

- Project-based, interdisciplinary, arts integration (4)
- Including and honoring student voice (3)
- Community-centered / commitment / partnerships (3)
- Community resource; place for community to come, welcome center / family learning collaborative embedded at every school but here first (2)
- Inclusive and safe (2)
- Teach the whole child (2)
- Taking core assets / values and push along (2)
- School needs freedom to have things other schools may not have
- Place where ideas are tried and exported to other schools and place where other schools / cohorts come for some unique opportunities
- Inclusiveness and safe harbor – where team is built to make that possible
- Experimenting with how to celebrate student growth; not “standard” definition of success in a classroom, thinking about ESL, AIM, neurodiversity
- Inspirational
- Learning-centered

- Using latest educational tools
- Model school
- Interactive / hands-on
- Stay "Winter Hill"
- Wrap around services (community schools)
- Appropriate SEL staff that meets the student need
- Independence
- ROAR (respect, ownership, be accepting, be ready)
- Adaptive
- Unique programming to bring community together
- STEM for forward thinking and life skills
- Being open to being different
- Creativity to play
- Autonomy with choices in our building to meet diverse needs
- See our students as academics with high expectations and opportunities for belonging
- Expectations are developmentally appropriate; meeting kids where they are
- Everyone comes together to support students across programs
- Opportunities for experiential learning
- Environment for social-emotional support, embedded
- Ability to have flexibility with curriculum
- Collaborative leadership integrating educators' voices
- Student diversity
- Broader academic development ranges / stages
- Everyone belongs / is welcome
- All students can learn and deserve to learn at high level
- Teaching causes learning; what we do in the classroom matters
- Innovation; constantly doing new things
- "Special" / unique; you choose this school because of it
- Sustainable building that builds into the extracurriculars
- Inter / intra community
- Living labs; real life technology business connection
- Historic connection to neighborhood community
- Greater teacher to student
- Broader teaching methods for a range of learners
- Centrally located so opportunity to be a community hub
- Opportunity to build for younger / smaller people

Question 2:

What specific programs, opportunities, or ways of working should we intentionally expand, strengthen, or introduce to bring that identity to life?

- Living lab; partnerships with community businesses (3)
- More outdoor-based learning and play space (2)
- Scheduling not dictated by space; i.e. normal lunchtimes (2)
- Engineering lab / makerspace (2)
- Interdisciplinary classrooms
- Opportunities to explore curriculum to engage differently
- Welcome center / embedding service
- Geographically central; would be great to center district-wide programs here
- Vocational / restaurants
- Inside / outside gardening
- Farm to table cooking

- Making
- Theme out a semester (let kids have some choice)
- Networking activities
- PTA potluck “cultural innovation”
- Reading buddy group 8th graders
- Live drawing session
- AIM program experiences (adapting)
- Theater / enough capacity for all
- Girls on the Run (movement)
- Dance
- Interactive sensory hallways
- Educational gauntlet
- Sensory space
- Rooms with softer lighting, music, all kids inclusive
- Protecting and expanding AIM program – proper supports and resources
- Integrating newcomer into the middle school
- Expand specialist programming and creating robust courses that meet diverse and developmental needs
- Opportunities for academic choices – math courses / topic
- Create middle school experience; what is the change that happens?
- Spanish class offering
- Supporting wrap around services; anticipate out of school hours
- More OST with appropriate space with equitable enrollment for all
- Intentional, specialized program space
- More than one play space; equitable for all kids
- Sensory room in a quiet space
- Designing classrooms for more than one adult educator
- Carefully arranging teams
- Integration of all communities
- Life skills / resources
- Kitchen classroom
- Central location for community (Adult Ed. and support)
- Expanded student voice and student council
- Options for larger blocks
- Options for alternative lunch areas
- More before and after school programming
- Project-based learning
- Building critical thinking
- Teacher support; PD to learn / do this
- Life skills – home economics, cooking / sewing, financial literacy – driven by community partners
- Balance existing assets and incorporate broader needs
- Move to more co-teaching model to address wider student needs
- Increase inclusion of Special Education
- Hands-on and creative learning opportunities
- Spaces for collaboration
- Programming that crosses boundaries
- Importance of music, art, theatre, creative arts, and expansion
- Multiple spaces for the arts so classes can be concurrent and address different ability levels
- Restorative justice

Question 3:

How should Winter Hill intentionally support adult innovation and learning, both for educators inside the school and for families, partners, and the broader community?

- Welcome Center for families (resources, clothing) (4)
- Common planning space for educators (4)
- Modeling / PD on using features of new school (2)
- Performance making spaces large enough for families (2)
- Time for educator innovation and planning (2)
- Build on educator strengths and skills to support student learning, interdisciplinary (2)
- Space for training (2)
- Evening spaces; learning with and long with kids
- Conference room / flex space for district and community use
- Need after school plus teacher / district planning / meetings
- Outdoor spaces; roof use
- Kitchen for community / non-cafeteria use
- Time for purpose training
- 115 Sycamore is centered – can it be a city hub for adults
- Defining innovation
- More flexibility as adult learner
- Appropriate staffing
- Space to accommodate all four seasons
- Extending the school day for more innovation
- Move SCALE to Winter Hill
- Weekend programs
- Promote the innovation between educators and others across the district
- Opportunities for structured co-teaching
- Adult community education; art, music
- Financial literacy learning
- ESL classes for adults
- Mental health resources
- Food resources for community
- Intentional outreach to raise awareness of programming
- Chance for educators to observe and learn with colleagues
- Partnership with PST
- Build a network of experts that teachers can reach out to
- Working with community partners PDs
- Community Center during school and out of school time
- Adult learning
- Lunch and break area for educators
- Accessible to community
- Beginning of the day / parents congregate
- Physically dividable; can the library be open to the community, access to liaison, community center
- Balance welcome with security
- Smaller secure spaces to play
- Staff work rooms

Working in small groups, participants synthesized major themes from the conversations as documented above and developed guiding educational principles for the building project. Dot polling was then used to identify the principles most critical to the building project and guiding future planning.

The guiding educational principles are documented below. Numbers in parentheses indicate the number of dot votes received.

- To truly operate as a PK-8 Innovation School, we believe WHCIS should create upper and lower schools that allow for each school to focus on the development needs of elementary (lower) and middle (upper) school students. This includes: (34)
 - o Flexible start / end times
 - o OST programming
 - o Independent schedules driven by student developmental needs
 - o Shared community spaces
 - o Welcome center
 - o Separate entrances / procedures / expectations
 - o Middle school team model
 - o Inclusive / accommodating of specialized programs (I.e. AIM) and ML programs (I.e. newcomers)
 - o Classroom spaces with built in sensory needs, work space, community space, enough storage to create a calm / uncluttered environment
 - o Flexibles spaces for small group interventions, SEL, projects that are easily accessible (not walking across whole building)
 - o Specialized programs have classrooms designed for student need (I.e. bathroom, sensory, separate teacher space, etc.)
 - o Outdoor classrooms
 - o Developmentally appropriate playgrounds
- To truly operate as a PK-8 Innovation School, we believe Winter Hill should support a whole community model and create an exploratory experience for every school community member – staff, students, families. (27)
 - o Attract students to unique programs
 - o Attract community to shared spaces
 - o Attract families to after school hours / programs and spaces
 - o Facilitate more parental / family engagement
- To truly operate as a PK-8 Innovation School, we believe Winter Hill should pursue project-based learning that fosters collaboration guided by community engagement. (19)
- To be a K-8 innovation community –flexible, multiuse spaces that are personalized; community hubs (PK-8 learners, educators WH and SPS PD hub) that promotes interaction and collaboration; align staffing and expertise, support for innovation (attract and retain educator talent) to foster learning and engagement; students and teachers immersed in a learning culture and community; experiential, hands-on (in and beyond classrooms); pride and shared ownership (space and learning); inclusive and restorative community (14)
- To truly operate as a PK-8 Innovation School, Winter Hill should be adaptable (throughout the building, not only space but learning, too), accessible (physically, socially, linguistically, community space), focused on the whole child and diversity of students (music, drama, art, movement) so

that every child feels successful and wants to come to school, all specialized programs valued and not isolated, all students reflected in programming, space, and collaborations. (13)

- To truly operate as a PK-8 Innovation School, Winter Hill should be anchored in nurturing the whole child, and should celebrate our diversity so that every child feels successful and a sense of belonging. (12)
- A collaborative community space for people of all ages to come together and learn (12)
 - o Professional development
 - o Flexibility to do things differently (ability to choose your interest)
 - o Project-based learning / student-centered approach
- To truly operate as a PK-8 Innovation School, we believe Winter Hill should meet the needs of students throughout different life stages (play, safety, structure, choices, autonomy). (10)
- Most authentic inclusion of all students (7)
 - o MLE, SPED, advanced learners, etc.
 - o Meeting needs of all students
- To truly operate as a PK-8 Innovation School, we believe Winter Hill should be a place people want to be; a place that goes beyond academic learning. (5)
- To truly operate as a PK-8 Innovation School, we believe Winter Hill should prioritize flexibility as it relates to schedule / logistics and teaching / instruction. (2)
- Expand yearning (2)
 - o Include integrated social-emotional, experiential, hands-on, movement, creative arts
- Community
 - o Collaboration – students, educators, and leadership

Part 4 – Learning Environments in Action

In Part 4, participants explored a range of learning environments and reflected on the experiences these spaces could support. Through live polling via Mentimeter and discussion, participants identified patterns across environments and considered what shifts would be required to make these spaces successful at Winter Hill. Participants' responses are documented in the pages that follow.

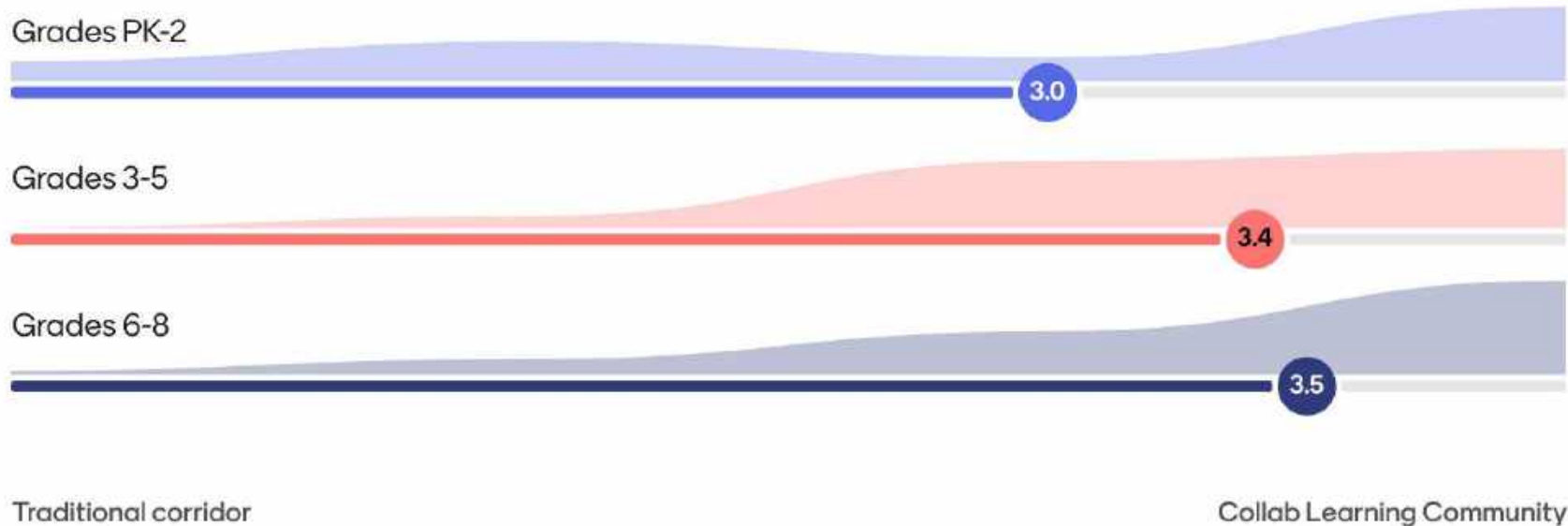
BUILDING ORGANIZATION



Which level of building organization feels right for Somerville students?



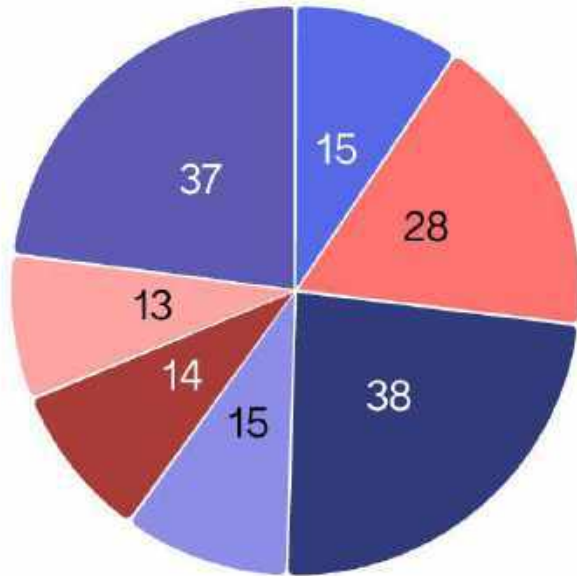
What is most developmentally appropriate for each grade span?



COLLABORATION + INTERACTION



What should collaboration & interaction spaces make possible? Pick 4.



- 15 Strong grade level identity & belonging
- 28 Easier collaboration among teachers
- 38 More movement & flexibility
- 15 Visible access to supports
- 14 Ability to share students across same grade classes
- 13 Cross-grade collaboration
- 37 Flexible spaces for small group and peer learning

SMALL GROUP COLLABORATION



What specific student experiences can we support with quiet, focused, or smaller spaces and why?

Opportunities for introverted kids to be leaders.

Group work on a project
Time for students to discuss

Intervention and other service providing work.

Ability to focus

Discussions on class topics, other group work.

Interventionists and supports, particularly for addressing differentiated classrooms. Especially in the early grades.

Craft and science projects.
Be exposed in a classroom then try it out in this space.

A student who is testing and needs a quieter space to do that. A student who just need a break from someone or something.



What specific student experiences can we support with quiet, focused, or smaller spaces and why?

Reading - less distraction reboot time

A student being able to calm themselves, have a separate conversation with a teacher, get more specialized learning.

Lunch area for sensory sensitive students, focus rooms.

Small group work and educational supports with a specialist. Spaces for kids who need a break from high sensory input areas. Stations for exploratory play for younger kids.

1:1 and small groups, especially time with counselors where privacy might be needed
Focused independent learning for students who need it

Group Project based learning that allows a group to focus on the task at hand

Pull out for special ed/ml, small group work, space for students to work away from others if they need uninterrupted work

Students who are ready to flex muscle if independence can self guide small group Students with sensory overload can take a break while continuing to learn



What specific student experiences can we support with quiet, focused, or smaller spaces and why?

Project based learning
Student discourse Students
having autonomy on
learning less teacher
directed more student
centered

Kids developing close
friendships by having time
to have close personal
conversations in a quiet
space.

Social Emotional Learning,
hands-on activity, students
recording a video, etc.

Intervention space for rr
support or esl support without
auditory distractions from the
larger classroom, opportunities
for flexible groupings with less
time spent transitioning, quieter
sensory space

I would love for these smaller
group shared spaces to be
used for intervention and limit
transitions to and from
classroom. I also think it would
be useful for co-teaching.

Pull out SPED services.

Pullout services, redirection,
quiet "break" space,
independent small group
work

Students having a
behavioral issue will have a
space to vent and calm
down

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

We can support student inclusion and collaboration with service providers

Intervention, project work, SEL, extension work, discussions

Opportunities for pull out, self-regulation, peer interactions, project based learning.

Space for students to do group work

Students who need more individualized support, less distractions and small group

smaller group projects where kids have a chance to be more themselves

Opportunities for students of all programs to come together

Special ed and interventionists pull-outs so they can be more integrated with the gen ed classroom. Teachers can communicate quickly and informally.

What specific student experiences can we support with quiet, focused, or smaller spaces and why?

Neurodivergent kids
need reduced sensory
experience/distractions.

One on one
teacher/student
sessions

Older kids benefit from
focused, small group
work to collaborate.

Pre K to 5. For upper
grades hormonal
challenges interfere.

Enrichment activities

Kids who need to be
regulated, Kids with Autism
or attention deficit disorder
Kids with language barriers

Inclusion and offering targeted
supports to small groups with
kids both in general ed and on
IEPs or 504sz (less calling out of
need for supports)

movement and diversity
in the day



What specific student experiences can we support with quiet, focused, or smaller spaces and why?

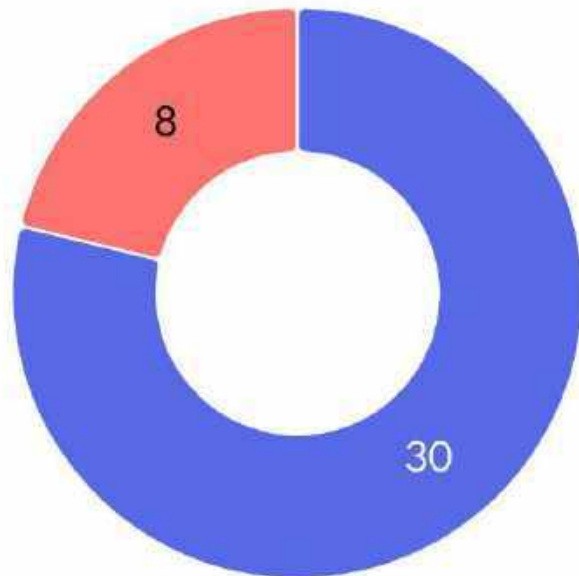
Independent reading,
studying/classwork. Small
group intervention between
teachers & students or small
group work. This model should
allow for more types of
students to shine and provide
more on ramps

The ability to be able to
take space if needed

Book groups, literature circles
Advisory Grade level meeting
Team building games
Restorative practice/
community circles Student
work exhibitions



How essential are smaller, focused learning and student support spaces to daily teaching and learning at Winter Hill?

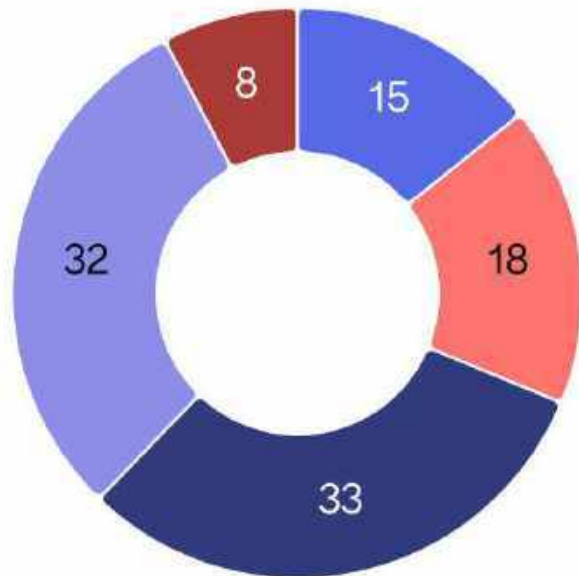


- 30 Essential & frequently needed – integrate throughout academic areas, between or near classrooms for max access
- 8 Important but used more selectively – a limited number per academic area is sufficient
- 0 Occasionally useful – one or two centralized support areas can meet the need
- 0 Not essential – flexible classrooms can meet most needs

CONNECTIONS TO CORE LEARNING



What's most important about how creation and exploration spaces connect to classroom learning? Pick 3.



- 15 They should be connected and visible to classrooms so learning flows easily between them.
- 18 They should be shared and flexible, used by different grades or programs for hands-on, creative work.
- 33 They should be collaborative, allowing teachers and specialists to co-teach or plan together.
- 32 They should be integrated and student-centered, supporting curiosity, making, and problem-solving.
- 8 They should also serve as community assets and not spatially connected to academics.

What new hands-on experiences or specials should we consider adding to support innovation and student choice?

Maker space

Shop

Theater programming in
K8

Spaces to practice daily
living skills for students to
build independence

Vocational areas

More choices for
specialists

Culinary Arts

Gardening -- getting hands
into the dirt, interacting with
growing plants.

What new hands-on experiences or specials should we consider adding to support innovation and student choice?

Creating opportunity for kids to be involved in how/where they learn

Life skills

Robotics, culinary, wood shop

Financial literacy, eg. "Bank"

Life skills- CTE- gardening

Student led specialists

Community activities (visiting work sites, stores, etc)

Technology related such as makers space etc.

What new hands-on experiences or specials should we consider adding to support innovation and student choice?

Outdoor education & classroom

More STEM opportunities and maker space areas.

vocational areas, and creativity

A maker space or engineering design lab that is highly flexible and usable by a wide range of grade levels for exploration or structured projects

Bridge to CTE... culinary, shop, graphic design, TV production, sewing/knitting

Expand upon the existing theater program, also encourage more STEM programming

Digital literacy, computer science, real science labs

Maker space

What new hands-on experiences or specials should we consider adding to support innovation and student choice?

Life skills: sewing,
cooking

Spaces for students to
explore and learn new
skills

Stem , gardening,
climate awareness

Life skills for all kids
(home ec, money skills)

Robotics which has been really
popular in our school and has
been a great place for inclusion
across programs. Designated
practice spaces for instrument
program in grades 4+

Electives in middle grades
that reflect the
opportunities students will
have in high school. Such as
a shop class, cooking, etc.

Life skills Shop STEM
collaboration across
grade levels

Music Technology

What new hands-on experiences or specials should we consider adding to support innovation and student choice?

Shop/woodworking,
engineering, cooking/home
ec (including life skills/crafts
like sewing, knitting)

We should give possible
introduction to the things
offered at shs More choice
of specialist classes

Wood shop

Interdisciplinary project-
based learning (which will
require some curricular
flexibility-how can it work
with curriculum programs)

Project display.

