

**Massachusetts School Building Authority
School District Educational Profile Questionnaire (the “Questionnaire”)**

Date September 21, 2021

Name of School District (the “District”) Wilmington Public Schools

Name of Priority Statement of Interest School Wildwood Early Childhood Center

Author(s) of the Educational Profile Questionnaire (Name, Title)

Glenn Brand, Superintendent of Schools

As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2020 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District’s facilities, teaching methodology, and program offerings.

SECTION ONE: District-wide Facilities

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a “Y” for accurate and “N” for not accurate. Additionally, please complete any non pre-populated information.

| School Name | Grades originally intended to be served in the school facility | Grades currently served in the school facility | Year Founded | Last Add or Reno Year | Total GSF | Y/N |
|--|--|--|--------------|-----------------------|-----------|-----|
| Boutwell Early Childhood Center | 1,2,& 3 | PreK – K | 1961 | 1961 | 20,800 | Y |
| Wildwood Early Childhood Center | 1,2 & 3 | PreK - K | 1955 | 1955 | 29,160 | Y |
| Shawsheen Elementary School | 4,5 & 6 | Grades 1 - 3 | 1970 | 2010 Windows | 56,253 | Y |
| Woburn Street Elementary School | 4,5 & 6 | Grades 1 - 3 | 1963 | 1968 | 53,450 | Y |
| North Intermediate School | 7 & 8 | Grades 4 - 5 | 1962 | 2014 Windows | 54,569 | Y |
| West Intermediate School | 7 & 8 | Grades 4 - 5 | 1964 | 1964 | 62,058 | Y |
| Wilmington Middle School | 6 thru 8 | Grades 6- 8 | 2000 | 2000 | 149,797 | Y |
| Wilmington High School | 9 thru 12 | Grades 9 - 12 | 2015 | 2015 | 192,443 | Y |

B. Using the space below, please describe how students’ progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

There are currently eight (8) schools within the district of Wilmington. These include:

- Boutwell Early Childhood Center (Pre-K and Kindergarten)
- Wildwood Early Childhood Center (PreK and Kindergarten)
- Woburn Street Elementary (Grades 1,2 and 3)
- Shawsheen Elementary School (Grades 1,2 and 3)
- West Intermediate School (Grade 4 and 5)
- North Intermediate School (Grade 4 and 5)
- Wilmington Middle School (Grades 6,7 and 8)
- Wilmington High School (Grade 9,10,11 and 12)

The town is essentially divided into two sides with the pathway of progression for students as follows:

- Students at the Boutwell Early Childhood Center attend the Shawsheen Elementary School.
- Students at the Shawsheen Elementary School attend the West Intermediate School.
- Students at the West Intermediate School attend Wilmington Middle School.
- Students at the Wildwood Early Childhood Center attend the Woburn Street Elementary School.
- Students at the Woburn Street Elementary School attend the North Intermediate School.
- Students at the North Intermediate School attend Wilmington Middle School.
- Students at Wilmington Middle School attend Wilmington High School.
- Students at Wilmington Middle School attend Wilmington High School.

The District’s handicap accessible schools are the Shawsheen Elementary School, the West Intermediate School, Wilmington Middle School, and Wilmington High School.

SECTION TWO: Current Priority Statement of Interest School, Wildwood Elementary School

A. Please complete the chart below indicating the number of each room type currently in the Wildwood Elementary School. Please use the Comments column to further describe a program, if applicable.

| <u>ROOM TYPE</u> | No. of Rooms (e.g. N/A, 1, 2, etc.) | Comments |
|--|---|---|
| <u>CORE ACADEMIC SPACES</u> | | |
| <i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i> | 5 | 3 Sub-Separate programs (2 @ PK + 1 @ K) 3 Sub-Separate Full Day (2 @ Integrated Pre-K + 1 @ Half-Day) |
| <i>Kindergarten (indicate full/ half day in the Comments column)</i> | 7 | Full day |
| <u>SPECIAL EDUCATION</u> | 2 | Related Service Provider Spaces (Using shared classroom spaces that |

| <u>ROOM TYPE</u> | No. of Rooms (e.g. N/A, 1, 2, etc.) | Comments |
|--|---|--|
| | | include OT/PT/Speech Therapists/1 Psychologist/1 School Counselor/K Spec. Ed. Teacher/ Ed Assist |
| <u>ART</u> | <i>N/A</i> | |
| <u>MUSIC</u> | <i>N/A</i> | |
| <i>Practice Rooms</i> | <i>N/A</i> | |
| <u>HEALTH & PHYSICAL EDUCATION</u> | | |
| <i>Adaptive PE Spaces</i> | 1 | OT/PT/Adaptive P.E. |
| <i>Gymnasium</i> | 1 | <i>Shared space that serves as gymnasium and cafeteria</i> |
| <u>MEDIA CENTER</u> | 1 | <i>Library</i> |
| <u>DINING & FOOD SERVICE</u> | 1 | Kitchen (See gymnasium above) |
| <u>MEDICAL SUITE</u> | | |
| <i>Nurses' Office</i> | 1 | Located in an old bathroom |
| <u>ADMINISTRATION & GUIDANCE</u> | 1 | Principal Office & Cubicle For Administrative Assistant |
| <u>OUTDOOR LEARNING</u> | N/A | |
| <u>AUDITORIUM</u> | N/A | |
| <u>NATATORIUM</u> | N/A | |
| <u>DESE APPROVED CHPT 74 SPACES</u> | N/A | |
| <u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u> | N/A | |
| <u>NON-SCHOOL DISTRICT SPACES</u> | | |
| <u>OTHER</u> (<i>indicate type of program in the Comments column</i>) | 3 | Storage Closet (2) Staff Room |
| | 1 | Custodian uses library office |
| | 1 | Office Space for Extended Day Program |

