WILMINGTON WILDWOOD EARLY CHILDHOOD CENTER

18 APRIL 2024

PRELIMINARY DESIGN PROGRAM

VOLUME 2 OF 2



DORE + WHITTIER | SMMA



Massachusetts School Building Authority

X.01

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2020 Statement of Interest

Thank you for submitting your FY 2020 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete**. The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
  - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
  - Regional School Districts do not need to submit a vote of the municipal body.
  - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

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

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

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

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

Massachusetts School Building Authority

School District Wilmington

District Contact Glenn Brand TEL: (978) 694-6000

Name of School Wildwood

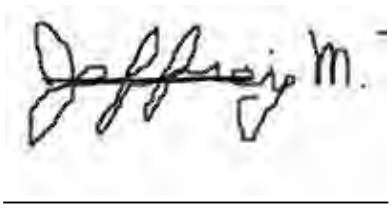
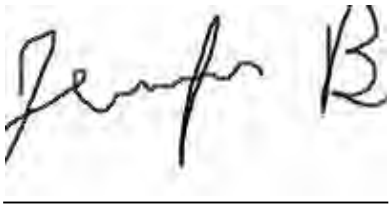
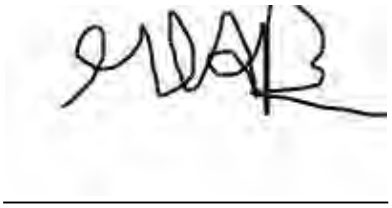
Submission Date 5/6/2020

SOI CERTIFICATION

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

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Jeffrey Hull	Jennifer Bryson	Glenn Brand
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
5/6/2020 2:21:02 PM	5/6/2020 2:41:17 PM	5/6/2020 2:46:57 PM

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

Massachusetts School Building Authority

School District Wilmington

District Contact Glenn Brand TEL: (978) 694-6000

Name of School Wildwood

Submission Date 5/6/2020

Note

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

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

SOI Vote Requirement

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

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: 2020 Wildwood

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 1/1/2001

Planning Firm: 2008-Dore & Whittier; 2019 Harriman Group

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

This Facility Master Plan provides a strategy for the coordinated, efficient investment and maintenance of key Town buildings and sites that support municipal services and community needs in Wilmington. The Master Plan focuses on the future needs and allocation of uses for nearly thirty buildings and sites that were chosen for evaluation. It contains specific recommendations for future actions that the Town can take to provide cost-effective facilities and services. The recommendations describe a series of short-term, midterm, and long-term investments that the Town can take to maintain and improve its stock of buildings and sites. This approach will help ensure that the Town's facilities are aligned with the uses they contain and can be operated efficiently. The recommendations have been built upon professional analysis of the existing conditions of these facilities. They reflect the careful consideration of deflciencies and future needs for each of the facilities and services within the scope of the Master Plan. The planning process included extensive evaluation of alternative approaches to locations, improvements, and disposition of the buildings, sites and uses. The process engaged residents, elected officials, various Town Boards, and Town staff who contributed information, insights, and advice. As a facility improvement strategy, this Master Plan can be used as a tool to advance individual projects in a logical sequence for detailed study and conflrmation within an overall framework of budgeting and funding. Projects that move forward will progress through advanced design, approvals, funding, and implementation. Each of the projects described in this document must be undertaken using established procedures that include required public reviews and participation in all the related municipal processes. These will include the Boards, Committees, and Town Meetings that all play various roles associated with capital improvement and facility decisions.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? NO

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? NO

If "NO", please note that:
If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? NO

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

Has the district had any recent teacher layoffs or reductions? YES

If "YES", how many teaching positions were affected? 3
At which schools in the district? Woburn Street, Shawsheen and North Intermediate
Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

General Education Classroom Teachers due to Enrollment

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

If "YES", how many staff positions were affected? 0
At which schools in the district?
Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff

reductions, including the impact on district class sizes and curriculum.

The district has not had any layoffs due to budgetary reasons. All teacher reductions have been due to enrollment fluctuations. The district strives to meet the contractual size guidelines of PreK-3 (1:20); 4-5 (1:25).

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

The School Department prepares the Superintendent's Preliminary Capital/Operating budgets from October through December. This Budget is presented to the School Committee. After that presentation the Superintendent and his staff work with the Town to determine a budgetary amount the Town can support. Once determined, the District works to modify the Capital/Operating budgets to satisfy this request. This then becomes the Superintendent's Recommended Budget. The Recommended Capital/Operating budgets are presented to the School Committee in January. The Town Manager presents the Town's Capital/Operational budgets to the Board of Selectmen in January. In February the School Committee holds its Budget Hearing and votes to approve the Budgets. After the Budget Hearing, the Superintendent meets with the Town's Finance Committee. The Annual Town Meeting is held in early May where the Town Meeting Members vote the Towns budgets. The dates for the FY21 Town Budgets are as follows: 01/27/20 the Town Manager presents the Town's budgets; 02/12/20 the SC Budget Hearing is held; 06/27/20 is the tentative Annual Town Meeting. During the FY21 budget process the District reduced the Superintendent's FY21 Preliminary Budget by $230K, and its FY21 Capital Budget by $150K. The Superintendent and his staff identified areas to reduce without negatively impacting District operations. The recommended budget kept in place all critical initiatives identified. The Preliminary and final Recommended Operational Budgets include 11.25 incremental FTEs, the majority of which are Special Education related to meet some of the goals of our newly created strategic plan. The budget increase is 4.25% showing the Town's commitment to its school system. The Superintendent also met with the Technology Dept. to prioritize the capital projects. and we were able to delay the implementation of certain projects without adversely impacting the operations of the School System.

General Description

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

Wildwood Early Education Center was constructed in 1954 and opened in 1955. There have been no additions or renovations.

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

29160

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

The School Building sits on a large 7.5-acre parcel of land with drop off circulation in the front and parking at both sides and at the rear. Play areas, fields, and courts are located behind the building to the east. Landscaping is mainly grass with a few deciduous trees and shrubs near the building. Parking is fairly well defined with the exception of the large paved area behind the building. Handicap parking is located along a linear zone at the bus drop off area near the main entry.

WATER
The School Building is serviced with a 3-inch domestic waterline off a 6-inch water main from a 6-inch water main in Wildwood Street. The water main is approximately 54 years old. The type of water pipe is unknown. A potential project on this site will likely require a new cement-lined ductile iron water line be installed to replace the existing water line to the building.

The School Building does not have a sprinkler system. A potential project would require a new fire service line be installed for the future installation of a sprinkler system. Hydrant flow tests will be needed to determine the water system capacity and whether a fire pump will be required.

SEWER
The Wildwood School Building has an 8-inch gravity sanitary service located at the northern side of the building that discharges to a septic system. There are no pump stations on the site. The septic system is pumped each year. An inspection of the existing septic system will need to be conducted to determine if the septic system can support future building expansions.

The Wildwood School has an interior grease trap for kitchen waste only. An exterior grease trap should be installed to meet state code and local regulations.

STORM DRAINAGE
The site is currently served by a closed drainage system. There are no known capacity or surcharge issues. If new impervious areas (pavement/rooftop) are proposed, stormwater detention will be necessary to mitigate impacts to the existing system.

TRAFFIC/PARKING ISSUES
Key traffic-related issues for the school include:

• Excess parking occurs near front entrance/loop road (21 spaces plus one handicapped) – constricts space for vehicles/buses on loop road and creates problems for backing up and parking access.

• Loop road in front of building – one-way (counter-clockwise) circulation of loop road not always followed.

• No crosswalks on loop road to connect pedestrian paths from street to building.

• Crosswalk on Wildwood Street is not signed.

• Cracked sidewalks and pavement and crumbling asphalt curbs on site.

A potential project should look at improving site circulation, parking and pedestrian paths.

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

182 Wildwood Street Wilmington, MA. 01887

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

The exterior walls are faced with brick veneer and concrete block back-up. Exterior brick jointing, pointing and caulking are required in several masonry locations on the brick façade and chimney. Based on the existing drawings, it appears that there is very little insulation, if any, in the exterior walls. Exterior intake vents and gravity relief vents were visible in the exterior wall. The relief vents are a possible source of significant heat loss. Brick appears to be deteriorating due to water dripping down off of fascia.

Windows are comprised of original single-pane, metal, non-thermal curtain-wall type. The top row of windows has been infilled with an insulated metal panel approximately 32 years ago. Much of the glass on the south facing windows has become discolored to the point where they have become translucent making it difficult/impossible to see through.

The clerestory windows at the gym have glass block, some of which have been replaced with Kalwall-type insulated panels. This was also done at the cafeteria. Some clerestory windows have broken or are severely cracked; some have been boarded up. Other clerestory windows are constructed of Plexiglass, which is in very poor condition and allows for extreme heat loss.

Exterior doors have hollow metal frames and original painted wood doors which are in very poor condition. The original doors use padlocks for locking the building after hours, which is a safety concern when considering emergency egress during after-hour use. These doors also lack adequate weather stripping as daylight is visible. Doors for the exterior toilet room doors are severely deteriorated and appear to be letting in water, possibly causing deterioration to the interior of these rooms as well.

The building structure is presumed to be load bearing masonry with wood framed roof joists supported by wide flange beams and columns. The building relies on lateral resistance from the 4” walls between classrooms and the load path to such through the wood framing. The wood framing at the roof and at portions of the 1st floor, while adequate to support gravity loads (live and snow), are weak in distributing lateral load from wind. Reinforcement, particularly at the roof, is likely. The slender, 4”, interior, masonry walls will require substantial work or removal based on planning and code requirements.

Also, there is no capacity for any vertical additions and any horizontal additions should be kept structurally separate.
Roof – In 2011, a 3.350 sq. ft. section of roof was replaced with modified Bitumen over the classroom front wing and in 2012 a 16,180 sq. ft. section of roof was replaced over the café hallway, foyer and east wing was replaced with Modified

Bitumen roofing.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO
Year of Last Major Repair or Replacement:(YYYY) 1954
Description of Last Major Repair or Replacement:
There have not been any major repairs or replacements of the exterior walls.

Roof Section A
Is the District seeking replacement of the Roof Section? NO
Area of Section (square feet) 30000
Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe)
A combination of Tar and gravel and Modified Bitumen
Age of Section (number of years since the Roof was installed or replaced) 8
Description of repairs, if applicable, in the last three years. Include year of repair:
N/A

Window Section A
Is the District seeking replacement of the Windows Section? NO
Windows in Section (count) 0
Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))
2 Original single pane steel framed non thermal store front window system with no insulation.
Age of Section (number of years since the Windows were installed or replaced) 0
Description of repairs, if applicable, in the last three years. Include year of repair:
N/A

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

The existing heating system is steam. The heat is supplied by two Weil McLain boilers model 1088 manufactured in 1998. The burners are Power Flame model # C2-08. The boilers fuel is #2 fuel oil supplied from a 10,000 gallon double wall below ground tank. Combustion air for the boiler room are windows and fans and also louvers in door.
The steam and condensate piping from the boilers run through the crawl space. The insulation on the piping is in bad condition. In the past the steam traps have been replaced by ball valves for the heating system. The heating system does not function properly.
The boilers are in relatively good condition. The ball valves on the heating system must be replaced with the proper size steam traps. Ball valves are not made to function as traps. After the traps are installed a maintenance program for the steam traps needs to be instituted to make sure they continue to function properly.
The heating in all classrooms is supplied by steam unit ventilators. The classroom unit ventilators run continuously. There is hot water baseboard heating on all end walls. There are exhaust openings in the main corridors that connect to three exhaust fans on the roof. In addition there are three toilet exhaust fans on the roof. All office and classrooms are controlled by one thermostat. This single thermostat should be replaced by a thermostat in each classroom or office.
All controls to the heating system are pneumatic. The control system should be updated to current standards by replacing it with a Direct Digital Control system. This will allow more flexibility in the control of systems and save the school district money by saving energy.
Air conditioning is provided by five (15) window mounted A/C units and (3) 1-1/2 ton split wall mounted units with air cooled condensing units located on the roof. These be replaced with central units for greater energy efficiency.
There is a 75-gallon hot water heater Weil McLain model (100 series 2) with a domestic hot water tank that is interconnected to the boiler system.
Domestic hot water is provided by a Weil McLain boiler model A/B W904. The domestic hot water piping is a mix of copper and Schedule 40 steel.
All water lines are located above the ceiling. There was a freezing problem in the past so openings are provided in the ceiling to prevent the piping from freezing. This needs to be investigated and rectified.

There is no sprinkler system in the building. A sprinkler system should be provided for the building.
Most of the existing electrical equipment is original to the building with some exceptions. The fire alarm system including the control panel, devices, door holders, and speaker/strobes are relatively new and meet the latest requirements. Original equipment installed in 1955 is beyond its intended useful life.
Classrooms and corridors lack occupancy sensors. Occupancy sensors would save energy and would help reduce the heat load during the warmer days.
Several incandescent illuminated exit signs remain. These should be replaced with LED source exit signs that have integral battery backup.
Existing electrical service equipment, distribution panels, non LED interior and exterior lighting, lighting controls and paging system should be replaced.
The secondary electrical service consists of a GE main disconnect switch rated at 400 Amperes, 120/208Volts, 3 Phase, 4 Wire with an exterior utility company meter mounted on the exterior of the building. The service is overhead from a pole mounted transformer.

Boiler Section 1
Is the District seeking replacement of the Boiler? NO
Is there more than one boiler room in the School? NO
What percentage of the School is heated by the Boiler? 100
Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)
#2 Heating oil
Age of Boiler (number of years since the Boiler was installed or replaced) 22
Description of repairs, if applicable, in the last three years. Include year of repair:
N/A

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 1998
Description of Last Major Repair or Replacement:
The boilers were replaced in 1998. Two new oil fired Weil McLain steam boilers were installed. Boilers are atmospheric type; Breeching is insulated and run to the existing masonry chimney. Other equipment associated with the boilers, such as condensate return pumps and the boiler water feed unit, were replaced also. Most recently over 300 feet of steam and condensate pipe was replaced in the crawl space for the heating system.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES
Year of Last Major Repair or Replacement:(YYYY) 1998
Description of Last Major Repair or Replacement:
Replaced in 1998 two oil fired steam boilers

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

The interior finishes of the Wildwood are all generally in poor condition.
Notably, a spray applied asbestos encapsulate treatment was added and not finished to specifications in the 1980s. The intent was a trowel finish, but it looks like the entire common area and large program area ceilings have spray applied fireproofing. The result is that the finish collects dirt and grim and is impossible to clean.
The majority of walls are painted CMU. Corridors have glazed tile to five feet above finished floor.
The floors are Terrazzo at the main entrance only, the halls are VAT and the classrooms asbestos floors have been encapsulated with VCT. The administration areas and library are carpeted. Older carpeting warrants replacement.
The existing lighting consists of surface wraparound fixtures with T12 lamps in offices and utility rooms. The cafetorium has industrial 2’x4’ surface mounted fixtures with T5 lamps. Controls are provided by local switches throughout. Corridors have wall mounted linear fluorescent fixtures. Classrooms are provided with pendant parabolic fluorescent with T12 lamps.

Plumbing fixtures consist of wall hung and floor mounted water closets with manual flush valves, wall hung urinals with manual flush valves are mounted too high for the age of students, and wall hung lavatories with hot and cold water handles. Student lavatories are supplied with cold water only. Classroom sinks are counter mounted with gooseneck faucet. Drinking fountains are wall mounted vitreous china. Electric water coolers are wall mounted, vinyl cabinets with stainless steel bowl. In general the fixtures do not meet accessibility standards and are not water conserving.

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

The Wildwood School houses 40 Pre-Kindergarten and 143 Kindergarten students (combined 183) as well as Special Education classes. The school was constructed in 1955 with approximately 29,160 square feet of building space. Students in Grades Pre-Kindergarten and Kindergarten receive the regular elementary curriculum including art, music, PE and library. Special needs instruction is provided on both an integrated and pull-out basis and programs include service for those students requiring intensive instruction and significant modification of the curriculum to make effective progress. There are also two substantially separate intensive programs primarily for students on the autism spectrum. Students served may be diagnosed with such as autism, severe communication disorder/delay, physical disability and neurological impairment or delay.
Under the MSBA standard the space provided to replace this school, the total school area should increase by approximately 4,300 square feet to accommodate its enrollment.

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

Gymnasium - there is a single assembly space in the building adjacent to the kitchen which functions as a cafeteria as well as an auditorium and gymnasium. As a cafeteria space it is adequately sized for the current enrollment based on state guidelines. As a gymnasium the space is reasonably sized for a PK-K school, although undersized for an elementary school per MSBA design guidelines. The space is just under 3000 square feet while recommendations for a gymnasium are 6300 square feet.

Library - the school library is directly adjacent to the main lobby space. The reading room is roughly the size of a classroom at 923 square feet. This is below the state guideline are listed (2020 square feet for an enrollment of 300) however for the current grades and the enrollment it appears to be adequate. The library is currently used as both the library, art room, music room and it houses a custodian’s closet.

Classrooms - there are 14 original classrooms in the building and each of these spaces is listed at 928 square feet with dedicated storage and toilets. Two (2) rooms were converted to office spaces. 11 are being used as actual classrooms (K=7 and 3=PK and 1 a PK/K combined). The remaining 11 classrooms are below state guidelines for preschool or kindergarten (with toilet) of 1200 square feet but are within the guideline for elementary classes (grades 1-5) of 900-1000 square feet. For the most part, all of the classrooms represent the original finishes and therefore are very dated in appearance and functionality. This includes windows, presentation space, storage etc.

Multipurpose Room - One classroom houses the adjustment counselor, reading specialist, the special educator and two speech and language pathologists.

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

Kitchen - the school has a kitchen and food service area that is undersized for the current enrollment of 183 Pre K and K students at less than 700 square feet however MSBA recommends a 1600 square foot kitchen for elementary schools.

Staff room – is now located in a former storage room.

Administration and Offices - at the core of the school a number of spaces have been reshuffled in their use. The Principal's office is used as a conference room, the nurse office is used as the Principal's office and the nurse's office has been created out of a former gang toilet room.

Nurse Office - The nurse's office is an inadequate space at approximately 200 square feet. An ideal suite of 510 square feet, per MSBA guidelines, would include separate areas for waiting, examination, handicap accessible toilet and office space. An existing stall is used as the toilet which does not provide handicap access and the remainder of the space offers only enough room for a desk, daybed and some small cabinets. No lavatory was left in place for use by the nurse.

Toilets - there are gang toilet rooms for boys and girls adjacent to the offices near the lobby however the fixtures are not age-appropriate in terms of their height.

Storage - storage space is at a premium and is a significant issues at the school. There are toilet rooms associated with classrooms being used for storage and larger storage spaces are utilized for office or educational spaces.

Other Spaces - smaller spaces have been adapted in order to find locations to update and upgrade. For example, a built in telephone booth off the main lobby has been converted to the hub/server room for communications.

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

The district utilizes employees of the Public Buildings Department to perform daily tasks and routine maintenance of the building. The custodial staff has a scheduled checklist of items and daily system checks, when issues are identified they use a web based maintenance work order system for repairs needed. The work order system is also used for preventative maintenance and scheduling daily work assignments for its maintenance staff. Electrical, HVAC and other issues are reported using the work order program and prioritized at the Facilities Department. The Public buildings department has a five year capital improvement plan, every year the capital budget is based on this plan which is separate from the schools operating budget each capital item is reviewed and voted on at the annual town meeting. Capital repairs include, in 2010 complete replacement upgrade of life safety system in the building, 2011 the replacement of 3,315 sq. ft. of tar and gravel roof and in 2012 the replacement of 16,180 sq. ft. of tar and gravel roof both replaced with a modified Bitumen system no overrides or debt exclusion necessary.

Priority 7

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

Educational Programming

The Wildwood ECC is currently not able to house a social-emotional program for students due to space limitations. Students are sent to the sister school across town, often mid-year, leaving behind their peers and teachers with whom they have established relationships.

ELL services are offered to students who are eligible. However, we have had much difficulty providing an appropriate space for services to take place. Often services need to be delivered in a staff room or conference room. Staff often have to enter the room to access materials and cause disruption to services.

Due to current space constraints, we are currently using one classroom to house 2 Speech and Language Providers (SLPs), 1 reading specialist, 1 special educator, 1 school adjustment counselor and 1 educational assistant. This room is not optimal for providing services for many reasons including the high level of distractions, lack of confidentiality and overcrowding.

Medical Needs and Diapering

The Wildwood ECC houses 4 preschool programs for students ages 3-5. Many of the students are not toilet trained and the bathrooms in the program do not have adequate toileting areas for students. Some of our students have complicated medical needs that require the nurse and trained staff to perform diaper/changing needs. By regulation, these students must be ensured dignity and confidentiality.

Without dedicated and purpose-built space for this function, the nurse's office must be used and closed to the rest of the school population

Assessment and Testing

As an early childhood center, many of our students require one or more assessments. There is no separate space for testing individual students so temporarily available spaces that include the conference room or a classroom must be used.

Nurse's Office

The School Nurse's Office does not provide necessary privacy for making private phone calls or for assessing the needs of more than one student, especially if there is an emergency.

Confidentiality and privacy are paramount to providing safe and appropriate medical services. The School Nurse's Office is essentially one room with an associated toilet. As such, it does not provide necessary privacy for making confidential phone calls or for assessing the needs of more than one student, especially if there is an emergency.

General Classroom Activities

Even the general classroom activities are impaired by facilities constraints. The current MSBA Space Summary Template describes the guidelines for Pre-K and Kindergarten classrooms to be between 1100 and 1300 net square feet, including a dedicated internal toilet facility. Our existing Pre-K and K classrooms average only 900 NSF with no internal toilets.

Professional Space/Meeting Facilities

Special educators are required to track assessment data for students on IEPs. The single conference room, when available, is used for IEP Team meetings, grade level meetings, professional development, and small group instruction or testing. Since this space is used by many groups, we cannot post assessment data for ongoing data analysis.

Staff meetings are held in classrooms using chairs designed for Pre-K and K students or in the gymnasium/ cafetorium where

acoustics are very poor and seating is not conducive to collaboration.

The office areas are also inadequate for meeting space. There is no room for visitors or students to sit in the outer office. The principal's office can only accommodate a group of 2-4 people.

Main Office – the main office lacks sufficient space to meet the combined needs of housing the building principal, administrative assistant and file storage.

Priority 7

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

General Classroom Activities

Most of the teachers have to store the materials and these are also required to be used as a room divider. However, there is very limited closet space so as a result teachers have to store things high up on shelving. Closets are not built into the wall and free standing closets. These units are not secure and therefore can be a safety factor issue if a student has a meltdown as they do topple over if confronted with sufficient force.

Professional Space/Meeting Facilities

The Conference Room does not have any technology and so if the projector is needed it has to be brought from the gym and set up and taken down after each meeting. This conference room space is very limited and cannot provide enough room for the entire staff to meet in. Additionally, on any given day there could be 5-7 meetings which become a logistical challenge. This challenge sometimes leads to the need to utilize the principal's office for meeting purposes forcing her to relocate.

Nurse's Office

The School Nurse's Office does not provide necessary privacy for making private phone calls or for assessing the needs of more than one student, especially if there is an emergency. If there is a serious injury or a need for a parent conversation, the student who needs medication or who has a stomachache must exit the Nurse's Office and wait outside in a public area (the lobby). Students and staff feel as if they are on display. There is not a separate examination area, therefore, students must step outside when another student needs to be assessed.

The School Nurse's Office does not have a private designated bathroom for privacy concerns or delicate medical needs.

Parking and Traffic Flow – the current parking for the facility is not sufficient for staff and visitors and necessitates opening up a portion of what otherwise would be a tarmac area for students in the back portion of the school.

Priority 7

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

Overview - The Wildwood Early Childhood Center was constructed 65 years ago as a school for older elementary students. The facility has limited classroom storage, and inadequate sized classrooms according to what is considered appropriate. Given the antiquated physical facility, the building is not conducive to 21st century teaching and learning. Classrooms are extremely crowded and simply do not provide the flexible learning spaces to maximize the benefits of each program.

Additionally, it is a constant struggle to find accessible storage space, dedicate portions of the classroom for differentiated instruction, and a litany of day-to -day idiosyncrasies that negatively impact teaching and learning.

Environment

Ceiling tiles contain asbestos which impacts the replacement of classroom projectors, installation of smart boards, and updating wiring for electronics and communication systems.

The learning environment is negatively impacted by the condition of the building. Heating is inconsistent throughout the building. Air flow and quality is impacted by the age of the vent system. Summer programming is not held in the school due to the lack of air conditioning. The glass in most classroom windows has been replaced with opaque plexiglass. There are no screens and some windows have been screwed shut to prevent them from falling out. The lack of modernized lighting, an antiquated steam heating system, original windows and doors significantly impacts the overall climate and physical comfort for both staff and students in the facility often leading to intense cold or too warm conditions. When there is heavy rain or large amounts of melting snow, there are water leaks in various parts of the facility.

Building Safety

Overall building safety is a concern. There is only one locked door to gain entrance to the school lobby. Once a visitor is buzzed in, they have access to the cafeteria, all offices, and the main hallway, which can lead to any part of the school. Once inside, there is no other locked door to prevent access to the whole building, meaning an unwanted guest would have to be pursued if he/she passed the office.

The public address system is outdated and inconsistent. Although the main unit in the office has been recently replaced, the wiring could not be updated due to the asbestos ceiling tiles. Announcements only go into classrooms, not hallways or the cafeteria, and the call buttons do not always work. There are no phones in the classrooms and limited phones in the school for teachers to use for parent contact. The phone in the nurse’s office is in the same space where students rest and provides no confidentiality.

Storage

Building and classroom storage for curriculum materials and supplies is inadequate. The current curriculum requires space for leveled reading libraries, science kits and equipment, math manipulatives, etc.

Classroom Spaces – many of the classrooms throughout the facility are undersized according to MSBA standards for the elementary level. This creates limitations on teaching and learning flexibility as well as challenges with providing students full access to 1:1 computer devices. Additionally, the lack of fully functioning restrooms at the kindergarten level creates a significant burden on staff.

Classrooms are extremely crowded and with contemporary instructional programs, these lack sufficient and flexible learning spaces to maximize the benefits of each program. It is a constant struggle to find accessible storage space, dedicate portions of the classroom for differentiated instruction, meet the security requirements of DESE on-line testing, and a litany of challenges that negatively impact teaching and learning.

Accessibility

A lack of appropriate educational spaces for specialized programs compromise these services as well, ultimately impacting our students. Students who are evaluated and/or receive services in crowded, distracted spaces may not be demonstrating their full potential. When students have to transfer from one side of town to another for their educational programming, they have to separate from familiar peers and staff which can be anxiety provoking.

Daily Operations

While the staff do a great job working around the obstacles described, there is no question that issues around storage, confidentiality for meetings and secure access to monitor the facility is impacted. Additionally, limitations with classrooms phones, and an inferior and outdated PA system compromise the full and necessary range of communication between the main office and all staff throughout the building. There are no phones in the classrooms. Staff members must jockey for access to four landlines that can be used for private, semi-confidential conversations with parents, caretakers and service providers.

Providing a separate room space that is accessible for all essential administrations with student records and files that would be kept confidential would be immensely helpful. Currently, files are placed in a variety of unlocked spaces, boxes, closets, and in the basement which are not easily accessible. A suite type of atmosphere where all the essential administration staff including nursing is important to maintain safety of the student's health and staff.

As it relates to the nurse's office, if there is a serious injury or a need for a parent conversation, the student who needs medication or who has a stomachache must exit the Nurse's Office and wait outside in a public area (the lobby). There is not a separate examination area, therefore, students must step outside when another student needs to be assessed.

Parking and Traffic Flow – the current parking for the facility is not sufficient for staff and visitors and necessitates opening up a portion of what otherwise would be a tarmac area for students in the back portion of the school.

There is a lack of confidentiality when multiple groups of students and teachers are learning at the same time. Although there are partitions and room dividers, students can see and hear other individuals or groups working on specific skills.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____*[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of _____*[City/Town]*, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____*[Name of School]* located at _____*[Address]* which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____

_____

_____

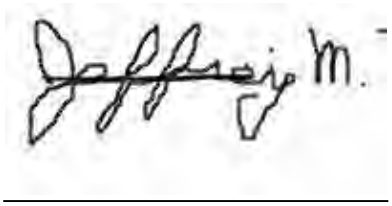
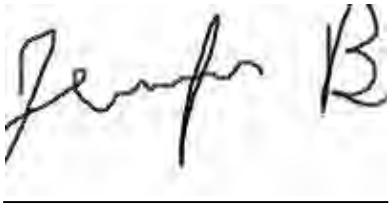
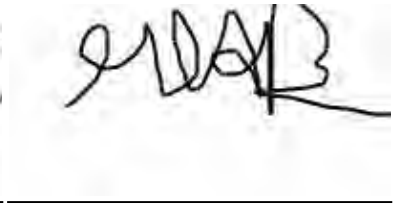
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_____

_____; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

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

Chief Executive Officer *	**School Committee Chair**	**Superintendent of Schools**
Jeffrey Hull	Jennifer Bryson	Glenn Brand
Town Manager		
		
(signature)	(signature)	(signature)
Date	Date	Date
5/6/2020 2:21:02 PM	5/6/2020 2:41:17 PM	5/6/2020 2:46:57 PM

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

X.02

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

June 22, 2022

Mr. Jeffrey M. Hull, Town Manager
Town of Wilmington
Wilmington Town Hall
121 Glen Road, Room 11
Wilmington, MA 01887

Re: Town of Wilmington, Wildwood Elementary School

Dear Mr. Hull:

I am pleased to report that the Board of the Massachusetts School Building Authority (the "MSBA") has voted to invite the Town of Wilmington (the "Town") to partner with the MSBA in conducting a Feasibility Study for the Wildwood Elementary School. The Board's vote follows the Town's timely completion of all the requirements of the MSBA's Eligibility Period.

I do want to emphasize that this invitation to partner on a Feasibility Study is ***not*** approval of a project but is strictly an invitation to the Town to work with the MSBA to explore potential solutions to the problems that have been identified. Moving forward in the MSBA's process requires collaboration with the MSBA, and communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute, regulations, and policies which require MSBA collaboration and approval at each step of the process.

During the Feasibility Study phase, the Town and the MSBA will partner pursuant to the terms of the Feasibility Study Agreement to find the most fiscally responsible and educationally appropriate solution to the problems identified at the Wildwood Elementary School. The Feasibility Study, which will be conducted pursuant to the MSBA's regulations and policies, requires the Town to work with the MSBA on the procurement of an Owner's Project Manager and Designer, which will help bring the Town's Feasibility Study to fruition.

We will be contacting you soon to discuss these next steps in more detail. In the meantime, however, I wanted to share with you the Board's decision and provide a brief overview of what this means for the Town of Wilmington.

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

Sincerely,



John K. McCarthy
Executive Director

Cc: Legislative Delegation
Judith L. O'Connell, Chair, Wilmington Board of Selectmen
Jennifer Bryson, Chair, Wilmington School Committee
Dr. Glenn Brand, Superintendent, Wilmington Public Schools
Paul Ruggiero, Assistant Superintendent of Administration and Finance, Wilmington Public Schools
George W. Hooper II, Wilmington Public Buildings Superintendent
File: 10.2 Letters (Region 3)

X.03

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.

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

ROOM TYPE	**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
ART	*N/A*	
MUSIC	*N/A*	
Practice Rooms	*N/A*	
HEALTH & PHYSICAL EDUCATION		
Adaptive PE Spaces	1	OT/PT/Adaptive P.E.
Gymnasium	*1*	*Shared space that serves as gymnasium and cafeteria*
MEDIA CENTER	*1*	*Library*
DINING & FOOD SERVICE	*1*	Kitchen (See gymnasium above)
MEDICAL SUITE		
Nurses' Office	1	Located in an old bathroom
ADMINISTRATION & GUIDANCE	1	Principal Office & Cubicle For Administrative Assistant
OUTDOOR LEARNING	N/A	
AUDITORIUM	N/A	
NATATORIUM	N/A	
DESE APPROVED CHPT 74 SPACES	N/A	
NON-CHPT 74 ENRICHMENT PROGRAM SPACES	N/A	
NON-SCHOOL DISTRICT SPACES		
OTHER *(indicate type of program in the Comments column)*	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).

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

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

ROOM TYPE	**No. of Rooms** (e.g. N/A, 1, 2, etc.)	**Comments**
NON-SCHOOL DISTRICT SPACES	1	Currently office space needed for Extended Day Program
OTHER *(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 is 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:

Massachusetts School Building Authority
617-720-4466
Sarah.Przybylowicz@massschoolbuildings.org

X.04

Massachusetts School Building Authority

Preliminary Enrollment Questionnaire and Baseline Projection

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. It contains data reported by the District, as well as data provided by the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Public Health.

The Baseline Projection is created by taking your actual current enrollment and calculating the grade-to-grade survival ratios for each grade. The ratios are applied to each grade to create the projection. The incoming kindergarten classes are extrapolated from the actual birth data compiled by the Department of Public Health. The final component of the baseline projection is based on the housing permits issued in the district. For more information about the baseline projection or the enrollment process, please see www.massschoolbuildings.org.

This print-out is for reviewing or record-keeping purposes only. If the District has already submitted their Preliminary Enrollment form to the MSBA online, there are no next steps to take.

District:	Wilmington
Submission Date:	9/29/2021
Submitted By:	Paul Ruggiero
As part of Statement of Interest?	No

Table of Contents:

- Enrollment
- Births
- Building Permits
- Housing Sales
- Baseline Projections
- Submission

Disclaimer: A Preliminary Enrollment Report is NOT an application for funding. Submission of the Preliminary Enrollment information in no way commits the MSBA to accept an application, approve an application, provide a grant, or any other type of funding, or places any other obligation or requirement on the MSBA.

Enrollment

The table below was provided by the Department of Elementary and Secondary Education. It contains enrollment information reported to them by the District of each year.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-20	245	232	266	239	271	210	290	262	266	195	203	197	213	3089
2018-19	226	270	236	274	208	293	259	274	248	208	196	217	208	3117
2017-18	269	243	270	215	289	261	269	256	311	198	213	214	236	3244
2016-17	253	267	218	286	253	271	265	308	296	211	215	233	230	3306
2015-16	259	212	289	250	269	262	312	298	262	211	236	226	204	3290
2014-15	211	298	251	274	262	315	294	265	282	232	223	208	263	3378
2013-14	297	253	274	253	316	295	268	285	298	228	210	260	223	3460
2012-13	255	270	261	313	294	274	285	298	308	207	261	222	246	3494
2011-12	268	262	312	295	269	287	297	311	289	257	228	246	234	3555

These lines, if any, represent years that were not available from the DESE and were instead entered by the District in this form.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	196	221	212	249	216	250	198	268	249	168	192	201	194	2814

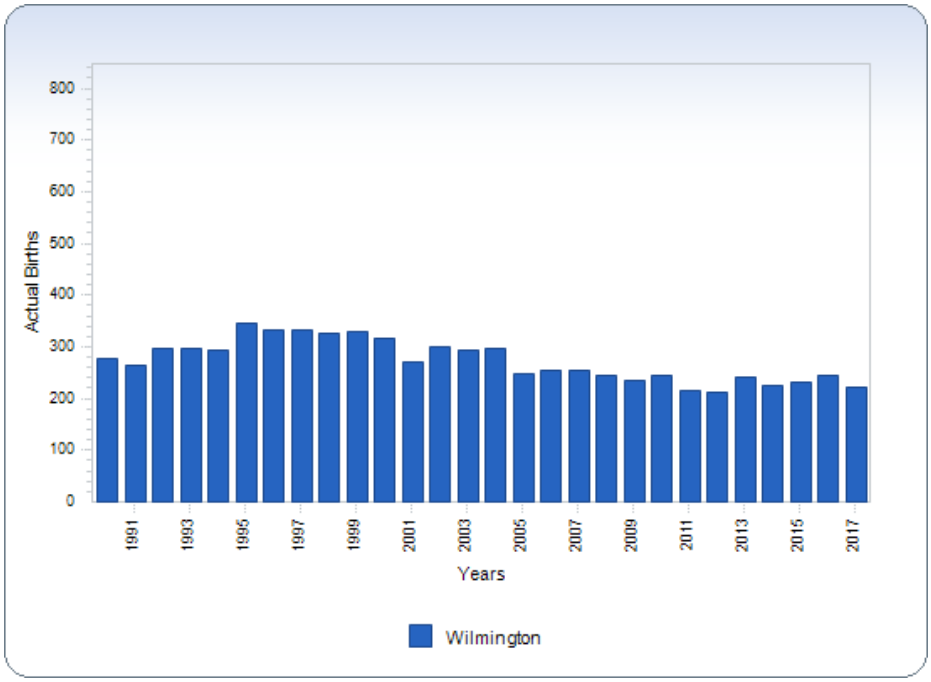
Comments:

The Town of Wilmington does not believe that the year 2020-2021 should be used in any enrollment projection. The COVID-19 pandemic negatively impacted the Wilmington Public Schools 2020-2021 enrollment as we had 77 homeschooled students (an increase of 56 compared to the 2019-2020 school year) and 235 students that enrolled in private schools (an increase of 52 compared to the 2019-2020 school year). Additionally, 287 students were enrolled in Vocational schools as compared to 251 in 2019-2020

Births

The graph and table below represent data gathered by the Massachusetts DPH.

Actual births, Actual Female Population, Trends in Female Population



Birth Year	Wilmington
1990	276
1991	263
1992	298
1993	295
1994	293
1995	344
1996	333
1997	334
1998	325
1999	330
2000	316
2001	269
2002	299
2003	293
2004	298
2005	248
2006	255
2007	255
2008	246
2009	234
2010	245
2011	215
2012	212
2013	240
2014	226

2015	230
2016	246
2017	223

These lines, if any, represent years that were not available from the DPH and were instead entered by the District in this form.

Birth Year	Wilmington
2018	220
2019	245
2020	211
2021	139

Comments:

The 2021 figure is through the start of August '21.

Building Permits

The following information was entered into the MSBA's Enrollment Projection application by the District.

Actual Permits Issued

Municipality/Permit Type	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Wilmington(Single)	35	30	43	34	46	37	58	59	26	28
Wilmington(Multi)	3	3	6	2	2	2	0	2	1	1

Total Projected Permits

Municipality/Permit Type	2021	2022
Wilmington(Single)	21	40
Wilmington(Multi)	1	1

Projected Permits for Persons over 55

Municipality/Permit Type	2021	2022
Wilmington(Single)	0	0
Wilmington(Multi)	0	0

Comments:

Housing Project Description

The following description of active or planned residential developments were entered by the district.

Development Name	Description (Includes a breakdown of the type of units in the development, i.e., 50% single bedroom units, 50% 2+ bedrooms.)	Estimated Completion Year

The district has not provided details on any housing projects.

Housing Sales

The following information has been provided by the Warren Group for each municipality in the school district.

Municipality	Year	Single Family sales	Condo Sales	Total Sales
Wilmington	2012	215	11	280

Comments :

Baseline Projection



Actual Enrollment

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	196	221	212	249	216	250	198	268	249	168	192	201	194	2814
2019-20	245	232	266	239	271	210	290	262	266	195	203	197	213	3089
2018-19	226	270	236	274	208	293	259	274	248	208	196	217	208	3117
2017-18	269	243	270	215	289	261	269	256	311	198	213	214	236	3244
2016-17	253	267	218	286	253	271	265	308	296	211	215	233	230	3306
2015-16	259	212	289	250	269	262	312	298	262	211	236	226	204	3290
2014-15	211	298	251	274	262	315	294	265	282	232	223	208	263	3378
2013-14	297	253	274	253	316	295	268	285	298	228	210	260	223	3460
2012-13	255	270	261	313	294	274	285	298	308	207	261	222	246	3494
2011-12	268	262	312	295	269	287	297	311	289	257	228	246	234	3555

Projection

This baseline projection was created using data already populated in the questionnaire as well as information provided by the district in the previous pages. This is only intended to indicate general trends in district enrollment and is not intended on its own to establish the enrollment for a proposed school project. Districts that have received an invitation to the MSBA's Eligibility Period portion of the grant program will be encouraged to introduce additional factors that may impact the enrollment projection that informs the proposed project.

Year	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	280	197	219	212	247	219	249	198	264	183	168	193	200	2829
2022-23	255	282	196	219	210	250	218	249	195	194	184	169	191	2812
2023-24	272	257	280	196	218	213	249	218	245	144	195	184	168	2839
2024-25	277	273	255	280	194	220	212	249	215	180	144	196	183	2878
2025-26	281	279	271	255	278	197	219	212	245	158	181	144	194	2914
2026-27	285	283	277	271	253	281	196	219	209	181	158	182	143	2938
2027-28	287	286	281	277	269	256	280	196	216	154	181	159	180	3022
2028-29	289	288	284	281	274	272	255	280	193	159	154	182	158	3069

This projection was created using a modified cohort survival methodology. Details can be found at www.massschoolbuildings.org

Comments :

The Town of Wilmington does not believe that the year 2020-2021 should be used in any enrollment projection. The COVID-19 pandemic negatively impacted the Wilmington Public Schools 2020-2021 enrollment as we had 77 homeschooled students (an increase of 56 compared to the 2019-2020 school year) and 235 students that enrolled in private schools (an increase of 52 compared to the 2019-2020 school year). Additionally, 287 students were enrolled in Vocational schools as compared to 251 in 2019-2020

X.05

Massachusetts School Building Authority

Signatures – Enrollment Questionnaire

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. Please sign it and return it to the Massachusetts School Building Authority (MSBA):

Enrollment Projection Team
Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109

You only have to return this page to the MSBA.
You do not need to print out and mail a copy of the entire form.

District:	Wilmington
Submission Date:	9/29/2021
As part of Statement of Interest?	Yes
Form ID:	324

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in the form referenced above are true and accurate and that the Electronic Submitter was duly authorized to submit the information to the Massachusetts School Building Authority.

The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the MSBA, any additional information relating to this enrollment information that may be required by the MSBA.

This form may be signed by the Local Chief Executive Officer (E.g., Mayor, Town Manager) or by the School District Superintendent.

Print Name : _____

Title : _____

Signature: _____

Date: _____

Disclaimer: A form submitted to the Enrollment Application is NOT an application for funding. Submission of any enrollment information to the MSBA in no way commits the MSBA to accept an application, approve an application, provide a grant, or any other type of funding, or places any other obligation or requirement on the MSBA.

Massachusetts School Building Authority

Follow Up Questionnaire for Enrollment Projections

This report was generated by the Massachusetts School Building Authority's Enrollment Projection application. It contains information reported by the District regarding children who attend school out of district, special education programming, and kindergarten and pre-kindergarten programs.

For more information about the enrollment process, please see www.massschoolbuildings.org.. If you have any questions, you can call the MSBA at 617-720-4466.

This print-out is for reviewing or record-keeping purposes only. If the District has already submitted their Followup Questionnaire to the MSBA online, there are no next steps to take.

District:	Wilmington
Submission Date:	9/29/2021 12:00:07 PM
Submitted By:	Paul Ruggiero

Table of Contents:

- General Information
- Out of District
- Special Education Programming
- Pre-Kindergarten and Kindergarten Programs

Disclaimer: A Follow Up Questionnaire for Enrollment Projections is NOT an application for funding. Submission of the Follow Up Questionnaire for Enrollment information in no way commits the MSBA to accept an application, approve an application, provide a grant, or any other type of funding, or places any other obligation or requirement on the MSBA.

General Information

1.	What is the District's anticipated desgin enrollment for the proposed project?	225
2.	Is the District seeking to include any grade reconfigurations as part of the feasibility study?	YES – Additional information to follow Pre-K to Grade 3 = approximately 550-650 students Pre-K to Grade 5 = approximately 800-900 students Wilmington currently has a number of transitions from grade to grade. As part of our Facility Master Plan, the community would like to see a reduction in transitions. We would like to consolidate our 8 current schools into 4 or 6 schools.
3.	Is the District considering any redistricting as a part of the feasibility study?	YES – Additional information to follow Pre-K to Grade 3 = approximately 530-580 students Pre-K to Grade 5 = approximately 770-820 students Wilmington has sister schools on 2 sides of town (2 Grade Pre-K to K, Grades 1-3 and Grades 4-5 schools). Historically, enrollment on one side of town is larger than the other side. We may want to address this though this project.

Out of District

On this page the MSBA asked that the District review information on the numbers of school age residents of the District that attend schools outside of the public school district. This information was provided by the DESE. The District was asked to provide as part of its comments any information missing at the time of submission.

District	Fiscal Year	Grade	Local Academy	Academic Regional	Collaboratives	Out of District Public	In State Private	Out of State Private	Total	Total Public	Percent Public
Wilmington	2018	0	272	0	0	0	4	0	277	272	98.1900%
Wilmington	2018	1	241	0	2	0	11	0	255	243	95.2900%
Wilmington	2018	2	271	0	1	0	4	0	279	273	97.8500%
Wilmington	2018	3	212	0	1	0	3	0	219	213	97.2600%
Wilmington	2018	4	291	0	3	0	10	0	307	294	95.7700%
Wilmington	2018	5	261	0	1	0	9	0	273	262	95.9700%
Wilmington	2018	6	270	0	1	0	14	0	288	272	94.4400%
Wilmington	2018	7	256	0	1	0	16	0	274	257	93.8000%
Wilmington	2018	8	315	0	5	0	21	0	343	320	93.2900%
Wilmington	2018	9	199	0	3	1	32	0	313	280	89.4600%
Wilmington	2018	10	217	0	3	2	27	0	302	275	91.0600%
Wilmington	2018	11	215	0	4	2	16	0	293	276	94.2000%
Wilmington	2018	12	234	0	10	0	30	0	328	298	90.8500%

Comments:

Special Education

On this page the MSBA asked that the District provide information on the delivery of special education programming in your district, including information on the collaborative membership, participating students from the district, existing space allocated to the collaborative, and the number of students participating in onsite facilities from outside the district.

1.	Provide an overview of the delivery of special education programming in your district, including information on any collaborative membership.	The district provides a continuum of services for special education students ranging from related services to substantially separate programming. In addition, the district averages approximately 65 students in out of district placements per year. We are members of the SEEM Educational Collaborative for whom provide consultation services, student placements and related services. We have specialized programs for students with autism, language based learning disabilities, life-skills, social emotio
2.	Are there currently any spaces dedicated to special education collaboratives at any of the facilitie involved in this :	No
3.	If the District is anticipating a change in the number of classrooms dedicated to special education collaboratives as a part of the proposed project, please describe the anticipated change.	N/A
4.	If there is any other information regarding the delivery of special education in your district that you feel would be pertinent to the enrollment evaluation for this project, you may enter it here.	Special Education service providers currently share space that DESE has identified as violating student confidentiality. We must have a facility that has small workspace type rooms available due to the amount of related services students supported. In addition, the specialized nature of our students' disabilities at the Wildwood school requires a motor room for Adaptive PE and ongoing intense OT and PT sessions. Currently, related services providers that work at the Wildwood school include (2) s

Pre-Kindergarten and Kindergarten Programs

Please note that the Enrollmnet Projection System does not forecast pre-kindergarten enrollment. The data provided on this page is requested to inform the assessment of facility and utilisation. The information you provide on this page will not directly impact the enrollment projection for grades K-12.

Pre-Kindergaarten

1.	Are there presently spaces dedicated to pre-kindergarten programming at the facility which is the site of the proposed project?	Yes
	How many classrooms are currently dedicated to Pre-Kindergarten at the site of the proposed project?	5
	What is the current Pre-Kindergarten enrollment at the site of the proposed project?	38
	Is the district seeking to change the amount of space allotted to Pre-Kindergarten as part of the proposed project?	Increase
2.	If there is any other information on Pre-Kindergarten programs in your district that you feel is relevant to the proposed project, enter it here.	Yes, currently we have 5 Pre-K classrooms (3 sub separate, 2 integrated), we typically have a waiting list of students that we are unable to accommodate due to space limitations. As a result these students attend private preschools in the community.

Kindergarten

1.	Please indicate the types of Kindergarten programs the District presently offers:	
	Number of Full Day Sessions	7
	Number of Half Day Sessions	0
2.	How many classrooms are currently dedicated to Kindergarten at the site of the proposed project?	7
3.	Does the district charge tuition for kindergarten?	No
4.	If there is any other information regarding Kindergarten programs in your district that you feel would be pertinent to the proposed project, enter it here.	We have 3 substantially separate classrooms for students with significant disabilities. In addition, there is a motor room (Physical Therapy and Occupational Therapy) needed at the school to support students' needs. Small offices need to be availabl

X.06

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

April 22, 2022

Mr. Jeffrey M. Hull, Town Manager
Town of Wilmington
Wilmington Town Hall
121 Glen Road, Room 11
Wilmington, MA 01887

Re: Town of Wilmington, Wildwood Elementary School

Dear Mr. Hull:

I would like to thank representatives of the Town of Wilmington (the "District") for continuing to work with the Massachusetts School Building Authority (the "MSBA") staff and meeting on March 22, 2022, to further discuss enrollment and the housing related developments that could potentially impact enrollment at the Wildwood Early Childhood Center, Woburn Street Elementary School, and the North Intermediate School. The MSBA also appreciates the additional information received on April 13, 2022, that offered more specific details related to the proposed housing developments. Please refer to the MSBA correspondence dated March 11, 2022, for the information regarding the enrollment projection and methodologies for the Wildwood Elementary School project (the "Proposed Project").

As described in the March 11, 2022, letter the projection for the proposed school building project focused on potential consolidation for the Wildwood Early Childhood Center, the Woburn Elementary School and the North Intermediate School, which was based on half of the District's projected elementary enrollment as follows:

- Grade K: 120 students (plus pre-K students)
- Grades K-3: 465 students (plus pre-K students)
- Grades K-5: 695 students (plus pre-K students)

The MSBA has considered the discussions held on March 22, 2022, with the District regarding the historic distribution of enrollment between the two elementary school pathways and the additional housing development information received on April 13, 2022.

As it relates to the historic use of the two elementary school pathways, the MSBA notes that the Wildwood Early Childhood Center, the Woburn Elementary School and the North Intermediate School have housed between 52% and 54% of the District's elementary school enrollment over the last 5 years, for an average of 53%. Adjusting the enrollment to be based on 53% of the

student projection added the following totals to the projected averages for the District's proposed grade configurations as compared to the prior enrollment projection:

- For grade K, the adjustment added approximately five students.
- For grades K-3, the adjustment added approximately 30 students.
- For grades K-5, the adjustment added approximately 40 students.

As it relates to the housing development information provided regarding the 132-unit development to be located within the catchment area for the Wildwood Early Childhood Center, the Woburn Elementary School and the North Intermediate School, it added the following totals to the projected averages for the District's proposed grade configurations as compared to the prior enrollment projection:

- For grade K, the adjustment added approximately five students.
- For grades K-3, the adjustment added approximately 15 students.
- For grades K-5, the adjustment added approximately 20 students.

Based on the analysis presented in MSBA's letter dated March 11, 2022, coupled with the adjustments, analysis and discussions with the District described above, the MSBA recommends, for planning and study purposes only, the following study enrollments:

- Grade K: 130 students (plus pre-K students)
- Grades K-3: 510 students (plus pre-K students)
- Grades K-5: 755 students (plus pre-K students)

Please note that these recommendations for multiple study enrollments do not represent an affirmation by the MSBA for approval and/or funding of any of these options and are intended only to provide a framework to inform the feasibility study to be conducted as a means of determining the most cost effective and educationally sound solution to be agreed upon by the District and the MSBA.

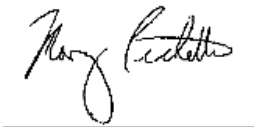
If the Preferred Schematic is based on the consolidation of the above-mentioned schools, the District will be required to establish in the Preferred Schematic Report the proposed future use or disposition of any facilities vacated or otherwise reprogrammed by this potential project and provide a description of the changes needed to the vacated schools and sites to accommodate the proposed use including conceptual budgets, and schedules. Further, the MSBA will require a written plan from the District describing the process for determining local support for the consolidated Preferred Schematic and associated redistricting as a result of the consolidation, as well as the potential work required to prepare the vacated school buildings for the proposed use once the proposed school project opens.

The MSBA believes that this study enrollment recommendation will position the District to efficiently meet space capacity needs throughout future enrollment variations. Please sign and return the attached certification no later than the close of business Tuesday, April 26, 2022, to

confirm agreement on this study enrollment. If the District feels that this study enrollment recommendation does not meet the needs of the District, please contact Sarah Przybylowicz to arrange a follow up call with the MSBA.

If you have any questions, please do not hesitate to contact me or Sarah Przybylowicz (Sarah.Przybylowicz@MassSchoolBuildings.org) at 617-720-4466.

Sincerely,



Mary Pichetti
Director of Capital Planning

Cc: Legislative Delegation
Lilia Maselli, Chair, Wilmington Board of Selectmen
Jennifer Bryson, Chair, Wilmington School Committee
Dr. Glenn Brand, Superintendent, Wilmington Public Schools
Paul Ruggiero, Assistant Superintendent of Administration and Finance, Wilmington Public Schools
George W. Hooper II, Public Buildings Superintendent, Town of Wilmington
File: 10.2 Letters (Region 3)

X.07

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

Enrollment projections prepared for:

Town of Wilmington
Wildwood Elementary School
December 2021

The information herein represents historical enrollment and a projection using the latest data available from the Department of Elementary and Secondary Education, Department of Public Health, U.Mass Donahue Institute, and US Census. While every effort is made to have as accurate a projection as possible using the MSBA's established Enrollment Methodology, the MSBA does not and cannot predict the impact to enrollment of future, unknown events. The MSBA relies on the District to communicate and document any anticipated acute, local changes that may impact enrollment.

Refer to this link for additional information: https://massschoolbuildings.org/index.php/building/prerequisites/enrollment_methodology

Overview

The Massachusetts School Building Authority ("MSBA") works with local communities to create affordable, sustainable, and energy efficient schools across Massachusetts. A critical early component in achieving these objectives begins with an appropriate design enrollment that positions the district to efficiently meet space capacity needs throughout future enrollment variations. Based on an agreed upon design enrollment, the MSBA collaborates with each district and its designer to aggressively pursue strategies to create right-sized facilities that are more affordable to construct and less costly to operate and maintain.

The MSBA, with the assistance of its consultant, developed a data driven enrollment projection methodology based on the modified grade-to-grade cohort survival methodology ("enrollment methodology"). The MSBA's enrollment methodology generates a baseline enrollment projection using historic enrollment data (Department of Elementary and Secondary Education), birth data (Massachusetts Department of Public Health), female population data (US Census Bureau) and female population projections (University of Massachusetts's Donahue Institute, "UMDI") as follows:

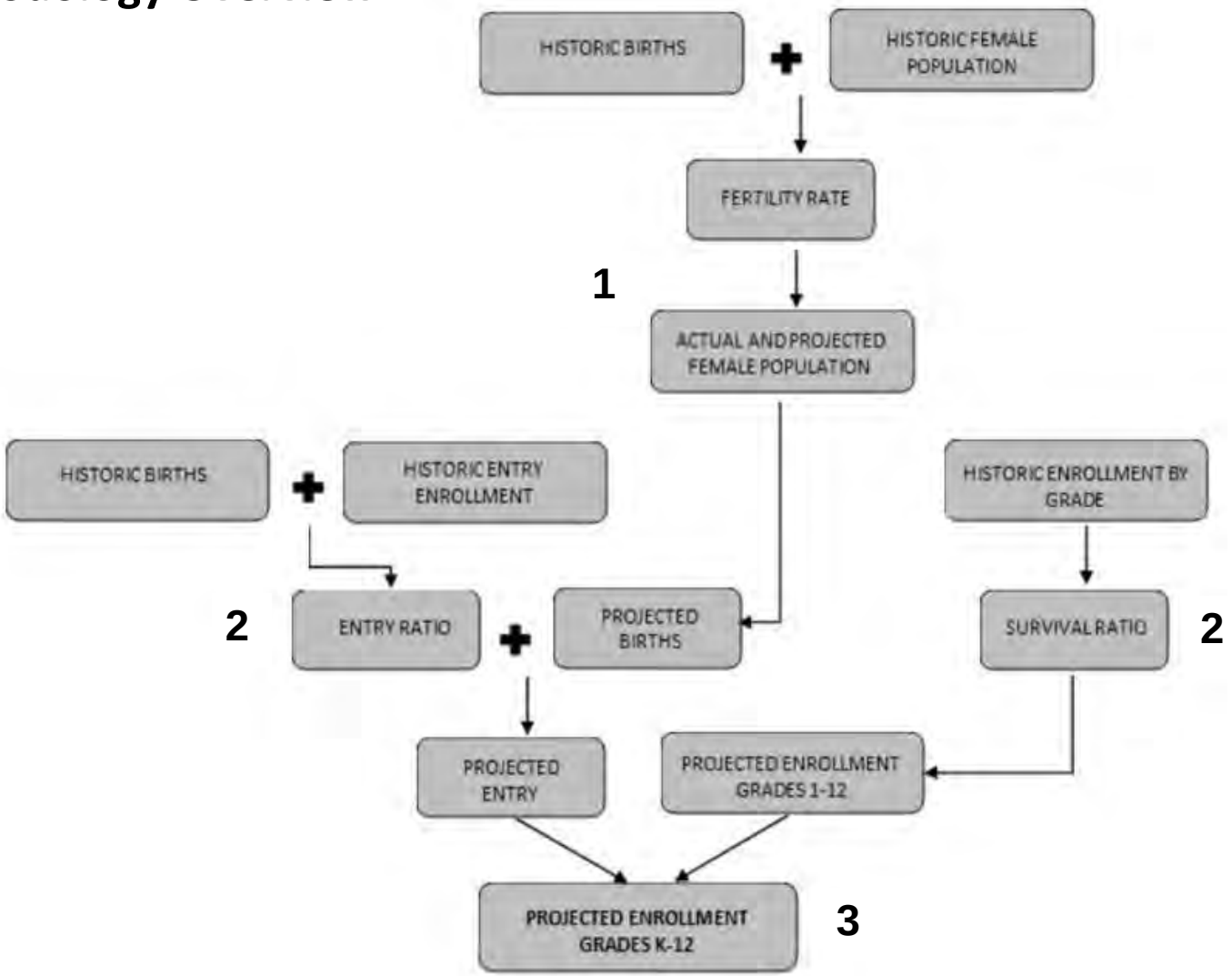
- Birth and female population data are used to calculate fertility rates;
- Fertility rates are applied to actual and projected female populations;
- Birth data and Kindergarten enrollment data is used to calculate an average birth-to-kindergarten ratio;
- The birth-to-kindergarten ratio is applied to actual and projected births to generate Kindergarten enrollments;
- Historic enrollment data is used to calculate average grade-to-grade survival ratios (the proportion of students enrolled in one grade and school year to the number of students enrolled in the next grade and school year) to project the number of students in each grade;
- Grade-to-grade survival ratios are applied to actual and projected student enrollments to generate grade 1-12 enrollment projections; and,
- The baseline enrollment is calculated using the 10-year average of projected enrollments for the grades to be considered in the proposed feasibility study.

A critical component in setting the design enrollment is an ongoing dialogue with the district throughout the process to understand what they are experiencing in their schools and in their community. Based on district-supplied information, the MSBA generates a baseline enrollment projection using its enrollment methodology. The MSBA and the district meet to share and review the baseline enrollment projection and to further discuss potential grade configurations, school consolidations, housing development and other local factors that the district believes may impact enrollment projections.

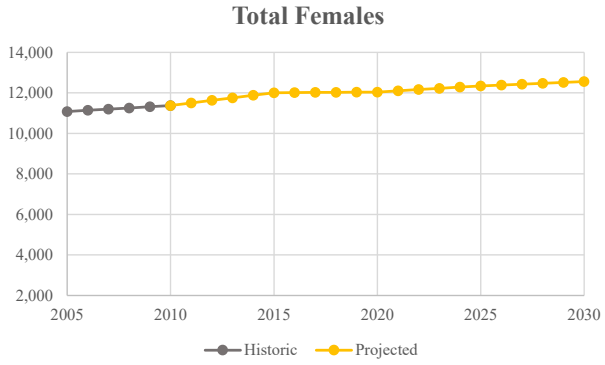
Upon agreement of a design enrollment, the MSBA and the district continue to collaborate to further develop the total square foot of the proposed project as informed by the MSBA's space guidelines and the district's educational program. The MSBA grant will be informed in large part by the eligible square footage of the project which is needed to house the student population generated by the enrollment projection.

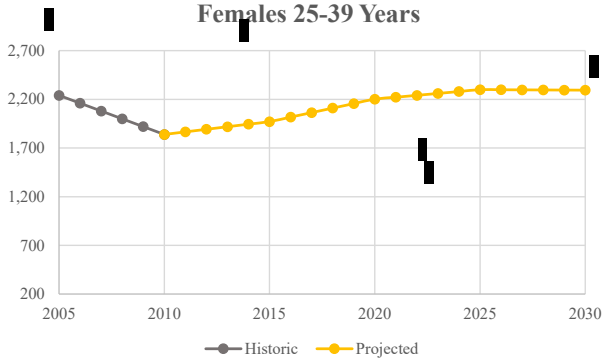


Methodology Overview

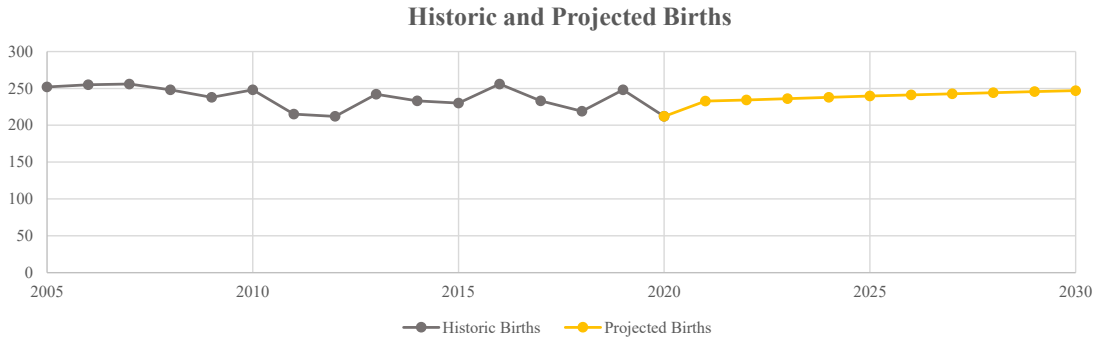


Overall female population has been rising slightly and is expected to continue. The 25-39 Female Age Group had declined in the recent past but is projected to increase through 2025 at which time it is expected to stabilize through 2030.



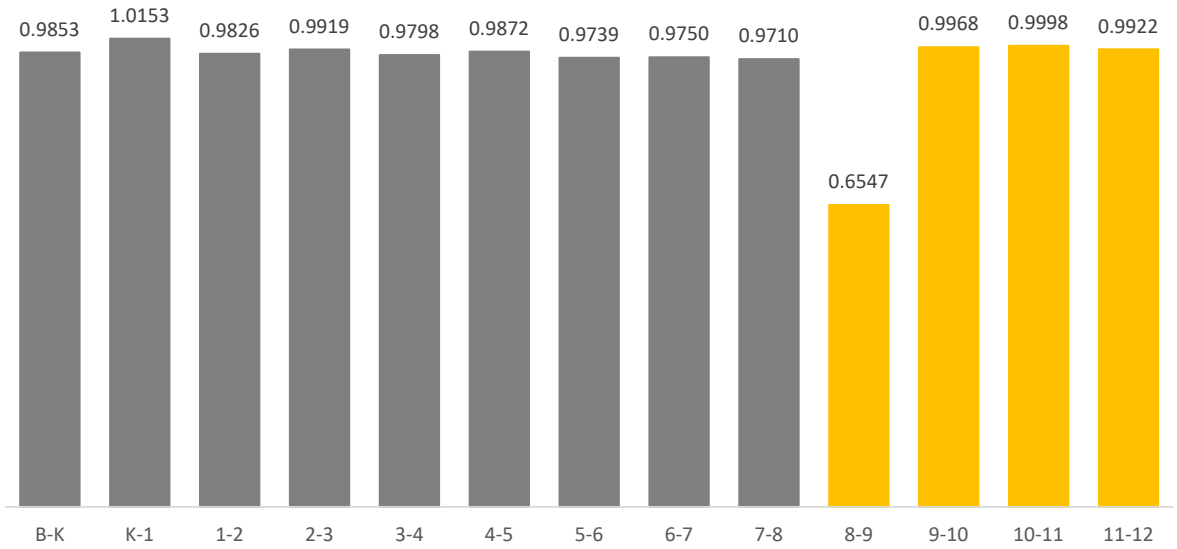


Maternal Age	Average Fertility Rate 2018-2020
10-14 Yrs	0.00%
15-19 Yrs	0.00%
20-24 Yrs	0.31%
25-29 Yrs	5.46%
30-34 Yrs	15.75%
35-39 Yrs	8.23%
40-44 Yrs	0.88%
Total Birth Rate	1.88%



Below is a look at the District's five year average Grade-to-Grade ratios. Ratios above 1.0 indicate an in-migration of students as they transition to the next grade. Ratios below 1.0 indicate an out-migration of students. The average B-K ratio indicates that most young families are remaining in the District after their children are born. Average survival ratios for all grades through grade 8 are slightly less than 1.0 indicating a slight out-migration at those grade. A dip in th eaverage grade 8-9 survival ratio indicates students leaving the District for other educational opportunities (e.g. Shawsheen Valley Regional Vocational Technical High School). Examples of how the MSBA calculated the Birth to Kindergarten ratio as well as Grade-to-Grade survival ratios are at the bottom of the page.

Five Year Average Grade-to-Grade Survival Ratios



CALCULATING B-K RATIO:

FY15 'actual' K enrollment / 2010 'actual' births	=	211 / 248	=	0.8508	repeat for the next (4) yrs	avg the (5) yrs together	= 0.9853

CALCULATING GRADE-TO-GRADE SURVIVAL RATIOS, grades K-1 example:

FY16 'actual' grade 1 enrollment / FY15 'actual' K enrollment	=	312 / 317	=	0.9842	repeat for the next (4) yrs	avg the (5) yrs together	= 1.0153

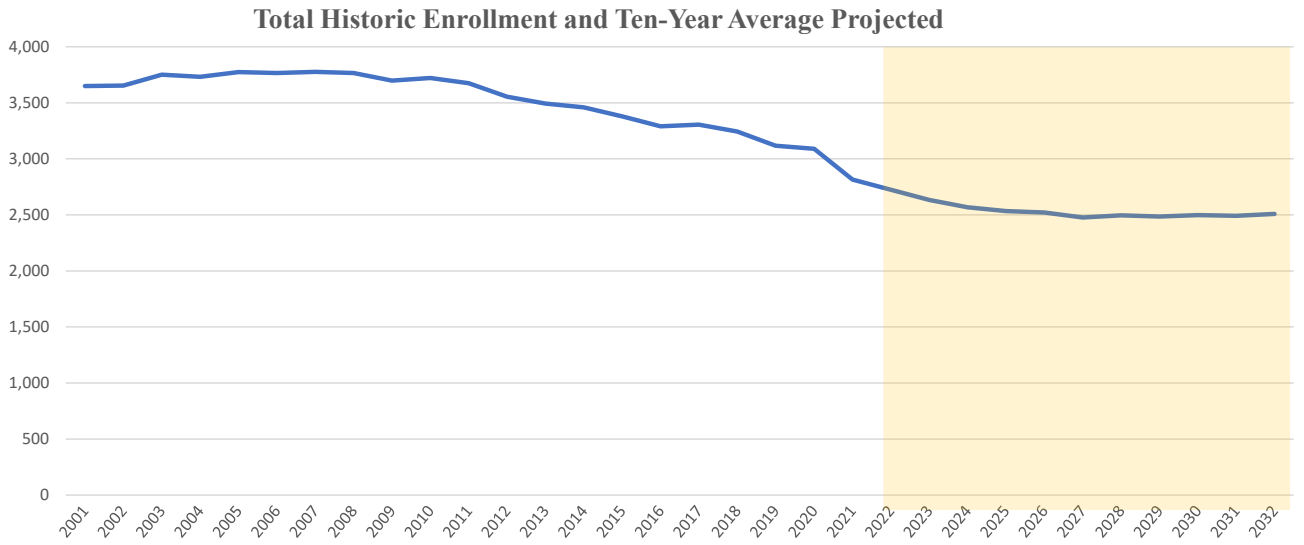
The 5-yr averages of the grade-to-grade survival ratios are shown at the top. The unshaded data below presents the District's K-12 enrollment as reported by DESE through FY21. FY22 enrollment data is the enrollment data you provided recently. The shaded area presents the MSBA's base projection by grade for the next ten years. Average enrollments for the 10 projected years are shown at the bottom.

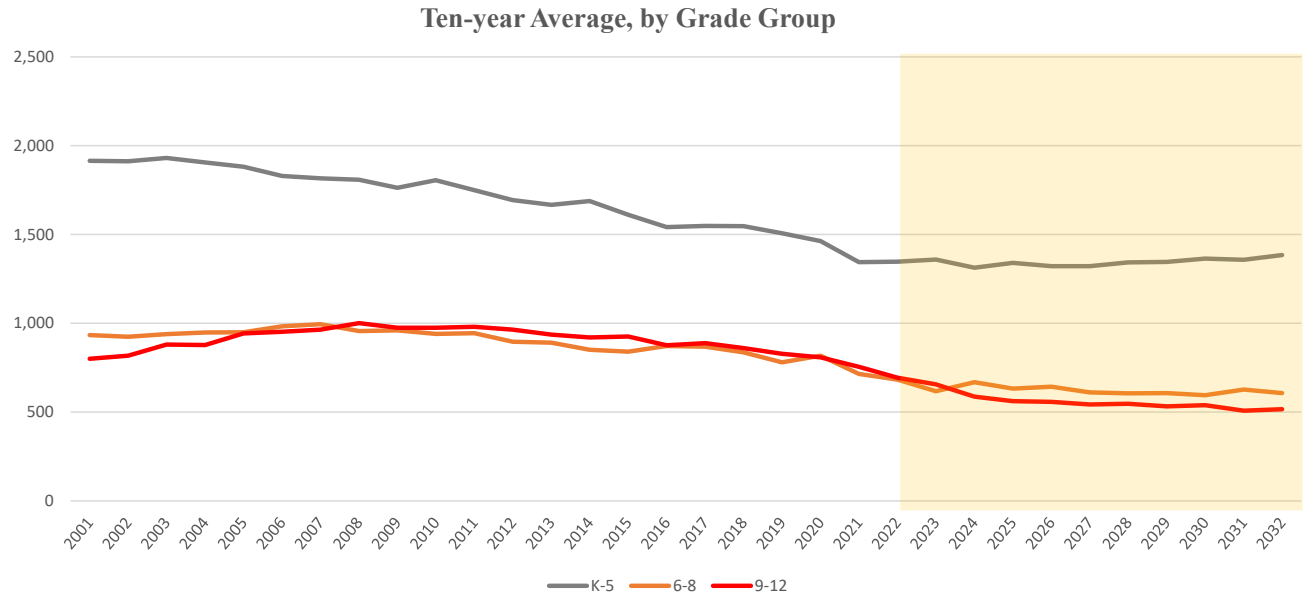
	B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
5yr survival:	0.9853	1.0153	0.9826	0.9919	0.9798	0.9872	0.9739	0.9750	0.9710	0.6547	0.9968	0.9998	0.9922

FY	Births (in CY)	K	1	2	3	4	5	6	7	8	9	10	11	12	TTL	K-5	6-8	9-12
2001	273	310	332	338	310	300	325	308	319	307	213	233	182	172	3,649	1,915	934	800
2002	302	302	326	337	327	319	301	320	301	303	227	206	219	166	3,654	1,912	924	818
2003	296	304	325	320	332	330	320	305	332	302	237	226	208	210	3,751	1,931	939	881
2004	298	290	317	323	311	334	331	318	299	331	216	239	226	197	3,732	1,906	948	878
2005	252	286	302	331	316	311	335	332	312	306	253	225	248	217	3,774	1,881	950	943
2006	255	273	302	302	328	316	308	332	336	315	229	258	222	244	3,765	1,829	983	953
2007	256	261	295	315	304	331	310	317	331	347	238	240	258	229	3,776	1,816	995	965
2008	248	281	275	298	316	306	332	307	318	332	263	241	236	261	3,766	1,808	957	1,001
2009	238	289	273	281	304	316	300	335	308	318	235	260	242	238	3,699	1,763	961	975
2010	248	317	295	270	292	307	325	294	337	310	250	235	257	233	3,722	1,806	941	975
2011	215	270	312	296	273	292	307	314	293	337	236	252	236	256	3,674	1,750	944	980
2012	212	268	262	312	295	269	287	297	311	289	257	228	246	234	3,555	1,693	897	965
2013	242	255	270	261	313	294	274	285	298	308	207	261	222	246	3,494	1,667	891	936
2014	233	297	253	274	253	316	295	268	285	298	228	210	260	223	3,460	1,688	851	921
2015	230	211	298	251	274	262	315	294	265	282	232	223	208	263	3,378	1,611	841	926
2016	256	259	212	289	250	269	262	312	298	262	211	236	226	204	3,290	1,541	872	877
2017	233	253	267	218	286	253	271	265	308	296	211	215	233	230	3,306	1,548	869	889
2018	219	269	243	270	215	289	261	269	256	311	198	213	214	236	3,244	1,547	836	861
2019	248	226	270	236	274	208	293	259	274	248	208	196	217	208	3,117	1,507	781	829
2020	212	245	232	266	239	271	210	290	262	266	195	203	197	213	3,089	1,463	818	808
2021	233	196	221	212	249	216	250	198	268	249	168	192	201	194	2,814	1,344	715	755
2022	234	210	232	228	214	256	207	238	189	256	129	172	190	203	2,724	1,347	683	694
2023	236	230	213	228	226	210	253	202	232	184	168	129	172	189	2,633	1,359	617	657
2024	238	216	233	210	226	222	207	246	197	225	120	167	129	171	2,567	1,313	668	586
2025	240	244	219	229	208	222	219	202	240	191	148	120	167	128	2,535	1,341	632	562
2026	241	209	248	215	227	204	219	213	197	233	125	147	120	166	2,522	1,322	643	557
2027	243	229	212	244	214	223	201	213	208	191	153	125	147	119	2,477	1,322	612	543
2028	244	231	233	208	242	209	220	196	208	202	125	152	125	146	2,495	1,343	605	547
2029	246	233	235	229	207	237	207	214	191	202	132	125	152	124	2,485	1,346	606	532
2030	247	234	236	230	227	203	234	201	209	185	132	132	125	151	2,498	1,364	595	539
2031	245	236	238	232	229	222	200	228	196	203	121	132	132	124	2,492	1,357	626	508
2032	243	238	240	234	230	224	219	195	222	190	133	121	132	131	2,508	1,385	607	516
10 yr projected avg:		230	231	226	223	217	218	211	210	201	136	135	140	145	2,521	1,345	621	555



The MSBA's base enrollment projection indicates that Town of Wilmington's total enrollment has declining since around 2008 and is expected to continue through 2027 at which time it is expected to stabilize. K-5 enrollment appears to have stabilized recently and will continue to be fairly flat, rising slightly going forward.





Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools In Partnership with Local Communities

Town of Wilmington
Wildwood Elementary School
December 2021

Questions / Discussion

X.08

Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

September 6, 2022

Mr. Jeffrey M. Hull, Town Manager
Town of Wilmington
Wilmington Town Hall
121 Glen Road, Room 11
Wilmington, MA 01887

Re: Town of Wilmington, Wildwood Elementary School

Dear Mr. Hull:

Enclosed for your records, please find a copy of the fully-executed Feasibility Study Agreement and Exhibits A-C for the Wildwood Elementary School project in the Town of Wilmington (the "District").

Also, attached for your convenience, please find instructions for entering project budgets in the Massachusetts School Building Authority (the "MSBA") ProPay System, and the Feasibility Study Agreement Budget Revision Request Form. Please note the MSBA will not process reimbursement requests until the District has entered the budget and the budget has been accepted by the MSBA.

Please feel free to contact me if you have any questions.

Regards,

Sarah Przybylowicz
Senior Project Coordinator

Cc: Legislative Delegation
Judith L. O'Connell, Chair, Wilmington Board of Selectmen
Jennifer Bryson, Chair, Wilmington School Committee
Dr. Glenn Brand, Superintendent, Wilmington Public Schools
Paul Ruggiero, Assistant Superintendent of Administration and Finance, Wilmington Public Schools
George W. Hooper II, Public Buildings Superintendent, Town of Wilmington
File: 10.2 Letters (Region 3)

District: Town of Wilmington
School: Wildwood Elementary School
Project ID: 202003420015

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
FEASIBILITY STUDY AGREEMENT

This Feasibility Study Agreement, dated the 6th day of September, 2022 (the "Agreement") is between the Massachusetts School Building Authority (the "**Authority**"), a public instrumentality of the Commonwealth of Massachusetts established by Chapter 70B of the Massachusetts General Laws and Chapters 208 & 210 of the Acts of 2004 of the Commonwealth, in each case as amended from time to time, and the Town of Wilmington (the "**District**").

WHEREAS, the District submitted a Statement of Interest to the Authority for the Wildwood Elementary School (hereinafter **"School"**), and the District prioritized this Statement of Interest as its priority to receive any potential funding from the Authority;

WHEREAS, on April 14, 2021, the Board of Directors of the Authority voted to invite the District to the MSBA's Eligibility Period and the District has completed all applicable preliminary requirements to the satisfaction of the MSBA;

WHEREAS, on June 22, 2022, the Board of Directors of the Authority shall have voted to authorize the Parties to enter into this Agreement upon the terms and conditions stated herein.

WHEREAS, the Feasibility Study is one step in the multi-step process of the Authority's grant program for school building construction and renovation projects, and the invitation to collaborate on conducting and/or reviewing a Feasibility Study is not approval of a project or any funding by the Authority, except as expressly provided in this Agreement;

WHEREAS, the Authority's grant program for school building renovation and construction projects is a non-entitlement, discretionary program based on need, as determined by the Authority;

WHEREAS, the District has submitted a signed Initial Compliance Certification, as described in 963 CMR 2.02, 2.03 & 2.10(2), in the form prescribed by the Authority, and it has been accepted by the Authority;

WHEREAS, the District has formed a School Building Committee to monitor the Feasibility Study and advise the District during the study;

WHEREAS, the Authority may reimburse the District for a portion of eligible, approved costs incurred in connection with the Feasibility Study undertaken by the District for the School under certain terms and conditions, hereinafter provided, and subject to the provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq*. and all applicable policies and guidelines of the Authority.

NOW THEREFORE, in consideration of the promises and the agreements, provisions and covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Authority and the District (together, the "Parties") agree as follows:

SECTION 1
DEFINITIONS

1.1 Capitalized terms not specifically defined in this Definitions section shall have the meanings ascribed to them in either M.G.L. c. 70B or 963 CMR 2.00 *et seq*.

"Budget" shall mean a complete and full enumeration of all costs, including both hard costs and soft costs, so-called, that the District reasonably estimates, to the best of its knowledge and belief, will be incurred in connection with the planning, development, and the completion of the Feasibility Study, which Budget shall be approved by the Authority and attached hereto as **Exhibit A**, as it may be updated from time to time.

"Design Contract" shall mean the standard design contract developed and prescribed by the Authority, as it may be amended by the Authority from time to time that shall be executed by the District and the Designer for design services related to the Proposed Project.

"Designer" shall mean the individual, corporation, partnership, sole proprietorship, joint stock company, joint venture, or other entity engaged in the practice of architecture, landscape architecture, or engineering that meets the requirements of M.G.L. c. 7C, § 44 and has been procured and contracted by the District to conduct a Feasibility Study, in accordance with the provisions of Sections 2.1(a)(i) and 2.1(a)(ii) of this Agreement.

"Excusable Delay" shall mean a delay of the Feasibility Study that either (a) is solely because of a natural event, such as flood, storms, or lightning, that is not preventable by any human agency, or (b) is reasonably determined by the Authority to be excusable, provided that the failure of the District to have exclusive ownership, control and use of site will not extend the "Term of the Agreement" established in Section 2.2.

"Feasibility Study" shall mean a study as described in 963 CMR 2.10(8) and in any applicable policies and guidelines of the Authority and, in relation to a Major Reconstruction Project or Repair Project, as described in M.G.L. c. 70B, 963 CMR 2.00 *et seq.* and any applicable policies and guidelines of the Authority, shall also include an engineering study, in a format prescribed by or otherwise acceptable to the Authority, to investigate potential options and solutions, including cost

estimates, for the deficiencies and issues identified in the Statement of Interest or as otherwise determined by the Authority.

"Owner's Project Manager" shall mean the individual corporation, partnership, sole proprietorship, joint stock company, joint venture, or other entity under contract with, designated, or assigned by the District and approved by the Authority, to fully and completely manage and coordinate administration of the Project to completion. The Owner's Project Manager must meet the qualifications set forth in M.G.L. c. 149, § 44A ½, 963 CMR 2.00 *et seq*., and all applicable policies and guidelines of the Authority.

"Scope" shall mean the scope of the Feasibility Study as described in 963 CMR 2.10(8) and any applicable policies and guidelines of the Authority or as otherwise determined in writing by the Authority and as more fully described in **Exhibit B** attached hereto, as it may be updated from time to time as mutually agreed upon by the District and the Authority.

"Schedule" shall mean the schedule for the Feasibility Study, which schedule shall be updated from time to time and approved by the Authority.

"School" shall mean the Wildwood Elementary School located in the District.

"Statement of Interest" shall mean the Statement of Interest, as defined in 963 CMR 2.09 and all applicable policies and guidelines of the Authority, submitted to the Authority by the District for the School.

SECTION 2
FEASIBILITY STUDY

Subject to the terms and conditions of this Agreement, and in reliance on the representations, warranties and covenants contained herein, the Parties hereby agree as follows:

2.1 Feasibility Study.

- (a.) The Parties hereby agree that the District shall undertake a Feasibility Study to investigate potential options and solutions, including cost estimates, to the School's deficiencies and issues as identified in the Statement of Interest or as otherwise determined by the Authority and in accordance with the Scope, Budget, and Schedule approved by the Authority, provided that the Authority has the unconditional unilateral right to alter that approved Scope, Budget, and/or Schedule for the Authority's convenience and the Authority will not be liable to the District for any loss and/or damage that arises, in whole or in part, out of any such

alteration. The adequacy, sufficiency and/or acceptability of a Feasibility Study or a Prior Study, as defined in Section 2.1(c) of this Agreement, for the purposes of the Authority's grant program shall be determined by the Authority within its sole discretion. Any determination by the Authority that a Feasibility Study or Prior Study is adequate, sufficient or acceptable for the Authority's purposes shall not be construed as a certification or approval by the Authority of the studies, plans, drawings, designs, cost estimates, specifications or any other information or materials contained therein and no MSBA requirement that the District study a particular Option shall constitute an MSBA approval of that Option, in whole or in part. The District, its officials, employees and agents are and shall remain responsible for the Feasibility Study and/or Prior Study and the building designs, site plans, drawings, cost estimates, specifications and other materials and information relative thereto that the District submits to the Authority. The Authority's review of the Feasibility Study and/or Prior Study and any studies, plans, drawings, designs, cost estimates, specifications or any other information or materials contained therein or related thereto is solely for the purpose of determining whether they meet the provisions of this Agreement and the Authority's regulations, standards, policies, guidelines and other requirements and whether the District will be eligible for potential funding from the Authority for the Proposed Project. Approval of a Proposed Project shall only be determined by a vote of the Authority's Board in accordance with 963 CMR 2.00 et seq. and the applicable policies and guidelines of the Authority.

(i.) The District shall procure a Designer to conduct the Feasibility Study pursuant to the provisions of M.G.L. c. 7C, § 44 through 58, 963 CMR 2.10(8), 963 CMR 2.12, and any other applicable laws and regulations; provided, however, that if the estimated construction cost of the Proposed Project is determined to be more than five million dollars ($5,000,000), then the District shall select the Feasibility Study Designer using the Authority's Designer Selection Panel in accordance with 963 CMR 2.00 *et seq.* and all applicable policies and guidelines of the Authority. The District shall not use a Designer who was procured by the District prior to July 1, 2007, to conduct the Feasibility Study, unless the Designer is acceptable to the Authority. It is further provided that, if said Designer who was procured by the District prior to July 1, 2007, is unacceptable to the Authority, the

District shall conduct a new procurement for a Feasibility Study Designer pursuant to the applicable provisions of M.G.L. c. 7C, § 44 through 58, 963 CMR 2.10(8), 963 CMR 2.12, and any rules, regulations, policies and guidelines of the Authority.

(ii.) The District shall use the Authority's Design Contract to contract with the Designer for the Feasibility Study. The District shall monitor the performance of the Designer and shall require the Designer to fully comply with all provisions of the Design Contract, including, but not limited to, all provisions affecting the interests of the Authority.

(iii.) If, at any time, the construction cost of the Proposed Project is estimated to be more than one million five hundred thousand dollars ($1,500,000), or if the construction cost of the Proposed Project is estimated to be equal to or less than one million five hundred thousand dollars ($1,500,000) and the Authority so requires, at any time, as a condition to qualify for funding by the Authority, the District shall procure and maintain under contract, or otherwise assign, an Owner's Project Manager, pursuant to M.G.L. c. 149, § 44A ½ , 963 CMR 2.00, *et seq.* and any applicable policies and guidelines of the Authority. The selection of an Owner's Project Manager shall be subject to the review and approval of the Authority as required by M.G.L. 70B, 963 CMR 2.00, *et seq.*, and any applicable policies and guidelines of the Authority. Any costs associated with an Owner's Project Manager who is not approved by the Authority shall not be eligible for reimbursement.

(iv.) Where applicable, the District shall use the Authority's model request for services and standard contract to procure and contract with any Owner's Project Manager for the Proposed Project, including the Feasibility Study stage of the Proposed Project. The District shall monitor the performance of the Owner's Project Manager and shall require the Owner's Project Manager to fully comply with all

provisions of the contract between the District and the Owner's Project Manager including, but not limited to, all provisions affecting the interests of the Authority.

(b.) Subject to the satisfaction of or compliance with, as reasonably determined by the Authority, all of the terms and conditions of this Agreement, the applicable provisions of M.G.L. c. 70B, Chapters 208 and 210 of the Acts of 2004, and 963 CMR 2.00 *et seq.* and any other rule, regulation, policy or guideline of the Authority, and further subject to the Authority's approval of the Scope, Budget and Schedule and the District's approval, authorization and appropriation for the Feasibility Study using forms prescribed by or otherwise acceptable to the Authority, the Authority hereby agrees to pay to the District an amount that shall under no circumstances exceed the lesser of (i) 47.84% of the eligible, approved costs of the Feasibility Study, as determined by the Authority, or (ii) $574,080.00. The Parties hereby acknowledge and agree that $574,080.00 is the maximum amount of funding that the District may receive from the Authority for the Feasibility Study, and that the final amount of eligible Feasibility Study costs approved by the Authority may equal an amount less than $574,080.00, as determined by an audit or audits conducted by the Authority. Any costs and expenditures that are determined by the Authority to be either in excess of the $574,080.00 or ineligible for payment by the Authority shall be the sole responsibility of the District. The reimbursement rate set forth above, and as more fully described in the Reimbursement Rate Summary, attached hereto as **Exhibit "C"**, is the rate at which the District may be reimbursed for the eligible, approved costs of the Feasibility Study.

In the event that the Authority reasonably determines that the Feasibility Study is not in accordance or compliance with the Scope, Schedule, Budget, all of the terms and conditions of this Agreement, the provisions of M.G.L. c. 70B, Chapters 208 and 210 of the Acts of 2004, 963 CMR 2.00 *et seq.* and any other rule, regulation, policy or guideline of the Authority, or is delayed (other than an Excusable Delay) or is not duly authorized, approved and funded by the District in accordance with applicable law and as required by the Authority, then the Authority may temporarily and/or permanently withhold payments to the District for any eligible, approved costs of the Feasibility Study, provided that the Authority shall not unreasonably withhold any such payments and further provided that the Authority shall give written notice to the District of any such withholding. Notwithstanding the foregoing, failure by the Authority to provide such written notice timely shall not create or result in any entitlement to payment for the District. In the event that the Authority

either temporarily or permanently withholds payment for the Feasibility Study, the District hereby agrees and acknowledges that the Authority shall have no liability for any such withholding of payment or any loss that may occur as a result of any such withholding of payment.

The District shall not be eligible to receive any funding for the Authority's share of the eligible, approved Feasibility Study costs, or any portion thereof, unless and until the Authority has approved the Scope, Budget, and Schedule. The Authority shall reimburse the District only for costs incurred by the District in connection with the Feasibility Study that are timely submitted to the Authority, eligible for reimbursement pursuant to Authority policies, procedures, and guidelines, and audited and approved by the Authority.

(c) Notwithstanding any provision of this Agreement, a District will not be eligible for reimbursement for costs that arise out of any study of the deficiencies and issues identified in the Statement of Interest to the extent that those costs were incurred by the District prior to the date of the Execution of this Agreement.

2.2 Term of Agreement.

No Project Scope and Budget Agreement for a Proposed Project, which arises out of the provisions of this Agreement will be approved by the Authority's Board until on or after July 1, 2023. Subject to that limitation, the Agreement will terminate upon (1) the approval of a Project Scope and Budget Agreement for a Proposed Project by the Authority's Board and the (2) execution of a Project Scope and Budget Agreement by the Authority and the District for that Proposed Project or (2) Nine Hundred and Thirteen (913) Days after the date upon which the Authority's Board votes to invite the District into Feasibility Study, whichever occurs sooner.

SECTION 3
COVENANTS

The District covenants and agrees that as long as this Agreement is in effect, the District shall and shall cause its employees, officers, agents, and representatives to perform and comply with all covenants of this Agreement.

3.1 The District hereby agrees that it shall make available for inspection by, and submit to, the Authority any and all information and documentation related to the Feasibility Study, including, but not limited to budget information, progress reports, and draft copies that may be requested by the Authority, promptly and in no event later than the deadline stated in any such request.

3.2 The District hereby agrees that it shall work with the Authority in developing the Scope, Budget and Schedule for the Feasibility Study and it acknowledges and agrees that the Authority's funding for the Feasibility Study is subject to the Authority's approval of the Scope, Budget and Schedule.

3.3 The District hereby acknowledges and agrees that the Authority shall not provide any amounts in excess of the amount determined under Section 2.1(b) of this Agreement.

3.4 The District hereby acknowledges and agrees that the Authority may, in its sole discretion, determine that certain costs incurred by the District in connection with the Feasibility Study are not eligible for reimbursement by the Authority, pursuant to any applicable provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq.*, including, but not limited to, sections 2.10 & 2.16(5), and any other policies and guidelines of the Authority.

3.5 The District shall comply with all provisions of this Agreement; the provisions of all other agreements between the Authority and the District that relate to the Feasibility Study; the provisions of M.G.L. c. 70B, 963 CMR 2.00 *et seq.*, and all policies and guidelines of the Authority; and all provisions of law applicable to the Feasibility Study, this Agreement, and any other agreements and documents related to the Feasibility Study, and shall take all action necessary to fulfill its obligations under this Agreement.

3.6 The District hereby acknowledges and agrees that the Authority shall not be required or obligated to make any payment for any eligible Feasibility Study costs while an Event of Default, as defined in section 8 of this Agreement, shall have occurred.

3.7 The District shall, and shall cause any Owner's Project Manager and Designer and their employees, subconsultants and agents to, keep adequate records of the Feasibility Study and make all Feasibility Study records and the Feasibility Study site(s) available to the Authority or representatives of the Authority for review during the course of the Feasibility Study.

3.8 The District hereby acknowledges and agrees that the duties of any Owner's Project Manager hired by and/or assigned to the Proposed Project by the District shall include, but not be limited to, fully and completely managing and coordinating on behalf of the District the administration of the Feasibility Study to completion. Any Owner's Project Manager hired by and/or assigned to the Proposed Project by the District shall be responsible for overseeing, tracking, and managing the Budget and Schedule. In the event that an Owner's Project Manager is not required for the Proposed Project, the District shall have the aforesaid duties and responsibilities in addition to any others imposed by M.G.L. c. 70B, 963 CMR, et seq., the policies and guidelines of the Authority, and any other applicable provisions of law.

3.9 The District hereby agrees that the Authority shall have free access to, and open communication with, any Owner's Project Manager hired by and/or assigned to the

Proposed Project by the District and that the Authority shall have full and complete access to all information and documentation relating to the Proposed Project to the same extent that the District has such access. The District agrees that it shall require any such Owner's Project Manager to fully cooperate with the Authority in all matters related to the Proposed Project; to promptly communicate, transmit, and/or make available for inspection and copying any and all information and documentation requested by the Authority; to fully, accurately and promptly complete all forms and writings requested by the Authority; and to give complete, accurate, and prompt responses to any and all questions, inquiries and requests for information posed by the Authority. The District agrees that it shall not in any way, directly or indirectly, limit, obstruct, censor, hinder or otherwise interfere with the free flow of communication and information between the Owner's Project Manager and the Authority in all matters related to the Proposed Project and as provided herein; that it shall not suffer the same to occur by the act or omission of any other person or entity; and that it shall not retaliate against the Owner's Project Manager for communicating information to the Authority as provided herein. The District agrees to execute, deliver and/or communicate to the Owner's Project Manager any and all authorizations, approvals, waivers, agreements, directives, and actions that are necessary to fulfill its obligations under this paragraph. The District further agrees that the Authority shall bear no liability whatsoever arising out of the Authority's knowledge or receipt of information communicated to the Authority by the Owner's Project Manager and that the District shall remain responsible for the management and completion of the Proposed Project.

3.10 The District hereby acknowledges and agrees that the duties of the Designer shall include, but not be limited to, those described in this Agreement, including, but not limited to, the Scope attached hereto as Exhibit B; 963 CMR 2.10(8); any applicable rules, regulations, policies and guidelines of the Authority; and any standard scope of services and the Design Contract prescribed by the Authority.

3.11 The District hereby acknowledges and agrees that neither the District nor any of its employees, officials, agents, consultants or contractors shall submit any false or intentionally misleading information or documentation to the Authority in connection with this Feasibility Study Agreement or the Feasibility Study, and further acknowledges and agrees that the submission of any such information or documentation may cause the Authority to suspend, revoke or terminate any and all payments otherwise due to the District and/or recover any previous payments made to the District, and the District may be ineligible for any funding from the Authority. The District hereby further agrees that it shall have a continuing obligation to update and notify the Authority in writing when it knows or has any reason to know that any information or documentation submitted to the Authority contains false, misleading or incorrect information.

3.12 The District hereby acknowledges and agrees that the Authority shall bear no responsibility or liability of any sort for the results of any Feasibility Study,

environmental assessment, geotechnical site testing, any necessary site remediation, clean-up, or other site remediation services.

3.13 The District hereby acknowledges and agrees that it shall provide a final Feasibility Study report to the Authority, which shall be in a format that is prescribed by or otherwise acceptable to the Authority.

3.14 The District hereby acknowledges and agrees that the Authority's grant program is a non-entitlement, discretionary program based on need, and the Feasibility Study may not result in a school construction, renovation or repair project that is eligible for funding by the Authority.

3.15 The District shall not combine, consolidate, or conjoin in any way the procurement, pre-qualification or selection of an Owner's Project Manager or Designer for the Proposed Project with the procurement, pre-qualification or selection of an Owner's Project Manager or Designer for any other construction, repair or renovation project without the express prior written approval of a duly authorized representative of the Authority. Any costs incurred by the District that relate to, or arise out of, the use of a combined, consolidated or conjoined procurement, pre-qualification or selection process as proscribed above, including, but not limited to, the preparation of bid documents, requests for services, and requests for qualifications, without the express prior written approval of a duly authorized representative of the Authority shall not be eligible for reimbursement.

SECTION 4
PAYMENTS AND AUDIT

4.1 Subject to the terms and conditions of the Agreement, the Authority shall reimburse the District for eligible, approved costs incurred in connection with the Feasibility Study in accordance with the following:

(a) Using the Authority's Pro-Pay system, the District shall submit requests for reimbursement on a monthly basis to the Authority in a format prescribed by the Authority. Each monthly request for reimbursement shall be approved locally by a duly authorized representative of the District, shall be in a form acceptable to the Authority, shall include reasonable detail, including, but not limited to (1) the amount of funding requested, (2) the nature of the materials or property or services received, (3) the total value of the work performed and materials furnished by the Owner's Project Manager, if any, the Designer, and each consultant, subconsultant or vendor to date, and (4) the value of the work completed during the Feasibility Study. The District agrees that each request for reimbursement shall be accompanied by the invoices for each of the amounts requisitioned and any other supporting documentation and

information substantiating the District's request for reimbursement, as the Authority may request, in a form satisfactory to the Authority.

(b) Each request for reimbursement shall include a written certification signed by a duly authorized representative of the District stating that: (1) such request for reimbursement is solely for Feasibility Study costs, (2) the obligations itemized in the request for reimbursement have not been the basis for a prior request for reimbursement submitted by the District that has been paid or rejected by the Authority, (3) the reimbursement requested is due for work actually and properly performed or materials or property actually supplied prior to the date of the requisition, (4) the reimbursement requested is for costs that already have been duly paid by the District, and (5) such reimbursement requested is within the Budget approved by the Authority.

(c) The Authority shall review all requests for reimbursement properly submitted pursuant to this Agreement as soon as reasonably possible. The Authority shall not consider requests for reimbursement that are not, as reasonably determined by the Authority, (1) timely and properly submitted, (2) in accordance with the most recent Budget approved by the Authority, and (3) for eligible Feasibility Study costs incurred by the District. The District understands and agrees that no reimbursement shall be made by the Authority unless the District has complied with all of the terms and conditions of this Agreement, the applicable provisions of M.G.L. c. 70B, chapters 208 and 210 of the Acts of 2004, 963 CMR 2.00 *et seq.*, and all policies and guidelines of the Authority.

(d) After receipt from the District of a timely and properly submitted request for reimbursement pursuant to this Agreement, the Authority shall make payment to the District of the Authority's share of approved, eligible Feasibility Study costs, subject to the terms and conditions of this Agreement. The District hereby agrees and acknowledges that the amount of approved, eligible Feasibility Study costs reimbursed by the Authority may be subject to change, pending audit, including but not limited to an audit pursuant to Section 4.2 of this Agreement and the final close-out audit pursuant to Section 4.3 of this Agreement.

4.2 The Authority may review and perform a preliminary audit on each request for reimbursement submitted pursuant to this Agreement to ensure that only eligible costs of the Feasibility Study are approved and paid by the Authority. Any such preliminary audits shall be conducted in accordance with 963 CMR 2.16 and other policies and guidelines of the Authority. In the event that the Authority determines that an item contained in a request for reimbursement submitted by the District pursuant to this Agreement is not eligible for reimbursement by the Authority, the Authority shall adjust a

subsequent reimbursement to the District to account for the ineligible costs. The District hereby acknowledges and agrees that each audit conducted pursuant to this Section 4.2 is preliminary, and the Authority may further adjust and alter the results of a preliminary audit after it conducts subsequent audits or a final close-out audit of the Feasibility Study.

4.3 The District hereby acknowledges and agrees that a final, close-out audit of the Feasibility Study by the Authority shall include an audit of all requests for reimbursement submitted and all reimbursements made by the Authority. The final, close-out audit shall be conducted in accordance with 963 CMR 2.16 and any other applicable regulations, policies and guidelines of the Authority. The District shall make all documents and materials requested by the Authority or its representatives available in a timely manner. The District further acknowledges and agrees that the final, close-out audit of the Feasibility Study may not occur until such time as the Authority conducts its final, close-out audit of the project that may result from the Feasibility Study, should the District be approved for any such project. Any adjustments applicable as a result of the final, close-out audit may be made in the final amount of the Total Facilities Grant, as determined by the Authority.

SECTION 5
REPRESENTATIONS AND WARRANTIES

The District hereby warrants and represents that each of the following statements is true, correct and complete:

5.1 The District is validly organized and existing under and by virtue of the laws of the Commonwealth, has full power and authority to own its properties and carry on its business as now conducted, and has full power and authority to execute, deliver and perform its obligations under this Agreement and all other documents related to the Feasibility Study.

5.2 The District is duly authorized to execute and deliver this Agreement and has taken all necessary steps to authorize the execution and delivery of this Agreement, to undertake the Feasibility Study and to perform and consummate all transactions contemplated by this Agreement.

5.3 The undersigned has the full legal authority to execute this Agreement on behalf of the District and to bind the District to its provisions.

5.4 This Agreement does not and will not, to any material extent, conflict with, or result in violation of any applicable provisions of law, including, but not limited to, any statute, charter, by-law, ordinance, rule or regulation, or any judgment, order, rule or regulation of any court or other agency of government.

5.5 The District has all requisite legal power and authority to own and operate the School that is the subject of the Feasibility Study and to undertake and oversee the Feasibility Study or, in the case of a school facility that is leased by the District, the District has all of the requisite legal power and authority to control and operate the School that is the subject of the Feasibility Study and to undertake and oversee the Feasibility Study pursuant to a lease which assures that the District has exclusive jurisdiction and control of the School and the land upon which it is situated for the anticipated useful life of the Proposed Project.

5.6 No information furnished by or on behalf of the District to the Authority in this Agreement, the Budget, the Initial Compliance Certification, or any other document, certificate or written statement furnished to the Authority in connection with the Feasibility Study contains any untrue statement of a material fact or omitted, omits or will omit to state a material fact necessary in order to make the statements contained in this Agreement or therein not misleading in light of the circumstances in which the same were made.

5.7 The District has duly obtained all necessary votes, resolutions, authorizations, appropriations and local approvals, in accordance with formats prescribed by or otherwise acceptable to the Authority, and has taken all actions necessary or required by law to enable it to enter into this Agreement and to fund and perform its obligations hereunder, in accordance with the Authority's guidelines, regulations, policies and standards. This Agreement constitutes a valid and binding obligation of the District, enforceable in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, moratorium, reorganization or other laws heretofore or hereafter enacted and general equity principles.

5.8 No litigation before or by any court, public board or body is pending or threatened against the District or the Authority seeking to restrain or enjoin the execution and delivery of this Agreement or the Feasibility Study, or contesting or affecting the validity of this Agreement or the power of the District to pay its share of the Feasibility Study.

5.9 The District has implemented policies and procedures to prevent and eliminate fraud, waste and abuse of public funds in connection with the Feasibility Study and any future construction or renovation projects that may be forthcoming as a result of the Feasibility Study.

5.10 The District has submitted all audit materials requested by the Authority in connection with any project for which the District has received or anticipates receiving funding from the Authority.

5.11 All meetings of all public bodies in the District that relate in any way to the Proposed Project, including, but not limited to, the meetings of the District's school building committee, have been conducted, and shall be conducted, in compliance with the

provisions of G.L. c. 30A, §§ 18 – 25, 940 CMR 29.00 *et seq.*, the so-called Open Meeting Law, and all other applicable law.

SECTION 6
INSURANCE

6.1 The District shall obtain and maintain all insurance required by law and insurance of such types and limits and upon such terms and conditions as may be required by, or as may be acceptable to, the Authority.

6.2 The District shall require by contractual obligation, and shall also ensure by the exercise of due diligence, that any Designer hired by the District in connection with the Feasibility Study obtain and maintain, at a minimum, insurance of such types and limits and upon such terms and conditions as may be required by law and as may be prescribed by the Authority in the Design Contract between the Designer and the District.

6.3 Except where the Owner's Project Manager is an existing employee of the District, the District shall require by contractual obligation, and shall also ensure by the exercise of due diligence, that any Owner's Project Manager hired by the District obtain and maintain, at a minimum, insurance of such types and limits and upon such terms and conditions as may be required by law and as may be prescribed by the Authority in its standard contract for Owner's Project Manager services which is incorporated by reference herein.

SECTION 7
COMPLIANCE WITH CONTRACT DOCUMENTS, PROJECT PERMITS AND OTHER APPLICABLE LAW

7.1 The District shall take all reasonable actions designed to ensure that the Feasibility Study complies with all applicable contract documents, building codes, laws, rules and regulations and to ensure that all necessary project permits have been obtained. Notwithstanding any right of approval or review held or exercised by the Authority in connection with this Agreement or the Feasibility Study, the District shall be responsible for the successful performance and completion of the Feasibility Study in accordance with this Agreement, the Design Contract, design documents and project permits, if any, and for the economical and efficient operation and administration of the Feasibility Study.

SECTION 8
DEFAULTS AND REMEDIES

8.1 The occurrence of any of the following events shall constitute, and is herein defined to be, an Event of Default under this Agreement:

(a) If the District shall fail to perform and observe any covenant, agreement or condition on its part provided in this Agreement and such failure shall continue for a period of thirty (30) days after written notice thereof shall be given to the District by the Authority; provided if such failure cannot be remedied within such thirty (30) day period, it shall not constitute an Event of Default hereunder if corrective action satisfactory to the Authority, as determined by the Authority in writing, is instituted by the District within such period and diligently pursued until the failure is remedied. Any forbearance or failure of the Authority in giving such written notice shall not amount to any waiver of the Authority's rights under this Agreement as to the same or subsequent breaches and shall not preclude the Authority from pursuing any of its rights or remedies provided under this Agreement or as otherwise provided by law.

(b) If any representation or warranty made by the District in this Agreement or in any other agreement entered into by the District with the Authority shall prove to have been incorrect or to be misleading in any material respect.

8.2 If any Event of Default hereunder shall occur and be continuing, the Authority may proceed to protect its rights under this Agreement, and may: (a) terminate this Agreement, (b) permanently withhold or temporarily suspend payment of any eligible, approved costs to the District, (c) recover any payments of eligible, approved costs previously made to the District, and/or (d) exercise any other right or remedy upon such default as may be granted to the Authority under this Agreement or under any other applicable provision of law.

8.3 No remedy conferred upon or reserved to the Authority is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Agreement or now or hereafter existing at law or in equity. No delay or omission to exercise any right, remedy or power accruing upon any Event of Default shall impair any such right, remedy or power or shall be construed to be a waiver thereof, but any such right, remedy or power may be exercised from time to time and as often as the Authority may deem expedient.

SECTION 9
OTHER TERMS

9.1 Governing Law. This Agreement shall be governed by, construed, and enforced in accordance with, the laws of the Commonwealth of Massachusetts.

9.2 Venue. Any civil action brought against the Authority by the District, or any person or entity claiming by, through or under it, that arises out of the provisions of this Agreement, shall only be brought in the Superior Court for Suffolk County, Massachusetts. The District, for itself and for any person or entity claiming by, through or under it, hereby waives any defenses that it may have as to the venue to which it has agreed herein,

including, but not limited to, any claim that this venue is improper or that the forum is inconvenient. The District for itself and for any person or entity claiming by, through or under it, hereby waives all rights, if any, to a jury trial in any such civil action that may arise out of the provisions of this Agreement.

9.3 Indemnification of the Authority by the District. To the fullest extent permitted by law, the District shall indemnify and hold harmless the Authority and its officers, agents and employees from and against any and all claims, actions, damages, liabilities, injuries, costs, fees, expenses, or losses, including, without limitation, reasonable attorney's fees and costs of investigation and litigation, whatsoever which may be incurred by, or for which liability may be asserted against, the Authority or any of its officers, agents or employees arising out of any activities undertaken by, for, or on behalf of the District in the execution or implementation of this Agreement or with respect to the Feasibility Study, including, but not limited to, the performance of any contract or obligation directly or indirectly related to the Feasibility Study. Such obligation shall not be construed to negate or abridge any other obligation of indemnification running to the Authority which would otherwise exist.

9.4 Members, Employees Not Liable. No member or employee of the Authority shall be charged or held personally or contractually liable by or to the District under any term or provision of this Agreement or because of any breach thereof or because of its execution or attempted execution.

9.5 Assignability. The District shall not assign any interest, in whole or in part, in this Agreement and shall not transfer any interest in the same, whether by assignment or novation, without the prior written approval of the Authority.

9.6 Payment Not A Waiver.

The Authority's payment(s) to the District under this Agreement or its review, approval or acceptance of any actions by the District under this Agreement shall not operate as a waiver of any rights under this Agreement and the District shall remain liable to the Authority for all damages incurred by the Authority as a result of the District's failure to perform in accordance with the terms and conditions of this Agreement.

The rights and remedies of the Authority provided for under this Agreement are in addition to any other rights or remedies provided by law. The Authority may assert a right to recover damages by any appropriate means, including, but not limited to, set-off, suit, withholding, recoupment, or counterclaim either during or after performance of this Agreement.

9.7 Notices. Any notices required or permitted to be given by either of the Parties hereunder shall be given in writing and shall be delivered to the addressee (a) in-hand (b) by certified mail, postage prepaid, return receipt requested; (c) by facsimile; or (d) by a

commercial overnight courier that guarantees next day delivery and provides a receipt, and such notices shall be addressed as follows:

If to the Authority:

Massachusetts School Building Authority
40 Broad Street, Suite 500
Boston, MA 02109
Attention: Director of Capital Planning
Facsimile: (617) 720-8460

If to the District:

Mr. Jeffrey M. Hull, Town Manager
Town of Wilmington
Wilmington Town Hall
121 Glen Road, Room 11
Wilmington, MA 01887

or to such other address or addressee as the District and the Authority may from time to time specify in writing. Any notice shall be effective only upon receipt, which for any notice given by facsimile shall mean notice that has been received by the party to whom it is sent as evidenced by a confirmation slip that bears the time and date of receipt.

9.8 Severability. If any provisions of this Agreement shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such provision shall not affect any of the remaining provisions of this Agreement, and this Agreement shall be construed and enforced as if such invalid or unenforceable provision had not been contained herein.

9.9 Counterparts. This Agreement may be executed in one or more counterparts, any of which shall be regarded for all purposes as an original and all of which constitute but one and the same instrument. Each party agrees that it will execute any and all documents or other instruments, and take such other actions as may be necessary to give effect to the terms of this Agreement.

9.10 No Waiver. No waiver by either party of any term or conditions of this Agreement shall be deemed or construed as a waiver of any other terms or conditions, nor shall a waiver of any breach be deemed to constitute a waiver of any subsequent breach, whether of the same or of a different section, subsection, paragraph, clause, phrase, or other provision of this Agreement.

9.11 Integration. This Agreement merges and supersedes all prior negotiations, representations, and agreements between the Parties hereto relating to the Feasibility

Study and constitutes the entire agreement between the Parties hereto with respect to the Feasibility Study and the Authority's funding of a portion of the eligible, approved costs of the Feasibility Study.

9.12 Amendments. This Feasibility Study Agreement may be amended only through a written amendment signed by duly authorized representatives of the District and the Authority.

IN WITNESS WHEREOF, the Parties have executed this Agreement on this 6th day of September, 2022.

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
By,

John K. McCarthy
Executive Director

TOWN OF WILMINGTON
By,

Jeffrey M. Hull

Jeffrey M. Hull
NAME (type or print)

Town Manager
TITLE (type or print)

EXHIBIT A

FEASIBILITY STUDY BUDGET

Town of Wilmington
Wildwood Elementary School

The total Budget for the Feasibility Study conducted pursuant to this Agreement, which is attached hereto and incorporated by reference herein, shall be no more than $1,200,000 based upon the following estimates:

Owner's Project Manager:	$ 200,000
Designer:	$ 800,000
Environmental and Site Testing:	$ 100,000
Other:	$ 100,000

EXHIBIT B

SCOPE OF THE FEASIBILITY STUDY

Town of Wilmington
Wildwood Elementary School

The Scope of the Feasibility Study conducted under this Agreement, which is attached hereto and incorporated by reference herein, shall consist of the development of a Feasibility Study/Schematic Design for the evaluation of a renovation of the existing school, a renovation of and addition to the existing school and/or new construction for the Wildwood Elementary School (the "Proposed Project") in the Town of Wilmington (the "District"). Pursuant to the Massachusetts School Building Authority's (the "MSBA") regulations, 963 CMR 2.06, the space allowance for the Proposed Project shall meet all applicable MSBA regulations and guidelines.

The Feasibility Study shall contain all information required by 963 CMR 2.10(8) and any other applicable rules, regulations, policies, guidelines and directives of the MSBA including, but not limited to, a final design program, educational space summary, budget statement for preferred educational objectives, and a proposed total project budget. The Feasibility Study for this Proposed Project may examine an option to consolidate the District's grades K-3 from the Woburn Street Elementary School with the Wildwood Elementary School, which for purposes of the design, shall be based on no more than 510 students. An additional option that may be examined during the Feasibility Study for this Proposed Project is a consolidation of grades K-5 at the Wildwood Elementary School, Woburn Street Elementary School, and North Intermediate School, which for purposes of the design, shall be based on an enrollment of no more than 755 students. Exclusive of the consolidation proposals, and using information from the base enrollment projection, a design enrollment shall be based on no more than 130 students for the Wildwood Elementary School. The District will prepare and submit to the MSBA the educational space summary for each option for review and acceptance. Upon acceptance of the educational space summaries, the District will commence with the evaluation of alternatives. The Schematic Design that is developed pursuant to this Agreement shall be based upon the final design enrollment, which shall be subject to the written approval of the MSBA. The Schematic Design shall include, but not be limited to, the information required by the MSBA's Feasibility Study Guidelines, including, but not limited to, a site development plan, environmental assessment, geotechnical assessment, geotechnical analysis, code analysis, utility analysis, schematic building floor plans, schematic exterior building elevations, narrative building systems descriptions, NE-CHPS scorecard or LEED for Schools checklist, outline specifications, cost estimates, project schedule and proposed total project budget.

In conducting the Feasibility Study and developing the Schematic Design, the District shall, in a sufficient and timely manner as determined by the MSBA, initiate such notification procedures, undertake such review processes, and obtain such determinations and approvals as may be required by 963 CMR 2.03(2)(h) & (i), including, but not limited to, such procedures, reviews, determinations, and approvals as may be required by the Massachusetts Historical Commission (the "MHC") and/or the Massachusetts Environmental Policy Act. At its earliest opportunity, the District shall seek a written determination from the MHC as to whether the MHC intends to undertake a review of the Proposed Project.

The District shall be responsible for conducting such geotechnical evaluations, site investigations, soils explorations and environmental assessments as are reasonable and necessary to determine whether any significant environmental, geotechnical or other physical conditions exist that may have an impact upon eventual construction on the proposed site. The MSBA may require the District to fully fund certain environmental or geotechnical site testing beyond initial investigatory costs. The MSBA shall bear no responsibility or liability of any sort for the results of any geotechnical evaluations or site testing, soils explorations, environmental assessments, nor for any site remediation, clean-up, or other site remediation services.

The development of the Schematic Design shall be subject to continuing review by the MSBA in accordance with the provisions of this Agreement, the MSBA's Feasibility Study guidelines and any other applicable rule, regulation, policy, guideline or directive of the MSBA. The District shall be responsible for submitting to the MSBA all documentation that is required to complete the Feasibility Study and Schematic Design and to support the preparation of a Project Scope and Budget Agreement.

Exhibit C

Calendar Year 2022

Wilmington

Wildwood Elementary School - 202003420015

MSBA Reimbursement Rate Calculationn	
Base Points	31.00
Income Factor	5.05
Property Wealth Factor	11.79
Poverty Factor	-
Subtotal: Reimbursement Rate Before Incentives	47.84
Incentive Points	
Maintenance (0-2)	-
CM @ Risk (0-1) Only projects invited to Capital Pipeline prior to 1/2/17	-
Newly Formed Regional District (0-6)	-
Major Reconstruction or Reno/Reuse (0-5)	-
Overlay Zoning 40R & 40S (0-1)	-
Overlay Zoning 100 units or 50% of units for 1, 2 or 3 family structures (0-0.5)	-
Energy Efficiency - "Green Schools" (0 or 2)	-
Model Schools (5) Only projects invited to Capital Pipeline prior to 1/2/16	-
Total Incentive Points	-
MSBA Reimbursement Rate	47.84

KP | LAW
The Leader in Public Sector Law

101 Arch Street, Boston, MA 02110
Tel: 617.556.0007 | Fax: 617.654.1735
www.k-plaw.com

August 23, 2022

Mark R. Reich
mreich@k-plaw.com

Certification of Legal Counsel for the Town of Wilmington

We, KP Law P.C., duly appointed legal counsel for the **Town of Wilmington**, hereby certify that:

1. The **Town of Wilmington** is validly organized and existing under and by virtue of the laws of the Commonwealth, has full power and authority to own its properties and carry on its business as now conducted, and has full power and authority to execute, deliver and perform its obligations under the Feasibility Study Agreement, and any amendments thereto, between the **Town of Wilmington** and the Massachusetts School Building Authority for the Proposed Project at **Wildwood Elementary School** (the "Feasibility Study Agreement") and all other related documents.

2. The **Town of Wilmington** has duly obtained all necessary votes, resolutions, authorizations, appropriations and local approvals, in accordance with the formats prescribed by the Authority, and has taken all actions necessary or required by law to authorize the execution and delivery of the Feasibility Study Agreement, and any amendments thereto, and to fund and perform the obligations of the **Town of Wilmington** under the Feasibility Study Agreement, and any amendments thereto.

3. The Feasibility Study Agreement, and any amendments thereto, constitute a valid and binding obligation of the **Town of Wilmington,** enforceable in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, moratorium, reorganization or other laws heretofore or hereafter enacted and general equity principles.

4. The following elected or appointed governmental officer(s) and/or governmental body has the full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to execute and deliver the Feasibility Study Agreement, and any amendments thereto, on behalf of the **Town of Wilmington** and to bind the **Town of Wilmington** to its terms and conditions:

Town Manager
Wilmington Town Hall
121 Glen Road
Wilmington, MA 01887

Authorization for such action is found in the Town of Wilmington Town Manager Act and as further authorized by the delegation vote of the Board of Selectmen as attached hereto.

5. The following elected or appointed governmental officer(s) and/or governmental body has the full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to make final, binding decisions on behalf of the **Town of Wilmington** with respect to the Proposed Project described in the Feasibility Study Agreement, and any amendments thereto.

Town Manager
Wilmington Town Hall
121 Glen Road
Wilmington, MA 01887

Authorization for such action is found in the Town of Wilmington Town Manager Act and as further authorized by the delegation vote of the Board of Selectmen as attached hereto.

We hereby further certify that, to the best of our knowledge and belief, the above-listed certifications are true, complete and accurate.

IN WITNESS WHEREOF, signed this 23rd day of August, 2022.

KP Law, P.C.
City Attorney

826959/WILM/0001

Town of Wilmington
Board of Selectmen
121 Glen Road
Wilmington, MA 01887-3597

PHONE: (978) 658-3311
FAX: (978) 658-3334
TTY: (978) 694-1417

WWW.WILMINGTONMA.GOV

At a meeting of the Board of Selectmen on Monday, August 22, 2022, consideration was given to authorizing the Town Manager to execute the Massachusetts School Building Authority Feasibility Study Agreement for the Wildwood School.

A motion was made by Selectman Kevin A. Caira, seconded by Selectman Lilia Maselli and by affirmative vote of four Board members with one member absent, it was

VOTED:

> To delegate authority to serve as the appointed government official with full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to execute and deliver the Feasibility Study Agreement, and any amendments thereto, on behalf of the Town of Wilmington and to bind the Town of Wilmington to its terms and conditions and further to make final, binding decisions on behalf of the Town of Wilmington with respect to the Proposed Project described in the Feasibility Study Agreement, and any amendments thereto.

Beverly J. Dalton
Recording Secretary

ATTEST: Elizabeth Lawrenson
Elizabeth M. Lawrenson, Town Clerk

Glenn Brand, Ed.D.
Superintendent of Schools

Christine Elliott
Assistant Superintendent for
Curriculum & Staff Development

Paul Ruggiero
Assistant Superintendent of
Administration & Finance

WILMINGTON PUBLIC SCHOOLS
161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

Alice Brown-LeGrand
Director of Student Support Services

Andrea Stern Armstrong
Director of Human Resources

Kenneth Lord
Director of Technology &
Digital Learning

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.

At a meeting of the School Committee on Wednesday, August 24, 2022, consideration was given to authorizing the Town Manager to execute the Massachusetts School Building Authority Feasibility Study Agreement for the Wildwood School.

A motion was made by Mr. Jesse Fennelly, seconded by Mr. Stephen Turner and by affirmative vote of six (6) School Committee members with one member absent, it was

VOTED:

To delegate authority to serve as the appointed government official with full legal authority under the laws of the Commonwealth of Massachusetts and all applicable local charters, ordinances and by-laws to execute and deliver the Feasibility Study Agreement, and any amendments thereto, on behalf of the Town of Wilmington and to bind the Town of Wilmington to its terms and conditions and further to make final, binding decisions on behalf of the Town of Wilmington with respect to the Proposed Project described in the Feasibility Study Agreement, and any amendments thereto.

Tracy A. Ingersoll, Recording Secretary

ATTEST:

Elizabeth M. Lawrenson, Town Clerk

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.

TOWN OF WILMINGTON
The Office of the Town Clerk
121 GLEN ROAD
WILMINGTON, MA 01887

VOICE (978) 658-2030
FAX (978) 657-7564

Clerk's Certification of Vote

As Voted at the Annual Town Meeting, March 8, 2022

ARTICLE 1. To see if the Town will vote to raise and appropriate, borrow, or transfer from available funds, an amount of money to be expended under the direction of the School Building Committee for a feasibility study to consider the replacement of the Wildwood School located at 182 Wildwood Street with a building that accommodates the existing grade configuration of pre-kindergarten and kindergarten or a grade consolidation to include additional elementary school grades, including all costs incidental or related thereto, for which feasibility study the Town may be eligible for a grant from the Massachusetts School Building Authority. The MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in connection with the feasibility study in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town; or take any other action related thereto.

I, Elizabeth Lawrenson , clerk for the Town of Wilmington, herby certify that Selectman Lilia Maselli offer a motion which was seconded by Selectman Kevin Caira:

That the Town raise and appropriate from Available Funds "Free Cash" the amount of One Million Two Hundred Thousand Dollars ($1,200,000) for the purpose of paying costs for a feasibility study to consider replacement or renovation of the Wildwood School located at 182 Wildwood Street including the accommodations of the existing grade configuration of pre-kindergarten and kindergarten or a grade consolidation to include additional elementary school grades, including the payment of all costs incidental or related thereto, and for which the Town may be eligible for a grant from the Massachusetts School Building Authority ("MSBA"), said amount to be expended under the direction of the School Building Committee. The Town acknowledges that the MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town, and that the amount of funding authorized pursuant to this vote shall be reduced by any grant amount set forth in the Feasibility Study Agreement that may be executed between the Town and the MSBA. The Town of Wilmington Special Town Meeting voted 368 in favor and 1 opposed.

The moderator declared the motion approved.

Number of Residents in attendance: 399

Attest: Elizabeth Lawrenson

Elizabeth Lawrenson
Town Clerk

X.09

TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
PROJECT DIRECTORY
SMMA NO. 22127

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: March 25, 2024

	Contact Name and Address	Contact Phone Number
SCHOOL BUILDING COMMITTEE	**Dr. Glenn Brand**, *School Superintendent Committee Chair* glenn.brand@wpsk12.com	978-694-6000, Option 4
	Vivian Varbedian, *Parent Committee Vice-Chair* vvarbedian@gmail.com	
	Paul Ruggiero, *Assistant Superintendent of Administration & Finance* paul.ruggiero@wpsk12.com	978-694-6000
	Louis Cimaglia, *Temporary Town Manager* lcimaglia@wilmingtonma.gov	
	Gregory B. Bendel, *Board of Selectmen* gbendel@wilmingtonma.gov	781-953-4780
	Kevin A. Caira, *Board of Selectmen Alternate* kcaira@wilmingtonma.gov / kevincaira57@gmail.com	978-657-7734
	David A. Ragsdale, *School Committee* david.ragsdale@wpsk12.com	
	Kate Bissell, *School Principal, Wildwood* kate.bissell@wpsk12.com	
	Christine Holleran, *Teacher, Wildwood* christine.holleran@wpsk12.com	
	Stacey Scott, *School Principal, Woburn Street* stacey.scott@wpsk12.com	
	Alice Brown-LeGrand, *Director, Student Support Services* alice.brownlegrand@wpsk12.com	
	Dennis Kelley, MCPPO *Public Buildings Superintendent* dkelley@wilmingtonma.gov	
	Diane M. Allan, *Permanent Building Committee* gdallan@comcast.net	978-658-8576
	John C. Holloway, *Permanent Building Committee* j.hollowayjr@verizon.net	978-657-8685
	Paul J. Melaragni, *Permanent Building Committee* paul.melaragni@state.ma.us	978-658-0264
	Marianne Gallezzo, *Finance Committee* mgallezzo@wilmingtonma.gov	978-658-7405
	Michael Camoscio, *North Side Parent, Mechanical Engineer* *Michael.Camoscio@stvinc.com*	
	Justin Cusce, *North Side Parent* *jcusce17@gmail.com*	
	Christine Prendergast, *North Side Parent* *chrissy521@gmail.com*	



Date: March 25, 2024

	Contact Name and Address	Contact Phone Number
	Craig Miner, *West Side Parent, Civil Engineer* cminer76@hotmail.com	
SCHOOL COMMITTEE	**David Ragsdale**, Chair david.ragsdale@wpsk12.com **Jesse Fennelly**, Vice-Chair, Member Jesse.Fennelly@wpsk12.com **Jennifer Bryson**, Member Jennifer.Bryson@wpsk12.com **Michael Mercaldi,** Member Michael.Mercaldi@wpsk12.com **Jay Samaha**, Member Jay.Samaha@wpsk12.com **Stephen Turner**, Member Stephen.Turner@wpsk12.com	
BUILDING DEPARTMENT **Hours:** M-F 8:30am to 4:30pm	**Town Hall** 121 Glen Road, Room 5 Wilmington, Massachusetts 01887 **Al Spaulding,** *Building Inspector* **Kelly Malatesta,** *Senior Clerk* **Fred Sutter,** *Wiring Inspector* **Shawn Inman,** *Plumbing Inspector*	**Phone:** (978) 658-4531 **Fax:** (978) 694-2045
PUBLIC SAFETY	**Police Department** Wilmington Memorial Public Safety Building 1 Adelaide Street Wilmington, Massachusetts 01887 **Chief Joseph Desmond** *Police Chief* ***Deputy Chief Brian Pupa*** *Deputy Chief*	**Business Line:** (978) 658-5071 **Emergency:** (978) 658-3331 **Fax:** (978) 658-0035
	Fire Department Wilmington Memorial Public Safety Building 1 Adelaide Street Wilmington, Massachusetts 01887 **William F. Cavanaugh** *Fire Chief* **Christopher Pozzi** *Deputy Chief* **Lt. Ryan Quigley** *Fire Prevention Captain* **Lauren Parisi** *Part Time Fire Prevention Clerk*	**Business Line:** (978) 658-3346 **Fax:** (978) 988-9181 978-658-3346 x210 978-658-3346 x209 978-658-3346 x274 978-658-3346 x207 978-658-3346 x273

TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
PROJECT DIRECTORY
SMMA NO. 22127

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: March 25, 2024

	Contact Name and Address	Contact Phone Number
	Lt. Thomas Ceres *Operations/Training*	
OWNER'S PROJECT MANAGER	**Symmes Maini & McKee Associates, Inc. (SMMA)** 1000 Massachusetts Avenue Cambridge, Massachusetts 02138 **Julie A. Leduc, MCPPO** *Director of OPM Services* *jleduc@smma.com* **Robert Smith, CS** *OnSite Project Manager/Representative* rsmith@smma.com **Sarah Traniello, MCPPO** *Assistant Project Manager | Reports Manager* straniello@smma.com	617-547-5400 617-520-9431(d) 781-910-2793(c) 978-303-7764(c) 617-520-9240 (d) 617-548-6382 (c)
COMMISSIONING AGENT	*TBD*	
Testing & Inspections Consultant	*TBD*	
DESIGNER/ARCHITECT	**Dore+Whittier Architects** 260 Merrimac Street, Building 7, 2nd Floor, Newburyport, Massachusetts 01950	978-499-2999
Architecture	Donald M. Walter AIA, NCARB CEO & Principal in Charge dwalter@doreandwhittier.com	
	Dore+Whittier Architects 212 Battery Street Burlington, Vermont 05401	802-863-1428
Architecture	Lee P. Dore Associate AIA, LEED AP® President & Principal, Project Executive lpdore@doreandwhittier.com David Mentzer AIA, NCARB, CDT, LEED AP® Senior Associate | Architect dmentzer@doreandwhittier.com	
Project Management for Study and Design	Rani Philip Associate AIA, CDT, LEED AP® Project Manager rphilip@doreandwhittier.com	
Interior Design	Giovanna Chaisson NCIDQ, LEED AP® Associate gchaisson@doreandwhittier.com	
Educational Planner	Jason Boone Associate AIA, ALEP Senior Associate jboone@doreandwhittier.com	

TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
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WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: March 25, 2024

		Contact Name and Address	Contact Phone Number
	Laboratory	Giovanna Chaisson NCIDQ, LEED AP® Associate gchaisson@doreandwhittier.com	
	Specifications	Marjorie Dickstein AIA, LEED AP® BD+C, NCARB, CCS Senior Associate mdickstein@doreandwhittier.com	
	Library/Media	Ron Lamarre, AIA, ALEP, ALA, LEED AP®, WELL AP Architect rlamarre@doreandwhittier.com	
	Code	David Mentzer AIA, NCARB, CDT, LEED AP® Associate dmentzer@doreandwhittier.com	
	Accessibility	David Mentzer AIA, NCARB, CDT, LEED AP® Associate dmentzer@doreandwhittier.com	
	FF&E	Giovanna Chaisson NCIDQ, LEED AP® Associate gchaisson@doreandwhittier.com	
	Security	Michele Barbaro-Rogers AIA, NCARB, CPTED Senior Associate mrogers@doreandwhittier.com	
WBE	**Civil Engineering**	**CDW Consultants, Inc.** 4 California Avenue, Suite 301 Framingham, Massachusetts 01701 Kathleen Campbell, PE, LSP, LEED AP, ENV SP President & CEO, Principal-In-Charge Civil Engineering & Environmental Permitting kcampbell@cdwconsultants.com Eric Wilhelmsen, PE Associate Principal ewilhelmsen@cdwconsultants.com	508-875-2657 info@ cdwconsultants.com
	Environmental Permitting	**Marian Rambelle** Senior Environmental Engineer Principal-In-Charge Civil Engineering & Environmental Permitting mrambelle@cdwconsultants.com	
WBE	**Landscape Architecture**	**TerraInk, Incorporated** 7 Central Street, Suite 150 Arlington, Massachusetts 02476 Jade Cummings, PLA, LEED AP Co-Owner and President Principal Landscape Architect of Design jcummings@terraink.com Kellie Anne Connelly, PLA Co-Owner and Treasurer/Secretary Principal Landscape Architect of Construction | Project Manager kconnelly@terraink.com	781-316-1595 info@ terraink.com

TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
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SMMA NO. 22127

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: March 25, 2024

	Contact Name and Address	Contact Phone Number
Structural Engineering **MBE**	**Engineers Design Group, Inc.** 389 Main Street, Suite 401 Malden, Massachusetts 02148 Mehul Dhruv, PE Principal Structural Engineer mdhruv@edginc.com	781-396-9007 Ext. 0013
Fire Protection Engineer **MBE** **Plumbing Engineer** **MBE**	**AKAL Engineering, Inc.** 44 Central Street, Suite 300 Berlin, Massachusetts 01503 Anup S. Khatra, PE, LEED AP Principal Fire Protection Engineer Anthony K. Gray, PE, LEED AP Senior Project Manager Plumbing Engineer	508-869-0403 ask@ akalengineering.com
HVAC Engineer **Electrical / Lighting**	**GGD Consulting Engineers, Inc.** 375 Faunce Corner Road, Suite D Dartmouth, Massachusetts 02747 Dominick Puniello, PE, CEM Principal | Mechanical Engineer dom_puniello@g-g-d.com David M. Pereira, PE Principal | Electrical Engineer david_pereira@g-g-d.com	508-998-5700 info@g-g-d.com
Data/Communications	**Edvance Technology Design, Inc.** 300 Brickstone Square Andover, Massachusetts 01880 Scott Goodrich Principal and Co-Founder sgoodrich@edvancetech.com Douglas Faria Principal and Co-Founder dfaria@edvancetech.com	978-256-9900 rfaria@ edvancetech.com
Environmental Permitting **WBE**	**CDW Consultants, Inc.** 4 California Avenue, Suite 301 Framingham, Massachusetts 01701 **Marian Rambelle** Senior Environmental Engineer Principal-In-Charge Civil Engineering & Environmental Permitting	508-875-2657 info@ cdwconsultants.com

	Contact Name and Address	Contact Phone Number
Geotechnical Engineering **MBE**	**Lahlaf Geotechnical Consulting Inc.** 100 Chelmsford Road, Suite 100 Billerica, Massachusetts 01862 Abdelmadjid M. Lahlaf, Ph.D., PE, Principal Engineer Geotechnical Engineer | Project Manager madjid@lgcinc.net Nicholas Proulx Geotechnical Engineer	978-330-5912 lgci@lgcinc.net
Geoenvironmental Engineering **MBE**	**FS Engineers, Inc.** 42 Nonset Path, Suite 42-1 Acton, Massachusetts 01720 Farooq Suddique, PE Principal | Project Manager fsiddique@fsengrs.com Michael Hudson Senior Project Manager | Senior Geologist mhudson@fsengrs.com	978-274-2830
Hazardous Materials Consultant	**Universal Environmental Consultants** 12 Brewster Road Framingham, Massachusetts 01702 Ammar Dieb President | Principal adieb@uec-env.com	508-628-5486
Cost Estimating Consultant	**Project Management & Cost, LLC (PM&C LLC)** 20 Downer Avenue, Suite 5 Hingham, Massachusetts 02043 Peter Bradley, LEED AP Principal, BSc Quantity Surveying peterbradley@pmc-ma.com Maria McKenna Project Manager mariamckenna@pmc-ma.com	781-740-8007
Kitchen / Food Service Consultant	**Crabtree McGrath Associates** 161 West Main Street Georgetown, Massachusetts 01833 John Sousa, Jr. Principal jsousa@crabtree-mcgrath.com	978-352-8500

Date: March 25, 2024

	Contact Name and Address	Contact Phone Number
Acoustical Consultant	**Acentech, Inc.** 33 Moulton Street Cambridge, Massachusetts 02138 Nicole Cuf, PE, LEED AP BD+C Principal Consultant ncuf@acentech.com	617-499-8000
Technology/AV Consultant	**Edvance Technology Design, Inc.** 300 Brickstone Square, Unit 201 Andover, Massachusetts 01810 Scott Goodrich Principal and Co-Founder sgoodrich@edvancetech.com Douglas Faria Principal and Co-Founder dfaria@edvancetech.com	978-256-9900
Theatrical Consultant	**Scheu Consulting Services, Inc.** 13 Woodberry Lane Fayetteville, New York 13066 Peter Sceu, ASTC President and Principal Consultant peter@scheuconsulting.com	315-214-4564
Sustainable / Green Design / Renewable Energy	**The Green Engineer, Inc.** 23 Bradford Street, First Floor Concord, Massachusetts 01742 Chris Schaffner, PE, LEED Fellow, WELL AP Principal-In-Charge (Sustainable / Green Design/ Renewable Energy/ NZE Consultant) chris@greenengineer.com Carrie Havey, LEED Fellow, SITES AP Senior Project Manager (Sustainable Design Consultant) carrie@greenengineer.com Peter Levy, LEED AP, CPHC, BEMP Senior Project Manager (Sustainable Design Consultant) Building Performance Analyst peter@greenengineer.com	978-369-8978 info@ greenengineer.com
Security Consultant	**Edvance Technology Design, Inc.** 300 Brickstone Square, Unit 201 Andover, Massachusetts 01810 Scott Goodrich Principal and Co-Founder sgoodrich@edvancetech.com Douglas Faria Principal and Co-Founder dfaria@edvancetech.com	978-256-9900 rfaria@ edvancetech.com

TOWN OF WILMINGTON
WILDWOOD EARLY CHILDHOOD CENTER
PROJECT DIRECTORY
SMMA NO. 22127

WILMINGTON PUBLIC SCHOOLS | SMMA Project Management

Date: March 25, 2024

	Contact Name and Address	Contact Phone Number
Traffic Consultant	**Nitsch Engineering Inc.** 2 Center Plaza, Suite 430 Boston, Massachusetts 02108 Bryan Zimolka, PE Senior Project Manager Transportation Engineering Project Manager bzimolka@nitscheng.com	617-338-0063 info@nitscheng.com
Site Surveying Consultant	**Nitsch Engineering Inc.** 2 Center Plaza, Suite 430 Boston, Massachusetts 02108 Denis R. Seguin, PLS Vice President | Director of Land Surveying Land Surveying Project Manager dseguin@nitscheng.com	617-338-0063 info@nitscheng.com

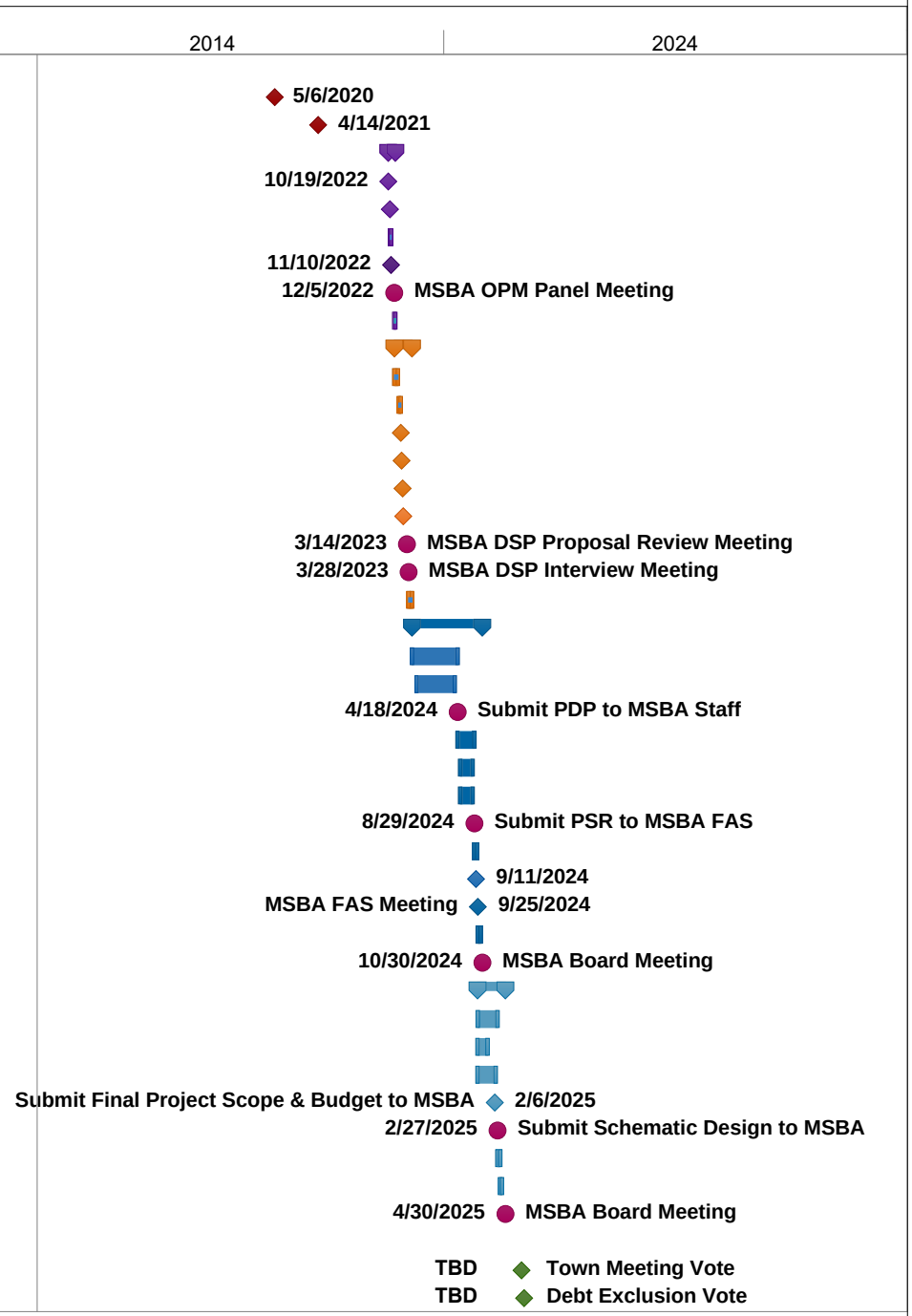
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November 4, 2022
Updated: November 8, 2023

Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT | SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	**241 days**	**5/6/2020**	**4/14/2021**
2	Statement of Interest	0 days	5/6/2020	5/6/2020
3	MSBA Invite into Feasibility	0 days	4/14/2021	4/14/2021
4	**RETAIN OPM**	**39 days**	**10/19/2022**	**12/13/2022**
5	Submit OPM Proposals	0 days	10/19/2022	10/19/2022
6	OPM Interview	0 days	11/1/2022	11/1/2022
7	Negotiate OPM Contract	6 days	11/3/2022	11/10/2022
8	Submit Documents to MSBA OPM Panel	0 days	11/10/2022	11/10/2022
9	**MSBA OPM Panel Meeting**	**0 days**	**12/5/2022**	**12/5/2022**
10	Execution of OPM Agreement	6 days	12/6/2022	12/13/2022
11	**RETAIN DESIGNER**	**100 days**	**12/6/2022**	**4/24/2023**
12	Draft Designer RFS and Submit to MSBA	21 days	12/6/2022	1/3/2023
13	MSBA Approve Draft RFS	11 days	1/11/2023	1/25/2023
14	Submit to Central Register	0 days	1/26/2023	1/26/2023
15	Notice in Central Register	0 days	2/1/2023	2/1/2023
16	Briefing Session	0 days	2/8/2023	2/8/2023
17	Submit Designer Proposals	0 days	2/14/2023	2/14/2023
18	**MSBA DSP Proposal Review Meeting**	**0 days**	**3/14/2023**	**3/14/2023**
19	**MSBA DSP Interview Meeting**	**0 days**	**3/28/2023**	**3/28/2023**
20	Negotiate Designer Contract	20 days	3/28/2023	4/24/2023
21	**FEASIBILITY STUDY (FS)**	**389 days**	**4/25/2023**	**10/30/2024**
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	Community Presentations	211 days	5/31/2023	3/27/2024
24	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
25	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
26	Community Presentations	70 days	5/9/2024	8/15/2024
27	Select Board, Town Meeting & School Committee Presentations	70 days	5/9/2024	8/15/2024
28	**Submit PSR to MSBA FAS**	**0 days**	**8/29/2024**	**8/29/2024**
29	MSBA Comments	15 days	8/29/2024	9/19/2024
30	**MSBA FAS Meeting**	**0 days**	**9/11/2024**	**9/11/2024**
31	**MSBA FAS Meeting**	**0 days**	**9/25/2024**	**9/25/2024**
32	Respond to MSBA Comments	17 days	9/25/2024	10/17/2024
33	**MSBA Board Meeting**	**0 days**	**10/30/2024**	**10/30/2024**
34	**SCHEMATIC DESIGN (SD)**	**154 days**	**9/23/2024**	**4/30/2025**
35	Develop Schematic Design	109 days	9/25/2024	2/27/2025
36	Community Presentations	56 days	9/23/2024	12/11/2024
40	Select Board, Town Meeting & School Committee Presentations	100 days	9/23/2024	2/12/2025
41	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/6/2025**	**2/6/2025**
42	**Submit Schematic Design to MSBA**	**0 days**	**2/27/2025**	**2/27/2025**
43	MSBA Comments	16 days	2/27/2025	3/20/2025
44	Respond to MSBA Comments	11 days	3/20/2025	4/3/2025
45	**MSBA Board Meeting**	**0 days**	**4/30/2025**	**4/30/2025**
46	**LOCAL APPROPRIATION**			
47	Town Meeting Vote		**TBD**	**TBD**
48	Debt Exclusion Vote		**TBD**	**TBD**



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Executive Summary

Cropper GIS Consulting (Cropper) served as a demographics/mapping expert for the Wilmington Public Schools, MA long-range planning team with Dore and Whittier Architects. Our role in the project was to help the team and district better understand the impact on student assignment with various facility planning considerations.

Cropper collected a variety of data from the school district and town to prepare for the work. This included GIS layers of town boundaries, roads and other geographic features such as railroads, water features, and attendance boundaries. Current school capacity information was provided by the district along with student enrollment data. Students were mapped by home address so that analysis of impacts on transportation and potential movement of attendance zones could be done. Meetings were held with the Dore and Whittier planning staff to determine potential changes to school capacity and/or grade configurations for schools.

Cropper performed a series of tasks to help with the project and understand elements of where students live in the district in relation to schools. Maps were developed for each school's enrollment to show how each school is serving the various communities in the district and where they are coming from. A summary table was provided to depict the number of students that live within each zone and the numbers of students attending in/out of zone by school.

A series of maps were developed to depict potential sites in relation to where students live and some distance/time calculations were provided. Analysis was done to determine the impact on transportation distance and time for students with various school location and grade configuration scenarios. Using Geographic Information Systems, the distance was calculated to each school for every student in the district (using home address). Summary tables were provided to depict the shortest, longest, and average distance for students to various schools.

Wilmington Public Schools, MA

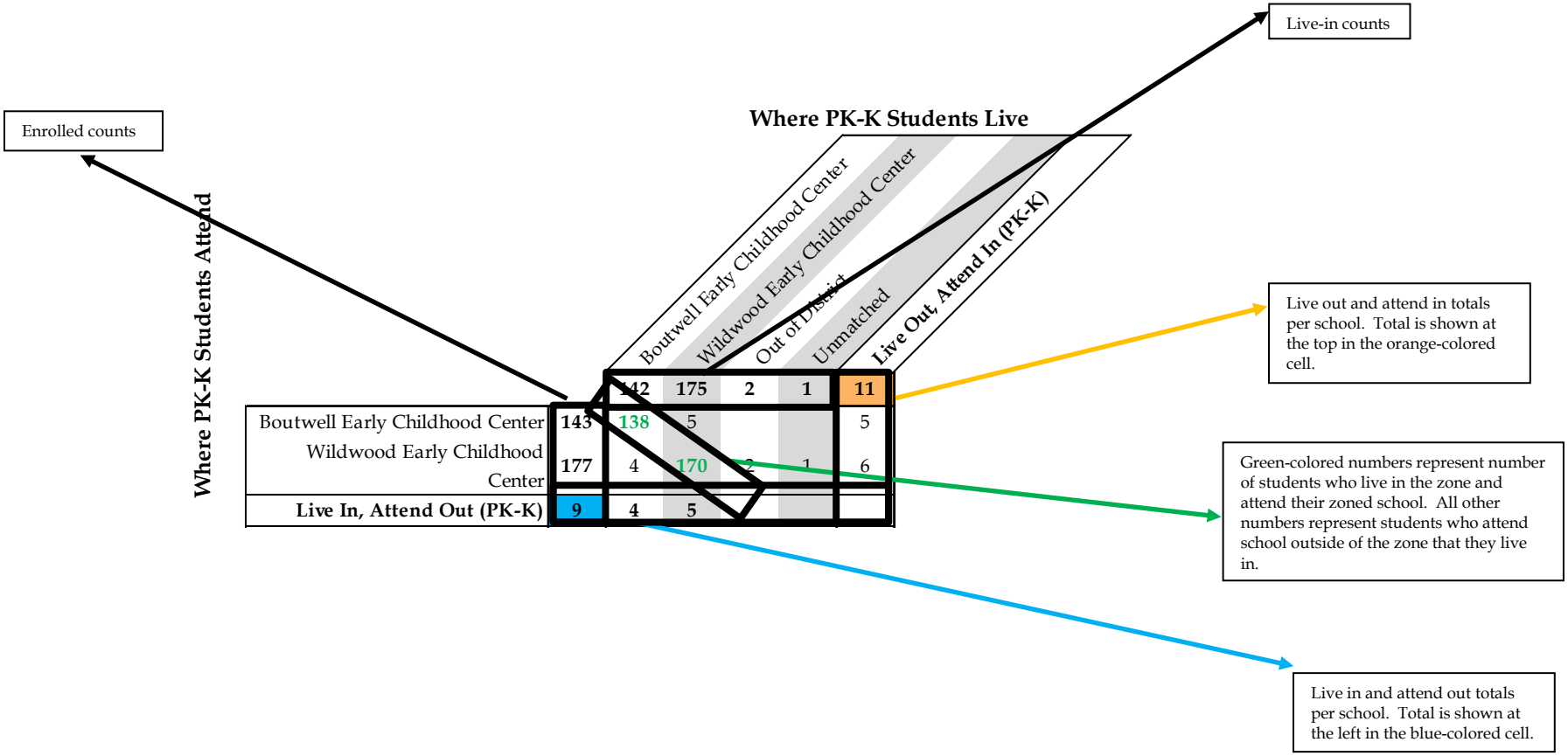
Live-Attend Analysis **2023**

Cropper GIS

Live Attend Matrix

The following tables display where students live and attend relative to school zones. The schools of attendance are listed on the left while the zones are listed on the top. This student data is from the Wilmington Public Schools 2023-24 fall enrollment student database.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at each given school. The first row of numbers below the zones represents the total number of students living inside of each given zone. The green-colored numbers represent number of students who attend the school of the zone in which they live. All other numbers represent students who attend school outside of the zone in which they live. The bottom row represents the number of students that "Live-In and Attend-Out" by school. The blue-colored cell shows the total number of students that "Live-in and Attend-Out". The farthest right column represents the number of students that "Live-Out and Attend-In" by school. The orange-colored cell shows the total number of students that "Live-Out and Attend-In".



Where PK-K Students Live

Where PK-K Students Attend		Boutwell Early Childhood Center	Wildwood Early Childhood Center	Out of District	Unmatched	Live Out, Attend In (PK-K)
		142	**175**	**2**	**1**	**11**
Boutwell Early Childhood Center	**143**	138	5			5
Wildwood Early Childhood Center	**177**	4	170	2	1	6
Live In, Attend Out (PK-K)	**9**	**4**	**5**			

Where 1-3rd Students Live

Where 1-3rd Students Attend		Shawsheen Elementary School	Woburn Street Elementary School	Out of District	Unmatched	Live Out, Attend In (1-3)
		323	**368**	**3**	**1**	**16**
Shawsheen Elementary School	**329**	318	8	2	1	10
Woburn Street Elementary School	**366**	5	360	1		6
Live In, Attend Out (1-3)	**13**	**5**	**8**			

Where 4-5th Students Live

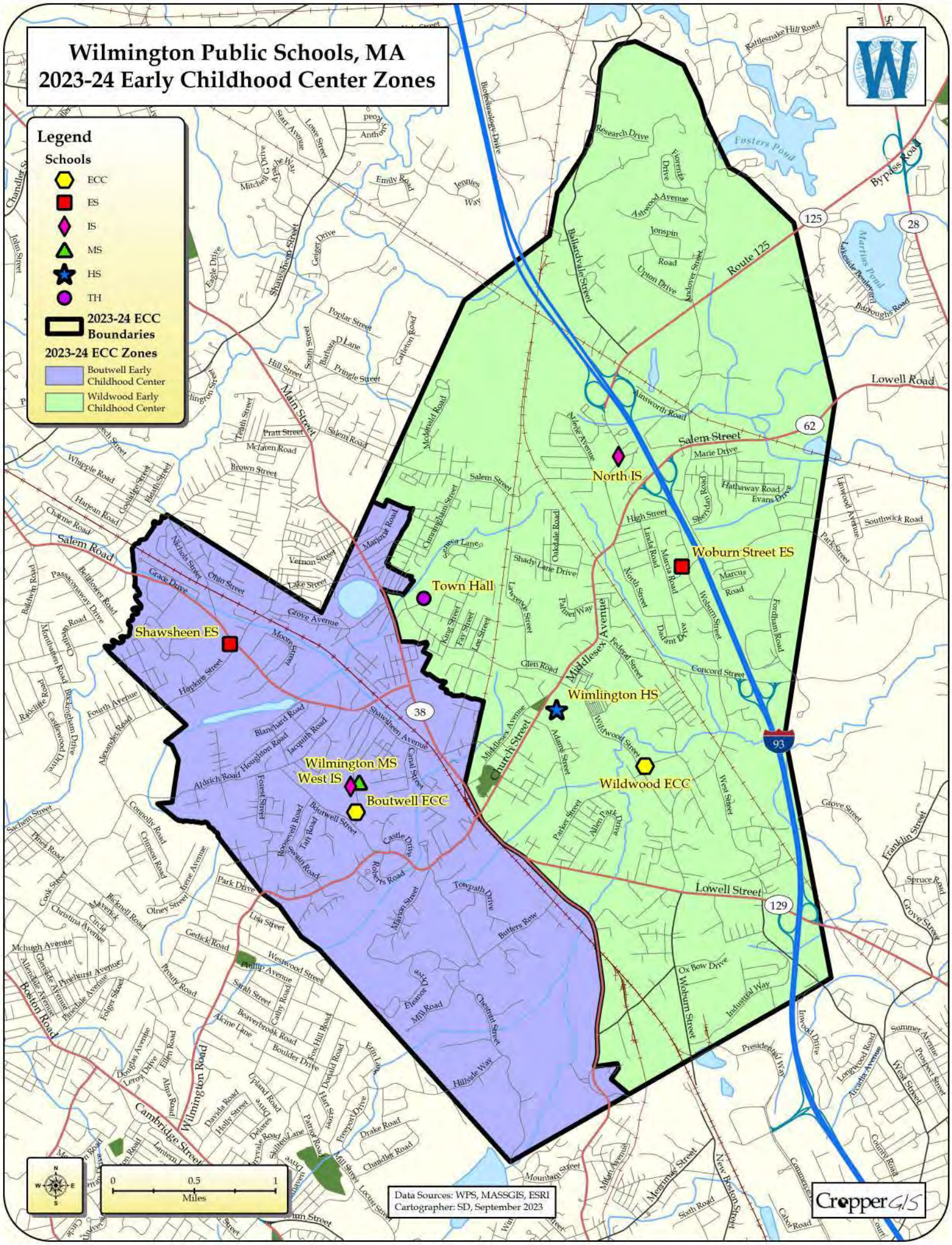
Where 4-5th Students Attend		North Intermediate School	West Intermediate School	Out of District	Unmatched	Live Out, Attend In (4-5)
		252	**226**	**0**	**2**	**10**
North Intermediate School	**252**	246	4		2	4
West Intermediate School	**228**	6	222			6
Live In, Attend Out (4-5)	**10**	**6**	**4**			

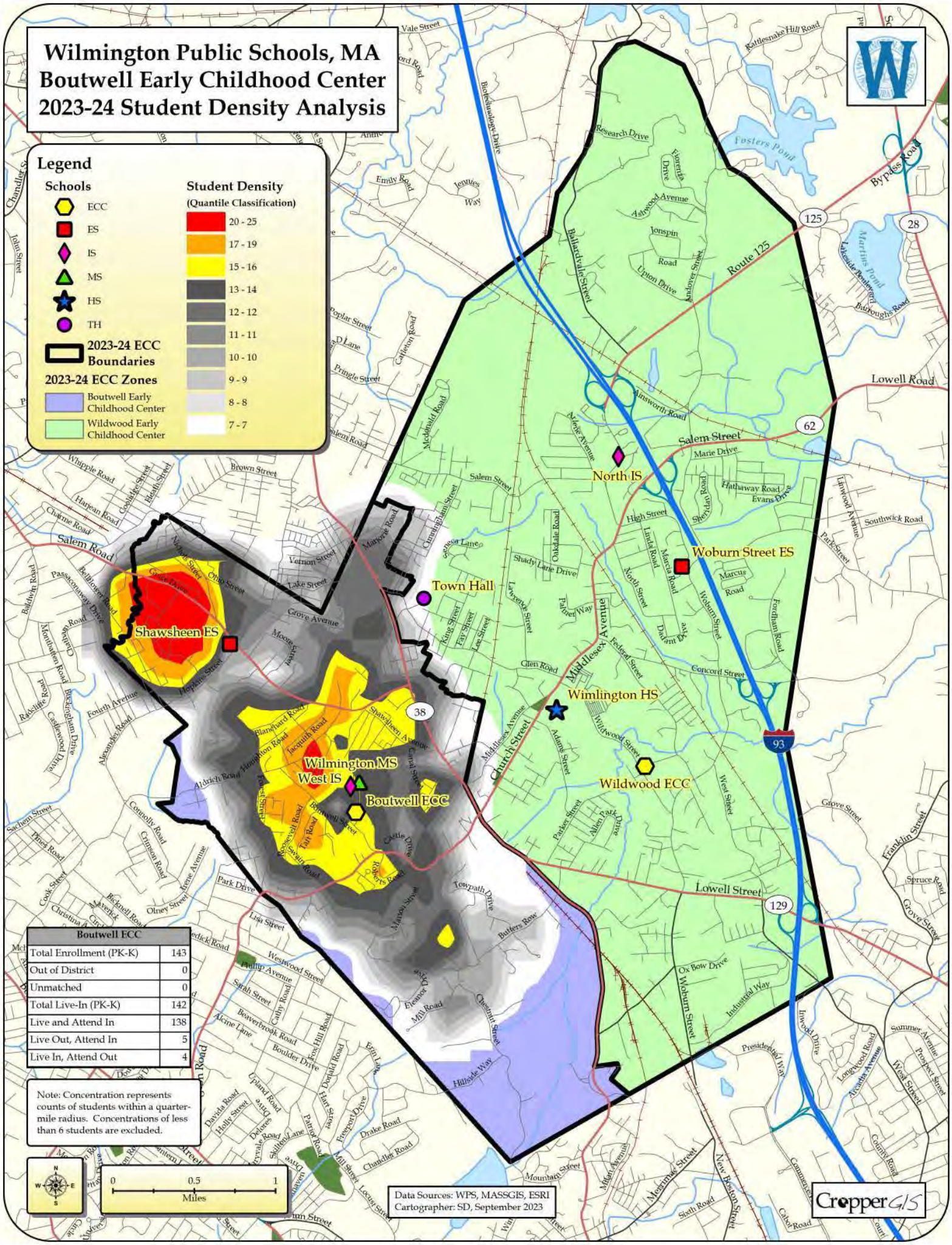
Where 6-8th Students Live

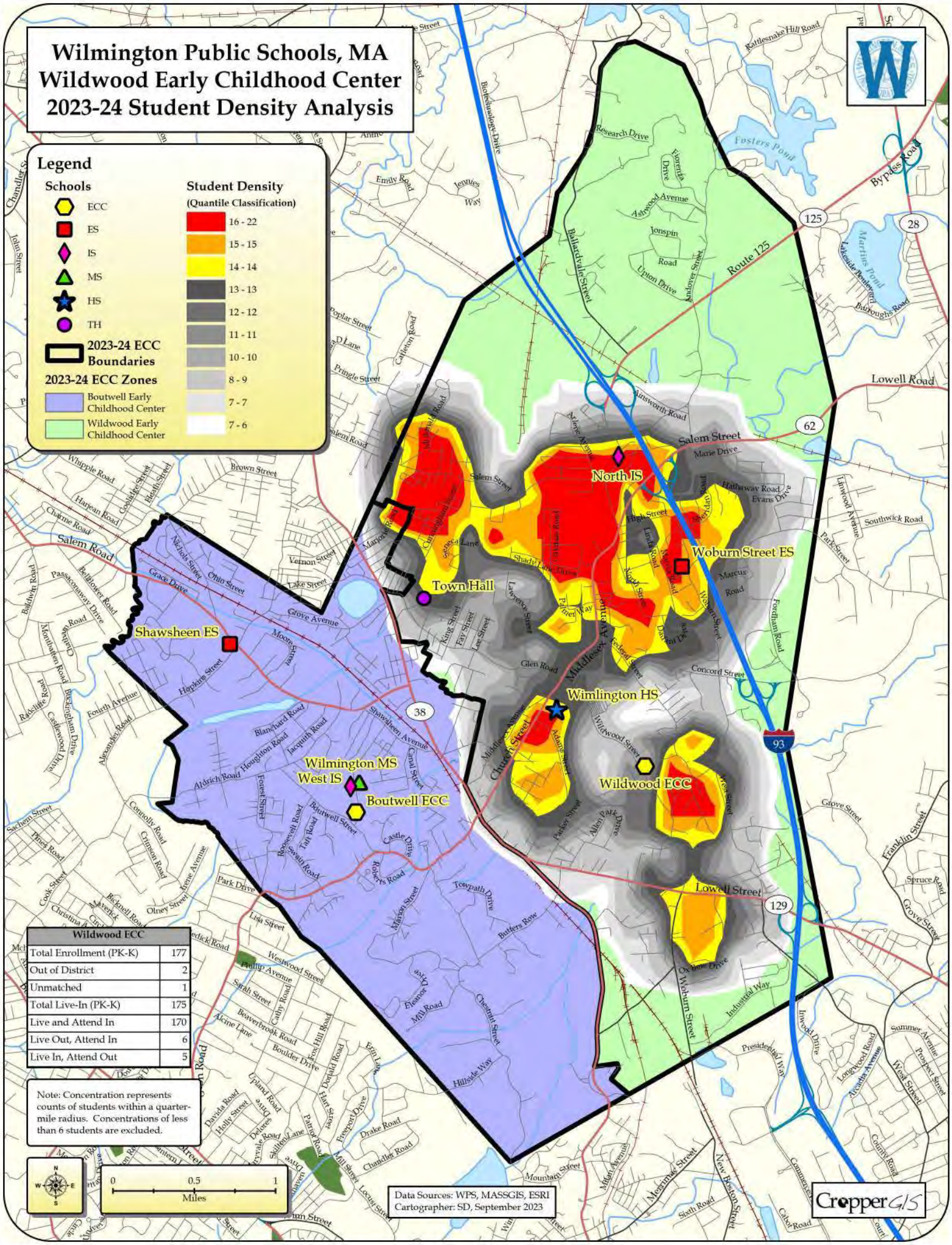
Where 6-8th Students Attend		Wilmington Middle School	Out of District	Unmatched	Live Out, Attend In (6-8)
		628	**3**	**0**	**3**
Wilmington Middle School	**631**	628	3		3
Live In, Attend Out (6-8)	**0**	**0**			

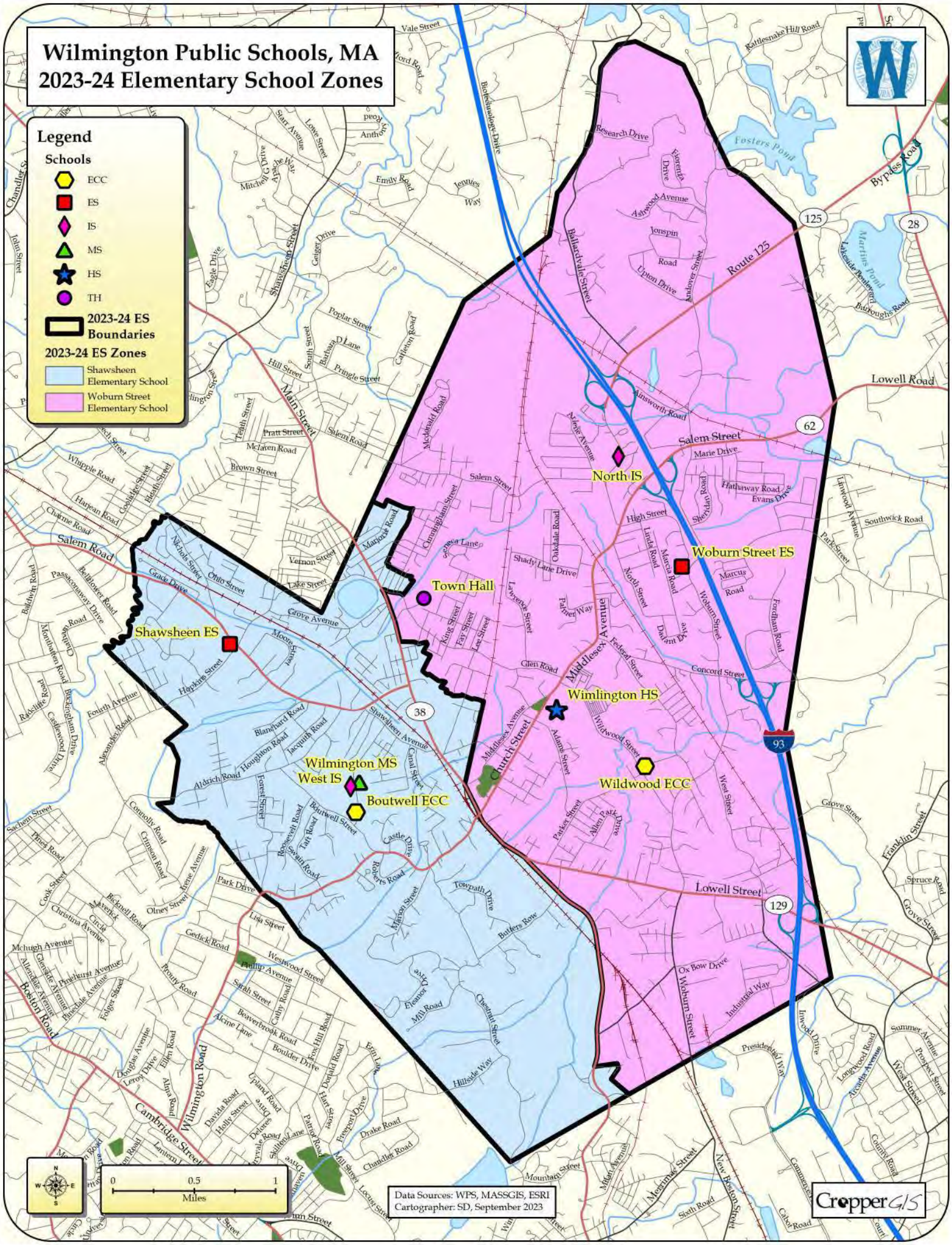
Where 9-12th Students Live

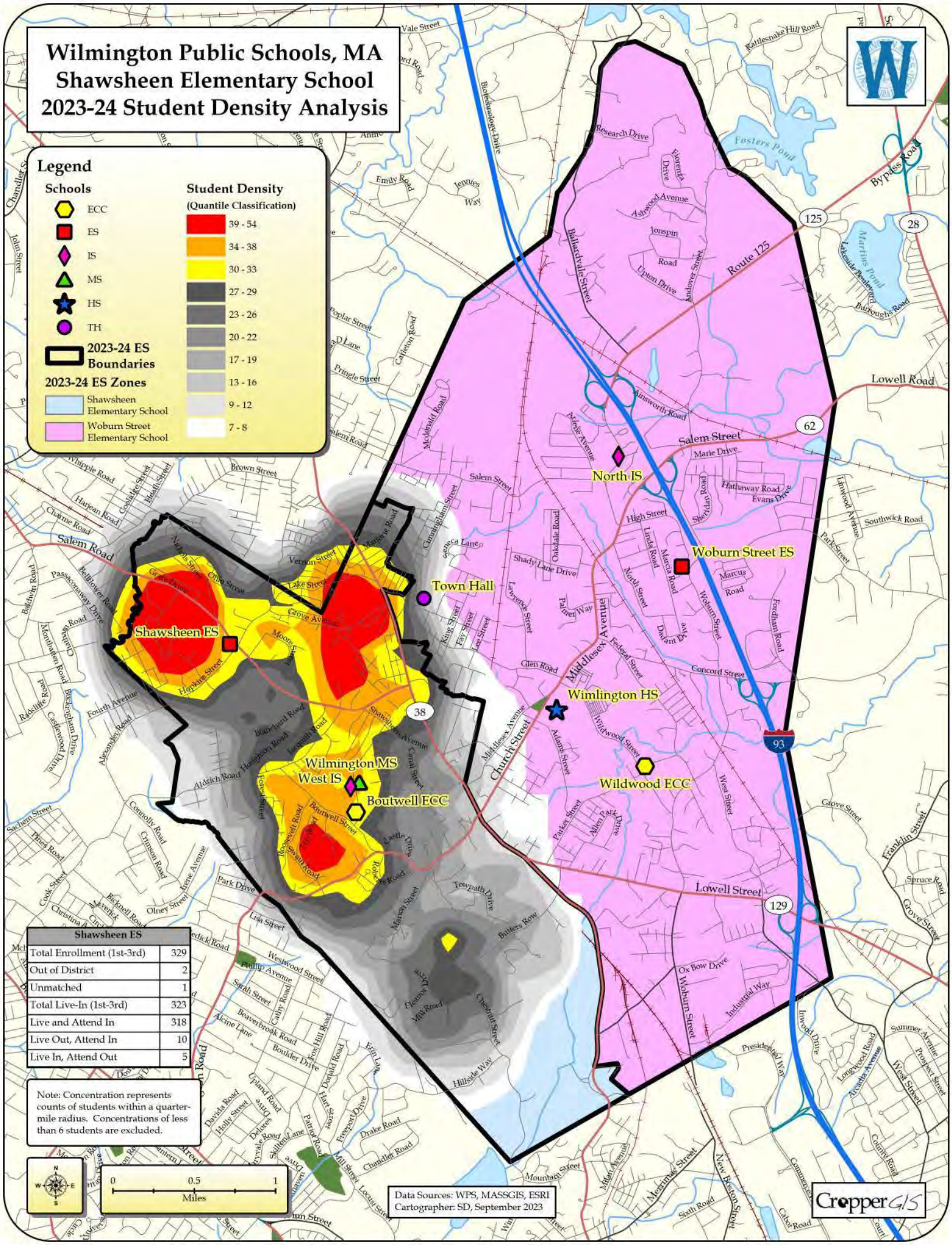
Where 9-12th Students Attend		Wilmington High School	Out of District	Unmatched	Live Out, Attend In (9-12)
		650	**3**	**1**	**3**
Wilmington High School	**654**	650	3	1	3
Live In, Attend Out (9-12)	**0**	**0**			

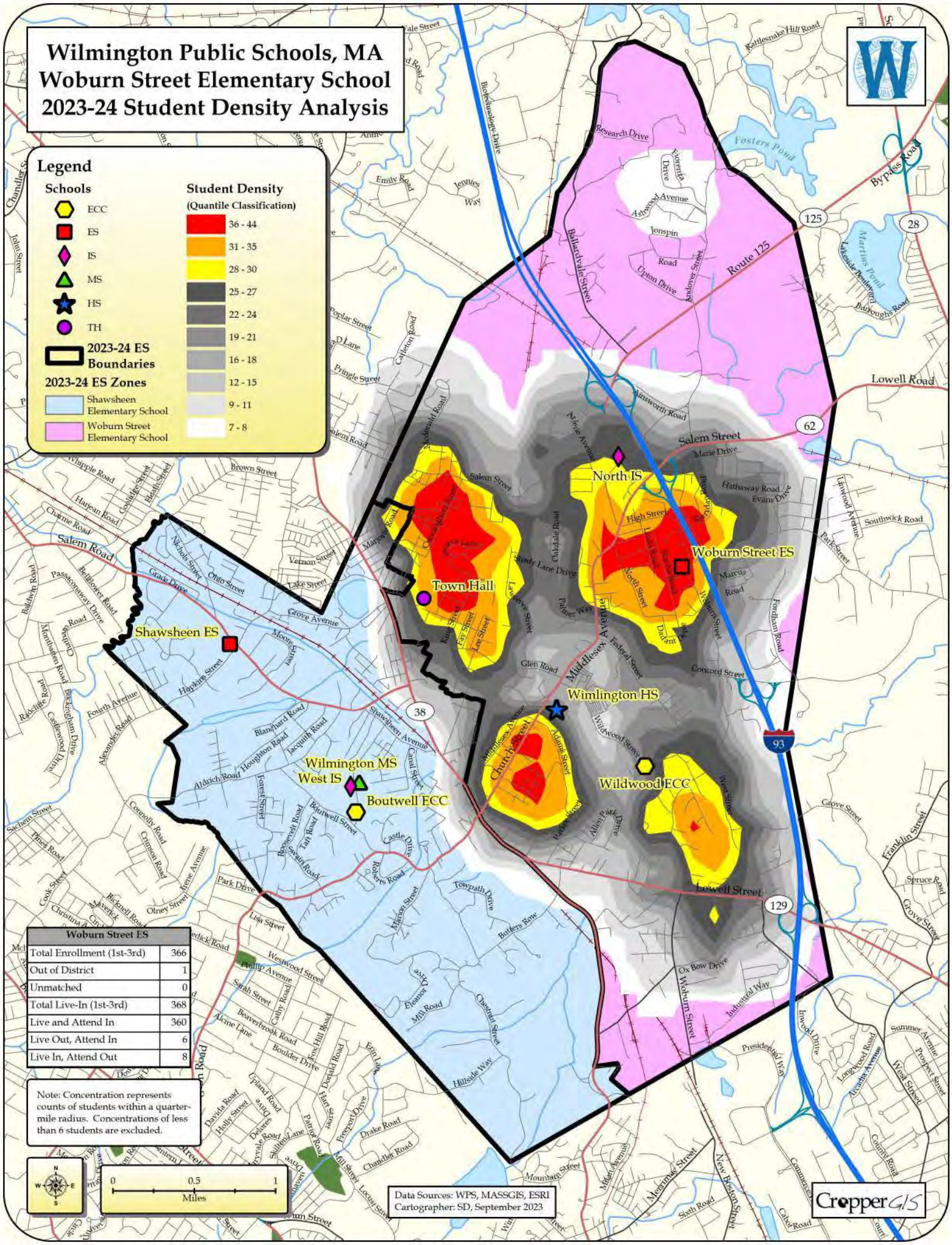

Wilmington Public Schools, MA
2023-24 Early Childhood Center Zones
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 ECC Boundaries
2023-24 ECC Zones
Boutwell Early Childhood Center
Wildwood Early Childhood Center
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Route 125
Salem Street
Lowell Street
Middlesex Avenue
Woburn Street
Main Street
Church Street
Salem Road
Lowell Road
Bypass Road
Boston Road
Cambridge Street
Wilmington Road
Shawsheen Avenue
Glen Road
Concord Street
Grove Avenue
Ballardvale Street
Andover Street
Fosters Pond
Martins Pond
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
0
0.5
1
Miles
CropperGIS

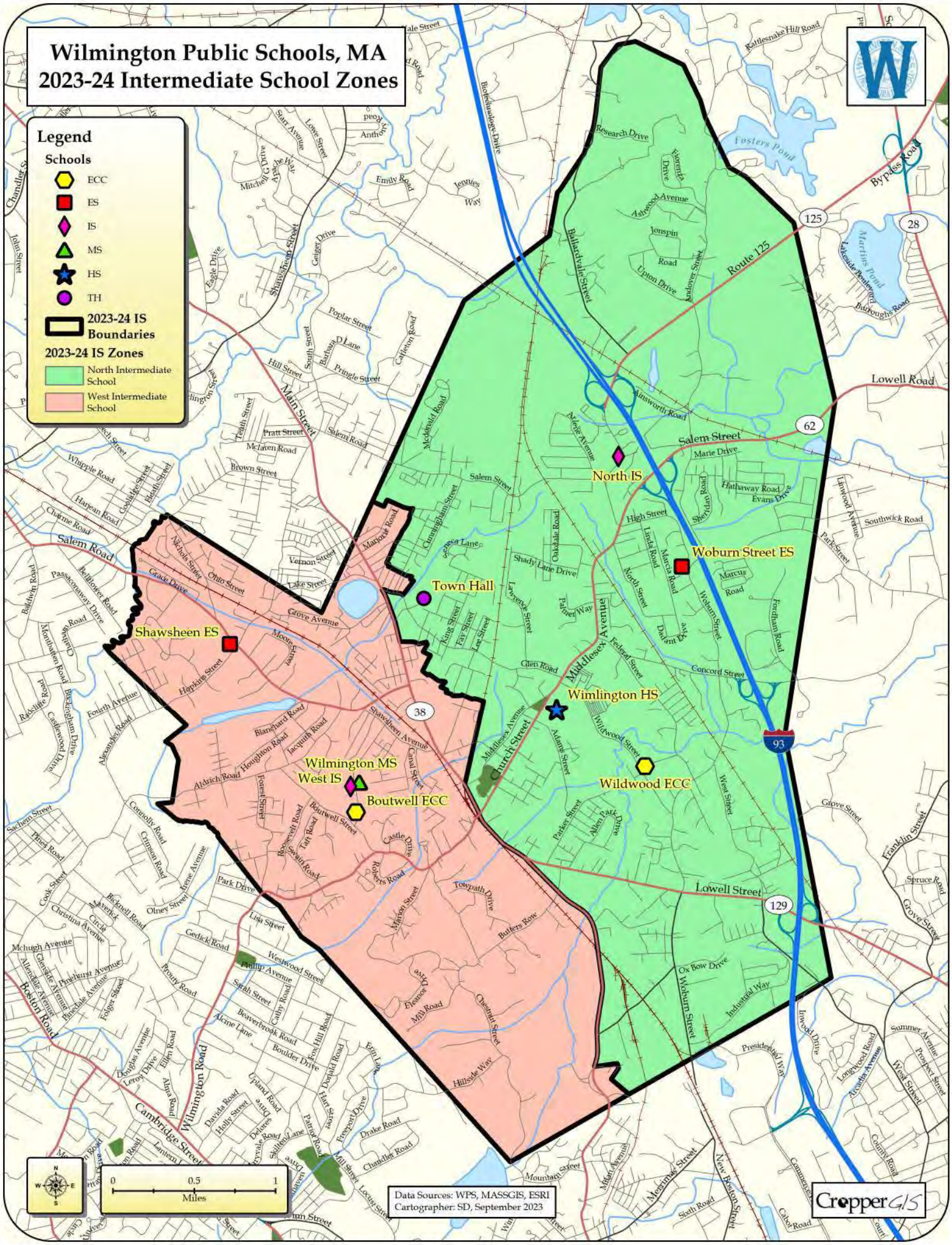

Wilmington Public Schools, MA
Boutwell Early Childhood Center
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 ECC Boundaries
2023-24 ECC Zones
Boutwell Early Childhood Center
Wildwood Early Childhood Center
Student Density
(Quantile Classification)
20 - 25
17 - 19
15 - 16
13 - 14
12 - 12
11 - 11
10 - 10
9 - 9
8 - 8
7 - 7
Shawsheen ES
Town Hall
North IS
Woburn Street ES
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Route 125
Salem Street
Lowell Street
Middlesex Avenue
Church Street
Woburn Street
Lowell Road
Salem Road
Fosters Pond
Martins Pond
Bypass Road
Boutwell ECC
Total Enrollment (PK-K) 143
Out of District 0
Unmatched 0
Total Live-In (PK-K) 142
Live and Attend In 138
Live Out, Attend In 5
Live In, Attend Out 4
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1
Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS

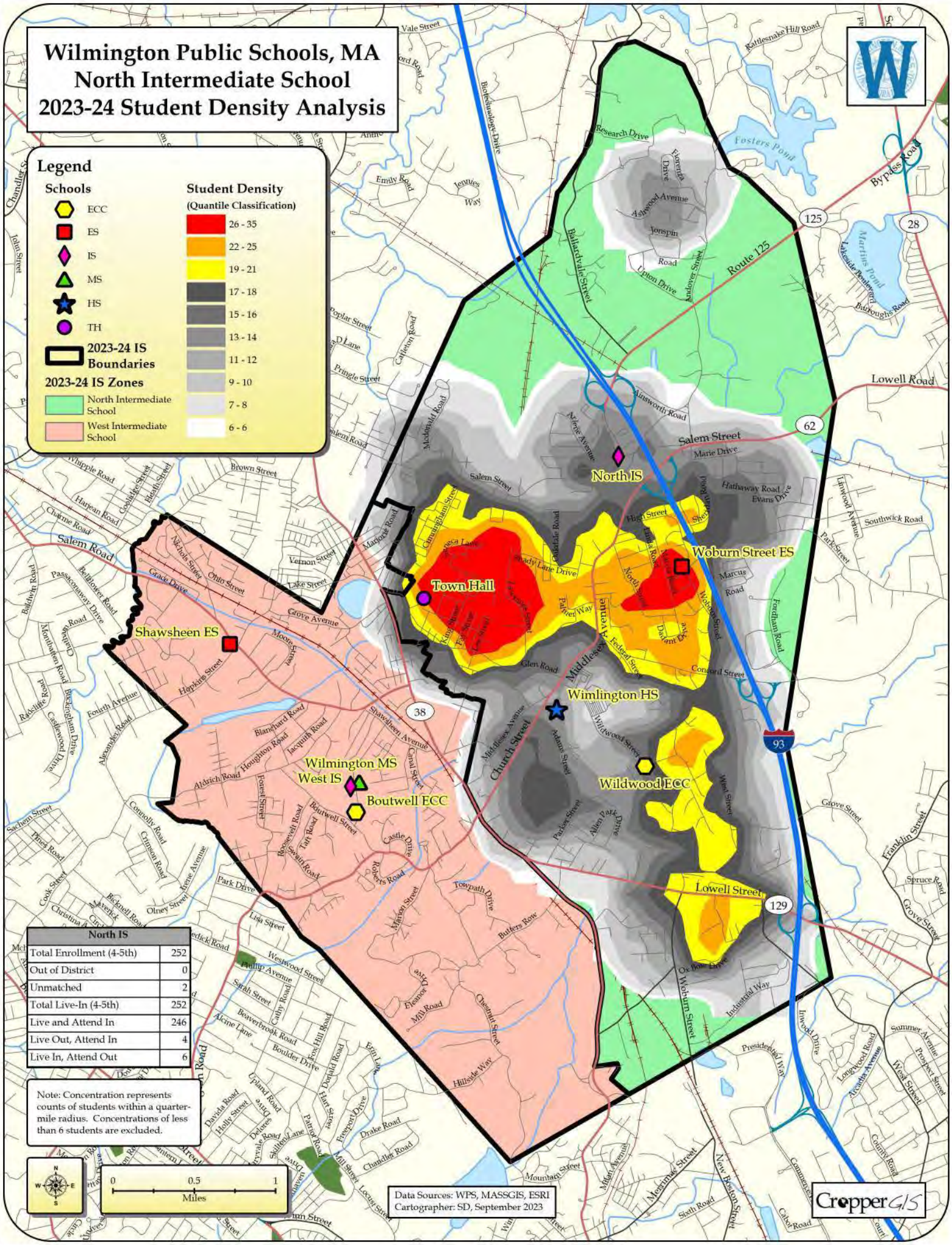

Wilmington Public Schools, MA
Wildwood Early Childhood Center
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 ECC Boundaries
2023-24 ECC Zones
Boutwell Early Childhood Center
Wildwood Early Childhood Center
Student Density
(Quantile Classification)
16 - 22
15 - 15
14 - 14
13 - 13
12 - 12
11 - 11
10 - 10
8 - 9
7 - 7
7 - 6
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Wildwood ECC
Total Enrollment (PK-K) 177
Out of District 2
Unmatched 1
Total Live-In (PK-K) 175
Live and Attend In 170
Live Out, Attend In 6
Live In, Attend Out 5
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1
Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS
Route 125
Salem Street
Lowell Road
Lowell Street
Woburn Street
Middlesex Avenue
Church Street
Shawsheen Avenue
Salem Road
Foster's Pond
Martins Pond
Bypass Road
Ballardvale Street
Andover Street
Upton Drive
Ashwood Avenue
Research Drive
Florentia Drive
Ionspin Road
Ainsworth Road
Marie Drive
Hathaway Road
Evans Drive
Linwood Avenue
Southwick Road
Park Street
Fordham Road
Marcus Road
Concord Street
Glen Road
Federal Street
Wildwood Street
Adams Street
Allen Park Drive
Parker Street
Iron Street
Grove Street
Franklin Street
Spruce Road
Industrial Way
Ox Yoke Drive
Presidential Way
Longwood Road
Arcadia Avenue
Sumner Avenue
Prospect Street
West Street
Colonial Road
Commerce Way
New Boston Street
Merrimack Street
Mountain Street
Sixth Road
Cabot Road
Mill Avenue
Chandler Road
Drake Road
Freeport Drive
Hart Street
Dorfield Road
Boulder Drive
Fox Hill Road
Beaverbrook Road
Alcine Lane
Cathy Road
Sarah Street
Philip Avenue
Westwood Street
Chestnut Street
Hillside Way
Eleanor Drive
Mill Road
Towpath Drive
Butters Row
Roberts Road
Castle Drive
Swain Road
Tait Road
Roosevelt Road
Boutwell Street
Forest Street
Canal Street
Aldrich Road
Houghton Road
Jacquith Road
Blanchard Road
Fourth Avenue
Alexander Road
Buckingham Drive
Castlewood Drive
Radcliffe Road
Montbatten Road
Cambria Road
Passaconaway Drive
Baldwin Road
Bellflower Road
Grace Drive
Nichols Street
Ohio Street
Moore Street
Hopkins Street
Lake Street
Vernon Street
Marjorie Road
Cumberland Road
Gerges Lane
Shady Lane Terrace
Lawrence Street
Palmer Way
King Street
Fair Street
Lee Street
Linda Road
Maple Street
Woburn Street
Dorothy Lane
Sheridan Road
High Street
Whipple Road
Harpan Road
Charme Road
Goodridge Street
Heath Street
Brown Street
Poplar Street
Carleton Road
Pringle Street
Salem Street
Adene Avenue
Old Ballardvale Road
Research Drive
Biotechnology Drive
Kattlesnake Hill Road
Burroughs Road
Lakeside Boulevard
Emily Road
Jeanues Way
Chandler Street
John Street
Sachem Street
Pines Road
Connolly Road
Crimson Road
Cook Street
Irene Avenue
Olney Street
Bicknell Road
Christina Avenue
Park Drive
Lisa Street
Dodick Road
Davida Road
Holly Street
Upland Road
Delsea Drive
Skillen Lane
Patriot Road
Locust Street
Main Street
Dunn Street
Clare Street
Street
Wilmington
Public Schools
Wildwood
Early Childhood
Center

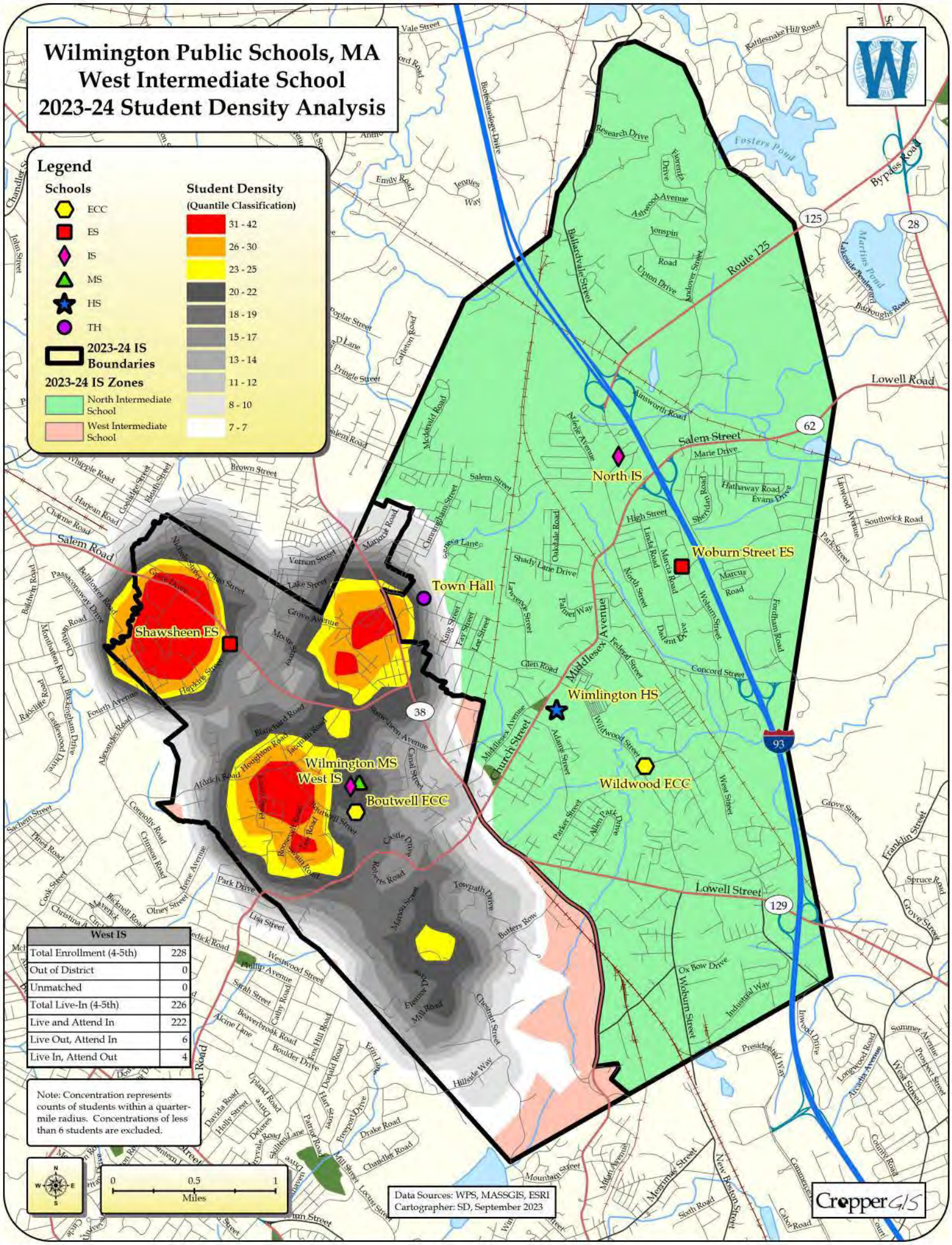

Wilmington Public Schools, MA
2023-24 Elementary School Zones
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 ES Boundaries
2023-24 ES Zones
Shawsheen Elementary School
Woburn Street Elementary School
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wimlington HS
Wildwood ECC
Wilmington MS
West IS
Boutwell ECC
Route 125
Salem Street
Lowell Street
Middlesex Avenue
Church Street
Main Street
Salem Road
Woburn Street
Lowell Road
Bypass Road
Wilmington Road
Cambridge Street
Boston Road
Fosters Pond
Martins Pond
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
0
0.5
1
Miles
CropperGIS

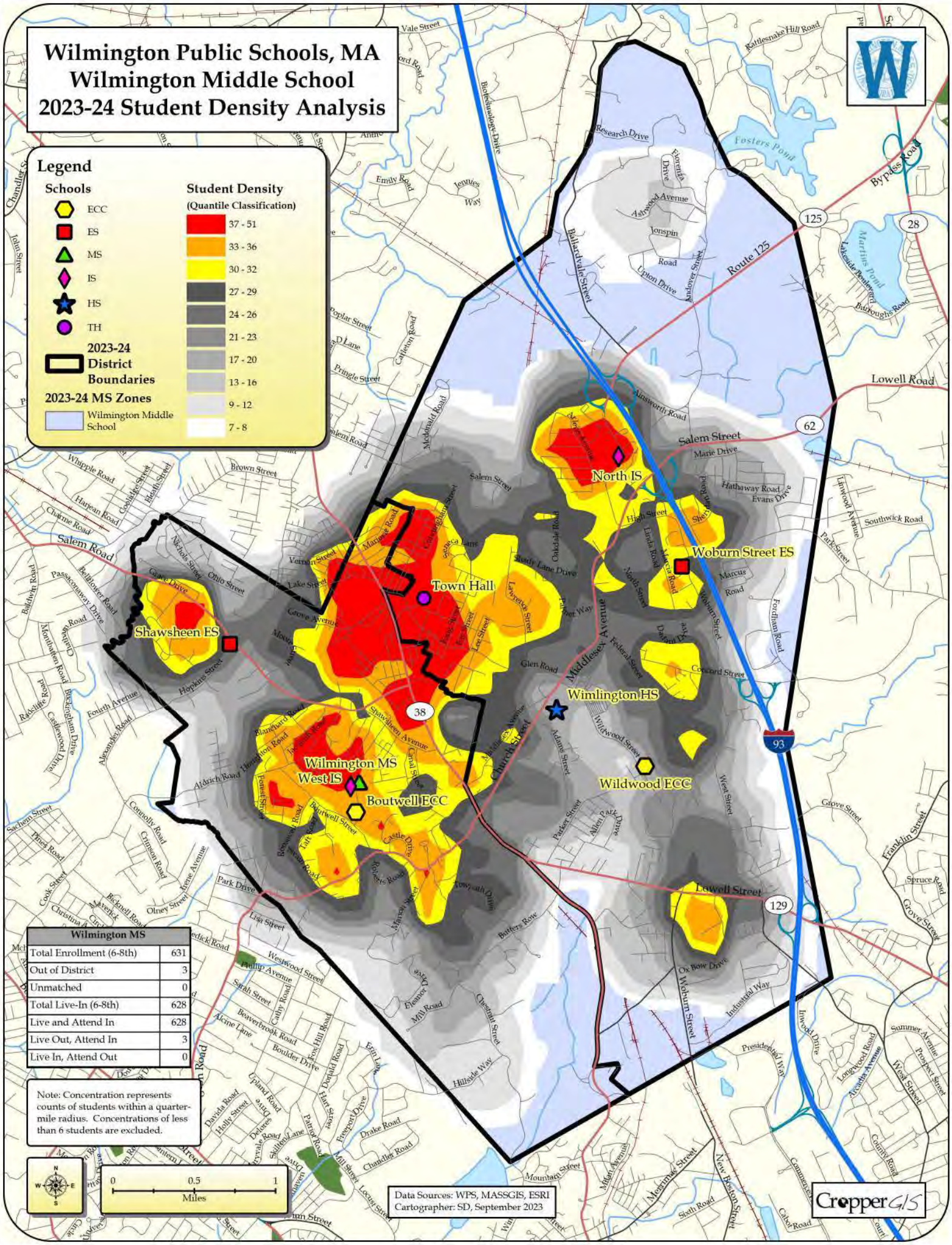

Wilmington Public Schools, MA
Shawsheen Elementary School
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 ES Boundaries
2023-24 ES Zones
Shawsheen Elementary School
Woburn Street Elementary School
Student Density
(Quantile Classification)
39 - 54
34 - 38
30 - 33
27 - 29
23 - 26
20 - 22
17 - 19
13 - 16
9 - 12
7 - 8
Shawsheen ES
Total Enrollment (1st-3rd) 329
Out of District 2
Unmatched 1
Total Live-In (1st-3rd) 323
Live and Attend In 318
Live Out, Attend In 10
Live In, Attend Out 5
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1 Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Route 125
Salem Street
Lowell Street
Middlesex Avenue
Church Street
Woburn Street
Shawsheen Avenue
Salem Road
Lowell Road
Bypass Road
Fosters Pond
Martins Pond
Research Drive
Ballardvale Street
Andover Street
Upton Drive
Ainsworth Road
Marie Drive
Hathaway Road
Evans Drive
Sheridan Road
High Street
Linda Road
Marcia Road
Marcus Road
Fordham Road
Concord Street
Glen Road
Federal Street
Dorant Drive
Wildwood Street
Adams Street
West Street
Parkes Street
Allen Park Drive
Grove Street
Franklin Street
Spruce Road
Ox Bow Drive
Industrial Way
Presidential Way
Inwood Drive
Longwood Road
Arcadia Avenue
Summer Avenue
Prospect Street
West Street
Colonial Road
New Boston Street
Meetinghouse Street
Mountain Street
Sixth Road
Culver Road
Mill Avenue
Chandler Road
Drake Road
Freeport Drive
Hart Street
Dorfield Road
Boulder Drive
Beaverbrook Road
Alcine Lane
Cathy Road
Philip Avenue
Westwood Street
Lisa Street
Park Drive
Olney Street
Irene Avenue
Cook Street
Pines Road
Connolly Road
Crimson Road
Sachem Street
Fourth Avenue
Alexander Road
Radcliffe Road
Castlewood Drive
Buckingham Drive
Montbatten Road
Bellflower Road
Passaconaway Drive
Baldwin Road
Charme Road
Harpean Road
Whipple Road
Coolidge Street
Heath Street
Brown Street
Poplar Street
Carleton Road
Pringle Street
McDonald Road
Cunningham Street
Oakdale Road
Shady Lane Drive
Lawrence Street
Palmer Way
King Street
Fay Street
Lee Street
Lake Street
Vernon Street
Grove Avenue
Moore Street
Hopkins Street
Orlo Street
Nichols Street
Grace Drive
Aldrich Road
Houghton Road
Jeanette Road
Blanchard Road
Roosevelt Road
Swett Road
Boutwell Street
Castle Drive
Robert Road
Canal Street
Maple Street
Tewpath Drive
Butters Row
Cherry Tree Mill Road
Chestnut Street
Hillside Way
Locust Street
Main Street
Davida Road
Holly Street
Upland Road
Delaire Road
Skillen Lane
Patriot Road
Fox Hill Road
Ann Lee Road
Ridge Road
Ellen Lane
Deanna Drive
Westwood Street
Kattlesnake Hill Road
Biotechnology Drive
Emily Road
Jennies Way
Ashwood Avenue
Florenza Drive
Jonspin Road
Lakeside Boulevard
Burroughs Road
Linwood Avenue
Southwick Road
Park Street
Woburn Street
Fordham Road
Marcus Road
Marcia Road
Linda Road
North Street
Lawrence Street
Palmer Way
King Street
Fay Street
Lee Street
Lake Street
Vernon Street
Grove Avenue
Moore Street
Hopkins Street
Orlo Street
Nichols Street
Grace Drive
Aldrich Road
Houghton Road
Jeanette Road
Blanchard Road
Roosevelt Road
Swett Road
Boutwell Street
Castle Drive
Robert Road
Canal Street
Maple Street
Tewpath Drive
Butters Row
Cherry Tree Mill Road
Chestnut Street
Hillside Way
Locust Street
Main Street
Davida Road
Holly Street
Upland Road
Delaire Road
Skillen Lane
Patriot Road
Fox Hill Road
Ann Lee Road
Ridge Road
Ellen Lane
Deanna Drive
Westwood Street
Kattlesnake Hill Road
Biotechnology Drive
Emily Road
Jennies Way
Ashwood Avenue
Florenza Drive
Jonspin Road
Lakeside Boulevard
Burroughs Road
Linwood Avenue
Southwick Road
Park Street
Woburn Street
Fordham Road
Marcus Road
Marcia Road
Linda Road
North Street
Lawrence Street
Palmer Way
King Street
Fay Street
Lee Street
Lake Street
Vernon Street
Grove Avenue
Moore Street
Hopkins Street
Orlo Street
Nichols Street
Grace Drive
Aldrich Road
Houghton Road
Jeanette Road
Blanchard Road
Roosevelt Road
Swett Road
Boutwell Street
Castle Drive
Robert Road
Canal Street
Maple Street
Tewpath Drive
Butters Row
Cherry Tree Mill Road
Chestnut Street
Hillside Way
Locust Street
Main Street
Davida Road
Holly Street
Upland Road
Delaire Road
Skillen Lane
Patriot Road
Fox Hill Road
Ann Lee Road
Ridge Road
Ellen Lane
Deanna Drive
Westwood Street

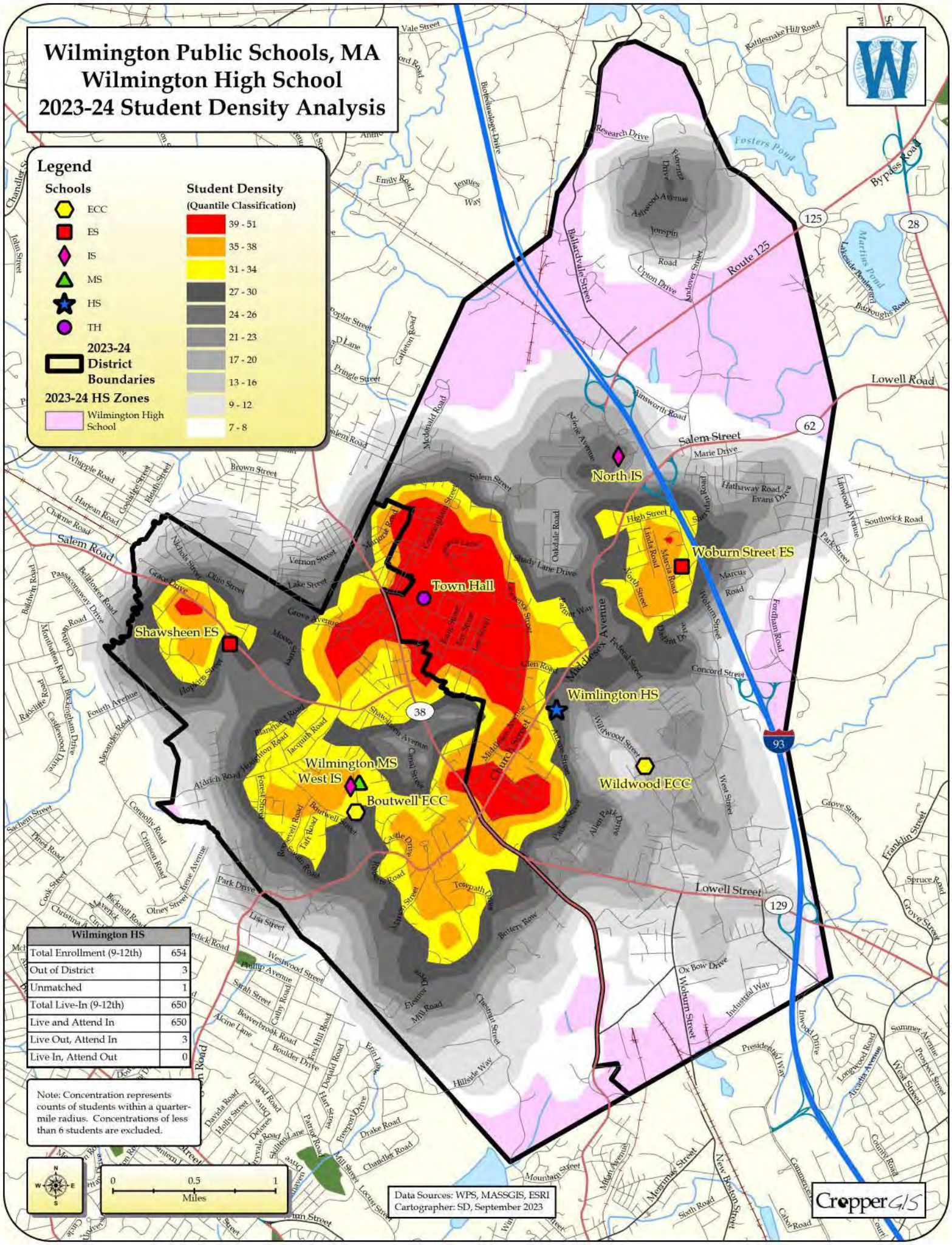

Wilmington Public Schools, MA
Woburn Street Elementary School
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 ES Boundaries
2023-24 ES Zones
Shawsheen Elementary School
Woburn Street Elementary School
Student Density
(Quantile Classification)
36 - 44
31 - 35
28 - 30
25 - 27
22 - 24
19 - 21
16 - 18
12 - 15
9 - 11
7 - 8
Shawsheen ES
Woburn Street ES
North IS
Town Hall
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Woburn Street ES
Total Enrollment (1st-3rd) 366
Out of District 1
Unmatched 0
Total Live-In (1st-3rd) 368
Live and Attend In 360
Live Out, Attend In 6
Live In, Attend Out 8
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1 Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS


Wilmington Public Schools, MA
2023-24 Intermediate School Zones
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 IS Boundaries
2023-24 IS Zones
North Intermediate School
West Intermediate School
North IS
Town Hall
Woburn Street ES
Shawsheen ES
Wimlington HS
Wildwood ECC
Wilmington MS
West IS
Boutwell ECC
Route 125
Salem Street
Lowell Street
Middlesex Avenue
Woburn Street
Main Street
Salem Road
Lowell Road
Bypass Road
Boston Road
Wilmington Road
Cambridge Street
Church Street
Fosters Pond
Martins Pond
0
0.5
1
Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS


Wilmington Public Schools, MA
North Intermediate School
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 IS Boundaries
2023-24 IS Zones
North Intermediate School
West Intermediate School
Student Density
(Quantile Classification)
26 - 35
22 - 25
19 - 21
17 - 18
15 - 16
13 - 14
11 - 12
9 - 10
7 - 8
6 - 6
North IS
Total Enrollment (4-5th) 252
Out of District 0
Unmatched 2
Total Live-In (4-5th) 252
Live and Attend In 246
Live Out, Attend In 4
Live In, Attend Out 6
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1 Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wilmington MS
West IS
Boutwell ECC
Wimlington HS
Wildwood ECC
Lowell Street
Route 125
Salem Road
Salem Street
Lowell Road
Middlesex Avenue
Church Street
Woburn Street
Shawsheen Avenue
Grove Avenue
Glen Road
Concord Street
Federal Street
Lake Street
Ballardvale Street
Fosters Pond
Martins Pond
Bypass Road
Cambridge Road
Andover Street
Upton Drive
Ashwood Avenue
Research Drive
Kattlesnake Hill Road
Vale Street
Emily Road
Jeanues Way
Ainsworth Road
Adene Avenue
Marie Drive
Hathaway Road
Evans Drive
Linwood Avenue
Southwick Road
Park Street
Fordham Road
Marcus Road
Woburn Street
Partner Way
Roady Lane Drive
Cunningham Street
Goldsdale Road
Mcdonald Road
Marjorie Road
Vernon Street
Nichols Street
Ohio Street
Grace Drive
Moore Street
Hopkins Street
Blanchard Road
Houghton Road
Jacquith Road
Aldrich Road
Canal Street
Forest Street
Boutwell Street
Roosevelt Road
Taft Road
Swain Road
Roberts Road
Castle Drive
Towpath Drive
Buttery Row
Maroon Street
Wildwood Street
Adams Street
Parker Street
Allen Park Drive
Weil Street
Grove Street
Franklin Street
Spruce Road
Industrial Way
Ox Bow Drive
Presidential Way
Inwood Drive
Longwood Road
Arcadia Avenue
Sumner Avenue
Prospect Street
West Street
Colonial Road
Commerce Way
New Boston Street
Merrimac Street
Mountain Street
Sixth Road
Cabot Road
Mill Avenue
Mill Street
Locust Street
Chandler Road
Drake Road
Freeport Drive
Hart Street
Dorfald Road
Boulder Drive
Fox Hill Road
Alcine Lane
Beaverbrook Road
Cathy Road
Smith Street
Westwood Street
Philip Avenue
Eleanor Drive
Mill Road
Chestnut Street
Hillside Way
Upland Road
Davida Road
Holly Street
Delsea Drive
Skillen Lane
Patriot Road
Olney Street
Irene Avenue
Park Drive
Lisa Street
Cook Street
Christina Circle
Bicknell Road
Maverick
Connolly Road
Crimson Road
Pines Road
Sachem Street
Fourth Avenue
Alexander Road
Buckingham Drive
Castlewood Drive
Radcliffe Road
Montbatten Road
Passaconaway Drive
Baldwin Road
Bellflower Road
Chalme Road
Harpean Road
Coolidge Street
Heath Street
Whipple Road
Brown Street
Poplar Street
Carleton Road
Pringle Street
Lake Street
Woburn Street
Wobern Street
Marcus Road
Distant Drive
Kings Street
Tea Street
Lawrence Street
Cambridge Street
Ohio Street
Nichols


Wilmington Public Schools, MA
West Intermediate School
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 IS Boundaries
2023-24 IS Zones
North Intermediate School
West Intermediate School
Student Density
(Quantile Classification)
31 - 42
26 - 30
23 - 25
20 - 22
18 - 19
15 - 17
13 - 14
11 - 12
8 - 10
7 - 7
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wimlington HS
Wildwood ECC
Wilmington MS
West IS
Boutwell ECC
Route 125
Salem Street
Lowell Street
Lowell Road
Salem Road
Middlesex Avenue
Church Street
Woburn Street
Main Street
Fosters Pond
Martins Pond
Bypass Road
Ballardvale Street
Research Drive
Ashwood Avenue
Jonspin Road
Upton Drive
Andover Street
Ainsworth Road
Marie Drive
Hathaway Road
Evans Drive
Sheridan Road
High Street
Linda Road
Marcia Road
Marcus Road
Fordham Road
Southwick Road
Park Street
Shady Lane Drive
Oakdale Road
Cunningham Street
Majorca Road
Vernon Street
Lake Street
Grove Avenue
Moore Street
King Street
Fair Street
Lee Street
Lawrence Street
Palmer Way
North Street
Federal Street
Glen Road
Concord Street
Wildwood Street
Adams Street
Parker Street
Allen Park Drive
West Street
Grove Street
Franklin Street
Spruce Road
Ox Bow Drive
Industrial Way
Presidential Way
Inwood Drive
Longwood Road
Arcadia Avenue
Summer Avenue
Prospect Street
West Street
Commerce Drive
Colony Road
New Boston Street
Merrimack Street
Mill Avenue
Mountain Street
Sixth Road
Cabot Road
Whipple Road
Harpean Road
Charme Road
Coolidge Street
Heath Street
Brown Street
Nichols Street
Ohio Street
Grace Drive
Passaconaway Drive
Baldwin Road
Bellflower Road
Hopkins Street
Fourth Avenue
Alexander Road
Buckingham Drive
Castlewood Drive
Radcliffe Road
Montbatten Road
Cambria Road
Blanchard Road
Jacquith Road
Houghton Road
Aldrich Road
Eastwheen Avenue
Canal Street
Boutwell Street
Roosevelt Road
Ash Road
Castle Drive
Roberts Road
Towpath Drive
Butters Row
Marion Street
Chestnut Street
Hillside Way
Eleanor Drive
Mill Road
Sachem Street
Pines Road
Connolly Road
Crimson Road
Irene Avenue
Park Drive
Olney Street
Cook Street
Bicknell Road
Maverick
Christina Circle
Lisa Street
Westwood Street
Philip Avenue
Faith Street
Cathy Road
Beaverbrook Road
Alcine Lane
Fox Hill Road
Boulder Drive
Dorfield Road
Erin Lane
Upland Road
Holly Street
Davida Road
Delsea Drive
Skillen Lane
Patriot Road
Hart Street
Freeport Drive
Drake Road
Chandler Road
Mill Street
Locust Street
Main Street
Jenness Way
Emily Road
Kattlesnake Hill Road
Biotechnology Drive
Chandler Street
John Street
Poplar Street
Carleton Road
Pringle Street
Lakeside Boulevard
Burroughs Road
Linwood Avenue
Ainsworth Road
Adelge Avenue
Mcdonald Road
Whipple Road
Vale Street
Ford Road
Annie
Jenness Way
Emily Road
Biotechnology Drive
Kattlesnake Hill Road
Research Drive
Florenza Drive
Ashwood Avenue
Jonspin Road
Upton Drive
Andover Street
Ballardvale Street
Route 125
Fosters Pond
Bypass Road
Martins Pond
Lakeside Boulevard
Burroughs Road
Lowell Road
Ainsworth Road
Adelge Avenue
Mcdonald Road
Salem Street
Marie Drive
Hathaway Road
Evans Drive
Sheridan Road
Linwood Avenue
Southwick Road
Park Street
High Street
Linda Road
Marcia Road
Marcus Road
Fordham Road
Woburn Street ES
Town Hall
Shady Lane Drive
Oakdale Road
Cunningham Street
Majorca Road
Vernon Street
Lake Street
Grove Avenue
Moore Street
King Street
Fair Street
Lee Street
Lawrence Street
Palmer Way
North Street
Federal Street
Glen Road
Concord Street
Middlesex Avenue
Church Street
Woburn Street
Wimlington HS
Wildwood Street
Adams Street
Parker Street
Allen Park Drive
West Street
Wildwood ECC
Grove Street
Franklin Street
Spruce Road
Lowell Street
Ox Bow Drive
Industrial Way
Presidential Way
Inwood Drive
Longwood Road
Arcadia Avenue
Summer Avenue
Prospect Street
West Street
Commerce Drive
Colony Road
New Boston Street
Merrimack Street
Mill Avenue
Mountain Street
Sixth Road
Cabot Road
Salem Road
Nichols Street
Ohio Street
Grace Drive
Passaconaway Drive
Baldwin Road
Bellflower Road
Hopkins Street
Shawsheen ES
Fourth Avenue
Alexander Road
Buckingham Drive
Castlewood Drive
Radcliffe Road
Montbatten Road
Cambria Road
Blanchard Road
Jacquith Road
Houghton Road
Aldrich Road
Eastwheen Avenue
Canal Street
Wilmington MS
West IS
Boutwell ECC
Boutwell Street
Roosevelt Road
Ash Road
Castle Drive
Roberts Road
Towpath Drive
Butters Row
Marion Street
Chestnut Street
Hillside Way
Eleanor Drive
Mill Road
Sachem Street
Pines Road
Connolly Road
Crimson Road
Irene Avenue
Park Drive
Olney Street
Cook Street
Bicknell Road
Maverick
Christina Circle
Lisa Street
Westwood Street
Philip Avenue
Faith Street
Cathy Road
Beaverbrook Road
Alcine Lane
Fox Hill Road
Boulder Drive
Dorfield Road
Erin Lane
Upland Road
Holly Street
Davida Road
Delsea Drive
Skillen Lane
Patriot Road
Hart Street
Freeport Drive
Drake Road
Chandler Road
Mill Street
Locust Street
Main Street
Jenness Way
Emily Road
Kattlesnake Hill Road
Biotechnology Drive
Chandler Street
John Street
Poplar Street
Carleton Road
Pringle Street
Lakeside Boulevard
Burroughs Road
Linwood Avenue
Ainsworth Road
Adelge Avenue
Mcdonald Road
Whipple Road
Vale Street
Ford Road
Annie
Jenness Way
Emily Road
Kattlesnake Hill Road
Biotechnology Drive


Wilmington Public Schools, MA
Wilmington Middle School
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
MS
IS
HS
TH
2023-24 District Boundaries
2023-24 MS Zones
Wilmington Middle School
Student Density
(Quantile Classification)
37 - 51
33 - 36
30 - 32
27 - 29
24 - 26
21 - 23
17 - 20
13 - 16
9 - 12
7 - 8
North IS
Town Hall
Shawsheen ES
Woburn Street ES
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Route 125
Salem Street
Lowell Road
Salem Road
Middlesex Avenue
Church Street
Woburn Street
Lowell Street
Fosters Pond
Martins Pond
Bypass Road
Wilmington Middle School
Total Enrollment (6-8th) 631
Out of District 3
Unmatched 0
Total Live-In (6-8th) 628
Live and Attend In 628
Live Out, Attend In 3
Live In, Attend Out 0
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1 Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS


Wilmington Public Schools, MA
Wilmington High School
2023-24 Student Density Analysis
Legend
Schools
ECC
ES
IS
MS
HS
TH
2023-24 District Boundaries
2023-24 HS Zones
Wilmington High School
Student Density
(Quantile Classification)
39 - 51
35 - 38
31 - 34
27 - 30
24 - 26
21 - 23
17 - 20
13 - 16
9 - 12
7 - 8
North IS
Woburn Street ES
Town Hall
Shawsheen ES
Wimlington HS
Wilmington MS
West IS
Boutwell ECC
Wildwood ECC
Wilmington HS
Total Enrollment (9-12th) 654
Out of District 3
Unmatched 1
Total Live-In (9-12th) 650
Live and Attend In 650
Live Out, Attend In 3
Live In, Attend Out 0
Note: Concentration represents counts of students within a quarter-mile radius. Concentrations of less than 6 students are excluded.
0 0.5 1 Miles
Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023
CropperGIS

Wilmington Public Schools, MA

Time and Distance Analysis **2023**

North Catchment Area

Cropper GIS

Distance Analysis

The district and planning team was interested in getting a better understanding of the impact on travel distance to various school sites that are under consideration.