EDUCATIONAL WELLNESS & BELONGING



What space types or design features should we include to help students find calm, make choices, and belong?

Soundproofing

The flag wall!

Flags or countries

Indoor gym

Integrated quiet corners

sensory experiences
throughout the school

Acoustic tile everywhere

Sensory experience
throughout

What space types or design features should we include to help students find calm, make choices, and belong?

Previous question: enough music rooms for general music and instrumental music to happen in separate spaces simultaneously

Unique opportunities for lunch seating.

Outdoor/nature access other than playground

sensory experiences throughout the school, different options for lunch,

Indoor gym space options

Smaller lunch groups

Sensory spaces across the school

Cave experiences, love the flag idea especially for Newcomer Academy

What space types or design features should we include to help students find calm, make choices, and belong?

Interactive spaces could be technology tablet, etc.

Ways for students to engage with sensory experiences as they go between classes, breaks or transition

Greenspace

I think we need to be very mindful of the cafeteria that it's inclusive. We don't want to segregate certain groups of students.

Sensory/movement spaces

Different lunch settings

Small spaces with books

Indoor recess opportunities

What space types or design features should we include to help students find calm, make choices, and belong?

We need sensory rooms for all grades, visual reminders of belonging and school values, as well as seeing themselves in the space.

Sensory experiences throughout, different lunch opportunities, areas on walls in hallways where students see and choose their work to be displayed there, inclusive messaging with access to resources

Gardening walkway space to meditate or think

quiet spaces
soundproofed rooms/walls

Alternative lunch areas, sensory experiences for students, love the flag wall to contribute to the importance of identify and feeling welcomed and a part of their community

Bicycle parking, encouraging cycling

Small sensory rooms as well as a larger space for adaptive PE classes. I like the tactile walls as well.

Variety Opportunities for interaction with the space
Spaced that encourage connection Proximity to the outside

What space types or design features should we include to help students find calm, make choices, and belong?

spaces to look outside

Flag wall was great

Sensory spaces of all kinds and throughout the building, especially if they can be visible to classroom teachers.

Sensory spaces and cave-like ones in all learning communities. Multiple cafe options, indoor play structures

Flexible lunch spaces, comfortable seating in calming areas, genuine opportunities to have their identity and work represented

The flag wall

Variety of small and large that can be planned and programmed to accommodate the student population

Nooks! Love multi use stairs/steps (for belonging, sitting w a friend, and more)

What space types or design features should we include to help students find calm, make choices, and belong?

Opportunities for lunch, student artwork, inclusion features like the flags.

Calm, quiet room

More opportunities to eat lunch besides a structured cafeteria. Sensory areas to help Students regulate

Little nooks for reading breaks Multiple stations on common space to make choices

Sensory spaces through out but also a designated space as well

Dim lighting

COMMUNITY RESOURCE



What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

Cultural nights

Teen center welcome
center

Wrap around
community center

Mentorships with
students and local
leaders

School plays

Business connections

Music concerts

Community collaboration
with different groups and
organizations both public
and private.

What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

concerts

Library bilingual

Parent support groups in
multiple languages

Welcome center/hub for
immigrants

Library that's open to
the public on weekends
and evenings

Cultural nights

Playground space for
families to gather after
school

Meals PBL w/family
involvement

What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

potluck events

Bring local businesses
into the school for a day
workshops/coop

Gather more community
input

Family welcome center
Performances Collabs with
community innovators

Music concerts

Technology studios by
local tech cos.

Academic showcases, wrap
around services for
community members, adult
education

More accessible,
centralized MS sports
and clubs

What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

Night and weekend rec programming simultaneous with adult ed

After school clubs- students from around the community come here

Music performance space, family resource center with gathering space for families to meet and connect (could be in gardens, etc)

Love the welcome center idea!!!

Regular seminars on various topics targeting a wide audience.

Host PD for other SPS staff, a place where parents can meet and be part of the community

Community center, food and clothing pick up area, cultural events

Adult learning opportunities, events that allow people outside of our school community to feel included, really help strengthen the family connections with events, etc

What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

Performance space for school /community performances

having an open welcoming building that allows others to feel like they can use it

Adult classes (academic, helpful life skills, and just for fun). Arts events, middle school dances.

Family center, community meeting spaces, community events, performances, open after hours with staff

Open indoor recreation spaces. All our current school gyms are closed to the community for free play.

Evening classes and events for school and broader community

After school programs, speaker events, concerts, fundraisers, talent shows

If we have those specialized spaces like culinary or stem can have nights/events related to that

What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

Public meeting space

Toy drives, thanksgiving dinner handouts, clothing store, English class,

Adult Education programs (learn guitar, cooking, yoga, etc) See Cambridge/Arlington programs.

Welcome center

Concerts, theatrical performances, moving on ceremonies, kindergarten graduation

Have spaces available immediately after school for families and kids to spend time together. Have spaces for smaller groups to reserve that can't be booked every week like soccer leagues...

Offering ESL programs for parents/ guardians .

Partnerships with local business, between SPS schools, local universities

What kinds of events, programs, or partnerships could happen here that would strengthen connections between school and the wider community?

Music concerts, Theatre performances, after school spacing and programming, partnerships with local instrument shops and theatres for partnerships

Concerts, performances and workshops from local musicians and artists.

The wider community being able to use non-classroom collaborative spaces for adult education, community meetings, afterschool, and summer camps for kids would make the new school a city asset

Family / adult wd

Welcoming entrance with school -community uses (necessities store near entrance, for ex), gathering spaces, rooftop utilization/ access (garden or pool)

Open gym

Assemblies, events, concerts, pot luck, theme nights (movies, World Cup, etc)

Community building, partnerships with community businesses. Music and performance occasions. Bicycle repair clinics, visiting artists, lectures, etc.

Part 5 – Closing Reflection

In Part 5, participants concluded the sessions by reflecting on beliefs, values, and priorities they hope will guide the future Winter Hill Community Innovation School. The collective beliefs, values, and priorities are documented below.

- Belonging
- Everyone is welcomed and supported
- Care for the overall well-being of the community
- Whole child supports and learning to spark curiosity and lifelong learning and engagement
- Keeping a collaborative, inclusive community so everyone can thrive
- Somerville teachers can do amazing things with enough support
- Inclusivity that is visible everywhere
- As soon as possible
- Middle school expansion
- I believe inclusiveness and community are essential
- Belonging; meeting diverse developmental needs of all students
- Creating a school where everyone feels like it is their community and that they belong
- Whole welcome community
- The needs and values of the community the school serves
- Make it clear we didn't cut corners on this unique chance of an opportunity
- Respect for differences and Welcome Center for play groups
- A sense of belonging and celebration of diversity
- Learner-centered; inclusive community of belonging and learning
- Inclusivity of all students' developmental needs
- Inclusive, adaptive, and welcoming for all
- Flexible spaces / groupings
- All students can and deserve to have high quality education and expectations
- All students are welcome
- Sense of belonging
- Collaboration and support for ALL students with high expectations'
- Flexibility and openness to new ideas
- Community. Involvement
- That students have such diverse needs and interests and our new school should celebrate and nurture that
- Caring about each child as a whole person, both individually and communally
- Student-centered
- Community (belonging to and accountable to)
- Collaboration
- Inclusion
- Belonging
- Nurturing the whole child
- A sense of community and place
- A place for kids to be themselves
- Community and values-based principles will guide the effort to best serve our children
- A new school that embodies innovating learning for all kids and the entire Winter Hill school community

APPENDIX

Sign-in Sheets

Winter Hill Community Innovation School Sign-In Sheets



Launch & Priority Mapping Session – 11.14.25

Robert Bell	Perkins Eastman Architect	r.bell@perkinseastman.com
Dawn Guarriello	Perkins Eastman Architect	d.guarriello@perkinseastman.com
Matthew Muto	PMA OPM	mmuto@pmaconsultants.com
Paulina Mitropoulos	MLE Director	pmitropoulos@k12.somerville.ma.us
Adriana Guereque	Out of School Assistant Director/Community Schools	aguereque@k12.somerville.ma.us
Richard Raiche	Director of Infrastructure & Asset Management	rraiche@somervillema.gov
Ildefonso Arellano	Director of Special Education	iarellano@k12.somerville.ma.us
Nick Masse	PMA Associate OPM	nmasse@pmaconsultants.com
Ruben Carmona	Superintendent of Schools	rcarmona@k12.Somerville.ma.us
Christopher Ames	Principal	comes@k12.Somerville.ma.us
Khin That Mar	Project Manager, City of Somerville	kmar@somervillema.gov
Danielle Barry	Facilities, Safety, & Transportation Coordinator	dbarry@k12.Somerville.ma.us
Courtney Gosselin	Principal	cgosselin@k12.somerville.ma.us
Mike Pirollo	MLP Educational Planner	mike@mlpid.com

Winter Hill Community Innovation School Sign-In Sheets



Visioning 1 Session – 01.20.26

Khin Mar	Project Manager, City of Somerville	kmar@somervillema.gov
Marisa MacDonald	Asst. Director of Special Education	mmacdonald2@k12.somerville.ma.us
Paulina Mitropoulos	MLE Director	pmitropoulos@k12.somerville.ma.us
Ryan Williams	PTA	ryanwill@gmail.com
Meghan Phillips	Parent	meghan.elizabeth.phillips@gmail.com
Chris Templeman	Parent	christempleman@gmail.com
Ann Fullerton	Parent	ab02144@gmail.com
Emily Spicer Hankle	Parent, PTA President	ekayhankle@gmail.com
Peter Doherty	Parent	peterd@acranox.org
Jennifer Fostel	Parent	fostel@gmail.com
Robert Bell	Perkins Eastman Architect	r.bell@perkinseastman.com
Nick Masse	PMA Associate OPM	nmasse@pmaconsultants.com
Kara Dodd	Resource Room Teacher	kdodd@k12.somerville.ma.us
Courtney Gosselin	Principal	cgosselin@k12.somerville.ma.us
Christine Stone	Parent	stonechristine059@gmail.com
James Hines	Parent	jameshines@gmail.com
Kayla Burgess	Grade 6 Math/Science Teacher	kburgess@k12.Somerville.ma.us
Cathy Ward	Music Teacher	cward@k12.somerville.ma.us
Jessica Gutierrez	Bilingual School Adjustment Counselor	jgutierrez@k12.somerville.ma.us
Cayla Puglisi	Music Teacher	cpuglisi2@k12.somerville.ma.us
Kristin Stier	PK - 8 Music teacher	kristin.stier@gmail.com
Lisa Pecora	Perkins Eastman Architect	l.pecora@perkinseastman.com
Dayshawn Simmons	Grades 7/8 Social Studies Teacher	president@somervilleeducators.com
Chuck Graham	Teacher	cgraham@k12.somerville.ma.us
Sean Burke	PMA OPM	sburke@pmaconsultants.com
Gwyneth Davies	Teacher	gdavies@k12.somerville.ma.us
Karen Johnson	School Nurse	kjohnson@k12.Somerville.ma.us
Laurie Gagnon	Parent	lgagn98@gmail.com
Lindsay Weaver	Newcomer Program Teacher	lgarofalo@k12.somerville.ma.us
Shauna Powers	Parent	shaunagaffney@gmail.com
Marla Aguirre	School Liaison	omglovesme@gmail.com

Winter Hill Community Innovation School Sign-In Sheets



Beverly Mosby	Supervisor of Music and Theatre Arts	bmosby@k12.Somerville.ma.us
Michelle De Paula	Home Visit	davimi@live.com
Jessica Davis	Assistant Superintendent of Academics	jbostondavis@k12.somerville.ma.us
Danielle Barry	Facilities, Safety, & Transportation Coordinator	dbarry@k12.Somerville.ma.us
Amara Anosike	Chief of Staff for SPS	aanosike@k12.Somerville.ma.us
Tim McCormack	Parent	
Mike Pirollo	MLP Educational Planner	mike@mlpid.com
Paul White	MLP Educational Consultant	paul@mlpid.com

Winter Hill Community Innovation School Sign-In Sheets



Program Workshop 1 Session – 12.10.25

Dawn Guarriello	Perkins Eastman Architect	d.guarriello@perkinseastman.com
Courtney Gosselin	Principal	cgosselin@k12.somerville.ma.us
Rosanna Paribello	OST Director	rparibello@k12.somerville.ma.us
Jessica Boston Davis	Assistant Superintendent of Academics	jbostondavis@k12.somerville.ma.us
Ruth Santos	SFLC Director	Rsantos@k12.somerville.ma.us
Danielle Barry	Facilities, Safety, & Transportation Coordinator	Dbarry@k12.Somerville.ma.us
Adriana Guereque	Out of School Time Assistant Director CS	aguereque@k12.somerville.ma.us
Robert Bell	Perkins Eastman Architect	R.bell@perkinseastman.com
Christopher Ames	Principal	Cames@k12.Somerville.Ma.us
Ildefonso Arellano	Director of Special Education	iarellano@k12.somerville.ma.us
Sean Burke	PMA OPM	Sburke@pmaconsultants.com
Nick Masse	PMA Associate OPM	Nmasse@pmaconsultants.com
Khin That Mar	Project Manager, City of Somerville	kmar@somervillema.gov
Ruben Carmona	Superintendent of Schools	Rcarmona@k12.somerville.ma.us
Amara Anosike	Chief of Staff for SPS	AAnosike@k12.Somerville.ma.us
Mike Pirollo	MLP Educational Planner	mike@mlpid.com

Winter Hill Community Innovation School Sign-In Sheets



Program Workshop 2 Session – 02.12.26

Dawn Guarriello	Perkins Eastman Architect	d.guarriello@perkinseastman.com
Courtney Gosselin	Principal	cgosselin@k12.somerville.ma.us
Jessica Boston Davis	Assistant Superintendent of Academics	jbostondavis@k12.somerville.ma.us
Danielle Barry	Facilities, Safety, & Transportation Coordinator	Dbarry@k12.Somerville.ma.us
Robert Bell	Perkins Eastman Architect	R.bell@perkinseastman.com
Ildefonso Arellano	Director of Special Education	iarellano@k12.somerville.ma.us
Khin That Mar	Project Manager, City of Somerville	kmar@somervillema.gov
Amara Anosike	Chief of Staff for SPS	AAnosike@k12.Somerville.ma.us
Mike Pirollo	MLP Educational Planner	mike@mlpid.com

Visioning Session Meeting Observations

WHCIS - VISIONING SESSION MEETING OBSERVATIONS

During the January 20, 2026 Visioning Session, members from Perkins Eastman documented participants' responses during small- and whole group conversations. The notes below capture what was discussed to supplement the written and online responses collected from participants during the session.

Welcoming/Overview - Mike and Paul

Understanding the Learner:

Community Comments

1. Middle School Students need movement and responsibility to make choices
2. Community Q: Doesn't the city and state dictate what the curriculum is - A: yes, but how it is taught is up to the teacher (teachers can team teach a subject or use project-based learning)

Group exercise:

Learner snap shot - changes that students will go through from grade to grade (what they are and what they need developmentally)

P-K to 2

- How to address parents struggle with transition
- Kindergarten students need confidence when learning to read
- Achieving goals
- Student to teacher ratio
- Young students need a larger space to move around and engage in activities
- Kindergartens students are creative, need to keep creativity as they grow

3-5

- Can work in groups but sometimes it is hard for them to stay focused
- Need comfortable reading space (5th graders can read alone for longer)
- Space for independent learning
- 4th grader group learning can build independence
- 4th graders need structure
- Advanced technology for connection to the outside world and for creativity

6-8

- 6th-8th grade - growth and maturity
- Community service - 7/8th graders can get involved in community service on their own
- Lunch time space: space can be loud, need some quiet areas for students to eat and be comfortable
- Want to be treated like individuals - be recognized
- Open to new experience
- Need for exposure

Open Discussion - Comments on Questions:

- P-K needs a safe space - need to feel safe when they leave their parents
- Drop off - if staggered drop off times are used how do families from further away drop off students of multiple ages
- Cafeteria is loud - how do you make a safe space feel in a large area
- Opportunity for choices and diversity
- Create a welcome center to help both children and parents (resources, basic needs, interactions, and a place for parents to connect with other families)
- Shared Art rooms could be problematic due to multiple size students from P-K through 8th grade age groups (grades have different needs and requirements)
- Need separate entrances for elementary and MS (younger students need time to say bye and older students need a passage to run into school)
- A building where people feel safe throughout the day (from morning to after school programs and nighttime/weekend community use)
- Middle aged kids 4th - 6th grade need a place to go and do homework - Could be at the welcome center/community space
- Partnerships with community business (inside the school) can be in a community space
- Outdoor learning space needs greater access
- Music and art need to be accessible for all

When learning really stuck

- Ability to go out of bounds and try new things
- Success is being able to use what you learned
- Observations that helped people change and develop
- Ongoing learning and practice to better ones' experience
- Learning is experiential and hands on

Around the world

1. Values of a PK through 8 School
2. What programs highlight the identity
3. How should it support adult education and learning

Values:

- Create spaces for upper and lower school spaces
- Experiential hands learning on in and beyond classrooms
- Anchored in diversity
- Authentic involvement of all students
- Attract students to after school programs and families

Spaces:

- Choices - use of space and time
- Need professional development time with teachers to show them how to use learning spaces
- Connection to core learning - areas for students to expand their learning

Additional WHCIS Visioning Notes:

Question asked: What ways could classes be held that you would want to see in the new school?

- The class structure could be used to determine an optimal layout to reflect the nature of the learning
- Ways of organization
 - o Spatial
 - o Class structure/schedule
 - o Grouping students together (maybe inter-class) who do well in small groups
 - o Providing typical class structures for students who are more reserved, who do well in class settings
- Movement
 - o Kids needing some sort of physical outlet
 - o Peer interaction
 - o Physical outlets
 - o Appealing to different types of students
 - o Movement between classes, and student groups (not stationary groups)
- Consistency
 - o Finding consistency in organization/class schedules to allow flexibility, but these changes are spontaneous or unexpected

Question asked: Significant amount of changes happen through grade and age groups, what can learning do to help?

- Different space accommodations for the different grade levels
- Personal growth (self control)
- Changes in activity level
- Potential changes in support (teacher/parent)
- Testing limits
 - o Growing to age of legit test-taking or test taking challenges
- Changes in learning routines
- Agency and Choice
 - o Freedom and independence
 - o Exposure to experiences, how to manage this new freedom
- Social/Emotional Development
 - o Learning has opportunity for peer groupings
 - o Learning style – Hands on work vs. Classroom work
 - o Having objectives
 - o Movement in class a – collaboration

Q1 Given the developmental discussion, what are the daily experiences to support them?

Q2 Given identifiers from Q1, how should the building be designed to support?

Q1 answers reiterated the changes mentioned before

Q2:

- Grade separation – Different wings
- Classroom space that accommodates flexibility and movement
- Communal gathering spaces
- Elective classrooms from higher grades
- Centralized communal spaces – Gym, Caf, Aud.
- Appropriate counseling spaces
- Access to outdoor space – natural lighting
- Not a big "block of kids" - separations that foster small communities
- Breakout rooms within classrooms
- Community art engagement
- Sensory rooms
- Adequate parent drop off/pick up space
- Why is the lunch room the only main gathering space?

Question asked: When did learning really stick? What made it so powerful?

*2 definitions

- How do you define learning
- How do you define success

Learning: integration of information, then the application of that information

Success: completing a goal, or an achievement – demonstrating growth and the willingness to improve

Learning can be success, success can demonstrate learning

Question asked: What programs, or opportunities foster the identity of the WHCIS? What does the identity of an innovation school look like?

- Inside/outside learning
- Community hubs

Question asked: How should WH intentionally support for adult innovation? Families, educators, etc.

- After school programs – designated separate spaces
- Professional development spaces
- Separate faculty spaces
- Green space – integrating building in surrounding community/neighborhood
- Adequate drop off/pick up spaces

Question asked: What are the educational principles that should guide the school

- Modular curriculum
- Students having choices in the program
- Focus on collaboration

Question asked: What classroom layout should look like

- Connections between classrooms and centralized collaboration spaces
- Spaces that foster smaller "learning communities."

