4.0 BUILDING MATERIAL PCB SURVEY

Inspection and representative sampling of suspect building materials for Polychlorinated Biphenyls (PCBs) was conducted as part of this hazardous building materials survey. The survey for PCBs included the sampling of glazing and caulking materials that may be impacted by the proposed work. Collected samples were submitted using COC procedures to Pace. Analysis was conducted using Extraction Method EPA 3540C. Sample PCB Concentration: The analyzed material contained 693 µg/kg of PCBs, which is equivalent to 0.693 parts per million (ppm). This level is well below the 50 ppm threshold defined by EPA regulations for low-level PCB materials and therefore would not be classified as PCB bulk product waste. Laboratory analytical reports are included in Appendix D. Results of the PCB sampling are presented in Table 4-1.

TABLE 4-1
PCB Analytical Results
Winter Hill Community Innovation School
Somerville, MA

Sample No.	Location	Material	Result Total PCB (ppm)
PCB-01	Penthouse Stairwell Landing	Gray Expansion Joint	0.693
PCB-02	2nd Floor Open Space	Black Ceiling Grid Liner	ND
PCB-03	Exterior North	White Sidewalk Caulk	ND

Notes: ND = None Detected

5.0 INVENTORY OF OTHER HAZARDOUS MATERIALS

A visual screening was conducted by Mabbett to identify quantities of universal waste and other potential hazardous materials in order to define an inventory of these materials for future relocation or disposal purposes. The survey included a visual estimation of the following suspect materials:

- Light Ballasts (associated with fluorescent light tubes)
- Light Tubes (e.g., fluorescent light tubes and HID lamps that may contain mercury or lead)
- Switches (i.e., mercury switches or gauges)
- Ozone Depleting Substances (e.g., chlorofluorocarbons contained in air conditioning and refrigeration equipment.

A summary of this visual inventory is presented in Table 5-1.

TABLE 5-1
Inventory of OHMs
Winter Hill Community Innovation School
Somerville, MA

Material	Location	Quantity	Unit
2' 2-Bulb Suspended Light Fixture	1st Floor	75	EA
4' 2-Bulb Suspended Light Fixture	1st Floor	180	EA
2' 2-Bulb Suspended Light Fixture	2nd Floor	225	EA
4' 2-Bulb Suspended Light Fixture	2nd Floor	180	EA
2' 2-Bulb Suspended Light Fixture	3rd Floor	120	EA
4' 2-Bulb Suspended Light Fixture	3rd Floor	40	EA
2' 2-Bulb Suspended Light Fixture	4th Floor	160	EA
4' 2-Bulb Suspended Light Fixture	4th Floor	20	EA
Air Conditioners (floor-mounted)	Lower Flat Roof	2	EA
Refrigerating Machine	Mechanical Room (off Upper Flat Roof)	1	EA
Coolers	1st Floor Kitchen	6	EA
Walk In Coolers/Freezers	1st Floor Kitchen	5	EA
Refrigerators	1st-4th Floor Offices	25	EA
Transformer (pad-mounted)	Exterior	2	EA
Halogen Light Fixtures (w/ 1 Mercury Bulb)	Exterior	2	EA
Plastic Drum of Unknown Liquid	Mechanical Room (off Upper Flat Roof)	1	EA
Air Compressor (w/ Oil Lubricants)	Mechanical Room (off Upper Flat Roof)	1	EA
Exit Signs	1st-4th Floors	66	EA
Emergency Lighting	1st-4th Floors	66	EA
Fire Extinguishers	1st-4th Floors	40	EA
Computer Monitors	1st-4th Floors	49	EA
Water Fountains	1st-4th Floors	22	EA
Cleaning Supplies	1st Floor	25	EA
Painting Supplies	1st Floor	25	EA

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TABLE 5-1
Inventory of OHMs
Winter Hill Community Innovation School
Somerville, MA

Material	Location	Quantity	Unit
Above-Ground Storage Tank (Hydraulic Oil)	1st Floor	1	EA
Elevator Ram (w/ Hydraulic Oil)	1st Floor	1	EA
Emergency Generator	1st Floor	1	EA
Electric Panels	1st Floor	2	EA
Electric Meter	1st Floor	2	EA
Circuit Breakers	1st-4th Floors	4	EA

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6.0 RECOMMENDATIONS

This section presents a summary of the conclusions and recommendations from the pre-demolition hazardous building materials survey at the Winter Hill Community Innovation School located at 115 Sycamore Street in Somerville, Massachusetts. Prior to initiating plans for demolition activities, the contractor should review the survey results for the Winter Hill School presented herein to determine whether any of the identified regulated building materials will be disturbed by proposed work activities.

6.1 Asbestos

The planned demolition of the building will disturb the ACM listed in Table 2-1 and will require removal of these materials by a licensed asbestos abatement contractor prior to being disturbed. Any suspect materials encountered during demolition activities that were not identified in this report as being non-ACM should be assumed to be ACM unless sample results prove otherwise. Suspect ACM that may be present within the walls, above inaccessible hard ceilings, or in other inaccessible locations, should be assumed to contain asbestos if discovered during any renovation or demolition process or until otherwise verified. Where laboratory analysis identified trace asbestos, this material must be managed as ACWM and requires special storage, disposal, packaging, and transport requirements. MassDEP considers any materials with any amount of asbestos as Asbestos Containing Waste Material (ACWM) and must be handled as ACM.

6.2 Lead Containing Paint

The purpose of the LCP screening survey was to identify patterns of LCP. For the purpose of this LCP screening survey a limited amount of representative interior and exterior building components were tested. The regulations addressing LCP in non-residential buildings are focused on protecting workers involved with paint-disturbing activities and related waste-disposal activities.

Occupational exposure to lead in construction is regulated by OSHA regulation 29 CFR 1926.62 “Lead in Construction”, as well as other applicable state and local regulations. These regulations involve the air monitoring of workers to determine exposure levels when disturbing paint containing measurable concentrations of lead. A LCP survey cannot determine the safe level of lead for the purpose of paint-disturbing activities but is intended to provide guidance as to the locations of LCP. Employers and contractors may use this information to better determine where worker exposures to airborne lead may occur and, through the interpretation of LCP concentration data, assess the potential magnitude of exposure to their employees and identify the controls necessary to limit health risks.

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 is considered an indicator of risk. Representative samples of LCP waste to be generated during building renovation, or following demolition but prior to disposal, should be collected and analyzed using toxicity characteristic leaching procedure (TCLP) in accordance with 40 CFR Part 261. Management and disposal of lead containing waste must be done in accordance with all applicable local, state, and federal regulations. OSHA regulations may require certain procedures for any paint that contains lead, even if it is below these levels. All LCP identified, regardless of the lead content, should either be sampled and analyzed by TCLP and then handled/disposed of accordingly, or segregated from other large-scale debris and then managed as hazardous waste in accordance with federal, state, and local hazardous waste disposal regulations.

6.3 Polychlorinated Biphenyls

The suspect PCB building material sampling results determined one material to be 0.693 ppm and two others as non-detect, and to meet the TSCA Excluded PCB Product definition. Excluded PCB Product waste can be managed as solid waste at any landfill permitted to accept waste with PCB levels up to those observed.

6.4 Other Hazardous Materials

The purpose of the inventory for other hazardous materials as completed by Mabbett was to identify potential hazardous, non-building material substances that may require special handling consideration prior to any planned building demolition. Mabbett identified items, that if removed, should be disposed of or recycled in accordance with applicable Federal and State rules for regulated materials. Examples of such materials are light ballasts, fluorescent light tubes, and air conditioning units.

APPENDIX A

ACM Bulk Sample Results

APPENDIX A Summary of ACM Sampling Results Winter Hill Community Innovation School Somerville, MA			
Sample No.	**Sample Location**	**Description of Material**	**Percent and Type of Asbestos**
01A	2nd Floor Bathrooms	12" X 12" Blue VFT	NAD
01B	2nd Floor Bathrooms	12" X 12" Blue VFT	NAD
01C	2nd Floor Bathrooms	12" X 12" Blue VFT	NAD
02A	2nd Floor Bathrooms	12" X 12" Blue VFT Mastic	NAD
02B	2nd Floor Bathrooms	12" X 12" Blue VFT Mastic	NAD
02C	2nd Floor Bathrooms	12" X 12" Blue VFT Mastic	NAD
03A	105	12" x 12" Dark Blue VFT	NAD
03B	105	12" x 12" Dark Blue VFT	NAD
03C	105	12" x 12" Dark Blue VFT	NAD
04A	105	12" x 12" Dark Blue VFT Mastic	NAD
04B	105	12" x 12" Dark Blue VFT Mastic	NAD
04C	105	12" x 12" Dark Blue VFT Mastic	NAD
05A	3rd Floor Bathroom	12" x 12" White w/ Blue Specks VFT	NAD
05B	3rd Floor Bathroom	12" x 12" White w/ Blue Specks VFT	NAD
05C	3rd Floor Bathroom	12" x 12" White w/ Blue Specks VFT	NAD
06A	3rd Floor Bathroom	12" x 12" White w/ Blue Specks VFT Mastic	NAD
06B	3rd Floor Bathroom	12" x 12" White w/ Blue Specks VFT Mastic	NAD
06C	3rd Floor Bathroom	12" x 12" White w/ Blue Specks VFT Mastic	NAD
07A	2nd Floor Gym	Gray Floor Leveler	NAD
07B	2nd Floor Gym	Gray Floor Leveler	NAD
07C	2nd Floor Gym	Gray Floor Leveler	NAD
08A	307A	Transition Strip Adhesive	NAD
08B	307A	Transition Strip Adhesive	NAD
08C	307A	Transition Strip Adhesive	NAD
09A	307A	Wood Panel Flooring	NAD
09B	307A	Wood Panel Flooring	NAD
09C	307A	Wood Panel Flooring	NAD
10A	307A	Wood Panel Flooring Adhesive	NAD
10B	307A	Wood Panel Flooring Adhesive	NAD
10C	307A	Wood Panel Flooring Adhesive	NAD
11A	307A	4" Gray Cove Base	NAD
11B	307A	4" Gray Cove Base	NAD
11C	307A	4" Gray Cove Base	NAD
12A	307A	4" Gray Cove Base Mastic	NAD
12B	307A	4" Gray Cove Base Mastic	NAD
12C	307A	4" Gray Cove Base Mastic	NAD
13A	1st Floor Café	4" Black Cove Base	NAD

APPENDIX A Summary of ACM Sampling Results Winter Hill Community Innovation School Somerville, MA			
Sample No.	**Sample Location**	**Description of Material**	**Percent and Type of Asbestos**
13B	2nd Floor Hallway Near ST-201	4" Black Cove Base	NAD
13C	312	4" Black Cove Base	NAD
14A	1st Floor Café	4" Black Cove Base Mastic	NAD
14B	2nd Floor Hallway Near ST-201	4" Black Cove Base Mastic	NAD
14C	312	4" Black Cove Base Mastic	NAD
15A	105	2" Black Cove Base	NAD
15B	105	2" Black Cove Base	NAD
15C	105	2" Black Cove Base	NAD
16A	105	2" Black Cove Base Mastic	NAD
16B	105	2" Black Cove Base Mastic	NAD
16C	105	2" Black Cove Base Mastic	NAD
17A	209C	4" Brown Cove Base	NAD
17B	209C	4" Brown Cove Base	NAD
17C	ST-101	4" Brown Cove Base	NAD
18A	209C	4" Brown Cove Base Mastic	NAD
18B	209C	4" Brown Cove Base Mastic	NAD
18C	ST-101	4" Brown Cove Base Mastic	NAD
19A	208	Gypsum Board Wall	NAD
19B	307	Gypsum Board Wall	NAD
19C	401	Gypsum Board Wall	NAD
20A	208	White Joint Compound	NAD
20B	208	White Joint Compound	NAD
20C	307	White Joint Compound	NAD
20D	307	White Joint Compound	NAD
20E	411	White Joint Compound	NAD
21A	312	Gray Pipe Insulation	NAD
21B	312	Gray Pipe Insulation	NAD
21C	312	Gray Pipe Insulation	NAD
22A	312	White Pipe Wrap	NAD
22B	312	White Pipe Wrap	NAD
22C	312	White Pipe Wrap	NAD
23A	M-103	Gray Pipe Insulation	NAD
23B	M-103	Gray Pipe Insulation	NAD
23C	ST-205	Gray Pipe Insulation	NAD
24A	M-103	White Pipe Wrap	NAD

APPENDIX A Summary of ACM Sampling Results Winter Hill Community Innovation School Somerville, MA			
Sample No.	**Sample Location**	**Description of Material**	**Percent and Type of Asbestos**
24B	M-103	White Pipe Wrap	NAD
24C	ST-205	White Pipe Wrap	NAD
25A	2nd Floor Open Space	Mudded Fitting	NAD
25B	312	Mudded Fitting	NAD
25C	4th Floor Near Stair 3	Mudded Fitting	NAD
26A	2nd Floor Open Space	White Pipe Wrap	NAD
26B	312	White Pipe Wrap	NAD
26C	4th Floor Near Stair 3	White Pipe Wrap	NAD
27A	412	Brown Glue Daub Behind Chalk Board	NAD
27B	412	Brown Glue Daub Behind Chalk Board	NAD
27C	402 Library	Brown Glue Daub Behind Chalk Board	NAD
28A	402 Library	Black Glue Daub Behind Chalk Board	**2% Chrysotile**
28B	402 Library	Black Glue Daub Behind Chalk Board	NA/SP
29C	402 Library	Black Glue Daub Behind Chalk Board	NA/SP
29A	4th Floor Open Space	Tectum Panel Glue Daubs	NAD
29B	4th Floor Open Space	Tectum Panel Glue Daubs	NAD
29C	3rd Floor Open Space	Tectum Panel Glue Daubs	NAD
30A	412	Red Chalkboard Adhesive	NAD
30B	412	Red Chalkboard Adhesive	NAD
30C	412	Red Chalkboard Adhesive	NAD
31A	1st Floor Café	FRP Mastic	NAD
31B	1st Floor Kitchen	FRP Mastic	NAD
31C	3rd Floor Bathroom	FRP Mastic	NAD
32A	M-103	Pipe Thread Sealant	NAD
32B	M-103	Pipe Thread Sealant	NAD
32C	M-103	Pipe Thread Sealant	NAD
33A	2nd Floor Open Space	Black Ceiling Grid Liner	NAD
33B	2nd Floor Open Space	Black Ceiling Grid Liner	NAD
33C	2nd Floor Open Space	Black Ceiling Grid Liner	NAD
34A	1st Floor PTA Room	Bathroom Stall Partition Core	NAD
34B	1st Floor PTA Room	Bathroom Stall Partition Core	NAD
34C	1st Floor PTA Room	Bathroom Stall Partition Core	NAD
35A	410	White Sink Coat	NAD
35B	410	White Sink Coat	NAD
35C	410	White Sink Coat	NAD
36A	104	Black Sink Coat	NAD
36B	2nd Floor Open Space	Black Sink Coat	NAD

APPENDIX A
Summary of ACM Sampling Results
Winter Hill Community Innovation School
Somerville, MA

Sample No.	Sample Location	Description of Material	Percent and Type of Asbestos
36C	2nd Floor Open Space	Black Sink Coat	NAD
37A	Penthouse Stairwell Landing	White Caulking Behind Expansion Joint	NAD
37B	Penthouse Stairwell Landing	White Caulking Behind Expansion Joint	NAD
37C	Penthouse Stairwell Landing	White Caulking Behind Expansion Joint	NAD
38A	Exterior North	Gray Sidewalk Caulking	NAD
38B	Exterior North	Gray Sidewalk Caulking	NAD
38C	Exterior North	Gray Sidewalk Caulking	NAD
39A	Exterior North	White Sidewalk Caulking	NAD
39B	Exterior North	White Sidewalk Caulking	NAD
39C	Exterior North	White Sidewalk Caulking	NAD
40A	2nd Floor Stairwell	Gray Expansion Joint Caulking	NAD
40B	2nd Floor Stairwell	Gray Expansion Joint Caulking	NAD
40C	2nd Floor Stairwell	Gray Expansion Joint Caulking	NAD
41A	ST-101	Peg Board	NAD
41B	ST-101	Peg Board	NAD
41C	ST-101	Peg Board	NAD
42A	ST-101	Wall Insulation Behind Peg Board	NAD
42B	ST-101	Wall Insulation Behind Peg Board	NAD
42C	ST-101	Wall Insulation Behind Peg Board	NAD
43A	212	Black Sink Gasket	NAD
43B	2nd Floor Open Space	Black Sink Gasket	NAD
43C	413	Black Sink Gasket	NAD
44A	2nd Floor Open Space	Lab Counter	NAD
44B	2nd Floor Open Space	Lab Counter	NAD
44C	2nd Floor Open Space	Lab Counter	NAD

Notes: NAD = No Asbestos Detected; NA/SP = Not Analyzed/Stop Positive

APPENDIX B

ACM Laboratory Report and Chain of Custody Documentation

Asbestos Identification Laboratory

165 New Boston St., Ste 227
Woburn, MA 01801
781-932-9600

Web: www.asbestosidentifcationlab.com
Email: mikemanning@asbestosidentificationlab.com

NVLAP Testing Lab Code: 200919-0

Batch: 260131003

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Dear Michael Delaney,

Asbestos Identification Laboratory has completed the analysis of the samples from your office for the above referenced project. The Analysis Method is PLM Bulk. The information and analysis contained in this report have been generated using the EPA 600/R-93/116 Method for the Determination of Asbestos in Bulk Building Materials. Materials or prodcuts that contain more than 1% of any kind or combination of asbestos are considered as asbestos containing building material as determined by the EPA. This Polarized Light Microscope (PLM) technique may be performed either by visual estimation or point counting. Point counting provides a determination of the area percentage of asbestos in a sample. If the asbestos is estimated to be less than 10% by visual estimation of friable material, the determination may be repeated using the point counting technique. The report may not be used by the customer to claim product endorsement by NVLAP or any other U.S. Government Agency.

The EPA recommends you should assume vermiculite contains asbestos and not to disturb it. Airborne asbestos fibers present a health risk through inhalation, so the first step is to not disturb the material, which could release fibers into the air. If you disturb the insulation, you may inhale some asbestos fibers. The degree of health risk depends on how much and how often this occurred. If you choose to remove the vermiculite insulation, this work should be done by a trained and accredited asbestos abatement contractor that is separate and independent from the company that performed the assessment of the vermiculite insulation to avoid any conflict of interest. https://www.epa.gov/asbestos/my-attic-has-vermiculite-insulation-it-am-i-risk-should-i-take-it-out | US EPA.

Laboratory results represent the analysis of samples as submitted by the customer. Information regarding sample location, description, area, volcume, etc., was provided by the customer. Information provided by the customer can affect the validity of results. Asbestos Identification Laboratory is not responsible for sample collection activities or analytical method limitations. Unless notified in writing to return samples, Asbestos Identification Laboratory discards customer samples after 30 days. Samples containing subsamples or layers will be analyzed separately when applicable. Reports are kept at Asbestos Identification Laboratory for three years. All customer information will be maintained in confidentiality. This report shall not be reproduced, except in full, without the written consent of Asbestos Identification Laboratory.

- NVLAP Lab Code: 200919-0
- Massachusetts Certification License: AA000208
- State of Connecticut, Department of Public Health Approved Environmental Laboratory Registration Number: PH-0142
- State of Maine, Department of Environmental Protection Asbestos Analytical Laboratory License Number: LB-0078(Bulk) LA-0087(Air)
- State of Rhode Island and Providence Plantations. Department of Health Certification: AAL-121
- State of Vermont, Department of Health Environmental Health License AL934461

Thank you Michael Delaney for your business.

Michael Manning
Owner/Director
781-932-9600

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
01A 260131003-001	12"x12" Blue VFT	2nd Floor Bathrooms	Gray	Non-Fibrous 100	None Detected
01B 260131003-002	12"x12" Blue VFT	2nd Floor Bathrooms	Gray	Non-Fibrous 100	None Detected
01C 260131003-003	12"x12" Blue VFT	2nd Floor Bathrooms	Gray	Non-Fibrous 100	None Detected
02A 260131003-004	12"x12" Blue VFT Mastic	2nd Floor Bathrooms	Yellow	Cellulose 3 Non-Fibrous 97	None Detected
02B 260131003-005	12"x12" Blue VFT Mastic	2nd Floor Bathrooms	Yellow	Cellulose 3 Non-Fibrous 97	None Detected
02C 260131003-006	12"x12" Blue VFT Mastic	2nd Floor Bathrooms	Yellow	Cellulose 3 Non-Fibrous 97	None Detected
03A 260131003-007	12"x12" Dark Blue VFT	105	Blue	Non-Fibrous 100	None Detected
03B 260131003-008	12"x12" Dark Blue VFT	105	Blue	Non-Fibrous 100	None Detected
03C 260131003-009	12"x12" Dark Blue VFT	105	Blue	Non-Fibrous 100	None Detected
04A 260131003-010	12"x12" Dark Blue VFT Mastic	105	Yellow	Non-Fibrous 100	None Detected
04B 260131003-011	12"x12" Dark Blue VFT Mastic	105	Yellow	Non-Fibrous 100	None Detected

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette Valerie Gaouette

Batch: 260131003

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
04C 260131003-012	12"x12" Dark Blue VFT Mastic	105	Yellow	Non-Fibrous 100	None Detected
05A 260131003-013	12"x12" White W/ Blue Specks VFT	3rd Floor Bathroom	White	Non-Fibrous 100	None Detected
05B 260131003-014	12"x12" White W/ Blue Specks VFT	3rd Floor Bathroom	White	Non-Fibrous 100	None Detected
05C 260131003-015	12"x12" White W/ Blue Specks VFT	3rd Floor Bathroom	White	Non-Fibrous 100	None Detected
06A 260131003-016	12"x12" White W/ Blue Specks VFT Mastic	3rd Floor Bathroom	White	Non-Fibrous 100	None Detected
06B 260131003-017	12"x12" White W/ Blue Specks VFT Mastic	3rd Floor Bathroom	Yellow	Non-Fibrous 100	None Detected
06C 260131003-018	12"x12" White W/ Blue Specks VFT Mastic	3rd Floor Bathroom	Yellow	Non-Fibrous 100	None Detected
07A 260131003-019	Gray Floor Leveler	2nd Floor Gym	Gray	Non-Fibrous 100	None Detected
07B 260131003-020	Gray Floor Leveler	2nd Floor Gym	Gray	Non-Fibrous 100	None Detected
07C 260131003-021	Gray Floor Leveler	2nd Floor Gym	Gray	Non-Fibrous 100	None Detected
08A 260131003-022	Transition Strip Adhesive	307A	Multi	Non-Fibrous 100	None Detected

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette Valerie Gaouette

Batch: 260131003

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
08B 260131003-023	Transition Strip Adhesive	307A	Multi	Non-Fibrous 100	None Detected
08C 260131003-024	Transition Strip Adhesive	307A	Multi	Non-Fibrous 100	None Detected
09A 260131003-025	Wood Panel Flooring	307A	Multi	Non-Fibrous 100	None Detected
09B 260131003-026	Wood Panel Flooring	307A	Multi	Non-Fibrous 100	None Detected
09C 260131003-027	Wood Panel Flooring	307A	Multi	Non-Fibrous 100	None Detected
10A 260131003-028	Wood Panel Flooring Adhesive	307A	Tan	Non-Fibrous 100	None Detected
10B 260131003-029	Wood Panel Flooring Adhesive	307A	Tan	Non-Fibrous 100	None Detected
10C 260131003-030	Wood Panel Flooring Adhesive	307A	Tan	Non-Fibrous 100	None Detected
11A 260131003-031	4" Gray Cove Base	307A	Tan	Non-Fibrous 100	None Detected
11B 260131003-032	4" Gray Cove Base	307A	Tan	Non-Fibrous 100	None Detected
11C 260131003-033	4" Gray Cove Base	307A	Tan	Non-Fibrous 100	None Detected

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette Valerie Gaouette

Batch: 260131003

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
12A 260131003-034	4" Gray Cove Base Mastic	307A	Tan	Non-Fibrous 100	None Detected
12B 260131003-035	4" Gray Cove Base Mastic	307A	Tan	Non-Fibrous 100	None Detected
12C 260131003-036	4" Gray Cove Base Mastic	307A	Tan	Non-Fibrous 100	None Detected
13A 260131003-037	4" Black Cove Base	1st Floor Cafe	Black	Non-Fibrous 100	None Detected
13A 260131003-037	4" Black Cove Base	1st Floor Cafe		None Detected	None Detected
13A 260131003-037	4" Black Cove Base	1st Floor Cafe		None Detected	None Detected
13B 260131003-038	4" Black Cove Base	2ndFloor Hallway near ST-201	Black	Non-Fibrous 100	None Detected
13C 260131003-039	4" Black Cove Base	312	Black	Non-Fibrous 100	None Detected
14A 260131003-040	4" Black Cove Base Mastic	1st Floor Cafe	Brown	Non-Fibrous 100	None Detected
14A 260131003-040	4" Black Cove Base Mastic	1st Floor Cafe		None Detected	None Detected
14A 260131003-040	4" Black Cove Base Mastic	1st Floor Cafe		None Detected	None Detected

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette Valerie Gaouette

Batch: 260131003

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
14B 260131003-041	4" Black Cove Base Mastic	2ndFloor Hallway near ST-201	Brown	Non-Fibrous 100	None Detected
14C 260131003-042	4" Black Cove Base Mastic	312	Brown	Non-Fibrous 100	None Detected
15A 260131003-043	2" Black Cove Base	105	Brown	Non-Fibrous 100	None Detected
15B 260131003-044	2" Black Cove Base	105	Black	Non-Fibrous 100	None Detected
15C 260131003-045	2" Black Cove Base	105	Black	Non-Fibrous 100	None Detected
16A 260131003-046	2" Black Cove Base Mastic	105	Tan	Non-Fibrous 100	None Detected
16B 260131003-047	2" Black Cove Base Mastic	105	Tan	Non-Fibrous 100	None Detected
16C 260131003-048	2" Black Cove Base Mastic	105	Tan	Non-Fibrous 100	None Detected
17A 260131003-049	4" Brown Cove Base	209C	Black	Non-Fibrous 100	None Detected
17A 260131003-049	4" Brown Cove Base	209C		None Detected	None Detected
17A 260131003-049	4" Brown Cove Base	209C		None Detected	None Detected

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette Valerie Gaouette

Batch: 260131003

Michael Delaney
Mabbett & Associates, Inc.
105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
17B 260131003-050	4" Brown Cove Base	209C	Black	Non-Fibrous 100	None Detected
17C 260131003-051	4" Brown Cove Base	209C	Black	Non-Fibrous 100	None Detected
18A 260131003-052	4" Brown Cove Base Mastic	209C	Multi	Non-Fibrous 100	None Detected
18B 260131003-053	4" Brown Cove Base Mastic	209C	Multi	Non-Fibrous 100	None Detected
18C 260131003-054	4" Brown Cove Base Mastic	209C	Multi	Non-Fibrous 100	None Detected
19A 260131003-055	Gypsum Board Wall	208	Brown	Cellulose 5 Non-Fibrous 95	None Detected
19B 260131003-056	Gypsum Board Wall	307	Gray	Cellulose 5 Non-Fibrous 95	None Detected
19C 260131003-057	Gypsum Board Wall	401	Gray	Cellulose 5 Non-Fibrous 95	None Detected
20A 260131003-058	Whtie Joint Compound	208	White	Non-Fibrous 100	None Detected
20B 260131003-059	Whtie Joint Compound	208	White	Non-Fibrous 100	None Detected
20C 260131003-060	Whtie Joint Compound	307	White	Non-Fibrous 100	None Detected

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Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
20D 260131003-061	Whtie Joint Compound	307	White	Non-Fibrous 100	None Detected
20E 260131003-062	Whtie Joint Compound	411	White	Non-Fibrous 100	None Detected
21A 260131003-063	Gray Pipe Insultation	312	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
21B 260131003-064	Gray Pipe Insultation	312	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
21C 260131003-065	Gray Pipe Insultation	312	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
22A 260131003-066	White Pipe Wrap	312	Tan	Cellulose 90 Non-Fibrous 10	None Detected
22B 260131003-067	White Pipe Wrap	312	Tan	Cellulose 90 Non-Fibrous 10	None Detected
22C 260131003-068	White Pipe Wrap	312	Tan	Cellulose 90 Non-Fibrous 10	None Detected
23A 260131003-069	Gray Pipe Insultation	M-103	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
23B 260131003-070	Gray Pipe Insultation	M-103	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
23C 260131003-071	Gray Pipe Insultation	M-103	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected

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Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
24A 260131003-072	Gray Pipe Insultation	M-103	Tan	Cellulose 90 Non-Fibrous 10	None Detected
24B 260131003-073	Gray Pipe Insultation	M-103	Tan	Cellulose 90 Non-Fibrous 10	None Detected
24C 260131003-074	Gray Pipe Insultation	ST-205	Tan	Cellulose 90 Non-Fibrous 10	None Detected
25A 260131003-075	Mudded Fitting	2nd Floor Open Space	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
25B 260131003-076	Mudded Fitting	312	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
25C 260131003-077	Mudded Fitting	4th Floor near Stair 3	Gray	Fiberglass 40 Mineral Wool 40 Non-Fibrous 20	None Detected
26A 260131003-078	White Pipe Wrap	2nd Floor Open Space	Tan	Cellulose 90 Non-Fibrous 10	None Detected
26B 260131003-079	White Pipe Wrap	312	Tan	Cellulose 90 Non-Fibrous 10	None Detected
26C 260131003-080	White Pipe Wrap	4th Floor near Stair 3	Tan	Cellulose 90 Non-Fibrous 10	None Detected
27A 260131003-081	Brown Glue Daub behind Chalkboard	412	Brown	Non-Fibrous 100	None Detected
27B 260131003-082	Brown Glue Daub behind Chalkboard	412	Brown	Non-Fibrous 100	None Detected

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R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
27C 260131003-083	Brown Glue Daub behind Chalkboard	402 Library	Brown	Non-Fibrous 100	None Detected
28A 260131003-084	Black Glue Daub behind Chalkboard	402 Library	Black	Non-Fibrous 98	Detected Chrysotile 2
28B 260131003-085	Black Glue Daub behind Chalkboard	402 Library			Not analyzed
28C 260131003-086	Black Glue Daub behind Chalkboard	402 Library			Not analyzed
29A 260131003-087	Tectum Panel Glue Daub	4th Floor Open Space	Brown	Non-Fibrous 100	None Detected
29B 260131003-088	Tectum Panel Glue Daub	4th Floor Open Space	Brown	Non-Fibrous 100	None Detected
29C 260131003-089	Tectum Panel Glue Daub	3rd Floor Open Space	Brown	Non-Fibrous 100	None Detected
30A 260131003-090	Red Chalkboard Adhesive	412	Red	Non-Fibrous 100	None Detected
30B 260131003-091	Red Chalkboard Adhesive	412	Red	Non-Fibrous 100	None Detected
30C 260131003-092	Red Chalkboard Adhesive	412	Red	Non-Fibrous 100	None Detected
31A 260131003-093	FRP Mastic	1st Floor Cafe	Off White	Non-Fibrous 100	None Detected

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Michael Delaney
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Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
31B 260131003-094	FRP Mastic	1st Floor Kitchen	Off White	Non-Fibrous 100	None Detected
31C 260131003-095	FRP Mastic	3rd Floor Bathroom	Brown	Non-Fibrous 100	None Detected
32A 260131003-096	Pipe Thread Sealant	M-103	Tan	Non-Fibrous 100	None Detected
32B 260131003-097	Pipe Thread Sealant	M-103	Tan	Non-Fibrous 100	None Detected
32C 260131003-098	Pipe Thread Sealant	M-103	Tan	Non-Fibrous 100	None Detected
33A 260131003-099	Black Ceiling Grid Liner	2nd Floor Open Space	Black	Non-Fibrous 100	None Detected
33B 260131003-100	Black Ceiling Grid Liner	2nd Floor Open Space	Black	Non-Fibrous 100	None Detected
33C 260131003-101	Black Ceiling Grid Liner	2nd Floor Open Space	Black	Non-Fibrous 100	None Detected
34A 260131003-102	Bathroom Stall Partition Core	1st Floor PTA Room	Brown	Cellulose 90 Non-Fibrous 10	None Detected
34B 260131003-103	Bathroom Stall Partition Core	1st Floor PTA Room	Brown	Cellulose 90 Non-Fibrous 10	None Detected
34C 260131003-104	Bathroom Stall Partition Core	1st Floor PTA Room	Brown	Cellulose 90 Non-Fibrous 10	None Detected

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Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
35A 260131003-105	White Sink Coat	410	Off White	Cellulose 15 Non-Fibrous 85	None Detected
35B 260131003-106	White Sink Coat	410	Off White	Cellulose 15 Non-Fibrous 85	None Detected
35C 260131003-107	White Sink Coat	410	Off White	Cellulose 15 Non-Fibrous 85	None Detected
36A 260131003-108	Black Sink Coat	104	Black	Non-Fibrous 100	None Detected
36B 260131003-109	Black Sink Coat	2nd Floor Open Space	Black	Non-Fibrous 100	None Detected
36C 260131003-110	Black Sink Coat	2nd Floor Open Space	Black	Non-Fibrous 100	None Detected
37A 260131003-111	White Caulking behind Expansion Joint	Penthouse Stairwell Landing	White	Non-Fibrous 100	None Detected
37B 260131003-112	White Caulking behind Expansion Joint	Penthouse Stairwell Landing	White	Non-Fibrous 100	None Detected
37C 260131003-113	White Caulking behind Expansion Joint	Penthouse Stairwell Landing	White	Non-Fibrous 100	None Detected
38A 260131003-114	Gray Sidewalk Caulking	Exterior North	Multi	Non-Fibrous 100	None Detected
38B 260131003-115	Gray Sidewalk Caulking	Exterior North	Multi	Non-Fibrous 100	None Detected

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Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
38C 260131003-116	Gray Sidewalk Caulking	Exterior North	Multi	Non-Fibrous 100	None Detected
39A 260131003-117	White Sidewalk Caulking	Exterior North	Gray	Non-Fibrous 100	None Detected
39B 260131003-118	White Sidewalk Caulking	Exterior North	Gray	Non-Fibrous 100	None Detected
39C 260131003-119	White Sidewalk Caulking	Exterior North	Gray	Non-Fibrous 100	None Detected
40A 260131003-120	Gray Expansion Joint Caulking	2nd Floor Stairwell	Gray	Non-Fibrous 100	None Detected
40B 260131003-121	Gray Expansion Joint Caulking	4th Floor Stairwell	Gray	Non-Fibrous 100	None Detected
40C 260131003-122	Gray Expansion Joint Caulking	Penthouse Stairwell Landing	Gray	Non-Fibrous 100	None Detected
41A 260131003-123	Peg Board	St-101	Brown	Cellulose 85 Non-Fibrous 15	None Detected
41B 260131003-124	Peg Board	St-101	Brown	Cellulose 85 Non-Fibrous 15	None Detected
41C 260131003-125	Peg Board	St-101	Brown	Cellulose 85 Non-Fibrous 15	None Detected
42A 260131003-126	Wall Insulation behind Peg Board	St-101	Pink	Fiberglass 90 Non-Fibrous 10	None Detected

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Michael Delaney
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105 Central St.
Stoneham, MA 02180

Project Information

R2026012.000

Winter Hill Community School

Method: PLM Bulk, EPA 600/R-93/116

Field ID LabID	Material	Location	Color	Non-Asbestos %	Asbestos %
42B 260131003-127	Wall Insulation behind Peg Board	St-101	Pink	Fiberglass 90 Non-Fibrous 10	None Detected
42C 260131003-128	Wall Insulation behind Peg Board	St-101	Pink	Fiberglass 90 Non-Fibrous 10	None Detected
43A 260131003-129	Black Sink Gasket	212	Black	Non-Fibrous 100	None Detected
43B 260131003-130	Black Sink Gasket	2nd Floor Open Space	Black	Non-Fibrous 100	None Detected
43C 260131003-131	Black Sink Gasket	413	Black	Non-Fibrous 100	None Detected
44A 260131003-132	Lab Counter	2nd Floor Open Space	Multi	Cellulose 75 Non-Fibrous 25	None Detected
44B 260131003-133	Lab Counter	2nd Floor Open Space	Multi	Cellulose 75 Non-Fibrous 25	None Detected
44C 260131003-134	Lab Counter	2nd Floor Open Space	Multi	Cellulose 75 Non-Fibrous 25	None Detected

Sampled: January 31, 2026 **Received:** January 30, 2026 **Analyzed:** 02/02/2026 **Report Date:** February 3, 2026

Analyzed by:
Valerie Gaouette Valerie Gaouette

Batch: 260131003

Client: Mabbett & Associates

Address: 105 Central St Suite 4100 Stoneham, MA

Project Site & #: Winter Hill Community School R2026012.000

Phone / email address:

delaney@mabbett.com / walsh@mabbett.com

Contact: Mike Delaney / Jacob Walsh

Relinquish by/date: [signature] 1/30/26

Received by/date: 1/30/26 1GM

# of Samples Received: 134

CHAIN OF CUSTODY

EPA/600/R-93/116

Asbestos Identification Lab

165 New Boston St.

Suite 227

Woburn, MA 01801

(781)932-9600

www.asbestosidentificationlab.com

Date Sampled: 1/29/2026

BATCH# [illegible] Rev 06/16

Turnaround Time

- [ ] Less 3 Hrs
- [ ] Same Day
- [ ] Next Day
- [x] Two Day

Sample Method

- [x] Bulk
- [ ] Soil
- [ ] Wipe
- [ ] Point Count

Stop on 1st Positive? (Yes)/No

Notify Method: Mail/(E-Mail)/Verbal

Analyzed By: [illegible]

Date: 2/3/26 QC by: MM

Temp in Celsius = 22

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: II	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	01A	Material: 12"x12" Blue VFT Location: 2nd Floor Bathrooms	0	Gy	y	Sm	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	01B	Material Location	0	Gy	y	Sm	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	01C	Material Location	0	Gy	y	Sm	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	02A	Material 12"x12" Blue VFT Mastic Location 2nd Floor Bathroom	0	y	N	BN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite											3				97
								Actinolite															
	02B	Material Location	0	y	N	BN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite											3				97
								Actinolite															
	02C	Material Location	0	y	N	BN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite											3				97
								Actinolite															
	03A	Material 12"x12" Dark Blue VFT Location 105	0	Bl	y	BN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															100
								Actinolite															
	03B	Material Location	0	Bl	y	BN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															100
								Actinolite															

Temp in Celcius = ____

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Material / Location	Stereo Scope					Asbestos Minerals	Optical Properties						RI		Non-Asbestos Percentage (%)						
			% of Asbestos	Color	Homogeneity	Texture	Friable		Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	=	⊥	Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	03C	Material 12"x12" Dark Blue VFT Location 105	0	Bl	y	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	04A	Material 12"x12" Dark Blue VFT Mastic Location	0	y	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	04B	Material Location	0	y	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	04C	Material Location	0	y	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	05A	Material 12"x12" white w/ Blue specks VFT Location 3rd Floor Bathroom	0	W	y	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Temp in Celcius = ____

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	05B	Material: 12"x12" White w/ Blue Specks VFT Location: 3rd Flor Bathroom	0	W	y	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	05C	Material Location	0	W	y	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	06A	Material: 12"x12" White w/ Blue Specks VFT Mastic Location	0	y	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	06B	Material Location	0	y	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	06C	Material Location	0	y	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	07A	Material Gray Floor Leveler Location 2nd Flor Gym	0	Gy	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															150
	07B	Material Location	0	Gy	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															150
	07C	Material Location	0	Gy	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	08A	Material Transition Strip Adhesive Location 307A	0	M	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	08B	Material Location	0	M	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	08C	Material: Transition strip Adhesive Location: 307A	O	M	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	09A	Material: Wood Panel Flooring Location	O	M	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	09B	Material Location	O	M	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	09C	Material Location	O	M	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	10A	Material: Wood Panel Flooring Adhesive Location: 307A	O	T	N	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	10B	Material: Wood Panel / Flooring Adhesive Location: 307A7	O	T	NU	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	10C	Material Location	O	T	NU	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	11A	Material: 4" Grey Cove Base Location	O	T	Y	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	11B	Material Location	O	T	Y	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	11C	Material Location	O	T	Y	SN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	12A	Material 4" Gray Cove Base Mastic Location 307A	0	T	N	GN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	12B	Material Location	0	T	N	GN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	12C	Material Location	0	T	N	GN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	13A	Material 4" Black Cove Base Location 1st Floor Cafe	0	BK	Y	GN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	13B	Material Location 2nd Floor Hallway Near ST-201	0	BK	Y	GN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	13C	Material 4" Black Cove Base Location 312	0	BK	y	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	14A	Material 4" Black Cove Base Mastic Location 1st Floor Cafe	0	Br	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	14B	Material Location 2nd Floor Hallway Near ST-201	0	Br	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	14C	Material Location 312	0	Br	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	15A	Material 2" Black Cove Base Location 105	0	Br	y	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	15B	Material: 2" Black Cove Base Location: 105	O	BK	Y	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															WC
	15C	Material Location	O	BK	Y	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															120
	16A	Material: 2" Black Cove Base Mastic Location	O	T	N	GN	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															170
	16B	Material Location	O	T	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															180
	16C	Material Location	O	T	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															120

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	17A	Material: 4" Brown Cove Base Location: 209C	0	BK	H	SM	NF	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	17B	Material Location	0	BK	H	SM	NF	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	17C	Material Location: ST-101	0	BK	H	SM	NF	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	18A	Material: 4" Brown Cove Base Mastic Location: 209C	0	M	N	SM	NF	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	18B	Material Location	0	M	N	SM	NF	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	18C	Material 4" Brown Cove Base Mastic Location ST-101	0	N	N	N	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	19A	Material Gypsum Board Wall Location 208	0	B2	N	SW	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															15
	19B	Material Location 307	0	Gy	N	SW	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	19C	Material Location 401	0	Gy	N	SW	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	20A	Material White Joint Compand Location 208	0	W	Y	SW	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	20B	Material: White Joint Compound Location: 208	0	W	y	bN	y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	20C	Material Location: 307	0	W	y	bN	y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															100
								Actinolite															
	20D	Material Location: 307	0	W	y	bN	y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															60
	20E	Material Location: 411	0	W	y	bN	y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	21A	Material: Gray Pipe Insulation Location: 312	0	Gy	N	F	y	Chrysotile									40	40					
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite									40	40					
								Actinolite															20

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	21B	Material: Gray Pipe Insulation Location: 312	O	Gy	N	F	Y	Chrysotile									4/5	1/5					
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite									40	40				20	
	21C	Material Location	O	Gy	N	F	Y	Chrysotile									4/5	1/5					
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite									40	40				20	
	22A	Material: White Pipe Wrap Location	O	T	N	F	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											90			10	
	22B	Material Location	O	T	N	F	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											90			10	
	22C	Material Location	O	T	N	F	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											90			10	

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	23A	Material: Gray Pipe Insulation Location: M-103	0	Gy	N	F	Y	Chrysotile									5	5					
								Amosite										5					
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite									40	40					20
	23B	Material Location	0	Gy	N	F	Y	Chrysotile									5	5					
								Amosite										5					
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite									40	40					20
	23C	Material Location: ST-205	0	Gy	N	F	Y	Chrysotile									5	5					
								Amosite										5					
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite									40	40					20
	24A	Material: White Pipe Wrap Location: M-103	0	T	N	F	Y	Chrysotile											5				
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											90				10
	24B	Material Location	0	T	N	F	Y	Chrysotile											5				
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											90				10

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	24C	Material: White Pipe Wrap Location: ST-205	0	T	N	F	Y	Chrysotile																
								Amosite																
								Crocidolite																
								Tremolite											90					10
								Anthophyllite																
								Actinolite																
	25A	Material: Mudded Fitting Location: 2nd Floor Open Space	0	Gy	N	F	Y	Chrysotile									10	5						
								Amosite																
								Crocidolite																
								Tremolite									90	90						10
								Anthophyllite																
								Actinolite																
	25B	Material Location: 312	0	Gy	N	F	Y	Chrysotile									10	5						
								Amosite																
								Crocidolite																
								Tremolite									90	90						10
								Anthophyllite																
								Actinolite																
	25C	Material Location: 4th Floor near stair 3	0	Gy	N	F	Y	Chrysotile									10	5						
								Amosite																
								Crocidolite																
								Tremolite									90	90						10
								Anthophyllite																
								Actinolite																
	26A	Material: White Pipe Wrap Location: 2nd Floor Open Space	0	T	N	F	Y	Chrysotile											5					
								Amosite																
								Crocidolite																
								Tremolite											90					10
								Anthophyllite																
								Actinolite																

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	26B	Material: White Pipe wrap Location: 312	0	T	N	F	Y	Chrysotile											2				
								Amosite															
								Crocidolite															
								Tremolite											90				10
								Anthophyllite															
								Actinolite															
	26C	Material: Location: 4th Floor near stair 3	0	T	N	F	Y	Chrysotile											2				
								Amosite															
								Crocidolite															
								Tremolite											90				10
								Anthophyllite															
								Actinolite															
	27A	Material: Brown Give Davis behind chalkboard Location: 412	0	Br	N	Br	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	27B	Material: Location:	0	Br	N	Br	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															
	27C	Material: Location: 402 Library	0	Br	N	Br	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															100
								Anthophyllite															
								Actinolite															

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	28A	Material: Black Glue Daubs behind chalk board Location: 402 Library	0	BK	HO	SM	NJ	Chrysotile	C	LO	P	+	L	NJ	1.550	1.550							
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															GB
	28B	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	28C	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	29A	Material: Tectum Panel Glue Daubs Location: 4th Floor Open Space	0	BR	NJ	SM	NJ	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															GW
	29B	Material Location	0	BR	NJ	SM	NJ	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															GW

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	29C	Material: Tectum Panel Glue Daub Location: 3rd Floor Open Space						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	30A	Material: Red chalkboard Adhesive Location: 412						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	30B	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	30C	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	31A	Material: FRP Mastic Location: 1st Floor Cafe						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	31B	Material: FRP Mastic Location: 1st Floor Kitchen	0	NAD	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	31C	Material Location: 3rd Flor Bathroom	0	BE	N	BM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	32A	Material: Pipe Thread Sealant Location: M-103	0	T	N	BE	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	32B	Material Location	0	T	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	32C	Material Location	0	T	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	33A	Material: Black ceiling Grid Liner Location: 2nd Floor open Space	0	Br	ND	Br	ND	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	33B	Material Location	0	Br	ND	Br	ND	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	33C	Material Location	0	Br	ND	Br	ND	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	34A	Material: Bathroom Stall Partition Core Location: 1st Floor PTA Room	0	Br	ND	F	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															40
	34B	Material Location	0	Br	ND	F	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															10

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	34C	Material: Bathroom Stall Partition Core Location: 1st Floor PTA Room	0	Br	no	r	y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											90				10
	35A	Material: White Sink Coat Location: 410	0	Wh	no	sm	no	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											15				85
	35B	Material Location	0	Wh	no	sm	no	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											15				85
	35C	Material Location	0	Wh	no	sm	no	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											15				85
	36A	Material: Black Sink Coat Location: 604	0	Bl	no	sm	no	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	36 B	Material: Black Sink Coat Location: 2nd Floor Open Space	0	BK	NO	SMO	NO	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	36 C	Material: Location:	0	BK	NO	SMO	NO	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	37A	Material: White Caulking behind Expansion Joint Location: Penthouse Stairwell Landing	0	W	NO	SMO	NO	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	37B	Material: Location:	0	BK	NO	SMO	NO	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	37C	Material: Location:	0	BK	NO	SMO	NO	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: II	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	38A	Material: Gray sidewalk Caulking Location: Exterior North						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	38B	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	38C	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	39A	Material: White sidewalk Caulking Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	39B	Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	39C	Material: White Sidewalk Caulking Location: Exterior North	0	Gy	N	M	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	40A	Material: Gray Expansion Joint Caulking Location: 2nd Floor Stairwell	0	Gy	N	SM	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	40B	Material: Location: 4th Floor Stairwell	0	Gy	N	M	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	40C	Material: Location: Penthouse Stairwell Landing	0	Gy	N	M	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	41A	Material: Peg Board Location: ST-101	0	Br	N	F	Y	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite											2				
								Anthophyllite															
								Actinolite											85				15

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: II	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	41B	Material: Peg Board Location: ST-101	0	BR	N	F	Y	Chrysotile											15				
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite											85				15
								Actinolite															
	41C	Material Location	0	BR	N	F	Y	Chrysotile											15				
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite											85				15
								Actinolite															
	42A	Material: Wall Insulation behind Peg Board Location	0	PK	N	F	Y	Chrysotile									Y/S						
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite									90						10
								Actinolite															
	42B	Material Location	0	PK	N	F	Y	Chrysotile									Y/S						
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite									90						10
								Actinolite															
	42C	Material Location	0	PK	N	F	Y	Chrysotile									Y/S						
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite									90						10
								Actinolite															

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: =	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	43A	Material: Black Sink Gasket Location: 212	0	BK	N	N	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	43B	Material Location: 2nd Floor open Space	0	BK	N	N	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															100
	43C	Material Location: 413	0	BK	N	N	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															NA
	44A	Material: Lab Counter Location: 2nd Floor open Space	0	M	N	N	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
	44B	Material Location	0	M	N	N	N	Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															

Lab ID# (Lab Use Only)	Field ID/ (Client Reference)	Temp in Celcius = ____ / Material / Location	Stereo Scope: % of Asbestos	Color	Homogeneity	Texture	Friable	Asbestos Minerals	Optical Properties: Asbestos %	Morphology	Extinction	Sign of Elongation	Birefringence	Pleochroism	RI: ∥	RI: ⊥	Non-Asbestos Percentage (%): Fiberglass	Mineral Wool	Cellulose	Hair	Synthetic	Other	Non-Fibrous
	44C	Material: Lab counter Location: 2nd Floor open space	0	4	N	[illegible]	N	Chrysotile											5				
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite											15				25
		Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
		Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
		Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															
		Material Location						Chrysotile															
								Amosite															
								Crocidolite															
								Tremolite															
								Anthophyllite															
								Actinolite															

APPENDIX C

LCP Laboratory Report and Chain of Custody Documentation

Analysis for Lead Concentration in Paint Chips

by Flame Atomic Absorption Spectroscopy
EPA SW-846 3050B/6010C/7000B

Customer: Mabbett & Associates, Inc.
105 Central Street Suite 4100
Stoneham, MA 02180

Attn: Michael Weydt

Project: Winter Hill School

Lab Order ID: **10101162**
Analysis: PBP
Date Received: 02/03/2026
Date Reported: 02/09/2026

Sample ID / *Lab Sample ID*	Description / *Lab Notes*	Mass (g)	Reporting Limit (ppm)	Concentration (ppm)	Concentration (% by weight)
PC-PB-01	**Black metal door frame - faculty dining**	0.0701	57	630	**0.063%**
10101162_0001					
PC-PB-02	**Blue metal door - 112**	0.0514	78	<78	**<0.0078%**
10101162_0002					
PC-PB-03	**White metal duct - 107**	0.0524	76	<76	**<0.0076%**
10101162_0003					
PC-PB-04	**Gray concrete step - 2nd floor staor landing**	0.0843	47	<47	**<0.0047%**
10101162_0004					
PC-PB-05	**Yellow CMU block wall - 205H**	0.0756	53	<53	**<0.0053%**
10101162_0005					
PC-PB-06	**Blue concrete wall - 209C**	0.0790	51	<51	**<0.0051%**
10101162_0006					
PC-PB-07	**Black metal radiator - 3rd floor hallway**	0.0540	74	91	**0.0091%**
10101162_0007					
PC-PB-08	**Tan CMU block wall - penthouse stariwell landing**	0.0581	69	<69	**<0.0069%**
10101162_0008					

Disclaimer: Unless otherwise noted blank sample correction was not performed on analytical results. Scientific Analytical Institute participates in the AIHA ELPAT program. ELPAT Laboratory ID: 173190. This report relates only to the samples tested and may not be reproduced, except in full, without the written approval of SAI. Analytical uncertainty available upon request. The quality control samples run with the samples in this report have passed all EPA required specifications unless otherwise noted. RL: (Report Limit for an undiluted 50ml sample is 4µg Total Pb). All sample dried before preparation and analysis.

Alexa Kerkan (11)
Analyst

Approved Signatory

Scientific Analytical Institute, Inc. 4604 Dundas Dr. Greensboro, NC 27407 (336) 292-3888

Analysis for Lead Concentration in Paint Chips

by Flame Atomic Absorption Spectroscopy
EPA SW-846 3050B/6010C/7000B

Customer: Mabbett & Associates, Inc.
105 Central Street Suite 4100
Stoneham, MA 02180

Attn: Michael Weydt

Project: Winter Hill School

Lab Order ID: **10101162**
Analysis: PBP
Date Received: 02/03/2026
Date Reported: 02/09/2026

Sample ID / *Lab Sample ID*	Description / *Lab Notes*	Mass (g)	Reporting Limit (ppm)	Concentration (ppm)	Concentration (% by weight)
PC-PB-09	**Light gray concrete column - exterior, North**	0.0777	51	<51	**<0.0051%**
10101162_0009					
PC-PB-10	**Black metal railing - exterior, North**	0.0526	76	900	**0.090%**
10101162_0010					
PC-PB-11	**Dark gray concrete wall - exterior South**	0.0829	48	<48	**<0.0048%**
10101162_0011					

Disclaimer: Unless otherwise noted blank sample correction was not performed on analytical results. Scientific Analytical Institute participates in the AIHA ELPAT program. ELPAT Laboratory ID: 173190. This report relates only to the samples tested and may not be reproduced, except in full, without the written approval of SAI. Analytical uncertainty available upon request. The quality control samples run with the samples in this report have passed all EPA required specifications unless otherwise noted. RL: (Report Limit for an undiluted 50ml sample is 4µg Total Pb). All sample dried before preparation and analysis.

Alexa Kerkan (11)
Analyst

Approved Signatory

Scientific Analytical Institute
4604 Dundas Dr. Greensboro, NC 27407
Phone: 336.292.3888 Fax: 336.292.3313
www.sallab.com lab@sallab.com

Lab Use Only
Lab Order ID: 10/01/62
Client Code: _____

Contact Information

Company Name: Mabbett & Associates, Inc.
Address: 105 Central St., Suite 4100
Stoneham, MA 02180
Contact: ~~Michael Delaney~~ Michael Weydt
Phone ☒: ~~781-275-6050~~ 978-907-3596
Fax ☐:
Email ☒: ~~delaney@mabbett.com~~ weydt@mabbett.com
PO Number: # R2026012.000
Project Name/Number: Winter Hill School

Billing/Invoice Information

Company:
Address: SAME
Contact:
Phone ☒:
Fax ☐:
Email ☒: accountspayable@mabbett.com

Lead Test Types

Paint Chips by Flame AA (PBP) ☒	Soil by Flame AA (PBS) ☐	Other ☐
Wipe by Flame AA (PBW) ☐	Air by Flame AA (PBA) ☐	

Turn Around Times

3 Hours	☐	72 Hours	☐
6 Hours	☐	96 Hours	☐
12 Hours	☐	120 Hours	☒
24 Hours	☐	144+ Hours	☐
48 Hours	☐		

Sample ID #	Description/Location	Volume/Area	Comments
PC-Pb-01	~~Black~~ Metal Door Frame - Faculty Dining		Samples Collected
PC-Pb-02	Blue Metal Door - 112		in MA
PC-Pb-03	White Metal Duct - 107		
PC-Pb-04	Gray Concrete Step - 2nd ~~Floor~~ Stair Landing		Tracking #
PC-Pb-05	Yellow CMU Block Wall - 205H		818183231659
PC-Pb-06	Blue Concrete Wall - 209C		
PC-Pb-07	Black Metal Radiator - 3rd Floor Hallway		
PC-Pb-08	Tan CMU Block Wall - ~~Penthouse~~ Stairwell Landing		
PC-Pb-09	Light Gray Concrete Column - Exterior, North		
PC-Pb-10	Black Metal Railing - Exterior, North		
PC-Pb-11	Dark Gray Concrete Wall - Exterior, South		

Accepted ☐
Rejected ☐

Total Number of Samples 11

Relinquished by	Date/Time	Received by	Date/Time
Jacob Walsh	1/30/26 1200		2/3 1130

APPENDIX D

PCB Laboratory Report and Chain of Custody

ANALYTICAL REPORT

Lab Number:	L2605635
Client:	Mabbett & Associates 105 Central Street Suite 4100 Stoneham, MA 02180
ATTN:	Jacob Walsh
Phone:	(781) 275-6050
Project Name:	WINTER HILL SCHOOL
Project Number:	R2026012.000
Report Date:	02/13/26

The original project report/data package is held by Pace Analytical Services. This report/data package is paginated and should be reproduced only in its entirety. Pace Analytical Services holds no responsibility for results and/or data that are not consistent with the original.

Project Name: WINTER HILL SCHOOL
Project Number: R2026012.000

Lab Number: L2605635
Report Date: 02/13/26

Lab Sample ID	Client ID	Matrix	Sample Location	Collection Date/Time	Receive Date
L2605635-01	PCB-01 GRAY EXPANSION JOINT	SOLID	SOMERVILLE, MA	01/29/26 10:23	02/02/26
L2605635-02	PCB-02 BLACK CEILING GRID LINER	SOLID	SOMERVILLE, MA	01/29/26 14:00	02/02/26
L2605635-03	PCB-03 WHITE SIDEWALK CAULK	SOLID	SOMERVILLE, MA	01/29/26 17:20	02/02/26

Project Name:	WINTER HILL SCHOOL	**Lab Number:**	L2605635
Project Number:	R2026012.000	**Report Date:**	02/13/26

Case Narrative

The samples were received in accordance with the Chain of Custody and no significant deviations were encountered during the preparation or analysis unless otherwise noted. Sample Receipt, Container Information, and the Chain of Custody are located at the back of the report.

Results contained within this report relate only to the samples submitted under this Pace Lab Number and meet NELAP requirements for all NELAP accredited parameters unless otherwise noted in the following narrative. The data presented in this report is organized by parameter (i.e. VOC, SVOC, etc.). Sample specific Quality Control data (i.e. Surrogate Spike Recovery) is reported at the end of the target analyte list for each individual sample, followed by the Laboratory Batch Quality Control at the end of each parameter. Tentatively Identified Compounds (TICs), if requested, are reported for compounds identified to be present and are not part of the method/program Target Compound List, even if only a subset of the TCL are being reported. If a sample was re-analyzed or re-extracted due to a required quality control corrective action and if both sets of data are reported, the Laboratory ID of the re-analysis or re-extraction is designated with an "R" or "RE", respectively.

When multiple Batch Quality Control elements are reported (e.g. more than one LCS), the associated samples for each element are noted in the grey shaded header line of each data table. Any Laboratory Batch, Sample Specific % recovery or RPD value that is outside the listed Acceptance Criteria is bolded in the report. In reference to questions H (CAM) or 4 (RCP) when "NO" is checked, the performance criteria for CAM and RCP methods allow for some quality control failures to occur and still be within method compliance. In these instances, the specific failure is not narrated but noted in the associated QC Outlier Summary Report, located directly after the Case Narrative. QC information is also incorporated in the Data Usability Assessment table (Format 11) of our Data Merger tool, where it can be reviewed in conjunction with the sample result, associated regulatory criteria and any associated data usability implications.

Soil/sediments and solids are reported on a dry weight basis unless otherwise noted. Tissues are reported "as received" or on a wet weight basis, unless otherwise noted. Definitions of all data qualifiers and acronyms used in this report are provided in the Glossary located at the back of the report.

HOLD POLICY - For samples submitted on hold, Pace's policy is to hold samples (with the exception of Air canisters) free of charge for 21 calendar days from the date the project is completed. After 21 calendar days, we will dispose of all samples submitted including those put on hold unless you have contacted your Pace Project Manager and made arrangements for Pace to continue to hold the samples. Air canisters will be disposed after 3 business days from the date the project is completed.

Please contact Project Management at 800-624-9220 with any questions.

I, the undersigned, attest under the pains and penalties of perjury that, to the best of my knowledge and belief and based upon my personal inquiry of those responsible for providing the information contained in this analytical report, such information is accurate and complete. This certificate of analysis is not complete unless this page accompanies any and all pages of this report.

Authorized Signature: Tiffani Morrissey

Title: Technical Director/Representative Date: 02/13/26

ORGANICS

PCBS

Project Name: WINTER HILL SCHOOL
Project Number: R2026012.000
Lab Number: L2605635
Report Date: 02/13/26

SAMPLE RESULTS

Lab ID: L2605635-01
Client ID: PCB-01 GRAY EXPANSION JOINT
Sample Location: SOMERVILLE, MA
Date Collected: 01/29/26 10:23
Date Received: 02/02/26
Field Prep: Not Specified

Sample Depth:
Matrix: Solid
Analytical Method: 1,8082A
Analytical Date: 02/06/26 20:10
Analyst: EMR
Percent Solids: Results Reported on an "AS RECEIVED" basis

Extraction Method: EPA 3540C
Extraction Date: 02/04/26 13:45
Cleanup Method: EPA 3630
Cleanup Date: 02/06/26
Cleanup Method: EPA 3665A
Cleanup Date: 02/06/26
Cleanup Method: EPA 3660B
Cleanup Date: 02/06/26

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor	Column
Polychlorinated Biphenyls by GC - Westborough Lab							
Aroclor 1016	ND		ug/kg	522	--	1	A
Aroclor 1221	ND		ug/kg	522	--	1	A
Aroclor 1232	ND		ug/kg	522	--	1	A
Aroclor 1242	693		ug/kg	261	--	1	B
Aroclor 1248	ND		ug/kg	522	--	1	A
Aroclor 1254	ND		ug/kg	522	--	1	A
Aroclor 1260	ND		ug/kg	522	--	1	A
Aroclor 1262	ND		ug/kg	522	--	1	A
Aroclor 1268	ND		ug/kg	261	--	1	A
PCBs, Total	693		ug/kg	261	--	1	B

Surrogate	% Recovery	Qualifier	Acceptance Criteria	Column
2,4,5,6-Tetrachloro-m-xylene	82		30-150	A
Decachlorobiphenyl	77		30-150	A
2,4,5,6-Tetrachloro-m-xylene	85		30-150	B
Decachlorobiphenyl	79		30-150	B

Project Name: WINTER HILL SCHOOL **Lab Number:** L2605635

Project Number: R2026012.000 **Report Date:** 02/13/26

SAMPLE RESULTS

Lab ID: L2605635-02
Client ID: PCB-02 BLACK CEILING GRID LINER
Sample Location: SOMERVILLE, MA

Date Collected: 01/29/26 14:00
Date Received: 02/02/26
Field Prep: Not Specified

Sample Depth:
Matrix: Solid
Analytical Method: 1,8082A
Analytical Date: 02/06/26 20:18
Analyst: EMR
Percent Solids: Results Reported on an "AS RECEIVED" basis

Extraction Method: EPA 3540C
Extraction Date: 02/04/26 13:45
Cleanup Method: EPA 3630
Cleanup Date: 02/06/26
Cleanup Method: EPA 3665A
Cleanup Date: 02/06/26
Cleanup Method: EPA 3660B
Cleanup Date: 02/06/26

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor	Column
Polychlorinated Biphenyls by GC - Westborough Lab							
Aroclor 1016	ND		ug/kg	546	--	1	A
Aroclor 1221	ND		ug/kg	546	--	1	A
Aroclor 1232	ND		ug/kg	546	--	1	A
Aroclor 1242	ND		ug/kg	273	--	1	A
Aroclor 1248	ND		ug/kg	546	--	1	B
Aroclor 1254	ND		ug/kg	546	--	1	B
Aroclor 1260	ND		ug/kg	546	--	1	A
Aroclor 1262	ND		ug/kg	546	--	1	A
Aroclor 1268	ND		ug/kg	273	--	1	A
PCBs, Total	ND		ug/kg	273	--	1	B

Surrogate	% Recovery	Qualifier	Acceptance Criteria	Column
2,4,5,6-Tetrachloro-m-xylene	83		30-150	A
Decachlorobiphenyl	69		30-150	A
2,4,5,6-Tetrachloro-m-xylene	87		30-150	B
Decachlorobiphenyl	83		30-150	B

Project Name: WINTER HILL SCHOOL **Lab Number:** L2605635

Project Number: R2026012.000 **Report Date:** 02/13/26

SAMPLE RESULTS

Lab ID: L2605635-03
Client ID: PCB-03 WHITE SIDEWALK CAULK
Sample Location: SOMERVILLE, MA

Date Collected: 01/29/26 17:20
Date Received: 02/02/26
Field Prep: Not Specified

Sample Depth:
Matrix: Solid
Analytical Method: 1,8082A
Analytical Date: 02/06/26 20:26
Analyst: EMR
Percent Solids: Results Reported on an "AS RECEIVED" basis

Extraction Method: EPA 3540C
Extraction Date: 02/04/26 13:45
Cleanup Method: EPA 3630
Cleanup Date: 02/06/26
Cleanup Method: EPA 3665A
Cleanup Date: 02/06/26
Cleanup Method: EPA 3660B
Cleanup Date: 02/06/26

Parameter	Result	Qualifier	Units	RL	MDL	Dilution Factor	Column
Polychlorinated Biphenyls by GC - Westborough Lab							
Aroclor 1016	ND		ug/kg	508	--	1	A
Aroclor 1221	ND		ug/kg	508	--	1	A
Aroclor 1232	ND		ug/kg	508	--	1	A
Aroclor 1242	ND		ug/kg	254	--	1	A
Aroclor 1248	ND		ug/kg	508	--	1	A
Aroclor 1254	ND		ug/kg	508	--	1	A
Aroclor 1260	ND		ug/kg	508	--	1	A
Aroclor 1262	ND		ug/kg	508	--	1	A
Aroclor 1268	ND		ug/kg	254	--	1	A
PCBs, Total	ND		ug/kg	254	--	1	A

Surrogate	% Recovery	Qualifier	Acceptance Criteria	Column
2,4,5,6-Tetrachloro-m-xylene	77		30-150	A
Decachlorobiphenyl	76		30-150	A
2,4,5,6-Tetrachloro-m-xylene	80		30-150	B
Decachlorobiphenyl	72		30-150	B

Project Name: WINTER HILL SCHOOL
Project Number: R2026012.000
Lab Number: L2605635
Report Date: 02/13/26

Method Blank Analysis
Batch Quality Control

Analytical Method: 1,8082A
Analytical Date: 02/06/26 19:39
Analyst: SDC

Extraction Method: EPA 3540C
Extraction Date: 02/04/26 13:45
Cleanup Method: EPA 3630
Cleanup Date: 02/06/26
Cleanup Method: EPA 3665A
Cleanup Date: 02/06/26
Cleanup Method: EPA 3660B
Cleanup Date: 02/06/26

Parameter	Result	Qualifier	Units	RL	MDL	Column
Polychlorinated Biphenyls by GC - Westborough Lab for sample(s): 01-03 Batch: WG2172176-1						
Aroclor 1016	ND		ug/kg	617	--	A
Aroclor 1221	ND		ug/kg	617	--	A
Aroclor 1232	ND		ug/kg	617	--	A
Aroclor 1242	ND		ug/kg	309	--	A
Aroclor 1248	ND		ug/kg	617	--	A
Aroclor 1254	ND		ug/kg	617	--	A
Aroclor 1260	ND		ug/kg	617	--	A
Aroclor 1262	ND		ug/kg	617	--	A
Aroclor 1268	ND		ug/kg	309	--	A
PCBs, Total	ND		ug/kg	309	--	A

Surrogate	%Recovery	Qualifier	Acceptance Criteria	Column
2,4,5,6-Tetrachloro-m-xylene	83		30-150	A
Decachlorobiphenyl	81		30-150	A
2,4,5,6-Tetrachloro-m-xylene	90		30-150	B
Decachlorobiphenyl	81		30-150	B

Lab Control Sample Analysis
Batch Quality Control

Project Name: WINTER HILL SCHOOL
Project Number: R2026012.000

Lab Number: L2605635
Report Date: 02/13/26

Parameter	LCS %Recovery	Qual	LCSD %Recovery	Qual	%Recovery Limits	RPD	Qual	RPD Limits	Column
Polychlorinated Biphenyls by GC - Westborough Lab Associated sample(s): 01-03 Batch: WG2172176-2 WG2172176-3									
Aroclor 1016	84		73		40-140	14		50	A
Aroclor 1260	90		77		40-140	16		50	A

Surrogate	LCS %Recovery	Qual	LCSD %Recovery	Qual	Acceptance Criteria	Column
2,4,5,6-Tetrachloro-m-xylene	90		77		30-150	A
Decachlorobiphenyl	93		82		30-150	A
2,4,5,6-Tetrachloro-m-xylene	95		81		30-150	B
Decachlorobiphenyl	90		74		30-150	B

Project Name: WINTER HILL SCHOOL
Project Number: R2026012.000

Lab Number: L2605635
Report Date: 02/13/26

Sample Receipt and Container Information

Were project specific reporting limits specified? YES

Cooler Information

Cooler	Custody Seal
A	Absent

Container Information

Container ID	Container Type	Cooler	Initial pH	Final pH	Temp deg C	Pres	Seal	Frozen Date/Time	Analysis(*)
L2605635-01A	Glass 60mL/2oz unpreserved	NA	NA			Y	Absent		PCB-8082-CAULK(365)
L2605635-02A	Glass 60mL/2oz unpreserved	NA	NA			Y	Absent		PCB-8082-CAULK(365)
L2605635-03A	Glass 60mL/2oz unpreserved	NA	NA			Y	Absent		PCB-8082-CAULK(365)

Container Comments

L2605635-01A	Container Custody Seal Present/Intact
L2605635-02A	Container Custody Seal Present/Intact
L2605635-03A	Container Custody Seal Present/Intact

*Values in parentheses indicate holding time in days

Project Name:	WINTER HILL SCHOOL	**Lab Number:**	L2605635
Project Number:	R2026012.000	**Report Date:**	02/13/26

GLOSSARY

Acronyms

DL	- Detection Limit: This value represents the level to which target analyte concentrations are reported as estimated values, when those target analyte concentrations are quantified below the limit of quantitation (LOQ). The DL includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.)
EDL	- Estimated Detection Limit: This value represents the level to which target analyte concentrations are reported as estimated values, when those target analyte concentrations are quantified below the reporting limit (RL). The EDL includes any adjustments from dilutions, concentrations or moisture content, where applicable. The use of EDLs is specific to the analysis of PAHs using Solid-Phase Microextraction (SPME).
EMPC	- Estimated Maximum Possible Concentration: The concentration that results from the signal present at the retention time of an analyte when the ions meet all of the identification criteria except the ion abundance ratio criteria. An EMPC is a worst-case estimate of the concentration.
EPA	- Environmental Protection Agency.
LCS	- Laboratory Control Sample: A sample matrix, free from the analytes of interest, spiked with verified known amounts of analytes or a material containing known and verified amounts of analytes.
LCSD	- Laboratory Control Sample Duplicate: Refer to LCS.
LFB	- Laboratory Fortified Blank: A sample matrix, free from the analytes of interest, spiked with verified known amounts of analytes or a material containing known and verified amounts of analytes.
LOD	- Limit of Detection: This value represents the level to which a target analyte can reliably be detected for a specific analyte in a specific matrix by a specific method. The LOD includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.)
LOQ	- Limit of Quantitation: The value at which an instrument can accurately measure an analyte at a specific concentration. The LOQ includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.) Limit of Quantitation: The value at which an instrument can accurately measure an analyte at a specific concentration. The LOQ includes any adjustments from dilutions, concentrations or moisture content, where applicable. (DoD report formats only.)
MDL	- Method Detection Limit: This value represents the level to which target analyte concentrations are reported as estimated values, when those target analyte concentrations are quantified below the reporting limit (RL). The MDL includes any adjustments from dilutions, concentrations or moisture content, where applicable.
MS	- Matrix Spike Sample: A sample prepared by adding a known mass of target analyte to a specified amount of matrix sample for which an independent estimate of target analyte concentration is available. For Method 332.0, the spike recovery is calculated using the native concentration, including estimated values.
MSD	- Matrix Spike Sample Duplicate: Refer to MS.
NA	- Not Applicable.
NC	- Not Calculated: Term is utilized when one or more of the results utilized in the calculation are non-detect at the parameter's reporting unit.
NDPA/DPA	- N-Nitrosodiphenylamine/Diphenylamine.
NI	- Not Ignitable.
NP	- Non-Plastic: Term is utilized for the analysis of Atterberg Limits in soil.
NR	- No Results: Term is utilized when 'No Target Compounds Requested' is reported for the analysis of Volatile or Semivolatile Organic TIC only requests.
RL	- Reporting Limit: The value at which an instrument can accurately measure an analyte at a specific concentration. The RL includes any adjustments from dilutions, concentrations or moisture content, where applicable.
RPD	- Relative Percent Difference: The results from matrix and/or matrix spike duplicates are primarily designed to assess the precision of analytical results in a given matrix and are expressed as relative percent difference (RPD). Values which are less than five times the reporting limit for any individual parameter are evaluated by utilizing the absolute difference between the values; although the RPD value will be provided in the report.
SRM	- Standard Reference Material: A reference sample of a known or certified value that is of the same or similar matrix as the associated field samples.
STLP	- Semi-dynamic Tank Leaching Procedure per EPA Method 1315.
TEF	- Toxic Equivalency Factors: The values assigned to each dioxin and furan to evaluate their toxicity relative to 2,3,7,8-TCDD.
TEQ	- Toxic Equivalent: The measure of a sample's toxicity derived by multiplying each dioxin and furan by its corresponding TEF and then summing the resulting values.
TIC	- Tentatively Identified Compound: A compound that has been identified to be present and is not part of the target compound list (TCL) for the method and/or program. All TICs are qualitatively identified and reported as estimated concentrations.

Report Format: Data Usability Report

Project Name:	WINTER HILL SCHOOL	**Lab Number:**	L2605635
Project Number:	R2026012.000	**Report Date:**	02/13/26

Footnotes

1 - The reference for this analyte should be considered modified since this analyte is absent from the target analyte list of the original method.

Terms

Analytical Method: Both the document from which the method originates and the analytical reference method. (Example: EPA 8260B is shown as 1,8260B.) The codes for the reference method documents are provided in the References section of the Addendum.

Chlordane: The target compound Chlordane (CAS No. 57-74-9) is reported for GC ECD analyses. Per EPA,this compound "refers to a mixture of chlordane isomers, other chlorinated hydrocarbons and numerous other components." (Reference: USEPA Toxicological Review of Chlordane, In Support of Summary Information on the Integrated Risk Information System (IRIS), December 1997.)

Difference: With respect to Total Oxidizable Precursor (TOP) Assay analysis, the difference is defined as the Post-Treatment value minus the Pre-Treatment value.

Final pH: As it pertains to Sample Receipt & Container Information section of the report, Final pH reflects pH of container determined after adjustment at the laboratory, if applicable. If no adjustment required, value reflects Initial pH.

Frozen Date/Time: With respect to Volatile Organics in soil, Frozen Date/Time reflects the date/time at which associated Reagent Water-preserved vials were initially frozen. Note: If frozen date/time is beyond 48 hours from sample collection, value will be reflected in 'bold'.

Gasoline Range Organics (GRO): Gasoline Range Organics (GRO) results include all chromatographic peaks eluting from Methyl tert butyl ether through Naphthalene, with the exception of GRO analysis in support of State of Ohio programs, which includes all chromatographic peaks eluting from Hexane through Dodecane.

Initial pH: As it pertains to Sample Receipt & Container Information section of the report, Initial pH reflects pH of container determined upon receipt, if applicable.

PAH Total: With respect to Alkylated PAH analyses, the 'PAHs, Total' result is defined as the summation of results for all or a subset of the following compounds: Naphthalene, C1-C4 Naphthalenes, 2-Methylnaphthalene, 1-Methylnaphthalene, Biphenyl, Acenaphthylene, Acenaphthene, Fluorene, C1-C3 Fluorenes, Phenanthrene, C1-C4 Phenanthrenes/Anthracenes, Anthracene, Fluoranthene, Pyrene, C1-C4 Fluoranthenes/Pyrenes, Benz(a)anthracene, Chrysene, C1-C4 Chrysenes, Benzo(b)fluoranthene, Benzo(j)+(k)fluoranthene, Benzo(e)pyrene, Benzo(a)pyrene, Perylene, Indeno(1,2,3-cd)pyrene, Dibenz(ah)+(ac)anthracene, Benzo(g,h,i)perylene. If a 'Total' result is requested, the results of its individual components will also be reported.

PFAS Total: With respect to PFAS analyses, the 'PFAS, Total (5)' result is defined as the summation of results for: PFHpA, PFHxS, PFOA, PFNA and PFOS. In addition, the 'PFAS, Total (6)' result is defined as the summation of results for: PFHpA, PFHxS, PFOA, PFNA, PFDA and PFOS. For MassDEP DW compliance analysis only, the 'PFAS, Total (6)' result is defined as the summation of results at or above the RL. Note: If a 'Total' result is requested, the results of its individual components will also be reported.

Total: With respect to Organic analyses, a 'Total' result is defined as the summation of results for individual isomers or Aroclors. If a 'Total' result is requested, the results of its individual components will also be reported. This is applicable to 'Total' results for methods 8260, 8081 and 8082.

Data Qualifiers

A - Spectra identified as "Aldol Condensates" are byproducts of the extraction/concentration procedures when acetone is introduced in the process.

B - The analyte was detected above the reporting limit in the associated method blank. Flag only applies to associated field samples that have detectable concentrations of the analyte at less than ten times (10x) the concentration found in the blank. For MCP-related projects, flag only applies to associated field samples that have detectable concentrations of the analyte at less than ten times (10x) the concentration found in the blank. For DOD-related projects, flag only applies to associated field samples that have detectable concentrations of the analyte at less than ten times (10x) the concentration found in the blank AND the analyte was detected above one-half the reporting limit (or above the reporting limit for common lab contaminants) in the associated method blank. For NJ-Air-related projects, flag only applies to associated field samples that have detectable concentrations of the analyte above the reporting limit. For NJ-related projects (excluding Air), flag only applies to associated field samples that have detectable concentrations of the analyte, which was detected above the reporting limit in the associated method blank or above five times the reporting limit for common lab contaminants (Phthalates, Acetone, Methylene Chloride, 2-Butanone).

C - Co-elution: The target analyte co-elutes with a known lab standard (i.e. surrogate, internal standards, etc.) for co-extracted analyses.

D - Concentration of analyte was quantified from diluted analysis. Flag only applies to field samples that have detectable concentrations of the analyte.

E - Concentration of analyte exceeds the range of the calibration curve and/or linear range of the instrument.

F - The ratio of quantifier ion response to qualifier ion response falls outside of the laboratory criteria. Results are considered to be an estimated maximum concentration.

G - The concentration may be biased high due to matrix interferences (i.e, co-elution) with non-target compound(s). The result should be considered estimated.

H - The analysis of pH was performed beyond the regulatory-required holding time of 15 minutes from the time of sample collection.

I - The lower value for the two columns has been reported due to obvious interference.

J - Estimated value. This represents an estimated concentration for Tentatively Identified Compounds (TICs).

M - Reporting Limit (RL) exceeds the MCP CAM Reporting Limit for this analyte.

Report Format: Data Usability Report

Project Name:	WINTER HILL SCHOOL	**Lab Number:**	L2605635
Project Number:	R2026012.000	**Report Date:**	02/13/26

Data Qualifiers

ND - Not detected at the reporting limit (RL) for the sample.

NJ - Presumptive evidence of compound. This represents an estimated concentration for Tentatively Identified Compounds (TICs), where the identification is based on a mass spectral library search.

P - The RPD between the results for the two columns exceeds the method-specified criteria.

Q - The quality control sample exceeds the associated acceptance criteria. For DOD-related projects, LCS and/or Continuing Calibration Standard exceedences are also qualified on all associated sample results. Note: This flag is not applicable for matrix spike recoveries when the sample concentration is greater than 4x the spike added or for batch duplicate RPD when the sample concentrations are less than 5x the RL. (Metals only.)

R - Analytical results are from sample re-analysis.

RE - Analytical results are from sample re-extraction.

S - Analytical results are from modified screening analysis.

V - The surrogate associated with this target analyte has a recovery outside the QC acceptance limits. (Applicable to MassDEP DW Compliance samples only.)

Z - The batch matrix spike and/or duplicate associated with this target analyte has a recovery/RPD outside the QC acceptance limits. (Applicable to MassDEP DW Compliance samples only.)

Report Format: Data Usability Report

Project Name: WINTER HILL SCHOOL **Lab Number:** L2605635

Project Number: R2026012.000 **Report Date:** 02/13/26

REFERENCES

1 Test Methods for Evaluating Solid Waste: Physical/Chemical Methods. EPA SW-846. Third Edition. Updates I - VI, 2018.

LIMITATION OF LIABILITIES

Pace Analytical Services performs services with reasonable care and diligence normal to the analytical testing laboratory industry. In the event of an error, the sole and exclusive responsibility of Pace Analytical Services shall be to re-perform the work at it's own expense. In no event shall Pace Analytical Services be held liable for any incidental, consequential or special damages, including but not limited to, damages in any way connected with the use of, interpretation of, information or analysis provided by Pace Analytical Services.

We strongly urge our clients to comply with EPA protocol regarding sample volume, preservation, cooling, containers, sampling procedures, holding time and splitting of samples in the field.

ENV-FORM-WES2-0065 v02 Certificate/Approval Program Summary

Certification Information

The following analytes are not included in our Primary NELAP Scope of Accreditation:

PAS-WES2 Westborough Facility – 8 Walkup Dr. Westborough, MA 01581
EPA 624.1: m/p-xylene, o-xylene, Naphthalene
EPA 625.1: alpha-Terpineol
EPA 8260D: NPW: 1,2,4,5-Tetramethylbenzene; 4-Ethyltoluene; SCM: Iodomethane (methyl iodide), 1,2,4,5-Tetramethylbenzene; 4-Ethyltoluene.
EPA 8270E: NPW: Dimethylnaphthalene,1,4-Diphenylhydrazine, alpha-Terpineol, Azobenzene; SCM: Dimethylnaphthalene,1,4-Diphenylhydrazine.
SM4500: NPW: Amenable Cyanide; SCM: Total Phosphorus, TKN, NO2, NO3.

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048
SM 2540D: TSS.
Biological Tissue Matrix: EPA 3050B

PAS-MAN1 Mansfield Facility – 120 Forbes Blvd. Mansfield, MA 02048
EPA TO-15: Halothane, 2,4,4-Trimethyl-2-pentene, 2,4,4-Trimethyl-1-pentene, Thiophene, 2-Methylthiophene, 3-Methylthiophene, 2-Ethylthiophene, 1,2,3-Trimethylbenzene, Indan, Indene, 1,2,4,5-Tetramethylbenzene, Benzothiophene, 1-Methylnaphthalene.
MADEP-APH.

PAS-ELON East Longmeadow Facility – 39 Spruce Street East Longmeadow, MA 01028
EPA 524.2: 1,3,5-Trichlorobenzene, m/p-Xylene, o-xylene.
EPA 625.1: 1,2-Dichlorobenzene, 1,3-Dichlorobenzene, 1,4-Dichlorobenzene, N-Nitrosodiphenylamine**.**
EPA 8081B NPW and SCM: Alachlor, Endrin Ketone, Hexachlorobenzene.
EPA 8260D NPW: Tetrahydrofuran, 1,3,5-Trichlorobenzene; **SCM:** TAME, TBEE, Diethyl ether, DIPE, Tetrahydrofuran. 1,3,5-Trichlorobenzene, Freon-113**.**
EPA 8270E: NPW: Carbazole, 1-Methylnaphthalene, Pentachloronitrobenzene; **SCM:** Carbazole, 1-Methylnaphthalene**.**
EPA TO-13: Air: Benzo(e)pyrene, 1-Methylnaphthalene, 2-Methylnaphthalene, Perylene.
EPA TO-4A Pesticide Air: delta-BHC, Endosulfan I, Endosulfan II, Endosulfan Sulfate, Endrin, Endrin Aldehyde, Endrin Ketone, Hexachlorobenzene, Methoxychlor.
SM4500: NPW: Amenable Cyanide; **SCM:** Total Phosphorus, TKN, NH3, NECi: NO2, NO3, ASTMD516**.**

The following test method is not included in our New Jersey Secondary NELAP Scope of Accreditation:

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048
Determination of Selected Perfluorinated Alkyl Substances by Solid Phase Extraction and Liquid Chromatography/Tandem Mass Spectrometry Isotope Dilution (via Alpha SOP 23528)

The following analytes are included in our Massachusetts DEP Scope of Accreditation:

PAS-WES2 Westborough Facility – 8 Walkup Dr. Westborough, MA 01581

Drinking Water
EPA 300.0: Chloride, Nitrate-N, Fluoride, Sulfate; **EPA 353.2**: Nitrate-N, Nitrite-N; **SM4500NO3-F**: Nitrate-N, Nitrite-N; **SM4500F-C, SM4500CN-CE, EPA 180.1, SM2130B, SM4500Cl-D, SM2320B, SM2540C, SM4500H-B, SM4500NO2-B**
EPA 524.2: THMs and VOCs; **EPA 504.1:** EDB, DBCP.
Microbiology: **SM9215B; SM9223-P/A, SM9223B-Colilert-QT,SM9222D**.

Non-Potable Water
SM4500H,B, EPA 120.1, SM2510B, SM2540C, SM2320B, SM4500CL-E, SM4500F-BC, SM4500NH3-BH: Ammonia-N and Kjeldahl-N, **EPA 350.1**: Ammonia-N, **LACHAT 10-107-06-1-B**: Ammonia-N, **EPA 351.1, SM4500NO3-F, EPA 353.2**: Nitrate-N**, SM4500P-E, SM4500P-B, E, SM4500SO4-E, SM5220D, EPA 410.4, SM5210B, SM5310C, SM4500CL-G, EPA 1664, EPA 420.1, SM4500-CN-CE, SM2540D, EPA 300: Chloride, Sulfate, Nitrate.**
EPA 624.1: Volatile Halocarbons & Aromatics,
EPA 608.3: Chlordane, Toxaphene, Aldrin, alpha-BHC, beta-BHC, gamma-BHC, delta-BHC, Dieldrin, DDD, DDE, DDT, Endosulfan I, Endosulfan II, Endosulfan sulfate, Endrin, Endrin Aldehyde, Heptachlor, Heptachlor Epoxide, PCBs
EPA 625.1: SVOC (Acid/Base/Neutral Extractables).
Microbiology: **SM9223B-Colilert-QT; Enterolert-QT.**

ENV-FORM-WES2-0065 v02 Certificate/Approval Program Summary

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048

Drinking Water
EPA 200.7: Al, Ba, Cd, Cr, Cu, Fe, Mn, Ni, Na, Ag, Ca, Zn. **EPA 200.8:** Al, Sb, As, Ba, Be, Cd, Cr, Cu, Pb, Mn, Ni, Se, Ag, TL, Zn. **EPA 245.1** Hg.
EPA 522, EPA 537.1.

Non-Potable Water
EPA 200.7: Al, Sb, As, Be, Cd, Ca, Cr, Co, Cu, Fe, Pb, Mg, Mn, Mo, Ni, K, Se, Ag, Na, Sr, TL, Ti, V, Zn.
EPA 200.8: Al, Sb**,** As, Be, Cd, Ca, Cr, Cu, Fe, Pb, Mg, Mn, Ni, K, Se, Ag, Na, TL, Zn.
EPA 245.1: Hg. **EPA 245.7:** Hg.
SM2340B

PAS-ELON East Longmeadow Facility – 39 Spruce Street East Longmeadow, MA 01028

Drinking Water

EPA 300.0: NO3, NO2, Fl, Cl, SO4. **NECI Reductase**: NO3, NO2.
SM4500F-C, SM4500Cl-B, ASTM D516, SM4500CN-C,E, EPA 180.1, SM2320B, SM 2540C, SM4500H-B, SM4500SO4-E.
EPA 537.1; EPA 524.2: THMs and VOCs; **EPA 504.1:** EDB, DBCP.
Microbiology: SM9223-P/A: TC/EC; SM9223B-Colilert-enumeration: TC/EC; HPC-Simplate.

Non-Potable Water

SM4500H-B, SM2510B, SM2540C, SM2320B, SM4500Cl-B, ASTMD516, SM4500NH3-B, C, EPA 350.1, NECi: NO3, **SM4500NH3-B, C: TKN, SM4500P-E: Ortho Phosphate, SM4500P-B, E: Total Phosphorus, EPA 410.4, SM5210B, SM5310C, SM4500CN-C, E, SM2540D, SM4500Cl-G, SM4500SO4-E, EPA 1664, EPA 420.1, EPA 300.0:** Cl, SO4, NO3.
EPA 624.1: Volatile Halocarbons, Volatile Aromatics.
EPA 608.3: Chlordane, Toxaphene, Aldrin, Alpha-BHC, Beta-BHC, Gamma-BHC, Delta-BHC, Dieldrin, DDD, DDE, DDT, Endosulfan I, Endosulfan II, Endosulfan Sulfate, Endrin, Endrin Aldehyde, Heptachlor, Heptachlor Epoxide, PCBs.
EPA 625.1: SVOC-Acid Extractables and Base/Neutrals
Microbiology: SM9223B-Colilert: E. coli (Ambient and Wastewater), **SM9223B-Colilert-18:** Fecal Coliform (Wastewater).

Certification IDs:

PAS-WES2 Westborough Facility – 8 Walkup Dr. Westborough, MA 01581
CT PH-0826, IL 200077, IN C-MA-03, KY kY98045, ME MA00086, MD 348, MA M-MA086, NH 2064, NJ MA935, NY 11148, NC (DW) 25700, NC (NPW/SCM) 666, OR MA-1316, PA 68-03671, RI LAO00065, TX T104704476, VT VT-0935, VA 460195.

PAS-MANS Mansfield Facility – 320 Forbes Blvd. Mansfield, MA 02048
ANAB/DoD L2474, CA 3117, CO MA00030, CT PH-0825, IL 200081, IN C-MA-04, KY KY98046, LA 85084, ME MA00030, MD 350, MA M-MA00030, MI 9110, MN 025-999-495, NH 2062, NJ MA015, NY 11627, NC (NPW/SCM) 685, OR MA-0262, PA 68-02089, RI LAO00299, TX T-104704419, UT MA00030, VT VT-0015, VA 460194, WA C954.

PAS-MAN1 Mansfield Air Lab Facility – 120 Forbes Blvd. Mansfield, MA 02048
ANAB/DoD L2474, LA 245052, ME MA01156, MN 025-999-498, NH 2249, NJ MA025, NY 12191, OR 4203, TX T104704583, VA 460311, WA C1104.

PAS-ELON East Longmeadow Facility – 39 Spruce St. East Longmeadow, MA 01028
CT PH-0821, ME MA00100, MI 9100, NC (DENR) 652, NC (DW) 25703, MA M-MA100, NH (Secondary) 2516, NH (Primary) 2557, NJ MA007, NY 10899, PA 68-05812, RI LAO00373, VA 460217, VT-255716, WV DEP 419, WV-DW 9979C, LA 05130, LA-DW LA042, MD-DW 373, OH 87781.

For a complete listing of analytes and methods, please contact your Project Manager.

CHAIN OF CUSTODY

PAGE 1 OF 1

Date Rec'd in Lab: 2/2/26

PACE Job #: L2605635

WESTBORO, MA
TEL: 508-898-9220
FAX: 508-898-9193

MANSFIELD, MA
TEL: 508-822-9300
FAX: 508-822-3288

Client Information

Client: Mabbett and Assocs Inc.
Address: 105 Century St.
Stoneham, MA 02180 Suite 1 & 100
Phone: 781-835-7767, 978-907-3596
Fax:
Email: west@mabbett.com, Walsh@mabbett.com

☐ These samples have been previously analyzed by Pace

Project Information

Project Name: Winter Hill School
Project Location: Somerville, MA
Project #: R2026012.000
Project Manager: Michael West
PACE Quote #:

Turn-Around Time

☒ Standard ☐ RUSH (only confirmed if pre-approved)
Date Due: Time:

Report Information - Data Deliverables

☐ FAX ☒ EMAIL
☐ ADEx ☐ Add'l Deliverables

Billing Information

☒ Same as Client Info PO #:

Regulatory Requirements/Report Limits

State /Fed Program | Criteria

MA MCP PRESUMPTIVE CERTAINTY --- CT REASONABLE CONFIDENCE PROTO

☐ Yes ☐ No Are MCP Analytical Methods Required?
☐ Yes ☐ No Is Matrix Spike (MS) Required on this SDG? (If yes see note in Comments)
☐ Yes ☐ No Are CT RCP (Reasonable Confidence Protocols) Required?

Other Project Specific Requirements/Comments/Detection Limits:

If MS is required, indicate in Sample Specific Comments which samples and what tests MS to be performed.
(Note: All **CAM** methods for inorganic analyses require MS every 20 soil samples)

Samples Collected in MA

ANALYSIS: PCBs 8082A

SAMPLE HANDLING
Filtration
☐ Done
☐ Not needed
☐ Lab to do
Preservation
☐ Lab to do
(Please specify below)

PACE Lab ID (Lab Use Only)	Sample ID	Collection Date	Collection Time	Sample Matrix	Sampler's Initials	PCBs 8082A	Sample Specific Comments	TOTAL # BOTTLES
05635 01	PCB-01 Gray Expansion Joint	1/29/26	1023	Bulk	JTW	X	Interior, Penthouse Stair Landing	1
02	PCB-02 Blue Ceiling Grid Liner	↓	1400	↓	↓	X	Interior, 2nd Floor Main Stairs	1
03	PCB-03 White Sidewalk Caulk	↓	1720	↓	↓	X	Exterior, North	1

PLEASE ANSWER QUESTIONS ABOVE!

IS YOUR PROJECT MA MCP or CT RCP?

Container Type: G
Preservative: N

Relinquished By:	Date/Time	Received By:	Date/Time
Pace	2/2/26, 13:42 2/2/26 1700		2/2/26 1342 2/2/26 1700

Please print clearly, legibly and completely. Samples can not be logged in and turnaround time clock will not start until any ambiguities are resolved. All samples submitted are subject to Pace's Terms and Conditions. See reverse side.

FORM NO: 01-01 (rev. 29-Jan-2025)

Sample Delivery Group Summary

Pace Job Number : L2605635
Received : 02-FEB-2026
Reviewer : Julie Convery

Account Name : Mabbett & Associates
Project Number : R2026012.000
Project Name : WINTER HILL SCHOOL

Delivery Information

Samples Delivered By : Pace Courier

Chain of Custody : Present

Cooler Information

Cooler	Seal/Seal#	Preservation	Temperature(°C)	Additional Information
A	Absent/	Ice	2.2	

Condition Information

1) All samples on COC received?	**YES**
2) Extra samples received?	**NO**
3) Are there any sample container discrepancies?	**NO**
4) Are there any discrepancies between COC & sample labels?	**NO**
5) Are samples in appropriate containers for requested analysis?	**YES**
6) Are samples properly preserved for requested analysis?	**YES**
7) Are samples within holding time for requested analysis?	**YES**
8) All sampling equipment returned?	**NA**

Volatile Organics/VPH

1) Reagent Water Vials Frozen by Client?	**NA**

Comments

L2605635-01A Container Custody Seal Present/Intact
L2605635-02A Container Custody Seal Present/Intact
L2605635-03A Container Custody Seal Present/Intact

HALEY & ALDRICH, INC.
465 Medford St.
Suite 2200
Boston, MA 02129
617.886.7400

MEMORANDUM

March 27, 2026
File No. 0213952-000

TO: Perkins Eastman
Lisa Pecora

FROM: Haley & Aldrich, Inc.
Alejandra Larrea Brown; Damian Siebert, P.E.

SUBJECT: Preliminary Geotechnical Considerations
Winter Hill Community Innovation School
Somerville, Massachusetts

The purpose of this memorandum is to provide preliminary geotechnical and foundation considerations to aid in early planning and budgeting for the new Winter Hill Community Innovation School at 115 Sycamore Street in Somerville, Massachusetts ("the Site"). The geotechnical considerations provided herein are based on a review of historical subsurface information at the Site from Haley & Aldrich, Inc. (Haley & Aldrich) files.

If you decide to move forward with the redevelopment/renovation, a site-specific subsurface exploration program will need to be conducted during the early design phase of the project. Following the site-specific explorations, the preliminary considerations presented herein will be revisited and developed into final design recommendations as necessary.

Site Conditions

The Site is located in a mixed-use area of Somerville, MA. The subject property is currently developed with an unoccupied 1970s four-story building that previously was used as a public elementary school known as Winter Hill Community Innovation School and is owned by the City of Somerville. The portions of the property not occupied by buildings include landscaped areas, recreational areas, and paved areas used for parking.

The approximately 90,000-sq. ft. sloped parcel is surrounded by Evergreen Avenue with multiple residences to the north, Sycamore Street to the west, Medford Street with multiple residences to the south, and Saint Ann's Parish and Thurston Street to the east. The parcel slopes upward toward the north with a vertical elevation difference of approximately 23 ft. The ground surface elevation along the front of the building at Medford Street averages approximately elevation 58 ft, while the ground surface

at the rear of the building near the basketball court averages about elevation 81 ft. Elevations in this report are in feet and reference the North American Vertical Datum of 1988 (NAVD88).

Proposed Site Redevelopment

Based on conversations with the City of Somerville, Perkins Eastman and a site visit, Haley & Aldrich understands that the proposed redevelopment (Option 4) includes keeping the existing four-story building, constructing an additional level above the existing four-story school building, and constructing a new one-story addition over the existing basketball court to house a cafeteria, kitchen, and mechanical room. The redevelopment may also include a new one-story addition on the east side of the northern portion of the school building for a gym.

Haley & Aldrich understands that the proposed addition over the basketball court will have an approximate footprint of 20,200 sq ft. The finished floor elevation for this addition is expected to match the existing building floor elevation along the north side. Haley & Aldrich also understands that the proposed gym addition over the playground and garden area will have an approximate footprint of 6,400 sq ft. The finished floor elevation for the gym addition is expected to match the existing ground surface, which is currently about Elevation 71 ft. At this time no below grade space is currently planned.