Using Geographic Information Systems (GIS), each student's home address was used to calculate the distance from their home to each school site under consideration. The GIS referenced street and address information from the State of Massachusetts and local sources. Routes were reviewed and evaluated for accuracy and to determine if the calculated route was practicable.

Once distances were calculated for every student to every school site, the data was summarized in the table below. The shortest and longest distance is reported, along with the average distance to each site.

		Travel Distance (Miles)		
Model	**Grade Config**	**Shortest**	**Longest**	**Average**
North Side At Wildwood ECC	PK - 3	0.13	5.75	2.01
North Side At Wildwood ECC	PK - 5	0.12	5.75	2.02
North Side At Woburn Street	PK - 3	0.15	4.10	1.85
North Side At Woburn Street	PK - 5	0.14	4.10	1.87
North Side at Town Hall Site	PK - 3	0.09	6.18	2.31
North Side at Town Hall Site	PK - 5	0.09	6.18	2.34
North Side at North Intermediate	PK - 5	0.09	4.47	1.95

Distances were calculated based on Wilmington Public School students living within the North Catchment Area, as well as calculations based on students that attend the various schools. These 2 tables are shown below.

By Live-In Zone

	Travel Distance (Miles)		
Zoned School	**Shortest**	**Longest**	**Average**
Wildwood Early Childhood Center	0.13	4.44	1.96
Woburn Street Elementary School	0.15	4.10	1.87
North Intermediate School	0.18	4.23	2.02
Wilmington Middle School	0.26	6.79	2.31
Wilmington High School	0.07	5.17	1.90
Average	**0.18**	**4.22**	**1.85**

By School of Attendance

	Travel Distance (Miles)		
Attending School	**Shortest**	**Longest**	**Average**
Woburn Street Elementary School	0.15	6.80	1.90
North Intermediate School	0.18	3.86	2.03
Wilmington Middle School	0.26	6.79	2.31
Wilmington High School	0.07	6.85	1.91
Average	**0.17**	**5.58**	**1.86**

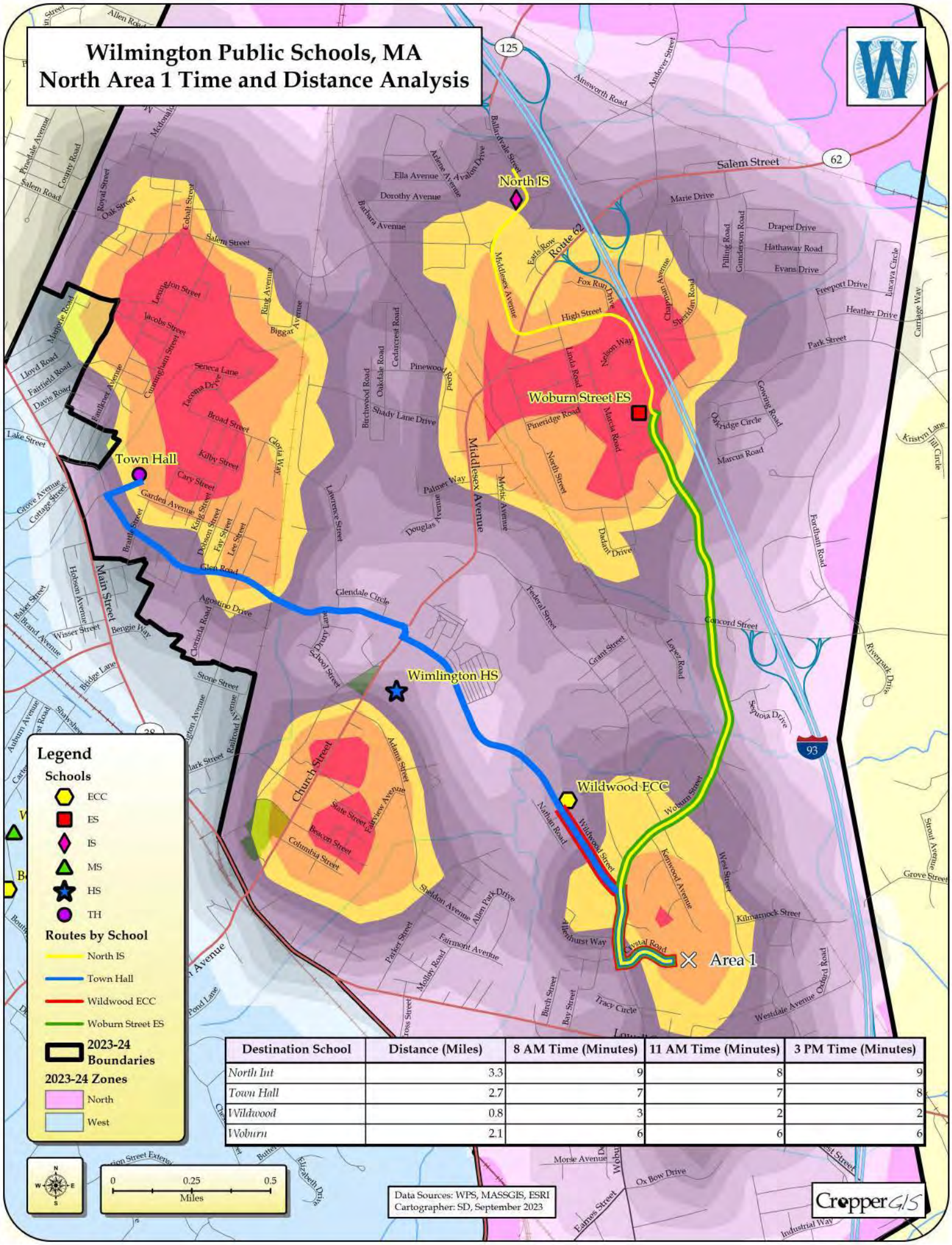
Google Maps was also used to sample drive times from various areas where there are concentrations of students / homes. Distances and times were calculated from these various samplings of areas to schools in the North Catchment Area of the district. Times were sampled at 8 am, 11 am, and 3 pm on the same day, and are presented in the table below. The series of maps that accompanies this report shows the routes Google calculated from each population area to each school.

Google Time and Distance Analysis

North

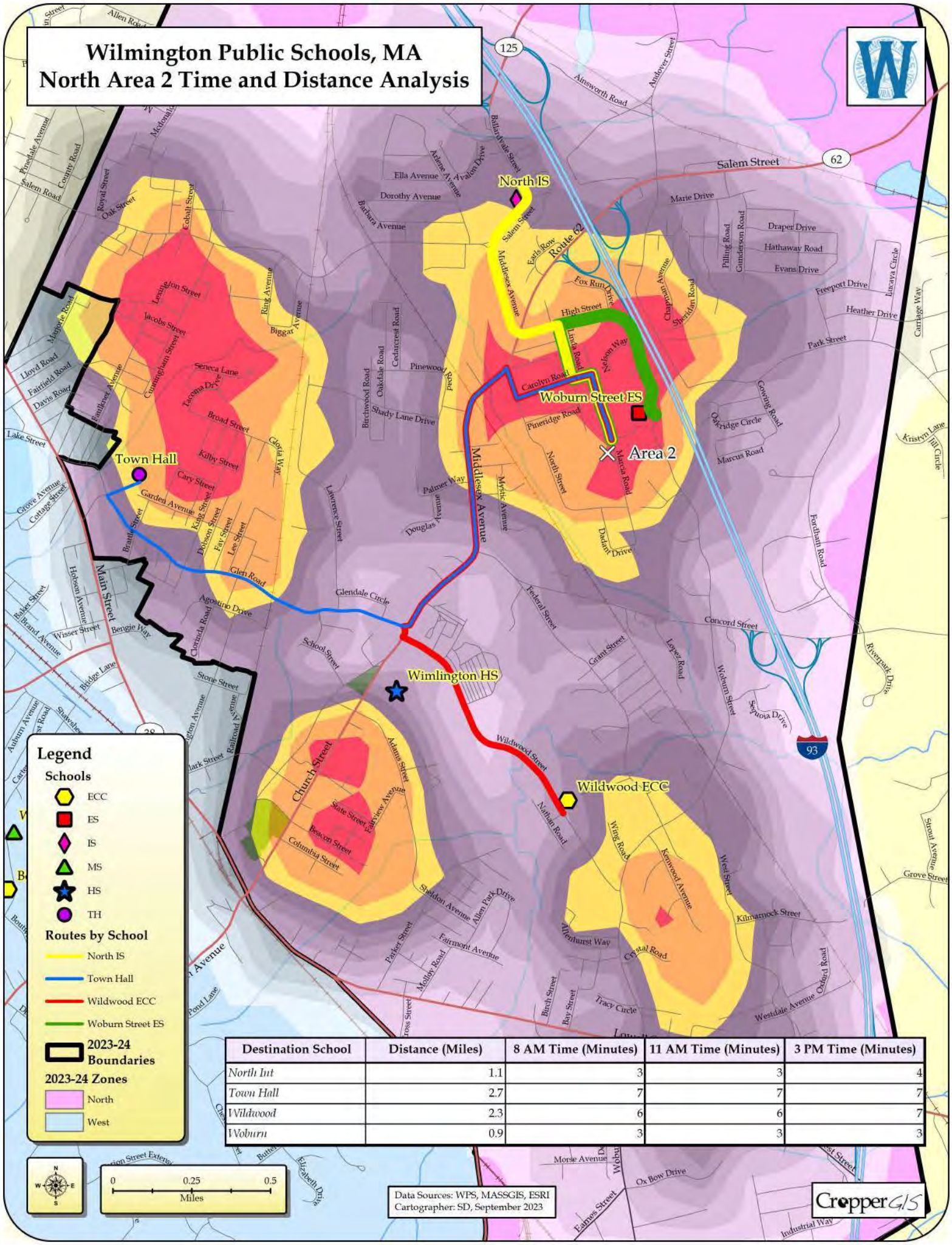
Study Area	Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
Area 1	*North Int*	3.3	9	8	9
	Town Hall	2.7	7	7	8
	Wildwood	0.8	3	2	2
	Woburn	2.1	6	6	6
Area 2	*North Int*	1.1	3	3	4
	Town Hall	2.7	7	7	7
	Wildwood	2.3	6	6	7
	Woburn	0.9	3	3	3
Area 3	*North Int*	1.8	5	4	5
	Town Hall	0.6	2	2	2
	Wildwood	2.4	6	6	6
	Woburn	2.5	7	6	7
Area 4	*North Int*	2.6	7	7	9
	Town Hall	2.2	6	6	6
	Wildwood	1.8	5	5	5
	Woburn	2.8	7	7	9

Wilmington Public Schools, MA
North Area 1 Time and Distance Analysis



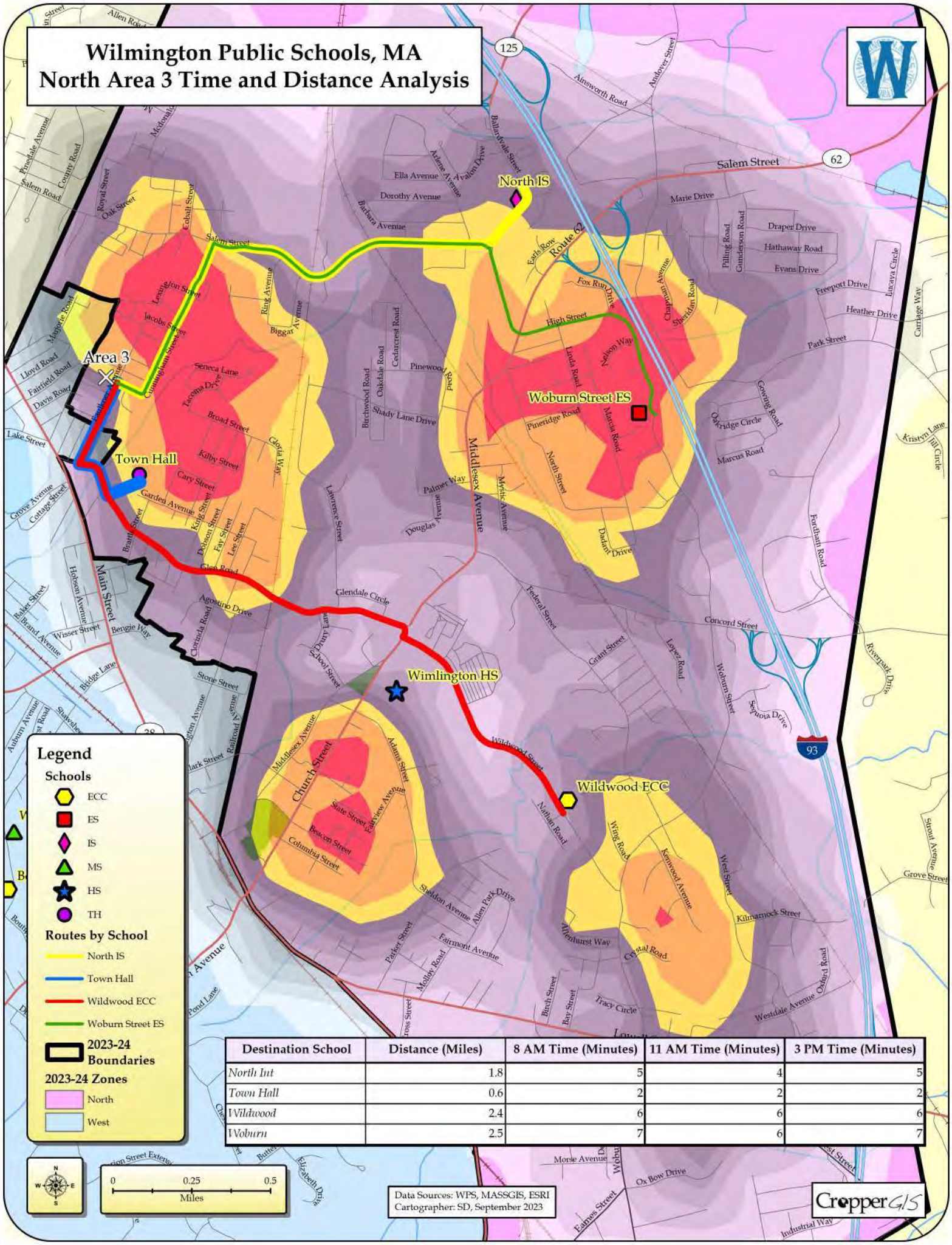
Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
North Int	3.3	9	8	9
Town Hall	2.7	7	7	8
Wildwood	0.8	3	2	2
Woburn	2.1	6	6	6

Wilmington Public Schools, MA
North Area 2 Time and Distance Analysis



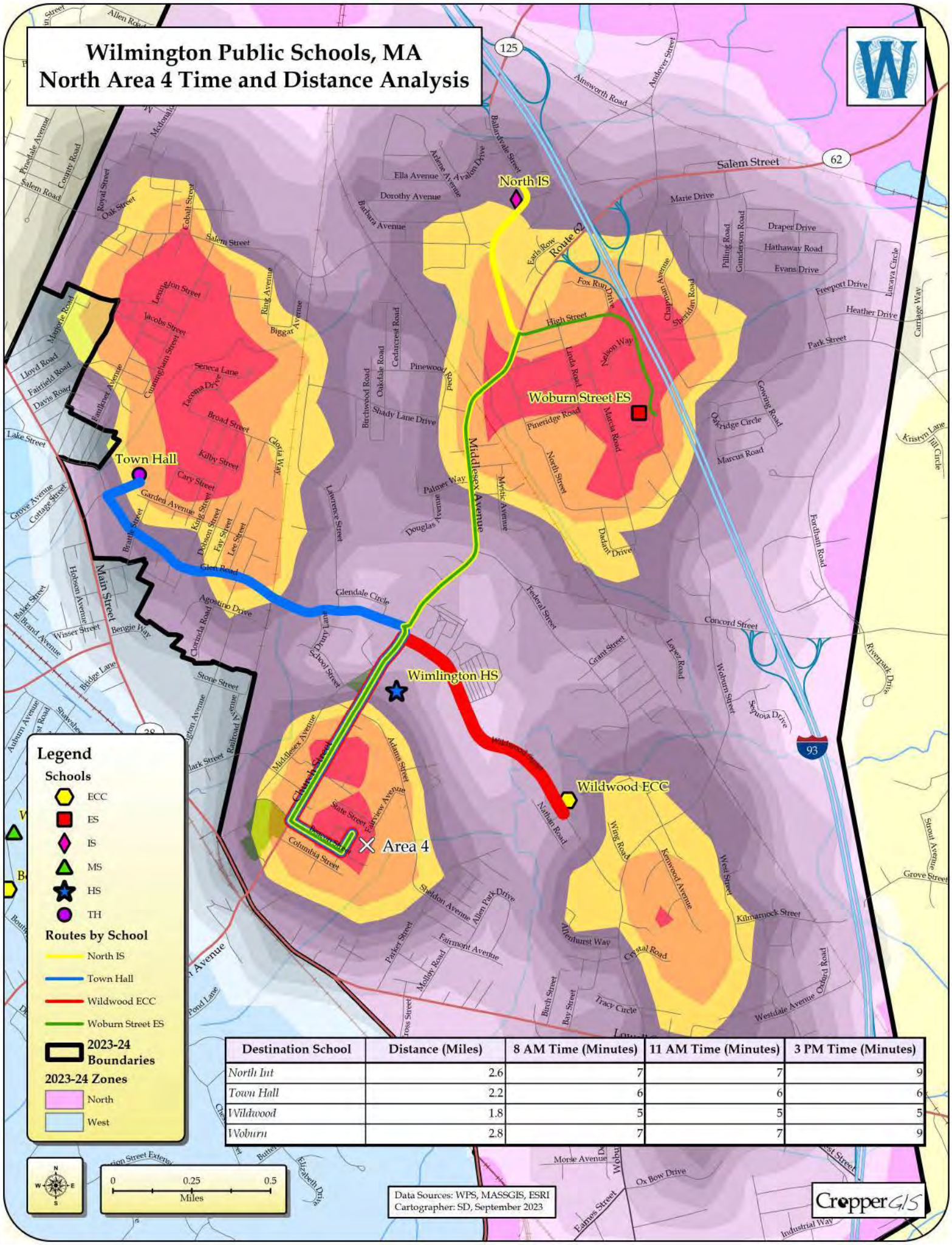
Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
North Int	1.1	3	3	4
Town Hall	2.7	7	7	7
Wildwood	2.3	6	6	7
Woburn	0.9	3	3	3

Wilmington Public Schools, MA
North Area 3 Time and Distance Analysis



Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
North Int	1.8	5	4	5
Town Hall	0.6	2	2	2
Wildwood	2.4	6	6	6
Woburn	2.5	7	6	7

Wilmington Public Schools, MA
North Area 4 Time and Distance Analysis



Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
North Int	2.6	7	7	9
Town Hall	2.2	6	6	6
Wildwood	1.8	5	5	5
Woburn	2.8	7	7	9

Data Sources: WPS, MASSGIS, ESRI
Cartographer: SD, September 2023

CropperGIS

Wilmington Public Schools, MA

Time and Distance Analysis **2023**

West Catchment Area

Cropper GIS

Distance Analysis

The district and planning team was interested in getting a better understanding of the impact on travel distance to various school sites that are under consideration.

Using Geographic Information Systems (GIS), each student's home address was used to calculate the distance from their home to each school site under consideration. The GIS referenced street and address information from the State of Massachusetts and local sources. Routes were reviewed and evaluated for accuracy and to determine if the calculated route was practicable.

Once distances were calculated for every student to every school site, the data was summarized in the table below. The shortest and longest distance is reported, along with the average distance to each site.

		Travel Distance (Miles)		
Model	**Grade Config**	**Shortest**	**Longest**	**Average**
West Side at Boutwell ECC	PK - 3	0.15	3.26	1.59
West Side at Boutwell ECC	PK - 5	0.15	3.26	1.60
West Side at Shawsheen	PK - 3	0.08	4.19	1.60
West Side at Shawsheen	PK - 5	0.07	4.30	1.61
West Side at Town Hall Site	PK - 3	0.31	3.87	1.88
West Side at Town Hall Site	PK - 5	0.29	3.98	1.91
West Side at West Intermediate	PK - 5	0.12	5.75	2.02

Distances were calculated based on Wilmington Public School students living within the West Catchment Area, as well as calculations based on students that attend the various schools. These 2 tables are shown below.

By Live-In Zone

	Travel Distance (Miles)		
Zoned School	**Shortest**	**Longest**	**Average**
Boutwell Early Childhood Center	0.19	2.87	1.57
Shawsheen Elementary School	0.08	4.11	1.60
West Intermediate School	0.28	3.00	1.62
Wilmington Middle School	0.26	6.79	2.31
Wilmington High School	0.07	5.17	1.90
Average	**0.18**	**4.22**	**1.85**

By School of Attendance

	Travel Distance (Miles)		
Attending School	**Shortest**	**Longest**	**Average**
Boutwell Early Childhood Center	0.19	3.95	1.60
Shawsheen Elementary School	0.08	4.14	1.63
West Intermediate School	0.28	6.67	1.66
Wilmington Middle School	0.26	6.79	2.31
Wilmington High School	0.07	6.85	1.91
Average	**0.17**	**5.58**	**1.86**

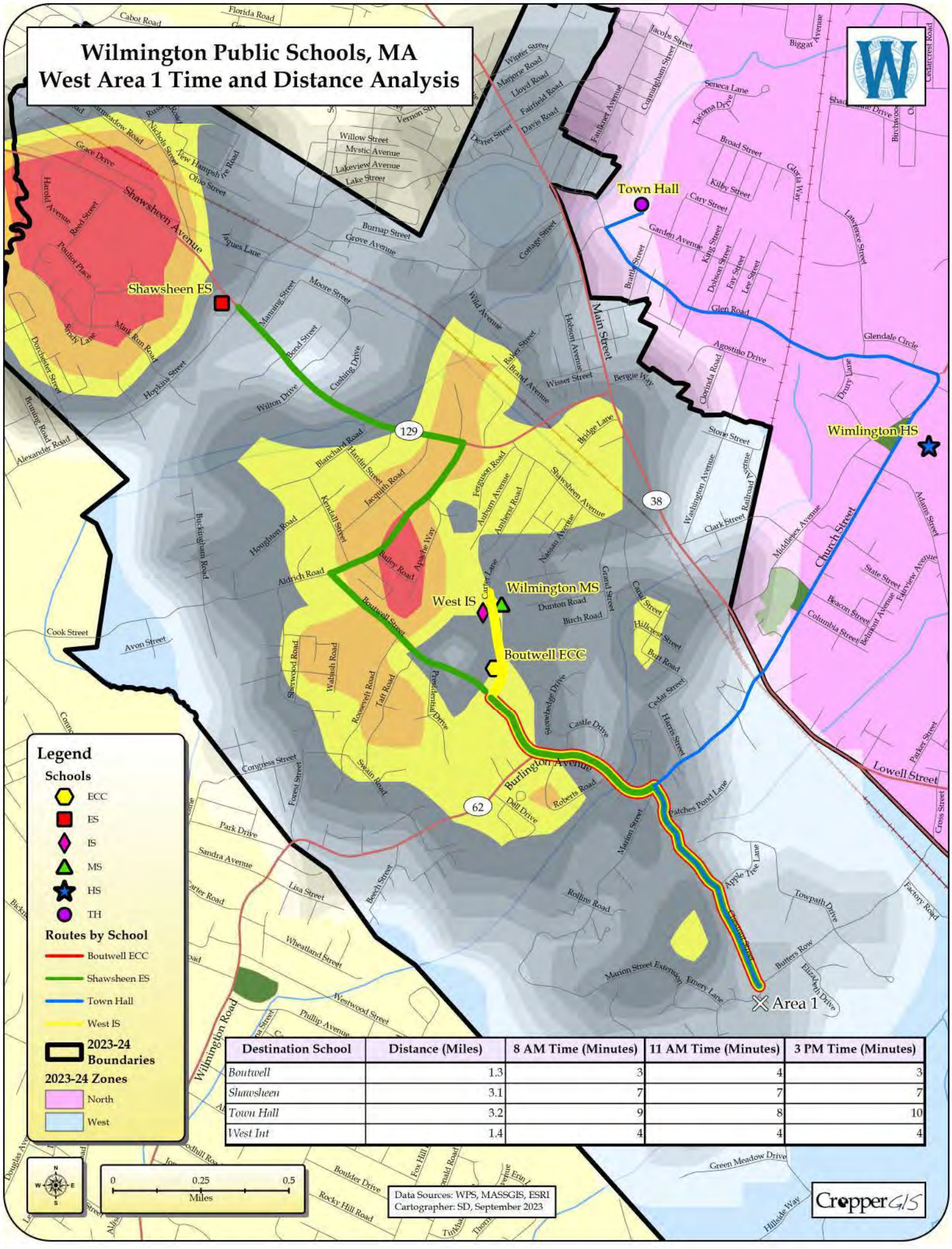
Google Maps was also used to sample drive times from various areas where there are concentrations of students / homes. Distances and times were calculated from these various samplings of areas to schools in the West Catchment Area of the district. Times were sampled at 8 am, 11 am, and 3 pm on the same day, and are presented in the table below. The series of maps that accompanies this report shows the routes Google calculated from each population area to each school.

Google Time and Distance Analysis

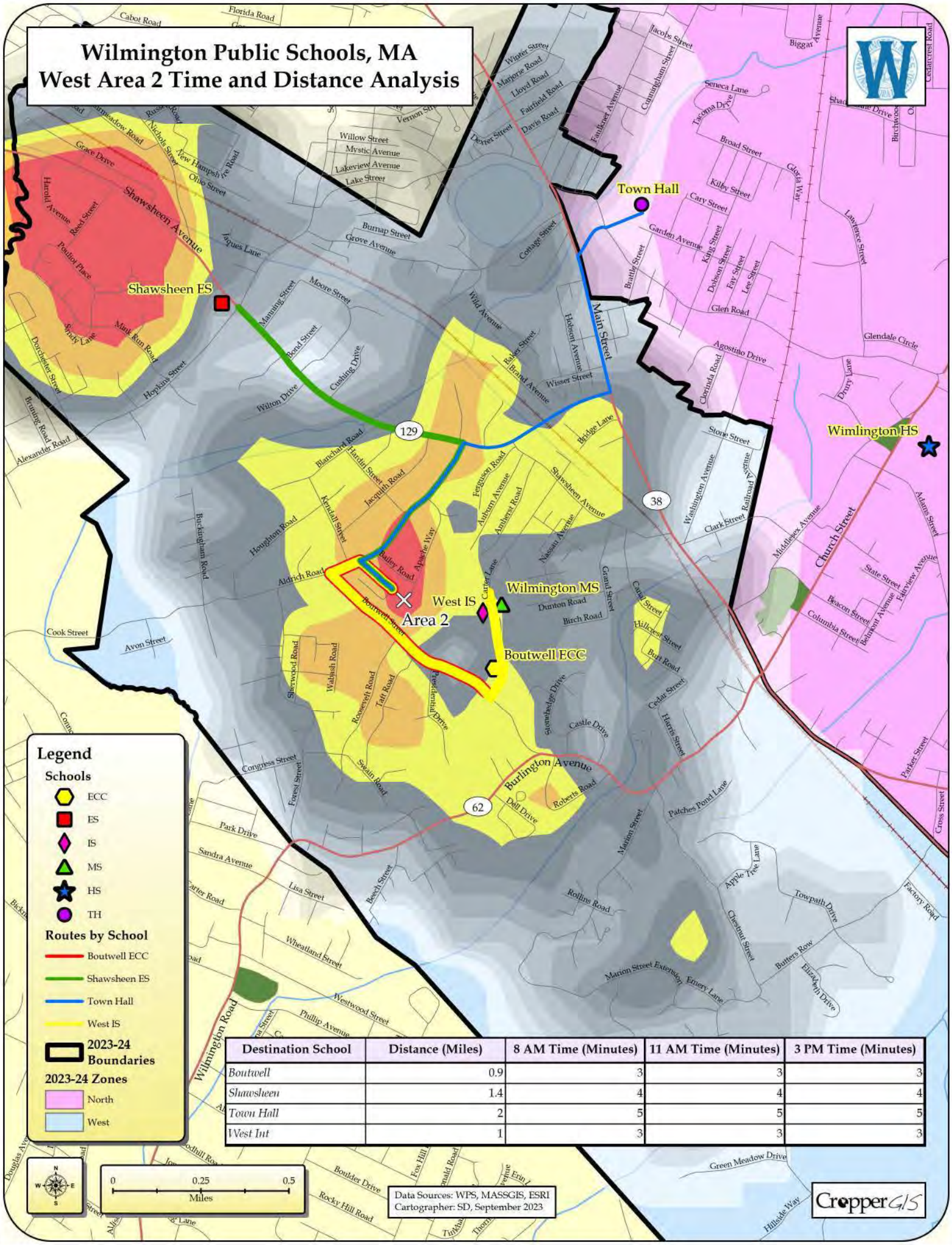
West

Study Area	Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
Area 1	*Boutwell*	1.3	3	4	3
	Shawsheen	3.1	7	7	7
	Town Hall	3.2	9	8	10
	West Int	1.4	4	4	4
Area 2	*Boutwell*	0.9	3	3	3
	Shawsheen	1.4	4	4	4
	Town Hall	2	5	5	5
	West Int	1	3	3	3
Area 3	*Boutwell*	2.5	7	7	7
	Shawsheen	0.8	3	3	3
	Town Hall	2.3	7	7	7
	West Int	2.3	6	7	6

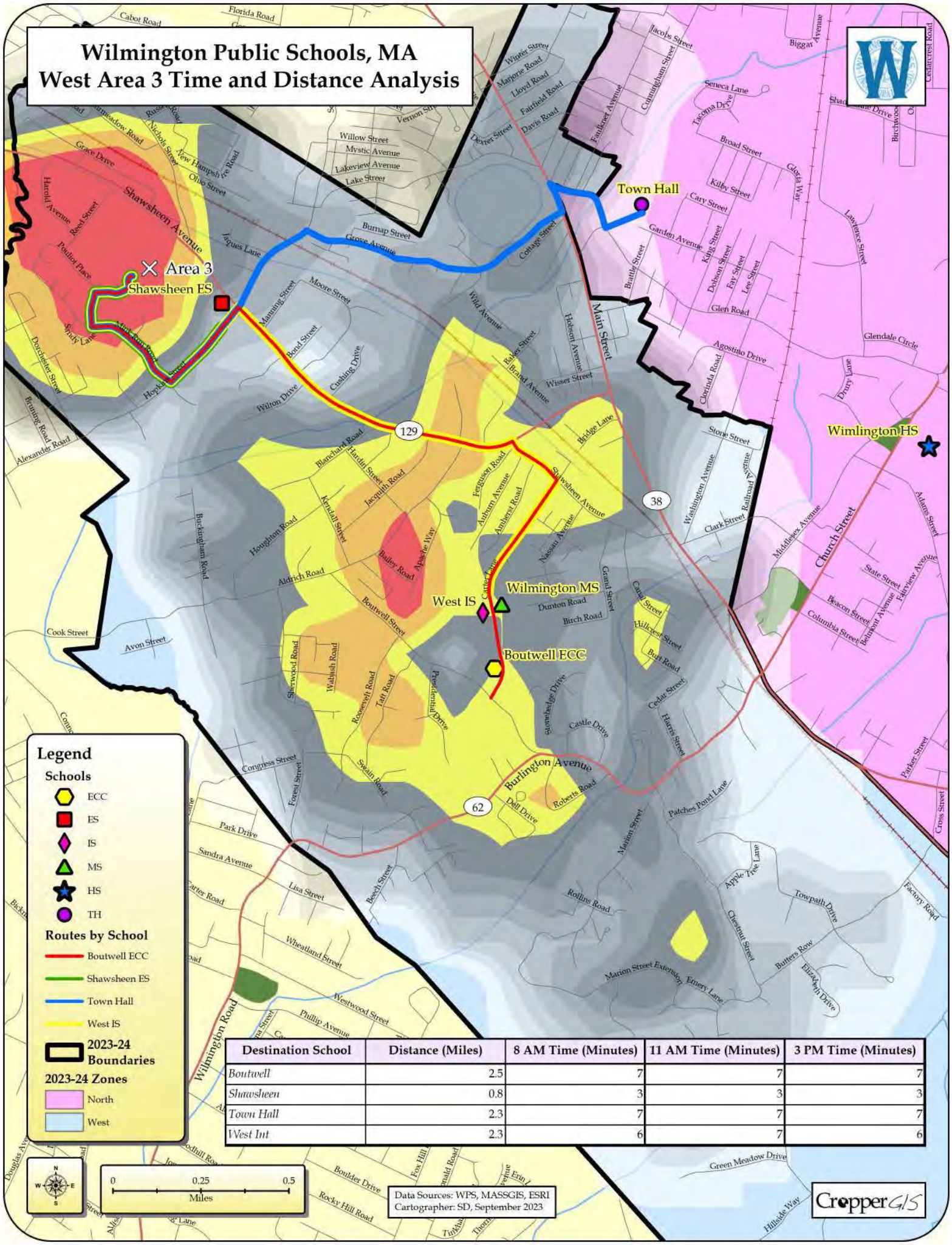
Wilmington Public Schools, MA
West Area 1 Time and Distance Analysis



Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
Boutwell	1.3	3	4	3
Shawsheen	3.1	7	7	7
Town Hall	3.2	9	8	10
West Int	1.4	4	4	4



Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
Boutwell	0.9	3	3	3
Shawsheen	1.4	4	4	4
Town Hall	2	5	5	5
West Int	1	3	3	3



Destination School	Distance (Miles)	8 AM Time (Minutes)	11 AM Time (Minutes)	3 PM Time (Minutes)
Boutwell	2.5	7	7	7
Shawsheen	0.8	3	3	3
Town Hall	2.3	7	7	7
West Int	2.3	6	7	6

X.12

EXECUTIVE SUMMARY

This report documents the process, tools, resources, and outcomes of several visioning, planning, and programming activities used by the Design Team to define a direction and set of goals for the project. Ultimately, this process culminated in a set of Guiding Principles for Design that served as the basis for all design work and against which all alternatives were evaluated.

PROCESS

Visioning Workshops

- Workshop #1: District-wide Issues
  Focused on potential grade configurations, school size, and the number of elementary schools
- Workshop #2: Learning and Teaching Issues
  Focused on what, how, where, and when students learn; how students are organized; and the types of learning experiences any project needs to accommodate
- Workshop #3: Overall Building Planning
  Focused on the conceptual spatial relationships between interior program elements, between exterior program elements, and between interior and exterior program elements
- Workshop #4: Individual Space Planning
  Focused on the conceptual features in individual spaces and/or suites of spaces

The Design Team facilitated two sessions of each of these workshops, one in the early afternoon and one in the evening in an effort to allow as many as many volunteers to participate as possible. In addition, the Design Team deployed remote meeting technologies to all volunteers to participate remotely or in person for the first two workshops. As will be described later in this report, the final two workshops required in-person attendance due to the nature of the activities conducted.

Educational Program Narrative

Over the course of several months, District leaders prepared an Educational Program narrative that synthesized and translated the outcomes of visioning into a description of the District's educational intent across all its elementary schools, a document that provided

the Design Team with a clear set of programmatic, pedagogical, operational, and staffing goals on which to base conceptual designs.

School Tours

The Design Team organized seven schools and invited members of the School Building Committee, town leadership, members of the School Committee, and parents to attend. Feedback from those who attended the tours suggested that they were incredibly valuable and help attendees understand the key differences between next generation school facilities and twentieth century facilities, what is achievable in an MSBA project, and how design strategies and architecture can have an impact on teaching and learning.

Programming Meetings to Establish Preliminary Space Summaries

The Design Team facilitated three meetings with District administrators, building principals, members from town administration and boards, and members of the School Committee to synthesize the visioning outcomes and to translate those outcomes into three preliminary space summaries, one for each grade configuration under consideration.

Conceptual Alternatives – District Input and Feeback

Over the course of two months, the Design Team prepared conceptual alternatives for each grade configuration and site under consideration. Members of the Leadership Working Group, a subset of the School Building Committee, provided feedback on the siting, site features, and spatial relationships of each alternative. The Design Team prepared additional iterations based on this feedback prior to having alternatives cost estimated.

OUTCOMES

Visioning Workshop #1

- Acknowledgement by the District that needs exist at all six elementary facilities. What's the plan?
- Advantages and disadvantages to each grade configuration, but preference for PreK-5th.
- Design to allow both school within school models and single school models with grade level sub-groups if possible.

Visioning Workshop #2

- Students' and teachers' greatest needs and greatest strengths are different today compared to when current buildings were built.
- Any new construction or renovation project should look and perform differently than existing facilities.
- Variety and flexibility of space are key to meeting their needs and celebrating strengths.
- Educational models will change over time. Project should support one model on opening day but allow other models, too.

Visioning Workshop #3

- Organize into PreK-2 and 3rd-5th, with shared core
- Organize into grade level learning communities
- Distributed and purpose-built special education spaces
- Consider new/expanded programs for ELL and STEM
- Create a welcoming and safe environment that encourages curiosity and independence

Visioning Workshop #4

- Spatial relationships are critical
- Purpose-designed spaces are needed, especially for special education programs and student support services
- Varied learning environments are necessary, both within single spaces and adjacent to them
- Flexible, varied, and mobile furniture is needed
- Internal connections and interior views between spaces are critical to flexibility, curiosity, and independence

Educational Program Narrative

- Accommodate Strides program for all grade levels within project to resolve need to transition students to multiple schools and multiple sides of town
- Extend the school day for all kindergarten students across all elementary schools to algin with the school day of first through fifth grade
- Introduce a new STEM program as a special across all elementary schools district-wide
- Expand the capacity and choices of the pre-kindergarten program district-wide to reintroduce a full-day option
- Alter the daily school schedule and cycle of specials from a 5-day cycle to a 6-day cycle to both introduce a new STEM program and to improve opportunities for common planning time
- Expand the variety and flexibility of spaces within the project to support a wide range of student needs, new and yet to emerge instructional practices, to support the District's multi-tiered system of supports (MTSS), and to provide students with some voice and choice over their learning environment

School Tours

- Fales Elementary School – Westborough, MA | HMFH Architects
- Northbridge Elementary School – Northbridge, MA | D+W Architects
- Hastings Elementary School – Lexington, MA | DiNisco Architects
- Hanscomb K-8 – Hanscomb Airforce Base | Ewing Cole Architects
- Center School – Tewksbury, MA | Flansburg Architects (two tours)
- Douglas/Gates Elementary School – Acton, MA | Arrow Street Architects

- How the building is organized makes a big difference in travel time, sense of community/identity for grade levels, and how well the facility functions for community use
- Daylighting and views to the exterior make a big difference
- Multiple models for extended learning areas (and their locations and connectedness to classrooms) makes a big difference in how and when they can be utilized
- Choice of mechanical systems is critical to occupant comfort, ease of maintenance, and speed of response to different temperature conditions outside
- Choice of materials is critical to ease of maintenance, durability, and aesthetics
- Choice of furniture is critical to flexibility, student choice, and student behavior

Programming Meetings to Establish Preliminary Space Summaries

- PreK-K Model
    - 66,810 Gross Square Feet
    - 4 Sections of PreK
    - 7 Sections of Kindergarten
    - Multi-purpose PE Space rather than conventional gymnasium
    - Assume one seating for lunch
    - Purpose-designed Special Education and Student Support Services Spaces

- PreK-3rd Model
    - 117,318 Gross Square Feet
    - 4 Sections of PreK
    - 7 Sections of Kindergarten
    - 6 Sections each of 1st, 2nd, and 3rd grade
    - Conventional MSBA elementary school gymnasium
    - Assume 2 seatings for lunch
    - Purpose-designed Special Education and Student Support Services Spaces

- PreK-5th Model
    - 167,900 Gross Square Feet
    - 4 Sections of PreK
    - 7 Sections of Kindergarten
    - 6 Sections each of 1st through 5th grade
    - High-school-sized gymnasium to support community use
    - Assume 3 seatings for lunch
    - Purpose-designed Special Education and Student Support Services Spaces

Conceptual Alternatives – District Input and Feeback

- Reconsider the location of emergency access roadways. Consider positioning any outdoor learning and playground areas between any emergency vehicle roadways and the building rather than outside it.
- Consider operational flexibility particularly around drop-off and pick-up operations. Consider multiple points of entry near the main entrance and the cafeteria.
- Maximize the queue length for both buses and parent vehicles separately.

Guiding Principles for Design

- Education methodologies will change over the life span of the building. The project should be designed flexibly enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry with a dedicated PreK parking area, if possible
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences
- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas and without the need to cross any vehicular roadways
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety

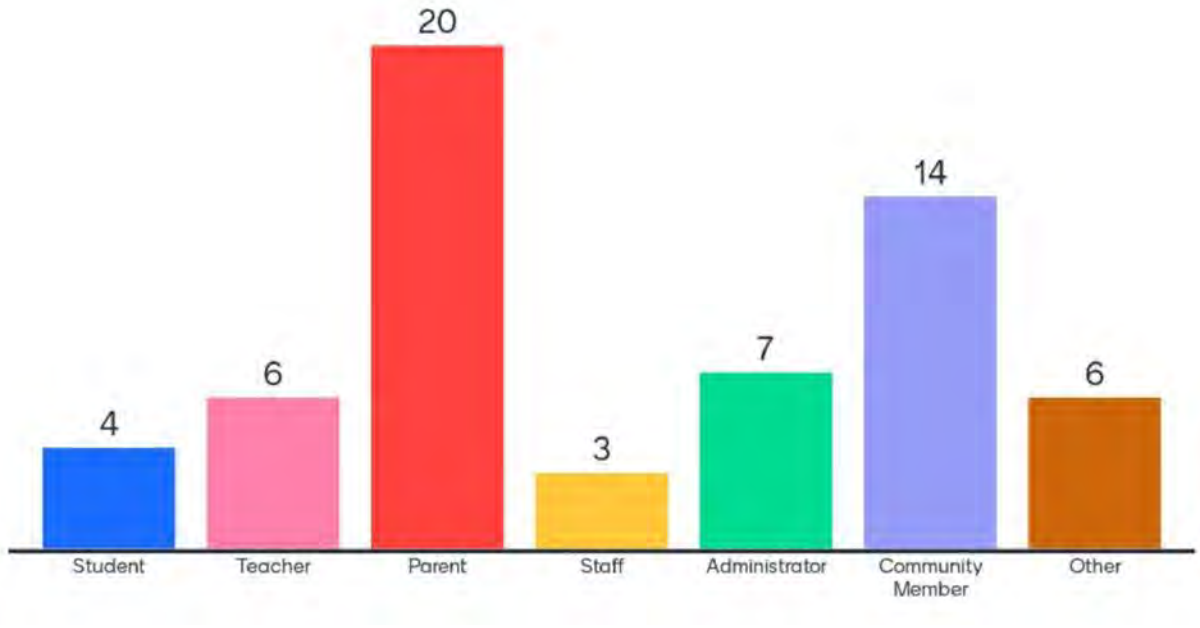
- Create a new Science, Technology, Engineering, and Mathematics program and support it with purpose-built and dedicated instructional space.
- Prioritize durability and ease of maintenance for materials and systems over lowest first cost.
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.

VISIONING WORKSHIP #1 – District-wide Issues

September 19, 2023

- Session #1 1:00 PM to 4:00 PM - Shriners Auditorium, Hybrid Format
- Session #2 6:30 PM to 9:30 PM - Shriners Auditorium, Hybrid Format

Visioning Workshop #1 focused on District-wide issues in Wilmington, specifically: grade configuration, the numbers of elementary schools, and the size of each elementary school. The workshop was formatted into two identical, but independent sessions on the same day. Thirty-nine participants across both sessions self-identified which demographic groups they represented.



Agenda

- Introductions, Tools, and Norms
- Overview of Feasibility and Visioning Process
- District-wide Issues to be Addressed
- Small Group Activity – Grade Configuration
- Reporting Out – Grade Configuration Preferences
- Small Group Activity – School Counts and School Sizes
- Reporting Out – School Counts and School Sizes
- Key Take-aways

Introductions, Tools, And Norms

Participants were introduced to the District's Leadership Team, the Design Team, and members of town leadership. Jason Boone from Dore + Whittier Architects severed as the primary facilitator of the workshop. Members from Dore + Whittier Architects and members from SMMA served as table facilitators.

To provide remote access, Microsoft Teams was used. All participants, regardless of whether they were in-person or remote, used a personal computing device and the digital platform to communicate their thoughts and responses to the prompts. The goal, which based on feedback appeared to be effective, was to allow everyone to have the same experience.

Mentimeter, a digital polling platform, was used for some of the activities. Mentimeter captured individual responses to critical prompts during several activities. Both in-person and remote participants had simultaneous access to these prompts and everyone's responses in real-time.

Milanote, a digital collaboration platform, was used for the grade configuration activity. It allowed participants to break into small groups consisting of those both in-person and remote, have discussions around the issues, and record their findings in real-time.

Participants were informed that all their responses were recorded but were also anonymous. Participants also developed a protocol for verbal and video participation that worked rather well. In-person participants used their local cameras and microphones in a process of muting and unmuting to ensure that their facial expressions and audio were clear to those who participated remotely. Similarly, remote participants' video was captured via their local cameras and viewed on in-person participants' personal computing devices. Audio for remote participants was broadcast for the entire in-person group of participants via a single, large-format speaker.

This agenda item invited participants to respond as individuals to three prompts, one of which was demographic in nature and has been communicated in the chart above. The second two prompts focused on participants' high-level vision and their considerations for the project. Results for each prompt are provided below.

What one word or short phrase best describes your vision for this project?
(Participants were invited to respond up to 3 times)



Participant responses were displayed in real time as a word cloud. An algorithm within the Mentimeter platform analyzed responses and altered the size of the font for each response based on the number of times that response was submitted. Words and phrases with larger fonts appeared more frequently.

The themes that appeared most frequently included:

- **Consolidation:** A sense that the Town should consider some level of school consolidation to both reduce the number of schools and to limit the number of transitions between facilities students experience in their elementary school careers.
- **Safety, Security, and Mental Health:** A sense that any new or renovated facility must consider safety and security features as well as features that promote the mental health and wellness of students should be priorities.
- **Inclusivity & Diversity:** As sense that any new or renovated facility accommodate inclusive instructional practices and both recognize and support a diverse range student needs.

What other ideas, concerns, or topics should the District and Town consider for this project?

(Participants were invited to respond up to 3 times)

This open-ended question gave participants the opportunity to identify anything related to the project they wanted to share with the Design Team. Each bullet below represents a single response. Responses below have been loosely grouped into like responses and have only been edited for spelling.

Inclusivity, Equity, Diversity, Accessibility

- Inclusivity
- Equity
- Inclusion
- Equity for all learners in their neighborhood school
- Equality across the town
- Neurodiverse learners and nontraditional spaces
- Diverse learning styles and needs
- Ensuring ample amount of space to meet the needs of all students.
- Trying to make Wilmington public schools a more diverse and/or inclusive area.
- Accessibility
- Accessibility

Process

- Teacher feedback
- Implications on staffing

Safety & Security

- Location, safety, and outdoor space
- The safety of the students, teachers, and faculty
- Safety
- Definitely safety and security.

Next Generation Educational Facilities

- Flexible learning spaces
- Specialized spaces to meet student needs
- Space for a physical building or buildings
- We are so far behind it will be a leap to "catch up", but we should really be thinking about flexible space that will not only meet students needs in 5-7 years, but for 50 years from now.
- Climate control

- Learning spaces to meet the diverse needs to students in classrooms, service delivery spaces, etc etc etc
- Space and storage
- A sense of belonging
- Being proactive about making spaces that will nurture 21st century learners
- Technology
- Impact of learning spaces on SEL
- Appropriate space for learning and recreation
- Appropriate size bathrooms for Kindergarten students.
- Facility should be modern and functional.
- Stimulating environment that inspires students to learn
- Consider sensory for neurodiverse students (lighting, etc)
- Air conditioning for all classrooms
- Flexibility

Traffic, Site Circulation, and Parking

- Physical location and related traffic
- Physical location and related traffic
- Location, staffing, traffic, consolidation
- Efficient buildings and traffic patterns
- Parking!
- Traffic
- Enough parking for staff and families

Sustainability

- Sustainability/green schools
- Climate change and the impacts it will continue to have each year
- No fossil fuels
- clean energy and reusable materials
- More trees

Curriculum & Instructional Practices

- Creating a love for learning in children that will last them for there lifetime, not just their years in the wildwood.
- Collaboration between students, like reading buddies with younger students and older students
- Clear articulation about the impacts across many variables - focused on learning outcomes
- Various learning styles (musical, kinesthetic, artistic, etc)

Long-Term Planning/ Consolidation / Plan for West Side Schools

- How long will it take to replicate for the West side of town and how can we garner support for that starting now
- Solution needs to consider the west side students. Big picture
- Equity for entire elementary population in town eventually
- How this will effect the West side of town.
- How this will effect the West side of town.
- Consolidating northside and demolishing old buildings
- The new facility should be well thought out and planned out for the long term, not a quick fix.

Cost

- Construction Cost in current market
- Cost/additional funding methodologies if needed

Community Use

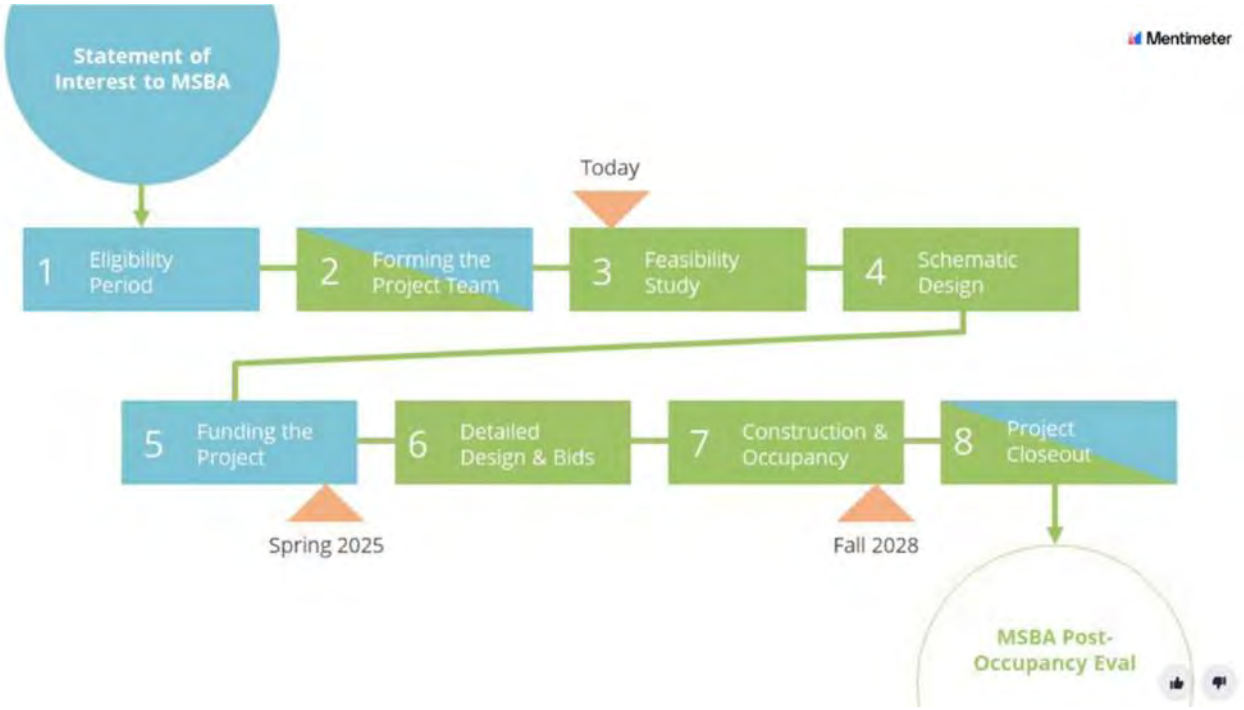
- Community -- a space that fosters community for teachers, students, family and the broader Wilmington community
- Additional uses of school outside of school hours by community
- How to help increase the kids' independence and how the built environment can help. e.g., walkability, bikeability
- Community needs

Precedents/ School Tours

- Identify what other successful towns are doing and replicate that

Overview of MSBA & Visioning Processes

Dore + Whittier provided a high level overview of both the MSBA grant process and the specifics associated with the visioning processes. The graphic below depicts the MSBA process, where the project was at the time of visioning and two key milestones: Town and MSBA funding votes (Spring 2025) and occupancy of the completed building (Fall 2028).



The graphics below summarize the visioning process, including samples of visioning work products from other districts.





Session Agendas - *Fez Room at Shriners Auditoirum*

1. **Exploring District-wide Topics** – 3 hours (Hybrid, Dual sessions)
   - Elementary Facility Needs
   - Grade Configuration
   - Number of Schools
   - Size of Schools
2. **Learning and Teaching** – 2 1/2 hours (Hybrid, Dual sessions)
   - Student Needs
   - Faculty & Staff Needs
   - Community Needs
   - Learning Experiences
   - Programs & Services
3. **Overall Building Planning** – 2 hours (In-Person, Dual sessions)
   - Elementary School Examples
   - Overall Building Diagramming
   - Guiding Principles for Design
4. **Individual Space Planning** – 2 1/2 hours (In-Person, Dual sessions)
   - Space Precedents
   - Individual Space Planning

Expected Outcomes

- Input related to District-wide Topics
- Input to inform Educational Program Narrative
- Preliminary Space Summaries
- Functional and Spatial Relationship Diagrams



Sample Work Product

Overall Planning / Vision Boards



Sample Work Product

Individual Space Planning



Sample Work Product:

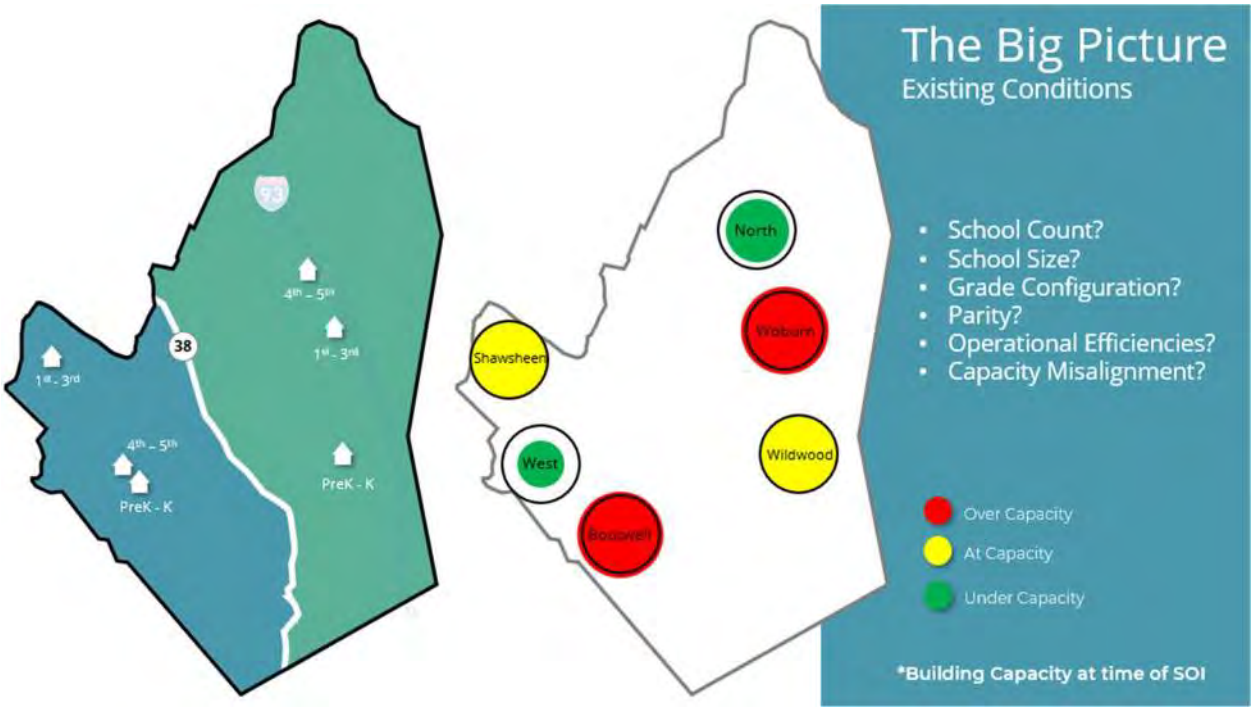
Guiding Principals for Design

Mentimeter

- Welcoming entry with features specifically for parents: seating, refreshments, meeting
- Project should be child-centric: scale, materials, access, movement, etc. What is best for kids? Residential feel.
- Scituate identity. Elements specific to Scituate (interior artifacts, not architecture)
- Dedicated collaboration space for adults
- Flexibility
- Learning places to allow whole-body learning
- Dedicated Pre-K entry, parking & drop-off
- Gym with fields immediately adjacent
- Consideration for students with sensory sensitivities
- Maximize storage to extent possible
- Provide direct access to daylight and views in as many spaces as possible

District-wide Issues

This project considered three different grade configurations, each of which had the potential to impact the District's organization of it's elementary schools district-wide. Dore + Whittier provided a high-level overview of the geographical, grade grouping, and capacity conditions that existing in Wilmington at the time the District submitted its Statement of Interest (SOI) to MSBA and before the relocation of Wildwood students to other District facilities. That summary concluded with the identification of six potential district-wide issues in which this project may impact. The graphic below communicates the geographic location of each elementary school in the District, the grade configurations at the time, a capacity analysis based on the enrollment at the time, and a listing of the six district-wide issues discussed in this segment of the visioning.



While the current project under consideration focused directly on the three schools in the northside catchment area, feedback from the wider community and the District prior to visioning suggested that any decisions related to this project should be applied to the west catchment area at some point in the future, hence the need to consider the big picture, district-wide, rather than focus on just the northside catchment area or even just a single school facility.

Grade Configuration Activity

To explore these issues, D+W divided participants into heterogeneous small groups, each a mix of parents, educators, students, administrators, and others to the greatest extent possible. Each group had their our digital breakout room so that those attending remotely could actively participate.

Groups were invited to identify the advantages and disadvantages of each grade configuration under consideration and document their findings in the Milanote platform. Detailed individual group findings are provided below, but, in general, all participants agreed that:

- Acknowledgement by the District that needs exist at all six elementary facilities. What's the plan?
- Advantages and disadvantages to each grade configuration, but a clear preference for PreK-5th.

PreK-K	Advantages	Disadvantages
Afternoon Group 2	• More similar aged students • Right-sized bathrooms and play structures • Full reunification of Wildwood staff	• No consolidation, still multiple schools for families • Limited collaboration with other grade levels • Will other buildings last long enough for their solution
Afternoon Group 3	• Small size • Smaller students not exposed to more advanced ideas of other students • Focus exclusively on early learners • Leadership focusing on earliest learners • Smaller budget • Facilities right-sized for smaller students… specialized support appropriately sized	• Continued transitions…too many moves for each student • Isolation of the smallest learner, then transitioning to another building • Limited collaboration for teachers • Longer timeline of we do one school at a time • Parents ability to navigate a student's education…having different schools for different children • Multiple PACs throughout the district • Logistics • Special education needs are challenging with different schools • Loss of knowledge on student needs • Lack of resource sharing with transitions • More schools that the buses

		have to transport to and from • Unable to build relationships with other families • Lack of role models with other students • Cost effect of having a smaller school
Evening Group 1	• Less expensive theoretically [upfront costs] • All students are around the same age (developmental age) • Easily have the space in town for a smaller school	• Not taking advantage of consolidating • Only affecting two grade levels • No looking at long-term outlook of how school transitions should happen • All students are around the same age (both an advantage and a disadvantage) • Still have possible transportation issue and start time issue • Having many admin across multiple s
Evening Group 2	• Neighborhood school – make it feel like its part of the neighborhood	• Lack of critical mass • Kicking the can down the road. It will leave us in the same situation • Potential isolation • Dividing the town
Evening Group 3	• Small community • Many CARES students	• Leads to maintaining too many elementary schools • Dilutes resources • Existing staff shared • Lack of community between schools • Hard for teachers to communicate and support student transitions
Evening Group 4	• [First] project done more quickly • Least complex to think through • Least expensive [first costs] • Familiar structure • Families familiar with transitions • Physical resources / play structures homogenous – all catered to the same age • The physical sites proposed. We know already that those [sites] can support a PreK-K	• Feels like a “quick-win” / band-aid to maintain status quo without real transformation • Most students would success the space for at least one year, possibly two – return on investment • This is a plan to create a beautiful PreK-K but are we actually increasing the equity for a significant number of students to access those preschools? Scaling up? • Consolidation of traffic: missing an opportunity to aid

		parent/sibling drop-off at the same time
Evening Group 5	• More independence with less older students there • Easier to meet the needs of PreK students • Ease of design • More creative with space • True focus on small children • Outfitting space is probably less expensive	• Too many transitions • Staffing is inefficient-costs more • Little opportunity for mentoring • Very rigid schedule – more missed services for students potentially • Burden to transportation – different start times • Maintaining relationships over time is difficult • Unable to see the natural progression of student learning and success • Parents may not have the engagement that is wanted or needed

PreK-3rd	**Advantages**	**Disadvantages**
Afternoon Group 2	• Costs less short term • Meets some PreK-5 and some PreK-K advantages	• Loss of MSBA funding possible as other projects take higher precedence • Consolidation may cause layoffs • Will other building last long enough for their solution
Afternoon Group 3	• Role modeling • Less transition • Cuts down on first day jitters • Maintains a small school feel • More communication among teachers • Lack of specialists in each school	• Worst time to cut off MCAS testing • Limited collaboration for teachers • Longer timeline if we do one school at a time • More sense of community
Evening Group 1	• Slightly reduces the number of transitions • Developmental ages of students still close together	• Still have lots of transitions • Still have a possible transportation issue and start time issue • Need for future renovations for upper grades (4th-5th) • Still have redundant/extra admin an overhead
Evening Group 2	• Neighborhood school • Like student ages • More resources for the children • Provides [some level of] consolidation	
Evening	• One less transition	• Still sharing staff

Group 3	• A little more teacher consolidation and sharing	• Same disadvantages as above [PreK-K] • Still too many buildings to maintain • Still too many transitions
Evening Group 4	• Wider variety of age groups leads to simpler drop-offs for parents and increased opportunity for sibling support, book buddies, older kids to provide comfort • One location would ease the multiple transitions for kids • Can create larger shared spaces (e.g. library that multiple ages can access with different rooms) • Parent community may feel more engaged because opportunities like parent council, PTA, etc. could be around the same time • Any type of specialist (ESL, PT, OT, Speech & Language Pathologist, etc.) who presently travels between the schools would no longer need to commute across town	• This project would be a physically larger footprint than our pre-existing spots: trees razed? Would it be cramped? • Physical resources: the age range between PreK and Grade 3 is wide, need to build varied shelving/sink heights, etc. • Would require lots more decision-making and planning to design the space • Shared spaces lead to scheduling decisions for administrative teams
Evening Group 5	• One fewer transitions for families and students • Good opportunity for mentoring • Resources can be used more efficiently • Building completion will allow for two buildings to be consolidated • More flexibility with staffing to maintain relationships with students and families • More efficient ELL and SPED services • Multi-grade-multi-age students • More options and flexibility with special education programming • Nice range of resource sharing • Smaller campus. More manageable amount of students • Flexibility of more site for location of this school. • PreK-3rd is a good sized building	• Another transition for families…more than one • Still need to replace other schools • Transportation will still be an issue

PreK-5th	Advantages	Disadvantages
Afternoon Group 2	• Impacting more students and staff • More bang for the buck • Eliminating transitions • Improved facilities • More peer opportunities • Younger students [have] more access to higher grade teachers • Resolves ½ of the elementary schools • Better busing • Frees up other sites for other uses • Most likely the shortest path to complete solution for the whole town • Most MSBA funding opportunity	• Size • Traffic • Consolidation may cause layoffs
Afternoon Group 3	• Less transition • More administrative support • Cost to the district with bussing • Siblings can attend the same school • A unified core values for one school • More professional development issues • Support system for students with siblings • Think carefully for families who have left the community to keep students in one school	• Too large of a building • Missing the needs of youngest learners • Traffic • Efficiencies of cost • Scheduling of students
Evening Group 1	• Less transitions • Makes transportation issues diminish • Consolidate overhead • Feeing up other land that schools won't need any longer…for the town to repurpose	• Huge school • Appropriate/sufficient space for school fields, playgrounds, parking, etc. • Psychological age (and physical age) maturity gap between students • Busing concerns with K-5 students (hope would be to keep busing separate) • What about after school program and the mixed age groups
Evening Group 2	• Campus style – a lot of opportunities to configure the school to fit the different needs	• Putting all our eggs in one basket. What if the oil spills?
Evening Group 3	• Longer, more sustained connection to the school for students and parents	• Please be sure to calculate the operational impacts/savings of each option. It will be

	• Economies of scale, e.g. custodial teams, a/c, kitchen areas and staff • Increased planning time for staff and support on transitions • Reduces bussing issues • Potentially creates opportunities for extracurricular options • Students of different ages learning and supporting each other, e.g. peer leadership between grades such as 5th and younger students • Shared resources • Consolidation an eliminates transitions • Eliminates transition issues • Cost effective in the long run • Greater sense of community • More connection to school over longer period of time for both parents and students	important for people to understand the ongoing impacts vs just understanding the cost of the project • Cost • Cost may give folks sticker shock but it will save investing in future projects and potentially reduce operating costs • Will be large • Consider a community within a community structure
Evening Group 4	• Huge opportunity for students to have no transitions and feel at home in their space • Wider variety of age groups leads to simpler drop-offs for parents and increased opportunity for sibling support, book buddies, older kids to provide comfort • Can create larger shared spaces (e.g. library that multiple ages can access with different rooms) • Parent community may feel more engaged because opportunities like parent council, PTA, etc could be around the same time • By building a larger space, we free up these other sites for other community needs • Any type of specialist (ESL, OT, PT, Speech & Language Pathologist, etc.) who presently travels between the schools would no longer need to commute across town • One location would ease the	• This project would be a physically larger than our pre-existing spots: trees razed? Would it be cramped? • Physical resources: the range between PreK and Grade 5 is wide, need to build varied shelving/sink heights, etc. • Would require lots more decision-making and planning to design the space • COVID/pandemic – school shutdowns, are we sharing germs with these larger centers? • Larger staff – would there be less camaraderie?

	multiple transitions for kids	
Evening Group 5	• CONSOLIDATION! Minimizes transitions, less schools. • Time to completion is much quicker. • Opens up another facility in town for other purposes • Very flexible services, programming, and staffing • Mentoring programs for students • Transportation, food services, administration, custodial support, all more effective	• Huge building! • Needs to have enough parking and space • Is school culture harder to cultivate? • 800+ Students is a lot. How do you manage?

School Size and School Count Activity

Two of the three grade configurations under consideration would alter both the size of individual schools and the number of elementary school in the District. An exploration of schools-within-school models may allow the District to retain the positive elements of separate small schools with operational and physical efficiencies and, at the same time, mitigate the negative impacts of larger and fewer schools. In this activity, D+W invited small groups of participants to respond to three prompts about the concept of schools-within-school and where natural or developmental breaks may exist.

For purposes of this activity, a school-within-school model is defined as two separate and distinct schools that have been co-located within a single building. They are assumed to operate independently of one another, have separate administrations, and highly separate features such as their own main entrances. In practical terms, a school-within-school model would be equivalent to consolidating two or more of Wilmington's existing elementary schools without changing anything about the administrative structure, school schedule, or movement of people. They would simply be under the same roof.

In broad terms, there was not a consensus about whether or not schools-within-schools was a good idea. However, there was general agreement that the Design Team should pursue planning concepts that allow the District to operate either way in a new or renovated facility that consolidates at least two of the existing schools.

Each group's responses to the prompts are provided below.

Is a school-within-school model worth considering for the PreK-3rd and PreK-5th grade configurations? Why or Why not?

Afternoon Group 2

- [All of these grade configurations are] too small to be school within school

Afternoon Group 3

- PreK-3 and PreK-5 [could both be candidates for school-within-school model]
- PreK-3 should have one principal and one assistant principal*
- PreK-5 should have one principal and two assistant principals*

  * By the definition of school-within-school, neither of these would be schools-within-school. However, it does suggest that this group, at least, was interested in a developmental separation of students geographically and administratively.

Evening Group 4

- Yes. A school-within-school is worth considering because it is less intimidating for younger kids. If other kindergarteners are surrounded by other kids on a daily basis, they feel safe; AND they get the advantage of seeing these role models, too.
- Smaller cohorts lead to more engaged leaders. They know the names of their students and they can address issues right away; community feel.
- An idea is to keep a counselor with a specific grade. Six assistant principals. They take a grade level and stay with them all the way through K-5.

Evening Group 5

- With a PreK-3 it doesn't feel necessary to have this school-within-school model. But we feel like the PreK may require some consideration around entrances and busing because they are driven to school etc.
- If we do a PreK-5, there does seem to be a need for some separation or distinction (perhaps PreK-2 and 3rd-5th). And, perhaps even a distinction in administration roles for each grouping to account for and ensure connection and relationships with families and students and give that small school vibe. Doing it this way may also lend itself to a more affordable and yet equitable way of addressing needs on the west side of town down the road by mirroring this PreK-2 and 3rd-5th model using Shawsheen and West for example.

If a school-within-school model is worth considering, where are the natural break(s) between grade levels? Why?

Afternoon Group 2

- PreK-K as a grouping, 1st-5th as a grouping

Afternoon Group 3

- PreK-2 grouping and 3rd-5th grouping
- Grade level grouping should be flexible enough to adjust based on enrollment changes over time

Afternoon Group 3

- PreK-K, 1st through 3rd, 4th and 5th [current model, but as separate schools under one roof]

Evening Group 4

- PreK doesn't need busing, potty training, developmentally more significant. Kindergarten is still play-based approach.
- Want students and families to have adults in the building.

If a school-within-school is worth considering, what space(s) can be shared, if any, and which ones cannot? Why?

Afternoon Group 2

- Café, gymnasium specialists scheduled at different times – staff could cover all grades or less depending on schedule
- Bathrooms not shared
- Are furniture sizes okay for 1st-5th

Afternoon Group 3

- Bathrooms should be size appropriate and within classrooms [but not shared across all grade levels]
- Playgrounds with different structures in separate spaces [should not be shared across all grade levels]
- Cafeterias and gymnasiums [could be shared]
- Flex space is important to not get locked into one configuration [model]

Evening Group 4

- Bathrooms and classrooms should not be shared
- Cafeterias somewhat shared (food allergies?)

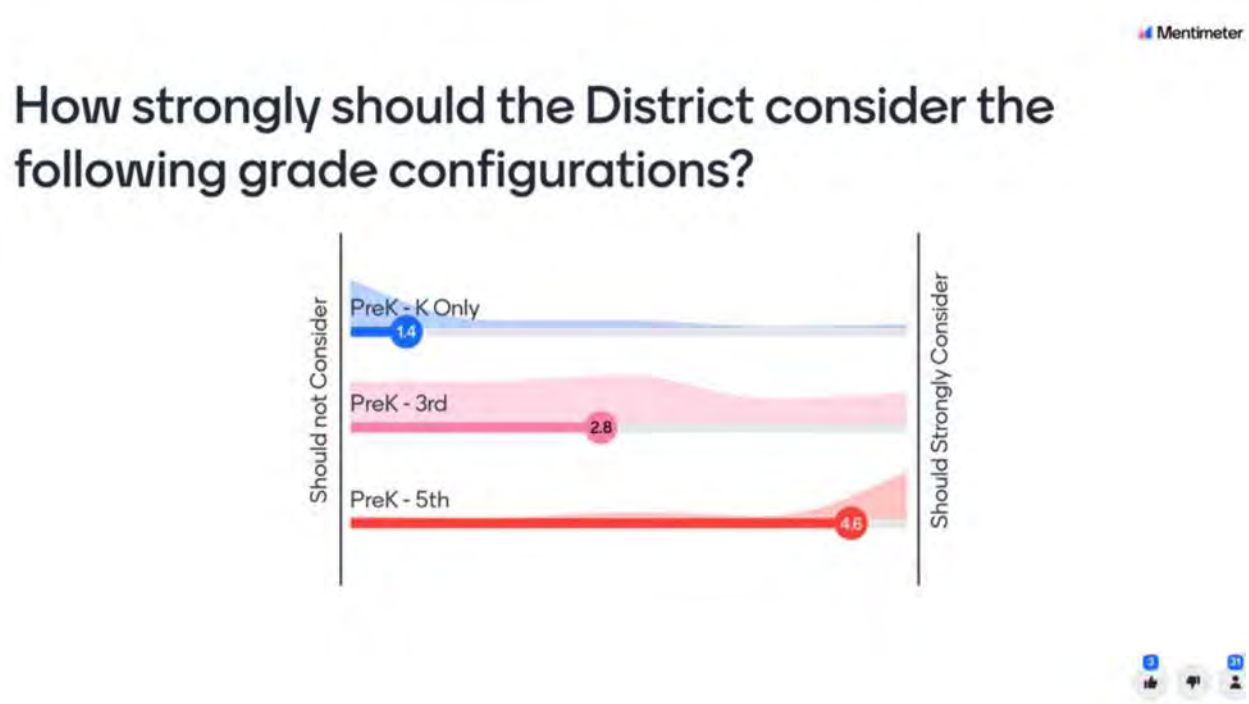
- Library, gymnasium, playgrounds [can be shared] with distinctive areas for age groups

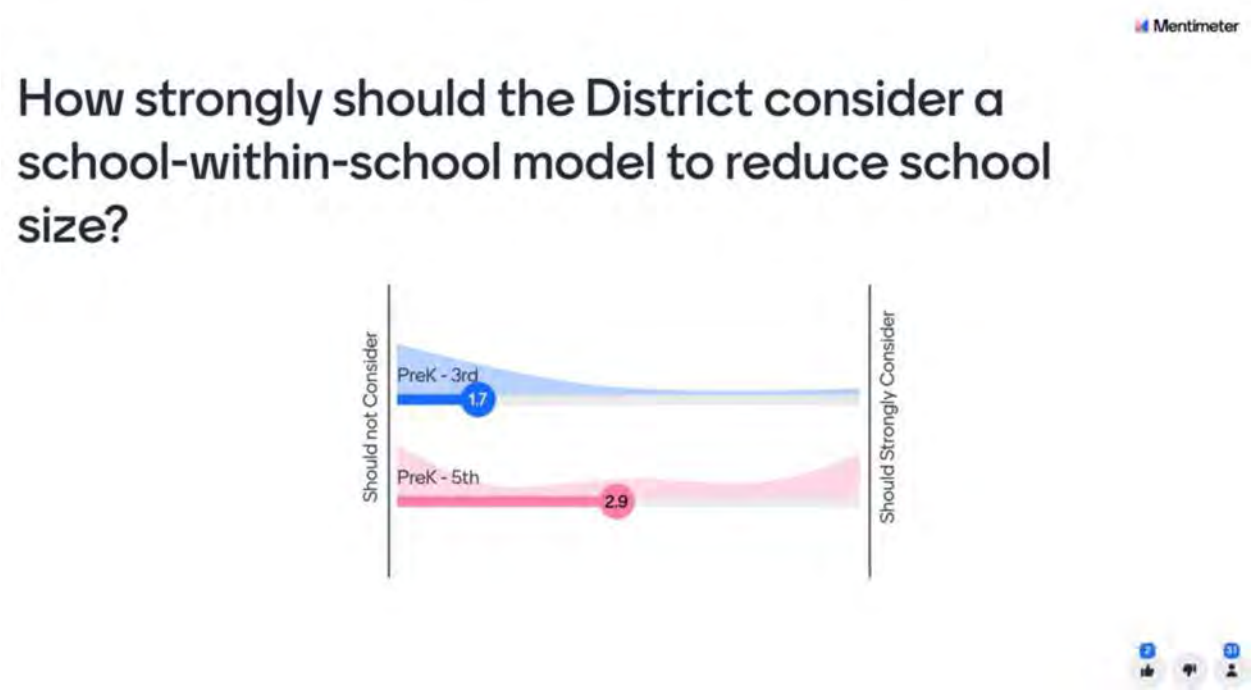
Evening Group 5

- Bathrooms, maybe hallways cafeteria (at the same time, anyway) [can be shared]
- Cafeteria seems challenging in terms of having enough time in the day to feed everyone

Mentimeter Prompts Activity

D+W concluded visioning session number one with a sequence of Mentimeter prompts regarding the District-wide issues discussed.





What other ideas, concerns, or topics should the District consider for this project?

- Revisit length of Kindergarten day
- A central Pre k building —
- District wide PK potential as part of this project
- The importance of peer school visits to understand the possibilities
- Is there a cap in the budget that the Town of Wilmington leadership will support?
- Universal PreK implications (2)
- Does our current agreement with MSBA require us to keep Pre-K in the plan because it is part of Wildwood? Can we consider a district Pre-k without having to start over and reapply.?
- Future schools to be built
- Location traffic organizational structures parity
- Length of school day when consolidating prek-3 and prek-5.
- Creating a sense of community and collaboration throughout the whole school despite grade or age.
- Accessibility
- How to increase community trust in the school administration
- Switching a building at a later time to be a district wide early childhood center (2)
- Budget of school renovation or building
- Campus with separate schools for age bands

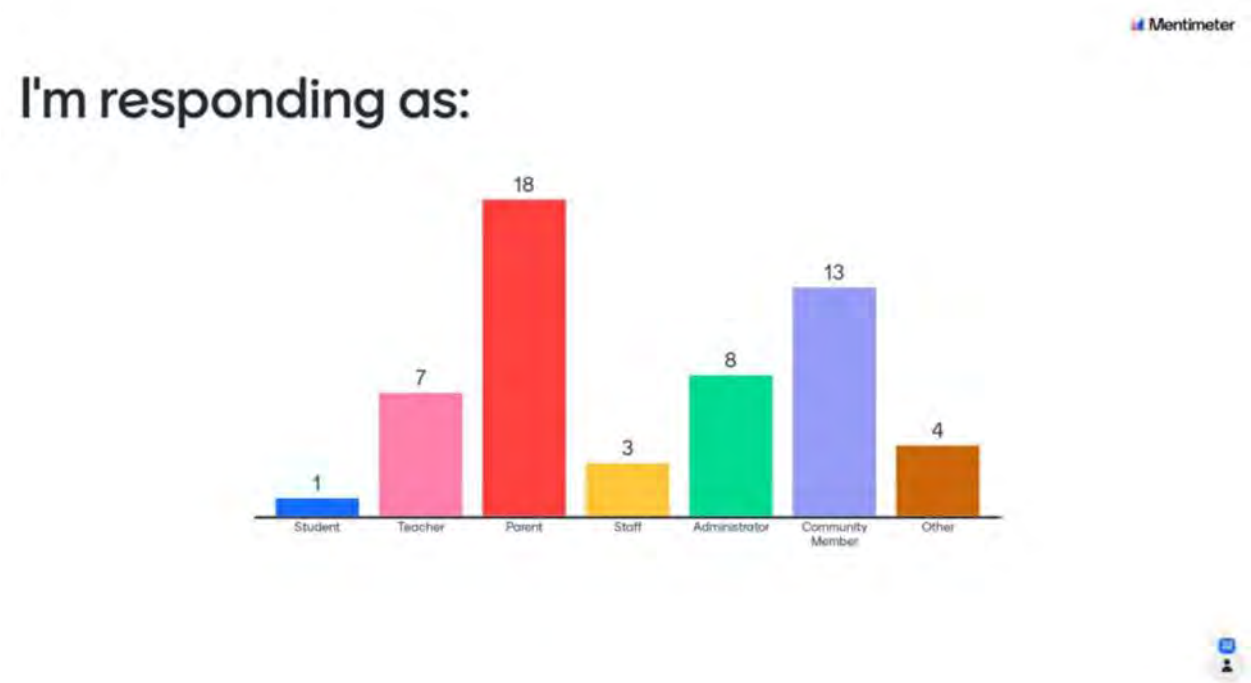
- Developmental stages by experts in the field should determine school structure.
- Parking; adequate space; traffic!!!
- Strong leadership of consolidation
- Structures that support opportunities for curricular alignment, vertical integration, student mentorship, and teacher PD
- Setting school leaders up for success with cohorts or age groups
- dismissals/entrances for each grade/section

VISIONING WORKSHIP #2 – Teaching and Learning

September 26, 2023

- Session #1 1:00 PM to 4:00 PM - Shriners Auditorium, Hybrid Format
- Session #2 6:30 PM to 9:30 PM - Shriners Auditorium, Hybrid Format

Visioning Workshop #2 focused on teaching and learning issues in Wilmington, specifically what's changing in education, how next generation facilities support evolving and emerging teaching and learning practices, and Wilmington's vision for teaching and learning for the future. The workshop was formatted into two identical, but independent sessions on the same day. Thirty-nine participants across both sessions self-identified which demographic groups they represented.



Agenda

- Introductions, Tools, and Norms
- Summary of Visioning Session #1
- What's Changing in Education – Anticipating the Future
- School Exemplars – What Could Be
- The Learning Experience – Design Patterns Exercise
- Key Take-aways

Introductions, Tools, And Norms

Participants were introduced to the District's Leadership Team, the Design Team, and members of town leadership. Jason Boone from Dore + Whittier Architects severed as the primary facilitator of the workshop. Members from Dore + Whittier Architects and members from SMMA served as table facilitators.

To provide remote access, Microsoft Teams was used. All participants, regardless of whether they were in-person or remote, used a personal computing device and the digital platform to communicate their thoughts and responses to the prompts. The goal, which based on feedback appeared to be effective, was to allow everyone to have the same experience.

Mentimeter, a digital polling platform, was used for some of the activities. Mentimeter captured individual responses to critical prompts during several activities. Both in-peron and remote participants had simultaneous access to these prompts and everyone's responses in real-time.

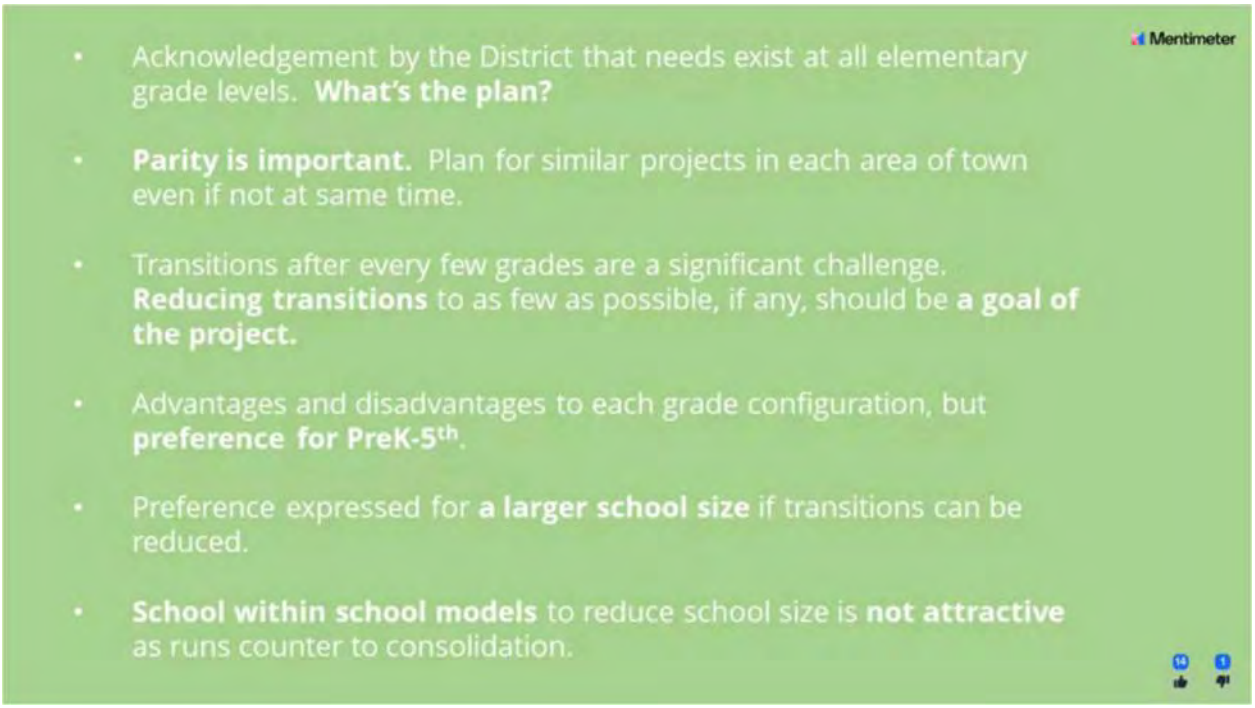
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This agenda item invited participants to respond as individuals to three prompts, one of which was demographic in nature and has been communicated in the chart above. The second two prompts focused on participants' high-level vision and their considerations for the project. Results for each prompt are provided below.

Summary of Visioning Session #1

D+W processed the outcomes of visioning session one and reported their findings to participants and invited them to provide feedback about whether or not the Design Team had synthesized their work products correctly. With one exception, participants agreed with the Design Team's summary of the outcomes.



The final bullet regarding school-within-school models turned out not to be universally held. Instead, participants shared that a more nuanced view may be more accurate. While no consensus existed about whether or not school-within-school models were attractive strategies, there was agreement that the Design Team should pursue design strategies to allow these models to exist or not. And, that careful zoning of the project into developmentally appropriate grade groupings to create the small school feel was more universally accepted. More discussion around these spatial relationships occurred and are discussed in the visioning three narratives below.

What's Changing in Education? Anticipating the Future.

D+W began this segment of visioning session two by anecdotally polling participants about whether or not the education has changed since Wilmington's schools first opened. Most agreed that the educational experience had changed, expectations for student performance have changed, and that students themselves and their needs have changed. Jason Boone then lead participants through a series of prompts to delve deeper into what these changes might be and how they might impact the future.

What has changed education since Wildwood first opened (1955) and how?

- Social emotional needs
- Technology (12)
- Social media
- The internet -- and everything requiring electric
- Class sizes have grown (2)
- Inclusion sped model
- Independent learning over stand and deliver
- Federal and state laws regarding Special Education
- Inclusiveness
- Climate change/global warming
- SEL needs
- Accessibility needs
- Political influence on schools
- Artificial intelligence
- Diversity
- Understanding of neurodiversity
- Philosophy of teaching
- Multiple learning style theory
- Climate change (and/or our ability to tolerate extreme temps)
- Group learning/problem solving
- DEI
- Access to information
- Pedagogy
- Special education has become more prevalent while back in the earlier years students were considered problem children
- Idea of flexible learning spaces
- Active vs passive students as learners
- Inclusive practices
- Various learning styles
- Amount of content to teach
- Socio-economic composition of the population
- Non-teaching aspects of school (meals, counseling, etc)
- Covid
- Different needs for preparing students for the future - work force - being a citizen
- Acknowledgement that Learning is not just done in the "classroom"
- Universal design
- Politics
- Teacher shortages
- Political influence on Ed policy
- electronics
- Covid
- Drastic shifts in technology
- Class size
- Social Emotional needs
- changes in discipline
- Inclusive Practices
- Special education
- SEL, diverse needs
- High population on North side of town
- Teaching methods
- Distrust in schools/ teachers
- Expectations of education
- How students are taught
- Recognition of sensory needs
- Neurodiverse learning
- Social emotional needs
- Accessibility
- The role of education as personal growth, in addition to academic attainment
- Behavior needs

- "Standardized testing
- Mental Health needs
- Increased EL needs"
- Covid
- Small group
- Increase in class sizes for younger grades
- The children and how their brains function around technology and learning
- Learning design
- Attention levels of children, how they connect with each other
- Cultural shifts in childhood (independence, 'helicopter' parenting, tablets, lack of free play time)
- Discovery of needs and childhood stages, such as developmental age and the beginning of social interaction.
- Many more special education students
- Emotional needs of the children
- Behaviors
- How teachers and schools communicate with parents
- Expectations/scheduling
- Learning expectations of young children
- Assumptions about what is being taught b/c of what the media is saying (mistrust by families/caregivers) & politics!
- Inclusiveness
- Sensory needs
- Special education regulations and the types of students who attend district schools vs in the 50s
- Diversity of population, broader understanding of learning and teaching styles, better understanding of social-emotional needs of children, advances in curriculum
- Recognized value in flexible collaborative spaces
- Community structure
- The rates of children with spectrum disorders and special needs has increased so the classroom needs to be accommodating
- Expectation by the community of schools needing to meet all societal needs
- Added initiatives and programs
- trauma
- Politics have become a much larger part of the education environment
- Tailored individual student experience
- Security. Responses to bullying internally and external physical threats
- ADHD Awareness
- Schools often have to fight to maintain a working budget that makes their school easy to run
- Budget
- Access to resources
- Budget
- The role of AI and Internet
- 1:1 devices and to what extent they enhance or distract learning
- Teacher shortage
- When they can research and learn about their interests

What internal and external forces are influencing changes to education right now?

- Politics
- Politics
- Technology
- Technology - AI
- Political influence on curriculum
- Social media
- Budget
- Politics
- Budgets
- Remnants of covid
- Politics
- Impacts of COVID still
- Social media
- More low income housing being built/increasing socio-economic divide
- Budgets
- Covid recovery
- Teacher shortages
- Shifting workforce
- Political influence on Ed policy
- Older buildings
- Staffing
- Book bans
- High levels of students experiencing trauma
- AI
- English as a second language student - the importance of bilingual/multilingual abilities
- Metaverse
- Inflation
- Budgeting
- Public Safety - how to safely bring the outside world in
- “Best practices”
- Research about effective teaching and learning
- Individual needs
- Impact from town population
- Social issues
- Anxiety
- Social Media and media in general
- Individual needs
- Decrease in population
- Budget
- Technology
- Data
- Public safety
- Trauma
- New curriculum based in more recent research
- Funding vs student need
- Public safety
- Safety
- Trauma
- Teacher shortage
- Trauma
- Social media is influencing the way parents perceive school systems
- Changing town demographics
- Social media, peer pressure, politics, video games, AI
- Making sure students are college and career ready!
- Changes in influences at a young age.
- Trauma
- Trauma
- Political influence is determining budgets

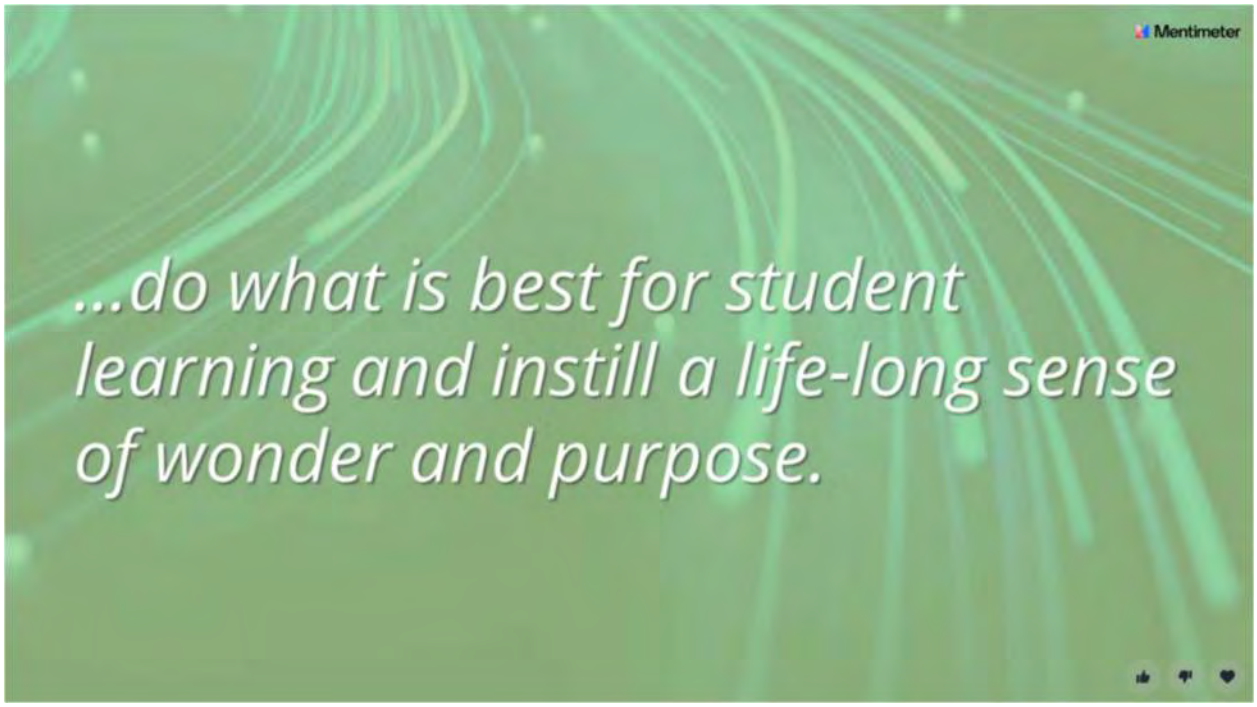
- 1:1 devices and to what extent they enhance or distract from learning
- Trauma
- The role of AI in teaching and learning
- Student anxiety
- The role of AI in teaching and learning
- Teachers are teaching MUCH more than simply academics
- Home stress
- Competing fiscal factors within the town
- Broken Homes
- Time
- Teachers can get overwhelmed by the number of needs in the classroom making it difficult to find teaching time
- IEPs
- Further neurological research
- Technology
- furthering technology or limits on it

What internal and external forces are influencing changes to education right now?

- Technology
- Population changes
- Funding
- Climate change
- Continued linguistic/cultural diversity
- Technology
- Climate change
- Technology/AI
- Technological advancements we can't predict
- Metaverse
- Teacher wages
- Safety
- School safety concerns
- Public Safety - and how to safely bring the outside in
- Budget
- School safety
- Immigration
- Politics
- Politics
- Artificial intelligence
- Careers/vocations
- Technology
- Expectations of schools
- Teacher salary
- advancements in childhood psychology, teaching methods, and needs
- Teachers staying in the field
- High school graduates post grad plans
- Cultural changes
- Parents and their views on limiting how their child should be educated
- Staffing
- Fiscal issues
- Fiscal issues
- Increased social stress
- Increased social stress
- Increased social stress
- Unexpected needs of students
- Increased social stress
- Increased stress
- Furthering technology

- Societal unrest
- Technology
- Increasingly diverse needs of the student population
- AI
- Climate change
- Funding for public education will influence how it is shaped in the future
- What is means to prepare students
- Challenges of local budgets supporting education
- Will we have enough educators?
- Parents
- How to prepare students
- The economy and costs of building and construction will influence what the education environment will look like
- Budget
- Budget
- Budget
- Budget

D+W followed these prompts with a guiding principle from another district related to that district's vision for the future of education.



Most Wilmington participants believed this to be a worthy goal for the educational experience of students. D+W invited participants to respond to several prompts related to this idea.

Where does the child thrive? When is the wonder and sense of purpose most active? Why?

- Imagination and play
- Hands-on/experimental experiences
- Early childhood
- High interest activities
- Music and art
- Trying to make sense of things that interest them
- Peer work
- Arts
- Hands on experience.
- When they are hands on learning
- Creating stories
- During play
- Seeing cause & effect (experiments, etc)
- Science, explanations for fears
- When both challenged and supported
- When feeling supported, loved and safe.
- Learning through play
- Where they can make mistakes
- Environments that embrace growth mindset / safe to make mistakes
- Having accommodations that allow them to succeed
- When you allow students to choose how to share their knowledge in different ways
- Group work
- Where they feel safe
- Hands on
- Multi-sensory approach
- When they feel safe physically and emotionally
- Inquiry based
- Playing games
- outside and experiencing the world
- Independent exploration with structured guidelines
- Play
- When they get choice with their learning... making it interactive yet purposeful
- Areas that are of high interest, play to their strengths
- Natural play
- Safe and loving and compassionate environment
- Student voice and choice
- Comfortable/attainable struggle
- Where they feel safe, supported and can make independent choices
- When receiving positive feedback and influence
- Open ended questions
- Hands on learning
- PBL
- When it's a hands on activity
- Reading about a topic of interest
- When there is freedom to allow curiosity to wander and lead the child
- When they are not in the panic zone or the comfort zone, but “just right” zone
- Involved in learning that they connect with
- Children thrive mostly in the ages of 6-10. This is the time they are developing and learning rapidly about everything around them

while also being limited in some ways.
- When the child is free to explore and discover without a set of rigid parameters to control behavior.
- In an environment of mutual trust and respect
- Where they feel confident in taking risks
- Thrives when they feel safe
- Elevated expectations and safety to try
- During unstructured play time
- Connecting learning to life - understanding the how and why
- When they are comfortable
- Independence
- An environment that fosters relationships and makes it easy to form these
- When they receive positive feedback and encouragement to explore
- If they feel like they belong and are part of the community they do better in my opinion

What are the greatest strengths of the child? Why?

- Resilience
- Creativity
- Curiosity
- Resilience
- Optimism
- Resilience
- Imagination
- The power of yet / belief in their own potential
- Empathy/capacity to feel
- Problem solving
- Innocence
- Imagination
- Inquiry
- Flexibility
- Resilience
- Ability to think
- Resilience
- Uninhibited
- Open mindedness
- Endless energy
- Empathy
- No preconceptions - nothing is impossible until they try it again and again
- Positivity
- Expectation for change
- Humor
- Their ability to question - everything
- Curiosity
- Creativity
- Flexibility
- Honesty
- Acceptance
- expression
- Curiosity
- Flexibility
- Observance
- Resiliency
- Humor
- Engagement
- Leader
- Resilience
- Playfulness

- Innocence
- Wanting to learn and succeed
- Meeting them where they are and helping to move them forward on their learning
- Curiosity
- Resiliency
- open mindset
- Brains are still developing and can learn!
- Sensitivity
- Curiosity and asking why/why not to everything
- Perspective
- Creativity, ability to learn, and social interaction
- Constant observation
- Compassion
- Innocence
- Neuroplasticity
- Open-minded
- Innocence
- Resilient
- Kind nature
- Joy
- Ability to try and overcome obstacles
- Open minded
- Wonder
- their endless potential
- Flexible
- Risk-takers
- Innovation
- Kindness

What are the greatest challenges for the child?

- Executive functioning
- Emotion regulation
- Staying on target
- Language
- Fitting in
- Lack of opportunities for organic movement / brain breaks
- Anxiety / feeling overwhelmed
- Academic loss from COVID
- Keeping up/completing tasks due to perfectionism
- Social media
- Staying focused
- Relationships
- Adults thinking they know what's best
- Attention
- Anxiety
- Anxiety
- Self advocacy
- Anxiety
- Instances of feeling things are unfair
- Anxiety
- Too many structured activities
- Apathy
- New environments
- Too many transitions / inconsistencies
- Sense of belonging
- Few places to be kids
- Not enough physical activity
- Support in the classroom
- Adults
- Expression
- Developmental delays
- Inconsistencies
- Fear
- Artificial limits
- Boundaries

- Peer pressure
- Fear
- discouragement
- Not enough time to explore
- Being understood as a person
- Being afraid to be different
- The expectations of others
- Not being big enough or old enough to do what they want to do
- Pressure to not fail
- Barriers are high stakes testing, limited resources, and financial implications
- Competition with others
- The newness of everything
- Instability
- Worrying about making a mistake
- Confidence
- Social media
- Social media
- Social media
- Outside negative influences
- Not being first
- Being allowed to be assertive
- Lack of control over their lives
- Pressure to be something/someone they may not want to be
- Worrying
- Failing
- Fear
- Self confidence
- Not having enough play time with family or friends
- Parents
- Knowledgeable

Where and when does the educator thrive? Why?

- Time and space for collaboration
- When they have the resources they need to be successful
- Proximity and time for collaboration / team teaching
- When there is room for creativity in lessons
- Time to prep
- When they are treated as professionals
- Built in support and colleagues in like positions
- Feeling validated and supported
- Having all the tools they need available
- Seeing the impact
- Professional development that supports individual needs/interests
- Ability to collaborate and learn
- In a space that is flexible
- Being Supported
- Collaboration time
- Time and space for professional development and learning
- When they can teach and adapt based on their class needs
- When they are supported
- Freedom to be flexible based on their needs and needs of the class
- When they are asked for their feedback and input
- Time
- Validating feedback
- Spaces that are designed for, not just allow for, for hands on learning
- Parent support

- When they are supported and valued for the Shepard's of the future that they are
- Collaboration
- Feel respected
- Being supported and valued in their role
- When the work in a positive environment
- Collaboration
- Trusted by admin and parents
- Supported
- Appreciation
- When they are supported..... with materials, space, etc
- Being fairly compensated
- Support
- In a positive environment with both structure and autonomy
- When given support
- When supported and connected with others
- When given the correct tools/support
- When they are passionate about who and what they teach
- When they have autonomy and teacher voice in their teaching.
- When they are supported by parents and administrators
- Supported settings, with necessary resources
- Sectioned with smaller amounts of kids; can give each one personal attention
- Opportunities to grow
- Supported- monetarily, by the ‘village’ of families and admin
- Two-way street: with learners who are thriving!
- Opportunities for professional development
- Work spaces that are comfortable and well maintained
- In a collaborative, supportive community
- When given the freedom to showcase their craft
- When heard
- When they are supported by parents and administrators
- Access to resources
- When supported by peers, administrators, parents
- Having admin visibility
- When they are given the tools required to teach successfully
- With smaller class sizes
- Support from parents
- When they are recognized for their efforts
- When they feel that their expertise and skills are valued
- Opportunities to grow
- When they have a clean and safe place to go to work to and have the resources to do their job.
- Having Professional Learning communities
- When valued and knowledgeable
- When they feel effective with students
- Opportunities to share skills
- When they teach using their strengths and don’t have to conform to a certain teaching model
- When they feel valued

What are the greatest strengths of the educator?

- Patience
- Passion
- Dedication
- Dedication to their students
- Multitasking
- Time management
- Commitment
- Multitasking
- Knowledge of student development theory
- Compassion
- Resilience
- Eagerness
- Humor
- Compassion
- Perseverance
- Empathy
- Multitasking
- Care for students above all the challenges
- Empathetic
- Rooting for students
- Patience
- Empathy
- Understanding of the needs of students and classrooms
- Ability to identify unique needs of individuals
- Developmental relationships with students
- Desire to keep getting better
- Understanding of how students Learn
- Patience
- Cope with lack of funding and resources
- Tailoring styles to differences in individual students
- Their deep understanding of the needs of the students
- Patience
- Resilience
- They care!
- Creativity
- Resilience
- Compassion
- Compassion
- Compassion
- Love for the job
- Problem solving
- Differentiation
- Empathy
- Compassion
- Care for the children
- Passion
- Caring for their students
- Dedicated
- Psychology
- Acceptance
- Think on their feet
- Willingness to always learn something new
- Creative
- Motivated
- Wears many hats
- Communication
- Flexibility
- Adaptable
- Optimistic
- They can have a very positive influence over many children’s lives and decisions
- Compassion
- Compassion
- They have influence over children in ways parents often do not
- Never giving up

- Safety net for students
- Flexible
- Dedication & perseverance
- Communicative and team approach with families
- Collaborative with peers
- Problem solver
- Their passion
- Firm but supportive style - holding students accountable but in a positive environment
- Acknowledgement of efforts
- Love of learning
- Adaptation
- Putting others first
- Prioritizing the needs of the child and often masking their challenges
- Bureaucracy
- Inadequate resources
- Class population

What are the greatest challenges for the educator?

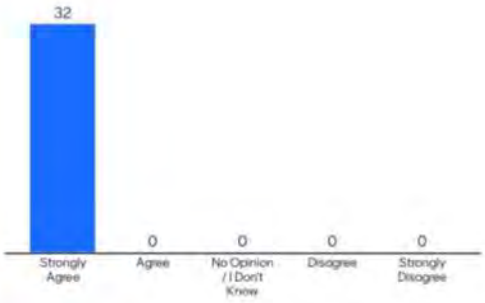
- The congestion of extra work not pertinent to their roles
- Much to do with very little time
- Insufficient funds
- Time
- Class sizes
- Testing
- Time constraints
- Funding
- Class size with diverse needs
- Constant initiative changes
- Parents that provide contradictory learning
- Diversity of learners in a classroom
- Testing
- Learning styles
- Testing requirements
- Lots of resources but not enough prioritization or time to implement
- Work within budget constraints
- Staying current
- Support
- Being able to manage different personalities
- Class size
- Poor compensation
- Inconsistent rules at home and school
- Lack of time
- Access to support for student needs
- Teaching to multiple levels of students
- Lack of resources
- Parent pushback/ lack of support
- Concern for public perception
- Need to personalize learning
- Expected to do too many roles - counselor, accommodations expert, behaviorist, SEL expert, content area expert, etc
- Accommodations for such a wide variety of student needs (and keeping it all straight)
- Time
- Bureaucracy
- $$$
- Shortened attention spans of students
- Standards
- Low pay
- Time
- Time

- Time
- Parents
- Parents
- Disrespect
- Time
- Time
- Parent interference
- Not being supported
- Time for collaboration
- Not enough time
- Time and energy
- Meeting the huge range of student need in one classroom
- Feeling unheard
- Testing constraints
- Self care
- Wearing multiple hats simultaneously
- Less and less support with increasing class sizes
- Lack of ability to work collaboratively
- Budget limitations
- Large class size
- having a large number of kids in one classroom
- Classroom sizes and not being able to give as much 1:1 attention as she would like
- "Being expected to do it all.
- Curriculum, SEL, manners, behavioral"
- Budget and lack of resources
- Lack of trust from community
- Inadequate work spaces
- Inadequate work spaces
- Inadequate work spaces
- Inadequate work spaces
- Inadequate work spaces
- Support with students w/ increasing needs
- Inadequate work spaces
- Teaching for a test
- The congestion of extra work not pertinent to their roles
- The time needed to differentiate curriculum to fit the students needs
- Competing for student attention
- Bureaucracy
- Behavior
- Getting negative feedback on social media that does not tell the whole story
- Schedule
- Lack of support or outright hostility from community
- Insufficient funds
- Spaces for services
- Support for student needs
- Lack of adequate facilities and technologies/resources

D+W finalized this portion of the agenda by probing how responses impact the building project by inviting participants to respond to four additional prompts.

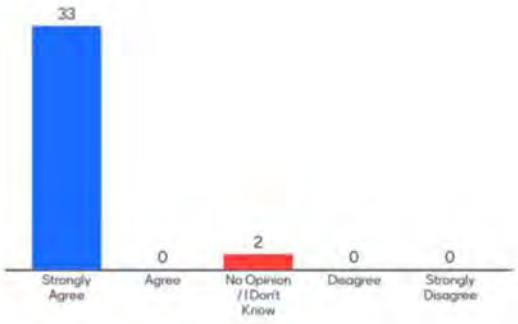
Mentimeter

Our school project should include and/or mimic the places where students and educators thrive.



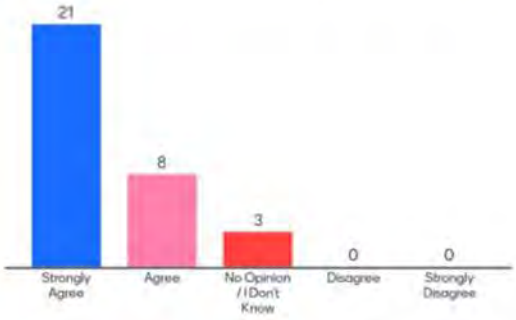
Mentimeter

Our school project should be designed to leverage and celebrate the strengths of students and educators.



Mentimeter

Our school project should be designed to minimize the challenges facing students and educators and enable them to overcome those challenges.



Mentimeter

The District should consider changes to the following to improve the student and/or the educator experience.



School Exemplars – What Could Be

One of the key findings of the teaching and learning activities was that students and educators are different now compared to students and educators in 1955. Their needs are different. Their strengths and challenges are different. And, how and where they thrive has changed. It was agreed, then, that the facilities necessary to support education now and into the future also needs to be different.

The next set of activities exposed participants to four exemplary school facilities via short documentary videos and invited them to identify, as individuals, those elements or features that struck them as exciting, interesting, or valuable for their project.

Pathfinder Kindergarten Center - | DLR Group – Everett, WA

- Sinks to wash hands in lunch room
- Heated floors, adjacency to other areas
- Love the flow of the areas to minimize transition time as well as the way finding
- Openness of the areas
- Proximity of spaces and reduction in transition time
- Shortened transition times between activities
- Heated floors, large rooms with space for service providers to push in
- Customized colors/mascots to delineate belonging
- Clear open spaces
- Easy access from classrooms to lunch to recess
- Specialists pushing in rather than pulling out of classrooms (I think I heard that?)
- Colors - wayfinding
- Using the sense, such as heated floors and colors or shapes. Feeling like a home
- The intentionality of all the spaces
- Staff surveys
- Transition time decreased… want to learn more about that
- Felt very open
- Multiple smaller lunch rooms seems a bit much
- Empowering kids and reducing anxiety = setting them up to love school
- Right sized, thoughtful design
- I didn't see a gymnasium
- Minimizing transitions
- Shorter transitions
- Pods
- Heated floors!?
- Separate lunch periods for students who may need it in a smaller group.
- Colors, textures, and images throughout the school
- How much the school was built for children - colors, textures, ease of knowing the spaces, comfort
- Pod concept, intentional child focused design
- Bright with lots of natural light
- Activity inside and outside in their learning experiences
- Heated floors for younger children is a great idea

- Tactile textures, color coded areas
- Age appropriate sizing
- Color coding
- Natural light
- Close to space outside the classroom
- That the children felt empowered by things being a size that fit them so they could be independent
- Pod spaces with a symbol
- Smaller shared spaces
- Inviting spaces
- Segmented spaces (cafeteria)
- That play scape was beautiful and very well maintained!
- Colors and friendly interactive attributes as wayfinding
- Embrace sense of wonder. Multi-sensory aspects, reduce transitions, pod culture... sense of belonging and sized appropriately.
- Age/size appropriate setting-built for children
- Spaces specifically designed for the students who would be using it, heated floors, colorful, seamless transitions-students are higher achieving
- Looked like a vibrant space inside and out
- Easing and minimizing transitions
- Large classroom with sinks
- Lots of things that bring comfort to kids - natural lighting, flexible seating, appropriately sized features
- Color scheme that helped students know they are in the right place
- " Get down to their level to see their needs" for planning
- Students and staff appeared very happy.
- Bright, airy spaces, cleanliness
- Way to associate the different spaces for children
- The general atmosphere
- Built age appropriate
- High achieving students when the school opened
- Isn't it obvious this is what we should be doing?
- Half walls
- Students directing and being in charge of/managing their own learning -- encourages initiative, self-awareness, self-monitoring.
- Safety concerns
- Many hands make for lighter work, this concept supports that for sure

South Melbourne Primary School | Hayball – Melbourne, Australia

- No fences
- Open areas with spaces geared for specific activities
- Open, lots of glass. Wonder about security impacts?
- Large classrooms with flexible spaces-
- Thoughtful design of space open to parents/community vs dedicated learner space
- Some open areas
- Community invited in, especially student families
- Ability to pair students based on complementary or similar needs
- Lots of stairs and levels. Ada issues? Saw little technology. Reminded me of the old California concept classrooms we had to renovate out of some buildings

- Looks like the Design 39 campus in San Diego
- Community spaces built in
- Groups of 75/150 students assigned to space - belonging
- Group of teachers working together with a group of students
- Interested to hear about noise/ distractions. Lovely idea and space but I wonder how to provide structure for young learners
- Concerned layout would restrict access to building for some students
- Combination of community and business
- Community being able to flow in and out of the building
- Curious about impact on special needs students
- Planning spaces for tye types of activity you expect
- Space and furniture both chosen for specific 10 learner activities
- Community access is very different than Wilmington l. Would love to implement more of this
- Modern design
- Lack of safety?
- Integrated with community
- Accessibility issues?
- Community spaces brought into the building
- Half walls
- Modern yet student friendly
- Welcome families INTO the school
- Integration of the community
- Variety of learning spaces
- Furniture is all set up to meet the needs of students.
- Looks like a home!
- Small group area
- Accessibility problems
- Stairs are nice, but seems exclusionary as in not accessible to all students
- Innovative building
- Alternative lunch seating
- Learning focused not teaching focused
- Smaller footprint but designed efficiently
- Flexibility looked great, parent walk-in drop off allows for more interactions - meeting friends parents, outside the box approach to education
- I can see how the lack of traditional walls and classrooms might compliment children who also lack artificial boundaries
- Spaces designed deliberately
- Families welcome
- Way too culturally different. The vertical design is fine but I feel like open space learning with younger students might be distracting
- More teacher collaboration
- Seems like a logistical nightmare, but if Bluey is doing it sign me up
- “One stop shop for families with children”
- Love the idea of 75 kids split between 3 adults with flexible grouping. But concerned that 25 kids in one class is way too many with SEL and behavior needs.
- Ability to cater to different learning styles and settings and adapt with kids
- Open concept and lots of movement for children, less constraints on learning space
- Looked very sterile
- Slide
- So much student involvement

- Treehouse
- a lot of student voice in that design
- Community
- Sensory seating
- Made nature a part of the building
- Fun, active learning environment
- Reading nooks/pods
- Included children's voices in design
- Student input
- School is integrated into the environment
- Parts of the architecture enhanced the learning experience

Trillium Creek Elementary School | Dull Olsen Weeks & IBI Group – West Linn, OR

- Movement / play structures within learning spaces
- Love the tie to nature. Is that possible here?
- Looks fun but not accessible to all students
- How they integrated play with learning
- Input from kids
- I love all of this. The library is amazing! Bean bags, indoor play area!
- Nature is brought into the building
- Incorporation of sustainable energy to support the building and learning
- Nature. Learning outside
- Unstructured time and spaces for students to engage independently
- Playground inside library
- Internal spaces for students to read
- Small group/breakout space with glass/visual connection
- Places for kids. Treehouse In library
- Special moments/places that are for and by the kids
- Library was engaging
- Library space is wonderful
- Exciting locations to read, have quiet time, etc
- Kids engaged in the planning - are we doing that in this process?
- Campus feel. Love having outdoor space as an additional learning area
- Student voice visible in final production design
- Classroom space great
- Love the reading nooks
- Making library central which reflects its role in education
- Immense outdoor space to take class outside and leverage the surroundings for learning
- Sustainability- critical to future buildings - are we planning for a zero fossil fuel future?
- Outdoor space
- Outdoor learning
- Windows/ natural light
- All of it! I love it
- Sustainability focus
- Children designed
- Treehouse idea is fabulous
- The library is incredible, so inviting, fun, vibrant. A place kids would want to be.
- Book nooks
- Kid collaboration.
- "Sustainability coordinator" - actual position
- Took ideas from the children about what would make them comfortable
- When students have input into the space in which they learn, they own a piece of it and I have to imagine that

improves student engagement in learning
- A lot of student voice in the design
- Different shape of room designs
- High ceilings
- The library was amazing…it looked like an indoor playground.
- I love the connection to nature and not stripping it away, but inviting it in
- So many nooks and small spaces
- Indoor play structure
- Loved the opportunity for student input into design
- The "oriole" windows that looked out on the trees
- Love how it gives every kid an opportunity to learn in their own way and make it exciting.
- Outdoor space incorporated
- Bringing nature inside--love this idea. Tons of research about the positive impact of green space on mental health
- Interactive learning
- That library! Whew! All those nooks and crannies!
- Connection to nature, natural light, open feel of common spaces
- Love EVERYTHING about this. The trees outside and options to extend learning space outdoors, the involvement of children in planning.
- "Captain of my own learning"
- Love the idea of nature included
- Indoor enclosed slide looks dangerous and disruptive to learning
- L shape classrooms
- Input from the students helped the designers come up with great ideas
- Colors are welcoming and shapes are great
- Natural light
- Learning is ACTIVE! Yes.
- I love the natural light from the ceilings and not windows.
- Lighting, foliage, and flowers
- kids seem happy
- Combination of outdoor and indoor learning spaces
- Interior/exterior learning environment
- A school that reflects the values of the community. I believe this should be a goal we strive for because we try very hard as a school district to engage the community and this is an opportunity for
- I really like the " teach with lights off", natural light. And again the option to use the outdoors as extended classroom space
- Standard of any school in the nation
- Spaces that excite children to be in will reduce school refusal and this is so problematic in schools right now

Wilkes Elementary School | Mahlum Architects – Bainbridge Island, WA

- Natural light
- Feels the most feasible to become a reality here versus the others
- Openness
- Emphasis on being able to get outside and access green space easily
- Like the natural light and outdoor spaces being used for more than recess
- Similar to first. Good time to nature and sunlight

- How the building fit into the natural landscape
- Letting the environment doing some of the heavy lifting of mental health needs
- Natural lighting
- Small group conference rooms
- Quiet areas and small group rooms
- Connection to nature and using both interior and exterior learning environments
- Natural lighting
- Easy access to the outdoors as available
- Outdoor space for learning
- Use of small spaces near classrooms to support all students
- I'm curious about how glass works with students that struggle with focus
- Seeing other groups and grades
- Flexibility in the learning environment to allow students to do different things or be in different spaces at the same time
- Independence for students
- Outdoor learning
- Environmental education
- Window seat
- Covered outdoor area
- Elements of play
- Connecting with the outside environment
- Natural light
- Focus on the environment not the building.
- They try and capture all the sunlight possible
- Natural lighting
- lots of sun a natural light
- sunlight and play areas
- Natural lighting
- Connection to environment, the one story building that molds to the surroundings
- Lots of natural light
- Appreciation for natural light
- “Layers of space”
- Natural light
- Outdoor learning space!!
- Little group room
- Natural connections to the environment
- Natural lighting
- Connected to the environment
- Spaces were versatile
- Gathering space for school community with an artist in residence, dancing/acting stories
- No real walls between classes - more transparent
- Versatile
- Environmentally conscious
- More accommodating to various needs in children
- Connections within the school to various groups
- Beautiful grounds—who maintains it?
- Outdoor Landscape but that has nothing to do with a funded school building
- Role of the site as well as play
- Outdoors was accessible
- Play!
- Having outdoor areas for learning
- Outdoor teaching practices
- Enjoying outdoors and fulfillment
- Building helps aid in differentiation
- Use of glass made learning more transparent
- Outdoor spaces

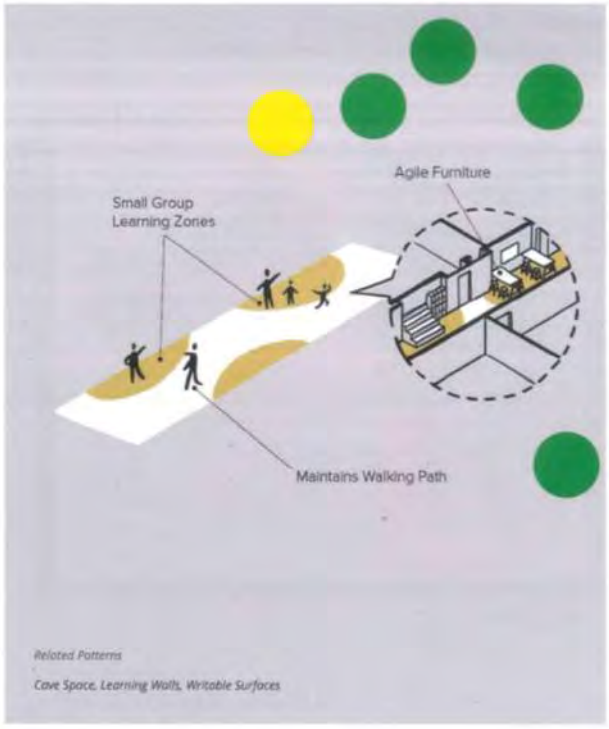
Learning Experiences – Design Patterns

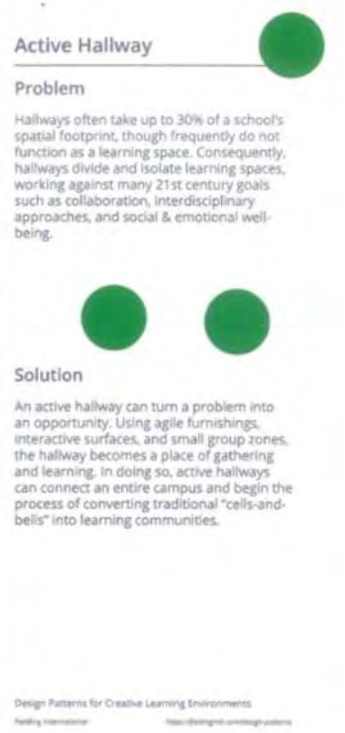
In the final activity of visioning session two, D+W shared the Design Patterns for Creative Learning Environments developed by Fielding International. These patterns are simple sketches, descriptions, and photographs of built spaces to help communicate the essence of how space and learning experiences work. Participants were invited to evaluate each of the seventy-two patterns for their relevance to Wilmington.



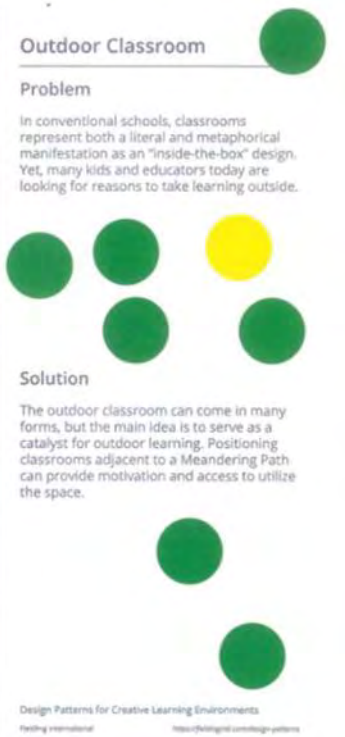
In-person participants had the choice to evaluate the patterns using physical tools (hard copies and colored stickers) or the Milanote platform. Remote participants only had access to the Milanote platform. Scans of the results of the activity are provided in the appendix. The images on the following pages represent the patterns deemed to have the highest priority and those deemed not appropriate for the project.

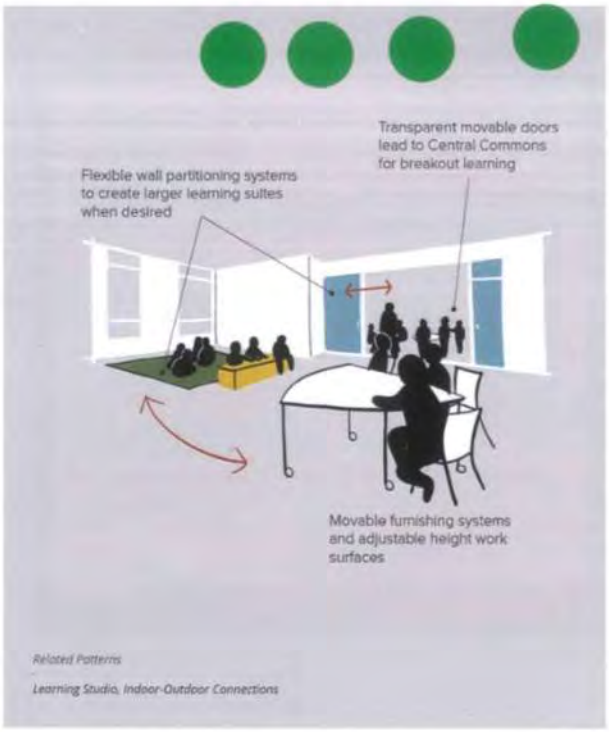
Most Appropriate Patterns











Agile Spaces

Problem

Schools often have a limited range of space types which include: standardized classrooms, specialized classrooms, and large multifunctional spaces (e.g. the gym/ cafetorium). When teaching styles were exclusively a lecture format, this worked well. However, pedagogy has evolved to inclusively accommodate multiple learning modalities.

Sol

In order to effectively do this, it's necessary to have a diverse range of environments that help support those modalities. This spatial agility can be achieved via three synergistic methods: adaptability (able to change throughout time), flexibility (able to change at any time), and variety (built-in diversity).

Design Patterns for Creative Learning Environments



Calming Retreat

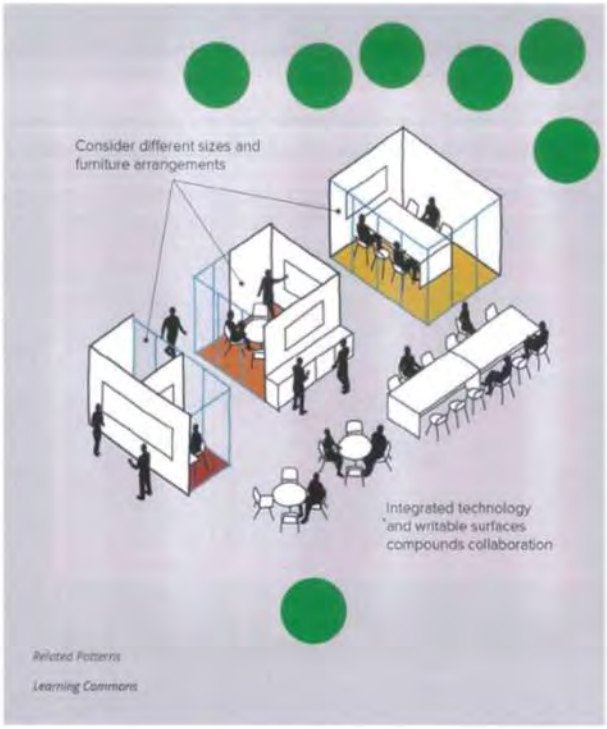
Problem

Spaces appropriate for SEL and self-regulation need to be made accessible. Whether for meditative reflection, guided self-regulation, or simple "brain breaks," these spaces serve as a resource for the school to build resilience and mindful practices.

Solution

Distribute dedicated spaces for individual reflection, mindfulness practices, and emotional regulation. Specific aspects of these types of spaces include the following: views to outside, comfortable seating for up to three people, space for personal movement, proximity to communal spaces for ease of access, and partitions for privacy and group activities.

Design Patterns for Creative Learning Environments



Small Group Rooms

Problem

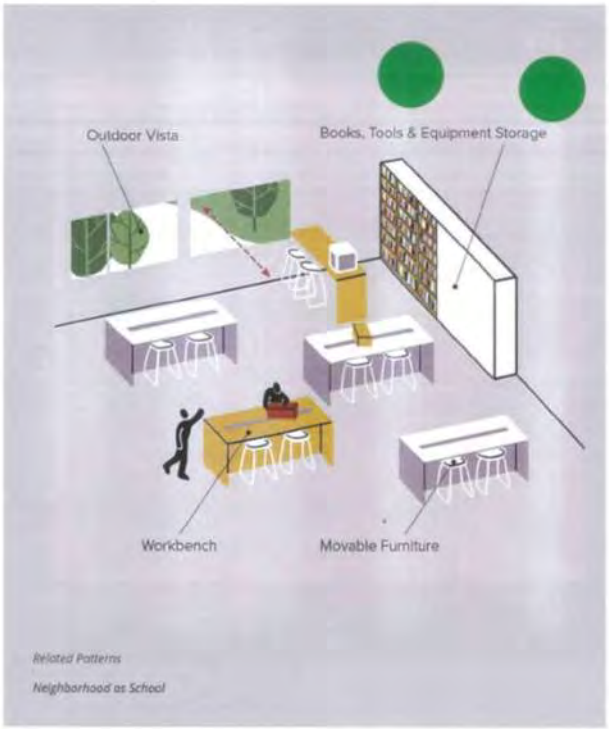
Conventional schools typically have very little variety in the type, size, and quality of spaces accessible to students. As such, students tend to spend much of their school day in large groups. When we ask young people around the world what types of spaces would help them learn, one of the most common responses centers around environments that allow for individuals and small groups to get away from the large group. Spaces that support more independent and reflective learning as well as more active, small group collaboration. Historically, the classroom model has severely limited students' access to spaces like this, which has major consequences not only on the ability to differentiate and personalize learning but also on measures of wellness and student agency.

Solution

Small group rooms allow individuals and small groups to gather in an acoustically isolated, physically separated space, naturally facilitating independent study and small-group collaborations.

Considering adjacency and transparency can ensure these are both functional and safe environments for kids

Design Patterns for Creative Learning Environments



STEAM Workshop

Problem

Hands-on learning is a hot topic that resonates with communities all over the world. Additionally, the disruption caused by the COVID-19 pandemic (e.g. the discontinuation of assessment through standardized testing due to challenges of administering tests remotely and students now learning at their own pace through blended learning models) has shed light on the opportunity for mastery-based learning to be incorporated into a school's organizational structure.

Solution

Mastery Workshops are customized, hands-on spaces where students and educators can work side-by-side to create connections between learning experiences and learning demonstration.

Design Patterns for Creative Learning Environments



Casual Eating Areas

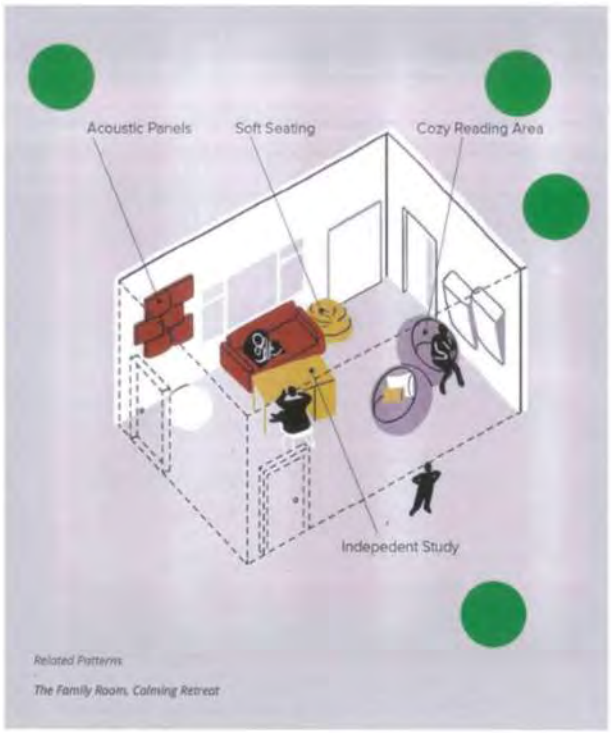
Problem

Across cultures and around the world, food brings people together around a shared ritual. However, large institutional cafeterias aren't designed with the eating experience in mind. Instead, they tend to be loud, crowded places that are designed to efficiently feed hundreds or even thousands of students in one confined space within a short timeframe.

Solution

Small casual eating areas distributed throughout a school can have a tremendous impact on a student's daily experience. By embedding eating areas within each learning community, students would have more autonomy over when, how, and where they eat and can provide them with a cozy, welcoming place to gather. Just as coffee shops are popular places to work, when not being used for eating, these casual spaces can also be ideal workspaces for both individuals and small groups.

Design Patterns for Creative Learning Environments



Student Lounge

Problem

Mental health and holistic wellness have significant impacts on student success. Research has shown that an increase of restorative wellness within schools can significantly increase attendance rates, benefit academic achievement, increase graduation rates, and lower rates of suspension.

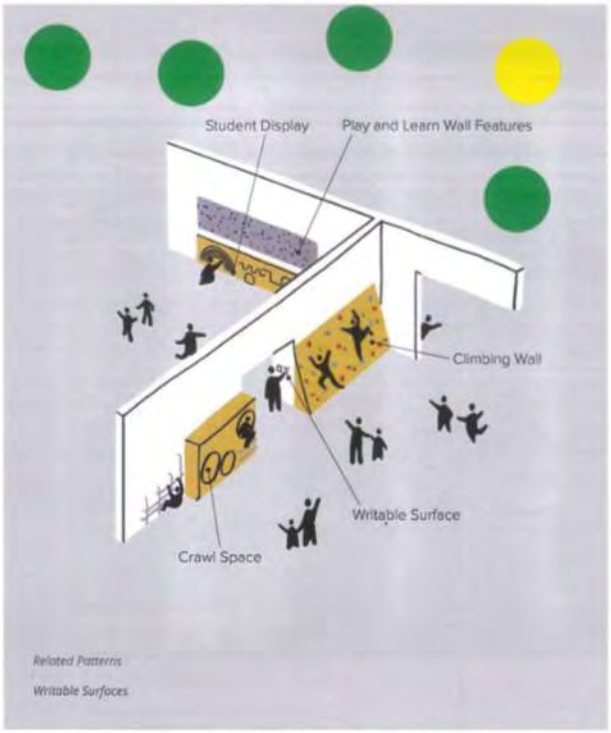
When we ask kids what schools could do to be more responsive to their mental health needs, common responses include "more chill space" or "casual hangout areas." Historically, if these types of spaces were in schools at all, they tended to be mostly inaccessible to students based in classrooms.

Solution

A student lounge can be a standalone room, but it doesn't have to be. It is any space that students feel like they collectively own and operate in partnership with the school. Manifestations include being embedded as a room in a Learning Community, a zone within a Learning Commons, or within the counselors/administrative section of the school.

Accessibility is key. Consider this: are students who need the space for a mental or physical break able to use it in real-time?

Design Patterns for Creative Learning Environments



Learning Walls

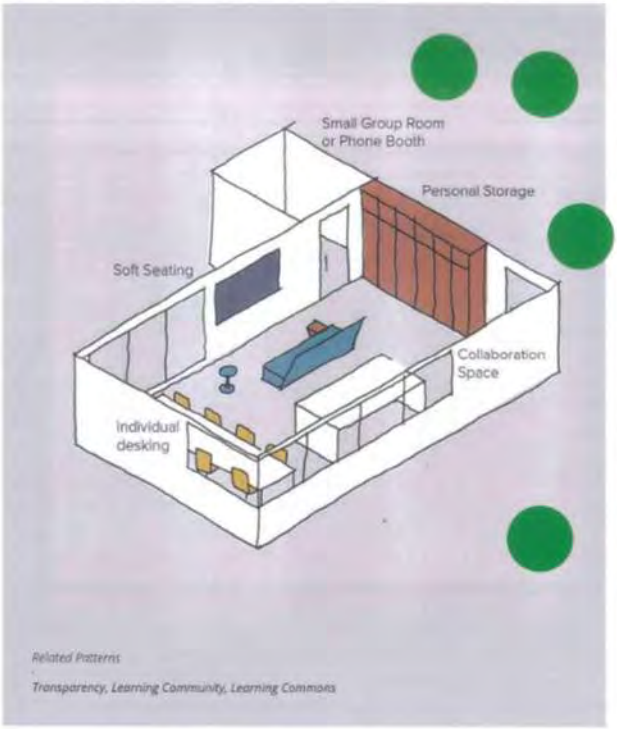
Problem

Walls serve an important purpose to separate diverse learning environments but are often vastly underutilized as an asset for learning.

Solution

This Design Pattern can include interactive elements using writable or magnetic surfaces. It can include movement, cave, play, and display with some creative design.

Design Patterns for Creative Learning Environments



Teacher Collaboration Room

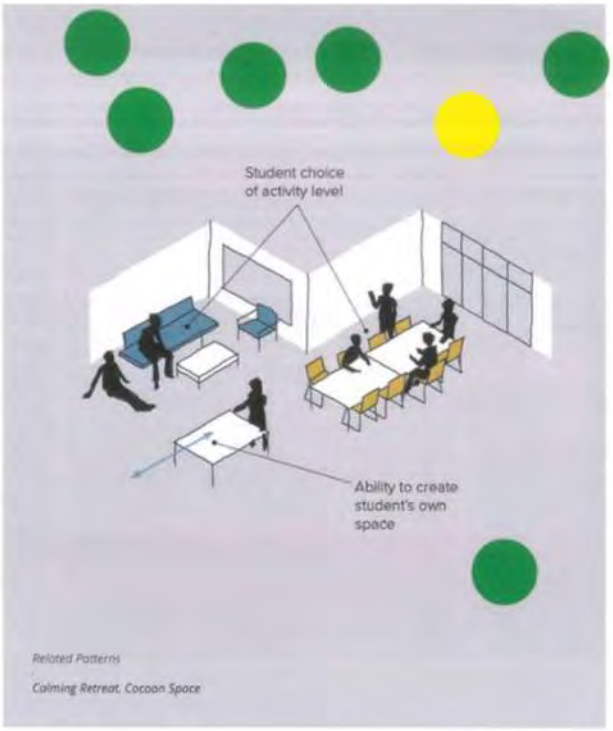
Problem

Shifting educational and pedagogical paradigms require increased collaboration among teachers; yet, there is often no space designed specifically for this purpose. When spaces do exist, they often are riddled with problems including clutter, poor lighting, and limited visual transparency.

Solution

Provide designated, welcoming spaces for teachers to work individually and in teams. Key features include lighting, acoustics, ventilation, views/vistas, and varied furniture. It can be beneficial to have teacher collaboration rooms embedded in each learning community where the space is connected to and has views of, the learning commons. This visual transparency provides passive supervision, making learning commons safer and better utilized and making it easier for teachers to be in their collaboration space.

Design Patterns for Creative Learning Environments



Choice in Environment

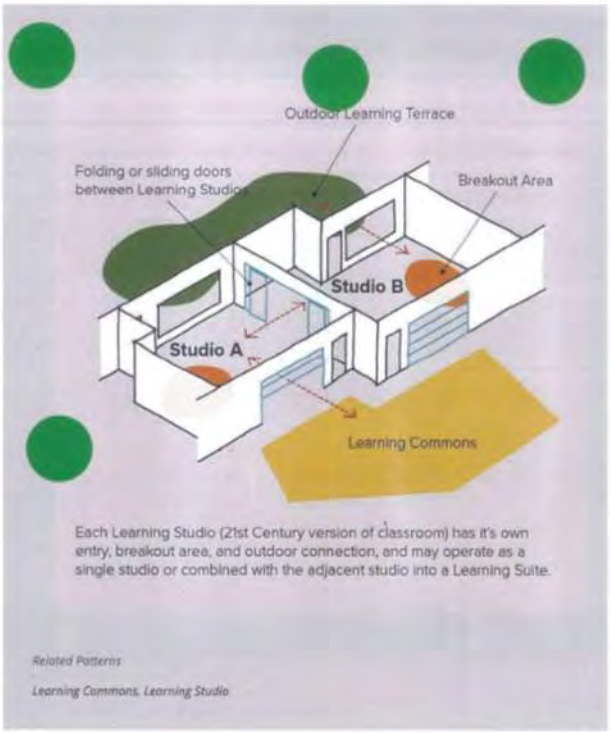
Problem

The easiest and often cheapest way to create school environments is using homogeneous spaces (i.e. a classroom has one type of seat). This approach deprives learners of choice in how they interact with their environment. In Drive: The Surprising Truth About What Motivates Us, author Daniel Pink describes the vital role autonomy plays in helping individuals thrive.

Solution

In order to give learner's choice in how they interact with their environment, create partially-separated, visually-transparent learning environments that offer areas of different stimuli. Provide a variety of furniture that fits the context of the learning activities that will take place.

Design Patterns for Creative Learning Environments



Learning Suite

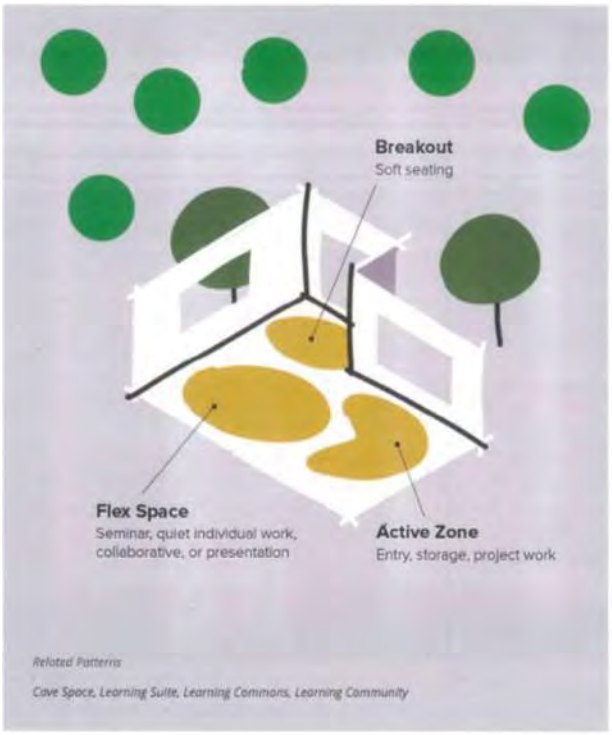
Problem

Students and teachers alike tend to be isolated in conventional classrooms, preventing easy collaboration — both planned and spontaneous. This isolation creates an immense barrier for authentic and cross-disciplinary teaching and learning.

Solution

To address this isolation, place an acoustically separated operable opening between two adjacent Learning Studios. This will readily facilitate collaboration between classes when opened while still allowing for separation when desired.

Design Patterns for Creative Learning Environments



Learning Studio

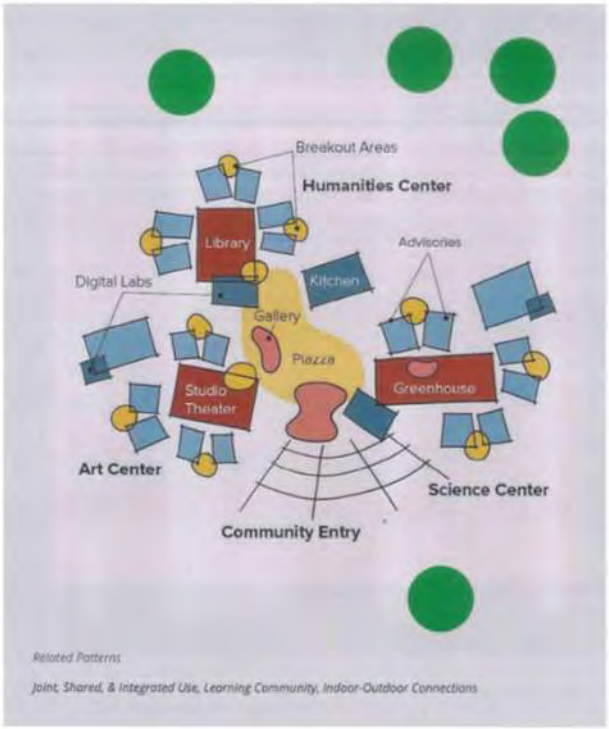
Problem

A conventional classroom usually only provides enough space for one activity at a time with minimal ability to modify the spatial configuration. It is typically filled with furniture that is not easily configured to accommodate different learning opportunities and is uniformly lit. Furniture is usually positioned for students to be focused on one wall with one teacher at the front of the room.

Solution

In addition to a whole-class gathering area, Learning Studios can be designed to have multiple activity zones, including an active zone, breakout areas, and flex spaces. These zones can be achieved through L-shaped rooms, alcoves, and/or cave spaces. To ensure adequate flexibility is maintained, use a variety of movable furniture to make the room easily reconfigurable. Provide natural light from interior/exterior vistas.

Design Patterns for Creative Learning Environments



Connected Campus

Problem

Schools that don't take the requisite time to co-design (especially empathize) with their community will often lack alignment between their vision, educational program, and physical spaces. These misalignments frequently manifest as a disconnected campus that is difficult to navigate, feels institutional, and hinders collaborative learning.

Solution

Creative, innovative schools thoughtfully consider how to organize their entire campus. The pattern diagram shows a layout using a Piazza as a school heart that has immediate adjacencies into three interdisciplinary Learning Communities – Humanities, Science, and Arts. How would you reorganize your school – spatially and educationally – if you could?

Design Patterns for Creative Learning Environments



Considering Sound

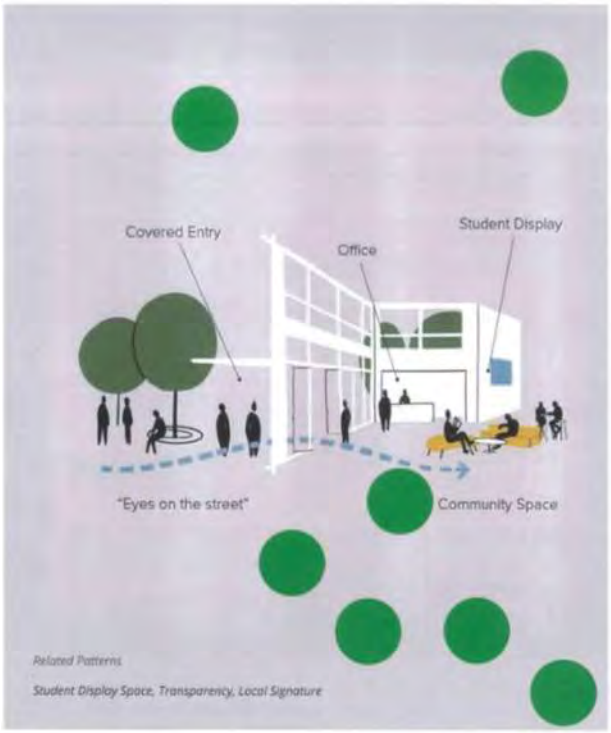
Problem

There is usually very little consideration of sound outside of acoustically separating learning environments. Often in schools, materials are chosen for their ease of cleaning and tend to be hard surfaces that allow sound to reverberate and amplify noise. This approach lacks the diversity of acoustical environments that support multimodal and social-emotional learning.

Solution

In the consideration of sound, be thoughtful of the learning activities happening in any environment, and use appropriate levels of acoustically absorbent materials such as baffles, flooring, and soft seating to help control noise.

Design Patterns for Creative Learning Environments



Welcoming Entry

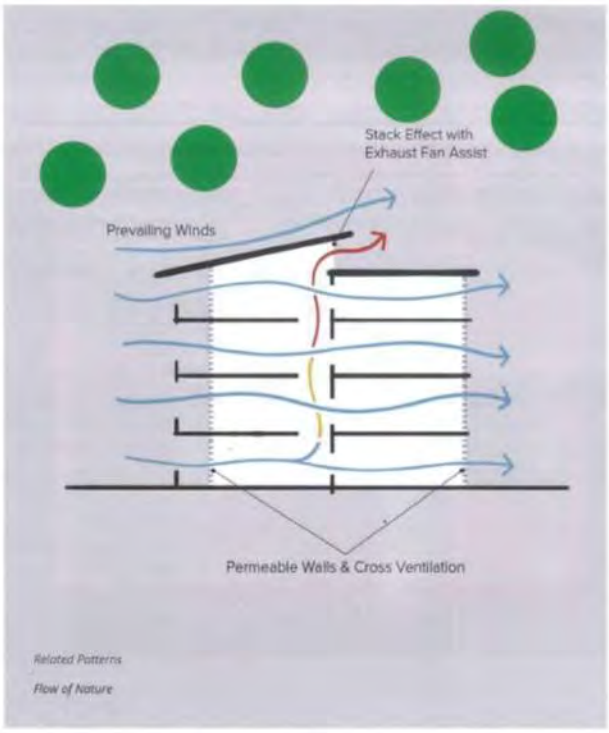
Problem

Many schools treat their main entrance as a sequence of high-security checkpoints. As a result, the first impression experienced by students, parents, community members, and visitors is that of a cold, exclusionary institution. Considering the importance many schools place on community involvement, feelings of wellness, and inclusivity, a non-welcoming entry creates enormous barriers.

Solution

Instead of singularly focusing on security, schools can balance the need for secure entries with the need to establish a welcoming presence for students and the community alike. To achieve this, there are a few key elements: (1) a covered entry that serves as a weather refuge, (2) a signature element that symbolizes the essence of the school, (3) strategically placed administrative offices that are located to both serve as the first point of contact for visitors while also allowing administrators to monitor and engage with students, and (4) a designated, multipurpose space for community gatherings separated from student areas.

Design Patterns for Creative Learning Environments



Considering Ventilation

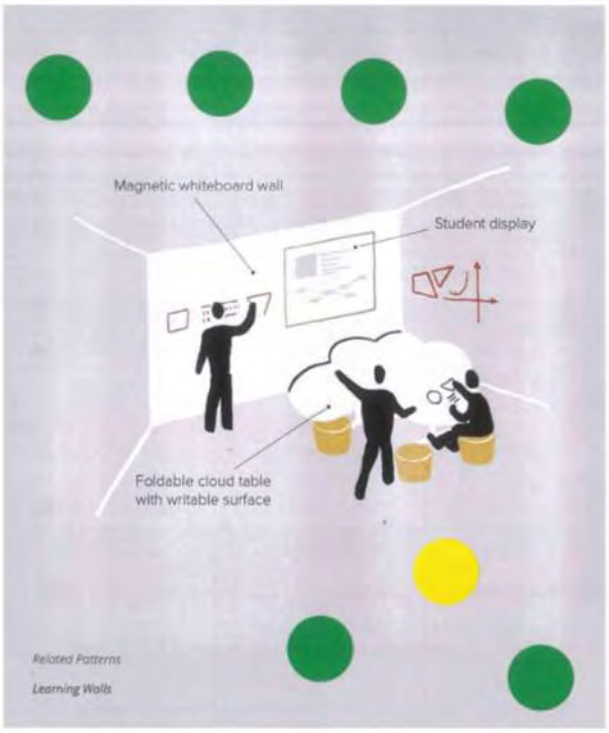
Problem

All too often, schools have antiquated ventilation systems, many of which do not allow for operable windows or natural ventilation. This can contribute to poor indoor air quality and even sick building syndrome, exposing the building's users to harmful chemicals, molds, and volatile organic compounds. Lack of operable windows contributes to this and hinders user autonomy.

Solution

Designing schools to utilize ventilation strategies including national ventilation that can contribute to the creation of a healthy indoor environment that responds to the local climate conditions. Simply giving people the option to open or close windows can make a difference. Sophisticated building management systems make it possible to combine mechanical ventilation with a high ratio of outside air and natural ventilation in which windows are opened automatically and heating/cooling systems turn off when the outdoor air temperature is within a defined thermal range. These controls give users a strong indoor-outdoor connection and contribute to a healthier learning environment.

Design Patterns for Creative Learning Environments



Writable Surfaces

Problem

There are surfaces all over school buildings – walls, tables, floors, etc. – and they are often underutilized for their potential to impact learning. Making learning visible can be an important ingredient in authentic collaboration.

Solution

Seeing surfaces as opportunities for creative, interactive, collaborative learning generates boundless possibilities for learners of all ages. Whether it's whiteboard tabletops, writable glass, touchscreens, or more, writable surfaces enliven and maximize learning spaces.

Design Patterns for Creative Learning Environments



Layered Access

Problem

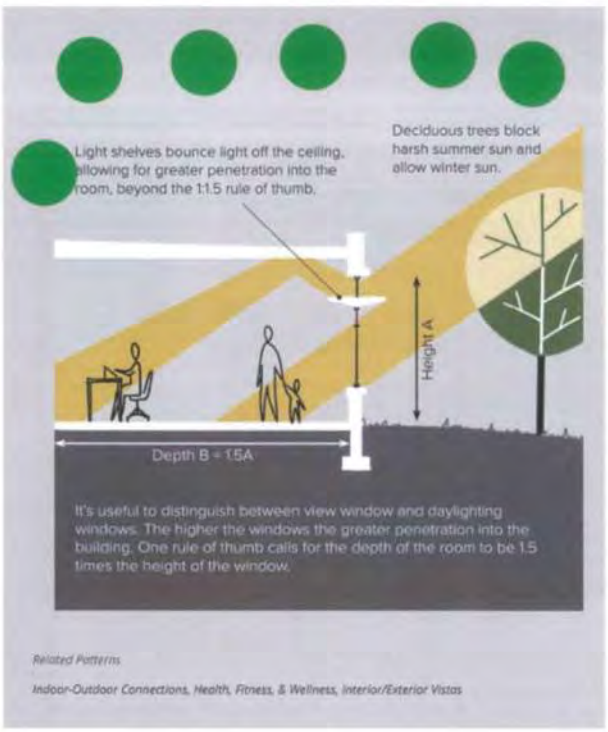
School security should be integrated into the design in a manner that creates a safe and welcoming environment and not by evoking a climate of fear. Not only does the school need to be safe, but students should also feel that they are in a safe environment. A holistic approach is required for implementing security measures that achieve this balance.

Solution

By providing multiple layers of access that can be locked down in the event of an emergency, schools can maintain welcoming public spaces and holistically safe learning communities. Minimizing community entry points creates one primary flow of human traffic that can act as a gatekeeper to the rest of the campus, allowing communities to have their own indoor-outdoor connections wit points.

Design Patterns for Creative Learning Envi

Do learning suites have easy outdoor access if so — love it.



Daylighting

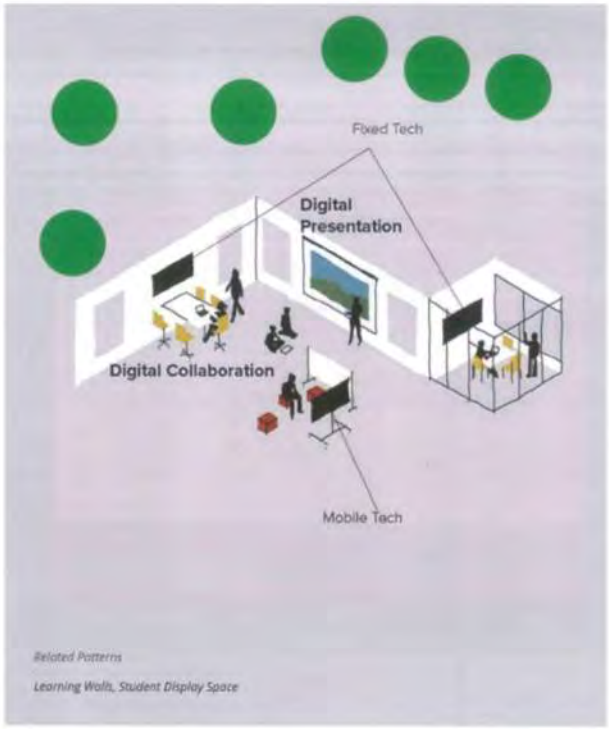
Problem

A wide range of daylighting and inconsistent window strategies negatively impact student health, well-being, and performance. A century of building design calling for more efficient and cost-saving endeavors has resulted in negative energy situations in classrooms with no natural daylight, unbalanced fluorescent light, flickering, glare, overheating, and reduced student performance.

Solution

Integrated daylighting strategies promote students' well-being and learning. Therefore, the solution is to achieve adequate daylighting across all workspaces. An integrated, balanced daylighting plan including glare control, various shading options, and circadian lighting to mimic natural daylight patterns supports student and building performance.

Design Patterns for Creative Learning Environments



Dispersed Technology

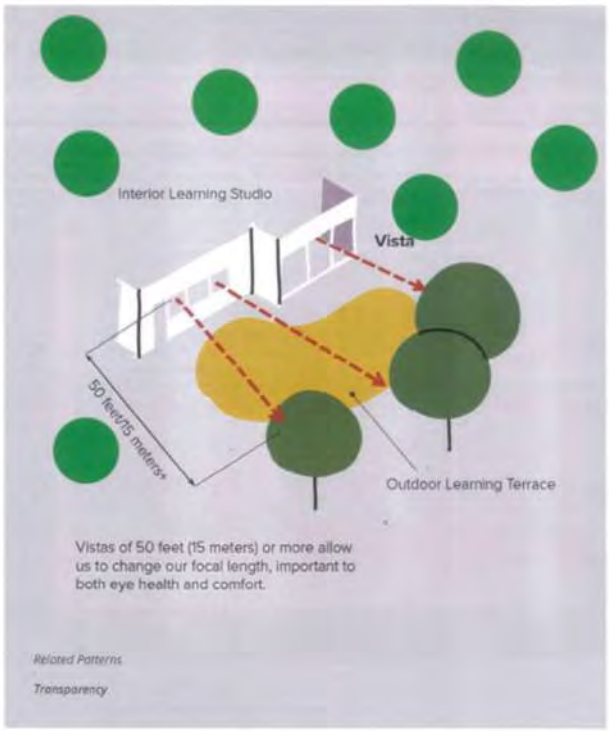
Problem

Today, technology in many forms is an essential tool to access information, make learning visible, connect with people, produce and publish work, and much more. Inaccessible technology hinders authentic learning, connecting, and sharing.

Solution

Making multiple forms of technology accessible to learners is vital to ensure equitable and meaningful learning. Dispersing technology throughout the learning environment allows technology to be used when it's needed in real-time. This pattern pairs well with a mindset shift to use various forms of technology for creative and collaborative learning purposes.

Design Patterns for Creative Learning Environments



Interior/Exterior Vistas

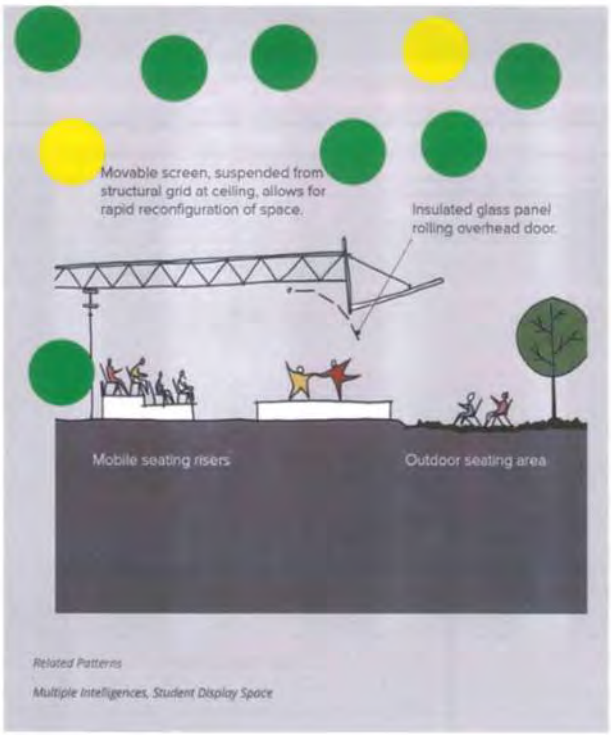
Problem

Today, most learning in schools happens in enclosed spaces and on screens. This can lead to eyestrain, fatigue, and discomfort.

Solution

One way to combat this issue is by providing vistas (i.e. interior or exterior lines of uninterrupted sight). Vistas of fifty feet or more, allow occupants to periodically change their focal length, an exercise that has been shown to support eye health, especially in young children. Furthermore, views of nature are known to promote health and well-being.

Design Patterns for Creative Learning Environments



Integrating the Arts & Performance

Problem

Arts, music, and theater are often relegated to the fringes of curriculum, seen as lacking intrinsic value compared to core academic disciplines (i.e. math, science, reading, writing). School buildings reflect this bias with art spaces isolated from the primary learning environments.

Solution

The arts are critically important for developing the creativity and problem-solving skills that are of increasing importance in today's economy. Given their educational relevance, it is more important than ever to acknowledge that the arts are integral to other disciplines and find ways to embed arts education into the daily experience of students. To achieve this, it is beneficial to embed environments for creativity, the arts, and performance spaces throughout the school.

Design Patterns for Creative Learning Environments



Indoor-Outdoor Connections

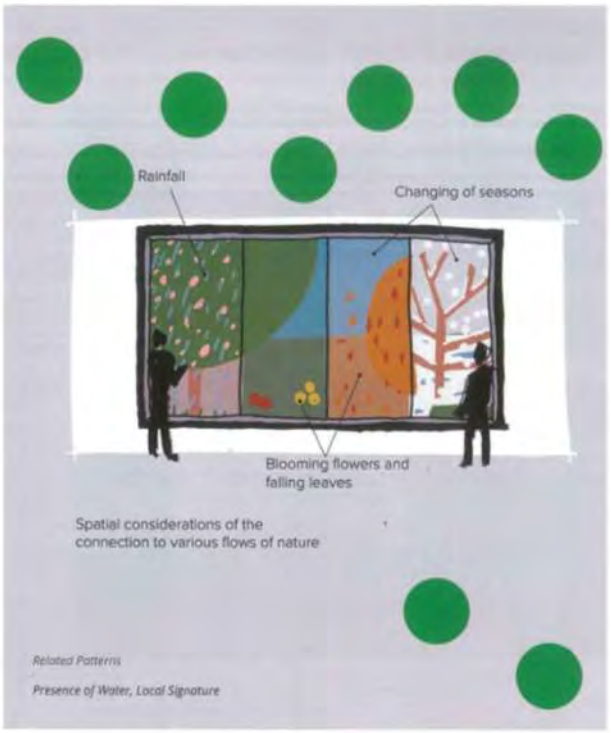
Problem

Humans evolved as outdoor animals that need to be connected to nature to sustain their well-being. Yet, students often spend a majority, or all, of the school day indoors. Furthermore, most buildings only provide windows on one side of a classroom with students forced to face away from the outdoors; corridors tend to be cut off from natural daylight altogether.

Solution

As a way to ensure students have access to nature, it is essential that schools have strong indoor-outdoor connections that form a natural link to extend indoor learning spaces beyond the walls of the school. This can be achieved by incorporating the following features: numerous exterior vistas; outdoor project porches, learning terraces, and upper-level learning balconies; outdoor seating areas for reading, eating, conversing, etc.; and natural and landscaped features such as trails, bodies of water, gardens, and playfields.

Design Patterns for Creative Learning Environments



Flow of Nature

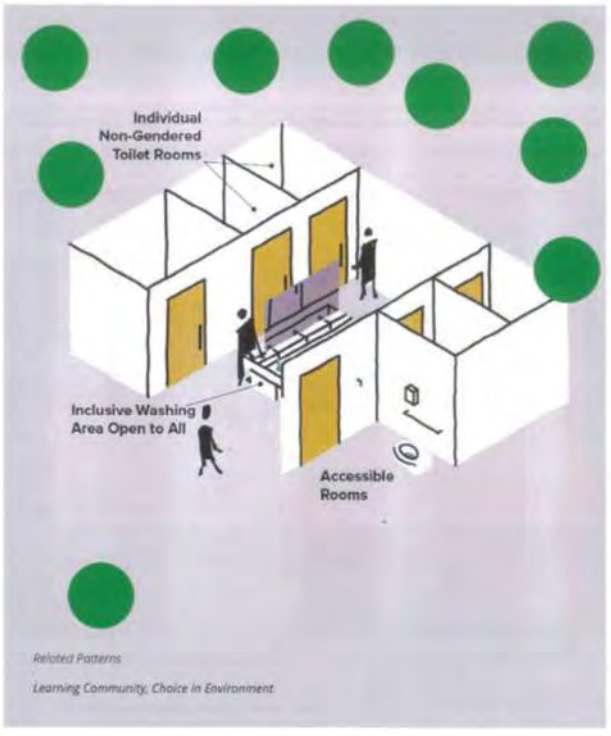
Problem

Built environments can separate their inhabitants from the natural systems and experiences that provide meaningful health and wellness benefits. Lighting (or lack of lighting) can disrupt healthy and natural circadian rhythms people experience which can disrupt an individual's energy, focus, and attention.

Solution

Provide ways to access the ongoing flow of nature. Utilize relationships to outdoor spaces and include vistas of outdoor settings that can help users maintain their connection to the natural world.

Design Patterns for Creative Learning Environments



Inclusive Bathrooms

Problem

As social-cultural conceptions of privacy, gender, race, and identity have evolved, anxieties and challenges have been illuminated related to the design, use, and interactions associated with public restrooms. Sex-segregated restroom options may not provide a welcoming or inclusive user experience for all students or staff.

Solution

In an effort to make every person in a school feel safe, restrooms can be organized and arranged to inclusively accommodate the full spectrum of gender expressions, physical abilities, and privacy needs.

Design Patterns for Creative Learning Environments


Natural light and ventilation are important in active spaces
Active spaces and equipment directly adjacent to indoor fitness areas encourage healthful, outdoor activites in all season
Related Patterns
Multiple Intelligences, Connected Campus, Learning Gardens, Presence of Water, Meandering Path – Outdoor


Health, Fitness, & Wellness
Problem
Health is paramount for living a fulfilling life. However, the focus on health and fitness in many schools centers around traditional sports where large gymnasiums and regulation sports fields are required, only a select group of students identify and engage with athletics, and for most students, they only engage in fitness activities during a single period of the school day – if at all.
Solution
Instead of a narrowed focus on athletics, a holistic emphasis on health, fitness, and wellness that is integrated throughout one's daily experience is a way to promote lifelong healthy habits. This can be achieved by designing spaces and opportunities that encourage a variety of physical activities in addition to traditional, competitive sports. Examples include outdoor and indoor paths for walking and running, small rooms that can be used for yoga and meditation, or even the use of Hokki stools or balance balls as seating options.
Design Patterns for Creative Learning Environments

VISIONING WORKSHIP #3 – Overall Building Planning

October 17th, 2023

- Session #1 1:00 PM to 3:30 PM - Shriners Auditorium, In-Person Format
- Session #2 6:30 PM to 9:00 PM - Shriners Auditorium, In-person Format

Visioning Workshop #3 focused on overall building planning. This workshop represented the participants first opportunity to translate their previous work into a clear vision for facilities. Unlike the previous two workshops, visioning workshop #3 was formatted to require in-person participation only as the primary activity required the use physical tools and resources.

Agenda

- Welcome and Introductions
- Review of Visioning Workshop #2 Outcomes
- Overall Building Diagramming Activity
- Reporting Out
- Participant feedback

Welcome and Introductions

This workshop represented the firm time many of the participants were in the same space together. Participants were introduced to the District's Leadership Team, the Design Team, and members of town leadership. Jason Boone from Dore + Whittier Architects severed as the primary facilitator of the workshop. Members from Dore + Whittier Architects and members from SMMA served as table facilitators.

Review of Visioning Workshop #2

Visioning participants provided a wide range of feedback and insight, but a high level summary of the outcomes might include:

- Students' and teachers' **greatest needs and greatest strengths are different today** compared to when current buildings were built.
- Any new construction or renovation project should **look and perform differently than existing facilities.**
- **Variety and flexibility** of space are key to meeting their needs and celebrating strengths.
- **Educational models will change over time.** Project should support one model on opening day but allow other models, too.

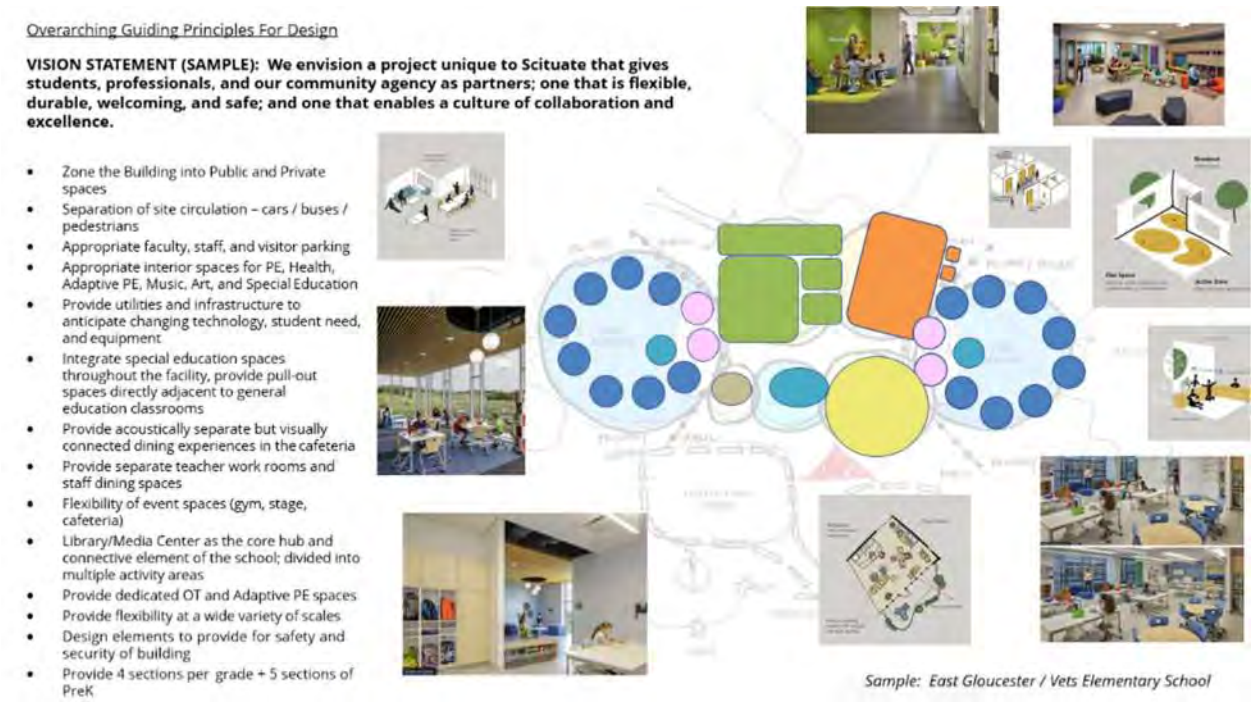
Overall Building Diagramming Activity

D+W provided participants with a wide variety of physical tools and resources that included:

- Scaled space "puzzle" pieces
- Design Patterns Graphics
- Precedent Imagery
- Markers
- Tape
- Flip chart paper

D+W invited participants to use these tools to prepare a vision board that communicated their vision for future school facilities. D+W presented the following image as an example of their expected work product which included three deliverables:

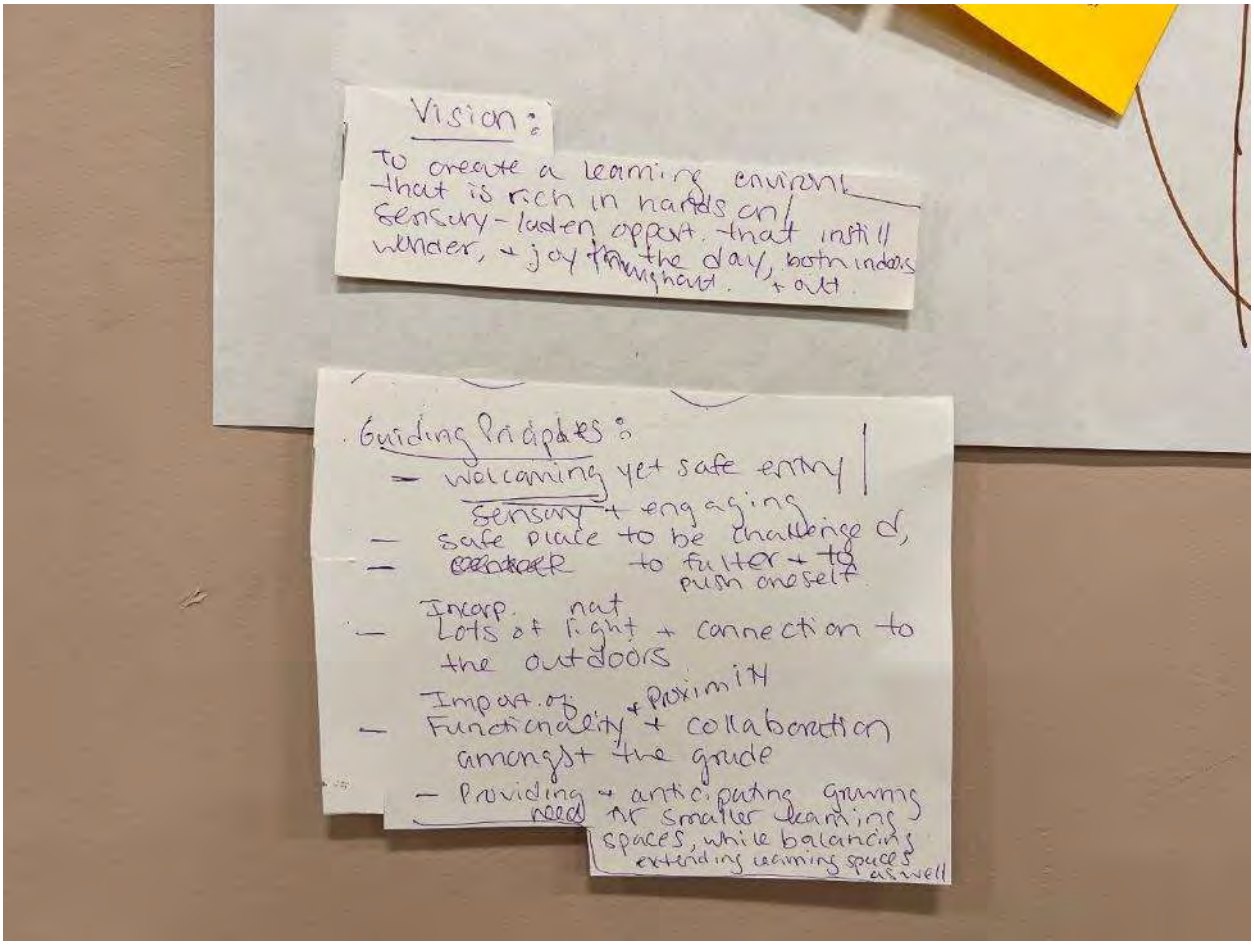
- An annotated overall building diagram that communicates the desired major organizational principles and spatial relationships
- A vision statement that communicates their primary motivations for what they created
- A set of guiding principles that could be used by the Design Team to create architectural concepts based on their work



D+W invited participants to self-select their small groups based on which grade configuration was of most interest to them. The images below represent the work product of each small group.

PreK-K Grade Configuration

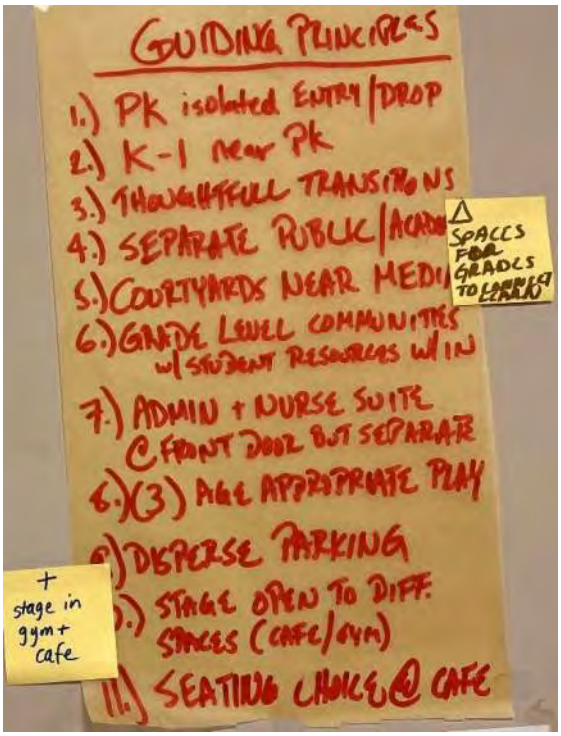




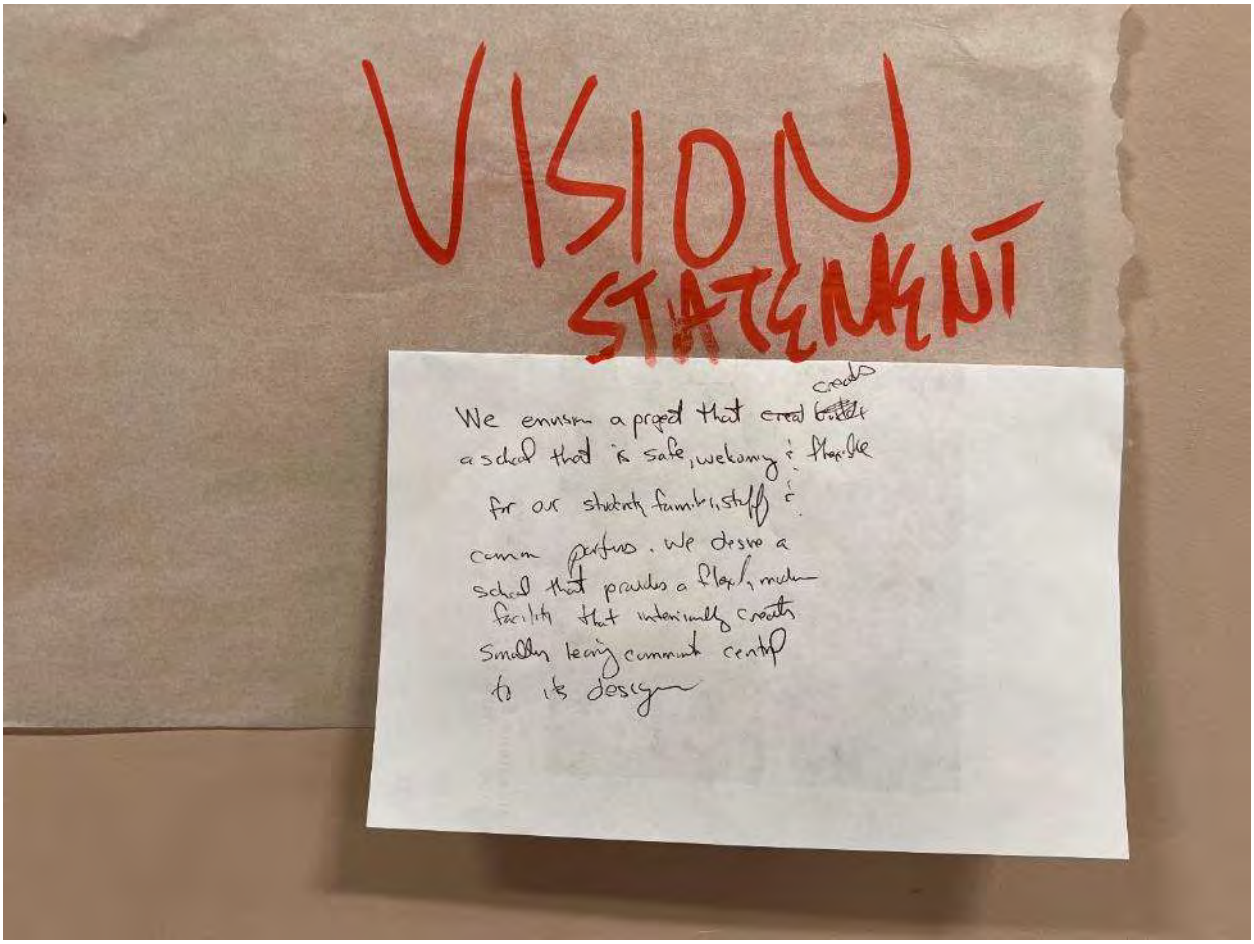
PreK-3rd Grade Configuration

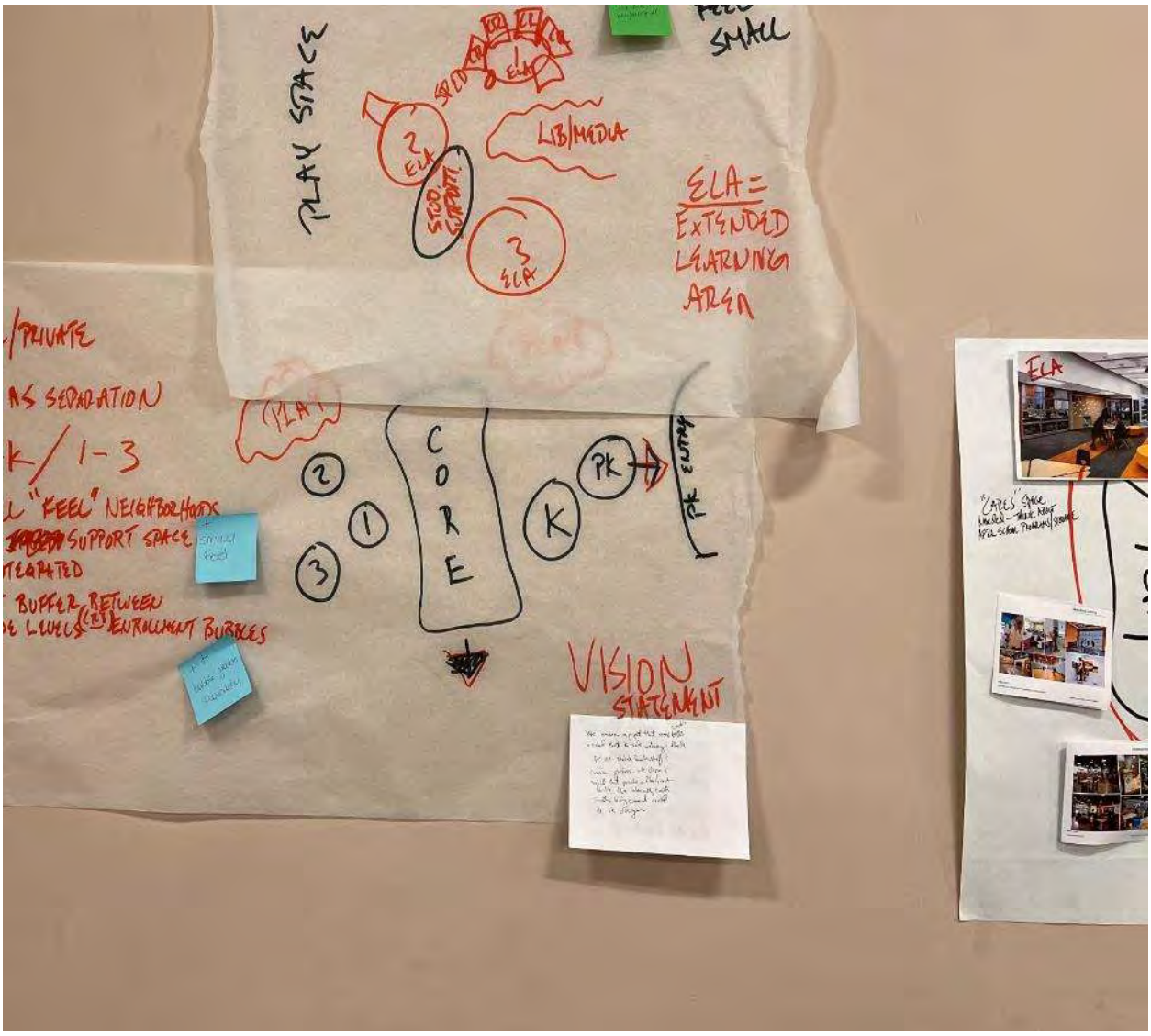



PK-3


GUIDING PRINCIPLES
1.) PK isolated ENTRY/DROP
2.) K-1 near PK
3.) THOUGHTFULL TRANSITIONS
4.) SEPARATE PUBLIC/ACAD
5.) COURTYARDS NEAR MEDI
6.) GRADE LEVEL COMMUNITIES w/ STUDENT RESOURCES WITHIN
7.) ADMIN + NURSE SUITE @ FRONT DOOR BUT SEPARATE
8.) (3) AGE APPROPRIATE PLAY
9.) DISPERSE PARKING
10.) STAGE OPEN TO DIFF. SPACES (CAFE/GYM)
11.) SEATING CHOICE @ CAFE
SPACES FOR GRADES TO LEARN
+ stage in gym + cafe

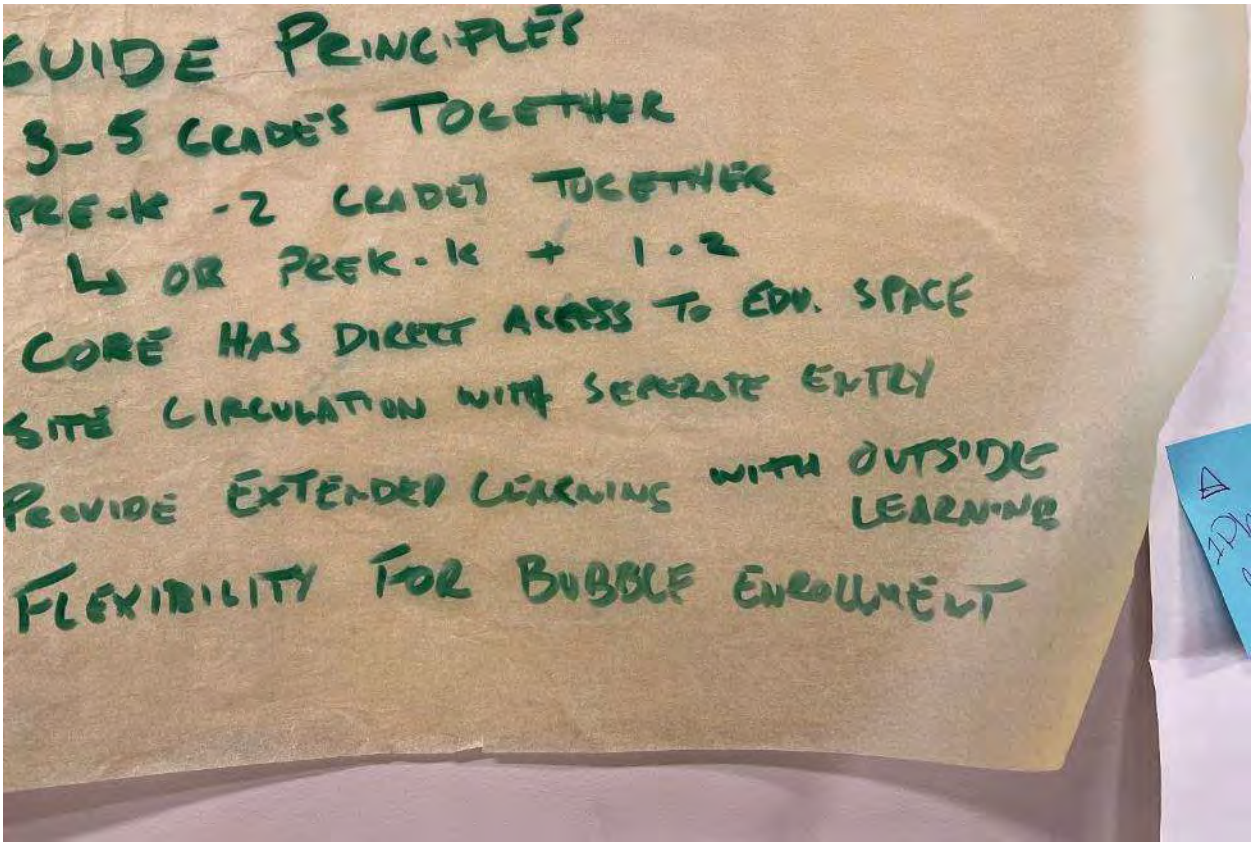



VISION
STATEMENT
We envision a project that create
a school that is safe, welcoming
for our students, staff &
community partners. We desire a
school that provides a flexible, modern
facility that intentionally creates
smaller learning communities
to its design


PLAY SPACE
LIB/MEDIA
ELA=
EXTENDED
LEARNING
AREA
CORE
K
PK
VISION
STATEMENT
ELA

PreK-5th Grade Configuration



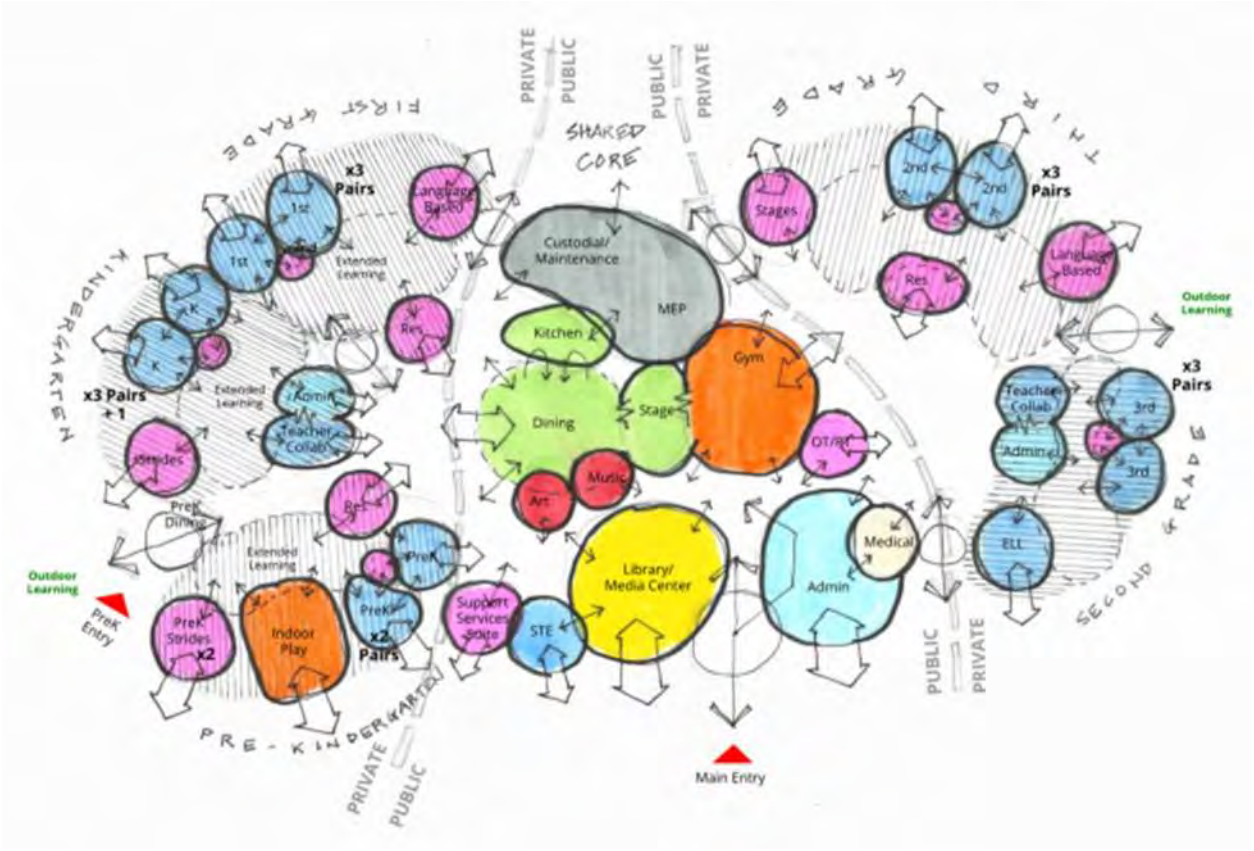




D+W later synthesized this work into three overall building diagrams, one for each grade configuration and a set of overarching guiding principles for design. Both of these efforts directly informed both the preliminary space summaries and each of the preliminary concepts.



PreK-K Overall Building Diagram



PreK-3rd Overall Building Diagram



Guiding Principles for Design

- Education methodologies will change over the life span of the building. The project should be designed flexibly enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry with a dedicated PreK parking area, if possible
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences
- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas and without the need to cross any vehicular roadways
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety

- Create a new Science, Technology, Engineering, and Mathematics program and support it with purpose-built and dedicated instructional space.
- Prioritize durability and ease of maintenance for materials and systems over lowest first cost.
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.

VISIONING WORKSHIP #4 – Individual Space Planning

October 24th, 2023

- Session #1 1:00 PM to 3:00 PM - Shriners Auditorium, In-Person Format
- Session #2 6:30 PM to 8:30 PM - Shriners Auditorium, In-person Format

Visioning Workshop #4 focused individual space planning and summarizing all the visioning work done to date. This workshops was formatted to be in-person only so that participants could collaborate using physical tools and resources.

Agenda

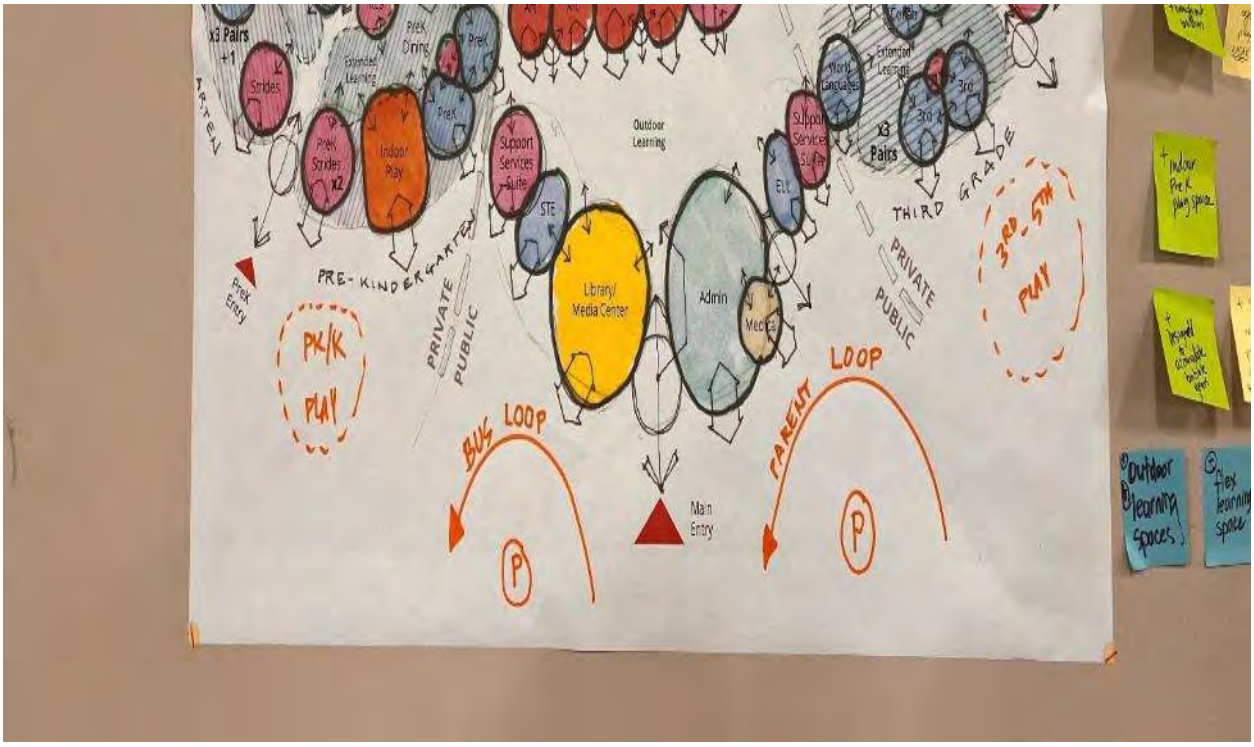
- Welcome & Introductions
- Follow-up on Visioning Workshop #3
- Key Spaces Exercise
- Visioning Summary Take-aways

Welcome and Introductions

Because this workshop focused on specific room and/or departmental needs, the District invited new participants to this workshop with those areas of expertise. Participants were introduced to the District's Leadership Team, the Design Team, and members of town leadership. Jason Boone from Dore + Whittier Architects severed as the primary facilitator of the workshop. Members from Dore + Whittier Architects and members from SMMA served as table facilitators.

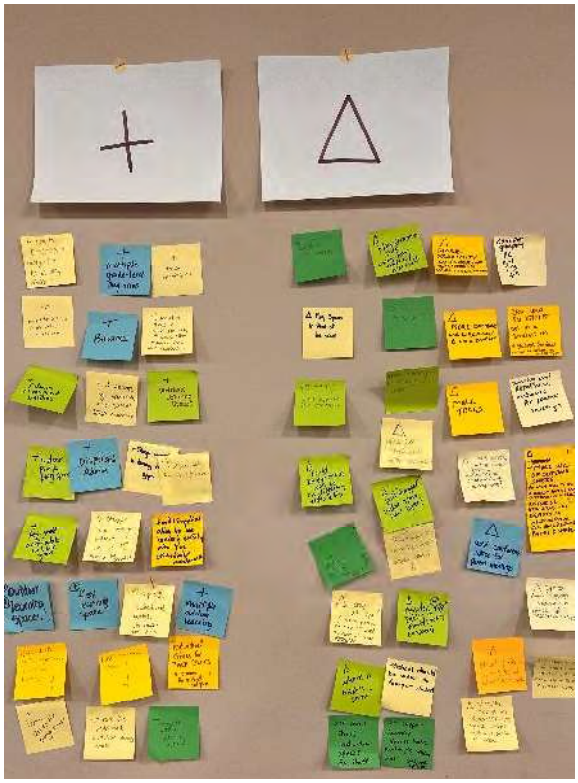
Follow-up on Visioning Workshop #3

At the time of visioning workshop #4, D+W had only synthesized the guiding principles for design and the overall building diagram for the PreK-5th grade configuration. The Design team invited participants to review that synthesis and provide feedback using a Plus / Delta protocol. On post-it notes, participants identified elements that they agree with by drawing a "+" symbol and writing a short comment articulating what they agreed with. Similarly, participants drew a "Δ" symbol indicating something they would like the Design Team to consider changing. The images below represent that feedback process. Ultimately, D+W made several updates to both the guiding principles and the overall building diagrams based on this feedback.



