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A school and community partnership that provides an inclusive, respectful, and collaborative learning environment where all stakeholders are engaged in the development of the whole child.

April 16, 2025

Department of Elementary and Secondary Education
Matthew Deninger, Director of Resource Allocation Strategy and Planning
135 Santilli Highway
Everett, MA 02149

Project: Wilmington PK-5 Elementary School
Subject: Schematic Design DESE Submission: Special Education Delivery Methodology

Dear Mr. Deninger,

The following documentation reflects the Special Education Delivery Methodology of the Wilmington Public Schools (WPS) including information regarding the current, proposed, and specialized programs for the proposed new consolidated elementary school in Wilmington. Also included are the following:

- Educational Space Summary
- Space Summary Deviations Narrative
- Proposed Floor Plans
- Special Education Adjacency Table

WPS has made the appropriate provisions for children with disabilities in congruence with Section 1 of Chapter 71B and adheres to the federal and state laws that guarantee the rights of all students' access to the general education curriculum. The WPS philosophy is to embrace the inclusion of students with disabilities in all aspects of school life by including them in the general education environment to the fullest extent possible. This approach has been actualized via significant investment over many years in the development of a broad spectrum of in-district programming.

Wilmington's robust and comprehensive range of Special Education programs and services ensure that 98.1%* of enrolled students can be educated within the district. The very small number (1.9% of the student population) of students who are educated in out-of-district placements is indicative of the success of this approach and reflects our commitment to creating an inclusive educational environment that, to the maximum extent feasible, educates students in their home community. Special education services are provided to eligible students and are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing available across the District are allocated annually based on

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

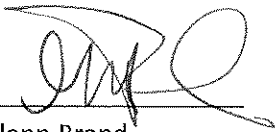
the service delivery needs identified on the Individualized Education Plans (IEPs) of the special education population being served at each school. WPS offers programs and services for students ages ranging from 3 to 22.

WPS provides qualifying students with a variety of related services including speech and language, occupational therapy, physical therapy, counseling, and behavior support. These programs and services are designed to increase the opportunity for students to receive robust special education services within the district. The inclusive nature of the programs and services provide a collaboration to augment opportunities and enhance the support disabled children receive to maximize access to the general education setting.

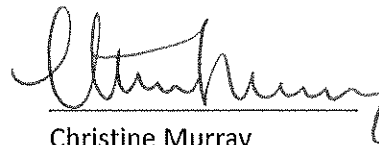
The design of the new building will improve the District's ability to make curriculum accessible to all children, including those with disabilities. A new facility will provide specially designed spaces that are ADA compliant and employ Universal Design architectural features to be accessed by the students who most require these supports. Dedicated Special Education rooms will be positioned throughout the building and either embedded within or in proximity to grade level neighborhoods whenever possible to minimize travel distances and to keep students receiving services among their peers. The intentional placement of rooms and the provisions for universal room features will provide the flexibility needed to meet the ever-changing needs of students and the inclusion priorities of the District.

Thank you for your consideration of this application.

Sincerely,



Glenn Brand
Superintendent of Schools



Christine Murray
Int. Director of Student Support Services



Kathleen Bissell
Principal, Wildwood Early Childhood Center



Stacey Scott
Principal, Woburn Street Elementary School



Diane Carreiro
Principal, North Intermediate School

** Based upon October 1, 2024 enrollment report with DESE.*