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

The Wildwood Early Childhood School operates as an independent school providing a comprehensive elementary education program to students in Pre-Kindergarten and Kindergarten exclusively. Each classroom houses students of one grade level exclusively.

The school is limited in physical room capacity and does not include additional programmatic space for special programs (e.g. art, music etc.). As such existing spaces are required to be used for the delivery of other programs there is necessarily the sharing of spaces for multiple programs or services. For example, the cafeteria also serves as a gymnasium and the library serves as a specialist classroom (art/music/library) while also at times a meeting space (e.g. staff, Special education etc.)

The delivery of related Special Education services (including evaluations) are delivered as needed in the principal’s office, the staff room, the Adaptive PE Room. In addition, when the library is not being used, services are provided in that area as well.

C. Using the space below, provide information about the Wildwood Elementary School’s *current* teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

In both the Pre-K and K program the goal is to offer an inclusionary/integrated program so that students with disabilities are educated alongside their ‘typical’ peers in an inclusionary setting. The District also provides sub-separate programs for Pre-K and K where students’ needs exceed that which can be provided in an integrated setting.

The Wilmington Public School’s contractual obligation is 20 students per teacher for K; in Integrated Pre-School it is 15 students per classroom. Sub-separate classrooms can average eight (8) students per teacher.

In terms of technology each classroom has a projector and interactive white boards. Portable devices (i.e. Chromebooks) are also available for deployment to classrooms but there is not currently a location for a multi-media lab.

SECTION THREE: Proposed Priority Statement of Interest School, Wildwood Elementary School

A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the ‘Room Type’ column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2020 Statement of Interest and as discussed during the District’s Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the ‘Room Type’ column should include all grades between Grade K and Grade 8).

| <u>ROOM TYPE</u> | No. of Rooms (e.g. N/A, 1, 2, etc.) | Comments |
|--|---|-----------------|
| <u>CORE ACADEMIC SPACES</u> | | |
| <i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i> | 5 | |
| <i>Kindergarten (indicate full/ half day in the Comments column)</i> | 7 | |
| <i>Grade 1</i> | 6 | |
| <i>Grade 2</i> | 7 | |

| <u>ROOM TYPE</u> | No. of Rooms (e.g. N/A, 1, 2, etc.) | Comments |
|---|--|---|
| <i>Grade 3</i> | 6 | |
| <i>Grade 4</i> | 6 | |
| <i>Grade 5</i> | 6 | |
| <i>World Language (Grades 9-12)</i> | | |
| <i>Other (indicate program in the Comments column)</i> | 3 | ELL Instructional Space (2) Multimedia Lab (1) |
| <u>SPECIAL EDUCATION</u> | 9 | <i>Dedicated and separated Pre-K K Special Education learning spaces (Including office for Team Chair)</i> |
| <u>ART</u> | 2 | |
| <u>MUSIC</u> | 2 | |
| <i>Practice Rooms</i> | 1 | |
| <u>HEALTH & PHYSICAL EDUCATION</u> | 1 | <i>Dedicated Health Education Classroom</i> |
| <i>Adaptive PE Spaces</i> | 2 | |
| <i>Gymnasium</i> | 2 | <i>Likely necessary to have a large single gym that can be divided for programming or two separate gym spaces.</i> |
| <u>MEDIA CENTER</u> | 1 | <i>Space will need to be large enough to accommodate furnishing for multi-age students.</i> |
| <u>DINING & FOOD SERVICE</u> | 1 - 2 | |
| <u>MEDICAL SUITE</u> | 2 | Suite area expanded for larger population |
| <i>Nurses' Office</i> | 2 | |
| <u>ADMINISTRATION & GUIDANCE</u> | 9 | Space for principal (1) , assistant principal (2) guidance (3) and administrative assistants (2); K-5 STEM Coordinator |
| <u>OUTDOOR LEARNING</u> | 1 | |
| <u>AUDITORIUM</u> | N/A | |
| <u>NATATORIUM</u> | | |
| <u>DESE APPROVED CHPT 74 SPACES</u> | N/A | |
| <u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u> | N/A | |

| <u>ROOM TYPE</u> | No. of Rooms (e.g. N/A, 1, 2, etc.) | Comments |
|---|---|--|
| <u>NON-SCHOOL DISTRICT SPACES</u> | 1 | Currently office space needed for Extended Day Program |
| <u>OTHER</u> (indicate type of program in the Comments column) | | |
| Custodial Office | 1 | |
| Small Conference Room | 2 | Use for IEP Meetings, Grade Level Meetings Etc. (10-12 People) |
| Large Conference Room | 1 | |
| Staff/Lunch Room | 2 | Dedicated space for related service providers |
| Storage Rooms/Instructional Supplies | 3 | |

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

This project would be considering exploring bringing together three current schools (Wildwood, Woburn Street and North Intermediate) resulting in a grade configuration of PK – 5. Given the size of the facility, it will be important for us to create a sense of smaller school communities within the facility. As an example, that might include operating two PK-5 schools operating under one roof with shared common facilities or subdividing the grade level configurations into a school community that serves the early elementary (e.g. PK-2) and late elementary (Grade 3-5).