Subsurface Conditions

SOIL

The stratigraphy is based on the available information within the Haley & Aldrich historical files and publicly available information. Site specific exploration are currently planned to identify site specific subsurface conditions. We anticipate that the subsurface conditions at the Site will generally consist of granular fill soils 4 to 10 ft thick over glacial soils with varying amount of sand, gravel, clay and silt.

GROUNDWATER

No information on groundwater levels are currently available for the Site. We anticipate that during precipitation events groundwater may temporarily mound on the top of the glacial soils at the Site. Future borings and observation wells will provide additional information on groundwater levels for final design.

Preliminary Geotechnical Considerations

The following preliminary geotechnical design considerations pertain to the proposed redevelopment, including the vertical addition above the existing school building and the new one-story additions. As the architect and structural engineer develop the design and after the subsurface investigation program is performed, Haley & Aldrich will need to update the geotechnical design recommendations.

The recommendations provided herein are in general accordance with the Tenth Edition of the Massachusetts State Building Code (Code).

Foundation

The fill is not a suitable foundation bearing materials. We recommend loads of the proposed structures be supported on reinforced concrete spread footing foundations bearing on undisturbed, naturally deposited Glacial soils or on Compacted Granular Fill placed following removal of the unsuitable fill materials.

Differential settlements may occur between the old and new building post-construction. Further evaluations depending on the loads and the selected foundation system will need to be reviewed and further coordination with the structural engineer.

Seismic Design

For current planning and design purposes we recommend that the project team assume a Seismic Site Class D. Soils at the site are judged to be not susceptible to liquefaction under the design earthquake.

Existing Foundations and Obstructions

Historic drawings indicate that the existing building is supported on conventional spread footings. Two former educational buildings were reportedly demolished in place in the northern portion of the property, where the current basketball court is located. If the subsurface investigation confirms that portions of the fill include demolition debris from these former buildings, pre-excavation through the fill may be needed in selected areas to support new foundations. Pricing should include an allowance for excavating, handling, and disposing of rubble within the fill, such as granite blocks, brick, concrete, and other debris. Removed materials will need to be replaced with imported fill; for pricing, excavatable flowable fill may be assumed.

Existing Utilities

Several existing utility connections to the existing building will require partial protection if reconnection is required. Other cut and caps for abandoned lines are assumed as typical.

Construction Dewatering

Temporary dewatering may be needed for excavation associated with below-grade construction. If onsite recharge is not feasible off-site discharge of dewatering effluent will be required. The site Civil and Environmental engineer should be consulted during final design to further coordinate details pertaining to temporary construction dewatering.

Environmental/Soil Management Considerations

Grade raises are not anticipated given existing infrastructure, and given existing topography and any of the build options listed, excess soil is expected to be generated. Excavated soil will have to be managed in accordance with the Massachusetts Contingency Plan (MCP). Soils to be disposed off-site will have to be characterized to identify appropriate disposal/recycling facilities. Some soils, particularly within the urban fill layer, should be anticipated to require more significant disposal premiums.

Soil management should be coordinated with the project environmental consultant.

LIMITATIONS

The preliminary design and construction considerations contained in this memorandum are based on a limited set of historical subsurface information around the Site, and limited amount of information as it relates to the design of the project. The considerations herein will need to be updated based on subsurface investigation performed at the site and the design is advanced. The comments, recommendations and assumptions provided herein are not intended for final design.

O. Geotechnical Information

P. Site Analysis

Memorandum

To: Lisa Pecora
Senior Associate
Perkins Eastman Architects
20 Ashburton Place, Floor 8
Boston, MA 02108

From: Peter Mara, PE, VHB
Dale Horsman, PE, VHB

Date: March 25, 2026

Project #: 175741.000

Re: Site Development Requirements
Winter Hill Community Innovation School – PDP Submittal
Somerville, Massachusetts

Site Development Requirements

Site Access and Circulation

The MBTA route 80 bus stop is located next to the site on 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. The surrounding neighborhood is walkable and the sidewalks and crosswalks at the site provide access for pedestrians. The available Blue Bike parking station located on the sidewalk northeast of the site and sharrow markings in the surrounding roadways allow for cyclists to access the site. Access to buses, bicycles, and sidewalks allow students to access the site without relying on motor vehicles. The Project will maintain existing sidewalk connections to the surrounding neighborhood, existing bus stops, and bicycle paths.

Parking and Pavement

The Project should provide clearly defined staff and visitor parking, and school bus parking zones, including the existing bus and drop-off zones on Sycamore Street if they remain. The existing 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 the one-way Sycamore Street for pick-up and drop-off from 7AM-4PM. Additional street parking and sidewalk access are available on the two-way Evergreen Avenue and the one-way Thurston Street. Sidewalk access is available, but no street parking is available on the two-way Medford Street. The parent pick-up and drop-off zone should include an area for an accessible drop-off space. Adequate bicycle parking to service students and faculty shall be provided.

The loading driveway connecting to Medford Street shall be repaved to allow for adequate drainage and provide clean access to the facilities and loading bays.

The school and all exterior school spaces, including walkways, plazas, classrooms, playgrounds, and crosswalks shall be ADA accessible and in conformance with the Massachusetts Architectural Access Board (MAAB) Rules and Regulations. It is recommended to reconstruct portions of the abutting existing sidewalks in the public right-of-way to meet ADA and MAAB requirements.

All parking areas shall be adequately illuminated at night and with adequate and visible circulation signage. All vegetation shall be clear of sight lines. Separate car and bus drop-offs shall be provided with the least amount of vehicular conflicts possible. Student drop-off areas shall be clear of vehicular traffic and shall not require students to cross streets. Crosswalks shall be located as required and be in conformance with MAAB rules and regulations. All service areas shall be restricted by bollards, gates or chains.

Zoning Setbacks and Limitations

The Site is located within the Civic (CIV) zoning district in the City of Somerville and is not located within any overlay zoning districts. The CIV zoning district is intended to accommodate facilities that support the community, including educational services, which are allowed by right in the CIV zoning district. Developments in the CIV zoning district are exempt from the City's Development Standards as described in Article 10, and of the parking and mobility requirements as described in Article 11 of the City's Zoning Ordinance. The Project will be required to meet the standards of Article 13 for proposed civic spaces and would be subject to review by the City. Due to the protected use under M.G.L. 40A Section 3, there are no zoning dimensional limitations and setbacks for the Project. The Project will be subject to a Site Plan Approval from the Planning Board due to the development of a new principal building.

Easements

Based on the Existing Conditions Plan, there are no known easements located on the site.

Emergency Vehicle Access

Each street surrounding the site shall provide fire access, defined by Section 18.2 of the NFPA1 2021 Fire Code as 20-foot wide, maintained and paved access around the entire school. In accordance with the NFPA, all exterior points of the sprinkled building will need to be within 250-feet of the surrounding access roads.

Utilities

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. It is recommended to connect to the existing 8-inch main in Sycamore or the 8-inch main in Evergreen Avenue due to the existing mains' proximity to the Site. The existing two 12-inch water mains in Medford Street and one 6-inch water main in Thurston Street are available for proposed water connections; however, they are located on the far sides of the roadway and would require utility crossings which may result in potential utility conflicts. Connections to municipal mains will require a triple water gate valve configuration for shutdown and isolation control.

The Project will maintain or relocate as needed the existing four hydrants surrounding the Site, two of which are on the western side of Sycamore Street, and one is on the eastern side of Thurston Street. The hydrant on Evergreen Avenue is located on the public sidewalk adjacent to the existing site. 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 ductile iron pipe (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. The Project may either re-use the existing 8-inch connection to Sycamore Street or cut and plug the existing connection at the existing sewer manhole. It is recommended to connect proposed sanitary lines to existing sewer manholes.

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.

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. The Project will be required to meet peak rate and volume mitigation and water quality, including total phosphorous removal 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. Potential Best Management Practices (BMPs) that may be used to meet the stormwater regulations include sand filters, porous pavement and/or pavers, green roofs, water reclamation and re-use systems, and infiltration basins. Infiltration systems are the most effective BMPs to provide the required water quality. If infiltration is not feasible at the existing site, then a mixture of the aforementioned BMPs will be required to meet the standards.

Gas

The Project may re-use the existing 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 the connects to the electric equipment in the center corner of the existing site, near the western edge of the abutting St. Ann parish offices. 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. The private utility providers will be contacted during design to determine their availability to service the proposed school.

TRAVERSE
landscape architects

Memorandum
Project: 115 Sycamore Street – New School Building
Subject: Existing Site Conditions
Date: 2026/03/26
To: Lisa Pecora, Perkins Eastman Architects

To Design Team:

Over the past several months, Traverse Landscape Architects has conducted site visits to the existing school property at 115 Sycamore Street and Trum Field on Broadway in Somerville, MA to review, inventory, and analyze the existing conditions in preparation for the future design and development options at both sites for a new (or renovated) school to house either 690 or 925 students.

115 Sycamore Site

Hardscape & Paving Surfaces:

115 Sycamore has frontage on four streets; Sycamore Street to the west, Evergreen Street to the north, Thurston Street to the east, and Medford Street to the south. All four streets have concrete sidewalks providing a continuous walking surface around the entire block. The sidewalks are in generally good condition with some asphalt patching from utility work. Cast-iron utility covers are common throughout the sidewalks. Composite material detectable warning plates are installed at wheelchair ramps at crosswalks which occur on the corners of Medford and Sycamore, Sycamore and Evergreen, and Evergreen and Thurston.

Interior walks are comprised of a combination of concrete and asphalt. Most of these walks are in good shape, although some asphalt walks exhibit lifting from freeze/thaw cycles and tree roots.

Along Sycamore Street, there are two areas of granite cobblestone pavers. These are in areas that are not accessible to foot traffic as they are in sunken areas directly adjacent to the building to allow light into lower levels of the building as the sidewalk rises in grade toward Evergreen Street. These cobblestones are in excellent shape and would be a very useful and high-quality material to reuse on the site.

There are several sets of concrete stairs and ramps throughout the site to deal with the significant grade changes.

As part of the upper play space along Evergreen Street, there is a large wooden deck surface approximately 1-foot above grade. This appears to be used as an informal seating option and may have use as a stage.

Other hardscape features onsite include multiple granite curbs and boulders in landscape areas. All landscape curbing and boulders would be valuable for reuse.

Sycamore Street has multiple speed humps that are striped for visibility.

Site Furnishings and Amenities:

There is a wide variety of site furnishing on site that is typical of a school project. There are two wooden picnic table styles on site; the clearly newer wooden tables are octagonal in shape and the older style is a traditional rectangular shape. The other table on site is a black ornamental Dumor standard model matching several other amenities on site. Trash and recycling receptacles are scattered throughout the site and are from the matching Dumor series as the above-mentioned table. The City standard for receptacles will be Big Belly per conversations with the City. There are several seating options on site. There are two versions of backless benches that are part of the Dumor series – one is a standard 6'-long bench

and the other version is an arced bench. There are also several handmade wooden benches, primarily in Mae's Garden with painted messages on them. Coordination for reusing these site amenities will be needed considering limited space to store these items during construction. Coordination for replacement of handmade furnishings will also be needed if an effort to recreate wooden pieces is desired. There are three orange plastic seat cubes in the upper portion of the playground along Evergreen Street. Lastly, there is at least one granite block sized for seating which could be salvaged or reused.

There is a wide variety of signage on site as well. Along Sycamore Street there are large signboards set at gathering points. These have some sign faces with painted images and messages and some are blank. There are a few handmade signs within Mae's Garden – it is likely that these could be salvaged if desired. Each playground has signage for cellphone-operated games, City provided informational signs, and the playground along Medford Street has a arched sign over the main gate. While not directly on site, there are memorial street signs for servicemembers at the corners of Evergreen and Sycamore and Thurston Streets and at Sycamore and Medford Streets.

Other amenities on site include raised planters for a Community Garden set up. The Community Garden also has a wooden rainwater collecting structure. There is a single bike rack on Sycamore Street and another single (different style) bike rack across Thurston Street at the City Annex. There is a Citi-bike rack and station at the northeast corner of the site near the synthetic turf field. A water fountain/bottle filler is located outside of the north side of the building adjacent to the blacktop games and basketball court. There are some bollards in certain locations near entrances – mainly on Sycamore Street.

Several types and sizes of fencing and safety barriers exist on site. There are several heights of chain link fencing and some are painted/coated black and other lengths are older galvanized that are starting to rust. There are railing systems along ramps and near entrances that are comprised of vertical metal posts with a wood rail; these do not appear to meet current codes. Around the tree pits on Sycamore Street, there are combinations of chain link fencing, concrete posts with wooden rails, and concrete retaining walls around each varying in height based on the adjacent grade changes. There are several concrete retaining walls with a corrugated finish; these appear to be in generally good condition. The playground on Medford Street has a combination of ornamental fencing – lower portion is black and upper portion is blue. This playground fence appears to have the upper blue portion added after the black lower portion.

Utilities/Service:

There are several utilities that are above-grade and adjacent to use areas. There is a fire call box on the Sycamore Street sidewalk, electrical box and traffic light pole on the corner of Sycamore and Medford Streets, an electrical box on the corner of Sycamore and Evergreen Streets, an electric car charging station on Evergreen Street with an electrical box behind it, as well as typical utility poles, hydrants, and street signage.

The service drive is on the west side of the building off of Medford Street. The service drive leads to the dumpsters, delivery area, and transformer and generator.

Play Areas/Active Spaces:

There are four general play/active areas on the existing site. There is the young child playground on Medford Street, the playground/active space along Evergreen Street, the turf field at the corner of Evergreen and Thurston Streets, and Mae's Garden.

The playground on Medford Street has poured-in-place rubberized safety surfacing with some tiled pieces at high-wear locations. There is one larger play structure with slides and a bridge as well as other components, a nest swing, spring rockers, and activity panels. This playground also has tables and benches. It is fenced in with a double gate.

The play area along Evergreen Street is larger and includes the Community Garden, a large black top area with painted games and a full-sized basketball court, the wooden deck described in the Hardscape and Paving Surfaces section of this memo, and a playground with a large functional linked play structure and log swing. The play structures are in a fenced-in yard that has poured-in-place rubberized safety surfacing and a bench. The blacktop area has various games that have

been painted on the asphalt and the court itself has been painted. The asphalt blacktop is a large area and is not fully activated creating a significant area of impervious surface that contributes to the heat island affect. The play area along Evergreen continues with another playground on a lower tier than the black top. This playground incorporates a large multi-functional tower with slides and several climbing components. The playground extends down a steep slope and has an in-grade slide and rope climber system installed on the slope. The slope and the area under the large play structure has rubberized play surfacing matching the other two playground areas. The slope also includes a set of stairs for access below as well as stadium seat steps. There are several Honey Locust trees along the top of the slope that have the rubberized safety surfacing poured up to the trunks – this has led to large rises and bumps in the surfacing which is a tripping hazard. This play area also has tables, receptacles, and plastic cube seats.

The turf field is in good condition and has tufted lines for a court-sized soccer field. The field is fenced in with a 10' chain link fence with additional netting above. There are athletic lights around the field for nighttime use – although it is unclear if the lights get used. The field sees very heavy use between recesses accommodating multiple sports games simultaneously and after school use for community sports.

Mae's Garden is a fairly recently installed natural garden in the middle of the site backing onto the Church properties. Mae's garden has concrete pavement with painted designs and games, curbed landscape islands, some raised plating beds, handmade wooden benches, Dumor benches and the granite seat block as described above are also in this garden, and a whiteboard sign for outdoor classroom use. There are some natural features including log steppers, boulders, and large logs for seating. Planting is a large feature in this garden with a wide range of plant material most of which are native plants.

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.

Trum Field Site

Hardscape & Paving Surfaces:

Most of the paving at the Trum Field site is concrete sidewalks and they're primarily around the perimeter of the park along the adjacent streets. Along Broadway, there are wide concrete sidewalks with streetscape amenities. At the back of sidewalk is a wide asphalt strip with benches and tree planting. These sidewalk areas lead to the top of a bleacher

system built into the slope down to the softball field and to the midpark mezzanine with a memorial, shade structures and ramps down to the ballfields. The sidewalk along Cedar Street varies in width and has tree pits in it. Franey Road which runs along the south side of Trum Field does not have a sidewalk at all on the main park side. On the park side there is on street parking right up to a retaining wall to the softball field and the sidewalk is located on the opposite side of the street. The only other hardscape surfacing on this site is incorporated in the two basketball courts located mid-park on the south side – the likely southeastern limit to the proposed school.

Site Furnishings and Amenities:

There is a wide variety of site furnishing on site primarily along Broadway. Benches, receptacles, bike parking are all located along Broadway with no amenities along Cedar Street and Franey Road.

There are several heights of chain link fence around the softball field with an approximately 20' high fence along Cedar Street around to Franey Road. Additional athletic netting is located on site at the interface of the basketball courts and ballfield outfields.

Utilities/Service:

There are tall athletics lights around the ballfield – some of these along Cedar Street also have a secondary vehicular level light attached to the pole. Additional, shorter lighting is located around the basketball courts. Otherwise, it appears that electrical utilities are below grade.

Play Areas/Active Spaces:

There is a playground associated with Trum Field across Franey Road from the majority of the Trum Field complex. It would remain as is under any proposed conditions. Trum Field currently has a softball field and basketball courts on the northern end of the site which would both be affected by the proposed school building and site. The remainder of the Trum Field site has a baseball field, memorials, a shade structure mezzanine, bleacher systems, and a small parking lot on Franey Road.

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.

LEC WETLANDS WILDLIFE WATERWAYS

MEMORANDUM

DATE: **January 20, 2026**

TO: **Lisa Pecora, Perkins Eastman - Boston**

FROM: **Claire Hoogeboom, Wetland Scientist** CH

RE: **Winter Hill Community Innovation School**
Winter Hill and Trum Field Properties
115 Sycamore Street and 541 Broadway
Parcel IDs: 48-D-11, 32-K-1, and 32-J-3
Somerville, Massachusetts

PROJECT #: **PEB\25-358.01**

LEC Environmental Consultants, Inc. (LEC) conducted a desktop analysis and site evaluation on December 10, 2025, to support preparation of an environmental permitting analysis for the proposed Winter Hill Community Innovation School in Somerville, Massachusetts. LEC evaluated the following properties:

- 115 Sycamore Street (Parcel ID: 48-D-11) Winter Hill Community School
- 541 Broadway (Parcel IDs: 32-K-1 and 32-J-3) Trum Field Park

This environmental permitting analysis is prepared to evaluate the following statues and regulations:

- *Massachusetts Environmental Policy Act* (*MEPA*; M.G.L. c 30, s. 61-62H) and the *MEPA Regulations* (301 CMR 11.00).
- *Massachusetts Wetlands Protection Act* (M.G.L. c. 131, s. 40, the *Act*, its implementing *Regulations* (310 CMR 10.00, the *Act Regulations*).
- *Public Waterfront Act* (Chapter 91, Section 10) and its associated *Massachusetts Waterways Regulations* (310 CMR 9.00).
- Massachusetts Clean Water Act (M.G.L. c 21, s 26-53) and the *401 Water Quality Certification Regulations* (*WQC Regulations*; 314 CMR 9.00).
- Section 10 of the *Rivers and Harbors Act* (33 U.S.C. §403).
- Section 401 of the *Federal Clean Water Act* (33 U.S.C. §1251 et seq)
- Section 404 of the *Federal Clean Water Act* (*CWA*; 33 U.S.C. §1344, *et seq.*).
- *Endangered Species Act* of 1973 (*ESA*, 16 U.S.C. 1531-1544, 87 Stat. 884)

Existing Conditions and Wetland Resource Areas

Winter Hill Property

The 1.97± acre parcel located within the central portion of Sommerville contains the 89,410± square foot abandoned Winter Hill Community School building (Attachment A, Figures 1 and 2). Built in 1974, the building is situated within the western portion of the parcel and extends parallel to Sycamore Street. The main entrance is located in the southern portion of the building off Medford Street. A play-structure is situated between the building and Medford Street, and a paved driveway extends into the parcel from Medford Street, providing access to an exterior dumpster. A school yard enclosed by a chain link fence is located within the northern portion of the parcel along Evergreen Avenue, consisting of a basketball court, raised-bed garden, swing set, a sloped play structure, a small AstroTurf field, and a bituminous sidewalk. A concrete staircase descends from the school yard to a courtyard comprised of paved areas, isolated landscaping, and benches. A majority of the parcel is comprised of impervious surfaces. According to the Massachusetts Historical Commissions MACRIS website, the parcel is not located within a historic district, nor does it contain historic or archaeological structures.

The Winter Hill property is not mapped within an Areas of Critical Environmental Concern (ACEC), Outstanding Resource Water (ORW), or within Natural Heritage & Endangered Species Program (NHESP) Estimated or Priority Habitats of Rare Species or Wildlife (Attachment A, Figure 2). According to the FEMA Flood Insurance Rate Map (FIRM), dated July 8, 2025 (Community panel: *25017C0438F*), the property is mapped within a Zone X [unshaded]: *Area of Minimal Flood Hazard* (Attachment A, Figure 3).

Trum Field Property

The 4.65±-acre Trum Field property is located approximately one mile northwest of the Winter Hill Community School property (Attachment B, Figures 1 and 2). The pervious portions of the property contain a baseball diamond, a softball field, and manicured lawn throughout. A covered observation pavilion is situated within the north-central portion of the property along Broadway and is flanked on each side with metal bleachers. The south-central portion of the site contains two basketball courts with 13 perpendicular parking spaces directly off Franey Road, directly southeast of the courts. A cluster of mature trees are situated west of the courts. The park is enclosed with chain link fencing ranging between 10 to 30 feet tall, with openings for pedestrian access. The publicly accessible Trum Field, absent the paved parking spaces off Franey Road, is identified as Article 97 Open Space (Attachment B, Figure 4). According to the Massachusetts Historical Commissions MACRIS website, the parcel is not located within a historic district, nor does it contain historic or archaeological structures.

The site is not mapped within any ACEC, ORW, or within NHESP Estimated or Priority Habitats of Rare Species or Wildlife (Attachment B, Figure 2). According to the FEMA Flood Insurance Rate Map (FIRM), dated July 8, 2025 (Community panel: *25017C0438F*), the property is mapped within a Zone X [unshaded]: *Area of Minimal Flood Hazard* (Attachment B, Figure 3).

Permitting Analysis

The following analysis addresses environmental permitting considerations based on LEC's desktop review and December 10, 2025, site evaluation. The two subject parcels do not contain any Wetland Resource Areas, jurisdictional Buffer Zones, Floodplain and/or Waters of the United States (WOTUS). Trum Field is identified as Article 97 land.

MA Environmental Policy Act Environmental Notification Form/Environmental Impact Reports

MEPA review applies to projects that require State Agency Action and exceed a MEPA Review Threshold at 301 CMR 11.03 that is "conceptually or physically related to the subject matter of one or more required [state] permits." Financial Assistance is considered conceptually or physically related to any subject matter. Therefore, MEPA review applies if the project exceeds any Review Threshold.

Regardless of the site selected for construction of the new Winter Hill Community Innovation School, the project will involve Agency Action as it will receive Financial Assistance (i.e., MSBA reimbursement). The project will be subject to MEPA review if a Review Threshold is exceeded at 301 CMR 11.03(1) through (12). Considerations for the two properties are provided below.

Winter Hill Property

The 1.97± acre Winter Hill property is almost entirely comprised of impervious surfaces and redevelopment does not appear to exceed any land thresholds. If redevelopment at the existing school property is selected, LEC recommends consistent consultation with the project team to evaluate MEPA Review Thresholds (i.e., water, wastewater, transportation, etc.) as the design progresses to confirm if MEPA review is required.

Since the Winter Hill property is mapped within *Environmental Justice (EJ) Block Group 3 (Criteria = Minority*), *Census Tract 3503, Middlesex County, Massachusetts* (Attachment A, Figure 5) and is within one mile of 55 other EJ Block Groups, if the project exceeds a MEPA Threshold, an Environmental Notification Form (ENF), Draft and Final Environmental Impact Report (DEIR/FEIR) or perhaps an Expanded ENF and Single EIR filing with MEPA would be required.

Trum Field Property

The 4.65±-acre Trum Field property is almost entirely comprised of pervious surface, dissimilar to the Winter Hill property. Additionally, the property is identified as Article 97 Land and as such, will be subject to Agency Action (i.e., Financial Assistance and a Land Transfer) and MEPA review.

According to 301 CMR 11.03(1)(b)(3) any project proposing a change in the designated Article 97 use will require the filing of an ENF. The property is mapped within the *Environmental Justice (EJ) Block Group 3 (Criteria = Minority*), *Census Tract 3503, Middlesex County, Massachusetts* (Attachment B, Figure 6) and is within one mile of 55 additional EJ Block Groups; as such, a DEIR and a FEIR (or perhaps an Expanded ENF and Single EIR) filing would be required in addition to compliance with the EJ 45 day Notice and the EJ Policy.

MA Wetlands Protection Act Regulations

No Wetland Resource Areas, Floodplain, Buffer Zones, and/or Waters of the United States (WOTUS) occur within the two subject parcels. As such, permitting with the Somerville Conservation Commission in accordance with the *Act* and *Act Regulations* is not required for proposed development at either of the properties.

Stormwater Management Plan Permitting

The City of Somerville's Engineering Department adopted a Stormwater Management Program (SWMP) based on the requirements of the National Pollutant Discharge Elimination System (NPDES) Municipal Separate Storm Sewer System (MS4) Permit. State authorization of an MS4 permit may be applicable to development at both properties. Since neither site is subject to the *Act* and *Act Regulations*, any proposed project on either site would not be required to comply with the MassDEP Stormwater Management policy. LEC recommends consulting with the project engineer to confirm local and state stormwater permitting requirements.

Chapter 91 Permitting

Neither site is located within, or in proximity to, the Historic High Water Mark to tidal waters (Attachment A, Figure 5 and Attachment B, Figure 6). As such, neither site is subject to jurisdiction under the *Public Waterfront Act* (Chapter 91, Section 10) and its associated *Massachusetts Waterways Regulations* (310 CMR 9.00).

Water Quality Certification Permitting

Water Quality Certification applies to project that propose work within wetlands and/or Land Under Water. Neither site contains Wetland Resource Areas and/or WOTUS. As such, neither site is subject to the Massachusetts Clean Water Act (M.G.L. c 21, s 26-53) and the *WQC Regulations* (314 CMR 9.00) or Section 401 of the *Federal Clean Water Act* (33 U.S.C. §1251 et seq).

U.S. Army Corps of Engineers (ACOE) Permitting

Since the two properties do not contain WOTUS, neither project is subject to jurisdiction under the Section 404 of *Federal Clean Water Act* (33 U.S.C. 1344) and/or Section 10 of the *Rivers and Harbors Act* (33 U.S.C. §403). Therefore, permitting with the U.S. Army Corps of Engineers is not required.

Federal Environmental Protection Agency (EPA) Permitting

Both sites are greater than one acre, and the proposed school project would presumably result in more than one acre of land disturbance, requiring filing a NOI Application with the EPA NPDES Program to receive an NPDES Permit. This permit application is typically prepared by a Massachusetts licensed professional engineer and will require preparation of a Stormwater Pollution Prevention Plan (SWPPP).

This permit functions as a federal nexus and will require endangered species habitat (specifically related to the Northern Long-Eared Bat and Tri-Colored Bat) consultation with the U.S. Fish & Wildlife Service

(USFWS) under the federal *ESA*. The USFWS may impose Time of Year (TOY) restrictions for tree clearing to protect Northern Long-Eared Bat and Tri-Colored Bat.

Summary

The anticipated Winter Hill Community Innovation School development at the two properties under consideration does not include any significant temporary and/or permanent alterations to Wetland Resource Areas, Buffer Zones, Floodplain, and/or WOTUS protectable under local, state, and/or federal statutes. Following site selection and prior to developing more detailed conceptual design plans, LEC recommends that the project team consults with LEC to confirm whether the proposed project will require MEPA review. If MEPA review is anticipated, LEC recommends scheduling consultation discussions with the MEPA Unit as soon as possible and engaging in community outreach.

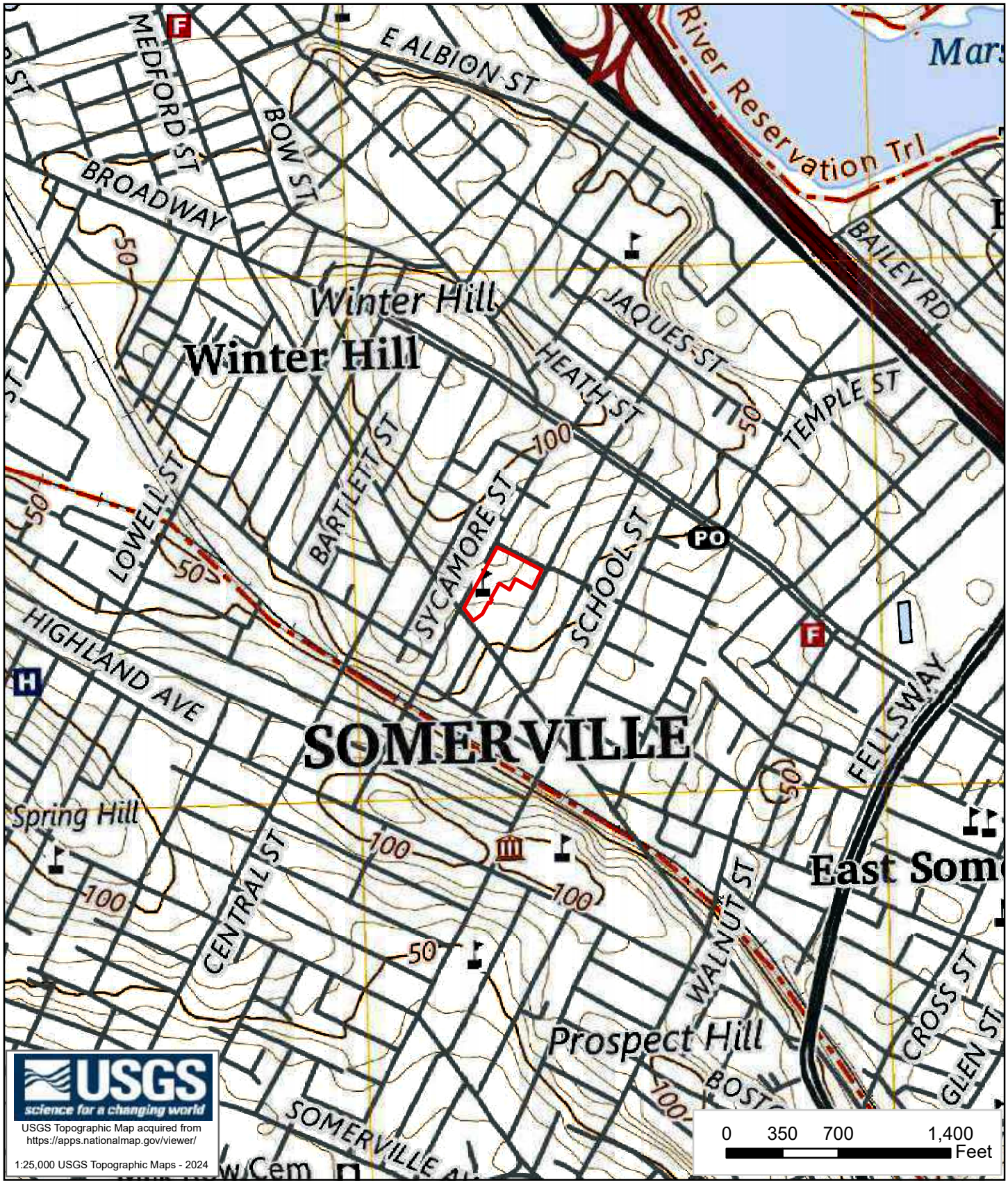
A proposed, the project at the Winter Hill Property may require MEPA review and will require a federal NPDES Permit. As proposed, the project at the Trum Field Property will require MEPA review and a NPDES Permit. The proposed school project is not anticipated to require the following environmental permits/approvals:

- NOI Application with the Somerville Conservation Commission to receive an OOC.
- Waterways Application with MassDEP Waterways to receive a Chapter 91 License.
- Water Quality Certification Application to receive a 401 Water Quality Certification from MassDEP Wetlands.
- Application to receive a Sec. 404/10 General Permit from ACOE.

Attachment A

Winter Hill Locus Maps

Figure 1: USGS Topographic Map
Figure 2: Orthophoto: ACEC, ORW and NHESP Map
Figure 3: FEMA Flood Insurance Rate Map
Figure 4: Environmental Justice Map
Figure 5: Orthophoto: Chapter 91 Jurisdiction Map



LEC Environmental Consultants, Inc.

Plymouth, MA
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Figure 1: USGS Topographic Map
Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026

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Figure 2: Aerial NHESP, ACEC, ORW Map

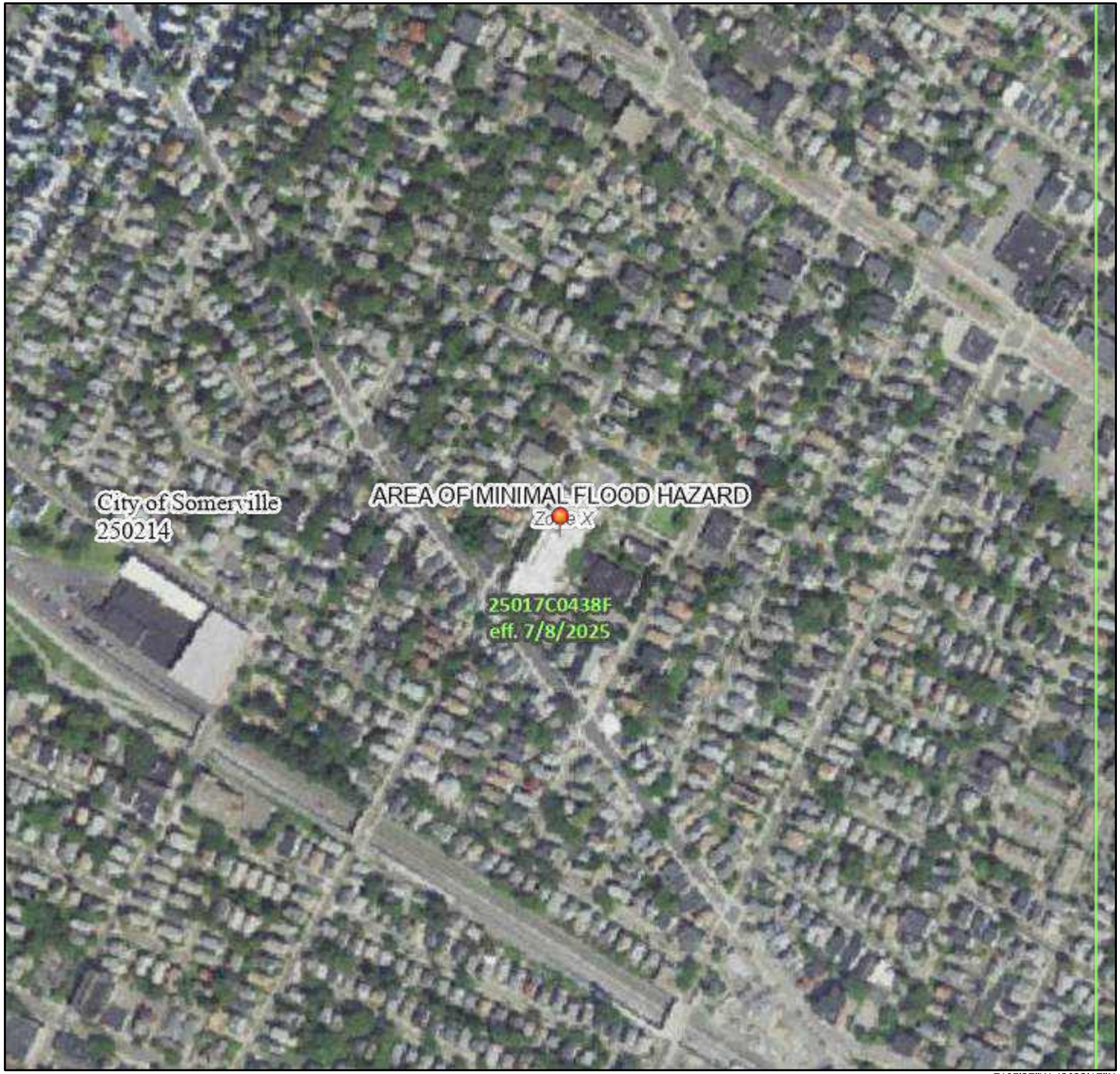
Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026

National Flood Hazard Layer FIRMette

71°6'14"W 42°23'44"N



71°5'37"W 42°23'17"N

0 250 500 1,000 1,500 2,000 Feet

1:6,000

Basemap Imagery Source: USGS National Map 2023

Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

SPECIAL FLOOD HAZARD AREAS
- Without Base Flood Elevation (BFE) *Zone A, V, A99*
- With BFE or Depth *Zone AE, AO, AH, VE, AR*
- Regulatory Floodway

OTHER AREAS OF FLOOD HAZARD
- 0.2% Annual Chance Flood Hazard, Areas of 1% annual chance flood with average depth less than one foot or with drainage areas of less than one square mile *Zone X*
- Future Conditions 1% Annual Chance Flood Hazard *Zone X*
- Area with Reduced Flood Risk due to Levee. See Notes. *Zone X*
- Area with Flood Risk due to Levee *Zone D*

OTHER AREAS
- NO SCREEN Area of Minimal Flood Hazard *Zone X*
- Effective LOMRs
- Area of Undetermined Flood Hazard *Zone D*

GENERAL STRUCTURES
- Channel, Culvert, or Storm Sewer
- Levee, Dike, or Floodwall

OTHER FEATURES
- 20.2 / 17.5 Cross Sections with 1% Annual Chance / Water Surface Elevation
- Coastal Transect
- Base Flood Elevation Line (BFE)
- Limit of Study
- Jurisdiction Boundary
- Coastal Transect Baseline
- Profile Baseline
- Hydrographic Feature

MAP PANELS
- Digital Data Available
- No Digital Data Available
- Unmapped

N

The pin displayed on the map is an approximate point selected by the user and does not represent an authoritative property location.

This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards

The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 12/29/2025 at 3:42 PM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

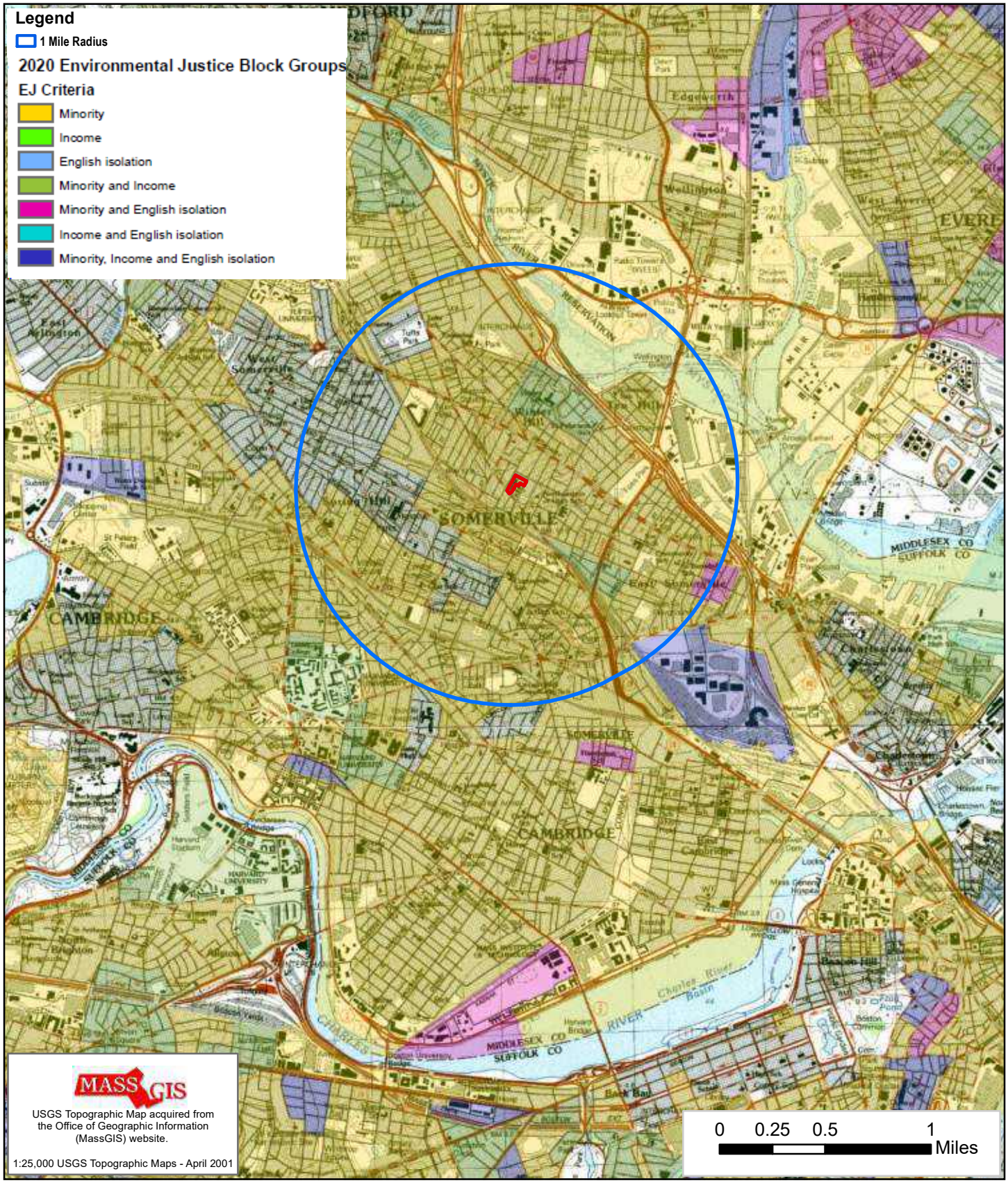


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Figure 6: Environmental Justic Communities Map

Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026

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Figure 5: Chapter 91 Jurisdictional Map
Winter Hill Community School
115 Sycamore Street
Somerville, Massachusetts

N

January 19, 2026

Attachment B

Trum Field Locus Maps

Figure 1: USGS Topographic Map
Figure 2: Orthophoto: ACEC, ORW and NHESP Map
Figure 3: FEMA Flood Insurance Rate Map
Figure 4: Article 97 Map
Figure 5: Environmental Justice Map
Figure 6: Orthophoto: Chapter 91 Jurisdiction Map

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Figure 1: USGS Topographic Map
Trum Field
541 Broadway
Somerville, Massachusetts

N

January 19, 2026

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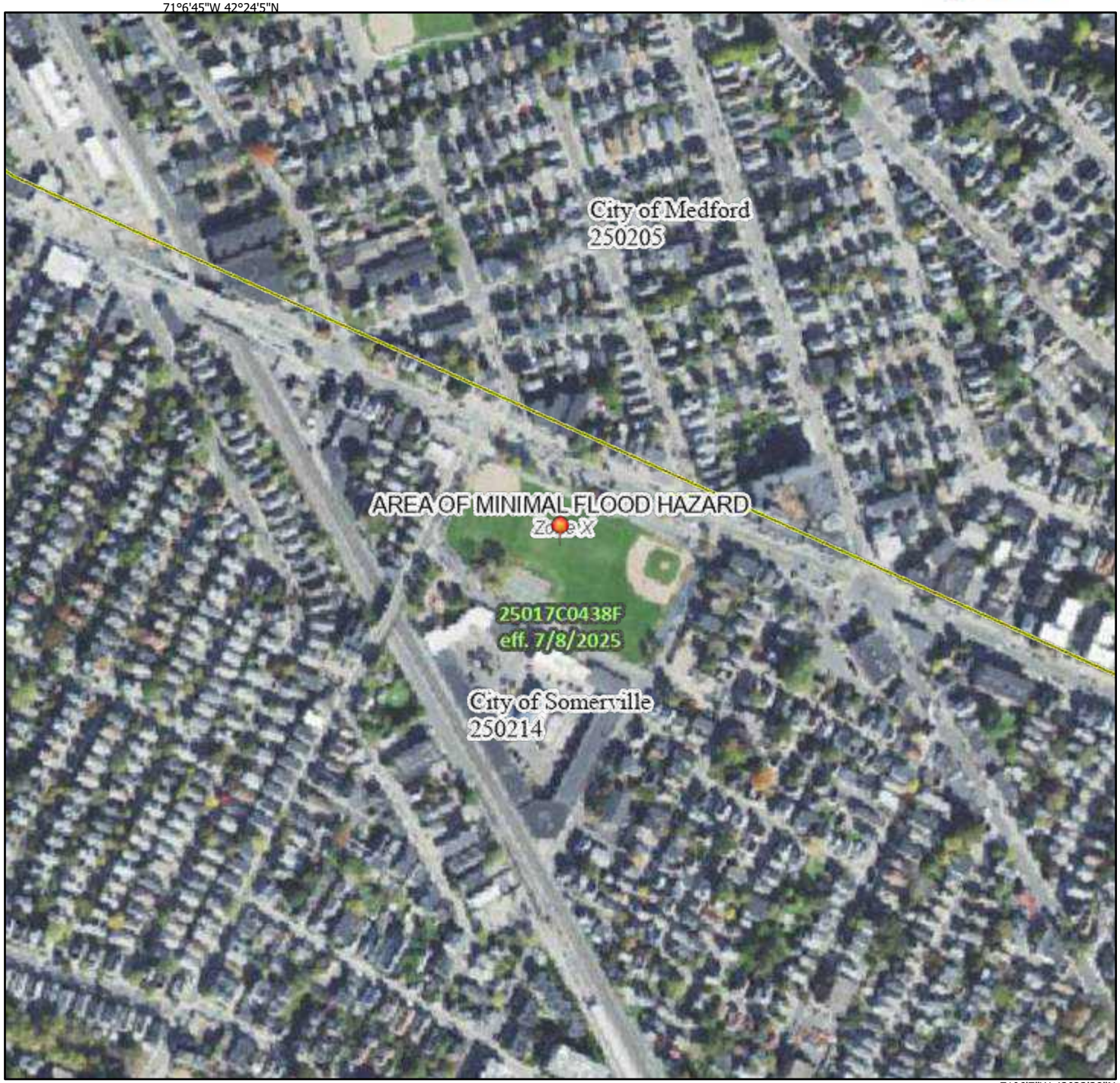
Figure 2: NHESP/ACEC/ORW Aerial Map

Trum Field
541 Broadway
Somerville, Massachusetts

N

January 19, 2026

Figure 3: National Flood Hazard Layer FIRMette



Basemap Imagery Source: USGS National Map 2023

Legend

SEE FIS REPORT FOR DETAILED LEGEND AND INDEX MAP FOR FIRM PANEL LAYOUT

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- Regulatory Floodway

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- Future Conditions 1% Annual Chance Flood Hazard *Zone X*
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- 20.2 / 17.5 — Cross Sections with 1% Annual Chance / Water Surface Elevation
- Coastal Transect
- Base Flood Elevation Line (BFE)
- Limit of Study
- Jurisdiction Boundary
- Coastal Transect Baseline
- Profile Baseline
- Hydrographic Feature

MAP PANELS
- Digital Data Available
- No Digital Data Available
- Unmapped

N

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This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards

The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 12/29/2025 at 3:43 PM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.

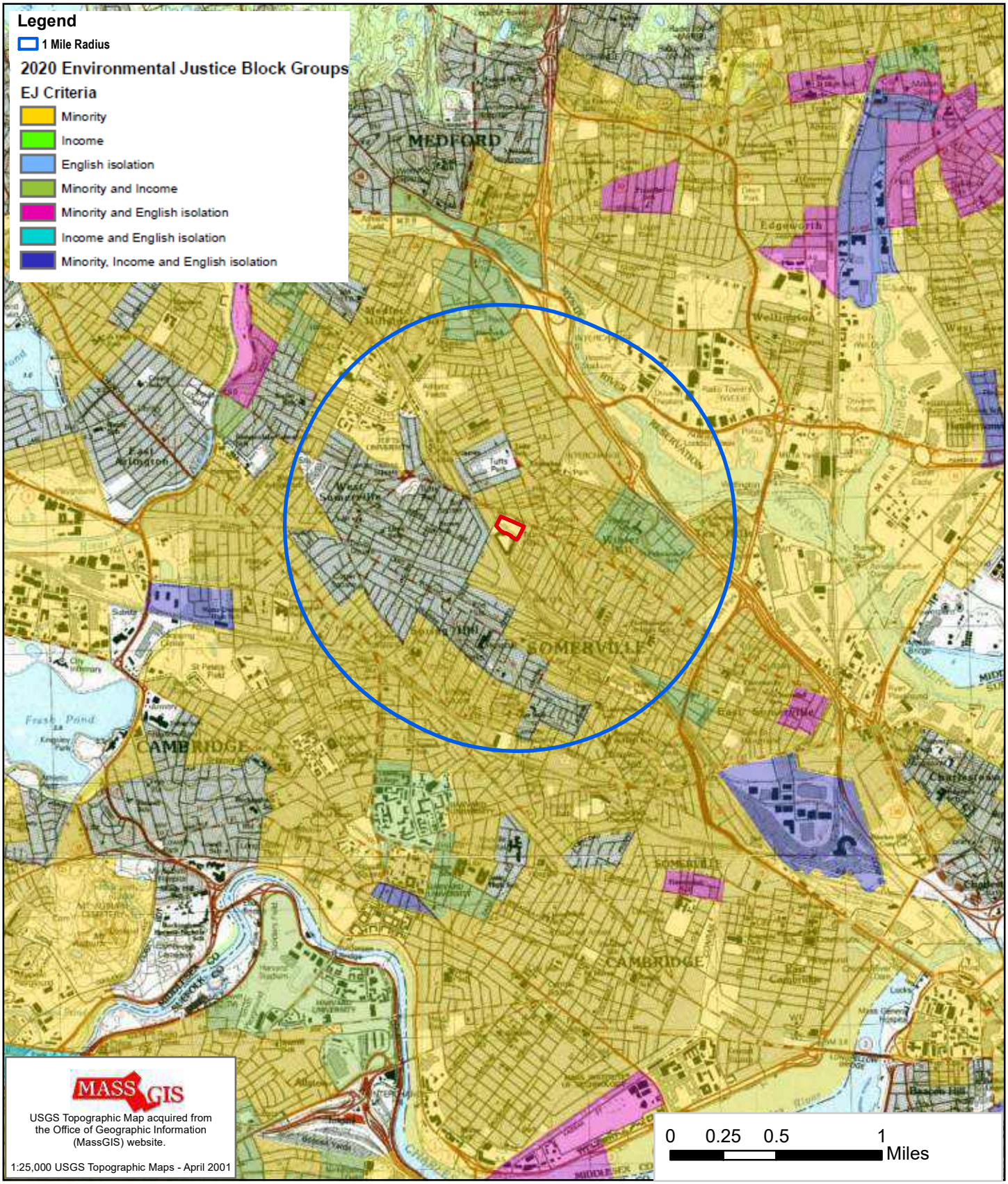

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Figure 6: Environmental Justice Communities Map

Trum Field
541 Broadway
Somerville, Massachusetts

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January 19, 2026

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Figure 5: Chapter 91 Juridictional Map
Trum Field
541 Broadway
Somerville, Massachusetts

N

January 19, 2026

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Figure 5: Chapter 91 Juridictional Map
Trum Field
541 Broadway
Somerville, Massachusetts

N

January 19, 2026

Attachment C

Permitting Matrix, Prepared by LEC, Dated January 9, 2026

Environmental Permitting Matrix and Timeline (Rough Estimates based on full site development)

Prepared by LEC Environmental Consultants, Inc. on January 9, 2026

Task/Permit Application	LEC Estimated Costs	Engineering Estimated Costs	Duration	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Pre-Application Meetings																				
MEPA	**$3,000**	TBD	**2 weeks**																	
MEPA (2 options provided)																				
EJ Community Outreach, Submit ENF, Public Notice in the Environmental Monitor, 20-day public comment period (30 day review period), scoping session (remote or at site), ENF Certificate issued requiring a Draft EIR. Submit Draft EIR, 30-day public comment period, Certificate issued requiring a FEIR. Submit Final EIR, 30-day public comment period, Secretary issues Final Certificate.	**$90,000**	TBD	**12 - 16 months**			EJ 45-day Notification		Submit ENF		ENF Certificate			Submit DEIR		DEIR Certificate			Submit FEIR		FEIR Certificate
EJ Community Outreach, Submit Expanded ENF requesting a Single EIR, Public Notice in the Environmental Monitor, 30-day public comment period (37-day review period), scoping session (remote or at site), Expanded ENF Certificate issued requiring a Single EIR. Submit Single EIR, Public Notice in the Environmental Monitor, 30-day public comment period, Secretary issues Final Certificate.	**$80,000**	TBD	**9-12 months**			EJ 45-day Notification		Submit EENF		EENF Certificate			Submit Single EIR		Single EIR Certificate					

Key

Submission/Action

Agency Review Time

Approval Milestone

***Estimated Costs are Rough Estimates**

PERKINS EASTMAN

MEETING AGENDA/MINUTES

Perkins Eastman Architects
International PLLC

Date Prepared	3/24/2026	
Project Name	Winter Hill Community Innovation School	
Project Number	0108170.00	
Subject	City of Somerville First Responders	
Meeting Location	Video Conference	
Meeting Date	3/24/2026	
Prepared By	Lisa Pecora	l.pecora@perkinseastman.com
	978-760-7677	
Participants	Khin That Mar, City of Somerville Ralph Henry, City of Somerville Charles Breen, SFD Sean Tierney, SFD Deputy Chief Steven Mauras SFD Shumeane Benford, SPD Jeffrey DiGregorio, SPD William Fisher, Emergency Management Lauren Mahoney, Emergency Management Lisa Pecora, Perkins Eastman Kyle Isaksen, CMTA Joytika Bhargo, CMTA Raymond Vincent, Crowley Sean Burke, PMA Nick Masse, PMA	

NEW BUSINESS		DESCRIPTION
1.1	Welcome	1. Team Introduction (see participants above)
1.2	Existing Conditions	1. Discussion of items that need improvement at the existing school (when it was open): o More aerial access for ladder trucks, currently only 2 sides of the school have access o Better access to fire control panels o Better signage inside the building o Hydrant access within 50' of FDC – *design team to review locations of existing hydrants* o Off road pick up and drop off for parents - keep lanes of

		travel open on the streets o Pass card access to building
1.3	Project Introduction	2. Project introduction o PE reviewed project timeline (end of August is the selection of the design, SD complete by end of February, potential vote summer of 2027, potential demo in Fall of 2027, bidding in Fall 2028) o PE presented preliminary options 2B and 4 o PE pointed out potential use of City Annex site and community suggestion of closing Thuston street to connect the property to the school with the inclusion of a possible bus loop and drop off and connection from the school to the open space o Concerns/questions from the first responders were as follow: 1. SFD wants to see access to the east side of the building, Wide walkways for emergency truck access can be considered 2. SPD does not want to block off their access down Thurston Street, design team needs to make sure that they can still get through. A raise cross walk with signage for emergency personnel would be acceptable 3. Emergency management team commented on the playground location for the younger students in option 4 on Medford Street – they feel that it would be better to have them on the side of the building or propose a solution for keeping them safe 4. Option 4 with more accessible open space to the north of the site was more desirable 5. PE was asked to provide clarification on below grade spaces (mostly dedicated to mechanical and back of house needs)
		3.
1.4	Fire Department	1. Fire Department Comments: o Fire truck access needs to get as close to the building as possible (PMA noted that there may be a Truck/building collapse safety zone that needs to be considered) o City has 100' aerial fire trucks o 4" storz is city standard o PE indicated that there will be an Emergency generator (size is currently unknown), PE noted that it was mentioned to them that the school would be a neighborhood shelter in place. The design team can provide an exterior connection for a portable emergency generator to be brought on site to power more of the building in an emergency. SFD liked this idea o SFD suggested dedicated wall outlet that are color coated to identify what is on the emergency generator o Currently no requirement for post indicator valve (would be nice to have) o Rooftop hydrants are required (additional hydrants can be

		added to address rooftop PV's) o Safe refuge phones are required at stairwells o FD and police each have their own knox box
1.5	Police Department	1. Police and Emergency Management comments: o Include a BDA system o Younger learners in protected areas o Roof tops safety – design team to propose how students will be kept safe. PE noted that many of the higher rooftop areas in option 4 are outdoor learning spaces o Mass notification – the city does not currently have this but might be considered for this school o Will need to install a Code blue phone with ADA at field/playground
1.6	Next Steps	1. Please reach out to Khin with any questions or comments for the design team 2. The design team will continue to review the project an documents are each phase of design. Schematic drawing review will most likely be towards the end of the year. Design development drawing review in the fall of 2027 and CD drawing review in spring 2028

PERKINS EASTMAN

MEETING MINUTES

Perkins Eastman Architects
International PLLC

Date Prepared	1/29/2026	
Project Name	Winter Hill Community Innovation School	
Project Number	0108170.00	
Subject	DPW – Site Program	
Meeting Location	Video Conference	
Meeting Date	1/29/2026	
Prepared By	Lisa Pecora	l.pecora@perkinseastman.com
	978-760-7677	
Participants	City of Somerville, Traverse, PE	

	NEW BUSINESS		DESCRIPTION
	1.1	Welcome	1. Introductions a. Lisa, Bob (PE) Steve (traverse), Kris Bradner b. Khin, Ralph (City) c. Matt Bennett, Mike Bowler (city) d. Sean (PMA) 2. Project summary a. Lisa explained the PDP process to the group. 2 sites being considered. Trum field is undesirable for the city. Two enrollment options, 650 and 925 + Pre-k.
	1.2	Pedestrian Access	3. Sidewalk - required widths a. Bring up during ADA as well. Bring up with Engineering. Standards come from Engineer, then should be reviewed by DPW. 4. Crossing requirements a. ADA and Engineering should set the standard, reviewed by DPW after. 5. Safety requirements (AEDs, Blue lights) a. Requirements to be reviewed with other departments (fire, police and security)
	1.3	Trash	1. Number and size of trash containers (dumpsters) a. Compactor for trash at the building to minimize

			impact from rodents. Question: will Winter Hill be a food service provider? b. 2. Truck size (front or back pick up) a. Trucks currently come from Medford, back into the site. Food service would be supplied at Medford Street loading dock. 18 wheelers are expected. Loading dock with leveler is requested. Proximity to elevator needs to be considered. Wide doors to accommodate deliver on pallets is desirable. 3. Outside trash barrel requirements a. Currently we have 10 yard dumpsters that overfill every day Would prefer a compactor for added capacity. 4. Recycling a. Comingled recycling is currently used, one 10 yard dumpster. 5. Composting a. There is currently no composting program.
	1.4	Field/Playground	1. Maintenance a. DPW maintains turf fields. There is a 3rd party vendor contracted for cleanup. Outdoor 2. Plantings a. DPW is looking for irrigation to maintain plantings. Design team noted that this is difficult to add because of LEED requirements, but additional hose bibs can be added around the site b. City has a Native tree ordnance 3. City Standards – refer to city website for regulation and city standards
	1.5	Snow Removal	1. No parking – limited removal of snow? 2. Snow blower or side walk plows storage? a. Outdoor storage room has stairs, should be flat to dock or ground level. b. Need a space to store a lawn mower, snow blower and spreader (space needs power and or heating)
	1.6	Electrical / Utilities	1. Light pole requirements – review with engineering 2. WIFI – review with engineering 3. Water/sewer (engineering dept) a. Water is hard and may require a softening system b. Other buildings have water filters that are maintained by Metro (city contractor) 4. Solar panels/structures - TBD 5. Will there be a generator - est of size? a. DPW would like the generator to power as much of the building as possible. b. Building will be used as a warming shelter and cooling shelter

			6. Transformer(s) potential locations and quantity? a. More power, current schools are having power issues due to undersized service.
	1.7	Next Steps	Set up meeting with engineer, and Ben, Louisa and Vanessa to discus outdoor plantings.

cc:

Q. Facility Base Repair Drawings

Winter Hill Community Innovation School - Base Repair

Legend:

- Insufficient Plumbing Fixture count / Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures**
- Casework and Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures and Casework**
- Insufficient Space for Schools Needs - **School will accommodate less students and will be overcrowded**
- Congested Corridors - **Rebuild wall or add door assist**
- Stairway Code/Accessibility Issue - Non-compliant - **Replace all guardrails and handrails and install rubber stair treads**
- Ceilings removed **- Install new ACT ceilings and light fixtures**
- Non-compliant Entry - **Reconstruct walkway**
- Non-compliant Door Clearance - **Install automatic door openers for ADA**
- Walls and Doors have been demolished - **Install new walls and doors to meet a minimum STC 45**
- **Add Visual Display Boards**
- Security concerns - **Install additional cameras**

General Notes:

1. Replace all door hardware
2. Install new technology system
3. New MEP upgrades
4. Install sprinkler system throughout the school
5. Install new security system
6. Install new floor finish throughout school
7. Repair and refinish gym floor
8. Paint entire school
9. Install new roof
10. Repair spalling concrete on exterior of building
11. Install new ADA room signage

First Floor Plan

0' 4' 8' 16' 24'
SCALE : 1/8" = 1'-0"

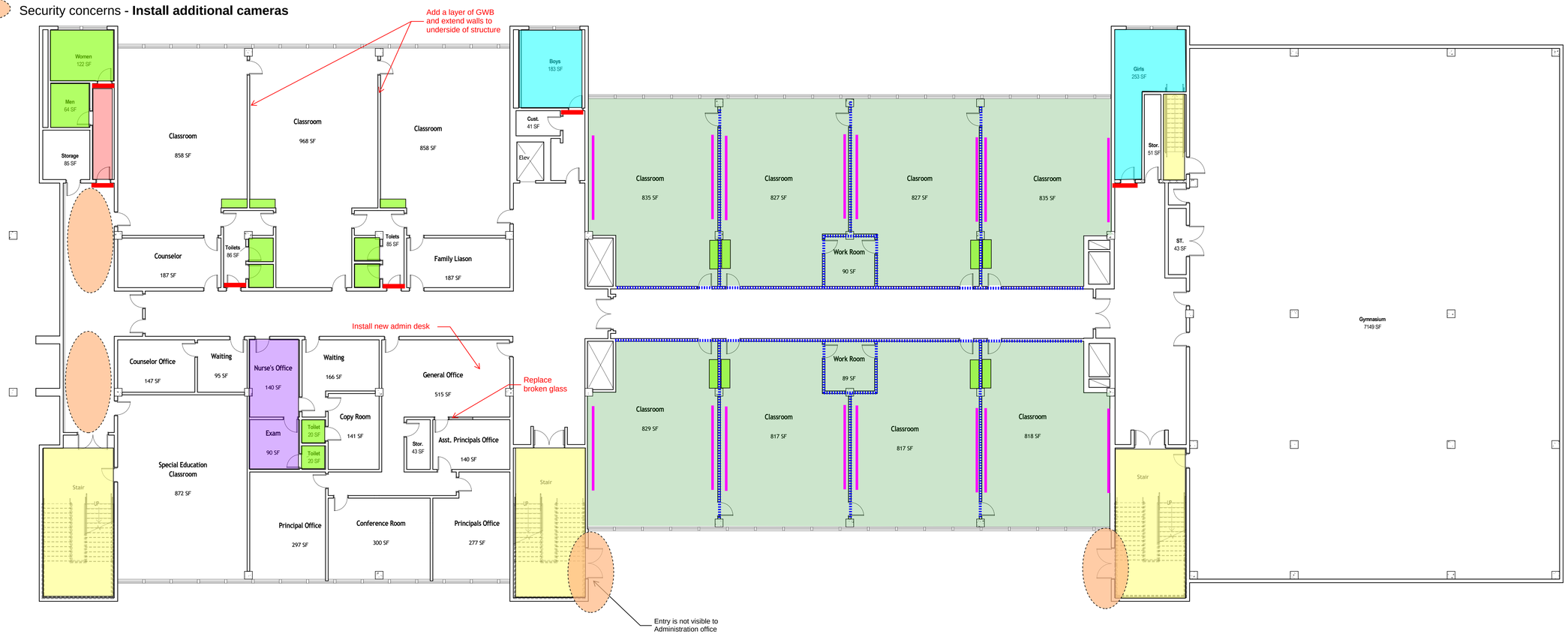
PERKINS EASTMAN

01/14/26

Winter Hill Community Innovation School - Base Repair

Legend:

- Insufficient Plumbing Fixture count / Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures**
- Casework and Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures and Casework**
- Insufficient Space for Schools Needs - **School will accommodate less students and will be overcrowded**
- Congested Corridors - **Rebuild wall or add door assist**
- Stairway Code/Accessibility Issue - Non-compliant - **Replace all guardrails and handrails and install rubber stair treads**
- Ceilings removed **- Install new ACT ceilings and light fixtures**
- Non-compliant Entry - **Reconstruct walkway**
- Non-compliant Door Clearance - **Install automatic door openers for ADA**
- Walls and Doors have been demolished - **Install new walls and doors to meet a minimum STC 45**
- **Add Visual Display Boards**
- Security concerns - **Install additional cameras**



General Notes:

1. Replace all door hardware
2. Install new technology system
3. New MEP upgrades
4. Install sprinkler system throughout the school
5. Install new security system
6. Install new floor finish throughout school
7. Repair and refinish gym floor
8. Paint entire school
9. Install new roof
10. Repair spalling concrete on exterior of building
11. Install new ADA room signage

Second Flooor Plan

0' 4' 8' 16' 24'

SCALE : 1/8" = 1'-0"

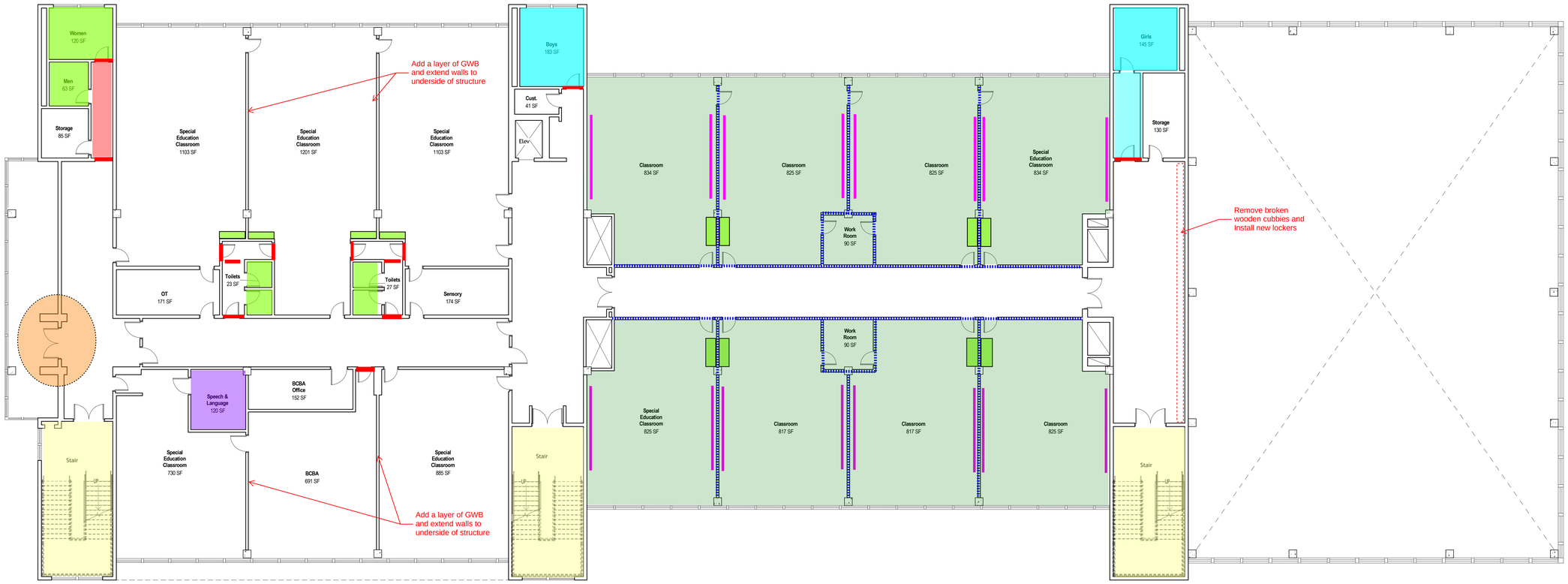
PERKINS EASTMAN

01/14/26

Winter Hill Community Innovation School - Base Repair

Legend:

- Insufficient Plumbing Fixture count / Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures**
- Casework and Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures and Casework**
- Insufficient Space for Schools Needs - **School will accommodate less students and will be overcrowded**
- Congested Corridors - **Rebuild wall or add door assist**
- Stairway Code/Accessibility Issue - Non-compliant - **Replace all guardrails and handrails and install rubber stair treads**
- Ceilings removed **- Install new ACT ceilings and light fixtures**
- Non-compliant Entry - **Reconstruct walkway**
- Non-compliant Door Clearance **- Install automatic door openers for ADA**
- Walls and Doors have been demolished - **Install new walls and doors to meet a minimum STC 45**
- **Add Visual Display Boards**
- Security concerns - **Install additional cameras**



General Notes:

1. Replace all door hardware
2. Install new technology system
3. New MEP upgrades
4. Install sprinkler system throughout the school
5. Install new security system
6. Install new floor finish throughout school
7. Repair and refinish gym floor
8. Paint entire school
9. Install new roof
10. Repair spalling concrete on exterior of building
11. Install new ADA room signage

Third Floor Plan

0' 4' 8' 16' 24'

SCALE : 1/8" = 1'-0"

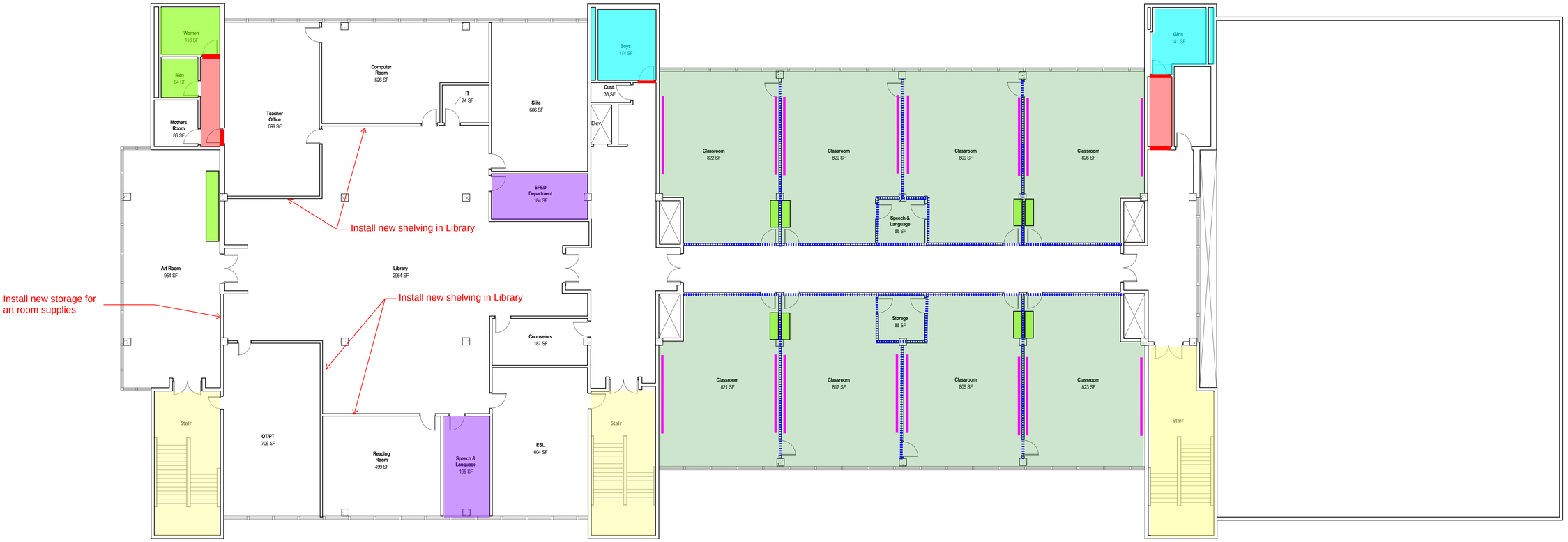
PERKINS EASTMAN

01/14/26

Winter Hill Community Innovation School - Base Repair

Legend:

- Insufficient Plumbing Fixture count / Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures**
- Casework and Plumbing Fixtures are Non-compliant - **Replace all plumbing fixtures and Casework**
- Insufficient Space for Schools Needs - **School will accommodate less students and will be overcrowded**
- Congested Corridors - **Rebuild wall or add door assist**
- Stairway Code/Accessibility Issue - Non-compliant - **Replace all guardrails and handrails and install rubber stair treads**
- Ceilings removed **- Install new ACT ceilings and light fixtures**
- Non-compliant Entry - **Reconstruct walkway**
- Non-compliant Door Clearance **- Install automatic door openers for ADA**
- Walls and Doors have been demolished - **Install new walls and doors to meet a minimum STC 45**
- **Add Visual Display Boards**
- Security concerns - **Install additional cameras**



General Notes:

1. Replace all door hardware
2. Install new technology system
3. New MEP upgrades
4. Install sprinkler system throughout the school
5. Install new security system
6. Install new floor finish throughout school
7. Repair and refinish gym floor
8. Paint entire school
9. Install new roof
10. Repair spalling concrete on exterior of building
11. Install new ADA room signage

Fourth Floor Plan

0' 4' 8' 16' 24'

SCALE : 1/8" = 1'-0"

PERKINS EASTMAN

01/14/26

R. Planning Options

Winter Hill Community Innovation School

Somerville, MA

March 20, 2026

CMTA

MEP Engineering | Performance Contracting | Zero Energy Engineering | Technology | Commissioning

General

The basis of design for this Preliminary Design Program (PDP) narrative, as presented below, is a general description of the concepts and systems proposed for the new facility. Multiple architectural schemes are being considered in this narrative based on layouts dated February 13, 2026. Multiple versions of Layouts pertaining to Addition/Renovation and New Construction are provided. See below for how they relate to MEP narrative verbiage.

- Layout 1 – Base Repair
  - Option 0 – 93,400 SF +/-
- Layout 2 – Renovation/Addition
  - Option 1A – 164,000 SF +/-
    - 690 Students
  - Option 1B – 178,000 SF +/-
    - 925 Students
- Layout 3 – New Construction, 690 Students – Sycamore St
  - Option 2A – 157,000 SF +/-
  - Option 3A – 160,000 SF +/-
- Layout 4 – New Construction, 925 Students – Sycamore St
  - Option 2B – 176,000 SF +/-
  - Option 3B – 180,000 SF +/-
  - Option 4 – 176,000 SF +/-
- Layout 5 – New Construction – Trum Field
  - Option 5A – 160,000 SF +/-
  - Option 5B – 174,000 SF +/-

Base Repair

The Base Repair scope is described within the existing conditions report provided by CMTA Refer to the 'Winter Hill Community School WHCIS – Somerville, MA – Mechanical/HVAC & Electrical Existing Conditions" report.

The base repair option includes repairing all systems described within the report to working order or replacing those systems with in-kind equipment.

HVAC Narrative

Codes and Standards

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

- Massachusetts Building Code, 10th Edition, and all referenced standards/codes
- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- MSBA Guidelines
- LEED for Schools v5 and all referenced standards
- City of Somerville "Somerville Zoning Ordinance"

Estimated Heat and Cooling Block Loads

- Layout 1 – Renovation - 93,400 SF +/-
  - Cooling Block Load: 210 tons
  - Heating Block Load: 2,800 MBH
- Layout 2 – Renovation/Addition – 178,000 +/-
  - Cooling Block Load: 400 tons
  - Heating Block Load: 5,400 MBH
- Layout 3 – New Construction – 160,000 SF +/-
  - Cooling Block Load: 360 tons
  - Heating Block Load: 4,800 MBH
- Layout 4 – New Construction – 180,000 SF +/-
  - Cooling Block Load: 400 tons
  - Heating Block Load: 5,400 MBH
- Layout 5 – New Construction – 174,000 SF +/-
  - Cooling Block Load: 390 tons
  - Heating Block Load: 5,200 MBH

Ground Source Heat Pump (GSHP)

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

Geothermal Well Field and Piping System

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

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

For budgetary purposes assume the following for the wellfield sizing:

a. Layout 1 (93,400 SF +/-) 210 tons – 8x5 grid – 40 wells
b. Layout 2 (178,000 SF +/-) 400 tons – 9x8 grid – 72 wells
c. Layout 3 (160,000 SF +/-) 360 tons – 11x6 grid – 66 wells
d. Layout 4 (180,000 SF +/-) 400 tons – 9x8 grid – 72 wells
e. Layout 5 (174,000 SF +/-) 390 tons – 9x8 grid – 72 wells

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

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

Air Source Heat Pump (ASHP)

This all-electric option consists of roof mounted 4-pipe air-source heat pump(s) capable of providing simultaneous heating and cooling sized for the base simultaneous load. Additional 2-pipe air-source heat pump(s) capable of providing either heating or cooling would be provided sized to meet the peak heating or cooling loads. A trimming boiler plant shall be provided that consists of one (1) electric boiler.

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

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

All chilled/hot water piping mains interior of the building shall be insulated Schedule 40 steel with grooved joints and fittings and/or copper piping as an alternative. Terminal equipment run outs shall be copper. The piping will be purged to remove dirt, debris, and air. Ports shall be installed on the ASHP side of the system, building loop side of the system, and throughout the building as necessary to isolate zones for more thorough purging.

Space Conditioning (GSHP)

Academic Spaces (Classrooms):

Cooling and heating for the Academic Spaces shall be provided by unitary water-source heat pumps. Each classroom will be served by a dedicated heat pump, sized to meet the heating and cooling loads of the space. Where applicable, a single heat pump will serve two classrooms of similar exposure and each space provided with an adjustable thermostat that will average temperatures for control through the BAS system. Heat pump units shall have two-stage scroll compressors, UV lamps and ECM variable speed fan motors. In general, to reduce quantity of units and associated maintenance, the schools will be zoned with two similar function classrooms on one heat pump with individual control via motorized variable volume dampers. Most units will be horizontal heat pumps, suspended above the ceiling with attenuation and vibration isolation to reduce the sound transmission from the equipment to the space.

Units for each space will be controlled by a thermostat, BAS interface and occupancy sensor interlock. The BAS interface will allow the heat pump unit to communicate with the building control system, and the occupancy sensor shall monitor the occupancy in the space, allowing the unit to go into setback mode when the room is vacant for a period of time. All heat pump units shall have fully ducted supply and return sheet metal ductwork. All supply air ductwork shall be insulated with 2.2" thick, ¾ pcf duct wrap with vapor barrier (installed R-value R>6). Return air ductwork shall not be insulated. Each heat pump unit will include a duct-mounted pre-filter rack. The pre-filters shall be 24" x 24" (4" deep) Astropleat MERV11, standardizing filter sizes throughout the school. The Owner shall be engaged to discuss implementation of MERV 13 filters in lieu of MERV 11 filters at terminal equipment.

Each heat pump will utilize refrigerant R-32 and will have an ozone depleting potential (ODP) of 0.01 or less. Each heat pump shall include integral disconnect. Condensate for each unit will be disposed of through a floor drain, open receptable, or condensate pump into the sanitary system.

Administration Spaces:

Cooling and heating for the Administration spaces shall be provided by unitary water-source heat pumps. HVAC zoning for the Administration spaces shall be divided such that similar use spaces (i.e. a row of offices) shall be combined to be served by one unit. Interior spaces shall be zoned separately from spaces with exterior exposures, in accordance with sound engineering practices.

Each unit shall be equipped with a thermostat and BAS interface, fully ducted air distribution duct systems with insulation, R-32 refrigerant, disconnect, duct-mounted filter rack, and condensate disposal as described above. Where one unit serves multiple spaces, ventilation air shall be controlled by occupancy sensors, which operate a VAV box to provide ventilation air ducted into the return air duct system of the unit or directly into the space.

Library/Media Center:

See "Academic Spaces (Classrooms)" above.

Physical Education/Gymnasium:

Cooling and heating for the gymnasium shall be provided by a dedicated multi-stage water-source heat pump unit with hot-gas reheat for dehumidification, sized to meet the heating and cooling load for the fully occupied gymnasium. This unit shall also be equipped with an outside air intake and relief outlet, in order to allow for the unit to utilize 100% outside air for space conditioning in economizer mode when the ambient air conditions allow. The gymnasium systems will utilize unit-mounted non-ozone (UL 2998 zero-ozone certified) generating bipolar ionization to provide odor control and reduce OA demand in the variable occupancy spaces.

The gymnasium water source heat pump unit shall have a belt-driven supply fan. Ventilation air to the gymnasium shall be supplied directly to the space via a dedicated VAV box as described previously. Supply ductwork to the gymnasium shall be double-wall spiral ductwork with diffusers mounted to the side of the duct. The return air for the gymnasium shall be accomplished with a low return air inlet, in order to address any air stratification concerns. Low return air inlets will be supplied with heavy-duty return grilles.

The gymnasium will additionally be provided with destratification fans in order to more efficiently distribute conditioned heating air and in order to raise the temperature setpoint in cooling with the addition of the convective cooling from the High Volume Low Velocity (HVLS) fan.

The ancillary support spaces (offices, gym storage, etc.) will be served by unitary water-source heat pumps, with all associated items as described previously. Ventilation to these spaces will be either supplied directly to the space, or into the return air inlet of the associated heat pump, depending on the space layout and mechanical space configuration.

Cafetorium:

Cooling and heating for the cafetorium shall be provided by multiple unitary water-source heat pumps, with all associated items as described previously. Zoning of the dining area shall be planned in accordance with the final layout and exterior exposure(s) of the space. Ventilation to these dining areas shall be supplied directly to the space, controlled by a CO2 sensor which will modulate a VAV box to provide outside air to the space.

Heating and cooling for the kitchen shall also be provided by a unitary water-source heat pump, sized to meet the heating and cooling loads for the kitchen, including all kitchen equipment loads. The heat pump shall be provided with all associated items described previously.

The kitchen exhaust hood shall be a Type I, grease-removal hood. Kitchen equipment beneath the exhaust hood shall be selected accordingly. The kitchen hood shall be connected to a dedicated upblast exhaust fan and provided with stainless steel ductwork for carrying grease-laden vapor. Makeup Air will be provided via a local rooftop equipment fresh air.

The dishwasher exhaust hood shall also be a Type II condensate hood with a dedicated exhaust fan, like the kitchen exhaust hood. However, consideration should be given to a heat-recovery dish machine, which would eliminate the need for an exhaust hood and would provide potential energy savings by reducing the hot water heating load for the machine. All dishwasher ductwork shall be stainless steel or aluminum.

The walk-in refrigerator and freezer shall each be equipped with dedicated refrigeration systems, provided by the kitchen equipment supplier. These condensing units shall be air-cooled and located outside the building on the roof. Additionally, the kitchen equipment supplier should provide the walk-ins with air economizer systems, to utilize cold outdoor air in the winter to provide free cooling to these walk-ins. These economizer systems consist of intake and exhaust openings with dampers, and a fan at the inlet. The damper position and fan operation shall be controlled by temperature sensors in both the cooler and freezer, as well as an outside air temperature sensor.

Small Group/Collaboration:
See "Academic Spaces (Classrooms)" above. The occupancy status of these spaces shall be monitored by occupancy sensors, to allow these spaces to go into heating/cooling setback mode when they are vacant. This tracking of occupant movement in the building provides energy savings by taking advantage of the diversity of use within these spaces.

Electrical Rooms:
The main electrical room will be served with a ductless mini-split system. A thermostat and BAS controller will be provided as described herein. Remote electrical rooms will not be conditioned or ventilated.

Data Rooms/Technology Spaces:
24/7 Cooling Areas, such as Elevator Equipment and MDF rooms, shall be provided ductless mini-split systems as required. Small electrical rooms and IDF rooms shall be ventilated with plenum air by transfer air fans.

General:
Electric unit heaters shall be provided at the major points of entry.

Space Conditioning (ASHP)

Academic Spaces (Classrooms):
Cooling and heating for the Academic Spaces shall be provided by horizontal concealed fan coil units with a hot water coil, chilled water coil, and an ECM fan motor. Each classroom will be served by a dedicated unit, sized to meet the heating and cooling loads of the space. Most of the units will be ceiling mounted in corridors located throughout the building unless noted otherwise.

Units for each space will be controlled by a thermostat, BAS interface and occupancy sensor interlock. The BAS interface will allow the fan coil units to communicate with the building control system, and the occupancy sensor shall monitor the occupancy in the space, allowing the unit to go into setback mode when the room is vacant for a period of time. All fan coil

units shall have fully ducted supply and return sheet metal ductwork. All supply air ductwork shall be insulated with 2.2" thick, ¾ pcf duct wrap with vapor barrier (installed R-value R>6). Return air ductwork shall not be insulated. Each unit shall include a 4" deep Astropleat MERV 11 filter. The Owner shall be engaged to discuss implementation of MERV 13 filters in lieu of MERV 11 filters at terminal equipment.

Each fan coil unit shall include integral disconnect. Condensate for each unit will be disposed of through a floor drain, open receptable, or condensate pump into the sanitary system. Each zone will have a thermostat (adjustable).

Administration Spaces:
Cooling and heating for the Administration spaces shall be provided by fan coil units. HVAC zoning for the Administration spaces shall be divided such that similar use spaces (i.e. a row of offices) shall be combined to be served by one unit. Interior spaces shall be zoned separately from spaces with exterior exposures, in accordance with sound engineering practices.

Each unit shall be equipped with a thermostat and BAS interface, fully ducted air distribution duct systems with insulation, disconnect, and condensate disposal as described above. Where one unit serves multiple spaces, ventilation air shall be controlled by occupancy sensors, which operate a VAV box to provide ventilation air ducted into the return air duct system of the unit or directly into the space.

Library/Media Center:
See "Academic Spaces (Classrooms)" above.

Physical Education/Gymnasium:
Cooling and heating for the gymnasium shall be provided by an energy recovery rooftop unit (RTU), sized to meet the heating and cooling load for the fully occupied gymnasium. This unit shall also be equipped with an outside air intake and relief outlet, in order to allow for the unit to utilize 100% outside air for space conditioning in economizer mode when the ambient air conditions allow. The gymnasium systems will utilize unit-mounted non-ozone (UL 2998 zero-ozone certified) generating bipolar ionization to provide odor control and reduce OA demand in the variable occupancy spaces.

The RTU will be equipped with an energy recovery wheel with at least 65% effectiveness, a hot water coil, and a chilled water coil. The coils will be tied to the building water loops. The fans shall be driven by variable speed motors.

Supply ductwork to the gymnasium shall be double-wall spiral ductwork with diffusers mounted to the side of the duct. The return air for the gymnasium shall be accomplished with a low

return air inlet, in order to address any air stratification concerns. Low return air inlets will be supplied with heavy-duty return grilles.

The gymnasium will additionally be provided with destratification fans in order to more efficiently distribute conditioned heating air and in order to raise the temperature setpoint in cooling with the addition of the convective cooling from the High Volume Low Velocity (HVLS) fan.

The ancillary support spaces (offices, gym storage, etc.) will be served by fan coil units, with all associated items as described previously. Ventilation to these spaces will be either supplied directly to the space, or into the return air inlet of the associated heat pump, depending on the space layout and mechanical space configuration.

Cafetorium:

Cooling and heating for the cafetorium shall be provided by an energy recovery rooftop unit (RTU), sized to meet the heating and cooling load for the fully occupied cafetorium. This unit shall also be equipped with an outside air intake and relief outlet, in order to allow for the unit to utilize 100% outside air for space conditioning in economizer mode when the ambient air conditions allow. The cafetorium systems will utilize unit-mounted non-ozone (UL 2998 zero-ozone certified) generating bipolar ionization to provide odor control and reduce OA demand in the variable occupancy spaces.

The RTU will be equipped with an energy recovery wheel with at least 65% effectiveness, a hot water coil, and a chilled water coil. The coils will be tied to the building water loops. The fans shall be driven by variable speed motors.

The kitchen exhaust hood shall be a Type I, grease-removal hood. Kitchen equipment beneath the exhaust hood shall be selected accordingly. The kitchen hood shall be connected to a dedicated upblast exhaust fan and provided with stainless steel ductwork for carrying grease-laden vapor. Makeup Air will be provided via the local rooftop equipment fresh air.

The dishwasher exhaust hood shall also be a Type II condensate hood with a dedicated exhaust fan, like the kitchen exhaust hood. However, consideration should be given to a heat-recovery dish machine, which would eliminate the need for an exhaust hood and would provide potential energy savings by reducing the hot water heating load for the machine. All dishwasher ductwork shall be stainless steel or aluminum.

The walk-in refrigerator and freezer shall each be equipped with dedicated refrigeration systems, provided by the kitchen equipment supplier. These condensing units shall be air-cooled and located outside the building on the roof. Additionally, the kitchen equipment supplier should provide the walk-ins with air economizer systems, to utilize cold outdoor air in

the winter to provide free cooling to these walk-ins. These economizer systems consist of intake and exhaust openings with dampers, and a fan at the inlet. The damper position and fan operation shall be controlled by temperature sensors in both the cooler and freezer, as well as an outside air temperature sensor.

Small Group/Collaboration:
See "Academic Spaces (Classrooms)" above. The occupancy status of these spaces shall be monitored by occupancy sensors, to allow these spaces to go into heating/cooling setback mode when they are vacant. This tracking of occupant movement in the building provides energy savings by taking advantage of the diversity of use within these spaces.

Electrical Rooms:
The main electrical room will be served with a ductless mini-split system. A thermostat and BAS controller will be provided as described herein. Remote electrical rooms will not be conditioned or ventilated.

Data Rooms/Technology Spaces:
24/7 Cooling Areas, such as Elevator Equipment and MDF rooms, shall be provided ductless mini-split systems as required. Small electrical rooms and IDF rooms shall be ventilated with plenum air by transfer air fans.

General:
Electric unit heaters shall be provided at the major points of entry.

Ventilation Systems

The outside air system for the buildings shall be de-coupled from the primary heating and cooling. In general, outside air shall be provided directly to the occupied space via one outside air unit. The dedicated outside air handling unit will be modular type (indoor or outdoor depending on the site) and include supply/exhaust plenum fans and utilize double wall construction. The unit shall be variable volume energy recovery type units utilizing building exhaust and general exhaust air to precondition the outside air through desiccant energy recovery wheels. To further condition and dehumidify the outside air, the DOAS will be provided with a heating coil and cooling coil. The type of coil will be dependent on the chosen central mechanical system (GSHP or ASHP).

The air handling equipment shall be Trane, Carrier, Johnson Controls, Daikin, or approved equal, modular air handing units. The outside air unit will generally consist of one (1) dedicated air handling unit sized as noted below with the following sections/components: exhaust air tunnel will be a filter inlet filter/rack, energy recovery device, and two plenum type, exhaust air fans. The outside air tunnel will include an inlet filter, energy recovery device, access, heating

coil, cooling coil with UV lamp, access, two plenum type supply air fans. Each fan will be controlled by a VFD for varying airflow conditions. The exhaust fan is sized at 20% reduction in capacity (thus maintaining building pressurization). The supply air distribution system will supply outside air to VAV terminal units for distribution of outside air to each zone.

Exhaust air (for toilet rooms, janitor's closets, etc.) and as well as general exhaust from all other spaces, shall be fully ducted. All outside air and return/exhaust ductwork shall be insulated with 3" thick, ¾ pcf duct wrap with vapor barrier.

For demand control ventilation, classrooms and other appropriate spaces will also include CO2 and occupancy sensors. The thermostat (and associated sensors), CO2 and occupancy sensors are to interface to the building automation system. The CO2 and occupancy sensor inputs will be utilized to control the space ventilation terminal unit and space temperature set points.

To control outside air, a CO2 monitoring will be provided to take advantage of building diversity. Each variable occupied area will contain a CO2 sensor. The VAV terminal will modulate in accordance with the CO2 measurements. The VAV terminal will also be interlocked with new room occupancy sensor. The ventilation rate will be modulated based on occupied and vacant spaces conditions. Where a single terminal serves multiple spaces, the terminal shall control to the highest-demand space.

Air Distribution

All ductwork shall be galvanized steel constructed to SMACNA's standards. All ductwork joints shall have a sealer applied as dictated by system duct pressure. Ductwork upstream of VAV boxes shall be medium pressure/velocity flat oval type with round runouts to boxes. All medium pressure ductwork shall be pressure tested. Ductwork downstream of the VAV boxes shall be low velocity, rectangular type. All HVAC air distribution systems shall be balanced to AABC standards.

In general, supply air diffusers shall be aluminum construction with a panel face and round neck (Titus ONMI-AA). Linear slot diffusers shall be used along the perimeter wall. Return and exhaust air grilles to be aluminum construction with a ½" egg-grate face mounted in a 24" x 24" lay-in ceiling panel (Titus 50F).

Temperature Control

A web-based BAC-Net DDC controls system shall be provided for the entire building and associated systems utilizing one of the Town's standard control systems (Delta, Trane, Distech/ASI. The controls system will also include a JACE panel to communicate

(wired/wireless) over the web-based area network. The BAS shall also interface with the building lighting, exterior lighting, and switch gear / electric metering. BTUH metering shall be provided for the central geothermal system. The system shall be ASHRAE 135 BACnet compliant using BTL listed components.

Electrical Narrative

Codes and Standards

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

- 225 CMR 23 Massachusetts Stretch Energy Code 2025
- NFPA 70: National Electric Code (2023)
- Americans with Disability Act Accessibility Guidelines (ADAAG)
- MSBA Guidelines
- LEED for Schools (v5) and all referenced standards
- City of Somerville "Somerville Zoning Ordinance"

Site Lighting and Power

A new pad mount transformer will need to be located on site to provide power to the building. Transformer will be provided by the local utility. Locations of all items provided by the utility (distribution equipment, raceways and conductors, metering equipment, etc.) to be coordinated with the utility and reviewed with both the owner and architect.

The facility and surrounding site shall be illuminated with LED type light fixtures. Building mounted (wall pack) style fixtures as well as pole mounted lighting for the parking areas shall be utilized. LED lighting will also be provided for the flagpole. Additional accent lighting, pathway lighting, etc. shall be provided to accommodate outdoor playground/gathering areas as defined during the design process.

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

Power Systems

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

a. Layout 2 (Options 1A, 1B) Renovation/Addition – 3,500 Amp
b. Layout 3 (Options 2A, 3A) New Construction, 690 Students – 3,000 Amp
c. Layout 4 (Options 2B, 3B, 4) New Construction, 925 Students – 3,500 Amp
d. Layout 5 (Options 5A, 5B) New Construction – Trum Field – 3,500 Amp

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

A diesel fired emergency generator will be designed for the building, preliminary sizing is estimated to be approximately 800 kW. Generator fuel storage shall be sized for a minimum of 24 hour run time. There will be two transfer switches (branches) associated with the emergency system, and these switches will require a separate room per applicable codes. All life safety systems such as fire alarm and egress lighting, emergency lighting controls, PA Intercom system, Security/Panic systems will be provided on the life safety branch. All misc. loads such as cooler/freezer, IT closet cooling, IT loads, EMS controls, pumps to circulate geothermal loop and select kitchen equipment will be on standby. Additional standby loads will include select outlets in the Gym, Café, Library, and Admin areas, refrigerators in staff break rooms and nurses' station, and a few site lighting poles in select parking areas. HVAC equipment, receptacles, and lighting serving the kitchen, gymnasium, and cafetorium area will be provided with generator backup to support shelter in place in the event of a power outage. Battery backup will be provided for the elevator in lieu of providing a third transfer switch and distribution. The final location of the generator and any additional systems/interconnections shall be coordinated with the owner and the architect.

A generator docking station (for a portable generator connection) shall be provided on site. A second, larger docking station can be provided to backup main power to the building in conjunction with a smaller generator.

Receptacles will be located at teacher workstation locations, fixed locations where equipment requires power and multiple locations on each wall for convenience. All

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

Renewable Energy Systems

The school will be designed to be ready for Solar photovoltaics (PV Ready). During the design process, a building Energy Use Index (EUI) will be identified to estimate the amount of solar required to offset energy usage. The main portion of this PV system will be designed as a self-ballasted, roof mounted system at 5-degree tilt. Additional locations where PV can be utilized are locations such as a canopy above an entrance or in a parking structure, above walkways, or in a ground mounted array. The approximate size of these supplemental arrays shall be determined by the available space allotted on the site.

If PV is included in the project, portions of the PV system can be utilized for educational or showcase purposes as desired and will ideally be in the rooftop classroom area, pending shading due to adjacent roof areas. The PV system would be tied into the overall building distribution system, at the main distribution gear in a dedicated section of the gear. The final size of the solar array, type of panels or harvesting equipment, and location of equipment is to be determined if PV is included in the project. As part of the base scope, the dedicated section of switchgear and pathways to the roof will be provided.

Building Metering & Sub-Metering

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

Additionally, metering can be used as an educational tool to teach students on the benefits of energy reduction, as well as a motivational/competitive tool to engage students to lend a hand in the energy conservation of the facility. The systems shall be implemented in a way to be interactive for both students and staff for the different use cases.

Fire Alarm Systems

A voice evacuation type fire alarm system will be provided for the building. Manual pull stations and speaker/strobes will be located throughout the building to notify all occupants of potential fires. Refer to each area for the types of devices/head end equipment specified and additional information. Fire alarm devices will be wall/ceiling mounted per area and use group. Outdoor visual only devices will be provided in any play area and outdoor classroom areas. AED devices will be monitored by the fire alarm system. Voice evacuation telephone handsets will be provided at the main control panel location. A remote annunciator panel will be located near the main entrance. Test switches for duct smoke detectors will be required to be mounted at 48" above finished floor.

Typical K-12 Space Designs

Academic Spaces (Pre-K Grade Classrooms)

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

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

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

Administration Spaces (Office, Vestibule, Teacher Workrooms, Etc.)

The administrative spaces operate on a typical use schedule of 8:00AM to 5:00PM. Lighting shall be architectural, lay-in and downlight LED fixtures or suspended direct/indirect linear fixtures (ceiling type and height dependent) with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. In general, the lighting controls will be consolidated into multi-button wall

pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. Where required by code, 50% of the single occupant office receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. Admin spaces shall also have fire alarm devices as required by code.