J. Property Data Cards

115 SYCAMORE ST

Location 115 SYCAMORE ST

Mblu 48/ D/ 11/ /

Acct# 09200247

Owner CITY OF SOMERVILLE

Assessment \$18,670,900

PID 14849

Building Count 1

Current Value

Assessment			
Valuation Year	Improvements	Land	Total
2026	\$16,838,100	\$1,832,800	\$18,670,900

Owner of Record

Owner	CITY OF SOMERVILLE	Sale Price	\$0
Co-Owner	WINTER HILL COMMUNITY SCHOOL	Certificate	
Address	93 HIGHLAND AVE	Book & Page	/0
	SOMERVILLE, MA 02143	Sale Date	

Ownership History

Ownership History				
Owner	Sale Price	Certificate	Book & Page	Sale Date
CITY OF SOMERVILLE	\$0		/0	

Building Information

Building 1 : Section 1

Year Built:	1974
Living Area:	89,410
Replacement Cost:	\$21,802,156
Building Percent Good:	76
Replacement Cost	
Less Depreciation:	\$16,569,600

Building Attributes	
Field	Description
Style:	Schools-Public
Model	Commercial

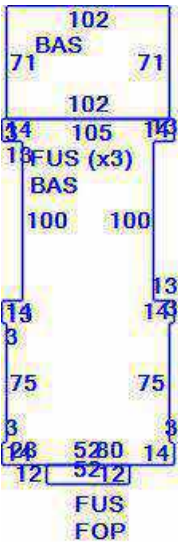
Grade	Average
Stories:	4
Occupancy	1.00
Exterior Wall 1	Brick/Masonry
Exterior Wall 2	Reinforc Concr
Roof Structure	Flat
Roof Cover	T&G/Rubber
Interior Wall 1	Drywall/Sheet
Interior Wall 2	
Interior Floor 1	Vinyl/Asphalt
Interior Floor 2	
Heating Fuel	Oil
Heating Type	Forced Air-Duc
AC Type	Central
Struct Class	
Bldg Use	MUNICIPAL EDUCATION
Total Rooms	
Total Bedrms	00
Total Baths	0
Extra Kitch'	
1st Floor Use:	9033
Heat/AC	HEAT/AC PKGS
Frame Type	MASONRY
Baths/Plumbing	AVERAGE
Ceiling/Wall	CEIL & WALLS
Rooms/Prtns	AVERAGE
Wall Height	12.00
% Comn Wall	0.00

Building Photo



(<https://images.vgsi.com/photos/SomervilleMAPhotos/A01\04\68\41.jpg>)

Building Layout



([ParcelSketch.ashx?](#)

([pid=14849&bid=15351](#))

Building Sub-Areas (sq ft)			Legend
Code	Description	Gross Area	Living Area
FUS	Upper Story, Finished	61,782	61,782
BAS	First Floor	27,628	27,628
FOP	Porch, Open, Finished	624	0
		90,034	89,410

Extra Features

Extra Features				<u>Legend</u>
Code	Description	Size	Value	Bldg #
ELV1	ELEV-PASS 2-3	1.00 UNITS	\$65,400	1

Land

Land Use		Land Line Valuation	
Use Code	9340	Size (Acres)	1.97
Description	MUNICIPAL EDUCATION	Frontage	0
Zone	CIV	Depth	0
Neighborhood	7009	Assessed Value	\$1,832,800
Alt Land Appr Category	No		

Outbuildings

Outbuildings						<u>Legend</u>
Code	Description	Sub Code	Sub Description	Size	Value	Bldg #
FN3	FENCE-6' CHAIN			637.00 L.F.	\$12,100	1
PAV1	PAVING-ASPHALT			35000.00 S.F.	\$119,000	1
BBCT	BASKETBALL COU			7200.00 S.F.	\$72,000	1

Valuation History

Assessment			
Valuation Year	Improvements	Land	Total
2026	\$16,838,100	\$1,832,800	\$18,670,900
2025	\$15,843,600	\$1,745,400	\$17,589,000
2024	\$15,843,600	\$1,745,400	\$17,589,000

541 BROADWAY

Location	541 BROADWAY	Mblu	32/ A/ 8/ /
Acct#	19655151	Owner	MELHEM MICHAEL TRUSTEE
Assessment	\$443,100	PID	342
Building Count	1		

Current Value

Assessment			
Valuation Year	Improvements	Land	Total
2026	\$132,200	\$310,900	\$443,100

Owner of Record

Owner	MELHEM MICHAEL TRUSTEE	Sale Price	\$500,000
Co-Owner	MNC REALTY TRUST	Certificate	
Address	59 WHITEWOOD RD	Book & Page	41179/0073
	WESTWOOD, MA 02090	Sale Date	10/14/2003
		Instrument	1G

Ownership History

Ownership History					
Owner	Sale Price	Certificate	Book & Page	Instrument	Sale Date
MELHEM MICHAEL TRUSTEE	\$500,000		41179/0073	1G	10/14/2003
SUN OIL CO	\$28,000		10401/1959		01/19/1963

Building Information

Building 1 : Section 1

Year Built:		Building Photo
Living Area:	0	 https://images.vgsi.com/photos/SomervilleMAPhotos//0064\541%20broad
Replacement Cost:	\$0	Building Layout
Building Percent Good:		ParcelSketch.ashx?pid=342&bid=407
Replacement Cost		
Less Depreciation:	\$0	
Building Attributes		Building Sub-Areas (sq ft)
Field	Description	Legend
STYLE:	Outbuildings	

Model	
Grade:	
Stories:	
Occupancy	
Exterior Wall 1	
Exterior Wall 2	
Roof Structure:	
Roof Cover	
Interior Wall 1	
Interior Wall 2	
Interior Flr 1	
Interior Flr 2	
Heat Fuel	
Heat Type:	
AC Type:	
Total Bedrooms:	
Total Bthrms:	
Total Half Baths:	
Total Xtra Fixtrs:	
Total Rooms:	
Bath Style:	
Kitchen Style:	
Num Kitchens	
Cndtn	
Num Park	
Fireplaces	
Extra Kitch'	
Fndtn Cndtn	
Basement	

Trum Field



Extra Features

Extra Features	Legend
No Data for Extra Features	

Land

Land Use		Land Line Valuation	
Use Code	334V	Size (Acres)	0.08
Description	GAS ST SRV MDL-00	Frontage	0
Zone	MR4	Depth	0

Neighborhood7003

Alt Land ApprNo

Category

Assessed Value\$310,900

Outbuildings

Outbuildings						Legend
Code	Description	Sub Code	Sub Description	Size	Value	Bldg #
PAV1	PAVING-ASPHALT			3400.00 S.F.	\$8,700	1
PMP4	DOUBLE W/BLEND			2.00 UNITS	\$13,700	1
SGN3	SING W/INT LIGHT			68.00 S.F.&HGT	\$6,800	1
TNK3	GREATER THAN 10000			4.00 UNITS	\$97,200	1
CNP1	CANOPY-AVG			288.00 S.F.	\$5,800	1

Valuation History

Assessment			
Valuation Year	Improvements	Land	Total
2026	\$132,200	\$310,900	\$443,100
2025	\$132,200	\$296,000	\$428,200
2024	\$132,200	\$296,000	\$428,200

K. Existing Conditions Reports



Memorandum

To: Lisa Pecora
Senior Associate
Perkins Eastman Architects
20 Ashburton Place, Floor 8
Boston, MA 02108

Date: March 25, 2026

Project #: 175741.000

From: Peter Mara, PE, VHB
Dale Horsman, PE, VHB

Re: Evaluation of Existing Conditions
Winter Hill Community Innovation School – PDP Submittal
Somerville, Massachusetts

Evaluation of Existing Conditions

Site Survey and Infrastructure

Civil Assessment Overview

The following are preliminary research and findings of the existing site infrastructure and potential site development requirements for the proposed Winter Hill Community Innovation School (WHCIS) in Somerville, Massachusetts at the following properties:

- › 115 Sycamore Street (Parcel ID 48-D-11) Winter Hill Community School
- › 546 Broadway (Parcel IDs: 32-K-1 and 32-J-3) Trum Field Park

The Winter Hill Community School site occupies an approximately 2-acre parcel located within the center of Somerville containing an approximately 89,410 square foot abandoned Winter Hill Community School building, which was built in 1974. The Winter Hill Community School site is bordered by residential homes and Evergreen Avenue to the north, Sycamore Street and residential homes to the west, Medford Street and residential homes to the south, and the St. Ann Catholic Church and Thurston Street to the east. The existing school building is surrounded by concrete sidewalks within the surrounding public rights-of-way, and outdoor play and recreation areas on the northern side. The existing site slopes west to east and north to south, with the high point located near the intersection of Evergreen Avenue and Sycamore Street. The majority of the existing site is impervious.

The Trum Field Park site occupies approximately 4.6-acre property located approximately one mile northwest of the Winter Hill Community School site. The majority of the Trum Field Park site is pervious, containing a baseball diamond, a softball field, and a manicured lawn. A covered observation pavilion and metal bleachers are located in the north-central portion and eastern border of the site along Broadway, and two basketball courts are located in the south-central portion of the existing site. Trum Field Park also includes a parking lot with 13 parking spaces along the southern side of the site. Trum Field Park is bounded by residential houses and Cedar Street to the west, Broadway and residential homes and businesses to the north, Charles E Ryan Road and residential homes to the east, and Franey Road and the City of Somerville Department of Public Works (DPW) to the south.

Both existing sites are not located within an Area 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. Both sites are mapped within a Zone X (unshaded) Area of Minimal Flood Hazard according to the sites' respective FEMA Flood Insurance Rate Map (FIRM). The Trum Field Park site is identified as Article 97 Open Space. There are no wetlands or natural resources located on the two sites.

The surrounding public rights-of-way for both existing sites contain full utility suites and are available for proposed utility connections.

Site Access and Circulation

Winter Hill Community School Site

The main entrance to the Winter Hill Community School is located on the south side of the existing building on Medford Street. The MBTA route 80 bus stop is located by the main entrance on Medford Street. The signed school bus stop is located on the west side of the building on Sycamore Street. Parent vehicles are also directed to use eastern side of Thurston Street for pick-up and drop-off from 7AM-4PM. Additional street parking and sidewalk access are available on the one-way Sycamore Street, two-way Evergreen Avenue, and the one-way Thurston Street. Sidewalk access is available, but no street parking is on the two-way Medford Street. The intersections of Medford Street and Sycamore Street and Medford Street and Thurston Street are fully signalized. Pedestrian crosswalks are located at each surrounding intersection. Loading access is available via a paved driveway on the eastern side of the building connecting to Medford Street.

Trum Field Park Site

Trum Field Park has an existing parking lot of 13 parking spaces that perpendicularly face Franey Road. Concrete sidewalks, bicycle lanes, and street-parking are available on Cedar Street and Broadway. Street parking is available on Charles E Ryan Road. The Trum Field Park Site is enclosed with chain link fence ranging between 10 to 30-feet tall, with main pedestrian entrances to the public park on Broadway by the softball field in the northwest corner and by the southern parking lot. The MBTA bus stop for routes 80, 89, and 89/93 is located on Broadway by the intersection of Broadway and Cedar Street. A Blue Bike station is located on the Broadway sidewalk bear the intersection of Broadway and Charles E Ryan Road.

Parking and Pavement

Winter Hill Community School Site

Based on available online imagery, the on-site loading access driveway and the off-site street parking are primarily asphalt pavement and are in fair to good condition. Lateral cracking, utility line sawcuts, and patches are visible on the loading access driveway. It is recommended that if the existing driveway were to remain, then the entire asphalt paved areas would need to be milled and overlayed at a minimum or potentially repaired with a full-depth replacement.

Trum Field Park Site

Based on available online imagery, the on-site surface parking lot is in poor condition. Potholes, lateral cracking, and broken curb are visible. It is recommended if the existing parking lot were to be re-used, the entire parking lot would require a full-depth replacement.

Soils

Based on the initial review of NRCS Web Soil Survey, the majority of soils across the Winter Hill Community School site can be categorized as Newport-Urban land complex, 3 to 15 percent slopes – 627C, and the majority of the Trum Field Park Site is Udorthents, loamy – 654. In general, it is expected that the soil at the Winter Hill Community School would be categorized as sandy loam. It is recommended on-site soil testing in campus areas be performed to determine infiltration feasibility and soil profiles of the existing sites.

Utilities

Winter Hill Community School Site

Water

According to the Existing Conditions Plan for the Winter Hill Community School Site, as prepared by Brennan Consulting, the existing school is serviced by a water connection to the 8-inch municipal water main in Sycamore Street. There are two 12-inch water mains in Medford Street, one 8-inch water main in Evergreen Avenue, and one 6-inch water main in Thurston Street. Additionally, there are 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 one hydrant on Evergreen Avenue is located on the public sidewalk adjacent to the existing site. It is recommended to maintain these existing hydrants. Hydrant flow tests are recommended prior to designing the domestic and fire protection connections for the proposed school.

Sanitary Sewer

According to the Existing Conditions Plan, the existing school is serviced by an 8-inch DIP sanitary sewer 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. Underneath the existing sidewalks on the school side of Sycamore Street and Evergreen Avenue are 8-inch and 10-inch DIP municipal sewer mains, 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 20-inch brick mains slope north to south and connect to the 24-inch brick combined sewer main running in the center of Medford Street.

It is recommended that proposed sewer connections are made to the separate sewer mains running under the abutting sidewalks and not directly to the existing brick combined sewer mains.

Stormwater Management

According to the Existing Conditions Plan, stormwater runoff from the existing site is collected in a series of roof drains and catch basins surrounding the existing school building and is conveyed to the combined 20-inch brick sewer main in Sycamore Street near the intersection with Medford Street. Catch basins located throughout the outdoor recreation areas collect stormwater runoff and convey runoff to the combined 20-inch brick sewer main in Thurston Street. The existing site does not appear to provide any stormwater detention or treatment prior to discharging to the combined sewer lines in the abutting streets.

Any proposed stormwater improvements will need to meet the Somerville stormwater standards for water quality, including total phosphorous removal, and in accordance with Massachusetts Stormwater Policy standards. It is recommended that proposed stormwater management systems be located either in the southern portion of the site,

by Medford Street, or at the northeast corner of the site, by Thurston Street. These two locations are natural low points and would allow adequate slopes for gravity drain lines and would allow space to install subsurface infiltration or filtration systems. Due to its size, the Project will require a stormwater management report and design reviewed by the Engineering Department as part of the City's Site Construction Permit.

Gas

According to the Existing Conditions Plan, the existing school is serviced by a connection to the 6-inch gas main in Sycamore Street. There is an existing 8-inch gas main in Evergreen Avenue and a 6-inch gas main in Thurston Street that are available for future connections. Gas service in Somerville is provided by National Grid.

Electric/Telcom Service

According to the Existing Conditions Plan, the existing school is serviced by a 4-4" electric conduit ductbank within the existing loading driveway that connects to the electric equipment in the center corner of the existing site, near the western edge of the abutting St. Ann parish offices. Additionally, there are overhead wires on Evergreen Avenue that connect to the existing utility poles with lights within the northern outdoor recreation areas. There are existing underground electric and telecom ductbanks in the surrounding streets with electric and telecom manholes available for future connections. 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 which will need to be maintained. Electric service in Somerville is provided by Eversource. Telecom services in Somerville are provided by Verizon, Comcast, and Astound. It is recommended to reach out to the private utility providers during design to determine their availability to service the proposed school.

Trum Field Park Site

Water

According to the City of Somerville Water Distribution System GIS Map, which is publicly available online, there are low-pressure 12-inch and 14-inch water mains in Cedar Street, 12-inch and 1-inch water mains in Broadway, and a 12-inch water main in Charles E Ryan Road. There are no water lines in Franey Road. Additionally, there are four hydrants surrounding the Site, two of which are on the southern side of Broadway in the public sidewalk, and one is on the western side of Cedar Street, and one is on the eastern side of Charles E Ryan Road. It is recommended to maintain these existing hydrants. Hydrant flow tests are recommended prior to designing the domestic and fire protection connections for the proposed school. There are no known existing sanitary sewer connections from the site.

Sanitary Sewer

According to the City of Somerville Sewer and Stormwater System GIS Map, which is publicly available online, there is an 8-inch combined sewer flowing east to west down the northern side of Broadway. An 8-inch combined sewer flows north on Cedar Street connecting to an existing manhole in Broadway at the intersection with Cedar Street. An 8-inch combined sewer main flows north to south down the eastern side of Charles E Ryan Road. There are no sanitary sewer lines in Franey Road. There are no known existing sanitary sewer connections from the site.

Stormwater Management

According to the City of Somerville Sewer and Stormwater System GIS Map, catch basins are located on both sides of Cedar Street. It is assumed these stormwater inlets connect directly into the combined sewer main in Cedar Street, as

no pipe connections are shown in the City GIS Map. There are no catch basin inlets in Broadway along the existing site. There is a catchbasin located at the intersection of Charles E Ryan Road which collects stormwater runoff from the roadway and appears to connect into the closed drainage pipe network within Franey Road. A series of catch basins collect runoff in Franey Street and convey the runoff through a closed drainage pipe network west towards a drainage collection point south of the site at Trum Playground. The runoff is then conveyed further south towards the nearby MBTA railroad tracks where its continuance is unknown at this time.

Any proposed stormwater improvements will need to meet the Somerville stormwater standards for water quality, including total phosphorous removal, and in accordance with Massachusetts Stormwater Policy standards. If infiltration is not feasible at the existing site, the proposed system will require robust filtration devices, on-site water collection and re-use systems, or a majority pervious site to meet the local stormwater requirements, including mitigating peak rates and volumes due to the pervious cover of the existing site.

Gas

There are gas mains located within Cedar Street and Broadway rights-of-way. There are no known gas connections to the existing site. Gas service in Somerville is provided by National Grid.

Electric/Telcom Service

Electric service in Somerville is provided by Eversource. Telecom services in Somerville are provided by Verizon, Comcast, and Astound. It is recommended to reach out to the private utility providers during design to determine their availability to service the proposed school.

Fire Protection

Existing Conditions

The existing school building is protected by a wet-pipe manual standpipe system.

The 6" combination domestic and fire service main enters the building through the wall of closet located under the center stair on the northwest side of the building. The system includes an isolation valve and check valve, and a freestanding siamese fire department connection with a check valve. There is no system riser or backflow preventer present.



Photo 1- Incoming Fire Service & FDC



Photo 2- Standpipe Valve Cabinet

Standpipes are located in exit stairwells and have hose valve cabinets located on the main floor levels. The cabinets are equipped with 2½" fire department valves and 1½" hose valves. At some point, the hoses were removed from the cabinets. Each standpipe is equipped with a control valve.

None of the system control valves are supervised.

Standpipe system piping appears to be schedule 40 black steel pipe with threaded fittings. Observable piping appeared to be in good condition.

The existing kitchen hoods are not equipped with fire suppression systems.

Deficiencies

The system does not include a system riser with backflow preventer, alarm check valve, and test and drain connections.

None of the system valves are supervised.

Recommendations

In accordance with Chapter 34 of the current Massachusetts State Building Code, existing buildings in Use Group E are not required to be retrofitted with an automatic fire sprinkler system or brought into full compliance with the new codes in force unless they undergo major alterations or additions.

However, because of the proven property and life-saving benefits of these systems, this office would recommend modifications to the existing service and standpipe system, and installation of a new wet-pipe fire sprinkler system for compliance with current codes in force.

In addition, the system should be flushed and internally inspected for obstructions.

Plumbing

Existing Conditions

Plumbing Systems

The existing school building is equipped with several plumbing systems including domestic hot and cold water; sanitary drain, waste, and vent; natural gas; and storm drainage.

The building's domestic water is supplied through the wall of a closet located below the center stair on the northwest side of the building. The service also supplies the fire suppression standpipe system. The four-inch (4") domestic water supply is reduced and equipped with a 2" water meter. The water service piping is a mixture of ductile iron and copper, appears to be in good condition.



Water Service

Only the exposed piping scattered throughout the building could be observed and evaluated. The domestic water piping is hard drawn copper tube and appears to be in fair to good condition, with some evidence of previous leaks.

The water heating plant is located in a closet under the south stair on the northwest side of the building. The water heating system consists of a Raypak model H3-0514 gas-fired water heater (circa 2013) with a Lochinvar model RGA0257 257-gallon hot water storage tank (circa 2016). The domestic hot water is a single-temperature system with a recirculation pump. The piping around the water heater, storage tank, and recirculation pump is in fair condition. The water heater is a category 1 appliance with single wall galvanized sheet metal exhaust vent piping. The vent includes a sidewall vent termination through an exterior louver. Combustion air is provided through two louver openings in the exterior wall. One opening has been blocked off.



Water Heater & Storage Tank

What could be seen of the existing sanitary drain, waste and vent system appears to be a combination of drainage pattern copper, cast iron, and galvanized steel. The majority of the piping is hub and spigot cast iron with either gasketed or leaded and caulked joints, with some no-hub cast iron pipe with rubber couplings and stainless steel bands with shields. Copper drainage piping is limited primarily to fixture connections. Galvanized steel piping is primarily limited to vent piping. Visible piping appeared to be in good condition, with little evidence of active leaks.



Cast Iron Sanitary Drain Piping



Galvanized Steel Vent Piping

What could be seen of the existing storm drainage piping is hub and spigot cast iron with either gasketed or leaded and caulked joints, along with some no-hub cast iron pipe with rubber couplings and stainless steel bands with shields. Visible piping appeared to be in good condition. Storm water is collected through roof drains with interior storm drainage piping. Overflow drains are provided and discharge above grade through downspout nozzles.

The building is equipped with a natural gas service located outside the water service room. The natural gas system serves the domestic water heater and building heating equipment. Gas piping is steel with welded or threaded fittings, and appears to be in good condition.



Gas service



Gas piping to rooftop boiler

The total combined load of all gas fired equipment is unknown at this time.

Plumbing Fixtures

Restroom plumbing fixtures include wall hung toilets, urinals, and lavatories with manual flush valves and mechanical metering faucets.

There are various other fixtures located throughout the building including drinking fountains and bottle fillers, handwashing sinks, service sinks, classroom and general use sinks, showers, floor drains, and kitchen equipment.

Various original plumbing fixtures, flush valves, and faucets have been replaced over the years.



Toilet



Urinals



Lavatory



Mop Sink



Water Cooler with Bottle Filler



Classroom Sinks

The art room sink is equipped with a sediment interceptor.



Art Room Sink

Kitchens are equipped with grease interceptors and emergency equipment shutoff, although it is unclear as to how this system is interconnected with the gas supply and exhaust fans.



Grease Interceptor



Barrel Washer



Prep and Handwash Sinks



Scullery Sink

Deficiencies

There were various deficiencies noted. While many of the items may have been allowed by the codes in force at the time of construction, they do not meet the latest edition of the codes and would most likely need to be addressed during any major renovation.

These items include:

- Plumbing fixtures appear to be in good condition, but may not meet current codes for flow rates and/or accessibility.
- The kitchen's triple pot sink drains are not trapped properly.
- The kitchen's prep sink is hard-piped to the sanitary drain
- Grease traps do not have proper signage.
- Cooking equipment do not appear to drain through a grease trap.
- The dishwasher does not appear to discharge through a grease trap
- Automatic detergent and sanitizer dispenser water connections do not appear to be protected with backflow preventers.
- Some rooftop plumbing vents are too close to fresh air intakes.
- Various hose connections throughout the building are not equipped with vacuum breakers.
- Floor drains throughout the building do not appear to be equipped with automatic trap primers.