Plus Comments

- Love the Outdoor space being withing the building – Easy access
- Outside access
- Outdoor learning 3X
- Specialist areas in close proximity to each other and away from academics
- Admin throughout building
- 3 separate age-appropriate play areas near classrooms
- Indoor PreK play space
- Stage connecting dining and gym
- Designed to accommodate bubble years
- Stage near music – potential to use as third teaching space
- Separate dedicated health classroom near gym
- Outdoor learning spaces
- Flex learning space
- Multiple grade-level play areas



- Balance
- Dispersed administration
- Food supplies able to be loaded easily into the custodial/maintenance
- Love the café is right next too outdoor learning
- Love the public spaces
- Individual offices for team chairs – private for verbal meetings
- Love all of the adjacencies
- Love internal outdoor learning spaces
- Communal outdoor learning areas

Delta Comments

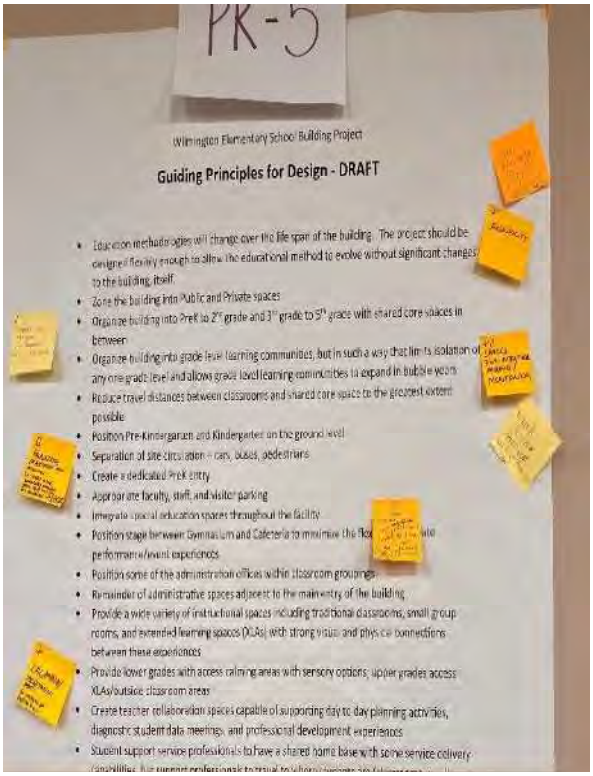
- Where is 3-5th Strides?
- Play structure 3rd-5th away from traffic near fields
- Play spaces in front of the school
- [Where is] 1st and 2nd Strides?
- Bigger and more OT/PT spaces separate from each other
- Special Education having proximity to administration
- Offices from central areas to be integrated
- Could parent or bus loop be on different sides of building?
- Will "trapped" indoor space have light?
- Switch relative positions of PreK vs K classrooms so closer to core
- Only one ELL space? If we're planning for 50 years, the need will keep growing
- Consider public in front (stacking educational spaces)
- Where is makers space?
- Medical should be closer to younger students
- Self-care…stress reduction spaces for staff
- Student support services should have multiple spaces not one shared space
- More proximity with playground – help with public use with multiple children
- Consider grouping PreK, K-1st, 2nd-3rd, 4th -5th
- More consideration for walking/bike drop off
- Closed space for OT/PT/SLP…not in a break out room. Student services cannot be scheduled in a breakout room
- More trees
- Consider conference room near entrance for parent meetings
- Will having OT/PT next to music be distracting to students with sensory needs
- More use of outdoor spaces. Example: Wilmington used to be a forest but we are cutting down trees instead of utilizing the beauty of Wilmington for walking paths and shade
- Add conference space for parent meetings
- Speech/Language needs our own offices (4) scattered throughout.
- I'd really like to see separate dining space worked into PreK-K area.
- I think PreK-K would be better at rear with separate in and out

Plus Comments

- PreK-K on the lower level – better without a lot of stair use
- Calming/Meditation spaces
- Love the idea of learning [world] language in the possible future

Delta Comments

- Would prefer a STEM special rather than a world languages special
- Need a presentation space for 40 people – two conference rooms with accordion door?
- Spaces for intentional mixing / mentoring
- Consider having a dedicated seating for stage (so that it can be used simultaneously with Café and gym)
- Parking maximum not minimum
- Organize PreK separate and K-1st, 2nd-3rd, 4th-5th



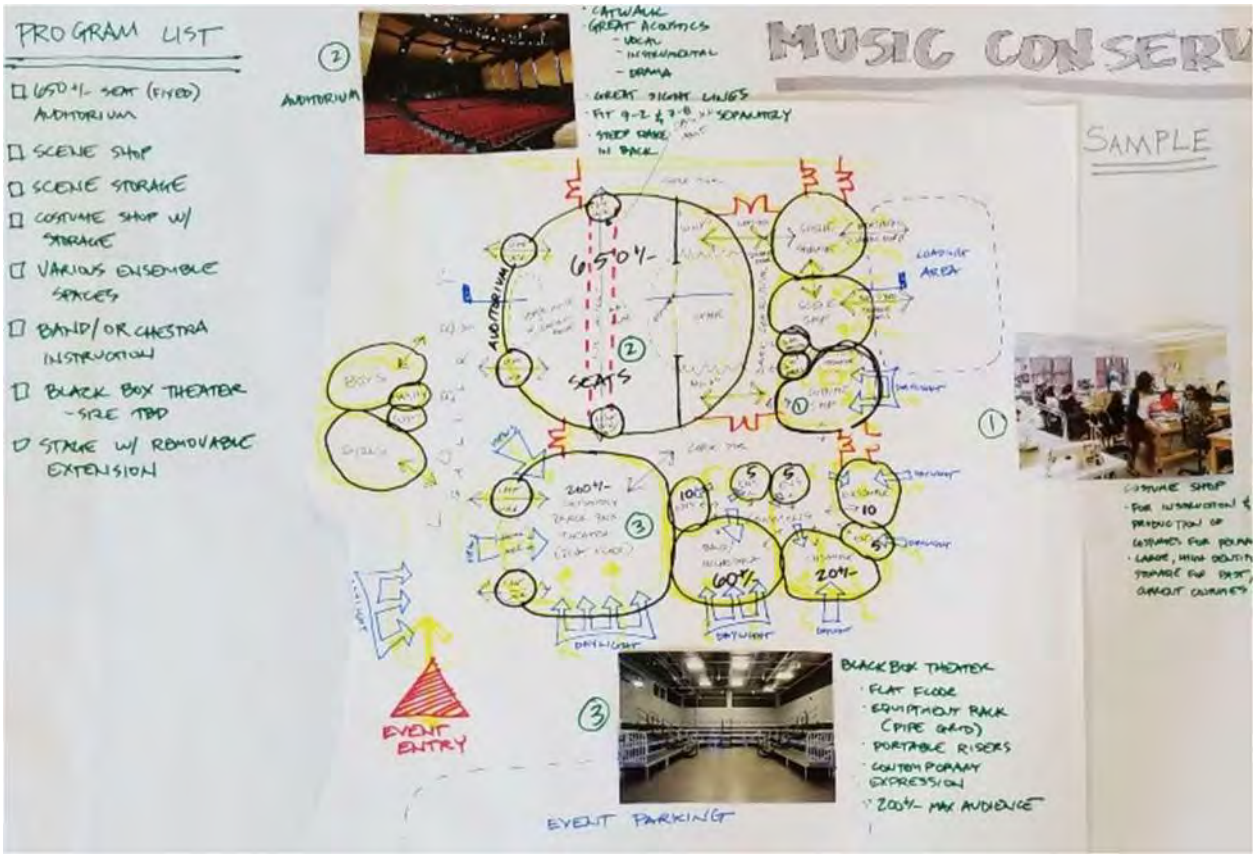
Key Space Exercise

As the primary activity of this workshop, the objective was to gather more detailed information about the needs of specific spaces. D+W invited participants to self-select into small groups based on the following areas of expertise:

- Core Academic
- Special Education
- Arts & Music
- Media Center
- Student Dining & Food Service
- Health & Physical Education
- Administration, Guidance, and Nurse
- Custodial / Maintenance
- Sustainability
- Community Use
- Outdoor Amenities

Given the number of participants, not every area of expertise was represented. D+W followed-up later during the programming activities to gather the needed information for those areas not represented.

D+W provided participants with a number of work product examples represented by the image below.



D+W also provided a wide range of tools and resources including:

- Sample floor plans
- Precedent imagery
- Design Patterns
- Trace paper
- Post-it notes
- Markers
- Scissors
- Tape

D+W asked participants to use these tools to create a conceptual design board that communicated their spatial vision and needs. Their primary goal was to communicate enough information for D&W to understand:

- What type of space is needed
- How many spaces are needed
- How big each space needed to be
- What features are necessary within each space
- Where this space (or these spaces) needed to be relative to other departments or spaces

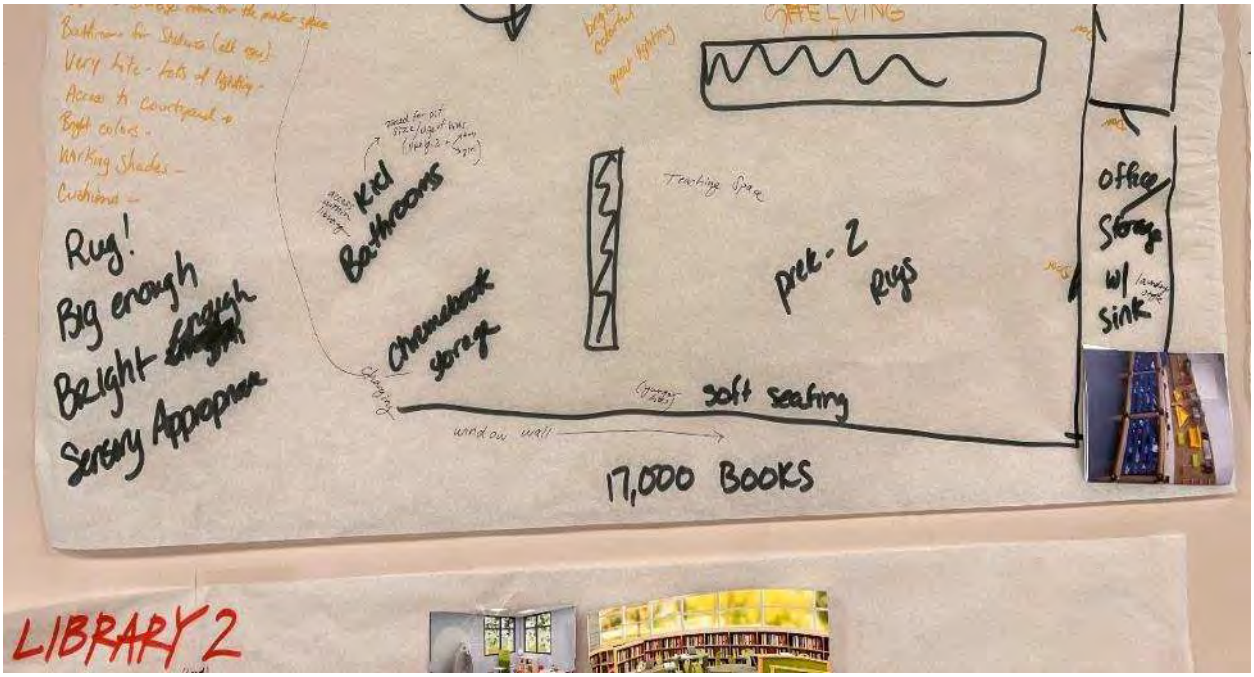
D+W encouraged participants to consider:

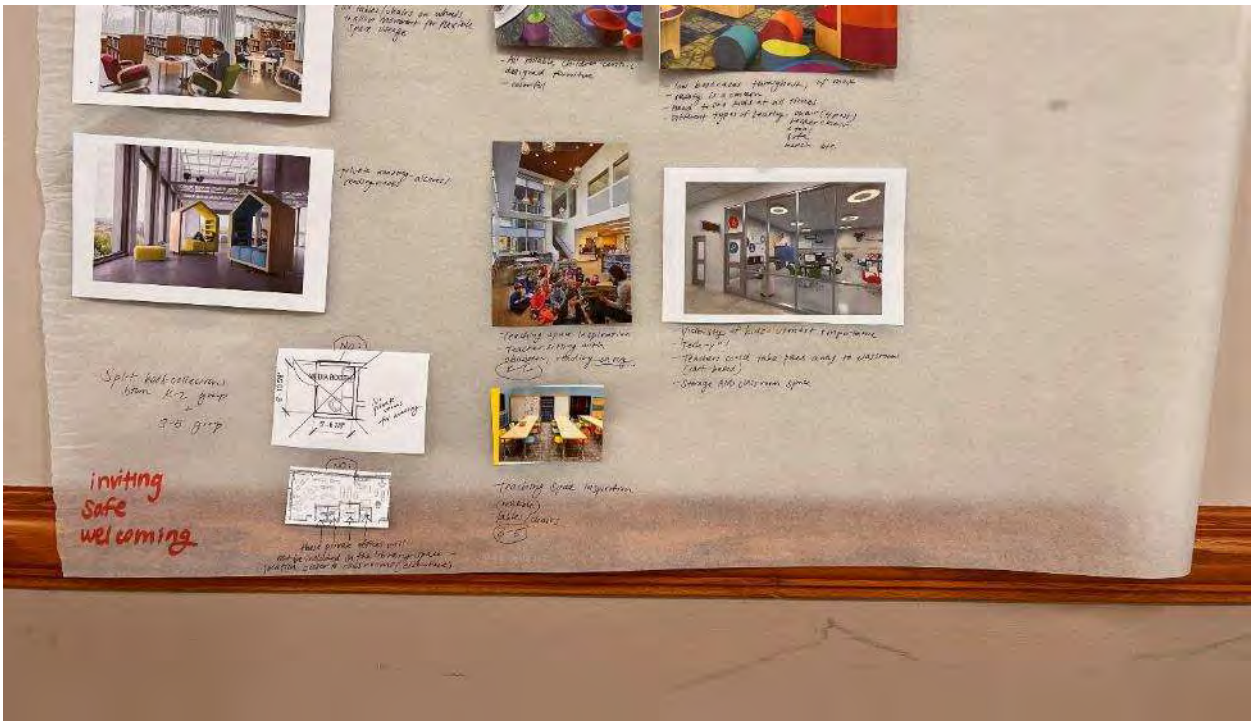
- What's best for students?
- What activities are being conducted?
- Where should design patterns exist?
- Think future
- Think Flexibility

Deliverables for each group included:

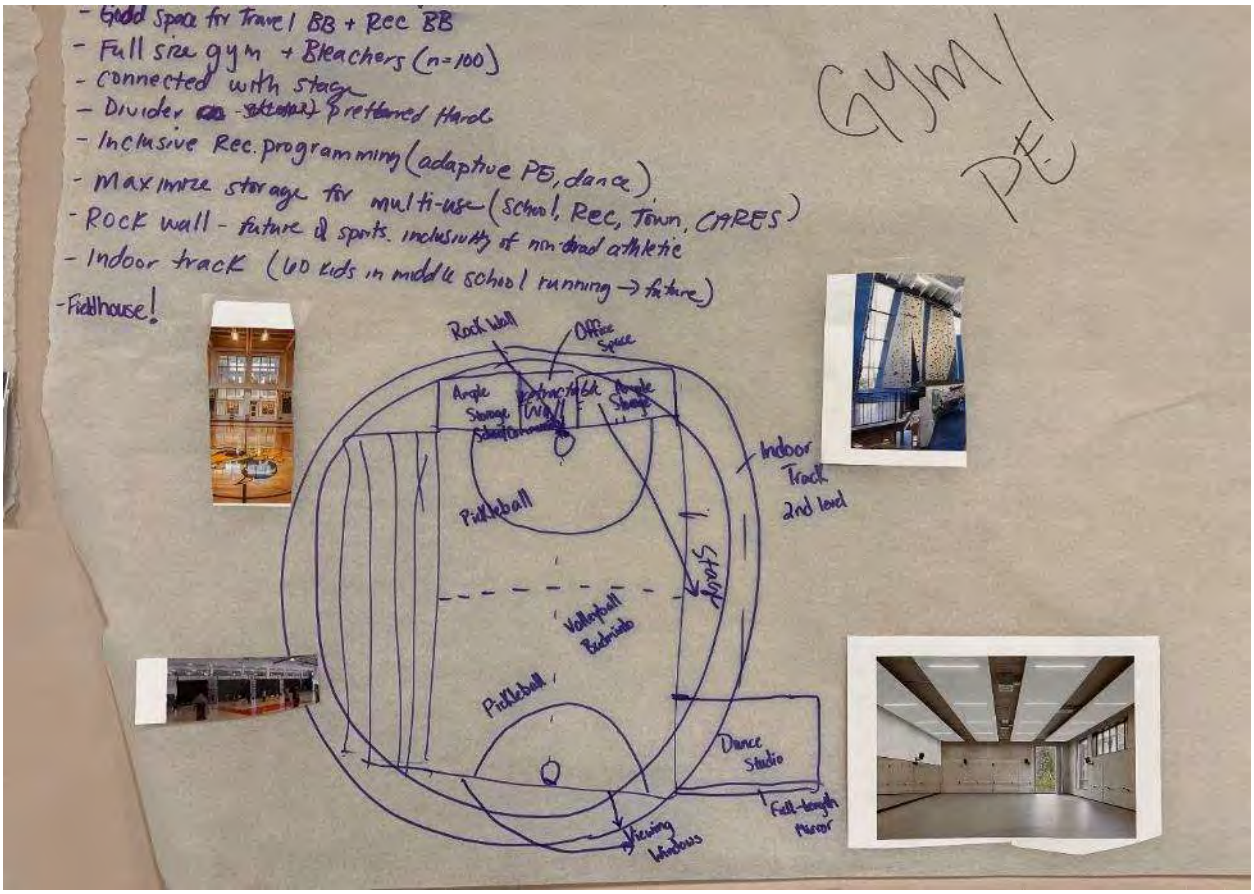
1. A list of spaces needed
2. Annotated drawings, including activities
3. Inspirational images (including floor plans) and design patterns

The images on the following pages communicate the work product of every group. Once completed, all participants conducted a gallery walk to provide feedback to each group using the plus / delta protocol used in visioning workshop #3.

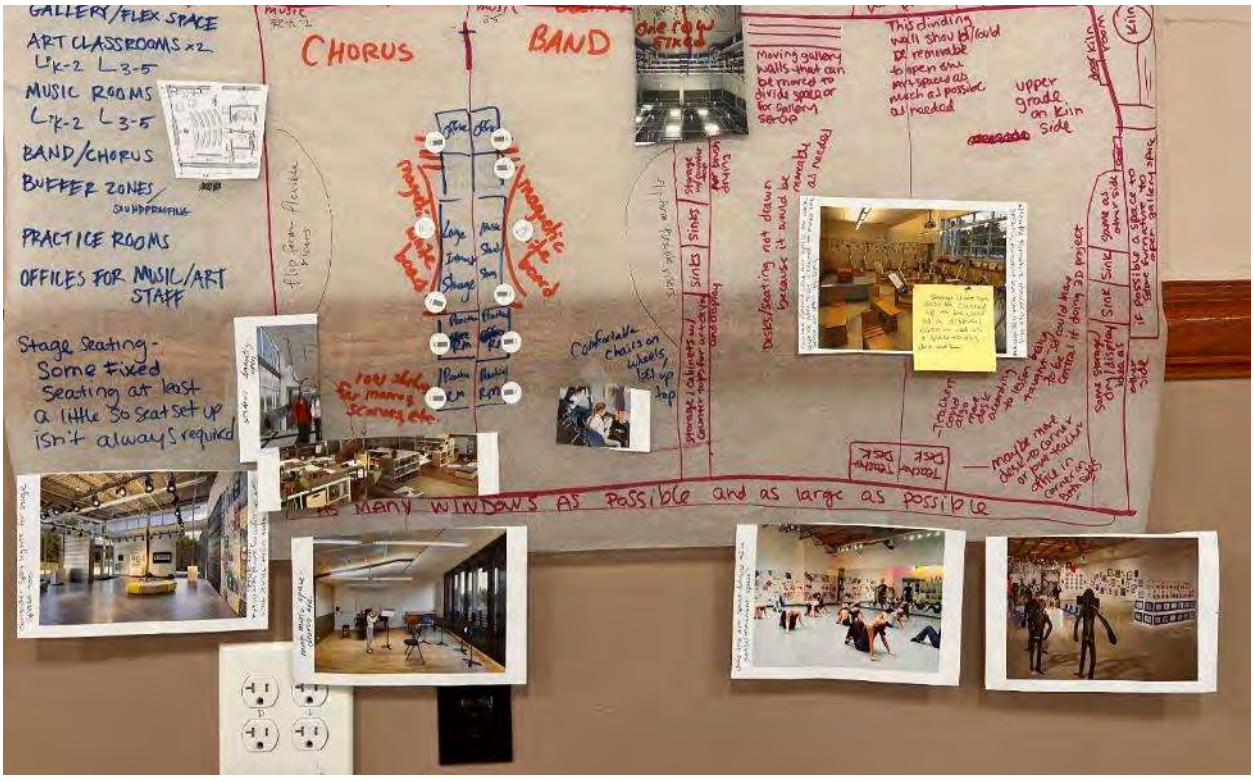

Rug!
Big enough
Bright
Sensory Appropriate
Kid Bathrooms
Changing
Soft seating
window wall
17,000 BOOKS
pre-K Rugs
Office
Storage
w/ sink
LIBRARY 2

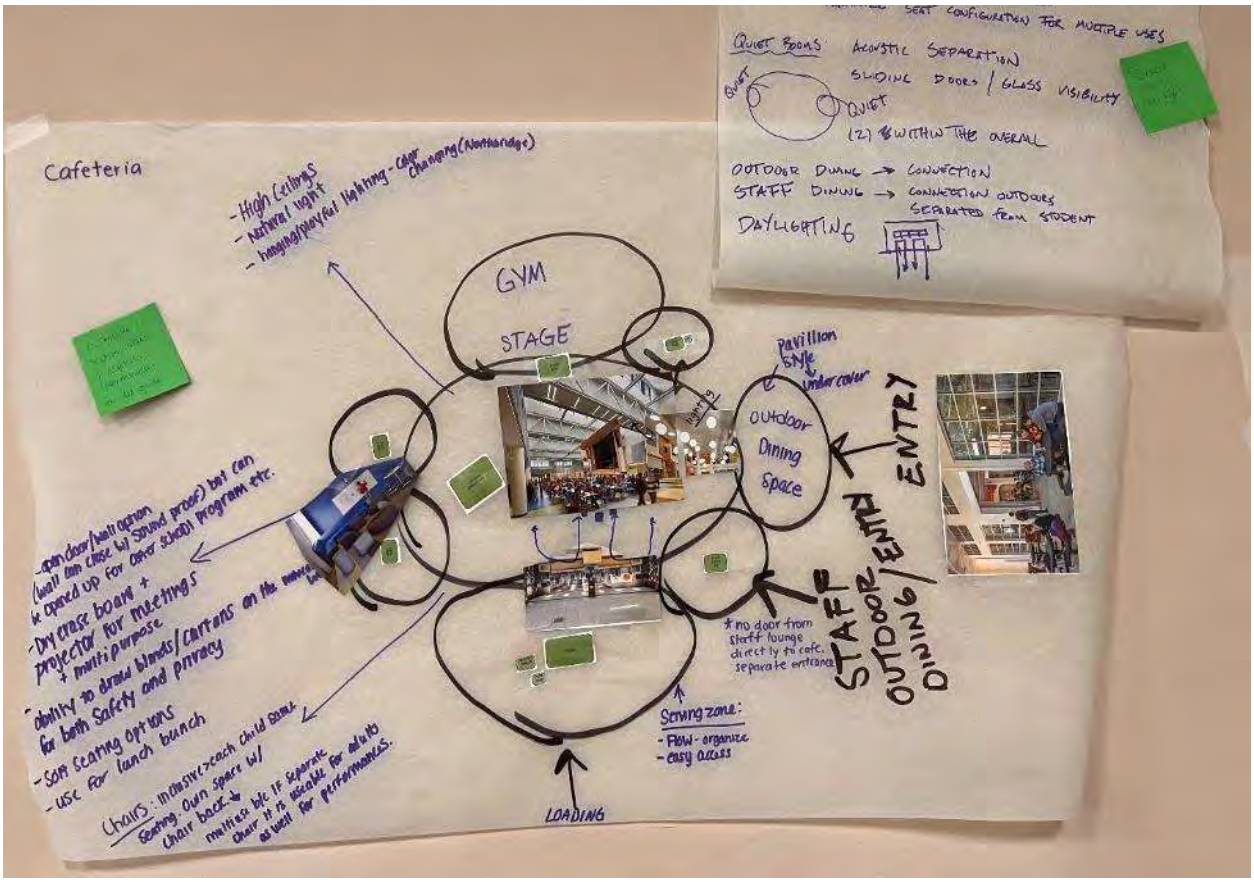

inviting
safe
welcoming

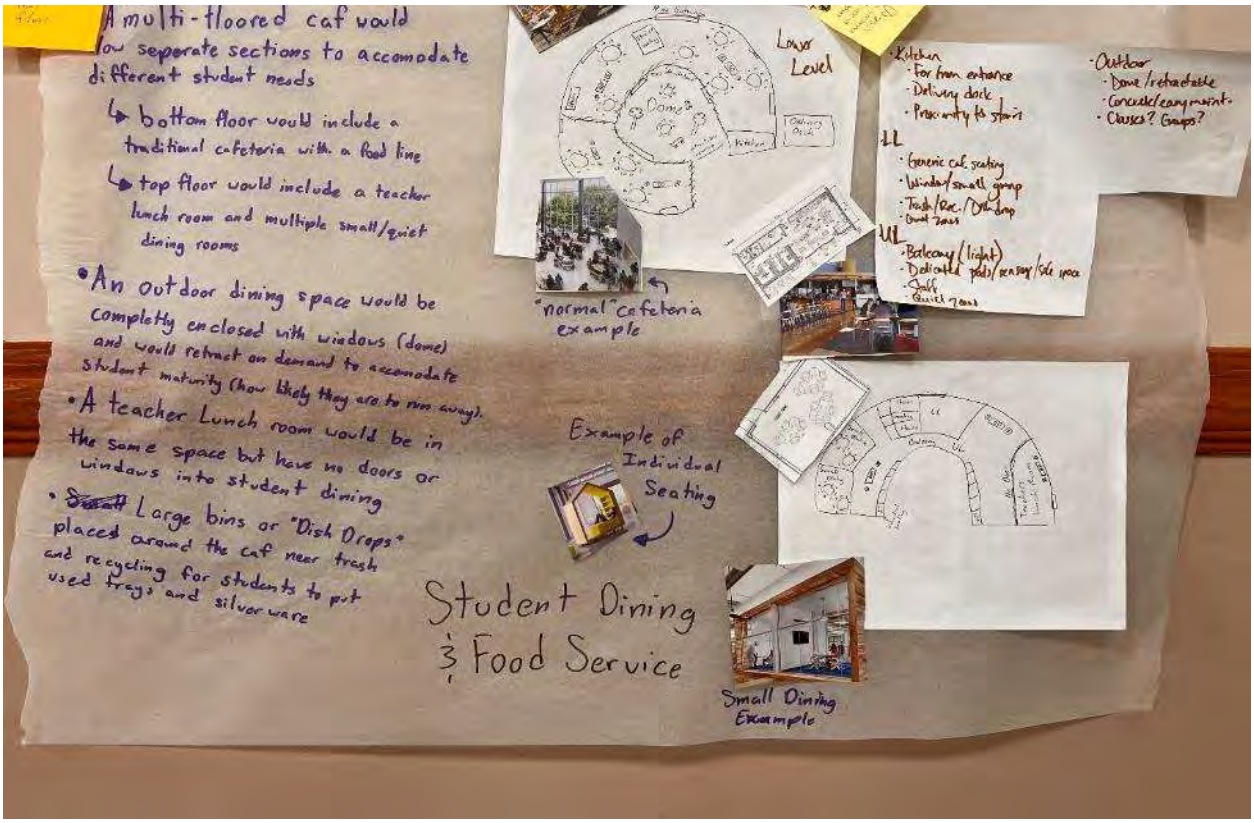

- USE OF BINS
- MOBILITY WITH WHEELS
- ACCESSIBILITY FOR ALL LEARNERS
- POP UP LIBRARY WITHIN DIFFERENT GRADES
- STORAGE SPACE
- ADDITIONAL BLOCKS LIKE DEDICATED TO MEDIA
PLAYFUL SEATING
SMALL FURN.
WASHABLE
NATURE OUTSIDE/INSIDE
CREATING VIEWS INSIDE
PEER K
CIRCULATION
DESK
TEACHING ZONE
1ST - 5TH
STACKABLE SEAT + LIGHT
OUTDOOR LEARNING
CHANGE DAILY THEMES DISPLAY INFO.
FOCUS AREA
LEARNING + INSTRUCTION
STRUCTURE TABLE + SEATING
WALL PROJECTION

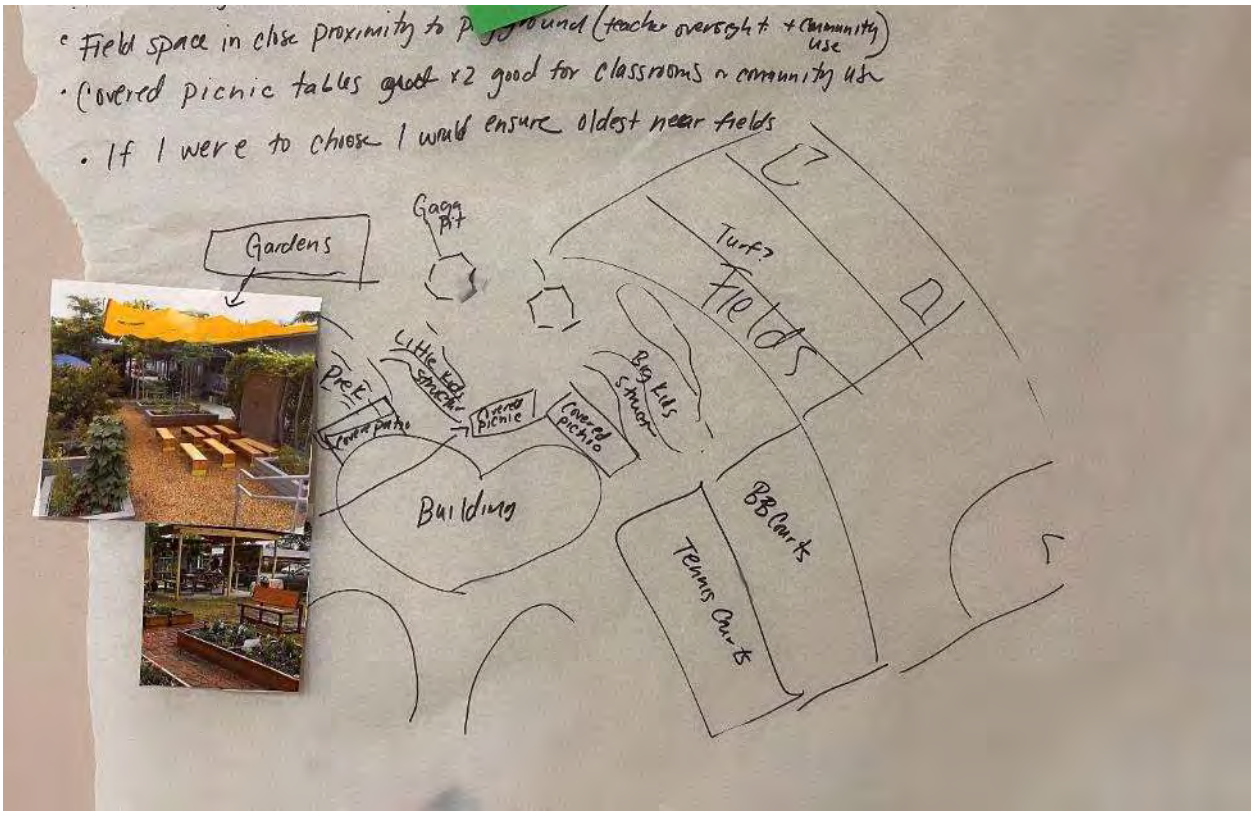

- Good space for Travel BB + Rec BB
- Full size gym + Bleachers (n=100)
- connected with stage
- Divider
- Inclusive Rec. programming (adaptive PE, dance)
- Maximize storage for multi-use (school, Rec, Town, CARES)
- ROCK wall - future of sports. inclusivity of non-traditional athletic
- Indoor track (60 kids in middle school running → future)
-Fieldhouse!
GYM/PE
Rock Wall
Office Space
Indoor Track 2nd level
Pickleball
Sports
Volleyball Badminton
Pickleball
Dance Studio
Full-length Mirror
Viewing Windows

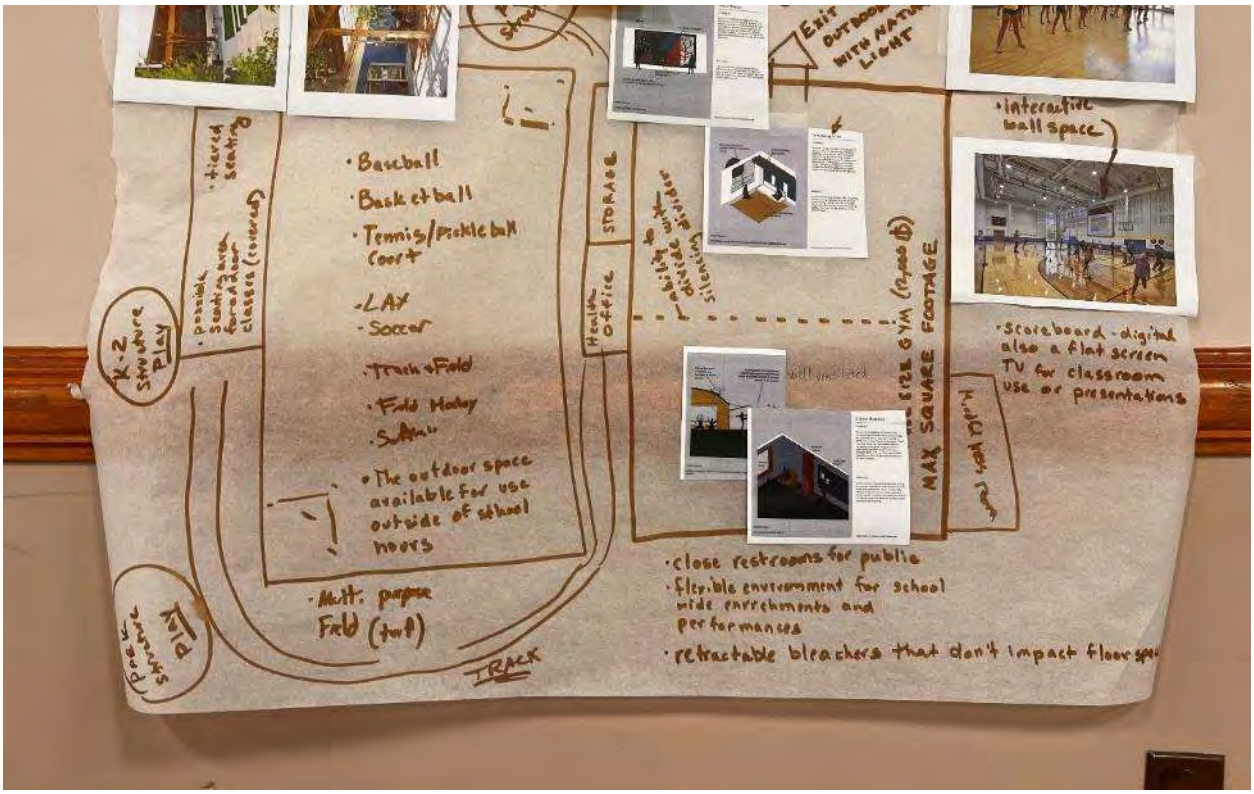

Gym
Hallway
Art
Art
Gen. Music
Gen. Music
DW doors!
Shared storage
Spaces
Outdoor Learning Area

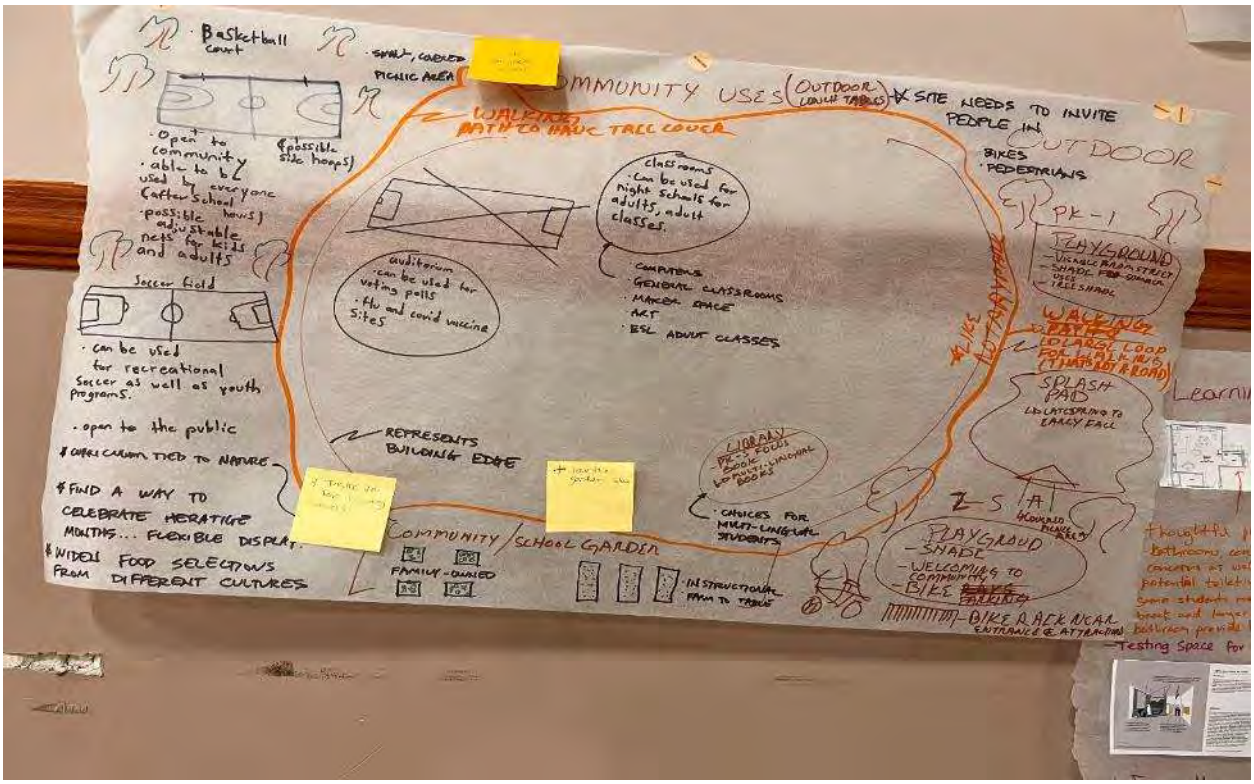

GALLERY/FLEX SPACE
ART CLASSROOMS x2
MUSIC ROOMS
BAND/CHORUS
BUFFER ZONES
PRACTICE ROOMS
OFFICES FOR MUSIC/ART STAFF
Stage Seating -
Some Fixed
Seating at least
a little so seat set up
isn't always required
CHORUS
BAND
one row fixed
Moving gallery walls that can be moved to divide space or for gallery setup
This dividing wall should be removable to open the two spaces as much as possible as needed
upper grade on kiln side
Desks/seating not drawn because it would be manually as needed
Comfortable chairs on wheels, fold up top
as many windows as possible and as large as possible

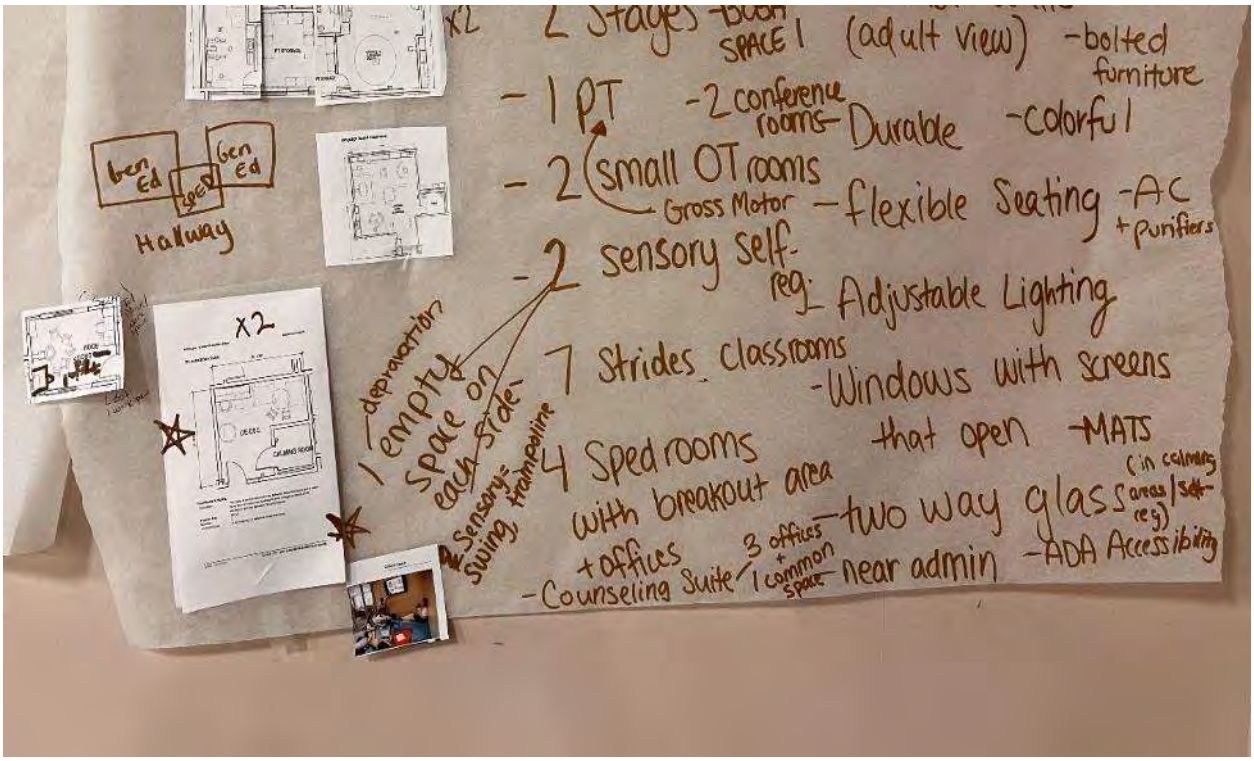

Cafeteria
- High Ceilings
- Natural light
- hanging/layered lighting - Café changing (Northridge)
GYM
STAGE
Pavilion style undercover
Outdoor Dining Space
STAFF OUTDOOR DINING / ENTRY
* no door from staff lounge directly to cafe. separate entrance
Serving zone:
- Flow - organize
- easy access
LOADING
- Dry erase board + projector for meetings + multi-purpose
- Soft seating options
- use for lunch bunch
Chairs: Intensive/coach child game seating. Own space w/ chair back & mattress bic if separate. Chair it is useful for adults as well for performances.
QUIET ROOMS
ACOUSTIC SEPARATION
SLIDING DOORS / GLASS VISIBILITY
QUIET
(2) WITHIN THE OVERALL
OUTDOOR DINING → CONNECTION
STAFF DINING → CONNECTION OUTDOORS SEPARATED FROM STUDENT
DAYLIGHTING

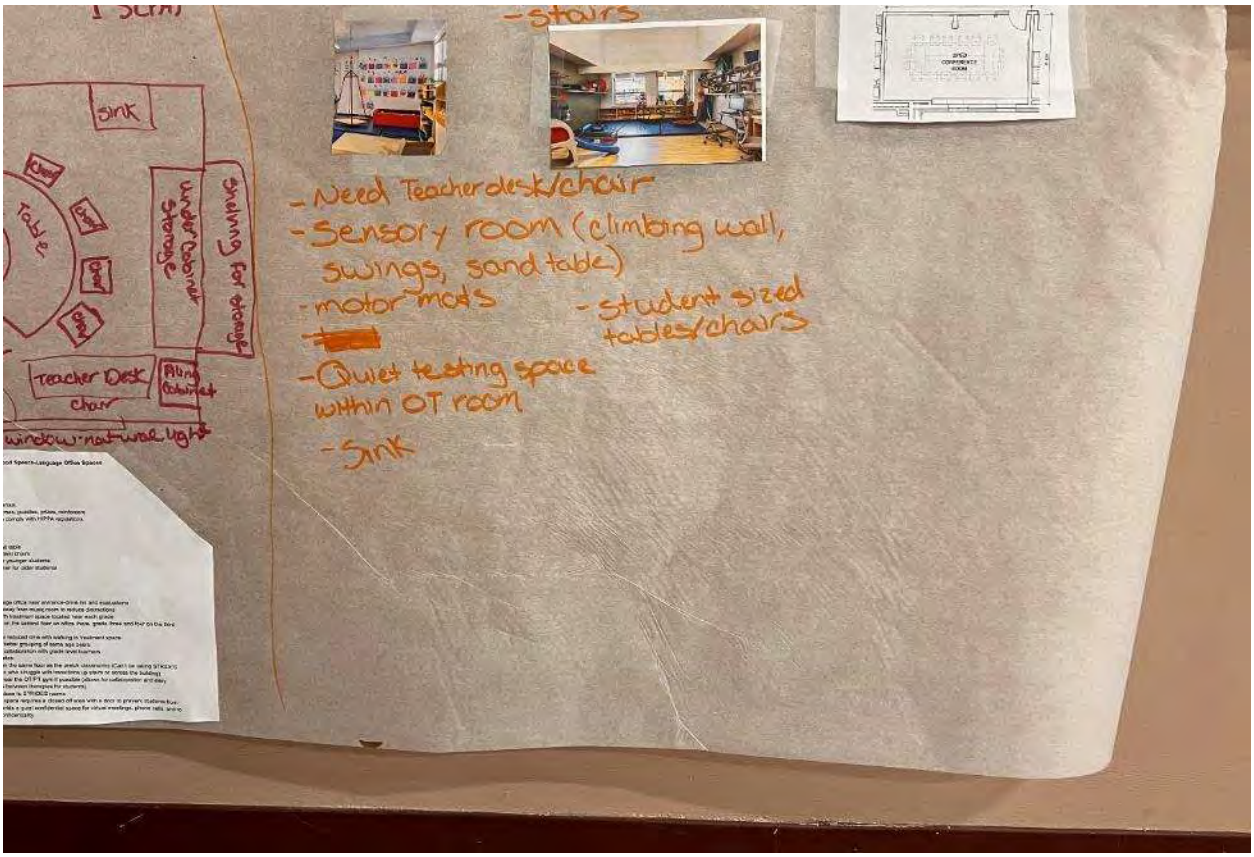

A multi-floored caf would allow seperate sections to accomodate different student needs
bottom floor would include a traditional cafeteria with a food line
top floor would include a teacher lunch room and multiple small/quiet dining rooms
An outdoor dining space would be completly enclosed with windows (dome) and would retract on demand to accomodate student maturity (how likely they are to run away).
A teacher Lunch room would be in the same space but have no doors or windows into student dining
Large bins or "Dish Drops" placed around the caf near trash and recycling for students to put used trays and silverware
Lower Level
Kitchen
For from entrance
Delivery dock
Proximity to stairs
Outdoor
Dome / retractable
Concrete/easy maint.
Classes? Groups?
LL
Generic caf. seating
Window/small group
Trash/Rec./Dish drop
UL
Balcony (light)
Dedicated pods/easy/sit area
"normal" cafeteria example
Example of Individual Seating
Student Dining & Food Service
Small Dining Example

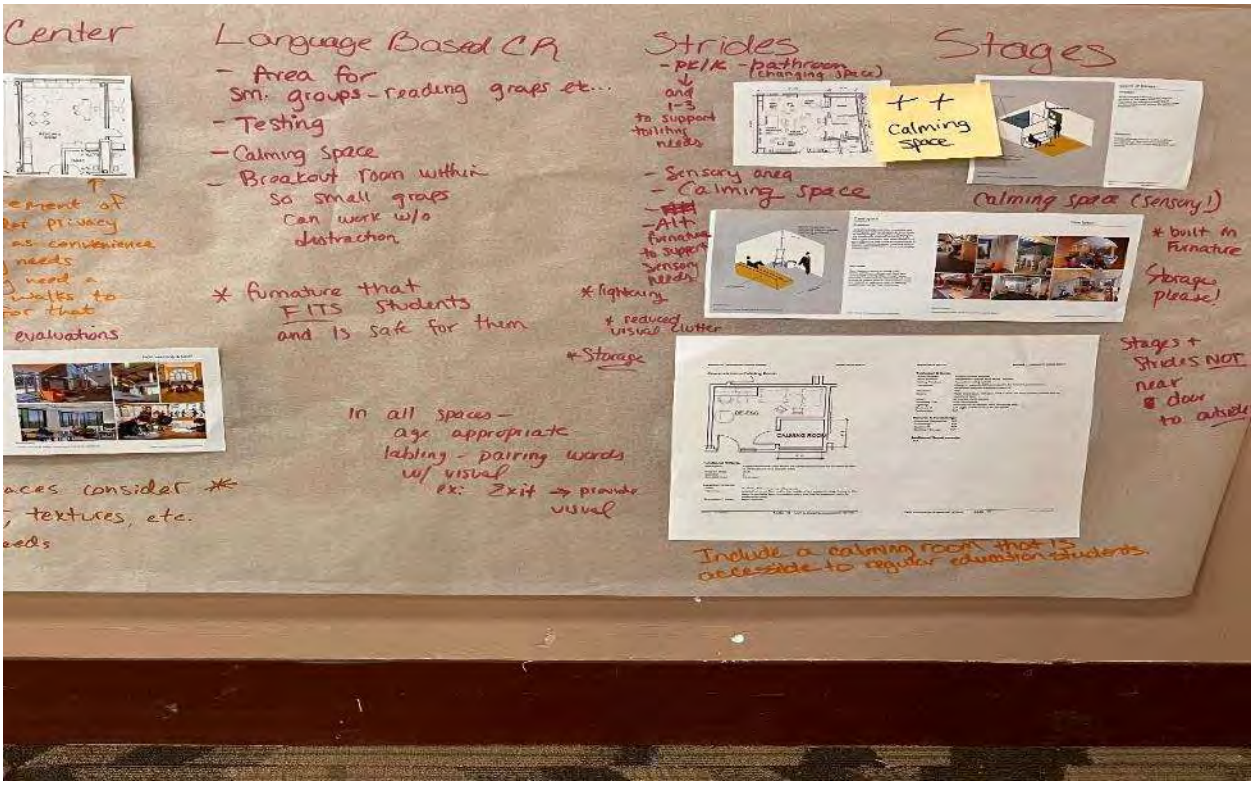

Field space in close proximity to playground (teacher oversight + community use)
Covered picnic tables great x2 good for classrooms + community use
If I were to choose I would ensure oldest near fields
Gardens
Gaga Pit
Turf?
Fields
Little kid smash
Pre-K
Covered picnic
Big kids smash
Building
BB Courts
Tennis Courts

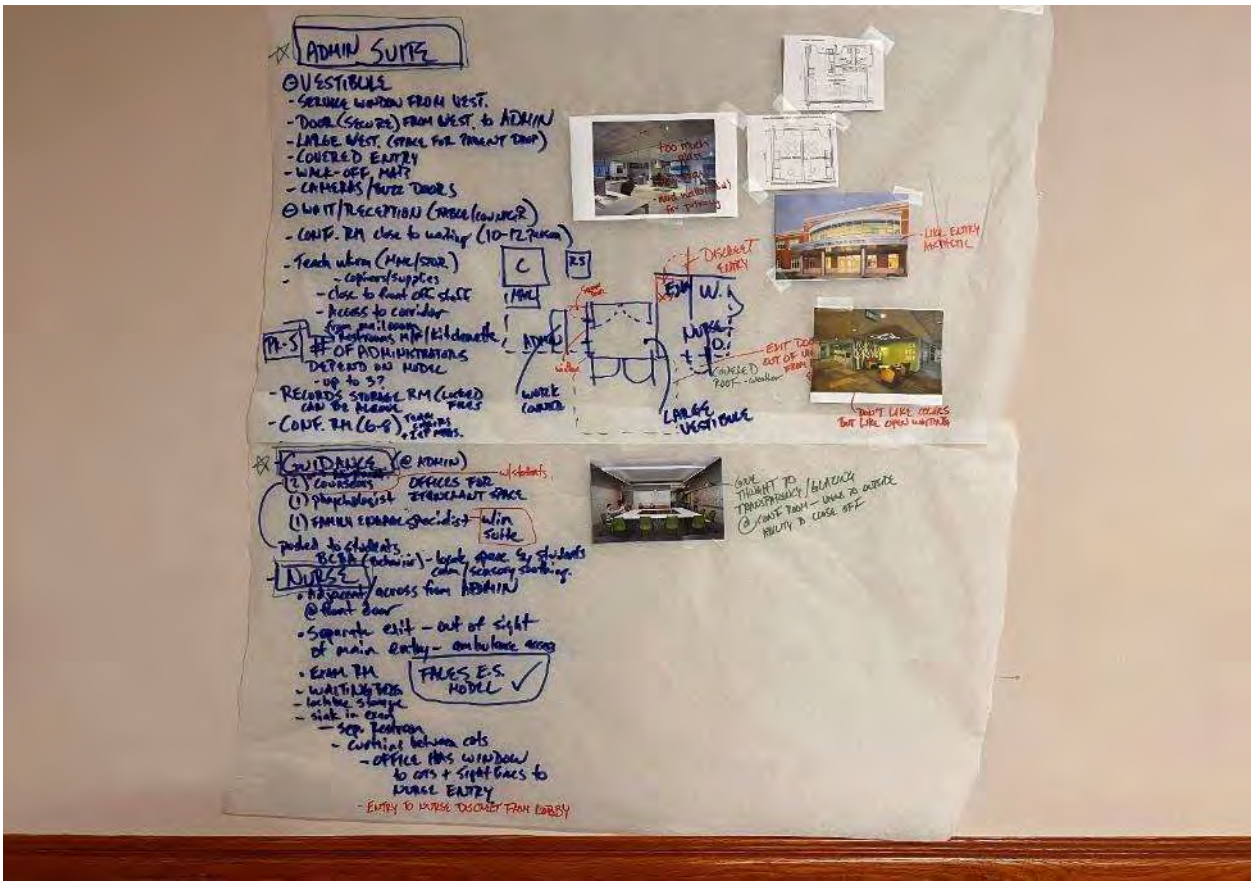

Exit outdoor with natural light
Interactive wall space
Baseball
Basketball
Tennis/Pickleball Court
LAX
Soccer
Track + Field
Field Hockey
Softball
The outdoor space available for use outside of school hours
Mult. purpose Field (turf)
TRACK
STORAGE
Health Office
Scoreboard - digital also a flat screen TV for classroom use or presentations
close restrooms for public
flexible environment for school wide enrichments and performances
retractable bleachers that don't impact floor spa

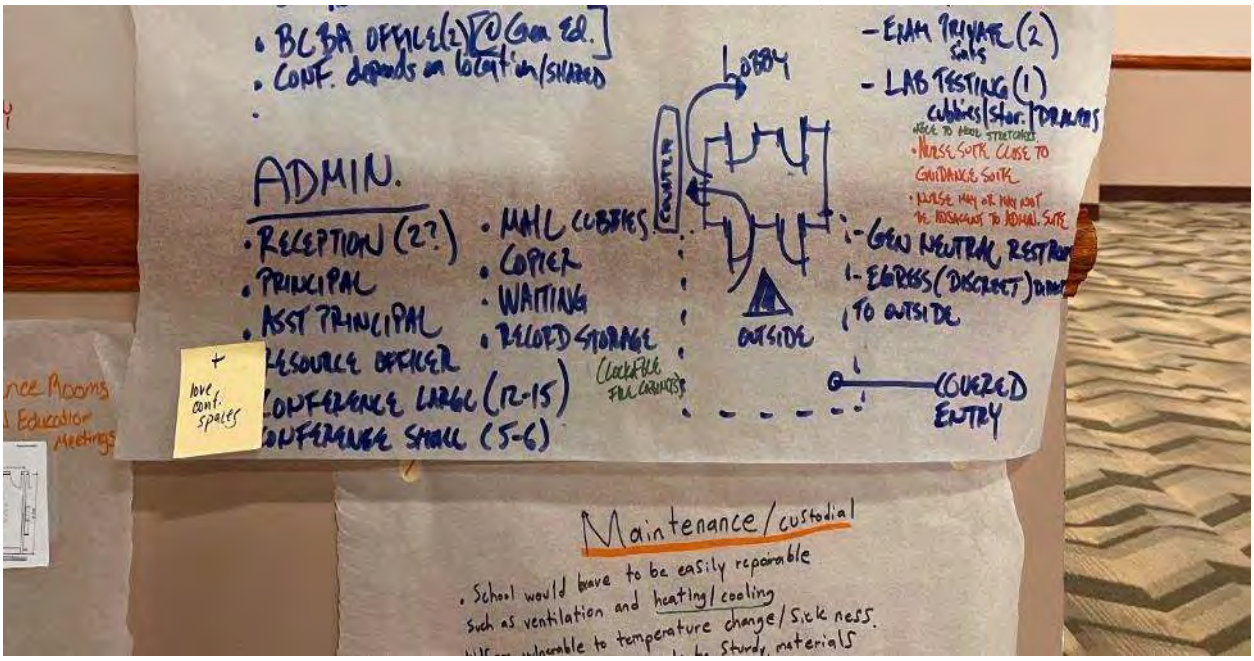

Basketball Court
Open to community
able to be used by everyone (after school hours)
possible adjustable nets for kids and adults
Soccer field
can be used for recreational soccer as well as youth programs.
open to the public
COMMUNITY USES (OUTDOOR)
SITE NEEDS TO INVITE PEOPLE IN
WALKING PATH TO HAVE TALL COVER
classrooms
can be used for night schools for adults, adult classes.
auditorium
can be used for voting polls
flu and covid vaccine sites
COMPUTERS
GENERAL CLASSROOMS
MAKER SPACE
ART
ESL ADULT CLASSES
BIKES
PEDESTRIANS
OUTDOOR
PK-1
PLAYGROUND
SHADE
WALKING PATH
SPLASH PAD
REPRESENTS BUILDING EDGE
LIBRARY
CHOICES FOR MULTI-LINGUAL STUDENTS
COMMUNITY/SCHOOL GARDEN
FAMILY-OWNED
INSTRUCTIONAL FARM TO TABLE
PLAYGROUND
SHADE
WELCOMING TO COMMUNITY
BIKE RACK NEAR ENTRANCE & ATTRACTION
Testing Space for

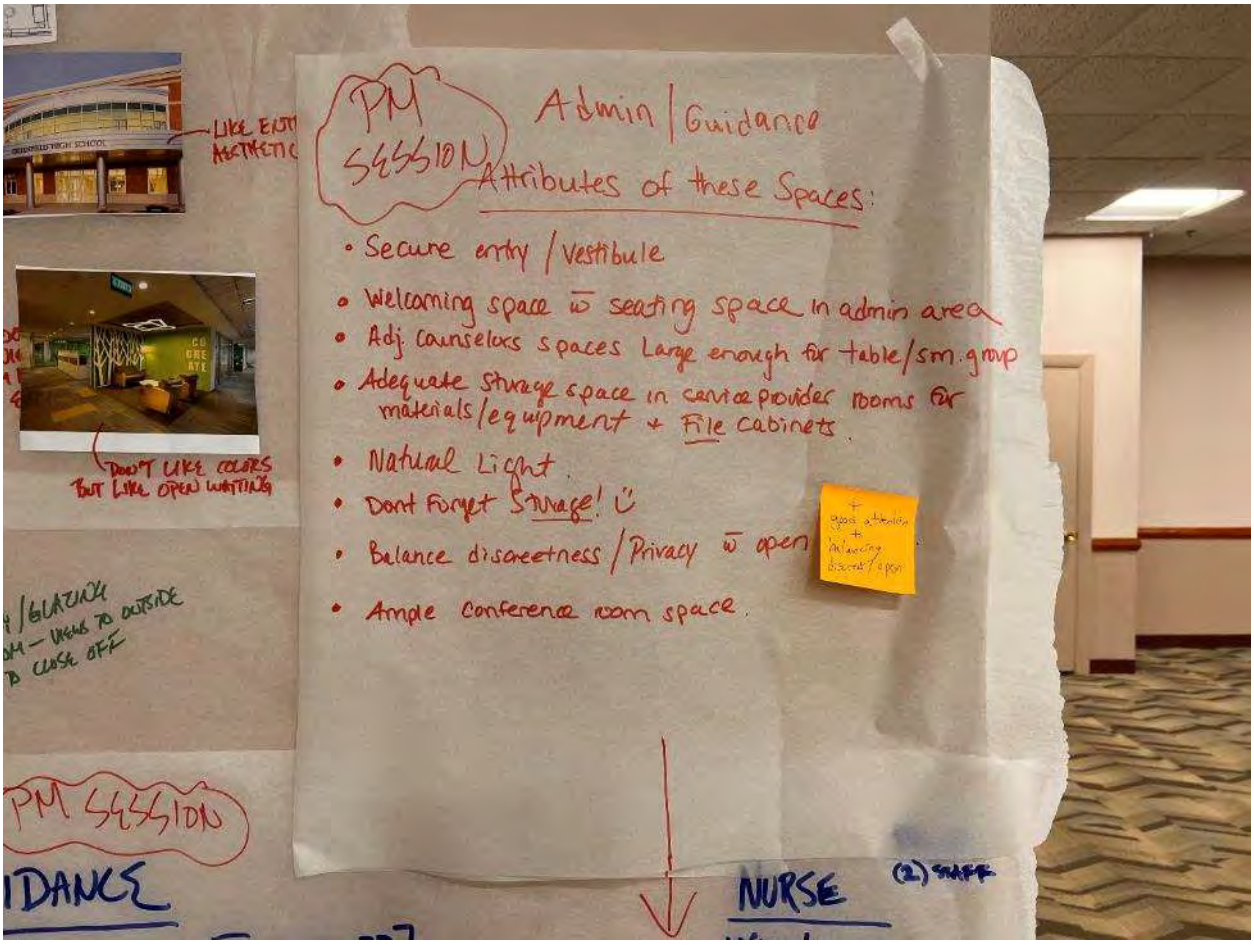

Gen Ed
Gen Ed
Hallway
X2
X2
2 stages
(adult view)
-bolted furniture
- 1 PT
-2 conference rooms
Durable
-Colorful
- 2 small OT rooms
Gross Motor
-flexible Seating
-AC + purifiers
-2 sensory self-reg
Adjustable Lighting
7 Strides classrooms
-Windows with screens that open
-MATS
4 Sped rooms with breakout area
+offices
-Counseling Suite
3 offices + 1 common space
two way glass
near admin
-ADA Accessibility
1 empty space on each side
Sensory: swing, trampoline

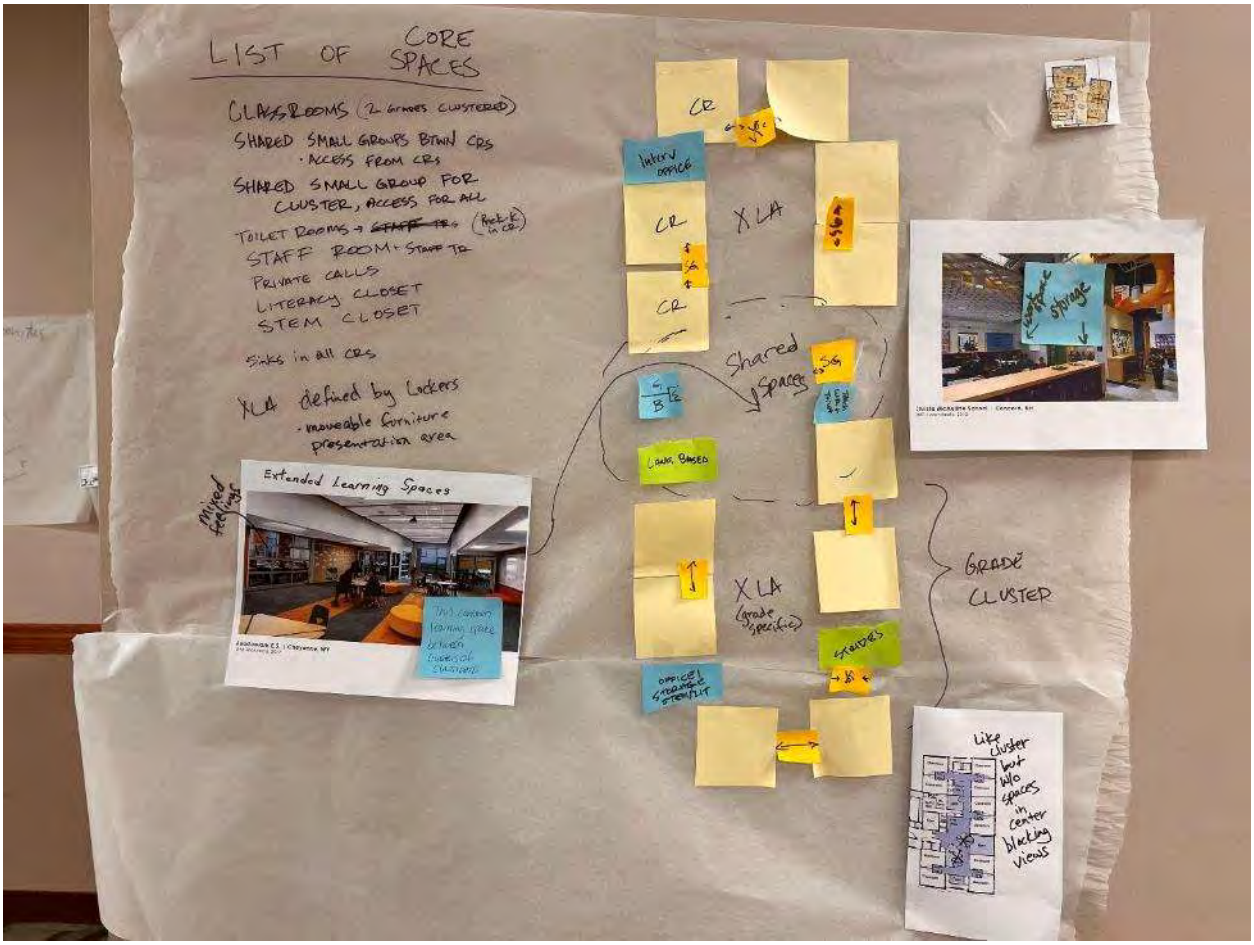

-stairs
sink
Table
Chair
Shelving for supplies
Teacher Desk
chair
Filing Cabinet
window-natural light
-Need Teacher desk/chair
-Sensory room (climbing wall, swings, sand table)
-motor mats
-student sized tables/chairs
-Quiet testing space within OT room
-Sink

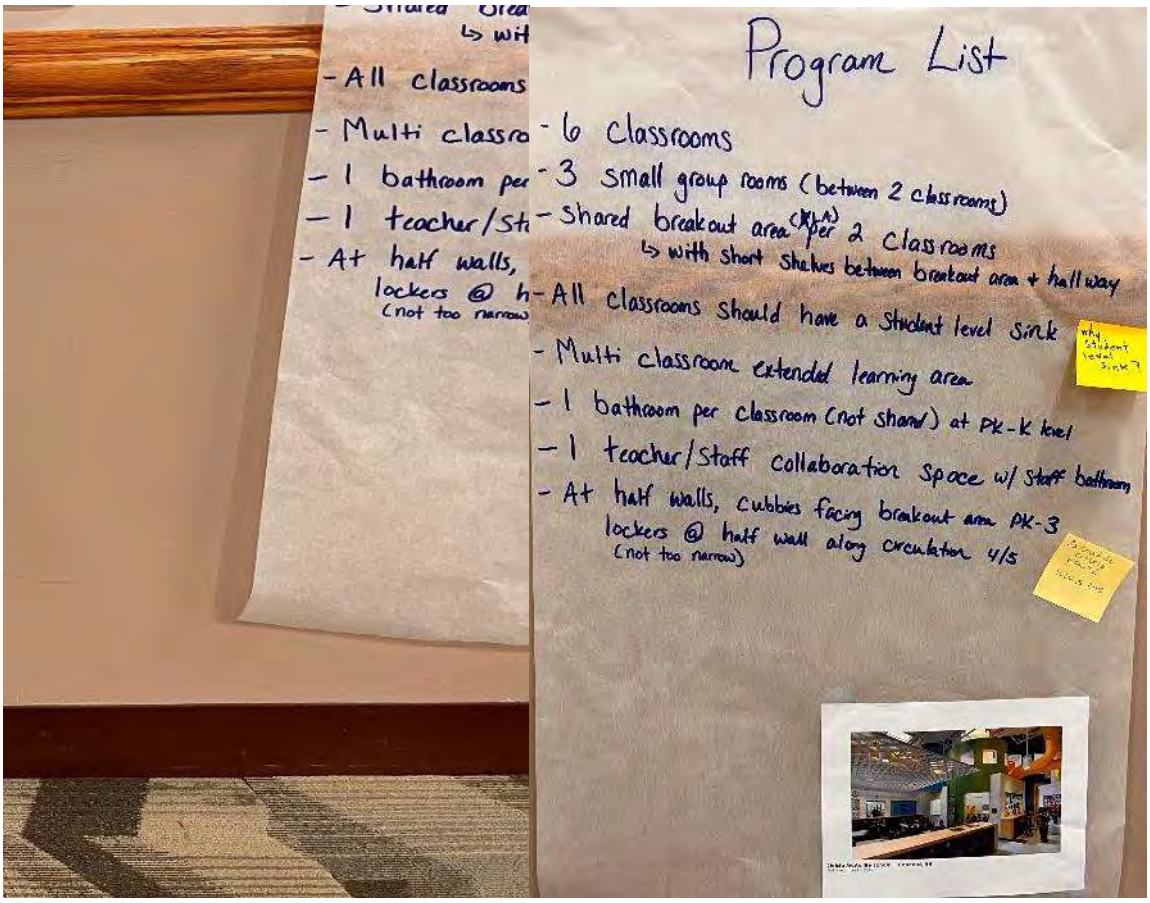

Center
Language Based CR
- Area for sm. groups - reading groups etc...
- Testing
- Calming Space
- Breakout room within so small groups can work w/o distraction
* furniture that FITS students and is safe for them
In all spaces - age appropriate labeling - pairing words w/ visual ex: Exit → provide visual
Strides
- PE/K - bathroom (changing space)
- Sensory area
- Calming Space
- Alt. furniture to support sensory needs
* lighting
* reduced visual clutter
* Storage
Calming Space
Calming space (sensory!)
* built in Furniture
Storage please!
Stages + Strides NOT near door to outside
Include a calming room that is accessible to regular education students.

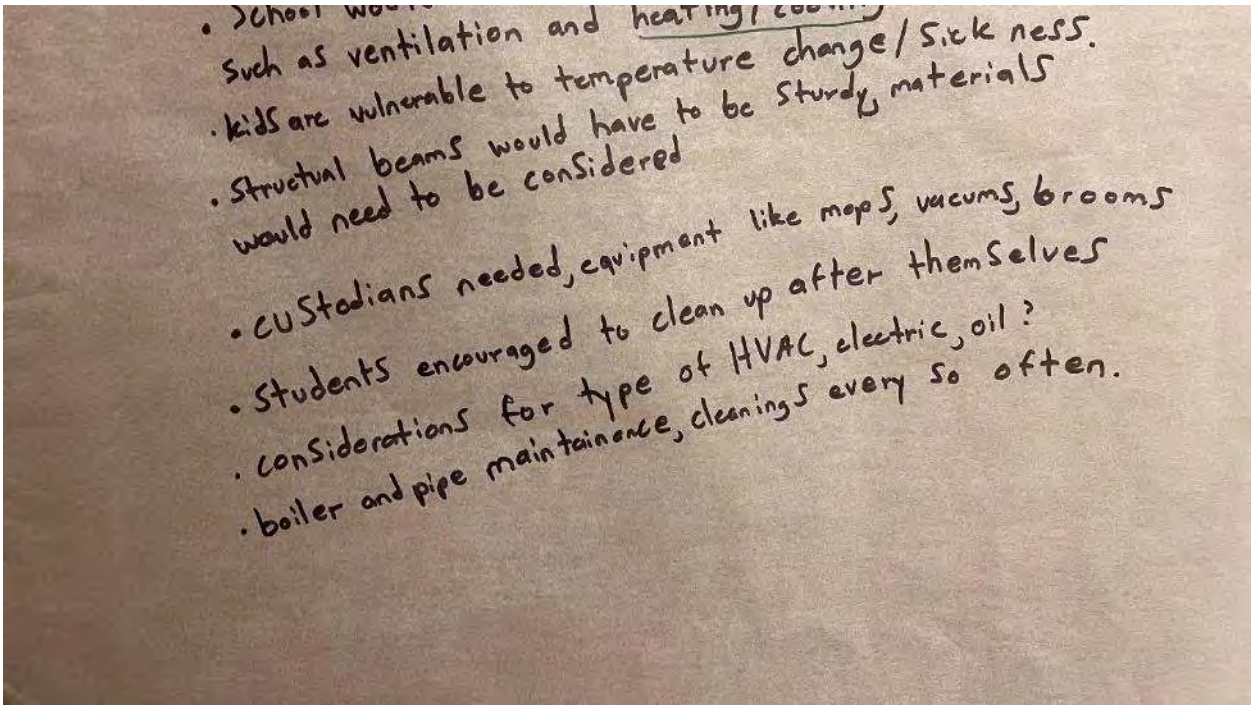

ADMIN SUITE
VESTIBULE
WAIT/RECEPTION
CONF. RM
Teach. Admin
OF ADMINISTRATORS DEPEND ON MODEL
RECORDS STORAGE RM
CONF. RM (6-8)
GUIDANCE (@ ADMIN)
OFFICES FOR
NURSE
Separate exit - out of sight of main entry - ambulance access
EXAM RM
WAITING AREA
Locking Storage
Sink in exam
Toilet between exits
Office has window to exit + sightlines to MAIN ENTRY
ENTRY TO SUITE DISCRETE FROM LOBBY
FALES E.S. MODEL
LARGE VESTIBULE
DISCREET ENTRY
LIKE ENTRY MATERIAL
DON'T LIKE COLORS BUT LIKE OPEN WINDOW


ADMIN.
RECEPTION (2?)
PRINCIPAL
ASST PRINCIPAL
CONFERENCE LARGE (12-15)
CONFERENCE SMALL (5-6)
MAIL CUBBIES
COPIER
WAITING
RECORD STORAGE
LOBBY
COUNTER
OUTSIDE
EXAM PRIVATE (2)
LAB TESTING (1)
GEN NEUTRAL RESTR
EGRESS (DISCREET)
TO OUTSIDE
COVERED ENTRY
Maintenance / custodial
School would have to be easily repairable
such as ventilation and heating/cooling
temperature change/sickness.


PM SESSION
Admin / Guidance
Attributes of these Spaces:
Secure entry / Vestibule
Welcoming space w seating space in admin area
Adj counselors spaces Large enough for table/sm. group
Adequate storage space in service provider rooms for materials/equipment + File cabinets
Natural Light
Dont Forget Storage!
Balance discreetness / Privacy w open
Ample conference room space
DON'T LIKE COLORS BUT LIKE OPEN WAITING
PM SESSION
NURSE


LIST OF CORE SPACES
CLASSROOMS (2 grades clustered)
SHARED SMALL GROUPS BTWN CRs
· ACCESS FROM CRs
SHARED SMALL GROUP FOR CLUSTER, ACCESS FOR ALL
TOILET ROOMS
STAFF ROOM · Staff TR
PRIVATE CALLS
LITERACY CLOSET
STEM CLOSET
Sinks in all CRs
XLA defined by Lockers
· moveable furniture
presentation area
Extended Learning Spaces
CR
Interv Office
XLA
Shared Spaces
Lang. Based
XLA
(grade specific)
Grade Cluster
Like cluster but W/O spaces in center blocking views


Program List
- 6 classrooms
- 3 small group rooms (between 2 classrooms)
- Shared breakout area (K/1) per 2 classrooms
↳ with short shelves between breakout area + hallway
- All classrooms should have a student level sink
- Multi classroom extended learning area
- 1 bathroom per classroom (not shared) at PK-K level
- 1 teacher/staff collaboration space w/ staff bathroom
- At half walls, cubbies facing breakout area PK-3
lockers @ half wall along circulation 4/5
(not too narrow)


Such as ventilation and heating/cooling
. kids are vulnerable to temperature change/sickness.
. structual beams would have to be sturdy materials
would need to be considered
. custodians needed, equipment like mops, vacums, brooms
. students encouraged to clean up after themselves
. considerations for type of HVAC, electric, oil?
. boiler and pipe maintainence, cleanings every so often.

Educational Program Narrative

Over the course of several months, District leaders prepared an Educational Program narrative that synthesized and translated the outcomes of visioning into a description of the District's educational intent across all its elementary schools, a document that provided the Design Team with a clear set of programmatic, pedagogical, operational, and staffing goals on which to base conceptual designs. The full educational program is provided in section 3.1.2.

School Tours

The Design Team organized seven schools and invited members of the School Building Committee, town leadership, members of the School Committee, and parents to attend. Feedback from those who attended the tours suggested that they were incredibly valuable and help attendees understand the key differences between next generation school facilities and twentieth century facilities, what is achievable in an MSBA project, and how design strategies and architecture can have an impact on teaching and learning.

The District prepared a documentary video to communicate what they learned from these tours. A link to this video is provided below.

School Tours Video

Programming Meetings to Establish Preliminary Space Summaries

The Design Team facilitated three meetings with District administrators, building principals, members from town administration and boards, and members of the School Committee to synthesize the visioning outcomes and to translate those outcomes into three preliminary space summaries, one for each grade configuration under consideration. Final versions of the Space Summary Templates are provided in section 3.1.3.

Conceptual Alternatives – District Input and Feeback

Over the course of two months, the Design Team prepared conceptual alternatives for each grade configuration and site under consideration. Members of the Leadership Working Group, a subset of the School Building Committee, provided feedback on the siting, site features, and spatial relationships of each alternative. The Design Team prepared additional iterations based on this feedback prior to having alternatives cost estimated. A detailed description of all preliminary alternatives is provided in section 3.1.6.

X.13

Property Location 178 WILDWOOD ST | Map ID 60/ / 23/ / | Bldg Name | State Use 9341
Vision ID 5472 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 9/15/2023 3:29:04 PM

CURRENT OWNER	TOPO	UTILITIES	STRT / ROAD	LOCATION
TOWN OF WILMINGTON				
WILDWOOD SCHOOL				
121 GLEN ROAD				
WILMINGTON MA 01887				

SUPPLEMENTAL DATA

Alt Prcl ID	00060 00000 00023	pid	
SUB-DIV			
PHOTO			
WARD			
PREC.		7.5	
GIS ID	M_228497_922300	Assoc Pid#	

CURRENT ASSESSMENT

Description	Code	Appraised	Assessed
EXEMPT	9340	5,246,300	5,246,300
EXM LAND	9340	1,353,300	1,353,300
EXEMPT	9340	26,000	26,000
Total		6,625,600	6,625,600

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WILMINGTON, MA

VISION

RECORD OF OWNERSHIP

RECORD OF OWNERSHIP	BK-VOL/PAGE	SALE DATE	Q/U	V/I	SALE PRICE	VC
TOWN OF WILMINGTON	0				0	

PREVIOUS ASSESSMENTS (HISTORY)

Year	Code	Assessed	Year	Code	Assessed	Year	Code	Assessed
2023	9340	5,246,300	2022	9340	4,984,000	2021	9340	4,721,700
	9340	1,353,300		9340	1,232,400		9340	1,122,700
	9340	26,000		9340	26,000		9340	26,000
	Total	6,625,600		Total	6,242,400		Total	5,870,400

EXEMPTIONS

Year	Code	Description	Amount
		Total	0.00

OTHER ASSESSMENTS

Code	Description	Number	Amount	Comm Int

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ASSESSING NEIGHBORHOOD

Nbhd	Nbhd Name	B	Tracing	Batch
0001				

NOTES

WILDWOOD SCHOOL

APPRAISED VALUE SUMMARY

Appraised Bldg. Value (Card)	5,246,300
Appraised Xf (B) Value (Bldg)	0
Appraised Ob (B) Value (Bldg)	26,000
Appraised Land Value (Bldg)	1,353,300
Special Land Value	0
Total Appraised Parcel Value	6,625,600
Valuation Method	C
Total Appraised Parcel Value	6,625,600

BUILDING PERMIT RECORD

Permit Id	Issue Date	Type	Description	Amount	Insp Date	% Comp	Date Comp	Comments
1101258	08-08-2011	CM	Commercial	69,000	05-31-2012	0		REROOF

VISIT / CHANGE HISTORY

Date	Id	Type	Is	Cd	Purpose/Result
05-31-2012	PP			00	Measur+Listed
03-21-2008	RD			00	Measur+Listed
12-17-1998	RD			00	Measur+Listed
04-17-1981					

LAND LINE VALUATION SECTION

B	Use Code	Description	Zone	LA	Land Type	Land Units		Unit Price	I. Factor	Site Index	Cond.	Nbhd.	Nhbd Adj	Notes	Location Adjustme		Adj Unit Pric	Land Value
1	9341	Town Education	R20			43,560	SF	4.86	1.00000	A	1.00	07	1.200	SITE SIZE = 70% COVER		0	5.83	254,000
1	9341	Town Education	R20			4.250	AC	211,700.00	1.00000	0	1.00	07	1.200	SITE		0	254,040	1,079,700
1	9341	Town Education				2.250	AC	8,700.00	1.00000	0	1.00		1.000	EXC		0	8,700	19,600
		Total Card Land Units				7.5000	AC	Parcel Total Land Area:		7.5000							Total Land Value	1,353,300

Property Location 178 WILDWOOD ST | Map ID 60/ / 23/ / | Bldg Name | State Use 9341
Vision ID 5472 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 9/15/2023 3:29:04 PM

CONSTRUCTION DETAIL

Element	Cd	Description
Style:	83	Schools-Public
Model	94	Commercial
Grade	07	Excellent +10
Stories:	1	
Occupancy	1.00	
Exterior Wall 1	20	Brick/Masonry
Exterior Wall 2		
Roof Structure	01	Flat
Roof Cover	04	Tar & Gravel
Interior Wall 1	05	Drywall/Sheet
Interior Wall 2		
Interior Floor 1	05	Vinyl/Asphalt
Interior Floor 2		
Heating Fuel	02	Oil
Heating Type	04	Forced Air-Duc
AC Type	01	None
Bldg Use	9341	Town Education C
Total Rooms		
Total Bedrms	00	
Total Baths	0	
Heat/AC	00	NONE
Frame Type	06	FIREPRF STEEL
Baths/Plumbing	02	AVERAGE
Ceiling/Wall	06	CEIL & WALLS
Rooms/Prtns	02	AVERAGE
Wall Height	12.00	
% Comn Wall	0.00	
1st Floor Use:	9033	

CONSTRUCTION DETAIL (CONTINUED)

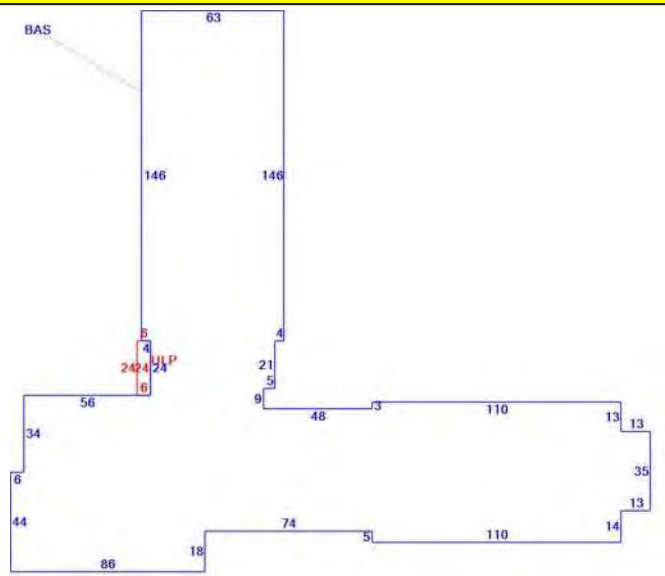
Element	Cd	Description

MIXED USE

Code	Description	Percentage
9341	Town Education C	100
		0
		0

COST / MARKET VALUATION

RCN	8,743,794
Year Built	1953
Effective Year Built	2002
Depreciation Code	E
Remodel Rating	
Year Remodeled	
Depreciation %	40
Functional Obsol	0
External Obsol	0
Trend Factor	1
Condition	
Condition %	
Percent Good	60
RCNLD	5,246,300
Dep % Ovr	
Dep Ovr Comment	
Misc Imp Ovr	
Misc Imp Ovr Comment	
Cost to Cure Ovr	
Cost to Cure Ovr Comment	





OB - OUTBUILDING & YARD ITEMS(L) / XF - BUILDING EXTRA FEATURES(B)

Code	Description	L/B	Units	Unit Price	Yr Blt	Cond. Cd	% Good	Grade	Grade Adj	Appr. Value
PAV1	PAVING-ASPH	L	50,000	0.90	1998		50		0.00	22,500
FN2	FENCE-5' CHAI	L	1,000	7.00	1998		50		0.00	3,500

BUILDING SUB-AREA SUMMARY SECTION

Code	Description	Living Area	Floor Area	Eff Area	Unit Cost	Undeprec Value
BAS	First Floor	28,434	28,434	28,434	307.20	8,734,885
ULP	Loading Platform, Unfinished	0	144	29	61.87	8,909
	Ttl Gross Liv / Lease Area	28,434	28,578	28,463		8,743,794

Property Location 227 WOBURN ST | Map ID 87/ / 1/K / | Bldg Name | State Use 9341
Vision ID 7323 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 9/15/2023 3:26:44 PM

CURRENT OWNER	TOPO	UTILITIES	STRT / ROAD	LOCATION
TOWN OF WILMINGTON				

121 GLEN RD

WILMINGTON MA 01887

SUPPLEMENTAL DATA

Alt Prcl ID	00087 00000 00001K	pid	
SUB-DIV			
PHOTO			
WARD			
PREC.		10	
GIS ID	M_228777_924314	Assoc Pid#	

CURRENT ASSESSMENT

Description	Code	Appraised	Assessed
EXEMPT	9340	5,851,100	5,851,100
EXM LAND	9340	1,804,300	1,804,300
EXEMPT	9340	45,000	45,000
		Total	7,700,400	7,700,400

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WILMINGTON, MA

VISION

RECORD OF OWNERSHIP

RECORD OF OWNERSHIP	BK-VOL/PAGE		SALE DATE	Q/U	V/I	SALE PRICE	VC
TOWN OF WILMINGTON	01787	0041				0	

PREVIOUS ASSESSMENTS (HISTORY)

Year	Code	Assessed	Year	Code	Assessed	Year	Code	Assessed
2023	9340	5,851,100	2022	9340	6,096,500	2021	9340	5,775,700
	9340	1,804,300		9340	1,643,100		9340	1,496,900
	9340	45,000		9340	45,000		9340	45,000
	Total	7,700,400		Total	7,784,600		Total	7,317,600

EXEMPTIONS

Year	Code	Description	Amount
		Total	0.00

OTHER ASSESSMENTS

Code	Description	Number	Amount	Comm Int

This signature acknowledges a visit by a Data Collector or Assessor

ASSESSING NEIGHBORHOOD

Nbhd	Nbhd Name	B	Tracing	Batch
0001				

NOTES

WOBURN ST SCHOOL

ON OVERIDE PER ASSESSOR

3 TENNIS COURTS

APPRAISED VALUE SUMMARY

Appraised Bldg. Value (Card)	5,851,100
Appraised Xf (B) Value (Bldg)	0
Appraised Ob (B) Value (Bldg)	45,000
Appraised Land Value (Bldg)	1,804,300
Special Land Value	0
Total Appraised Parcel Value	7,700,400
Valuation Method	C
Total Appraised Parcel Value	7,700,400

BUILDING PERMIT RECORD

Permit Id	Issue Date	Type	Description	Amount	Insp Date	% Comp	Date Comp	Comments
20211215	07-08-2021	RS	Residential	312,500		0		INSULATION
1501633	08-06-2015	CM	Commercial	80,000		100		RMV/RPL GYM FLOOR

VISIT / CHANGE HISTORY

Date	Id	Type	Is	Cd	Purpose/Result
03-26-2008	RD			00	Measur+Listed
11-11-1998	RD			00	Measur+Listed
04-17-1981					

LAND LINE VALUATION SECTION

B	Use Code	Description	Zone	LA	Land Type	Land Units		Unit Price	I. Factor	Site Index	Cond.	Nbhd.	Nhbd Adj	Notes	Location Adjustme		Adj Unit Pric	Land Value
1	9341	Town Education	R20			43,560	SF	4.86	1.00000	A	1.00	07	1.200	SITE SIZE = 70% COVER		0	5.83	254,000
1	9341	Town Education	R20			6.000	AC	211,700.00	1.00000	0	1.00	07	1.200	SITE		0	254,040	1,524,200
1	9341	Town Education				3.000	AC	8,700.00	1.00000	0	1.00		1.000	EXC		0	8,700	26,100

Total Card Land Units 10.0000 AC | Parcel Total Land Area: 10.0000 | Total Land Value 1,804,300

Property Location 227 WOBURN ST | Map ID 87/ / 1/K / | Bldg Name | State Use 9341
Vision ID 7323 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 9/15/2023 3:26:45 PM

CONSTRUCTION DETAIL

Element	Cd	Description
Style:	83	Schools-Public
Model	94	Commercial
Grade	04	Average +10
Stories:	2	
Occupancy	1.00	
Exterior Wall 1	20	Brick/Masonry
Exterior Wall 2		
Roof Structure	01	Flat
Roof Cover	04	Tar & Gravel
Interior Wall 1	01	Minim/Masonry
Interior Wall 2	05	Drywall/Sheet
Interior Floor 1	05	Vinyl/Asphalt
Interior Floor 2		
Heating Fuel	02	Oil
Heating Type	04	Forced Air-Duc
AC Type	01	None
Bldg Use	9341	Town Education C
Total Rooms		
Total Bedrms	00	
Total Baths	2	
Heat/AC	00	NONE
Frame Type	03	MASONRY
Baths/Plumbing	02	AVERAGE
Ceiling/Wall	05	SUS-CEIL & WL
Rooms/Prtns	02	AVERAGE
Wall Height	12.00	
% Comn Wall	0.00	
1st Floor Use:	9033	

CONSTRUCTION DETAIL (CONTINUED)

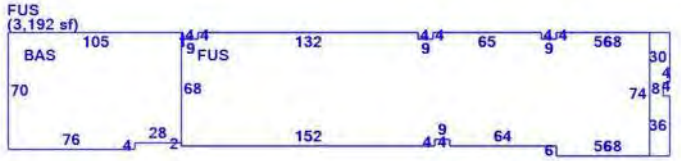
Element	Cd	Description

MIXED USE

Code	Description	Percentage
9341	Town Education C	100
		0
		0

COST / MARKET VALUATION

RCN	9,437,243
Year Built	1965
Effective Year Built	2003
Depreciation Code	VG
Remodel Rating	
Year Remodeled	
Depreciation %	38
Functional Obsol	0
External Obsol	0
Trend Factor	1
Condition	
Condition %	
Percent Good	62
RCNLD	5,851,100
Dep % Ovr	
Dep Ovr Comment	
Misc Imp Ovr	
Misc Imp Ovr Comment	
Cost to Cure Ovr	
Cost to Cure Ovr Comment	



OB - OUTBUILDING & YARD ITEMS(L) / XF - BUILDING EXTRA FEATURES(B)

Code	Description	L/B	Units	Unit Price	Yr Blt	Cond. Cd	% Good	Grade	Grade Adj	Appr. Value
PAV1	PAVING-ASPH	L	40,000	0.90	1998		50		0.00	18,000
TEN	TENNIS COUR	L	21,600	2.50	1998		50		0.00	27,000

BUILDING SUB-AREA SUMMARY SECTION

Code	Description	Living Area	Floor Area	Eff Area	Unit Cost	Undeprec Value
BAS	First Floor	27,324	27,324	27,324	189.44	5,176,313
FUS	Upper Story, Finished	22,492	22,492	22,492	189.44	4,260,929
	Ttl Gross Liv / Lease Area	49,816	49,816	49,816		9,437,242



Property Location SALEM ST | Map ID 97/ / 61/ / | Bldg Name | State Use 9341
Vision ID 8039 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 9/15/2023 3:25:56 PM

CURRENT OWNER	TOPO	UTILITIES	STRT / ROAD	LOCATION
TOWN OF WILMINGTON				
NORTH INTERMEDIATE SCHOOL				
121 GLEN RD				
WILMINGTON MA 01887				

SUPPLEMENTAL DATA

Alt Prcl ID	00097 00000 00061+	pid	
SUB-DIV			
PHOTO			
WARD			
PREC.			13.98000459
GIS ID	M_228147_925355	Assoc Pid#	

CURRENT ASSESSMENT

Description	Code	Appraised	Assessed
EXEMPT	9340	5,799,300	5,799,300
EXM LAND	9340	2,938,100	2,938,100
EXEMPT	9340	60,900	60,900
	Total	8,798,300	8,798,300

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WILMINGTON, MA

VISION

RECORD OF OWNERSHIP

	BK-VOL/PAGE		SALE DATE	Q/U	V/I	SALE PRICE	VC
TOWN OF WILMINGTON	01356	0094	11-19-1956	U	I	100	1L

PREVIOUS ASSESSMENTS (HISTORY)

Year	Code	Assessed	Year	Code	Assessed	Year	Code	Assessed
2023	9340	5,799,300	2022	9340	6,060,200	2021	9340	5,741,100
	9340	2,938,100		9340	2,674,900		9340	2,436,500
	9340	60,900		9340	60,900		9340	60,900
	Total	8,798,300		Total	8,796,000		Total	8,238,500

EXEMPTIONS

Year	Code	Description	Amount
		Total	0.00

OTHER ASSESSMENTS

Code	Description	Number	Amount	Comm Int

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ASSESSING NEIGHBORHOOD

Nbhd	Nbhd Name	B	Tracing	Batch
0001				

NOTES

NORTH INTERMEDIATE
SCHOOL

ON OVERIDE PER ASSESSOR

APPRAISED VALUE SUMMARY

Appraised Bldg. Value (Card)	5,799,300
Appraised Xf (B) Value (Bldg)	0
Appraised Ob (B) Value (Bldg)	60,900
Appraised Land Value (Bldg)	2,938,100
Special Land Value	0
Total Appraised Parcel Value	8,798,300
Valuation Method	C
Total Appraised Parcel Value	8,798,300

BUILDING PERMIT RECORD

Permit Id	Issue Date	Type	Description	Amount	Insp Date	% Comp	Date Comp	Comments
20221049	06-14-2022	CM	Commercial	1,500		0		20X40' TENT W/ STEEL STAK
1701208	07-31-2017	RF	ROOFING			0		STRIP & REROOF WITH EPD
1500554	04-16-2015	RF	ROOFING	207,000	06-24-2015	100	06-24-2015	PARTIAL ROOF REPLACED
1400882	07-01-2014	WN	WINDOWS DO	1,000,025	07-03-2014	100		WINDOW & DOOR REPLACE

VISIT / CHANGE HISTORY

Date	Id	Type	Is	Cd	Purpose/Result
09-11-2020	RK			15	Field Review
06-24-2015	PM			00	Measur+Listed
07-03-2014	KR			15	Field Review
07-05-2005	RD			01	Measur+1Visit
02-12-1999	RD			00	Measur+Listed
10-21-1981	72			00	Measur+Listed

LAND LINE VALUATION SECTION

B	Use Code	Description	Zone	LA	Land Type	Land Units		Unit Price	I. Factor	Site Index	Cond.	Nbhd.	Nhbd Adj	Notes	Location Adjustme		Adj Unit Pric	Land Value
1	9341	Town Education	R20			43,560	SF	4.86	1.00000	A	1.00	08	1.400	SITE SIZE = 70% COVER		0	6.8	296,400
1	9341	Town Education	R20			8.790	AC	211,700.00	1.00000	0	1.00	08	1.400	SITE		0	296,380	2,605,200
1	9341	Town Education				4.190	AC	8,700.00	1.00000	0	1.00		1.000	EXC		0	8,700	36,500

Total Card Land Units 13.9800 AC | Parcel Total Land Area: 13.9800 | Total Land Value 2,938,100

Property Location SALEM ST | Map ID 97/ / 61/ / | Bldg Name | State Use 9341
Vision ID 8039 | Account # | Bldg # 1 | Sec # 1 of 1 | Card # 1 of 1 | Print Date 9/15/2023 3:25:56 PM

CONSTRUCTION DETAIL

Element	Cd	Description
Style:	83	Schools-Public
Model	94	Commercial
Grade	05	Average +20
Stories:	1.5	
Occupancy	1.00	
Exterior Wall 1	20	Brick/Masonry
Exterior Wall 2		
Roof Structure	01	Flat
Roof Cover	04	Tar & Gravel
Interior Wall 1	01	Minim/Masonry
Interior Wall 2		
Interior Floor 1	11	Ceram Clay Til
Interior Floor 2		
Heating Fuel	02	Oil
Heating Type	05	Hot Water
AC Type	01	None
Bldg Use	9341	Town Education C
Total Rooms		
Total Bedrms	00	
Total Baths	0	
Heat/AC	00	NONE
Frame Type	03	MASONRY
Baths/Plumbing	02	AVERAGE
Ceiling/Wall	06	CEIL & WALLS
Rooms/Prtns	02	AVERAGE
Wall Height	12.00	
% Comn Wall	0.00	
1st Floor Use:	9033	

CONSTRUCTION DETAIL (CONTINUED)

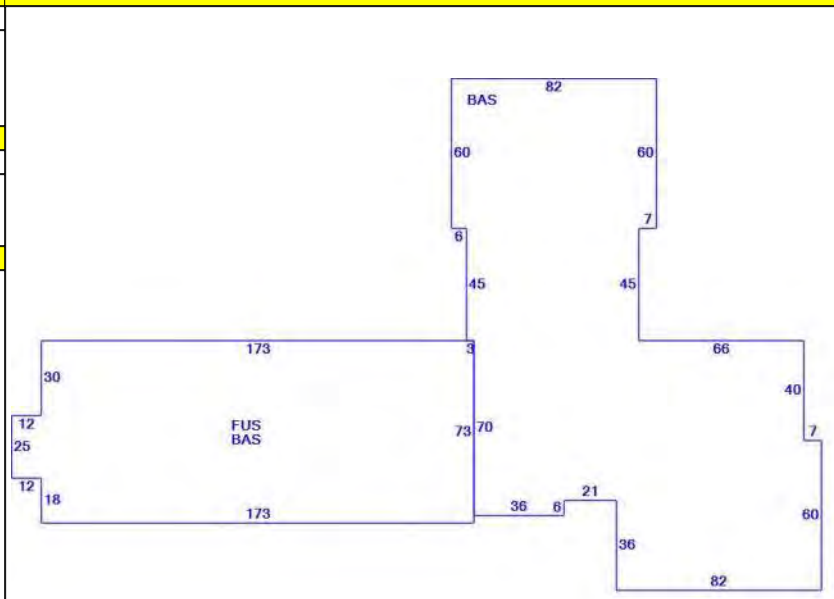
Element	Cd	Description

MIXED USE

Code	Description	Percentage
9341	Town Education C	100
		0
		0

COST / MARKET VALUATION

RCN	9,665,567
Year Built	1955
Effective Year Built	2002
Depreciation Code	E
Remodel Rating	
Year Remodeled	
Depreciation %	40
Functional Obsol	0
External Obsol	0
Trend Factor	1
Condition	
Condition %	
Percent Good	60
RCNLD	5,799,300
Dep % Ovr	
Dep Ovr Comment	
Misc Imp Ovr	
Misc Imp Ovr Comment	
Cost to Cure Ovr	
Cost to Cure Ovr Comment	





OB - OUTBUILDING & YARD ITEMS(L) / XF - BUILDING EXTRA FEATURES(B)

Code	Description	L/B	Units	Unit Price	Yr Blt	Cond. Cd	% Good	Grade	Grade Adj	Appr. Value
TEN	TENNIS COUR	L	21,600	2.50	1999		75		0.00	40,500
LT5	MERC VAP/FL	L	6	1000.00	1999		50		0.00	3,000
FN1	FENCE-4' CHAI	L	1,000	6.00	1999		50		0.00	3,000
PAV1	PAVING-ASPH	L	32,000	0.90	2015		50		0.00	14,400

BUILDING SUB-AREA SUMMARY SECTION

Code	Description	Living Area	Floor Area	Eff Area	Unit Cost	Undeprec Value
BAS	First Floor	32,738	32,738	32,738	211.65	6,929,102
FUS	Upper Story, Finished	12,929	12,929	12,929	211.65	2,736,464
	Ttl Gross Liv / Lease Area	45,667	45,667	45,667		9,665,566

121 GLEN RD

Location 121 GLEN RD **Mblu** 54/ / 110/ /

Owner TOWN OF WILMINGTON **Assessment** $6,370,900

Current Value

Assessment			
Valuation Year	**Improvements**	**Land**	**Total**
2024	$2,598,900	$3,772,000	$6,370,900

Owner of Record

Owner TOWN OF WILMINGTON
Co-Owner TOWN HALL

Sale Price $0
Certificate
Book & Page 00050/0267
Sale Date 05/12/1955

Ownership History

Ownership History				
Owner	**Sale Price**	**Certificate**	**Book & Page**	**Sale Date**
TOWN OF WILMINGTON	$0		00050/0267	05/12/1955

Building Information

Building 1 : Section 1

Year Built: 1959
Living Area: 20,100

Building Attributes	
Field	**Description**
Style:	Schools-Public
Model	Commercial
Grade	Excellent
Stories:	1
Occupancy	1.00
Exterior Wall 1	Brick/Masonry
Exterior Wall 2	
Roof Structure	Flat
Roof Cover	Tar & Gravel

Building Photo



(https://images.vgsi.com/photos2/WilmingtonMAPhotos/\00\00\09\50.jpg)

Interior Wall 1	Drywall/Sheet
Interior Wall 2	Plastered
Interior Floor 1	Vinyl/Asphalt
Interior Floor 2	Carpet
Heating Fuel	Gas
Heating Type	Hot Air-no Duc
AC Type	None
Struct Class	
Bldg Use	Town Education C
Total Rooms	
Total Bedrms	00
Total Baths	0
1st Floor Use:	9033
Heat/AC	NONE
Frame Type	MASONRY
Baths/Plumbing	AVERAGE
Ceiling/Wall	CEIL & WALLS
Rooms/Prtns	AVERAGE
Wall Height	12.00
% Comn Wall	0.00
Usrfld 100	
Usrfld 302	
Usrfld 301	
Usrfld 303	
Usrfld 103	
Usrfld 107	
Usrfld 304	
Usrfld 104	
Usrfld 105	
Usrfld 101	
Usrfld 225	
Usrfld 300	
Usrfld 220	
Usrfld 221	
Usrfld 102	
Usrfld 701	
Usrfld 106	
Usrfld 305	
Usrfld 900	No
Usrfld 901	No

Building Layout



(https://images.vgsi.com/photos2/WilmingtonMAPhotos//Sketches/4845_46

Building Sub-Areas (sq ft)			Legend
Code	Description	Gross Area	Living Area
BAS	First Floor	20,100	20,100
		20,100	20,100

Extra Features

Extra Features	Legend
No Data for Extra Features	

Land

Land Use

Use Code 9341
Description Town Education C

Land Line Valuation

Size (Acres) 19

Outbuildings

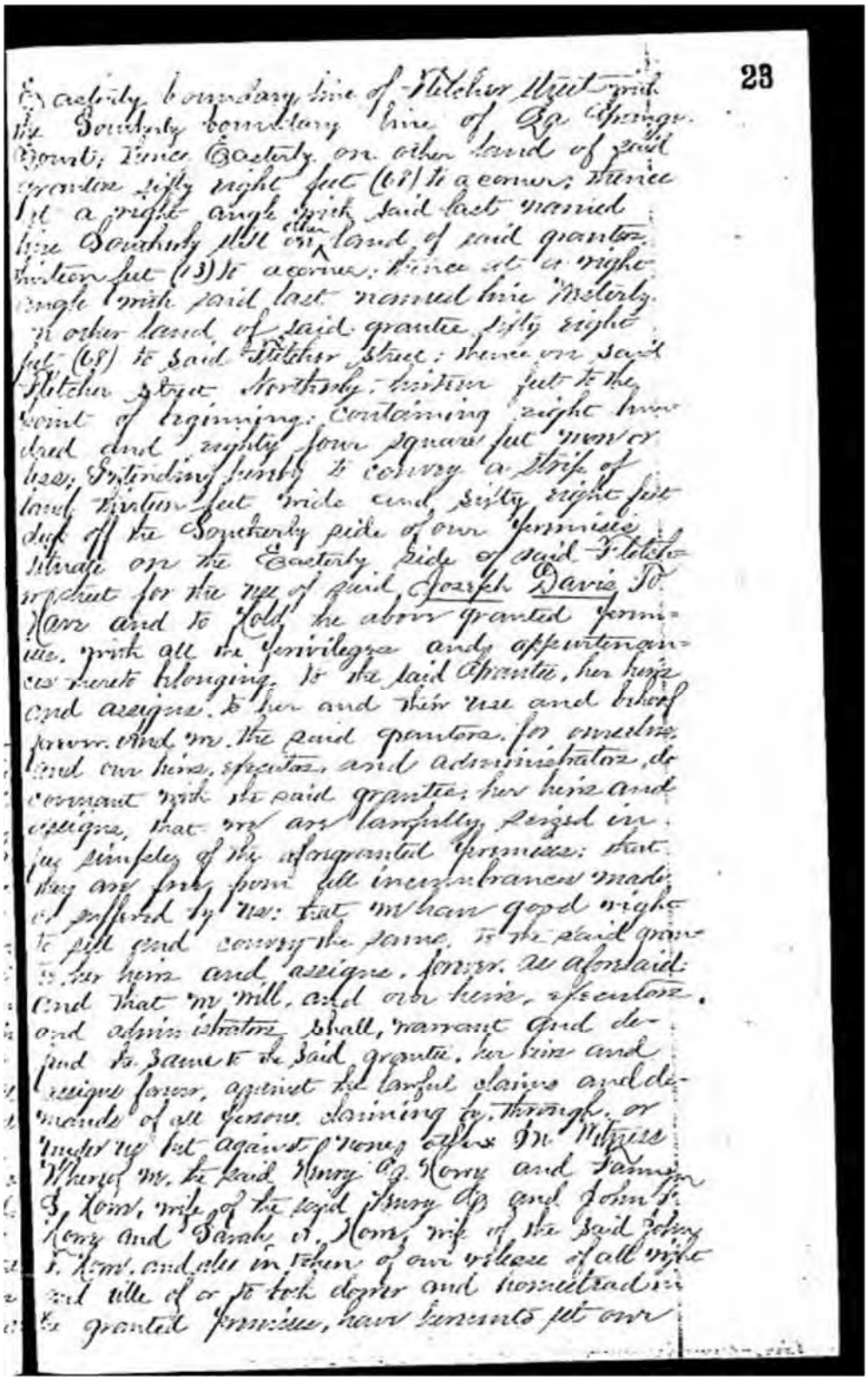
Outbuildings		Legend
Code	**Description**	**Size**
PAV1	PAVING-ASPHALT	10000.00 S.F.

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X.14

Middlesex North Registration of Deeds

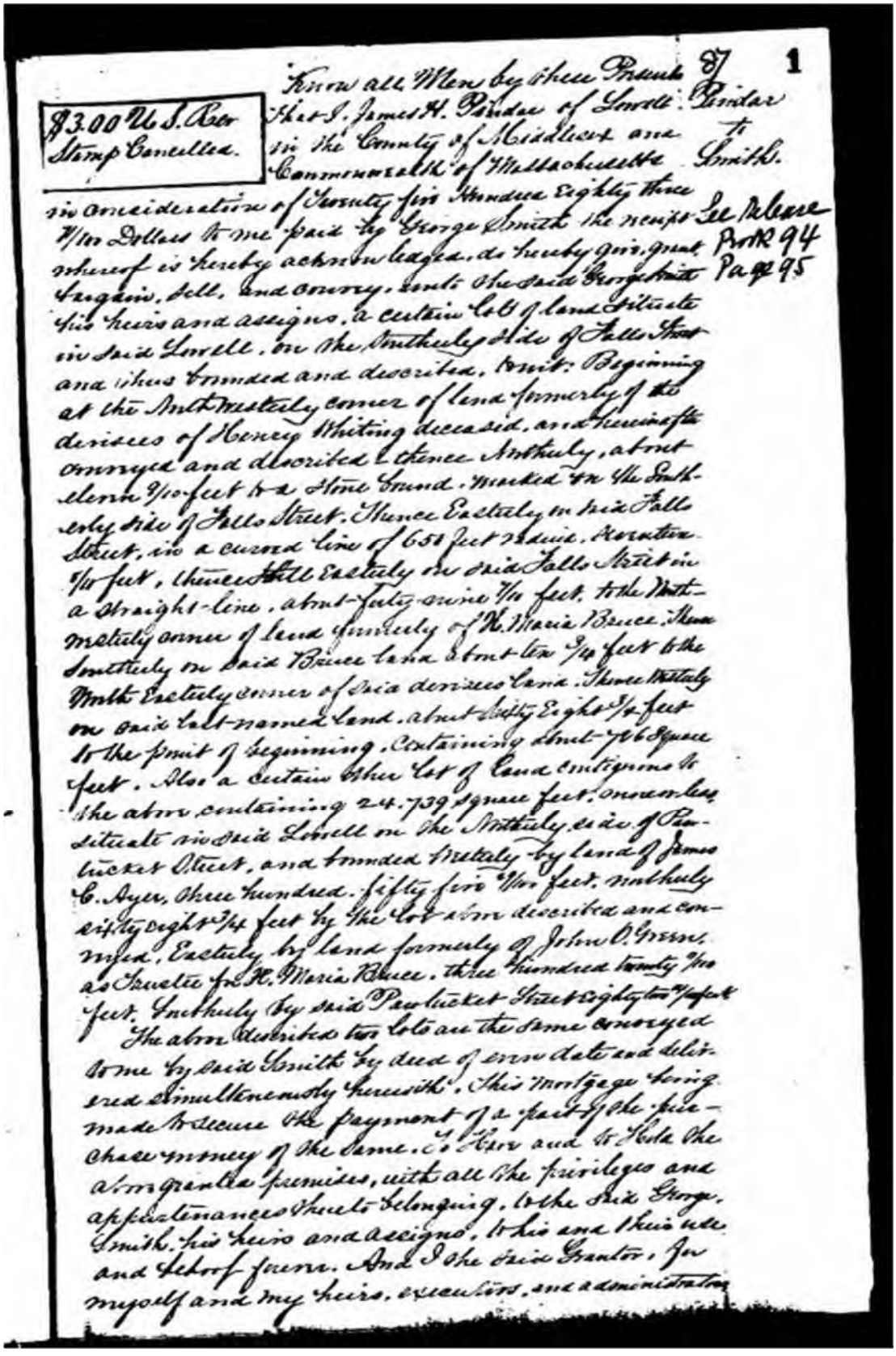
178 Wildwood Street, Book 60, page 23



23

Easterly boundary line of Fletcher Street
by Southerly boundary line of Eq Spring
Ground; thence Easterly on other land of said
grantor fifty eight feet (68) to a corner; thence
at a right angle with said last named
line Southerly still on land of said grantor
thirteen feet (13) to a corner; thence at a right
angle with said last named line Westerly
on other land of said grantor fifty eight
feet (68) to said Fletcher Street; thence on said
Fletcher Street Northerly thirteen feet to the
point of beginning. Containing eight hun-
dred and eighty four square feet more or
less; Intending hereby to convey a strip of
land thirteen feet wide and fifty eight feet
deep off the Southerly side of our premises
Situate on the Easterly side of said Fletche
r Street for the use of said Joseph Davis To
Have and to Hold the above granted prem-
ises with all the privileges and appurtenan-
ces thereto belonging to the said Grantee, her heirs
and assigns, to her and their use and behof
forever. And we the said grantors for ourselves
and our heirs, executors and administrators do
covenant with the said grantee her heirs and
assigns, that we are lawfully seized in
fee simple of the aforegranted premises; that
they are free from all incumbrances made
or suffered by us: that we have good right
to sell and convey the same to the said grant
ee her heirs and assigns forever as aforesaid
And that we will, and our heirs, executors
and administrators shall, warrant and de-
fend the same to the said grantee, her heirs and
assigns forever, against the lawful claims and de-
mands of all persons claiming by, through, or
under us but against none otherwise In Witness
Whereof we, the said Henry A. Kemp and Fanny
S. Kemp, wife of the said Henry A. and John F.
Kemp and Sarah E. Kemp, wife of the said John
F. Kemp, and also in token of our release of all right
and title of or to dower and homestead in
the granted premises, have hereunto set our

227 Woburn Street, Book 87, page 1/K



$3.00 U.S. Rev. Stamp Cancelled.

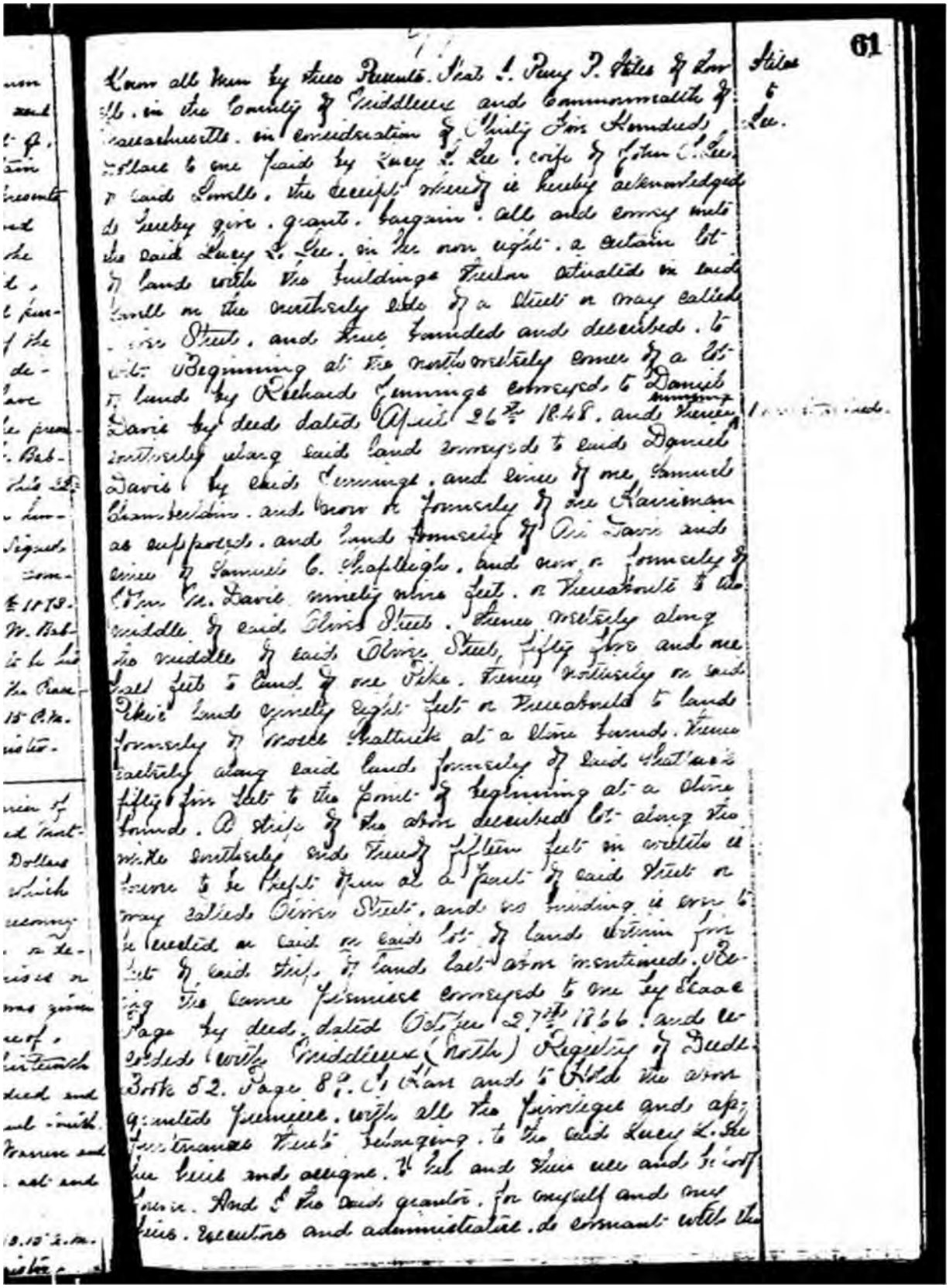
1

Know all Men by these Presents That I James H. Pardee of Lowell in the County of Middlesex and Commonwealth of Massachusetts in consideration of Seventy five Hundred Eighty three 7/100 Dollars to me paid by George Smith the receipt whereof is hereby acknowledged, do hereby give, grant, bargain, sell, and convey, unto the said Grantee his heirs and assigns, a certain Lot of land situate in said Lowell, on the Southerly side of Falls Street and thus bounded and described, viz: Beginning at the Southeasterly corner of land formerly of the devisees of Henry Whiting deceased, and hereinafter conveyed and described & thence Southerly, about eleven 9/10 feet to a stone bound, marked on the Southerly side of Falls Street. Thence Easterly on said Falls Street, on a curved line of 651 feet radius, forty 7/10 feet, thence still Easterly on said Falls Street in a straight line, about forty nine 7/10 feet, to the Westerly corner of land formerly of M. Maria Bruce. Thence Southerly on said Bruce land about ten 9/10 feet to the North Easterly corner of said devisees land. Thence Westerly on said last named land, about sixty Eight 3/4 feet to the point of beginning. Containing about 796 Square feet. Also a certain other Lot of land contiguous to the above containing 24,739 Square feet, more or less situate on said Lowell on the Southerly side of Pawtucket Street, and bounded Westerly by land of James C. Ayer, three hundred fifty five 7/100 feet, Southerly fifty eight 3/4 feet by the Lot above described and conveyed, Easterly by land formerly of John O. Greene, as Trustee for M. Maria Bruce, three hundred twenty 7/100 feet, Northerly by said Pawtucket Street eighty two 7/100 feet.

The above described two Lots are the same conveyed to me by said Smith by deed of even date and delivered simultaneously herewith. This Mortgage being made to secure the payment of a part of the purchase money of the same. To Have and to Hold the above granted premises, with all the privileges and appurtenances thereto belonging, to the said George Smith, his heirs and assigns, to his and their use and behoof forever. And I the said Grantor, for myself and my heirs, executors, and administrators

Lee Release Book 94 Page 95

320 Salem Street, Book 97, page 61



61

Stiles
to
Lee.

Know all Men by these Presents. That I. Percy P. Stiles of Somerville. in the County of Middlesex and Commonwealth of Massachusetts. in consideration of Sixty Five Hundred Dollars to me paid by Lucy L. Lee. wife of John C. Lee. of said Somerville. the receipt whereof is hereby acknowledged do hereby give. grant. bargain. sell and convey unto the said Lucy L. Lee. in her own right. a certain lot of land with the buildings thereon situated in said Somerville on the northerly side of a Street or way called Elmira Street. and more bounded and described. to wit: Beginning at the northwesterly corner of a lot of land by Richard Cummings conveyed to Daniel Davis by deed dated April 26th 1848. and thence northerly along said land conveyed to said Daniel Davis by said Cummings. and land now of me, Samuel Chamberlain. and now or formerly of one Harriman as supposed. and land formerly of Asa Davis and now of Samuel C. Shaffleigh. and now or formerly of Wm. H. Davis ninety nine feet. or thereabouts to the middle of said Elmira Street. thence westerly along the middle of said Elmira Street, fifty five and one half feet to land of one Pike. thence northerly on said Pike's land ninety eight feet or thereabouts to land formerly of Moses Gallucks at a stone bounds. thence easterly along said lands formerly of said Gallucks fifty five feet to the point of beginning at a stone bounds. A strip of the above described lot along the whole southerly side three feet in width is hereby to be kept open as a part of said Street or way called Elmira Street. and no building is ever to be erected on said or said lot of land within five feet of said strip of land last above mentioned. Being the same premises conveyed to me by Isaac Page by deed. dated October 27th 1866. and recorded with Middlesex (North) Registry of Deeds Book 82. Page 8?. To Have and to Hold the above granted premises. with all the privileges and appurtenances thereto belonging. to the said Lucy L. Lee her heirs and assigns. to her and their use and behoof forever. And I the said grantor. for myself and my heirs. Executors and administrators. do covenant with the

121 Glen Road, Book 54, page 110

110

Sawtriek to Wilson

Know all men by these Presents that I Royal Sawtriek of Boston in the County of Suffolk and Commonwealth of Massachusetts. formerly of Lowell the Mortgagee named in a deed of Mortgage dated January 28th 1861. and recorded with Middlesex (now South District) Deeds Lib. 401 Fol. 106. hereby acknowledge that the sum of money secured by said Mortgage and the interest thereon have been paid by the mortgagor named in said Mortgage and in consideration thereof I do hereby fully discharge said Mortgage and release and discharge the premises named in said died. of Mortgage from any and all claim under & by virtue of said Mortgage. Witness my hand and seal this fifth day of January A. D. 1867. Royal Sawtriek. (seal) Executed and delivered in presence of J. H. Jones Jr. Suffolk ss. January 14th A. D. 1867. Then personally appeared the above named Royal Sawtriek and acknowledged the foregoing instrument to be his free act and deed Before me Wm. H. Bailey. Justice of the Peace Five cent U. S. Rev. Stp cancelled) Middlesex ss. South District Recorded Jan. 18. 1867.

A. B. Wright, Register

Locke to Wilson

Know all men by these Presents that I William H. Foster. Executor of the last will and testament of Joseph Locke late of Lowell in the County of Middlesex Commonwealth of Massachusetts. the Assignee of the Mortgage dated June 3d A. D. 1843. and recorded with Middlesex (South District) Deeds Lib. 427. Fol. 210. hereby acknowledge that the sum of money secured by said Mortgage and the interest thereon have been paid by the Mortgagor or his assigns and in consideration thereof I do hereby fully discharge said Mortgage and release and discharge said Mortgaged premises from any and all claim under and by virtue

X.15

Rani Philip

From: Susan Inman <sinman@wilmingtonma.gov>
Sent: Tuesday, March 5, 2024 3:17 PM
To: Rani Philip
Cc: Lou Cimaglia; Paul Alunni
Subject: FW: [EXTERNAL] WILM: Town Hall Property

With Lou's permission, below is legal counsel's response to your questions. This answer will serve both the Wildwood Committee and the Rink Committee.

Susan L. Inman
Assistant Town Manager/Human Resources Director
Town of Wilmington
978-658-3311

From: Susan Inman
Sent: Monday, March 4, 2024 10:56 AM
To: Shirin Everett <SEverett@k-plaw.com>
Subject: RE: [EXTERNAL] WILM: Town Hall Property

Thank you Shirin – that is much appreciated.

Susan L. Inman
Assistant Town Manager/Human Resources Director
Town of Wilmington
978-658-3311

From: Shirin Everett <SEverett@k-plaw.com>
Sent: Saturday, March 2, 2024 3:44 PM
To: Susan Inman <sinman@wilmingtonma.gov>
Cc: Paul Alunni <palunni@wilmingtonma.gov>; Lou Cimaglia <lcimaglia@wilmingtonma.gov>; Mark R. Reich <MReich@k-plaw.com>
Subject: [EXTERNAL] WILM: Town Hall Property

Susan,

I have revised the opinion below to refer to the construction of a building, rather than an ice-skating rink. Please let me know if you need anything else.

You have requested an opinion as to whether the Town may install a building on a portion of the Town-owned property located at 121 Glen Road, identified by the Assessor's as Parcel 54-110 (the "Property"). For the reasons set forth below, it is my opinion that although there is nothing contained in the deed to the Town prohibiting the Town from constructing a building on the Property, the circumstances suggest that the Town will need to comply with the requirements of Article 97 of the Massachusetts Constitution ("Article 97") if the Town intends to locate the building on the Recreational Area (defined below).

The Property, containing approximately 19 acres of land, was originally acquired by the Town in 1955 by deed filed with the Middlesex North Registry District of the Land in Book 50, Page 267, and noted on Certificate of Title No. 9530. The deed does not state the purpose for which the Property was acquired; however, the vote taken under Article 15 of the 1954 Annual Town Meeting states that the Town acquired the property "as a site for a school building." Town records indicate that the Glen Road School was constructed on the Property in 1959 and that the Property was used for school purposes until March 23, 1983, when the School Committee voted to "approve the release of the Glen Road school … to the Town for its purposes." While it does not appear that Town Meeting voted to change the use of the Property or to transfer custody of the Property to the Select Board, in practice, however, the school building was used as a Town Hall since 1984, and the Property continues to be used as the Town Hall to the present date. In 1998, Town Meeting voted to "name the recreational fields and playground area located behind Town Hall in honor or Robert P. Palmer". The vote indicates that the Property was already improved by athletic fields and playground space, perhaps as part of the school facilities. It is my understanding that the Town has not decided whether to site the building on the portion of the Property that was named after Robret Palmer or on a different portion of the Property.

Article 97 states in relevant part, "The people shall have the right to clean air and water, freedom from excessive and unnecessary noise, and the natural, scenic, historic, and esthetic qualities of their environment; and the protection of the people in their right to the conservation, development and utilization of the agricultural, mineral, forest, water, air and other natural resources is hereby declared to be a public purpose." If land is deemed to be protected under Article 97, the Town is prohibited from changing the use of such property or transferring any rights in such property (such as an easement or lease) absent a two-thirds vote of Town Meeting and a two-thirds roll-call vote of each house of the state legislature, in addition to other approvals and requirements. Article 97 applies to land originally acquired for conservation, open space, water supply protection or other purposes that are protected under Article 97 (which I refer to as an "Article 97 Purpose"). It also applies to land that, though not originally acquired for an Article 97 Purpose, is later dedicated to or designated for an Article 97 Purpose. Mahajan v. Department of Environmental Protection, 464 Mass. 604 (2013). Here, the Property was acquired for school purposes. Whether the Town subsequently dedicated the Property to an Article 97 Purpose depends on whether the Town intended to protect the Property permanently for an Article 97 purpose. Smith v. City of Westfield, 478 Mass. 49 (2017).

In Smith, the Court considered whether Article 97 applied to a parcel of land that, though originally acquired by the City of Westfield through tax title foreclosure, was used as a public playground for several decades. The Court noted that the Westfield City Council voted to turn over "full charge and control" of certain property to the playground commission, and the property was used as a public playground for over 60 years. The City also accepted federal funds to improve the playground on the condition that the property not "be converted to other than public outdoor recreation uses" without the approval of the federal government. The property was referred to in various City publications as permanently protected public space. The Court held that, based on the "totality of circumstances", the City clearly expressed its intent to protect the property as a public park, and the property was subject to the protections of Article 97. Smith stands for the proposition that land may be dedicated to an Article 97 purpose, subsequent to its acquisition, if the property owner expresses a "clear and unequivocal intent to dedicate the land permanently"… for an Article 97 Purpose "… and where the public accepts such use by actually using the land…" for that Article 97 Purpose (emphasis added).

As mentioned above, Town Meeting voted unanimously in 1998 to name the recreational fields and playground area on the Property in honor of Robert P. Palmer. While there was no reference to a plan in the 1998 vote, I understand that the portion of the Property referenced in that vote is the rear of the Property, which is improved by and used as recreational ball fields, a pickleball court, a basketball court, playground areas, trail/walking paths, and associated parking areas (which I refer to as the "Recreation Area"). While the 1998 vote does not expressly state that the Recreation Area is to be used in perpetuity for recreational purposes, it is my opinion that the vote, at a minimum, expressed the Town's intention to formally recognize that a portion of the Property is used for recreational purposes. It is my understanding that the Recreation Area has been used for recreational

purposes for many decades (initially, perhaps, as part of the school's recreational facilities and at least since 1998) to the present, indicating the public's acceptance of the Recreation Area for such purposes. The Recreation Department identifies the "Palmer Field at Town Hall" as a recreational area, and the Town's 2015 Open Space and Recreation Plan identifies the Recreational Areas as "Robert Palmer Park".

In my opinion, the vote, together with the use of the Recreation Area by the public and the Town's recognition of the Recreation Area as being reserved for such purposes, may be viewed by a court to be sufficient expression of the Town's intention to dedicate the Recreation Area permanently to active recreation purposes. Although there are no appellate cases expressly stating that active recreation is an Article 97 Purpose, the Smith Court held that the Westfield property, which was used as a playground, was protected under Article 97.

Note that while a small, outdoor ice skating rink may be viewed to be similar to the other recreational improvements on the Recreation Area, it is my opinion that a building, constructed on the Recreation Area and perhaps replacing the existing recreation fields, may be viewed as a change in use, triggering the need for compliance with Article 97. If the Town intends to site a building within the Recreation Area, the Town may consider contacting the Executive Office of Energy and Environmental Affairs ("EEA"), which oversees Article 97 property, to determine if Article 97 compliance is required (or please let me know if you would like me to reach out to our contacts at EEA0. If compliance is required, the Select Board must obtain a vote of two-thirds of Town Meeting, a two-thirds roll-call vote of the state legislature, and the approval of EEA; in addition, the Town may be required to obtain or create new recreation land to mitigate the loss of the portion of the Recreation Area on which the building is constructed. If, however, the Town chose to construct the building on a different portion of the Property (that is, not on land within the Recreation Area), it is my opinion that the Town could do so without compliance with Article 97, as it is my understanding that such land has not been dedicated to a specific purpose.

Shirin Everett, Esq.
KP | LAW
101 Arch Street, 12th Floor
Boston, MA 02110
O: (617) 654 1731
C: (617) 697-5115
F: (617) 654 1735
severett@k-plaw.com
www.k-plaw.com

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X.16

PDP Submission Estimate

Wildwood Elementary School Project

Wilmington, MA

PM&C LLC
20 Downer Avenue, Suite 5
Hingham, MA 02043
(T) 781-740-8007
(F) 781-740-1012

Prepared for:

Dore & Whittier

March 11, 2024

Wildwood Elementary School Project

11-Mar-24

Wilmington, MA

PDP Submission Estimate

INTRODUCTION

NOTE: The costs for the various PDP Options indicated above are intended to be an analysis of the relative costs between options and NOT a prediction of the actual final cost of any individual option. Major variables such as geotechnical, site grading, structural system and final MEP systems have yet to be designed and costs will vary significantly from the benchmark cost estimating included as part of this PDP cost analysis. The costs outlined in this report should not be represented as the FINAL construction budget.

This PDP Design Submission cost estimate was produced from narratives and outline drawings dated Feb 16, 2024 prepared by Dore + Whittier and their design team.

This estimate includes all direct construction costs, construction managers overhead and profit and design contingency. Cost escalation assumes start dates indicated.

Bidding conditions are expected to be public bidding under 149a of the Massachusetts General Laws to pre-qualified construction managers, and pre-qualified sub-contractors, open specifications for materials and manufacturers.

The estimate is based on prevailing wage rates for construction in this market and represents a reasonable opinion of cost. It is not a prediction of the successful bid from a contractor as bids will vary due to fluctuating market conditions, errors and omissions, proprietary specifications, lack or surplus of bidders, perception of risk, etc. Consequently the estimate is expected to fall within the range of bids from a number of competitive contractors or subcontractors, however we do not warrant that bids or negotiated prices will not vary from the final construction cost estimate.

ITEMS NOT CONSIDERED IN THIS ESTIMATE

Items not included in this estimate are:

- All professional fees and insurance
- Building Permit costs
- Removal of contaminated soils
- Rock excavation
- Land acquisition, feasibility, and financing costs
- All Furnishings, Fixtures and Equipment
- Items identified in the design as Not In Contract (NIC)
- Items identified in the design as by others
- Owner supplied and/or installed items (e.g. draperies, furniture and equipment)
- Utility company back charges, including work required off-site
- Work to City streets and sidewalks, (except as noted in this estimate)

PM&C

Wildwood Elementary School Project
Wilmington, MA

11-Mar-24

PDP Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-K R.1 - REPAIR ONLY - WILDWOOD EARLY CHILDHOOD CENTER					
CODE UPGRADES REPAIR - WILDWOOD	Dec-25		29,302	$364.95	$10,693,899
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$1,817,300
SUB-TOTAL			29,302	$479.87	$14,061,199
DESIGN AND PRICING CONTINGENCY	15.0%				$2,109,180
ESCALATION	6.33%				$890,074
SUB-TOTAL					$17,060,453
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		18	Months	$150,000	$2,700,000
GENERAL REQUIREMENTS	3.0%				$511,814
PHASING	0.0%				NR
BONDS	0.9%				$153,544
GENERAL LIABILITY INSURANCE	1.1%				$187,665
PERMIT					WAIVED
SUB-TOTAL					$20,613,476
CM FEE	2.5%				$515,337
GMP Contingency	2.0%				$412,270
TOTAL OF ALL CONSTRUCTION			29,302	$735.14	**$21,541,083**

PMC - Project Management Cost

PM&C

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-K AR.1 ADDITION + RENOVATION - WILDWOOD EARLY CHILDHOOD CENTER					
ADDITION AND RENOVATION					
NEW ADDITION	Dec-25		48,101	$540.00	$25,974,540
RENOVATION			18,709	$500.00	$9,354,500
PARTIAL DEMOLITION			10,593	$12.00	$127,116
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK - ALLOWANCE					$9,000,000
SUB-TOTAL			66,810	$688.61	$46,006,156
DESIGN AND PRICING CONTINGENCY	12.0%				$5,520,739
ESCALATION	6.33%				$2,912,190
SUB-TOTAL					$54,439,085
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		22	Months	$150,000	$3,300,000
GENERAL REQUIREMENTS	3.0%				$1,633,173
PHASING	0.0%				NR
BONDS	0.9%				$489,952
GENERAL LIABILITY INSURANCE	1.1%				$598,830
PERMIT					WAIVED
SUB-TOTAL					$60,461,040
CM FEE	2.5%				$1,511,526
GMP Contingency	2.0%				$1,209,221
TOTAL OF ALL CONSTRUCTION			66,810	$945.69	**$63,181,787**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-K N.1 NEW BUILDING - WILDWOOD EARLY CHILDHOOD CENTER					
NEW BUILDING	Dec-25		66,810	$540.00	$36,077,400
DEMOLITION			29,302	$10.00	$293,020
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$9,100,000
SUB-TOTAL			66,810	$703.79	$47,020,420
DESIGN AND PRICING CONTINGENCY	12.0%				$5,642,450
ESCALATION	6.33%				$2,976,393
SUB-TOTAL					$55,639,263
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		20	Months	$150,000	$3,000,000
GENERAL REQUIREMENTS	3.0%				$1,669,178
BONDS	0.9%				$500,753
GENERAL LIABILITY INSURANCE	1.1%				$612,032
PERMIT					WAIVED
SUB-TOTAL					$61,421,226
CM FEE	2.5%				$1,535,531
GMP Contingency	2.0%				$1,228,425
TOTAL OF ALL CONSTRUCTION			66,810	$960.71	**$64,185,182**

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-K N.2 NEW BUILDING - TOWN HALL SITE					
NEW BUILDING	Dec-25		66,810	$540.00	$36,077,400
DEMOLITION			20,800	$10.00	$208,000
HAZARDOUS MATERIAL ABATEMENT					Excluded
SITEWORK					$11,000,000
SUB-TOTAL			66,810	$707.76	$47,285,400
DESIGN AND PRICING CONTINGENCY	12.0%				$5,674,248
ESCALATION	6.33%				$2,993,166
SUB-TOTAL					$55,952,814
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		22	Months	$150,000	$3,300,000
GENERAL REQUIREMENTS	3.0%				$1,678,584
BONDS	0.9%				$503,575
GENERAL LIABILITY INSURANCE	1.1%				$615,481
PERMIT					WAIVED
SUB-TOTAL					$62,050,454
CM FEE	2.5%				$1,551,261
GMP Contingency	2.0%				$1,241,009
TOTAL OF ALL CONSTRUCTION			66,810	$970.55	**$64,842,724**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

OPTION 1-3 R.1: REPAIR ONLY - WOBURN STREET SCHOOL

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
CODE UPGRADES REPAIR - WOBURN STREET	Dec-25		53,771	$275.45	$14,811,106
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$1,474,839
SUB-TOTAL			53,771	$333.56	$17,935,945
DESIGN AND PRICING CONTINGENCY	12.0%				$2,152,313
ESCALATION	6.33%				$1,135,345
SUB-TOTAL					$21,223,603
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		32	Months	$150,000	$4,800,000
PHASING	5.0%				$1,061,180
GENERAL REQUIREMENTS	3.0%				$636,708
BONDS	0.9%				$191,012
GENERAL LIABILITY INSURANCE	1.1%				$233,460
PERMIT					WAIVED
SUB-TOTAL					$28,145,963
CM FEE	2.5%				$703,649
GMP Contingency	2.0%				$562,919
TOTAL OF ALL CONSTRUCTION			53,771	$547.00	**$29,412,531**
Temporary Classrooms	**ADD**		7,128	$300.00	**$2,138,400**

PMC - Project Management Cost

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	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-3 AR.1 ADD-RENOVATION AT WOBURN STREET SITE					
NEW ADDITION	Dec-25		69,966	$540.00	$37,781,640
RENOVATION BASEMENT SPACE (Back of House)			5,000	$250.00	$1,250,000
RENOVATION (FULL)			42,352	$500.00	$21,176,000
DEMOLITION (Partial)			6,419	$12.00	$77,028
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$15,000,000
SUB-TOTAL			117,318	$655.78	$76,934,668
DESIGN AND PRICING CONTINGENCY	12.0%				$9,232,160
ESCALATION	6.33%				$4,869,964
SUB-TOTAL					$91,036,792
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		36	Months	$150,000	$5,400,000
GENERAL REQUIREMENTS	3.0%				$2,731,104
PHASING	4.0%				$3,641,472
BONDS	0.9%				$819,331
GENERAL LIABILITY INSURANCE	1.1%				$1,001,405
PERMIT					WAIVED
SUB-TOTAL					$104,630,104
CM FEE	2.5%				$2,615,753
GMP Contingency	2.0%				$2,092,602
TOTAL OF ALL CONSTRUCTION			117,318	$931.98	**$109,338,459**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-3 AR.2 ADD-RENOVATION AT WILDWOOD EARLY CHILDHOOD CENTER					
NEW ADDITION	Dec-25		98,609	$540.00	$53,248,860
RENOVATION			18,709	$500.00	$9,354,500
DEMOLITION (Partial)			10,593	$12.00	$127,116
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$14,000,000
SUB-TOTAL			117,318	$667.25	$78,280,476
DESIGN AND PRICING CONTINGENCY	12.0%				$9,393,657
ESCALATION	6.33%				$4,955,154
SUB-TOTAL					$92,629,287
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		24	Months	$150,000	$3,600,000
GENERAL REQUIREMENTS	3.0%				$2,778,879
BONDS	0.9%				$833,664
GENERAL LIABILITY INSURANCE	1.1%				$1,018,922
PERMIT					WAIVED
SUB-TOTAL					$100,860,752
CM FEE	2.5%				$2,521,519
GMP Contingency	2.0%				$2,017,215
TOTAL OF ALL CONSTRUCTION			117,318	$898.41	**$105,399,486**
Mass Demolition of Woburn Street School				ADD	**$2,953,409**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

OPTION PK-3 N.1 - NEW CONSTRUCTION AT WOBURN STREET SITE

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
	Dec-25				
NEW BUILDING			117,318	$540.00	$63,351,720
DEMOLITION			53,771	$10.00	$537,710
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$15,100,000
SUB-TOTAL			117,318	$687.36	$80,639,430
DESIGN AND PRICING CONTINGENCY	12.0%				$9,676,732
ESCALATION	6.33%				$5,104,476
SUB-TOTAL					$95,420,638
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		33	Months	$150,000	$4,950,000
GENERAL REQUIREMENTS	3.0%				$2,862,619
BONDS	0.9%				$858,786
GENERAL LIABILITY INSURANCE	1.1%				$1,049,627
PERMIT					WAIVED
SUB-TOTAL					$105,141,670
CM FEE	2.5%				$2,628,542
GMP Contingency	2.0%				$2,102,833
TOTAL OF ALL CONSTRUCTION			117,318	$936.54	**$109,873,045**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-3 N.2 NEW BUILDING - WILDWOOD EARLY CHILDHOOD CENTER					
	Dec-25				
NEW BUILDING			117,318	$540.00	$63,351,720
DEMOLITION			29,302	$10.00	$293,020
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$14,000,000
SUB-TOTAL			117,318	$675.04	$79,194,740
DESIGN AND PRICING CONTINGENCY	12.0%				$9,503,369
ESCALATION	6.33%				$5,013,027
SUB-TOTAL					$93,711,136
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		22	Months	$150,000	$3,300,000
GENERAL REQUIREMENTS	3.0%				$2,811,334
BONDS	0.9%				$843,400
GENERAL LIABILITY INSURANCE	1.1%				$1,030,822
PERMIT					WAIVED
SUB-TOTAL					$101,696,692
CM FEE	2.5%				$2,542,417
GMP Contingency	2.0%				$2,033,934
TOTAL OF ALL CONSTRUCTION			117,318	$905.85	**$106,273,043**
Mass Demolition of Woburn Street School				ADD	**$2,931,531**

PMC - Project Management Cost

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	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-3 N.2 NEW BUILDING - TOWN HALL					
	Dec-25				
NEW BUILDING			117,318	$540.00	$63,351,720
DEMOLITION			20,800	$10.00	$208,000
HAZARDOUS MATERIAL ABATEMENT					Excluded
SITEWORK - ALLOWANCE					$16,000,000
SUB-TOTAL			117,318	$678.15	$79,559,720
DESIGN AND PRICING CONTINGENCY	12.0%				$9,547,166
ESCALATION	6.33%				$5,036,130
SUB-TOTAL					$94,143,016
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		24	Months	$150,000	$3,600,000
GENERAL REQUIREMENTS	3.0%				$2,824,290
BONDS	0.9%				$847,287
GENERAL LIABILITY INSURANCE	1.1%				$1,035,573
PERMIT					WAIVED
SUB-TOTAL					$102,450,166
CM FEE	2.5%				$2,561,254
GMP Contingency	2.0%				$2,049,003
TOTAL OF ALL CONSTRUCTION			117,318	$912.57	**$107,060,423**

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MAIN CONSTRUCTION COST SUMMARY

OPTION 4-5 R.1: REPAIR ONLY - NORTH INTERMEDIATE SCHOOL

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
	Dec-25				
CODE UPGRADES REPAIR - NORTH			55,541	$204.21	$11,342,000
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$895,469
SUB-TOTAL			55,541	$250.04	$13,887,469
DESIGN AND PRICING CONTINGENCY	12.0%				$1,666,496
ESCALATION	6.33%				$879,077
SUB-TOTAL					$16,433,042
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		32	Months	$150,000	$4,800,000
GENERAL REQUIREMENTS	3.0%				$492,991
PHASING	5.0%				$821,652
BONDS	0.9%				$147,897
GENERAL LIABILITY INSURANCE	1.1%				$180,763
PERMIT					WAIVED
SUB-TOTAL					$22,876,345
CM FEE	2.5%				$571,909
GMP Contingency	2.0%				$457,527
TOTAL OF ALL CONSTRUCTION			55,541	$430.42	**$23,905,781**
Temporary Classrooms	**ADD**		7,128	$300.00	**$2,138,400**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 AR.1: PHASED ADD RENO - NORTH INTERMEDIATE SCHOOL					
	Dec-25				
NEW ADDITION AT N. OF EXISTING BUILDING			80,091	$540.00	$43,249,140
RENOVATE LL into MEP SPACE			5,100	$200.00	$1,020,000
PARTIAL DEMOLITION			26,715	$12.00	$320,580
NEW ADDITION AT W. OF EXISTING BUILDING			48,000	$540.00	$25,920,000
RENOVATION			23,726	$500.00	$11,863,000
NEW ADDITION AT E. OF EXISTING BUILDING			10,938	$540.00	$5,906,520
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$22,000,000
SUB-TOTAL			167,855	$666.82	$111,929,240
DESIGN AND PRICING CONTINGENCY	12.0%				$13,431,509
ESCALATION	6.33%				$7,085,121
SUB-TOTAL					$132,445,870
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		36	Months	$150,000	$5,400,000
GENERAL REQUIREMENTS	3.0%				$3,973,376
PHASING	4.0%				$5,297,835
BONDS	0.9%				$1,192,013
GENERAL LIABILITY INSURANCE	1.1%				$1,456,905
PERMIT					WAIVED
SUB-TOTAL					$149,765,999
CM FEE	2.5%				$3,744,150
GMP Contingency	2.0%				$2,995,320
TOTAL OF ALL CONSTRUCTION			167,855	$932.38	**$156,505,469**
Mass Demolition of Woburn Street School				ADD	**$2,931,531**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

PMC - Project Management Cost

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 AR.2: PHASED ADD RENO - WOBURN STREET SCHOOL					
	Dec-25				
NEW ADDITION AT W. OF EXISTING BUILDING			118,000	$540.00	$63,720,000
RENOVATE LL into MEP SPACE			7,000	$200.00	$1,400,000
PARTIAL DEMOLITION			7,500	$12.00	$90,000
RENOVATION			42,854	$500.00	$21,427,000
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$21,000,000
SUB-TOTAL			167,854	$651.08	$109,287,000
DESIGN AND PRICING CONTINGENCY	12.0%				$13,114,440
ESCALATION	6.33%				$6,917,867
SUB-TOTAL					$129,319,307
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		36	Months	$150,000	$5,400,000
GENERAL REQUIREMENTS	3.0%				$3,879,579
PHASING	4.0%				$5,172,772
BONDS	0.9%				$1,163,874
GENERAL LIABILITY INSURANCE	1.1%				$1,422,512
PERMIT					WAIVED
SUB-TOTAL					$146,358,044
CM FEE	2.5%				$3,658,951
GMP Contingency	2.0%				$2,927,161
TOTAL OF ALL CONSTRUCTION			167,854	$911.17	**$152,944,156**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

PMC - Project Management Cost

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	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 AR.3: ADD RENO - WILWOOD SCHOOL					
	Dec-25				
NEW ADDITION			149,146	$540.00	$80,538,840
RENOVATE LL into MEP SPACE			7,000	$200.00	$1,400,000
PARTIAL DEMOLITION			10,600	$12.00	$127,200
RENOVATION			18,709	$500.00	$9,354,500
HAZARDOUS MATERIAL ABATEMENT					$1,550,000
SITEWORK					$21,000,000
SUB-TOTAL			174,855	$651.80	$113,970,540
DESIGN AND PRICING CONTINGENCY	12.0%				$13,676,465
ESCALATION	6.33%				$7,214,335
SUB-TOTAL					$134,861,340
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		28	Months	$150,000	$4,200,000
GENERAL REQUIREMENTS	3.0%				$4,045,840
PHASING	4.0%				NR
BONDS	0.9%				$1,213,752
GENERAL LIABILITY INSURANCE	1.1%				$1,483,475
PERMIT					WAIVED
SUB-TOTAL					$145,804,407
CM FEE	2.5%				$3,645,110
GMP Contingency	2.0%				$2,916,088
TOTAL OF ALL CONSTRUCTION			174,855	$871.38	**$152,365,605**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**
Mass Demolition of Woburn Street School				ADD	**$2,931,531**

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 N.1: PHASED NEW CONSTRUCTION - NORTH INTERMEDIATE SCHOOL					
	Dec-25				
NEW BUILDING			167,855	$540.00	$90,641,700
DEMOLITION			55,541	$10.00	$555,410
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$22,000,000
SUB-TOTAL			167,855	$684.20	$114,847,110
DESIGN AND PRICING CONTINGENCY	12.0%				$13,781,653
ESCALATION	6.33%				$7,269,822
SUB-TOTAL					$135,898,585
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		33	Months	$150,000	$4,950,000
GENERAL REQUIREMENTS	3.0%				$4,076,958
PHASING	2.0%				$2,717,972
BONDS	0.9%				$1,223,087
GENERAL LIABILITY INSURANCE	1.1%				$1,494,884
PERMIT					WAIVED
SUB-TOTAL					$150,361,486
CM FEE	2.5%				$3,759,037
GMP Contingency	2.0%				$3,007,230
TOTAL OF ALL CONSTRUCTION			167,855	$936.09	**$157,127,753**
Mass Demolition of Woburn Street School				ADD	**$2,931,531**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 N.2: PHASED NEW CONSTRUCTION - WOBURN STREET SCHOOL					
	Dec-25				
NEW BUILDING			167,855	$540.00	$90,641,700
RENOVATE LL into MEP SPACE			7,000	$200.00	$1,400,000
PARTIAL DEMOLITION			10,000	$12.00	$120,000
DEMOLISH WOBURN ST SCHOOL			43,771	$10.00	$437,710
HAZARDOUS MATERIAL ABATEMENT					$1,650,000
SITEWORK					$21,000,000
SUB-TOTAL			174,855	$659.11	$115,249,410
DESIGN AND PRICING CONTINGENCY	12.0%				$13,829,929
ESCALATION	6.33%				$7,295,288
SUB-TOTAL					$136,374,627
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		33	Months	$150,000	$4,950,000
GENERAL REQUIREMENTS	3.0%				$4,091,239
PHASING	2.0%				$2,727,493
BONDS	0.9%				$1,227,372
GENERAL LIABILITY INSURANCE	1.1%				$1,500,121
PERMIT					WAIVED
SUB-TOTAL					$150,870,852
CM FEE	2.5%				$3,771,771
GMP Contingency	2.0%				$3,017,417
TOTAL OF ALL CONSTRUCTION			174,855	$901.66	**$157,660,040**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

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MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 N.3 NEW BUILDING - WILDWOOD EARLY CHILDHOOD CENTER					
	Dec-25				
NEW BUILDING			167,855	$540.00	$90,641,700
DEMOLITION			29,302	$10.00	$293,020
HAZARDOUS MATERIAL ABATEMENT					$2,931,531
SITEWORK					$21,000,000
SUB-TOTAL			167,855	$684.32	$114,866,251
DESIGN AND PRICING CONTINGENCY	12.0%				$13,783,950
ESCALATION	6.33%				$7,271,034
SUB-TOTAL					$135,921,235
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		24	Months	$150,000	$3,600,000
GENERAL REQUIREMENTS	3.0%				$4,077,637
BONDS	0.9%				$1,223,291
GENERAL LIABILITY INSURANCE	1.1%				$1,495,134
PERMIT					WAIVED
SUB-TOTAL					$146,317,297
CM FEE	2.5%				$3,657,932
GMP Contingency	2.0%				$2,926,346
TOTAL OF ALL CONSTRUCTION			167,855	$910.91	**$152,901,575**
Mass Demolition of Woburn Street School				ADD	**$2,931,531**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**

PMC - Project Management Cost

PM&C

Wildwood Elementary School Project
Wilmington, MA

11-Mar-24

PDP Submission Estimate

MAIN CONSTRUCTION COST SUMMARY

	Construction Start		Gross Floor Area	$/sf	Estimated Construction Cost
OPTION PK-5 N.4 NEW BUILDING - TOWN HALL					
	Dec-25				
NEW BUILDING			167,855	$540.00	$90,641,700
DEMOLITION			20,800	$10.00	$208,000
HAZARDOUS MATERIAL ABATEMENT					Excluded
SITEWORK - ALLOWANCE					$23,000,000
SUB-TOTAL			167,855	$678.26	$113,849,700
DESIGN AND PRICING CONTINGENCY	12.0%				$13,661,964
ESCALATION	6.33%				$7,206,686
SUB-TOTAL					$134,718,350
NON TRADES SUB BONDS					Included In Rates
GENERAL CONDITIONS		26	Months	$150,000	$3,900,000
GENERAL REQUIREMENTS	3.0%				$4,041,551
BONDS	0.9%				$1,212,465
GENERAL LIABILITY INSURANCE	1.1%				$1,481,902
PERMIT					WAIVED
SUB-TOTAL					$145,354,268
CM FEE	2.5%				$3,633,857
GMP Contingency	2.0%				$2,907,085
TOTAL OF ALL CONSTRUCTION			167,855	$904.92	**$151,895,210**
Mass Demolition of Woburn Street School				ADD	**$2,931,531**
Mass Demolition of North Intermediate School				ADD	**$3,087,574**
Mass Demolition of Wildwood School				ADD	**$2,617,088**

PMC - Project Management Cost

		WILDWOOD EARLY CHILDHOOD CENTER (29,302 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
		GSF:	29302				
1	**Health, Safety & Welfare**						
	1.01	Hazardous Materials Abatement and Disposal - Cost Estimate provided by UEC in report dated 10/10/23	1	EA	HAZ MAT	1	$1,550,000
	1.02	Provide crosswalk signage at Wildwood Street and connect across the loop road (2 signs, 25' x x8' wide crosswalk)	1	ALLOW	CIVIL	1	$15,600
	1.03	Provide separation between Parking Lot #1 and the loop road using curbing (preferred) or striping. (50-LF)	50	LF	CIVIL	1	$4,500
							$1,570,100
2	**Code Compliance** (items not noted above)						
	2.01	Provide a new automatic sprinkler system to protect all areas of the building, designed and installed in accordance with MA State Building Code and NFPA 13. Provide a new dedicated fire water service with cement-lined ductile iron pipe and a dedicated gate valve. Perform a new hydrant flow test to confirm Municipal water supply capacity. (Unit cost)	29,302	SF	CIVIL/FIRE PROTECTION	1	$313,718
	2.02	Upgrade interior masonry walls (if required to meet code prior to a comprehensive renovation). This may require addition of reinforced masonry shear walls with new reinforced concrete foundations, connecting the floor and roof diaphragms to the existing masonry walls. All of the existing masonry walls would have to be adequately connected to the roof and floor structure.	29,302	SF	STRUCT	1	$351,624
							$665,342
3	**Handicap Accessibility** (includes only items not noted above)						
	3.01	Provide accessible path at main entrance and connect to accessible parking spaces. Regrade, sign, and stripe handicap parking spaces as needed to meet ADA Accessibility Standards. (4 spaces and 2 entrances)	4000	SF	CIVIL	1	$78,000
	3.02	Provide crosswalk signage at Wildwood Street. (2 signs)	2	EA	LANDSCAPE	1	$3,000
	3.03	Provide ADA-compliant walk and ramp to access site amenities (playground and fields)	135	LF	LANDSCAPE	2	$135,000
	3.04	Provide new ADA-Complaint tennis/basketball courts.	24,000	SF	LANDSCAPE	2	$240,000
	3.05	Replace playground equipment and surface with an ADA compliant playground with accessible surfacing.	5,000	SF	CIVIL/LANDSCAPE	2	$425,000
	3.06	Provide sloped walk at north entrance pad currently raised above grade.	40	SF	LANDSCAPE	1	$1,000
	3.07	At main entry doors provide a motorized operator for accessibility.	1	EA	ARCH	1	$8,000
	3.08	Provide single use toilet rooms with accessible accessories (grab bars etc.)	14	EA	ARCH	1	$560,000
	3.09	Add accessible wheelchair lift to platform stage in multipurpose room and handrails at stair (4 risers).	1	ALLOW	ARCH	1	$70,000
	3.10	Add (4) dual-height accessible drinking fountains, with bottle fillers	4	EA	ARCH/PLUMB	1	$32,000
	3.11	Provide accessible rooms signage throughout the building. (unit cost)	29,302	SF	ARCH	1	$23,442
	3.12	Reconfigure gang toilet rooms to be accessible, which may require reconfiguring doorways and structural work. Remove and replace partitions with new.	550	SF	ARCH	1	$165,000
	3.13	Reconfigure doorways to be accessible, which will require structural work to widen door alcoves. Replace with new wood doors, with ratings where appropriate to the opening rating. Provide mop plates at all doors to prevent soiling. Hardware throughout the building should be replaced with barrier-free lever sets to provide universal accessibility as well as the ability to quickly lock doors during a lockdown. Paint frames. (approx 20 single)	20	EA	ARCH	1	$80,000
							$1,820,442
4	**Maintenance - Extending the Life of the Building** **(includes only items not noted above)**						
	4.01	Replace all asphalt vehicular pavement. Edge pavement with granite or cast-in-place concrete curbs to best maintain the vehicular pavement and adjacent sidewalks and turf panels. (50,000 SF, 1,000 LF).	50,000	SF	CIVIL/LANDSCAPE	2	$405,000
	4.02	Replace all asphalt play area pavement. (30,000 SF).	30,000	SF	LANDSCAPE	2	$210,000
	4.03	Alternate to play area pavement: pour-in-place-rubber surface (30,000 SF)	30,000	SF	LANDSCAPE		$0
	4.04	Replace chain-link fence along southeast property line	250	LF	LANDSCAPE	1	$22,500
	4.05	Replace timber guard rail along north and east sides of Parking Lot #2.	100	LF	CIVIL	1	$7,000

		WILDWOOD EARLY CHILDHOOD CENTER (29,302 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.06	Replace the existing domestic water service with cement-lined ductile iron pipe and a dedicated gate valve. (150-ft)	150	LF	CIVIL	1	$22,500
	4.07	Inspect the existing septic system to confirm compliance with 310 CMR 15.00 (Massachusetts State Environmental Code, Title V) and the Wilmington Board of Health Regulations. Upgrade the system as needed to meet the regulations. (Allowance to inspect system and perform upgrades)	1	ALLOW	CIVIL	1	$50,000
	4.08	Line the flow discharge path from the leaching catch basin with stone to prevent erosion. (200 sq.ft.)	200	SF	CIVIL	2	$8,000
	4.09	Repair erosion of the grass slope north of Parking Lot #2. (200 sq.ft.)	200	SF	LANDSCAPE	2	$1,200
	4.10	Install stone drip edge wherever building façade meets turf or planted areas to protect the building foundation.	390	LF	LANDSCAPE	2	$15,600
	4.11	Remove 2 dead trees and plant 10 trees around site	1	ALLOW	LANDSCAPE	1	$20,000
	4.12	Install granite or cast-in-place concrete curbs along vehicular pavement	2,080	LF	LANDSCAPE	2	$114,400
	4.13	Provide allowance to update site furnishings including bicycle racks, 4 benches , 4 ADA-complaint picnic tables and litter and recycling receptacles.	1	ALLOW	LANDSCAPE	1	$40,000
	4.14	At exterior CIP foundation walls above grade (loading dock), there is surface spalling at higher impact areas. Repair CIP concrete by removing unstable material and replacing with concrete patch.	240	SF	ARCH	1	$3,600
	4.15	Parging is stained and cracked in some areas. Patch/ fill cracks in parging. Clean worst of the stains with gentle wash solution. Remove any vegetative material from concrete.	1,100	LF	ARCH	1	$27,500
		20% of brick down low near grade or in other weathered conditions have mortar joints severely degraded in great need of repointing. Much brick has vegetative growth. Some zig zag cracking was observed. Carefully clean brick with non-abrasive, mild cleaners and hand tools approved for use with brick materials. Remove any cracked mortar and re-tool/ repoint brick veneer.(20% x 1,100' exterior perimeter facade = 220 LF)	220	LF	ARCH	1	$17,600
	4.16	Replace handrails and guardrails entirely with new. (4 risers + 15LF guardrail)	1	EA	ARCH	1	$7,185
	4.17	At precast concrete sills, remove failed mortar joints between sill pieces and install backer rod and sealant. Clean vegetative growth with non-abrasive, mild cleaners and hand tools approved for use with concrete materials.	917	LF	ARCH	1	$45,850
	4.18	Remove rotted wood elements of horizontal roof projections (painted plywood fascia's and soffits) and replace in kind with rot-resistant materials. Repair and prep non-replaced wood surfaces, caulk all cracks and holes, and repaint all fascia's, soffits, and trim.	1,100	LF	ARCH	1	$99,000
	4.19	Chimney: Clean, repair, and repoint brick. Repoint concrete cap. Install metal cap and bird screen over the boiler flue opening.	450	SF	ARCH	1	$25,250
	4.20	Windows: replace with new thermally-broken, heavy commercial aluminum curtain wall systems, with dual-pane Low-E insulating glass, and operable sash similar to existing operation. (Window openings at each classroom are approximately 15'x9' high) Caulk in place with new caulk joints.	7,012	SF	ARCH	1	$1,472,520
	4.21	Glass block on gym east side is in poor condition. This wall was blocked off on the inside, so remove the glass block and replace with an insulated metal panel system.	1,240	SF	ARCH	1	$148,800
	4.22	Replace main exterior entry systems with new, thermally-broken heavy commercial storefront entry systems, with full glass doors and dual-pane, Low-E insulating glass. 2 locations (28' wide and 12' wide)	1	EA	ARCH	1	$88,000
	4.23	Replace exterior service and utility door systems with new, thermally-improved insulated hollow metal doors in steel frames (for punched openings). Infill transom and sidelight areas as needed with thermally-improved storefront systems, similar to above. (4 single doors, 4 double doors)	1	EA	ARCH	1	$42,000
	4.24	Allowance to replace louvers (intake and exhaust at classrooms, Larger AHU louvers at multipurpose room, and louvers to ventilate basement crawl space)	1	EA	ARCH	1	$5,000
	4.24	Sloped Roof at Multipurpose Room: Replace roof with white TPO fully adhered membrane roof, with FRT wood blocking and metal edge trim. Provide code-minimum insulation on existing deck. Replace wood soffits and fascia with brake metal trim formed over top of new pressure-treated plywood to mimic present	3,500	SF	ARCH	1	$157,500
	4.25	South Wing: Replace roof with white TPO fully adhered membrane roof, with FRT wood blocking and metal edge trim, and new drains and baskets. Provide code-minimum insulation on existing deck. Replace existing copper base flashings with new in existing reglets. Replace wood soffits and fascia with brake metal trim formed over top of new pressure-treated plywood to mimic present trim profiles, with MDO soffits.	6,100	SF	ARCH	2	$274,500

		WILDWOOD EARLY CHILDHOOD CENTER (29,302 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.26	Replace VAT/VCT with linoleum flooring. (Abatement cost in 1.01) in classroom wings and administrative areas	18400	SF	ARCH	1	$165,600
	4.27	Replace VAT with resilient sports floor system in Multipurpose Room. (Abatement cost in 1.01)	2,650	SF	ARCH	1	$53,000
	4.28	Refinish wood floor at platform.	800	SF	ARCH	1	$12,000
	4.29	Provide a good deep cleaning of the terrazzo with mildly abrasive cleaners suitable for the job that will remove stains.	2000	SF	ARCH	1	$20,000
	4.30	Provide a good deep cleaning of the quarry tile in kitchen.	650	SF	ARCH	2	$6,500
	4.30	At interior walls, repair cracks, remove peeling paint, and repaint throughout.	1	ALLOW	ARCH	1	$15,000
	4.31	Replace interior doors within the facility with new wood doors, with ratings where appropriate to the opening rating. Provide mop plates at all doors to prevent soiling. Hardware throughout the building should be replaced with barrier-free lever sets to provide universal accessibility as well as the ability to quickly lock doors during a lockdown. Paint frames. (approx 45 single)	45	EA	ARCH	2	$112,500
	4.32	Replace interior doors and frames including borrowed light frames at perimeters of corridors with 1 hour rated doors, frames, and windows to improve separation of corridors. (8 locations)	8	EA	ARCH	2	$80,000
	4.33	After abatement of plaster ceiling finish, replace with all new ACP ceiling systems.	29302	SF	ARCH	1	$263,718
	4.34	Replace classroom casework and sinks with new units that are compliant with accessibility for the age of the intended users, and with a uniform appearance throughout the school - 30 LF of casework + 1 sink in each room	14	LOCS	ARCH	1	$378,000
	4.35	Remove lockers and curbs and install new wood shelving and cloak hooks/ benches in the alcoves. Will likely require wall finish improvements – provide wood paneling to cover raw CMU.	144	LF	ARCH	1	$60,480
	4.36	At Library: remove old shelving and install new custom built in wood shelving along corridor and window walls.	1000	SF	ARCH	1	$90,000
	4.37	Replace entire heating system with a new high efficiency condensing boiler plant with electronically commutated motors (ECM) pump arrays for increased energy savings. Save existing high efficiency condensing boiler and reuse for renovation or at other Town location.	29,302	SF	HVAC	1	$146,510
	4.38	Replace entire piping system with a combination of schedule 40 black steel and copper piping and utilize dielectric fitting for dissimilar materials. Replace insulation.	29,302	SF	HVAC	1	$293,020
	4.39	Provide new HVAC equipment (Unit Ventilators) & associated control systems to provide the classroom spaces with greater indoor environmental conditions. (Approx. 15 spaces)	15,000	SF	HVAC	1	$750,000
	4.40	Provide new supplemental cooling terminal units such as min-split, or variable refrigerant flow (VRF) - 15 classroom spaces	14,500	SF	HVAC	1	$797,500
	4.41	Alternative: Provide a fossil fuel free HVAC system replacement such as an air-source variable refrigerant flow (VRF) system and dedicated outdoor air system (DOAS). Replace piping, hydronic appurtenances, and insulation with new equipment and materials.	29,302	SF	HVAC	1	$0
	4.42	Replace the pneumatic control system and components with current direct digital control (DDC) technologies for improved reliability, controllability, and the ability for a web-based building management system (BMS).	29,302	SF	HVAC	1	$234,416
	4.43	At administrative areas , provide Mechanical Ventilation Systems to serve all spaces that currently lack mechanical ventilation.	2,000	SF	HVAC	1	$20,000
	4.44	The Multi-purpose space is heated and ventilated by two pneumatically controlled units suspended from the ceiling that have exceeded expected service life and are in poor condition. Provide new HVAC equipment & associated control systems to provide the gym with acceptable indoor air quality.	3,500	SF	HVAC	1	$140,000
	4.45	Remove all existing equipment in kitchen. Salvage shelving, pots and pans. Demolish plaster ceiling finish and replace with smooth, wipeable surface. Provide code compliant plumbing and electrical infrastructure. Provide all new stainless steel or similar equipment throughout. Hood shall include safety features, proper lighting, exhaust coverage above and fire suppression system. Plumbing fixtures to include separate hand washing sink, 3-compartment for wash sink and compliant food prep sink drains. Replace the food counter with new sneeze guards and modern hot and cold serving equipment that is capable of maintaining proper holding temperatures.	650	SF	FOOD SERVICE	1	$227,500

		WILDWOOD EARLY CHILDHOOD CENTER (29,302 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.46	Replace all primary switchgear, electrical distribution system and sub-panels with new, and increase receptacle distribution to present-day code standards. Provide GFCI receptacles at wet locations.	29,302	SF	ELECT	1	$351,624
	4.47	Provide additional receptacles in all classrooms and offices, remove cord and plug violations.	29,302	SF	ELECT	1	$293,020
	4.48	Provide automatic lighting control system in combination with daylight sensors/occupancy sensors/automatic dimming sensors for all upgraded LED lighting building-wide.	29,302	SF	ELECT	1	$351,624
	4.49	Provide new LED 100% cutoff lighting at exterior doors with automatic control.	10	EA	ELECT	1	$10,000
	4.50	Provide lightning protection/preventor system.	1	EA	ELECT	1	$25,000
	4.51	Provide an emergency standby system: emergency stand-by generator and automatic transfer switches, expand emergency lighting system to include battery-type fixtures with remote heads at exterior doors and add additional emergency battery units for full coverage.	29,302	SF	ELECT	1	$234,416
	4.52	Establish dedicated network closets for adequate temperature control and securing equipment. (Allowance)	100	SF	TECH	1	$15,000
	4.53	Remove and replace older existing surface mount raceways and cabling as part of any renovation project. Replace existing Cat 5e cabling with Cat 6a.	29,302	SF	TECH	1	$87,906
	4.54	New hard-wired data outlets in addition to cabling for wireless should be installed in all educational spaces as part of any building renovation project so that teachers and staff can make use of a hardwired connection to the Network when required.	29,302	SF	TECH	1	$146,510
	4.55	Install new public address main equipment including new speakers as part of any facility renovation or upgrade project. System to allow for emergency telephone calls to be made from classrooms through the public address handsets in classrooms.	29,302	SF	TECH	1	$87,906
	4.56	Install new master clocks system with low voltage secondary clocks as part of any facility renovation or upgrade project.	29,302	SF	TECH	1	$58,604
	4.57	Include state of the art Voice Reinforcement systems in classrooms. (14 rooms or 14,500 SF)	14	EA	TECH	1	$56,000
	4.58	Upgrade built in Audio-Visual systems in Multi-purpose space as part of any facilities renovation and upgrade project	3,450	SF	TECH	1	$30,000
	4.59	Include a new large format projection screen with a permanently installed high lumen projector and sound system in the Multi-purpose space.	1	EA	TECH	2	$15,000
	4.60	Replace older systems with newer interactive display technology to include either interactive projectors in classrooms. (14 rooms or 14,500 SF) - Included above	14	EA	TECH	2	$0
	4.61	Add digital signage in the main entrance and other spaces such as the cafeteria with easy to manage system software.	1	EA	TECH	3	$40,000
	4.62	Add additional surveillance cameras and necessary Network Video Recorder storage as part of any facilities upgrade project. If the surveillance system relies on any analog technology, the surveillance system should be upgraded to IP. Introduce an intrusion motion detection system for ground floor rooms with windows.	29,302	SF	TECH	1	$146,510
	4.63	All the water closets, lavatories, etc. be modified to be accessible water conservation type fixtures. Replace all electric water coolers with new handicap accessible fixtures. Replace all mop receptors and janitor sinks with new fixtures and provide backflow protection for soap dispensers to comply with code. Replace plumbing fixtures with high-efficiency sinks, toilets and urinals.	40	Fixt	PLUMB	1	$120,000
	4.64	Provide new backflow preventer and water meter assembly on domestic water service.	1	EA	PLUMB	1	$3,000
	4.65	Domestic water piping, valves, hangers and insulation have outlived its useful life. Provide new domestic water piping, insulation, hangers and valves.	29,302	SF	PLUMB	1	$175,812
	4.66	Provide 120 degree F hot water to fixtures via thermostatic mixing valve and 140 degree F hot water to kitchen appliances.	29,302	SF	PLUMB	1	$29,302
	4.67	Install new point of use grease interceptors and exterior grease trap for Kitchen.	1	EA	CIVIL/PLUMB	1	$30,000
	4.68	Provide a new domestic water heater with a thermostatic mixing valve, recirculating pump, and accessories to service the building.	29,302	SF	PLUMB	1	$146,510
	4.69						$0

		WILDWOOD EARLY CHILDHOOD CENTER (29,302 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.70	Sanitary, waste and vent piping reaching its life expectancy. Piping should be video inspected for any interior corrosion and blockage. (Allowance)	1	EA	PLUMB	1	$3,000
	4.71	Sanitary, waste and vent piping reaching its life expectancy. If video inspected indicates interior corrosion and blockage, consider replacement in its entirety due to its age.	1	EA	PLUMB	1	$175,812
	4.72	Storm piping reaching its life expectancy. Piping should be video inspected for any interior corrosion and blockage. (Allowance)	1	EA	PLUMB	1	$146,510
	4.73	Storm piping reaching its life expectancy. If video inspected indicates interior corrosion and blockage, consider replacement in its entirety due to its age. (Allowance) Included above	1	EA	PLUMB	2	$0
	4.74	Roof drain covers nearing their life expectancy. New roof drain dome covers are recommended.	10	EA	PLUMB	2	$30,000
							$10,005,315
		TOTALS					**$14,061,199**

		WOBURN STREET SCHOOL (53,771 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
		GSF:	53771				
1	**Health, Safety & Welfare**						
	1.01	Hazardous Materials Abatement and Disposal - Cost Estimate provided by UEC in report dated 10/10/23	1	EA	HAZ MAT	1	$1,650,000
	1.02	Provide crosswalk signage and stripping at entrance of front loop road- (2) signs, 70' long crosswalk) - 3 locations	1	ALLOW	CIVIL	1	$17,600
							$1,667,600
2	**Code Compliance (items not noted above)**						
	2.01	Provide a new automatic sprinkler system to protect all areas of the building, designed and installed in accordance with MA State Building Code and NFPA 13. Provide a new dedicated fire water service with cement-lined ductile iron pipe and a dedicated gate valve. Perform a new hydrant flow test to confirm Municipal water supply capacity. (Unit cost)	53,771	SF	CIVIL/FIRE PROTECTION	1	$533,939
	2.02	Upgrade interior CMU walls (if required to meet code prior to a comprehensive renovation) for seismic bracing.	53,771	SF	STRUCT	1	$645,252
							$1,179,191
3	**Handicap Accessibility (includes only items not noted above)**						
	3.01	Provide accessible path at main entrance and connect to accessible parking spaces. Provide new ramp and stair at main entry. (1 location; 4 risers)	400	SF	CIVIL/LANDSCAPE	1	$80,000
	3.02	At north parking lot, provide striping.	35000	SF	LANDSCAPE	1	$17,500
	3.03	Replace asphalt walk on south side of site to playground. Provide ADA-compliant walk and ramp to access site amenities (playground and fields)	3,500	SF	LANDSCAPE	1	$105,000
	3.04	Replace playground equipment and surface with an ADA compliant playground with accessible surfacing.	3,000	SF	CIVIL/LANDSCAPE	1	$305,000
	3.05	Provide ramps at entrances currently raised above grade by 5 risers. (3 locations)	3	EA	LANDSCAPE	1	$180,000
	3.06	Add accessible wheelchair lift at cafetorium platform stage.	1	EA	ARCH	1	$70,000
	3.07	Replace handrails/guardrails at stairwells with new.	6	EA	ARCH	1	$54,000
	3.08	Add (4) dual-height accessible drinking fountains, with bottle fillers	4	EA	ARCH/PLUMB	1	$32,000
	3.09	Provide accessible rooms signage throughout the building. (unit cost)	53,771	SF	ARCH	1	$43,017
	3.10	Provide accessible window/counter at Main Office.	5	LF	ARCH	1	$4,500
	3.11	Provide elevator addition to access all 3 floors.	1	EA	ARCH	1	$750,000
	3.12	Add accessible wheelchair lift to access cafeteria from main level (4 risers)	1	EA	ARCH	1	$70,000
	3.13	Renovate all toilet rooms to provide accessibility. (6 gang toilets, 5 single user toilet rooms)	1	EA	ARCH	1	$1,900,000
							$3,611,017
4	**Maintenance - Extending the Life of the Building (includes only items not noted above)**						
	4.01	Add additional drainage structures to capture and control the runoff along sidewalk down to athletic area to prevent erosion of grassy area. At minimum, provide erosion protection to the affected area.	200	SF	CIVIL	1	$10,000
	4.02	Inspect the existing septic system to confirm compliance with 310 CMR 15.00 (Massachusetts State Environmental Code, Title V) and the Wilmington Board of Health Regulations. Upgrade the system as needed to meet the regulations. (Allowance to inspect system)	1	ALLOW	CIVIL	1	$50,000
	4.03	Resurface pavement at tennis/basketball courts	24,000	SF	LANDSCAPE	1	$120,000
	4.04	Install stone drip edge wherever building façade s meet turf or planted areas to protect the building foundation.	395	LF	LANDSCAPE	1	$15,800
	4.05	Provide allowance to update site furnishings including bicycle racks, 4 benches , 4 ADA-complaint picnic tables and litter and recycling receptacles.	1	ALLOW	LANDSCAPE	2	$40,000
	4.06	Patch cracks at exterior concrete and interior masonry walls. Some exterior concrete deterioration with exposed rebar and spalling concrete. Remove loose concrete. Remove rust from rebar. Provide stainless steel studs and patch/repair concrete. Apply water-resistant breathable coating over entire precast concrete elements. ((5'x perimeter of gym addition 280 LF) + (3'x perimeter of west façade 330 LF) + (4'x 40 LF at loading dock) +retaining walls)	2,550	SF	ARCH/STRUCT	1	$153,000

		WOBURN STREET SCHOOL (53,771 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.07	Provide brick cleaning for 40% of the brick area. (8' x 300 LF) =2,400 SF of surface area	2,400	SF	ARCH	1	$24,000
	4.08	Full window replacement with a new, energy efficient translucent glazing system. Selection criteria should include rain-screen principles and thermal efficiency. Approx 7,000 SF	7,000	SF	ARCH	2	$1,470,000
	4.09	Cover sills with aluminum during window replacement project (similar to North intermediate School). Approx 1,100 LF of sill.	1,100	LF	ARCH	3	$44,000
	4.10	Replace exterior entry systems with new, thermally-broken heavy commercial storefront entry systems, with full glass doors and dual-pane, Low-E insulating glass. (6 locations, openings are 9'x20')	6	EA	ARCH	1	$75,000
	4.11	Replace exterior entry systems with new, thermally-broken heavy commercial storefront entry system at main entry, with full glass doors and dual-pane, Low-E insulating glass. (1 location with opening of 9'x15')	135	SF	ARCH	1	$33,750
	4.12	Replace exterior service doors with new, thermally-improved insulated hollow metal doors in steel frames (for punched openings). (4) 4'x7' doors	4	EA	ARCH	2	$14,000
	4.13	Replace exterior louvers throughout. (Allowance)	1	ALLOW	ARCH	1	$5,000
	4.14	Replace roof EPDM rubber membrane, extend perimeter blocking and curbs for rooftop accessories and new metal fascia. This would be an ideal to replace exhaust fans or roof equipment at this time. Confirm existing insulation meets code. Replace existing copper base flashings with new in existing reglets. Provide soffits and fascia with brake metal trim to mimic present trim profiles. Approx 18,000 SF	18,000	SF	ARCH	2	$810,000
	4.15	Clean, repair, and repoint brick at needed. Repoint concrete cap. Install metal cap and bird screen over the boiler flue opening. (16 SF opening, approximately 48 SF brick surface area)	1	EA	ARCH	2	$3,360
	4.16	At gym, provide curtain divider.	52	LF	ARCH	1	$32,500
	4.17	Provide a good deep cleaning of the terrazzo with mildly abrasive cleaners suitable for the job that will remove stains.	9250	SF	ARCH	1	$92,500
	4.18	Remove operable partitions between classrooms and replaced with steel stud framed walls that extend to the structure above. Provide power, data, and other services within the permanent wall. (5 locations, 29 LF each)	1160	SF	ARCH	1	$40,600
	4.19	Paint CMU throughout. (Allowance)	53771	SF	ARCH	1	$80,657
	4.20	Replace wired glass with clear vision glass or tempered safety glass in areas required by the building code. (Allowance for vision lites)	1	ALLOW	ARCH	2	$10,000
	4.21	Replace interior doors within the facility with new wood doors, with ratings where appropriate to the opening rating. Provide mop plates at all doors to prevent soiling. Hardware throughout the building should be replaced with barrier-free lever sets to provide universal accessibility as well as the ability to quickly lock doors during a lockdown. (approx 80 single). Pain door frames.	80	EA	ARCH	2	$200,000
	4.22	Replace interior doors and frames including borrowed light frames at corridors with 1 hour rated doors, frames, and windows to improve separation of corridors and stairwells. (18 locations)	18	EA	ARCH	2	$180,000
	4.23	Replace classroom casework and sinks with new units that are compliant with accessibility for the age of the intended users, and with a uniform appearance throughout the school - 30 LF of casework + 1 sink in each room	26	LOCS	ARCH	2	$702,000
	4.24	Update built in furniture in admin and office spaces. (Allowance)	10	LOCS	ARCH	2	$40,000
	4.25	Renovate library and adjacent rooms to update space with flooring, paint, furniture and shelving.	1700	SF	ARCH	2	$102,000
	4.26	Gut and renovate locker room areas to provide toilet rooms for lower level and support spaces.	1800	SF	ARCH	2	$360,000
	4.27	Replace entire heating system with a new high efficiency condensing boiler plant with electronically commutated motors (ECM) pump arrays for increased energy savings.	53,771	EA	HVAC	1	$268,855
	4.28	Replace 10,000 gallon double wall below ground fuel-oil tank (based on new heating system).	1	EA	HVAC	1	$60,000
	4.29	Replace entire piping system with a combination of schedule 40 black steel and copper piping and utilize dielectric fitting for dissimilar materials. Replace insulation.	53,771	SF	HVAC	1	$537,710
	4.30	Provide new HVAC equipment (Unit Ventilators) & associated control systems to provide the classroom spaces with greater indoor environmental conditions. (Approx. 28 spaces)	32,000	SF	HVAC	1	$1,600,000

		WOBURN STREET SCHOOL (53,771 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.31	Alternative: Provide a fossil fuel free HVAC system replacement such as an air-source variable refrigerant flow (VRF) system and dedicated outdoor air system (DOAS). Replace piping, hydronic appurtenances, and insulation with new equipment and materials. Remove 10,000 gallon double wall below ground fuel-oil tank.	53,771	SF	HVAC	1	$0
	4.32	Replace the pneumatic control system and components with current direct digital control (DDC) technologies for improved reliability, controllability, and the ability for a web-based building management system (BMS).	53,771	SF	HVAC	1	$430,168
	4.33	At administrative areas , provide Mechanical Ventilation Systems to serve all spaces that currently lack mechanical ventilation.	2,000	SF	HVAC	1	$20,000
	4.34	The Gym is heated and ventilated by two pneumatically controlled units suspended from the roof that have exceeded expected service life and are in poor condition. Provide new HVAC equipment & associated control systems to provide the gym with acceptable indoor air quality.	4,600	SF	HVAC	1	$184,000
	4.35	The kitchen and cafeteria/stage area heated and ventilated by units suspended from the roof that have exceeded expected service life and are in poor condition. Provide new HVAC equipment & associated control systems to provide acceptable indoor air quality.	4,500	SF	HVAC	1	$225,000
	4.36	Replace the original kitchen hood with a code compliant hood equipped with safety features, proper lighting, exhaust coverage above and fire suppression system.	1	EA	FOOD SERVICE	1	$30,000
	4.37	Replace walk-in cooler and freezer for proper storage capacity and adequate cold food holding temperatures	125	SF	FOOD SERVICE	1	$50,000
	4.38	Replace the food counter with new sneeze guards and modern hot and cold serving equipment that is capable of maintaining proper holding temperatures.	30	LF	FOOD SERVICE	1	$30,000
	4.39	Eliminate all wood surfaces. Replace them with appropriate materials that are complaint with the modern health code standards.	600	SF	FOOD SERVICE	1	$18,000
	4.40	Provide hand washing station and an adequate three compartment wash sink.	1	EA	FOOD SERVICE	1	$9,000
	4.41	Provide new pad mounted transformer, new primary service, and new secondary service. Replace all primary switchgear, electrical distribution system and sub-panels with new, and increase receptacle distribution to present-day code standards. Provide GFCI receptacles at wet locations.	53,771	SF	ELECT	1	$645,252
	4.42	Provide additional receptacles in all classrooms and offices, remove cord and plug violations.	32,000	SF	ELECT	1	$96,000
	4.43	Provide automatic lighting control system in combination with daylight sensors/occupancy sensors/automatic dimming sensors for all upgraded LED lighting building-wide.	53,771	SF	ELECT	1	$645,252
	4.44	Provide exterior pole-mounted lighting with energy efficient, 100% cutoff LED type with automatic control. Provide (20) 20' lights at parking and drives; (10) 10' poles at walkways.	30	EA	ELECT	1	$150,000
	4.45	Provide new LED 100% cutoff lighting at exterior doors with automatic control.	8	EA	ELECT	1	$8,000
	4.46	Provide lightning protection/preventor system.	1	EA	ELECT	1	$50,000
	4.47	Provide emergency power off switch to shut down electrical equipment in kitchen in an emergency.	1	EA	ELECT	1	$6,000
	4.48	Establish dedicated network closets for adequate temperature control and securing equipment. (Allowance)	200	SF	TECH	1	$30,000
	4.49	Install new public address main equipment including new speakers as part of any facility renovation or upgrade project. System to allow for emergency telephone calls to be made from classrooms through the public address handsets in classrooms.	53,771	SF	TECH	1	$161,313
	4.50	Install new master clocks system with low voltage secondary clocks as part of any facility renovation or upgrade project.	53,771	SF	TECH	1	$107,542
	4.51	Include state of the art Voice Reinforcement systems in remaining classrooms. (50% of classrooms or 14 rooms)	14	EA	TECH	1	$56,000
	4.52	Include a new large format projection screen with a permanently installed high lumen projector and sound system in the Cafetorium.	1	EA	TECH	2	$15,000
	4.53	Add (3) additional surveillance cameras and necessary Network Video Recorder storage as part of any facilities upgrade project.	3	EA	TECH	1	$12,000
	4.54	Add infrared motions sensors to all windowed spaces on the first floor. Upgrade system as part of any facility renovation project. (Approx 150 windows)	150	EA	TECH	2	$60,000

		WOBURN STREET SCHOOL (53,771 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.55	All the water closets, lavatories, etc. be modified to be accessible water conservation type fixtures. Replace all electric water coolers with new handicap accessible fixtures. Replace all mop receptors and janitor sinks with new fixtures and provide backflow protection for soap dispensers to comply with code. Replace plumbing fixtures with high-efficiency sinks, toilets and urinals.	70	Fixt	PLUMB	1	$210,000
	4.56	Provide new backflow preventer and water meter assembly on domestic water service.	1	EA	PLUMB	1	$5,000
	4.57	Domestic water piping, valves, hangers and insulation have outlived its useful life. Provide new domestic water piping, insulation, hangers and valves.	53,771	SF	PLUMB	1	$322,626
	4.58	Provide 120 degree F hot water to fixtures via thermostatic mixing valve and 140 degree F hot water to kitchen appliances.	53,771	SF	PLUMB	1	$53,771
	4.59	Install new point of use grease interceptors and exterior grease trap for Kitchen.	1	EA	PLUMB	1	$30,000
	4.60	Install new solids interceptors for Art sinks	2	EA	PLUMB	1	$4,000
	4.61	Sanitary, waste and vent piping reaching its life expectancy. Piping should be video inspected for any interior corrosion and blockage. (Allowance)	1	EA	PLUMB	1	$3,000
	4.62	Sanitary, waste and vent piping reaching its life expectancy. If video inspected indicates interior corrosion and blockage, consider replacement in its entirety due to its age.	1	EA	PLUMB	1	$322,626
	4.63	Storm piping reaching its life expectancy. Piping should be video inspected for any interior corrosion and blockage. (Allowance) - Included above	1	EA	PLUMB	1	$0
	4.64	Storm piping reaching its life expectancy. If video inspected indicates interior corrosion and blockage, consider replacement in its entirety due to its age. (Allowance)	1	EA	PLUMB	2	$268,855
	4.65	Provide a new sewage ejector pump and new basin.	1	EA	PLUMB	1	$15,000
	4.66	Roof drain covers nearing their life expectancy. New roof drain dome covers are recommended.	10	EA	PLUMB	1	$30,000
							$11,478,137
		TOTALS					**$17,935,945**
GENERAL NOTES							

		NORTH INTERMEDIATE SCHOOL (55,541 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
		GSF:	55541				
1	**Health, Safety & Welfare**						
							$0
	1.01	Hazardous Materials Abatement and Disposal - Cost Estimate provided by UEC in report dated 10/10/23	1	EA	HAZ MAT	1	$1,650,000
	1.02	Provide (2) signs and striping designating front loop road as one-way for vehicular traffic (east to west) - Allowance	1	ALLOW	CIVIL	1	$5,000
							$1,655,000
2	**Code Compliance (items not noted above)**						
	2.01	Provide a new automatic sprinkler system to protect all areas of the building, designed and installed in accordance with MA State Building Code and NFPA 13. Provide a new dedicated fire water service with cement-lined ductile iron pipe and a dedicated gate valve. Perform a new hydrant flow test to confirm Municipal water supply capacity. (Unit cost)	55,541	SF	CIVIL/FIRE PROTECTION	1	$552,869
	2.02	Upgrade interior CMU walls (if required to meet code prior to a comprehensive renovation) for seismic bracing.	55,541	SF	STRUCT	1	$666,492
							$1,219,361
3	**Handicap Accessibility (includes only items not noted above)**						
	3.01	Create (3) ADA parking spaces with proper signage to the east parking lot. 1,000 SF repaving/striping, continuous flush curbing 100'; 400 LF of 5' walk;	1	EA	CIVIL/LANDSCAPE	1	$51,500
	3.02	Install granite or cast-in-place concrete curbs along vehicular pavement	600	LF	LANDSCAPE	1	$33,000
	3.03	Provide crosswalks with curb cut ramps and detectable warning panels at locations where pedestrian routes cross vehicular routes.	2	EA	LANDSCAPE	1	$6,000
	3.04	Replace concrete sidewalks on west side of building. Provide ADA-compliant cast-in-place concrete walks and ramp along west side of building and north side of building to access site amenities	775	SF	CIVIL	1	$15,500
	3.05	Replace playground equipment and surface with an ADA compliant playground with accessible surfacing .	1,800	SF	CIVIL	1	$163,000
	3.06	Add accessible wheelchair lift at cafetorium platform stage.	1	EA	ARCH	1	$70,000
	3.07	Replace handrails/guardrails at stairwells with new.	4	EA	ARCH	1	$36,000
	3.08	Add (4) dual-height accessible drinking fountains, with bottle fillers	4	EA	ARCH/PLUMB	1	$32,000
	3.09	Provide accessible rooms signage throughout the building. (unit cost)	55,541	SF	ARCH	1	$44,433
	3.10	Provide accessible window/counter at Main Office.	5	LF	ARCH	1	$4,500
	3.11	Provide elevator addition to access 2nd floor.	1	flight	ARCH	1	$400,000
	3.12	Provide elevator addition to access lower level and main level (gymnasium).	1	flight	ARCH	1	$450,000
	3.13	Add accessible wheelchair lift to access gym from main level (5 risers)	1	EA	ARCH	1	$70,000
							$1,375,933
4	**Maintenance - Extending the Life of the Building (includes only items not noted above)**						
	4.01	Replace asphalt pavement at tennis/basketball courts	24,000	SF	CIVIL/LANDSCAPE	1	$240,000
	4.02	Allowance to clean and video inspect the storm drainage system to confirm its condition. Any pipes and/or structures that are damaged or compromised should be replaced.	1	ALLOW	CIVIL	1	$2,000
	4.03	Allowance to clean the surface and inside drainage structures at tennis and basketball courts. Inspect to check integrity of the structure and replace if needed. (4 structures)	1	ALLOW	CIVIL	2	$3,600
	4.04	Install screens/fencing to enclose dumpsters	20	LF	LANDSCAPE	1	$3,000
	4.05	Provide allowance to update site furnishings including 5-tier stadium seating, 4 benches , 4 picnic tables, flagpole, bicycle racks, litter and recycling receptacles, and signage.	1	ALLOW	LANDSCAPE	2	$60,000
	4.06	The precast concrete shelf at the gym has significant deterioration with exposed rebar and spalling concrete. Remove loose concrete. Remove rust from rebar. Provide stainless steel studs and patch/repair concrete. Apply water-resistant breathable coating over entire precast concrete elements. (5'x 210 'perimeter of gym- three sides = 1,050 SF)	1,050	SF	ARCH	1	$63,000

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	4.07	Exterior concrete stairs leading from grade up to gymnasium floor level are in poor condition, with spalling concrete and exposed rebar. Because the handrails/guardrails are not compliant also, it is recommended to replace the stairs, handrails and guardrails entirely with new. (20 risers + 2 landings, 5' wide)	1	EA	ARCH	1	$10,000
	4.08	At the southwest corner of the classroom wing, cracked/damaged brick was observed. (Image 7). There was also damaged brick on each side of the receiving area loading dock. Replace damaged brick (100 SF)	100	SF	ARCH	2	$15,000
	4.09	Discoloration at brick areas below some windows, particularly on north-facing and shaded areas. Provide brick cleaning for 50% of the brick area.	300	LF	ARCH	3	$6,000
	4.10	A copper and PVC pipe which drains the cafeteria roof onto the roof above the entry roof, has an opening through the brick that is larger than needed and has exposed insulation. Draining the roof onto this lower roof is not an ideal condition as it sheds a large quantity of water onto another roof. Repair brick (4 SF), seal opening and provide escutcheon to provide waterproof condition. Provide a new roof drain leader to connect cafeteria roof drain to underslab storm drainage system.	1		ARCH	1	$6,000
	4.11	At EPDM roofs, sealant is beginning to crack at seams. Folded membrane at seams could contribute to accelerated deterioration. Re-strip flashing tape at all seams. Flatten membrane roofing where folded.	22,000	SF	ARCH	1	$110,000
	4.12	Section of asphalt roofing should be replaced. Perform structural analysis to confirm if additional insulation can be added. If so, the following is additional recommended scope: Cut brick at adjacent walls to construct thru-wall flashing, provide tapered insulation, roof board and 60 mil EPDM rubber membrane, extend perimeter blocking and curbs for rooftop accessories and new metal fascia. This would be an opportune time to replace exhaust fans or roof equipment at this time also. Remove clerestory aluminum window at platform and infill with insulation and brick veneer.	10,000	SF	ARCH	2	$350,000
	4.13	Replace VAT with linoleum flooring. (Abatement cost in 1.01)	32000	SF	ARCH	1	$288,000
	4.14	Replace with resilient sports wood floor system in Gymnasium.	5,000	SF	ARCH	2	$110,000
	4.15	Refinish wood floor at cafeteria. Replace apron and stairs with new.	4,000	SF	ARCH	2	$35,000
	4.16	Remove gym folding partition. Provide curtain divider.	60	LF	ARCH	1	$37,500
	4.17	Replace wired glass with clear vision glass or tempered safety glass in areas required by the building code. (Allowance for vision lites)	1	ALLOW	ARCH	2	$10,000
	4.18	Replace interior doors within the facility with new wood doors, with ratings where appropriate to the opening rating. Provide mop plates at all doors to prevent soiling. Hardware throughout the building should be replaced with barrier-free lever sets to provide universal accessibility as well as the ability to quickly lock doors during a lockdown. (approx 80 single)	80	EA	ARCH	2	$200,000
	4.19	Replace interior doors and frames including borrowed light frames at perimeters of corridors with 1 hour rated doors, frames, and windows to improve separation of corridors. (7 locations)	7	EA	ARCH	2	$70,000
	4.20	Remove concealed-spline acoustic ceiling tiles and replace with ACP system.	50541	SF	ARCH	1	$505,410
	4.21	Replace classroom casework and sinks with new units that are compliant with accessibility for the age of the intended users, and with a uniform appearance throughout the school - 30 LF of casework + 1 sink in each room	20	LOCS	ARCH	2	$540,000
	4.22	Install a gas or heat pump domestic water heater to segregate the boilers from the domestic system	1	EA	HVAC	1	$30,000
	4.23	Replace entire piping system with a combination of schedule 40 black steel and copper piping and utilize dielectric fitting for dissimilar materials. Replace insulation.	55,541	SF	HVAC	1	$555,410
	4.24	Provide new HVAC equipment (Unit Ventilators) & associated control systems to provide the classroom spaces with greater indoor environmental conditions. (Approx. 24 spaces)	25,000	SF	HVAC	1	$1,250,000
	4.25	Alternative: Provide a fossil fuel free HVAC system replacement such as an air-source variable refrigerant flow (VRF) system and dedicated outdoor air system (DOAS). Replace piping, hydronic appurtenances, and insulation with new	55,541	SF	HVAC	1	$0
	4.26	Replace the control system and components with current direct digital control (DDC) technologies for improved reliability, controllability, and the ability for a web-based building management system (BMS).	55,541	SF	HVAC	1	$444,328

		NORTH INTERMEDIATE SCHOOL (55,541 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.27	At administrative areas and corridors, provide Mechanical Ventilation Systems to serve all spaces that currently lack mechanical ventilation.	11,000	SF	HVAC	1	$110,000
	4.28	The Gym is heated and ventilated by two pneumatically controlled units suspended from the roof that have exceeded expected service life and are in poor condition. Provide new HVAC equipment & associated control systems to provide the gym with acceptable indoor air quality.	5,000	SF	HVAC	1	$200,000
	4.29	The kitchen and cafeteria/stage area heated and ventilated by units suspended from the roof that have exceeded expected service life and are in poor condition. Provide new HVAC equipment & associated control systems to provide acceptable indoor air quality.	5,800	SF	HVAC	1	$290,000
	4.30	Replace the original kitchen hood with a code compliant hood equipped with safety features, proper lighting, exhaust coverage above and fire suppression system.	1	EA	FOOD SERVICE	1	$30,000
	4.31	Replace walk-in cooler and freezer for proper storage capacity and adequate cold food holding temperatures	100	SF	FOOD SERVICE	2	$45,000
	4.32	Replace the food counter with new sneeze guards and modern hot and cold serving equipment that is capable of maintaining proper holding temperatures.	40	LF	FOOD SERVICE	1	$40,000
	4.33	Eliminate all wood surfaces. Replace them with appropriate materials that are complaint with the modern health code standards.	800	SF	FOOD SERVICE	1	$24,000
	4.34	Remove the dish room equipment from the dish room to renovate into office and provide for efficient storage area.	250	SF	FOOD SERVICE	2	$50,000
	4.35	Provide new pad mounted transformer, new primary service, and new secondary service. Replace all primary switchgear, electrical distribution system and sub-panels with new, and increase receptacle distribution to present-day code standards. Provide GFCI receptacles at wet locations.	55,541	SF	ELECT	1	$666,492
	4.36	Provide additional receptacles in all classrooms and offices, remove cord and plug violations.	35,000	SF	ELECT	1	$105,000
	4.37	Provide automatic lighting control system in combination with daylight sensors/occupancy sensors/automatic dimming sensors for all upgraded LED lighting building-wide.	55,541	SF	ELECT	1	$666,492
	4.38	Provide exterior pole-mounted lighting with energy efficient, 100% cutoff LED type with automatic control. Provide (15) 20' lights at parking and drives; (10) 10' poles at walkways.	25	EA	ELECT	1	$120,000
	4.39	Provide new LED 100% cutoff lighting at all exterior doors with automatic control.	16	EA	ELECT	1	$16,000
	4.40	Provide C.O. detection in mechanical rooms with fossil fuel burning equipment.	1	EA	ELECT	1	$1,500
	4.41	Provide C.O. detection system UL listed to shut down gas valve with reset button in Kitchen.	1	EA	ELECT	1	$3,000
	4.42	Provide lightning protection/preventor system.	1	EA	ELECT	1	$50,000
	4.43	Provide emergency power off switch to shut down electrical equipment in kitchen in an emergency.	1	EA	ELECT	1	$6,000
	4.44	Establish dedicated network closets for adequate temperature control and securing equipment. (Allowance)	200	SF	TECH	1	$30,000
	4.45	Install new public address main equipment including new speakers as part of any facility renovation or upgrade project. System to allow for emergency telephone calls to be made from classrooms through the public address handsets in classrooms.	55,541	SF	TECH	1	$166,623
	4.46	Install new master clocks system with low voltage secondary clocks as part of any facility renovation or upgrade project.	55,541	SF	TECH	1	$111,082
	4.47	Upgrade all built in Audio-Visual systems in large assembly spaces (Gymnasium and Cafeteria) as part of any facilities renovation and upgrade project	10,000	SF	TECH	2	$80,000
	4.48	Include a new large format projection screen with a permanently installed high lumen projector and sound system in the Cafetorium.	1	EA	TECH	2	$15,000
	4.49	All the water closets, lavatories, etc. be modified to be accessible water conservation type fixtures. Replace all electric water coolers with new handicap accessible fixtures. Replace all mop receptors and janitor sinks with new fixtures and provide backflow protection for soap dispensers to comply with code. Replace plumbing fixtures with high-efficiency sinks, toilets and urinals.	80	Fixt	PLUMB	2	$240,000
	4.50	Provide new backflow preventer and water meter assembly on domestic water service.	1	EA	PLUMB	1	$5,000

		NORTH INTERMEDIATE SCHOOL (55,541 sf existing)	Quantity	Unit (%, SF, LF, etc.)	Discipline (Architectural, Civil, Landscape, Structural, HVAC, Electrical, Plumbing, Fire Protection, Tech)	Priority 1 = (0-2 yrs) 2 = (3-6 yrs) 3 = (7+ yrs)	Estimated Cost
	4.51	Domestic water piping, valves, hangers and insulation have outlived its useful life. Provide new domestic water piping, insulation, hangers and valves.	55,541	SF	PLUMB	2	$333,246
	4.52	Provide 120 degree F hot water to fixtures via thermostatic mixing valve and 140 degree F hot water to kitchen appliances.	55,541	SF	PLUMB	1	$55,541
	4.53	Install new point of use grease interceptors and exterior grease trap for Kitchen.	1	EA	PLUMB	1	$30,000
	4.54	Install new solids interceptors for Art sinks	2	EA	PLUMB	1	$4,000
	4.55	Demo gang showers and renovate locker rooms into functional use for the school. (Allowance)	2,000	SF	ARCHITECTURAL	2	$500,000
	4.56	Sanitary, waste and vent piping reaching its life expectancy. Piping should be video inspected for any interior corrosion and blockage. (Allowance)	1	EA	PLUMB	1	$3,000
	4.57	Sanitary, waste and vent piping reaching its life expectancy. If video inspected indicates interior corrosion and blockage, consider replacement in its entirety due to its age.	1	EA	PLUMB	3	$333,246
	4.58	Storm piping reaching its life expectancy. Piping should be video inspected for any interior corrosion and blockage. (Allowance) Included above	1	EA	PLUMB	1	$0
	4.59	Storm piping reaching its life expectancy. If video inspected indicates interior corrosion and blockage, consider replacement in its entirety due to its age. (Allowance)	1	EA	PLUMB	3	$277,705
	4.60	Gas piping for laboratory sinks nearing its life expectancy New gas piping for all the laboratory sinks is recommended.	2	EA	PLUMB	1	$10,000
	4.61	Galvanized pipe is used for hazardous waste which is a code violation. Replace with new acid waste and vent system with pH adjustment.	1	EA	PLUMB	1	$45,000
	4.62	Roof drain covers nearing their life expectancy. New roof drain dome covers are recommended.	10	EA	PLUMB	2	$30,000
							$9,637,175
		TOTALS					**$13,887,469**
GENERAL NOTES							

X.17

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #1

November 8, 2023

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

MSBA Process and Schedule

What is + What Can Be

Stay Connected



Introductions



The Team

School Committee

School Building Committee

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools In Partnership with Local Communities

SMMA

Owner's Project Manager (OPM)

DORE + WHITTIER

Designer (Architect)

Who is the School Building Committee?

Glenn Brand, Superintendent, WPS; Chair SBC
Vivian Varbedian, Parent Representative; Vice-Chair SBC
Paul Ruggiero, Assist. Superintendent of Admin & Finance
Diane M. Allan, Permanent Building Committee
John C. Holloway, Permanent Building Committee
Gregory B. Bendel, Board of Selectmen
Kevin A. Caira, Board of Selectmen Alternate
Kate Bissell, Wildwood School Principal
Stacey Scott, Woburn School Principal
Christine Holloran, Wildwood School Teacher
Alice Brown-Legrand, Director of Student Support Services
George W. Hooper II, Public Buildings Superintendant
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Lou Cimaglia, Acting Town Administrator
Susan Inman, Assistant Town Manager
Bryan T. Perry, Finance Director/Town Accountant
David A. Ragsdale, School Committee Vice Chair
Marianne Gallezzo, Finance Committee Member
Paul J. Melaragni, Permanent Building Committee
Michael Camoscio, Parent Representative
Craig Miner, Parent Representative
Maggie Lopes, Parent Representative
Christine Prendergast, Parent Representative
Justin Cusce, Parent Representative

MSBA Process and Schedule



How we got here...
Wilmington Elementary Schools

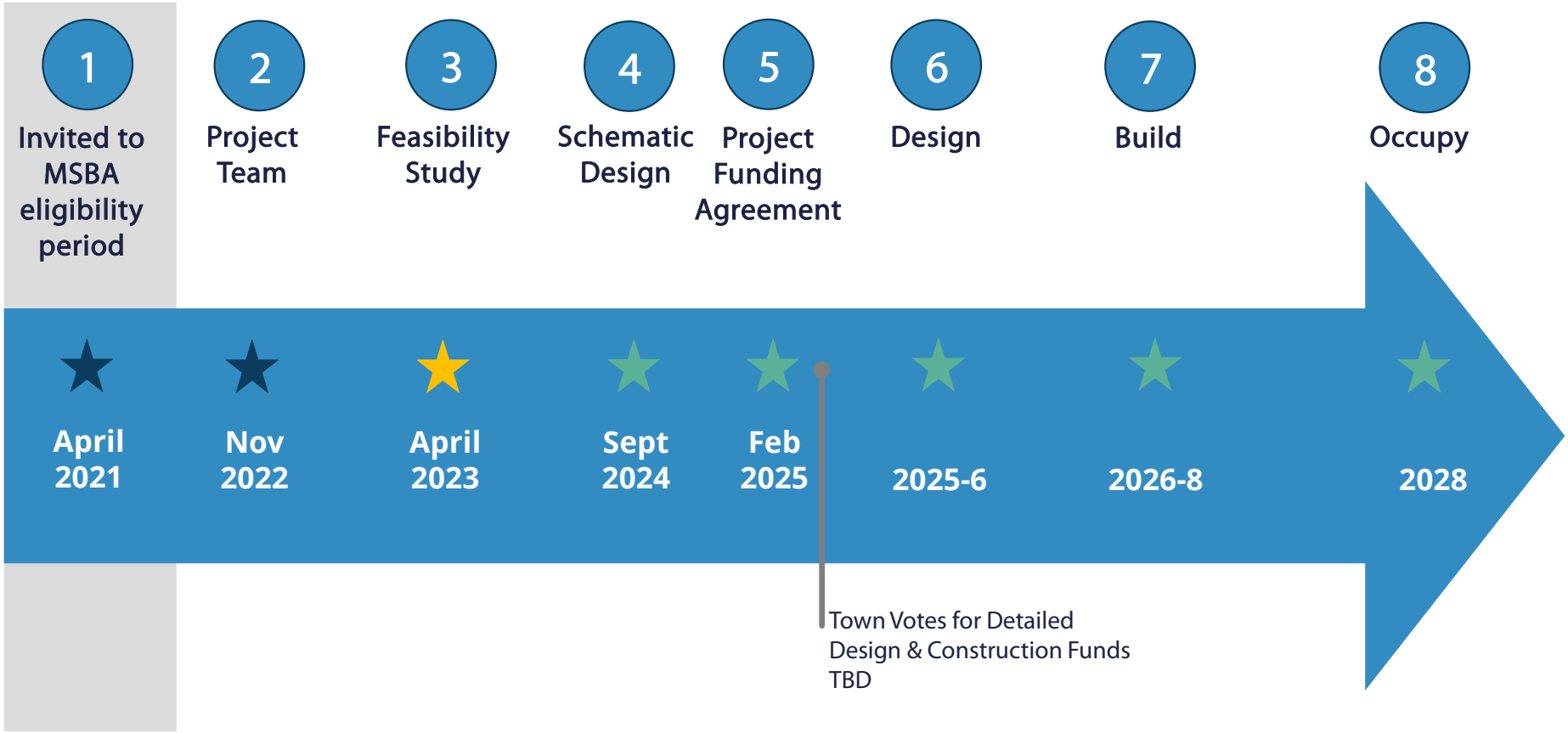
- All six elementary schools are of similar vintage 1950s/1960s and experience space deficiencies in their educational programs
- Each school needs significant upgrades, including HVAC, plumbing, electrical, exterior windows and envelope, accessibility, etc.
- **Wildwood** was determined to be in the most need of the six district elementary schools.