Physical Education/Gymnasium

The gymnasium shall not be used for any organized sports, or extracurricular/recreational use, outside of the educational program, excluding special events. The gymnasium operates on a typical use schedule of 9:00AM to 4:00PM, with the potential for 1 event after hours, from 4:00PM to 6:00PM. This space will be occupied for 100% of the typical use hours. The gymnasium lighting shall be high-bay type LED fixtures with digital controls such as occupancy and daylight sensors where applicable. Full dimming will be provided, and rows will be switched individually. Gymnasium control switches for lighting, power devices, operable goals and partitions, etc. shall be grouped where possible to minimize device footprint on the gymnasium walls.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces to serve the gymnasium. Where required by code, and outside of operable hours, the gymnasium general power receptacles shall be controlled by occupancy sensors, which will also help to reduce the overall building electrical load. Fire alarm devices shall be provided per code. All lighting and fire alarm devices shall be protected from damage by sports equipment by either wire guards or protective casings.

Cafeteria/Kitchen

The cafeteria lighting shall be architectural/downlight LED fixtures, or suspended type LED fixtures dependent on the ceiling type. The lighting shall have digital controls such as vacancy/occupancy and daylight sensors where applicable, if the cafeteria is provided with a large enough window surface area as defined by code. Manual lighting controls for the cafeteria shall be located out of reach of students/general public. Receptacles will be located throughout the cafeteria for general power needs and will be controlled by occupancy sensors where required by code and outside of operable hours.

The kitchen operates on a typical use schedule of 6:00AM to 6:00PM, for breakfast and services.. The kitchen lighting shall be gasketed LED fixtures also controlled by the lighting control system such that lights are turned off during unoccupied hours. General power will be served by locally placed panelboards in dedicated electrical spaces in the kitchen floor area, or a nearby corridor/electrical closet. All kitchen equipment shall also be fed from these local

panels such as coolers, freezers, the exhaust hood, microwaves, warming equipment and miscellaneous small loads. All kitchen receptacle loads shall be provided with GFCI-type breakers. Fire Alarm devices shall be provided as required by code and shall be tied into the kitchen hood as required by the local AHJ (Authority Having Jurisdiction).

Library/Media Center

The Library/Media center operates on a typical use schedule of 8:00AM to 6:00PM. The media center lighting shall be architectural, pendant mount, direct/indirect, lay-in and downlight LED fixtures with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Lighting zones shall be defined to highlight teaching areas and will be switched separately from the general media center lighting. Full dimming will be provided for all fixtures. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall. Individual teaching zones may be provided with additional local controls as desired for the operation of the space.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. Power and data outlets will be strategically placed to only be present where required for interactive mobile/wall-mounted displays, or as required for general use in the space. The media center will be provided with wireless capability, and all technology implemented shall strive to be wireless to reduce the number of devices present on the wall. Fire Alarm devices shall be provided as required by code, either ceiling or wall mounted.

Discovery Zones/Small Group/Collaboration Spaces

Discovery Zones, Small Group, or Collaborative spaces operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Lighting for these areas shall be architectural, lay-in and downlight LED fixtures dependent on the ceiling type in the space. Lighting controls will be digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. In general, the lighting controls will be consolidated into multi-button wall pods (ex. Acuity nPODM Family) when serving multiple zones, as to reduce the number of switches on the wall.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

Pt/Ot/Speech/Health Rooms

PT/OT/Speech/Health Classrooms and educational spaces operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Lighting shall be lay-in and downlight, direct/indirect LED fixtures dependent on the ceiling type within each space. Lighting shall be

controlled via digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Full dimming will be provided. All light fixtures shall be tunable white type to achieve health and behavioral benefits in the space.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

Special/Music Classrooms

Special Classrooms/Music Rooms operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Lighting shall be architectural or lay-in LED fixtures dependent on the ceiling type in the space and provided with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Full dimming will be provided.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

Art Classrooms

Art Classrooms operate on a typical use schedule to match the classroom spaces, 9:00AM to 4:00PM. Dedicated receptacles/power shall be provided for electric kilns. Lighting shall be architectural LED fixtures dependent on the ceiling type in the space and provided with digital controls such as vacancy/occupancy and daylight sensors where applicable such as rooms with window surface area large enough for consideration. Full dimming will be provided. Additional spotlighting or area lighting may be provided to highlight student art and display areas if desired.

General power will be served by locally placed panelboards in shared electrical/mechanical spaces. As required by code, and outside of operable hours, 50% of the receptacles will be controlled via occupancy sensors, this will also help to conserve energy in the facility. As with all other spaces fire alarm devices shall be provided as required by code.

Memorandum

To: Lisa Pecora
Senior Associate
Perkins Eastman Architects
20 Ashburton Place, Floor 8
Boston, MA 02108

From: Peter Mara, PE, VHB
Dale Horsman, PE, VHB

Date: March 25, 2026

Project #: 175741.000

Re: Site Development Requirements
Winter Hill Community Innovation School – PDP Submittal
Somerville, Massachusetts

Site Development Requirements

Site Access and Circulation

The MBTA route 80 bus stop is located next to the site on 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. The surrounding neighborhood is walkable and the sidewalks and crosswalks at the site provide access for pedestrians. The available Blue Bike parking station located on the sidewalk northeast of the site and sharrow markings in the surrounding roadways allow for cyclists to access the site. Access to buses, bicycles, and sidewalks allow students to access the site without relying on motor vehicles. The Project will maintain existing sidewalk connections to the surrounding neighborhood, existing bus stops, and bicycle paths.

Parking and Pavement

The Project should provide clearly defined staff and visitor parking, and school bus parking zones, including the existing bus and drop-off zones on Sycamore Street if they remain. The existing 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 the one-way Sycamore Street for pick-up and drop-off from 7AM-4PM. Additional street parking and sidewalk access are available on the two-way Evergreen Avenue and the one-way Thurston Street. Sidewalk access is available, but no street parking is available on the two-way Medford Street. The parent pick-up and drop-off zone should include an area for an accessible drop-off space. Adequate bicycle parking to service students and faculty shall be provided.

The loading driveway connecting to Medford Street shall be repaved to allow for adequate drainage and provide clean access to the facilities and loading bays.

The school and all exterior school spaces, including walkways, plazas, classrooms, playgrounds, and crosswalks shall be ADA accessible and in conformance with the Massachusetts Architectural Access Board (MAAB) Rules and Regulations. It is recommended to reconstruct portions of the abutting existing sidewalks in the public right-of-way to meet ADA and MAAB requirements.

All parking areas shall be adequately illuminated at night and with adequate and visible circulation signage. All vegetation shall be clear of sight lines. Separate car and bus drop-offs shall be provided with the least amount of vehicular conflicts possible. Student drop-off areas shall be clear of vehicular traffic and shall not require students to cross streets. Crosswalks shall be located as required and be in conformance with MAAB rules and regulations. All service areas shall be restricted by bollards, gates or chains.

Zoning Setbacks and Limitations

The Site is located within the Civic (CIV) zoning district in the City of Somerville and is not located within any overlay zoning districts. The CIV zoning district is intended to accommodate facilities that support the community, including educational services, which are allowed by right in the CIV zoning district. Developments in the CIV zoning district are exempt from the City's Development Standards as described in Article 10, and of the parking and mobility requirements as described in Article 11 of the City's Zoning Ordinance. The Project will be required to meet the standards of Article 13 for proposed civic spaces and would be subject to review by the City. Due to the protected use under M.G.L. 40A Section 3, there are no zoning dimensional limitations and setbacks for the Project. The Project will be subject to a Site Plan Approval from the Planning Board due to the development of a new principal building.

Easements

Based on the Existing Conditions Plan, there are no known easements located on the site.

Emergency Vehicle Access

Each street surrounding the site shall provide fire access, defined by Section 18.2 of the NFPA1 2021 Fire Code as 20-foot wide, maintained and paved access around the entire school. In accordance with the NFPA, all exterior points of the sprinkled building will need to be within 250-feet of the surrounding access roads.

Utilities

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. It is recommended to connect to the existing 8-inch main in Sycamore or the 8-inch main in Evergreen Avenue due to the existing mains' proximity to the Site. The existing two 12-inch water mains in Medford Street and one 6-inch water main in Thurston Street are available for proposed water connections; however, they are located on the far sides of the roadway and would require utility crossings which may result in potential utility conflicts. Connections to municipal mains will require a triple water gate valve configuration for shutdown and isolation control.

The Project will maintain or relocate as needed the existing four hydrants surrounding the Site, two of which are on the western side of Sycamore Street, and one is on the eastern side of Thurston Street. The hydrant on Evergreen Avenue is located on the public sidewalk adjacent to the existing site. 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 ductile iron pipe (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. The Project may either re-use the existing 8-inch connection to Sycamore Street or cut and plug the existing connection at the existing sewer manhole. It is recommended to connect proposed sanitary lines to existing sewer manholes.

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.

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. The Project will be required to meet peak rate and volume mitigation and water quality, including total phosphorous removal 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. Potential Best Management Practices (BMPs) that may be used to meet the stormwater regulations include sand filters, porous pavement and/or pavers, green roofs, water reclamation and re-use systems, and infiltration basins. Infiltration systems are the most effective BMPs to provide the required water quality. If infiltration is not feasible at the existing site, then a mixture of the aforementioned BMPs will be required to meet the standards.

Gas

The Project may re-use the existing 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.

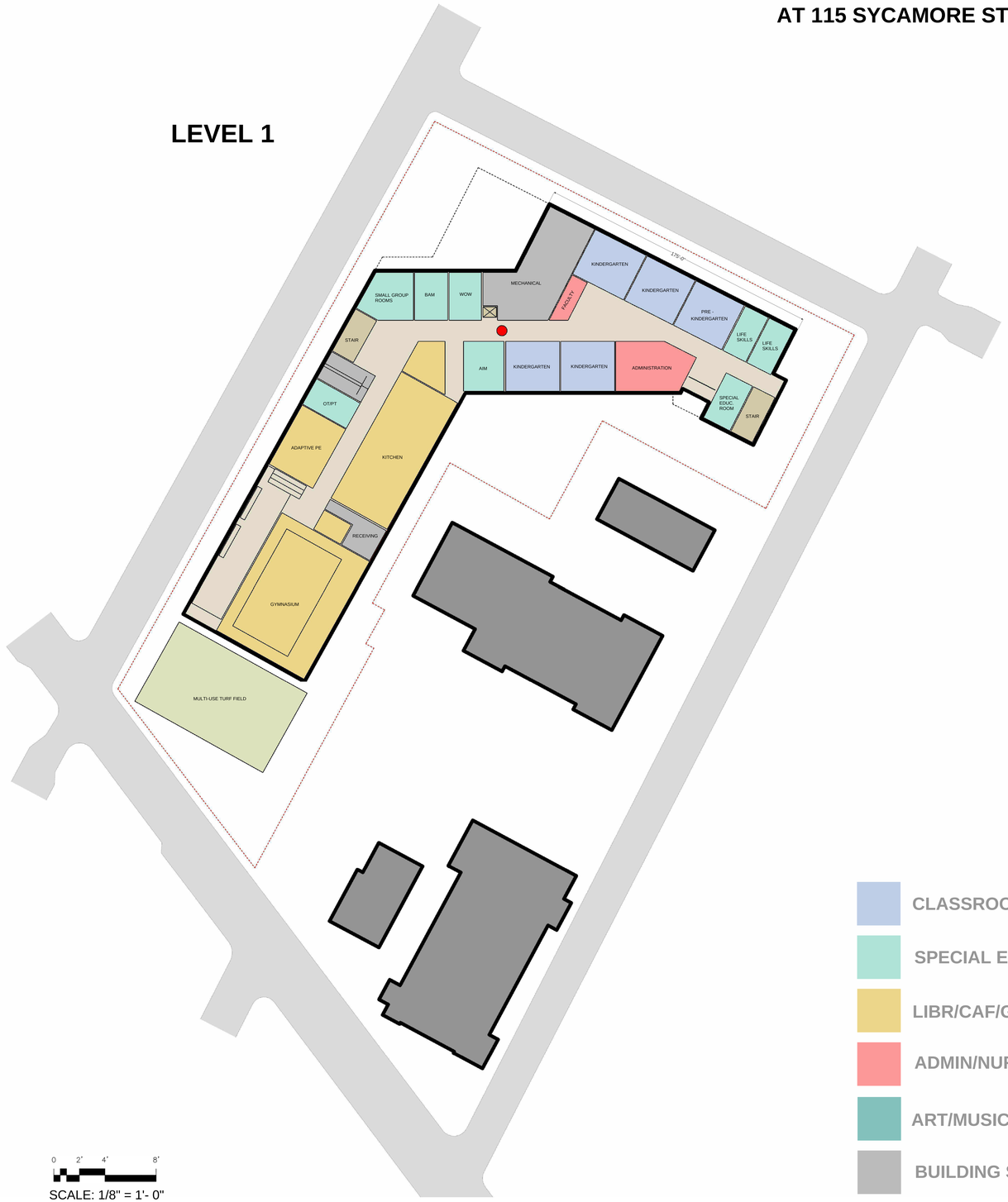
Electric/Telcom Service

According to the Existing Conditions Plan, the existing school is serviced by a 4-4" electric conduit ductbank within the existing loading driveway the connects to the electric equipment in the center corner of the existing site, near the western edge of the abutting St. Ann parish offices. 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. The private utility providers will be contacted during design to determine their availability to service the proposed school.

NEW CONSTRUCTION - OPTION 2A

AT 115 SYCAMORE STREET FOR 690

LEVEL 1



LEVEL 2

CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

NEW CONSTRUCTION - OPTION 2A

AT 115 SYCAMORE STREET FOR 690

LEVEL 3

LEVEL 4

LEVEL 5

CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

NEW CONSTRUCTION - OPTION 2B

AT 115 SYCAMORE STREET FOR 925

LEVEL 1

LEVEL 2

CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

NEW CONSTRUCTION - OPTION 2B

AT 115 SYCAMORE STREET FOR 925

LEVEL 3

LEVEL 4

LEVEL 5

CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

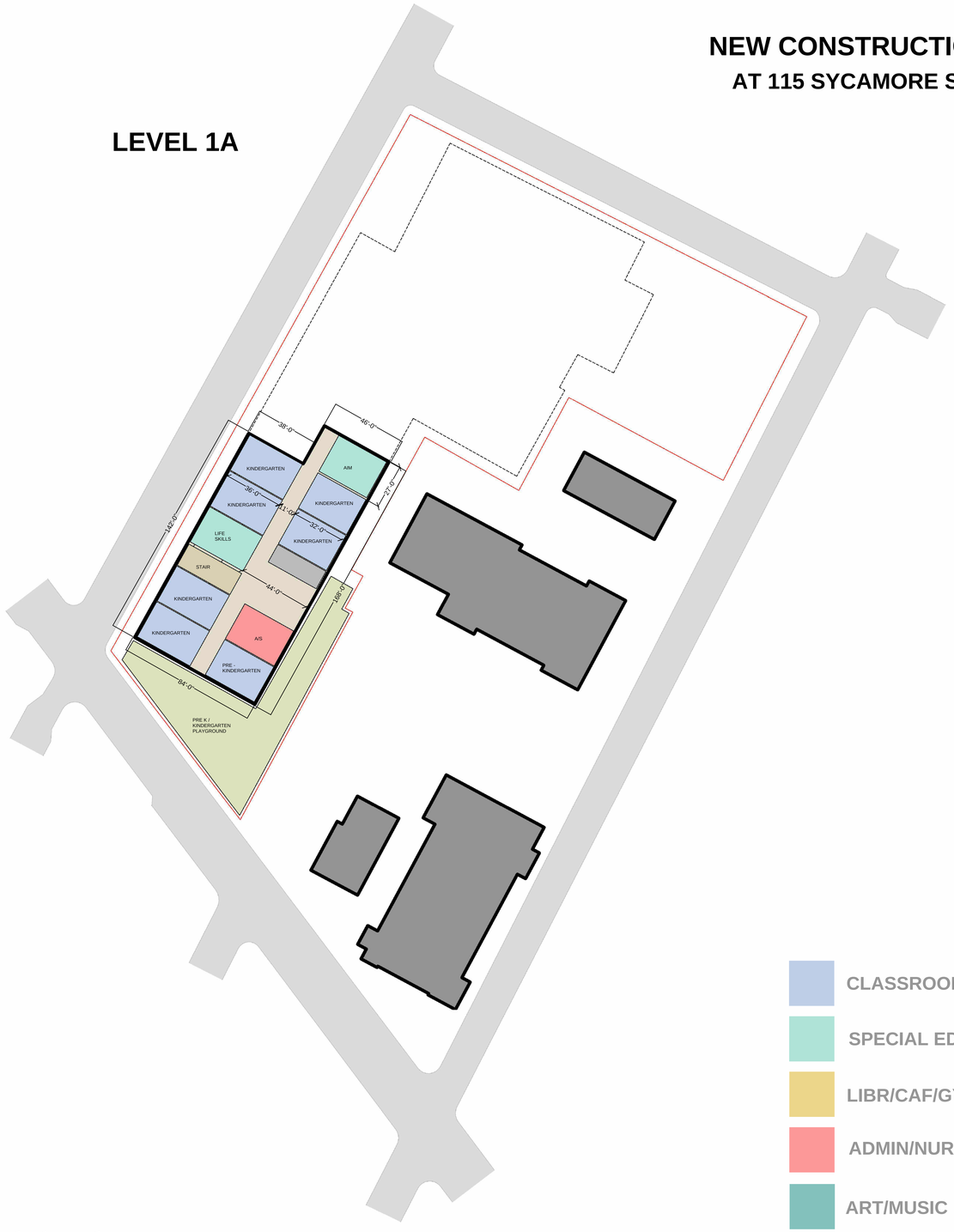
0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

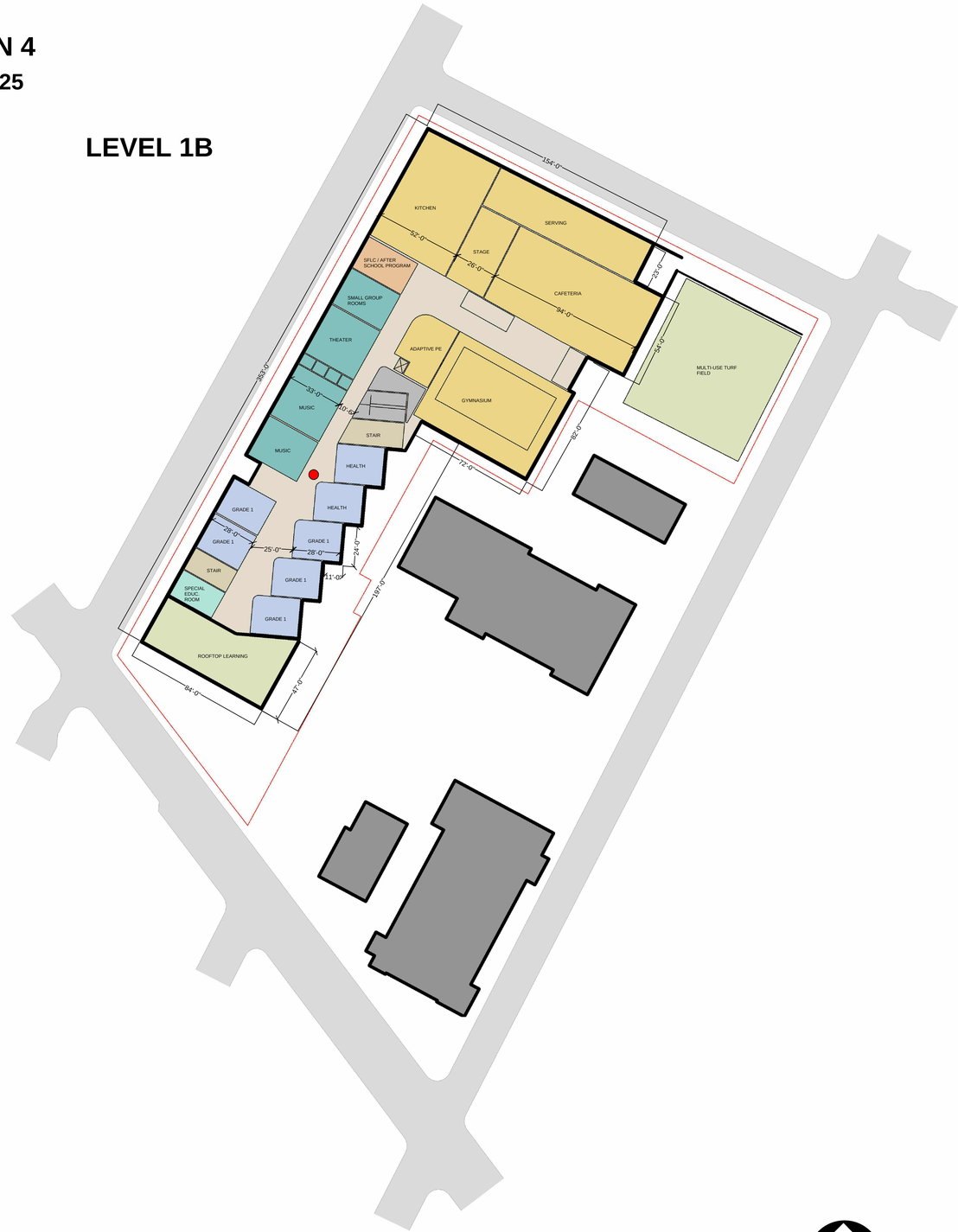
NEW CONSTRUCTION - OPTION 4

AT 115 SYCAMORE STREET FOR 925

LEVEL 1A



LEVEL 1B



CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

NEW CONSTRUCTION - OPTION 4

AT 115 SYCAMORE STREET FOR 925

LEVEL 2

LEVEL 3

CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

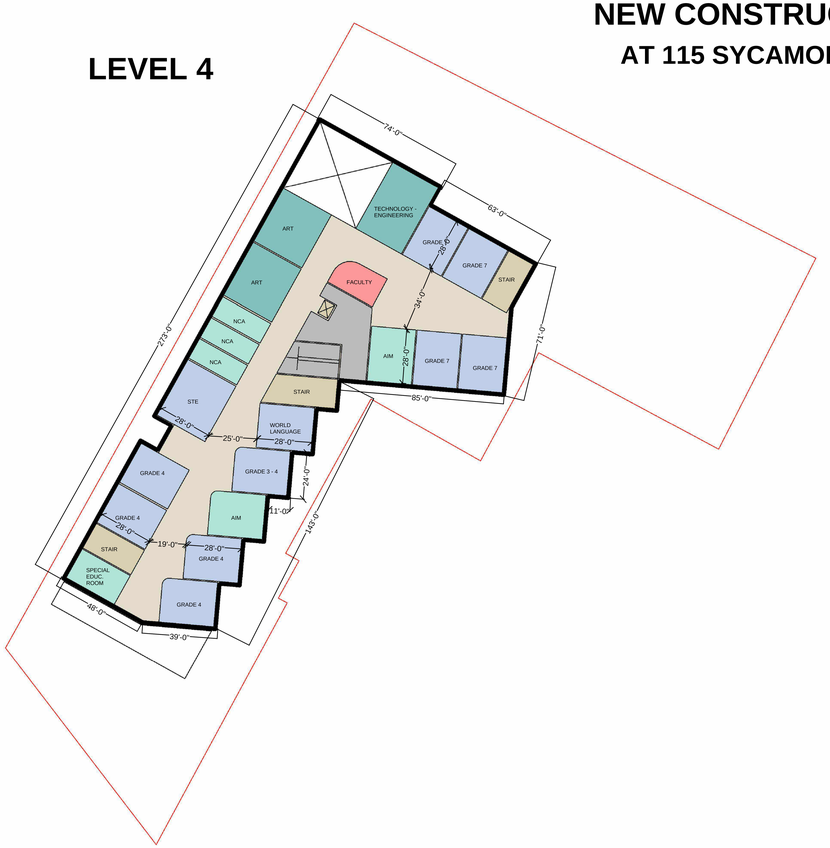
0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

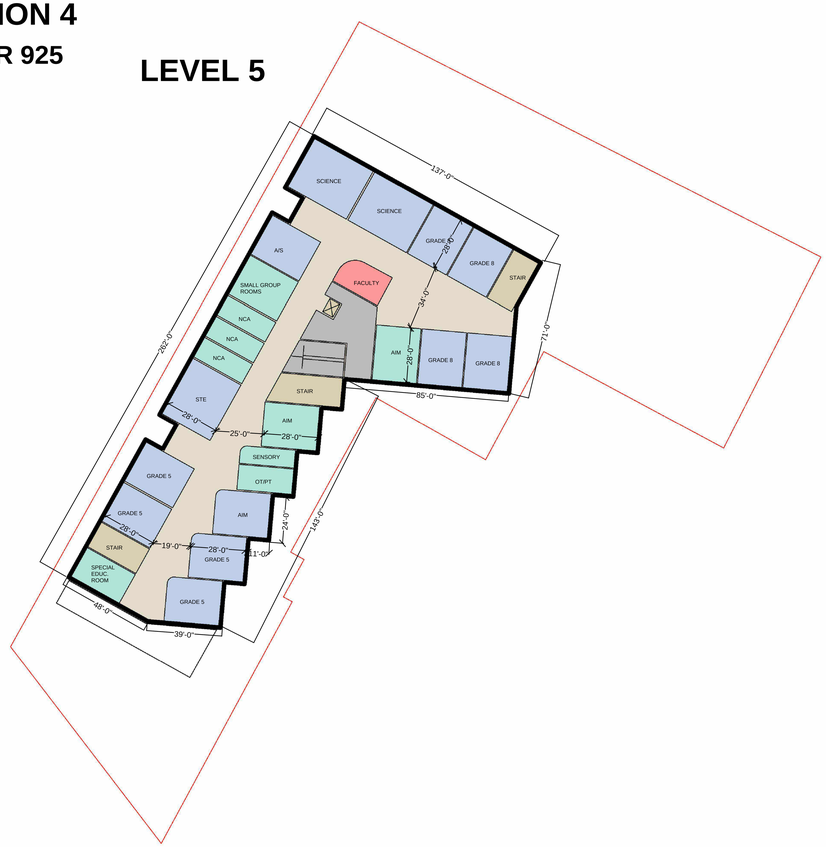
NEW CONSTRUCTION - OPTION 4

AT 115 SYCAMORE STREET FOR 925

LEVEL 4



LEVEL 5



CLASSROOM

SPECIAL EDUC.

LIBR/CAF/GYM

ADMIN/NURS

ART/MUSIC

BUILDING SYSTEMS

0 2' 4' 8'

SCALE: 1/8" = 1'- 0"

S. SBC Meetings/Minutes/Attachments

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 o Minutes

- Minutes from the September 29, 2025, meeting was presented for approval.
- **Corrections:**
  - Motion to Adjourn was made by Jill Lathan and seconded by Andre Green **Roll call or :**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

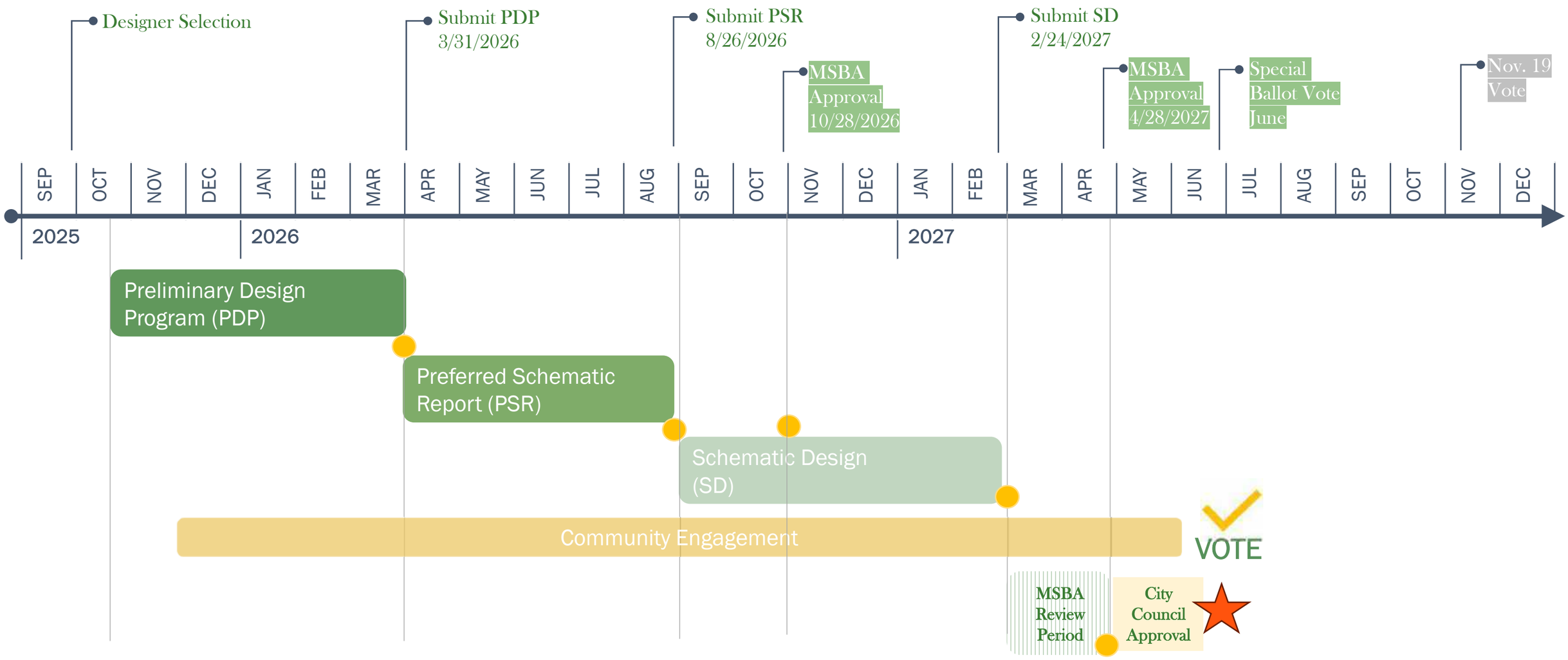
Minutes by: Sean Burke PMA Consultants 6:00PM

Winter Hill Community Innovation School

Meeting #1 November 3, 2025

PERKINS EASTMAN
Human by Design

MODULE 3 AND 4 SCHEDULE MILESTONES



PDP WORKPLAN

3 Nov | 10 Nov | 17 Nov | 24 Nov | 1 Dec | 8 Dec | 15 Dec | 22 Dec | 29 Dec | 5 Jan | 12 Jan | 19 Jan | 26 Jan | 2 Feb | 9 Feb | 16 Feb | 23 Feb | 2 Mar | 9 Mar | 16 Mar | 23 Mar | 30 Mar | 6 Apr

2025 2026

Preliminary Design Program (PDP)

Community Forum

SBC Meetings

Schedule/Process

Existing Conditions Update & Sites

Prel, Space Summ/Test Fits

Vision, Options & Eval.

Option & Eval. Refinement

Site Evaluation

Site Assessment

Preliminary Test Fits

Existing Conditions

Hazardous Materials &
Site and Building Survey

Geotech

Preliminary Traffic

Educational Space Template

Ed Data Gathering

Educational Space Template

Educational Program

Option Development

Preliminary Evaluation of Alternates

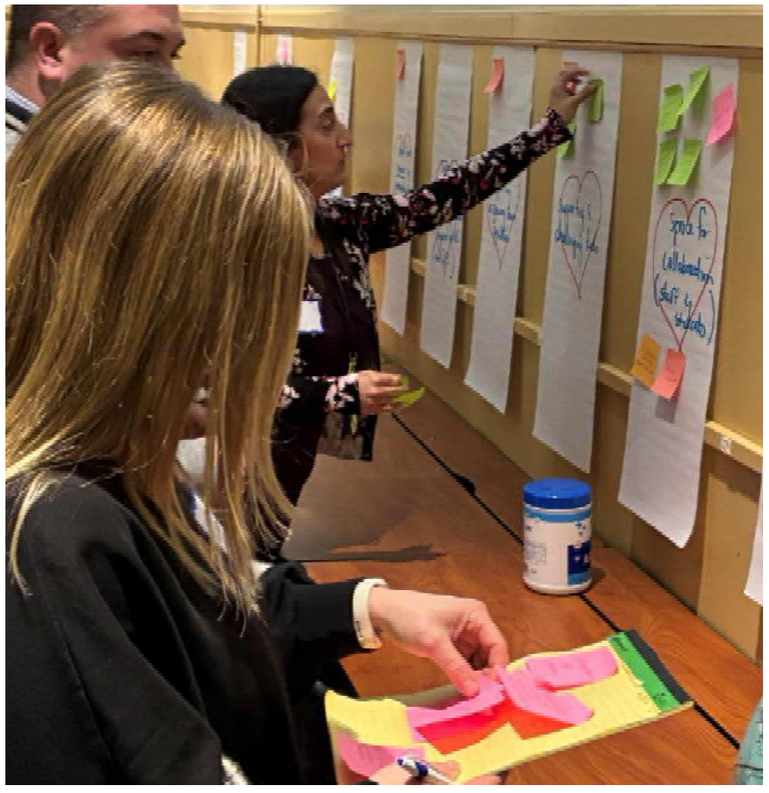
Cost Study

Refine/Assess Options

Assemble Report

Submit PDP

ENGAGING DIVERSE PERSPECTIVES



Educational Leadership Team:

- Represents major program areas
- Translates big ideas into program needs, spatial relationships, and structures to support learning

Educational Forum:

- Broad stakeholder group
- Builds consensus around a shared educational vision

EDUCATIONAL LEADERSHIP TEAM

Educational Leadership Team:

- Represents major program areas
- Translates big ideas into program needs, spatial relationships, and structures to support learning

Core Members

1. Danielle Barry – Facilities Transportation and Safety Coordinator
2. Dr. Jessica Boston Davis – Asst. Superintendent of Academics
3. Ildefonso Arellano – Director of Special Education
4. Paulina Mitropoulus – Director of Multi-Lingual Education
5. Ruth Santos – Director of SFLC (Somerville Family Learning Collab)
6. Rosanna Paribello – Director of Community Schools (ASP & summer)
7. Courtney Gosselin – Principal of WHCIS
8. Christopher Ames – Principal of Brown School

Open Invitation

- Amara Anosike – Chief of Staff and Strategies
- Dr. Rubén Carmona Superintendent of Schools

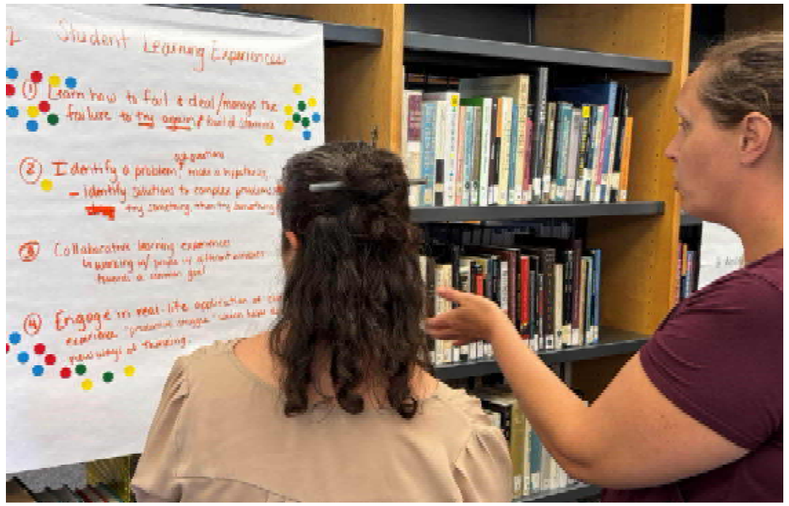
VISIONING & PROGRAMMING WORK PLAN

Phase 1
Immersion + Inspiration
11/3 – 11/17

- Goal + priority mapping
- Program & experiential observations
- Precedent school tours

Phase 2
Vision Development
12/1 – 12/15

- Physical, academic, and social-emotional development
- Instruction, engagement, and the future of learning
- Spaces, Structures, and the student experience



Phase 3
Programming + Synthesis
1/5 – 1/12

- Prioritize educational and architectural goals
- Program intersections and opportunities for interdisciplinary learning
- Ideal program adjacencies

Thank you!

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 o 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 o 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 same 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, the 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 widow, 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 saves. There are some nice river birches in Mae's Garden that could 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 as 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 it 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 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 fell's it's incredibly important to keep Mae's Garden into the new project. **AG** agreed, feels that Mae's garden is part 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 Innovation School

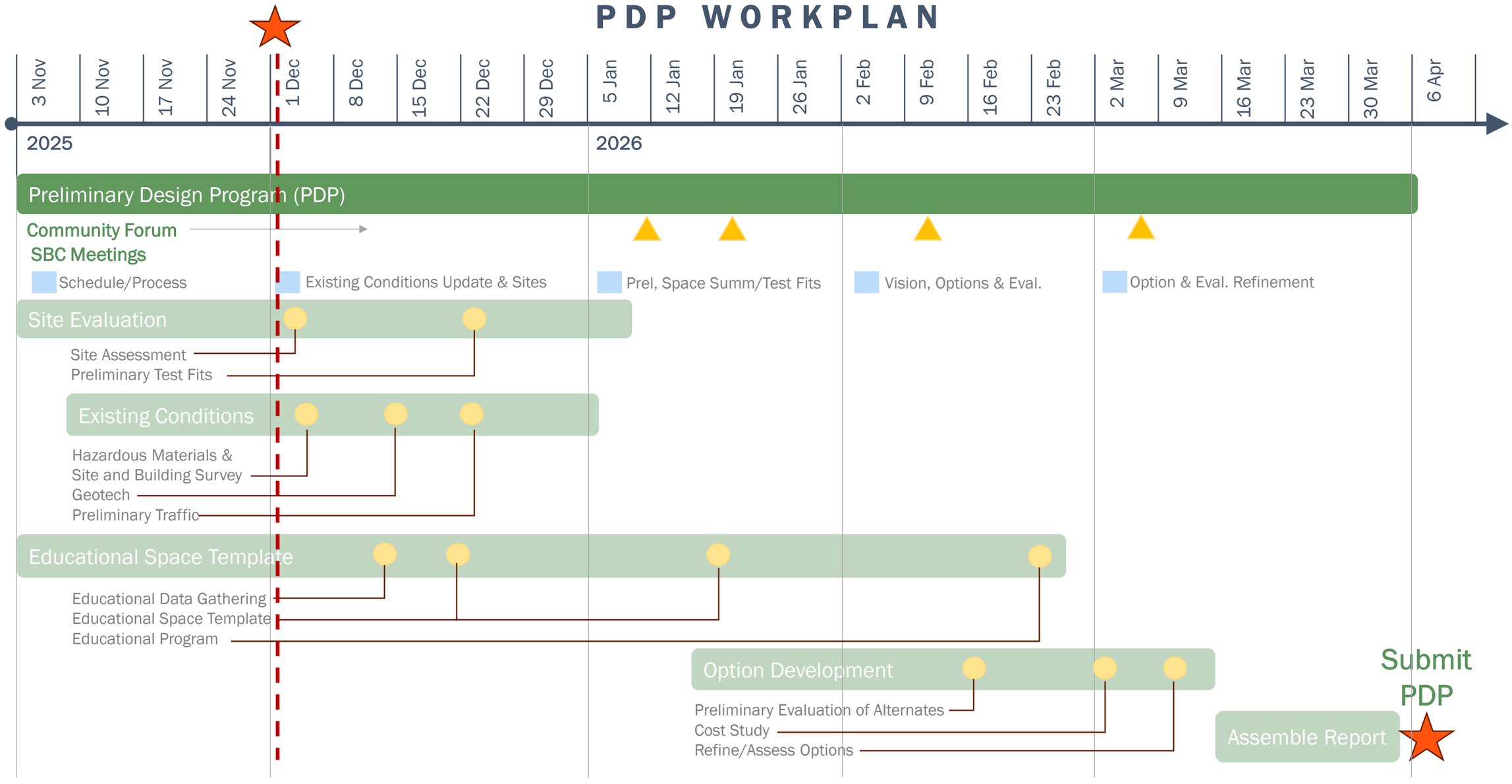
Meeting #2 December 1, 2025

PERKINS EASTMAN
Human by Design

AGENDA

- Workplan Update
- Community Outreach Plan
- Visioning/Programing Update
- Review of Existing Conditions
- Site Inventory

PDP WORKPLAN



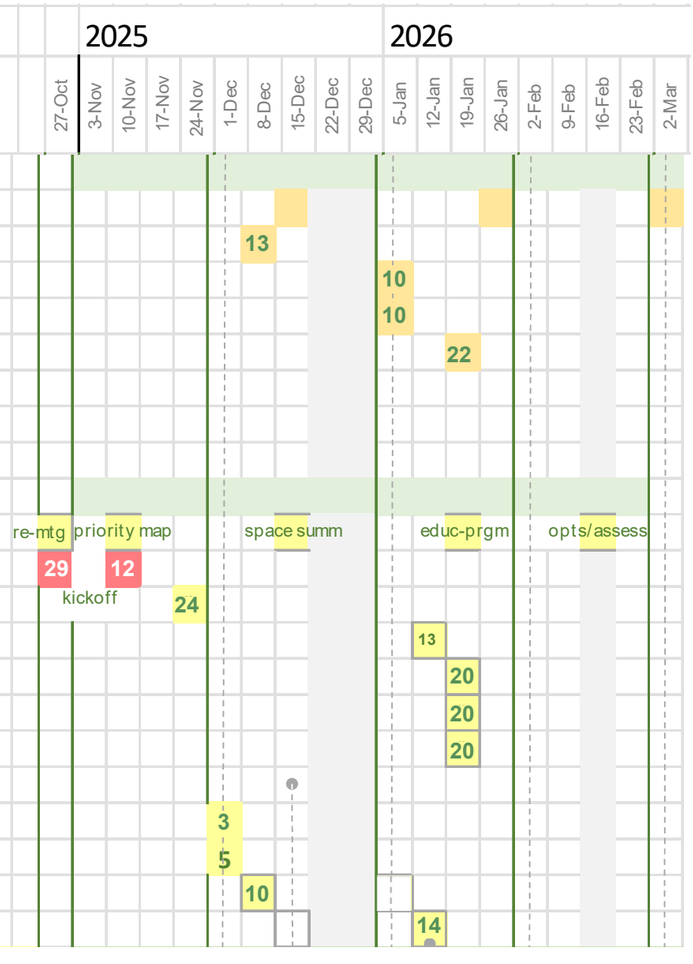
COMMUNITY OUTREACH

WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

FEASIBILITY/SCHEMATIC OVERVIEW

12/1/2025

Community Engagement		
	Community Events	TBD - CoS to advise
	Winter Hill Neighborhood Group Meeting & Walk/Talk	12/13/2025 10:00?
	Winter Hill Parent Community Group Meeting & Walk/Talk	1/10/2025 9:30?
	Brown Parent Community Group Meeting & Walk/Talk	1/10/2025 10:30?
	Community Forum 1	1/22/2025 -TBD
	Community Forum 2	TBD
	Community Forum 3	TBD
	Community Forum 4	
Visioning & Programming		
	*ELT Meetings	10/29/2025
	Pre-ELT Planning	11/6/2025
	Shadow Day at Edgerly and Brown	11/24/2025
	School Tour	1/13/2026
	Visioning Session 1	1/20/2026
	Visioning Session 2	1/20/2026
	Visioning Session 3	1/20/2026
	Program workshop 1	
	Initial Meeting	12/1/2025
	Follow Up Meeting	12/5/2025
	Program workshop 2	12/10/2025
	Program workshop 3	1/14/2026



* ELT – Educational Leadership Team

COMMUNITY OUTREACH

Winter Hill Neighborhood and Parent Community Walk and Talk

1 Meet at Brianna's
- Brief project overview (grab a coffee or hot chocolate)
- Present site assessment - what we know

Discuss Community Needs in a neighborhood walk:

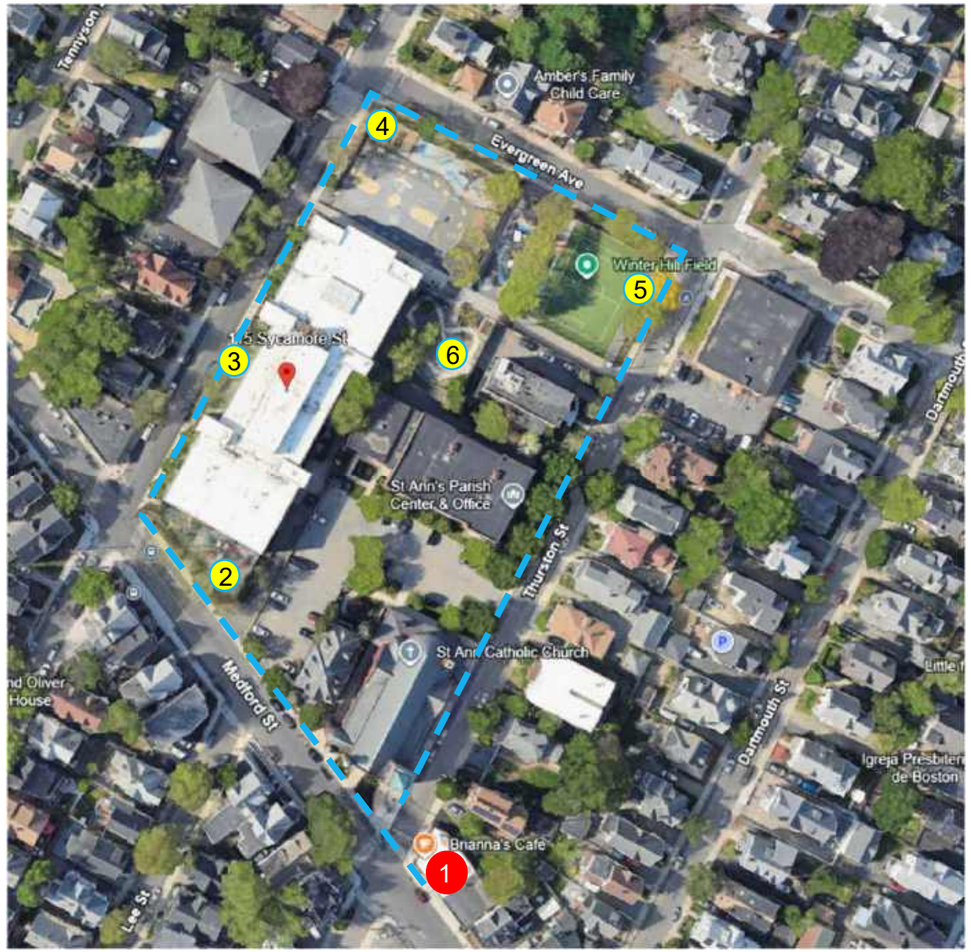
2
- Discuss traffic concern
- Outdoor space needs
- Neighbors to the south

3
- What works well
- What doesn't work
- What things could be improved?
- Safety and Security concerns
- Neighbors to the west

4
- What are important features that should not be lost
- How does the community use the outdoor spaces
- How are the planting beds used by the community
- Neighbors to the north

5
- What do you notice about the plants and trees in this area
- Sustainability – EV stations, PV, geothermal
- Neighbors to the east

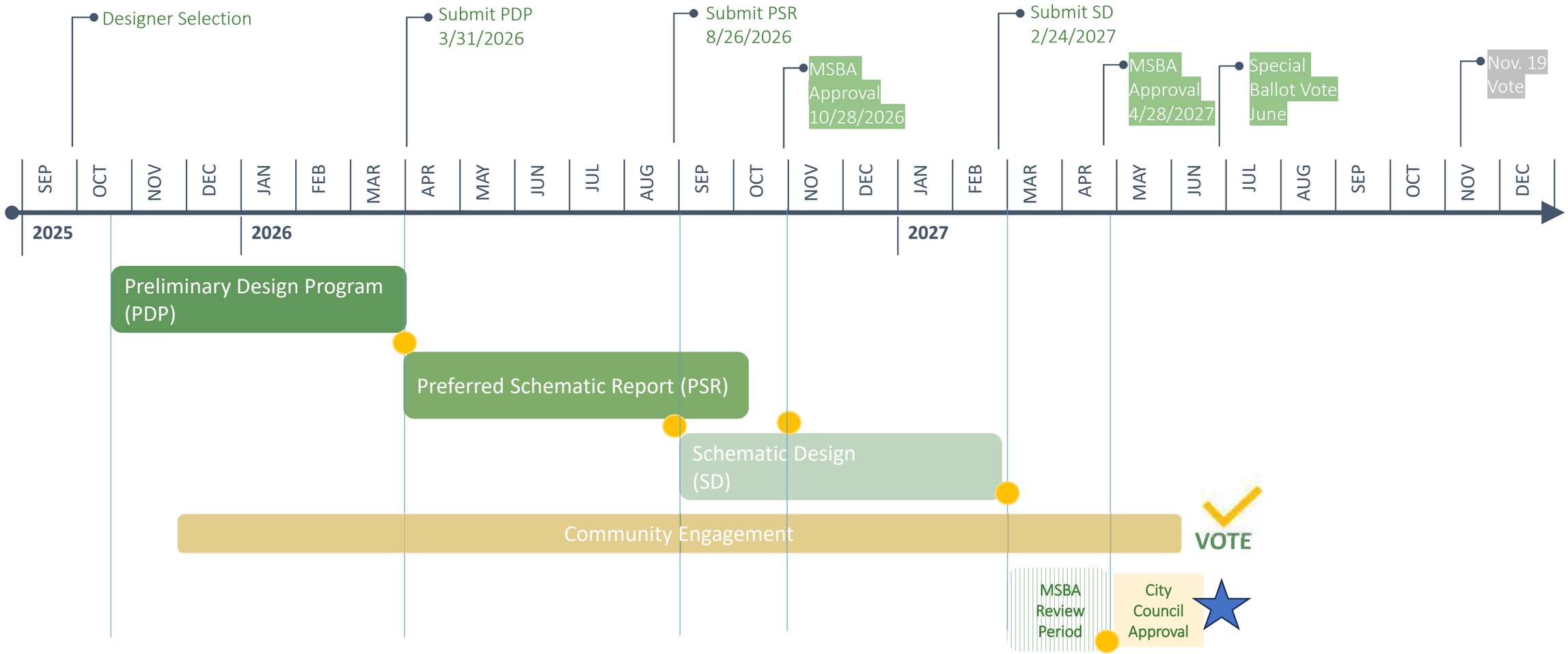
6 Review and gather final comments
- Other community needs



VISIONING/PROGRAM

PERKINS EASTMAN
Human by Design

Module 3 PDP/PSR and Module 4 Schematic Design Schedule Milestones



PERKINS EASTMAN

MLP INTEGRATED DESIGN

MSBA PROCESS - LEADING TO THE VOTE

Feasibility Study (Two Major MSBA Submissions)

Preliminary Design Program (PDP)

- Existing Conditions
- Alternative Site Assessment
- Educational Visioning & Goals
- **Educational Program** (by District)
- Develop Space Needs Summary
- Develop & Shortlist Prelim. Options

Preferred Schematic Report (PSR)

- Refinement of Plan Options
- Systems & Sustainability Study
- Massing/Materials Studies
- Final Assessment & Select (1)

Schematic Design

Schematic Design (SD)

- Exterior/Interior Design
- Room Data Sheets
- Finalize Project Scope

OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR

2026 2027

+ 3-5 Years to Draw/Detail & Construct

PERKINS EASTMAN

MLP INTEGRATED DESIGN

VISIONING & PROGRAMMING – EDUCATIONAL LEADERSHIP TEAM FOCUS

Educational Visioning & Goals

Necessary to guide the design & required by the MSBA

It can take on many different shapes and sizes

We've charted a plan for this project

Educational Program

MSBA requirement from the district & informed by a vision/goals

MSBA assesses the district's program and the design

Space Summary

It is the tabulation of space needs & drives the size (& the cost)

Right-sizing requires a detailed understanding of the needs

The vision & goals shape these needs & the layout

PERKINS EASTMAN

MLP INTEGRATED DESIGN

VISIONING & PROGRAMMING - DATES & DELIVERABLES

- **Shadow Day** – Brown & WHCIS Principals
  11/24/25 @ Brown & Edgerly
- **Program Workshop 1** – Dir of Special Education
  12/3/25 9:30-11am in person TAB, suite 310
  12/5/25 10-11am virtual
- **Program Workshop 2** – Educational Leadership
  12/10/25 9-11am TAB, 2nd Floor Conference
- **School Tours** – Educ Leadership Team invited
  1/13/26 8am-3pm – Locations TBD
- **Program Workshop 3** - Educ Leadership Team
  1/14/26 1-3pm virtual – Dr. Carmona needed
- **Visioning Session** – Educational Forum
  1/20/26 (tentatively) 8am-3pm SHS Highlander
  (Forum = All ELT plus staff, parents, community)
- **School Committee** – Review & Approval TBD

Educational Visioning & Goals

Necessary to guide the design & required by the MSBA

It can take-on many different shapes and sizes

We've charted a plan for this project

Educational Program

MSBA requirement from the district & informed by a vision/goals

MSBA assesses the district's program and the design (FAS meeting)

Space Summary

It is the tabulation of space needs & drives the size (& the cost)

Right-sizing requires a detailed understanding of the needs

The vision & goals shape these needs & the layout

PERKINS EASTMAN

MLP INTEGRATED DESIGN

BUILDING ASSESSMENT

PERKINS EASTMAN
Human by Design

EXISTING CONDITIONS HIGHLIGHTS

Non-accessible Ramps at North Entry

Non-accessible Door Hardware

Non-accessible Reception Desk

Non compliant Maneuvering Clearance

Non compliant Maneuvering Clearance

Non compliant Maneuvering Clearance

Circulation and Accessibility:

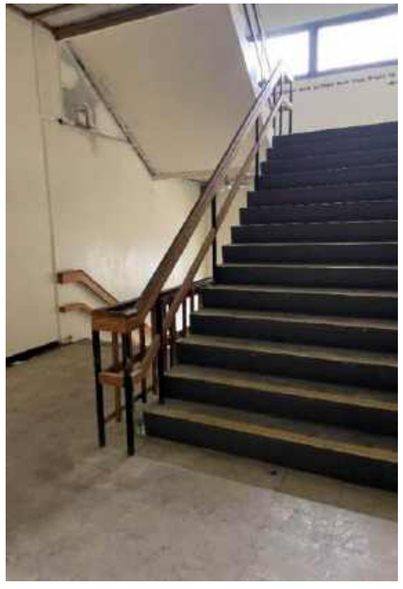
- Entry ramps are steep and not compliant
- Some door hardware is not complaint
- Narrow alcoves and corridors do not have proper maneuvering clearances
- Casework and circulation desk is not accessible
- Building has an accessible entry and elevator
- Cost of future renovations exceeding 30% of the building's assessed value will require full compliance with the Massachusetts Architectural Access Board's Regulations (521 CMR)

EXISTING CONDITIONS HIGHLIGHTS

Open Guardrails

Non-compliant Handrails

Non-compliant Handrails



Open Guardrails

Aged and Deteriorating Stairs

Stairs:

- Guardrails are not compliant with current code
- Low railing heights and wide openings are unsafe
- Handrails are not compliant at interior and exterior stairs
- Stair treads are shallow at 10“
- Exterior stairs does not have proper clearance at landing
- Concrete is aged and deteriorating

EXISTING CONDITIONS HIGHLIGHTS

Non-accessible Toilet Room

Non-compliant Grab Bars/Accessories

Non-accessible Toilet Roo m

Visibility into Toilet Rooms

Non-compliant Sink

Non-accessible Sink and Accessories

Non-accessible Sink

Non-accessible Sink

Toilet Rooms and Sinks:

- Faucet to sinks are not complaint
- Exposed piping below sink is not protected
- Toilet rooms are not accessible
  - Inadequate grab bars
  - Inaccessible mounting heights
  - Insufficient maneuvering space
  - Toilet accessories are not accessible
- Finishes are outdated and warn
- Visibility into toilets rooms is not safe

EXISTING CONDITIONS HIGHLIGHTS

Outdated Casework/Non-accessible

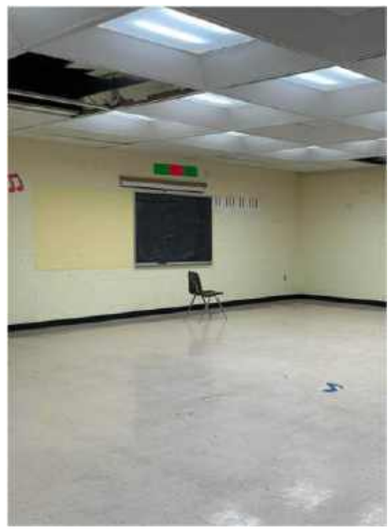
Outdated Casework/Non-accessible

Warn and Outdated Finishes

Pour Acoustical Seperation

Thin Partitions

Outdated Control Panel

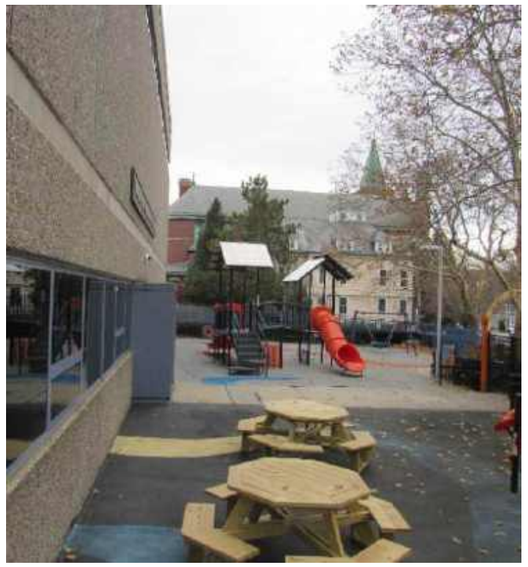


No Daylight in Classrooms on 1st floor

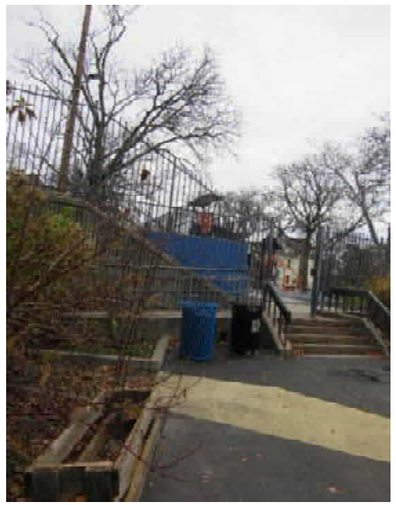
Classrooms:

- Casework is outdated and warn
- Sinks and accessories are not accessible
- Device controls are not set at required accessibility height
- Outdated classroom control panel
- Classrooms on the 1st floor have no daylight
- Inadequate acoustical separation
  - Walls do not extend up to the underside of the structure
  - Demising walls stop short of exterior walls
  - Thin partitions lack adequate STC rating
- Finishes are outdated

EXISTING CONDITIONS HIGHLIGHTS



Hidden Entry and Lack of Security Cameras



Lack of Cameras at Playground

Outdated Intercom System

Low and Open Guardrails

Low and Open Guardrails

Exposed Utility Service

Exterior:

- Building envelop only has 1” of urethane insulation
- Windows were replaced with insulated glass; window wall ratio may not meet current code
- Exterior single lens camera covering play space is insufficient, particularly on the main road (Medford Street)
- Intercom, old non-video Aiphone intercom, for school screening at this perimeter entrance is insufficient. This again is Medford Street entrance.
- Entries do not have vestibules
- Various exterior locations do not have sufficient spacing of safety bars. This poses a risk to small unattended children (specifically the Sycamore side of the building).
- Power, utilities and systems are not well protected.

EXISTING CONDITIONS HIGHLIGHTS

Geotech:

- Aside from environmental and fall-hazard concerns, 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 and kitchen entrance exhibits noticeable cracking.
- Cracks noted in the walls and floors in the shower room, basement hallway and mechanical room.
- No signs of moisture intrusion that would indicate groundwater-related issues.
- No foundation settlement, and no signs of active movement or subsurface-related instability were observed. A subsurface investigation would provide confirmation.

EXISTING CONDITIONS STRUCTURAL

Structural:

- The building requires a number of repairs and upgrades. Repair of existing building would be major in nature.
- Level 3 alterations require anchoring of masonry walls to existing diaphragms.
- Additional seismic upgrades such as new brace frames or additional concrete shear walls or reinforcement of existing CMU walls and foundation upgrades may be required if the structural framing is substantially altered to accommodate the project program.
- Vertical addition may prove to be impractical and cost prohibitive.
- Concrete spalling and surface cracking was spotted at multiple locations throughout the building which should be addressed. Cracks in masonry wall are observed at multiple locations. Signs of water intrusion found on 4th floor classrooms and rest rooms.

EXISTING CONDITIONS HIGHLIGHTS

Mechanical, Plumbing and Fire Protection:

- The gas hot water boiler is original to building and past useful life.
- Zone level heating is done with electric resistance heaters. These heaters are past their useful life and some sections have detached from the walls.
- AHUs and ductwork/distribution would need significant modifications to provide adequate ventilation to meet indoor environmental quality requirements.
- Existing AHUs were retrofit with UV filtration and steam humidification, but some classrooms require additional filtration equipment to improve IAQ.
- The existing pneumatic and digital controls are in poor condition. A full replacement and update to DDC controls is recommended.
- Major infrastructure upgrades would be required to support classroom renovations and future inclusion of building-wide electrified heating, air conditioning, and code compliant ventilation.

EXISTING CONDITIONS

Electrical:

- Existing electrical main switchboard and most distribution equipment is near recommended life span.
- Manufacturer (Zinsco/Sylvania) is no longer in service, since the 70s due to dangerous equipment; and parts/maintenance is not readily available for equipment. Major infrastructure upgrade is recommended.
- Existing 75 kW Natural Gas generator is in poor condition and will not be large enough to serve additional loads.
- The existing emergency system structure does not segregate branch circuit loads properly by code per NEC 700,701,702.
- Fire Alarm Control Panel and system is in fair condition but does not have code required voice evacuation system. Existing building is not provided with sprinkler protection
- Current interior lighting fluorescent fixtures will likely require complete replacement due to condition, energy efficiency standards, and space rework.

EXISTING CONDITIONS HIGHLIGHTS

Packaging Equipment

New Holding Cabinet

Outdated Plumbing System

Food Service Equipment:

- The core kitchen is outdated and inefficient
- The facility appears to have been a central commissary for other schools at some point
- Since being mothballed the kitchen has become a depository for used or unwanted equipment
- Some of the equipment is old and other pieces are brand new such as the hot holding cabinets
- Outdated trash barrel cleaner lacks side walls to contain over stray

EXISTING CONDITIONS HIGHLIGHTS

Educational Technology

- The existing building's technology and network infrastructure are insufficient for current educational requirements
- The facility's age, structural constraints, and base systems inhibit the delivery of consistent, reliable technology access and do not align with MSBA standards for a modern PreK–8 learning environment.
- Network and WLAN hardware have been removed. The remaining equipment is legacy, non-functional, and covered in dust and debris.
- Building construction and current site conditions prevent adequate wireless connectivity, which is required to support enterprise-grade Wi-Fi for the district's 1:1 Chromebook program.
- Aged cabling and telecom pathways are not designed for CAT6A, PoE++, or modern switching infrastructure; many ceilings have been removed, and cabling is exposed or damaged.
- Existing infrastructure is not suitable for STEM, robotics, or project-based learning programs currently implemented by the district.
- Limited connectivity and power for interactive displays and classroom AV systems.
- Inadequate cooling, pathways, grounding, and secure telecom spaces, preventing reliable operation of modern IT systems.

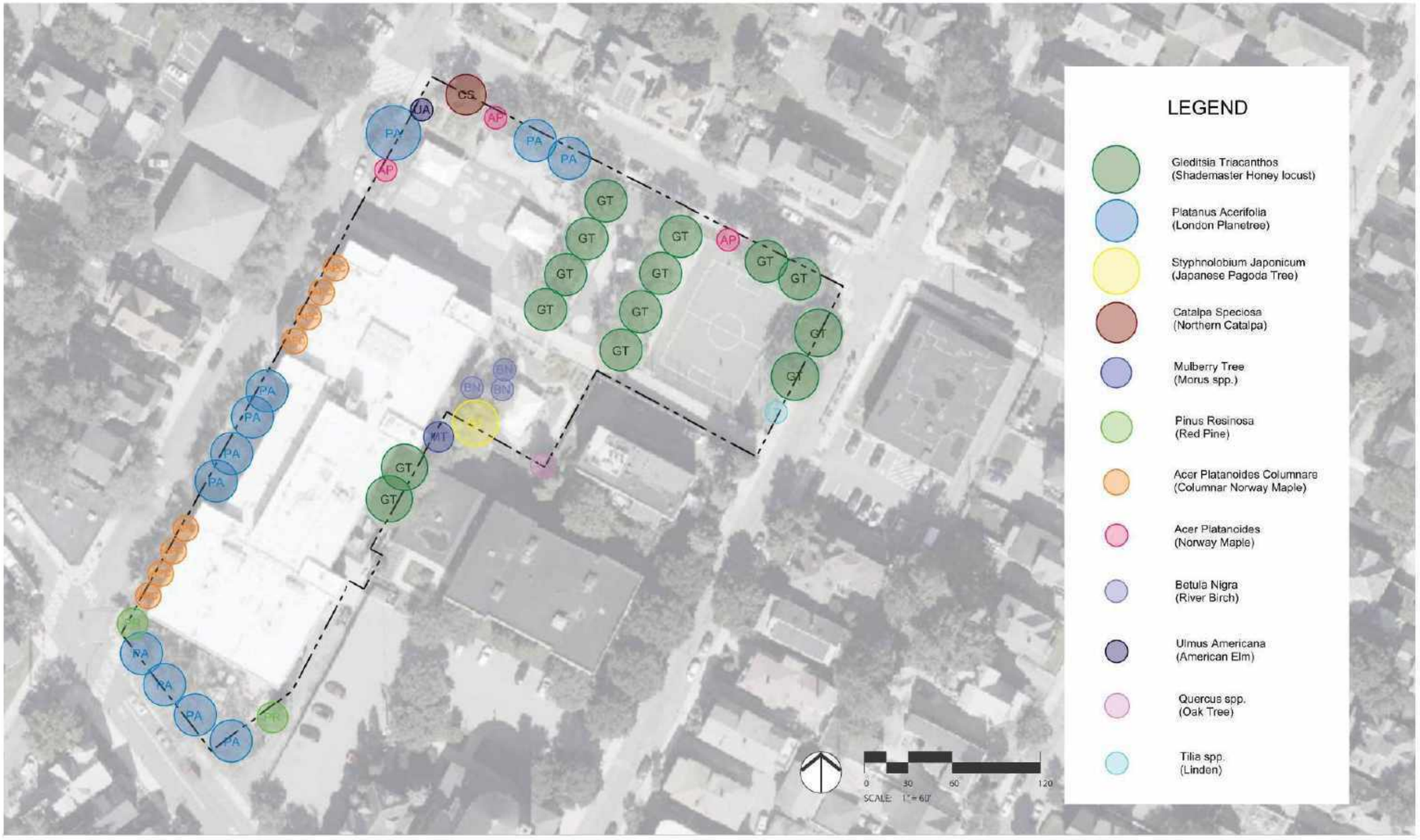
SITE INVENTORY PACKAGE

Winter Hill Community Innovation School

Inventory Package

November 2025

TRAVERSE
landscape architects



TREE INVENTORY PLAN

Winter Hill Community Innovation School

TRAVERSE
landscape architects

PLAYGROUND EQUIPMENT
Quantity: 4 Condition: Fair

PLAYGROUND EQUIPMENT
Quantity: 1 Set Condition: Fair

CUSTOM EQUIPMENT SET (LANDSCAPE STRUCTURE)
Quantity: 1 Set Finished Year: 2018 Condition: Good

VIKING SWING 2.5 (GORIC)
Quantity: 1 Finished Year: 2018 Condition: Fair

CUSTOM PLAY EQUIPMENT SET (LITTLE TIKES)
Quantity: 1 Set Finished Year: 2018 Condition: Good

MONKEY TRAIL (KOMPAN)
Quantity: 1 Set Finished Year: 2018 Condition: Good

SLIDE
Quantity: 1 Condition: Fair

FIELD LIGHT
Quantity: 4 Condition: Fair

PLAYGROUND/FIELD SIGNAGE
Quantity: 4 Condition: Fair

ITEMS TO BE RECREATED?

1. Decking
2. Basketball Court
3. Blacktop Games
4. Turf Field

PLAYGROUND EQUIPMENT

Winter Hill Community Innovation School

TRAVERSE landscape architects

PICNIC TABLE
Quantity: 2 Condition: Fair

DUMOR BENCH
Quantity: 6 Condition: Good

LITTER/RECYCLE RECEPTACLE
Quantity: 3 Litter + 2 Recycle Condition: Good

BIBA GAME PANEL
Quantity: 2 Condition: Good

SQUARE CHESS GAME TABLE (DUMOR)
Quantity: 1 Condition: Good

CURVE BENCH (DUMOR)
Quantity: 1 SET Condition: Good

GRANITE CUBE
Quantity: 1 Condition: Good

BLUE BIKE STATION
Quantity: 1 SET Condition: Fair

DOUBLE GATE WITH WELCOMING SIGN
Quantity: 1 Condition: Fair

WOOD BENCH
Quantity: ≈ 13 Condition: Poor

DECORATIVE MOSAIC PAINTING
Quantity: 2 SET Condition: Good

ITEMS TO BE RECREATED?

1. Mae's Garden
2. Community Garden
3. Water Harvesting
4. Log & Stumps
5. Bike Racks
6. School Logo/Art panels
7. Water Fountain

SITE FURNISHING

Winter Hill Community Innovation School

TRAVERSE landscape architects

GRANITE CURB
Quantity: /
Condition: Fair

COMPOSIT AMPHITHEATER
Quantity: 1 Set
Condition: Fair

COBBLESTONES
Quantity: /
Condition: Fair

BOULDERS
Quantity: 2
Condition: Good

OTHER ITEMS TO BE RECREATED?

-

Thank you!

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 posed 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 **t**he 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

Winter Hill Community Innovation School

Meeting #3 January 5, 2025

PERKINS — EASTMAN
Human by Design

AGENDA

- Workplan Update
- Preliminary Traffic Assessment
- Preliminary Space Summary
- Test Fits & Assessment Criteria

PDP WORKPLAN

3 Nov | 10 Nov | 17 Nov | 24 Nov | 1 Dec | 8 Dec | 15 Dec | 22 Dec | 29 Dec | 5 Jan | 12 Jan | 19 Jan | 26 Jan | 2 Feb | 9 Feb | 16 Feb | 23 Feb | 2 Mar | 9 Mar | 16 Mar | 23 Mar | 30 Mar | 6 Apr

2025 2026

Preliminary Design Program (PDP)

Community Forum

SBC Meetings

Schedule/Process

Existing Conditions Update & Sites

Prel, Space Summ/Test Fits

Vision, Options & Eval.

Option & Eval. Refinement

Site Evaluation

Site Assessment

Preliminary Test Fits

Existing Conditions

Hazardous Materials &
Site and Building Survey

Geotech

Preliminary Traffic

Educational Space Template

Educational Data Gathering

Educational Space Template

Educational Program

Option Development

Preliminary Evaluation of Alternates

Cost Study

Refine/Assess Options

Assemble Report

Submit PDP

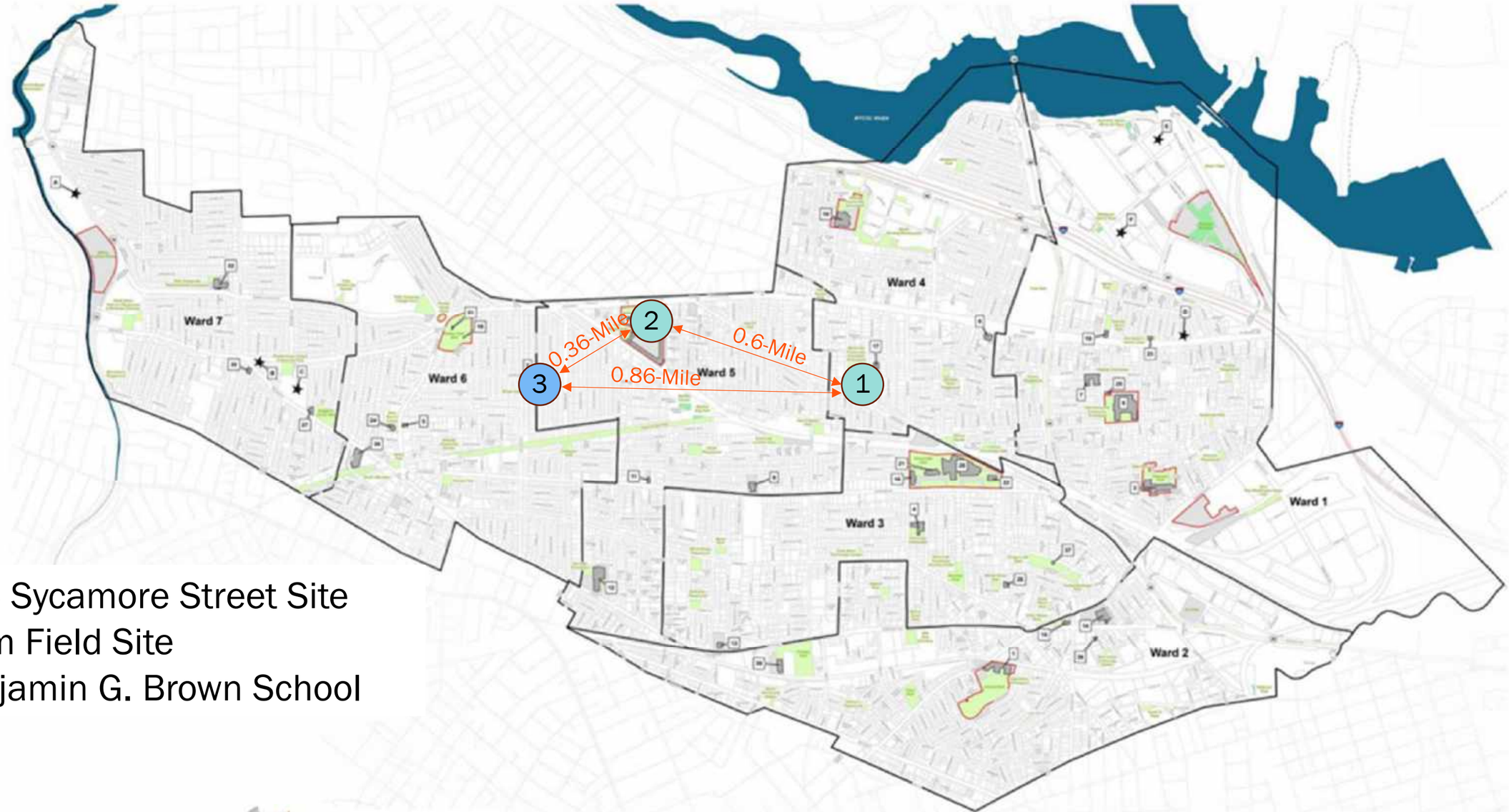
PRELIMINARY TRAFFIC ASSESSMENT

PERKINS EASTMAN
Human by Design

AGENDA

- Scope of On-going Review – Study Areas, Types of Data, Analytical Framework
- Data Profiles – Sample Charts
- Circulation Review Related to 2 Sites
  - 115 Sycamore Street
  - Trum Field
- Big Picture Findings – Future conditions with new school
- Wrap Up and Next Steps

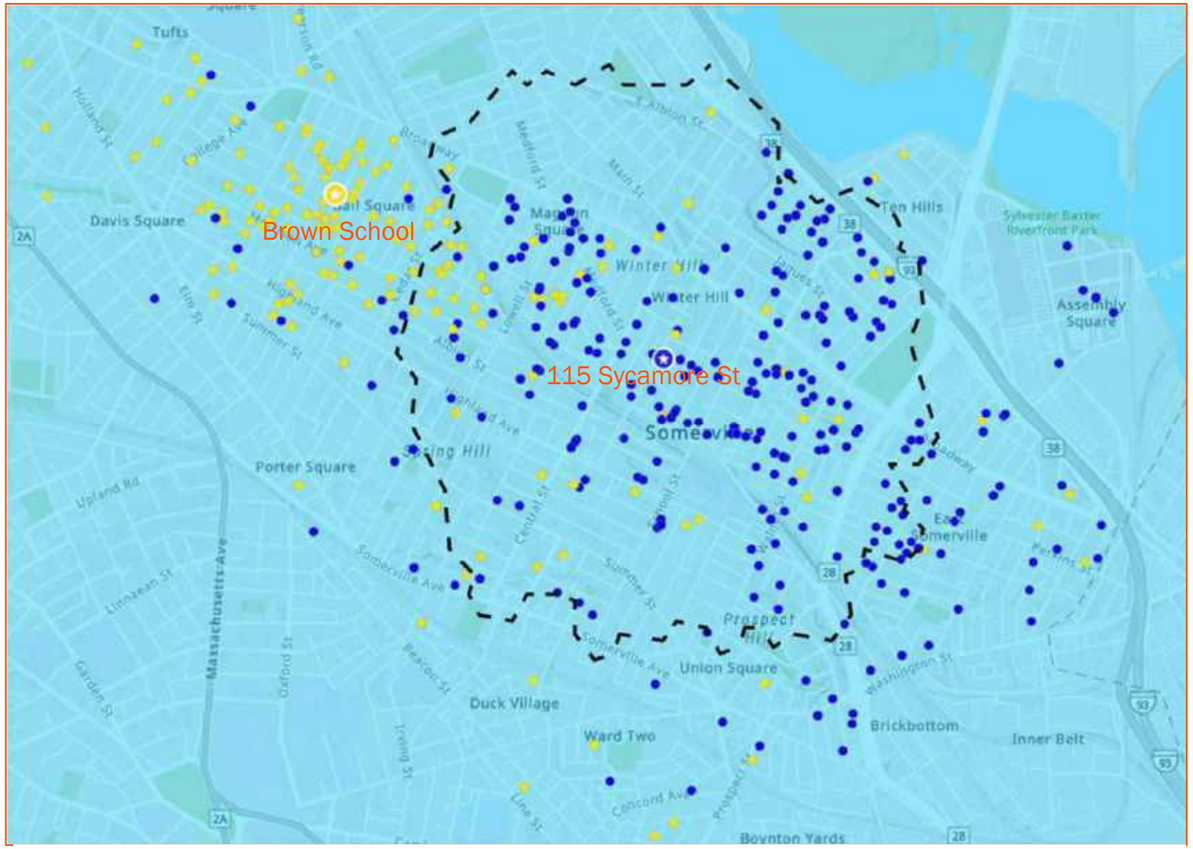
SITE LOCATION MAP



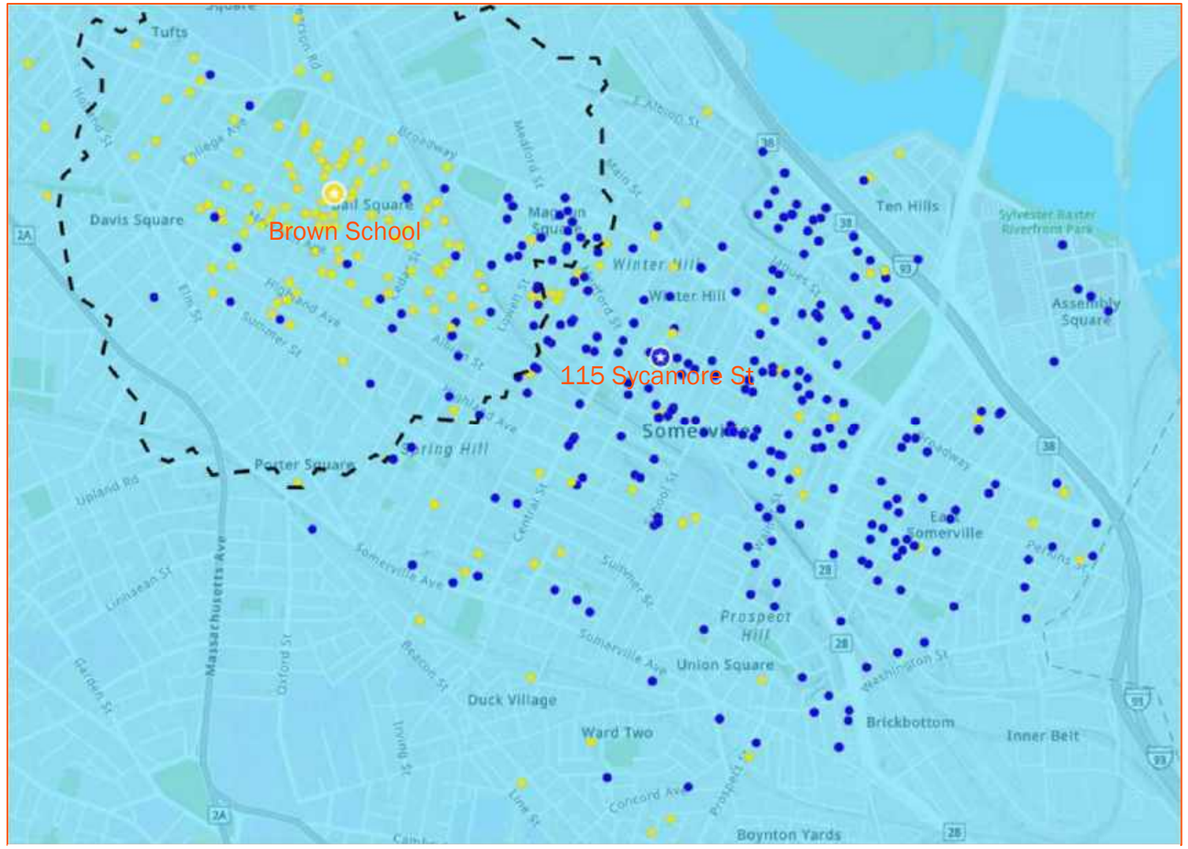
1. 115 Sycamore Street Site
2. Trum Field Site
3. Benjamin G. Brown School

PERKINS EASTMAN vhb

15-MINUTE WALKSHED ANALYSIS

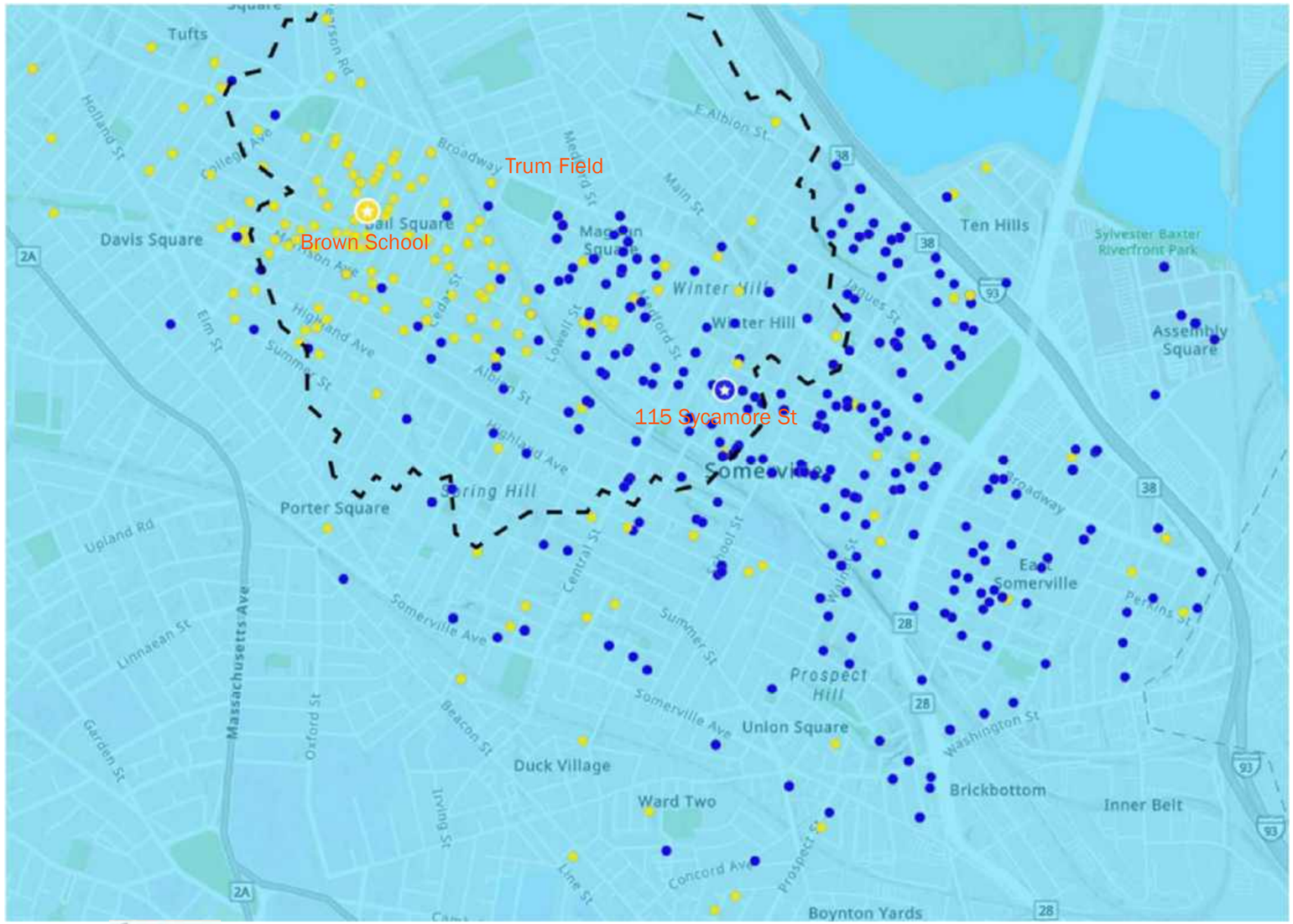


- Approximately 20% or Winter Hill School students live outside of the 15-minute walkshed of their school currently

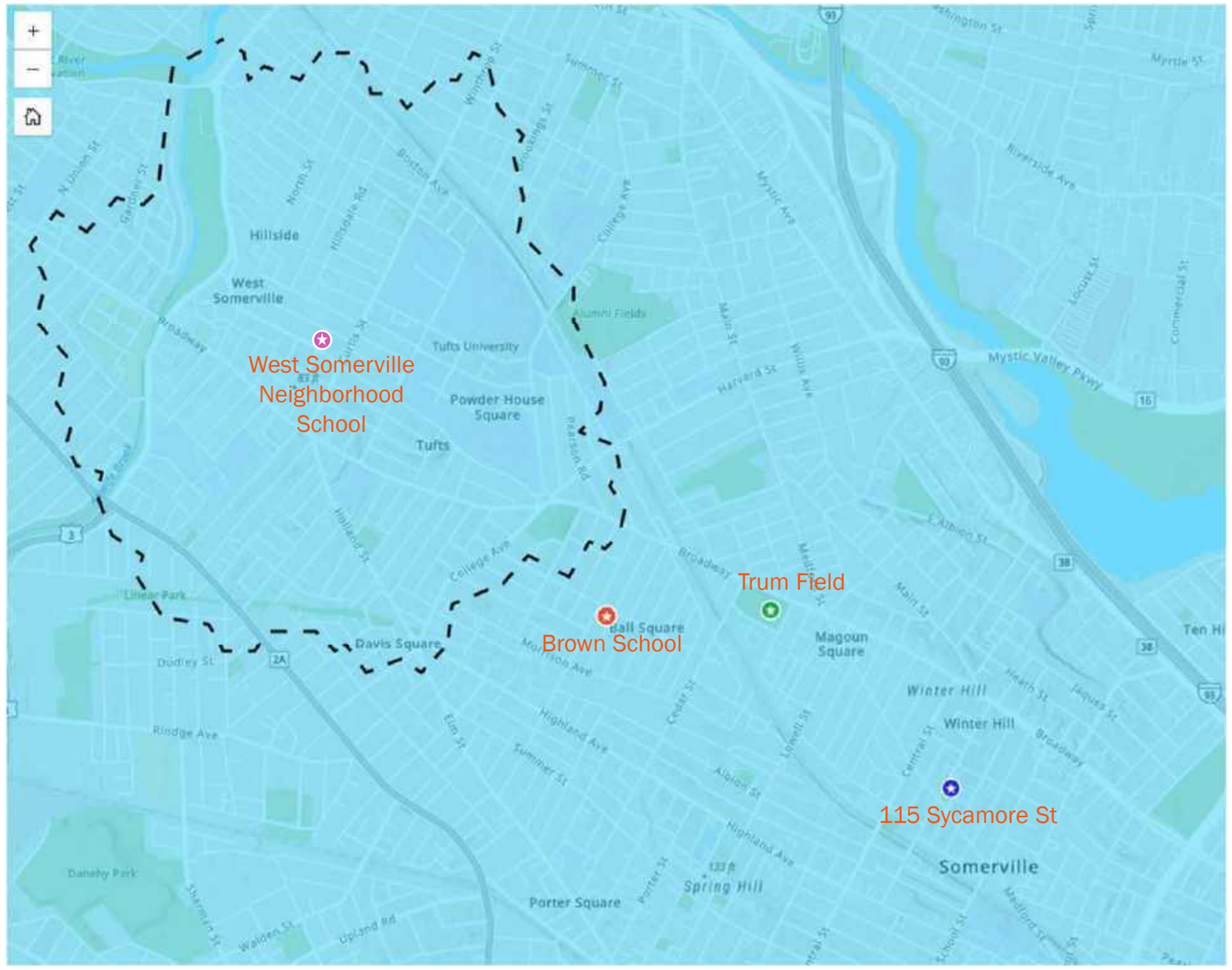


- Approximately 28% or Brown School students live outside of the 15-minute walkshed of their school currently

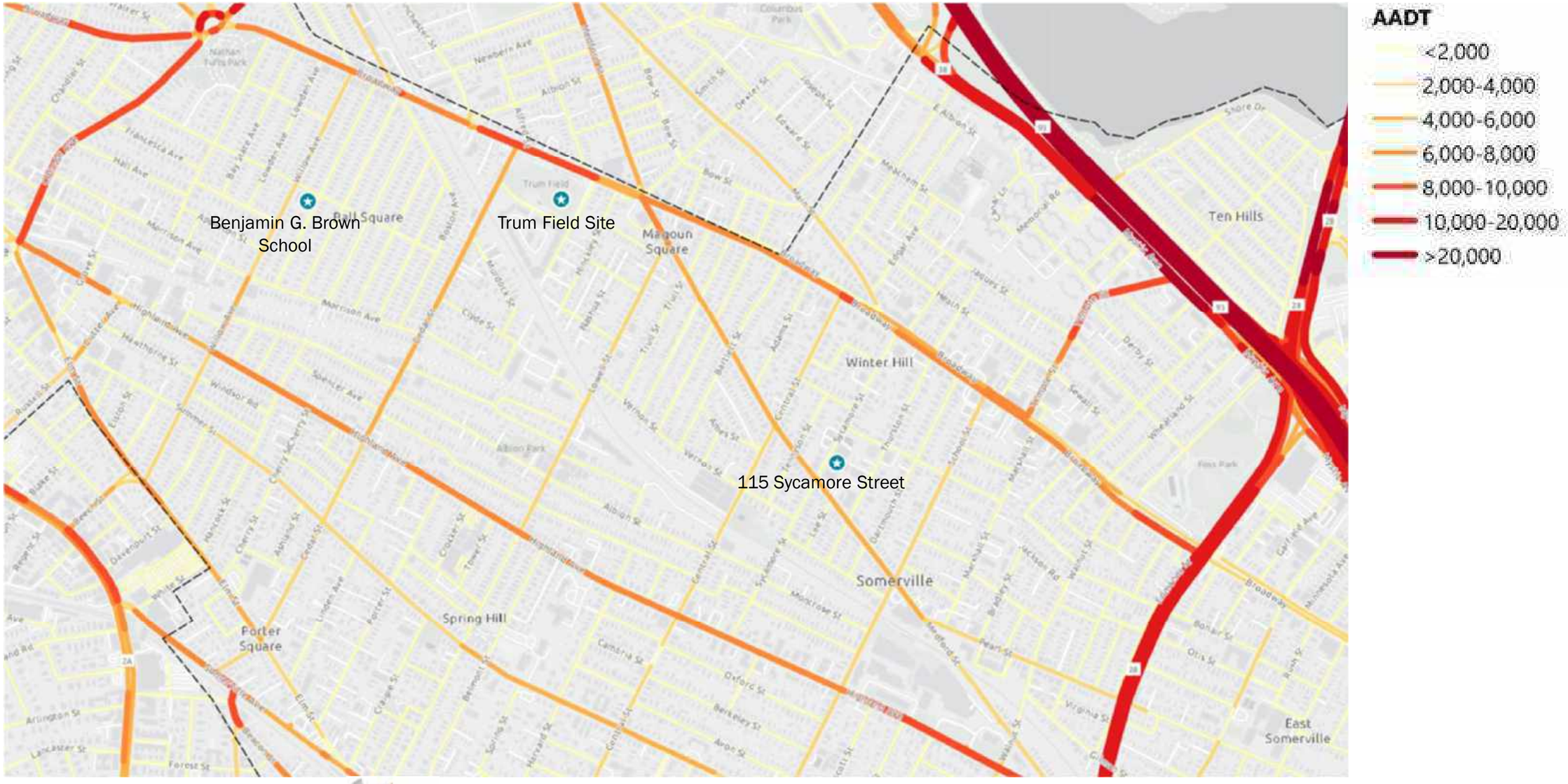
15-MINUTE WALKSHED ANALYSIS – TRUM FIELD



15-MINUTE WALKSHED – WEST SCHOOL



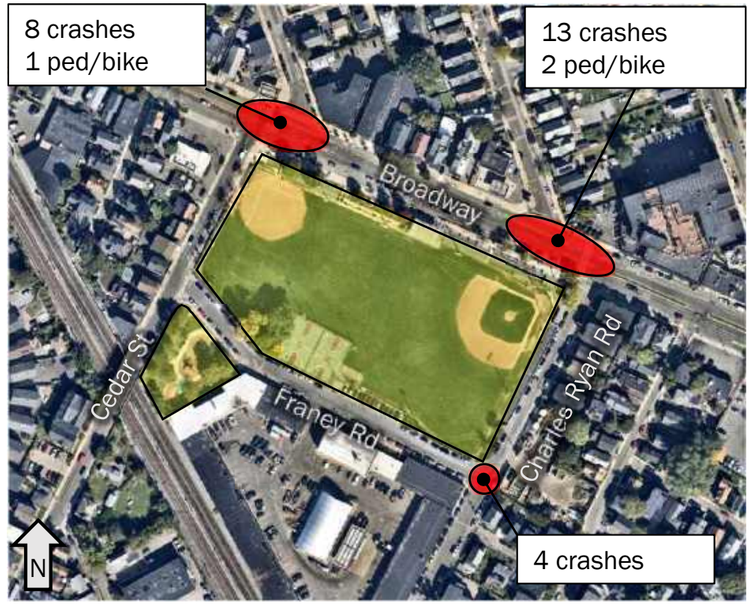
ROADWAY TRAFFIC CONDITIONS - SYCAMORE STREET SITE



VEHICLE CRASH TRENDS

Brown School Site

Sycamore Street Site



Trum Field Site

- Notes:
- Data from MassDOT Crash Database for the 5-year period between 2018 – 2022
- Pedestrian/bicycle crashes are included in the total crashes at each location
- Substantially higher crash incidences on roadways surrounding Trum Field

SYCAMORE STREET SITE

- Drop-off and pick-up along Sycamore Street
- Drop-off and pick-up potential along Thurston St is limited
- School traffic operations may result in congestion along adjacent streets
- Clockwise circulation around Sycamore Street-Evergreen Ave-Thurston Street for vehicle operations
- Sycamore Street is one-way NB and Thurston Street is one-way SB
- On-street parking impacts during drop-off/pick-up periods

PERKINS EASTMAN vhb

TRUM FIELD STREET SITE

- Pick-up and drop-off can occur along Franey Road
- May result in increased congestion along Cedar Street and Broadway
- On-street parking impacts during drop-off/pick-up periods
- Farthest from both existing sites, and requires substantially longer walk times
- Design will need to take into consideration the relatively higher traffic volumes along Broadway, including potential traffic calming measures and other traffic interventions

KEY INITIAL FINDINGS

- Trum Field site located in a relatively traffic congested area which limits optimal access/circulation plan
- Trum Field site requires longer walking distances
- Sycamore St site has the potential for implementing improved circulation
- Sycamore St site is >15-minute walk for more than 70% of Brown School students
- Both sites require on-street parking management during pickup/drop-off times
- Combined schools increase enrollment by ~45% and will require longer stacking lengths for drop-off/pickup, more staff parking on-street, and more traffic on roadways near the selected site
- Traffic calming measures and other potential transportation enhancements may be necessary on roadways and at intersections near the selected site
- Roadways near Trum Field site will likely experience more traffic impacts due to existing constrained conditions

NEXT STEPS RELATED TO TRANSPORTATION PLANNING

- Continue refining analysis/findings until site selection
- Initiate more detailed study of the selected site either during SD or DD phase of the project
- Identify existing constraints and opportunities for improvement
- Inform site design through findings of the study
- Collaborate with stakeholders throughout the process to guide the development of solutions
- Implement transportation improvements in time for the opening of the new school