- Domestic water piping insulation thickness may not meet current energy code requirements should be inspected and replaced where it has been damaged or does not meet current energy code requirements.
- The cold water supply to the water heater is equipped with a check valve.
- The combustion air louver serving the water heater has been blocked off.
- Sidewall venting of the water heater is questionable, consult installation manual.

Recommendations

All deficiencies noted above should be addressed.

Any work to the building should include an analysis of the current fixture count and plumbing code requirements, and provide the correct type and quantity of plumbing fixtures, including separate restroom facilities for faculty and kitchen staff.

Although the storm and sanitary drainage system piping appears to be in good condition, a minimal amount was visible during our visit, therefore extensive investigation should be conducted prior to reuse or modifications if the existing cast iron drainage piping system needs to last for an extended period of time, as should be expected with a major renovation.

Although it appears to be in fair to good condition, we do not believe that the existing domestic water piping system in the building would last for an extended period of time, as should be expected with a major renovation, and would be prone to failure before the building reached its life expectancy. Due to its' unknown condition and age, any major renovation should consider the replacement of the domestic water piping system in the building.

With the replacement of the water piping in the original building, the hot water piping system should be modified to provide the proper water temperature to the various fixtures, with the hot water serving the kitchen and janitorial sinks, and tempered water serving the remainder of the fixtures.

The water heater and storage tank are reaching the end of their life expectancy and should be replaced. Consideration should be given to installing two water heaters and storage tanks for redundancy and maintenance/repair.

The hot water supply piping should be equipped with a properly sized recirculation pump, master mixing valve, and expansion tank. The piping should be replaced, rearranged, and equipped with pressure gauges and balancing valves.

The natural gas piping could remain and be modified as needed.

In general, the existing plumbing fixtures, while dated and worn, are in fair to good condition and functional and could remain in service. However, many fixtures may fail to comply with current accessibility and water conservation standards. In addition, the existing water closets and urinals may not function properly with the newer water conserving flush valves. Given the assessed value of the existing building, the respective cost of any proposed building renovation or addition could require replacement of most of the existing fixtures. If not replaced, damaged or malfunctioning fixtures or equipment should be repaired.

The need for non-potable water, laboratory waste piping and pH neutralization system, and emergency safety stations should be evaluated.

Elevator installation or modification should include installation of a sump, sump pump, oil separator, and associated piping and power and control wiring.

November 25, 2025

Lisa Pecora, RA, LEED AP BD+C, WELL AP
Perkins Eastman
20 Ashburton Place, Floor 8
Boston, MA 02108

**RE: Winter Hill Community Innovation School (WHCIS) – Somerville, MA –
Mechanical/HVAC & Electrical Existing Conditions**

Dear Lisa,

Please find our existing conditions assessment for Mechanical/HVAC, Electrical/Fire Alarm, Lighting, and Data/Communications for the Winter Hill Community Innovation Center (WHCIS) in Somerville, MA as observed from our site visit on November 14, 2025. On the day of the observation, the outside air conditions were 48°F dry bulb temperature and 58% relative humidity. The Plumbing, Fire Protection, and other Low Voltage systems assessments are performed by other consultants.

SUMMARY

WHCIS was originally constructed in 1970. The major HVAC infrastructure within the building has been in place since the original building construction. There have been modifications to the existing systems to improve air quality (UV filtration and steam humidification) due to COVID. The building is four stories, approximately 93,400 sf. It houses classrooms (PK-8th grade levels), as well as a cafeteria, kitchen, gymnasium, art/music classrooms, academic support spaces, and administration support areas.

The majority of the building is served by two custom AHUs in the penthouse with chilled water coils, hot water coils, and steam humidifiers. A smaller AHU serves the cafeteria, and a dedicated make-up air unit serves the kitchen. There are two gas-fired heating only rooftop units (not original to the building) serving the gym. Air is distributed to classrooms via linear diffusers in the modular ceiling grids with plenum return. A natural gas boiler provides hot water to air handling units; heating hot water is not distributed throughout the building. The VAV boxes have electric reheat coils. There is electric baseboard heating throughout the classrooms. A water-cooled chiller provides chilled water to air handling units. The chiller and its cooling tower are located in the penthouse and roof, respectively. The building controls are a mixture of pneumatic and digital. There are several exhaust fans located on the roof to serve bathrooms, gymnasium, and general exhaust for the building.

The main electrical service equipment, along with the normal and emergency distribution power systems, are extremely outdated and have limited replacement equipment available. Major electrical infrastructure upgrades would be required to support classroom renovations and future inclusion of building-wide

electrified heating, ventilating, and air conditioning systems. The existing electrical rooms and back-of-house spaces currently may not have sufficient space or structural capabilities to accommodate new electrical switchboards, transformers, and panelboards. The current utility medium voltage load break switch and utility transformer appear to be in poor condition and must be surveyed and evaluated by the utility provider (Eversource) to confirm their condition and capacity for any renovation work.

Currently, there is a single three-phase 75 kW natural gas generator serving limited emergency loads. The building lacks a sprinkler system, though it is equipped with a relatively new fire alarm system. However, device coverage and code compliance for the fire alarm system appeared inadequate during our high-level inspection.

The heating systems, electrical systems, and infrastructure in the building are in poor condition and are in need of renewal for occupant comfort, reliability, efficiency, and the environmental impacts of carbon emissions. Further details are noted within the body of this report.

A. MECHANICAL/HVAC

Heating Systems

A natural gas boiler generates hot water for the building's air handling units. The boiler is original to the building. It is a Teledyne Laars Mighty Therm boiler. It is in poor condition and at the end of its expected lifespan. Hot water is not distributed throughout the building. Hot water is distributed to the air handling units by two pumps. The age of the pumps is unknown, but they appear to be nearing the end of their useful life. Replacement of the boiler and circulation systems is recommended as part of a major renovation.



Natural Gas Boiler and Hot Water Piping into Mechanical Penthouse



Hot Water Pump

Cooling Systems

A water-cooled chiller generates chilled water for the building's air handling units. It is a Carrier Evergreen chiller 19XR-3031244BFS64 high efficiency centrifugal, liquid chiller. It was installed in 2008 in the rooftop penthouse and is operating within its expected lifespan. The system contains R-134A refrigerant that is being phased out due to its high Global Warming Potential (GWP). When this system is replaced, alternative refrigerant systems should be utilized to meet current building code. The chiller, cooling tower, and cooling tower pumps are of a similar vintage and condition. There are three condenser water pumps.



Carrier Evergreen Water Cooled Chiller



Cooling Tower



Condenser Water Pumps

Ventilation Systems

Most of the building is served by two custom AHUs located in the penthouse. The AHUs have chilled water coils, hot water coils, and steam humidifiers. Electric steam humidifiers and UV filtration were retrofitted into the custom AHUs in response to COVID-19. Additional freestanding (negative pressure machines) filtration units are located in several classrooms. AHU-1 serves the North classrooms on Floors 1, 2, 3, and 4. AHU-2 serves South classrooms on Floors 2, 3, and 4.



AHU-1 (left) and Electric Steam Humidifier Retrofitted to AHU-1 (right)



Negative Air Machine in Classroom

A Greenheck energy recovery ventilator (ERV-1) was installed next to the rooftop penthouse near the air inlets of AHU-1. ERV-1 is Greenheck ERV-521 H (High Airflow) unit. There are two Greenheck exhaust fans serving classrooms. A smaller AHU serves the cafeteria, and a dedicated make-up air unit serves the kitchen. There are two gas-fired heating only rooftop units (not original to the building) serving the gym.



Greenheck ERV-1



Greenheck Exhaust Fans



Gas-Fired Heating Only RTU and Exhaust Fans on Lower Gym Roof

Classrooms and Corridors

The classrooms are heated by perimeter electric baseboard heating and VAV boxes with electric reheat coils. The baseboard heaters are in poor condition; some sections in the corridors have detached from the wall. Ventilation air is provided by air handling units in the penthouse, which distributes conditioned mixed air via linear diffusers in the modular ceiling grids with plenum return. These systems are original to the building and well past their expected service life. Full replacement of these systems is recommended.



Typical Classroom with Perimeter Electric Baseboard Heating, Ventilation via Linear Diffusers along Modular Tiles



Classroom Wing with Interior Walls Removed, Common Plenum Return, and Linear Diffusers for Ventilation along Central Corridor (left) and Linear Diffusers along Classroom Perimeter (right)



Classroom with Perimeter Electric Baseboard Heating, Linear Diffusers for Ventilation, and Return Plenum with electric heater



Detached Perimeter Electric Baseboard Heating in Corridors

Restrooms

The restrooms are heated by electric baseboard heaters. Exhaust is served by rooftop exhaust fans. Overall, these systems are well past their expected service life. Replacement of these systems is recommended as part of a major renovation.



Typical Bathroom Ceiling Exhaust and Baseboard Heater

Cafeteria & Kitchen

A small AHU serves the cafeteria, and a dedicated make-up air unit serves the kitchen. There are large Type I canopy-type exhaust hoods over the cooking area, connecting to a rooftop exhaust fan. Canopy-type hoods are inherently inefficient due to the large volumes of exhaust and makeup air required to obtain proper capture velocities. There is a Type II exhaust hood over the conveyor dishwasher.

The Kitchen cooking and refrigeration equipment is sized to meet the district's large scale packaged meals program. Most of the appliances are natural gas-based units and are in good condition.



Kitchen Type I Exhaust Hoods



Dishwasher Type II Exhaust Hood

Gymnasium

The gymnasium is served by two heating and ventilation rooftop units (RTUs). Both units are located on the gym roof. Their age is unknown. There are two low grilles by the gymnasium entrance, assumed to provide means of general exhaust through the roof. An electric steam humidifier was added to the gym due to COVID. Replacement of the rooftop units is recommended as part of a major renovation.



Gas-Fired Heating Only RTUs and Exhaust Fans on Lower Gym Roof



Gymnasium Supply Ductwork and Exhaust Louver



Electric Steam Humidifier Retrofit to Serve Gymnasium (left, middle) and Gymnasium Return Grille (right)

Building Automation System (BAS)

The main office has a controller to set the HVAC system schedules. The building has a mixture of pneumatic and digital controls. The air compressor is located in the rooftop penthouse. The air compressor is operational. The controls in the buildings are aged and nearing end of useful life. Full replacement of the BAS is recommended.



BAS Controller in Main Office



Honeywell Pneumatic Controllers



Air Compressor serving Pneumatic Controls

B. ELECTRICAL

Power Overview

The building operates on normal power with internal distribution transformers throughout. The main incoming service is provided at medium voltage 13.8kV and transforms down to 480Y/277V available to the building. Both 480Y/277V and 208Y/120V loads and equipment are seen throughout the building. The building's emergency power system is not segregated per code requirements at the existing 75kW emergency natural gas generator. This generator will likely not meet the demands of the renovation and will be required to be replaced due to age and condition.

Main Service

In an outdoor yard enclosure located on the east side of the building, the main service is provided by an underground incoming medium voltage line by the utility company at 13.8kV to a medium voltage S & C Load Break Switchgear. This outdoor switchgear is managed by Eversource for maintenance on the service. This switchgear feeds the adjacent primary utility transformer, which in turn feeds underground to the indoor main switchboard. The incoming service equipment is visibly in poor condition and will require an inspection by the utility provider Eversource Electric to assess the remaining lifespan of the equipment and feeders.



The 13.8kV Utility Load Breaker and Primary Utility Transformer Enclosure

Main Switchboard and Distribution

The 480Y/277V, 3-phase, 4-wire, 2500A Main Switchboard fed direct from the Utility Transformer, is housed in the basement main electrical room. The main switchboard is manufactured by Zinsco/Sylvania electrical and is original to the building. Zinsco/Sylvania Electrical is a discontinued company, which no longer manufactures equipment due to multiple cases of equipment failure, shock, fire and electrical risk. Most of the distribution equipment is Zinsco type, as well as some manufactured by Kelek. Replacement parts and support is not easily accessible for the existing equipment. The 2500A Switchboard directly serves four distribution panels, the chiller, kitchen, two custom air handling units in the penthouse, branch circuit panels, and the normal feed to the emergency ATS. The switchboard is in fair condition and will require replacement due to safety and system condition concerns.



Existing 2500A 480Y/277V Zinsco Switchboard and Nameplate

Generator, Emergency Equipment, Lightning Protection

The 75kW natural gas generator manufactured by Kohler is located within the building at the basement level. The generator currently feeds directly to the 480Y/277V emergency side of a “Zenith” Automatic Transfer Switch (ATS) which backs up an emergency distribution panel which distributes out to the elevator, emergency backed panelboards, and an emergency lighting relay. As previously mentioned, the current emergency distribution does not meet the dedicated segregation of emergency power per the National Electric Code. The generator and all emergency equipment is outdated, in poor condition, and will need to be relocated due to lack of working clearance required by code if upgraded or replaced.



Existing 75kW Natural Gas Kohler Generator, EDP and Zenith ATS

Although not directly observed, Honeywell Lightning Protection control is present in the penthouse on the roof; this indicates the school has active lightning protection on the high roof. Further investigation is required to review the condition of the system.



Lightning Protection Control Equipment in Penthouse

Panelboards & Electrical Closets

Panelboards seen throughout the building consist of multiple different manufacturers, the majority of which are manufactured by Zinsco/Sylvania, Square D, KeleK, and Eaton. Typical normal branch panel risers are seen across from the main stairwells on each floor of the building adjacent to the boys & girls restrooms. These closets typically consist of (1) 480Y/277V branch circuit panelboard, (1) transformer, and (1) 2-section 208Y/120V branch circuit panelboard. These panelboards are seen to typically serve miscellaneous mechanical, receptacle, lighting, and process loads on each respective floor. Each of the panels in these closets range from fair to poor condition, with most being original to the building. Other than typical process load riser panels, there are off-hand rooms (i.e. custodian office, storage closets) that have panelboards serving miscellaneous mechanical, lighting, and electrical process loads for specific rooms and areas, such as the gym or cafeteria. Panel conditions range from fair to poor with some being original to the building and others added during electrical expansions over the years. The kitchen has a set of panelboards mounted flush in-wall with 480Y/277V and 208Y/120V loads in fair condition.



Examples Of Typical Riser Closet Panelboards and Kitchen Panels

Classrooms

Typical classrooms are seen to be equipped with wire mold containing power outlets, (1) quad data port, and (1) quad receptacle. Classrooms are not equipped with monitors or screen/projector features, with no provisions for connections. Typically, each classroom has (1) Electronic Media Panel (EMP) with a classroom clock, speaker, intercom w/button, power outlets, and coaxial connection. Overall classrooms vary between very good condition to very poor condition.



Typical Classroom



Typical Electrical Media Panel

Group classroom areas are seen to be typical on floors 2-4, with individual EMP's and minimal receptacle coverage only on perimeters and columns of spaces. These group rooms range from fair condition to very poor condition.



Typical Group Classroom Spaces

All classrooms are equipped with 3x3 fluorescent recessed troffer fixtures, as well as 1x4 fluorescent pendant mounted lights. Fixtures would not meet energy efficiency standards and are generally recommended to be replaced with LED for lower current draw and longer lifetime. Typical lighting controls are basic on/off switches. Occupancy switches are only seen in minimal, a-typical rooms. Otherwise, no occupancy, daylight, or vacancy controls were observed.



Typical Pendant and Troffer Fluorescent Fixtures with No Sensors Visible

Classroom lighting is connected to normal power; further investigation is required to determine if emergency lighting is present and adequate. None of the classrooms have fire alarm strobes. Some classrooms have smoke/heat detectors visible.

C. FIRE ALARM

The building is equipped with a Honeywell Notifier NFS2-3030 addressable fire alarm system and is observed to be in very good condition. The fire alarm control panel, power supply, and fire department communication device are located at the basement level adjacent to the main electrical room. Although the system is addressable, it does not include a voice evacuation (EVAC) feature, and no microphone or drill switch was observed. Additionally, the building does not have a fire sprinkler system for fire protection.

The kitchen is equipped with an Ansul system for fire suppression at the hood.



Honeywell – Notifier Fire Alarm Control Panel, Power Supply, and FD Comms Device

EVAC systems are typically required for schools to provide clear instructions during emergencies, especially in large spaces such as gyms or cafeterias. The absence of EVAC in this building indicates the system is not compliant with current International Building Code (IBC) & National Fire Protection Association (NFPA) 72 code requirements.

Horn/strobes and smoke detectors were observed in the hallways throughout the building. A single annunciator is located in the second-floor admin-adjacent stairwell. Most devices are visibly in very good condition and have local alarm protective covers in student accessible areas. These devices and systems should be tested for functionality and addressable zones should be reviewed.

Classrooms are not equipped with smoke detectors or fire alarm strobes. Some pull stations and strobes do not meet current coverage/location requirements after a high-level observation.



Annunciator and Covered Fire Alarm Pull Station



Pull Station Greater than 5 ft within Exit Door, Not Code Compliant

It is recommended to upgrade the system to include EVAC, smoke detectors, and fire alarm strobes in all classrooms, and to evaluate existing devices to ensure compliance with current NFPA 72 code requirements.

D. LIGHTING AND LIGHTING CONTROLS

The building lighting system does not meet the latest energy code requirements, which mandate local control of fixtures. Many spaces lack advanced lighting controls beyond basic switching. Most classrooms and restrooms are equipped with only local wall switches. The emergency lighting system relies on a 6V DC battery backup and standby emergency panels. A variety of lighting fixtures were observed, including lay-in fixtures, direct pendants, and surface-mounted fixtures.



Locker Room Fixtures



Kitchen Light Fixtures

Exit signs are scarcely present throughout the building; this may cause life safety concerns with direction of exit flow to the building. Coverage should be reviewed to ensure compliance. Some exit signs are seen with Emergency battery backup (EBU) bug eye lights attached; these lights are observed to have battery backup.



Exit Sign With EBU

Site lighting is primarily pole mounted, with exterior lighting consisting of typical 20-30 ft pole fixtures. Ranging between very old and newer, site lighting is seemingly shared between street/sidewalk and the Saint Ann Church. Current site lighting most likely does not meet energy efficiency standards. Nighttime evaluation is needed to assess coverage. There is currently no exterior wall mounted lighting on the building. Some controls were observed within a custodial room at the basement level.



Exterior site lighting poles

E. DATA / COMMUNICATIONS

Adjacent to the main electrical room, the building was observed to have a Verizon phone service cabinet and an AV connection cabinet with coaxial connections inside. Both cabinets have visibly aged equipment that may require testing and service upgrades. Fiber optic cable is seen entering the building within the main electrical room.



Verizon Phone Main Cabinet (Left) and Audio Visual Main Cabinet (Right)

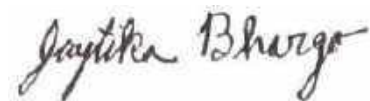
The facility is observed to have an MDF with a main data rack in the storage room of the administrative area. Another data rack was observed trapeze suspended within the custodian room at the basement level. Both racks have power supplies connected and are still active and in good condition.



MDF within admin storage (left) and Trapeze Rack in Custodial Room (right)

The facility is equipped with a PA system with most, if not all, classrooms featuring EMP's with speakers, clock, and paging override, as well as hallways featuring speakers for announcements. However, the system should be modernized as part of future upgrades. Most, if not all, classrooms were observed to have no projector tables and no HDMI connections for monitors or overhead projectors. The overall infrastructure for data and multimedia connections is limited. Upgrading to include HDMI / USB-C ports and additional data connections will support modern technology. Ceiling mounted and some wall-mounted speakers are seen throughout the building as well. The existing clock system is completely off and may need maintenance or replacement to ensure synchronization throughout the building.

Respectfully,



Joytika Bhargo, PE

CMTA

jbhargo@cmta.com | 617.606.1228

Existing Conditions

Evaluation of existing conditions – Foodservice Equipment

Prepared by Crabtree McGrath Associates, Inc.

Executive summary

The Winter Hill School is an unused school that is sitting idle with the kitchen currently being used for storage. When it was in use the Kitchen appears to have been used as a central commissary. There is equipment in place that appears to have been used to mass produce packaged food items that would have been distributed to other schools.

As stated in its current state it's being used as a depository for unused and potentially defunct equipment. There is a mix of very new and unused pieces of equipment being stored at this location as well as older equipment that is clearly broken and has been deposited here as the holding place while its status is determined.

Exiting conditions:

The school's kitchen at one time served as a hub of food production for other schools. This is evidenced by the sheer volume of refrigerated storage and production equipment such as flow wrappers and metal detectors. See image 1. The equipment that was used for this purpose is still in place. The Walk-in coolers and freezer are still in use as they were running and locked. It's not clear if they are still being used for food storage or if they are sitting empty.

As seen in image 1 there are conveyor systems and metal detectors. This equipment is typically used to prepare bulk items that are then individually wrapped and distributed to various locations throughout a district. Beyond the equipment a bank of walk-in coolers and freezers can be seen. In addition to those there are other walk-in rooms withing the kitchen.

It is evident that there is equipment at this location that comes from other schools. From appearances it's equipment that was no longer needed or that has failed and is being stored in this kitchen until it can be determined what to do with it. Image 2 is a mix of preparation and cooking equipment.

Other equipment observer on site appears to be in good condition and suitable for reuse. There are convection ovens and warming cabinets that appear to be in good condition. In the case of the warming cabinet one unit is new and complete with the owner's manual still inside the chamber indicating that it has not been used yet. These items should be considered for reuse in any new facility or for use within the district at other schools that may have a need.



Image 1



Image 2

Existing Conditions

The walls are a mix of durable glazed block and painted block which has held up well. The floor within the kitchen is a quarry tile. Walls and floors are worn and holes and exposed conduit in some locations. The wall appears to have been recently painted and in fair condition but the cracks in the floor are an issue that needs to be corrected. The ceiling finishes are a smooth lay in tile. The tiles are in good condition and appear to have been recently replaced.