C. Using the space below, provide information about the Wildwood Elementary School’s *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.

The Wilmington Public Schools is looking to modernize the learning environments of all of our elementary schools beginning with the Wildwood school project. At its core, we are interested in aligning the physical spaces in all of our elementary classrooms and schools with what can be considered contemporary pedagogical philosophy.

For our educational community a contemporary educational experience is one that includes flexible learning spaces which will facilitate a full array of pedagogical possibilities that support individual, small group and whole group instruction. This includes the ability to support team-teaching, grouping of similar grades together in the same geographical area of the facility and appropriate spaces for our higher-needs populations and the provision of related services.

An expanded focus of the related areas of the school building include the following:

Instruction

- Classrooms should have large enough spaces to support both flexible learning/group configurations along with direct instructional space.
- Passage ways between classrooms are present to facilitate team teaching and flexible student groupings.
- Physical layout with the building should allow for the clustering of all grade classrooms in the same area of the school.
- Room designs that include complete technological accommodations (e.g. sound field, large enough display boards).
- There is an outdoor learning space that can support age-appropriate activities.
- There should be the presence inside the building of a space to support large or whole group instruction providing flexibility for meetings, special presentations etc.
- For more intensive Special Educational programs there should be appropriate dedicated space.

Furnishings & Technology

- An array of connected devices including, but not limited to, notebooks, tablets etc. should be able to be sufficiently accommodated within each classroom and instructional space.
- Each instructional space should include appropriate audiovisual tools that include projectors, displays and sound fields.
- There should be a network of communication tools that connect classrooms and spaces to the main office and each other and include phones, PA systems etc.
- Furniture throughout the school should be flexible in design to provide for both individual as well as group activity while also accommodating required student use of educational technology.

Physical Layout of Instructional Environments

- Related service providers (e.g. Special Education, occupational therapy, school counselling etc.) should be arranged at various locations throughout the school facility to avoid consolidating all services in one location only and each service should have a dedicated room/space.
- Each instructional space should have ample storage for classroom materials and supplies.
- The school and individual classrooms should have maximized natural light illuminating the spaces.
- The facility should have ample student and staff bathrooms located throughout. Additionally, there should be student bathrooms in each classroom at the Pre-K and K level as well as dedicated changing areas along with full handicapped accessibility.
- Adult meeting spaces should be present to facilitate both small meetings (e.g. Special Education Team meetings) as well as larger group meetings for grade-level, department etc.
- There should be appropriate safety and security features including double-door secure entry, amplified speaker/PA systems both inside and outside of the facility, entry and egress routes that are controlled and can be monitored etc.

Specialized Spaces

- For a school serving the consolidation of grades a maker-space should be included in the facility to allow for creative and constructive design.
- There should be a dedicated administrative suite that includes adequate confidential office space for the school administrator (s) and guidance counselors, appropriate space for the administrative/office assistants, meeting spaces and a secure location for files.

- There should be a separate and dedicated physical education space.
- There should be a space that can serve as a cafeteria as well as flexible to be converting to a full-school community meeting space.

SECTION FOUR: Community Engagement

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the Wildwood Elementary School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

The Town of Wilmington completed a facilities master plan project that reviewed the status of public buildings including the public schools. This was an extensive process that engaged multiple stakeholders throughout the town and resulted in a final report made widely available to the community. The recommendations included within the report (included herein) specifically recommended school building consolidation of elementary schools for the town.

During the 2020-21 school year the school district administration presented three (3) separate meetings to the school committee, Board of Selectman as well as the Finance Committee. These meetings affirmed the findings of the town master plan and outlined the advantages of consolidation as a valuable path forward in contending with the school facilities.

With the Wildwood School Building Committee now assembled a meeting is being established for October in order to convene and begin to establish a communication plan for the community.

The Town, through the Town Manager, has identified that this project will likely require the authorization of a debt exclusion.

SECTION FIVE: Attachments

A. Please attach to this completed Questionnaire any **Executive Reports or Conclusions** of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

- A. Massachusetts Department of Elementary and Secondary Education *Coordinated Program Review* - Wilmington Public Schools Coordinated Program Review (2018).
- B. Wilmington Final Facility Master Plan Report (Harriman Group, 2018).
- C. Wilmington Final Facility Master Plan Report Appendices (Harriman Group, 2018).

Should you have any questions as you complete this document,

please contact your Project Coordinator, Sarah Przybylowicz, at:

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