Wildwood Early Childhood Center
1955 (**68 yrs**)

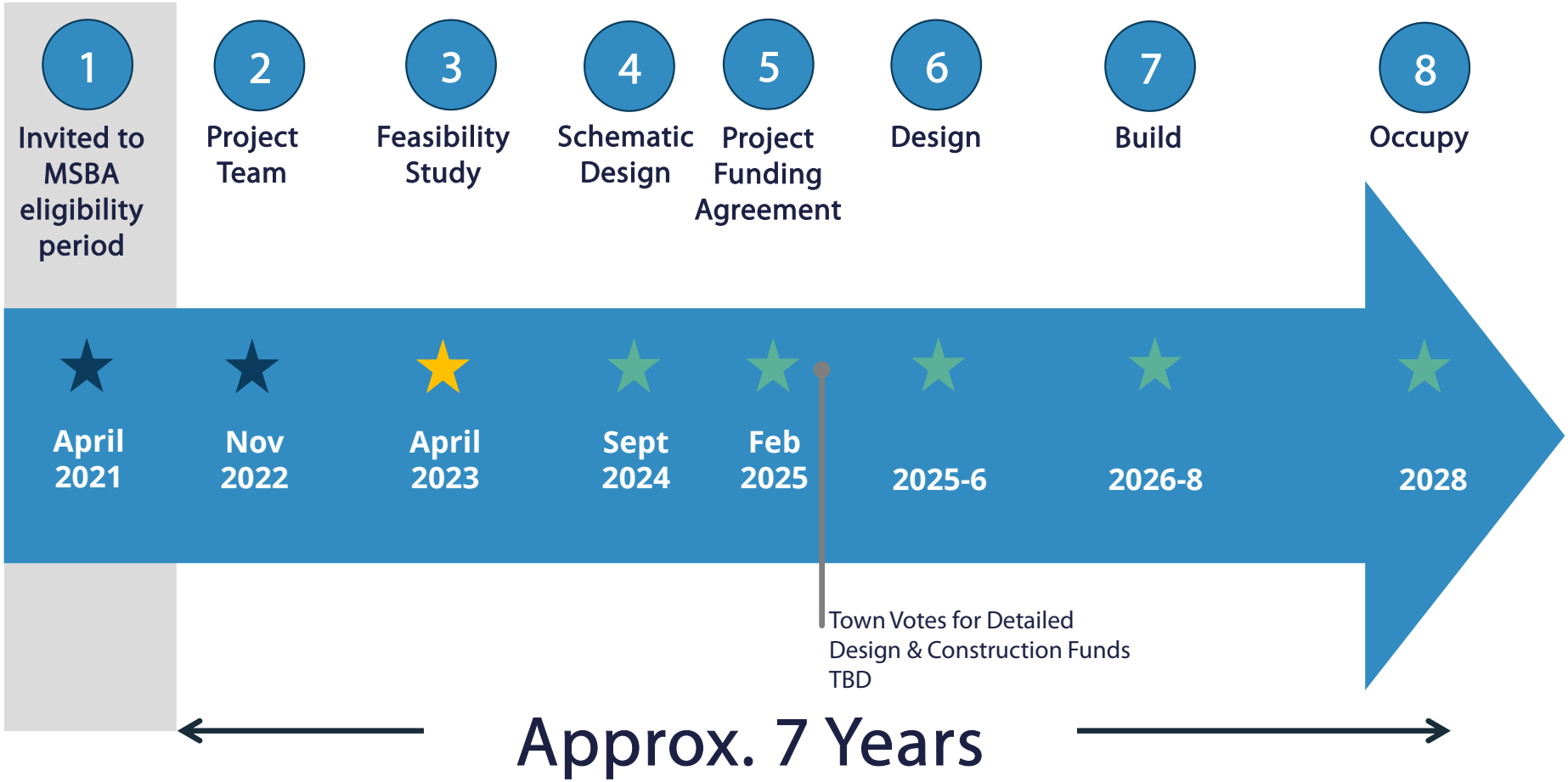
MSBA Process

Step-by-Step



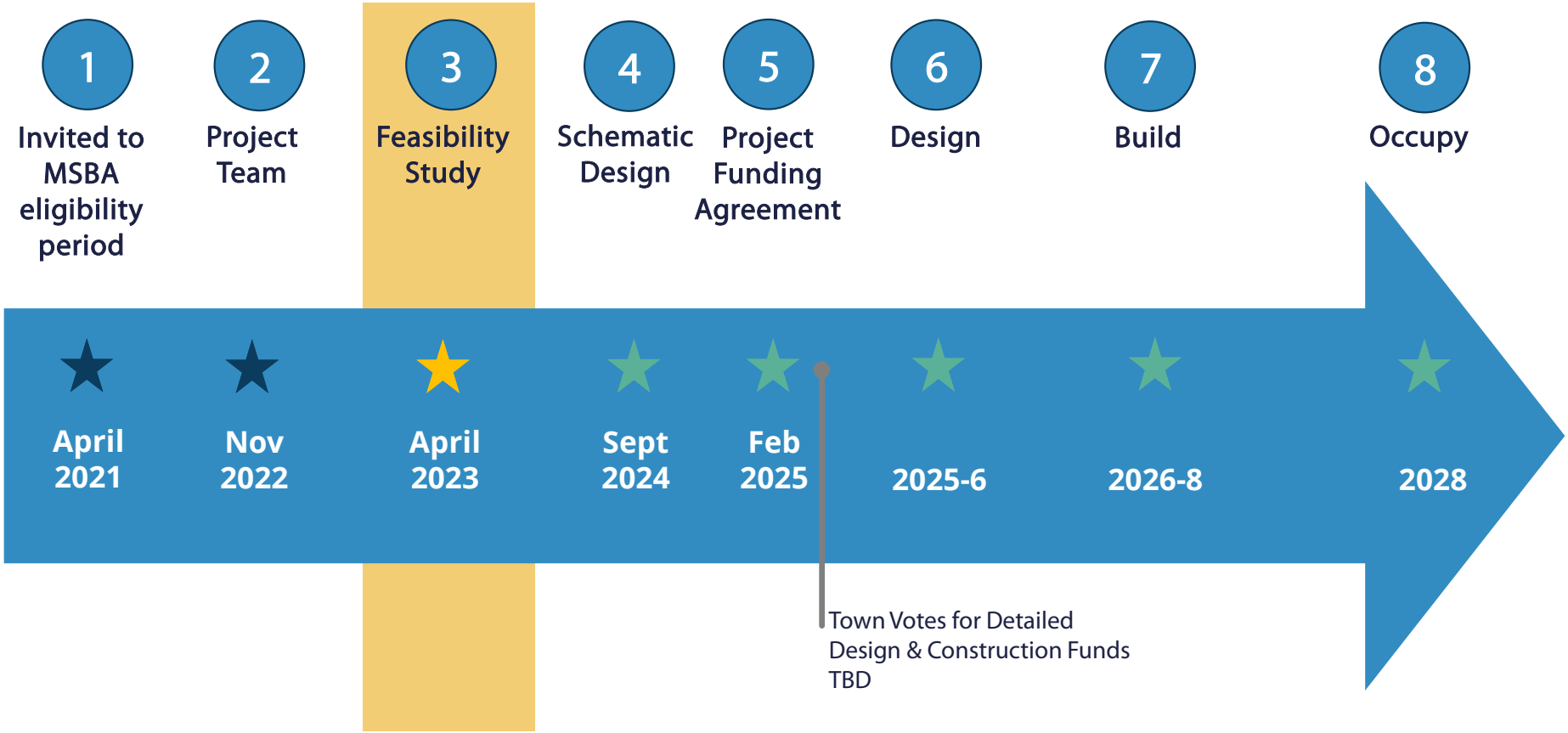
MSBA Process

Step-by-Step



MSBA Process

Step-by-Step



MSBA Process

Where We Are: Feasibility Study

3

Apr 2023 – Apr 2024

Preliminary Design Program



Existing Sites & Buildings

- Playgrounds, site circulation
- Traffic
- Structure
- Roofs, windows, walls, floors
- HVAC, electrical, plumbing
- Code, accessibility, security
- Sustainability

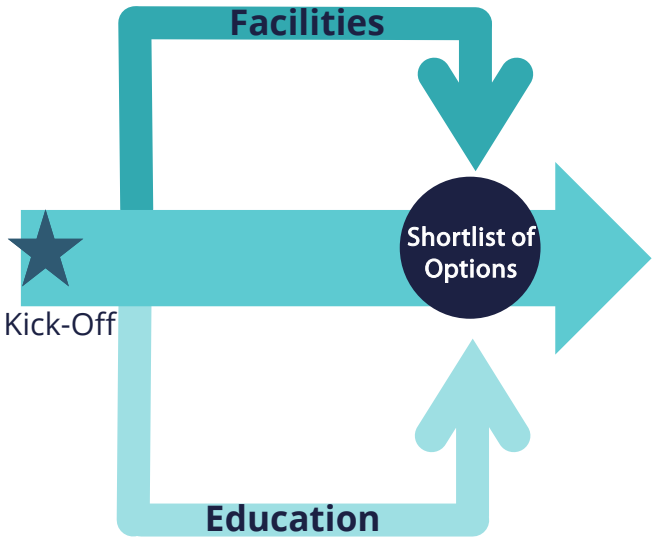
MSBA Process

Where We Are: Feasibility Study

3

Apr 2023 – Apr 2024
Visioning and Community Input Begins

Preliminary Design Program



Existing Sites & Buildings

- Playgrounds, site circulation
- Traffic
- Structure
- Roofs, windows, walls, floors
- HVAC, electrical, plumbing
- Code, accessibility, security
- Sustainability

Space Function - Education

- How are spaces used?
- Are spaces sized and located appropriate to function?

- Listening sessions
- Visioning sessions
- Meet with principals
- Meet with faculty, parents, and students
- students
- Community feedback

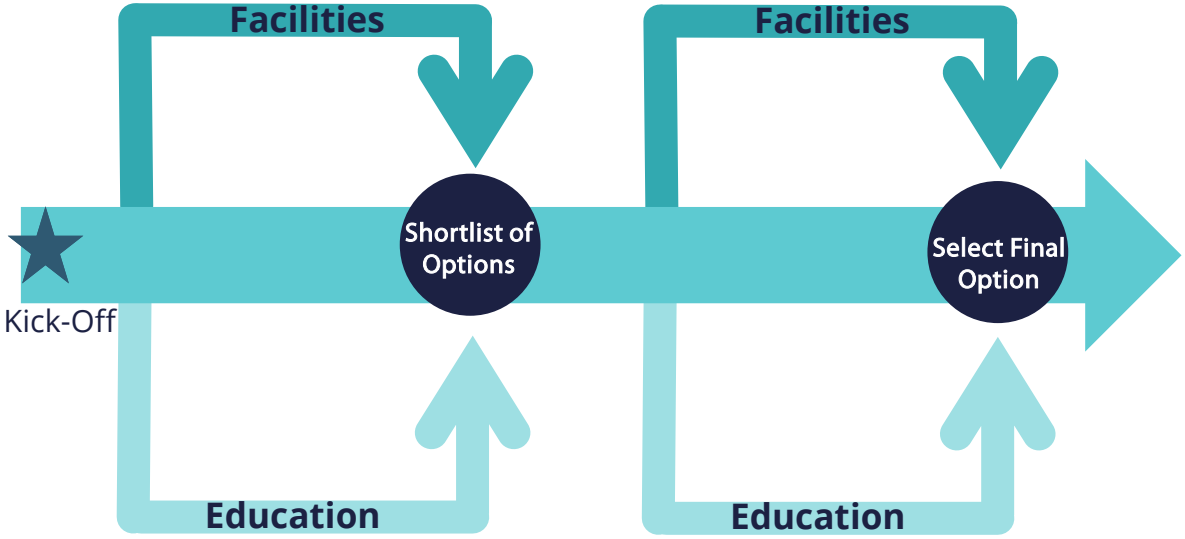
MSBA Process

Where We Are: Feasibility Study

3

Apr 2023 – Apr 2024
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report



Facilities and Education

- Narrow focus
- Compare each option
- Review cost estimates
- Analyze shortlist of options
- Wildwood School Building Committee to vote on final option
- Submit final option to MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

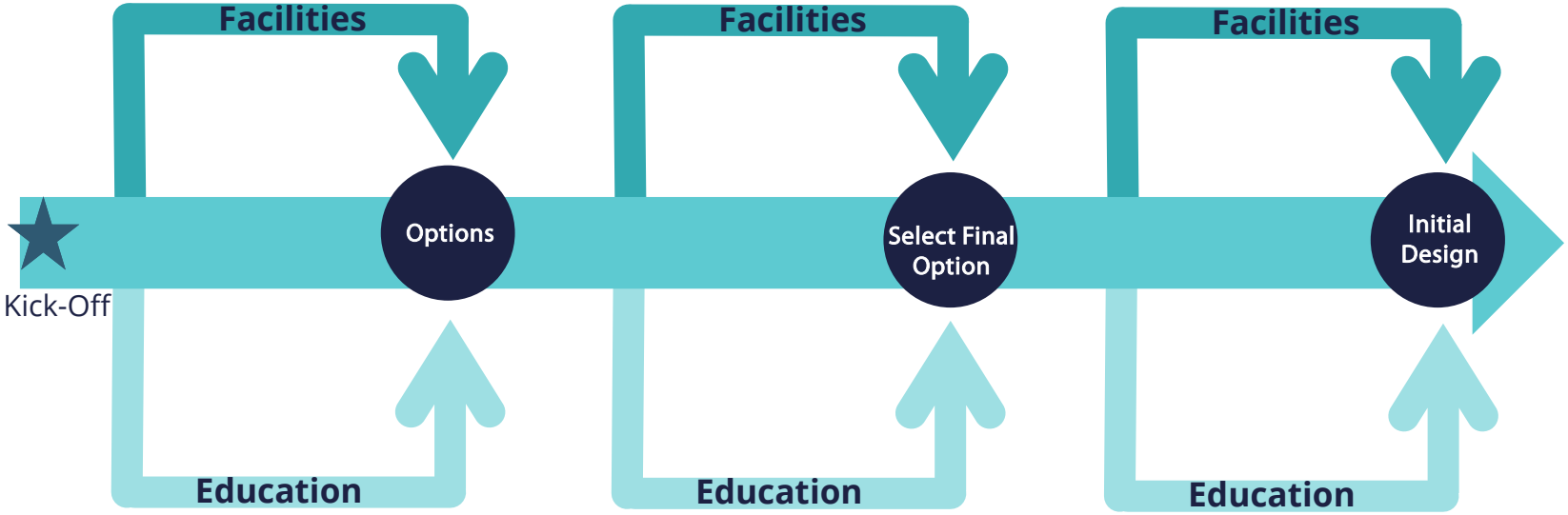
MSBA Process

Where We're Going: Schematic Design

3 **Apr 2023 – Apr 2024**
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report

4 **Sept 2024 – Feb 2025**
Schematic Design



Facilities and Education

- Develop design of selected option
- More analysis of site, building, costs, schedule and phasing
- Agree on reimbursement with MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

MSBA Process

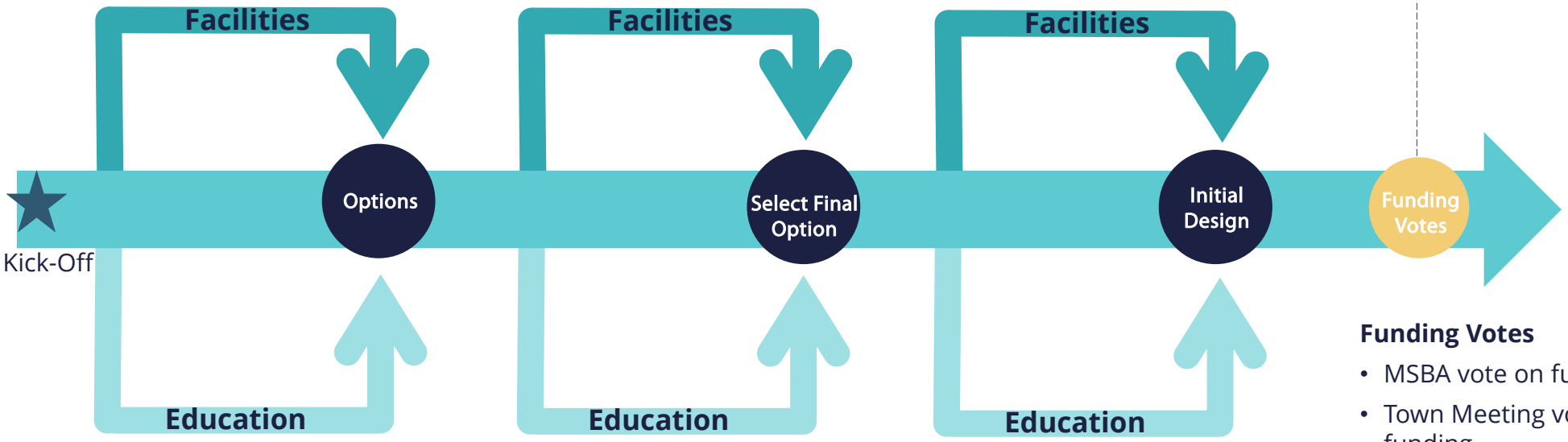
Where We're Going: Schematic Design

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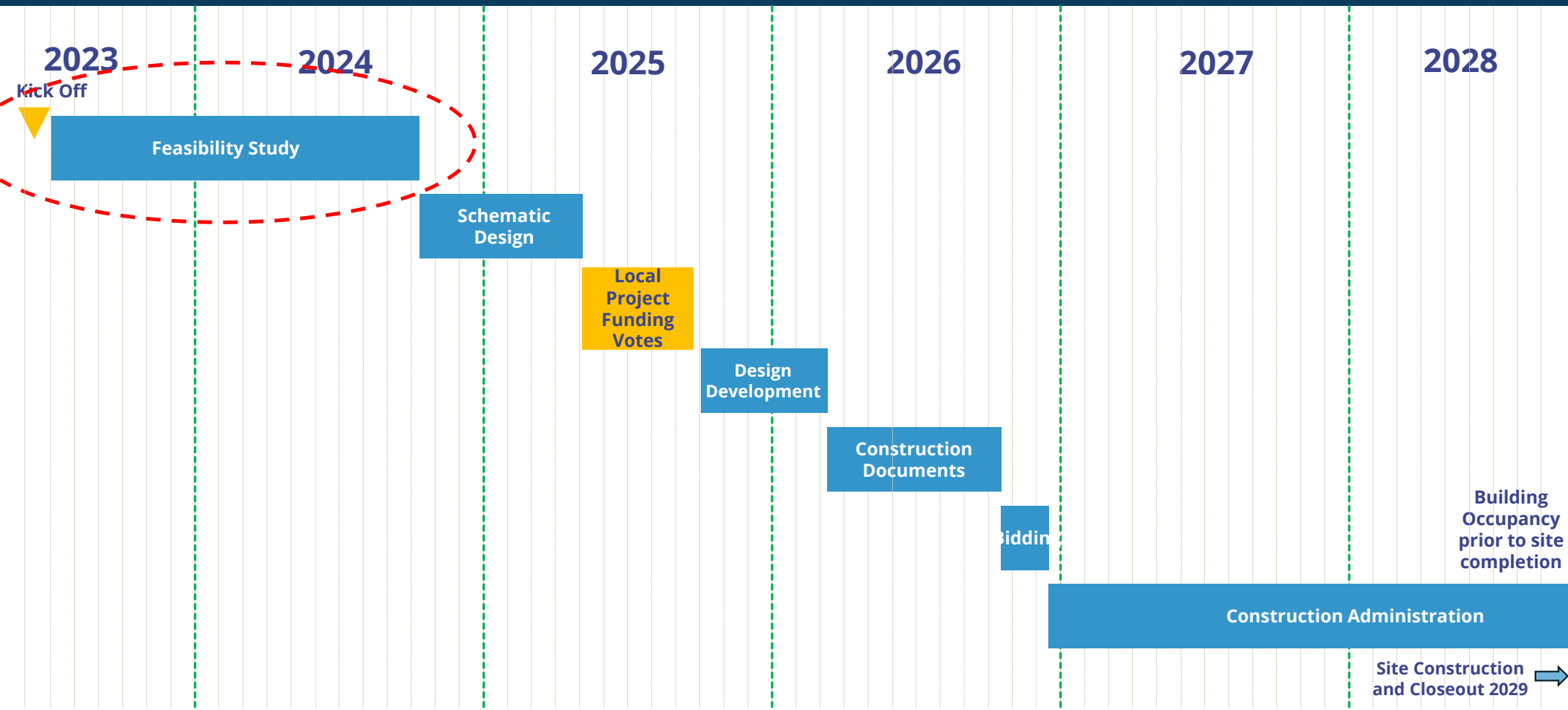
5 **Apr 2025 - TBD**



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Wilmington Wildwood EEC
Overall MSBA Project Schedule



Existing Conditions Summary





Wildwood ECC
7.5-acre site
1955 building



Woburn Street
10-acre site
1963/68 building



North Intermediate
14-acre site
1962 building

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



SITE

Located in residential areas
Overhead utility lines
No gas service onsite
No fire protection service



Wildwood Early Childhood Center

SITE

Wellhead Protection Areas
Municipal Open Space status
Wetlands
Available Utilities



North Intermediate School

SITE

On-site Septic

Municipal Sewer – North only

No fire protection service

Municipal water service

Grade changes – Wildwood, Woburn



Woburn Street School

SITE

Asphalt paving and curbs conditions

Parking

Storm drainage infrastructure



Wildwood Early Childhood Center

SITE

Accessibility issues
Playgrounds
Sports courts



Wildwood Early Childhood Center

ARCHITECTURAL



Wildwood Early Childhood Center

ARCHITECTURAL

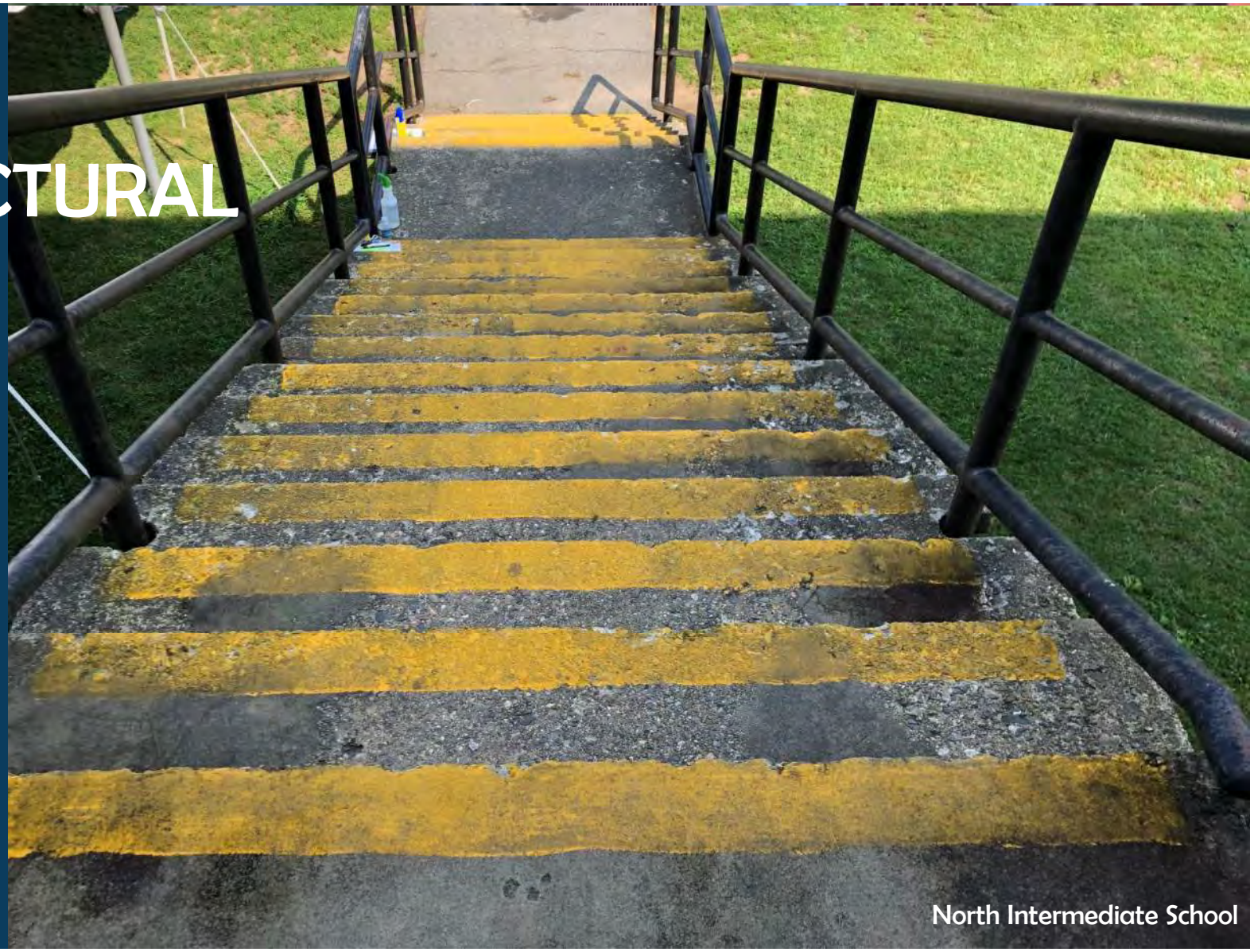
Masonry brick veneer
Envelope lacks insulation
Fascia/Soffits



Wildwood Early Childhood Center

ARCHITECTURAL

Concrete deterioration



North Intermediate School

ARCHITECTURAL

Wildwood, Woburn
Windows inefficient
Single pane steel frame
Plexiglas glazing replacement
Caulking cracked
Sill damage



Woburn Street School

ARCHITECTURAL

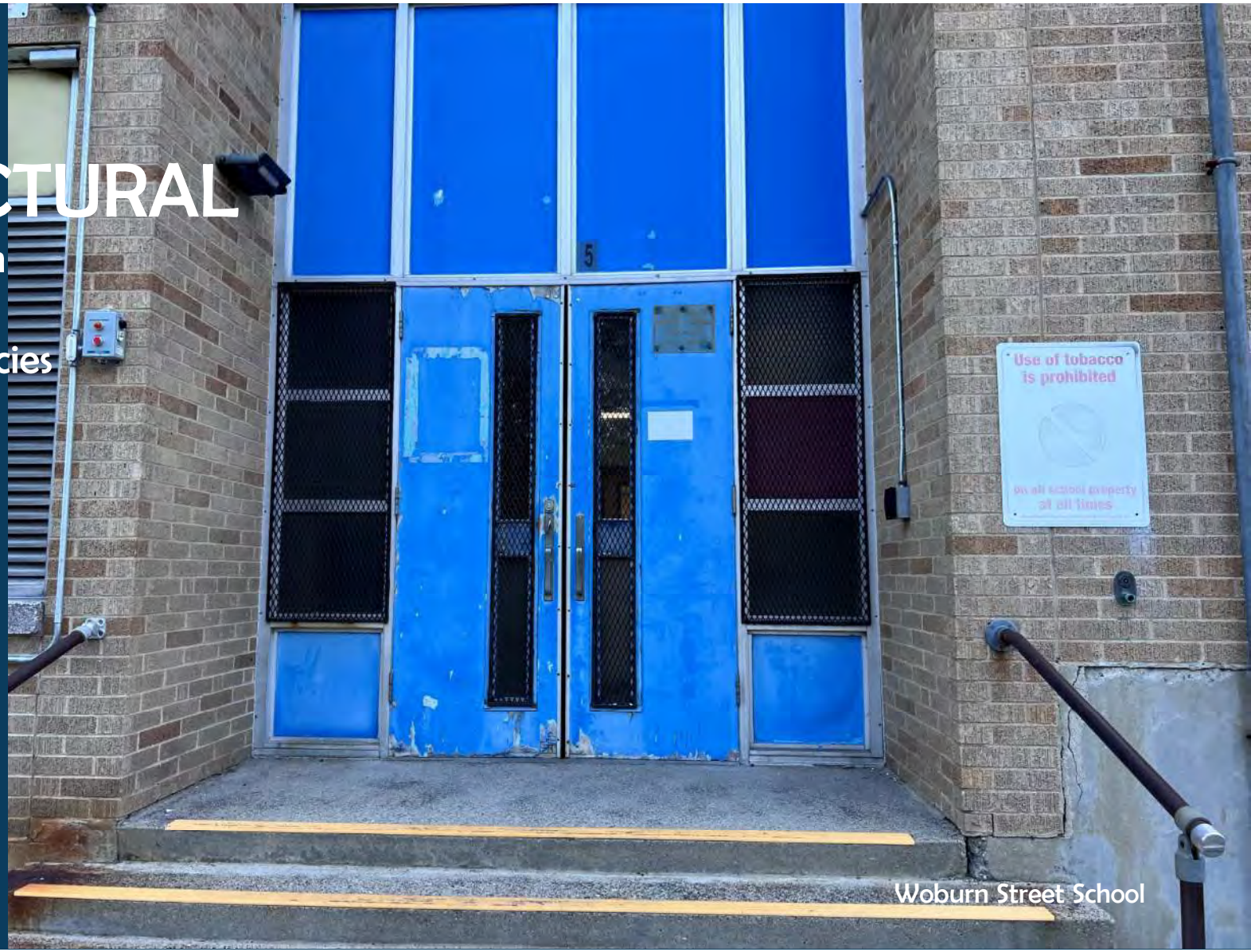
North
Windows
Aluminum framed (2017)



North Intermediate School

ARCHITECTURAL

Wildwood, Woburn
Door Systems
Numerous deficiencies



Woburn Street School

ARCHITECTURAL

Accessibility issues
Entry doors and ramp
not compliant



Woburn Street School

ARCHITECTURAL

North
Door Systems
Upgrades in 2017
Aluminum framed entryway
Hollow metal frames w/ insulated doors



North Intermediate School

ARCHITECTURAL

Wildwood Roofs

No warranties:
1980s asphalt/stone-ballasted
1990s sloped asphalt (gym)

Under warranty:
2012 asphalt
2012 asphalt with aggregate



Wildwood Early Childhood Center

ARCHITECTURAL

Woburn Roofs

No warranty:
Ballasted Membrane

Under warranty:
2015 Mod. Bitumen



ARCHITECTURAL

North Roofs

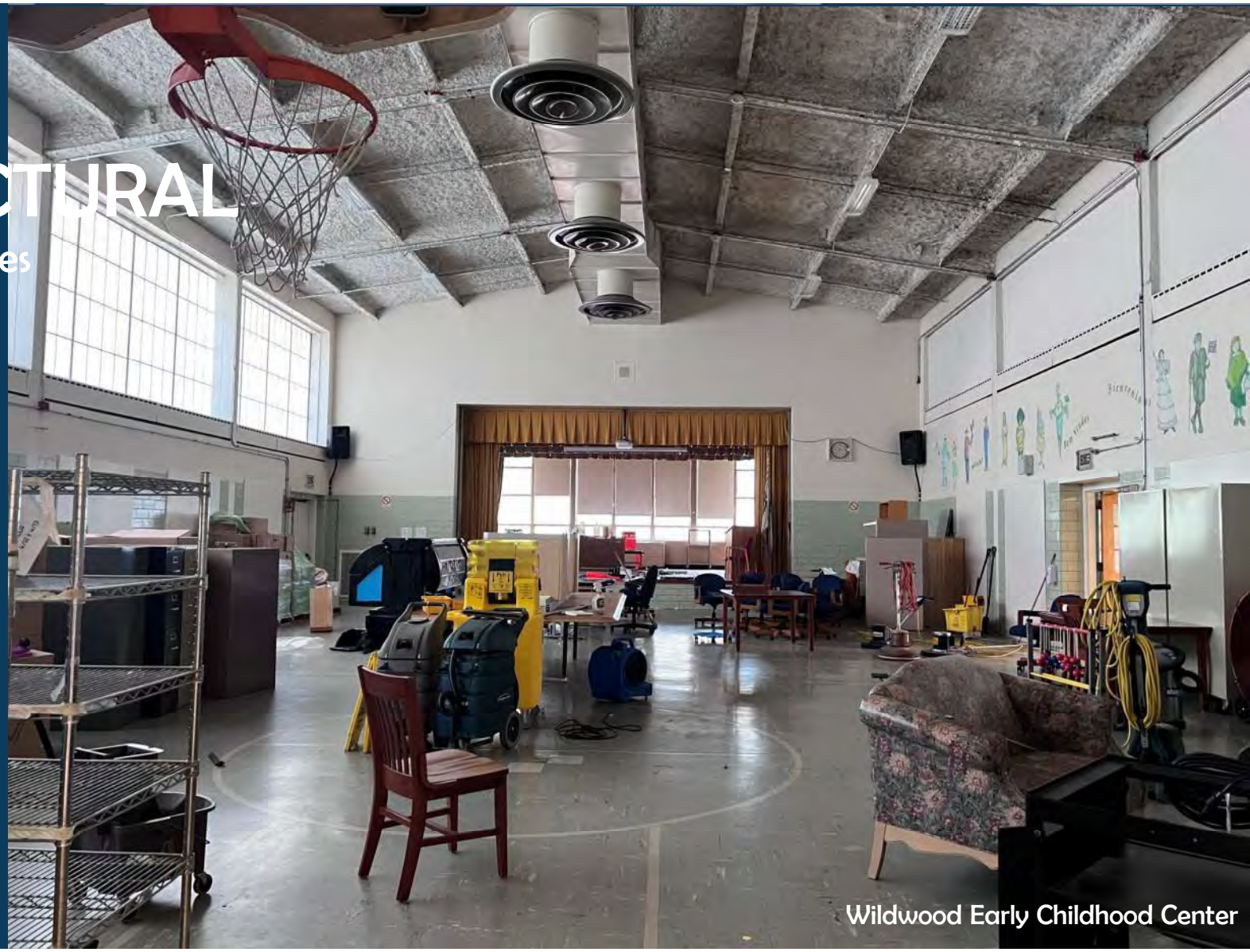
Under warranty:
2017 EPDM



North Intermediate School

ARCHITECTURAL

Multiple floor finishes
Terrazzo
VCT
VAT
Carpet
Wood



Wildwood Early Childhood Center

ARCHITECTURAL

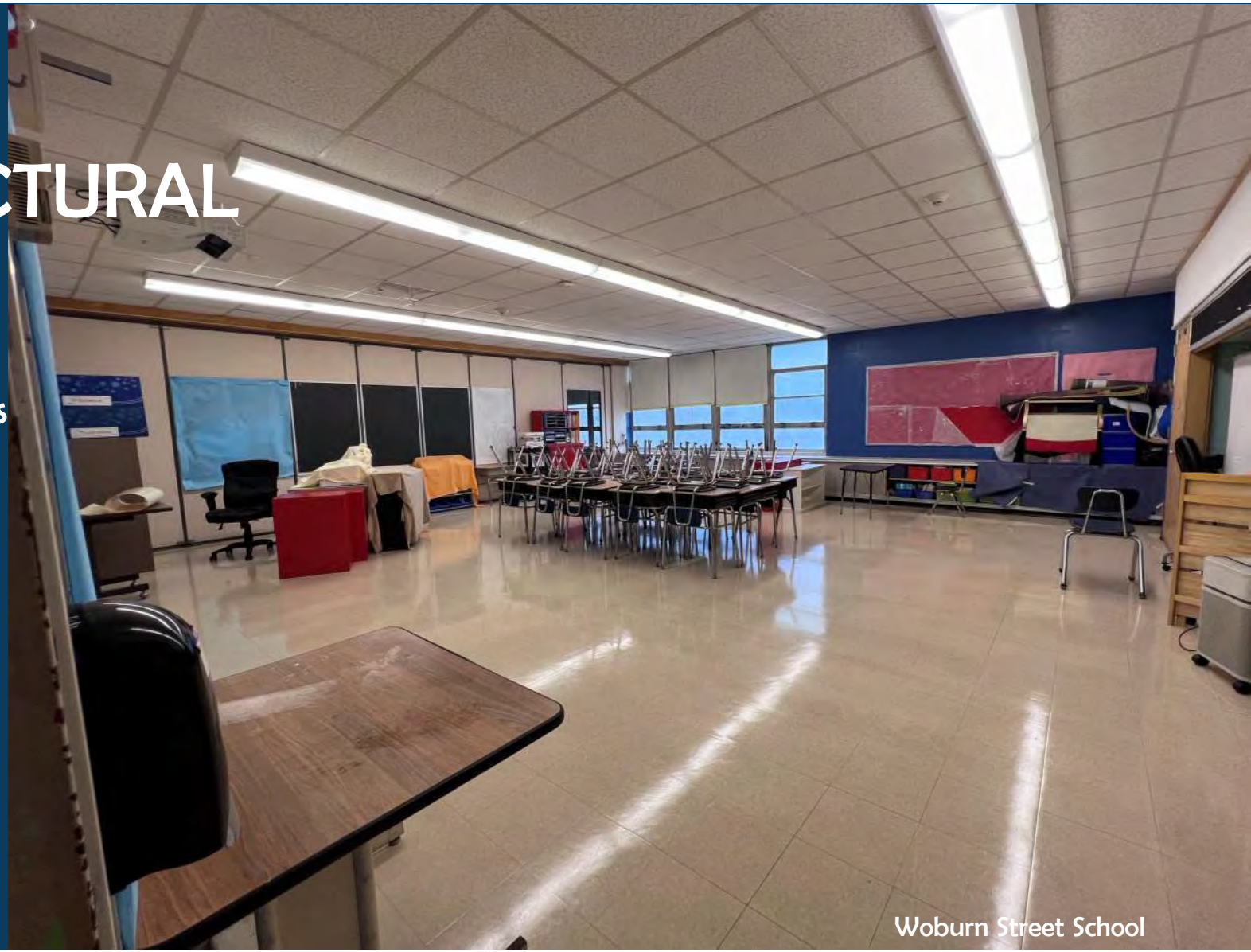
Wildwood
Ceiling – dingy, uncleanable
Tired/worn finishes
Accessibility Issues
Plexiglas clouded



Wildwood Early Childhood Center

ARCHITECTURAL

Woburn
VCT (2012)
Ceiling tiles (2020)
Operable partitions
Tired furnishings
Accessibility Issues
Plexiglas clouded



Woburn Street School

ARCHITECTURAL

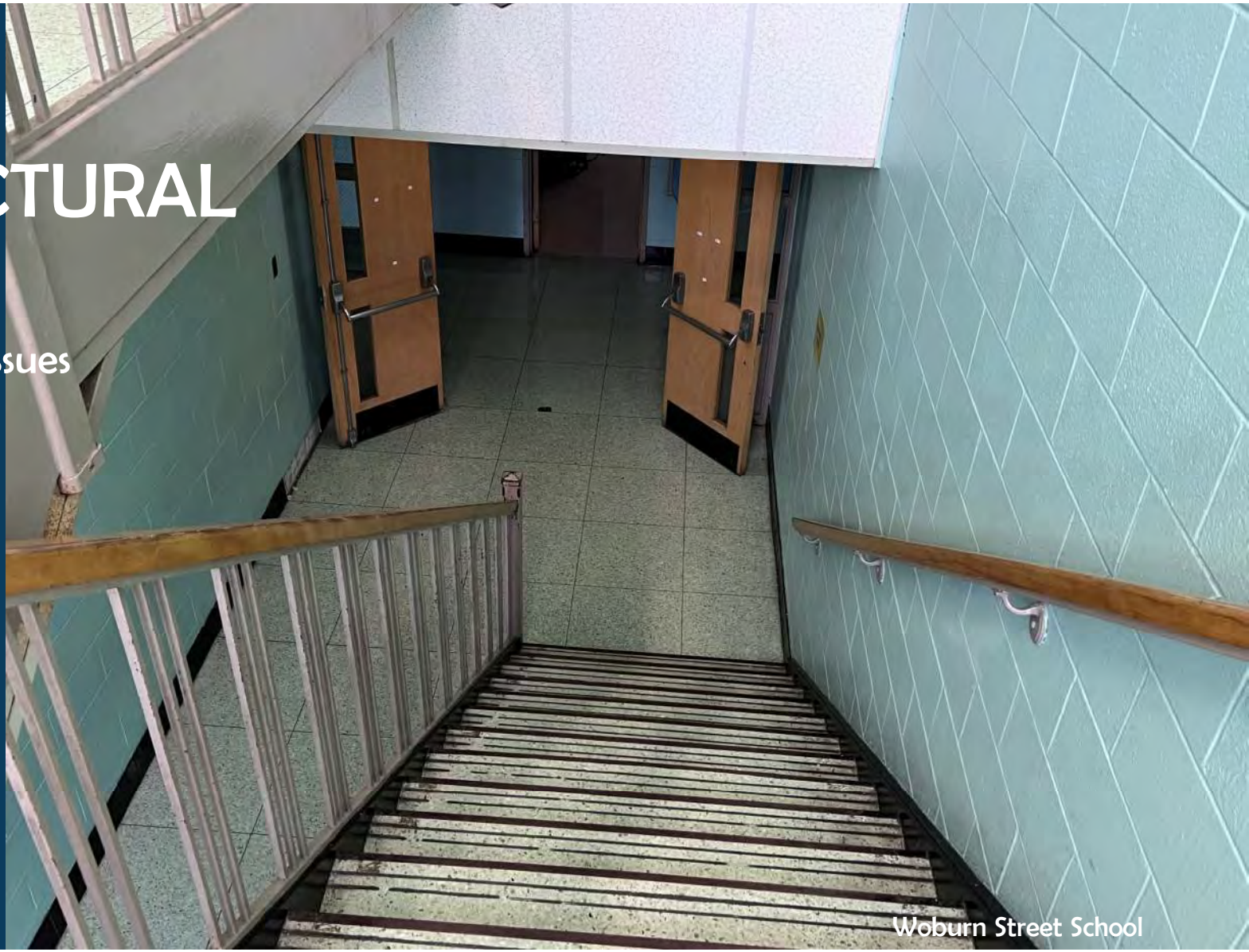
North
Terrazzo
VAT - worn
VCT
Dated finishes
Accessibility Issues



North Intermediate School

ARCHITECTURAL

Woburn and North
Multi-level
Accessibility/Code issues



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



Wildwood Early Childhood Center

MECHANICAL

Wildwood
Oil-fired steam boilers
(1998)

Woburn
Oil-fired hot water
plant – Original

North
Natural gas-fired hot
water plant, boilers
(2015)



Wildwood Early Childhood Center

MECHANICAL

Antiquated pneumatic controls
Limited digital controls

Newer compressors at Woburn and North





North Intermediate

MECHANICAL

Original Unit Ventilators exceeded expected service life but are operational



Wildwood Early Childhood Center

MECHANICAL

Window cooling units
Some mini-split units



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



Woburn Street School



North Intermediate



North Intermediate

ELECTRICAL

Original systems have exceeded serviceable life



Woburn Street School



North Intermediate



North Intermediate

ELECTRICAL

Wildwood
Older lighting is inefficient

LED lighting upgrade
Woburn 2019
North 2017

Lacks lighting controls



North Intermediate School

ELECTRICAL

Emergency lighting - battery units
Limited exterior emergency lighting
No emergency generators



Woburn Street School

ELECTRICAL

Fire alarm system (2012) addressable and code complaint

No emergency shutdown for kitchen equipment



Wildwood Early Childhood Center

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



North Intermediate

PLUMBING

Equipment mostly original with some upgrades
Domestic hot water components (piping, valves, insulation) are in poor condition
Missing backflow preventors



North Intermediate

PLUMBING

Kitchen infrastructure is outdated

Lack thermostatic mixing valves

Grease traps in poor condition

No dishwashers

No active fire suppression system



Wildwood Early Childhood Center

PLUMBING

Fixtures non-ADA compliant

Lack water-saving features



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



FIRE PROTECTION

No active fire suppression system



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



Woburn Street School

TECH/COMM

Equipment ages range

Building not designed to adequately support newer systems

Network equipment lacks dedicated and conditioned spaces

Post Assessment Update: Network wireless access points installed August 2023



Woburn Street School

TECH/COMM

Video surveillance is limited to front door



Woburn Street School

TECH/COMM

Classrooms equipped with ultra-short throw projectors

Antiquated communications systems (public address system, master clock)

Post Assessment Update: New zoom phone system with Yealink devices extends into classrooms



Woburn Street School

In Summary

Buildings are of similar vintage – similar issues
Maintenance is staggered over the years, so some replaced components are of different ages
Site circulation and drainage issues
Building envelops need upgrades/better insulation (doors, windows, exterior walls, roofs)
Several accessibility issues both on site and in the buildings
Tired and worn interiors and furnishings
M-E-P equipment is outdated and inefficient, antiquated controls
Updated fire alarm systems
No fire protection sprinkler systems

Bottom Line: All buildings have fundamental deficiencies and facility needs.

What is



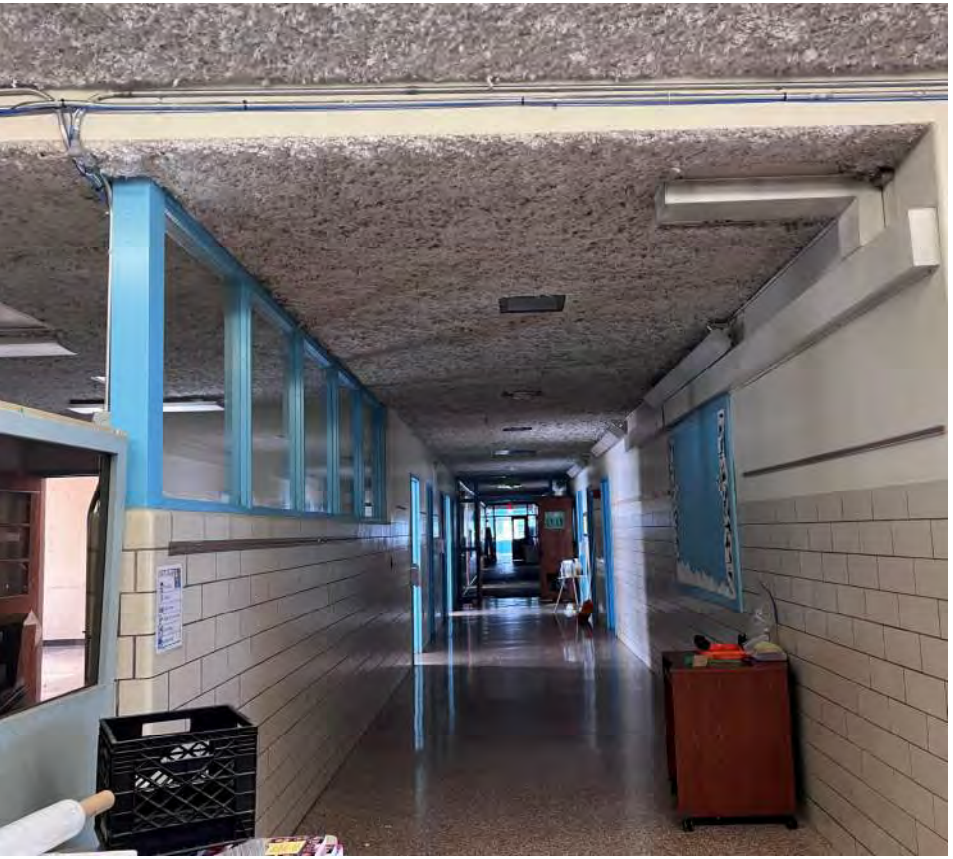
Woburn Street School - Library

What can be



Maria Hastings Elementary School - Library

What is



Wildwood Early Childhood Center Corridor

What can be



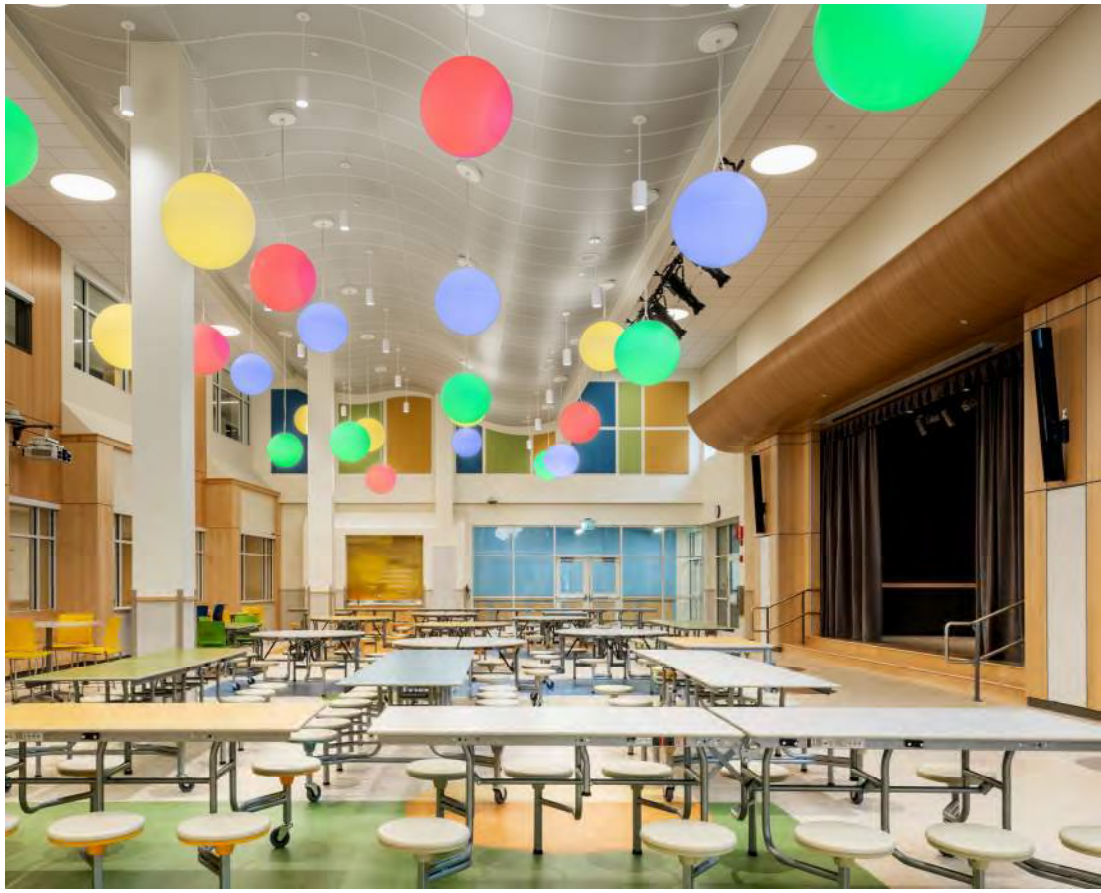
Northbridge Elementary School, Extended Learning Corridor

What is



Wildwood Early Childhood Center – Cafeteria

What can be



Northbridge Elementary School - Cafeteria

What is



Woburn Street School - Classroom

What can be



West Parish Elementary School - Classroom

Stay Connected



Stay
Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Stay
Connected

School Building Committee
December 13 at 6:00 PM

School Building Committee
January 10 at 6:00 PM

Community Forum 2
January 2024

Thank You

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #2

February 1, 2024

SMMA dw DORE + WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

Participation Tools and Instructions

MSBA Process and Schedule

Existing Conditions Summary

Defining Project Needs

Preliminary Design Options

Evaluation Criteria

Stay Connected



Introductions

Mentimeter

The Team

Mentimeter

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Mentimeter

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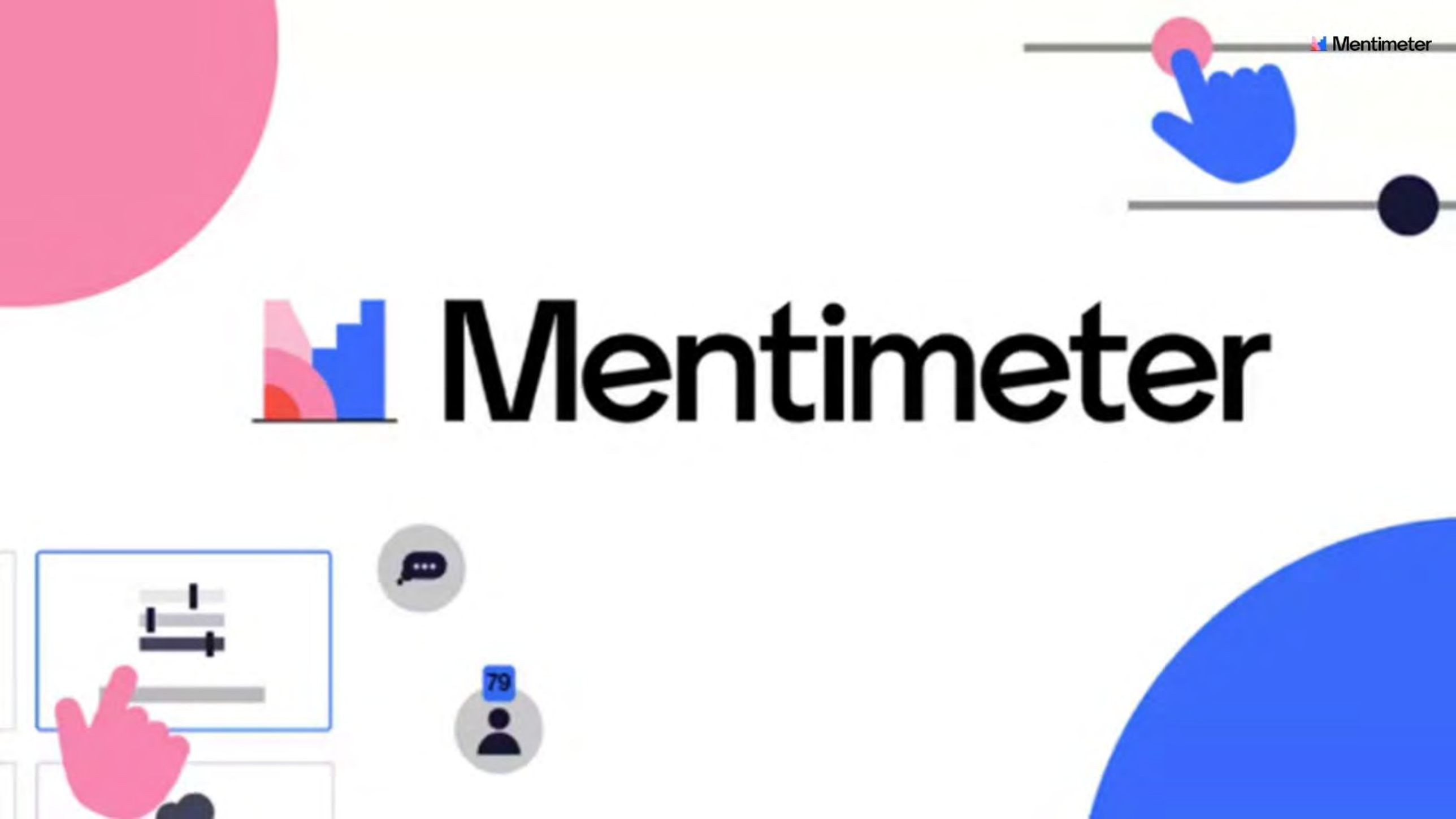
Justin Cusce, Parent Representative

What is and What Can Be

Mentimeter

Participation Tools and Instructions

Mentimeter


Mentimeter
79

Mentimeter



Mentimeter

Menti Norms

- All Responses Are Anonymous
- Comments, Reactions, and Responses are Recorded and Tallied
- Polling for information gathering, not decision-making

Mentimeter

goto

menti.com

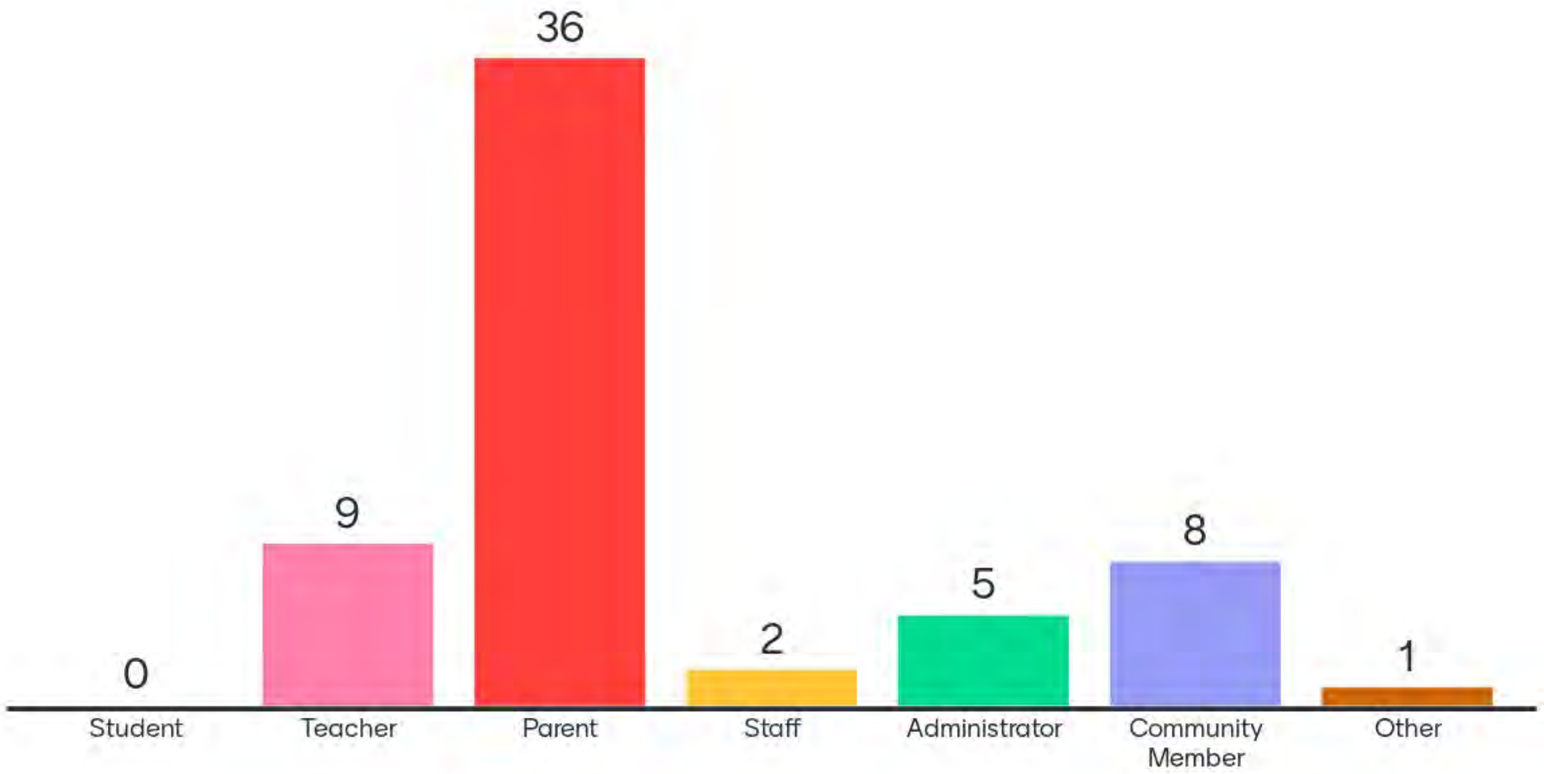
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36

I'm responding as:



Other Participation Opportunities

Mentimeter



ZOOM

Q&A

and

Open Q&A

Mentimeter

Synchronous **or** Asynchronous (7days)

7

Participation Topics

Mentimeter

- Goals, Aspirations, and Vision
- Grade Configuration / Consolidation
- Gymnasium Size as Community Resource
- Alternative preferences
- Criteria for identifying a short list of preferred alternatives



What one word or short phrase best describes your vision/goals for this project?

50 responses



Mentimeter

MSBA Process and Schedule

How we got here...
Wilmington Elementary Schools

Mentimeter

- All six elementary schools are of similar vintage 1950s/1960s and experience space deficiencies in their educational programs
- Each school needs significant upgrades, including HVAC, plumbing, electrical, exterior windows and envelope, accessibility, etc.
- **Wildwood** was determined to be in the most need of the six district elementary schools.



Wildwood Early Childhood Center
1955 (**68 yrs**)

1

Enrollments & Grade Configurations



Mentimeter

2

Mentimeter

How strongly should the District consider the following grade configurations?



5
59

MSBA Process

Step-by-Step



Mentimeter

MSBA Process

Step-by-Step



Mentimeter

MSBA Process

Step-by-Step



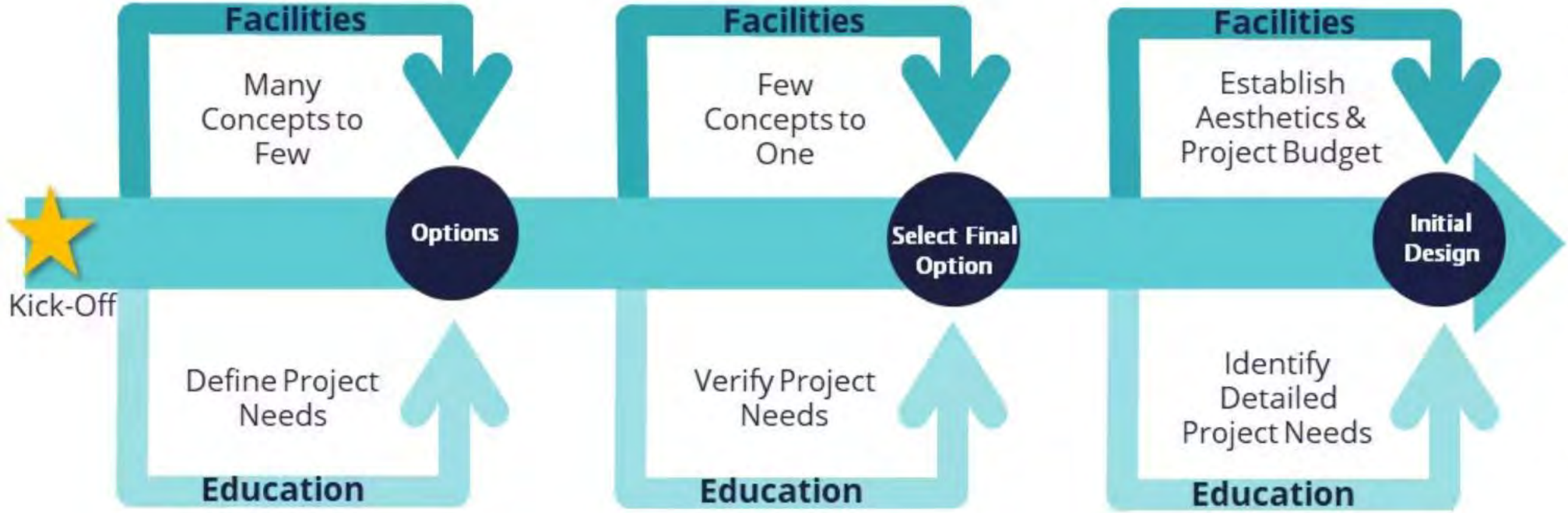
MSBA Process

Where We're Going: Schematic Design

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Preliminary Design Program

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Schematic Design



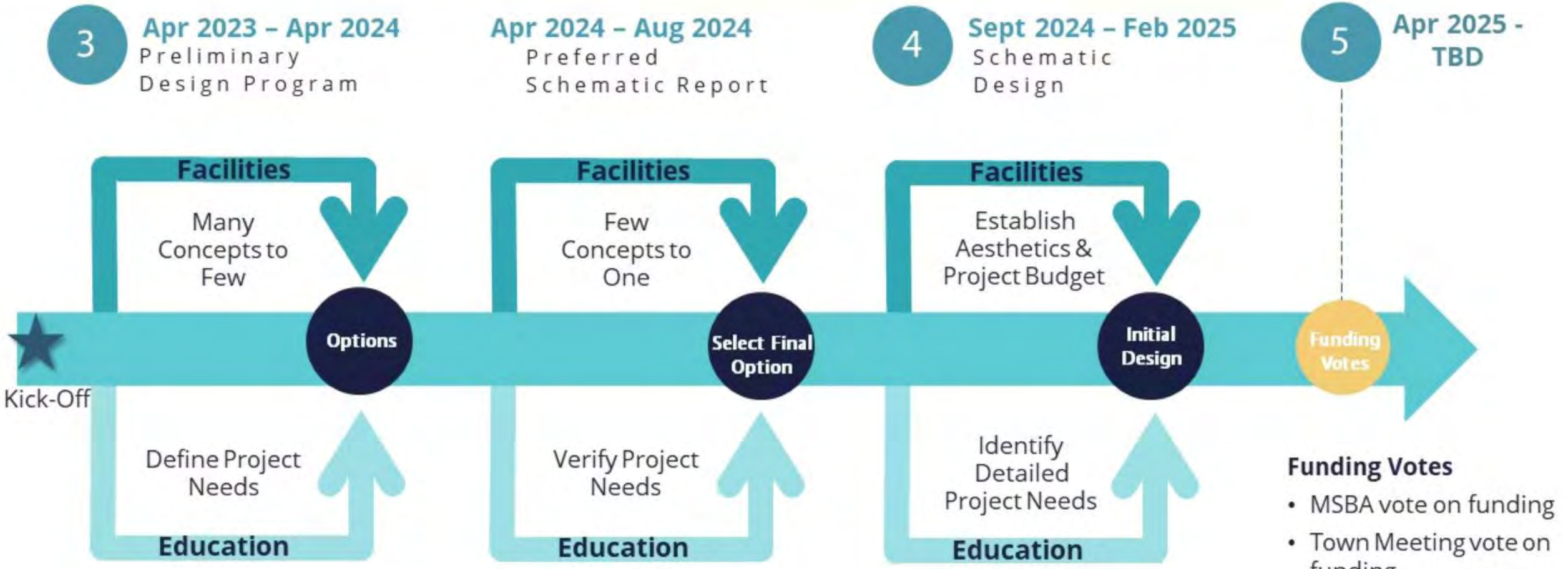
Facilities and Education

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- More analysis of site, building, costs, schedule and phasing
- Agree on reimbursement with MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

MSBA Process

Where We're Going: Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

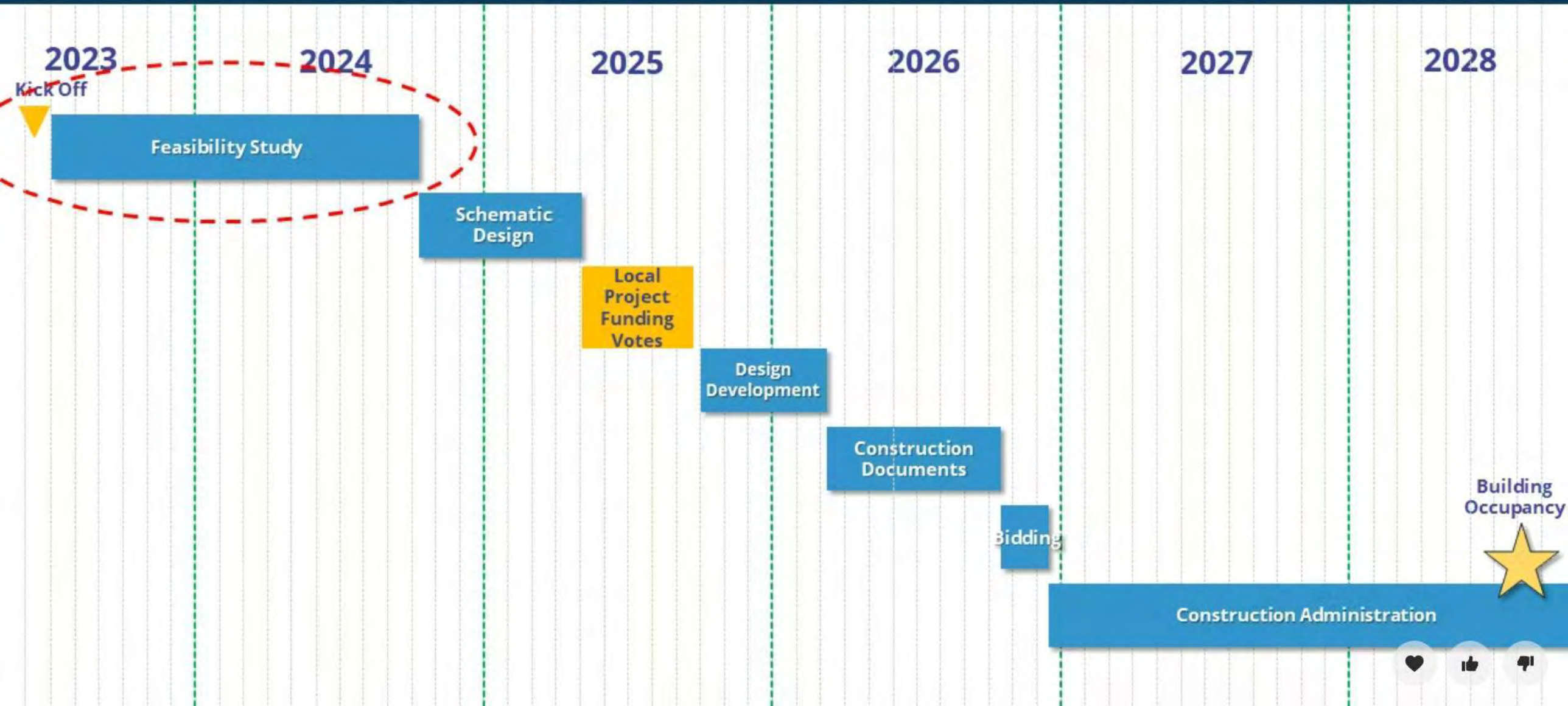
Mentimeter

PDP Tasks and Decisions:

- Define project square footage
- Test feasibility of concepts
- Develop conceptual cost estimates
- Identify preferred alternatives
    - Must include all three grade configurations
    - Must include at least one of each: repair, renovation/addition, and new

2

Wilmington Wildwood EEC
Overall MSBA Project Schedule



Mentimeter

Existing Conditions Summary



Wildwood ECC
7.5-acre site
1955 building



Woburn Street
10-acre site
1963/68 building



North Intermediate
14-acre site
1962 building

Mentimeter

Mentimeter

In Summary

- Buildings are of similar vintage – similar issues
- Maintenance is staggered over the years, so some replaced components are of different ages
- Site circulation and drainage issues
- Building envelops need upgrades/better insulation (doors, windows, exterior walls, roofs)
- Several accessibility issues both on site and in the buildings
- Tired and worn interiors and furnishings
- M-E-P equipment is outdated and inefficient, antiquated controls
- Updated fire alarm systems
- No fire protection sprinkler systems

3

Bottom Line: All buildings have fundamental deficiencies and facility needs.

Mentimeter

Defining Project Needs

Wilmington Elementary School Building Project

Visioning - Call for Volunteers

Help us define and shape the future for our Pre-K to 5th grade learners



Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom



Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom



Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium



Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

Mentimeter

8 sessions

50+ participants

1

Wilmington Elementary School Building Project

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or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom

Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium

Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

Microsoft Teams

Mentimeter

Mentimeter

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Mentimeter

Visioning #1

- Acknowledgement by the District that needs exist at all six elementary facilities. **What's the plan?**
- Advantages and disadvantages to each grade configuration, but **preference for PreK-5th.**
- Design to **allow both school within school models and single school models** with grade level sub-groups if possible

Visioning #2

- Students' and teachers' **greatest needs and greatest strengths are different today** compared to when current buildings were built.
- **Variety and flexibility** of space are key to meeting their needs and celebrating strengths.
- **Educational models will change over time.** Project should support one model on opening day but allow other models, too.

Visioning #3

- Organize into **grade level learning communities**
- Organize into **PreK-2 and 3rd-5th**, with shared core
- **Distributed and purpose-built special education spaces**
- Consider **new/expanded programs** for ELL, World Languages, and STEM
- Create a **welcoming and safe** environment that **encourages curiosity and independence.**

Visioning #4

- **Spatial relationships are critical**
- **Purpose-designed spaces are needed,** especially for special education programs and student support services
- **Varied learning environments are necessary**, both within single spaces and adjacent to them
- **Flexible, varied, and mobile furniture** is needed
- **Internal connections and interior views between spaces** are critical to flexibility, curiosity, and independence

1 4

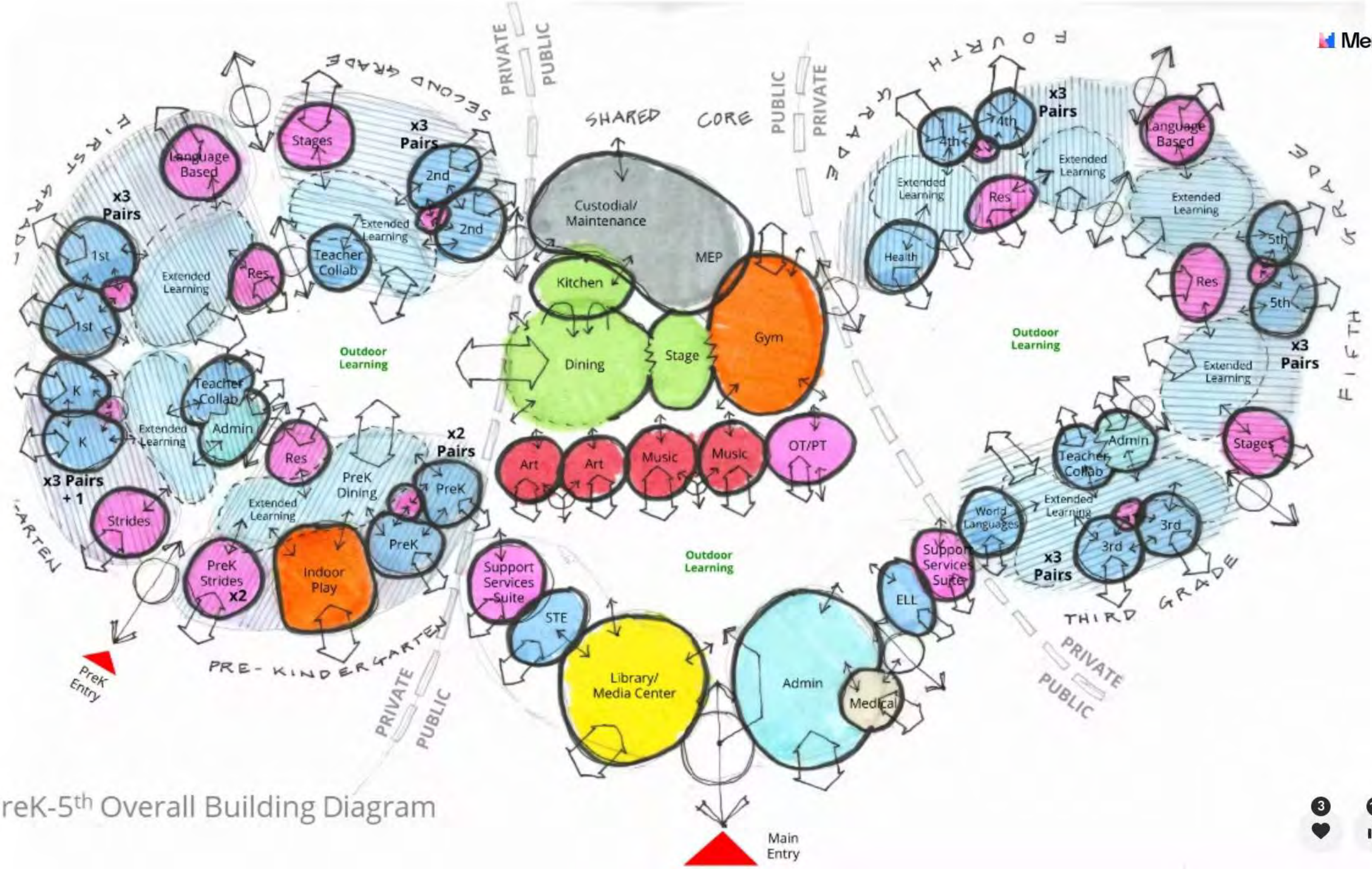
Space Summary Comparisons (GSF)

Mentimeter

	Existing	PDP Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	109,475*	196

3 6

* As a result of MSBA net-to-gross multiplier other than 1.50.



PreK-5th Overall Building Diagram

Mentimeter

3 12

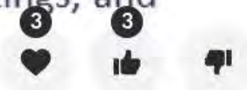
Wilmington Elementary School Building Project

Mentimeter

Guiding Principles for Design – DRAFT

updated 12/13/23

- Education methodologies will change over the life span of the building. The project should be designed **flexible** enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into **public and private** spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Organize building into **grade level learning communities**, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- **Reduce travel distances** between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- **Separation of site circulation** – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry
- **Appropriate faculty, staff, and visitor parking**
- **Integrate special education spaces** throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide **variety of instructional spaces** including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create **teacher collaboration spaces** capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences



Wilmington Elementary School Building Project

Mentimeter

Guiding Principles for Design – DRAFT

updated 12/13/23

- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with **direct access to natural daylight** and **exterior views** to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms.
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety.
- Cafeteria should be designed to maximize site lines and minimize adult supervision.
- Create a **new STEM** (Science, Technology, Engineering, and Mathematics) program and support it with purpose-built and dedicated instructional space.
- **Prioritize durability and ease of maintenance for materials and systems over lowest first cost.**
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.
- **Maximize open green space** in addition to playgrounds on site.
- **Maximize queue length** in site circulation design.
- Balance location of administrators with building security needs.

1

Mentimeter

Preliminary Design Options

1

Mentimeter

Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • New
Woburn Street ES	N/A	• Repair • Add/Reno • New	• Add/Reno • New
North Intermediate	N/A	N/A	• Repair • Add/Reno • New
Town Hall	• New	• New	• New

2

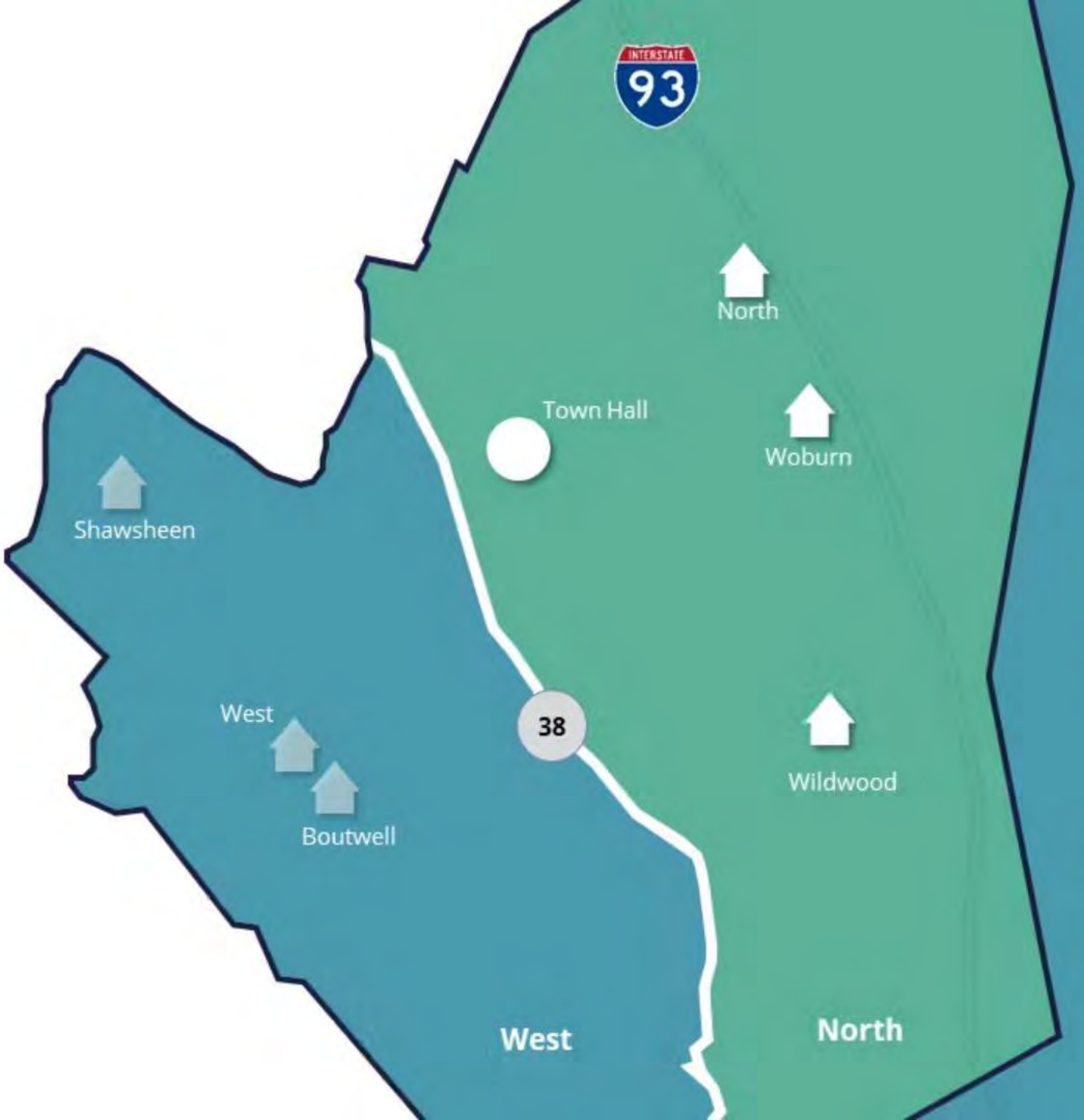
Mentimeter

Can we accomplish our goals?

Does it fit?

How could it be better?

4



Mentimeter

Sites Under Consideration

Wildwood ECC

- No Access to Municipal Sewer
- No Access to Natural Gas
- Topography Challenges
- Acreage Constraints

Woburn Street ES

- No Access to Municipal Sewer
- No Access to Natural Gas
- Topography Challenges

North Intermediate

- Access to Municipal Sewer
- Access to Natural Gas

Town Hall Site

- Access to Municipal Sewer
- Access to Natural Gas to be confirmed
- Generous Acreage
- May have Article 97 Protections
- May have other future uses

2



Mentimeter

North Intermediate Site Existing Conditions

- 14-acre site
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Wetlands southwest area of the site – 100-foot buffer zone
- Elevation: Approx. 10' grade change
- Parking: 60 standard parking spaces, no designated handicap spaces
- Site amenities:
  Playground (north edge of parking lot), basketball and tennis courts, baseball field
- Infrastructure: Municipal water and sewer; natural gas
- Zoning: R-20 Residential

2

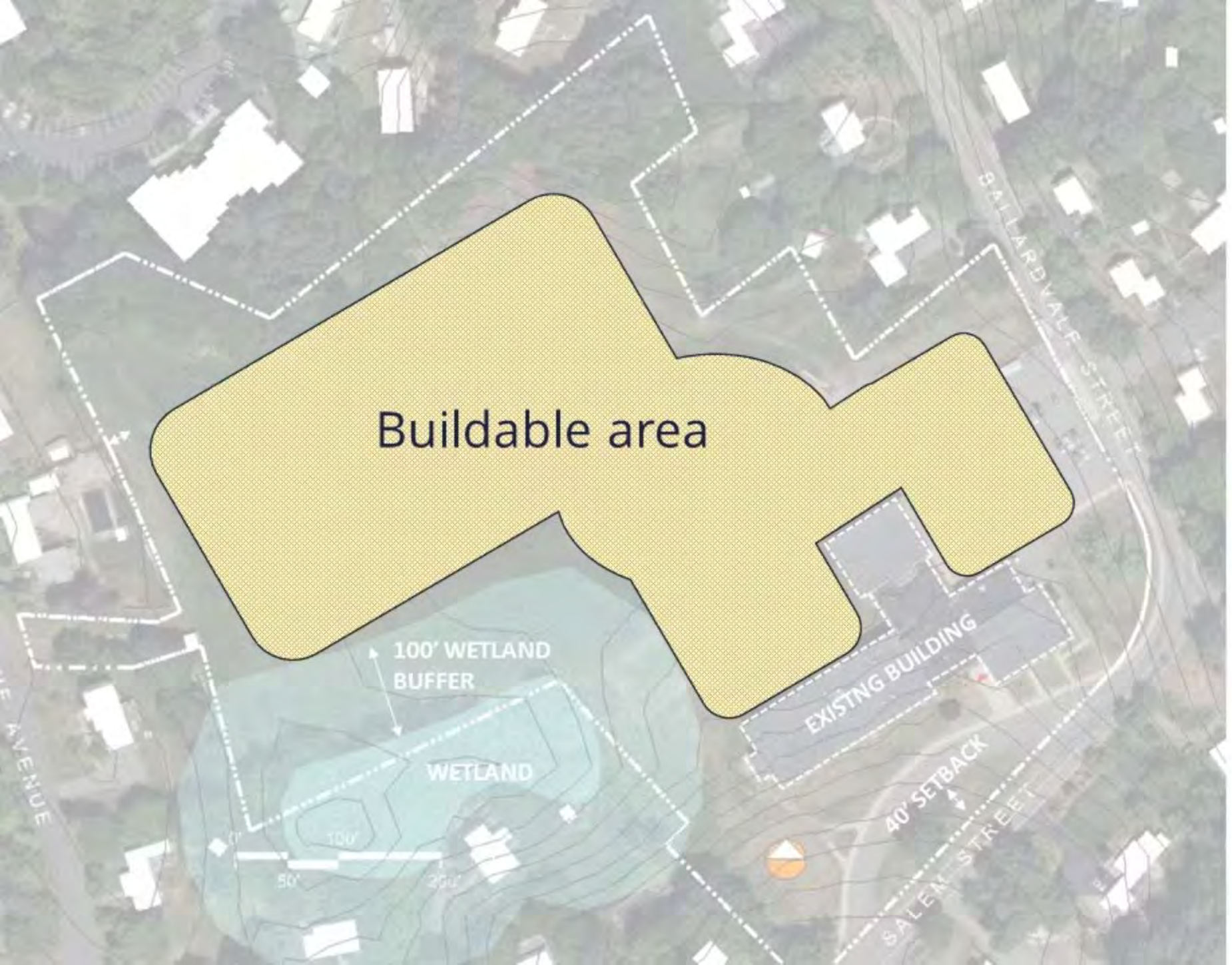


Mentimeter

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2



Mentimeter

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- Site amenities:
  Playground (north edge of parking lot), basketball and tennis courts, baseball field
- Infrastructure: Municipal water and sewer; natural gas
- Zoning: R-20 Residential

2



Mentimeter

Woburn Street Site
Existing Conditions

- 10-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 35 standard parking spaces, 2 designated handicap spaces
- Site amenities:
  Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)

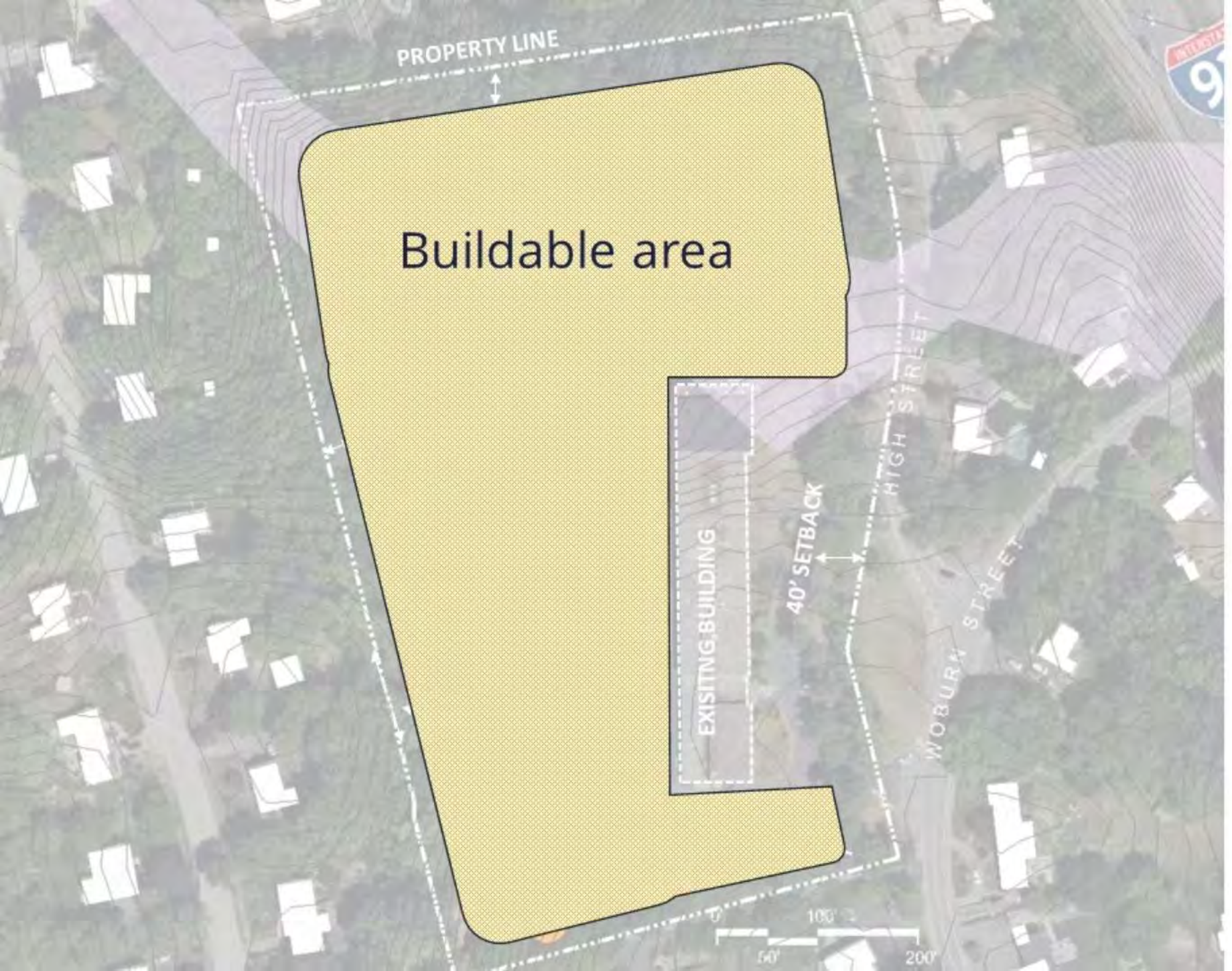


Mentimeter

Woburn Street Site
Existing Conditions

- 10-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 35 standard parking spaces, 2 designated handicap spaces
- Site amenities:
  Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)

1



Mentimeter

Woburn Street Site
Existing Conditions

- 10-acre site
- Zoning: R-20 Residential
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- Parking: 35 standard parking spaces, 2 designated handicap spaces
- Site amenities:
  Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)

Mentimeter



Wildwood Site
Existing Conditions

- 7.5-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 49 standard parking spaces, 6 designated handicap spaces
- Site amenities: Playground, basketball and tennis courts
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)

1

Mentimeter

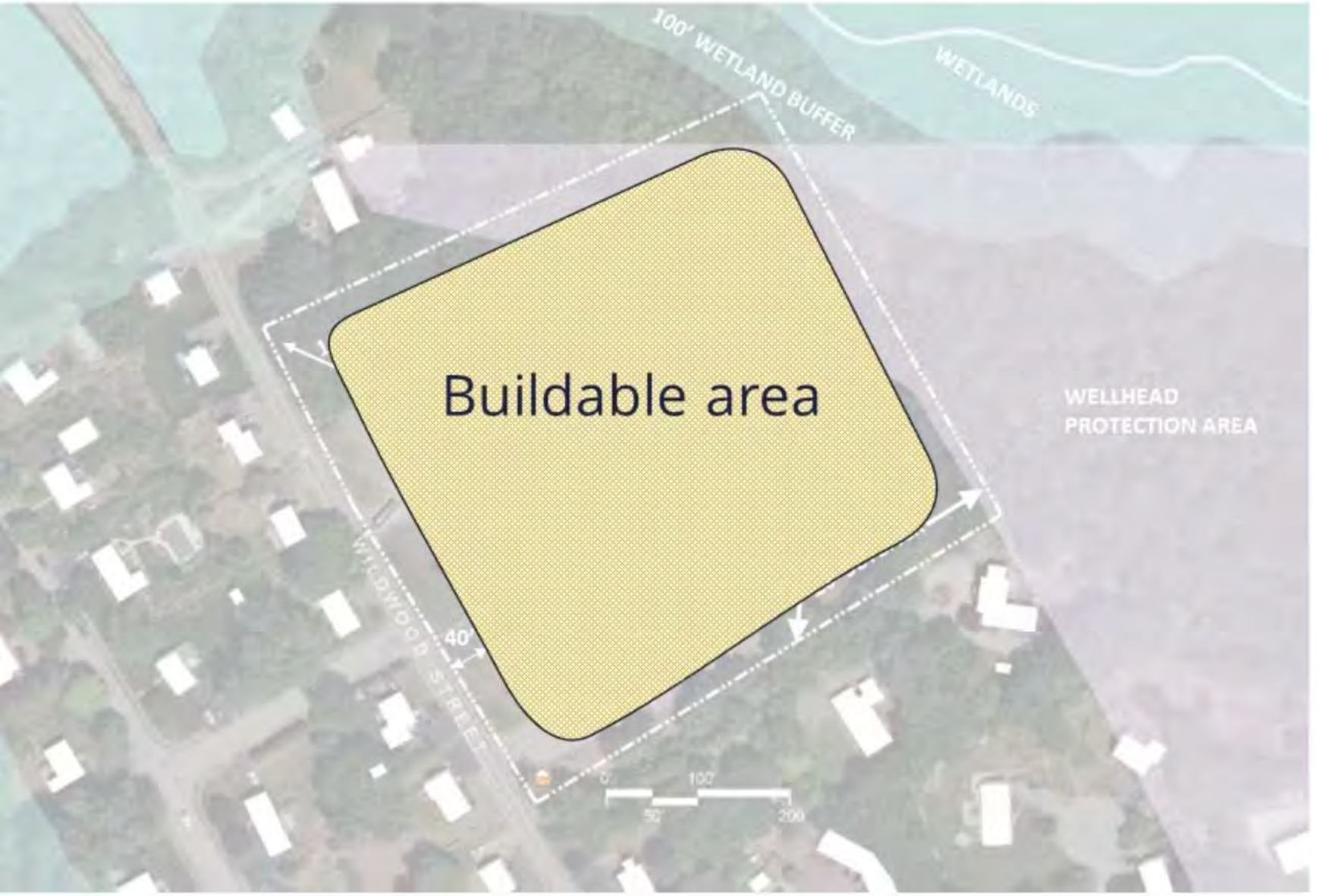


Wildwood Site
Existing Conditions

- 7.5-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 49 standard parking spaces, 6 designated handicap spaces
- Site amenities: Playground, basketball and tennis courts
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)

1 3

Mentimeter



Wildwood Site
Existing Conditions

- 7.5-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 49 standard parking spaces, 6 designated handicap spaces
- Site amenities: Playground, basketball and tennis courts
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)

1

Mentimeter

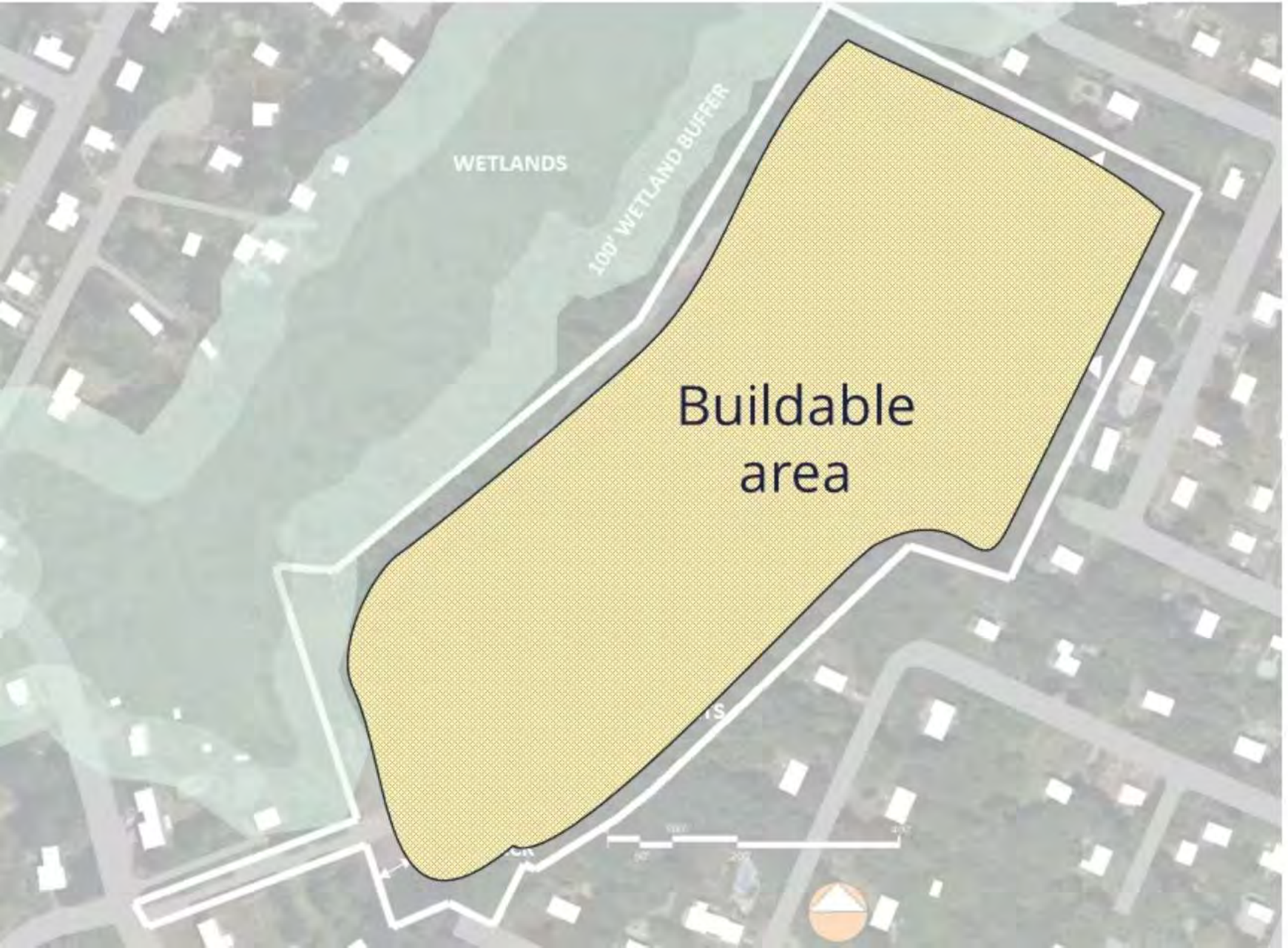


Town Hall Site
Existing Conditions

- 19-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: minimal grade change
- Wetlands: Lubbers Brook buffer along the northwest property line
- Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric
- Site amenities: Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water and sewer

1 3

Mentimeter



Town Hall Site
Existing Conditions

- 19-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: minimal grade change
- Wetlands: Lubbers Brook buffer along the northwest property line
- Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric
- Site amenities: Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water and sewer

1 1 2



- New STEM Program
- High School-sized Gym

167,855 GSF

Mentimeter

PreK-5th Alternatives

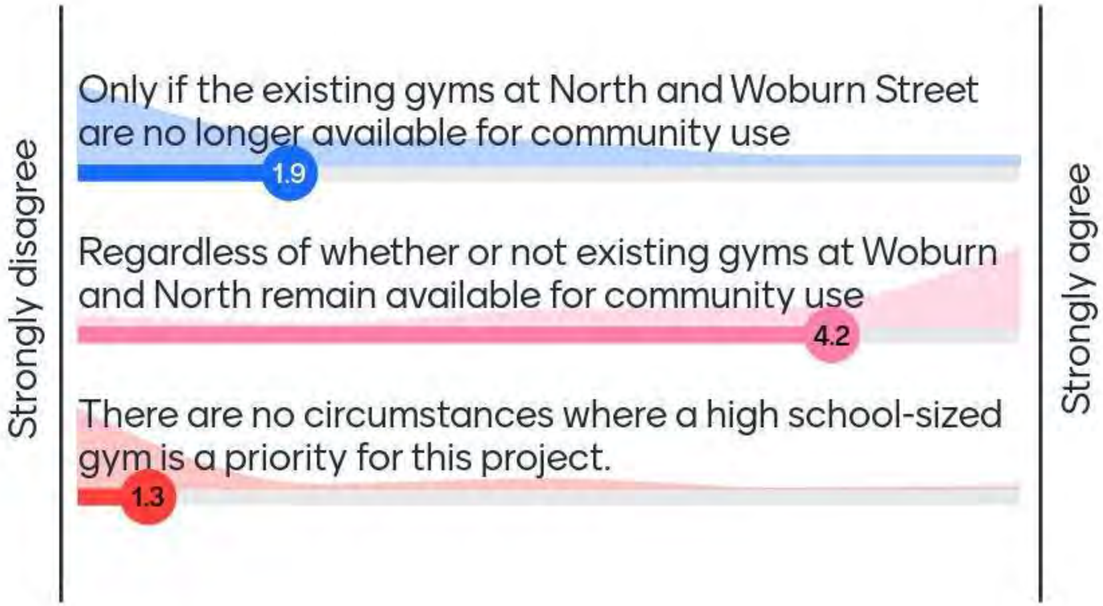
Wildwood + Woburn + North

755 Students + PreK

2 6

Mentimeter

In what circumstances is a high school-sized gym for this project a priority for the community?



6
50



Construction Phasing

1A: Construct new building
1B: Move-in PK-5th Grade
2: Demolish Existing Building
3: Complete Site Work



Mentimeter

Renovation
New Construction

Reno/Add Diagram



Third Floor



First Floor

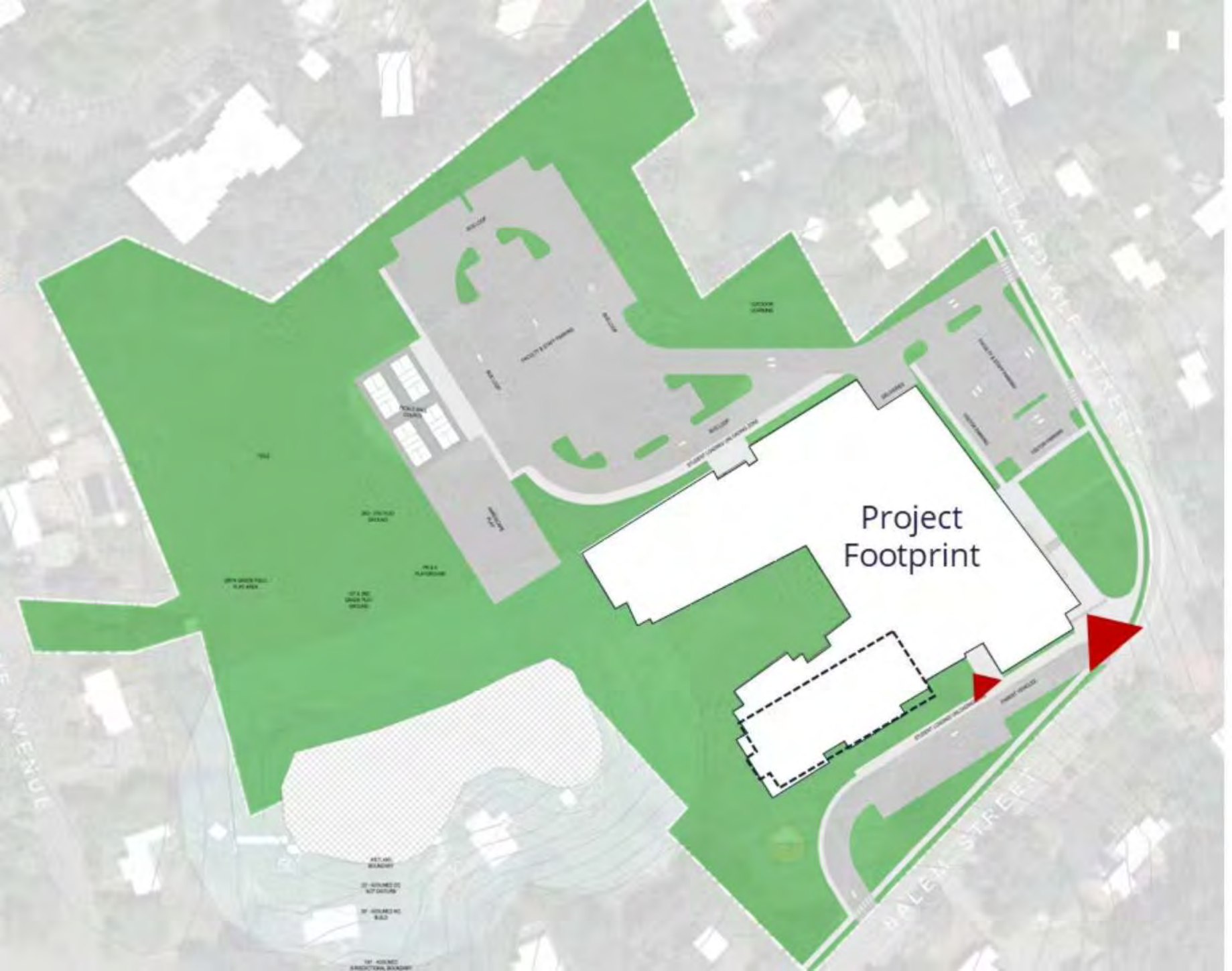


Second Floor

N.1 New Construction @ North Intermediate Site

PK-5th

3 10



Construction Phasing

1A: 2/3rd of New Addition
1B: Move 4th and 5th Grade into Addition
2: Demolition of Existing Academic Wing
3: 1/3rd of New Addition and Renovate Existing Building to Remain
4: Move-in PK-3rd Grade
5: Complete Site Work



Renovation
New Construction

Reno/Add Diagram



Second Floor



Third Floor



Lower Level



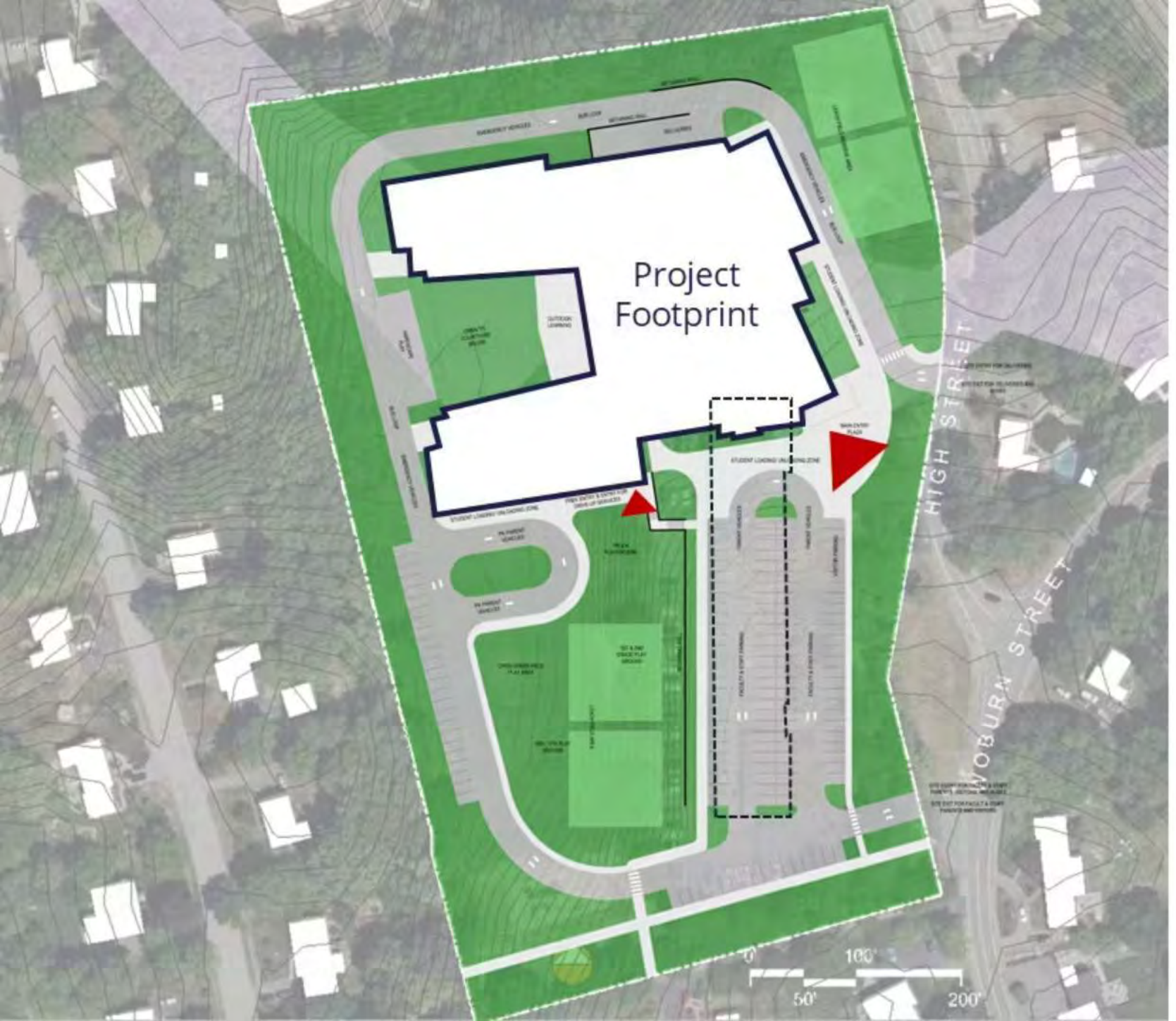
First Floor

AR.1 Add/ Reno @ North Intermediate Site

Site Plan

PK-5th

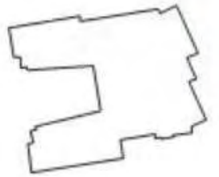
Mentimeter
1
8



Construction Phasing

1: Demolish existing gymnasium
2: Construct new building
3: Move-in PK-5th grade
4: Demolish remainder of existing building
5: Complete Site Work





Renovation

New Construction

Reno/Add Diagram



Upper Level



Lower Level



Main Level

N.2 New Construction @ Woburn Street Site

Site Plan

PK-5th

Mentimeter

3 7



Construction Phasing

1A: Construct new addition
1B: Move-in 1st-3rd Grade
2: Renovate existing building to remain
3A: Demolish existing cafeteria and kitchen
3B: Complete Site Work
4: Move-in PK-K and 4th-5th





Renovation
New Construction

Reno/Add Diagram



Second Floor



Lower Level



First Floor

AR.2 Add/ Reno @ Woburn Street

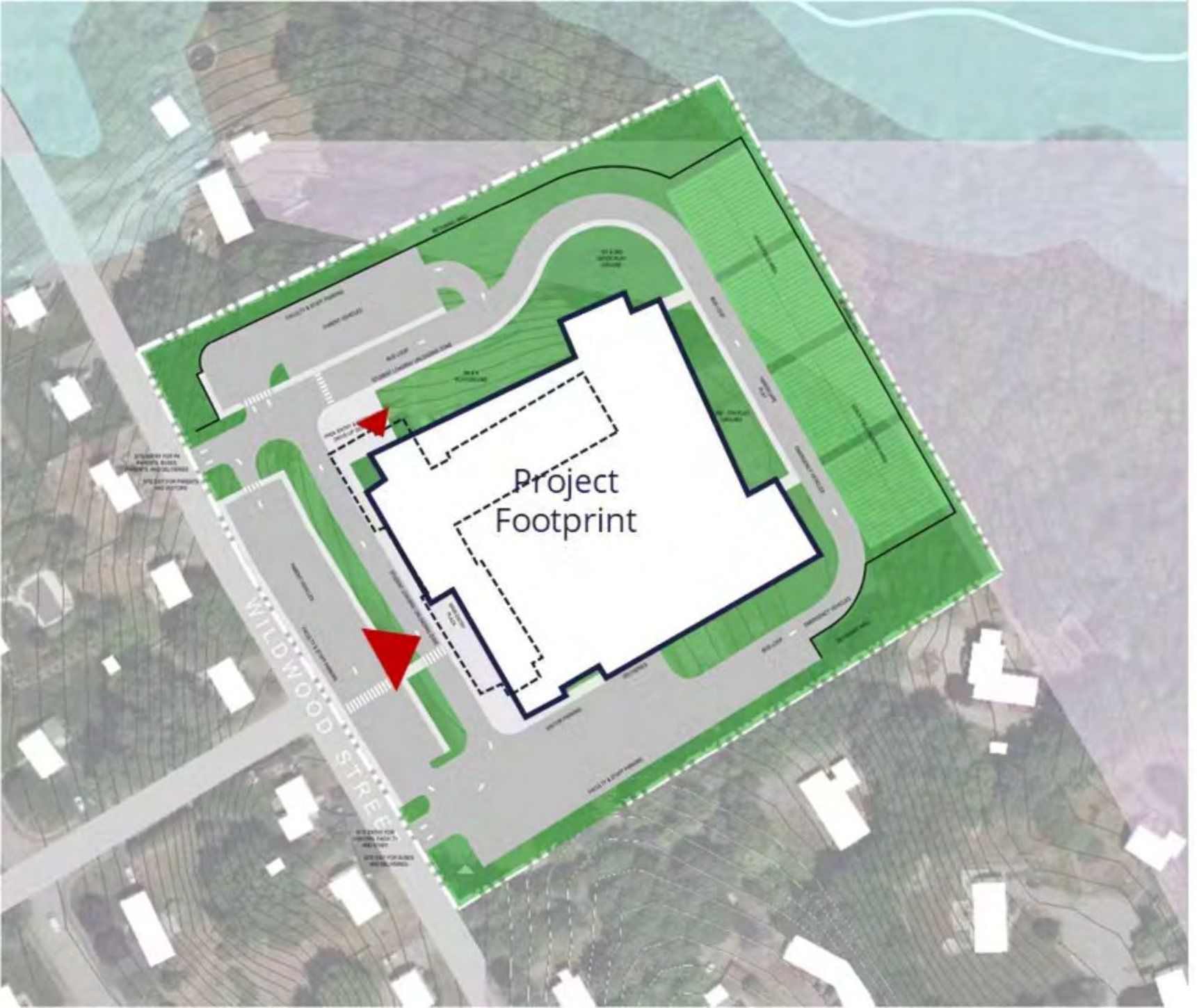
Site Plan

1" = 40'

PK-5th

Mentimeter

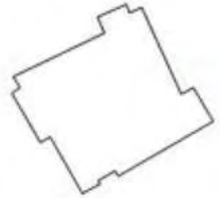
1 2 10



Construction Phasing

1: Demolish existing building, construct new building, and complete site work
2: Move-in PK-5th

Mentimeter



Renovation

New Construction

Reno/Add Diagram



Third Floor



First Floor



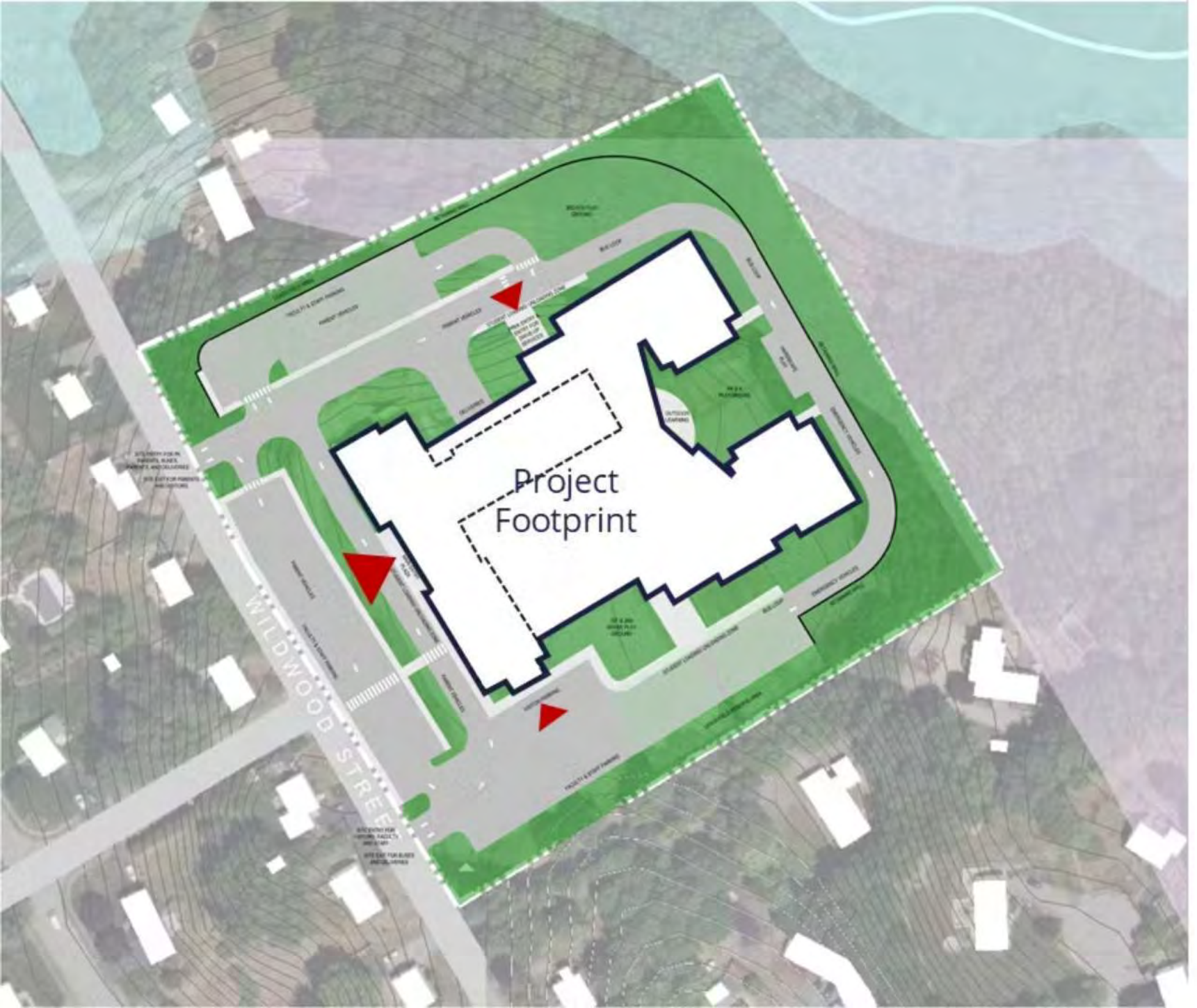
Second Floor

N.3 New Construction @ Wildwood ECC Site

Site Plan

PK-5th

1 18



Construction Phasing

1: Demolish portion of existing building, renovate existing building, construct new building, and complete site work
2: Move-in PK-5th



Renovation
New Construction

Reno/Add Diagram



Third Floor



First Floor



Second Floor

AR.3 Add/Reno @ Wildwood ECC Site

Site Plan

PK-5

Mentimeter

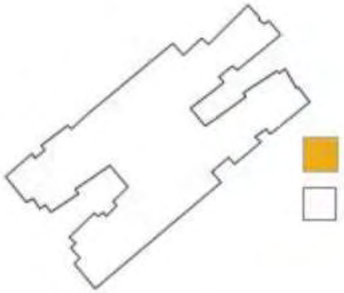


Construction Phasing

1: Demolish existing Town Hall, construct new building, and complete site work
2: Move-in PK-5th



Mentimeter



Reno/Add Diagram



Second Floor



First Floor

N.4 New Construction @ Town Hall Site

Site Plan

PK-5th

1 6 8



- New STEM Program
- Elementary Gym

117,318 GSF

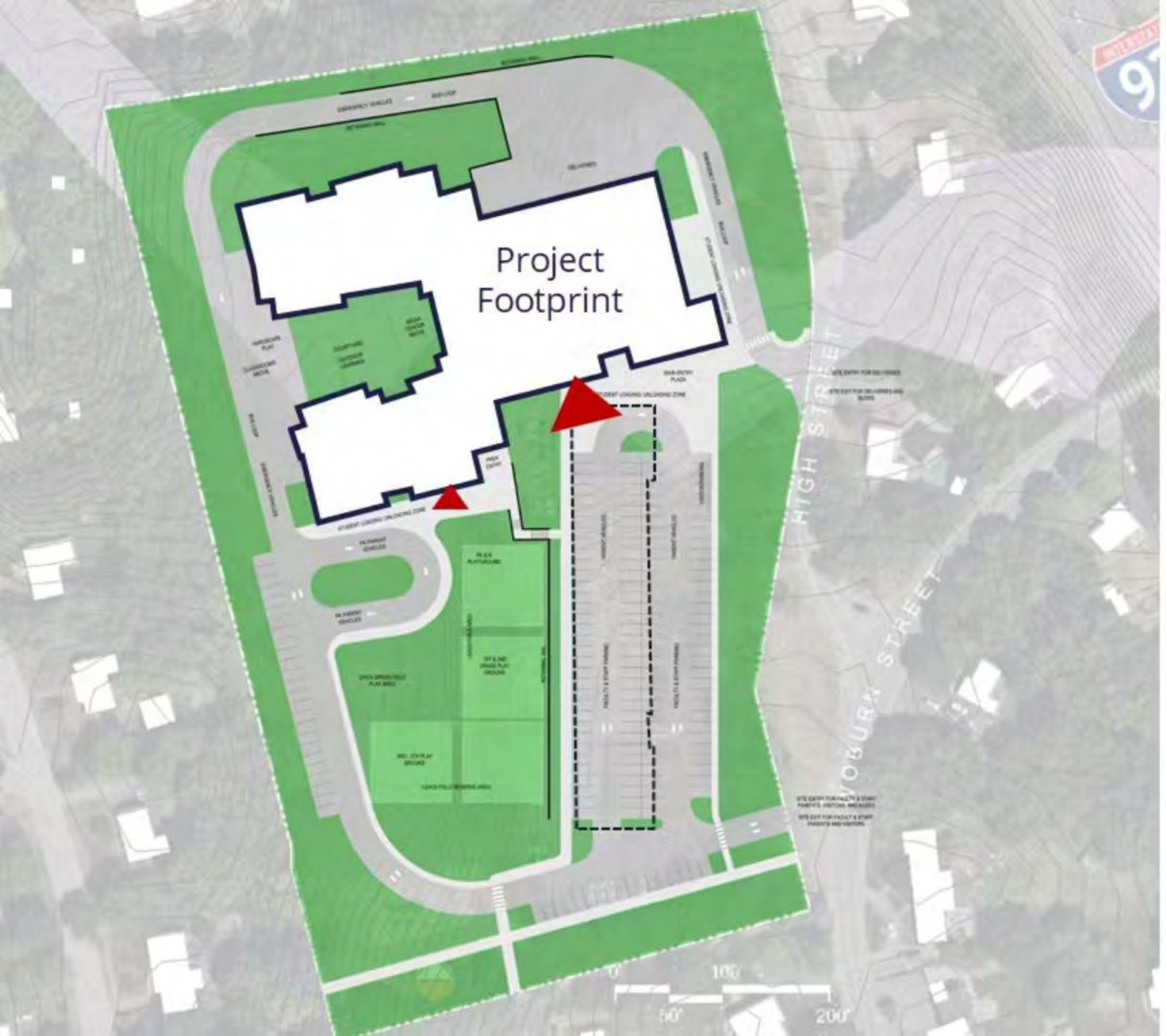
Mentimeter

PreK-3rd Alternatives

Wildwood + Woburn

510 Students + PreK

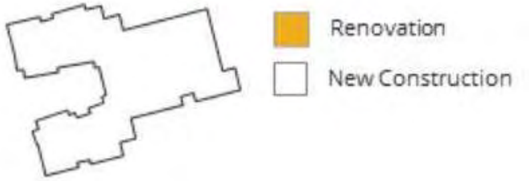
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Construction Phasing

1A: Construct new building
1B: Move-in 1st-3rd grade
2: Demolish existing building and complete site work
3: Move-in PK-K





Reno/Add Diagram



Main Level



Lower Level

N.1 New Construction @ Woburn Street Site

Site Plan

1" = 40'

PK-3rd

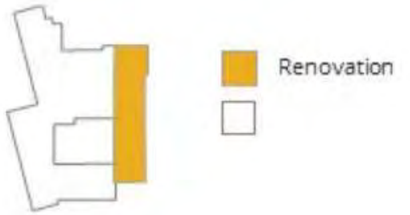
3 6



Construction Phasing

1A: Construct new addition
1B: Move-in 1st-3rd Grade
2: Renovate existing building to remain
3A: Demolish existing cafeteria and kitchen
3B: Complete Site Work
4: Move-in PK-K





Reno/Add Diagram



Lower Level



First Floor



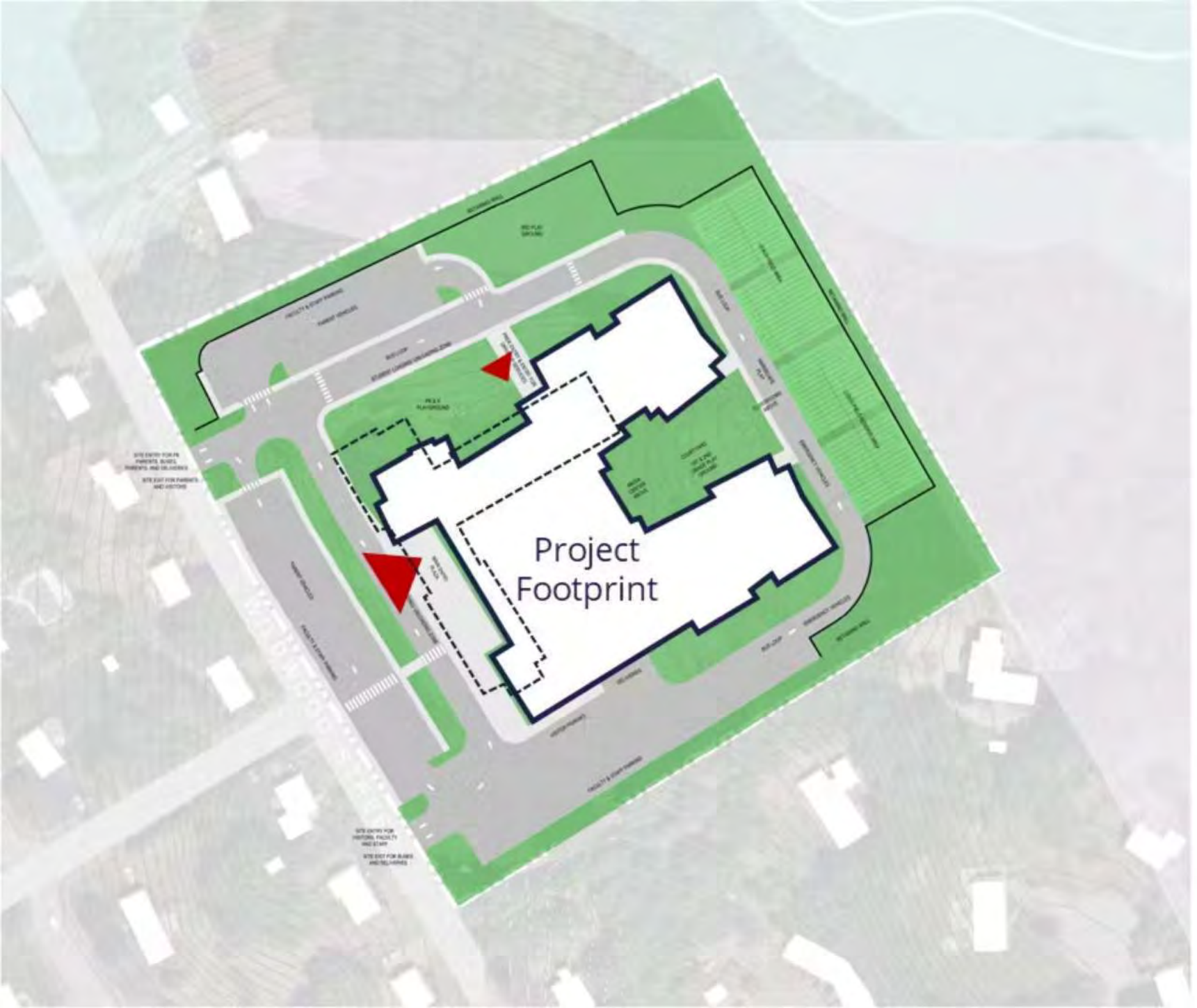
Second Floor

AR.1 Add/ Reno @ Woburn Street

Site Plan

PK-3rd

Mentimeter

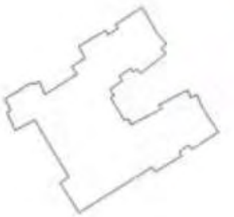


Construction Phasing

1: Demolish existing building, construct new building, and complete site work
2: Move-in PK-3rd



Mentimeter



Renovation

New Construction

Reno/Add Diagram

N.2 New Construction @ Wildwood ECC Site

Site Plan



First Floor



Second Flo

PK-3

1 5



Construction Phasing

1: Demolish portion of existing building, renovate existing building, construct new building, and complete site work
2: Move-in PK-5th





Renovation

Reno/Add Diagram



First Floor



Second Floor

AR.2 Add/Reno @ Wildwood ECC Site

Site Plan

PK-3rd

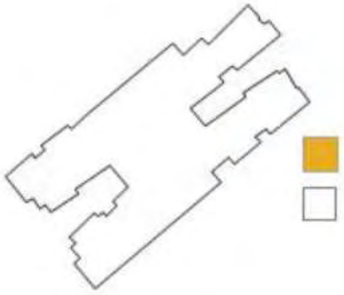
Mentimeter



Construction Phasing

1: Demolish existing Town Hall, construct new building, and complete site work
2: Move-in PK-5th





Reno/Add Diagram

N.3 New Construction @ Town Hall Site

Site Plan

PK-3rd



First Floor



Second Floor

Mentimeter

2



- New STEM Program
- Elementary Gym

66,810 GSF

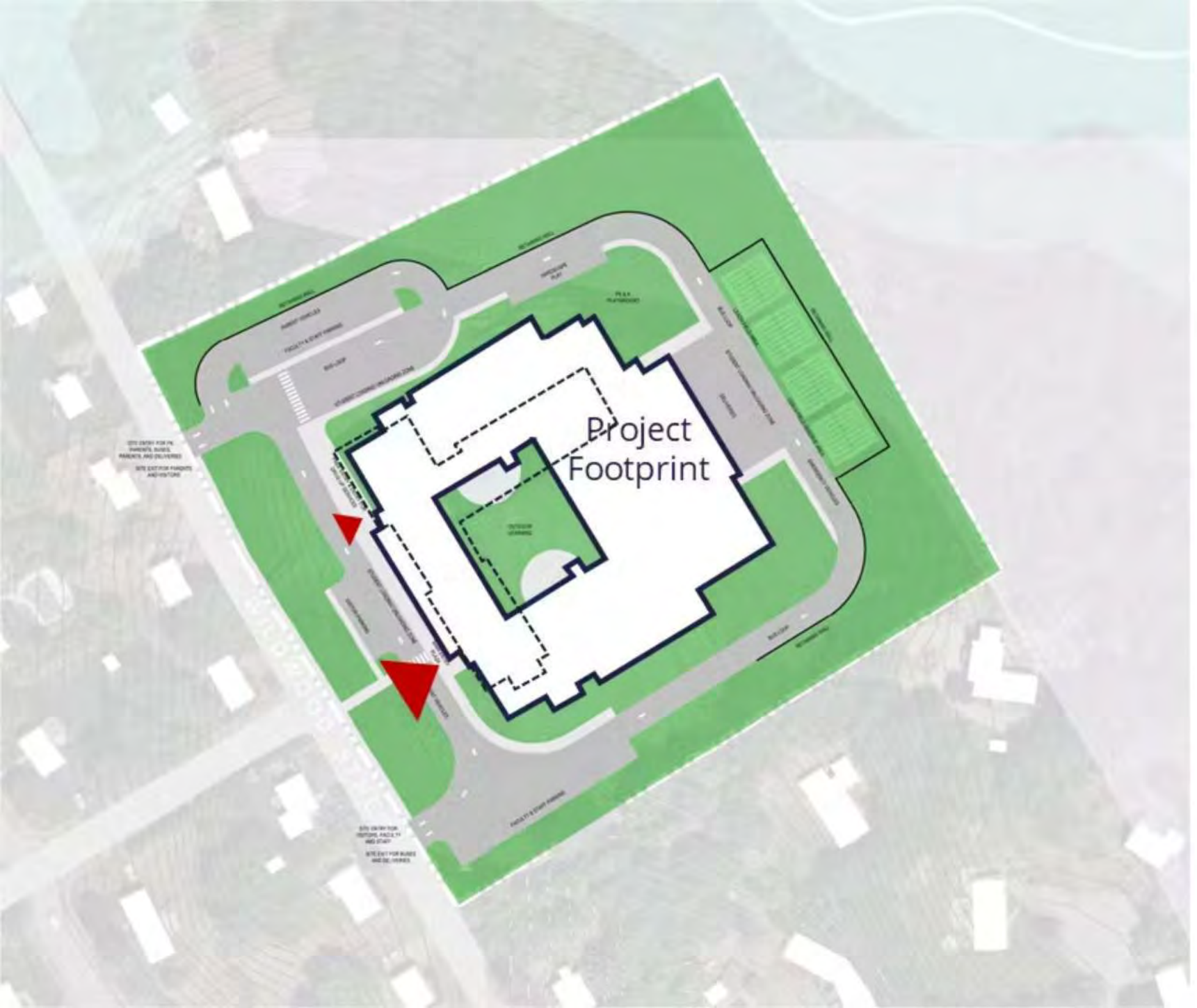
Mentimeter

PreK-K Alternatives

Wildwood Only

130 Students + PreK

6

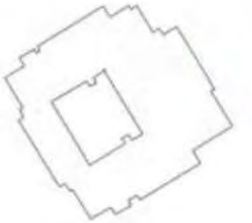


Construction Phasing

1: Demolish existing building, construct new building, and complete site work
2: Move-in PK-K



Mentimeter



Renovation

New Construction

Reno/Add Diagram



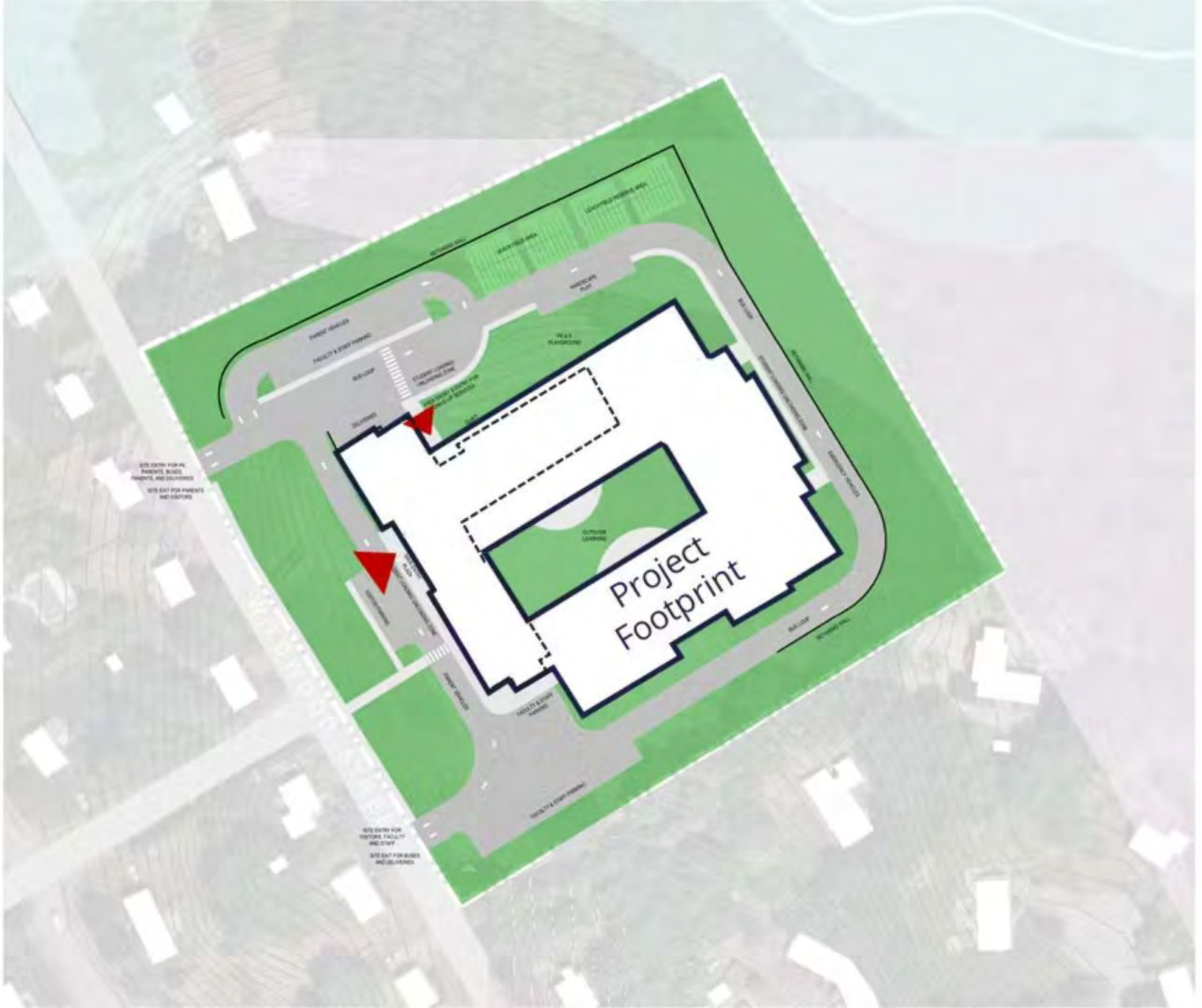
First Floor

N.1 New Construction @ Wildwood ECC Site

Site Plan

PK-K

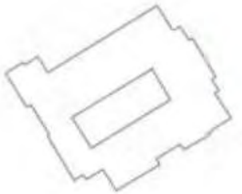
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Construction Phasing

1: Demolish portion of existing building, renovate portion of existing building, construct new building, and complete site work
2: Move-in PK-K





Renovation

New Construction

Reno/Add Diagram



First Floor

AR.1 Add/Reno @ Wildwood ECC Site

Site Plan

PK-K

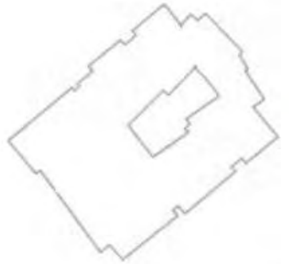
8



Construction Phasing

1: Demolish existing Town Hall, construct new building, and complete site work
2: Move-in PK-K





Renovation

New Construction

Reno/Add Diagram



First Floor

N.2 New Construction @ Town Hall Site

Site Plan

PK-K

Mentimeter

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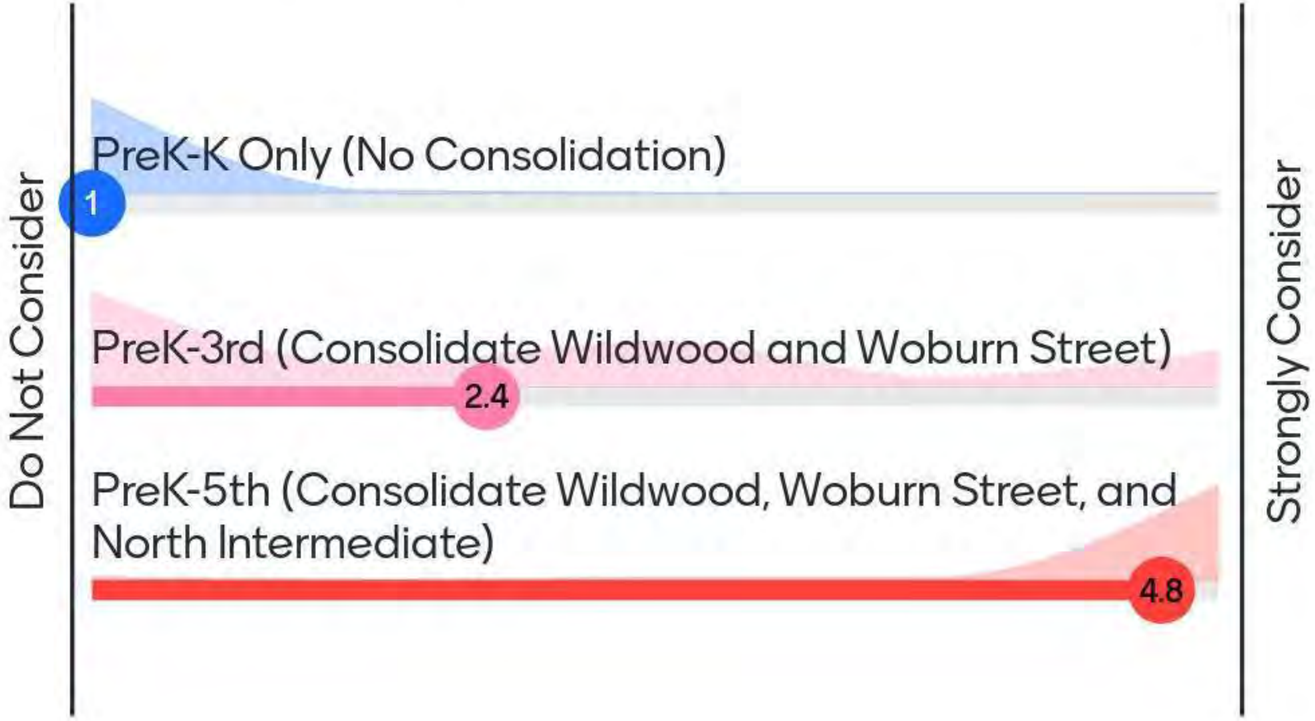
Mentimeter

PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

3 2

Mentimeter

How strongly should the District and the Town Consider each level of consolidation?



5
46

Mentimeter

Evaluation Criteria

Mentimeter

Education

- ❑ How well does each option embody the educational elements of the guiding principles for design?

Site

- ❑ How well does each option achieve the site features and functions defined in the guiding principles for design?

Community

- ❑ How well does each option serve as a community resource?

Sustainability

- ❑ How well does each option achieve the goals for energy efficiency and sustainable design features?

Construction Logistics

- ❑ How well does each option limit disruption to students, staff, and neighbors during construction?

Total Time to Completion

- ❑ How quickly does it take to address needs for PreK-5th students?

Consolidation

- ❑ What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Cost

- ❑ How do costs align with the community's sense of value and affordability?

Others?

1

What other ideas, concerns, or topics should the District and Town consider for this project?

Central air conditioning is a must

Pre-K and K building only will not solve the issues that we are having with buses and school times. We definitely need consolidation

Busing and start times

Ability to add/reno on plot 25-60 years from now

Community space!

Long term cost/maintenance/repairs (retaining walls, septic)

traffic impact

Town hall site is too far west for the north side of town

What other ideas, concerns, or topics should the District and Town consider for this project?

Staffing/classrooms - adding STEM specialist? More aides? Smaller class sizes

While building a new school, it would be great for the town to have a field house / large gym for use by the community.

How does the reno/rebuild on sites where students are present affect their learning experience?

Definitely cost is a factor but would like to see a consolidation of the schools and community spaces

Traffic flow with the different location options should be taken into consideration

Traffic and adequate parking are concerns.

costspeed of getting donebenefits the most amount of students

Please don't destroy another wooded peaceful area by building at town hall

What other ideas, concerns, or topics should the District and Town consider for this project?

Athletic facilities

Active shooter & School safety systems

Be sure to consider the costs of doing nothing or of postponing addressing our school needs

Bus route consolidation

Prek and k student have 5-point harnesses that they often cannot get in and out of independently. A car line is difficult with this.

I'm very excited to see this progress. Can we also start planning for the west side- even if long term?

Location, should be central. Town hall site makes no sense

Safety for drop-off

What other ideas, concerns, or topics should the District and Town consider for this project?

Share community spaces

You know this already, but things are getting more expensive! The time to consolidate Is NOW! "It's too expensive" cannot be an option!

I think it's really important to show action regarding exploration of Westside solutions (before the buildings are unusable) to garner support via town vote next year.

Adequate outdoor space/playgrounds.

The educational value and efficiency of a Pre-K to 5 builing is so high. Consolidation should be the highest priority.

I'm concerned about the town hall site as an option. The wooded space there is really valuable to the community as itsone of the few wooded areas with trails in town. I'd hate to see that cleared out

Having a high school sized gym would do so much for recreation and community events.

Make the school large enough for future population projections

What other ideas, concerns, or topics should the District and Town consider for this project?

Cost is definitely a factor but would like to see a consolidation of the schools with community use spaces.

The town should consider first and foremost how the new building will and can better support student learning and provide staff with an environment which allows them to effectively teach

Whether we need new septic system or can use existing sewer lines

Durability and maintenance ease

Timing, please be proactive/forward thinking of future needs to ensure this project isn't outdated quickly after completion.

Heating and cooling - as well as air quality NEEDS to be priority

Site logistics (traffic, sewer, etc) are very important.

Exploring consolidation of the other schools

What other ideas, concerns, or topics should the District and Town consider for this project?

Safety and educational spaces are very important

Does the planning committee evaluation process include a comprehensive life-cycle cost budgeting approach addressing both long-term operating costs and renewal needs to prevent degradation over time?

The town hall site is already causing uproar, that one should be eliminated soon

Staffing for administration and the impact on some amazing principals

Safety of students and staff

Good cafeteria to make healthier meals

Many of the renovation/build plans unfortunately look like they remove outdoor playing/field space.

LEED certification

What other ideas, concerns, or topics should the District and Town consider for this project?

Best fit for special education.

Possibility of staff childcare

Traffic planning in town not just facility

Distance traveled from different parts of town

Next steps if universal preK becomes a reality in the near future

There definitely is value and Efficiency in consolidating the schools.

The pre-k 5 spaces lack those appealing outdoor courtyard/ learning spaces

Preservation of existing green space and trees

Mentimeter

Stay Connected

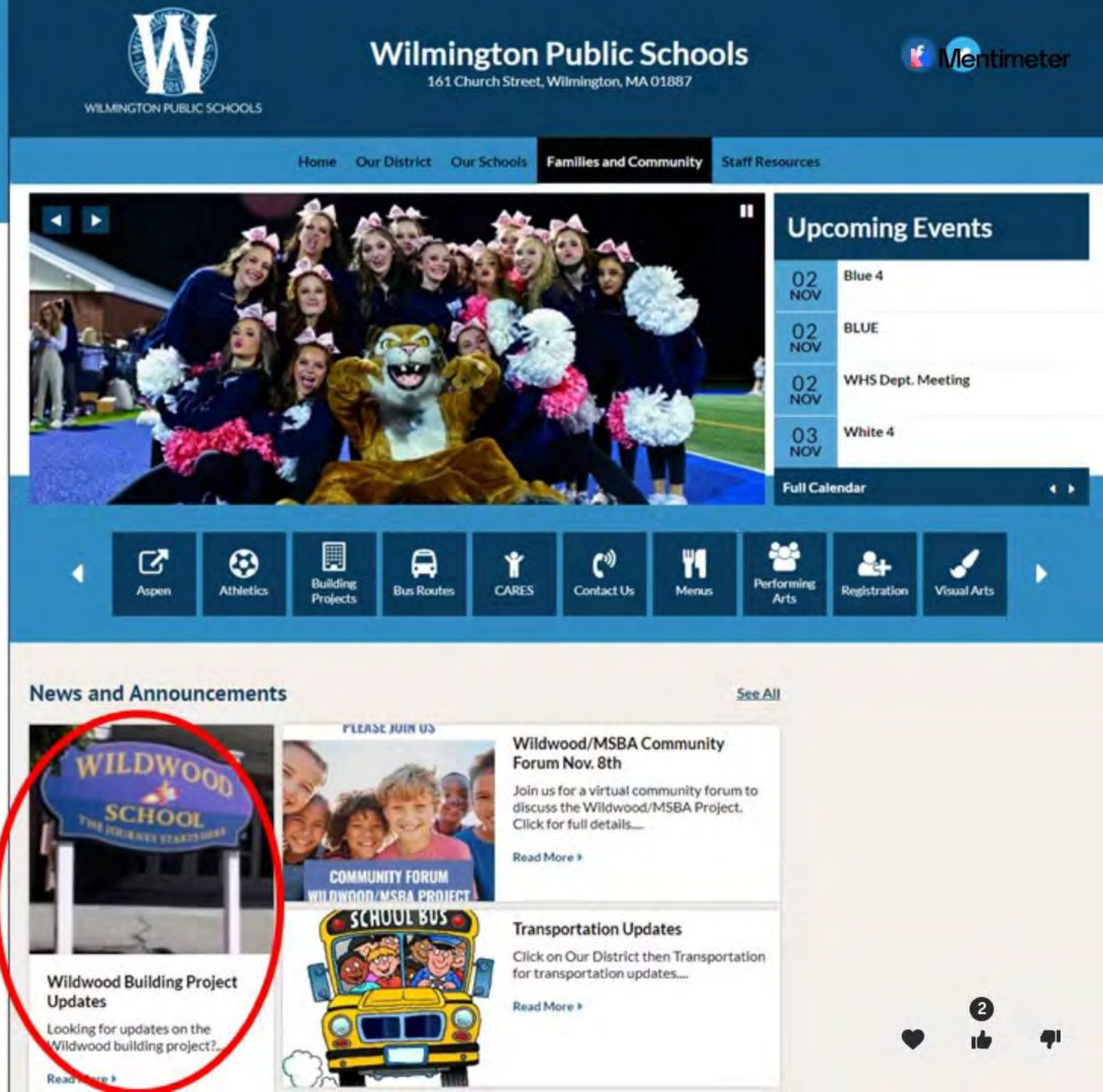
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Stay Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Stay Connected

Mentimeter

School Building Committee Meetings

- February 7 at 6:00 PM – Determine Evaluation Criteria
- March 6 at 6:00 PM – Scoring of Options in Evaluation Matrix
- March 20 at 6:00 PM – Cost Estimates and Shortlist of Options

Community Forum 3

- March 2024 –Costs and Preliminary Shortlist of Options

School Building Committee Meeting

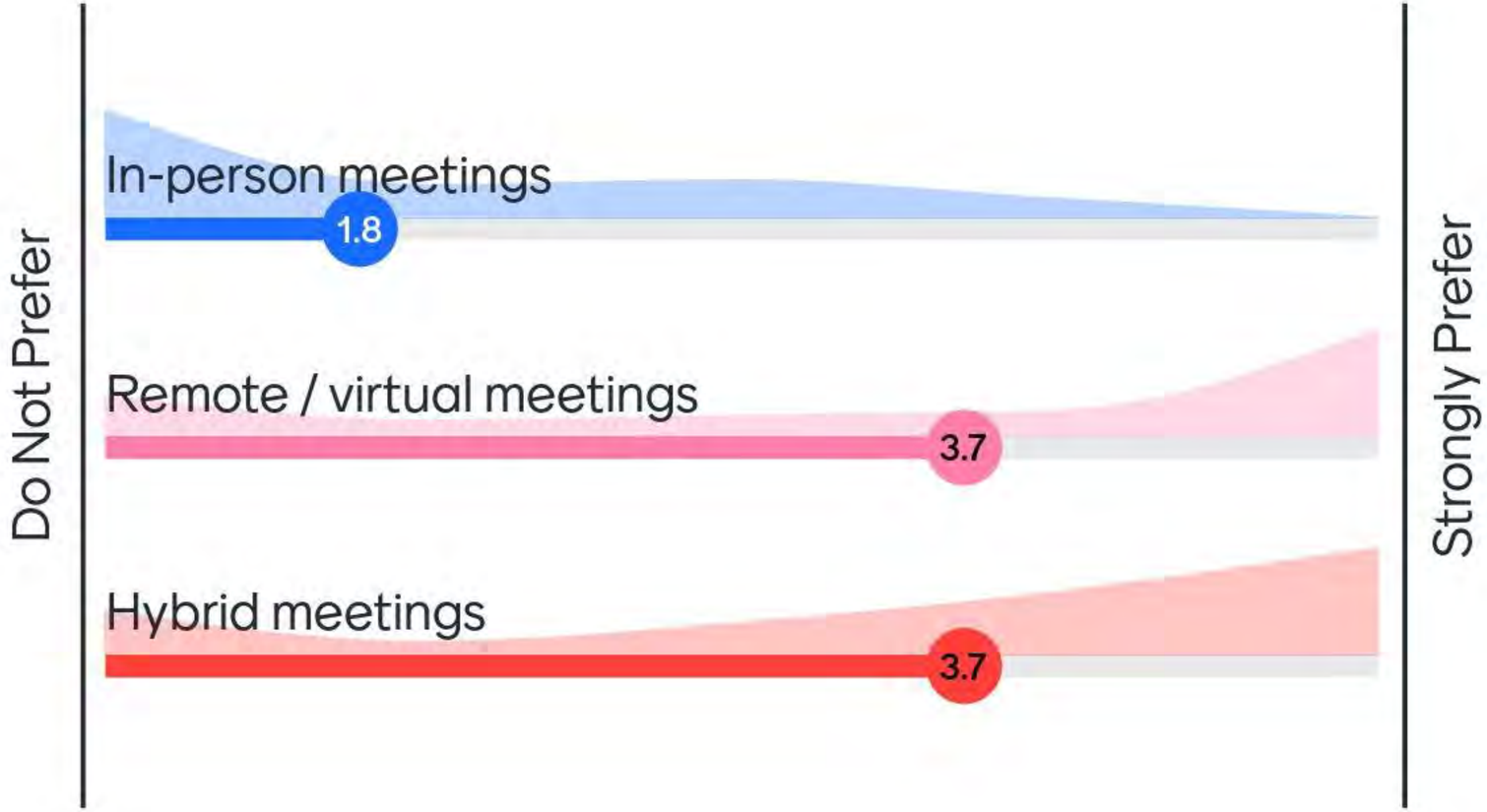
- April 3 at 6:00 PM – Final Shortlist of Options and Authorization to Submit PDP to MSBA

Mentimeter

Questions & Answers

1 1

Meeting Format



Mentimeter

Thank You



WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #3

March 28, 2024

SMMA

DORE + WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

What is and What Can Be

Participation Tools and Instructions

MSBA Process and Schedule

Existing Conditions Summary

Defining Project Needs

Preliminary Design Options

Evaluation Process

Stay Connected



Introductions



The Team

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

School Committee

School Building Committee

SMMA

Owner's Project Manager (OPM)

DORE + WHITTIER

Designer (Architect)

Who is the School Building Committee?

Glenn Brand, Superintendent, WPS; Chair SBC

Vivian Varbedian, Parent Representative; Vice-Chair SBC

Paul Ruggiero, Assist. Superintendent of Admin & Finance

Diane M. Allan, Permanent Building Committee

John C. Holloway, Permanent Building Committee

Gregory B. Bendel, Board of Selectmen

Kevin A. Caira, Board of Selectmen Alternate

Kate Bissell, Wildwood School Principal

Stacey Scott, Woburn School Principal

Christine Holloran, Wildwood School Teacher

Alice Brown-Legrand, Director of Student Support Services

Dennis Kelley, Public Buildings

Lou Cimaglia, Acting Town Administrator

David A. Ragsdale, School Committee Vice Chair

Marianne Gallezzo, Finance Committee Member

Paul J. Melaragni, Permanent Building Committee

Michael Camoscio, Parent Representative

Craig Miner, Parent Representative

Christine Prendergast, Parent Representative

Justin Cusce, Parent Representative

What is and What Can Be



Use the QR code to watch the video



Participation Tools and Instructions



Mentimeter





Menti Norms

- All Responses Are Anonymous
- Comments, Reactions, and Responses are Recorded and Tallied
- Polling for information gathering, not decision-making

Mentimeter

Instructions

Go to

www.menti.com

Enter the code

2392 4583



Or use QR code

24

Mentimeter

I'm responding as:



Other Participation Opportunities



ZOOM



Q&A

and

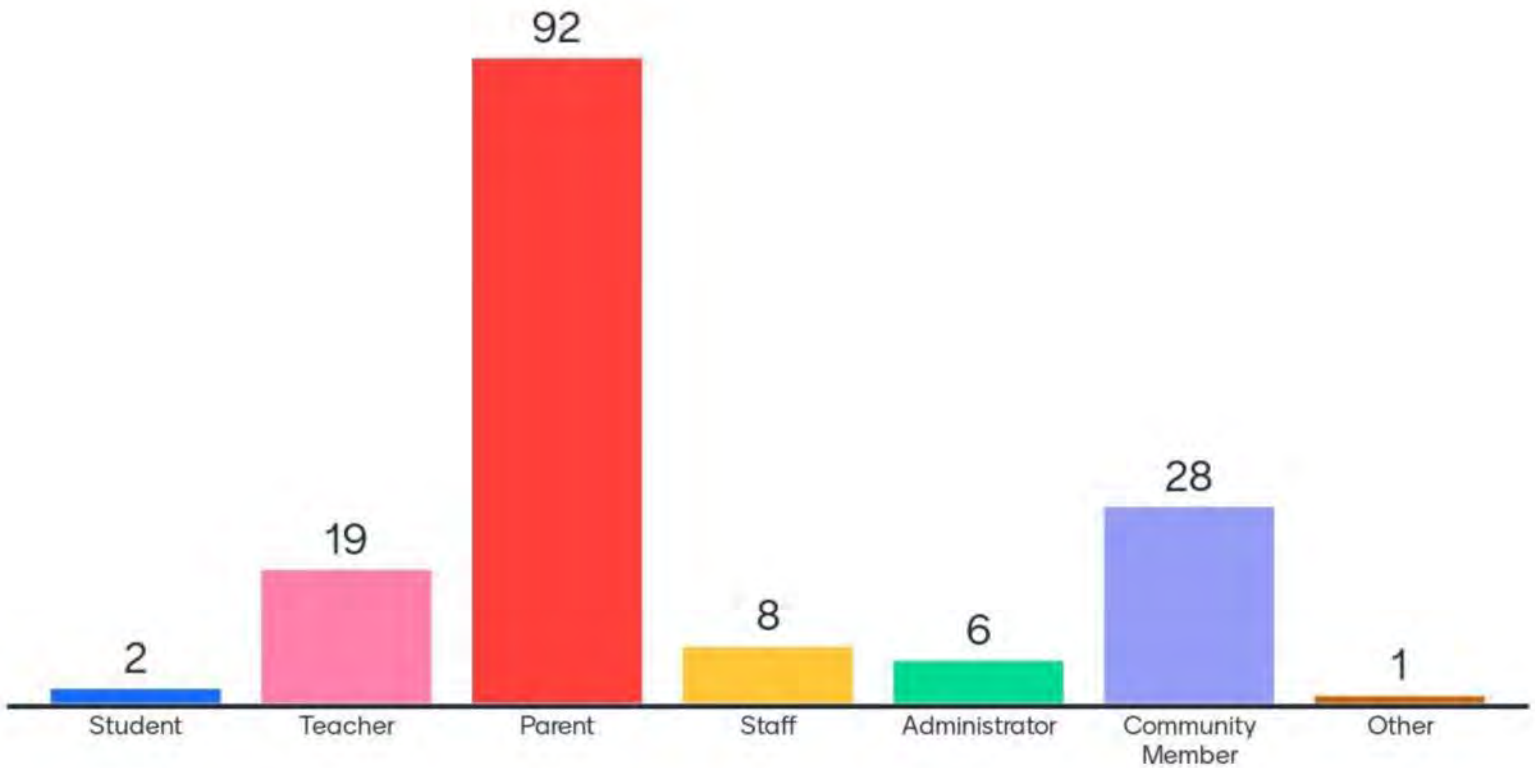
Open Q&A

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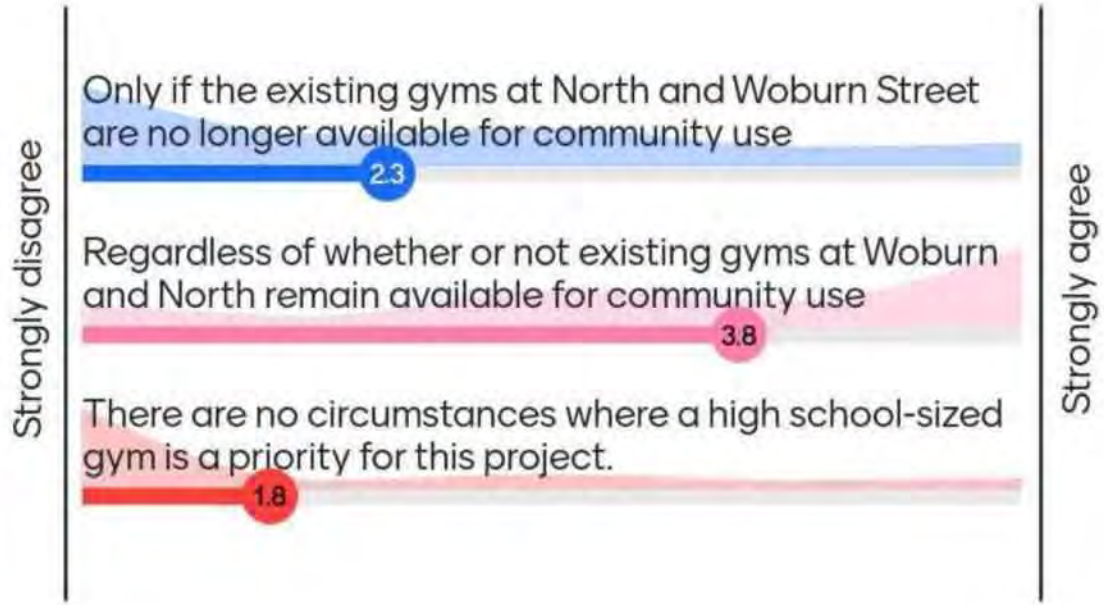
Synchronous **or** Asynchronous (7days)

Results from Community Forum #2

I'm responding as:



In what circumstances is a high school-sized gym for this project a priority for the community?

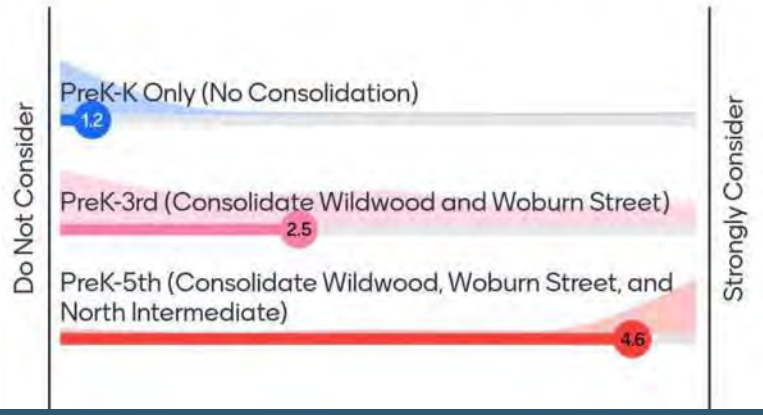


How strongly should the District consider the following grade configurations?



**Responses before options were shared*

How strongly should the District and the Town Consider each level of consolidation?



**Responses after options were shared*

MSBA Process and Schedule



How we got here...
Wilmington Elementary Schools

- All six elementary schools are of similar vintage 1950s/1960s and experience space deficiencies in their educational programs
- Each school needs significant upgrades, including HVAC, plumbing, electrical, exterior windows and envelope, accessibility, etc.
- **Wildwood** was determined to be in the most need of the six district elementary schools.



Wildwood Early Childhood Center
1955 (**68 yrs**)

Enrollments & Grade Configurations

PreK-K

Wildwood Only

130+

PreK-3rd

Wildwood & Woburn St.

510+

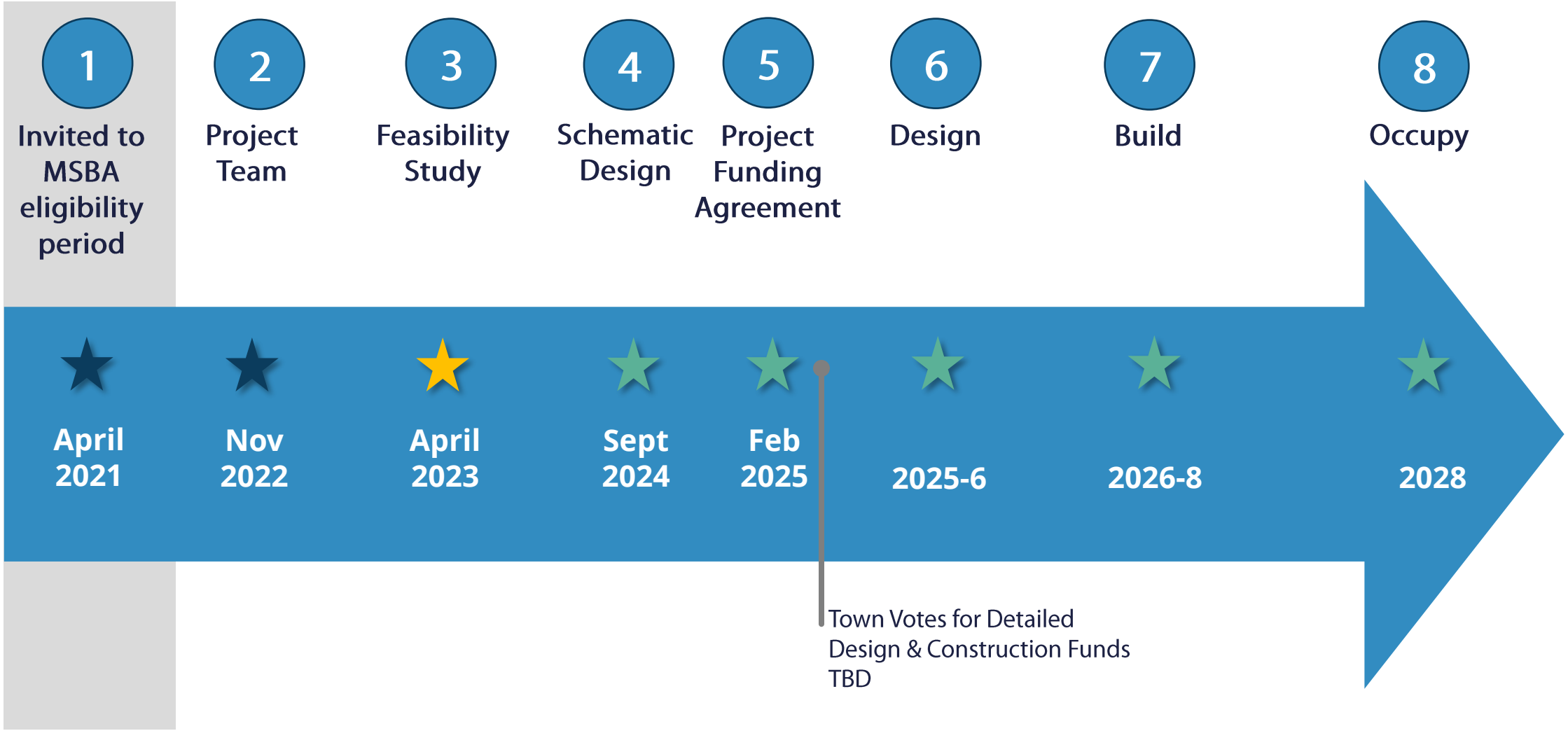
PreK-5th

Wildwood, Woburn St., & North

755+

MSBA Process

Step-by-Step



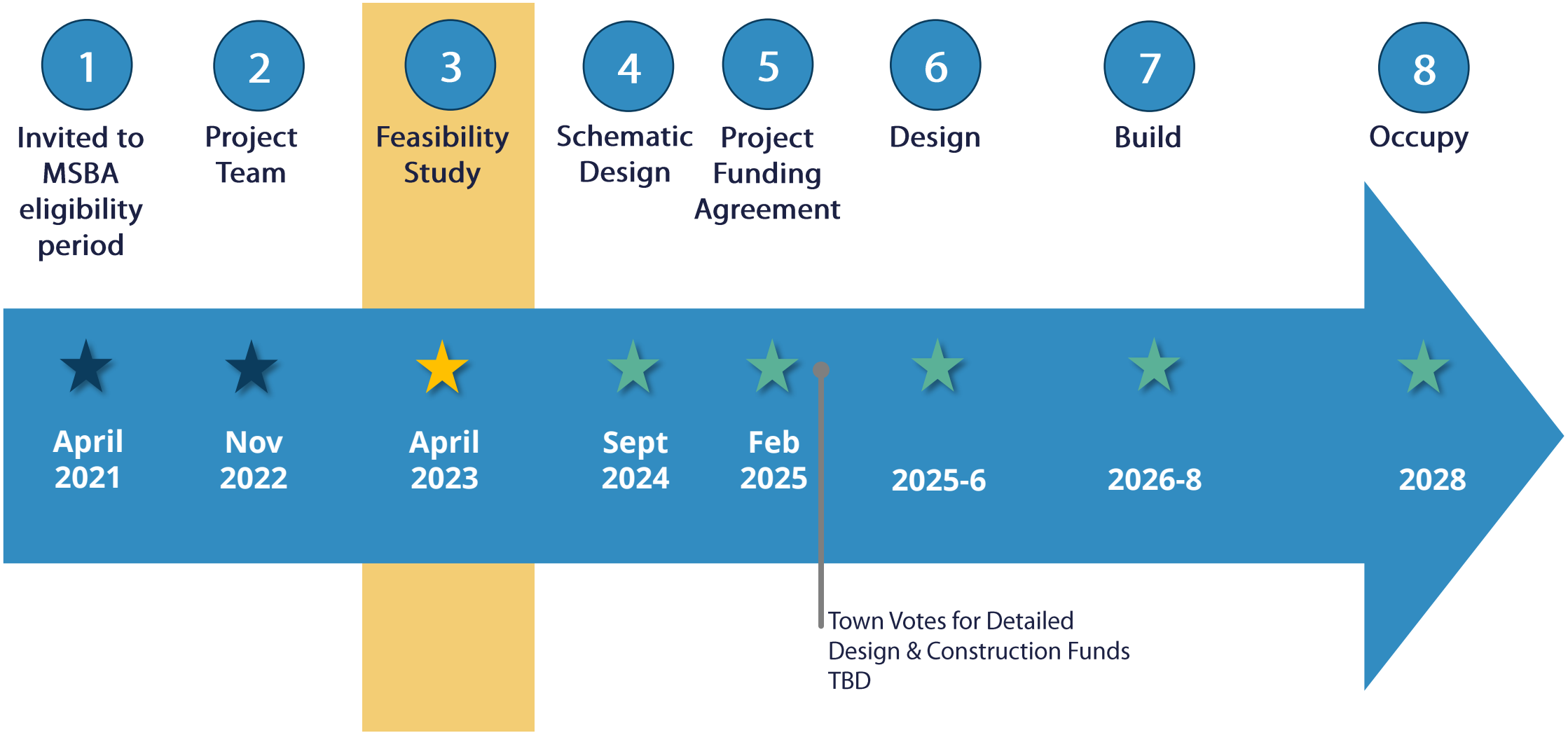
MSBA Process

Step-by-Step



MSBA Process

Step-by-Step



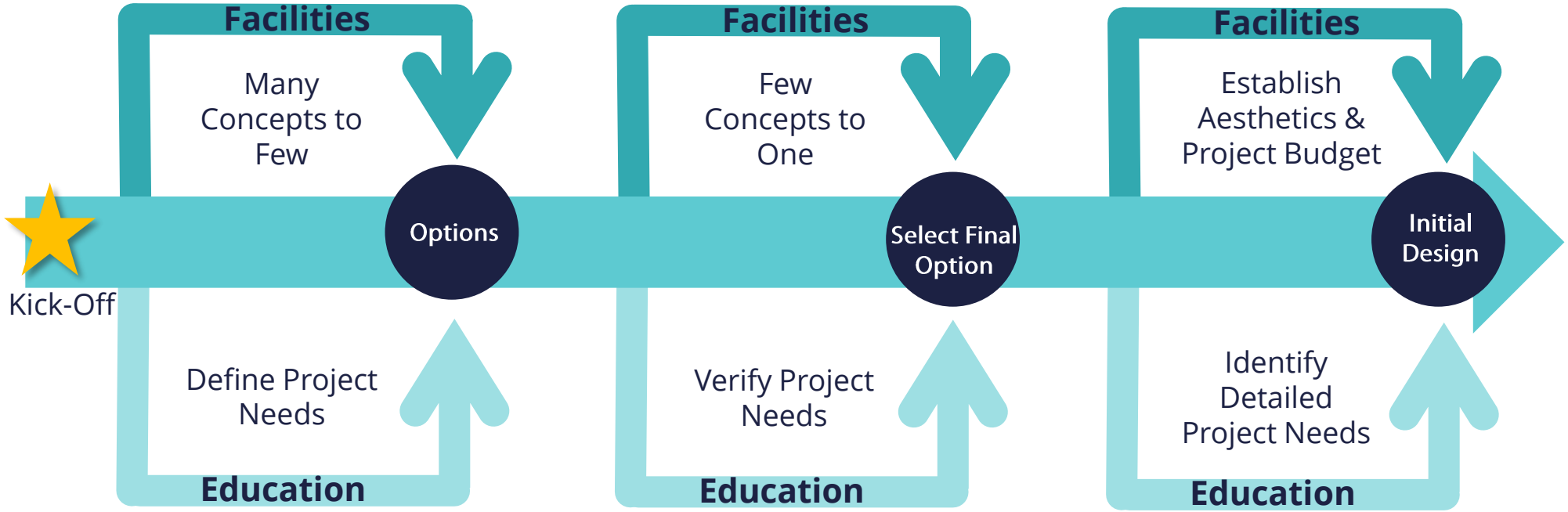
MSBA Process

Where We're Going: Schematic Design

3 **Apr 2023 – Apr 2024**
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report

4 **Sept 2024 – Feb 2025**
Schematic Design



Facilities and Education

- Develop design of selected option
- More analysis of site, building, costs, schedule and phasing
- Agree on reimbursement with MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

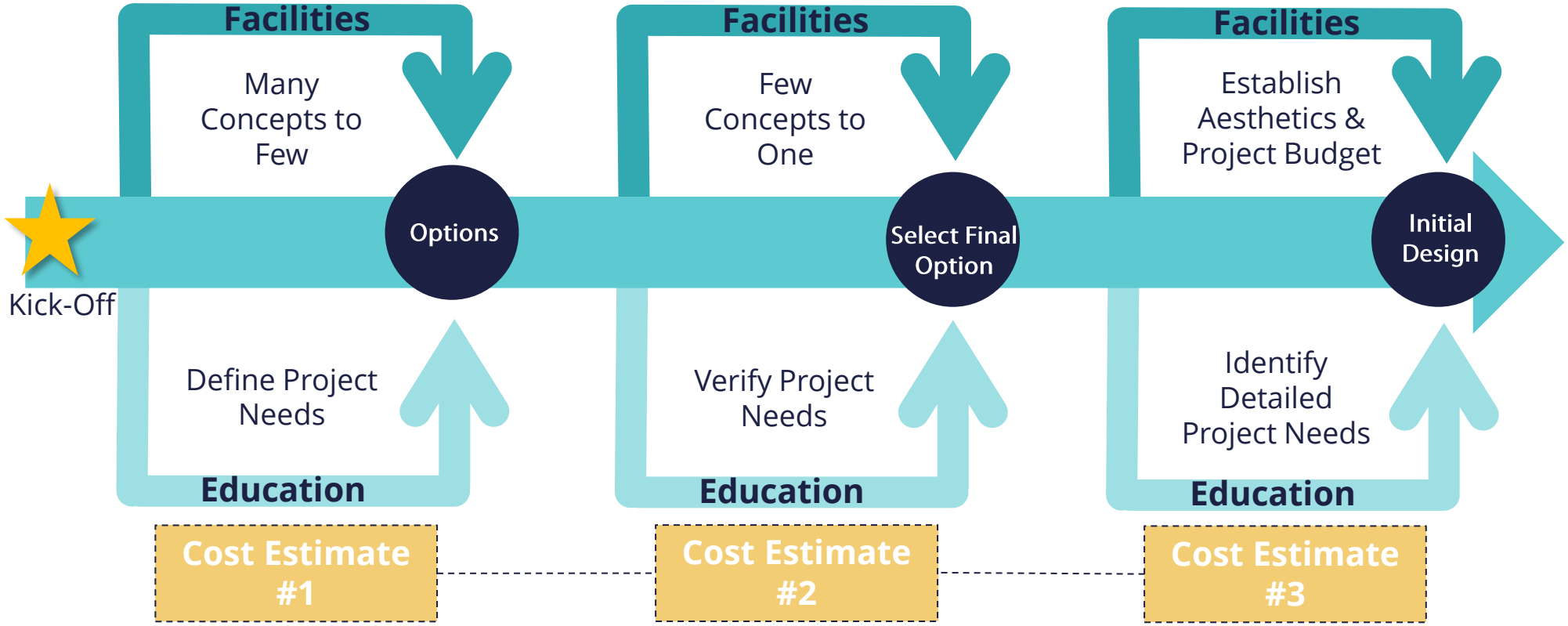
MSBA Process

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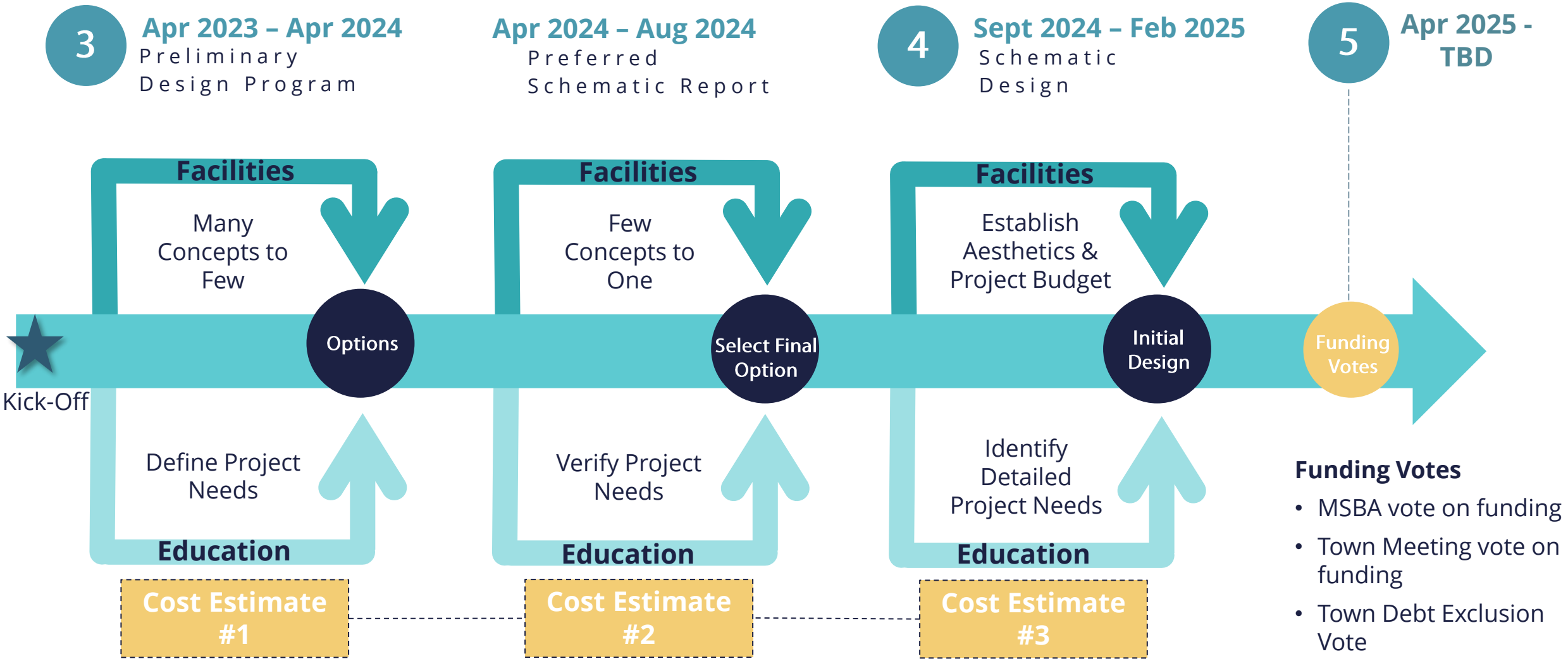
Facilities and Education

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MSBA Process

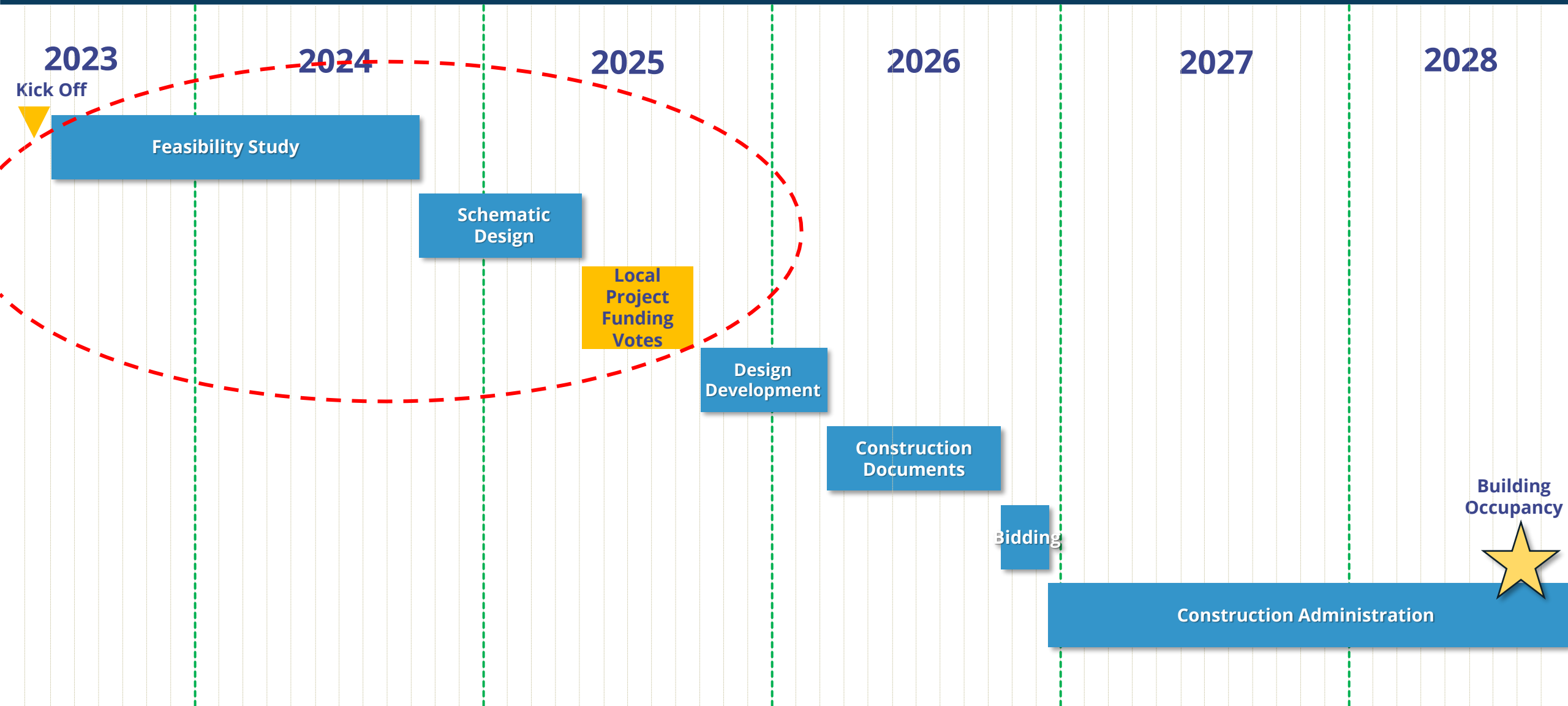
Where We're Going: Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Wilmington Wildwood EEC
Overall MSBA Project Schedule



PDP Tasks and Decisions:

- Define project square footage
- Test feasibility of concepts
- Develop conceptual cost estimates
- Identify preferred alternatives
    - Must include all three grade configurations
    - Must include at least one of each: repair, renovation/addition, and new

Existing Conditions Summary





Wildwood ECC
7.5-acre site
1955 building



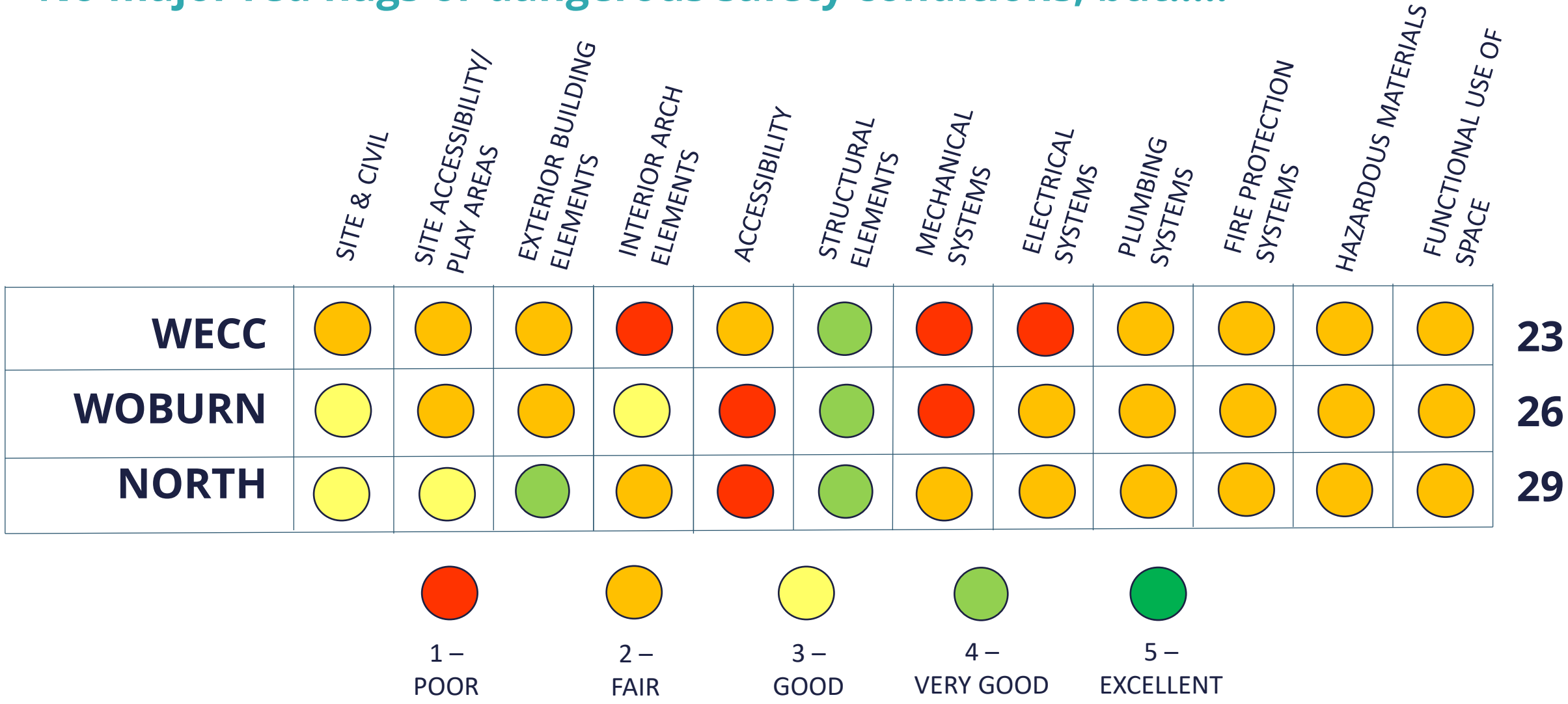
Woburn Street
10-acre site
1963/68 building



North Intermediate
14-acre site
1962 building

Existing Conditions Assessment

No major red flags or dangerous safety conditions, but.....



In Summary

- Buildings are of similar vintage – similar issues
- Maintenance is staggered over the years, so some replaced components are of different ages
- Site circulation and drainage issues
- Building envelops need upgrades/better insulation (doors, windows, exterior walls, roofs)
- Several accessibility issues both on site and in the buildings
- Tired and worn interiors and furnishings
- M-E-P equipment is outdated and inefficient, antiquated controls
- Updated fire alarm systems
- No fire protection sprinkler systems

Bottom Line: All buildings have fundamental deficiencies and facility needs.

Defining Project Needs



Wilmington Elementary School Building Project

Visioning - Call for Volunteers

Help us define and shape the future for our Pre-K to 5th grade learners



Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom



Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom



Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium



Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

8 sessions

50+ participants

Visioning #1

- Acknowledgement by the District that needs exist at all six elementary facilities. **What's the plan?**
- Advantages and disadvantages to each grade configuration, but **preference for PreK-5th.**
- Design to **allow both school within school models and single school models** with grade level sub-groups if possible

Visioning #2

- Students' and teachers' **greatest needs and greatest strengths are different today** compared to when current buildings were built.
- **Variety and flexibility** of space are key to meeting their needs and celebrating strengths.
- **Educational models will change over time.** Project should support one model on opening day but allow other models, too.

Visioning #3

- Organize into **grade level learning communities**
- Organize into **PreK-2 and 3rd-5th**, with shared core
- **Distributed and purpose-built special education spaces**
- Consider **new/expanded programs** for ELL, World Languages, and STEM
- Create a **welcoming and safe** environment that **encourages curiosity and independence.**

Visioning #4

- **Spatial relationships are critical**
- **Purpose-designed spaces are needed,** especially for special education programs and student support services
- **Varied learning environments are necessary**, both within single spaces and adjacent to them
- **Flexible, varied, and mobile furniture** is needed
- **Internal connections and interior views between spaces** are critical to flexibility, curiosity, and independence

Space Summary Comparisons (GSF)

	Existing	PDP Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	109,475*	196

*** As a result of MSBA net-to-gross multiplier other than 1.50.**

Preliminary Design Options

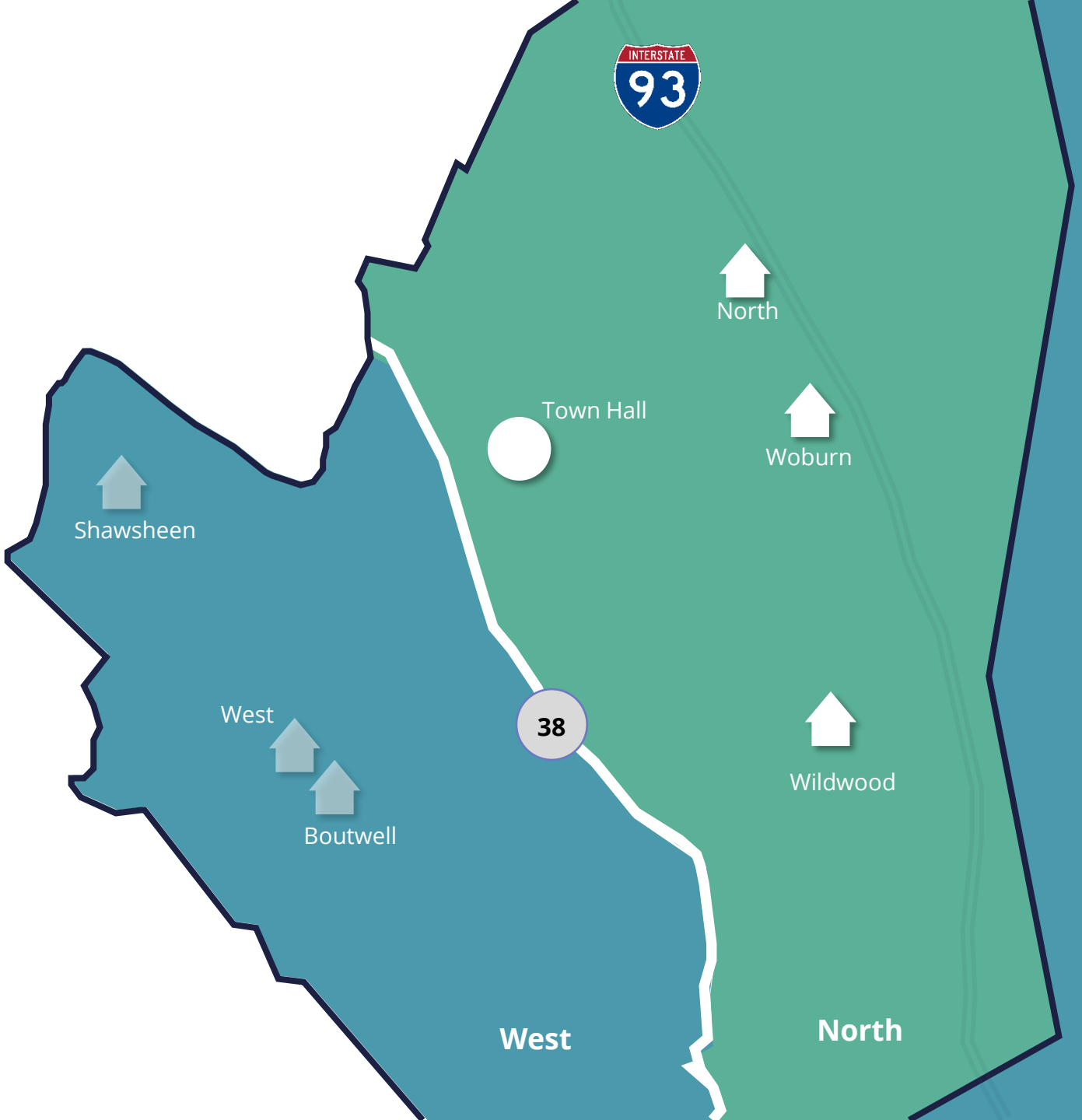


PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

Can we accomplish our goals?

Does it fit?

How could it be better?



Sites Under Consideration

Wildwood ECC

- No Access to Municipal Sewer
- No Access to Natural Gas
- Topography Challenges
- Acreage Constraints

Woburn Street ES

- No Access to Municipal Sewer
- No Access to Natural Gas
- Topography Challenges

North Intermediate

- Access to Municipal Sewer
- Access to Natural Gas

Town Hall Site

- Access to Municipal Sewer
- Access to Natural Gas to be confirmed
- Generous Acreage
- May have Article 97 Protections
- May have other future uses

Evaluation Process



Education

How well does each option embody the educational elements of the guiding principles for design?

Site

How well does each option achieve the site features and functions defined in the guiding principles for design?

Restrictions and Future Uses

Are there restrictions or limitations that preclude this site as a preferred location?

Community

How well does each option serve as a community resource?

Sustainability

How well does each option achieve the goals for energy efficiency and sustainable design features?

Construction Logistics

How well does each option limit disruption to students, staff, and neighbors during construction?

Total Time to Address All Needs

How well does each option limit the time necessary to address all elementary-aged needs

Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Cost

How do costs align with the community's sense of value and affordability?

Short List Requirements

At Minimum…

1 alternative from each grade configuration

1 alternative from each of the following:

- Renovation Addition
- New Construction

1 Repair Alternative

- Wildwood ECC Base Repair
- Woburn St. and North Int.– for comparison only

Repair Only Alternatives

Extend the life of the building 50+ years means more than finish upgrades

Includes complying with today's code requirements

- **Accessibility guidelines**
- **Fire suppression system**
- **Efficiency - envelope and MEP system upgrades**
- **Structural - seismic upgrades**

Does not include alternations or additions to meet the District's Education Plan or space needs

PreK-K

				
130 students + PK	**Repair Only @ Wildwood**	**Add/Reno @ Wildwood**	**New @ Wildwood**	**New @ Town Hall**
Project Cost Range	**$26.6M – $29.4M**	**$78.0M - $86.2M**	**$79.3M - $87.6M**	**$80.1M - $88.5M**

*MSBA Reimbursement of eligible expenses not included in the above costs

Mentimeter

Rank these PreK-K alternatives in order of preference.

PreK-K

				
130 students + PK	Repair Only @ Wildwood	Add/Reno @ Wildwood	New @ Wildwood	New @ Town Hall
Project Cost Range	$26.6M – $29.4M	$78.0M - $86.2M	$79.3M - $87.6M	$80.1M - $88.5M

*MSBA Reimbursement of eligible expenses not included in the above costs

1st PK-K Repair Only

2nd PK-K Add/Reno @ Wildwood

3rd PK-K New @ Wildwood

4th PK-K New @ Town Hall

PreK-3

	*For Comparison Only					
510 students + PK	Repair Only @ Woburn	**Add/Reno @ Woburn**	**Add/Reno @ Wildwood**	**New @ Woburn**	**New @ Wildwood**	**New @ Town Hall**
Project Cost Range	$36.3M - $40.1M	**$135.0M - $149.2M**	**$130.2M - $143.9M**	**$135.7M - $150.0M**	**$131.2M - $145.1M**	**$132.2M - $146.1M**

*MSBA Reimbursement of eligible expenses not included in the above costs

Mentimeter

Rank these PreK-3rd alternatives in order of preference.

PreK-3

	*For Comparison Only					
510 students + PK	Repair Only @ Woburn	Add/Reno @ Woburn	Add/Reno @ Wildwood	New @ Woburn	New @ Wildwood	New @ Town Hall
Project Cost Range	$36.3M - $40.1M	$135.0M - $149.2M	$130.2M - $143.9M	$135.7M - $150.0M	$131.2M - $145.1M	$132.2M - $146.1M

*MSBA Reimbursement of eligible expenses not included in the above costs

1st PK-3rd Repair Only

2nd PK-3rd Add/Reno @ Woburn

3rd PK-3rd Add/Reno @ Wildwood

4th PK-3rd New @ Woburn

5th PK-3rd New @ Wildwood

6th PK-3rd New @ Town Hall

PreK-5

	*For Comparison Only							
755 students + PK	Repair Only @ North	**Add/ Reno @ North**	**Add/ Reno @ Woburn**	**Add/ Reno @ Wildwood**	**New @ North**	**New @ Woburn**	**New @ Wildwood**	**New @ Town Hall**
Project Cost Range	$29.5M - $32.6M	**$193.3M - $213.6M**	**$188.9M - $208.8M**	**$188.2M - $208.0M**	**$194.0M - $214.5M**	**$194.7M - $215.2M**	**$188.8M - $208.7M**	**$187.6M - $207.3M**

*MSBA Reimbursement of eligible expenses not included in the above costs

Mentimeter

Rank these PreK-5th alternatives in order of preference.

PreK-3						
	*For Comparison Only					
510 students + PK	Repair Only @ Woburn	Add/Reno @ Woburn	Add/Reno @ Wildwood	New @ Woburn	New @ Wildwood	New @ Town Hall
Project Cost Range	$36.3M - $40.1M	$135.0M - $149.2M	$130.2M - $143.9M	$135.7M - $150.0M	$131.2M - $145.1M	$132.2M - $146.1M

*MSBA Reimbursement of eligible expenses not included in the above costs

1st PK-5th Repair Only

2nd PK-5th Add/Reno @ North

3rd PK-5th Add/Reno @ Woburn

4th PK-5th Add/Reno @ Wildwood

5th PK-5th New @ North

6th PK-5th New @ Woburn

7th PK-5th New @ Wildwood

8th PK-5th New @ Town Hall

Mentimeter

Rank these NEW CONSTRUCTION alternatives in order of preference.

PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

1st PK-K New @ Wildwood

2nd PK-K New @ Town Hall

3rd PK-3rd New @ Woburn

4th PK-3rd New @ Wildwood

5th PK-3rd New @ Town Hall

6th PK-5th New @ North

7th PK-5th New @ Woburn

8th PK-5th New @ Wildwood

9th PK-5th New @ Town Hall

Mentimeter

Rank these ADDITION/RENOVATION alternatives in order of preference.

PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

1st PK-K Add/Reno @ Wildwood

2nd PK-3rd Add/Reno @ Wildwood

3rd PK-3rd Add/Reno @ Woburn

4th PK-5th Add/Reno @ Wildwood

5th PK-5th Add/Reno @ Woburn

6th PK-5th Add/Reno @ North

Mentimeter

Now that the first round of conceptual estimates haven been prepared, how strongly should the Town and the District consider each of the following?



Should not Consider

PK-K Grade Configuration

PK-3rd Grade Configuration

PK-5th Grade Configuration

Repair Only Alternatives

Add/Reno Alternatives

New Construction Alternatives

Town Hall Site for a School Construction Project

Strongly Consider

Preliminary Results

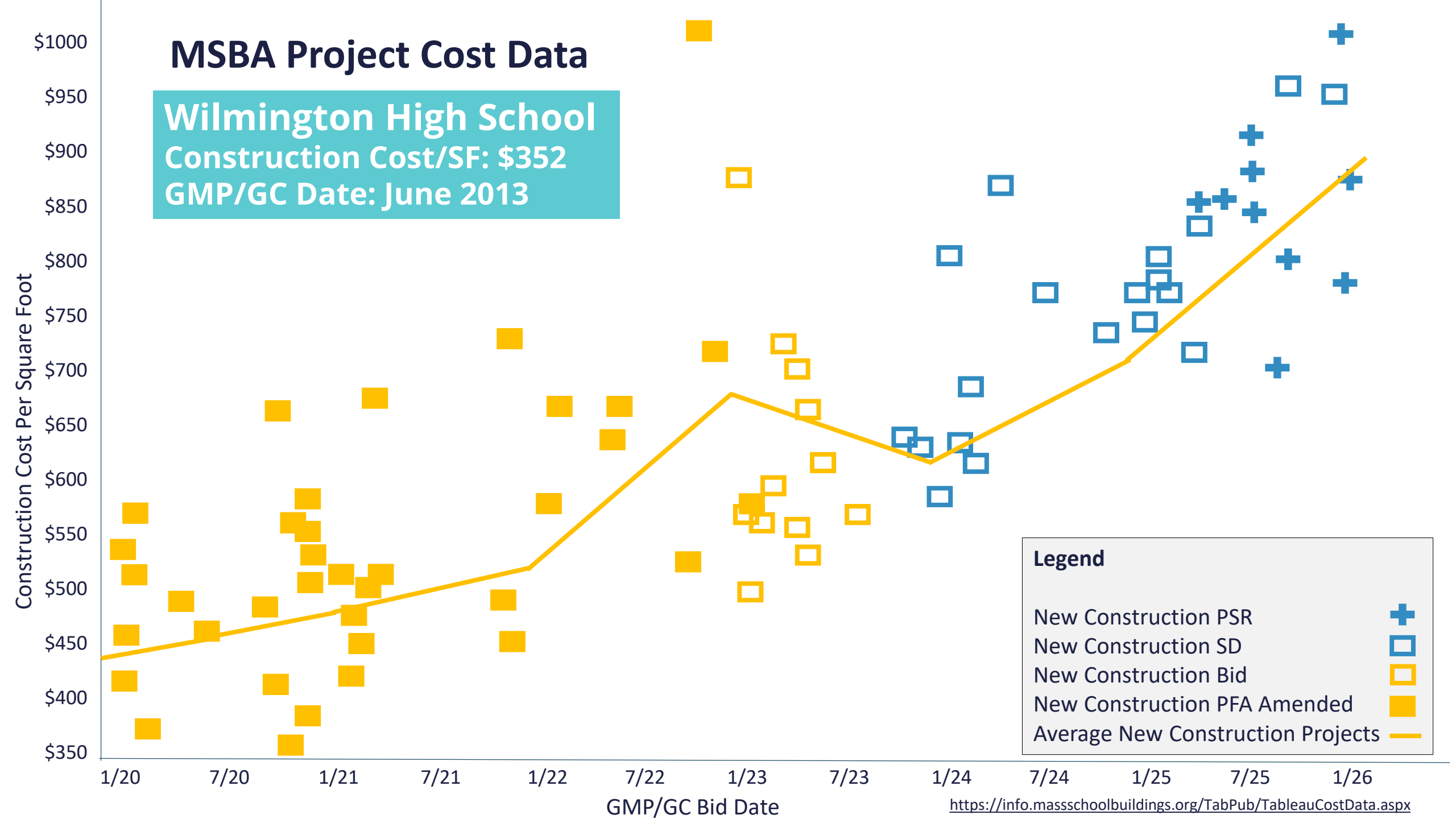
	PK-K* 130 students + PK		PK-3** 510 students + PK		PK-5 755 students + PK		
			*For Comparison Only		*For Comparison Only		
	Repair Only @ Wildwood	New @ Wildwood	Repair Only @ Woburn	New @ Woburn	Repair Only @ North	Add/Reno @ North	New @ North
Total Score	47.7	56.2	43.9	69.8	46.4	72.8	78.4
Project Cost Range	$26.6M - $29.4M	$79.3M - $87.6M	$36.3M - $40.1M	$135.7M - $150.0M	$29.5M - $32.6M	$193.3M - $213.6M	$194.0M - $214.5M

Notes:
*PK-K cost estimates do not include any work at Woburn St. and North Int. Schools.
**PK-3 cost estimates do not include any work at North Int. School.
MSBA Reimbursement of eligible expenses not included in the above costs.

Identified on short list for Comparison Only at 3/20/24 SBC Meeting
Identified as potential alternative for short list at 3/20/24 SBC Meeting

MSBA Project Cost Data

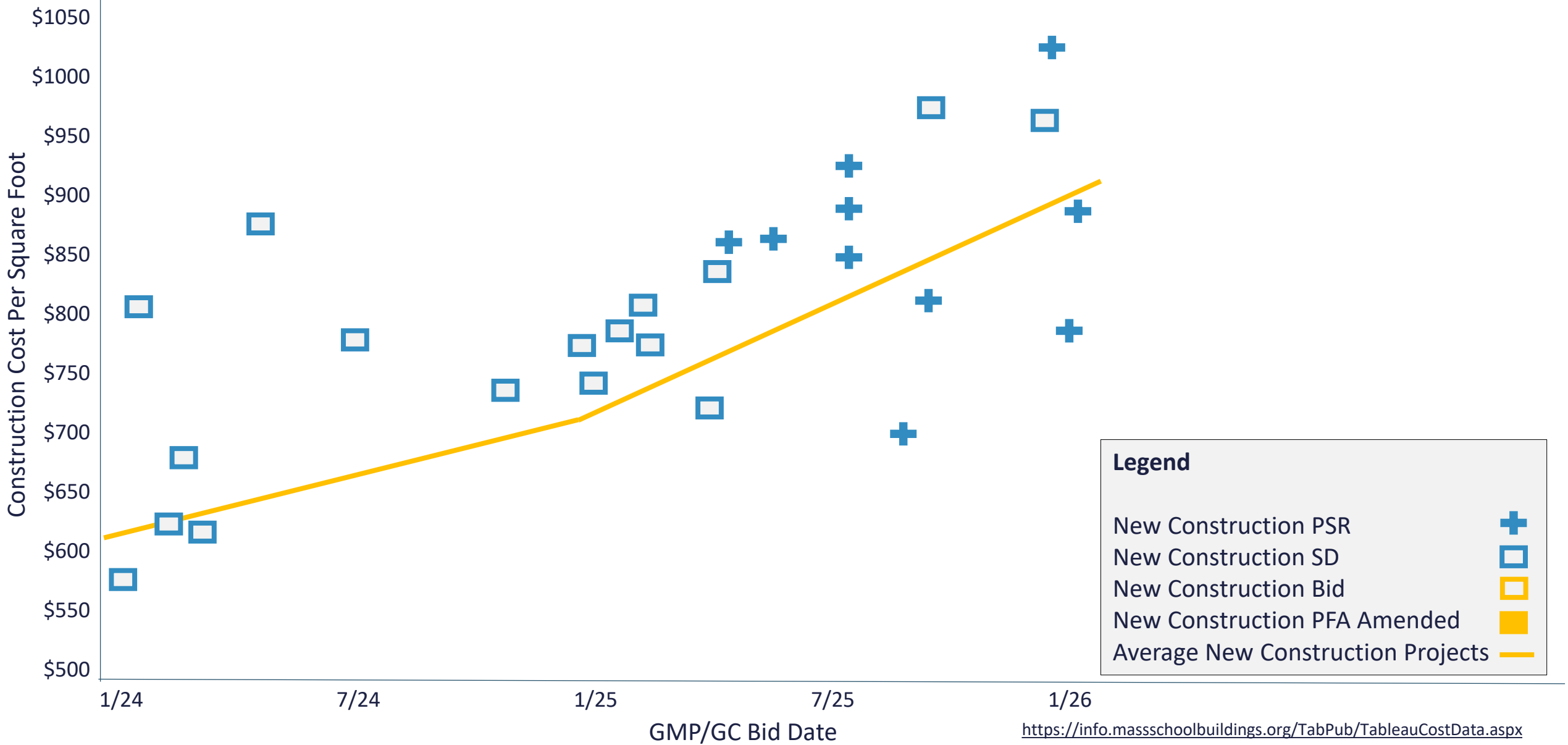
Wilmington High School
Construction Cost/SF: $352
GMP/GC Date: June 2013



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

MSBA Project Cost Data

Phase: PSR and SD

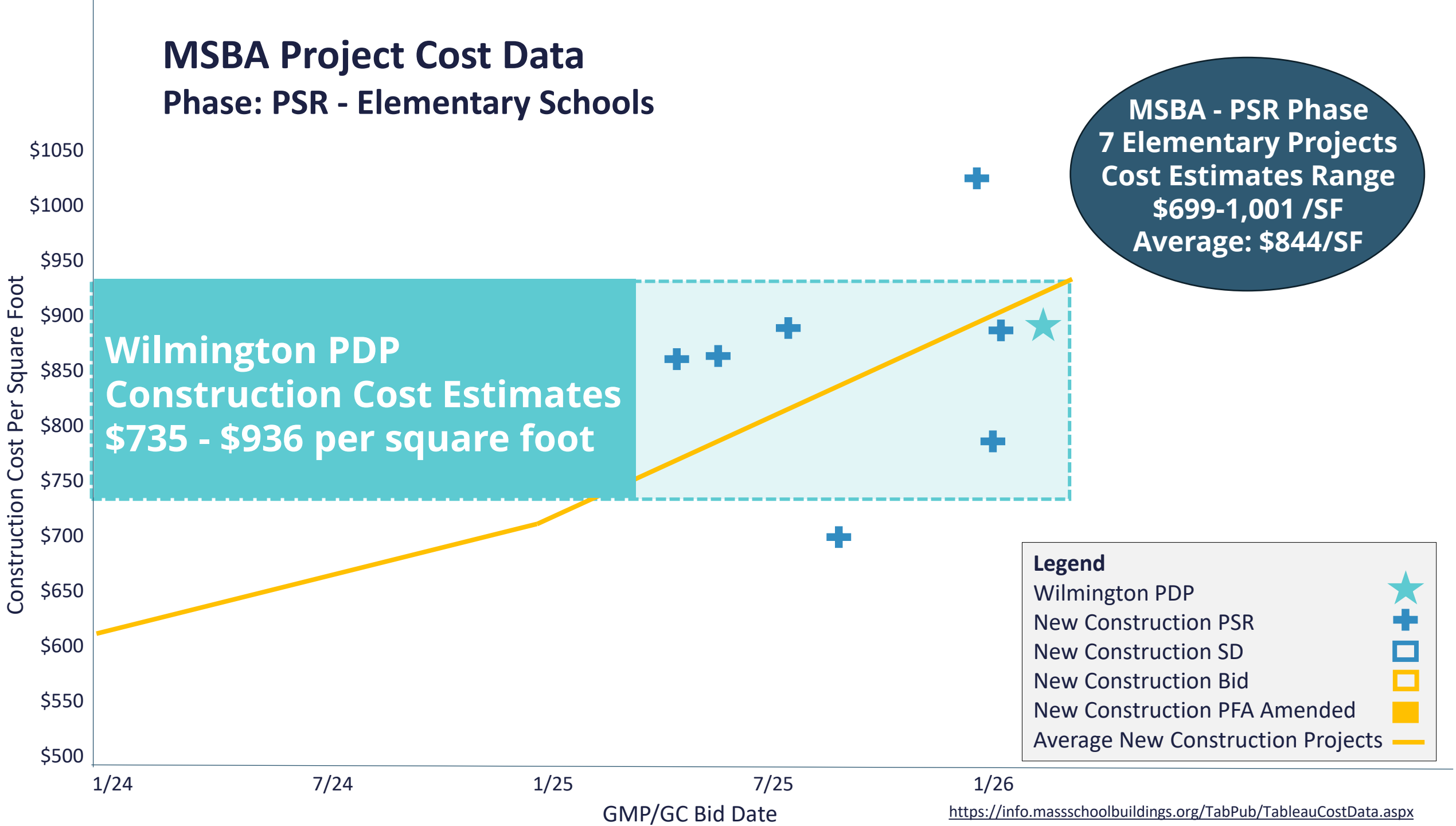


https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

MSBA Project Cost Data

Phase: PSR - Elementary Schools

MSBA - PSR Phase
7 Elementary Projects
Cost Estimates Range
$699-1,001 /SF
Average: $844/SF



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

Stay Connected



Stay Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Mentimeter

What is the best way for the Wildwood School Building Committee to share information and upcoming meeting dates with you?