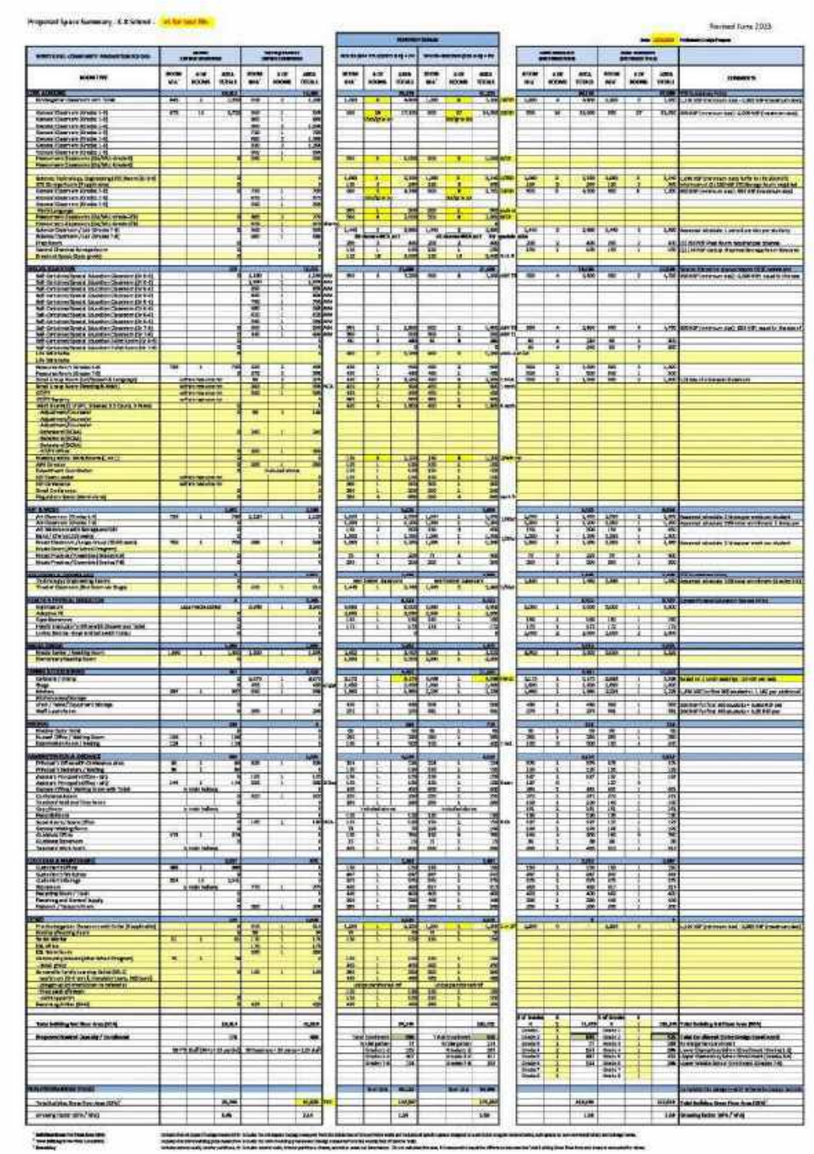
PERKINS EASTMAN vhb

PRELIMINARY SPACE SUMMARY

PERKINS EASTMAN
Human by Design

MSBA SPACE SUMMARY V1

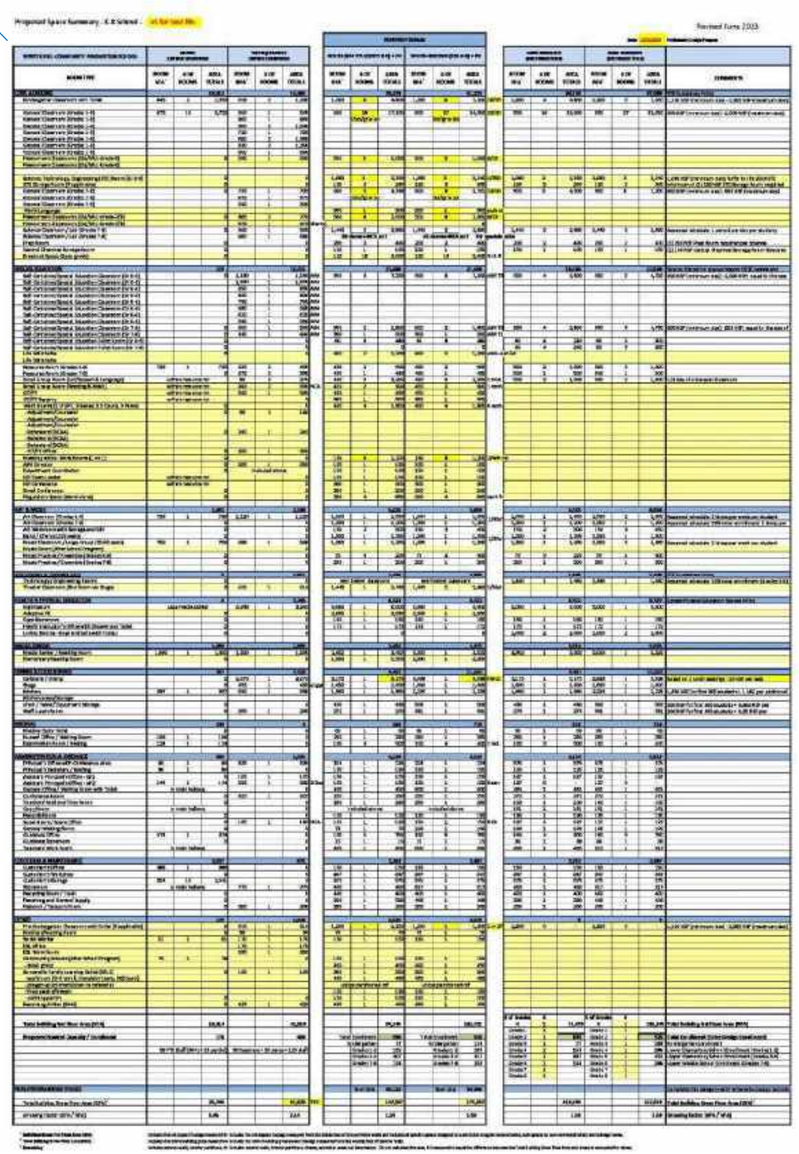
DRAFT (V1) FOR TEST FITS



MSBA SPACE SUMMARY V1

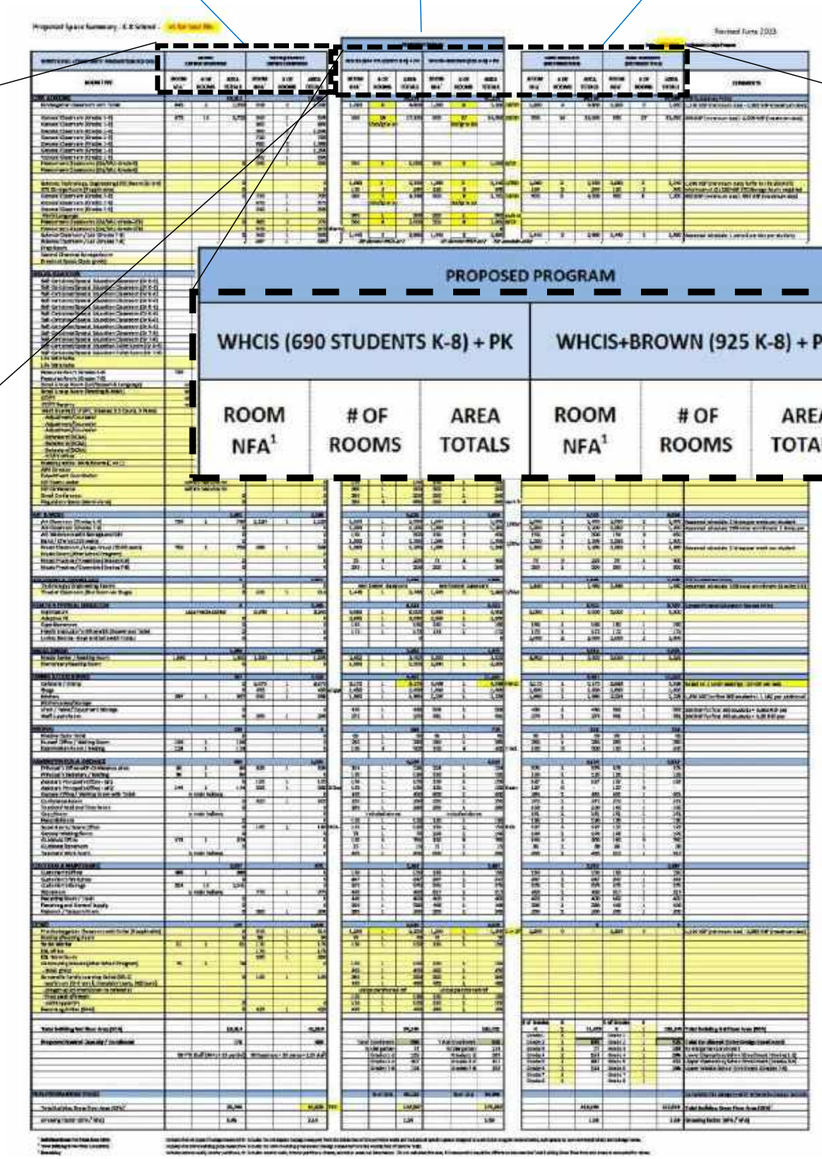
SPACE TYPE

1. CORE ACADEMICS
2. SPECIAL EDUCATION
3. ART/MUSIC
4. TECHNOLOGY
5. PHYSICAL EDUCATION
6. MEDIA CENTER
7. FOOD SERVICE
8. NURSE
9. ADMIN/GUIDANCE
10. CUSTODIAL
11. OTHER SPACES
12. GROSSING FACTOR



MSBA SPACE SUMMARY V1

EXISTING PROPOSED GUIDELINES



BROWN EXISTING CONDITIONS			WHCIS @ EDGERLY EXISTING CONDITIONS		
ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS

PROPOSED PROGRAM					
WHCIS (690 STUDENTS K-8) + PK			WHCIS+BROWN (925 K-8) + PK		
ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS

MSBA GUIDELINES (690 STUDENTS K-8)			MSBA GUIDELINES (925 STUDENTS K-8)		
ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS

DOUBLE COLUMNS FOR EXISTING,

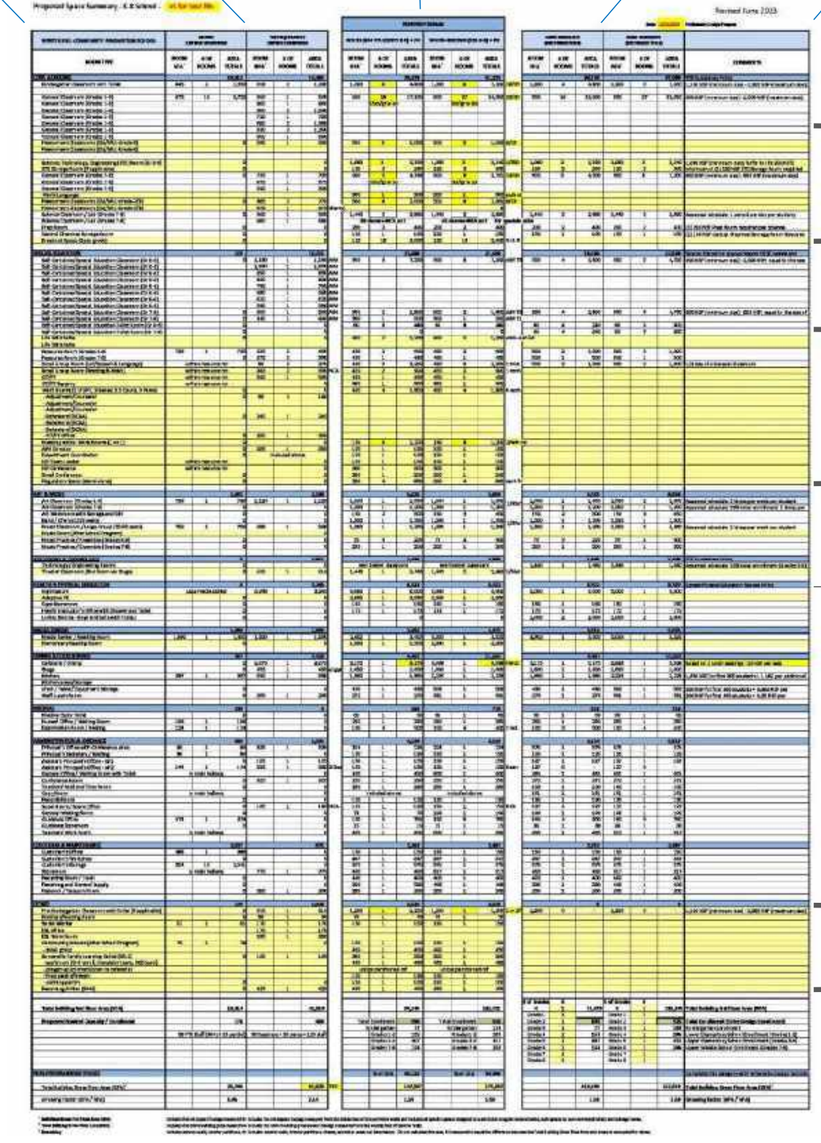
- Brown
- WHCIS (@ Edgerly)

FOR PROPOSED & GUIDELINES:

- WHCIS (alone)
- WHCIS + Brown (combined)

MSBA SPACE SUMMARY V1

SPACE TYPE EXISTING PROPOSED GUIDELINES NOTES



Template back-calculates space needs from enrollment (**assumptions built in**)

Establishes the baseline/guidelines, variances are approved if justified

Yellow = variances by size/count/type

Core Academics
- Class sizes (for count)
- Newcomer CRs
- Breakout Space

Special Education (built ground-up)

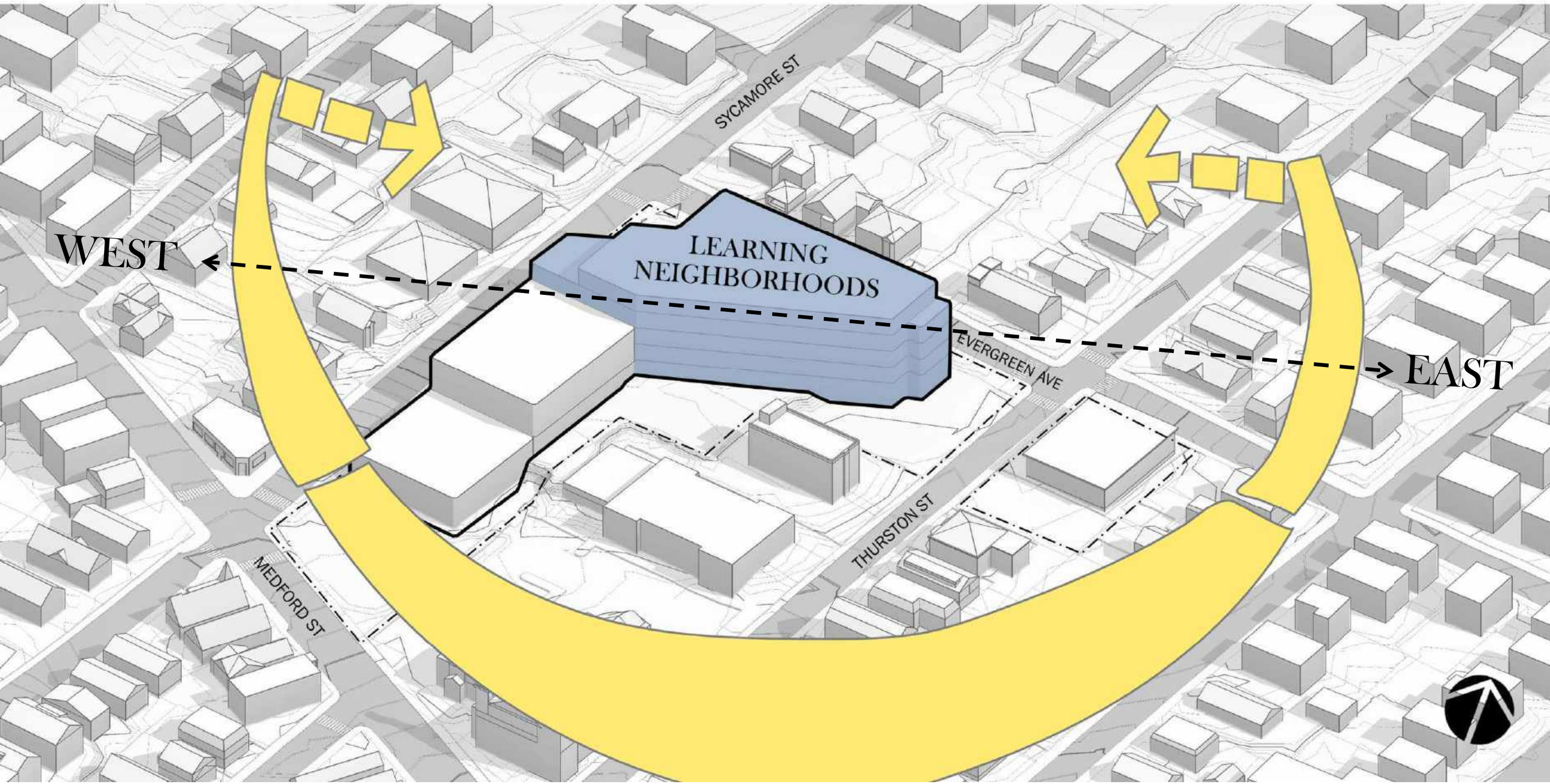
Cafeteria default size for 2 lunches
(also for auditorium & 'other' uses)

Other Spaces (some non-reimbursed)
Pre-Kindergarten
Mothers/Nursing Room
Community Schools
Family Learning Ctr (SLFC)

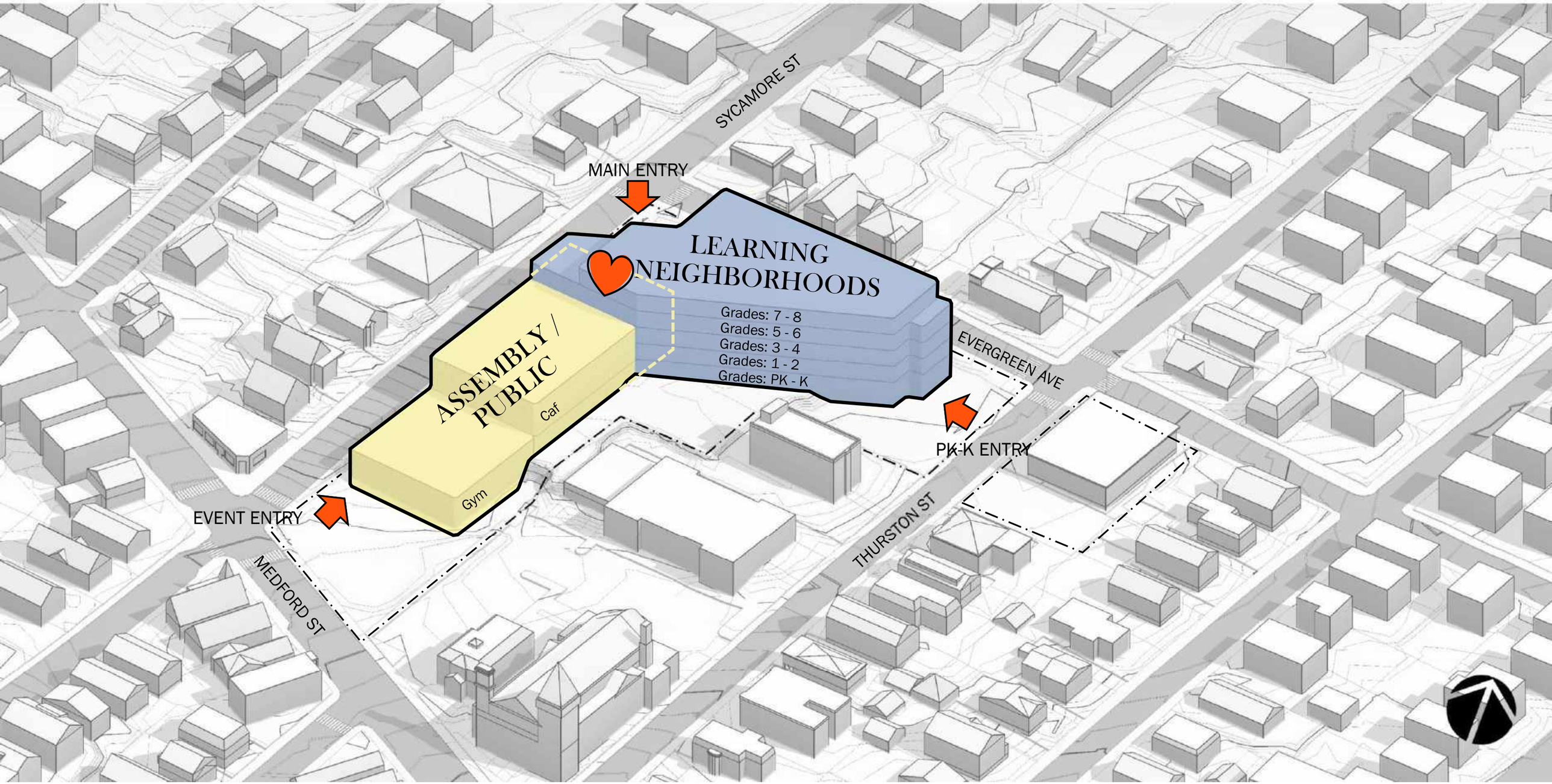
TEST FITS

PERKINS EASTMAN
Human by Design

Winter Hill (690 Students: WHCIS Only)



Winter Hill (690 Students: WHCIS Only)



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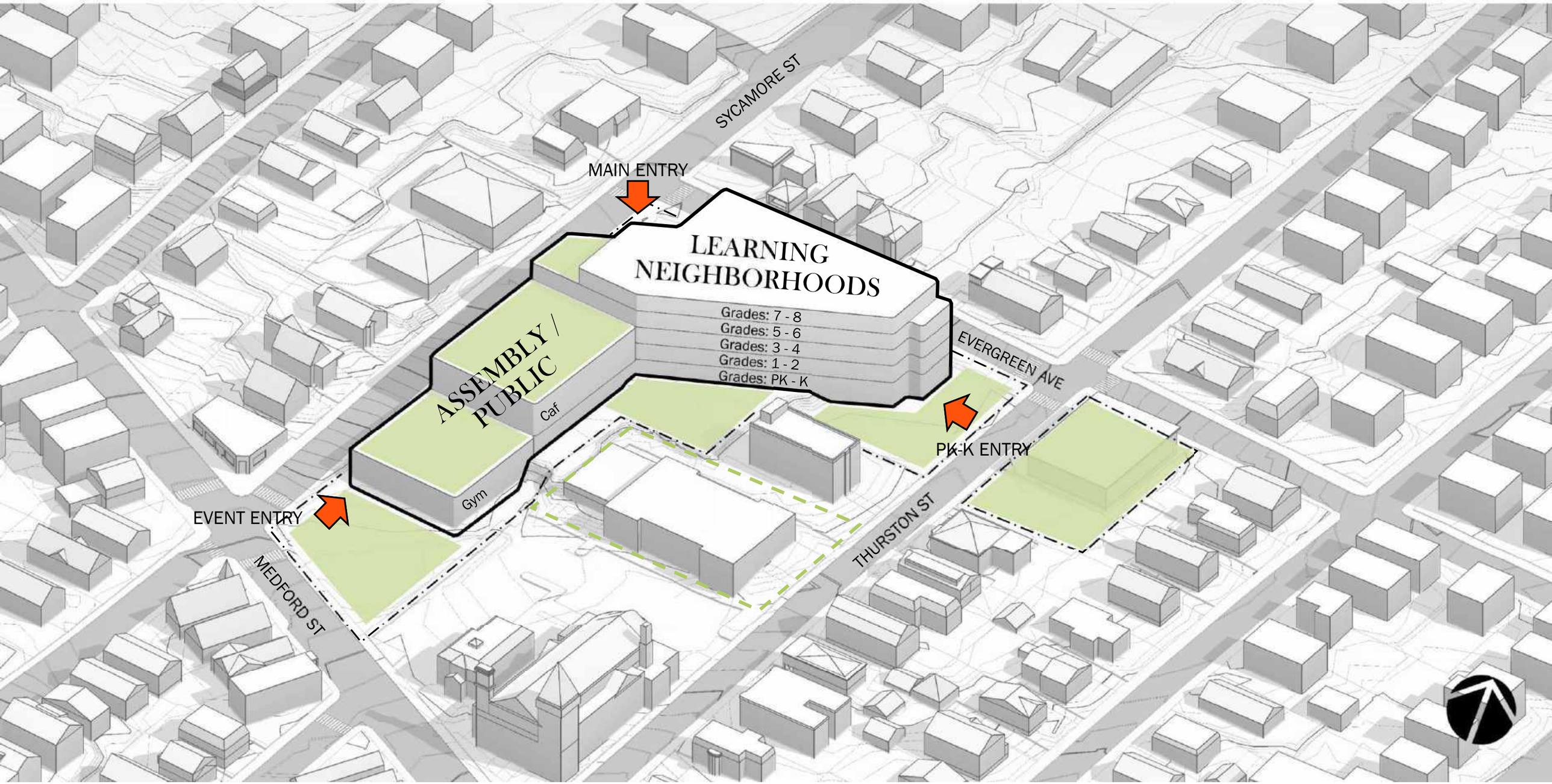
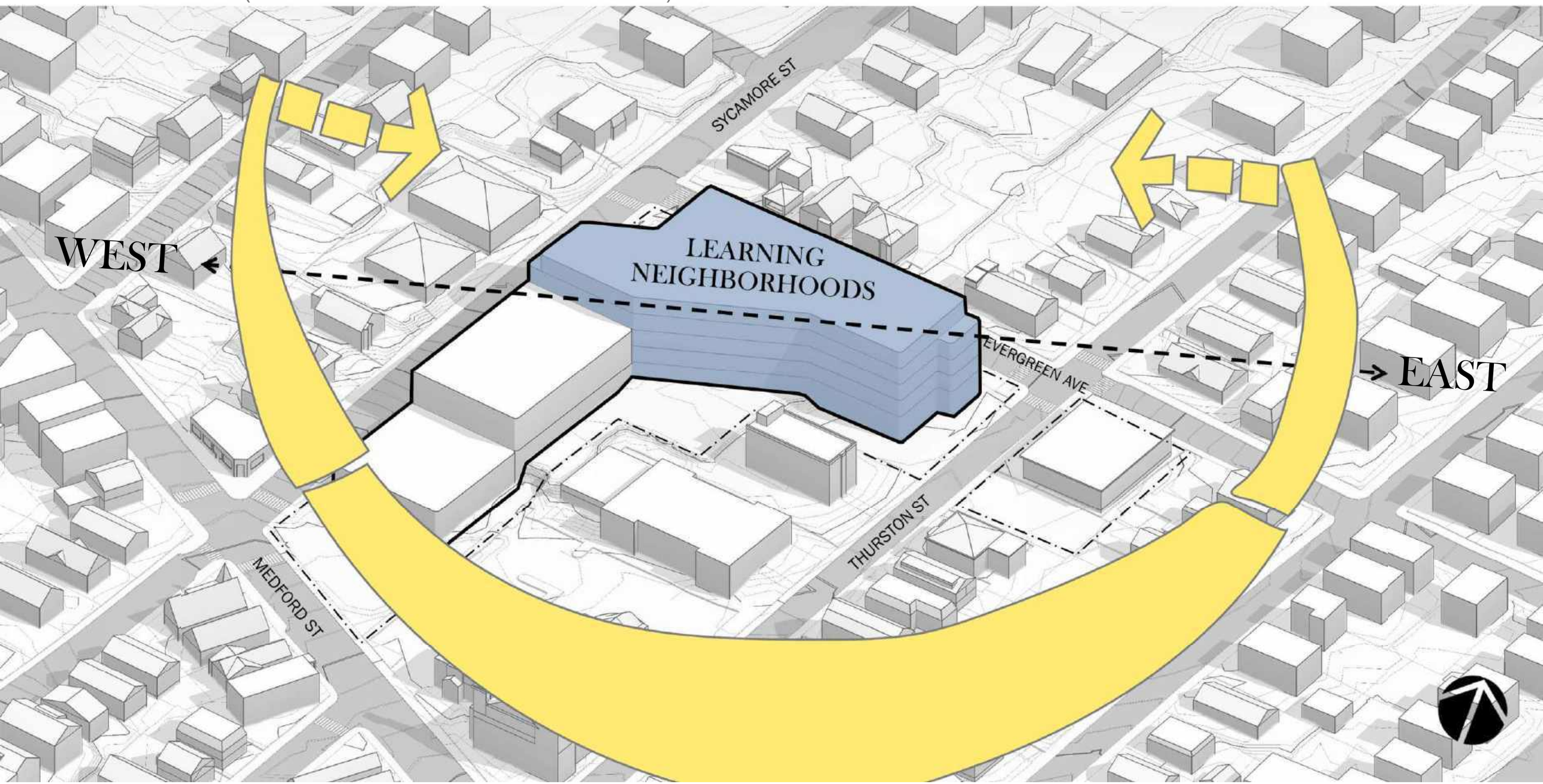
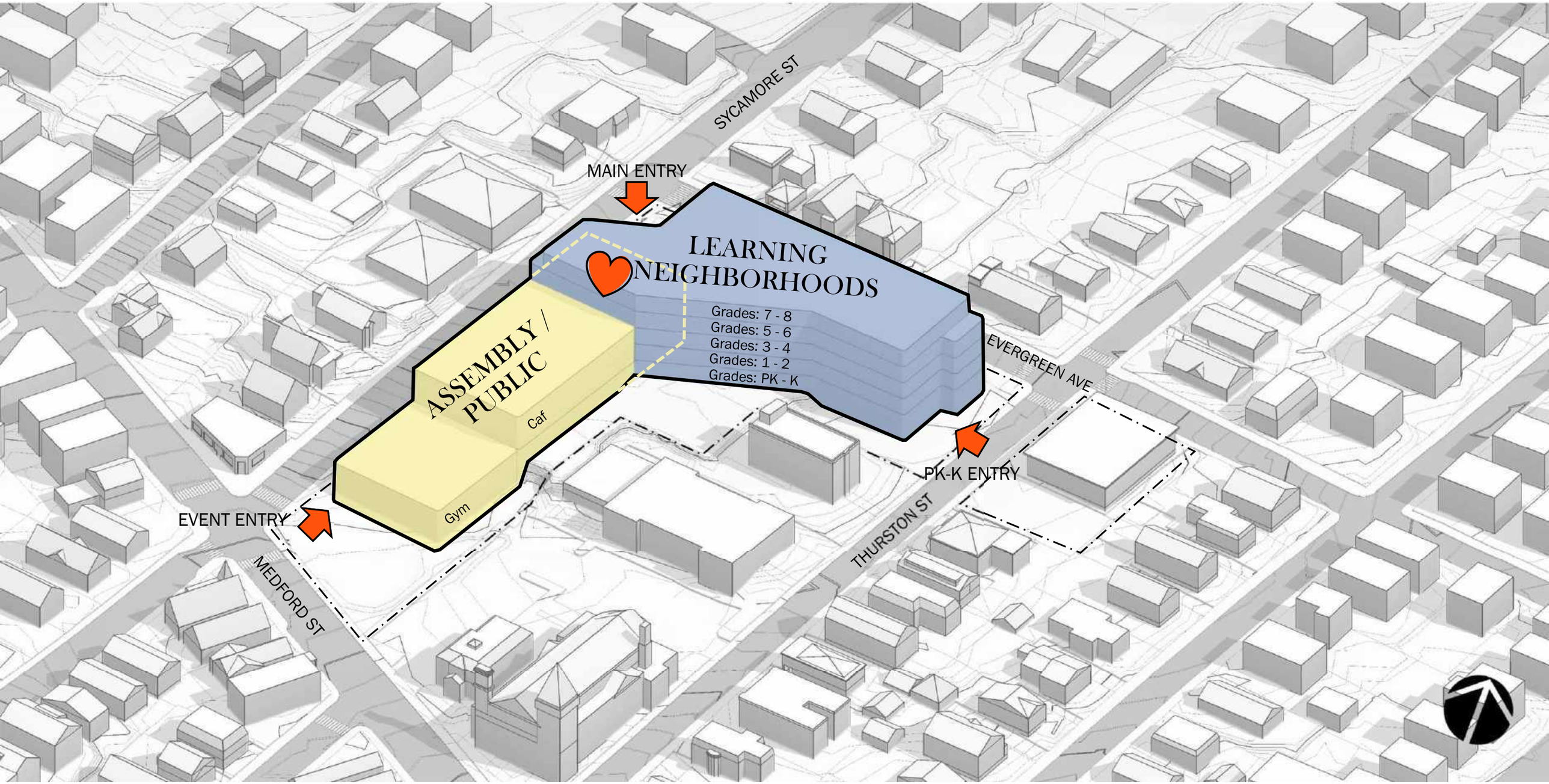


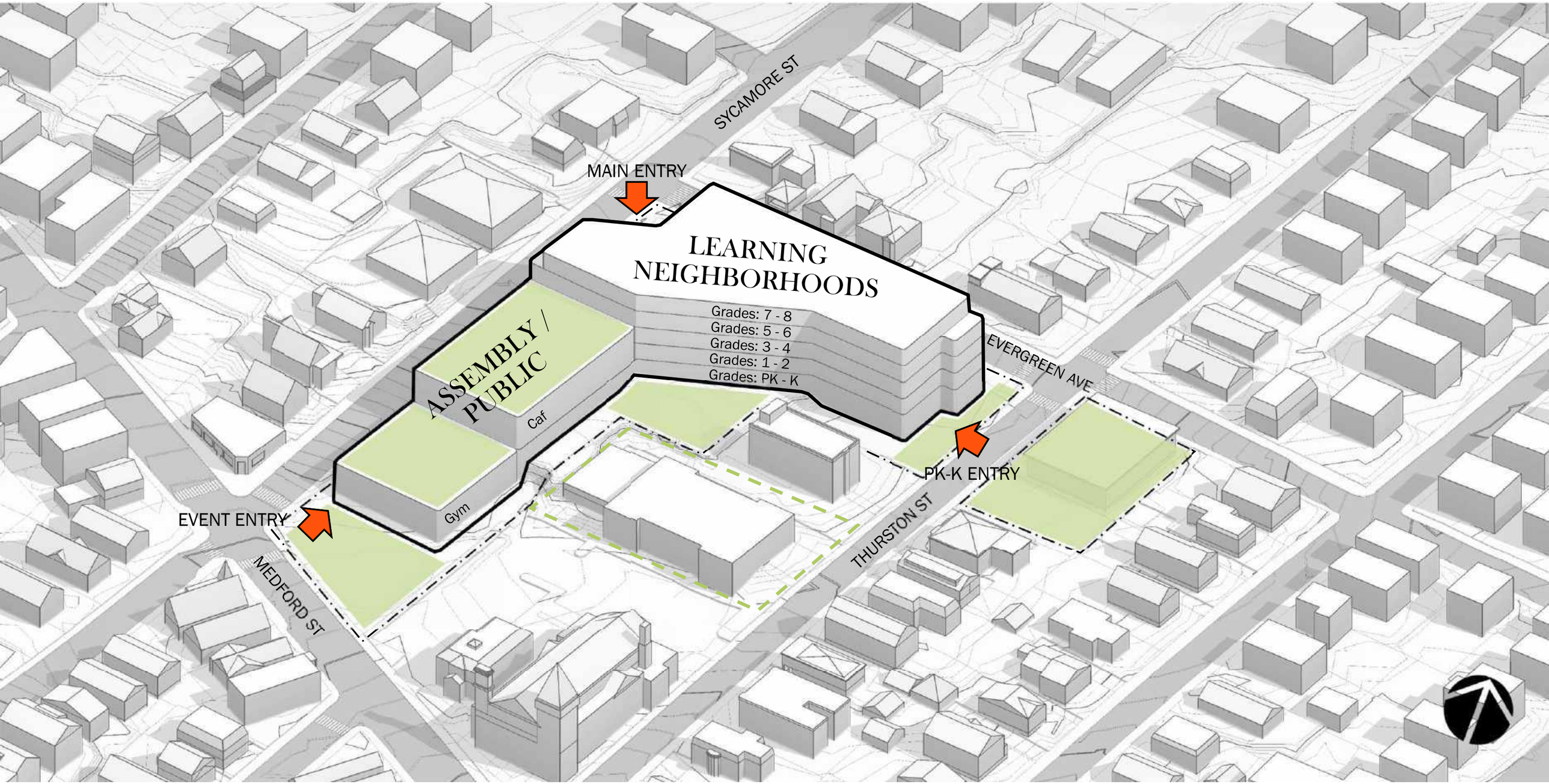
Winter Hill (925 Students: WHCIS + Brown)



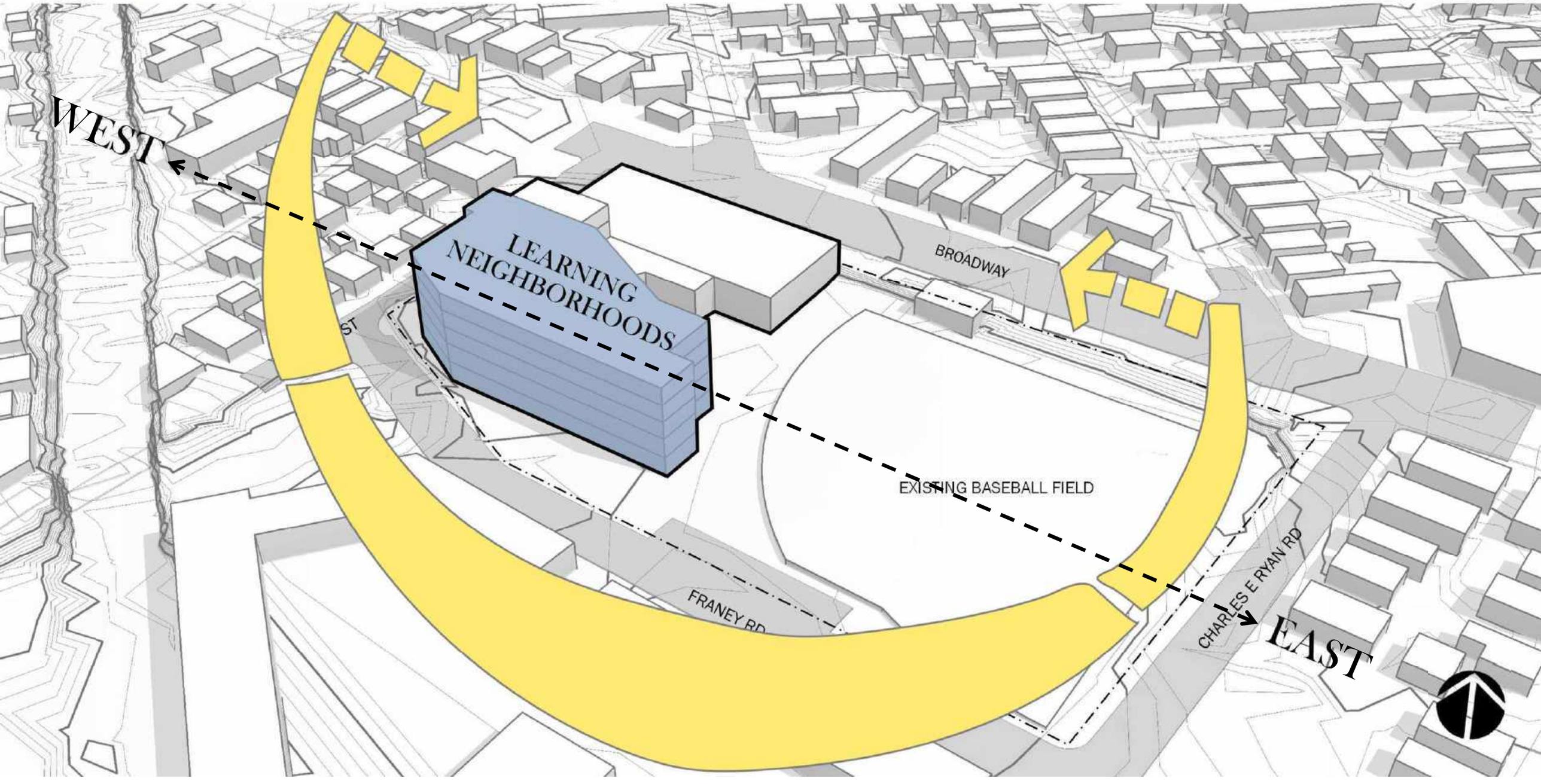
Winter Hill (925 Students: WHCIS + Brown)



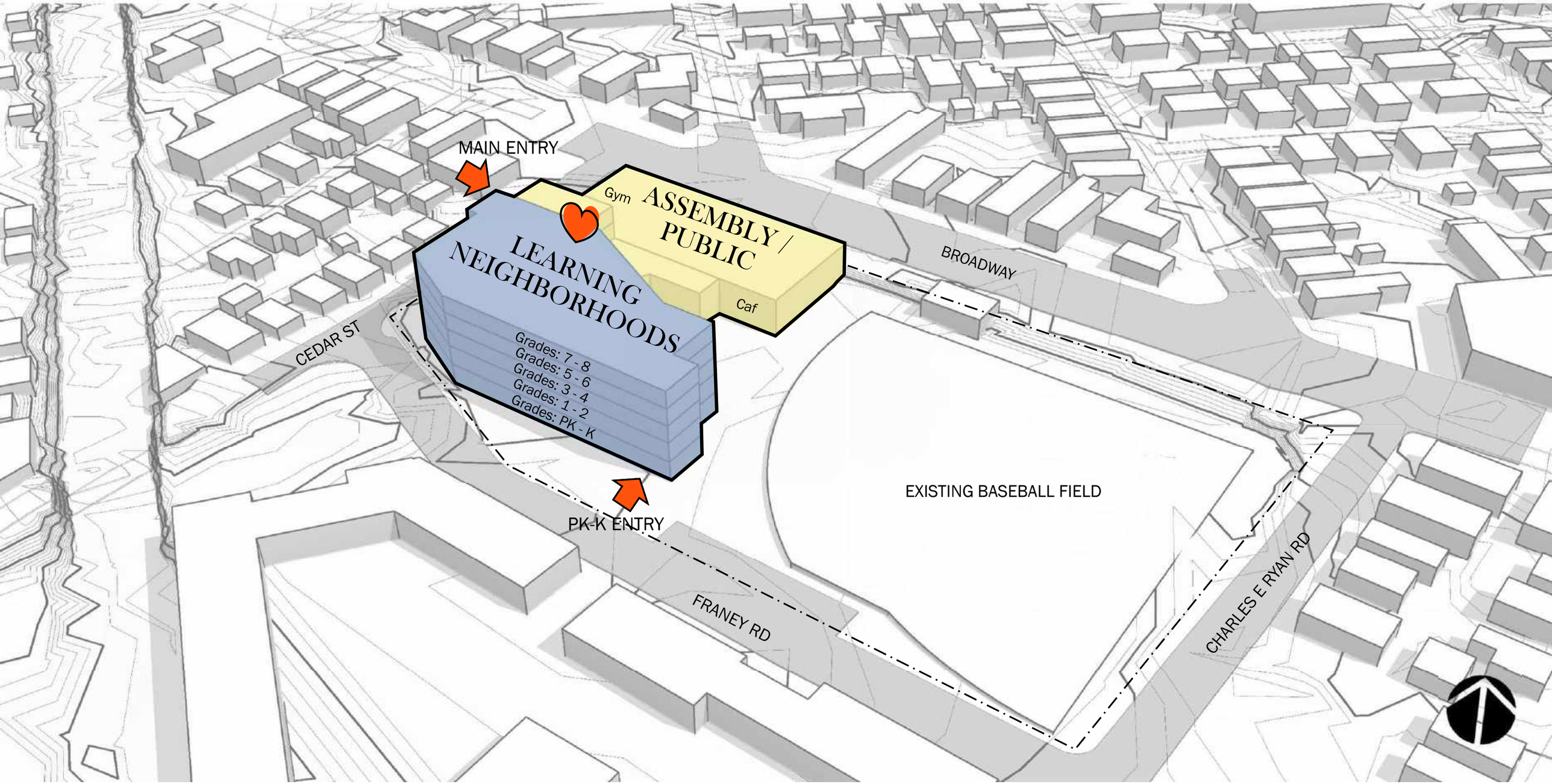
Winter Hill (925 Students: WHCIS + Brown)



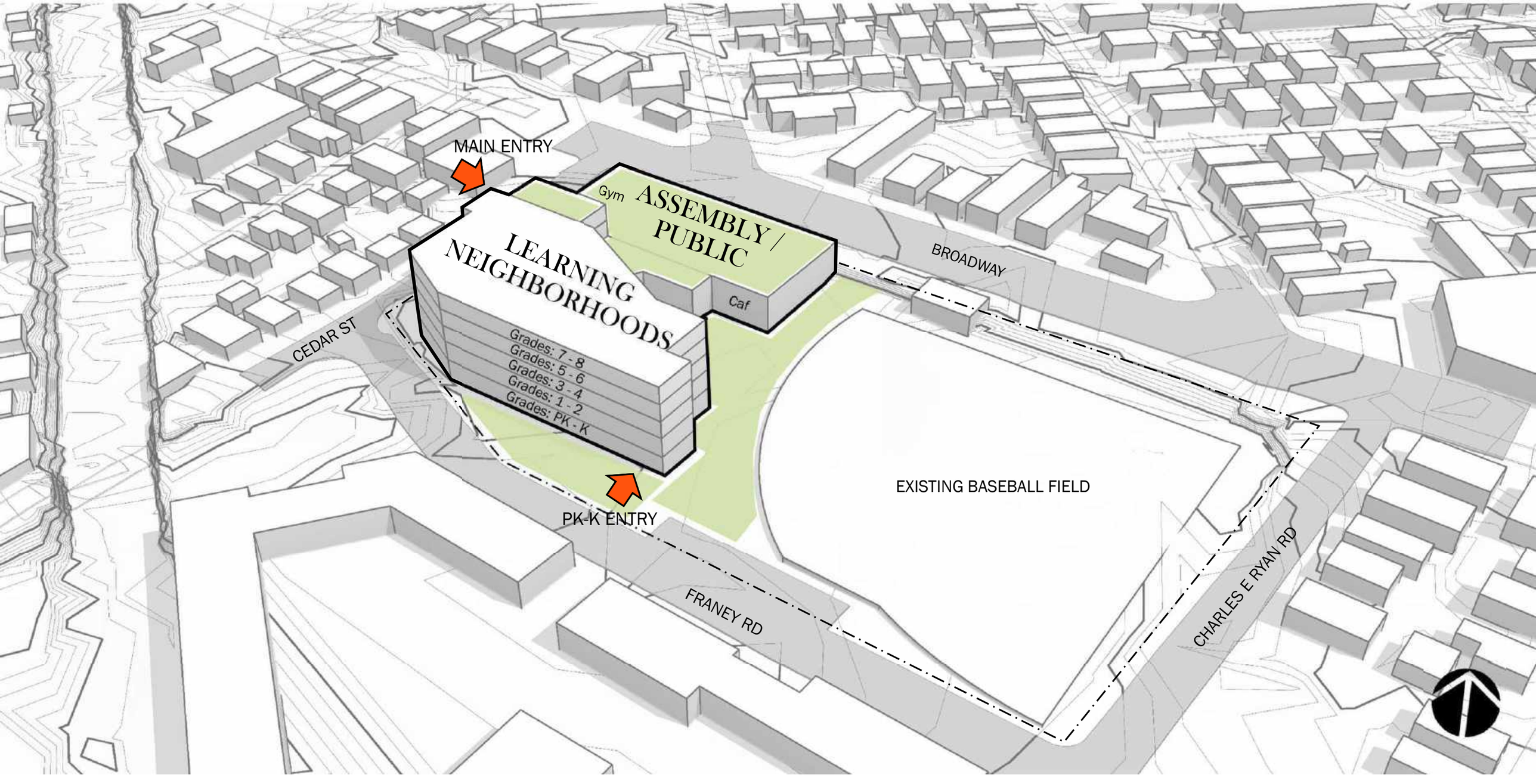
Trum Field (690 Students: WHCIS Only)



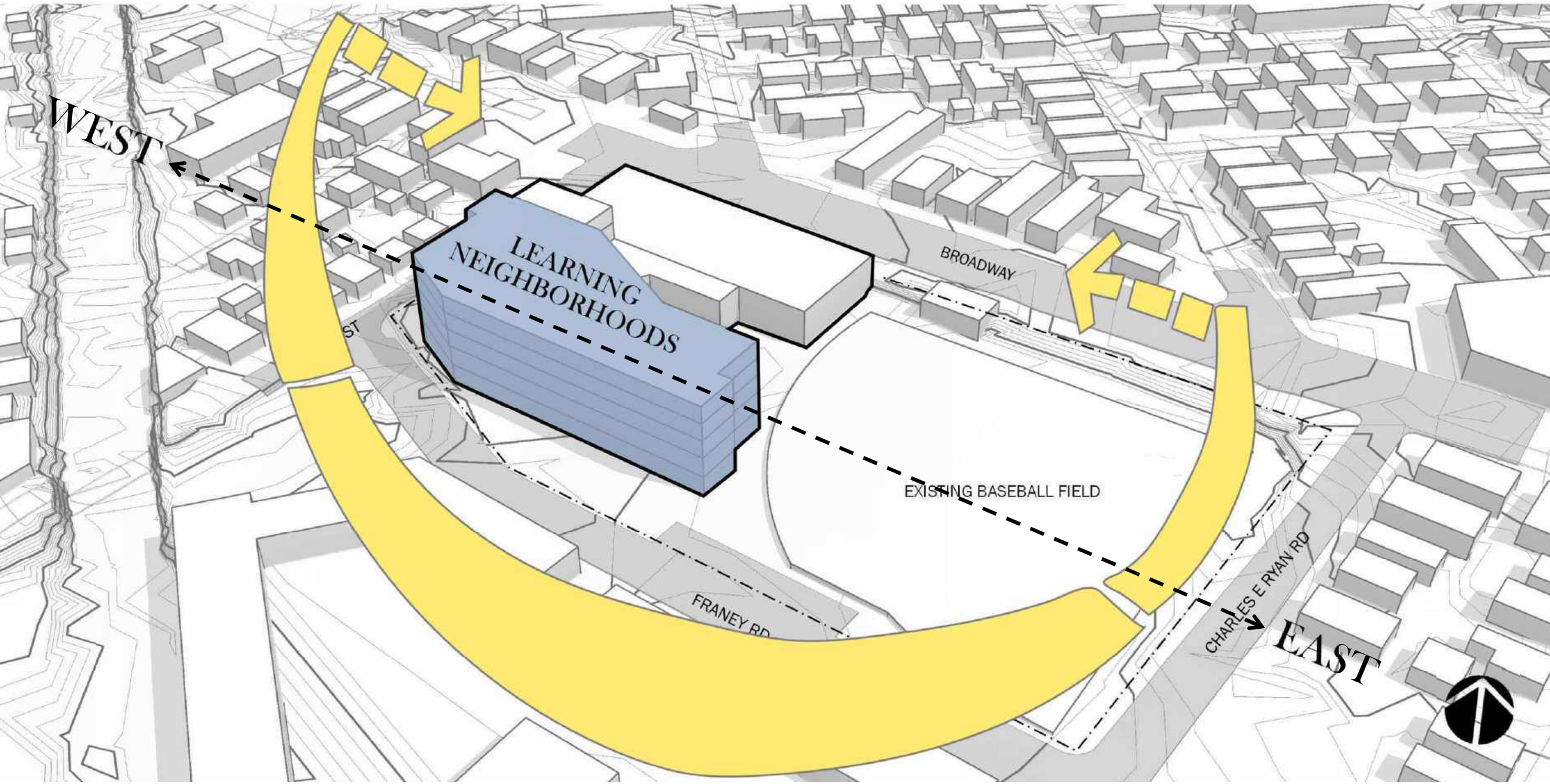
Trum Field (690 Students: WHCIS Only)



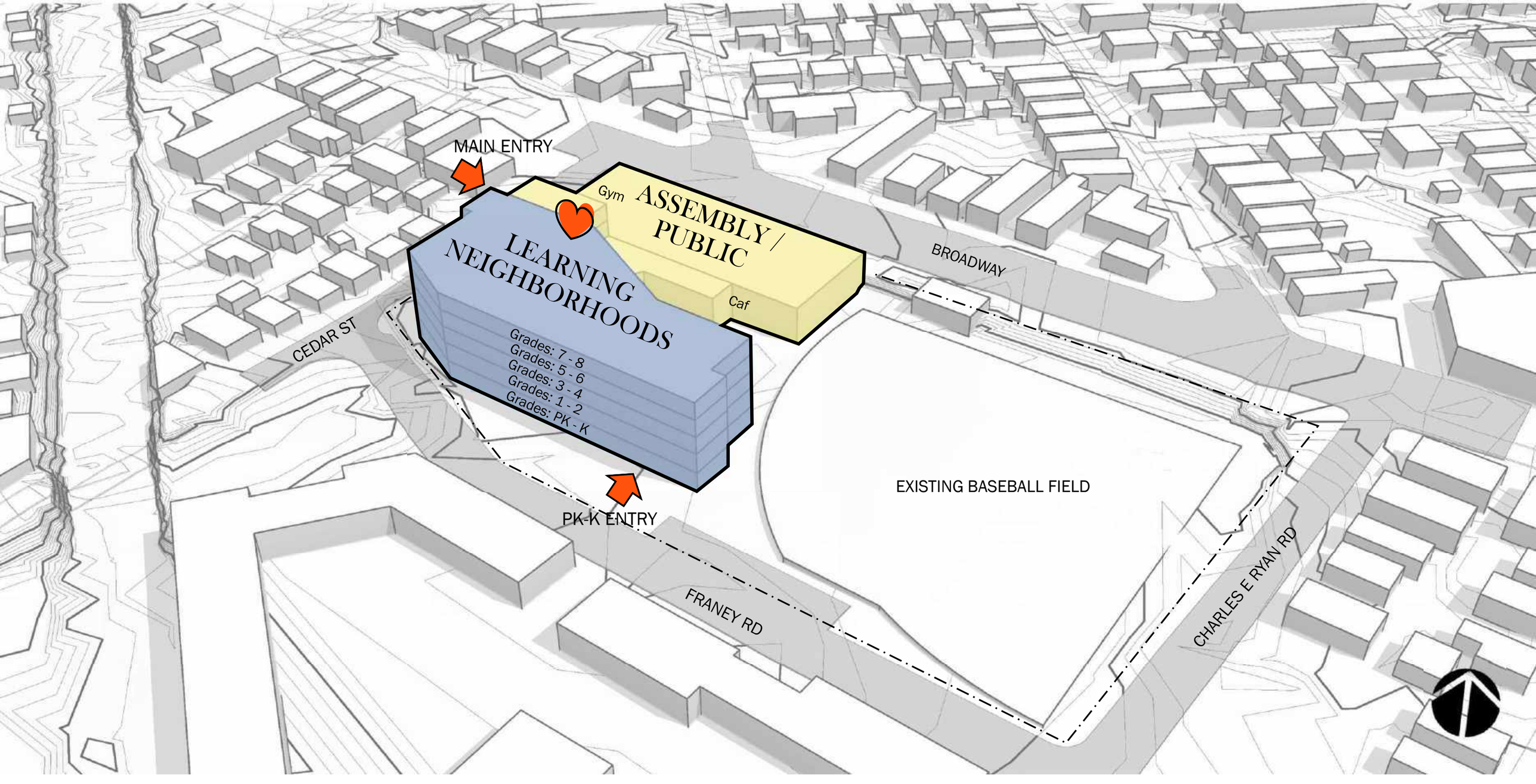
Trum Field (690 Students: WHCIS Only)



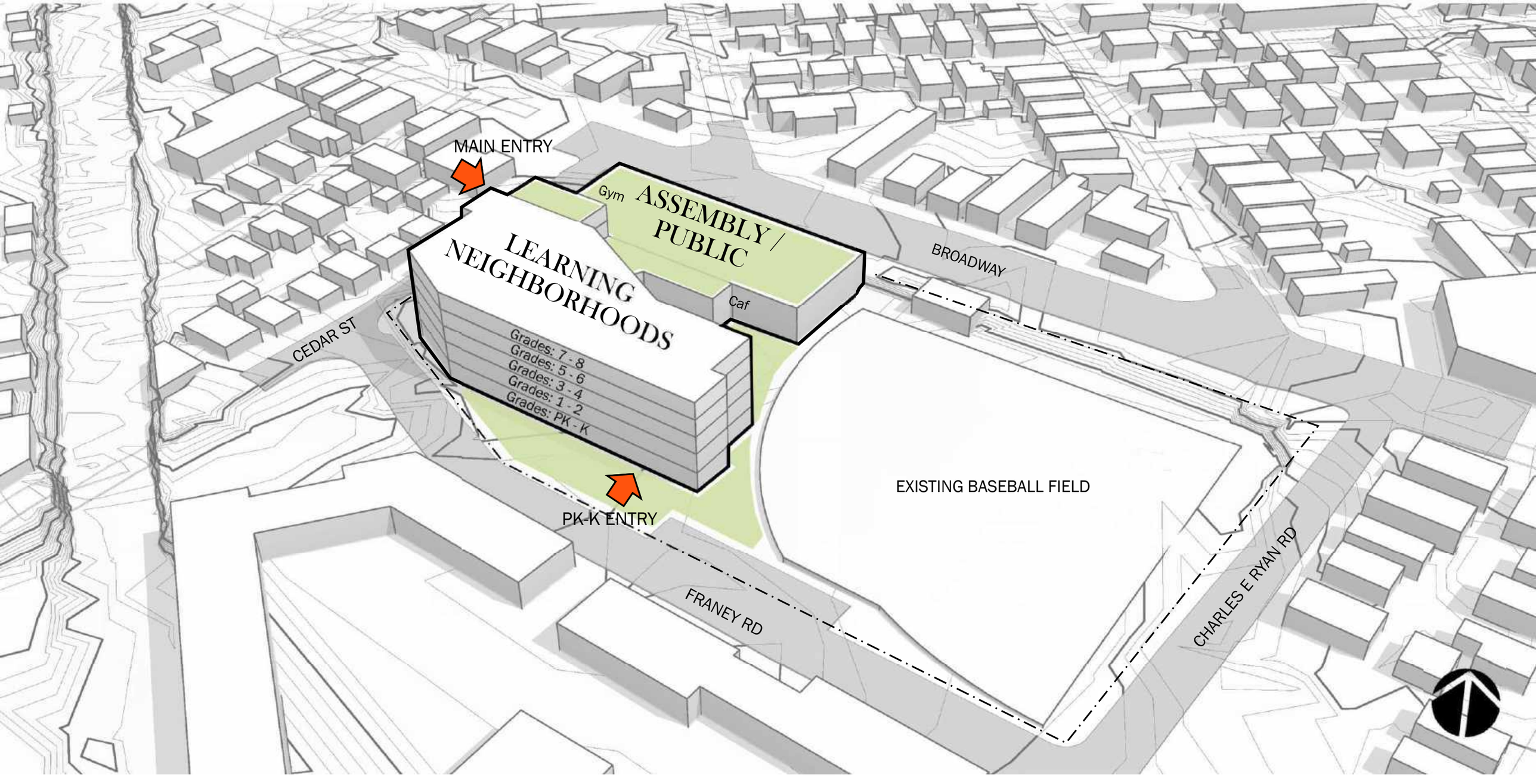
Trum Field (925 Students: WHCIS + Brown)



Trum Field (925 Students: WHCIS + Brown)



Trum Field (925 Students: WHCIS + Brown)



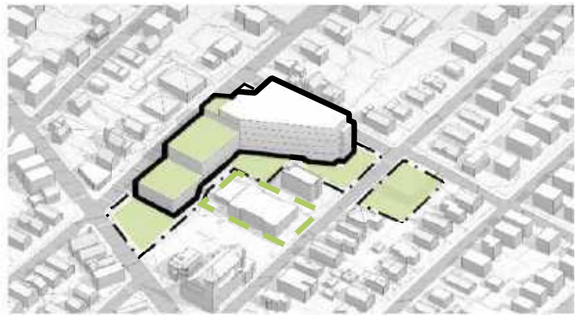
LEGEND
45163 sf
Ground Space
13500 sf
Roof Space
40417 sf
Annex Space
Entrance
Basketball
Court Size
(±)7500 sf
Existing Turf
Field Size
(±)9400 sf
1500 sf
5000 sf
7000 sf
45163 sf
24797 sf
15620 sf
NORTH
0
60
120
180 feet
SCALE: 1" = 60'

LEGEND
40662 sf
Ground Space
13000 sf
Roof Space
40417 sf
Annex Space
Entrance
Basketball
Court Size
(±)7500 sf
Existing Turf
Field Size
(±)9400 sf
1000 sf
5000 sf
7000 sf
40662 sf
24797 sf
15620 sf
NORTH
0
60
120
180 feet
SCALE: 1" = 60'

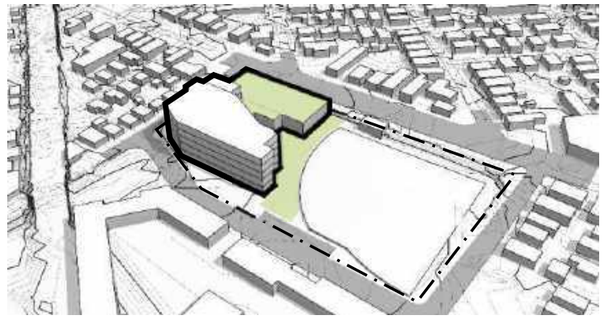
LEGEND
40861 sf
Ground Space
15000 sf
Roof Space
99509 sf
Field Space
Entrance
Basketball
Court Size
(±)7500 sf
Existing Turf
Field Size
(±)9400 sf
13000 sf
2000 sf
40861 sf
99509 sf
NORTH
0
60
120
180 feet
SCALE: 1" = 60'

LEGEND
35523 sf
Ground Space
17000 sf
Roof Space
99509 sf
Field Space
Entrance
Basketball
Court Size
(±)7500 sf
Existing Turf
Field Size
(±)9400 sf
15000 sf
2000 sf
35523 sf
99509 sf
NORTH
0
60
120
180
feet
SCALE: 1" = 60'

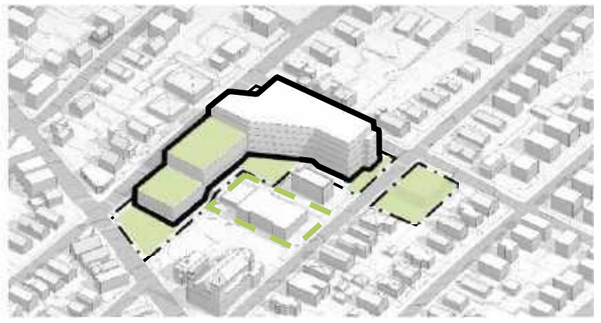
Winter Hill (690)



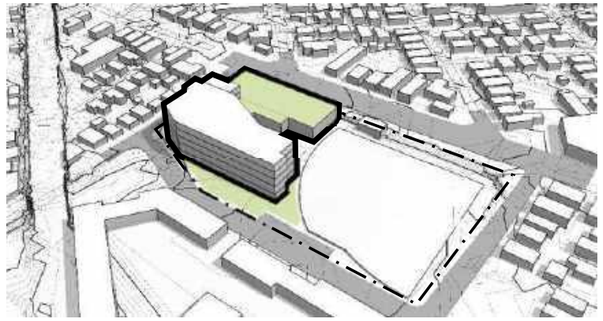
Trum Field (690)



Winter Hill (925)



Trum Field (925)



	Winter Hill (690)	Trum Field (690)	Winter Hill (925)	Trum Field (925)
Neighbors	Replaces Old School	Mixed Use Urban/Business Area	Larger School	Mixed Use Urban/Business Area
Walkers	Central to WH	North of WH	Central to WH/West of Brown	North of WH
Drop Off/Pick up	3 Locations	1 Locations	3 Locations	1 Locations
Traffic / Safety	Less Traffic	Congestion on Broadway	Less Traffic	Congestion on Broadway
Parking	Street	Street (competes with other parking needs)	Street	Street (competes with other parking needs)
Outdoor Play Space	Ground Level Space: 45,150 SF City Annex: 15,600 SF Church Property: 24,800 SF	40,800 SF	Ground Level Space: 40,600 SF City Annex: 15,600 SF Church Property: 24,800 SF	35,500 SF
Roof top Play Space	13,500 SF	15,000 SF	13,000 SF	17,000 SF
Preliminary Outdoor Program	50,000 SF	50,000 SF	66,000 SF	66,000 SF
Solar Orientation/Energy	Geothermal Potential at Annex	Geothermal in Baseball Field	Additional Geothermal Potential at Annex	Geothermal in Baseball Field

NEXT STEPS

- Confirm Date for Next SBC Meeting
- Visioning Summary
- Community Engagement Update
- Preliminary Options & Evaluation

Thank you!

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 ser 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

Winter Hill Community Innovation School

Meeting #4 February 2, 2026

PERKINS EASTMAN
Human by Design

AGENDA

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

PDP WORKPLAN

3 Nov | 10 Nov | 17 Nov | 24 Nov | 1 Dec | 8 Dec | 15 Dec | 22 Dec | 29 Dec | 5 Jan | 12 Jan | 19 Jan | 26 Jan | 2 Feb | 9 Feb | 16 Feb | 23 Feb | 2 Mar | 9 Mar | 16 Mar | 23 Mar | 30 Mar | 6 Apr

2025 2026

Preliminary Design Program (PDP)

Community Group Meetings and Forums

SBC Meetings

Forum

Schedule/Process | Existing Conditions Update & Sites | Prel, Space Summ/Test Fits | Vision, Options & Eval. | Option & Eval. Refinement

Site Evaluation

- Site Assessment
- Preliminary Test Fits

Existing Conditions

- Hazardous Materials &
- Site and Building Survey
- Geotech
- Preliminary Traffic

Educational Space Template

- Educational Data Gathering
- Educational Space Template
- Educational Program

Option Development

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

Assemble Report

Submit PDP

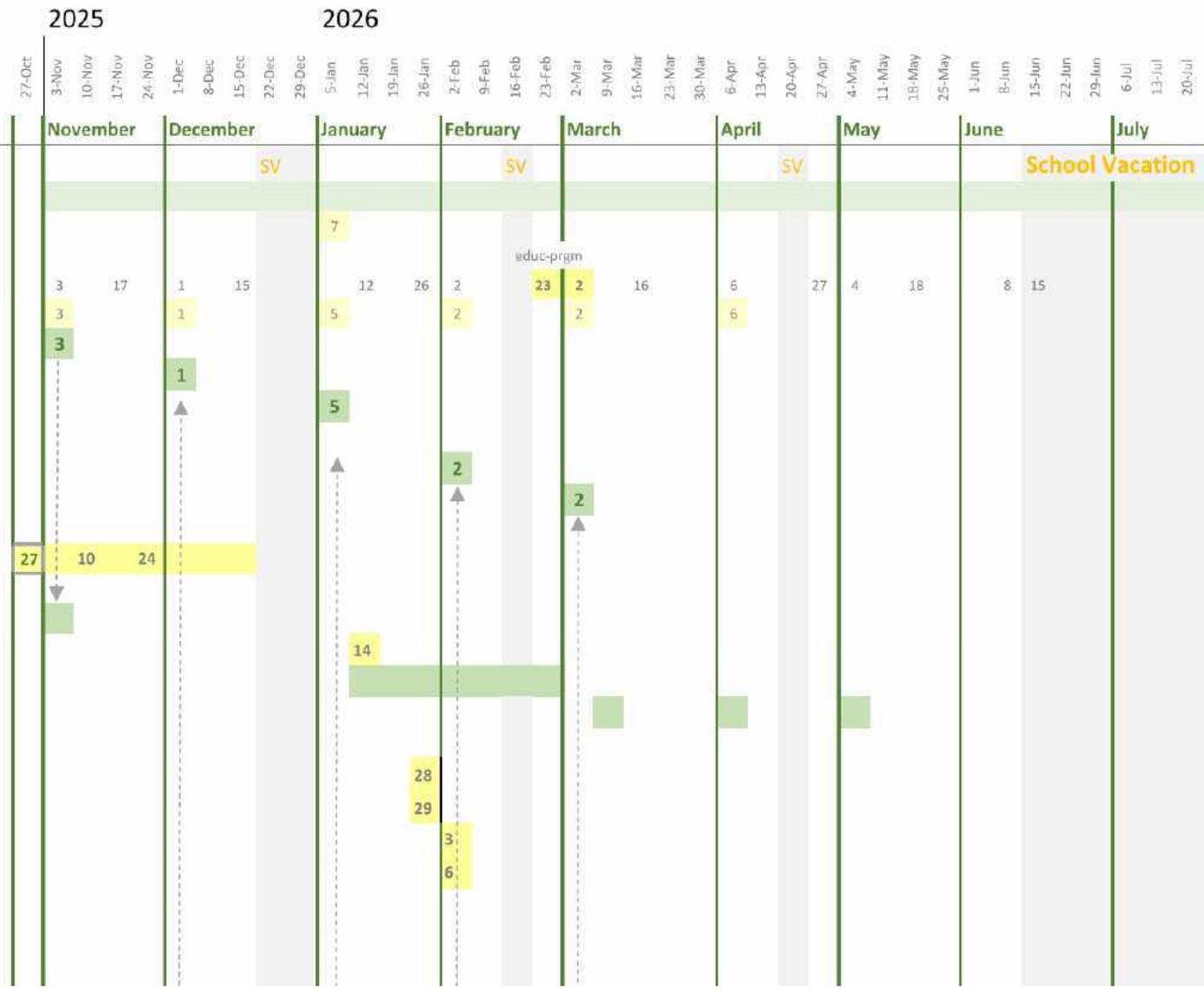
PROJECT UPDATE

WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

FEASIBILITY/SCHEMATIC OVERVIEW

2/2/2026

	Key Dates
Meetings	
MSBA Kickoff Meeting	1/7/2026
City Council Meetings	TBD
SC Meetings	
SBC Meetings	Monday's at 4:30
Interview Presentation	**11/3/2025**
Rvw Process/Sched, Range of Study, Xconds & Sites	**12/1/2025**
Prelim Space Summ, Test Fits & Assessment Criteria	**1/5/2026**
SBC Meetings	
Vision, Options & Evaluation Development	**2/2/2026**
Options & Evaluation Refinement	**3/2/2025**
School CAG Meetings	
Present Evaluation of Alternates	**10/27/2025**
Community & PR	
Confirm PR Leaders/Group	**11/4/2025**
Confirm Communication Plan & Protocols	**1/14/2026**
Chart/Publish Outreach (meetings/events/info exchange)	
Milestone Posts/Updates	
City Departments	
Engineering - Wetlands and/or flood restrictions	**1/28/2026**
DPW - Deliveries, Trash/Compost, Utilities	**1/29/2026**
ISD - Accessibility and Code requirements	**2/3/2026**
Outdoor educational spaces, athletic fields, Playground	**2/6/2026**
Emergency Vehicles / safety & securitySecurity	**TBD**
Biking and Parking	**TBD**
Site Orientation and Zoning	**TBD**



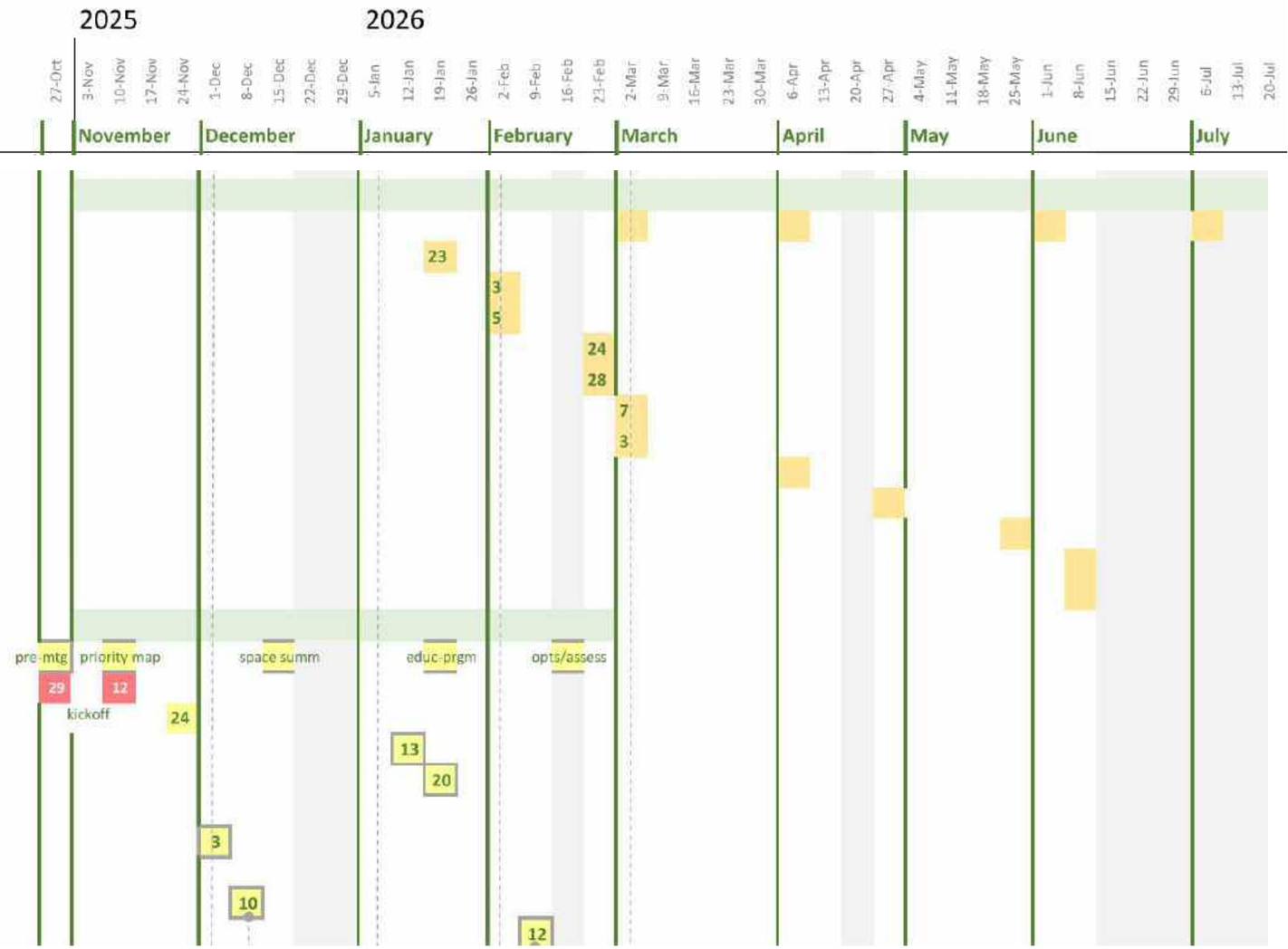
PROJECT UPDATE

WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

FEASIBILITY/SCHEMATIC OVERVIEW

2/2/2026

	Key Dates
Community Engagement	
Community Events	TBD - CoS will advise
Brown Community Coffee Hour with the Mayor	1/23/2026 at 9:00am
WHCIS Coffee Hour with the Mayor	2/3/2026 at 8:30am
WHCIS Community Virtual Coffee Hour	2/5/2026 at 6:30pm
Brown Community Virtual Coffee Hour	2/24/2026 at 6:30pm
Community Group meeting & walk and talk	2/28/2026 - at 10:00 TBD
Community Group meeting & walk and talk	3/7/2026 - at 10:00 TBD
Community Forum 1	3/3/2026 -TBD
MSBA Milestone	April -TBD
Community Workshop #1 Sustainability	April -TBD
Community Workshop #2 Community Programs	May -TBD
Brown Community Coffee Hour with the Mayor	June -TBD
WHCIS Coffee Hour with the Mayor	June -TBD
Visioning & Programming	
ELT Meetings	10/29/2025
Pre-ELT Planning	11/6/2025
Shadow Day at Edgerly and Brown	11/24/2025
School Tours	1/13/2026
Visioning Session	1/20/2026
Program workshop 1 (special education)	
Initial Meeting	12/3/2025
Follow Up Meeting	TBD
Program workshop 2	12/10/2025
Program workshop 3	1/14/2026

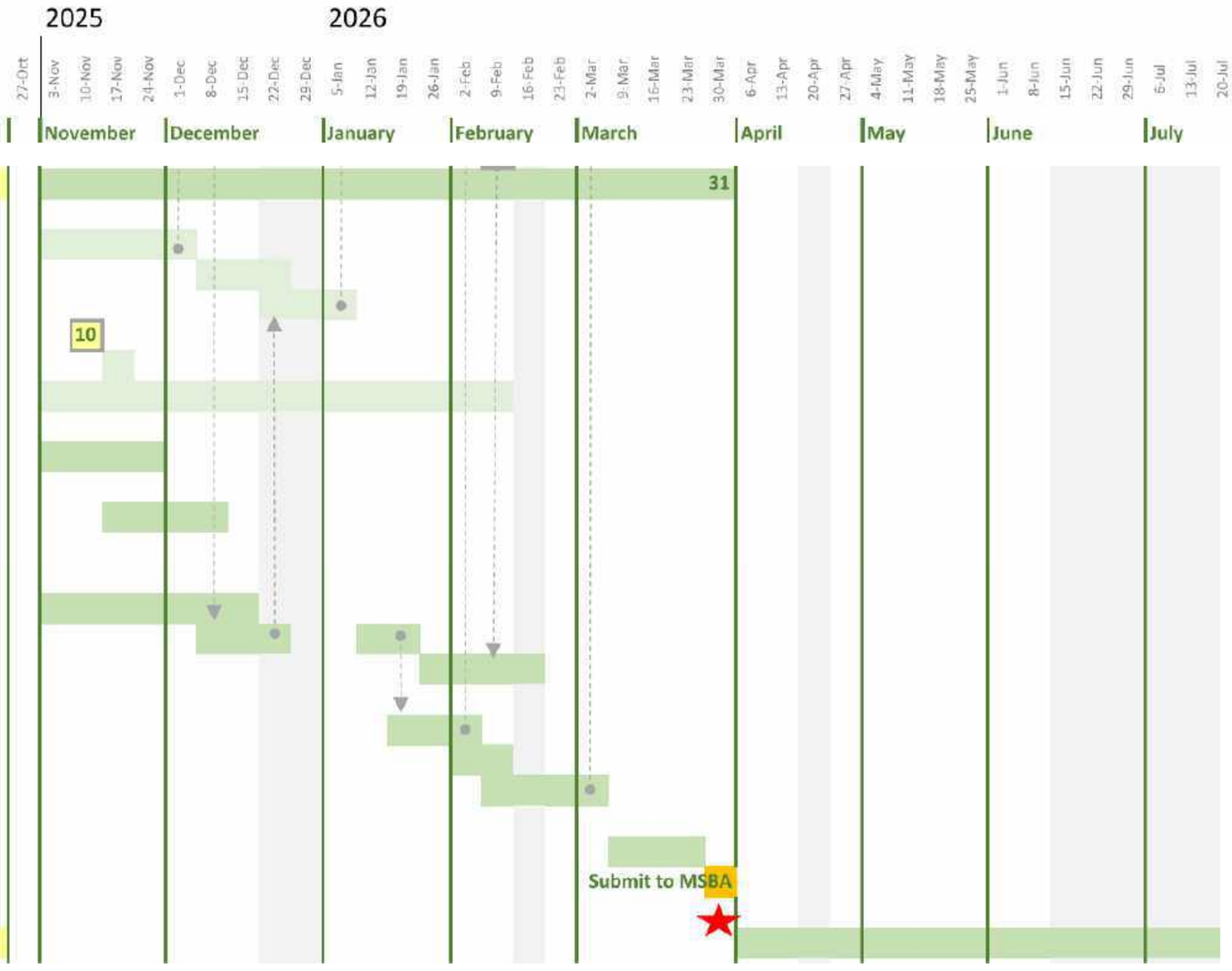


PROJECT UPDATE

WINTER HILL COMMUNITY INNOVATION SCHOOL WORKPLAN

FEASIBILITY/SCHEMATIC OVERVIEW

2/2/2026



	Key Dates
PRELIMINARY DESIGN PROGRAM (PDP)	10/20/25-3/31/26
Site Evaluation	
Site Assessment	
Prelim Test Fits	
Design Team Kick off Call	11/10/2025
Schedule Existing School Tour	11/13/2025
Existing Conditions	
Haz Mat	
Site & Bldg Survey	
Geotech	
Preliminary Traffic	
PreOE	
Educ. Space Template	
Ed Data Gathering	
Educational Space Template	
Educational Program - by **School District**	
Options Development	
Preliminary Evaluation of Alternates	Late January
Cost Study	Mid February
Refine/Assess Options for Evaluation Criteria	Early March
PDP Submission	
Assemble PDP	Late March
Submit PDP to MSBA	3/31/2026
PREFERRED SCHEMATIC REPORT (PSR)	3/31/26-8/26/26

VISIONING & PROGRAMMING UPDATE

PERKINS EASTMAN
Human by Design

VISIONING & PROGRAMMING

Shadow Day / November 24, 2025

School Tours / January 13, 2026

Visioning Session / January 20, 2026

Program Workshop 1 / December 1

Program Workshop 2 / December 10

Scheduled

Program Workshop 3 / February 12

VISIONING FORUM

Purpose and Structure:

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

60+ Forum Participants, Including:

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

PERKINS EASTMAN MLP INTEGRATED DESIGN

VISIONING OUTCOMES – GUIDING PRINCIPLES

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

VISIONING OUTCOMES – DEVELOPMENTAL DESIGN IMPLICATIONS

Essential Daily Student Experiences

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

Building Design to Support Daily Experiences

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

COMMUNITY ENGAGEMENT UPDATE

PERKINS EASTMAN
Human by Design

PROJECT UPDATE

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

COMMUNITY OUTREACH

Community Group Meeting and Walk and Talk

1 Meet at Brianna's
- Brief project overview (grab a coffee or hot chocolate)
- Present site assessment - what we know

Discuss Community Needs in a neighborhood walk:

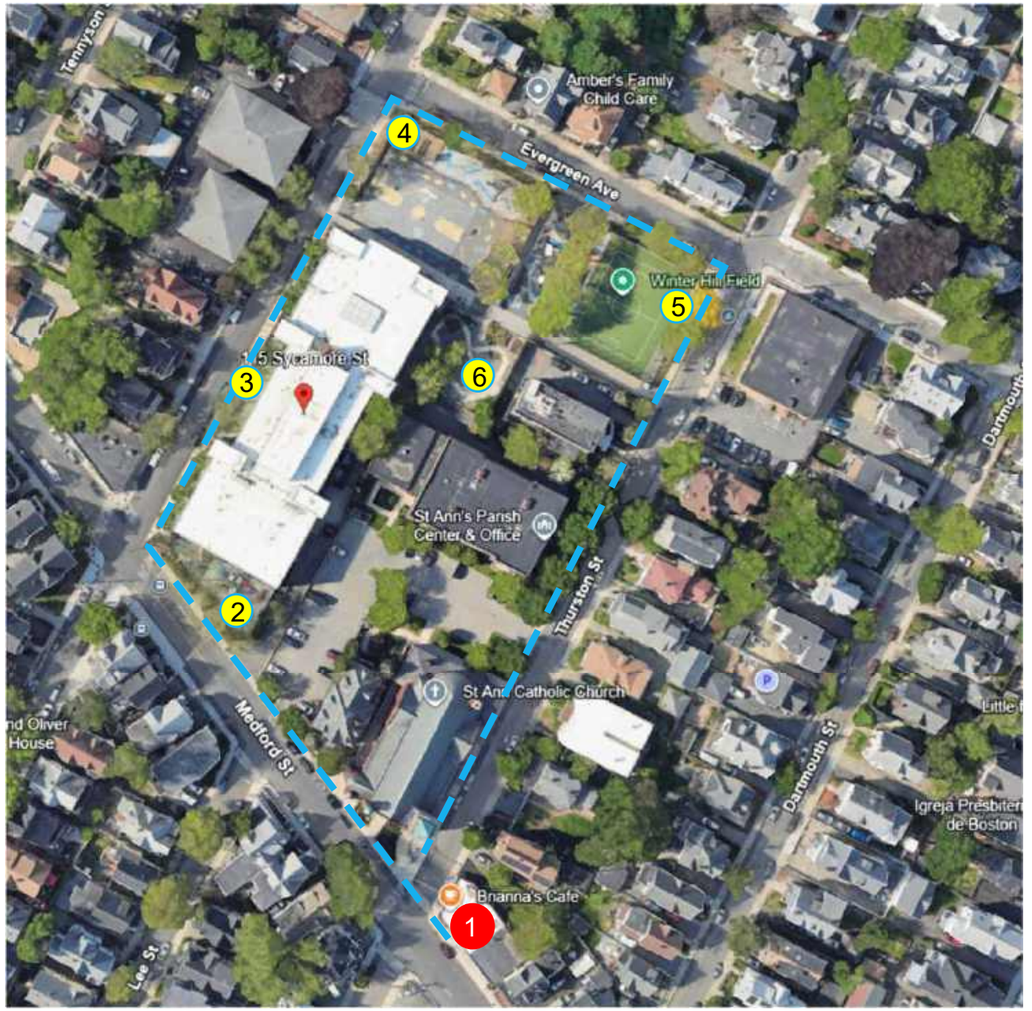
2
- Discuss traffic concern
- Outdoor space needs
- Neighbors to the south

3
- What works well
- What doesn't work
- What things could be improved?
- Safety and Security concerns
- Neighbors to the west

4
- What are important features that should not be lost
- How does the community use the outdoor spaces
- How are the planting beds used by the community
- Neighbors to the north

5
- What do you notice about the plants and trees in this area
- Sustainability – EV stations, PV, geothermal
- Neighbors to the east

6 Review and gather final comments
- Other community needs



PRELIMINARY OPTIONS & EVALUATION

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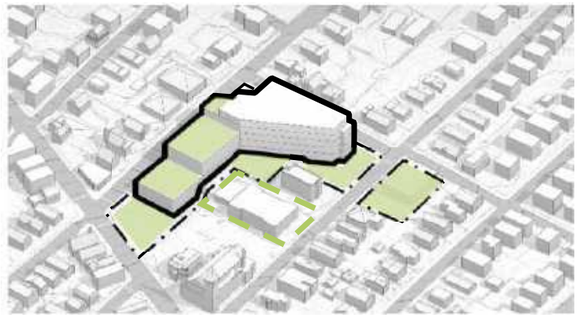
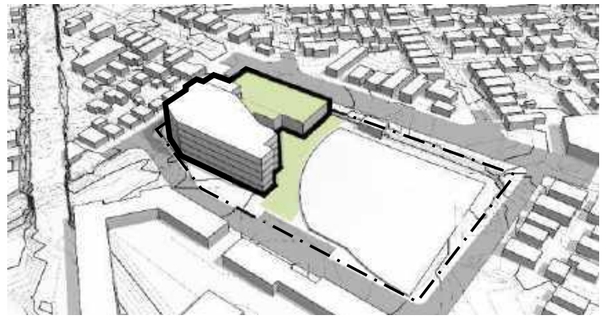
Human by Design

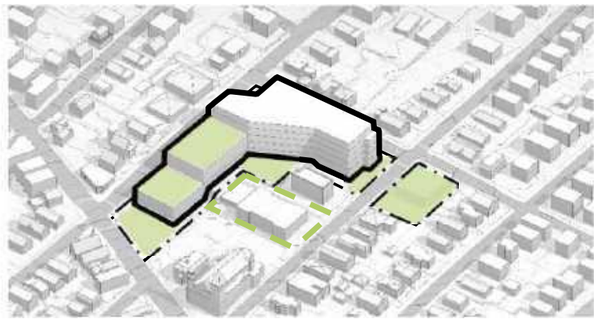
Winter Hill (690)



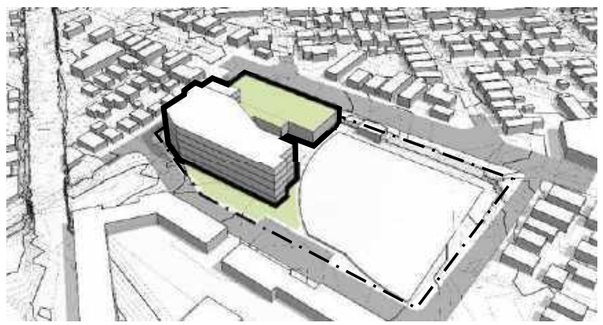
Trum Field (690)



Winter Hill (925)



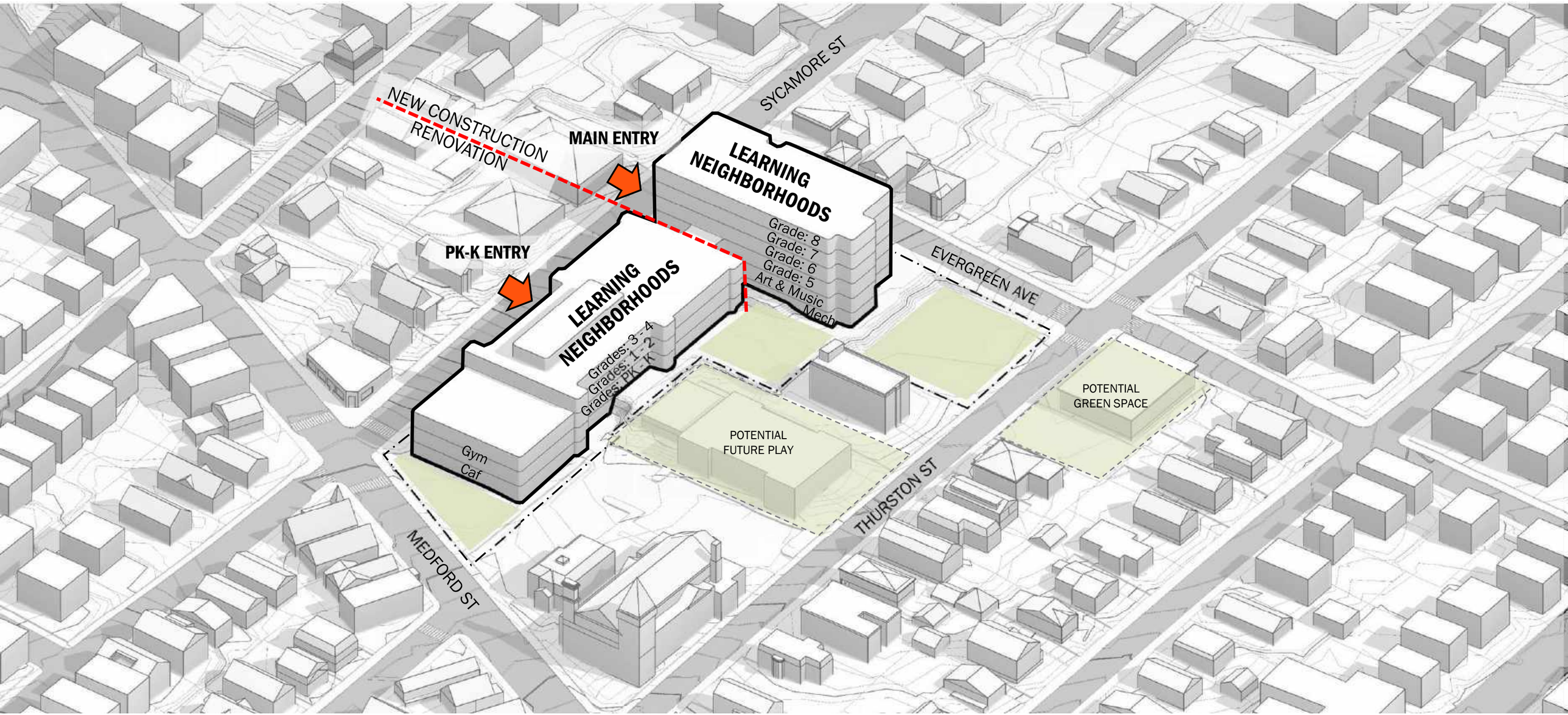
Trum Field (925)



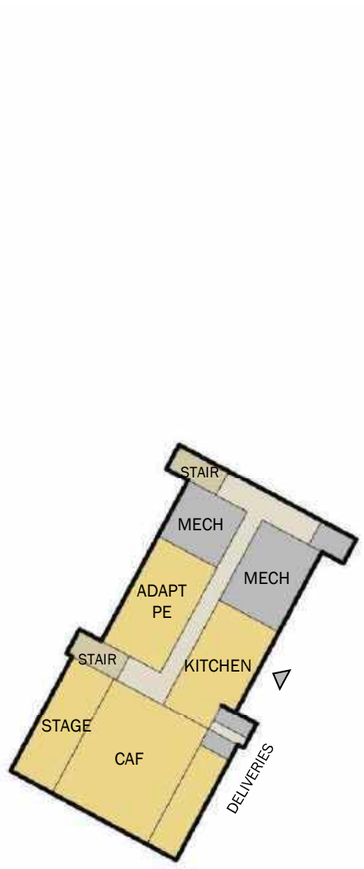
	Winter Hill (690)		Trum Field (690)		Winter Hill (925)		Trum Field (925)	
Neighbors	Replaces Old School		Mixed Use Urban/Business Area		Larger School		Mixed Use Urban/Business Area	
Walkers	Central to WH		North of WH		Central to WH/West of Brown		North of WH	
Drop Off/Pick up	3 Locations		1 Locations		3 Locations		1 Locations	
Traffic / Safety	Less Traffic		Congestion on Broadway		Less Traffic		Congestion on Broadway	
Parking	Street		Street (competes with other parking needs)		Street		Street (competes with other parking needs)	
Outdoor Play Space	Ground Level Space: 45,150 SF City Annex: 15,600 SF Church Property: 24,800 SF		40,800 SF		Ground Level Space: 40,600 SF City Annex: 15,600 SF Church Property: 24,800 SF		35,500 SF	
Roof top Play Space	13,500 SF		15,000 SF		13,000 SF		17,000 SF	
Preliminary Outdoor Program	50,000 SF		50,000 SF		66,000 SF		66,000 SF	
Solar Orientation/Energy	Geothermal Potential at Annex		Geothermal in Baseball Field		Additional Geothermal Potential at Annex		Geothermal in Baseball Field	

ADDITION/RENOVATION – OPTION 1A

AT 115 SYCAMORE STREET FOR 690



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



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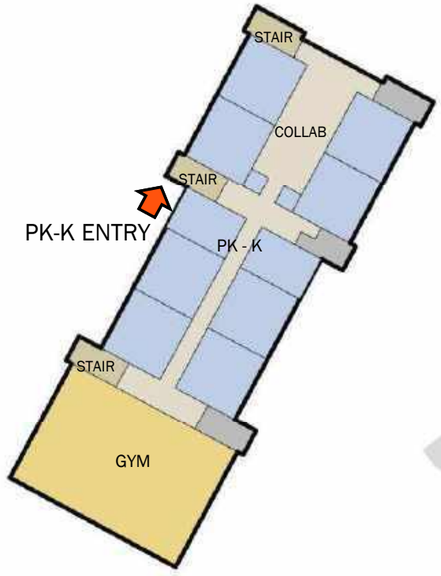

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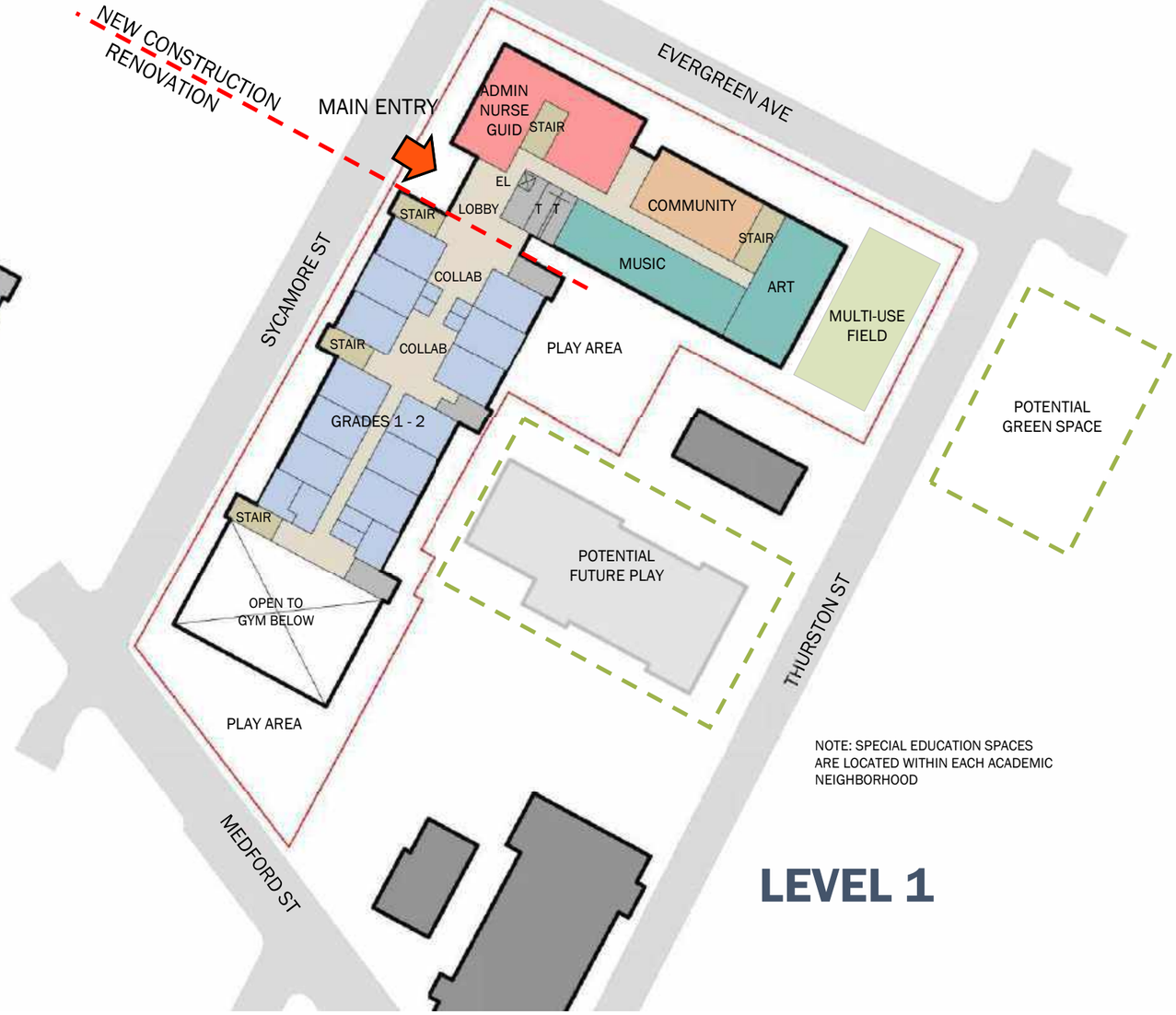