Infrastructure such as plumbing, exhaust, and electrical are original to the facilities construction. Electrical has had some updates as production and holding equipment was added. Plumbing needs to be updated to modern standards. For example, the food preparation sink shown in image 3 is hard piped to the sanitary drain. The health code requires that these drains be air gapped to prevent cross contamination by way of wastewater.



Image 3

Lighting levels below the hood are poor and the effectiveness of capture and containment of cooking combustion vapors and odors is not adequate. The equipment fronts are in line with the hood front. The hood must overhang the equipment for proper capture and containment of cooking vapors and combustion gases.

The serving line, Image 4, is outdated. It appears to have been moved to the seating space outside the kitchen. This was likely done to increase the square footage in the kitchen to dedicate more space to food production. In any case the serving line is outdated with sneeze guards that are no longer code compliant and located in a space that cannot be secured when not in use. It's recommended that serving lines be placed within the serving space that is integral to the kitchen and can be secured in and out of the way when not in use.



Image 4

Recommendations:

If this facility is to be repurposed a modernization of the kitchen and serving equipment is warranted. There are many items of equipment in good working order and that can be reused if they are available. However, the utility infrastructure and finishes need modernization. The exhaust hood configuration and decarbonization of gas appliances are recommended to achieve carbon neutral goals that have been set. Unfortunately, maintaining the current configuration does not allow for improvement in workflow and space utilization unless it is complete gut renovation including the plumbing system. A modern kitchen may require additional space to be able to integrate the serving space for maximum efficiency and optimal performance.

Existing Conditions

In any scenario where the existing food service space is kept intact, all noted health code deficiencies and violations must be corrected. Plumbing must be reworked with code compliant assemblies that both satisfy the Plumbing, Electrical, and Health codes.

Winter Hill Community Innovation School

Sommerville, Massachusetts



Code Report

Prepared By: Kevin S. Hastings, P.E., LEED AP

Date: January 8, 2026

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Introduction

Winter Hill School is an existing public elementary and middle school in Sommerville that is currently unoccupied. This code summary is based on a site visit conducted on November 13, 2025 to review the existing conditions and available existing building plans.

According to IEBC MA Amended Section 104.2.2.1, any building regulated by 780 CMR undergoing a renovation must be investigated and evaluated in accordance with the code in a written report form. The purpose of this report is to serve as the existing building evaluation report for its major fire protection, life safety, and accessibility features.

Following is a list of applicable codes:

Code Type	Applicable Code (Model Code Basis)
Building	780 CMR: Massachusetts State Building Code, 10 th Edition • Amended 2021 International Building Code (IBC) • Amended 2021 International Existing Building Code (IEBC)
Fire Prevention	527 CMR: Massachusetts Fire Prevention Regulations
Accessibility	521 CMR: Massachusetts Architectural Access Board Regulations 2010 ADA Standards
Electrical	527 CMR 12.00: Massachusetts Electrical Code • Amended 2023 National Electrical Code (NFPA 70)^A
Mechanical	2021 International Mechanical Code (IMC)
Plumbing	248 CMR: Massachusetts Plumbing Code
Elevator	524 CMR: Massachusetts Elevator Code Amended 2013 ASME A17.1
Energy Conservation	Stretch & Specialized Energy Code (225 CMR 23) • 2021 International Energy Conservation Code (IECC)

A. Massachusetts is currently in the process of developing a new edition of the electrical code based on the 2026 Edition of NFPA 70.

International Existing Building Code

The International Existing Building Code (IEBC) with Massachusetts amendments allows for 3 separate compliance methods, the Prescriptive Method (in general, altered areas must comply with the code for new construction), Work Area Method (level of compliance is based on the classification of work), and Performance Compliance Method (numerical method that allows tradeoffs for deficiencies). This report is based on the Work Area Method.

1. Work Area and Classification of Work:

The requirements in the IEBC area based on the classification of the work as Alteration Level 1, 2 or 3. This is based on the extent of the project “work area”, which is defined as the area within which architectural reconfiguration will occur (IEBC Chapter 2). Areas where the only work will be new finishes, furnishings, or installation of new building systems are not classified as part of the work area. The levels of work area defined as follows:

Level 1 Alteration	No architectural reconfiguration, no work area.
Level 2 Alteration	Aggregate size of work areas (architectural reconfigured area) does not exceed 50% of the gross building area.
Level 3 Alteration	Aggregate size of all work areas (architectural reconfigured area) exceeds 50% of the gross building area.

The proposed scope of future work under consideration is expected to be classified as a Level 2 Alteration if not more than 50% of the building area is reconfigured or a Level 3 Alteration if more than 50% of the building area is reconfigured. Level 2 Alterations must comply with IEBC Chapters 7 and 8. If the work is more extensive and the project is classified as a Level 3 Alteration the provisions of IEBC Chapter 9 also apply.

2. Occupancy Classification:

- Use Group E (Classrooms with < 50 Occupants)

Assembly spaces (i.e. the gym and auditorium) have been considered part of the primary Use Group E occupancy in accordance with IBC Section 303.1.3.

3. Construction Type:

The building is an existing concrete structure classified as Type I or II construction. All new elements must be non-combustible except where permitted by IBC Section 603: Combustible Material in Types I and II Construction.

4. Fire Resistance Ratings:

Building Element		Fire Resistance Rating (Hrs)	Opening Protectives (Hrs)
Existing shafts within work area (IEBC 802.2.1)		1 ^A	1
New corridor walls (IBC Table 1020.2)	Non-Sprinklered	1	1/3
	Sprinklered	0	0

^A. The Rating shall not be less than the floor assembly penetrated, but need not exceed 2 hours. (IBC 713.4).

5. Vertical Openings:

All existing vertical openings in the work area connecting two or more floors must be enclosed with 1 hour rated construction and approved opening protectives unless the openings meet one of the exceptions in IEBC 802.2.1. In Group E occupancies, the enclosure shall not be required for vertical openings not exceeding three stories where the building is protected throughout by an approved automatic fire sprinkler system (IEBC 802.2.1 Exception 6).

The building has multiple egress stairs that all appear to be enclosed. There are no unenclosed floor openings.

6. Interior Finishes:

The existing interior finish of walls and ceilings in exit and corridors in the work area and in all exits and corridors serving the work area must comply with the code requirements for new construction (IEBC 802.4). All newly installed wall and ceiling finishes, and interior trim materials must also comply with 780 CMR Table 803.11 (IEBC 702.1, 702.2, 702.3). The requirements are summarized below:

Walls & Ceilings (IBC Table 803.13)

Use Group:	E Fully Sprinklered	E Non-Sprinklered
Exit Enclosures	Class B	Class A
Exit Access Corridors & Stairs	Class C	Class B
Rooms & Enclosed Spaces	Class C	Class C

The existing interior finishes generally consisted of drywall and masonry which are Class A finishes.

7. Means of Egress:

Means of egress conforming to the requirements of the building code under which the building was constructed shall be considered compliant means of egress if, in the opinion of the code official, they do not constitute a distinct hazard to life (IEBC 804.2 Exception 2). No hazardous means of egress conditions were noted during the site visit, other than the fact that the building is somewhat in disrepair since it has not been occupied and there is limited lighting in some areas, trash cans in egress paths, etc.

Each floor of the building is provided with multiple wide egress stairs that appear sufficient for the current occupancy.



Typical Existing Egress Stairs

Illuminated exit signs and means-of-egress lighting must be provided in all work areas in accordance with the code for new construction (780 CMR 102.6.4). The building includes existing exit signs and emergency lighting, however a detailed survey and evaluation was not conducted and it is unclear whether they are all functioning due to the condition of the school.

8. Fire Protection Systems:

The following fire protection systems are required:

- Automatic Sprinkler System – the building currently is not provided with sprinkler protection. The IEBC requires protection in the work area (defined as the reconfigured area) on any floor where the work area exceeds 50% of the individual floor area (IEBC 803.2.2). However, even if sprinkler protection is not required by the IEBC, the fire official can potentially require sprinkler protection throughout the building under Massachusetts General Law Chapter 148 Section 26G since the building is over 7,500 ft². That law requires sprinkler protection if the building is substantially renovated, which is typically interpreted as a project with a renovated area exceeding 33% of the gross floor area OR a project with a cost exceeding 33% of the building's assessed value.

Based on an assessed value for the building of 16,838,100 (see Appendix), the fire official may require sprinklers if the cost of renovations exceeds \$5,556,573.

- Fire Alarm & Detection – Existing previously approved fire alarm and detection systems are permitted to remain for a Level 1 or 2 renovation (IEBC 803.4.1 Exception 1). The existing fire alarm and detection systems must be maintained and altered as necessary to accommodate the renovations and maintain compliance with NFPA 72 (IEBC 803.4.1 Exception 1). A Level 3 Alteration would require a fire alarm system in compliance with the code requirements for new construction (i.e. a voice-alarm system)(IEBC 904.2).
- Standpipe System – the building has existing standpipes that must be maintained as part of any renovation (IEBC 703.1).
- Fire extinguishers (527 CMR 1 Section 13.6 & 780 CMR 906.1). The building includes existing fire extinguishers.

9. Energy Code Provisions for Existing Buildings

The Massachusetts Stretch Code as adopted by the City of Sommerville adopts the 2021 International Energy Conservation Code (IECC) with Massachusetts Amendments (225 CMR 23). Alterations to an existing building, building system or portion thereof must conform to the provisions of the IECC as those provisions relate to new construction without requiring the unaltered portions of the existing building or building system to comply (IECC C503.1). Although this code does not have a full-compliance threshold, any new equipment must also comply with the Stretch Code amendments to the 2021 IECC.

10. Ventilation Requirements

All reconfigured spaces must provide existing mechanical ventilation not less than 5cfm of outdoor air per person and not less than 15 cfm of ventilation air per person, or natural ventilation as required by the International Mechanical Code (i.e. exterior openings equal to 4% of floor area) (IEBC Section 807).

11. Structural Provisions for Existing Buildings

Any modifications to existing structural elements or loads must be evaluated by a structural engineer to determine compliance with the IEBC.

12. Accessibility for Persons with Disabilities

Massachusetts Architectural Access Board Regulations

Massachusetts has a unique state-written code that applies to all public buildings in the state, referred to as 521 CMR. All administrative spaces, instructional spaces, and areas open to students or the general public are subject to the requirements of 521 CMR (521

CMR Section 12.1.1). Employee-only spaces are not currently regulated by 521 CMR, but are subject to ADA compliance.

Existing buildings are not required to retro-actively comply with 521 CMR, however if the buildings are renovated the level of compliance with 521 CMR is based on the cost of the proposed work:

- A. If the cost of the proposed work is **less than \$100,000**, only the new work must comply.
- B. If the cost of the proposed work is **greater than \$100,000** then all new work must comply and the existing building must include an accessible public entrance, toilet room, telephone and drinking fountain (if public phones and drinking fountains are provided) (521 CMR Section 3.3.1(b)). Exempt work when calculating the cost of work includes roof repair or replacement, window repair or replacement, and repointing and masonry repair work unless the exempt work exceeds \$500,000.

The building includes an existing accessible entrance (Main entrance on side of the building) and drinking fountain. Some of the toilet rooms were semi-accessible but did not include compliant grab bars and lacked adequate clear floor space on the pull side of the entrance door. Therefore at least one compliant toilet rooms would be required if the cost of work exceeds \$100,000 but is less than 30% of the assessed value.

		
Entrance	Toilet Room	Drinking Water Dispenser

- C. If the cost of the proposed work is **greater than 30% of the full and fair cash value** of the existing building, the entire building is required to comply with 521 CMR (521 CMR Section 3.3.2). There is no exempt work, i.e. the entire project costs apply to determining the 30% criteria.

The cost of all work performed on a building in any 36-month period must be added together in determining the applicability of 521 CMR (521 CMR Section 3.5). The full and fair cash value of the building is defined as the 100% equalized assessed value. Based on the City of Sommerville's Assessor's website, the assessed value of the building is \$18,670,900. The

Massachusetts Department of Revenue's website indicates the assessment ratio for Somerville is 0.90. Therefore the 100% equalized assessed value of the building is \$20,745,444 and full compliance is required if the renovation cost exceeds \$6,223,633.

Although the building is somewhat accessible including an existing elevator, some alterations would be required to bring it into full compliance, including the following (note this is not a comprehensive list):

- All toilet rooms must be accessible. None of the toilet rooms are fully compliant and some lack the clear floor space to achieve compliance without moving partitions.
- The North and South entrances are somewhat accessible but are not fully compliant (the South entrance has a slope at the door & the North entrance ramp does not have compliant handrails).



Typical Existing Egress Stairs

- Classrooms sinks are generally not accessible (lacking knee clearance, etc.).
- Some doors include knobs rather than lever hardware (although the majority do have lever hardware).

Appendix: Assessed Value

115 SYCAMORE ST

Location 115 SYCAMORE ST

Mblu 48/ D/ 11/ /

Acct# 09200247

Owner CITY OF SOMERVILLE

Assessment \$18,670,900

PID 14849

Building Count 1

Current Value

Assessment			
Valuation Year	Improvements	Land	Total
2026	\$16,838,100	\$1,832,800	\$18,670,900

Owner of Record

Owner	CITY OF SOMERVILLE	Sale Price	\$0
Co-Owner	WINTER HILL COMMUNITY SCHOOL	Certificate	
Address	93 HIGHLAND AVE	Book & Page	/0
	SOMERVILLE, MA 02143	Sale Date	

Ownership History

Ownership History				
Owner	Sale Price	Certificate	Book & Page	Sale Date
CITY OF SOMERVILLE	\$0		/0	

Building Information

Building 1 : Section 1

Year Built:	1974
Living Area:	89,410
Replacement Cost:	\$21,802,156
Building Percent Good:	76
Replacement Cost	
Less Depreciation:	\$16,569,600

Building Attributes	
Field	Description
Style:	Schools-Public
Model	Commercial

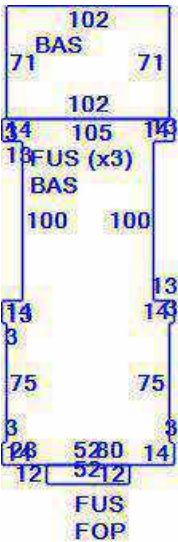
Grade	Average
Stories:	4
Occupancy	1.00
Exterior Wall 1	Brick/Masonry
Exterior Wall 2	Reinforc Concr
Roof Structure	Flat
Roof Cover	T&G/Rubber
Interior Wall 1	Drywall/Sheet
Interior Wall 2	
Interior Floor 1	Vinyl/Asphalt
Interior Floor 2	
Heating Fuel	Oil
Heating Type	Forced Air-Duc
AC Type	Central
Struct Class	
Bldg Use	MUNICIPAL EDUCATION
Total Rooms	
Total Bedrms	00
Total Baths	0
Extra Kitch'	
1st Floor Use:	9033
Heat/AC	HEAT/AC PKGS
Frame Type	MASONRY
Baths/Plumbing	AVERAGE
Ceiling/Wall	CEIL & WALLS
Rooms/Prtns	AVERAGE
Wall Height	12.00
% Comn Wall	0.00

Building Photo



(<https://images.vgsi.com/photos/SomervilleMAPhotos/A01\04\68\41.jpg>)

Building Layout



([ParcelSketch.ashx?](#)

([pid=14849&bid=15351](#))

Building Sub-Areas (sq ft)			Legend
Code	Description	Gross Area	Living Area
FUS	Upper Story, Finished	61,782	61,782
BAS	First Floor	27,628	27,628
FOP	Porch, Open, Finished	624	0
		90,034	89,410

Extra Features

Extra Features				<u>Legend</u>
Code	Description	Size	Value	Bldg #
ELV1	ELEV-PASS 2-3	1.00 UNITS	\$65,400	1

Land

Land Use		Land Line Valuation	
Use Code	9340	Size (Acres)	1.97
Description	MUNICIPAL EDUCATION	Frontage	0
Zone	CIV	Depth	0
Neighborhood	7009	Assessed Value	\$1,832,800
Alt Land Appr Category	No		

Outbuildings

Outbuildings						<u>Legend</u>
Code	Description	Sub Code	Sub Description	Size	Value	Bldg #
FN3	FENCE-6' CHAIN			637.00 L.F.	\$12,100	1
PAV1	PAVING-ASPHALT			35000.00 S.F.	\$119,000	1
BBCT	BASKETBALL COU			7200.00 S.F.	\$72,000	1

Valuation History

Assessment			
Valuation Year	Improvements	Land	Total
2026	\$16,838,100	\$1,832,800	\$18,670,900
2025	\$15,843,600	\$1,745,400	\$17,589,000
2024	\$15,843,600	\$1,745,400	\$17,589,000



Classroom with no windows

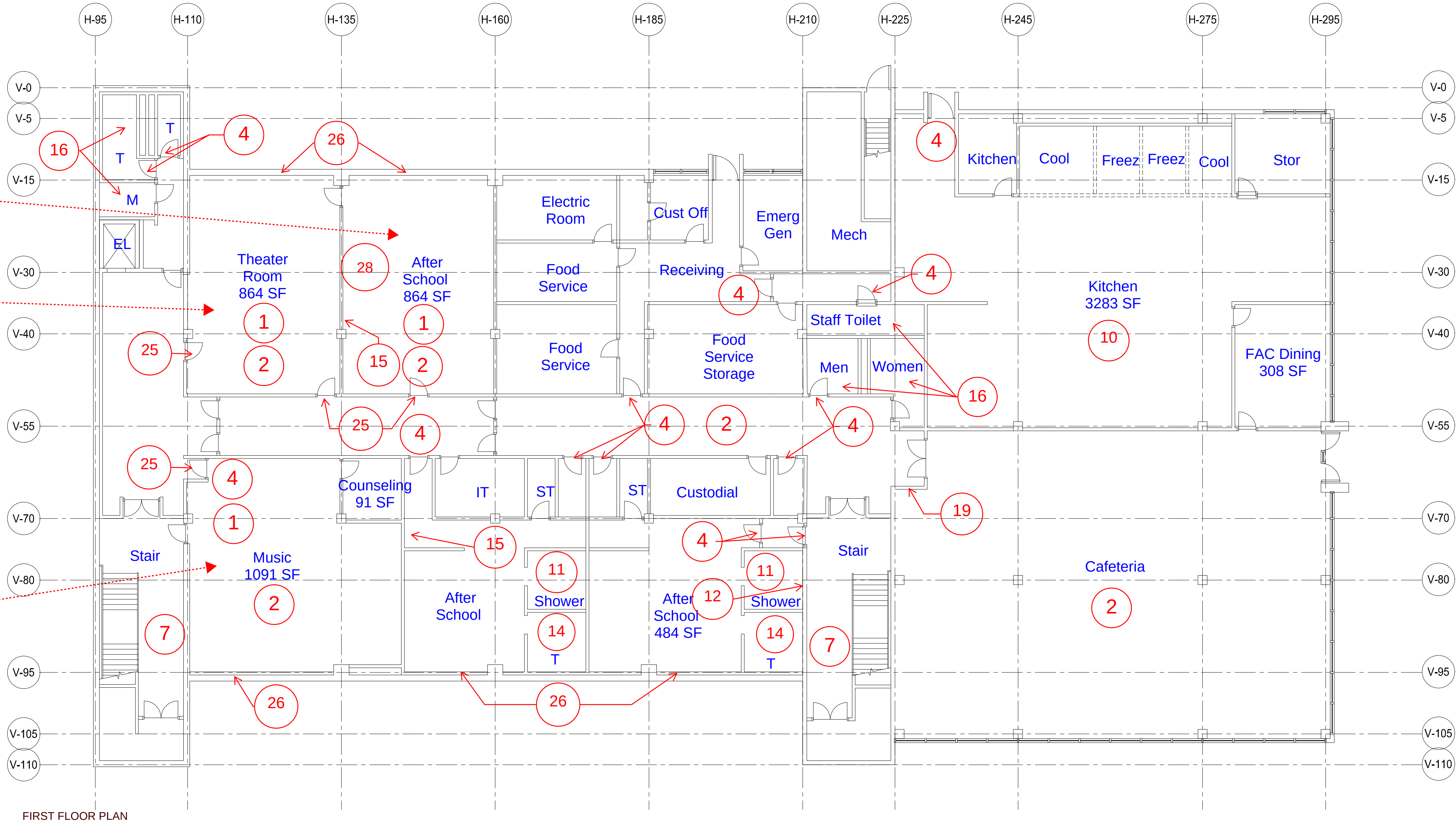


Classroom with no windows



Classroom with no windows

1. Casework is outdated and worn, base cabinet and accessories are not accessible, faucet is not complaint
2. Outdated and worn VCT flooring
3. Water damage from roof leaks
4. Door swing does not have proper clearance
5. Door hardware is not compliant
6. Interior partitions and doors have been removed; light switches and electrical outlet boxes hanging from ceiling
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Handrails are not compliant
8. Outdated classroom control panel
9. Device controls are not set to the required accessibility height
10. Tile floor in kitchen is worn and damaged in several locations causing unsafe working conditions
11. Gang showers are no longer compliant
12. Tile missing from walls
13. Toilet partitions are outdated and rusting
14. Toilet fixtures have been removed - deficient plumbing fixture count
15. Shelving impedes with cane detection requirements
16. Toilet rooms are not accessible
17. Main office reception desk is not accessible
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Demising walls do not extend up to the underside of the structural
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20. Tectum wall panels are outdated, damaged and difficult to patch and repair
21. Faucet and sinks are not complaint and exposed piping below sink is not protects
22. Narrow corridors (less than 5' wide) - not code compliant
23. Outside visibility into toilet rooms
24. Ceiling leaks at perimeter of building
25. Door are worn and wire glass is outdated
26. Classroom with no daylight
27. Carpet is worn and contributing to poor air quality
28. Walls are thin and do not extend to top of structure