What additional/new information would be helpful in the next phase of the project?

Stay
Connected

School Building Committee Meeting

April 3 at 6:00 PM – Final Shortlist of Options and Authorization to Submit PDP to MSBA

Questions & Answers

Thank You

X.18

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	6/21/2023
Re:	School Building Committee	Meeting No:	4
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF)		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
Present	Diane M. Allan, *Permanent Building Committee*
Absent	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
Absent	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
Absent	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher (Non-Voting)*
Present	Alice Brown-LeGrand, *Director of Student Support Services*
Present	George W. Hooper II, *Public Buildings Superintendent*
Present	Jeffrey M. Hull, *Town Manager*
Present	Susan Inman, *Assistant Town Manager (Non-Voting)*
Present	Bryan T. Perry, *Finance Director/Town Accountant (Non-Voting)*
Present	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
Present	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager*
Present	Maggie Lopes, *West Side Parent*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Present	Donald Walter, Principal-In-Charge
Absent	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 6/21/2023
Meeting No.: 4

Item #	Action	Discussion
4.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:00 PM. Motion to open the Meeting by George Hooper with a second from Jeff Hull. Introductions were made to the Dore+Whittier Architects Design Team, SMMA and Roll Call of the School Building Committee. Dore+Whittier Architects and SMMA. Dr. Brand noted that Stacey Scott was unable to attend. Members present were: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Christine Prendergast, Craig Miner, George W. Hooper II, Dr. Glenn Brand, Diane M. Allan, Kate Bissell, Paul Ruggiero, Maggie Lopes, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Vivian Varbedian, Paul Melaragni, Jeffrey Hull, Gregory Bendel, David A. Ragsdale. Missing: John C. Holloway, Kevin Caira, and Stacey Scott.
4.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of March 15, 2023 by Superintendent Glenn Brand. Paul Melaragni motioned to approve the minutes and George Hooper seconded. Voted upon unanimously with two abstentions, Marianne Gallezzo and Bryan T. Perry. Roll Call vote of Voting Members: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Christine Prendergast, Craig Miner, George W. Hooper II, Dr. Glenn Brand, Diane M. Allan, Kate Bissell, Paul Ruggiero, Maggie Lopes, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Vivian Varbedian, Paul Melaragni, Jeffrey Hull, Gregory Bendel, David A. Ragsdale. Missing: John C. Holloway, Kevin Caira, and Stacey Scott.
4.3	Record	**Expand Enrollment Options Discussion and Vote** Dr. Glenn Brand reviewed the salient discussion points that arose during the Joint Committees Meeting of May 31, 2023 and the subsequent Select Board Meeting of June 12, 2023, Finance Committee Meeting of June 13, 2023 and School Committee Meeting of June 14, 2023 leading up to the School Building Committee Members gathering together again to review their meeting results and voting outcomes, and decide up whether the School Building Committee would like to hear the Expanded Enrollment Options Presentation from Dore+Whittier Architects and SMMA. The School Building Committee is presented with the option to either return to the MSBA to explore the additional expanded option or choose to stay the course similar to how the Select Board, Finance Committee and School Committee decided. Jeff Hull and Dr. Glenn Brand agreed that to proceed with the Wildwood Early Childhood Center project it is essential to have a consensus of all the boards and committees and it is not in the best interest of the project to proceed otherwise. Dr. Glenn Brand and Jeff Hull had a motion for a vote to stay the course which received a majority vote. The option to stay the course and move into the Visioning Presentation portion of the meeting was offered and passed with a majority.

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Project: Wilmington Wildwood Early Childhood Center
Meeting Date: 6/21/2023
Meeting No.: 4

Item #	Action	Discussion
4.4	Record	**Wildwood Project Visioning** Rani Philips, Jason Boone and Don Walter of Dore+Whittier Architects presented the Visioning approach and plan that will start in early fall. The Feasibility Study will continue through to the middle of 2024. Schematic Design will start in mid-2024 and continue to February 2025. The Visioning Sessions will encompass studies for the PreK-K, PreK-3 and the PreK-5. There will be 3 public meetings before the PDP Submission which will be 12 weeks exploring Renovations and Additions and New Construction. The School Building Committee will be making the decision on which of the options will ultimately be the one that will be chosen. The options will be submitted to the MSBA as they have been studied and explored and further design will continue to happen. Currently the MSBA Board Calendar is pending for the upcoming year(s) so the schedule that has been presented gives you a sense of the timing but the dates will become more detailed once confirmed. Once the final design has been selected and cost estimates completed, the Town will be presented the information and will vote for funding at the Annual Town Meeting. Key staff for each of the schools will be involved in the Visioning and programming in addition to the exploring of the four geographic travel distances that are a part of the process. The Design and Educational Programming Team meet every other week with the Project Leadership Working Group. The Visioning Sessions will further define the program whether the Town is looking at a renovation, renovation/addition or new construction for the design options and these will be submitted to the MSBA in April of 2024. This sets the stage for the direction of this group to progress forward. Don Walter, Rani Philips and Jason Boone walked the Committee through their Planning and Programming Work Plan also known as Visioning. Providing the framework to where we are in the planning process, the schedule and an overview to inform of the incremental decisions that will be made along the way during the process are essential. As the Wildwood project progresses into Visioning, the project will be recruiting 30-40 participants during an open call of students, parents, members of the community, educators in formats that depending on the session will either be hybrid or in person. 4 session x potentially 2 sets for each, depending on what kind of community participation is able to be brought forth. Some will be incorporating interactive software like menti.com and some will be in person with interaction within special focus on District-wide Planning, Learning & Reading, Overall Planning and Individual Space Planning. We will be visiting schools from other towns to give the committee an opportunity to see first-hand spaces programmed for Next Generation Learning. These tours will be open to members of the School Building Committee, teaching staff and administration and additional interested participants. These tours will be arranged in fall 2023. Additional feedback will be provided to Dr. Brand and Dore+Whittier design team about what was liked, disliked, other ideas that align with what is envisioned for the new Wildwood.

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Item #	Action	Discussion
4.5	Record	**Committee Questions** **1. Do we know why other boards and committees chose to not pursue the PreK-5 district-wide option?** *There were several interlaced reasons namely:* • *An overall feeling that there was not enough land in the Town of Wilmington that could accommodate the size of school that would be needed for a PreK-5 district-wide option and there was a concern on the part of the District and the MSBA that there would be only half of the reimbursement for the school because it would be built to support twice the amount of students approved to study by the MSBA. A scheduled approach in parallel (simultaneous) or staggered would be explored to accommodate the needs of the students on the North side and the West side for the Town to achieve equity for the whole.* • *There was a measured concern that currently there are 6 independent neighborhood schools and putting "all of the eggs in 1 basket" so to speak and consolidating 1500 students into 1 school would eliminate the cost and maintenance of aging schools overhead but if there was a grave failure like what occurred at the Wildwood like an oil spill there would be no alternative location(s) to place students while a remedy is sought. This also put into questions whether or not the MSBA would approve the project.* • *There was a concern that there was going to be a 6-month delay in the project by going back to the MSBA and being placed into Eligibility and then proceed at the next meeting to be readmitted into the Feasibility Study to proceed with the updated list of options. Due to the Schools not being able to initiate Visioning before the end of the school year or during the summer, it meant there was going to be a delay until the Fall months to restart with Visioning which would have been not as much loss in time as originally thought or anticipated.* • *Land options with traffic concerns that could potentially place students on buses for 30-minutes to 1-hour would be studied across Wilmington.* • *MSBA approved to pay for a design option up to 755 students and above and beyond that number would be on the Town of Wilmington.* • *Full disclosure and full confidents in the study performed in 2018 showed a school would need 25 acres and none of the parcels available offered this acreage.* Paul Melaragni made a motion to stay the course and it was seconded by Greg Bendel and passed unanimously. **2. Are we expected to attend anything outside of meetings i.e. open meetings, visioning? Are there dates for the whole year to send to the Committee?** *There will be a schedule distributed to the School Building Committee with the School Building Committee Meetings for the rest of 2023. Throughout the process we will have subcommittee meetings i.e. PR, interiors,*

Item #	Action	Discussion
		traffic, sustainability. A list of these subcommittee options will be distributed to the School Building Committee via a survey. 3. **Do you plan to share the Visioning on WilmingtonTV access?** *Jason Boone responded that planning for cable access is challenging because filming the Visioning sessions is hard to film. There will be public information sessions provided to share the information provided during the Visioning sessions that will be readily accessed over the WilmingtonTV access which will be provide detail and further explanations of the sessions and the findings. The Visioning sessions will involve staff, parents, students, community members, interested in being involved in the Visioning process in addition to representatives from Police and Fire, DPW, Board of Health, etc. The challenge may be location(s) to hold such a large gathering of 30-40 for the Visioning sessions. There are specific sessions that student involvement will be essential to get their input and it is important to have a location that is accessible without interrupting their normal daily activities.* 4. **How old are the students that you will be having involved in the Visioning activities?** *Jason Boone responds that it can vary but most likely it will be students of third, fourth or fifth grade. In the past, there also has been involvement of students as young as 2 years old.* 5. **What kind of committees and working groups can committee members be involved with?** *Julie Leduc advised that an email would be distributed to all School Building Committee members with a listing of all of the committees and working groups that involvement by members would be welcomed and essential. Post-Script: In addition, a survey was distributed to School Building Committee members seeking their thoughts on membership and involvement on such committees and working groups.* 6. **What are opportunities to get out the word to the Wilmington community to share information on the progress of the Wildwood project?** *Julie Leduc advised through ice cream socials, videos from the School Building Committee shared on Wilmington TV, SBC representation at local concerts and plays, school concerts and plays, community and neighborhood meetings, Town Day, Get Out the Vote, public relations efforts through press releases, letters to the editor and social media.*
		Discussion/Correspondence/New Items 1. Michael Camoscio advised that he has a special interest in a Sustainability Subcommittee being formed. 2. Christine Prendergast addressed her fellow members advising that now that this is the start of the Wildwood project, there should be some ground rules set where there will be respect for one another and the Committee as a whole moving forward. 3. Dore+Whittier's Presentations were requested by Paul Melaragni to be sent after the meeting for their reference and use. *SMMA has sent the presentations to the School Building Committee together with their Survey for*

Item #	Action	Discussion
		Co-Chair Nominations and preferences for Subcommittee and Working Groups Involvement. 4. Julie Leduc advised that there should be a nomination of a Co-Chair of the School Building Committee to share some of committee leadership responsibilities with Dr. Brand and be included in the Leadership Working Group meetings. This will be added to the agenda for the next School Building Committee Meeting. *Survey sent to all members with the Dore+Whittier Presentations.*
4.6	Record	**Public Comments** None.
4.7	Record	**Next Meeting: To Be Announced with Upcoming Schedule Communication** *In Person or Remote Status will be TBD.* *Meetings will continue to be held in person to further the communication and collaboration between the committees and working groups during these important time sensitive times. During summer months there will be more flexibility with respect to virtual meeting access in order to accommodate those who may be travelling with their families.*
4.8		**Adjourn** Motion to adjorn by David A. Ragsdale and seconded by Jeffrey Hull. Voted upon and passed unanimously. Roll Call vote of Voting Members: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Christine Prendergast, Craig Miner, George W. Hooper II, Dr. Glenn Brand, Diane M. Allan, Kate Bissell, Paul Ruggiero, Maggie Lopes, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Vivian Varbedian, Paul Melaragni, Jeffrey Hull, Gregory Bendel, David A. Ragsdale. Missing: John C. Holloway, Kevin Caira, and Stacey Scott.

Attachments: Wilmington Wildwood ECC Project Schedule Powerpoint Slides; Planning and Programming Workplan Overview / Visioning Powerpoint Slides

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	6/21/2023
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room	Meeting No.	3
Distribution:	School Building Committee (MF)		

1. Call to Order
2. Approval of Minutes
3. Introduction to the Wildwood Project Team
4. Expand Enrollment Options Discussion and Vote
5. Wildwood Project Visioning
6. Discussion/Correspondence/New Items
7. Committee Questions
8. Public Comments
9. Next Meeting: *Meeting Schedule to Follow*
10. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting

June 21, 2023

SMMA dw DORE + WHITTIER

Massachusetts School Building Authority

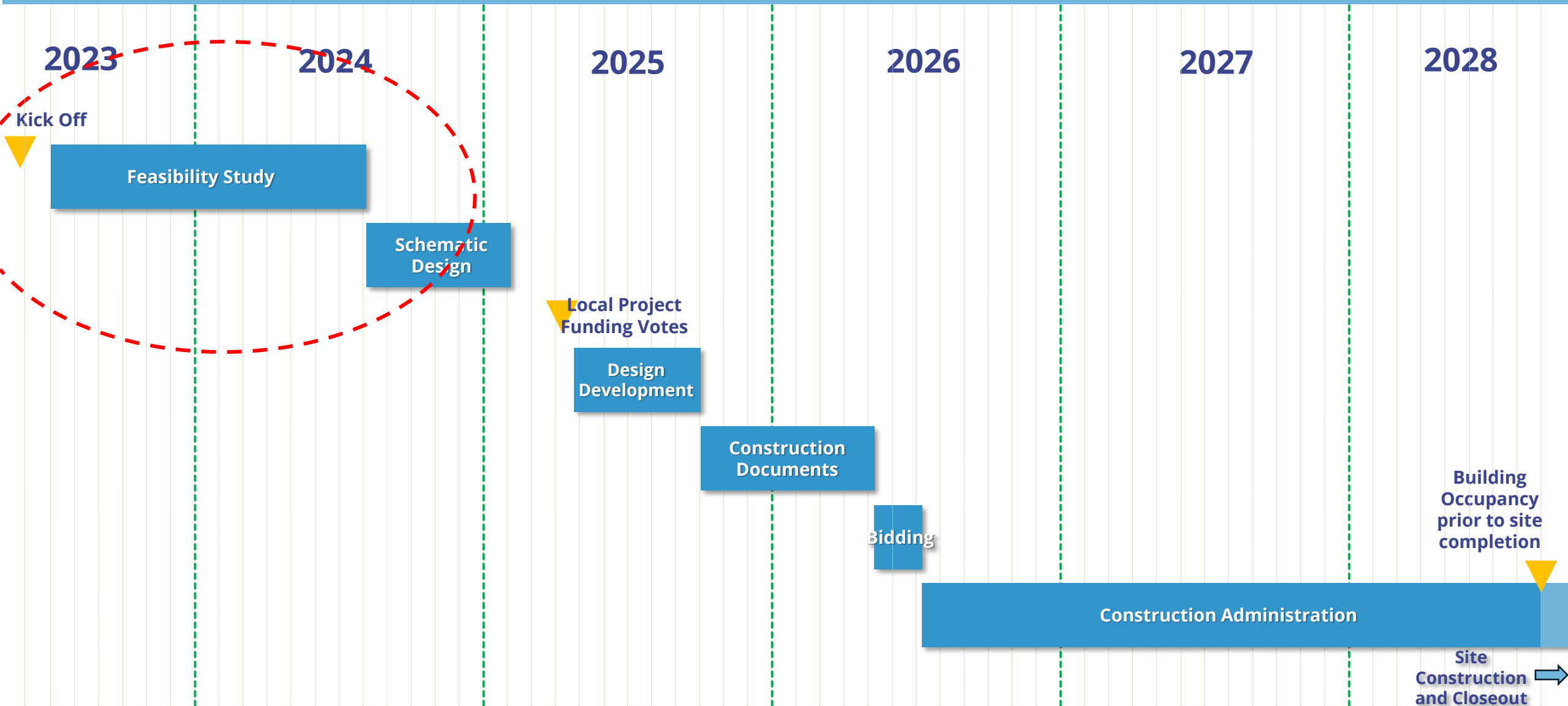


Agenda

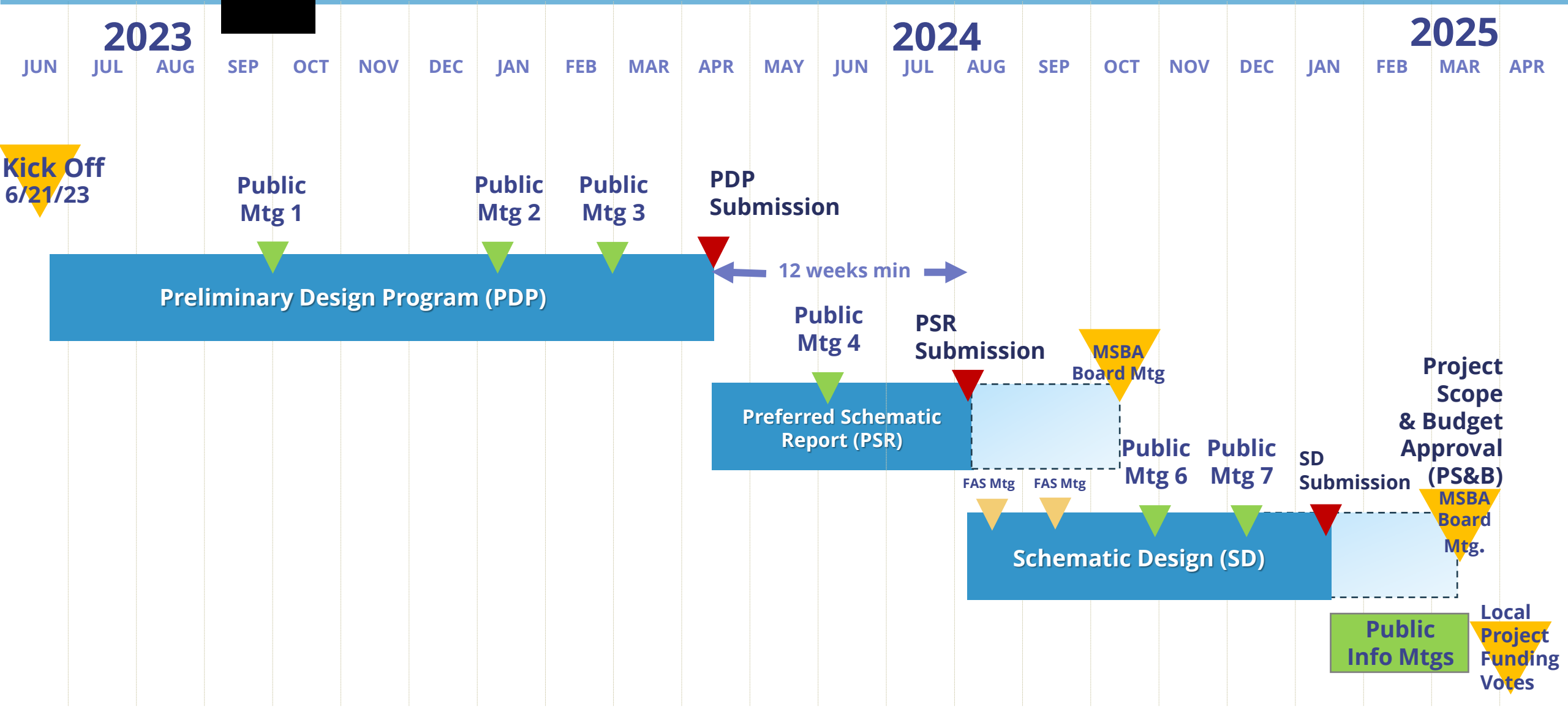
Schedule Update



Wilmington Wildwood EEC
Overall MSBA Project Schedule



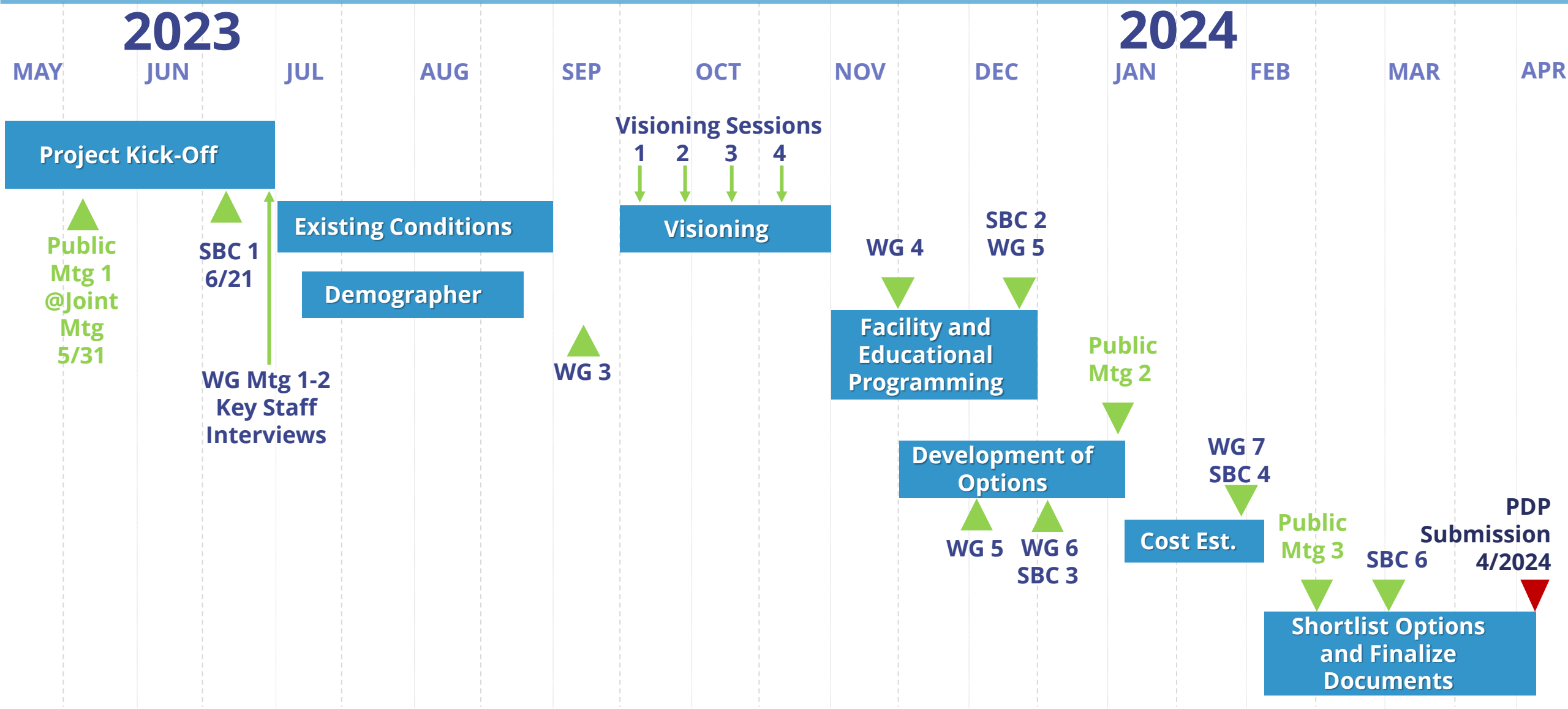
Wilmington Wildwood EEC
PDP [redacted] Schematic Design Schedule



Wilmington Wildwood EEC PDP Schedule

Massachusetts School Building Authority

SMMA dw DORE + WHITTIER



Wilmington Public Schools

Elementary School
Building Project

Planning & Programming Workplan



June 21, 2023

SMMA

DORE + WHITTIER



Overview

Participants

Participation Platforms

Events

Outcomes

Participants

- Students
- Parents
- Faculty (representatives of all disciplines and specialties)
- Staff
- Building Administrators
- District Administrators
- Members of the School Committee
- Members of the Select Board
- Members of the Finance Committee
- Members of the School Building Committee
- Senior Citizens
- Citizens in the local business community
- Members of Parks and Recreation



Participants

30

40



Participation Platforms

- In-person
- Hybrid (Synchronous)
- Dual Session (AM & PM)
- Remote (Asynchronous)



Participation Platforms







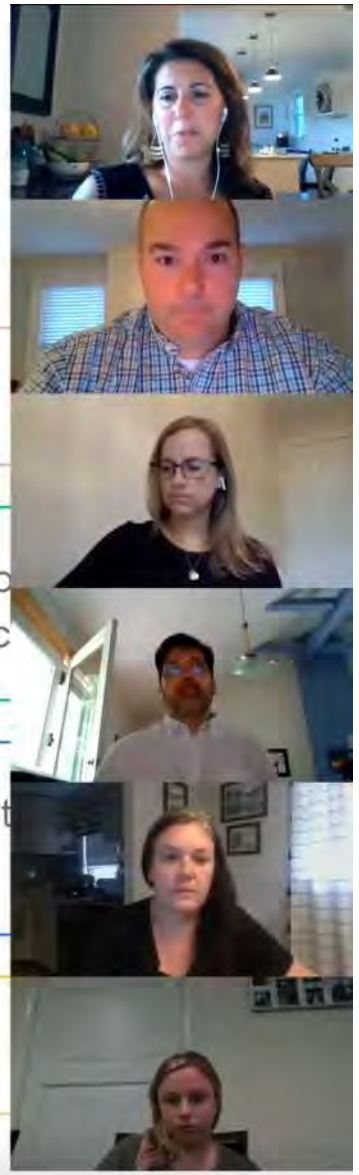
Mentimeter

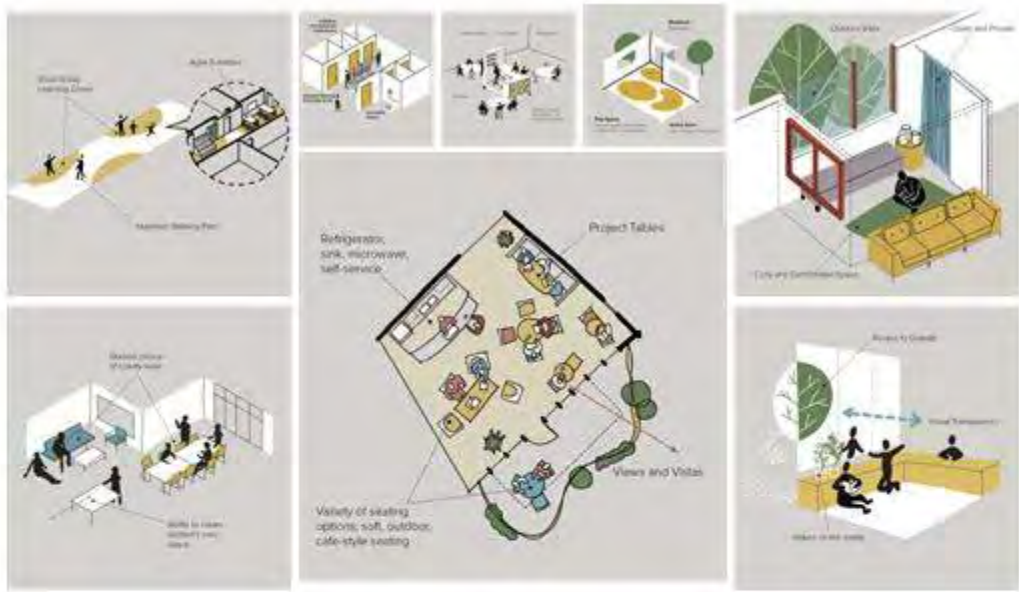
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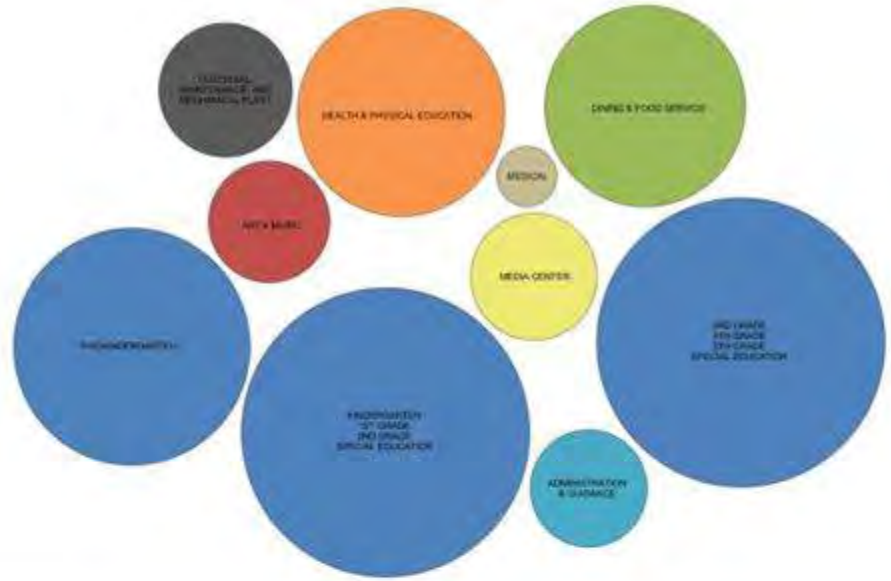
What does playful learning look like?

- Joyful, unobstructed thinking
- Kids working together collaboratively and coorperatively
- Hands on exploring
- Engaging
- engaging in meaningful experiences.
- Building, exploring, creating
- Joyful
- ImaginitiveInventing
- activities that allow students come
- Movement
- Engaged creative, tho learning that invokes c
- Student directed and t supported
- Student choice

Press **ENTER** to pause scroll




Refrigerator, sink, microwave, self-service
Project Tables
Views and Vistas
Variety of seating options; soft, outdoor, cafe-style seating


HEALTH & PHYSICAL EDUCATION
DINING & FOOD SERVICE
MEDIA
ART & MUSIC
MEDIA CENTER
ADMINISTRATION & GUIDANCE















Events

- Principals' Interviews and Educational Walk-thru
- Visioning Session #1, #2, #3, and #4
- Preparation of the Space Summaries
- Preparation of the Educational Program Narrative(s)

Visioning #1
Fall 2023

District-wide Planning

Visioning #2
Fall 2023

Learning & Teaching

Visioning #3
Fall 2023

Overall Planning

Visioning #4
Fall 2023

Individual Space Planning

Visioning #1
Fall 2023

District-wide Planning

- 4 Hours
- Hybrid (Synchronous)
- Dual Sessions

Visioning #2
Fall 2023

Learning & Teaching

- 3 Hours
- Hybrid (Synchronous)
- Dual Sessions

Visioning #3
Fall 2023

Overall Planning

- 2 Hours
- In-person
- Remote (Asynchronous)

Visioning #4
Fall 2023

Individual Space Planning

- 2 ½ Hours
- In-person
- Remote (Asynchronous)

Visioning #1
Fall 2023

District-wide Planning

- [x] Issues
- [x] Grade Configuration
- [x] School Count & School Size

Visioning #2
Fall 2023

Learning & Teaching

- [x] Process
- [x] Educational Intent
- [x] Learning Experiences

Visioning #3
Fall 2023

Overall Planning

- [x] Overall Site & Building Planning
- [x] Guiding Principles

Visioning #4
Fall 2023

Individual Space Planning

- [x] Precedents
- [x] Space Features

Visioning #1
Fall 2023

District-wide Planning

- ☑ Issues
- ☑ Grade Configuration
- ☑ School Count & School Size

Visioning #2
Fall 2023

Learning & Teaching

- ☑ Process
- ☑ Educational Intent
- ☑ Learning Experiences

Visioning #3
Fall 2023

Overall Planning

- ☑ Key Spaces
- ☑ Overall Site & Building Planning
- ☑ Guiding Principles

Visioning #4
Fall 2023

Individual Space Planning

- ☑ Precedents
- ☑ Space Features

1. Educational Narrative
2. Overall Planning Diagrams
3. Space Summary



Wilmington Public Schools

Elementary School
Building Project

Thank you



June 14, 2023

SMMA

DORE + WHITTIER

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	8/16/2023
Re:	School Building Committee	Meeting No:	5
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF)		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
Present	Diane M. Allan, *Permanent Building Committee*
Absent	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
Absent	Kevin A. Caira, *Board of Selectmen Alternate*
Absent	Kate Bissell, *Wildwood School Principal*
Present	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Present	Alice Brown-LeGrand, *Director of Student Support Services*
Absent	George W. Hooper II, *Public Buildings Superintendent*
Present	Jeffrey M. Hull, *Town Manager*
Present	Susan Inman, *Assistant Town Manager*
Present	Bryan T. Perry, *Finance Director/Town Accountant*
Present	Paul J. Melaragni, *Permanent Building Committee*
Absent	David A. Ragsdale, *School Committee Vice Chair*
Present	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Absent	Vivian Varbedian, *North Side Parent, Project Manager*
Present	Maggie Lopes, *West Side Parent*
Absent	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Present	Donald Walter, Principal-In-Charge
Present	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

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Present	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
5.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:00 PM. Motion to open the Meeting by Paul Melaragni with a second from Diane Allen. Roll Call of the School Building Committee was performed to account for all of those who are present. J.Leduc advised Dr. Glenn Brand that as of 4:25pm, the Town Clerk had sworn in all members of the School Building Committee for the exception of Kevin Caira, who is not present. Members present were: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Craig Miner, Dr. Glenn Brand, Diane M. Allan, Paul Ruggiero, Maggie Lopes, Christine Holleran, Susan Inman, Paul Melaragni, Jeffrey Hull, and Gregory Bendel. *Missing: Kate Bissell, Alice Brown-LeGrand, Kevin Caira, George W. Hooper II, John C. Holloway, Christine Prendergast, David A. Ragsdale, Vivian Varbedian.*
5.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of June 21, 2023 by Superintendent Glenn Brand and seconded by Diane M. Allan. Voted upon unanimously with no abstentions. Roll Call vote of Voting Members: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Craig Miner, Dr. Glenn Brand, Diane M. Allan, Paul Ruggiero, Maggie Lopes, Christine Holleran, Susan Inman, Paul Melaragni, Jeffrey Hull, and Gregory Bendel. *Missing: Kate Bissell, Alice Brown-LeGrand, Kevin Caira, George W. Hooper II, John C. Holloway, Christine Prendergast, David A. Ragsdale, Vivian Varbedian.*
5.3	Record	**SBC Vice-Chair Voting Results** J.Leduc advised of the need for a Co-Chair or a Vice-Chair to work with Dr. Glenn Brand in leading the School Building Committee for the life of the Wildwood Early Childhood School project. After review of the criteria surrounding the 2 options of Co-Chair or Vice-Chair, the School Building Committee has opted to move forward with the role working with Dr. Glenn Brand to be Vice-Chair. • J.Leduc asked the School Building Committee if they felt strongly to have the Vice Chair be a Town employee or a member of Wilmington community. *The response was that it was not a dealbreaker either way.* • J.Leduc advised that S. Traniello, Assistant Project Manager, sent a survey to the School Building Committee membership requesting their nominations for the Co-Chair to Chair, Dr. Glenn Brand, position a little over a month and a half ago. J.Leduc requested S. Traniello share the results from the nomination survey with the School Building Committee. Survey Results Spreadsheet with Nomination Counts per Person, see attached. • The number of nominations ranged from 1 to 10. The nominated member of the School Building Committee with the most amount of nominations is Vivian Varbedian with 10 nominations. • Dr. Glenn Brand welcomes the addition of a Vice Chair while he is not relinquishing his role as Chair of the School Building Committee it is

Item #	Action	Discussion
		appreciated to have another member of the School Building Committee to share the committee leadership role and offer some backup. Jeff Hull reminded Dr. Glenn Brand and the School Building Committee that the decision was made at the previous meeting that all members of the School Building Committee should be recorded as voting members. Dr. Brand is in agreement of this decision hence, Susan Inman, Bryan T. Perry and Christine Holleran will be cited as voting members moving forward and amended in the minutes to reflect. • M.Gallezzo asked Dr. Brand to make sure the nominee(s) are present to receive their nominations. Dr. Brand agreed that not all that were nominated are in attendance. J.Leduc advised that the nomination could be presented and then tabled for the next meeting or it could be presented at the September 20, 2023 SBC meeting as the project will just be embarking on the Visioning and there will not be anything crucial between now and then. M. Gallezzo advised that she did not think it is fair to nominate people for a role if they are not in attendance to accept. M.Gallezzo made a motion to table the nomination until the next meeting on September 20, 2023 so that the nominated party could be in attendance and M. Camoscio seconded. Roll Call vote of Voting Members: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Craig Miner, Dr. Glenn Brand, Diane M. Allan, Paul Ruggiero, Maggie Lopes, Christine Holleran, Susan Inman, Paul Melaragni, Jeffrey Hull, and Gregory Bendel. *Missing: Kate Bissell, Alice Brown-LeGrand, Kevin Caira, George W. Hooper II, John C. Holloway, Christine Prendergast, David A. Ragsdale, Vivian Varbedian.*
5.4	Record	**Project Schedule Update** R.Philip of Dore+Whittier Architects presented the Project Schedule Update showing the most recent OPM Schedule where J.Leduc advised of the current status of the project and the progression of the project through Items 1-20 on the schedule and currently at Item #22 working towards submitting the Preliminary Design Program (PDP) to the Massachusetts School Building Authority (MSBA) on April 18, 2024. More detail will be followed up and seen in R.Philips WorkPlan which she will present shortly. The process working up to the Preliminary Design Program (PDP) is an immersive process that involves the entire School Building Committee and the entire Wilmington community including its teaching staff and students to assist Dore+Whittier Architects works diligently to find the solutions that meet all of the educational needs, meets each of the grade configuration options, meet the MSBA option criteria of renovation, renovation/addition and new construction while in designing the school building that Wilmington envisions. Within the PDP there will be Educational Programming where Dore+Whittier will present several options that will be explored as they perform their thorough due diligence for all study alternatives for the PreK-K, PreK-3 and PreK-5 on the Wildwood, Woburn and North sites. After submission of the PDP, the Design team will work with the MSBA's feedback incorporate, the District and the Community to narrow the options further progressing

Item #	Action	Discussion
	SMMA	towards the Preferred Schematic Report where a Preferred Options will be selected. After each of the milestones, whether it is the PDP, PSR or Schematic Design Report, the MSBA will provide the District, Designer and OPM with their feedback, questions and comments regarding the options being evaluated. This will further be responded to and incorporated into the next deliverable to the MSBA and enables the options to continue to be developed and evolve with this thorough review. J.Hull and G.Brand advised that there are many acronyms that will be used during the project. SMMA will share with the SBC a glossary to assist everyone with being able to understand and interpret them as they are used. G.Brand advised that a link to the glossary provided by the Massachusetts School Building Authority (MSBA) provides will be linked on the Wilmington SBC website. G.Brand advised that throughout Feasibility Study Phase, Schematic Design Phase, Design Development Phase, Construction Documents Phase, etc. are progress milestones throughout like the Preliminary Design Program (PDP), Preferred Schematic Report (PSR), etc. that are all prescribed template milestones that must be completed sequentially and timely as set out by the MSBA for every project and every community of this type of partnership program. This Workplan is not just designed by Dore+Whittier alone or SMMA but it models what every community and every project would be required to do. The PDP and PSR are key components that assist the Designer and the Community to formulate what the project will be as it is not Dore+Whittier alone designing the project on their own. It is a process that is immersive as it not only includes this Committee, but the entire Community. The project schedule shown is only a snapshot of the major milestones that occur while R.Philip will be showing you in Dore+Whittier's Workplan all of the detailed milestones that will transpire throughout the days, weeks and months of these phases. As the process proceeds through these milestones, the developments will be shared with the Wilmington community through periodic Community Forums where the Designer and OPM Teams will be updating with the latest developments that have occurred in the study process as each reporting submission is formulated. During these Community Forum sessions it will be a good venue to learn more of the community's thoughts on what has been learned through the studies and their feedback on the design and enables their voice and ideas to be heard to be incorporated into the design as much as possible. As we get further into the process and we get closer to Town Meeting, it will be during these Community Forum sessions that information will be able to be shared with the Wilmington community based on the estimates received during reporting to advise them of the anticipated debt that may be incurred in the future. Right now, we have not been able to establish the exact dates that will be set for 2025 for the MSBA as their calendar has not yet been issued but when these dates are set the schedule will become more finalized.

Item #	Action	Discussion
5.5	Record	**Wildwood Work Plan** R. Philip reviewed with Wildwood Work Plan showing there are 8 months that bring us to April 2024 for the PDP submission to the MSBA. This Work Plan is the roadmap for the project developed over the next several months since we started in April. This defines all of the tasks and milestones that will lead us through to April 2024 as we have already started with the development of the workplan, and embark on the enrollment options, existing conditions reports for Wildwood, Woburn and North Intermediate Schools, the identified sites for study. Dore+Whittier have started gathering the information needed regarding the existing conditions of the various systems [building interior, building exterior, site, plumbing, mechanical, electrical, tel/data/communications/security, fire protection] of each of the 3 existing schools to assess their existing systems and building conditions to determine what it will take to bring each of them to today's standards and provide a summary to compare all of the options and the educational program going forward against from an architectural and engineering perspective. There are also in depth geotechnical studies to be performed of the sites but until the options are narrowed to one or two sites, it is not optimal to spend fees unnecessarily on all of the sites. All documents from testing would be posted to the website for the public to peruse and review and updates will be provided at each and every meeting. School Principals have been interviewed and the demographer has been collecting data for their study that is underway.
5.6	Record	**Educational Visioning** R. Philip and J. Boone reviewed the plan for the September and October Visioning sessions that will be held in the Fez Room at the Shriner's Auditorium in Wilmington. In addition, there are Peer Schools that have been identified to tour as part of the Educational Visioning for those interested from School Building Committee, Visioning Committee, and Staff during the first week of October. In November, pen to paper and rolling up of sleeves will be done to put all that was learned during the September and October Visioning Sessions and Peer School Tours and the direction where education should be in Wilmington going forward and what it will look like: • Program and Floor Plans and Concept Site and Floor Plans as part of process; • Estimates by February; • Sustainability Goals with the minimum of Stretch Code in the center of program with the pros and cons of each in the project; and • Big picture will be the possibility of school consolidation. The PDP Report will have the development of the program for PreK-K, PreK-3 and PreK-5, all three schools and priced evaluation criteria on all options and evaluate down to one preferred option in the PSR. It will be an eyes wide open process and mindful in the Visioning Sessions to consolidate or not. There will be 9 options

Item #	Action	Discussion
		involving the Wildwood Early Childhood Center, Woburn Street Elementary and North Intermediate Schools involving renovation, add/reno and new construction. In March/April 2024 the costs will be finalized. Each of the meetings are working sessions with team feedback and each meeting builds upon the prior. There has been an added School Building Committee Meeting added for 2024 – March 20, 2024. Dore+Whittier's Educational Visioning will be both in person and remote and it is to inform and shape where we want the future of education to be for Wilmington. Currently, Dr. Brand has informed that there are 28 members signed up to participate and looking forward to welcoming more. Dore+Whittier's hybrid approach, in person and remote, has the School Department reaching out to all contacts of the 500 staff members and community-at-large and through opportunities advertised on Wilmington Community TV (WCTV). The first sessions are in September so there is more time and opportunities to sign up as there are really no caps on how many the venue can accommodate. Visits to the Peer Schools will begin the Week of October 2, 2023 in the Fez Room at Shriners Auditorium and the Demographer's completed data analysis should be ready by early September. Approval is not necessary in order to move forward as the information is for discussion.
5.7	Record	**Communication Protocols / Workflow** Julie Leduc and Glenn Brand reviewed the availability of information for the Wildwood Early Childhood Center project on the Wildwood School Building Project site. The goal of the communication workflow is to provide project transparency from its inception through closeout on behalf of the School Building Committee to the entire Wilmington community. This encompasses all agendas, meeting minutes, presentations, meeting videos, report documentation, MSBA correspondence, public notifications regarding community events i.e. Community Forums and all documentation associated. This is the established protocol with other boards and community and plan to continue it and remain consistent for the duration of the project. In doing so, the School Building Committee also holds representation from: • School Committee with David Ragsdale, • Finance Committee with Marianne Gallezzo, • Select Board with Gregory Bendel and Kevin Caira, • Permanent Building Committee with George W. Hooper II, John C. Holloway, Diane M. Allan and Paul J. Melaragni. The representative from each of the Town Committees will act as a conduit ensuring the messaging and accurate flow of communication and information between the Committees/Boards. The flow of all project update communications will flow from the Wildwood School Building Committee to its members and vice versa. The representative members of the respective School Committee, Finance Committee, Select Board, and the Permanent Building Committees would update their fellow board/committee members ensuring the accuracy of project updates and

Item #	Action	Discussion
		communications between meetings of the boards and carry information back as provided timely with the intent of keeping those not in attendance at every meeting informed. J. Leduc advised that S.Traniello created the workflow diagram illustrating how the communications will flow between the School Committee, Finance Committee, Select Board, and the Permanent Building Committees and the Wildwood School Building Committee, see attached. Diane Allan advised that the diagram was missing George Hooper II as he is the Chair of the Permanent Building Committee. This will be updated for the meeting minutes reflecting the correction. The Wildwood School Building Committee will be hosting presentations updating the Wilmington community, its Town boards and committees, school staff and employees periodically throughout this process through Community Forum participation. In order to get the most visibility we will need to have our fingertips on the pulse of what resources will provide the most accessibility to get the attention and participation of the populus. Ideas for consideration were: • Inserting into the water bill mailing – *get the schedule and lead times for these distributions* • Inserting into the tax bill mailing – *get the schedule and lead times for these distributions* • Links on Town Topics • Public Relations and Press Releases • Get channels that allow people to spread good words about the project • Strategically Placed Marketing Materials – flyers, cards, posters o Library o Senior Center o Town Hall o Town Clerk's Office o Each of the Schools
5.8		**Wildwood Interim Solution** School operations over the next couple of years will be shared in the middle school. The Wildwood interim solution for the PreK-K classrooms situated in Wilmington Middle School, are ready for occupancy and use.
5.9	Record	**Committee Questions** None.
5.10		**Discussion/Correspondence/New Items** None.
5.11	Record	**Public Comments** None.

Item #	Action	Discussion
5.12	Record	**Next Meeting: September 20, 2023** *In Person - Wilmington High School in the Large Group Instruction Room.*
4.8		**Adjourn** Motion to adjorn by Gregory Bendel and seconded by Paul Meleragni. Voted upon and passed unanimously. Roll Call vote of Voting Members: Bryan T. Perry, Michael Camoscio, Marianne Gallezzo, Justin Cusce, Craig Miner, Dr. Glenn Brand, Diane M. Allan, Paul Ruggiero, Maggie Lopes, Christine Holleran, Susan Inman, Paul Melaragni, Jeffrey Hull, and Gregory Bendel. *Missing: Kate Bissell, Alice Brown-LeGrand, Kevin Caira, George W. Hooper II, John C. Holloway, Christine Prendergast, David A. Ragsdale, Vivian Varbedian.*

Attachments: Wilmington Wildwood ECC Project Schedule Powerpoint Slides; Planning and Programming Workplan Overview / Visioning Powerpoint Slides

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	8/16/2023
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Remote Participation via Zoom	Meeting No.	4

Join Zoom Meeting **https://wpsk12.zoom.us/j/89684086149?pwd=ems1WmlmVkVEQURmOUJTQi8vc1lCdz09**
Meeting ID: 896 8408 6149 Passcode: WW2023
+1 646 931 3860 US Passcode: 407833

Distribution: School Building Committee (MF)

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1. Call to Order
2. Approval of Minutes
3. SBC Co-Chair Voting Results
4. Project Schedule Update
5. Wildwood Work Plan Approval
6. Educational Visioning
7. Communication Protocols/Workflow
8. Discussion/Correspondence/New Items
9. Committee Questions
10. Public Comments
11. Next Meeting: Wednesday, September 20, 2023; *Wilmington High School, Large Group Instruction Room*
12. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #2

August 16, 2023

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

SBC Co-chair Discussion

Schedule

Workplan

Educational Visioning

Communication Protocol

Next Steps



SBC Co-Chair Discussion



Schedule

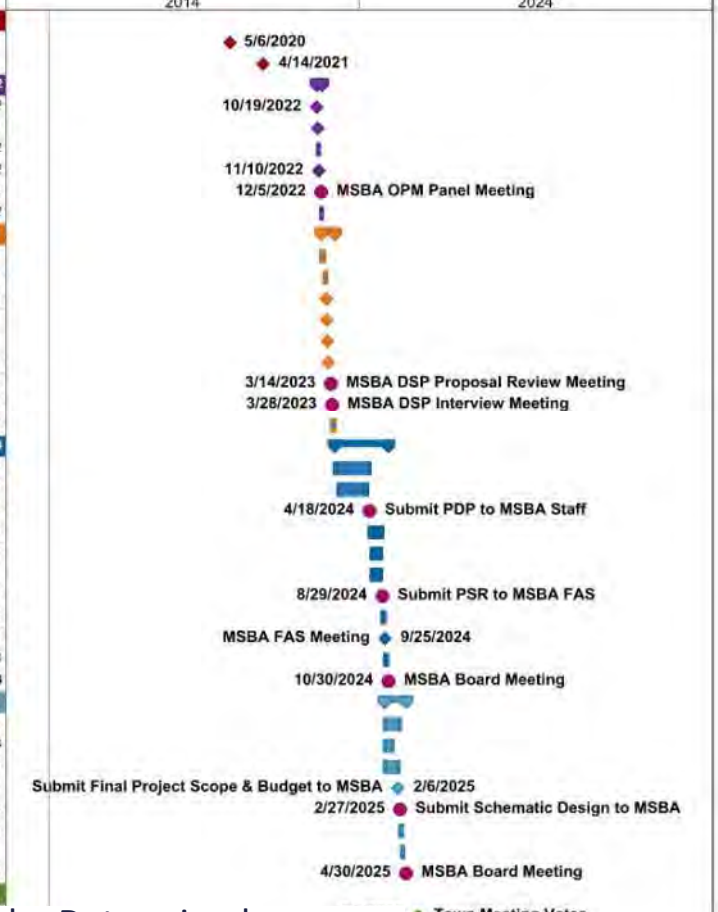


November 4, 2022
Update: August 11, 2023

Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study
Preliminary Project Schedule

SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	241 days	5/6/2020	4/14/2021
2	Statement of Interest	0 days	5/6/2020	5/6/2020
3	MSBA Invite into Feasibility	0 days	4/14/2021	4/14/2021
4	**RETAIN OPM**	39 days	10/19/2022	12/13/2022
5	Submit OPM Proposals	0 days	10/19/2022	10/19/2022
6	OPM Interview	0 days	11/1/2022	11/1/2022
7	Negotiate OPM Contract	6 days	11/3/2022	11/10/2022
8	Submit Documents to MSBA OPM Panel	0 days	11/10/2022	11/10/2022
9	**MSBA OPM Panel Meeting**	**0 days**	**12/5/2022**	**12/5/2022**
10	Execution of OPM Agreement	6 days	12/6/2022	12/13/2022
11	**RETAIN DESIGNER**	100 days	12/6/2022	4/24/2023
12	Draft Designer RFS and Submit to MSBA	21 days	12/6/2022	1/3/2023
13	MSBA Approve Draft RFS	11 days	1/11/2023	1/25/2023
14	Submit to Central Register	0 days	1/26/2023	1/26/2023
15	Notice in Central Register	0 days	2/1/2023	2/1/2023
16	Briefing Session	0 days	2/8/2023	2/8/2023
17	Submit Designer Proposals	0 days	2/14/2023	2/14/2023
18	**MSBA DSP Proposal Review Meeting**	**0 days**	**3/14/2023**	**3/14/2023**
19	**MSBA DSP Interview Meeting**	**0 days**	**3/28/2023**	**3/28/2023**
20	Negotiate Designer Contract	20 days	3/28/2023	4/24/2023
21	**FEASIBILITY STUDY (FS)**	389 days	4/25/2023	10/30/2024
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	Community Presentations	211 days	5/31/2023	3/27/2024
24	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
25	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
26	Community Presentations	70 days	5/9/2024	8/15/2024
27	Select Board, Town Meeting & School Committee Presentations	70 days	5/9/2024	8/15/2024
28	**Submit PSR to MSBA FAS**	**0 days**	**8/29/2024**	**8/29/2024**
29	MSBA Comments	15 days	8/29/2024	9/19/2024
30	**MSBA FAS Meeting**	**0 days**	**9/25/2024**	**9/25/2024**
31	Respond to MSBA Comments	17 days	9/25/2024	10/17/2024
32	**MSBA Board Meeting**	**0 days**	**10/30/2024**	**10/30/2024**
33	**SCHEMATIC DESIGN (SD)**	154 days	9/23/2024	4/30/2025
34	Develop Schematic Design	109 days	9/25/2024	2/27/2025
35	Community Presentations	56 days	9/23/2024	12/11/2024
39	Select Board, Town Meeting & School Committee Presentations	100 days	9/23/2024	2/12/2025
40	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/6/2025**	**2/6/2025**
41	**Submit Schematic Design to MSBA**	**0 days**	**2/27/2025**	**2/27/2025**
42	MSBA Comments	16 days	2/27/2025	3/20/2025
43	Respond to MSBA Comments	11 days	3/20/2025	4/3/2025
44	**MSBA Board Meeting**	**0 days**	**4/30/2025**	**4/30/2025**
45	**LOCAL APPROPRIATION**			
46	Town Meeting Votes	0 days		
47	Debt Exclusion Votes	0 days		



Dates To be Determined

November 4, 2022
Update: August 11, 2023

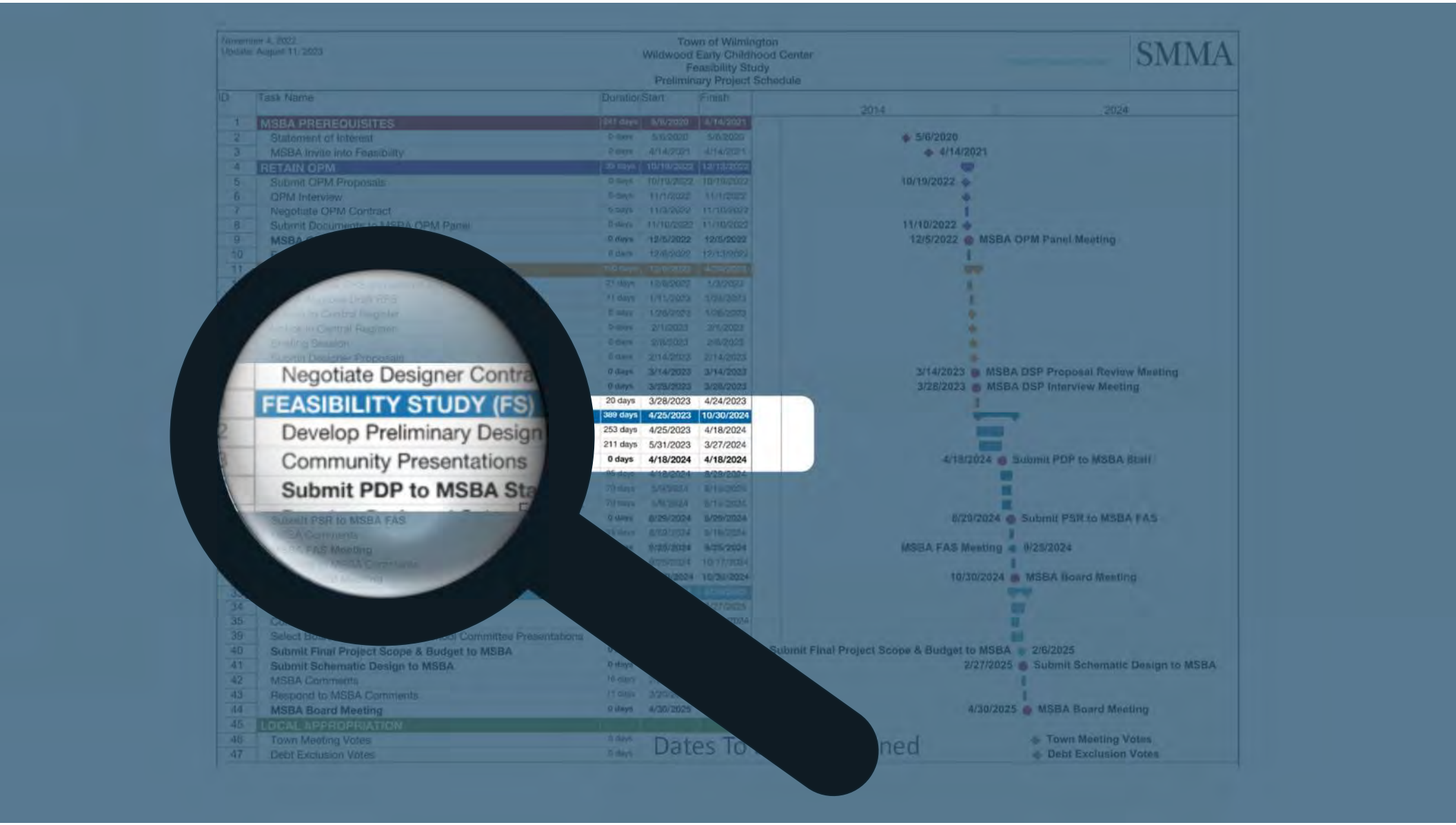
Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study
Preliminary Project Schedule

SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	247 days	5/6/2020	4/14/2021
2	Statement of Interest	0 days	5/6/2020	5/6/2020
3	MSBA Invite into Feasibility	0 days	4/14/2021	4/14/2021
4	**RETAIN OPM**	20 days	10/19/2022	11/15/2022
5	Submit OPM Proposals	0 days	10/19/2022	10/19/2022
6	OPM Interview	5 days	11/1/2022	11/1/2022
7	Negotiate OPM Contract	5 days	11/3/2022	11/10/2022
8	Submit Documents to MSBA OPM Panel	0 days	11/10/2022	11/10/2022
9	**MSBA OPM Panel Meeting**	**0 days**	**12/5/2022**	**12/5/2022**
10	Execution of OPM Agreement	8 days	12/6/2022	12/13/2022
11	**RETAIN DESIGNER**	110 days	12/6/2022	4/24/2023
12	Draft Designer RFS and Submit to MSBA	21 days	12/6/2022	1/3/2023
13	MSBA Approve Draft RFS	31 days	1/11/2023	1/26/2023
14	Submit to Central Register	5 days	1/26/2023	2/1/2023
15	Notice in Central Register	5 days	2/1/2023	2/8/2023
16	Briefing Session	0 days	2/8/2023	2/8/2023
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31	Respond to MSBA Comments	11 days	9/26/2024	10/11/2024
32	**MSBA Board Meeting**	**0 days**	**10/30/2024**	**10/30/2024**
33	**SCHEMATIC DESIGN (SD)**	194 days	10/30/2024	8/1/2025
34	Develop Schematic Design	103 days	10/30/2024	2/27/2025
35	Community Presentations	55 days	9/23/2024	12/11/2024
36	Select Board, Town Meeting & School Committee Presentations	100 days	9/23/2024	2/12/2025
40	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/6/2025**	**2/6/2025**
41	**Submit Schematic Design to MSBA**	**0 days**	**2/27/2025**	**2/27/2025**
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45	**LOCAL APPROPRIATION**			
46	Town Meeting Votes	0 days		
47	Debt Exclusion Votes	0 days		



Dates To be Determined


November 4, 2022
Update: August 11, 2023
Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study
Preliminary Project Schedule
SMMA
ID
Task Name
Duration
Start
Finish
2014
2024
MSBA PREREQUISITES
Statement of Interest
MSBA Invite into Feasibility
RETAIN OPM
Submit OPM Proposals
OPM Interview
Negotiate OPM Contract
Submit Documents to MSBA OPM Panel
MSBA
Negotiate Designer Contra
FEASIBILITY STUDY (FS)
Develop Preliminary Design
Community Presentations
Submit PDP to MSBA Sta
20 days 3/28/2023 4/24/2023
389 days 4/25/2023 10/30/2024
253 days 4/25/2023 4/18/2024
211 days 5/31/2023 3/27/2024
0 days 4/18/2024 4/18/2024
Submit PSR to MSBA FAS
MSBA Comments
FAS Meeting
Committee Presentations
Submit Final Project Scope & Budget to MSBA
Submit Schematic Design to MSBA
MSBA Comments
Respond to MSBA Comments
MSBA Board Meeting
LOCAL APPROPRIATION
Town Meeting Votes
Debt Exclusion Votes
Dates To
ned
5/6/2020
4/14/2021
10/19/2022
11/10/2022
12/5/2022 MSBA OPM Panel Meeting
3/14/2023 MSBA DSP Proposal Review Meeting
3/28/2023 MSBA DSP Interview Meeting
4/18/2024 Submit PDP to MSBA Staff
6/20/2024 Submit PSR to MSBA FAS
MSBA FAS Meeting 9/25/2024
10/30/2024 MSBA Board Meeting
Submit Final Project Scope & Budget to MSBA 2/6/2025
2/27/2025 Submit Schematic Design to MSBA
4/30/2025 MSBA Board Meeting
Town Meeting Votes
Debt Exclusion Votes

7	Negotiate OPM Contract	6 days	11/3/2022	11/10/2022
8	Submit Documents to MSBA OPM Panel	0 days	11/10/2022	11/10/2022
9	**MSBA OPM Panel Meeting**	**0 days**	**12/5/2022**	**12/5/2022**
10	Execution of OPM Agreement	6 days	12/6/2022	12/13/2022
11	**RETAIN DESIGNER**	100 days	12/6/2022	4/24/2023
12	Draft Designer RFS and Submit to MSBA	21 days	12/6/2022	1/3/2023
13	MSBA Approve Draft RFS	11 days	1/11/2023	1/25/2023
14	Submit to Central Register	0 days	1/26/2023	1/26/2023
15	Notice in Central Register	0 days	2/1/2023	2/1/2023
16	Briefing Session	0 days	2/8/2023	2/8/2023
17	Submit Designer Proposals	0 days	2/14/2023	2/14/2023
18	**MSBA DSP Proposal Review Meeting**	**0 days**	**3/14/2023**	**3/14/2023**
19	**MSBA DSP Interview Meeting**	**0 days**	**3/28/2023**	**3/28/2023**
20	Negotiate Designer Contract	20 days	3/28/2023	4/24/2023
21	**FEASIBILITY STUDY (FS)**	**389 days**	**4/25/2023**	**10/30/2024**
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	Community Presentations	211 days	5/31/2023	3/27/2024
24	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
25	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
26	Community Presentations	70 days	5/9/2024	8/15/2024
27	Select Board, Town Meeting & School Committee Presentations	70 days	5/9/2024	8/15/2024
28	**Submit PSR to MSBA FAS**	**0 days**	**8/29/2024**	**8/29/2024**
29	MSBA Comments	15 days	8/29/2024	9/19/2024
30	**MSBA FAS Meeting**	**0 days**	**9/25/2024**	**9/25/2024**
31	Respond to MSBA Comments	17 days	9/25/2024	10/17/2024
32	**MSBA Board Meeting**	**0 days**	**10/30/2024**	**10/30/2024**
33	**SCHEMATIC DESIGN (SD)**	154 days	9/23/2024	4/30/2025
34	Develop Schematic Design	109 days	9/25/2024	2/27/2025
35	Community Presentations	56 days	9/23/2024	12/11/2024
39	Select Board, Town Meeting & School Committee Presentations	100 days	9/23/2024	2/12/2025

Workplan



Work Plan Overview

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1	**FEASIBILITY STUDY**			**Thu 4/27/23**	**Fri 8/09/24**	**488**	**337**
1.1	Pre-Kickoff Meeting			Tue 4/18/23	Tue 4/18/23	1	1
1.2	Owner-Designer Contract			Tue 4/18/23	Fri 4/28/23	12	9
1.3	Review of alternate options with Town Committees			Fri 4/28/23	Wed 6/21/23	55	39
1.4	**School Committee: Schedule and Visioning**			Wed 6/14/23	Wed 6/14/23	0	1
1.5	WSBC MEETING 1 - Review Schedule and Visioning			Wed 6/21/23	Wed 6/21/23	0	1
1.6	Develop Work Plan			Wed 6/21/23	Tue 7/04/23	14	10
1.7	Subconsultants On Board, Contracts			Wed 6/21/23	Tue 7/04/23	14	10
1.8	Owner assemble record documents, reports, etc.			Wed 6/21/23	Fri 6/23/23	5	3
1.9	Owner form Working Group (subcommittee of Admin and Educators)			Wed 6/21/23	Tue 6/27/23	7	5
1.10	Leadership Working Group - Mtg 1 - Organizational, Schedule, form Visioning Group			Tue 6/27/23	Tue 6/27/23	1	1
1.11	Owner identify members for Visioning Group (30-40 reps for the community to include Admin, Educators, Students, Community, parents, seniors- townwide)			Tue 6/27/23	Fri 7/21/23	25	19
1.12	Owner develop list of possible Building Sites (beyond Wildwood, Woburn, North)			Tue 6/27/23	Wed 7/05/23	9	7
1.13	Cropper GIS study			Tue 6/27/23	Tue 8/15/23	50	36
1.14	Develop List of Possible Building Sites			Tue 7/11/23	Mon 7/24/23	14	10
1.15	Leadership Working Group - Mtg 2 - Review Work Plan; Prep for site visits, visioning group			Tue 7/11/23	Tue 7/11/23	1	1
1.16	Survey of Existing Conditions - Wildwood, Woburn and North			Wed 7/12/23	Thu 8/10/23	30	22
1.17	Hazmat Survey			Mon 7/17/23	Tue 7/18/23	2	2
1.18	Preliminary Topo & Boundary Survey - LIDAR			Mon 7/17/23	Fri 8/11/23	26	20
1.19	Geotechnical Investigation			Mon 7/17/23	Thu 8/10/23	25	19
1.20	Preliminary Wetlands Survey - desktop/GIS			Mon 7/17/23	Thu 8/10/23	25	19
1.21	Phase 1 Environmental Site Assessment			Mon 7/17/23	Thu 8/10/23	25	19
1.22	Develop Draft Existing Condition Reports			Mon 7/17/23	Tue 8/15/23	30	22
1.23	Leadership Working Group - Mtg 3 - Placeholder			Tue 7/25/23	Tue 7/25/23	1	1
1.24	Prepare WSBC meeting presentation			Wed 7/26/23	Tue 8/01/23	7	5
1.25	Leadership Working Group - Mtg 4 - Prep for Visioning, preview WSBC presentation			Tue 8/08/23	Tue 8/08/23	1	1
1.26	Incoporate feedback on Mtg presentation			Wed 8/09/23	Fri 8/11/23	5	3
1.27	Prepare visioning 1-2 workshop presentation materials & equipment			Thu 8/10/23	Wed 8/23/23	14	10
1.28	School Principal, Key Staff Interviews/ Workshops			Wed 8/16/23	Fri 8/18/23	3	3
1.29	WSBC MEETING 2 - Review Work Plan, Site and Grade Config, approve co-chair			Wed 8/16/23	Wed 8/16/23	1	1
1.30	Leadership Working Group - Mtg 5 - Placeholder			Tue 8/22/23	Tue 8/22/23	1	1
1.31	Prepare visioning 3-4 workshop presentation materials & equipment			Thu 8/24/23	Wed 9/06/23	14	10
1.32	Leadership Working Group - Mtg 6 - Report Exist. Conditions			Tue 9/05/23	Tue 9/05/23	1	1
1.33	Leadership Working Group - Mtg 7 - Placeholder			Tue 9/19/23	Tue 9/19/23	1	1
1.34	Visioning 1 - District-Wide Planning			Tue 9/19/23	Tue 9/19/23	1	1
1.35	Finish prep for visioning 2 workshop presentation materials & equipment			Wed 9/20/23	Mon 9/25/23	6	4
1.36	WSBC MEETING 3 - Report Exist Cond Summary			Wed 9/20/23	Wed 9/20/23	1	1
1.37	***Community Forum #1: Process Update/Existing Cond Summary***			Mon 9/25/23	Mon 9/25/23	1	1
1.38	Visioning 2 - Learning and Teaching			Tue 9/26/23	Tue 9/26/23	1	1
1.39	Document Vision 1-2 outcomes			Wed 9/27/23	Fri 10/06/23	10	8
1.40	Finish prep for visioning 3 workshop presentation materials & equipment			Tue 10/10/23	Mon 10/16/23	7	5
1.41	Leadership Working Group - Mtg 8 - Placeholder			Tue 10/03/23	Tue 10/03/23	1	1
1.42	WG Field Trip to Visit Example Peer Schools			Mon 10/02/23	Fri 10/06/23	5	5
1.43	Document reactions to Field Trip to example Peer Schools			Mon 10/09/23	Tue 10/10/23	2	2
1.44	Leadership Working Group - Mtg 9 - Placeholder			Tue 10/17/23	Tue 10/17/23	1	1
1.45	Visioning 3 - Overall Planning			Tue 10/17/23	Tue 10/17/23	1	1
1.46	Finish prep for visioning 4 workshop presentation materials & equipment			Wed 10/18/23	Mon 10/23/23	6	4
1.47	WSBC MEETING 4 - Peer school recap			Wed 10/18/23	Wed 10/18/23	1	1
1.48	Visioning 4 - Individual Space Planning			Tue 10/24/23	Fri 10/27/23	4	4
1.49	Document Vision 3-4 outcomes			Mon 10/30/23	Fri 11/03/23	7	5
1.50	Leadership Working Group - Mtg 10 - Placeholder			Tue 10/31/23	Tue 10/31/23	1	1
1.51	Document Visioning for report			Mon 11/06/23	Wed 11/08/23	3	3
1.52	Facility Programming - develop initial Space Summary			Wed 11/08/23	Tue 11/21/23	14	10
1.53	Develop initial grade and building configuration options			Wed 11/08/23	Tue 11/21/23	14	10
1.54	WSBC MEETING 5 - TBD			Wed 11/08/23	Wed 11/08/23	1	1
1.55	Leadership Working Group - Mtg 11 - Space Summary Intro			Tue 11/14/23	Tue 11/14/23	1	1
1.56	Facility Programming - Refine/Finalize Space Summary			Mon 11/27/23	Fri 12/01/23	7	5
1.57	Edu. Programming - Education Plan			Mon 11/27/23	Fri 12/08/23	14	10
1.58	Initial LEED Scorecard and Sustainability Goals			Mon 11/27/23	Fri 12/08/23	14	10
1.59	Leadership Working Group - Mtg 12 - Space Summary Review			Tue 11/28/23	Tue 11/28/23	1	1
1.60	Facility/Edu. Programming - Bubble Spatial Relationship Diagrams			Mon 12/11/23	Fri 12/15/23	5	5
1.61	Develop preliminary site plan diagrams			Wed 12/13/23	Fri 12/15/23	5	3
1.62	Leadership Working Group - Mtg 13 - Ed Plan; Sustainability			Tue 12/12/23	Tue 12/12/23	1	1
1.63	WSBC MEETING 6 - Visioning, Programming Outcomes			Wed 12/13/23	Wed 12/13/23	1	1
1.64	Facility/Edu. Programming - Bubble into Block Diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.65	Refine site plan diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.66	Facility Programming - refine Space Summary			Tue 1/02/24	Mon 1/08/24	7	5
1.67	Leadership Working Group - Mtg 15 - Refined Space Summary & Block Diag on Site Plans			Tue 1/09/24	Tue 1/09/24	1	1
1.68	WSBC MEETING 7 - Bubble Diagrams; site plan diagrams			Wed 1/10/24	Wed 1/10/24	1	1
1.69	Facility/Edu. Programming - Develop Block Diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.70	Refine site plan diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.71	***Community Forum #2: Review Visioning Recap and Preliminary options Development***			Mon 1/22/24	Mon 1/22/24	1	1
1.72	Leadership Working Group - Mtg 13 - Placeholder			Tue 1/23/24	Tue 1/23/24	1	1
1.73	Edu. Programming - Final Space Summary			Wed 1/24/24	Fri 1/26/24	5	3
1.74	Edu. Programming - Final Education Plan			Wed 1/24/24	Fri 1/26/24	5	3
1.75	Facility/Edu. Programming - Develop Site Plan Diagrams			Mon 1/29/24	Mon 2/05/24	8	6
1.76	Facility/Edu. Programming - Develop Initial Floor Plans			Mon 1/29/24	Mon 2/05/24	8	6
1.77	Leadership Working Group - Mtg 14 - Site Option & Floor Plans			Tue 2/06/24	Tue 2/06/24	1	1
1.78	WSBC MEETING 8 - TBD			Wed 2/07/24	Wed 2/07/24	1	1
1.79	Finalize site plan diagrams and conceptual floor plans			Thu 2/08/24	Fri 2/16/24	9	7
1.80	Site options/ plans to Cost Estimator			Mon 2/19/24	Fri 3/01/24	14	10
1.81	Receive & review cost estimates			Mon 3/04/24	Fri 3/08/24	5	5
1.82	Leadership Working Group - Mtg 15 - Site Option & Floor Plans - Short List + Costs			Tue 3/12/24	Tue 3/12/24	1	1
1.83	WSBC MEETING 9 - TBD			Wed 3/06/24	Wed 3/06/24	1	1
1.84	Incorporate feedback on cost estimates and develop presi for WSBC			Wed 3/13/24	Fri 3/15/24	5	3
1.85	Develop draft PDP documents, incorporate meeting feedback			Mon 3/18/24	Thu 3/28/24	11	9
1.86	Develop final Options site plans public presentation			Mon 3/18/24	Fri 3/22/24	5	5
1.87	***WSBC MEETING 10 - Site Option & Floor Plans - Short List + Costs***			***Tue 3/19/24***	Tue 3/19/24	1	1
1.88	Leadership Working Group - Mtg 16 - TBD			Tue 3/26/24	Tue 3/26/24	1	1
1.89	***Community Forum #3/School Committee: Site Options Evaluations - Short list + Costs; possible grade reconfiguration***			Wed 3/27/24	Wed 3/27/24	1	1
1.90	WSBC MEETING 11 - Approve Draft PDP for submission			Wed 4/03/24	Wed 4/03/24	1	1
1.91	Final edits of PDP documents			Thu 4/04/24	Mon 4/08/24	5	3
1.92	QA Review & edits			Thu 4/04/24	Fri 4/05/24	3	2
1.93	Print and collate report			Mon 4/08/24	Wed 4/10/24	3	3
1.94	D+W submit PDP documents to OPM			Thu 4/11/24	Fri 4/12/24	2	2
1.95	QA Review			Mon 4/15/24	Wed 4/17/24	3	3
1.96	**Milestone Submission - OPM submit PDP to MSBA**			Thu 4/18/24	Fri 4/19/24	2	2

Work Plan Overview

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1	FEASIBILITY STUDY			Thu 4/27/23	Fri 8/09/24	488	337
1.1	Pre-Kickoff Meeting			Tue 4/18/23	Tue 4/18/23	1	1
1.2	Owner-Designer Contract			Tue 4/18/23	Fri 4/28/23	12	9
1.3	Review of alternate options with Town Committees			Fri 4/28/23	Wed 6/21/23	55	39
1.4	**School Committee: Schedule and Visioning**			Wed 6/14/23	Wed 6/14/23	0	1
1.5	WSBC MEETING 1 - Review Schedule and Visioning			Wed 6/21/23	Wed 6/21/23	0	1
1.6	Develop Work Plan			Wed 6/21/23	Tue 7/04/23	14	10
1.7	Subconsultants On Board, Contracts			Wed 6/21/23	Tue 7/04/23	14	10
1.8	Owner assemble record documents, reports, etc.			Wed 6/21/23	Fri 6/23/23	5	3
1.9	Owner form Working Group (subcommittee of Admin and Educators)			Wed 6/21/23	Tue 6/27/23	7	5
1.10	Leadership Working Group - Mtg 1 - Organizational, Schedule, form Visioning Group			Tue 6/27/23	Tue 6/27/23	1	1
1.11	Owner identify members for Visioning Group (30-40 reps for the community to include Admin, Educators, Students, Community, parents, seniors- townwide)			Tue 6/27/23	Fri 7/21/23	25	19
1.12	Owner develop list of possible Building Sites (beyond Wildwood, Woburn, North)			Tue 6/27/23	Wed 7/05/23	9	7
1.13	Cropper GIS study			Tue 6/27/23	Tue 8/15/23	50	36
1.14	Develop List of Possible Building Sites			Tue 7/11/23	Mon 7/24/23	14	10
1.15	Leadership Working Group - Mtg 2 - Review Work Plan; Prep for site visits, visioning group			Tue 7/11/23	Tue 7/11/23	1	1
1.16	Survey of Existing Conditions - Wildwood, Woburn and North			Wed 7/12/23	Thu 8/10/23	30	22
1.17	Hazmat Survey			Mon 7/17/23	Tue 7/18/23	2	2
1.18	Preliminary Topo & Boundary Survey - LIDAR			Mon 7/17/23	Fri 8/11/23	28	20
1.19	Geotechnical Investigation			Mon 7/17/23	Thu 8/10/23	25	19
1.20	Preliminary Wetlands Survey - desktop/GIS			Mon 7/17/23	Thu 8/10/23	25	19
1.21	Phase 1 Environmental Site Assessment			Mon 7/17/23	Thu 8/10/23	25	19
1.22	Develop Draft Existing Condition Reports			Mon 7/17/23	Tue 8/15/23	30	22
1.23	Leadership Working Group - Mtg 3 - Placeholder			Tue 7/25/23	Tue 7/25/23	1	1
1.24	Prepare WSBC meeting presentation			Wed 7/26/23	Tue 8/01/23	7	5
1.25	Leadership Working Group - Mtg 4 - Prep for Visioning, preview WSBC presentation			Tue 8/08/23	Tue 8/08/23	1	1
1.26	Incoporate feedback on Mtg presentation			Wed 8/09/23	Fri 8/11/23	5	3
1.27	Prepare visioning 1-2 workshop presentation materials & equipment			Thu 8/10/23	Wed 8/23/23	14	10
1.28	School Principal, Key Staff Interviews/ Workshops			Wed 8/16/23	Fri 8/18/23	3	3
1.29	WSBC MEETING 2 - Review Work Plan, Site and Grade Config, approve co-chair			Wed 8/16/23	Wed 8/16/23	1	1
1.30	Leadership Working Group - Mtg 5 - Placeholder			Tue 8/22/23	Tue 8/22/23	1	1
1.31	Prepare visioning 3-4 workshop presentation materials & equipment			Thu 8/24/23	Wed 9/06/23	14	10
1.32	Leadership Working Group - Mtg 6 - Report Exist. Conditions			Tue 9/05/23	Tue 9/05/23	1	1
1.33	Leadership Working Group - Mtg 7 - Placeholder			Tue 9/19/23	Tue 9/19/23	1	1
1.34	Visioning 1 - District-Wide Planning			Tue 9/19/23	Tue 9/19/23	1	1
1.35	Finish prep for visioning 2 workshop presentation materials & equipment			Wed 9/20/23	Mon 9/25/23	6	4
1.36	WSBC MEETING 3 - Report Exist Cond Summary			Wed 9/20/23	Wed 9/20/23	1	1
1.37	***Community Forum #1: Process Update/Existing Cond Summary***			Mon 9/25/23	Mon 9/25/23	1	1
1.38	Visioning 2 - Learning and Teaching			Tue 9/26/23	Tue 9/26/23	1	1
1.39	Document Vision 1-2 outcomes			Wed 9/27/23	Fri 10/06/23	10	8
1.40	Finish prep for visioning 3 workshop presentation materials & equipment			Tue 10/10/23	Mon 10/16/23	7	5
1.41	Leadership Working Group - Mtg 8 - Placeholder			Tue 10/03/23	Tue 10/03/23	1	1
1.42	WG Field Trip to Visit Example Peer Schools			Mon 10/02/23	Fri 10/06/23	5	5
1.43	Document reactions to Field Trip to example Peer Schools			Mon 10/09/23	Tue 10/10/23	2	2
1.44	Leadership Working Group - Mtg 9 - Placeholder			Tue 10/17/23	Tue 10/17/23	1	1
1.45	Visioning 3 - Overall Planning			Tue 10/17/23	Tue 10/17/23	1	1
1.46	Finish prep for visioning 4 workshop presentation materials & equipment			Wed 10/18/23	Mon 10/23/23	6	4
1.47	WSBC MEETING 4 - Peer school recap			Wed 10/18/23	Wed 10/18/23	1	1
1.48	Visioning 4 - Individual Space Planning			Tue 10/24/23	Fri 10/27/23	4	4
1.49	Document Vision 3-4 outcomes			Mon 10/30/23	Fri 11/03/23	7	5
1.50	Leadership Working Group - Mtg 10 - Placeholder			Tue 10/31/23	Tue 10/31/23	1	1
1.51	Document Visioning for report			Mon 11/06/23	Wed 11/08/23	3	3

April 2023 – June 2023

Getting Organized

- Review alternate enrollments
- Project Kick-off, Contracts
- Developed Workplan
- Identify possible sites

Work Plan Overview

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1	FEASIBILITY STUDY			Thu 4/27/23	Fri 8/09/24	488	337
1.1	Pre-Kickoff Meeting			Tue 4/18/23	Tue 4/18/23	1	1
1.2	Owner-Designer Contract			Tue 4/18/23	Fri 4/28/23	12	9
1.3	Review of alternate options with Town Committees			Fri 4/28/23	Wed 6/21/23	55	39
1.4	**School Committee: Schedule and Visioning**			Wed 6/14/23	Wed 6/14/23	0	1
1.5	WSBC MEETING 1 - Review Schedule and Visioning			Wed 6/21/23	Wed 6/21/23	0	1
1.6	Develop Work Plan			Wed 6/21/23	Tue 7/04/23	14	10
1.7	Subconsultants On Board, Contracts			Wed 6/21/23	Tue 7/04/23	14	10
1.8	Owner assemble record documents, reports, etc.			Wed 6/21/23	Fri 8/23/23	5	3
1.9	Owner form Working Group (subcommittee of Admin and Educators)			Wed 6/21/23	Tue 6/27/23	7	5
1.10	Leadership Working Group - Mtg 1 - Organizational, Schedule, form Visioning Group			Tue 6/27/23	Tue 6/27/23	1	1
1.11	Owner identify members for Visioning Group (30-40 reps for the community to include Admin, Educators, Students, Community, parents, seniors- townwide)			Tue 6/27/23	Fri 7/21/23	25	19
1.12	Owner develop list of possible Building Sites (beyond Wildwood, Woburn, North)			Tue 6/27/23	Wed 7/05/23	9	7
1.13	Cropper GIS study			Tue 6/27/23	Tue 8/15/23	50	36
1.14	Develop List of Possible Building Sites			Tue 7/11/23	Mon 7/24/23	14	10
1.15	Leadership Working Group - Mtg 2 - Review Work Plan; Prep for site visits, visioning group			Tue 7/11/23	Tue 7/11/23	1	1
1.16	Survey of Existing Conditions - Wildwood, Woburn and North			Wed 7/12/23	Thu 8/10/23	30	22
1.17	Hazmat Survey			Mon 7/17/23	Tue 7/18/23	2	2
1.18	Preliminary Topo & Boundary Survey - LIDAR			Mon 7/17/23	Fri 8/11/23	26	20
1.19	Geotechnical Investigation			Mon 7/17/23	Thu 8/10/23	25	19
1.20	Preliminary Wetlands Survey - desktop/GIS			Mon 7/17/23	Thu 8/10/23	25	19
1.21	Phase 1 Environmental Site Assessment			Mon 7/17/23	Thu 8/10/23	25	19
1.22	Develop Draft Existing Condition Reports			Mon 7/17/23	Tue 8/15/23	30	22
1.23	Leadership Working Group - Mtg 3 - Placeholder			Tue 7/25/23	Tue 7/25/23	1	1
1.24	Prepare WSBC meeting presentation			Wed 7/26/23	Tue 8/01/23	7	5
1.25	Leadership Working Group - Mtg 4 - Prep for Visioning, preview WSBC presentation			Tue 8/08/23	Tue 8/08/23	1	1
1.26	Incoporate feedback on Mtg presentation			Wed 8/09/23	Fri 8/11/23	5	3
1.27	Prepare visioning 1-2 workshop presentation materials & equipment			Thu 8/10/23	Wed 8/23/23	14	10
1.28	School Principal, Key Staff Interviews/ Workshops			Wed 8/16/23	Fri 8/18/23	3	3
1.29	WSBC MEETING 2 - Review Work Plan, Site and Grade Config, approve co-chair			Wed 8/16/23	Wed 8/16/23	1	1
1.30	Leadership Working Group - Mtg 5 - Placeholder			Tue 8/22/23	Tue 8/22/23	1	1
1.31	Prepare visioning 3-4 workshop presentation materials & equipment			Thu 8/24/23	Wed 9/06/23	14	10
1.32	Leadership Working Group - Mtg 6 - Report Exist. Conditions			Tue 9/05/23	Tue 9/05/23	1	1
1.33	Leadership Working Group - Mtg 7 - Placeholder			Tue 9/19/23	Tue 9/19/23	1	1
1.34	Visioning 1 - District-Wide Planning			Tue 9/19/23	Tue 9/19/23	1	1
1.35	Finish prep for visioning 2 workshop presentation materials & equipment			Wed 9/20/23	Mon 9/25/23	6	4
1.36	WSBC MEETING 3 - Report Exist Cond Summary			Wed 9/20/23	Wed 9/20/23	1	1
1.37	***Community Forum #1: Process Update/Existing Cond Summary***			Mon 9/25/23	Mon 9/25/23	1	1
1.38	Visioning 2 - Learning and Teaching			Tue 9/26/23	Tue 9/26/23	1	1
1.39	Document Vision 1-2 outcomes			Wed 9/27/23	Fri 10/06/23	10	8
1.40	Finish prep for visioning 3 workshop presentation materials & equipment			Tue 10/10/23	Mon 10/16/23	7	5
1.41	Leadership Working Group - Mtg 8 - Placeholder			Tue 10/03/23	Tue 10/03/23	1	1
1.42	WG Field Trip to Visit Example Peer Schools			Mon 10/02/23	Fri 10/06/23	5	5
1.43	Document reactions to Field Trip to example Peer Schools			Mon 10/09/23	Tue 10/10/23	2	2
1.44	Leadership Working Group - Mtg 9 - Placeholder			Tue 10/17/23	Tue 10/17/23	1	1
1.45	Visioning 3 - Overall Planning			Tue 10/17/23	Tue 10/17/23	1	1
1.46	Finish prep for visioning 4 workshop presentation materials & equipment			Wed 10/18/23	Mon 10/23/23	6	4
1.47	WSBC MEETING 4 - Peer school recap			Wed 10/18/23	Wed 10/18/23	1	1
1.48	Visioning 4 - Individual Space Planning			Tue 10/24/23	Fri 10/27/23	4	4
1.49	Document Vision 3-4 outcomes			Mon 10/30/23	Fri 11/03/23	7	5
1.50	Leadership Working Group - Mtg 10 - Placeholder			Tue 10/31/23	Tue 10/31/23	1	1
1.51	Document Visioning for report			Mon 11/06/23	Wed 11/08/23	3	3

July 2023-August 2023

Evaluate Existing Conditions

- Mobilize design team to survey existing conditions
- Draft reports

Educational Visioning Prep

- Interview Elementary Principals
- 30-40 participants
- Prepare materials
- Identify peer schools for site visits

Work Plan Overview

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1	FEASIBILITY STUDY			Thu 4/27/23	Fri 8/09/24	488	337
1.1	Pre-Kickoff Meeting			Tue 4/18/23	Tue 4/18/23	1	1
1.2	Owner-Designer Contract			Tue 4/18/23	Fri 4/28/23	12	9
1.3	Review of alternate options with Town Committees			Fri 4/28/23	Wed 6/21/23	55	39
1.4	**School Committee: Schedule and Visioning**			Wed 6/14/23	Wed 6/14/23	0	1
1.5	WSBC MEETING 1 - Review Schedule and Visioning			Wed 6/21/23	Wed 6/21/23	0	1
1.6	Develop Work Plan			Wed 6/21/23	Tue 7/04/23	14	10
1.7	Subconsultants On Board, Contracts			Wed 6/21/23	Tue 7/04/23	14	10
1.8	Owner assemble record documents, reports, etc.			Wed 6/21/23	Fri 8/23/23	5	3
1.9	Owner form Working Group (subcommittee of Admin and Educators)			Wed 6/21/23	Tue 6/27/23	7	5
1.10	Leadership Working Group - Mtg 1 - Organizational, Schedule, form Visioning Group			Tue 6/27/23	Tue 6/27/23	1	1
1.11	Owner identify members for Visioning Group (30-40 reps for the community to include Admin, Educators, Students, Community, parents, seniors- townwide)			Tue 6/27/23	Fri 7/21/23	25	19
1.12	Owner develop list of possible Building Sites (beyond Wildwood, Woburn, North)			Tue 6/27/23	Wed 7/05/23	9	7
1.13	Cropper GIS study			Tue 6/27/23	Tue 8/15/23	50	36
1.14	Develop List of Possible Building Sites			Tue 7/11/23	Mon 7/24/23	14	10
1.15	Leadership Working Group - Mtg 2 - Review Work Plan; Prep for site visits, visioning group			Tue 7/11/23	Tue 7/11/23	1	1
1.16	Survey of Existing Conditions - Wildwood, Woburn and North			Wed 7/12/23	Thu 8/10/23	30	22
1.17	Hazmat Survey			Mon 7/17/23	Tue 7/18/23	2	2
1.18	Preliminary Topo & Boundary Survey - LIDAR			Mon 7/17/23	Fri 8/11/23	26	20
1.19	Geotechnical Investigation			Mon 7/17/23	Thu 8/10/23	25	19
1.20	Preliminary Wetlands Survey - desktop/GIS			Mon 7/17/23	Thu 8/10/23	25	19
1.21	Phase 1 Environmental Site Assessment			Mon 7/17/23	Thu 8/10/23	25	19
1.22	Develop Draft Existing Condition Reports			Mon 7/17/23	Tue 8/15/23	30	22
1.23	Leadership Working Group - Mtg 3 - Placeholder			Tue 7/25/23	Tue 7/25/23	1	1
1.24	Prepare WSBC meeting presentation			Wed 7/26/23	Tue 8/01/23	7	5
1.25	Leadership Working Group - Mtg 4 - Prep for Visioning, preview WSBC presentation			Tue 8/08/23	Tue 8/08/23	1	1
1.26	Incoporate feedback on Mtg presentation			Wed 8/09/23	Fri 8/11/23	5	3
1.27	Prepare visioning 1-2 workshop presentation materials & equipment			Thu 8/10/23	Wed 8/23/23	14	10
1.28	School Principal, Key Staff Interviews/ Workshops			Wed 8/16/23	Fri 8/18/23	3	3
1.29	WSBC MEETING 2 - Review Work Plan, Site and Grade Config, approve co-chair			Wed 8/16/23	Wed 8/16/23	1	1
1.30	Leadership Working Group - Mtg 5 - Placeholder			Tue 8/22/23	Tue 8/22/23	1	1
1.31	Prepare visioning 3-4 workshop presentation materials & equipment			Thu 8/24/23	Wed 9/06/23	14	10
1.32	Leadership Working Group - Mtg 6 - Report Exist. Conditions			Tue 9/05/23	Tue 9/05/23	1	1
1.33	Leadership Working Group - Mtg 7 - Placeholder			Tue 9/19/23	Tue 9/19/23	1	1
1.34	Visioning 1 - District-Wide Planning			Tue 9/19/23	Tue 9/19/23	1	1
1.35	Finish prep for visioning 2 workshop presentation materials & equipment			Wed 9/20/23	Mon 9/25/23	6	4
1.36	WSBC MEETING 3 - Report Exist Cond Summary			Wed 9/20/23	Wed 9/20/23	1	1
1.37	***Community Forum #1: Process Update/Existing Cond Summary***			Mon 9/25/23	Mon 9/25/23	1	1
1.38	Visioning 2 - Learning and Teaching			Tue 9/26/23	Tue 9/26/23	1	1
1.39	Document Vision 1-2 outcomes			Wed 9/27/23	Fri 10/06/23	10	8
1.40	Finish prep for visioning 3 workshop presentation materials & equipment			Tue 10/10/23	Mon 10/16/23	7	5
1.41	Leadership Working Group - Mtg 8 - Placeholder			Tue 10/03/23	Tue 10/03/23	1	1
1.42	WG Field Trip to Visit Example Peer Schools			Mon 10/02/23	Fri 10/06/23	5	5
1.43	Document reactions to Field Trip to example Peer Schools			Mon 10/09/23	Tue 10/10/23	2	2
1.44	Leadership Working Group - Mtg 9 - Placeholder			Tue 10/17/23	Tue 10/17/23	1	1
1.45	Visioning 3 - Overall Planning			Tue 10/17/23	Tue 10/17/23	1	1
1.46	Finish prep for visioning 4 workshop presentation materials & equipment			Wed 10/18/23	Mon 10/23/23	6	4
1.47	WSBC MEETING 4 - Peer school recap			Wed 10/18/23	Wed 10/18/23	1	1
1.48	Visioning 4 - Individual Space Planning			Tue 10/24/23	Fri 10/27/23	4	4
1.49	Document Vision 3-4 outcomes			Mon 10/30/23	Fri 11/03/23	7	5
1.50	Leadership Working Group - Mtg 10 - Placeholder			Tue 10/31/23	Tue 10/31/23	1	1
1.51	Document Visioning for report			Mon 11/06/23	Wed 11/08/23	3	3

September 2023 - October 2023

Educational Visioning

- Conduct 8 Visioning Sessions total
- Visit peer schools

Work Plan Overview

November 2023 - February 2024

Programming

- Prepare Space Summaries
- Prepare Educational Program Narratives
- Spatial Relationship Diagrams

Design

- Develop Site Planning Diagrams
- Discuss Sustainability Goals
- Develop Initial Floor Plans

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1.52	Facility Programming - develop initial Space Summary			Wed 11/08/23	Tue 11/21/23	14	10
1.53	Develop initial grade and building configuration options			Wed 11/08/23	Tue 11/21/23	14	10
1.54	WSBC MEETING 5 - TBD			Wed 11/08/23	Wed 11/08/23	1	1
1.55	Leadership Working Group - Mtg 11 - Space Summary Intro			Tue 11/14/23	Tue 11/14/23	1	1
1.56	Facility Programming - Refine/Finalize Space Summary			Mon 11/27/23	Fri 12/01/23	7	5
1.57	Edu. Programming - Education Plan			Mon 11/27/23	Fri 12/08/23	14	10
1.58	Initial LEED Scorecard and Sustainability Goals			Mon 11/27/23	Fri 12/08/23	14	10
1.59	Leadership Working Group - Mtg 12 - Space Summary Review			Tue 11/28/23	Tue 11/28/23	1	1
1.60	Facility/Edu. Programming - Bubble Spatial Relationship Diagrams			Mon 12/11/23	Fri 12/15/23	5	5
1.61	Develop preliminary site plan diagrams			Wed 12/13/23	Fri 12/15/23	5	3
1.62	Leadership Working Group - Mtg 13 - Ed Plan; Sustainability			Tue 12/12/23	Tue 12/12/23	1	1
1.63	WSBC MEETING 6 - Visioning, Programming Outcomes			Wed 12/13/23	Wed 12/13/23	1	1
1.64	Facility/Edu. Programming - Bubble into Block Diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.65	Refine site plan diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.66	Facility Programming - refine Space Summary			Tue 1/02/24	Mon 1/08/24	7	5
1.67	Leadership Working Group - Mtg 15 - Refined Space Summary & Block Diag on Site Plans			Tue 1/09/24	Tue 1/09/24	1	1
1.68	WSBC MEETING 7 - Bubble Diagrams; site plan diagrams			Wed 1/10/24	Wed 1/10/24	1	1
1.69	Facility/Edu. Programming - Develop Block Diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.70	Refine site plan diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.71	***Community Forum #2: Review Visioning Recap and Preliminary options Development***			Mon 1/22/24	Mon 1/22/24	1	1
1.72	Leadership Working Group - Mtg 13 - Placeholder			Tue 1/23/24	Tue 1/23/24	1	1
1.73	Edu. Programming - Final Space Summary			Wed 1/24/24	Fri 1/26/24	5	3
1.74	Edu. Programming - Final Education Plan			Wed 1/24/24	Fri 1/26/24	5	3
1.75	Facility/Edu. Programming - Develop Site Plan Diagrams			Mon 1/29/24	Mon 2/05/24	8	6
1.76	Facility/Edu. Programming - Develop Initial Floor Plans			Mon 1/29/24	Mon 2/05/24	8	6
1.77	Leadership Working Group - Mtg 14 - Site Option & Floor Plans			Tue 2/06/24	Tue 2/06/24	1	1
1.78	WSBC MEETING 8 - TBD			Wed 2/07/24	Wed 2/07/24	1	1
1.79	Finalize site plan diagrams and conceptual floor plans			Thu 2/08/24	Fri 2/16/24	9	7
1.80	Site options/ plans to Cost Estimator			Mon 2/19/24	Fri 3/01/24	14	10
1.81	Receive & review cost estimates			Mon 3/04/24	Fri 3/08/24	5	5
1.82	Leadership Working Group - Mtg 15 - Site Option & Floor Plans - Short List + Costs			Tue 3/12/24	Tue 3/12/24	1	1
1.83	WSBC MEETING 9 - TBD			Wed 3/06/24	Wed 3/06/24	1	1
1.84	Incorporate feedback on cost estimates and develop presi for WSBC			Wed 3/13/24	Fri 3/15/24	5	3
1.85	Develop draft PDP documents, incorporate meeting feedback			Mon 3/18/24	Thu 3/28/24	11	9
1.86	Develop final Options site plans public presentation			Mon 3/18/24	Fri 3/22/24	5	5
1.87	***WSBC MEETING 10 - Site Option & Floor Plans - Short List + Costs***			***Tue 3/19/24***	Tue 3/19/24	1	1
1.88	Leadership Working Group - Mtg 16 - TBD			Tue 3/26/24	Tue 3/26/24	1	1
1.89	***Community Forum #3/School Committee: Site Options Evaluations - Short list + Costs; possible grade reconfiguration***			*Wed 3/27/24*	Wed 3/27/24	1	1
1.90	WSBC MEETING 11 - Approve Draft PDP for submission			Wed 4/03/24	Wed 4/03/24	1	1
1.91	Final edits of PDP documents			Thu 4/04/24	Mon 4/08/24	5	3
1.92	QA Review & edits			Thu 4/04/24	Fri 4/05/24	3	2
1.93	Print and collate report			Mon 4/08/24	Wed 4/10/24	3	3
1.94	D+W submit PDP documents to OPM			Thu 4/11/24	Fri 4/12/24	2	2
1.95	QA Review			Mon 4/15/24	Wed 4/17/24	3	3
1.96	**Milestone Submission - OPM submit PDP to MSBA**			Thu 4/18/24	Fri 4/19/24	2	2

Work Plan Overview

February 2024 – March 2024

Cost Estimating

- Options finalized for estimating
- Review cost estimates

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1.52	Facility Programming - develop initial Space Summary			Wed 11/08/23	Tue 11/21/23	14	10
1.53	Develop initial grade and building configuration options			Wed 11/08/23	Tue 11/21/23	14	10
1.54	WSBC MEETING 5 - TBD			Wed 11/08/23	Wed 11/08/23	1	1
1.55	Leadership Working Group - Mtg 11 - Space Summary Intro			Tue 11/14/23	Tue 11/14/23	1	1
1.56	Facility Programming - Refine/Finalize Space Summary			Mon 11/27/23	Fri 12/01/23	7	5
1.57	Edu. Programming - Education Plan			Mon 11/27/23	Fri 12/08/23	14	10
1.58	Initial LEED Scorecard and Sustainability Goals			Mon 11/27/23	Fri 12/08/23	14	10
1.59	Leadership Working Group - Mtg 12 - Space Summary Review			Tue 11/28/23	Tue 11/28/23	1	1
1.60	Facility/Edu. Programming - Bubble Spatial Relationship Diagrams			Mon 12/11/23	Fri 12/15/23	5	5
1.61	Develop preliminary site plan diagrams			Wed 12/13/23	Fri 12/15/23	5	3
1.62	Leadership Working Group - Mtg 13 - Ed Plan; Sustainability			Tue 12/12/23	Tue 12/12/23	1	1
1.63	WSBC MEETING 6 - Visioning, Programming Outcomes			Wed 12/13/23	Wed 12/13/23	1	1
1.64	Facility/Edu. Programming - Bubble into Block Diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.65	Refine site plan diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.66	Facility Programming - refine Space Summary			Tue 1/02/24	Mon 1/08/24	7	5
1.67	Leadership Working Group - Mtg 15 - Refined Space Summary & Block Diag on Site Plans			Tue 1/09/24	Tue 1/09/24	1	1
1.68	WSBC MEETING 7 - Bubble Diagrams; site plan diagrams			Wed 1/10/24	Wed 1/10/24	1	1
1.69	Facility/Edu. Programming - Develop Block Diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.70	Refine site plan diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.71	***Community Forum #2: Review Visioning Recap and Preliminary options Development***			Mon 1/22/24	Mon 1/22/24	1	1
1.72	Leadership Working Group - Mtg 13 - Placeholder			Tue 1/23/24	Tue 1/23/24	1	1
1.73	Edu. Programming - Final Space Summary			Wed 1/24/24	Fri 1/26/24	5	3
1.74	Edu. Programming - Final Education Plan			Wed 1/24/24	Fri 1/26/24	5	3
1.75	Facility/Edu. Programming - Develop Site Plan Diagrams			Mon 1/29/24	Mon 2/05/24	8	6
1.76	Facility/Edu. Programming - Develop Initial Floor Plans			Mon 1/29/24	Mon 2/05/24	8	6
1.77	Leadership Working Group - Mtg 14 - Site Option & Floor Plans			Tue 2/06/24	Tue 2/06/24	1	1
1.78	WSBC MEETING 8 - TBD			Wed 2/07/24	Wed 2/07/24	1	1
1.79	Finalize site plan diagrams and conceptual floor plans			Thu 2/08/24	Fri 2/16/24	9	7
1.80	Site options/ plans to Cost Estimator			Mon 2/19/24	Fri 3/01/24	14	10
1.81	Receive & review cost estimates			Mon 3/04/24	Fri 3/08/24	5	5
1.82	Leadership Working Group - Mtg 15 - Site Option & Floor Plans - Short List + Costs			Tue 3/12/24	Tue 3/12/24	1	1
1.83	WSBC MEETING 9 - TBD			Wed 3/06/24	Wed 3/06/24	1	1
1.84	Incorporate feedback on cost estimates and develop presi for WSBC			Wed 3/13/24	Fri 3/15/24	5	3
1.85	Develop draft PDP documents, incorporate meeting feedback			Mon 3/18/24	Thu 3/28/24	11	9
1.86	Develop final Options site plans public presentation			Mon 3/18/24	Fri 3/22/24	5	5
1.87	***WSBC MEETING 10 - Site Option & Floor Plans - Short List + Costs***			***Tue 3/19/24***	Tue 3/19/24	1	1
1.88	Leadership Working Group - Mtg 16 - TBD			Tue 3/26/24	Tue 3/26/24	1	1
1.89	***Community Forum #3/School Committee: Site Options Evaluations - Short list + Costs; possible grade reconfiguration***			*Wed 3/27/24*	Wed 3/27/24	1	1
1.90	WSBC MEETING 11 - Approve Draft PDP for submission			Wed 4/03/24	Wed 4/03/24	1	1
1.91	Final edits of PDP documents			Thu 4/04/24	Mon 4/08/24	5	3
1.92	QA Review & edits			Thu 4/04/24	Fri 4/05/24	3	2
1.93	Print and collate report			Mon 4/08/24	Wed 4/10/24	3	3
1.94	D+W submit PDP documents to OPM			Thu 4/11/24	Fri 4/12/24	2	2
1.95	QA Review			Mon 4/15/24	Wed 4/17/24	3	3
1.96	**Milestone Submission - OPM submit PDP to MSBA**			Thu 4/18/24	Fri 4/19/24	2	2

Work Plan Overview

March 2024 – April 2024

Approvals

- Finalize Options and Costs for approvals
- Prepare PDP Submission

Submit PDP to MSBA by APRIL 18, 2024

WBS	Task	Assigned	Predecessor	Start	End	Cal. Days	Work Days
1.52	Facility Programming - develop initial Space Summary			Wed 11/08/23	Tue 11/21/23	14	10
1.53	Develop initial grade and building configuration options			Wed 11/08/23	Tue 11/21/23	14	10
1.54	WSBC MEETING 5 - TBD			Wed 11/08/23	Wed 11/08/23	1	1
1.55	Leadership Working Group - Mtg 11 - Space Summary Intro			Tue 11/14/23	Tue 11/14/23	1	1
1.56	Facility Programming - Refine/Finalize Space Summary			Mon 11/27/23	Fri 12/01/23	7	5
1.57	Edu. Programming - Education Plan			Mon 11/27/23	Fri 12/08/23	14	10
1.58	Initial LEED Scorecard and Sustainability Goals			Mon 11/27/23	Fri 12/08/23	14	10
1.59	Leadership Working Group - Mtg 12 - Space Summary Review			Tue 11/28/23	Tue 11/28/23	1	1
1.60	Facility/Edu. Programming - Bubble Spatial Relationship Diagrams			Mon 12/11/23	Fri 12/15/23	5	5
1.61	Develop preliminary site plan diagrams			Wed 12/13/23	Fri 12/15/23	5	3
1.62	Leadership Working Group - Mtg 13 - Ed Plan; Sustainability			Tue 12/12/23	Tue 12/12/23	1	1
1.63	WSBC MEETING 6 - Visioning, Programming Outcomes			Wed 12/13/23	Wed 12/13/23	1	1
1.64	Facility/Edu. Programming - Bubble into Block Diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.65	Refine site plan diagrams			Thu 12/14/23	Fri 12/22/23	10	7
1.66	Facility Programming - refine Space Summary			Tue 1/02/24	Mon 1/08/24	7	5
1.67	Leadership Working Group - Mtg 15 - Refined Space Summary & Block Diag on Site Plans			Tue 1/09/24	Tue 1/09/24	1	1
1.68	WSBC MEETING 7 - Bubble Diagrams; site plan diagrams			Wed 1/10/24	Wed 1/10/24	1	1
1.69	Facility/Edu. Programming - Develop Block Diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.70	Refine site plan diagrams			Wed 1/11/23	Fri 1/20/23	10	8
1.71	***Community Forum #2: Review Visioning Recap and Preliminary options Development***			Mon 1/22/24	Mon 1/22/24	1	1
1.72	Leadership Working Group - Mtg 13 - Placeholder			Tue 1/23/24	Tue 1/23/24	1	1
1.73	Edu. Programming - Final Space Summary			Wed 1/24/24	Fri 1/26/24	5	3
1.74	Edu. Programming - Final Education Plan			Wed 1/24/24	Fri 1/26/24	5	3
1.75	Facility/Edu. Programming - Develop Site Plan Diagrams			Mon 1/29/24	Mon 2/05/24	8	6
1.76	Facility/Edu. Programming - Develop Initial Floor Plans			Mon 1/29/24	Mon 2/05/24	8	6
1.77	Leadership Working Group - Mtg 14 - Site Option & Floor Plans			Tue 2/06/24	Tue 2/06/24	1	1
1.78	WSBC MEETING 8 - TBD			Wed 2/07/24	Wed 2/07/24	1	1
1.79	Finalize site plan diagrams and conceptual floor plans			Thu 2/08/24	Fri 2/16/24	9	7
1.80	Site options/ plans to Cost Estimator			Mon 2/19/24	Fri 3/01/24	14	10
1.81	Receive & review cost estimates			Mon 3/04/24	Fri 3/08/24	5	5
1.82	Leadership Working Group - Mtg 15 - Site Option & Floor Plans - Short List + Costs			Tue 3/12/24	Tue 3/12/24	1	1
1.83	WSBC MEETING 9 - TBD			Wed 3/06/24	Wed 3/06/24	1	1
1.84	Incorporate feedback on cost estimates and develop presi for WSBC			Wed 3/13/24	Fri 3/15/24	5	3
1.85	Develop draft PDP documents, incorporate meeting feedback			Mon 3/18/24	Thu 3/28/24	11	9
1.86	Develop final Options site plans public presentation			Mon 3/18/24	Fri 3/22/24	5	5
1.87	***WSBC MEETING 10 - Site Option & Floor Plans - Short List + Costs***			**Tue 3/19/24**	Tue 3/19/24	1	1
1.88	Leadership Working Group - Mtg 16 - TBD			Tue 3/26/24	Tue 3/26/24	1	1
1.89	***Community Forum #3/School Committee: Site Options Evaluations - Short list + Costs; possible grade reconfiguration***			Wed 3/27/24	Wed 3/27/24	1	1
1.90	WSBC MEETING 11 - Approve Draft PDP for submission			Wed 4/03/24	Wed 4/03/24	1	1
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1.93	Print and collate report			Mon 4/08/24	Wed 4/10/24	3	3
1.94	D+W submit PDP documents to OPM			Thu 4/11/24	Fri 4/12/24	2	2
1.95	QA Review			Mon 4/15/24	Wed 4/17/24	3	3
1.96	**Milestone Submission - OPM submit PDP to MSBA**			Thu 4/18/24	Fri 4/19/24	2	2

Working Together



School Building Committee Meeting Schedule:

➢ Sept. 20, 2023	Existing Conditions Summary
➢ Oct. 18, 2023	Visioning Recap – Part 1
➢ Nov. 8, 2023	Visioning Recap; Sustainability Goals
➢ Dec. 13, 2023	Programming Outcomes
➢ Jan. 10, 2024	Bubble Diagrams and Site Plan Diagrams
➢ Feb. 7, 2024	Site and Floor Plans
➢ Mar. 6, 2024	Site and Floor Plans Update
➢ *Mar. 20, 2024*	*Short List and Costs*
➢ Apr. 3, 2024	Approve Draft PDP for Submission

July Progress:

- ✓ Existing Conditions Site Visits – week of July 24th
- ✓ Principal Interviews – in progress
- ✓ Peer Schools List – in progress
- ✓ Demographer – Data Collection
- ✓ Visioning – Create flyer for participant engagement
- ✓ Outline Visioning Sessions



Educational Visioning



Wilmington Elementary School Building Project

Visioning - Call for Volunteers

Help us define and shape the future for our Pre-K to 5th grade learners



Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom



Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom



Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium



Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

To Volunteer
Register by 9/8/23

Register Here
https://forms.gle/zpyxFebKHjeHapwG8

Or Call
978-694-6000, Option #4



Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom



Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom



Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium



Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

Next Steps



August 2023 Look Ahead

- ❑ Document findings from site visits
- ❑ Continue Principal Interviews
- ❑ Meet with Key Staff
- ❑ Finalize Peer Schools visits
- ❑ Demographer – Complete Data Analysis
- ❑ Coordinate visits for Peer Schools
- ❑ Confirm participants for Visioning
- ❑ Visioning – Develop Presentations

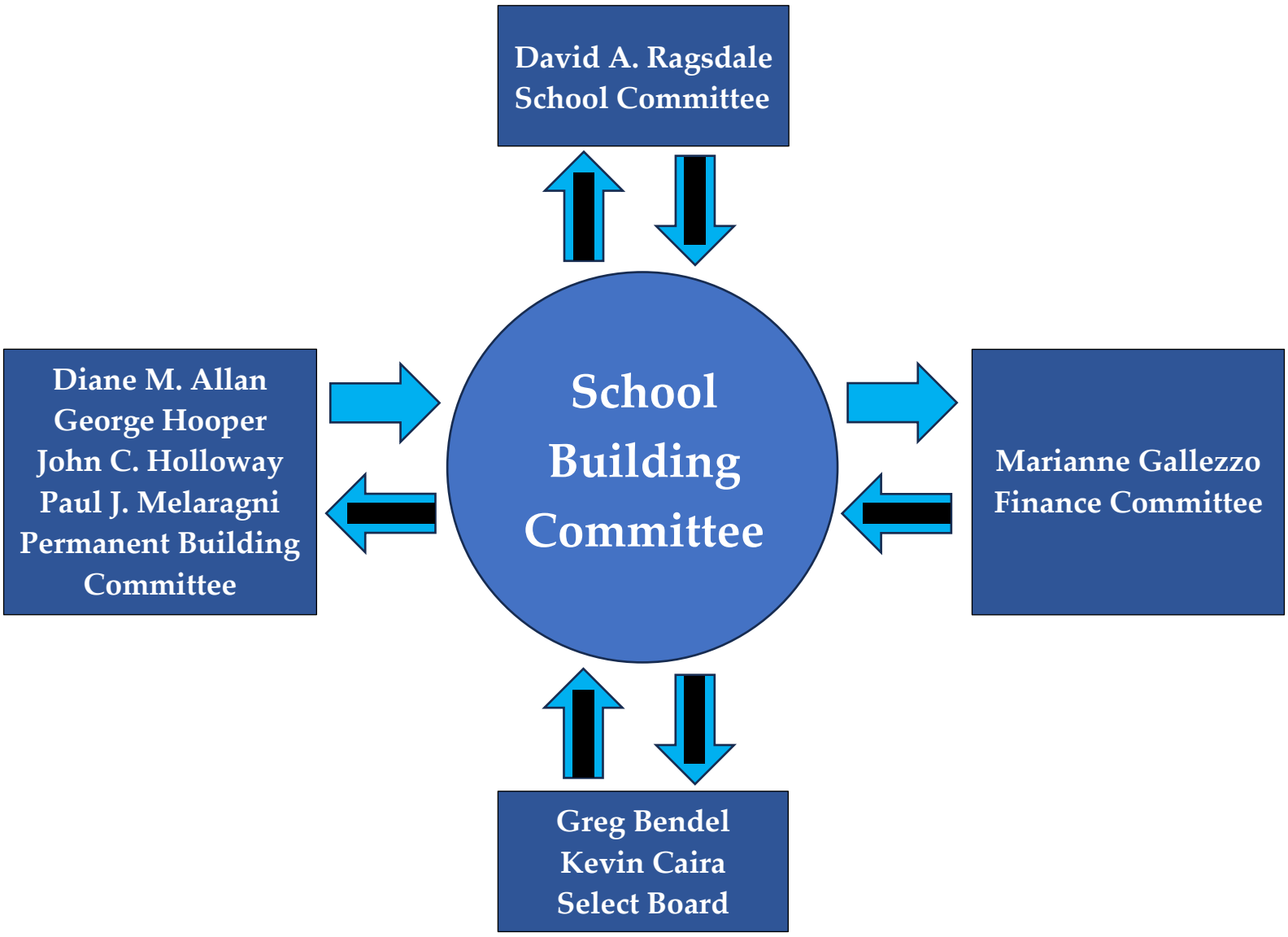


Communication Protocol



Q & A




David A. Ragsdale
School Committee
Diane M. Allan
George Hooper
John C. Holloway
Paul J. Melaragni
Permanent Building
Committee
School
Building
Committee
Marianne Gallezzo
Finance Committee
Greg Bendel
Kevin Caira
Select Board

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	10/18/2023
Re:	School Building Committee	Meeting No:	6
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
Present	Diane M. Allan, *Permanent Building Committee*
Absent	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
Present	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
Present	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Present	Alice Brown-LeGrand, *Director of Student Support Services*
Present	George W. Hooper II, *Public Buildings Superintendent*
Present	Jeffrey M. Hull, *Town Manager*
Present	Susan Inman, *Assistant Town Manager*
Present	Bryan T. Perry, *Finance Director/Town Accountant*
Present	Paul J. Melaragni, *Permanent Building Committee*
Absent	David A. Ragsdale, *School Committee Vice Chair*
Present	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager*
Absent	Maggie Lopes, *West Side Parent*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Absent	Donald Walter, Principal-In-Charge
Present	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Absent	Jason Boone, Educational Planner

SMMA

Absent	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
6.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:00 PM. Motion to open the Meeting by Paul Melaragni with a second from Diane Allen. Roll Call of the School Building Committee was performed to account for all of those who are present. J.Leduc advised Dr. Glenn Brand that as of 4:25pm, the Town Clerk had sworn in all members of the School Building Committee for the exception of Kevin Caira, who is not present. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Kevin Caira, Kate Bissell, Stacey Scott, Christine Holleran, Alice Brown-LeGrand, George W. Hooper II, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, M.J. Byrnes for David Ragsdale, Marianne Gallezzo, Michael Camoscio, Craig Miner, Vivian Varbedian, Christine Prendergast, and Justin Cusce. Missing: *John C. Holloway, Maggie Lopes, David A. Ragsdale.*
6.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of August 16, 2023 by Diane M. Allan and seconded by Marianne Gallezzo. Voted upon unanimously with 6 abstentions (*Kate Bissell, Alice Brown-LeGrand, Kevin Caira, George W. Hooper II, Jeff Hull, Christine Prendergast, Vivian Varbedian*.) Roll Call vote of Voting Members: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Stacey Scott, Christine Holleran, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, Marianne Gallezzo, Michael Camoscio, Craig Miner, and Justin Cusce. *Missing: John C. Holloway, Maggie Lopes, David A. Ragsdale.*
6.3	Record	**Approval of Invoices** Jeff Hull provided background regarding the approval of invoices by the Finance Subcommittee that will be reviewing the invoices and making their recommendation to the School Building Committee to approve the invoices. It was recommended by Julie Leduc that this be the process moving forward as the invoices get more numerous and it lends to the transparent process across the School Building Committee and documentation. • Diane Allan asks about Basic Services Feasibility Phase Fee of $485,000 and Schematic Design Phase Fee of $385,000 and what milestones are involved in these phases and their deadlines in relation to the fees invoiced. *Vivian Varbedian, Sarah Traniello and Rani Philip advised that during Feasibility Phase the Designer performs studies and Visioning with the students, staff and community to provide direction in the development of what is envisioned for the school project.* o Within Dore+Whittier's Workplan, it was shown that during this Feasibility Study phase, there will be two reports submitted, the Preliminary Design Program (PSR) and the Preferred Schematic Report (PSR). The PSR report will be the product of all of the Programming Meetings, the Visioning Sessions with members of the staff, community and students that have been happening over the

Item #	Action	Discussion
		past six weeks, assembling all of the understanding of the Architectural Design of what the Town and Community envisions the Wildwood School to be. At the culmination of it all, there will be an understanding of massing so the building will not have a distinct definition of what characteristics the building needs to have in specific detail, interior and exterior. However, there will be a good sense of where the school building will be located and on what site, as well as where on that site location what it will be size-wise in square footage and whether or not it will be a two-story, a three-story or a scrawling building or all of those components and making sure that all of the programmatic spaces are included as part of the deliverable. Once the project has moved on to Schematic Design, the start of a more detailed understanding of the complexity between the departments, adjacencies and areas that want to be closer within the building to each other. o Where the space summary comes into play as far as what spaces are needed for classrooms and what spaces are needed for special education, music, art, and all of the other components that make up the school. o A cost estimate is not only done by the Architectural team but one is also performed by the Owner Project Management team. There will be a cost reconciliation to make sure that the estimators are in alignment and looking at the same scope. This is done at the Schematic Design phase as it is still very much conceptual in design. There is just enough detail but not enough to know everything or the Architect and/or the OPM team to know everything. A cost estimate at the end of the Schematic Design phase, the cost estimate is not only taken but also a budget is developed. At this time, the Wildwood Project will meet with the MSBA to approve the Schematic Design. The budget is the overall Total Project Budget which includes the cost estimate for the Construction as well as items that will take the Owner's Project Manager forward to complete the project all the way through Construction and Closeout. *At this time, the project will go to Town Meeting with the estimated cost of the Wildwood School project.* o The Project Budget will also cover the Project Delivery as the Architectural team moves the Schematic Design into Design Development Documents and then Construction Documents in preparation for the Bidding Phase where the project goes out to bid with the Construction Manager or General Contractor in the Bidding Phase. At this point in time, it will be necessary to bring the project before Town Meeting for approval and then move forward towards an appropriation vote for the amount of money that will be needed for building the school. Without the appropriation of the funding,

Item #	Action	Discussion
		Construction of the project cannot proceed. After the Bidding, Construction will commence and Construction Administration will occur where the Owner's Project Management Representative will enlist the Owner's Testing and Investigative services to regularly perform testing of foundations and structural elements [soils, concrete, rebar, etc.] to ensure the quality Furniture and Fixtures and Equipment are part of this as well as Technology. All is compiled together into a Total Project Budget that is submitted to the MSBA and with that is a form that is completely filled out which is known as the 3011 Form by the MSBA which triggers your Project Funding Agreement at the end of the Schematic Design Phase. At this point in the project, everyone will have a pretty good sense of how much it is going to cost for the project as a whole to come to fruition. The amount that the MSBA will be contributing towards this project will also be known as well and what is needed for Wilmington's funding and approvals to go to Town vote. • *From this input provided, the Designer will further develop massing options on the sites prescribed by the MSBA for Renovation Only, Renovation and Addition, and New Construction. Once all of the options are developed on the sites, a report is submitted to the MSBA called the Preliminary Design Program Report and presented to the community and the School Building Committee for their further thoughts and feedback. The options are narrowed by the School Building Committee through examination and evaluation and the Preferred Schematic Report will further explore the options.* • Marianne Gallezzo asked about when electrical services are provided for example on the project and an invoice is presented, the OPM would review the invoices and advise the School Building Committee of the invoices that have been reviewed, vetted and ready for being approved for payment through a recommendation? *Sarah Traniello advised that all invoices are reviewed against the budget and vetted for their accuracy before being brought before the Committee for recommendation.* • Marianne Gallezzo advised that it is different from what is being experienced for the Town Hall, Administration Building, Senior Center project. George Hooper confirmed that all invoices for those projects are vetted through their OPM before it gets to the Committee for approval and then it is submitted for payment. Marianne Gallezzo asked if there is a reason why the School Building Committee would have to approve these invoices. Vivian Varbedian advised that the Finance Subcommittee/Working Group would review the invoices submitted against the budget provided and verify that the budget line items are not being exceeded before making its recommendation to the School Building Committee as a whole for approval of the invoices. The Wildwood School Project is an MSBA project and as such the School Building

Item #	Action	Discussion
		Committee has oversight of the payment of the invoices and expenditures for the project. The Finance Subcommittee/Working Group does not have voting power as it is the School Building Committee with the voting power to approve. Marianne Gallezzo asked that it is an MSBA requirement that the SBC approve all invoices. Vivian Varbedian confirmed that the SBC is the governing committee responsible for the project and confirming the finances are in alignment for the project. • Diane Allan asked with regards to Dore+Whittier's Feasibility Study fee of $450,000, what is the end product, what will we have accomplished when we finish this Feasibility Study and what is the estimated date of completion? Further, when we get to the Schematic Design of which is $385,000 what is that end product and does it include construction estimates so that after this is complete this will bring us to the future Town Meeting. • Paul Ruggiero explained that the Feasibility Study budget is $1.2Million was broken down as follows: OPM Feasibility Study work for $200,000; Architecture/Engineering Feasibility Study work for $800,000; Environmental/Site Work of $100,000 and a budget of Other of $100,000. • Warrant No. 3 contains SMMA's August 2023 invoice in the amount of $7,500 and Dore+Whittier's August 2023 invoice for $36,000 for Warrant No. 3's total of $43,500. • Warrant No. 4 contains SMMA's September 2023 invoice in the amount of $7,500 and Dore+Whittier's September 2023 invoice for $31,500 and their Subconsultant, Cropper's invoice for services rendered for Student Assignment & Facility Planning Services to date in the amount of $7,000 plus 10% markup in the amount of $7,700 for Warrant No. 4's total of $46,700. • Vivian Varbedian advised that a memo can be attached going forward with the Warrant and Invoices relating to the activities for SMMA and Dore+Whittier for the period invoiced and consultancies.
6.4	Record	**SBC Vice-Chair Voting Results** Dr. Glenn Brand advised of the need for a Vice Chair for the Chair of the Wildwood School Building Committee and advised of the results of the nominations that were collected 2 months prior through surveying the Committee would be provided by Sarah Traniello who collected and counted the nomination results. Sarah Traniello read off the members of the Wildwood School Building Committee who were nominated with the leading number of nominating votes and the counts for each individual for the position of Vice Chair alongside Dr. Glenn Brand. The member with the majority of the nominations at 10 was Vivian Varbedian. Confirmation was made of her attendance at this evening's meeting. A poll nomination vote was taken to confirm this nomination to Vice Chair of the Wildwood Early Childhood School project and Vivian Varbedian was unanimously nominated.

Item #	Action	Discussion
		Gregory Bendel moved that a nomination be made for Vivian Varbedian for the position of Vice Chair of the Wildwood School Building Committee. Seconded by Marianne Gallezzo and confirmed with a Roll Call vote. Roll Call vote of Voting Members: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Stacey Scott, Christine Holleran, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, Marianne Gallezzo, Michael Camoscio, Craig Miner, Christine Prendergast and Justin Cusce.
6.5	Record	**SBC Finance Working Group Formation** Sarah Traniello advised that those interested in joining the Finance Working Group submitted their interest in participating when the surveys were distributed a few months ago regarding Working Groups and Subcommittees to the School Building Committee. The Wildwood School Building Committee has added some new members to our Wildwood School Building Committee. As the project continues to grow. it is important that the Committee shows complete transparency to the community with the review of invoices, change orders and contract amendments. Currently SMMA and Dore+Whittier have been submitting invoices but before we know it there will be a Contractor on board with much more complex invoicing as well as Change Orders. Although SMMA and Dore+Whittier will be thoroughly reviewing both, the Committee would like to create a Finance Working Group in which we will present these invoices and Change Orders once the review is complete the Finance Working Group will make a recommendation to the full School Building Committee for approval. This process has worked well in all our projects and makes the process more streamlined. The Committee is looking for a handful of volunteers who will be willing to join this working group. M.J. Byrnes who represented the David Ragsdale for the School Committee at the meeting reached out to David Ragsdale to get his input on his interest in joining this working group and advised he was abstaining. Those who have volunteered are Susan Inman, Christine Prendergast, Vivian Varbedian, Paul Ruggiero, and Bryan T. Perry. Those who are nominated are Susan Inman, Christine Prendergast, Paul Ruggiero and Bryan T. Perry to the Finance Working Group. Gregory Bendel moved that these members be nominated to the Finance Working Group. Seconded by Vivian Varbedian and confirmed with a Roll Call vote. Roll Call vote of Voting Members: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Stacey Scott, Christine Holleran, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, Marianne Gallezzo, Michael Camoscio, Craig Miner, Christine Prendergast and Justin Cusce.
6.6	Record	**SBC Sustainability Working Group Formation** Rani Philip introduced Eric Ruoff from The Green Engineer to review Sustainability as an integral component for planning and design for this Wildwood School project. • The Green Engineer as a part of the design team guides Dore+Whittier and its design team through that process. Eric Ruoff summarized Sustainability

Item #	Action	Discussion
		and how it will impact the project and as part of the team managing the sustainability process providing a very high level understanding of some of the requirements that the project may have. This will be the first of many sessions that The Green Engineer will have with design disciplines and different groups within the community to ensure that not only the requirements of MSBA are satisfied but those of the Community as a whole. The presentation showed a table that outlines what were the previous MSBA requirements that were updated with their most recent updated requirements at the end of June. Walking through those new minimum requirements, there are some mandatory elements and then some optional elements that have some financial benefit associated with them. The Green Engineer walked through each of these individual items here a minimum requirement for all MSBA projects are outlined. The column on the right has the new requirements with the previous requirements on the left. As the MSBA has raised the bar with these new requirements as has the State energy code and which is linked to these MSBA requirements has changed. Eric Ruoff further explained the minimum requirements recognize in a Green Building community as designated by the State and how they relate to the MSBA requirements that will layer upon it relating to the whole building system for LEED for Schools version of Silver Certification. Outlining the different point strategies regarding mandatory elements around the site and water, energy, materials, indoor environment and some other holistic Green Building strategies. • The Green Engineer will work with Dore+Whittier to achieve the maximum credits possible that work with the Design and the Community's sustainability goals while in alignment with MSBA goals. While MSBA encourages a Silver LEED Certification, it is up to the District and the Wilmington community whether it is desired to push for achieving an even higher certification to obtain more reimbursement. The Green Engineer and Dore+Whittier Architect will work together closely to align the goals of the MSBA, the Wilmington Public Schools and the Wilmington Community to provide the options throughout the design process especially where it comes to providing detail on the certification levels and how much payback it will provide the Community based on the energy efficiency of the project. As the SBC gets closer to narrowing down the design options, it will need to revisit and factor in the sustainability facet of the project and more specifically what its goals are for this project. It will be advantageous to know the community's thoughts and standing on what the goals should be for this project as it commences. • Some of these in-depth discussions for Sustainability will be had with the Sustainability Working Group as they will engage in a lot of the discussions that will be had with the design team very early on. If it is known that the project is trying to aim to get those additional three and or four points for this project for additional funding then there is a need to start selecting systems whether it's electric or geothermal. It will really be the impact of these

Item #	Action	Discussion
		systems as we start selecting for the project and start pricing out in early phases that will help us know better where the project stands. To achieve this, creating a working group who would be working with The Green Engineer and the Dore+Whittier design team to have a lot of the information in place and generate this information to share with the group will be essential. Sarah Traniello advised that those interested in joining the Sustainability Working Group submitted their interest in participating when the surveys were distributed a few months ago regarding Working Groups and Subcommittees to the School Building Committee. Those that have volunteered are Michael Camoscio, Craig Miner, and Christine Prendergast. Gregory Bendel moved that these members be nominated to the Sustainability Working Group. Seconded by Paul Melaragni and confirmed with a Roll Call vote. Roll Call vote of Voting Members: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Stacey Scott, Christine Holleran, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, Marianne Gallezzo, Michael Camoscio, Craig Miner, Christine Prendergast and Justin Cusce.
6.7	Record	**Existing Conditions Summary** Part of the requirements that MSBA outlines for communities such as Wilmington is to evaluate at a deeper level the state of the community's existing buildings. In this case, the buildings that are for consideration as part of the school consolidation. Prior to starting the existing conditions, Rani Philips shared a quick workplan update. To provide a quick recap of some of the tasks that were completed in the last eight months or so, Dore+Whittier have documented the findings from the site visits to the individual school buildings and will generate a report that will be shared with all of the School Building Committee and the Community. Cropper, the demographer, created and completed their data analysis that will be a part of their report that Dore+Whittier recently received. As Rani Philips mentioned, the results will be reviewed and shared as well as be finalized with the coordination for Peer School Visits. Dore+Whittier has completed the Peer School Visits with representative of the teaching staff and student parents two weeks ago, and then commenced with the remaining 2 sessions of Visioning Sessions. Dore+Whittier has completed three of the four Visioning Sessions to date. Regarding the existing conditions, these were performed over the summer as our design team evaluated the existing school buildings and the sites that were part of the project. These slides are intended to summarize Dore+Whittier's observations for each of the buildings and sites that were visited. Dore+Whittier is finalizing this report and the detailed document will give all of the observations in much greater detail and will eventually become part of the Preliminary Design Program (PDP) document that will be submitted to the MSBA in the spring of 2024. The Preliminary Design Program will be the first half of the Feasibility Study in which reviewed the three School

Item #	Action	Discussion
		locations: Wildwood, Woburn Street and North Intermediate Schools and then also visited the Town Hall site as it was identified as a possible site location. Ideally Dore+Whittier wants to understand the potential limitations as well as the opportunities that each of the locations provides. In general, the buildings are of similar vintage. The sizes are varied and this will impact what happens later in design. Rani Philips presented the Existing Condition Summary of the existing Wildwood Early Childhood Center, North Intermediate School, Woburn Street School and the Town Hall Sites with specific details related to each site's site conditions, exterior and interior architectural elements, and infrastructure. For Wildwood, the site is located in a wooded area and residential area. There are wetlands to the North and the East which will be part of the consideration when the site is analyzed for design impact. There is a wetland protected area that's part of the site where there are significant grade changes that present challenging drainage and accessibility. See PowerPoint for more detail, attached.
6.8	Record	**Educational Visioning Update** Dore+Whittier is embarking on the fourth session of the Educational Visioning with those members of the SBC, community, teaching staff and parents. Dore+Whittier is in the midst of documenting all the outcomes from these Educational Visioning Sessions and the Peer School Visits and preparing those to present to you in more depth over the next month. Then what comes out of those Visioning Sessions is an idea of what spaces will need to be programmed into a new building or a renovated building and Dore+Whittier will begin that process to create the Space Summary and working with the District on the Educational Plan for the future of Wilmington's education. Those are all components of what Dore+Whittier will be working on in the future so I just wanted to add that in there for next steps.
6.9	Record	**Peer School Visits** Five schools recently built were visited over two days by teaching staff, parents and members of this committee. Those who attended were able to take pictures and notes of what was witnessed and share and carry it forward to the remaining 2 sets of Educational Visioning Sessions that were designed to get their input on bringing it to the next step for the students of Wilmington. As participants in these sessions those who participated in the Peer School Visits definitely had some strong opinions and insights on things that had seen during the Peer School Visits. Those participants provided input to Dore+Whittier ensuring specific elements are incorporated in the project as the project moves forward. This will definitely be part of the process and unfortunately not all of it is developed. As it is being developed it will be shared with the Committee and the Community and it will be part of the process of sharing continuously throughout.

Item #	Action	Discussion
6.10	Record	**Prepare for Community Forum** The topic of a future Community Forum coming up. It is going to be dedicated specifically to what kind of educational programs currently exist and what kind of vision there is for the project. This is a big topic and there is a lot to cover. Trying to do both kinds: of infrastructure and next steps might be much for the first meeting. Historically the Design Team likes to dedicate a full Community Forum to kind of vet that out.
6.11	Record	**Committee Questions** None.
6.12		**Discussion/Correspondence/New Items** None.
6.13	Record	**Public Comments** Jen Banelli, 17 Jacob Street Rani Philips touched on at the very end the conditions of the schools and it is the next step to talk about the conditions in terms of providing modern education like how well is that building set up to provide the education for top-notch education. Is it possible to see that in the November 8th session as today's existing conditions report was very focused on physical systems and when community members think about the conditions of the school it is not just about the physical system like the AC system or the ventilation system works or the surfaces of the floor but is it able to give the student the ultimate education. As Christine pointed out, is it up to the most modern way that Wilmington would account for safety today. *Rani Philip advised that the presentations on November 8, 2023 for the Community Forum and the School Building Committee will provide more detail as needed regarding this subject. Part of that presentation has the intent as you specified and further comparison will be available showing the Wilmington space and then an image of one of the newer spaces visited providing what specific elements were inspiring ideas for the new Wilmington School of what some of the feedback provided by people on the school tours.*
6.13	Record	**Next Meeting: November 8, 2023 from 7:00 PM to 9:00 PM** *Remote Participation via Zoom after the Community Forum No. 1 from 6:00 PM to 7:00 PM*
6.14		**Adjourn** Motion to adjorn by Gregory Bendel and seconded by Paul Meleragni. Voted upon and passed unanimously. Roll Call vote of Voting Members: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Stacey Scott, Christine Holleran, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, Marianne Gallezzo, Michael Camoscio, Craig Miner, Christine Prendergast and Justin Cusce.

Attachments: Warrant No. 3, Warrant No. 4, Wilmington Wildwood ECC Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	10/18/2023
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Remote Participation (Zoom as follows)	Meeting No.	5
	https://wpsk12.zoom.us/j/89684086149?pwd=ems1WmlmVkVEQURmOUJTQi8vc1lCdz09 Meeting ID: 896 8408 6149 Passcode: WW2023		
Distribution:	School Building Committee (MF)		

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1. Call to Order
2. Approval of Minutes
3. Approval of Invoices: Warrant No. 3 and Warrant No. 4
4. SBC Vice Chair Nomination Results
5. SBC Finance Working Group Formation
6. SBC Sustainability Introduction and Working Group Formation
7. Existing Conditions Summary
8. Educational Visioning Update
9. Peer School Visits
10. Prepare for Community Forum
11. Next Steps
12. Discussion/Correspondence/New Items
13. Committee Questions
14. Public Comments
15. Next Meeting: Wednesday, November 8, 2023;
    Remote Participation via Zoom after the 6pm Community Forum
16. Adjourn

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #3

October 18, 2023

SMMA DORE + WHITTIER

Massachusetts School Building Authority



Agenda

SBC Vice-Chair Discussion

SBC Finance Working Group Formation

SBC Sustainability Intro and Working Group Formation

Workplan Update

Existing Conditions Summary

Educational Visioning

Peer School Visits

Next Steps



SBC Vice-Chair Discussion



SBC Finance Working Group



Sustainability



NEW MSBA Green Schools Requirements
Previous vs. NEW

(Assumes LEED compliance path)

Previous 2022 Policy **MSBA Green Schools Requirements** **Minimum requirements for ALL MSBA projects (*no additional reimbursement*)**	**NEW Approved on 6/21/23 MSBA Board mtg:** **MSBA Green Schools Requirements** **Minimum requirements for ALL MSBA projects (*no additional reimbursement*)**
Achieve a minimum of LEED-Schools v4 “Certified” certification (40 points)	Achieve a minimum of LEED-Schools v4 “Silver” certification (50 points)
Exceed the MA Energy Code by 10% (IECC 2018)	Meet the minimum energy efficiency requirements described in the MA DOER “Stretch Code Green Community” standards.
Earn minimum three points (of seven available) from LEED-Schools v4 categories: • MR Building Product Disclosure and Optimization – Material Ingredients • IEQ – Low Emitting Materials • IEQ – Indoor Air Quality Assessment	Earn minimum three points (of seven available) from LEED-Schools v4 categories: • MR Building Product Disclosure and Optimization – Material Ingredients • IEQ – Low Emitting Materials • IEQ – Indoor Air Quality Assessment
Achieve Enhanced Commissioning credit • Paid for by MSBA	Achieve Enhanced Commissioning credit • Paid for by MSBA

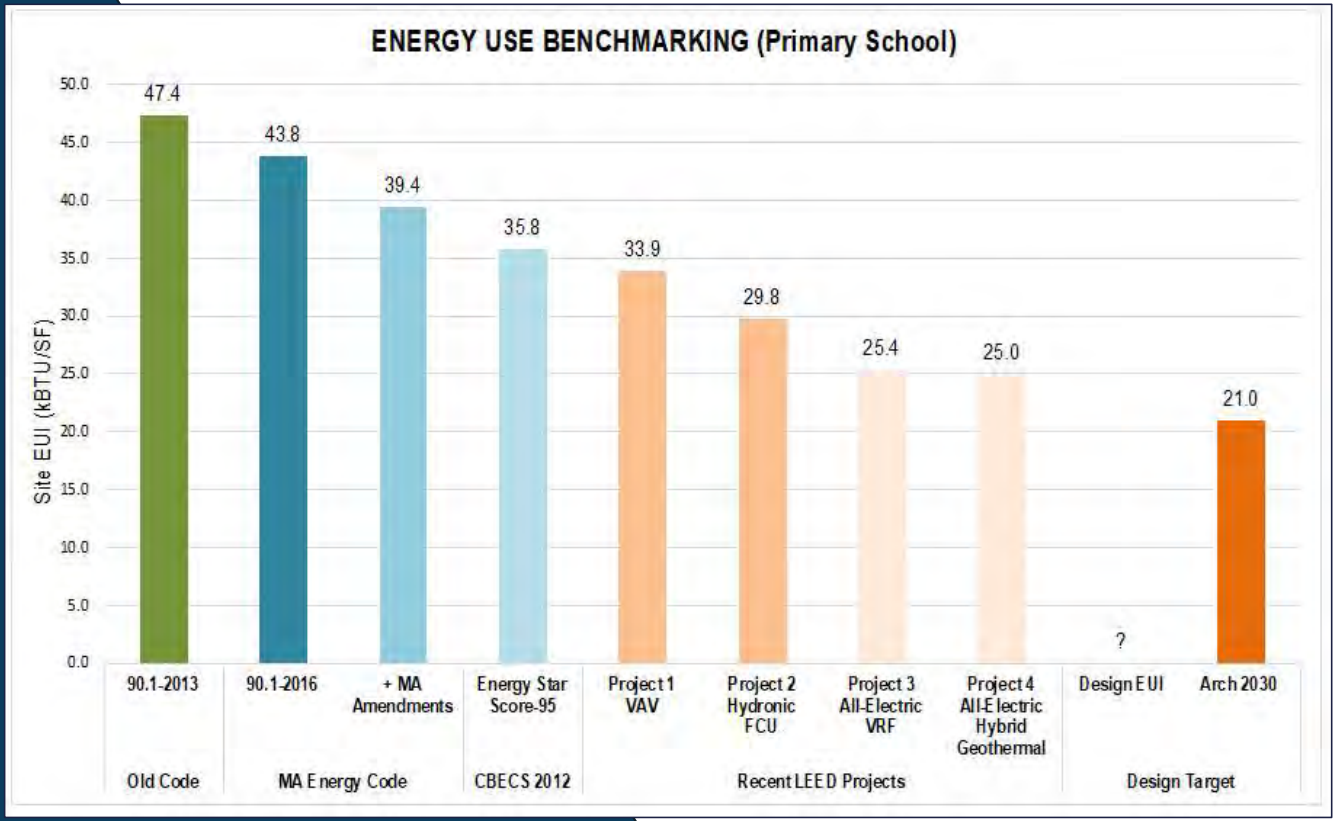
NEW MSBA Green Schools Requirements
Previous vs. NEW
cont.

MSBA Green Schools Requirements (current): **Requirements for additional reimbursement of the Estimated Basis of Total Facilities Grant:**	**MSBA Green Schools Requirements (approved 6/21/23):** **Requirements for additional reimbursement of the Estimated Basis of Total Facilities Grant:**
For an add'l 2% additional funding Meet minimum requirements **and** exceed MA Energy Code by 20% (IECC 2018) • (14 pts) against the LEED v4 baseline (ASHRAE 90.1-2010) for Optimize Energy Performance credit	For an add'l 3% additional funding Meet minimum requirements **and** meet the minimum energy efficiency requirements described in the MA DOER "Opt-in Specialized Code" standards
	For an add'l 1% additional funding Earn a minimum of five points (from seven points available) from the following three LEED-Schools v4 categories listed at item 3 above

Project Goals to Consider

- LEED certification level
  - Silver is required by MSBA—Do we want to push for Gold?
- Energy Use Target
  - Setting an EUI target early in design with help keep energy efficiency goals on track

EUI Target Setting



SBC Sustainability Working Group



Workplan Update



September/October 2023 Update

- ✓ Documented findings from site visits
- ✓ Demographer Data Analysis
- ✓ Finalized coordination for Peer Schools visits
- ✓ Visited 5 peer schools over 2 days
- ✓ Visioning Sessions – 3 of 4 completed



Existing Conditions Summary

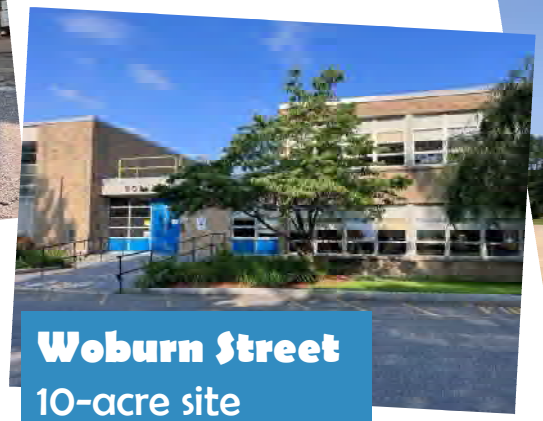


Wildwood ECC | Woburn Street | North Intermediate | Town Hall

Locations



Wildwood ECC
7.5-acre site
1955 building



Woburn Street
10-acre site
1963/68 building



North Intermediate
14-acre site
1962 building

Town Hall Site
19-acre site
1958 building*



**Town Hall building was not assessed as part of this study.*

Site

Wooded buffer at perimeter within a residential area
Wetlands to the north and east edge of site
Site within Wellhead Protection Area
Grade change is a challenge for drainage and accessibility
Wellhead Protection Area
Municipal Open Space status
Asphalt paving and curbs damaged/poor condition
Municipal water service
On-site Septic
Limited storm drainage infrastructure
Insufficient accessible parking and paths around site
Playground surface is not ADA complaint
Sports courts are in poor condition
No fire protection service; 2 hydrants on site









Arch. Exterior

Masonry brick veneer and wall elements overall in fair to poor condition with no insulation
Original single pane steel frame windows
Damaged glass block at Gym
Plexiglas replaced glazing – clouded/discolored
Door systems have numerous deficiencies
1980 asphalt/stone-ballasted roof warrants replacement
1990s sloped asphalt roof warrants replacement
2012 asphalt roof under warranty








Arch. Interior

Floor finishes maintained – terrazzo, VCT, carpet
VCT in Gym not ideal for sports flooring
CMU w/ glazed terra cotta masonry walls - good
Ceiling in poor condition - cellulose-based finish coating is friable, collected particles and uncleanable
Room signage not code complaint
Wired glass no longer permitted as “safety glass”
Doors/hardware – most do not meet current codes
Built-in Furnishes are worn and dated








Infrastructure

Mechanical Systems:
Oil-fired steam boilers (1998)
Fuel-tank removed during remediation
Piping system - some corrosion and insulation missing
Fin tube radiation exceeded expected service life
Systems are inefficient and costly to operate and maintain
Piping system - some corrosion and insulation missing
Antiquated pneumatic control system, compressor inoperable
Limited digital control thermostats
CR unit ventilators exceeded life expectancy but operational
Window air conditioning units
Gym heating and ventilation units exceeded service life








Infrastructure

Electrical Systems:
Original systems have exceeded serviceable life
Electrical service would be inadequate for load demand
Older lighting is inefficient and provides poor light levels
No occupancy sensors and daylight/dimming sensors
No Generator
Emergency lighting – wall mounted battery units
Lack of lighting at exterior paths and parking lot
Fire alarm system (2012) addressable and code complaint
Insufficient receptacles in spaces
No lightning protection system
No emergency shutdown for kitchen equipment







Infrastructure

Plumbing and Fire Protection Systems:
Systems and equipment mostly original to the building
Domestic hot water system components at or near useful life
No backflow preventor and water meter
Lacks thermostatic mixing value
Sanitary, waste and storm piping nearing life expectancy
Plumbing fixtures non-ADA compliant
Fixtures lack water-saving features
Kitchen equipment in fair condition
No exterior Grease trap
No fire suppression system



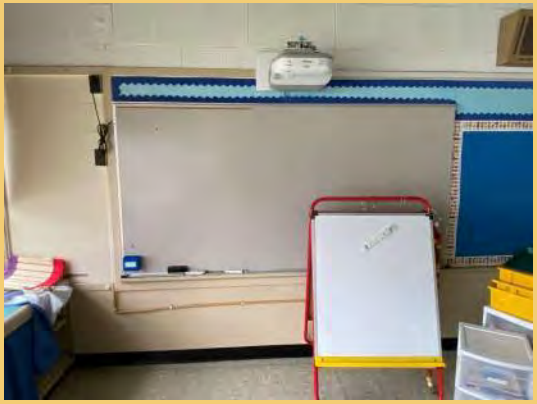




Infrastructure

Technology and Communication Systems:
Ages range from original to current
Building not designed to adequately support newer systems
Network equipment lacks dedicated and conditioned spaces
Old wireless network across the building
Antiquated communications systems (public address system, master clock)
Telephone system does not extend into classrooms
Classrooms had ultra-short throw projectors
Video surveillance is limited to front door





Site

Residential Neighborhood
Steep grade change – limits accessible travel on site
Hillside - erosion control and drainage challenges
Wellhead Protection Area - northern portion of site
Municipal Open space status
Septic/Leach field

Accessible parking but limited paths/entrances
Fields are in good condition
Playground surface is not ADA complaint
Tennis courts are in poor condition
No fire protection service; 1 hydrant on site






Arch. Exterior

Masonry in good condition overall
Brick walls have no insulation
Original single pane steel frame windows; sill damage
Plexiglas replaced glazing – clouded/discolored
Door systems are worn - compliant hardware
Front entry ramp not compliant
Ballasted roof near membrane replacement
Mod. Bitumen (2015) at Gym under warranty















Arch. Interior

Floor finishes maintained – terrazzo, VCT (2012)
Gym wood flooring needs to be refinished
Provide curtain in lieu of folding partition in gym
Ceiling tiles replaced (2020)
Floor levels not accessible by elevator
Room signage not code complaint

Stair balusters are not code complaint
Wired glass no longer permitted as “safety glass”
Operable partitions in classrooms – acoustical issues
Doors/hardware – most do not meet current codes
Kitchen hood is not code compliant
Built-ins vary are worn and dated







Infrastructure

Mechanical Systems:
Original boilers
10,000 Underground Storage Tank for #2 fuel oil (1988)
Fin tube, heating and venting systems exceeded expected life
Systems are inefficient and costly to operate and maintain
Piping system - some corrosion and insulation missing
Antiquated pneumatic control system, compressor updated
CR unit ventilators exceeded life expectancy but operational
Limited cooling via ductless (mini-split) or window units
Administrative areas rely on natural ventilation (windows)
Gym heating and ventilation units exceeded service life








Infrastructure







Electrical Systems:
Original systems have exceeded serviceable life
Electrical service is adequate for present load demand
LED lighting upgrade (2019)
Some occupancy sensors and no daylight/dimming sensors
No Generator
Emergency lighting – wall mounted batter units
Lack of lighting at exterior paths and parking lot
Fire alarm system (2012) addressable and code complaint
Insufficient receptacles in spaces
No lightning protection system
No emergency shutdown for kitchen equipment

Infrastructure

Plumbing and Fire Protection Systems:
Systems and equipment mostly original to the building
Domestic hot water system components outlived useful life
No backflow preventor and water meter
Lacks thermostatic mixing value
Sanitary and storm piping nearing life expectancy
Plumbing fixtures non-ADA compliant
Fixtures lack water-saving features
Kitchen equipment in fair condition
Grease trap in poor condition
No fire suppression system








Infrastructure

Technology and Communication Systems:
Ages range from original to current
Building not designed to adequately support newer systems
Network equipment lacks dedicated and conditioned spaces
Wireless network access insufficient across the building
Antiquated communications systems (public address system, master clock)
Telephone system does not extend into classrooms
Classrooms equipped with ultra-short throw projectors
Video surveillance is limited to front door







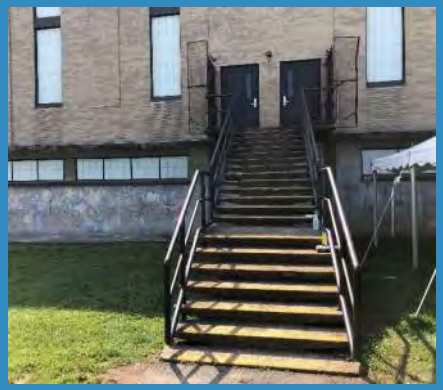







Site

Residential Neighborhood
Wetlands at southwest edge of site
Site within Wellhead Protection Area
Municipal Open space status
Municipal sewer (2015)
Limited storm drainage infrastructure
Lack of accessible parking and paths around site
Weathered site furnishings
Fields are in good condition
Playground surface is not ADA complaint
Tennis and Basketball courts are in poor condition
No fire protection service; 1 hydrant on site









Arch. Exterior

Brick Veneer overall in good condition
Precast shelf at gym has deterioration
Concrete stairs at gym in poor condition
Aluminum framed windows, entryway (2017)
Hollow metal frames w/ insulated doors (2017)
EPDM Roof (2017) in good condition









Arch. Interior

Multiple level changes – accessibility concerns
Finishes vary in type and condition; dated
Terrazzo and VCT in good condition
VAT maintained but worn down
Gym wood flooring is worn and
Provide curtain in lieu of folding partition in gym
Older ceiling systems warrant replacement
Wired glass no longer permitted as “safety glass”
Doors/frames/hardware do not meet current codes
Kitchen hood is not code compliant







Infrastructure

Mechanical Systems:

Natural gas-fired hot water plant – boilers (2015)

Most other systems at the end of useful life; need replacement

Systems are inefficient and costly to operate and maintain

Piping system - some corrosion and insulation missing

Pneumatic control system is antiquated

CR unit ventilators exceeded life expectancy but operational

Limited classrooms have ductless (mini-split) units for cooling

Administrative areas rely on natural ventilation (windows)

Gym heating and ventilation units exceeded life expectancy







Infrastructure

Electrical Systems:

Original systems have exceeded serviceable life

Electrical service is adequate for present load demand

LED lighting upgrade (2017)

Lacks occupancy sensors and daylight/dimming sensors

No Generator

Emergency lighting – wall mounted batter units

Lack of lighting at exterior paths and parking lot

Fire alarm system (2012)addressable and code complaint

Insufficient receptacles in spaces

No lightning protection system

No emergency shutdown for kitchen equipment









Infrastructure

Plumbing and Fire Protection:

Systems and equipment mostly original to the building

Domestic hot water components have outlived service life

Missing backflow preventor

Lacks thermostatic mixing value

Sanitary and storm piping nearing life expectancy

Plumbing fixtures non-ADA compliant

Fixtures lack water-saving features

Kitchen equipment in fair condition

Grease trap in poor condition

No dishwasher

No active fire suppression system





Infrastructure

Technology and Communication Systems:
Ages range from original to current
Building not designed to adequately support newer systems
Network equipment needs dedicated and conditioned spaces
Wireless network access equipment is older
Antiquated communications systems (public address system, master clock)
Telephone system does not extend into classrooms
Classrooms equipped with ultra-short throw projectors
Video surveillance is limited to front door

Site

Relatively flat site slopes at northwest corner towards wetlands
Municipal Open Space status
Article 97 protected open space (Cranberry bog) to the west
Asphalt paving and curbs are in poor condition
Singular vehicular access point
Accessible pedestrian routes lacking to navigate site
Limited storm drainage infrastructure
Playground surface is not ADA complaint
Municipal water service
On-site Septic
No fire protection service; 2 hydrants on site









North Intermediate | Woburn Street | Wildwood ECC | Town Hall

Summary

Buildings are of similar vintage – similar issues
Maintenance is staggered over the years, so some replaced components are of different ages
Site circulation and drainage issues
Building envelops need upgrades/better insulation (doors, windows, exterior walls, roofs)
Several accessibility issues both on site and in the buildings
Tired and worn interiors and furnishings
M-E-P equipment is outdated and inefficient, antiquated controls
Updated fire alarm systems
No fire protection sprinkler systems

Bottom Line: All buildings have fundamental deficiencies and facility needs.

Educational Visioning



Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom

Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom

Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium

Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
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Oct. 17th
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Shriners Auditorium

Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium



Peer School Visits



Why visit peer schools?

Inspiration!

Site design

Building layout

Spatial relationships

Desirable features

Lessons learned



Roadtrip

2 days (Oct 3rd and 4th)

5 districts

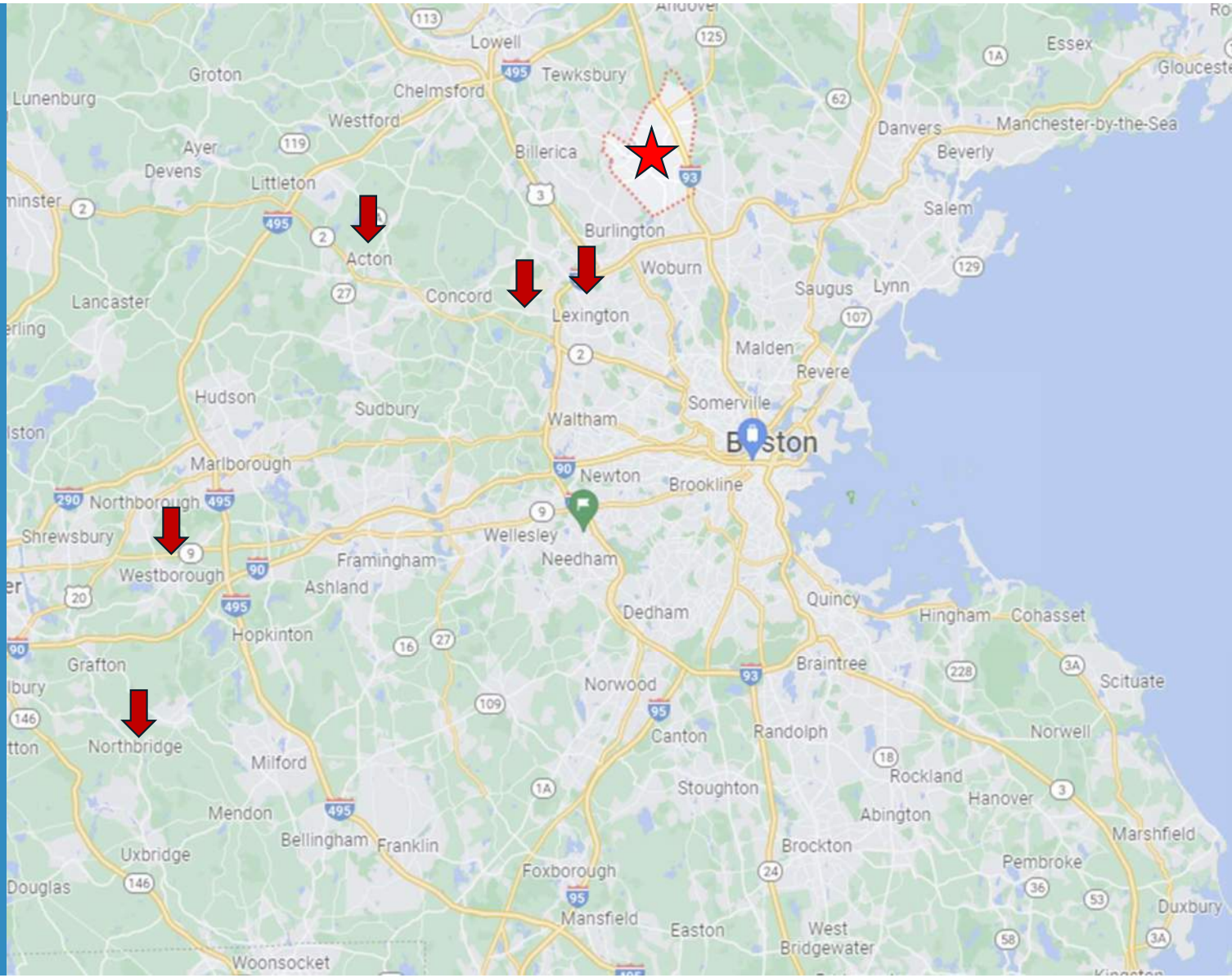
1.5 hours per site

Attendees:

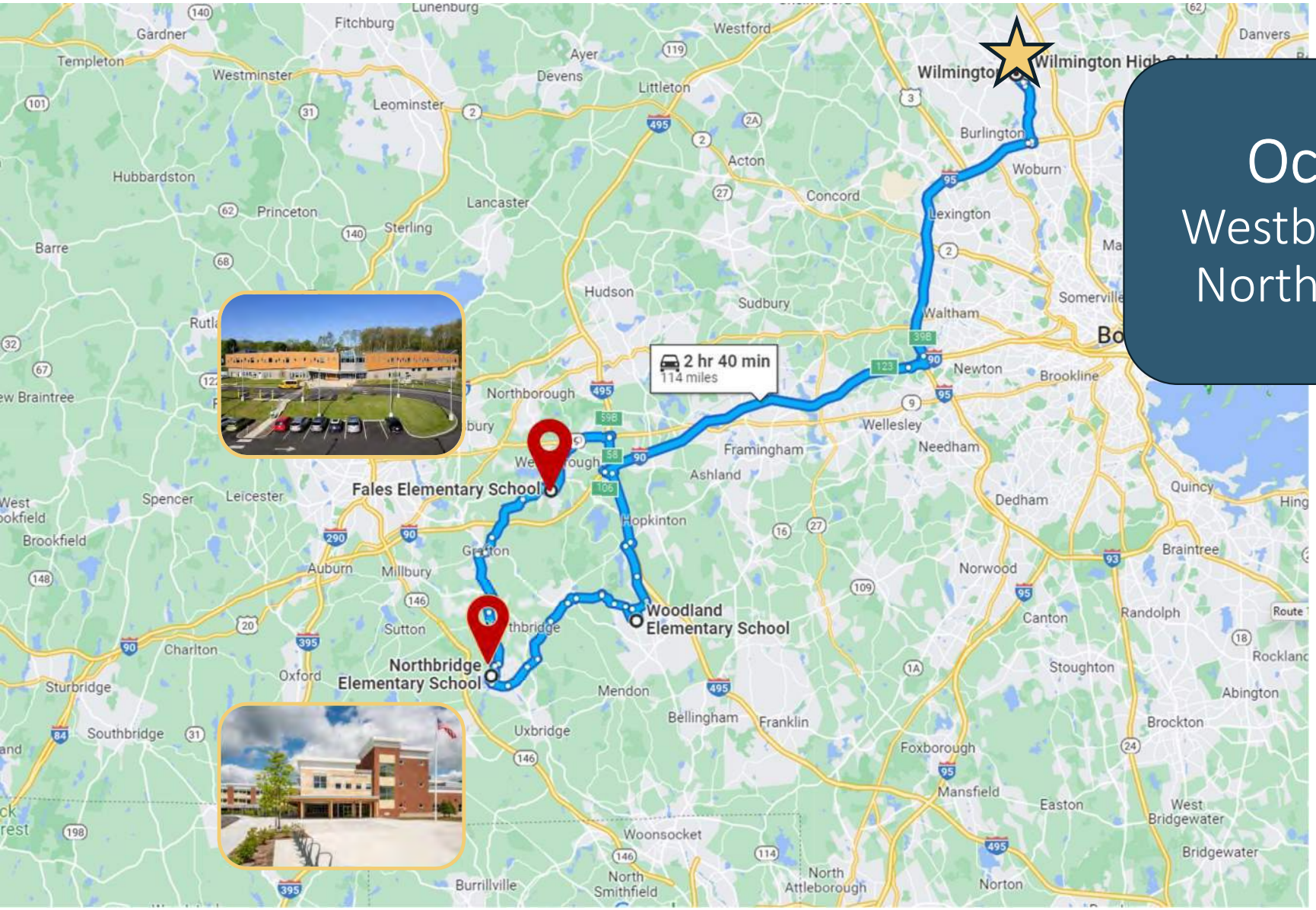
Leadership team

School Administration

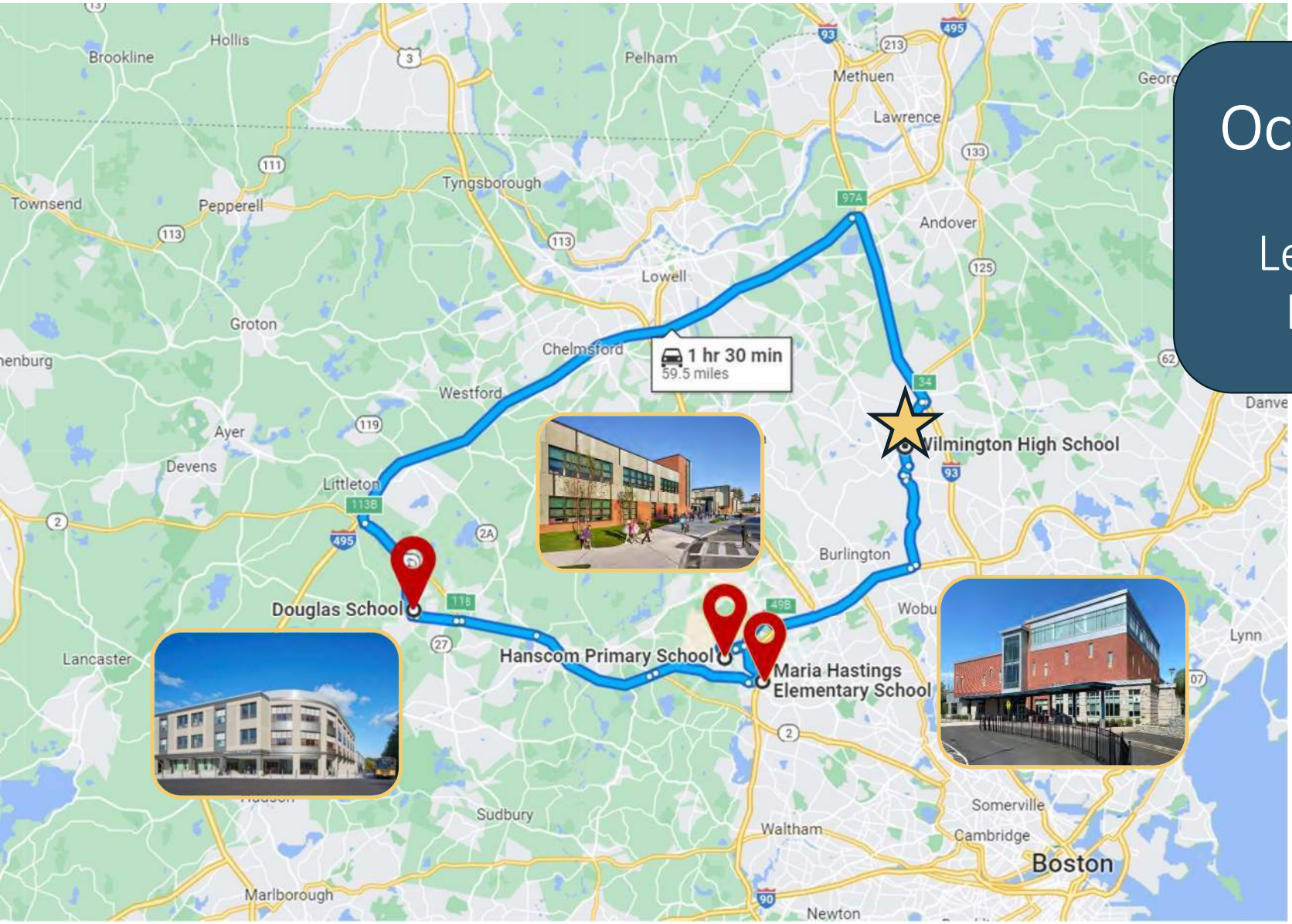
Parents



Oct 3:
Westborough
Northbridge



October 4:
Acton
Lexington
Lincoln



Next Steps



October 2023 Look Ahead

- ❑ Visioning Session #4 on October 24th
- ❑ Document Visioning Outcomes
- ❑ Begin Initial Space Programming
- ❑ Sustainability Direction
- ❑ Develop Baseline Recommendations
- ❑ Prep for Community Forum on Nov. 8th at 6pm

Next SBC Meeting: November 8th at 7pm



Q & A



SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	11/08/2023
Re:	School Building Committee	Meeting No:	7
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
Absent	Diane M. Allan, *Permanent Building Committee*
Absent	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
Present	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
Present	Stacey Scott, *Woburn Street School Principal*
Absent	Christine Holloran, *Wildwood Teacher*
Present	Alice Brown-LeGrand, *Director of Student Support Services*
Absent	George W. Hooper II, *Public Buildings Superintendent*
Present	Lou Cimaglia, *Interim Town Manager*
Absent	Susan Inman, *Assistant Town Manager*
Present	Bryan T. Perry, *Finance Director/Town Accountant*
Absent	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
Present	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Absent	Maggie Lopes, *West Side Parent*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Absent	Donald Walter, Principal-In-Charge
Present	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Item #	Action	Discussion
7.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 7:06 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Gregory Bendel, Kevin Caira, Kate Bissell, Stacey Scott, Alice Brown-LeGrand, Susan Inman, Bryan T. Perry, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Craig Miner, Vivian Varbedian, Christine Prendergast, and Justin Cusce. Missing: *John C. Holloway, Diane Allan, George Hooper, Paul Melaragni, Maggie Lopes.* *Messrs. Hooper and Melaragni and Ms. Allan were not in attendance as they were at a Senior Center Building Committee Meeting.*
7.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of October 16, 2023 by Vivian Varbedian and seconded by Stacey Scott. Voted upon unanimously with 1 abstention: *David Ragsdale* Roll call vote: Dr. Glenn Brand, Paul Ruggiero, Gregory Bendel, Kevin Caira, Kate Bissell, Stacey Scott, Alice Brown-LeGrand, Susan Inman, Bryan T. Perry, Marianne Gallezzo, Michael Camoscio, Craig Miner, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
7.3	Record	**Approval of Invoices** • **Warrant No. 3 – August 2023 Services**: **$43,500** o SMMA OPM Basic Services – Feasibility Study: $7,500 o Dore+Whittier Architects – Basic Services – Feasibility Study: $36,000 • **Warrant No. 4 – September 2023 Services**: **$46,700** o SMMA OPM Basic Services – Feasibility Study: $7,500 o Dore+Whittier Architects – Basic Services – Feasibility Study: $31,500 o Dore+Whittier Architects – Amendment No. 2 – Student Assignment & Facility Planning Services: $7,700 • **Warrant No. 5 – October 2023 Services: $39,000** o SMMA OPM Basic Services – Feasibility Study: $7,500 o Dore+Whittier Architects – Basic Services – Feasibility Study: $31,500 Finance Working Group met prior to the Wildwood School Building Committee to review the invoices listed above in Warrants 3, 4 and 5. Christine Prendergast representing the Finance Working Group advised that the Finance Working Group agrees that a careful review has been performed of the invoices in Warrant Nos. 3, 4 and 5 and recommends payment of the invoices in Warrant Nos. 3, 4 and 5. Motion to approve made by Susan Inman and passed unanimously. Roll call vote: Dr. Glenn Brand, Paul Ruggiero, Gregory Bendel, Kevin Caira, Kate Bissell, Stacey Scott, Alice Brown-LeGrand, Susan Inman, Bryan T. Perry, David

Item #	Action	Discussion
		Ragsdale, Marianne Gallezzo, Michael Camoscio, Craig Miner, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
7.4	Record	**SBC Vice-Chair Voting Results** Dr. Glenn Brand advised of the need for a Vice Chair for the Chair of the Wildwood School Building Committee and advised of the results of the nominations that were collected 2 months prior through surveying the Committee would be provided by Sarah Traniello who collected and counted the nomination results. Sarah Traniello read off the members of the Wildwood School Building Committee who were nominated with the leading number of nominating votes and the counts for each individual for the position of Vice Chair alongside Dr. Glenn Brand. The member with the majority of the nominations at 10 was Vivian Varbedian. Confirmation was made of her attendance at this evening's meeting. A poll nomination vote was taken to confirm this nomination to Vice Chair of the Wildwood Early Childhood School project and Vivian Varbedian was unanimously nominated. Gregory Bendel moved that a nomination be made for Vivian Varbedian for the position of Vice Chair of the Wildwood School Building Committee. Seconded by Marianne Gallezzo and confirmed with a Roll Call vote. Roll Call vote of Voting Members: Dr. Glenn Brand, Paul Ruggiero, Diane M. Allan, Gregory Bendel, Stacey Scott, Christine Holleran, Jeffrey Hull, Susan Inman, Bryan T. Perry, Paul Melaragni, Marianne Gallezzo, Michael Camoscio, Craig Miner, Christine Prendergast and Justin Cusce.
7.5	Record	**Post Existing Conditions Assessments Updates** Rani Philips advised that during the October 2023 School Building Committee Meeting it was advised by Ken Lord, the Director of IT, that there were some items that were updated infrastructure conditions that were updated in the schools that should be noted on the Existing Conditions Assessments that is shared. Over the Summer 2023 the updates were performed so they were more recent than the actual visit where information was collected for this existing conditions report. Those areas that were updated since will be reflected as updated since data was collected.
7.6	Record	**Educational Visioning Update** Glenn Brand advised that the Educational Visioning Sessions were widely advertised and attended within the District including many staff members, some students, parents and stakeholders. All were welcome who wanted to participate and no one was turned away at any time during the Visioning process. It was a process of remote and in person meetings where a great amount of investment was shown by all as Jason Boone of Dore+Whittier Architects engaged in these Visioning activities to bring forth the melding of each group's visions for their grade level grouping for PreK-K, PreK-3 and PreK-5. There were 4 days of Visioning Sessions, each with an afternoon session and an evening session. Each day had a targeted subject to cover with Session 1 being District-wide Topics; Session 2 was Learning and Teaching; Session 3 was Overall Building Planning and Session 4 was Individual Space Planning. Overall, there were about 50 people who participated in the Visioning

Item #	Action	Discussion
		Sessions which was a great showing. The subject was intended to be a broader one in Session 1 and became more narrowed by Session 4. Between Sessions 2 and 3 the opportunities were provided for Peer School Tours at 2 schools on the first day and 3 schools on the second day. It was shared the concepts that were explored and the preferences showed during the Visioning Sessions. Details provided in Powerpoint, attached.
7.7	Record	**Peer School Visits** Kate Bissell's video of the tours of 5 Peer School Visits (Northbridge Elementary School; Westborough: Annie Fales School; Lexington: Maria Hastings School; Acton-Boxborough: Douglas/Gates Elementary Schools; and Lincoln: Hanscom Primary and Middle School) that were made during the Visioning Sessions were presented with her narration showing examples rooms of the Peer Schools visited with features that were advantageous to teaching and learning with the same room from one of the existing schools in Wilmington in which students are learning. **Additional Tour Opportunity** Watertown's Hosmer or Lowell School and Tewksbury's New Elementary School will be made available for tours for the School Building Committee. *Post-Script: Will be rescheduled for after the New Year when more will be available to attend as budgeting season was presenting conflicts.*
7.8	Record	**Schedule Update** Updated Schedule dates for School Building Committee Meetings have been sent out for 2024 through December. More will be placed on the calendar for moving forward.
7.9	Record	**SBC Public Relations Working Group Formation** SBC Co-Chair Vivian Varbedian will be heading up the Public Relations Working Group for the School Building Committee. Those who have volunteered prior to this time are Justin Cusce and Maggie Lopes when a survey was circulated by Sarah Traniello for Working Group participation interest during the summer. Maggie Lopes is no in attendance at this meeting but others are welcome to join this Working Group as well.
7.10	Record	**Committee Questions** 1. Craig Miner asked if the Hazardous Material Consulting has already been done? *R. Philips advised that testing was been performed at the schools as part of the existing conditions studies. C.Miner further asked that he was inquiring because of PCB data because of remediation being necessary if it is found to be present. Once that data is received, you cannot go back. C.Miner would be interested in seeing those results. R.Philips will provide the results when available.*
7.11	Record	**Discussion/Correspondence/New Items** None.

Item #	Action	Discussion
7.12	Record	**Public Comments** *1.* Melissa asked about the Visioning Session that was 50 people participants. Is this typical for other projects? *J.Leduc advised that for other projects it has been between 50 and 60 people. J.Boone advised that 50-60 participants was a perfect size and in the norm for a community of Wilmington's size. Visioning groupings any larger can become more cumbersome, difficult to track and maintain.*
7.13	Record	**Next Meeting: December 13, 2023 from 6:00 PM to 9:00 PM** *In Person at Wilmington High School Large Group Instruction Room*
7.14		**Adjourn** Motion to adjourn by Dr. Glenn Brand and seconded by Marianne Gallezzo. Voted upon and passed unanimously. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Gregory Bendel, Kevin Caira, Kate Bissell, Stacey Scott, Alice Brown-LeGrand, Susan Inman, Bryan T. Perry, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Craig Miner, Vivian Varbedian, Christine Prendergast, and Justin Cusce.

Attachments: Warrant No. 3, Warrant No. 4, Warrant No. 5, Wilmington Wildwood ECC Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

1000 Massachusetts Avenue
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617.547.5400

www.smma.com

Town of Wilmington, Wilmington Public Schools
Wildwood Early Childhood Center
Project Budget and Cost Summary

November 6, 2023

SMMA

A	C	D (Bud. Adj. Tab)	E (C+D)	F (Com. Cost tab)	G (E-F)	H (Forecast. tab, >G)	I (F+G+H)	J (Invoice Tab)	K (I-J)
	BUDGET			COST				CASH FLOW	
Description	PFA Approved Budget	Authorized Changes	Approved Budget	Committed Costs	Uncommitted Costs	Forecast Costs	Total Project Costs	Expenditures to Date	Balance To Spend
30 Architectural & Engineering									
Designer - Basic Services	$800,000	-$350,000	$450,000	$450,000	$0	$0	$450,000	$58,500	$391,500
Designer - Supplemental Services	$100,000	-$35,000	$65,000	$18,920	$46,080	$0	$65,000	$0	$65,000
Schematic Design		$385,000	$385,000	$385,000	$0	$0	$385,000	$0	$385,000
Subtotal	$900,000	$0	$900,000	$853,920	$46,080	$0	$900,000	$58,500	$841,500
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$30,000	$135,000
OPM: Feasibility Cost Estimates		$35,000	$35,000	$35,000	$0	$0	$35,000	$0	$35,000
Other Project Costs 1	$100,000	$0	$100,000	$0	$100,000	$0	$100,000	$0	$100,000
Subtotal	$300,000	$0	$300,000	$185,000	$115,000	$0	$300,000	$30,000	$270,000
50 Furniture, Fixtures and Equipment									
Furniture, Fixtures and Equipment		$0	$0	$0	$0	$0	$0	$0	$0
Technology		$0	$0	$0	$0	$0	$0	$0	$0
Subtotal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Project Sub-Total	$1,200,000	$0	$1,200,000	$1,038,920	$161,080	$0	$1,200,000	$88,500	$1,111,500
70 Project Contingency					Current Contingency	Potential Risk	Potential Contingency		
Construction Contingency (Hard Cost) (4%)	$0	$0	$0		$0	$0	$0		$0
Owner's Contingency (Soft Cost) (4%)		$0	$0		$0	$0	$0		$0
Subtotal	$0	$0	$0		$0	$0	**$0**		**$0**
Project Total	$1,200,000	$0	$1,200,000	$1,038,920	$161,080	$0	$1,200,000	$88,500	$1,111,500

Expenditures to date are inclusive of Warrant No. 1 and 2 and do not include invoices in Warrant Nos. 3, 4, and 5 that are presented for approval at this meeting.

Project Management | SMMA

Warrant No. 3

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc	Date:	9/11/2023

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date		Invoice Amount	ProPay Code		Balance After Invoice
SMMA	59902	09/06/2023	$	7,500.00	0001-0000	$	112,500.00
OPM Basic Services – Feasibility Study							
Dore+Whittier Architects	00003	08/31/2023	$	36,000.00	0002-0000	$	355,500.00
Design Basic Services – Feasibility Study							
		Total	**$**	**43,500.00**			

Approved on _____

https://smma365.sharepoint.com/sites/22127/22127_projectdocs/a adminstration/a3 financial, accounting/a3-02 warrant and articles/warrant no. 3/warrant no. 3.docx

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

SMMA

Wilmington Public Schools
121 Glen Rd
Wilmington, MA 01887

September 6, 2023
Project No: 22127.00
Invoice No: 0059902

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from August 5, 2023 to September 1, 2023
Fee

Total Fee	150,000.00			
Percent Complete	25.00	Total Earned	37,500.00	
		Previous Fee Billing	30,000.00	
		Current Fee Billing	7,500.00	
		Total Fee		**7,500.00**
			Total this Invoice	**$7,500.00**

Outstanding Invoices

Number	Date	Balance
0059779	8/16/2023	7,500.00
Total		**7,500.00**

Billings to Date

	Current	Prior	Total
Fee	7,500.00	30,000.00	37,500.00
Totals	**7,500.00**	**30,000.00**	**37,500.00**

Authorized By: Julie Leduc

Dore & Whittier Architects, Inc.
212 Battery Street
Burlington, VT 05401

Wilmington Public Schools
161 Church Street
Wilmington, MA 01887

Invoice number 00003
Date 08/31/2023

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: August 1 to August 31, 2023

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	21.00	58,500.00	36,000.00	355,500.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	11.32	58,500.00	36,000.00	740,500.00
ADDITIONAL SERVICES					
HazMat Services Feasibility Study - ASR-1	7,920.00	0.00	0.00	0.00	7,920.00
Student Assignment and Facility Planning Services - ASR-2	11,000.00	0.00	0.00	0.00	11,000.00
Subtotal	18,920.00	0.00	0.00	0.00	18,920.00
Total	853,920.00	11.07	58,500.00	36,000.00	759,420.00

Invoice total	36,000.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00002	07/31/2023	36,000.00		36,000.00			
00003	08/31/2023	36,000.00	36,000.00				
	Total	72,000.00	36,000.00	36,000.00	0.00	0.00	0.00

Project Management | SMMA

Warrant No. 4

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc	Date:	10/18/2023

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.		Invoice Date		Invoice Amount	ProPay Code		Balance After Invoice
SMMA	60049		10/12/2023	$	7,500.00	0001-0000	$	105,000.00
OPM Basic Services – Feasibility Study								
Dore+Whittier Architects	00004		09/30/2023	$	31,500.00	0002-0000	$	324,000.00
Design Basic Services – Feasibility Study								
Dore+Whittier Architects	00004	AM2	09/30/2023	$	7,700.00	0002-0000	$	3,300.00
Student Assignment & Facility Planning Services								
			Total	**$**	**46,700.00**			

Approved on _____

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Dore & Whittier Architects, Inc.
212 Battery Street
Burlington, VT 05401

Wilmington Public Schools
161 Church Street
Wilmington, MA 01887

Invoice number 00004
Date 09/30/2023

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: September 1 to September 30, 2023

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	28.00	94,500.00	31,500.00	324,000.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	15.09	94,500.00	31,500.00	709,000.00
ADDITIONAL SERVICES					
HazMat Services Feasibility Study - ASR-1	7,920.00	0.00	0.00	0.00	7,920.00
Student Assignment and Facility Planning Services - ASR-2	11,000.00	70.00	0.00	7,700.00	3,300.00
Subtotal	18,920.00	40.70	0.00	7,700.00	11,220.00
Total	853,920.00	15.66	94,500.00	39,200.00	720,220.00

Invoice total 39,200.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00003	08/31/2023	36,000.00		36,000.00			
00004	09/30/2023	39,200.00	39,200.00				
	Total	75,200.00	39,200.00	36,000.00	0.00	0.00	0.00

Cropper GIS, LLC

P.O. Box 1308
Delaware, Ohio 43015

Invoice

Date	Invoice #
9/19/2023	2278

Bill To
Wilmington Public Schools MA Att: Rani Philip Dore and Whittier rphilip@doreandwhittier.com

P.O. No.	Terms	Project
	Due on receipt	

Item	Description	Amount
Consulting	Invoice for work performed on Wilmington Public Schools MA project in August 2023. A total of 40 hours were required to complete tasks related to collection and conversion of data and development of distance calculations for the planning team's benefit. Using our hourly rate of $175, the invoice amount for 40 hours is $7,000	7,000.00

ASR-2

Total	$7,000.00
Payments/Credits	$0.00
Balance Due	$7,000.00

+10% $700.00

+ $7,700.00

SMMA

Wilmington Public Schools
121 Glen Rd
Wilmington, MA 01887

October 12, 2023
Project No: 22127.00
Invoice No: 0060049

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from September 2, 2023 to September 29, 2023
Fee

Total Fee	150,000.00			
Percent Complete	30.00	Total Earned	45,000.00	
		Previous Fee Billing	37,500.00	
		Current Fee Billing	7,500.00	
		Total Fee		**7,500.00**
			Total this Invoice	**$7,500.00**

Outstanding Invoices

Number	Date	Balance
0059902	9/6/2023	7,500.00
Total		**7,500.00**

Billings to Date

	Current	Prior	Total
Fee	7,500.00	37,500.00	45,000.00
Totals	**7,500.00**	**37,500.00**	**45,000.00**

Authorized By: Julie Leduc

Project Management | SMMA

Warrant No. 5

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc	Date:	11/08/2023

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date		Invoice Amount	ProPay Code		Balance After Invoice
SMMA	60227	11/03/2023	$	7,500.00	0001-0000	$	97,500.00
OPM Basic Services – Feasibility Study							
Dore+Whittier Architects	00005	10/30/2023	$	31,500.00	0002-0000	$	292,500.00
Design Basic Services – Feasibility Study							
		Total	**$**	**39,000.00**			

Approved on _____

https://smma365.sharepoint.com/sites/22127/22127_projectdocs/a adminstration/a3 financial, accounting/a3-02 warrant and articles/warrant no. 5/warrant no. 5.docx

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

SMMA

Wilmington Public Schools
121 Glen Rd
Wilmington, MA 01887

November 3, 2023
Project No: 22127.00
Invoice No: 0060227

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from September 30, 2023 to October 27, 2023
Fee

Total Fee	150,000.00			
Percent Complete	35.00	Total Earned	52,500.00	
		Previous Fee Billing	45,000.00	
		Current Fee Billing	7,500.00	
		Total Fee		**7,500.00**
			Total this Invoice	**$7,500.00**

Outstanding Invoices

Number	Date	Balance
0059902	9/6/2023	7,500.00
0060049	10/12/2023	7,500.00
Total		**15,000.00**

Billings to Date

	Current	Prior	Total
Fee	7,500.00	45,000.00	52,500.00
Totals	**7,500.00**	**45,000.00**	**52,500.00**

Authorized By: Julie Leduc

[redacted]
[redacted]
[redacted]

Dore & Whittier Architects, Inc.
212 Battery Street
Burlington, VT 05401

Wilmington Public Schools
161 Church Street
Wilmington, MA 01887

Invoice number 00005
Date 10/30/2023

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: October 1 to October 31, 2023

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	35.00	126,000.00	31,500.00	292,500.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	18.86	126,000.00	31,500.00	677,500.00
ADDITIONAL SERVICES					
HazMat Services Feasibility Study - ASR-1	7,920.00	0.00	0.00	0.00	7,920.00
Student Assignment and Facility Planning Services - ASR-2	11,000.00	70.00	7,700.00	0.00	3,300.00
Subtotal	18,920.00	40.70	7,700.00	0.00	11,220.00
Total	853,920.00	19.35	133,700.00	31,500.00	688,720.00

Invoice total 31,500.00

Aging Summary

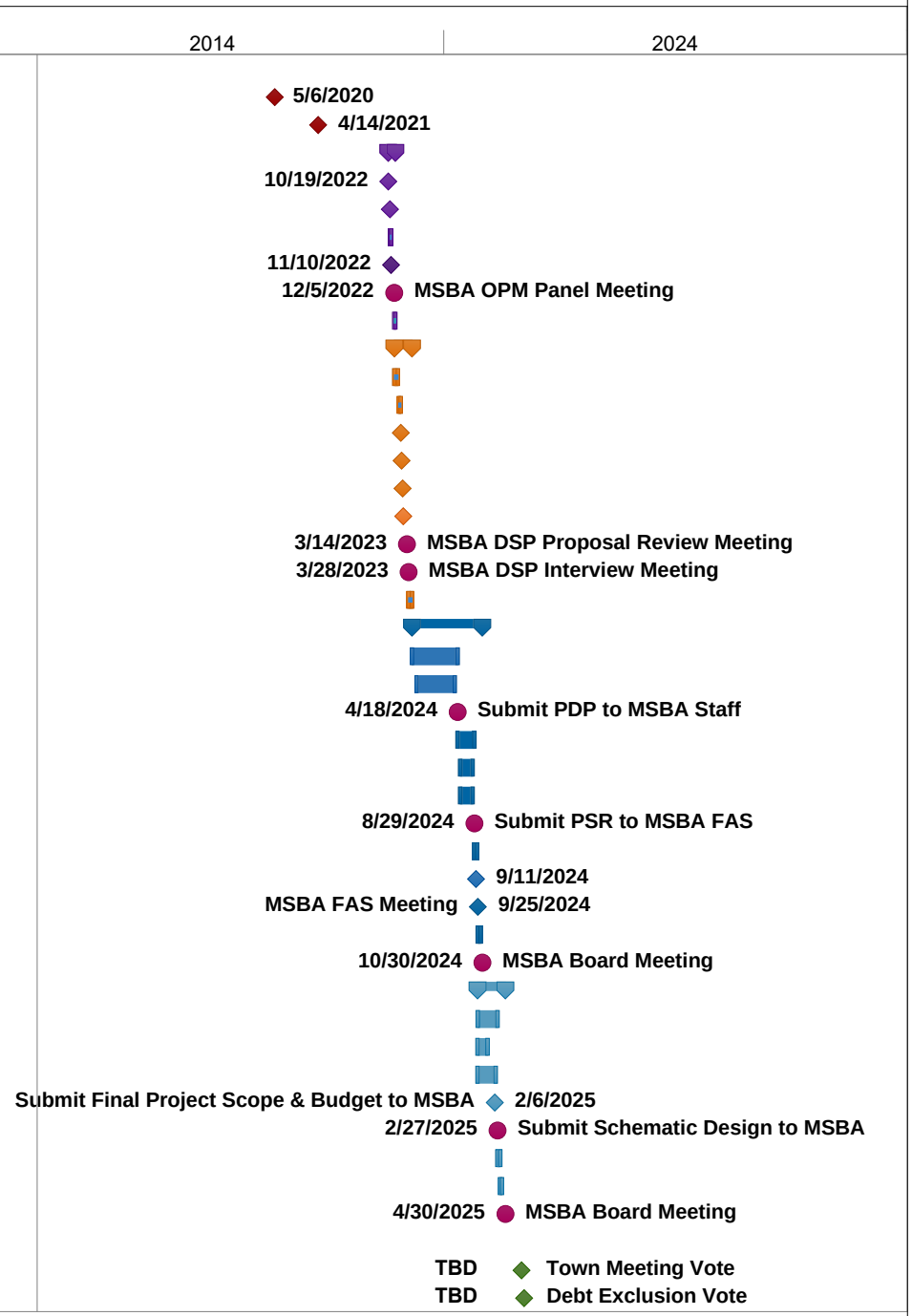
Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00003	08/31/2023	36,000.00			36,000.00		
00004	09/30/2023	39,200.00		39,200.00			
00005	10/30/2023	31,500.00	31,500.00				
	Total	106,700.00	31,500.00	39,200.00	36,000.00	0.00	0.00

November 4, 2022
Updated: November 8, 2023

Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study
Preliminary Project Schedule

PROJECT MANAGEMENT | SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	**241 days**	**5/6/2020**	**4/14/2021**
2	Statement of Interest	0 days	5/6/2020	5/6/2020
3	MSBA Invite into Feasibility	0 days	4/14/2021	4/14/2021
4	**RETAIN OPM**	**39 days**	**10/19/2022**	**12/13/2022**
5	Submit OPM Proposals	0 days	10/19/2022	10/19/2022
6	OPM Interview	0 days	11/1/2022	11/1/2022
7	Negotiate OPM Contract	6 days	11/3/2022	11/10/2022
8	Submit Documents to MSBA OPM Panel	0 days	11/10/2022	11/10/2022
9	**MSBA OPM Panel Meeting**	**0 days**	**12/5/2022**	**12/5/2022**
10	Execution of OPM Agreement	6 days	12/6/2022	12/13/2022
11	**RETAIN DESIGNER**	**100 days**	**12/6/2022**	**4/24/2023**
12	Draft Designer RFS and Submit to MSBA	21 days	12/6/2022	1/3/2023
13	MSBA Approve Draft RFS	11 days	1/11/2023	1/25/2023
14	Submit to Central Register	0 days	1/26/2023	1/26/2023
15	Notice in Central Register	0 days	2/1/2023	2/1/2023
16	Briefing Session	0 days	2/8/2023	2/8/2023
17	Submit Designer Proposals	0 days	2/14/2023	2/14/2023
18	**MSBA DSP Proposal Review Meeting**	**0 days**	**3/14/2023**	**3/14/2023**
19	**MSBA DSP Interview Meeting**	**0 days**	**3/28/2023**	**3/28/2023**
20	Negotiate Designer Contract	20 days	3/28/2023	4/24/2023
21	**FEASIBILITY STUDY (FS)**	**389 days**	**4/25/2023**	**10/30/2024**
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	Community Presentations	211 days	5/31/2023	3/27/2024
24	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
25	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
26	Community Presentations	70 days	5/9/2024	8/15/2024
27	Select Board, Town Meeting & School Committee Presentations	70 days	5/9/2024	8/15/2024
28	**Submit PSR to MSBA FAS**	**0 days**	**8/29/2024**	**8/29/2024**
29	MSBA Comments	15 days	8/29/2024	9/19/2024
30	**MSBA FAS Meeting**	**0 days**	**9/11/2024**	**9/11/2024**
31	**MSBA FAS Meeting**	**0 days**	**9/25/2024**	**9/25/2024**
32	Respond to MSBA Comments	17 days	9/25/2024	10/17/2024
33	**MSBA Board Meeting**	**0 days**	**10/30/2024**	**10/30/2024**
34	**SCHEMATIC DESIGN (SD)**	**154 days**	**9/23/2024**	**4/30/2025**
35	Develop Schematic Design	109 days	9/25/2024	2/27/2025
36	Community Presentations	56 days	9/23/2024	12/11/2024
40	Select Board, Town Meeting & School Committee Presentations	100 days	9/23/2024	2/12/2025
41	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/6/2025**	**2/6/2025**
42	**Submit Schematic Design to MSBA**	**0 days**	**2/27/2025**	**2/27/2025**
43	MSBA Comments	16 days	2/27/2025	3/20/2025
44	Respond to MSBA Comments	11 days	3/20/2025	4/3/2025
45	**MSBA Board Meeting**	**0 days**	**4/30/2025**	**4/30/2025**
46	**LOCAL APPROPRIATION**			
47	Town Meeting Vote		**TBD**	**TBD**
48	Debt Exclusion Vote		**TBD**	**TBD**



WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #4

November 8, 2023

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

Post Existing Conditions Follow-up

Educational Visioning

Peer School Visits

Schedule Update

SBC Communications Working Group Formation



Post Existing Conditions Update



Infrastructure

Technology and Communication Systems:
Ages range from original to current
Building not designed to adequately support newer systems
Network equipment lacks dedicated and conditioned spaces
Post Assessment Update: Network wireless access points installed August 2023
Antiquated communications systems (public address system, master clock)
Post Assessment Update: New zoom phone system with Yealink devices extends into classrooms
Classrooms equipped with ultra-short throw projectors
Video surveillance is limited to front door










Infrastructure

Technology and Communication Systems:
Ages range from original to current
Building not designed to adequately support newer systems
Network equipment needs dedicated and conditioned spaces
Post Assessment Update: Network wireless access points installed August 2023
Antiquated communications systems (public address system, master clock)
Post Assessment Update: new zoom phone system with Yealink devices extends into classrooms
Classrooms equipped with ultra-short throw projectors
Video surveillance is limited to front door

Educational Visioning Update




Visioning
Summary



8 sessions

50+ participants

Wilmington Elementary School Building Project

Visioning - Call for Volunteers

Help us define and shape the future for our Pre-K to 5th grade learners

Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom

Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom

Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium

Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

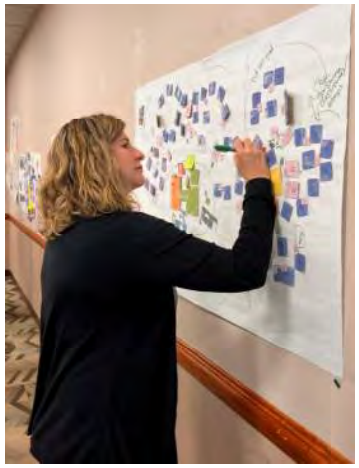
Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

Microsoft Teams

Mentimeter

Milanote






Session #1
District-wide Issues

Session #1

District-wide Issues

- Big Picture Vision and Considerations
- Grade Configuration
- School Size and School Count

Mentimeter

What one word or short phrase best describes your vision for this project?

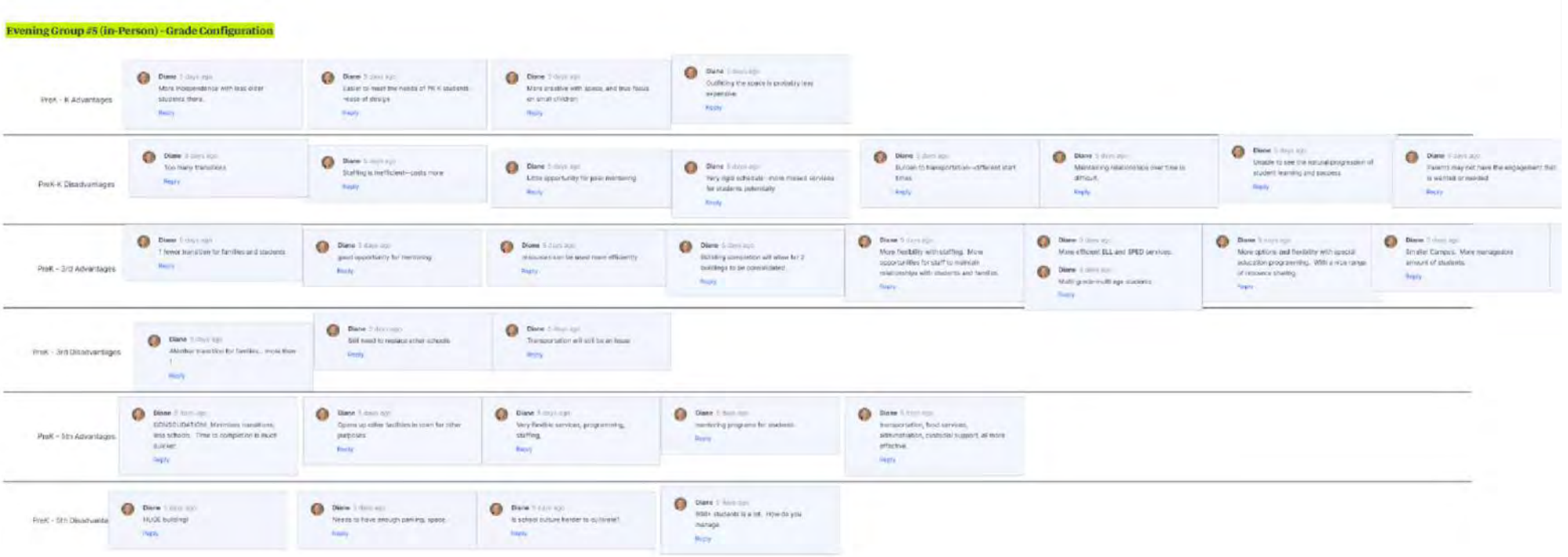
38 responses



38

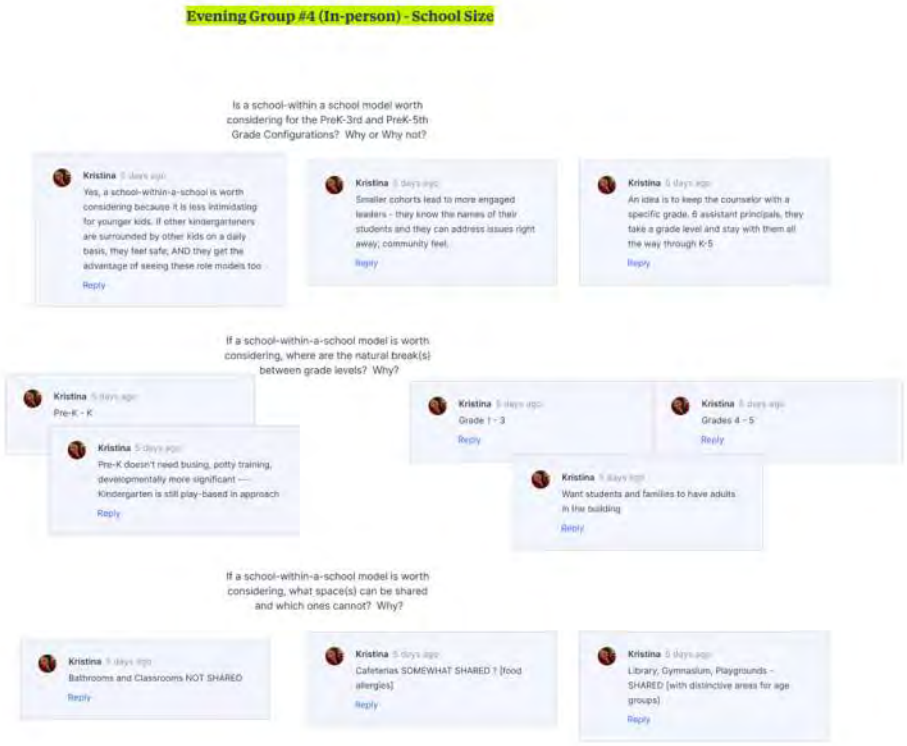
Small Group – Grade Configuration

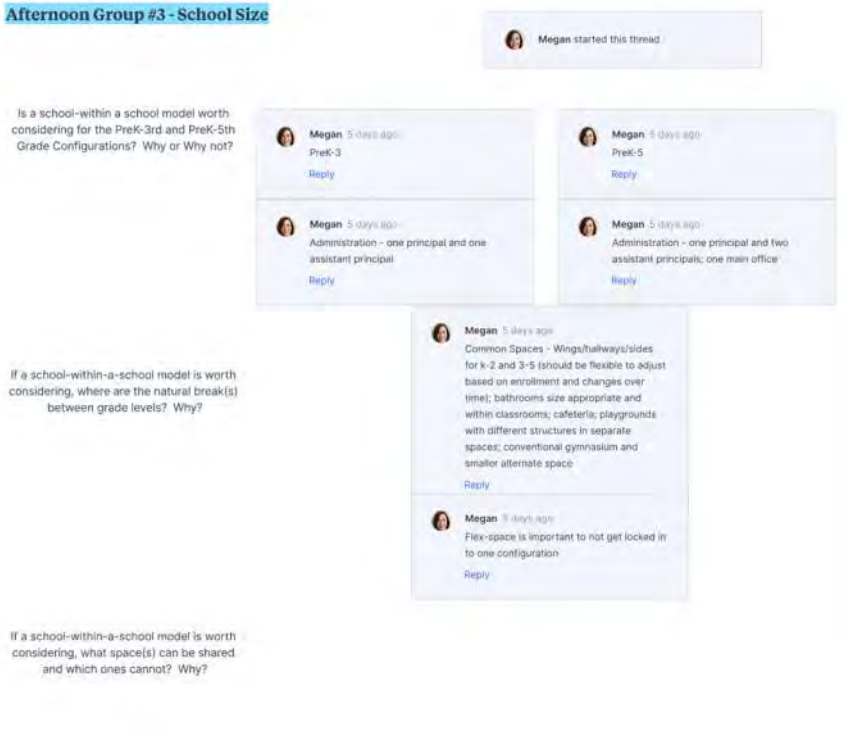
Advantages and Disadvantages



Small Group – School Size & School Count

School-within-School Models





Visioning #1 - Outcomes

- Acknowledgement by the District that needs exist at all six elementary facilities. **What's the plan?**
- Advantages and disadvantages to each grade configuration, but **preference for PreK-5th.**
- Design to **allow both school within school models and single school models** with grade level sub-groups if possible


Session #2
Teaching & Learning

Session #2

Teaching & Learning

- What's Changing in Education?
- School Exemplars. What could be.
- The Learning Experience

What has changed education since Wildwood first opened (1955) and how?
106 responses

What internal and external forces are influencing changes to education right now?
74 responses

What factors might influence changes to education in the future?
55 responses

Where does the child thrive? When is the wonder and sense of purpose most active? Why?
84 responses

What are the greatest strengths of the child?
69 responses

What are the greatest challenges for the child?
66 responses

Where and when does the educator thrive? Why?
70 responses

What are the greatest strengths of the educator?
84 responses

What are the greatest challenges for the educator?
82 responses









Mentimeter

School Exemplars

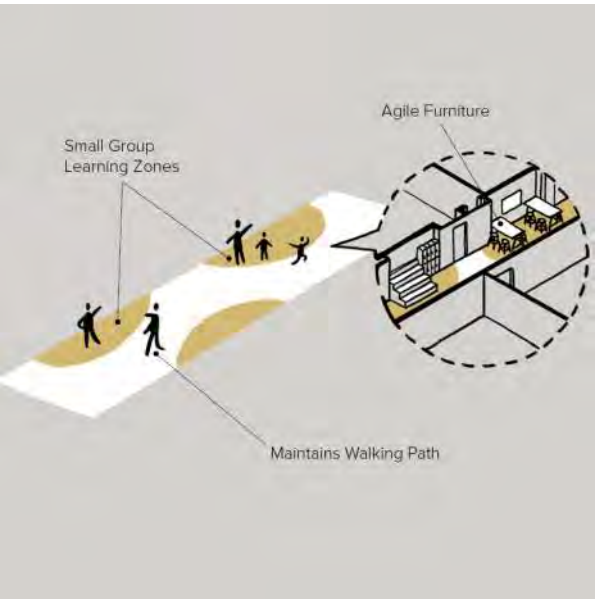
Pathfinder Kindergarten Center

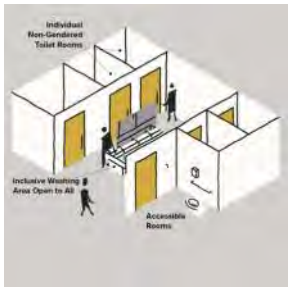
South Melbourne Primary School

Trillium Creek Elementary School

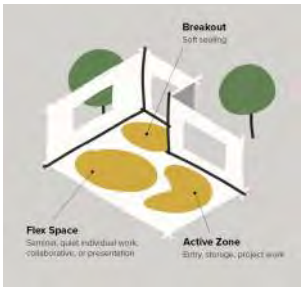
Wilkes Elementary School

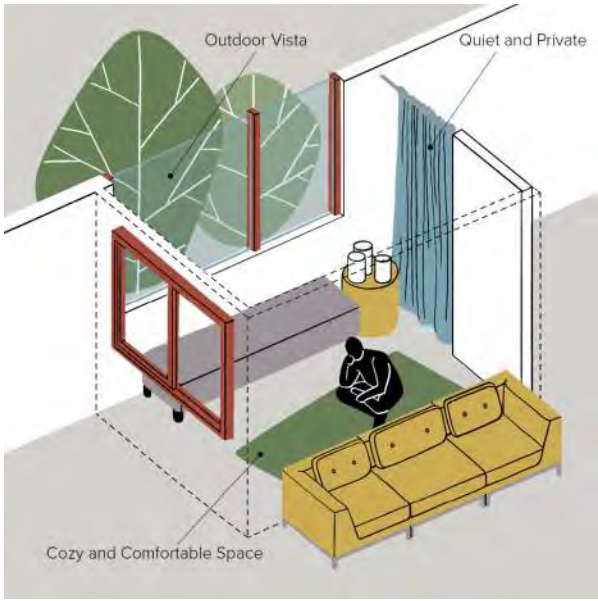
Exciting, Interesting, and/or Valuable









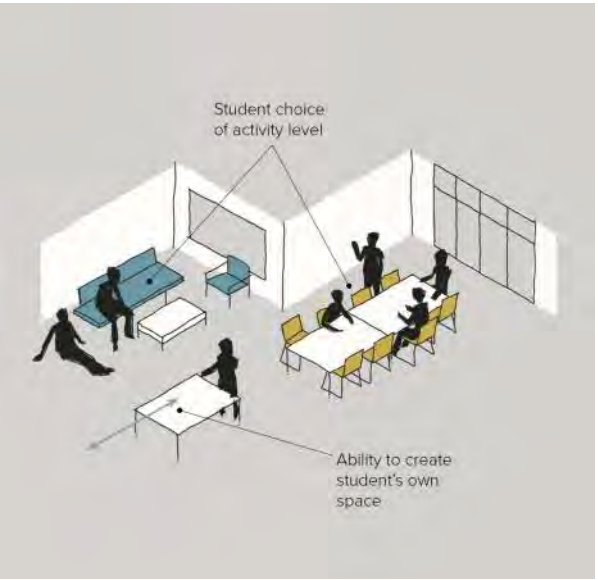


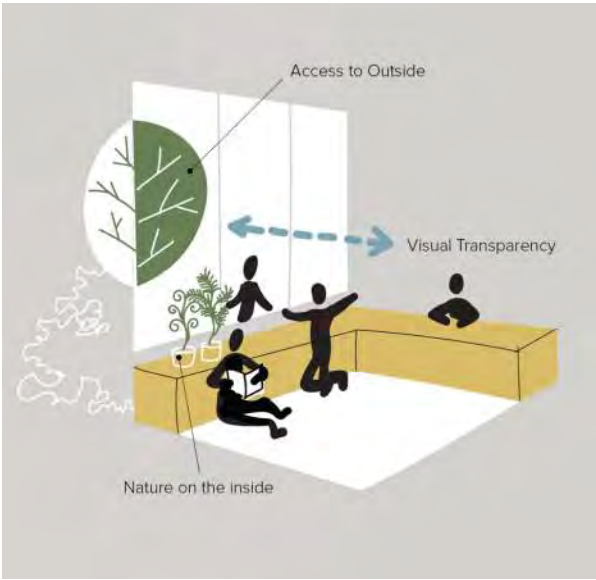
High priority – include in project

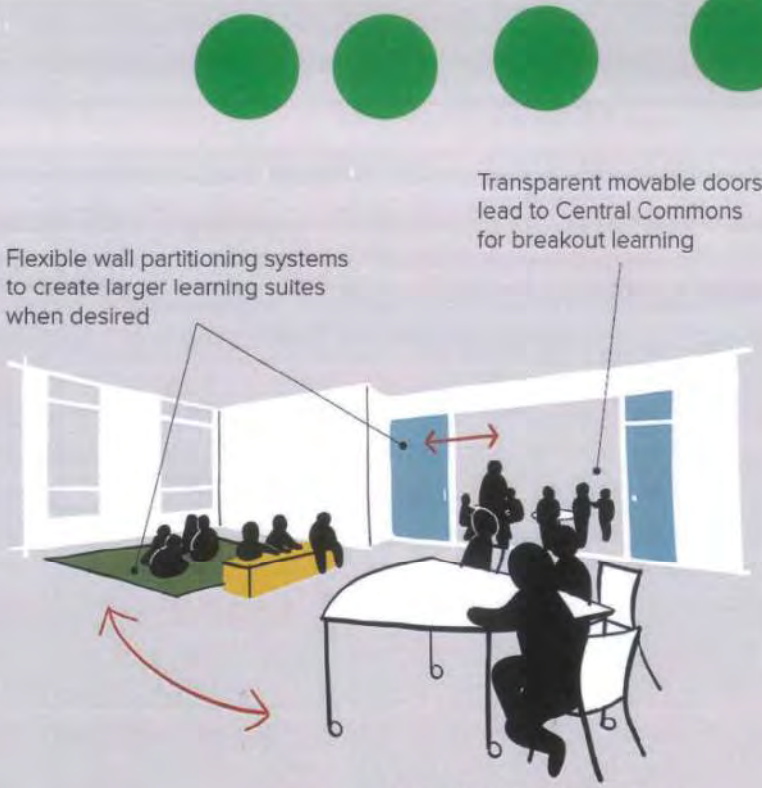
Interesting but uncertain about relevance for project

Not appropriate – exclude from project

Why?