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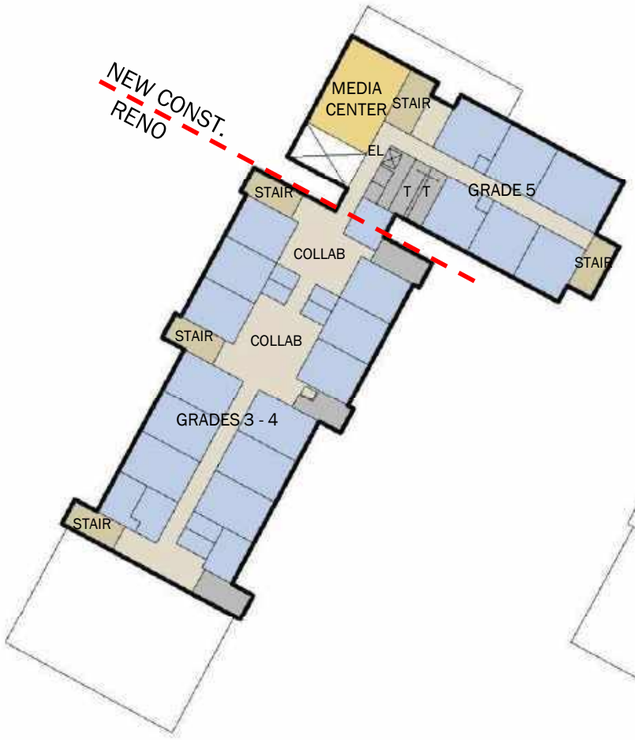

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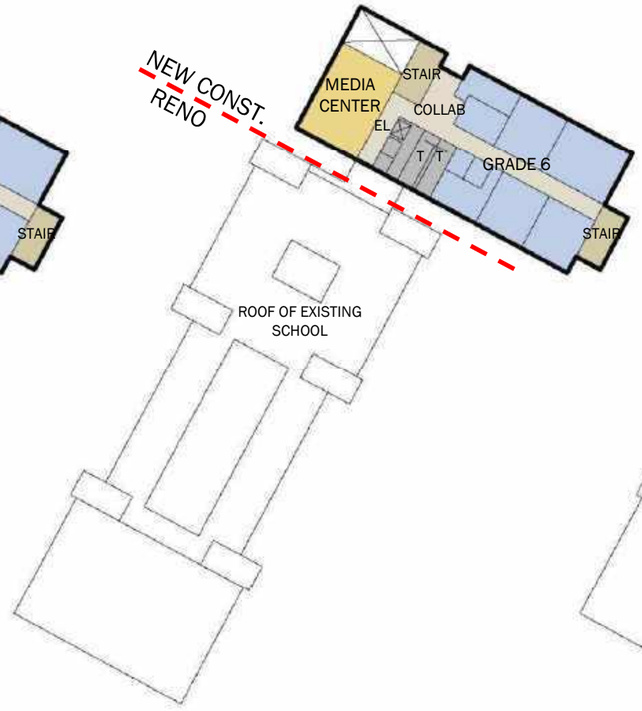

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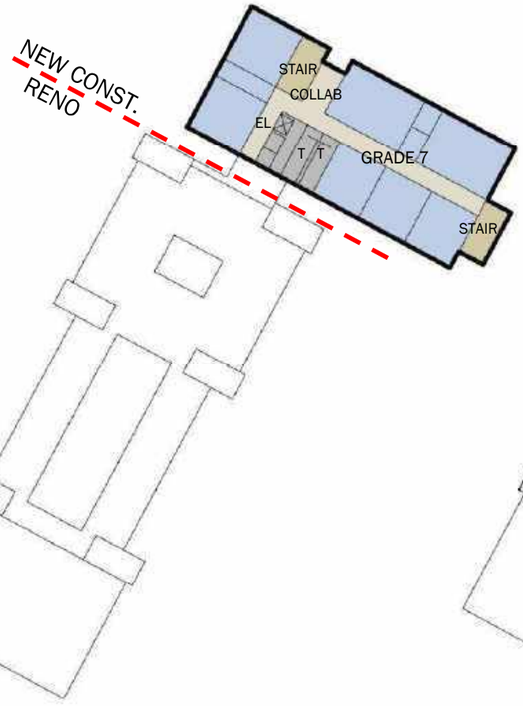

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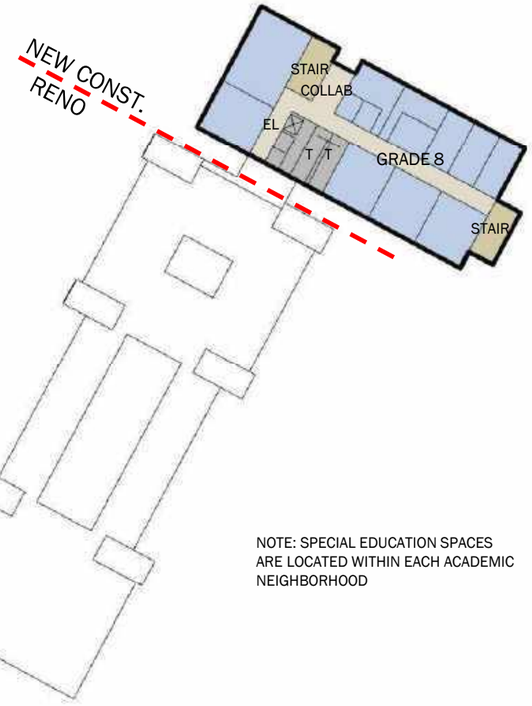
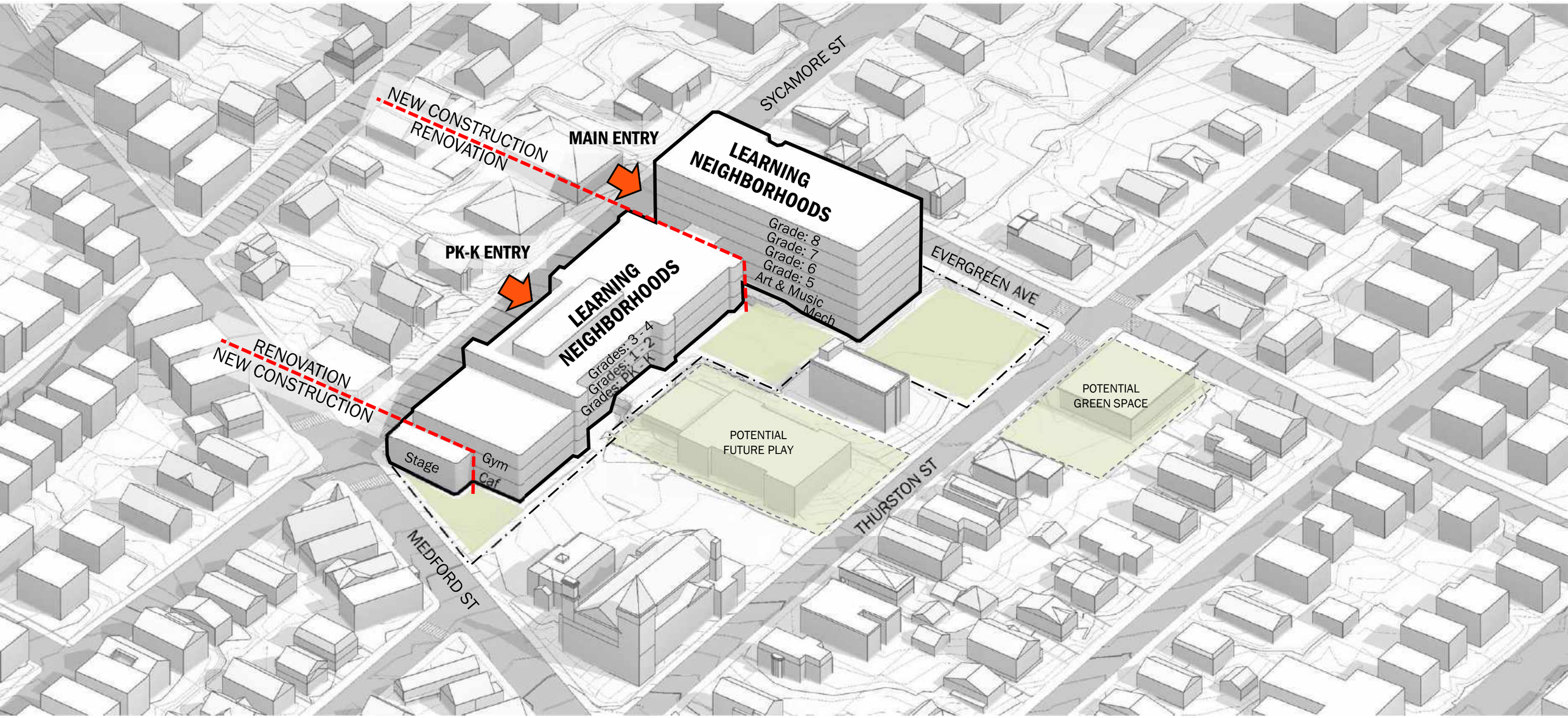


LEVEL 5

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

ADDITION/RENOVATION – OPTION 1B

AT 115 SYCAMORE STREET FOR 925



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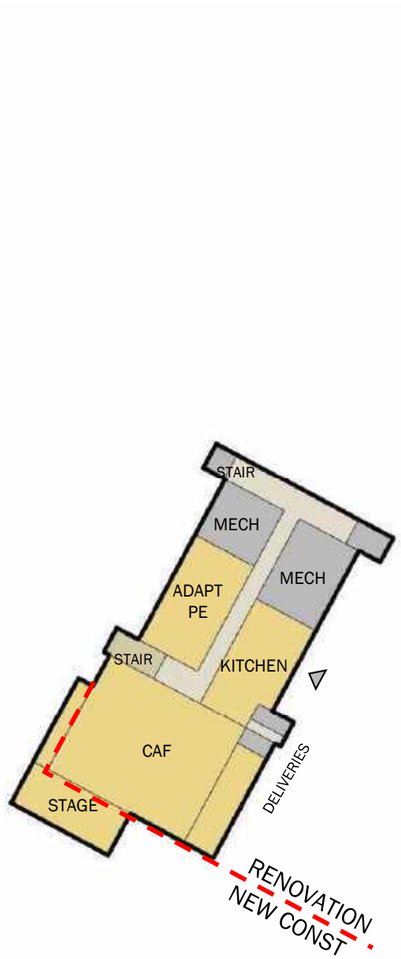

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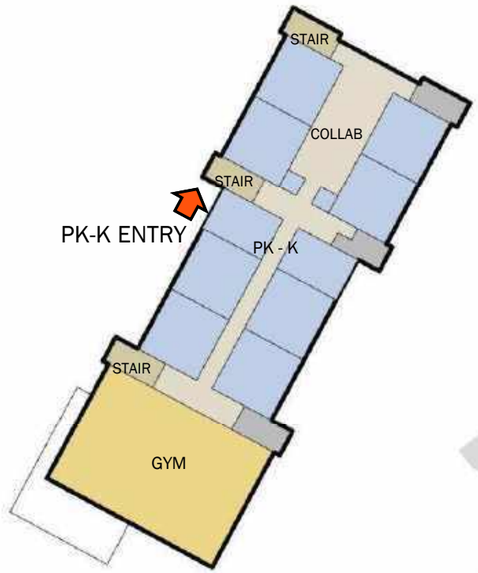

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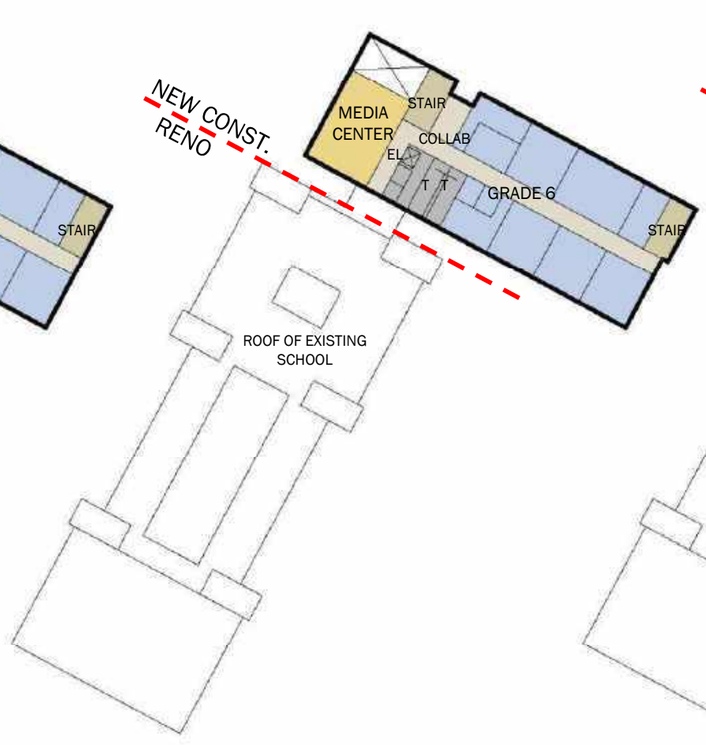
LEVEL 1

ADDITION/RENOVATION – OPTION 1B

AT 115 SYCAMORE STREET FOR 925

LEVEL 2



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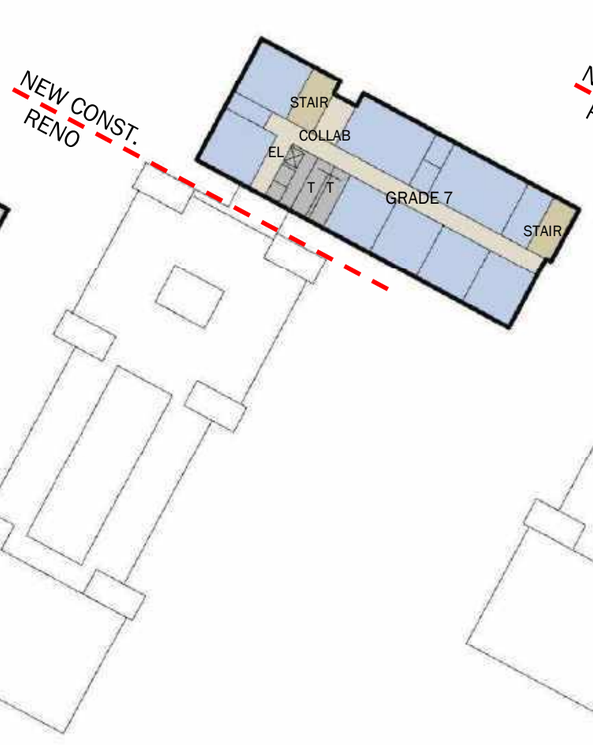

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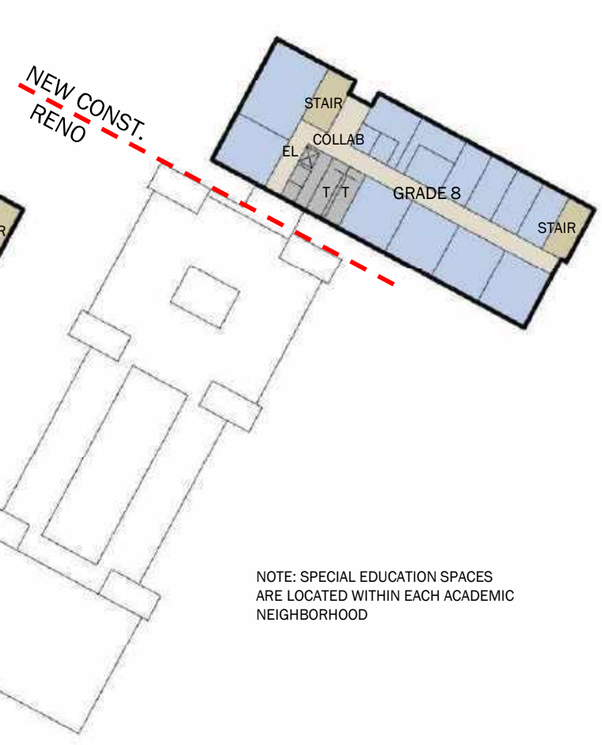

LEVEL 5

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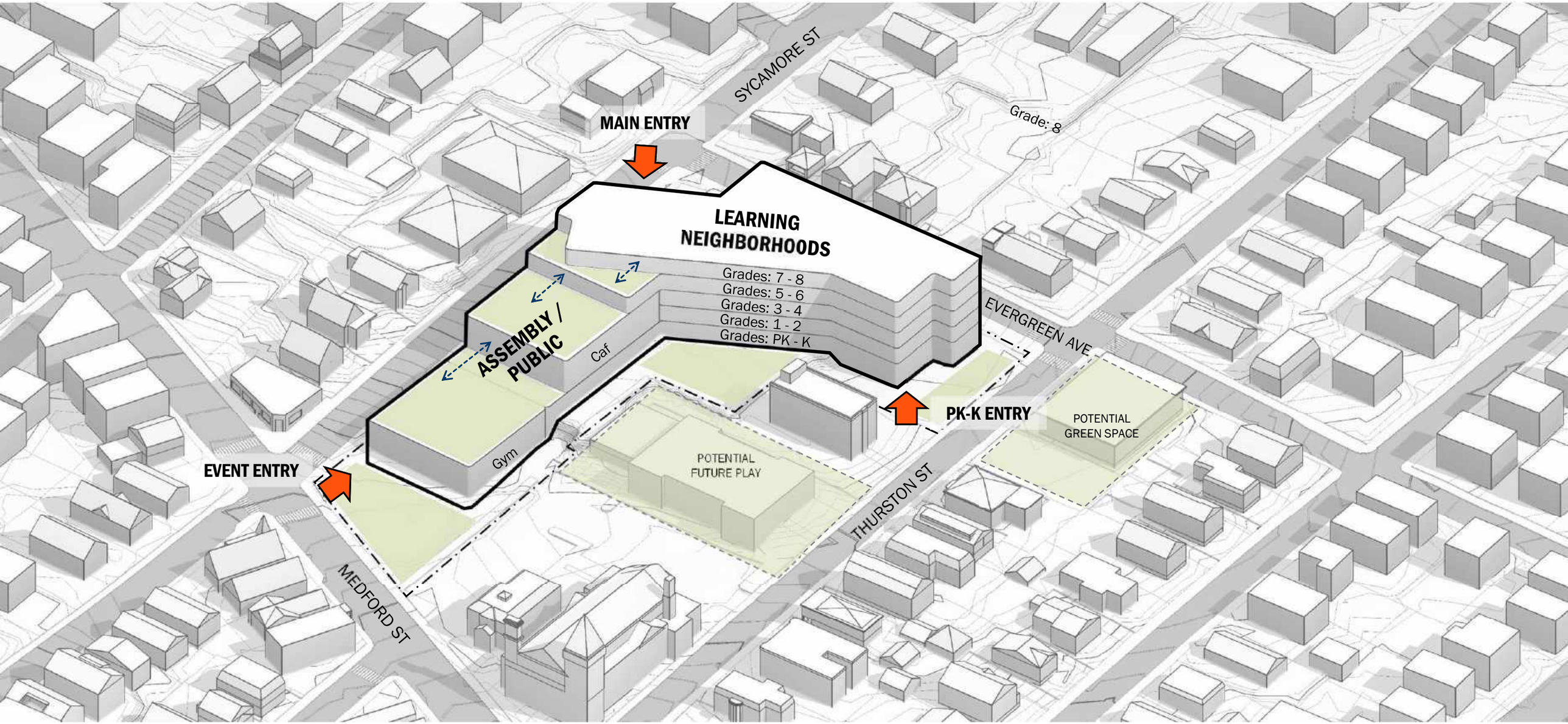
NEW CONSTRUCTION- OPTION 2A

AT 115 SYCAMORE STREET FOR 690



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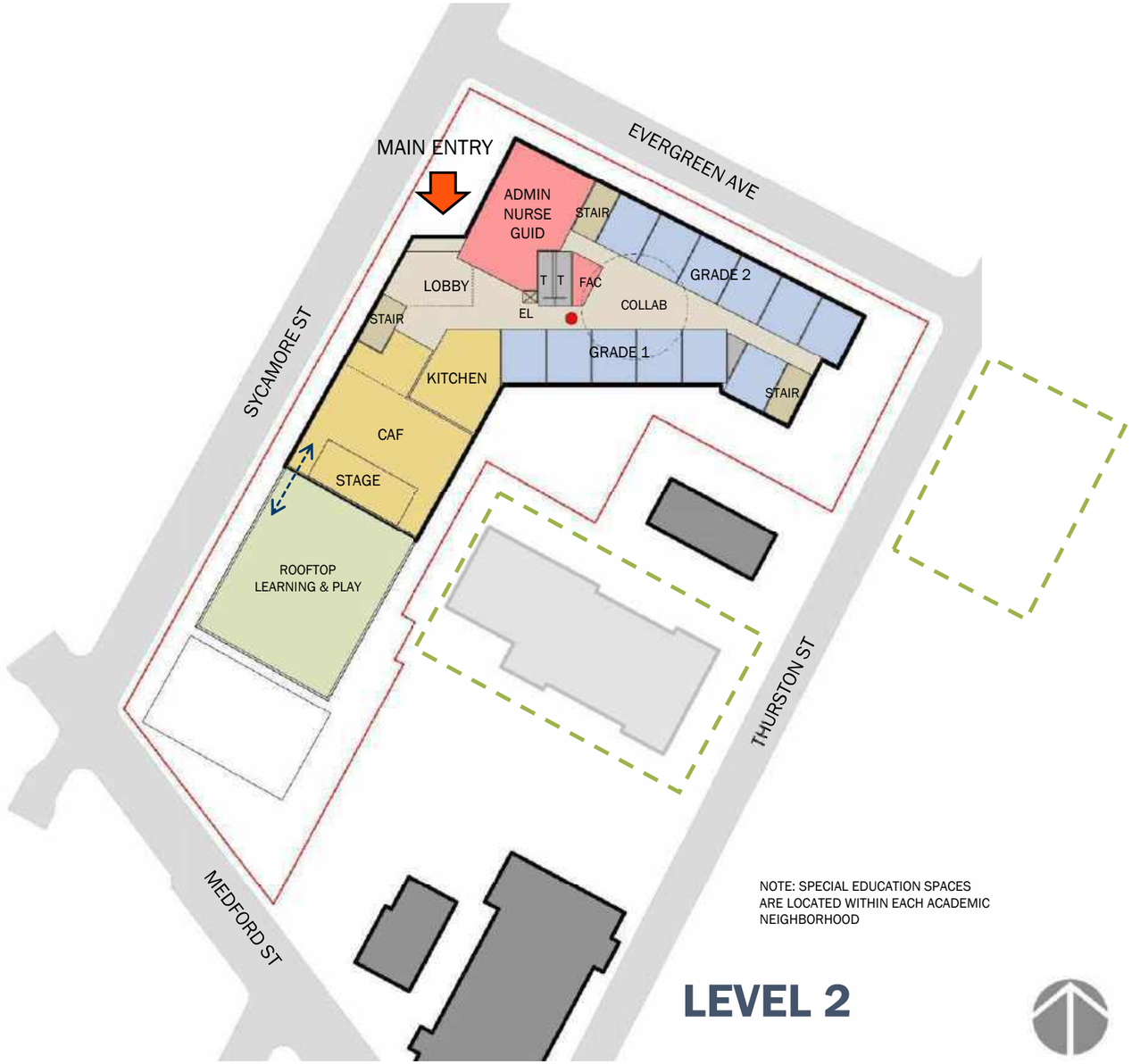
LEVEL 1



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LEVEL 2

NEW CONSTRUCTION- OPTION 2A

AT 115 SYCAMORE STREET FOR 690

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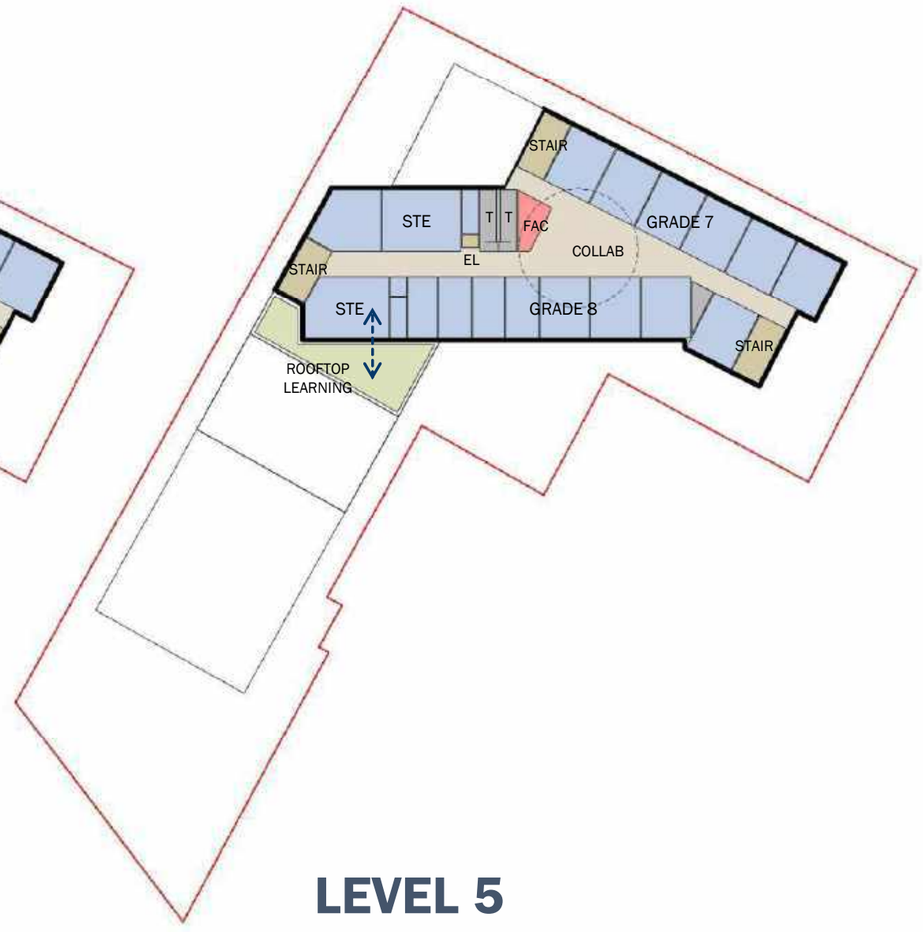
LEVEL 3

LEVEL 4



LEVEL 5

NEW CONSTRUCTION- OPTION 2B

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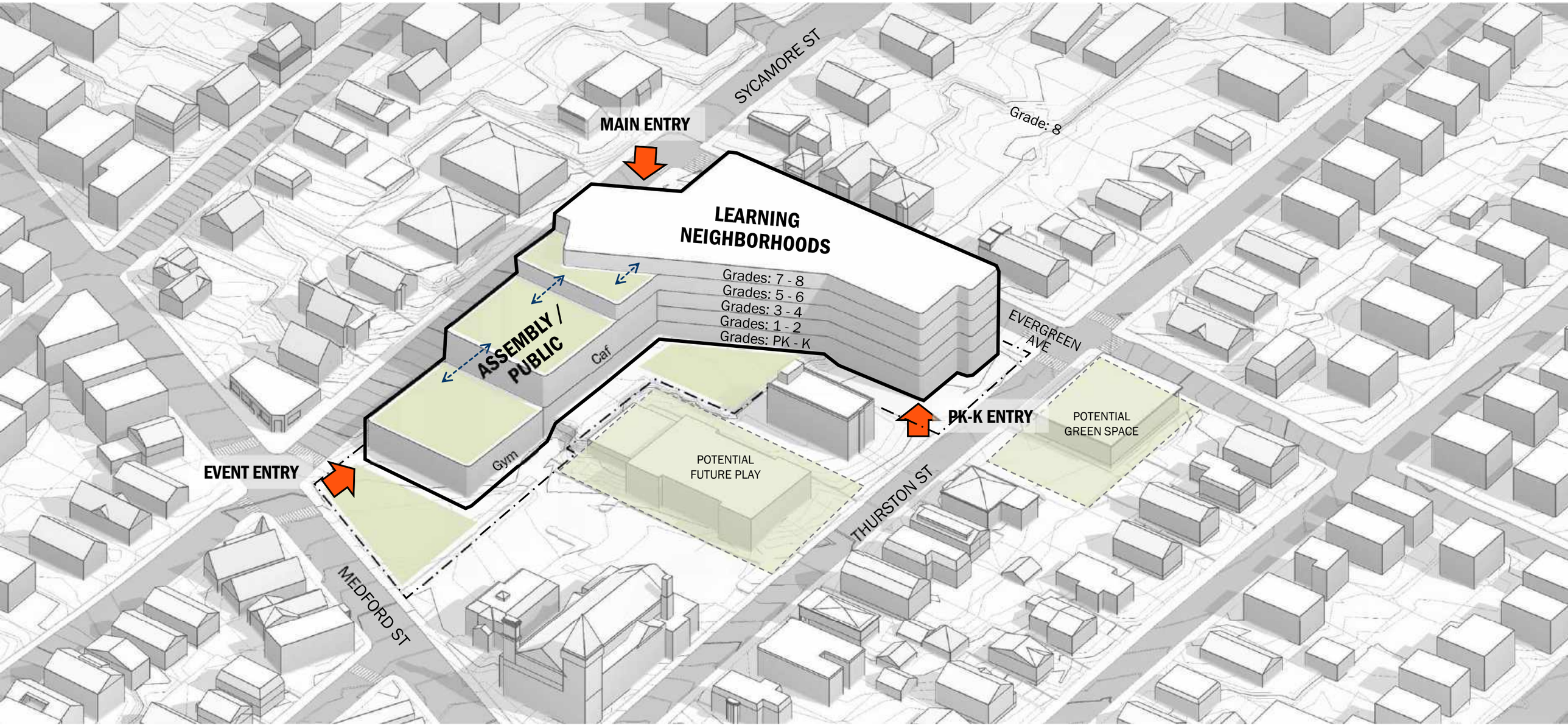

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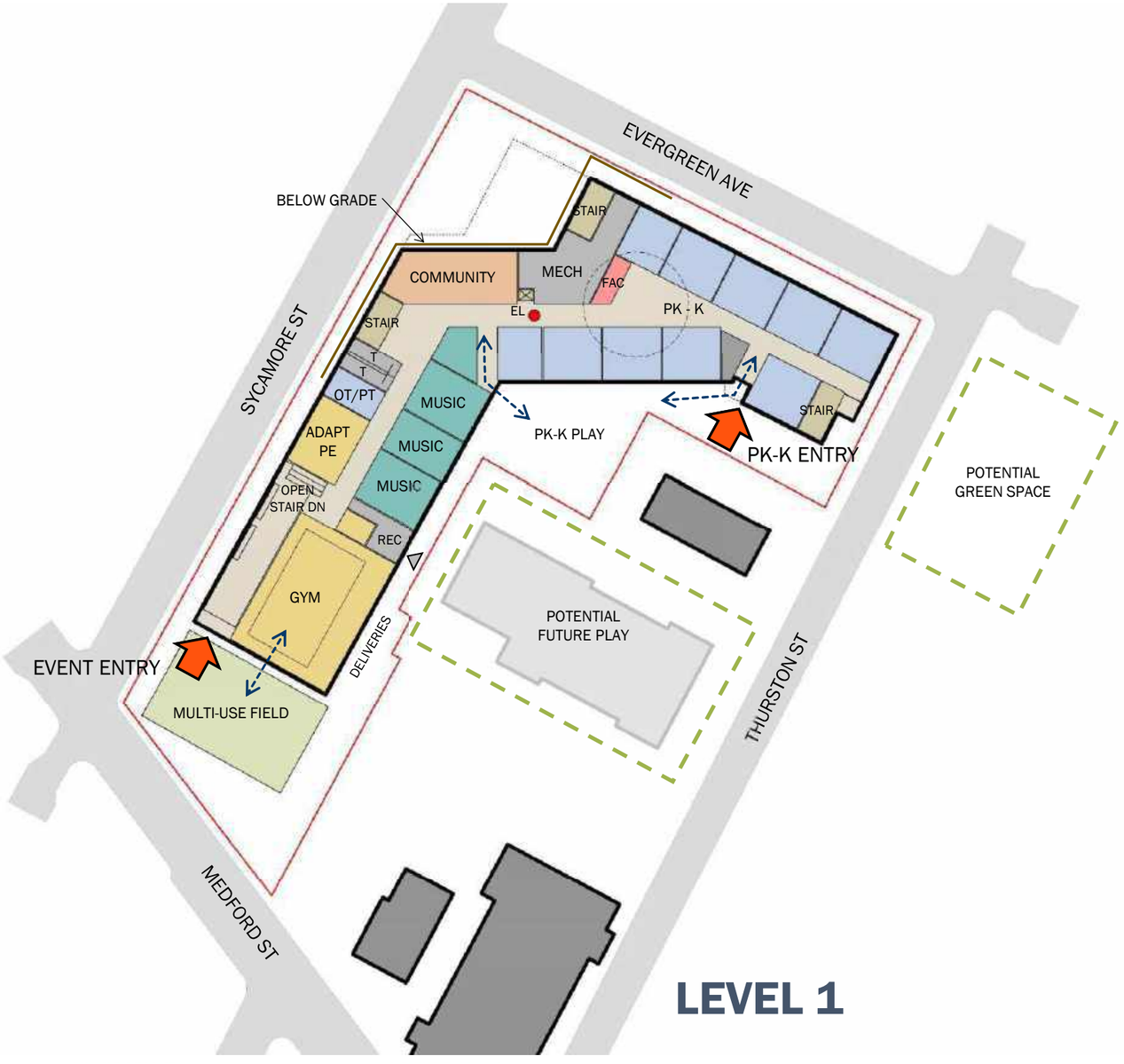

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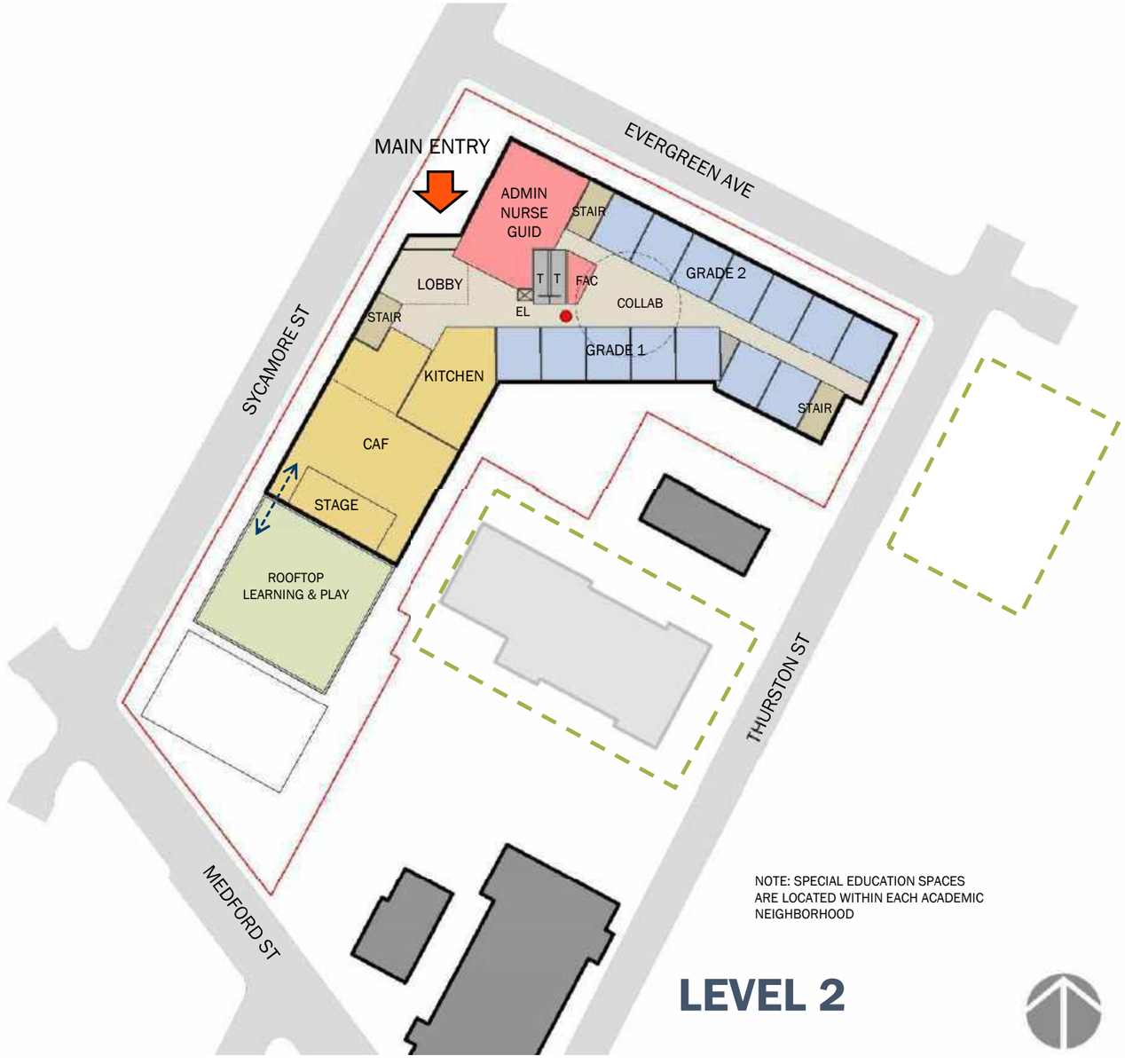

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LEVEL 2

NEW CONSTRUCTION- OPTION 2B
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LEVEL 3

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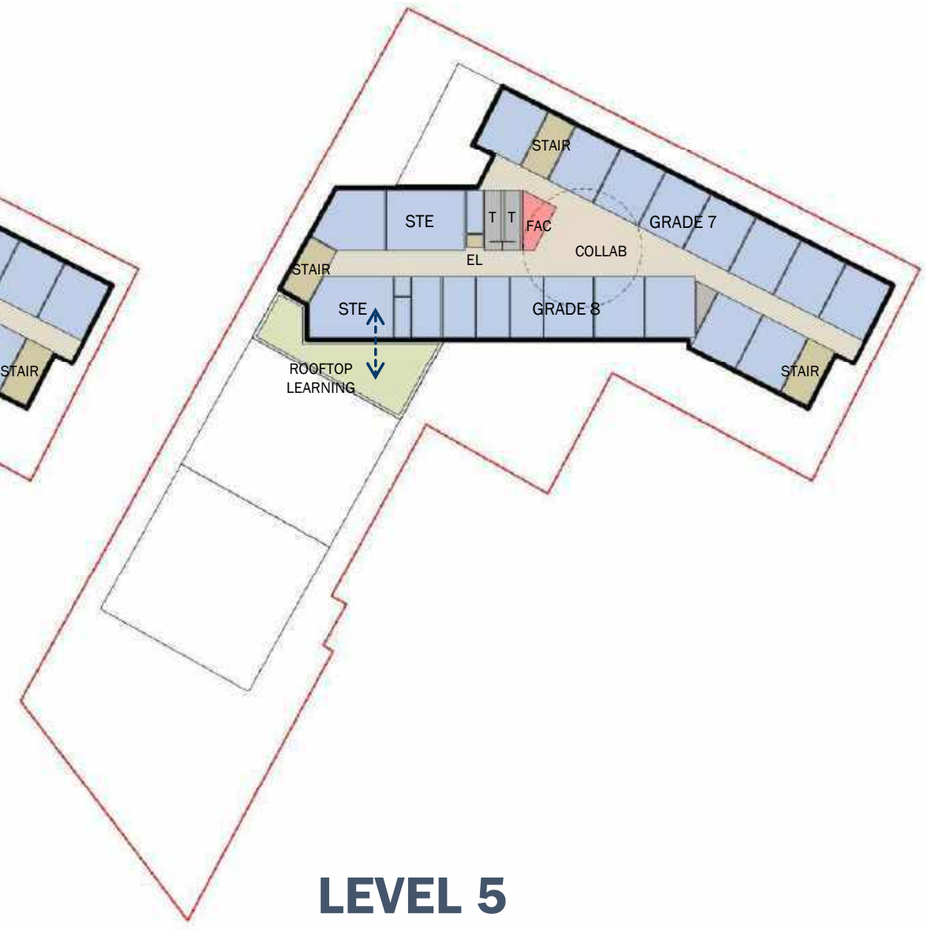

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NEW CONSTRUCTION – OPTION 3A

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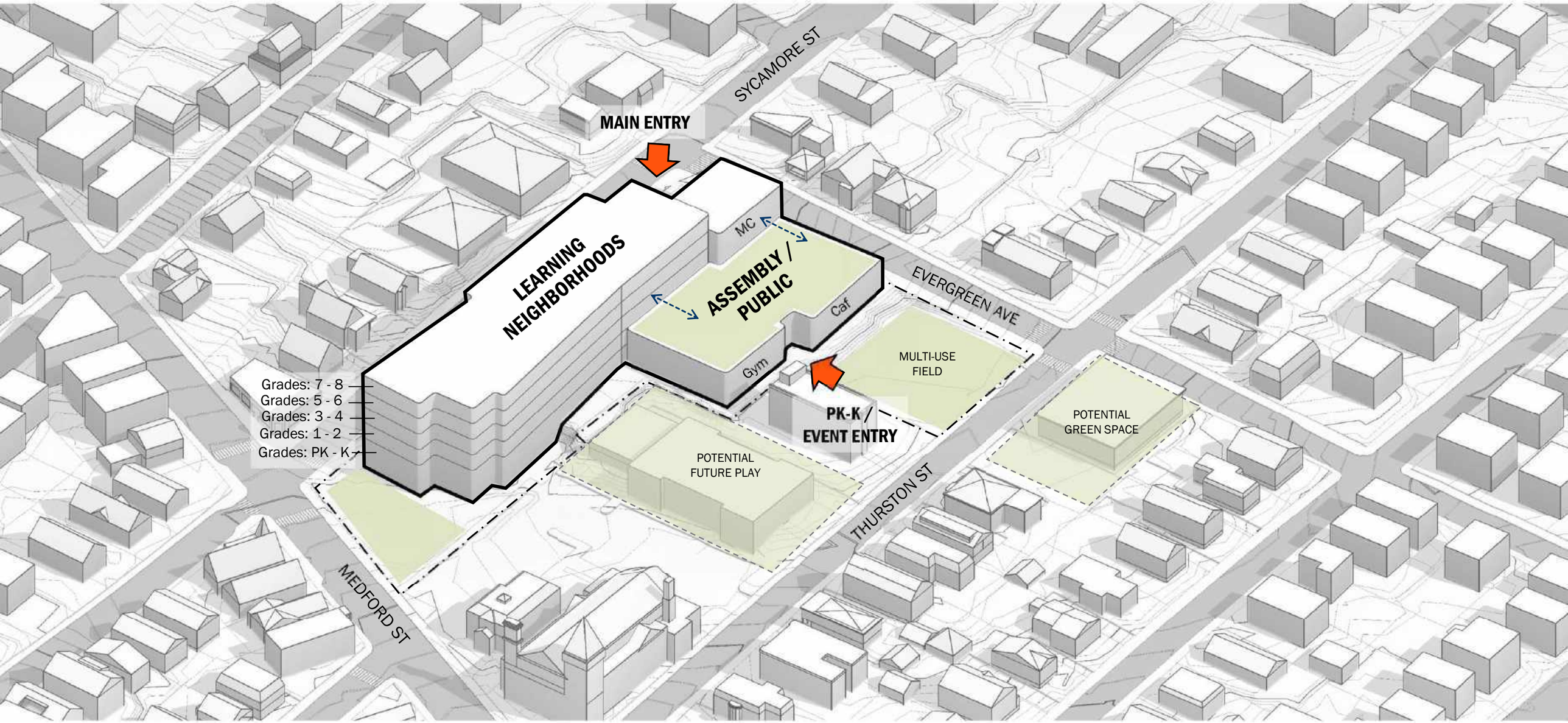
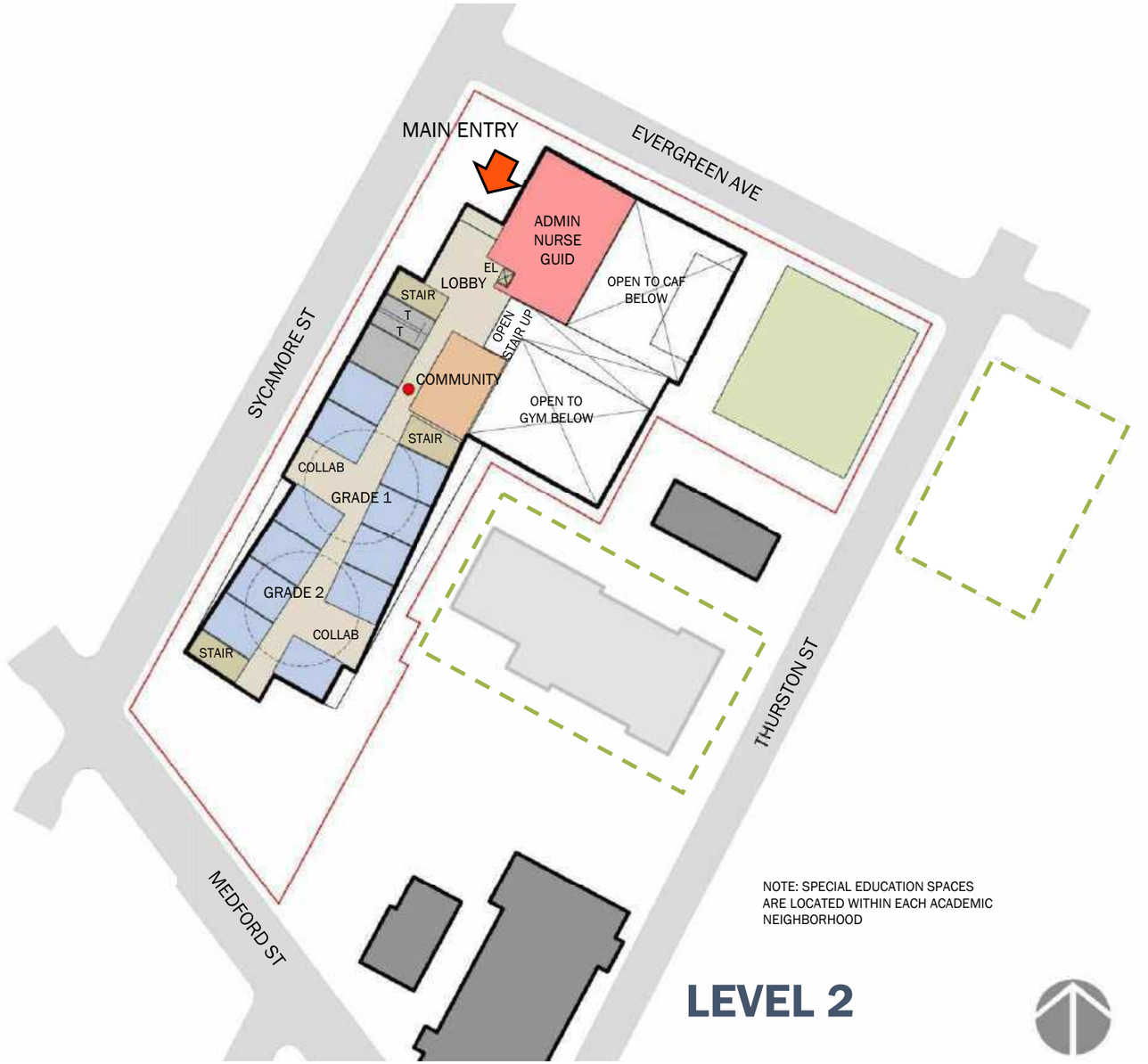


NEW CONSTRUCTION – OPTION 3A

AT 115 SYCAMORE STREET FOR 690

LEVEL 1



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LEVEL 2

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

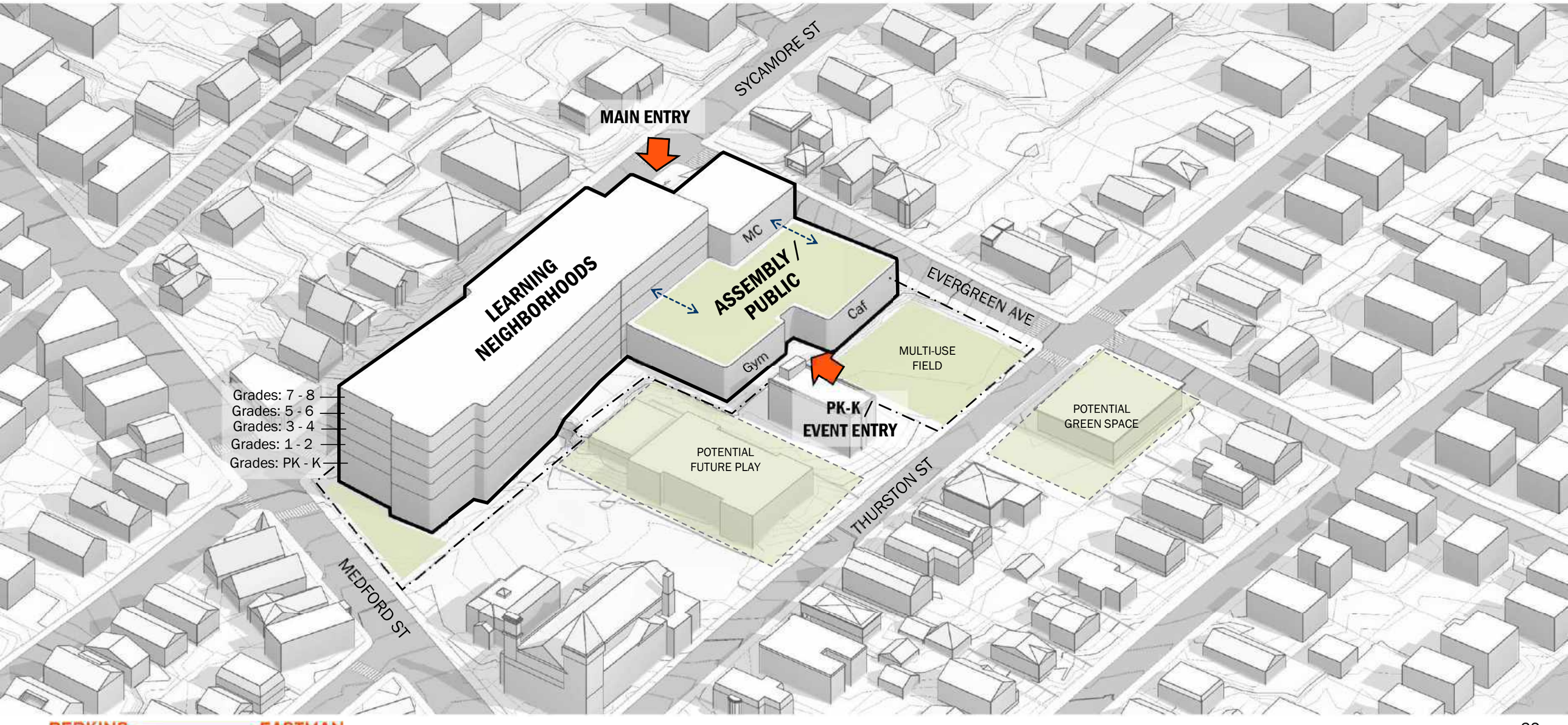
NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

LEVEL 3

LEVEL 4

LEVEL 5

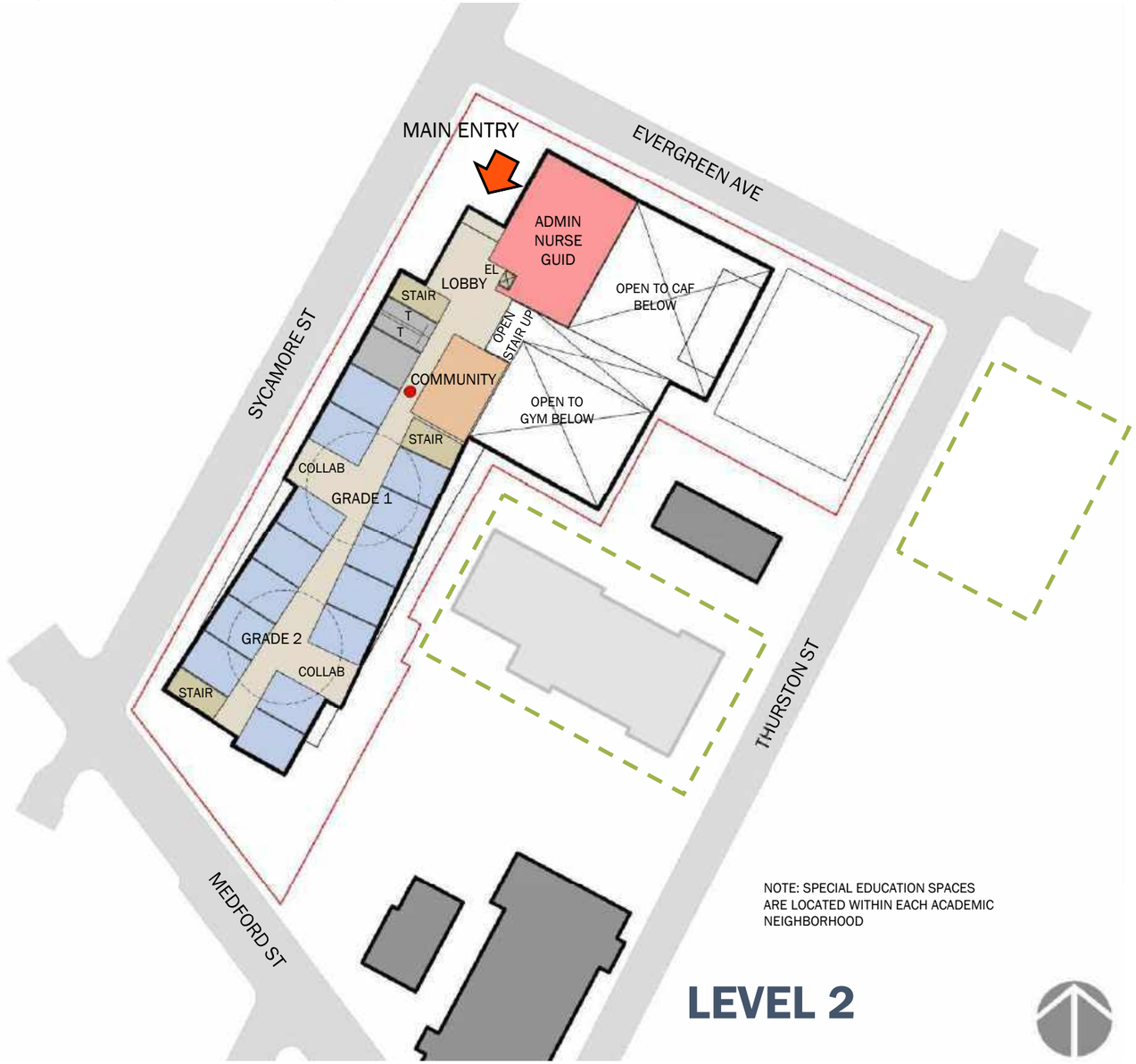
NEW CONSTRUCTION – OPTION 3B
AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION – OPTION 3B

AT 115 SYCAMORE STREET FOR 925

LEVEL 1



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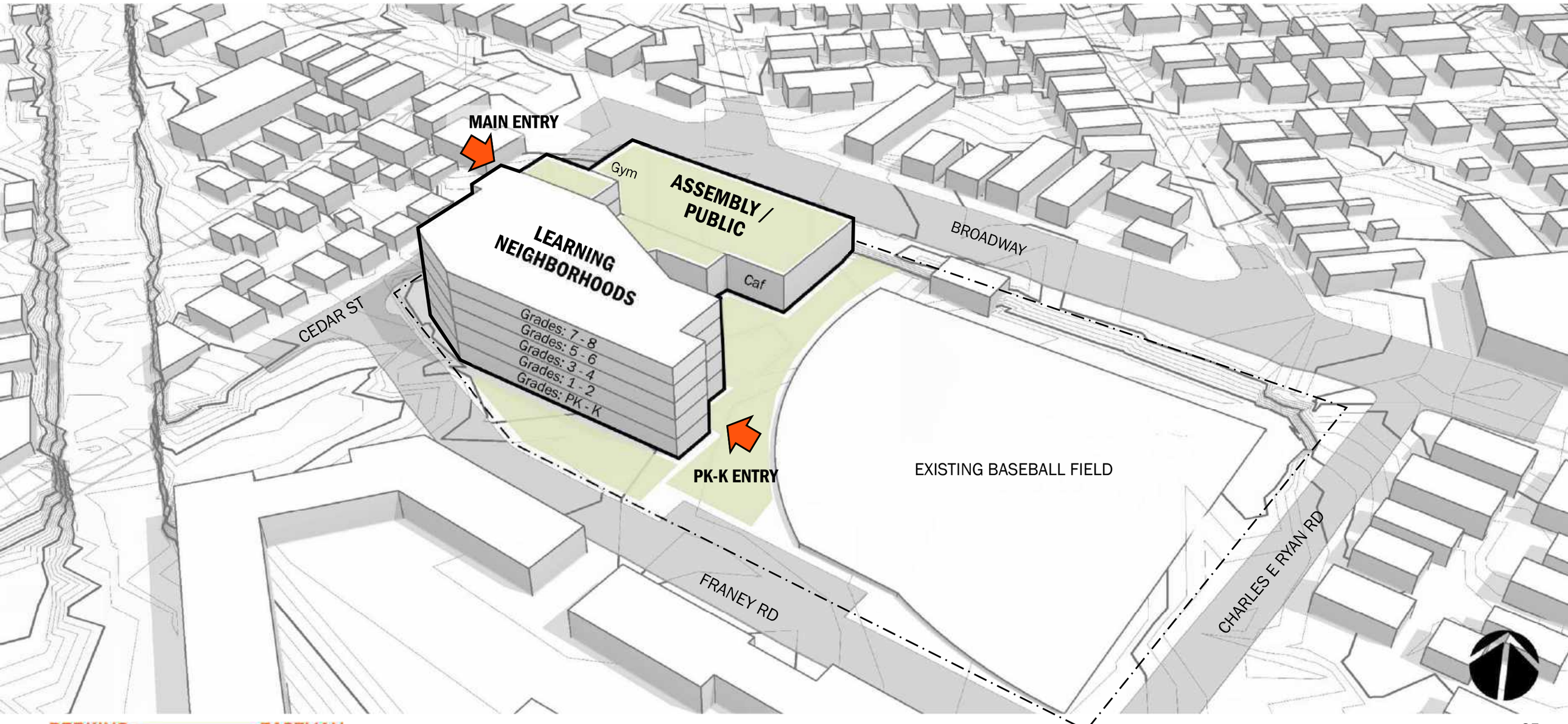
LEVEL 2

NEW CONSTRUCTION – OPTION 3B
AT 115 SYCAMORE STREET FOR 925

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

LEVEL 3 **LEVEL 4** **LEVEL 5**

NEW CONSTRUCTION – OPTION 4A
AT TRUM FIELD FOR 690



NEW CONSTRUCTION – OPTION 4A
AT TRUM FIELD FOR 690

LEVEL 1

NEW CONSTRUCTION – OPTION 4A
AT TRUM FIELD FOR 690

LEVEL 2

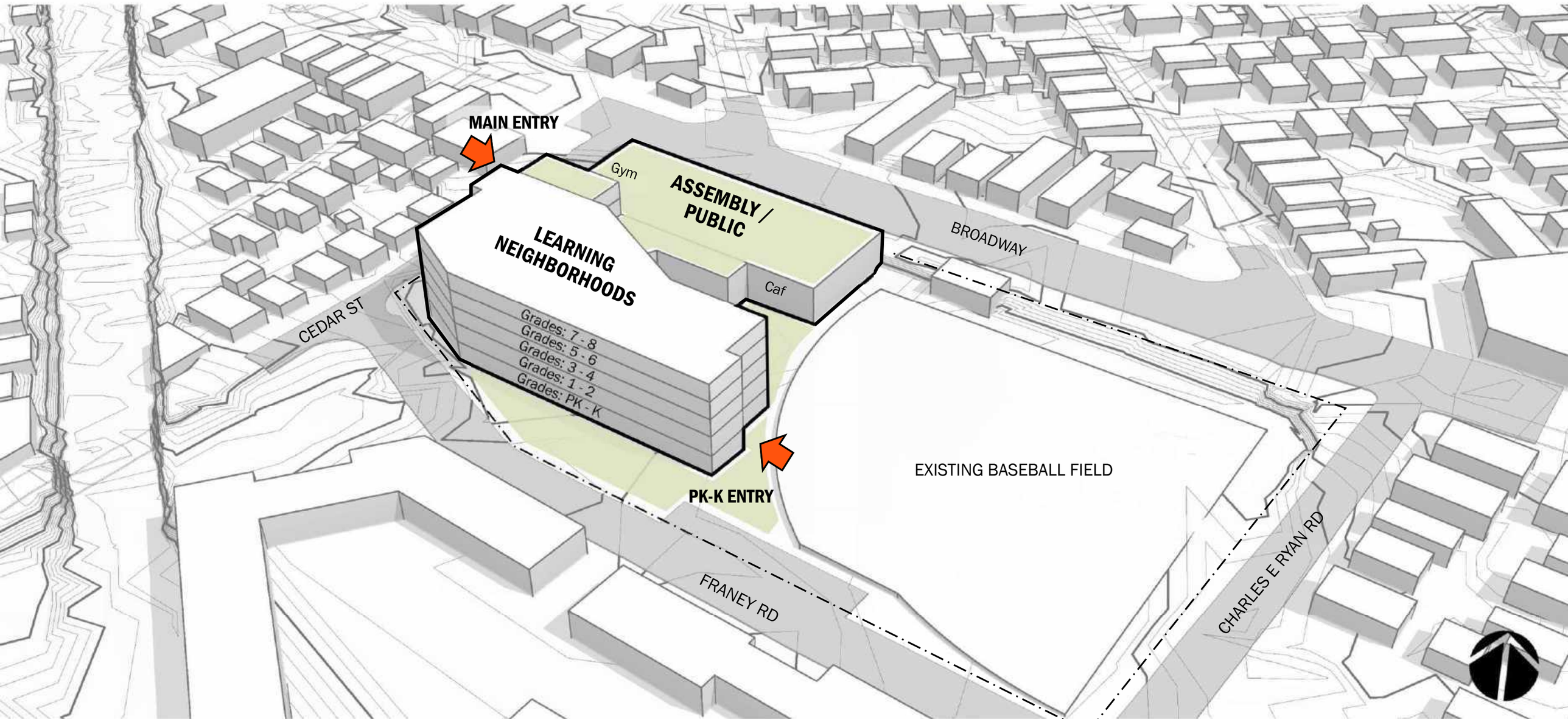
LEVEL 3

NEW CONSTRUCTION – OPTION 4A
AT TRUM FIELD FOR 690

LEVEL 4 **LEVEL 5**

NEW CONSTRUCTION – OPTION 4B

AT TRUM FIELD FOR 925

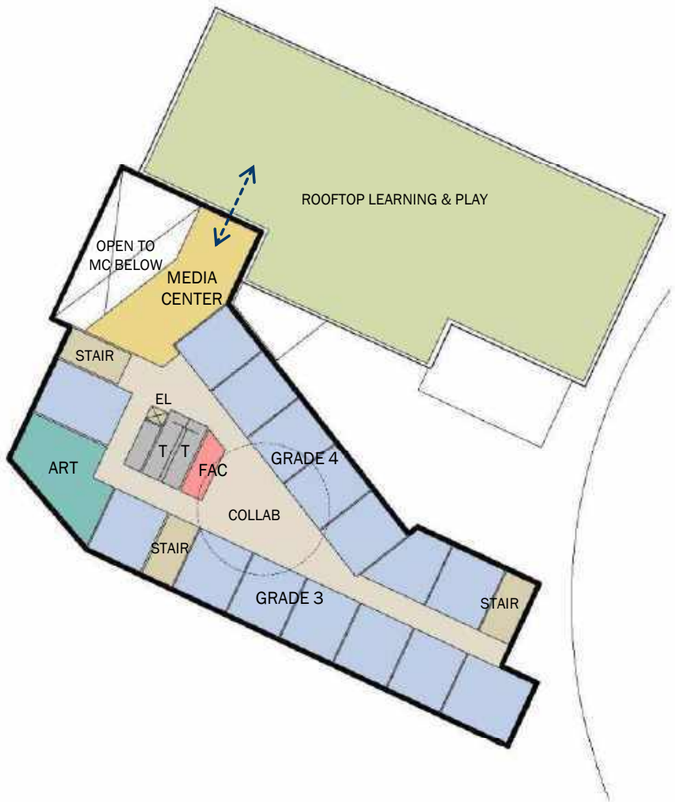


NEW CONSTRUCTION – OPTION 4B
AT TRUM FIELD FOR 925

LEVEL 1

NEW CONSTRUCTION – OPTION 4B
AT TRUM FIELD FOR 925

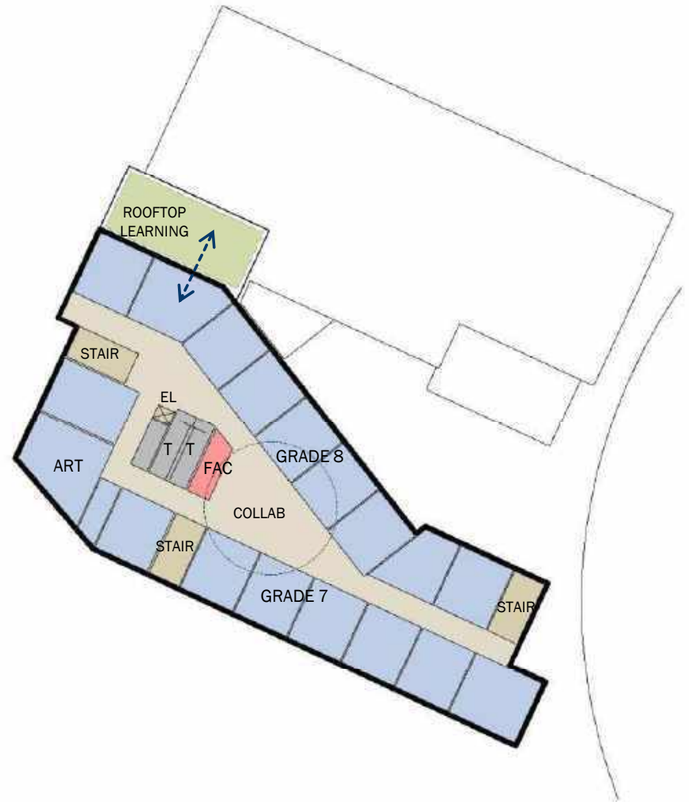
LEVEL 2



LEVEL 3

NEW CONSTRUCTION – OPTION 4B
AT TRUM FIELD FOR 925

LEVEL 4



LEVEL 5

EVALUATION CRITERIA

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

Stakeholder and community sentiment
Supports viewpoints and judgment of stakeholders

Cost/finance implications
Meets project budget and financial requirements of the City

Walkshed impacts
Provides pedestrian access

City Wide Green Space
Protect and expand open space

Neighborhood Fit/Feel
Supports civic identity within neighborhood context

Educational considerations
Enhances educational vision and program

Health & Safety impacts
Enhances security & safety, physical, mental & social well-being

Future expansion
Allows for future growth

District Swing Space Use
Limits neighborhood and school district disruption

Timeline
Supports accelerated construction schedule

Disruption impacts
Limits neighborhood and school district disruption

Environmental Performance
Reflect and support City's goal to support biodiversity, conserve resources, and provide healthy learning environment

Orientation
Placement of the building to maximize daylight and limit glare

Operation costs/Maintenance
Limits expenses for building operations and repairs

Traffic
Limits traffic impacts

Permitting Complexity
Provides advantages for ease, timing, and cost of permitting,

NEXT STEPS

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

Thank you!

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

115 Sycamore Street New School Building

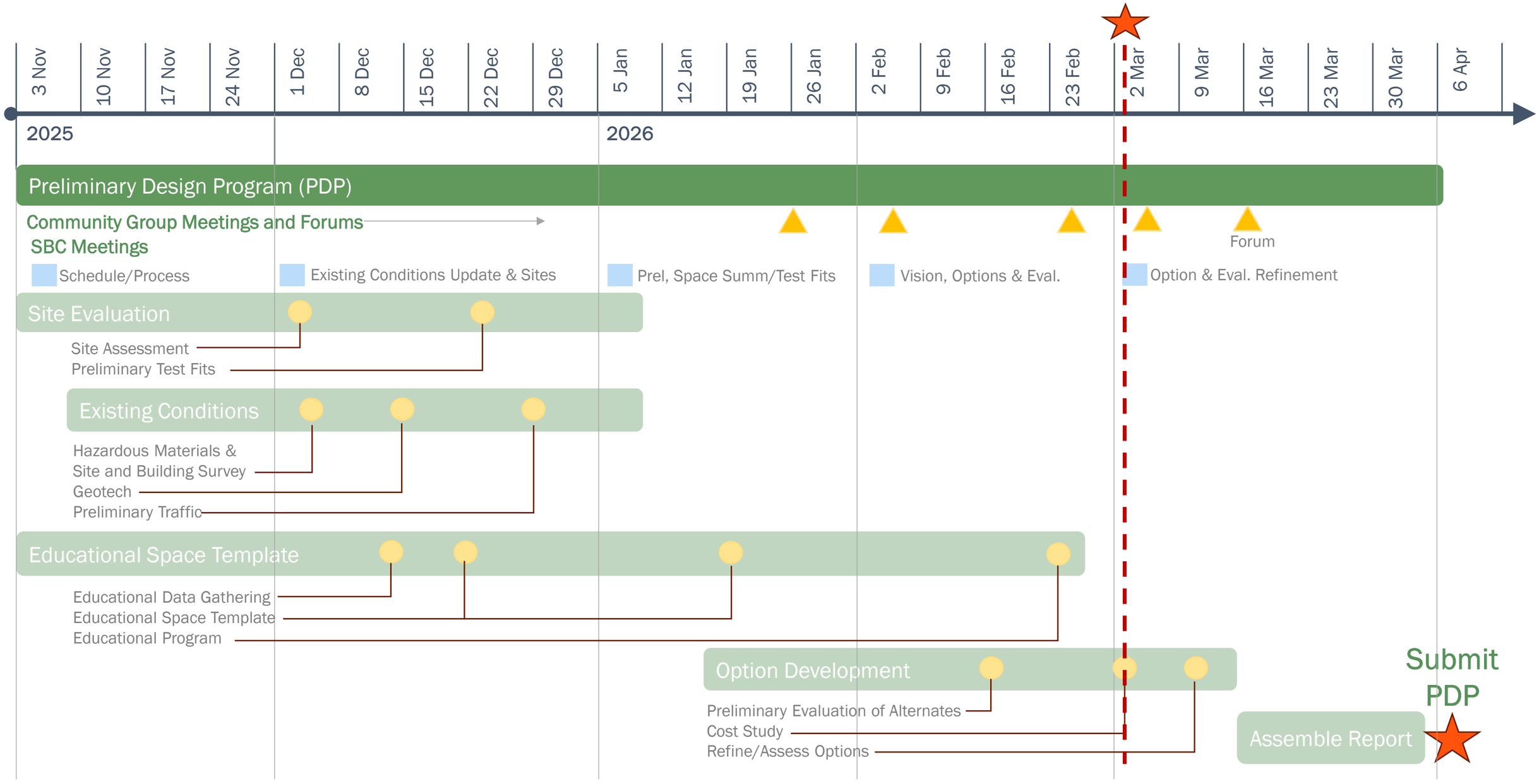
Meeting #5 March 2, 2026

PERKINS EASTMAN
Human by Design

AGENDA

- Workplan Update
- Project Schedule
- Article 97
- Refined Options & Evaluation Criteria
- Present Space Summary and Education Program

PDP WORKPLAN

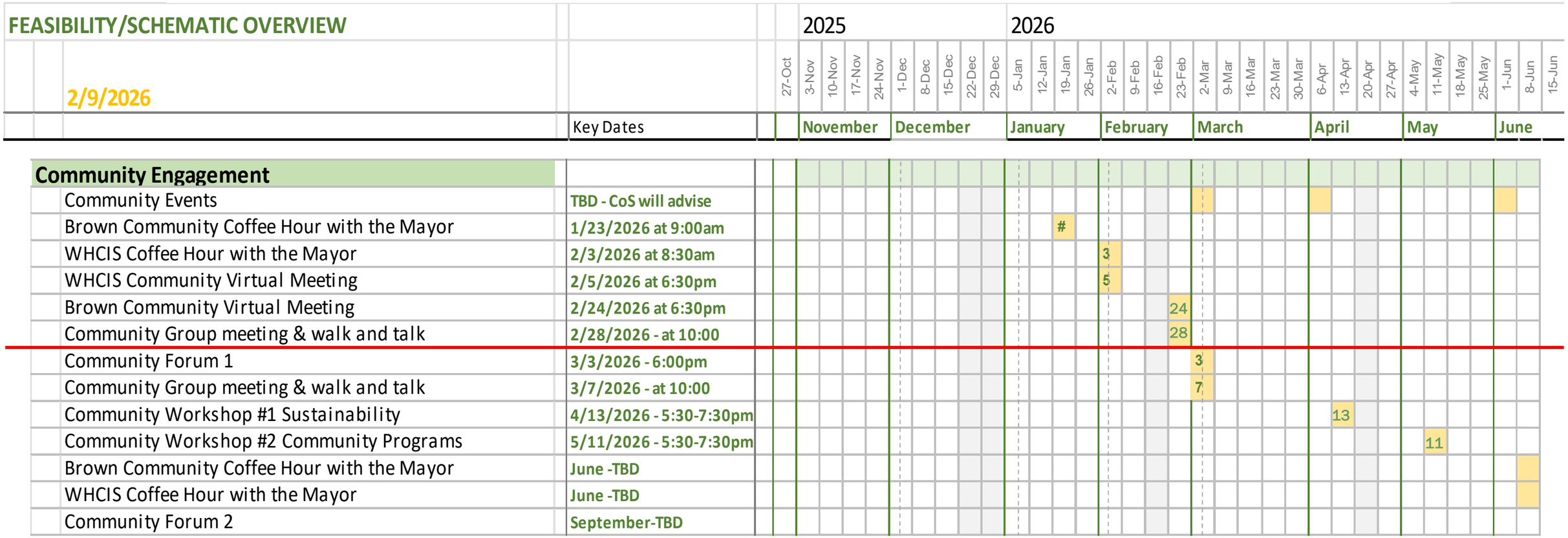


COMMUNITY ENGAGEMENT

FEASIBILITY/SCHEMATIC OVERVIEW

2/9/2026

	Key Dates
Community Engagement	
Community Events	TBD - CoS will advise
Brown Community Coffee Hour with the Mayor	1/23/2026 at 9:00am
WHCIS Coffee Hour with the Mayor	2/3/2026 at 8:30am
WHCIS Community Virtual Meeting	2/5/2026 at 6:30pm
Brown Community Virtual Meeting	2/24/2026 at 6:30pm
Community Group meeting & walk and talk	2/28/2026 - at 10:00
Community Forum 1	3/3/2026 - 6:00pm
Community Group meeting & walk and talk	3/7/2026 - at 10:00
Community Workshop #1 Sustainability	4/13/2026 - 5:30-7:30pm
Community Workshop #2 Community Programs	5/11/2026 - 5:30-7:30pm
Brown Community Coffee Hour with the Mayor	June -TBD
WHCIS Coffee Hour with the Mayor	June -TBD
Community Forum 2	September-TBD



PROJECT SCHEDULE

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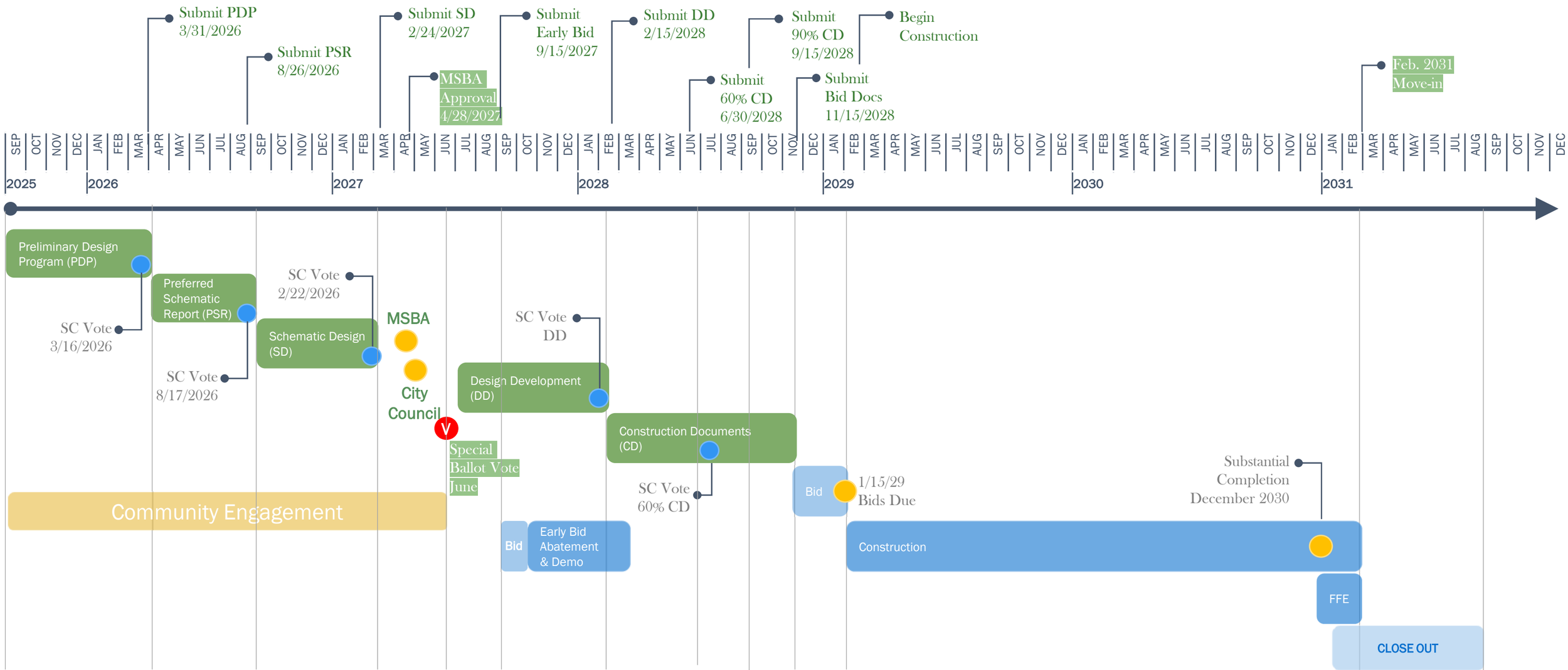
PROJECT TIMELINE



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ARTICLE 97

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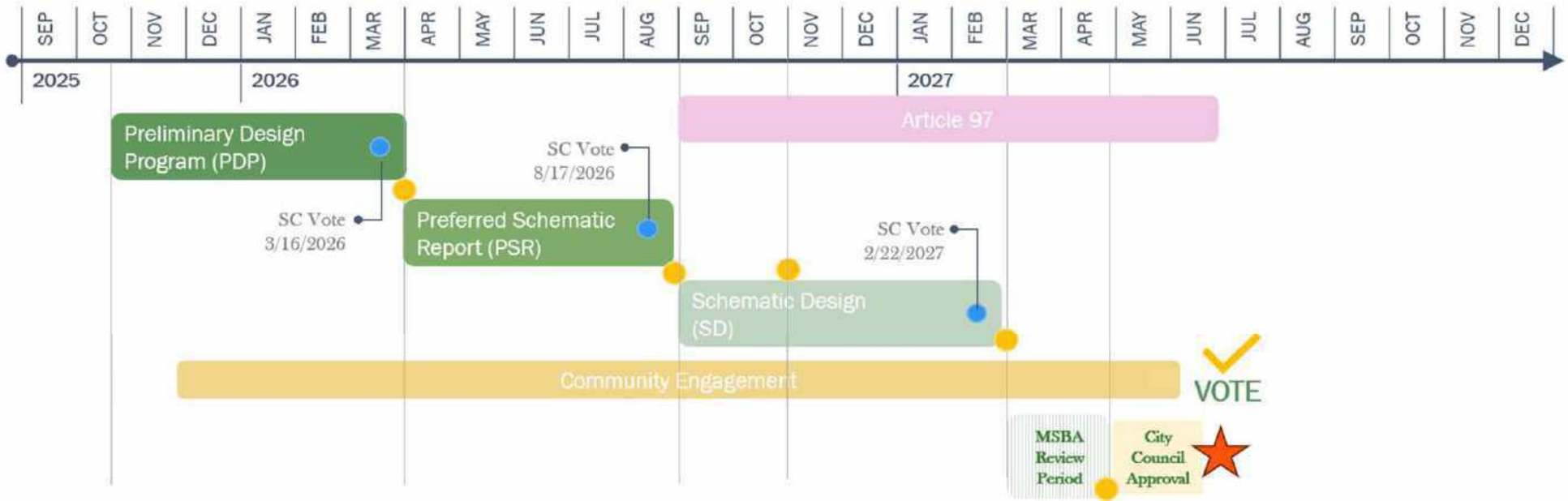
ARTICLE 97 PROCESS



August 2026: Begin process after selection of Preferred Options

September 2026: Meet with state rep to formulate plan & schedule – September 2026

October 2026: Meet with City Department Approval of Land Swap Protection

October 2026: Notify EOEEA 30 days prior to vote

November 2026: Local approval with 2/3 vote at town meeting or city council

January 2027: Submit ENF environmental notification form with EOEEA executive office of energy and environmental affairs (90 days prior to review)

April 2027: EOEEA Administrative Review and approval

May 2027: No Net Loss Requirement - issue document to the state showing comparable equivalent replacement in size and value

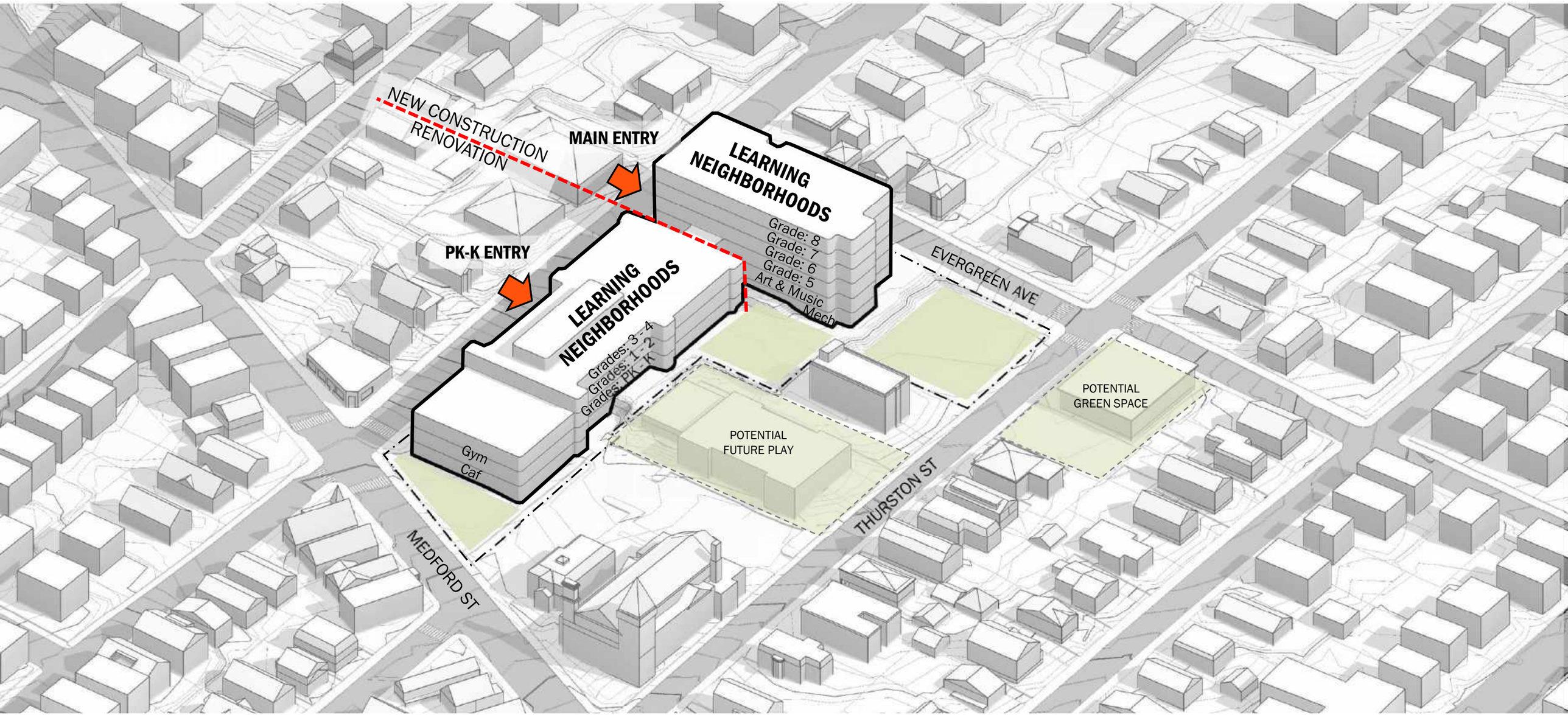
June 2027: Legislative Approval - 2/3 roll call vote from both house and senate - Bills filed in June State Approval Letter

OPTIONS & EVALUATION

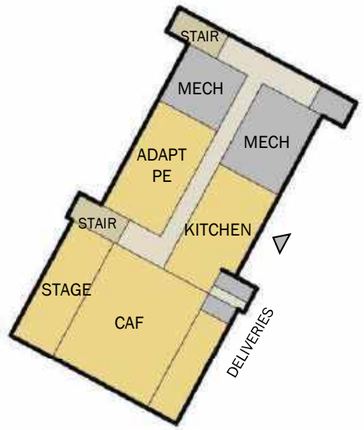
PERKINS EASTMAN
Human by Design

ADDITION/RENOVATION – OPTION 1A

AT 115 SYCAMORE STREET FOR 690



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



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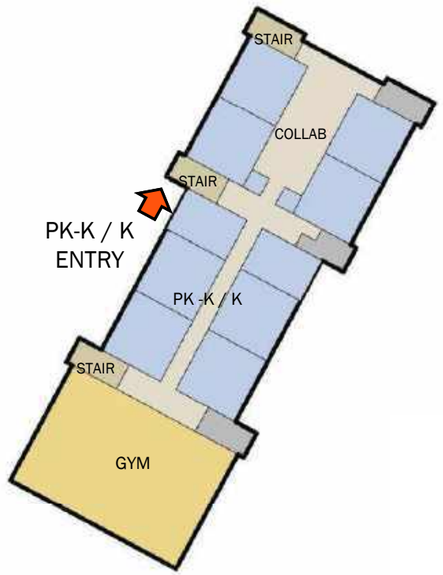

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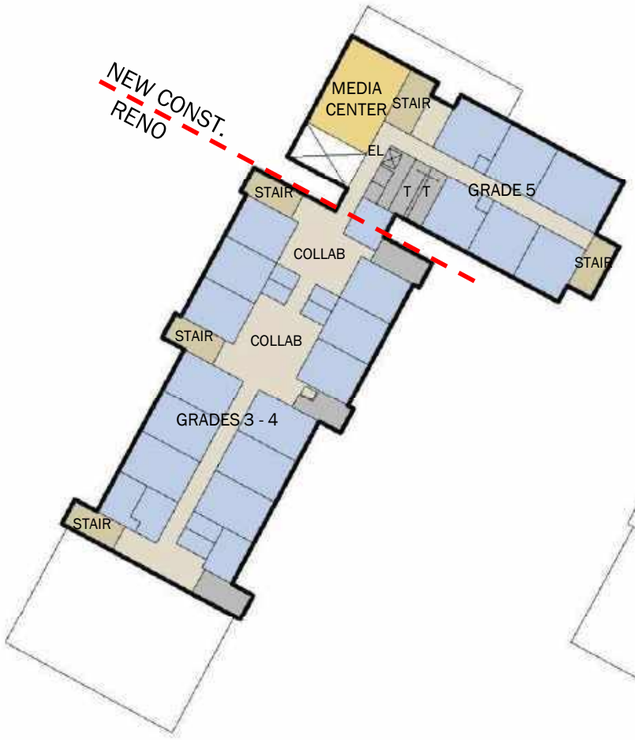
LEVEL 1

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



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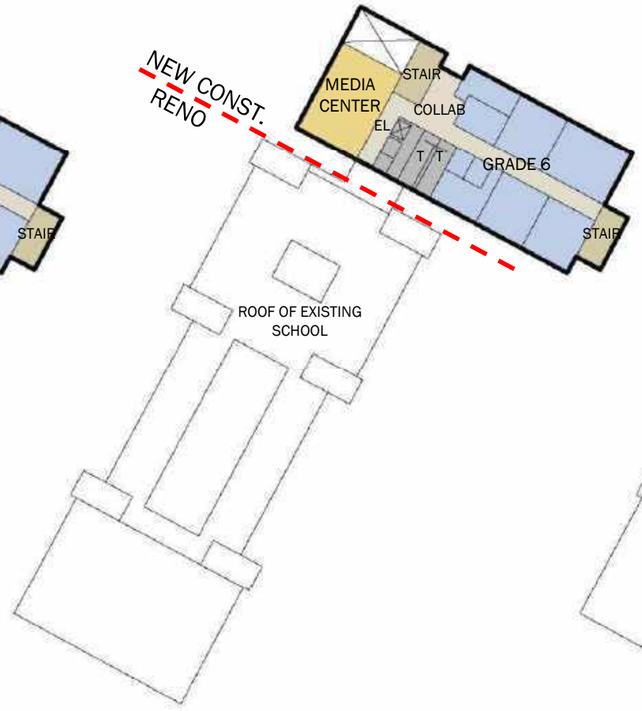

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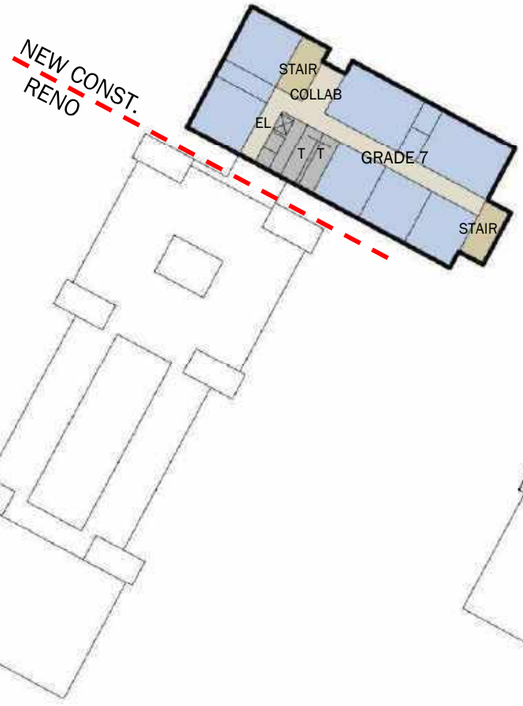

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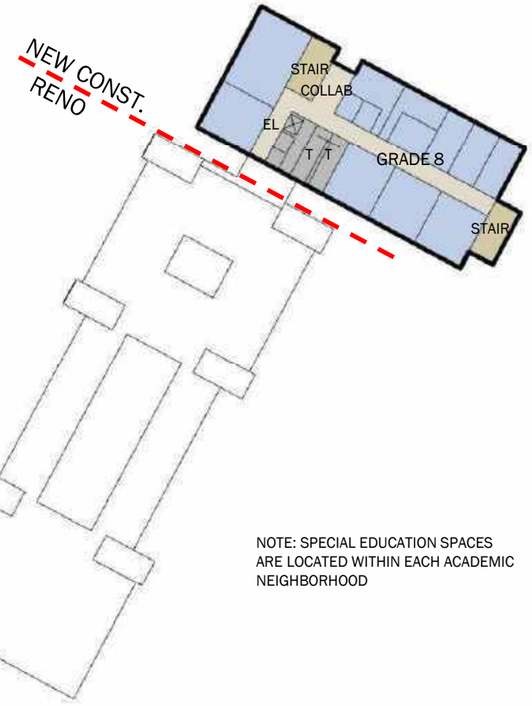
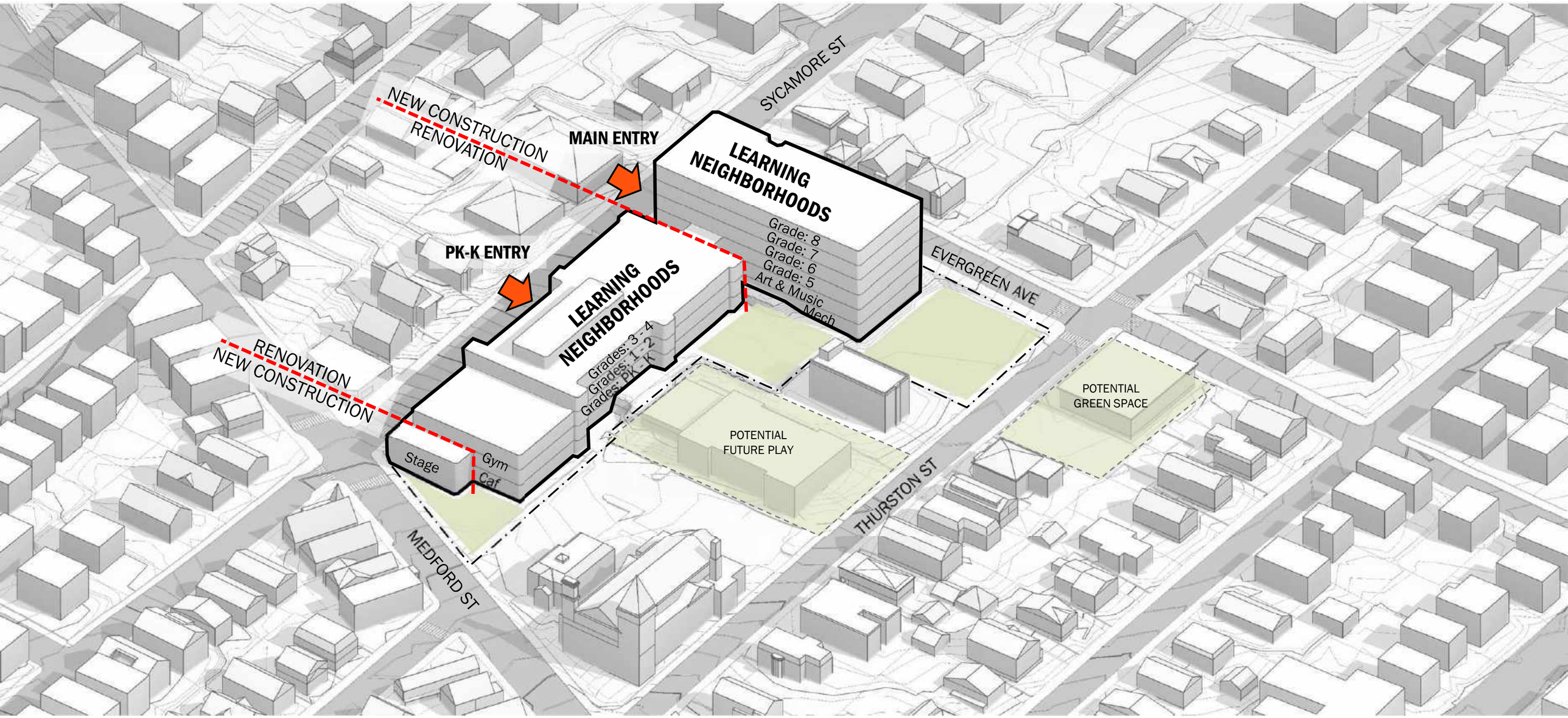


LEVEL 5

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

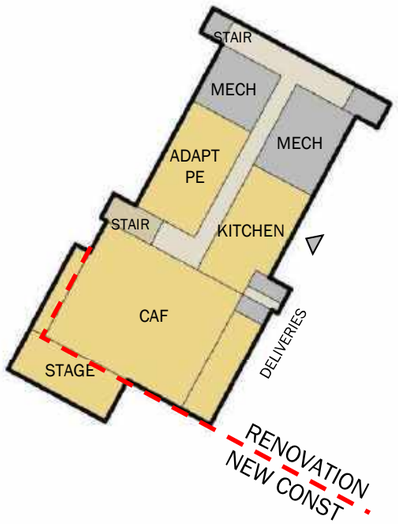
ADDITION/RENOVATION – OPTION 1B

AT 115 SYCAMORE STREET FOR 925



ADDITION/RENOVATION – OPTION 1B

AT 115 SYCAMORE STREET FOR 925



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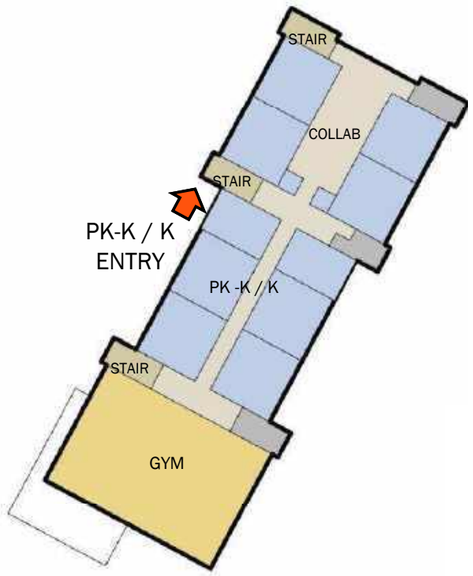

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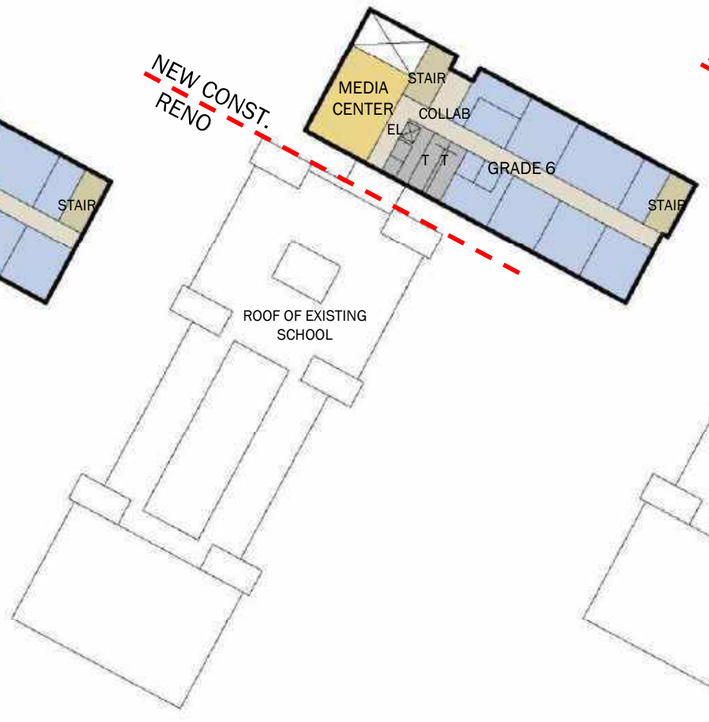
LEVEL 1