FIRST FLOOR PLAN



Shower Area



Kitchen



Corridor to After School Program



Cafeteria

WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE ST.
SOMERVILLE, MA 02145

KEY PLAN

DRAWING TITLE

2ND AND 1ST FLOOR PLAN

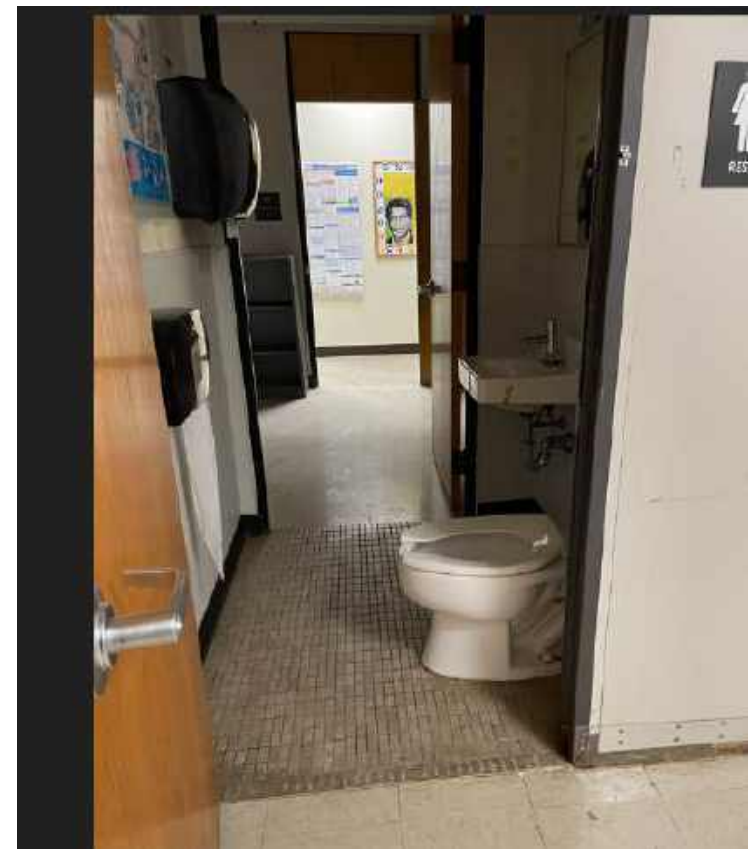
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PROJECT NO.	TSKP PROJ #
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APPROVED BY:	-

ISSUE DATES		
NO.	DATE	PURPOSE

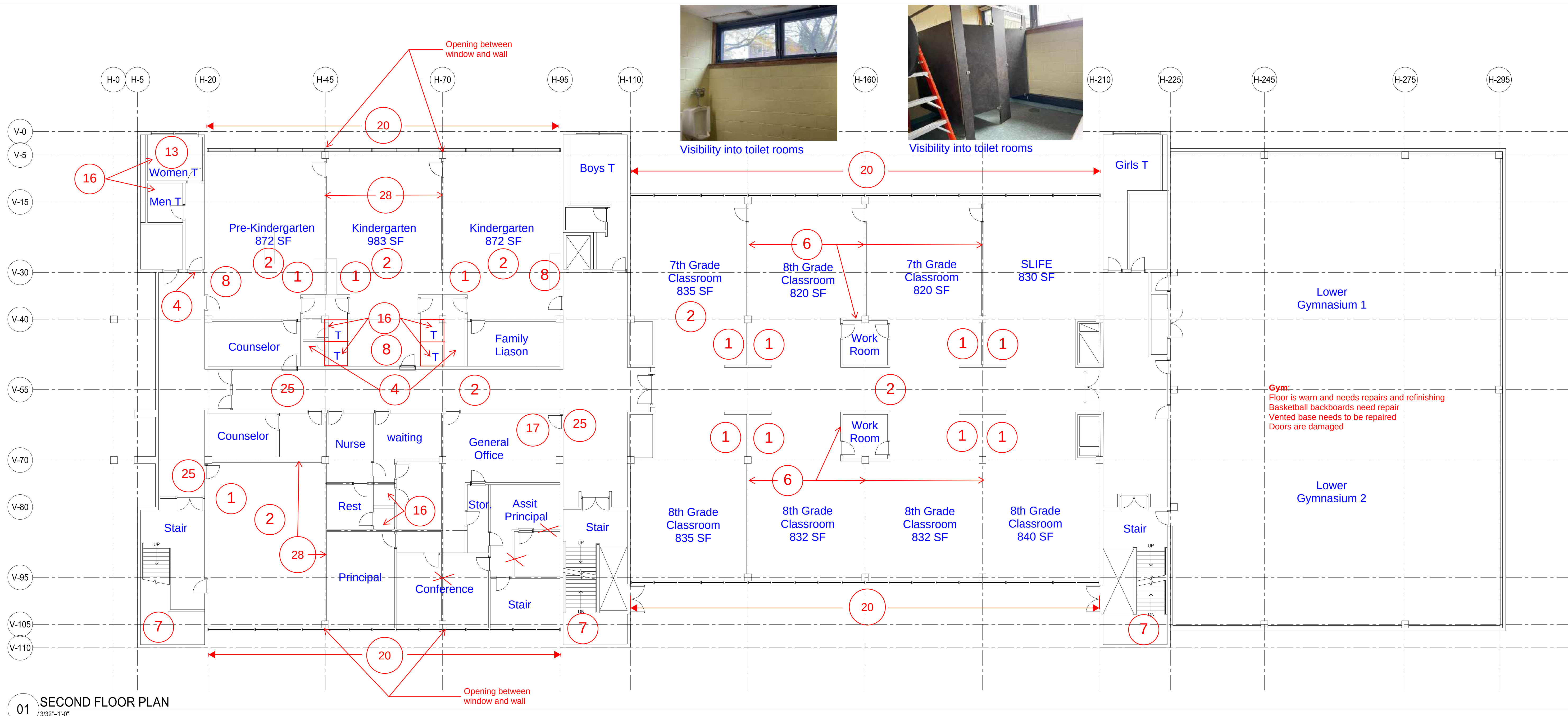
A101



Opening between window and wall



Non Compliant toilet rooms



01 SECOND FLOOR PLAN
3/32"=1'-0"

1. Casework is outdated and warn, base cabinet and accessories are not accessible, faucet is not complaint
2. Outdated and worn VCT flooring
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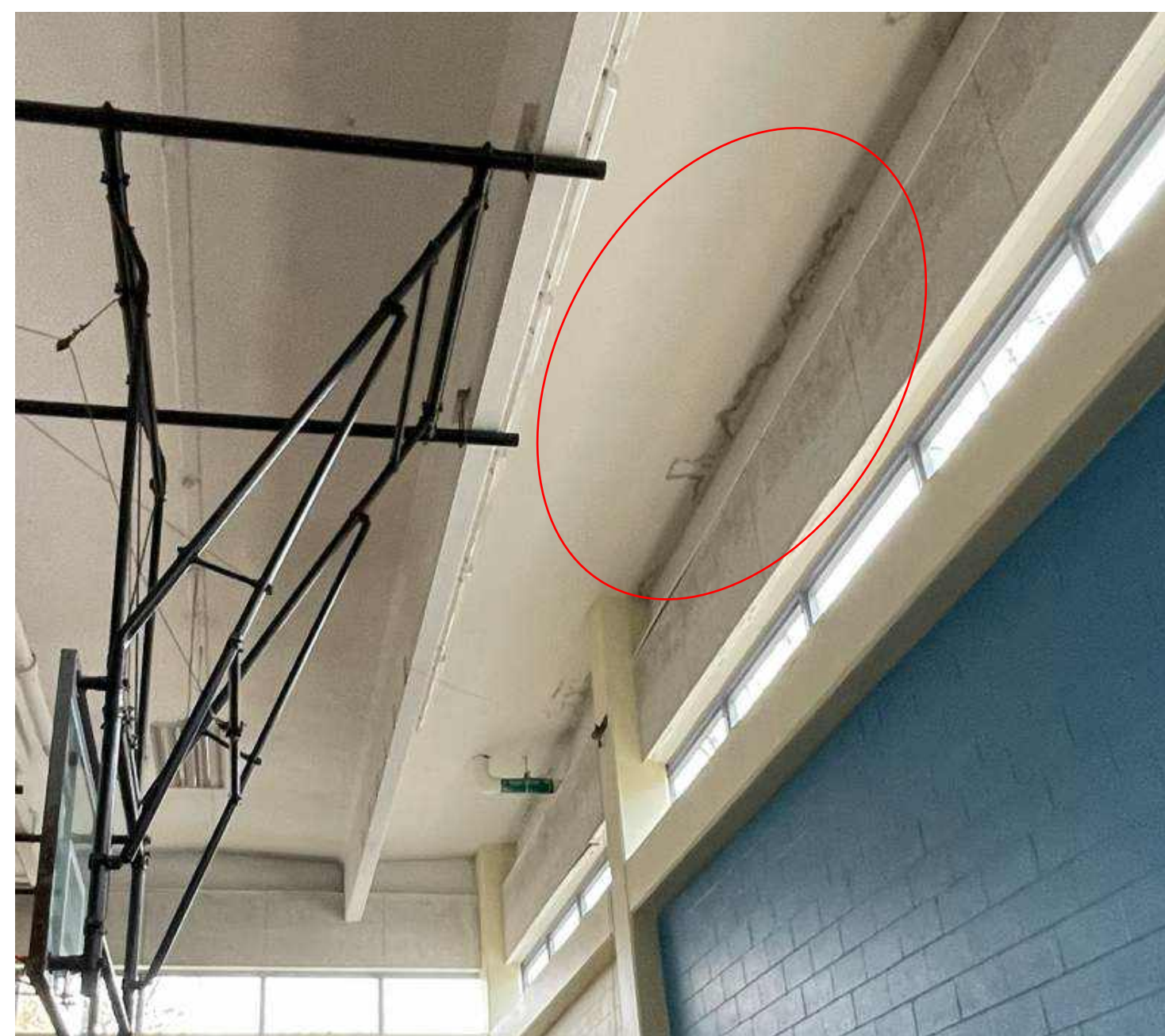
Main Office



Main Office



Door knobs/De-laminated doors



Gymnasium



Classroom Partitions



Classroom

WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE ST.
SOMERVILLE, MA 02145

KEY PLAN

DRAWING TITLE

2ND AND 1ST FLOOR PLAN

STATE PROJ NO.	STATE PROJ #
PROJECT NO.	TSKP PROJ #
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APPROVED BY:	-

ISSUE DATES

NO.	DATE	PURPOSE

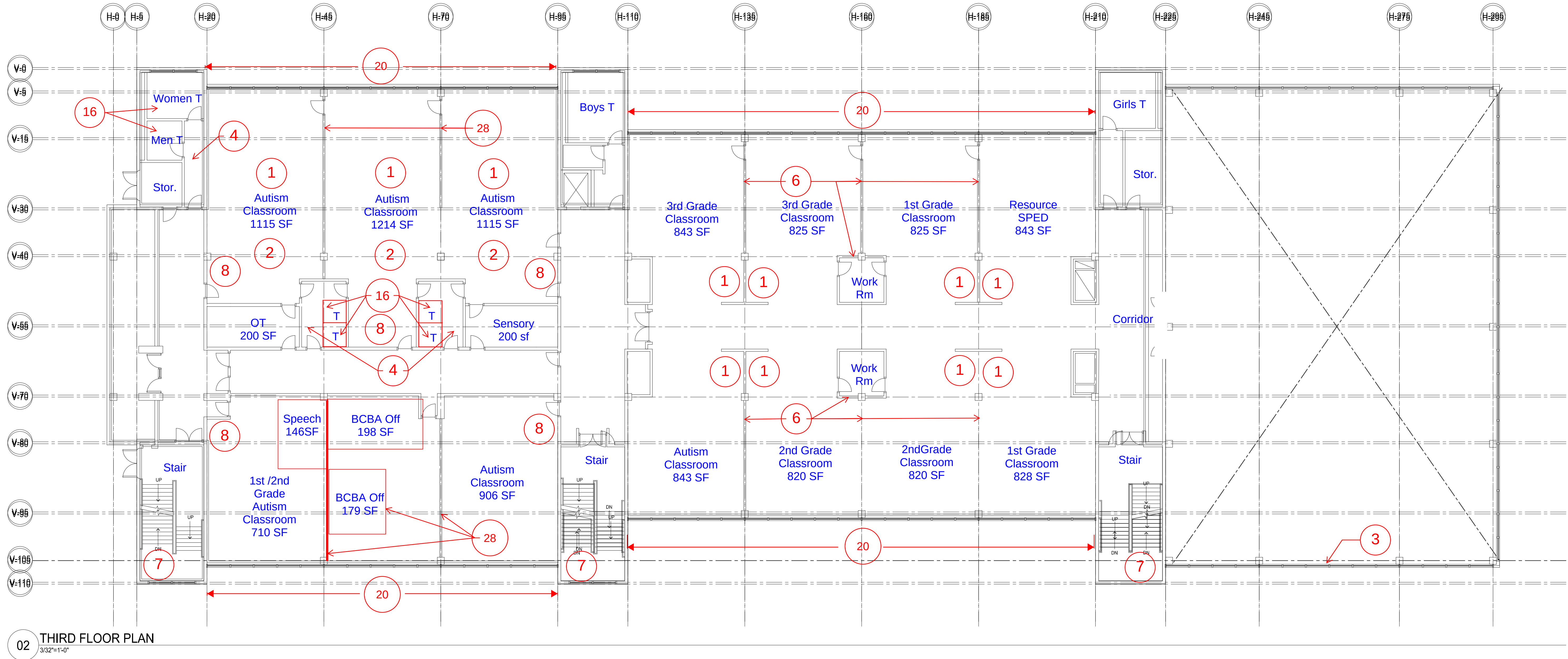
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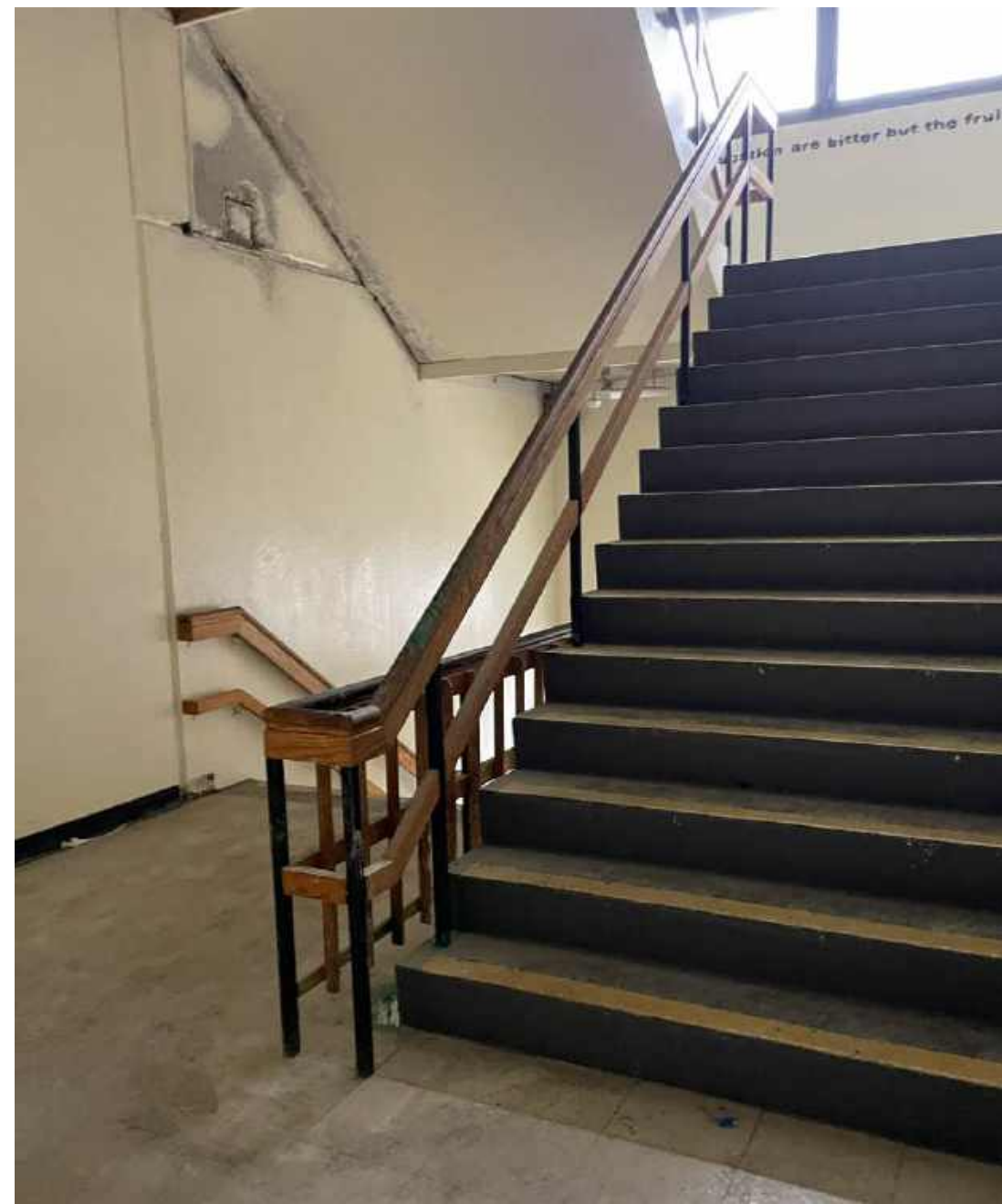
Hallways



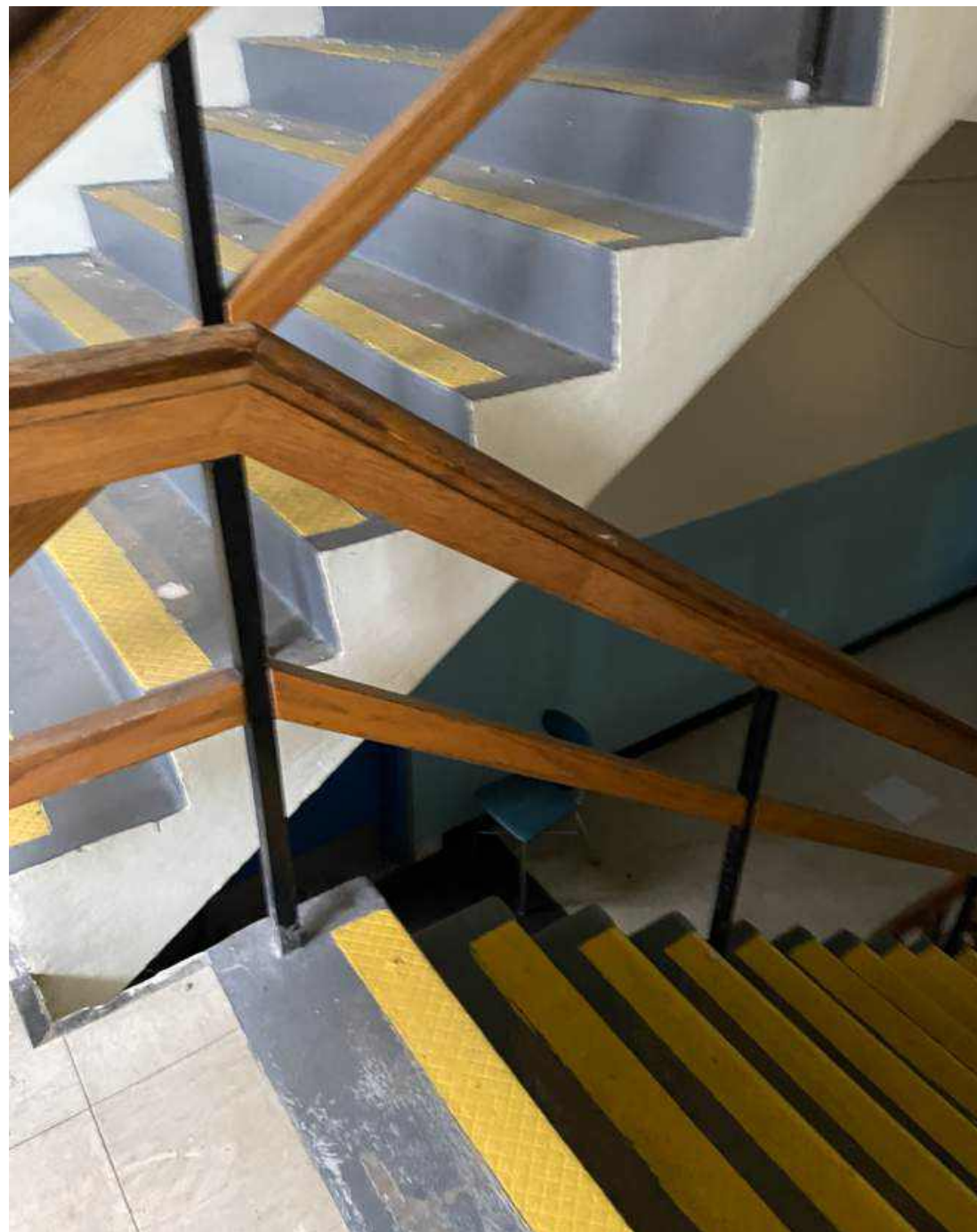
Door Alcoves with no maneuvering clearance