Related Patterns

Learning Studio, Indoor-Outdoor Connections

Agile Spaces

Problem

Schools often have a limited range of space types which include: standardized classrooms, specialized classrooms, and large multifunctional spaces (e.g. the gym/ cafetorium). When teaching styles were exclusively a lecture format, this worked well. However, pedagogy has evolved to inclusively accommodate multiple learning modalities.

Sol

In order to effectively do this, it's necessary to have a diverse range of environments that help support those modalities. This spatial agility can be achieved via three synergistic methods: adaptability (able to change throughout time), flexibility (able to change at any time), and variety (built-in diversity).

Visioning #2 - Outcomes

- Students' and teachers' **greatest needs and greatest strengths are different today** compared to when current buildings were built.

- **Variety and flexibility** of space are key to meeting their needs and celebrating strengths.

- **Educational models will change over time.** Project should support one model on opening day but allow other models, too.


Session #3
Overall Building Planning


School Tour Highlights
Overall Building Diagramming
Guiding Principles for Design
Session #3
Overall Building Planning

Overarching Guiding Principles For Design

VISION STATEMENT (SAMPLE): We envision a project unique to Scituate that gives students, professionals, and our community agency as partners; one that is flexible, durable, welcoming, and safe; and one that enables a culture of collaboration and excellence.

- Zone the Building into Public and Private spaces
- Separation of site circulation – cars / buses / pedestrians
- Appropriate faculty, staff, and visitor parking
- Appropriate interior spaces for PE, Health, Adaptive PE, Music, Art, and Special Education
- Provide utilities and infrastructure to anticipate changing technology, student need, and equipment
- Integrate special education spaces throughout the facility, provide pull-out spaces directly adjacent to general education classrooms
- Provide acoustically separate but visually connected dining experiences in the cafeteria
- Provide separate teacher work rooms and staff dining spaces
- Flexibility of event spaces (gym, stage, cafeteria)
- Library/Media Center as the core hub and connective element of the school; divided into multiple activity areas
- Provide dedicated OT and Adaptive PE spaces
- Provide flexibility at a wide variety of scales
- Design elements to provide for safety and security of building
- Provide 4 sections per grade + 5 sections of PreK



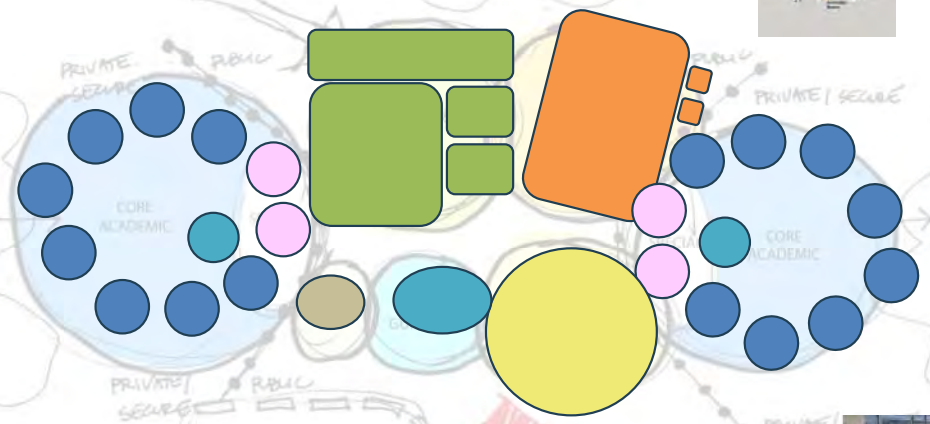














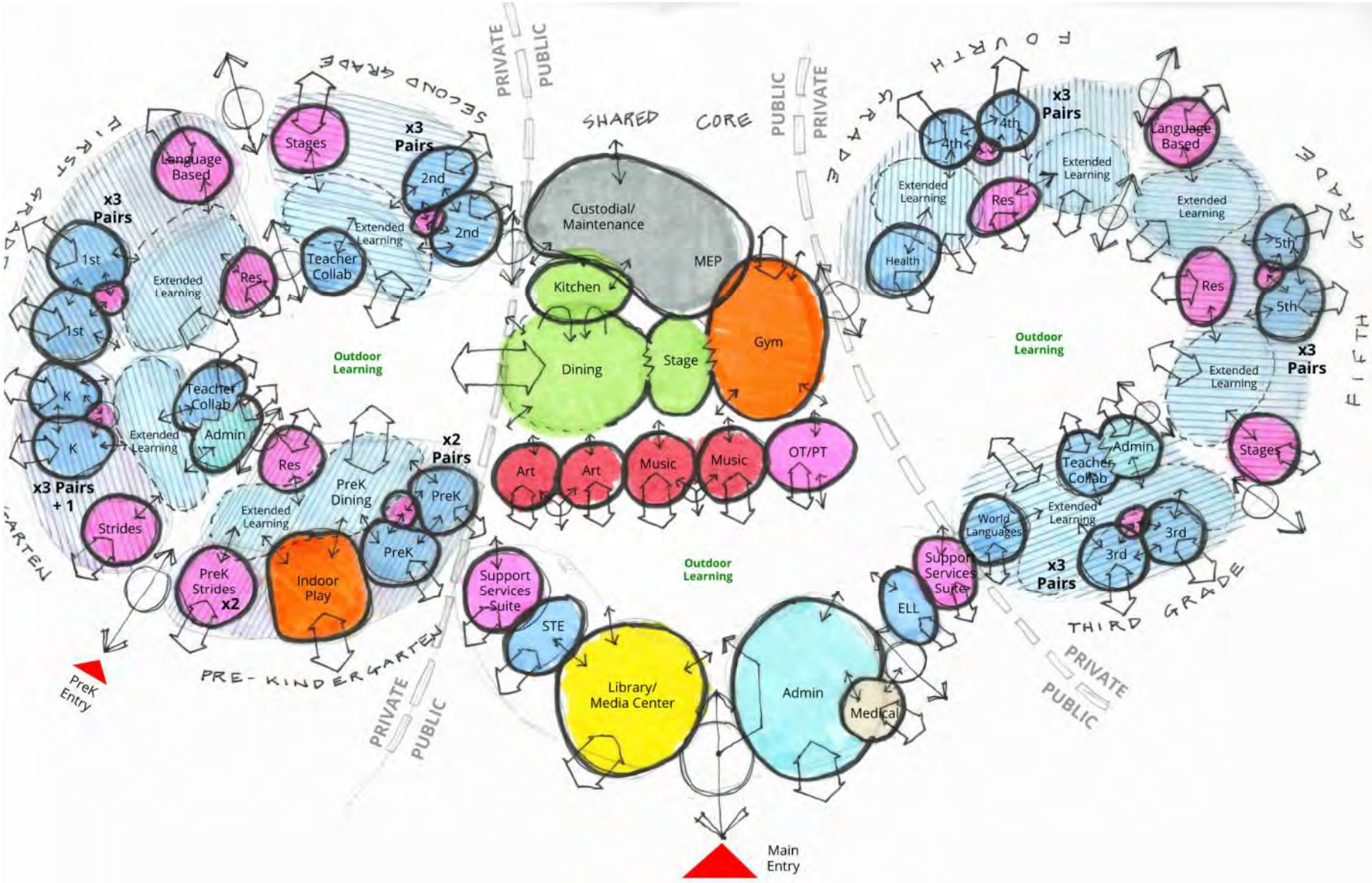






Sample: East Gloucester / Vets Elementary School


ELA
OUTDOOR CR's
PK ENTRY
1-3 PLAY
PK/K PLAY
ELA 2
ELA
K+5
FIND SPACE WALKTHROUGH SPECIFIC STAFFING: TEAM CHATS


SHARED CORE
PRIVATE
PUBLIC
PUBLIC
PRIVATE
SECOND GRADE
FIRST GRADE
FOURTH GRADE
FIFTH GRADE
THIRD GRADE
PRE-KINDERGARTEN
Custodial/ Maintenance
MEP
Kitchen
Dining
Stage
Gym
Art
Art
Music
Music
OT/PT
Outdoor Learning
Outdoor Learning
Outdoor Learning
Stages
x3 Pairs
2nd
2nd
Language Based
Extended Learning
Teacher Collab
Res
x3 Pairs
1st
1st
Extended Learning
Res
K
K
Extended Learning
Teacher Collab
Admin
Res
x3 Pairs + 1
Strides
PreK Strides x2
Extended Learning
PreK Dining
x2 Pairs
PreK
PreK
Indoor Play
PreK Entry
Support Services Suite
STE
Library/ Media Center
Admin
Medical
ELL
Support Services Suite
World Languages
Extended Learning
3rd
3rd
x3 Pairs
Admin
Teacher Collab
Stages
Extended Learning
x3 Pairs
5th
5th
Res
Language Based
Extended Learning
x3 Pairs
4th
4th
Extended Learning
Res
Health
Main Entry

Wilmington Elementary School Building Project

Guiding Principles for Design - DRAFT

- Education methodologies will change over the life span of the building. The project should be designed flexibly enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians
- Create a dedicated PreK entry
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences

Wilmington Elementary School Building Project

Guiding Principles for Design - DRAFT

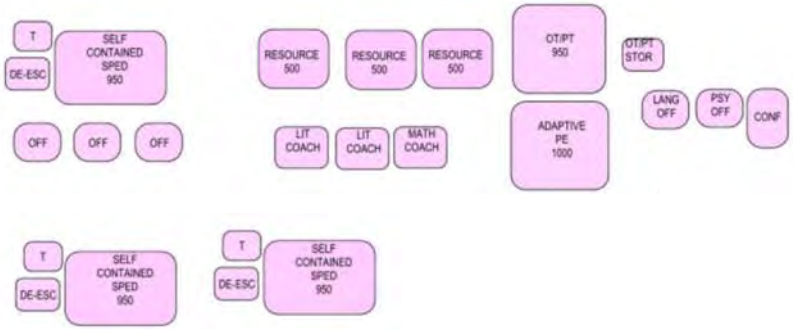
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences
- Provide lower grades with access calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences
- Student support service professionals to have a shared home base with some service delivery capabilities, but support professionals to travel to where students are (classrooms, small group rooms, extended learning spaces) whenever possible
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms
- Create an environment where PreK students can dine in close proximity to their classrooms
- Provide and indoor play environment for PreK students
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety
- Consider providing at least one additional classroom for a future world languages program

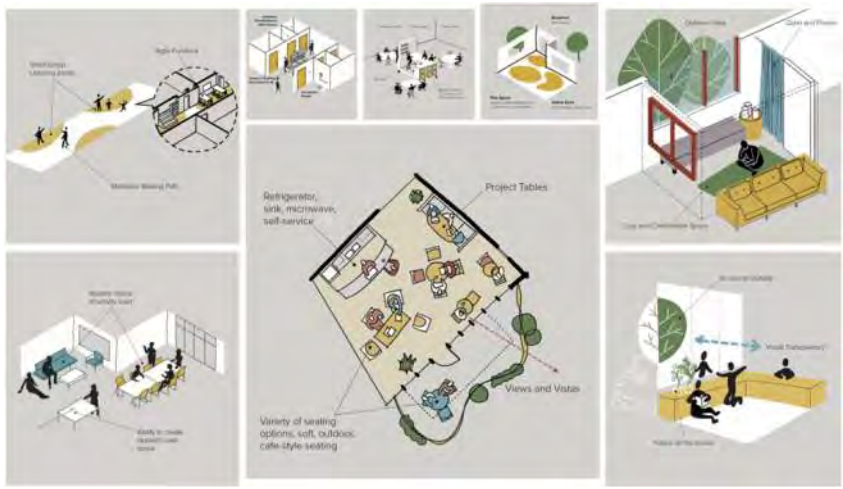
Visioning #3 - Outcomes

- Organize into **PreK-2 and 3rd-5th**, with shared core
- Organize into **grade level learning communities**
- **Distributed and purpose-built special education spaces**
- Consider **new/expanded programs** for ELL, World Languages, and STEM
- Create a **welcoming and safe** environment that **encourages curiosity and independence.**


Session #4
Individual Space Planning


Key Spaces Exercise
Visioning Take-aways
Session #4
Individual Space Planning


T
DE-ESC
SELF CONTAINED SPED 950
RESOURCE 500
RESOURCE 500
RESOURCE 500
OT/PT 950
OT/PT STOR
LANG OFF
PSY OFF
CONF
OFF
OFF
OFF
LIT COACH
LIT COACH
MATH COACH
ADAPTIVE PE 1000
T
DE-ESC
SELF CONTAINED SPED 950
T
DE-ESC
SELF CONTAINED SPED 950


Refrigerator, sink, microwave, self-service
Project Tables
Views and Vistas
Variety of seating options, soft, outdoor, cafe-style seating




Flexible Middle Spaces


First Floor











PROGRAM LIST

- ☐ 650 +/- SEAT (FIXED) AUDITORIUM
- ☐ SCENE SHOP
- ☐ SCENE STORAGE
- ☐ COSTUME SHOP W/ STORAGE
- ☐ VARIOUS ENSEMBLE SPACES
- ☐ BAND/ORCHESTRA INSTRUCTION
- ☐ BLACK BOX THEATER - SIZE TBD
- ☐ STAGE W/ REMOVABLE EXTENSION

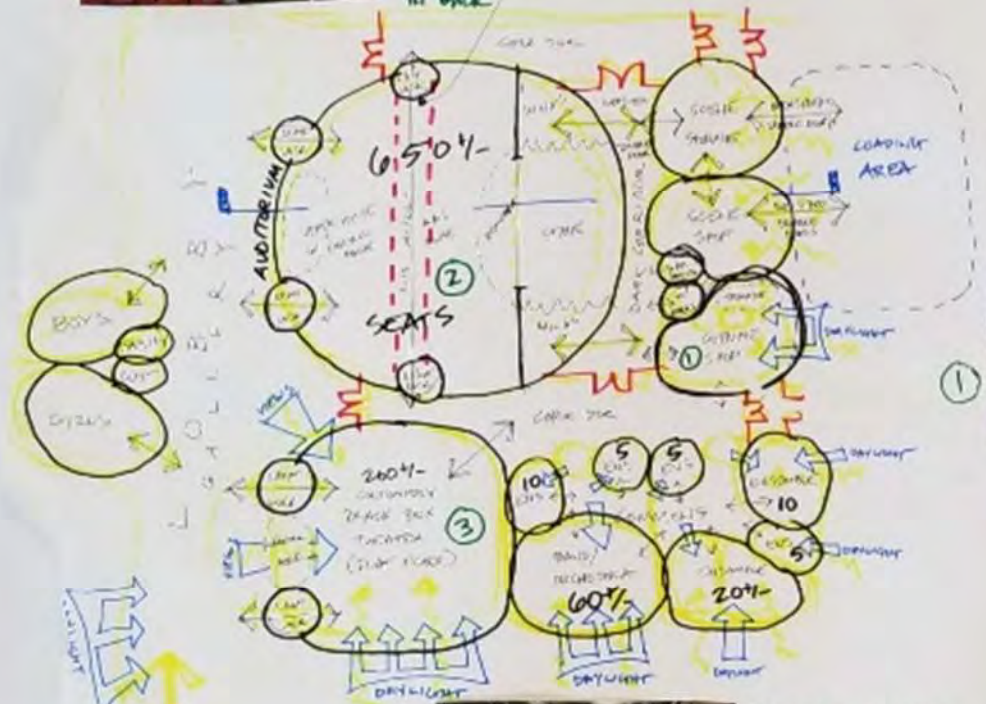
MUSIC CONSERV

SAMPLE

(2) AUDITORIUM



- CATWALK
- GREAT ACOUSTICS
  - VOCAL
  - INSTRUMENTAL
  - DRAMA
- GREAT SIGHT LINES
- FIT 9-2 & 7-8 SEPARATELY
- STEEP RAKE IN BACK



(1)



COSTUME SHOP
- FOR INSTRUCTION & PRODUCTION OF COSTUMES FOR PERFORM
- LARGE, HIGH DENSITY STORAGE FOR PAST/CURRENT COSTUMES

(3)



BLACK BOX THEATER
- FLAT FLOOR
- EQUIPMENT RACK (PIPE GRID)
- PORTABLE RISERS
- CONTEMPORARY EXPRESSION
- 200 +/- MAX AUDIENCE


Dining
Stage
Gym
Hallway
Ramp access for equip
DW doors for equip
Art
Art
Gen. Music
Gen. Music
Digital piano
Digital piano
Cabinets
Sink
Rug
Projector
Whiteboard wall
Ukulele cart
DW doors!
Shared storage
Windows
Shared storage + Kiln
Kiln
Outdoor learning Area
Spaces
• 2 art rooms w/ shared storage + KILN
• 2 music rooms w/ shared storage
• Ensemble rehearsal space (sound/strings/chime) w/ closable/soundproofing
Digital Piano!!!
* ensemble rehearsal space (band/strings/chime) w/ closable/soundproofing
wide risers + chairs 1x4 levels
Bulletin strips
Student completed murals on walls
Not for gen music
flip forms

Visioning #4 - Outcomes

- **Spatial relationships are critical**
- **Purpose-designed spaces are needed,** especially for special education programs and student support services
- **Varied learning environments are necessary**, both within single spaces and adjacent to them
- **Flexible, varied, and mobile furniture** is needed
- **Internal connections and interior views between spaces** are critical to flexibility, curiosity, and independence

Visioning #1

- Acknowledgement by the District that needs exist at all six elementary facilities. **What's the plan?**
- Advantages and disadvantages to each grade configuration, but **preference for PreK-5th.**
- Design to **allow both school within school models and single school models** with grade level sub-groups if possible

Visioning #2

- Students' and teachers' **greatest needs and greatest strengths are different today** compared to when current buildings were built.
- **Variety and flexibility** of space are key to meeting their needs and celebrating strengths.
- **Educational models will change over time.** Project should support one model on opening day but allow other models, too.

Visioning #3

- Organize into **grade level learning communities**
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Visioning #4

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Peer School Visits



Wildwood School Building Project

Exemplar Site Visits

WILMINGTON PUBLIC SCHOOLS

Additional School Tour Opportunity

Next Steps



November 2023 Look Ahead

- ❑ Document Visioning Outcomes – in progress
- ❑ Initial Space Programming – in progress
- ❑ Develop Baseline Recommendations – in progress

Next SBC Meeting: December 13th at 6pm



Schedule Update

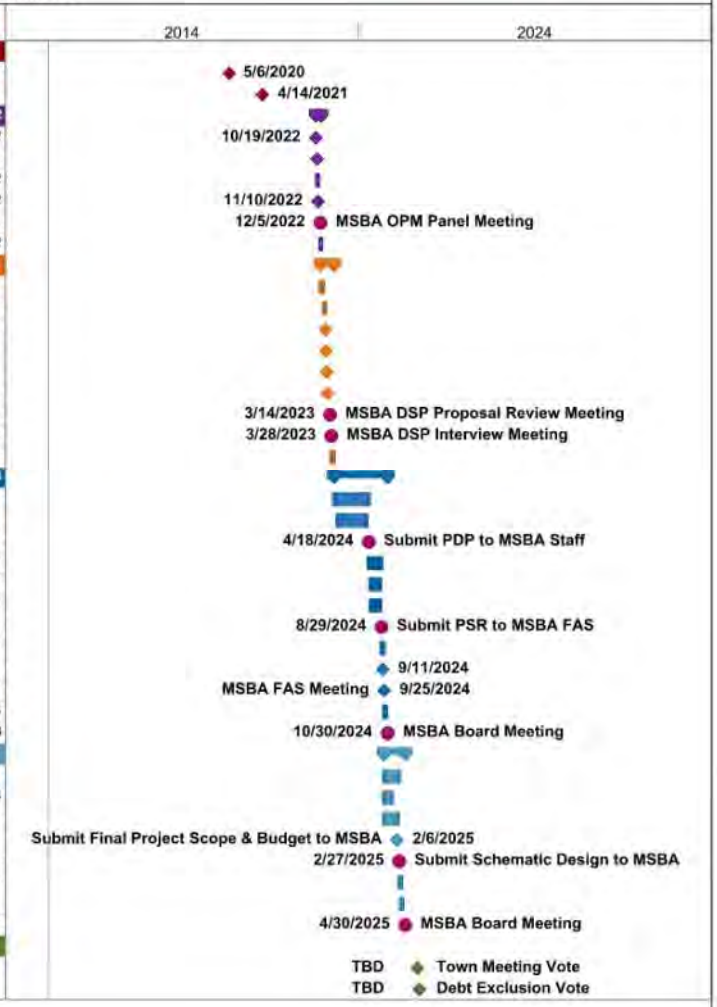


November 4, 2022
Updated: November 8, 2023

Town of Wilmington
Wildwood Early Childhood Center
Feasibility Study
Preliminary Project Schedule

SMMA

ID	Task Name	Duration	Start	Finish
1	**MSBA PREREQUISITES**	241 days	5/6/2020	4/14/2021
2	Statement of Interest	0 days	5/6/2020	5/6/2020
3	MSBA Invite into Feasibility	0 days	4/14/2021	4/14/2021
4	**RETAIN OPM**	39 days	10/19/2022	12/13/2022
5	Submit OPM Proposals	0 days	10/19/2022	10/19/2022
6	OPM Interview	0 days	11/1/2022	11/1/2022
7	Negotiate OPM Contract	6 days	11/3/2022	11/10/2022
8	Submit Documents to MSBA OPM Panel	0 days	11/10/2022	11/10/2022
9	**MSBA OPM Panel Meeting**	**0 days**	**12/5/2022**	**12/5/2022**
10	Execution of OPM Agreement	6 days	12/6/2022	12/13/2022
11	**RETAIN DESIGNER**	100 days	12/6/2022	4/24/2023
12	Draft Designer RFS and Submit to MSBA	21 days	12/6/2022	1/3/2023
13	MSBA Approve Draft RFS	11 days	1/11/2023	1/25/2023
14	Submit to Central Register	0 days	1/26/2023	1/26/2023
15	Notice in Central Register	0 days	2/1/2023	2/1/2023
16	Briefing Session	0 days	2/8/2023	2/8/2023
17	Submit Designer Proposals	0 days	2/14/2023	2/14/2023
18	**MSBA DSP Proposal Review Meeting**	**0 days**	**3/14/2023**	**3/14/2023**
19	**MSBA DSP Interview Meeting**	**0 days**	**3/28/2023**	**3/28/2023**
20	Negotiate Designer Contract	20 days	3/28/2023	4/24/2023
21	**FEASIBILITY STUDY (FS)**	389 days	4/25/2023	10/30/2024
22	Develop Preliminary Design Program	253 days	4/25/2023	4/18/2024
23	Community Presentations	211 days	5/31/2023	3/27/2024
24	**Submit PDP to MSBA Staff**	**0 days**	**4/18/2024**	**4/18/2024**
25	Develop Preferred Schematic Report (PSR)	95 days	4/18/2024	8/29/2024
26	Community Presentations	70 days	5/9/2024	8/15/2024
27	Select Board, Town Meeting & School Committee Presentations	70 days	5/9/2024	8/15/2024
28	**Submit PSR to MSBA FAS**	**0 days**	**8/29/2024**	**8/29/2024**
29	MSBA Comments	15 days	8/29/2024	9/19/2024
30	**MSBA FAS Meeting**	**0 days**	**9/11/2024**	**9/11/2024**
31	**MSBA FAS Meeting**	**0 days**	**9/25/2024**	**9/25/2024**
32	Respond to MSBA Comments	17 days	9/25/2024	10/17/2024
33	**MSBA Board Meeting**	**0 days**	**10/30/2024**	**10/30/2024**
34	**SCHEMATIC DESIGN (SD)**	154 days	9/23/2024	4/30/2025
35	Develop Schematic Design	109 days	9/25/2024	2/27/2025
36	Community Presentations	56 days	9/23/2024	12/11/2024
40	Select Board, Town Meeting & School Committee Presentations	100 days	9/23/2024	2/12/2025
41	**Submit Final Project Scope & Budget to MSBA**	**0 days**	**2/6/2025**	**2/6/2025**
42	**Submit Schematic Design to MSBA**	**0 days**	**2/27/2025**	**2/27/2025**
43	MSBA Comments	16 days	2/27/2025	3/20/2025
44	Respond to MSBA Comments	11 days	3/20/2025	4/3/2025
45	**MSBA Board Meeting**	**0 days**	**4/30/2025**	**4/30/2025**
46	**LOCAL APPROPRIATION**			
47	Town Meeting Vote		**TBD**	**TBD**
48	Debt Exclusion Vote		**TBD**	**TBD**



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46	**LOCAL APPROPRIATION**				
47	Town Meeting Vote		**TBD**	**TBD**	
48	Debt Exclusion Vote		**TBD**	**TBD**	

SBC Communications Working Group



Discussion



Thank You

Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	11/8/2023
Prepared by:	Julie Leduc	Meeting Time:	7:00 PM
Meeting Location:	Remote Participation (Zoom as follows)	Meeting No.	6
	https://wpsk12.zoom.us/j/89558643059?pwd=Qi8vWGZmQzdKc1RtYmRYQThxbXFZQT09		
	Meeting ID: 895 5864 3059		
	Passcode: 811275		

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices:
   - Warrant No. 3
   - Warrant No. 4
   - Warrant No. 5
4. Post Existing Conditions Update
5. Educational Visioning Update
6. Peer School Visits
   - Additional School Tour Opportunity
7. Next Steps
8. Schedule Update
9. SBC Public Relations Working Group Formation
10. Discussion/Correspondence/New Items
11. Committee Questions
12. Public Comments
13. Next Meeting: Wednesday, December 13, 2023
14. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	Community Forum No. 1	Meeting Date:	11/8/2023
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Remote Participation (Zoom as follows)	Meeting No.	1
	https://wpsk12.zoom.us/j/89558643059?pwd=Qi8vWGZmQzdKc1RtYmRYQThxbXFZQT09		
	Meeting ID: 895 5864 3059		
	Passcode: 811275		

Distribution: School Building Committee (MF)

1. Call to Order
2. Overview of the MSBA Building Process with Our Community
3. Preliminary Report on the Existing School Conditions Assessment
4. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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Cambridge, MA 02138
617.547.5400

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #1

November 8, 2023

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

MSBA Process and Schedule

What is + What Can Be

Stay Connected



Introductions



The Team

School Committee

School Building Committee

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools In Partnership with Local Communities

SMMA

Owner's Project Manager (OPM)

DORE + WHITTIER

Designer (Architect)

Who is the School Building Committee?

Glenn Brand, Superintendent, WPS; Chair SBC
Vivian Varbedian, Parent Representative; Vice-Chair SBC
Paul Ruggiero, Assist. Superintendent of Admin & Finance
Diane M. Allan, Permanent Building Committee
John C. Holloway, Permanent Building Committee
Gregory B. Bendel, Board of Selectmen
Kevin A. Caira, Board of Selectmen Alternate
Kate Bissell, Wildwood School Principal
Stacey Scott, Woburn School Principal
Christine Holloran, Wildwood School Teacher
Alice Brown-Legrand, Director of Student Support Services
George W. Hooper II, Public Buildings Superintendant
Dennis Kelley, Public Buildings

Lou Cimaglia, Acting Town Administrator
Susan Inman, Assistant Town Manager
Bryan T. Perry, Finance Director/Town Accountant
David A. Ragsdale, School Committee Vice Chair
Marianne Gallezzo, Finance Committee Member
Paul J. Melaragni, Permanent Building Committee
Michael Camoscio, Parent Representative
Craig Miner, Parent Representative
Maggie Lopes, Parent Representative
Christine Prendergast, Parent Representative
Justin Cusce, Parent Representative

MSBA Process and Schedule



How we got here...
Wilmington Elementary Schools

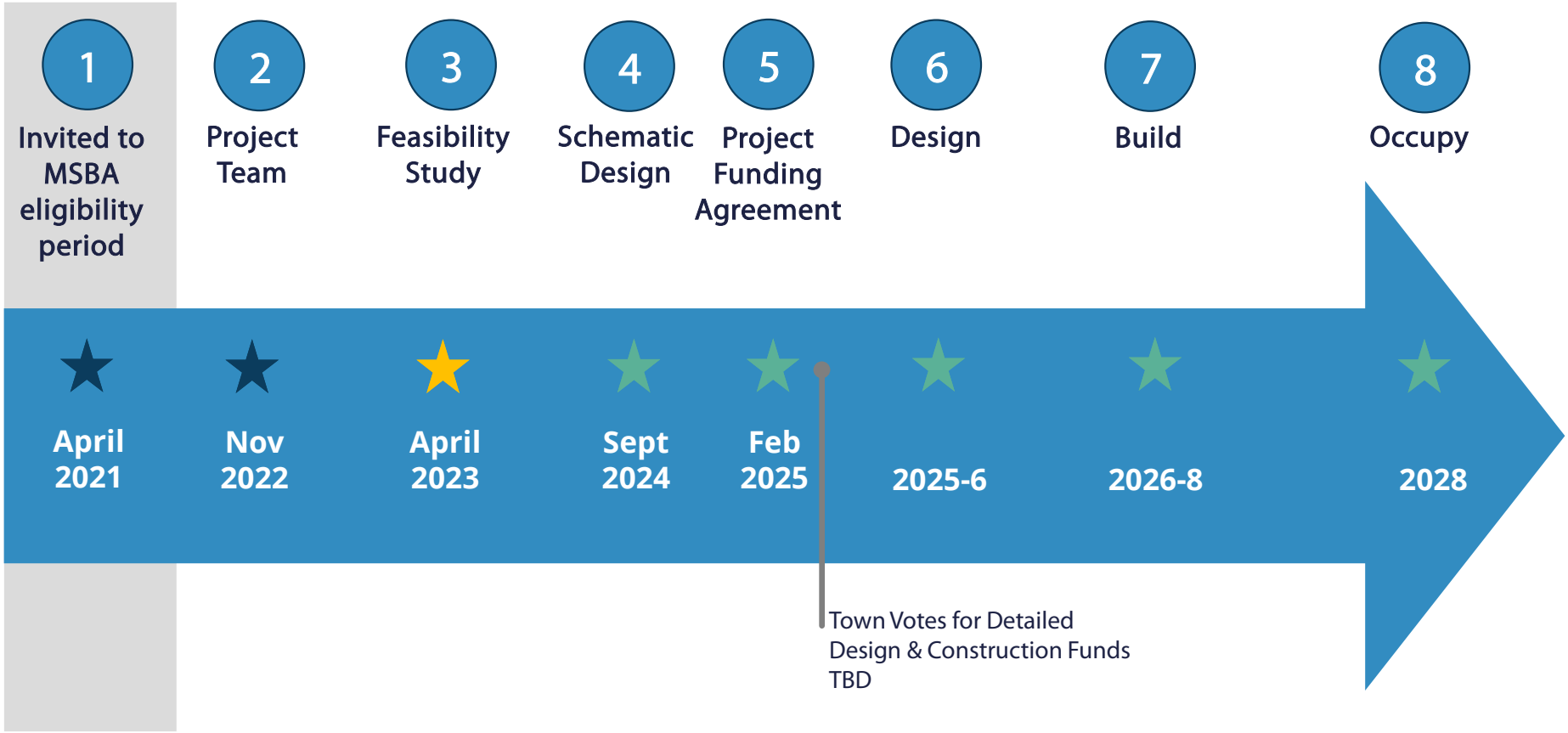
- All six elementary schools are of similar vintage 1950s/1960s and experience space deficiencies in their educational programs
- Each school needs significant upgrades, including HVAC, plumbing, electrical, exterior windows and envelope, accessibility, etc.
- **Wildwood** was determined to be in the most need of the six district elementary schools.



Wildwood Early Childhood Center
1955 (**68 yrs**)

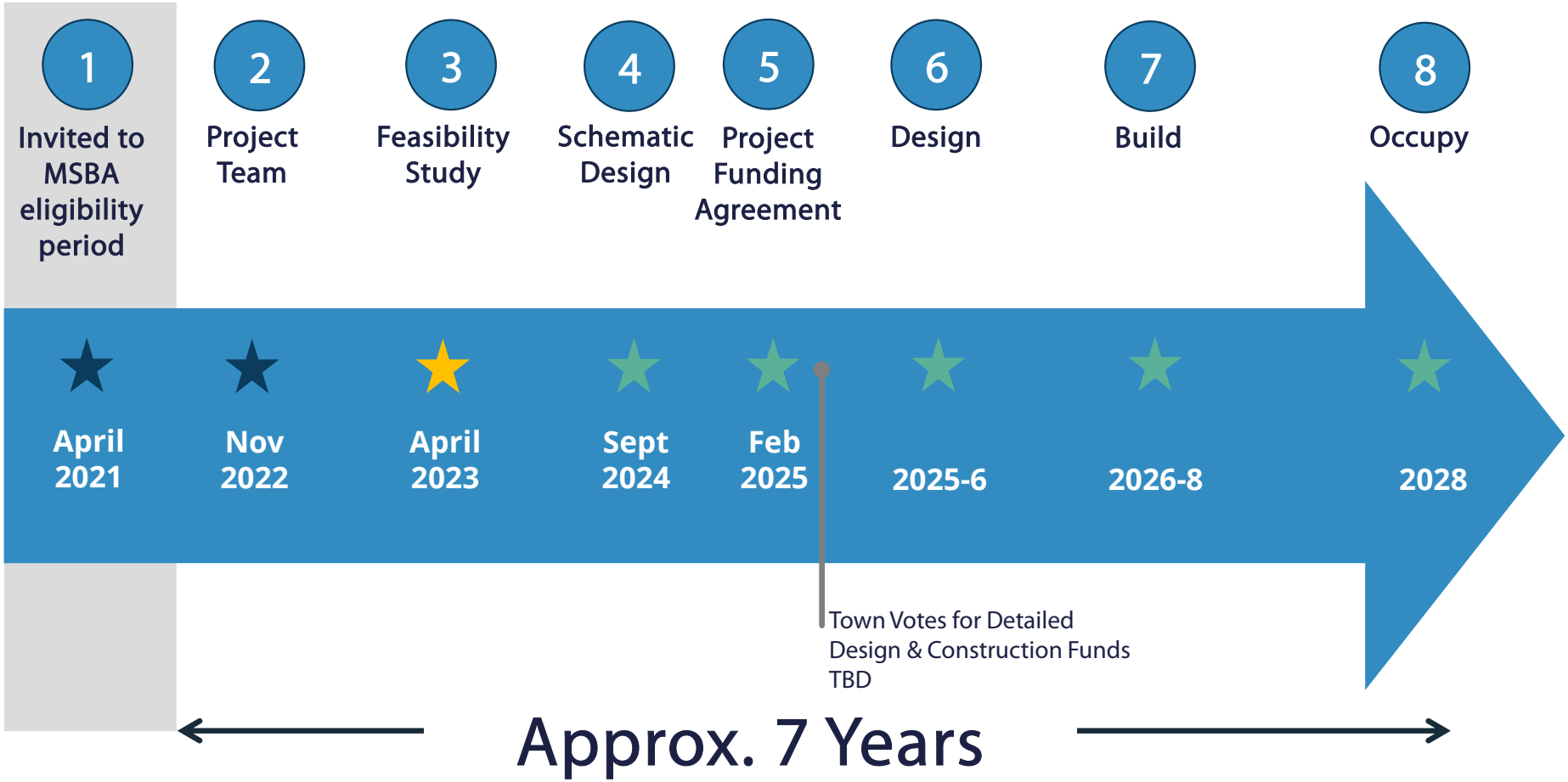
MSBA Process

Step-by-Step



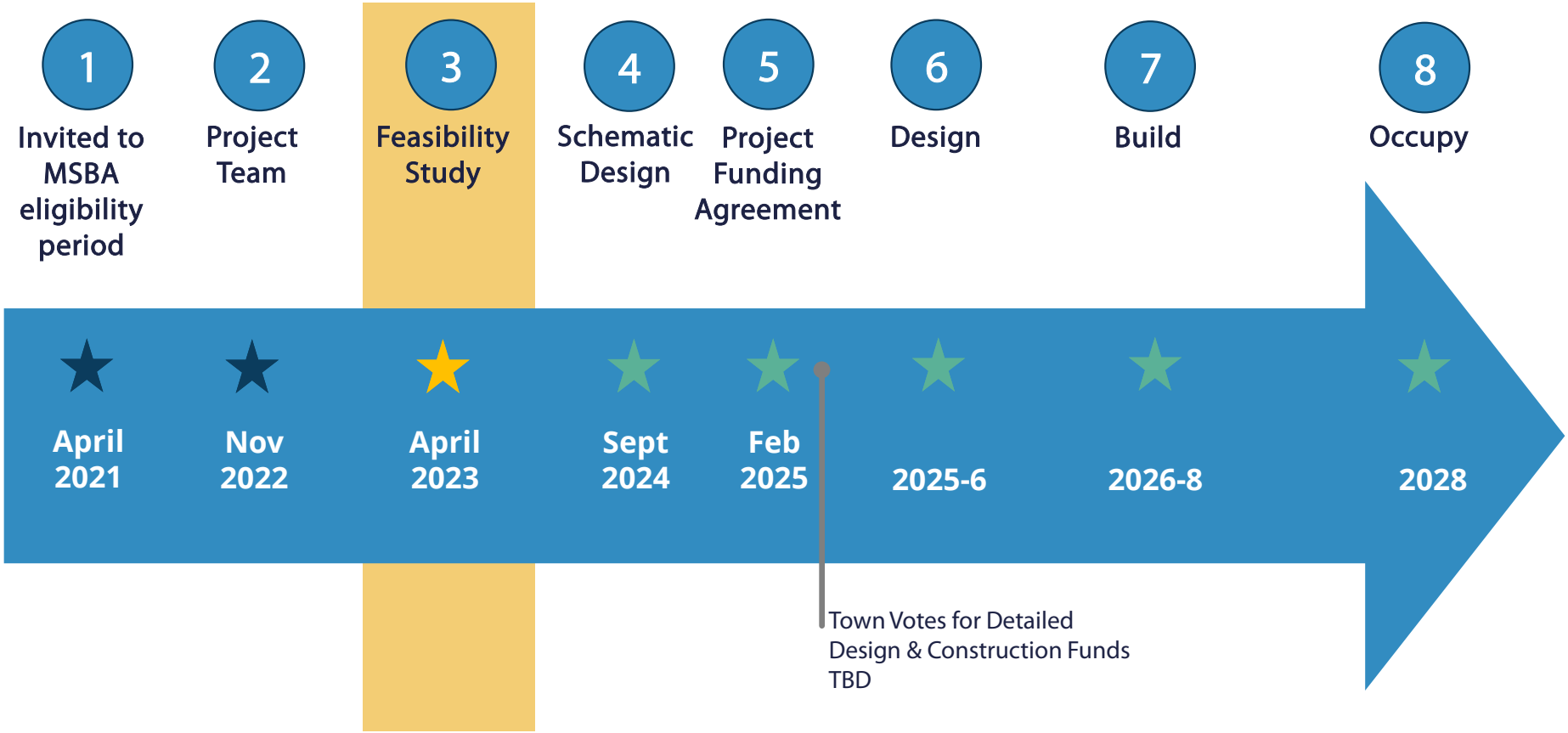
MSBA Process

Step-by-Step



MSBA Process

Step-by-Step



MSBA Process

Where We Are: Feasibility Study

3

Apr 2023 – Apr 2024

Preliminary Design Program



Existing Sites & Buildings

- Playgrounds, site circulation
- Traffic
- Structure
- Roofs, windows, walls, floors
- HVAC, electrical, plumbing
- Code, accessibility, security
- Sustainability

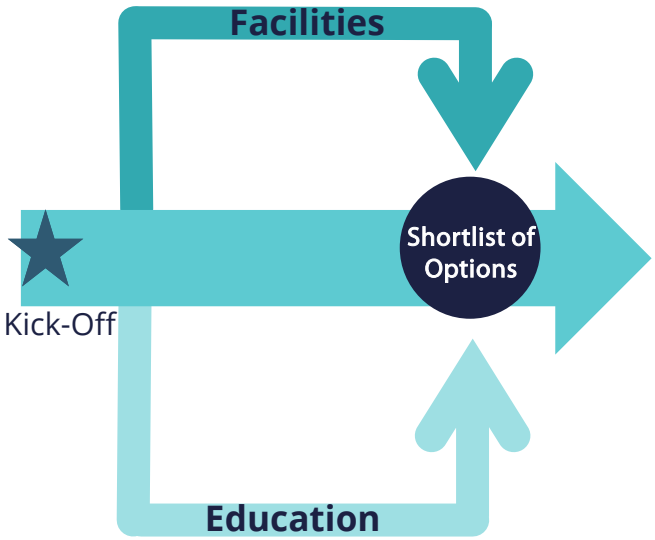
MSBA Process

Where We Are: Feasibility Study

3

Apr 2023 – Apr 2024
Visioning and Community Input Begins

Preliminary Design Program



Existing Sites & Buildings

- Playgrounds, site circulation
- Traffic
- Structure
- Roofs, windows, walls, floors
- HVAC, electrical, plumbing
- Code, accessibility, security
- Sustainability

Space Function - Education

- How are spaces used?
- Are spaces sized and located appropriate to function?

- Listening sessions
- Visioning sessions
- Meet with principals
- Meet with faculty, parents, and students
- students
- Community feedback

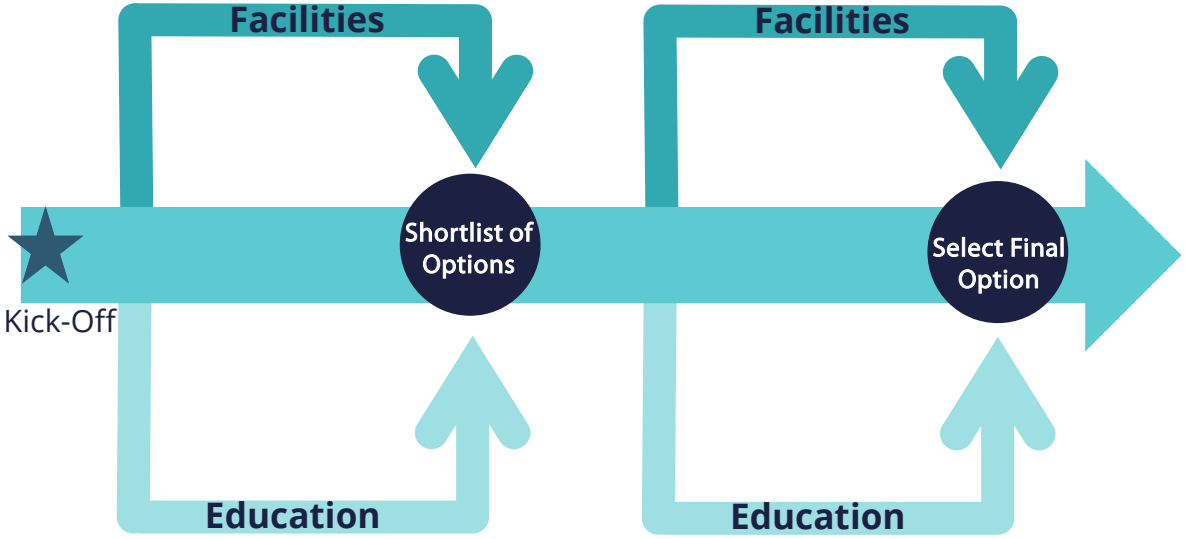
MSBA Process

Where We Are: Feasibility Study

3

Apr 2023 – Apr 2024
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report



Facilities and Education

- Narrow focus
- Compare each option
- Review cost estimates
- Analyze shortlist of options
- Wildwood School Building Committee to vote on final option
- Submit final option to MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

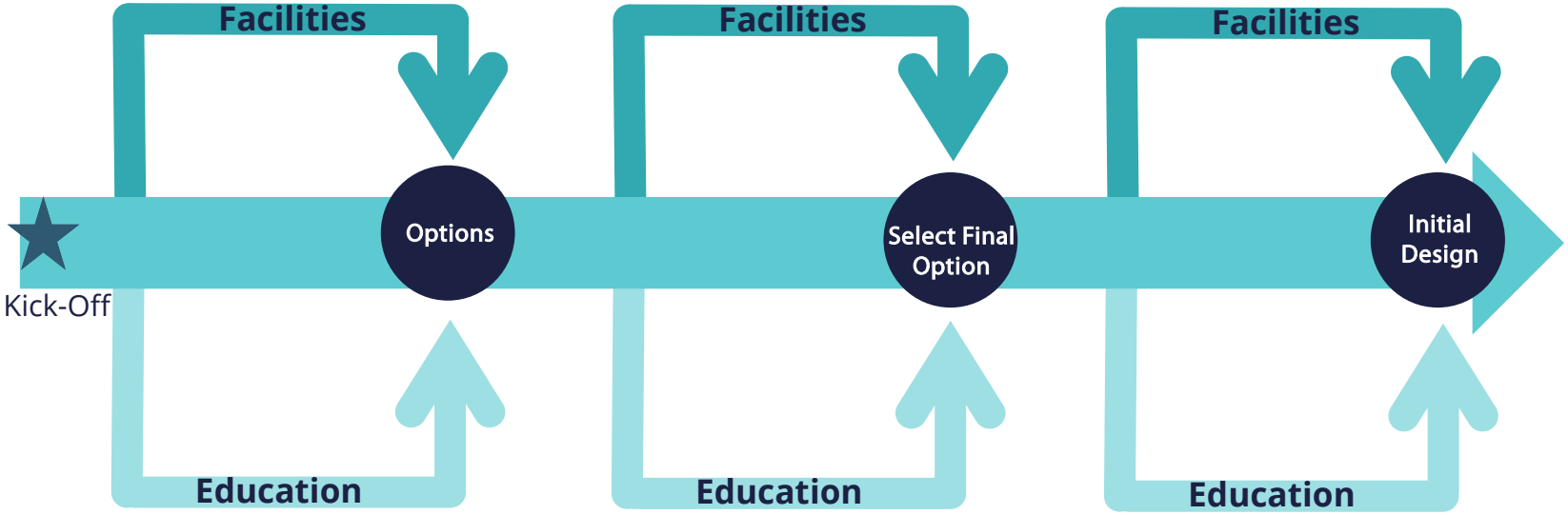
MSBA Process

Where We're Going: Schematic Design

3 **Apr 2023 – Apr 2024**
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report

4 **Sept 2024 – Feb 2025**
Schematic Design



Facilities and Education

- Develop design of selected option
- More analysis of site, building, costs, schedule and phasing
- Agree on reimbursement with MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

MSBA Process

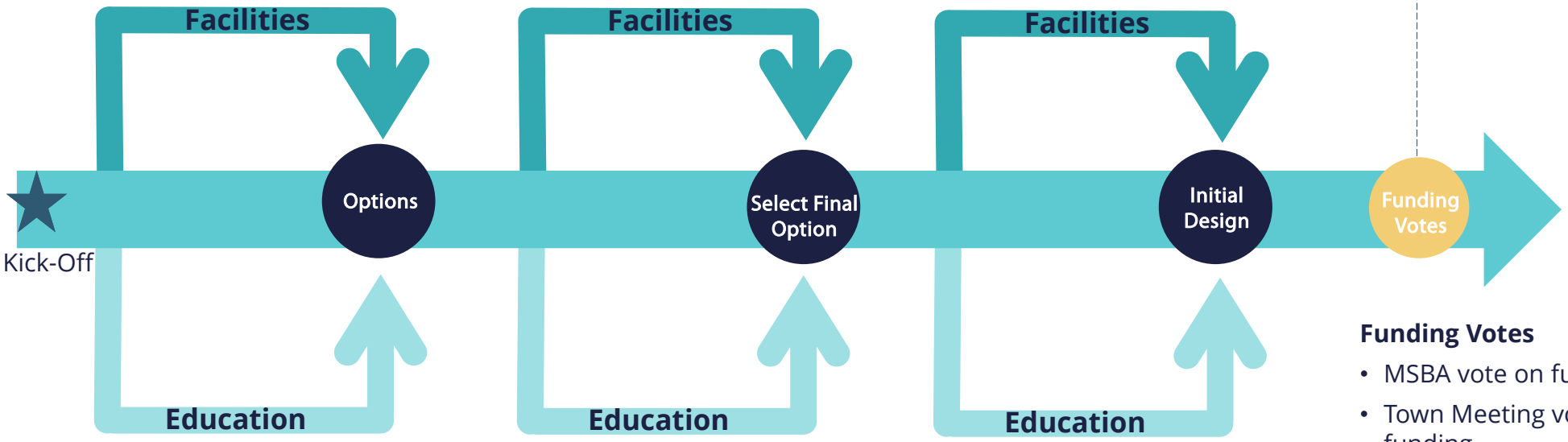
Where We're Going: Schematic Design

3 **Apr 2023 – Apr 2024**
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report

4 **Sept 2024 – Feb 2025**
Schematic Design

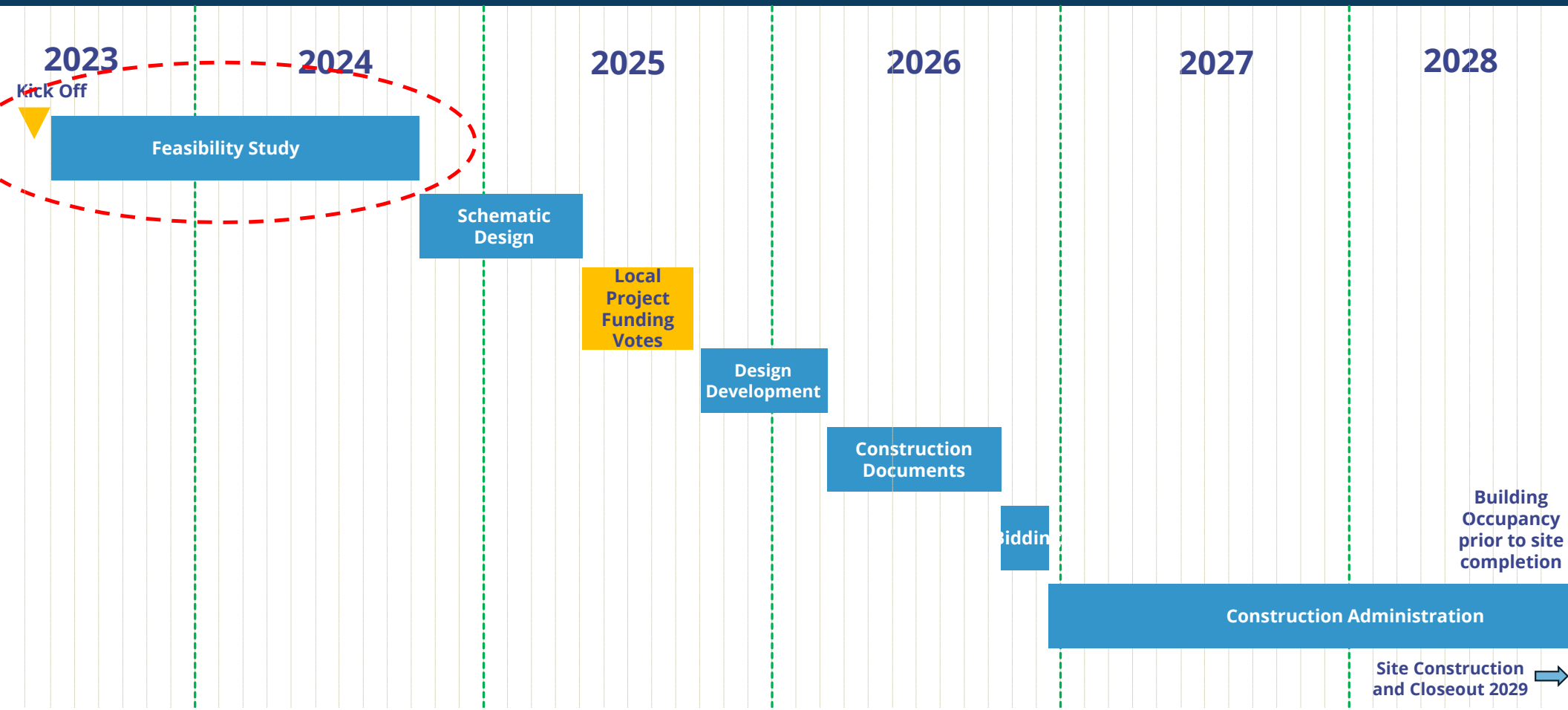
5 **Apr 2025 - TBD**



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Wilmington Wildwood EEC
Overall MSBA Project Schedule



Existing Conditions Summary





Wildwood ECC
7.5-acre site
1955 building



Woburn Street
10-acre site
1963/68 building



North Intermediate
14-acre site
1962 building

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



SITE

Located in residential areas
Overhead utility lines
No gas service onsite
No fire protection service



Wildwood Early Childhood Center

SITE

Wellhead Protection Areas
Municipal Open Space status
Wetlands
Available Utilities



North Intermediate School

SITE

On-site Septic

Municipal Sewer – North only

No fire protection service

Municipal water service

Grade changes – Wildwood, Woburn



Woburn Street School

SITE

Asphalt paving and curbs conditions

Parking

Storm drainage infrastructure



Wildwood Early Childhood Center

SITE

Accessibility issues
Playgrounds
Sports courts



Wildwood Early Childhood Center

ARCHITECTURAL



Wildwood Early Childhood Center

ARCHITECTURAL

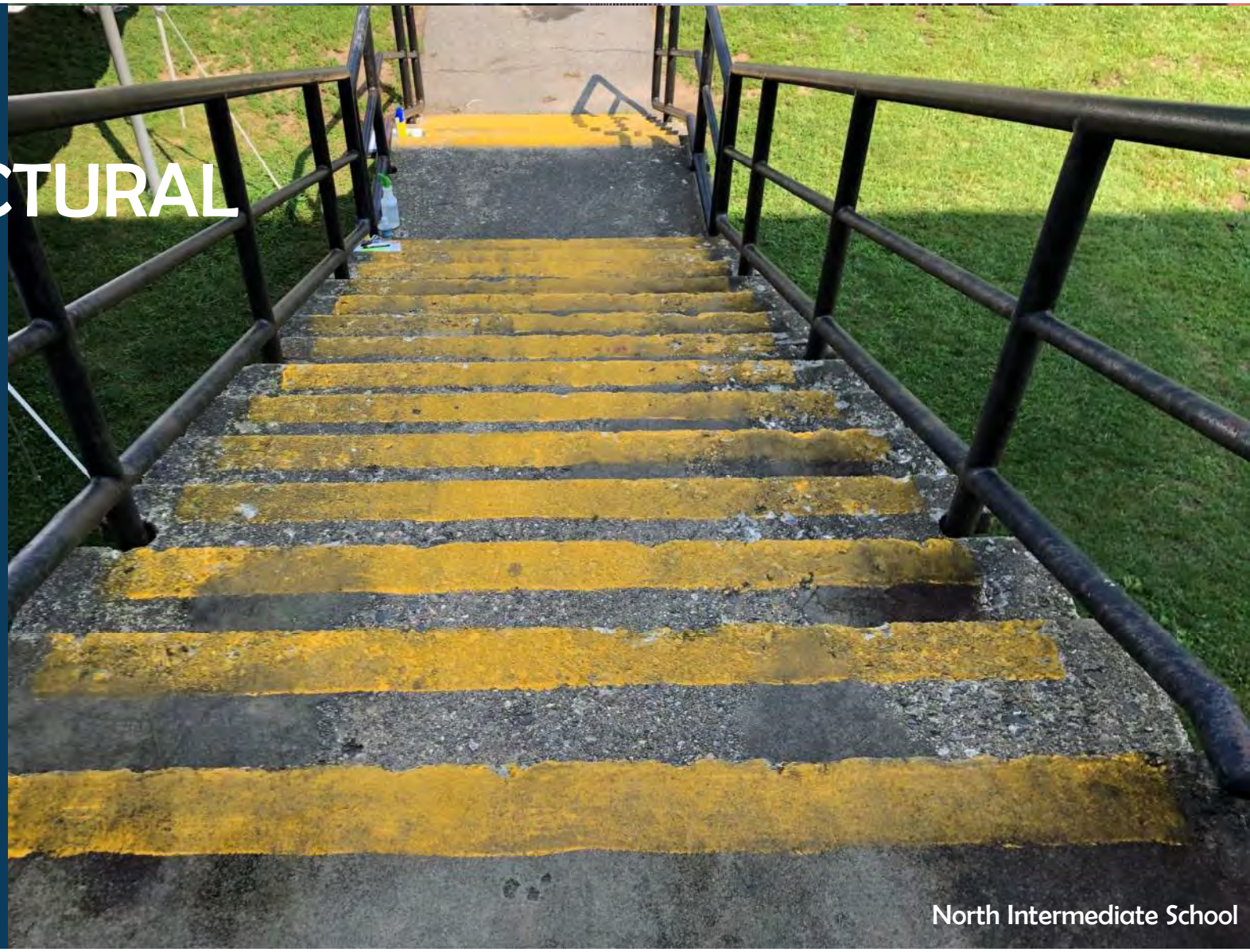
Masonry brick veneer
Envelope lacks insulation
Fascia/Soffits



Wildwood Early Childhood Center

ARCHITECTURAL

Concrete deterioration



North Intermediate School

ARCHITECTURAL

Wildwood, Woburn
Windows inefficient
Single pane steel frame
Plexiglas glazing replacement
Caulking cracked
Sill damage



Woburn Street School

ARCHITECTURAL

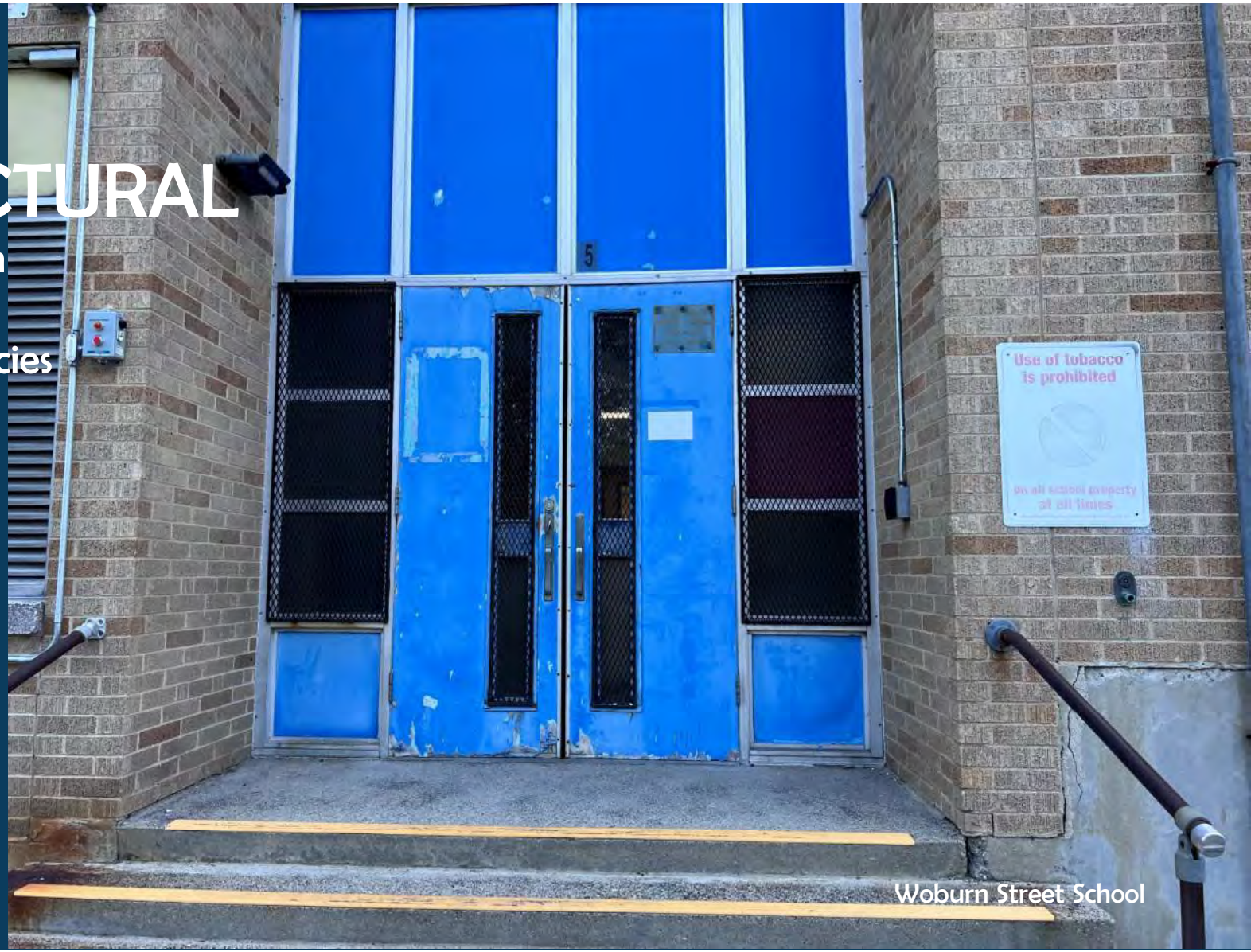
North
Windows
Aluminum framed (2017)



North Intermediate School

ARCHITECTURAL

Wildwood, Woburn
Door Systems
Numerous deficiencies



Woburn Street School

ARCHITECTURAL

Accessibility issues
Entry doors and ramp
not compliant



Woburn Street School

ARCHITECTURAL

North
Door Systems
Upgrades in 2017
Aluminum framed entryway
Hollow metal frames w/ insulated doors



North Intermediate School

ARCHITECTURAL

Wildwood Roofs

No warranties:
1980s asphalt/stone-ballasted
1990s sloped asphalt (gym)

Under warranty:
2012 asphalt
2012 asphalt with aggregate



Wildwood Early Childhood Center

ARCHITECTURAL

Woburn Roofs

No warranty:
Ballasted Membrane

Under warranty:
2015 Mod. Bitumen



ARCHITECTURAL

North Roofs

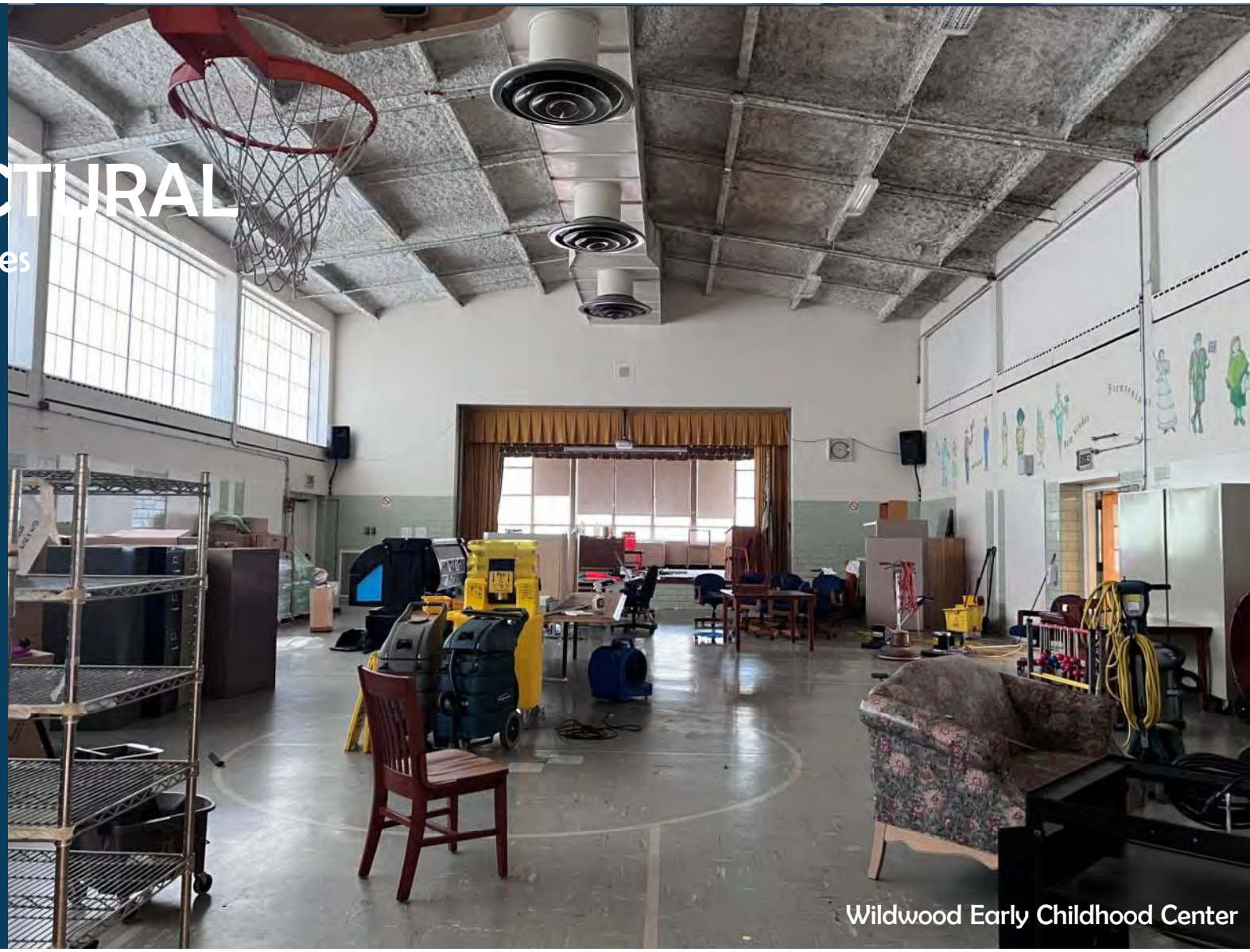
Under warranty:
2017 EPDM



North Intermediate School

ARCHITECTURAL

Multiple floor finishes
Terrazzo
VCT
VAT
Carpet
Wood



Wildwood Early Childhood Center

ARCHITECTURAL

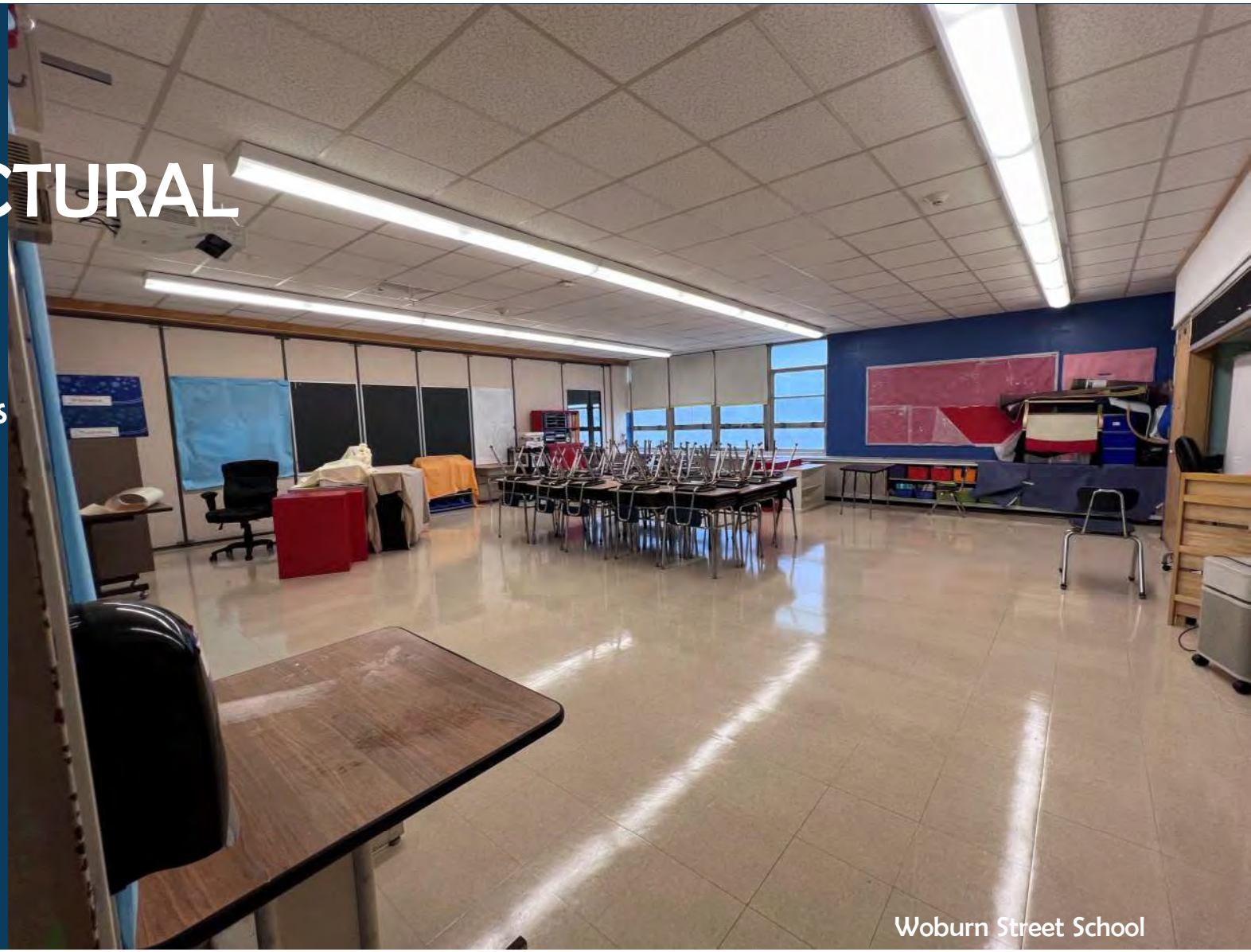
Wildwood
Ceiling – dingy, uncleanable
Tired/worn finishes
Accessibility Issues
Plexiglas clouded



Wildwood Early Childhood Center

ARCHITECTURAL

Woburn
VCT (2012)
Ceiling tiles (2020)
Operable partitions
Tired furnishings
Accessibility Issues
Plexiglas clouded



Woburn Street School

ARCHITECTURAL

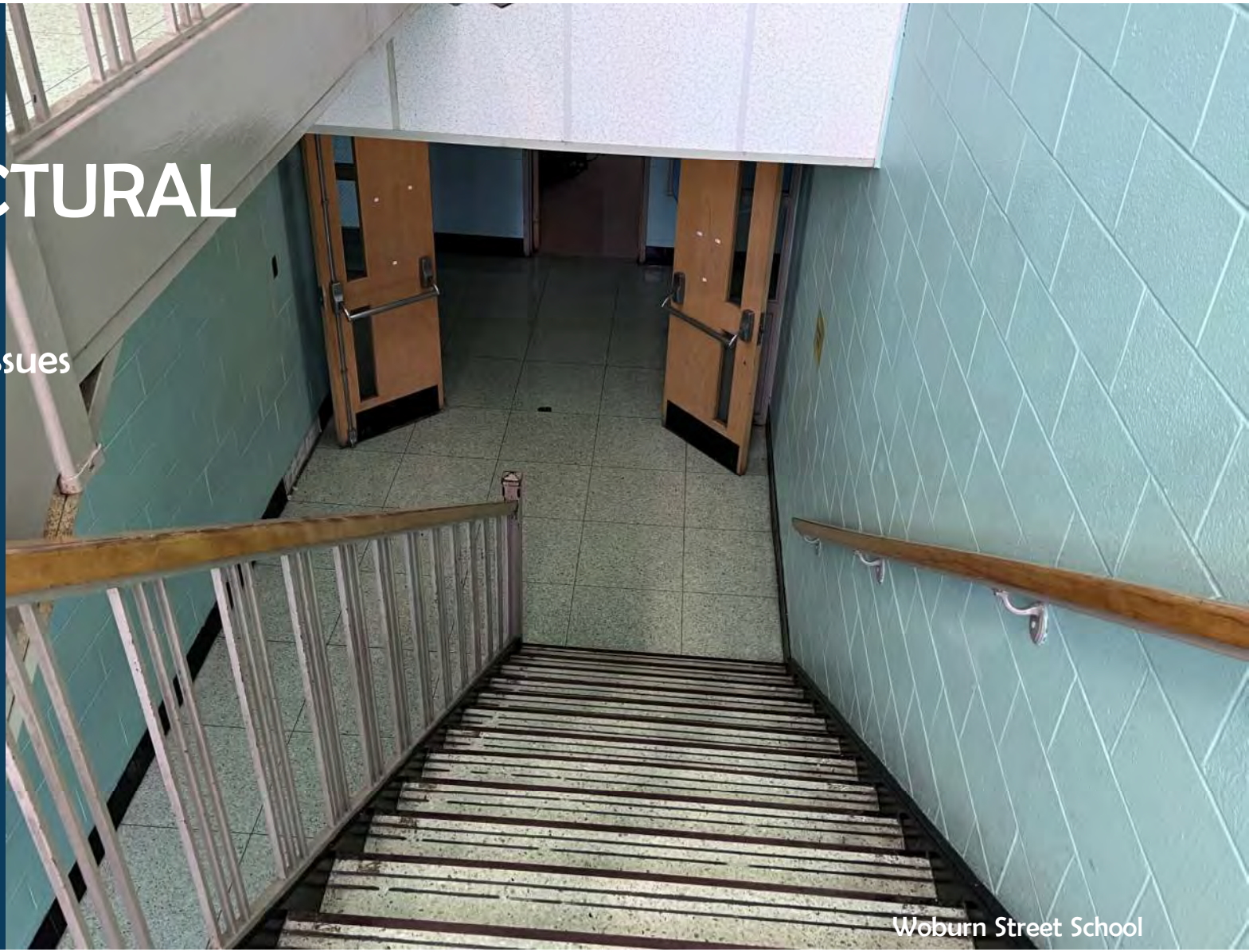
North
Terrazzo
VAT - worn
VCT
Dated finishes
Accessibility Issues



North Intermediate School

ARCHITECTURAL

Woburn and North
Multi-level
Accessibility/Code issues



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



Wildwood Early Childhood Center

MECHANICAL

Wildwood
Oil-fired steam boilers
(1998)

Woburn
Oil-fired hot water
plant – Original

North
Natural gas-fired hot
water plant, boilers
(2015)



Wildwood Early Childhood Center

MECHANICAL

Antiquated pneumatic controls
Limited digital controls

Newer compressors at Woburn and North





North Intermediate

MECHANICAL

Original Unit Ventilators exceeded expected service life but are operational



Wildwood Early Childhood Center

MECHANICAL

Window cooling units
Some mini-split units



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



Woburn Street School



North Intermediate



North Intermediate

ELECTRICAL

Original systems have exceeded serviceable life



Woburn Street School



North Intermediate



North Intermediate

ELECTRICAL

Wildwood
Older lighting is inefficient

LED lighting upgrade
Woburn 2019
North 2017

Lacks lighting controls



North Intermediate School

ELECTRICAL

Emergency lighting - battery units
Limited exterior emergency lighting
No emergency generators



Woburn Street School

ELECTRICAL

Fire alarm system (2012) addressable and code complaint

No emergency shutdown for kitchen equipment



Wildwood Early Childhood Center

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



North Intermediate

PLUMBING

Equipment mostly original with some upgrades
Domestic hot water components (piping, valves, insulation) are in poor condition
Missing backflow preventors



North Intermediate

PLUMBING

Kitchen infrastructure is outdated

Lack thermostatic mixing valves

Grease traps in poor condition

No dishwashers

No active fire suppression system



Wildwood Early Childhood Center

PLUMBING

Fixtures non-ADA compliant

Lack water-saving features



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



FIRE PROTECTION

No active fire suppression system



Woburn Street School

SITE

ARCHITECTURAL

MECHANICAL

ELECTRICAL

PLUMBING

FIRE PROTECTION

TECH/COMM



Woburn Street School

TECH/COMM

Equipment ages range

Building not designed to adequately support newer systems

Network equipment lacks dedicated and conditioned spaces

Post Assessment Update: Network wireless access points installed August 2023



Woburn Street School

TECH/COMM

Video surveillance is limited to front door



Woburn Street School

TECH/COMM

Classrooms equipped with ultra-short throw projectors

Antiquated communications systems (public address system, master clock)

Post Assessment Update: New zoom phone system with Yealink devices extends into classrooms



Woburn Street School

In Summary

Buildings are of similar vintage – similar issues
Maintenance is staggered over the years, so some replaced components are of different ages
Site circulation and drainage issues
Building envelops need upgrades/better insulation (doors, windows, exterior walls, roofs)
Several accessibility issues both on site and in the buildings
Tired and worn interiors and furnishings
M-E-P equipment is outdated and inefficient, antiquated controls
Updated fire alarm systems
No fire protection sprinkler systems

Bottom Line: All buildings have fundamental deficiencies and facility needs.

What is



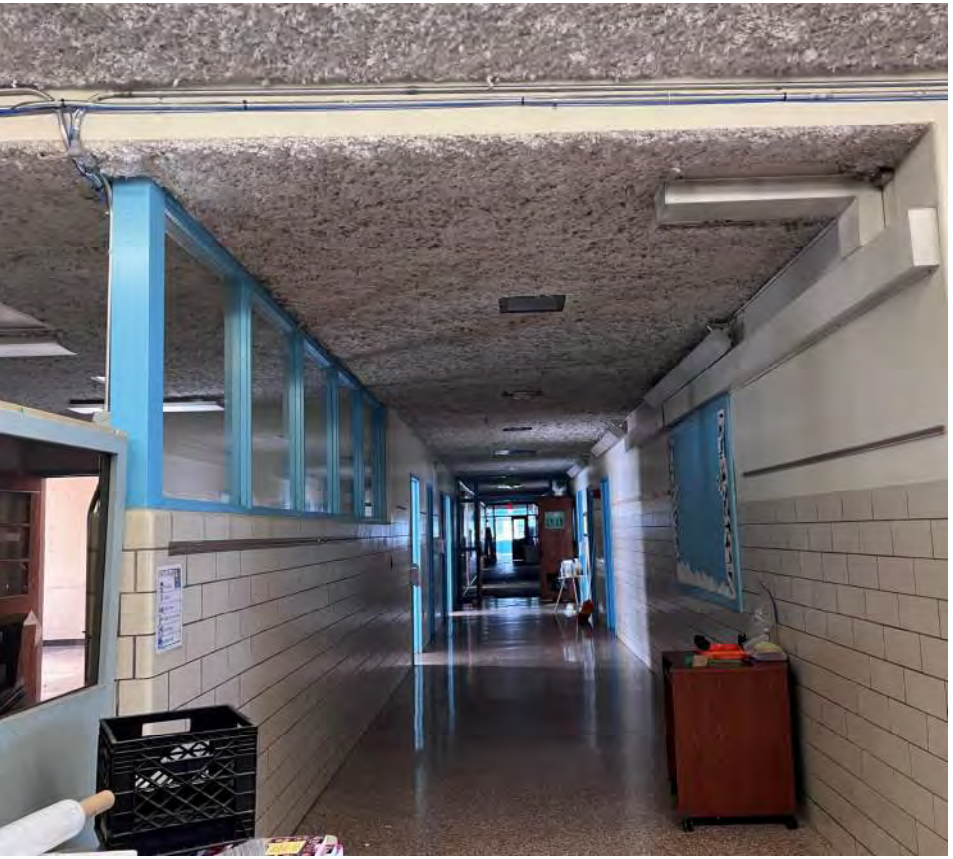
Woburn Street School - Library

What can be



Maria Hastings Elementary School - Library

What is



Wildwood Early Childhood Center Corridor

What can be



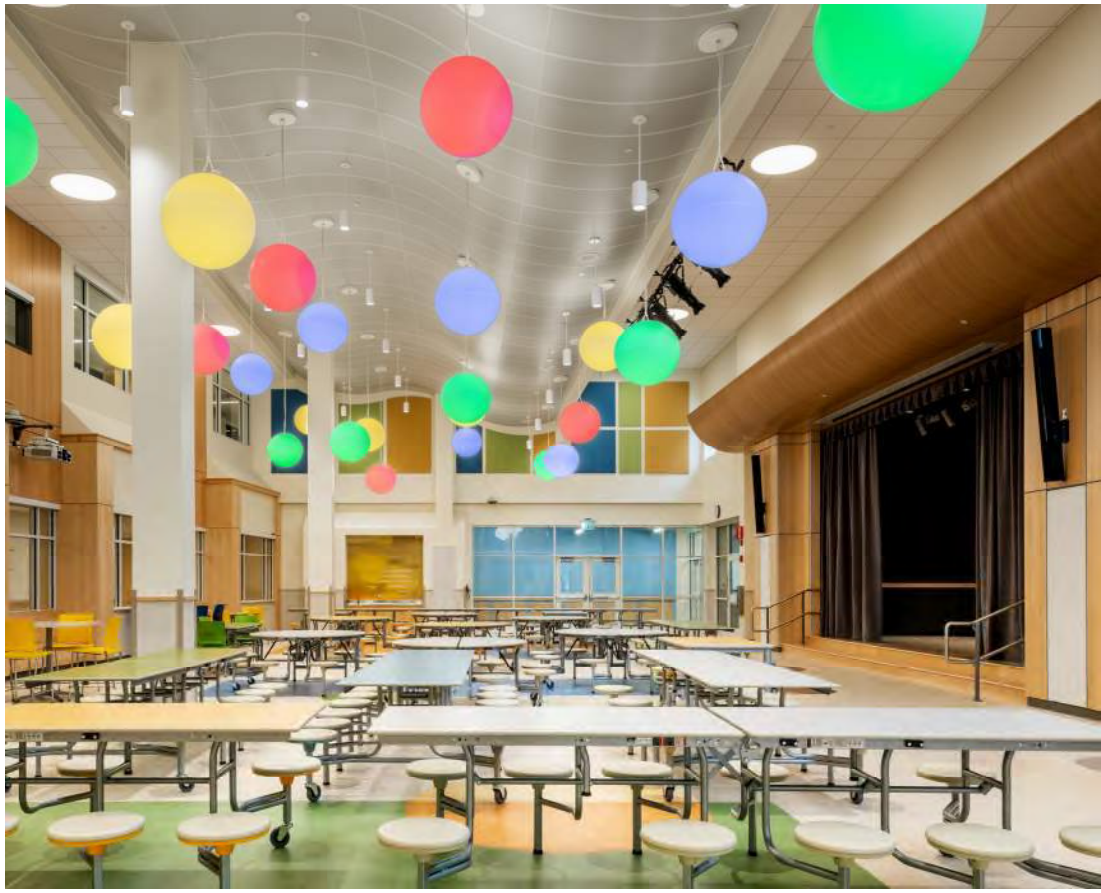
Northbridge Elementary School, Extended Learning Corridor

What is



Wildwood Early Childhood Center – Cafeteria

What can be



Northbridge Elementary School - Cafeteria

What is



Woburn Street School - Classroom

What can be



West Parish Elementary School - Classroom

Stay Connected



Stay
Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Stay
Connected

School Building Committee
December 13 at 6:00 PM

School Building Committee
January 10 at 6:00 PM

Community Forum 2
January 2024

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	12/13/2023
Re:	School Building Committee	Meeting No:	8
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
	Diane M. Allan, *Permanent Building Committee*
	John C. Holloway, *Permanent Building Committee*
	Gregory B. Bendel, *Board of Selectmen*
Present	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
	Alice Brown-LeGrand, *Director of Student Support Services*
	George W. Hooper II, *Public Buildings Superintendent*
Present	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
	Lou Cimaglia, *Interim Town Manager*
Present	Susan Inman, *Assistant Town Manager*
Present	Bryan T. Perry, *Finance Director/Town Accountant*
	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
Present	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
	Maggie Lopes, *West Side Parent*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Absent	Donald Walter, Principal-In-Charge
Absent	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
7.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:30 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Kate Bissell, Christine Holleran, Susan Inman, Bryan T. Perry, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Vivian Varbedian, Christine Prendergast, and Justin Cusce. Missing: *John C. Holloway, Diane Allan, Gregory Bendel, Alice Brown-LeGrand, George W. Hooper II, Stacey Scott, Paul Melaragni, Lou Cimaglia, Craig Miner, and Maggie Lopes.* *P.S.: Kevin Caira was not present at Roll Call due to attendance of another Wilmington meeting and arrived at 7:30pm after the previous meeting concluded.*
8.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of November 8, 2023 by Vivian Varbedian with annotation correction made and seconded by Marianne Gallezzo. Voted upon unanimously with 1 abstention: *Dennis Kelley* Roll call vote: Dr. Glenn Brand, Paul Ruggiero, Kate Bissell, Kevin Caira, Christine Holleran, Susan Inman, Bryan T. Perry, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
8.3	Record	**Approval of Invoices** • **Warrant No. 6 – November 2023 Services**: **$46,920** o SMMA OPM Basic Services – Feasibility Study: $7,500 o Dore+Whittier Architects – Basic Services – Feasibility Study: $31,500 o Dore+Whittier Architects – Amendment No. 1 – Hazardous Materials Consultancy: $7,920 Finance Working Group met prior to the Wildwood School Building Committee to review the invoices listed above in Warrant No. 6. Susan Inman representing the Finance Working Group advised that the Finance Working Group agrees that a careful review has been performed of the invoices in Warrant No. 6 and recommends payment of the invoices in Warrant No. 6. Motion to approve made by Susan Inman, seconded by Vivian Varbedian and passed unanimously. **Roll call vote:** Dr. Glenn Brand, Paul Ruggiero, Kate Bissell, Kevin Caira, Christine Holleran, Susan Inman, Bryan T. Perry, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
8.4	Record	**Educational Program Planning Update** Jason Boone of Dore+Whittier Architect reviewed the Educational Program Planning Update that was brought forth from 10 hours over 3 meetings reviewing the Space Summaries for the PreK-K, PreK-3 and PreK-5 program that is part of the narrative for the Educational Programming Update. This will be a part of a dense document

Item #	Action	Discussion
		that will by submitted based on Dr. Brand and the working group's intent for the elementary programming. This document will be provided for the Committee to see as well as the Community as it gets formulated and the project progresses. Programming plans have been made available by Dore+Whittier Architects for the District to review and the Educational Programming framework for the Wildwood School will be provided in mid-March 2024 for approval by the School Committee and School Building Committee. Jason Boone advised that our of the District's Educational Visioning efforts there was a desire to explore additional programs through exploration of relocation of some programs and expansion of others. Some of those programs are in the Space Summary Templates being reviewed in the attached presentation.
8.5	Record	**Educational Visioning Update** Jason Boone reviewed the overarching Guiding Principles for Design and how they were used to formulate the placement of advised that there will be further discussion of the adjacencies, student services and programmatic needs within each design. Displayed were work product from the Educational Visioning Sessions relating to the PreK-5, PreK-3 and PreK-K where it was shown that each of the school spaces were split into upper and lower grade level groups separated by the shared services in the middle i.e. PreK-2 and 3-5 would be separated in PreK-5 and PreK-1 and 2-3 would be grouped in the PreK-3 scenarios. Each would be in developmental groupings and reducing the travel distances between the grade classes and their shared services like library, cafeteria, gymnasium, and administrative offices would be in the middle. The scenarios were not designed to be reflected as floor plans but to demonstrate adjacencies as the scenarios could be laid out over multiple floors and not just one floor as it would appear in the scenario. Depending on the topography and size of the site, these spaces can be organized as needed according to what is desired for the programmatic spaces. Those groups that are mandatory to be located at grade would be satisfied and planned for in the design programming. Glenn Brand advised that there is a correlation of the space needs and staffing within the program and these will be reviewed more closely as the Space Summary is reviewed in detail.
8.6	Record	**Space Summary Review** Jason Boone reviewed the Space Summaries in Excel format that are provided by the MSBA and their graphic formulation for each of the proposed building programs, PreK-K, PreK-3 and PreK-5. • These are organized by category and in the Space Summary for PreK-5 it is for 755 students plus the PreK population. o The largest overage is in the Special Education Services. Health and Physical Education have an exception as a 6,000 sf gymnasium is typical for this size of school, however it has been increased to be a 12,000 sf gymnasium so that it could also service the Community's needs for use as well. With the consolidation of 3 schools to 1, the loss of gymnasium space that would have been used for Community

Item #	Action	Discussion
		space rental may allow for the high school sized gymnasium space. Dennis Kelley advised that the Wildwood gymnasium was not used as a community rental, only the other 2 gymnasiums in the consolidated schools. High school size gym may be locally-funded as MSBA may not give credit due to consolidation of 3 schools. ▪ Full size gymnasium for elementary school vs. high school for nights and weekends support that requirement. ▪ 4,500 sf to 6,000 sf gymnasium would be possible for MSBA approval depending on the programming. If 6,000 sf, the 6,000 sf above would be on the taxpayers. If needed, it would be 9,000 sf or 12,000 sf and the 3,000 sf to 6,000 sf would be on the taxpayers. o Core Academic Space: Older students do not get more space due to their size and is actually the opposite. PreK-K have larger classrooms due to toilet rooms being incorporated into the classroom space and more room needed for working with manipulatives and play time. Younger students get larger classroom space than older students. o There is an overage in Administration and Guidance Space as MSBA accounts for those spaces in that category instead of in Special Education i.e. teacher wellness, staff room/lactation space, CARES. o Numbers represent what currently exists. PreK is pulled out without guidelines in project to get flagged. o Three (3) additional classrooms beyond the MSBA guidelines is what it takes for the entire population enrollment and divide by 6 to get same number resulting in the glove fit. Historically, the MSBA has not objected to it being broken out in this manner. It will be in fact changed for the future with the MSBA to make sure there is enough space to swing into on a bubble year where additional space could be needed and used by a specific grade level of classrooms. o Mental and social health needs are different for students in extended learning spaces. The students are using spaces outside of classrooms to get services. • Of the grade configuration scenarios, it was found the preference during Visioning was with the PreK-5 as it was the most efficient. PreK-3 had similar overages in spaces like administration and guidance as well. PreK-K for 130 students but project is not configured to be built for an early childhood project. • MSBA is advised of the project's need for Special Education spaces at every submission the Design Team (Dore+Whittier Architects) and the District makes to the MSBA namely, the first one will be next spring Preliminary Design Program (PDP), Preferred Schematic Report (PSR), Schematic Design (SD), Design Development (DD), etc. Historically, MSBA does not deny Special Educational needs of the community. Marianne Gallezzo

Item #	Action	Discussion
		advised that she agreed that the high school sized gymnasium of 12,000 sf will be needed and best suited for the size of this school and consolidation plan.
8.7	Record	**Guiding Principal for Design Review** • Design team will review and track these to the guide i.e. STEM program • Additional items i.e. Sustainability Working Group will be prioritizing opportunities and operational cost. • Site Amenity Criteria needed in the Guiding Principles for Design • CARES Program – proximity to entry area to accommodate their students • Maximizing the queuing link for parent vehicles for each site i.e. Glen Road • Oversight and sightlines – Zoning cafeterias and fully supervised by 1 adult and able to observe entire room with sight lines • Courtyards – usage 1 month at the beginning of the year and 1 month at the end of the year and not much in between with just DPW maintenance. • Community use of specific spaces • Lunch bunches in specific spaces for students • Administrative Offices – Logistics and Access to others in academic wing and close proximity to where the action is with students. • PreK and K with an expansive school and access for students **Test Fits** At our next meeting on January 10, 2024, the Planned Design Concept will be presented to a level of detail similarly by floor with site plans to coordinate with a round of feedback to get pieces in place before going to estimators at the end of January or beginning of February 2024. Test Fits are being performed to see what sized school footprints will fit best on the identified sites of North Intermediate, Woburn Street, Wildwood Early Childhood Center. SBC was asked about their appetite to see the options on the Town Hall site. • PreK-5 grade configuration fits on the North Intermediate site and the other sites continue to be further developed for conceptual design options to the School Building Committee in addition to the PreK-3 grade configuration and the PreK-K grade configuration. • North Intermediate School site has septic and gas access needs. • Woburn Street Site has a lot of ledge. Ultimately what school sites are no longer used there will be an understanding as building or open space. • Dore+Whittier Options Develop Concepts for All 3 Grade Configurations with at least 1 for each grade configuration. • Members of the SBC expressed concern about the Town Hall site as it is under Article 97, contains 4 ballfields, a park and a lot of open play and recreational space and playground space. Glen Rd has a lot of constraints with buses would be right going to the street, there is no gas, water or sewer on this site. Glen Rd is cut through traffic and cars and buses would be

Item #	Action	Discussion
		congested. Propose revisiting discussion at January 10, 2024 SBC meeting if Town Hall site is viable for consideration.
8.8	Record	**Schedule Update** Updated Schedule dates for School Building Committee Meetings have been sent out for 2024 through December. More will be placed on the calendar for moving forward.
8.9	Record	**SBC Public Relations Working Group Update** SBC Co-Chair Vivian Varbedian with the Public Relations Working Group aka Communications Working Group for the School Building Committee and proposed an informational poster series be put together for the project that would be distributed to locations within the District for the community to access the QR code and learn about the project. Communications Working Group also requested a stipend of $5,000 for marketing materials to be used for promoting the project and providing information to the Wilmington community with flyers and posters.
8.10	Record	**Committee Questions** None.
8.11	Record	**Discussion/Correspondence/New Items** None.
8.12	Record	**Public Comments** None.
8.13	Record	**Next Meeting: January 10, 2023 from 6:00 PM to 9:00 PM** *In Person at Wilmington High School Large Group Instruction Room*
8.14		**Adjourn** Motion to adjourn by Dr. Glenn Brand and seconded by Marianne Gallezzo. Voted upon and passed unanimously. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Kate Bissell, Kevin Caira, Christine Holleran, Susan Inman, Bryan T. Perry, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Vivian Varbedian, Christine Prendergast, and Justin Cusce.

Attachments: Warrant No. 6, Wilmington Wildwood ECC Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	12/13/2023
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Wilmington High School Large Group Instruction	Meeting No.	7

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
   - Warrant No. 6
4. Educational Program Planning Update
5. Educational Visioning Update
6. Space Summary Review
7. Guiding Principles for Design Review
8. Next Steps
9. Schedule Update
10. SBC Public Relations Working Group Update
11. Discussion/Correspondence/New Items
12. Committee Questions
13. Public Comments
14. Next Meeting: Wednesday, January 10, 2024
15. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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Town of Wilmington, Wilmington Public Schools

Wildwood Early Childhood Center

December 9, 2023

Project Budget and Cost Summary

SMMA

A	C	D (Bud. Adj. Tab)	E (C+D)	F (Com. Cost tab)	G (E-F)	H (Forecast. tab, >G)	I (F+G+H)	J (Invoice Tab)	K (I-J)
	BUDGET			COST				CASH FLOW	
Description	**PFA Approved Budget**	**Authorized Changes**	**Approved Budget**	**Committed Costs**	**Uncommitted Costs**	**Forecast Costs**	**Total Project Costs**	**Expenditures to Date**	**Balance To Spend**
30 Architectural & Engineering									
Designer - Basic Services	$800,000	-$350,000	$450,000	$450,000	$0	$0	$450,000	$157,500	$292,500
Designer - Supplemental Services	$100,000	-$35,000	$65,000	$18,920	$46,080	$0	$65,000	$7,700	$57,300
Schematic Design		$385,000	$385,000	$385,000	$0	$0	$385,000	$0	$385,000
Subtotal	$900,000	$0	$900,000	$853,920	$46,080	$0	$900,000	$165,200	$734,800
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$52,500	$112,500
OPM: Feasibility Cost Estimates		$35,000	$35,000	$35,000	$0	$0	$35,000	$0	$35,000
Other Project Costs 1	$100,000	$0	$100,000	$0	$100,000	$0	$100,000	$0	$100,000
Subtotal	$300,000	$0	$300,000	$185,000	$115,000	$0	$300,000	$52,500	$247,500
50 Furniture, Fixtures and Equipment									
Furniture, Fixtures and Equipment		$0	$0	$0	$0	$0	$0	$0	$0
Technology		$0	$0	$0	$0	$0	$0	$0	$0
Subtotal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Project Sub-Total	$1,200,000	$0	$1,200,000	$1,038,920	$161,080	$0	$1,200,000	$217,700	$982,300
70 Project Contingency					Current Contingency	Potential Risk	Potential Contingency		
Construction Contingency (Hard Cost) (4%)	$0	$0	$0		$0	$0	$0		$0
Owner's Contingency (Soft Cost) (4%)		$0	$0		$0	$0	$0		$0
Subtotal	$0	$0	$0		$0	$0	**$0**		**$0**
Project Total	$1,200,000	$0	$1,200,000	$1,038,920	$161,080	$0	$1,200,000	$217,700	$982,300

Construction Cost Estimates	Date	Amount	Gross Square Feet	Cost Per SF
Feasibility Study- Schematic - PFA				#DIV/0!
Design Development				#DIV/0!
Construction Documents (60%)				#DIV/0!
Construction Documents (90%)				#DIV/0!
Finalized GMP Contract				#DIV/0!

Budget Revisions Summary	Date	Amount

Project Management | SMMA

Warrant No. 6

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	12/13/2023

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.		Invoice Date		Invoice Amount	ProPay Code		Balance After Invoice
SMMA	60348		12/01/2023	$	7,500.00	0001-0000	$	90,500.00
OPM Basic Services – Feasibility Study								
Dore+Whittier Architects	00006		11/30/2023	$	31,500.00	0002-0000	$	261,000.00
Design Basic Services – Feasibility Study								
Dore+Whittier Architects	00006	AM1	11/30/2023	$	7,920.00	0003-0000	$	0.00
Hazardous Materials Consultancy								
			Total	**$**	**46,920.00**			

Approved on _____

https://smma365.sharepoint.com/sites/22127/22127_projectdocs/a adminstration/a3 financial, accounting/a3-02 warrant and articles/warrant no. 6/warrant no. 6.docx

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Dore & Whittier Architects, Inc.
212 Battery Street
Burlington, VT 05401

Wilmington Public Schools
161 Church Street
Wilmington, MA 01887

Invoice number 00006
Date 11/30/2023

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: November 1 to November 30, 2023

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	42.00	157,500.00	31,500.00	261,000.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	22.63	157,500.00	31,500.00	646,000.00
ADDITIONAL SERVICES					
HazMat Services Feasibility Study - ASR-1	7,920.00	100.00	0.00	7,920.00	0.00
Student Assignment and Facility Planning Services - ASR-2	11,000.00	70.00	7,700.00	0.00	3,300.00
Subtotal	18,920.00	82.56	7,700.00	7,920.00	3,300.00
Total	853,920.00	23.96	165,200.00	39,420.00	649,300.00

Invoice total 39,420.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00006	11/30/2023	39,420.00	39,420.00				
	Total	39,420.00	39,420.00	0.00	0.00	0.00	0.00

INVOICE #10814

November 5, 2023

Account Payable
Dore & Whittier Architects
212 Battery Street
Burlington, VT 05401

Reference: Hazardous Materials Inspection Services
Wilmington Schools

Professional Services:

Lump Sum Fee of	$ 7,200.00
	+10% $ 720.00
	Total $7920.00

ASR-1

Thank you for the opportunity for UEC to provide professional services.
Please reference UEC invoice number with payment.
FID#04-3573107

12 Brewster Road
Framingham, MA 01702
(508)628-5486
adieb@uec-env.com

SMMA

Wilmington Public Schools
121 Glen Rd
Wilmington, MA 01887

December 1, 2023
Project No: 22127.00
Invoice No: 0060348

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from October 28, 2023 to November 24, 2023
Fee

Total Fee	150,000.00			
Percent Complete	40.00	Total Earned	60,000.00	
		Previous Fee Billing	52,500.00	
		Current Fee Billing	7,500.00	
		Total Fee		**7,500.00**
			Total this Invoice	**$7,500.00**

Outstanding Invoices

Number	Date	Balance
0059902	9/6/2023	7,500.00
0060049	10/12/2023	7,500.00
0060227	11/9/2023	7,500.00
Total		**22,500.00**

Billings to Date

	Current	Prior	Total
Fee	7,500.00	52,500.00	60,000.00
Totals	**7,500.00**	**52,500.00**	**60,000.00**

Authorized By: Julie Leduc

Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT, updated 12/7/23

- Education methodologies will change over the life span of the building. The project should be designed flexibly enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences
- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety
- Create a new Science, Technology, Engineering, and Mathematics program and support it with purpose-built and dedicated instructional space.
- Prioritize durability and ease of maintenance for materials and systems over lowest first cost.
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.

SMMA

Project Management

Memorandum

To:	Wilmington Wildwood School Building Committee	Date:	11/7/2023
From:	Julie Leduc	Project No.:	22127
Project:	Wilmington Wildwood Early Childhood Center Feasibility Study		
Re:	2024/2025 School Building Committee Meetings Schedule		
Distribution:	(MF)		

The following dates have either been scheduled or will be scheduled in the future for School Building Committee Meetings for the Wildwood Early Childhood Center Feasibility Study Project. Please review the list and confirm your availability to attend meetings on these dates in 2024 and 2025. At this time, these meetings are roughly 1 month apart and if additional meetings are needed between them, they will be scheduled as needed.

These Wildwood School Building Committee Meetings have already been scheduled in your calendars.

- Wednesday, December 13, 2023
- Wednesday, January 10, 2024
- Wednesday, February 7, 2024
- Wednesday, March 6, 2024
- Wednesday, April 3, 2024
- Wednesday, May 1, 2024

These are the remaining meetings for 2024 that need to be scheduled for the Wildwood School Building Committee.

- Wednesday, May 29, 2024
- Wednesday, June 26, 2024
- Wednesday, July 24, 2024
- Wednesday, August 21, 2024
- Wednesday, September 18, 2024
- Wednesday, October 16, 2024
- Wednesday, November 13, 2024
- Wednesday, December 11, 2024

These are the Wildwood School Building Committee Meetings to be scheduled for 2025.

- Wednesday, January 8, 2025
- Wednesday, February 5, 2025
- Wednesday, March 5, 2025
- Wednesday, April 2, 2025
- Wednesday, April 30, 2025
- Wednesday, May 28, 2025
- Wednesday, June 25, 2025
- Wednesday, July 23, 2025
- Wednesday, August 20, 2025
- Wednesday, September 17, 2025
- Wednesday, October 15, 2025
- Wednesday, November 12, 2025
- Wednesday, December 10, 2025

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #5

December 13, 2023

SMMA

DORE | WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Educational Program Planning Update
- Educational Visioning Update
- Space Summary Review
- Guiding Principles for Design Review
- Next Steps
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Wed. January 10th
- Adjourn

Educational Program Planning Update



Educational Visioning Update

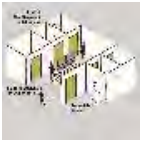


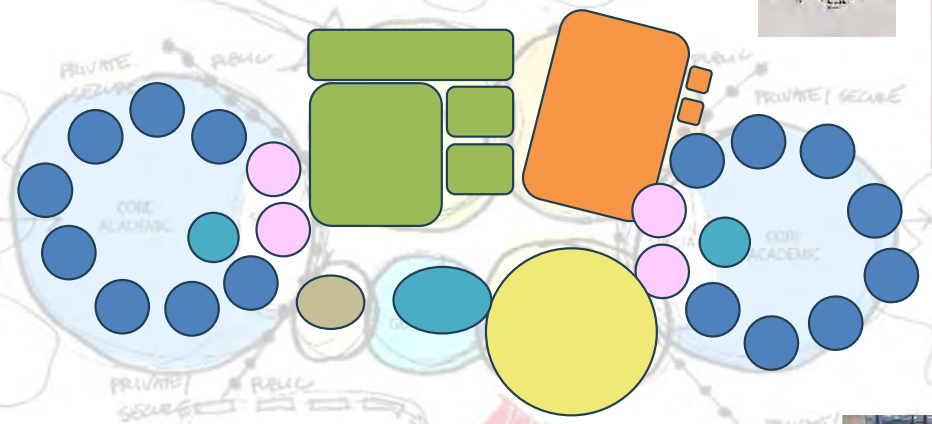
Overarching Guiding Principles For Design

VISION STATEMENT (SAMPLE): We envision a project unique to Scituate that gives students, professionals, and our community agency as partners; one that is flexible, durable, welcoming, and safe; and one that enables a culture of collaboration and excellence.

- Zone the Building into Public and Private spaces
- Separation of site circulation – cars / buses / pedestrians
- Appropriate faculty, staff, and visitor parking
- Appropriate interior spaces for PE, Health, Adaptive PE, Music, Art, and Special Education
- Provide utilities and infrastructure to anticipate changing technology, student need, and equipment
- Integrate special education spaces throughout the facility, provide pull-out spaces directly adjacent to general education classrooms
- Provide acoustically separate but visually connected dining experiences in the cafeteria
- Provide separate teacher work rooms and staff dining spaces
- Flexibility of event spaces (gym, stage, cafeteria)
- Library/Media Center as the core hub and connective element of the school; divided into multiple activity areas
- Provide dedicated OT and Adaptive PE spaces
- Provide flexibility at a wide variety of scales
- Design elements to provide for safety and security of building
- Provide 4 sections per grade + 5 sections of PreK



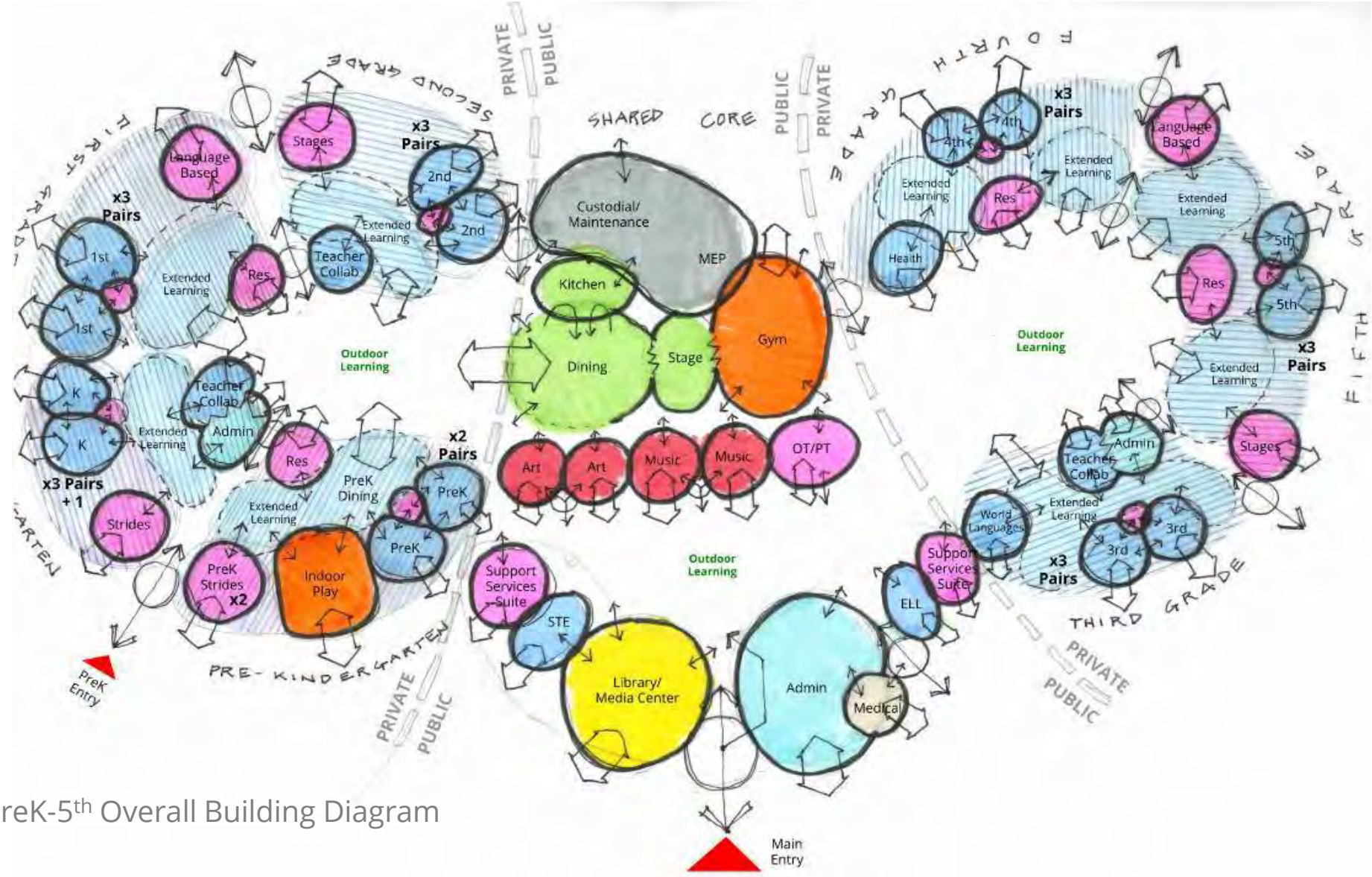




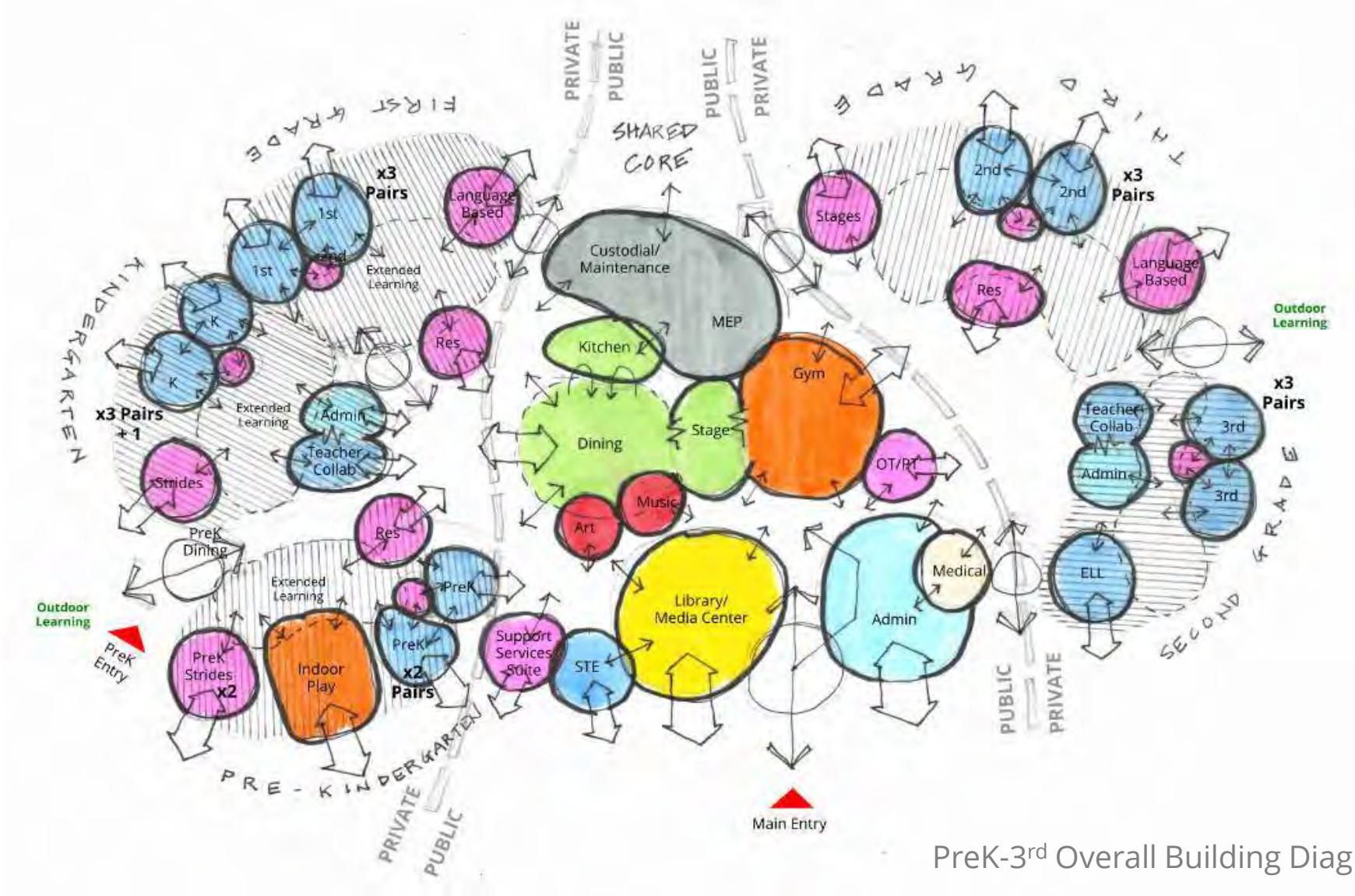

Sample: East Gloucester / Vets Elementary School

Sample Wilmington Work Product: PreK-3rd Overall Building Diagram

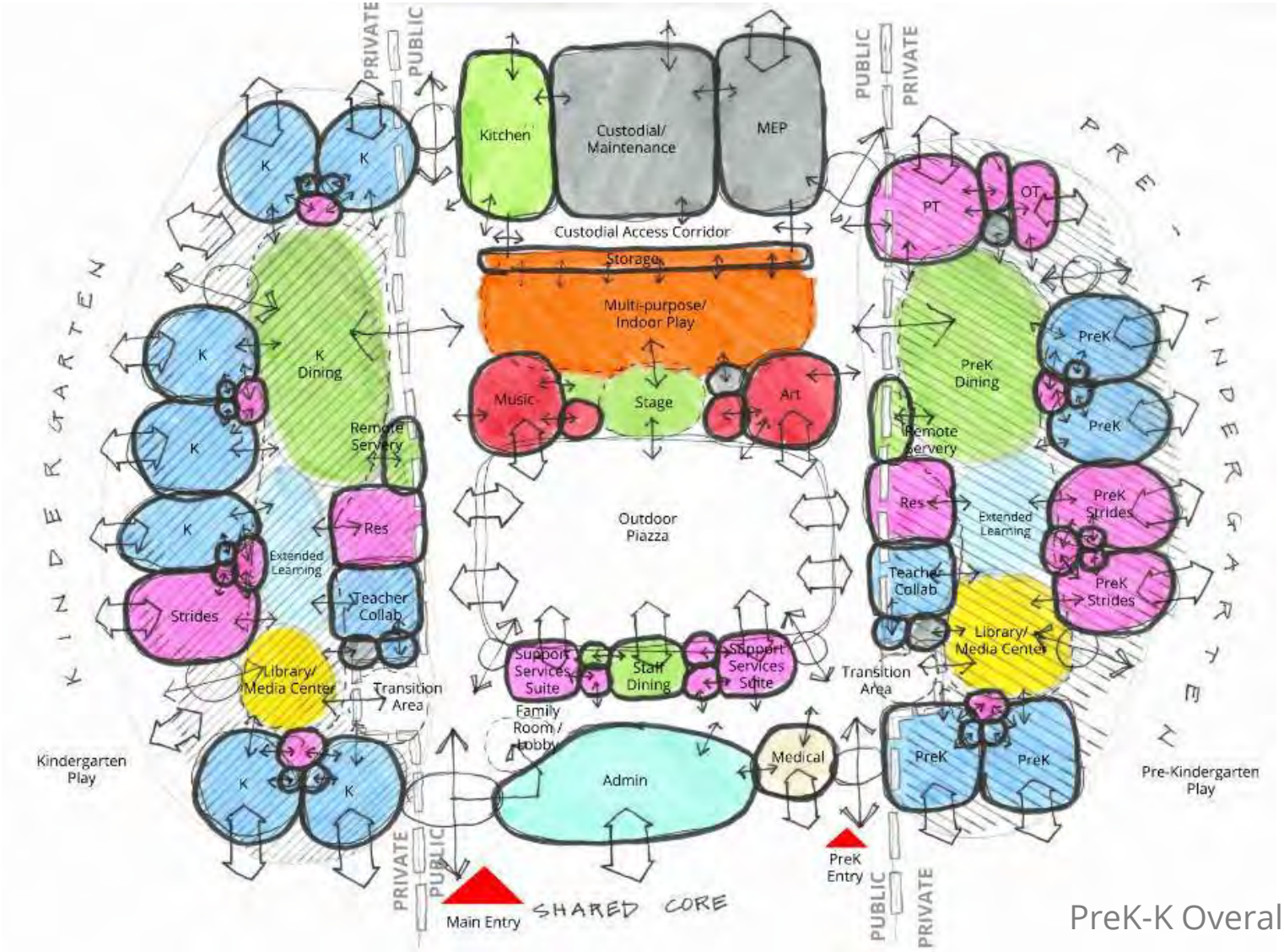




PreK-5th Overall Building Diagram



PreK-3rd Overall Building Diagram



PreK-K Overall Building Diagram

Space Summary Review

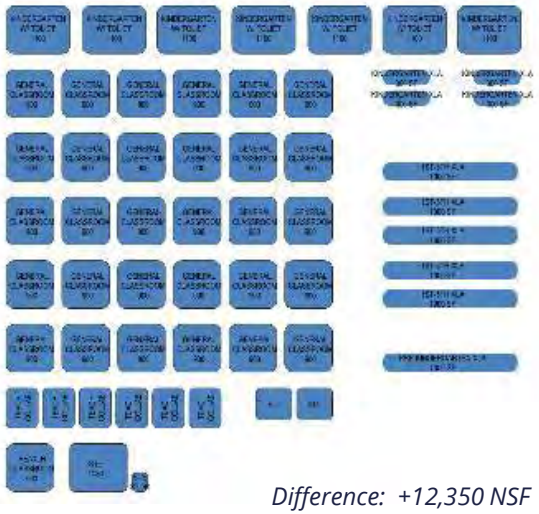


PreK – 5th (755 Students + PreK)

Total Building Gross Square Footage: 167,855

Core Academic

Proposed	47,600
MSBA	35,250



Difference: +12,350 NSF

Art & Music

Proposed	5,075
MSBA	5,075



Difference: +0 NSF

Dining & Food Service

Proposed	9,458
MSBA	9,458



Difference: +0 NSF

Health & PE

Proposed	12,300
MSBA	6,300



Difference: +6,000 NSF

Admin & Guidance

Proposed	5,308
MSBA	2,890



Difference: +2,418 NSF

Nurse

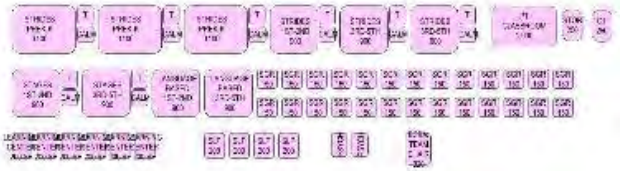
Proposed	710
MSBA	710



Difference: +0 NSF

Special Education

Proposed	19,260
MSBA	9,060



Difference: +10,200 NSF

Media Center

Proposed	4,068
MSBA	4,068



Difference: +0 NSF

Custodial / Main.

Proposed	2,355
MSBA	2,355



Difference: +0 NSF

Other

Proposed	5,770
MSBA	0



Difference: +5,770 NSF

Total MSBA Guidelines: 109,475 GSF*

Difference: +58,380 GSF*

Variations From MSBA Guidelines: PreK-5th

	Existing	PDP Proposed	MSBA Guidelines	Difference
Core Academic	37,004	47,600	35,250	+12,350
Special Education	10,449	19,260	9,060	+10,200
Art & Music	6,315	5,075	5,075	+0
Health & PE	9,772	12,300	6,300	+6,000
Media Center	2,265	4,068	4,068	+0
Dining & Food Service	13,620	9,458	9,458	+0
Medical	603	710	710	+0
Admin & Guidance	6,433	5,308	5,308	+2,418
Custodial & Main	2,654	2,355	2,355	+0
Other	1,857	5,770	0	+5,770
Total NSF	90,972	111,904	75,165	+36,738
Total GSF	138,614	167,855	109,475*	+58,380*

Core Academic Total Deviation = +12,350

- 3 Additional Classrooms, Same Sections per Grade
- STE Classroom & Storage = +1,200
- Teacher Collaboration Spaces = +2,700
- ELL Classrooms = +450
- Health Classroom = +900
- Extended Learning Areas = +7,200

Special Education Total deviation = +10,200

- Wilmington-specific programs
- SGRs, OT/PT, Service Provider Spaces

Health & PE = +6,000

- High School Gymnasium (community use)

Admin & Guidance Total deviation = +2,418

- Support Service Provider Spaces

“Other” - Total deviation = +5,770

- (4) Pre-K Classrooms
- Dedicated Cares Program Offices & Storage

*** As a result of MSBA net-to-gross multiplier at 1.46.**

PreK – 3rd (510 Students + PreK)

Total Building Gross Square Footage: 117,318

Core Academic

Proposed 32,475
MSBA 24,550



Difference: +7,925 NSF

Art & Music

Proposed 2,575
MSBA 2,575



Difference: +0 NSF

Dining & Food Service

Proposed 7,232
MSBA 7,232



Difference: +0 NSF

Health & PE

Proposed 6,300
MSBA 6,300



Difference: +0 NSF

Admin & Guidance

Proposed 4,085
MSBA 2,375



Difference: +1,710 NSF

Nurse

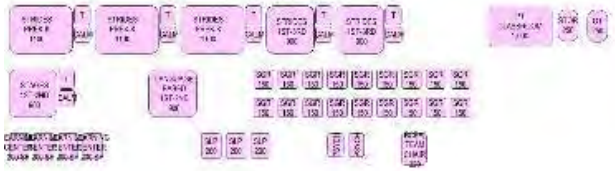
Proposed 610
MSBA 610



Difference: +0 NSF

Special Education

Proposed 14,440
MSBA 6,040



Difference: +8,400 NSF

Media Center

Proposed 2,965
MSBA 2,965



Difference: +0 NSF

Custodial / Main.

Proposed 2,110
MSBA 2,110



Difference: +0 NSF

Other

Proposed 5,820
MSBA 0



ifference: +5,820 NSf

Total MSBA Guidelines: 79,305 NSF*

Difference: +38,013 NSF*

Variations From MSBA Guidelines: PreK-3rd

	Existing	PDP Proposed	MSBA Guidelines	Difference
Core Academic	26,014	32,475	24,550	+7,925
Special Education	6,827	14,440	6,040	+8,400
Art & Music	2,520	2,575	2,575	+0
Health & PE	4,707	6,300	6,300	+0
Media Center	1,248	2,965	2,965	+0
Dining & Food Service	7,347	7,232	7,232	+0
Medical	425	610	610	+0
Admin & Guidance	3,614	4,085	2,375	+1,710
Custodial & Main	1,281	2,110	2,110	+0
Other	1,857	5,420	0	+5,420
Total NSF	55,840	78,212	54,757	+23,455
Total GSF	83,073	117,318	79,305*	+38,013*

Core Academic Total Deviation = +7,925

- 1 Additional Classrooms, Same Sections per Grade
- Teacher Collaboration Spaces = +2,000
- ELL Classrooms = +475
- Health Classroom = +900
- Extended Learning Areas = +5,200

Special Education Total deviation = +8,400

- Wilmington-specific programs
- SGRs, OT/PT, Service Provider Spaces

Admin & Guidance Total deviation = +1,710

- Support Service Provider Spaces

"Other" - Total deviation = +5,420

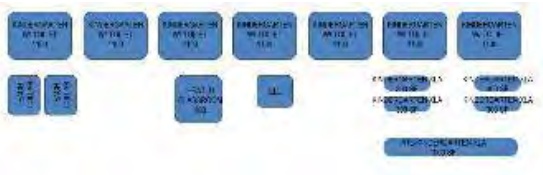
- (4) Pre-K Classrooms
- Dedicated Cares Program Offices & Storage

*** As a result of MSBA net-to-gross multiplier at 1.45.**

PreK – K (130 Students + PreK)

Total Building Gross Square Footage: 66,810

Core Academic — Proposed 12,175 / MSBA 8,400



Difference: +3,775 NSF

Art & Music — Proposed 2,575 / MSBA 75



Difference: +2,500 NSF

Dining & Food Service — Proposed 5,250 / MSBA 3,975



Difference: +1,275 NSF

Health & PE — Proposed 5,620 / MSBA 6,300



Difference: -680 NSF

Admin & Guidance — Proposed 2,290 / MSBA 1,865



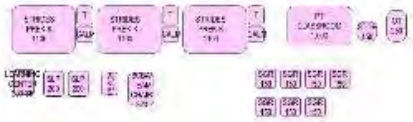
Difference: +425 NSF

Nurse — Proposed 510 / MSBA 410



Difference: +100 NSF

Special Education — Proposed 7,480 / MSBA 2,010



Difference: +5,470 NSF

Media Center — Proposed 2,020 / MSBA 2,020



Difference: +0 NSF

Custodial / Main. — Proposed 1,900 / MSBA 1,900



Difference: +0 NSF

Other — Proposed 4,720 / MSBA 0



Difference: +4,720 NSF

Total MSBA Guidelines: 23,400 NSF*

Difference: +43,410 NSF*

Variations From MSBA Guidelines: PreK-K

	Existing	PDP Proposed	MSBA Guidelines	Difference
Core Academic	6,182	12,175	8,400	+3,775
Special Education	3,769	7,480	2,010	+5,470
Art & Music	660	2,575	75	+2,500
Health & PE	779	5,620	6,300	-680
Media Center	0	2,020	2,020	+0
Dining & Food Service	3,476	5,250	3,975	+1,275
Medical	187	510	410	+100
Admin & Guidance	1,876	2,290	1,865	+425
Custodial & Main	215	1,900	1,900	+0
Other	1,742	4,720	0	+4,720
Total NSF	18,886	44,540	26,955	+17,585
Total GSF	29,302	66,810	23,400*	+43,410*

Core Academic Total Deviation = +3,775
- Teacher Collaboration Spaces = +900
- ELL Classrooms = +475
- Health Classroom = +900
- Extended Learning Areas = +2,200

Special Education Total deviation = +5,470
- Wilmington-specific programs
- SGRs, OT/PT, Service Provider Spaces

Art & Music = +2,500
- MSBA guidelines assume zero Art & Music

Health & PE = -680
- Less than full sized gym

Dining & Food Service = +1,275
- MSBA assumes two seatings not one

Admin & Guidance Total deviation = +425
- Support Service Provider Spaces

“Other” - Total deviation = +4,720
- (4) Pre-K Classrooms
- Dedicated Cares Program Office

*** As a result of MSBA net-to-gross multiplier at 0.87.**

Space Summary Comparisons (GSF)

	Existing	PDP Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	109,475*	196

*** As a result of MSBA net-to-gross multiplier other than 1.50.**

Guiding Principles for Design Review



Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT,

updated 12/7/23

- Education methodologies will change over the life span of the building. The project should be designed flexibly enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences

Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT,

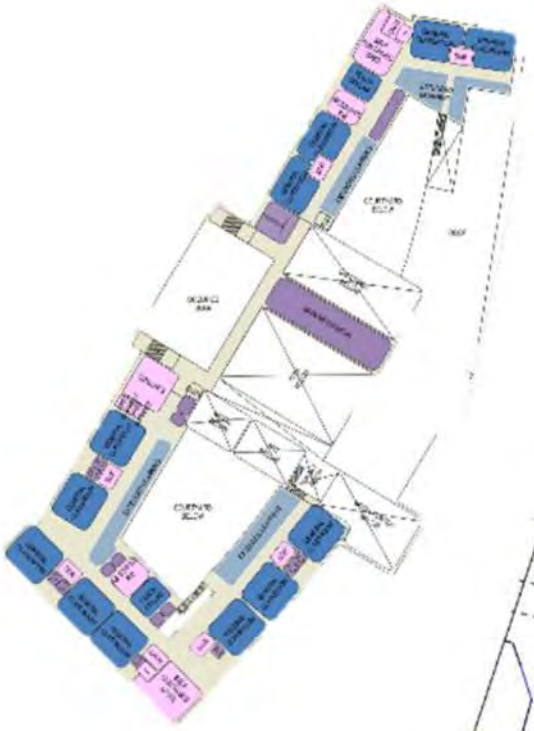
updated 12/7/23

- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety
- Create a new Science, Technology, Engineering, and Mathematics program and support it with purpose-built and dedicated instructional space.
- Prioritize durability and ease of maintenance for materials and systems over lowest first cost.
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.

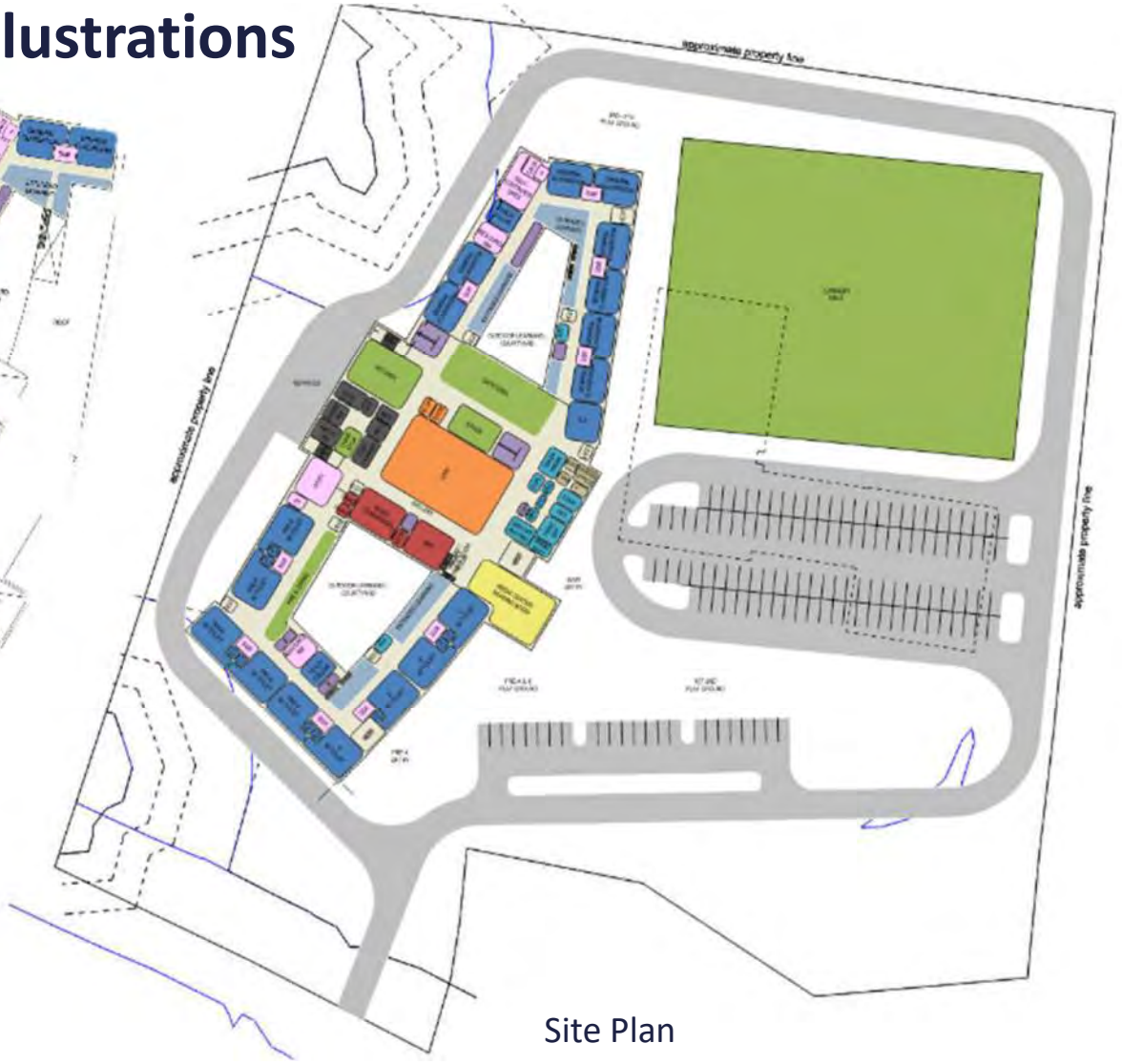
Next Steps



Sample PDP Illustrations



Second Floor



Site Plan



18 Courtyard North/South - Hatherly Site

1" = 80'

PK-5th

Site Plan

Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • New
Woburn Street ES	X	• Repair • Add/Reno • New	• Add/Reno • New
North Intermediate	X	X	• Repair • Add/Reno • New
Town Hall?	• New?	• New?	• New?

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	1/10/2024
Re:	School Building Committee	Meeting No:	9
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
	Diane M. Allan, *Permanent Building Committee*
	John C. Holloway, *Permanent Building Committee*
	Gregory B. Bendel, *Board of Selectmen*
	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Present	Alice Brown-LeGrand, *Director of Student Support Services*
	George W. Hooper II, *Public Buildings Superintendent*
Present	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
	Lou Cimaglia, *Interim Town Manager*
Present	Susan Inman, *Assistant Town Manager*
Present	Bryan T. Perry, *Finance Director/Town Accountant*
Present	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
	Maggie Lopes, *West Side Parent*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Present	Donald Walter, Principal-In-Charge
Absent	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

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Present	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
9.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:04 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce. Missing: *John C. Holloway, Diane Allan, Gregory Bendel, Kevin Caira, Marianne Gallezzo, George W. Hooper II, Stacey Scott, Lou Cimaglia, and Maggie Lopes.*
9.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of December 13, 2023 by Vivian Varbedian and seconded by Christine Prendergast. Voted upon unanimously with 2 abstentions: *Paul Melaragni and Craig Miner* Roll call vote: Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
9.3	Record	**Approval of Invoices** 1. **Warrant No. 7 – November 2023 Services**: **$39,000** o SMMA OPM Basic Services – Feasibility Study: $7,500 o Dore+Whittier Architects – Basic Services – Feasibility Study: $31,500 Finance Working Group met prior to the Wildwood School Building Committee to review the invoices listed above in Warrant No. 7. Susan Inman representing the Finance Working Group advised that the Finance Working Group agrees that a careful review has been performed of the invoices in Warrant No. 7 and recommends payment of the invoices in Warrant No. 7. Motion to approve made by Susan Inman, seconded by Paul Ruggiero and passed unanimously. **Roll call vote:** Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
9.4	Record	**Preliminary Design Options** Jason Boone of Dore+Whittier Architect reviewed the Preliminary Design Options that are being reviewed with a working group of stakeholders that includes 2 members of the school committee. There have been 18 options to study and the Options have been broken out into PreK-5, PreK-3 and PreK-K and involve new options at the Wildwood Early Childhood Center, Woburn Street, and North Intermediate School parcels to develop further and bring forth to the next phase with the MSBA. Another parcel that is under consideration is the Town Hall site as a backup if the other 3 sites do not work as needed. Dore+Whittier is exploring most configurations and complexity that fit the most needs of the community and the students on the largest site parcel first and choosing the best configurations that fit and working from there through the remainder of the site parcels to the easiest and smaller. After the design options are developed, Dore+Whittier will be seeking feedback regarding each option. The design options presented are for PreK-5 starting with the North Intermediate Site, Woburn Street Site and Wildwood School Site. It was asked if there is a difference between the cost of an addition/renovation versus a brand new when talking about cost assumptions? *J.Boone advised that Add/Reno can tend to be more expensive than new construction depending on variables involved. Swing space is*

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		ineligible and non-reimbursable. Every building is unique and the cost estimates will show PreK-5 and key adjacencies and all spaces to deliver education and guiding principles and it is developed into the conceptual design that is being presented. R.Philip advised that she will be meeting with the Sustainable Design Working Group in the upcoming weeks and some of their items may be added to the guiding principles as well and will continue to evolve through this process. All information taken into consideration for each of the site parcels shows the buildable area for each. **NORTH INTERMEDIATE SCHOOL SITE** **Site Existing Conditions** ➢ 14-acre site ➢ Zoning Setbacks: Front 40' minimum; Side and Rear 20' minimum; ➢ Max. height 35' or 2.5 stories ➢ Wetlands southwest area of the site – 100-foot buffer zone ➢ Elevation: Approx. 10' grade change ➢ Parking: 60 standard parking spaces, no designated handicap spaces ➢ Site amenities: Playground (north edge of parking lot), basketball and tennis courts, baseball field ➢ Infrastructure: Municipal water and sewer; natural gas ➢ Zoning: R-20 Residential 14-acre site in a residential neighborhood; Zoning District is R-20 which dictates setbacks and for this building are 40-feet from Salem Street and along the back and side property lines it would be a setback of 20-feet. These are restrictions that would need to be adhered to in order to place the building on the site. When looking at the existing conditions and constraints of the site, it is to identify the placement of additions or new construction on the site. On the southwest corner of the North Street site, there are wetlands that exist. The wetland areas can be identified on the site plan in the presentation in the blue shaded areas and there is a 100-foot buffer zone surrounding the wetlands. This 100-foot buffer zone surrounding the wetland area is one that should be avoided placing the building within. Also taken into consideration are the other amenities that exist on the site currently, i.e. parking lot of approximately 60 spaces, playground, basketball courts, and baseball field when designing the site circulation around this area which would be either an addition/renovation or new construction in this site. How the building will work, the circulation around the site, and consideration to the amenities that can be provided will need to be considered. The site has a slight elevation change that runs from the southern corner of the property near Salem Street and goes towards the center of the property with approximately a 10-foot elevation and that impacts some of the concepts shown. The buildable area on this site is identified based on these constraints. Any building that is done on this site during the next stage of this process would need to be done as an active site as the North Intermediate School would need to remain operational until the new school building is constructed. These factors would need to be factored into whether or not this building can be constructed on this site. Some of the site amenities could encroach upon the setbacks but the building itself could not. For instance, the parking lot comes right to Ballard Street. From a constructability point of view, it will need to be studied if any of the existing features will need to move or be temporarily relocated during construction. The task at hand is to determine if the school

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		building in its finished condition will fit on this site. The construction logistics details will need to be worked out once the option gets developed. *Naming Convention for the Options is as follows: Grade Configuration + Alphanumeric code i.e. N1 is New Construction 1.* **N1 – New Construction 1** **New Construction** ➢ Three Stories built on existing fields **Construction Phasing** ➢ 1A: Construct New Building ➢ 1B: Move-in PK-5th Grade ➢ 2: Demolish Existing Building ➢ 3: Complete Site Work The first concept shown is a 3-story building in a backwards C-shape and the existing building is represented in the heavy dashed line to the right of the Project Footprint to the right of the diagram. There is a series of driveways, green space and playgrounds and elsewhere on the site at the bottom of the drawing the amenities at the southern end of the site there is a curb cut there where parent vehicles, delivery vehicles and buses would enter the site. Parents would continue straight and then navigate around the loop to where the big red triangle represents the main entry so students would be loaded and unloaded in that loop and the little red triangle represents the dedicated PreK entry and potentially for drive-up services. There are a number of children who receive drive-up services as part of a project like this and then parents would exit the site the same way they came. Buses would enter the same way but then they would veer off to the left and circumnavigate the building. There is some data around how many students in this grade configuration are riding the bus and would circulate and then line up along what is the Northeast side of this concept and again load and unload very close to the front door and then exit out of the site there to the curb that is North up on Ballardvale in terms of other site features the bulk of faculty and staff parking along Salem Street and Ballardvale with what is being called a field is major green space between the building and that parking lot and it happens to be sized such that it would not necessarily be any sort of regulation field. It would be, as is written in the Guiding Principles, sort of the maximum flat green space that could provide in that location playgrounds around the West side of the building. The bits of feedback from the expanded Working Group was to take the bus loop and the emergency vehicle access and slide it even further west so those playgrounds could be inside the traffic circulation rather than across the road. Other kinds of feedback received will be picked up in the next iteration so there are three separate playground zones shown in each of the concepts, one for PreK-K, one for Grades 1 to 2 and one for Grades 3 through 5 and some hardscape outdoor learning. There are some gestures of just general open grass areas that could be part of the playground experience. **Committee Questions** *1.* Why had traffic around the school especially with all those play areas, whether students are inside the roadside or outside the road, why not just have the bus traffic go in front of the school and then go out right? *From a safety point of view, it is best to separate parent vehicles from buses and not have that traffic co-mingles and the sheer volume of buses, potentially 11 buses, that are planned, the length that would*

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		be needed in the afternoon for all of those buses to queue up plays a role. To achieve that separation and that queue length is by taking advantage of what we would likely need anyway as an emergency vehicle access road as part of the bus circulation route. 2. Is there any reason why the entrance is on the south side versus northeast side so clockwise vs. counterclockwise? *Yes, particularly for buses but also for parent vehicles the safest loading and low loading circumstance is if the passenger side is facing the building, right facing the sidewalk, so students are not travelling between vehicles to access the sidewalk.* 3. If one were to move that road out right how does that affect the fire department as far as their needs now that they are further away from the building if there is a fire if they have to drive around back? *Dore+Whittier will have conversations with them as the design progresses and the concept moves through its development. Some of the things that are often of concern is what if that exterior wall of the building falls over. The Fire Department wants their vehicles to be a certain distance away from the building so maybe there is a mutually agreeable spot that is agreeable to them that can be found and some fine tuning can be done as it loops around the building.* The MSBA requires the study of three flavors of all three of these grade configurations, repair, addition/renovation and new construction. This is an all-new construction option, and it happens to be three stories. In terms of the construction phasing, it does not have all the specific logistics worked out. In rough terms, the Town could build the new building on the fields while the existing building is occupied and move everyone in PreK-5 all at once into the new building before demolishing the existing school building and finishing the site work. In a way, it is the second cleanest version of construction phasing that is possible. This is what the site plan looks like with the individual spaces populated on the first floor and done this way for two reasons. The first reason is to share the big picture of how much detail has gone into thinking about the shapes involved and in relation to their adjacencies represented in the overall building diagram. To get there a random shape was not drawn on the site as the inner workings of the plan were key. The second reason is to share the public space represented by orange is the gymnasium and cafeteria is green and teal by the front door is the administration/guidance areas. The concept does express the idea of separating public and private areas where the public things are more in the upper right of the drawing and the more private academic things are in the lower left in fact next, one will see a diagram of this particular concept achieved that has one particular objective really well where the yellow space and the angled front of the building and the yellow space is hallway and the tan space is circulation space. What is not shown in the drawing are the custodial closets, electrical rooms, all the IDF closets. At the end of the day, the project will be paying for square footage and there is a target square footage that all the options will be targeting to be within range of or less. In a drawing like this, the square footage that is represented is larger than what it will be further along in the design process. Testing something that is bigger and then shrinking it down to what is known to be exactly what it is supposed to be, that is typically how it works as far as the angles go. This option was developed first with many of the angles are responding to what is happening with the property line that is close by, so that it is possible to squeak a road around other angles in the Academic Wing, responding to things like one of the ideas that came out of Visioning was these individual grade level teams. But like the geometry, to be expressed in such a way that when a bubble year presents itself, a classroom can be captured from another grade level team to serve as expansion opportunity that one so the angles in the Academic Wing are trying to respond to that rather than have strictly isolated grade level teams. There is a

Item #	Action	Discussion
		diagram for the addition/renovation concept in process demonstrating more than what is shown. **Committee Questions** 1. Paul Melaragni expressed his concern for having 15 feet wide corridors for no good reason. *Jason Boone advised that is great feedback and will use it to help make this better with the goal of being as efficient with square footage as possible.* 2. Paul Melaragni advised that the square footage should not be built if it is not needed as it all translates to cost. *3.* Susan Inman asked about those being where the extended learning spaces will go. *Jason Boone advised that the designated learning spaces are in the jellybean shaped spaces some are breakout spaces outside of classrooms between each of the classroom spaces. There are some areas that could be squeezed out as this option gets developed and this will be done as it further develops.* *4.* Michael Camoscio asked if the second and third floor classrooms are stacked the same way and if there are stairs in the same locations to get to them for the students, how does that work? *Jason Boone advised that there are 4 stairs at the corners of the academic wings and if students are arriving at the front door, the fifth grade is going to the far grade level team on the third floor. and go up the stairs to the third floor where the older kids passing the younger kids. It is never an issue of one grade level student passing through another grade level student area to get to where their destination is as there are always route individual for each and every grade level and team.* *5.* Susan Inman advised that there was a time when students were not allowed outside of the classroom area without staff accompanying them. With the extended learning spaces, does this additional space outside of classrooms increase the need for additional staff in order to satisfy the students use of these extended learning space? *Jason Boone invited Glenn Brand to discuss further. Glenn Brand advised that the two do not have to go hand in hand and there are a couple of things first off in the way that the design of these classrooms can be where there is visibility for students depending on how they are designed, that is number one. Number two, in a lot of circumstances because of the structures of the buildings there may be support services that are coming that are required for children but the students will have to go down the hall somewhere else in the building otherwise those can be brought to the classrooms in closer proximity and allow for greater collaboration. There are multiple uses of these extended learning spaces that really one can often find in modern or contemporary schools now. J. Boone advised that having those spaces at least in his experience has not led to a need for more staff where the architecture allows them to be either passively supervised or be occupied by student service support professionals. One final point on this, as the District, planning for the staff, for this and for whatever facilities are to come here, within the educational program plan previously discussed there will not be additional staff if we do have these extended learning spaces to work with. There will be utilization of the staff in a comparable way to what has been in our buildings right now.*

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Naming Convention for the Options is as follows: Grade Configuration + Alphanumeric code i.e. AR1 is Addition/Renovation 1.

AR1 – ADDITION/RENOVATION 1

Renovated

- Two stories currently
- Two stories proposed
- Four levels currently
- Three levels proposed
- New elevators and ramps to make fully accessible

Addition

- Four stories proposed
- Multiple levels proposed to manage floor to floor heights

Construction Phasing

- 1A: 2/3rd of New Addition
- 1B: Move 4th and 5th Grade into Addition
- 2: Demolition of Existing Academic Wing
- 3: 1/3rd of New Addition and Renovate Existing Building to Remain
- 4: Move-in PK-3rd Grade
- 5: Complete Site Work

Still at the North Intermediate School site and the next concept is the Addition/Renovation. The project footprint is not the same shape as the existing building. Again, the big red arrow indicates where the front door is, and the little red arrow indicates a place where PreK entry and drive-up services could occur in terms of the site. This concept operates a little bit differently. Starting with the buses that will enter from Ballardvale up at the northern curb cut, entering the site and circulate through the large staff parking lot and then load and unload along the north edge of the concept right there. The buses would exit out of the site the same way the parent vehicles would enter the southernmost curb cut along Salem Street. The buses would bear a little bit to the right and then go left and would circulate along this western edge of the main body of the concept and then would turn and head back out the way they did before. Unlike in the N1 concept, the level of separation between buses and parent vehicles is even greater in this concept than seen in N1. The queue length for the parents is a little shorter in AR1 compared to what was seen in N1. With three different parking areas, there will be able to be one between the building and the wetlands, the main one in the back on the fields and a third one over by the public side. The parking lot shapes, quantity of parking lots will be more difficult for DPW to do snow removal and it will be something to be strongly considered and planned for with the geometries of the islands. It is desired to make sure that the right number of parking spaces can be reached on the site and the geometry will be nuanced to aid in getting 180 spaces to satisfy what is needed for a PreK-5 enrollment. In these first two concepts, the site diagrams achieve that and some of the ones that will be seen fall short of that in terms of other site amenities. There are some pickleball courts there by the large faculty parking lot to the north and three playgrounds just beyond the emergency vehicle connector between the two parking lots. In this case of AR1, there is more contiguous green space, about the same total green space as seen in N1, but in this case it happens to all be contiguous. It still probably is not large enough for a regulation field of any kind but could be appropriate for something like a series of smaller U8 soccer fields for example multi-purpose environment.

What would one estimate the queuing line for the parent line to be? *J.Boone advised it would have to be measured and cars counted based on what is known about the bus count it's likely that far more students will arrive on bus than in car which is atypical for our projects.*

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		This will continue to be studied so that that when these options are evaluated in a few weeks, the data points will come back relating to queue length is 27 cars and this queue length is 8. Whatever it is, if that's important information, at Woburn Street on average there are 36 cars at pick up. Woburn Street School is only first, second and third grade. One of the things to keep in mind when selecting an option and a site, a traffic study is to help inform us on details like lights need to be added, is a crossing guard needed, different site amenities and features to help with traffic that may be necessary. This is something studied and looked at once a site is selected and see what the increase in students and automobiles is compared to what is currently on the site now. The proposed enrollment here including PreK is going to be around 855. The current enrollment at North Intermediate with Grades 4 and 5 are 250 and 250. With 250 and 250, it would be more than triple, which is why the need for all the additional parking and being carefully thoughtful with how the site circulation in vehicle queuing works. This is not a townwide school, it is a neighborhood school for the North Side to replace the Wildwood School. On the site plan with the first floor inlaid, the area that has the hatch pattern, a diagonal hatch pattern, is the portion of the existing building that is going to remain the core of the building. Everything, except the Academic Wing, that has to do with grade level teams have the ability to not build on top of the existing Academic Wing. In the right-hand margin, this turns out to be a four-story concept. One can imagine trying to convert an Academic Wing to things like the cafeteria or to a library and then not being able to stack three stories. Where it is only a two-story structure currently in this concept it has been chosen to keep the core of the existing building. Part of the existing building, even though it's two stories, has a lot of different intermediate levels, and four different levels. There would need to be resolution to all the accessibility issues associated with the multiple levels and it was important to think through. Some of the consequences in the existing building are an addition adjacent to that has to line up otherwise the end result is essentially a split-level design. Even for the new part of the building, where one new addition is adjacent to another new addition, then stacking those multiple times on top of each other. That is what is happening in this concept and just to clarify, this is not unique. Many buildings, perhaps not all, have other buildings. The Woburn Street School is another example where there are these multi-levels with two steps here, three steps there. At the time that those were built, it was a different era, a different time period from an accessibility standpoint, a whole other host of factors or problems come with that have to be resolved. This concept would be fully accessible and meet the ADA and MAAB codes but there would be a series of ramps and elevators to make all of that work. When evaluating the options, the question will need to be asked is that the right thing or the best thing to do for children particularly of the youngest children even though it is an addition/renovation. This option does reasonably well separating public areas from academic areas and private areas. In terms of the renovated portion, where it is documented multi-levels, there would need to be new elevators and ramps to make it fully accessible. The addition wraps the existing building on three sides and wraps the addition on three sides and even though it is brand new construction to fit everything in this moment on the site, it would be four stories. Even in those four stories of new construction, there would be multiple levels to manage the existing floor to floor heights when it comes to renovating the existing space. Does it get renovated such that windows and doors and everything gets replaced to match and fit in everything? Is air conditioning it all so it appears seamless? If one were to walk into an addition/renovation after it's complete, one would not know that part of it was renovated. Everything would look and appear brand new and would be fully code compliant. In all of those things mentioned, that construction phasing on the previous option was relatively simple, this one is much more complicated. Start by building roughly two-thirds of the

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		addition and cannot build the portion of the existing off the addition that overlaps the existing building. Instead it would be necessary to build part of the new addition first, then knock down the Academic Wing of the existing building after Grades 4 and 5 only move in. Then renovate and add on to that area there, shown in orange, and then move everybody else over and complete the site work. Construction is happening up against the existing building. It is happening in the existing building with students having occupied the addition. The construction phasing and experience during construction is much different for this option than it would be for the previous option. **Committee Questions** 1. Comparing the new build versus this kind of phasing, how much longer is this for to construct? *Jason Boone advised that to swing between, you want take that done twice as long could be up to a year and I do think it's important to point out this certainly is the kind of project that can be done while school's in session. The interruption and the challenges that it presents will inevitably be there. It can be done and it can be done safely. There are ways to get there but it's more complicated, it takes more time and there's just a lot more things to think through as opposed to the clean separate build like that discussed earlier with N1.*
		WOBURN STREET SITE **Existing Conditions** ➢ 10-acre site ➢ Zoning: R-20 Residential ➢ Zoning Setbacks: Front 40’ minimum Side and Rear 20’ minimum ➢ Maximum height: 35’ or 2.5 stories ➢ Elevation: approx. 15’-25’ grade change ➢ No known wetlands ➢ Parking: 35 standard parking spaces, 2 designated handicap spaces ➢ Site amenities: Playground, basketball and tennis courts, athletic fields ➢ Infrastructure: Municipal water; on-site-septic system ➢ Groundwater Protection District (Zone II Wellhead Protection Area) **N2 – New Construction on Woburn Street Site** **New Construction** ➢ Three Stories built into existing topography ➢ Overlaps the existing gymnasium ➢ Extensive retaining walls and site regrading **Construction Phasing** ➢ 1: Demolish existing gymnasium ➢ 2: Construct new building ➢ 3: Move-in PK-5th grade ➢ 4: Demolish remainder of existing building ➢ 5: Complete Site Work Moving on to the Woburn Street site, the existing conditions of the site are that it is a 10-acre property with setbacks that are the same as those set out at North Intermediate. Being that it is also categorized as an R20 residential area, the differences on this site are that there is a Wellhead Protection Area which is that purple kind of swatch demonstrated on the site plan seen on the top North end of the site. It does not impact where the building can be constructed. However, it has to do with what gets infiltrated into the ground. For example, if

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		one was building a car wash on the site, gray water would not be wanted to go into the ground. Being that this is a school and controlling all the discharge that happens from the building, there would be systems in place so this would not impact being able to build on the North end of the site. There are a considerable number of fields on this space, as well as the playground that is in a lower on the west side of the site. One could see that there's a greater elevation change on the south end of the site. There is a 25-foot elevation change from Woburn Street to the West property line and on the North end of the site from High Street down towards the West End of the site about a 15-foot elevation change. This will impact constructability when thinking about retaining walls which already are on this property and navigating the slope and trying to figure out where to place the building as well as constructability. The infrastructure on Woburn Street site has Municipal Water but this is on septic system. The North Intermediate site, that site is the only site, that is both on Municipal Water and Municipal Sewer. That being said, technically, the entire site is buildable but one would have to factor in the grade changes and navigating around the site to see what makes the most sense with the existing building in place. With this concept, a very similar geometry has been taken to what was seen in N1 the new at North and attempted to position this in the widest part of the site, the northernmost part of the site. Even when positioned in that fat part of the site it does overlap the existing building a little bit again where the big red arrow is the front door the little red arrow is PreK entry and drive-up services. The way the site works here, parent vehicles would enter the site and if they K-5 at the South end of the site, one would make a right hand turn towards the front door and would queue up through the parking lot and discharge in that semicircle up near the building and then would exit out the way one came. PreK students would continue down the hill, parents would continue down the hill and use the lower loop to load and unload children to go in the PreK entry and then would circulate back out the way the buses would also enter that southernmost curb cut and then would loop around the building to the north all the way towards the front door and load and unload again at the front door. Again, the passenger side is on the sidewalk side and the students would exit out. Vivian Varbedian asked Jason Boone what would happen to the circulation if you have two children one in the preschool and one in the elementary? How are they circulating? *Jason Boone answered it is parent's choice. Operationally, one needs to figure that out. One could say everybody is dropping off at the front door. If one is looking to take advantage of the extra queue link that is afforded by sending some parents down the hill.* It is important to note there was mention of a retaining wall and it is seen on the plan with a couple of heavy black lines. What was done with the concept is, it took the three-story academic wing and pushed it down one floor. This put the lowest level of the Academic Wing at the bottom of the hill where the front door is essentially. The middle level of the concept is at the same level as Salem Street so that makes it necessary to think about vehicles, children and playgrounds on that lower level. The longest thick black line is an extensive retaining wall where there is a need to regrade the site in order to allow those other site features to take place down at the bottom of the hill when the project gets to construction phasing. It will be discussed what will have to happen with the existing building first in order to execute this concept. Craig Miner asked Jason Boone I assume it's too early to do any fill sorting. *Jason Boone advised there would be no reason to do any sort of cut fill analysis. It is something that will be considered in the future as the project follows through these particular phases.* In PDP phase, there will be a sense for what there may be going forward as far as costs are concerned as

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		estimates on the options will start coming in. There will not be a full-blown cut fill analysis at this time to be sensitive to that particular variable. For example, when the site analysis was shown with a 15-foot elevation change on this North end of the site and that happens to line up really nicely with modern floor to height construction of around 14 foot 8 inch, give or take. If able to execute that, it would limit the need to do cut fill on that part of the site and the concept is trying to simply regrade what is already here not necessarily import a lot or export a lot. There would not be any sort of formal analysis of that until a single option is chosen. In a perfect world choosing this site, choosing new construction for the site. For the sake of savings, tweaking the shape of the building so it does not overlap the original building, and having a seamless operation of the original building until the new building is open. At about 165,000 square feet, a compact layout as it is, setback requirements to be able to get vehicles around the edges. The other day it was discussed that the site would probably need to put a treatment facility in for the waste because it is on septic. An above ground thing or an inground thing are possible because that could take up square footage that one is not thinking is green space on parking lot. It could very well be on the list of things to discuss with the consultant team and in the next round of iteration based on this feedback. When something like this is built there usually is a large building or if it is above ground or and obviously one does not know yet above or below. If it was above, are the treatment facilities 100 by 100 or 20 x 20? How big is a treatment facility? It basically depends on flows and how big it needs to be. Often one will see a combination of some sort of a control building on top with a lot of chambers below right by for equipment and for handling flow. A lot of it would end up being under a field typically. Most often the treatment facilities are designed to go underground. Does the green at the top of the screen abutting the roadway have to be there for setback requirements or is that something that the whole picture can move up to get away from the building? There are setback requirements and also some existing trees there that serve as a green buffer. This is on that edge and is going to be a three-story tall building and in keeping with some of those trees it could be beneficial to the abutters on that side of the property. It is a balancing game trying to position these concepts on sites if it's critical that there not be overlap with an existing building during construction. On the option for the North Intermediate School, both of the West face of the building, is that cut in to provide lighting and for classrooms? *One of the things that came out of Visioning was a lot of classrooms in this project also a lot of student support service spaces and ideally all of those environments would have direct access to daylight and views. What these options are achieving and part of why there is more perimeter than one might expect is so that all of those spaces are daylit.* It is all new construction and it does overlap the existing gym. The extent of retaining wells because of the topography that exists on the site that would likely be necessary what's in that little box at the at the North end of the existing building is the gym and the locker rooms below and there are a few classrooms down there. To execute this as it is drawn with that part of the existing building that was an addition at one time would have to come down as the first step and so that means that the gym and those storage spaces in those few classroom rooms would either not exist or would need to be replicated with things like modular classrooms during construction. If in fact, we cannot detach the new building from the existing building during construction as it proceeds. Paul Melaragni advised that he cannot see spending money like that. This is going to be a fiscal project for when it goes to Town Meeting and it is going to be a lot of money. If new construction is selected, I cannot see spending money for modulars to be brought in and the

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		shape of the building tweaked to make everything work. It's going to be an easier sell where evaluating options to satisfy the MSBA requirements for this grade configuration with only one new construction option somewhere in town is needed to move forward. Not only does this site have to overlap the existing building challenge, it has the utilities challenge, it has the topography challenge, it has extensive site work. It has got lots of negative marks against it and it may happen that this one is eliminated in the first round of 'shortening the list'. For all the reasons that have been described it is recognized that, if possible, the project does not want modular classrooms. The Town does not want students in the building while is under construction. The same building structure from the North and fit it here and it could have been considered a completely different design where it could take advantage of that green space towards the side of the building which is the lower topography at the bottom of the hill. Dore+Whittier explored a little bit and what was found was that even as a three-story building, it takes up the entirety of the flat area on the lower level which makes it very hard to get vehicles down there. This creates an accessibility issue trying to get people and cars down to that lowest level because now the site is split this way for the entirety. One can try to prepare something more formal that expresses that, but it was found that using that widest part sort of the flattest part of the site that exists was the way to achieve more of the site features that were desired than would be if one puts a building only on the flat part of the site. Another thing, is the solar orientation of the building. Typically for classrooms, the North light and South light and in this configuration, it allows for that if it were to put it parallel to the existing building the classrooms would actually have east and west light. The solar orientation and classroom placement when it has not yet been done but when the addition/renovation version is explored of this for this site bar of the existing building, it is likely to remain. Some part of this addition would likely go on the existing fields much further South than what this diagram would suggest so that would give a sense of what the project school might be and so here is a site with the first floor occupied again. It is three stories with all the public things to the right and all of the sort of private things to the left it does achieve that public private separation.
		WILDWOOD EARLY CHILDHOOD CENTER SITE **N.3 New Construction at Wildwood Early Childhood Center** **Existing Conditions** ➢ 7.5-acre site ➢ Zoning: R-20 Residential ➢ Zoning Setbacks: ➢ Front 40' minimum ➢ Side and Rear 20' minimum ➢ Maximum height 35' or 2.5 stories ➢ Elevation: approx. 15'-25' grade change ➢ No known wetlands ➢ Parking: 49 standard parking spaces, 6 designated handicap spaces ➢ Site amenities: Playground, basketball and tennis courts ➢ Infrastructure: Municipal water; on-site septic system ➢ Groundwater Protection District (Zone II Wellhead Protection Area) **New Construction** ➢ Three Stories **Construction Phasing** ➢ 1: Demolish Existing Building ➢ 2: Construct new building and complete site wok ➢ 3: Move-in PK-5th Grade

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		The Wildwood Early Childhood Center site with this one by now but 7.5 acres also R-20 so the setbacks of the 40-foot from the front property line and then 20-feet from the side and rear property lines is still in effect. Infrastructure here is U Municipal Water but there is also a septic system onsite as well as the well Hub protection area on that North end of the site and the wetlands. With the 100- foot wetlands buffer on the North end of the site the buffer just touches the North property line slightly. It would be best to avoid that as the project is in design but this is a much smaller site and trying to fit what would be seen on the 2 larger sites. There will be grade changes from around the center of the site to the highest point at the center of the site. There is a 25-foot elevation changes that go towards the North end of the site to the East End of the site, it is about a 15-foot grade change and then down to the west side of the site it's about 18-foot grade change from the center of the site to the corner of the property lines. The Wildwood Early Childhood Center site is not an occupied site so the entire site is a buildable area. Demolition of existing building or renovate the entire building if desired. The project does not need to worry about working around an occupied building so in this school in this condition, the entire site is considered a buildable area. There are not enough restrictions such as wetlands in the middle of the site or the like that would prohibit from building on the site. A project of this size on this site would need grading and soils to elevate part of the site. Raising part of the site may be necessary as a footprint of this size occupies almost the entirety of the site and amenities like parking and site circulation are compromised as a result. It is all new construction being shown as three stories and it is the cleanest construction phasing as no students are onsite and the project would be able to be completed including the site work or before moving students over. Is there adequate parking on that site for to support this project? *No. Not for a project of this size. 60 parking spaces were counted in this particular concept whereas the project is targeting around 180. This fact alone makes this an unattractive solution to try "to stuff all of these potatoes in this really tiny bag."* It was mentioned the other day that Wildwood Street is a cut through and Wildwood Street could never handle the volume of traffic either way for a site like a school this size. The project continues to explore the PreK-3 version which will be a little smaller on the site and even the PreK-K as new construction which may be a better fit for this site. One of the questions, that is not on the list for today: Is a PreK-5 addition/renovation at this site something that could be part of our due diligence? Once this drawing was made right it was realized that trying to keep part of the existing building actually makes this problem even harder. Whether or not there's value in not exploring that because of what is known from generating this diagram. The project will have to make a determination about what the best parts of it to say how many square feet is, does one have to save to make it addition/renovation like technically there is no square footage requirement. There was a project where there was an auditorium that the District really liked and Dore+Whittier saved the Auditorium and demolished everything else around it while building a whole new building around the Auditorium to qualify as an addition/renovation. It is like that old zoning where one can keep one wall and build a whole new house around what was the cabin while technically qualifying as an addition/renovation. With Wildwood one may look at repurposing the gym as a suggestion. It will be part of the due diligence for the PreK-K. The School Building Committee's feedback about whether or not it makes sense to expend minutes on a PreK-5 addition/renovation at this site. **Committee Questions**

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		1. Paul Melaragni advised that PreK-K would be a townwide PreK-K. If there were to be a town what's the population for PreK-K townwide, do you know Dr Brand combined from 850 down to 350 so it can conceivably have a building half to size for PreK-K townwide. Then some benefit for the entire town. *Jason Boone advised that unfortunately that is not on the table right now it that's outside the agreed upon enrollments with the MSBA. The PreK-K agreed upon enrollment is 130 students and it only serves the north side of Town. Exploring an option that is sized for all PreK children Districtwide is not currently something the District and/or the Project is allowed to explore with the MSBA in any way. MSBA would allow us to explore that option if the District exited the program first. The reason it can be so definitive right now with that is in Spring/Summer 2023, the Town and the District went through a process with the MSBA asking those kinds of questions. We understand that the District agreed to these three enrollments and are there other things that can be explored and their response was yes if the District exit the program first. Nobody wanted to do that, so the Project is staying within the confines of what the MSBA has prescribed. Dore+Whittier's been tasked with only designing to serve the enrollments that are in front of us. Designing something that could be expanded to do something completely different in the future, is outside the project scope.* The interior layout of this is three stories. The site is so compact unlike the other three options that this concept is unable to achieve separation of public and private spaces. In order to provide the right kind of access to the gym, access to art rooms and the classrooms essentially circumnavigate those core spaces. This would fall short of achieving that idea of separating public spaces and classroom spaces outside of having to look at an addition/renovation. **SUMMARY** Dore+Whittier is trying to put all three grade configurations on all three sites under consideration. PreK-5 was the biggest grade configuration and this was the smallest site. Looking at the site for the smaller configurations makes sense as this is the only thing for PreK-5. The due diligence shows how much the building takes up on the site and all the check boxes it does and does not meet potentially. Attempting to put PreK-3 on this site because it's a little bit smaller. Is a Community member going to ask to see that exploration at some point in the future? For the Dore+Whittier team, if a new construction is this size for PreK-5 then it is likely that an addition/renovation for PreK-5 may occupy more site, even more than this due to the constraints of having to work with the existing building and so therefore it might not make sense to explore that scenario. However, a new PreK-3 there is no disposition about that yet and Dore+Whittier doesn't think it would be required by the MSBA but it might be something worth doing for due diligence. Would it be any smaller or would it just be taking off that top floor? It would be a little smaller, two grades would be disappearing and the gym changes size which would be a gamechanger for this particular site. If one remembers programmatically, the PreK-5 has the 12,000 square foot gymnasium, the high school sized gym, but the PreK K has a much more modest multi-purpose space. That could really make a big difference for the PreK-3. Having explored PreK-5 with 4 of the 18 potential conceptual design options, the conclusion arrived at is that the North Intermediate School site checks the most boxes so far. Dore+Whittier will be looking at the PreK-3 and PreK-K conceptual design options at next week's meeting on January 25, 2024. The intent will be to have several options on the table to choose from the different flavors for the different configurations and estimates provided by

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		A.M. Fogarty in preparation for the Preliminary Design Program submission. The different price points for each option will be integral to evaluating these options. One of the next steps that will follow is evaluating all of these options using a matrix similar to that provided in the Powerpoint. Dore+Whittier will work to put together on the left side the different site criteria, building criteria, educational criteria, and each of those criteria will look at each option and the School Building Committee will rank the design options based on how well the option meets or does not meet the needs. The numbers will sum up it will help in the evaluation of the options and ranking which one meets all of the goals or the most goals, and which are the more favorable or are the least favorable. From this process it will help to prioritize certain options to move forward, certain ones are seen as less desirable and those that further study is not needed. This would prepare for the Project's recommendation to the MSBA as it has been mentioned in the meeting the project will need to move forward with one PreK-K, one PreK-3, and one PreK-5. There will need to be addition/renovations options and some new construction. Base repair option at each site will also be reviewed to help with a baseline to start with from relating to cost. For example, if a PreK-K option is pursued there is going to be a cost for that but down the road there will have the Grades 1 through 3 and Grades 4 to 5 and those buildings at the end of the day will still need some work at some point. The Committee will have some numbers to evaluate a PreK-5 option versus a PreK-K versus a PreK-3 and then those will have addition and addition/renovation and new options to compare the criteria and variables. Dore+Whittier will start to introduce the evaluation criteria to start thinking about the next steps and proceeding forward. All of the Conceptual Design Options will be presented in the Preliminary Design Program and priced and then of those Options, there will be further development and a Preferred Schematic Design Option will be furthest developed that fits the most criteria for the Town, its staff and its youngest learners. This Conceptual Option will be presented with the Preferred Schematic Report and it will be that one final option and submitted to the MSBA.
		The first step are those highlighted in yellow those are the ones that were reviewed today and on the January 25th we're going to do the same thing with PreK-3 and PreK-K so by the time the School Building Committee concludes that meeting one will be able to use this type sample criteria area to kind of go through and cull through and see what is a non-starter and not to waste any more effort on putting a PreK-5 on the Wildwood site because #1 one cannot get the parking #2 there's no place for the kids to play outside so it's a non-starter, etc. Then reviewing each option against the criteria and continue to go through, this will be presented in the PDP submission to the MSBA which is the preliminary design phase submission. We will be assembling the information in mid-March and submitting it at the end of April to the MSBA. From there that information will be taken and proceed further to develop the Design Options for the PSR phase, the Preliminary Schematic Report, and that's where the options are narrowed down further and from there a presentation to Town Meeting and go to Town Ballot Vote. Town Ballot Vote would be a year from May (May 2025) so there are 15 months from now until then when the need to decide on what project is going to be pursued and move forward. It seems a long way off but it will be here in the blink of an eye. Standing before the Town explaining to everyone why Wilmington needs this project and leading up to that there will be numerous Community Forums to provide the information to the Wilmington community and get their feedback. At the bottom of this Matrix is the Town Hall site. That was first identified as a potential for this project, and it was in response to what if the planned school doesn't fit anywhere else. So far, Dore+Whittier's team has not explored anything on the Town Hall site and now that there is at

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		least one site where Dore+Whittier are confident that a new PreK-5 could fit as the largest potential site. Is there interest in continuing to explore the Town Hall site for one or more of these grade configurations or is it the disposition of this group that because there is a site where the PreK-5 fits on one of the three existing sites and there is no need to look at Town Hall? The accessibility of the street just getting there in the morning and that the idea of that amount of traffic coming down that street. Kevin Caira mentioned that it was Article 97 land. A portion of the site could fall under Article 97 which would require going to the legislature to have approval to use the site and/or to change the use of this property right and possibly entail going through a lot of hoops. There are some other uses that people have been discussing around town for that site. If one had to go to the legislature to get change for that property how long does that usually take? Is that a year process? Is that a two-year process? Year waiting periods could change the whole scope of the job. It's a month's long process. Typically whatever land taken under Article 97 would have to be replicated someplace else in Town. This was done similarly with the high school as the Town was rid of the pedway at the while would go into a Federal Street and some other spots to make up for that land that was that was the riverfront land with the building of the field. It is feasible one just has to factor it in into the schedule and when one would need to go to and then finding land to replace it, which could be the schools Wilmington is tearing down in order to utilize that site. Julie Leduc asked Susan Inman am I wrong the select board formed a subcommittee to explore reuse of that site? *Susan Inman advised that the Select Board had talked about a subcommittee in terms of repurposing of any of the sites that are being left behind after the new construction i.e. senior center and that kind of thing was to establish a committee about reuse but I do not think it's been done yet I can confirm that for next meeting though I'm not sure what's the size of that site. The numbers off the top of my head are larger than any of the other sites are that are being considered so larger than North as well.* The next step is to learn if the School Building Committee would prefer to have just the 3 school sites and add the Town Hall site for due diligence and consideration with all of the other scenarios. There have been concerns raised about just how traffic could be envisioned going down Glen Road to access the Town Hall. Jason Boone asked the School Building Committee if there is an appetite of the Committee to perform due diligence for the Town Hall site as an alternative should the desired Preferred Option not fit on the other 3 school sites, North Intermediate, Woburn Street and Wildwood Early Childhood Center sites, as it is larger than North Intermediate. School Building Committee decided it was worthwhile to perform the same level of due diligence on the Town Hall site as it did on the 3 school sites prescribed by MSBA. Sewer is on Main Street as is Gas. If questions come from the Wilmington community about exploring the Town Hall as an option for potential site, the due diligence will have been performed.
9.5	Record	**Next Steps** • January 25, 2024 School Building Committee Dore+Whittier will cover the remaining Conceptual Design Options for consideration.
9.6	Record	**Matrix of Options to Consider / Under Development** • Dore+Whittier Architects have been pursuing due diligence on the North Intermediate School, Woburn Street School and the Wildwood Early Childhood Center School sites as prescribed by the MSBA. As part of this due diligence, it was asked of the School Building Committee if the Town Hall site should be reviewed for consideration

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		as an alternate should the 3 options currently being studied not provide what Wilmington needs in the Wildwood School.
9.7	Record	**Schedule Update** • Preparation for January 25, 2024 School Building Committee Meeting and Community Forum No. 2 • Revisiting Peer School Tours of the Tewksbury Elementary School in February 2024
9.8	Record	**SBC Public Relations Working Group Update** • SBC Co-Chair Vivian Varbedian with the Public Relations Working Group aka Communications Working Group for the School Building Committee with the assistance of Julie Leduc and Dennis Kelley have circulated posters throughout the Wilmington Schools advertising the latest updates regarding the Wildwood Project and the upcoming Community Forum on February 1, 2024. Seeking more participants and partnering with the PAWS group. Encourage attendance of the Community Forum on February 1, 2024.
9.9	Record	**Committee Questions** None.
9.10	Record	**Discussion/Correspondence/New Items** • Peer School Tours will be rescheduled for Tewksbury; • Sustainable Working Group Meeting; • Undaunted K-12 Meeting with Julie Leduc and Rani Philip regarding PPA and Inflation Protection Act
9.11	Record	**Public Comments** None.
9.12	Record	**Next Meeting: January 25, 2023 from 6:00 PM to 9:00 PM** *Virtual Meeting via Zoom – Remote Participation*
9.13		**Adjourn** Motion to adjourn by Paul Melaragni and seconded by Vivian Varbedian. Voted upon and passed unanimously. **Roll call present:** Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, Alice Brown-LeGrand, Susan Inman, Paul Melaragni, Michael Camoscio, Craig Miner, Dennis Kelley, Vivian Varbedian, Christine Prendergast, and Justin Cusce.

Attachments: Warrant No. 7, Wilmington Wildwood ECC Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management

PROJECT MEETING SIGN-IN SHEET

Project:	Wildwood Early Childhood Center	Project No.:	22127.00
Prepared by:	Julie Leduc	Meeting Date:	1/10/2024
Re:	School Building Committee Meeting	Time:	6:00pm
Location:	Wilmington High School Large Group Instruction Room	Meeting No:	9
Distribution:	Attendees, (MF)		

SIGNATURE	ATTENDEES	EMAIL	AFFILIATION
	Dr. Glenn Brand	glenn.brand@wpsk12.com	Chair, Wildwood School Building Committee, School Superintendent, Wilmington Public Schools
Paul Ruggiero	Paul Ruggiero	paul.ruggiero@wpsk12.com	Assistant Superintendent of Administration & Finance, Wilmington Public Schools
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	John Holloway	j.hollowayjr@verizon.net	Permanent Building Committee Member
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Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	1/10/2024
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Wilmington High School Large Group Instruction Room	Meeting No.	9

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 7
4. Review Preliminary Design Options
5. Next Steps
6. Schedule Update
7. SBC Public Relations Working Group Update
8. Discussion/Correspondence/New Items
9. Committee Questions
10. Public Comments
11. Next Meeting: Thursday, January 25, 2024
12. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #6

January 10, 2024

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Review Preliminary Design Options
- Next Steps
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Thursday, January 25th
- Adjourn

Preliminary Design Options



Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • New
Woburn Street ES	X	• Repair • Add/Reno • New	• Add/Reno • New
North Intermediate	X	X	• Repair • Add/Reno • New
Town Hall?	• New?	• New?	• New?

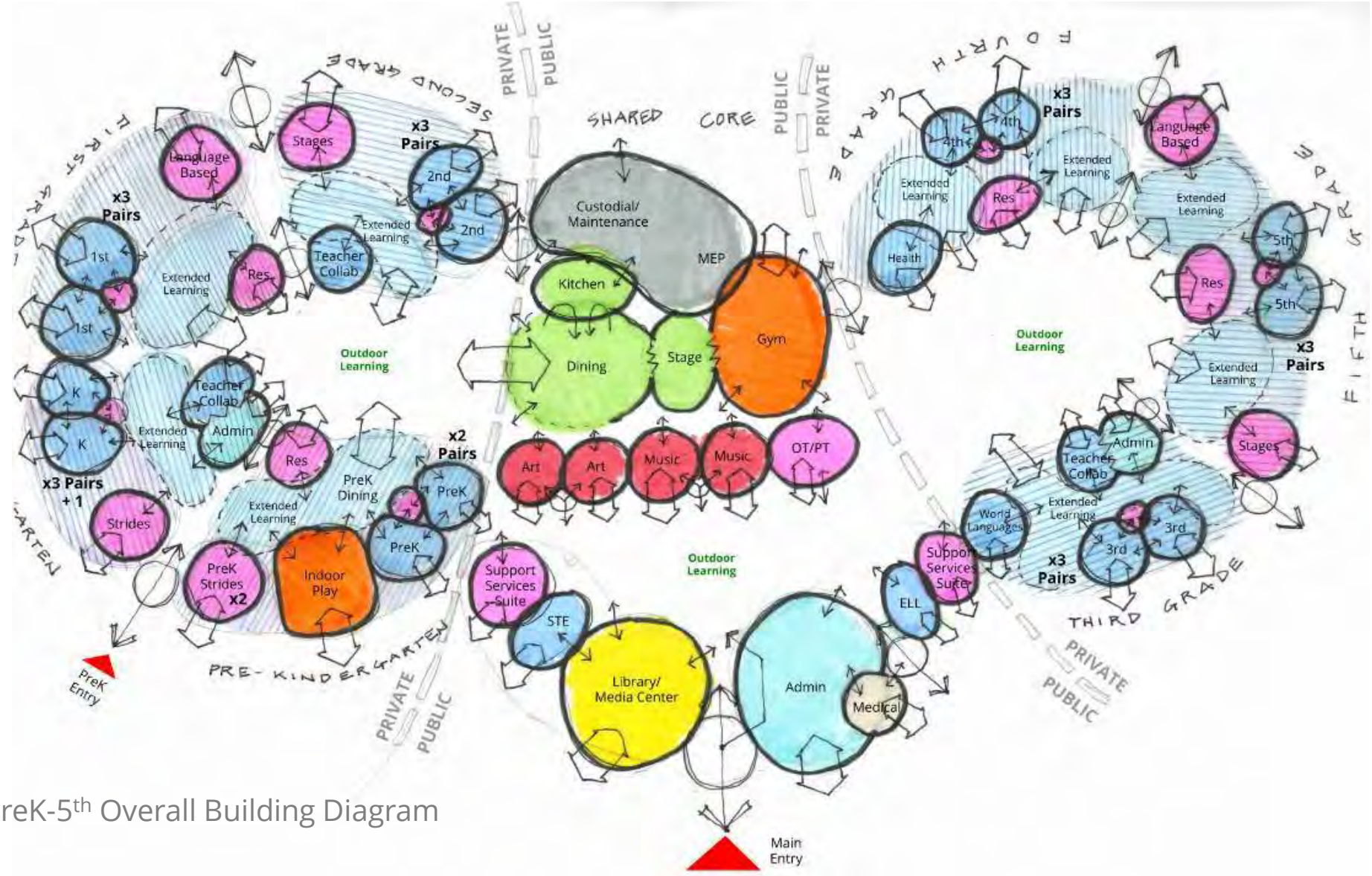
Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • **New**
Woburn Street ES	X	• Repair • Add/Reno • New	• Add/Reno • **New**
North Intermediate	X	X	• Repair • **Add/Reno** • **New**
Town Hall?	• New?	• New?	• New?

Can we accomplish our goals?

Does it fit?

How could it be better?

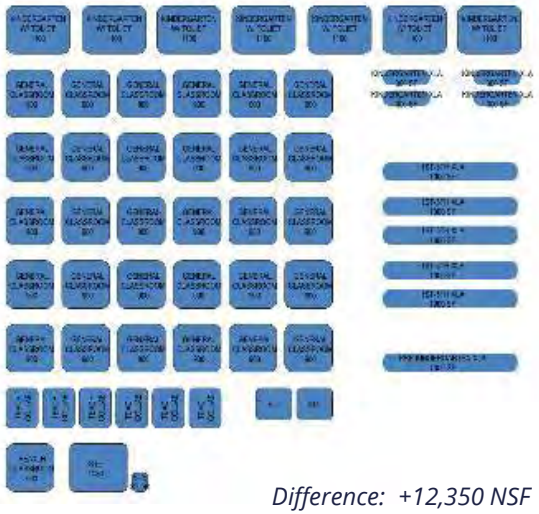


PreK-5th Overall Building Diagram

PreK – 5th (755 Students + PreK) **Total Building Gross Square Footage: 167,855**

Core Academic

Proposed	47,600
MSBA	35,250



Difference: +12,350 NSF

Art & Music

Proposed	5,075
MSBA	5,075



Difference: +0 NSF

Dining & Food Service

Proposed	9,458
MSBA	9,458



Difference: +0 NSF

Health & PE

Proposed	12,300
MSBA	6,300



Difference: +6,000 NSF

Admin & Guidance

Proposed	5,308
MSBA	2,890



Difference: +2,418 NSF

Nurse

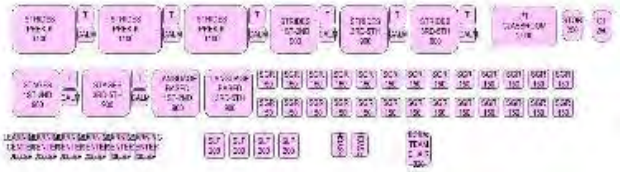
Proposed	710
MSBA	710



Difference: +0 NSF

Special Education

Proposed	19,260
MSBA	9,060



Difference: +10,200 NSF

Media Center

Proposed	4,068
MSBA	4,068



Difference: +0 NSF

Custodial / Main.

Proposed	2,355
MSBA	2,355



Difference: +0 NSF

Other

Proposed	5,770
MSBA	0



Difference: +5,770 NSF

Total MSBA Guidelines: 109,475 GSF* Difference: +58,380 GSF*

Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT

updated 12/13/23

- Education methodologies will change over the life span of the building. The project should be designed flexible enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into Public and Private spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Organize building into grade level learning communities, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- Reduce travel distances between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- Separation of site circulation – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry
- Appropriate faculty, staff, and visitor parking
- Integrate special education spaces throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide variety of instructional spaces including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create teacher collaboration spaces capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences

Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT,

updated 12/13/23

- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with direct access to natural daylight and exterior views to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms.
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety.
- Cafeteria should be designed to maximize site lines and minimize adult supervision.
- Create a new Science, Technology, Engineering, and Mathematics program and support it with purpose-built and dedicated instructional space.
- Prioritize durability and ease of maintenance for materials and systems over lowest first cost.
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.
- Maximize open green space in addition to playgrounds on site.
- Maximize queue length in site circulation design.
- Balance location of administrators with building security needs.