ADDITION/RENOVATION – OPTION 1B

AT 115 SYCAMORE STREET FOR 925

LEVEL 2



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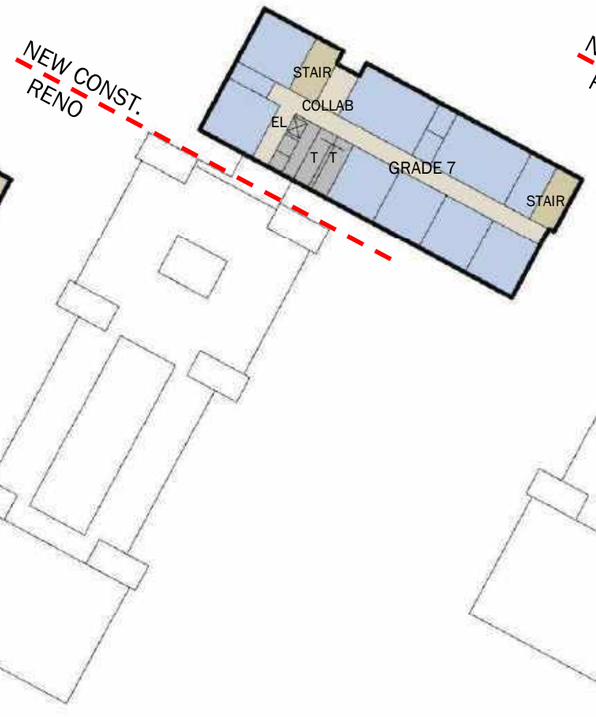

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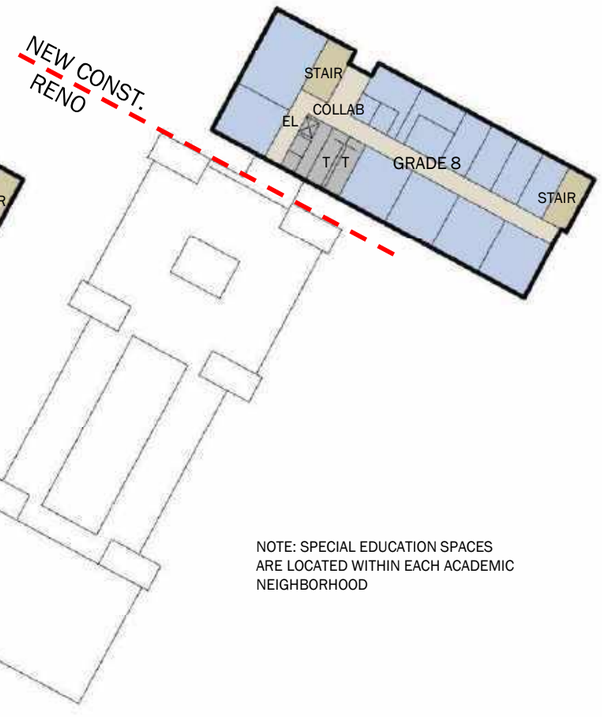
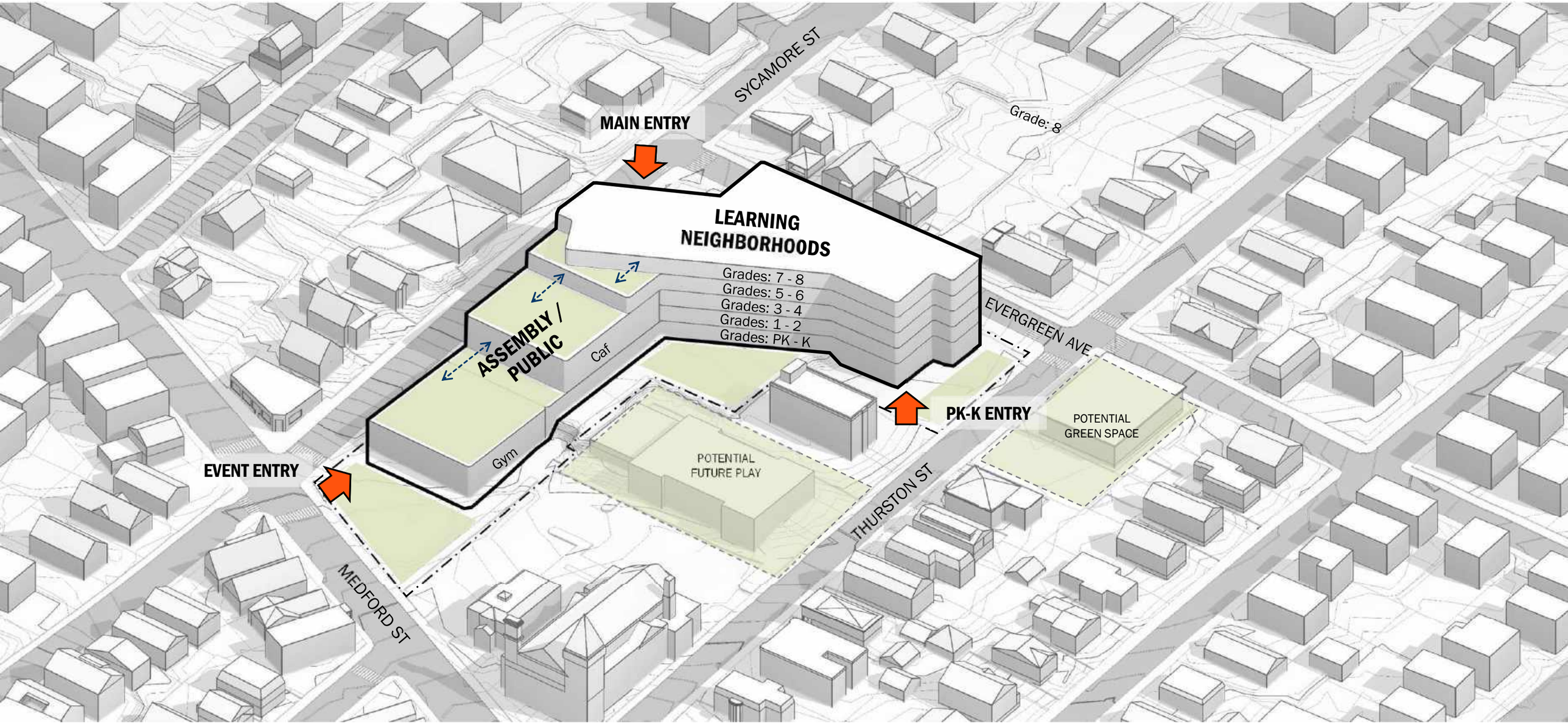


LEVEL 5

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

NEW CONSTRUCTION- OPTION 2A

AT 115 SYCAMORE STREET FOR 690



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

LEVEL 1

LEVEL 2

NEW CONSTRUCTION- OPTION 2A

AT 115 SYCAMORE STREET FOR 690

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

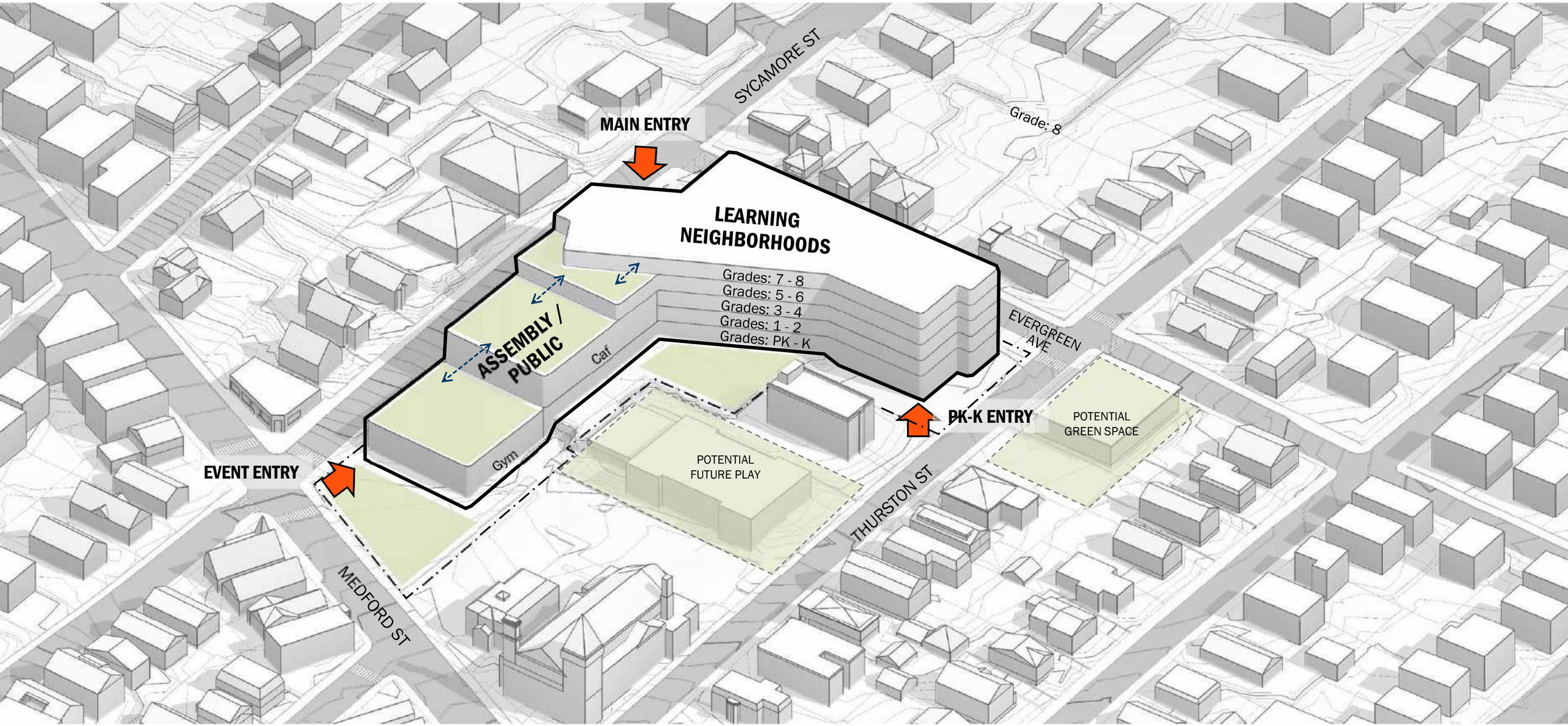
LEVEL 3

LEVEL 4

LEVEL 5

NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925



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

LEVEL 1

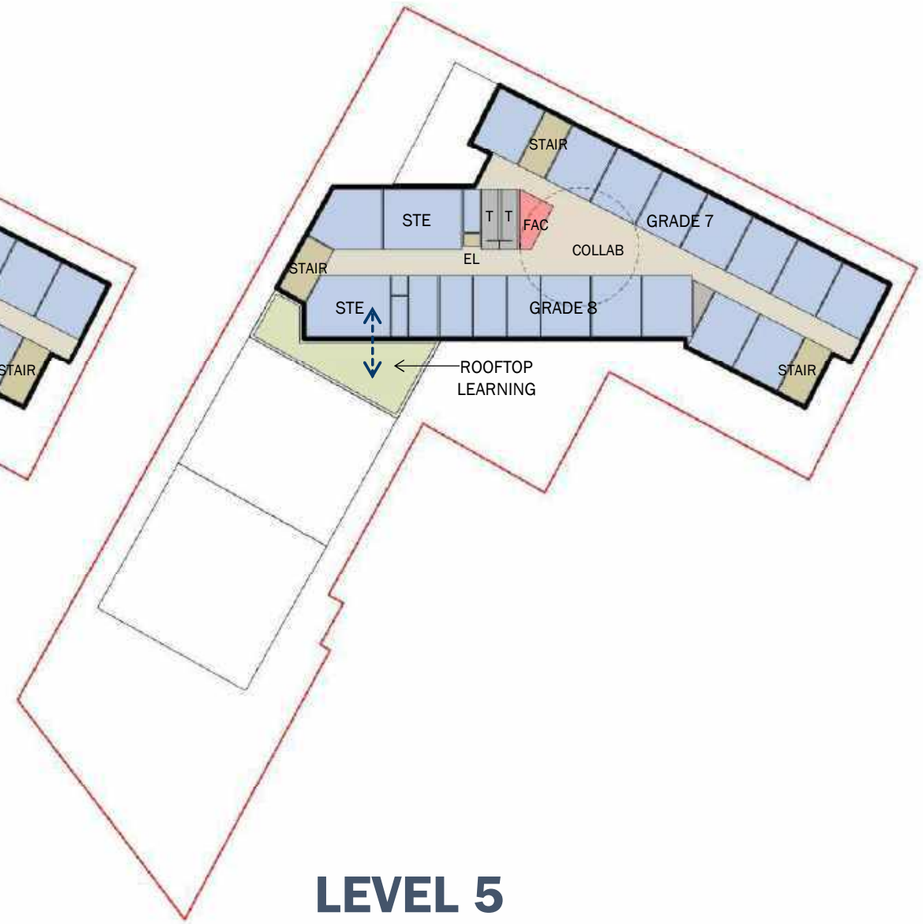
LEVEL 2

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

NOTE: SPECIAL EDUCATION SPACES
ARE LOCATED WITHIN EACH ACADEMIC
NEIGHBORHOOD

LEVEL 3

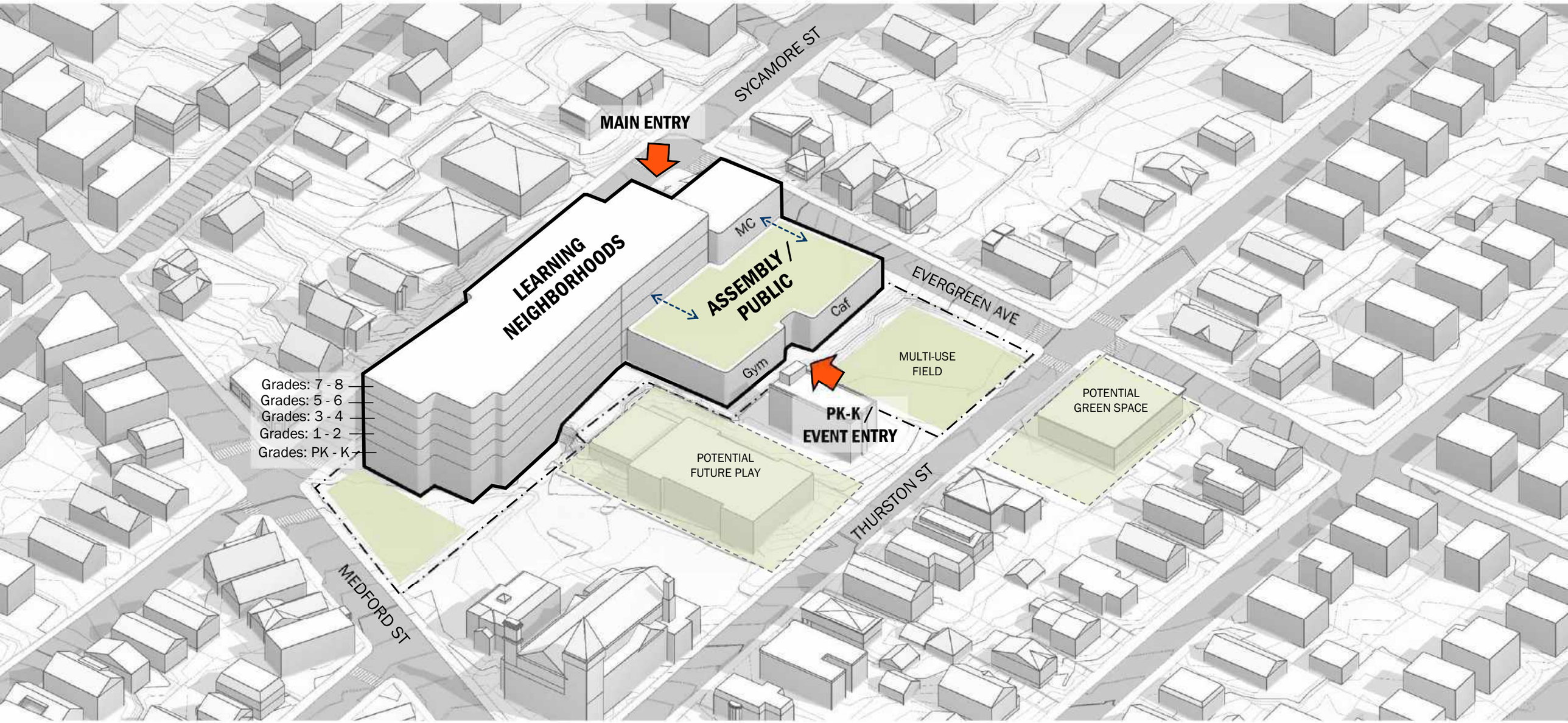
LEVEL 4



LEVEL 5

NEW CONSTRUCTION – OPTION 3A

AT 115 SYCAMORE STREET FOR 690



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

LEVEL 1

LEVEL 2

PERKINS EASTMAN

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

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

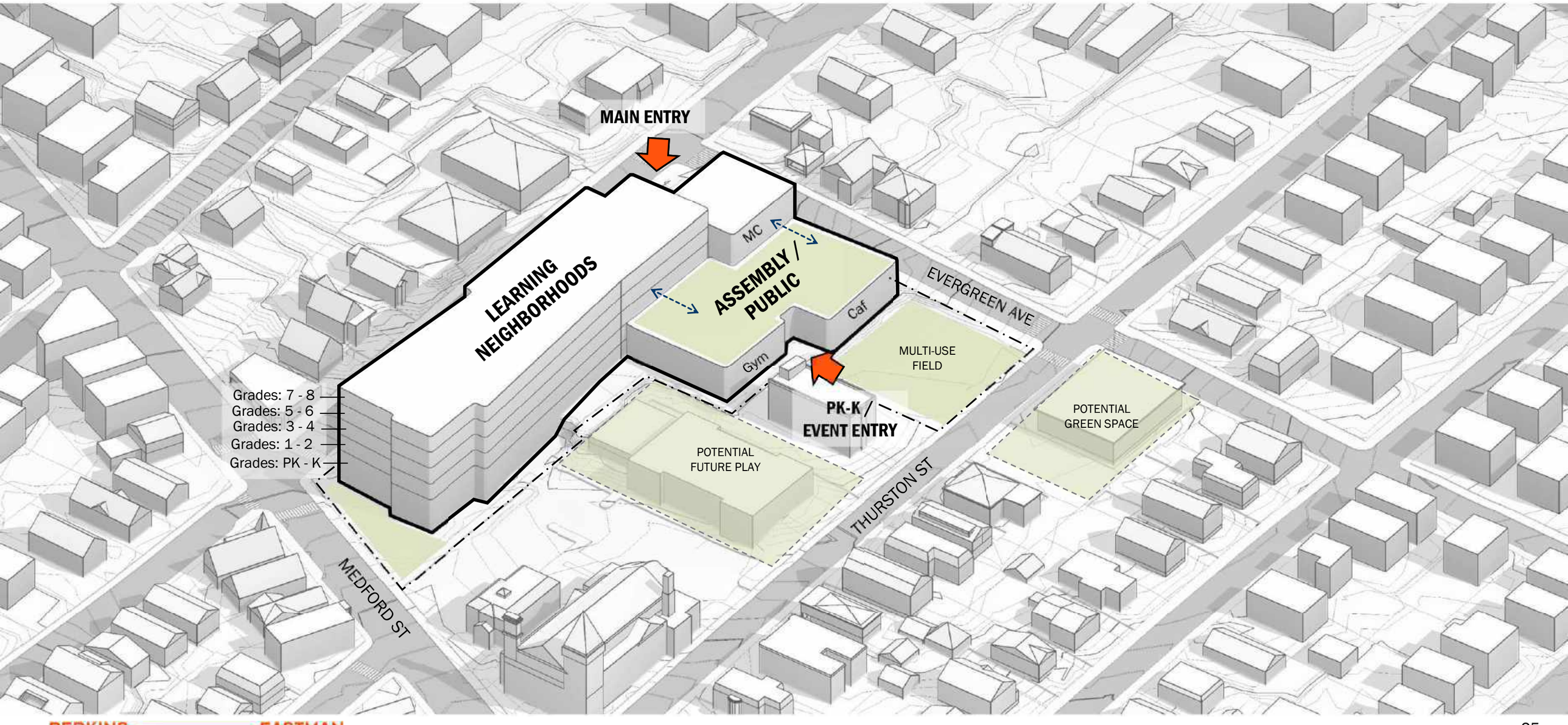
LEVEL 3

LEVEL 4

LEVEL 5

NEW CONSTRUCTION – OPTION 3B

AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION – OPTION 3B
AT 115 SYCAMORE STREET FOR 925

LEVEL 1

LEVEL 2

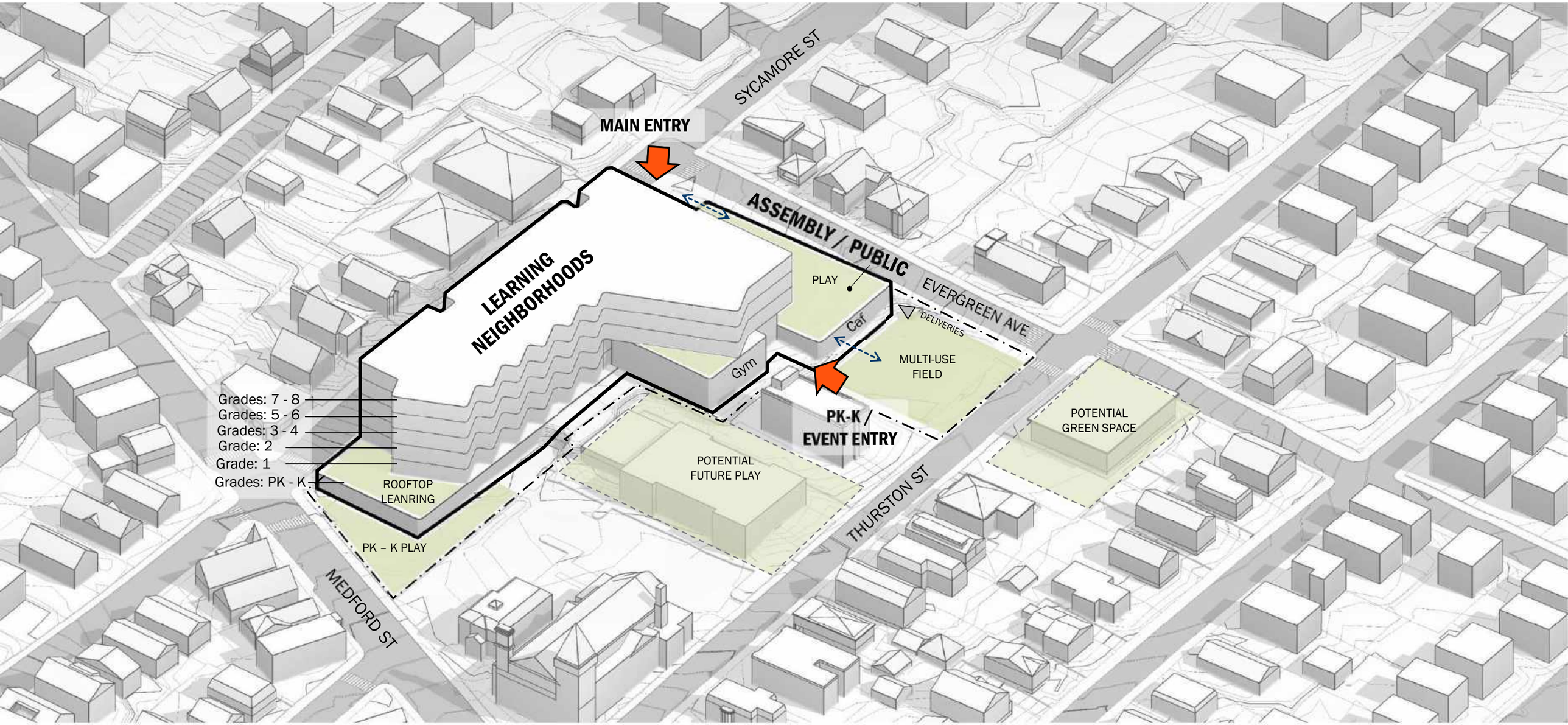
NEW CONSTRUCTION – OPTION 3B
AT 115 SYCAMORE STREET FOR 925

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

LEVEL 3 **LEVEL 4** **LEVEL 5**

NEW CONSTRUCTION – OPTION 4

AT 115 SYCAMORE STREET FOR 925

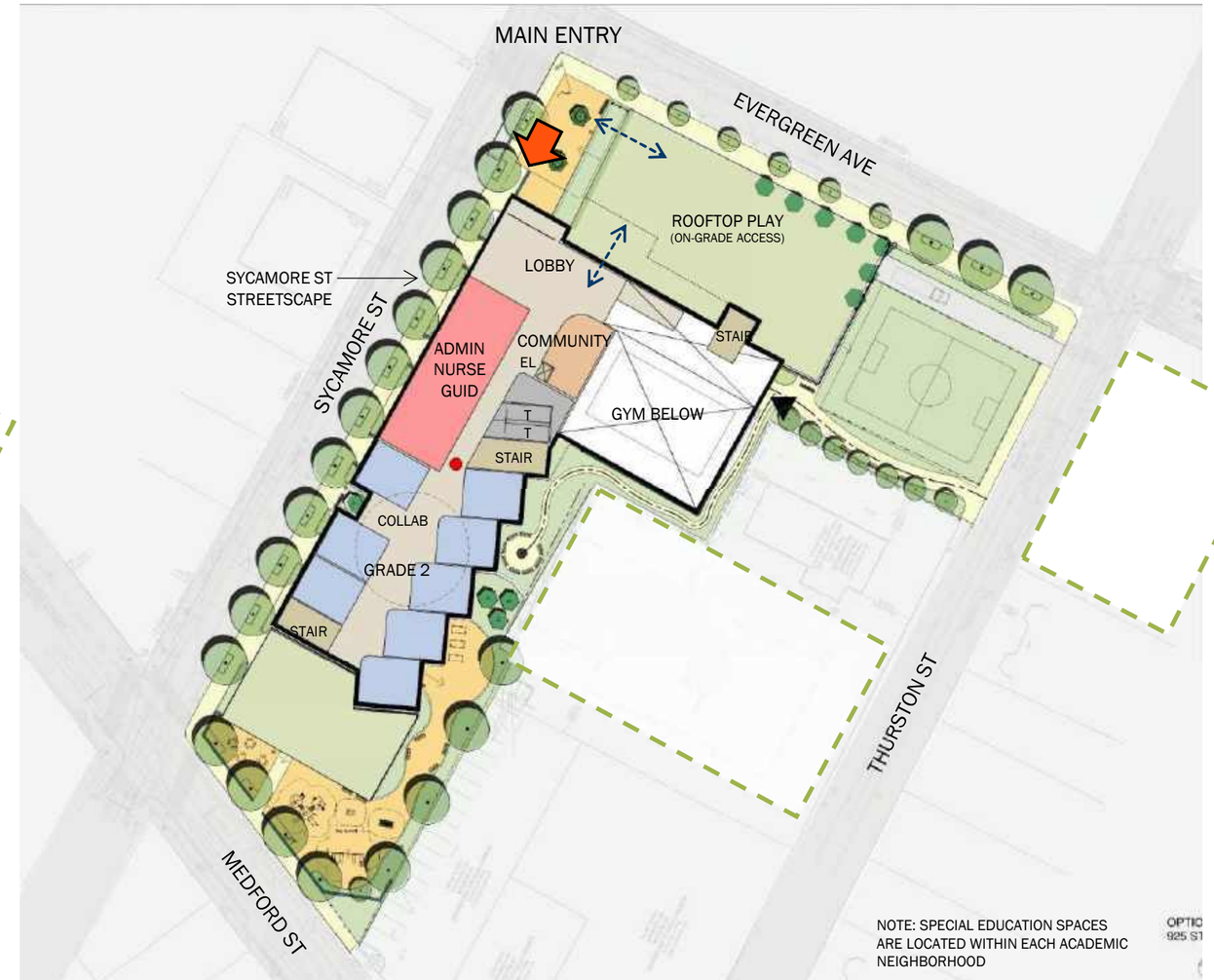


NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

LEVEL 1A

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

LEVEL 1B



LEVEL 2

PERKINS EASTMAN

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

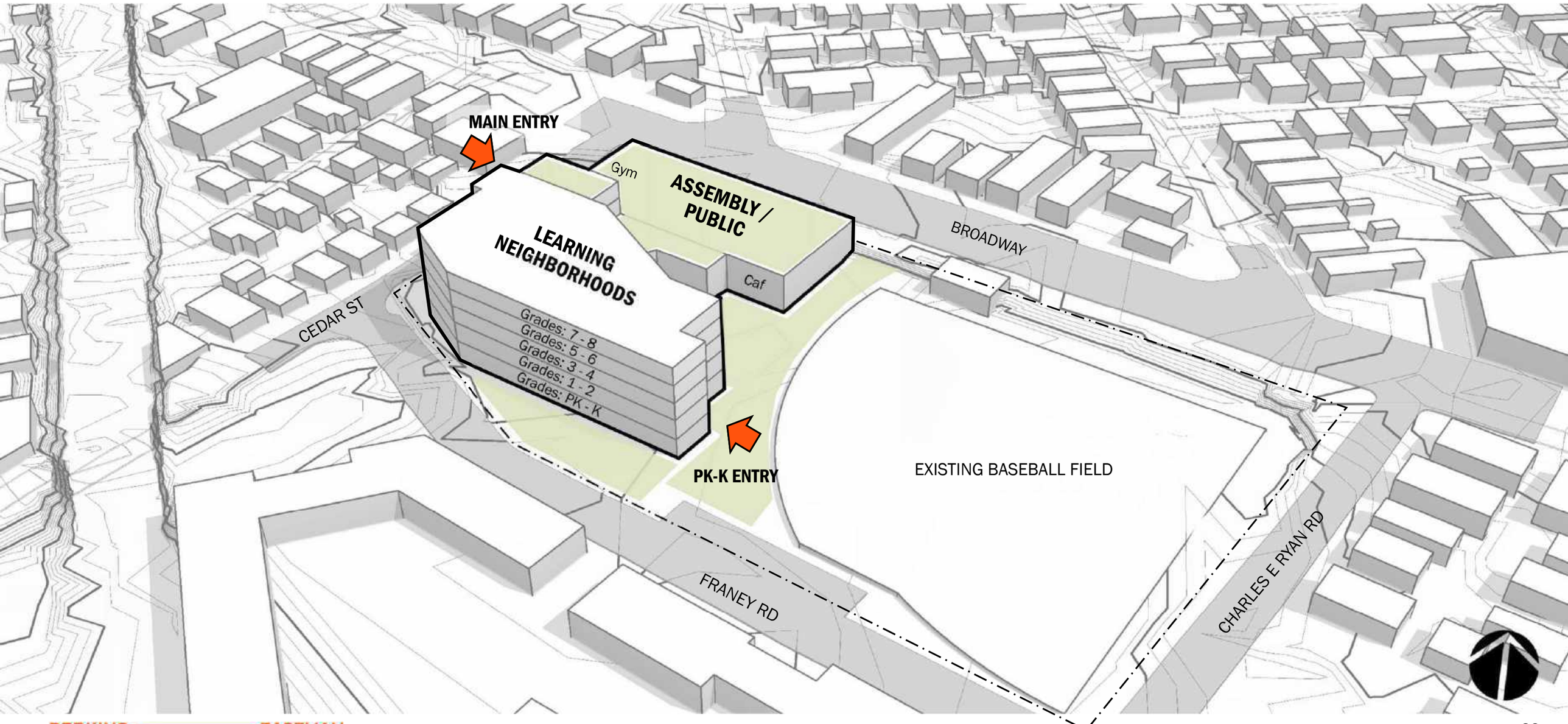
LEVEL 3

LEVEL 4

LEVEL 5

NEW CONSTRUCTION – OPTION 5A

AT TRUM FIELD FOR 690



NEW CONSTRUCTION – OPTION 5A

AT TRUM FIELD FOR 690

PERKINS EASTMAN

LEVEL 1

NEW CONSTRUCTION – OPTION 5A
AT TRUM FIELD FOR 690

LEVEL 2

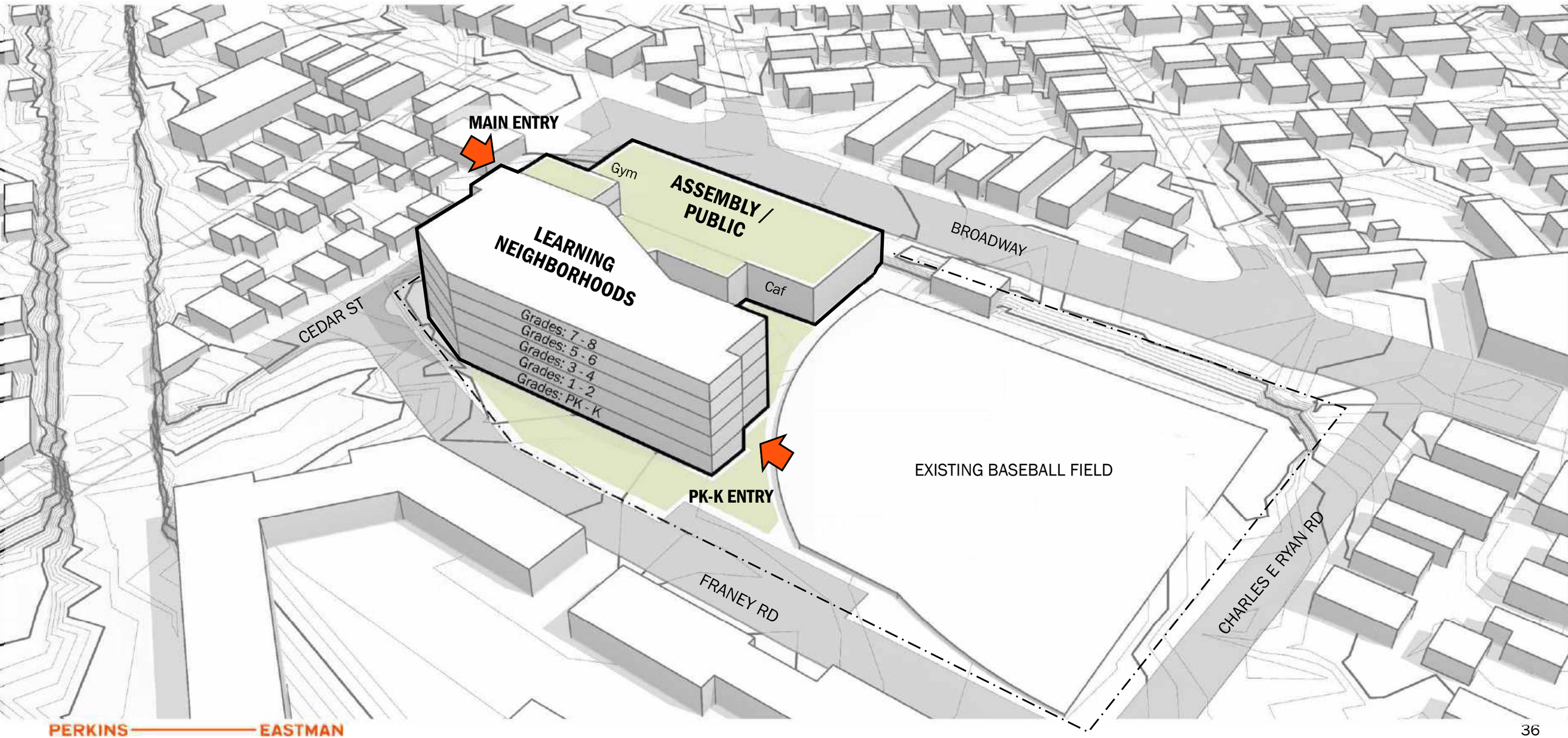
LEVEL 3

NEW CONSTRUCTION – OPTION 5A
AT TRUM FIELD FOR 690

LEVEL 4 **LEVEL 5**

NEW CONSTRUCTION – OPTION 5B

AT TRUM FIELD FOR 925



NEW CONSTRUCTION – OPTION 5B
AT TRUM FIELD FOR 925

LEVEL 1

NEW CONSTRUCTION – OPTION 5B
AT TRUM FIELD FOR 925

NOTE: SPECIAL EDUCATION SPACES
ARE LOCATED WITHIN EACH ACADEMIC
NEIGHBORHOOD

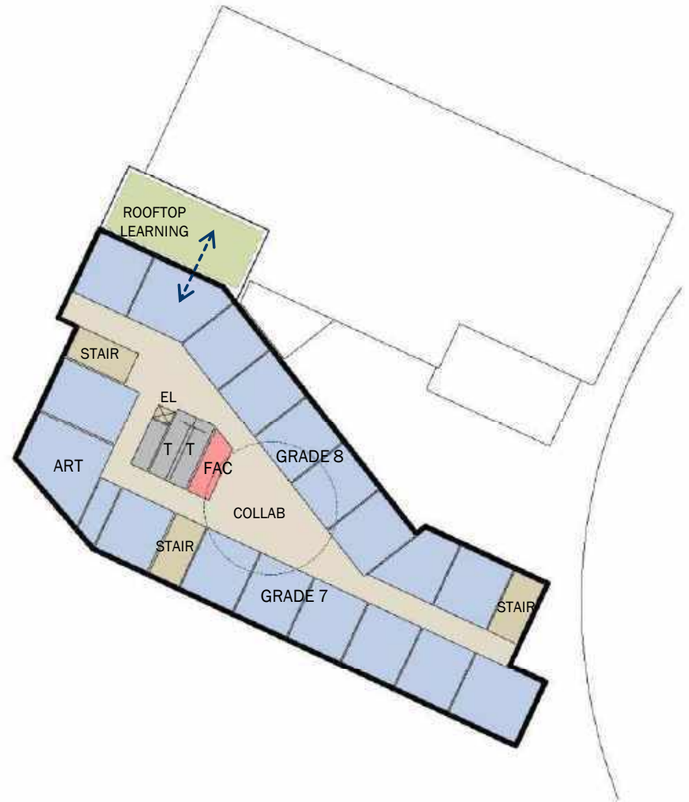
LEVEL 2

LEVEL 3

NEW CONSTRUCTION – OPTION 5B
AT TRUM FIELD FOR 925

NOTE: SPECIAL EDUCATION SPACES
ARE LOCATED WITHIN EACH ACADEMIC
NEIGHBORHOOD

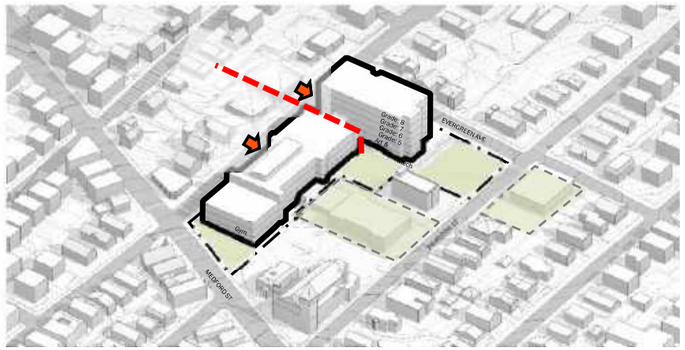
LEVEL 4



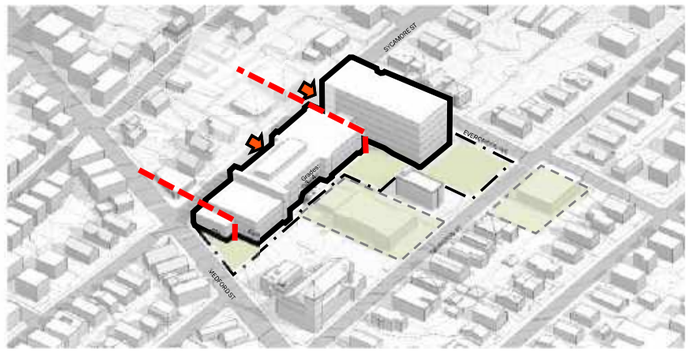
LEVEL 5

OPTION SUMMARY

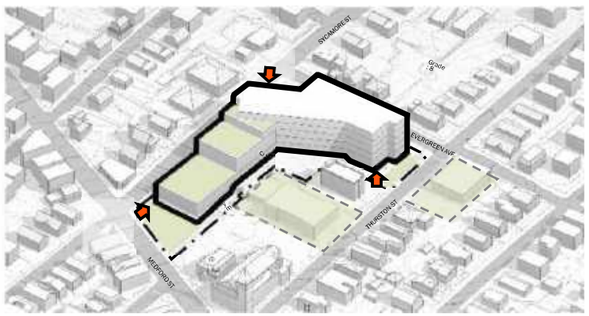
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



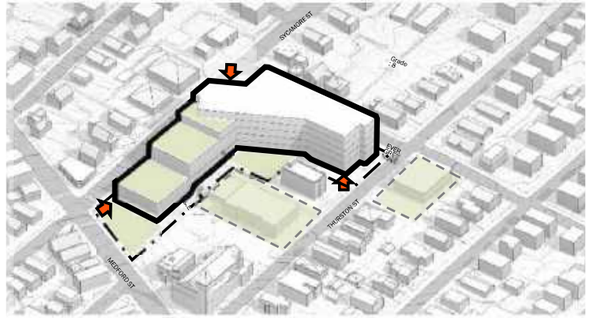
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



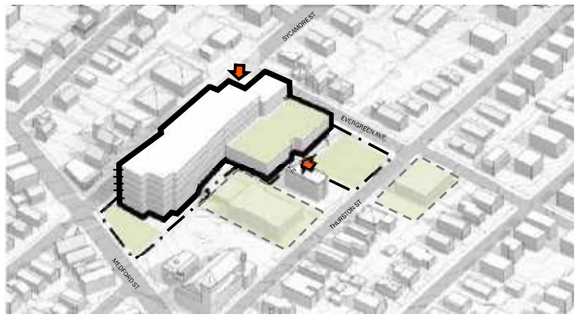
2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



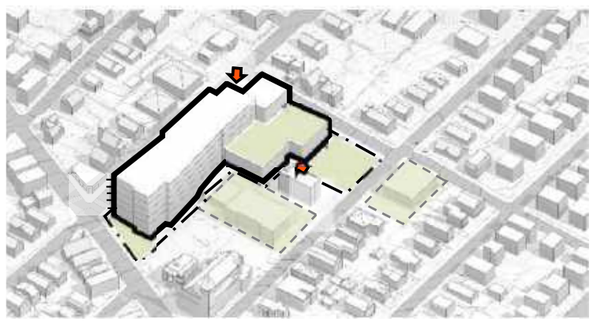
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



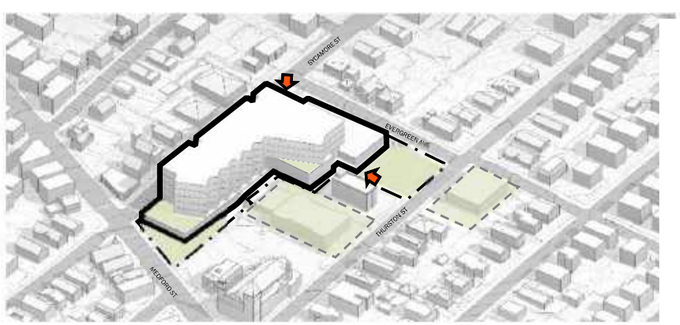
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



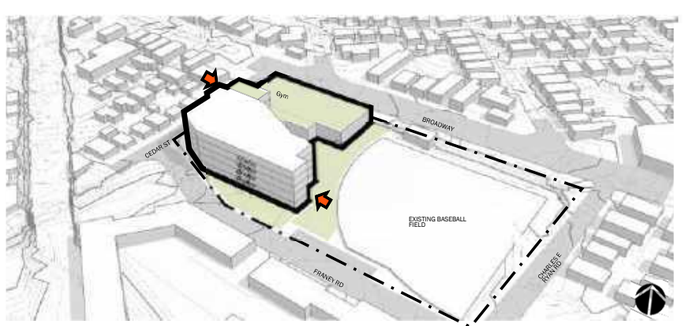
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



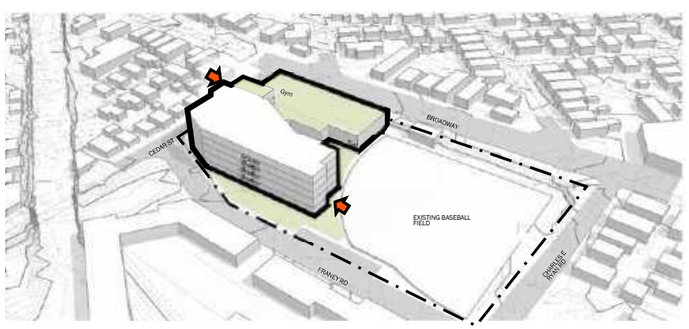
4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



EVALUATION CRITERIA

February 27, 2026 DRAFT

		Existing	Addition and Renovation		Nes School at 115 Sycamore Street					Nes School at Trum Field	
Rating Legend	**Winter Hill Community Innovation School**	Base Repair (Not an Option)	Additon/Renovation 690	Additon/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	Trum Field 690	Trum Field 925
	Evaluation Criteria		Option 1A	Option 1B	Option 2A	Option 2B	Option 3A	Option 3B	Option 4	Option 5A	Option 5B
Least Advantageous	**Stakeholder and community sentiment** *Supports viewpoints and judgment of stakeholders*										
Less Advantageous	**Cost/finance implications** *Meets project budget and financial requirements of the City*										
Neutral	**Walkshed impacts** *Provides pedestrian access*										
Advantageous	**City Wide Green Space** *Protect and expand open space / Onsite Greenspace and Playspace for School and Community Use*										
Most Advantageous	**Neighborhood Fit/Feel** *Supports civic identity within neighborhood context*										
	Educational considerations *Enhances educational vision and program*										
	Health & Safety impacts *Enhances security & safety, physical, mental & social well-being*										
	Future expansion *Allows for future growth*										
	District Swing Space Use *Limits neighborhood and school district disruption*										
	Timeline *Supports accelerated construction schedule*										
	Disruption impacts *Limits neighborhood and school district disruption*										
	Environmental Performance *Reflect and support City's goal to support biodiversity, conserve resources, and provide healthy learning environment*										
	Orientation *Placement of the building to maximize daylight and limit glare*										
	Operation costs/Maintenance *Limits expenses for building operations and repairs*										
	Traffic *Limits traffic impacts*										
	Permitting Complexity *Provides advantages for ease, timing, and cost of permitting*										

EDUCATIONAL PROGRAM & SPACE SUMMARY

PERKINS EASTMAN
Human by Design

EDUCATIONAL PROGRAM

The Educational Program must be written by the District and include the following:

- A statement of the teaching philosophy and methods;
- A thorough, in-depth explanation of the District's curriculum goals, and objectives of the program elements associated with the subject facility; and,
- The names and titles of the individuals primarily responsible for developing the educational program should also be included in the document.

The Educational Program is submitted as part of the Preliminary Design Program and also refined in the Preferred Schematic Report.

The Submissions are signed City Mayor or Town Manager, Superintendent & School Committee Chair

1. **Grade and School Configuration Policies**
2. **Class Size Policies**
3. **School Scheduling Methodologies**
4. **Teaching Methodology and Structure**
   a) Administrative and Academic Organization/Structure
   b) Curriculum and Delivery Methods and Practices
   c) English Language Arts/Literacy
   d) Mathematics
   e) Science
   f) Social Studies
   g) World Languages
   h) Academic Support Programming Spaces
   i) Student Guidance and Support
5. **Teacher Planning**
6. **Professional Development**
7. **PreKindergarten**
8. **Kindergarten**
9. **Lunch Programs**
10. **Technology Instruction Policies & Program Requirements**
11. **Media Center**
12. **Visual Arts Programs**
13. **Performing Arts Programs**
14. **Physical Education Programs**
15. **Special Education Programs**
16. **Vocations and Technology Programs**
17. **Transportation Policies**
18. **Functional and Spatial Relationships**
19. **Security and Visual Access Requirements**
20. **Typical Day in the Life of a Students**

VISIONING INTEGRATION

- **SCALED & AGE APPROPRIATE** (GRADE GROUPINGS/ZONES)
- **SUPPORTIVE OF WHOLE CHILD** (WELLNESS/SENSORY SUPPORT)
- **EQUITY & INCLUSION BUILT-IN** (VISIBLE, VALUED, INTEGRATED)
- **FLEXIBLE/ADAPTABLE & COLLAB** (VARIED SPACES & CHOICES)
- **COMMUNITY HUB INSIDE/OUT** (LEARNING/SUPPORT ACCESS)
- **FOSTERS PRIDE & OWNERSHIP** (BELONGING & CONNECTIONS)

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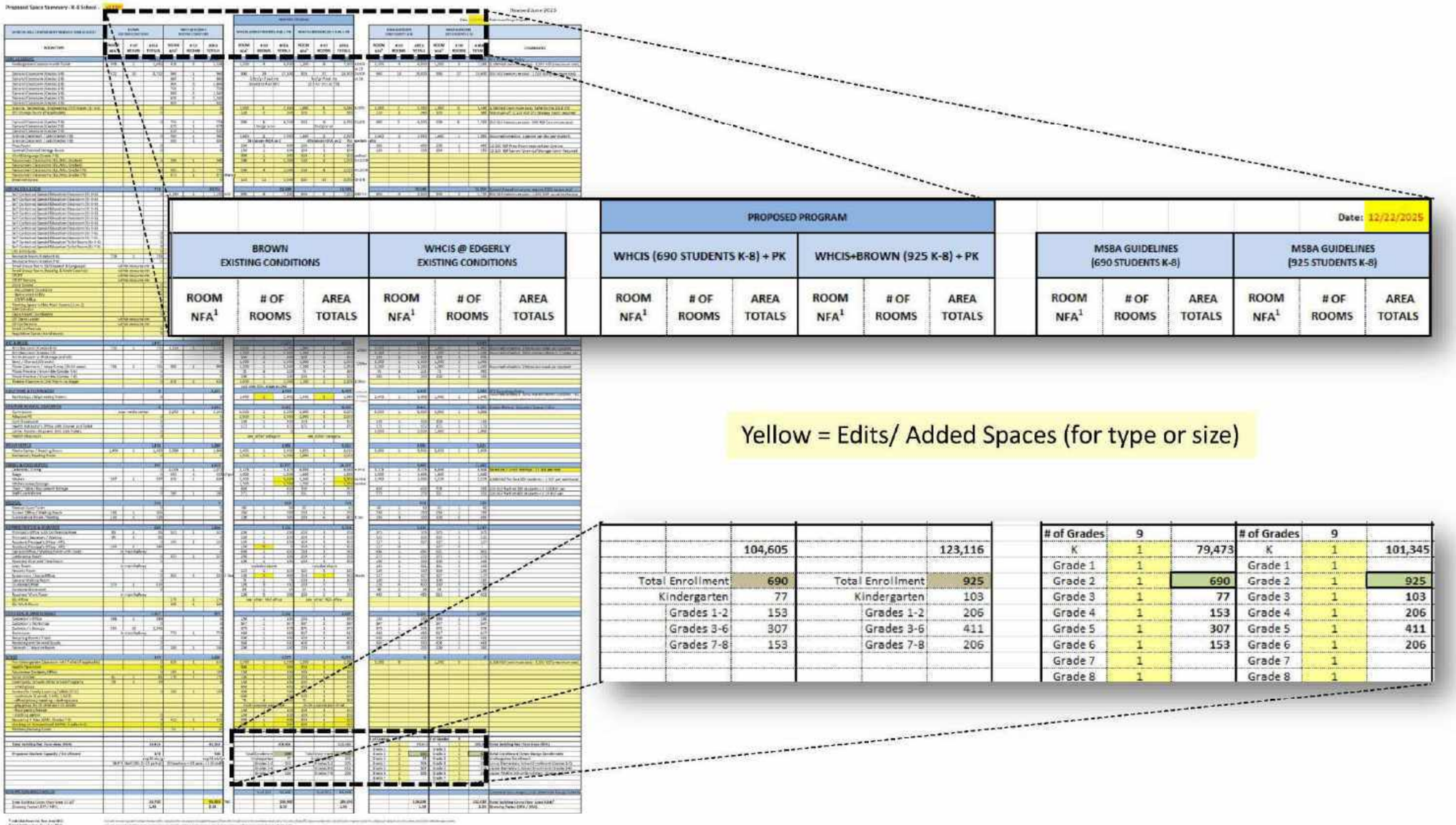
MLP INTEGRATED DESIGN

MSBA Space Summary – First Draft

1. Core Academics
2. Special Education
3. Art & Music
4. Voc./Technology
5. Physical Education
6. Media Center
7. Food Service
8. Nurse
9. Admin & Guidance
10. Custodial
11. Other Spaces
12. Net to Gross



	BROWN EXISTING CONDITIONS			WHCIS @ EDGERLY EXISTING CONDITIONS			PROPOSED PROGRAM: WHCIS (690 STUDENTS K-8) + PK			PROPOSED PROGRAM: WHCIS+BROWN (925 K-8) + PK			MSBA GUIDELINES (690 STUDENTS K-8)			MSBA GUIDELINES (925 STUDENTS K-8)		
	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS
			104,605						123,116						79,473			101,345
Total Enrollment			690						925									
Kindergarten			77						103									
Grades 1-2			153						206									
Grades 3-6			307						411									
Grades 7-8			153						206									

Date: 12/22/2025

# of Grades	9		# of Grades	9	
K	1		K	1	
Grade 1	1		Grade 1	1	
Grade 2	1	690	Grade 2	1	925
Grade 3	1	77	Grade 4	1	103
Grade 4	1	153	Grade 4	1	206
Grade 5	1	307	Grade 5	1	411
Grade 6	1	153	Grade 6	1	206
Grade 7	1		Grade 7	1	
Grade 8	1		Grade 8	1	

Yellow = Edits/ Added Spaces (for type or size)

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MLP INTEGRATED DESIGN

Core Academics

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MLP INTEGRATED DESIGN

MSBA Baseline (MSBA Allowable, Unless Justified)

Classrooms need = enrollment/grades/class size avg. (18 at K, 23 at grade 1-8)

Allows **pull-out STE** (Science/Tech/Engineering) grade 3–6 to function as homerooms

Results in spreading classrooms unevenly across grades and some half-teams

Somerville Adjustments (How SPS Actually Operates)

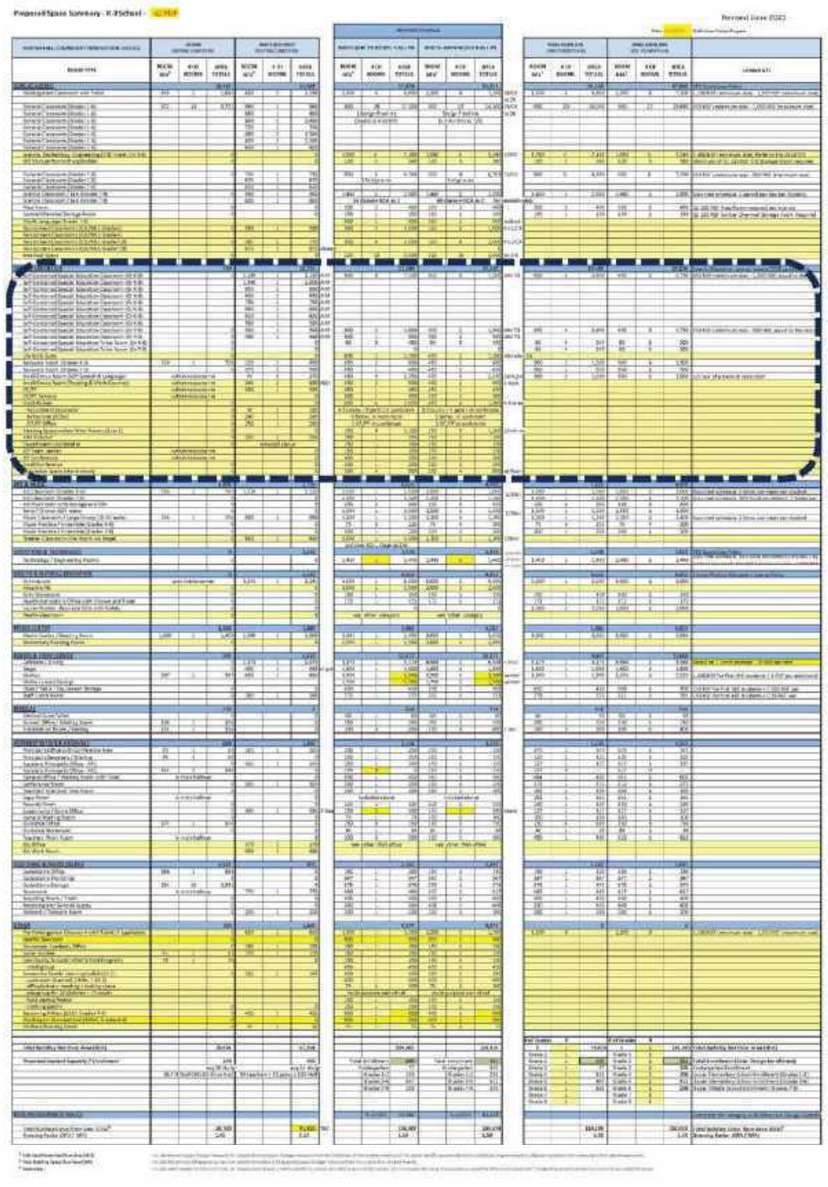
Larger class size caps (25 at K, 26 at grade 1-8). **Using MSBA avg. meets caps + flexibility**

Includes **New-Comer Academy (NCA)** with 6 rooms of 8-12 students (reduces 1 gen CR)

Adds pull-out **w. language & breakout spaces** aligned with instructional practice

Room Type	Proposed 690 (77/grade)	Proposed 925 (103/grade)	MSBA 690 (77/grade)	MSBA 925 (103/grade)
Kindergarten	4	6	4	6
Grade 1-6	19 -3.5/grade	27 -5/grade	20	27
STE (grade 3-6)	2	3	1/350 students	
Grade 7-8	5 -3.5/grade	8 -5/grade	5	8
Science	2	2	2	2
NCA (grade 6-8)	6	6	-	-
W. Language	1	1	-	-
Breakout	1,500sf	2,000sf	-	-
Net Subtotals	38,878sf	51,221sf	34,130sf	47,080sf

Special Education



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MLP INTEGRATED DESIGN

MSBA Baseline (MSBA Allowable, Unless Justified **via DESE**)

Sub-Separate Classroom need = 8% of population/12 students per room

Resource Room need = 1/200 students

Small Group = 1/400 students

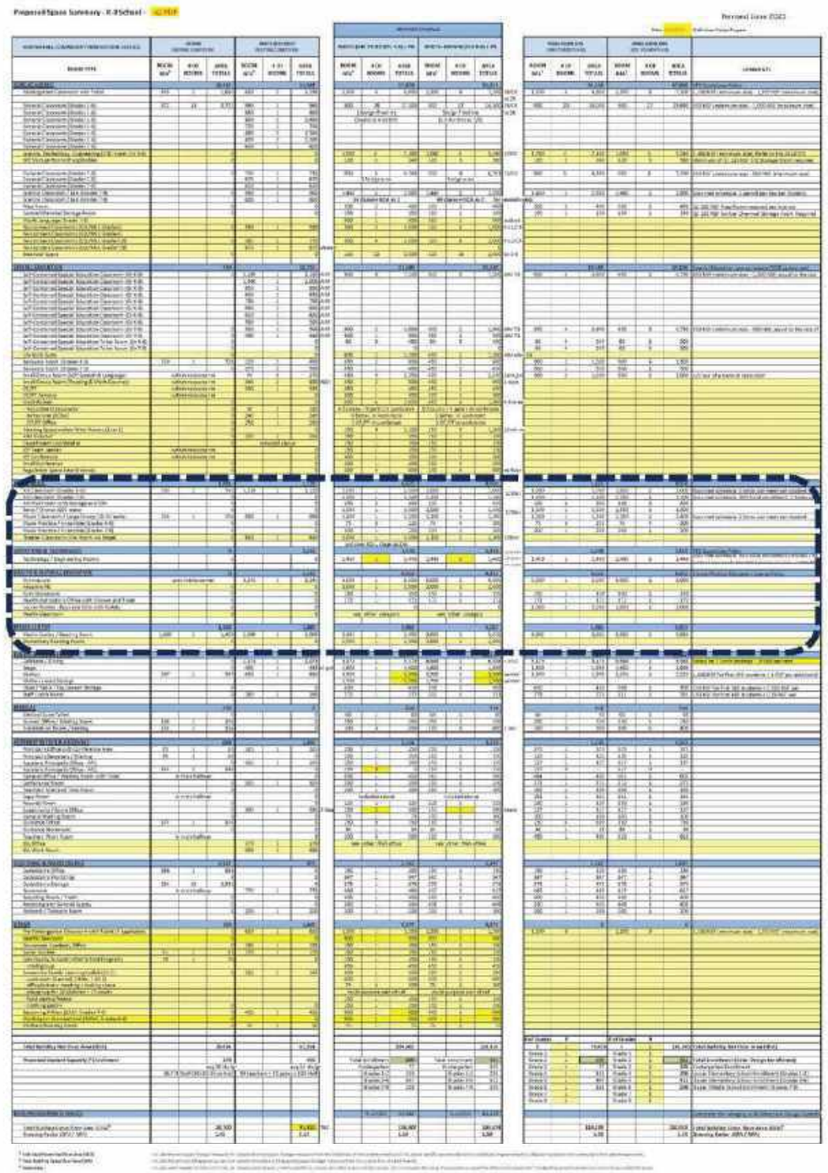
Somerville Adjustments (How SPS Actually Operates)

Built from scratch for SPS with the Special Education Director & both principals

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Sub-Sep. (AIM)	11	11	8	10
Resource Room	3	3	3	4
Small Group*	7	7	2	2
Life Skills Suite	1	1	-	-
OT/PT	1	1	-	-
OT/PT Sensory	1	1	-	-
Regulation	4	4	-	-
Meeting/Conf.	10	10	-	-
Work Rooms	4	4	-	-
Indiv. Offices	3	3	-	-
Net Subtotals	21,580sf	21,580sf	10,580sf	13,100sf

* Small Group rooms include speech, reading & math

Specials (Arts, Tech, PE, etc)



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MLP INTEGRATED DESIGN

MSBA Baseline (MSBA Allowable, Unless Justified)

Art Room need based on 2x/week for all K-6 & half 7-8, scheduled within 30 periods
Music Room need assumes 2x/week for all K-6 & **Band** for half 7-8 within 30 periods
Tech/Engineering Lab need assumes half 7-8 grade take it every day within 30 periods
Gymnasium is a fixed size at 6,000sf, which is considered 2 teaching stations
Media Center is 2,020sf +4.5sf each student >300 or 2060sf +5.75sf each >400

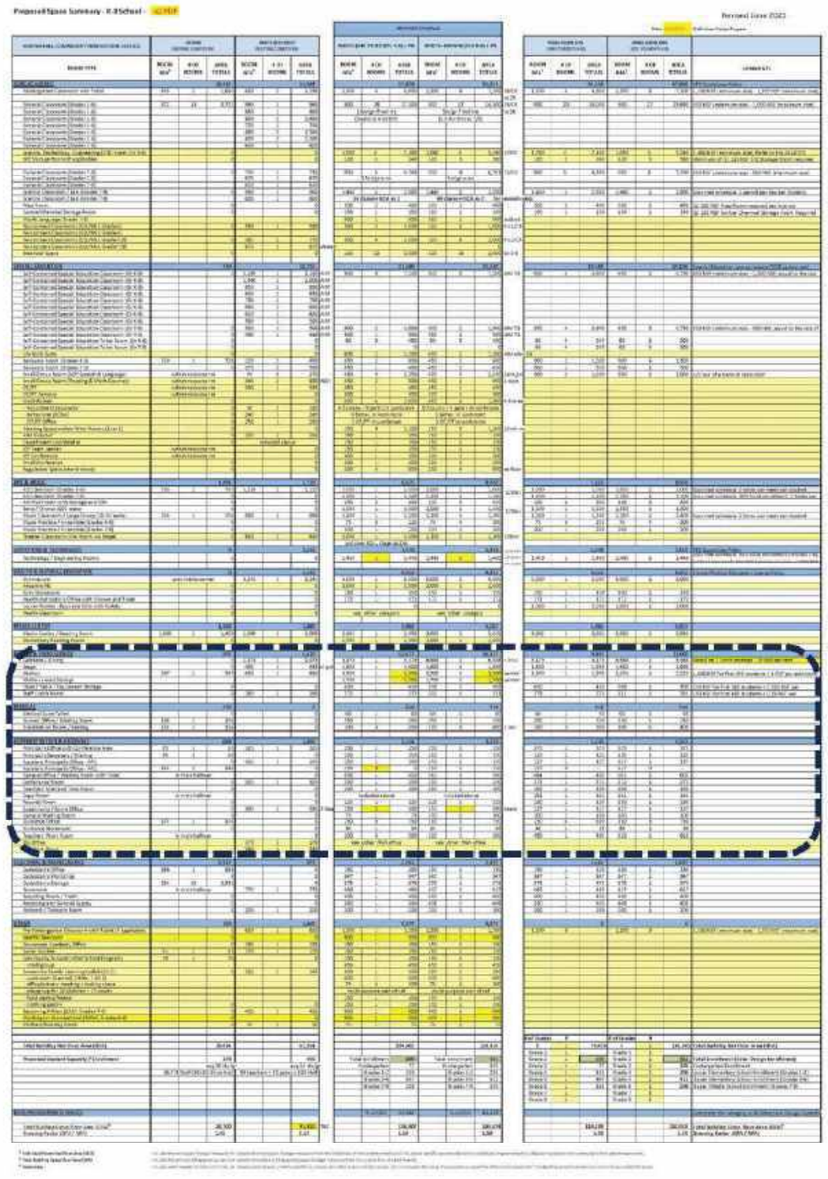
Somerville Adjustments (How SPS Actually Operates)

WHCIS students take all **5 specials 1x/week** within a schedule of 30 available time slots (this means up to 30 classrooms require 1 room for each special (31-60 require 2 each)
Theater takes place of Tech/Engineering at the current WHCIS
NCA classes are scheduled into specials together as if 2 classrooms

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Art	2	2	2	3
Music/Band*	2	2	2	3
Theater	1 + Stage	2	-	-
Techn/Engineer	1	1	1	1
Gymnasium	6k+2k sf	6k+2k sf	6000sf	6000sf
Media Center	3,902sf	5,025sf	3,902sf	5,025sf
Net Subtotals	20,189sf	22,837sf	19,289sf	22,837sf

* Music/Band have additional ensemble and practice rooms

Admin/Guid, Nurse & Maint.



MSBA Baseline (MSBA Allowable, Unless Justified)

Administration count & name of spaces are fixed, some sizes scale with enrollment, including; secretary/waiting, copy room, records, conference & teacher work room

Guidance fixed waiting, offices at 1/200 students, storage scaled with enrollment

Nurse office/waiting and toilet room fixed size, with 1 exam room/250 students

Custodial/Maintenance count & name fixed with work, storage & receiving scaled

Somerville Adjustments (How SPS Actually Operates)

Additional positions such as Dean and NCA accommodated, further refinement expected

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Admin/Guid. nsf	3,134sf	3,519sf	3,134sf	3,519sf
Admin Offices	**4**	**5**	**3**	**3**
Counselors	**5**	**5**	**4**	**5**
Conference Rms	**1**	**1**	**1**	**1**
Nurse Suite nsf	610sf	710sf	610sf	710sf
Exam Rooms	**3**	**4**	**3**	**4**
Cust/Maint. nsf	2,262sf	2,497sf	2,262sf	2,497sf

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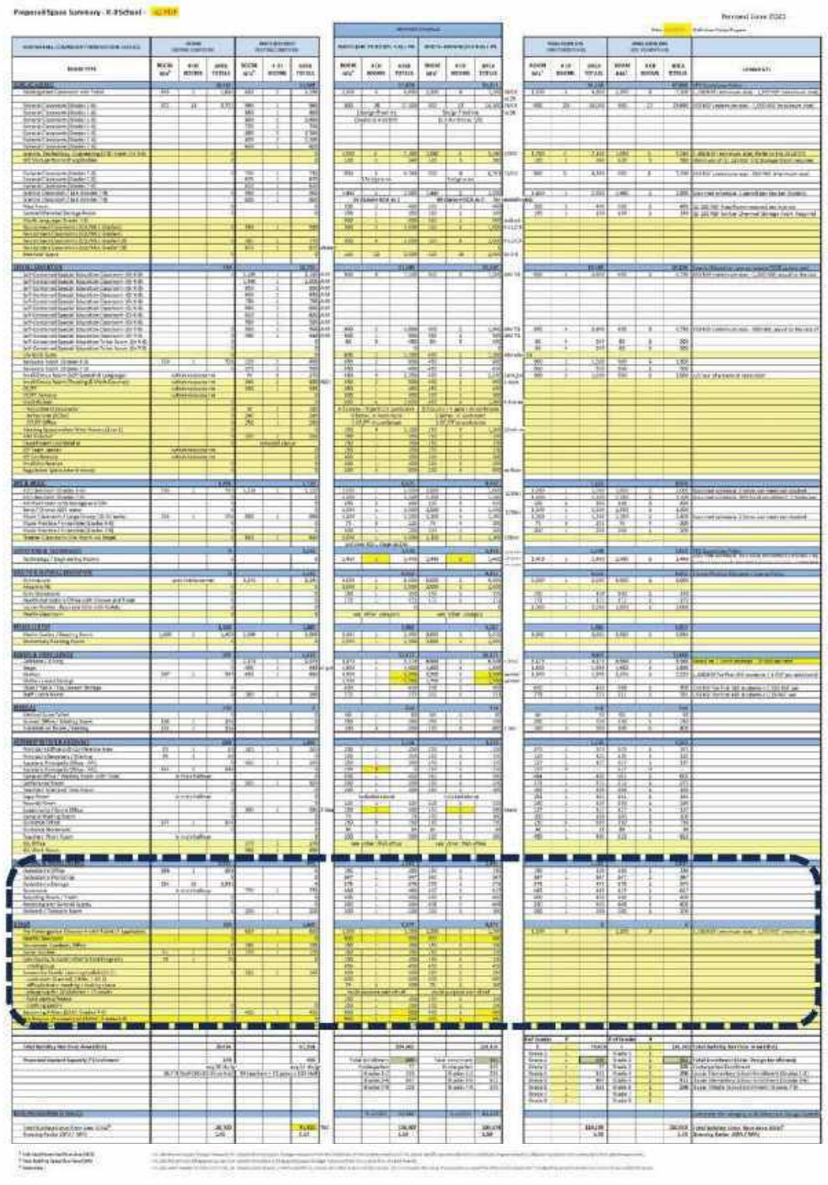
MLP INTEGRATED DESIGN

Cafeteria/Kitchen & Other



PERKINS EASTMAN

MLP INTEGRATED DESIGN

MSBA Baseline (MSBA Allowable, Unless Justified)

Cafeteria sized for 2 seatings (max), Stage is a fixed size.
Kitchen, Storage, Staff Lunch scale with the enrollment

Somerville Adjustments (How SPS Actually Operates)

Cafeteria for 2 grades at a time, 5 lunches, but SFLC playgroup needs met if larger
Other needs; **PK, Mothers, Social Work, ESL/Work, Community Schools, SFLC & BAM**

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Cafeteria	5,175sf	6,938sf	5,175sf	6,938sf
Stage	1,600sf	1,600sf	1,600sf	1,600sf
Kitchen/S/Staff	5,702sf	5,839sf	2,692sf	3,064sf
Net Subtotals	12,477sf	14,377sf	9,467sf	11,602sf
PreK	1,200sf	1,200sf	-	-
Mothers Room	75sf	75sf	-	-
Social Work	150sf	150sf	-	-
NCA Office	150sf	150sf		
Comm Schools	600sf	600sf	-	-
SFLC	1,500+Caf	1,500sf+Caf	-	-
BAM+WOW	1800sf	1800sf	-	-
Net Subtotals	6,375sf	6,375sf	0sf	0sf

NEXT STEPS

- Submit Preliminary Design Program to MSBA
- Begin Preferred Schematic Report
- Ongoing Community Outreach

Thank you!

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

115 Sycamore Street New School Building

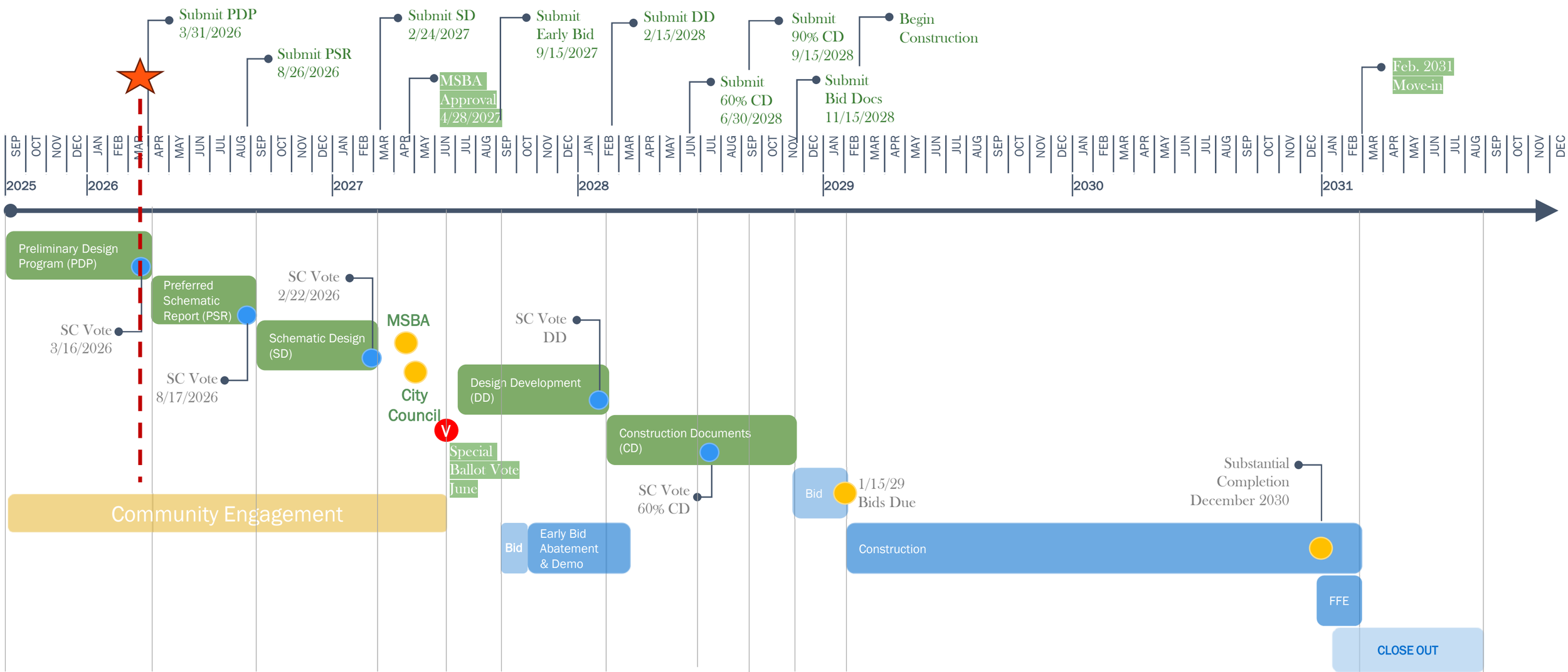
Meeting #6 March 23, 2026

PERKINS EASTMAN
Human by Design

AGENDA

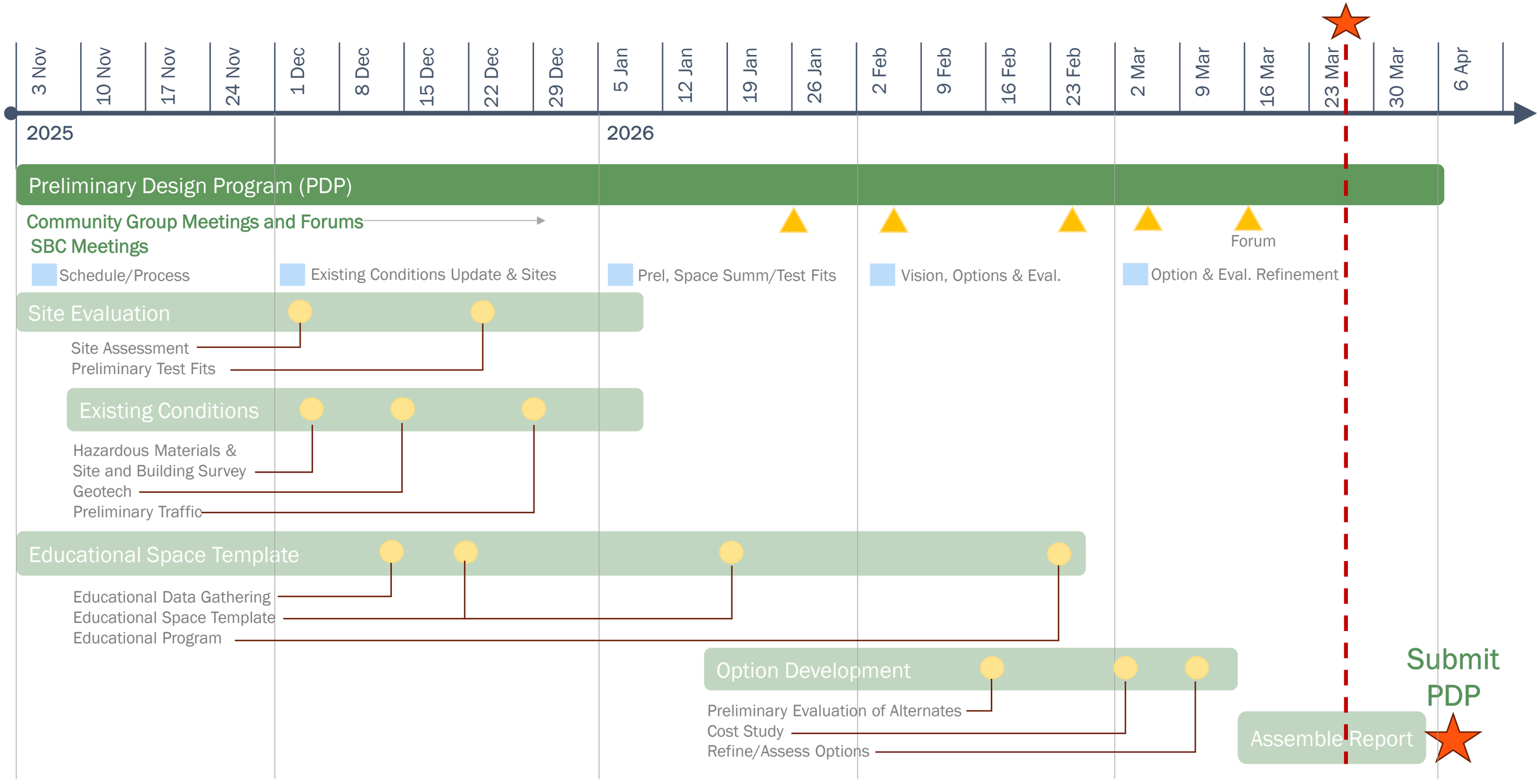
- Review Project Schedule & Workplan
- Community Engagement Update
- Review Finalized Preliminary Options Evaluations
- Preliminary Budget
- Vote which Preliminary Options to Further Study in PSR Phase
- Vote to Approve the PDP Submission and All Contents within

PROJECT TIMELINE

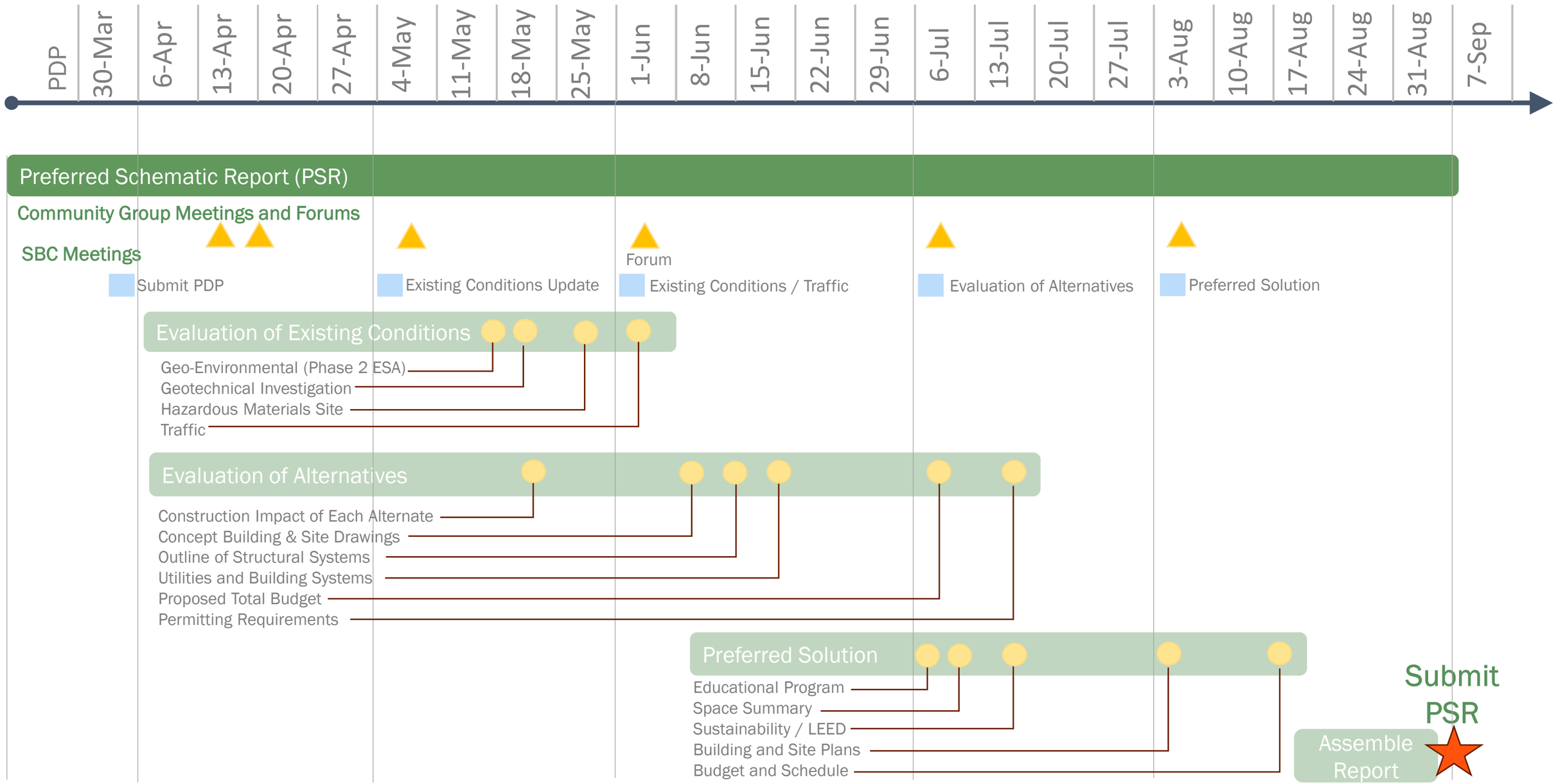


PERKINS EASTMAN

PDP WORKPLAN



PSR WORKPLAN

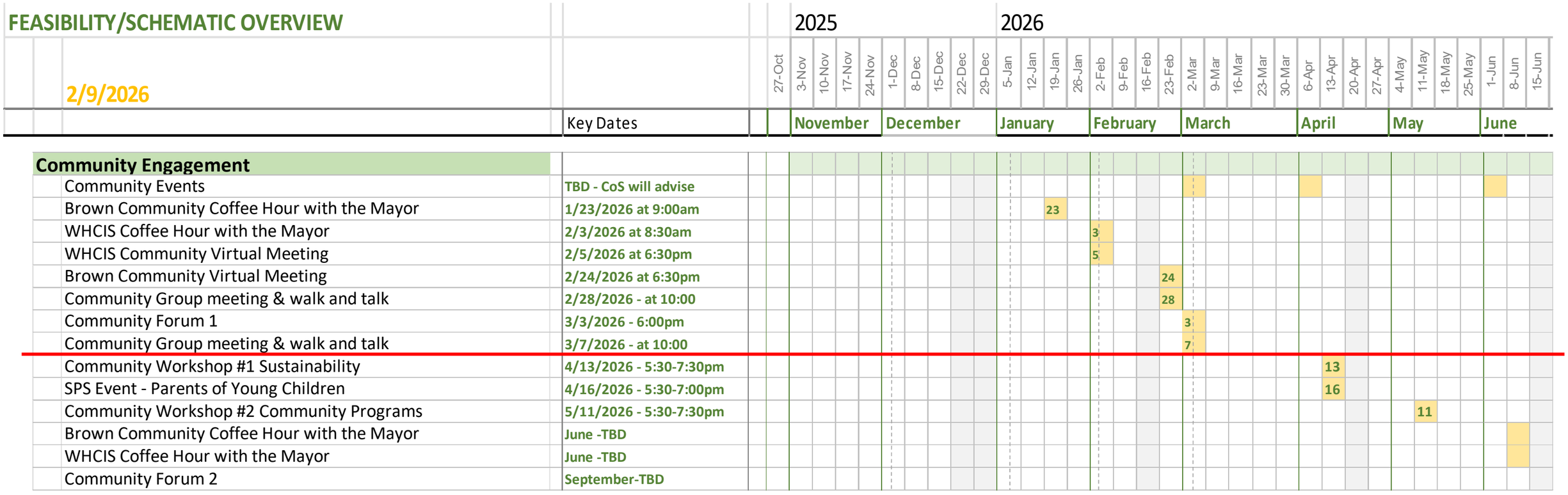


COMMUNITY ENGAGEMENT

FEASIBILITY/SCHEMATIC OVERVIEW

2/9/2026

	Key Dates
Community Engagement	
Community Events	TBD - CoS will advise
Brown Community Coffee Hour with the Mayor	1/23/2026 at 9:00am
WHCIS Coffee Hour with the Mayor	2/3/2026 at 8:30am
WHCIS Community Virtual Meeting	2/5/2026 at 6:30pm
Brown Community Virtual Meeting	2/24/2026 at 6:30pm
Community Group meeting & walk and talk	2/28/2026 - at 10:00
Community Forum 1	3/3/2026 - 6:00pm
Community Group meeting & walk and talk	3/7/2026 - at 10:00
Community Workshop #1 Sustainability	4/13/2026 - 5:30-7:30pm
SPS Event - Parents of Young Children	4/16/2026 - 5:30-7:00pm
Community Workshop #2 Community Programs	5/11/2026 - 5:30-7:30pm
Brown Community Coffee Hour with the Mayor	June -TBD
WHCIS Coffee Hour with the Mayor	June -TBD
Community Forum 2	September-TBD

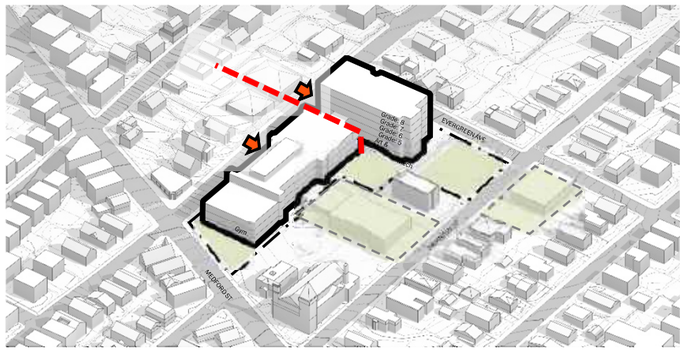


OPTIONS & EVALUATION

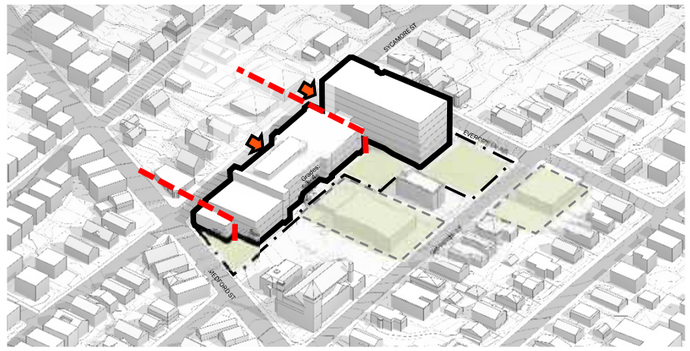
PERKINS EASTMAN
Human by Design

OPTION SUMMARY

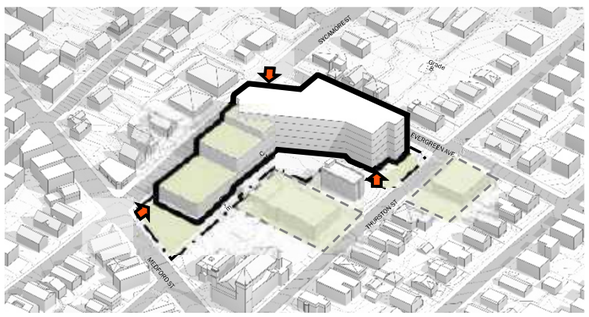
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



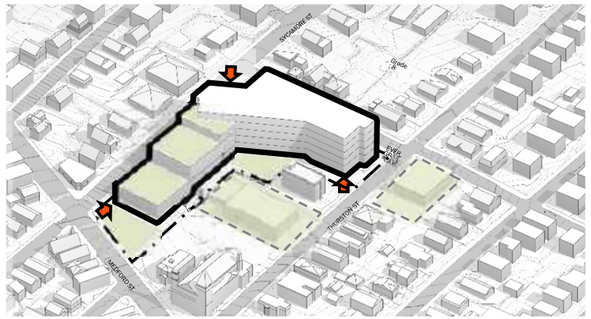
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



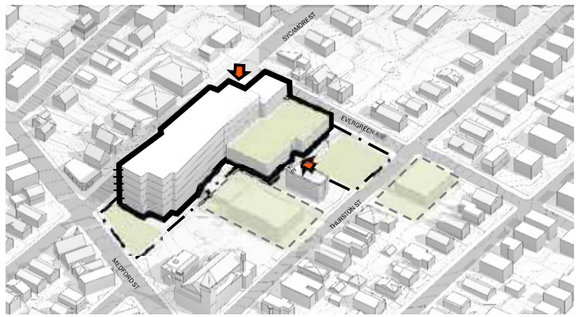
2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



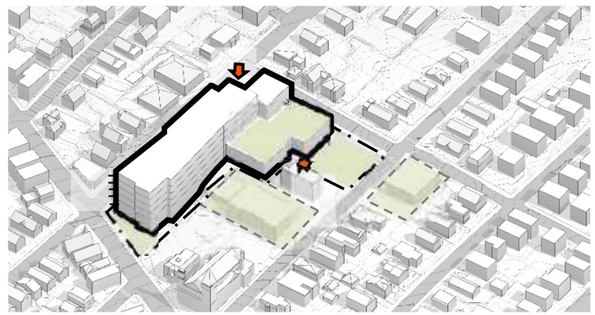
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



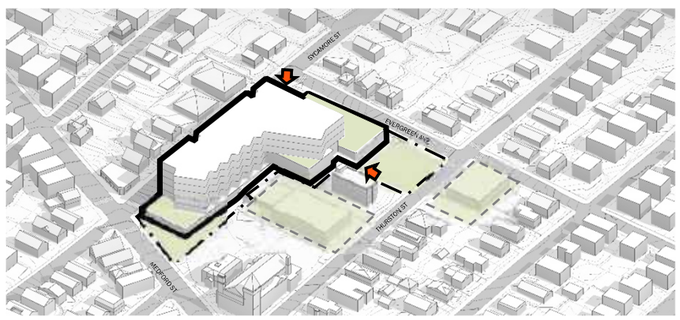
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



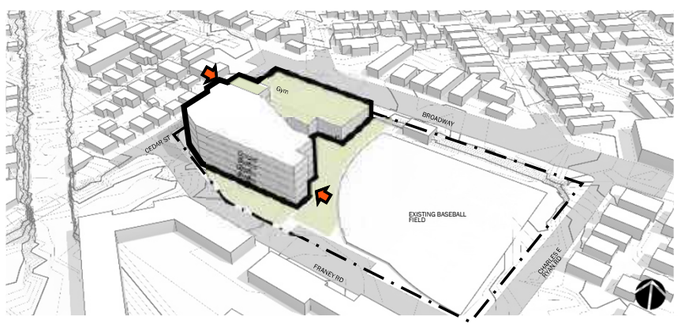
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



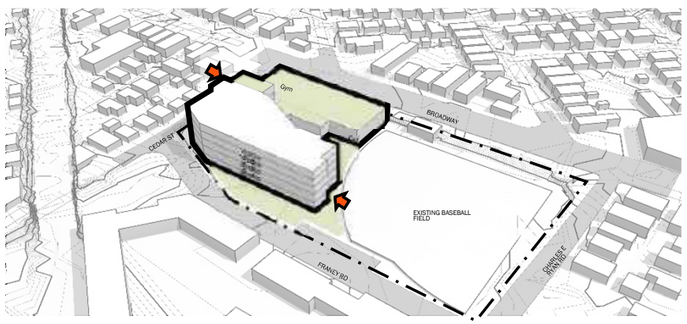
4 NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



EVALUATION FEEDBACK

1

2

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4

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8

AVERAGE RESPONSES BY TOPIC

		Existing	Addition and Renovation			New School at 115 Sycamore Street				New School at Trum Field	
115 Sycamore Street - New School Building	Criteria Priority	Base Repair	Addition/Renovation 690	Addition/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	Trum Field 690	Trum Field 925
Evaluation Criteria	Select: Low, Medium or High from pull down	Base	1A	1B	2A	2B	3A	3B	4	5A	5B
Stakeholders	High	1.8	1.5	1.8	3.0	3.4	2.5	3.1	4.0	1.1	1.1
Cost	Low	2.1	1.5	2.3	2.8	4.3	2.6	3.1	4.0	1.8	1.7
Walkshed	High	2.7	3.0	2.6	3.8	3.4	3.4	2.9	3.1	2.6	2.6
Green Space	High	2.7	2.4	2.1	2.5	3.3	2.9	3.3	3.5	1.4	1.3
Neighborhood	High	2.7	2.1	2.3	3.0	3.5	2.8	3.0	3.8	1.9	1.7
Educational	High	1.4	2.0	2.4	3.8	4.8	3.1	3.9	4.4	2.6	3.1
Health & Safety	Medium	1.1	1.8	2.3	3.1	4.4	2.8	3.4	4.1	2.5	3.0
Future Expansion	Low	2.0	2.4	2.0	3.0	2.8	3.0	3.1	3.0	2.3	2.0
Swing Space	Low	1.5	1.9	3.0	2.7	4.0	2.7	3.6	4.1	2.4	3.2
Timeline	Low	2.3	2.5	2.5	3.3	3.9	2.8	3.1	3.9	2.0	1.7
Disruption	High	2.7	2.5	2.5	3.3	3.6	3.0	3.3	3.5	2.4	2.1
Environmental	High	1.4	2.0	2.3	4.0	4.3	3.0	3.6	4.4	2.3	2.1
Orientation	Medium	1.6	2.0	2.4	4.1	4.6	3.1	3.5	4.3	3.3	3.0
O&M	Low	1.7	1.9	2.4	3.0	4.0	2.5	3.0	3.8	2.8	3.0
Traffic	High	2.9	2.8	2.3	3.1	3.0	2.4	2.5	2.9	2.0	1.9
Permitting	Low	2.5	2.7	2.7	3.4	3.6	3.0	3.1	3.7	1.9	1.9
		2.1	2.2	2.3	3.2	3.8	2.8	3.2	3.8	2.2	2.2

AVERAGE BY RESPONDENT

		Existing	Addition and Renovation		New School at 115 Sycamore Street					New School at Trum Field	
115 Sycamore Street - New School Building	Criteria Priority	Base Repair	Additon/Renovation 690	Additon/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	Trum Field 690	Trum Field 925
Evaluation Criteria	Select: Low, Medium or High from pull down	Base	1A	1B	2A	2B	3A	3B	4	5A	5B
AVERAGES BY RESPONDENT											
1		2.4	2.7	2.3	3.3	2.7	3.3	2.7	2.6	3.1	3.1
2		1.0	1.0	1.0	1.0	4.8	1.0	4.1	4.6	1.0	1.0
3		2.1	2.1	2.1	3.5	3.3	3.5	3.4	3.4	1.8	1.8
4		2.5	2.8	2.7	4.5	4.1	3.8	3.7	4.3	3.1	3.1
5		2.7	2.1	4.0	3.3	4.1	3.4	3.6	2.6	2.5	0.0
6		1.0	2.1	2.1	3.3	4.1	1.0	1.0	4.4	1.0	1.0
7		2.5	2.4	2.4	3.7	4.1	3.6	4.1	4.3	2.6	3.0
8		5.0	5.0	2.1	2.3	3.4	3.3	3.3	3.3	3.8	2.3
		2.1	2.2	2.3	3.2	3.8	2.8	3.2	3.8	2.2	2.2

AVERAGE BY TOPIC

		Existing	Addition and Renovation		New School at 115 Sycamore Street					New School at Trum Field	
115 Sycamore Street - New School Building	Criteria Priority	Base Repair	Addition/Renovation 690	Addition/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	Trum Field 690	Trum Field 925
Evaluation Criteria	Select: Low, Medium or High from pull down	Base	1A	1B	2A	2B	3A	3B	4	5A	5B
Stakeholders	High	1.8	1.5	1.8	3.0	3.4	2.5	3.1	4.0	1.1	1.1
Cost	Low	2.1	1.5	2.3	2.8	4.3	2.6	3.1	4.0	1.8	1.7
Walkshed	High	2.7	3.0	2.6	3.8	3.4	3.4	2.9	3.1	2.6	2.6
Green Space	High	2.7	2.4	2.1	2.5	3.3	2.9	3.3	3.5	1.4	1.3
Neighborhood	High	2.7	2.1	2.3	3.0	3.5	2.8	3.0	3.8	1.9	1.7
Educational	High	1.4	2.0	2.4	3.8	4.8	3.1	3.9	4.4	2.6	3.1
Health & Safety	Medium	1.1	1.8	2.3	3.1	4.4	2.8	3.4	4.1	2.5	3.0
Future Expansion	Low	2.0	2.4	2.0	3.0	2.8	3.0	3.1	3.0	2.3	2.0
Swing Space	Low	1.5	1.9	3.0	2.7	4.0	2.7	3.6	4.1	2.4	3.2
Timeline	Low	2.3	2.5	2.5	3.3	3.9	2.8	3.1	3.9	2.0	1.7
Disruption	High	2.7	2.5	2.5	3.3	3.6	3.0	3.3	3.5	2.4	2.1
Environmental	High	1.4	2.0	2.3	4.0	4.3	3.0	3.6	4.4	2.3	2.1
Orientation	Medium	1.6	2.0	2.4	4.1	4.6	3.1	3.5	4.3	3.3	3.0
O&M	Low	1.7	1.9	2.4	3.0	4.0	2.5	3.0	3.8	2.8	3.0
Traffic	High	2.9	2.8	2.3	3.1	3.0	2.4	2.5	2.9	2.0	1.9
Permitting	Low	2.5	2.7	2.7	3.4	3.6	3.0	3.1	3.7	1.9	1.9

AVERAGE BY TOPIC

		Existing	Addition and Renovation		New School at 115 Sycamore Street					New School at Trum Field	
115 Sycamore Street - New School Building	Criteria Priority	Base Repair	Addition/Renovation 690	Addition/Renovation 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 690	115 Sycamore 925	115 Sycamore 925	Trum Field 690	Trum Field 925
Evaluation Criteria	Select: Low, Medium or High from pull down	Base	1A	1B	2A	2B	3A	3B	4	5A	5B
Stakeholders	High	1.8	1.5	1.8	3.0	3.4	2.5	3.1	4.0	1.1	1.1
Cost	Low	2.1	1.5	2.3	2.8	4.3	2.6	3.1	4.0	1.8	1.7
Walkshed	High	2.7	3.0	2.6	3.8	3.4	3.4	2.9	3.1	2.6	2.6
Green Space	High	2.7	2.4	2.1	2.5	3.3	2.9	3.3	3.5	1.4	1.3
Neighborhood	High	2.7	2.1	2.3	3.0	3.5	2.8	3.0	3.8	1.9	1.7
Educational	High	1.4	2.0	2.4	3.8	4.8	3.1	3.9	4.4	2.6	3.1
Health & Safety	Medium	1.1	1.8	2.3	3.1	4.4	2.8	3.4	4.1	2.5	3.0
Future Expansion	Low	2.0	2.4	2.0	3.0	2.8	3.0	3.1	3.0	2.3	2.0
Swing Space	Low	1.5	1.9	3.0	2.7	4.0	2.7	3.6	4.1	2.4	3.2
Timeline	Low	2.3	2.5	2.5	3.3	3.9	2.8	3.1	3.9	2.0	1.7
Disruption	High	2.7	2.5	2.5	3.3	3.6	3.0	3.3	3.5	2.4	2.1
Environmental	High	1.4	2.0	2.3	4.0	4.3	3.0	3.6	4.4	2.3	2.1
Orientation	Medium	1.6	2.0	2.4	4.1	4.6	3.1	3.5	4.3	3.3	3.0
O&M	Low	1.7	1.9	2.4	3.0	4.0	2.5	3.0	3.8	2.8	3.0
Traffic	High	2.9	2.8	2.3	3.1	3.0	2.4	2.5	2.9	2.0	1.9
Permitting	Low	2.5	2.7	2.7	3.4	3.6	3.0	3.1	3.7	1.9	1.9
PERKINS EASTMAN		2.3	2.3	2.3	3.3	3.6	2.9	3.2	3.7	2.0	2.0

PRELIMINARY BUDGET

PERKINS EASTMAN
Human by Design

PRELIMINARY BUDGET

		Grades PK-8									
		Code Upgrade	Add/Reno	Add/Reno	New Construction	New Construction	New Construction	New Construction	New Construction	New Construction	New Construction
		Option 0	Option 1A	Option 1B	Option 2A	Option 2B	Option 3A	Option 3B	Option 4	Option 5A	Option 5B
	Locus	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Sycamore	Trum Field	Trum Field
	Enrollment	690	690	925	690	925	690	925	925	690	925
	TOTAL SF	93,400	164,000	177,470	156,640	176,000	159,800	179,750	175,500	158,550	173,500
	NEW SF		70,600	84,070	156,640	176,000	159,800	179,750	175,500	158,550	173,500
	RENO SF	93,400	93,400	93,400	-	-	-	-		-	-
Building Construction Cost											
Constrcution Cost		$34,162,721	$76,508,234	$ 82,304,405	$ 77,121,388	$ 85,030,982	$ 78,632,874	$ 86,838,860	$ 85,030,982	$ 78,342,343	$ 85,446,653
Demolition		$0	$0	$0	$1,401,000	$1,401,000	$1,401,000	$1,401,000	$1,401,000	$1,401,000	$1,401,000
Storm Water System		$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000
Contaminated Soils Allowance		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Site Work		$1,708,136	$5,054,501	$4,494,116	$5,054,501	$4,834,501	$4,708,001	$4,708,001	$4,834,501	$5,044,199	$5,044,199
Sub-Total Trade Costs Building and Sitework		**$37,370,857**	**$83,062,735**	**$88,298,521**	**$85,076,889**	**$92,766,483**	**$86,241,875**	**$94,447,861**	**$92,766,483**	**$86,287,542**	**$93,391,852**
Trade Costs and Sitework											
Design and Pricing Contingnecy	15.0%	$5,605,629	$12,459,410	$13,244,778	$12,761,533	$13,914,972	$12,936,281	$14,167,179	$13,914,972	$12,943,131	$14,008,778
Escalation to Construction Start	9.7%	$3,624,973	$8,057,085	$8,564,957	$8,252,458	$8,998,349	$8,365,462	$9,161,443	$8,998,349	$8,369,892	$9,059,010
Phasing and Logistics		$0	$0	$0	$0	$0	$0	$0	$0	$0	$1
Sub-Total with Contingencies		**$46,601,459**	**$103,579,231**	**$110,108,256**	**$106,090,881**	**$115,679,804**	**$107,543,618**	**$117,776,483**	**$115,679,804**	**$107,600,565**	**$116,459,640**
CMR Fees											
General Conditions	8.0%	$3,728,117	$8,286,338	$8,808,660	$8,487,270	$9,254,384	$8,603,489	$9,422,119	$9,254,384	$8,608,045	$9,316,771
General Requirments	5.0%	$2,330,073	$5,178,962	$5,505,413	$5,304,544	$5,783,990	$5,377,181	$5,888,824	$5,783,990	$5,380,028	$5,822,982
Bonds	1.0%	$466,015	$1,035,792	$1,101,083	$1,060,909	$1,156,798	$1,075,436	$1,177,765	$1,156,798	$1,076,006	$1,164,596
Insurance	1.3%	$582,518	$1,294,740	$1,376,353	$1,326,136	$1,445,998	$1,344,295	$1,472,206	$1,445,998	$1,345,007	$1,455,746
Permit	0.0%	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CM Fee	2.5%	$1,342,705	$2,984,377	$3,172,494	$3,056,743	$3,333,024	$3,098,600	$3,393,435	$3,333,024	$3,100,241	$3,355,493
CM GMP Contingency	3.0%	$1,651,527	$3,670,783	$3,902,168	$3,759,795	$4,099,620	$3,811,279	$4,173,925	$4,099,620	$3,813,297	$4,127,257
Temporary Classrooms											
Total Construction Cost		**$56,702,412**	**$126,030,223**	**$133,974,427**	**$129,086,278**	**$140,753,619**	**$130,853,899**	**$143,304,756**	**$140,753,619**	**$130,923,189**	**$141,702,486**
Additional Hazmat Allowance		$4,030,635	$4,030,635	$4,030,635	$4,030,635	$4,030,635	$4,030,635	$4,030,635	$4,030,635	$4,030,635	$4,030,635
Additional Site Mitigation Allowance		$4,830,000	$4,830,000	$4,830,000	$4,830,000	$4,830,000	$4,830,000	$4,830,000	$4,830,000	$4,830,000	$4,830,000
Reimbursable Soft Cost Allowance											
Softcost @20% of Constrcition	20%	$11,340,482	$25,206,045	$26,794,885	$25,817,256	$28,150,724	$26,170,780	$28,660,951	$28,150,724	$26,184,638	$28,340,497
Owner Construction Contingency (5%)	5%	$3,845,176	$8,004,845	$8,481,497	$8,188,208	$8,888,249	$8,294,266	$9,041,317	$8,888,249	$8,298,423	$8,945,181
Owner Construction Contingency (2% Premium on Reno)	2%	$1,538,071	$3,201,938	$3,392,599	$0	$0	$0	$0	$0	$0	$0
Owner Soft Cost Contingency (2%)	2%	$1,538,071	$3,201,938	$3,392,599	$3,275,283	$3,555,300	$3,317,706	$3,616,527	$3,555,300	$3,319,369	$3,578,072
Total Project Budget (R.O.M)		**$83,824,847**	**$174,505,624**	**$184,896,642**	**$175,227,660**	**$190,208,526**	**$177,497,286**	**$193,484,186**	**$190,208,526**	**$177,586,254**	**$191,426,871**

PRELIMINARY DESIGN PROGRAM VOTES

PERKINS EASTMAN
Human by Design

MOTIONS

Motion to approve the PDP preliminary design option evaluations as presented during the meeting and to move forward with the following design options to be further studied in the next project phase, Preferred Schematic Report (PSR):

- 1. Code Upgrade/Base Repair (Option 0)
- 2. Add/Reno: *Options 1B*
- 3. New Construction:
  Options 2B
  Option 4

MOTIONS

Motion to approve the submission of the Winter Hill Community Innovation School project's Preliminary Design Program to the MSBA

NEXT STEPS

- Submit Preliminary Design Program to MSBA
- Begin Preferred Schematic Report
- Ongoing Community Outreach

Thank you!