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Stairways



Stairway Guardrail



Classroom Control Panel



Classroom Casework



Lavatory



Water Closet - mounted to high



Non-Compliant grab bars and toilet accessories

WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE ST.
SOMERVILLE, MA 02145

KEY PLAN

DRAWING TITLE

ROOF AND 3RD FLOOR PLAN

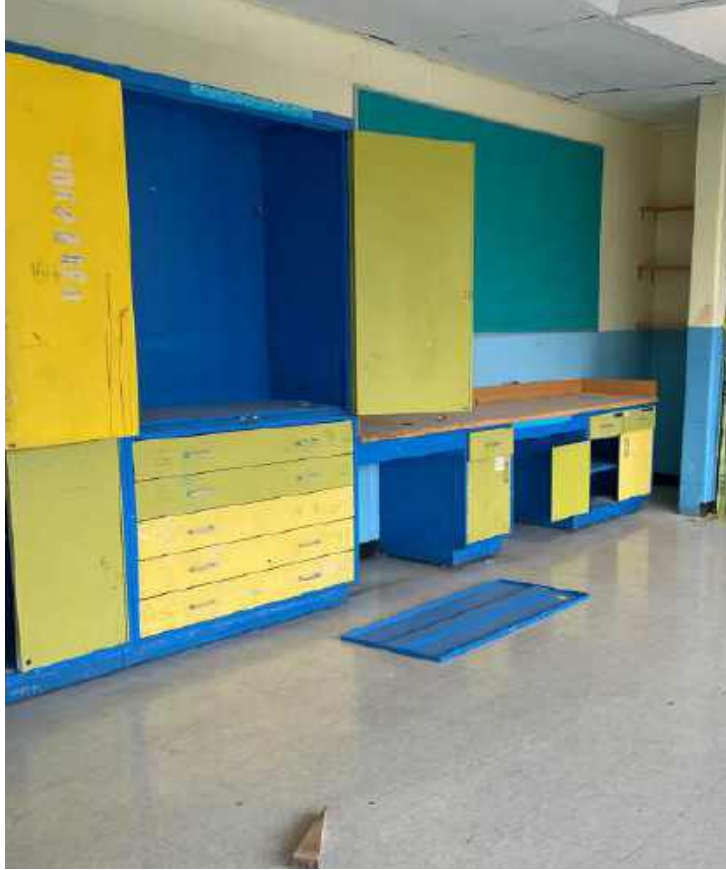
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DRAWN BY:	-
APPROVED BY:	-

ISSUE DATES		
NO.	DATE	PURPOSE

A102



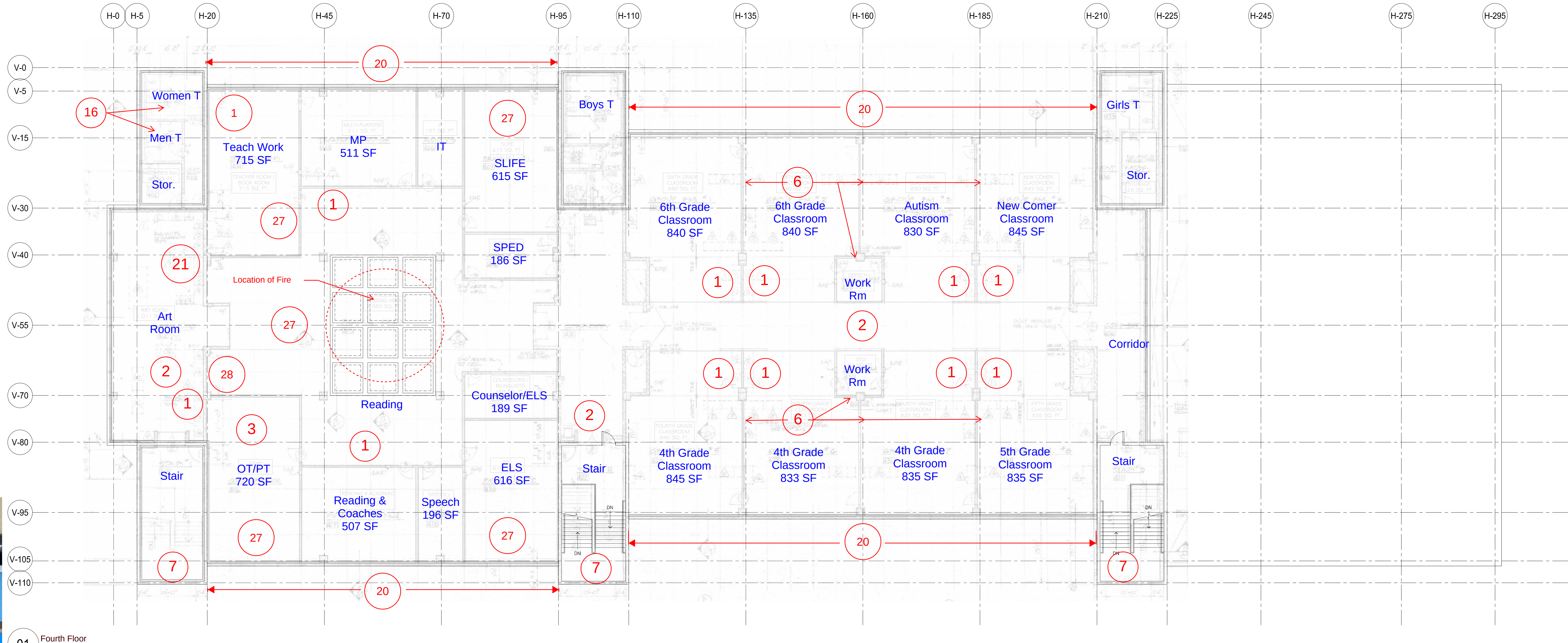
Teachers Work Room



Art Classroom Casework



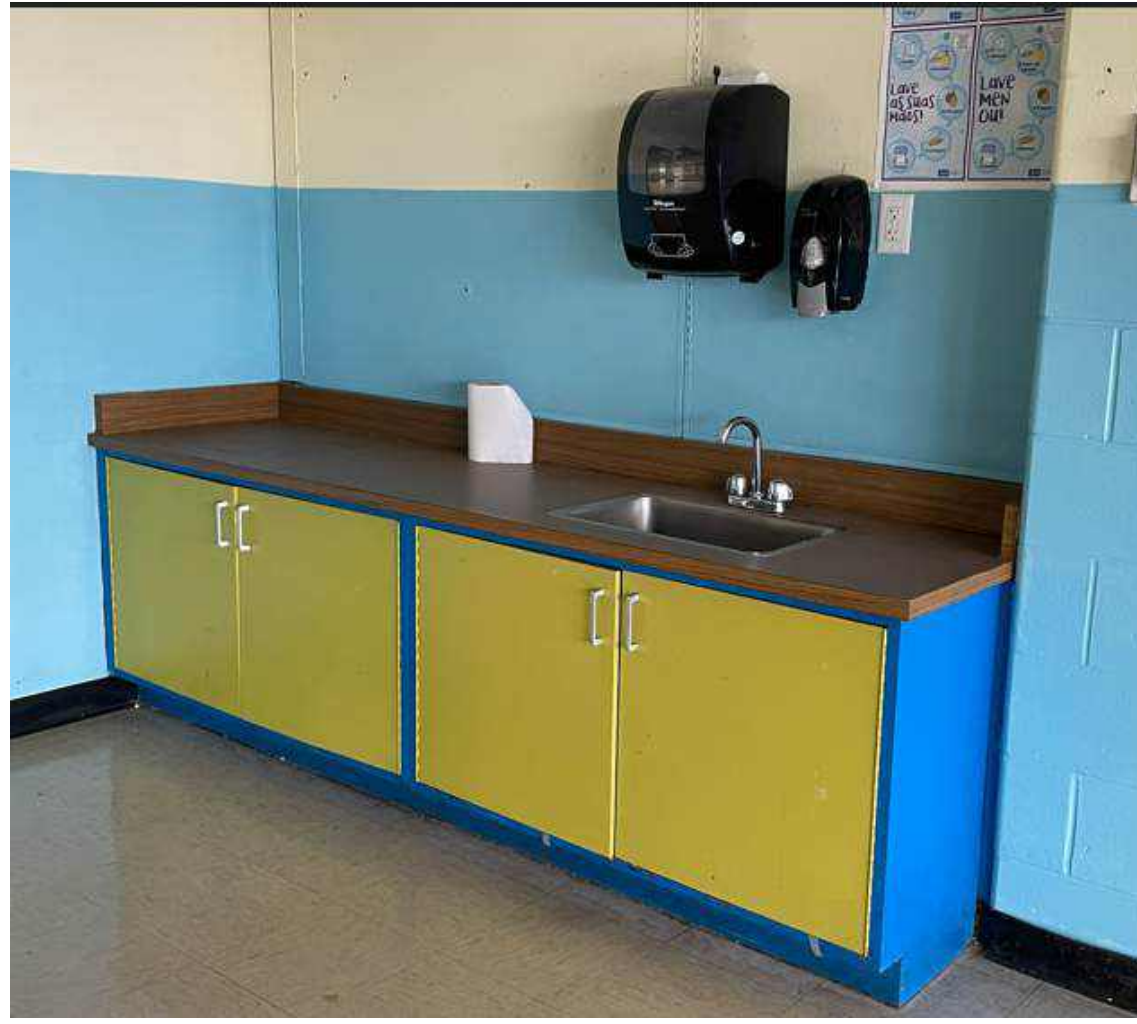
Art Classroom Sink



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28. Walls are thin and do not extend to top of structure



Leak in roof



Classroom Casework



Tectum panels on exterior wall



Library Shelving



Classroom Casework



Stairwell Walls Spalling Concrete/Exposed Reinforcing



Stairwell Ceiling



Tectum panels on exterior wall

WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE ST.
SOMERVILLE, MA 02145

KEY PLAN

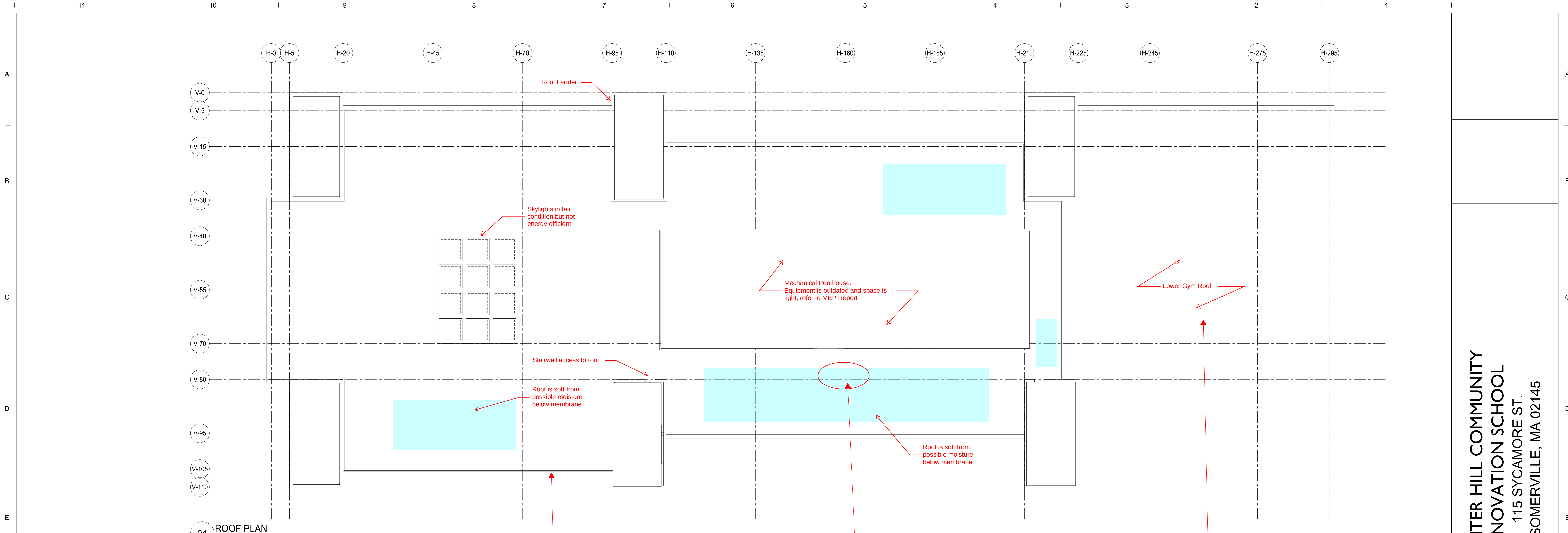
DRAWING TITLE

ROOF AND 3RD FLOOR PLAN

STATE PROJ NO.	STATE PROJ #
PROJECT NO.	TSKP PROJ #
SCALE	3/32"=1'-0"
DATE:	12/13/2017
DRAWN BY:	-
APPROVED BY:	-

ISSUE DATES		
NO.	DATE	PURPOSE

A102



Ponding and soft roof from possible moisture below membrane



Deteriorating parapet



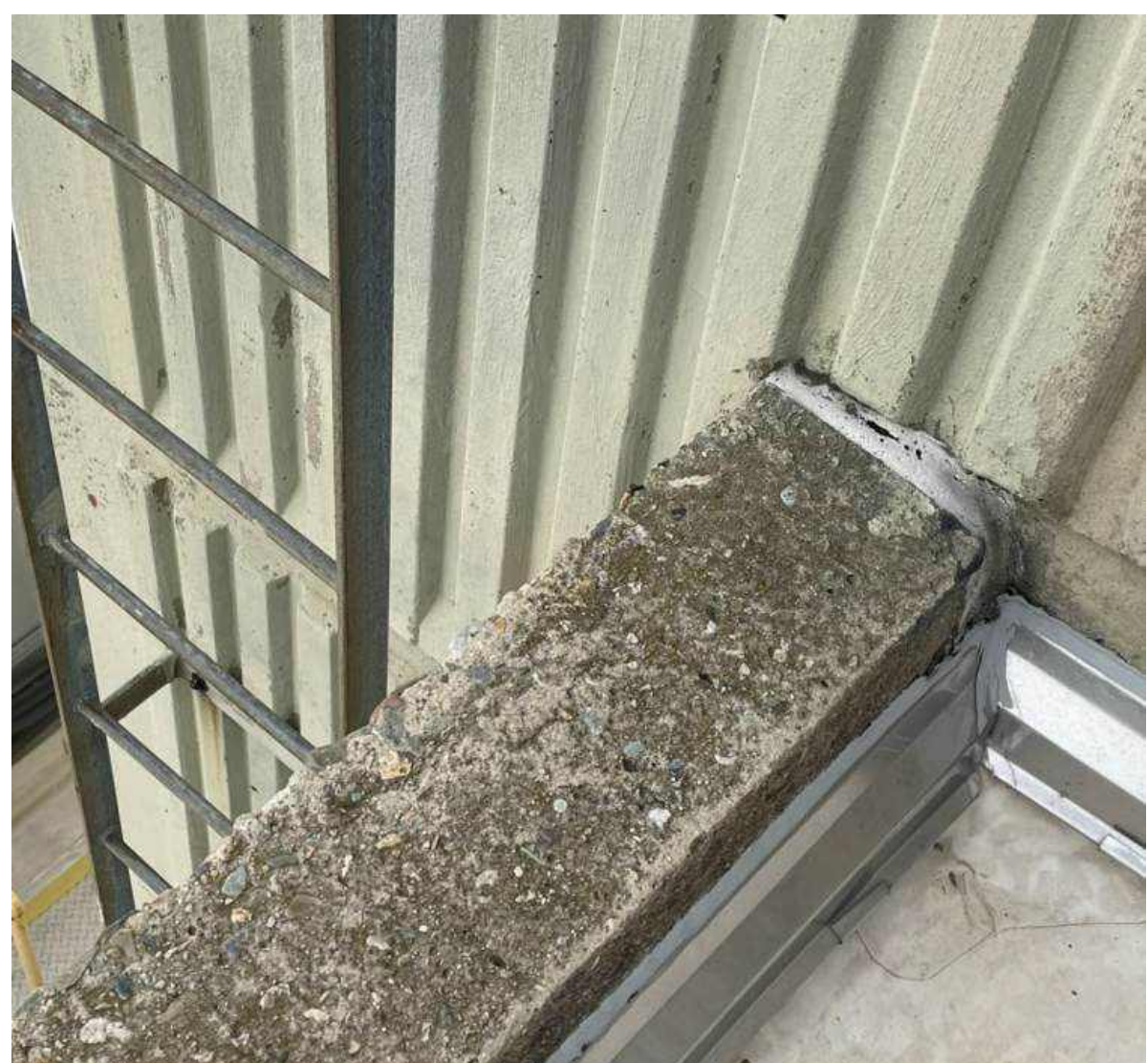
Patch in Roof leaks



Gymnasium Roof Lacks Roof Drains



Ponding and soft roof from possible moisture below membrane



Deteriorating parapet/Non-complaint roof ladder



Outdated Skylights



Outdated and rusty mechanical intake

WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE ST.
SOMERVILLE, MA 02145

KEY PLAN

DRAWING TITLE

ROOF AND 3RD FLOOR PLAN

STATE PROJ. NO.	STATE PROJ. #
PROJECT NO.	TSKP PROJ. #
SCALE	3/32"=1'-0"
DATE:	12/13/2017
DRAWN BY:	-
APPROVED BY:	-

ISSUE DATES		
NO.	DATE	PURPOSE

A102



WINTER HILL COMMUNITY
INNOVATION SCHOOL
115 SYCAMORE ST.
SOMERVILLE, MA 02145

KEY PLAN

DRAWING TITLE

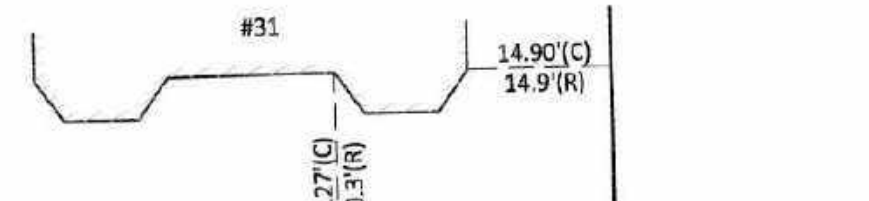
ELEVATIONS

STATE PROJ NO.	STATE PROJ #
PROJECT NO.	TSKP PROJ #
SCALE	3/32"=1'-0"
DATE:	12/13/2017
DRAWN BY:	-
APPROVED BY:	-

[illegible]

A201

L. Site Survey



BENCHMARK INFORMATION:

TEMPORARY BENCH MARKS SET:
TM-BREN-1: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREIN.
ELEVATION= 64.51'
TM-BREN-2: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREIN.
ELEVATION=79.23'
TM-BREN-3: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREIN.
ELEVATION= 80.22'
TM-BREN-4: BENCHMARK SET 1' UP IN YW #1139, AS SHOWN HEREIN. ELEVATION= 72.67'
TM-BREN-5: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREIN.
ELEVATION= 64.04'
TM-BREN-6: X-CUT SET ON BOLT OVER MAIN OUTLET OF HYDRANT, AS SHOWN HEREIN.
ELEVATION= 55.33'

2) THE VERTICAL DATUM IS BASED ON THE NORTH AMERICAN VERTICAL DATUM OF 1988 (NAV88S), 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 DATA DEPICTED HEREIN 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 HEREIN, 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 ILLIGIBLE, BEFORE CONSTRUCTION PIPE SIZES SHOULD BE VERIFIED BY THE CITY.

9) UTILITY INFORMATION BASED ON INFORMATION FROM BOTH A FIELD SURVEY AND PLANS OF RECORD, THE LOCATIONS OF UNDERGROUND PIPES AND CONDUITS HAVE BEEN DETERMINED FROM THE AVAILABLE INFORMATION RECEIVED 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 PROPERTY UTILITY ENGINEERING DEPARTMENT SHOULD BE CONSULTED AND THE ACTUAL LOCATION OF SUBSURFACE STRUCTURES SHOULD BE DETERMINED BY THE FIELD, CALL, TOLL FREE, THE DIG SAFE CALL CENTER AT 1-888-344-7233 SEVENTY-TWO HOURS PRIOR TO DIGAVATION.

10) THERE IS A 2' FOOT OVERLAP THAT WAS ESTABLISHED BY A RECORD 156 OF 2008 OVER THE LOCUS SITE, WHICH WAS TAKEN BY THE CITY OF SOMERVILLE AND RECORDED IN MIDDLESEX COUNTY REGISTER OF DEEDS BOOK 12494, PAGE 277 AND PLAN 953 OF 1293.

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 OF RECORD DIRECTLY TO 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 RISK AND THE USER ASSUMES ALL LIABILITY INCLUDING LIABILITY FOR VIOLATION OF COPYRIGHT LAWS, UNLESS WRITTEN CONSENT IS PROVIDED BY BRENNAN CONSULTING.



#399 MEDFORD STREET
Now or Formerly
ROMAN CATHOLIC ARCHBISHOP
OF BOSTON
NO REFERENCE
PARCEL 4B-D-6

ROMAN CATHOLIC ARCHBISHOP
OF BOSTON
BOOK 6340, PAGE 553
PLAN 156 OF 2008
PARCEL 48-D-5

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

LEE
STREET

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 2017

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.

A circular professional seal for a land surveyor. The outer ring contains the text "TENNESSEE" at the top and "PROFESSIONAL LAND SURVEYOR" at the bottom. The inner circle contains the name "SCOTT T. LUDWIG" and the number "No. 48095".

2/17/2025

SCALE: 1"=20'

**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	C

	FIELD CHIEF: JT	APPROVED:	PM:	SHEET NO. 1 OF 1
D	RESEARCH: CB/MN	COMP: MN	CADD: JT/MN	JOB NO. 25557

M. Phase I Environmental Site Assessment Report

Winter Hill Community Innovation School, Somerville MA
MSBA Module 3 Feasibility Study - Preliminary Design Program

**PERKINS —
EASTMAN**



Scientists | Engineers | Program Managers
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Mabbett & Associates, Inc.
105 Central Street, Suite 4100
Stoneham, MA 02180-1260
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Fax: 781-954-5155
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DATE: March 6, 2026

TO: Lisa Pecora, AIA, LEED® AP BD+C, WELL® AP
Senior Associate
Perkins Eastman Architects DPC

FROM: Michael L. Bloom, PG, CPG
Practice Lead, Site Assessment & Restoration, Northeast

SUBJECT: Winter Hill Community Innovation School Phase I Environmental Site Assessment
Recommendations

PROJECT NO: R2026012.001

Mabbett prepared a Phase I Environmental Site Assessment (ESA) in accordance with ASTM E1527-21 of the approximately 1.97 -acre subject property identified as the Winter Hill Community Innovation School (WHCIS) at 115 Sycamore Street in Somerville, , Massachusetts. Mabbett prepared this report under subcontract to Perkins Eastman for the WHCIS Feasibility Study and Schematic Design (MSBA Modules 3 and 4).