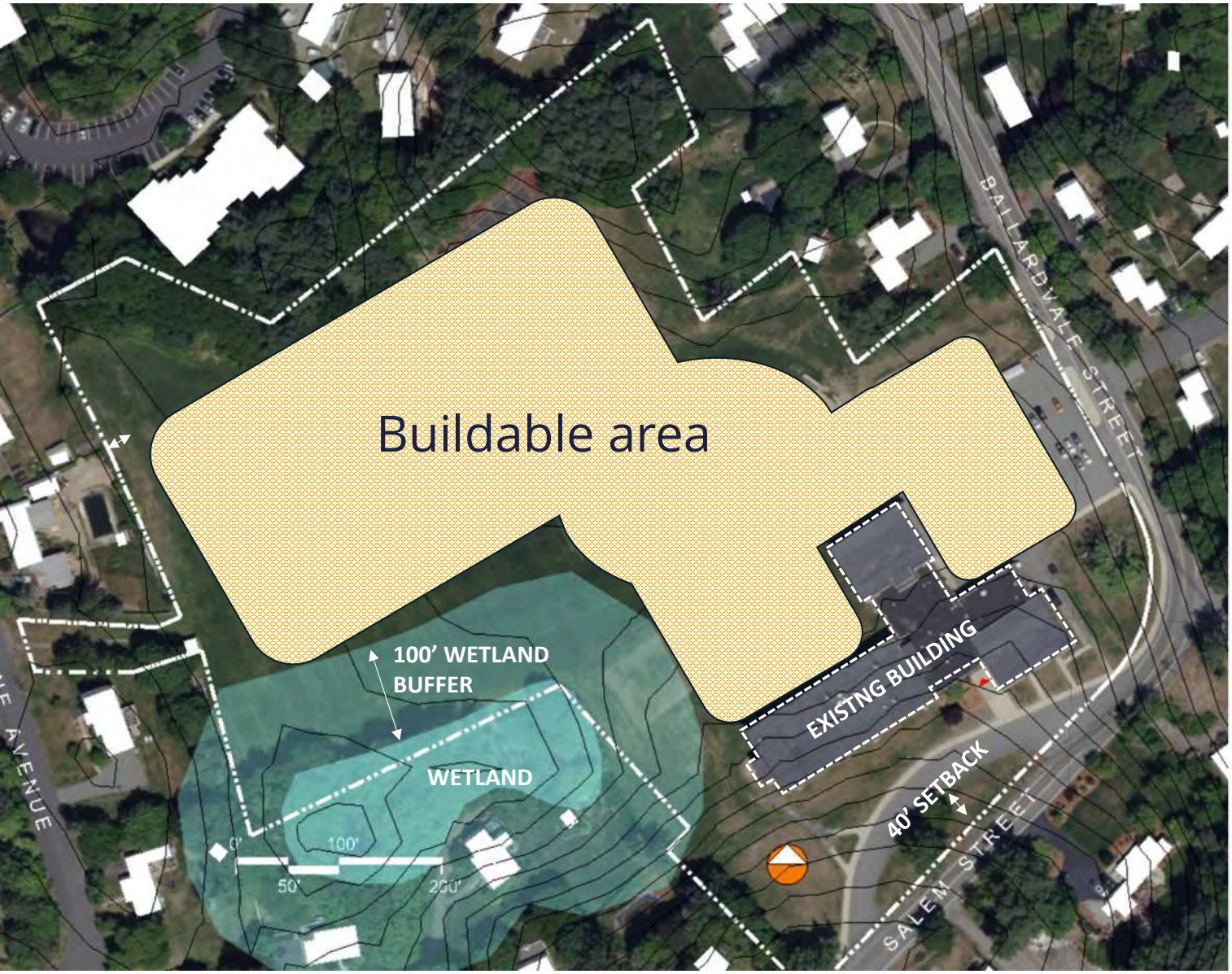
North Intermediate Site Existing Conditions

- 14-acre site
- Zoning Setbacks:
  Front 40’ minimum
  Side and Rear 20’ minimum
  Max. height 35’ or 2.5 stories
- Wetlands southwest area of the site – 100-foot buffer zone
- Elevation: Approx. 10’ grade change
- Parking: 60 standard parking spaces, no designated handicap spaces
- Site amenities:
  Playground (north edge of parking lot), basketball and tennis courts, baseball field
- Infrastructure: Municipal water and sewer; natural gas
- Zoning: R-20 Residential



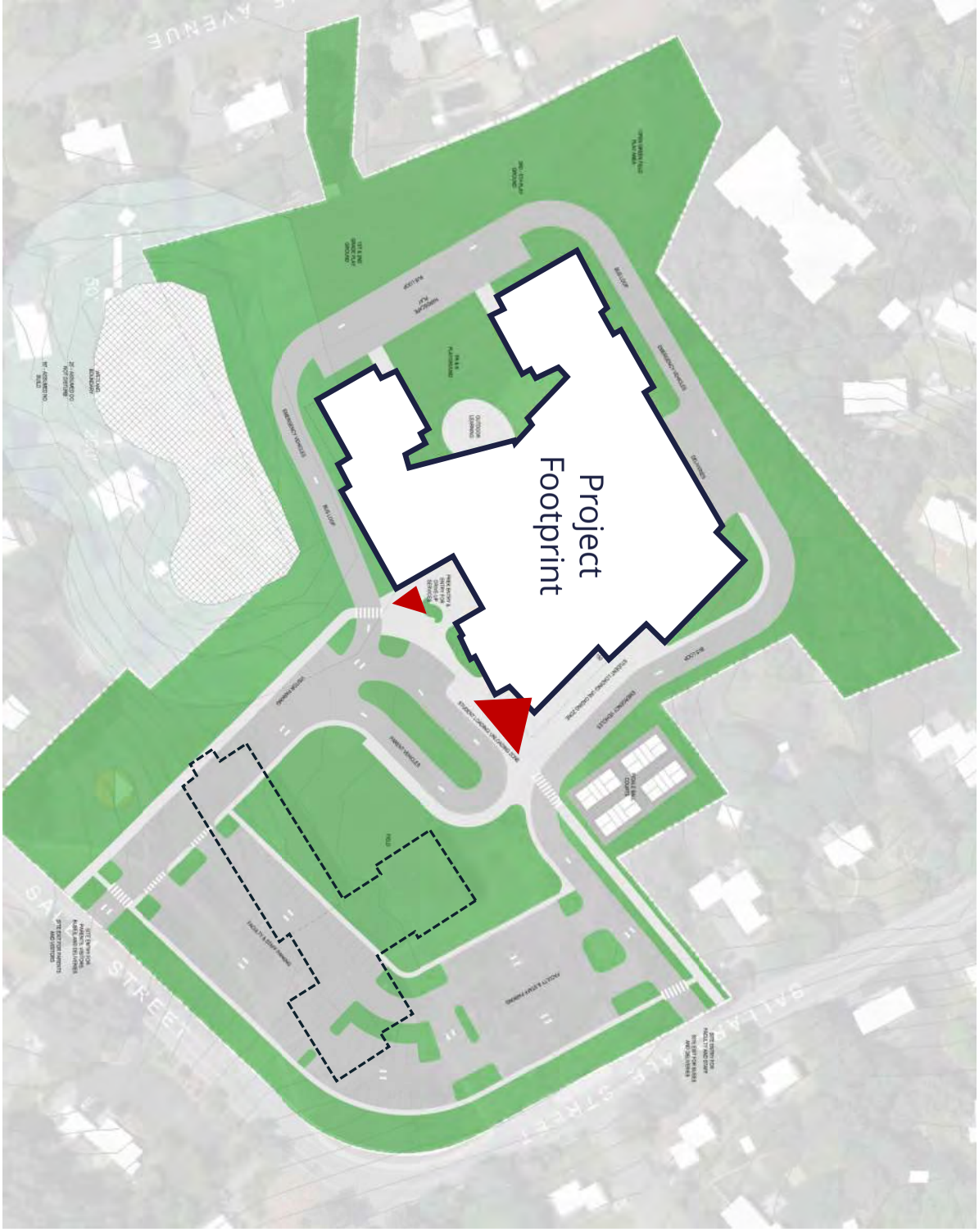
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North Intermediate Site
Existing Conditions

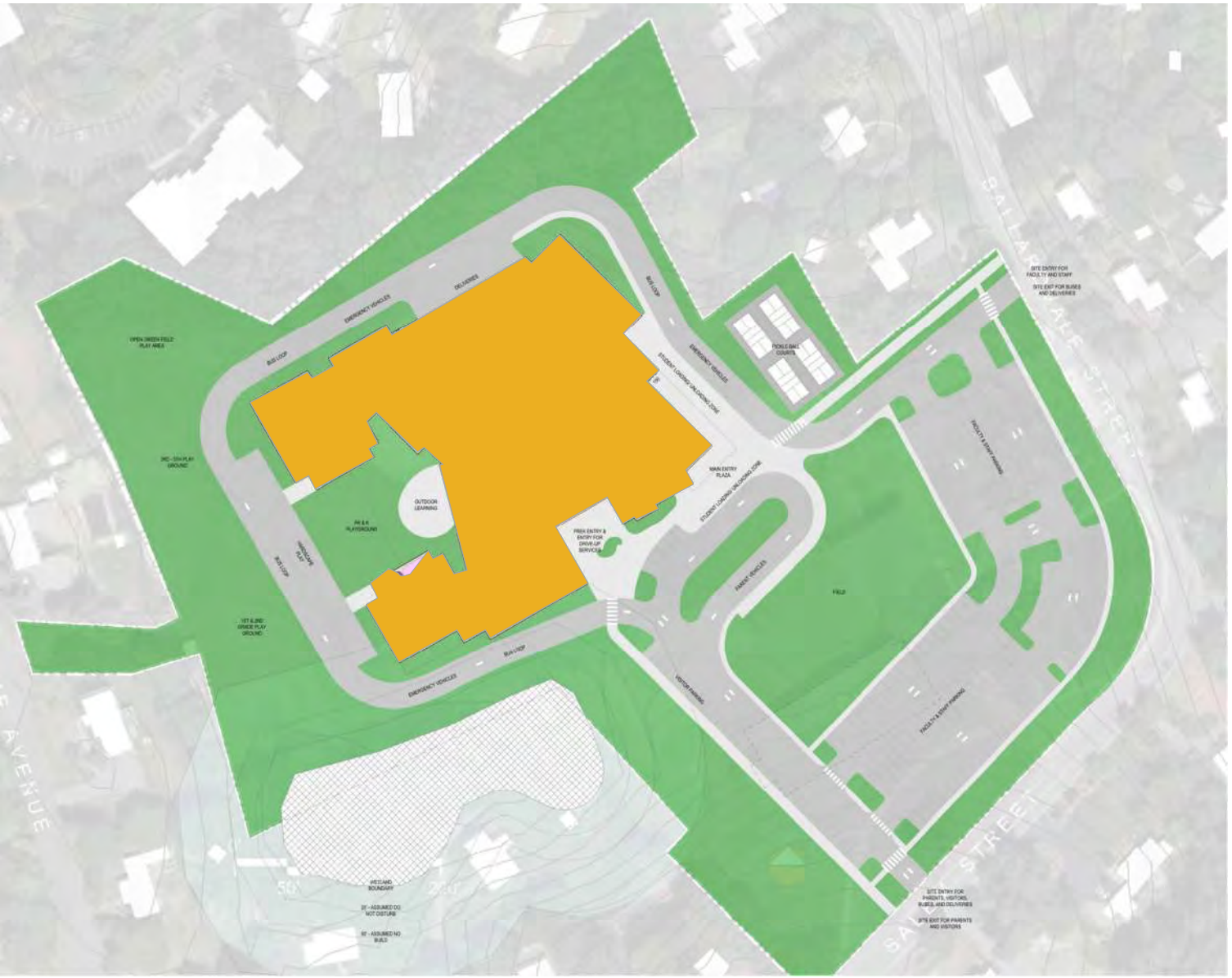
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PK-5th

N.1 New Construction @ North Intermediate Site

Site Plan



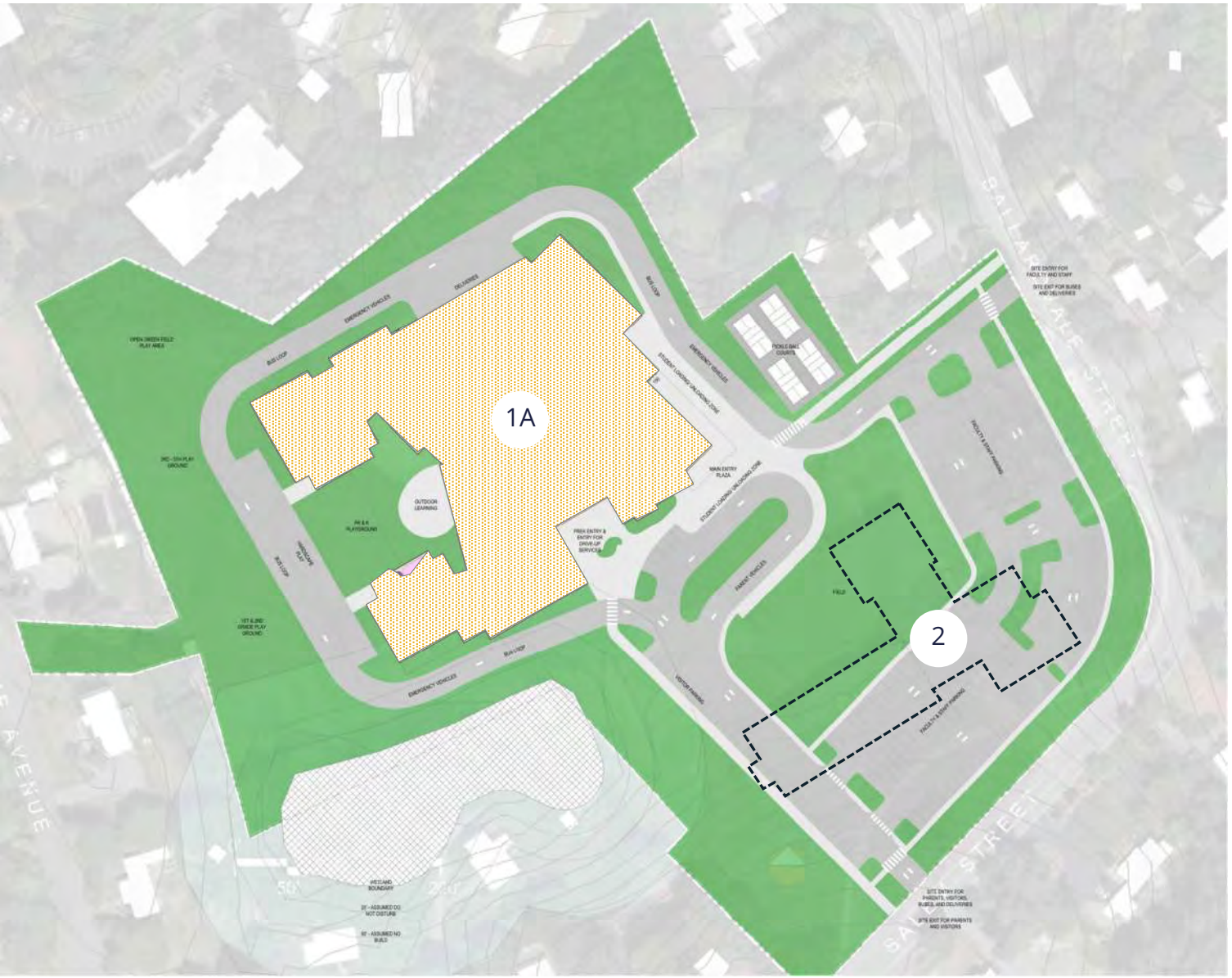


New Construction

- Three Stories built on existing fields

N.1 New Construction @ North Intermediate Site

PK-5th



Construction Phasing

1A: Construct new building
1B: Move-in PK-5th Grade
2: Demolish Existing Building
3: Complete Site Work

N.1 New Construction @ North Intermediate Site

PK-5th







Third Floor



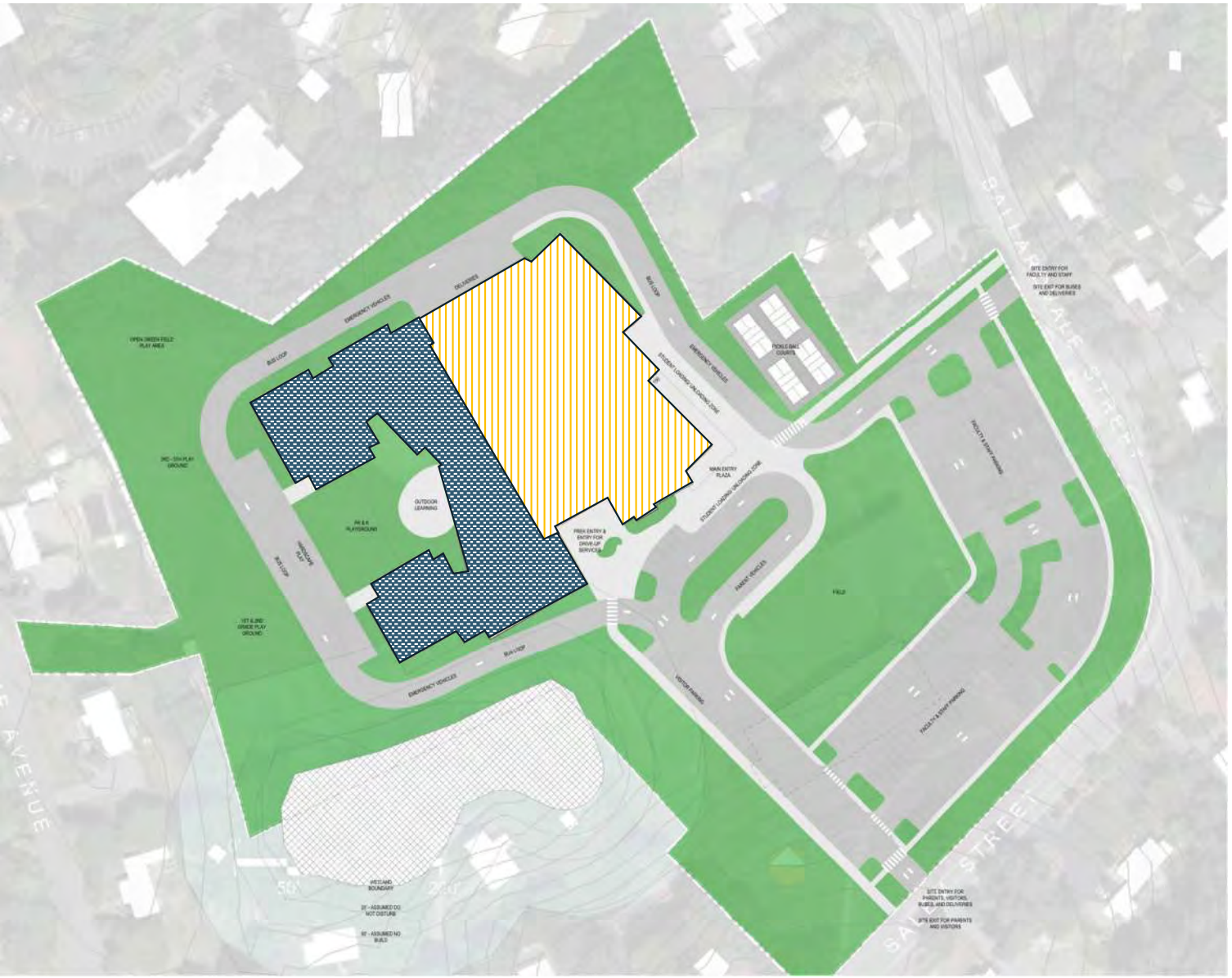
Second Floor



First Floor

N.1 New Construction @ North Intermediate Site

PK-5th



Overall Building Organization

Public Elements

Private Elements

N.1 New Construction @ North Intermediate Site

PK-5th



PK-5th **AR.1 Add/ Reno @ North Intermediate Site**

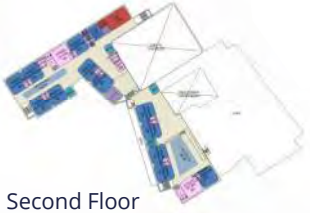
Site Plan







Third Floor



Second Floor



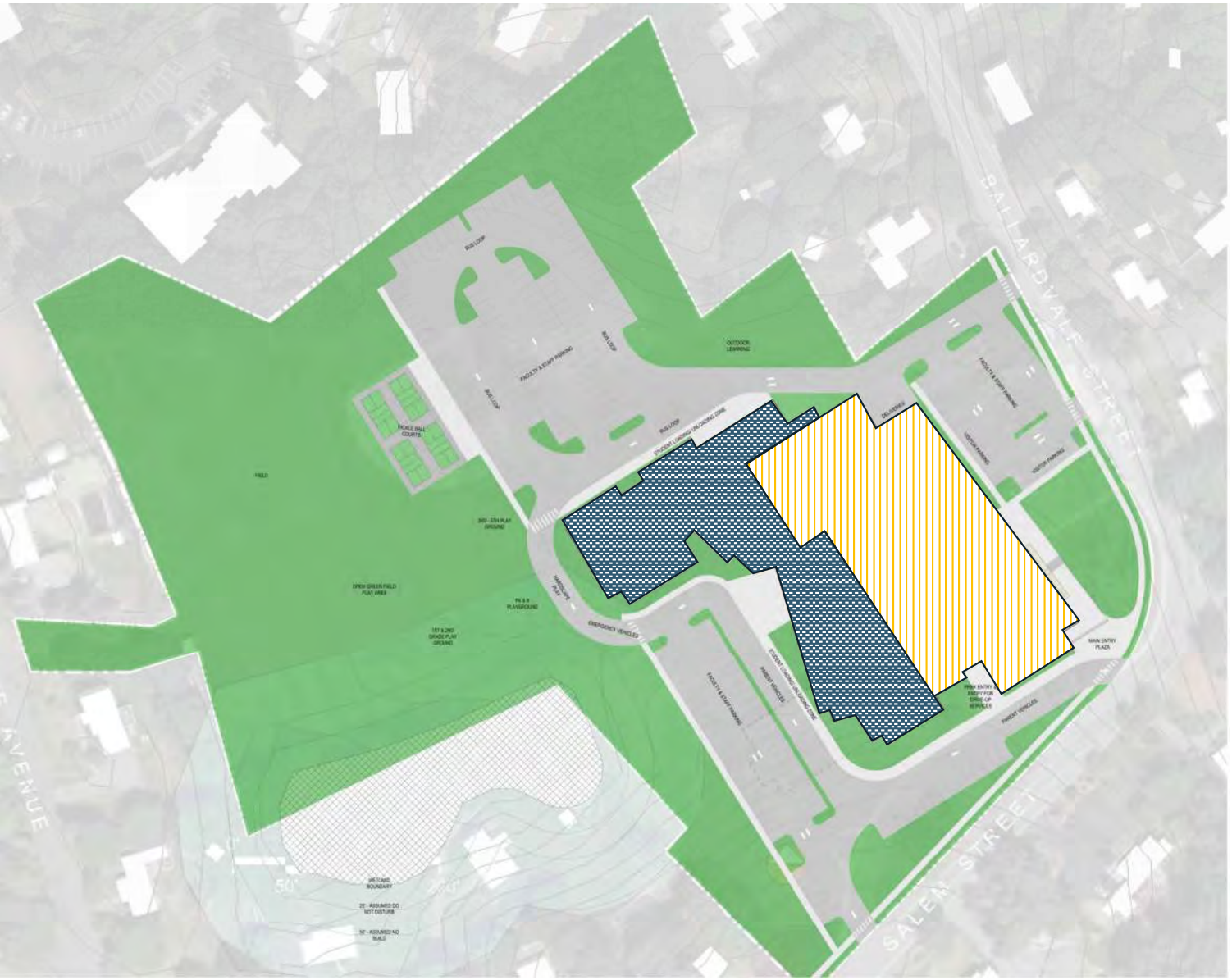
First Floor



Lower Level

AR.1 Add/ Reno @ North Intermediate Site

PK-5th



Overall Building Organization

- Public Elements
- Private Elements

AR.1 Add/ Reno @ North Intermediate Site

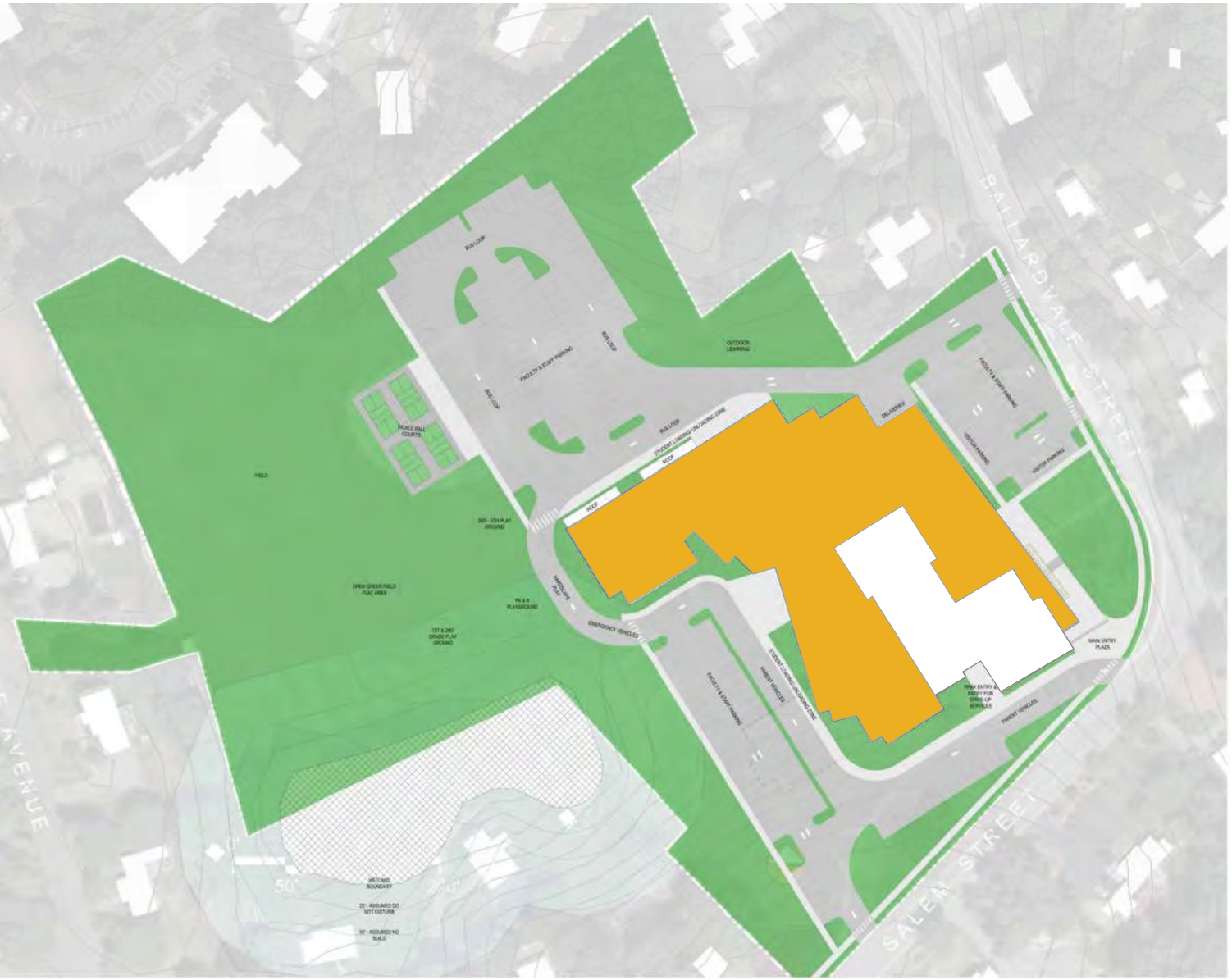
PK-5th

Renovated

- Two stories currently
- Two stories proposed
- Four levels currently
- Three levels proposed
- New elevators and ramps to make fully accessible

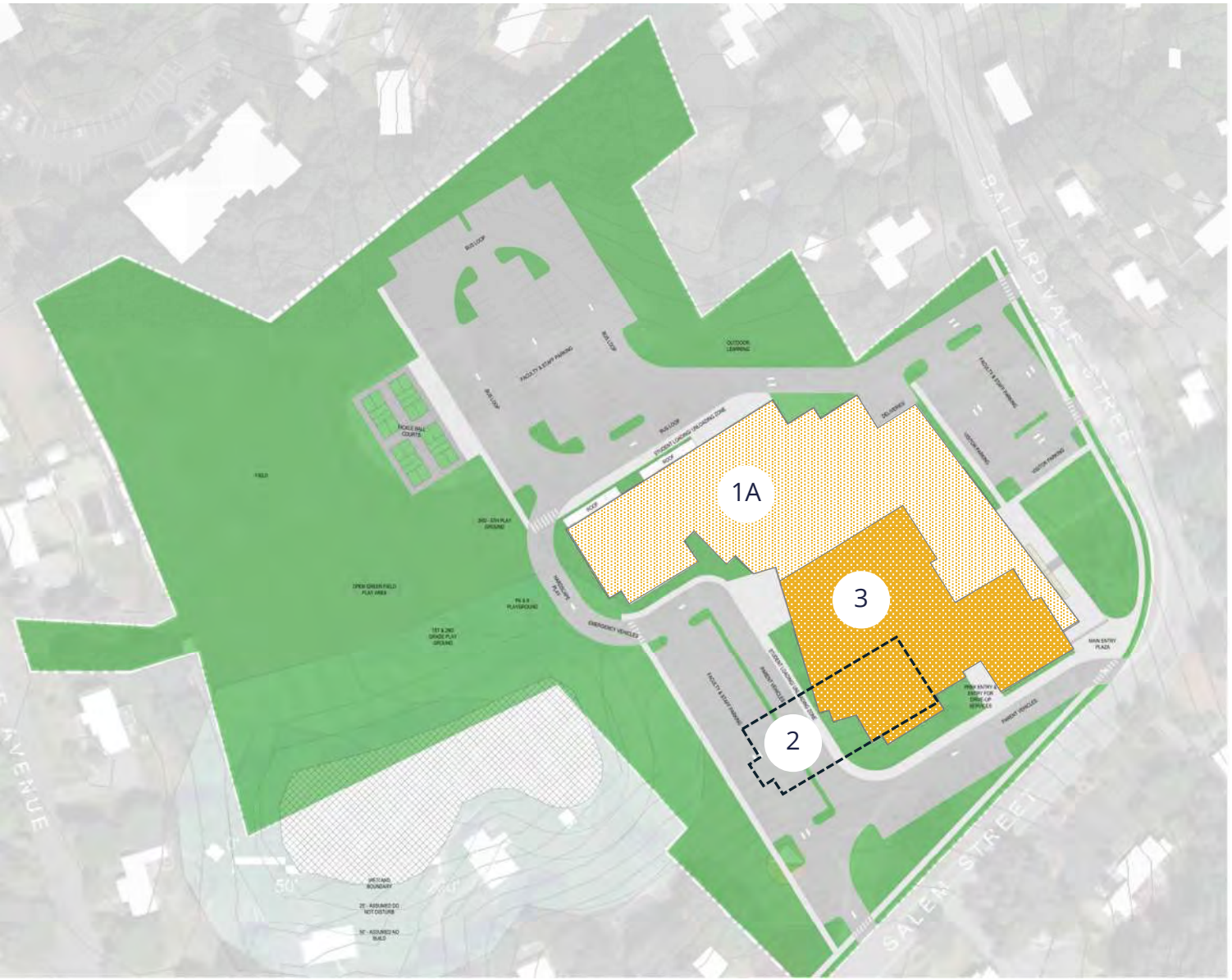
AR.1 Add/ Reno @ North Intermediate Site

PK-5th



Addition

- Four stories proposed
- Multiple levels proposed to manage floor to floor heights



Construction Phasing

1A: 2/3rd of New Addition
1B: Move 4th and 5th Grade into Addition
2: Demolition of Existing Academic Wing
3: 1/3rd of New Addition and Renovate Existing Building to Remain
4: Move-in PK-3rd Grade
5: Complete Site Work

AR.1 Add/ Reno @ North Intermediate Site

PK-5th



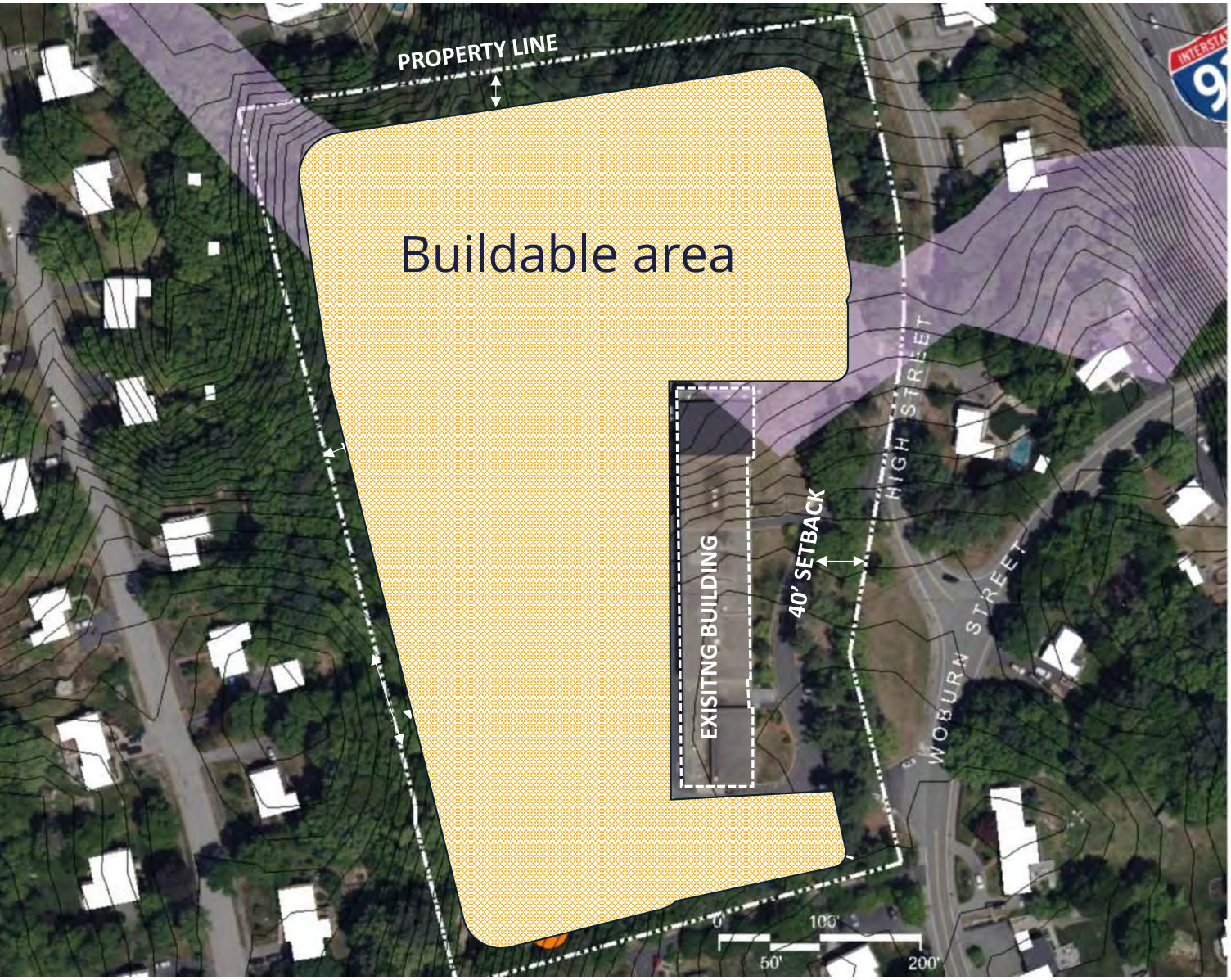
Woburn Street Site
Existing Conditions

- 10-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40’ minimum
  Side and Rear 20’ minimum
  Max. height 35’ or 2.5 stories
- Elevation: approx. 15’-25’ grade change
- No known wetlands
- Parking: 35 standard parking spaces, 2 designated handicap spaces
- Site amenities:
  Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)



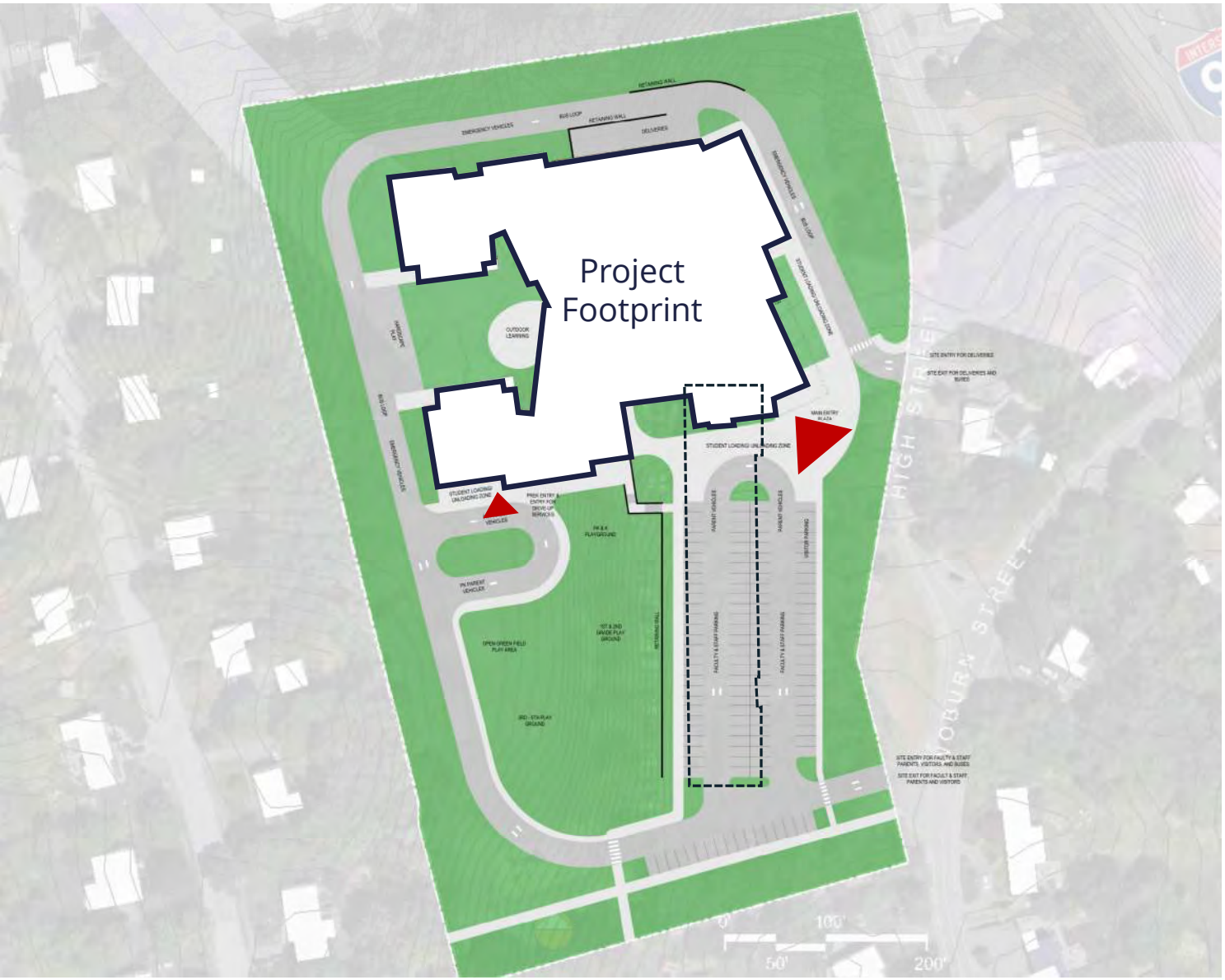
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Woburn Street Site
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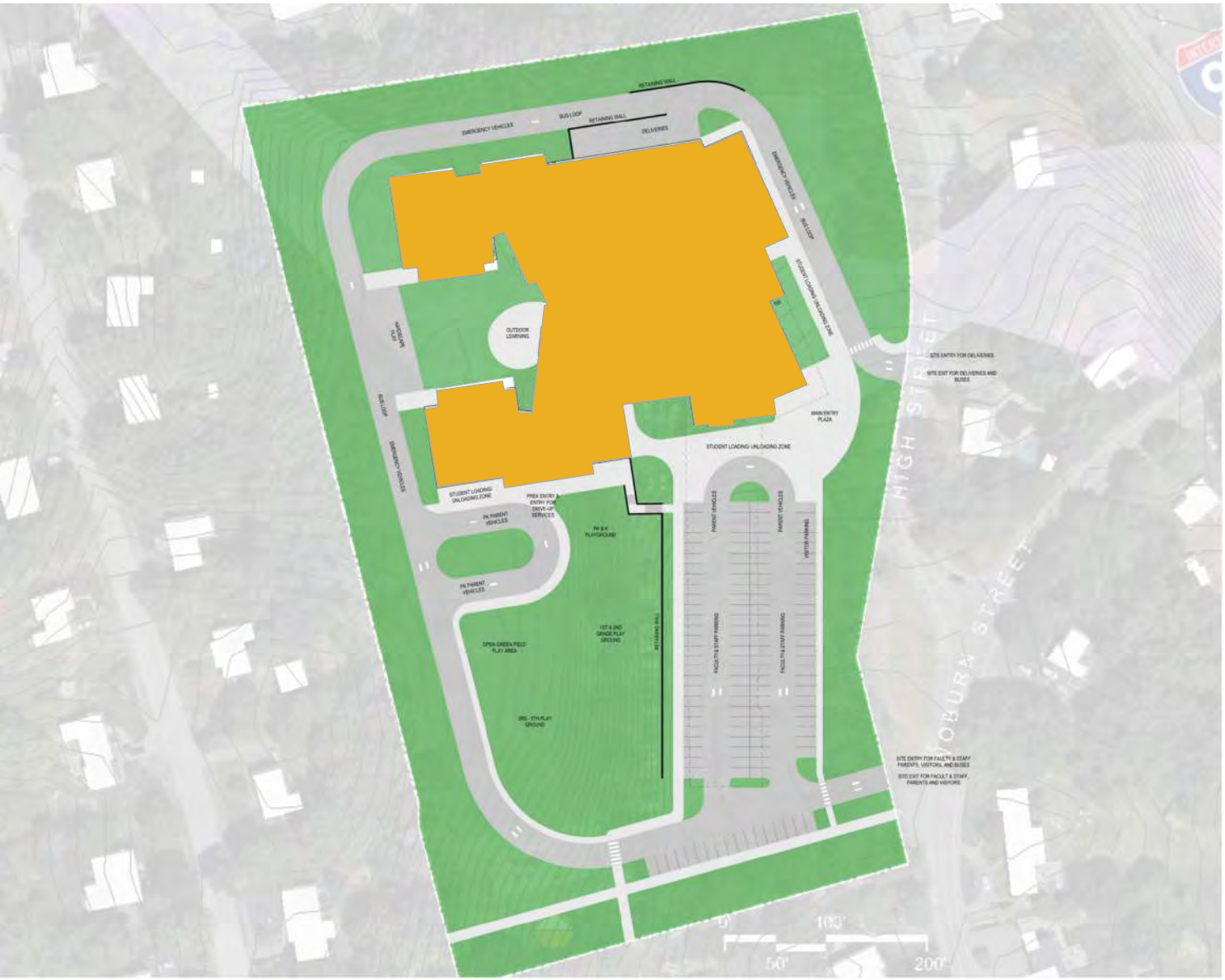
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PK-5th

N.2 New Construction @ Woburn Street Site

Site Plan



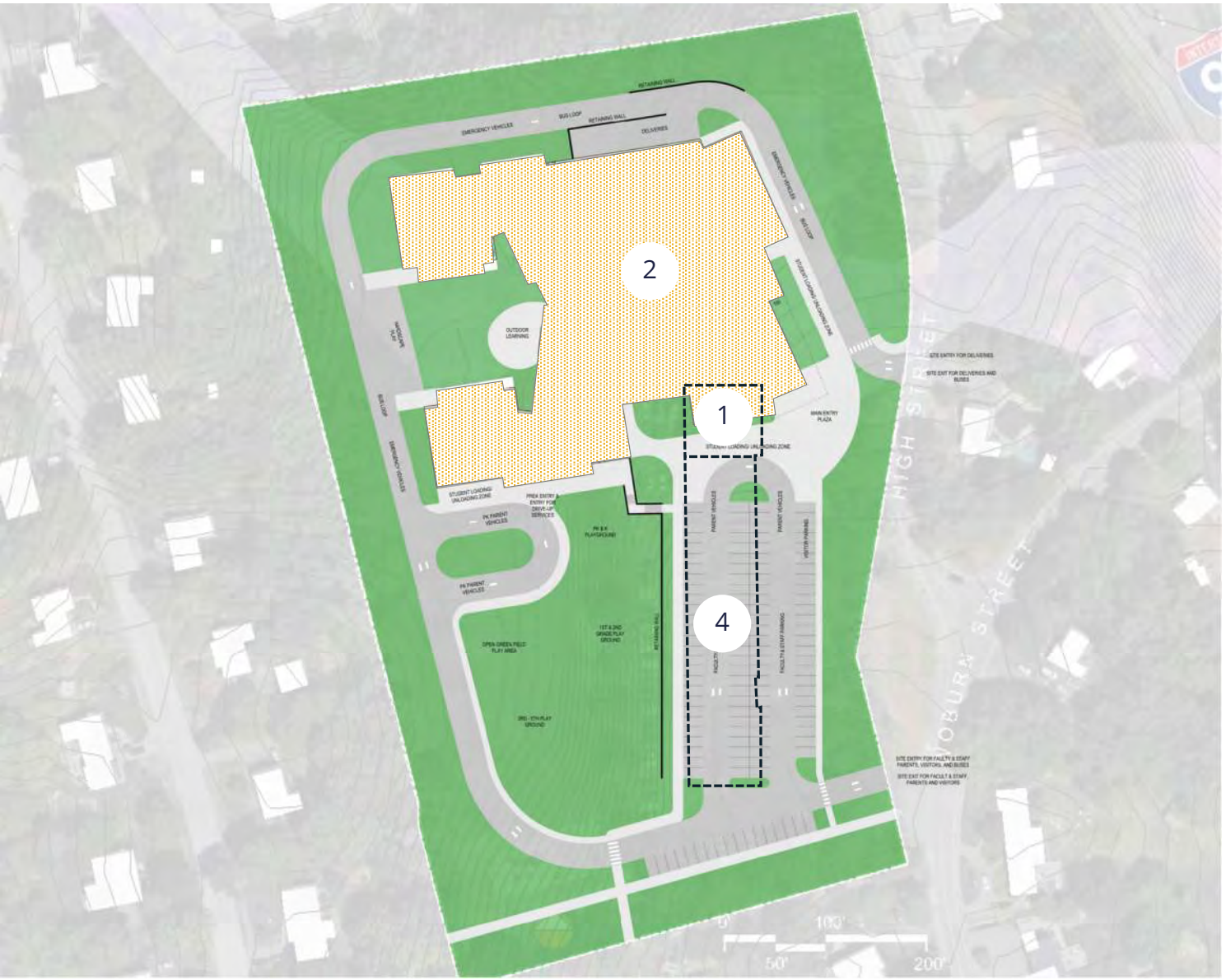


New Construction

- Three Stories built into existing topography
- Overlaps the existing gymnasium
- Extensive retaining walls and site regrading

N.2 New Construction @ Woburn Street Site

PK-5th





Construction Phasing

1: Demolish existing gymnasium
2: Construct new building
3: Move-in Pk-5th grade
4: Demolish remainder of existing building
5: Complete Site Work

N.2 New Construction @ Woburn Street Site

PK-5th







Upper Level



Main Level

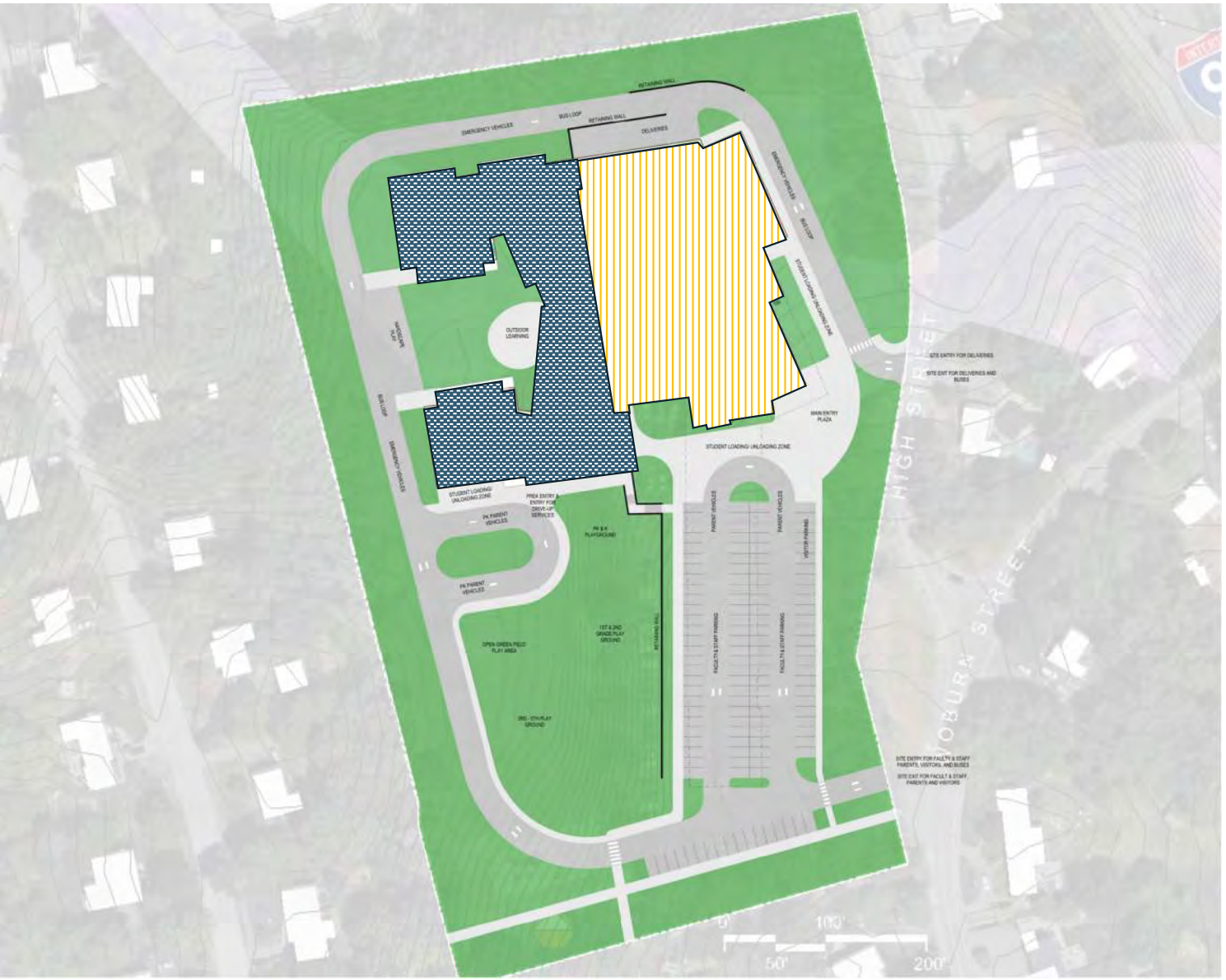


Lower Level

N.2 New Construction @ Woburn Street Site

Site Plan

PK-5th





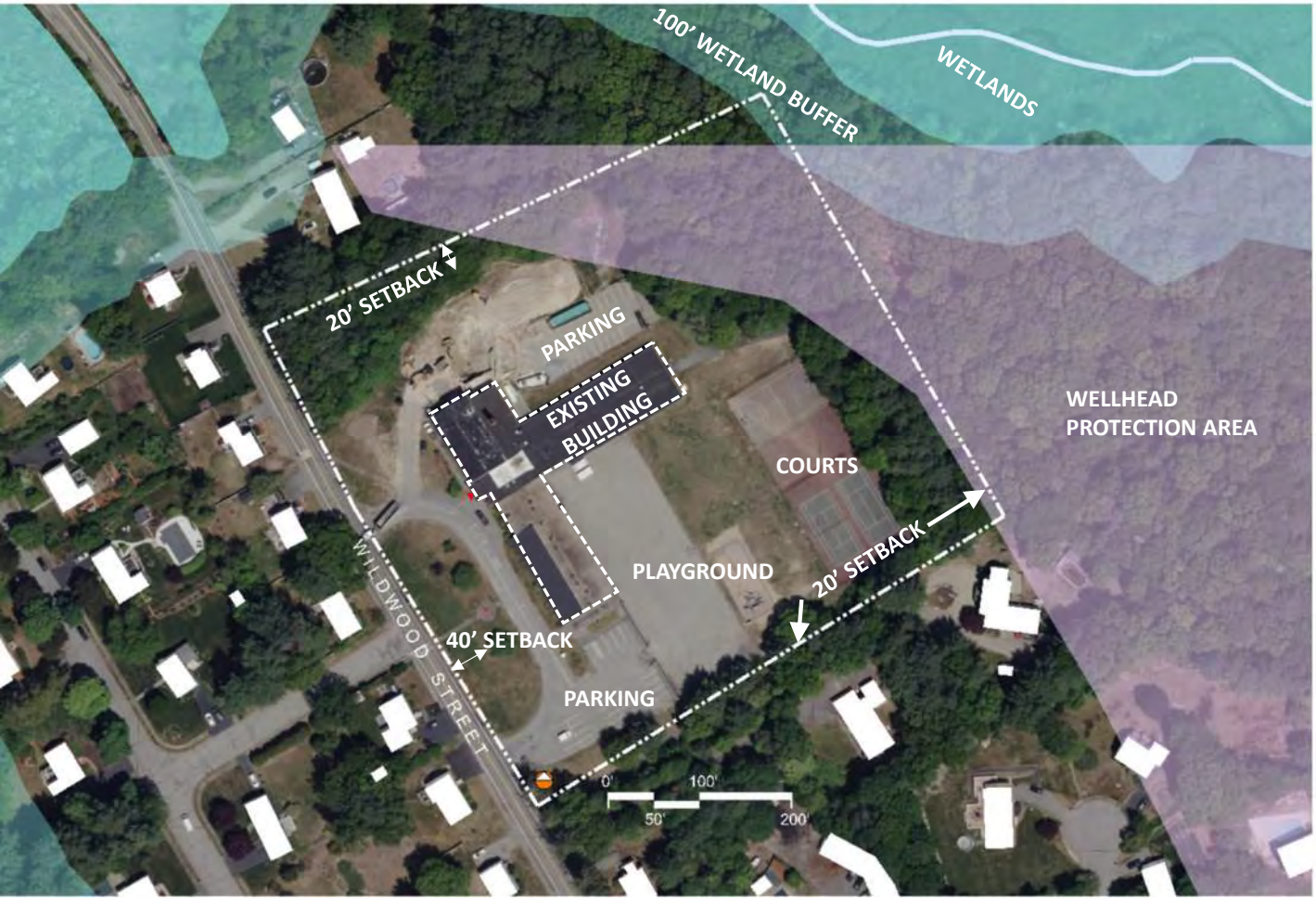
Overall Building Organization

Public Elements

Private Elements

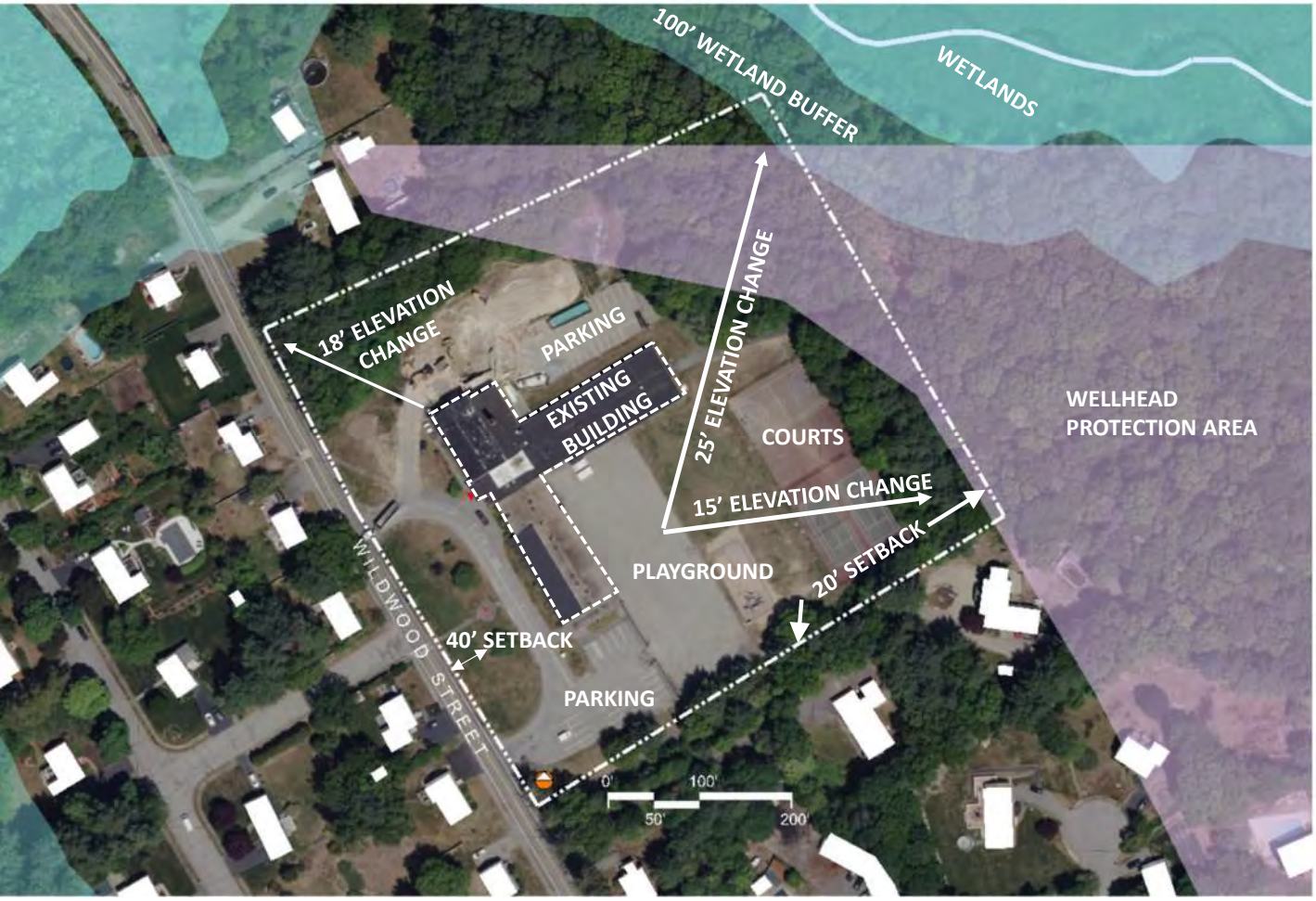
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PK-5th



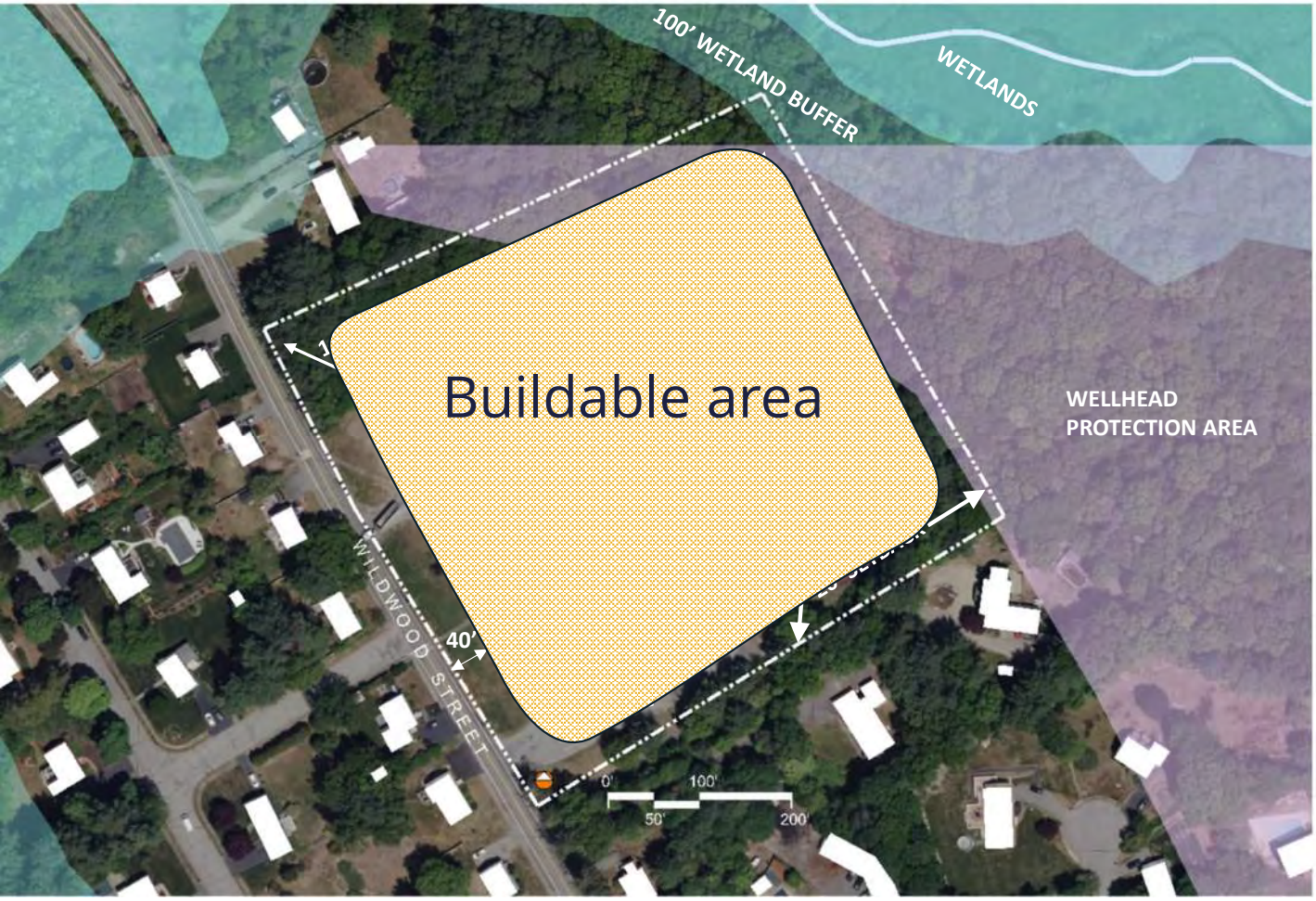
Wildwood Site
Existing Conditions

- 7.5-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 49 standard parking spaces, 6 designated handicap spaces
- Site amenities: Playground, basketball and tennis courts
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)



Wildwood Site
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Wildwood Site
Existing Conditions

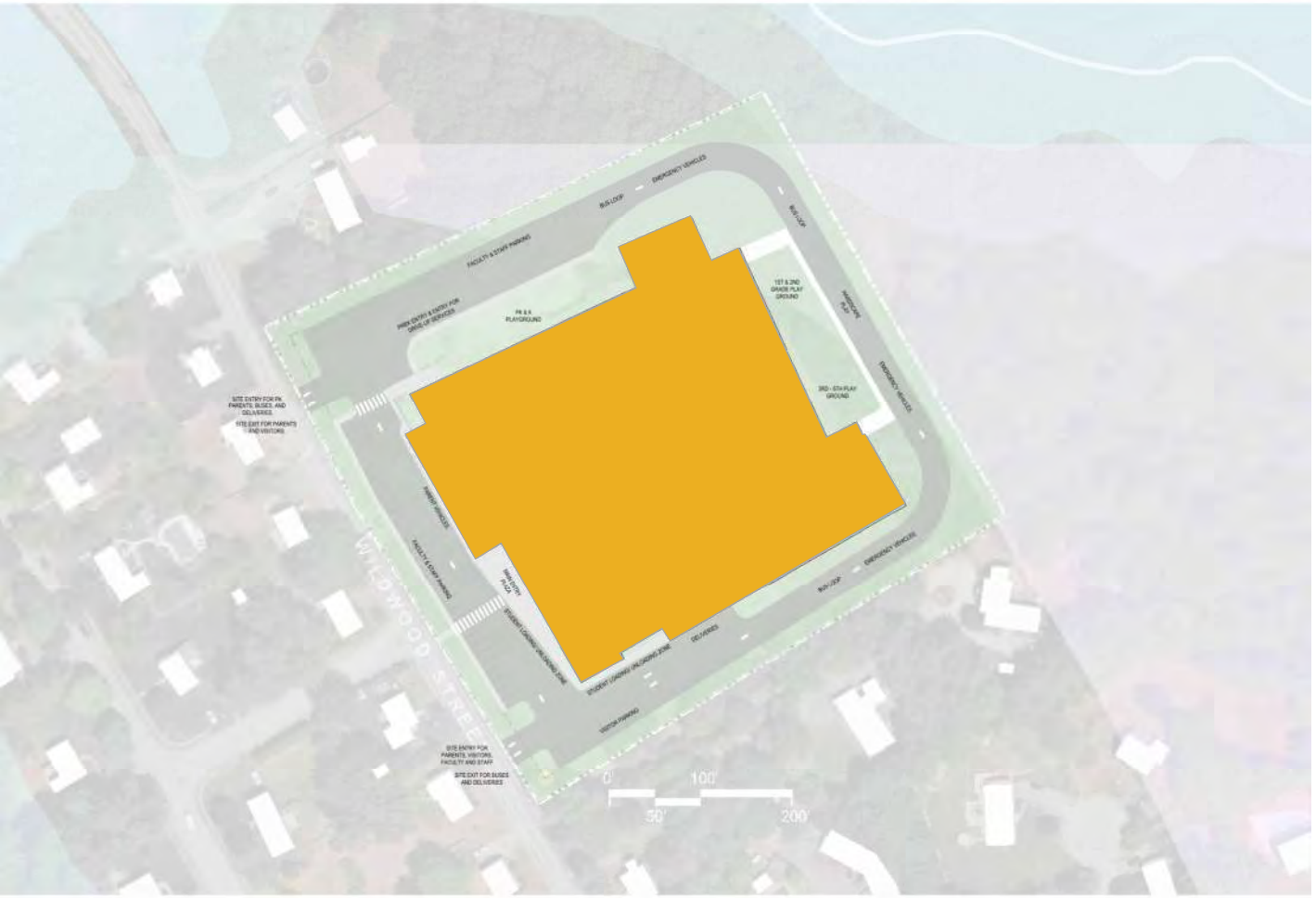
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PK-5th

N.3 New Construction @ Wildwood ECC Site

Site Plan



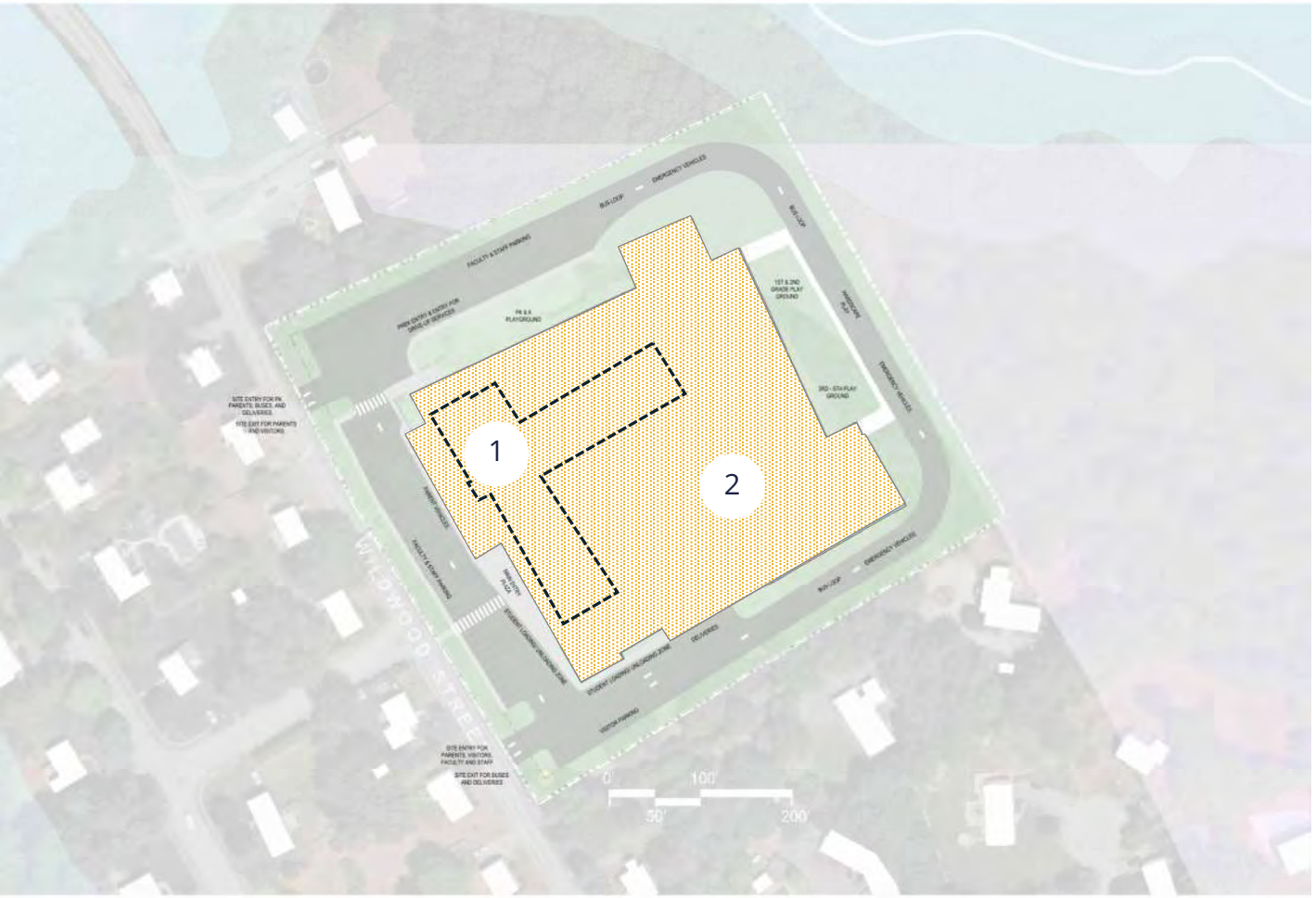
New Construction

- Three Stories

N.3 New Construction @ Wildwood ECC Site

Site Plan

PK-5th





Construction Phasing

1: Demolish Existing Building
2: Construct new building and complete site wok
3: Move-in PK-5th Grade

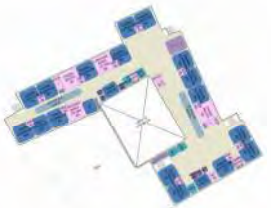
N.3 New Construction @ Wildwood ECC Site

Site Plan

PK-5th







Third Floor



Second Floor



First Floor

N.3 New Construction @ Wildwood ECC Site

Site Plan

PK-5th

Next Steps



Matrix of Options to Consider / Under Development

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North Intermediate	X	X	• Repair • Add/Reno • New
Town Hall?	• New?	• New?	• New?

How do we evaluate options?

Selection Criteria Matrix: K-5 Options

Options

		GRADE K-5	GRADE K-5 CONFIGURATION - (460 enrollment)										
		1	2	3	4	5	6	7	8	9	10	11	12
	SITE CRITERIA	RENOVATE ONLY (GSP) EXISTING HATHERLY - CUSHING	PHASED ADD/RENO K-5 HATHERLY	NEW CONSTRUCTION K-5 HATHERLY (NORTH CONCEPT)	NEW CONSTRUCTION K-5 HATHERLY (NORTH CONCEPT)	PHASED NEW CONSTRUCTION K-5 HATHERLY (E-W/ CONCEPT)	PHASED NEW CONSTRUCTION K-5 HATHERLY (E-W COURTYARD CONCEPT)	NEW CONSTRUCTION K-5 HATHERLY (N-S COURTYARD CONCEPT)	NEW CONSTRUCTION K-5	PHASED RENO K-5 CUSHING	NEW CONSTRUCTION 6-8 CUSHING (CONCEPT)	NEW CONSTRUCTION 6-8 CUSHING (CONCEPT)	NEW CONSTRUCTION K-5 CUSHING (COURTYARD CONCEPT)
1	Minimizes site topography impacts	5	4	3	1	1	1	4			2	1	1
2	Minimizes Wetlands, Drainage, and Coastal Resiliency impacts	2	3	4	4			3		3	4	4	4
3	Minimizes Traffic Impacts on Neighborhood	1	1	5					4		1	1	1
4	Building Location best supports Site Safety, Scale, and Planning Impacts	3		3			2			3	4	5	4
5	Best access to outdoor learning, sport fields, and playg	2		3			2		5	4	3	4	3
6	Best option for Flannery Field	5					3	3	4	3	2	3	2
7	Best supports Site Circulat eues, Parking & Drop				3	2	2	5	5	3	3	5	4
8	Least disruptive to Students n			3	1	1	1	5	4	1	5	4	4
	BUILDING CRITERIA												
1	Best supports District's Educati Guiding Principles for Design	1	3	5	5	5	5	5	5	3	5	5	5
2	Best public gathering space configuration - "Education on Display"	1	3	4	4	4	5	5	5	3	4	4	5
3	Best supports Community Use of Building	1	3	5	5	5	5	5	5	3	5	5	5
4	Best supports Safety & Security Goals	1	3	4	4	3	5	5	3	3	4	4	5
5	Best supports Outdoor Learning and Access Goals	1	4	2	2	2	5	5	2	4	2	2	4
6	Best supports Sustainability Goals	1	2	5	3	3	4	4	2	3	5	4	5
	TOTALS	**26**	**40**	**55**	**45**	**42**	**46**	**63**	**54**	**38**	**49**	**51**	**52**

SAMPLE

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	1/25/2024
Re:	School Building Committee	Meeting No:	10
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
	Diane M. Allan, *Permanent Building Committee*
	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
Present	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
	Alice Brown-LeGrand, *Director of Student Support Services*
	George W. Hooper II, *Public Buildings Superintendent*
	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
	Lou Cimaglia, *Interim Town Manager*
Present	Susan Inman, *Assistant Town Manager*
	Bryan T. Perry, *Finance Director/Town Accountant*
	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
	Maggie Lopes, *West Side Parent*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*
Present	Ken Lord, *District IT Director*

Dore+Whittier Architects

Present	Donald Walter, Principal-In-Charge
Absent	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
Present	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
10.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:04 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. Roll call present: Dr. Glenn Brand, Paul Ruggiero, Gregory Bendel, Christine Holleran, David Ragsdale, Marianne Gallezzo, Michael Camoscio, Craig Miner, Kate Bissell, Stacey Scott, Vivian Varbedian, Christine Prendergast, and Justin Cusce. Missing: *John C. Holloway, Diane Allan, Susan Inman, Paul Melaragni, Kevin Caira, Alice Brown-LeGrand, George W. Hooper II, Dennis Kelley, Lou Cimaglia, and Maggie Lopes.* *Note: Susan Inman arrived signed onto the meeting after Roll Call had already been performed and Approval of Minutes had been completed.*
10.2	Record	**Approval of Minutes** Motion to approve the School Building Committee Meeting Minutes of January 10, 2024 by Christine Prendergast and seconded by David Ragsdale. Voted upon unanimously with 3 abstentions: *Gregory Bendel, Kate Bissell, Marianne Gallezzo* Roll call present: Dr. Glenn Brand, Paul Ruggiero, Christine Holleran, David Ragsdale, Michael Camoscio, Craig Miner, Stacey Scott, Vivian Varbedian, Christine Prendergast, and Justin Cusce.
10.3	Record	**Approval of Invoices** None
10.4	Record	**Preliminary Design Options** Glenn Brand introduced the Preliminary Design Options that have been further developed by Dore+Whittier Architects and will be presented by Jason Boone and Rani Philip. At the January 10, 2024 meeting the PreK-5 options were presented and additional Preliminary Design Options have been explored for presentation at this meeting including that of the existing Town Hall site. The purpose of providing the green light for exploring the existing Town Hall site was couple-fold based on the discussion at the previous School Building Committee Meeting. With a general sense that to provide the Wilmington community with the exercise of full due diligence of its options, this is the only other Town site known to this Committee that could be available for construction of a new school building. If there were decisions that were made at the Town level for this Town Hall site, being identified for other Town use and plans were underway, then it would be inappropriate for this project to explore. The Town's Temporary Town Manager has advised that there are no such plans for the existing Town Hall site in the foreseeable future so it is one of the sites that is emerging here as part of the due diligence. Rani Philips reviewed the Wildwood Early Childhood Center, Woburn Street Elementary School, North Intermediate School and Town Hall sites are being explored with due diligence relating to the Potential Site Location of PreK-K, PreK-3 and PreK-5 configuration conceptual designs in the MSBA prescribed Repair, Addition/Renovation and/or New Construction options to determine viability. On the matrix, where you see a large X, it is not optimal to do any of these as the end result would be 2 buildings on 1 site. The order of presentation of these options is not by preference but more of subtraction starting with the largest configuration that needs to fit on each of the sites and the most challenging, working the site circulation and the amenities onsite while fitting the building and meeting all of the educational

Item #	Action	Discussion
		goals set out. Typically, starting out with PreK-5 and then working to the smaller grade configurations of PreK-3 and then to PreK-K. **PreK-5 Iterations** • Reviewing the first iteration of the PreK-5 N.1 at North Intermediate School and sharing the updates made for the second iteration. • First iteration of the AR.1 at North Intermediate School Site and sharing the updates made for the second iteration to improve and impacts the site circulation making a shorter parent drop off queue. • First iteration of N.2 at the Woburn Street School site and updates into the second iteration provides additional parking. Iteration was not able to get off of the original existing building in order to make it as smooth a transition but were able to achieve that specific goal in the PreK-3 configuration on this site. • First iteration of N.3 at the Wildwood Early Childhood Center site was very tight in the first and in the second it has a more compressed site footprint and looked at what it would be to put in a septic system for this population with leaching fields which can be modified. It shows that it makes it very challenging on this specific site with extensive retaining wall on specific sides of this site. Some areas are also in the Well Head Protection Zone. **Town Hall Site Existing Conditions** • 19-acre site • Zoning: R-20 Residential • Zoning Setbacks: Front 40’ minimum Side and Rear 20’ minimum Max. height 35’ or 2.5 stories • Elevation: minimal grade change • Wetlands: Lubbers Brook buffer along the northwest property line • Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric • Site amenities: Playground, basketball and tennis courts, athletic fields • Infrastructure: Municipal water and sewer **PreK-5 Design Concept Configuration** Jason Boone reviewed the PreK-5 configurations of: • N.4 New Construction option for the Town Hall Site compare against those presented at the January 10, 2024 SBC Meeting with their updates for: o AR.2 Addition/Renovation at Woburn Street School Site as a site plan and a 3-story building; o AR.1 Addition/Renovation at North Intermediate School Site as a site plan and a 3-story building; and o AR.3 Addition/Renovation at Wildwood Early Childhood Center Site as a site plan and a 3-story building. Each concept was displayed and shown with the amenities within the site i.e. parent dropoff/pickup, bus circulation, playgrounds, parking that were able to be provided on each of the sites with the grade configuration concept. **PreK-3 Design Concept Configuration** Jason Boone displaying the PreK-3 Overall Building Diagram with its adjacencies and then reviewed the PreK-3 configuration concept as:

Item #	Action	Discussion
		• N.1 New Construction at the Woburn Street Site as a site plan and a 2-story building, • AR.1 Addition/Renovation at Woburn Street Site as a site plan and a 3-story building, • AR.2 Addition/Renovation at Wildwood Early Childhood Center Site as a site plan and a 2-story building; • N.2 New Construction at Wildwood Early Childhood Center Site as a site plan and a 2-story building, • N.3 New Construction at the Town Hall Site as a site plan and a 2-story building. Each concept was displayed and shown with the amenities within the site i.e. parent dropoff/pickup, bus circulation, playgrounds, parking that were able to be provided on each of the sites with the grade configuration concept. **PreK-K Design Concept Configuration** Jason Boone displaying the PreK-K Overall Building Diagram with its adjacencies and then reviewed the PreK-K configuration concept as: • N.1 New Construction at the Wildwood Early Childhood Center Site as a site plan and a 1-story building, • AR.1 Addition/Renovation at Wildwood Early Childhood Center Site as a site plan and a 1-story building, • N.2 New Construction at Town Hall Site as a site plan and 1-story building; Each concept was displayed and shown with the amenities within the site i.e. parent dropoff/pickup, bus circulation, playgrounds, parking that were able to be provided on each of the sites with the grade configuration concept.
10.5	Record	**Preparation for Community Forum No. 2** Rani Philip and Jason Boone reviewed the draft presentation that was provided for the Community Forum No. 2 that would review the MSBA Process and Schedule, Existing Conditions Summary, Defining Project Needs and Preliminary Design Options and Staying Connected. The Preliminary Design Options reviewed above will be reviewed and an interactive means of feedback will be implemented to glean the input from the Wilmington Community. Mentimeter will be used and the presentation materials will be placed into the platform and respondents will be able to provide their feedback in real time into the interface. It will be able to be accessed through laptop/PC, tablet/ipad, smartphone. New poster boards will be released around the time of the Community Forum and more information can be provided regarding the Design Options for the Wilmington Community to learn more about the options and become more engaged through upcoming School Building Committee Meetings and Community Forums.
10.6	Record	**Matrix of Options to Consider / Under Development** There will be a matrix of the options to consider / under development that will be provided to help keep them in mind and allow the Wilmington Community to see which of the options brings forth questions or thoughts for further development and feedback.
10.7	Record	**Next Steps** • **February 2024** o February 1, 2024 Community Forum No. 2 – Remote Participation via Zoom. o Evaluation Criteria Matrix o February 7, 2024 School Building Committee Meeting – Remote Participation via Zoom

Item #	Action	Discussion
		o Cost Estimating • **March 2024** o Evaluation Criteria Matrix with Costs o March 6, 2024 School Building Committee Meeting o March 20, 2024 School Building Committee Meeting o Community Forum No. 3 – March 28, 2024 • **April 2024** o Approve PDP Submission o April 3, 2024 School Building Committee Meeting
10.8		**Working Group Updates** • **Public Relations** o Vivian Varbedian had meeting with the PAWS groups regarding outreach encouraging attendance of the Community Forum on February 1, 2024. • **Sustainability** o R.Philip reviewed the desire to register the project for LEED for the March deadline to take advantage of the additional points that will be able to be attained that will be lost under the new requirements that will be in the program after March 1, 2024. o Motion made to approve Dore+Whittier to register the project under LEED in the amount of $1,350 prior to March 1, 2024. o Approved unanimously by the Committee and confirmed with Roll Call.
10.9	Record	**Committee Questions** None.
10.10	Record	**Discussion/Correspondence/New Items** • Peer School Tours are rescheduled for Tewksbury; • Sustainable Working Group Meeting; • Undaunted K-12 Meeting with Julie Leduc and Rani Philip regarding PPA and Inflation Protection Act
10.11	Record	**Public Comments** None.
10.12	Record	**Next Meeting: February 7, 2023 from 6:00 PM to 9:00 PM** *Virtual Meeting via Zoom – Remote Participation*
10.13		**Adjourn** Motion to adjourn by Gregory Bendel and seconded by Paul Ruggiero. Voted upon and passed unanimously. **Roll call present:** Dr. Glenn Brand, Paul Ruggiero, Gregory Bendel, Christine Holleran, David Ragsdale, Marianne Gallezzo, Susan Inman, Michael Camoscio, Craig Miner, Kate Bissell, Stacey Scott, Vivian Varbedian, Christine Prendergast, and Justin Cusce.

Attachments: Wilmington Wildwood ECC Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

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Project Management | SMMA

Agenda Posted with Town Clerk: January 22, 2024 at 3:43PM
Location Correction: Remote Participation Via Zoom - Zoom Information Provided Below

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	1/25/2024
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Remote Participation via Zoom Meeting	Meeting No.	10
	https://wpsk12.zoom.us/j/89684086149?pwd=ems1WmlmVkVEQURmOUJTQi8vc1lCdz09 Meeting ID: 896 8408 6149 Passcode: WW2023 Dial +1 929 436 2866 Passcode: 407833		

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
4. Review Preliminary Design Options
5. Prepare for Community Forum No. 2
6. Next Steps
7. Schedule Update
8. Working Group Updates
    - Public Relations Working Group
    - Sustainability Working Group
        - LEED Registration
9. Discussion/Correspondence/New Items
10. Committee Questions
11. Public Comments
12. Next Meeting: February 7, 2024
13. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #7

January 25, 2024

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Review Preliminary Design Options
- Prepare for Community Forum No. 2
- Next Steps
- Schedule Update
- SBC Public Relations Working Group Update
- SBC Sustainability Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Thursday, February 7th
- Adjourn

Preliminary Design Options



Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • New
Woburn Street ES	X	• Repair • Add/Reno • New	• Add/Reno • New
North Intermediate	X	X	• Repair • Add/Reno • New
Town Hall	• New	• New	• New

Can we accomplish our goals?

Does it fit?

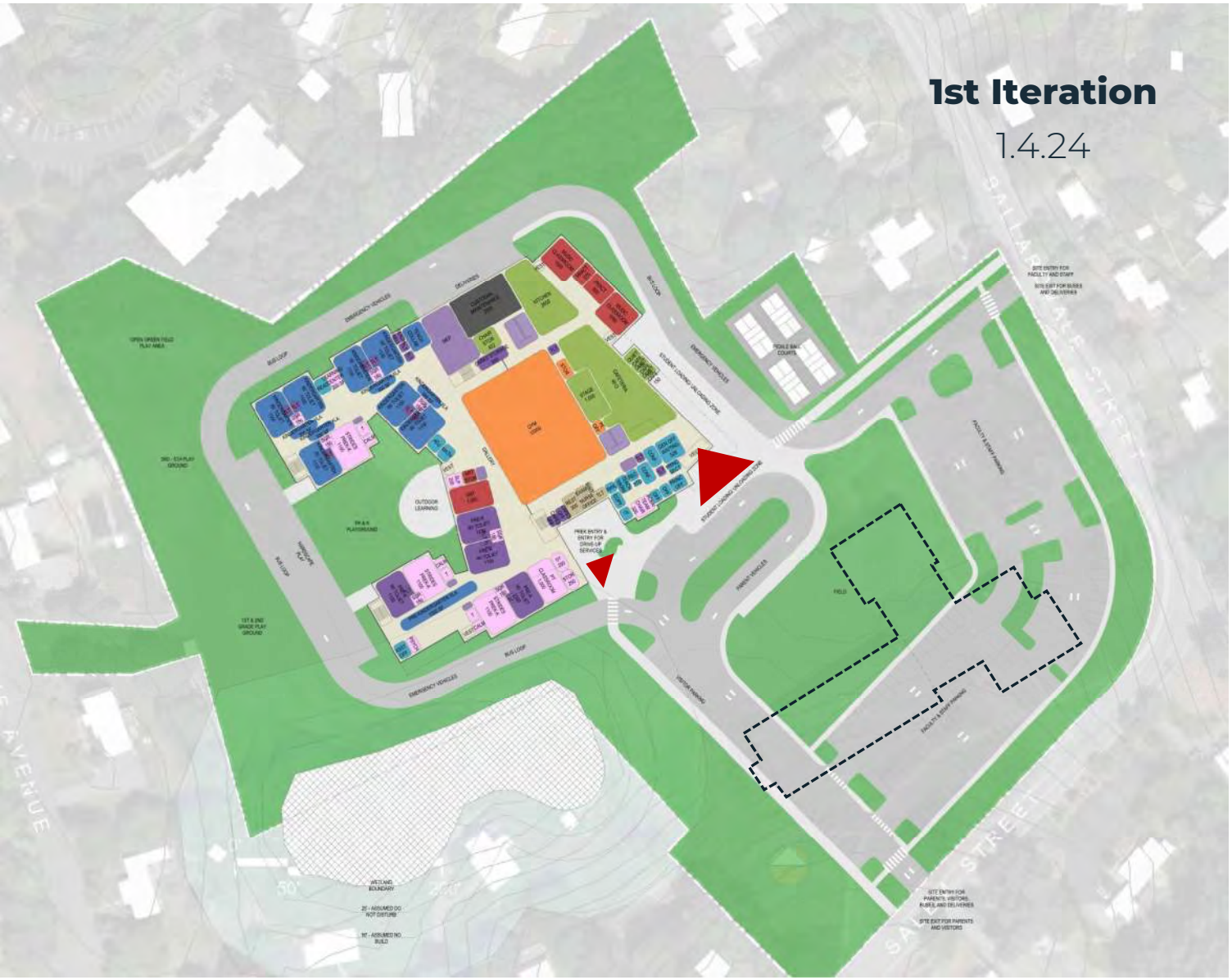
How could it be better?

2nd Iteration

Previously Presented Concepts

Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • **New**
Woburn Street ES	X	• Repair • Add/Reno • New	• Add/Reno • **New**
North Intermediate	X	X	• Repair • **Add/Reno** • **New**
Town Hall	• New	• New	• New



N.1 New Construction @ North Intermediate Site

Site Plan

PK-5th

2nd Iteration

1.18.24







Third Floor



Second Floor



First Floor

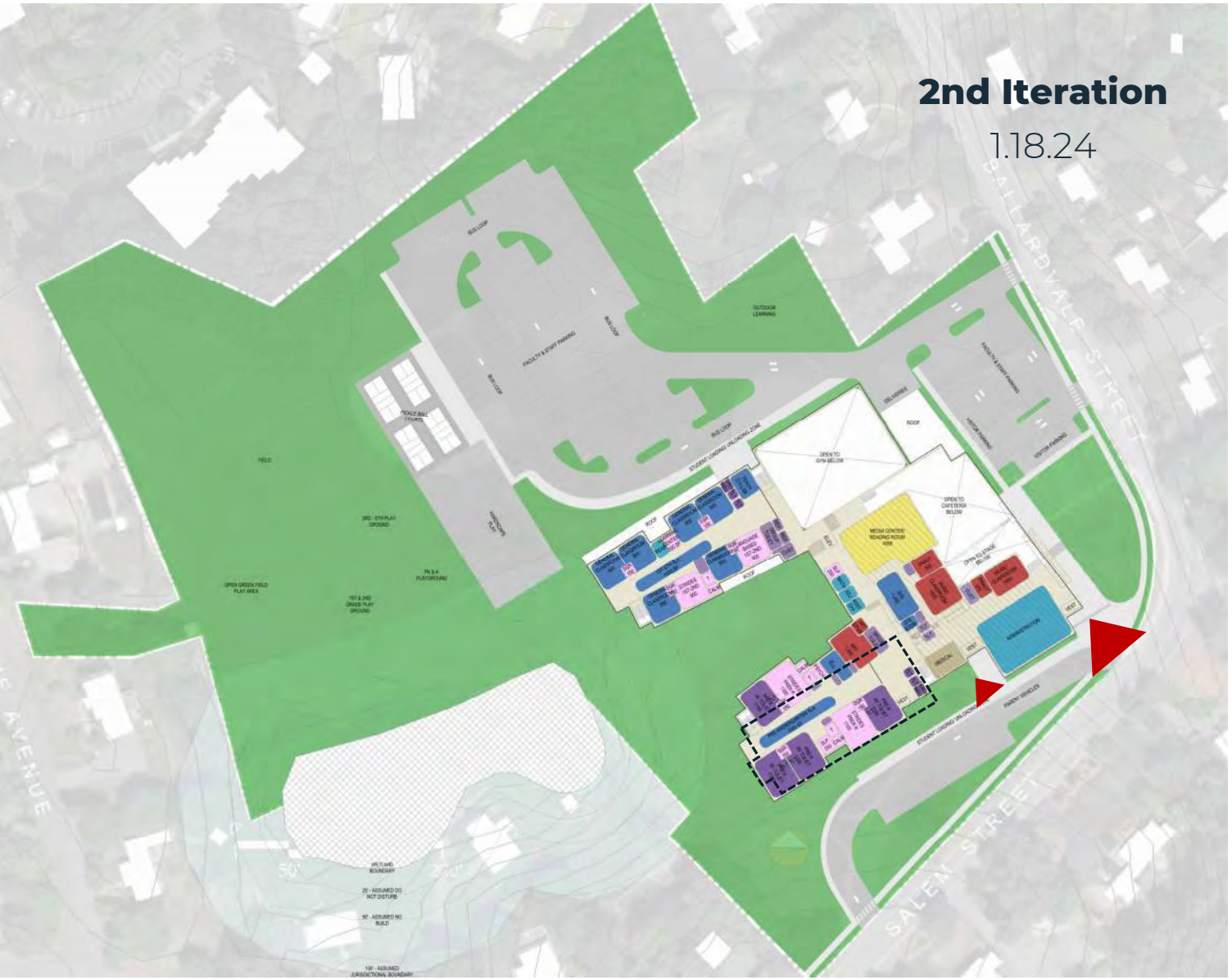
N.1 New Construction @ North Intermediate Site

PK-5th

AR.1 Add/ Reno @ North Intermediate Site

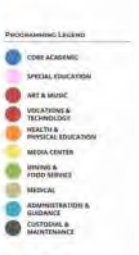
PK-5th

Site Plan





Third Floor





Second Floor



First Floor

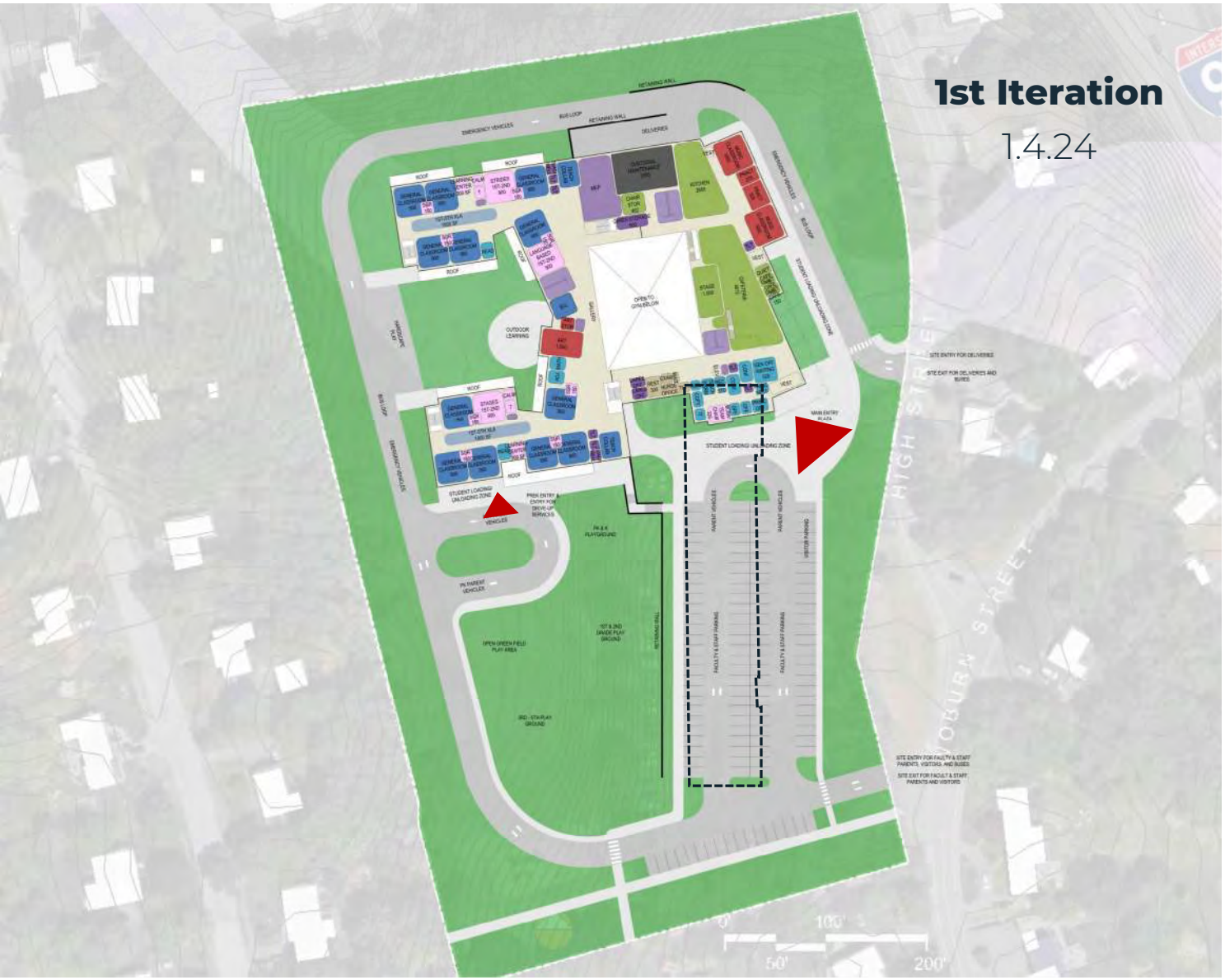


Lower Level

AR.1 Add/ Reno @ North Intermediate Site

Site Plan

PK-5th



1st Iteration

1.4.24



N.2 New Construction @ Woburn Street Site

Site Plan

PK-5th







Upper Level



Main Level



Lower Level

N.2 New Construction @ Woburn Street Site

PK-5th

Site Plan

1st Iteration

1.4.24





N.3 New Construction @ Wildwood ECC Site

Site Plan

PK-5th

2nd Iteration

1.25.24







Third Floor



Second Floor



First Floor

N.3 New Construction @ Wildwood ECC Site

Site Plan

PK-5th

Remaining Concepts

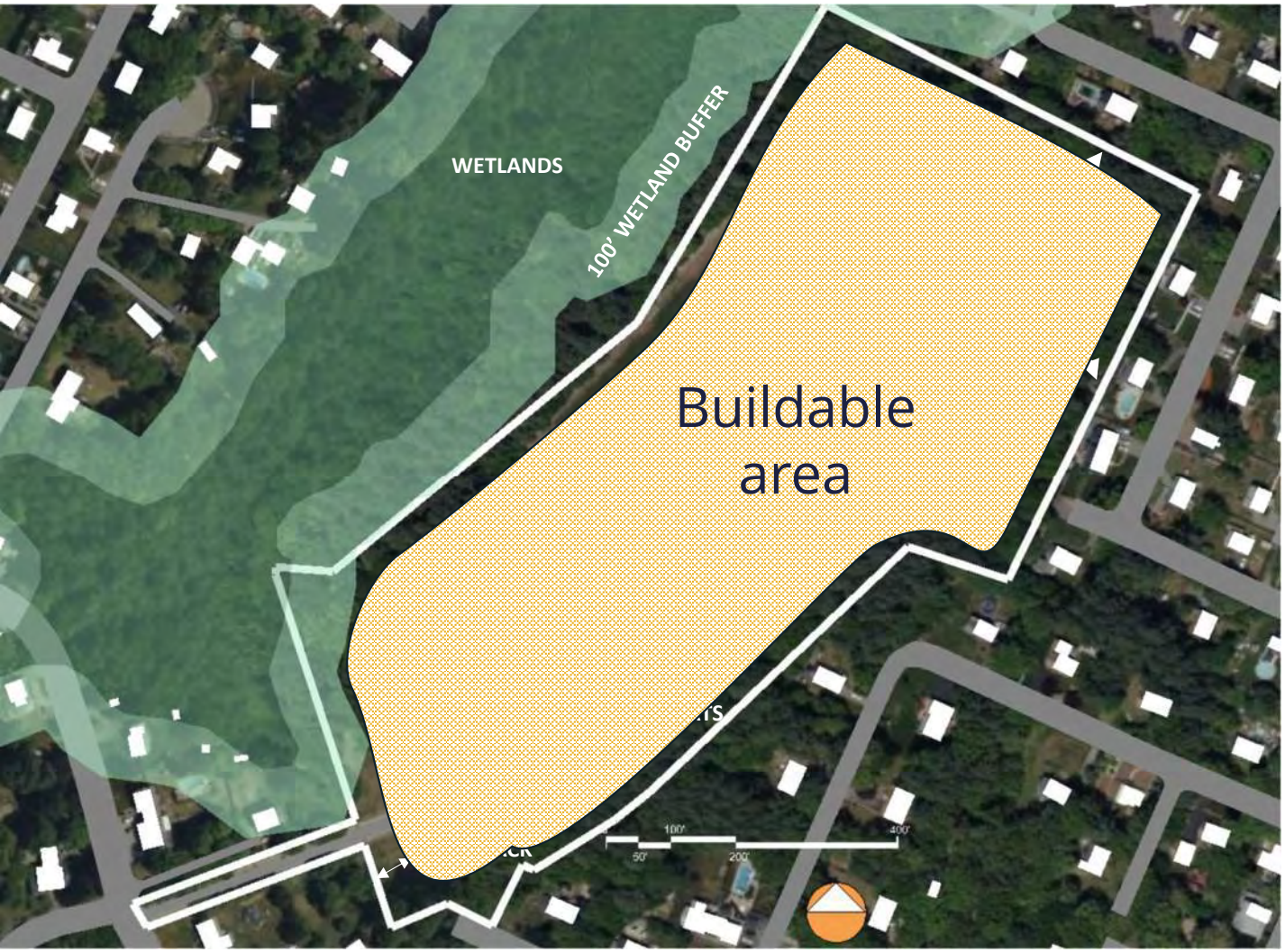
Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • New
Woburn Street ES	X	• Repair • Add/Reno • New	• Add/Reno • New
North Intermediate	X	X	• Repair • Add/Reno • New
Town Hall	• New	• New	• New



Town Hall Site
Existing Conditions

- 19-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: minimal grade change
- Wetlands: Lubbers Brook buffer along the northwest property line
- Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric
- Site amenities: Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water and sewer

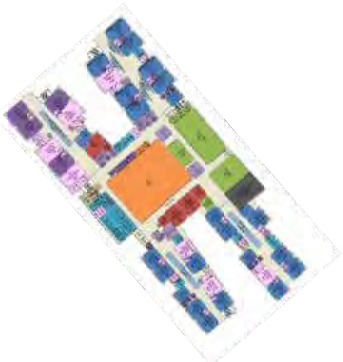


Town Hall Site
Existing Conditions

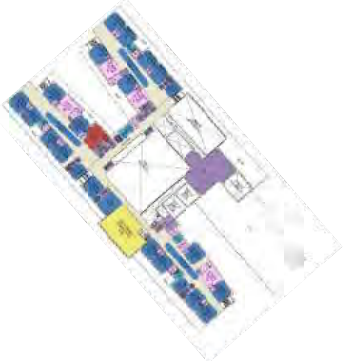
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- Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric
- Site amenities: Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water and sewer



First Floor



Second Floor



PROGRAMMING LEGEND

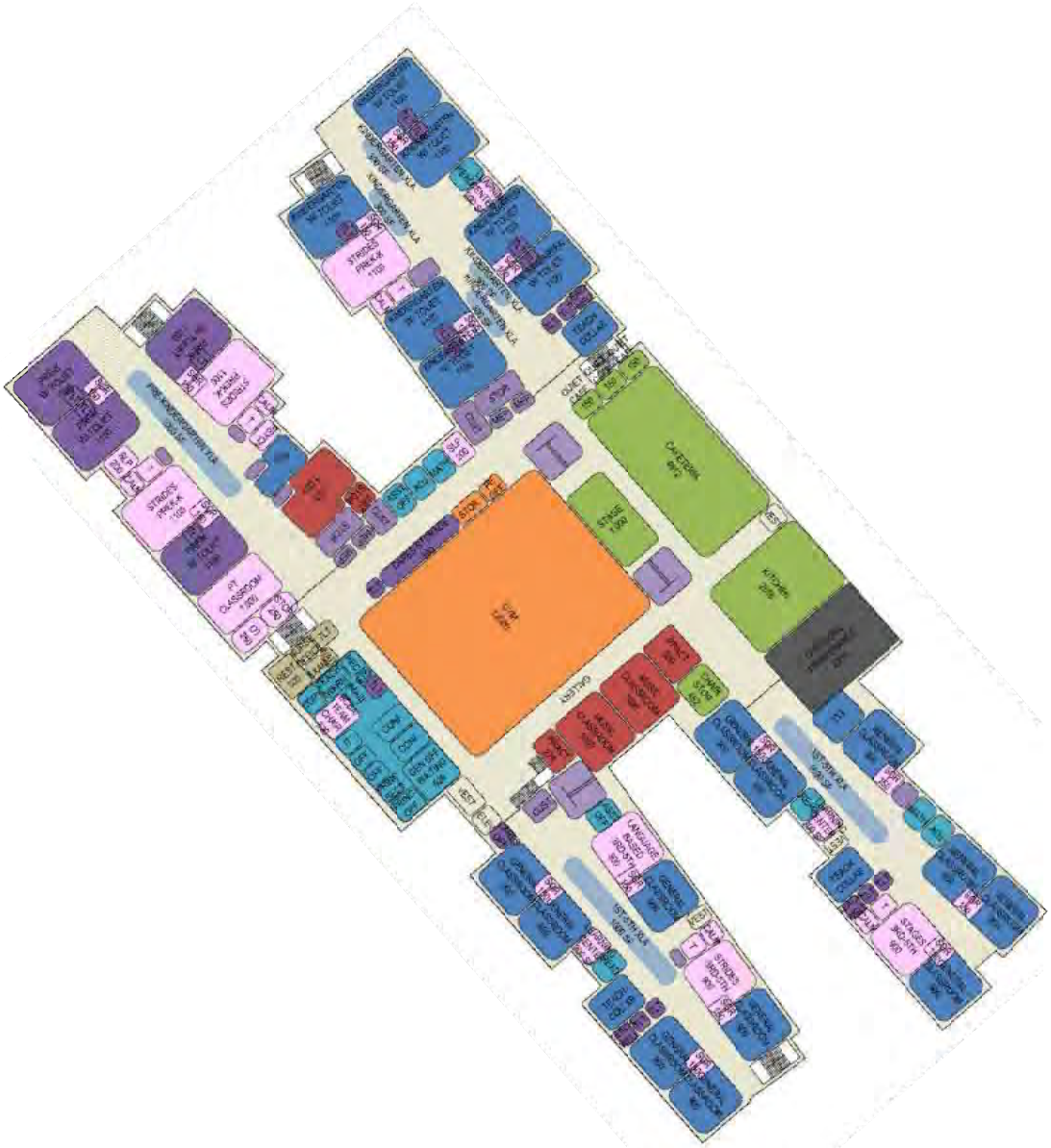
CORE ACADEMIC
SPECIAL EDUCATION
ART & MUSIC
VOCATIONS & TECHNOLOGY
HEALTH & PHYSICAL EDUCATION
MEDIA CENTER
DINING & FOOD SERVICE
MEDICAL
ADMINISTRATION & GUIDANCE
CUSTODIAL & MAINTENANCE

N

PK-5th

N.4 New Construction @ Town Hall Site

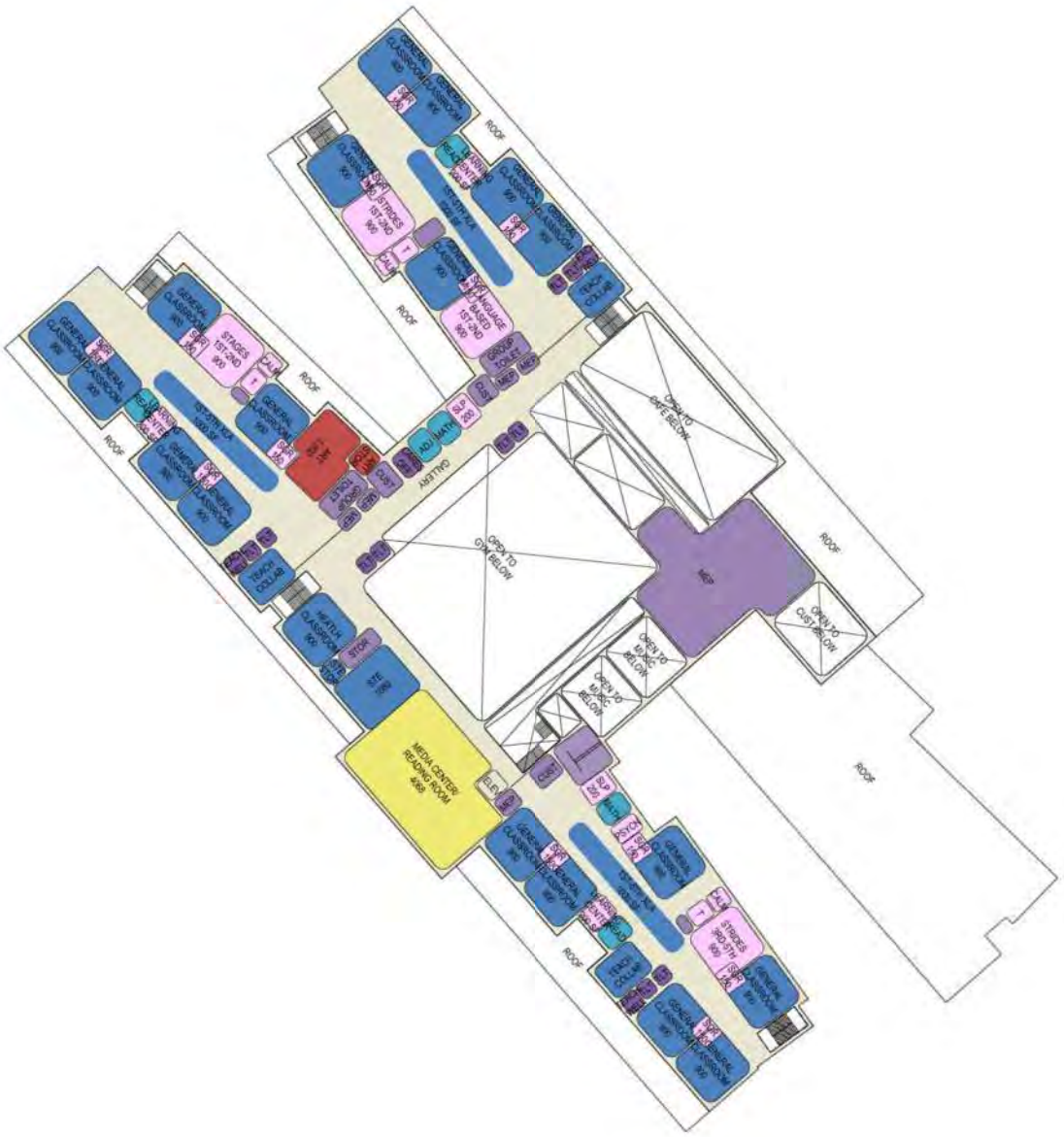
Site Plan



PK-5th

N.4 New Construction @ Town Hall Site

Second Floor



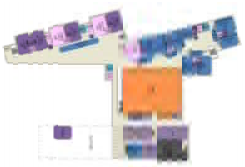
PK-5th

N.4 New Construction @ Town Hall Site

Second Floor



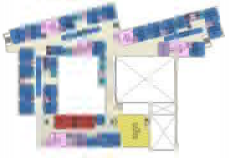
Lower Level



First Floor



Second Floor





PK-5th **AR.2 Add/ Reno @ Woburn Street**

Site Plan

1" = 40'

Lower Level





PK-5th

AR.1 Add/ Reno @ North Intermediate Site

1" = 40'

First Floor



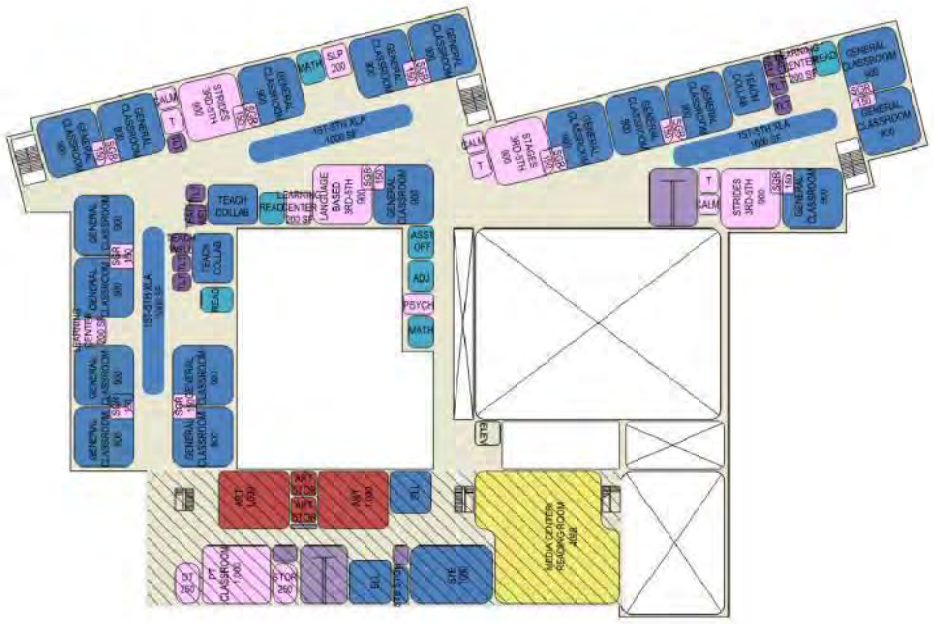


PK-5th

AR.1 Add/ Reno @ North Intermediate Site

1" = 40'

Third Floor

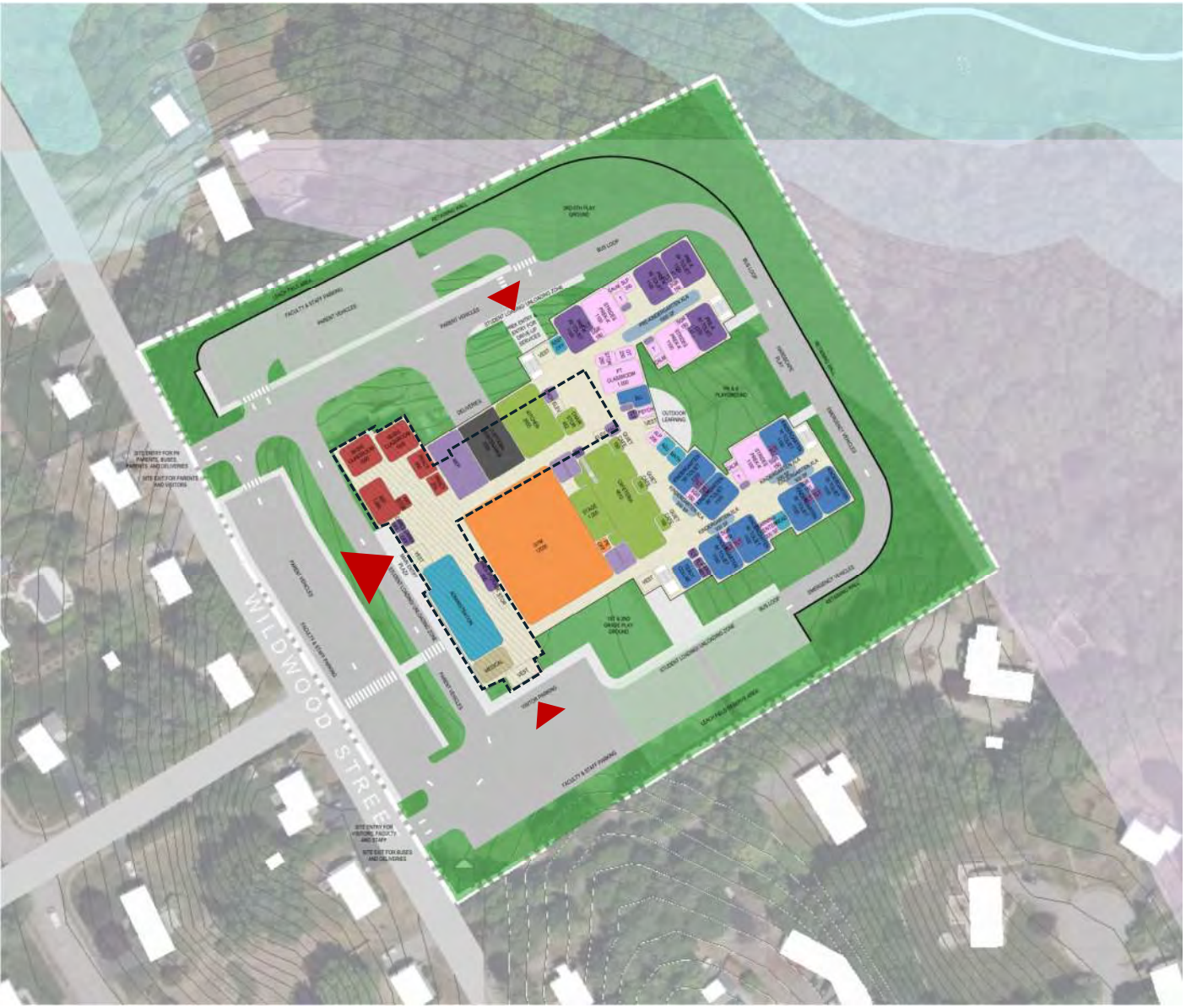




PK-5th

AR.1 Add/ Reno @ North Intermediate Site

1" = 40'







Third Floor



Second Floor

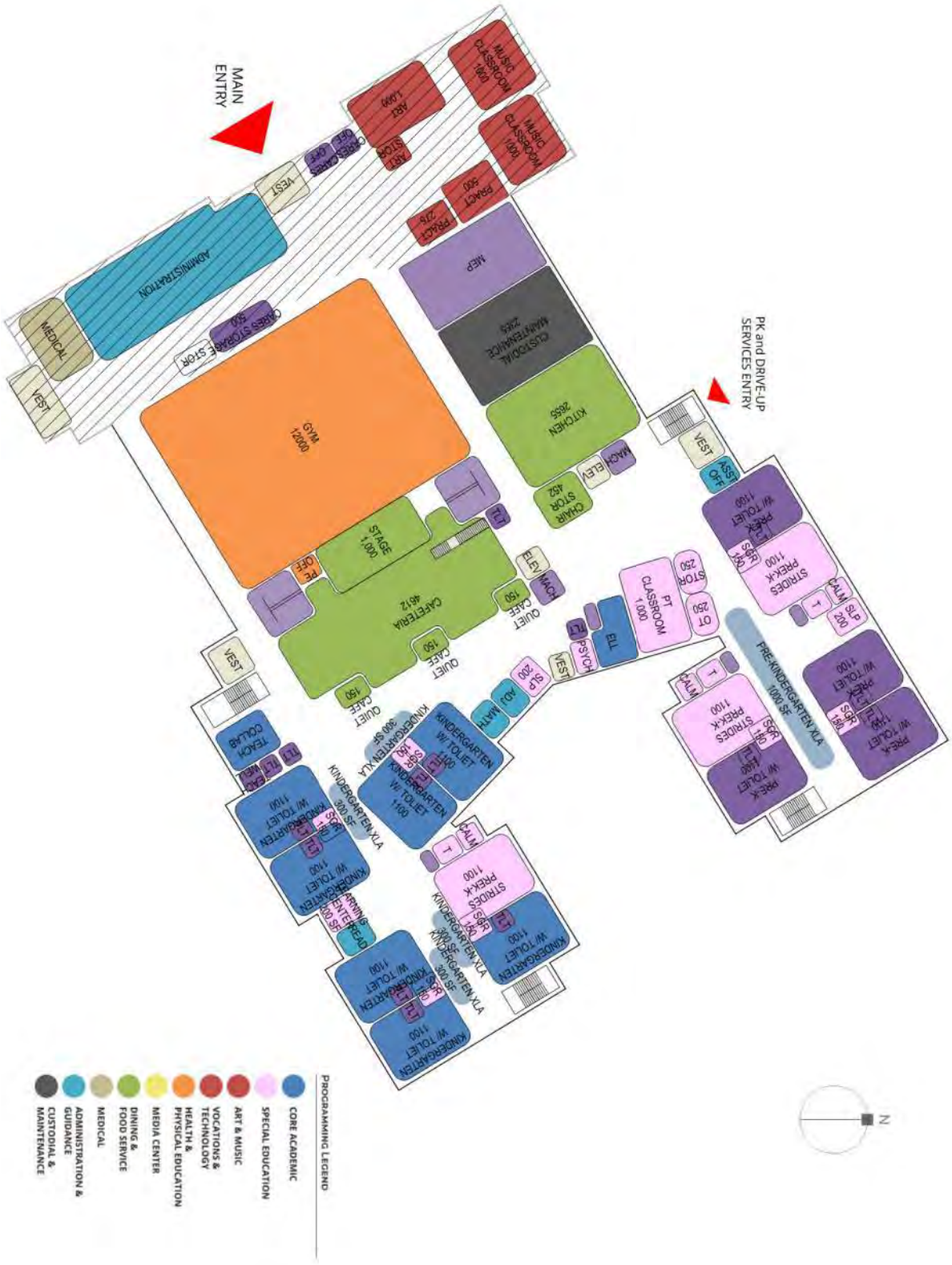


First Floor

AR.3 Add/Reno @ Wildwood ECC Site

Site Plan

PK-5



PK-5th

AR.3 Add/Reno @ Wildwood ECC Site

First Floor



PK-5th

AR.3 Add/Reno @ Wildwood ECC Site

Second Floor



PROGRAMMING LEGEND

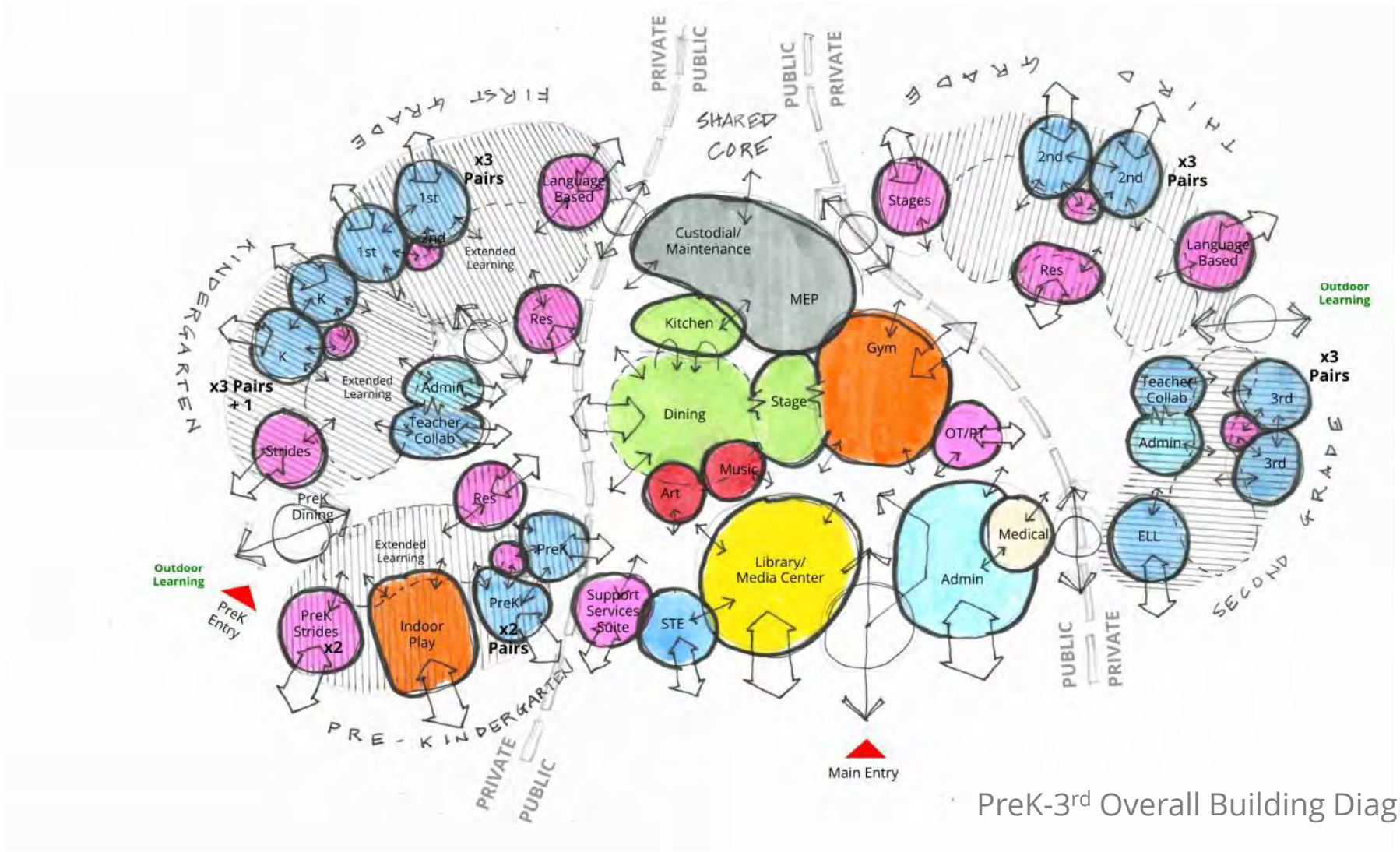
- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

N

PK-5th

AR.3 Add/Reno @ Wildwood ECC Site

Second Floor



PreK-3rd Overall Building Diagram





Main Level



Lower Level



Special Note: This illustrations depicts the main level for the public elements which are proposed to be at grade to the east AND the lower level for the academic elements which are proposed to be at grade to the west. Please refer to floor plans for more information.

N.1 New Construction @ Woburn Street Site

Site Plan

1" = 40'

PK-3rd



PK-3rd

N.1 New Construction @ Woburn Street Site

Lower Level



PK-3rd

N.1 New Construction @ Woburn Street Site

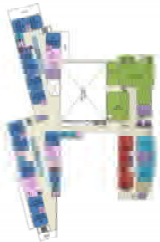
Lower Level



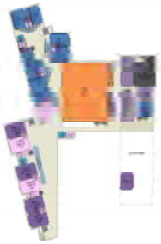




Second Floor



First Floor



Lower Level

AR.1 Add/ Reno @ Woburn Street

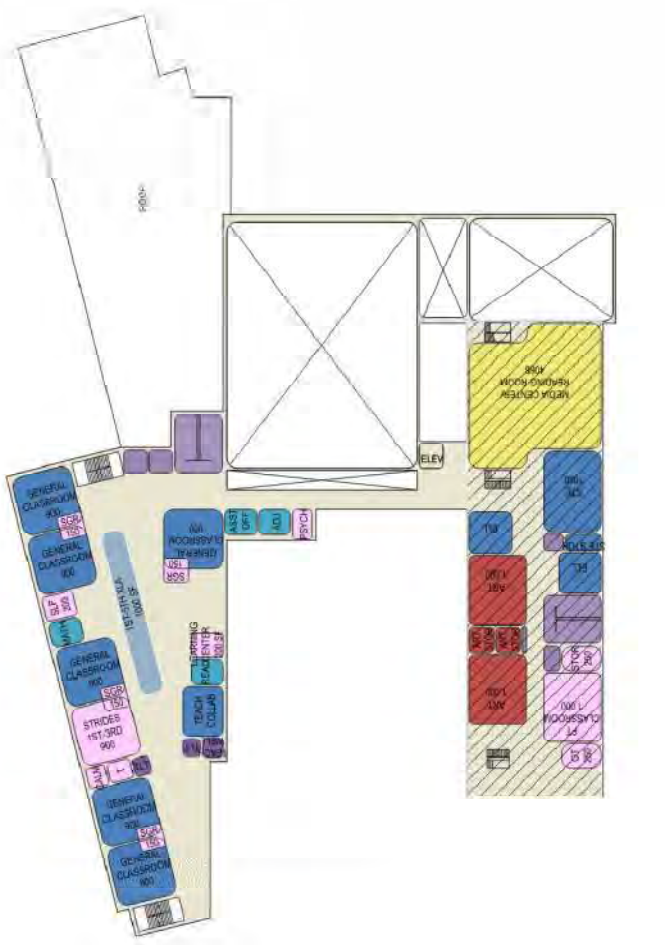
Site Plan

PK-3rd

Lower Level




ROOF
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
TEACH COUNS
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
GENERAL CLASSROOM 900
STAGES 1ST-3RD 900
LANGUAGE BASED 1ST-3RD 900
STAGES 1ST-3RD 900
TEACH COUNS
LEARNING CENTER 2,500
ROOF
ROOF
ROOF
ROOF
OPEN TO ART BELOW
STAGE 1,000
CAFETERIA 4,000
KITCHEN 2,500
ELEV
ASST OFF
ADU
PSYCH
CLASSROOM 600
CLASSROOM 600
PMCP 225
PMCT 150
ADMIN/GUID
ADMIN/GUID
NURSE
CLASSROOM 600
CLASSROOM 600
CLASSROOM 600



Second Floor



1" = 40'

AR.1 Add/ Reno @ North Intermediate Site

PK-3rd



Programming Legend

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE



Second Floor

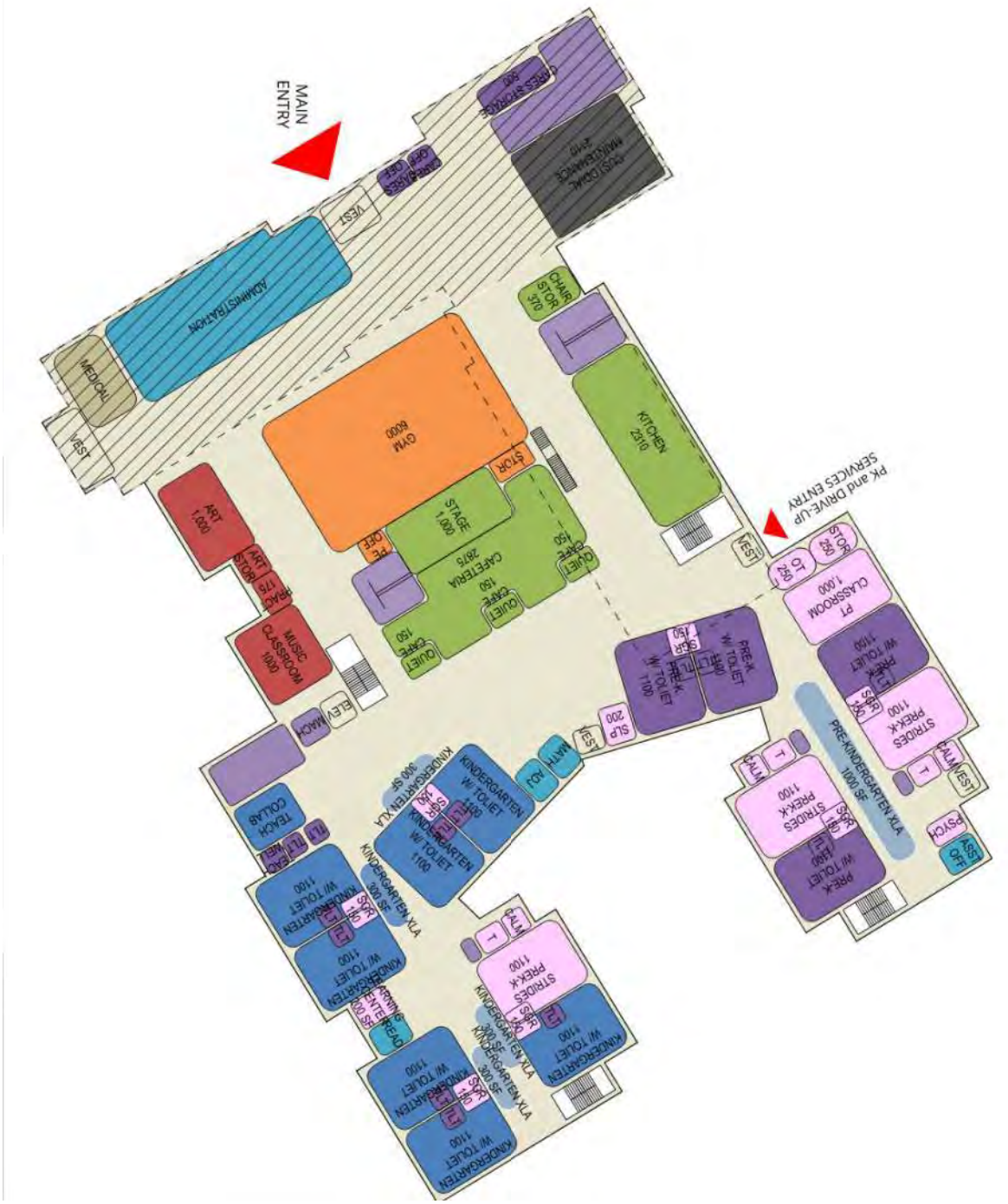


First Floor

AR.2 Add/Reno @ Wildwood ECC Site

Site Plan

PK-3rd



PK-3rd

AR.2 Add/Reno @ Wildwood ECC Site

First Floor



PK-3rd

AR.2 Add/Reno @ Wildwood ECC Site

Second Floor

N.2 New Construction @ Wildwood ECC Site

Site Plan

PK-3



Programming Legend

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE



Second Floor



First Floor



PK-3rd

N.2 New Construction @ Wildwood ECC Site

First Floor



PK-3rd

N.2 New Construction @ Wildwood ECC Site

Second Floor



PROGRAMMING LEGEND

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

N



Second Floor

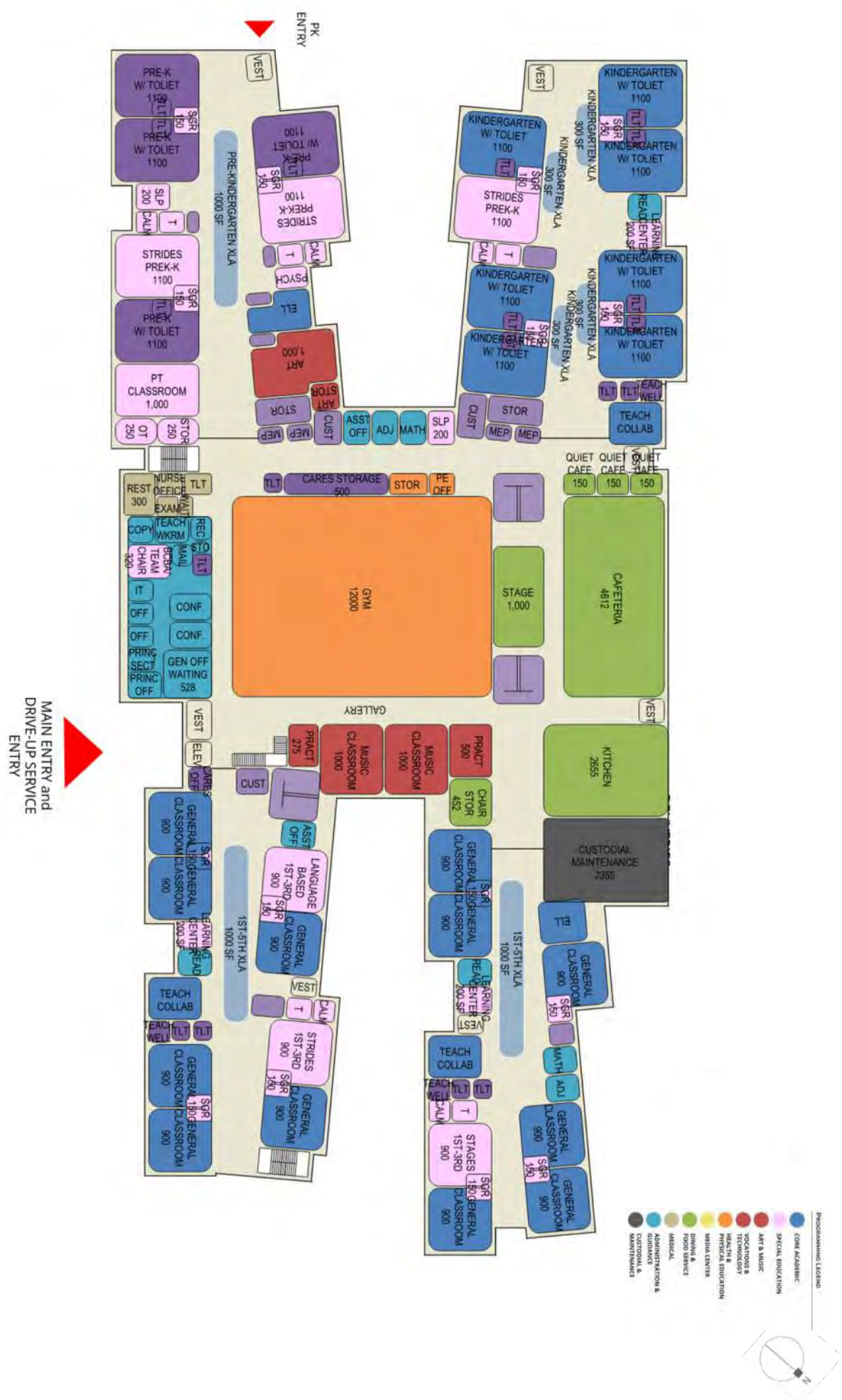


First Floor

N.3 New Construction @ Town Hall Site

Site Plan

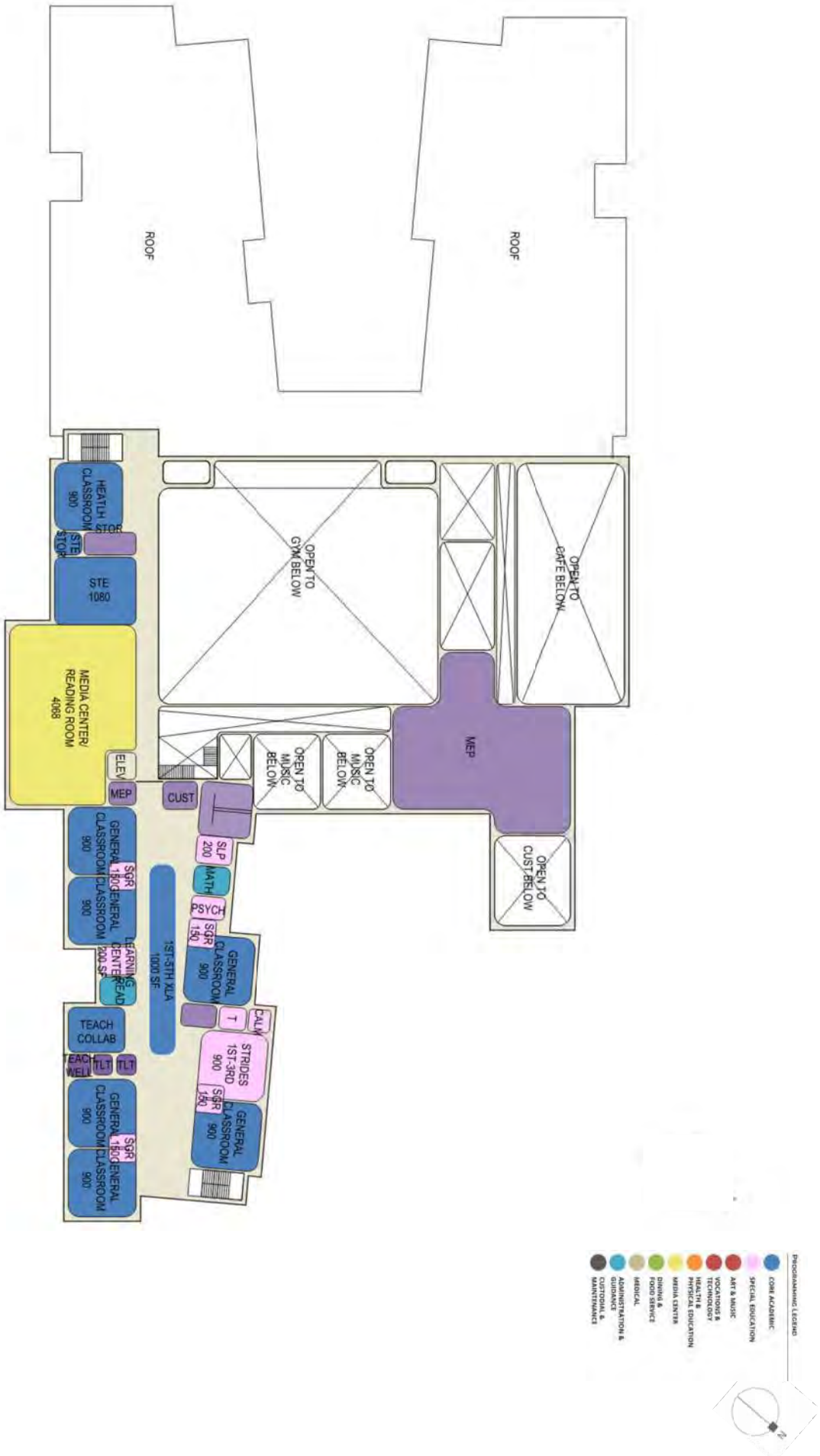
PK-3rd



PK-3rd

N.3 New Construction @ Town Hall Site

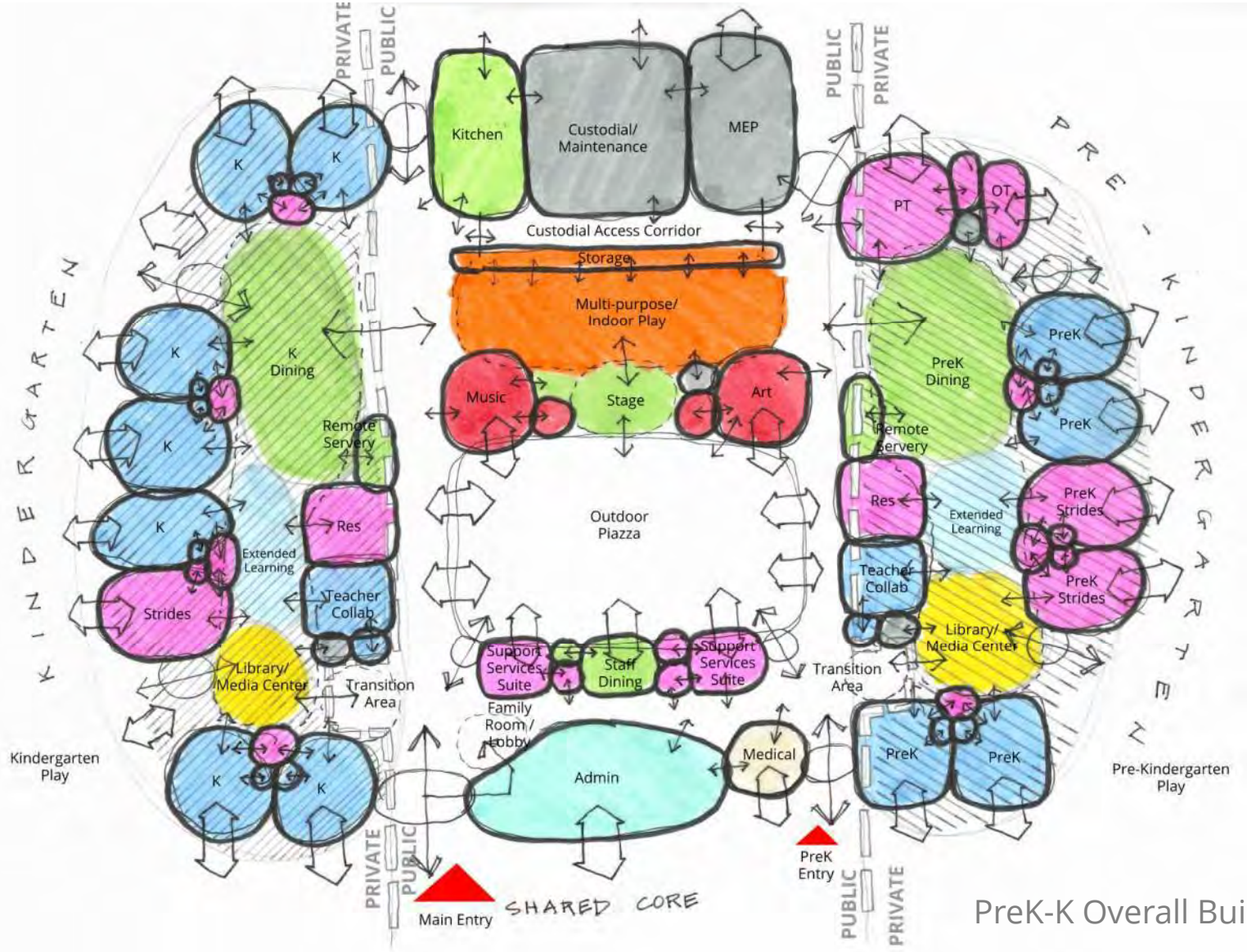
First Floor



PK-3rd

N.3 New Construction @ Town Hall Site

Second Floor



PreK-K Overall Building Diagram



First Floor



PROGRAMMING LEGEND
CORE ACADEMIC
SPECIAL EDUCATION
ART & MUSIC
VOCATIONS & TECHNOLOGY
HEALTH & PHYSICAL EDUCATION
MEDIA CENTER
DINING & FOOD SERVICE
MEDICAL
ADMINISTRATION & GUIDANCE
CUSTODIAL & MAINTENANCE

N

PK-K

N.1 New Construction @ Wildwood ECC Site

Site Plan



PK-K

N.1 New Construction @ Wildwood ECC Site

First Floor



Programming Legend

- CORE ACADEMIC
- SPECIAL EDUCATION
- ART & MUSIC
- VOCATIONS & TECHNOLOGY
- HEALTH & PHYSICAL EDUCATION
- MEDIA CENTER
- DINING & FOOD SERVICE
- MEDICAL
- ADMINISTRATION & GUIDANCE
- CUSTODIAL & MAINTENANCE

N



First Floor

AR.1 Add/Reno @ Wildwood ECC Site

PK-K

Site Plan



PROGRAMMING LEGEND
CORE ACADEMIC
SPECIAL EDUCATION
ART & MUSIC
VOCATIONS & TECHNOLOGY
HEALTH & PHYSICAL EDUCATION
MEDIA CENTER
DINING & FOOD SERVICE
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N

PK-K

AR.1 Add/Reno @ Wildwood ECC Site

First Floor



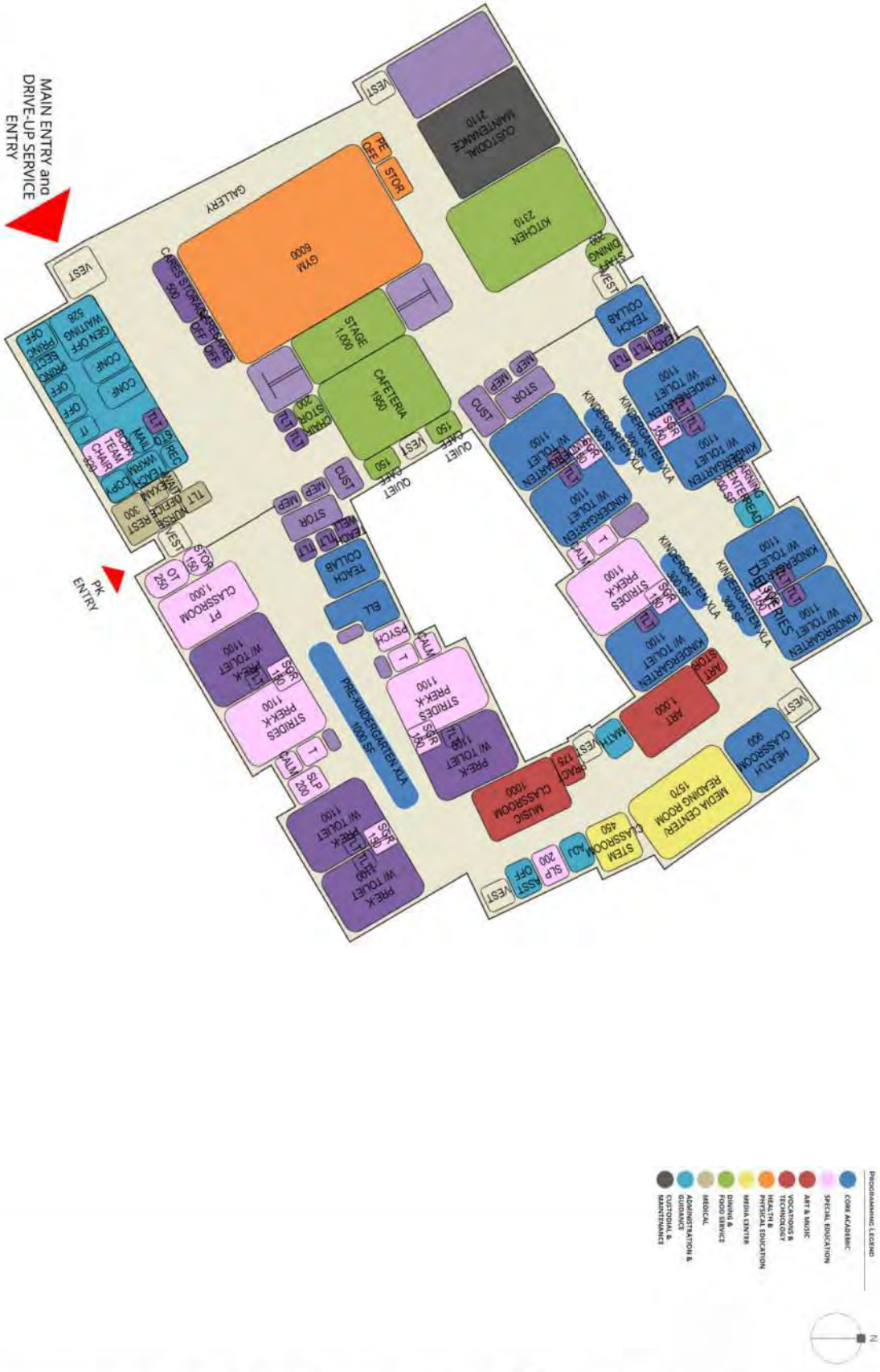




PK-K

N.2 New Construction @ Town Hall Site

Site Plan



PK-K

N.2 New Construction @ Town Hall Site

First Floor

Prepare for Community Forum #2



WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

Community Forum #2

February 1, 2024

SMMA dw DORE | WHITTIER

Massachusetts School Building Authority



Agenda

Introductions

MSBA Process and Schedule

Existing Conditions Summary

Defining Project Needs

Preliminary Design Options

Stay Connected



Introductions



The Team

School Committee

School Building Committee

Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools In Partnership with Local Communities

SMMA

Owner's Project Manager (OPM)

DORE + WHITTIER

Designer (Architect)

DRAFT

Who is the School Building Committee?

Glenn Brand, Superintendent, WPS; Chair SBC
Vivian Varbedian, Parent Representative; Vice-Chair SBC
Paul Ruggiero, Assist. Superintendent of Admin & Finance
Diane M. Allan, Permanent Building Committee
John C. Holloway, Permanent Building Committee
Gregory B. Bendel, Board of Selectmen
Kevin A. Caira, Board of Selectmen Alternate
Kate Bissell, Wildwood School Principal
Stacey Scott, Woburn School Principal
Christine Holloran, Wildwood School Teacher
Alice Brown-Legrand, Director of Student Support Services
George W. Hooper II, Public Buildings Superintendant
Dennis Kelley, Public Buildings

Lou Cimaglia, Acting Town Administrator
Susan Inman, Assistant Town Manager
Bryan T. Perry, Finance Director/Town Accountant
David A. Ragsdale, School Committee Vice Chair
Marianne Gallezzo, Finance Committee Member
Paul J. Melaragni, Permanent Building Committee
Michael Camoscio, Parent Representative
Craig Miner, Parent Representative
Maggie Lopes, Parent Representative
Christine Prendergast, Parent Representative
Justin Cusce, Parent Representative

DRAFT

MSBA Process and Schedule



How we got here...
Wilmington Elementary Schools

- All six elementary schools are of similar vintage 1950s/1960s and experience space deficiencies in their educational programs
- Each school needs significant upgrades, including HVAC, plumbing, electrical, exterior windows and envelope, accessibility, etc.
- **Wildwood** was determined to be in the most need of the six district elementary schools.

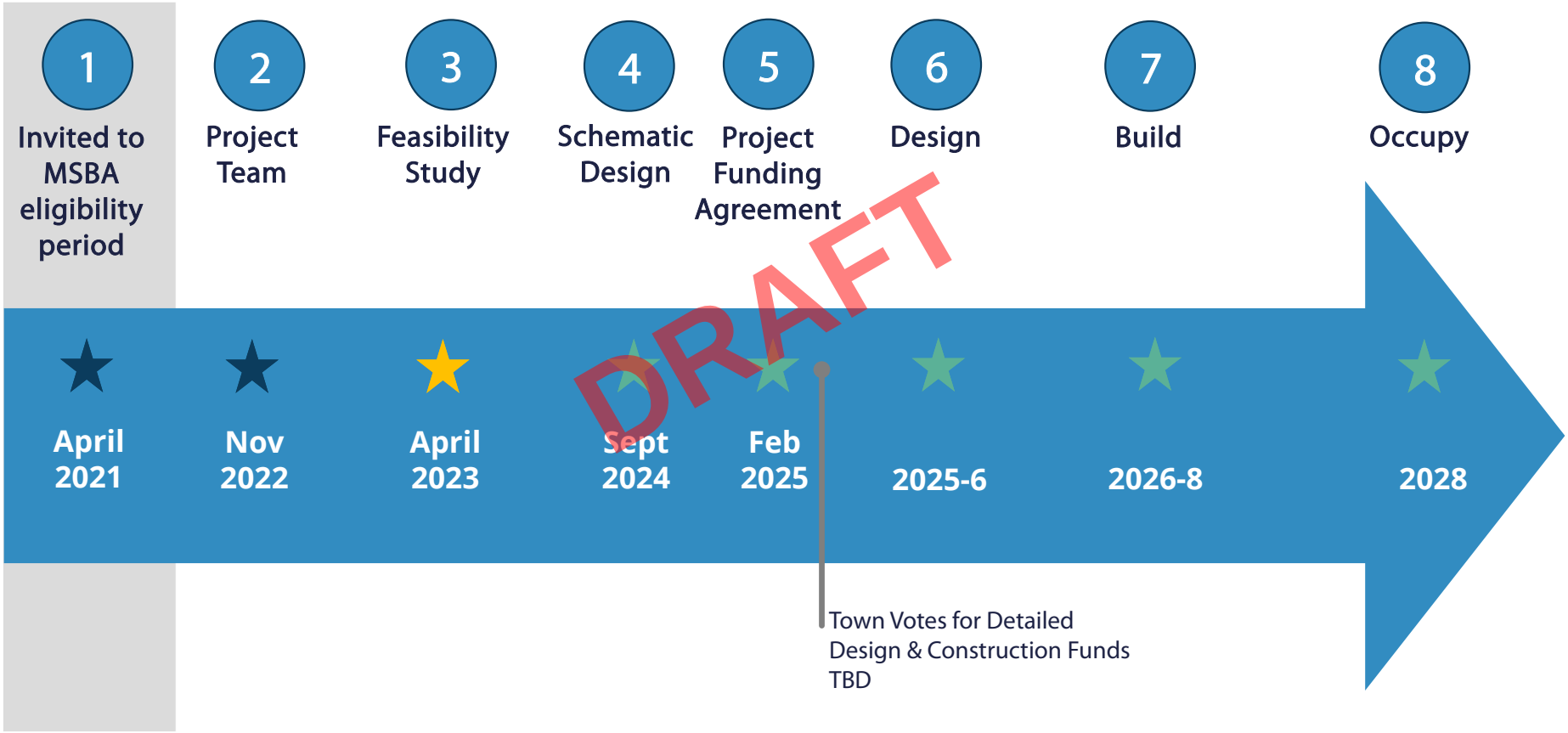
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Wildwood Early Childhood Center
1955 (**68 yrs**)

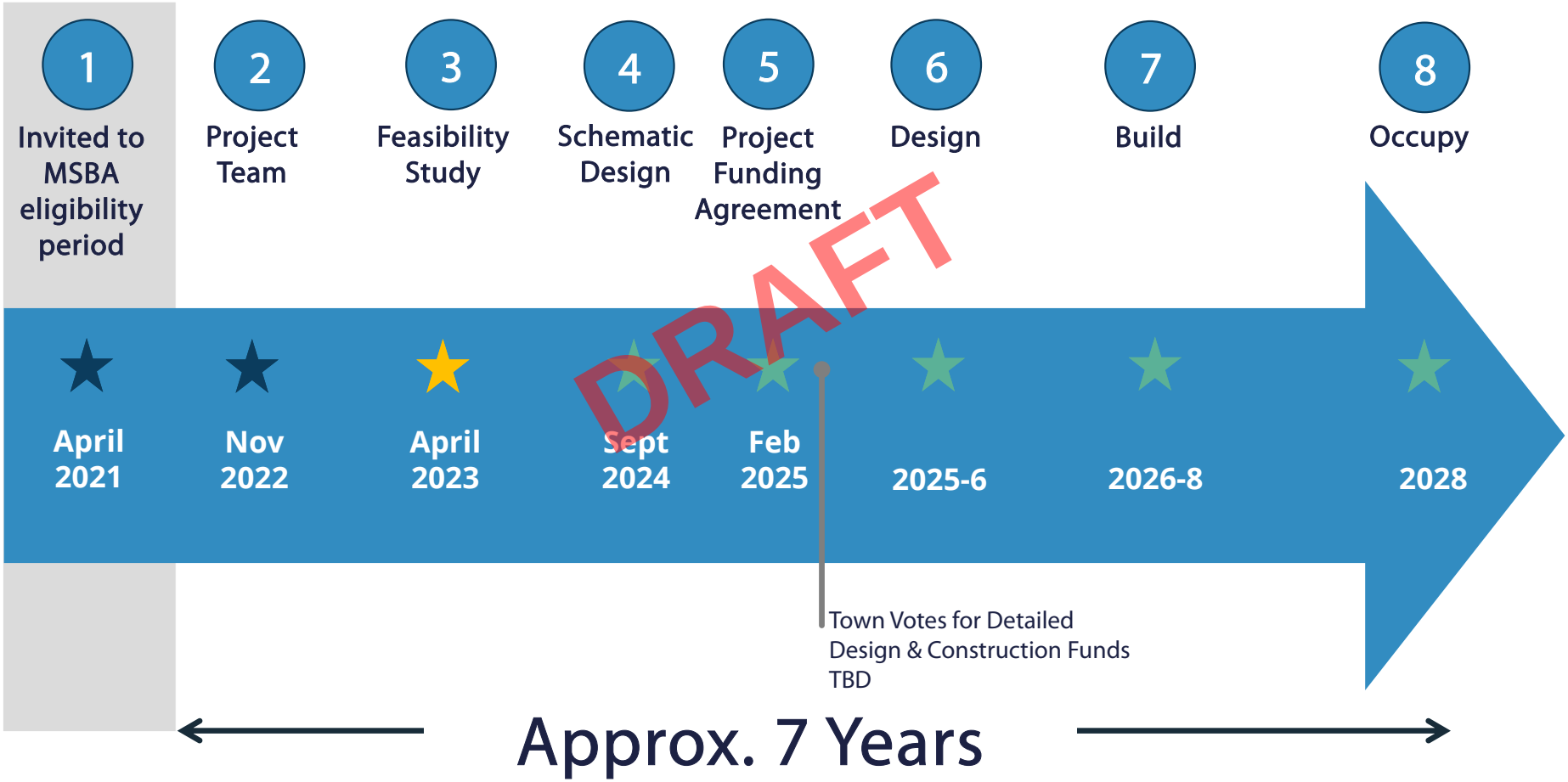
MSBA Process

Step-by-Step



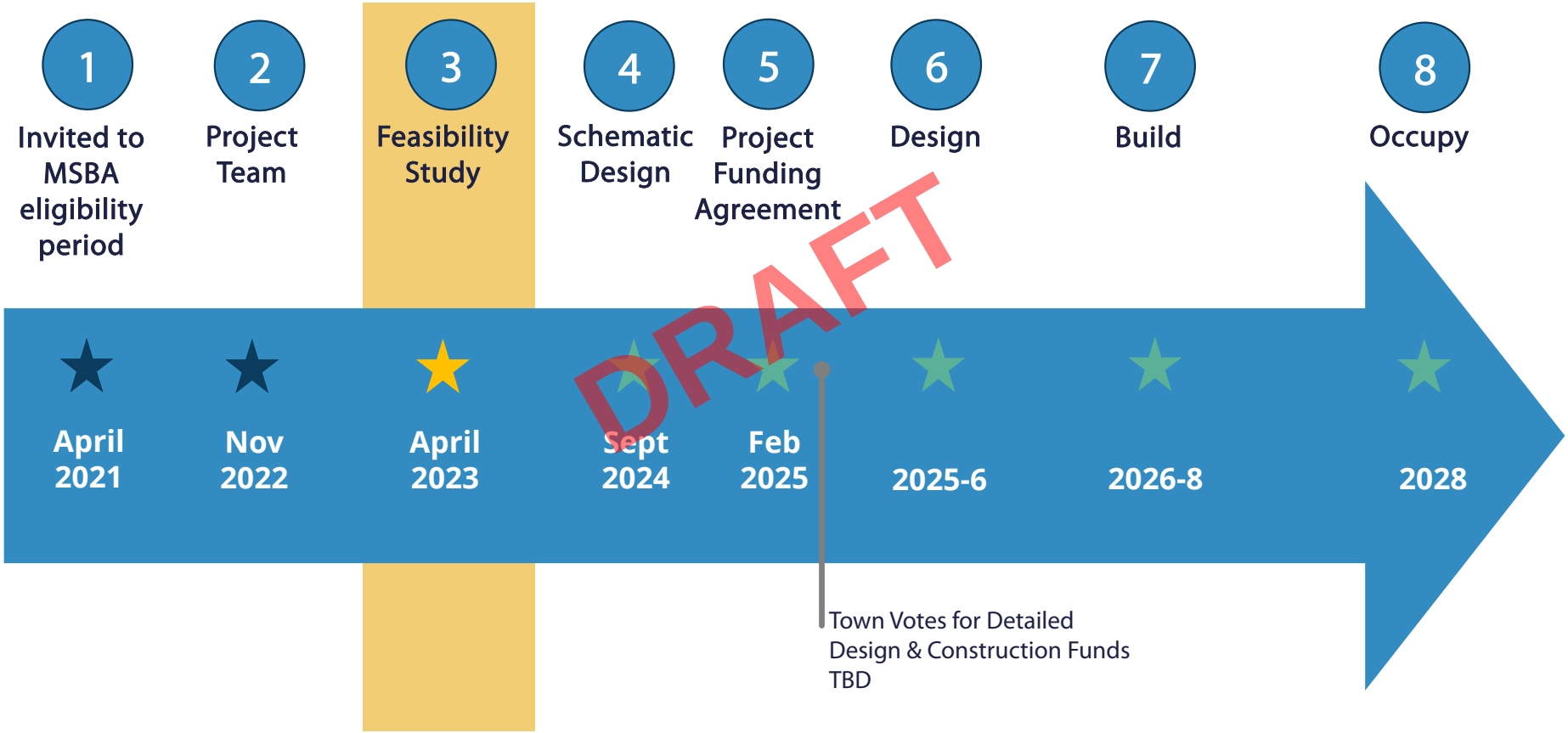
MSBA Process

Step-by-Step



MSBA Process

Step-by-Step



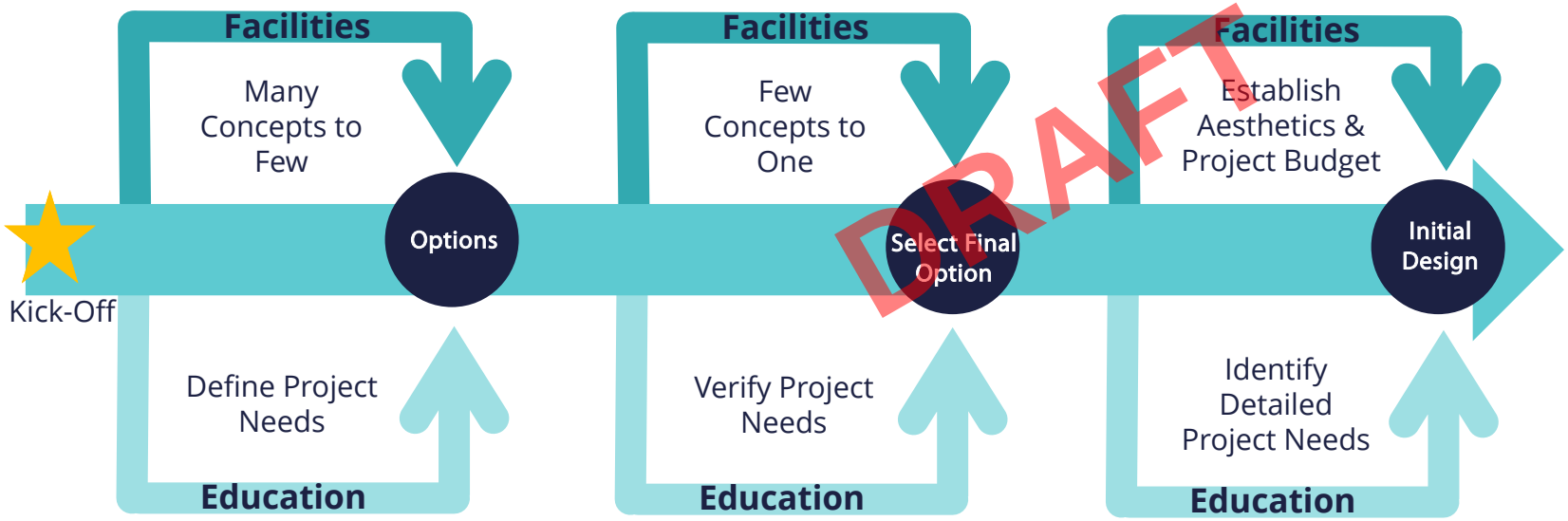
MSBA Process

Where We're Going: Schematic Design

3 **Apr 2023 – Apr 2024**
Preliminary Design Program

Apr 2024 – Aug 2024
Preferred Schematic Report

4 **Sept 2024 – Feb 2025**
Schematic Design



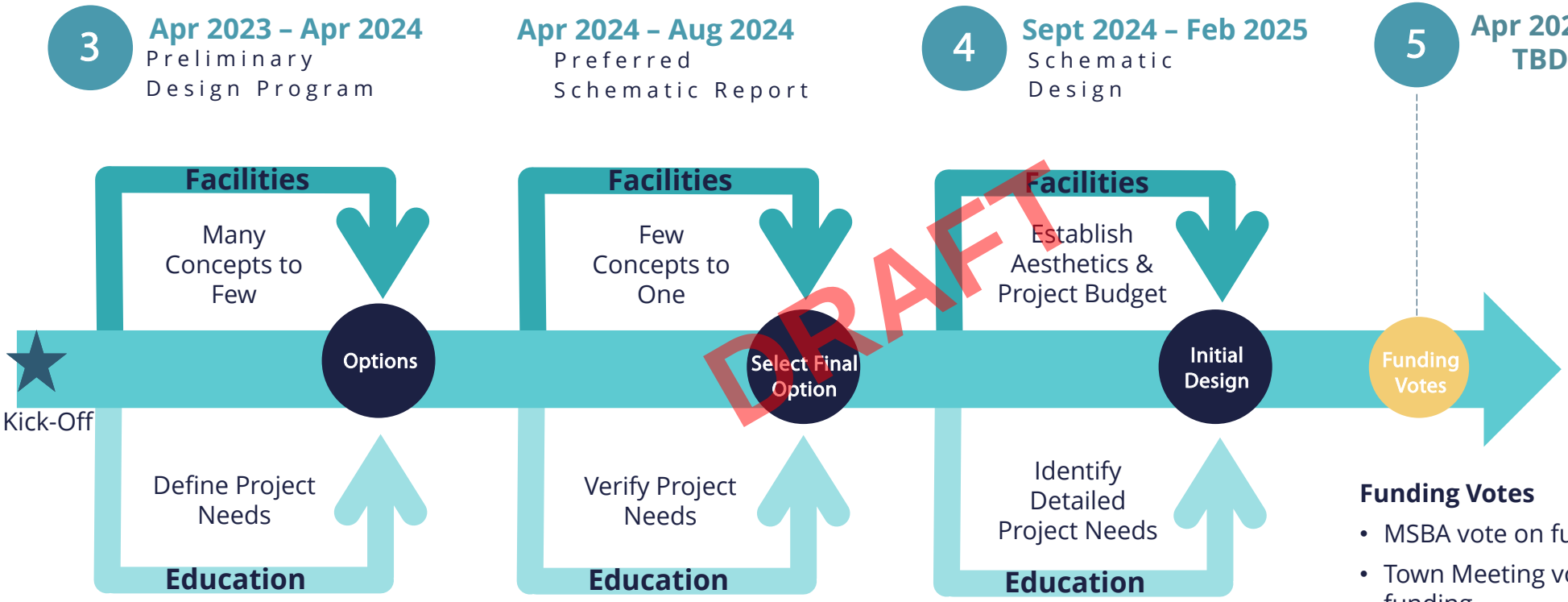
Facilities and Education

- Develop design of selected option
- More analysis of site, building, costs, schedule and phasing
- Agree on reimbursement with MSBA

- Meet with faculty, parents and students
- Community Input and Feedback

MSBA Process

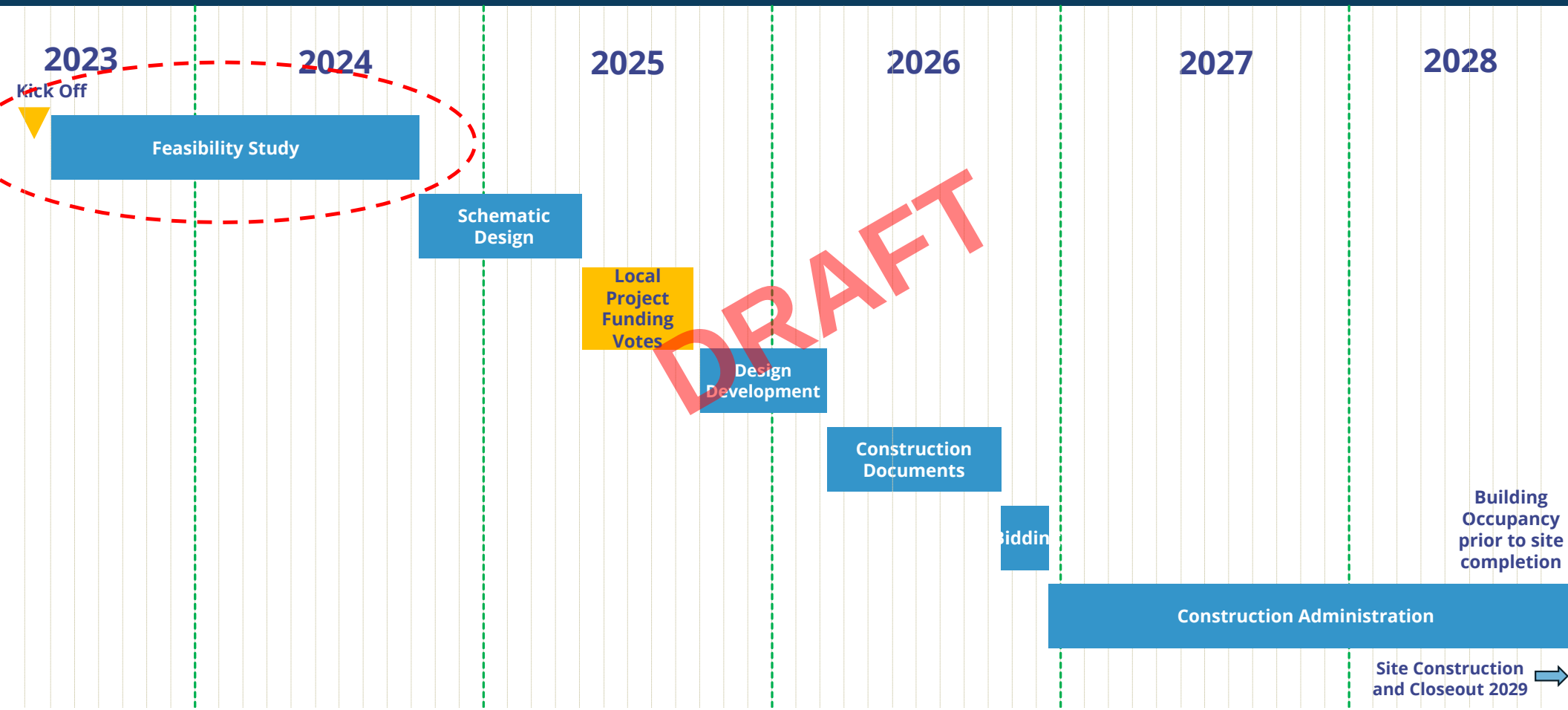
Where We're Going: Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

Wilmington Wildwood EEC
Overall MSBA Project Schedule



Existing Conditions Summary





Wildwood ECC
7.5-acre site
1955 building



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Woburn Street
10-acre site
1963/68 building



North Intermediate
14-acre site
1962 building

In Summary

- Buildings are of similar vintage – similar issues
- Maintenance is staggered over the years, so some replaced components are of different ages
- Site circulation and drainage issues
- Building envelops need upgrades/better insulation (doors, windows, exterior walls, roofs)
- Several accessibility issues both on site and in the buildings
- Tired and worn interiors and furnishings
- M-E-P equipment is outdated and inefficient, antiquated controls
- Updated fire alarm systems
- No fire protection sprinkler systems

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Bottom Line: All buildings have fundamental deficiencies and facility needs.

Defining Project Needs



Wilmington Elementary School Building Project

Visioning - Call for Volunteers

Help us define and shape the future for our Pre-K to 5th grade learners



Session #1 - District-wide Topics

Sept. 19th
1:00 PM to 4 :00 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 19th
6:30 PM to 9:30 PM
Shriners Auditorium or
Remote via Zoom



Session #2 - Learning and Teaching

Sept. 26th
1:00 PM to 3:30 PM
Shriners Auditorium or
Remote via Zoom

or

Sept. 26th
6:30 PM to 9:00 PM
Shriners Auditorium or
Remote via Zoom



Session #3 - Overall Building Planning

Oct. 17th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 17th
6:30 PM to 8:30 PM
Shriners Auditorium



Session #4 - Individual Space Planning

Oct. 24th
1:00 PM to 3:00 PM
Shriners Auditorium

or

Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

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8 sessions

50+ participants

Wilmington Elementary School Building Project

Visioning - Call for Volunteers

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Oct. 24th
6:30 PM to 8:30 PM
Shriners Auditorium

Microsoft Teams

Mentimeter

Milanote

DRAFT





Visioning #1

- Acknowledgement by the District that needs exist at all six elementary facilities. **What's the plan?**
- Advantages and disadvantages to each grade configuration, but **preference for PreK-5th.**
- Design to **allow both school within school models and single school models** with grade level sub-groups if possible

Visioning #2

- Students' and teachers' **greatest needs and greatest strengths are different today** compared to when current buildings were built.
- **Variety and flexibility** of space are key to meeting their needs and celebrating strengths.
- **Educational models will change over time.** Project should support one model on opening day but allow other models, too.

Visioning #3

- Organize into **grade level learning communities**
- Organize into **PreK-2 and 3rd-5th**, with shared core
- **Distributed and purpose-built special education spaces**
- Consider **new/expanded programs** for ELL, World Languages, and STEM
- Create a **welcoming and safe** environment that **encourages curiosity and independence.**

Visioning #4

- **Spatial relationships are critical**
- **Purpose-designed spaces are needed,** especially for special education programs and student support services
- **Varied learning environments are necessary**, both within single spaces and adjacent to them
- **Flexible, varied, and mobile furniture** is needed
- **Internal connections and interior views between spaces** are critical to flexibility, curiosity, and independence

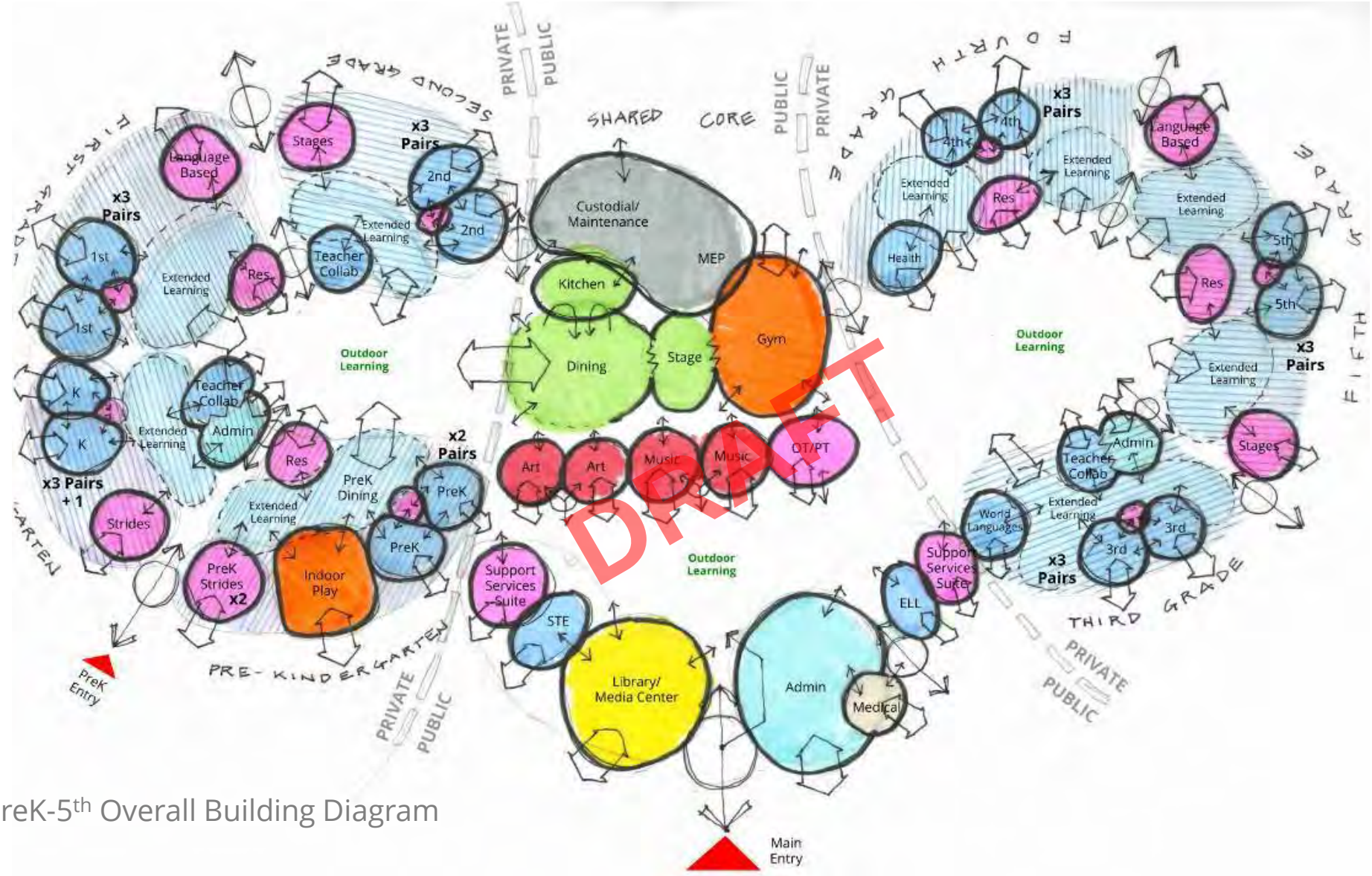
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Space Summary Comparisons (GSF)

	Existing	PDP Proposed	MSBA Guidelines	Proposed GSF/ STUDENT
PreK-K Wildwood Only	29,302	66,810	23,400*	290
PreK-3rd Wildwood + Woburn	83,073	117,318	79,305*	192
PreK-5th Wildwood + Woburn + North	138,614	167,855	109,475*	196

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*** As a result of MSBA net-to-gross multiplier other than 1.50.**



PreK-5th Overall Building Diagram

Preliminary Design Options



Matrix of Options to Consider / Under Development

Potential Site Location	PreK-K	PreK-3rd	PreK-5th
Wildwood ECC	• Repair • Add/Reno • New	• Add/Reno • New	• Add/Reno • New
Woburn Street ES	N/A	• Repair • Add/Reno • New	• Add/Reno • New
North Intermediate	N/A	N/A	• Repair • Add/Reno • New
Town Hall	• New	• New	• New

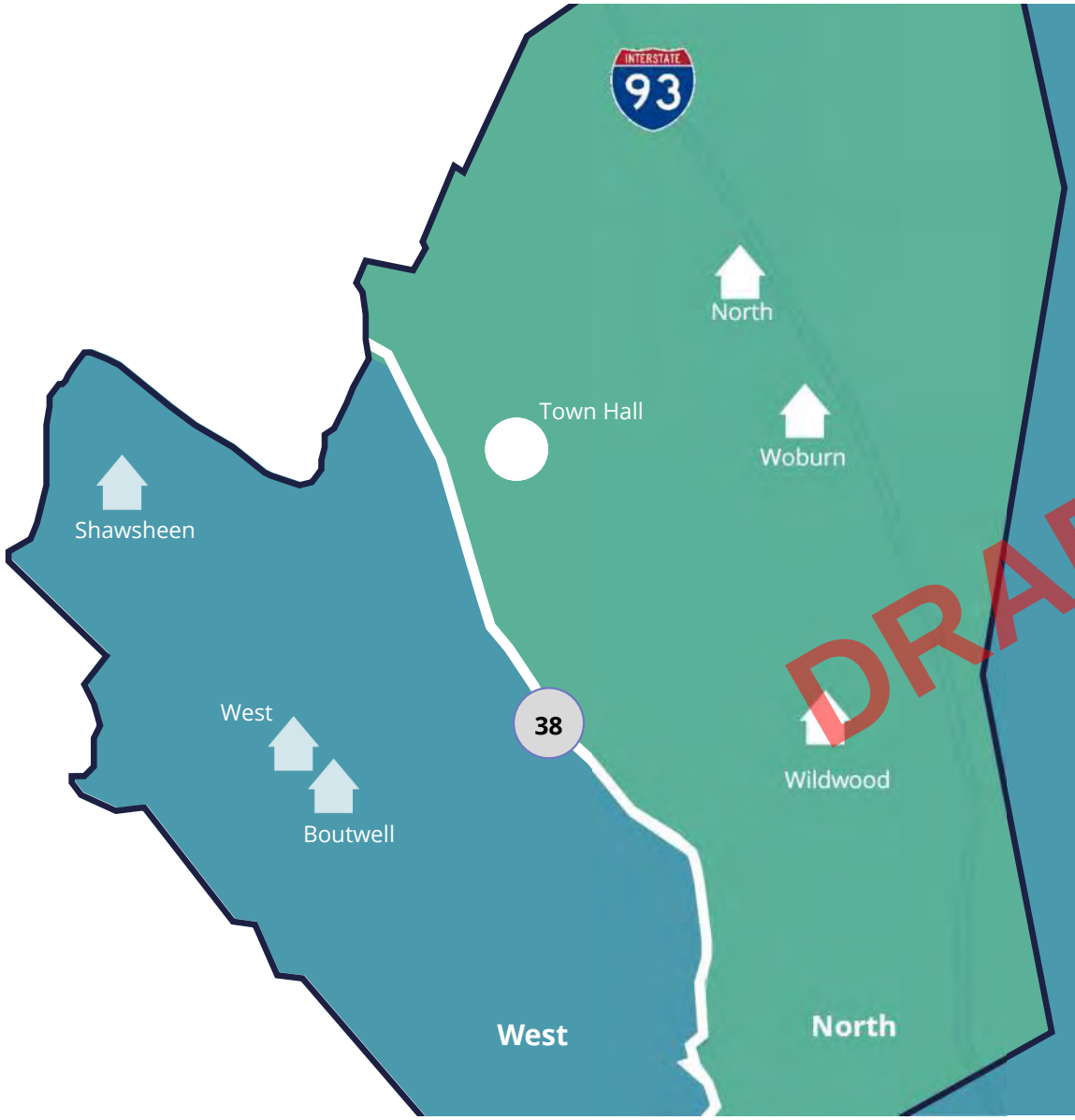
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Can we accomplish our goals?

Does it fit?

DRAFT

How could it be better?



Sites Under Consideration

Wildwood ECC

- No Access to Municipal Sewer
- No Access to Natural Gas
- Topography Challenges
- Acreage Constraints

Woburn Street ES

- No Access to Municipal Sewer
- No Access to Natural Gas
- Topography Challenges

North Intermediate

- Access to Municipal Sewer
- Access to Natural Gas

Town Hall Site

- Access to Municipal Sewer
- Access to Natural Gas to be confirmed
- Generous Acreage

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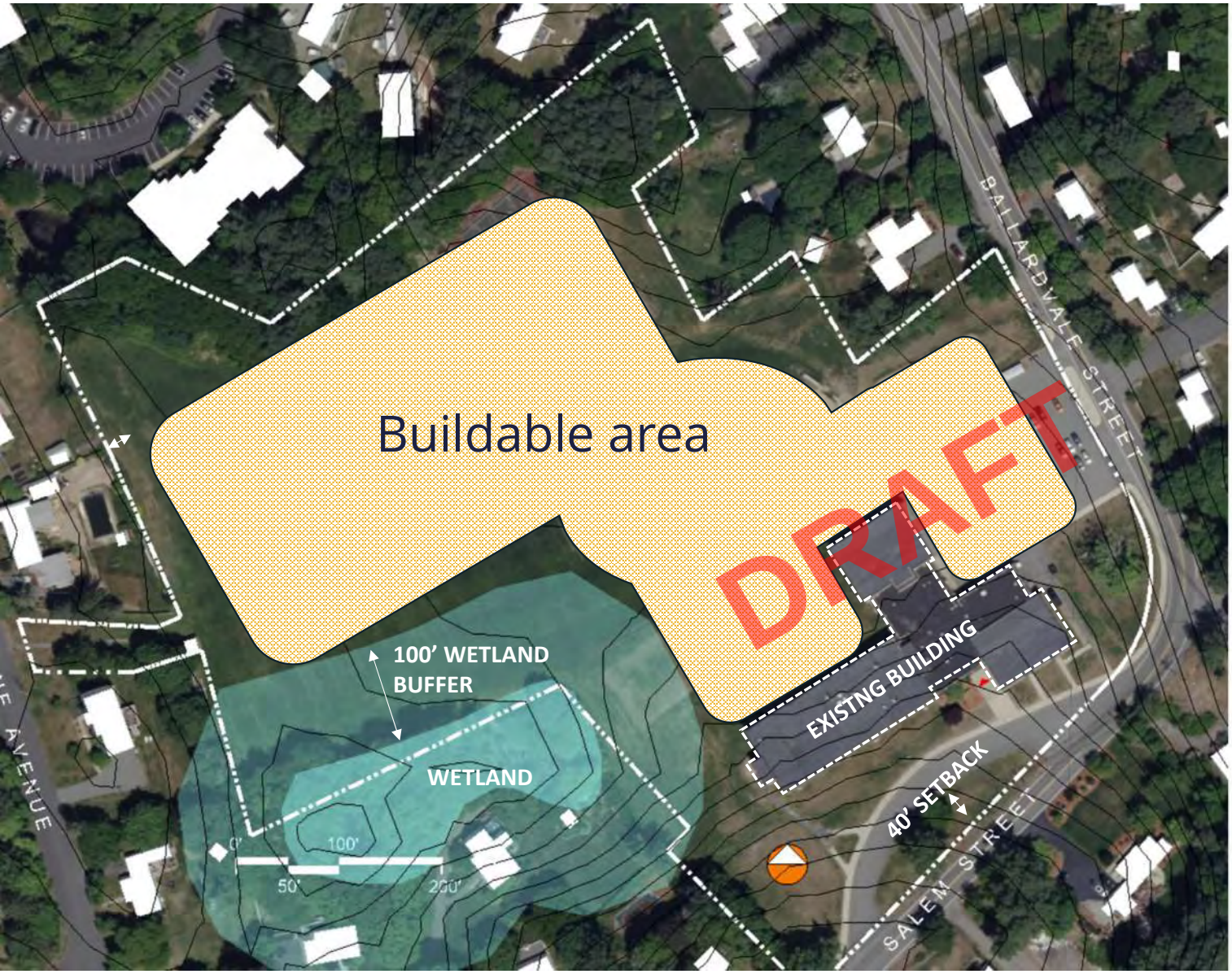
North Intermediate Site Existing Conditions

- 14-acre site
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Wetlands southwest area of the site – 100-foot buffer zone
- Elevation: Approx. 10' grade change
- Parking: 60 standard parking spaces, no designated handicap spaces
- Site amenities:
  Playground (north edge of parking lot), basketball and tennis courts, baseball field
- Infrastructure: Municipal water and sewer; natural gas
- Zoning: R-20 Residential



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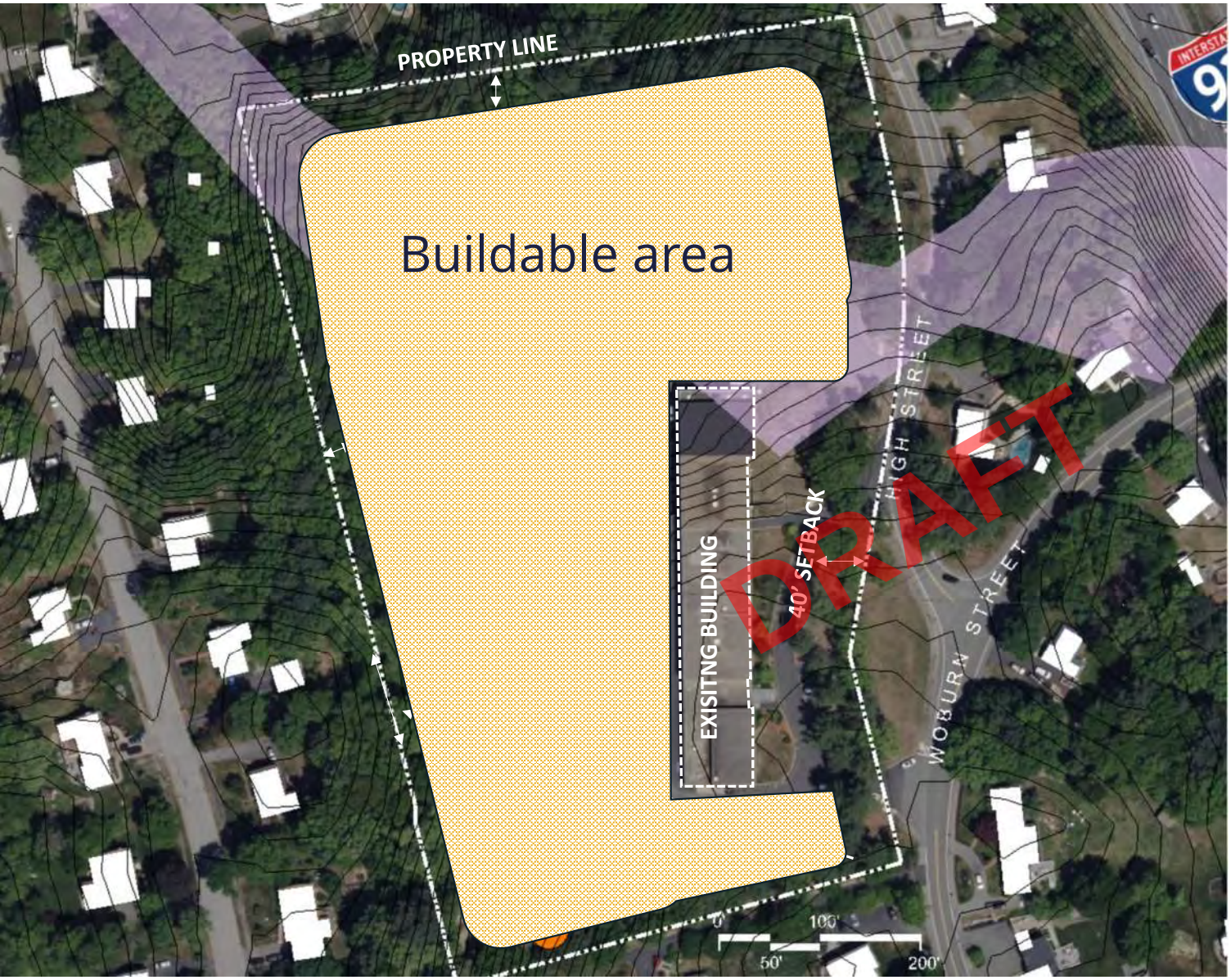
Woburn Street Site
Existing Conditions

- 10-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40’ minimum
  Side and Rear 20’ minimum
  Max. height 35’ or 2.5 stories
- Elevation: approx. 15’-25’ grade change
- No known wetlands
- Parking: 35 standard parking spaces, 2 designated handicap spaces
- Site amenities:
  Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water; on-site-septic system
- Groundwater Protection District (Zone II Wellhead Protection Area)



Woburn Street Site
Existing Conditions

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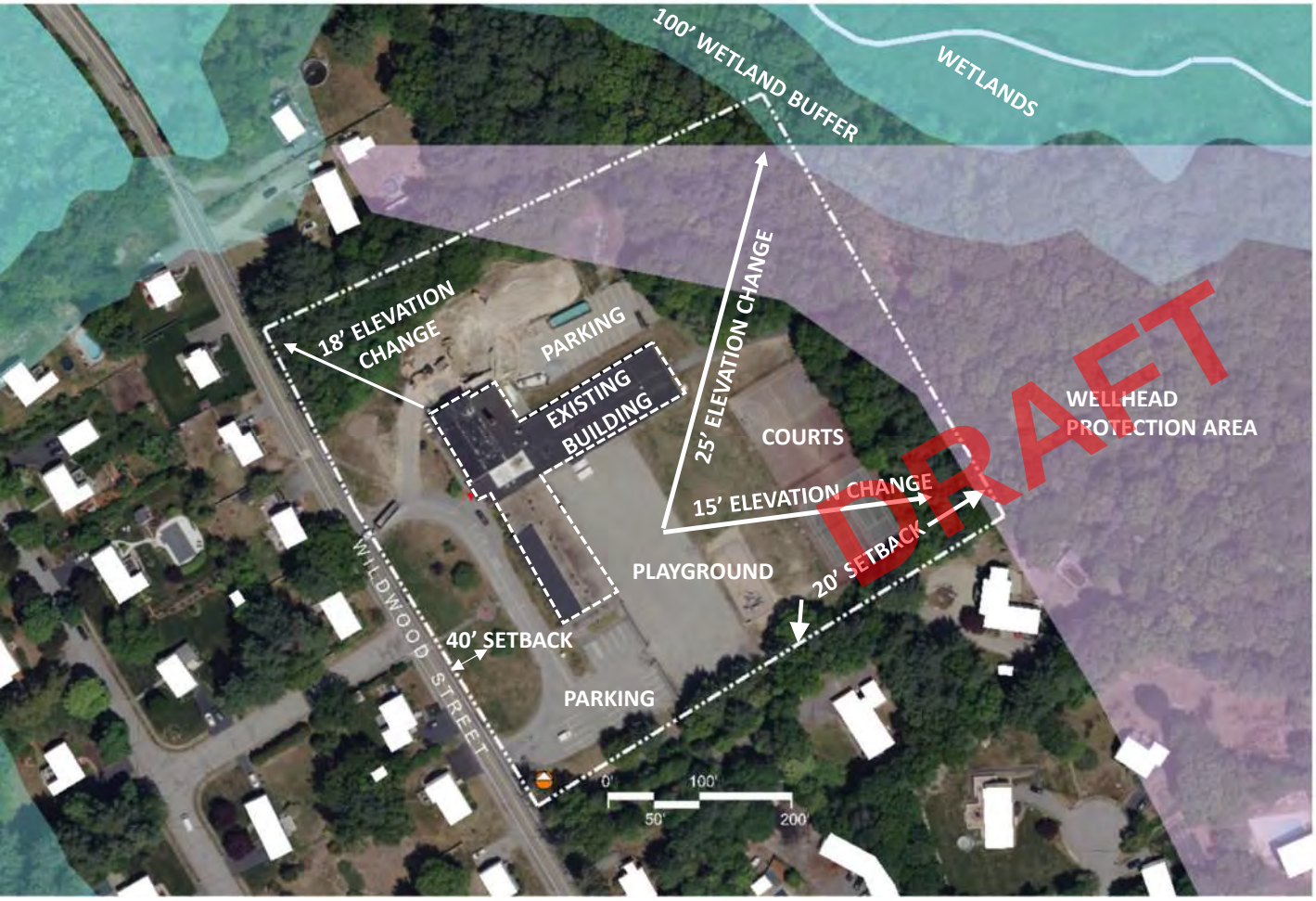
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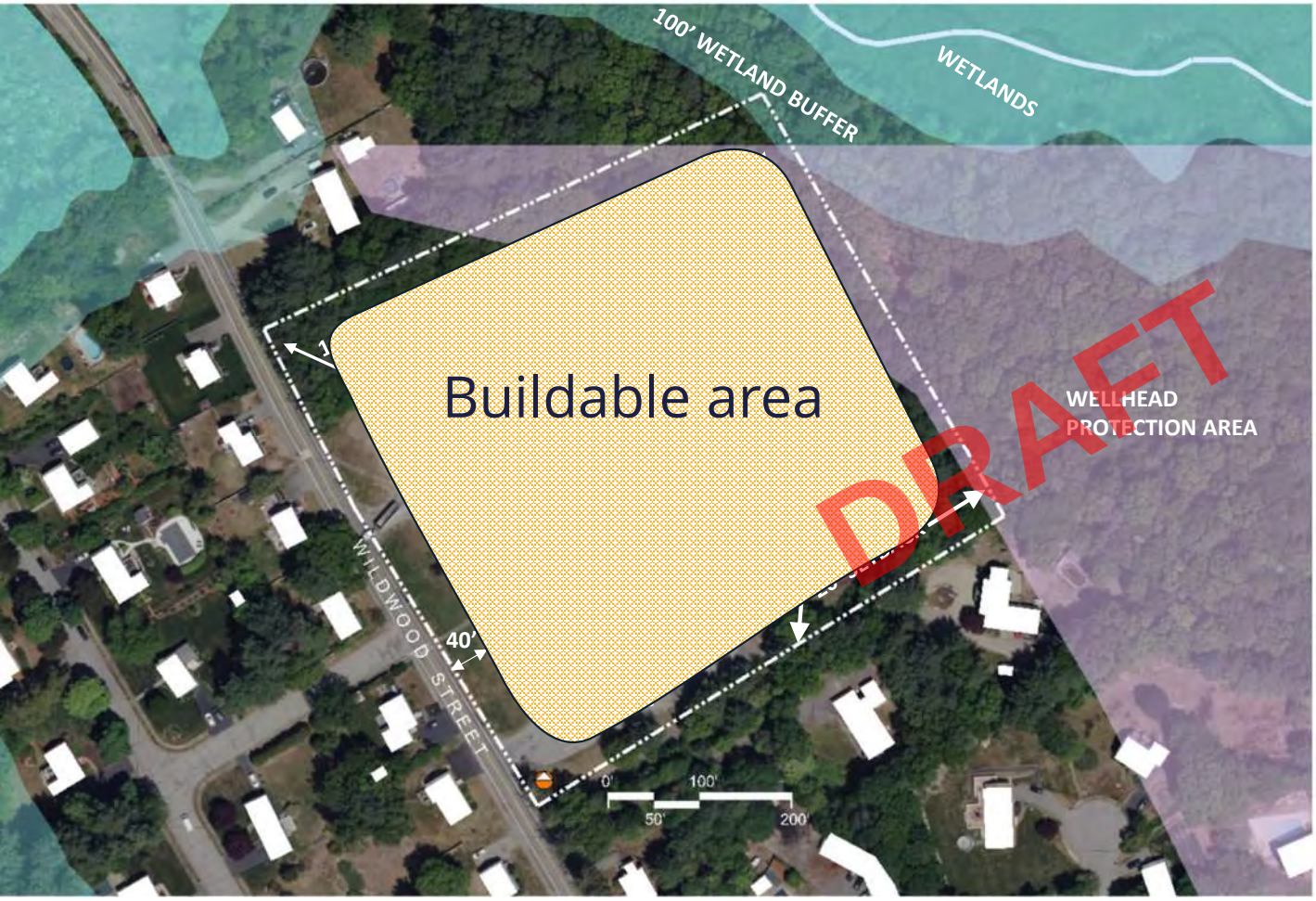
Wildwood Site
Existing Conditions

- 7.5-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: approx. 15'-25' grade change
- No known wetlands
- Parking: 49 standard parking spaces, 6 designated handicap spaces
- Site amenities: Playground, basketball and tennis courts
- Infrastructure: Municipal water; on-site-septic system
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Existing Conditions

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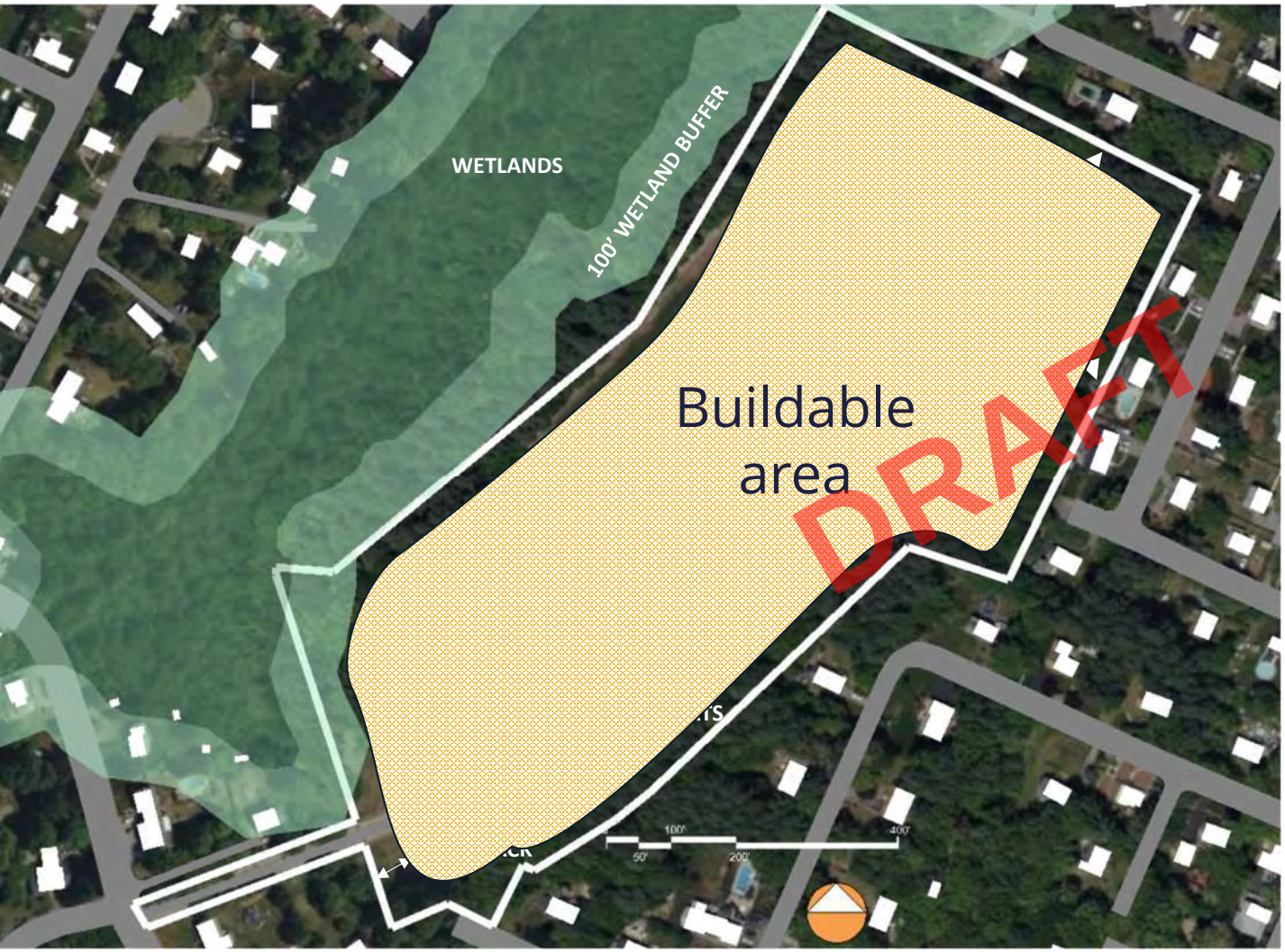
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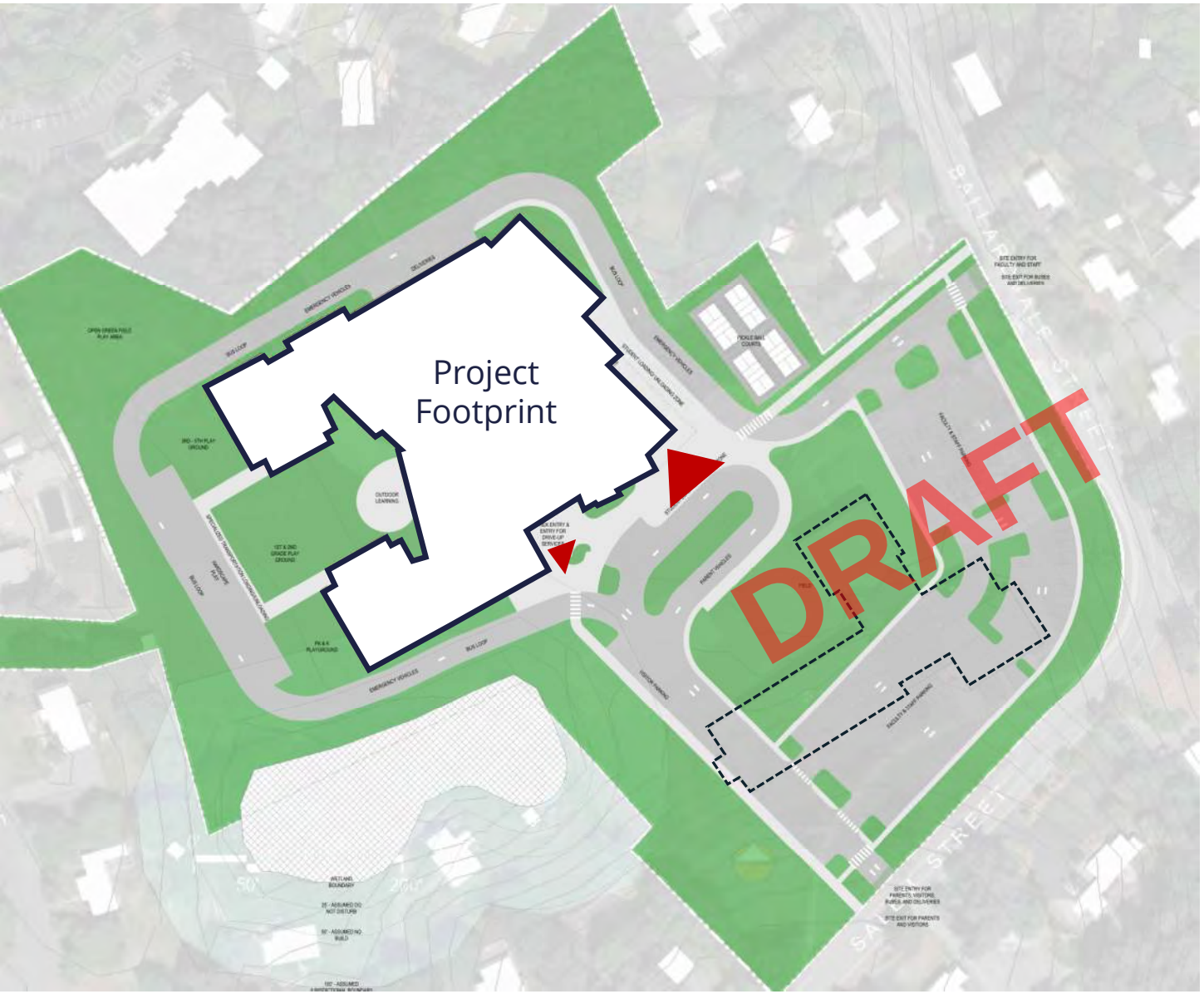
Town Hall Site
Existing Conditions

- 19-acre site
- Zoning: R-20 Residential
- Zoning Setbacks:
  Front 40' minimum
  Side and Rear 20' minimum
  Max. height 35' or 2.5 stories
- Elevation: minimal grade change
- Wetlands: Lubbers Brook buffer along the northwest property line
- Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric
- Site amenities: Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water and sewer



Town Hall Site
Existing Conditions

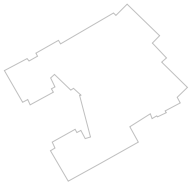
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- Zoning: R-20 Residential
- Zoning Setbacks:
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- Elevation: minimal grade change
- Wetlands: Lubbers Brook buffer along the northwest property line
- Parking: 70 standard parking spaces, 5 designated handicap spaces, 2 electric
- Site amenities: Playground, basketball and tennis courts, athletic fields
- Infrastructure: Municipal water and sewer



Construction Phasing

1A: Construct new building
1B: Move-in PK-5th Grade
2: Demolish Existing Building
3: Complete Site Work





Reno/Add Diagram

Renovation

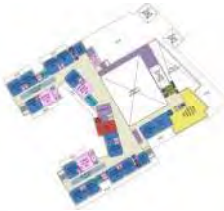
New Construction



Third Floor



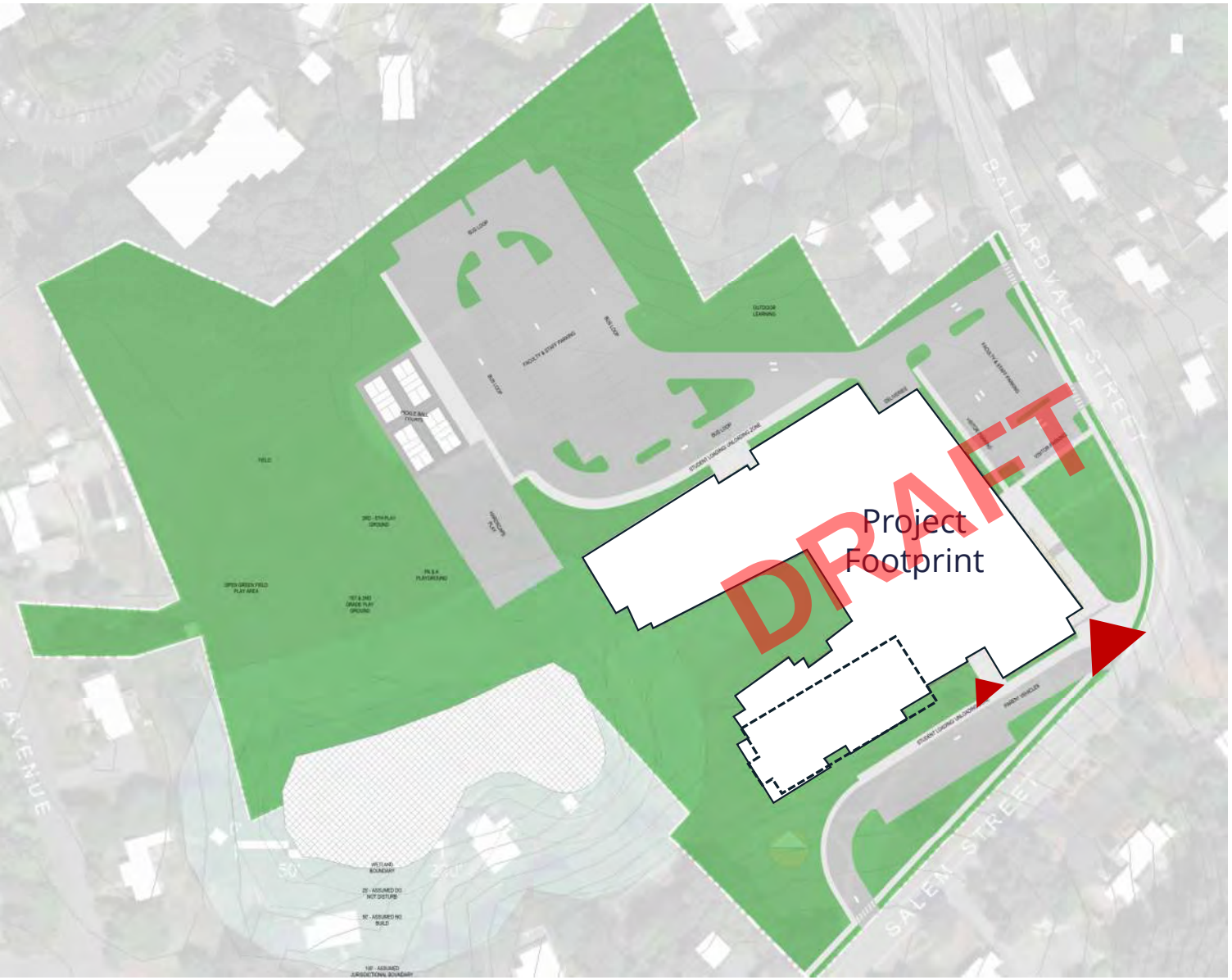
First Floor



Second Floor

N.1 New Construction @ North Intermediate Site

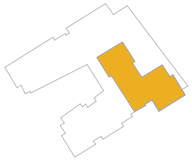
PK-5th



Construction Phasing

1A: 2/3rd of New Addition
1B: Move 4th and 5th Grade into Addition
2: Demolition of Existing Academic Wing
3: 1/3rd of New Addition and Renovate Existing Building to Remain
4: Move-in PK-3rd Grade
5: Complete Site Work





Renovation
New Construction

Reno/Add Diagram



Second Floor



Third Floor



Lower Level



First Floor

AR.1 Add/ Reno @ North Intermediate Site

Site Plan

PK-5th

PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

DRAFT

Stay Connected

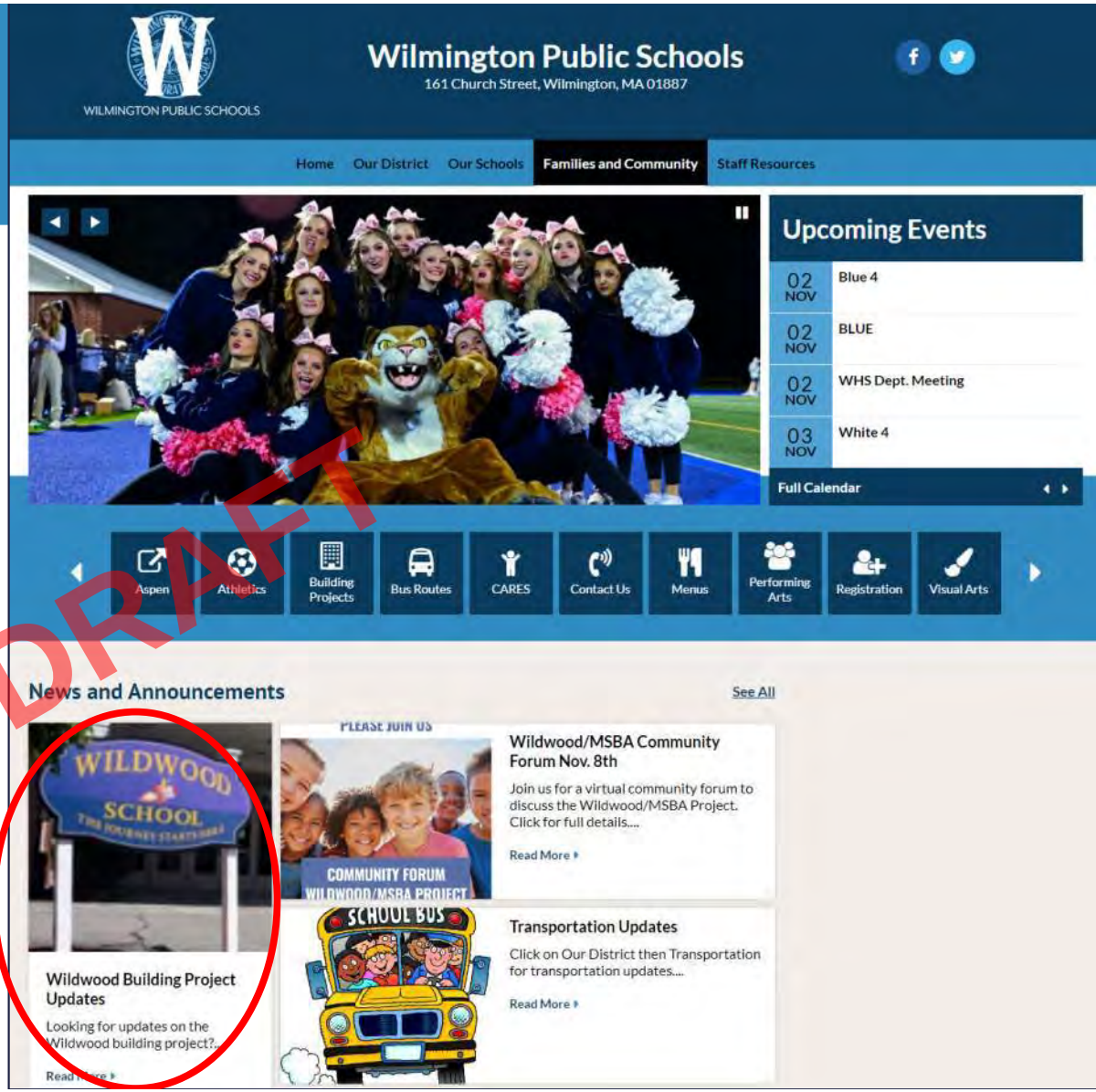


Stay
Connected

Find updates on the District website - click on Wildwood Building Project Updates

Email questions/comments:
wildwoodprojectquestions@wpsk12.com

WCTV WILMINGTON COMMUNITY TELEVISION



Stay
Connected

School Building Committee
February 7 at 6:00 PM

School Building Committee
March 6 at 6:00 PM
March 20 at 6:00 PM

Community Forum 3
March 2024

DRAFT

February 2024

- ❑ Community Forum #2 – Feb. 1
- ❑ Evaluation Criteria Matrix
- ❑ SBC Meeting - Feb. 7th
- ❑ Cost Estimating

March 2024

- ❑ Evaluation Criteria Matrix with Costs
- ❑ SBC Meeting - March 6th
- ❑ Shortlist Options
- ❑ *SBC Meeting in March – Date To Be Confirmed*
- ❑ Community Forum #3 – Date to be confirmed

April 2024

- ❑ Approve PDP Submission
- ❑ SBC Meeting – April 3rd

DRAFT



Thank You

DRAFT

Mentimeter

What one word or short phrase best describes your vision for this project?

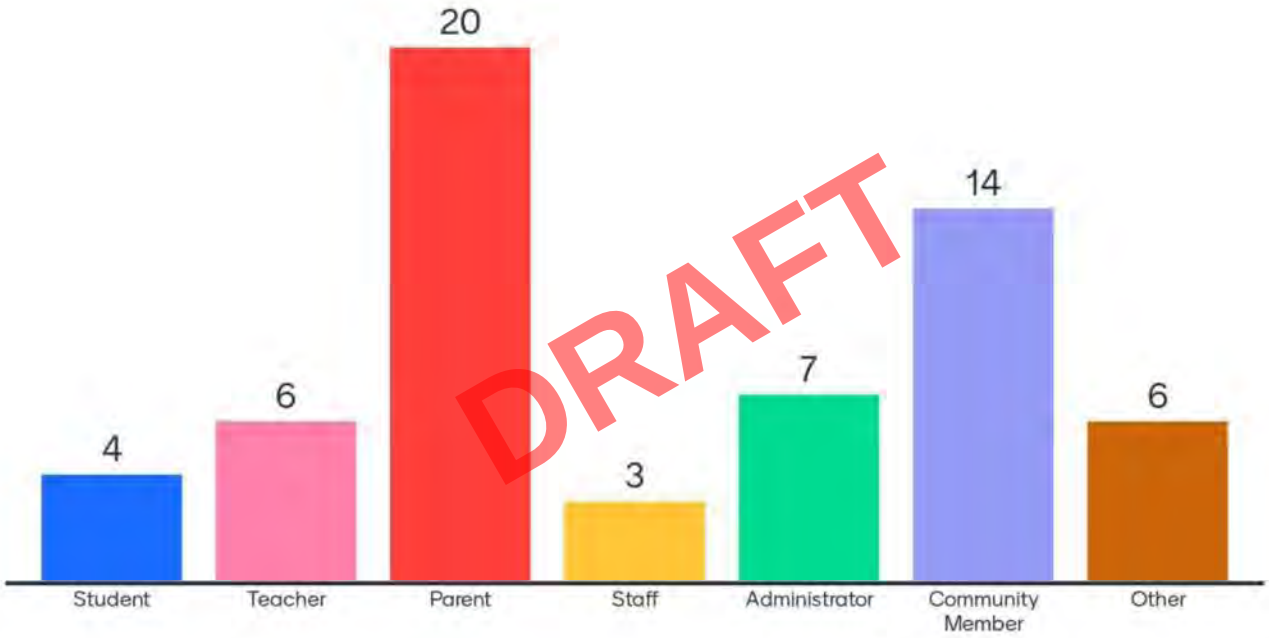
38 responses



38

Mentimeter

I'm responding as:



DRAFT

39

Mentimeter

What other ideas, concerns, or topics should the District and Town consider for this project?

65 responses

Space for a physical building or buildings
2 votes

Equity
2 votes

Community -- a space that fosters community for teachers, students, family and the broader Wilmington community
2 votes

Inclusivity
1 vote

The safety of the students, teachers, and faculty
1 vote

Safety
1 vote

Physical location and related traffic
1 vote

Inclusion

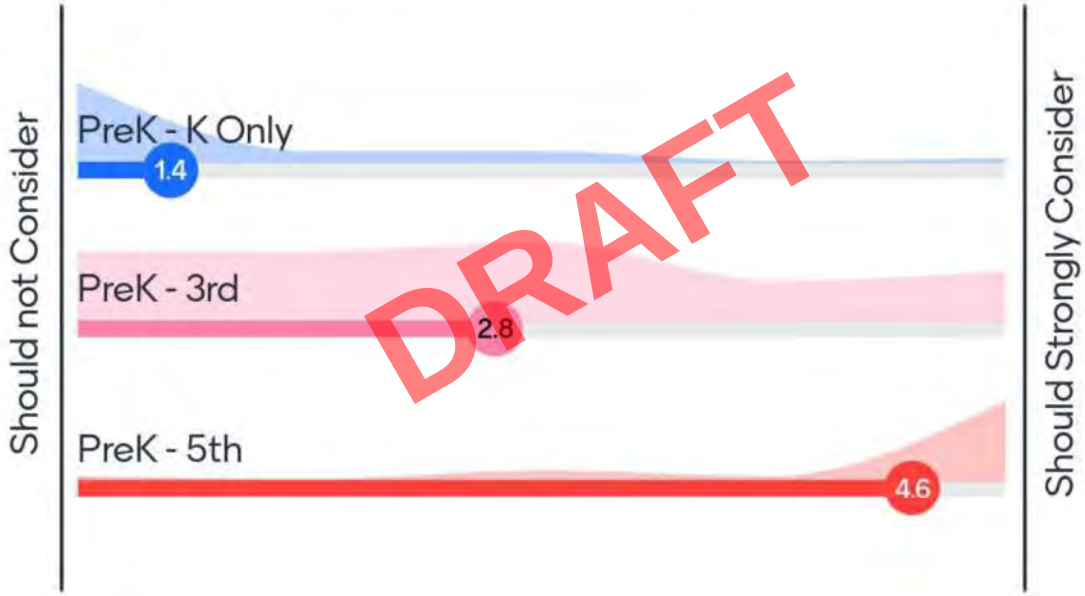
Sustainability/green schools

DRAFT

33

Mentimeter

How strongly should the District consider the following grade configurations?



3 31

How strongly should the District consider each of the following?

Should Not Consider

Properties that lack access to Town sewer and natural gas?

Properties that have access to Town sewer and natural gas?

Town Hall site for a PreK-5 school project?

Town Hall site for a PreK-3 school project?

Town Hall site for a PreK-K school project?