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

115 Sycamore Street New School Building

Meeting #7 April 6, 2026

PERKINS EASTMAN
Human by Design

AGENDA

- Overview of PDP Content
- Vote to Approve the PDP Submission and All Contents within

PRELIMINARY DESIGN PROGRAM OVERVIEW

PERKINS EASTMAN
Human by Design

PDP CONTENT

3.1.1 Introduction

A. Summary of Deficiencies
B. Date of Invitation to Feasibility
C. Design Enrollment
D. Capital Budget Statement
E. Project Directory
F. Project Schedule

3.1.2 Educational Program

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
H. Art Programs
I. Music and Performing Arts Programs
J. Physical Education Programs
K. Special Education Programs
L. Vocational Education Programs (N/A)
M. Transportation Policies
N. Functional and Spatial Relationships
O. Key Programmatic Adjacencies
P. Security and Visual Access Requirements

3.1.3 Initial Space Summary

A. Grade Pre-K - 8 Enrollment Option 650
   a. Space Summary Description
   b. Proposed Space Summary Form
B. Grade Pre-K - 8 Enrollment Option 925
   a. Space Summary Description
   b. Proposed Space Summary Form

3.1.4 Evaluation of Existing Conditions

A. Overview of Existing Building & 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
   - Preliminary Evaluation of Structural Assessment
   - HVAC, Electrical, Plumbing and Fire Protection
   - Food Service
   - Assessment of Hazardous Materials
   - Initial Evaluation of Building Code & Accessibility
D. Existing Site(s)
   - Site Survey and Infrastructure
   - Environmental Assessment
   - Geo-Environmental Assessment (Phase 1 ESA)
   - Geotechnical Assessment

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

3.1.6 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

3.1.7 Local Actions & Approvals

A. Actions & Approvals Letter

PDP APPENDIX

3.1.6 Appendices

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
L. Site Survey
M. Phase I Environmental Site Assessment Report
N. Hazardous Materials Report
O. Geotechnical Information
P. Site Analysis
Q. Facility Base Repair Drawings
R. Planning Options
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

PRELIMINARY DESIGN PROGRAM VOTES

PERKINS EASTMAN
Human by Design

MOTIONS

Motion to approve the submission of the Winter Hill Community Innovation School project's Preliminary Design Program to the MSBA

NEXT STEPS

- Submit Preliminary Design Program to MSBA
- Begin Preferred Schematic Report
- Ongoing Community Outreach

Thank you!

T. SC Meetings/Minutes/Attachments

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.

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

Português - Para Interpretação

Para **assistir** à Reunião Regular do Comitê Escolar 2 de março às 19h, ao vivo de casa, visite o seguinte link e selecione **GovTV:**
https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

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

Kreyòl ayisyen - Pou entèpretasyon

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 direk lakay ou, vizite lyen sa a epi chwazi **GovTV:** https://www.somervillema.gov/departments/communications-and-community-engagement/somerville-city-tv

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

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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/CTE	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-Tricomi	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	Jerri 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	SD Spanish Teacher	Kimberly Kaufman	01/16/26	

ASSIGNMENT ENDED:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATE

LEAVES OF ABSENCES:

SCHOOL	POSITION	INCUMBENT	EFFECTIVE DATES
AFAS	ELA Teacher	Caitlin Holmquist	11/26/25-01/02/26 - Revised
CAP	SPED AIM Paraprofessional	Lillian Kelley	01/22/26-02/06/26
Central/MLE	Assistant Directorof MLE Programs	Gladys Valle	12/08/25-01/16/26 - Revised
ESCS	Paraprofessional	Bonilla Felicita	01/14/26-02/13/26

HLY	Dean of Students	Samphel Bayul	02/02/26-05/11/26 - Revised		
HLY	Speech & Language Pathologist	Melissa Warren	09/15/25-06/16/26 - Revised		
HLY	School Nurse	Kaitlyn Newman	01/05/26-03/20/26 - Revised		
HLY	Grades 5-8 Math Teacher	Sabrina Soriano	01/02/26-06/16/26 - Revised		
KEN	PK-2 Teacher	Roxane Scrimo	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 Matteis	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	12/15/25-02/28/26 - 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		
WSNS	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 Reales	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
HLY	SPED Paraprofessional	JennaLyn Pflieger	Temporary New Assignment	Priya Plein	01/05/26
HLY	MLE Paraprofessional	JennaLyn Pflieger	Temporary New Assignment	Nicholas Trient	02/14/26
HLY	Dean of Students	Nicholas Trient	Temporary New Assignment	Samphel Bayul	02/02/26
OST/HLY	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-Corsetti	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 Moujahid	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	FT Lead Teacher	Eleanor Scoville	Kelly Lopez	No/No	02/02/26
SCALE	PT Reading/Writing 2 Teacher - Mornings	Marlon Panlagua	Hilary Sallick	No/No	02/09/26
SHS	SPED Paraprofessional	Wayne Gethers	Isaac Wilde	No/No	02/09/26

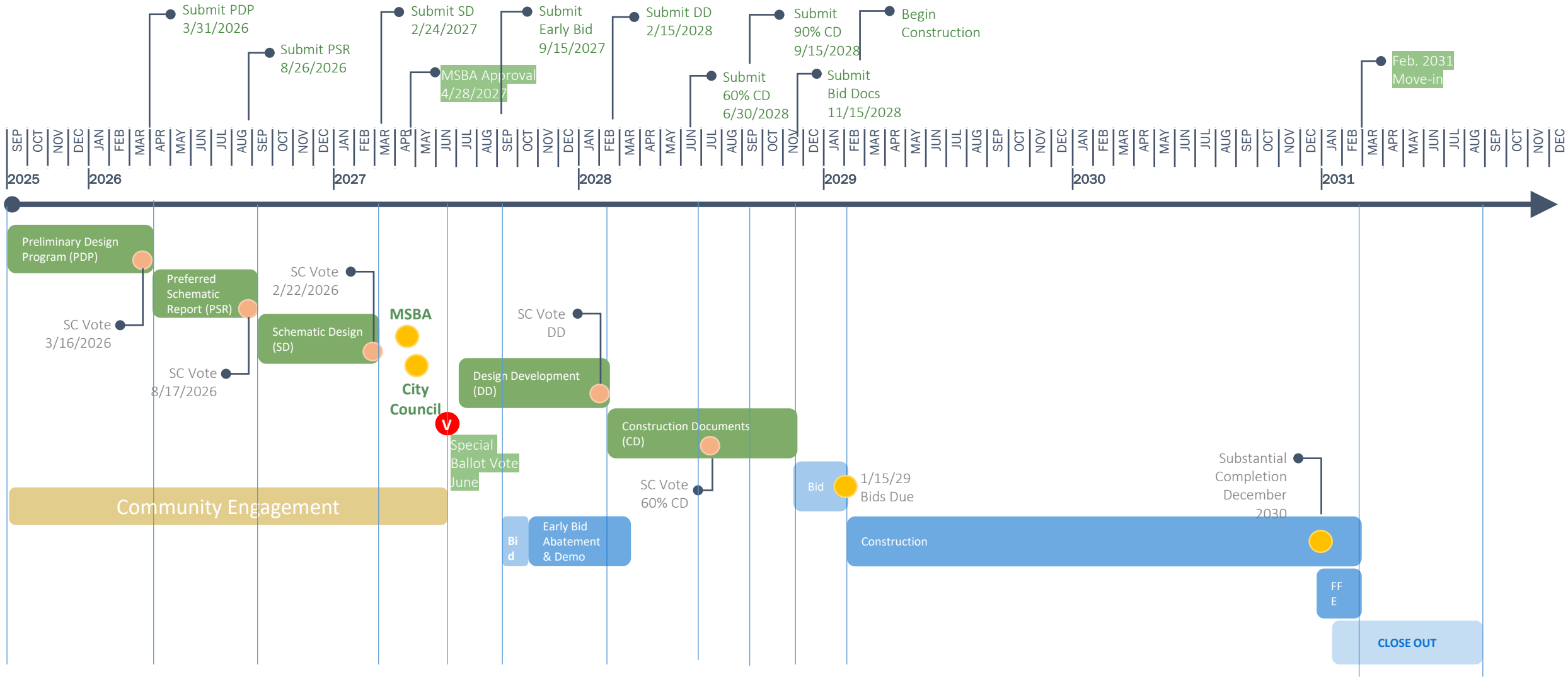
115 Sycamore Street New School Building

School Commitee Meeting

March 2, 2026

PERKINS EASTMAN
Human by Design

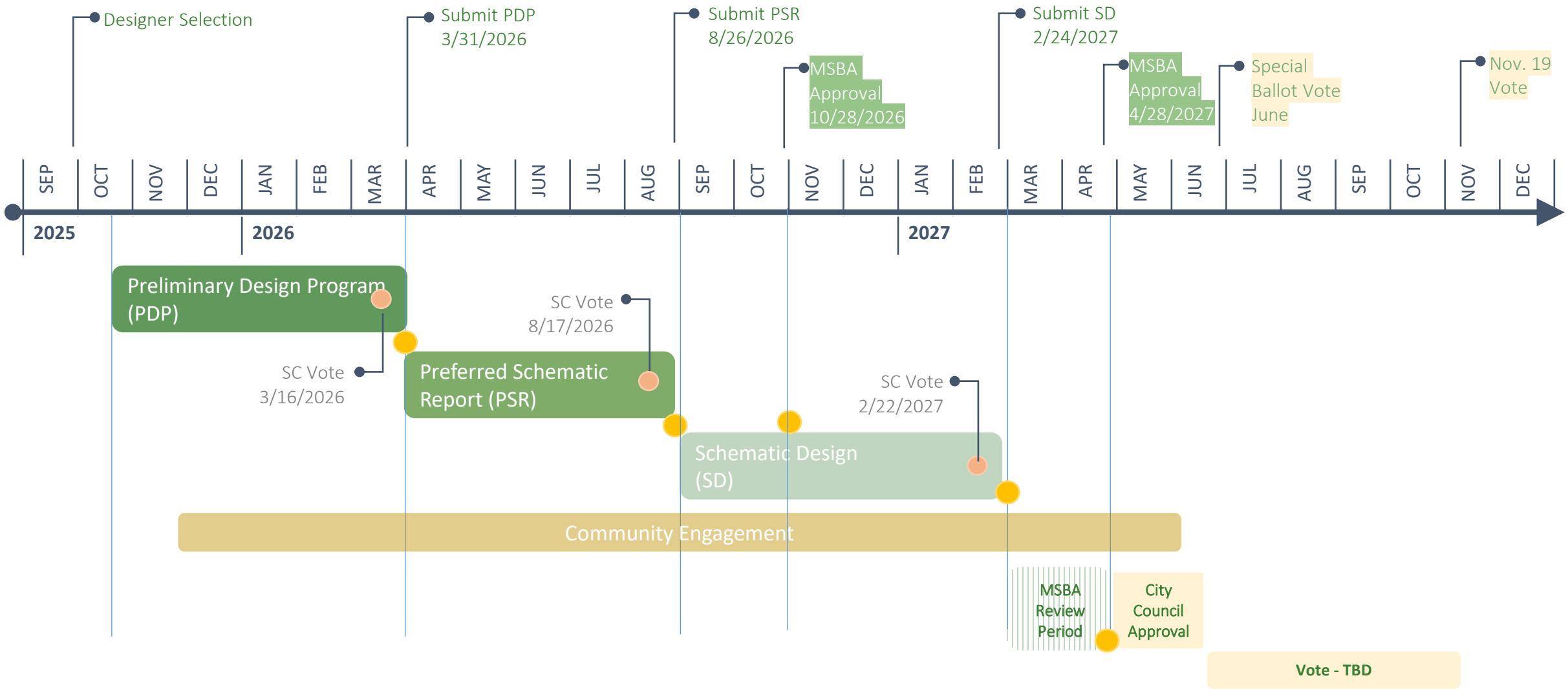
Project timeline



PERKINS EASTMAN

VILP INTEGRATED DESIGN

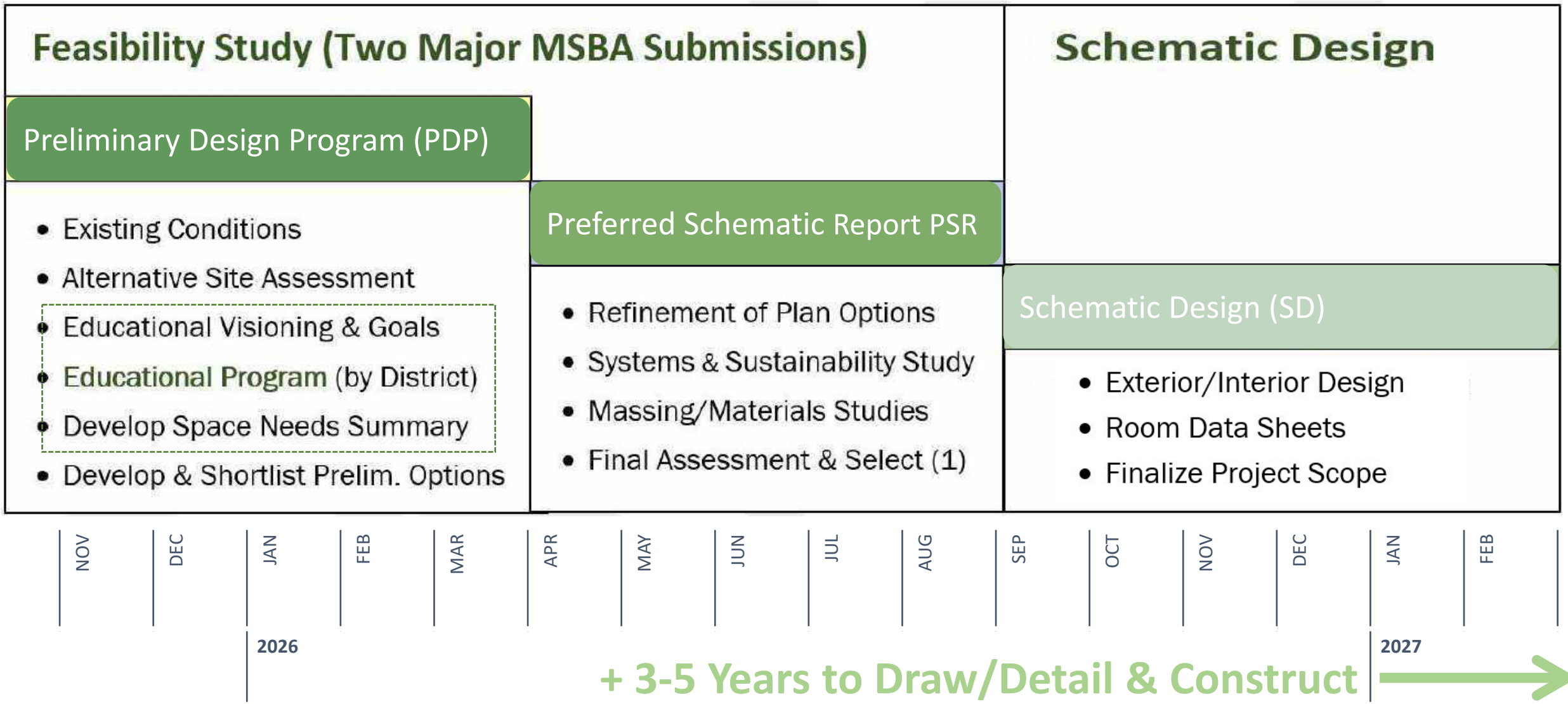
Module 3 and 4 Schedule Milestones



PERKINS EASTMAN

MLP INTEGRATED DESIGN

MSBA PROCESS - LEADING TO THE VOTE



PERKINS EASTMAN

MLP INTEGRATED DESIGN

VISIONING & PROGRAMMING

Educational Visioning & Goals

Necessary to guide the design & required by the MSBA

It can take-on many different shapes and sizes

We've charted a plan for this project

Educational Program

MSBA required, by the district & informed by a vision/goals

MSBA assesses the program and the design (FAS meeting)

Space Summary

It is the tabulation of space needs & drives the size (& the cost)

Right-sizing requires a detailed understanding of the needs

The vision & goals shape these needs & the layout

Educational Leadership Team

1. Danielle Barry – Facilities Transportation and Safety Coordinator
2. Dr. Jessica Boston Davis – Asst. Superintendent of Academics
3. Ildefonso Arellano – Director of Special Education
4. Paulina Mitropoulus – Director of Multi-Lingual Education
5. Ruth Santos – Director of SFLC (Somerville Family Learning Collab)
6. Rosanna Paribello – Director of Community Schools (ASP & summer)
7. Courtney Gosselin – Principal of WHCIS
8. Christopher Ames – Principal of Brown School

Open Invitation

- Amara Anosike – Chief of Staff and Strategies
- Dr. Rubén Carmona Superintendent of Schools

PERKINS EASTMAN

MLP INTEGRATED DESIGN

VISIONING & PROGRAMMING

Interactive Meetings with Staff, Students, Parents, and Partners

Shadow Day / November 24, 2025

School Tours / January 13, 2026

Visioning Session / January 20, 2026

Program Workshop 1 / December 1

Program Workshop 2 / December 10

Program Workshop 3 / February 12

PERKINS EASTMAN

MLP INTEGRATED DESIGN

VISIONING FORUM

Purpose and Structure:

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

60+ Forum Participants, Including:

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

PERKINS EASTMAN

MLP INTEGRATED DESIGN

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

Essential Daily Student Experiences

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

Building Design to Support Daily Experiences

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

EDUCATIONAL PROGRAM

The Educational Program must be written by the District and include the following:

- A statement of the teaching philosophy and methods;
- A thorough, in-depth explanation of the District's curriculum goals, and objectives of the program elements associated with the subject facility; and,
- The names and titles of the individuals primarily responsible for developing the educational program should also be included in the document.

The Educational Program is submitted as part of the Preliminary Design Program and also refined in the Preferred Schematic Report.

The Submissions are signed City Mayor or Town Manager, Superintendent & School Committee Chair

1. **Grade and School Configuration Policies**
2. **Class Size Policies**
3. **School Scheduling Methodologies**
4. **Teaching Methodology and Structure**
    a) Administrative and Academic Organization/Structure
    b) Curriculum and Delivery Methods and Practices
    c) English Language Arts/Literacy
    d) Mathematics
    e) Science
    f) Social Studies
    g) World Languages
    h) Academic Support Programming Spaces
    i) Student Guidance and Support
5. **Teacher Planning**
6. **Professional Development**
7. **PreKindergarten**
8. **Kindergarten**
9. **Lunch Programs**
10. **Technology Instruction Policies & Program Requirements**
11. **Media Center**
12. **Visual Arts Programs**
13. **Performing Arts Programs**
14. **Physical Education Programs**
15. **Special Education Programs**
16. **Vocations and Technology Programs**
17. **Transportation Policies**
18. **Functional and Spatial Relationships**
19. **Security and Visual Access Requirements**
20. **Typical Day in the Life of a Students**

VISIONING INTEGRATION

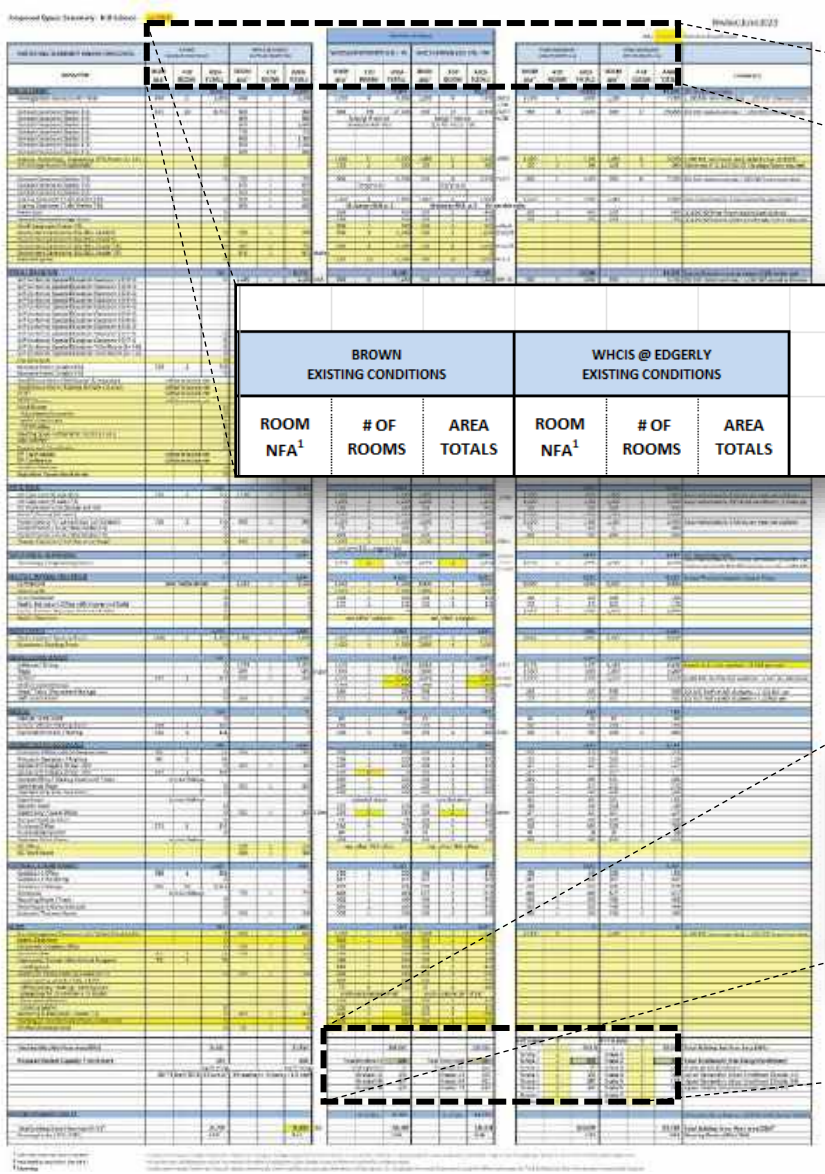
- **SCALED & AGE APPROPRIATE** (GRADE GROUPINGS/ZONES)
- **SUPPORTIVE OF WHOLE CHILD** (WELLNESS/SENSORY SUPPORT)
- **EQUITY & INCLUSION BUILT-IN** (VISIBLE, VALUED, INTEGRATED)
- **FLEXIBLE/ADAPTABLE & COLLAB** (VARIED SPACES & CHOICES)
- **COMMUNITY HUB INSIDE/OUT** (LEARNING/SUPPORT ACCESS)
- **FOSTERS PRIDE & OWNERSHIP** (BELONGING & CONNECTIONS)

PERKINS EASTMAN

MLP INTEGRATED DESIGN

MSBA Space Summary – First Draft

1. Core Academics
2. Special Education
3. Art & Music
4. Voc./Technology
5. Physical Education
6. Media Center
7. Food Service
8. Nurse
9. Admin & Guidance
10. Custodial
11. Other Spaces
12. Net to Gross



	BROWN EXISTING CONDITIONS			WHCIS @ EDGERLY EXISTING CONDITIONS			PROPOSED PROGRAM: WHCIS (690 STUDENTS K-8) + PK			PROPOSED PROGRAM: WHCIS+BROWN (925 K-8) + PK			MSBA GUIDELINES (690 STUDENTS K-8)			MSBA GUIDELINES (925 STUDENTS K-8)		
	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS	ROOM NFA[1]	# OF ROOMS	AREA TOTALS

Date: 12/22/2025

Yellow = Edits/ Added Spaces (for type or size)

	104,605			123,116	
Total Enrollment	690		Total Enrollment	925	
Kindergarten	77		Kindergarten	103	
Grades 1-2	153		Grades 1-2	206	
Grades 3-6	307		Grades 3-6	411	
Grades 7-8	153		Grades 7-8	206	

# of Grades	9		# of Grades	9	
K	1	79,473	K	1	101,345
Grade 1	1		Grade 1	1	
Grade 2	1	690	Grade 2	1	925
Grade 3	1	77	Grade 3	1	103
Grade 4	1	153	Grade 4	1	206
Grade 5	1	307	Grade 5	1	411
Grade 6	1	153	Grade 6	1	206
Grade 7	1		Grade 7	1	
Grade 8	1		Grade 8	1	

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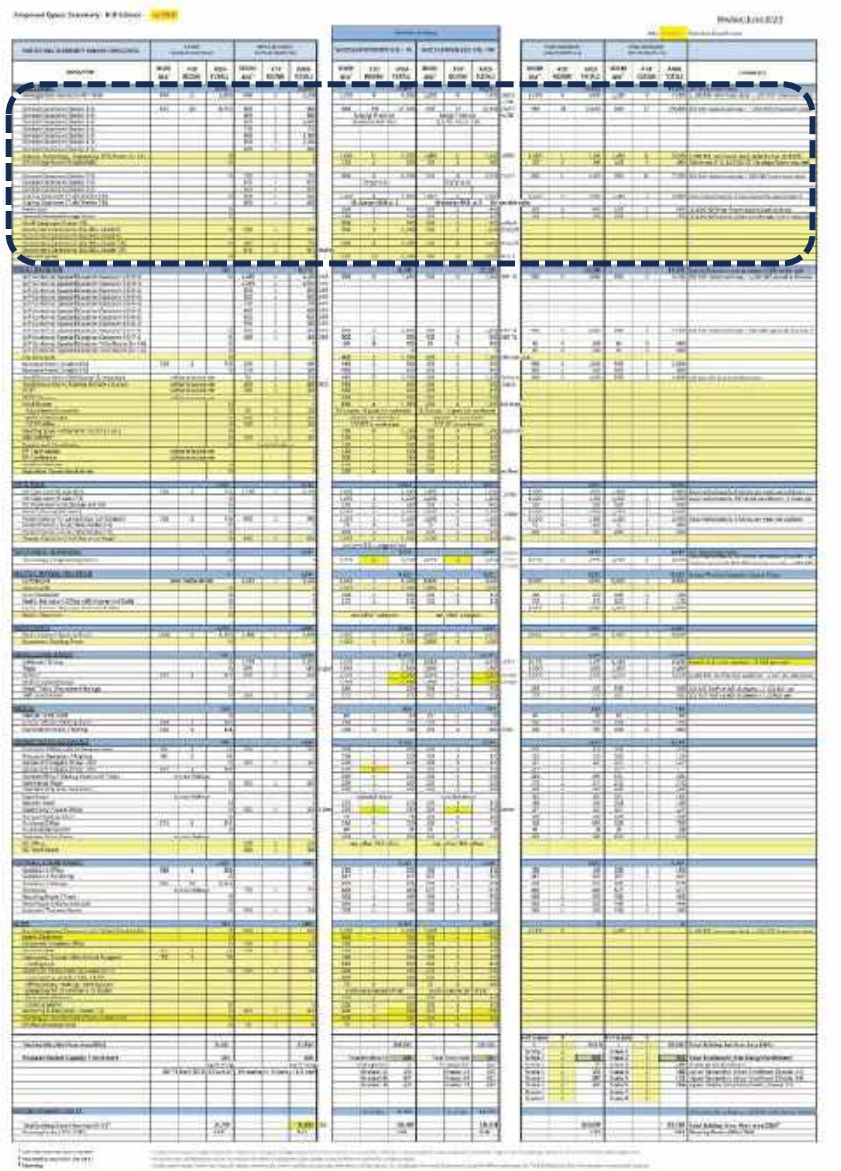
MLP INTEGRATED DESIGN

Core Academics



MSBA Baseline (MSBA Allowable, Unless Justified)
Classrooms need = enrollment/grades/class size avg. (18 at K, 23 at grade 1-8)
Allows **pull-out STE** (Science/Tech/Engineering) grade 3–6 to function as homerooms
Results in spreading classrooms unevenly across grades and some half-teams

Somerville Adjustments (How SPS Actually Operates)
Larger class size caps (25 at K, 26 at grade 1-8). **Using MSBA avg. meets caps + flexibility**
Includes **New-Comer Academy (NCA)** with 6 rooms of 8-12 students (reduces 1 gen CR)
Adds pull-out **w. language & breakout spaces** aligned with instructional practice

Room Type	Proposed 690 (77/grade)	Proposed 925 (103/grade)	MSBA 690 (77/grade)	MSBA 925 (103/grade)
Kindergarten	4	6	4	6
Grade 1-6	19 -3.5/grade	27 -5/grade	20	27
STE (grade 3-6)	2	3	1/350 students	
Grade 7-8	5 -3.5/grade	8 -5/grade	5	8
Science	2	2	2	2
NCA (grade 6-8)	6	6	-	-
W. Language	1	1	-	-
Breakout	1,500sf	2,000sf	-	-
Net Subtotals	38,878sf	51,221sf	34,130sf	47,080sf

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MLP INTEGRATED DESIGN

Special Education

MSBA Baseline (MSBA Allowable, Unless Justified **via DESE**)
Sub-Separate Classroom need = 8% of population/12 students per room
Resource Room need = 1/200 students
Small Group = 1/400 students

Somerville Adjustments (How SPS Actually Operates)
Built from scratch for SPS with the Special Education Director & both principals

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Sub-Sep. (AIM)	11	11	8	10
Resource Room	3	3	3	4
Small Group*	7	7	2	2
Life Skills Suite	1	1	-	-
OT/PT	1	1	-	-
OT/PT Sensory	1	1	-	-
Regulation	4	4	-	-
Meeting/Conf.	10	10	-	-
Work Rooms	4	4	-	-
Indiv. Offices	3	3	-	-
Net Subtotals	21,580sf	21,580sf	10,580sf	13,100sf

* Small Group rooms include speech, reading & math

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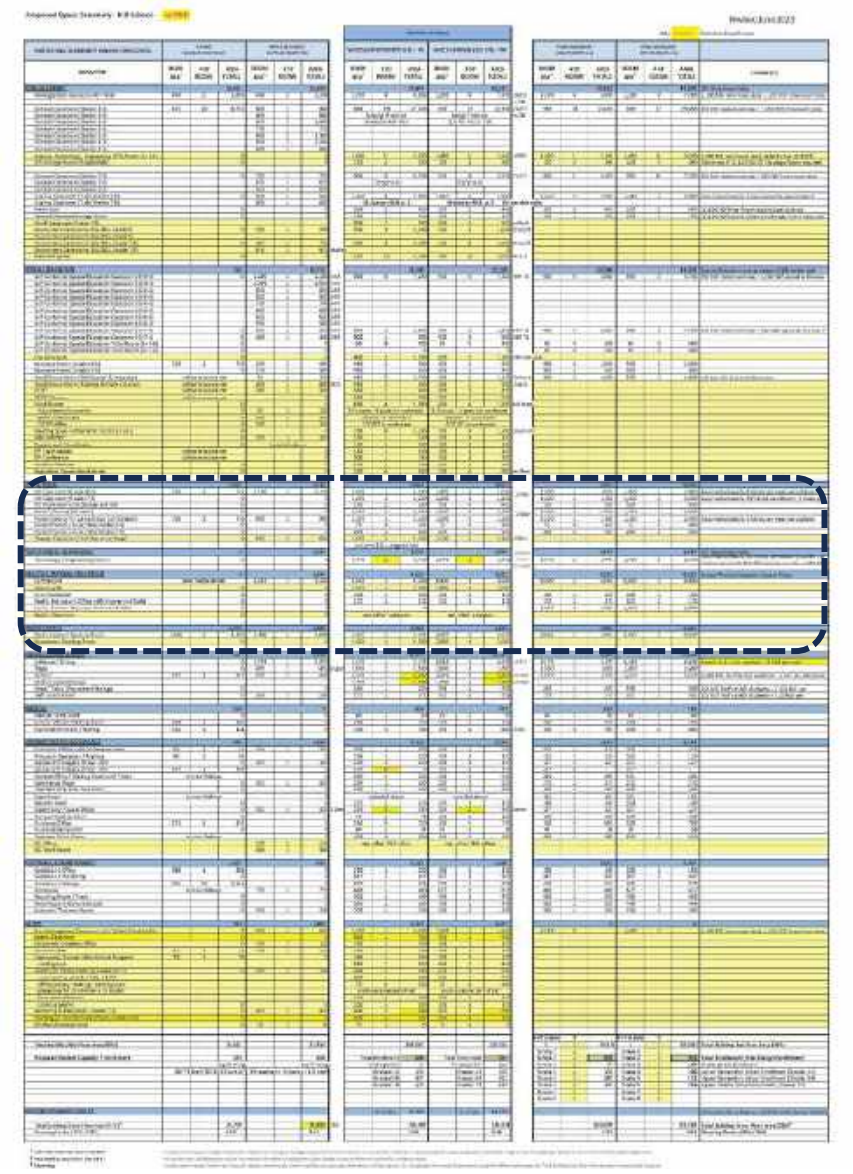
MLP INTEGRATED DESIGN

Specials (Arts, Tech, PE, etc)



MSBA Baseline (MSBA Allowable, Unless Justified)

Art Room need based on 2x/week for all K-6 & half 7-8, scheduled within 30 periods
Music Room need assumes 2x/week for all K-6 & **Band** for half 7-8 within 30 periods
Tech/Engineering Lab need assumes half 7-8 grade take it every day within 30 periods
Gymnasium is a fixed size at 6,000sf, which is considered 2 teaching stations
Media Center is 2,020sf +4.5sf each student >300 or 2060sf +5.75sf each >400

Somerville Adjustments (How SPS Actually Operates)

WHCIS students take all **5 specials 1x/week** within a schedule of 30 available time slots (this means up to 30 classrooms require 1 room for each special (31-60 require 2 each)
Theater takes place of Tech/Engineering at the current WHCIS
NCA classes are scheduled into specials together as if 2 classrooms

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Art	**2**	**2**	**2**	**3**
Music/Band*	**2**	**2**	**2**	**3**
Theater	**1** + Stage	**2**	-	-
Techn/Engineer	**1**	**1**	**1**	**1**
Gymnasium	6k+2k sf	6k+2k sf	6000sf	6000sf
Media Center	3,902sf	5,025sf	3,902sf	5,025sf
Net Subtotals	20,189sf	22,837sf	19,289sf	22,837sf

* Music/Band have additional ensemble and practice rooms

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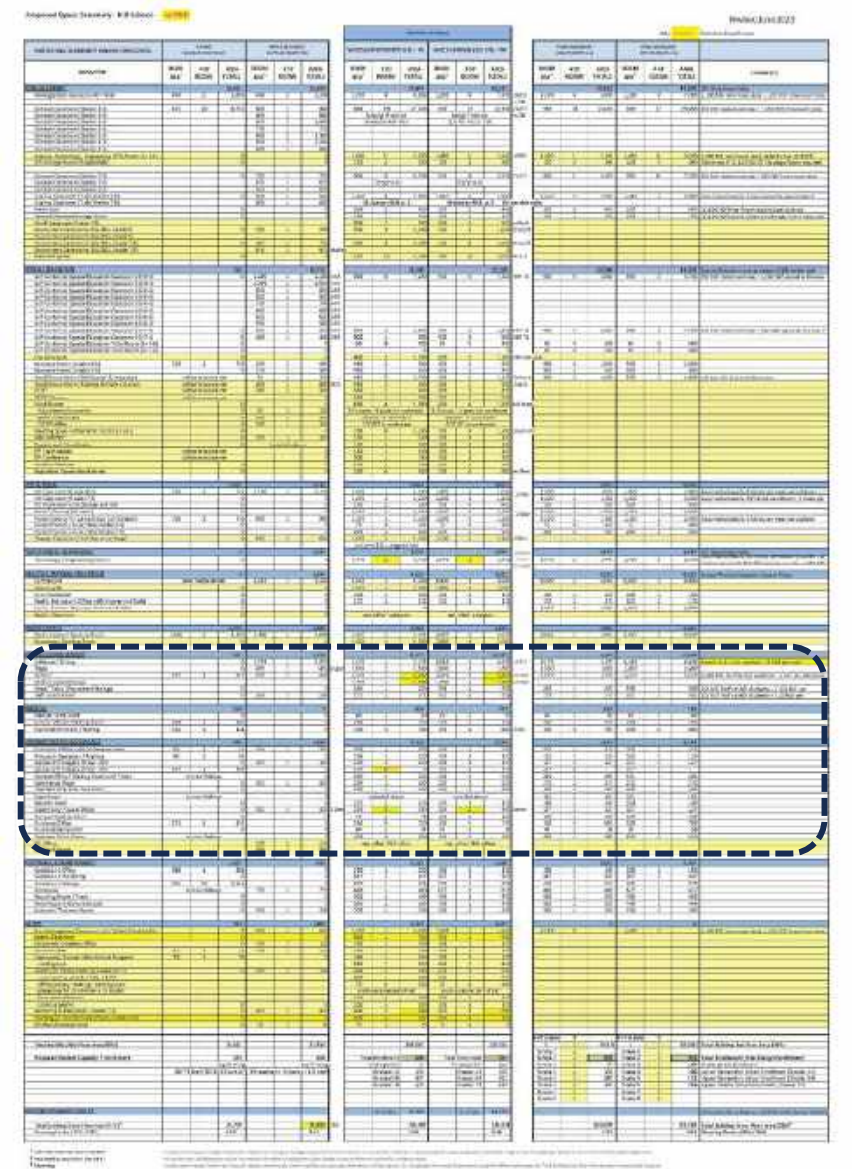
MLP INTEGRATED DESIGN

Admin/Guid, Nurse & Maint.



MSBA Baseline (MSBA Allowable, Unless Justified)

Administration count & name of spaces are fixed, some sizes scale with enrollment, including; secretary/waiting, copy room, records, conference & teacher work room

Guidance fixed waiting, offices at 1/200 students, storage scaled with enrollment

Nurse office/waiting and toilet room fixed size, with 1 exam room/250 students

Custodial/Maintenance count & name fixed with work, storage & receiving scaled

Somerville Adjustments (How SPS Actually Operates)

Additional positions such as Dean and NCA accommodated, further refinement expected

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Admin/Guid. nsf	3,134sf	3,519sf	3,134sf	3,519sf
Admin Offices	**4**	**5**	**3**	**3**
Counselors	**5**	**5**	**4**	**5**
Conference Rms	**1**	**1**	**1**	**1**
Nurse Suite nsf	610sf	710sf	610sf	710sf
Exam Rooms	**3**	**4**	**3**	**4**
Cust/Maint. nsf	2,262sf	2,497sf	2,262sf	2,497sf

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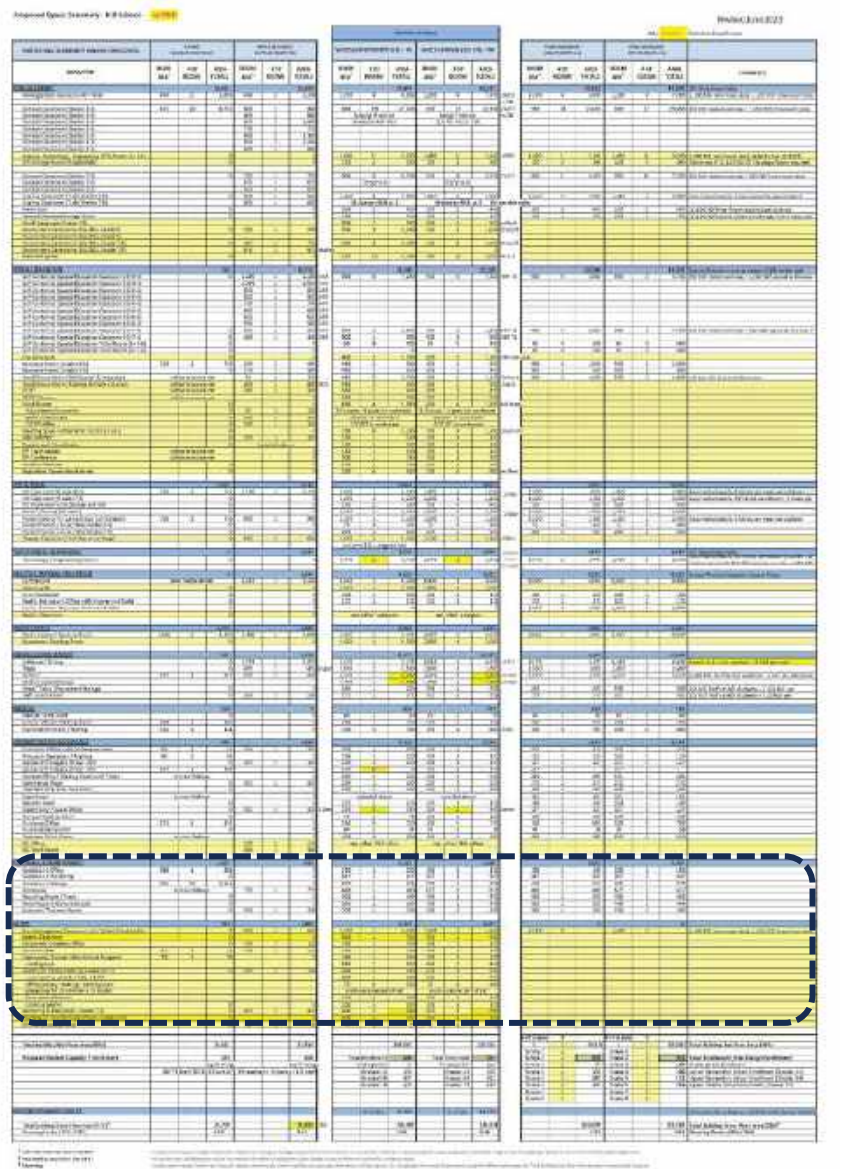
MLP INTEGRATED DESIGN

Cafeteria/Kitchen & Other



MSBA Baseline (MSBA Allowable, Unless Justified)
Cafeteria sized for 2 seatings (max), Stage is a fixed size.
Kitchen, Storage, Staff Lunch scale with the enrollment

Somerville Adjustments (How SPS Actually Operates)
Cafeteria for 2 grades at a time, 5 lunches, but SFLC playgroup needs met if larger
Other needs; **PK, Mothers, Social Work, ESL/Work, Community Schools, SFLC & BAM**

Room Type	Proposed 690	Proposed 925	MSBA 690	MSBA 925
Cafeteria	5,175sf	6,938sf	5,175sf	6,938sf
Stage	1,600sf	1,600sf	1,600sf	1,600sf
Kitchen/S/Staff	5,702sf	5,839sf	2,692sf	3,064sf
Net Subtotals	12,477sf	14,377sf	9,467sf	11,602sf
PreK	1,200sf	1,200sf	-	-
Mothers Room	75sf	75sf	-	-
Social Work	150sf	150sf	-	-
NCA Office	150sf	150sf		
Comm Schools	600sf	600sf	-	-
SFLC	1,500+Caf	1,500sf+Caf	-	-
BAM+WOW	1800sf	1800sf	-	-
Net Subtotals	6,375sf	6,375sf	0sf	0sf

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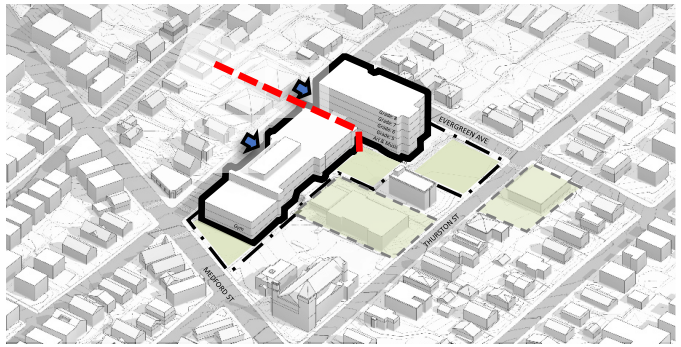
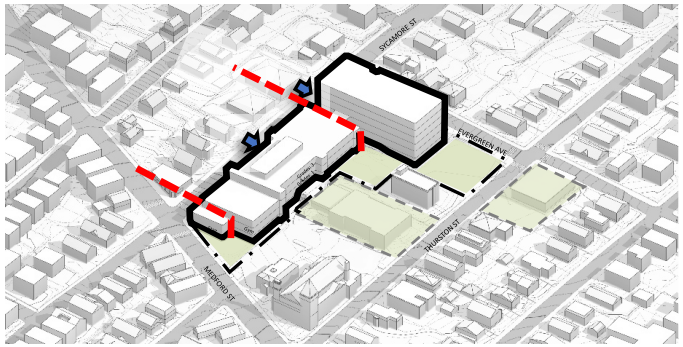
MLP INTEGRATED DESIGN

OPTION SUMMARY

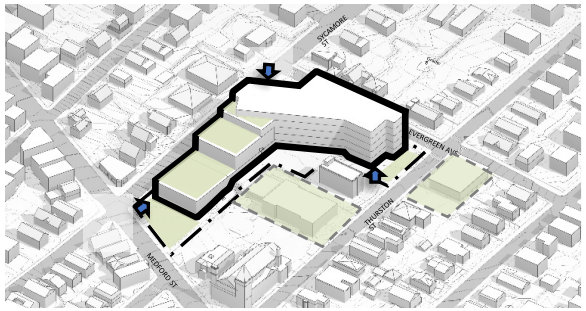
1A ADDITION/RENOVATION
115 SYCAMORE ST. 690 STUDENTS



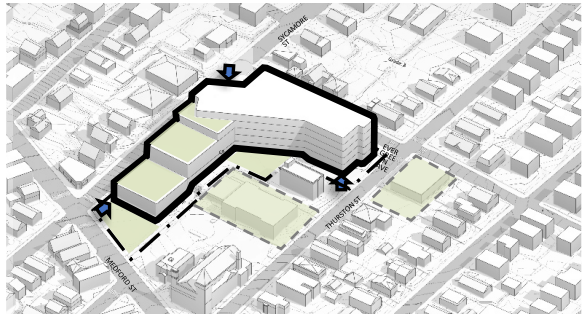
1B ADDITION/RENOVATION
115 SYCAMORE ST. 925 STUDENTS



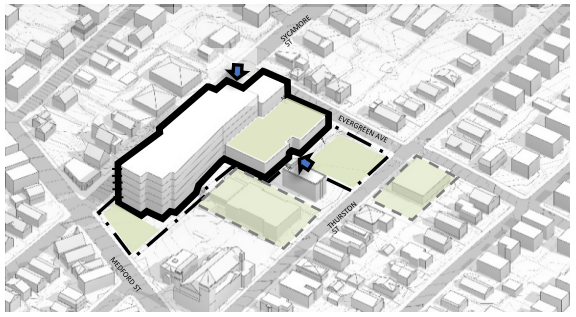
2A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



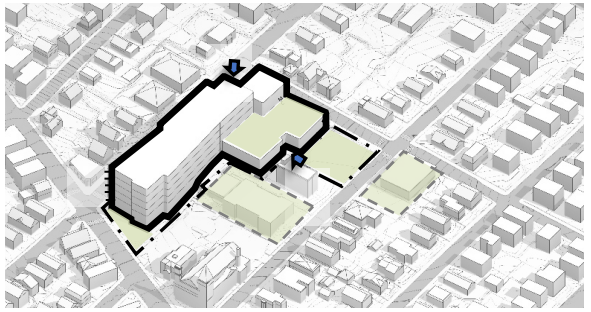
2B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



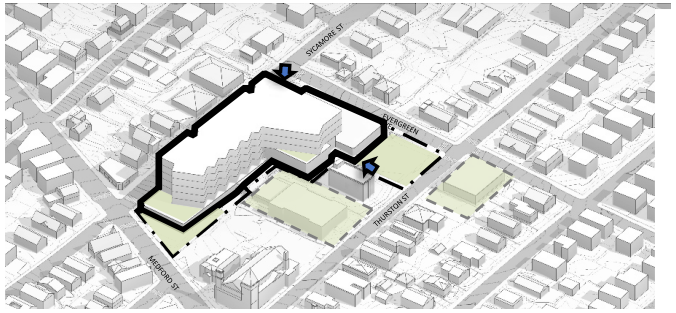
3A NEW CONSTRUCTION
115 SYCAMORE ST. 690 STUDENTS



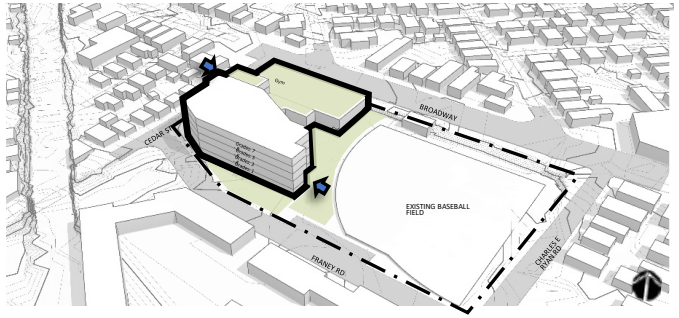
3B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



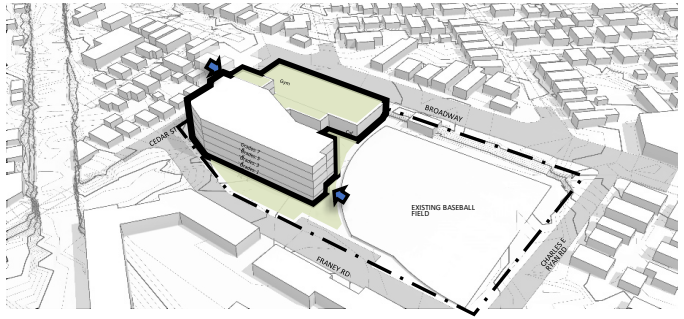
4B NEW CONSTRUCTION
115 SYCAMORE ST. 925 STUDENTS



5A NEW CONSTRUCTION
TRUM FIELD. 690 STUDENTS



5B NEW CONSTRUCTION
TRUM FIELD. 925 STUDENTS



PERKINS EASTMAN

MLP INTEGRATED DESIGN

Thank you!

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

115 Sycamore Street New School Building

School Commitee Meeting

March 9, 2026

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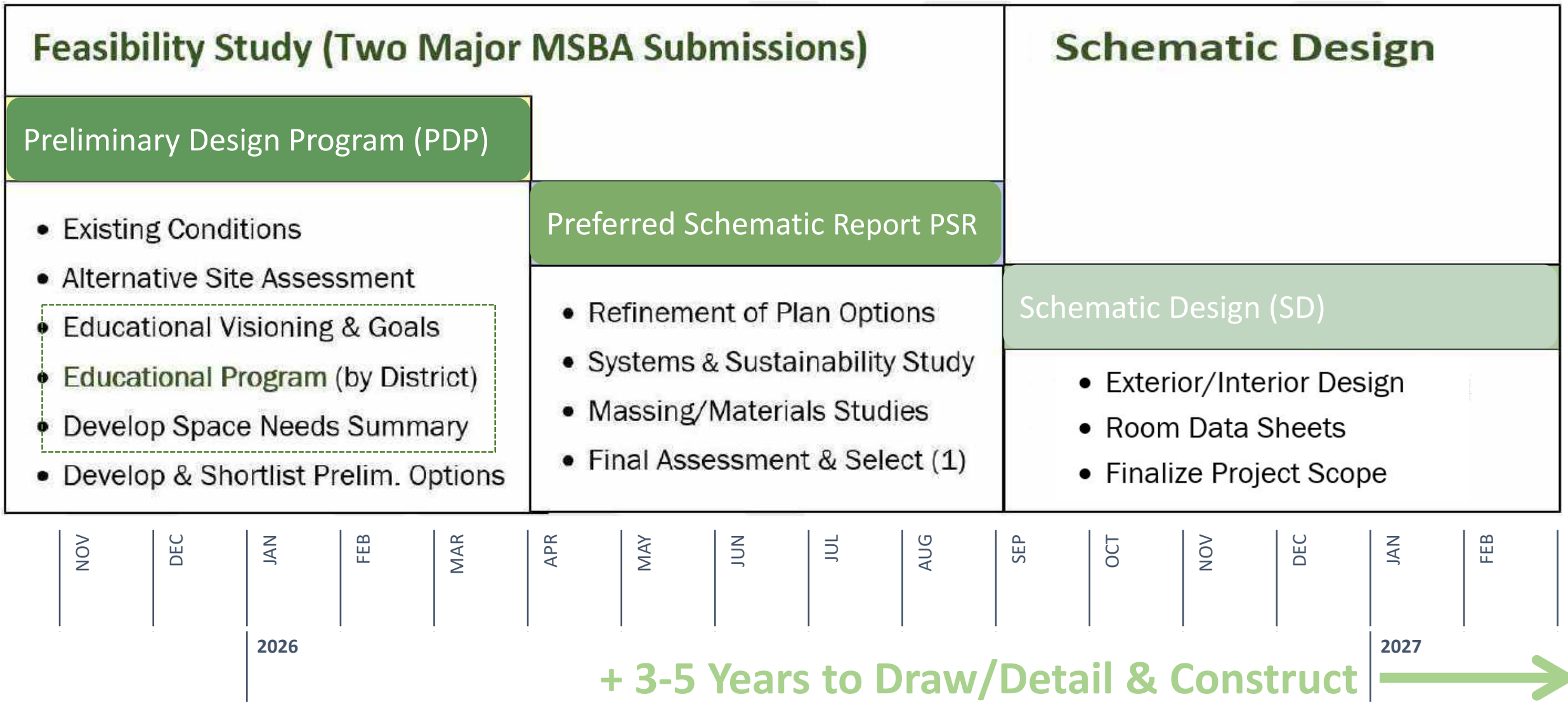
Human by Design

MSBA PROCESS - LEADING UP TO VOTES



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MLP INTEGRATED DESIGN

VISIONING SUMMARY & OGANIZATIONAL DIAGRAM

Visioning Goals & Guiding Principals

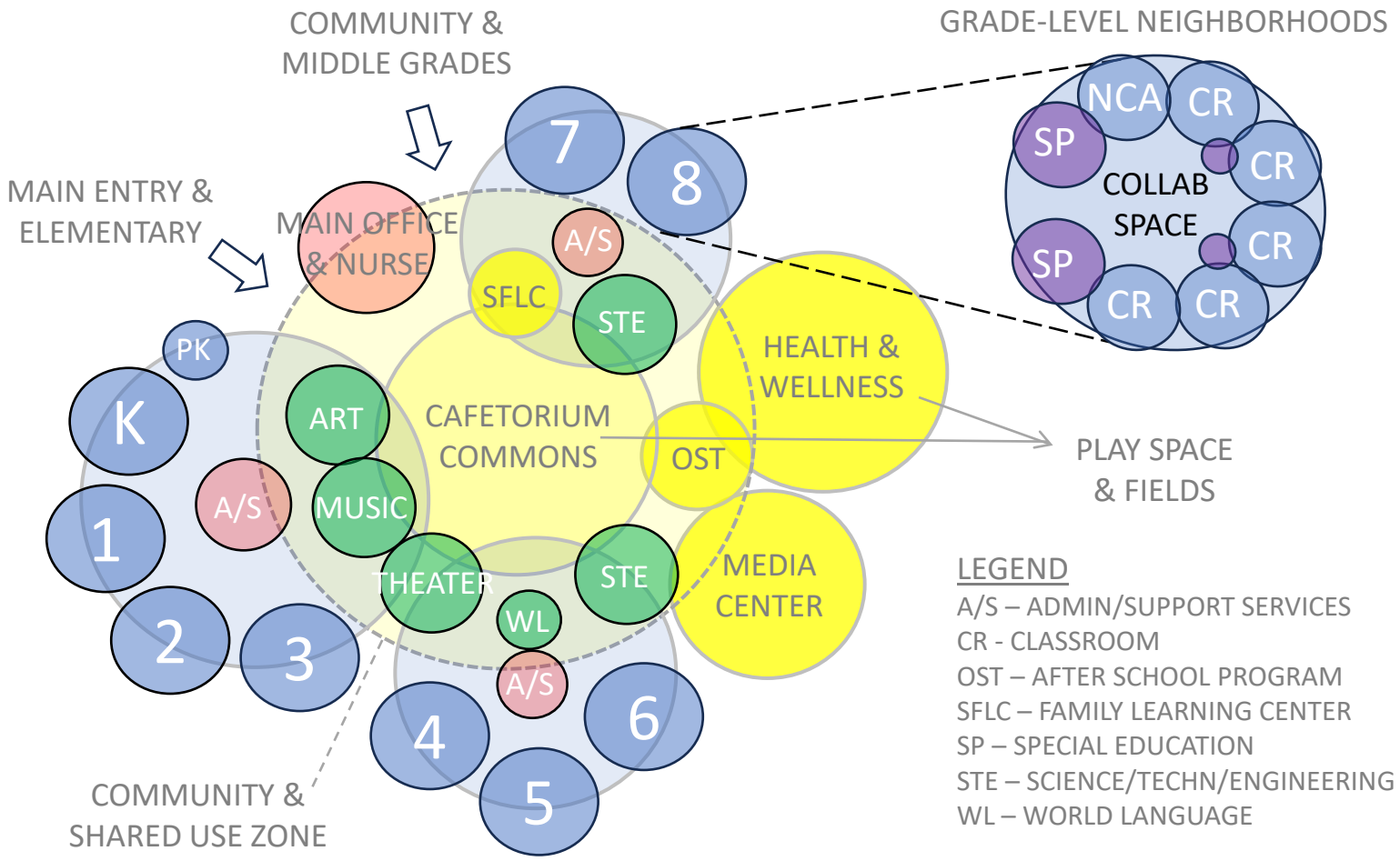
1. **Sm School Feel** - separate grade grouping
2. **Whole Child** - wellness & sensory supports
3. **DEI** – varied, integrated/visible programs
4. **Flexible/Adaptable** & Foster Collaboration
5. **A Community Hub** inside and out
6. Environment to **Foster Pride/Ownership**

Space Summary (Highlights)

- Newcomer Academy Classrooms
- Purposeful Special Needs/Support Spaces
- Integrated Respite & Regulation Spaces
- Innovation Focus - Arts/Tech & Community
- OST - After School Program Space
- SFLC (incl. food pantry + 2nd-hand clothes)

Organizational Diagram (Highlights)

- Shared Commons & Community Use Zone
- One School, Three Distinct Experiences
- Scaled Neighborhoods of Learning Within
- Integrated Collaboration & Small Group



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MLP INTEGRATED DESIGN

EDUCATIONAL PROGRAM

The Educational Program must be written by the District and include the following:

- A statement of the teaching philosophy and methods;
- A thorough, in-depth explanation of the District's curriculum goals, and objectives of the program elements associated with the subject facility; and,
- The names and titles of the individuals primarily responsible for developing the educational program should also be included in the document.

The Educational Program is submitted as part of the Preliminary Design Program and also refined in the Preferred Schematic Report.

The Submissions are signed City Mayor or Town Manager, Superintendent & School Committee Chair

1. **Grade and School Configuration Policies**
2. **Class Size Policies**
3. **School Scheduling Methodologies**
4. **Teaching Methodology and Structure**
   a) Administrative and Academic Organization/Structure
   b) Curriculum and Delivery Methods and Practices
   c) English Language Arts/Literacy
   d) Mathematics
   e) Science
   f) Social Studies
   g) World Languages
   h) Academic Support Programming Spaces
   i) Student Guidance and Support
5. **Teacher Planning**
6. **Professional Development**
7. **PreKindergarten**
8. **Kindergarten**
9. **Lunch Programs**
10. **Technology Instruction Policies & Program Requirements**
11. **Media Center**
12. **Visual Arts Programs**
13. **Performing Arts Programs**
14. **Physical Education Programs**
15. **Special Education Programs**
16. **Vocations and Technology Programs**
17. **Transportation Policies**
18. **Functional and Spatial Relationships**
19. **Security and Visual Access Requirements**
20. **Typical Day in the Life of a Students**

VISIONING INTEGRATION

- **SCALED & AGE APPROPRIATE** (GRADE GROUPINGS/ZONES)
- **SUPPORTIVE OF WHOLE CHILD** (WELLNESS/SENSORY SUPPORT)
- **EQUITY & INCLUSION BUILT-IN** (VISIBLE, VALUED, INTEGRATED)
- **FLEXIBLE/ADAPTABLE & COLLAB** (VARIED SPACES & CHOICES)
- **COMMUNITY HUB INSIDE/OUT** (LEARNING/SUPPORT ACCESS)
- **FOSTERS PRIDE & OWNERSHIP** (BELONGING & CONNECTIONS)

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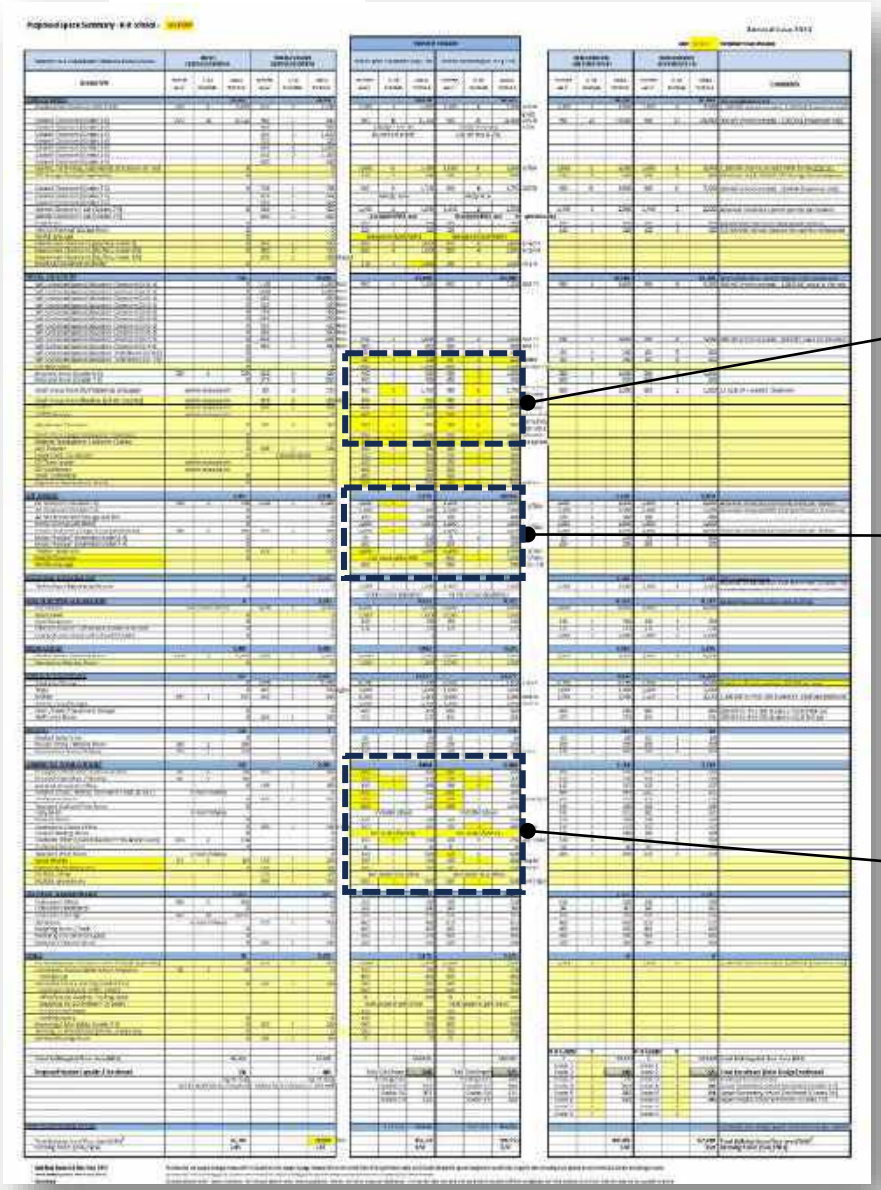
MLP INTEGRATED DESIGN

REFINED SPACE SUMMARY



Special Education

- Proposed 3 Cluster Model = Refined Count/Distribution of Specialists
- Many Remain the Same Despite the Enrollment Due to the Cluster

Art, Music & Techn/Engineering

- Proposed Rotation of Specials Requires Different Types of Spaces
- Health and World Language Moved Here as Part of the Rotation and to Justify These Spaces in Lieu of Over-Building Art/Music per MSBA
- Engineering & an Interdisciplinary Unit Introduced at Grades 7-8

Admin & Counseling

- 3 Cluster Model = Refined Count/Distribution of Admin and Support
- Many Remain the Same Despite the Enrollment Due to the Clusters

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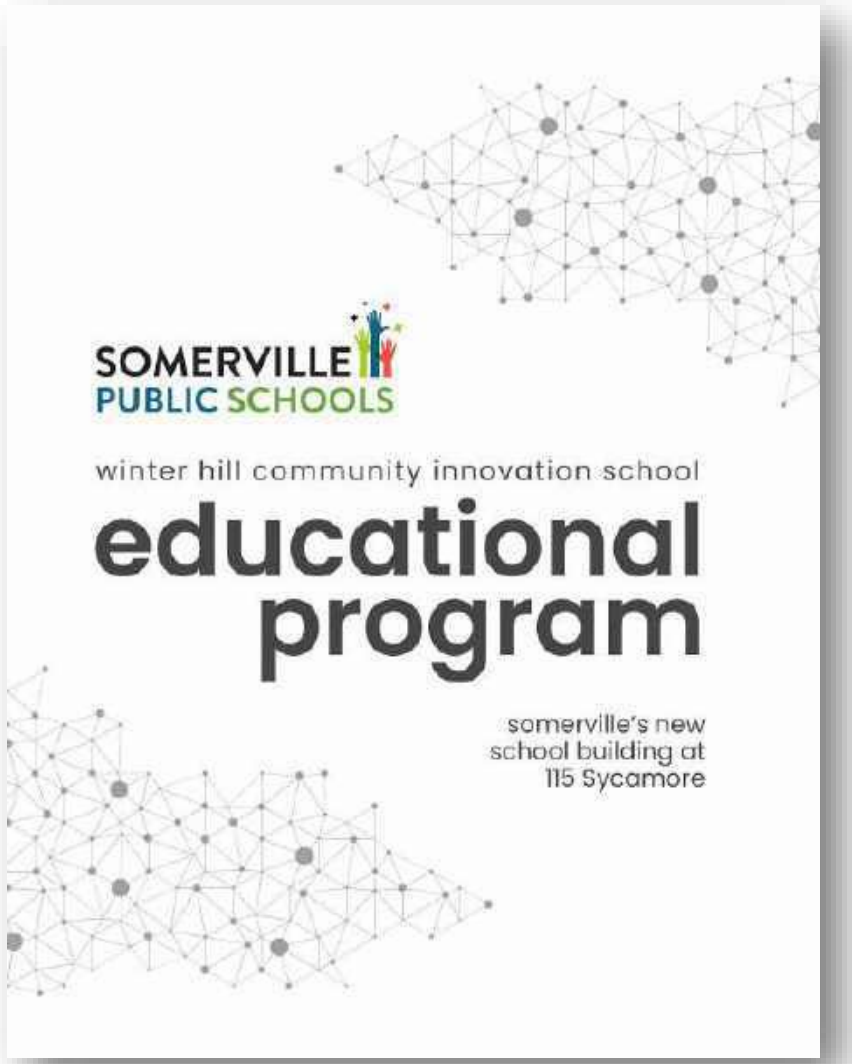
MLP INTEGRATED DESIGN

EDUCATIONAL PROGRAM - HIGHLIGHTS



SOMERVILLE
PUBLIC SCHOOLS

REFER TO SEPARATE SUMMARY DOCUMENT

Thank you!

U. Community Meetings/Minutes/Attachments

Winter Hill Community Innovation School

2/28/2026 thru 03/07/2026

Community Engagement Feedback:

Parking and Traffic

1. Concerns on where staff will park - more teachers for bigger school
2. Traffic concerns during pick up and Drop off - Parents blocking driveways
3. 2 short buses and 1 van for Special Ed Students
4. Full size buses have a hard time turning at Sycamore and Evergreen
5. Review option to close off Thurston Street (some for and some opposed)
6. Traffic backs up on Thurston Street when cars are trying to make a left turn on Medford Street
7. Parking on Thurston for Church Funerals, Haitian programs....etc
8. Suggest a drop off on Medford Street - loop
9. More signs or indication on Medford Street to slow down at school zone
10. Live drop off works well at other schools
11. Pre-K to 1st grade - parents walk into the school
12. Schedule or program for offset parking with residents and teachers

PK had its own entry and drop off

Traffic on medford is too fast, school zone unclear, not visually obvious

Explore underground parking, also parking FTE (some people leave for work daily, empty driveways)

Maybe keep buses and trucks on medford, not side streets

Walkways and Bikes

1. Install plenty of bike racks in multiple locations around the school
2. Racks for scotters
3. Coodinate with city Bike program
4. Want Blue bike station to stay in area
5. Area for parents to gather after drop-off (benches)

in-lane drop off, rather than pull-off preferred but needs to be managed

Bike lane drop-off would help encourage fewer cars

Playground and Open Space

1. Would like the City to turn the Annex into open space
2. Need temporary location for playground
3. Add public toilets facilities around soccer fields for after hour
4. Need to maintain the full size basketball court for full court games,
   - neighborhood birthday parties, teaching kids to ride bikes and other games, big par-core program
5. Would like a track around the playground or basketball court - does not need to be an official size
6. Playground is used year round during non school hours

Small playground on Medford street is a nice place for parents to wait for pickup - allows younger siblings a pl

7. to play
8. Like the seperation of the playground for Pre-K students
9. Secure gates at playground on Medford Street
10. Picnic tables are used by the community on the weekends - ice cream stand down the street
11. Include play structures that are universal
12. Existing play structure is very popular - would like to have one similar
13. Slide in the hill is very popular - would like to keep
14. Hill is used for sledding
15. Fields are needed for soccer program - would be good to make field bigger

- the current soccer is the best in the city, very popular. Tall play equipment too.

16 Lights should remain at playground and field
17 Community does not want to lose any open space - increase if possible
18 Splash pad for summer would be a nice add
19 Soccer field next to playground works for younger siblings to play
20 Like idea of outdoor amphitheater
21 Gathering space for parents outside is important for community

Trees and gardens

1 Keep as many mature trees as possible and plant new, established trees, not sapplings
2 Shading at field and playgrounds for spectators
3 Interest in community garden (may not work with School program and school hours)
4 Possiblity of City Sprouts program?
5 Mae's graden was created by an organization called Beatiful Things
consolidating green space is good, but need to cont diff spaces (play vs party vs sports vs garden)

Civil/Stormwater

Water main issues at Medford & Sycamore
Flooding issues exist in the area, concerned for storm-water impact

Other Comments

1 There is a home daycare across the street - many teachers bring their children there
2 School is used by neighbors for parkour - flat rails are useful for balancing
3 Install benches at the bus stop and maybe add a shelter (Bus 80)
4 Would like to see geothermal as part of the project
5 Concern with too many special programs in one school
6 Would like to keep outdoor stairs for exercise
7 Avoid redundant programs already programed at the high school
8 Library Access, maybe different kind of Library network (skill dev? tools? Maker?)
9 Area to vote without having to close school

COMMUNITY OUTREACH

Winter Hill Neighborhood and Parent Community Walk and Talk

1 Meet at Brianna's
- Brief project overview (grab a coffee or hot chocolate)
- Present site assessment - what we know

Discuss Community Needs in a neighborhood walk:

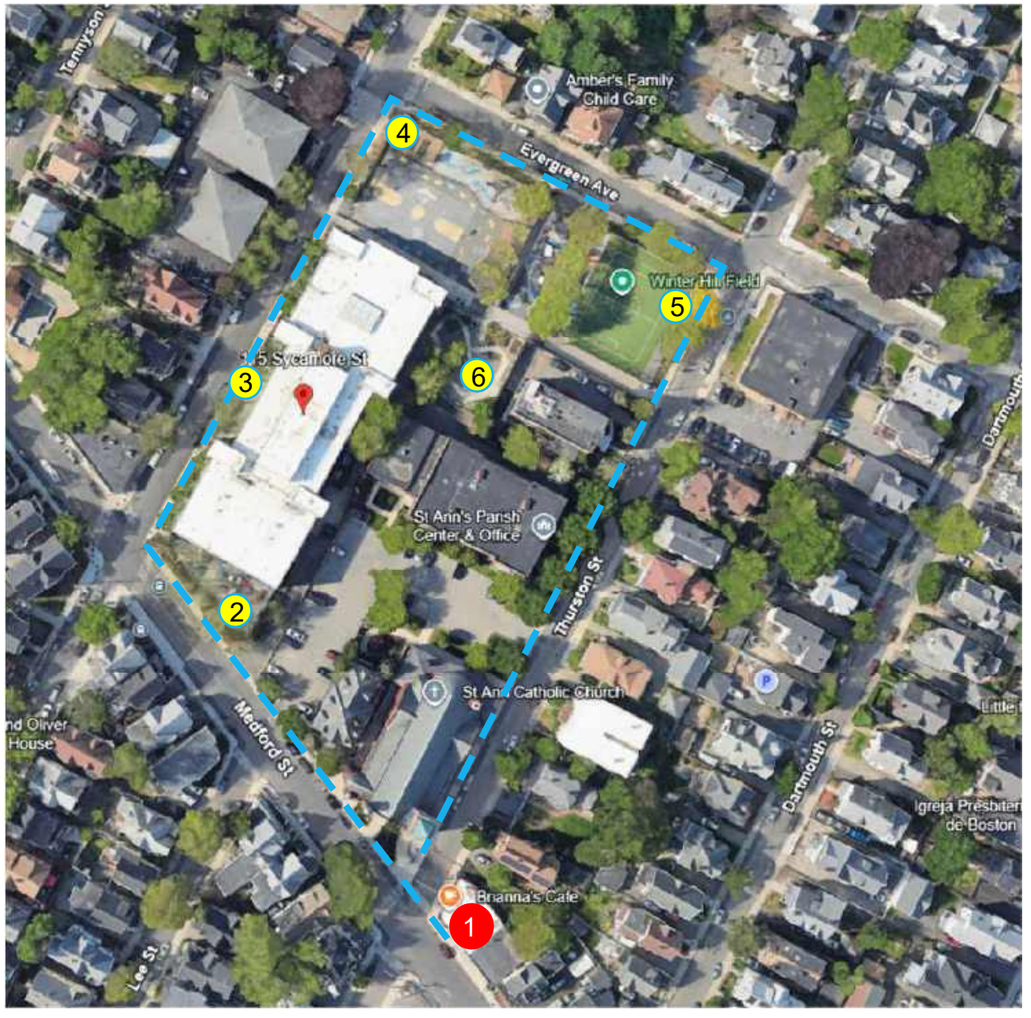
2
- Discuss traffic concern
- Outdoor space needs
- Neighbors to the south

3
- What works well
- What doesn't work
- What things could be improved?
- Safety and Security concerns
- Neighbors to the west

4
- What are important features that should not be lost
- How does the community use the outdoor spaces
- How are the planting beds used by the community
- Neighbors to the north

5
- What do you notice about the plants and trees in this area
- Sustainability – EV stations, PV, geothermal
- Neighbors to the east

6 Review and gather final comments
- Other community needs



COMMUNITY OUTREACH

Brown Community Walk and Talk

Meet at Brianna's

1
- Brief project overview (grab a coffee or hot chocolate)
- Present site assessment - what we know

Discuss Community Needs in a neighborhood walk:

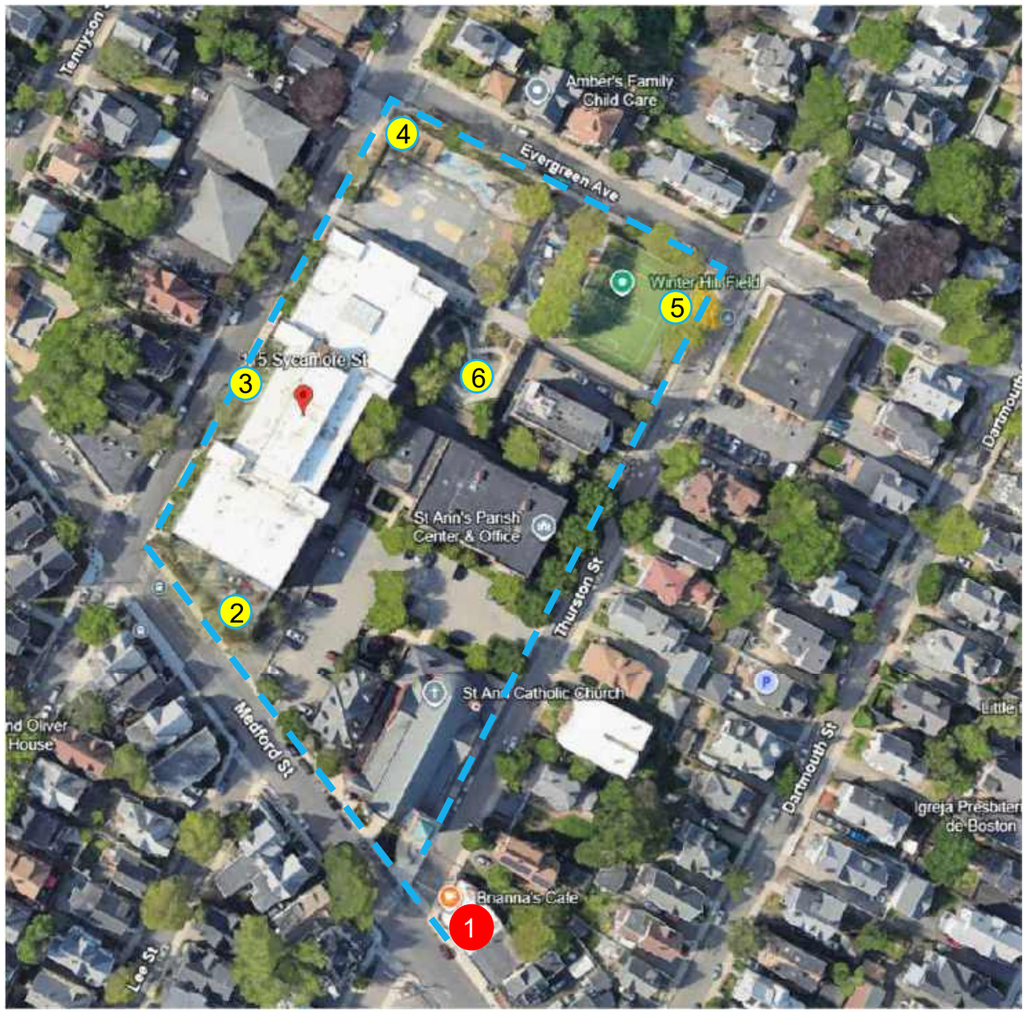
2
- Discuss traffic concern
- Outdoor space needs

3
- What works well at the Brown neighborhood
- What doesn't work well at the Brown neighborhood
- What things could be improved?
- Safety and Security concerns

4
- What are important features at Brown that should be replicated
- How does the community use the outdoor spaces at Brown
- How would more open space benefit the students

5
- What do you notice about the plants and trees in this area
- Sustainability – EV stations, PV, geothermal

6 Review and gather final comments
- Other community needs



115 Sycamore Street New School Building

Community Forum-1

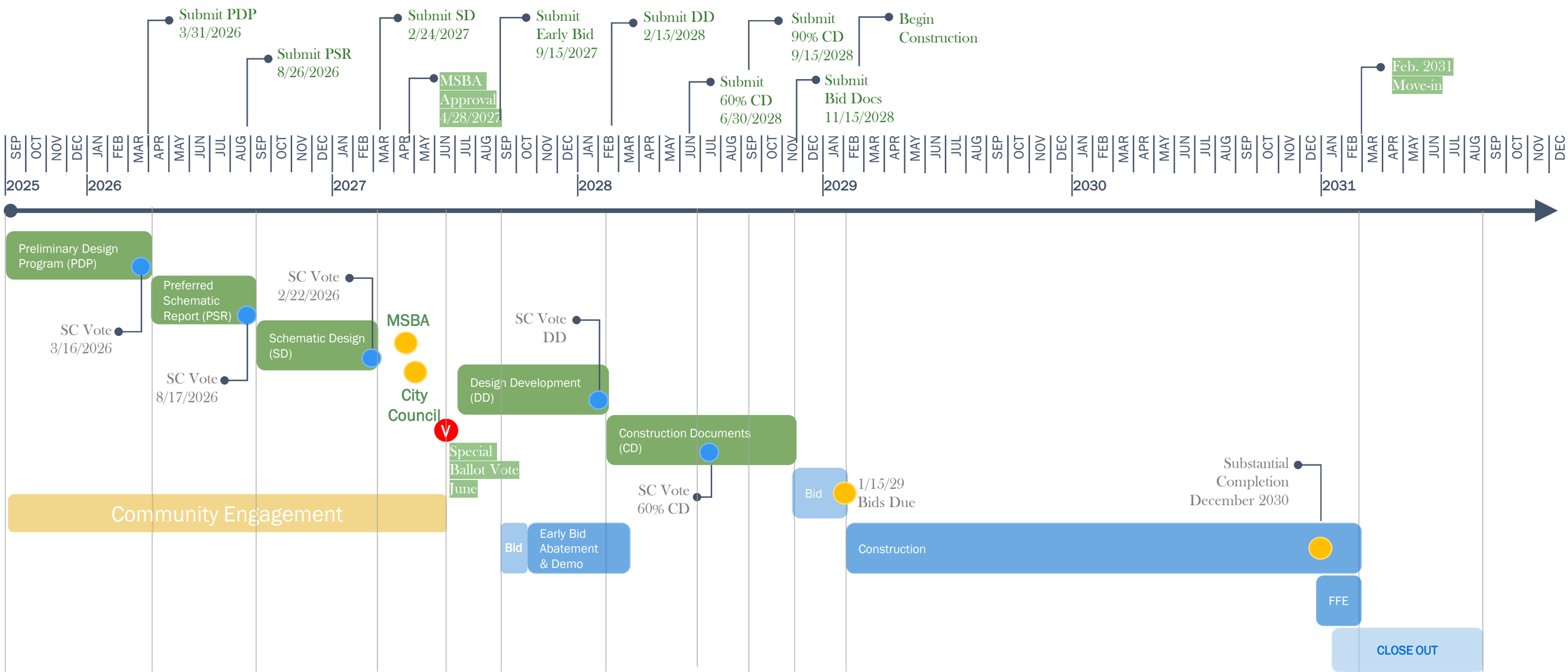
March 3, 2026

PERKINS EASTMAN
Human by Design

AGENDA

- Overview of Schedule/Timeline
- Vision, Program & Diagrams
    - Small School Feel
    - Sensory & Universal Design
    - Community Space
- Traffic and Transportation
- Preliminary Plan Options

PROJECT TIMELINE



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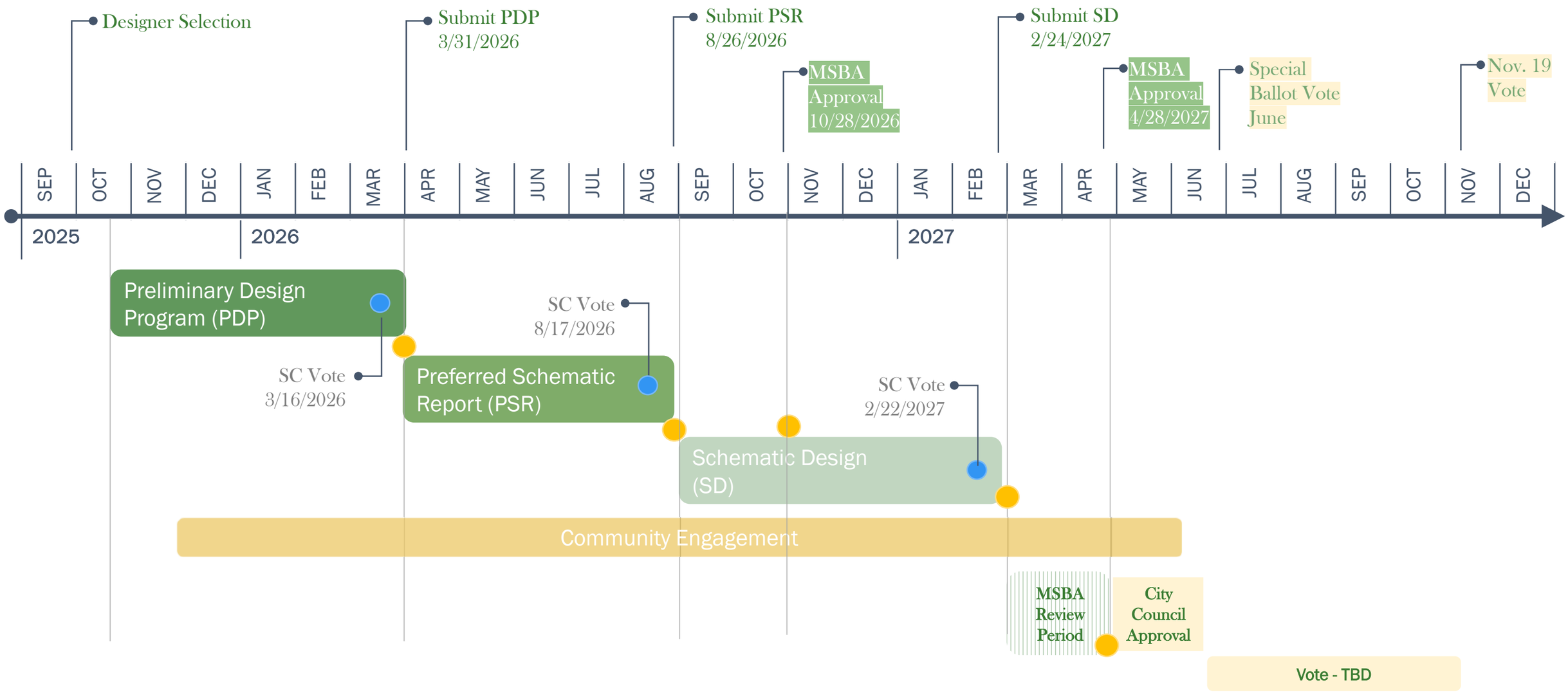
MODULE 3 AND 4 SCHEDULE MILESTONES



MSBA PROCESS - LEADING TO THE VOTE

Feasibility Study (Two Major MSBA Submissions)

Preliminary Design Program (PDP)

- Existing Conditions
- Alternative Site Assessment
- Educational Visioning & Goals
- **Educational Program** (by District)
- Develop Space Needs Summary
- Develop & Shortlist Prelim. Options

Preferred Schematic Report PSR

- Refinement of Plan Options
- Systems & Sustainability Study
- Massing/Materials Studies
- Final Assessment & Select (1)

Schematic Design

Schematic Design (SD)