WHCIS was constructed in 1975 and encompasses approximately 95,000 square feet. The school building includes four stories with a penthouse utility space. The building was constructed of steel and masonry, concrete, and wood. The building consisted of unoccupied classrooms, hallways, offices, a rooftop boiler and utility room, storage rooms, bathrooms, and mechanical rooms.

The subject property was historically developed with the Forster School in approximately 1867, as well as several residential structures. The Forster School Annex building was constructed by 1900. The school and annex were reportedly demolished in place, with the existing WHCIS building constructed over the demolition debris by 1975.

Based on the Environmental Conditions identified in the Phase I ESA and summarized below, Mabbett has prepared this memorandum to provide our recommendations for follow up environmental assessment of conditions which have the potential to represent significant environmental premiums during either the demolition and construction of a new high school facility or substantial renovation.

SUMMARY OF PHASE I ESA FINDINGS

The Phase I ESA included a reconnaissance at the subject property by Mabbett on November 13, 2025. Mabbett obtained information about environmental conditions that could potentially be considered a Recognized Environmental Condition (REC); reviewed historical maps of the subject property and vicinity; interviewed Mr. Matthew Bennett (Superintendent of Buildings for the Somerville Department of Public Works), who was familiar with current and recent environmental history at the subject property; reviewed environmental database listings for the subject property and vicinity; performed a review of available files from the Massachusetts Department of Environmental Protection (MassDEP); and reviewed documents provided by Somerville Public Schools and the City of Somerville. This information was used to develop an opinion with regard to the presence or absence of RECs at the subject property.

The Phase I ESA findings are summarized in the following list:

- **Recognized Environmental Condition (RECs)**

According to Somerville Fire Department records, a 5,000 gallon #5 fuel oil underground storage tank (UST) was historically utilized by the Forster School that 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.

- **Historical Recognized Environmental Conditions (HRECs)**

No HRECs were identified on or affecting the subject property.

- **Controlled Recognized Environmental Conditions (CRECs)**

No Controlled RECs were identified on or affecting the subject property.

- **Data Gaps**

No significant data gaps were identified during this investigation.

- **Business Environmental Risks (BERs)**

Regulated Building Materials: According to the 2023 Hazardous Building Materials Survey Report, documented asbestos containing material (ACM) are present throughout the entire school. Lead based paint (LBP) was also documented to be present at the subject property. The documented presence of ACM and presumed presence of LBP represents a business environmental risk (BER) due to the added cost of abatement during future demolition or renovation of the building.

Additionally, the City of Somerville and Somerville Public School (SPS) indicated during the pre-bid briefings that two former educational buildings were demolished in-place on the northern portion of the property and built over during the construction of the existing school building. 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 identified the soils located beneath the elementary school 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 Corp., addressed 20 Vernon Street, was located approximately 640 feet 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 release of PFAS to the subsurface, PFAS from foam manufacturing operations at Rogers Foam Corp may be present in subsurface 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.

RECOMMENDATIONS

Based on the findings of the Phase I ESA summarized above, Mabbett recommends the following:

- According to historical documentation, a 5,000 gallon UST was historically located on the northern portion of the subject property adjacent to the former Forster School building. It was originally permitted in 1952 and was present through at least 1972. Since no removal records were available for this UST, a ground penetrating radar (GPR) survey should be completed on the northern portion of the site (current athletic courts/fields) to determine where the UST was historically located and if the UST is still present. The GPR survey may also be able to provide information regarding the demolished in place former school structures. If the UST is still present at the subject property, the UST should be removed in accordance with local, state, and federal regulations, as applicable. Analytical samples should be submitted to confirm whether or not the presence of the historical UST has impacted the subsurface soils and/or groundwater.

If the UST is not still present, soil borings should be advanced through the tank grave to determine whether the historical presence of the UST impacted subsurface soils and/or groundwater.

- WHICS is known to be located within an area where historical fill soils are ubiquitous. The U.S Department of Agriculture (USDA) Web Soil Survey identified the majority of the subject property's soils as Urban land (i.e., urban fill). The potential presence of metals and/or polycyclic aromatic hydrocarbons in soil represents a BER due to additional costs for soil management during redevelopment. Prior to any reuse or removal of these soils from the subject property, pre-characterization of soils is recommended. Doing so during the Feasibility Study phase would allow for accurate soil management cost forecasting, as off-site reuse/disposal of historical fill soils can represent a significant environmental premium during redevelopment.

To accurately price volumetric soil reuse and/or disposal option during redevelopment, Mabbett recommends either performing up to three soil borings from areas of the Site where potential site layout options are anticipated to require substantial cut areas or collecting environmental samples concurrently with a subsequent phase of geotechnical investigation to minimize environmental drilling costs. From these soil borings, Mabbett recommends collection of composite historical fill and native soil samples for laboratory analysis of typical waste characterization parameters (COMM-15-1 and COMM-97-001) typically required by receiving facilities to facilitate the reuse and disposal of soil at Massachusetts reclamation projects and landfills. Based on the preliminary soil characterization results, Feasibility Study cost estimating for soil handling and disposal can be updated to the appropriate price point depending on the receiving facility type and associated requirements.

- Given the historical presence of multiple former school buildings on the northern portion of the property, and the possibility that these buildings were demolished and buried in place without hazardous materials abatement, Mabbett recommends conducting a targeted subsurface investigation to evaluate soil and buried demolition debris for hazardous building materials, including ACM, LBP, PCBs, and other regulated substances. This investigation can be performed concurrently with future phases of geotechnical investigation, if possible, to limit environmental drilling costs. Identifying whether these materials are present within subsurface fill or demolition debris will support accurate calculation of the environmental premiums that may arise during redevelopment, including soil management and disposal costs, classification of excavated materials, and the potential need for on-site air monitoring during intrusive earthwork to protect workers and nearby receptors. Early characterization of subsurface hazardous buildings materials will help project planners develop accurate cost estimates, support compliance with state and federal management standards, and allow for the design and implementation of appropriate controls during redevelopment.

- If significant dewatering is anticipated to support construction or renovation activities at the Winter Hill Community Innovation School, Mabbett recommends conducting a targeted groundwater quality evaluation, with particular focus on PFAS. As noted in the Phase I ESA, Rogers Foam Corp., located approximately 640 feet cross-gradient from the site, has historically fabricated latex foam (a process that may have involved PFAS-containing chemicals) creating a potential, though undocumented, source of PFAS in the surrounding groundwater. Should substantial dewatering be required, there is a possibility that regional groundwater flow patterns could draw a PFAS-impacted plume toward the subject property. Therefore, implementing pre-construction groundwater sampling and analysis for PFAS will allow for accurate budgetary allocation and early characterization of groundwater quality, support regulatory compliance, and enable effective planning for the capture, treatment, and management of any impacted dewatering effluent.

If you have any questions or require any further information, please contact me at 781-275-6050, extension 308.

Sincerely,

MABBETT & ASSOCIATES, INC.

Prepared by:



Michael L. Bloom, PG, CPG

Practice Lead, Site Assessment & Restoration, Northeast

Bloom@mabbett.com

(781) 275-6050 ext. 308

N. Hazardous Materials Report

Abatement Cost Estimate Winter Hill Community Innovation School Somerville, MA				
Description of Material	Estimated Quantity	Unit	Estimated Cost Per Unit	Estimated Total Cost
Lightweight Concrete on Walls and Stairwells	165,000	Square Feet	\$10.00	\$ 1,650,000.00
12" x 12" Floor Tile and Mastic	96,800	Square Feet	\$7.50	\$ 726,000.00
Gray Duct Sealant	27,500	Square Feet	\$15.00	\$ 412,500.00
Red Duct Mastic	21,400	Square Feet	\$15.00	\$ 321,000.00
Perimeter Roof Flashing	350	Square Feet	\$10.00	\$ 3,500.00
Glue Daubs Behind Chalk Boards	200	Square Feet	\$75.00	\$ 15,000.00
Asbestos Removal Subtotal				\$ 3,128,000.00
Presumed ACM and Misc. Unidentified Materials				\$ 200,000.00
Other Hazardous Materials				\$ 10,000.00
Total Hazardous Building Materials Abatement				\$ 3,338,000.00



HAZARDOUS BUILDING MATERIALS SURVEY REPORT

Winter Hill Community Innovation School Architectural Feasibility Study

**115 Sycamore Street
Somerville, MA 02145**

Mabbet Project No. R2026012.000.001

March 9, 2026

Prepared For:

Perkins Eastman Architects

20 Ashburton Place
Floor 8
Boston, MA 02108

Mabbett & Associates, Inc.

105 Central Street, Suite 4100
Stoneham, MA 02180-1260
T. 781-275-6050
F. 781-954-5155

www.mabbett.com

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ACKNOWLEDGEMENT

This Hazardous Building Materials Survey Report has been prepared by Mabbett & Associates, Inc. (Mabbett®) for the Winter Hill Community Innovation School Architectural Feasibility Study at the Winter Hill Community Innovation School located at 115 Sycamore Street in Somerville, Massachusetts. The information presented herein is based on the facts and information conveyed to or received by Mabbett during the preparation of this report. If any of the information provided to Mabbett that was used in preparing this report is incorrect, incomplete, or subject to change, Mabbett would wish to alter its opinion(s) accordingly. In addition, the professional opinions and information contained in this report are based solely on the requirements of the applicable regulations and technical data as known to Mabbett as of the date of this report and considered applicable to this report.

Mabbett does not claim to have identified all hazardous materials that could be present in the facility. Mabbett has conducted this assessment with reasonable care and has performed this project in accordance with industry standards. There can be no assurances, and Mabbett makes no assurances, that the information, research, and technology used to prepare this report may not change in the future, thus affecting the results reported herein.

The attached Hazardous Building Materials Survey Report was prepared by Andrew P. Beaton, Environmental and Regulated Building Materials Consultant of Mabbett & Associates, Inc.

This report has been reviewed and approved by:

Michael J. Weydt
Senior Project Manager, Building Sciences Group

APB/MJW

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APPENDICES

Appendix A	ACM Bulk Sample Results
Appendix B	ACM Laboratory Report and Chain of Custody Documentation
Appendix C	LCP Laboratory Report and Chain of Custody Documentation
Appendix D	PCB Laboratory Report and Chain of Custody Documentation

1.0 INTRODUCTION

Mabbett and Associates, Inc. (Mabbett®) performed a survey for hazardous building materials as part of the Winter Hill Community Innovation School Architectural Feasibility Study at the Winter Hill Community Innovation School located in Somerville, MA. The purpose of the survey was to assess the building for the presence of hazardous and regulated building materials, including asbestos-containing materials (ACMs), lead containing paint (LCP) and polychlorinated biphenyls (PCBs). The survey was conducted by Mr. Andrew P. Beaton and Mr. Jacob T. Walsh of Mabbett on January 29th, 2026, and consisted of the following activities:

- An Asbestos Containing Material (ACM) survey of suspect materials (analysis using stop positive methodology, polarized light microscopy [PLM])
- Lead Containing Paint (LCP) sampling (analysis by atomic absorption [AA] spectroscopy)
- Polychlorinated Biphenyls (PCB) Containing Building Materials sampling (analysis performed by SW-846 Method 8082A)
- A visual estimation and inventory of universal waste and other hazardous materials (OHM)

At the time of the survey the building was vacant. Areas and materials outside of this scope of work were not surveyed by Mabbett.

1.1 Purpose and Objectives

This hazardous building material survey was comprised of three primary project tasks including:

- Evaluation of existing site conditions and formulation of a sampling plan
- Site survey to collect building material samples for laboratory analysis
- Development of this Hazardous Building Materials Survey Report

This project was designed to accomplish two primary objectives: (1) to collect a representative number of building materials for laboratory analysis and reporting; and (2) to use data from the laboratory analysis efforts to estimate the volume of hazardous and regulated building materials present within the building's interior and exterior for subsequent use in development of an abatement scope. These two objectives were met through a combination of a site inspection to collect building material samples for laboratory analysis; interpretation of qualitative data collected in the field; and the quantitative laboratory data generated from analysis of the building materials as summarized in this survey report.

1.2 Summary of Survey Results

As required by State and Federal regulations, bulk samples of suspected ACM were collected by Mabbett and submitted using chain of custody (COC) procedures to Asbestos Identification Laboratory (AIL) of Woburn, Massachusetts. AIL is accredited by NVLAP (accreditation # 200919-0). The Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA) define ACM as any material that contains greater than one percent (>1%) asbestos.

Paint chip samples were collected by Mabbett for lead analysis using AA spectroscopy and submitted using COC procedures to Scientific Analytical Institute (SAI) of Greensboro, North Carolina.

PCB building material samples were collected for PCB extraction using Analytical Method 1,808A under COC procedures to Pace Analytical (Pace) of Westborough, Massachusetts. Pace is certified by the National Environmental Laboratory Accreditation Program (NELAP).

Current survey efforts yielded the following results:

- One hundred thirty-four (134) bulk samples for suspect ACM were collected for laboratory analysis and reporting. One (1) material was determined to contain asbestos. Eight (8) materials were previously determined to contain asbestos during a prior survey.
- Eleven (11) paint chip samples were collected from painted building surfaces during this survey effort. None of the samples resulted in concentrations of lead in paint that exceed the U.S. Department of Housing and Urban Development (HUD) threshold of 0.5 percent by weight and 1.0 mg/cm² by XRF.
- Three (3) suspect PCB building material samples were collected and submitted for laboratory analysis as part of this survey. Based on laboratory analysis the materials were non-detect for PCBs and below the TSCA regulated PCB Bulk Product Waste threshold.

2.0 ASBESTOS CONTAINING MATERIAL SURVEY

The asbestos survey was performed on January 29th, 2026, by Mabbett's licensed asbestos inspectors, Mr. Andrew P. Beaton (AI901131) and Mr. Jacob T. Walsh (AI901137). Prior to collecting samples, a visual screening assessment was conducted to identify locations of suspect ACM and develop a sampling plan. Only areas that were accessible during the field work phase were included in the survey, with reasonable efforts made to access areas needed to complete the asbestos survey and sampling program. Any unsampled or new materials discovered during demolition activities must be sampled and submitted to a laboratory for analysis. Destructive investigation of operating equipment was not conducted.

2.1 Sampling Methodology

Bulk samples for asbestos analysis were collected using EPA National Emissions Standards for Hazardous Air Pollutants (NESHAP), 40 CFR Part 763, and Asbestos Hazard Emergency Response Act (AHERA) protocols. Bulk suspect ACM sampling was conducted according to the following standard sampling protocol:

- Friable surfacing material:
 - At least three bulk samples shall be collected from each homogeneous area of surfacing material that is 1,000 ft² or less.
 - At least five bulk samples shall be collected from each homogeneous area of surfacing material that is greater than 1,000 ft² but less than or equal to 5,000 ft².
 - At least seven bulk samples shall be collected from each homogeneous area of surfacing material that is greater than 5,000 ft².
- Thermal system insulation:
 - At least three bulk samples shall be collected from each homogeneous area of thermal system insulation.
 - At least one bulk sample shall be collected from each homogeneous patched area of thermal system insulation.
 - Sufficient samples shall be collected from elbows and fittings.
 - Bulk samples shall not be collected from any homogeneous area where the state-licensed asbestos inspector determines that the thermal system insulation is fiberglass, foam glass, rubber, or other non-ACM.
- Miscellaneous material (e.g., joint compound, roofing, gaskets, floor coverings, decorative coatings, wire insulation):
 - At least two bulk samples shall be collected from each homogeneous area of miscellaneous material that is less than 100 ft².
 - At least three bulk samples shall be collected from each homogeneous area of miscellaneous material that is greater than 100 ft².

Areas that were inaccessible areas or where the survey was limited to visual observation only:

■ within walls	■ behind mirrors
■ within enclosed pipe/duct chases	■ elevator shaft, elevator cab, elevator equipment
■ inside mechanical equipment/ductwork	■ penthouse mechanical room
■ inside electrical equipment	

2.2 Analytical Methodology

One hundred thirty-four (134) bulk samples were collected from forty-four (44) homogeneous areas and submitted using COC procedures to AIL. Bulk samples were analyzed by stop positive methodology and PLM using EPA Method 600/R-93/116. EPA regulations stipulate that if one sample contains asbestos, the entire quantity of that material contains asbestos, regardless of additional analysis.

2.3 ACM Results

The EPA, Occupational Safety and Health Administration (OSHA), and the Massachusetts Department of Environmental Protection (MassDEP) define any material that contains greater than one percent (>1%) asbestos as ACM.

One (1) of the materials sampled as part of this survey was found to contain greater than one percent (>1%) asbestos. Eight (8) materials were previously sampled and determined to be ACM. ACM Bulk Sample Results are provided in Appendix A. The laboratory report and COC documentation are provided in Appendix B.

Estimated quantities of materials identified as ACM during this survey are presented in Table 2-1.

TABLE 2-1 Estimated Quantities of ACM Winter Hill Community Innovation School Somerville, MA				
Location	Description of Material	Percent and Type of Asbestos	Estimated Quantity	
Stairwells and Interior Walls Throughout	Lightweight Concrete*	2% Chrysotile	165,000	SF
Throughout	12" x 12" Tan Floor Tile*	5% Chrysotile	95,500	SF
1st Floor Café	12" x 12" Tan Floor Tile Mastic*	10% Chrysotile	95,500	SF
409, Janitors Closets, ST-306, ST-201, 205, 2nd Floor Hallway, 114, 102, 108	12" x 12" Brown Floor Tile*	5% Chrysotile	1,300	SF
409, Janitors Closets, ST-306, ST-201, 205, 2nd Floor Hallway, 114, 102, 108	12" x 12" Brown Floor Tile Mastic*	10% Chrysotile	1,300	SF
Ceiling Plenums Throughout, Roof Penthouse	Gray Duct Sealant*	2% Chrysotile	27,500	SF
Ceiling Plenums Throughout, Roof Penthouse	Red Duct Mastic*	5% Chrysotile	21,400	SF
Lower Roof (Gym)	Perimeter Flashing*	10% Chrysotile	350	LF
Library	Black Glue Daub Behind Chalk Board (detached from wall)	2% Chrysotile	50	SF
Notes: SF = Square Feet; LF = Linear Feet; EA = Each; * Material Previously Identified as ACM				

3.0 LEAD CONTAINING PAINT SURVEY

An LCP survey was conducted by collecting and analyzing paint chips from painted surfaces and systems that may be impacted by the Winter Hill Community Innovation School Architectural Feasibility Study project.

3.1 Sampling Methodology

Paint chip samples are collected using a sharp hand tool to score and peel paint off an approximate 1 square inch area of the substrate. Different tools such as chisels, putty knives, and hammers may also be needed in the collection of paint chips. All tools are cleaned after each sampling to prevent cross contamination. Collected paint chip samples are submitted under COC procedures to an accredited laboratory and analyzed via atomic absorption (AA).

3.2 Analytical Methodology

The regulations addressing LCP in non-residential buildings are focused on occupational exposures involved with paint-disturbing activities and related waste-disposal activities. Occupational exposure to lead is regulated by OSHA regulation 29 CFR 1926.62, Lead in Construction, as well as other applicable state and local regulations.

An LCP survey cannot determine a safe level of lead for the purpose of paint-disturbing/waste-disposal activities but is intended to provide guidance as to the locations of surfaces containing lead.

Contractors may use this information to better determine where worker exposures to airborne lead and other hazards may occur. They can then assess the potential magnitude of exposure to their employees and identify the controls necessary to limit health risks. This information can also be used for pre-characterization of demolition waste streams prior to toxicity characteristic leaching procedure (TCLP) sampling in accordance with 40 CFR Part 261.

Eleven (11) samples, each from a different homogenous area, were collected during this survey. Paint chip samples were submitted using COC procedures to SAI. Analysis was conducted using EPA SW-846 Test Method 7000B: Flame Atomic Absorption Spectrophotometry.

3.3 LCP Results

A concentration of lead greater than or equal to 0.5 mg/Kg, percent by weight or 1.0 mg/cm² exceeds EPA and HUD residential standards and is considered an indicator of risk. The results of this LCP sampling survey are presented in Table 3-1. The results of this LCP sampling survey are presented in Table 3-1. The laboratory report and COC documentation are provided in Appendix C.

TABLE 3-1 Paint Chip Analytical Results Winter Hill Community Innovation School Somerville, MA				
Sample No.	Sample Location	Substrate and Component	Color	Result (% by weight)
PC-Pb-01	Faculty Dining	Metal Door Frame	Black	0.063%
PC-Pb-02	112	Metal Door	Blue	<RL
PC-Pb-03	107	Metal Duct	White	<RL
PC-Pb-04	2nd Floor Stairwell	Concrete Stairs	Gray	<RL

TABLE 3-1 Paint Chip Analytical Results Winter Hill Community Innovation School Somerville, MA				
Sample No.	Sample Location	Substrate and Component	Color	Result (% by weight)
PC-Pb-05	205A	CMU Wall	Yellow	<RL
PC-Pb-06	209C	Concrete Wall	Blue	<RL
PC-Pb-07	3rd Floor Hallway	Metal Radiator	Black	0.0091%
PC-Pb-08	Penthouse Stairwell Landing	CMU Wall	Tan	<RL
PC-Pb-09	Exterior North	Concrete Column	Light Gray	<RL
PC-Pb-10	Exterior North	Metal Railing	Black	0.090%
PC-Pb-11	Exterior South	Concrete Wall	Dark Gray	<RL
Notes: <RL = Less Than Reporting Limit				