Should Consider

DRAFT

Next Steps and Schedule Update





February 2024

- ❑ Community Forum #2 – Feb. 1
- ❑ Evaluation Criteria Matrix
- ❑ SBC Meeting - Feb. 7th
- ❑ Cost Estimating

March 2024

- ❑ Evaluation Criteria Matrix with Costs
- ❑ SBC Meeting - March 6th
- ❑ Shortlist Options
- ❑ *SBC Meeting in March – Date To Be Confirmed*
- ❑ Community Forum #3 – Date to be confirmed

April 2024

- ❑ Approve PDP Submission
- ❑ SBC Meeting – April 3rd

SBC Public Relations Working Group Update



SBC Sustainability Working Group Update



LEEDv4 BD+C: Schools (LEEDv4 SC)
Project Scorecard

Project: Wilmington Wildwood

Date: 1/19/2024

The Green Engineer
Sustainable Design Consulting

Y	?	N			
1	0	0	**INTEGRATIVE PROCESS**		**1**
1			IPc1	Integrative Process	1
3	3	9	**LOCATION & TRANSPORTATION**		**15**
		N	LTc1	LEED for Neighborhood Development Location	15
1			LTc2	Sensitive Land Protection	1
1		1	LTc3	High Priority Site	1-2
	1	4	LTc4	Surrounding Density and Diverse Uses	1-5
		4	LTc5	Access to Quality Transit	1-4
	1		LTc6	Bicycle Facilities	1
	1		LTc7	Reduced Parking Footprint	1
1			LTc8	Green Vehicles	1
5	6	1	**SUSTAINABLE SITES**		**12**
Y			SSpr1	Construction Activity Pollution Prevention	Required
Y			SSpr2	Environmental Site Assessment	Required
1			SSc1	Site Assessment	1
	2		SSc2	Site Development - Protect or Restore Habitat	1-2
	1		SSc3	Open Space	1
2	1		SSc4	Rainwater Management	2-3
	2		SSc5	Heat Island Reduction	1-2
1			SSc6	Light Pollution Reduction	1
		1	SSc7	Site Master Plan	1
1			SSc8	Joint Use of Facilities	1
6	6	0	**WATER EFFICIENCY**		**12**
Y			WEpr1	Outdoor Water Use Reduction	Required
Y			WEpr2	Indoor Water Use Reduction	Required
Y			WEpr3	Building-Level Water Metering	Required
1	1		WEc1	Outdoor Water Use Reduction	1-2
4	3		WEc2	Indoor Water Use Reduction	1-7
	2		WEc3	Cooling Tower Water Use	2
1			WEc4	Water Metering	1
21	10	0	**ENERGY & ATMOSPHERE**		**31**
Y			EApr1	Fundamental Commissioning and Verification	Required
Y			EApr2	Minimum Energy Performance	Required
Y			EApr3	Building-Level Energy Metering	Required
Y			EApr4	Fundamental Refrigerant Management	Required
6			EAc1	Enhanced Commissioning	2-6
14	2		EAc2	Optimize Energy Performance	1-16
1			EAc3	Advanced Energy Metering	1
	2		EAc4	Demand Response	1-2
	5		EAc5	Renewable Energy Production	1-5
	1		EAc6	Enhanced Refrigerant Management	1
		X	EAc7	Green Power and Carbon Offsets	1-2

Y	?	N			
3	7	3	**MATERIALS & RESOURCES**		**13**
Y			MRpr1	Storage and Collection of Recyclables	Required
Y			MRpr2	Construction and Demolition Waste Management Planning	Required
	3	2	MRc1	Building Life-Cycle Impact Reduction	2-5
1	1		MRc2	Building Product Disclosure and Optimization - EPD	1-2
	1	1	MRc3	Building Product Disclosure and Optimization - Sourcing of Raw Materials	1-2
1	1		MRc4	Building Product Disclosure and Optimization - Material Ingredients	1-2
1	1		MRc5	Construction and Demolition Waste Management	1-2
8	8	0	**INDOOR ENVIRONMENTAL QUALITY**		**16**
Y			IEQpr1	Minimum Indoor Air Quality Performance	Required
Y			IEQpr2	Environmental Tobacco Smoke Control	Required
Y			IEQpr3	Minimum Acoustic Performance	Required
2			IEQc1	Enhanced Indoor Air Quality Strategies	2
2	1		IEQc2	Low-Emitting Materials	3
1			IEQc3	Construction Indoor Air Quality Management Plan	1
1	1		IEQc4	IAQ Assessment	2
1			IEQc5	Thermal Comfort	1
1	1		IEQc6	Interior Lighting	2
	3		IEQc7	Daylight	3
	1		IEQc8	Quality Views	1
	1		IEQc9	Acoustic Performance	1
6	0	0	**INNOVATION**		**6**
1			INc1.1	Innovation: TBD	1
1			INc1.2	Innovation: TBD	1
1			INc1.3	Innovation: TBD	1
1			INc1.4	Innovation: TBD	1
1			INc1.5	Pilot Credit: TBD	1
1			INc2	LEED Accredited Professional	1
1	3	0	**REGIONAL PRIORITY** (underlined)		**0**
	1		RPc1	Regional: Renewable Energy (2 pts)	
	1		RPc2	Regional: Building Lifecycle Impact Reduction (2 pts)	
1			RPc3	Regional: Protect or Restore Habitat (2 pts)	
	1		RPc4	Regional: Optimize Energy Performance (8 pts)	

54	43	13	**PROJECT TOTALS (Certification Estimates)**		**110**

Certified: 40-49 points Silver: 50-59 points Gold: 60-79 points Platinum: 80+ points

Optimize Energy Performance

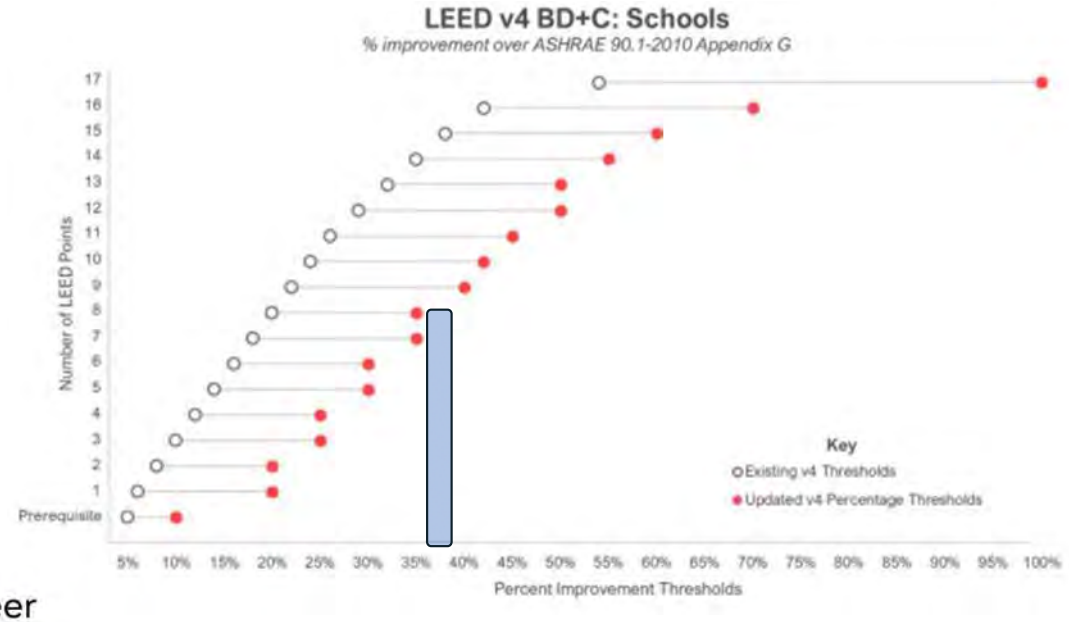
Recent all-electric school showed improvement of 38% over ASHRAE 90.1-2010 baseline—resulting in 15 LEED points earned

- Geothermal heating and cooling
- ERVs
- Electric water heaters
- High-performance insulated walls, roof, and floors
- High-performance double-glazing

Optimize Energy Performance

- **Updates to LEED coming March 1, 2024, will increase energy performance thresholds for Optimize Energy Performance credit**
- **TGE is urging projects to register LEED v4 projects prior to the date to lock into current thresholds**

A project that currently shows a 38% improvement earns **15 points**.



Under March 1, 2024, LEED update, that same project would earn only **8 points**.

The Green Engineer
Sustainable Design Consulting

Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	2/7/2024
Re:	School Building Committee	Meeting No:	11
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
	Diane M. Allan, *Permanent Building Committee*
	John C. Holloway, *Permanent Building Committee*
Present	Gregory B. Bendel, *Board of Selectmen*
Present	Kevin A. Caira, *Board of Selectmen Alternate*
Present	Kate Bissell, *Wildwood School Principal*
Present	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
	Alice Brown-LeGrand, *Director of Student Support Services*
	George W. Hooper II, *Public Buildings Superintendent*
	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
	Lou Cimaglia, *Interim Town Manager*
Present	Susan Inman, *Assistant Town Manager*
	Bryan T. Perry, *Finance Director/Town Accountant*
	Paul J. Melaragni, *Permanent Building Committee*
	David A. Ragsdale, *School Committee Vice Chair*
Present	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
	Maggie Lopes, *West Side Parent*
	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Present	Donald Walter, Principal-In-Charge
	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
	Sarah Traniello, *Assistant Project Manager*

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Item #	Action	Discussion
11.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:00 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. *The attendance based on the roll call can be found on page 1 of these minutes.*
11.2	Record	**Approval of Minutes** G. Bendel motioned to approve the meeting minutes from the January 25, 2024 School Building Committee meeting. The motion carried by unanimous vote.
11.3	Record	**Approval of Invoices** J. Leduc presented Warrant Article No. 8, consisting of invoices for SMMA and Dore+Whittier Architects for services provided in the month of January 2024. SMMA's fee for January consisted of two invoices: one for Basic Services amounting to $7,500 and a second invoice for printing project boards and easels for community outreach amounting to $108.61. Dore+Whittier Architects fee for January consisted of two invoices: one for Basic Services amounting to $31,500 and a second invoice for student assigning and facility planning services, amounting to $3,300. The total amount for Warrant Article No. 8 was $42,408.61. P. Ruggiero recommended the payment for Warrant Number 8 in the amount of $42,408.61. K. Caira asked for clarification regarding Dore+Whittier's activities, citing that their invoices are always $31,500. J. Leduc informed the SBC that consultants traditionally take their fee for a phase of the project and spread their invoicing evenly across the duration of that phase. She further noted that Dore+Whittier report all activities to SMMA who then report those activities in the monthly report to the MSBA. S. Inman motioned to recommend Warrant No. 8 for payment in the amount of $42,408.61. V. Varbedian seconded the motion. The motion carried by unanimous vote with one abstention.
11.4	Record	**Design Update** **<u>Preliminary Community Forum No. 2 Outcomes:</u>** G. Brand reported the virtual Community Forum had a strong turnout. He then introduced R. Philip to walk the SBC through the presentation shown at the Community Forum. There were four (4) potential sites tested each with various grade level configurations (PreK-K, PreK-3, PreK-5) and the option of new construction or addition/renovation presented to the community. In total 15 options were presented to the community. R. Philip reminded the SBC that these options were test fits to determine if they can meet the education, site, and infrastructure goals at each location. G. Brand noted that the options were consistent with the MSBA agreement. R. Philip added that they do not necessarily need to keep all four (4) sites when they shortlist. • Most respondents on the Mentimeter platform that was used at the community forum were parents however teachers, administrators, staff, and community members were all represented in the responses. R. Philip noted the platform was still open to the public, so the data is considered preliminary. • The most common words used in the 50 responses on Mentimeter were "consolidation", "inclusive", and "modern". • Community members were asked about the importance of a high school-sized gym on a scale of 1-5 (**"1" being strongly disagree, "5" being strongly agree**). They

Item #	Action	Discussion
		were prompted with the following circumstances regarding the importance of the gym: ▪ Only if the existing gyms at North and Woburn Street are no longer available for community use. The average response was **1.9/5.** ▪ Regardless of whether or not existing gyms at Woburn and North remain available for community use. The average response was **4.2/5.** ▪ There are no circumstances where a high school-sized gym is a priority for this project. The average response was **1.3/5.** • Community members were asked how strongly the district should consider the following grade configurations on a scale of 1-5 (**"1" being should not consider, "5" should strongly consider**). They were prompted with the following grade configurations both before and after the options were shared: ▪ PreK-K: Before options were presented the average response was **1.3**, after options were presented, the response was **1.0**. ▪ PreK-3: Before options were presented average response was **2.5**, after options were presented, the response was **2.4**. ▪ PreK-5: Before options were presented average response was **4.5**, after options were presented, the response was **4.8**. **<u>Evaluation Criteria and Matrix:</u>** The SBC is tasked with establishing the evaluation criteria to differentiate between the options. R. Philip presented Dore+Whittier's draft of the evaluation categories based on the Guiding Principles for Design. The eight (8) categories were: • Education • Site • Community • Sustainability • Consolidation • Construction Logistics • Total Time to Address All Needs • Consolidation • Cost Dore+Whittier proceeded to present listed criteria for each category and asked the SBC for feedback regarding whether or not the listed criteria captured the essence of the category. *The specific criteria for each category can be found in the PowerPoint slides attached to these minutes.* • R. Phillips presented a draft matrix with all of the site and grade configurations and the evaluation criteria drafted by Dore+Whittier. o K. Bissell noted that the site criteria did not include the availability of Town utilities at the various sites. R. Phillip will follow up and ensure it is reflected in the criteria. • M. Gallezzo requested to have the Town Hall site removed from consideration due to public feedback and overall challenges the site presented. R. Phillip and J. Leduc responded that the SBC voted to include that site in the study and needed to include it in the evaluation matrix. They recommended adding another site criteria which would evaluate sites for any potential restrictions which would limit the use of the site. • G. Bendel and K. Caira expressed for record that they too favored the removal of the Town Hall option from consideration.

Item #	Action	Discussion
		• R. Phillip and J. Leduc reminded the SBC that there will be options that may not be favorable that they are required to move forward as part of the MSBA process.
11.5	Record	**Schedule Update** • **February 2024** o Evaluation Criteria Review o Cost Estimating – mid February • **March 2024** o Evaluation Criteria Matrix with Costs o March 6, 2024, School Building Committee Meeting o Evaluation Criteria Matrix with Costs o Preliminary Shortlist Options o March 20, 2024, School Building Committee Meeting o Community Forum No. 3 – March 28, 2024 • **April 2024** o Finalize Shortlist Options o Approve PDP Submission o April 3, 2024, School Building Committee Meeting
11.6		**Working Group Updates** • **Public Relations** o V. Varbedian emphasized the positive turnout from the Community Forum No. 2 and stated they will continue to do outreach to achieve that level of engagement for upcoming community engagement meetings. o The public relations working group reached out to the Senior Center to set up a presentation in conjunction with or in advance of the next community forum. o M. Gallezzo asked if advertisements were taken out for the community forum. V. Varbedian responded that they had not taken out advertisements, but plan on doing so for the Town Vote. • **Sustainability** o R. Philip reviewed The Green Engineer to complete the registration of the project for LEED prior to the March deadline. There are some documents still requiring Town signature. The Town's attorney is reviewing the documents and there is still some discussion ongoing regarding whether the Town directly or The Green Engineer will be registering the project.
11.7	Record	**Discussion/Correspondence/New Items** • J. Leduc commented on a recent school tour in Tewkesbury and expressed a positive turnout. She noted they watched the dismissal process, and it was very efficient. S. Scott added that the space was very inviting and creative. P. Ruggiero added that it was a good experience and nice to hear some things they would have done differently. • J. Leduc noted that the intent is to move future SBC meetings to 6:30PM.

Item #	Action	Discussion
		• G. Brand noted there had been some discussion regarding moving away from virtual meetings. J. Leduc said the next leadership working group meeting would attempt to go with a hybrid model. V. Varbedian agreed with the sentiment that in person or hybrid meetings for important votes would encourage more participation.
11.8	Record	**Committee Questions** None.
11.9	Record	**Public Comments** Community member J. Bonelli commended the SBC for its work leading up to and at Community Forum No. 2.
11.10	Record	**Next Meeting:** **March 6, 2024 from 6:30 PM to 9:30 PM** *Virtual Meeting via Zoom – Remote Participation*
11.11		**Adjourn** G. Brand invited a motion to adjourn at 7:26PM. V. Varbedian motioned to adjourn. M. Gallezzo seconded the motion. The motion carried by unanimous vote.

Attachments: Warrant No. 8; Wilmington Wildwood ECM Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author within 72 hours if you have any questions or are not in agreement with these Project Minutes.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	2/7/2024
Prepared by:	Julie Leduc	Meeting Time:	6:00 PM
Meeting Location:	Remote Participation via Zoom	Meeting No.	11
	https://wpsk12.zoom.us/j/89684086149?pwd=ems1WmlmVkVEQURmOUJTQi8vc1lCdz09		
	Dial: +1 929 436 2866 US		
	Meeting ID: 896 8408 6149 Passcode: WW2023		

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 8
4. Design Update
    - Preliminary Public Forum #2 Outcomes
    - Evaluation Criteria and Matrix
5. Schedule Update
6. SBC Working Group Updates
    - Public Relations
    - Sustainability
7. Discussion/Correspondence/New Items
8. Committee Questions
9. Public Comments
10. Next Meeting: March 6, 2024
11. Adjourn

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

www.smma.com

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #8

February 7, 2024

SMMA DORE | WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Preliminary Community Forum #2 Outcomes
- Evaluation Criteria and Matrix
- Next Steps
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Wednesday, March 6th
- Adjourn

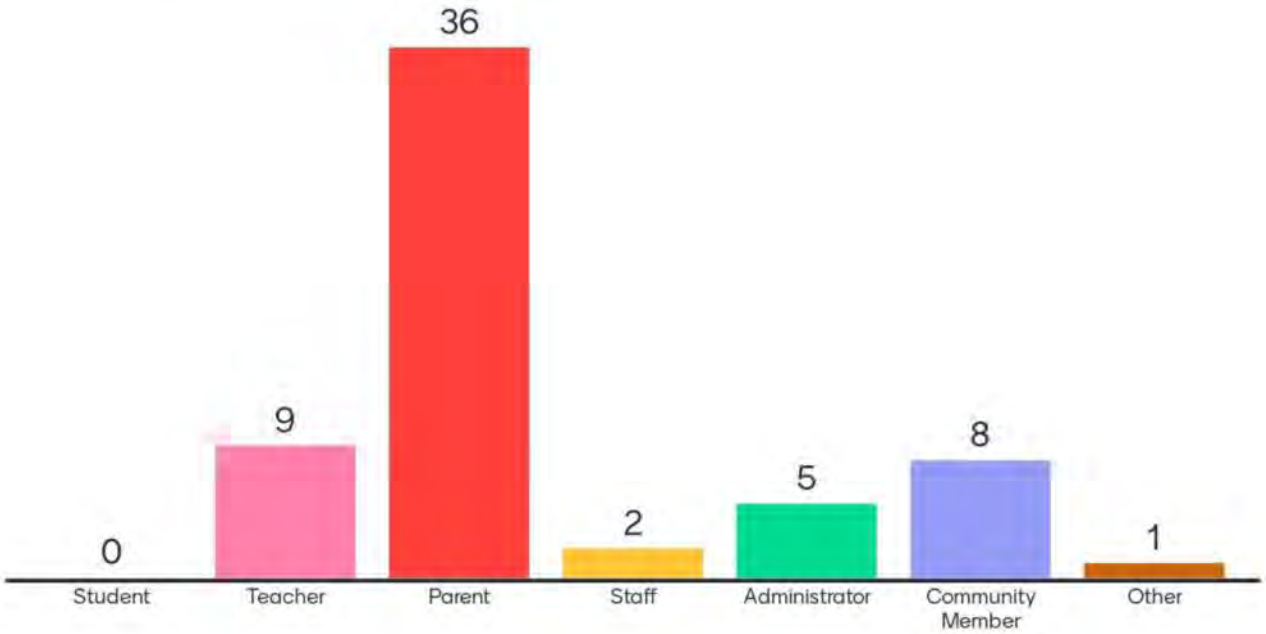
Preliminary Community Forum #2 Outcomes



PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

Mentimeter

I'm responding as:



48

Mentimeter

What one word or short phrase best describes your vision/goals for this project?

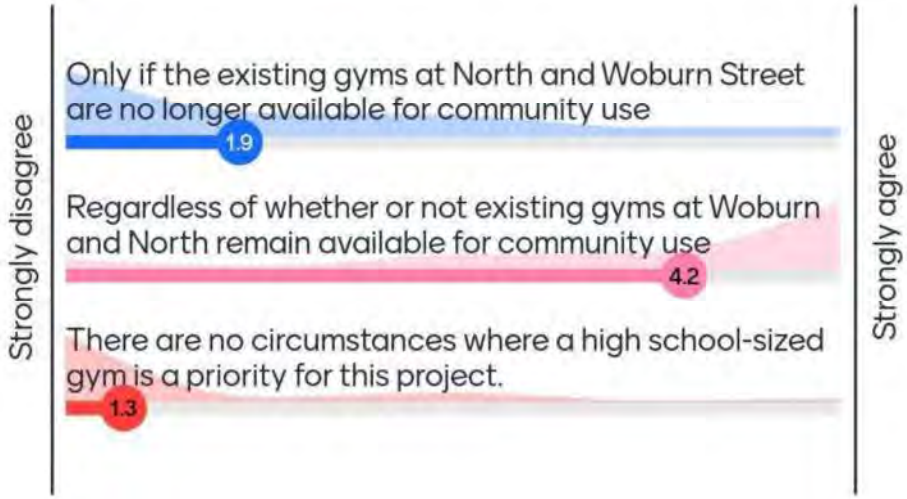
50 responses



50

Mentimeter

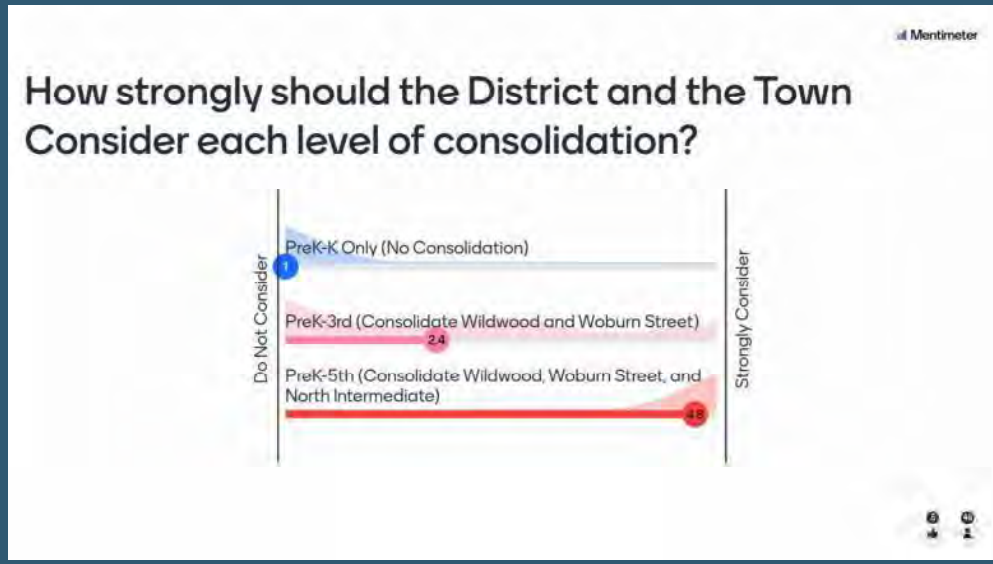
In what circumstances is a high school-sized gym for this project a priority for the community?



6 50



*Responses before options were shared



*Responses after options were shared

Mentimeter

What other ideas, concerns, or topics should the District and Town consider for this project?

Central air conditioning is a must	Pre-K and K building only will not solve the issues that we are having with buses and school times. We definitely need consolidation	Busing and start times	Ability to add/reno on plot 25-60 years from now
Community space!	Long term cost/maintenance/repairs (retaining walls, septic)	traffic impact	Town hall site is too far west for the north side of town
Staffing/classrooms - adding STEM specialist? More aides? Smaller class sizes	While building a new school, it would be great for the town to have a field house / large gym for use by the community.	How does the reno/rebuild on sites where students are present affect their learning experience?	Definitely cost is a factor but would like to see a consolidation of the schools and community spaces
Traffic flow with the different location options should be taken into consideration	Traffic and adequate parking are concerns.	costspeed of getting donebenefits the most amount of students	Please don't destroy another wooded peaceful area by building at town hall
Athletic facilities	Active shooter & School safety systems	Be sure to consider the costs of doing nothing or of postponing addressing our school needs	Bus route consolidation
Prek and k student have 5-point harnesses that they often cannot get in and out of independently. A car line is difficult with this.	I'm very excited to see this progress. Can we also start planning for the west side- even if long term?	Location, should be central. Town hall site makes no sense	Safety for drop-off
Best fit for special education.	Possibility of staff childcare	Traffic planning in town not just facility	Distance traveled from different parts of town
Next steps if universal preK becomes a reality in the near future	There definitely is value and Efficiency in consolidating the schools.	The pre-k 5 spaces lack those appealing outdoor courtyard/ learning spaces	Preservation of existing green space and trees
Share community spaces	You know this already, but things are getting more expensive! The time to consolidate is NOW! "It's too expensive" cannot be an option!	I think it's really important to show action regarding exploration of Westside solutions (before the buildings are unusable) to garner support via town vote next year	Adequate outdoor space/playgrounds.
The educational value and efficiency of a Pre-K to 5 builing is so high. Consolidation should be the highest priority	I'm concerned about the town hall site as an option. The wooded space there is really valuable to the community as itsone of the few wooded areas with trails in town. I'd hate to see that cleared out	Having a high school sized gym would do so much for recreation and community events.	Make the school large enough for future population projections
Cost is definitely a factor but would like to see a consolidation of the schools with community use spaces.	The town should consider first and foremost how the new building will and can better support student learning and provide staff with an environment which allows them to effectively teach	Whether we need new septic system or can use existing sewer lines	Durability and maintenance ease
Timing, please be proactive/forward thinking of future needs to ensure this project isn't outdated quickly after completion.	Heating and cooling - as well as air quality NEEDS to be priority	Site logistics (traffic, sewer, etc) are very important.	Exploring consolidation of the other schools
Safety and educational spaces are very important	Does the planning committee evaluation process include a comprehensive life-cycle cost budgeting approach addressing both long-term operating costs and renewal needs to prevent degradation over time?	The town hall site is already causing uproar, that one should be eliminated soon	Staffing for administration and the impact on some amazing principals
Safety of students and staff	Good cafeteria to make healthier meals	Many of the renovation/build plans unfortunately look like they remove outdoor playing/field space.	LEED certification

Mentimeter

What other ideas, concerns, or topics should the District and Town consider for this project?

Consolidation (schools/busses)
Financially responsible
Smaller classes
Safety
Future expansion on site / Universal Pre-K
Traffic impact and travel distance
Adequate parking
Community Use/ Athletic facilities / Large Sized Gym
Drop-off options for Pk-K
Preserve green space and trees
Outdoor learning, open space and playgrounds
Healthy meals in appropriately sized cafeteria
Heating/Cooling/Ventilation
Durability and maintenance ease
LEED certification



Evaluation Criteria and Matrix



Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT

updated 12/13/23

- Education methodologies will change over the life span of the building. The project should be designed **flexible** enough to allow the educational method to evolve without significant changes to the building, itself.
- Zone the building into **public and private** spaces
- Organize building into PreK to 2nd grade and 3rd grade to 5th grade with shared core spaces in between
- Organize building into **grade level learning communities**, but in such a way that limits isolation of any one grade level and allows grade level learning communities to expand in bubble years
- **Reduce travel distances** between classrooms and shared core space to the greatest extent possible
- Position Pre-Kindergarten and Kindergarten on the ground level
- **Separation of site circulation** – cars, buses, pedestrians – to the greatest extent possible
- Create a dedicated PreK entry
- **Appropriate faculty, staff, and visitor parking**
- **Integrate special education spaces** throughout the facility
- Position stage between Gymnasium and Cafeteria to maximize the flexibility to create performance/event experiences
- Position some of the administration offices within classroom groupings
- Remainder of administrative spaces adjacent to the main entry of the building
- Provide a wide **variety of instructional spaces** including traditional classrooms, small group rooms, and extended learning spaces (XLAs) with strong visual and physical connections between these experiences to facilitate a wide variety of instructional practices, varying group sizes, and opportunities for inclusionary practices for student support services.
- Provide lower grades with access to calming areas with sensory options; upper grades access XLAs/outside classroom areas
- Create **teacher collaboration spaces** capable of supporting day to day planning activities, diagnostic student data meetings, and professional development experiences

Wilmington Elementary School Building Project

Guiding Principles for Design – DRAFT,

updated 12/13/23

- Create an environment that positions office and service-delivery spaces for student support services near and distributed amongst grade level classrooms
- Position grade-level specific playgrounds adjacent to grade-level classroom areas
- Provide all instructional spaces, offices, and extended learning spaces with **direct access to natural daylight** and **exterior views** to the greatest extent possible
- Provide a small group room between every pair of grade level classrooms to support general classroom instructional activities and as a place for student support services when appropriate.
- Create an environment where PreK students can dine in close proximity to their classrooms.
- Zone the cafeteria in such a way to create a variety of dining experiences and smaller zones to reduce student anxiety.
- Cafeteria should be designed to maximize site lines and minimize adult supervision.
- Create a **new STEM** (Science, Technology, Engineering, and Mathematics) program and support it with purpose-built and dedicated instructional space.
- **Prioritize durability and ease of maintenance for materials and systems over lowest first cost.**
- Position custodial closets with consideration for operational practicalities of daily cleaning activities.
- Position general receiving close to the kitchen, gymnasium, and with the ability to move materials, equipment, and supplies throughout the project.
- **Maximize open green space** in addition to playgrounds on site.
- **Maximize queue length** in site circulation design.
- Balance location of administrators with building security needs.

Education

- ❑ How well does each option embody the educational elements of the guiding principles for design?

Site

- ❑ How well does each option achieve the site features and functions defined in the guiding principles for design?

Community

- ❑ How well does each option serve as a community resource?

Sustainability

- ❑ How well does each option achieve the goals for energy efficiency and sustainable design features?

Construction Logistics

- ❑ How well does each option limit disruption to students, staff, and neighbors during construction?

Total Time to Address All Needs

- ❑ How well does each option limit the time necessary to address all elementary-aged needs across the three subject schools?

Consolidation

- ❑ What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Cost

- ❑ How do costs align with the community's sense of value and affordability?

Education

How well does each option embody the educational elements of the guiding principles for design?

Criteria

1	Provides flexible and adaptable spaces
2	Addresses adjacencies of programs to support educational model: grade level learning communities that limit isolation of any one grade and provides options to expand grade level communities in bubble years
3	Reduces travel distances between classrooms and shared core spaces
4	Retains small school feel - some adminstration offices within classroom groupings
5	Integrates outdoor learning spaces
6	Seamlessly integrated spaces for special education, student support services and specials
7	Cafeteria design maximizes site line and minimizes need for adult supervision
8	Creates a variety of student dining experiences and smaller zones/quieter spaces
9	Promotes a sense of community and collaboration for teachers and students
10	Provides access to natural daylight and views for all spaces
11	Wide variety of spaces (small group, movement, extended learning)
12	Includes adaptable spaces for professional development

Site

How well does each option achieve the site features and functions defined in the guiding principles for design?

Criteria

1	Proximity of parking to main entrance
2	Provides a dedicated Pre-Kindergarten Entry
3	Site supports appropriate number of parking spaces
4	Positions grade-level specific playground adjacent to grade-level classroom areas
5	Having a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians.
6	Adequate queuing space for buses and cars
7	Ability to expand building for future growth
8	Maximizes open green space in addition to playgrounds on site
9	Student access to play areas without crossing parking or roadways
10	Scale of building to site
11	Minimizes steep slopes and retaining walls
12	Minimizes impacts to wetlands
13	Maximizes distance from abutters and property line

Community

How well does each option serve as a community resource?

Criteria

1	Public/Private Separation
2	Quality community spaces and ease of access to these spaces without compromising building security

Sustainability

How well does each option achieve the goals for energy efficiency and sustainable design features?

Criteria

1	Meets Town and school district goals for Sustainability and Energy Efficiency and Meets MSBA Requirements for Additional 3%+ Point
2	Solar Orientation; classrooms oriented along east-west axis for best control of north/south light
3	Prioritize durability and ease of maintenance for materials and systems over lowest first cost

Construction Logistics

How well does each option limit disruption to students, staff, and neighbors during construction?

Criteria

1	Simple construction phasing
2	Minimizes construction phase disturbance to students/teachers
3	Construction phasing impact to neighbors
4	Temporary facilities not required

Total Time to Address All Needs

How well does each option limit the time necessary to address all elementary-aged needs across the three subject schools?

Criteria

1	How well does the alternative limit the time necessary to address all elementary-aged needs across the three subject schools?

Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Criteria

1	Traffic impact to neighborhoods and intersections
2	Benefits all PK-5 students at three schools (Wildwood, Woburn Street,North Intermendiate)
3	Has the most benefits: financially and educationally, and fits into neighborhood

Cost

How do costs align with the community's sense of value and affordability?

Criteria

1	Total Cost
2	Phasing Costs
3	Annual Operating Cost - (all 3 schools)
4	Cost to Benefit Analysis

Wilmington Wildwood School Project - Evaluation Criteria

The major categories are scored 0 - 10, with 10 being best, to reflect how well each option addresses the criteria. The total at bottom is the sum of these scores.

Option

Criteria

	Criteria	PK-K R.1 130 students + PK Repair Wildwood Units No educational or space revisions *At Wildwood site*	PK-K AR.1 130 students + PK Add/Reno Wildwood PK-K *At Wildwood site*	PK-K N.1 130 students + PK New School PK-K *At Wildwood site*	PK-K N.2 130 students + PK New School PK-K *At Town Hall site*	PK-3 R.1 510 students + PK Reno Woburn St Units No educational or space revisions *At Woburn St site*	PK-3 AR.1 510 students + PK Add/Reno Woburn PK-3 *At Woburn St site*	PK-3 AR.2 510 students + PK Add/Reno Wildwood PK-3 *At Wildwood site*	PK-3 N.1 510 students + PK New School PK-3 *At Woburn St site*	PK-3 N.2 510 students + PK New School PK-3 *At Wildwood site*	PK-3 N.3 510 students + PK New School PK-3 *At Town Hall site*	PK-5 R.1 750 students + PK Reno North Units No educational or space revisions *At North site*	PK-5 AR.1 750 students + PK Add/Reno North PK-5 *At North site*	PK-5 AR.2 750 students + PK Add/Reno Woburn PK-5 *At Woburn St site*	PK-5 AR.3 750 students + PK Add/Reno Wildwood PK-5 *At Wildwood site*	PK-5 N.1 750 students + PK New School PK-5 *At North site*	PK-5 N.2 750 students + PK New School PK-5 *At Woburn St site*	PK-5 N.3 750 students + PK New School PK-5 *At Wildwood site*	PK-5 N.4 750 students + PK New School PK-5 *At Town Hall site*
	Education																		
1	Provides flexible and adaptable spaces																		
2	Addresses adjacencies of programs to support educational model: grade level learning communities that limit isolation of any one grade and provides options to expand grade level communities in bubble years																		
3	Reduces travel distances between classrooms and shared core spaces																		
4	Retains small school feel - some administration offices within classroom groupings																		
5	Integrates outdoor learning spaces																		
6	Seamlessly integrated spaces for special education, student support services and specials																		
7	Cafeteria design maximizes site line and minimizes need for adult supervision																		
8	Creates a variety of student dining experiences and smaller zones/quieter spaces																		
9	Promotes a sense of community and collaboration for teachers and students																		
10	Provides access to natural daylight and views for all spaces																		
11	Wide variety of spaces (small group, movement, extended learning)																		
12	Includes adaptable spaces for professional development																		
	Site																		
1	Proximity of parking to main entrance																		
2	Provides a dedicated Pre-Kindergarten Entry																		
3	Site supports appropriate number of parking spaces																		
4	Positions grade-level-specific playground adjacent to grade-level classroom areas																		
5	Having a safe, clear and easily understood circulation route - Separation of bus, car and pedestrians.																		
6	Adequate queuing space for buses and cars																		
7	Ability to expand building for future growth																		
8	Maximizes open green space in addition to playgrounds on site																		
9	Scale of building to site																		
10	Minimizes steep slopes and roadway walls																		
11	Minimizes impacts to wetlands																		
	Community																		
1	Public/Private Separation																		
2	Quality community spaces and ease of access to these spaces without compromising building security																		
	Sustainability																		
1	Meets Town and school district goals for Sustainability and Energy Efficiency and Meets MSBA Requirements for Additional 35+ Point																		
2	Solar Orientation; classrooms oriented along east-west axis for best control of north/south light																		
3	Prioritize durability and ease of maintenance for materials and systems over lowest first cost																		
	Logistics / Construction Impact																		
1	Simple construction phasing																		
2	Minimizes construction phase disturbance to students/teachers																		
3	Construction phasing impact to neighbors																		
4	Temporary facilities not required																		
	Consolidation																		
1	Traffic impact to neighborhoods and intersections																		
2	Benefits all PK-5 students at three schools (Wildwood, Woburn Street,North Intermediate)																		
3	Has the most benefits: financially and educationally, and fits into neighborhood																		
	Total Time to Address All Needs																		
1	How well does the alternative limit the time necessary to address all elementary aged needs across the three subject schools?																		
	Cost																		
1	Total Cost																		
2	Phasing Costs																		
3	Annual Operating Cost - (all 5 schools)																		
4	Cost to Benefit Analysis																		
	TOTAL SCORE																		

SAMPLE

Westwood Hanlon Elementary School Evaluation Criteria

	2/10/2020	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		RO-H.1	AR-HO-H.1	AR-HD-H.2	AR-HS-H.3	AR-HS-S.1	NHO-H.1	NHD-H.1	NHD-H.2	NHD-H.3	NHD-H.4	NHS-H.1	NHS-H.2	NHS-S.1	NHS-S.2	NHS-S.3
	type	Reno	Add-Reno	Add-Reno	Add-Reno	Add-Reno	New	New	New	New	New	New	New	New	New	New
	size	Hanlon Only 315	Hanlon Only 315	Hanlon Deerfield 560	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Only 315	Hanlon Deerfield 560	Hanlon Deerfield 560	Hanlon Deerfield 560	Hanlon Deerfield 560	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Sheehan 685
	location	Hanlon	Hanlon	Hanlon	Hanlon	Sheehan	Hanlon	Hanlon	Hanlon	Hanlon	Hanlon	Hanlon	Hanlon	Sheehan	Sheehan	Sheehan
A	Education	1	2	2	4	4	4	5	4	4	5	5	5	4	4	5
B	Site	1	4	4	4	2	5	5	5	5	5	5	5	2	3	3
C	Traffic	2	4	4	2	1	5	4	4	4	4	2	2	1	1	1
D	Community	1	3	3	4	2	5	5	5	5	5	5	5	2	2	2
E	Sustainability	1	3	3	4	4	5	5	5	5	5	5	5	5	5	5
F	Logistics / Construction Impact	1	1	2	2	1	4	4	4	4	4	4	4	2	2	2

Best	Better	Good	Fair	Poor
5	4	3	2	1

SAMPLE

Westwood Hanlon Elementary School Evaluation Criteria

2/10/2020

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		RO-H.1	AR-HO-H.1	AR-HD-H.2	AR-HS-H.3	AR-HS-S.1	NHO-H.1	NHD-H.1	NHD-H.2	NHD-H.3	NHD-H.4	NHS-H.1	NHS-H.2	NHS-S.1	NHS-S.2	NHS-S.3
	type	Reno	Add-Reno	Add-Reno	Add-Reno	Add-Reno	New	New	New	New	New	New	New	New	New	New
	size	Hanlon Only 315	Hanlon Only 315	Hanlon Deerfield 560	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Only 315	Hanlon Deerfield 560	Hanlon Deerfield 560	Hanlon Deerfield 560	Hanlon Deerfield 560	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Sheehan 685	Hanlon Sheehan 685
	location	Hanlon	Hanlon	Hanlon	Hanlon	Sheehan	Hanlon	Hanlon	Hanlon	Hanlon	Hanlon	Hanlon	Hanlon	Sheehan	Sheehan	Sheehan
A	Education	1	2	2	4	4	4	4	4	4	4	4	4	4	4	4
B	Site	1	4	4	4	2	4	4	4	4	4	4	4	2	3	3
C	Traffic	2	4	4	2	1	4	4	4	4	4	2	2	1	1	1
D	Community	1	3	3	4	2	4	4	4	4	4	4	4	2	2	2
E	Sustainability	1	3	3	4	4	4	4	4	4	4	4	4	4	4	4
F	Logistics / Construction Impact	1	1	2	2	1	4	4	4	4	4	4	4	2	2	2

Best	Better	Good	Fair	Poor
5	4	3	2	1

Recommended Short-Listed Options*

* Includes Base Repair, Option #1 - $25 M



Next Steps and Schedule Update





February 2024

- ❑ Evaluation Criteria Review
- ❑ Cost Estimating – mid February

March 2024

- ❑ Evaluation Criteria Matrix
- ❑ SBC Meeting - March 6th
- ❑ Evaluation Criteria Matrix with Costs
- ❑ Preliminary Shortlist of Options
- ❑ *SBC Meeting – March 20th*
- ❑ Community Forum #3 – March 28th

April 2024

- ❑ Finalize Shortlist of Options
- ❑ Approve PDP Submission
- ❑ SBC Meeting – April 3rd

SBC Public Relations Working Group Update



Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	3/6/2024
Re:	School Building Committee	Meeting No:	12
Location:	Hybrid: In Person at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
Remote	Diane M. Allan, *Permanent Building Committee*
A	John C. Holloway, *Permanent Building Committee*
Remote	Gregory B. Bendel, *Board of Selectmen*
Remote	Kevin A. Caira, *Board of Selectmen Alternate*
Remote	Kate Bissell, *Wildwood School Principal*
Remote	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Remote	Alice Brown-LeGrand, *Director of Student Support Services*
Present	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
A	Lou Cimaglia, *Interim Town Manager*
Remote	Susan Inman, *Assistant Town Manager*
	, *Finance Director/Town Accountant*
Remote	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
Remote	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Remote	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Remote	Donald Walter, Principal-In-Charge
Remote	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Present	Julie Leduc, *Director of OPM Services and Project Manager*
Remote	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
12.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:30 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. *The attendance based on the roll call can be found on page 1 of these minutes.*
12.2	Record	**Approval of Minutes** *Amendment to be made to the minutes showing that D. Ragsdale arrived at the February 7, 2024 meeting at 6:30pm.* V. Varbedian motioned to approve the meeting minutes from the February 7, 2024 School Building Committee meeting, with a second motion by D. Ragsdale. Roll call vote. The motion carried by unanimous vote. *P. Melaragni abstained as he was not in attendance at the meeting.*
12.3	Record	**Approval of Invoices** J. Leduc presented Warrant Article No. 9, consisting of invoices for SMMA and Dore+Whittier Architects for services provided in the month of February 2024. SMMA's fee for February for Basic Services is $7,500. Dore+Whittier Architects fee for February for Basic Services is $31,500. The total amount for Warrant Article No. 9 was $39,000.00. S. Inman recommended the payment for Warrant Number 9 in the amount of $39,000.00. K. Caira asked for clarification regarding Dore+Whittier's activities, citing that their invoices are always $31,500. J. Leduc informed the SBC that consultants traditionally take their fee for a phase of the project and spread their invoicing evenly across the duration of that phase. She further noted that Dore+Whittier report all activities to SMMA who then report those activities in the monthly report to the MSBA. S. Inman motioned to recommend Warrant No. 9 for payment in the amount of $39,000.00. V. Varbedian seconded the motion. The motion carried by unanimous vote with one abstention, K. Caira. *Post Script: J. Leduc advised that Dore+Whittier's monthly activities would be shared with the School Building Committee by S. Traniello as requested.*
12.4	Record	**Evaluation Matrix Discussion** R. Philip presented 15 of the 18 options are Addition/Renovation and New Construction Options for PreK-K, PreK-3, PreK-5 on the Wildwood ECC, Woburn Street, North Intermediate and Town Hall sites. In addition, each of the school sites have a Renovation Only option. For the PDP, the Shortlist Requirements will be at a minimum, 1 alternative from each grade configuration, 1 alternative from Renovation / Addition and New Construction plus all Repair Alternatives. These that are shortlisted would move forward to the Preferred Schematic Report Phase (PSR). • Additional Criteria Category added called Restrictions & Future Uses that can be best described by minimal restrictions for development (Article 97, Municipal Open Space designation, Wetlands, Wellhead Protection Zones) and/or where limits for future use as other town functions in a centralized location. • Each of the sites and the grade configurations have been analyzed and graded based on a point system in the areas of Education, Site, Restrictions (identified above), Community, Sustainability, Logistics, Consolidation, Total Time, Cost. • The Cost for these options will be provided at the March 20, 2024 Meeting as the Cost Estimates will have been provided and analyzed as well. • **PreK-K Grade Configuration**

Item #	Action	Discussion
		o Low score for Education for the Repair Only was due to the amount of repairs that would need to be performed to bring the building to code and still not address the educational needs of the student population and for Site at Wildwood was due to the existence of septic and contaminated site. Restrictions for the Town Hall are related to Article 97. Community would have nothing additional to support its needs at the Wildwood under the Repair Only compared to the other concepts in this criteria. With respect to Consolidation all of the options rank equally except for the Town Hall as it is not currently used as a school facility despite its being one prior to being the Town Hall. Total Time for the PreK-K all of these conceptual designs rank poorly as the expenditure of time for construction outweighs the return that the District will be getting for a PreK-K building to service its students. New at Wildwood and Repair Only at Wildwood are the two options that would be the design concepts shortlisted with this criteria. This will be re-evaluated once the cost estimates are incorporated. o ***At this stage, the Repair Only at Wildwood and the New at Wildwood are identified as those most advantageous as these options scored the highest for the PreK-K grade configuration.*** • **PreK-3 Grade Configuration** o The Repair Only at Woburn Street did not do as well as the other options due to the amount of time it would take to complete the construction. Overall, the Woburn Street site has the least number of restrictions on it making it have the most favorable standing for the PreK-3 grade configuration. For community access Woburn Street scored slightly higher than Town Hall because the site is a bit more compact. With respect to Sustainability, this criterion had some impact on the scores for some of these options as it came down to the orientation of the building on the site. New construction scored slightly higher because of the shorter duration of the construction. The Logistics represents the amount of complex phasing that needs to happen in order to achieve the project and this resulted in Addition/Renovation at Wildwood, New at Wildwood and New at Town Hall all scoring higher than Repair Only at Woburn Street and Addition/Renovation at Woburn and New at Woburn Street. D. Kelley advised that Woburn Street may have the potential of more ledge given the multi-level grade of the site. R. Philip advised that this has not been fully explored yet but is expected that the site work will be more when doing the estimating when comparing Woburn Street site vs. Town Hall site. o ***At this stage, the Repair Only at Wildwood and the New at Woburn are identified as those most advantageous as these options scored the highest for the PreK-3 grade configuration.*** • **PreK-5 Grade Configuration** o Education similar to what has been in the prior 2 grade configurations, the larger sites fare better with this grade enrollment with the volume of students and faculty that will be on the site. Site amenities on the larger site scored better with Woburn Street and Wildwood ECC scoring lower since these sites are also on septic. This is another factor that is important as the septic fields would be even larger to accommodate the population. With regards to Restrictions, North Intermediate scores slightly higher because it has the least number of restrictions on it compared to the other sites. From a Community standpoint, the Addition/Renovation option slightly scored

Item #	Action	Discussion
		higher due to the access to the public spaces from the exterior and the libraries are located on the main levels. In the new construction options, the libraries are located on the second level and secured for community access. Regarding Sustainability, the orientation of the building impacted the scores. For Logistics, the size of the building was favored on unoccupied sites so Town Hall and Wildwood would score higher from a logistics standpoint. On an occupied site, the new construction would be built and then the school population in the building would be moved into the new building and the former building would be demolished and the sitework needs to be completed because the site is not yet ready to accommodate 755 students yet so it involves phasing that makes it a little more complicated and scores slightly lower. From a Consolidation perspective, there are a lot of greens in this area and the Construction Times as well with the New Construction having slightly shorter durations. o ***For PreK-5, the New Construction at North Intermediate option scored the highest and also the Repair Only. Addition/Renovation at North Intermediate scored the highest of the 3 site locations because it responds to all of the students needs that are being considered and will also be moving forward.*** • **In conclusion, these are the 7 options that are the first iteration of the shortlisted for PreK-K, PreK-3, and PreK-5.** • **Repair Only =** Addresses the Capital Improvements List for the school that would bring the school up to Code. • **Renovation/Addition =** Meet the standards of the Educational Vision and Plan of the District. • *Space modifications and enlarging with school with additions fall outside the category of Repair. Repair Only is used as the baseline.* o *The building footprint would stay the same and classroom sizes would not change if that was something that was needed programmatically.* o *A small addition could be made in specific school buildings to make ADA accommodations by installing an elevator.* • Woburn Street is challenging to do Geothermal wells as a result of the septic. Is the goal to do geothermal wells or reach NetZero? o With MSBA, the more efficient the building, it will allow the building to achieve more funding. This is important to keep in mind as design moves forward and sustainability goals are pursued. • SBC Meeting on March 20, 2024 will take these Option Analyses to the next steps as they will include the Cost Estimate information provided by PM&C. These will be based on square foot and considered in a range for the options to compare the options as apples to apples.

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Item #	Action	Discussion
12.5	Record	**Next Steps and Schedule Update** • **March 13, 2024** o School Committee Meeting ▪ Educational Plan Discussion • **March 20, 2024** o School Building Committee Meeting • **March 27, 2024** o School Committee Meeting • **March 28, 2024** o Community Forum No. 3 – In Person in the Large Group Instructional Space ▪ Mentimeter will be involved as it was very informative for Community Forum No. 2 • **April 3, 2024** o School Building Committee Meeting ▪ Finalize Shortlist of Options ▪ Approve PDP Submission • **May 4, 2024** o Town Meeting
12.6		**Working Group Updates** • **Public Relations** o V. Varbedian will continue to do outreach to achieve that level of engagement for upcoming community engagement for the Wildwood Project. Working to add to the Working Group. o May 4, 2024 is the Town Meeting and members of the School Building Committee are being asked to volunteer to staff the SBC and PR Working Group Table to discuss the Wildwood Project during Town Meeting to keep all informed and distribute information. • **Sustainability** o No updates.
12.7	Record	**Discussion/Correspondence/New Items** • Anticipate Town Meeting Process Discussions with Select Board, Finance Board, School Committee and get onto Agendas to present, discuss, decisions and get all boards up to speed on the Wildwood Project.
12.8	Record	**Committee Questions** M. Gallezzo advised that there will be approvals of the options for the PDP Submission at the April 3, 2024 School Building Committee Meeting.
12.9	Record	**Public Comments** None.
12.10	Record	**Next Meeting:** **March 20, 2024 from 6:30 PM to 9:30 PM** *Hybrid: In Person in Large Group Instruction Room and Virtual Meeting via Zoom – Remote Participation*

Item #	Action	Discussion
12.11		**Adjourn** G. Brand invited a motion to adjourn at 7:46PM. V. Varbedian motioned to adjourn. M. Gallezzo seconded the motion. The motion carried by unanimous vote.

Attachments: Warrant No. 9; Wilmington Wildwood ECM Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author within 72 hours if you have any questions or are not in agreement with these Project Minutes.

1000 Massachusetts Avenue
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617.547.5400

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Project Management | SMMA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	3/6/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room	Meeting No.	12

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 9
4. Evaluation Matrix Discussion
5. Next Steps
6. Schedule Update
7. SBC Public Relations Working Group Update
8. Discussion/Correspondence/New Items
9. Committee Questions
10. Public Comments
11. Next Meeting: March 20, 2024
    Community Forum No. 3 on March 28, 2024
12. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #9

March 6, 2024

SMMA DORE | WHITTIER

Massachusetts School Building Authority



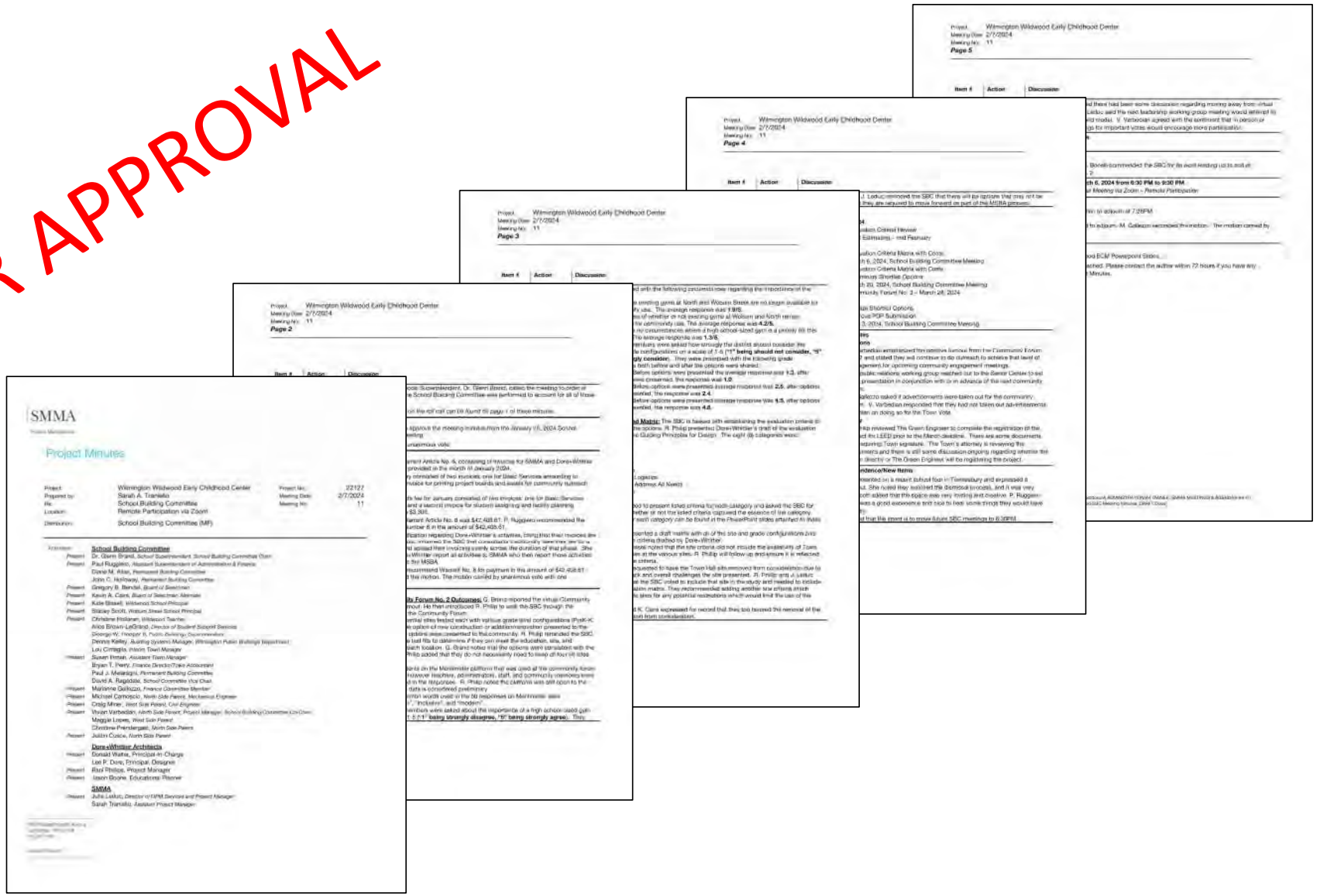
Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Evaluation Criteria and Matrix
- Next Steps
- Schedule Update
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Wednesday, March 20th
- Adjourn

Approval of Minutes



FOR APPROVAL



SMMA

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Tramello	Meeting Date:	2/7/2024
Re:	School Building Committee	Meeting No:	11
Location:	Remote Participation via Zoom		
Distribution:	School Building Committee (MF)		

Attendees:

School Building Committee

Present: Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present: Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
David M. Atlas, *Permanent Building Committee*
John C. Holloway, *Permanent Building Committee*
Present: Gregory B. Bendel, *Board of Selectmen*
Present: Kevin A. Caira, *Board of Selectmen Alternate*
Present: Kate Bissell, *Wildwood School Principal*
Present: Stacey Scott, *Woburn Street School Principal*
Present: Christine Hollaran, *Wildwood Teacher*
Alice Brown-LeGrand, *Director of Student Support Services*
Present: Deanna Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Lou Ciriaglia, *Interim Town Manager*
Present: Susan Inman, *Assistant Town Manager*
Bryan T. Perry, *Finance Director/Town Accountant*
Paul J. Melaragno, *Permanent Building Committee*
David A. Ragsdale, *School Committee Vice Chair*
Present: Marianne Gallozzo, *Finance Committee Member*
Present: Michael Camoscio, *North Side Parent, Mechanical Engineer*
Present: Craig Miner, *West Side Parent, Civil Engineer*
Present: Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Maggie Lopes, *West Side Parent*
Christine Prendergast, *North Side Parent*
Present: Justin Cuzzo, *North Side Parent*

Dore+Whitter Architects

Present: Donald Wattie, *Principal-in-Charge*
Lee P. Dore, *Principal, Designer*
Present: Rod Phillips, *Project Manager*
Present: Jason Boone, *Educational Planner*

SMMA

Present: Julie Leidul, *Director of MPM Services and Project Manager*
Sarah Tramello, *Assistant Project Manager*

Approval of Invoices



Town of Wilmington, Wilmington Public Schools
Wildwood Early Childhood Center
Project Budget and Cost Summary

March 4, 2024

SMMA

A	C	D (Bud. Adj. Tab)	E (C+D)	F (Com. Cost tab)	G (E-F)	H (Forecast. tab, >G)	I (F+G+H)	J (Invoice Tab)	K (I-J)
	BUDGET			COST				CASH FLOW	
Description	PFA Approved Budget	Authorized Changes	Approved Budget	Committed Costs	Uncommitted Costs	Forecast Costs	Total Project Costs	Expenditures to Date	Balance To Spend
30 Architectural & Engineering									
Designer - Basic Services	$800,000	-$350,000	$450,000	$450,000	$0	$0	$450,000	$252,000	$198,000
Designer - Supplemental Services	$100,000	-$35,000	$65,000	$18,920	$46,080	$0	$65,000	$18,920	$46,080
Schematic Design		$385,000	$385,000	$385,000	$0	$0	$385,000	$0	$385,000
Subtotal	$900,000	$0	$900,000	$853,920	$46,080	$0	$900,000	$270,920	$629,080
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$75,000	$90,000
OPM: Feasibility Cost Estimates		$35,000	$35,000	$35,000	$0	$0	$35,000	$0	$35,000
Other Project Costs 1	$100,000	$0	$100,000	$5,000	$95,000	$0	$100,000	$109	$99,891
Subtotal	$300,000	$0	$300,000	$190,000	$110,000	$0	$300,000	$75,109	$224,891
50 Furniture, Fixtures and Equipment									
Furniture, Fixtures and Equipment		$0	$0	$0	$0	$0	$0	$0	$0
Technology		$0	$0	$0	$0	$0	$0	$0	$0
Subtotal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Project Sub-Total	$1,200,000	$0	$1,200,000	$1,043,920	$156,080	$0	$1,200,000	$346,029	$853,971
70 Project Contingency					Current Contingency	Potential Risk	Potential Contingency		
Construction Contingency (Hard Cost) (4%)	$0	$0	$0		$0	$0	$0		$0
Owner's Contingency (Soft Cost) (4%)		$0	$0		$0	$0	$0		$0
Subtotal	$0	$0	$0		$0	$0	**$0**		**$0**
Project Total	$1,200,000	$0	$1,200,000	$1,043,920	$156,080	$0	$1,200,000	$346,029	$853,971

Construction Cost Estimates	Date	Amount	Gross Square Feet	Cost Per SF
Feasibility Study- Schematic - PFA				#DIV/0!
Design Development				#DIV/0!
Construction Documents (60%)				#DIV/0!
Construction Documents (90%)				#DIV/0!
Finalized GMP Contract				#DIV/0!

Budget Revisions Summary	Date	Amount

FOR APPROVAL

Project Management | SMMA

Warrant No. 9

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	3/6/2024

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date	Invoice Amount	ProPay Code	Balance After Invoice
SMMA *DPW Basic Services – Feasibility Study*	60814	3/4/2024	$ 7,500.00	0001-0000	$ 68,000.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00009	2/29/2024	$ 31,500.00	0002-0000	$ 166,500.00
		Total	**$ 39,000.00**		

Approved on _____

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Evaluation Criteria and Matrix



PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

Short List Requirements

At Minimum…

1 alternative from each grade configuration

1 alternative from each of the following:

- **Renovation Addition**
- **New Construction**

All Repair Alternatives

Education

How well does each option embody the educational elements of the guiding principles for design?

Site

How well does each option achieve the site features and functions defined in the guiding principles for design?

Community

How well does each option serve as a community resource?

Sustainability

How well does each option achieve the goals for energy efficiency and sustainable design features?

Construction Logistics

How well does each option limit disruption to students, staff, and neighbors during construction?

Total Time to Address All Needs

How well does each option limit the time necessary to address all elementary-aged needs

Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Cost

How do costs align with the community's sense of value and affordability?

Education

How well does each option embody the educational elements of the guiding principles for design?

Site

How well does each option achieve the site features and functions defined in the guiding principles for design?

Restrictions and Future Uses

Are there restrictions or limitations that preclude this site as a preferred location?

Community

How well does each option serve as a community resource?

Sustainability

How well does each option achieve the goals for energy efficiency and sustainable design features?

Construction Logistics

How well does each option limit disruption to students, staff, and neighbors during construction?

Total Time to Address All Needs

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Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Cost

How do costs align with the community's sense of value and affordability?

Restrictions and Future Uses

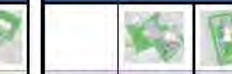
Are there restrictions or limitations that preclude this site as a preferred location?

Restrictions & Future Uses
Minimal restrictions for development (Article 97, Municipal Open Space designation, Wetlands, Wellhead Protection Zones)
Limits future use as other town functions in a centralized location

Wilmington Wildwood School Project - Evaluation Criteria

The major categories are scored 0 - 5, with 5 being best, to reflect how well each option addresses the criteria. The total at bottom is the sum of these scores.



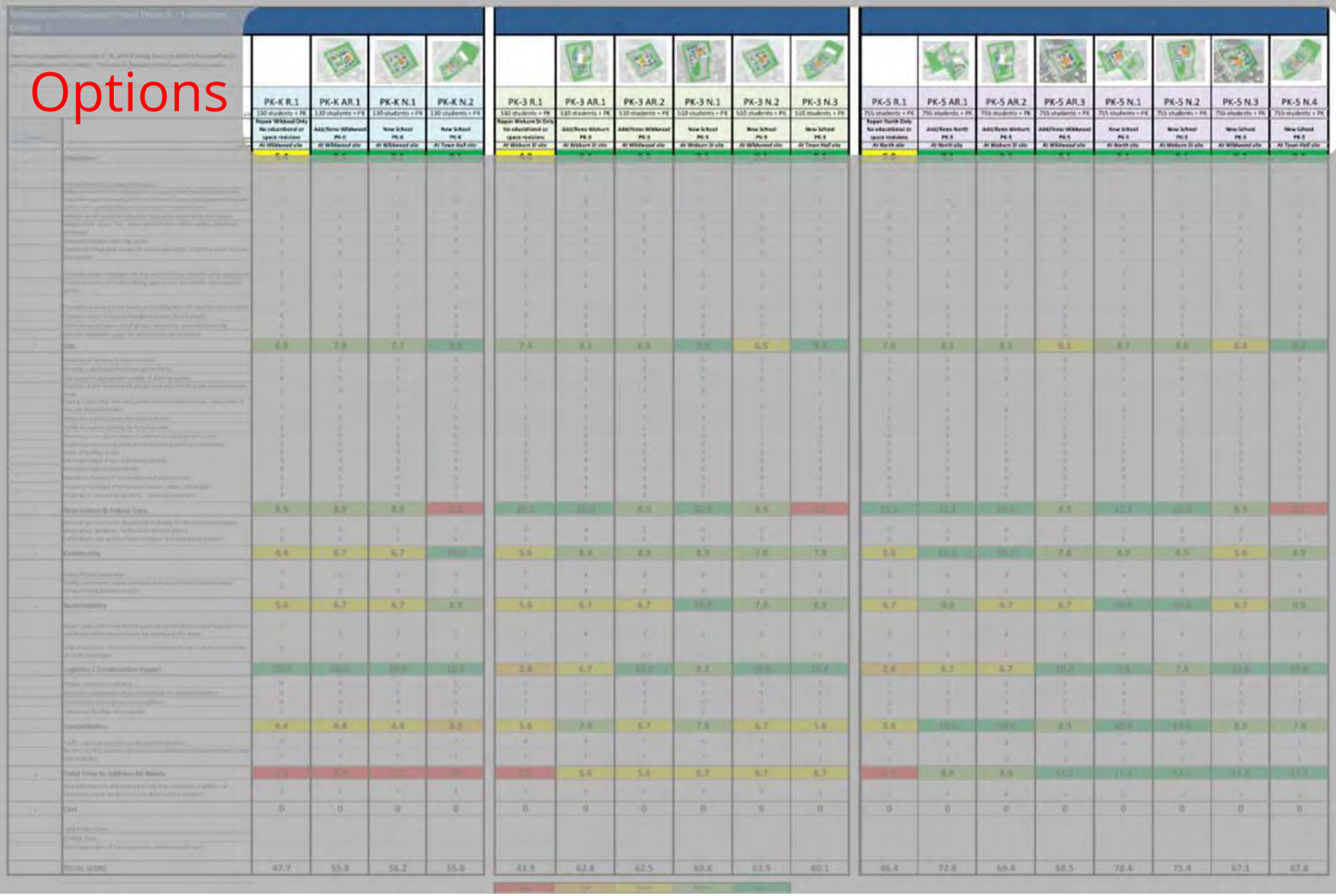




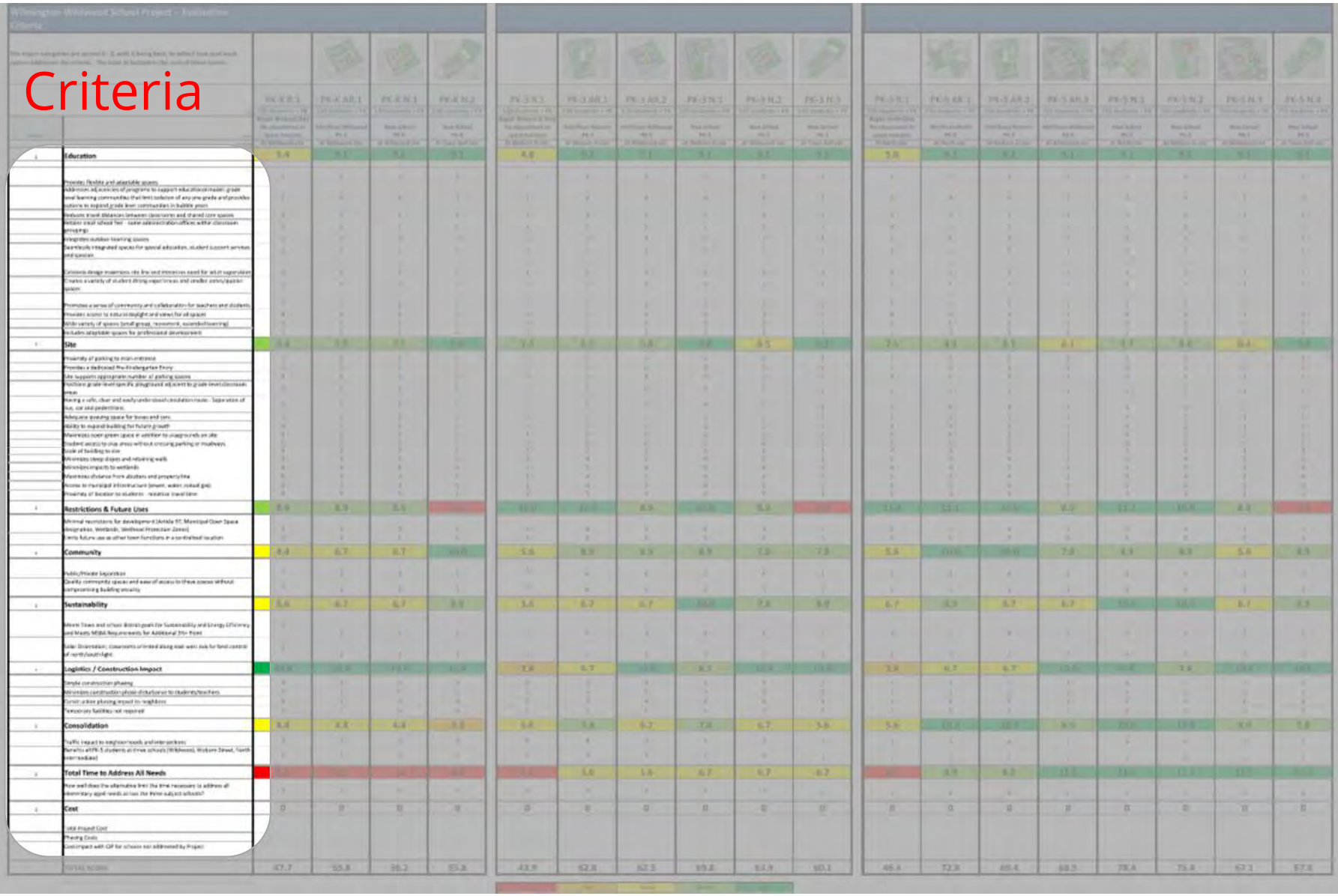
		PK-K R.1	PK-K AR.1	PK-K N.1	PK-K N.2	PK-3 R.1	PK-3 AR.1	PK-3 AR.2	PK-3 N.1	PK-3 N.2	PK-3 N.3	PK-5 R.1	PK-5 AR.1	PK-5 AR.2	PK-5 AR.3	PK-5 N.1	PK-5 N.2	PK-5 N.3	PK-5 N.4
		130 students + PK	130 students + PK	130 students + PK	130 students + PK	510 students + PK	510 students + PK	510 students + PK	510 students + PK	510 students + PK	510 students + PK	715 students + PK	755 students + PK	755 students + PK	755 students + PK	755 students + PK	755 students + PK	755 students + PK	755 students + PK
		Repair Wildwood Only No educational or space revisions	Add/Reno Wildwood PK-K	New School PK-K	New School PK-K	Repair Woburn St Only No educational or space revisions	Add/Reno Woburn PK-3	Add/Reno Wildwood PK-5	New School PK-5	New School PK-3	New School PK-3	Repair North Only No educational or space revisions	Add/Reno North PK-5	Add/Reno Woburn PK-5	Add/Reno Wildwood PK-5	New School PK-5	New School PK-5	New School PK-5	New School PK-5
		At Wildwood site	At Wildwood site	At Wildwood site	At Town Hall site	At Woburn St site	At Woburn St site	At Wildwood site	At Woburn St site	At Wildwood site	At Town Hall site	At North site	At North site	At Woburn St site	At Wildwood site	At North site	At Woburn St site	At Wildwood site	At Town Hall site
a	**Education**	**5.4**	**9.1**	**9.1**	**9.1**	**4.8**	**9.1**	**9.1**	**9.1**	**9.1**	**9.1**	**5.0**	**9.1**	**9.1**	**9.1**	**9.1**	**9.1**	**9.1**	**9.1**
	Proximity, flexible and adaptable spaces	1	5	5	5	1	5	5	5	5	5	1	5	5	5	5	5	5	5
	Addresses adjacencies of programs to support educational model: grade-level learning communities that limit isolation of any one grade and provides options for expand grade level communities in bubble years	2	4	4	4	2	4	4	4	4	4	2	4	4	4	4	4	4	4
	Reduces travel distances between classrooms and shared core spaces	1	5	5	5	1	5	5	5	5	5	1	5	5	5	5	5	5	5
	Retains small school feel - sense of identity, officers within, classroom groupings	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5
	Integrates outdoor learning spaces	1	4	4	4	1	4	4	4	4	4	1	4	4	4	4	4	4	4
	Seamlessly integrated spaces for special education, student support services and spanish	3	5	5	5	3	5	5	5	5	5	3	5	5	5	5	5	5	5
	Campus design maximizes site lines and minimizes need for additional supervision	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Creates a variety of outdoor dining experiences and smaller scale/quieter spaces	1	4	4	4	1	4	4	4	4	4	1	4	4	4	4	4	4	4
	Promotes a sense of community and collaboration for teachers and students	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3
	Provides access to natural daylight and views for all spaces	4	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3
	Wide variety of spaces (small group, movement, assembled learning)	2	5	5	5	2	5	5	5	5	5	2	5	5	5	5	5	5	5
	Includes adaptable spaces for professional development	1	3	3	3	1	3	3	3	3	3	1	3	3	3	3	3	3	3
b	**Site**	**6.8**	**7.9**	**7.7**	**9.5**	**7.4**	**8.1**	**6.8**	**9.0**	**6.5**	**9.3**	**7.6**	**8.1**	**8.1**	**6.1**	**8.7**	**8.6**	**6.4**	**9.3**
	Proximity of parking to main entrance	3	4	4	4	3	3	5	5	5	4	3	3	3	4	3	5	5	4
	Provides a dedicated Pre-Kindergarten Entry	1	5	5	5	1	5	5	5	5	5	1	5	5	5	5	5	5	5
	Site supports appropriate number of parking spaces	4	5	5	5	4	5	3	5	3	5	4	5	4	3	5	3	3	5
	Vehicular, grade-level specific playground adjacent to grade-level classroom areas	1	3	3	5	1	3	2	3	1	5	1	1	3	4	3	3	4	5
	Having 3 safe, clear and easily understood circulation routes - Separation of bus, car and pedestrians	2	2	2	1	2	4	1	4	3	1	2	4	4	2	4	4	2	1
	Adequate drop-off space for buses and cars	2	3	3	5	2	1	1	3	1	5	2	1	1	1	4	3	1	5
	Ability to expand building for future growth	3	2	2	5	5	2	1	2	1	5	5	3	2	1	3	2	1	5
	Maximizes open green space in addition to playgrounds on site	4	2	2	5	4	4	3	4	3	5	4	4	3	2	4	3	2	5
	Student accessible play areas without crossing parking or roadways	5	5	5	5	3	5	4	5	4	5	5	5	5	4	5	5	5	5
	Scale of building to site	4	3	3	5	4	3	2	3	2	4	4	3	3	2	3	3	3	4
	Minimizes steep slopes and retaining walls	3	3	3	5	4	4	3	4	2	5	5	5	4	2	5	4	2	5
	Minimizes impacts to wetlands	4	4	4	3	5	5	4	5	4	3	4	3	5	3	3	5	3	3
	Maximizes distance from abutters and property line	5	5	4	5	5	4	3	4	3	5	5	5	4	2	4	3	2	5
	Access to municipal infrastructure (sewer, water, natural gas)	3	3	3	5	4	4	3	4	3	5	5	5	4	3	5	4	3	5
	Proximity of location to students - minimize travel time	4	4	4	1	5	5	4	5	4	1	3	3	5	4	3	5	4	1
c	**Restrictions & Future Uses**	**8.9**	**8.9**	**8.9**	**2.2**	**10.0**	**10.0**	**8.9**	**10.0**	**8.9**	**2.2**	**11.1**	**11.1**	**10.0**	**8.9**	**11.1**	**10.0**	**8.9**	**2.2**
	Minimal restrictions for development (Article 97, Municipal Open Space designation, Wetlands, Wellhead Protection Zones)	3	3	3	1	4	4	3	4	3	1	5	5	4	3	5	4	3	1
	Limits future use as other town functions in a centralized location	5	5	5	1	5	5	5	5	5	1	5	5	5	5	5	5	5	1
d	**Community**	**4.4**	**6.7**	**6.7**	**10.0**	**5.6**	**8.9**	**8.9**	**8.9**	**7.8**	**7.8**	**5.6**	**10.0**	**10.0**	**7.8**	**8.9**	**8.9**	**5.6**	**8.9**
	Public/Private Separation	1	3	3	5	2	4	4	4	4	4	2	4	4	4	4	4	2	4
	Quality community spaces and ease of access to these spaces without compromising building security	3	3	3	4	3	4	4	4	3	3	3	5	5	3	4	4	3	4
e	**Sustainability**	**5.6**	**6.7**	**6.7**	**8.9**	**5.6**	**6.7**	**6.7**	**10.0**	**7.8**	**8.9**	**6.7**	**8.9**	**6.7**	**6.7**	**10.0**	**10.0**	**6.7**	**8.9**
	Meets Town and school district goals for Sustainability and Energy Efficiency and Meets MSBA Requirements for Additional 3%+ Point	2	3	3	5	3	4	3	4	4	5	3	5	4	3	5	4	3	5
	Solar Orientation; classrooms oriented along east-west axis for best control of north/south light	3	3	3	3	2	2	3	5	3	3	3	3	2	3	4	5	3	3
f	**Logistics / Construction Impact**	**10.0**	**10.0**	**10.6**	**10.6**	**2.8**	**6.7**	**10.0**	**8.3**	**10.6**	**10.6**	**2.8**	**6.7**	**6.7**	**10.0**	**9.4**	**7.8**	**10.6**	**10.6**
	Simple construction phasing	4	4	5	5	1	2	4	3	5	5	1	2	2	4	4	2	5	5
	Minimizes construction phase disturbance to students/teachers	5	5	5	5	1	2	5	3	5	5	1	2	2	5	4	3	5	5
	Construction phasing impact to neighbors	4	4	4	4	2	3	4	4	4	4	2	3	3	4	4	4	4	4
	Temporary facilities not required	5	5	5	5	1	5	5	5	5	5	1	5	5	5	5	5	5	5
g	**Consolidation**	**4.4**	**4.4**	**4.4**	**3.3**	**5.6**	**7.8**	**6.7**	**7.8**	**6.7**	**5.6**	**5.6**	**10.0**	**10.0**	**8.9**	**10.0**	**10.0**	**8.9**	**7.8**
	Traffic impact to neighborhoods and intersections	3	3	3	2	4	4	3	4	3	2	4	4	4	3	4	4	3	2
	Benefits all PK-5 students at three schools (Wildwood, Woburn Street, North Intermediate)	1	1	1	1	1	1	3	3	3	3	1	5	5	5	5	5	5	5
h	**Total Time to Address All Needs**	**2.2**	**2.2**	**2.2**	**2.2**	**2.2**	**5.6**	**5.6**	**6.7**	**6.7**	**6.7**	**2.2**	**8.9**	**8.9**	**11.1**	**11.1**	**11.1**	**11.1**	**11.1**
	How well does the alternative limit the time necessary to address all elementary aged needs across the three subject schools?	1	1	1	1	1	3	3	3	3	3	1	4	4	5	5	5	5	5
i	**Cost**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Total Project Cost																		
	Phasing Costs																		
	Cost impact with CIP for schools not addressed by Project																		
	TOTAL SCORE	**47.7**	**55.8**	**56.2**	**55.8**	**43.9**	**62.8**	**62.5**	**69.8**	**63.9**	**60.1**	**46.4**	**72.8**	**69.4**	**68.5**	**78.4**	**75.4**	**67.1**	**67.8**

Poor	Fair	Good	Better	Best
0.0-2.2	2.3-4.4	4.5-6.8	6.9-9.0	9.1-13.2

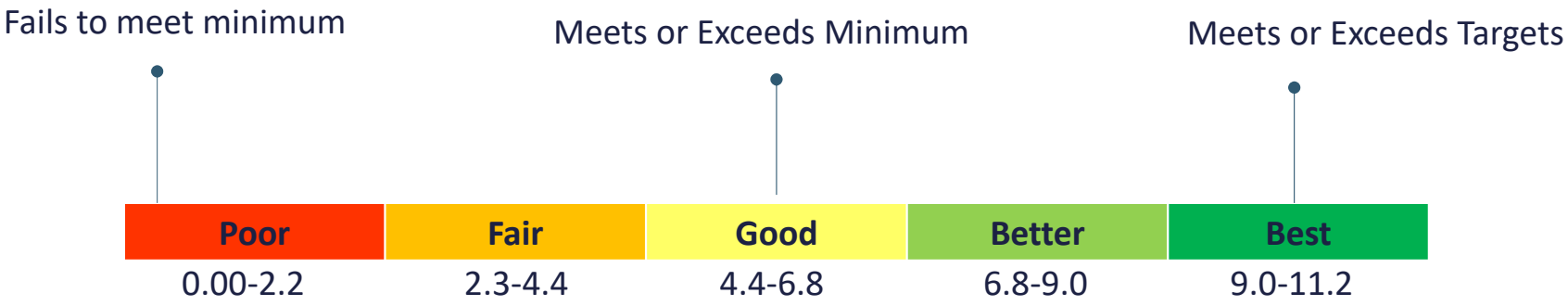
Options


PK-K R.1
PK-K AR.1
PK-K N.1
PK-K N.2
PK-3 R.1
PK-3 AR.1
PK-3 AR.2
PK-3 N.1
PK-3 N.2
PK-3 N.3
PK-5 R.1
PK-5 AR.1
PK-5 AR.2
PK-5 AR.3
PK-5 N.1
PK-5 N.2
PK-5 N.3
PK-5 N.4

Criteria



Scoring Scale



Education

How well does each option embody the educational elements of the guiding principles for design?

No educational or programmatic improvements

Flexible, adaptable spaces
Grade-level learning communities
Minimizes travel distance
Integrated services and special education
Promotes community and collaboration
“Small” School feel



Note: There is no variation in the alternatives under the Education category as all addition-renovation and new construction options achieved criteria goals.

Site

How well does each option achieve the site features and functions defined in the guiding principles for design?

Minimal open green space
Single entry point to access site
Shared bus/vehicle circulation
Limited access to municipal utilities
Scale: larger building on a smaller site
Further proximity to sending students

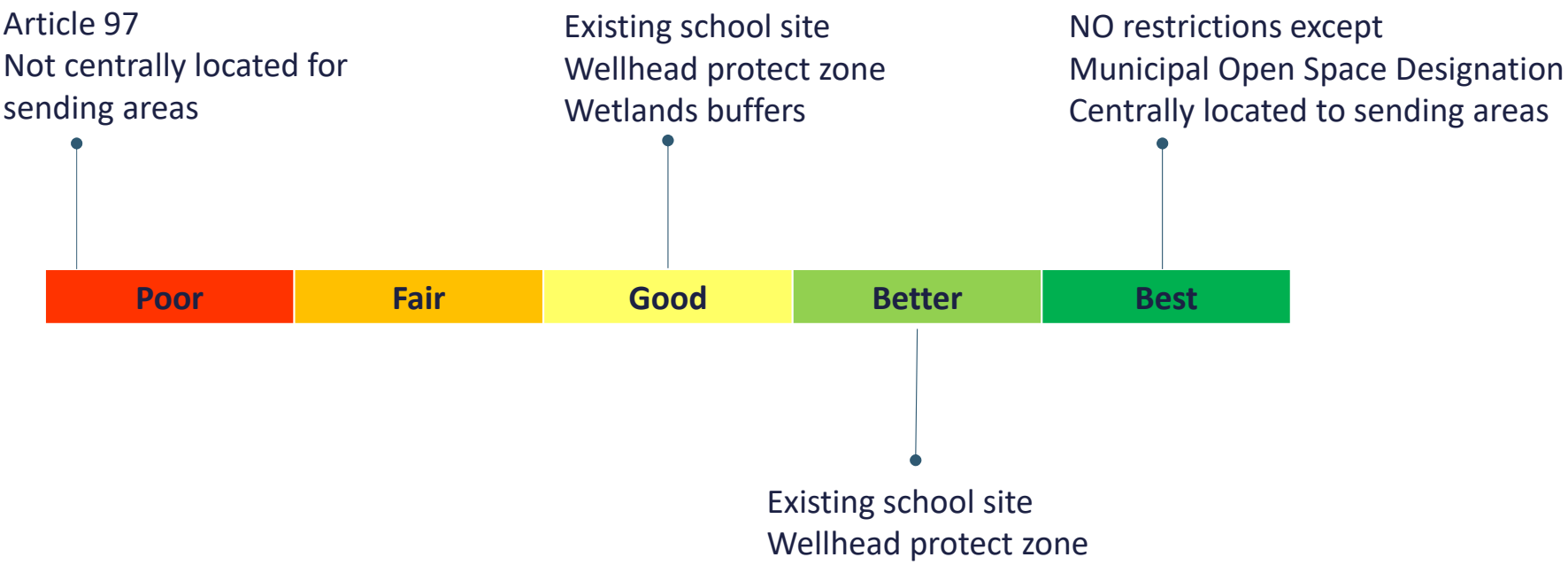
Sufficient parking near entrance/community spaces
Clear circulation-separation of bus/vehicle traffic
Adequate queue lengths
Dedicated PK entrance
Access to playgrounds and open greenspace
Access to municipal utilities
Scale/location of building on site is appropriate
Closer proximity to sending students



Sufficient parking distributed around site
Some separation of bus/vehicle traffic
Queue length for either bus or vehicles
Playgrounds are not adjacent to grade-level areas
Limited open greenspace
Scale appropriate but location is not preferred

Restrictions and Future Uses

Are there restrictions or limitations that preclude this site as a preferred location?



Community

How well does each option serve as a community resource?

Site amenities with proximity to parking
Access does not compromise building security/operations
Competition sized gymnasium
Gym, Cafeteria, fields are near parking for events

NO improvements to status quo



Minimal community site amenities and access
Separation of public and private areas for security

Sustainability

How well does each option achieve the goals for energy efficiency and sustainable design features?

New Construction – most efficient
Classrooms oriented along east-west axis for ideal solar orientation, daylighting
Larger sites – more areas for improvements

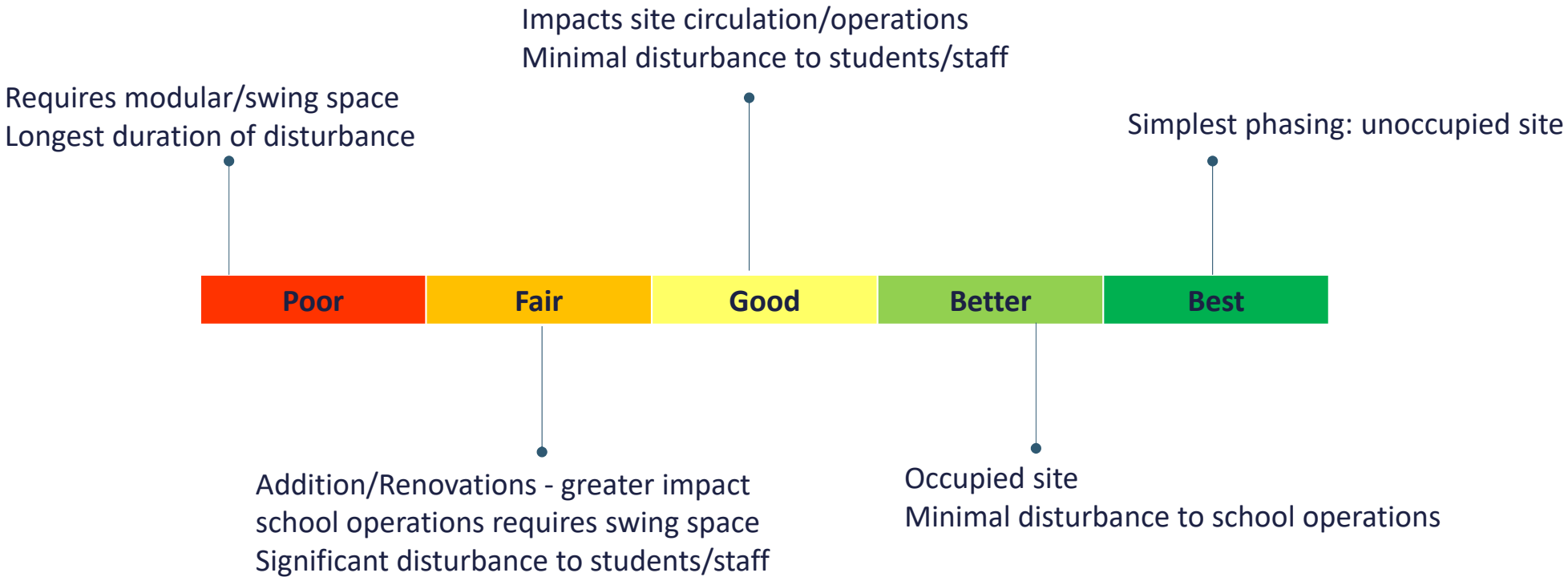
Classroom oriented on north-south axis
Smaller site – limited areas for improvements



Add/Reno Alternatives – greater cost likely to meet sustainability goals

Construction Logistics

How well does each option limit disruption to students, staff, and neighbors during construction?



Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

PK-K project benefits least number of students
PK-5 project site on major roadways/arteries will increase traffic volume in the area

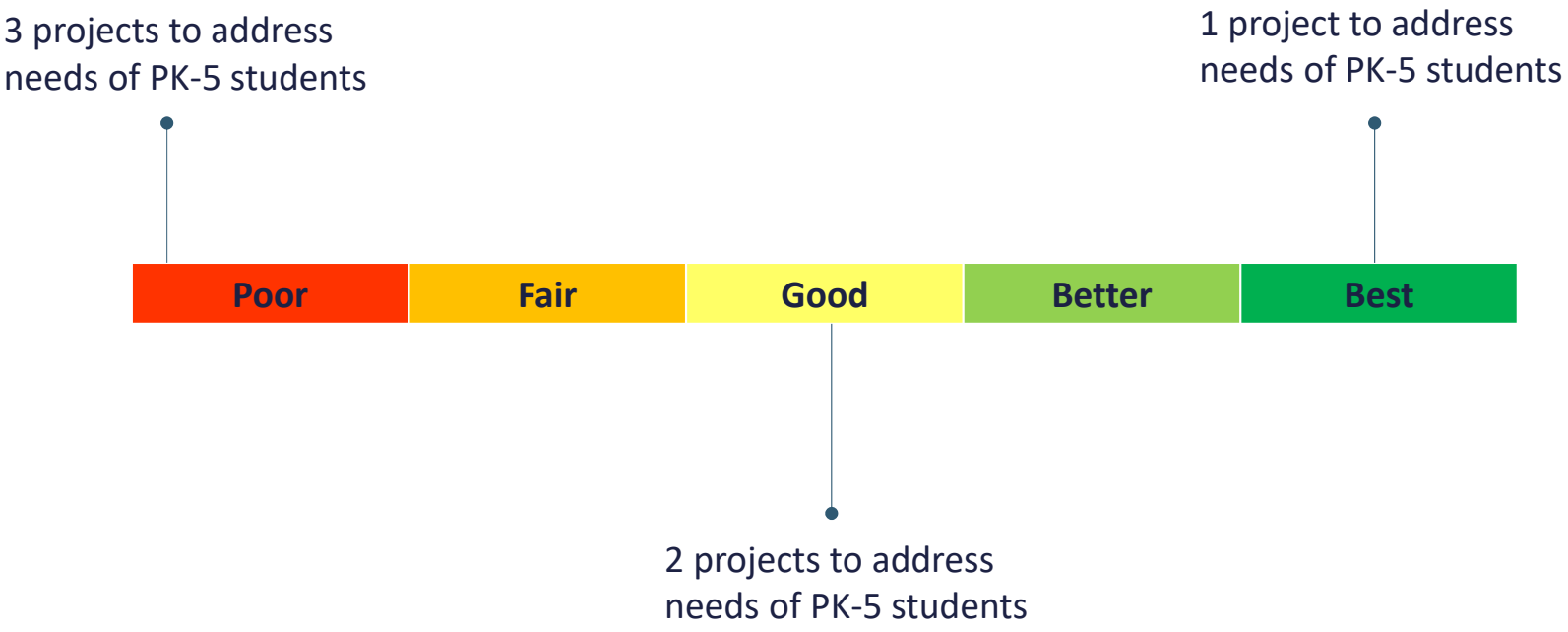
PK-5 benefits the most students
Larger project on larger site ideal to address traffic impacts with site circulation and queue lengths



Larger project at smaller site has limited site amenities and strategies for reducing traffic impacts

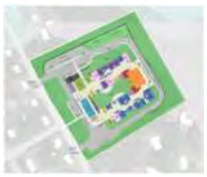
Total Time to Address All Needs

How well does each option limit the time necessary to address all elementary-aged needs?



Evaluation Matrix

PreK-K

130 students + PK	Repair Only @ Wildwood	Add/Reno @ Wildwood	New @ Wildwood	New @ Town Hall
				
Education	5.4	9.1	9.1	9.1
Site	6.8	7.9	7.7	9.5
Restrictions	8.9	8.9	8.9	2.2
Community	4.4	6.7	6.7	10.0
Sustainability	5.6	6.7	6.7	8.9
Logistics	10.0	10.0	10.6	10.6
Consolidation	4.4	4.4	4.4	3.3
Total Time	2.2	2.2	2.2	2.2
Cost				
Total Score	47.7	55.8	56.2	55.8

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-K

130 students + PK	Repair Only @ Wildwood	Add/Reno @ Wildwood	New @ Wildwood	New @ Town Hall
				
Education	5.4	9.1	9.1	9.1
Site	6.8	7.9	7.7	9.5
Restrictions	8.9	8.9	8.9	2.2
Community	4.4	6.7	6.7	10.0
Sustainability	5.6	6.7	6.7	10.0
Logistics	10.0	10.0	10.6	10.6
Consolidation	4.4	4.4	4.4	3.3
Total Time	2.2	2.2	2.2	2.2
Cost				
Total Score	47.7	55.8	56.2	55.8

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-K

130 students + PK

	Repair Only @ Wildwood	Add/Reno @ Wildwood	New @ Wildwood	New @ Town Hall
				
Education	5.4	9.1	9.1	9.1
Site	6.8	7.9	7.7	9.5
Restrictions	8.9	8.9	8.9	2.2
Community	4.4	6.7	6.7	10.0
Sustainability	5.6	6.7	6.7	10.0
Logistics	10.0	10.0	10.6	10.6
Consolidation	4.4	4.4	4.4	3.3
Total Time	2.2	2.2	2.2	2.2
Cost				
Total Score	47.7	55.8	56.2	55.8

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-3

510 students + PK	Repair Only @ Woburn	 Add/Reno @ Woburn	 Add/Reno @ Wildwood	 New @ Woburn	 New @ Wildwood	 New @ Town Hall
Education	4.8	9.1	9.1	9.1	9.1	9.1
Site	7.4	8.1	6.8	9.0	6.5	9.3
Restrictions	10.0	10.0	8.9	10.0	8.9	2.2
Community	5.6	8.9	8.9	8.9	7.8	7.8
Sustainability	5.6	6.7	6.7	10.0	7.8	8.9
Logistics	2.8	6.7	10.0	8.3	10.6	10.6
Consolidation	5.6	7.8	6.7	7.8	6.7	5.6
Total Time	2.2	5.6	5.6	6.7	6.7	6.7
Cost						
Total Score	43.9	62.8	62.5	69.8	63.9	60.1

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-3

510 students + PK	Repair Only @ Woburn	 Add/Reno @ Woburn	 Add/Reno @ Wildwood	 New @ Woburn	 New @ Wildwood	 New @ Town Hall
Education	4.8	9.1	9.1	9.1	9.1	9.1
Site	7.4	8.1	6.8	9.0	6.5	9.3
Restrictions	10.0	10.0	8.9	10.0	8.9	2.2
Community	5.6	8.9	8.9	8.9	7.8	7.8
Sustainability	5.6	6.7	6.7	10.0	7.8	8.9
Logistics	2.8	6.7	10.0	8.3	10.6	10.6
Consolidation	5.6	7.8	6.7	7.8	6.7	5.6
Total Time	2.2	5.6	5.6	6.7	6.7	6.7
Cost						
Total Score	43.9	62.8	62.5	69.8	63.9	60.1

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-3

510 students + PK	Repair Only @ Woburn	 Add/Reno @ Woburn	 Add/Reno @ Wildwood	 New @ Woburn	 New @ Wildwood	 New @ Town Hall
Education	4.8	9.1	9.1	9.1	9.1	9.1
Site	7.4	8.1	6.8	9.0	6.5	9.3
Restrictions	10.0	10.0	8.9	10.0	8.9	2.2
Community	5.6	8.9	8.9	8.9	7.8	7.8
Sustainability	5.6	6.7	6.7	10.0	7.8	8.9
Logistics	2.8	6.7	10.0	8.3	10.6	10.6
Consolidation	5.6	7.8	6.7	7.8	6.7	5.6
Total Time	2.2	5.6	5.6	6.7	6.7	6.7
Cost						
Total Score	43.9	62.8	62.5	69.8	63.9	60.1

Poor | Fair | Good | Better | Best

Evaluation Matrix

PreK-5

755 students + PK	Repair Only @ North	 Add/Reno @ North	 Add/Reno @ Woburn	 Add/Reno @ Wildwood	 New @ North	 New @ Woburn	 New @ Wildwood	 New @ Town Hall
Education	5.0	9.1	9.1	9.1	9.1	9.1	9.1	9.1
Site	7.6	8.1	8.1	6.1	8.7	8.6	6.4	9.3
Restrictions	11.1	11.1	10.0	8.9	11.1	10.0	8.9	2.2
Community	5.6	10.0	10.0	7.8	8.9	8.9	5.6	8.9
Sustainability	6.7	8.9	6.7	6.7	10.0	10.0	6.7	8.9
Logistics	2.8	6.7	6.7	10.0	9.4	7.8	10.6	10.6
Consolidation	5.6	10.0	10.0	8.9	10.0	10.0	8.9	7.8
Total Time	2.2	8.9	8.9	11.1	11.1	11.1	11.1	11.1
Cost								
Total Score	46.4	72.8	69.4	68.5	78.4	75.4	67.1	67.8

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-5

755 students + PK	Repair Only @ North	Add/Reno @ North	Add/Reno @ Woburn	Add/Reno @ Wildwood	New @ North	New @ Woburn	New @ Wildwood	New @ Town Hall
								
Education	5.0	9.1	9.1	9.1	9.1	9.1	9.1	9.1
Site	7.6	8.1	8.1	6.1	8.7	8.6	6.4	9.3
Restrictions	11.1	11.1	10.0	8.9	11.1	10.0	8.9	2.2
Community	5.6	10.0	10.0	7.8	8.9	8.9	5.6	8.9
Sustainability	6.7	8.9	6.7	6.7	10.0	10.0	6.7	8.9
Logistics	2.8	6.7	6.7	10.0	9.4	7.8	10.6	10.6
Consolidation	5.6	10.0	10.0	8.9	10.0	10.0	8.9	7.8
Total Time	2.2	8.9	8.9	11.1	11.1	11.1	11.1	11.1
Cost								
Total Score	46.4	72.8	69.4	68.5	78.4	75.4	67.1	67.8

Poor	Fair	Good	Better	Best

Evaluation Matrix

PreK-5

755 students + PK	Repair Only @ North	 Add/Reno @ North	 Add/Reno @ Woburn	 Add/Reno @ Wildwood	 New @ North	 New @ Woburn	 New @ Wildwood	 New @ Town Hall
Education	5.0	9.1	9.1	9.1	9.1	9.1	9.1	9.1
Site	7.6	8.1	8.1	6.1	8.7	8.6	6.4	9.3
Restrictions	11.1	11.1	10.0	8.9	11.1	10.0	8.9	2.2
Community	5.6	10.0	10.0	7.8	8.9	8.9	5.6	8.9
Sustainability	6.7	8.9	6.7	6.7	10.0	10.0	6.7	8.9
Logistics	2.8	6.7	6.7	10.0	9.4	7.8	10.6	10.6
Consolidation	5.6	10.0	10.0	8.9	10.0	10.0	8.9	7.8
Total Time	2.2	8.9	8.9	11.1	11.1	11.1	11.1	11.1
Cost								
Total Score	46.4	72.8	69.4	68.5	78.4	75.4	67.1	67.8

Poor | Fair | Good | Better | Best

Evaluation Matrix

PreK-5

755 students + PK	Repair Only @ North	Add/Reno @ North	Add/Reno @ Woburn	Add/Reno @ Wildwood	New @ North	New @ Woburn	New @ Wildwood	New @ Town Hall
								
Education	5.0	9.1	9.1	9.1	9.1	9.1	9.1	9.1
Site	7.6	8.1	8.1	6.1	8.7	8.6	6.4	9.3
Restrictions	11.1	11.1	10.0	8.9	11.1	10.0	8.9	2.2
Community	5.6	10.0	10.0	7.8	8.9	8.9	5.6	8.9
Sustainability	6.7	8.9	6.7	6.7	10.0	10.0	6.7	8.9
Logistics	2.8	6.7	6.7	10.0	9.4	7.8	10.6	10.6
Consolidation	5.6	10.0	10.0	8.9	10.0	10.0	8.9	7.8
Total Time	2.2	8.9	8.9	11.1	11.1	11.1	11.1	11.1
Cost								
Total Score	46.4	72.8	69.4	68.5	78.4	75.4	67.1	67.8

Poor | Fair | Good | Better | Best

First Iteration

	PK-K 130 students + PK		PK-3 510 students + PK		PK-5 755 students + PK		
							
	Repair Only @ Wildwood	New @ Wildwood	Repair Only @ Woburn	New @ Woburn	Repair Only @ North	Add/Reno @ North	New @ North
Education	5.4	9.1	4.8	9.1	5.0	9.1	9.1
Site	6.8	7.9	7.4	9.0	7.6	8.1	8.7
Restrictions	8.9	8.9	10.0	10.0	11.1	11.1	11.1
Community	4.4	6.7	5.6	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	5.6	10.0	6.7	8.9	10.0
Logistics	10.0	10.6	2.8	8.3	2.8	6.7	9.4
Consolidation	4.4	4.4	5.6	7.8	5.6	10.0	10.0
Total Time	2.2	2.2	2.2	6.7	2.2	8.9	11.1
Cost							
Total Score	47.7	56.2	43.9	69.8	46.4	72.8	78.4

Poor | Fair | Good | Better | Best

Next Steps and Schedule Update





March 2024

SBC Meeting – March 20th

- ❑ Evaluation Criteria Matrix with Costs
- ❑ Preliminary Shortlist of Options

Community Forum #3 – March 28th

April 2024

SBC Meeting – April 3rd

- ❑ Finalize Shortlist of Options
- ❑ Approve PDP Submission

SBC Public Relations Working Group Update



Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	3/20/2024
Re:	School Building Committee	Meeting No:	13
Location:	Hybrid: In Person at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
A	Diane M. Allan, *Permanent Building Committee*
A	John C. Holloway, *Permanent Building Committee*
Remote	Gregory B. Bendel, *Board of Selectmen*
Remote	Kevin A. Caira, *Board of Selectmen Alternate*
Remote	Kate Bissell, *Wildwood School Principal*
A	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Remote	Alice Brown-LeGrand, *Director of Student Support Services*
Present	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
A	Lou Cimaglia, *Interim Town Manager* , *Finance Director/Town Accountant*
A	Paul J. Melaragni, *Permanent Building Committee*
A	David A. Ragsdale, *School Committee Vice Chair*
Remote	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Remote	Craig Miner, *West Side Parent, Civil Engineer*
A	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Remote	Donald Walter, Principal-In-Charge
Remote	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Remote	Julie Leduc, *Director of OPM Services and Project Manager*
Remote	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
13.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:30 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. *The attendance based on the roll call can be found on page 1 of these minutes.*
13.2	Record	**Approval of Minutes** C. Prendergast motioned to approve the meeting minutes from the March 6, 2024 School Building Committee meeting, with a second motion by J. Cusce. Roll call vote. The motion carried by unanimous vote.
13.3	Record	**Evaluation Matrix Discussion** G. Brand described the purpose of the Evaluation Matrix as the District prepares to submit its first submission to the MSBA, the PDP report, with the first shortlist of the Design Options narrowing the 15-18 preliminary options. R. Philip reviewed the established criteria that was reviewed during the March 6, 2024, School Building Committee Meeting and the added cost estimate information that was brought forth for all of the options analyzed for sharing with the Committee in the Evaluation Matrix under the respective options and how the criteria were affected in this second iteration by the addition of the cost criteria. **PreK-K for 130 students plus PreK** — **Project Cost Range** • Repair Only at Wildwood — $26.6M to $29.4M • Add/Reno at Wildwood — $78.0M to $86.2M • New Construction at Wildwood — $79.3M to $87.6M • New Construction at Town Hall — $80.1M to $88.5M Repair Only Alternatives extend the life of the building 50+ years and means more than finish upgrades. It includes complying with today's code requirements with updates to accessibility, fire suppression, efficiency of the envelope and MEP systems upgrades and structure with seismic upgrades. Code only repairs/updates could be making a building ADA accessible with the installation of an elevator which would be essential for a child's parent need to come to the school and visit their child in their classroom. An elevator installation as part of a repair project is a very big project. In addition, when 30% of the building starts to get altered, codes start to get triggered i.e. seismic and perhaps additional bracing might be required. Fire Suppression code is another that is a concern as none of the school buildings are sprinklered and that code could be triggered if enough work is undertaken within a specified amount of time. The codes are grandfathered in until a certain limit is hit and once that limit is hit, it is expected to bring the building up to the current codes. With Add/Reno and New Construction those codes would be expected to be upheld but with Repair Only the alterations are grandfathered in until the threshold is hit. In addition, MSBA is not going to participate in funding repair projects that are not going to fulfill the educational needs. Dr. Brand asked R. Philips with all the cost estimations shown for Wildwood, Woburn Street and North Intermediate, that it would take approximately $100M to do only repairs to the school and this is without any additional educational program needs being satisfied for the current student populations. The Repair Only Alternative does not include alterations or additions to meet the District's Education Plan or space needs. There is no additional square footage involved in the Repair

Item #	Action	Discussion

Only options. The Add/Reno and New Construction for the PreK-K are in a similar range from $78M to $88M.

PreK-3 for 510 students plus PreK	**Project Cost Range**
• Repair Only at Woburn Street**	$ 36.3M to $ 40.1M
• Add/Reno at Woburn Street	$135.0M to $149.2M
• Add/Reno at Wildwood	$130.0M to $143.9M
• New Construction at Woburn Street	$135.0M to $150.0M
• New Construction at Wildwood	$131.2M to $145.1M
• New Construction at Town Hall	$132.2M to $146.1M

The PreK-3 includes consolidations of 2 of the schools, Wildwood and Woburn Street. The Repair Only option is greyed out because it is for comparison purposes. The Add/Reno and New Construction are again in a very similar range, $130M to $150M, depending on the site as some of the site sizes are double compared to others and it correlates to site work costs that would be involved.

PreK-5 for 755 students plus PreK	**Project Cost Range**
• Repair Only at North Intermediate**	$ 29.5M to $ 32.6M
• Add/Reno at North Intermediate	$193.3M to $213.6M
• Add/Reno at Woburn Street	$188.9M to $208.8M
• Add/Reno at Wildwood	$188.2M to $208.0M
• New Construction at North Intermediate	$194.0M to $214.5M
• New Construction at Woburn Street	$194.7M to $215.2M
• New Construction at Wildwood	$188.8M to $208.7M
• New Construction at Town Hall	$187.6M to $207.3M

A full consolidation of all 3 schools ranges between $188.8M to $215.2M.

Dore+Whittier has checked these costs against other projects in the MSBA pipeline as MSBA shares cost data on their website. The chart shows the solid yellow line where project escalation has impacted projects over the last several years. In doing so, Wilmington High School's data of Construction Cost of $352/SF for a GMP/GC dated June 2013. Currently Wilmington's PDP Construction Cost Estimate is between $735/SF to 936/SF. There are 7 other Elementary Schools currently in the MSBA pipeline as well and at the PSR phase their estimates are coming in between $699/SF to $1,001/SF and averaging at $844/SF. The Wilmington Wildwood Project is right in the range in comparison to similar projects within the Commonwealth currently.

Overall, the takeaway is that the costs were so similar that it did not change how the criteria would be viewed as the non-cost criteria took into consideration the community and educational needs of the students defining the alternatives.

The second iteration of shortlist of options is as follows:

- **PreK-K for 130 students plus PreK**
  - ***Repair Only at Wildwood*** with a total score of 47.7 and a Project Cost Range of $26.6M to 29.4M
  - ***New Construction at Wildwood*** with a total score of 56.2 and Project Cost Range of $79.3 to $87.6M
- **For PreK-3 for 510 students plus PreK**

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Item #	Action	Discussion
		o ***Repair Only at Woburn Street*** *(For Comparison Only)* with a total score of 43.9 and Project Cost Range of 36.3M to 40.1M o ***New at Woburn Street*** with a total score of 69.8 and a Project Cost Range of $135.7M to $150M • **For PreK-5 with 755 students plus PreK** o ***Repair Only at North Intermediate*** *(For Comparison Only)* has a total score of 46.4 and Project Cost Range of $29.5M to $32.6M o ***Add/Reno at North Intermediate*** with a total score of 72.8 and a Project Cost Range of $193.3M to $213.6M o ***New Construction at North Intermediate*** with a 78.4 and Project Cost Range of $194.0M to $214.5M **Important Notes** • The PreK-K cost estimates do not include any work at Woburn Street or North Intermediate Schools. • The PreK-3 cost estimates do not include any work at North Intermediate School. • MSBA Reimbursement for Eligible Expenses is not factored into these costs shown. o Once a selected option moves into Schematic Design, a calculation would be able to be done on that option to advise of what the reimbursement rate would be with the MSBA. o There are many factors that go into making up the percentage, including some factors that are not eligible and doing so at this time would be very preliminary as it is unknown what MSBA will deem eligible for reimbursement. To do so at this time would be very premature. The amount that you are seeing as the project cost range is not entirely borne by the Town as it is shared with the MSBA as Wilmington's partner for this school building project. **Committee Questions** • K. Caira asked about what the percentage average reimbursement is from the MSBA for eligible costs, 20%, 25%, 28, 30%? o *J.Leduc advised that she cannot provide an exact number as every community is different and it varies across the Commonwealth of Massachusetts as every municipality has different needs. An example is New Bedford, has a percentage rate much higher than Wilmington and may have different percentage of eligibility based on the community's needs. MSBA provides documentation and data on their website and the communities affluence, bond rating, etc.* o *J. Boone advised that there are factors that are included in the percentage. Meetings with the MSBA after the PSR, the information will be formulated into eligible and ineligible. The reimbursement rate would be more known by the time Wilmington reaches the Town Meeting and Appropriation Vote.* o *C. Prendergast advised that from the Sustainability and Green Design perspective the project also gets points and R. Philips advised that it becomes complex when it all gets put together.* o *R. Philips advised that in submitting the PDP, the shortlist gets submitted to MSBA and the project proceeds into the PSR phase from April through August 2024, work will be performed to work towards one preferred design that will move with the project into Schematic Design.* o *In the fall of 2024, Dore+Whittier will work on Schematic Design to get it to more detailed cost estimate performed with SMMA and Dore+Whittier so*

Item #	Action	Discussion
		that a similar line can be provided regarding what will be cost to the project. It is at this time that the Effective Reimbursement Rate will be known by Wilmington. o *D. Ragsdale confirmed that the Wilmington community needs to decide what the project will be before it will be known what the Effective Reimbursement Rate will be for the project. R. Philip confirmed that before the Town voting in early 2024 it would be learned exactly what the reimbursement rate would be. Right now, Wilmington has 18 options and the MSBA will not do 18 versions of this complicated document to arrive at a reimbursement rate that is suitable for the project. MSBA wants all the criteria merits to be considered in the choosing of the preferred not just a select few like cost alone.* o *As the conceptual designs get more and more defined with every deliverable to the MSBA, the cost estimates will become more and more clarified and accurate.*
13.4	Record	**Next Steps and Schedule Update** • **March 28, 2024** o Community Forum No. 3 – In Person in the Large Group Instructional Space and Remote Participation via Zoom ▪ Mentimeter will be involved as it was very informative for Community Forum No. 2 ▪ Mentimenter will be left open after the Community Forum No. 3 to get more feedback from the Wilmington Community • **April 3, 2024** o School Building Committee Meeting ▪ Finalize Shortlist of Options ▪ Approve PDP Submission
13.5		**Working Group Updates** • **Public Relations** o V. Varbedian will continue to do outreach to achieve that level of engagement for upcoming community engagement for the Wildwood Project for the Community Forum No. 3. o Water Bill Flyer is underway and will be provided to the Town for April distribution. o July 4, 2024 Celebration Committee will be providing information for us to get a booth for the community outreach regarding the project. o Farmer's Market o May 4, 2024 is the Town Meeting and members of the School Building Committee are being asked to volunteer to staff the table for outreach during Town Meeting • **Sustainability** o No updates.
13.6	Record	**Discussion/Correspondence/New Items** • Educational Plan has been presented in draft format for review and comments.

Item #	Action	Discussion
		• Anticipate Town Meeting Process Discussions with Select Board, Finance Board, School Committee and get onto Agendas to present, discuss, decisions and get all boards up to speed on the Wildwood Project.
13.7	Record	**Committee Questions** M. Gallezzo advised that there will be approvals of the options for the PDP Submission at the April 3, 2024 School Building Committee Meeting.
13.8	Record	**Public Comments** • ***Suzanne Cruell,*** Blueberry Lane, ***SLP since 2005 in Wilmington and worked in the majority of the elementary schools***, her children have gone through Wilmington Schools and now are in the Middle School and High School. *Expressed her concern about the condition of the schools having worked in the schools and has toured the new elementary school in Tewksbury. Advised that the schools are vulnerable and if something is not done with the schools now, there could be more of the schools that are like the Wildwood right now. Wilmington needs modernized schools and not just to repair the buildings as they are right now. There is a lack of classroom space and office space at the Woburn Street school. Many classrooms house multiple teachers which are distracting for students to learn and especially challenging for SPED staff to do assessments. For instance, there are 3 reading teachers sharing one office space. In the building she works in there are 5 SPED teachers, including herself, sharing one space separated by privacy dividers where they hear each other but do not see one another. There are not spaces to hold meetings with parents and often the Assistant Principal's office is used for this purpose and when she needs to use her own office, she has no place to go. Climate control in the building is opening the windows because it is 85 degrees all year and in the summer, it is even hotter and students and staff feeling sick at the end of each day from the heat. The windows can no longer be looked through to see what the weather is outside because the glass is no longer clear, it is discolored and fogged, replaced with plexiglass and deteriorated. There isn't much difference between Repair Only and a New Construction cost when you are looking at the end product and the benefits of it for the students. Thinks the consolidation of schools is a good idea because it would result in less transitions for students, teachers would be able to consult from one grade level to the next, students would stay with the community for a longer period of time, air condition would be a must as it would benefit hundreds of students in 1 year and thousands of students over the lifetime of the school so that more focus can be on learning, staff would be able to collaborate more for CIT days as schedules would align, may resolve some transportation issues with busses going to one school instead of two. Mentioned that Tewksbury school had a lot of concerns about transportation circulation and in the end, it was solved by creating circulation loopings that worked beneficially for the safety of the students and staff. Tewksbury school had security with 2 buzzers to get access to the building and it was an observed safety measure that was great that is not present currently. Tewksbury school had climate controlled, clean, modern technology in each classroom and a cafeteria that had a stage that is used for presentations with cafeteria tables to transform into benches so students could easily sit and watch a performance. If there were after hours programs going on, the doors locked closing the doors to the public for the protection of the students. If Wilmington doesn't do this now, there will not be another*

Item #	Action	Discussion
		opportunity to do this for the students of Wilmington. It was noted that at the Middle School air conditioning was not implemented in the construction of that school and on the third level of that building it gets to the 90 degrees F and is unhealthful. Students and teachers deserve learning facilities that are safe, clean, comfortable, modern, and welcoming. When voting for this project at the Shriner's Auditorium the Wilmington Community was out the door and down the block waiting for their turn to vote for this project to start. Education is important to this community and the children of this community. Let's keep working to make this school a reality. ***Amy Iascone,*** *Woburn Street,* ***North Intermediate School Teacher and Assistant Principal,*** *over 20 years.* *Professional development between staff is difficult because of the way it is structured. The challenges that are faced are not big enough for 25 students and not made to house that number of children. Not equipped for science space and Chromebook cart and the outlets that supply them with energy. Tiles are chipping. Inadequate space because many are sharing classrooms with multiple students and no elevators and there is a lot of movement and lack of space for servicing students. No space for private conversations to support students. New windows at the North are not able to be opened very far and temperatures get very high and unhealthful. Lockers are falling apart, and bathrooms don't function properly when using plumbing. There are not enough doors to exit in the case of emergency and during fire drills or ALICE drills the number of doors were decreased and it is not safe and orderly. These decisions are difficult for a Town because the costs are high, but the children are most important and the educational space is not being provided with just a Code upgrade. PreK-5 school will provide what is best for our students that is healthy and safe for our students.* ***Kevin Caira, Select Board Member*** *and* ***School Building Committee Member,*** *advised that the Facilities Department and their staff are hardworking and do their best to appropriately maintain the buildings within the District. Upset by the comments of the staff stating conditions were less than comfortable. The hard-working staff did not deserve to have the maintenance of the aging schools placed on them as a lack of performing their roles within the District.* ***Christine Holleran*** *advised as a* ***teacher*** *in the community for 30 years she too has experienced what the 2 prior educators have described, and everything stated and described by them is true.* ***Dennis Kelley, School Building Committee Member,*** *as* ***10-year employee of the Facilities Department*** *and now the head of the department was not happy to hear the conditions described.* *Advising that the windows that open only 4 inches is an attribute of the window design for the safety of the students. All issues that have been submitted to the Facilities Department have been addressed to the best of their abilities as fast as possible. There are times when items to repair are not immediately accessible and need to be ordered and some time passes but otherwise everything is addressed with the warranted urgency. Including the students who put their sweatshirts in the toilet to plug it and overflow, it is addressed as fast as possible, and it is often something that is out of the department's control.*

Item #	Action	Discussion
		Dr. Glenn Brand *addressed the Committee advising that he is taking note of the items that have been addressed and will investigate them as needed having taken them under advisement.*
13.9	Record	**Next Meeting:** **April 3, 2024, from 6:30 PM to 9:30 PM** *Virtual Meeting via Zoom – Remote Participation*
13.10		**Adjourn** G. Brand invited a motion to adjourn at 7:57PM. D. Ragsdale motioned to adjourn. C. Prendergast seconded the motion. The motion carried by unanimous vote.

Attachments: Wilmington Wildwood ECM Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author within 72 hours if you have any questions or are not in agreement with these Project Minutes.

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Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	3/20/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School, Large Group Instruction Room	Meeting No.	13

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Evaluation Matrix Discussion with Costs
4. Next Steps
    - Community Forum – March 28,2024 at 7 p.m.
5. SBC Public Relations Working Group Update
6. Discussion/Correspondence/New Items
    - Approval Vote of the Preliminary Design Program (PDP) Submission to the MSBA – Proposed Meeting before April 18, 2024 via Zoom
7. Committee Questions
8. Public Comments
9. Next Meeting: April 3, 2024
10. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #10

March 20, 2024

SMMA

DORE | WHITTIER

Massachusetts School Building Authority



Agenda

- Call to Order
- Approval of Minutes
- Evaluation Matrix with Costs
- Next Steps
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Wednesday, April 3rd
- Adjourn

Evaluation Matrix



PreK-5th	PreK-K		PreK-3rd		PreK-5th	
	New	Add/Reno	New	Add/Reno	New	Add/Reno
Wildwood ECC						
Woburn Street ES	N/A	N/A				
North Intermediate	N/A	N/A	N/A	N/A		
Town Hall		N/A		N/A		N/A

Education

How well does each option embody the educational elements of the guiding principles for design?

Site

How well does each option achieve the site features and functions defined in the guiding principles for design?

Restrictions and Future Uses

Are there restrictions or limitations that preclude this site as a preferred location?

Community

How well does each option serve as a community resource?

Sustainability

How well does each option achieve the goals for energy efficiency and sustainable design features?

Construction Logistics

How well does each option limit disruption to students, staff, and neighbors during construction?

Total Time to Address All Needs

How well does each option limit the time necessary to address all elementary-aged needs

Consolidation

What is the impact to PreK-5th students, neighborhoods, and traffic as a result of consolidation?

Cost

How do costs align with the community's sense of value and affordability?

Short List Requirements

At Minimum…

1 alternative from each grade configuration

1 alternative from each of the following:

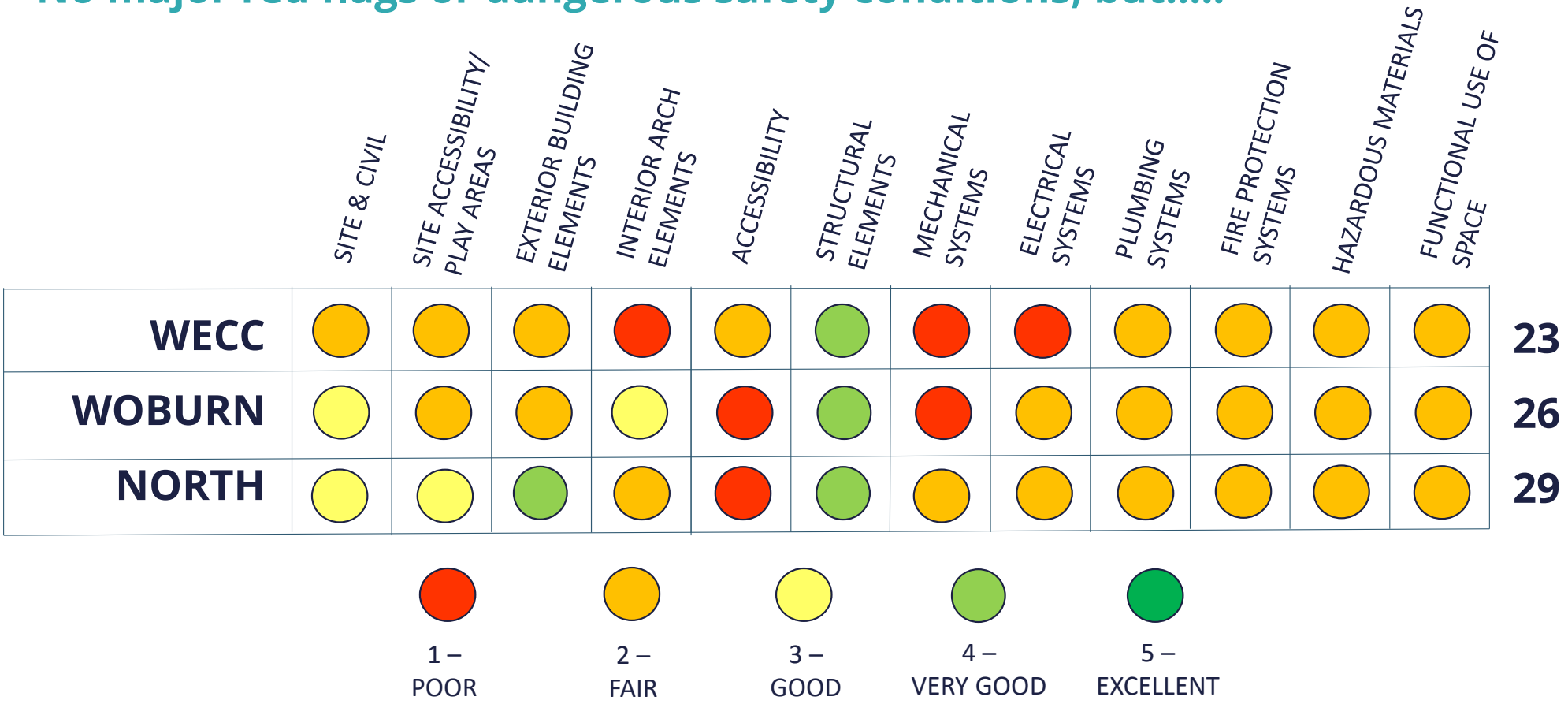
- **Renovation Addition**
- **New Construction**

1 Repair Alternative

- **Wildwood ECC Base Repair**
- ***Woburn St. and North Int.– for comparison only***

Existing Conditions Assessment

No major red flags or dangerous safety conditions, but.....



Repair Only Alternatives

Extend the life of the building 50+ years means more than finish upgrades.

Includes complying with today's code requirements

- **Accessibility guidelines**
- **Fire suppression system**
- **Efficiency - envelope and MEP system upgrades**
- **Structural - seismic upgrades**

Does not include alternations or additions to meet the District's Education Plan or space needs

PreK-K

				
130 students + PK	**Repair Only @ Wildwood**	**Add/Reno @ Wildwood**	**New @ Wildwood**	**New @ Town Hall**
Project Cost Range	**$26.6M – $29.4M**	**$78.0M - $86.2M**	**$79.3M - $87.6M**	**$80.1M - $88.5M**

Identified on short list for Comparison Only at 3/6/24 SBC Meeting
Identified as potential alternative for short list at 3/6/24 SBC Meeting
*MSBA Reimbursement of eligible expenses not included in the above costs

PreK-3

	*For Comparison Only					
510 students + PK	Repair Only @ Woburn	**Add/Reno @ Woburn**	**Add/Reno @ Wildwood**	**New @ Woburn**	**New @ Wildwood**	**New @ Town Hall**
Project Cost Range	$36.3M - $40.1M	**$135.0M - $149.2M**	**$130.2M - $143.9M**	**$135.7M - $150.0M**	**$131.2M - $145.1M**	**$132.2M - $146.1M**

Identified on short list for Comparison Only at 3/6/24 SBC Meeting
Identified as potential alternative for short list at 3/6/24 SBC Meeting
*MSBA Reimbursement of eligible expenses not included in the above costs

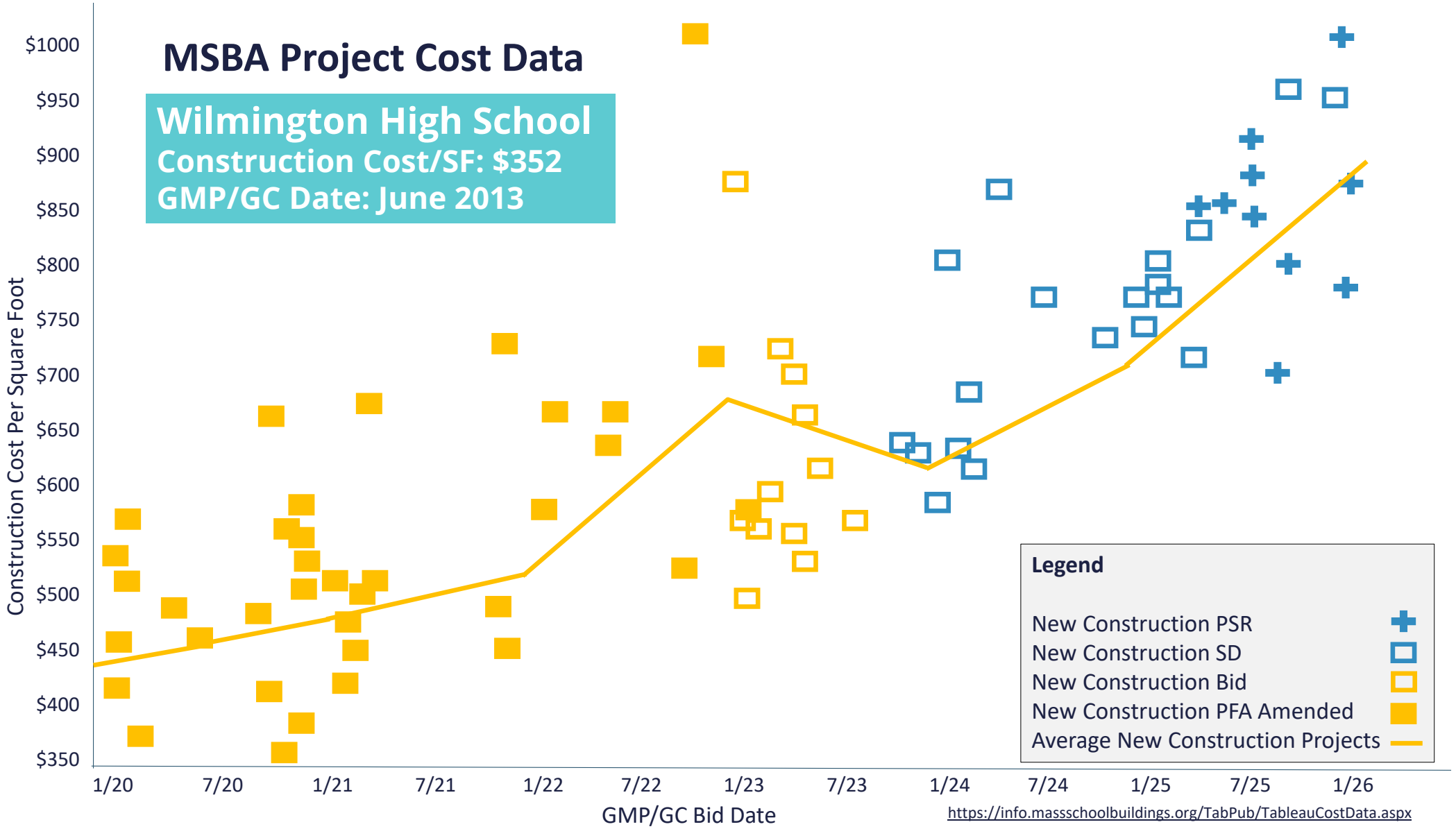
PreK-5

	*For Comparison Only							
								
755 students + PK	Repair Only @ North	**Add/ Reno @ North**	**Add/ Reno @ Woburn**	**Add/ Reno @ Wildwood**	**New @ North**	**New @ Woburn**	**New @ Wildwood**	**New @ Town Hall**
Project Cost Range	$29.5M - $32.6M	**$193.3M - $213.6M**	**$188.9M - $208.8M**	**$188.2M - $208.0M**	**$194.0M - $214.5M**	**$194.7M - $215.2M**	**$188.8M - $208.7M**	**$187.6M - $207.3M**

Identified on short list for Comparison Only at 3/6/24 SBC Meeting
Identified as potential alternative for short list at 3/6/24 SBC Meeting
*MSBA Reimbursement of eligible expenses not included in the above costs

MSBA Project Cost Data

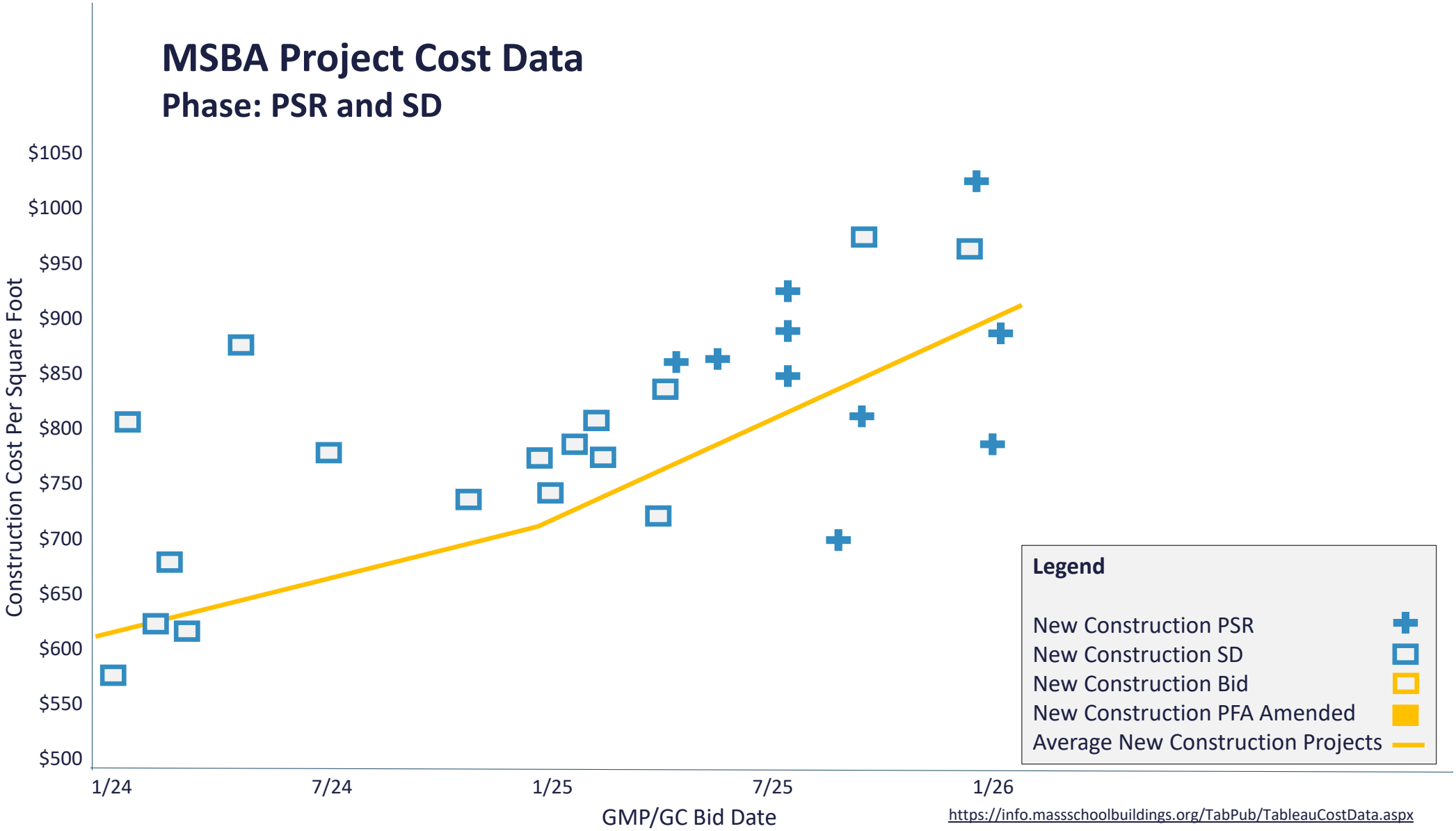
Wilmington High School
Construction Cost/SF: $352
GMP/GC Date: June 2013



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

MSBA Project Cost Data

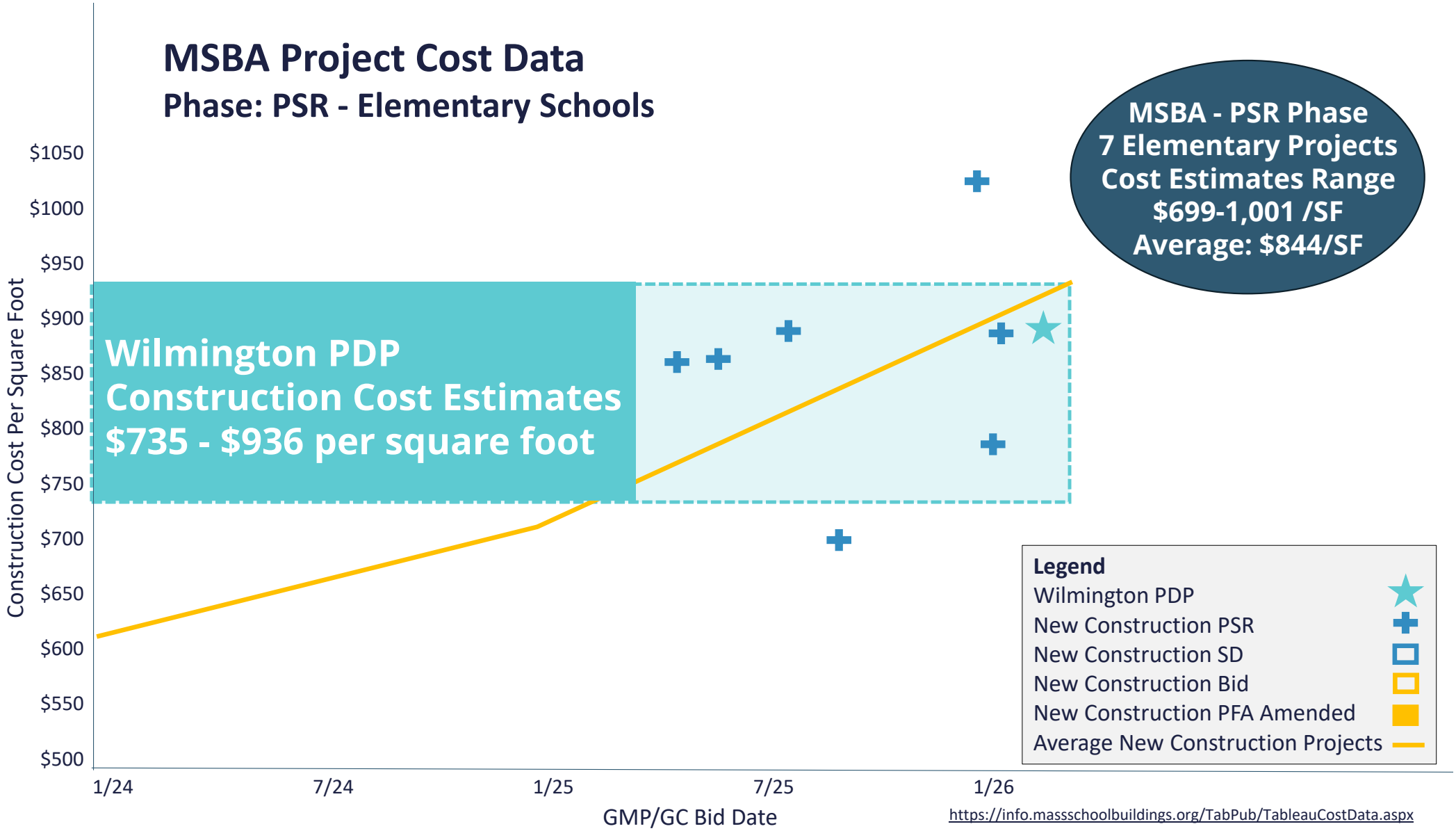
Phase: PSR and SD



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

MSBA Project Cost Data

Phase: PSR - Elementary Schools



https://info.massschoolbuildings.org/TabPub/TableauCostData.aspx

Cost

How do costs align with the community's sense of value and affordability?

Takeaway:
Cost within each enrollment configuration are similar and scoring would not differentiate between alternatives.

Cost Category was not scored.

First Iteration

	PK-K 130 students + PK		PK-3 510 students + PK		PK-5 755 students + PK		
			*For Comparison Only		*For Comparison Only		
	Repair Only @ Wildwood	New @ Wildwood	Repair Only @ Woburn	New @ Woburn	Repair Only @ North	Add/Reno @ North	New @ North
Education	5.4	9.1	4.8	9.1	5.0	9.1	9.1
Site	6.8	7.9	7.4	9.0	7.6	8.1	8.7
Restrictions	8.9	8.9	10.0	10.0	11.1	11.1	11.1
Community	4.4	6.7	5.6	8.9	5.6	10.0	8.9
Sustainability	5.6	6.7	5.6	10.0	6.7	8.9	10.0
Logistics	10.0	10.6	2.8	8.3	2.8	6.7	9.4
Consolidation	4.4	4.4	5.6	7.8	5.6	10.0	10.0
Total Time	2.2	2.2	2.2	6.7	2.2	8.9	11.1
Cost							
Total Score	47.7	56.2	43.9	69.8	46.4	72.8	78.4

Poor | Fair | Good | Better | Best

Second Iteration

	PK-K* 130 students + PK		PK-3** 510 students + PK		PK-5 755 students + PK		
			*For Comparison Only		*For Comparison Only		
	Repair Only @ Wildwood	New @ Wildwood	Repair Only @ Woburn	New @ Woburn	Repair Only @ North	Add/Reno @ North	New @ North
Total Score	47.7	56.2	43.9	69.8	46.4	72.8	78.4
Project Cost Range	$26.6M - $29.4M	$79.3M - $87.6M	$36.3M - $40.1M	$135.7M - $150.0M	$29.5M - $32.6M	$193.3M - $213.6M	$194.0M - $214.5M

Notes:
PK-K cost estimates do not include any work at Woburn St. and North Int. Schools.
PK-3 cost estimates do not include any work at North Int. School.
MSBA Reimbursement of eligible expenses is not included in the above costs.

Next Steps





March 2024

Community Forum #3 – March 28th

April 2024

SBC Meeting – April 3rd

- ❑ Finalize Shortlist of Options
- ❑ Approve PDP Submission

Submit PDP to MSBA – April 18th

SBC Public Relations Working Group Update



Thank You

SMMA

Project Management

Project Minutes

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Prepared by:	Sarah A. Traniello	Meeting Date:	4/3/2024
Re:	School Building Committee	Meeting No:	14
Location:	Hybrid: In Person at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom		
Distribution:	School Building Committee (MF):		

Attendees:

School Building Committee

Present	Dr. Glenn Brand, *School Superintendent, School Building Committee Chair*
Present	Paul Ruggiero, *Assistant Superintendent of Administration & Finance*
A	Diane M. Allan, *Permanent Building Committee*
A	John C. Holloway, *Permanent Building Committee*
Remote	Gregory B. Bendel, *Board of Selectmen*
A	Kevin A. Caira, *Board of Selectmen Alternate*
Remote	Kate Bissell, *Wildwood School Principal*
A	Stacey Scott, *Woburn Street School Principal*
Present	Christine Holloran, *Wildwood Teacher*
Remote	Alice Brown-LeGrand, *Director of Student Support Services*
A	Dennis Kelley, *Building Systems Manager, Wilmington Public Buildings Department*
Remote	Lou Cimaglia, *Interim Town Manager* , *Finance Director/Town Accountant*
Remote	Paul J. Melaragni, *Permanent Building Committee*
Present	David A. Ragsdale, *School Committee Vice Chair*
Remote	Marianne Gallezzo, *Finance Committee Member*
Present	Michael Camoscio, *North Side Parent, Mechanical Engineer*
Remote	Craig Miner, *West Side Parent, Civil Engineer*
Present	Vivian Varbedian, *North Side Parent, Project Manager, School Building Committee Co-Chair*
Present	Christine Prendergast, *North Side Parent*
Present	Justin Cusce, *North Side Parent*

Dore+Whittier Architects

Remote	Donald Walter, Principal-In-Charge
Remote	Lee P. Dore, Principal, Designer
Present	Rani Phillips, Project Manager
Present	Jason Boone, Educational Planner

SMMA

Remote	Julie Leduc, *Director of OPM Services and Project Manager*
Remote	Sarah Traniello, *Assistant Project Manager*

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Item #	Action	Discussion
14.1	Record	Wilmington Public Schools Superintendent, Dr. Glenn Brand, called the meeting to order at 6:30 PM. Roll Call of the School Building Committee was performed to account for all of those who are present. *The attendance based on the roll call can be found on page 1 of these minutes.*
14.2	Record	**Approval of Minutes** V. Varbedian motioned to approve the meeting minutes from the March 20, 2024, School Building Committee meeting, with a second motion by C. Prendergast. Roll call vote. The motion was carried by unanimous vote.
14.3	Record	**Approval of Invoices and Commitments** Invoices for SMMA in the amount of $7,500 and Dore+Whittier Architects in the amount of $31,500 for Warrant No. 10, totaling $39,000 for their monthly activities performed and completed as listed. P. Ruggiero motioned the Finance Working Group's recommendation to move the Warrant forward for approval as reviewed by the Finance Working Group prior to this meeting, with a second motion by C. Prendergast. Roll call vote. The motion was carried by unanimous vote.
14.4	Record	**Community Forum No. 3 Feedback** J. Boone advised that there were 50 members of the Wilmington community participating in Community Forum No. 3. There was a good turn out with the hybrid model with 20 people in person at the Large Group Instruction Room at Wilmington High School and 30 members of the community logged into Zoom to participate. The Mentimeter feedback was very good with 95 respondents who took part based on the data cut of 9am on Wednesday, April 3, 2024. The majority of 59 participants were Wilmington Parents and 39 participants being Wilmington Community Members. 23 Participants were teachers and 9 participants being staff members. 3 were Administrators and 5 were Other. The Mentimeter session will be kept open until April 4, 2024. The following questions were asked of the participants on the Mentimeter Survey platform: **PreK-K Configuration for 130 Students plus PreK Students** • Repair Only at Wildwood had a Project Cost Range of $26.6M-$29.4M • Addition/Renovation at Wildwood had a Project Cost Range of $78M to $86.2M • New Construction at Wildwood had a Project Cost Range of $79.3M to 87.6M • New Construction at Town Hall had a Project Cost Range of $80.1M to 88.5M ***Rank PreK-K Alternatives were ranked by participants in order of preference:*** • 1st: PreK-K New at Wildwood, • 2nd: PreK-K New at Town Hall, • 3rd: PreK-K Add/Reno at Wildwood, and • 4th: PreK-K Repair Only. **PreK-3 Configuration for 510 Students plus PreK Students** • Repair Only at Woburn Street had a Project Cost Range of $36.3M-$40.1M** • Addition/Renovation at Woburn Street had a Project Cost Range of $130.2M to $143.9M • New Construction at Woburn Street had a Project Cost Range of $135.7M to $150.0M • New Construction at Wildwood had a Project Cost Range of $131.2M to $145.1M • New Construction at Town Hall had a Project Cost Range of $132.2M to $146.1M

Item #	Action	Discussion
		Rank PreK-3 Alternatives were ranked by participants in order of preference: • 1st: PreK-3 New at Woburn Street, • 2nd: PreK-3 New at Wildwood, • 3rd: PreK-3 New at Town Hall, • 4th: PreK-3 Add/Reno at Woburn Street, • 5th: PreK-3 Add/Reno at Wildwood, and • 6th: PreK-3 Repair Only. **PreK-5 Configuration for 755 Students plus PreK Students** • Repair Only at North Intermediate had a Project Cost Range of $29.5M-$32.6M** • Addition/Renovation at North Intermediate had a Project Cost Range of $193.3M to $213.6M • Addition/Renovation at Woburn Street had a Project Cost Range of $188.9M to $208.8M • Addition/Renovation at Wildwood had a Project Cost Range of $188.2M to $208M • New Construction at North Intermediate had a Project Cost Range of $194M to $214.5M • New Construction at Woburn Street had a Project Cost Range of $194.7M to $215.2M • New Construction at Wildwood had a Project Cost Range of $188.8M to $208.7M • New Construction at Town Hall had a Project Cost Range of $187.6M to $207.3M ***Rank PreK-5 Alternatives were ranked by participants in order of preference:*** • 1st: PreK-5 New at North Intermediate, • 2nd: PreK-5 New at Woburn Street, • 3rd: PreK-5 New at Town Hall, • 4th: PreK-5 New at Wildwood, • 5th: Add/Reno at North Intermediate • 6th: Add/Reno at Woburn Street, • 7th: PreK-5 Add/Reno at Wildwood, and • 8th: PreK-5 Repair Only. **PreK-K Configuration for 130 Students plus PreK Students** • New Construction at Wildwood had a Project Cost Range of $79.3M to 87.6M • New Construction at Town Hall had a Project Cost Range of $80.1M to 88.5M **PreK-3 Configuration for 510 Students plus PreK Students** • New Construction at Woburn Street had a Project Cost Range of $135.7M to $150.0M • New Construction at Wildwood had a Project Cost Range of $131.2M to $145.1M • New Construction at Town Hall had a Project Cost Range of $132.2M to $146.1M **PreK-5 Configuration for 755 Students plus PreK Students** • New Construction at North Intermediate had a Project Cost Range of $194M to $214.5M • New Construction at Woburn Street had a Project Cost Range of $194.7M to $215.2M • New Construction at Wildwood had a Project Cost Range of $188.8M to $208.7M • New Construction at Town Hall had a Project Cost Range of $187.6M to $207.3M ***Rank the NEW CONSTRUCTION alternatives in order of preference:*** • 1st: PreK-5 New at North Intermediate, • 2nd: PreK-5 New at Woburn Street, • 3rd: PreK-5 New at Town Hall, • 4th: PreK-5 New at Wildwood, • 5th: PreK-3 New at Woburn Street,

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Item #	Action	Discussion
		• 6th: PreK-3 New at Town Hall, • 7th: PreK-3 New at Wildwood, • 8th: PreK-K New at Wildwood, and • 9th: PreK-K New at Town Hall. **PreK-K Configuration for 130 Students plus PreK Students** • Addition/Renovation at Wildwood had a Project Cost Range of $78M to $86.2M **PreK-3 Configuration for 510 Students plus PreK Students** • Addition/Renovation at Woburn Street had a Project Cost Range of $130.2M to $143.9M **PreK-5 Configuration for 755 Students plus PreK Students** • Addition/Renovation at North Intermediate had a Project Cost Range of $193.3M to $213.6M • Addition/Renovation at Woburn Street had a Project Cost Range of $188.9M to $208.8M • Addition/Renovation at Wildwood had a Project Cost Range of $188.2M to $208M ***Rank the ADDITION / RENOVATION alternatives in order of preference:*** • 1st: PreK-5 Add/Reno at North Intermediate, • 2nd: PreK-5 Add/Reno at Woburn Street, • 3rd: PreK-5 Add/Reno at Wildwood, • 4th: PreK-3 Add/Reno at Woburn Street, • 5th: PreK-3 Add/Reno at Wildwood, and • 6th: PreK-K Add/Reno at Town Hall. **First Round of Conceptual Estimates have been prepared, how strongly should the Town and the District consider each of the following:** • **PreK Grade Configuration: 1.3 of 10** were in favor of consideration • **PreK-3 Grade Configuration: 3.5 of 10** were in favor of consideration • **PreK-5 Grade Configuration: 8.9 of 10** were in favor of consideration • **Repair Only Alternatives: 1.2 of 10** were in favor of consideration • **Add/Reno Alternatives: 2.4 of 10** were in favor of consideration • **New Construction Alternatives: 7.7 of 10** were in favor of consideration • **Town Hall Site for a School Construction Project: 4.4 of 10** were in favor of consideration **What is the best way for the Wildwood School Building Committee to share information and updated meeting dates with you?** • *Direct Emails 18%* • *Social Media Posts 13%* • *School District Website 10%* • *Remote Meetings 10%* • *Hybrid Meetings 10%* • *Digital Flyers 10%* • *WCTV Recordings 10%* • *Town Website 6%* • *In Person Meetings 4%* • *Hard Copy Flyers 2%* • *Other 1%* **What additional/new information would be helpful in the next phase of the project?** • *Estimated Tax Impact*

Item #	Action	Discussion
		• *Current maintenance and energy costs* • *Impact on students attending the schools during construction* • *Town's funding plan for the project and how will the debt be funded* • *Preliminary plans for the "west side"* • *Ways to get everyone on board, even those that won't have children attending the new school* • *Details about the school site beyond the building itself and how that would impact future activities that currently take place there* • *Short and informative video that will help spread the work and provide context* • *Continued/additional cost comparisons for all 6 schools so community members can see how much various renovations would be in comparison to the bulk cost of building a new consolidated school* • *Why put off the inevitable? In the very near future most schools in Wilmington will be inhabitable. We should provide minimal building disruptions for students so they can LEARN!* • *Quantify long term value to the Town. Folks here are always worried about taxes. How can value to the next generation of students be quantified and communicated in the Town.* • *MSBA contribution – even estimates of it are very important. Also, keeping in line of sight to the consequences of not building a PreK-5 should always be highlighted.* • *Projected cost for addressing all 3 schools if we do not proceed with PreK-5 taking into account projected increases in construction costs* • *The cost estimates along with the diagrams would be great so people can view in detail on their own time.* • *Impact on residential taxes, estimated total costs for all schools if plan is to replicate whatever is done for other sides of town and/or grades.* • *Would like to understand the money amount to resident taxes before final decision* • *What are the long-term cost savings?* • *How are the proposals impacting students' learning environments, classroom sizes, and space necessary for our students to learn. We need to keep our students in mind while planning.* • *Cost impact to residents. Feedback from other communities that may have consolidated (both positive and negative). How would students be impacted during construction?* • *What the Town plans to do to accommodate the children that will come with building of new condos and apartments if they choose to only repair the Wildwood site.* • *Remind the Town that anything other than a new K-5 school is simply pushing the problem down the road.* • *Hard numbers on maintenance cost. Traffic and busing impact. Town Budget – hard numbers – how the Town budget will be impacted.* • *Building designs that show "no frills/bare bones" options and not luxurious one's impact to traffic flow in the area. Specifically. Glen Road with all the needed buses to transport 755+ students 2x daily.* • *Comparison of cost savings for having 1 building to maintain vs. 3 (with 2 aging ones that may need to be updated as well). Think that would help get people on board with the final cost.* • *Estimated tax impact per family*

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Item #	Action	Discussion
14.5	Record	**Review Preliminary Short List and Approve Shortlist** • 18 concepts have been explored by Dore+Whittier Architects with the School Building Committee. Submitting to the MSBA with a minimum of: • 1 Alternative from each grade configuration, PreK-K, PreK-3 and PreK-5; • 1 Alternative from each of the following: Renovation/Addition and New Construction; • 1 Repair Alternative for Wildwood ECC Base Repair with reference to Repair Alternatives for Woburn Street and North Intermediate for comparison. **Preliminary Shortlist Evaluation** through the prescribed criteria and scored as follows: • **PreK-K for 130 students plus PreK** o Repair Only at Wildwood – Score: 47.7 - Project Cost Range: $26.6M to $29.4M o New Construction at Wildwood – Score: 56.2 - Project Cost Range: $79.3M to $87.6M • **PreK-3 for 510 students plus PreK** o Repair Only at Woburn Street – Score: 43.9 - Project Cost Range: $36.3M to $40.1M (for comparison only) o New Construction at Woburn Street – Score: 69.8 - Project Cost Range: $135.7M to $150M • **PreK-5 for 755 students plus PreK** o Repair Only at North Intermediate – Score: 46.4 - Project Cost Range: $29.5M to $32.6M (for comparison only) o Add/Reno at North Intermediate – Score: 72.8 - Project Cost Range: $193.3M to $213.6M o New Construction at North Intermediate – Score: 78.4 - Project Cost Range: $194M to $214.5M • PreK-K estimates do not include any work at Woburn Street or North Intermediate schools • PreK-3 cost estimates do not include any work at North Intermediate School • MSBA Reimbursement of eligible expenses is not included in the above costs.
14.6	Record	**Vote to Approve Shortlist of Alternative for Further Evaluation in PSR Phase** Motion to approve the Preliminary Shortlist for further evaluation in the PSR Phase made by V. Varbedian and seconded by C. Prendergast. **Roll Call Vote:** *Alice Brown-LeGrand – Yes; Christine Holloran – Yes; Christine Prendergast – Yes; Craig Miner – Yes; David A. Ragsdale – Yes; Glenn Brand – Yes; Gregory B. Bendel – No; Justin Cusce – Yes; Kate Bissell – Yes; Lou Cimaglia – No; Marianne Gallezzo – Yes; Michael Camoscio – Yes; Paul J. Melaragni – Yes; Paul Ruggiero – Yes; Stacey Scott – Yes; Vivian Varbedian – Yes.* Motion passes by majority.
14.7	Record	**Vote to Approve Submission of the Preliminary Design Program (PDP) to MSBA** R. Philip reviewed the documentation that was included in the Preliminary Design Program (PDP) draft that Dore+Whittier Architect had shared with the SBC through T. Ingersoll. Sections for the report are as follows: • 3.1.1 Introduction • 3.1.2 Education Program • 3.1.3 Initial Space Summaries • 3.1.4 Existing Conditions Assessments • 3.1.5 Site Development Requirements • 3.1.6 Preliminary Evaluation of Alternatives • 3.1.7 Local Actions and Approvals The only items not included within the documentation for review was the meeting minutes of the SBC and the Community Forum presentations that are part of the local actions and the minutes have been approved by the SBC after each meeting. Outcomes are: • **3 Design Enrollments Under Consideration**

Item #	Action	Discussion

- PK-K: 130+ PreK
- PK-3: 510+ PreK
- PK-5: 755+ PreK

- **Documentation of Programs, Services, and Guiding Principles**
  - Extended PreK
  - STEM
- **Space Necessary to Deliver Educational Program**
  - PK-K: 66,810 GSF
  - PK-3: 117,318 GSF
  - PK-5: 167,755 GSF
- **18 Alternatives Explored:**
  - Repair Only, Renovation/Addition, New Construction
- **5 Alternatives Identified for Further Development and Evaluation**
  - +2 Base Repair (Woburn, North) for Comparison
- **Total Project Costs Range for Short List**
  - $26.6 M - $214.5 M

The Preliminary Design Program includes the Educational Plan which has been tailored to fulfill the requirements of the District for the educational needs of the Wilmington students, incorporated the guiding principles laid out during the Wildwood Visioning sessions and the inclusion of the 3 design enrollments as prescribed by the MSBA. Included in the updated version of these design options is the cost estimate information that was provided for these options as an additional criterion for consideration. The shortlist as outlined will be presented to the MSBA in the PDP report and will be further developed during the PSR phase.



Motion to approve the PDP Report Submission to the MSBA on April 18, 2024 made by Vivian Varbedian and seconded by Michael Camoscio.

Roll Call Vote: *Alice Brown-LeGrand – Yes; Christine Holloran – Yes; Christine Prendergast – Yes; Craig Miner – Yes; David A. Ragsdale – Yes; Glenn Brand – Yes; Gregory B. Bendel – Yes; Justin Cusce – Yes; Kate*

Item #	Action	Discussion
		Bissell – Yes; Lou Cimaglia – Yes; Marianne Gallezzo – Yes; Michael Camoscio – Yes; Paul J. Melaragni – Yes; Paul Ruggiero – Yes; Stacey Scott – Yes; Vivian Varbedian – Yes. Motion passes.
14.4	Record	**Next Steps and Schedule Update** • **April 2024** o Submit PDP to MSBA, April 18, 2024 • **April 2024 to August 2024** o Continue into PSR Phase and continue to verify project needs and narrow the Design Concepts down from the few to One Preferred Option. o There will be opportunities for the Wilmington community to be involved during the Summer 2024 by participating in the Community Forums that will be held either fully remote or using the hybrid format as the Wildwood project proceeds to develop and narrow to the Preferred option through the feedback and involvement of all its stakeholders. • **Schematic Design September 2024 to February 2025** o Before proceeding into Schematic Design from September 2024 to February 2025 there will be further development and identification of detailed project needs and establish aesthetics and project budget. Throughout these phases feedback will be welcomed through attending the School Building Committee meetings and Community Forums and other public relations opportunities where the information will be gathered and incorporated in the design development process. o The 2025 Board Meeting has not been scheduled yet with the MSBA so we do not know when our the final design will be estimated and Funding Votes will be sought with the MSBA, Town Meeting and Town Debt Exclusion Votes before September 2025. o Community Forums will happen before the end of the school year in early June before summer starts to get feedback from the community and outreach will be stepped up over the summer months communicating the updates to the community. Community Forums could be done at the Senior Center and Library to engage those who may not log on virtually or travel to the High School for the Community Forum in the evening. o There will need to be a decision made whether this Committee wants to go to the Town Meeting ahead of the MSBA Approving the One Preferred Option. Estimates will be done at that time based on the One Preferred Option together with knowledge of MSBA's reimbursement at that time with the completion of the 3011 documentation. o The new Town Manager will be on board to guide through the process of the Town Vote in early 2025 and MSBA will need to review the Warrant language for the vote. MSBA checks in throughout the process
14.5		**Working Group Updates** • **Public Relations** o J.Leduc and V.Varbedian advised about the opportunity of working with Dave Kartunen of KartoonEDU to develop informational videos of the project and

Item #	Action	Discussion
		the MSBA process in the pillar format with the hopes of having one ready for the Town Meeting presentation in early May to Dr. Brand to use during his presentation. Approval of consulting encumbrance is requested in the amount of $600/pillar and approximately 6 pillars recommended to be used for $3,600 at this time. • Motion made by V. Varbedian to commit $3,600 to KartoonEdu to provide consulting services for informational video pillars to be developed to support and educate on the process and project status in the project's outreach to the Wilmington community. Seconded by M. Camoscio. Roll call vote, motion passed. o V. Varbedian will continue to do outreach to achieve that level of engagement for upcoming community engagement for the Wildwood Project for the Community Forum No. 3 especially with the senior population by getting time at the Senior Center for presentations, Library, etc. o **Upcoming Outreach Opportunities** ▪ Use of Kate Bissell's video of the school tours and the existing conditions of the Wilmington schools to display and educate those interested. ▪ Water Bill Flyer is complete and has been provided to the Town for the April 22 distribution. ▪ July 4, 2024, Celebration Committee provided information regarding a booth throughout the 4-day festival for the community outreach regarding the project. ▪ Farmer's Markets Table Presence ▪ November Elections Table Presence ▪ Senior Center Meetings ▪ May 4, 2024, is the Town Meeting and members of the School Building Committee are being asked to volunteer to staff the table for outreach during Town Meeting. ▪ Signup sheets will be provided for these events to sign up for time to volunteer coverage. • **Sustainability** o No updates.
14.6	Record	**Discussion/Correspondence/New Items** • The Educational Plan and additional sections of the PDP report have been presented in draft format for review and comments prior to submission. • Anticipate Town Meeting Process Discussions with Select Board, Finance Board, School Committee and get onto Agendas to present, discuss, decisions and get all boards up to speed on the Wildwood Project. • Discussion regarding limiting the length of public comment/questions addressed relating to the length of time for comments and how comments/questions are dealt with in each meeting. o If answers are not readily available, the comments will be noted taken under advisement by the Committee. The School Committee takes the questions

Item #	Action	Discussion
		and comments and responds. The Select Board takes all questions and comments and responds, if possible, otherwise it is taken under advisement. It was felt by some SBC members that constituents should have their questions and comments heard in this venue. It was agreed that there would be no restrictions and the committee will do their best to answer and there will be no time limit.
14.7	Record	**Committee Questions** None.
14.8	Record	**Public Comments** • *Michael Camoscio advised that the Shawsheen Graphic Arts program printed the water bill flyers and they have been provided in advance for distribution during the April 22 mailing. Advised that they were great to work with and highly recommends working with them. Many thanks to them for their help to meet this deliverable.* • *Jen Binelli thanks for the effort.*
14.9	Record	**Next Meeting:** **May 1, 2024, from 6:30 PM to 9:30 PM** ***Hybrid Meeting: In Person at Wilmington High School LGIR and Virtual via Zoom for Remote Participation***
14.10		**Adjourn** G. Brand invited a motion to adjourn. V. Varbedian motioned to adjourn. C. Prendergast seconded the motion. The motion carried by unanimous vote.

Attachments: Wilmington Wildwood Powerpoint Slides.

The information herein reflects the understanding reached. Please contact the author within 72 hours if you have any questions or are not in agreement with these Project Minutes.

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Project Management | SMMA

RECEIVED
TOWN CLERK
2024 MAR 29 PM 1:03
TOWN OF WILMINGTON, MA

Agenda

Project:	Wilmington Wildwood Early Childhood Center	Project No.:	22127
Re:	School Building Committee Meeting	Meeting Date:	4/3/2024
Prepared by:	Julie Leduc	Meeting Time:	6:30 PM
Meeting Location:	Wilmington High School Large Group Instruction Room	Meeting No.	13

Distribution: School Building Committee (MF)

1. Call to Order
2. Approval of Minutes
3. Approval of Invoices
    - Warrant No. 10
4. Review Feedback Provided in Community Forum No. 3
5. Review Preliminary Design Options and Approve Shortlist
6. Vote to Approve Submission of the PDP Report to the MSBA
7. Next Steps / Schedule Update
8. SBC Public Relations Working Group Update
    - KartoonEdu Discussion
    - Town Meeting Table
    - Wilmington Fourth of July Events
9. Discussion/Correspondence/New Items
10. Committee Questions
11. Public Comments
12. Next Meeting: May 1, 2024
13. Adjourn

The items listed are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items may in fact be discussed and other items not anticipated may also be brought up for discussion to the extent permitted by law.

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Town of Wilmington, Wilmington Public Schools

Wildwood Early Childhood Center

April 1, 2024

Project Budget and Cost Summary

SMMA

A	C	D (Bud. Adj. Tab)	E (C+D)	F (Com. Cost tab)	G (E-F)	H (Forecast. tab, >G)	I (F+G+H)	J (Invoice Tab)	K (I-J)
	BUDGET			COST				CASH FLOW	
Description	**PFA Approved Budget**	**Authorized Changes**	**Approved Budget**	**Committed Costs**	**Uncommitted Costs**	**Forecast Costs**	**Total Project Costs**	**Expenditures to Date**	**Balance To Spend**
30 Architectural & Engineering									
Designer - Basic Services	$800,000	-$350,000	$450,000	$450,000	$0	$0	$450,000	$283,500	$166,500
Designer - Supplemental Services	$100,000	-$35,000	$65,000	$18,920	$46,080	$0	$65,000	$18,920	$46,080
Schematic Design		$385,000	$385,000	$385,000	$0	$0	$385,000	$0	$385,000
Subtotal	$900,000	$0	$900,000	$853,920	$46,080	$0	$900,000	$302,420	$597,580
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$82,500	$82,500
OPM: Feasibility Cost Estimates		$35,000	$35,000	$35,000	$0	$0	$35,000	$0	$35,000
Other Project Costs 1	$100,000	$0	$100,000	$5,000	$95,000	$0	$100,000	$109	$99,891
Subtotal	$300,000	$0	$300,000	$190,000	$110,000	$0	$300,000	$82,609	$217,391
50 Furniture, Fixtures and Equipment									
Furniture, Fixtures and Equipment		$0	$0	$0	$0	$0	$0	$0	$0
Technology		$0	$0	$0	$0	$0	$0	$0	$0
Subtotal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Project Sub-Total	$1,200,000	$0	$1,200,000	$1,043,920	$156,080	$0	$1,200,000	$385,029	$814,971
70 Project Contingency					**Current Contingency**	**Potential Risk**	**Potential Contingency**		
Construction Contingency (Hard Cost) (4%)	$0	$0	$0		$0	$0	$0		$0
Owner's Contingency (Soft Cost) (4%)		$0	$0		$0	$0	$0		$0
Subtotal	$0	$0	$0		$0	$0	**$0**		**$0**
Project Total	$1,200,000	$0	$1,200,000	$1,043,920	$156,080	$0	$1,200,000	$385,029	$814,971

Construction Cost Estimates	Date	Amount	Gross Square Feet	Cost Per SF
Feasibility Study- Schematic - PFA				#DIV/0!
Design Development				#DIV/0!
Construction Documents (60%)				#DIV/0!
Construction Documents (90%)				#DIV/0!
Finalized GMP Contract				#DIV/0!

Budget Revisions Summary	Date	Amount

Project Management | SMMA

Warrant No. 10

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	4/3/2024

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date		Invoice Amount	ProPay Code		Balance After Invoice
SMMA *OPM Basic Services – Feasibility Study*	60995	4/1/2024	$	7,500.00	0001-0000	$	60,500.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00010	3/31/2024	$	31,500.00	0002-0000	$	135,000.00
		Total	**$**	**39,000.00**			

Approved on _____

Activities for the Month of March 2024:

1. Review Education Plan developed by the District
2. Weekly meetings to review progress with Extended Leadership Working Group
3. Develop presentation materials for and attend SBC on March 6, 2024 and March 20, 2024 to review the Evaluation Matrix, cost estimates and preliminary shortlist of options.
4. Develop presentation materials for and attend Community Forum #3 with update on the evaluation matrix and preliminary shortlist
5. Draft PDP submission materials for review.

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Dore & Whittier Architects, Inc.
212 Battery Street
Burlington, VT 05401

Wilmington Public Schools
161 Church Street
Wilmington, MA 01887

Invoice number 00010
Date 03/27/2024

Project 23-0847 Wilmington Wildwood Early Childhood Center

For Date Range: March 1 to March 31, 2024

Description	Contract Amount	Percent Complete	Prior Billed	Current Billed	Remaining
BASIC SERVICES					
Feasibility Study	450,000.00	70.00	283,500.00	31,500.00	135,000.00
Schematic Design	385,000.00	0.00	0.00	0.00	385,000.00
Subtotal	835,000.00	37.72	283,500.00	31,500.00	520,000.00
ADDITIONAL SERVICES					
HazMat Services Feasibility Study - ASR-1	7,920.00	100.00	7,920.00	0.00	0.00
Student Assignment and Facility Planning Services - ASR-2	11,000.00	100.00	11,000.00	0.00	0.00
Subtotal	18,920.00	100.00	18,920.00	0.00	0.00
Total	853,920.00	39.10	302,420.00	31,500.00	520,000.00

Invoice total 31,500.00

Aging Summary

Invoice Number	Invoice Date	Outstanding	Current	Over 30	Over 60	Over 90	Over 120
00010	03/27/2024	31,500.00	31,500.00				
	Total	31,500.00	31,500.00	0.00	0.00	0.00	0.00

SMMA

Wilmington Public Schools
121 Glen Rd
Wilmington, MA 01887

April 1, 2024
Project No: 22127.00
Invoice No: 0060995

Project 22127.00 Wilmington Wildwood ECC
Reimbursable Consultant (Cost Estimate) NTE $35,000
Professional Services from March 2, 2024 to March 29, 2024
Fee

Total Fee	150,000.00			
Percent Complete	60.00	Total Earned	90,000.00	
		Previous Fee Billing	82,500.00	
		Current Fee Billing	7,500.00	
		Total Fee		**7,500.00**
			Total this Invoice	**$7,500.00**

Billings to Date

	Current	Prior	Total
Fee	7,500.00	82,500.00	90,000.00
Additional Fees	0.00	108.61	108.61
Totals	**7,500.00**	**82,608.61**	**90,108.61**

Authorized By: Julie Leduc

March 22, 2024

To Whom It May Concern,

I am writing to express my enthusiastic support for the idea of consolidating pre-kindergarten through grade five into one school building. Over the course of my 25 year career as a Wilmington educator, I have worked at the Woburn Street, West, Shawsheen, Wildwood, and the North. This experience makes me confident that such a consolidation would bring a myriad of benefits to our students, families, and the community at large.

Consolidating pre-kindergarten through grade five into a single school building fosters a sense of community and continuity for our students. By having all elementary grade levels under one roof, children can build stronger relationships with their peers over several years.They can establish robust, emotional bonds with their teachers thus creating a supportive and familiar environment conducive to learning. This continuity can enhance social development, reduce anxiety associated with transitions between schools, and provide a sense of belonging that is essential for academic success.

A consolidated elementary school offers numerous logistical advantages. It streamlines administrative processes, such as enrollment, scheduling, and communication, making it more efficient for both educators and parents. It also facilitates collaboration among teachers and staff, enabling them to share resources, expertise, and best practices to better meet the diverse needs of students across different grade levels. This collaborative environment promotes professional growth and enhances the overall quality of education provided to our children.

Additionally, consolidating pre-kindergarten through grade five can lead to cost savings and improved resource allocation. By centralizing facilities and services, such as transportation, cafeteria, and maintenance, we can optimize utilization and reduce overhead expenses. These cost savings can then be reinvested into enhancing educational programs, enriching extracurricular activities, buying more library books, and improving facilities to further benefit our students.

Furthermore, a consolidated elementary school promotes parental involvement and engagement. With all primary grades housed in one location, parents find it easier to participate in school events, volunteer opportunities, and parent-teacher conferences. This increased involvement strengthens the partnership between families and educators, supporting student learning and development both inside and outside the classroom.

Merging pre-kindergarten through grade five into one school building offers numerous benefits that enhance the educational experience for our children, promote efficiency and collaboration among educators, and strengthen the ties within our community. I urge you to consider this proposal seriously and explore the possibilities it presents for the betterment of our school district.

Thank you for your attention to this matter.

Sincerely,

Heather Peachey

North Intermediate Librarian

Wildwood Librarian

Library Coordinator

kartoonEDU™
Animating Educational Conversations

PROPOSAL

Prepared for: Dr. Glenn Brand and Wildwood Project Team, Wilmington Public Schools ("The Project Team")

Date: Mar. 22, 2024

This proposal lays out the objectives, scope of work, timeline, and fee structure of a kartoonEDU animated video series for Wilmington Public Schools' MSBA project.

Objectives:

1. Create a multiplatform series of animated visual media to educate the Wilmington community about various project plans for a new Wildwood School.
2. Produce the content in the most flexible way possible, so that the district can deploy the content to different audiences, on different mediums, in different languages, and on various platforms, seamlessly.

Scope of Work:

1. The project team determines any topic, step, or other part of the process they wish to produce into its own animation. Each discrete topic, step, or other component will be defined as a "pillar," representing separate component videos that can be assembled seamlessly into different communications.
2. Upon project team's approval, kartoonEDU produces each pillar into a short video format, to be platformed by the district. kartoonEDU will provide the video file and as an embeddable Vimeo link for ad-free placement anywhere.
3. kartoonEDU will create additional content, derived entirely from any pillars produced, to meet the specific media and platform specifications of the district. This will include any number of "supercut" videos, which can be assembled from individual pillars for different audiences. This may also include any represented charts or graphics within a topic video, or shorter versions of the pillars to place on different platforms at different times. Provided the derviative content comes solely from the pillars, the project team will pay no additional fee for this additional content through the duration of the MSBA project.

Timeline:

1. kartoonEDU and the district will set a mutually agreed upon timeline of completion to coincide with each pillar's production the project team chooses to script and animate.

Fees, Structure, and License:

1. The project team will license this content for its unlimited use, in perpetuity, within the territory of the Wilmington Public School District. This licensing fee structure is outlined in the table below. The project team acknowleges in the licensing agreement that the animated content may be repurposed by kartoonEDU for other school districts to produce their own building project media. kartoonEDU will never repurpose the project team's intellectual property, such as photos and logos.

2. The project team recognizes the discounted pricing offered in the table below is offered only for the production of animated media content on topics related to the MSBA Wildwood project. Pillars will be produced in "rounds" to complete the project team's goals for a specific phase of the project. Should the project team wish to produce another round of pillar videos, it may access the graduated discount scale of pricing in the table below for each subsequent round.

3. Each round of pillars within this project will be licensed as its own product. The project team has no obligation to determine the number of pillars or rounds they would like to produce to access the discounted pricing offered in the table below.

kartoonEDU™
Animating Educational Conversations

PROPOSAL

Licensing Fee by Topic

Round 1 Pricing per Pillar Video	$600.00
Round 2 Pricing per Pillar Video	$540.00
Round 3 Pricing per Pillar Video	$486.00
Each subsequent Pillar Video:	$486.00

Additional languages:

kartoonEDU will produce an alternate version of any pillar, in any language other than English, for an additional one third (33 percent) of the licensing fee, up to four additionl languages. Any additional foreign languages over four will be produced by kartoonEDU for free.

Translation approval and voiceover narration of additional languages will be provided by the district. Should the project team require a translator/narrator in a language they cannot provide, they may pay kartoonEDU $160.00 per language, per round, to outsource these services.

kartoonEDU will provide AI-generated subtitles in any language at no additional cost.

WILMINGTON PUBLIC SCHOOLS

Wildwood Early Childhood Center Project

School Building Committee Meeting #11

April 3, 2024

SMMA dw DORE | WHITTIER

Massachusetts School Building Authority

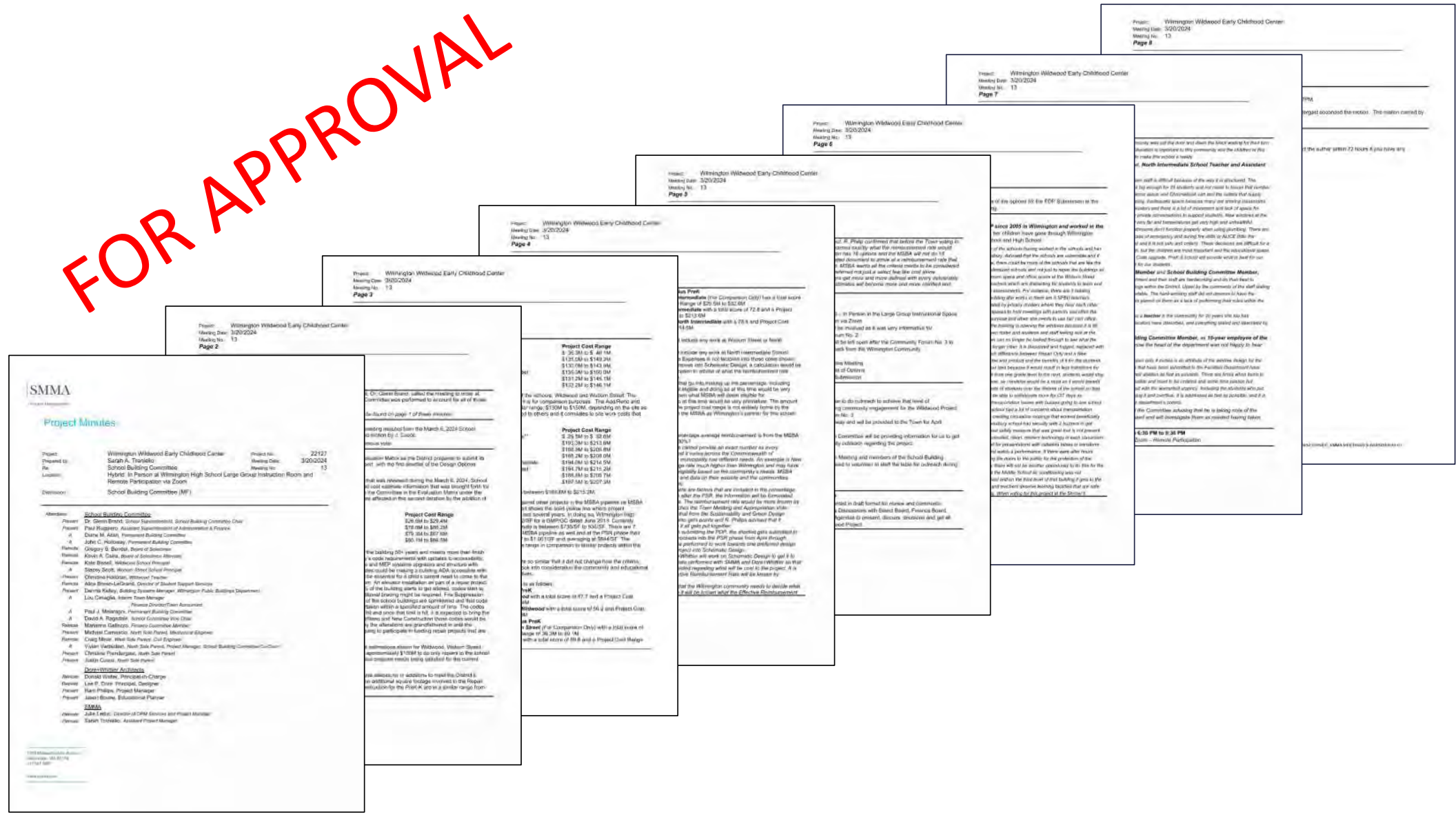


Agenda

- Call to Order
- Approval of Minutes
- Approval of Invoices
- Review Feedback Provided in Community Forum No. 3
- Review Preliminary Short List and Approve Shortlist
- Vote to Approve Submission of the PDP Report to the MSBA
- Next Steps/Schedule Updates
- SBC Public Relations Working Group Update
- Discussion/Correspondence/New Items
- Committee Questions
- Public Comments
- Next Meeting: Wednesday, May 1st
- Adjourn

Approval of Minutes




FOR APPROVAL
SMMA
Project Minutes
Project: Wilmington Wildwood Early Childhood Center
Project No.: 22127
Prepared by: Sarah A. Trianiello
Meeting Date: 3/20/2024
Re: School Building Committee
Meeting No.: 13
Location: Hybrid: In Person at Wilmington High School Large Group Instruction Room and Remote Participation via Zoom
Distribution: School Building Committee (SBC)
Project Cost Range
$26.6M to $29.4M
$78.0M to $86.2M
$79.3M to $87.6M
$90.1M to $99.5M
Project Cost Range
$ 26.5M to $ 32.6M
$161.3M to $213.6M
$168.3M to $226.8M
$168.2M to $209.0M
$194.0M to $214.5M
$194.7M to $215.2M
$186.8M to $206.7M
$197.1M to $207.3M

Approval of Invoices



Town of Wilmington, Wilmington Public Schools

Wildwood Early Childhood Center

April 1, 2024

Project Budget and Cost Summary

SMMA

A	C	D (Bud. Adj. Tab)	E (C+D)	F (Com. Cost tab)	G (E-F)	H (Forecast. tab, >G)	I (F+G+H)	J (Invoice Tab)	K (I-J)
	BUDGET			COST				CASH FLOW	
Description	PFA Approved Budget	Authorized Changes	Approved Budget	Committed Costs	Uncommitted Costs	Forecast Costs	Total Project Costs	Expenditures to Date	Balance To Spend
30 Architectural & Engineering									
Designer - Basic Services	$800,000	-$350,000	$450,000	$450,000	$0	$0	$450,000	$283,500	$166,500
Designer - Supplemental Services	$100,000	-$35,000	$65,000	$18,920	$46,080	$0	$65,000	$18,920	$46,080
Schematic Design		$385,000	$385,000	$385,000	$0	$0	$385,000	$0	$385,000
Subtotal	$900,000	$0	$900,000	$853,920	$46,080	$0	$900,000	$302,420	$597,580
40 Administrative Costs									
OPM Feasibility Study	$200,000	-$35,000	$165,000	$150,000	$15,000	$0	$165,000	$82,500	$82,500
OPM: Feasibility Cost Estimates		$35,000	$35,000	$35,000	$0	$0	$35,000	$0	$35,000
Other Project Costs 1	$100,000	$0	$100,000	$5,000	$95,000	$0	$100,000	$109	$99,891
Subtotal	$300,000	$0	$300,000	$190,000	$110,000	$0	$300,000	$82,609	$217,391
50 Furniture, Fixtures and Equipment									
Furniture, Fixtures and Equipment		$0	$0	$0	$0	$0	$0	$0	$0
Technology		$0	$0	$0	$0	$0	$0	$0	$0
Subtotal	$0	$0	$0	$0	$0	$0	$0	$0	$0
Project Sub-Total	$1,200,000	$0	$1,200,000	$1,043,920	$156,080	$0	$1,200,000	$385,029	$814,971
70 Project Contingency					Current Contingency	Potential Risk	Potential Contingency		
Construction Contingency (Hard Cost) (4%)	$0	$0	$0		$0	$0	$0		$0
Owner's Contingency (Soft Cost) (4%)		$0	$0		$0	$0	$0		$0
Subtotal	$0	$0	$0		$0	$0	**$0**		**$0**
Project Total	$1,200,000	$0	$1,200,000	$1,043,920	$156,080	$0	$1,200,0	$385,029	$814,971

[No Title]

Construction Cost Estimates	Date	Amount	Gross Square Feet	Cost Per SF
Feasibility Study- Schematic - PFA				#DIV/0!
Design Development				#DIV/0!
Construction Documents (60%)				#DIV/0!
Construction Documents (90%)				#DIV/0!
Finalized GMP Contract				#DIV/0!

Budget Revisions Summary	Date	Amount

FOR APPROVAL

Project Management | SMMA

Warrant No. 10

Project:	Wildwood Early Childhood Center Wilmington, Massachusetts	Project No.:	22127
Prepared by:	Julie Leduc and Sarah Traniello	Date:	4/3/2024

The School Building Committee for the Wilmington Early Childhood Center hereby authorizes the payment for the obligations incurred for the value received in services and for materials shown below:

Vendor	Invoice No.	Invoice Date	Invoice Amount	ProPay Code	Balance After Invoice
SMMA *OPM Basic Services – Feasibility Study*	60995	4/1/2024	$ 7,500.00	0001-0000	$ 60,500.00
Dore+Whittier Architects *Design Basic Services – Feasibility Study*	00010	3/31/2024	$ 31,500.00	0002-0000	$ 135,000.00
		Total	**$ 39,000.00**		

Approved on _____

Activities for the Month of March 2024:

1. Review Education Plan developed by the District
2. Weekly meetings to review progress with Extended Leadership Working Group
3. Develop presentation materials for and attend SBC on March 6, 2024 and March 20, 2024 to review the Evaluation Matrix, cost estimates and preliminary shortlist of options.
4. Develop presentation materials for and attend Community Forum #3 with update on the evaluation matrix and preliminary shortlist
5. Draft PDP submission materials for review.

1000 Massachusetts Avenue
Cambridge, MA 02138
617.547.5400

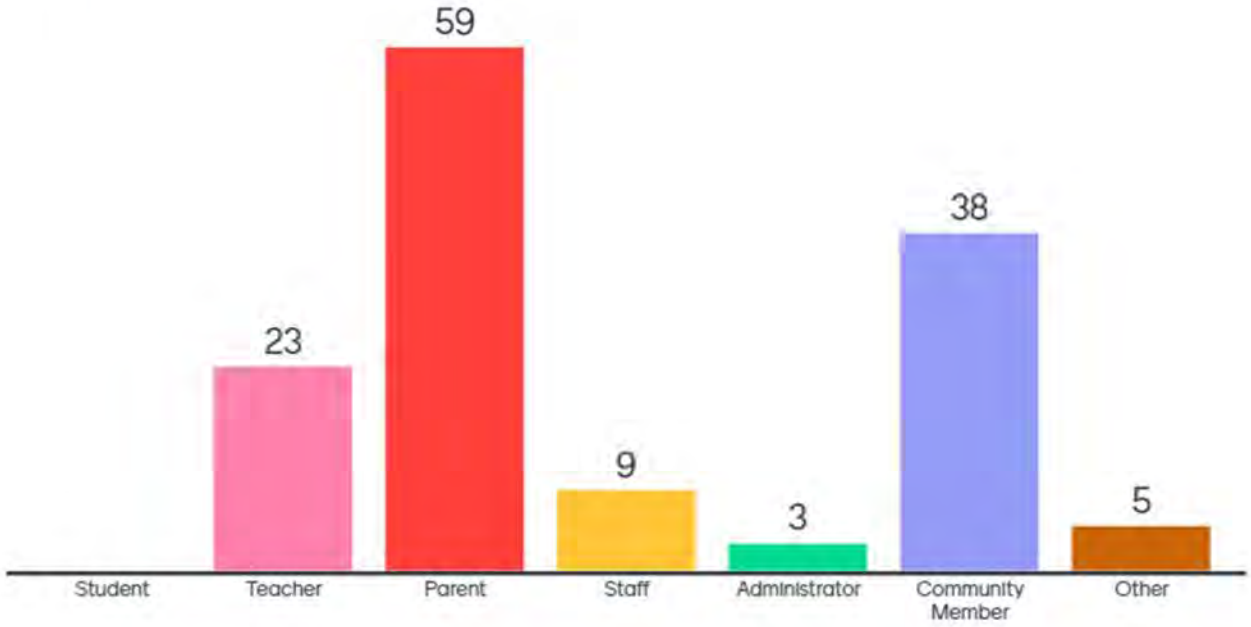
www.smma.com

Community Forum #3 Feedback



Mentimeter

I'm responding as:



1 4 95

Mentimeter

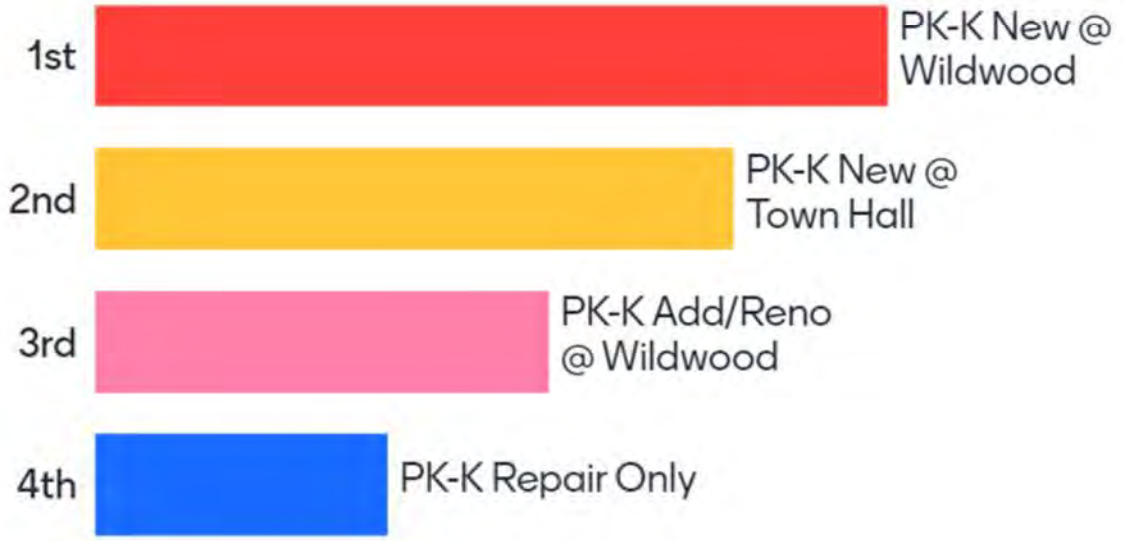
Rank these PreK-K alternatives in order of preference.



PreK-K

130 students + PK	Repair Only @ Wildwood	Add/Reno @ Wildwood	New @ Wildwood	New @ Town Hall
Project Cost Range	$26.6M – $29.4M	$78.0M - $86.2M	$79.3M - $87.6M	$80.1M - $88.5M

*Will breakdown of eligible expenses not included in the above costs.



1 4 72

Mentimeter

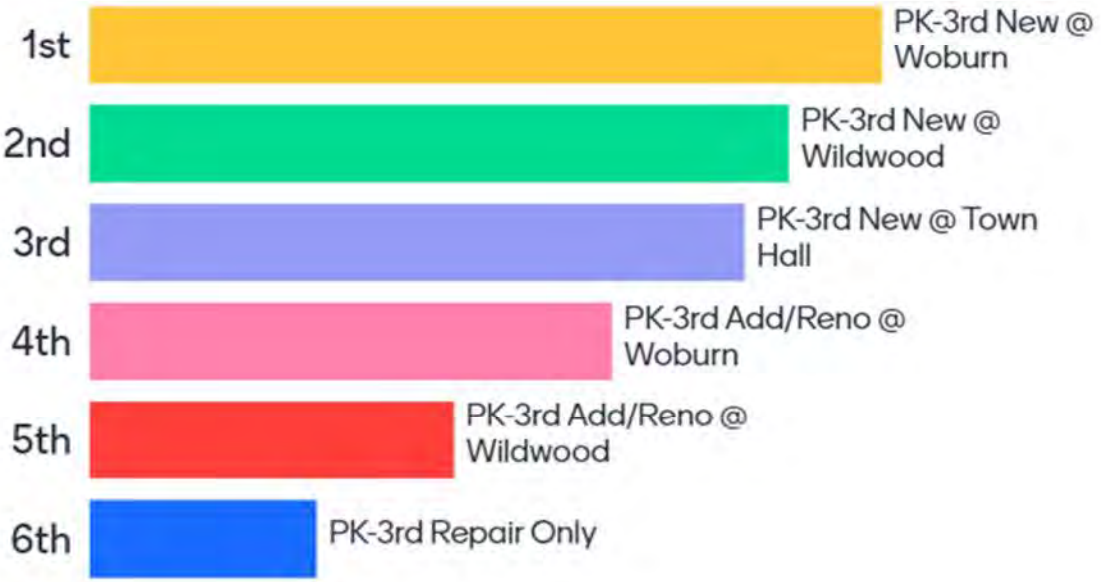
Rank these PreK-3rd alternatives in order of preference.



PreK-3

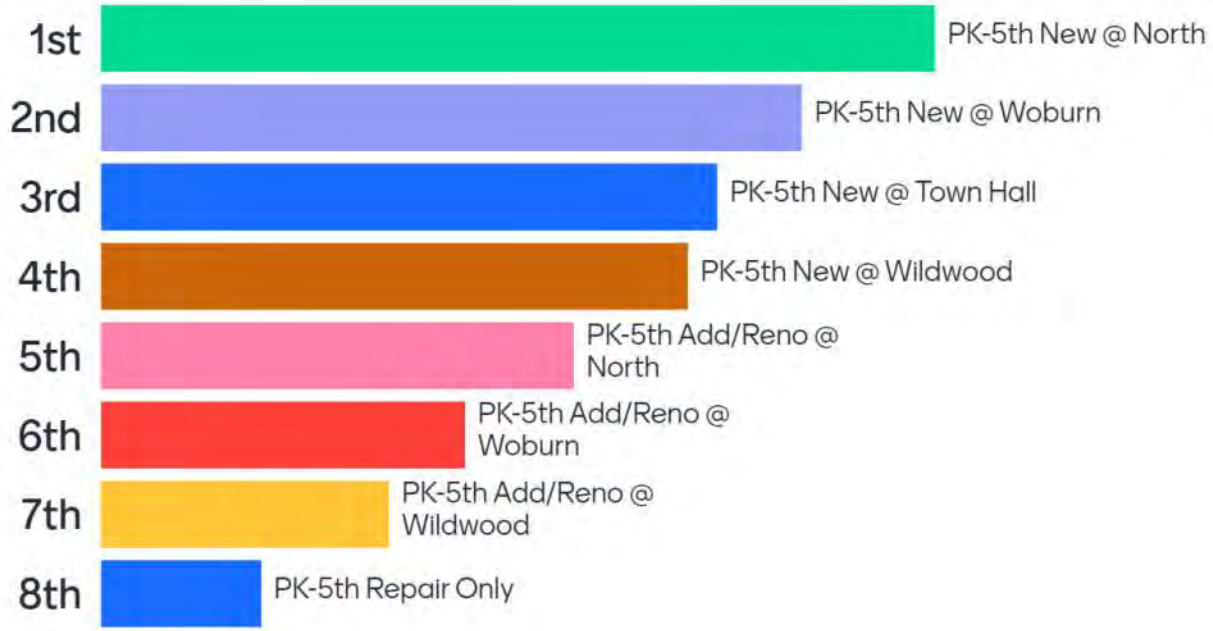
	*For Comparison Only					
	Repair Only @ Woburn	Add/Reno @ Woburn	Add/Reno @ Wildwood	New @ Woburn	New @ Wildwood	New @ Town Hall
510 students + PK						
Project Cost Range	$38.3M - $40.1M	$135.0M - $149.2M	$130.2M - $143.9M	$135.7M - $150.0M	$131.2M - $145.1M	$132.2M - $146.1M

*MSBA Reimbursement of eligible expenses not included in the above costs.



Mentimeter

Rank these PreK-5th alternatives in order of preference.



PreK-5

	*For Comparison Only							
	Repair Only @ North	Add/ Reno @ North	Add/ Reno @ Woburn	Add/ Reno @ Wildwood	New @ North	New @ Woburn	New @ Wildwood	New @ Town Hall
755 students + PK								
Project Cost Range	$29.5M - $32.6M	$193.3M - $213.6M	$188.9M - $208.8M	$188.2M - $208.0M	$194.0M - $214.5M	$194.7M - $215.2M	$188.8M - $208.7M	$187.6M - $207.3M

*MSBA Reimbursement of eligible expenses not included in the above costs

1 4 78

Mentimeter

Rank these NEW CONSTRUCTION alternatives in order of preference.

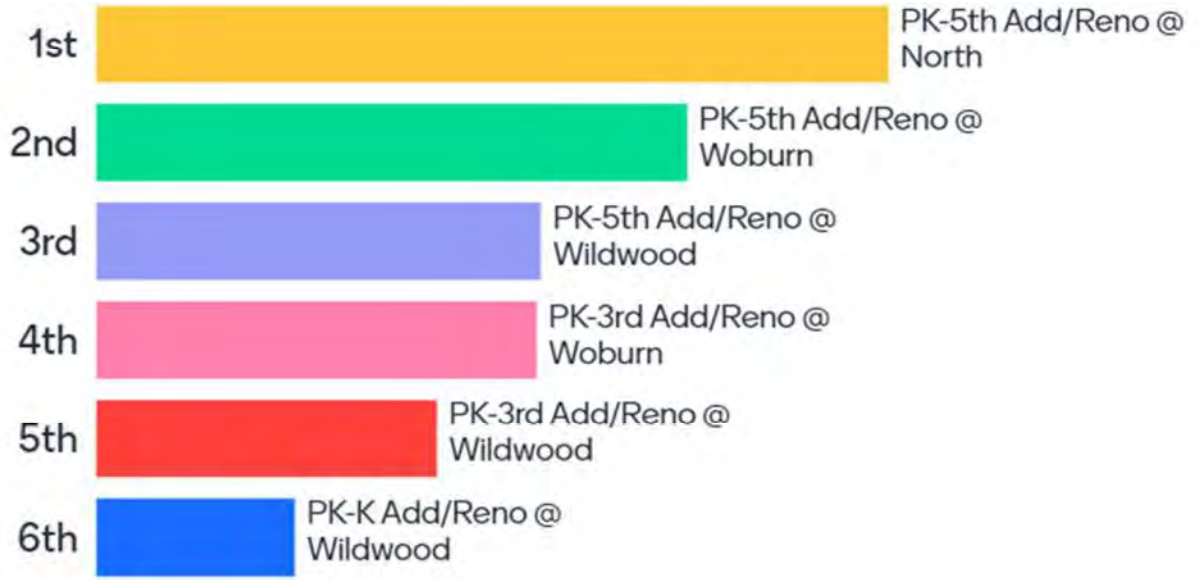




Mentimeter

Rank these ADDITION/RENOVATION alternatives in order of preference.





1 2 4 72



Mentimeter

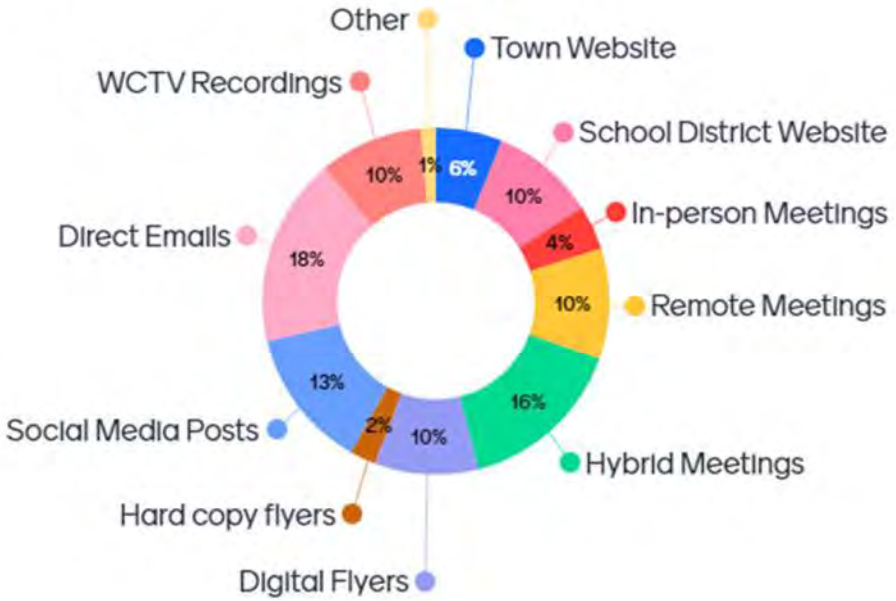
Now that the first round of conceptual estimates haven been prepared, how strongly should the Town and the District consider each of the following?



4 73

Mentimeter

What is the best way for the Wildwood School Building Committee to share information and upcoming meeting dates with you?



4 70

What additional/new information would helpful in the next phase of the project?

36 of 104 responded • 36 responses

Estimated tax impact

What will impact be on students as construction is underway

Details about the school site beyond the building itself and how that would impact future activities that currently take place there

A short, informative video that people can review asynchronously that will help spread the word and provide context

Tax impact, impact on the community in terms of use for the community

Current maintenance and energy costs

Estimated town share...tax impact

Continued/additional cost comparisons for all 6 schools so community members can see how much various renovations would be in comparison to the bulk cost of building a new consolidated school

Impact on students attending the school(s) during construction

You got most of mine in your idea list!

Town's funding plan for the project. How much will be debt funded?

Preliminary plans for "west side"

Ways to get everyone on board, even those that won't have children attend the new school

The cost estimates along with the diagrams would be great so people can view in detail on their own time.

The MSBA contribution - even estimates of it - are very important. Also, keeping a line of sight to the consequences of not building a Pre K - 5 should always be highlighted.

Quantify long term value to the town - folks here are always worried about taxes, how can value to the next generation of students be quantified and communicated in the town.

Why put off the inevitable? In the very near future, most schools in Wilmington will be inhabitable. We should provide minimal building disruptions for students so they can LEARN!

Matching from MSBA

Projected cost for addressing all 3 schools if we do not proceed with pk-5 taking into account projected increases in construction costs

Costs of building 3 new schools vs. 1 pre k-5, including economic benefits of maintaining less buildings

Estimated tax impact.

I think the buildings should be toured by committee members to see the physical state they are in and the poor learning spaces. Also new schools mean better property values. Please research this.

Estimated tax impact understanding that we have already spent way too much on schools. Repair what we have and move on.

What are the long term cost savings?

Would like to understand the $ amount to resident taxes b4 final decision.

Impact on residential taxes, estimated total costs for all schools if plan is to replicate whatever is done for other sides of town and/or grades.

New construction! Please focus on building a safe building rather than an aesthetic one like WHS!

No

How are the proposals impacting students' learning environments, classroom sizes, and space necessary for our students to learn. We need to keep our students in mind while planning.

Cost impact to residents. Feedback from other communities that may have consolidated (both positive and negative). How would students be impacted during construction?

What the town plans to do to accomodate the children that will come with building of new condos and apartments if they choose to only repair the wildwood site.

Remind the town that anything other than a new K-5 school is simply pushing the problem down the road.

1. Hard numbers on maintenance cost. 2. Traffic and busing impact. 3. Town budget - hard numbers - how the town budget will impacted

Building designs that show "no frills/bare bones" options and not luxurious ones.impacts to traffic flow in the area: Specifically Glen Rd with all the needed buses to transport 755+ students 2x daily

Comparison of cost savings for having 1 building to maintain vs 3 (with 2 aging ones that may need to be updated as well). Think that would help get people on board with the final cost.

Estimated tax impact per family

Review and Approve Short List



Short List Requirements

At Minimum…

1 alternative from each grade configuration

1 alternative from each of the following:

- **Renovation Addition**
- **New Construction**

1 Repair Alternative

- **Wildwood ECC Base Repair**
- ***Woburn St. and North Int.– for comparison only***

Preliminary Short List

	PK-K* 130 students + PK		PK-3** 510 students + PK		PK-5 755 students + PK		
			*For Comparison Only		*For Comparison Only		
	Repair Only @ Wildwood	New @ Wildwood	Repair Only @ Woburn	New @ Woburn	Repair Only @ North	Add/Reno @ North	New @ North
Total Score	47.7	56.2	43.9	69.8	46.4	72.8	78.4
Project Cost Range	$26.6M - $29.4M	$79.3M - $87.6M	$36.3M - $40.1M	$135.7M - $150.0M	$29.5M - $32.6M	$193.3M - $213.6M	$194.0M - $214.5M

Notes:
PK-K cost estimates do not include any work at Woburn St. and North Int. Schools.
PK-3 cost estimates do not include any work at North Int. School.
MSBA Reimbursement of eligible expenses is not included in the above costs.

Vote to Approve Shortlist of Alternatives for Further Evaluation in PSR



Approve Submission of PDP Report to MSBA



PDP Submission Contents

3.1.1 Introduction

3.1.2 Education Program

3.1.3 Initial Space Summaries

3.1.4 Existing Conditions Assessments

3.1.5 Site Development Requirements

3.1.6 Preliminary Evaluation of Alternatives

3.1.7 Local Actions and Approvals

Outcomes

- **3 Design Enrollments Under Consideration**
  - PK-K: 130+ PreK
  - PK-3: 510+ PreK
  - PK-5: 755+ PreK
- **Documentation of Programs, Services, and Guiding Principles**
  - Extended PreK
  - STEM
- **Space Necessary to Deliver Educational Program**
  - PK-K: 66,810 GSF
  - PK-3: 117,318 GSF
  - PK-5: 167,755 GSF
- **18 Alternatives Explored:**
  - Repair Only, Renovation/Addition, New Construction
- **5 Alternatives Identified for Further Development and Evaluation**
  - +2 Base Repair (Woburn, North) for Comparison
- **Total Project Costs Range for Short List**
  - $26.6 M - $214.5 M

Short List of Alternatives for Further Exploration in PSR

Pre-K-K: 130+ Students

REPAIR: PK-K R.1
$26.6 M- $29.4 M



New: PK-K N.1
$79.3 M- $87.6 M



Pre-K-3: 510+ Students

REPAIR: PK-3 R.1
(Woburn only)
$36.3 M- $40.1 M



New: PK-3 N.1
$135.7 M- $150.0 M



Pre-K-5: 755+ Students

REPAIR: PK-5 R.1
(North only)
$29.5 M- $32.6 M



RENO/ADD: PK-5 AR.1
$193.3 M- $213.6 M



New: PK-5 N.1
$194.0 M- $214.5 M



Vote to Approve Submission of PDP Report to MSBA



Next Steps





April 2024

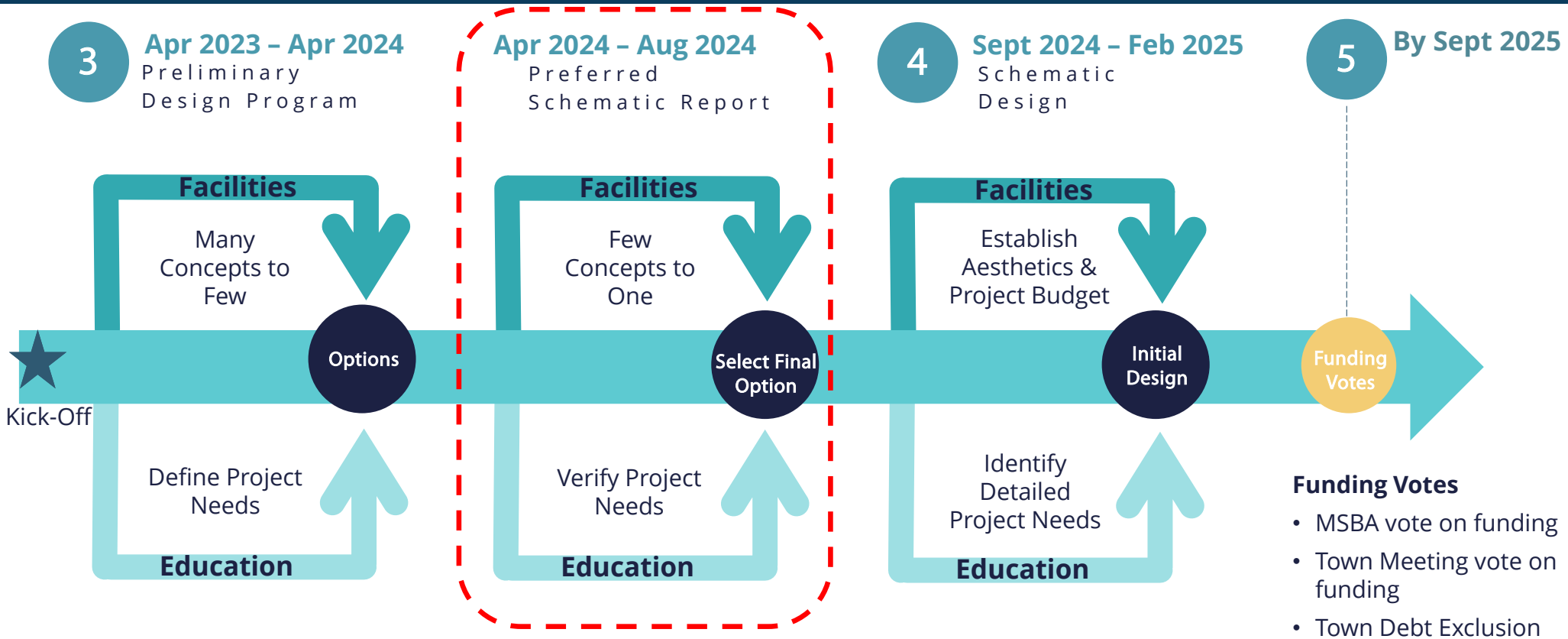
Submit PDP to MSBA – April 18th

Continue into PSR Phase

- April – August 2024

MSBA Process

Where We're Going: Preferred Schematic Design



Funding Votes

- MSBA vote on funding
- Town Meeting vote on funding
- Town Debt Exclusion Vote

SBC Public Relations Working Group Update





https://vimeo.com/910606707

Thank You