- Exterior/Interior Design
- Room Data Sheets
- Finalize Project Scope

OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR

2026 2027

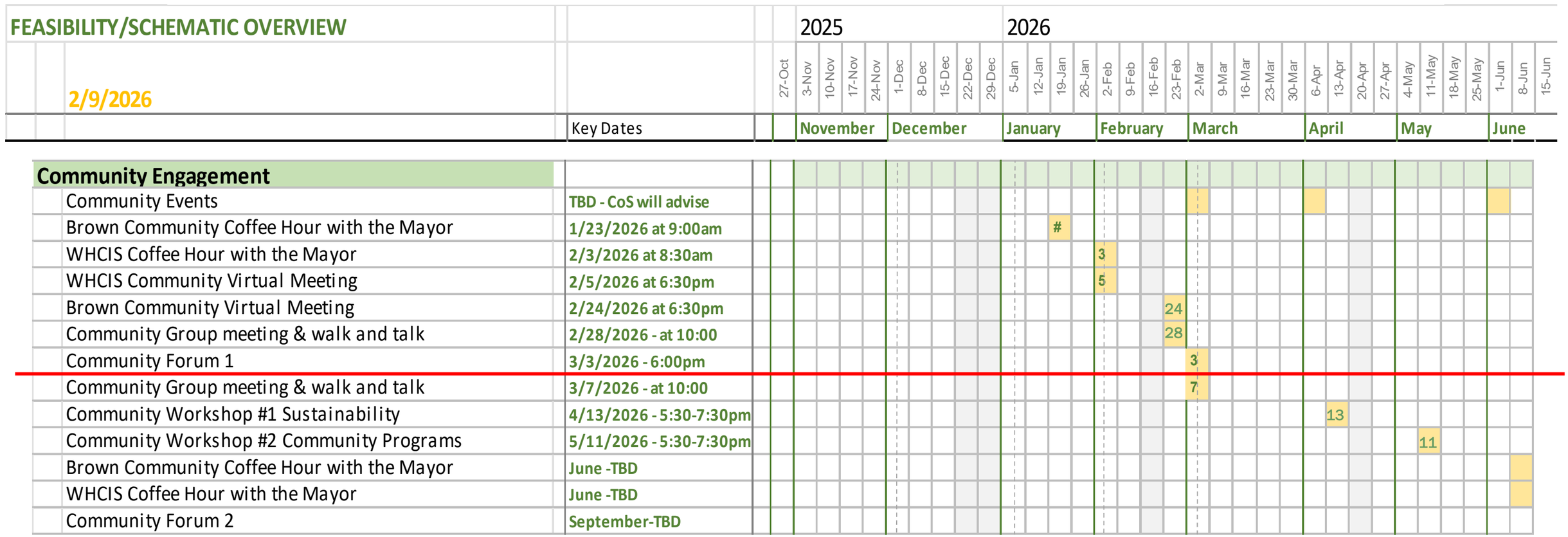
COMMUNITY ENGAGEMENT

FEASIBILITY/SCHEMATIC OVERVIEW

2/9/2026

2025 | 2026

	Key Dates
Community Engagement	
Community Events	TBD - CoS will advise
Brown Community Coffee Hour with the Mayor	1/23/2026 at 9:00am
WHCIS Coffee Hour with the Mayor	2/3/2026 at 8:30am
WHCIS Community Virtual Meeting	2/5/2026 at 6:30pm
Brown Community Virtual Meeting	2/24/2026 at 6:30pm
Community Group meeting & walk and talk	2/28/2026 - at 10:00
Community Forum 1	3/3/2026 - 6:00pm
Community Group meeting & walk and talk	3/7/2026 - at 10:00
Community Workshop #1 Sustainability	4/13/2026 - 5:30-7:30pm
Community Workshop #2 Community Programs	5/11/2026 - 5:30-7:30pm
Brown Community Coffee Hour with the Mayor	June -TBD
WHCIS Coffee Hour with the Mayor	June -TBD
Community Forum 2	September-TBD



VISIONING, PROGRAMMING & PLANNING

PERKINS EASTMAN
Human by Design

VISIONING & PROGRAMMING

Interactive Meetings with Staff, Students, Parents, and Partners

Shadow Day / November 24, 2025

School Tours / January 13, 2026

Visioning Session / January 20, 2026

Program Workshop 1 / December 1

Program Workshop 2 / December 10

Program Workshop 3 / February 12

VISION, SPACES & ORGANIZATIONAL DIAGRAM

Visioning Goals & Guiding Principals

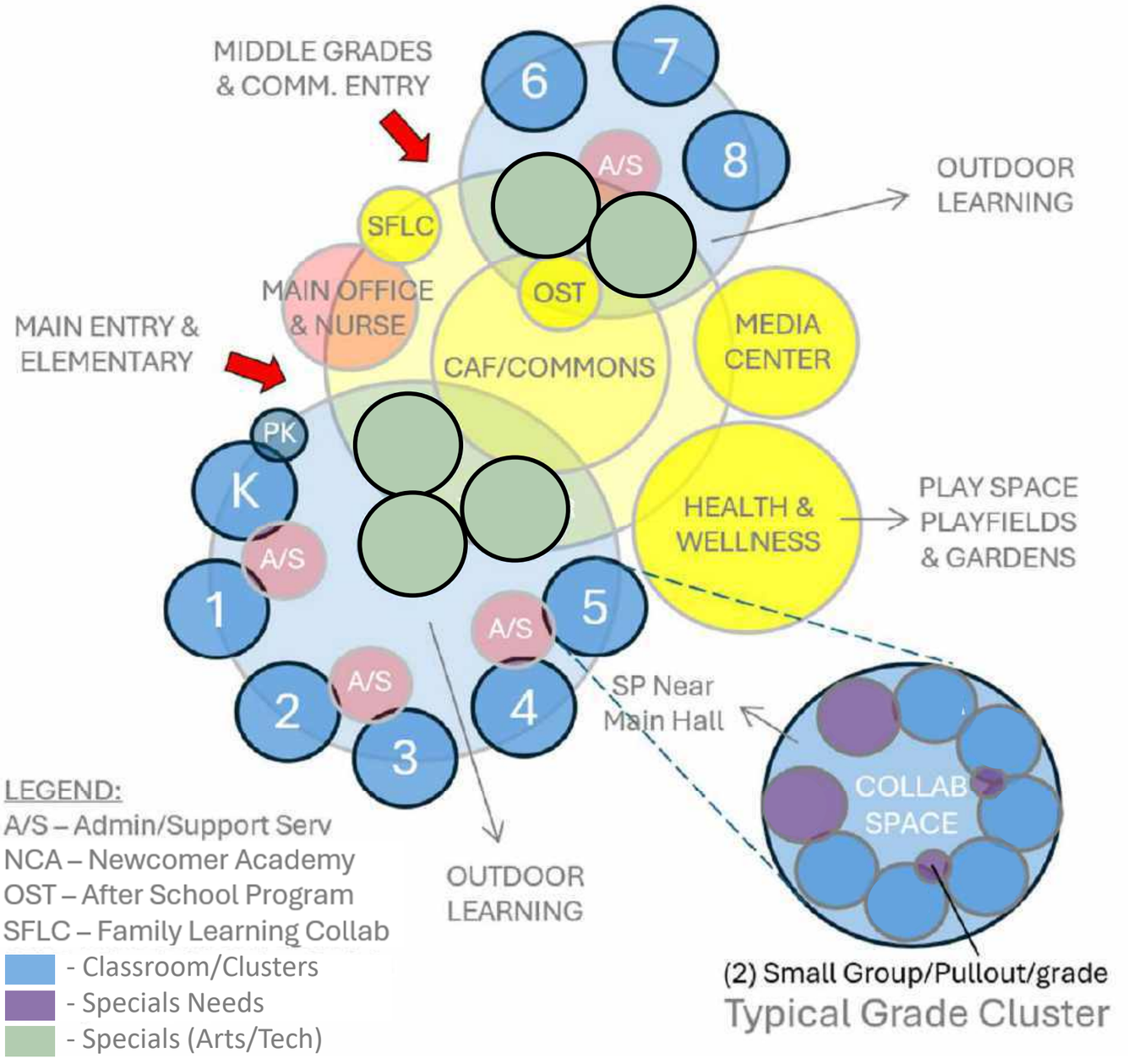
1. **Sm School Feel** - separate grade grouping
2. **Whole Child** - wellness & sensory supports
3. **DEI** – varied, integrated/visible programs
4. **Flexible/Adaptable** & Foster Collaboration
5. **A Community Hub** inside and out
6. Environment to **Foster Pride/Ownership**

Space Summary (Highlights)

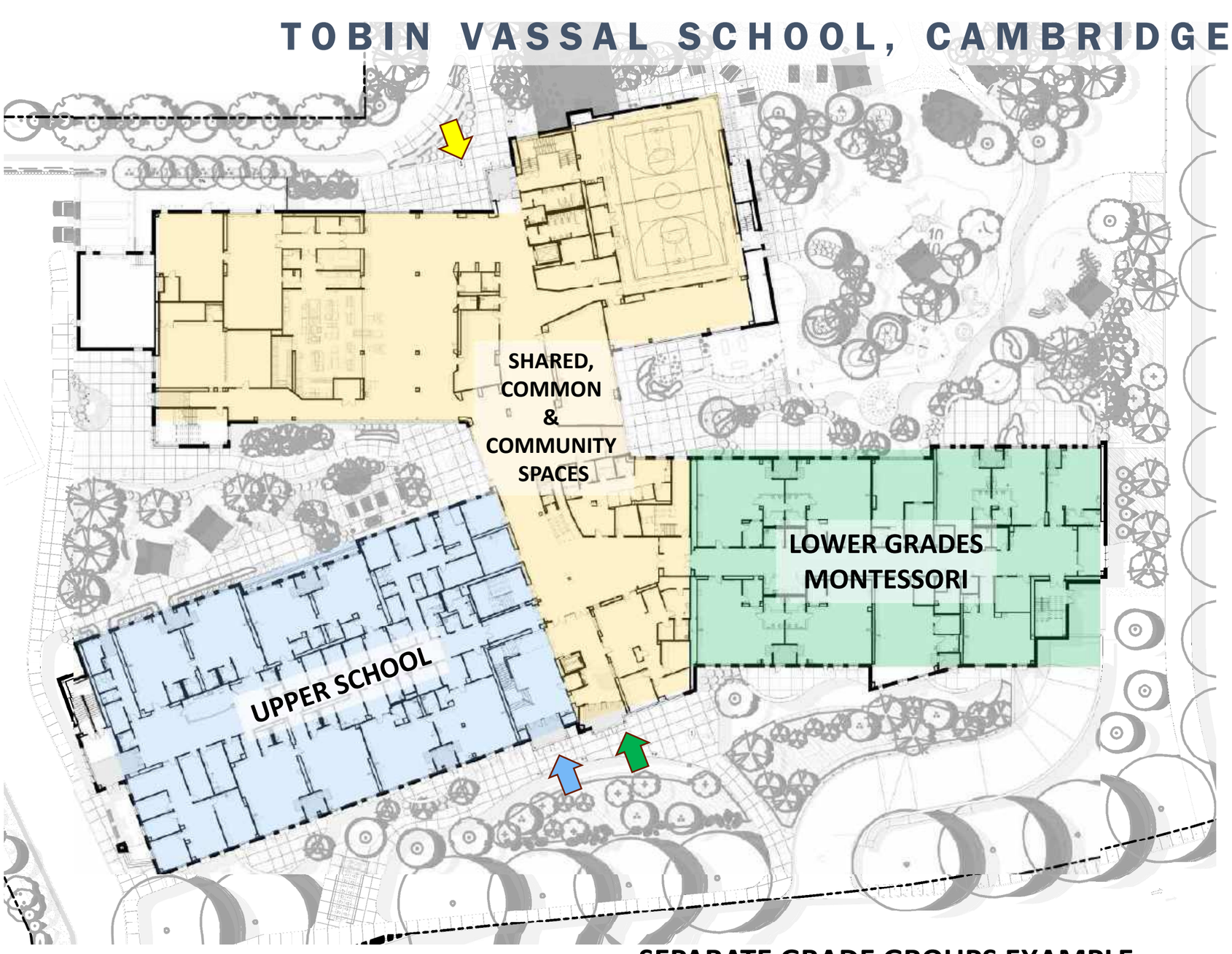
- Newcomer Academy Classrooms
- Purposeful Special Needs/Support Spaces
- Integrated Respite & Regulation Spaces
- After School Program Space
- SFLC (incl. food pantry + 2nd-hand clothes)

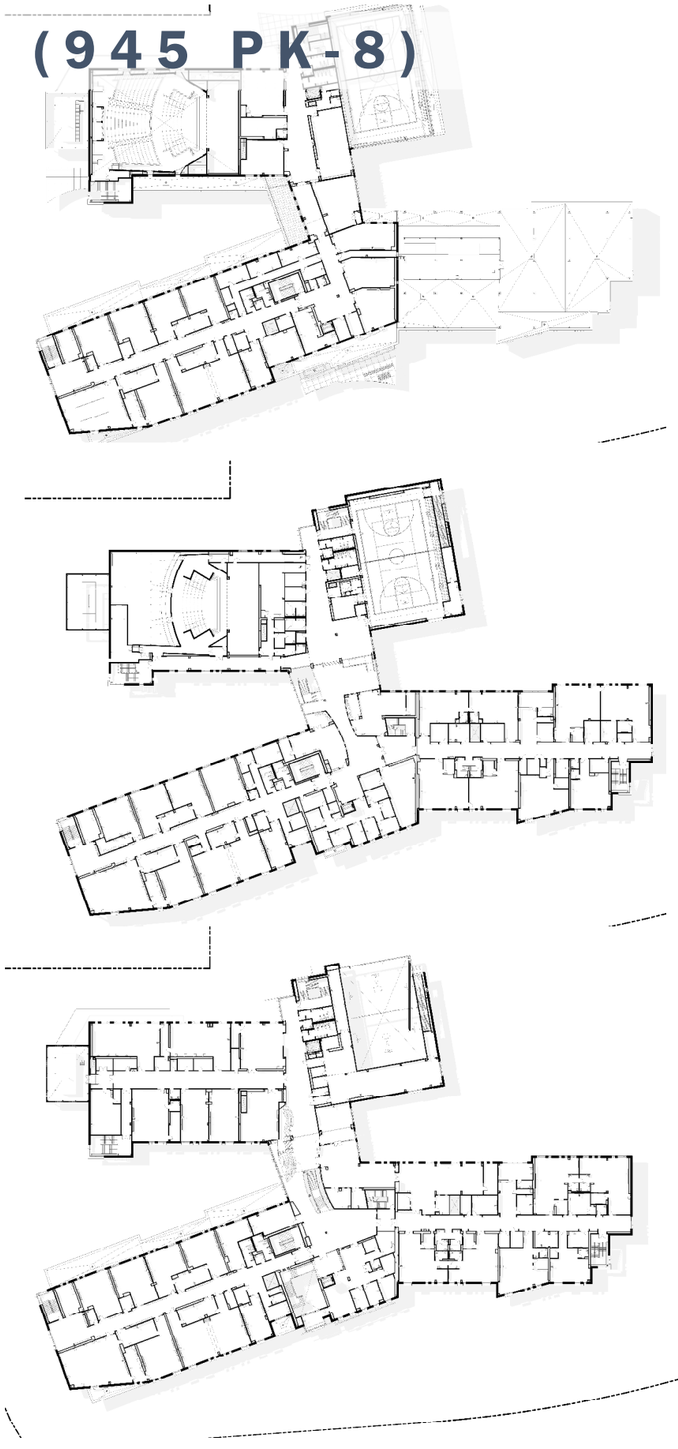
Planning (Highlights)

- Shared Commons & Community Use Zone
- Separate Elementary & Middle Grades
- Pattern of Learning Neighborhoods
- Integrated Collaboration & Small Group



TOBIN VASSAL SCHOOL, CAMBRIDGE (945 PK-8)





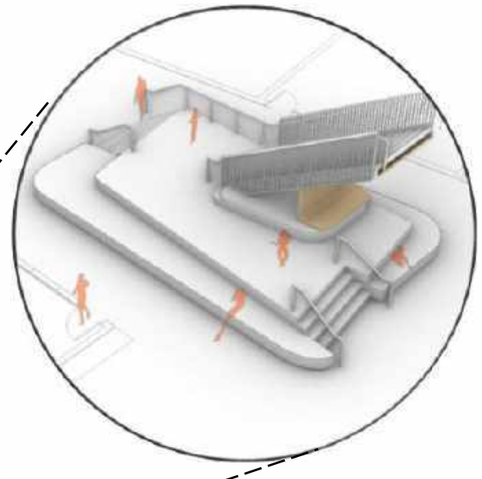
SEPARATE GRADE GROUPS EXAMPLE

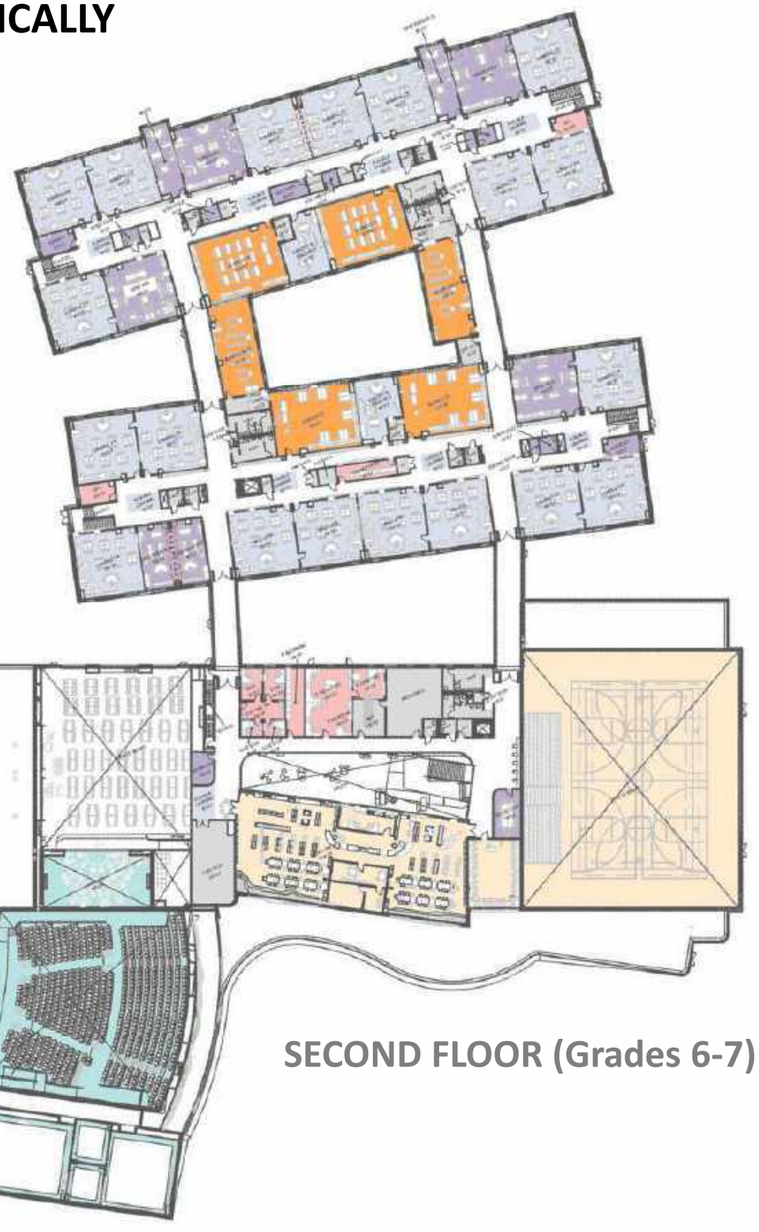
PERKINS EASTMAN

DYIMS, DENNIS-YARMOUTH (940 GR.4-7)

2 SCHOOLS IN 1, SEPARATED VERTICALLY

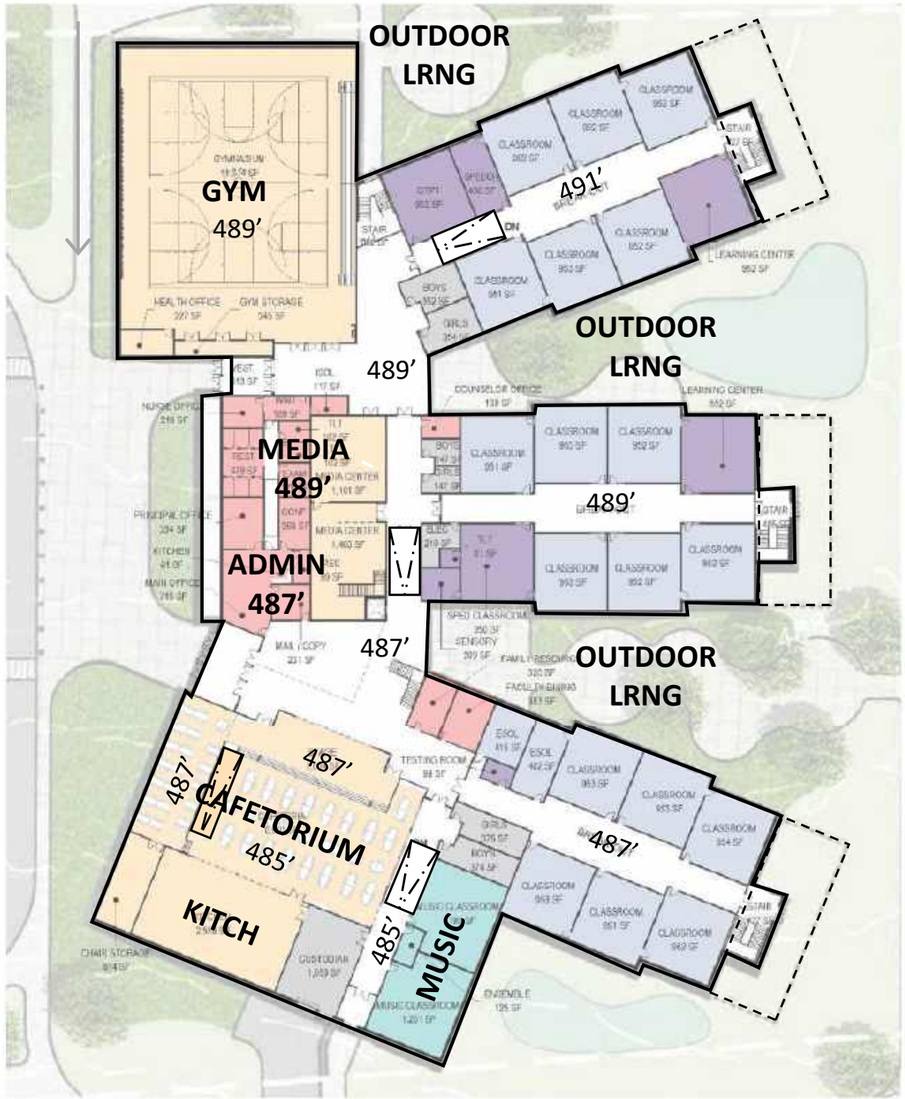
FIRST FLOOR (Grades 4-5)



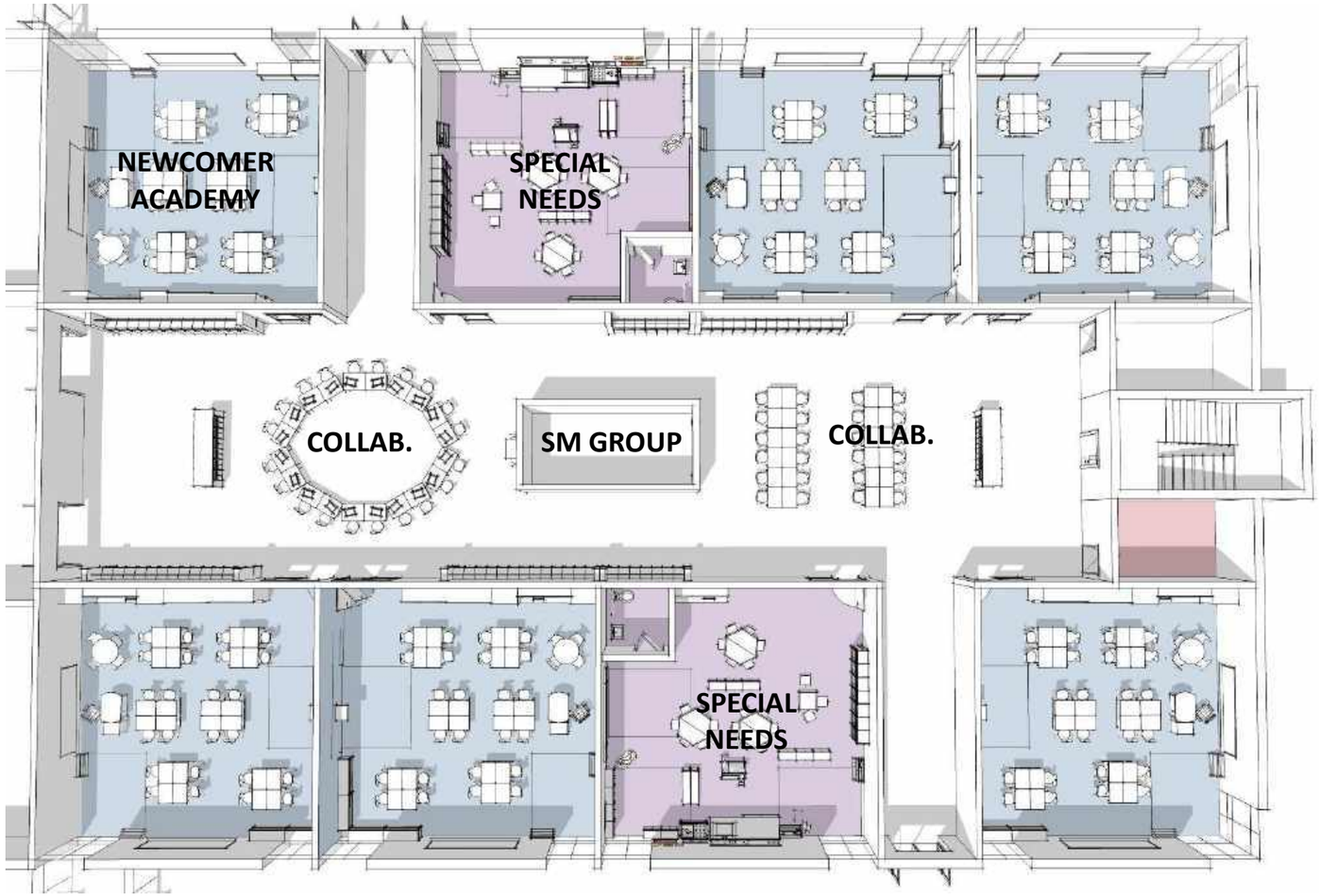


SECOND FLOOR (Grades 6-7)

CHARLESWOOD SCHOOL, HOPKINTON (1,195 GR.2-4)



SMALL NEIGHBORHOODS OF LEARNING



Scale Matters

small learning communities so every child feels at home

SMALL SCHOOL FEEL

Developmental Differences

PK-1

Transition Years (K-1, 5-6 yrs)

GR. 2-3

Middle Years (2-3, 7-9 yrs)

GR. 4-5

Pre-Adolescent (4-6, 10-12 yrs)

MIDDLE SCHOOL

Early Teens (7-8, 13-14 yrs)

Learning Spaces

DYIMS, DENNIS-YARMOUTH (1,195 GR.2-4)

SENSORY & UNIVERSAL DESIGN

PERKINS EASTMAN
Human by Design

What Does Neuro-Diverse Design Look Like?

- A shared/common experience for all abilities
- Smooth, calming transitions & movement (slow reveal)
- Warm, welcoming aesthetics & themes
- Calming forms, colors, materials & biophilic elements
- Eased intersections slow reveal along corridors
- Diversity of spaces & choice (but not too much)
- Scaled, flexible/adjustable spaces
- High-quality acoustics & visual intelligibility
- Support sensory regulation (light, acoustics, orientation)
- Predictable plan layout and stacking
- Noise mitigation (floors, lockers, rain, etc.)
- Simple, intuitive wayfinding, including dyslexia fonts
- Small group, sensory & respite areas
- Clear visibility to support safety & belonging
- Family & support center space

Steady, Predictable Environments
Intuitive, universal design, warm and biophilic, steady and non-overstimulating,

Ease Transitions and Movement
gentle movement, soft forms/edges and clear circulation patterns

Diversity of Spaces and Choice
variety with balance, small group, sensory, and respite areas

Support Sensory Regulation
acoustics, light, solar orientation, noise mitigation, tactile cues

Tactile Surfaces and Orientation
Touch-mapping and visual connections help Dyspraxia understanding place/time

B. AMES ELEMENTARY, EASTON (885 PK-2)

Inclusive, Equitable & Accommodating

~~Main Stair~~
Main Ramp

Biophilic Qualities

High Quality Lighting
& Acoustical Treatment

Respite Window

Small Cafeteria &
Teaching Kitchen

A Universal Design Approach

Respite Window

Tactile Finishes & Smooth Transitions

Break-out Zones

Dyslexia Font

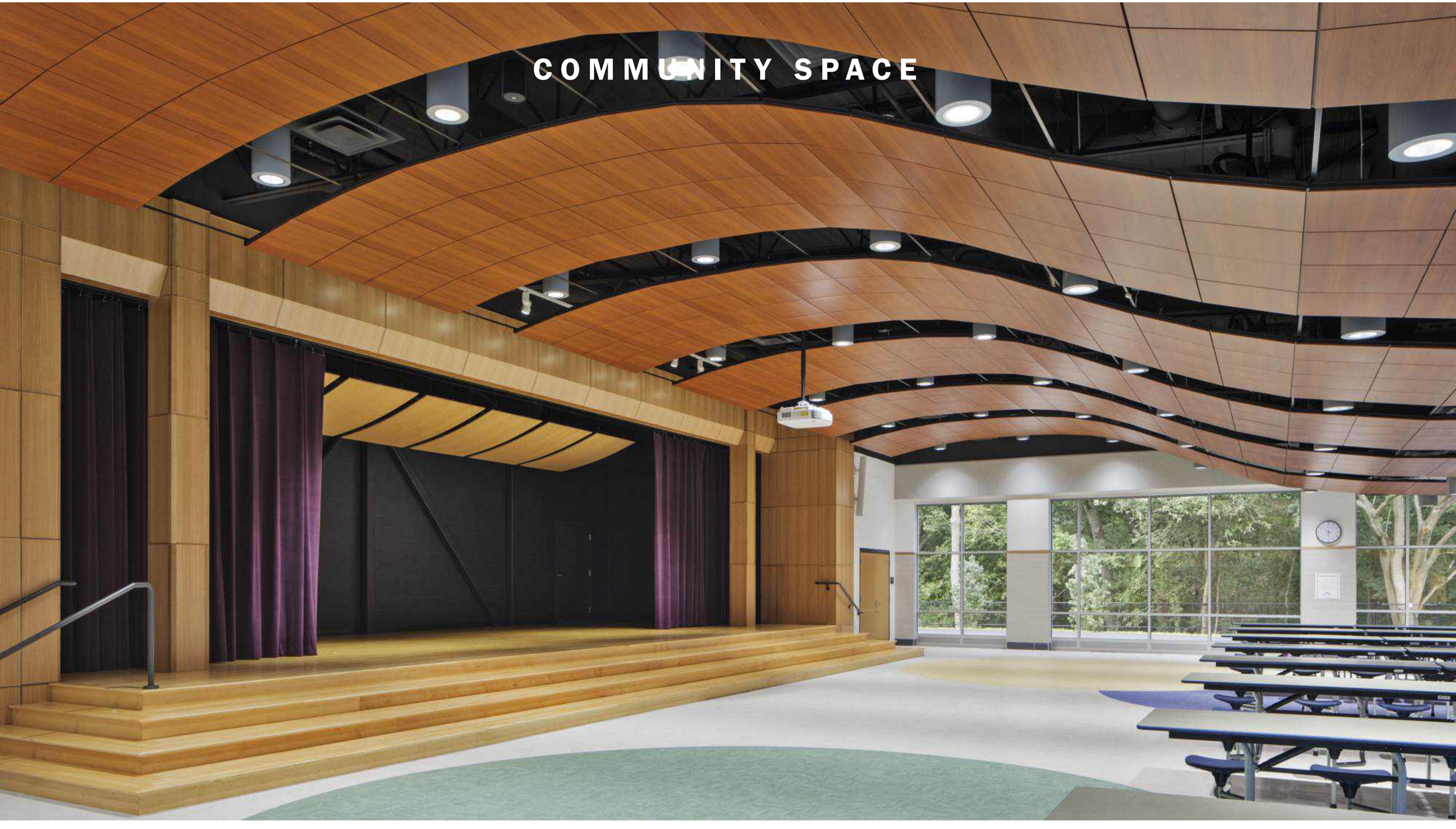
SENSORY SPACES

COMMUNITY SPACE

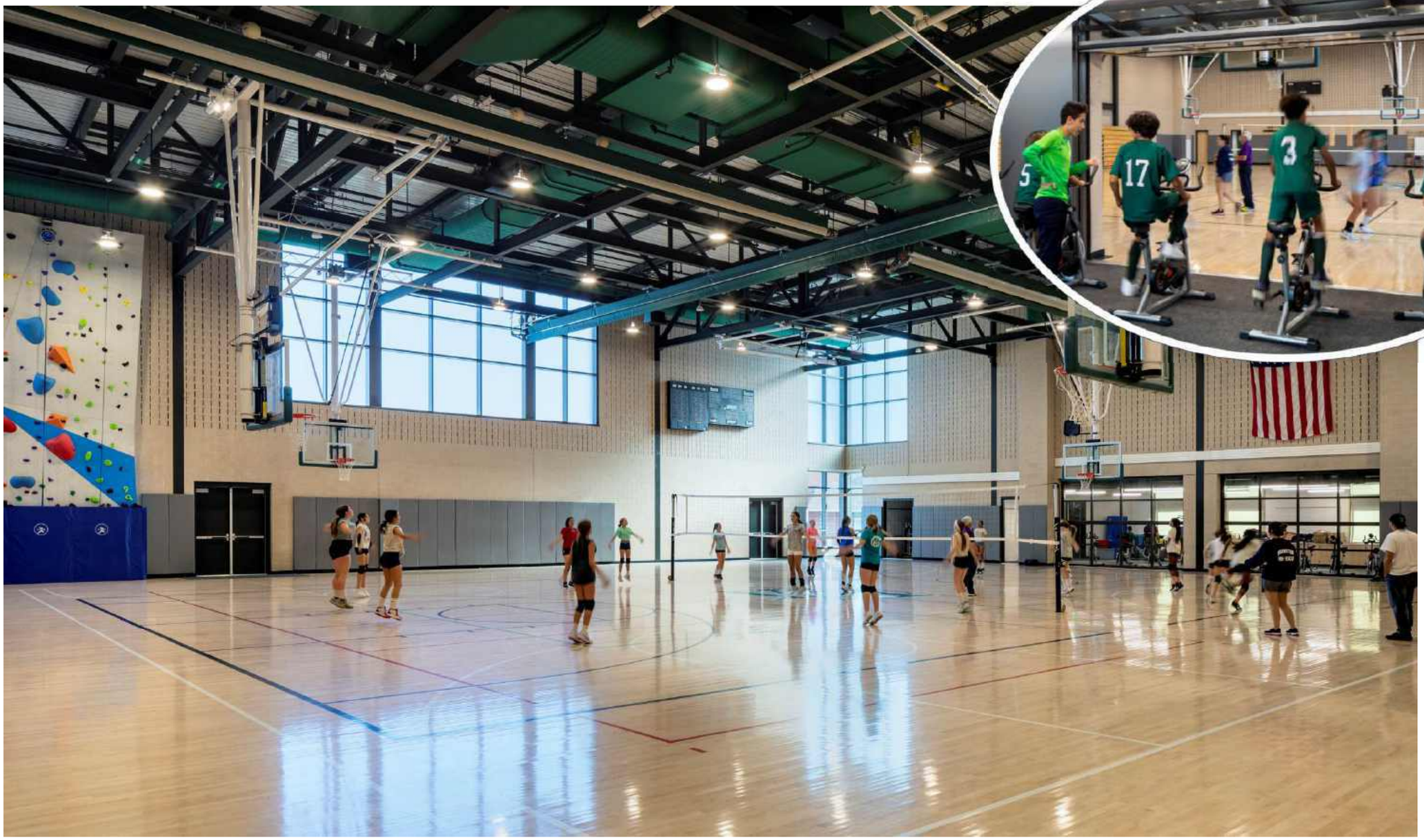
PERKINS EASTMAN
Human by Design

COMMUNITY SPACE

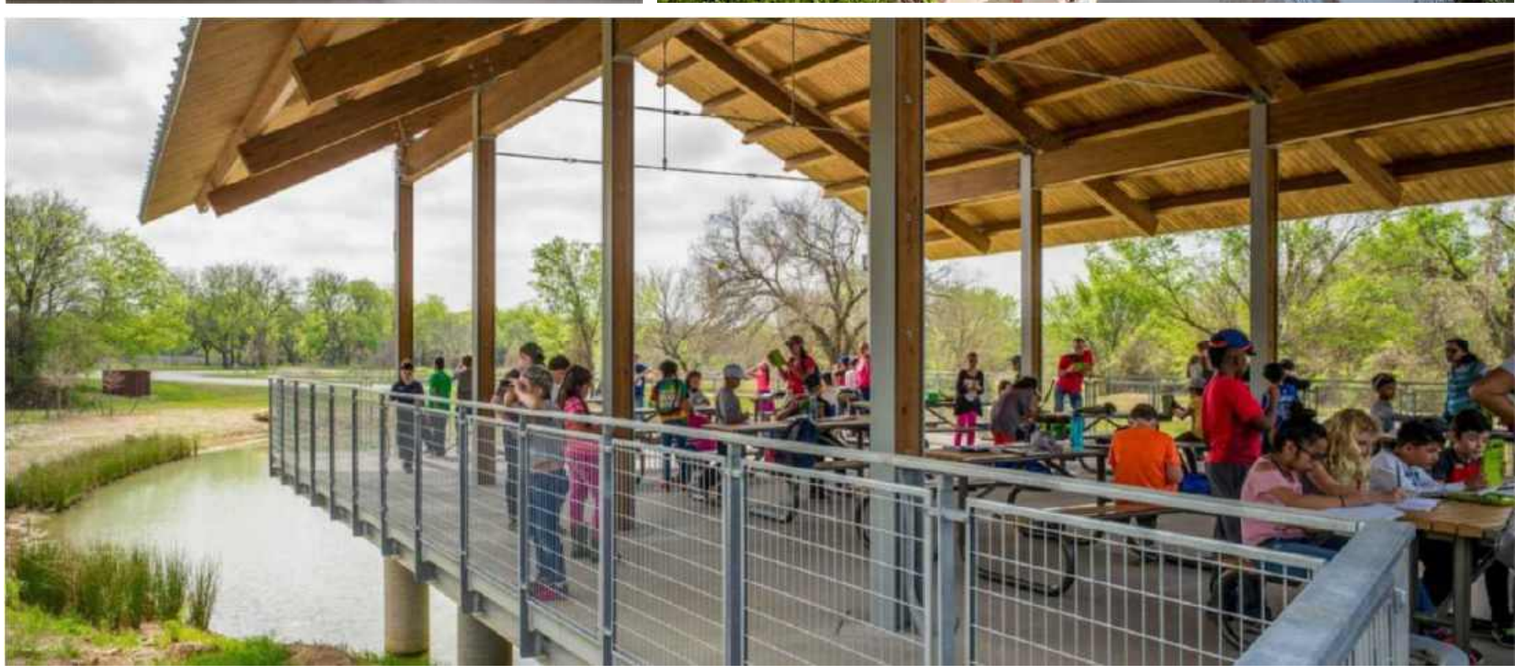
COMMUNITY SPACE



COMMUNITY SPACE



OUTDOOR LEARNING



TRAFFIC AND TRANSPORTATION

PERKINS EASTMAN
Human by Design

ROADWAY TRAFFIC CONDITIONS - SYCAMORE STREET SITE

VARIOUS POLICIES ADOPTED BY THE CITY

SOMERVISION 2040

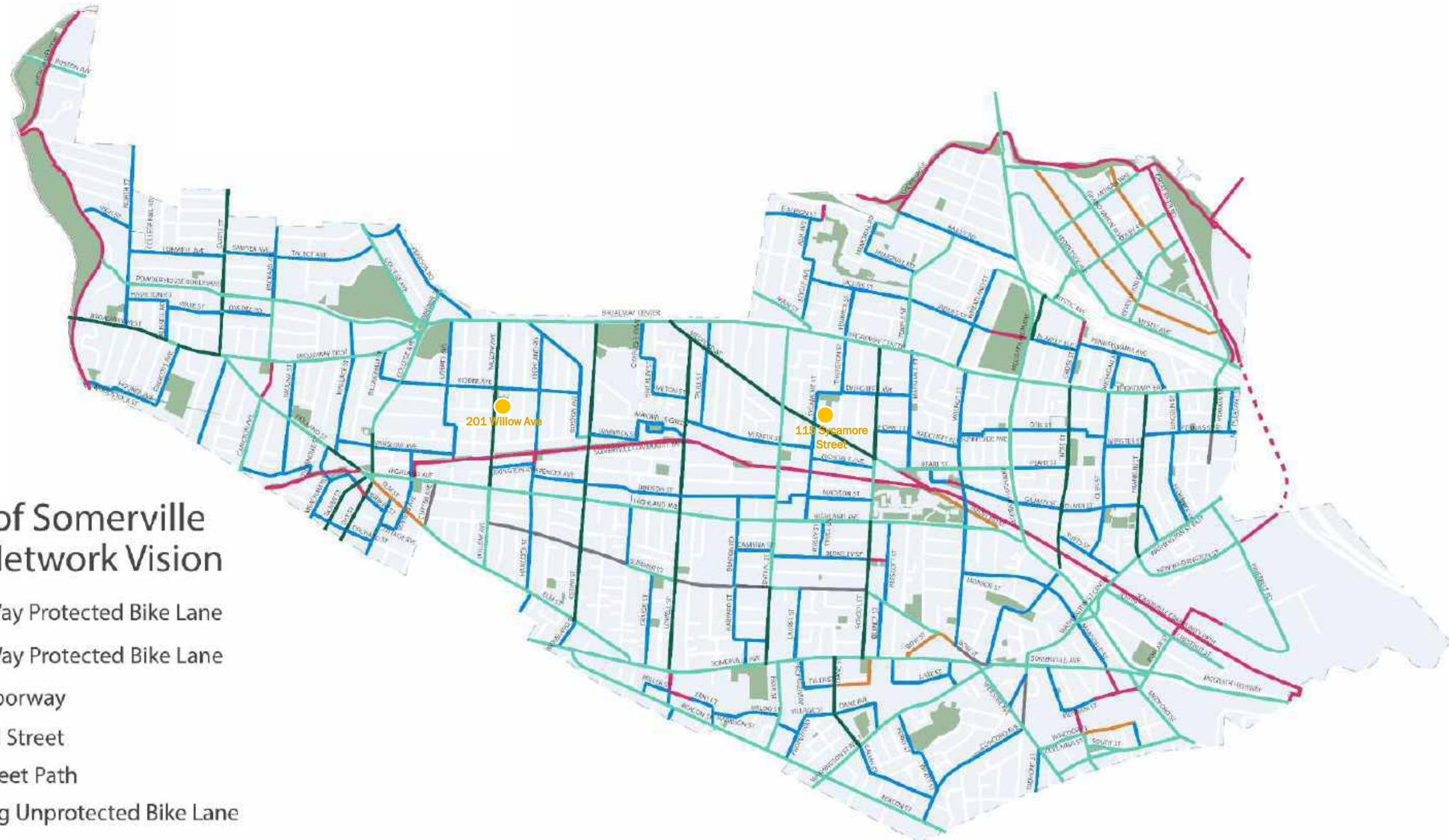
NEIGHBORHOOD PLANS

CLIMATE FORWARD

COMPLETE STREETS

VISION ZERO

SOMERVILLE'S BICYCLE NETWORK VISION MAP



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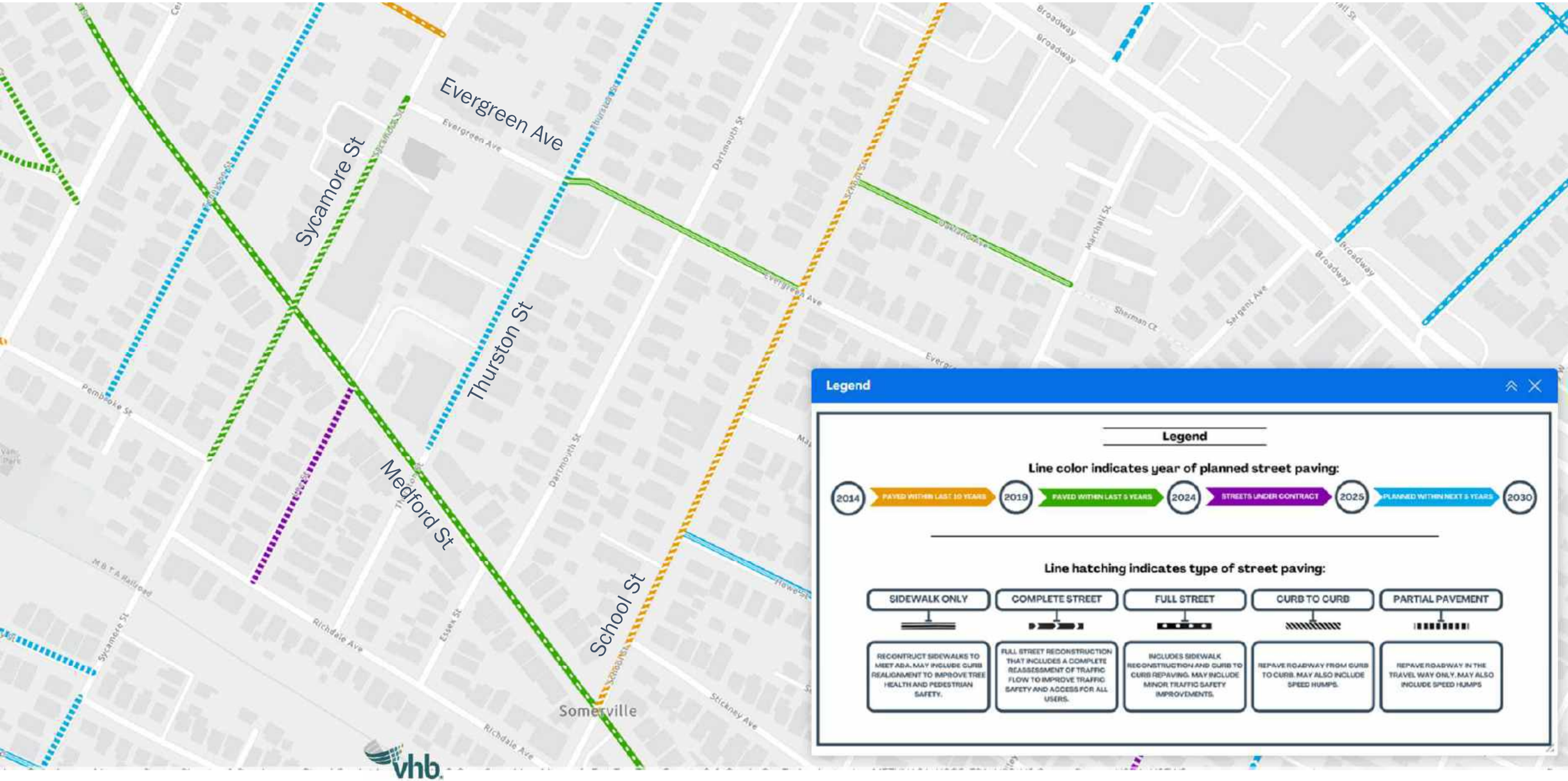
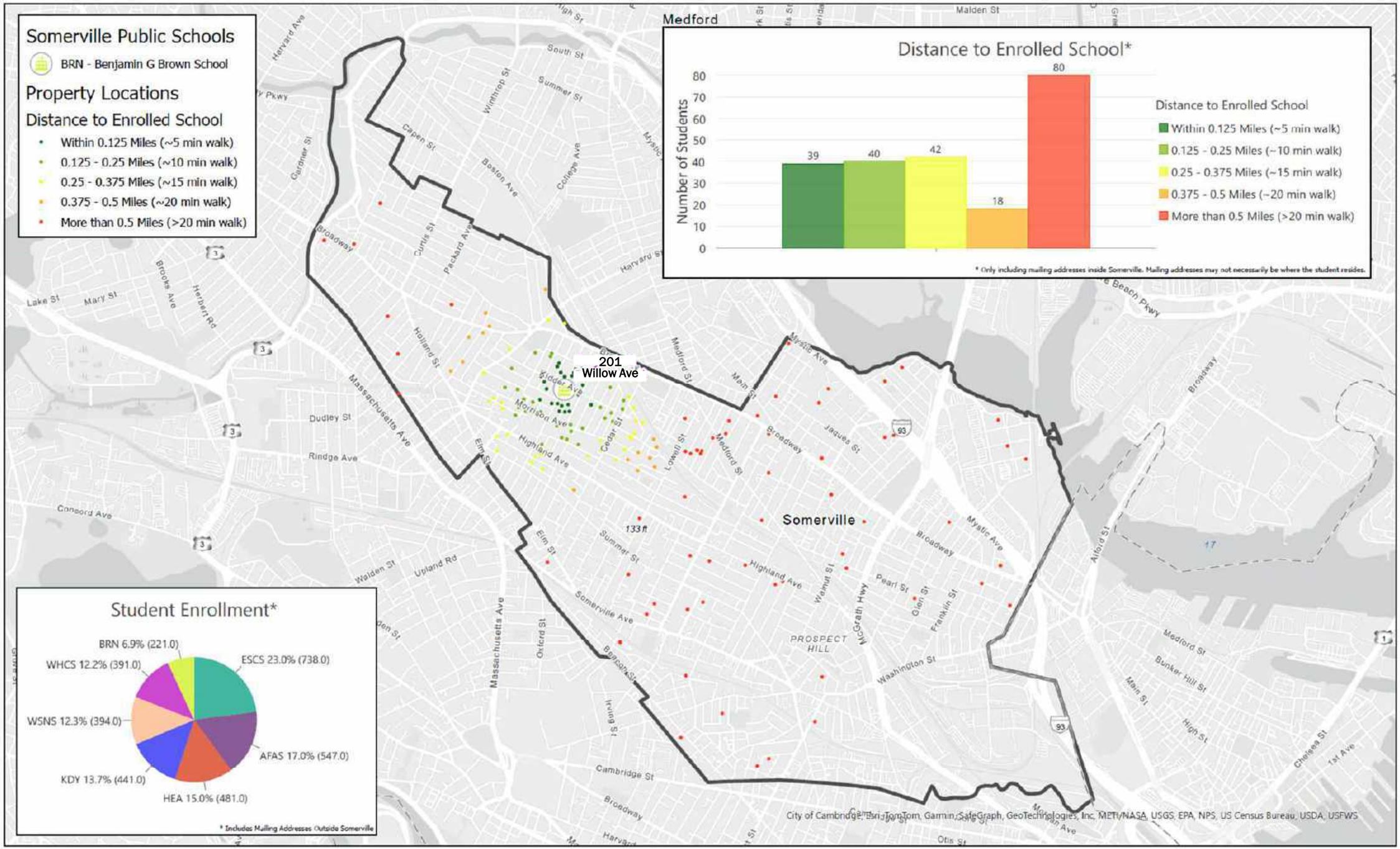
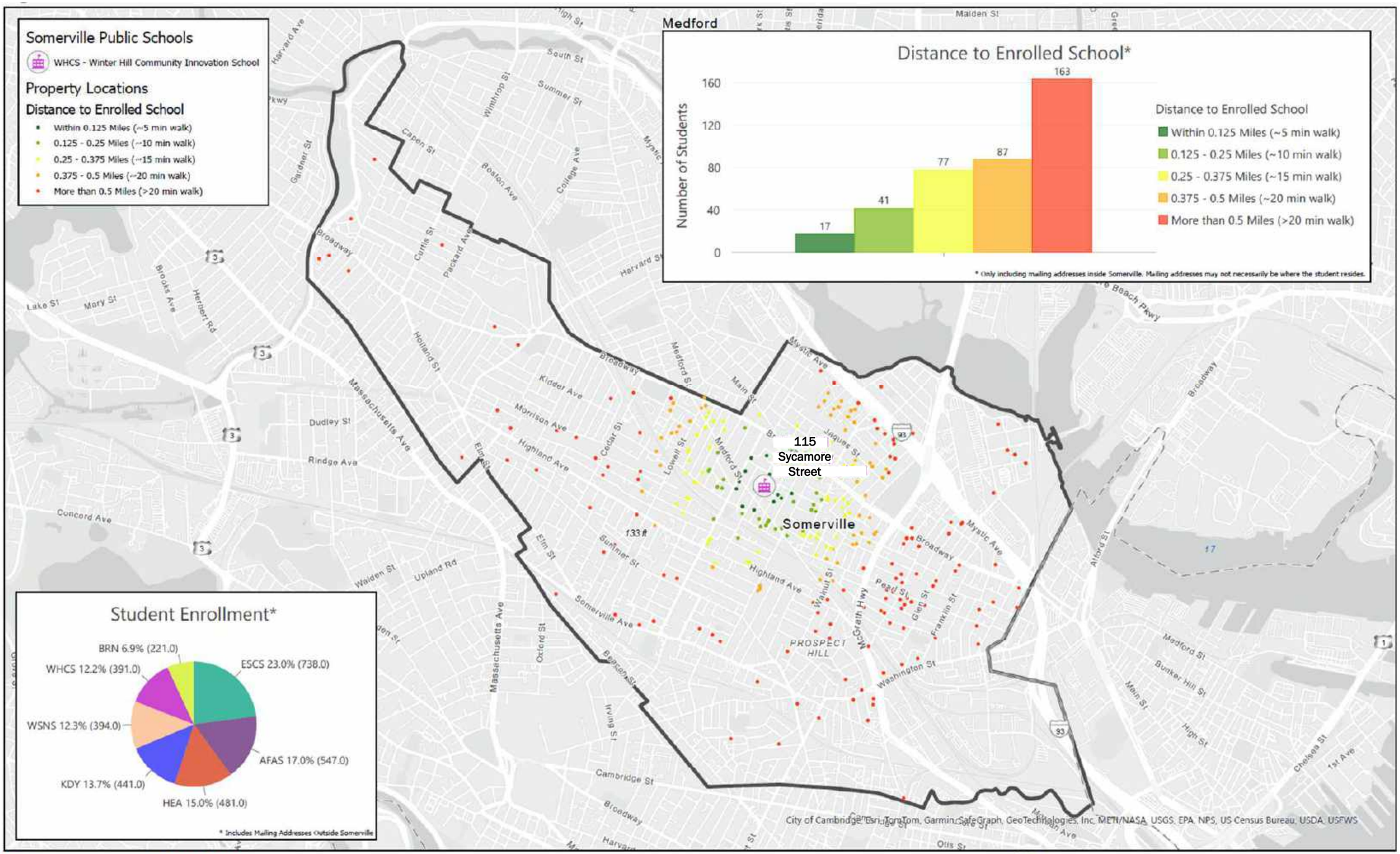
ROADWAY IMPROVEMENTS BY THE CITY




Somerville Public Schools
BRN - Benjamin G Brown School
Property Locations
Distance to Enrolled School
Within 0.125 Miles (~5 min walk)
0.125 - 0.25 Miles (~10 min walk)
0.25 - 0.375 Miles (~15 min walk)
0.375 - 0.5 Miles (~20 min walk)
More than 0.5 Miles (>20 min walk)
Distance to Enrolled School*
Number of Students
80
39
40
42
18
80
Distance to Enrolled School
Within 0.125 Miles (~5 min walk)
0.125 - 0.25 Miles (~10 min walk)
0.25 - 0.375 Miles (~15 min walk)
0.375 - 0.5 Miles (~20 min walk)
More than 0.5 Miles (>20 min walk)
* Only including mailing addresses inside Somerville. Mailing addresses may not necessarily be where the student resides.
Student Enrollment*
BRN 6.9% (221.0)
ESCS 23.0% (738.0)
WHCS 12.2% (391.0)
WSNS 12.3% (394.0)
AFAS 17.0% (547.0)
KDY 13.7% (441.0)
HEA 15.0% (481.0)
* Includes Mailing Addresses Outside Somerville
201
Willow Ave
Medford
Somerville
PROSPECT HILL
Malden St
Broadway
Mystic Ave
Medford St
Highland Ave
Somerville Ave
Washington St
Massachusetts Ave
Dudley St
Rindge Ave
Concord Ave
Cambridge St
Harvard St
Lake St
Mary St
Upland Rd
Walden St
Curtis St
Packard Ave
Capen St
Boston Ave
College Ave
Winthrop St
Summer St
South St
Cedar St
Lowell St
Elm St
Oxford St
Irving St
Walnut St
Pearl St
Glen St
Franklin St
McGrath Hwy
Main St
Bunker Hill St
High St
Chelsea St
1st Ave
Albion St
Jaques St
Beach Pkwy
Gardner St
Harvard Ave
Holland St
Brooks Ave
Herbert Rd
Morrison Ave
Ridder Ave
133 ft
City of Cambridge, Esri, TomTom, Garmin, SafeGraph, GeoTechnologies, Inc, METI/NASA, USGS, EPA, NPS, US Census Bureau, USDA, USFWS


Somerville Public Schools
WHCS - Winter Hill Community Innovation School
Property Locations
Distance to Enrolled School
Within 0.125 Miles (~5 min walk)
0.125 - 0.25 Miles (~10 min walk)
0.25 - 0.375 Miles (~15 min walk)
0.375 - 0.5 Miles (~20 min walk)
More than 0.5 Miles (>20 min walk)
Distance to Enrolled School*
Number of Students
160
120
80
40
0
17
41
77
87
163
Distance to Enrolled School
Within 0.125 Miles (~5 min walk)
0.125 - 0.25 Miles (~10 min walk)
0.25 - 0.375 Miles (~15 min walk)
0.375 - 0.5 Miles (~20 min walk)
More than 0.5 Miles (>20 min walk)
* Only including mailing addresses inside Somerville. Mailing addresses may not necessarily be where the student resides.
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AFAS 17.0% (547.0)
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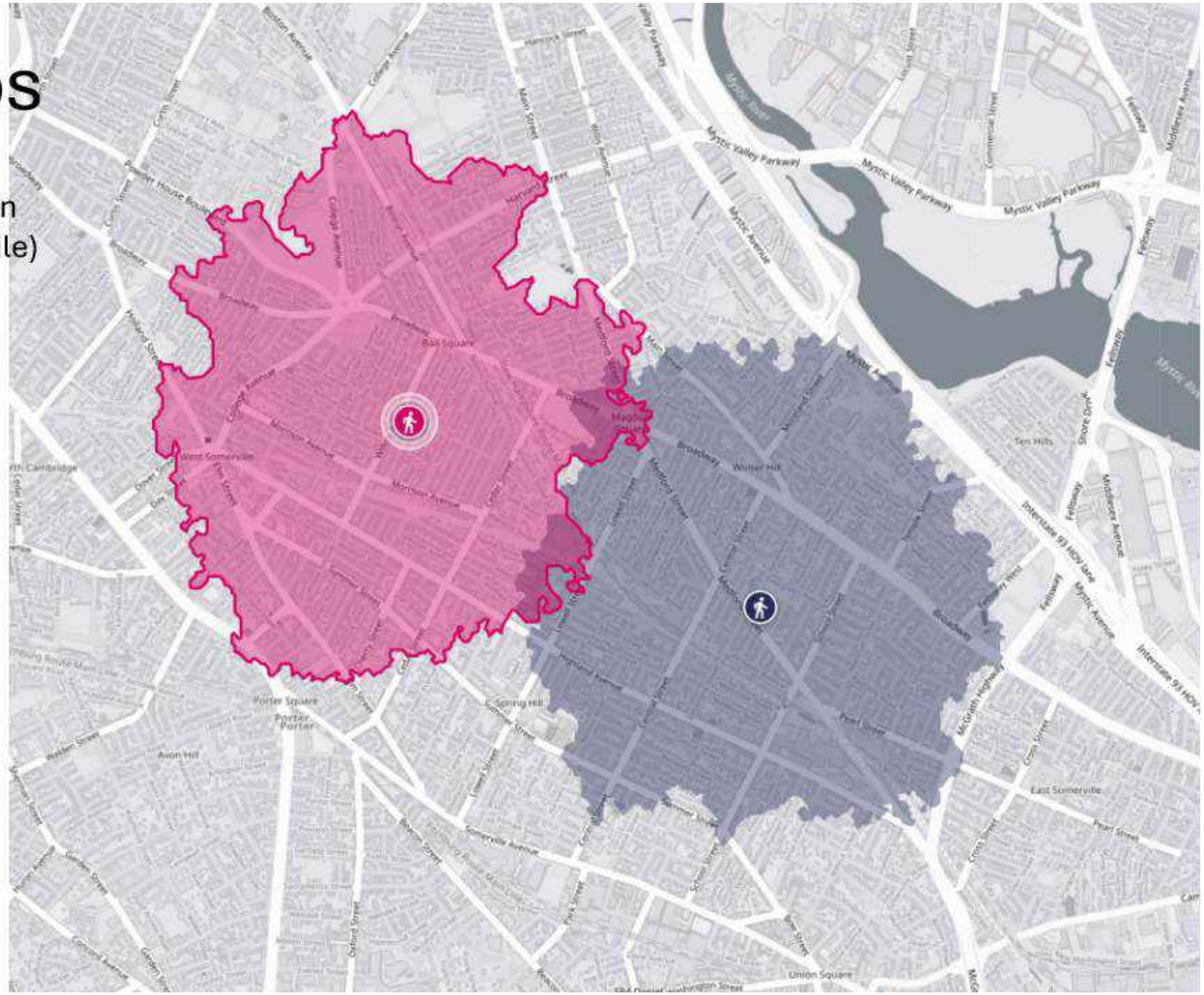
HEA 15.0% (481.0)
* Includes Mailing Addresses Outside Somerville
115 Sycamore Street
Somerville
Medford
Malden St
Broadway
Mystic Ave
Main St
Medford St
Highland Ave
Somerville Ave
Cambridge St
Washington St
Harvard St
Massachusetts Ave
Dudley St
Rindge Ave
Concord Ave
Walden St
Upland Rd
Lake St
Mary St
Beacon St
Irving St
Oxford St
Elm St
Summer St
Winthrop St
Boston Ave
College Ave
Curtis St
Packard Ave
Holland St
Kidder Ave
Morrison Ave
Cedar St
Lowell St
Walnut St
Pearl St
Glen St
Franklin St
McGrath Hwy
PROSPECT HILL
Alford St
Bunker Hill St
High St
Chelsea St
1st Ave
Otis St
Gilman St
Harvard Ave
Gardner St
Brooks Ave
Herbert Rd
133 ft
City of Cambridge, Esri, TomTom, Garmin, SafeGraph, GeoTechnologies, Inc, METI/NASA, USGS, EPA, NPS, US Census Bureau, USDA, USFWS

Combos

WHCIS and Brown
20 minute (0.5 mile)



SYCAMORE STREET SITE

- Drop-off and pick-up along Sycamore Street
- Drop-off and pick-up potential along Thurston St is limited
- School traffic operations may result in congestion along adjacent streets
- Clockwise circulation around Sycamore Street-Evergreen Ave-Thurston Street for vehicle operations
- Sycamore Street is one-way NB and Thurston Street is one-way SB
- On-street parking impacts during drop-off/pick-up periods

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NEXT STEPS RELATED TO TRANSPORTATION PLANNING

- Collaborate with stakeholders throughout the process to guide the development of solutions
- Gather feedback from the community in our upcoming community engagement events (including this meeting)
- Initiate more detailed study of the selected site
- Identify existing constraints and opportunities for improvement
- Inform site design through findings of the study
- Implement transportation improvements in time for the opening of the new school

PERKINS EASTMAN vhb

PRELIMINARY PLAN OPTIONS

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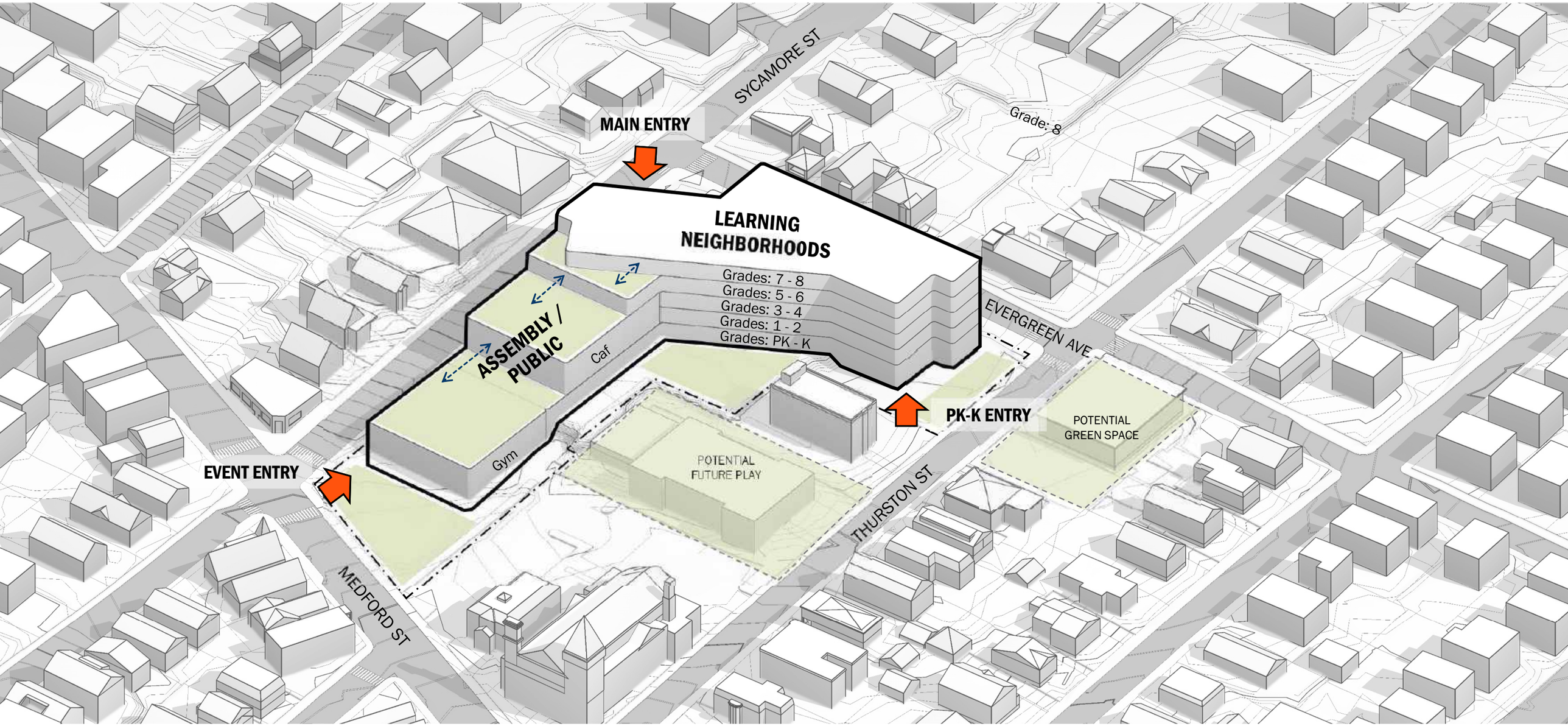
Human by Design

NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925



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

LEVEL 1

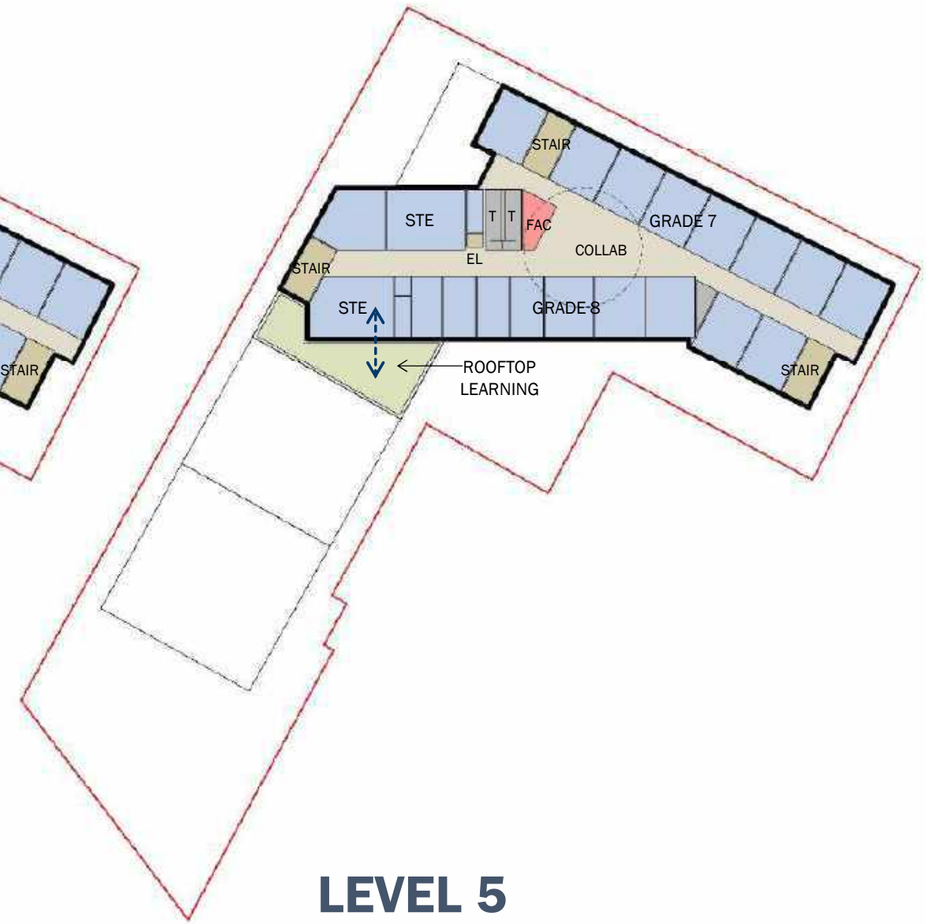
LEVEL 2

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

NOTE: SPECIAL EDUCATION SPACES
ARE LOCATED WITHIN EACH ACADEMIC
NEIGHBORHOOD

LEVEL 3

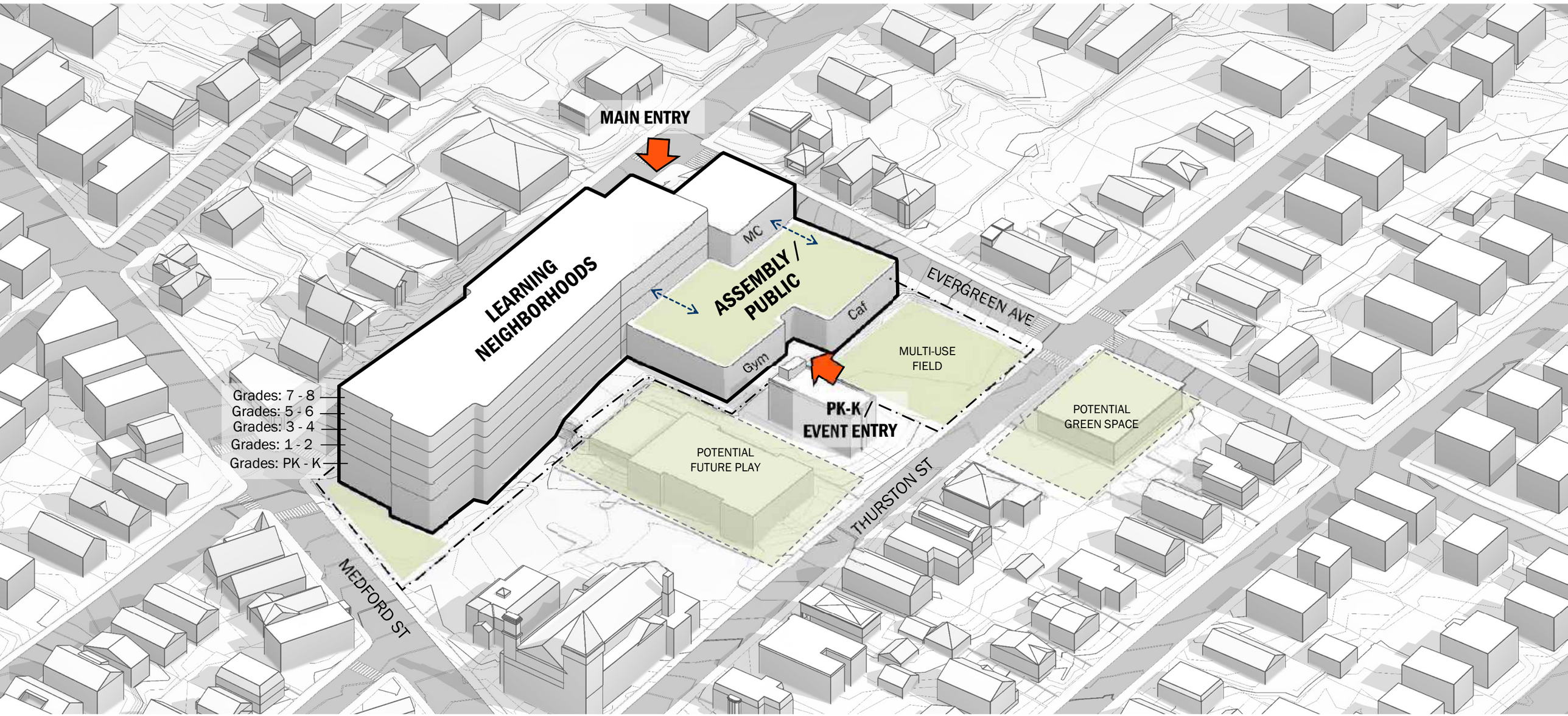
LEVEL 4



LEVEL 5

NEW CONSTRUCTION – OPTION 3B

AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION – OPTION 3B
AT 115 SYCAMORE STREET FOR 925

LEVEL 1

LEVEL 2

PERKINS EASTMAN

NEW CONSTRUCTION – OPTION 3B
AT 115 SYCAMORE STREET FOR 925

NOTE: SPECIAL EDUCATION SPACES ARE LOCATED WITHIN EACH ACADEMIC NEIGHBORHOOD

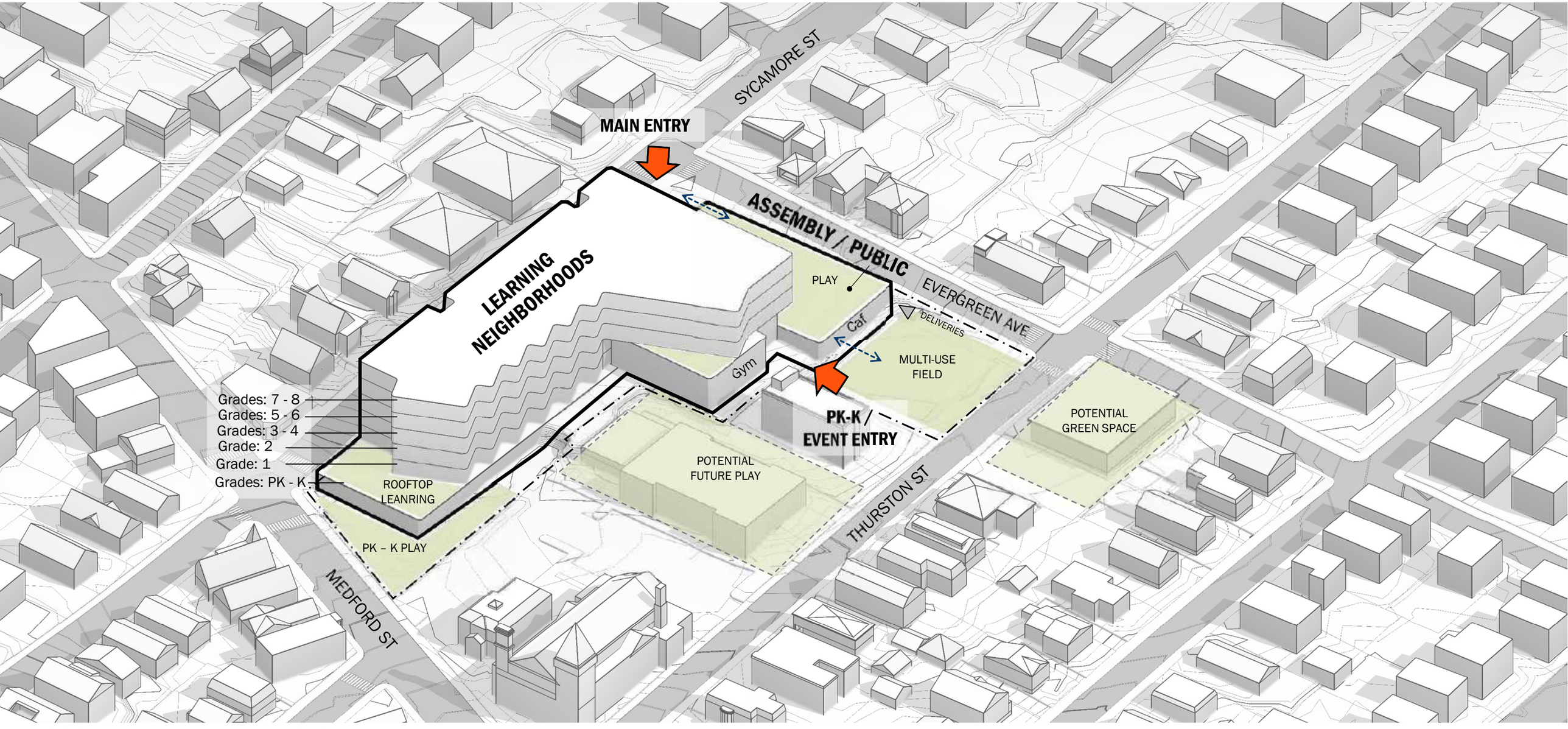
LEVEL 3

LEVEL 4

LEVEL 5

NEW CONSTRUCTION – OPTION 4

AT 115 SYCAMORE STREET FOR 925



NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

LEVEL 1A

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

LEVEL 1B

LEVEL 2

PERKINS EASTMAN

NEW CONSTRUCTION – OPTION 4
AT 115 SYCAMORE STREET FOR 925

LEVEL 3

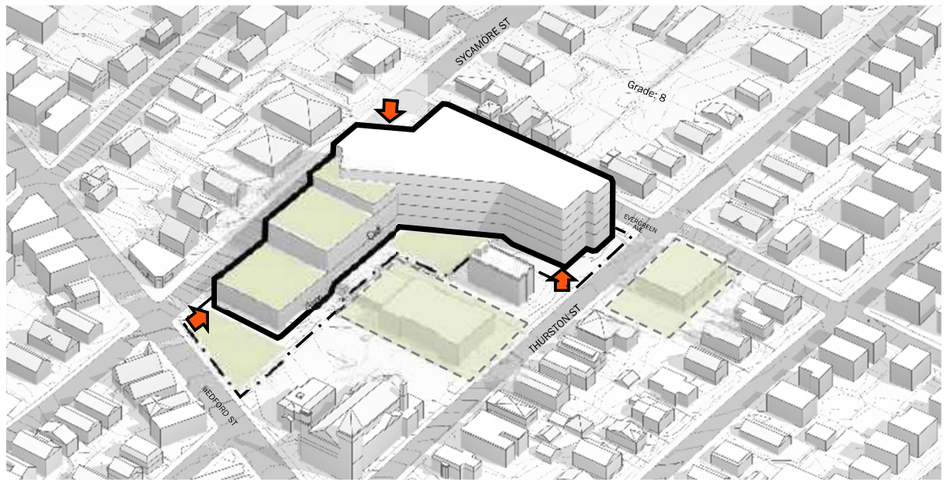
LEVEL 4

LEVEL 5

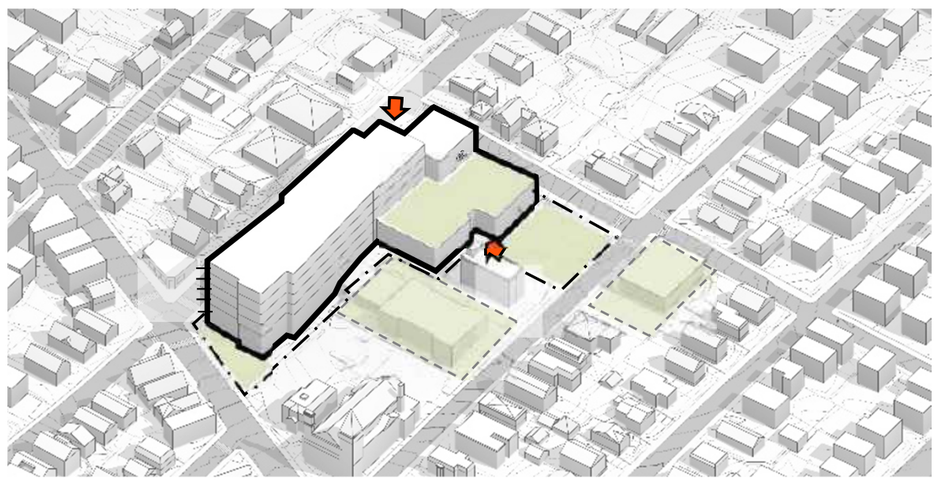
PERKINS EASTMAN

OPTION SUMMARY

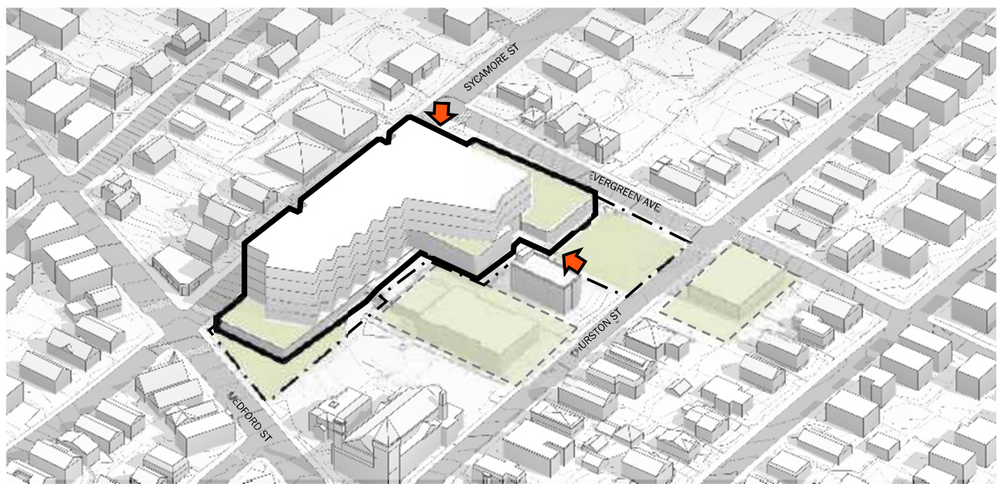
NEW CONSTRUCTION- OPTION 2B
115 SYCAMORE ST. 925



NEW CONSTRUCTION – OPTION 3B
115 SYCAMORE ST. 925



NEW CONSTRUCTION – OPTION 4
115 SYCAMORE STREET 925



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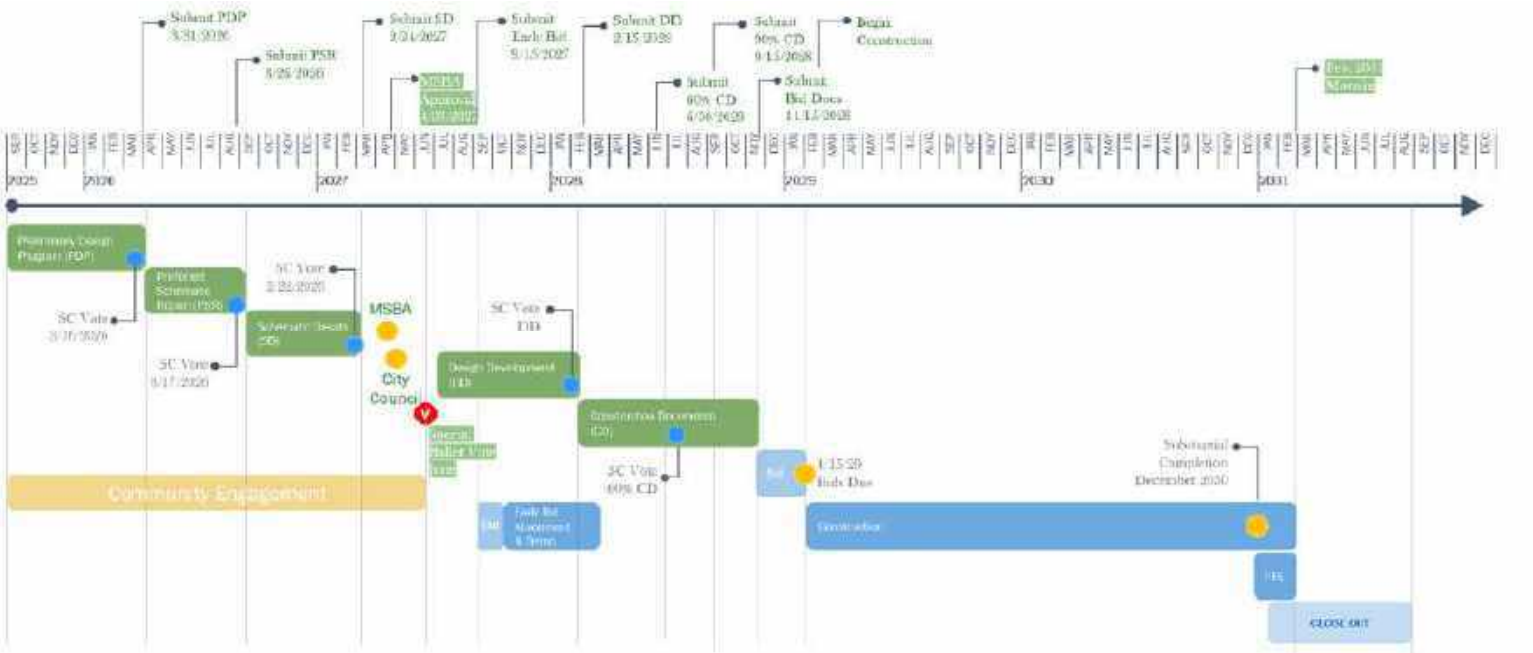
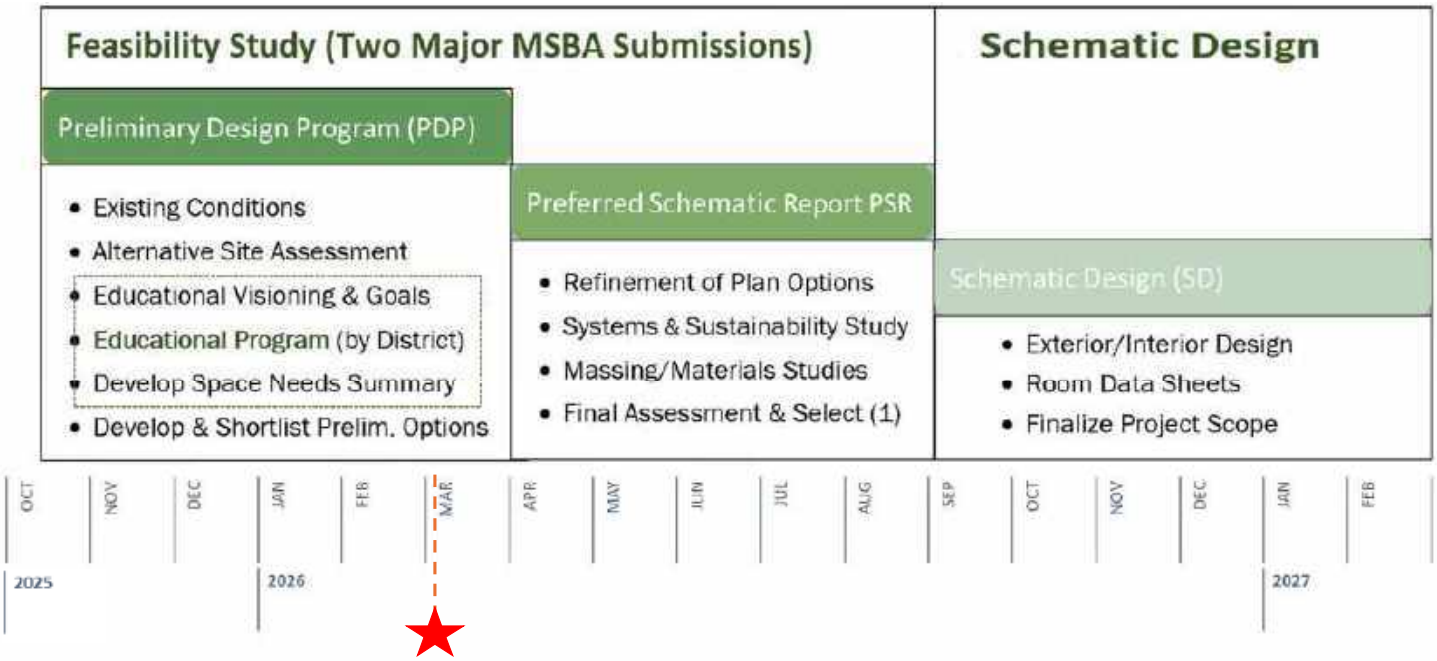
Thank you!

115 SYCAMORE STREET – NEW SCHOOL BUILDING

PROJECT TIMELINE



FEASIBITY AND SCHEMATIC DESIGN WORKPLAN



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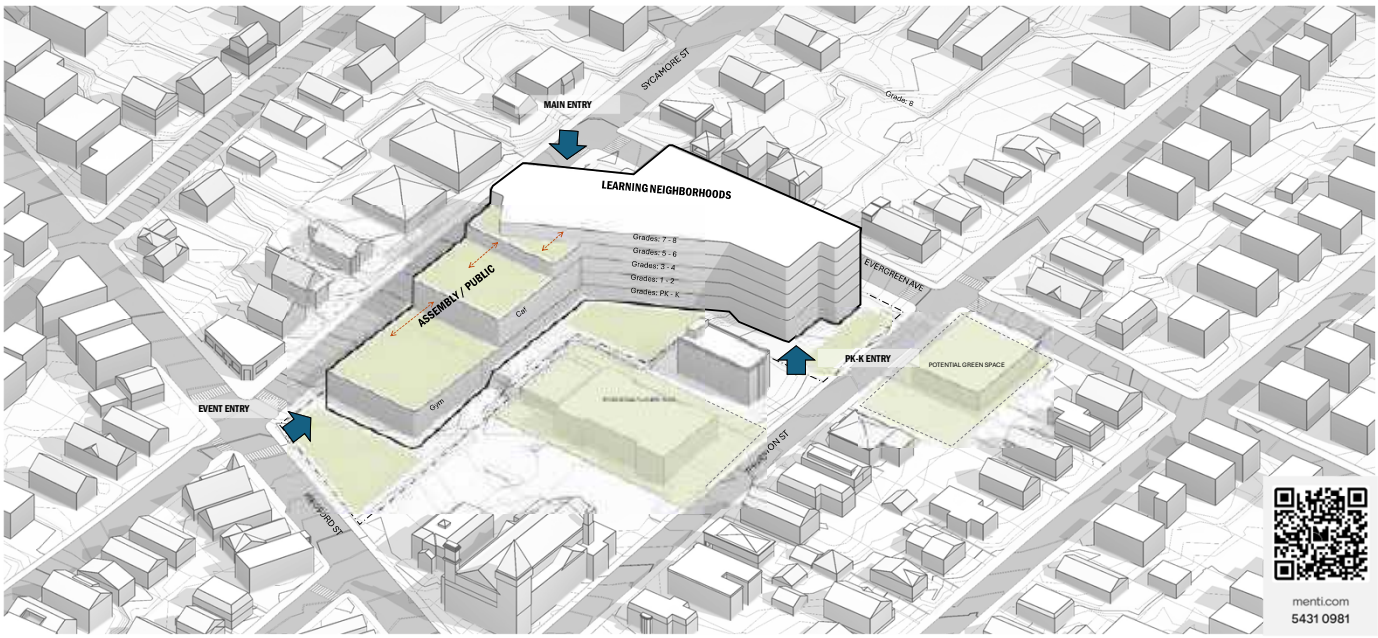
NEW CONSTRUCTION- OPTION 2B

AT 115 SYCAMORE STREET FOR 925



LEVEL 1

LEVEL 2

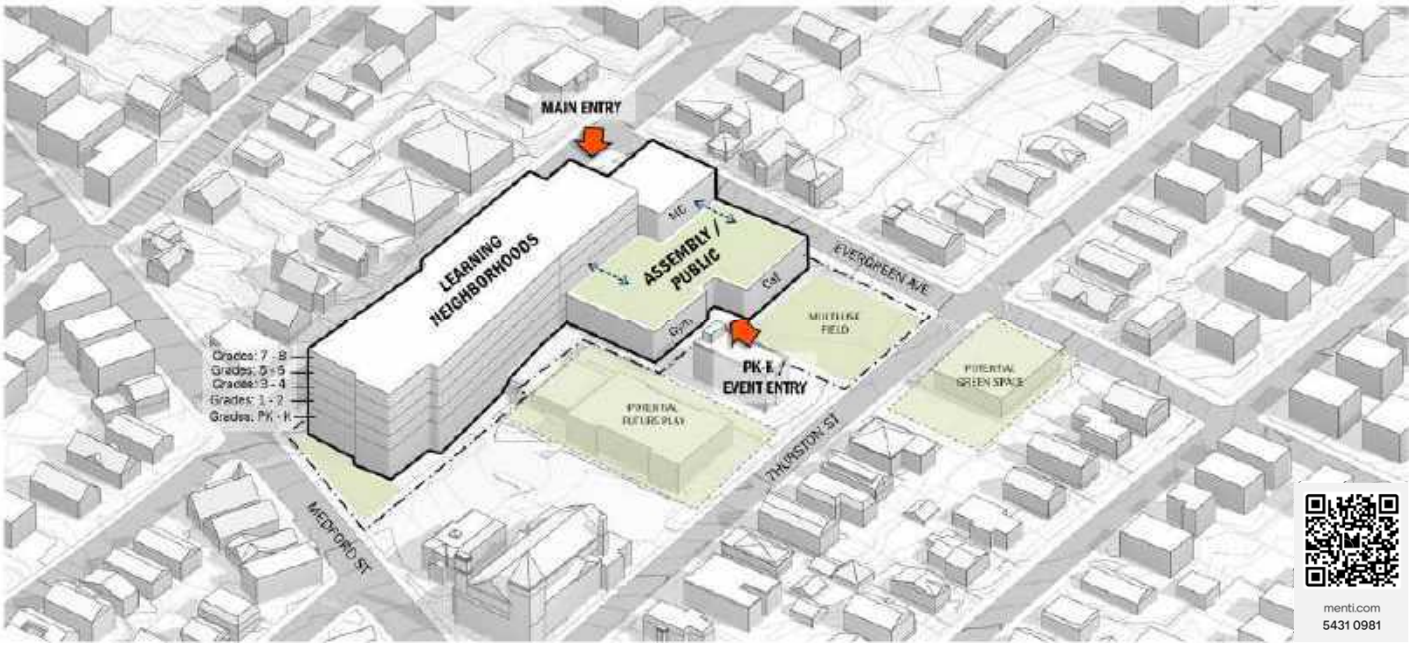
LEVEL 3

LEVEL 4

LEVEL 5

NEW CONSTRUCTION- OPTION 3B

AT 115 SYCAMORE STREET FOR 925

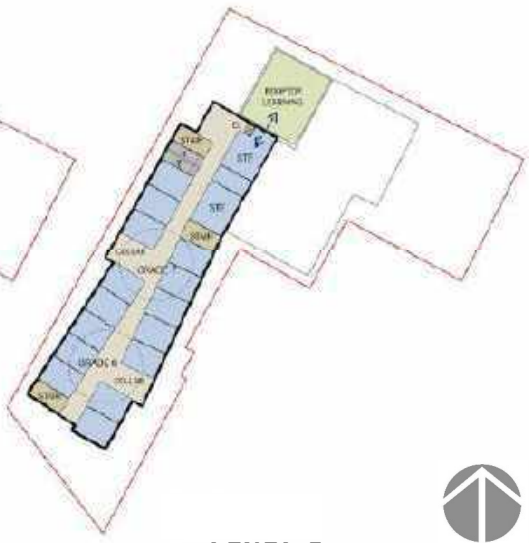


LEVEL 1

LEVEL 2

LEVEL 3

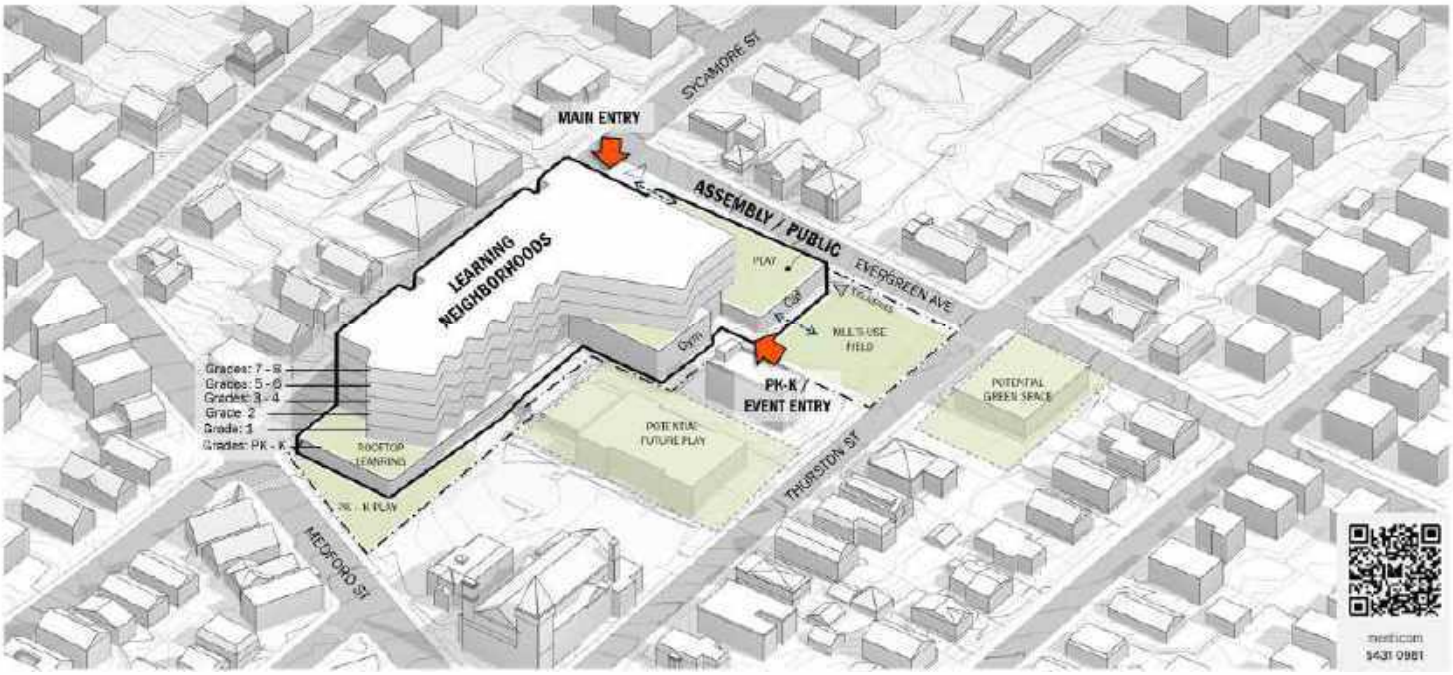
LEVEL 4



LEVEL 5

NEW CONSTRUCTION- OPTION 4

AT 115 SYCAMORE STREET FOR 925



LEVEL 1

LEVEL 2

LEVEL 1A

LEVEL 3

LEVEL 4

LEVEL 5